

# 8

## Making a Difference



### Unit plan

#### Reading:

#### Vocabulary:

#### Grammar:

#### Listening:

#### Speaking:

#### Writing:

multiple choice (separate texts), managing your time effectively

words related to making a difference, prepositions, word formation, collocations & expressions

comparison, qualifiers

multiple matching, identifying and underlining key words

discussion and decision making, talking about charities and volunteering, presenting advantages and pointing out disadvantages

letter, style and tone, making negative criticism sound more polite

### Unit Opener (SB page 95)

- Ask students to look at the picture and to tell you what they see and what they think the relationship is between the people (*a girl and an elderly man are at a computer; the girl might be showing the man how to use the computer; they may be related, perhaps a granddaughter and grandfather*).
- Ask students to read the title of the unit and to tell you how this might relate to the picture (*The title of the unit is 'Making a Difference' and the girl might be a volunteer who helps elderly people, and thus is 'making a difference' in her community.*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students can discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

#### Answers

Students' own answers

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students can discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

#### Answers

The generation gap is the difference in behaviour and/or opinion between people of different ages that often causes problems.  
Students' own answers

#### 3

- Ask students to read the instructions and check that they understand what they have to do.

- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Students' own answers

### Background information

The term 'generation gap' came into use in the 1960s in America when society was changing very rapidly from one generation and the next. Communication with other cultures and different groups has become much easier due to technology. As younger generations are exposed to new ideas and cultures, they become separated from the previous generation in terms of philosophy and culture. The stereotype of traditional parents and open-minded children is a result of the generation gap.

In eras prior to the 1960s, communication was more limited. Younger generations grew up influenced primarily by their parents and immediate family. They continued the older generation's traditions and ideals. However, in the present day, outside influences are having a greater impact on the ideals, values and tastes of the younger generation.



### TOP TIP

Use prediction to generate discussion. At the end of the Opener, for example, ask students what they think the unit will be about. Make sure every student gives an opinion and justifies it based on the unit title and the questions dealt with in the Opener.

### Let's talk about it!

- What are some reasons why people volunteer?
- What would the world be like if no one volunteered to do anything?
- Could all of the world's problems be solved through volunteerism? Why?/Why not?



## DVD 8

Summary of DVD 8: The video is titled 'SKIP – Seniors and Kids Intergenerational Programs'. Explain that 'seniors' is the term used in the US for the elderly. The video is about a programme in which schoolchildren visit and spend time with the elderly in nursing facilities and retirement homes (also known as aged care facilities). The programme was created by Liz Martorano and her family who were regular visitors to her own aged parents in such facilities. Upon the passing of her parents, Liz's family were concerned about some of the residents in the facilities who never received any visitors. This was the inspiration behind SKIP. The visits are beneficial for both the students and the residents as they learn from each other, and the elderly are happy to have some company.

**DVD link:** <https://www.youtube.com/watch?v=jp400M3xsn4>

### Answers

SKIP = Seniors and Kids Intergenerational Programs. Liz Martorano and her children visited her mother in an old people's home and saw the effect the younger generation had on the people in the home. When her mother died, she started SKIP. The organisation liaises between schools and nursing or old age people's homes for students to visit and spend time there with residents.

## Reading (SB pages 96-97)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |        |        |
|--------|--------|
| 1 Both | 5 Both |
| 2 Both | 6 B    |
| 3 A    | 7 A    |
| 4 Both | 8 Both |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

Text A: primary school pupils  
Text B: preschoolers, the elderly

## DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for managing time with students. Stress that they must not leave any question

that if they cannot answer a question, to make a note of it and move on to the next one. Explain to them that once they have answered everything they can, they should go back and answer the rest of the questions. If all else fails, tell them to guess, but to trust their instinct as first thoughts are often correct.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to use the tip from the *Download* box when doing the task and to manage their time well.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

#### Text A

- 1b *Thanks to their partnership with a charity called Magic Breakfast, hundreds of primary schools in the UK provide a good breakfast to over 23,500 UK schoolchildren every school day.; Magic Breakfast is a charity that feeds children in 460 primary schools in the UK.*
- 2b *These children, who come from deprived backgrounds, are offered a free breakfast before classes begin.*
- 3c *The support of sponsors like supermarkets, and cereal and bagel manufacturers ...*
- 4c *Of schools that took part in the research, 84 per cent reported breakfast club attendance had a positive impact on educational attainment, 95 per cent reported an improvement in concentration and 96 per cent said pupils had greater alertness and energy levels.*
- 5d *The last paragraph tells us that Magic Breakfast ... feeds children in 460 primary schools and that There are over 300 schools waiting to join the scheme. 300 is more than half of 460.*

#### Text B

- 1a *The very young and very old ... seem to enjoy each other's company and learn from their time together.*
- 2b *The class of preschoolers at Grace Living Center ... is not just visiting; their classroom is located inside this retirement home.*
- 3d *The elderly residents have taken to this unusual arrangement. As pupils and teachers arrive and classes begin, some [elderly residents] are quite happy simply to watch, while others [other elderly residents] roll up their sleeves and get involved, helping the little ones with their learning.*
- 4b *... this is an important opportunity for the different generations to communicate and form connections. Such experiences are necessary in a child's development, according to experts.*
- 5a *It fosters greater understanding and respect among the young and gives the old a new lease of life and purpose. Teachers report improvement in children's reading, and nursing staff notice a reduction in seniors' medication needs.*

## EXTENSION ACTIVITY

Students work in pairs and write down the different ways in which they think the elderly can help



4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Elicit that the orange words in the sentences are from the two reading texts and that they can check their meanings in context.
- Check pronunciation by saying each of the orange words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class.

#### Answers

- |               |               |
|---------------|---------------|
| 1 fosters     | 4 faculties   |
| 2 intact      | 5 stave off   |
| 3 performance | 6 partnership |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Give students enough time to prepare their presentations.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- When everyone is ready, ask students to give their presentations.

#### Answers

Students' own answers

## Vocabulary 1 (SB page 98)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the different ways of making a difference and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Students will discuss these items in greater detail in 3, so at this stage, you should simply make sure students are aware of the meanings.

#### Answers

giving to charity: This can take many forms, such as paying a fixed monthly amount, helping to raise money, making a donation, organising an event where the profits go to charity, etc.

sponsoring people: This could involve sponsoring someone's entry into a country, sponsoring their education by paying money, sponsoring an activity by pledging money, etc.

mentoring: This is typically helping and giving advice to a younger or less experienced person, particularly one who is starting a new job or course of study.

fundraising: This involves trying to persuade people or other organisations to donate money in support of something particular, often a charity, through organising events or perhaps going door-

counselling: This is usually when a professional gives advice on problems; it could include debt counselling, career counselling, psychological counselling, etc.

fostering\* children: This is when children need someone to look after them for a period because their parents are not available due to extreme circumstances (death, prison, etc).

being a study buddy: This is usually when one student volunteers to study with another with the aim of helping each other revise, learn or prepare for a test.

running a helpline: People with expert knowledge and/or experience typically make themselves available to others facing specific problems. Helplines exist to help all kinds of people, including victims of crime and those with specific ailments, learning difficulties, psychological problems, financial problems, relationship problems, etc.

volunteering: This might include working (without payment) for a charity or an environmental organisation. Activities could include some of the others mentioned here, as well as helping to provide relief aid to people in need, helping out at a hospital, helping at an animal shelter, taking part in a beach clean-up, etc.

serving the community: This is usually in the form of volunteering and might encompass neighbourhood-watch schemes, snow clearing, helping the elderly, delivering food, working in a soup kitchen or coaching a children's football team, among many other things.

\* *Fostering* is used in a more general sense, too, eg when you try to foster an interest in something, such as literature or sport in children.

#### Suggested answers

Others: donating used items, signing petitions, boycotting unethical companies, supporting fair trade practices, joining environmental organisations, listening to the problems of other people, etc

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, students must underline the two verbs in each sentence which are connected to helping people or making a difference. Then they have to write down the noun forms of the verbs. Remind them that some of the verbs and nouns will have the same form.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- |   |
|---|
| 1 donate, relieve (donation, relief)          |
| 2 advise, assist (advice, assistance)         |
| 3 aid, support (aid, support)                 |
| 4 comforts, benefits (comfort, benefit)       |
| 5 pledged, reform (pledge, reform)            |
| 6 promoting, providing (promotion, provision) |

3

- Ask students to read the instructions and check that



the ways of making a difference in 1.

- Allow plenty of time for students to complete the task.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class.
- Once students have written their sentences, they may read some of them out to the rest of the class.

#### Answers

Students' own answers

Suggested example answer

Several charities exist to relieve the problems faced by the elderly. / Several charities exist to provide relief for the problems faced by the elderly.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in orange to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to circle the correct words. Check these answers before students complete the second part of the task – writing their own sentences.
- Once students have written their sentences, they may read some of them out to the rest of the class.

#### Answers

- 1 companionship
- 2 apprenticeship
- 3 Sponsorship
- 4 citizenship
- 5 directorship
- 6 Membership

#### Example sentences:

- 1 Pet **ownership** in the UK has increased steadily over the years.  
Lynda enjoyed the **fellowship** that came from being an active member of the choir.
- 2 The **craftsmanship** in this wooden cabinet is astonishing.  
The newspaper's **readership** gradually decreased until it finally closed in 2003.
- 3 **Censorship** is the removal of material deemed to be inappropriate from books, songs, programmes, etc.  
Wimbledon is the oldest tennis **championship** in the world.
- 4 Playing by the rules is a sign of good **sportsmanship**.  
His exam results were so good that he was offered a full **scholarship** at one of the best schools in England. OR His book on the work and life of Shakespeare is a magnificent work of **scholarship**.
- 5 Cirque du Soleil combines acrobatic **showmanship** with fantastic costumes and live music.  
Poor **workmanship** meant that the doors on the kitchen cupboards didn't close properly.
- 6 Coming from a very poor family, he suffered many **hardships** in his early childhood.  
Plenty of books that are designed to help managers develop good **leadership** skills have

#### ▶ EXTENSION ACTIVITY

Ask students to tell you what helplines are available where they live, and if they know whether these organisations receive government funding. Ask them if they think helplines should receive public funding and why or why not.

#### Extra Task (for early finishers)

See photocopiable material on page 162.

### Grammar 1 (SB page 99)

#### Before you read the Grammar box

- Revise comparative and superlative forms. Write the forms of the comparative and the superlative on the board, as well as the other types of comparative structures.
- Make sure students understand that we use the comparative to compare two or more people, animals or things, and that the superlative is used to compare one or more people, animals or things with a group of people, animals or things. Remind them that we use phrases like 'in the world' and 'of all' with the superlative.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should underline the following:

- 1 poorer than
  - 2 the fastest
  - 3 less effectively than
  - 4 the most vulnerable
- 1C 2S 3C 4S

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are other ways of making comparisons in English, apart from the structures in 1.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Sentence 1d is incorrect because we cannot use *not as/such* with plural nouns in the same clause. Correctly written: *The costs are not as high as we had expected.*

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.

**Answers**  
**1b 2a 3c**

Read 8.1-8.2 of the Grammar Reference on pages 174-175 with your students.

**4**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 the chilliest
- 2 the most dramatically
- 3 the wealthiest
- 4 higher than
- 5 more deeply than
- 6 The Coldest
- 7 the most successfully
- 8 more generously than

**5**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

**Answers**

- |        |        |
|--------|--------|
| 1 of   | 6 more |
| 2 the  | 7 not  |
| 3 as   | 8 than |
| 4 and  | 9 more |
| 5 less | 10 The |

**EXTENSION ACTIVITY**

Ask students to look back at the two Reading texts and write comparisons about the people and organisations. For example, *The hungrier children are, the less they can concentrate in class. / The very young and the very old are the most vulnerable members of society.*

**Extra Task (for early finishers)**

See photocopiable material on page 162.

**a-z Vocabulary 2** (SB page 100)

**1**

- Ask students to read the instructions and check that they understand what they have to do.

the words before and after the gaps in order to work out which preposition to use.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- |           |            |
|-----------|------------|
| 1 in      | 9 to       |
| 2 from    | 10 into    |
| 3 to      | 11 Before  |
| 4 about   | 12 for     |
| 5 as      | 13 with    |
| 6 for     | 14 without |
| 7 against | 15 behind  |
| 8 behind  | 16 about   |

**2**

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they have to make certain changes to form the adjectives. Tell them that some of the nouns have more than one adjective form.
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

**Answers**

- 1 deprived
- 2 eligible
- 3 nutritious/nutritional
- 4 vulnerable
- 5 emotional
- 6 spontaneous
- 7 bored/boring
- 8 lonely

**3**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them that more than one answer is sometimes possible, but that they don't need to write down every possible answer.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 nutritious
- 2 loneliness/boredom
- 3 deprived/boring/lonely
- 4 spontaneous
- 5 eligible
- 6 boredom/loneliness
- 7 emotion(s)
- 8 vulnerable/deprived

**4**

- Ask students to read the instructions and check



the sentences and write their own sentences with the words they did not use.

- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the table. Check these answers before students complete the second and third parts of the task.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.
- Once students have written their sentences, they may read some of them out to the rest of the class.

### Answers

**big:** considerable, crucial, dramatic, enormous, marked, profound, significant, substantial  
**small:** imperceptible, insignificant, minor, modest, negligible, slight, subtle, superficial

- 1 superficial/considerable/dramatic/etc
  - 2 crucial/marked/negligible/etc
  - 3 negligible/insignificant/enormous/etc
  - 4 profound/substantial/significant/etc
- Students' own answers for sentences using the other adjectives.

### ▶ EXTENSION ACTIVITY

Ask students to write the opposite forms of these adjectives from 4, using prefixes (*considerable/inconsiderable; modest/immodest; substantial/insubstantial*) and to use them in sentences.

### Extra Task (for early finishers)

See photocopiable material on page 162.

## Grammar 2 (SB page 101)

### Before you read the Grammar box

- Explain to students that we can use a number of words and phrases to express the quality of an adjective or an adverb, such as *very tall*.
- Revise *too* and *enough*. Tell students that we use *too* and *enough* to say how much of something there is, and that *too* is used to say there is more than we want or need, while *enough* is used to say that something is as much as we want or need. Tell them that both words can be used with different structures.
- Revise *so* and *such*. Explain to students that we use *so* and *such* to give emphasis and that these words can be used in different structures.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

1I 2I 3I 4D 5I 6D 7D

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the rules, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 before
- 2 negative
- 3 after
- 4 before
- 5 positive

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the rules, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 stronger
- 2 adjective or adverb
- 3 noun

Read 8.3–8.6 of the Grammar Reference on pages 175–176 with your students.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |                |               |
|----------------|---------------|
| 1 a very       | 4 fairly      |
| 2 less         | 5 most        |
| 3 a great deal | 6 a good deal |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |          |          |
|----------|----------|
| 1 so     | 5 enough |
| 2 enough | 6 enough |
| 3 too    | 7 such   |

## ▶ EXTENSION ACTIVITY

Ask students to look at items in 1, 2 and 3 again and to rewrite some of them using a different structure from the grammar theory. (eg *You're too lonely; you need a friend.* → *You're so lonely that you need a friend.* / *You're such a lonely person that you need a friend.*)

### Extra Task (for early finishers)

See photocopiable material on page 162.

## Listening (SB page 102)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- At this stage, there are no right or wrong answers, only what the students consider to be key words.

### Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to understand the meaning of the statements they hear and then compare them to the statements in 1.
- Play the recording and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

### Answers

- 1 X In the listening excerpt, the speaker says she doesn't want to do anything else except dance. In the statement, we read that the speaker doesn't want to do anything with it in her life, ie as a job.
- 2 ✓
- 3 ✓
- 4 X In the listening excerpt, 'used to' implies that this is no longer the case. In the statement, the speaker doesn't seem to have changed her mind.
- 5 X In the listening excerpt, the speaker lightly dismisses the listener's preconceived ideas regarding the 'old woman with cats' stereotype. In the written sentence, the speaker seems to be stating people's opinion as a fact.

See the recording script on page 151.

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own

understand the meaning of the options. Then, as they listen, tell them they must focus on the parts that talk about the words they have underlined. Explain also that they shouldn't make their choices too quickly as they may miss an important detail and, thus, dismiss a correct option as wrong.

3

- Remind students that they did the same type of exam task in Unit 2 and explain the mechanics of the task again. Elicit that it is two tasks in one, and that they need to answer two sets of questions.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear five speakers and that they must choose from a list the purpose of the charity each speaker supports. Point out that there are eight statements in all, but they only have to choose five. Elicit also that they must decide the reason why each speaker got involved in the charity of their choice.
- Ask students to read the options in the two tasks and explain anything they don't understand.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

### Answers

- 1E *'Step One' supports promising young people from all over the country in pursuing their dreams both by sponsoring their classical dance training and by mentoring ...*
- 2B *Most people take things like food, shelter, clean water and healthcare for granted, and that's the way it should be.; 'Give a Smile' works hard to give everyone a roof over their heads, food and healthcare.*
- 3G *... an independent national charity providing emotional support as well as ongoing psychological counselling.*
- 4A *... my mother was diagnosed with cancer.; There are no words for me to describe the enormous impact 'Firm friends' has on thousands of patients like my mum.*
- 5D *I thought why not help them revive their lovely green spaces to give them some solace, some calm and comfort. It's such a subtle thing, but still, so important, I think. So that's how 'Green green grass' started.*
- 6F *I must acknowledge the fact that I am blessed to have enjoyed privileges and professional opportunities other talented young people are denied. This is why I was delighted to be asked to become the official spokesperson for 'Step One'.*
- 7D *I grew up poor and I know what it is like to go to bed hungry, not to know where your next meal is coming from.*
- 8H *I know it works for I wouldn't be here, speaking in this fundraiser today, if my friend had hesitated to make that call.*
- 9A *... a group of angels made sure that there was someone to hold her hand and give her comfort.*
- 10G *I'm just happy to give; help in any way I can ...; I'm a very keen gardener ...*



## Speaking (SB page 103)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

### Answers

Students' own answers



### TOP TIP

To ensure that students are discussing the Speaking questions and not some other unrelated topic, ask them to fill you in on their discussion as you circulate around the classroom monitoring. Ask a pair, for example, if they agree on a particular question and to tell you what specifically they agree about.

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that when they need to make a joint decision, they should make their case in support of their choice by emphasising its benefits and advantages over other options. They should also politely point out flaws or disadvantages in their partner's suggestion with reasonable arguments that support their view.

2

- Go through the *Language Bank* with the students and make sure they understand how to present advantages and point out disadvantages.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to talk about two causes each and choose one for inclusion on a shortlist.
- Refer students in the role of A to page 197 and students in the role of B to page 198 of the Student's Book. Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

### Answers

Students' own answers

will read about their partner's chosen cause and that they will compare and contrast it to their final choice before making a decision about which one of the two should go onto the shortlist.

- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

### Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

### Answers

Students' own answers

## Writing (SB pages 104-105)

### Letter: Style and tone

- Ask students to read the information on letters and style and tone. Explain that when writing – just as when speaking – they need to use an appropriate style and tone for the situation.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will consider tone in two different situations.
- Ask students to read the words in the orange box and the situations, and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Answers

- 1 personal, respectful, grateful, serious, admiring, persuasive, businesslike
- 2 impersonal, serious, businesslike

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will identify the purpose of the letter outlined in the writing task.
- Explain that this will help them to understand the content of a letter.
- Ask students to read the writing task and the statements, and answer any queries they might have about them.
- Students work individually to complete the task



### Answers

- 1 assess events, make criticisms, offer suggestions
- 2 give useful feedback, help to improve a situation, develop a work-related relationship

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must determine which opening paragraph has the most appropriate tone of voice, and also give reasons and examples for their choice.
- Ask students to read the paragraphs that were written in answer to the task in 2 and explain anything they don't understand.
- Tell them to think about elements of formality, eg set expressions, formal language, punctuation, etc.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

### Answers

Opening paragraph b is more appropriate because the language in a is too informal.

Compare these examples:

Letter a = Thanks for

Letter b = Thank you

Letter a = I want to say

Letter b = I would like to express

Letter a = helping out

Letter b = the work that ... contributed

Letter a = ! (exclamation marks are rarely used in formal letters)

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that the questions will help them to assess whether the writer has used the correct tone, and how this has been achieved.
- Ask students to read the rest of the letter and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Answers

- 1 It was unfortunate that ...
- 2 maybe they were not noticeable enough
- 3 Would it be possible ...?
- 4 Would you be willing to discuss ...?

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to write some negative criticism in a polite way and then they have to make suggestions for improvements in the future.
- Go through the language for *Suggestions as questions* in the *Language Bank* and explain anything students don't understand. Make sure students understand the structures for posing suggestions as questions in order to sound more polite.

### Possible answers

- 1 Although you organised the scenery-painting class on the main stage, there wasn't enough room for everyone to work. Would it be possible to have more classes and smaller groups next year so that everyone gets a chance to take part?
- 2 Although the performance was at the weekend, maybe it was too early on a Sunday for many people to come. Would you consider having the performance later in the day next year in order to attract a larger audience?

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to consider whether the task is asking them to do the same things and achieve the same aims as the writing task for the letter in 2, and then they need to copy the plan into their notebooks and complete it with notes for their letter. Check the answers to the first part of the task before continuing.
- Go over the *Plan* with the students.
- Students work individually to complete the task.

### Answers

Yes, it is.

Students' own ideas for completing their letter plans

### ▶ EXTENSION ACTIVITY

Time permitting, ask students to complete the notes for their letter in class.

### LANGUAGE BANK

- Draw students' attention to the *Language Bank* again. Go through the topic specific vocabulary and explain anything students don't understand. Remind students to use the topic specific vocabulary when writing their letters as well as the structures for making polite suggestions using questions.

7

- Read the task out to students again.
- Remind them to use the appropriate language to establish a formal tone.
- Go over the *Plan* with the students again.
- Assign the writing task for homework.

### Answers

Students' own answers

### DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Tell students it is very important to use the correct tone when writing to other people, and that by doing so, they will more likely achieve their purpose in writing.

## **Reload 8** (SB page 106)

### Objectives

- To revise vocabulary and grammar from Unit 8.

### Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 15 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

### Vocabulary Revision

#### Vocabulary 1

- 1: Revise the ways in which people can make a difference by reading them out, one by one, and asking individual students to give you examples for each.
- 2 and 3: Revise the verbs and nouns by writing the verbs on the board and asking individual students to choose one and to give you the noun form. (*donate/donation; relieve/relief; advise/advice; assist/assistance; aid/aid; support/support; comfort/comfort; benefit/benefit; pledge/pledge; reform/reform; promote/promotion; provide/provision*)
- 4: Revise nouns ending in *-ship* by reading them out, one by one, and asking individual students to write the noun on the board and explain what it means. (*companionship, ownership, fellowship, apprenticeship, craftsmanship, readership, censorship, sponsorship, championship, sportsmanship, citizenship, scholarship, showmanship, workmanship, directorship, membership, hardship, leadership*)

#### Vocabulary 2

- 1: Practise prepositions. Write the words and gapped phrases on the board in one column and the prepositions in another, and ask students which prepositions the words/phrases go with. Once they have been matched, ask students to use the phrases in sentences. (*in a public place, from door to door, react to, feel strongly about, view sth as, cause for concern, check against a register/list, be behind sth, present sth to sb, call sth into question, before you do sth, be destined for, the ease with which sth happens, without doing sth, get behind a cause, think about sth*)
- 2 and 3: Practise word formation. Copy the table from page 100 of the Student's Book on the board with the headings. Read out the nouns, one by one, and ask individual students to write the noun and the adjective form(s).
- 4: Practise collocations and expressions. Write *Big* and *Small* on the board in two separate columns. Read out the adjectives, one by one, (*considerable, crucial, dramatic, enormous, imperceptible, insignificant,*

column depending on its meaning. Ask the class if the word has been spelt correctly.

*Big: considerable, crucial, dramatic, enormous, marked, profound, significant, substantial*

*Small: imperceptible, insignificant, minor, modest, negligible, slight, subtle, superficial*

### Grammar Revision

#### Grammar 1

Practise comparison of adjectives and adverbs.

- Revise the comparative and superlative forms, as well as the other types of comparison. Then write the following prompts on the board and ask students to compare them, using their own ideas and giving their own opinions.

- 1 *giving to charity / volunteering*
- 2 *homelessness / unemployment*
- 3 *working full time / working part time*
- 4 *taxing businesses / taxing the poor*
- 5 *providing financial aid for formal education / teaching useful skills*
- 6 *the elderly / the young*

#### Grammar 2

Practise qualifiers.

- Read out this list of qualifiers, one by one, and ask individual students to tell you if the qualifier increases or decreases the quality expressed by the word it modifies. (*quite, rather, somewhat, more, most, less, least, indeed, fairly, pretty, a bit, a little, a (whole) lot, a good deal, a great deal, kind of, sort of*)
- Write *too, enough, so* and *such* on the board. Then read out the following situations and ask students to comment on them using *too, enough, so* and *such*. Tell them they may have to make other changes or use extra words.

1 *The elderly resident can't walk because he's very weak. (The elderly resident is too weak to walk. / The elderly resident isn't strong enough to walk. / The elderly resident is so weak that he can't walk. / The elderly resident is in such a weak state that he can't walk.)*

2 *The government has reacted very slowly to the crisis. (The government has reacted too slowly to the crisis. / The government hasn't reacted quickly enough to the crisis. / The government has reacted so slowly to the crisis. / The government has had such a slow reaction to the crisis.)*

- Students are now ready to do Reload 8.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

#### Answers Vocabulary

1c 2a 3b 4d 5c 6a 7c 8a 9b

#### Grammar

1c 2a 3c 4c 5a 6d 7c 8d 9c





- To revise vocabulary and grammar from Units 7 and 8.

### Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

### Vocabulary Revision

Revise words with multiple meanings.

- Unit 7, Vocabulary 1, Exercise 1: Write the three words on the board (*point, roll, term*). Then read out the following gapped phrases, one by one, and ask individual students to tell you which word completes the phrase.

- 1 **point** your toes
- 2 three things all **rolled** into one
- 3 a prison **term**
- 4 a small bread **roll**
- 5 the **terms** of a contract
- 6 **point** me in the right direction
- 7 **roll** your eyes
- 8 it **points** to depression
- 9 in **terms** of diet

Revise the verbs.

- Unit 7, Vocabulary 1, Exercise 2: Write the bare infinitive form of the verbs on the board (*contribute, curl up, entice, feature, indulge, permeate, savour, snuggle*). Then read out the definitions, one by one, and ask individual students to match them to the verbs.

- 1 attract or tempt = entice
- 2 be a significant characteristic = feature
- 3 enjoy something fully by taking time over it = savour
- 4 move into a warm, comfortable position = snuggle
- 5 to lie or sit with your back curved and your arms and legs bent close to your body = curl up
- 6 enjoy the pleasure of something = indulge
- 7 spread throughout = permeate
- 8 help to cause = contribute

Revise the adjectives.

- Unit 7, Vocabulary 1, Exercise 3: Write the words on the board and ask students the following questions. (*cosy, dreary, homely, laid-back, optional, stark, stressed, uninviting, unique, welcoming*)

- 1 Which three words have a similar positive meaning? (*cosy, homely, welcoming*)

- 3 Which word means 'relaxed'? (*laid-back*)
- 4 Which word is the opposite of relaxed? (*stressed*)
- 5 Which word means 'the only one of its kind'? (*unique*)
- 6 Which word means 'not obligatory' or 'compulsory'? (*optional*)

Revise compound nouns.

- Unit 7, Vocabulary 1, Exercise 4: Write all of the words on the board (in mixed up order) and ask individual students to form the compound nouns. As each compound noun is identified, cross the words out. (*comfort food, crime rate, gender equality, health benefit, home life, menu option, selling point, tourist board*)

Revise words and phrases connected to helping people or making a difference.

- Unit 8, Vocabulary 1, Exercise 1: Write the ways of making a difference on the board and ask individual students to explain what they mean.
- 1 *being a study buddy: when one student volunteers to study with another with the aim of helping each other revise, learn or prepare for a test*
- 2 *counselling: when a professional gives advice on problems; could include debt counselling, career counselling, psychological counselling, etc*
- 3 *fostering children: when children need someone to look after them for a period because their parents are not available due to extreme circumstances (death, prison, etc)*
- 4 *fundraising: trying to persuade people or other organisations to donate money in support of something particular, often a charity, through organising events or, perhaps, going door-to-door canvassing*
- 5 *giving to charity: paying a fixed monthly amount, helping to raise money, making a donation, organising an event where the profits go to charity, etc*
- 6 *mentoring: helping and giving advice to a younger or less experienced person, particularly one who is starting a new job or course of study*
- 7 *running a helpline: people with expert knowledge and/or experience help others facing problems including victims of crime and those with specific ailments, learning difficulties, psychological problems, financial problems, relationship problems, etc*
- 8 *serving the community: volunteering for neighbourhood-watch schemes, snow clearing, helping the elderly, delivering food, working in a soup kitchen or coaching a children's football team, among many other things*
- 9 *sponsoring people: sponsoring someone's entry into a country, sponsoring their education by paying money, sponsoring an activity by pledging money, etc*
- 10 *volunteering: working (without payment) for a charity or an environmental organisation, helping to provide relief aid to people in need, helping out at a hospital, helping at an animal shelter, taking part in a beach clean-up, etc*

Revise verbs and nouns to do with helping and making a difference.

- Unit 8, Vocabulary 1, Exercises 2 and 3: Write the verbs on the board. Ask individual students to choose a verb, tell you the noun form, and then give you a sentence using either the verb or the noun. (*advice, comfort, encourage, help, inspire, motivate, persuade, support, sustain, sustain, sustain*)



Revise nouns ending in *-ship*.

• Unit 8, Vocabulary 1, Exercise 4: Write the words on the board. Ask individual students to choose a word and use it in a sentence. As each word is used, cross it out. Continue until all of the words have been used. (*apprenticeship, censorship, championship, citizenship, companionship, craftsmanship, directorship, fellowship, hardship, leadership, membership, ownership, readership, scholarship, showmanship, sponsorship, sportsmanship, workmanship*)

Revise collocations and expressions.

• Unit 7, Vocabulary 2, Exercise 1: Write the expressions on the board and ask individual students to choose one and tell you what it means.

*a new lease of life: renewed enthusiasm for or appreciation of life*

*living hand to mouth: living with little money or food*

*have the time of your life: enjoy yourself very much*

*down in the dumps: miserable*

*keep up appearances: hide your problems from others*

*by continuing to live and behave as you always did*

*keep the wolf from the door: keep from starving or financial ruin*

*over the moon: happy; overjoyed*

• Unit 8, Vocabulary 2, Exercise 4: Read out each word and ask students to tell you if the word means *big* or *small* when it collocates with *difference*.

*big: considerable, crucial, dramatic, enormous, marked, profound, significant, substantial*

*small: imperceptible, insignificant, minor, modest, negligible, slight, subtle, superficial*

Revise phrasal verbs.

• Unit 7, Vocabulary 2, Exercises 2 and 3: Write these phrasal verbs on the board. Then read out or write the definitions on the board and ask students to match them with the correct phrasal verb.

*come around to, crack down on, double up as, get up to, hark back to, make up for, pick up on, put sth down to sth, take sth out on sb, talk sb out of sth*

1 *dissuade someone from doing something (talk sb out of sth)*

2 *be used in another or different role (double up as)*

3 *become involved in something, often mischievous (get up to)*

4 *take severe measures against someone or something (crack down on)*

5 *explain something as being caused by something else (put sth down to sth)*

6 *compensate for something bad with something good (make up for)*

7 *change your opinion of something, often influenced by another person's opinion (come around to)*

8 *treat someone badly because you are upset or angry, even if they have done nothing wrong (take sth out on sb)*

9 *have originated in the past or remind us of the past (hark back to)*

10 *notice or become aware of (pick up on)*

Revise commonly confused words.

• Unit 7, Vocabulary 2, Exercise 4: Write the word sets on the board. Then read out the definitions, one by one, and ask students to match them.

*rank/rate/rave; intellectual/mental/mindful;*

*complement/compliment/flatter; comradeship/*

*contentment/conviviality*

1 *psychological (mental)*

2 *praise insincerely (flatter)*

3 *satisfaction (contentment)*

7 *academic, scholarly (intellectual)*

8 *warmth, hospitality (conviviality)*

9 *aware, conscious (mindful)*

10 *classify (rank)*

11 *congratulate, express approval (compliment)*

12 *companionship, loyalty (comradeship)*

Revise prepositions.

• Unit 8, Vocabulary 2, Exercise 1: Write all of the prepositions on the board (*about, about, against, as, before, behind, behind, for, for, from, in, into, to, to, with, without*). Then write the gapped phrases they pair with and ask students to complete the phrases with the correct prepositions in their notebooks. (*in a public place, from door to door, react to, feel strongly about, view sth as, cause for concern, check against a register/list, be behind sth, present sth to sb, call sth into question, before you do sth, be destined for, the ease with which sth happens, without doing sth, get behind a cause, think about sth*)

Revise word formation.

• Unit 8, Vocabulary 2, Exercises 2 and 3: Read out an adjective and ask individual students to write the adjective and its noun form on the board.

(*bored (boring)/boredom; deprived/deprivation;*

*eligible/eligibility; emotional/emotion; lonely/*

*loneliness; nutritious (nutritional)/nutrition;*

*spontaneous/spontaneity; vulnerable/vulnerability*)

## Grammar Revision

Revise participle clauses.

• Ask students to complete the sentences with the verbs in the correct form.

1 \_\_\_\_\_ (break) his leg, Joel couldn't play sport for months. (Having broken)

2 \_\_\_\_\_ (take) daily, these vitamin pills will make you feel better. (Taken)

3 Before \_\_\_\_\_ (enter) a Japanese home, you must take off your shoes. (entering)

4 \_\_\_\_\_ (have) a meal for two days, the homeless man was starving. (Not having had)

5 I had a nice chat with a girl \_\_\_\_\_ (sit) next to me on the train. (sitting)

6 \_\_\_\_\_ (browse) the Internet, Carrie came across a great site. (Browsing)

Revise inversion.

• Write or read out the following sentences and ask students to rewrite them using structures for inversion.

1 *As soon as I bought the ice cream, I dropped it. (No sooner had I bought the ice cream than I dropped it.)*

2 *I couldn't walk because my feet were very sore. (So sore were my feet that I couldn't walk.)*

3 *The shelter relies on volunteers to help animals. (Only by relying on volunteers can the shelter help animals.)*

4 *If I had known you were coming, I would have baked a cake. (Had I known you were coming, I would have baked a cake.)*

5 *The cat ran up the tree! (Up the tree ran the cat!)*

6 *Don't ever open the door to strangers! (Under no circumstances should/must you open the door to strangers!)*

7 *We didn't realise at the time that the situation would be so dangerous. (Little did we realise at the time how dangerous the situation would be.)*

Revise agreement using inversion.



- 1 I've never worked for a charity. (Neither have I. / I haven't either.)
- 2 I donated money to the children's hospital. (So did I. / I did too.)
- 3 I wouldn't know what to do if I were homeless. (Neither would I. / I wouldn't either.)

Revise cleft sentences.

- Write the following sentences and sentence stems on the board and ask individual students to complete them as cleft sentences.

- 1 I've come to discuss the fundraiser with you. The reason (why I've come is to discuss the fundraiser with you.)
- 2 His dedication impresses me more than anything else. The thing (that impresses me more than anything else is his dedication.)
- 3 We now need actions rather than words. What (we now need are actions rather than words.)
- 4 I want a new phone for my birthday. All (I want for my birthday is a new phone.)
- 5 My sister lent me the money I needed. It (was my sister who lent me the money I needed.)

Revise comparison of adjectives and adverbs and other types of comparison.

- Write the following sentences on the board and ask individual students to correct them.

- 1 This charity is the more well known in the country. (the most well known)
- 2 His diet is the worse than mine. (is worse than)
- 3 These exercises are not so difficult than you might think. (so/as difficult as)
- 4 Jim acts less responsible than his brother. (less responsibly)
- 5 It's getting the hardest and hardest to help the poor. (harder and harder)
- 6 The more you give, the more better you feel. (the more ... the better)

Revise qualifiers.

- Write the following sentences on the board and ask students to complete them with one word in each gap.

- 1 We raised a great \_\_\_\_ more money this year than last year. (deal)
- 2 There weren't a \_\_\_\_ lot of people at the event. (whole)
- 3 For some reason, Julie was a \_\_\_\_ quiet today. (bit, little)
- 4 Don't you think it's \_\_\_\_ wet to run a marathon? (too)
- 5 Her donation was large \_\_\_\_ to generate publicity. (enough)
- 6 These are \_\_\_\_ pleasant surroundings. (such)
- 7 He spoke \_\_\_\_ quickly that I could barely catch a word. (so)
- 8 Yoga is \_\_\_\_ boring an activity for me to do daily. (too)

- Students are now ready to do Progress Review 4.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

## Vocabulary

### Answers

- 1 ranks
- 2 down
- 3 laid-back
- 6 eligible
- 7 citizenship
- 8 gender equality

- 2
- 1 Despite the earthquake, the house remained intact.
- 2 Many voters view the government's new policies as a good thing.
- 3 Simon has been feeling down in the dumps since he lost his job.
- 4 Your poor test marks seem to point to laziness on your part, Jonathon.
- 5 Rita was over the moon when she discovered that she had won first prize.
- 6 The salesman went from door to door, trying to sell household cleaning products.
- 7 There's been a significant drop in the number of families who sit down to eat dinner together every evening.

- 3
- 1 into                      3 out                      5 up
- 2 off                        4 on                        6 for

- 4
- 1 companionship                      5 considerably
- 2 nutritious/nutritional                      6 indulgence
- 3 uninviting                              7 emotionally
- 4 mindful                                8 vulnerability

## Grammar

### Answers

- 1
- 1 Not wanting, Because he didn't want
- 2 who's fostering, fostering
- 3 While running
- 4 Having been indulged
- 5 When she was volunteering, While volunteering
- 6 Before reading
- 7 Promoted
- 8 Having
- 2
- 1 Never had my prospects seemed so bleak as on that dreary winter's day.
- 2 Away from the start line sprinted the athletes.
- 3 Little did he know that it was the last time he would ever see her.
- 4 So absorbed was she in her task that she didn't realise the others had left. / So absorbed in her task was she that she didn't realise the others had left.
- 5 On no account must you leave the dog alone in the room with the baby.
- 6 Only if she stood on tiptoe, could the little girl see over the fence.
- 7 Were you more sensitive, you might have picked up on the signs of her depression.

- 3
- 1 of                      3 more                      5 most                      7 than
- 2 as                      4 less                      6 the                      8 more

- 4
- 1 such a superficial person that
- 2 the least likely to
- 3 a great deal more
- 4 so bored that
- 5 not have enough/the patience to

المملكة الاردنية الهاشمية  
وزارة التربية والتعليم



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في حال واجهتك اي مشكلة في تحميل اي ملف

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