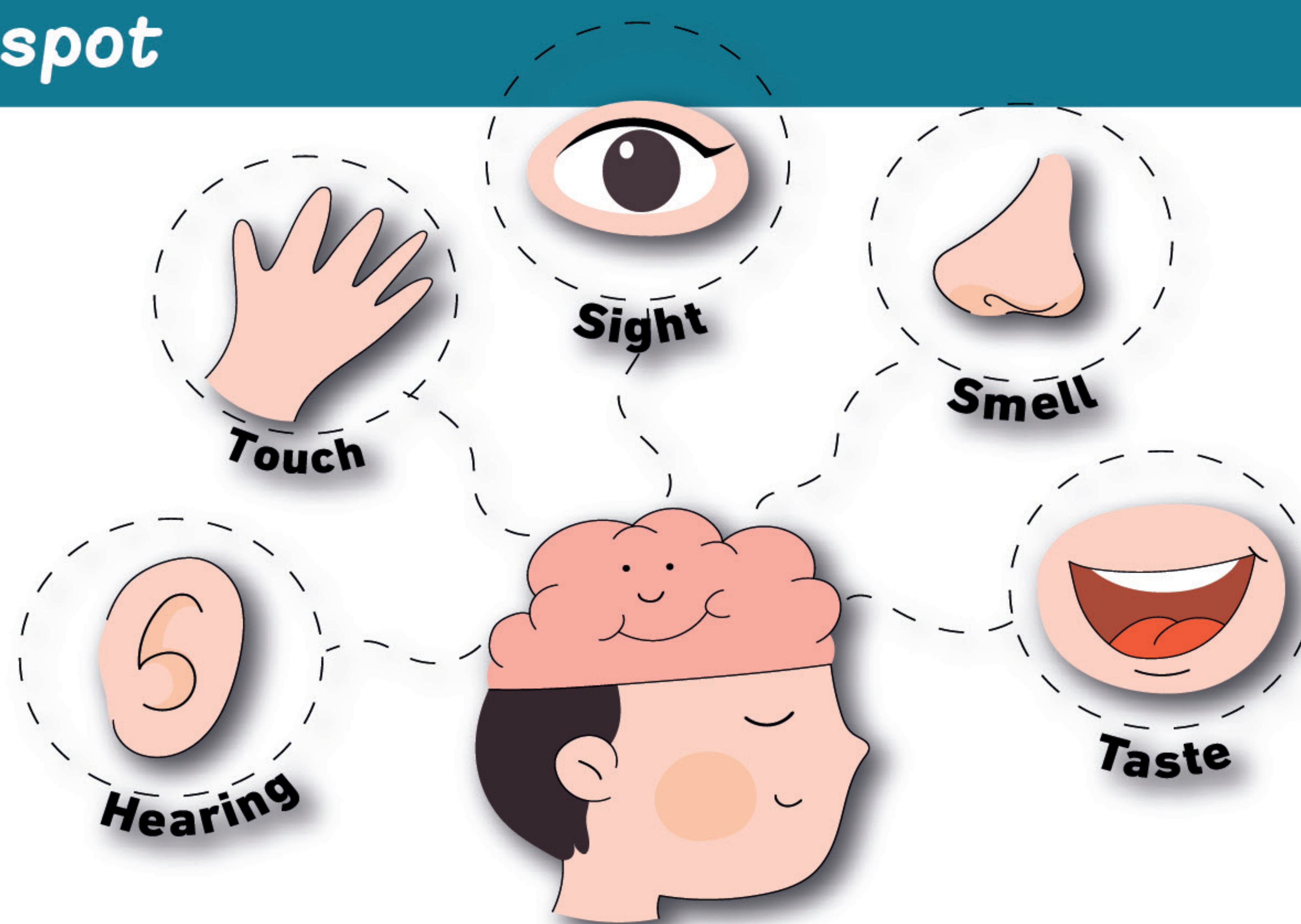


Unit 5

Making sense of senses

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Lesson 1A: Vocabulary and Grammar

1) In pairs, discuss the questions. P.48 SB

1. What are the names of the five senses حواس خمسة ؟
2. Which is your strongest sense? Say why.
3. How are animal senses different to human senses?



Important Words

Color blind	عمى الألوان	Perceive	يدرك
Eyesight	البصر	Make out	تمييز / فهم
Hearing loss	فقدان السمع	Taste bud	براعم التذوق

2) Read the fact sheet. In pairs, identify two facts which are not true. Go to page 74 to check your answers. P.48 SB

Fascinating facts about the 5 senses

1. The human finger is so sensitive that it is capable of detecting a surface bump only 0.0001 mm high.
● الإصبع البشري حساس للغاية لدرجة أنه قادر على اكتشاف نتوء سطحي يبلغ ارتفاعه ٠,٠٠٠١ ملم فقط.
2. Men have a keener sense of smell than women.
● الرجال لديهم حاسة شم أقوى من النساء.
3. Around 25% of people are 'supertasters'. Supertasters have more **taste buds** than the average person, and they tend to dislike bitter foods.
● حوالي ٢٥٪ من الناس هم «ذواقون فائقون». لديهم براعم تذوق أكثر من الشخص العادي، ويميلون إلى عدم حب الأطعمة المرة.
4. For the Ongee people of the Andaman Islands, smell is the most important sense. When greeting an Ongee, instead of asking, 'How are you?' it is usual to ask, 'How is your nose?'
● بالنسبة لشعب أونجي في جزر أندامان، الشم هو الحاسة الأكثر أهمية. عند تحية أحد أفراد أونجي، بدلاً من السؤال، «كيف حالك؟» من المعتاد أن تسأل، «كيف حال أنفك؟»
5. Touch is the first sense to develop in babies and the last to fade at the end of our lives.
● اللمس هو أول حاسة تتطور عند الأطفال وآخر حاسة تتلاشى في نهاية حياتنا.
6. If you sit too close to a television screen, you risk damaging your **eyesight**.
● إذا جلست قريباً جداً من شاشة التلفزيون، فإنك تخاطر بإلحاق الضرر ببصرك.
7. Standing close to loudspeakers at concerts can cause **hearing loss** in 7 a half minutes.
● الوقوف بالقرب من مكبرات الصوت في الحفلات الموسيقية يمكن أن يسبب فقدان السمع في ٧,٥ دقائق.
8. It is not possible to **perceive** smells while you are asleep.
● لا يمكن إدراك الروائح أثناء النوم.
9. Elephants use infrasonic sound to communicate. These low-frequency sounds enable elephants to **make out** sounds 285 km away.
● تستخدم الأفيال الصوت تحت الصوتي للتواصل. تمكن هذه الأصوات منخفضة التردد الأفيال من تمييز الأصوات على بعد ٢٨٥ كيلومتراً.
10. Males are much more likely to be **colour-blind** than females.
● الذكور أكثر عرضة للإصابة بعمى الألوان من الإناث.

3) Complete the sentences with the highlighted words and phrases from page 48. P.49 SB

1. Your ----- is your ability to see.
2. If you are -----, you can't tell the difference between some colours.
3. If you ----- something -----, you can see, hear, or understand someone or something with difficulty.
4. ----- is another word for 'notice'.
5. ----- are the tiny bumps on your tongue that allow you to recognise flavours.
6. ----- is another way of saying 'deafness'.

Gerunds and infinitives

INFINITIVES المجرّد

We use an infinitive with *to*: : نستخدم المجرّد مع :

to explain the purpose of an action:

لشرح هدف الحدث

● You should eat them *to reduce* your risk of heart failure.

● Sugar is added *to make* the bread rise

after certain verbs:

بعد أفعال معينة

● You need *to make* sure you drink a lot of water.

● They often fail *to notice* all the details.

Other verbs: أفعال أخرى

agree	allow	appear	attempt	encourage	expect	force	help	persuade	plan	promise	refuse
يوافق	يسمح	يظهر	يحاول	يشجع	يتوقع	يجبر	يساعد	يقنع	يخطط	يعد	يرفض
need	fail	tend									
يحتاج	يفشل	يتجه									

ملاحظة مهمة:

● Help can also be followed by the infinitive without *to*:

يمكن أن تتبع help بمجرّد من دون *to*

● They may help your brain *(to) grow*.

after certain adjectives:

بعد صفات معينة

● They're quick and easy *to cook*.

● It's important *to remember* that ...

Other examples: صفات أخرى

difficult	easy	helpful	likely	important	usual
صعب	سهل	مفيد	محتمل	مهم	عادة

● after first, second, third, last, etc.:

● I'd be the last *to help* him!

Infinitive without to مجرد من دون

We use an infinitive without to after let and make:

- They may make you *feel* happier.
- Let your heart *slow down*.

GERUNDS المصادر

We use a gerund (-ing form) in the same way as a noun: نستخدم المصدر بالطرق التالية:

as the subject of the sentence
في مكان الفاعل

Jogging is good for you.
Making bread involves ...

after certain verbs:
بعد أفعال معينة

You should also avoid *stopping* suddenly.
It involves *taking* a test.

Other verbs taking a gerund: أفعال أخرى:

can't stand	consider	don't mind	enjoy	fancy	imagine	risk	suggest
لا يحتمل	يعتبر	لا يمانع	يستمتع	يعجب	يتخيل	يمانع	يقترح
avoid	involve						
يتجنب	ينخرط						

after prepositions and conjunctions
بعد حروف الجر

- ... your risk of *having* a heart attack.
- ... to prevent it from *rising* too much.

after be used to and get used to

- I'm not used to *pushing* my body to the limit.
(The situation is unfamiliar to me and I am not comfortable with it.)
- I'm getting used to *doing* more exercise.
(The situation is becoming more familiar, but I am not comfortable with it yet.)

Infinitive or gerund

The following verbs can be followed by the infinitive with to or the gerund, with no difference in meaning:

Begin	Continue	Hate	Love	Start
يبدأ	يكمل	يكره	يحب	يبدأ

- We use *prefer* + *infinitive* with to for a specific situation (موقف خاص): I'd *prefer to stay* in tonight.
- We use *prefer* + *gerund* to talk about general preferences (مشاعر عامة): I *prefer staying* in to going out.

Practice (1): Complete the sentences with a gerund or an infinitive.

1. She smelled the milk to check / checking it hadn't gone off.
2. To tell / Telling her she's deaf isn't kind.
3. We're talking about going / to go vegetarian.
4. She'd be the first to taste / tasting the food.
5. I encouraged him to have / having an eye test.
6. My mum can't stand to listen / listening to loud music.
7. I was surprised hearing / to hear that he's colour-blind.
8. When communicating / to communicate with children, keep your language simple.
9. I'm used to be / being short-sighted – it doesn't bother me.
10. Laith used having / to have a sensitive palate, but he eats anything now.
11. Eventually, I will get used to wear / wearing glasses.

4) Match the underlined phrases in the fact sheet with the rules. P.49 SB

We use the infinitive:

1. after certain verbs, e.g. -----
2. after many adjectives, e.g. -----
3. to express purpose, e.g. -----
4. after first, second, third, last, etc., e.g. -----

We use the gerund:

5. after certain verbs, e.g. -----
6. after prepositions, e.g. -----
7. as the subject of a sentence, e.g. -----
8. after conjunctions like when, before, after, while, e.g. -----

5) Write the verbs and verb phrases from the box under the correct headings. P.49 SB

Can't help / encourage / fail / feel like / force / happen / have difficulty / let / make

+ gerund	risk, ...
+ infinitive	tend, ...
+ object + infinitive with to	enable, ...
+ object + infinitive without to	help, ...

6) Complete the text with the correct forms of the verbs. Then listen and check. P.49 SB

The myth of the five senses

It was Aristotle who was responsible for ¹----- (**encourage**) us ²----- (**believe**) that we have five senses, but common sense suggests we possess more than that number. In fact, the current scientific consensus is that we have five more. One of these is 'proprioception' – the sense of ³----- (**know**) which parts of our body are where. This enables us ⁴----- (**type**) without ⁵----- (**look**) at the keyboard or walk around without having to watch our feet. Try this experiment ⁶----- (**test**) your proprioception: close your eyes and slowly move your finger ⁷----- (**touch**) your nose. If you have difficulty ⁸----- (**do**) this, then your proprioception is unlikely ⁹----- (**be**) as good as it could be.

7) Study watch out! Then complete the sentences with the correct forms of used to, be used to or get used to. P.49 SB

1. My contact lenses felt weird at first, but I ----- (wear) them eventually.
2. I ----- (not like) eating fish, but I love it now.
3. He ----- (sleep) on a hard mattress – it doesn't bother him.
4. How ----- people ----- (deal) with poor eyesight before the invention of glasses?
5. I'm full – I ----- (not eat) so much food.

Watch Out! OH!!

- I'm used to wearing glasses. (= This is normal for me.)
- I'm getting used to wearing glasses. (= This is slowly becoming normal for me.)
- I used to wear glasses. (= I don't wear them now.)

8) Values: why is it important to understand different disabilities? Discuss. P.49 SB

قيم: لماذا من المهم فهم عدم القدرات المختلفة.

9) Speaking: Discuss which sense you would find it most difficult to live without. P.49 SB

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

1. I know I should resist, but I can't help
2. Many people fail
3. Experts encourage
4. Let the delicious flavours
5. The curry is so spicy I have difficulty
6. Do you happen to know

- a. tempt your taste buds.
- b. where I can get my hearing tested?
- c. to know scratching when I've got an insect bite.
- d. to understand the strong link between smell and taste.
- e. tasting anything except the chilli.
- f. us to take regular breaks from staring at our computer screens.

2) Choose the correct forms to complete the sentences. P.36 WB

1. Is it usual for under-eighteens **to pay/ paying** for eye tests?
2. I'm short-sighted, so I wear glasses **helping / to help** me see objects in the distance.
3. You're the second person to **ask/ asking** me if my hearing is Ok today.
4. You risk to **damage / damaging** your eyesight if you stare at the sun.
5. This camera is brilliant at **take / taking** photos in very low light.
6. To **tell / Telling** these smells apart can be very difficult for some people.
7. While **working / to work** as a chef, I developed a keen sense of smell.
8. We encourage you **having / to have** your glasses cleaned and checked regularly.

3) Complete the text with the correct forms of the verbs in brackets. P.36 WB

I held a snake for the first time at a small zoo. I was surprised ¹----- (**find**) that it was dry and not wet. While ²----- (**hold**) the snake, I felt it begin ³----- (**wrap**) itself round my arm, but I didn't feel threatened. I don't think it intended ⁴----- (**do**) me any harm. In fact, it seemed ⁵----- (**want**) to show me affection. Nothing about the snake was what I'd expected. I felt lucky that it had let me ⁶----- (**touch**) it.

4) Complete the texts with the correct forms of the verbs in bold and an object where necessary. P.36 WB**Read**

Adnan tries ¹----- for at least an hour every day. He enjoys ²----- while he's travelling to school. His mum won't let ³----- at the dinner table though.

Do...

Abeer's parents make ⁴----- her homework as soon as she gets home. They encourage ⁵----- it before anything else. The only way she can avoid ⁶----- it is if she has after – school activities.

Watch...

Maha can't stand ⁷----- violent films or TV series. She refuses ⁸----- anything where violence is shown as entertainment. ⁹----- comedies on the other hand, she finds a great pleasure.

5) Complete the text with the correct forms of the verbs from the box. P.37 WB

approach attack be have hunt know smell steal take

Beware the bears!

Imagine ¹ ----- sense of smell 700 times more powerful than a human. Grizzly Bears' noses are so good that they are able ²----- a potential meal from up to 18 miles away. This is why it is so important ³----- careful when you are camping in areas where there are bears. The bears will be the first ⁴----- if you leave food out, and you won't be able to prevent them from ⁵----- your campsite if they are hungry. ⁶----- your food is much easier than spending time ⁷----- and while bears are not likely ⁸----- humans, can you really afford ⁹----- the risk?

6) Read the sentences. What function do they have? Write N, B or P. P.37 WB

N = This is normal.

B = This is slowly becoming normal.

P = This was true in the past, but is no longer true now.

1. I'm getting used to wearing a hearing aid. _____
2. Lama is used to people asking her for advice. _____
3. We're already used to the Irish accent. _____
4. They're getting used to living here now. _____
5. Visitors used to be able to make out the sea from here. _____

7) Complete the sentences with the correct forms of (be / get) used to and the verbs in brackets. P.37 WB

1. Although it's still a bit strange, Kamal ----- (**live**) in the student halls instead of at home with his parents.
2. I couldn't concentrate on audiobooks at first, but now I ----- (**listen**) to them and prefer them to print books.
3. When my sister was a child, she ----- (**play**) with dolls.



8) Rewrite the sentences using the correct forms of used to, be used to or get used to. P.37 WB

1. It's normal for me to find cat hairs on my clothes.

I'm used to finding cat hairs on my clothes.

2. Life on the island is slowly becoming normal for the family.

3. Asma didn't like the smell of fish in the past.

4. Waking up early was slowly becoming normal for Malak.

5. Maher played guitar in a jazz band in the past.

6. It was normal for Dana to speak to large groups of people.

9) Use of English Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold. P.37 WB

1. Using this switch, you can turn off all the lights in the house. **Enables**

This switch ----- off all the lights in the house.

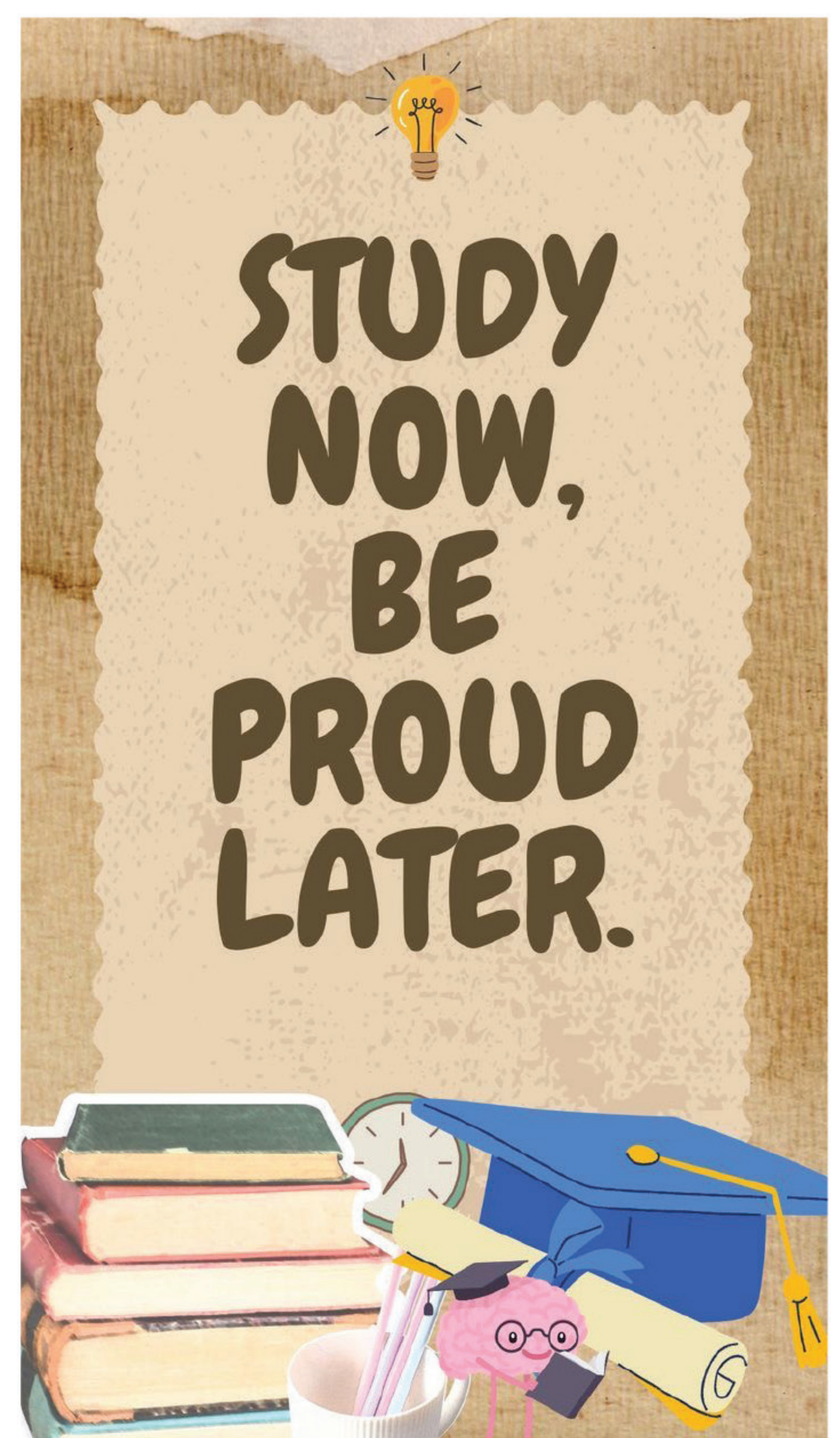
2. It's my job to test people for colour - blindness. **Responsible**

I ----- people for colour – blindness.

3. Would you like to try the smelly blue cheese? **Fancy**

Do you ----- the smelly blue cheese?

10) Write a short paragraph about a situation in your life when you had to change your habits or routine, or adapt to new circumstances. P.37 WB



Lesson 2A:

Vocabulary | The senses

1) Speaking in pairs, discuss the questions. **P.50 SB**

1. What are your favourite smells?
2. Are there any sounds you really dislike?



Important Words

<i>aroma</i>	رائحة	<i>roar of an engine</i>	هدير المحرك
<i>bee buzzing</i>	طنين النحل	<i>rustling of paper</i>	حفيف الورق
<i>birds chirping</i>	زقزقة الطيور	<i>scent</i>	عبير
<i>balloon popping</i>	فرقعة البالون	<i>smelly</i>	كريه الرائحة
<i>crunching of snow</i>	سحق الثلج	<i>stench</i>	نتن
<i>machine humming</i>	همهمة الآلة	<i>stink</i>	رائحة كريهة
<i>meat sizzling</i>	أزيز (طشيش) اللحم	<i>subtle</i>	دقيق / خفي
<i>mouth watering</i>	مشهي	<i>thud</i>	صوت مكتوم
<i>overpowering</i>	طاغ	<i>parrot scratching</i>	خدش البيغاء
<i>coarse</i>	خشن	<i>fluffy</i>	منقوش
<i>prickly</i>	شائك	<i>silky</i>	حرير
<i>smooth</i>	ناعم	<i>spiky</i>	مدب
<i>squishy</i>	طري	<i>sticky</i>	لزجة

2) Read the post. Are any of the sounds or smells the same as your ideas in Exercise 1?
Join the discussion **P.50 SB**

Dalia_loves_rain_2009 says:

What sounds and smells do you love and hate?

love_my_life says:

Sounds I love: waves crashing on the seashore, the crunching of snow, bubble wrap popping, leaves rustling in the wind.

الأصوات التي أحبها: اصطدام الأمواج على الشاطئ، سحق الثلج، فرقعة فقاعات التغليف، حفيف الأوراق في الرياح.

Hani_against_noise says:

Sounds I hate: the high-pitched noise of a dentist's drill.

الأصوات التي أكرهها: الصوت الحاد لحفر طبيب الأسنان.

busy_bee says:

Smells I love: the **scent** of roses, the delicious **aroma** of bread baking in the oven, ... mmm ... total-ly **mouth-watering**; aftershave or perfume (as long as it's **subtle** and not too **overpowering**).

الروائح التي أحبها: رائحة الورد، الرائحة الشهية للخبز الطازج في الفرن، ... ممم... مشهي للغاية؛ عطر ما بعد الحلاقة أو العطر (طالما أنه خفي وليس قوي جدًا).

nosy_neighbour_101 says:

Smells I hate: the **stench** of drains and bins on a hot day, **smelly** socks, public toilets – they **stink!**

Yuck!

الروائح التي أكرهها: نتن المصارف والقمامة في يوم حار، الجوارب الكريهة، المراحيض العامة - إنها كريهة الرائحة! اوي!

3) Use the highlighted words from Exercise 2 to say which word (s) describes: P.50 SB

The word	English meaning	Arabic meaning
	1. the smell of something delicious cooking	
	2. something difficult to detect	
	3. something which is too strong	
	4. really bad smells	
	5. delicious-tasting food	
	6. a pleasant smell of flowers	

4) 5.2 Listen and number the sounds in the order that you hear them. P.50 SB

- a. the crunching of snow.
- b. a balloon popping.
- c. the rustling of paper.
- d. meat sizzling.
- e. birds chirping.
- f. a washing machine humming.
- g. the thud of something falling.
- h. a parrot screeching.
- i. the roar of an engine.
- j. a bee buzzing.

5) Study Watch out! Then choose two sounds from Exercise 4 and write your own sentences. Include nouns and verbs. P.50 SB

Watch Out! OH!!

Many words for sounds العديد من الكلمات مثل e.g. crunch, crash, pop, buzz are both verbs and nouns/ gerunds هي أسماء(مصادر) و أفعال I can hear the hum/ humming of a machine.

The fans were humming softly.

6) Check the meaning of the words in the box and match them with the pictures.

coarse خشن	fluffy ناعم / منفوش	prickly شائك	silky حريري
smooth ناعم	spiky مدبب	squishy طري	sticky لزج

7) Speaking in pairs, think of items to match the descriptions. P.50 SB

- 1. a perfume that you find overpowering. عطر تجده قويا.
- 2. a flower with a subtle scent. وردة برائحة خفيفة.
- 3. something that stinks when it goes off. شيء كريه الرائحة عندما يفسد.
- 4. an animal that makes a high-pitched noise. حيوان يصدر صوتًا حادًا.
- 5. a fruit or vegetable with coarse skin. فاكهة أو خضار ذو قشرة خشنة.
- 6. an animal that's fluffy when it's young. حيوان ناعم عندما يكون صغيرًا.

أحبك أنت
بال That!

1) DO THE WORDS DESCRIBE PLEASANT 😊 OR UNPLEASANT 😞 SMELLS? P. 38 WB

- | | | | |
|-------------------|-----|-----------|-----|
| 1. aroma | 😊/😞 | 5. smelly | 😊/😞 |
| 2. mouth-watering | 😊/😞 | 6. stench | 😊/😞 |
| 3. overpowering | 😊/😞 | 7. stink | 😊/😞 |
| 4. scent | 😊/😞 | 8. subtle | 😊/😞 |

2) Choose the correct words to complete the description. P. 38 WB

When I walked into the café near the river, I smelled the ¹**stink / aroma** of fresh coffee as soon as I opened the door. I ordered a coffee and sat down by the window. The seat was comfortable and whatever they were preparing in the kitchen smelled ²**mouth-watering / overpowering**. ‘You can probably smell our fresh croissants,’ said the owner with considerable pride. So I ordered two croissants with honey. The honey was delicious; it was very ³**smooth / spiky** with a ⁴**subtle / smelly** hint of lavender. The lovely ⁵**stench / scent** of the flower garden at the rear of the café came in through the window and added to the pleasant sense of relaxation.

3) Match the words from the box with the descriptions. P. 38 WB

chirp crunch hum pop rustle screech sizzle thud

The word	English meaning	Arabic meaning
	1. steaks under the grill	
	2. a room full of switched on computers	
	3. biting into a slice of well – toasted bread	
	4. a person putting a pin in a balloon	
	5. a heavy book dropped on a wooden floor	
	6. a car’s tyres as the driver takes a corner too fast	
	7. hungry baby birds	
	8. a bag of sweets in the cinema	

4) complete the sentences with one adjective in each gap. P. 40 WB

- The jar’s paper label came off in the dishwasher, but the ----- glue remained on the glass.
- The children decided the hedgehog was simply too s----- to pick up and left it alone.
- The c----- cloth hurt the little girl’s face as her mother wiped her clean.
- The si----- material of Amina’s new dress felt wonderful.
- The f----- young chick weighed almost nothing in her hand.
- Manal didn’t believe that the miracle cream would make her skin look young and s-----

DON'T
STRESS
DO
YOUR
BEST

Lesson 3A:

Grammar



VERBS WITH GERUNDS AND INFINITIVES

- 1) In pairs, think of jobs which require a very good sense of smell, hearing, touch, etc. P.51 SB
فكر في بعض المهن التي تحتاج حواس قوية مثل الشم أو السمع أو الخ
- 2) 5.4 Listen and match speakers 1-4 with photos A-D. P.51 SB

Verbs Followed By An Infinitive Or A Gerund, With A Change In Meaning:		
VERB	MEANING	EXAMPLE
REMEMBER + INFINITIVE	to remember something, then do it لتذكر شيء ومن ثم القيام به	● I always <u>remember to take</u> a sandwich with me.
REMEMBER + GERUND	to do something and remember it later عمل شيء ومن ثم تذكره	● I <u>remember thinking</u> that I needed to find a system
FORGET + INFINITIVE	to forget about something, so you don't do it): تنسى شيء ما فلا تقوم به	● I <u>forgot to mention</u> that ...
FORGET + GERUND	to do something and (not) forget it later القيام بشيء ما وعدم نسيانه ملاحظة مهمة! forget + gerund is usually used in the negative تستخدم عادة مع النفي	● I'll never <u>forget failing</u> that exam
TRY + INFINITIVE	to make an effort to do something difficult بذل الجهد للقيام بشيء صعب	● I always <u>try to plan</u> it so that ...
TRY + GERUND	to do something and see what happens القيام بشيء وانتظار ما سيحدث ملاحظة مهمة! try + gerund is often used for giving advice غالبًا ما تستخدم لإعطاء النصيحة	● You should <u>try working</u> in the library
STOP + INFINITIVE	to stop something in order to do something else لإيقاف شيء ما للقيام بشيء آخر	● I keep <u>stopping to make</u> a cup of tea.
STOP + GERUND	to no longer do something لا تقوم بالشيء بعد الآن	● I don't <u>stop studying</u> till I've finished
LIKE + INFINITIVE	to do something because it is a good idea القيام بشيء ما لأنه فكرة جيدة.	● I <u>like to spend</u> at least three hours a day in the library.
LIKE + GERUND	to enjoy something الاستمتاع بشيء ما	● I <u>like working</u> at home.

let them
ينفعوك

FEEL, HEAR, LISTEN TO, SEE AND WATCH

To talk about a completed action after these verbs, we use object + infinitive without to:

للحديث عن حدث مكتمل بعد هذه الأفعال، نستخدم مفعول به + مجرد من دون to

I saw somebody fall in the water.

To talk about an action in progress after those verbs, we use object + gerund:

للحديث عن حدث قيد الاكتمال بعد هذه الأفعال، نستخدم مفعول به + مصدر

I saw him talking to the lifeguard.

NEED, DESERVE AND REQUIRE

After these verbs the gerund has a passive sense:

بعد هذه الأفعال نستخدم المجهول.

NEEDS CLEANING = NEEDS TO BE CLEANED

3) 5.5 Complete the extracts with the correct forms of the verbs in brackets. Use a gerund or an infinitive (with or without to). Then listen again and check. P.51 SB

1. Obviously, the animal would need ----- (have) an X-ray for confirmation.
2. You need good hearing too because if someone is trapped in a building, you need to be able to hear them ----- (shout).
3. In an emergency, you can't stop ----- (ask) questions.
4. Or worse – they'll stop ----- (come) here to eat!

4) Look at the sentences in Exercise 3. Then complete rules a-d with infinitive and gerund or choose the correct word. P.51 SB

- a. Some verbs like forget, go on, mean, regret, remember, stop and try can be followed by ¹----- or ²-----, but the meaning changes depending on which form we use.
- b. To talk about a completed action after the verbs feel, hear, listen to, see and watch, we use object + ³-----.
- c. To talk about an action in progress after those verbs, we use object + ⁴-----.
- d. After the verbs need, deserve and require the gerund has ⁵a passive / an active sense.

5) Complete the pairs of sentences with the correct forms of the verbs in brackets. P.51 SB

1. a Remember ----- (take) your swimming kit.
b I remember ----- (bring) my swimming kit, but now I can't find it.
2. a Becoming a perfumer means ----- (give) up spicy food.
b Oops! I didn't mean ----- (put) so much chilli sauce on my chips!
3. a I'll never forget ----- (taste) ice cream for the first time.
b Don't forget ----- (put) the ice cream in the freezer.
4. a We regret ----- (inform) you that the restaurant has closed down.
b I regret ----- (not study) harder last year.

6) Complete the sentences with the correct forms of the verbs from the box. P.51 SB

land practise score sign wash

1. I can hear my neighbour ----- his violin.
2. Hanan felt the mosquito ----- on her leg.
3. Did you see him ----- the winning goal?
4. Do these grapes need -----?
5. These documents require -----.

7) 5.6 Listen and say what you heard.

I heard a whistle / someone whistling.

1) Complete the sentences with the structures from the box. P.39 WB

deserved discussing / heard the bottle smash / needs paying
 regretted drinking / remember dreaming / see Jamal fall / stop looking
 watched the children playing

Fawzi **regretted drinking** a second can of energy drink.

1. Did you ----- off his bike yesterday?
2. The water bill ----- this week.
3. I ----- I could fly last night.
4. Khawla ----- as it hit the floor.
5. Mariam ----- together.
6. Khalil thought the idea -----.
7. Please ----- at your phone.

2) Match each pair of sentences with their meanings a-b. P.39 WB

1. Why don't you try using a different app to see if it's any better?
2. Huda tried to sing the highest note, but she couldn't quite manage it.
 a. make an effort to do something difficult.
 b. do something as an experiment to see what happens.
3. Lubna remembered to add salt to the soup she was making.
4. Farid remembered meeting Habib for the first time.
 a. remember something, then do it.
 b. remember that you did something earlier.

3) Complete the sentences with the correct gerund or infinitive forms of the verbs in brackets.

P.39 WB

1. Always remember ----- (**wash**) your hands before you start cooking.
2. Getting the grades I need for university means ----- (**study**) hard for the next six months.
3. Once your child can walk, he or she needs ----- (**watch**) all the time.
4. Can we stop at the service station ----- (**use**) the bathroom?
5. I really regret ----- (**go**) out last night as I'm exhausted this morning.

BE
EASY
YA عزيزي

4) Choose the correct forms to complete the sentences. Then write C for a complete action or I for an incomplete action. **P.39 WB**

1. We listened to Sana **recite** / **reciting** the poem from the beginning to end. **C.**
2. Reem stood in the garden and felt the rain **fall** / **falling** on her face. **I**
3. Did you see the racing cars **touch** / **touching** just then on the corner? **C**
4. He heard the baby next door **cry** / **crying** every night through the thin walls. **I**

5) Complete the text with the correct forms of the verbs from the box. **P.39 WB**

go on / develop	need / clean	remember / smell	smell / food / cook
stop / breathe in	try / pay	try / repeat	would like / improve

How to improve your sense of smell

How well – developed is your sense of smell? Can you ¹smell food cooking in the neighbours' kitchen, or tell when the bathroom ²----- before anyone else? If you ³----- your sense of smell, read on!

STEP 1

⁴----- more attention to familiar smells. For example, before you drink your coffee, ⁵----- the delicious aroma. If you ⁶----- your food and drink regularly, your sense of smell will start to improve.

STEP 2

⁷----- your sense of smell by training your nose. Choose a few familiar, pleasant scents and take a minute to really smell them. ⁸----- this several times a day and your nose will become more sensitive.

6) Write a short paragraph about something that you believe deserves doing. Have you ever tried doing it? If so, did you like doing it? **Explain why. P.39 WB**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Lesson 4A: Reading

SABRIYE TENBERKEN

1) Speaking: skim the article and explain how the photos relate to the text.

التحدث: أقرأ المقالة و اشرح كيف يرتبط النص في الصور.



Important Words

<i>Adjust to something</i>	التكيف مع شيء	<i>Come to terms with something</i>	يتصالح مع شيء
<i>Blind</i>	كفيف	<i>Educate somebody about something</i>	يثقف شخصاً حول شيء
<i>Capable of doing something</i>	قادر على فعل شيء	<i>Put something up</i>	يضع شيئاً
<i>Realize</i>	يدرك	<i>Spread the word about something</i>	ينشر الخبر عن شيء
<i>Tough</i>	صعب أو قوي	<i>Vision</i>	رؤية

امرأة مذهلة An amazing woman

German-born Sabriye Tenberken became **blind** at the age of 12. Life was not easy for her at her first school. She was desperate to fit in, but other children were often cruel to her and her teachers did not understand her needs.

ولدت سابريي تينبركن في ألمانيا وأصبحت كفيفة في سن الثانية عشرة. لم تكن الحياة سهلة لها في مدرستها الأولى. كانت يائسة للتكيف، لكن الأطفال الآخرين كانوا في كثير من الأحيان قساة معها ومعلموها لم يفهموا احتياجاتها.

¹She often tried to hide her blindness until she went to a special boarding school for the blind. Here she realized that blind people were capable of doing the same things as everyone else. ²The school taught her to come to terms with being blind. She learnt various sports including horse riding and she also learnt how to read Braille. She quickly grew in confidence.

كانت غالباً ما تحاول إخفاء كفها حتى ذهبت إلى مدرسة داخلية خاصة للمكفوفين. هنا أدركت أن المكفوفين قادرين على فعل نفس الأشياء مثل أي شخص آخر. علمتها المدرسة أن تتصالح مع كونها كفيفة. تعلمت رياضات مختلفة بما في ذلك ركوب الخيل وتعلمت أيضاً كيفية قراءة برايل. سرعان ما نمت ثقتها بنفسها.

She later studied Tibetan at Bonn University. She learnt that many Tibetan people had problems with ¹their eyesight, partly because of ²their diet but mainly because of the damaging sun at high altitudes. ³There was no Braille in Tibetan, so she decided to write a Tibetan Braille system. At first, she did ³this to help her with her own studies, but then she realised ⁴its potential to help people in the mountainous region of China.

درست لاحقاً اللغة التبتية في جامعة بون. علمت أن العديد من التبتيين لديهم مشاكل في الرؤية، جزئياً بسبب نظامهم الغذائي ولكن بشكل رئيسي بسبب الشمس الضارة في المرتفعات العالية. لم يكن هناك نظام برايل للغة التبتية، لذا قررت كتابة نظام برايل للتبتية. في البداية، فعلت ذلك لمساعدتها في دراساتها الخاصة، لكنها بعد ذلك أدركت إمكانيتها لمساعدة الناس في المنطقة الجبلية في الصين.

She had always wanted to go to Tibet and when she was 26 she decided to **pursue** her dream and visit the country to introduce her Braille system to local people.

كانت دائماً تريد الذهاب إلى التبت وعندما كانت في السادسة والعشرين قررت متابعة حلمها وزيارة البلد لتقديم نظام برايل الخاص بها للناس المحليين.

Although she travelled with two Tibetans, it was **tough** for Sabriye to travel around rural parts of Tibet, but that did not **put her off**. Many people did not believe she was blind because she travelled by horse, and she was shocked to find how blind children were treated. ⁵**Some** were never allowed outside because ⁶**their** parents believed ⁷**they** would hurt ⁸**themselves**. So, she became determined to help ⁹**them** and word was quickly spread about the blind woman ¹⁰**who** also wanted to set up a school for the blind.

على الرغم من أنها سافرت مع اثنين من التبتيين، إلا أن السفر في المناطق الريفية في التبت كان صعبًا على سابريي، لكن ذلك لم يثنيها. لم يصدق العديد من الناس أنها كفيفة لأنها كانت تسافر على ظهر الخيل، وصدمت عندما رأت كيف كان يتم التعامل مع الأطفال المكفوفين. لم يُسمح لبعضهم بالخروج أبداً لأن والديهم كانوا يعتقدون أنهم سيتعرضون للأذى. لذلك، أصبحت مصممة على مساعدتهم وسرعان ما انتشر الخبر عن المرأة الكفيفة التي تريد أيضاً إنشاء مدرسة للمكفوفين.

A lot of people say I can't do it because I'm blind.

الكثير من الناس يقولون إنني لا أستطيع فعل ذلك لأنني كفيفة.

Sabriye later met Paul Kronenberg, ¹¹**who** became her business partner. ⁴Together ¹²**they set up a school**, called Braille Without Borders. ¹³**It** has a **vision** to help blind children to adjust to ¹⁴**their** blindness and to learn many of the same skills ¹⁵**that** she had learnt as a girl.

لاحقاً، التقت سابريي ببول كروننبرغ، الذي أصبح شريكها في العمل. معاً، أنشأوا مدرسة تسمى «بريل بلا حدود». لديها رؤية لمساعدة الأطفال المكفوفين على التكيف مع كفتهم وتعلم العديد من المهارات التي تعلمتها هي عندما كانت طفلة.

Sabriye **realized** that blindness has given her the opportunity to help people like herself. Her work has become famous and ⁵she was even nominated for the Nobel Peace Prize in 2005. She has also won awards for her work and has also written a book called My Path Leads to Tibet about her life and work.

أدركت سابريي أن كفتها قد منحها الفرصة لمساعدة أشخاص مثلها. أصبح عملها مشهوراً وتم ترشيحها حتى لجائزة نوبل للسلام في عام 2005. كما فازت بجوائز عن عملها وكتبت أيضاً كتاباً بعنوان «طريقي يؤدي إلى التبت» عن حياتها وعملها.

Comprehension Questions ?

- 1 Quote the sentence which indicates the age Sabriye became blind.
- 2 The text has mentioned two difficulties Sabriye faced at her first school. Write them down.
- 3 What type of school did Sabriye attend after her first school?
- 4 What sports did Sabriye learn at the boarding school?
- 5 What reading system did Sabriye learn at the boarding school?
- 6 What did Sabriye study at Bonn University?
- 7 Tibetan people have problems with their eyesight because of two reasons. Write them down.
- 8 What did Sabriye create to help with her studies of Tibetan?
- 9 At what age did Sabriye decide to visit Tibet?
- 10 Quote the sentence which indicates who accompanied Sabriye when she traveled around rural parts of Tibet.
- 11 How were some blind children treated in Tibet according to Sabriye?
- 12 Write down the sentence which shows the vision of school Braille without Borders.
- 13 The text states many achievements of Sabriye. Write down two of them.

Pronouns

1-2	many Tibetan	3	writing a Tibetan Braille system	4	helping people in the mountains
5 -9	blind children	10	the blind woman	11	Paul Kronenberg
12	Sabriya and Paul	13	Braille Without Borders	14	children
15	the same skills				

2) Read the article again and answer the questions. P.53 SB

1. How did her classmates treat her before she changed schools?
2. Why was it difficult for Sabriye to read Tibetan texts when she first went to university?
3. What is the main reason for the high incidence of blindness in Tibet?
4. Why did some Tibetans keep blind children inside?
5. How does the school founded by Sabriye and Paul help children?

3) Critical thinking: study active reading. Then look at the statements below and decide if they are true or false. Find the matching underlined sections in the text (1-5) and explain why you think the information is implied. P.53 SB

1. Sabriye used to feel ashamed of being blind.

We can make a guess that this sentence is true, because it says 'she often tried to hide her blindness'.

2. She felt better when she changed schools because she no longer felt isolated.
3. While at university, Sabriye wanted to study the Tibetan language but wasn't able to.
4. Sabriye founded 'Braille without Borders' on her own.
5. Sabriye won the Nobel peace Prize.

Active reading | Making inferences. الاستنباط

Sometimes writers do not state information directly. You can work out the missing information by making guesses or inferences. Inferences are made based on clues in the text and on our background knowledge and experience.

في بعض الأحيان، لا يقوم الكتاب في طرح المعلومات مباشرة. بإمكانك معرفة المعلومات المفقودة من خلال التخمين أو الاستنباط. يكون الاستنباط من خلال مفاتيح في النص من خلال الخلفية المعرفية أو الخبرة.

4) Speaking in pairs, discuss the question. P.53 SB

Do you agree with Sabriye's philosophy that 'it's a blessing not to have too many options in life'? Give reasons for your answer.

هل تتفق مع فلسفة سابريي «إنه لنعمة ألا يكون عندك خيارات كثيرة في الحياة. أعط سببين لرأيك.

5) Look at the highlighted words in the article and discuss what other meanings each word could have in a different context. Then complete the pairs of sentences. P.53 SB

1. A. He did it in a moment of ----- panic.
B. She trains guide dogs for the -----.
2. A. I would like to ----- a career in journalism.
B. The police didn't ----- the speeding car as it was going too fast.
3. A. The new head teacher explained her ----- for the future of the school.
B. cats have very good night -----.
4. A. Her accident ----- her ----- riding horses.
B. He ----- his degree for a year.
5. A. She ----- her ambition of becoming a pilot.
B. She ----- no one was listening.
6. A. He found the exam very -----.
B. She's a very ----- person. She isn't easily defeated.

Lesson 5A: Listening and Vocabulary

Important Words

<i>Bland</i>	بلا طعم	<i>Smooth</i>	ناعم / أملس
<i>Crunchy</i>	مقرمش	<i>Spicy</i>	حار / متبّل
<i>Mild</i>	خفيف / معتدل	<i>Tasty</i>	شهّي / لذيذ
<i>Runny</i>	سائل / رخو	<i>Thick</i>	كثيف / سميك
<i>Savoury</i>	مالح / لذيذ	<i>Watery</i>	مائي / مائع

1) Complete the recipe for tomato ketchup. P.54 SB

Boil يغلي *chill* يبرد *food processor* محضرة طعام *pan* مقلاة *peel* يقشر
puree هريس *simmer* ينضج على نار هادئة *slice* يقطع *stir* يحرك *whizz* يخلط

Easy Tomato Ketchup 🍅 كاتشب سهل

- Take 2 kg of tomatoes and ¹----- them in half (no need to ²----- them).
- Place in a large ³-----, then ⁴----- in 500ml of vinegar, 300g of sugar and some salt and pepper.
- Bring to the ⁵-----, then reduce the heat and ⁶----- gently for about 20 mins.
- Transfer to a blender or ⁷----- and ⁸----- until you have a smooth ⁹-----.
- ¹⁰----- before serving.

2) 5.8 Listen to a podcast about ketchup and tick the topics that are mentioned. P.54 SB

1. the origins of ketchup
2. the meaning of 'ketchup'
3. attitudes to tomatoes
4. ketchup bottles
5. ketchup sales
6. different countries' tastes in ketchup
7. where to store ketchup

3) 5.8 In pairs, read the sentences and decide what kind of words might fit in each gap. Then listen again and complete the sentences. P.54 SB

1. Ketchup was first created in ----- in the sixth century.
2. The first British ketchup recipes contained fish, mushrooms and -----, but not tomatoes.
3. In the 17th and 18th centuries, Europeans thought that tomatoes were -----.
4. Tomato-based ketchup recipes didn't gain popularity until -----.
5. The ----- was invented in 1983.
6. Scientists have recently developed a substance that could prevent ketchup from ----- at the bottom of a bottle.
7. In the UK and Venezuela, ketchup is ----- than the ketchup in the USA.
8. Although ketchup in the Philippines is made from -----, it doesn't taste like it.
9. Consumer research shows that young people like ----- ingredients such as in Galayet Bandora.

Show Me

عرض كتافك

4) Match words 1-5 with their opposites a-e. P.54 SB

- | | |
|-------------------------------------|------------------|
| 1. <input type="checkbox"/> thick | a. sweet |
| 2. <input type="checkbox"/> crunchy | b. runny/ watery |
| 3. <input type="checkbox"/> savoury | c. tasty |
| 4. <input type="checkbox"/> bland | d. mild |
| 5. <input type="checkbox"/> spicy | e. smooth |

5) Use the words and phrases in Exercise 4 to describe the condiments in the pictures. P.54 SB

Mayonnaise chilli sauce pickled gherkins

6) Speaking in pairs, discuss the questions. P.54 SB

- Do you agree that young people prefer fresh ingredients to condiments? Is this true in your family?
هل تتفق أن الشباب يفضلون المكونات الطازجة على المتبلة؟ هل هذا صحيح في عائلتك؟
- Are there any tastes that you dislike? What do you think has influenced your dislike?
هل هناك أس نكهة لا تحبها؟ ما الذي أثر عبي عدم حبك لها؟

7) 5.9 Pronunciation listen and underline the stressed syllable in the food words. Listen again and repeat. P.54 SB

croissant كرواسون	falafel فلافل	gnocchi نوع من المعكرونة الإيطالية	guacamole صلصة أفوكادو	lasagna لازانيا
mayonnaise مايونيز	meringue نوع من الحلوى	mustard خردل	pretzel نوع من المخبوزات	quiche نوع من الفطائر
schnitzel نوع من اللحم المقلي				

8) Reflect | Culture: why do you think some tastes are universal? P.54 SB

لماذا تعتقد أن بعض النكهات عالمية؟

1) Match the food words 1-5 with the words that can describe them a-e. P.40 WB

- | | |
|--|-----------|
| 1. <input type="checkbox"/> yoghurt | a runny |
| 2. <input type="checkbox"/> chilli sauce | b sweet |
| 3. <input type="checkbox"/> nuts | c smooth |
| 4. <input type="checkbox"/> soup | d spicy |
| 5. <input type="checkbox"/> chocolate | e crunchy |

2) Which food words can you describe as the following? P. 40 WB

- thick _____
- watery _____
- savoury _____
- tasty _____
- bland _____

3 Complete the recipe with the words from the box. P.40 WB

boiled – food- processor- pan- peel- simmer- slice- whiz

Today we're going to make a cabbage soup. First, ¹peel one garlic and an onion. Chop them finely and cook them in a ² _____ until they are soft. ³ _____ some cabbage into small pieces and add it to the garlic and onions. ⁴ _____ some water and add it to the mixture. ⁵ _____ the mixture for a few minutes. Then pour the mixture into a ⁶ _____. ⁷ _____ the mixture until you have a nice, smooth soup.

Speaking

1) In pairs, discuss the questions. P.55 SB

1. What is your favourite savoury dish?
2. What is your favourite dessert?
3. Which is your favourite restaurant?

2) 5.14 Listen to a conversation. What do the friends choose to eat? P.55 SB

3) 5.14 Study the Speaking box. Then listen again and tick the phrases in the box which the friends use in their conversation. P.55 SB

Speaking | Talking about preferences.

Asking about preferences. السؤال عن المفضل

- Which do/would you prefer to? ... or ...?
- What would you rather do? ... or ...?

Expressing general preferences. التعبير عن المفضلات

- I prefer ... (gerund) to ... (gerund).
- I don't like either of them.
- I like them both equally.
- I generally favour ... over ...

Making a choice. الاختيار

- I'd prefer (to) ... rather than ...
- I'd rather ...
- I'd sooner (do) ... than ...
- Given the choice, ...
- I'd go for ... any day/every time.
- I have a (slight) preference for (+noun/ gerund)

Giving someone else the choice. إعطاء شخص آخر الاختيار

- It's up to you.
- It's your call.
- I'm easy.
- Whatever/ wherever/ Whichever you prefer.

I Know
بس
بستعبط

WOULD RATHER, WOULD SOONER

- We use an infinitive without to after would rather and would sooner:
- I'd rather go to the park.
- We could eat later if you would rather do that.
- My sister would rather not go to Italy It's too hot there.
- I'd rather dive than lie on the beach.
- She said she'd sooner die than live in the countryside.

Note: I'd sooner is more formal (أكثر رسمية) than I'd rather.

We use would rather + subject + past tense to say that we don't want somebody to do something:

نستخدم would rather + subject + past tense للتعبير أنه لا نريد من شخص القيام بشيء ما.

- I'd rather you cleaned the bathroom. I'd rather you didn't go there alone.

Let's Practice

Practice (1): Write the second sentence using the word in bold so that it means the same as the first one.

1. I don't want to talk about it. **RATHER**

2. I don't want you to study English philology. **DID**

3. She prefers dancing to jogging. **WOULD**

4. I'd like you to cook tonight. I'm exhausted. **RATHER**

5. I don't want you to come over. **NOT**

6. He doesn't feel like swimming today. **WOULD**

7. Given the choice, I'd prefer to eat something savoury. **RATHER**

8. If you could choose, what would you prefer to do? **RATHER**

9. My mum doesn't want me to miss school today. **WAS**

10. We'd like our teacher to be fair. **RATHER**

4) Study the Speaking box and watch out! then complete the second sentences. **P.55 SB**

1. I don't want to eat too late. I'd rather -----.
2. I like home-cooked meals more than takeaways. I prefer -----.
3. Would you rather eat inside or outside? Which -----?
4. I really don't mind. I'm -----.
5. If I could choose, I'd prefer to go somewhere quiet. Given -----.
6. I don't like one more than the other. I like -----.
7. I don't mind where we go. I'll go -----.

Watch Out! OH!!

- We use an infinitive without to after would rather and would sooner:
 - I'd rather eat something light.
 - I'd rather not go out tonight.
 - I'd sooner sit outside. (This is more formal.)
- We use I prefer + gerund to talk about general preferences: I prefer eating out.
- We use would prefer + infinitive with to for a specific situation: I would prefer to eat at home this evening.
- We use would rather + subject + past tense to say that we don't want somebody to do something:
 - I'd rather you didn't tell me what to order!

Lesson 7A:

Writing | A review



1) Speaking: In pairs, look at the photos from the Jordan Museum and discuss the questions. P.56 SB

1. What can you see in the photo?
2. What do you think you can see and learn about there?

<i>gross</i>	مقرف	<i>mind- blowing</i>	مذهل
<i>impressive</i>	مثير للإعجاب	<i>petrified</i>	مرتعب

2) Read a review of the museum and answer the questions. P.56 SB

1. Was the reviewer's overall impression positive or negative? Which words tell you this?
2. Would you describe the tone of the review as formal or informal? Say why.
3. What was the reviewer most impressed by?
4. Was there anything he didn't like about it?



Review by Osama Aljabari

مراجعة بقلم أسامة جابري

I happened to come across this gem of a museum last week on a family trip to Jordan, so we decided to check it out. I'm so glad we did as it turned out to be a hugely enjoyable experience.

لقد صادفت هذا المتحف الرائع الأسبوع الماضي أثناء رحلة عائلية إلى الأردن، لذا قررنا زيارته. أنا سعيد جدًا لأننا فعلنا ذلك لأنه تبين أنها كانت تجربة ممتعة للغاية.

The museum opened recently in the Ras al-Ayn district of Amman, near the Citadel, and tells the story of Jordan through history. It's in a very beautiful building too, a combination of stone (reflecting the past) and glass (reflecting Jordan's present and future).

افتتح المتحف مؤخرًا في منطقة رأس العين في عمان، بالقرب من القلعة، ويحكي قصة الأردن عبر التاريخ. وهو يوجد في مبنى جميل للغاية، يجمع بين الحجر (معبّر عن الماضي) والزجاج (معبّر عن الحاضر والمستقبل في الأردن).

The large permanent collection starts off with a look at what the country was like in the Stone Age, some 1.5 million years ago. You can then move on to different galleries that take you through Jordan's history in chronological order, with a look at more than 2,000 artifacts covering the Romans, Nabatean history and much more.

تبدأ المجموعة الدائمة الكبيرة بنظرة على كيف كانت البلاد في عصر الحجر، منذ حوالي 1.5 مليون سنة. يمكنكم بعد ذلك الانتقال إلى صالات مختلفة تأخذكم عبر تاريخ الأردن بترتيب زمني، مع نظرة على أكثر من 2000 قطعة أثرية تشمل الرومان وتاريخ النبطيين وأكثر من ذلك بكثير.

What I really liked was the only copper Dead Sea scrolls, which is totally mind-blowing. Another highlight is one of the world's oldest human statues, dating back to 7500 BCE.

ما أعجبني حقًا هو أسطورة البحر الميت الوحيدة المصنوعة من النحاس، وهو أمر مذهش تمامًا. كما يعد من أبرز العناصر تمثل إنسان من أقدم التماثيل في العالم، يعود تاريخه إلى 7500 قبل الميلاد.

The extremely varied themes of the museum include food production, the development of visual arts and architecture, international trade and communication, and the growth of industry. These are explained using modern graphics and interactive displays which are absolutely fascinating.

المواضيع المتنوعة للمتحف تشمل إنتاج الغذاء، وتطور الفنون البصرية والعمارة، والتجارة الدولية والاتصالات، ونمو الصناعة. يتم شرح هذه المواضيع باستخدام رسومات حديثة وعروض تفاعلية تثير الإعجاب.

I was also impressed by the special children's area where children can take part in interactive exhibits and even take part in performing arts activities inspired by the museum's exhibits.

انبهرت أيضًا بالمنطقة الخاصة بالأطفال حيث يمكن للأطفال المشاركة في المعارض التفاعلية وحتى المشاركة في أنشطة الفنون التمثيلية مستلهمة من معروضات المتحف.

My only criticism of the museum is that the experience just went by too fast. I really enjoyed all the exhibits, but would love to have been able to see and experience even more.

نقدي الوحيد للمتحف هو أن التجربة انتهت بسرعة كبيرة. لقد استمتعت حقًا بجميع المعروضات، ولكنني كنت أود أن أتمكن من رؤية وتجربة المزيد.

Despite that, I'd definitely recommend going to the museum if you are in Amman because not only is it informative and educational, but it's also a lot of fun. And if this was not enough, there is also a pretty amazing gift shop and café!

على الرغم من ذلك، أنصح بشدة بزيارة المتحف إذا كنت في عمان، لأنه ليس فقط معلوماتي وتعليمي، بل هو أيضًا ممتع للغاية. وإذا لم يكن ذلك كافيًا، هناك أيضًا متجر هدايا رائع ومقهى جميل!

3) Complete the gaps in the Writing box with examples from Osama's review. **P.57 SB****Writing | A review**● **Introduction** مقدمة

Give brief details of where and when you went, and your overall impression.

أعط مختصر للمكان والزمان ولانطباعاتك العام.

● **First main paragraph** الفقرة الرئيسية الأولى

Describe the event/ exhibition/ museum/ show, etc. in more detail (sight, sound, etc.)

صف الحدث، المعرض، المتحف، العرض ... الخ بتفاصيل أكثر (الرؤية، الصوت، ..)

● **Second main paragraph-positive aspects** الفقرة الثانية الرئيسية - جوانب إيجابية

What I particularly liked was...

The/ A/ One/ Another highlight was ...

I was (also) impressed / blown away by ...

● **Third main paragraph-negative aspects** الفقرة الثالثة الرئيسية - الجوانب السلبية

My only criticism is ...

If I have one criticism, it's ...

It didn't live up to my expectations.

I was (also) disappointed by...

● **Conclusion-recommendations** الخاتمة - التوصيات

I'd definitely recommend going...

I don't recommend seeing...

It's (not) worth visiting ... (if ...)

Style and register الأسلوب وسياق اللغة

● Use informal, conversational vocabulary, e.g. lots of, mind-blowing, gross, etc.

● استخدم محادثات غير رسمية

● Use phrasal verbs, e.g. check out, etc. استخدم الأفعال الاصطلاحية

● Share your personal feelings, e.g. what I liked was ..., I was disappointed by...

● شارك مشاعرك الشخصية

● Use exclamation marks, e.g. there was a great gift shop and café!

● استخدم علامات التعجب

4) Study Watch out! then find eight more examples of intensifiers in the review.

Watch Out! OH!!

We can use an intensifier (معزز) (e.g. very, extremely, absolutely) before an adjective to make its meaning stronger. Use a range of intensifiers to make your writing more interesting.

● Very, extremely, super, hugely, highly, incredibly can only be used with gradable adjectives, e.g.

The sound effects were extremely loud.

● Absolutely, completely, totally and utterly can only be used with non-gradable adjectives, e.g.

The exhibition was absolutely fascinating.

● Pretty, really and seriously can be used with both types of adjectives.

فديت
Your eyes

5) Complete the sentences with the adjectives. P.57 SB

deafening صاحِبٌ جَدًّا
interesting ممتع
petrified مرتعب

fascinating رائع
loud عالٍ
ridiculous سخيف

impressive مثير للإعجاب
mind-blowing مذهل
scared خائف
silly أحمق

1. A. I was seriously ----- when we walked across the tight rope.
B. I was totally -----.
2. A. The sound effects were incredibly -----.
B. Yes, they were really -----!
3. A. I look completely ----- in this photo. How embarrassing!
B. Yes, you do look pretty -----.
4. A. The interactive displays were utterly -----.
B. Yes, I found them very ----- too.
5. A. The Dead Sea scrolls were extremely -----.
B. I thought they were totally -----.

6) Writing task: Write a review of one of the items in the box. P.57 SB

a café a computer game a restaurant an exhibition

- Before you begin, make notes about what you liked/ didn't like.

● قبل البدء، اكتب الملاحظات عما تحب وتكره.

- Use a lively, informal style.

● استخدم أسلوب رسمي وقوي.

- Use a range of adjectives and adjective intensifiers to emphasise your opinions.

● استخدم مجموعة مختلفة من الصفات والصفات المعززة للتركيز على الآراء.

- Give a clear recommendation at the end.

● أعطِ توصية واضحة في النهاية.

Use the Graphic Organiser to help you plan your writing.

Keep
going



Vocabulary and Grammar

1) Complete the text with the correct words. P.42 SB

I have a keen sense of ¹**aroma/smell** and I could tell something was burning in the restaurant's kitchen. Added to that, my friend and I were seated at a table near to the rubbish bins. The ²**stench/scent** when someone opened the bins was so ³**subtle/ overpowering** that we felt sick.

Then, my friend told me the colour scheme wasn't very attractive. I am ⁴**short-sighted / colour-blind**, so I couldn't ⁵**tell/ see**. My friend said the colour green was putting her ⁶**off/ away** from any food.

I don't like strong, ⁷**savoury/ spicy** food so I ordered a mild curry. It looked ⁸**tasty / sweet** enough, but the reality was disappointing. It was ⁹**bland/ mouth-watering** and had very little taste.

2) Choose the correct words to complete the sentences: P.42 SB

- 1 Don't touch that cactus. It's super **prickly/ silky / squishy**.
- 2 The child's hands are very **sticky/ coarse/ spiky** because she has been sticking things with glue.
- 3 We could smell the subtle **scent / aroma/ stink** of roses as we entered the room.
- 4 The Maths exam was really **smooth/ tough/ bland** but I managed to get a good grade.
- 5 There was no noise except for the **humming/ buzzing/ rustling** of paper as the students began the test.

3) Complete the sentences with the correct form of the verbs in brackets. P.42 SB

1. Soon after the car stopped ----- (make) a funny noise, I stopped ----- (buy) some petrol.
2. look at that boy ----- (leave) the shop! I saw him ----- (buy) a very expensive new laptop.
3. A This wardrobe needs ----- (sort) out. it's full of old clothes!
B Sorry. I meant ----- (do) it last week!
4. A Did you remember ----- (bring) the tickets?
B Oh no! I remember ----- (put) them in my wallet but I can't find them now!

Use of English



4) Complete the text with words a-c. P.42 SB

Pink nose

More people than we realise suffer from insomnia. They just can't get to sleep or stay asleep. Some insomniacs try to put ¹----- going to bed and when they are eventually ready, they do the most bizarre things just to fall asleep, such as counting sheep. They think it's worth ²----- anything!

Well, help may be at hand! Scientists have found that 'pink noise' can improve seep sleep. Ocean waves, waterfalls, heart beats and even traffic are natural examples of this type of noise. Listening to pink noise is ³----- safe.

- | | | |
|---------------|---------------|------------|
| 1. a. on | b. up | c. off |
| 2. a. making | b. suggesting | c. trying |
| 3. a. finally | b. absolutely | c. utterly |



The art and science of choosing, preparing and appreciating food is known as 'gastronomy'. We tend to associate ¹this concept with top chefs and food connoisseurs ²who spend ³their time fine dining and writing reviews of ⁴their eating experiences. In fact, ⁵it covers such diverse areas as food science, cultural food studies and food manufacturing.

فن وعلم اختيار وإعداد وتقدير الطعام يُعرف باسم «فنون الطهي». نميل إلى ربط هذا المفهوم بالطهاة المحترفين وخبراء الطعام الذين يقضون وقتهم في تناول الطعام الفاخر وكتابة تقييمات لتجاربههم في تناول الطعام. في الواقع، يشمل هذا المفهوم مجالات متنوعة مثل علوم الغذاء، دراسات الطعام الثقافية وتصنيع الغذاء.

Gastronomy ⁶itself has been around as long as food has. Cookery books from different periods in time reveal a lot not only about the food people liked to eat then, but also about society. The oldest 'cookery' books are in fact three tablets from Yale University Babylonian collection dating back to 1700 BCE. ⁷They show us the kinds of things the rich liked to eat: mainly meat-based stews and different kinds of breads. Interestingly, only the ingredients are listed and there are no cooking instructions.

فنون الطهي بحد ذاتها موجودة منذ وجود الطعام. كتب الطبخ من فترات زمنية مختلفة تكشف لنا الكثير ليس فقط عن الأطعمة التي كان الناس يحبون تناولها حينها، بل أيضًا عن المجتمع. أقدم كتب الطبخ هي في الواقع ثلاثة ألواح من مجموعة جامعة بابل التي تعود إلى عام 1700 قبل الميلاد. تُظهر لنا هذه الألواح أنواع الأطعمة التي كان الأثرياء يحبون تناولها: في الغالب يخنات تعتمد على اللحوم وأنواع مختلفة من الخبز. ومن المثير للاهتمام، أن المكونات فقط مذكورة ولا توجد تعليمات للطهي.

It was in the 1800s that gastronomy began to emerge as a field of study that went beyond food preparation and simple enjoyment.

في القرن التاسع عشر، بدأت فنون الطهي بالظهور كمجال دراسة يتجاوز إعداد الطعام والاستمتاع البسيط به.

Led by the French, gastronomists began to see dining as an experience in ⁸which all of the senses interacted, enabling us to fully enjoy a meal. From then on, our understanding of how our senses work and interact with our environment increased hugely.

بقيادة الفرنسيين، بدأ خبراء فنون الطهي في رؤية تناول الطعام كتجربة تتفاعل فيها جميع الحواس، مما يتيح لنا الاستمتاع الكامل بالوجبة. منذ ذلك الحين، زاد فهمنا لكيفية عمل حواسنا وتفاعلها مع بيئتنا بشكل كبير.

One interesting scientific development that made a big impact on the world of restaurant and home cooking at the end of the 20th century was molecular gastronomy. This concerns the physical and chemical changes that occur during cooking. Chefs ⁹who understand this can create mouth-watering and unusual dishes. For instance, ¹⁰they can make fruit look and taste like meat!

أحد التطورات العلمية المثيرة للاهتمام التي كان لها تأثير كبير على عالم الطهي في المطاعم والمنازل في نهاية القرن العشرين هو فن الطهي الجزيئي. هذا الفن يهتم بالتغيرات الفيزيائية والكيميائية التي تحدث أثناء الطهي. الطهاة الذين يفهمون ذلك يمكنهم خلق أطباق شهية وغريبة. على سبيل المثال، يمكنهم جعل الفاكهة تبدو وتذوق كأنها لحم!

However, restaurants ¹¹that still serve well-known traditional dishes are also enjoyed by everyone. For example, Hashem Restaurant in Amman is famous for ¹²its food. ¹³It is the oldest restaurant in Amman and serves local food at cheap prices-but despite ¹⁴that it hosts celebrities and even royalty! Traditional food can be special because ¹⁵it uses the senses to connect to memories too.

ومع ذلك، فإن المطاعم التي لا تزال تقدم الأطباق التقليدية المعروفة تُعجب الجميع أيضًا. على سبيل المثال، مطعم هاشم في عمان مشهور بطعامه. إنه أقدم مطعم في عمان ويقدم الطعام المحلي بأسعار رخيصة - ولكن على الرغم من ذلك، يستضيف المشاهير وحتى العائلة المالكة! الطعام التقليدي يمكن أن يكون مميزًا لأنه يستخدم الحواس للاتصال بالذكريات أيضًا.

Comprehension Questions



- 1 Quote the sentence which defines gastronomy.
- 2 The passage mentions some people who engage in gastronomy. Write down three of them.
- 3 What are some diverse areas covered under gastronomy?
- 4 How long has gastronomy been around historically?
- 5 Where are the oldest known cookery books found, and from what time period?
- 6 What do the Babylonian tablets reveal about the diets of the rich?
- 7 How did gastronomy evolve as a field of study in the 1800s?
- 8 The text states two impacts of understanding of senses have on gastronomy. Write them down.
- 9 What is molecular gastronomy, and when did it gain prominence?
- 10 Many things molecular gastronomy focuses on. Write down two of them.
- 11 What is one example given in the passage of molecular gastronomy's impact?
- 12 What is unique about Hashem Restaurant?
- 13 Why might traditional food be considered special according to the passage?
- 14 How do traditional dishes connect to memories?
- 15 What are some examples of traditional dishes mentioned in the passage?

Pronouns					
1	gastronomy	2-4	top chefs and food connoisseurs	5-6	gastronomy
7	books	8	an experience	9-10	chefs
11	restaurants	12-14	Hashem restaurant	15	traditional food

5) Read the article and choose the correct answers. P.43 WB

1. The information on the yale tablets tells us.
 - a. how to cook dishes.
 - b. what people ate every day.
 - c. what dishes were popular with the wealthy.
2. What happened in the 1800s?
 - a. People started to enjoy food more.
 - b. Gastronomy began in France.
 - c. People started to consider eating as a sensual experience.
3. The author thinks restaurant owners and cooks should.
 - a. pay more attention to the chemical aspects of cooking.
 - b. introduce molecular cuisine.
 - c. consider the diner's whole sensory experience.
4. The writer's purpose is to
 - a. show how gastronomy has changed.
 - b. explain why our senses are important when we eat.
 - c. teach us about molecular gastronomy.



Writing P.43 SB



6) you have seen this announcement. الإعلان

What's on in town?

We're looking for reviews of the best places for students to hang out and to eat in town.

Tell us about your experiences!

- Describe your favourite places.
- Tell us why you recommend them.
- Is there anywhere you would advise against?
- Write your review.

CULTURE SPOT: THE INFLUENCE OF SHAKESPEARE

1) Work in pairs and answer the questions. **P.58 SB**

1. How many Shakespeare's plays can you name?

2. Look at photos 1–3 on page 59. Match the plays A–C to the photos. What do you know about the stories?

A) Hamlet (3) B) Macbeth (1) C) A Midsummer Night's Dream

2) CS1.1: In pairs, discuss different ways Shakespeare's work has influenced culture.

Think about: film, literature, music, psychology, theatre. **P.68 SB**

ناقش بطرق مختلفة كيف أثرت أعمال شكسبير على الثقافة. فكر في الأفلام، الأدب، الموسيقى، المسرح والنفس

3) Read the article on page 59. Which of your ideas from Exercise 2 are mentioned? **P.58 SB**

Not of an age, but for all time. – Ben Jonson

ليس لفترة زمنية معينة، بل لكل الأزمان. – بن جونسون

Shakespeare died over 400 years ago, but today his plays and sonnets are still studied by over half the pupils in the world. The writer's influence is everywhere.

توفي شكسبير منذ أكثر من 400 عام، لكن اليوم لا يزال تلاميذ العالم يدرسون مسرحياته وسونيئاته. تأثير الكاتب موجود في كل مكان.

Let's have a quick look at modern pop culture. A great number of musicians featured the themes and quotes from Shakespeare's plays in a whole range of works: from The Beatles and Dire Straits to the Lumineers.

لنلقي نظرة سريعة على الثقافة الشعبية الحديثة. لقد تميز عدد كبير من الموسيقيين بموضوعات واقتباسات من مسرحيات شكسبير في مجموعة واسعة من الأعمال: من البيتلز وداير سترايتس إلى ذا لومينيرز.

Hamlet's 'to be or not to be' is as valid today as it has ever been.

«أكون أو لا أكون» من مسرحية هاملت لا تزال صالحة اليوم كما كانت دائماً.

All of Shakespeare's works have led to a variety of interpretations and adaptations which have impacted our lives in various ways. There is a magic about Shakespeare's stories and characters that reach out across the centuries. And that's because he dealt with the issue: what it means to be human. His plays feature universal themes and emotions, and the questions he poses engage people from century to century all over the world. Shakespeare's plays mirror our society today and the messages are still relevant. That is why they can be performed in a multitude of different ways and places – Macbeth can be the Scottish King, or he can be a police inspector. Romeo and Juliet can be children of feuding families, or members of different groups in the streets of New York.

جميع أعمال شكسبير قادت إلى مجموعة متنوعة من التفسيرات والتأويلات التي أثرت في حياتنا بطرق مختلفة. هناك سحر في قصص شكسبير وشخصياته يمتد عبر القرون. وذلك لأنه تناول مسألة: ماذا يعني أن تكون إنساناً. مسرحياته تتميز بموضوعات وعواطف عالمية، والأسئلة التي يطرحها تجذب الناس من قرن إلى قرن في جميع أنحاء العالم. مسرحيات شكسبير تعكس مجتمعنا اليوم والرسائل لا تزال ذات صلة. لهذا يمكن تمثيلها بطرق وأماكن متعددة - يمكن أن يكون ماكبث ملكاً اسكتلندياً، أو يمكن أن يكون مفتش شرطة. يمكن أن يكون روميو وجولييت أطفال عائلات متخاصمة، أو أعضاء في مجموعات مختلفة في شوارع نيويورك.

The questions Shakespeare asks in his plays are just that – questions. He leaves it to us, his audiences, to discuss and find our own responses. This is another way Shakespeare has influenced education today. Looking at Shakespeare's plays and analysing the motivation of the protagonists can help students develop critical thinking skills. By questioning our assumptions and beliefs we become better thinkers.

الأسئلة التي يطرحها شكسبير في مسرحياته هي مجرد ذلك - أسئلة. يترك الأمر لنا، جمهوره، لندرس ونجد ردودنا الخاصة. هذه هي طريقة أخرى أثر بها شكسبير على التعليم اليوم. النظر إلى مسرحيات شكسبير وتحليل دوافع الشخصيات يمكن أن يساعد الطلاب في تطوير مهارات التفكير النقدي. من خلال التشكيك في افتراضاتنا ومعتقداتنا أصبح مفكرين أفضل.

Shakespeare also had other significant impacts on our culture. It was his work that helped redefine modern theatre. He interacted with people from all backgrounds and classes and his staging of plays brought theatre to the general public. His plots also helped modern cinematic techniques develop; familiarity with the storylines of Shakespeare's plays allowed early cinema pioneers to experiment with silent movies. In addition to this, Shakespeare shaped what we know about history and historical figures. As well as this, questions he raised about people's thought processes and behaviour, prompted early investigations into psychoanalysis. Last but not least, of course, one of Shakespeare's major influences was on the English language itself. He added a huge amount of vocabulary to enrich the English language so every day English speakers unthinkingly use Shakespearean words or phrases. He was also famous for his sonnets, a type of poem with 14 lines, a rhythm called a metre and a specific rhyme scheme.

كما كان لشكسبير تأثيرات كبيرة أخرى على ثقافتنا. كان عمله هو الذي ساعد في إعادة تعريف المسرح الحديث. تفاعل مع الناس من جميع الخلفيات والطبقات وجعل عرضه للمسرحيات متاحًا للجمهور العام. حبكته ساعدت أيضًا في تطوير تقنيات السينما الحديثة؛ فالألفة مع قصص مسرحيات شكسبير سمحت لرواد السينما الأوائل بتجربة الأفلام الصامتة. بالإضافة إلى ذلك، شكل شكسبير ما نعرفه عن التاريخ والشخصيات التاريخية. وكذلك، الأسئلة التي أثارها حول عمليات التفكير وسلوك الناس، دفعت إلى التحقيقات المبكرة في التحليل النفسي. وأخيرًا وليس آخرًا، بالطبع، كان أحد أكبر تأثيرات شكسبير على اللغة الإنجليزية نفسها. أضاف كمية هائلة من المفردات لإثراء اللغة الإنجليزية، لذا فإن المتحدثين بالإنجليزية يستخدمون دون تفكير كلمات أو عبارات شكسبيرية. كما كان مشهورًا بسونيتاته، وهو نوع من القصائد يتألف من 14 سطرًا، بإيقاع يسمى الوزن وقافية محددة.

4) Read the article again and answer the questions. P.58 SB

1. Why does the writer mention famous novels and films?
2. Why, according to the writer, are Shakespeare's plays still valid today?
3. How can studying Shakespeare help students today?
4. How did Shakespeare change the theatre in his lifetime?
5. Why are Shakespeare's history plays important for us?

EXTRA QUESTIONS:



1. What examples of modern adaptations of Shakespeare's works does the writer provide?
2. How does Shakespeare's work contribute to critical thinking skills in students?
3. What impact did Shakespeare have on the English language?
4. What role did Shakespeare's plots play in the development of modern cinematic techniques?
5. How did Shakespeare's work help redefine modern theatre?
6. What kind of questions does Shakespeare pose in his plays, according to the writer?
7. How did Shakespeare's work prompt early investigations into psychoanalysis?
8. Why do Shakespeare's plays still mirror society today?

KEEP
رأسك مرفوعاً!

5) Complete sentences 1–3 with nouns formed from the words in the box. P.58 SB

assume familiar interpret

1. Students need to show _____ with Shakespeare's Hamlet to answer the questions.
2. People often make _____ about things without knowing all the facts.
3. Everybody tends to have a different _____ of the play.

6) CS1.2 Listen to a conversation about new words that Shakespeare is believed to have created and complete the sentences. P.58 SB

1. Shakespeare appears to have invented between _____ words.
2. His plays were recorded because of the invention of the _____.
3. Today, people use about _____ of these words.
4. The technique of creating new words as Shakespeare did is known as _____.
5. An example of a simple word he created is _____.
6. Today, we use his word 'rant' to describe when we _____.

7) Look at some expressions made popular by Shakespeare. What do you think they mean? P.58 SB

1. a heart of gold
2. to be in a pickle
3. to come full circle
4. to be on a wild goose chase
5. to do something by the skin of your teeth





8) CS1.3 Listen to the rest of the conversation and check your answers. P.58 SB

9) In pairs, tell your partner about ... P.58 SB

1. a time when you were in a bit of a pickle.
2. something that has come full circle.
3. a time when you were on a wild goose chase.
4. something you recently managed to do by the skin of your teeth.
5. someone you know who has a heart of gold.

10) REFLECT | Culture: Look at the quotes from Shakespeare's plays and answer the questions. P.58 SB

1. What do the quotes mean? Give an explanation in English.
2. Do you have any similar sayings in your language?
3. Can you think of a playwright or novelist who has had a similar influence on your language and culture? Talk about him/her.

-  All's well that ends well.
-  All that glistens is not gold.
-  Brevity is the soul of wit.
-  The robb'd that smiles, steals something from the thief

LITERATURE SPOT: WUTHERING HEIGHTS

1. WHAT DO YOU KNOW ABOUT EMILY BRONTË? WHAT DID SHE WRITE?
2. READ EXTRACT 1. DESCRIBE THE CHARACTERS IN THE EXTRACT.

While Catherine was out of the room, Ellen Dean spoke to Mr Edgar Linton. She felt that she should warn her master that Heathcliff had returned. 'What? That gypsy!' he said. 'Why didn't you warn my wife Catherine?' 'Do not call Heathcliff names, sir,' Ellen replied. 'Mrs Linton would be very upset to hear you. It nearly broke her heart when he went away.' Just then Catherine came into the room. 'Edgar,' she cried, 'Edgar, my love, Heathcliff has come back.' Catherine was very excited. 'Where have you been, Heathcliff? What have you been doing?' she asked. 'I have been in the army for three years and made some money,' he answered. And Heathcliff certainly looked stronger than when he had left Wuthering Heights. His speech, his manners and his clothes were also greatly improved. He had spent his time well.

بينما كانت كاثرين خارج الغرفة، تحدثت إيلين دين إلى السيد إدجار لينتون. شعرت أنها يجب أن تحذر سيدها بأن هيثكليف قد عاد. «ماذا؟ ذلك الغجري!» قال. «لماذا لم تحذري زوجتي كاثرين؟»
 «لا تنعت هيثكليف بأسماء، سيدي»، أجابت إيلين. «السيدة لينتون ستكون منزعجة جدًا لسماحك. لقد كاد أن ينكسر قلبها عندما ذهب.»
 في تلك اللحظة دخلت كاثرين إلى الغرفة.
 «إدجار»، صرخت، «إدجار، يا حبيبي، هيثكليف قد عاد.» كانت كاثرين متحمسة جدًا.
 «أين كنت، هيثكليف؟ ماذا كنت تفعل؟» سألت.
 «كنت في الجيش لمدة ثلاث سنوات وكسيت بعض المال»، أجاب. وبالتأكيد، بدا هيثكليف أقوى مما كان عليه عندما غادر مرتفعات وذريرنج. كانت لغته، وأسلوبه، وملابسه أيضًا محسنة بشكل كبير. لقد استثمر وقته جيدًا.

3) READ EXTRACT 2. IN WHAT WAYS HAS HEATHCLIFF CHANGED?

Mr Lockwood's story

In November 1801 I decided to leave London and move to the country. I went up to the north of England and visited a house on the Yorkshire moors. I arranged to visit the owner of Thrushcross Grange, a man called Heathcliff. Heathcliff and I had hardly spoken on my first visit. I had not stayed long because he was rude. But I was interested in getting to know the man, so I decided to go back to Wuthering Heights the next day. I knocked on the front door but there was no answer. Then a boy opened the door. The boy was almost as rude as his master was on my first visit. 'This way,' he said, without looking at me. The boy led me to the living room, where a young woman was sitting in front of the fire. Heathcliff entered the room at that moment. He was covered in snow. 'I wonder if I may stay here for a short time, sir,' I asked. 'I will leave when it stops snowing.' 'It won't stop,' Heathcliff replied impatiently. 'The weather won't change, and you'll never find your way back across the moors in this snow.' Just then the boy came into the room again. He spoke to the young girl. 'Are you going to make the tea?' he asked. The girl pointed in my direction and said to Heathcliff, 'Is he going to have tea?' 'Get it ready,' he said angrily. I understood that I was not a welcome guest.

في نوفمبر 1801 قررت مغادرة لندن والانتقال إلى الريف. توجهت إلى شمال إنجلترا وزرت منزلًا في مرتفعات يوركشاير. رتبت لزيارة مالك قصر ثراشكروس، رجل يُدعى هيثكليف. بالكاد تحدثت مع هيثكليف في زيارتي الأولى. لم أمكث طويلًا لأنه كان وقحًا. لكنني كنت مهتمًا بمعرفة الرجل، لذلك قررت العودة إلى مرتفعات وذريرنج في اليوم التالي. طرقت الباب الأمامي لكن لم يكن هناك رد. ثم فتح صبي الباب. كان الصبي تقريبًا وقحًا كما كان سيده في زيارتي الأولى. قال دون أن ينظر إلي، «من هنا.» قادني الصبي إلى غرفة المعيشة، حيث كانت شابة تجلس أمام المدفأة. دخل هيثكليف الغرفة في تلك اللحظة. كان مغطى بالثلج. سألته، «أتساءل إذا كان بإمكانك البقاء هنا لفترة قصيرة، سيدي. سأغادر عندما يتوقف تساقط الثلج.»
 «لن يتوقف»، أجاب هيثكليف بفرار الصبر. «لن يتغير الطقس، ولن تتمكن أبدًا من العثور على طريقك عبر المرتفعات في هذا الثلج.» في تلك اللحظة دخل الصبي الغرفة مرة أخرى. تحدثت إلى الفتاة الشابة. سألتها، «هل ستعدين الشاي؟» أشارت الفتاة في اتجاهي وقالت لهيثكليف، «هل سيحصل على شاي؟»
 «جهزيه»، قال بغضب. فهمت أنني لم أكن ضيفًا مرحبًا به.

4) Read Extract 2 again and answer the questions. P.61 SB

1. Which character appears in both extracts?
2. In what ways are the people at Wuthering Heights rude to Mr Lockwood?
3. Why can't Lockwood go back to Thrushcross Grange?

EXTRA QUESTIONS:



1. Who is the master that Ellen Dean feels she should warn about Heathcliff's return?
2. How does Mr. Edgar Linton react when he hears about Heathcliff's return?
3. Why does Ellen Dean caution Mr. Linton against calling Heathcliff names?
4. What is Catherine's reaction upon learning that Heathcliff has returned?
5. What reasons does Heathcliff give for his improved appearance and manners when he returns to Wuthering Heights?
6. Why did Mr. Lockwood cut his first visit to Wuthering Heights short?
7. What was Mr. Lockwood's intention in returning to Wuthering Heights the next day?
8. How does the boy who opens the door at Wuthering Heights treat Mr. Lockwood?
9. Why can't Mr. Lockwood go back to Thrushcross Grange after arriving at Wuthering Heights?

5) In small groups, discuss the meaning of the following phrases from the extracts. P.61 SB

1. Do not call Heathcliff names.
2. It nearly broke her heart when he went away.

6) LS1.2 Listen to a conversation between two students and answer the questions. P.61 SB

1. Which of the two extracts has Farid just read?
2. In what ways is the book ironic?
3. Can you summarise what he says about Wuthering Heights?

7) LS1.2 Listen again and decide if the sentences are true or false. P.61 SB

1. Wuthering Heights is the same as most other romantic books.
2. Catherine falls in love with a rich, kind man.
3. Catherine's father bullies Heathcliff.
4. Hindley and his wife Frances look after Heathcliff.
5. Catherine and Heathcliff spend a lot of their time together.
6. Catherine then marries Edgar because she loves him.
7. Farid tells Maher what happens at the end of the story.
8. Farid says that Heathcliff wants revenge because he had been badly treated.

REFLECT:



In pairs, discuss the questions. P.61 SB

1. In the book, life on the moors is often as cruel as the people who live there. In what ways do you think people can be affected by the place they live in?
2. It is hard to like Heathcliff in Wuthering Heights. Do you think readers should like all the main characters in a book, or is it good to question why people are good or bad?

STAY
ایجابی

9) **WRITING TASK** Find out what happens in the rest of *Wuthering Heights* and write a summary of the plot in about 200–300 words. Present your summary to your partner at the start of the next lesson.

P.61 SB

FROM PAGE TO LIFE

Wuthering Heights has had a major influence on popular culture. It has been made into several films (the first dating to 1939), TV series, plays and even operas, and the characters have inspired song writers such as Kate Bush whose song, *Wuthering Heights*, was a huge hit. There have also been versions of the film made in Spanish, Hindi, French, Japanese and Filipino.

لقد كان لرواية «مرتفعات وذرینگ» تأثير كبير على الثقافة الشعبية. تم تحويلها إلى عدة أفلام (أولها يرجع إلى عام 1939)، ومسلسلات تلفزيونية، ومسرحيات وحتى أوبرا، وألهمت شخصياتها العديد من كتاب الأغاني مثل كيت بوش التي كانت أغنيها «مرتفعات وذرینگ» نجاحًا كبيرًا. كما تم إنتاج نسخ من الفيلم بلغات الإسبانية والهندية والفرنسية واليابانية والفلبينية.



SEMESTER 1

	VERB (1)= base	VERB (2)= past	VERB (3)= past participle	المعنى
Group 1 التصريف الثاني والثالث مثل بعض. (ought)	Bring	Brought	Brought	يحضر
	Think	Thought	Thought	يفكر
	Buy	Bought	Bought	يشترى
	Fight	Fought	Fought	يقاتل
	Seek	Sought	Sought	يبحث/ يسعى
Group 2 التصريف الثلاثة مثل بعض.	Cost	Cost	Cost	يكلف
	Cut	Cut	Cut	يقطع
	Hit	Hit	Hit	يضرب
	Hurt	Hurt	Hurt	يؤذي
	Let	Let	Let	يسمح
	Put	Put	Put	يضع
	Shut	Shut	Shut	يطفىء
	Read	Read	Read يكتب بالتصريف نفس الشيء ولكن يلفظ بالتصريف الثاني والثالث بطريقة مختلفة)	يقرأ
Group 3 تصريف 2 و 3 مثل بعض - منغير الحرف tالآخر	Bend	Bent	Bent	يطوي
	Build	Built	Built	يبني
	Feel	Felt	Felt	يشعر
	Leave	Left	Left	يغادر
	Lend	Lent	Lent	يقرض
	Lose	Lost	Lost	يخسر
	keep	Kept	Kept	يحفظ
	Spend	Spent	Spent	ينفق
	Spill	Spilt يمكن اي يكون فعل منتظم spilled أيضاً	Spilt spilled يمكن اي يكون فعل منتظم أيضاً	يسكب
	Send	Sent	Sent	يرسل
	Sleep	Slept	Slept	ينام
	Smell	Smelt يمكن اي يكون فعل smelled منتظم أيضاً	Smelt يمكن اي يكون فعل منتظم أيضاً smelled	يشم
	Spell	Spelt يمكن اي يكون فعل منتظم spelled أيضاً	Spelt spelled يمكن اي يكون فعل منتظم أيضاً	يهجىء
Group 4 تصريف 2 و 3 مثل بعض- منزيد حرف tنهاية الفعل	Burn	Burnt	Burnt	يحرق
	Deal	Dealt	Dealt	يتفق/ يتعامل مع
	Dream	Dreamt يمكن اي يكون فعل dreamed منتظم أيضاً	Dreamt يمكن اي يكون فعل منتظم أيضاً dreamed	يحلم
	Learn	Learnt يمكن اي يكون فعل منتظم learned أيضاً	Learnt learned يمكن اي يكون فعل منتظم أيضاً	يتعلم
	Mean	Meant	Meant	يعني

Group 5 i-a- u	Begin	Began	Begun	يبدأ
	Drink	Drank	Drunk	يشرب
	Ring	Rang	Rung	يرن
	Sing	Sang	Sung	يغني
	Swim	Swam	Swum	يسبح
Group 6 تصريف 2 و 3 مثل بعض -y تقلب اومنزيد d	Say	Said	Said	يقول
	Pay	Paid	Paid	يدفع
	Lay	Laid	Laid	يستلقي
Group 7 تصريف +1 3 مثل بعض	Come	Came	Come	يأتي
	Become	Became	Become	يصبح
	Run	Ran	Run	يركض
Group 8 نبي الحرف الاول ونزيد old	Tell	Told	Told	يخبر
	Sell	Sold	Sold	يبيع
Group 9 تصريف 2 و 3 مثل بعض الحرفين اللي بالنص بصيرو e	Feed	Fed	Fed	يطعم
	Meet	Met	Met	يقابل
	Lead	Led	Led	يقود
Group 10 تصريف 2 و 3 مثل بعض بنتهو aught	Teach	Taught	Taught	يُدرس
	Catch	Caught	Caught	يمسك
Group 11 التصريف 2 في المقطع ew = 3 وتصريف + 1 n ما عدا fly	Blow	Blew	Blown	يصفّر / ينفخ
	Draw	Drew	Drawn	يرسم
	Grow	Grew	Grown	يَزْرَع/ يَنْمُو
	Throw	Threw	Thrown	يرمي
	Know	Knew	Known	يعرف
	Fly	Flew	flown	يطير
Group 12 التصريف 2 بكون فيه الحرف o وتصريف 3 = 1 n \ en +	Drive	Drove	Driven	يقود
	Shake	Shook	Shaken	يصافح
	Take	Took	Taken	يأخذ
	Write	Wrote	Written	يكتب
	Rise	Rose	Risen	يرتفع
	Ride	Rode	Ridden	يقود/يمتطي
	Prove	Proved	Proven /proved كلا الاستخدامين صحيح	يثبت
	Show	Showed	Shown/ showed كلا الاستخدامين صحيح	يُظهِر/ يعرض

Group 13 التصريف الثاني من المريخ والتصريف 3 + الاول = n/ en	Be	Was\ were	Been	يكون
	Do	Did	Done	يفعل
	Eat	Ate	Eaten	يأكل
	Go	Went	Gone	يذهب
	See	Saw	Seen	يرى
	Fall	Fell	Fallen	يقع/يسقط
	Forgive	Forgave	Forgiven	يسامح
	Give	Gave	Given	يعطي
	Sew	Sewed	Sewn/ sewed كلا الاستخدامين صحيح	يخيط
Group 14 التصريف الثاني بكون فيه 0 والتصريف 3 + الثاني = n/ en	Break	Broke	Broken	يكسر
	Bite	Bit	Bitten	يعض
	Choose	Chose	Chosen	يختار
	Steal	Stole	Stolen	يسرق
	Speak	Spoke	Spoken	يتحدث
	Wake	Woke	Woken	يستيقظ
	Tear	Tore	Torn	يمزق
	Wear	Wore	Worn	يرتدي
	Weave	Wove	Woven	يحيك/ينسج
	Forget	Forgot	Forgot\ forgotten كلا الاستخدامين صحيح	ينسى
	Hide	Hid	hidden	يخفي
Group 15 التصريف الثاني والثالث مثل بعض بس فـش شي مشارك في المجموعة	Find	Found	Found	يجد
	Have	Had	Had	يملك
	Get	Got	Got \ gotten كلا الاستخدامين صحيح	يأخذ/يحصل على
	Make	Made	Made	يصنع
	Sit	Sat	Sat	يجلس
	stand	Stood	Stood	يقف
	Shine	Shone	Shone	يشع/يلمع
	Stick	Stuck	Stuck	يلصق
	Hear	Heard	Heard	يسمع
	Hold	Held	Held	يمسك/ يُعلق
	Understand	Understood	Understood	يفهم
	Win	Won	Won	يفوز
	Lie	Lay	Lain	يكذب



Answers

ملاحظة: يرجى العلم أن إجابات الأسئلة بناءً على رقم صفحات كتابك ورقم الأسئلة في الكتاب

رقم الصفحة في الكتاب الأصلي	Answers
Messaging through time	1- Sending a message in a bottle. 2- In ancient times, ... a message in a bottle. 3- He tossed a letter into the sea, hoping it would reach his future wife. 4- The invention of ... Dramatically 5- In Jordan, there ... population. 6- Ake Viking found his wife – John Tawell was caught by the police – Tara Taylor saved her daughter's sight.
Ex1 P. 4 SB	<ul style="list-style-type: none"> • the Internet • smoke signals • a message in a bottle, telegrams, the Internet • a telegram • a message in a bottle
Ex2 P. 4 SB	<p>1 establish/lose/maintain contact</p> <p>2 deliver/pass on a/the message</p> <p>3 lose touch</p>
Ex3 P. 4 SB	Examples in text: Ake Viking found his wife. John Tawell was caught by the police. Tara Taylor saved her daughter's sight.
Ex4 P. 5 SB	a 11 b 8 c 7 d 9 e 2 f 3 g 5 h 6 i 10 j 1 k 4
Ex5 P. 5 SB	<p>(Time expressions from the article are in brackets.) Present Simple: every so often, from time to time, nowadays, once in a while</p> <p>Present Continuous: at the moment, currently, right now, these days</p> <p>Present Perfect Simple/Continuous: ever since, for, in recent years, recently, since, (since the dawn of time, always)</p> <p>Past Simple/Continuous: at the time, earlier today, the day before yesterday, (in ancient times, thousands of years ago, at the turn of the 20th century, in 1956, two years later, soon after, in 1837, when)</p>
Ex6 P. 5 SB	1 b, a 2 a, b 3 a, b 4 a, b 5 a, b
Ex1 P. 4 WB	1 j 2 e 3 c 4 d 5 g 6 i 7 f 8 h 9 a 10 k 11 b
Ex2 P. 4 WB	1 from time to time 2 since nine o'clock 3 recently 4 the day before yesterday 5 earlier today
Ex3 P. 4 WB	2 don't usually send 3 writes 4 Are you using 5 'm talking 6 are becoming 7 Do you know
Ex4 P. 5 WB	<p>1 a all morning b three times today</p> <p>2 a that essay since this morning b two essays today</p> <p>3 a how to write English yet b English for very long</p>
Ex5 P. 5 WB	2 was concentrating 3 didn't hear 4 went 5 was sitting 6 had lost 7 had left 8 was not 9 happened/had happened 10 had stolen
Ex6 P. 5 WB	<p>2 Has social media changed the meaning of friendship?</p> <p>3 Did you watch the documentary about communication through the ages yesterday?</p> <p>4 Does Grandma know how to switch on the computer?</p> <p>5 Had you seen her photos on social media before you met her?</p> <p>6 Were you having a bad dream when I woke you up?</p>
Ex7 P. 5 WB	2 had thrown 3 were walking 4 came across 5 picked it up 6 discovered 7 had written
Let's practice	<p>1) 've lost touch 2) makes contact 3) has been chatting / see</p> <p>4) established contact 5) Are you using 6) was talking</p> <p>7) hasn't stayed in touch 8) love 9) prefers 10) wanted</p>
Ex1 P. 6 SB	We could understand how they feel, why they do certain things, etc.

Ex2 P. 6 SB	We should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas between themselves. But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust. In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate. I feel that we may well learn even more about animal communication in the future.
Ex3 P. 7 SB	1 b 2 c 3 c
Ex4 P. 7 SB	1 pick up 2 bring about 3 point out 4 make out 5 wipe out 6 get across 7 spell out 8 come across 9 figure out 10 take in
Ex5 P. 7 SB	1 pointed out 2 make out 3 came across 4 brought about 5 getting across 6 figure out 7 spell out 8 pick up
Making Contact	1- In the 1960s. 2- As a child, ... in her 20s. 3- On the shores of Lake Tanganyika in Tanzania. 4- The area where Jane Goodall first observed a group of chimpanzees. 5- Observing chimpanzees in the wild. 6-They ran away as soon as they saw her.7- But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust. 8- Different groups of chimpanzees having battles to wipe out rival groups. 9- By touch and sound, and they could also use sign language. 10- Using sticks to take ants from a tree and feed the ants to their young. 11- That chimpanzees are omnivores, not vegetarians. 12- They are omnivores + use tools + use sign language 13- UN Messenger for Peace. 14- Communication between whales and elephants. 15- By picking up sounds made by other whales and elephants. 16- Grooming, helping each other, sharing food, and having arguments. 17- Chimpanzees using sticks to take ants from a tree and feed them to their young. 18- The misconception that chimpanzees were vegetarian. 19- The initial challenge was that the chimpanzees ran away upon seeing her. She overcame it through her calm demeanor, which likely helped gain their trust over time. 20- She discovered that different groups of chimpanzees had battles in which they tried to wipe out the rival group.
Ex1 P. 8 SB	1 Break the ice means find a way of talking to someone in a relaxed way.
Ex2 P. 8 SB	1 struck up a conversation 2 came across as 3 paid her a compliment 4 took to him 5 had a laugh 6 hit it off
Ex3 P. 8 SB	She finds it annoying when someone talks too much, but she thinks it's even worse when someone keeps firing questions at you and thus makes you do all the talking.
Ex4 P. 8 SB	1 e 2 b 3 f 4 d 5 c 6 a
Ex1 P. 6 WB	1 c 2 e 3 h 4 a 5 d 6 f 7 b 8 i 9 g
Ex2 P. 6 WB	1 fire 2 word 3 on 4 throat 5 edgeways 6 drop
Ex3 P. 6 WB	a 3 b 2 c 6 d 1 e 4 f 5
Ex4 P. 6 WB	2 strike 3 compliment 4 across 5 impression 6 take 7 small 8 laugh 9 bond
Ex1 P. 9 SB	The best questions are question tags such as isn't it?/don't you?, and also echo questions such as Is it?
Ex3 P. 9 SB	1 end 2 modal 3 negative 4 positive
Ex4 P. 9 SB	The intonation used on the question tag shows the speaker's attitude to their question. Falling intonation (pattern B) on the question tag gives the impression that the statement is correct: the speaker is checking or confirming what they know. Rising intonation (pattern A) on the tag indicates a genuine question.
Ex5 P. 9 SB	1 it 2 does 3 will 4 weren't 5 will 6 do

Ex6 P. 9 SB	1 to show interest or show that we're listening 2 We use a positive question to reply to a positive statement. 3 A
Ex7 P. 9 SB	1 That's 2 there 3 can't it 4 Did 5 it wasn't
Ex1 P. 7 WB	1 d 2 f 3 c 4 e 5 b 6 a
Ex2 P. 7 WB	1 aren't 2 don't 3 have 4 will 5 it 6 didn't
Ex3 P. 7 WB	b Are you c Did he d Is it e Wasn't it f Don't you
Ex4 P. 7 WB	2 Do you 3 isn't it 4 will you 5 isn't it 6 Are they 7 will you 8 shall we 9 isn't he 10 can't we 11 Will it 12 will you
Let's Practice	1- shall we? 2- aren't I? 3- didn't they? 4- did they? 5- will you? 6- won't he? 7- could you? 8- won't you? 9- does he? 10- can you? 11- aren't you? 12- have you? 13- shouldn't I? 14- is he? 15- haven't they? 16- shall we? 17- won't you? 18- don't they? 19- will you? 20- did they 21- aren't I? 22- will you?
Ex1 P. 10 SB	A furious, annoyed B confused C frightened D nervous, confused E surprised, thrilled F sad
Ex2 P. 10 SB	2 surprised 3 annoyed 4 furious 5 nervous 6 thrilled 7 confused 8 sad 1, 2, 3, 4, 6, 7 and 8 have a stronger meaning.
Ex3 P. 10 SB	1 ecstatic 2 bewildered 3 livid 4 tense 5 terrified 6 exasperated
Ex4 P. 10 SB	IQ is a way to measure intelligence, but EQ (emotional intelligence) is the ability to understand and manage emotions.
Ex5 P. 10 SB	1 earn 2 fixed 3 diary 4 release 5 responsible 6 nodding 7 conflict
Ex1 P. 8 WB	2 astonished 3 exasperated 4 livid 5 tense 6 ecstatic 7 bewildered 8 devastated
Ex2 P. 8 WB	1 exasperated 2 astonished 3 tense 4 livid 5 terrified 6 bewildered 7 ecstatic
Ex3 P. 8 WB	1 isn't it 2 don't they 3 doesn't it
Ex4 P. 8 WB	b
Ex5 P. 8 WB	2, 4 and 5
Ex7 P. 8 WB	2 hasn't he 3 isn't he 4 wasn't she 5 couldn't he
Ex1 P. 11 SB	1 anxiety (because of impending exams) 2 relief (because she found her phone) 3 enjoyment/happiness (because she got her first choice of university) 4 surprise/disbelief (because his favourite football team won a trophy and they don't usually) 5 anger/annoyance/frustration (because she keeps receiving messages) 6 sadness/empathy (because his grandfather is in hospital)
Ex2 P. 11 SB	1 I'm worried sick about ... 2 That's a weight off my mind. 3 I've had it up to here with ... 4 Get out of here! 5 I'm feeling a bit blue. 6 I'm heartbroken.
Ex3 P. 11 SB	1 What's the worst that could happen? 2 I'm really pleased for you. 3 What a pain! 4 I'm so sorry to hear that. 5 I know, right? 6 I don't blame you.

Ex4 P. 11 SB	<p>1 A I'm worried sick B I'm so sorry to hear that.</p> <p>2 A It's been keeping me up at night. B What's the worst that could happen?</p> <p>3 B You've got to be kidding me! A I'm walking on air!/I can't stop smiling!</p> <p>4 A I've had it up to here with 5 B a weight off your mind</p>
Ex3 P. 12 SB	<p>The facts that sources are given for: AI can identify children's voices. Many industries have worked together to create a plan for using AI in Jordan's development over the next five years. Kids will be the biggest losers if the use of AI isn't controlled better.</p>
Ex4 P. 12 SB	1 According to 2 reports that 3 argues
Ex5 P. 12 SB	<p>1 AI is already used by many forms of social media. However, some countries like Jordan are hoping to use AI. Of course, some people are worried that students using AI might end up with incorrect work.</p> <p>2 The plan for increased use of AI in Jordan's development. The writer states that this might result in more problems with online safety. However, the writer also says that the government has a plan to address this.</p> <p>3 Three.</p>
Ex6 P. 12 SB	1 rely 2 refer 3 directed 4 learn
Ex7 P. 12 SB	1 about 2 to 3 on
Ex1 P. 10 WB	1 hit it off 2 real bond 3 took to 4 laugh 5 strike up
Ex2 P. 10 WB	1 it hard to figure out 2 spell out 3 has pointed out 4 couldn't take in
Ex3 P. 10 WB	1 devastated 2 down in the dumps 3 thrilled 4 bewildered
Ex4 P. 10 WB	1 didn't you 2 Did he 3 will you 4 aren't I 5 had we 6 shall we
Ex5 P. 10 WB	1 c 2 c 3 a 4 a 5 c
The next Lingua Franca	<p>1- A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language. 2- Cultural reasons and past government policies. 3 - French, Spanish, and German. 4- English. 5- It can help young people be successful in their chosen career. 6- It makes traveling less stressful and more fun. 7- communication - They are also learning about the culture of the country or countries where it is spoken, promoting global understanding. 8- Because India and China are considered the main emerging economies. 9- India and China. 10- Spanish and French. 11- Arabic and Spanish. 12 - Chinese (Mandarin). 13- Because it is complex. 14- The text suggests that English remains crucial and is likely to continue being the dominant language for international communication. 15- By learning a foreign language, students also learn about the culture of the country or countries where the language is spoken, which fosters greater global understanding.</p> <p>16- The text suggests this because Chinese, being the most spoken language, might offer more practical benefits in the future. 17 - The text implies that having a good command of a foreign language can enhance career prospects by opening up more opportunities in the global job market.</p>

The future	<p>1- In many ways, human life on this planet is better than it's ever been. 2- Better education and a reduction in extreme poverty. 3- With luck, no one will be living in extreme poverty within a few decades. 4- Human error. 5- Life expectancy is already higher than it's ever been, and one reason is better medicine.</p> <p>1- Advances in robotics and artificial intelligence will reduce the number of unskilled jobs and eliminate semi-skilled jobs. 2- The author predicts that in 30 years' time, a few lucky people will be rich, and the rest will be poor. 3- Within 20 years, the author suggests that we will stop fighting over oil and will start fighting over water due to global warming causing more water shortages. 4- The author believes that advances in technology will lead to job loss and increased competition for resources, resulting in a decline in quality of life for many. 5- Advances in robotics and artificial intelligence may result in job loss and increased competition for employment opportunities.</p>
Ex2 P.14 SB	Text 2 is dystopian.
Ex3 P.15 SB	be going to
Ex4 P.15 SB	a 3 b 2 c 1, 4
Ex5 P.15 SB	1 c 2 a 3 b
Ex6 P.15 SB	1 will be able 2 will have been 3 will have been working 4 will need 5 will be growing
Ex7 P.15 SB	1 will have risen 2 is likely to mean 3 is unlikely 4 will have to 5 will be eating
Ex8 P.15 SB	<p>1 This may have been caused by/have resulted from better education.</p> <p>2 As a consequence of better medicine, people are ...</p> <p>3 Global warming is certain to cause/give rise to/result in water shortages./Global warming is a big cause of water shortages.</p>
Ex1 P.12 WB	2 will improve 3 are going to continue/will continue 4 will take
Ex2 P.12 WB	1 a 2 b 3 a 4 b 5 c
Ex3 P.12 WB	1 bound 2 unlikely 3 likely 4 unlikely
Ex4 P.13 WB	2 will have been training 3 will have learnt 4 will be watching 5 will be spending 6 will be flying 7 will have covered 8 will have been travelling
Ex5 P.13 WB	<p>2 Will Faten have finished school by 4 p.m.?</p> <p>3 How long will you have been training by the time you qualify as a surgeon?</p> <p>4 Will you have read both books by the weekend?</p>
Ex6 P.13 WB	2 are almost certain to become 3 is unlikely to go and live
Ex7 P.13 WB	1 cause 2 given rise 3 consequence
Ex8 P.13 WB	2 to 3 been 4 have 5 by 6 from
Ex9 P.13 WB	2 will have saved up 3 will allow 4 'll be preparing 5 will be waiting 6 will be travelling 7 will have reached 8 is bound to succeed
Ex1 P.16 SB	Perhaps soil erosion has washed soil into the river. This could mean that there is less good soil for farmers.
Ex2 P.16 SB	1 acid rain 2 endangered species 3 exhaust fumes 4 fossil fuels 5 global warming 6 greenhouse gases 7 habitat loss 8 ozone layer 9 renewable energy 10 soil erosion 11 toxic waste 12 vehicle emissions 13 water scarcity 14 wind turbine
Ex3 P.16 SB	1 acid rain 2 endangered species 3 exhaust fumes 4 fossil fuels 5 global warming 6 greenhouse gases 7 habitat loss 8 ozone layer 9 renewable energy 10 soil erosion 11 toxic waste 12 vehicle emissions 13 water scarcity 14 wind turbine
Ex5 P.16 SB	1 fossil fuels 2 soil erosion 3 exhaust fumes/vehicle emissions 4 wind turbine, renewable energy 5 Habitat loss, endangered species 6 toxic waste 7 Acid rain
Ex1 P.14 WB	1 acid rain 2 fossil fuels 3 warming 4 habitat 5 emissions
Ex2 P.14 WB	2 water scarcity 3 renewable energy 4 wind turbine 5 toxic waste 6 exhaust fumes 7 ozone layer 8 greenhouse gas
Ex3 P.14 WB	1 climate 2 waste 3 wind 4 species
Ex4 P.14 WB	2 layer 3 emissions 4 toxic 5 endangered 6 loss 7 scarcity

Ex1 P.17 SB	A drought, heatwave, high temperatures B flood, heavy rain C snowstorm, heavy snow, sub-zero temperatures D windy, stormy, gale-force winds
Ex2 P.17 SB	1 blistering heat 2 freak floods/temperatures/weather/winds 3 gale-force winds 4 heavy rain/snow 5 high temperatures/humidity 6 scorching heat/temperatures/weather 7 soaring temperatures 8 sub-zero temperatures 9 torrential rain
Ex4 P.17 SB	No, she doesn't.
Ex5 P.17 SB	1 c 2 b 3 a 4 e 5 d
Ex6 P.17 SB	1 99 percent 2 (overall weather) trends 3 snowfall 4 volcanic eruptions 5 crops
Ex1 P.15 WB	1 scorching 2 gale-force 3 blistering/soaring 4 sub-zero 5 Torrential 6 blistering/scorching/soaring 7 humidity
Ex3 P.15 WB	1 jeans, heat, freak, feed pronounced with a long/i:/ sound 2 middle, river, wind, humidity pronounced with a short /i/ sound
Ex4 P.15 WB	/i:/ feet: freeze, greenhouse, sea, species /i/ fit: extinct, habitat, predict, similarity
Ex6 P.15 WB	1 sleep 2 peel 3 bitten 4 least 5 fit 6 lid
They need saving too!	1- A giant panda. 2- Because they are cute or beautiful, and everyone wants to save them. 3- Over 90%. 4- Only a tiny percentage. 5- Tiny eyes, big mouth, and a slimy pink body. 6- This marine creature lives deep in the ocean where the pressure is very high. 7 - It has tiny fins and no skeleton. 8 - They get swept into the nets accidentally when fishing boats sweep the ocean floor. 9 - The pangolin. 10- Unique among mammals, it is covered in scales, like a reptile. 11 - They are highly prized 12 - By around 90%. 13 - Their scales. 14- Poachers simply pick them up. 15 - On the island of Madagascar. 16- The world's largest nocturnal primate. 17- During the day they sleep in nests in the trees, coming out to hunt at night. 18 - In nests in the trees.
Ex1 P.18 SB	They are all endangered.
Ex2 P.18 SB	They are all endangered. They are less known, considered not 'exciting' or not beautiful enough to get as much media coverage as other species.
Ex3 P.19 SB	1 A 2 C 3 B 4 A 5 C
Ex4 P.19 SB	Animals: invertebrates, crustaceans, mammals, reptile, primate Parts of the body: backbone, fins skeleton, scales Adjectives to describe a creature: slimy, marine, cuddly, nocturnal, solitary, furry
Ex5 P.19 SB	1 extinct 2 natural 3 critically
Ex6 P.19 SB	1 endangered 2 solitary 3 predators 4 extinct 5 cuddly
Ex1 P.20 SB	Recycle, sort rubbish and place recycling bins in the garden or somewhere outside the school building, organise classroom cleanup days, collecting rainwater then using it to water the plants in the school garden or in staff rooms, etc.
Ex2 P.20 SB	Banning single-use bottles.
Ex3 P.20 SB	1 fence 2 second 3 mind 4 finger 5 spot 6 what 7 grab 8 track 9 with
Ex4 P.20 SB	1 torn between 2 my finger on it 3 grab me 4 good point 5 spot on 6 we go with 7 as if we agree
Ex2 P.21 SB	<ul style="list-style-type: none"> • recycling and customizing denim clothes • designing a shop window display using only recycled clothes and textiles • educating other students about sustainable fabrics
Ex3 P.21 SB	Because of all the chemicals involved in making it dark blue. Heba will sell the items online. Lama wants to design a shop window display using only recycled clothes and textiles for people to see how great recycled clothes can look so that people would think twice before they throw old clothes away.
Ex4 P.21 SB	1 c 2 e 3 a 4 d 5 b

Ex5 P.21 SB	Will is used to describe a decision at the moment of speaking (the speaker didn't know beforehand that they would break the mug); be going to describes an action which has already been planned or decided.
Ex6 P.21 SB	1 am planning/hoping to (a) 2 am thinking of (a) 3 am just about to (b) 4 is due to (c) 5 am planning to (a) 6 are to (d)
Ex1 P.16 WB	b Present Simple c going to d Present Continuous e will
Ex2 P.16 WB	1 starts 2 'm going to try 3 'll be 4 'm meeting 5 'll
Ex3 P.16 WB	2 'll come 3 are going to raise 4 is going to announce/will announce/will be announcing 5 are baking/ are going to bake/will be baking
Ex4 P.16 WB	2 We are planning to go on holiday this summer. 3 You are to apologise at once! 4 The concert is due to begin at 8 p.m. 5 We're hoping to see turtles and dolphins. 6 I'm thinking of quitting my summer job. 7 The café is to shut down on Friday.
Ex5 P.16 WB	1 b 2 a 3 d 4 c 5 a 6 a 7 d
Ex1 P.22 SB	1 The vegetables look more appealing in photo A because they look fresher. 2 The plastic might cause water pollution if it gets into rivers.
Ex2 P.22 SB	Farid describes the use of unnecessary plastic packaging. He suggests using sustainable cardboard, removing unnecessary plastic, and selling fruit and vegetables without any extra packaging.
Ex3 P.22 SB	Yes, because the writer uses many persuasive words.
Ex4 P.23 SB	1 c 2 b 3 d 4 a 5 h 6 f 7 e 8 g 9 l 10 i 11 j 12 k
Ex5 P.23 SB	1 C 2 D 3 A 4 B
Ex6 P.23 SB	1 It is estimated that sea plastic is harming over 600 species. 2 It is vital to protect nature. 3 I urge you to stop using plastic. 4 Yours faithfully, Ibrahim (+ surname). 5 I am deeply concerned by the amount of plastic we use. 6 Plastic packaging should be banned. 7 I am writing to express my concern about ... 8 I would ask you to investigate other options. 9 It is essential to take immediate action. 10 This must be done as a matter of urgency.
Ex1 P.18 WB	1 freezing, boiling 2 acid 3 erosion 4 blistering 5 turbines 6 vehicle, fumes 7 freak, torrential 8 scarcity
Ex2 P.18 WB	1 I'll earn: will have earned 2 are going to give: will be giving √ won't have finished 3 will be discovering: will have discovered are going to live: will live 4 will be working: will have been working √ is certain to arrive
Ex3 P.18 WB	1 am hoping, am going 2 will be arriving, are coming 3 will give, will let 4 am planning, does (it) start
Ex4 P.18 WB	1 is about to start 2 is bound to happen 3 due to gale force winds 4 is likely to be worse 5 We are planning to meet 6 has given rise to
Ex5 P.19 WB	1 b 2 a 3 a 4 b
Ex3 P.24 SB	that you have to have a clear message, have a good beginning and ending, connect with your audience
Ex4 P.24 SB	1 message 2 beginning 3 ending 4 connect 5 surprising 6 personal 7 enthusiastic 8 visual

Ex5 P.24 SB	1 The power of believing in your dreams. 2 She uses a quote from Martin Luther King. 3 She talks about winning her first swimming competition and becoming determined to swim competitively. Later, she describes the difficulties of early morning training, weekend competitions, lack of a social life and a difficult eating plan. 4 The swimming cap she was wearing when she decided to become a competitive swimmer; the size and childishness of it illustrate just how far she has come.
Ex6 P.25 SB	Emotion 1, 4 Rhetorical questions 3 Quotations 2 Repetition 1 Tripling 5
Ex2 P.26 SB	Positive: empathise with somebody, give somebody a compliment, make up with somebody Negative: fall out with somebody, let somebody down, lose your temper, make fun of somebody/something, put up with somebody/something, talk behind somebody's back
Ex3 P.26 SB	1 wind somebody up 2 blow things out of proportion 3 show off 4 burst into tears 5 mess about 6 have a go at somebody 7 make a fuss of somebody 8 be the peacemaker 9 tell somebody off
Ex5 P.27 SB	Text A describes a typical youngest child – they are usually rebellious and a bit naughty. Text B describes a typical older child (or only child) – they are high achievers and want to please their parents. Text C describes a typical middle child – they don't have such clear typical characteristics, but tend to be quieter and more inward-looking than their siblings; they are often good at negotiating.
Ex6 P.27 SB	Habits in the present: realizes he's doing it, he's doing at school, I'm being jealous Habits in the past: I was quite naughty, I really wasn't that bad
Ex7 P.27 SB	1 A 2 N 3 N 4 A 5 N 6 A 7 A
Ex8 P.27 SB	1 used to 2 would/used to 3 used to 4 used to 5 used to
Ex9 P.27 SB	It is not kind or funny. We are all different and that should not be important.
Ex1 P.20 WB	1 d 2 g 3 b 4 f 5 e 6 a 7 c
Ex2 P.20 WB	2 was constantly being 3 are/'re forever talking 4 were constantly injuring
Ex3 P.20 WB	2 did you use to stay 3 used to/would make 4 didn't use to think 5 used to/would suddenly start
Ex4 P.20 WB	1 am always the peacemaker. 2 make a fuss of us when we visit them. 3 wind people up. 4 the children messed about in class. 5 blow things out of proportion.
Ex5 P.21 WB	1 d, will 2 a, won't 3 c, would 4 b, will
Ex6 P.21 WB	2 would 3 didn't 4 always/constantly/forever 5 am/'m 6 are 7 use 8 weren't
Ex7 P.21 WB	1 b/c 2 b/c 3 a/b 4 a/b/c 5 a
Ex1 P.28 SB	A relocating to a different town or country B a row with your best friend/flunking an important exam C a newborn baby in the family/a clash between you and a sibling
Ex2 P.28 SB	1 Because events cause the brain to make new connections, which changes us. 2 No, because negative events can also influence us positively. It depends what we learn from them.
Ex3 P.28 SB	An opinion (People sometimes think ... ; to my mind, ...)

Ex4 P.28 SB	<p>Habib</p> <ol style="list-style-type: none"> 1 Transferring from primary to secondary school. 2 He did badly at school. 3 He often got into trouble at school. 4 He learnt that he should put in more of an effort and not be scared of failing. <p>Lama</p> <ol style="list-style-type: none"> 1 The birth of her little sister Majeda. 2 She couldn't accept the fact that her parents gave all their attention to her sister. 3 She felt unhappy. 4 She saw that even when things don't immediately go her way, they may still turn out positive in the long run. <p>Dalia</p> <ol style="list-style-type: none"> 1 Her family relocated to Germany for two years. 2 She hated not being able to communicate with people. 3 She felt down in the dumps. 4 She learnt the value of sticking at something even when it's not easy. <p>Jawad</p> <ol style="list-style-type: none"> 1 He was bullied when he started secondary school. 2 He felt upset a lot of the time. 3 He burst into tears. 4 He realised he doesn't have to worry about what other people think of him.
Ex5 P.28 SB	1 a 2 c 3 a 4 c
Ex6 P.28 SB	<ol style="list-style-type: none"> 1 wasn't helpful to me 2 things don't immediately happen in the way I want 3 happen in a positive way or have a positive result later in the future, not immediately 4 the importance of continuing to do something in a determined way in order to achieve something
Ex1 P.22 WB	1 clash 2 relocate 3 row 4 sibling 5 flunk
Ex2 P.22 WB	1 flunk 2 relocate 3 a row/rows 4 siblings 5 clash
Ex3 P.22 WB	Sentences 1a and 2a feature a strong version of the word – full vowel, articulate. Sentences 1b and 2b feature a weak version of the word – neutral, relaxed vowel.
Ex4 P.22 WB	<ol style="list-style-type: none"> 1 At [strong] the time, I didn't know him at all. 2 Maher's charming and trustworthy, and [strong] he's very hard-working. 3 I have checked that we have [strong] all the documents. 4 She's thinking of taking some time off [strong].
Ex2 P.29 SB	<p>Positive: capable, charming, compassionate, decent, dedicated, idealistic, inspirational, modest, passionate, sincere, trustworthy</p> <p>Negative: bigoted, conceited, defensive, hypocritical, immature, pushy</p> <p>Both: tough</p>
Ex3 P.29 SB	1 immature 2 charming 3 hypocritical 4 dedicated 5 sincere 6 compassionate 7 idealistic 8 inspirational 9 capable 10 decent
Ex4 P.29 SB	1 conceited 2 pushy 3 bigoted 4 passionate 5 modest 6 defensive 7 trustworthy 8 tough
Ex5 P.29 SB	1 dedicated 2 compassionate 3 passionate 4 capable 5 inspirational
Ex6 P.29 SB	1 bigoted, capable, passionate, trustworthy 2 sincere 3 charming, decent, modest, pushy 4 conceited, defensive 5 immature 6 dedicated 7 compassionate 8 hypocritical, inspirational
Ex8 P.29 SB	all the words except look down on.

Ex1 P.23 WB	1 capable 2 inspirational 3 charming 4 idealistic 5 dedicated 6 immature 7 compassionate 8 decent 9 defensive 10 sincere
Ex2 P.23 WB	2 pushy 3 passionate 4 modest 5 hypocritical 6 trustworthy 7 tough 8 bigoted 9 defensive
Ex3 P.23 WB	2 pushy 3 modest 4 bigoted 5 tough 6 conceited 7 trustworthy 8 passionate
Ex4 P.23 WB	2 admire 3 influence 4 idolise 5 inspirational 6 pedestal 7 shining 8 to 9 hypocritical
Oliver Twist	1- The story takes place in England during the 19th century. 2- Oliver's mother dies after giving birth to him. 3- Oliver is sent to a house for orphans until he is nine years old. 4- Oliver decides to escape to London because he is unhappy at the workhouse and seeks a better life. 5- Another boy named Jack Dawkins helps Oliver find his way to London. 6 - Fagin is an old man who takes in Oliver and other boys and teaches them to steal. 7- Fagin and Mr. Sikes use the children to steal from people. 8 - Oliver is shot while trying to steal from a house with Mr. Sikes. 9 - Mr. Brownlow rescues Oliver after he is shot. 10- Mr. Brownlow takes Oliver to his house and cares for him. 11 - Monks is Oliver's brother, who wants to keep Oliver from inheriting their mother's fortune. 12 - Monks wants to keep Oliver from inheriting the fortune because he knows Oliver will only get it if he is honest. 13 - Monks watches Oliver and manipulates events to keep him from being honest. 14 - Monks gives Oliver the money owed to him and leaves the country. 15 - Oliver is adopted by Mr Brownlow which shows what a kind man he is. 16 - Oliver ends up living with Mr. Brownlow because he rescues him and cares for him. 17 - Oliver's life changes from one of poverty and hardship to one of love and security as he finds a caring family with Mr. Brownlow. 18 - Mr. Brownlow rescues Oliver from a misunderstanding and later adopts him, providing him with love and security. 19 - Monks orchestrates meetings between Oliver and individuals involved in criminal activities, hoping to tarnish Oliver's character.
Ex2 P.30 SB	1 The poorest people at that time. 2 He was malnourished and life was cruel at the workhouse, so he wanted to go. 3 Suggested answer: People probably did not expect children to take things from them. Also, they were small and quick. Sikes and Fagin could make them take things for them, and give them food and a place to sleep as a reward.
Ex3 P.31 SB	1 b 2 b 3 c
Ex4 P.31 SB	1 make ends meet, a subsistence, hand-to-mouth 2 living day-to-day 3 went hungry 4 huddled together, gathered together 5 beg 6 skinny, malnourished 7 feel at home, sense of belonging
Ex1 P.32 SB	cc an email: Carbon paper was something which people used to make a copy of a note or letter with. You would put it underneath the paper while you wrote or typed and the letters would press through onto another piece of paper. The copy made by the carbon paper was called the 'carbon copy' (cc). go online: If you wanted to connect to the Internet, you had to have a cable that connected your computer with the telephone line. hang up the phone: we say 'hang up the phone' because phones used to be in two parts.
Ex2 P.32 SB	Heba teaches her grandfather I've got to bounce and I'll ping you.
Ex3 P.32 SB	1 a 2 b
Ex4 P.32 SB	1 and 4 are defining

Ex5 P.32 SB	1 In defining relative clauses. 2 The pronoun can be omitted in sentence 1. When the relative pronoun is the object of the clause in a defining relative clause, we can omit it. 3 It refers to a place. 4 Sentence 5.
Ex6 P.32 SB	1 Televisions used to have a dial which was used to change the channel. 2 Technology is always changing, which I find exciting./ Technology, which I find exciting, is always changing. 3 Husam, who is very absent-minded, has lost his phone.
Ex7 P.32 SB	1 an active 2 a passive
Ex1 P.24 WB	2 e 3 a 4 c 5 d
Ex2 P.24 WB	1 ND 2 D 3 ND 4 ND 5 D
Ex3 P.24 WB	sentences 2 and 5
Ex4 P.24 WB	2 where 3 whose 4 which/that 5 who/that 6 that/which The relative pronoun can be omitted in 6.
Ex5 P.24 WB	2 Sami, who I play football with, lives round the corner./Sami, with whom I play football, lives round the corner. 3 These headphones, which I paid a fortune for, stopped working after two days./These headphones, for which I paid a fortune, stopped working after two days. 4 The shop where/from which I bought my computer has closed down./The shop (that/which) I bought my computer from has closed down.
Ex6 P.24 WB	2 The flip phone, designed in the 1990s, is rapidly becoming popular again. 3 There are very few people still using analogue televisions. 4 Users used to the old system may find the new one confusing.
Ex1 P.33 SB	A They are suggesting Baby boomers have an easy time. B They are suggesting Gen X are old-fashioned. C They are suggesting Millenials are indecisive. D They are suggesting Gen Z are too sensitive. Students' own answers.
Ex3 P.33 SB	On the whole ... By and large ... Nine times out of ten ... This is a bit of a sweeping statement, but ...
Ex4 P.33 SB	1 In general, Generation Z spend a lot of time online. 2 On the whole, they know how to make the best of social media. 3 They tend to take offence very easily. 4 Nine times out of ten, they have an entrepreneurial spirit. 5 In some/many/most cases, they like getting a bargain. 6 To a great/some extent, they are into experiences rather than material possessions.
Ex3 P.35 SB	Paragraph 4 is about mobile technology. Paragraph 2 is about changes in working life. Paragraph 3 includes the writer's own idea: how modern labour-saving technology allows family members to spend more time together.

Ex4 P.35 SB	<p>1 Families remain as close as they ever were.</p> <p>2 Greater work-life balance means parents are more available to their children and able to spend more quality time together.</p> <p>Greater automation of housework has had a similar effect.</p> <p>The Internet and social media give more opportunities for families to communicate with each other when at a distance.</p> <p>3 The conclusion restates the thesis: ... while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.</p>
Ex5 P.35 SB	<p>1 I would argue that ... 2 I believe that ... 3 I would say that ...</p> <p>4 Many people today feel that ... 5 It is commonly accepted that ...</p> <p>6 ... can be seen as ...</p>
Ex6 P.35 SB	<p>Paragraph 2: Topic sentence: Increasingly, parents are seeking a greater work-life balance.</p> <p>The main idea is that parents have more availability for their family nowadays because of flexible working practices.</p> <p>Paragraph 3: Topic sentence: It is commonly accepted that the time needed to run a household has also decreased over the last few decades as more and more labour-saving devices have been invented.</p> <p>The main idea is that technology has made running a household less time-consuming than in the past, allowing more family time.</p> <p>Paragraph 4: Topic sentence: Going online can be seen as a way of bringing families together as well as a distraction.</p> <p>The main idea is that mobile technology and the Internet can connect families more, rather than pulling them apart.</p>
Ex1 p.26 WB	1 decent/compassionate 2 compassionate/decent 3 Modest 4 making a fuss 5 pushy 6 showing 7 influence 8 idolise
Ex2 p.26 WB	1 lost my temper 2 the peacemaker 3 talk about 4 make ends meet 5 sincere 6 loathe 7 trustworthy
Ex3 p.26 WB	1 is, borrowing 2 used to live/lived 3 will post
Ex4 p.26 WB	<p>(Pronouns which can be omitted are in brackets.)</p> <p>1 That boy, whose mum is Japanese, is fluent in five languages.</p> <p>2 My grandma's house has no wi-fi, which is very annoying.</p> <p>3 The beach where they go in summer is their favourite place./ The beach (which) they go to in summer is their favourite place.</p>
Ex5 p.26 WB	1 wanting to make 2 parked
Ex6 p.27 WB	1 the 2 up 3 would 4 set
Ex7 p.27 WB	1 a magic tool 2 keep in touch / stay connected 3 (shared) experiences / fun 4 (some) advice / someone to talk to / support 5 even stronger / more meaningful
Friendships	<p>1-Smartphones are a magic tool when it comes to friendship! 2-They make it easy to keep in touch with friends no matter where they are. 3-One benefit is that it's like having your friends right in your pocket. 4- You can share a joke to make someone's day better. 5- Shared experiences make existing friendships stronger and create opportunities for new connections. 6- So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. 7 - Smartphones actually bring us closer together. 8- They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful. 9 - Smartphones make it easy to support each other. 10- People are concerned that technology might pull us apart.</p>
Ex1 P.36 SB	1 Fake news is news that is not true or from unreliable sources.

Ex2 P.36 SB	3 It started hundreds of years ago.
Ex3 P.36 SB	1 decrease, go down 2 fraud, hoax 3 dependable, trustworthy 4 enigma, puzzle 5 clues, hints 6 claim, maintain 7 bizarre, weird 8 expose, reveal
Ex4 P.36 SB	1 claim, state, maintain/It was published as a joke. 2 bizarre, strange, weird/Probably to increase sales of the newspaper. 3 dropped, decreased, gone down/So that people would start buying eggs again. 4 uncover, reveal, expose/The city newspaper published fake news, when the same fake news appeared in the other city newspaper it proved that it was copying the stories. 5 fake, hoax/Students' own answers.
Ex5 P.37 SB	1 Past Simple, it happened once in the past 2 Past Continuous, an action that continued for a time in the past 3 Past Simple, it happened once in the past 4 Past Perfect, the earlier of two events in the past (they later admitted it was not true is the other event)
Ex6 P.37 SB	1 b 2 a
Ex7 P.37 SB	1 both 2 the Past Perfect Simple 3 the Past Perfect Continuous
Ex8 P.37 SB	1 had explored 2 had been lying 3 had built 4 had been running 5 had made 6 had been working
Ex9 P.37 SB	They are pronounced using a weak form.
Ex1 P.28 WB	4 I stopped my car, got out and stood in the road to see what it was. 2 I felt tired as I had been driving all day. 6 By the time I got to the field, the object had disappeared. 3 Suddenly, I saw an object in the sky. 5 While I was watching the object, it fell into a field.
Ex2 P.28 WB	a 3 b 4 c 1 d 5 e 6 f 2
Ex3 P.28 WB	2 He had/'d been chewing his pen during the exam. 3 It had/'d been raining for five days. 4 They had/'d been printing fake money. 5 He had/'d been speaking at a business meeting.
Ex4 P.28 WB	1 had been studying 2 had been 3 had been worrying 4 had never failed 5 Had he been revising 6 had he forgotten 7 had fallen
Ex5 P.28 WB	1a had been playing 1b had played 2a had eliminated 2b had been eliminating
Ex6 P.29 WB	2 By the time we opened the door, the noises had already stopped. 3 ✓ 4 Suddenly, I heard a noise, so I went upstairs and opened the door to the attic. 5 ✓ 6 While he was performing, the actor forgot what to say. 7 While I was rowing a boat across the sea, a large dolphin suddenly appeared in the water next to me!
Ex7 P.29 WB	2 had been cooking/was cooking 3 were chatting 4 had been waiting 5 were talking 6 sat
Ex8 P.29 WB	2 disappeared 3 had been working 4 did 5 had organised 6 was waiting 7 switched 8 was leaving 9 had found 10 had taken

Ex9 P.29 WB	2 How had the staff been planning to celebrate? 3 What had happened to Abbas? 4 Had he gone to the Caribbean? 5 Had he got a job at a bigger hotel?
Ex1 P.38 SB	1 To attract people's attention. 2 Students' own answers
Ex2 P.38 SB	Each page view is worth money in terms of advertising revenue.
Ex3 P.38 SB	devastating truth, melt your heart
Ex4 P.38 SB	1 clickbait 2 go, generates 3 attention 4 light, hit 5 public, corruption 6 verify, present
Ex5 P.38 SB	1 hard-hitting 2 quirky 3 heartbreaking 4 newsworthy 5 balanced 6 topical 7 off the record 8 sensational 9 exclusive 10 heartwarming They are related to clickbait viral news stories.
Ex1 P.30 WB	1 c 2 h 3 d 4 a 5 j 6 g 7 b 8 e 9 i 10 f
Ex2 P.30 WB	1 balanced 2 sensational 3 heartbreaking 4 an exclusive 5 sensational
Ex3 P.30 WB	2 newsworthy 3 sensational 4 awareness 5 verify 6 balanced 7 sides 8 light 9 corruption 10 revenue
Ex1 P.39 SB	It is a human interest story (and also a news item).
Ex2 P.39 SB	1 The subject and verb are inverted, so more like a question. 2 It makes the phrase stronger.
Ex3 P.39 SB	In no way could they imagine how strong the cyclone would be. Under no circumstances should they come out. No sooner had they huddled together
Ex4 P.39 SB	1 Scarcely had they left when the house exploded. 2 Under no circumstances should you approach the animal, which is dangerous. 3 Not only did she win the race, but she also broke a world record. 4 Little did he imagine that his friend was a spy!
Ex5 P.39 SB	1 Scarcely/Hardly/Barely had the film begun when people started to walk out. / No sooner had the film begun than people started to walk out. 2 Rarely/Seldom have I seen anything more shocking. 3 In no way had he intended / did he intend to offend anyone. 4 Not only is he tall, but he is also attractive. 5 Under no circumstances would he do it again. 6 Little did they know who he really was.
Ex1 P.31 WB	1 is 2 did I feel 3 will I ever 4 had I seen 5 did they know 6 had the tickets gone
Ex2 P.31 WB	1 c 2 a 3 b 4 b 5 c
Ex3 P.31 WB	2 Under no circumstances are students allowed to take exam papers out of the room. 3 In no way does this article represent my views. 4 Scarcely had the film started when members of the audience began to walk out of the cinema.
Ex4 P.31 WB	2 No sooner had they left 3 Not only was it 4 In no way am I saying 5 Rarely have I felt 6 Little did Tareq imagine

New Hotel	1- When developers released a statement that they were going to build a luxury new hotel at the local beach, everyone in the town was very excited. 2- The town was very excited. 3-A new road with side pavements to and from the beach and a replacement of the old beach restaurants. 4-For years. 5- The writer was very surprised. 6- They tried to stop lorries from entering the beach to start building work. 7 - The police. 8- Many of the problems in the area. 9- An international staff. 10 - They will be replaced with new, upmarket restaurants. 11- The writer quickly changed their mind after requesting to find out more. 12- They will be too expensive for most people in the neighborhood. 13- They will affect bird and animal life in a sensitive nature area. 14- The writer refutes the allegation that they tried to obstruct building work. 15-A suspension of the building work until it is clear how many jobs will go to local people. 16- Plans for new roads should be moved away from sensitive nature areas. 17-We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people. 18 - "I am also sure that locals who work at the old restaurants will probably lose their jobs." 19 - Work opportunities and improvements to the area around the beach. 20 - That the writer is working to promote the hotel company.
Ex2 P.40 SB	1 A new luxury hotel will bring work and other improvements to the area around the beach. 2 A new road and new restaurants. 3 Jobs won't go to local people. The new road will affect bird and animal life. 4 They want a suspension of the building work until they know how many jobs will go to local people.
Ex4 P.41 SB	facts are exaggerated: there are sure to be other jobs in tourism • stereotypes and overgeneralizations: everyone in the town was very excited, We have asked for such development for years • little or no respect for different opinions: I was very surprised to hear that there are some protesters who are against the plan. I am not an activist and I refute the allegation that I tried to obstruct building work last week. • language is dramatic or emotive: the sad old beach restaurants, These restaurants will be too expensive for most local people, Tension will also continue until the plans for new roads are moved away from the sensitive nature areas. • quotation marks to indicate the writer does not agree: There has even been an accusation that I 'am working to promote the hotel company,' but this is not true.
Ex5 P.41 SB	-ment: improvement, pavement, replacement, development -tion: solution, accusation, addition, investigation, allegation, obstruction -sion/-cion: suspension -ist: activist -er/-or: developer, protester, contractor -ity: security -hood: neighbourhood -dom: freedom
Ex6 P.41 SB	1 solution 2 replacement 3 allegations 4 improvement
Ex7 P.41 SB	1 report 2 refuted 3 come up with 4 released
Ex1 P.42 SB	cropped: removing or cutting out parts of a photo that you do not want to see capture: show or describe pose: stand in a particular way for a photo or picture poignant: making you feel sadness composed: arranged or put together 1 B 2 C 3 A 4 D
Ex2 P.42 SB	1 c 2 b 3 d 4 a

Ex3 P.42 SB	1 Because it was in the middle of the Great Depression. 2 He had just won a six-day cycling race. 3 He had one leg shorter than the other. 4 Because once he had accepted her, the rest of the tribe followed. This enabled her to carry out important research. 5 Neil Armstrong 6 You can see Neil Armstrong reflected in the glass visor of Buzz Aldrin's helmet.
Ex1 P.36 WB	1 subject matter 2 poignant 3 capture 4 landscape 5 crop 6 pose 7 evoke
Ex2 P.36 WB	1 poignant 2 pose 3 subject matter 4 capture 5 evoke 6 crop 7 landscape
Ex4 P.36 WB	1 <u>l</u> istening 2 phot <u>o</u> graphers 3 <u>d</u> igital <u>c</u> amera 4 <u>ch</u> ildren The unstressed syllable uses the schwa sound /ə/.
Ex5 P.36 WB	1 <u>e</u> dible 2 <u>b</u> eautiful 3 <u>d</u> ifferent 4 <u>d</u> angerous
Ex1 P.43 SB	An urban myth is a story that is usually completely false, though it may be based on some truth. It often has some elements of humour and/or horror.
Ex2 P.43 SB	1 This story is probably false, but the writer Douglas Adams claims it happened to him in 1976. There are many similar legendary tales about people who accidentally become thieves in England and the US. 2 This story is definitely false. It was invented as a newspaper April Fool's story. 3 This story is probably false, though a robot camera did find a large alligator living in the sewers in Florida.
Ex5 P.43 SB	1 Obviously 2 Foolishly 3 Apparently 4 Surely 5 Presumably 6 Personally 7 Clearly 8 Unbelievably
Ex3 P.45 SB	Negative inversion: No sooner had the man pulled the woman away that the crane crashed to where she had been standing. Speaking: yelled, muttering, bellowed Looking: spotted, watched, peered, glanced Moving: running, walking, raced, wandering
Ex4 P.45 SB	a Past Simple b Past Continuous and Past Simple c Past Perfect d Past Perfect Continuous e Past Continuous f Past Simple and Past Continuous
Ex5 P.45 SB	1 d,e 2 f 3 c 4 a 5 b
Ex6 P.45 SB	1 peer 2 glance 3 spot 4 bellow 5 yell 6 mutter 7 race 8 wander
Ex7 P.45 SB	1 He yelled loudly in my ear. 2 She stared at him blankly for several seconds./For several seconds, she stared blankly at him. 3 They worked very hard in the factory all day./They worked very hard all day in the factory. 4 I sat patiently on the bench for over two hours./I patiently sat on the bench for over two hours.
Ex1 P.34 WB	1 claimed 2 posing 3 fraud 4 an enigma 5 allegation 6 landscape 7 evokes
Ex2 P.34 WB	1 expose 2 public 3 sensational 4 headlines 5 newsworthy 6 balanced 7 sides 8 light 9 heartbreaking 10 heartwarming
Ex3 P.34 WB	1 race 2 snap 3 whisper
Ex4 P.34 WB	1 had just solved 2 broke, fell, had been trying 3 were writing, went 4 had been standing, arrived 5 closed, had phoned, was, was
Ex5 P.34 WB	1 Never have I heard 2 Under no circumstances 3 Not only did 4 No sooner had 5 Little did 6 Scarcely had
Ex6 P.35 WB	1 majority 2 improvement(s) 3 organisations 4 Clearly 5 unbelievably 6 replacement 7 freedom

Ex7 P.35 WB	1 c 2 b 3 a 4 c 5 b
Ex1 P.46 SB	1 The exact format of a debate can vary, but it is much more formal than a conversation, with each 'side' in the debate having a set opportunity to put forward their arguments, or to argue against the other 'side's' arguments. 2 a 4 b 2 c 1 d 3
Ex3 P.47 SB	1 B 2 B 3 C 4 A 5 C 6 B
Ex5 P.47 SB	Speaker 1: 1 c 2 a 3 e Speaker 2: 1 b 2 f 3 d
Ex6 P.47 SB	1 vital 2 point 3 case 4 support 5 evidence 6 several 7 conclude 8 reinforces
Ex1 P.48 SB	1 sight/eyesight, smell, taste, touch, hearing 2 Students' own answers 3 Suggested: Some animals have stronger senses than ours, for example, eagles have very good eyesight. Other animals have weaker senses, for example, dogs do not have very good eyesight (but do have a very strong sense of smell).
Ex2 P.48 SB	Items 2 and 6 are not true. Women have a keener sense of smell than men. Contrary to popular myth, sitting too close to a TV will not damage your eyes, but it may cause eyestrain.
Ex3 P.48 SB	1 eyesight 2 colour-blind 3 make (something) out 4 Perceive 5 Taste buds 6 Hearing loss
Ex4 P.48 SB	1 tend to dislike 2 usual to ask 3 to communicate 4 first sense to develop 5 risk damaging 6 instead of asking 7 Standing 8 When greeting
Ex5 P.48 SB	+ gerund: risk, can't help, feel like, have difficulty + infinitive: tend, fail, happen + object + infinitive with to: encourage, force + object + infinitive without to: help, let, make
Ex6 P.48 SB	1 encouraging 2 to believe 3 knowing 4 to type 5 looking 6 to test 7 to touch 8 doing 9 to be
Ex7 P.48 SB	1 got used to wearing 2 didn't use to like 3 is used to sleeping 4 did (people) use to deal 5 am not used to eating
Ex1 P.36 WB	1 c 2 d 3 f 4 a 5 e 6 b
Ex2 P.36 WB	1 to pay 2 to help 3 to ask 4 damaging 5 taking 6 Telling 7 working 8 to have
Ex3 P.36 WB	2 holding 3 to wrap 4 to do 5 to want 6 touch
Ex4 P.36 WB	2 reading 3 him read 4 her do 5 her to do 6 doing 7 watching 8 to watch 9 Watching
Ex5 P.37 WB	2 to smell 3 to be 4 to know 5 approaching 6 Stealing 7 hunting 8 to attack 9 to take
Ex6 P.37 WB	2 N 3 N 4 B 5 P
Ex7 P.37 WB	2 am/'m used to listening 3 used to play
Ex8 P.37 WB	2 The family is/are (slowly) getting used to life on the island. 3 Asma didn't use to like the smell of fish. 4 Malak was (slowly) getting used to waking up early. 5 Maher used to play in a football team. 6 Dana was used to speaking to large groups of people.
Ex9 P.37 WB	2 am/'m responsible for testing 3 fancy trying
Ex3 P.50 SB	1 aroma 2 subtle 3 overpowering 4 smelly (adj)/stench (n) 5 mouth-watering 6 scent
Ex4 P.50 SB	a 7 b 1 c 6 d 4 e 3 f 5 g 10 h 9 i 8 j 2

Ex6 P.50 SB	<p>coarse: rough in texture, not smooth fluffy: covered in soft fur or pieces of material prickly: covered in small, short pointed spines or points silky: soft and smooth like the material silk smooth: having an even and regular surface spiky: covered in many large pointed spikes or points squishy: soft and a bit wet sticky: something that is sticky stays on something that touches it A spiky, prickly B sticky C squishy</p>
Ex1 P.38 WB	☺ 1-2-4-8 ☹ 3-5-6-7
Ex2 P.38 WB	1 aroma 2 mouth-watering 3 smooth 4 subtle 5 scent
Ex3 P.38 WB	2 hum 3 crunch 4 pop 5 thud 6 screech 7 chirp 8 rustle
Ex4 P.38 WB	2 spiky 3 coarse 4 silky 5 fluffy 6 smooth
Ex5 P.38 WB	1 c 2 a 3 a 4 c
Ex1 P.51 SB	<p>Sense of smell: Perfumers use their sense of smell to create or refine perfumes and other scented consumer products. Good hearing: Audiologists are medical professionals who are trained to evaluate hearing loss and its related disorders, such as balance disorders or tinnitus (that annoying mosquito whine in your ears!) Sense of touch: Hairdressers need strong visual and creative skills, as well as intuition and empathy to help their client decide on the perfect style that suits them. Sense of taste: Food technologists research, develop and oversee the production of food stuffs. Good eyesight: Graphic designers are usually creative individuals who use their visual and spatial skills to create images that communicate.</p>
Ex2 P.51 SB	4 A 3 B 1 C 2 D
Ex3 P.51 SB	1 to have 2 shouting 3 to ask 4 coming
Ex4 P.51 SB	1 infinitive 2 gerund 3 infinitive 4 gerund 5 a passive
Ex5 P.51 SB	<p>1 a to take (remember + infinitive = you remember first, then you do it) b bringing (remember + gerund = you do something and then you remember this) 2 a giving (mean + gerund = involve, result in) b to put = (mean + infinitive = intend) 3 a tasting (forget + gerund = do something first, then forget you did it) b to put (forget + infinitive = not do something because you didn't remember) 4 a to inform (regret + infinitive = a way of offering an apology) b not studying (regret + gerund = regret a past action)</p>
Ex6 P.51 SB	1 practising 2 land/landing 3 score 4 washing 5 signing
Ex7 P.51 SB	<p>I heard ... 1 someone whistling. 2 a door slam. 3 some children singing. 4 a man cough. 5 a woman laughing. 6 a dog barking. 7 people clapping. 8 people cheering.</p>
Ex1 P.39 WB	2 see Jamal fall 3 needs paying 4 remember dreaming 5 heard the bottle smash 6 watched the children 7 deserved discussing 8 stop looking
Ex2 P.39 WB	1 b 2 a 3 a 4 b
Ex3 P.39 WB	2 studying 3 watching 4 to use 5 going
Ex4 P.39 WB	1 recite, C 2 falling, I 3 touch, C 4 crying, I
Ex5 P.39 WB	2 needs cleaning 3 would like to improve 4 Try paying/Try to pay 5 stop to smell 6 remember to smell 7 Go on to improve 8 Try repeating/to repeat

Sabriye Tenberken	1- At the age of 12. 2- Other children were often cruel to her, and her teachers did not understand her needs. 3- A special boarding school for the blind. 4- She learned various sports including horse riding. 5- Braille. 6- Tibetan. 7- Partly because of their diet and mainly because of the damaging sun at high altitudes. 8- A Tibetan Braille system. 9- At the age of 26. 10- Although she travelled with two Tibetans, it was tough for Sabriye to travel around rural parts of Tibet, but that did not put her off. 11-Some were never allowed outside because their parents believed they would hurt themselves. 12- It has a vision to help blind children to adjust to their blindness and to learn many of the same skills that she had learnt as a girl. 13- she was even nominated for the Nobel Peace Prize in 2005. She has also won awards for her work and has also written a book called My Path Leads to Tibet about her life and work.
Ex1 P.52 SB	Photo 1: This photo shows Sabriye riding her horse. This is how she was travelling in Tibet. Photo 2: These are children from the school that Sabriye and Paul set up in Tibet.
Ex2 P.53 SB	1 They were cruel to her. 2 Because there was no Braille for the Tibetan language. 3 The damaging sun at high altitude. 4 They believed they would hurt themselves if they went out. 5 Children learn many of the same skills that Sabriye had learnt as a child.
Ex3 P.53 SB	2 True – It’s implied that she felt better because ‘The school taught her to come to terms with being blind,’ which means she accepted it. 3 True – It’s implied because there was no Braille writing system in Tibet, although it doesn’t mention a reading system. 4 False – Paul Kronberg set up Braille Without Borders with Sabriye. 5 False – She was nominated for the Nobel Peace Prize but it does not say if she won this.
Ex4 P.53 SB	1 blind, blind 2 pursue, pursue 3 vision, vision 4 put ... off, put off 5 realised, realised 6 tough, tough
Ex5 P.53 SB	1 with 2 about 3 of 4 to 5 to
Ex1 P.54 SB	1 slice 2 peel 3 pan 4 stir 5 boil 6 simmer 7 food processor 8 whizz 9 puree 10 Chill
Ex2 P.54 SB	sentences 1, 3, 4, 5 and 6
Ex3 P.54 SB	1 Asia 2 nuts 3 poisonous 4 the 1870s 5 plastic squeeze bottle 6 getting stuck 7 sweeter 8 bananas/a banana base 9 healthy, fresh
Ex4 P.54 SB	1 b 2 e 3 a 4 c 5 d
Ex5 P.54 SB	mayonnaise: smooth, mild, runny/watery chilli sauce: spicy, tasty pickled gherkins: crunchy, tasty
Ex6 P.54 SB	<u>croissant</u> , <u>falafel</u> , <u>gnocchi</u> , <u>guacamole</u> , <u>lasagne</u> , <u>mayonnaise</u> , <u>meringue</u> , <u>mustard</u> , <u>pretzel</u> , <u>quiche</u> , <u>schnitzel</u>
Ex1 P.40 WB	1 c 2 d 3 e 4 a 5 b
Ex2 P.40 WB	1 mayonnaise 2 soup 3 potato chips 4 cake 5 white bread
Ex3 P.40 WB	1 peel 2 pan 3 slice 4 Boil 5 Simmer 6 food processor 7 Whizz

Ex4 P.40 WB	1 generous – generosity 2 photograph – photographic 3 speculate – speculation 4 judgement – judgemental 5 access – accessible
Ex5 P.40 WB	1 physical – physically 2 √ motivate – motivation 3 √ medicine – medicinal 4 punish – punishment 5 √ evolve – evolution
Ex2 P.55 SB	Mexican food
Ex4 P.55 SB	1 not eat too late 2 home-cooked meals to takeaways 3 would you rather do, eat inside or outside 4 easy 5 the choice, I'd prefer to go somewhere quiet 6 them both equally 7 wherever you prefer / like / want
Ex2 P.56 SB	1 positive (gem, enjoyable, mind-blowing, definitely recommend absolutely fascinating, impressed, informative, educational, fun) 2 informal; use of: vocabulary (for example fun rather than enjoyable); phrasal verbs (check it out); exclamation marks and abbreviations; informal intensifiers (pretty) 3 the Dead Sea scrolls 4 He felt the experience went too fast.
Ex3 P.56 SB	1 really 2 highlight 3 impressed 4 criticism 5 definitely
Ex4 P.56 SB	hugely enjoyable, very beautiful, really liked/enjoyed, totally mind-blowing, extremely varied, absolutely fascinating, definitely recommend, pretty amazing
Ex5 P.56 SB	1 a scared b petrified 2 a loud b deafening 3 a ridiculous b silly 4 a fascinating b interesting 5 a impressive b mind-blowing
Ex1 P.42 WB	1 smell 2 stench 3 overpowering 4 colour-blind 5 tell 6 off 7 spicy 8 tasty 9 bland
Ex2 P.42 WB	1 prickly 2 sticky 3 scent 4 tough 5 rustling
Ex3 P.42 WB	1 making, to buy 2 leaving, buying 3 sorting, to do 4 to bring, putting
Ex4 P.42 WB	1 c 2 c 3 b
Food and Science	1- The art and science of choosing, preparing and appreciating food is known as 'gastronomy'. 2- Gastronomy is associated with top chefs, food connoisseurs, and those interested in fine dining and food experiences. 3- Food science, cultural food studies, and food manufacturing. 4- Gastronomy has been around as long as food has. 5- The oldest cookery books are three tablets from Yale University's Babylonian collection, dating back to 1700 BCE. 6- They reveal that the rich primarily liked meat-based stews and various types of breads. 7- In the 1800s, gastronomy began to emerge as a field that went beyond food preparation, focusing on the experience of dining. 8- It increased our understanding of how senses interact with our environment and enhance our dining experiences. 9- Molecular gastronomy is the study of physical and chemical changes that occur during cooking. It gained prominence at the end of the 20th century. 10- It focuses on the scientific principles behind cooking techniques and the transformation of ingredients. 11- Chefs can make fruit look and taste like meat using molecular gastronomy techniques. 12- It is the oldest restaurant in Amman and serves local food at affordable prices. 13- Traditional food connects to memories and uses senses to evoke nostalgia and cultural heritage. 14- They connect through sensory experiences that trigger personal and cultural memories. 15- Meat-based stews and various types of breads as favored by the rich in ancient Babylonian times.
Ex1 P.58 SB	1 Students' own answers 2 A 3 B 1 C 2

Ex4 P.58 SB	<p>1 Shakespeare’s plays have influenced them. 2 Because his plays talk about what it means to be human. 3 It can help them with critical thinking. 4 He made theatre accessible to the general public and not just the upper classes. 5 They give us extra information about history and historical figures.</p>
Ex5 P.58 SB	1 familiarity 2 assumptions 3 interpretation
Ex6 P.58 SB	1 2,000 and 3,000 2 printing press 3 1,700 4 coining 5 bedroom 6 shout about something to get it off our chest
Ex7 P.58 SB	<p>1 It means you are really kind. 2 It means you have got a bit of a problem. 3 It means something has returned to the beginning. 4 It means trying to find something that is impossible. 5 It means you just managed to do something: just in time.</p>
Ex10 P.58 SB	<p>1 All’s well that ends well: As long as things end OK, it doesn’t matter what happened before. All that glistens is not gold: When you look closely, not everything is as good or valuable as it seems on the surface. Brevity is the soul of wit: Short good jokes are better than long complicated stories. The robb’d that smiles, steals something from the thief: Stealing or doing bad things to people isn’t as satisfying when the victim doesn’t react. 2/3 Students’ own answers</p>
Culture Spot	<p>1- The writer mentions that Macbeth can be portrayed as a Scottish King or a police inspector, and Romeo and Juliet can be children of feuding families or members of different groups in New York. 2- By analyzing the motivations of Shakespeare’s characters and questioning their actions, students develop critical thinking skills and learn to question their own assumptions and beliefs. 3- Shakespeare enriched the English language by adding a significant amount of vocabulary, with many words and phrases he coined still in use today. 4-Familiarity with Shakespeare’s plots allowed early cinema pioneers to experiment with storytelling in silent movies, paving the way for modern cinematic techniques. 5-Shakespeare’s work brought theatre to the general public, breaking class barriers and making it a popular form of entertainment accessible to everyone. 6-Shakespeare poses existential and moral questions about the human experience, leaving it to the audience to discuss and find their own answers. 7-By exploring the thought processes and behaviors of his characters, Shakespeare raised questions that inspired early thinkers to investigate human psychology and psychoanalysis. 8- Shakespeare’s plays mirror society today because they address enduring human concerns and emotions that continue to be relevant in modern times.</p>
Ex2 P.60 SB	<p>Edgar is unkind and rude to Heathcliff. Catherine seems friendly.</p>
Ex3 P.60 SB	In Extract 1, we hear that Heathcliff has improved his speech and manners. In Extract 2, he is rude and unfriendly to the visitor.
Ex4 P.61 SB	<p>1 Heathcliff 2 The boy does not look at the visitor, who says he is rude. Heathcliff is also impatient with the visitor and speaks angrily. The visitor does not feel welcome. 3 Because the weather is bad. There is snow.</p>
Ex5 P.61 SB	<p>1 Do not say unkind things about him. 2 She was extremely sad when he left.</p>

Ex6 P.61 SB	<p>1 He has just read Extract 1.</p> <p>2 Catherine loves a man who is not rich or handsome. He is cruel and unkind.</p> <p>3 Suggested: He loves the book which he says is different to most romantic books because Catherine loves Heathcliff, who is cruel and not kind. Heathcliff feels he has been badly treated and wants revenge.</p>
Ex7 P.61 SB	<p>1 False, it is different.</p> <p>2 False, she falls in love with a man who is cruel and unkind.</p> <p>3 False, his son Hindley bullies him.</p> <p>4 False, they do not want him in their home.</p> <p>5 True</p> <p>6 False, she marries him because he is rich.</p> <p>7 False, he does not tell him.</p> <p>8 True</p>
Literature spot	<p>1- Mr. Edgar Linton. 2- He reacts with surprise and disdain, referring to Heathcliff as “that gypsy” and questioning why Ellen did not warn his wife, Catherine. 3- Ellen cautions him because Mrs. Linton would be very upset to hear such names, as it nearly broke her heart when Heathcliff went away. 4-Catherine is very excited and eagerly asks Heathcliff where he has been and what he has been doing. 5-Heathcliff explains that he has been in the army for three years and made some money.6- He cut his first visit short because Heathcliff was rude to him. 7- He was interested in getting to know Heathcliff better, despite the rude reception during his first visit. 8-The boy is almost as rude as Heathcliff was on Mr. Lockwood’s first visit, speaking to him without looking at him and leading him to the living room brusquely. 9- Heathcliff tells him that the snow will not stop and that the weather won’t change, making it impossible for Mr. Lockwood to find his way back across the moors.</p>



﴿ هُنا تطوي آخِر صفِحات الفصل الأول،
وكأنك زرعت بذرة حلمٍ في تربة الأيام...
دع قلبك يزهر عزيمة،
ودربك يضيء أملاً. لا تنحني لريح الظروف
، فأنت خلقت لتكون قصة يرويها المجد. ﴾

