

Jordan High Note

Grade 10

Semester 2

Unit 6

Do the right thing

جيل (2010)

Circle the correct answer

1. Where were Asma and Reem standing at the beginning?

- A) In the living room
B) At the top of the stairs
C) In the kitchen
D) Outside the house

2. What colour was the sofa?

- A) Blue
B) Red
C) Yellow
D) Green

3. What did the girls find inside the cushion?

- A) A box
B) A wallet
C) A black leather handbag
D) A bag of clothes

4. How much money was in the handbag?

- A) 1,000 JD
B) 3,000 JD
C) 4,500 JD
D) 5,000 JD

5. What did Reem think they should do with the money?

Mum bought the sofa from a good second-hand furniture place online.

3) Do you think it was stolen? Asma frowned and then shrugged her shoulders. "That's a good question but we must try and find out."

After talking about the situation with their mum, the next day, the girls took the handbag with the money and the jewellery to the police.

التفتت الأم الأمريكية من مكان جده ليوم الثالث المستعمل عبر الإنترنت. 3 حيث أسماء ثم هزت كتفها. "هذا سؤال جيد، لكن يجب أن نحاول معرفة الإجابة. بعد أن تحدثت الفتات مع والدتهما عن الموقف، وفي اليوم التالي، أخذت الفتات حقيبة اليد التي تحتوي على المال والشمعونات إلى الشرطة."

It was cold outside and they shivered as they waited for the bus to return home. When they got back to their flat, they tried not to think about the handbag they had found inside their sofa. "I guess we'll never solve the mystery," said Asma. Three days later, Reem and Asma's mum opened the door.

كان الجو بارداً في الخارج، وارتعشوا وصاروا يلهثون العاصفة لتعود إلى المنزل. عندما عادتا إلى شققهما، حاولتا ألا يفكرا في حقيبة اليد التي وجدتها داخل الأريكة. "أعتقد أننا لن نحل هذا اللغز أبداً،" قالت أسماء. بعد ثلاثة أيام، افتحت والدتهما الباب ووجدت حقيبتها وأسماء الجاني.

2) What did the girls do with the handbag and jewellery ?

- A) They kept them
B) They hid them
C) They sold them
D) They took them to the police

3) Who came to the girls' house three days later ?

- A) The police
B) Their friends
C) A TV crew
D) Their teacher

4) Who did the handbag belong to ?

- A) Mijala
B) The girls' mum
C) Mijala's grandma

Grammar

If Clause

We use the **first conditional** for situations in the future that are possible or likely to happen.

If + Present Simple, will + infinitive

If the weather (be) nice tomorrow, we (go) to the beach.

If you (come) to the party, I (be) very happy.

If Salim (have) his exam, he will (go) out together.

Complete the sentences with the first or second forms of the verbs in brackets. Worksheet page 4 Ex (1)

1 If you (not study) through the year, you (not pass) your exam.

2 I (believe) the story if you (give) me some proof.

3 If Dana (talk) to her cousin, they (date) to her.

4 If they (go) to Paris, they (bring) on a present.

5 I (never / speak) to him again if he (not apologise).

6 I (lend) you the phone if you (promise) not to damage it.

7 Our grandma always (be) disappointed if we (not give) her a call every week.

Use the prompts to write questions. Use the first conditional.

21+

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Do the right thing

جيل (2010)

أبطال منصة

جو أكاديمي

IF WE KEPT IT, WE'D BE RICH

If you drop it, you'll break my toe,' **groaned** Asma. She **glanced** at her sister, Reem. They were standing at the top of the stairs with a large yellow sofa between them. 'Stop complaining, Asma.' Reem **rolled her eyes**. 1 Mum said if we turn the sofa on its side, it will be so much easier to get it through the door.'

A few minutes later, Asma and Reem put the sofa down against the wall of the living room. They sat down and started to laugh. 'That wasn't so bad, was it?' **grinned** Asma.

إذا أسقطته فستكسرين إصبع قدمي»، تأوهت أسماء. ونظرت إلى أختها ريم. كانتا تقفان عند «توقفي عن التذمر يا أسماء»، دارت ريم بعينيها» أعلى الدرج وبينهما أريكة صفراء كبيرة

1

بعد بضع دقائق، وضعت أسماء وريم الأريكة بمحاذاة جدار غرفة الجلوس. جلسنا وبدأنا تضحكان

لم يكن الأمر سيئاً إلى هذا الحد، أليس كذلك؟» ابتسمت أسماء».

'Hang on, what's this thing here? It feels like there's something inside it!'

said Reem. Asma and Reem unzipped the cushion and to their surprise,

they found a black leather handbag. 'What do you think is inside it?'

whispered Asma, **staring** at the bag. Reem looked at her. 'There's only

one way to find on the out.' Neither girl could believe their eyes when

they spread the contents of the handbag table. 2 They gazed in disbelief

at what they had found. There was a purse and a collection of jewellery:

three diamond rings, five pearl necklaces of different sizes, several pairs

of earrings and some bracelets made of gold and silver.

انتظري، ما هذا الشيء هنا؟ يبدو وكأن هناك شيئاً بداخلها!» قالت ريم»
 قامت أسماء وريم بفتح سحاب الوسادة، ولدهشتهما وجدتا حقيبة يد سوداء من الجلد
 برأيك ماذا يوجد بداخلها؟» همست أسماء وهي تحقق في الحقيبة»
 «نظرت ريم إليها وقالت: «هناك طريقة واحدة فقط لمعرفة ذلك
 لم تستطع أي من الفتاتين تصديق عينيها عندما نشرتا محتويات الحقيبة على الطاولة
 2

كان هناك محفظة ومجموعة من المجوهرات: ثلاث خواتم من الألماس، وخمس قلائد من اللؤلؤ
 بأحجام مختلفة، وعدة أزواج من الأقراط، وبعض الأساور المصنوعة من الذهب والفضة

‘This jewellery is beautiful, isn’t it?’ **sighed** Reem. ‘And look, there’s
 5,000 JD in here. Obviously, we’ll have to give it back to the rightful
 owner.’ Asma shook her head. ‘But we don’t know whose money it is,’
 she said. ‘If we knew who it belonged to, we could give it back to them
 but we don’t know!’ She **raised an eyebrow**. ‘Anyway, why would an
 honest person put all this money and jewellery into a handbag inside a
 sofa?

هذه المجوهرات جميلة، أليست كذلك؟» تنهدت ريم»
 وانظري، هناك 5000 دينار أردني هنا. من الواضح أننا سنضطر إلى إعادتها إلى صاحبها»
 «الحقيقي»
 هزّت أسماء رأسها وقالت
 «لكننا لا نعرف لمن هذا المال. لو كنا نعرف صاحبه لأعدناه له، لكننا لا نعرف»
 ثم رفعت حاجبها وقالت
 «وعلى أي حال، لماذا يضع شخص صادق كل هذا المال والمجوهرات في حقيبة داخل أريكة؟»

Circle the correct answer

1. Where were Asma and Reem standing at the beginning?

- A) In the living room
- B) At the top of the stairs**
- C) In the kitchen
- D) Outside the house

2. What colour was the sofa?

- A) Blue
- B) Red
- C) Yellow**
- D) Green

3. What did the girls find inside the cushion?

- A) A box
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- D) A bag of clothes

4. How much money was in the handbag?

- A) 1,000 JD
- B) 3,000 JD
- C) 4,500 JD
- D) 5,000 JD**

5. What did Reem think they should do with the money?

- A) Keep it
- B) Hide it
- C) Spend it
- D) Give it back to the rightful owner**

6. What kind of jewellery was found?

- A) Only gold bracelets
- B) Only diamond rings
- C) collection of jewellery**

SPEAKING In pairs, answer the questions.

1 What would you do if you found a sports bag at a bus stop and you were the only person there?

2 If you were given a reward for doing something good, would you keep it or share it?

Read the story again. Match sentences A–H with gaps 1–5 in the story. There are three extra sentences.

A 'Do you think it was stolen?' (3)

B 'Nobody will ever know.'

C She thanked them for handing in the handbag to the police. (5)

D 'Grandma forgot it was there.'

E They gazed in disbelief at what they had found. (2)

F 'Mum said if we turn the sofa on its side, it will be so much easier to get it through the door.' (1)

G The telephone rang.

H Standing behind them was a young woman. (4)

In pairs, ask and answer the questions.

1 What could Reem and Asma do to try and find the handbag's owner?

2 What do you think they will do with their reward?

Mum bought the sofa from a good second-hand furniture place online.

3Do you think it was stolen?’ Asma frowned and then shrugged her shoulders. ‘That’s a good question but we must try and find out.’

After talking about the situation with their mum, the next day, the girls took the handbag with the money and the jewellery to the police.

اشترت الأم الأريكة من مكان جيد لبيع الأثاث المستعمل عبر الإنترنت. 3 عيبت أسماء ثم هزّت كتفيها. «هذا سؤال جيد، لكن يجب أن نحاول معرفة الإجابة». بعد أن تحدثت الفاتتان مع والدتهما عن الموقف، وفي اليوم التالي، أخذت الفاتتان حقيبة اليد التي تحتوي على المال والمجوهرات إلى الشرطة.

It was cold outside and they shivered as they waited for the bus to return home. When they got back to their flat, they tried not to think about the handbag they had found inside their sofa. ‘I guess we’ll never solve the mystery,’ said Asma. Three days later, Reem and Asma’s mum opened the door.

كان الجو بارداً في الخارج، وارتجفتا وهما تنتظران الحافلة للعودة إلى المنزل. عندما عادتا إلى شقتهما، حاولتا ألا تفكرا في حقيبة اليد التي وجدتاها داخل الأريكة. «أعتقد أننا لن نحل هذا اللغز أبداً»، قالت أسماء. بعد ثلاثة أيام، فتحت والدة ريم وأسماء الباب.

There was a TV crew there waiting to speak to the girls. 4Standing behind them was a young woman. ‘Asma and Reem Allabban?’ asked the reporter. ‘Yes,’ they both replied. There was a red light flashing as the cameraman filmed them. ‘This is Majeda Alfarran.’ The reporter pulled the young woman forward.

كان هناك فريق تلفزيوني ينتظر للتحدث مع الفتاتين. 4 «أسماء وريم العلبان؟» سأل المراسل. «نعم»، أجابتنا معًا. كان هناك ضوء أحمر يومض بينما كان المصور يصورهما. «هذه ماجدة الفران»، قال المراسل وهو يقدم الشاببة إلى الأمام.

'It's about the handbag you found.' Majeda explained that the handbag had belonged to her grandmother. 'We didn't know Grandma had hidden all her money and jewellery inside the old sofa. We were going to throw it away but luckily we decided to sell it. 5She thanked them for handing in the handbag to the police. 'My grandma wants to reward you for your honesty,' said Majeda. She handed them an envelope with 100JD for each of them. The two sisters hugged each other. 'We should give it to someone who really needs it,' Reem said. 'I mean, it's not really ours, is it?'

«الأمر يتعلق بحقيبة اليد التي وجدتها». شرحت ماجدة أن حقيبة اليد كانت تعود لجدتها. «لم نكن نعلم أن جدتنا أخفت كل أموالها ومجوهراتها داخل الأريكة القديمة. كنا سنرميها، لكن لحسن الحظ قررنا بيعها». 5 «جدتي تريد أن تكافئنا على أمانتنا»، قالت ماجدة. ثم سلّمتها ظرفاً يحتوي على 100 دينار أردني لكل واحدة منهما. تعانقت الأختان. قالت ريم: «يجب أن نعطيه لشخص يحتاجه فعلاً. أعني، هو ليس ملكنا حقاً، أليس كذلك؟»

1:Where did Mum buy the sofa ?

- A) From a shop in town
- B) From a friend
- C) From an online second-hand furniture place
- D) From a market

2:What did the girls do with the handbag and jewellery .?

- A) They kept them
- B) They hid them
- C) They sold them
- D) They took them to the police**

3:Who came to the girls' house three days later .?

- A) The police
- B) Their friends
- C) A TV crew
- D) Their teacher**

4:Who did the handbag belong to .?

- A) Majeda
- B) The girls' mum
- C) Majeda's gra**

Grammar

If Clause

We use the **first conditional** for situations in the future that are possible or likely to happen.

if + Present Simple, will + infinitive

If the weather (be) nice tomorrow, we (go) to the beach.

If you (come) to the party, I (be) very happy.

If Suha (have) some free time, we.....(go) out together.

Complete the sentences with the first conditional forms of the verbs in brackets.
Workbook page 4 Ex (1)

1 If you (not study) through the year, you (not pass) your exams.

2 I (believe) the story if you(give) me some proof.

3 If Dana(talk) to her cousins, they(listen) to her.

4 If they(go) to Paris, they (bring) us a present!

5 I(never / speak) to him again if he (not apologise).

6 I(lend) you the phone if you(promise) not to damage it.

7 Our grandmother(be) disappointed if we..... (not give) her a call every week.

Use the prompts to write questions. Use the first conditional.
Workbook page 4 Ex (2)

1 you / go out / if / it / rain / tomorrow?

.....

2 Aunt Fatima / tell / her / the story / if / she / ask / her to?

.....

3 you / take / a message / if / they / want / to leave one?

.....

4 she / go / to the shopping centre / if / Hala / invite / her?

.....

5 if / Sami / stay / at home / you / keep him company?

.....

Answers:

- 1: Will you go out if it rains tomorrow?
- 2: Will Aunt Fatima tell her the story if she asks her to?
- 3 Will you take a message if they want to leave one?
- 4 Will she go to the shopping centre if Hala invites her?
- 5 If Sami stays at home, will you keep him company?

We use the **second conditional** for situations in the present or future that are imaginary, impossible or very unlikely:

If + Past Simple, would + infinitive

If I(win) a lot of money, I..... (help) poor people.
If your best friend (be) unhappy, what you
(do) ?

Complete the first part of these (second conditional) sentences with the correct forms of the verbs in brackets. Then finish them so that they are true for you. Student book page 5 Ex (9)

- 1 If I (have) a lot of money, I'd buy a zoo.
- 2 If I (can) go back in time,
- 3 If I(have to) move to another country,
- 4 If I (not/ have to) study so much,

**Use the prompts to write sentences. Use the second conditional.
Workbook page 4 Ex (4)**

1 Habib / go / to the fair if Nader invited him.

.....

2 I think Amani / like / you if you were nicer to her.

.....

3 If I / be / you, I'd talk to your mum about this.

.....

4 If Imad / buy / the tickets, I'd go with him to the show.

.....

5 Laila / watch / the TV show if she weren't so afraid.

.....

6 If we / can live / anywhere, we'd choose Australia

.....

Answers :

1: Habib would go to the fair if Nader invited him.

2 I think Amani would like you if you were nicer to her.

3 If I were you I'd talk to your mum about this.

4 If Imad bought the tickets, I'd go with him to the show.

5 Laila would watch the TV show if she weren't so afraid.

6 If we could live anywhere, we'd choose Australia.

We sometimes use **were** instead of **was** after I/ he/she/it, especially in more **formal** or written English and to give **advice**:

If I (be) you, I..... (apologise) .

If she (be) my daughter, I..... (buy) her a present.

The zero conditional and alternatives to if

We use the **zero conditional** to talk about real situations that are always true.

If + Present Simple, Present Simple

If you (heat) ice, it (melt) .
What happens when you (press) this button?

In all conditional sentences the if clause can come before or after the result clause.
When the if clause is first, it is followed by a comma:

The grass (get) wet if it (rain) .

If it(rain), the grass (get)

Alternatives to (if)

In zero conditional sentences we can use (when)

She always (take) her book to the beach **if/when** it (be) warm.

In zero conditional sentences we can also replace if with: (**unless, as soon as, as long as, provided that, until, before, after**) .

• **Unless is used instead of (if + not). It means ‘if the condition doesn’t happen or isn’t met’:**

You shouldn’t mention this to anyone unless they are your close friends. (if they aren’t your close friends)

• **As soon as is used for conditions that are definitely going to happen:**

As soon as a child starts crying, I begin to worry.

• **As long as and provided that both mean ‘if the condition is agreed or met’. We use them to stress the condition on which something happens:**

As long as you trust me, you can tell me about it.
Provided that this is safe to eat, I can try it.

• **Until, before and after are used if something happens at a specific time:**

I will wait until I have heard from you.
They want to get home before it get dark.
Her mother will talk to her after she gets back from school.

Choose the best alternative to if to complete the sentences. Student book page 9 Ex (4)

- 1 I don't tend to say very much **before** / **as soon as** I have breakfast.
- 2 I don't find people interesting **after** / **unless** they are good listeners.
- 3 **As soon as** / **As long as** I see my best friend, I know how he or she is feeling.
- 4 **Before** / **As long as** I trust someone, I'm comfortable asking for personal advice.
- 5 **After** / **Before** I tell someone my problems, I usually feel better.

Answers:

- 1 before 2 unless 3 As soon as 4 As long as 5 After

Choose the correct words to complete the sentences. Workbook page 7 Ex (2)

- 1 Unless / **After** she meets her friend, she always walks home.
- 2 We always travel first class **provided that** / unless we have the money for the tickets.
- 3 She doesn't get angry **unless** / as long as people are rude.
- 4 I ask people for advice **as soon as** / as long as I trust them.
- 5 I should be able to meet you later after / **as long as** I finish work on time.

**Complete the sentences with one or two words in each gap.
Workbook page 7 Ex (3)**

- 1 She always helps peopleshe thinks that they are in trouble.
- 2 Sorry, but I never go to cafés with Halima she pays for her own bill.
- 3 I can talk to people as they are reasonable; if they start insulting others, I leave.
- 4 You know we always come to your competitions that you don't get too nervous!

Answers :

- 1: if 2: unless 3: as long 4 : provided

**Complete the sentences with the first conditional form of the words in brackets. Then choose the correct word in italics for each sentence.
Workbook page 10 Ex (4)**

- 1 She(win) the race **unless / as long as** she(train) hard.
- 2 **Unless / After** you(study), you (be able) to pass your exams.
- 3 He(not buy) a new house **as long as / unless** he(get) a well-paid job.
- 4 **Provided that / Until** you can (pay) me back by Saturday, I(lend) you the money.

Answers :

- 1 will win, trains 2 study, will be able to 3 won't buy, gets
4 pay, will lend

- 1 as long as 2 After 3 unless 4 Provided that

Use the prompts and if or when to write zero conditional sentences. Student book page 9 Ex (3)

1 I / nervous about something / I / start sweating

.....

2 I / feel embarrassed / my cheeks / go red

.....

3 my mum / talk very quickly / she / get excited

.....

4 my sister /ask / her friends for advice / she / have a personal problem

.....

Answers :

1: *When I'm nervous about something, I start sweating.*

2 If/When I feel embarrassed, my cheeks go red.

3 My mum talks very quickly if/when she gets excited.

4 My sister asks her friends for advice if/when she has a personal problem.

Match 1–4 with a–d to form four sentences. student book page 5 Ex (8)

1: If you were at a friend's house, (b)

2: What do you think you'll do with your phone (d)

3: I'll switch off my phone immediately (c)

4: What will you do (a)

a if someone calls or texts you when you're in the middle of a conversation?

b would you turn off notifications so your phone didn't make a noise?

c so the light from the screen doesn't distract anyone.

d next time you're at the library?

Complete the sentences so they are true for you. Try to use some of the underlined phrases from the quiz. Student book page 5 Ex (10)

- 1 I would put my phone on silent if
- 2 I would ask someone to lower their voice if
- 3 It would not be polite to use my phone if
- 4 If someone texted me , I

Complete the answers to the questions from Exercise 2. Workbook page 4 Ex (3)

- 1 No, Iout if it rains tomorrow. (go)
- 2 No, Aunt Fatima her the story if she asks her to. (tell)
- 3 No, I a message if they want to leave one. (take)
- 4 No, she to the shopping centre if Hala invites her. (go)
- 5 No, I him company if he stays at home. (keep)

Answers :

- 1: won't go
- 2 Will Aunt Fatima tell her the story if she asks her to?
- 3 Will you take a message if they want to leave one?
- 4 Will she go to the shopping centre if Hala invites her?
- 5 If Sami stays at home, will you keep him company?

Complete the questions with the correct forms of the verbs from the box. Workbook page Ex (5)

have break you / choose you / go you / talk you / study

- 1 Whereif you could travel anywhere in the world?
- 2 Would you confess if you your friend's phone?
- 3 every day to get a good grade?
- 4 If you had a problem at school, which teacher to?
- 5 If you could study just one subject, which one?

Answers :

- | | | |
|------------------|--------------------|-------------------|
| 1 : would you go | 2 broke | 3 Would you study |
| 4 would you talk | 5 would you choose | |

Read the sentences and choose the correct answers. Workbook page 5 Ex (6)

1 I'll give you some money if I get paid at the end of the week.

- a The speaker will definitely get paid.
- b The speaker might get paid.

2 If Raed invites me to the exhibition I'll definitely go.

- a The speaker is sure Raed will ask him.
- b The speaker is sure he'll accept the invitation.

3 I'd lend you my book if I had it with me.

- a The speaker hasn't got his book.
- b The speaker has got his book.

4 I'd save a lot of money if I had a job.

- a The speaker has got a job.
- b The speaker hasn't got a job.

Read the questions and write short answers. Workbook page 5 Ex (7)

1 Will you invite me if you perform in the show?

yes.....

2 Would you tell me if you knew the answer?

No,

3 Will Samia help me if I ask her?

Yes,

4 If your brother knew you broke his phone, would he be cross with you?

No,

5 If your family wanted to move abroad, would you be happy?

Yes,

6 If Lama gets some money, will she take us out for a meal?

No,

Answers:

1:Yes, I will.

2 No, I wouldn't.

3 Yes, she will.

4 No, he wouldn't.

5 Yes, I would.

6 No, she won't.

Use the prompts to complete the conversation. Workbook page 5 Ex (8)

Issa Ziad, ¹ if I / ask / you some questions for the school magazine, ² you / answer / them?

.....

Ziad OK, but if it's something difficult, ³ I / not / be able to answer.

.....

Issa OK. Nothing difficult! First of all, if you could spend a holiday anywhere in

the world, ⁴ where / you / go? Ziad Well, ⁵ I / not go / to a hot country. I don't really like hot weather. Scandinavia probably.

.....

Issa OK. And ⁶ if / your family / move / abroad, where would you like to live permanently?

.....

Ziad Let me think. Actually, I think ⁷ I / choose / a big city, like Riyadh. At the

moment, I live in a village, so ⁸ I / not / go / to another village!

.....

Answers:

- 1: if I ask you ...,
- 2 :will you answer them?
- 3 I won't be able to answer.
- 4 where would you go?
- 5 I wouldn't go to a hot country
- 6 if your family moved abroad
- 7 I would/'d choose a big city
- 8 I wouldn't go to another village

Complete the conversation with the words and phrases from the box. There are two extra options. Workbook page 7 Ex (4)

Mum Omar, I heard you aren't happy with your brother, Jaber. What happened?

Omar I can tell you 1 you promise not to laugh about it.

Mum Of course! I mean, 2it's a really silly reason!

Omar Well, he always borrows my tablet, and he never gives it back3 he's finished. If you 4 a promise, you keep it!

Mum Perhaps he hasn't finished with it. Would you like me to check? I can ask, as 5 you give me permission of course. I won't speak to him if you 6 want me to.

Omar Well, OK, if you 7 to help, that's fine by me. Can you tell me 8 you speak to him?

Answers :

- 1: provided that 2 unless 3 as soon as 4 make 5 long as
6 don't 7 want 8 after

Complete the conversation with the second conditional form of the verbs in brackets. Workbook page 10 Ex (5)

Ziad Hi Ali. What 1you (do) if you 2 (see) a friend struggling at school? I'm in that situation, and I've no idea what to do.

Ali Well, if I 3(be) you, I 4(go) straight to your friend and I 5(offer) to help.

Ziad I thought about that, but if I 6(go) up to him, he 7(say) nothing was wrong.

Ali I think you should try. If you 8(reach) out to him, he 9(know) you have his back. I know if I 10 (struggle) at school, I 11(love) someone to offer support.

Ziad You're right. I'm going to ask him if he wants to revise for the exams together. That's what I 12..... (like) him to do for me if I 13(be) him.

Answers :

1: would / do 2 saw 3 were 4 would go 5 would offer 6 went
7 would say 8 reach 9 will know 10 struggled 11 would love 12 would like
13 were

Use between two and five words, including the word in bold. Workbook page 11 Ex (6)

1 Muna doesn't focus so she makes a lot of mistakes. **FOCUSED**

.....make fewer mistakes.

2 I'm not brave enough to ask for help. **BRAVER**

....., I would ask for help.

3 I think you should tell her how you feel. **YOU**

If tell her how you feel.....

4 She looked very surprised when she heard the news. **EYEBROW**

Shein surprise when she heard the news.

5 The price of the tickets is going up, so we must buy them soon. **UNLESS**

..... soon, they will be more expensive

1: If Muna focused, she would 2 If I was/were braver

3 I were you, I'd 4 raised an eyebrow 5 Unless we buy the tickets

Complete the sentences with the words Workbook page 10 Ex (3)

- 1 When you a call from an unknown number, it's best to send it to
- 2 Faten was in a meeting, so she missed a from her child's school.
- 3 The constant on Sana's phone her while she was trying to study.
- 4 If you're an important call, make sure your is turned on and yourphone is nearby.
- 5 Lola's phone screen started to during the film, so she quickly turned it

Answers :

- 1 get, voicemail 2 call 3 notifications, distracted
4 expecting, ringtone 5 light up, off

Vocabulary

Choose the correct verbs. Student book page 7 Ex (6)

Sigh	يتنهد	Frown	عبوس
Whisper	يهمس	Hug	حضان
Groan	أنين	Shiver	رجفة / رعشة
Grin	ابتسامة	Raise	يرفع
Glance	يلمح	Roll	لفة / تلتفت
Stare	التحديق	Shake	يهز
gazed	نظرة	Shrug	يتغاضى

1 If you don't want someone to hear you speak, you sigh / **whisper**.

2 If you're in pain, you **groan** / grin.

3 It's not polite to glance / **stare** at someone.

4 He **gazed** / whispered into his son's eyes.

5 You **frown** / grin when you're not happy.

6 You hug / **shiver** when you're cold or frightened.

7 People often don't like it if you raise / **roll** your eyes at them.

8 If you don't want to do something, you **shake** / shrug your head.

Complete the sentences with nouns from the table in Exercise 4. Student book page 8 Ex (5)

Jealousy	الغيرة
Happiness	السعادة
Envy	حسد
Disappointment	خيبة امل
loneliness;	الشعور بالوحدة
Embarrassment	احراج
Sympathy	تعاطف
Excitement	شعور بالحماس

- 1 is a useless emotion and I try not to waste time on it.
- 2 I think we need to experience sadness, so we can appreciate
- 3 I don't feel any for rich people. I'm happy with what I have.
- 4 I never enter competitions because I feel almost certain they will end in
- 5 I like doing things alone, and I don't feel any
- 6 I find it very difficult to hide my when someone gives me a compliment in public.
- 7 I feel for anyone who is attacked on social media.
- 8 I enjoy the of doing something completely new for the first time.

Choose the correct words to complete the sentences. Workbook page 8

Ex (1)

Count on	الاعتماد على
Falling out with	التخاصم / الشجار
Means a lot to me	يعني لي الكثير
Goes the extra mile for	بذل جهد اضافي
Grew apart	تباعد شخصان عاطفيا
Care for	الرعاية
Hitting it off with	التوافق الفوري والانسجام
Has my back	شخصا ما يدعمك
Developed a connection	بناء علاقة مع شخص

- 1 Amina always supports me – I can always **count on / care for** her.
- 2 Amer is tired of Rakan always **falling out with / hitting it off with** his cousin.
- 3 Thank you so much for your support – it really **means a lot to me / has my back**.
- 4 My dad travelled to another city to buy my favourite dessert. He always **counts on / goes the extra mile for** his children.
- 5 When Lola's best friend moved to another city, they **developed a connection / grew apart**. Now they hardly ever talk to each other.

Complete the text with the correct word in each gap. Workbook page 8 Ex (4)

Care	يهتم
Means	معنى / مضمون
Connection	تواصل
Count	يعد / يحصي
Tough	وقت عصيب
Mile	ميل بحري
Out	خارج

Halima

You sound like an amazing friend! You could start by showing her how much you 1 for her and telling her that she 2 a lot to you. Plan a special day doing activities she enjoys to develop a 3 and create new memories. Small acts, like sending her a message or remembering important dates, can make a big difference. Let her know she can always 4 on you for support when she's going through a 5 time. Go the extra 6 by regularly reaching 7 to her and being there to listen.

Complete the text with words from the box. workbook page 10 Ex (1)

Cares	يهتم
Through	من خلال
Back	خلف
Share	يشارك
Count	يعد / يحصي / يحسب / يعتمد
There	هناك
Family	عائلة
Grow	ينمو / يكبر
Reach	يصل
Extra	اضافي
Mean	يعني
Wall	حائط

THE IMPORTANCE OF TRUE FRIENDSHIP

Having a true friend is one of life's greatest gifts. Someone who 1..... for you can make all the difference when you go 2..... a tough time. They are the ones who have your 3..... and are always ready to support you. True friends usually 4..... interests with you, which makes spending time together fun. You can 5..... on them because they will always be 6..... for you. They become like 7..... to you. Sometimes, friendships can 8..... apart due to distance or changes in life. However, real friendships can get over these challenges. True friends make an effort to 9..... out and stay connected, even if they don't see each other as often. In tough times, a genuine friend will go the 10..... mile to help you out. They 11..... a lot to you and are there to cheer you up when you hit a 12..... .

Complete the sentences with one word in each gap. Workbook page 8 Ex (3)

1 Jameela and Huda developed a when they became lab partners in Chemistry.

2 Why don't you reach and tell Eman your news?

3 I'm sorry to hear that you and Salwa have fallen – are you sure you can't talk about it?

4 Habib was upset that Ali didn't have his when he needed him.

5 What can you do when you start growing from your best friend?

Answers

:1connection 2 out 3 out 4 back 5 apart

In pairs, choose the correct options to complete Amani's advice. Can you think of another piece of advice for Lucy? Student book page 11 Ex (4)

Congratulations, Lucy! It seems like you're creating a friendly atmosphere that encourages strong relationships based on trust and shared **1** In a team like yours, players are like **2**..... and they know that they have each other's **3**..... . Simple thank-you messages can show players that you **4**..... for them and value their efforts. For new players who don't hit it **5**..... immediately, you can organise fun activities like team lunches, or game nights. And make sure they know that they can **6**..... on you for support at all times.

- | | | |
|---|--------------------|-----------------|
| 1 | a interests | b teams |
| 2 | a teachers | b family |
| 3 | a heads | b backs |
| 4 | a care | b hit |
| 5 | a out | b off |
| 6 | a rest | b count |

Now listen to the whole interview and choose the correct answers.
Workbook page 6 Ex (2)

1 Muneer kept quiet about what he did because he

- a** felt he hadn't done anything special.
- b** is a very private person.
- c** didn't want to help other people.

2 When the newspapers found out about the story, he felt

- a** angry because of the unwanted attention.
- b** confused by all the interest.
- c** proud of what he'd done.

3 Today he is on the show to

- a** correct some errors in the story.
- b** describe the results of his actions.
- c** encourage others to do the same thing.

4 What does he think helped him become successful?

- a** He chose a job that paid well.
- b** He saved money instead of spending it.
- c** He listened to advice about how to make money.

Complete the second text so that it means the same as the first one. Use between one and three words in each gap. Workbook page 8 Ex (5)

My brother Imad moved to another city to go university, and I was worried that we wouldn't talk as often. A few months later, I was ill, and I had some important exams at school. Things were a bit difficult for me. I called Imad and told him because I was quite upset. To my surprise, he was there when I got home from school the next day! I couldn't believe that he travelled so quickly just to be with me. I love knowing that my brother always supports me.

My brother Imad 1 , and I was worried that we would 2..... . A few months later, I was going through a3..... . I 4to Imad because I was quite upset. To my surprise, he was there when I got home from school the next day. He really 5for me. I love knowing that I can always 6..... my brother.

Answers:

1: moved away 2 grow apart 3 tough time 4 reached out
5 went the extra mile 6 count on

Speaking

Complete the Speaking box with the words from the box. student book page 10 Ex (4)

Wonder / problem / better / were / helpful / thought

Asking for advice

I **1** if you could give me some advice. What do you think I should/ought to do? Do you think I need to/should ...? I've got a bit of a **2** and I don't know what to do. I've no idea how/what to ... I'd really appreciate your advice. I'm at (a bit of) a loss.

Giving advice

You could/ should(n't)/ought (not) to... I (don't) think you should ... You'd **3**(just) tell her the truth.* You'd better not do this ... It's probably (not) a good idea to ... The first/best thing to do is ... If I **4** you, I'd go to Paris.

Reacting to advice

Thanks. That's really **5** You're right, that's good advice, thanks. I never thought of that, (it's a) good idea. I don't know if it'll work but I'll give it a try. I **6** of that but I'm pretty sure ... I thought about doing that but ...

Choose the correct answers to complete the dialogues. Student book page 10 Ex (5)

1 A What do you think I should do: text my friend to cancel our plans, or give her a call?

B a I never thought of that, good idea.

b If I were you, I'd call her.

2 A I'm afraid my friend won't understand. I've no idea what to tell him.

B You'd better talk to your mum, she'll know what to do.

A a I'd really appreciate your advice.

b I don't know if she can help me but I'll give it a try.

3 A I'm at a loss. How can I tell Muna that she can't visit me this Saturday? I have a cold!

B a I thought about doing that, but it will not work.

b You should explain the situation and invite her on a different weekend.

LESSON 7A WRITING | A for-and-against essay

Should you use your phone in a public place?

1 Nowadays, most of us take our mobile phone with us everywhere. However, should you always put your phone away when you are out, or is it acceptable to use your phone when you are in a public place?

2 There are many reasons why you should not use your phone in public. To begin with, it is not polite to have a private phone conversation when you are in a restaurant or at the library because it can disturb other people. Furthermore, our friends can feel ignored when we are talking on our phones. For this reason, it's better to keep your phone on silent and pay attention to the person you are with rather than text someone who is not even in the room. Finally, although mobile phones are very useful, they can be dangerous. How many times have you seen someone walk across the road while looking at their phone and not paying attention to what is around them?

3 Having said that, it might be very important to keep your phone switched on. For instance, if you have missed the train and you want to tell someone you are going to be late. What is more, you sometimes need to use your phone to ask for help if you have a problem. For example, you might need to call an ambulance.

4 To conclude, it is generally best to avoid using your phone in public but there are times when it is necessary to contact someone, especially in an emergency situation. Personally, I believe it is usually better to take your phone with you when you go out but only use it in public when it is really important.

Look at the linking words and phrases underlined in the essay and put them in the correct group. Student book page 13 Ex (5)

• **Introducing new arguments:**

1First of all; Secondly; Furthermore; 2
..... , Another point is; Some/Most of us
know/agree/say; Finally;

• **Giving examples and support:**

For example; 3; Such as; According to; 4

• **Introducing a contrast:**

However; On the other hand; 5; 6 ,
Nevertheless;

• **Introducing a conclusion:**

In summary; In conclusion; 7

• **Introducing your own opinion:**

In my opinion; Ultimately, I think;..... 8 .

Answers :

1: *To begin with*; 2 What is more 3 For instance 4 For this reason 5 Having
said that 6 although 7 To conclude 8 Personally, I believe

Choose the most suitable linking phrase in each sentence. In one sentence both are possible. Student book page 13 Ex (6)

1 **Although / In summary** other teenagers may sympathise, they don't always have the experience necessary to offer good advice.

2 When students go online to do homework, they find information very easily and **for this reason / to conclude**, they learn faster.

3 Mobile phones can lead to bullying, **nevertheless / another point is** students rely on them to communicate with their friends.

4 **On the other hand / Such as**, there are also some strong arguments for mobile phones in school.

5 **Another point is / What is more**, no one understands what a teenager is going through better than another teenager.

LIFE SKILLS

How to set SMART goals

Listen again. Complete the gaps with the words from the box. There are two extra words. Student book page 14 Ex (5)

<i>what</i>	when	possible	Important	deadlines	Dress	how
ماذا	متى	محتمل	مهم	مواعيد نهائية	ثياب	كيف

(SPECIFIC) Define exactly 1you want to achieve.

(MEASURABLE) Think about how and 2you'll know that you've achieved your goal.

(ACHIEVABLE) Set goals that are 3to achieve.

(RELEVANT) Choose a goal which matters and is 4to you.

(TIME-BOUND) Set yourself 5 for achieving the goal.

Jordan High Note

Grade 10

Semester 2

0795069375

Unit 7

In the spot light

جيل (2010)

أبطال منصة

جو أكاديمي

What is and isn't art?

by Alia Alzayyat

At the Museum of Modern Art in San

Francisco, two teenage visitors were impressed by many of the

sophisticated and occasionally **shocking** works of art on display there.

However, they found some of the pieces to be more **puzzling** than

inventive, and others to be the sort of thing they could probably do

themselves. And that's what they did. When nobody was looking, one of

them placed their glasses on the floor below an official-looking piece of

paper. Within minutes, people began to stop in front of the '**unique**'

exhibit to discuss and photograph it. At the same time, the two teenagers

photographed the people and posted the images on social media, where

they quickly went viral.

في متحف الفن الحديث في سان فرانسيسكو، أُعجب زائران مراهقان بالعديد من الأعمال الفنية المتطورة وأحياناً الصادمة المعروضة هناك. ومع ذلك، وجدوا أن بعض القطع كانت محيرة أكثر من كونها مبتكرة، وأن بعضها الآخر كان من النوع الذي يمكنهما على الأرجح صنعه بنفسيهما. وهذا ما فعلاه بالفعل.

عندما لم يكن أحد ينظر، وضع أحدهما نظارته على الأرض أسفل قطعة ورق تبدو رسمية. وخلال دقائق، بدأ الناس بالتوقف أمام "المعرض الفريد" لمناقشته والنقاط الصور له. وفي الوقت نفسه، قام المراهقان بتصوير الناس ونشر الصور على وسائل التواصل الاجتماعي، حيث انتشرت بسرعة كبيرة.

1. Where did the story take place?
 - A. At a school
 - B. At the Museum of Modern Art in San Francisco**
 - C. At a shopping mall
 - D. At a library

2. Who were the main characters in the story?
 - A. Two artists
 - B. Two teachers
 - C. Two teenage visitors**
 - D. Two photographers

3. How did the teenagers feel about many artworks?
 - A. They were bored by them
 - B. They were impressed by them**
 - C. They hated them
 - D. They ignored them

4. Some artworks were described as _____.
 - A. simple and boring
 - B. old and traditional
 - C. puzzling rather than inventive**
 - D. expensive and rare

5. What did one teenager place on the floor?
 - A. A bag
 - B. A phone
 - C. A camera
 - D. His glasses**

6. Where were the glasses placed?
 - A. Inside a glass box
 - B. Under a chair
 - C. Below an official-looking piece of paper**
 - D. Near the entrance

7. How did people react to the glasses?
 - A. They ignored them
 - B. They removed them
 - C. They discussed and photographed them**
 - D. They reported them immediately

This story raises a familiar question ‘What is and isn’t art?’ Most would agree that Gaudi’s **spectacular** paintings, sculptures and architecture, the **expressive** face of Da Vinci’s Mona Lisa and the **atmospheric** paintings of Claude Monet are examples of the world’s favourite works of art. Such works demonstrate great skill, express the artists’ emotions, and often tell a story. When it comes to more modern and **abstract** art, however, opinions are divided. For example, what is there to say about paintings of dots of different colours and sizes, or coloured stripes on a white canvas? Are abstract artists revealing their inner thoughts and connecting with others, or are they making huge amounts of money from exploiting the audience? If their work gets you talking, does that make it art? If the artist, the critics and the experts say a work of art is **meaningful**, should we simply agree?

هذه القصة تطرح سؤالاً مألوفاً: ما هو الفن وما الذي لا يمكن اعتباره فناً؟ يتفق معظم الناس على أن اللوحات والمنحوتات والعمارة الرائعة لغودي، والوجه المعبر في لوحة الموناليزا لدافنشي، وFlipHTML5 واللوحات الأجوائية لكلود مونيه هي أمثلة على أشهر الأعمال الفنية في العالم تُظهر مثل هذه الأعمال مهارة كبيرة، وتعبر عن مشاعر الفنانين، وغالباً ما تروي قصة. عندما نصل إلى الفن الحديث والتجريدي، تختلف الآراء. على سبيل المثال، ماذا يمكن أن يقال عن لوحات من نقاط بألوان وأحجام مختلفة، أو خطوط ملونة على قماش أبيض؟ هل الفنانين التجريديين يكشفون عن أفكارهم الداخلية ويتواصلون مع الآخرين، أم أنهم يكسبون مبالغ هائلة من المال من خلال استغلال الجمهور؟ إذا جعلت أعمالهم تتحدث، هل هذا يجعلها فناً؟ إذا قال FlipHTML5 الفنان والنقاد والخبراء أن عملاً فنياً ذو معنى، فهل يجب أن نتفق معهم ببساطة؟

1. What familiar question does the story raise?

- What is modern history?
- What is art and what isn’t art?
- Who is the greatest artist ever?
- How does media affect art?

2. Which of the following are examples of great art mentioned in the text?

- a) Gaudi's architecture
- b) Da Vinci's Mona Lisa
- c) Claude Monet's paintings
- d) All of the above

3. According to the text, what do these famous works of art demonstrate?

- a) Great skill and emotional expression
- b) Only historical value
- c) Only monetary value
- d) Poor artistic techniques

4. How do opinions differ about modern and abstract art?

- a) Everyone loves it
- b) Opinions are divided
- c) It's always considered meaningless
- d) It's always considered traditional

This article has asked far more questions than it has answered, so drawing conclusions is difficult. Presumably you weren't expecting a definitive answer to the question 'What is and isn't art?' in a short article like this, anyway. Perhaps it's safer to simply say that it is for the individual to decide. Some modern art is **brehtaking**, skilful and **profound**, and some classical art lacks exactly those qualities. Or not – depending on how you look at it!

لقد طرح هذا المقال أسئلة أكثر بكثير مما أجاب عليه، لذا فإن التوصل إلى استنتاجات أمر صعب. من المفترض أنك لم تكن تتوقع إجابة حاسمة على سؤال "ما هو الفن وما ليس فناً؟" في مقال قصير مثل هذا على أي حال. ربما من الأكثر أماناً القول ببساطة أنه يعود للفرد ليقرر ذلك. بعض الفن الحديث مذهل وبارع وعميق، وبعض الفن الكلاسيكي يفتقر تمامًا إلى هذه الصفات. أو ربما لا — اعتمادًا على كيف تنظر إليه!

Read the article and choose the correct answers. Student book page 21 Ex (3)

1 The incident described in the first paragraph illustrates that

- a all modern art is worthless.
- b only an artist can create a work of art.
- c it is often difficult to decide what art is.**
- d social media can help us understand art.

2 In the second paragraph, the author suggests that

- a it is easier to recognise classic examples of fine art than of modern art.**
- b all art demonstrates the artistic skills of the artist.
- c modern art is generally worth more money than classical art.
- d if experts say something is art, it must be art.

3 The concluding paragraph suggests that the answer to 'What is art?'

- a may be different for each of us.**
- b has finally been answered in this article.
- c depends on the individual artist.
- d is impossible to answer

Grammar

Reported Speech

V.1 → V.2	V.2 → had +V.3	Has / have → had	Am /is → was
Are → were	Was / were→ had been	Will → would	Shall → should
Can → could	May → might	Must → had to	Don't / doesn't → didn't
Didn't ' → hadn't + V.3	I → he / she	Me → him / her	My → his / her
Myself → himself / herself	We → they	Us → them	Our → their
Ourselves → their selves	Your → his / her/ their / my / our	You → him / her / them / me / us	You → he / she / they / I / we
This → that (time expression This : the	These → those	Today → that day	Tonight → that night
Now → then	Ago → before	Here → there	At the moment → at that moment
Tomorrow → the day after / the following day	Yesterday → the day before / the previous day	Next 'week'→ the week after	Last ' week'→ the week before

In pairs, transform the sentences to **reported speech** using the words in brackets.
Student book page 17 Ex (6)

1 'I watched the news last night.' (Rola/tell/ friends)

Rola told her friends that

2 I hadn't watched the TV news for ages. (She/claim)

She claimed that

3 I don't think I'll watch it again in the near future. (She/add)

She added that

4 I can get all the news I need on my phone. (She/explain)

She explained that

Answers:

1: she'd watched the news the previous night.

2 she hadn't watched the TV news for ages.

3 she didn't think she would watch it again in the near future.

4 she could get all the news she needed on her phone.

Complete the sentences using reported speech. Workbook page 12 Ex (1)

1 Sami: 'I always watch the news.'

Sami said he always the news.

2 Zeinab: 'They're interviewing my teacher on TV!'

Zeinab said they her teacher on TV.

3 Farid: 'I don't like the journalist.' journalist.

Farid complained that hethe

4 Heba: 'This trend isn't growing fast.'

Heba explained that that trend fast.

5 Kamal: 'It's a very silly idea.'

Kamal warned that it a very silly idea.

Answers:

1: watched 2 were interviewing 3 didn't like 4 wasn't growing 5 was

Complete the sentences with the correct reported forms of the verbs in brackets.
Workbook page 13 Ex (6)

1 Lama promised that she (will read) the article the next day.

2 Mustafa said he (can't give) us any more information.

3 Nawal confessed that she(wouldn't work) with Lacey because she didn't like her.

4 Mum told Jamal he(should see) his teacher.

5 The journalist said she(might interview) some of us.

6 Mr Alqassab told the class they(must hand in) the project by Friday.

Answers:

1: would read 2 couldn't give 3 wouldn't work 4 should see 5 might interview
6 had to hand in

Choose the correct verb forms to complete the sentences in direct speech. Workbook page 12 Ex (3)

1 Eman said that she hadn't been to the TV studio the day before.

Eman: 'I **didn't go** / haven't been to the TV studio yesterday.'

2 Kareem explained that he hadn't finished the article yet.

Kareem: 'I didn't finish / **haven't finished** the article yet.'

3 Dana complained that the journalist hadn't talked to her during the interview.

Dana: 'The journalist **didn't talk** / hasn't talked to me during the interview.'

Reported questions

yes or No questions / لا أسئلة نعم / لا

يبدأ هذا النوع من الأسئلة بفعل مساعد (be , do , have , modals) :

(3) نحول الفعل

(2) نحول الفاعل

خطوات الحل : (1) نضع (if / whether)

Examples :

1. Did you enjoy the class ?

She asked me

2. Do they have any questions about it ?

They asked her

3. Does your brother like working on a big Hotel ?

He said that

4. Can I buy this jacket , please ?

Ahmed asked

5. Was she writing a Novel with you ?

Ali asked

Wh – questions

(3) نحول الفعل

(2) نحول الفاعل

(1) نضع (WH)

Examples :

1. Where is he sleeping now ?

He asked that

2. What will you do tomorrow ?

Teacher Rami said that

3. How can I do this homework ?

Maram said that

4. Why are you laughing ?

She asked me

5. What are you going to do after school ?

He asked me

6. When did you start learning English ?

Ahmed asked

7. Where does he play tennis ?

Rakan said that

Imperative sentences الجمل الأمر

يبدأ هذا النوع من الجمل ب (فعل) :

V.1 → to + V.1

don't + V.1 → not to + V.1

1: 'Don't play Tennis in the street'.

Ameer told me

2: 'Do your homework now'.

Mother told me

3: ' close the door'.

She told me

Complete the sentences with the correct reported forms of the verbs from the box. workbook page 13 Ex (7)

not be not / forget / not touch / read / tell

1 His colleague told him his glasses.

2 The director asked her the news more slowly.

3 The cameraman asked his colleagueshis camera while he was away.

4 We asked the journalist us what she knew.

5 His boss told himlate.

Answers :

1: not to forget 2: to read 3: not to touch 4: to tell 5: not to be

Study the examples and choose the correct options. Check your answers in the Grammar box and Watch out! Student book page 22 Ex (3)

Direct questions

Did you audition last year?

Reported Speech

They asked if I'd auditioned the year before.

Where are you from?

They wanted to know where I was from.

1 When we report questions, we usually use tell / ask / **want to know** as the reporting verb.

2 When we report **yes/no questions** / wh- questions, we use if or whether.

3 When we write reported questions, we use / **don't use** a question mark.

Match the expressions 1–8 with the reported expressions a–h. workbook page 12 Ex (2)

1 these

b those

2 a few days ago

f a few days before

3 we

g they

4 here

c there

5 tomorrow

a the day after/the next day

6 yesterday

e the day before/the previous day

7 I

h he/she

8 now

d then/at that time

Match the reporting verbs from the box with their definitions. Workbook page 12 Ex (4)

Add / agree / complain / confess / explain / promise / reply / warn

- 1 to say how or why something happened (explain)
- 2 to tell someone of a negative possibility (warn)
- 3 to give a second piece of information (add)
- 4 to answer (replay)
- 5 to admit that you did something, usually negative (confess)
- 6 to talk about something which annoys you (complain)
- 7 to have the same opinion (agree)
- 8 to say that you will definitely do Something (promise)

Complete the sentences with the reporting verbs from the box. workbook page 13 Ex (5)

Claimed / complained / pointed out / predicted / warned

- 1 Hani that Omar had made a mistake.
- 2 The woman that she was a famous actor, but we didn't believe her.
- 3 The newsreaderthat the strong studio lights made her look old.
- 4 He me not to go into the studio because they were still filming.
- 5 Hethat it would rain and he was right!

Answers:

1: pointed out 2 claimed 3 complained 4 warned 5 predicted

Complete the sentences using reported speech. Workbook page 13 Ex (8)

- 1 'Go away now!' Imad shouted at us.
Imad
- 2 'Find a better news programme,' Raed told Muneer.
Raed
- 3 'Don't laugh at it,' Faten told Manal.
Faten
- 4 'Don't drink that water,' Husam advised his colleague.
Husam
- 5 'Give the prize to this student,' the judge told the organiser.
The judge

6 'Don't watch this programme,' Dad told Kareem.

Dad

Answers :

- 1: shouted at us to go away then.
- 2 told Muneer to find a better news programme
- 3 told Manal not to laugh at it
- 4 advised his colleague not to drink the water
- 5 told the organiser to give the prize to that student
- 6 told Kareem not to watch that programme

Complete the reported conversation. Workbook page 13 Ex (9)

Fred I've heard some amazing news!

Lewis Tell me about it.

Fred Some journalists came to the school yesterday. They interviewed my teacher.

Lewis I imagine it was about your teacher's new book.

Fred I can't believe my teacher wrote a book!

Lewis He'll be famous!

1 Fred told Lewis that

2 Lewis

3 Fred

4 Lewis

5 Fred

6 Lewis

Answers :

1: he had heard some amazing news.

2 told Fred to tell him about it.

3 Fred told Lewis that some journalist came to the school the day before.

4 Lewis said that he imagined it was about Fred's/his teacher's new book.

5 Fred said that he couldn't believe that his teacher had written a book.

6 Lewis said that he would be famous.

Choose the correct words to complete the sentences. Workbook page 16 Ex (1)

1 Nader: 'Do you know the presenter?'

Nader asked if / how / do I knew the presenter.

2 Manal: 'Why do you enjoy singing, Ruby?'

Manal asked Ruby if / why / how she enjoyed singing.

3 Osama: 'Where did they film the show?'

Osama asked where / whether / why they had filmed the show.

4 Huda: 'When do you use the green screen?'

Huda asked whether / why / when we used the green screen.

5 Omar: 'Has it all gone well today?'

Omar asked had / if / when it had all gone well that day.

6 Suha: 'Can you help me?'

Suha asked me whether / why / where I could help her.

Answers

1 if 2 why 3 where 4 when 5 if 6 whether

Read the reported questions and rewrite them in direct speech. Workbook page 16 Ex (2)

1 Rowan asked me if I was from London.

'..... from London?' asked Rowan.

2 William asked whether the presenter was nervous.

..... 'nervous?' asked William.

3 Olivia wanted to know whether I needed anything.

..... 'anything?' asked Olivia.

4 Hayley asked Julia if she was preparing her poem.

..... 'your poem?' asked Hayley.

5 The woman asked us if we had auditioned before.

..... 'before?' asked the woman.

6 The judge asked whether we were going to perform an original poem.

..... 'an original poem?' asked the judge.

Answers:

1: **Are you** 2 is the presenter 3 Do you need 4 Are you preparing
5 Have you auditioned 6 Are you going to perform

Complete the sentences using reported speech. Workbook page 16 Ex (3)

1 Rakan asked Imad: 'Where are you from?'

Rakan asked Imadfrom.

2 The judge asked Hanan: 'Why did you choose this poem?'

The judge asked Hananthat poem.

3 Faisal asked Jawad: 'How are you travelling there?'

Faisal asked Jawad there.

4 Rola asked Hala: 'What sports can you play?'

Rola asked Hala

5 Muna asked Nour: 'When will the show start?'

Muna asked Nour

6 Osama asked Fawzi: 'Which player do you like best?'

Osama asked Fawzi best.

Answers :

1:where he was 2: why she chose/had chosen 3 how he was travelling
4 what sports she can play/could play 5 when the show will start/would start
6 which player he liked best

Complete the text so that it means the same as the conversation.

Workbook page 16 Ex (4)

Organiser Hi, what's your name and where are you from?

Adnan My name's Adnan and I'm from Zarqa. Can I start?

Organiser Just a moment, Adnan. Have you practised your performance today?

Adnan All day. Should I tell the judges that?

Organiser No, don't worry. How many times did you audition to get here?

Adnan Four times. Where can I get a sandwich, please?

Organiser Over there. Would you prefer cheese or egg?

Adnan Cheese, thanks.

The talent show organiser greeted the boy. She asked him 1 and 2 He replied that his name was Adnan and he was from Zarqa. He asked 3 The organiser told him to wait a moment. She asked him 4 Adnan replied he had practised all day and asked 5 The organiser told him not to worry and asked him 6 to get there. Adnan said he had auditioned four times and asked 7 a sandwich. The organizer said he could get it over there and asked 8 cheese or eggs. Adnan answered 'cheese' and thanked her.

Answers :

- 1: what his name was
- 2 where he was from
- 3 if/whether he could start
- 4 if/whether he had practised his performance that day
- 5 if/whether he should tell the judges that
- 6 how many times he had auditioned
- 7 where he could get
- 8 if/whether he would prefer

Use the prompts to report what the people said. Workbook page 18 Ex (3)

1 'I don't like watching the news because it's depressing.' (She explained ...)

She explained

2 'Don't forget to come to our play this evening!'

(He told me ...)

3 'We saw you on the news programme last night!'

(They said ...)

4 'We think the news report was very thought-provoking.'

(They agreed ...)

5 'You must work very hard if you want to make a name for yourself, Jane.'

(We pointed out...)

Answers :

- 1: she didn't like watching the news because it was depressing.
- 2 He told me not to forget to come/go to their play that evening.
- 3 They said they had seen me on the news programme the night before/the previous night.
- 4 They agreed (that) the news report had been very thought provoking.
- 5 We pointed out she had to work very hard if she wanted to make a name for herself.

Report the questions using the object pronouns in brackets. Workbook page 18 Ex (4)

1 Why did you decide to become an actor? (me)

She

2 Have you ever binge-watched your favourite series? (them)

He

3 What do you think will happen in the next episode? (her)

I

4 Do you think this is a fake news item? (him)

We

Answers:

- 1: asked me why I had decided to become an actor.
- 2 asked them if/whether they had ever binge-watched their favourite series.
- 3 asked her what she thought would happen in the next/ following episode.
- 4 asked him if/whether he thought that was a fake news item.

Reporting verbs: add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn, wish.

Choose the correct **reporting verbs** in these sentences. Student book page 17 Ex (5)

- 1 'After I had read the headlines last night my throat felt dry so I decided to have some water,' Jack **told** / said us.
- 2 'There's always a glass of water on the desk while I'm reading the news but I don't usually touch it,' he asked / **pointed out**.
- 3 'I was in a hurry and spilt the water all down my shirt,' he **said** / told.
- 4 'Don't laugh,' his producer added / **warned** him.
- 5 'Once I started laughing, I couldn't stop,' Jack **explained** / predicted.
- 6 'It's the first time anything like that has ever happened to me,' he **claimed** / predicted.
- 7 'It won't happen again in tomorrow's programme,' he admitted / **promised**.

Complete the sentences with the reporting verbs from the box. workbook page 13 Ex (5)

pointed out	Claimed	complained	Warned	predicted
أشار الى	يقال	تذمر / اشتكى	حذر	توقع

- 1 Hani that Omar had made a mistake.
- 2 The woman that she was a famous actor, but we didn't believe her.
- 3 The newsreaderthat the strong studio lights made her look old.
- 4 He me not to go into the studio because they were still filming.
- 5 He that it would rain and he was right!

Tell and say

Look at the different use of tell and say in these sentences:

Ali told Hani (that) he liked his new watch.
NOT Ali told (that) he liked his new watch.

Nour said (that) she had lost her purse.
NOT Nour said him (that) she had lost her purse.

Vocabulary

Look at the statistics on viewing habits in the UK and match the highlighted phrases to the definitions. Which statistic do you find most surprising? Student book page 18
Ex (1)

Series	مسلسل
Episode	حلقة
binge-watching	مشاهدة حلقات متعددة
screen time	وقت الشاشة
Spoilers	المفسدين
on-demand content	محتوى عند الطلب
subscription streaming service	خدمة البث الاشتراكية
Viewers	مشاهدين

- 1 A multi-part television show.
- 2 One part of a multi-part television show.....
- 3 Watching television for a long time in one sitting.....
- 4 Total amount of time spent watching television.....
- 5 Bits of information about what happens in a film or television show you haven't watched yet.....
- 6 TV shows and films that you can watch whenever you want.....
- 7 An internet-based television service you pay for each month.....
- 8 People who watch television.....

Complete the sentences with the words and phrases from the box.
workbook page 14 Ex (1)

Episode	حلقة
Viewers	مشاهدين
screen time	وقت الشاشة
binge-watching	مشاهدة حلقات متعددة
Subscription streaming service	خدمة البث الاشتراكية
spoilers	المفسدين
on-demand content	محتوى عند الطلب
Series	مسلسل

1 When thisfinishes, I'm going to watch the next one right away.

2 The content is getting boring, so are starting to watch different series.

3 We try to limit our to a few hours per day.

4 My brother is terrible for – he can watch an entire series in two days!

5 I think this is really great. I'm happy to pay for it and avoid regular TV channels.

6 Don't read Ryan's blog – it's full of . He keeps writing about how films and episodes end.

7 My parents didn't have when they were young; they had to watch whatever was on TV that evening.

8 My mum has been watching this for years.

Use a dictionary to check the meaning of the words from the box. Then use them to complete the sentences. Which of them are true for you? Compare with a partner.
Student book page 18 Ex (2)

dialogue	subtitles	Seasons	Trailers
حوار	العناوين الفرعية	الفصول / المواسم	فيلم قصير

1 I'm not into TV shows or films that are full of I prefer action to discussion.

2 I find that watching English language shows with the English helps me learn new words and phrases.

3 For me, most shows get boring after three or four

4 I think most show too much of the story and that spoils the film for me.

Form adjectives with the words from boxes A and B. Then match them to the descriptions of shows below. Student book page 18 Ex (3)

Well reviewed	نال استحسان
Award winning	الحائز على جائزة
Eagerly awaited	منتظر بفارغ الصبر
Thought provoking	مثير للتفكير
little known	غير معروف
feature length	فيلم طويل

1 This show got really good reviews.....

2 This show won lots of awards.....

3 People have been waiting for this show to start and are excited about it.....

4 This show really makes you think.....

5 Not many people have watched or heard about this show.....

6 Some of the episodes in this show are as long as a film.....

Decide if the highlighted phrases refer to success or failure. Then match them with the definitions below. Student book page 19 Ex (4)

- 1 It's not easy to become popular so how did you make a name for yourself?
- 2 A few months ago I got my first break when the people at this gallery contacted me.
- 3 It started off OK but in the end, it came to nothing. It was a huge flop. I didn't get many listeners at first but then it really took off .
- 4 That was a bit of a setback but I didn't give up. A major publisher took it on and I haven't looked back since. I'm the author of a best-seller.
- 5 I only sold one T-shirt. What a disaster! So after that I went back to square one. The video went viral in 2024 and now I get lots of orders! Every collection's a sell-out.

- a A big failure. a huge flop
- b Start to do well. take off
- c Become famous. make a name for yourself;
- d Have no success. come to nothing;
- e A slight disappointment. a bit of a setback;
- f Keep on progressing. not look back;
- g A big literary success. a best-seller;
- h Receive an opportunity. h) get (my) first break;
- i Return to the beginning. go back to square one;
- j Quickly become successful online. go viral;
- k An event where all the tickets are sold. a sell-out;
- l A catastrophe. a disaster

Complete the sentences with the adjectives in the box. student book page 21 Ex (5)

Expressive	معبرة
Meaningful	ذات معنى / ذو معنى
Puzzling	مثير
Realistic	حقيقي / واقعي
Breathtaking	مبهر / مثير
Sophisticated	متطور / راقى
abstract	خلاصة

1 The artist's paintings are very they show strong feelings through bright colours and bold lines.

2 The volunteer work at the animal shelter was a experience for the students, as they discovered the value of kindness and responsibility.

3 The detective found the case quite the clues didn't make sense

4 It's important to set goals that you feel you can achieve.

5 The orchestra's performance of the symphony was The audience were amazed by their skill and accuracy.

6 The software developer used methods to create an app that was both efficient and easy to use.

7 The modern art installation featured shapes and colours for visitors to interpret the artwork in their own way

Replace the underlined sections in the sentences with the phrases from the box. page 21 Ex (7)

Call that art?	تسمي هذا فنا
I don't get it	انا لا أفهمه
it speaks to me	انه يكلمني
It leaves me cold	يتركني بارد المشاعر
It gets you thinking	يجعلك تفكر
I could do better myself	استطيع ان افعل افضل منه بنفسي

- 1 What 's this then? Ha! I don't think it's art. There's nothing to it.
- 2 I don't understand what the artist is trying to say. I mean, it's just a pair of glasses on the floor!
- 3 Well, it has a special meaning for me. It's about the experience of viewing art.
- 4 Well, I don't feel anything. I have no interest in it.
- 5 The artist is saying 'make up your own mind about art'. There is a lot to consider.
- 6 It doesn't demonstrate any skill. Are you sure it's really part of the exhibition?

Choose the correct words to complete the sentences. Workbook page 14 Ex (2)

Trailers	credits	dialogue	Subtitles	Seasons	title sequences
فيلم قصير	ائتمان	حوار	عناوين فرعية	فصول / مواسم	المقدمة البصرية

1 I don't understand the trailers / credits / **dialogue**. Can we watch the documentary in another language, please?

2 I like watching films in other languages, but I put the trailers / **subtitles** / credits in English.

3 My uncle works for a TV station and I sometimes see his name in the seasons / **credits** / dialogue.

4 I think the producers plan to make six **seasons** / title sequences / subtitles of this show.

5 Sometimes I watch **trailers** / dialogues / seasons to decide if I want to watch a film or not.

6 After I've seen it twice, I go past the credits / trailer / **title sequence** to the start of the episode

Match the beginnings 1–6 with the endings a–f. workbook page 14 Ex (3)

- 1 None of my friends have heard of this little- (b)
 2 He's a really talented, award- (e)
 3 I heard they're going to make a feature- (f)
 4 Fans will be happy to hear that the eagerly- (a)
 5 The series talks about difficult issues – it's very thought- (c)
 6 The book was well (d)

- A waited new season starts next month.
 b known Belgian nature series.
 c provoking and intelligent.
 D reviewed and it soon became a bestseller.
 e winning young actor.
 f length documentary about his life story.

Complete the second sentence so that it means the same as the first one. Workbook
page 14 Ex (4)

award-winning	Eagerly awaited	little-known	feature-length	Really thought provoking	well-reviewed
الحائز على جائزة	منتظر بفارغ الصبر	غير معروف	أطول فيلم	مثير حقاً للتفكير	حائز على تقييمات

1 This novel has won a lot of awards.

This is an novel.

2 Lots of people are waiting eagerly for the new series.

The series is

3 Not many people know about this actor.

This actor is

4 They are going to make a long documentary out of this series.

They are going to make a documentary out of this series.

5 This episode really makes you think.

This episode is

6 This series got good reviews.

This is a series

Complete the conversation with the words from the box. workbook page 18 Ex (1)

headlines	Breaking	spoilers	on-demand	programme	Newsreader
عناوين	عاجلة	المفسدين	على الطلب	برنامج	قارئة جريدة

A Can we watch the eight o'clock news?

B OK, but just the 1 if that's OK. A good film is about to start on Channel 2.

A I'd like to hear the 2 news about the new sports complex they are building.

B I'm sorry, you know I don't want to miss the documentary.

A I've already seen it. I can show you a site that tells you all about what happens.

B I hate 3 ! I don't want to know what happens. I want to find out for myself!

A Well, I'm sure you'll be able to see it at the weekend. There's so much 4content these days you can see almost anything whenever you want.

B Ok, I give in. Let's watch the news 5 And, anyway, I like the 6 She's got a lovely voice.

Choose the correct words to complete the sentences. Workbook page 18 Ex (2)

Episode	حلقة
Audition	الاختبار
Props	الدعائم
Sets	مجموعات
Plot	حبكة
Lines	صفوف / سطور / ممرات
Flop	تخبط / هبوط مفاجئ
Sell-out	بيع / استسلام
Abstract	خلاصة
Realistic	حقيقي
Took off	أقلعت
Came to nothing	شيئاً ما

1 Even though I've been acting for ages, I always get nervous before an episode / **audition**.

2 The director believes the actors should only have a few meaningful **props** / sets.

3 The first night was disappointing as the leading actor kept forgetting his plot / **lines**!

4 They were pleased they had booked the tickets in advance as the event was a flop / **sell-out**.

5 The painting was so **abstract** / realistic that no one could understand what it was about.

6 Despite the initial setbacks, the exhibition really came to nothing / **took off** .

Complete the text with the correct words formed from the verbs in bold. Workbook page 18 Ex (5)

TV today

People watch TV for all sorts of reasons. Some people watch it for 1 (INFORM), whereas others do it for 2 (ENTERTAIN).

These days there is a big 3(CHOOSE) of things to watch! The news headlines always attract a large number of 4 (VIEW), as do sports programmes. Perhaps two of the most 5(EAGER)-awaited types of programmes are reality shows and 18 6(PRODUCE) is undoubtedly excellent.

Answers :

1: information 2 entertainment 3 choice 4 viewers 5 eagerly
6 productions

Jordan High Note

Grade 10

Semester 2

0795069375

Unit 8

The evolution of advertising

جيل (2010)

أبطال منصة

جو أكاديمي

The way We pay

The way we pay has changed a lot throughout history. Dalia Aljabi takes a look at the chronology of money.

1 Barter: a long time ago

In the beginning, there was no money. No coins, notes or credit cards.

Therefore, people began to give value to small things that were easy to carry. Barter: swapping one thing for another. 'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter.

المقايضة: منذ زمن طويل في البداية، لم يكن هناك نقود. لا عملات معدنية، ولا أوراق نقدية، ولا بطاقات ائتمان. لذلك بدأ الناس يعطون قيمة لأشياء صغيرة وسهلة الحمل المقايضة: هي تبادل شيء مقابل شيء آخر قال الصياد للخزاف: «سأعطيك أرنبًا مقابل هذا الوعاء فردّ الخزاف: «اجعلها اثنين ويصبح الاتفاق» قائمًا

What does "barter" mean?

- a) Buying things with money
- b) Swapping one thing for another
- c) Using credit cards

What did people use before money existed?

- a) Coins
- b) Credit cards
- c) Barter

2 Currency: 3,000 BCE

The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade? Therefore, people began to give value to small things that were easy to carry. ? The solution was money. The first currency was probably invented 5,000 years ago in Mesopotamia where a grain was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money.

العملة: 3000 قبل الميلاد
المشكلة في المقايضة هي صعوبة النقل. قد يكون من السهل حمل أرنب أو اثنين أثناء التسوق، لكن ماذا لو كان لديك غزال لتبادلته؟ لذلك، بدأ الناس في إعطاء قيمة لأشياء صغيرة وسهلة الحمل. ؟ الحل كان المال. أول عملة تم اختراعها على الأرجح منذ 5000 سنة في بلاد ما بين النهرين، حيث كان القمح يُستخدم كمال. لاحقاً، بدأ الصينيون في الاحتفاظ بالصدقات في محافظهم. كما استُخدمت الحيوانات والريش والبذور والملح وحبوب الكاكاو كمال في أوقات مختلفة.

1. What was the main problem with barter?
 - a) It was unfair
 - b) It was hard to carry large items
 - c) It was illegal

2. Where was the first currency probably invented?
 - a) China
 - b) Egypt
 - c) Mesopotamia

3 Coins: 600 BCE

Eventually, these objects were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items.

Why would anyone exchange a beautiful gold bowl for something less valuable?. The solution was to make coins from precious metals such as gold and silver. The Greeks started doing this about 2,700 years ago.

العملات المعدنية: 600 قبل الميلاد
في النهاية، تم استبدال هذه الأشياء بالعملات المعدنية المصنوعة من المعدن. لكن كانت هناك مشكلة: العملات المعدنية الرخيصة لم تكن صالحة لشراء الأشياء الثمينة. لماذا يبادل أحدهم وعاء ذهبي جميل بشيء أقل قيمة؟ الحل كان صنع العملات من المعادن الثمينة مثل الذهب والفضة. بدأ الإغريق في القيام بذلك منذ حوالي 2700 سنة

1. Why were cheap metal coins not suitable?
 - a) They were too heavy
 - b) They could not be used to buy expensive items
 - c) They were hard to carry

4 Notes: 1000 CE

The first notes weren't made of paper but of animal skin. Leather money was mainly used in times of crisis or war when metal for coins was in short supply.. The first proper paper banknotes were probably printed in China in the 11th century. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it.

الأوراق النقدية: 1000 ميلادي
لم تُصنع أول الأوراق النقدية من الورق بل من جلد الحيوانات. كان المال المصنوع من الجلد يُستخدم بشكل أساسي في أوقات الأزمات أو الحرب عندما كان المعدن لعملات النقود نادرًا. أما أول الأوراق النقدية الورقية الحقيقية، فمن المحتمل أن تكون طُبعت في الصين في القرن الحادي عشر. في البداية، كان الناس متشككين تجاه المال الورقي ولم يقبلوه، لكن تدريجيًا اعتادوا عليه.

1. What were the first banknotes made of?
 - a) Paper
 - b) Animal skin
 - c) Metal

5 Cards: the 1950s & 1960s

The first credit cards were Introduced in the US in the 1950s These payments became more popular during the COVID-19 pandemic since people didn't want to touch cash or card machines. they allowed us to go shopping without cash and to withdraw money from ATMs (first introduced in 1967). The 1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN number for small transactions.

البطاقات: خمسينيات وستينيات القرن العشرين
تم تقديم أول بطاقات ائتمان في الولايات المتحدة في الخمسينيات. أصبحت هذه الطريقة في الدفع أكثر شعبية خلال جائحة كوفيد-19، حيث لم يكن الناس يريدون لمس النقود أو أجهزة البطاقات. سمحت لنا بالذهاب للتسوق دون نقود وسحب المال من أجهزة الصراف الآلي (التي تم تقديمها لأول مرة في عام 1967). شهدت الثمانينيات إدخال بطاقات الخصم المباشر، حيث يتم الدفع مباشرة من حساب المستخدم البنكي. تم إنتاج أول بطاقات لا تلامسية في عام 2007. توفر هذه للمعاملات (PIN) البطاقات الوقت ولها ميزة كبيرة: لا تحتاج لتذكر رقم التعريف الشخصي الصغيرة.

1. When were the first credit cards introduced?
 - a) 1940s
 - b) 1950s
 - c) 1960s

6 E-commerce: 1990s

Online commerce took off when Internet access became widespread.

These little pieces of plastic were revolutionary. However, many online shoppers add products to the basket but don't actually check out and pay for them.

التجارة الإلكترونية: التسعينيات

انطلقت التجارة عبر الإنترنت عندما أصبح الوصول إلى الإنترنت واسع الانتشار. كانت هذه القطع الصغيرة من البلاستيك ثورية. ومع ذلك، يقوم العديد من المتسوقين عبر الإنترنت بإضافة المنتجات إلى سلة التسوق ولكنهم لا يقومون فعليًا بالدفع وإتمام الشراء.

1. When did online commerce become popular?

- a) 1980s
- b) 1990s**
- c) 2000s

7 Digital payments: the 2010s

New smartphone software in 2011 made it possible to make contactless payments using smartphones instead of cards. Card information is stored on a smartphone in a virtual wallet. In just a few decades, it has grown to include more than 20 million online stores..

المدفوعات الرقمية: العقد 2010

في عام 2011، أتاح برنامج جديد للهواتف الذكية إمكانية إجراء المدفوعات اللا تلامسية باستخدام الهواتف الذكية بدلاً من البطاقات. حيث تُخزن معلومات البطاقة على الهاتف الذكي في محفظة رقمية. في غضون عقود قليلة، نمت لتشمل أكثر من 20 مليون متجر إلكتروني.

8 The future

What does the future hold? Are we heading towards a cash-free society where all payments are made electronically? That's the financial future they're planning to have in Sweden. However, strangely, in one way, electronic communications have sent us back to the past. It's becoming common to swap goods and services on the Internet without exchanging money. Barter has made a comeback!

المستقبل

ماذا يخبئه المستقبل؟ هل نتجه نحو مجتمع خالٍ من النقد حيث تتم جميع المدفوعات إلكترونياً؟ هذا هو المستقبل المالي الذي يخططون له في السويد. ومع ذلك، ومن الغريب، أن وسائل الاتصال الإلكترونية أعادتنا بطريقة ما إلى الماضي. فقد أصبح من الشائع تبادل السلع والخدمات على الإنترنت دون تبادل المال. لقد عاد نظام المقايضة إلى الظهور

What is becoming common again due to the Internet?

- A) Paying only with cash
- B) Swapping goods and services without money**
- C) Using credit cards for everything
- D) Avoiding online shopping

Grammar

Passive Voice

1. present simple passive :

Subject + v1 / v1(s) + object → object + is / are + v3

a. We play tennis every week .

Tennis

b. They build Hospitals yearly.

Hospitals.....

c. Maram studies Arabic and French.

Arabic and French.....

d. Rakan goes to school every morning.

School.....

2. present continuous passive :

Subject + am / is / are + v1ing + object → Object + is / are + being + v3.

a. We are playing tennis now.

Tennis

b. They are building hospitals.

Hospitals.....

c. Maram is studying Arabic and French.

Arabic and French.....

3. present perfect passive :

Subject + has / have + v3 + object → Object + has / have + been + v3.

a. I have just played football.

Football

b. Rakan has already started his exam.

His Exam.....

c. You have cut flowers.

4. past simple passive :

Subject + v2 + object → Object + was / were + v3 .

a. Ali broke the window yesterday .

The window

b. My father bought new car last Sunday.

New car.....

c. Rahaf read a story last week.

A story.....

d. We met headmasters last may.

Headmasters.....

5. past continuous passive :

Subject + was / were + v1ing + object → Object + was / were + being + v3.

a. Sarab was reading book .

Book

b. We were studying many courses.

Courses

c. Fares was winning the game.

The game.....

d. Teachers were learning different course.

Courses.....

6. past perfect passive :

Subject + had + v3 + object → Object + had + been + v3 .

a. Sarab had read books.

Books

b. My friend had visited his parent.

His parent.....

7. modal

Subject + modal + v1 + object → Object + modal + be + v3 .

a. I will improve my language.

Language

b. She could drive a car.

A car.....

c. Khaled can speak Indian language.

Indian language.....

Rewrite the sentences in the passive. Change the form of the underlined verbs and make any other necessary changes. Workbook page 26 Ex (3)

1 We have ordered the book for you.

The book for you.

2 I took photos while they were interviewing the actors.

The Actors

3 We are cooking your steak at this very moment!

Your steak

4 Do people make a lot of shoes in Portugal?

..... a lot of shoes

5 The first commercials TV showed weren't very sophisticated.

.....

6 Can you please do something about this now?

..... Something

7 They will create 20 new jobs in advertising next year.

20 new jobs in advertising

Answers :

- 1: has been ordered
- 2 I took photos while the actors were being interviewed.
- 3 Your steak is being cooked at this very moment!
- 4 Are a lot of shoes made in Portugal?
- 5 The first commercials shown on TV weren't very sophisticated.
- 6 Can something be done about this now please?
- 7 20 new jobs in advertising will be created next year.

Complete the second sentence in each pair using the passive so that it means the same as the first sentence. Workbook page 20 Ex (3)

1 Advertising influences my friend.

My friend by advertising.

2 We sell over twenty of these rucksacks every week.

Over twenty of these rucksacks every week.

3 We are testing the new product now.

The new product now.

4 They aren't considering my idea.

My idea

5 They are signing a contract.

A contract

Answers :

- | | | |
|------------------------------------|-----------------------------|-------------------|
| 1: is influenced | 2 are sold | 3 is being tested |
| 4 isn't being considered (by them) | 5 is being signed (by them) | |

Use the prompts to write sentences. Use the future passive with will.
Workbook page 21 Ex (7)

1 new jobs / will / create / here soon.

New jobs

2 the adverts / will / remove / as soon as possible.

The adverts

3 people / will / not tell / about the problem.

People

4 money / will not / give / in exchange for this publicity.

Money

5 new products / will / offer / by the Company.

New products

Answers :

- 1 : New jobs will be created here soon.
- 2 The adverts will be removed as soon as possible.
- 3 People will not be told about the problem.
- 4 Money will not be given in exchange for this publicity.
- 5 New products will be offered by the company.

Use the prompts to write questions in the passive. Workbook page 21 Ex (9)

1 the candidates / interview / right now?

.....

2 the logo / redesign / Amer / yet?

.....

3 the billboards / remove / yesterday afternoon?

.....

4 a jingle / play / at the beginning / of every programme?

.....

5 all the spam emails / remove / if I click this icon?

.....

Answers :

- 1 : Are the candidates being interviewed right now?
- 2 Has the logo been redesigned by Amer yet?
- 3 Were the billboards removed yesterday afternoon?
- 4 Is a jingle played at the beginning of every programme?
- 5 Will all the spam emails be removed if I click this icon?/Are all the spam emails removed if I click this icon?

This product in Jordan. (make) (Present Simple)

A new logo (design) (Present Continuous)

That commercial in Amman. (film) (Past Simple)

Someone coughed while the jingle (record)
(Past Continuous)

The company's new advertising slogan (announce)
(Present Perfect)

Our new commercial tomorrow. (show)
(future with will)

Our brand name (change) . (modal verbs)

Complete the sentences with the correct Past Simple passive forms of the verbs in brackets. Work book page 20 Ex (4)

1 The new campaign (announce) yesterday.

2 The shoes(not advertise) very well.

3 Mr Aljabi (inform) of the problem.

4 I couldn't use the library because it (close) for repairs.

5 The bathroom (not repaint) in time for the start of term.

Answers :

1: was announced

2 were not/weren't advertised

3 was informed

4 was closed

5 was not/wasn't repainted

Complete the sentences with the correct Past Continuous passive forms of the verbs from the box. workbook page 20 Ex (5)

Create / install / offer / promote / show

1 The products in schools and colleges.(promote)

2 We heard that free meals in return for advertising space. (offer)

3 When the new teacher entered the school building a huge wall painting by pupils. (create)

4 The children around the school by the older pupils. (show)

5 An interactive whiteboard in our classroom when we arrived for class. (install)

Answers :

1: were being promoted

2: were being offered

3: was being created

4: were being shown

5 : was being installed

Complete the dialogue with the correct passive form of the verbs in brackets. Then listen to check. Student book page 27 Ex (6)

Kyle: Hey! What are you doing?

Jack: Oh, I'm reading my emails. But every time I check my inbox, it's filled with all these spam messages. At least a dozen new ones 1.....(send) to me every single day!

Kyle: Same. Just yesterday, I 2..... (send) an advert for a sushi delivery service.

Jack: Ha! Ha! I know you love sushi but Mum's cooking can't 3..... (replace)! But, seriously, how 4..... our personal details (give) to all of these companies?

Kyle: I'm not entirely sure. I think that whenever an online form 5..... (complete) or something 6..... (purchase) from a website, the person's name and email address 7..... (sell) by the company to other businesses.

Jack: What can 8..... (do) about all this spam mail?

Kyle: When you unsubscribe from the mailing list your name 9.....(remove) and you won't 10..... (send) any more spam mail from that company.

Jack: OK. That's what we've got to do!

Answers :

1: are sent 2 was sent 3 be replaced 4 are ... given/have ... been given
5 is completed 6 is purchased 7 are sold 8 be done
9 is removed 10 be sent

Underline the passive forms in these sentences. Workbook page 20 EX (1)

- 1 The new phone **will be delivered** tomorrow.
- 2 Her new designs **have been presented**.
- 3 That advert **was filmed** in the street outside my house.
- 4 The company's plans **can't be revealed**.
- 5 Our new design **is being discussed**.
- 6 These cars **are produced** in Korea.
- 7 The company's image **was being damaged** by negative publicity.

Choose the correct answers. workbook page 21 Ex (6)

1 The winning design has been at last.

a chose

b chosen

2 Free goods in return for advertising space.

a has been offered

b have been offered

3 I'm sorry, but your proposal been accepted.

a hasn't

b isn't

4 The new advert hasn'tyet.

a been shown

b being shown

5 abandoned or are we still considering it?

a The idea has been

b Has the idea been

Complete the sentences with the modal verbs in brackets and the correct form of the verbs from the box. workbook page 21 Ex (8)

Find / include / inform / install / stop

1 A new printer (might) in the library soon.

2 This product (can) in all major department stores.

3 This irresponsible advertising(must) immediately.

4 I think consumers(should) that there's a problem with this product.

5 The idea (may not) in the project yet .

Answers :

1 : might be installed 2 can be found 3 must be stopped 4 should be informed

5 may not be included

Complete the text with one word in each gap. Workbook page 21 Ex (10)

Last month, our head teacher 1.....ten free computers if he agreed to make students wear the computer company's T-shirts. The offer 2accepted, because the head teacher said it wasn't ethical. He said students couldn't 3made into walking billboards! Everybody was sorry that the computers 4accepted, but we agreed with his decision. He told us that other ways to raise money for the school were 5investigated. He also explained that a more new

computers in return for a short article on the school website saying that the donation 7been made. We think the offer 8be accepted soon by the head teacher because it seems reasonable.

Answers :

1 : was offered 2 wasn't 3 be 4 weren't
5 being 6 been 7 has 8 will

Have/Get something done

(Get) is more informal than (have) and is not normally used with the Present Perfect tense.

I **had** my bike **repaired**. (at a bike shop)

When **are we getting** our photo **taken**? (by a photographer)

You **haven't had** (NOT: got) your hair **cut** for a long time. (by a beautician)

I have my hair cut every month.

They're having the house designed by an architect.

We have had our flight confirmed.

You should have that car serviced.

When are we getting our meal served? (at the restaurant)

Look at the sentences from the dialogue and answer the questions. Then study the Grammar box and check. Student book page 33 Ex (3)

a Dad's servicing his car next week. Do you manage your social media accounts?

b Dad's **getting** his car **serviced** next week. Do you **have** your social media accounts **managed**?

1 Which sentences – a or b – describe something we do ourselves and which describe something someone else does for us?

2 How do we form the structure in the b sentences? Choose the correct option:

have or get + object + the infinitive / **past participle**

Complete the second conversation so that it means the same as the first. Use between one and four words in each gap. Workbook page 24 Ex (3)

Journalist Can I ask you a few questions for an article?

Randa Of course. Will you put my picture in the newspaper?

Journalist Perhaps. Can I ask, do you do your own shopping or do you ask someone to deliver it?

Randa I do it myself. But if I'm not well, I order online and ask someone to bring it to my house.

Journalist And what about repairs? Do you repair broken things or ask someone to repair them for you?

Randa That depends. I always ask the plumber to repair my pipes.

Journalist Can I ask you a few questions for an article?

Randa Of course. Will I 1..... in the newspaper?

Journalist Perhaps. Can I ask, do you do your own shopping or do you 2 ?

Randa I do it myself. But if I'm not well, I order online and 3 to my house.

Journalist And what about repairs? Do you repair broken things or 4 for you?

Randa That depends. I always 5 by the plumber.

Answers :

- 1: have my picture put
- 2 have/get it delivered
- 3 have/get it brought
- 4 do you have/get them repaired
- 5 have/get my pipes repaired

Complete the sentences about Khaled and Khawla with have + object + past participle. In which sentence is get not a possible alternative to have? Student book page 33 Ex (4)

1 Khaled doesn't cut his own hair, he

2 Their dad is not going to service his own car next week, he is going to

3 Khawla manages her own social media accounts, she doesn't

4 Khaled thinks people should do their own gardening and not

Answers :

1: **has it cut.**

2 have his car/it serviced

3 have them managed (this example can't be used with get)

4 have their gardening done

Complete the sentences with the correct form of the words in brackets. Student book page 33 Ex (5)

1 My dad(have/hair/cut) once a month.

2 I'm going to the dentist tomorrow and
(get/teeth/check).

3 Have you (have/phone/fix)?

4 How long has it been since you (have/this passport photograph/take)?

Answers :

1 : **has his hair cut** 2 getting my teeth checked 3 had your phone fixed

4 had this passport photograph taken

Choose the answer, a or b, which means the same as the first sentence. Workbook page 24 Ex (1)

1 We had our accounts managed by a professional.

- a A professional managed our accounts.
- b We managed our accounts by ourselves.

2 I got my work checked.

- a I asked someone to check my work.
- b I checked through my work.

3 She made a lovely dress for herself.

- a She got a dress made for her.
- b She sewed the dress.

4 When she was ill she had someone do the gardening for her.

- a She asked someone to do the gardening.
- b She made an effort to do the gardening.

5 We're repairing my bike this afternoon.

- a I'm asking a mechanic to repair my bike.
- b My friends and I are going to repair my bike.

6 He gets his shopping delivered to his home.

- a The supermarket sends the shopping to his home.
- b He goes to the supermarket to do his shopping.

Use the prompts to write sentences. Workbook page 24 Ex (2)

1 Osama / get / his car / service / yesterday

.....

2 we / have / our shopping / bring / to our house / every Saturday

.....

3 the girls are at the hairdresser, they / have / their hair / cut

.....

4 Salah / get / his homework / correct / later Today

.....

5 the shop / have / its sign / paint / last month

.....

6 I / get / my computer / scan / for viruses / once a week

.....

Answers :

1: Osama got his car serviced yesterday.

2 We have our shopping brought to our house every Saturday.

3 The girls are at the hairdresser, they are/ they're having their hair cut.

4 Salah is getting his homework corrected later today.

5 The shop had its sign painted last month.

6 I get my computer scanned for viruses once a week.

Rewrite the sentences with the correct form of have/get. Omit the agent (by ...) wherever possible. Workbook page 26 Ex (4)

1 That garage has been servicing Dad's car for 20 years.

.....

2 Can we ask professionals to decorate our house this time?

.....

3 He asks his personal assistant to manage his schedule for him.

.....

4 The physiotherapist massaged her back so she's much better now.

.....

5 Has a hairdresser ever cut your hair?

.....

6 Will you ask the shop to replace your hard disk?

.....

Answers :

1: Dad has been getting his car serviced at that garage for 20 years.

2 Can we have/get our house decorated this time?

3 He has/gets his schedule managed by his personal assistant.

4 She had/got her back massaged so she's much better now.

5 Have you ever had your hair cut?

6 Will you have/get your hard disk replaced?

Vocabulary

Match the highlighted phrases 1–8 with definitions a–h. Which phrases are about ‘good value for money’ and which are about ‘poor value for money’? student book page 28 Ex (3)

on special offer	cheaper than usual for a limited time	عرض خاص / خصم مميز
two for the price of one.	buy one, get one free	اشترى واحد والثاني مجاناً
a rip-off	much more expensive than it should be	فرض سعر باهض (احتيال)
spend a fortune on one	spend a lot of money	انفاق مبلغ ضخم جداً
a waste of money	a bad use of money	هدر المال
go bargain hunting	go shopping especially to find things that are good value for money	الذهاب للبحث عن صفقات رابحة
get a good deal	get a lot for your money	الحصول على صفقة جيدة
paid next to nothing	pay very little for something	دفع مبلغ قليل جداً

- I always look for things 1 **on special offer**, you know, like 2**two for the price of one**.
- The coffee is 3**a rip-off** considering it's just hot water and a few coffee beans.
- The latest games are really expensive so I have to choose very carefully before I 4**spend a fortune on one**.
- The products are usually very expensive ... my dad thinks it's all 5**a waste of money**.
- It takes time to 6**go bargain hunting**, but it pays off when you 7**get a good deal**.
- I 8**paid next to nothing** for a pair of designer jeans last weekend.

Good value for money = phrases 1, 2, 6, 7, 8

Poor value for money = phrases 3, 4, 5

Read sentences 1–8 and try to work out the meaning of the highlighted phrases. Then choose the correct definition for each one. Student book page 29 Ex (2)

1 My sister **spends money like water**.

- a spend money without thinking
- b be careful with money

2 How can I finish developing my app? I've **run out of money!**

- a go to the bank quickly
- b have no money left

3 Sometimes I wonder if you think we're **made of money!**

- a be very generous
- b be very rich

4 I'm a bit **short of money** right now. Can I borrow twenty dollars?

- a not have much money
- b have enough money

5 Look at the car he's driving. He must **be rolling in money!**

- a be quite poor
- b be very rich

6 My dad believes in **getting his money's worth**; he hates getting ripped off .

- a pay what you should and no more
- b avoid paying

7 A tiny minority of people in the world **have money to burn**.

- a be very rich
- b dislike money

8 **Have you got any money on you?**

- a wear expensive clothes
- b have cash with you

In pairs, think about the meaning of the highlighted words and phrases. Then match sentences 1–8 in Exercise 2 with sentences a–h below. Listen and check. Student book page 29 Ex (3)

- a But I wouldn't say he's **mean**, just **careful with money**.
- b No, he isn't. Actually, he's got huge **debts** and his company is **in the red**.
- c Not much. Just some **loose change**.
- d Sometimes I think she **has more money than sense**.
- e Sorry, I can't lend you a penny. I'm **broke**.
- f I can think of two ways to **raise money**: one – **take out a loan**; two – find a sponsor.
- g ... while a large part of the world's population **live in poverty**. It's not right!
- h You know we **can't afford** a holiday in Florida so stop going on about it!

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

Use the vocabulary in Exercises 2 and 3 to complete sentences 1–6 with one word in each gap. In pairs, discuss the questions. Student book page 29 Ex (4)

- 1 Do you spend money likeor are you Careful money?
- 2 What do you usually do when you Out of money?
- 3 Do you always check your after buying something?
- 4 What can you do if you want to buy something you can't ?
- 5 Have you ever felt you didn't get your money's ? Tell me about it.

Answers:

1 : *water* / with 2 run 3 change 4 afford 5 worth

Find some of these words in the text on page 30. Then use them to complete the tips below. Student book page 31 Ex (7)

Exchange	تبادل
Currency	عملة
Purchase	شراء
Credit	ائتمان
Charged	شحن
Withdraw	سحب
Prepaid	مدفوع مسبقا
PIN	نظام دفع بواسطة الطاقة الذكية
Cashpoint	الصراف الآلي
Contactless	بدون تلامس
Account	حساب

Money travel tips

Don't **1** money at the airport – you'll probably get a better exchange rate at a bank.

Take some cash in the local **2**(pounds in the UK). You'll need it for small transactions, for example, when you **3** something to eat.

Get a 'travel-friendly' debit or **4** card. You may be **5**..... up to three percent if you use the wrong kind of card to **6** cash from an ATM.

A **7** card that you can load with cash before you travel is a great idea.

Don't let anyone see your **8** number when you enter it in a shop or at a **9**

Don't lose your **10** credit card! Anyone can use it for small amounts without knowing your PIN number.

For longer stays (study or work) you may want to open a bank **11** with a local bank.

PRONUNCIATION Look at the underlined vowels in the words and put them in the correct place in the table. Listen and check. Student book page 32 Ex (6)

/eɪ/	/aɪ/
Afraid	Like
Available	Designed
Complaint	Height
Escape	mind
Mistake	Price
Neighbor	Satisfied
Replacing	slight
Weight	website

Choose the correct words to complete the sentences. Workbook page 23
Ex (1)

- 1 You should save some money and stop spending it like **water** / *milk*.
- 2 My friend keeps asking me for a loan – he must think I'm *full* / **made** of money.
- 3 My uncle made a lot of money with his business – he's *lying* / **rolling** in it!
- 4 She's so rich that I think she's got money to **burn** / *throw*.
- 5 I can't buy this blouse – I've run **out of** / *away from* money.
- 6 Could you lend me £10? I'm a bit *not with* / **short of** cash at the moment.
- 7 They offer discounts at the market – we could go there and get our money's *value* / **worth**.
- 8 Have you got any cash **on** / *in* you? I've only got a bank card.

Complete the sentences with the words from the box. There are two extra words.
Workbook page 23 Ex (2)

<i>Spends</i>	Loan	loose change	Broke	loan	Poverty	sense
يصرف	يقترض	نقود معدنية	مفلس	يقترض	الفقر	الاحساس

- 1 Sultan money like water! He never thinks before he buys something.
- 2 They spent too much and ended up with a huge to pay back.
- 3 Have you got any for the coffee machine?
- 4 I've got no money left – I'm completely
- 5 My parents wanted to renovate our house so they asked for a from the bank.
- 6 It's terrible how many people have nothing and live in

Complete the sentences with one word in each gap. The first letter is given to help you. Workbook page 23 Ex (3)

<i>Careful</i>	Raise	Afford	Sponsor
حذر	جمع / ارتفاع	تحمل	راعي

- 1 He never spends money unless he has to; he's really with his money.
- 2 My class is organising a charity concert to money for the new skate park.
- 3 That's too expensive – I can't possibly a it!
- 4 We decided to look for a to give us some financial support.

Complete the text with one word in each gap. Workbook page 23 Ex (4)

Water	rolling	Made	Loan	careful	Broke	Afford	on
ماء	متداول	صنع / جعل	يقترض	حذر	مفلس	يتحمل	على

Manal and her brother Nader couldn't be more different. Manal spends money like She seems to think she's in money and buys anything she wants. Then she asks her parents for more because she thinks they're of money. And they aren't – they're paying back a bank every month. Nader on the other hand is really with his money. He's never – he's always got something saved. I think he does a few extra jobs to earn it, so he only buys what he can and doesn't spend too much. Manal rarely has any money her when it's time for her to buy somebody a coffee!

Choose the correct words to complete the sentences. Workbook page 26 Ex (1)

- 1 I haven't got any money in my bank account, so I need to pay by *debit* / ***credit*** / ID card.
- 2 Some cashpoint machines charge you for *raising* / *paying* / ***withdrawing*** cash.
- 3 My new watch broke. What a complete *bargain* / ***waste of money*** / *good deal*!
- 4 Before you exchange money, you should always check what the *coin* / *note* / ***exchange*** rate is.
- 5 When I was on holiday, I quickly ***ran*** / *walked* / *stayed* out of money because I was spending it like *milk* / ***water*** / *air*.

Complete the dialogues with the words from the box. workbook page 26
Ex (2)

advert	Slogan	advertising	jingle	Spam	sense
يعلن	شعار	اعلان	رنين	رسائل الكترونية مزعجة	احساس

A Have you seen the new for hair conditioner? The is great! It's really memorable and it's only three words!

B But you haven't got long hair. A True. But I've got a new job in!

...

A Did you get my email? I sent you a file with a really catchy I heard on the radio last week.

B Oh, sorry. Yes, I did get it. I thought it was so I deleted it.

...

B Are you really thinking of buying that expensive car?

A Yes, I am!

B It's very nice but I think you've got more money than I would never pay so much money for a car!

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. Workbook page 26 Ex (5)

1 They borrowed money from a bank to buy a new car. **OUT**

They to buy a new car.

2 The optician checked my eyes. **TESTED'**

I by the optician.

3 I'm sorry but the hotel is full. FULLY

I'm sorry but we

4 She decided not to go on holiday because she had too many debts. RED

She decided not to go on holiday because

5 They have asked her to pay ten pounds for the transaction! CHARGED

She for the transaction!

6 The headteacher thinks people shouldn't advertise near schools. BANNED

The headteacher thinks near schools.

7 I think I'll ask the hairdresser to cut my hair next week. CUT

I think I next week.

Answers :

- 1 : took out a loan
- 2 had my eyes tested
- 3 are fully booked
- 4 she was in the red
- 5 has been charged ten pounds
- 6 advertising should be banned
- 7 'll have my hair cut

Jordan High Note

Grade 10

Semester 2

Unit 9

The power of nature

جيل (2010)

أبطال منصة

جو أكاديمي

How a wildlife documentary change my life By :Rami Alrahhal

I used to love the hustle and bustle of Amman, the trendy restaurants and the vibrant culture scene. I never thought I'd leave. But then two years ago, I left university and got a dead-end job. I lost touch with most of my friends and for the first time in my life, I began to feel unhappy. Then one day, I saw a short documentary about a traditional village in the Jordanian mountains called Dana. It was beautiful and remote with dramatic canyons and huge skies. That night I dreamt I was there, walking on a winding path overlooking a deep canyon.

كنتُ أحبّ صخب مدينة عمّان وحيويتها، والمطاعم العصرية، والمشهد الثقافي النابض بالحياة. لم أكن أظنّ أبدًا أنني سأغادرها. لكن قبل عامين، تركتُ الجامعة وحصلت على وظيفة بلا مستقبل. فقدتُ التواصل مع معظم أصدقائي، ولأول مرة في حياتي بدأت أشعر بعدم السعادة. ثم في أحد الأيام، شاهدتُ فيلمًا وثائقيًا قصيرًا عن قرية تقليدية في جبال الأردن تُدعى ضانا. كانت جميلة وبعيدة، وتتميز بأودية عميقة وسماء واسعة. في تلك الليلة حلمتُ أنني كنت هناك، أمشي على طريق متعرّج يُطلّ على وادٍ عميق.

1) Where did the writer use to live?

- A) In a small village
- B) In Amman**
- C) In Dana
- D) In the countryside

2) Why did the writer begin to feel unhappy?

- A) Because he moved abroad
- B) Because he lost his job
- C) Because he left university and had a dead-end job**
- D) Because he had too many friends

3) What did the writer watch one day?

- A) A travel vlog
- B) A wildlife documentary**
- C) A movie about Amman
- D) A news program

4) Where was the short documentary about?

- A) A busy city
- B) A modern village
- C) A traditional village**
- D) A desert camp

5) What did the writer do that night?

- A) He slept early
- B) He called his friends
- C) He dreamt he was in Dana**
- D) He wrote a letter

The next day, my commute to work was even more miserable than usual.

The station was crowded and noisy. We were all packed into the trains like sardines in a can. On the streets, there were so many people rushing to work. But despite the crowds, I felt lonely. When I got back home, I watched the documentary again and admired the breathtaking scenery, the friendly people and the sense of community.

Three days later, after a long journey, I arrived in Dana. When I got out of the car, the air smelled clean and pure. Over dinner in a guesthouse I got chatting to some locals.

في اليوم التالي، كان تنقلي إلى العمل أكثر بؤساً من المعتاد. كانت المحطة مزدحمة وصاخبة. كنا جميعاً مضغوطين داخل القطارات مثل السردين في العلبة. في الشوارع، كان هناك الكثير من الناس يسرعون إلى العمل. ولكن على الرغم من الزحمة، شعرت بالوحدة عندما عدتُ إلى المنزل، شاهدتُ الفيلم الوثائقي مرة أخرى وأعجبتُ بالمناظر الخلابة، والناس الودودين، والإحساس القوي بالانتماء للمجتمع بعد ثلاثة أيام، وبعد رحلة طويلة، وصلتُ إلى ضانا. عندما خرجت من السيارة، كانت رائحة الهواء نظيفة ونقية. أثناء العشاء في بيت ضيافة، تحدثتُ مع بعض السكان المحليين

1) How did the narrator feel on the train?

- A) Comfortable
- B) Happy
- C) Miserable
- D) Excited

2) The station was _____.

- A) empty and quiet
- B) crowded and noisy
- C) beautiful and peaceful
- D) close to the narrator's home

3) After watching the documentary again the narrator admired the _____.

- A) traffic and shops
- B) mountains and rivers
- C) scenery and friendly people
- D) trains and stations**

4) When the narrator arrived at Dana, the air was _____.

- A) dirty and smoky
- B) cold and windy
- C) clean and pure
- D) hot and humid**

5) At the guesthouse the narrator _____.

- A) slept early
- B) talked to locals
- C) watched TV
- D) cooked dinner

On my last day in Dana, I hiked up a winding mountain path overlooking impressive rock formations. I sat on a rock and looked out ahead of me. It was so quiet and peaceful. I thought about my life in Amman and made a decision. A month later I left Amman and moved to Dana. I've been here ever since.

في آخر يوم لي في دانا، تسلقت طريقاً جبلياً متعرجاً يطل على تكوينات صخرية رائعة. جلست على صخرة وأخذت أنظر أمامي. كان الجو هادئاً وساحراً للغاية. فكرت في حياتي في عمان واتخذت قراراً. بعد شهر غادرت عمان وانتقلت إلى دانا. ومنذ ذلك الحين وأنا هنا.

1) Where was the person living before moving to Dana?

- A) Petra
- B) Aqaba
- C) Amman
- D) Jerash

2) What did the person do on their last day in Dana?

- A) Visited the sea
- B) Climbed a mountain path**
- C) Stayed at home
- D) Went shopping

It hasn't always been easy. I'm an urban boy living in a rural world. I used to live in an urban apartment building. Now I live in a picturesque sandstone cottage near Dana Biosphere Reserve. But nothing can compare to the peace and quiet of this beautiful, isolated village and its tight-knit community. Studies show that living near nature makes you happier and healthier. It's certainly true for me.

لم يكن الأمر سهلاً دائماً. أنا فتى من المدينة أعيش في عالم ريفي. كنت أعيش في مبنى شقق حضري مزدحم، أما الآن فأعيش في كوخ من الحجر الرملي الجميل بالقرب من محمية ضانا للمحيط الحيوي. لكن لا شيء يمكن أن يقارن بالسلام والهدوء في هذا القرية المعزولة ومجتمعها المتماسك. تُظهر الدراسات أن العيش بالقرب من الطبيعة يجعلك أكثر سعادة وصحة. هذا صحيح UNESCO. بالتأكيد بالنسبة لي

1. Where does the speaker live now?

- A) In a busy urban apartment
- B) In a beautiful rural cottage near Dana Biosphere Reserve**
- C) In a modern villa in the city

2. According to the speaker, what effect does living close to nature have?

- A) It makes people feel stressed
- B) It makes people happier and healthier**
- C) It makes people bored

It isn't easy to earn a living here. Many people have jobs in nearby towns; some work in guesthouses or are students working in the nature reserve; others have their own businesses. I make jewellery and sell it online. I love my new life and all the friends I've made. And just to think, I would never have come here if I hadn't watched that documentary.

ليس من السهل كسب لقمة العيش هنا. لدى كثير من الناس وظائف في البلدات القريبة؛ بعضهم يعمل في بيوت الضيافة أو هم طلاب يعملون في المحمية الطبيعية؛ وآخرون لديهم أعمالهم الخاصة. أنا أصنع الحلي وأبيعها عبر الإنترنت. أحب حياتي الجديدة وكل الأصدقاء الذين تعرفت عليهم. فقط للتفكير، لم أكن لأتي إلى هنا لو لم أشاهد ذلك الفيلم الوثائقي.

1. What do many people in the area do for work?

- A) They all work in factories
- B) They have jobs in nearby towns or work in guesthouses or the nature reserve**
- C) They do not work at all

2. How does the speaker make a living?

- A) By selling jewellery online**
- B) By teaching at the local school
- C) By farming

3. Why does the speaker say they would never have come there?

- A) Because they don't like nature
- B) If they hadn't watched a documentary**
- C) Because they were born there

Read the text again and choose the correct answers.

1 Which of these sentences is true about the wildlife documentary Rami saw?

- a It was about living in London.
- b It made him feel unhappy.
- c It was filmed in a beautiful place.**
- d It reminded him of a dream he'd had.

2 What was the main reason Rami decided to go to Dana?

- a He was fed up with commuting to work.**
- b He wanted to help the residents to make a video.
- c He'd never visited such a lovely place.
- d He was impressed by someone's comment.

3 Which of these things did Rami do during his holiday on Dana?

- a He bought a meal for some of the residents.
- b He took part in an annual event.
- c He did some rock climbing.**
- d He decided never to return to Amman.

4 Which of the following is mentioned in the text as a fact, not an opinion?

- a Amman is busier than it used to be.
- b** People who live near nature feel better.
- c It's impossible to find a job in Dana.
- d Rami doesn't earn a lot of money.

5 Rami's main purpose in writing the text was to

- a explain why he went to live in a new place.
- b compare life in urban and rural communities.
- c persuade people to be kinder to their neighbours.
- d** describe his work and life in his new home.

Grammar

Third conditional

We use the third conditional to describe unreal situations in the past.

Unreal past event Unreal past result

If + Past Perfect, would/could/might have + Past Participle

If a brave Thai man **hadn't carried** Maria, they **could/would/might not have got** to a hospital.

Real past event – a brave Thai man carried Maria

Real past result – they got to a hospital

Question form

What **would you have done** if you **had been** in their situation?

The main clause often has *would have*. You can also use *could have* or *might have* to show that there was a possibility of the imagined result.

If you had called me, I might/could have been able to help.

We use the third conditional to talk about unreal or hypothetical situations in the past. We often use it to express:

- **blame:** *If you had worked harder, you would have passed the exam.* (You didn't work hard and as a result you didn't pass the exam.)
- **regret:** *If we'd arrived earlier, we would have parked near the entrance.* (We arrived late, we parked far from the entrance.)
- **relief:** *If we hadn't left early, we would have been late for the film.* (We left early, we weren't late for the film.)

If I had gone to a better university, I would have had better career opportunities.

If she hadn't studied biology, she wouldn't have become a doctor.

If he had asked you to go to Egypt, would you have said yes?

Match sentence beginnings 1–6 with endings a–f. student book page 39 Ex (5)

- 1 If the Belons had stayed at home, they would probably have watched the disaster on the news.
- 2 There wouldn't have been a tsunami if there hadn't been an earthquake.
- 3 If the giant wave had come at night, most people would've been in bed.
- 4 The Belons could have run to the roof of the hotel if they had had more time.
- 5 If Maria Belon hadn't held onto a tree, she might have drowned.
- 6 Could Quique have saved his sons if they hadn't called for help?

Use the third conditional to complete the text with the correct form of the verbs in brackets. Student book page 39 Ex (6)

A schoolgirl, Tilly Smith, saved over 100 people from the Indian Ocean tsunami in 2004. But if Tilly 1 (not do) a school project on tsunamis, she 2 (not be) able to save them. After all, she 3 (not warn) her parents against the tsunami if she 4 (not recognise) the warning signs. Fortunately, her parents trusted her because if they 5 (not believe) her, they 6 (might not warn) the other people on the beach. It's clear that many more people 7 (drown) if Tilly 8 (not be) on the beach that day! But if Tilly 9 (have) a different geography teacher, 10 (she become) a hero? Perhaps not.

Answers:

- 1: *hadn't done* 2 : *wouldn't have been* 3 couldn't/wouldn't have warned
 4 hadn't recognised;
 5 hadn't believed
 6 might not have warned
 7 would have drowned
 8 hadn't been
 9 had had
 10 would she have become

write one sentence in the third conditional. Student book page 39 Ex (7)

1 It was the wet season. The cave flooded.
.....

2 The boys and their coach didn't read the sign. They went into the cave.
.....

3 Rescuers found the boys' bikes and shoes. They knew they were in the cave.
.....

4 The exit was blocked by water. The boys were trapped.
.....

5 The boys didn't know how to dive. The rescue wasn't fast.
.....

6 The boys were assisted by rescuers. They were able to swim out of the cave.
.....

Answers :

1: *If it hadn't been the wet season, the cave wouldn't have flooded.*

2 If the boys and their coach had read the sign, they wouldn't have gone into the cave.

3 If rescuers hadn't found the boys' bikes and shoes, they wouldn't have known they were in the cave.

4 If the exit hadn't been blocked by water, the boys wouldn't have been trapped.

5 If the boys had known how to dive, the rescue would have been faster.

6 If the boys hadn't been assisted by rescuers, they wouldn't have been able to swim out of the cave.

Complete the third conditional sentences so they are true for you. Then compare with a partner. Student book page 39 Ex (8)

1 If I hadn't met *my friend Jamal* , I wouldn't have *learned how to sail* .

2 If I, I'd have been very unhappy.

3 If I'd known that, I might have

4 I would've felt if

5 If my parents, I would've

6 Last weekend would've been better if

Choose the answer, a or b, which means the same as the first sentence.
Workbook page 28 Ex (1)

1 If you had asked me, I would have helped you.

- a You asked me for help.
- b You didn't ask me for help.

2 If Ali hadn't pulled the boy out of the water, he could have been in serious danger.

- a Ali pulled the boy out of the water.
- b Ali didn't pull the boy out of the water.

3 That old building would have fallen down if the wind had been stronger.

- a The wind was very strong.
- b The wind wasn't so strong.

4 If we hadn't watched the news, we wouldn't have known about the tsunami.

- a We watched the news.
- b We didn't watch the news.

5 They couldn't have saved the woman from the water if there hadn't been a roof nearby.

- a There was a roof nearby.
- b There wasn't a roof nearby.

6 If the coastguard hadn't sent the boat home, it would have got into trouble.

- a The coastguard didn't send the boat home.
- b The coastguard sent the boat home.

Choose the correct verb form to complete the second sentence so that it means the same as the first sentence. Workbook page 28 Ex (2)

1 If you hadn't rescued that family, they would have risked their lives.

You rescued that family and so they *risked* / **didn't risk** their lives.

2 If they hadn't gone into the caves, they wouldn't have got lost.

They went into the caves and **got** / *didn't get* lost.

3 If Saeed hadn't climbed the tree, he might have drowned.

Saeed climbed the tree and so he *drowned* / **didn't drown**.

4 We wouldn't have realised you were lost in the woods if we hadn't found your bike.

We found your bike and **realised** / *didn't realise* you were lost in the wood.

Complete the sentences with the correct forms of the verbs in brackets.
Workbook page 28 Ex (3)

1 If you (not call) the emergency services immediately, they wouldn't have arrived so quickly.

2 The guide would have gone with the group if they (ask) him.

3 More tourists might have lost their lives if the local people (not help) them.

4 More people would have been hurt if the storm (happen) in the morning.

Answers:

1: hadn't called

2 had asked

3 hadn't helped

4 had happened

Choose the correct answers. Workbook page 29 Ex (4)

1 If they hadn't trusted their guide, they followed her.

- a wouldn't have
- b could have
- c would have

2 Theyrealised a storm was coming if they had studied the weather.

- a would have
- b might not have
- c wouldn't have

3 If she had been in the forest during the storm, shehurt.

- a might not have been
- b could have been
- c couldn't have been

4 If we hadn't got help from a local person, we..... got lost.

- a would have
- b wouldn't have
- c couldn't have

Use the prompts to write sentences. Use the third conditional. Workbook page 29 Ex (5)

1 if / you / ask / me / for advice, / I / tell / you / stay at home.

.....

2 they / might / not / get lost / if / they / take / a map

.....

3 we / can / not / find / you / if / you / not / light / a fire

.....

4 if / he / listen to / their advice, / he / not / go / sailing / in that weather

.....

Answers :

1: *If you had asked me for advice, I would have told you to stay at home.*

2 They might not have got lost if they had taken a map.

3 We couldn't have found you if you hadn't lit a fire.

4 If he had listened to their advice, he wouldn't have gone sailing in that weather.

Use the prompts to write questions. Then write short answers. Workbook page 29 Ex (6)

1 if / you / go / into the caves, / you / ask / a guide / to go with you?

.....

2 if / she / study / the map, / could / she / find / her way / out of the mountains?

.....

No,

3 you / have / call / for help / if / you / be / near the tsunami?

.....

Yes,

4 if / the rescuers / arrive / late, / you / try / to help / the trapped people?

.....

Yes,

Answers:

1: *If you had gone into the caves, would you have asked a guide to go with you?*

Yes, I would.

2 *If she had studied the map, could she have found her way out of the mountains? No, she couldn't.*

3 *Would you have called for help if you had been near the tsunami? Yes, I would.*

4 *If the rescuers had arrived late, would you have tried to help the trapped people? Yes, I would.*

Complete the text with one word or contraction in each gap. Workbook page 29 Ex (7)

Kyle and his dad had walked many times in his favourite park in Colorado, but this was the first time they had left the trail. If they 1 enjoyed many danger-free walks before they might 2have felt the same sense of security. And 3..... they had listened to the warnings, they 4have stayed on the path. But on that day, they decided to wander into the forest, where they met ... a rare mountain lion! Kyle's dad immediately grabbed a stick. 'If I 5waved the stick at the mountain lion, it would 6attacked us straight away,' he explained. What else could he do? He decided to make a noise – by shouting! Eventually it walked away, confused by the noise and the movement.

Answers:

1: *hadn't* 2: *not* 3 *if* 4 *might/would* 5 *hadn't* 6 *have*

Complete the text with the correct forms of the verbs in brackets.

Workbook page 34 Ex (3)

Yesterday as I was cycling home after school, I got caught in a storm. I 1(not fall) off my bike if there 2(not be) a flood! And if I 3 (not have) the accident, I 4(not break) a finger! If I 5(not wear) my helmet, I 6(hurt) my head. I 7(might/go) back to school at that point but it was too late. So I waited in a café, soaking wet, for my mum to pick me up and had to eat a burger with one hand.

Answers:

- 1: wouldn't have fallen
- 2 hadn't been
- 3 hadn't had
- 4 wouldn't have broken
- 5 hadn't worn
- 6 would have hurt
- 7 might have gone

I wish/if only

We use *I wish/if only* to talk about regrets – things that we would like to be different but that are impossible or unlikely to change.

If only tends to have a stronger meaning than *I wish*.

We use:

- *I wish/If only* + the Past Simple for regrets in the present.

I wish people cared more about the environment.

If only we were still on holiday.

- *I wish/If only* + the Past Perfect for regrets about the past.

I wish I had studied harder.

If only I had gone to bed earlier yesterday.

- *I wish/If only* + *would* + infinitive to talk about a present situation that we would like to be different, often when we find it annoying. It usually refers either to other people or things we can't change or control:

I wish you wouldn't bite your nails.

If only it would stop raining.

Use the correct form of the verbs in brackets to complete a conversation during a hike. Then listen and check. Student book page 42 Ex (5)

Issa I wish it 1(be) summer. It's so cold! If only it 2(not/be) so windy! I wish Amer 3.....(be) here with us. If only our phones 4(have) signal here. We could call him. I wish he 5(stay) in this country to study. It's beautiful here. Oh dear, I wish I 6.....(can) take some photos. If only the battery 7(not/run) out on my phone. Oh Dad, if only you 8(listen) to me about your phone upgrade. The camera on this phone is terrible.

Answers:

1: *was* 2 *wasn't* 3 *was* 4 *had* 5 *had stayed* 6 *could*
7 *hadn't run* 8 *had listened*

Choose the answer, a or b, which means the same as the first sentence.
Workbook page 32 Ex (1)

1 I wish my friends would listen to me more.

a My friends listen to me a lot.

b My friends don't listen to me much.

2 If only we'd chosen a quieter hotel!

a This hotel is noisy.

b We've got a very quiet hotel.

3 I wish I hadn't decided to cycle in this weather.

a I decided to cycle.

b I would like to cycle.

4 I wish you'd stop shouting.

a You talked so loudly!

b You're talking so loudly!

5 If only we could go to the beach.

a We would like to go the beach.

b We don't want to go to the beach.

Complete the regrets about the present with the correct forms of the verbs in brackets. Workbook page 32 Ex (2)

1: *If only I*(can) stay in a hotel and not a tent!

2 I wish I (not have to) get up at 6.30 every morning.

3 I wish people(take) more care of the environment.

4 If only I(have) a new laptop.

Answers:

1: *could*

2 didn't have to

3 would take

4 had

Use the prompts to complete the sentences. Use **would**. Workbook page 32 Ex (3)

1 I wish / you / stop whistling – it's a little loud!

.....

2 If only you / do / washing up more often!

.....

3 I wish my sister / not come / into my room without knocking.

.....

4 If only people / respect / animals more.

.....

5 I wish my cousin / call / me a bit more often.

.....

6 If only my neighbours / not make / so much noise in the garden

.....

Answers:

1: *I wish you would stop whistling – it's a little loud!*

2 If only you would do the washing up more often!

3 I wish my sister wouldn't come into my room without knocking.

4 If only people would respect animals more.

5 I wish my cousin would call me a bit more.

6 If only my neighbours wouldn't make so much noise in the garden.

Complete the conversation with the correct forms of the verbs in brackets.
Workbook page 32 Ex (4)

Alia I wish you 1..... (stop) talking so loudly, Heba. I'm trying to study!

Heba Well, why don't you go to the library? I wish you 2(not use)
the common room as a study.

Alia But the library is so quiet. I wish we 3(have) a room for
studying where we could talk as well.

Heba I know what you mean, but we don't. If only the architects 4
(not build) it to this design – just because it has a garden. I wish
 they 5(choose) the other design – it was much bigger.

Alia Yes, I know. And it didn't have a garden. Who needs a garden? I wish they 6
(not make) us do the gardening. I hate it! If only we 7
(have) a school without a garden to look after.

Answers :

1: *would stop* 2 *wouldn't use* 3 *had* 4 *hadn't built* 5 *had chosen*
 6 *hadn't made* 7 *had*

Write sentences with *I wish/If only* about these situations. Workbook page 34 Ex (4)

1 You are unhappy as the city centre is crowded.

.....

2 You don't like living in the city.

.....

3 You saw some people dropping litter. You regret not asking them to pick it up.

.....

4 You think people shouldn't drive in the city.

.....

5 You are sad because you can't swim.

.....

Answers:

1: *I wish/If only the city centre wasn't so crowded!*

2 *I wish/If only I didn't live in the city!*

3 *I wish/If only I'd asked them to pick up the litter/pick it up!*

4 *I wish/ If only people couldn't drive in the city.*

5 *I wish/If only I could swim!*

Vocabulary

Match the natural disasters in the box with their effects below. Have there been any disasters like these in the news recently? What happened?

Student book page 40 Ex (1)

Hurricane	إعصار
Tornado	إعصار / زوبعة
Flood	فيضان
volcanic eruption	ثوران البركان
Avalanche	انهيار جليدي
Earthquake	هزة أرضية
Drought	جفاف
forest fire	حرائق الغابات

- 1 A storm over a tropical sea, causes incredible destruction when it hits land.....
- 2 A long thin cloud and violent wind destroys everything in its path.....
- 3 After heavy rainfall, rivers break their banks and water covers the land.
.....
- 4 Hot gases pour out of the top of a mountain and lava covers the earth.....
- 5 Snow, ice and rocks fall down a mountainside.....
- 6 The ground shakes, buildings fall down, people are trapped.....
- 7 A lack of water. Plants die and the grass turns brown.....
- 8 Trees and plants burn and houses may go up in flames.....

Complete the news report with the words from the box. student book page 40 Ex (5)

Warnings	تحذيرات
Shook	هز
Panic	ذعر
Drills	التدريبات / ثقب
Evacuate	إخلاء
Flames	النيران
destruction	دمار
victims	ضحايا
Survivors	الناجين
Trapped	محاصر
Rescue	انقاذ
ruins	أطلال / بقايا مدمرة

The earthquake was a surprise. There hadn't been any **1** of seismic

activity. The ground **2** and a few people screamed but most of them

didn't **3** Because of regular earthquake **4**, the workers

knew to go down the stairs to **5** the office block. There was a loud

explosion and smoke and **6**..... rose above the building. Everyone ran

to safety. The **7** was terrible. Unfortunately, there were hundreds of **8**

..... Three days later two **9** were found under the

building. They had been **10** in the basement. The emergency

workers worked tirelessly to **11** them. As they emerged from the **12**, people cheered.

Read the information and check you understand the highlighted phrases. Who is it for? Where might you see information like this? Student book page 41 Ex (2)

respect the guidelines	احترام المبادئ التوجيهية
damaging the environment.	دمار البيئة
Minimise the impact of	تقليل الأثر
disturb the wildlife.	ازعاج الحياة البرية
reduce plastic waste	تقليل النفايات البلاستيكية
single-use plastic products	استخدام مرة واحدة لمنتجات البلاستيكية
sort your rubbish	فرز النفايات
dispose of it	التخلص من
keep noise to a minimum	الاحتفاظ بتخفيف الازعاج

Choose the correct words. Then, in pairs, ask and answer the questions.
Student book page 41 Ex (3)

- 1 Why are visitors to national parks asked to *keep* / **respect** green guidelines?
- 2 In what ways do visitors to areas of natural beauty **disturb** / *minimise* wildlife?
- 3 After you have **sorted** / *reduced* your rubbish, where should you *collect* / **dispose of** it when you are in a national park?
- 4 Which **single-use** / *minimum* plastic products could be banned in order to *benefit* / *reduce* plastic waste in national parks?

Complete the reader's comment with the correct form of the words from Exercises 2 and 4. The first letters are given. Student book page 41 Ex (5)

Respecting the environment is not rocket science! We could all avoid 1..... the environment if we were a little more 2..... and a lot less 3..... Firstly, why don't we all stop using 4..... plastic products such as shopping bags? They have been found at the top of the highest mountains and the bottom of the deepest oceans. I think if we had known how 5..... they were, they probably would not have been allowed in the first place. The solution is easy. 6..... Non plastic bags are a sustainable alternative to 7..... -use plastic shopping bags. So let's use them! Secondly, why do some people find it so difficult to 8..... rubbish and 9..... of it in recycling bins? If people were more 10..... of recycling rules, they could minimise the 11..... of the waste they produce. Let's work together to respect simple green 12..... and make the world a cleaner and greener place to be!

Answers;

- 1: damaging 2 thoughtful 3 wasteful 4 disposable 5 harmful
6 Reusable 7 single 8 sort 9 dispose 10 respectful
11 impact 12 : guidelines

Read the definitions below and match them with some of the highlighted phrases in the text. Student book page 45 Ex (6)

<i>tight-knit community</i>	مجتمع متماسك
picturesque cottage	كوخ ساحر
vibrant culture scene	مشهد ثقافي حيوي
Trendy restaurants	مطعم عصري أو رائج
hustle and bustle	صخب وضجيج
brehtaking scenery	مناظر طبيعية خلابة
winding path	مسار متعرج

- 1 A group of residents who get on well.....
- 2 A small charming house in the country.....
- 3 Museums, exhibitions and cultural events.....
- 4 Fashionable places to eat.....
- 5 Lots of movement and activity.....
- 6 Amazing landscape.....
- 7 A walking track which has a lot of bends in it.....

Match the words from box A with words from box B to form features of green houses. Then use them to complete the sentences. Student book page 46 Ex (2)

<i>energy efficiency</i>	كفاءة الطاقة
recycled building materials	مواد البناء المعاد تدويرها
modest size	حجم متوسط
Geothermal heating	جمع الطاقة الحرارية الارضية
rainwater collection	تجميع مياه البحر
Solar panels	الالواح الشمسية
Sensor lights	أضواء الاستشعار

- 1 A building with high needs very little fuel to keep it working.
- 2 Save money by reusing old wood, stone, bricks and other
- 3 If your house is a, it's cheaper to heat and light.
- 4 uses the Earth's natural heat from underground to keep your house warm.
- 5 Houses that have a system save money on water bills.
- 6 are usually placed on the roof to catch the sun's energy.
- 7 reduce energy consumption because they only come on when they are needed.

Choose the correct words to complete the sentences. Workbook page 31 Ex (1)

- 1 Please **keep** / *avoid* damage to a minimum by walking on the paths.
- 2 It's important to *disturb* / **respect** the guidelines while you are in the national park.
- 3 Don't throw away *reduced* / **single-use** plastic products. Take them with you and recycle them.
- 4 We try to **minimise** / *sort* human impact by asking you to stay in certain areas.
- 5 If you have produced rubbish, please *collect* / **dispose** of it in the bins in the car park.

Complete the sentences with the words from the box. workbook page 31 Ex (2)

<i>disturb</i>	sort	avoid	reduce	damage	collect
----------------	------	-------	--------	--------	---------

- 1 If you switch on radios, you'll the local wildlife.
- 2 Please your rubbish into plastic, paper and glass.
- 3 It's a good idea to breaking or cutting plants.
- 4 Try to pollution levels by parking your car and proceeding on foot.
- 5 We ask you not to any fences by sitting on them or letting children play on them.
- 6 Please any paper or plastic packets you use and dispose of them in the bins.

Complete the sentences with adjectives using the verbs in brackets.
Workbook page 31 Ex (3)

<i>respectful.</i>	wasteful	avoidable	helpful	reusable	sustainable
--------------------	----------	-----------	---------	----------	-------------

- 1 Taking a big picnic and then leaving your rubbish there isn't
(RESPECT)
- 2 Don't cook too much and then throw away the food; it's really
(WASTE)
- 3 That was a stupid accident – with a little preparation it was totally
(AVOID)
- 4 This is a reallywebsite with lots of advice about
environmentally-friendly choices. (HELP)
- 5 It's better to use plates and cups. (REUSE)
- 6 I think energy is definitely a key to the future. (SUSTAIN)

Complete the text with one word in each gap which means the same as the words in brackets. Workbook page 31 Ex (4)

single-use	استخدام لمرة واحدة
disposable	يمكن التخلص منه
harmful	ضار
impact	تأثير
sustainable	مستمر
Recyclable	قابل لإعادة التدوير
Benefits	فوائد
Reduce	تقليل / تخفيف

When two surfers on holiday in Bali realized that the sea was full of 1 (non-reusable) items such as 2 (throw-away) cups and plastic bottles, they decided to do something about it. They saw that local fisherman had to force their way through the plastic, which was very 3 (damaging) to the local wildlife, too. The plastic rubbish was having a devastating 4(effect) on animals and birds. They decided to ask the fishermen to fish for plastic instead of fish, but obviously this was not economically 5 (possible in the long term) for the fishermen. So to finance the project they are selling 6 (that can be recycled) plastic bracelets. Each bracelet represents one pound of plastic removed from the sea. It 7 (is good for) the sea, the wildlife and the local population. Of course the ultimate goal is to 8 (cut down) plastic waste to zero.

Find the odd word out in each group. Say why it is different. Workbook page 34 Ex (1)

- 1 current / **flames** / shore / wave
- 2 drought / earthquake / tornado / **panic**
- 3 **trap** / survivor / victim / rescuer
- 4 breathtaking / **wasteful** / picturesque / trendy
- 5 rescue / warning / evacuate / **scenery**
- 6 hill / island / cave / **community**

Choose the correct word in each sentence to complete the text. Workbook page 34 Ex (2)

Littleton Camp Site

- Bring your own tent or rent a comfortable 1 **energy** / *rainwater* / *waste* –efficient cottage built from geothermal building materials.
- All cottages have solar 2 *materials* / **panels** / *paths*.
- The campsite is quite isolated so please don't expect a vibrant 3 **culture scene** / *commute* / *eruption*.
- We kindly request visitors to 4 **respect** / *damage* / *reuse* the environment and other campers.
- Please be thoughtful and keep 5 *impact* / **noise** / *energy* to a minimum.
- Single-use plastic products are 6 **harmful** / *sustainable* / *helpful* to the environment so please use alternatives.
- 7 *Reduce* / *Disturb* / **Sort** your rubbish before putting it in the recycling bins.

Complete the text with one word in each gap. Workbook page 34 Ex (5)

Many of us love city life. We can't imagine living 1from the exciting hustle and bustle. However, people are becoming increasingly aware of the impact of this way of life 2the environment and ourselves. So, what are the alternatives? One option to consider is living in an ecovillage. Ecovillages are communities 3 residents aim to live a sustainable lifestyle. They recycle or dispose 4the waste they produce without damaging the environment. They aim to grow their 5food and provide power using renewable energy. These days there are many all 6the world including some very hi-tech community projects which use solar energy or recycled building material. 7only governments and city authorities would follow their example!

Answers :

1: *away* 2 *on* 3 *whose* 4 *of* 5 *own* 6 *around* 7 *If*

Jordan High Note

Grade 10

Semester 2

Unit 10

Food for thought

جيل (2010)

أبطال منصة

جو أكاديمي

DINING WITH A DIFFERENCE!

When I first heard about restaurants where food is served and eaten in complete darkness, I wasn't confident it was for me. When I eat out, it's not only the food I'm interested in. Clever interior design can contribute to how you feel and the whole atmosphere of the place. However, I was pleasantly surprised by my experience. On arrival, the staff inform you about what will happen and you have the chance to ask questions. Unlike traditional restaurants, there isn't a menu so you can't go for your favourite dishes, you eat what the blind or partially sighted waiters bring you.

عندما سمعتُ لأول مرة عن مطاعم يُقدَّم فيها الطعام ويُؤكَل في ظلام تام، لم أكن واثقًا أنها تناسبني. فعندما أخرج لتناول الطعام، لا يكون الطعام وحده هو ما يهمني، بل إن التصميم الداخلي الذكي يمكن أن يساهم في شعورك وفي الجو العام للمكان. ومع ذلك، تفاجأتُ بسرور بتجربتي عند الوصول، يقوم الموظفون بإبلاغك بما سيحدث، وتتاح لك فرصة طرح الأسئلة. وعلى عكس المطاعم التقليدية، لا توجد قائمة طعام، لذلك لا يمكنك اختيار أطباقك المفضلة، بل تأكل ما يقدمه لك النُدُل المكفوفون أو ضعاف البصر.

1. Why wasn't the writer confident at first?

- a) Because the food was expensive
- b) Because the restaurant was very noisy
- c) Because the food was eaten in complete darkness
- d) Because there was no staff


2. What does the writer usually care about when eating out?

- a) Only the price
- b) Only the food
- c) The food and the atmosphere

Have you thought about eating outside in nature, often at a long table with lots of other diners? It's a social event as much as a meal. The dishes included food collected earlier that day and we could watch the whole meal being prepared outside over a fire. The food was tasty and filled me up, but it was the setting and the attention from the organisers and waiters that really made the evening special. There were people, including the chef, to explain how to identify and prepare the food, and we didn't have to pay extra for the food we found, it was on the house.

هل فكرت في تناول الطعام في الهواء الطلق في الطبيعة، غالبًا على مائدة طويلة مع الكثير من الرواد الآخرين؟ إنها حدث اجتماعي بقدر ما هي وجبة. شملت الأطباق طعامًا جُمع في وقت سابق من ذلك اليوم وقد كان بإمكاننا مشاهدة إعداد الوجبة بأكملها خارجًا على نار مفتوحة. كان الطعام لذيذًا وأشبعني، لكن ما جعل الأمسية مميزة حقًا هو المكان والاهتمام من المنظمين والنُذُل. كان هناك أشخاص، بما في ذلك الشيف، يشرحون كيفية تحديد الطعام وإعداده، ولم نضطر لدفع أي مبلغ إضافي مقابل الطعام الذي وجدناه، فقد كان مجانيًا.

Q1. Where did the meal take place?

- a) At a restaurant
- b) In nature outdoors** 
- c) At someone's home

Q2. What made the evening special?

- a) The price of the food
- b) The setting and attention from organizers**
- c) The weather

Q3. Did the diners have to pay extra for the food they found?

- a) Yes
- b) No**
- c) Only for drinks

I don't mind self-service restaurants where there are no waiters, but what about restaurants without chefs, where you cook your meal yourself? I don't think the traditional restaurant system will ever be replaced, but since many people dislike shopping and clearing up at home, this trend may become more popular. You sit around a large grill, where you cook your own meat and vegetables. The cooking part was easy, we just had to choose our raw ingredients and take them off the grill when they were cooked to our liking. I ate up everything on my plate, although I could have made the same dish at home for half the price.

أنا لا أمانع المطاعم التي تعتمد على الخدمة الذاتية حيث لا يوجد نُدل، ولكن ماذا عن المطاعم التي لا يوجد فيها طهاة، حيث تطهو وجبتك بنفسك؟ لا أعتقد أن نظام المطاعم التقليدي سوف يُستبدل أبداً، ولكن بما أن الكثير من الناس يكرهون التسوق والتنظيف في المنزل، فقد يصبح هذا الاتجاه أكثر شعبية. تجلس حول شواية كبيرة، وتطهو لحومك وخضرواتك بنفسك. كانت عملية الطهي سهلة، كل ما علينا هو اختيار مكوناتنا النيئة وإزالتها عن الشواية عندما تنضج حسب ما نحب. تناولت كل شيء على طريقي، رغم أنني كان بإمكانني أن أحضّر نفس الطبق في المنزل بنصف السعر.

1. What type of restaurant does the writer not mind?
 - a) A restaurant with chefs
 - b) A self-service restaurant**
 - c) A restaurant with full waiter service

2. Why might cooking-yourself restaurants become more popular?
 - a) Because food is cheaper there
 - b) Because people dislike shopping and cleaning at home**
 - c) Because chefs cook better food

3. What did the writer say about the price of the meal?
 - a) It was expensive compared to cooking at home**
 - b) It was cheaper than cooking at home
 - c) It was the same price as cooking at home

The restaurant I visited felt very much like any normal restaurant, although the server was extremely knowledgeable and shared some insights into the restaurant's mission. What's interesting is its dedication to sustainability. They work hard to source ingredients that are grown and produced ethically, and they employ innovative methods to use as much of the product as possible. Any leftovers are recycled or turned into compost. The aim is to have no rubbish. I got my meal to go, because I wanted to see what packaging they used. Of course, it was all recycled and included no plastic. They claim this approach to preparing food could easily be adopted by all restaurants. I'll definitely look for similar restaurants next time I'm hungry and want a bite to eat.

المطعم الذي زرته كان يشبه إلى حد كبير أي مطعم عادي، على الرغم من أن النادل كان واسع المعرفة جداً وشارك بعض المعلومات عن رسالة المطعم وما يثير الاهتمام هو التزامه بالاستدامة. إنهم يعملون بجد على الحصول على مكونات تُزرع وتُنتج بطريقة أخلاقية، ويستخدمون أساليب مبتكرة للاستفادة من أكبر قدر ممكن من المنتج. يتم إعادة تدوير أي بقايا طعام أو تحويلها إلى سماد. الهدف هو عدم وجود أي نفايات. حصلت على وجبتي لأخذها معي، لأنني أردت أن أرى نوع التغليف الذي يستخدمونه. وبالطبع، كان كله معاد التدوير ولا يحتوي على أي بلاستيك. ويؤكدون أن هذا الأسلوب في تحضير الطعام يمكن أن تتبناه جميع المطاعم بسهولة. سأبحث بالتأكيد عن مطاعم مشابهة في المرة القادمة التي أشعر فيها بالجوع وأرغب في تناول شيء ما.

1. What is special about the restaurant?

- A) It is very expensive
- B) It focuses on sustainability**
- C) It only serves fast food

2. What happens to leftover food?

- A) It is thrown away
- B) It is sold cheaply
- C) It is recycled or turned into compost

3. Why did the writer get the meal to go?

- A) The restaurant was closing
- B) They wanted to see the packaging
- C) They were in a hurry

Read the article again and answer the questions.

1 What did the writer think she would miss when eating in the dark?

.....

2 What's interesting about the waiters in *Dining in the dark*?

.....

3 What new skill did the writer learn during her *wild* dining experience?

.....

4 What do people like least about preparing their own food?

.....

5 What does the *Zero waste* restaurant do to help the environment?

.....

Grammar

Modal verbs for speculating about the present

We use must, could, might, may and can't to say how certain we are about something in the present.

- **When we're almost certain something is true, we use must:**

They live in a big house – they must earn a lot of money.

Fawzi must be happy working as a police detective.

- **When we think something is possible, we use could/might/may (might is slightly less probable than could or may):**

You could be working too hard. She might be ill.

It may get windy tomorrow.

After may/might/could we can use a continuous form (be + ing form):

The man might/could/may be lying. (Perhaps he is not telling the truth.)

- **When we're almost certain something isn't possible, we use can't:**

He can't be a professor – he's only 18 years old.

She can't be abroad. I've just seen her!

When we speculate, the negative of must is can't, not mustn't:

It must be true. (I'm sure it is.)

No, it can't be true. (I'm sure it isn't.) NOT mustn't be.

Choose the correct options in the texts below. Student book page 49 Ex (6)

The chef is sweating and looks very unhappy. I'm not sure why. It **1** *can't / might* be too hot in the kitchen. Or he **2** *could / must* have too many dishes to prepare. Or he **3** *may / mustn't* just feel stressed. Whatever, he **4** *can't / must* wish he was somewhere else. The customer at table 4 has her eyes closed but she **5** *can't / must* be sleeping because she's half way through eating her meal. She **6** *could / must* be so impressed by the flavor that she closed her eyes to focus, that's one possibility. Some people say that food **7** *can't / may* taste better like that. The baker **8** *can't / must* feel very proud. Her cake looks and tastes amazing. I'm sure she **9** *can't / may* lose this baking competition.

Answers :

1 might 2 could 3 may 4 must 5 can't 6 could 7 may
8 must 9 can't

Complete the second sentence so that it means the same as the first one. Use the modal verbs from the Grammar box. student book page 49 Ex (7)

1 It's possible the restaurant is closed now.

The restaurant closed now.

2 I'm sure this isn't the same recipe we used last time.

This the same recipe we used last time.

3 I'm sure the chef doesn't want the dish to be bland.

The chef..... the dish to be bland.

4 It's possible avocados are ripe at this time of year.

Avocados ripe at this time of year.

5 I'm sure the chef is trying hard to prepare the food quickly.

The chef..... hard to prepare the food quickly.

Answers :

1: maybe 2 can't be 3 can't want 4 may/could/might be
5 must be trying

Match the underlined parts of sentences 1–5 with the meanings a–c. student book page 49 Ex (4)

- 1 This must be real bread.
 2 I can't believe this is a cake.
 3 It may taste ok.
 4 You might believe it's a real watermelon.
 5 That could be why the baker covered it up.

- a It's possibly true.
 b It's almost certainly true.
 c It's almost certainly impossible / not true.

Answers

1b 2c 3a 4a 5a

Choose the answer, a, b or c, which means the same as the first sentence.
 Workbook page 36 Ex (1)

1 I think they could be in the kitchen.

- a I'm certain.
 b I think it's possible.
 c I think it's impossible.

2 He can't be the baker – he doesn't even know how to cook!

- a I'm sure he is.
 b I'm not sure.
 c It's not possible.

3 The baker might be making cakes now.

- a It's certain.
 b It's possible.
 c It's impossible.

4 She must be a professional baker.

- a I'm sure she is.
 b I think it's possible.
 c I'm sure she isn't.

5 This hyper-realistic cake may be difficult to make.

- a It's certain.
 b It's a possibility.
 c That's not possible.

Modal verbs for speculating about the past

When speculating about a past situation or event, we use a modal verb + *have* + the past participle form of the main verb.

We use:

- ***must have* to express a strong belief that something happened:**

You must have lost your mobile phone at the restaurant.

= It is almost certain that you lost your phone at the restaurant.

The house is dark, so they must have gone out.

- ***can't have/couldn't have* to express a strong belief that something didn't happen:**

He can't have gone home.

= It's impossible that he went home.

He couldn't have swum across the sea.

- ***might have/may have/could have* when we think that it's possible that something happened:**

He might have lost his keys.

It's possible that he lost his keys.

She may have missed the bus.

They could have gone to Italy.

Complete the explanations of the sentences below with 'It's possible' or 'I'm sure'.
Then study the Grammar box and *Watch out!* To check. Student book page 51 Ex (3)

1 Julius Caesar can't have prepared his own food.

..... this isn't true.

2 Caesar Cardini may have created the first version.

.....this is true.

3 Caesar could have been the first to eat it.

.....this is true.

4 His customers must have been really happy.

.....this is true.

Answers :

1 I'm sure 2 It's possible 3 It's possible 4 I'm sure

Use the correct modal verb in brackets to rewrite these sentences. Student
book page 51 Ex (4)

1 I'm sure a Roman chef invented the salad. (might/must)

A roman chef

2 I'm sure Caesar salad was served in ancient Rome. (can't/must)

Caesar salad

3 It's possible that Alex Cardini added anchovies to the recipe. (might/must)

Alex Cardini

4 I'm sure Julius Caesar didn't eat the modern Caesar salad. (can't/must)

Julius Caesar

Answers :

1: *A Roman chef must have invented the salad.*

2 Caesar salad must have been served in ancient Rome.

3 Alex Cardini might have added anchovies to the recipe.

4 Julius Caesar can't have eaten the modern Caesar salad.

Use *can't*, *must* or *might* to rewrite the sentences. Listen to check. student book page 51 Ex (5)

1 I'm sure that was delicious.

That.....

2 I'm sure the waiters weren't professionals.

The Waiters

3 It's possible it was her first day in the job.

It

4 I'm sure they wanted us to be happy.

They

Answers:

1: *That must have been delicious.*

2 The waiters can't have been professionals.

3 It might have been her first day in the job.

4 They must have wanted us to be happy.

In pairs, make past deductions about these situations. Student book page 51 Ex (6)

1 You made a cake but it doesn't taste sweet.

.....

2 You put a chocolate bar in the cupboard to eat later, but now it's gone.

.....

3 It's lunch time at school but you can't find your lunch.

.....

Answers :

1: *can't have used enough sugar.*

must have forgotten to use sugar.

might not have put in enough sugar.

Complete the sentences with *must* or *can't*. *workbook page 36 Ex (2)*

1 That was a long, difficult shift at the bakery – yoube really tired now.

2 She only started reading the instructions a minute ago – shebe finished already!

3 Yoube so tired after that long flight. Sit down and I'll get you some water.

4 She's only fifteen – shebe a qualified chef.

Answers :

1: *must* 2 *can't* 3 *must* 4 *can't*

Choose the correct verb forms to complete the sentences. *Workbook page 36 Ex (3)*

1 Amani *can't know / be knowing* if it's a cake – she wasn't there.

2 The watermelon could *be / being* a real fruit, or a cake!

3 The baker might *tell / be telling* the truth, but it's hard to say.

4 She's not answering the phone; she must *work / be working*.

5 I'm not sure where the baker is. I suppose she could *have / be having* lunch.

Answers :

1: *know* 2 : *be* 3 *be telling* 4 *be working* 5 *be having*

Complete the second sentence in each pair so that it means the same as the first sentence. *Workbook page 36 Ex (4)*

1 It's possible that they are relaxing before work.

They might(relax) before work.

2 Perhaps he's trying to understand the instructions.

He may (try) to understand the instructions.

3 There's a possibility that they are baking today's cake.

They could(bake) today's cakes.

4 I'm not sure if she's studying for the competition or not.

She might(study) for the competition.

Answers :

1 : *be relaxing* 2: be trying 3: be baking 4: (not) be studying

Complete the sentences with the correct forms of the verbs in brackets.
Workbook page 36 Ex (5)

1 The baker(can/not/lie). He made a promise that he would finish the cake.

2 The competition(must/be) fascinating – the audience is full of journalists.

3 That baker (might/not/be) very experienced, but it's difficult to say.

4 I know you told her the instructions are easy to follow, but she
(may/ not/believe) you.

5 Ruby is in the staff kitchen – she (could/have) lunch with a colleague.

Answers :

1: *can't be lying* 2 must be 3 might not be
4 may not believe 5 could be having

Use the prompts to complete the sentences. Workbook page 37 Ex (6)

1 She looks upset. could / think / about something sad

She about something sad.

2 She hasn't eaten for twenty-four hours. must / hungry

She

3 She has earphones on. can / not / listen / to the chef.

She

4 He doesn't look relaxed. might / be / worry / about the competition.

She

5 They keep looking around them. may / wait / for someone.

They

Answers :

1: She could be thinking about something sad.

2 She must be hungry.

3 She can't/cannot be listening to the chef.

4 He might be worrying about the competition.

5 They may be waiting for someone

Choose the correct verb forms to complete the newspaper article.
Workbook page 37 Ex (7)

News from the COMPETITION

The latest news from the baking competition is that the judges are talking to individual bakers who *must / might / can't* explain the procedure for their amazing cakes, and explain why they have chosen them. We don't know exactly what was said during the conversations. However, it *must / could / can't* be important as the judges asked all the bakers to leave the room apart from Clare. Clare is a young baker and *must / could / can't* be the least experienced baker in the competition. She *must / may / can't* be the youngest baker ever to take part in the competition. Unless there is a dramatic twist in the next episode, Clare must *feel / be feeling / feels* very worried right now.

Complete the second conversation so that it has the same meaning as the first. Use between one and three words in each gap. Workbook page 37 Ex (8)

Interviewer Please tell us why you are sure Clare is the best baker?

Emily It's impossible that anyone else is better than her. I'm certain!

Interviewer Is it possible that someone else will take the crown? It was a close competition in the last episode.

Emily Clare made an incredible chocolate cake with whipped cream and juicy, ripe raspberries on the top.

Interviewer Looked good? Unless you can give me a better reason than that, I'm not sure that's enough for her to win.

Emily Her cake looked amazing and the judges said it tasted even better. So she's the winner for sure!

Interviewer Please tell us why according to you Clare 1.....be the contestant who is going to win.

Emily It just 2be another person. I'm certain it will be her!

Interviewer 3 there be someone else who takes the crown?

Emily Clare made an incredible chocolate cake, so she 4the winner.

Interviewer Looked good? Unless you can give me a better reason than that, I'm not sure that she 5be the winner

Emily Her cake looked amazing and the judges said it tasted even better. So she 6the winner for sure!

Answers :

1 : *must*

2 can't

3 Could / Might

4 must be

5 should

6 must be

Modal verbs for speculating about the past

1 Choose the answer, a or b, which means the same as the first sentence. Workbook page 39 Ex (1)

1 She might have called the police.

- a I know she called the police.
- b It's possible that she called the police.

2 The chef must have misread the recipe.

- a I'm certain that he did.
- b It's possible that he did.

3 They may have been local people.

- a It's definite that they were.
- b It's possible that they were.

4 They could have known about the ingredients.

- a I think that might be true.
- b I know that's true.

5 She can't have closed the oven door properly.

- a From what I can see, that's what happened.
- b I don't really understand what happened.

Choose the correct verb forms to complete the sentences. Workbook page 39 Ex (2)

- 1 The chef made a mistake; the recipe *can't have been* / *must have been* wrong.
- 2 The interviewers *must know* / *must have known* that the candidate had a lot of experience.
- 3 Be careful – it's hot! The chef *might have left* / *must have left* the oven on.
- 4 You *can't be* / *must have been* really pleased when you saw the decorated cake.
- 5 He *could have been* / *can't have been* asking for advice, as there are several missed calls.

Answers :

- | | | |
|-------------------|-------------------|------------------|
| 1 can't have been | 2 must have known | 3 must have left |
| 4 must have been | 5 could have been | |

Use the prompts to write sentences about the past. Workbook page 39 Ex
(3)

1 they / can / not / have / break / any glasses

They

2 she / might / know / the candidate.

She

3 the children / must / realise / the house was empty.

The Children

4 the interview / may / not / happen / at that Time.

The interviewer

Answers :

1 : can't have broken any glasses.

2 She might have known the candidate.

3 The children must have realised the house was empty.

4 The interview may not have happened at that time.

Complete the newspaper article with the modal verbs in brackets and the correct forms of the verbs from the box. More than one answer might be possible. Workbook page 39 Ex (4)

Be / be / drop / look / lose / prepare / realise (x2)

A female baker made so many mistakes during a live cooking demonstration that expert judges believed it 1..... (could) her first time cooking!

First of all, she 2(can't) her ingredients in advance. Why? Because she spent the first 15 minutes finding everything she needed from her many bags, and then weighing things out on the scales.

And what was she supposed to be making? She was asked to come and demonstrate how to make the perfect loaf of crusty white bread. What 3 (can't) is that she hadn't remembered to turn the oven on, so when she finally put the bread mixture into the oven it was stone cold.

Eventually, the bread was ready. Suddenly, the audience laughed out loud. Why? She 4 (must) her glasses into the bottom of the loaf tin before putting it in the oven. There they were - poking out of the side of the perfectly baked crusty white bread! Oh well... I suppose it 5(could) much worse!

Answers :

- 1 : *could have been*
- 2 can't have prepared
- 3 she can't have realised
- 4 must have dropped
- 5 could have looked

Rewrite the sentences using *can't/must/ could/may/might*. Sometimes more than one answer is possible. Workbook page 42 Ex (3)

1 It's possible he's making dinner.

he

2 I'm confident there's enough salt in the recipe.

There

3 I really don't believe it's true.

It

4 I'm sure the recipe is wrong.

The recipe

5 I'm certain the waiter made a mistake.

The waiter

6 It's possible the café serves plant-based dishes.

The café

7 It's possible the meat is still raw.

The meat

8 It was impossible for her to make a meal for ten people.

She

Answers :

1 : *He could/may/might be making dinner.*

2 There must be enough salt in the recipe.

3 It can't be true.

4 The recipe must be wrong./The recipe can't be right.

5 The waiter must have made a mistake.

6 The café could/may/might serve plant-based dishes.

7 The meat could/may/might still be raw.

8 She couldn't make a meal for ten people

Vocabulary

Complete the recipe with words in the box. There is one extra word you don't need.
Student book page 50 Ex (5)

<i>Tablespoon</i>	ملعقة كبيرة	melt	يذوب
Teaspoon	ملعقة صغيرة	frying pan	مقلاة
Boil	يغلي	add	اضافة
Saucepan	قدر	stir	حركة / اثاره
Chop	ختم / فرم	pour	يصب / يسكب
Steam	بخار	decorate	تزيين

Broccoli Alfredo Pasta Ingredients:

Pasta

2 cups of broccoli 1 of butter $\frac{1}{2}$ cup of cream $\frac{3}{4}$ cup of
cheese $\frac{1}{2}$ of garlic powder Fresh parsley

- the pasta in water in a big
.....for around 12 minutes.
- the broccoli into small pieces, then
.....it for around four minutes until it's soft and
bright green.
-the butter in a
..... , then the
garlic, the cheese and the cream. Heat gently for 3 to 4 minutes. Make
sure you it all the time.
- Combine the pasta and the broccoli, then
the sauce over the top. with the fresh
parsley.

Check you understand the highlighted words and phrases in the article. Then, use them in the correct form to replace the underlined phrases in the questions below. In pairs, ask and answer the questions. Student book page 53 Ex (6)

<i>fills you up</i>	يشبع	eat up	يستهلك بالكامل
on the house	في البيت	to go	حركة / انتقال
eating out	تناول الطعام خارجا	bite to eat	لقمة سريعة / وجبة خفيفة
go for	الذهاب الى مكان		

- 1 What food always stops you from feeling hungry?
- 2 When was the last time you got something for free?
- 3 How common is having meals in restaurants in your country?
- 4 Do you always choose the same dishes when you eat in restaurants?
- 5 Do you always finish your vegetables?
- 6 Do you prefer getting food packaged to take home or eating at a restaurant?
- 7 Where do you like to go when you want a light meal?

Look at the photographs on page 76 and complete the comparison using the phrases from the Speaking box. student book page 54 Ex (4)

OK, so 1 show the issue we want to focus on. They are 2 in that they feature young people, our target group, obviously. The most striking 3..... that this one with the male student is quite abstract, 4the other one shows a student actually voting on an issue. This photo5..... as if it was taken in a school or at a university, which is a nice setting. However, 6..... the abstract one would be a better choice because it suggests phrases like 'have your say'. That is exactly the message of our campaign. I think it 7..... very effective as a campaign poster.

Answers :

- 1 : both pictures 2 also alike 3 difference is 4 whereas 5 looks
6 maybe 7 could be

Complete the sentences with the words from the box. workbook page 38 Ex (1)

Add	اضافة	Melt	ذوبان
Poured	صب / سكب	Decorated	تزيين
Recipe	وصفة كعكة	Steam	بخار
Scales	موازين	boiled	غلي

- 1 He didn't win because he forgot to flour to the cake mixture!
- 2 There was a lot of sauce, so he it into a jug.
- 3 We decided to go home and make awe had seen in a magazine.
- 4 After chopping the vegetables, he weighed them on the
- 5 It's really important to the butter slowly so it doesn't burn.
- 6 Vicky the cake with flowers made from sugar.
- 7 You need to the vegetables to keep their colour.
- 8 The boy the pasta until it was perfectly cooked.

Choose the correct prepositions to complete the sentences. Workbook page 38 Ex (2)

- 1 I'm trying not to worry *over/about* it.
- 2 The chef was interviewed *by / from* journalists for the newspaper article.
- 3 The audience didn't agree *with / over* the judges' decision.
- 4 The chef's bad temper resulted *on / in* his dismissal from the competition.
- 5 I'm counting *in / on* the instructions being fool-proof!
- 6 All the media interest is adding *to / from* her stress.

Match the beginnings 1–6 with the endings a–f. workbook page 38 Ex (3)

- 1 Because his cake wasn't successful, he was given a chance (c)
 2 The junior chefs were told to (f)
 3 The competition was intense, so the contestants were given a night (d)
 4 Since it was their first attempt, they received lots of (b)
 5 She baked the cake at the wrong temperature and had to accept (e)
 6 The bakers were given three hours to (a)

a read the instructions and get ready.

b feedback from the judges.

c to try it again.

d off to relax.

e last place in the competition.

f clean up the kitchen area.

Complete the text with one word in each gap. Workbook page 38 Ex (4)

Experience	خبرة / تجربة	Looking	يبحث / يفتش
Interview	مقابلة	Recipes	وصف كعكة
candidates	المرشحين	Course	دورة

When a young person decides they want to become a trainee chef, they don't have to have any previous 1..... . Catering colleges want to help them to become a good chef, so often they don't hold a formal 2..... ; instead the 3..... , are invited to discuss the training course with the head chefs at the college. They are 4..... for candidates who demonstrate enthusiasm, dedication and motivation. If the discussions go well, the candidates are then invited to demonstrate one of their favourite 5..... in the test kitchen. Head chefs will then decide which candidates they feel will benefit from the training 6..... they are offering.

Listen to the interview again and complete each gap with one or two words. Workbook page 40 Ex (2)

- 1 The members are aged between eleven and
- 2 The Healthy Food Club has members.
- 3 Each Healthy Food Club committee leader represents the young people from one school
- 4 The Healthy Food Club has an hour-long meeting every
- 5 At this meeting they create a
- 6 The Healthy Food Club has a big meeting once a year in the Dining Hall.
- 7 Lara thinks she has become a moreperson as a result of being a Healthy Food Club committee member.
- 8 One of this year's campaigns is to get adverts for junk food stopped on the

Answers :

- 1 : eighteen. 2 69 3 year 4 month 5 plan 6 school 7 positive
8 local radio station

Look at these words containing the letter s. How is s pronounced in each word? Listen and repeat. Workbook page 40 Ex (3)

- 1 : /s/ statistics 2 : /ʒ/ decision
3 : /z/ result 4 : /ʃ/ issue

Write the third person singular form of the verbs. Then circle the final sound of the verb forms. Listen, check and repeat. Workbook page 40 Ex (4)

/ s /	/ z /	/ iz /
Hits	Feeds	Chooses
Stops	Seems	Ruches
Makes		Misses
kicks		Touches

Find one word in each group of words which has a different sound for the letter *s* from the others. Listen, check and repeat. Workbook page 40 Ex (5)

- 1: concerns / raise / **this** / lose
 2 : mission / reassure / **measure** / tissue
 3 : system / projects / loss / **insure**
 4 : **thanks** / represent / woods / organize

Choose the correct words to complete the text. Workbook page 42 Ex (1)

My friend Fadia was visiting me last weekend and we decided to have a
 1 **bite** / bit / *mouthful* to eat at a new restaurant where all the food is
 prepared and served by robots! I decided to have a 2 *raw* / **spicy** / *ripe*
 curry and my friend went 3 *to* / *by* / **for** a burger. Well, it's an interesting
 concept but I'm not sure I'd recommend this kind of experience. First, the
 robot waiter 4 *melted* / **poured** / *steamed* my drink on the table. When the
 food came the 5 **portions** / *calories* / *decorations* were tiny. The food was
 really 6 *savoury* / *bitter* / **bland** with almost no taste, so we complained
 to the restaurant owner who was a real person, not a robot. He was very
 nice and apologised, but I think I'll avoid robot restaurants from now on.

Complete the sentences with the words from the box. workbook page 42 Ex (2)

Melt	ذوبان	full	ممتلئ
high	عالي	gain	يجزع
scales	موازين	tablespoon	ملعقة كبيرة
bitter	مر / مرارة	ripe	ناضج

- 1 the butter in a saucepan.
- 2 Avoid eating foods which are in fat.
- 3 I don't usually useto weigh ingredients, I just go with what looks right.
- 4 That dark chocolate is too for me, I can't eat it.
- 5 I was completely after that delicious meal.
- 6 We learn about healthy eating habits at school to avoid weight
- 7 You need one of honey for the recipe.
- 8 These avocados are , let's eat them on toast.

Complete the text with the correct words formed from the words. Workbook page 42
Ex (4)

We all know that eating 1 (HEALTH) food can have a negative impact on our mental and physical health. However, these foods are usually cheap, convenient and 2(TASTE) so more and more people are relying on these foods to survive. One of the most worrying consequences of this is the increasing number of 3 (WEIGHT) people of all ages. Where possible, go for fresh foods. These are much more 4(NUTRIENT) than ready made meals and snacks. To keep costs down, look for 5 (SEASON) fruits and vegetables from your local area. Because they are not imported, they will have more flavour, be fresher and are still packed with all the healthy things our bodies need. Buying local produce is also much more 6 (SUSTAIN) and helps to avoid 7(ETHIC) food production.

Answers

- 1 : *unhealthy* 2 tasty 3 overweight 4 nutritious 5 seasonal
6 sustainable 7 unethical