

الفرسان

في

اللغة الانجليزية

الاول الثانوي الاكاديمي



مدارس الماجد الدولية

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Student's Book Page 44

Sources of Energy مصادر الطاقة

1. Look at the pictures of different energy sources. Do you know what they are called?
انظر الى صور مصادر الطاقة المختلفة . هل تعرف ماذا تسمى ؟

- a. Solar panels ألواح شمسية
b. Wind turbines تيربينات رياح
c. Nuclear power station محطة طاقة نووية

2. Read the words in the box. Which refer to energy from the sun and which refer to energy from the wind? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

cell خلية generator مولد heat تسخين panels ألواح solar شمسي sunlight اشعة الشمس
turbines تيربينات wind ريح farms مزارع windy عاصف

Answers

Sun (شمس): solar, panels, heat, cell, sunlight
Wind(رياح): wind farms, turbines, windy, generator

3. Three students have researched renewable energy sources. Read and listen to the conversation. Complete the text with the words in the box. Turbines electricity solar steam plant panels fuel generator cell.

Answers:

1 solar 2 cell 3 panels 4 turbines 5 generator 6 electricity 7 plant 8 fuel 9 steam

Teacher: Our project today is to find out about renewable energy resources. That means resources which are continually replaced and will not run out any time soon. **Ramzi**, what have you chosen as an example of a renewable resource?

المعلم: مشروعا اليوم هو التعرف على مصادر الطاقة المتجددة. وهذا يعني الموارد التي يتم استبدالها باستمرار ولن تنفذ في أي وقت قريب. رمزي: ماذا اخترته كمثال لمورد متجدد؟

Ramzi: The sun is a renewable source of energy. A lot of living things depend on **its** energy for heat and light. This energy can also be captured and used to power things. For example, if you have a (1) **solar** calculator, it contains a solar (2) **cell**, which uses sunlight to power the calculator. Solar (3) **panels** that are used on houses have thousands of solar cells, and they make electricity from the sun's heat. The major advantage of solar energy is that, after the solar panels have been installed, electricity is not expensive to generate.

رمزي: الشمس مصدر متجدد للطاقة. تعتمد الكثير من الكائنات الحية على طاقتها للتدفئة والضوء. يمكن أيضا التقاط هذه الطاقة واستخدامها لتشغيل الأشياء. على سبيل المثال، إذا كان لديك آلة حاسبة شمسية، فإنها تحتوي على خلية شمسية تستخدم ضوء الشمس لتشغيل الآلة الحاسبة. تحتوي الألواح الشمسية المستخدمة في المنازل على آلاف الخلايا الشمسية، وتنتج الكهرباء من حرارة الشمس. الميزة الرئيسية للطاقة الشمسية هي أنه بعد تركيب الألواح الشمسية، فإن توليد الكهرباء ليس مكلفاً.

Teacher: What about you, Nadia? What did you find out?

المعلم: وماذا عنك يا نادية؟ ماذا تجد؟

Nadia: In windy places, wind energy can be used to make electricity, using wind (4) **turbines**. These turbines are found in 'wind farms'. **They** have blades that are attached to a (5) **generator** at the centre. The wind spins the blades and the generator runs. This makes (6) **electricity**. However, wind turbines can't work if there is no wind, and sometimes the wind speed is so high it damages them.

ناديه: في الأماكن العاصفة، يمكن استخدام طاقة الرياح لتوليد الكهرباء باستخدام توربينات الرياح. تم العثور على هذه التوربينات في "مزارع الرياح". لديها شفرات متصلة بمولد في المركز. الرياح تلف الشفرات والمولد يعمل. هذا يصنع الكهرباء. ومع ذلك، لا يمكن أن تعمل توربينات الرياح إذا لم تكن هناك رياح، وأحياناً تكون سرعة الرياح عالية جداً لدرجة أنها تلحق الضرر بها.

Teacher: Ibrahim, what's your example of a renewable resource?

المعلم: إبراهيم، ما هو مثالك عن مورد متجدد؟

Ibrahim: It's biomass. Biomass is (7) **plant** material and animal waste that is used as (8) **fuel**. For example, wood is a biomass fuel as long as we continue to plant new trees to replace **those** we cut down. Biomass can be used to provide heat and also to make electricity. The biomass is burnt to heat water and make (9) **steam**. The steam is then used to make electricity.

إبراهيم: إنها كتلة حيوية. الكتلة الحيوية هي مواد نباتية ومخلفات حيوانية تستخدم كوقود. على سبيل المثال، الخشب هو وقود الكتلة الحيوية طالما نواصل زراعة أشجار جديدة لتحل محل تلك التي نقطعها. يمكن استخدام الكتلة الحيوية لتوفير الحرارة وكذلك لتوليد الكهرباء. يتم حرق الكتلة الحيوية لتسخين المياه وتكوين البخار. ثم يتم استخدام البخار لتوليد الكهرباء.

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Comprehension

4. Read and listen to the conversation again and answer the questions.

1. What do the underlined words refer to?

Our: the teacher and the students'

its: the sun's

They: turbines

Those: trees

2. Which is the only form of renewable energy that is a fuel?

Biomass is the only renewable energy that is a fuel.

3. What disadvantages do the three energy sources have? Complete the following table.

Disadvantages سينات		
Solar شمسي	Wind رياح	Biomass كتلة حيوية
expensive	do not work if no wind dangerous if too much wind	trees must be planted to replace those used for biomass

4. In what other situations would biomass fuel not be renewable? Explain your answer.

Biomass would not be renewable if it was energy produced by burning wood, and the trees cut down for fuel were not being replanted, since this would mean that it was not being renewed.

5. Which of the energy sources in exercise 3 do you think is the best for producing electricity? Justify your answer.

I think it depends on the country you live in. For example, in Jordan there is a lot of sun, so the sun would be the best source for producing electricity.

6. Wind turbines are expensive to build and maintain although the electricity they generate does not cost much at all. Is wind power a good source of renewable energy?

In my opinion, you should find out if there is enough electricity produced by the wind to make up for the high cost of building the turbines.

Pronunciation لفظ

5 In the text on page 44, we have three words that have the same sound. Listen to these words in the box and identify the sound. What other letter combinations make this same sound?

our out about /au/

-Read the text and find another word that has the same sound.

thousand ألف	houses منازل	found وجد	power قوة	however الا ان	down تحت
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6. Dr Peter Green, an expert in renewable energy sources, talks about how waste can be reused to produce energy. Summarise his report, beginning Dr Green said (that) ...

In New Jersey, USA, there **has** been a problem with growing rubbish dumps for almost a century. The issue **became** so great on one island in the area that there was more space taken up by waste than living space. The island **was** finally called a „toxic zone“, and people **were** told to leave the island. For a while, the dump **grew** and **grew**, until a group of scientists **visited** the island because they **had decided** to convert this waste into fuel. After **this**, experts in the field **have** worked hard to create a cleaner, „greener“ New Jersey, and **these days**, rubbish dumps **are** carefully separated into reusable and unusable waste. The forward-thinking state **set** a good example, and **now** not only the rest of the USA, but also some other countries such as Russia and China **are** following New Jersey’s lead.”

Answer

Dr Green said that there **had** been a problem with growing rubbish dumps in New Jersey, USA, for almost a century. He said that the island **had** been called a ‘toxic zone’, and that people **had** been told to leave the island. He also said that scientists **had decided** to convert this waste into fuel. He told us that other countries **were** following the lead of New Jersey to become cleaner and greener countries such as Russia and China were following New Jersey’s lead.

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Vocabulary

1. The words in bold are in the wrong sentences. Choose words from the box to correct them so that the sentences make sense. Three words are not needed.

solar	heat	turbines	panels	cells	steam	generators	biomass
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1. Water can be heated up by **heat** panels, which contain thousands of small solar **turbines**.
 /

2. Wind **biomass** can be used to convert wind energy into electricity.

3. **Solar** is natural material which is grown or produced to be used as fuel.

4. When biomass is burnt, the heated water produces **generators**, which is used to make electricity.

Reported Speech

الكلام المنقول/ الغير مباشر

1) Statements الجمل الخبرية المنقولة

عند نقل الجمل الخبرية (التي تبدأ بفاعل ثم فعل) لا بد من تحويل 1- الأفعال 2- الضمائر 3- الظروف . ، وهذه الجداول الثلاثة تبين كيفية التحويل :

جدول تحويل الأفعال

التحويل	الفعل	التحويل	الفعل	التحويل	الفعل
had to	must	didn't	don't / doesn't	V.2	V.1
ought to	ought to	hadn't + V.3	didn't + V.1	had + V.3	V.2
had to	have to	could	can	Was	am / is
had to	has to	would	will	Were	are
had to + V.1	had to + V.1	Should	shall	had been	was / were
had + V.3	had + V.3	might	may	Had	have / has

جدول تحويل الضمائر

ضمائر الملكية	ضمائر المفعول به	ضمائر الفاعل
my = his , her	me = him , her	I = he , she
our = their	us = them	we = they
your = my , his , her , our , their	you = me , him , her , us , them	you = I , he , she , we , they

جدول تحويل الظروف

التحويل	الظرف	التحويل	الظرف	التحويل	الظرف
that day	today	the following day the day after	tomorrow	then	now
at that moment	at the moment	the previous day the day before	yesterday	there	here
		the ----- after	next -----	that	this
that night	tonight	the ----- before	last -----	those	these

2. Command and Request (Imperative) الأمر/ الطلب

When we report commands and request, we use the pattern: reporting verb + somebody to do something. Here are the common verbs: (advised نصح, asked سأل / طلب, begged توسل, commanded طلب, ordered أمر, told أخبر)

1. He said, “Sit down here, please.”
He told me to sit down there.
2. He asked me, “Don’t smoke in my office.”
He asked me not to smoke in his office.

3. Questions الاسئلة

When we report questions, we don’t follow the questions order. Instead, we use the word order of a statement. Here are the common verbs:

- asked سأل
wanted to know اراد ان يعرف
wondered تساءل
enquired استفسر,

1.YES / NO QUESTIONS اسئلة نعم / لا

When we report questions that can be answered by yes or no, we use a noun phrase beginning with **if** or **whether** . (This must be used when we are asking someone to make a choice).

- 1.“Are you happy here?”, he said
He asked me if I was happy there.
- 2.“Do you want coffee or tea?”, she asked me
She asked me whether I wanted coffee or tea.

2.WH-QUESTIONS الاسئلة التي تبدأ ب Wh

When we report them, we use the **wh-word**, then we write the subject + the verb,

- 1.He asked her, “Where have you been lately?”
He asked her where she had been lately.
- 2.He wanted to know, “Who discovered America?”
He wanted to know who had discovered America.

Exercise

1. "I spent a lot of time away from home". **He told me**
2. "I lost my glasses". **She told Alia**
3. "My parents will spend their lives together". **Ali told his friends**.....
4. "I didn't win the competitions last year". **He said**.....
5. "They had played football yesterday. **He told Sami that**
6. "I like the Internet more than you". **He told his brother**
7. "Please, help me after I finish his homework". **She told her friend**
8. "I have to work to buy new car". **He said**.....
9. "I am going to do it next month". **He said**.....
10. "Her food will be tasty". **He said**.....
11. "Ahmad's restaurant opens at 8 a.m". **He told us**.....
12. "She's had two accidents so far". **She said**.....
13. "I'd like to go shopping with my brother tomorrow". **He said that**.....
14. "I can give the exam results tomorrow". **The teacher said**
15. "I won't lend you my car". **My sister said**.....
16. "We were looking after my little brother". **Mona said**.....
17. "I didn't take your bracelet, mom". **Ahlam denied**.....
18. "I didn't damage the car". **Jean told him**.....
19. "I slept for ten hours yesterday". **Reem added**.....
20. "My friends spent their day together". **Qais said**.....
21. "I always had a good life with them". **Jud added**.....
22. "He passed the test yesterday". **Samya told me**.....
23. "They were both involved in farming for most of their lives". **Moa'th said**.....
24. "Don't play with him". **Muna's mother advised me**...
25. "You must come to work earlier". **The headmaster told me**...
26. "I will visit my aunt tomorrow". **Abeer told me**.....
27. "I visited Mecca last year". **He said**.....
28. "My teeth hurt me". **He said**
29. "I have to visit my uncle tomorrow. **My father said**
30. "She didn't see her father last week. **The principal told me**

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Grammar

2. Circle the correct form of the verbs.

1. The teacher said that it **is** / **was** / **has been** necessary to find different ways to produce energy.
2. Dr Green also said that scientists **decided** / **had decided** / **were deciding** to convert the waste into fuel.
3. The government promised that they **will try** / **would try** / **have tried** to use more renewable energy sources.
4. The article said that some energy sources **are used** / **had been used** / **are being used** for a very long time.

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3 Rewrite the following sentences using reported speech.

1. **“Solar power and wind power are types of renewable energy sources.”**
The student said that
2. **“You should go to bed early on school nights.”**
I told him that
3. **“Biomass is a renewable energy source that is also a fuel.”**
The teacher told us that
4. **“I was sleeping when you called.”**
Rania said that
5. **“I hadn’t eaten fish and chips before I came to England.”**
Imad told me that

Answers:

1. The student said that solar power and wind power **were** types of renewable energy sources.
2. I told him that **he** should go to bed early on school nights.
3. The teacher told us that biomass **was** a renewable energy source that **was** also a fuel.
4. Rania said that **she had been** sleeping when **I** called.
5. Imad told me that **he** hadn't eaten fish and chips before **he had come** to England.

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7 Work in groups of three. Student A says a sentence about renewable energy sources. Student B reports it to Student C using reported speech. Then start again with Student C. Rotate roles.

- A. Sun energy can be captured and used to power things.
B. He/ She said that sun energy could be captured and used to power things.
A. Wind energy can be used to make electricity.
B. He/ she said that wind energy could be used to make electricity.
A. Nuclear power can be very dangerous.
C. He/ she said that nuclear power could be very dangerous.

8 Write a four-paragraph essay about one renewable energy source using the information you have learnt in this lesson. Write about the advantages and disadvantages of the energy source. Do some research on the Internet on experts speaking about this energy source and include their opinion in your essay using reported speech.

اكتب مقالا من أربعة فقرات عن مصدر واحد للطاقة المتجددة باستخدام المعلومات التي قد تعلمتها في هذا الدرس. اكتب عن فوائد وسينات مصدر للطاقة. ابحث على الانترنت عن الخبراء الذين تحدثوا عن هذا المصدر من مصادر الطاقة، وضمن اراءهم في مقالك باستخدام الكلام المنقول.

Introduction

Wind energy describes the process by which the wind is used to generate mechanical power or electricity. Wind turbines convert the kinetic energy in the wind into mechanical power.

Advantages

Wind energy is one of the cleanest sources of electricity today; unlike fossil fuel plants, wind turbines do not emit greenhouse gases or pollutants while generating electricity. However, there are some environmental impacts associated with the construction of large scale wind farms to consider.

Wind turbines generate clean, emission-free electricity: we don't need to burn fossil fuels to generate wind energy. While there are some fossil fuels emissions as a result of constructing wind farms and manufacturing turbines, the lifetime emissions from a wind farm are low in comparison to any fossil fuel generation. Additionally, the wind is freely available and inexhaustible in our atmosphere, meaning we will never run out of it.

Disadvantages

Some of the main disadvantages of wind energy include unpredictability, it is a threat to wildlife, it creates low-level noise, they aren't aesthetically pleasing, and there are limited locations suitable for wind turbines.

Personal opinion

In my opinion, wind energy is the best source of energy especially in countries that have a lot of wind. It is cheap resource.



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Speaking

1. What do you think a nuclear physicist does?

Nuclear physicist works with engineers to produce new forms of equipment. They also measure amounts of radiation, and they might also teach students at a university.

2. Read these extracts from an interview with a nuclear physicist. What do you think the questions are? Work with a partner and write your ideas.

1 I mostly work with nuclear engineers to produce new forms of equipment.

What exactly do you do?

2 There isn't really ever a typical day.

Can you describe a typical day of year?

3 I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.

Are there any other kind of works that you do?

4 I got a degree in Physics and then became a research assistant. After that, I worked on a PhD and taught university students ...

How did you become a physicist?

5 I recommend that you get some kind of work experience in a laboratory.

Have you got any advice for young people who want to follow your career path?

Reading

3. Read the interview with Sana, a nuclear physicist, and check your answer to exercises 1 and 2. Does Sana mention any of the points that you made in exercise 1?

Interviewer: Good afternoon and welcome to *Your Career in Science*. In the studio today, we have Sana, a nuclear physicist, who is going to tell us about her job. Welcome, Sana. How are you today?

المدّيع: مساء الخير ومرحبا بكم في حياتك المهنية في العلوم. في الاستوديو اليوم ، لدينا سناء ، عالمة فيزياء نووية ، ستخبرنا عن وظيفتها. اهلا وسهلا سناء. كيف حالك اليوم؟

Sana: Hi, I'm fine, thanks. It's good to be on the show.

سناء: مرحبًا ، أنا بخير ، شكرًا. من الجميل أن تكون في العرض.

Interviewer: I'm sure we'd all like to know about your job. What exactly do you do?

المدّيع: أنا متأكد من أننا جميعًا نرغب في معرفة وظيفتك. ماذا بالضبط ستفعل؟

Sana: I mostly work with nuclear engineers to produce new forms of equipment. It's hard work, but I enjoy the intellectual challenge.

سناء: أعمل في الغالب مع المهندسين النوويين لإنتاج أشكال جديدة من المعدات. إنه عمل شاق ، لكنني أستمتع بالتحدي الفكري.

Interviewer: Can you describe a typical day at your work?

المدّيع: هل يمكنك وصف يوم عادي في عملك؟

Sana: Well, there isn't really ever a typical day. Sometimes, I work a normal 9 to 5 day, but I might have to travel one end of the country to the other to get to where I am needed.

Sometimes, I have to work at night to complete my experiments, and at other times, I have to write a report very quickly. I have to work very long hours from time to time.

سناء: حسنًا ، لا يوجد يوم نموذجي على الإطلاق. في بعض الأحيان ، أعمل يوميًا من 9 إلى 5 أيام ، لكن قد أضطر للسفر من أحد طرفي البلد إلى الطرف الآخر للوصول إلى حيث أحتاج. في بعض الأحيان ، أضطر إلى العمل ليلاً لإكمال تجاربي ، وفي أوقات أخرى ، يجب أن أكتب تقريرًا بسرعة كبيرة. يجب أن أعمل لساعات طويلة من وقت لآخر.

Interviewer: Are there any other kinds of work that you do?

المدّيع: هل هناك أنواع أخرى من العمل تقومين به؟

Sana: I used to teach Physics at a university so I spent a lot of time with students. I really enjoyed teaching, but now I do a lot more research. I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.

سناء: كنت أقوم بتدريس الفيزياء في إحدى الجامعات ، لذلك قضيت الكثير من الوقت مع الطلاب. لقد استمتعت حقًا بالتدريس ، لكنني الآن أقوم بالكثير من البحث. أقوم أيضًا بعمل عملي مثل اختبار سلامة المستويات المشعة في مواقع مختلفة.

Interviewer: How did you become a nuclear physicist?

المدّيع: كيف أصبحت فيزيائية نووية؟

Sana: Well, I always wanted to work in Science; I studied scientific subjects at school and really enjoyed them. When I left school, I got a degree in Physics and then became a research assistant. After that, I worked on a PhD and taught university students before getting this job.

سناء: حسنًا ، كنت أرغب دائمًا في العمل في مجال العلوم ؛ لقد درست المواد العلمية في المدرسة واستمتعت بها حقًا. عندما تركت المدرسة ، حصلت على شهادة في الفيزياء ثم أصبحت مساعد باحث. بعد ذلك ، عملت على درجة الدكتوراه وقمت بتدريس طلاب الجامعة قبل الحصول على هذه الوظيفة.

Interviewer: Have you got any advice for young people who want to follow your career path?

المذيع: هل لديك أي نصيحة للشباب الذين يرغبون في متابعة مسار حياتك المهنية؟

Sana: I recommend that you get some kind of work experience in a laboratory to see if you enjoy the type of work, and also to see if it suits you. Although my job is very stressful, I find it exciting and I enjoy it every day!

سنا: أنصحك بالحصول على نوع من الخبرة العملية في المختبر لمعرفة ما إذا كنت تستمتع بنوع العمل ، وأيضًا لمعرفة ما إذا كان يناسبك. على الرغم من أن وظيفتي مرهقة للغاية ، إلا أنني أجدتها مثيرة وأستمتع بها كل يوم!

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Comprehension

3 Choose the best answer for each question.

1 What does Sana's job not currently involve?

- a working with other people to create machinery
- b travelling
- c teaching
- d making experiments

2. How did Sana get the necessary education to become a nuclear physicist?

- a She studied really hard at university.
- b She really wanted to be a scientist.
- c She studied science at school and university, and then taught it.
- d She read a lot about science and nuclear physics.

3. What negative things does Sana say about her job?

- a It is sometimes dangerous.
- b It is difficult to relax if you are a nuclear physicist.
- c She did not recommend it to anyone.
- d The job is not as exciting as she thought it would be.

Vocabulary

3. Match the words below with their synonyms or with words that have a close meaning.

challenge يتحدى	engineer مهندس	hands-on عملي	laboratory مختبر	assistant مساعد
helper مساعد	practical عملي	workshop ورشة عمل	inventor مخترع	test يختبر

Now decide if one word from each pair would fit the sentences below better. In some sentences you may be able to use both words in the same way.

1. I like to myself, so I try to run further every day. I myself on my vocabulary often, so that I don't forget it.
2. The boss' prepared all the papers for the meeting. There were many..... s at the festival, and they were all working voluntarily.
3. The..... of the telephone is Alexander Graham Bell. The type of..... that designs houses is called an architect.
4. I prefer..... work because I am a..... person.
5. A scientist uses his.....to do experiments. My father fixes things in his

Answers:

1. challenge – test 2.assistant – helper 3.inventor – engineer
4. practical – hands-on 5.laboratory – workshop

Word	Synonym
challenge يتحدى	test يفحص
assistant مساعد	helper مساعد
inventor مخترع	engineer مهندس
practical عملي	hands – on عملي
laboratory مختبر	workshop ورشة



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Listening

1. Work in pairs and discuss what you can see in the photographs.

- a. Oil and gas plant b. oil shale c. nuclear power plant

2. Listen to a professor talk about different types of non-renewable energy in Jordan.

Which type(s) of energy is/are not used at the moment in Jordan, but will be very important in Jordan's future?

Shale oil and nuclear energy

3. Listen again and complete the notes. You will need to write a phrase or a few words in each gap.

Answers:

1 foreign energy 2 alternative sources 3 generate electricity 4 extraction process 5 waste product 6 thermal power 7 nuclear reactors 8 energy needs

Jordan depends a lot on **(1) foreign energy** sources. Ninety-six percent of the country's energy comes from oil and natural gas imported from neighbouring Arab countries. Because of this dependence on other countries, Jordan has invested in research projects to identify **(2) alternative sources** of energy. At the moment, imported natural gas is used to fulfill the country's energy needs and to **(3) generate electricity**. However, a recent discovery of natural gas in Jordan means that, in the future, less natural gas will need to be imported.

يعتمد الأردن كثيرًا على مصادر الطاقة الأجنبية. ستة وتسعون في المئة من طاقة البلاد تأتي من النفط والغاز الطبيعي المستورد من الدول العربية المجاورة. بسبب هذا الاعتماد على دول أخرى ، استثمر الأردن في مشاريع بحثية لتحديد مصادر الطاقة البديلة. في الوقت الحالي ، يتم استخدام الغاز الطبيعي المستورد لتلبية احتياجات الطاقة في البلاد وتوليد الكهرباء. ومع ذلك ، فإن اكتشاف الأخير للغاز الطبيعي في الأردن يعني أنه في المستقبل ، ستحتاج إلى استيراد كميات أقل من الغاز الطبيعي. Oil shale rock has also been found in Jordan, most notably in the west-central area. Shale oil can be produced from this type of sedimentary rock. It is a substitute for crude oil, but the **(4) extraction process** for shale oil is more expensive. The process is also quite dangerous and produces a lot of **(5) waste product**. At the moment, no shale oil industry exists in Jordan but several companies are considering using it to generate **(6) thermal power**.

كما تم العثور على الصخر الزيتي في الأردن ، وعلى الأخص في المنطقة الغربية الوسطى. يمكن إنتاج الزيت الصخري من هذا النوع من الصخور الرسوبية. إنه بديل للنفط الخام ، لكن عملية استخراج الزيت الصخري أكثر تكلفة. هذه العملية أيضا

خطيرة جدا و تنتج الكثير من النفايات. في الوقت الحالي ، لا توجد صناعة زيت صخري في الأردن ، لكن العديد من الشركات تفكر في استخدامه لتوليد الطاقة الحرارية.

Nuclear power holds hope for Jordan's future energy supply. Plans are in place to construct two (7) **nuclear reactors**, which will double the country's electricity generation capacity. Jordan plans to get 60 percent of its (8) **energy needs** from nuclear energy by 2035 CE.

الطاقة النووية تحمل الأمل لمستقبل إمدادات الطاقة في الأردن. تم وضع خطط لبناء مفاعلين نوويين ، مما سيضاعف قدرة البلاد على توليد الكهرباء. يخطط الأردن للحصول على 60 في المائة من احتياجاته من الطاقة من الطاقة النووية بحلول عام 2035 م.

Speaking

4. Which of the words in the box below refer to the following energy sources a–c?

imported مستورد expensive غالي dependence اعتماد liquid سائل
thermal substitute بديل حراري reactors مفاعلات hope يأمل investments استثمارات

Answers

- a. natural gas (imported, dependence, investments)
b. shale oil (expensive, liquid, thermal, substitute, investments)
c. nuclear power (reactors, hope, investments)

Note: 'investments' applies to all the energy sources as a result of the statement at the end of the first paragraph.

- 1 With a partner, choose one non-renewable energy source from exercise 4 and briefly explain why you think it is the best one for the future of Jordan. (**own answer**)
- 2 Look at the photograph on the right. What concept does it suggest? Complete the following chart accordingly in your notebook. Then, extend the diagram to include examples of each concept.

Reading

7 Read the text below. What does it describe?

It describes the process of how crude oil is formed underground over many years.

يصف عملية كيفية تكوين النفط الخام تحت الأرض على مدى سنوات عديدة

Crude oil is currently the most important source of energy in the world. It is a fossil fuel which is formed over many years by the decomposition of organic compounds, or anything that contains the element Carbon. These organic materials come from the remains of animals and plants. When sediment and other organic materials are buried deep under the ground under high temperature and pressure, crude oil is formed. It then undergoes many different processes before it is ready to be used as energy, and from it we get petrol, diesel and kerosene, among other fuels. However, due to the time taken to form new supplies of crude oil, it is considered to be a finite, non-renewable source of energy.

يعتبر النفط الخام حاليًا أهم مصدر للطاقة في العالم. إنه وقود أحفوري يتكون على مدى سنوات عديدة من تحلل المركبات العضوية ، أو أي شيء يحتوي على عنصر الكربون. هذه المواد العضوية تأتي من بقايا الحيوانات والنباتات. عندما يتم دفن الرواسب والمواد العضوية الأخرى في أعماق الأرض تحت ضغط ودرجة حرارة عالية ، يتشكل النفط الخام. ثم يخضع للعديد من العمليات المختلفة قبل أن يصبح جاهزًا للاستخدام كطاقة ، ومنه نحصل على البنزين والديزل والكيروسين ، من بين أنواع الوقود الأخرى. ومع ذلك ، نظرًا للوقت الذي يستغرقه تكوين إمدادات جديدة من النفط الخام ، فإنه يعتبر مصدرًا غير متجدد للطاقة.

8. Find the words 1–4 in the text and match them with their definitions a–d.

1. decomposition تحلل

2. organic عضوي

3. sediment رسوبيات

4. finite محدود

a. matter that settles to the bottom of a liquid

b. the process of decaying

c. limited in size or supply

d. something that came from living matter

Answers: 1 b 2 d 3 a 4 c

Activity Book page 32

Vocabulary

5 The words and phrases 1–4 are natural resources. How are they used in our daily life? Choose phrases from the box and make one sentence for each natural resource. One phrase is not needed.

-drinking and irrigation شرب وري

-growing plants and supporting buildings زراعة النباتات ودعم المباني

-building bridges and making cars بناء الجسور وعمل سيارات

-heating homes and running cars تدفئة البيوت وتشغيل السيارات

-breathing and generating electricity تنفس وتوليد الكهرباء

1. **fossil fuel:** Fossil fuel is used for heating homes and running cars. وقود احفوري

2. **water:** Water is used for drinking and irrigation. ماء

3. **air:** Air is used for breathing and generating electricity. هواء

4. **metal:** Metal is used for building bridges and making cars. معدن

Activity Book page 32

Reading

6 Read the article and answer the following questions.

Queen Rania of Jordan, speaking at a conference in Abu Dhabi, considered the problems of non-renewable energy for future generations. She said “those who have had the least to do with climate change and energy crises are paying the highest price,” and continued by proposing steps towards creating a brighter future for children. Queen Rania suggested that all the people in power in the Middle East should encourage their countries to start using renewable energy sources, and she even suggested that children and schools should be part of the solution. This solution comes from spreading knowledge and awareness about the use and preservation of Earth’s resources. From her wise words, we can take some valuable lessons: firstly, that everyone must work together to create a world in which there can be continuous development, and secondly that nobody is too small to help to achieve this.

الملكة رانيا ملكة الأردن ، خلال حديثها في مؤتمر في أبو ظبي ، عن مشاكل الطاقة غير المتجددة للأجيال القادمة. وقالت: "أولئك الذين لديهم أدنى علاقة بتغير المناخ وأزمات الطاقة يدفعون الثمن الأكبر" ، واستمرت باقتراح خطوات نحو خلق مستقبل أكثر إشراقاً للأطفال. اقترحت الملكة رانيا أن يشجع جميع الأشخاص الموجودين في السلطة في الشرق الأوسط بلدانهم على البدء في استخدام مصادر الطاقة المتجددة ، بل إنها اقترحت أن يكون الأطفال والمدارس جزءاً من الحل. يأتي هذا الحل من نشر المعرفة والوعي حول استخدام موارد الأرض والحفاظ عليها. من كلماتها الحكيمة ، يمكننا أخذ بعض الدروس القيمة: أولاً ، يجب على الجميع العمل معاً لخلق عالم يمكن أن يكون فيه تطور مستمر ، وثانياً أنه لا يوجد أحد أصغر من أن يساعد في تحقيق ذلك.

1. Where could you read this kind of article: in a newspaper, in a magazine or in an encyclopaedia?

I might read this kind of article in a newspaper.

2. What was the subject of Queen Rania's talk?

The subject of Queen Rania's talk was about the protection of earth's resources for future generation.

3. What can powerful people in the Middle East do to help the situation?

The people in power in the Middle East should encourage their countries to start using renewable energy sources.

4. How do you think children and schools can help?

They can help through spreading knowledge and awareness about the use and preservation of Earth's resources.

7. How could your class help to raise awareness about the importance of switching to renewable energy? Write around 50 words

.....

Activity Book page 33

Vocabulary

8. Choose as many words as you can from the picture below to make five sentences about natural resources, energy and power.

1. Rubbish can be a valuable source of energy.

2. Natural gas is an expensive fuel.

3. Wind turbines are an alternative source of energy.

4. Shale oil is not expensive to obtain but the process used, called "fracking" is harmful to nature.

5. We should use "green" or (renewable) energy as often as we can.

1. المخلفات يمكن ان تكون مصدرا قيما للطاقة.

2. الغاز الطبيعي ثمين.

3. توربينات الهواء هي مصدر بدي للطاقة المتجددة.

4. الصخر الزيتي ليس مكلفا للحصول عليه ولكن العملية المستخدمة فيه والتي تدعى "التكسير" مؤذية للبيئة.

5. يجب ان تستخدم الطاقة الخضراء او المتجددة قدر الامكان.

Reading

9. Read the following article about the Borneo rainforest. Suggest a title for the article.

The Borneo The Borneo rainforest is an ecological region on the island of Borneo, in Southeast Asia. It is the richest rainforest in the world. It is home to thousands of plant species, hundreds of bird species and a very large range of animals. Living things are not the only resources in the Borneo rainforest; minerals and fossil fuels are hidden underground. Recently, companies from Europe, the United States and Australia have drilled for large amounts of oil and natural gas. People have also cleared large areas of the rainforest for logging and growing oil palms. These trees make oil that can be sold for a lot of money. We have to save the remaining rainforest; otherwise, it will lose more than half of its natural resources.

غابة بورنيو المطيرة هي منطقة بيئية في جزيرة بورنيو في جنوب شرق آسيا. إنها أغنى غابة مطيرة في العالم. فهي موطن لآلاف الأنواع النباتية ومئات أنواع الطيور ومجموعة كبيرة جدًا من الحيوانات. الكائنات الحية ليست هي الموارد الوحيدة في غابات بورنيو المطيرة؛ المعادن والوقود الأحفوري مخبأة تحت الأرض. في الآونة الأخيرة، قامت شركات من أوروبا والولايات المتحدة وأستراليا بالتنقيب عن كميات كبيرة من النفط والغاز الطبيعي. قام الناس أيضًا بتطهير مساحات كبيرة من الغابات المطيرة لقطع الأشجار وزراعة نخيل الزيت. تنتج هذه الأشجار زيتًا يمكن بيعه مقابل الكثير من المال. علينا إنقاذ الغابات المطيرة المتبقية؛ وإلا ستفقد أكثر من نصف مواردها الطبيعية.

10 Answer the following questions about the article in exercise 9.

1. What makes this region in Borneo a rainforest?

It is a tropical area with heavy rainfall. It is also home to thousands of plant species, hundreds of bird species and a very large range of animals.

إنها منطقة استوائية بها أمطار غزيرة. كما أنها موطن لآلاف الأنواع النباتية ومئات أنواع الطيور ومجموعة كبيرة جدًا من الحيوانات.

2. How is the Borneo rainforest being destroyed?

Companies have drilled for large amounts of oil and natural gas. People have also cleared large areas of the rainforest for logging and growing oil palms.

قامت الشركات بالتنقيب عن كميات كبيرة من النفط والغاز الطبيعي. قام الناس أيضًا بتطهير مساحات كبيرة من الغابات المطيرة لقطع الأشجار وزراعة نخيل الزيت.

3. What do you think people can do to protect and save the Borneo rainforest?

Organisations should raise awareness through campaigns to show people that the natural resources found in this rainforest are worth a lot more than the money they make by drilling and growing oil palms.

يجب على المنظمات زيادة الوعي من خلال الحملات لتظهر للناس أن الموارد الطبيعية الموجودة في هذه الغابة المطيرة تساوي أكثر بكثير من الأموال التي يكسبونها من خلال الحفر وزراعة نخيل الزيت.

5. In your opinion, how can we make use of the rainforest's resources without destroying it?

People living in the area should also learn how to take care of the environment around them without exhausting its resources. There should also be international laws preventing business people from investing in this rainforest.

يجب أن يتعلم الأشخاص الذين يعيشون في المنطقة أيضاً كيفية العناية بالبيئة المحيطة بهم دون استنفاد مواردها. يجب أن تكون هناك أيضاً قوانين دولية تمنع رجال الأعمال من الاستثمار في هذه الغابة المطيرة.

Activity Book page 34

Writing: A job application

11. Complete a form to apply for the following job as a care assistant.

Vacancy for Enthusiastic Young Person

Care assistants needed to look after patients at a hospital. The job requires you to be well organised, sociable and compassionate. You must be responsible, caring and willing to learn quickly. You will discuss duties with nurses, make patients feel at ease and bring food and drink to the wards. You should have previous experience in a position of responsibility, and you should be able to dedicate at least two days per week to working at the hospital.

If you think you have what it takes to work with our patients, fill in an application form today.

1. What kind of information would you provide in an application form?

Personal and professional information.

2. What reasons might you have for applying for this job? Write notes.

I might apply for this job for family and financial reasons.

12. Now complete the application form.**CARE ASSISTANT (مساعد رعاية)
Application Form (طلب توظيف)**

Surname:(اسم العائلة) First name:(الاسم الاول)

Date of birth: (تاريخ الميلاد) Gender:(النوع) Male(ذكر) / Female(انثى)

Address:(العنوان)

Email : (الايمل) Telephone:(تليفون)

Education:(التعليم) School:(المدرسة)

Grade: (الصف)..... Specialisation: (التخصص).....

Work experience or position of responsibility:(خبرة العمل اوشاغر المسؤولية)

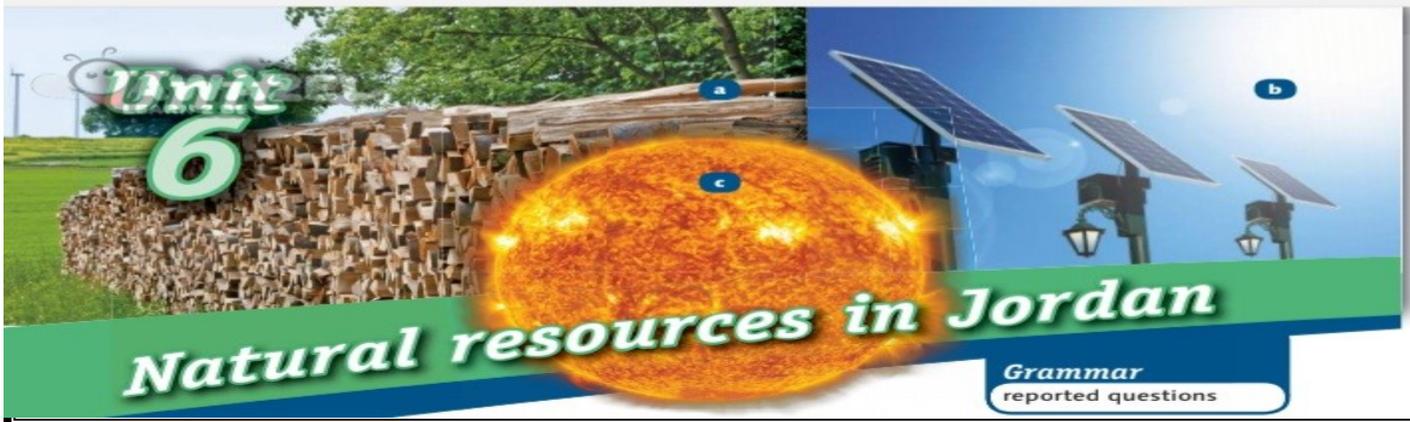
.....
.....

Briefly tell us why you would be good at this job. Refer to the advertisement.

(باختصار ، اخبرنا لماذا تحب ان تكون في هذه الوظيفة، عد الى الاعلان)

.....
.....
.....
.....**13. Exchange books with your partner to show them your application form. Do you think your partner is suitable for the job? Why / Why not?**

تبادل الكتب مع شريكك لتبين طلب التوظيف. هل تعتقد انه طلب توظيف شريكك مناسب للوظيفة ؟ لماذا / لماذا لا؟



Student's Book Page 50

Natural Resources in Jordan

Before you begin

1. Look at the photographs. What can you see?

Answer

a wood from a sustainably managed forest b solar panels c the Sun

2. Read the words in the box. Which words are adjectives? What do they describe? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

abundant, derived, tidal, self-taught, worldwide, biofuels, hydro, primary

Answers

Adjectives : abundant, derived, tidal, self-taught, worldwide, hydro, primary

Nouns: biofuels

3. Read and listen to the quiz show. What subjects does the quizmaster ask Jamal about?

Answer

The quizmaster asks about renewable energy, solar energy, wood, fossil fuels, solar technology and nuclear power.

Words	Meaning	المعنى
abundant	available in large quantities so there is more than enough	كثير / وفير
derived	to obtain or receive from a source	مشتق من
tidal	the movement of the waves	المد والجزر
self-taught	having taught oneself without help of others	تعلم ذاتي
worldwide	throughout the world	على مستوى العالم
biofuels	fuel produced from renewable resources, especially plant biomass	الوقود الحيوي
hydro	water power	مائي
primary	first or highest in rank	اساسي

العقل المدبر MASTERMIND

Quizmaster: Today on the show we have Jamal Sabah, who is a **self-taught** expert on the history and future of Earth's resources. Jamal, you are going to answer as many questions as you can about Earth's resources.

Quizmaster: اليوم في البرنامج لدينا جمال صباح ، وهو خبير علم نفسه في تاريخ ومستقبل موارد الأرض. جمال ، استجيب على أكبر عدد ممكن من الأسئلة حول موارد الارض.

Jamal: OK.

جمال: حسناً.

Quizmaster: Start the clock! What are the seven types of renewable energy?

Quizmaster: ابدأ الساعة! ما هي الأنواع السبعة للطاقة المتجددة؟

Jamal: They are solar, wind, **hydro**, biomass, wave, **tidal** and geothermal.

جمال: هي الطاقة الشمسية وطاقة الرياح والطاقة المائية والكتلة الحيوية والأمواج والمد والجزر والطاقة الحرارية الأرضية.

Quizmaster: Correct! Why is solar energy called „**primary** renewable energy“?

Quizmaster: صحيح! لماذا تسمى الطاقة الشمسية "الطاقة الأولية المتجددة"؟

Jamal: **It's** the origin of many other sources of energy. It's also the most **abundant** renewable energy resource.

جمال: إنه أصل العديد من مصادر الطاقة الأخرى. كما أنها أكثر موارد الطاقة المتجددة وفرة.

Quizmaster: Is wood a renewable energy source?

Quizmaster: هل الخشب مصدر طاقة متجددة؟

Jamal: Er, it is in Europe. However, if growing it, cutting it, drying it and transporting it uses more energy than it actually provides when it's burnt, we cannot say that it is renewable.

جمال: إيه في أوروبا. ومع ذلك ، إذا كانت زراعته ، وقطعه ، وتجفيفه ، ونقله تستهلك طاقة أكثر مما توفره بالفعل عندما تحترق ، فلا يمكننا أن نقول إنها قابلة للتجديد.

Quizmaster: What is the difference between renewable and fossil fuels?

Quizmaster: ما هو الفرق بين الوقود المتجدد والوقود الأحفوري؟

Jamal: Time. Fossil fuels were created longer ago, but both fuels are **derived** from living matter.

جمال: زمن. تم إنشاء الوقود الأحفوري منذ فترة طويلة ، لكن كلا النوعين من الوقود مشتق من مادة حية.

Quizmaster: What are the two main kinds of solar technology?

Quizmaster: ما هما النوعان الرئيسيان لتكنولوجيا الطاقة الشمسية؟

Jamal: Solar Water Heating, which delivers hot water through pipes, and Solar PV, or photovoltaics, which delivers electricity through cables.

جمال: تسخين المياه بالطاقة الشمسية ، الذي يوصل الماء الساخن عبر الأنابيب ، والطاقة الشمسية الكهروضوئية ، أو الخلايا الكهروضوئية التي توصل الكهرباء عبر الكابلات.

Quizmaster: Which country is the largest producer of nuclear power?

Quizmaster: أي دولة هي أكبر منتج للطاقة النووية؟

Jamal: I think that it's the USA. I read somewhere that **they** produce all the nuclear generated electricity in the world.

جمال: أعتقد أنها الولايات المتحدة الأمريكية. قرأت في مكان ما أنهم ينتجون كل الكهرباء المولدة نووياً في العالم.

Quizmaster: Finally, what energy source, according to experts, will be the most common in the future?

Quizmaster: أخيراً ، ما هو مصدر الطاقة ، وفقاً للخبراء ، الأكثر شيوعاً في المستقبل؟

Jamal: That's a difficult question. Erm, experts say it will be nuclear power, but they also say that we have to develop the way it is produced because otherwise it will be very dangerous.

جمال: هذا سؤال صعب. يقول الخبراء إنها ستكون طاقة نووية ، لكنهم يقولون أيضًا إنه يتعين علينا تطوير طريقة إنتاجها ، وإلا فسيكون ذلك خطيرًا للغاية.

Quizmaster: Well, thank you Jamal. I can tell you that you got every single question right. Well done!

Quizmaster: حسنًا ، شكرًا لك جمال. أستطيع أن أخبرك أنك حصلت على كل سؤال بشكل صحيح. أحسنت!

Student's Book Page 51

Comprehension الفهم والاستيعاب

4 Read and listen to the quiz show again and answer the questions. You may need to do research on the Internet, in the school library or in a public library to know some of the answers.

1 What do the underlined words refer to?

It: solar energy; **they:** the USA; **it:** nuclear power

2. Jamal says that solar energy is the origin of many other sources of energy. 2 Give examples of these sources.

All renewable energy sources, except tidal and geothermal, get their energy from the sun, for example, biomass, wind and hydropower.

3. Do you think that wood is a renewable energy source in Jordan? Why /

Why not?

Their answer should be based upon the following information: wood is a renewable energy source if trees are planted after they have been cut down for fuel.

4. Is solar power common in Jordan? If so, give real examples of how and where it is used. If not, give suggestions of how and where these two technologies could be used.

Jordan uses solar PV to power remote villages, but it is working on doing more by building power plants for near future usage. It is a very sunny country so it has the potential to use solar power to its advantage.

Grammar: Reported Questions

1. Yes/No Questions

In yes/no questions, we use **if** or **whether** to report the question. If is more common.

Examples:

- “Are you going to the Helsinki conference?”

He asked me **if** I was going to the Helsinki conference.

- “Have you finished the project yet?”

She asked us **whether** we'd finished the project yet.

2. Wh- questions

In what, where, why, who, when or how questions, we use the question word to report the question.

Examples:

- “What time does the train leave?”

He asked me **what** time the train left.

- “Where did he go?”

She asked **where** he went.

Direct	Indirect
“What is your name?”.	He asked me what <i>my</i> name <i>was</i> .
“Why are you late?”	The teacher asked me <i>why</i> I <i>was</i> late.
“Where is your book?”.	He asked me where <i>my</i> book <i>was</i> .
“Is your school very large?”.	He asked me if <i>my</i> school <i>was</i> very large.
“Where do you live”.	He asked me where I <i>lived</i> .
“Does he go to school?”.	I asked him if he <i>went</i> to school.
“Where did you go yesterday?”.	Sami asked me where I <i>had gone the day before</i> .
“Did Ahmed buy a new car?”.	Ali asked me if Ahmed <i>had bought</i> a new car.
“Who is your English teacher?”.	They asked me <i>who my</i> English teacher <i>was</i> .
“What are your marks?”.	He asked me <i>what my</i> marks <i>were</i> .

5 Zaid is asking his friend Jamal about his appearance on Mastermind. Choose the right option to complete Jamal's answers.

Zaid: So, what was the hardest question you were asked?

Jamal: I was asked what source of energy (1) *would be / will be / is* the main energy source in the future. I wasn't sure at first, but I got the answer right!

Zaid: What else did he ask you?

Jamal: It's hard to remember! He asked me if wood (2) *is / has been / was* a renewable energy source.

Zaid: Oh, right. Did he ask you anything else?

Jamal: He asked me why solar energy (3) *was / had been / has been* given the term „primary renewable energy“.

Zaid: Of course you knew the answer.

Jamal: Of course I did. Oh, and he also asked me which country (4) *was / had been / would be* the largest producer of nuclear power. In the end, I got all the answers right!

Answers: 1 would be 2 was 3 had been 4 was

Speaking

6 Work in groups of three, Students A, B and C. Imagine that Students A and C want to introduce themselves to each other, but they need an interpreter because they do not speak the same language. Ask questions, and Student B „interprets“ them using reported questions. Switch roles.

A: What's your name?

B: She asked you what your name was.

C: My name's Amina. What's yours?

B: She asked you what your name was

A: My name's Badria.

Writing

7. Imagine you have taken part in the Mastermind programme about a topic of your choice. Write a review of the programme describing what kind of questions you were asked. Use reported speech and reported questions.

Identifying the programme

التعريف بالبرنامج



Two nights ago, I took part in *Mastermind*, and it was one of the best experiences of my life. I was so pleased to have been chosen to compete on the show, because I love my subject, the Ancient Romans, and I like to think I know a lot about them.

قبل لياليتين شاركت في برنامج العقل المدبر، أنه كان واحداً من أفضل التجارب في حياتي. كان من دواعي سروري اختياري العرض، لأنني أحب موضوعي، "الرومان القدماء"، وأود أن أعتقد أنني أعرف الكثير عنهم.

Developing the review

خطوات المقابلة



When I arrived, I was incredibly nervous. The host asked easy questions at first. He asked me when the Roman Empire had begun, and I said that it had begun in the 8th century BCE. He then asked me who the founder of Rome was, and I said that there were two possibilities; Aeneas or Romulus. He asked me all kinds of difficult questions, but I got almost all of them correct. The second round was more difficult because it was general knowledge, but I did quite well!

وعندما وصلت، كنت عصيباً بشكل لا يصدق. المضيف سأل أسئلة سهلة في البداية. سألتني متى بدأت الإمبراطورية الرومانية. في القرن الثامن قبل الميلاد. تم سألني من كان مؤسس روما، وقلت أن هناك احتمالان؛ إينيس أو رومولوس. سألتني جميع أنواع الصعبة، ولكن أجبت على جميعها تقريباً صحيح. الجولة الثانية كانت أكثر صعوبة نظراً للمعرفة العامة، ولكن فعلت بشكل جيد!

Stating an opinion

رأيك



Finally, the host congratulated me and the audience applauded. It was so exciting to be part of such a brilliant show, and I am grateful for the experience. Now all I have to do is wait to see if I'll be in the final round!

وأخيراً، المضيف هنا ني وأشاد الحضور. كان من المثير جداً أن تكون جزءاً من عرض رائع، وأنا ممتن للتجربة. الآن كل ما عليك القيام به هو الانتظار لترى إذا كان عليك أن تكون في الجولة النهائية!



لغة مفيدة

Useful language: The show was ...; It's a show for ...; The questions I was asked were related to ...; The hardest question was ...; I enjoyed elaborating on ...

يمكن ان نعيد الكتابة باستخدام هذه التراكيب لاي موضوع على هذا النوع



Student's Book Page 52

Reading

1. Look at the photographs. What do they represent? Discuss your ideas with a partner.

The first photograph is Wadi al-Mujib Dam in Jordan and it shows how water is used and stored in Jordan. The second and third photographs represent the problem of water shortage in Jordan due to the misuse of household water.

2. Read the text and check your answers to exercise 1.

Water resources in Jordan

Word	Meaning	المعنى
wellbeing	health	صحة
Countless other benefits	numerous different advantages	فوائد لا تعد ولا تحصى
are reliant on	need	يحتاج/ يعتمد على
consequently	as a result	كنتيجة
finite	will run out	محدودة/ ستنفد
accountability	responsibility	مسؤولية
combined effort	partnership	مشاركة/ تعاون
deeper understanding	in-depth comprehension	فهم عميق
more regard for	greater concern for	باهتمام/ بخصوص
consistently maintained	routinely monitored	مراقب بشكل روتيني
free from pollutants	uncontaminated	خالي من الملوثات

Water is essential for life. Our **wellbeing**, sanitation, agriculture and industry all count upon a supply of water. Beyond these uses, water brings **countless other benefits** to society. We use **it** to swim in, sail on and take pleasure in the numerous plants and animals that depend on **it**. In addition, our health and environment **are reliant on** an effective wastewater infrastructure.

Jordan's scarcity of water is a long-term challenge for environmentalists. Water resources in Jordan have remained quite stable over the years, but Jordan has become a densely-populated country. Current use of water already exceeds renewable supply.

الماء ضروري للحياة. تعتمد الرفاهية والصرف الصحي والزراعة والصناعة لدينا على إمدادات المياه. بالإضافة إلى هذه الاستخدامات ، يجلب الماء فوائد أخرى لا حصر لها للمجتمع. نستخدمها للسباحة والإبحار والاستمتاع بالعديد من النباتات والحيوانات التي تعتمد عليها. بالإضافة إلى ذلك ، تعتمد صحتنا وبيئتنا على بنية تحتية فعالة لمياه الصرف الصحي. تمثل ندرة المياه في الأردن تحديًا طويل الأمد لعلماء البيئة. ظلت الموارد المائية في الأردن مستقرة تمامًا على مر السنين ، لكن الأردن أصبح بلدًا مكتظًا بالسكان. الاستخدام الحالي للمياه يتجاوز بالفعل الإمدادات المتجددة.

Consequently, the Jordanian governments have released the following notice to commence raising awareness of this matter.

وبناءً على ذلك ، أصدرت الحكومات الأردنية الإشعار التالي للبدء في زيادة الوعي بهذا الأمر.

1. Jordanians must recognise that the available water supply **is finite**, and they must take responsibility for this issue within their own households.

1. يجب أن يدرك الأردنيون أن إمدادات المياه المتاحة محدودة ، ويجب عليهم تحمل مسؤولية هذه المشكلة داخل منازلهم.

2. **Accountability** must be assumed for water management in Jordan. This responsibility should be recognised by individual citizens, the public sector and the private sector alike. The situation necessitates the **combined effort** of the Jordanian people to improve conditions within **their** own environs ضواحيهم.

2. يجب تحمل المساءلة عن إدارة المياه في الأردن. يجب الاعتراف بهذه المسؤولية من قبل المواطنين الأفراد والقطاع العام والقطاع الخاص على حد سواء. وهذا الوضع يستدعي تضافر جهود الشعب الأردني لتحسين الأوضاع في محيطه ضواحيهم.

3. A **deeper understanding** of the available amounts, actual quality and natural protection of Jordan's.

3. فهم أعمق للكميات المتوفرة والجودة الفعلية والحماية الطبيعية للأردن

4. water resources must be reached. This knowledge will be circulated in schools and throughout the community.

4- الوصول إلى الموارد المائية. سيتم تعميم هذه المعرفة في المدارس وفي جميع أنحاء المجتمع.

5. Water must be used more efficiently, with **more regard for** energy needed to heat water for daily usage.

5. يجب استخدام المياه بشكل أكثر كفاءة ، مع إيلاء المزيد من الاهتمام للطاقة اللازمة لتسخين المياه للاستخدام اليومي.

6. Healthy aquatic ecosystems are vital to a high quality of life for Jordanians and must be preserved. The quality and standards of drinking water will be **consistently maintained** to ensure that Jordanians have potable water that is **free from pollutants**.

6. تعتبر النظم البيئية المائية الصحية ضرورية لجودة حياة الأردنيين ويجب الحفاظ عليها. سيتم الحفاظ على جودة ومعايير مياه الشرب باستمرار لضمان حصول الأردنيين على مياه صالحة للشرب خالية من الملوثات.

1. Read the text again and answer the questions in your notebook.

1. Out of all the uses of water mentioned in the first paragraph, which do you consider the most important? Why?

I think that the use of water in sanitation is the most important because advances in sanitation have helped us to become healthier and control disease. It is necessary to continue living at the current level of sanitation.

2. What does „this matter“ in line 17 refer to?

” this matter“ This matter’ refers to the problem of water shortage, and how to use water responsibly discussed in the first two paragraphs

3. Rephrase point 1 of the government notice in your own words.

In Jordan, it is necessary that people know that water supply is limited and begin to think about how to reduce their usage of water in their own houses, and on an individual level.

4. In point 2 of the notice, what idea is being expressed here? Write one sentence.

Point 2 is talking about working together to help to solve the problem. The key to working together successfully is accepting one’s own responsibility, whether it is at home or at work as part of a company.

5. An educational programme is proposed in point 3. What is its purpose? Explain in your own words.

The educational programme intends to make school children more aware of the problems and solutions of water shortages, starting this education from an early age.

6. In point 4, what does the word “regard” imply?

Regard means ‘care’ here.

7. Why do you think point 5 is considered an important issue to the government?

This could be concerning tourism, or in terms of fish. The environment is important for the government to maintain because it is a part of the Jordanian heritage.

8. What does point 6 say will be done to make sure that drinking water is safe?

Point 6 says that the quality of Jordan’s water will be checked regularly to make sure that drinking water is safe.

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Vocabulary

4 Read the text again. Match the words or phrases below with an underlined phrase from the text that has a similar meaning.

- 1 need (v.) يحتاج/ معتمد على
2 as a result نتيجة لذلك
3 responsibility مسؤولية
4 partnership توأمة/ تشاركية
5 in-depth comprehension فهم عميق
6 health صحة
7 numerous different advantages فوائد لا تحصى
8 uncontaminated خالي من الملوثات
9 routinely monitored مراقب
10 greater concern for اهتمام اكثر
11 will run out محدود/ سينتهي



Answer

1 are reliant on 2 consequently 3 accountability 4 combined effort 5 deep understanding 6 wellbeing 7 countless other benefits 8 free from pollutants 9 consistently maintained 10 more regard for 11 is finite

5 Using the appropriate phrase or word you found in exercise 4 to complete this text.

Humans and animals (1)water to survive. (2), living in a country where water is scarce requires a (3)of the relationship between mankind and nature. Whether we are part of a large business or a small family, we must build a community feeling of (4)for our water supply, and use it with (5) the world around us. The government provides us with drinking water that is (6), and the least we can do is to make a (7) to reduce our usage on a day-to-day basis.

Answers

1 are reliant on 2 Consequently 3 deep understanding 4 accountability 5 more regard for 6 consistently maintained / free from pollutants 7 combined effort.

Writing

6 Now write a summary (50 words) of these two texts in your notebooks. Use at least six of the phrases in exercise 4.

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Listening

7. Read the following sentences aloud to your partner. In what situation would you say them?

- 1 I would only have a small bath if I were you. It's better for the environment.
كنت سأحصل على حمام صغير فقط لو كنت مكانك. إنه أفضل للبيئة
- 2 To get to the nature reserve, go straight on until you reach the large tree. It's right in front of you.
للوصول إلى المحمية الطبيعية ، تابع السير مباشرة حتى تصل إلى الشجرة الكبيرة. إنه أمامك مباشرة
- 3 I'm going to tell your mum if you waste any more water!
!سأخبر والدتك إذا كنت تهدر المزيد من الماء
- 4 If you don't revise well for your exams, you'll regret it!
!إذا لم تراجع جيداً في اختباراتك ، فسوف تندم
- 5 I wish I had drunk enough water yesterday. I feel terrible this morning.
أتمنى لو أنني شربت ما يكفي من الماء أمس. أشعر بالفزع هذا الصباح
- 6 There's no hot water left. You shouldn't have had such a long shower.
لم يتبق ماء ساخن. لا ينبغي أن يكون لديك مثل هذا الاستحمام الطويل
- 7 Excuse me, but this soup is cold.
المعذرة ، لكن هذا الحساء بارد
- 8 I'm sorry. I didn't mean to break the plate.
أنا آسف، لم أقصد كسر الصحن

Answers:

1 advice 2 instructions 3 warning 4 threat 5 regret 6 blame 7 complaint 8 apology



Student's Book Page 54

1. Do you know any organisations in Jordan that deal with natural resources? What kind of jobs do you think they do?

2. Listen to an article about the Natural Resources Authority in Jordan. Close your books. What can you remember about the things this organisation does.

It manages everything to do with natural resources in Jordan including research and use of natural resources. It has set up schemes to help promote the correct usage of Jordan's resources.

Audioscript

The Jordan Natural Resources Authority was established in 1965 CE, with the aim of managing the research, use and effective waste disposal of Jordan's natural resources. This organisation has set up several enterprises to ensure that energy resource management remains in harmony with geology in Jordan. There are several places in Jordan that are much valued for fossils, history or even spectacular scenery.

أسست سلطة الموارد الطبيعية الأردنية عام 1965 م بهدف إدارة البحث والاستخدام والتخلص الفعال من نفايات الموارد الطبيعية الأردنية. أنشأت هذه المنظمة العديد من الشركات لضمان بقاء إدارة موارد الطاقة في تناغم مع الجيولوجيا في الأردن. هناك العديد من الأماكن في الأردن التي تحظى بتقدير كبير بسبب الحفريات أو التاريخ أو حتى المناظر الطبيعية الخلابة.

Geological preservation means protecting these sites from being destroyed for mining, housing, industrial development or road construction. Geological tourism activities focus on protecting these unique landscapes as a tourist attraction. Protecting important features of Jordan can help improve people's appreciation of Jordan's geological spectacles.

يقصد بالحفظ الجيولوجي حماية هذه المواقع من التدمير للتعيين أو الإسكان أو التنمية الصناعية أو بناء الطرق. تركز أنشطة السياحة الجيولوجية على حماية هذه المناظر الطبيعية الفريدة كمناطق جذب سياحي. يمكن أن تساعد حماية الميزات المهمة في الأردن في تحسين تقدير الناس لمشاهد الأردن الجيولوجية.

The Natural Resources Authority has set up centres and organised routes for hiking, road-side exhibits and tourist information services. The Natural Resources Authority geological museum was opened in 1989 CE. It is an applied geology museum that provides visitors with information about earth sciences from a Jordanian point of view. The museum visitors are mainly students of different ages from private and public schools and universities who visit the museum regularly, as well as foreign and Jordanian tourists. The museum demonstrates the principal activities and achievements of the Natural Resources Authority. It exhibits rocks, minerals and fossils, maps, figures, photographs and models.

أقامت سلطة الموارد الطبيعية مراكز ومسارات منظمة للتنزه والمعارض على جانب الطريق وخدمات المعلومات السياحية. تم افتتاح المتحف الجيولوجي لسلطة الموارد الطبيعية عام 1989 م. هو متحف جيولوجي تطبيقي يزود الزائرين بمعلومات عن علوم الأرض من وجهة نظر أردنية. زوار المتحف هم في الأساس طلاب من مختلف الأعمار من المدارس والجامعات.

الخاصة والعامّة الذين يزورون المتحف بانتظام ، بالإضافة إلى السياح الأجانب والأردنيين. يعرض المتحف الأنشطة والإنجازات الرئيسية لسلطة الموارد الطبيعية. يعرض الصخور والمعادن والحفريات والخرايط والأشكال والصور والنماذج.

The main goal is to demonstrate the main activities and achievements of the Natural Resources Authority in different fields. At the Natural Resources Authority there is an experienced team of scientists and up-to-date equipment, which allow new analysis to be carried out. As a result, it has created opportunities for new graduates to get further training in Geological Science and Engineering. The training lasts a year, and the trainees are placed in varied paid internships. The trainees are nominated by their own universities and chosen by the Natural Resources Authority to participate in this highly respected programme.

الهدف الرئيسي هو إظهار الأنشطة والإنجازات الرئيسية لسلطة الموارد الطبيعية في مختلف المجالات. يوجد في سلطة الموارد الطبيعية فريق من العلماء ذوي الخبرة ومعدات حديثة تسمح بإجراء تحليل جديد. ونتيجة لذلك ، فقد خلق فرصًا للخريجين الجدد للحصول على مزيد من التدريب في العلوم والهندسة الجيولوجية. يستمر التدريب لمدة عام ، ويتم وضع المتدربين في دورات تدريبية متنوعة مدفوعة الأجر. يتم ترشيح المتدربين من قبل جامعاتهم ويتم اختيارهم من قبل سلطة الموارد الطبيعية للمشاركة في هذا البرنامج الذي يحظى باحترام كبير.

Student's Book Page 54

Comprehension

3 Listen to the article again and answer the questions.

1 In your own words, describe the general goals of the Natural Resources Authority.

The Natural Resources Authority aims to help Jordanians become more aware of their natural resources and to look after the natural resources that are so important in Jordan.

2 What are the three enterprises? List two activities that each enterprise includes.

- a) tourism, which includes hiking routes and protection of geological sites
- b) the museum, which includes educational initiatives and permanent exhibitions.
- c) training or internships, which includes new analysis and opportunities for young people

3 Which enterprise do you consider the most important? Give reasons.

I think that the research is most important because it allows development to take place in the future.

4 Do you think the NRA could do more to involve school-age students?**What could it do?**

I think it could arrange days and shows in schools to spread awareness. After all, school-age children need to know about the future of their country.

5 Would you like to take part in the training that the NRA offers? Why / Why not?

Students' own answers

Vocabulary: Natural Resources

4.Sort the items in the box into the two categories in the table below.

generators solar energy glass fresh water solar cells wind wind turbines

Natural resources مصادر طبيعية	Products منتجات
solar energy طاقة شمسية , fresh water ماء عذب , wildlife حياة برية , wind ريح , coal فحم , natural gas غاز طبيعي , petroleum بترول , forests غابات	generators مولدات , glass زجاج , wind turbines تربينات الرياح , solar cells خلايا شمسية , paper ورق

Example sentence: Products are different from natural resources because they are often made from natural resources, or they are used to produce energy with natural resources.

Activity Book page 35

Vocabulary

1. Complete the following paragraph about biofuels with the words from the box. One word is needed.

tidal abundant derived worldwide biofuels primary

(1) are fuels that are (2)from living matter, including plant material and animal waste. There's a difference between (3)biofuels, which are used for heating and electricity production, and secondary biofuels, which are used in vehicles and industry.

(4)production of biofuels from crops means using large pieces of land, and therefore keeping less land for food production.

People (5)need to be careful with biofuel production and be aware of its bad effects on Earth's resources.

Answers

1. Biofuels 2. derived 3. primary 4. Abundant 5. worldwide

Grammar

2. Correct the verb forms in bold and write their correct form below.

Last week, I had a job interview in a company that works to preserve natural resources. The interviewer asked me if I (1) **have ever worked** in that domain. He also asked me whether I (2) **know** what kinds of task my job required. He then asked me if I (3) **have** a specific salary in mind. He wondered whether I (4) **will be able** to work full time in the company. He also wanted to know whether I (5) **am planning** to take this job as a career.

Answers

1- had ever worked 2- knew 3- had 4- would be able 5- was planning

Vocabulary

5 Look at the words in the table. Complete the table with a noun, adjective or adverb.

Noun	Adjective	Verb
accountability	accountable	-
consequence	consequent	-
maintained	maintained	Maintain
reliance	reliant	Rely
comprehension	-	comprehend
pollution	polluted	Pollute

6. Choose the best word or phrase to complete the sentences

1. Earth has a (**finite** / finished) supply of fossil fuels, so we need to find alternative energy resources.
2. Your (**wellbeing** / wellgoing) is important, so you should look after yourself. .
3. The electric circuits in the school are (**consistently maintained** / routine maintained).
4. People must assume (responsible / **accountability**) for their actions.
5. People are taking too many fish from the oceans and (**consequently** / resulting) there are not many left.
6. People are (needing / **reliant**) on fresh water.

7. Read the article then answer the following questions.

The African Wildlife Foundation (AWF) is a non-profit organisation that works for the conservation of the communities, lands and wildlife of Africa. It has many offices throughout Africa, and its projects aim at ensuring an ever-lasting future for the African people. The organisation has been training hundreds of Africans in conservation and has been working closely with law officials to increase penalties on hunters, especially those who hunt endangered animals.

AWF earns millions of dollars through funding thanks to donors who appreciate the organisation's selfless mission and contribution to the preservation of Earth's natural resources.

مؤسسة الحياة البرية الأفريقية (AWF) هي منظمة غير ربحية تعمل من أجل الحفاظ على المجتمعات والأراضي والحياة البرية في أفريقيا. لديها العديد من المكاتب في جميع أنحاء أفريقيا ، وتهدف مشاريعها إلى ضمان مستقبل دائم للشعب الأفريقي. تقوم المنظمة بتدريب مئات الأفارقة في مجال الحفاظ وتعمل بشكل وثيق مع مسؤولي القانون لتشديد العقوبات على الصيادين ، وخاصة أولئك الذين يصطادون الحيوانات المهددة بالانقراض. تكسب AWF ملايين الدولارات من خلال التمويل بفضل المانحين الذين يقدرون مهمة المنظمة غير الأناية ومساهماتها في الحفاظ على الموارد الطبيعية للأرض.

1.How does AWF contribute to the preservation of Earth's natural resources?

The organisation works for the conservation of the communities, lands and wildlife of Africa. It trains people in conservation and works to increase penalties on hunters.

2. In what way do you think you can help AWF in its mission?

We can help AWF in its mission by raising money at school and donating it to the foundation, or preparing a big poster about the foundation and putting it up on the school notice board so that all the students know about AWF and support it.

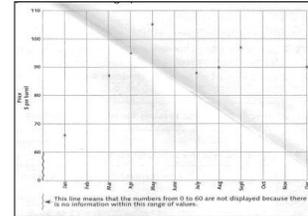
9. Read this description of a line graph. What does the graph show?

In January 2012 CE, oil in Jordan was selling at \$66 per barrel, and had in fact risen to \$72 per barrel by the beginning of February.

Between February and May, the price rose from \$72 to \$105 per barrel. Between May and June, the price per barrel remained the same. Then in July, there was a dramatic drop in price by \$17 per barrel. From July to August, the price rose slightly to \$90 per barrel.

It rose again in September to reach \$99 per barrel in October. From October to November, there was a slight drop in price by \$4 per barrel, which fell again by \$5 between November and December.

في كانون الثاني (يناير) 2012 م ، كان النفط في الأردن يُباع بسعر 66 دولارًا للبرميل ، وارتفع في الواقع إلى 72 دولارًا للبرميل في بداية شهر شباط بين فبراير ومايو ، ارتفع السعر من 72 دولارًا إلى 105 دولارات للبرميل. بين مايو ويونيو ، ظل سعر البرميل على حاله. ثم في يوليو ، (فبراير). كان هناك انخفاض كبير في السعر بمقدار 17 دولارًا للبرميل. من يوليو إلى أغسطس ، ارتفع السعر قليلاً إلى 90 دولارًا للبرميل. وارتفع مرة أخرى في سبتمبر ليصل إلى 99 دولارا للبرميل في أكتوبر. من أكتوبر إلى نوفمبر ، كان هناك انخفاض طفيف في السعر بمقدار 4 دولارات للبرميل ، والذي انخفض مرة أخرى بمقدار 5 دولارات بين نوفمبر وديسمبر.

**10. Answer the following questions about description by calculating the exact prices and amount.of oil. Use full sentences**

1.By how much per barrel did the price of oil rise between February and May? 33

2.What was the price of oil in Jordan in July ? 88

3.What was the price of oil in October ? 99

4.What was the price of oil in November ? 95

5.What was the price of oil in December? 90

6.By how much did the price of oil rise between January 2012 CE and December 2012 CE ? 24

Activity Book page 35

Writing

12 What is the general trend of the graph for the year 2012CE? Justify your answer in one or two sentences.

There is a continuous rising in the price from January to December because the price rose up from \$66 per barrel in January to \$90 per barrel in December.

Student`s Book page 55

Speaking

1. Work in groups. Imagine you have established an organisation for preserving Jordan`s natural resources. Prepare a presentation to introduce the different projects or activities of this organisation to the class.

.....
.....
.....

6. Answer the questions about the graph below. Use verbs like rise, grow, fall and drop for questions 1, 2 and 5.

1.How did the consumption of gasoline change from 2008 CE until 2012 CE?

The consumption of gasoline rose steadily between 2008 CE and 2012 CE.

2. What happened to the consumption of kerosene from 2009 CE until 2012 CE?

Between 2009 CE and 2012 CE, the consumption of kerosene first fell slightly and then rose gradually.

3. How many tonnes of kerosene, diesel and gasoline were consumed altogether in the year 2011 CE?

In 2011 CE, a total of 3,205,000 tonnes of gasoline, kerosene and diesel were consumed.

4. In which years was the consumption of diesel above 2,000,000 tonnes?

The consumption of diesel was above 2,000,000 tonnes in 2011 CE and 2012 CE.

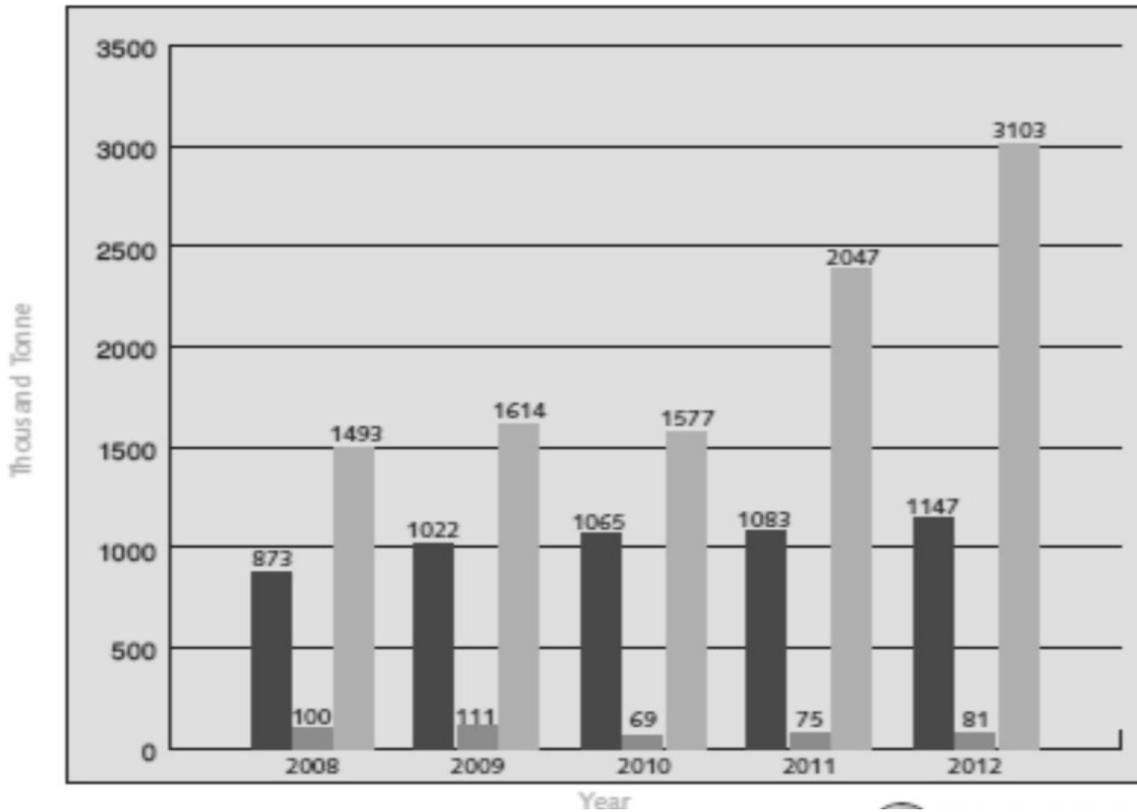
5. What differences do you notice about the consumption of each of gasoline, kerosene and diesel in 2008 CE and in 2010 CE?

In 2008 CE, the consumption of gasoline and diesel was fairly high, with more diesel being consumed than gasoline, and the consumption of kerosene was quite low, at 100,000 tonnes. However, by 2010 CE, the consumption of kerosene had fallen still further, to just 69,000 tonnes, whereas the consumption of both diesel and gasoline rose.

في عام 2008 م ، كان استهلاك البنزين والديزل مرتفعًا إلى حد ما ، مع استهلاك المزيد من الديزل مقارنة بالبنزين ، وكان استهلاك الكيروسين منخفضًا للغاية ، عند 100000 طن. ومع ذلك ، بحلول عام 2010 م ، انخفض استهلاك الكيروسين أكثر من ذلك ، إلى 69000 طن فقط ، في حين ارتفع استهلاك كل من الديزل والبنزين.

Development of oil products consumption during the period (2008 CE–2012CE)

Hashemite Kingdom of Jordan



- Gasoline
- kerosine
- diesel

Writing

7 Write a three-paragraph essay about the organisation you presented in exercise 5.
Make sure you use linking words to make your paragraphs coherent

Introduction مقدمة

Al Ghor Jordan is a non-profit organization in Amman for preserving Jordan`s natural resources. All members are Young Male Students 15-18.

Organization`s projects مشاريع المنظمة

Al Ghor Jordan`s **projects** are numerous and varied. It organizes awareness campaigns for the youth about the importance of preserving natural resources. Moreover, it arranges social gatherings and entertainment to raise money. The money that it collects is usually given to larger organizations, such as the NRA, because these are led by specialists and professionals.

Organization`s importance اهمية المنظمة

Al Ghor Jordan has been expanding rapidly .Consequently, its contributions have become greater and greater ever since.

Useful language لغة مهمة

It is a non-profit organization that.....
It`s projects are varied.....,
It organizes awareness campaigns....
Moreover, it arranges....., Raising money.... ,
has been expanding rapidly,
Consequently,



Student's Book Page 58

Before you begin

1.What do you know about Charles Dickens? Can you name any of his books?

Charles Dickens lived in England in the 19th century. He was a very influential author who grew up in a poor family. He wrote mainly about cruelty to children. Some of his books are: Great Expectations, David Copperfield, The Pickwick Papers, Oliver Twist and Dombey and Son.

2.Read the words in the box. Which words refer to types of writers? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

journalist novelist narrator clerk author lawyer playwright poet

3.Read and listen to the text and check your answers to exercise 1

Charles Dickens تشارلز ديكنز

Charles Dickens was born on 7th February, 1812, in Portsmouth, on the southern coast of England.

ولد تشارلز ديكنز في السابع من فبراير عام 1812 في بورتسموث على الساحل الجنوبي لإنجلترا.

He was a quiet boy, who loved reading. When he spoke later of his childhood, he said that he remembered listening to children playing outside, as he sat indoors. He always preferred reading to playing with other children.

كان فتى هادئا يحب القراءة. عندما تحدث لاحقاً عن طفولته ، قال إنه يتذكر الاستماع إلى الأطفال يلعبون في الخارج ، وهو جالس في الداخل. كان يفضل القراءة على اللعب مع الأطفال الآخرين.

At the age of 12, life for his family changed very suddenly. His father had financial problems, so Charles was no longer able to attend school regularly, and he had to work at a factory. The loneliness he felt there was an important influence on his writing, especially in his books Great Expectations and David Copperfield.

في سن الثانية عشرة ، تغيرت حياة عائلته فجأة. كان والده يعاني من مشاكل مالية ، لذلك لم يعد تشارلز قادرًا على الذهاب إلى المدرسة بانتظام ، وكان عليه العمل في مصنع. الشعور بالوحدة التي شعر بها كان لها تأثير مهم على كتاباته ، خاصة في كتابيه التوقعات العظيمة وديفيد كوبرفيلد.

When he was 14, Charles stopped going to school altogether and started working as a clerk in a lawyer's office in London. He didn't like working there.

عندما كان عمره 14 عامًا ، توقف تشارلز عن الذهاب إلى المدرسة تمامًا وبدأ العمل ككاتب في مكتب محامٍ في لندن. لم يكن يحب العمل هناك.

Luckily, things changed for him again. Charles had always wanted to be a writer, and he became a very respected journalist. He began to write short pieces for publication in the newspaper. In 1836, a series of pieces called The Pickwick Papers appeared monthly in the newspaper and were very popular. Dickens was a famous author by then.

لحسن الحظ ، تغيرت الأمور بالنسبة له مرة أخرى. لطالما أراد تشارلز أن يصبح كاتبًا ، وأصبح صحفيًا محترمًا للغاية. بدأ في كتابة مقالات قصيرة للنشر في الجريدة. في عام 1836 ، ظهرت سلسلة من المقالات تسمى أوراق بيكويك شهريًا في الجريدة وحظيت بشعبية كبيرة. كان ديكنز مؤلفًا مشهورًا في ذلك الوقت.

Throughout his life, Dickens enjoyed travelling. He travelled to many countries, writing novels and giving talks about the cruelty of slavery. Novels such as Oliver Twist and Dombey and Son highlighted the cruel treatment of people, especially children, and child labour in the 19th century. He died on 8th June, 1870, at the age of 58.

طوال حياته ، استمتع ديكنز بالسفر. سافر إلى العديد من البلدان ، وكتب الروايات وألقى محاضرات عن قسوة العبودية. سلطت روايات مثل Oliver Twist و Dombey and Son الضوء على المعاملة القاسية للناس ، وخاصة الأطفال ، وعمالة الأطفال في القرن التاسع عشر. توفي في الثامن من يونيو عام 1870 عن عمر يناهز 58 عامًا.

Comprehension

2. Read and listen to the text again and answer the questions.

1. Why did Charles Dickens have to stop going to school?

He had to stop going to school because he had to work.

2. How did Dickens' experiences of work influence his writing?

He felt lonely at work and this influenced his writing.

3. What was his first successful published work?

The Pickwick Papers was his first successful work.

4. What issues did many of his novels highlight?

Many of his novels highlighted the issues of cruelty to children and child labour.

5. What do you think are the moral problems with using children as labour?

I think children should not be used as labour because they need to be nourished and looked after until they are strong enough to do the tough manual jobs that they are expected to do as children. Additionally, they have a right to be children, and play and learn.

6. Do you think a novel that addresses a social problem would contribute to diminishing these problems? If so, how? If not, why not?

I think a novel about these social problems might make people more aware of them, but I think it might take a very long time for people to start to take action, because it is not urgent enough. Also, people might just think it is fiction, so there is no point in getting worried about the situation.

Activity Book page 40

Vocabulary

1 Complete the following paragraph with the words from the box. One word is not needed.

writer poet journalist author novelist narrator playwright

If you write any kind of published material, you are an (1) _____. If you specifically write for a newspaper or a magazine, you are a (2) _____. However, if you write fictitious narrative books, you are a (3) _____. On the other hand, if you write shorter, rhyming pieces, you are a (4) _____. If you write dialogue which will be performed by actors in a theatre, you are a (5) _____. If you like writing for pleasure, but you've never had anything published, you might describe yourself as a (6) _____.

Answers: 1.author 2.journalist 3.novelist 4. poet 5.playwright 6.writer

Student`s Book page 59

Grammar: Verbs followed by gerunds or infinitives

Gerund (مصدر) and infinitive(مجرد)

Gerund and **infinitive** can replace a *noun* in a sentence.

Gerund = the present participle (-ing) form of the verb, e.g., singing, dancing, running.

Infinitive = to + the base form of the verb, e.g., to sing, to dance, to run.

Whether you use a **gerund** or an **infinitive** depends on the **main verb** in the sentence.

I expect **to have** the results of the operation soon. (Infinitive)

I anticipate **having** the research completed eventually. (Gerund)

Gerunds can be used after certain verbs including **remember, stop, start, prefer, consider, enjoy, love, discuss, dislike, finish, mind, suggest, recommend, keep, and avoid.**

1. After *prepositions* of place and time.

I made dinner *before getting* home.

He looked worried *after seeing* his work schedule.

2. To replace the *subject or object* of a sentence

Ali likes **eating** apples.

Jumping off a cliff is dangerous, but a real thrill.

Infinitives can be used after certain verbs including **begin, be able to, agree, ask, decide, help, plan, hope, learn, want, would like, and promise, look forward to, be used to .**

1. After many *adjectives*:

It is hard **to make** dinner this late.

I find it difficult **to describe** my feelings about writing research essays.

2. To show *purpose*:

I left for Russia **to study** Russian.

I came to the office **to solve** the mystery of the missing keys.

5 Complete the summary of the text with the infinitive or gerund form of the verbs in brackets. One of the verbs can be in both forms.

Charles was a quiet boy, who loved (1) **reading** (read). He remembered (2)..... (listen) to children playing outside. When he was 12, Charles was no longer able (3)..... (attend) school regularly. At the age of 14, he stopped (4)..... (go) to school altogether and started (5)(work) as a clerk in a lawyer's office in London. After that, he began (6)(write) short pieces for the newspaper. He enjoyed (7)..... (travel) very much too, and travelled all over the world.

Answers: 1 reading 2 listening 3 to attend 4 going 5 working 6 to write/writing 7 travelling

Speaking

6. Work in pairs. Choose the correct alternative. Then ask and answer the questions.

1. What do you suggest – **playing** / **to play** sports or reading / to read?
2. Do you ever avoid **learning** / **to learn** a new language?
3. What do you hope **doing** / **to do** when you finish school?
4. What do you enjoy **to do** / **doing** in your free time?
5. Where do you want **going** / **to go** on holiday?
6. What are you planning **doing** / **to do** this weekend?
7. Do you remember **starting** / **to start** school for the first time?
8. Would you ever consider **moving** / **to move** to another country?

Answers:

1. playing, reading 2. learning 3. to do 4. doing 5. to go 6. to do 7. starting 8. moving

Activity Book page 40

Grammar

5. Complete the sentences with the infinitive or gerund form of the verbs in the box.

swim

ride

have

study

play

1. I don't like..... in the sea. It's too cold.
2. We wanted..... tennis, but it was raining.
3. When I was younger, I loved..... my bike.
4. They suggestedlunch at the Japanese restaurant.
5. He's hoping..... medicine at university.

Answer: 1. swimming 2. to play 3. riding 4. having 5. to study

3. Some of the verb forms 1–7 in the following dialogue are incorrect. Rewrite them correctly.

Huda: Hi Lubna, where are you going?

Lubna: I'm just off to the library. I want (1) **taking out** some books as we're going on holiday tomorrow. I've just finished (2) **to read** Jane Eyre. Have you read it?

Huda: Oh, I prefer (3) **listening** to books on CDs because I spend so much time (4) **to drive**.

Lubna: I'm considering (5) **downloading** e-books from the Internet. That way, I'll be able (6) **taking** more books with me when I travel.

Huda: That's a good idea.

Lubna: Yes, I just love (7) **to sit** by the pool in the hotel with a great novel. Anyway, I'll see you soon. **Huda:** Enjoy your holiday!

Answer: 1.to take out_2. eading 3.listening 4.driving 5.downloading 6.to take 7.sitting

4.Choose activities from List A and verbs from List B to make five sentences of your own.

List A reading painting swimming travelling cycling

List B like prefer want suggest hope

1.I prefer.....

2.I like

3.I want.....

4.I suggest.....

5. I hope.....

Activity Book page 41

Vocabulary

5. Complete the following paragraph with the types of book from the box. One word is not needed.

novel **biography** **play** **non-fiction** **anthology** **short stories**

This week's top five titles

1. The life and work of Ibn Battuta: This..... gives an account of the journeys and writings of the 14th-century traveller.

2. Wuthering Heights: a new edition of perhaps Emily Brontë's most famous.....

3. The Young Person's Encyclopaedia of Space:a work that is an essential reference book for all schoolchildren.

4. Poems of the Masters: a poetrycollecting the most important works ever written.

5. Dubliners: an excellent collection of 15..... by James Joyce.

Answers: 1. biography 2. novel 3. non-fiction 4. anthology 5. short stories

Reading

6. Read Salah's book review. What do you think is the relationship between the picture and the book that Salah has reviewed?

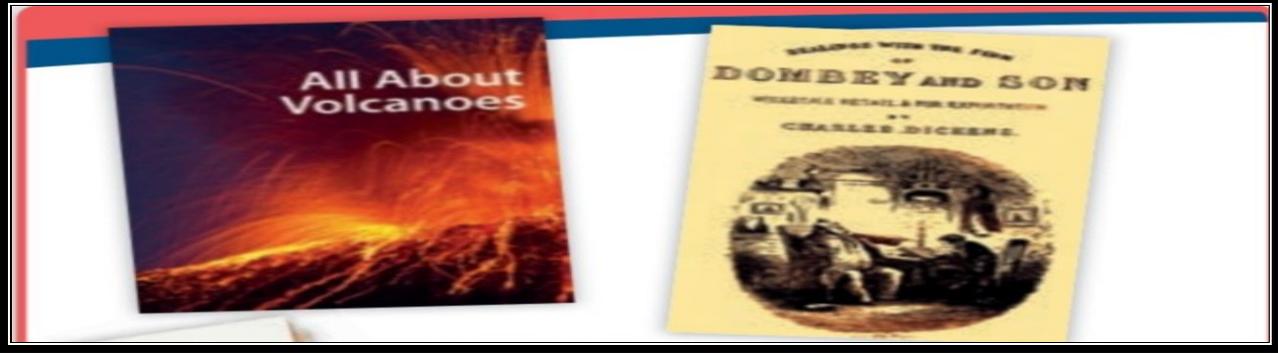
The Wanderer is one of Gibran Khalil Gibran's masterpieces. I read a lot of books by Gibran and this one is my favourite. It is a collection of 52 short stories which all revolve around the theme of people being unable to communicate well with one another and manage their different emotions. The book contains many moral lessons and pieces of wisdom, which are delivered to the reader through very simple stories. Reading this book was a very relaxing experience. I found myself in this book and felt that it is related so much to my daily life. It made me rethink a few things in my life and see them from a different, deeper perspective. It is a good book for one to keep and leaf through every now and then.

الهائم هي واحدة من روائع جبران خليل جبران. قرأت الكثير من كتب جبران وهذا الكتاب هو المفضل لدي. إنها مجموعة من 52 قصة قصيرة تدور جميعها حول موضوع عدم قدرة الأشخاص على التواصل بشكل جيد مع بعضهم البعض وإدارة مشاعرهم المختلفة. يحتوي الكتاب على العديد من الدروس الأخلاقية والحكمة التي يتم إيصالها للقارئ من خلال قصص بسيطة للغاية. كانت قراءة هذا الكتاب تجربة مريحة للغاية. وجدت نفسي في هذا الكتاب وشعرت أنه مرتبط إلى حد كبير بحياتي اليومية. جعلني ذلك أعيد التفكير في بعض الأشياء في حياتي وأراها من منظور مختلف وأعمق. إنه كتاب جيد يجب على المرء أن يحتفظ به ويتصفحه بين الحين والآخر.

7. Complete the following table with the words and expressions from the box.

my favourite
a collection of 52 short stories
contains many moral lessons and pieces of wisdom
very relaxing a good book

Fact حقيقة	Opinion رأي
.....
.....
.....
.....
.....



Student's Book Page 60

Vocabulary: Types of books

1. Complete the book descriptions with the words in the box.

short stories biography novel poetry play non-fiction

1. *Julius Caesar* – a _____ by Shakespeare
2. *Dombey and Son* – a _____ by Charles Dickens.
3. *A Child's Garden of Verses* – a _____ anthology by Robert Louis Stevenson.
4. *A Thousand and One Nights* – a group of _____ told by a clever woman to keep herself alive.
5. *Shakespeare's Life* by J. Maxwell – a _____ of this famous playwright.
6. *All About Volcanoes* – an informative _____ book .

Answers: 1. play 2. novel 3. short stories 5. Biography 6. non-fiction

Pronunciation

2. Listen to the words in the box and pay attention to the pronunciation of the underlined vowels. Listen again and repeat.

biography poetry Julius Louis

Speaking

3. Which of the types of books in exercise 1 do you like reading? Which types of books do you never read? Why not?

Listening

4.Listen to four people talking about some of the books in exercise 1. Match a type of book from exercise 1 with each speaker.

نص صوتي Audioscript

1 I have to admit finding the writing style of this book very dry, almost academic. I prefer reading scientific books that are simple to understand, like those that have been written for people who don't know anything about the subject. I didn't like the language that the writer used. It was too technical. I had to look up so many words!

يجب أن أعترف بأن أسلوب كتابة هذا الكتاب جاف جدًا ، وأكاديمي تقريبًا. أفضل قراءة الكتب العلمية التي يسهل فهمها ، مثل تلك التي تم كتابتها للأشخاص الذين لا يعرفون شيئًا عن هذا الموضوع. لم تعجبني اللغة التي استخدمها الكاتب. كانت تقنية للغاية. كان على البحث عن الكثير من الكلمات!

2 I just couldn't stop reading it, from the opening to the ending. I found every single story fascinating and enjoyable. It's amazing how each story conveyed a different moral lesson. I recommend reading this book when you have uninterrupted time or perhaps when you are on a long trip yourself.

2 لم أستطع التوقف عن قراءته ، من الافتتاح إلى النهاية. لقد وجدت كل قصة رائعة وممتعة. إنه لأمر مدهش كيف نقلت كل قصة درسًا أخلاقيًا مختلفًا. أوصى بقراءة هذا الكتاب عندما يكون لديك وقت غير منقطع أو ربما عندما تكون في رحلة طويلة بنفسك.

3 I've just finished reading this book. The style of the Arabic original version is very descriptive and moving. The translation of the book into English was done very carefully and I enjoyed the story as much as I did in Arabic. The hero's travels and adventures are like a pilgrimage of self-discovery. I've always been interested in such stories. This book is enjoyable and thoughtful at the same time because the events are very exciting, and they also make you stop and think about their deep meaning. I certainly recommend it!

3 لقد انتهيت للتو من قراءة هذا الكتاب. إن أسلوب النسخة العربية الأصلية وصفى للغاية ومتحرك. تمت ترجمة الكتاب إلى اللغة الإنجليزية بعناية شديدة واستمتعت بالقصة بقدر ما استمتعت باللغة العربية. تشبه رحلات البطل ومغامراته رحلة اكتشاف الذات. لطالما كنت مهتمًا بمثل هذه القصص. هذا الكتاب ممتع ومدروس في نفس الوقت لأن الأحداث مثيرة للغاية ، كما أنها تجعلك تتوقف وتفكر في معناها العميق. أنا أوصي به بالتأكيد!

4 This isn't usually my cup of tea, but I'm so glad I read it. I've always had the impression that such stories were boring because the author would be telling someone's life as if they're telling the news. In fact, this book changed my mind and I enjoyed every page and every line, especially that I was reading about my favourite playwright.

4. هذا ليس عادةً فنجان الشاي الخاص بي ، لكنني سعيد جدًا لأنني قرأته. لطالما كان لدي انطباع بأن مثل هذه القصص كانت مملة لأن المؤلف سيخبر حياة شخص ما كما لو كان يروي الأخبار. في الواقع ، غير هذا الكتاب رأيي واستمتعت بكل صفحة وكل سطر ، خاصة أنني كنت أقرأ عن الكاتب المسرحي المفضل لدي.

Answers :

Speaker 1: non-fiction

Speaker 2: short stories

Speaker 3: novel Speaker

Speaker 4: biography

Student's Book Page 61

Comprehension

5 Listen again. Choose the correct speaker.

Which speaker ...

1. has just finished reading the book?
2. has just read a book that he/she wouldn't normally read?
3. recommends reading the book when you are on holiday?
4. had to check the meaning of some of the words in a dictionary?
5. says that his/her book is translated from Arabic?
6. says he/she prefers simpler books?
7. mentions that the book includes his/her favourite writer?
8. found it very difficult to stop reading the book?

Answers

1. speaker 3

2. speaker 4

3. speaker 2

4. speaker 1

5. speaker 3

6. speaker 1

7. speaker 4

8. speaker 2

6 How do the speakers express their opinions? Complete the sentences, then listen again and check.

1. I prefer ...

2. It was too ...

3. It's amazing how ...

4. I've always been interested ...

5. I didn't like ...

6. I found every single story ...

7. I enjoyed ...

8. This isn't usually ...

Answers:

- 1.I prefer reading scientific books that are simple to understand.
- 2.I didn't like the language that the writer used.
3. It was too technical.
- 4.I found every single story fascinating and enjoyable.
- 5.It's amazing how each story conveyed a different moral lesson.
- 6.I enjoyed the story as much as I did in Arabic.
- 7.I've always been interested in such stories.
- 8.This isn't usually my cup of tea, but I'm so glad I read it.

Speaking

7.Work in pairs. Express your opinions about books. Use these titles, or think of your own.

Robinson Crusoe	The Prophet	Huckleberry Finn	Treasure Island
The Boy Judge	Gulliver's Travels	Emma Jane	Eyre

Robinson Crusoe is a fantastic adventure story. I found it really thrilling. It's amazing how a story as old as that one can still be so enjoyable.

8.Choose your favourite book. Make notes about the aspects in the box. Answer the questions below in your notes.

the title and the author	the type of book	the length	the setting
--------------------------	------------------	------------	-------------

- 1.Why did you decide to read this book?
- 2.What did you like or dislike about it?
- 3.Who would enjoy reading this book?
- 4.Would you recommend the book to your partner? Why / Why not?

9. Work in pairs or groups and discuss your books.

Quotation

Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

A book is like a garden carried in the pocket. Chinese proverb
الكتاب يشبه الحديقة يحمل في الجيبية.

Writing

Write a four-paragraph essay about your favourite book. Answer the questions in exercise 8.

.....

.....

.....

.....

.....

.....

.....

Student's Book Page 59

Writing

7. Write two paragraphs about your reading habits. Think about the books you have read or want to read in future. Use the verbs in the box.

love hate like dislike prefer decide don't want intend try

.....

.....

.....

.....

.....

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Student's Book Page 62

Reading

1. Read the blurb of Oliver Twist and answer the questions.

- 1. Where and when does the story take place?**
- 2. Who is the main character?**

Answer

1. The story takes place in London during the 19th century.
2. The main character is Oliver Twist.

2. Read this review of Oliver Twist.

Does the writer recommend the book? Why / Why not?

Answer

Yes, the writer recommends the book, but he or she also says that it is confusing. The writer also praises the novel by saying that it is easy to see why the book has such a prominent position within English literature.

Oliver Twist أوليفر تويست

Oliver Twist is one of Charles Dickens' most famous novels and it tells the tale of a young orphan named Oliver. Oliver endures difficult times in 19th-century London, a city full of poverty and crime.

أوليفر تويست هي واحدة من أشهر روايات تشارلز ديكنز وهي تحكي قصة يتيم شاب يدعى أوليفر. يعاني أوليفر من الأوقات الصعبة في لندن في القرن التاسع عشر، وهي مدينة مليئة بالفقر والجريمة.

The story, like many of Dickens' other novels, paints a vivid picture of life for the working class, especially children, during the industrialisation of England.

القصة، مثل العديد من روايات ديكنز الأخرى، ترسم صورة حية عن حياة الطبقة العاملة، وخاصة الأطفال، أثناء التصنيع في إنجلترا. Born in a workhouse, Oliver is treated cruelly, and like all children in a similar position, has to work hard at a young age.

وُلد أوليفر في دار عمل، ويعامل بقسوة، ومثل جميع الأطفال في نفس الوضع، يجب أن يعمل بجد في سن مبكرة. Because of his kind and timid nature, he is often taken advantage of. One of the novel's most famous lines, 'Please sir, I want some more,' is said when Oliver is persuaded by the other boys in the workhouse to ask for another bowl of soup at dinner time. This is unheard of in the workhouse and Oliver is punished for saying it. The incident is the first of many new obstacles he has to face.

بسبب طبيعته اللطيفة والخجولة، غالبًا ما يتم استغلاله. أحد أشهر سطور الرواية، "من فضلك سيدي، أريد المزيد"، يقال عندما يقنع أوليفر الأولاد الآخرون في ورشة العمل أن يطلب طبق حساء آخر في وقت العشاء. هذا لم يسمع به في ورشة العمل ويعاقب أوليفر لقوله ذلك. الحادث هو الأول من بين العديد من العقبات الجديدة التي يجب أن يواجهها.

As the story progresses, we come across characters like Fagin – a sly old man who 'takes care of' a group of thieving children – the villain, Bill Sikes, and kind Rose and Nancy.

مع تقدم القصة، نصادف شخصيات مثل Fagin - رجل عجوز ماهر "يعتني" بمجموعة من الأطفال اللصوص - الشرير، بيل سايكس، وروز ونانسي اللطيفتان.

Oliver Twist is a story with many different characters, so it can sometimes get confusing because you have to keep track of so many people. However, Dickens is very skilled at using powerful descriptions of his characters to evoke strong feelings in the reader, feelings of sympathy as well as outrage. Because the characters are so well described, they leave a very memorable image in your mind and this helps to remember who is who.

Oliver Twist هي قصة بها العديد من الشخصيات المختلفة، لذلك قد تكون مربكة في بعض الأحيان لأنه يتعين عليك تتبع الكثير من الأشخاص. ومع ذلك، فإن ديكنز ماهر جدًا في استخدام الأوصاف القوية لشخصياته لإثارة مشاعر قوية في القارئ، ومشاعر التعاطف وكذلك الغضب. نظرًا لأن الشخصيات موصوفة جيدًا، فإنها تترك صورة لا تُنسى في ذهنك وهذا يساعد على تذكر من هو.

My favourite character is Mr Brownlow, a kind and generous man, who tries to protect Oliver from the life of poverty and crime that seems inevitable for him. After Oliver is wrongly accused of a robbery, it is Mr Brownlow who believes he is telling the truth, and saves him.

شخصيتي المفضلة هي السيد براونلو، وهو رجل طيب وكريم، يحاول حماية أوليفر من حياة الفقر والجريمة التي تبدو حتمية بالنسبة له. بعد اتهام أوليفر خطأ بالسرقة، يعتقد براونلو أنه يقول الحقيقة وينقذه.

My only complaint was the pace of the book; at the beginning it progresses quite slowly and then suddenly seems to speed up, leading to confusion at the end. However, none of these things alter

my opinion that it is a very fine novel, and it is not difficult to see why it has such a special place in English literature.

شكواي الوحيدة كانت سرعة الكتاب. في البداية يتقدم ببطء شديد ثم فجأة يبدو أنه يتسارع ، مما يؤدي إلى حدوث ارتباك في النهاية. ومع ذلك ، لا يغير أي من هذه الأشياء رأبي في أنها رواية رائعة جدًا ، وليس من الصعب معرفة سبب احتلالها لمثل هذه المكانة الخاصة في الأدب الإنجليزي.

Comprehension

3. Read the review again and write answers to the questions in your notebook.

novel

1. What do the underlined words refer to?

his : Oliver's; they : the characters; it : the

2. Why is an early incident in the workhouse so important in the novel?

Oliver is persuaded by the older boys to ask for some more food, and because he does this he is punished for it. This event is the cause of many of the following events in the novel.

3. What does the reviewer of the book think of Dickens' writing style?

The reviewer thinks that Dickens is a skilled writer because he describes his characters powerfully, and when you are reading you react with strong emotions to the events that happen to the characters.

4. How does Dickens help the reader to remember all the different characters?

Dickens describes the characters very well, and this helps the reader to keep a vivid picture of each character in their mind.

5. How does the reviewer feel about Mr Brownlow?

The reviewer likes Mr Brownlow best out of all the characters because he is a kind and generous man who rescues Oliver.

6. What negative opinion does the reviewer give about the novel?

The reviewer says that the pace is uneven, which makes it confusing to read at the end.

7. Re-read the last paragraph of the review and translate it into Arabic.

Translation:

.....

Speaking

4. Read the extracts from blurbs of books 1–6. Which of the questions in the box are they answering?

What is the title and who is the author? the story set? book is written? Give reasons.	Who is the main character? Would you recommend this book? Give reasons.	What type of story is it? Do you like the way that the book is written? Give reasons.	Where is the story set? book is written? Give reasons.
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1. The main character is a boy called Huckleberry Finn.
2. Yes, I do. It's lively and amusing.
3. It's called *The Old Man and the Sea*, by Ernest Hemingway.
4. It's an exciting thriller. I couldn't put it down.
5. The story takes place in Medieval Italy.
6. I would recommend this book. It is very exciting.

Answer

1. Who is the main character?
 2. Do you like the way that the book is written? Give reasons.
 3. What is the title and who is the author?
 4. What type of story is it?
 5. Where is the story set?
 6. Would you recommend this book? Give reasons.
5. Choose a book that you have read. Then work in pairs to ask and answer the questions in exercise 4.

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Writing

6. Use your ideas from exercise 5 to write a blurb and a review of your chosen book.

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7. Share your work with the class. Have any of the reviews encouraged you to read a certain book?

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Activity Book page 42

Reading

9. Read the summary of a popular book. What kind of book is it? Choose from the items below.

1. a novel about growing up
2. a detective novel
3. a biography

This is the story of the life of a boy in Victorian England, from his childhood until his adulthood. The story takes place in the English countryside and London. As a young boy, Pip meets a man and a young girl, both of who continue to affect his life in different ways. When he grows up, he is given a lot of money, and he goes to London to study, although he does not know where the money has come from. There, he becomes a gentleman and learns more about the world. Eventually, he finds out that the prisoner who he met as a child is paying for his lifestyle, and he also realises that his family are important, and he decides that he wants to live a simple life, after all.

هذه قصة حياة صبي في إنجلترا الفيكتورية ، منذ طفولته حتى سن الرشد. تدور أحداث القصة في الريف الإنجليزي و لندن. عندما كان صبيًا صغيرًا ، يلتقي بيب برجل وفتاة ، كلاهما يستمر في التأثير على حياته بطرق مختلفة. عندما يكبر ، يحصل على الكثير من المال ، ويذهب إلى لندن للدراسة ، على الرغم من أنه لا يعرف من أين أتى المال. هناك ، يصبح رجل نبيل ويتعلم المزيد عن العالم. في النهاية ، اكتشف أن السجين الذي التقى به وهو طفل يدفع ثمن أسلوب حياته ، ويدرك أيضًا أن عائلته مهمة ، ويقرر أنه يريد أن يعيش حياة بسيطة ، بعد كل شيء.

10. Now read the review and check your answer to exercise 9. Then complete the text with adjectives from the box.

fascinating sympathetic realistic rural embarrassed immature

A This is my favourite of all Charles Dickens' novels. It is a (1)story that includes comedy and tragedy, reality and fantasy.

B The book is set in(2) England and high society in London. It begins with Pip meeting and helping a man, Magwitch, who will later give him the money he needs to become a gentleman. It follows Pip to London, where he becomes(3) by his poor relations and starts spending a lot of money. In the end, he is reminded of the true value of life through experiences such as grief, love and family support. The novel ends happily.

C The story is told by the main character, Pip. On the one hand, Pip presents himself as an (4)character, having a deep desire to improve himself and become a gentleman. This desire leads him to behave badly with the people who love him. On the other hand, Pip shows that he is a generous and (5)character through many acts of kindness that he performs towards the people who love him.

D I would recommend this novel to anyone who likes mysteries and novels set in the past. It is a very (6)look at one person's process of growing up. It also makes the important point that money cannot always buy happiness or make someone a gentleman.

Answers

1. fascinating 2. rural 3. embarrassed 4. immature 5. sympathetic 6. realistic

11. Match the paragraphs A–D with the summaries 1–4 below.

1. Author and type of book (A)
2. Main character (B)
3. Setting and plot (C)
4. Opinion and reasons why you should read it (D)

Activity Book page 43

Writing: A character description

12. Describe a fictional character from a novel or a play.

1. Choose a character from a book or play that you know. Write down the name of the character, the title and type of the work and the author's name.

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2. What is your character like? Write down some adjectives to describe them. Why would / wouldn't you like to meet them?

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3. What happens to your character? You can use these phrases:

At the start ... One day First / Next Then In the end / At last / Finally

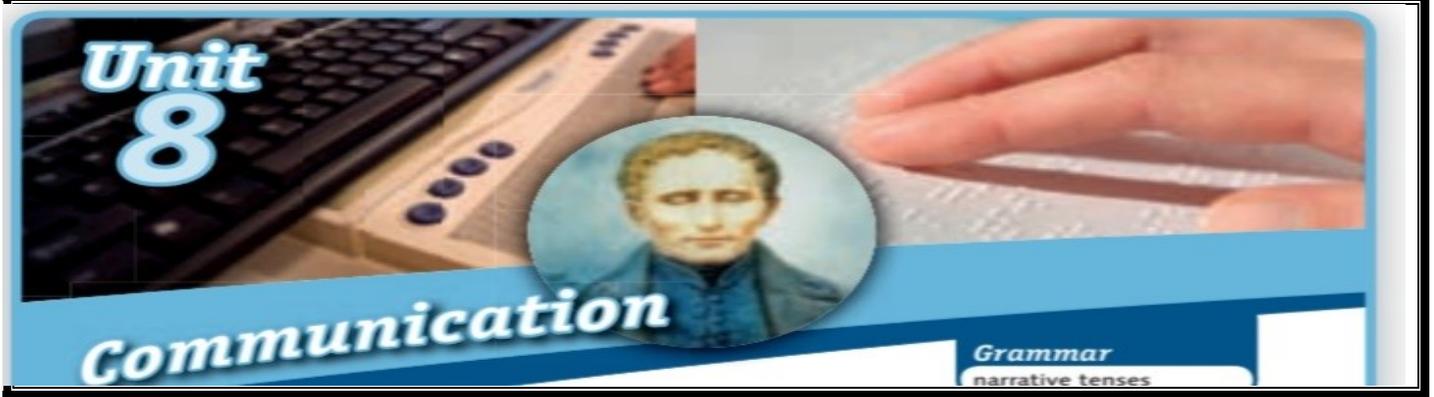
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4. Write your character description using your notes above.

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13. Read your character description to your class. Which other character would you most like to meet? Why?

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Student's Book Page 64

Before you begin

1. How do blind people read? Discuss with a partner.

- The left-hand image shows a Braille reader connected to a computer while the right-hand image shows someone reading a Braille newspaper.
- They use raised dots system.

2. Read the words in the box. Which words refer to forms of communication? Check the meaning of any words you don't know in the Activity Book glossary or in the dictionary.

alphabet Braille drumbeat mass media newspaper picture signal
software symbol

- They are all either ancient or modern forms of communication (e.g. mass media, Braille, newspaper).

3. Read and listen to the text and check your answers to exercise 1.

- Blind people read using a system of raised dots called Braille. They can also use computer software and talking books to hear the text read aloud.

لغة بريل The language of Braille

Communication, the sharing of information, ideas and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings and drumbeats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved, using letters and symbols which represented sounds. These sounds in turn made up words.

يمكن أن يتخذ التواصل وتبادل المعلومات والأفكار أشكالاً عديدة. قبل تطور الكتابة ، كان الناس يتواصلون عبر إشارات الدخان ولوحات وقرع الطبول. استخدمت أنظمة الكتابة الأولى الصور لتوصيل المعنى. تدريجياً ، مع تطور اللغة ، تطورت الحروف الهجائية باستخدام الحروف والرموز التي تمثل الأصوات. هذه الأصوات بدورها تتكون من الكلمات.

The invention of the printing press in the 15th century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. However, only sighted people could access these media.

أدى اختراع المطبعة في القرن الخامس عشر- إلى ظهور الأشكال الأولى لوسائل الإعلام: الصحف والمجلات. حتى ذلك الحين ، لم يكن من الممكن الوصول إلى آلاف القراء في نفس الوقت. ومع ذلك ، يمكن للأشخاص المبصرين فقط الوصول إلى هذه الوسائط.

This all changed in 1821 CE. It happened when an officer in the military in France was visiting the Royal Institute of the Blind in Paris. **He** wanted to demonstrate to the students a system of dots he had invented. These dots allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man **who** was studying at the Institute.

تغير كل هذا في عام 1821 م. حدث ذلك عندما كان ضابط في الجيش في فرنسا يزور المعهد الملكي للمكفوفين في باريس. أراد أن يوضح للطلاب نظام النقاط الذي اخترعه. سمحت هذه النقاط للجنود بالتواصل دون التحدث. لفتت طريقة الاتصال هذه انتباه لويس بريل ، الشاب الذي كان يدرس في المعهد.

After many years of work, Louis Braille had improved and completed the system of raised dots, which became known as Braille. The characters consist of six tactile dots that can form 64 combinations, spelling out letters, numbers and symbols.

بعد سنوات عديدة من العمل ، قام لويس بريل بتحسين واستكمال نظام النقاط البارزة ، والذي أصبح يُعرف باسم بريل. تتكون الشخصيات من ست نقاط لمسية يمكن أن تشكل 64 مجموعة ، تهجئ الحروف والأرقام والرموز.

By 1868 CE, 16 years after Louis Braille's death, blind people all over the world were using Braille every day. **It** has also been adapted to scripts in different languages. It enables blind people to read books, maps and labels, and even to press buttons in a lift. A wide range of national daily newspapers are available in Braille, too.

بحلول عام 1868 م ، بعد 16 عامًا من وفاة لويس بريل ، كان المكفوفون في جميع أنحاء العالم يستخدمون طريقة بريل يوميًا. كما تم تكييفه مع نصوص بلغات مختلفة. إنها تمكن المكفوفين من قراءة الكتب والخرائط والملصقات وحتى الضغط على الأزرار في المصعد. تتوفر أيضًا مجموعة واسعة من الصحف اليومية الوطنية بلغة بريل.

Nowadays, screen-reading software means that the text on a computer screen can be heard aloud. Digital talking books that simultaneously generate output in Braille are also available.

في الوقت الحاضر ، يعني برنامج قراءة الشاشة أنه يمكن سماع النص على شاشة الكمبيوتر بصوت عالٍ. تتوفر أيضًا الكتب الرقمية الناطقة التي تنتج في نفس الوقت مخرجات بطريقة بريل.

Comprehension

4. Read and listen to the text again. Answer the following questions.

1. What do the underlined words refer to?

He: the officer; who : a young man/Louis Braille; It : Braille

2. How did mass media contribute to the invention of Braille?

Mass media contributed to the invention of Braille by provoking the invention of a written raised dot system in order to enable the blind to 'read' newspapers and magazines.

3. Why do you think soldiers had to communicate without speaking?

To send confidential information.

4. What makes Braille an official system of communication?

It is used all over the world.

5. How does technology nowadays help blind people communicate?

Text on a screen can be heard aloud, and talking books that also have the words in Braille are also available.

6. Do you think Braille is a practical way for the blind to communicate? Justify your answer.

I think Braille is practical for blind people because it uses a sense that they have. It could be very slow though, as 'reading' with your fingers might take longer.

7. In your opinion, could there be another way for the blind people to "read" in the future? Explain.

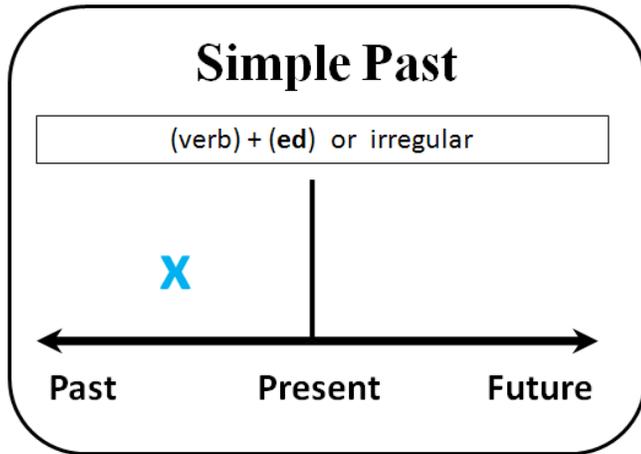
I think that, because technology is developing so fast, there will be many more efficient ways for blind people to communicate in the future.

8. Do you think blind people should be able to go to the same schools as people who can see? Why / Why not?

In my opinion, blind people should have the choice to go to the same schools as people who can see. If they want to go, and if they can cope with very little help, they should be given the right so that they can feel like they are leading a normal life

Grammar: Narrative tenses

Narrative Tenses (الازمنة السردية (القصصية)

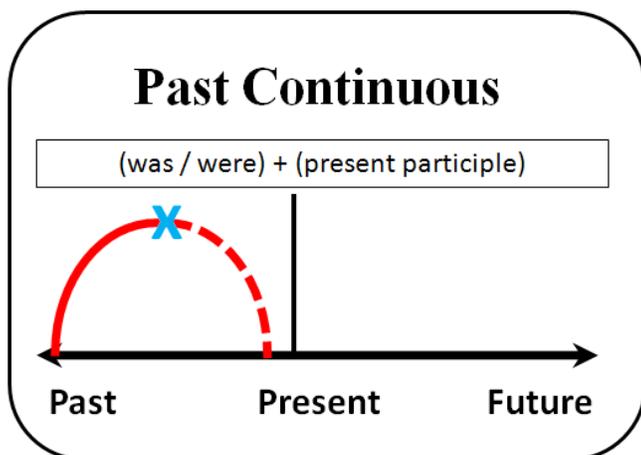


Use the past simple for completed actions in the past which tell the main event in a story.

I **picked up** the phone and **ordered** a pizza.

When I **saw** the boy coming towards me, I **said** hello.

She **took** a deep breath, **tried** to calm down and then **spoke**.



Use the past continuous

a) to set the general scene of a story

The music **was playing** softly, and the guests **were arriving** one by one.

The wind **was blowing** gently and the birds **were singing** the best songs ever.

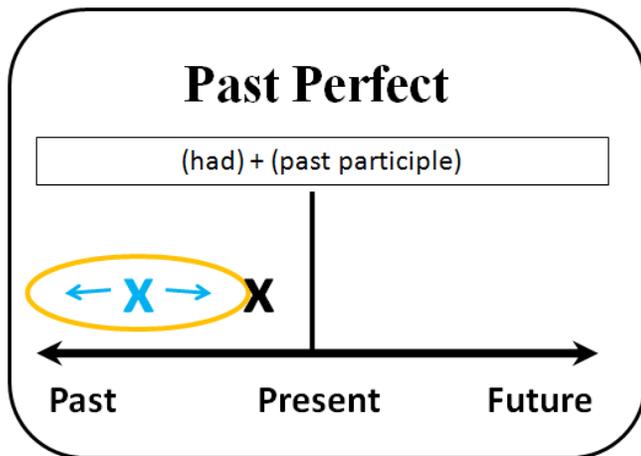
He **was moving** very fast, **looking** around and **giving** orders to the other police officers around.

b) to talk about actions in progress at or around a particular point in a story, often interrupted by another (shorter) action or event (usually in the past simple).

He **was talking** loudly when the waiter brought his food.

Everybody **was working** in the office when the electricity went off.

She **was making** jokes and **telling** anecdotes when the teacher asked her a difficult question.



Use the past perfect to talk about actions or situations that were completed before another action in the story. The actions are often mentioned out of time sequence, and the past perfect makes the order clear.

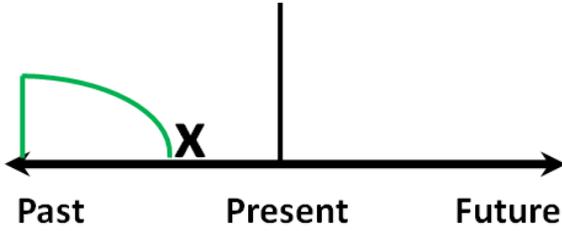
When I **got** to the restaurant, all my friends **had eaten** and some of them **had left**.

Before I called him, I **had prepared** a farewell speech.

She went to bed and took a good night sleep after she **had finished** all the housework.

Past Perfect Continuous

(had) + (been) + (present participle)



Use the past perfect continuous to talk about longer actions or situations which started before and continued up to a point in the story.

She **had been studying** for hours when she found out the exam was cancelled.

They **had been talking** about the details of the party for a couple of hours , so when I asked them whether they wanted a break, they all agreed.

5. Choose the correct alternative in the sentences from the text.

1. Until the 15th century, it **wasn't / hadn't** been possible to reach thousands of readers at the same time.
2. Louis Braille first saw the system of dots when an officer in the military in France **was visiting / had visited** the Royal Institute of the Blind, in Paris.
3. This method of communication **was catching / caught** the attention of Louis Braille, a young man who **studied / was studying** at the Institute.
4. After many years of work, Louis Braille **was improving and completing / had improved and completed** the system of raised dots.
5. By 1868 CE, blind people all over the world **had used / were using** Braille every day.

Answers

1. hadn't been 2. was visiting 3. caught, was studying 4. had improved and completed 5. were using

6. Read the following text about an organisation which distributes the Holy Qur'an in Braille. Put the verbs 1–8 in the correct form (Past Simple, Past Perfect or Past Continuous).

Mohammad Balw (1) _____ (work) as a flight attendant when his vision (2) _____ (start) to get worse. He had to take early retirement from his job as a flight attendant at Saudi Arabian Airlines where he (3) _____ (work) for 13 years. During this time, he (4) _____ (establish) the 'Meals for the Blind' project, which became famous in 1992 CE. Mohammad (5) _____ (be) worried about the lack of provision for people with low vision and other sight disabilities, so he decided to start a centre for vision rehabilitation in Jeddah, Saudi Arabia. The centre's services were set up in 2002 CE after Mohammad (6) _____ (receive) funding from different organisations. While Mohammad (7) _____ (set up) his centre, Ebsar, Lighthouse International trained six professionals to be ready to rehabilitate people with low vision. After Ebsar had been formally recognised, Mohammad (8) _____ (begin) to set up other projects, one of which was the distribution of the Holy Qur'an, in Braille format, throughout the Arab world.

Answers

1 was working 2 started 3 had worked 4 established 5 was 6 had received 7 was setting up 8 began

Speaking

7. Work in pairs. Use the Internet or the school library to find out more about the life of Louis Braille. Make notes about him using the Past Simple, Past Perfect and the Past Continuous. Work with another pair of students to ask and answer questions.

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Student's Book Page 66

Speaking

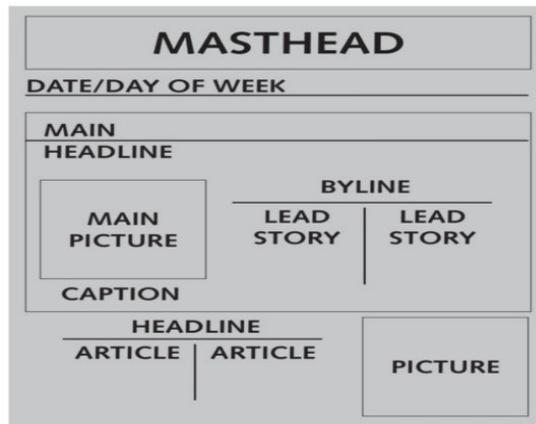
1. Which newspapers or magazines do you read? What kinds of story interest you most?

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Vocabulary: Parts of a newspaper

2. These words are all parts of a newspaper. Look at a recent newspaper. Find the following in your newspaper. Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

article byline caption headline lead story masthead



Listening

3.Listen to an interview with a young journalist about his work. Which of the words in exercise 2 does he mention?

Audioscript نص صوتي

Presenter: Sami is fifteen. He's a Jordanian student at a school in London, but in his free time, he writes for a newspaper! Sami, tell us about the writing that you do.

المقدم: سامي في الخامسة عشر من عمره. هو طالب أردني في مدرسة بلندن ولكنه في أوقات فراغه يكتب في صحيفة! سامي ، أخبرنا عن الكتابة التي تقوم بها.

Sami: I'm a member of an online newspaper where all the journalists are young people. We investigate stories and research topics that we think will interest people our age.

سامي: أنا عضو في صحيفة على الإنترنت حيث جميع الصحفيين من الشباب. نحن نحقق في القصص والموضوعات البحثية التي نعتقد أنها ستثير اهتمام الناس في عصرنا.

Presenter: How did you become a journalist?

المقدم: كيف أصبحت صحفياً؟

Sami: Well, I was interviewed for a news story by another journalist. He was doing a story about children whose parents were immigrants in London. It ended up being the lead story of the newspaper. **Presenter:** What kind of stories have you worked on?

سامي: حسناً ، أجريت مقابلة صحفية أخرى من أجل قصة إخبارية. كان يكتب قصة عن أطفال كان آباؤهم مهاجرين في لندن. انتهى الأمر بأن تكون القصة الرئيسية للصحيفة. **المقدم:** ما نوع القصص التي عملت عليها؟

Sami: I've done lots of different stories and I've made videos as well. I've also made a radio programme about young people and the food that they eat.

سامي: لقد كتبت الكثير من القصص المختلفة وصنعت مقاطع فيديو أيضاً. لقد قمت أيضاً بعمل برنامج إذاعي حول الشباب والطعام الذي يأكلونه.

Presenter: What do you enjoy most about being a journalist? ما أكثر شيء تستمتع به في كونك صحفياً؟

Sami: I like the way that investigating issues makes you think about things more deeply. It has opened my mind to things that I didn't know about, and it has given me a lot of confidence. Besides, seeing my name as the byline in an article is really rewarding.

سامي: أحب الطريقة التي يجعلك بها التحقيق في القضايا تفكر في الأمور بعمق أكبر. لقد فتح ذهني على أشياء لم أكن أعرف عنها ، ومنحتني الكثير من الثقة. بالإضافة الى ذلك ، فإن رؤية اسمي باعتباره العنوان الثانوي في مقال هو أمر مجزٍ حقاً.

Presenter: How can people read your work?

المقدم: كيف يمكن للناس قراءة عملك؟

Sami: They can go to our website. We've also got a few magazines in print.

سامي: يمكنهم زيارة موقعنا على الإنترنت. لدينا أيضاً عدد قليل من المجلات المطبوعة.

Presenter: Do you think you'll work in journalism one day? هل تعتقد أنك ستعمل في الصحافة يوماً ما؟

Sami: I hope so! I'd really love to report on issues all over the world. I think journalists have a very responsible job. It's their role to tell people about things that are happening all over the world.

سامي: أتمنى ذلك! أود حقاً الإبلاغ عن المشكلات في جميع أنحاء العالم. أعتقد أن الصحفيين لديهم وظيفة مسؤولة للغاية. دورهم هو إخبار الناس بالأشياء التي تحدث في جميع أنحاء العالم.

Answers

He uses the words **lead story, byline and article.**

4.Listen again and answer the questions.

- 1.How did Sami first become involved with the newspaper?
- 2.How has being a journalist changed Sami's personality?
- 3.How can people read the work of the young journalists?
- 4.Why does Sami think that journalists have an important job to do?
- 5.Do you think a journalist's job is important? Why / Why not?

Answers

1. He was interviewed by a journalist from the newspaper.
2. It has made him think about things more deeply, and it has opened his mind to things that he didn't know about and given him more confidence.
3. It is available on their website, and they also have a few magazines.
4. They have to tell people about things that are happening all over the world.
5. Students' own answers

Reading

5.Work in pairs. Look at the photographs on this page. What were your favourite leisure activities when you were a child?

Answers: The headline, the byline, the caption and the article

Student`s Book page 67

6 Read the newspaper article. Identify the parts of a newspaper that are presented.

Fifty things to do before you are twelve

خمسون شيئاً لتفعلها قبل عمر الثانية عشر

اميلي جونسون Emily Johnson

Think back to your childhood: playing house, cooking on a campfire and flying a kite. Are these things that you had done by the time you were twelve? If not, you've missed out on some important experiences, according to a new report.

فكر في العودة إلى طفولتك: اللعب في المنزل ، والطهي على نار المخيم ، وتطير طائرة ورقية. هل هذه الأشياء التي فعلتها عندما كنت في الثانية عشرة من عمرك؟ إذا لم يكن الأمر كذلك ، فقد فاتتك بعض التجارب المهمة ، وفقاً لتقرير جديد.

The report contains a list of activities that children should experience so that they learn about how people communicate with each other and with nature. The report has been written to try to limit the amount of time that children are spending indoors and on computer games these days. Volunteers were asked to contribute their favourite childhood memories to the list, and from the 400 suggestions, a short list of fifty was compiled.

يحتوي التقرير على قائمة بالأنشطة التي يجب على الأطفال تجربتها حتى يتعرفوا على كيفية تواصل الناس مع بعضهم البعض ومع الطبيعة. تمت كتابة التقرير في محاولة للحد من مقدار الوقت الذي يقضيه الأطفال في الداخل وفي ألعاب الكمبيوتر هذه الأيام. طُلب من المتطوعين المساهمة بذكريات طفولتهم المفضلة في القائمة ، ومن بين 400 اقتراح ، تم تجميع قائمة قصيرة من خمسين.

On the list were these activities:

catching fish with a net eating an apple straight from the tree looking for treasure on the beach playing hide and seek running around in the meadow exploring rock pools at the seaside.

في القائمة كانت هذه الأنشطة:

اصطياد السمك بشبكة أكل تفاحة مباشرة من الشجرة بحثاً عن كنز على الشاطئ ولعب الغميضة والسعي للركض في المرج واستكشاف برك الصخور على شاطئ البحر.

The report says that many adults could remember a different type of childhood: one in which they had more freedom than children do these days. The author of the report says that she and other colleagues felt that children today hadn't been given the chance to experience nature and learn about the world and human relationships in the same way.

يقول التقرير أن العديد من البالغين يمكنهم تذكر نوع مختلف من الطفولة: نوع يتمتعون فيه بحرية أكبر من الأطفال هذه الأيام. تقول مؤلفة التقرير إنها شعرت هي وزملائها الآخرون أنه لم يتم منح الأطفال اليوم فرصة لتجربة الطبيعة والتعرف على العالم والعلاقات الإنسانية بنفس الطريقة.

Comprehension

7. Read the article again. Decide if the sentences are true or false. Correct the false sentences.

1. Playing house, cooking on a campfire and flying a kite are inessential experiences for children.
2. The report was written to encourage children to do more outdoor activities.
3. Children in the past did the same activities as children do now, but they had more freedom.

Answer

1 False: Playing house, cooking on a campfire and flying a kite are important experiences for children. 2 True 3 False: Children in the past did different activities to children now.

Speaking

8. Work in pairs. Read the list of activities again. Which of those on the list had you experienced before you were twelve? What other outdoor activities had you experienced? How do you think it has helped you become who you are today?

Writing

9. Think about your childhood. By what age had you learnt the skills in the box? Write a paragraph using the Past Perfect. Add other ideas of your own in another paragraph.

walk	ride a bike	read	fly a kite	write	tell the time	tie
shoelaces	add and subtract sums		speak	a second language		

By the time I was one, I had learnt to walk.

Student's Book Page 68

Reading

1. Look at the headlines of four articles. What do you think the articles have in common?

1. Holiday message is 50 years late **B**
2. From mobile messaging to published book – communication becomes art **D**
3. 'Air-mail' brings best friends together **C**
4. Humans not alone in using sign language **A**

Answer

All the articles are about communication

2. Read the following articles. Match the headlines in exercise 1 with the articles A–D.

Answer 1 B 2 D 3 C 4 A

A

A scientific research project has found that wild chimpanzees use at least 66 gestures to communicate with each other.

After researchers had spent time with the animals in Borneo, **they** studied 120 hours of video they had recorded. They were looking for signs that the animals were using signals to communicate with each other.

They looked to see if the chimps were looking at each other, in order to be sure that the gestures had a purpose, that is, to communicate something. If the animal didn't respond to the gesture, the gesture was made over and over again, until there was a response.

The results suggest that there is a common system of communication across the species.

B

A postcard sent from Florida has finally reached **its** destination in England. It had been posted in 1957 CE!

This postcard had been addressed to someone working at an education centre. The building had once been a school. Staff at the education centre have been trying to find the addressee.

The card, which appears to have been written by a grandparent, describes a trip to Florida, USA. He wrote that it had rained a bit that day but it was still hot.

A spokesperson for the Post Office said that the postcard had probably been put back in a postbox recently. He said that the mail was never in the sorting office for that length of time.

C

In 2001 CE, a girl called Laura Buxton, from Staffordshire, UK, wrote a message with her name and address on a helium-filled balloon. She then sent **it** into the air, where it disappeared.

A few weeks later, the balloon landed nearly 200 kilometres away in southern England. The man who found it took it to his neighbours, the Buxtons, who had a daughter called Laura. They were surprised to learn that it was from another girl with the same name.

The two girls got in touch with each other, decided to meet and became best friends.

D

An artist has kept all her text messages, and after twelve years, she had collected about 100,000 messages. She kept the first few messages because she enjoyed reading them over again – it was like a personal diary. It is also a record of history, covering world events.

Every time a text message arrived, she saved the contents. She wrote them in notebooks when her phone ran out of space to store **them**. She eventually filled more than 60 notebooks. Then she started copying them on to her computer.

The woman took her collection to a publisher, and the book has now been published and translated into several languages.

Student's Book Page 69

Vocabulary: Means of communication

Underline all of the words that are forms of communication in the articles. One word has been done for you. Which words are written forms of communication?

Answers

Forms of communication: gestures, signs, signals, response, postcard, card, mail, message, text messages, notebooks, phone, book

Written forms of communication: postcard, card, mail, text message, notebook, book

Comprehension

4. Read the articles again and answer the questions.

1. What do the words in bold refer to?

they (article A: researchers; **its** (article B): a postcard's; **it** (article C): a heliumfilled balloon; **them** (article D): the contents

2. What are the four forms of communication in the four articles?

gestures, postcard, written message, mobile phone message

3. How do chimpanzees communicate with each other, according to the scientists in Borneo?

They use at least 66 gestures.

4. Why did the postcard take such a long time to be delivered?

The postcard had been put in a postbox again recently, so it had probably been left somewhere.

5. Why did the man in southern England take the balloon that he had found to his neighbours?

The man's neighbours' daughter was called Laura Buxton.

6. Why do you think that the book of text messages was published?

I think that the book was published because text messages are seen as completely temporary, and it is an interesting idea to make them into something permanent.

7. Our idea of communication has changed dramatically in the last 100 years. How do you think it will change in the next 100 years?

I think that communication will become even easier, and perhaps you will just be able to think of the person you want to send a message to, and a message will be sent.

8. Letters are still often sent between friends, even though we can just send an email instead. Justify this statement.

I think people still send letters because a letter is an object that you can keep. It has sentimental value.

Speaking

5 Read this extract from a novel quickly. Which newspaper article from exercise 2 has the same content? Discuss with your partner and give reasons.

Answer: article C

When I was ten, my grandfather was having his 60th birthday party. It was a lovely summer day, and the party was in the garden. I suddenly had an idea. I untied one of the brightly coloured helium-filled balloons and wrote a message with my name and address on it. Then I sent it into the air, where the gentle breeze carried it off, high above the clouds.

A few weeks later, the green balloon landed in some thick bushes nearly 200 kilometres away in southern England. A man, who was working in his garden, found it lying there. He read the message and a puzzled look came across his face. He thought that it must belong to his neighbours' daughter and took it to his neighbours' house. They were shocked to learn that it was from another girl with the same name – me!

When the other Laura and I met, we couldn't believe it. We were the same age and height, and we both had brown hair cut in exactly the same style. Of course, we became friends and we have been best friends ever since.

6 Work in pairs. What are the differences in the two ways of telling the story? What additional information do you learn in the novel in exercise 5?

The extract from the novel is far more descriptive, with more adjectives (e.g. lovely, brightly coloured, gentle, green, thick) but fewer facts than the article. It is written in the first person by Laura and includes more personal detail; how she felt, what happened next, etc. The article only contains facts with few descriptive words.

Writing

7 Write a story about an unusual or exciting event that happened to you when you were a child

.....

.....

.....

.....

.....

.....

.....

.....

Activity Book page 44

Vocabulary

1. Complete the following paragraph with words related to written communication. You are given the first letter.

People first started written communication through (1) p..... and drawings on cave walls. When the (2) a..... was invented, it became a lot easier for people to communicate. This writing system was made up of letters and (3) s..... which represented sounds. Then, when (4) m..... m..... prevailed, it introduced the whole world to (5) n..... and magazines. However, the blind could not benefit from these forms of communication, and that's when the language of (6) B..... was invented.

Answer: 1.paintings 2. alphabet 3. symbols 4.mass media 5.newspaper 6. Braille

Grammar

2. Choose the correct form of the verbs to complete the summary about Braille.

While Louis Braille (1) was studying / **had studied** at the Royal Institute of the Blind in France in 1821 CE, a young military officer (2) demonstrated / **was demonstrating** the system of dots he (3) had invented / **was inventing**. After Braille (4) had seen / **was seeing** the system, he (5) had worked / **worked** for many years to improve and complete the communication method that soldiers used. He (6) created / **was creating** a reading system that used six dots in 64 combinations of letters, numbers and symbols. Blind people could 'read' this by running their fingers lightly across the page. Sixteen years after the death of Louis Braille, blind people (7) were using / **had used** Braille all over the world.

3. Each of these sentences has an incorrect verb form. Rewrite the sentences using the correct form of the verbs.

1. I wrote an email when the phone rang. (**was writing**)
2. People were finding simple ways to communicate before writing was invented. (**found**)
3. While he was staying in Paris, he had visited his grandparents. (**visited**)
4. We were taking a taxi because the bus didn't come. (**took**)
5. My daughter learnt the alphabet by the time she started school. (**had learnt**)

4. Answer the questions about you.

1. What were you doing at ten o'clock this morning?.....
2. Who were you talking to an hour ago?
3. What did you do yesterday evening?
5. What had you learnt to do by the time you started school?.....

Activity Book page 45

Reading

5. Complete the following text about sign language with the words from the box.

deaf

system

communication

gestures

sign

Sign language as we know it today originated in 1755 CE, when a Frenchman, Charles Michel de L'Epée, started a school for deaf people in Paris. His form of (1)..... consisted of gestures, hand signs and finger spelling. The L'Epée system was the first example of French (2)..... language.

Around the same time, in 1778 CE in Germany, Samuel Heinicke was working on a (3)..... to teach deaf people how to read lips.

Meanwhile, in Britain, Thomas Braidwood opened the first school for the (4)..... in 1783 CE. At that time, students were using his form of sign language. Later, this became British Sign Language.

In 1816 CE, after he had seen people using sign language in Paris, an American, Dr Gallaudet, introduced the system in the USA. This, combined with various (5)..... that deaf people were still using in the USA at the time, formed American Sign Language.

Answers: 1. communication 2. sign 3. system 4. deaf 5. gestures

6 Answer the following questions about sign language.

1 Write a definition of sign language using all the words in the box from exercise 5 in one sentence.

.....

2 Which countries introduced sign language in the 18th century?

.....

3 Do you think sign language is as practical and easy as spoken language? Why / Why not?

.....

4 Create your own sign language for the following sentence: "I like reading a book before I sleep."
Share this sentence with a partner. Did you express it the same way?

7. Write 8 sentences in the Past Perfect to say what Sara, Ahmad, Asma and Fawzi had and hadn't done by the time they started school. Then write about you.

	Fly a kite	Learn to tell the time	Cook on a campfire	Play house Sara
Sara	✓	X	✓	X
Ahmad	X	✓	X	✓
Asma	✓	X	✓	X
Fawzi	X	✓	✓	X
Me	X	✓	✓	X

1. Sara had flown a kite, but she hadn't learnt to tell the time.

2. Ahmad.....

3. Asma.....

4. Fawzi.....

5. Sara.....

6. Ahmad.....

7. Asma.....

8. Fawzi

9. I

Student`s Book page 46

Reading

8 Read the text about how teenagers communicate with each other. Do you communicate with your friends like this?

A group of five teenagers are meeting in a restaurant. They haven't seen each other for a few weeks because it's the school holidays. Despite this, three of them are texting other friends, and the two others are playing games on their phones. They occasionally stop their phone conversations to chat for a few minutes, but most of their time together is spent in silence.

مجموعة من خمسة مراهقين يجتمعون في مطعم. لم يلتقوا ببعضهم البعض منذ بضعة أسابيع لأنها العطلة المدرسية. على الرغم من ذلك ، يقوم ثلاثة منهم بإرسال رسائل نصية إلى أصدقاء آخرين ، بينما يلعب الآخرون الألعاب على هواتفهم. أحياناً يوقفون محادثاتهم الهاتفية للردشة لبضع دقائق ، لكن يقضون معظم وقتهم معاً في صمت.

Does this scene sound familiar? Would you rather text than talk face-to-face? If you feel lost without your smartphone, chances are that you're part of the teen technology revolution.

هل هذا المشهد يبدو مألوفاً؟ هل تفضل إرسال الرسائل النصية بدلاً من التحدث وجهاً لوجه؟ إذا كنت تشعر بالضيق بدون هاتفك الذكي ، فمن المحتمل أنك جزء من ثورة التكنولوجيا للمراهقين.

Every generation does things differently from their parents, but modern-day teenagers are revolutionising communication – and it's not all positive. A survey found that 56 per cent of the teenagers asked would still prefer to hold an important conversation face-to-face, rather than on the phone. However, it also found that spending time on social network websites is now considered to be the same as socialising with friends.

كل جيل يفعل الأشياء بشكل مختلف عن آبائهم ، لكن المراهقين المعاصرين يُحدثون ثورة في التواصل - وهذا ليس إيجابياً كله. وجد استطلاع أن 56 في المائة من المراهقين الذين تم سؤالهم لا يزالون يفضلون إجراء محادثة مهمة وجهاً لوجه ، بدلاً من الهاتف. ومع ذلك ، فقد وجدت أيضاً أن قضاء الوقت على مواقع الشبكات الاجتماعية يعتبر الآن بمثابة التواصل الاجتماعي مع الأصدقاء.

The survey found that the main problem with technology and instant messaging is that 'text speak' (words abbreviated to single letters or symbols) has started to encroach upon other areas of their lives. They report accidentally using text speak in face-to-face conversations, in emails and even in school essays. So, if you are lucky enough to be part of the technological generation, remember that technology is important, but friends, family and face-to-face conversations should be top of the list!

وجد الاستطلاع أن المشكلة الرئيسية في التكنولوجيا والرسائل الفورية هي أن "الكلام النصي" (الكلمات المختصرة إلى أحرف أو رموز مفردة) قد بدأ في التعدي على مجالات أخرى من حياتهم. أبلغوا عن طريق الخطأ باستخدام النص في المحادثات وجهاً لوجه وفي رسائل البريد الإلكتروني وحتى في المقالات المدرسية. لذا ، إذا كنت محظوظاً بما يكفي لتكون جزءاً من الجيل التكنولوجي ، فتذكر أن التكنولوجيا مهمة ، لكن الأصدقاء والعائلة والمحادثات وجهاً لوجه يجب أن تكون على رأس القائمة!

9 Answer the following questions about the text in exercise 8.

1 What are the teenagers in paragraph 1 doing? Why is this surprising?

.....

2 In your own words, explain what the writer means by ‘the teen technology revolution’.

3 Does the writer feel that teenagers have the right balance between communicating via technology and talking face-to-face? Explain your answer.

.....

4 What are the main problems that instant messaging has caused?

.....

5 Do you agree with the writer’s recommendation in the last paragraph? Why / Why not?

.....

10 Imagine you are preparing a survey to ask adults about their relationship with technology and communication. What questions would you ask?

.....

.....

.....

Activity Book page 47

Writing: A short story

11. Write a short story called The message.

1. Imagine you receive one of the messages below. Choose one.

a You have won first prize of a holiday of your dreams.

b I need your help! Come quickly! 12 Beach Road.

c I have something important to tell you. Call me on ...

.....

.....

2 How do you receive the message? Who is the message from?

.....
.....
.....
.....
.....

3 How do you respond to the message? What happens? 12 Write your story.

.....
.....
.....
.....
.....

12 Write a story

.....
.....
.....
.....
.....

13 Read your story to the class



Student's Book Page 72

Before you begin

1 Look at the photographs. Which foods have you tried before? Which foods would you like to try? Discuss in pairs.

a. *Mansaf* b. *durian* c. *ceviche*

2 Read the words in the box. Which words refer to the names of the foods in the photographs? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

ceviche (سيفيتشي) raw(ني)	durian (دوريان) seasoned (مبهر)	mansaf (منسف) spiced(متبل)	marinated (منقوع) stew (حساء/ يخنة)
------------------------------	------------------------------------	-------------------------------	--

3 Steven and Robert have just returned from a trip around the world. Read and listen to Steven's account of the different kinds of food they ate. Which food did they like the most?

Answer: Mansaf from Jordan

Different cultures, different food ثقافات مختلفة ، طعام مختلف

In **Thailand**, we ate the strangest fruit, the durian. We had it picked right from the tree. It's a huge tropical fruit with a spiky skin. **Its** smell is so strong that it has been officially forbidden in many public places in Asia! We got it cut open and chopped, and then we ate it raw.

في تايلاند ، أكلنا أغرب فاكهة الدوريان. لقد قطفناه مباشرة من الشجرة. إنها فاكهة استوائية ضخمة ذات قشرة شائكة. رائحته قوية جدًا لدرجة أنه تم حظره رسميًا في العديد من الأماكن العامة في آسيا! قمنا بتقطيعها وتقطيعها ، ثم أكلناها نيئة.

In **South Africa**, we ate a stew made from flowers, **which** smelt lovely! The flowers grow on top of the water in lakes. We had the flowers cooked with meat and vegetables in a large pot.

في جنوب إفريقيا ، أكلنا يخنة مصنوعة من الزهور ، ورائحتها جميلة! تنمو الأزهار فوق الماء في البحيرات. كان لدينا الزهور المطبوخة باللحم والخضروات في قدر كبير.

We also tried raw fish in **Peru**. It's called ceviche, which is a seafood dish. It is made from fresh raw fish, marinated in lemon juice. Robert didn't want it served raw at first, but when he tried it he loved it as much as I did!

لقد جربنا أيضًا الأسماك النيئة في بيرو. يطلق عليه ceviche ، وهو طبق من المأكولات البحرية. وهي مصنوعة من الأسماك النيئة الطازجة المنقوعة في عصير الليمون. لم يرغب روبرت في تقديمها نيئة في البداية ، ولكن عندما جربها أحبها بقدر ما أحببت!

In **Jordan**, where our friend Ramzi lives, we tried the most delicious dish. It's actually Jordan's national dish, mansaf. It's lamb seasoned with aromatic herbs, sometimes lightly spiced and cooked in yoghurt. It's always served with huge quantities of rice. We had **it** prepared by Ramzi's mum and it was very delicious! Even though we were full after one dish, she insisted on serving us another, followed by some Arabic sweets, kunafah. That was very typical of the Jordanians' hospitality and generosity. Next time I visit Ramzi, I want my favourite dish prepared the first day I arrive!

في الأردن ، حيث يعيش صديقنا رمزي ، جربنا ألد طبق. إنه في الواقع الطبق الوطني الأردني ، المنسف. إنه لحم الضأن المتبل بالأعشاب العطرية ، وأحيانًا متبل قليلًا ومطبوخًا في اللبن. يتم تقديمه دائمًا بكميات ضخمة من الأرز. لقد أعدناه من قبل والدة رمزي وكان لذيذًا جدًا! ورغم شعبنا بعد طبق واحد ، أصرت على أن تقدم لنا طبق آخر ، تليها بعض الحلويات العربية ، الكنافة. كان هذا نموذجًا مميزًا لكرم وكرم الأردنيين. في المرة القادمة التي أזור فيها رمزي ، أريد تحضير طبق المفضل في اليوم الأول من وصولي!

Comprehension

4 Read and listen to the text again and answer the questions.

1 What do the underlined words refer to?

Its: the fruit's; which: the stew; it :mansaf

2 Why are durians banned in many countries?

Durians are banned in many countries because their smell is very strong.

3 Do you think a dish made from flowers would taste good? Why / Why not?

Students' own answers

4 Why didn't Robert want to try ceviche at first?

He didn't want to try raw fish.

5 Steven talks about Jordanian hospitality. Why do you think there is this custom of feeding guests a lot of food?

I think the custom of feeding guests a lot of food comes from ancient traditions when people used to travel long distances and would need to stop and eat at your house. Hospitality and generosity were even more important back then.

6 If you don't like the food that a host offers you, what do you think you should do? Why?

I think you should still eat it and appreciate your host's generosity, saying thank you when you finish your food.

Grammar: The causative السببية Causative Verbs الأفعال السببية

Rule (القاعدة) : (have/get)+ (object)+ Verb3
(want to / need to)+ have/get + (object)+ Verb3
(want / need (without to)) + (object)+ Verb3

Function (الوظيفة اللغوية)

We use causative have when arranging for someone to do something for us.

Examples:1. He repaired his car. (He did it himself)

2. He had his car repaired. (He arranged for someone to repair it)

3. Ali cut his hair yesterday. (He cut it himself)

4. Ali had his hair cut yesterday. (He went to the hairdresser)

Important point

Get is possible instead of have, usually in informal spoken English.

example: I'm going to get my car fixed tomorrow.

Simple Present		
Verbs	Active	Causative
have / has	I fix my car.	I have my car fixed.
get	He fixes his car. I fix my car.	He has his car fixed. I get my car fixed.
Changing the verb into PAST PARTICIPLE (Verb3)		
Simple Past		
Verbs	Active	Causative
had	I fixed my car.	I had my car fixed.
got	He fixed his car.	He had his car fixed.
Changing the verb into PAST PARTICIPLE (Verb3)		
Present Continuous		
Verbs	Active	Causative
is/am/are + having	I am fixing fix my	I am having my car fixed.
is/am/are + getting	car. He is fixing his car. He is fixing his car.	He is having his car fixed. He is getting his car fixed.
Changing the verb into PAST PARTICIPLE (Verb3)		

Past continuous

Verbs	Active	Causative
was / were + having was/ were + getting	I was fixing my car. He was fixing his car. He was fixing his car.	I was having my car fixed. He was having his car fixed. He was getting his car fixed.

Changing the verb into PAST PARTICIPLE (Verb3)

Present Perfect

Verbs	Active	Causative
have /has + had Have / has + got	I have fixed my car. He has fixed his car.	I have had my car fixed. He has had his car fixed.

Changing the verb into PAST PARTICIPLE (Verb3)

Past Perfect

Verbs	Active	Causative
had + had had + got	I had fixed my car. He had fixed his car.	I had had my car fixed. He had got his car fixed.

Changing the verb into PAST PARTICIPLE (Verb3)

Simple Future

Verbs	Active	Causative
will + have will +get	I will fix my car. He will fix his car.	I will have my car fixed. He will get his car fixed.

Changing the verb into PAST PARTICIPLE (Verb3)

Modal + Verb1

Verbs	Active	Causative
will/would/shall/should/ can/could/may/might/must/ have to/has to/ had to/ be going to + Verb1	I can fix my car. He can fix his car.	I can have my car fixed. He can get his car fixed.

Changing the verb into PAST PARTICIPLE (Verb3)

want to / need to

Verbs	Active	Causative
-------	--------	-----------

want to need to	I want to fix my car. He needs to fix his car.	I want to have my car fixed. He needs to have his car fixed.
Changing the verb into PAST PARTICIPLE (Verb3)		
want / need without (to)		
Verbs	Active	Causative
want need	I want someone to fix my car. He needs someone to fix his car.	I want my car fixed. He needs his car fixed.
Changing the verb into PAST PARTICIPLE (Verb3)		

- Rewrite these sentences using to have something done.

- Some builders are repairing the roof of our house.
We **the roof of our house**
- The dressmaker has shortened these trousers for me.
I..... **these trousers**.....
- Someone stole all my friend's money while she was on the beach.
My friend**her money**while she was on the beach.
- The hairdresser cut his hair last week.
He **his hair** last week.
- A famous artist is going to paint her portrait.
She is going to**her portrait**

5 In your notebook, rewrite the following sentences in your own words.

1 We had it picked right from the tree.

Someone picked it right from the tree for us.

2 We got it cut open and chopped.

We asked someone to cut it open and chop it up for us.

3 We had the flowers cooked with meat and vegetables.

A chef cooked the flowers with meat and vegetables.

4 Robert didn't want it served raw at first.

Robert didn't want anyone to give him the food raw at first.

5 We had it prepared by Ramzi's mum.

Ramzi's mum prepared it for us.

6 I want my favourite dish prepared the first day I arrive.

I would like someone to make me my favourite dish when I first arrive.

Now, write three other sentences of your own in your notebook using the causative verb forms *have/get/want something done*.

Speaking

6 Work in pairs. Take turns to ask and answer questions using the following ideas. Start your questions *Have you ever or When did you last ...*

1 have / hair / cut?

2 have / bike / fixed?

3 have / clothes / dry-cleaned?

4 have / suit / fitted?

5 get / professional photo / taken?

6 get / car / washed?

7 get / teeth / cleaned?

8 get / favourite food / prepared?

1 A: When did you last have your hair cut?

B: I had my hair cut a month ago.

1 A: When did you last have your hair cut?

B: I had my hair cut a month ago.

2 A: Have you ever had your bike fixed?

B: No, I've never had it fixed.

3 A: Have you ever had your clothes dry-cleaned?

B: No, I've never had my clothes dry-cleaned.

4 A: Have you ever had a suit fitted?

B: Yes, I have.

5 A: Have you ever had a professional photo taken?

B: Yes, I had one taken last year.

6 A: When was the last time you got the car washed?

B: I got it washed last week.

7 A: Have you ever got your teeth cleaned?

B: No, I haven't.

8 A: When was the last time you got your favourite food prepared?

B: Yesterday. I got it prepared by Mum.

7 Work in small groups. Share your answers to the following questions with your group.

What is the best dish you have ever had? Did you prepare it or have it prepared?

How did you cook it or get it cooked?

Why was it a special meal?

Do you want it cooked again? Why?

Writing

8 Write a four-paragraph essay about the dish that you told your group about in exercise 7. Then, exchange essays with your group and edit your partner's work for spelling, punctuation and the correct use of the causative.

Activity Book page 49

Vocabulary

1 Find the synonyms of the words in the box from sentences 1–4 and write both words in the gaps below. Then write your own sentence using the additional word in the box.

marinated	spiced	raw	seasoned	mansaf	stew
-----------	--------	-----	----------	--------	------

- 1.Ceviche is made from **uncooked** fish..... =
- 2.The **dish** in South Africa is made from flowers.=
- 3.I like chicken that is **soaked** in lemon juice... ..=.....
- 4.When food is **spiced** with herbs, it tastes better.=

Answers:

- | | | | |
|------------------------|------------------|-----------------------|----------------------|
| 1. uncooked = raw fish | 2. dish = a stew | 3. soaked = marinated | 4. spiced = seasoned |
|------------------------|------------------|-----------------------|----------------------|

Grammar

2 Reorder the words to make sentences in the causative.

1. flowers / had / We / arranged / for / sister's / my / wedding
.....

2. the / explained / wanted / again / I / lesson
.....

3. sent / letter / to / got / the / I / France
.....

4. friend / best / wanted / photo / I / a / with / taken / my
.....

5. car / Dad / fixed / his / yesterday / had
.....

Answers:

1. We had flowers arranged for my sister`s wedding.
2. I wanted the lesson explained again.
3. I got the letter sent to France.
4. I wanted a photo taken with my best friend.
5. Dad had his car fixed yesterday.

3. These sentences should be in the causative. Find the mistakes and write the correct sentences on the lines below.

1. I`m going to cut my hair at the new hairdresser`s.
2. She needs to repaired her car.
3. I need to mended the air conditioning unit.....
4. They will that broken window fixed.
5. He had his favourite meal cook by a chef.
6. I repaired my phone after I dropped it.

4. These sentences are in the causative or the active forms. Make any changes necessary to improve the meaning. Some sentences are correct and will not need any changes.

1. I want to take my photo in front of Buckingham Palace.
2. I need to paint the bathroom. I`ll call the painter today.
3. I made breakfast for the family this morning.
4. I dry-cleaned my suit yesterday.
5. I wrote an email to my aunt this afternoon.
6. Go and get your hands washed. They`re very dirty.....



Student's Book Page 74

Speaking

1 Work in pairs. What kind of pizza do you like?

Reading

2 What three ingredients do you think are traditionally in a Margherita pizza? Read the text and check your answer.

Answer: tomatoes, basil and mozzarella cheese

The history of pizza

تاريخ البيزا

The earliest form of pizza was invented when soldiers needed food to take with them on long marches. They baked a kind of bread flat on **their** shields and then covered it with cheese and dates. This early pizza was a convenient, healthy food for people who were constantly on the move. The wheat flour base provided energy in the form of carbohydrates, the cheese gave the soldiers calcium, which kept their bones and teeth healthy, and the dates provided protein, fibre and various vitamins and minerals that are necessary to keep the body healthy. Pizza is also mentioned in the 3rd century BC, **when** there was written evidence of a flat round bread that had olive oil, herbs and honey on the top. It was baked on hot stones.

تم اختراع أقدم شكل من أشكال البيزا عندما احتاج الجنود إلى طعام ليأخذه معهم في مسيرات طويلة. كانوا يخبزون نوعًا من الخبز على دروعهم ثم يغطونه بالجبن والتمر. كانت هذه البيزا المبكرة طعامًا مناسبًا وصحيًا للأشخاص الذين يتنقلون باستمرار. ووفرت قاعدة دقيق القمح الطاقة على شكل كربوهيدرات ، والجبن أعطت الجنود الكالسيوم الذي يحافظ على صحة عظامهم وأسنانهم ، كما وفرت التمر البروتين والألياف والفيتامينات والمعادن الضرورية للحفاظ على صحة الجسم. تم ذكر البيزا أيضًا في القرن الثالث قبل الميلاد ، عندما كان هناك دليل مكتوب على خبز دائري مسطح يحتوي على زيت الزيتون والأعشاب والعسل في الأعلى. كانت مخبوزة على الحجارة الساخنة.

When people explored the remains of Pompeii, Italy, they found evidence of a flat flour cake that was baked and widely eaten there at that time. There was also evidence of the first pizza restaurants in Pompeii in the 16th century CE. Visitors can see the pizza ovens in the ruins, even today. In 1522 CE, travellers returning to Europe from Peru brought back tomatoes with **them**.

The people of Naples added the new tomatoes to their bread, which consisted of flour, oil, salt and yeast, and created the first simple pizza.

عندما استكشف الناس بقايا بومبي بإيطاليا ، وجدوا دليلاً على كعكة دقيق مسطحة كانت مخبوزة وأكلت على نطاق واسع في ذلك الوقت. كان هناك أيضاً دليل على أول مطاعم بيتزا في بومبي في القرن السادس عشر الميلادي. يمكن للزوار رؤية أفران البيتزا في الأثناض ، حتى اليوم. في عام 1522 م ، عاد المسافرون إلى أوروبا من بيرو وأحضروا معهم البندوره. أضاف سكان نابولي البندوره الجديدة إلى خبزهم ، والذي يتكون من الدقيق والزيت والملح والخميرة ، وصنعوا أول بيتزا بسيطة.

In 1889 CE, the King of Italy and his wife, Queen Margherita, were on holiday in Naples in Italy. They asked a famous pizza chef to come and cook for them. He prepared three kinds of pizza. The Queen's favourite one was the one that had been made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colours of the Italian flag. The chef named this pizza in honour of the Queen: the Margherita.

في عام 1889 م ، كان ملك إيطاليا وزوجته الملكة مارغريتا يقضيان عطلة في نابولي بإيطاليا. طلبوا من طاهي بيتزا مشهور أن يأتي ويخبز لهم. أعد ثلاثة أنواع من البيتزا. كانت المفضلة لدى الملكة هي تلك التي كانت مصنوعة من جبنة بيضاء تسمى جبن موزاريلا ، وهي عشب أخضر يسمى الريحان ، والبندوره الحمراء الناضجة. كانت هذه بالضبط ألوان العلم الإيطالي. سمي الشيف هذه البيتزا تكريماً للملكة: مارغريتا.

In the late 19th century CE, pizza became a popular snack that was sold from stalls on the streets of Naples. When many Italians emigrated to America in the 19th century CE, they took the recipe for pizza with them. Its popularity there spread all over the world, and today it is a favourite dish in almost every country.

في أواخر القرن التاسع عشر الميلادي ، أصبحت البيتزا وجبة خفيفة شهيرة يتم بيعها من الأكشاك في شوارع نابولي. عندما هاجر العديد من الإيطاليين إلى أمريكا في القرن التاسع عشر الميلادي ، أخذوا معهم وصفة البيتزا. انتشرت شعبيتها هناك في جميع أنحاء العالم ، وهو اليوم طبق مفضل في كل بلد تقريباً.

Comprehension

3 Read the text again and answer the questions.

1. What do the underlined words refer to?

their: the soldiers'; when : the 3rd century BCE; them : travelers ; Its : pizza's

2. The text describes five kinds of pizza since its creation. What are they?

The soldiers' pizza, with cheese and dates; a flat, round bread with olive oil, herbs and honey; flat bread baked in Pompeii; bread with added tomatoes in Naples; the Margherita, with basil, mozzarella and tomatoes

3. Do you think the origin of pizza is from Peru, Pompeii or Naples? Justify your answer.

Students' own answers

4. Pizzas are not healthy for everyone. Can you suggest why?

Some people might do more exercise than others, so the bread base is not unhealthy for them.

5. What would you add to the soldiers' pizza to make it even healthier? Why?

You could replace the dates with fresh vegetables because the latter are better for you than sweet fruit.

4. In your notebook, write three more questions about the text for your partner to answer.

Ask and answer each other's questions.

Pronunciation

5 Listen to the words in the box. What do you notice about the underlined sounds? Listen again and repeat.

recipe

oven

mozzarella

honour

basil

stalls

Vocabulary: Food

6 Find and label the food groups in the correct place on the healthy-eating plate a–e. Suggest two additional items to go in each group.



Carbohydrates (a)

proteins (e)

dairy (c)

fruit and vegetables (b)

fats and sugars (d)

6. Underline all the words for ingredients in the text on page 74. Then add the words in the correct spaces next to the healthy-eating plate.

7.

Ingredients: cheeses, dates, olive oil, herbs, honey, flour, tomatoes, oil, salt, yeast, mozzarella and basil.

Speaking

8 Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct amount of each food type? How could you change your diet to improve it?

A: I normally drink about two glasses of milk every day. That's about the right amount, isn't it?
B: I think so. Is there anything you eat too much of? I think I probably eat too much chocolate.
A: Me too! I shouldn't eat so many sweets. We shouldn't really eat sweets every day. Perhaps three times a week is OK, isn't it?

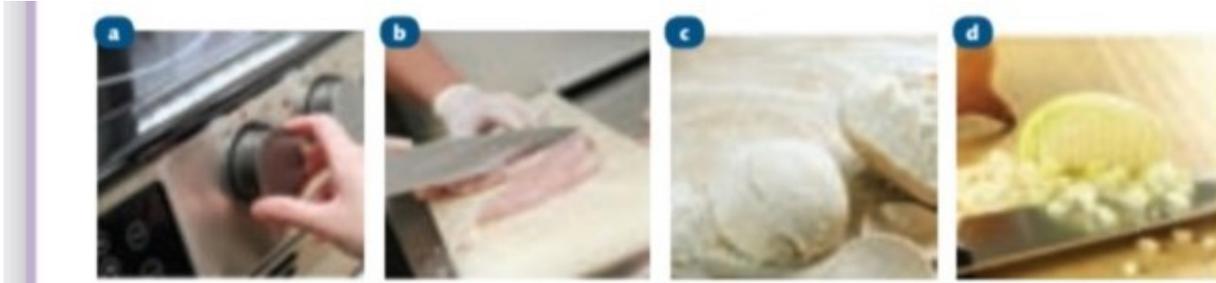
Student's Book Page 76

Speaking

1 Answer the following questions about the famous Jordanian dish, Makmura. Share your answers with a partner.

1. Do you like this dish? Why / Why not?
2. Does your mother make this dish at home?
3. Do you have Makmura on special occasions, or is it an everyday dish?
4. What is Makmura made from?
5. Do you think Makmura is healthy? Why / Why not?
6. How could you vary the recipe of Makmura to make it healthier?

2 The following photographs show a few steps for making Makmura. Put them in the correct order.



Students may interpret picture a either 'cook' or 'turn on the oven' and their responses may therefore differ. **Answer: EITHER 1 d 2 b 3 c 4 a OR 1 a 2 d 3 b 4 c**

Listening

**3. Listen to Alia and Nada. Check your answers to exercise 2.
Do you think Nada's instructions for making Makmura are clear?**

4. Listen again.

Complete the recipe below with the missing verbs.

Recipe: Makmura

Ingredients

dough	flour	chicken	onion	olive oil	salt and spices
-------	-------	---------	-------	-----------	-----------------

- (1)..... the onion and add olive oil and spices to it.
- (2)the chicken into 8 pieces and add them to the onion. Add salt.
- (3)..... the chicken until its colour changes.
- Cut the dough into equal-sized pieces and (4)..... flour on the pieces.
- Put the first layer of dough at the bottom of a container made from aluminium.
- (5)..... 2 or 3 pieces of chicken for each layer of dough. The top of the dish should be the last layer of dough.
- Put the dish in the oven for 3 hours.
- When cooked, (6)it over onto a large plate.

Answers: 1 Dice 2 Cut 3 Cook 4 sprinkle 5 Add 6 turn

Comprehension

5 Listen again and answer the following questions.

- Does your mother use the same ingredients as the ones in exercise 4? Explain.
.....
- If you were to cook Makmura, what other ingredients would you add to it?
.....
- After reading the recipe, do you think it is easy for you to make Makmura? Why / Why not?
.....
- Have you tried Makmura made by different people? Which one did you like the most? Why?
.....

Reading

6 Read the texts. What are the writers' favourite foods? Match each text with the correct photograph above.

A My favourite dish is lamb and white beans. My mother (1) **boils** / **grills** the beans in salted water. She also (2) **chops** / **marinates** the lamb overnight in olive oil, lemon juice and spices. Then she (3) **grates** **بيرش** / **roasts** it in the oven, and serves the beans next to it. Before we eat, we (4) **sprinkle** **بيرش** / **melt** fresh herbs, salt and pepper on the dish. It's delicious, and also very healthy!

طبق المفضل هو لحم الضأن والفاصوليا البيضاء. أمى (1) تغلى / تشوي الفول في ماء مملح. كما أنها (2) تقطع / تتبيل الضأن طوال الليل في زيت الزيتون وعصير الليمون والبهارات. ثم تقوم بـ (3) بشر ييرش / تحمصها في الفرن وتقدم الفول بجانبها. قبل أن نأكل نقوم برش (4) يرش / نذوب الأعشاب الطازجة والملح والفلفل على الطبق. إنه لذيذ وصحي جدًا أيضًا!

B To make tabouleh, (5) **fry** / **chop** the vegetables into small pieces and (6) **grill** / **mix** them with olive oil and lemon. Make sure you (7) **slice** / **season** the dish well with salt and pepper. Tabouleh is salad, and so it is extremely healthy.

لتحضير التبولة ، (5) تغلى / تقطيع الخضار إلى قطع صغيرة و (6) تشوى / اخلطها بزيت الزيتون والليمون. تأكد من (7) شرائح / تتبيل الطبق جيدًا بالملح والفلفل. التبولة سلطة ، لذا فهي صحية للغاية.

C My favourite snack is cheese on toast. I like to (8) **sprinkle** / **slice** the cheese into thick pieces and (9) **boil** / **melt** it under the grill. It's delicious! I can't have this snack very often because too much cheese is unhealthy, but it's alright if I only eat it occasionally.

وجبتي الخفيفة المفضلة هي الجبن على الخبز المحمص. أحب (8) رش / تقطيع الجبن إلى قطع سميكة و (9) غليه / تذويبه تحت الشواية. إنه لذيذ! لا يمكنني تناول هذه الوجبة الخفيفة كثيرًا لأن الكثير من الجبن غير صحي ، لكن لا بأس إذا تناولتها من حين لآخر.

Vocabulary: Cooking verbs

7. Read the texts again and choose the correct alternatives in the sentences.

Writing

8. Write a recipe for your favourite dish. Use the model on page 76 to help you.

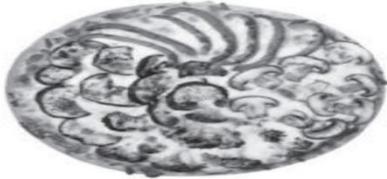
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Activity Book page 50

Vocabulry

5 What types of pizza can you see in the pictures? Find their names in the box below.

seafood pizza vegetarian pizza seasoned pizza chicken pizza

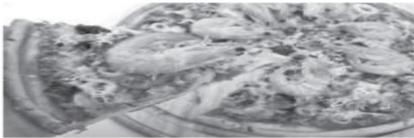


1 _____



2 _____

8



3 _____



4 _____

Answer: 1. vegetarian pizza 2.chicken pizza 3. Seafood pizza 4. Seasoned pizza

Reading

6. Complete the pizza menu using the words in the box. One word is not needed.

oven herbs baked recipe chicken ingredients vegetables seafood

Pizzeria Expert

All our pizzas are (1) baked in our special (2)using the freshest (3)..... . These include ripe tomatoes from Italy and the finest cheeses.

Pizza Herbivore

Three of the most popular (4)..... are used to flavour the cheese and tomatoes on this delicious pizza: basil, oregano and parsley.

Marine Pizza

This (5)..... pizza will delight those of you who love all kinds of fish.

Meat Feast

This is a carnivore's dream with plenty of beef and (6)..... .

Vegetarian

Mushrooms, onions and peppers are the main (7) that top this healthy pizza.

Answers: 1. baked 2.oven 3. ingredients 4. herbs 5. seafood 6. Chicken 7. vegetables

7. Answer the following questions.

1 What types of pizza can you name other than the ones mentioned in exercise 6?
.....

2 Which of the pizzas mentioned in exercise 6 do you prefer? Justify your answer.
.....

3 What kind of vegetables would you have in a vegetarian pizza?
.....

8 Look at the list of recommended daily servings and the chart showing what Hind, Amer and Jihad eat each day. Choose the correct alternative to complete the sentences. Then, complete the table and write about your eating habits.

Recommended daily servings are:

Fats and sugars: very little

Fruit: 2-4

Vegetables: 3-5

Proteins: 2-3

X = serving

	Number of servings of sweets	Number of servings of fruit	Number of servings of vegetables	Number of servings of meat Hind
Hind	X X X X X X	X	X X	X X X X X X X
Amer	X X	X X X X	X X X X X X	X X X X X
Jihad	X	X X X X X	X	X
Me				

1. Hind **eats too many** / **doesn't eat enough** sweets.

She **doesn't eat enough** / **eats too much** fruit.

2. Amer **eats the correct amount of** / **doesn't eat enough** fruit.

He **eats too much** / **doesn't eat enough** meat.

3. Jihad doesn't eat **too many** / **enough** sweets.

He eats **the correct amount of** / **too much** fruit.

4.

Activity Book page 51

Vocabulary

9. Match the methods of cooking with the definitions. One word is not needed.

roast	يحمّر	melt	يذيب	fry	يقلي	grill	يشوي	boil	يغلي
-------	-------	------	------	-----	------	-------	------	------	------

- 1: **roast**: cook in the oven
- 2: **fry**: cook in a pan with a little bit of butter or oil
- 3: **boil**: cook in very hot water on the stove
- 4: **grill**: cook under a hot part of the oven

Grammar

10. Read Kevin's list. Write sentences in the causative with *want*, *get* or *have*.

My to-do list

1. go for a hair cut.....
2. go for an eye test
3. ask the dentist to check my teeth
4. ask the tailor to shorten my jacket
5. ask Farid to take a photo of me.....
6. ask the bike shop to fi x my bike

Reading

11 Read the text and complete it with the missing words.

1. a weight b length **c energy**
2. **a few** b a lot of c too many
3. a half **b more than double** c less than double
4. a enough b much **c too many**
5. **a Too much** b Not enough c Some

Calories and health A calorie is a unit of (1) _____. When you hear that a substance contains 100 calories, it's a way of describing how much energy it gives your body. Most foods and drinks contain calories. Some foods, such as lettuce, contain (2) _____ calories – a cup of lettuce, for example, contains fewer than ten calories. One gram of protein or carbohydrate contains 4 calories, and the same amount of fat contains (3) _____ that number – 9 calories. So, to fi nd out how many calories there are in a type of food, you can multiply the

number of grams by the number of calories in a gram of that food group. We all need energy, so a healthy, balanced diet includes the right number of calories – not (4) _____, and not too few. Teenagers need more calories than younger children. Teenage boys on average need 2,200 to 3,200 calories a day, and girls of the same age need 1,800 to 2,400 calories a day. However, whether they are girls or boys, teenagers who are active and move around a lot will need more calories than those who don't. If you eat more calories than your body needs, the leftover calories are converted to fat. (5) _____ fat can lead to health problems. Exercising is really important, too, because activity burns calories.

12 Read the text again and write T (true) or F (false). Correct the false statements in your notebook.

1. A cup of lettuce contains a small number of calories. **T**
2. Eating a lot of fat is bad for you. **T**
3. It is impossible to find out how many calories are in a type of food. **F**
4. Our bodies need calories to give us energy. **T**
5. People who are less active need more calories than people who are active. **F**

Writing: Your favourite dish

13. Write a description of a traditional dish from another country.

1. What is the dish called? What country does it come from?

.....
.....

2. Think about the following questions:

- What does the dish consist of?
- Does it have meat or fish?
- Is it sweet? Is it spicy?
- What are the health benefits of this dish?

3. What is the history of the dish?

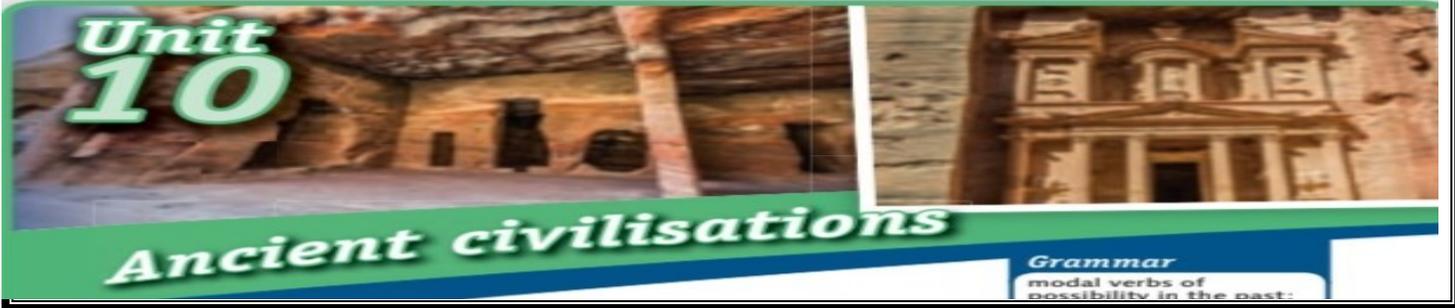
.....
.....
.....
.....

4. Now write the description of your traditional dish, focusing on its health benefits.

Pizza is my every-time favourite food, and it is tastier than the other foods. The country name Italy is very much famous for the food name pizza. In our world, many people like food and also they are food lovers. When I am free, I like to cook food, mainly pizza. The pizzas look very tasty, and their smell is delicious. Most people like it very much. Everyone wants it because of its cheesy taste. Cheese is a good item. With the help of cheese, we can make any food easily. Besides this, there are many excellent items in the pizza.

14. Read your description to the class. Which dish would most people like to try?

.....
.....
.....



Student's Book Page 78

Before you begin

1 Look at the photographs of Petra. Do you know who lived there in the past? What do you think life was like back then? Discuss with a partner.

The Nabateans

2 Read and listen to the text and check your answers to exercise 1.

The photograph on the left shows rock caves in Petra and the photograph on the right shows the treasury in Petra. The Nabateans lived in Petra in the past.

Who Were The Nabateans?

من هم الأنباط؟

In Petra, Jordan, there lie the remains of a majestic city carved out of the desert rock. This city was the main area inhabited by the Nabateans, who migrated gradually from Arabia. Originally, **they** were a nomadic people who chose to settle in various places, such as southern Jordan, the Naqab Desert and northern Arabia.

في البتراء ، الأردن ، توجد بقايا مدينة مهيبة منحوتة في صخور الصحراء. كانت هذه المدينة هي المنطقة الرئيسية التي يسكنها الأنباط الذين هاجروا تدريجياً من شبه الجزيرة العربية. في الأصل ، كانوا من البدو الرحل الذين اختاروا الاستقرار في أماكن مختلفة ، مثل جنوب الأردن و صحراء النقب وشمال شبه الجزيرة العربية.

There is little known about the lifestyle of the Nabateans, except that they were important traders in the ancient world. **They** might have traded goods such as spices, gold and animals with civilisations such as China, India and Rome because of their convenient position at a commercial crossroads in the world.

لا يُعرف الكثير عن أسلوب حياة الأنباط ، باستثناء أنهم كانوا تجارًا مهمين في العالم القديم. ربما تداولوا سلعة مثل التوابل والذهب والحيوانات مع حضارات مثل الصين والهند وروما بسبب موقعهم المناسب على مفترق طرق تجاري في العالم.

Many Roman writers wrote about what the Nabatean culture must have been like, but no one knows for sure. However, **they** agree that the language of the Nabateans could have been a mixture of Arabic and Aramaic. These Roman writers also say that the Nabateans were ruled by a royal family, and that, unlike many cultures in the ancient world, the Nabatean society might not have used any slaves. In addition to that, the Nabateans must have been expert engineers because they managed to build complicated water conservation systems in the desert terrain.

كتب العديد من الكتاب الرومان عن شكل الثقافة النبطية ، لكن لا أحد يعرف على وجه اليقين. ومع ذلك ، فقد اتفقوا على أن لغة الأنباط يمكن أن تكون مزيجًا من العربية والآرامية. يقول هؤلاء الكتاب الرومان أيضًا أن الأنباط كانوا يحكمون من قبل عائلة ملكية ، وأنه على عكس

العديد من الثقافات في العالم القديم ، ربما لم يستخدم المجتمع النبطي أي عبيد. بالإضافة إلى ذلك ، يجب أن يكون الأنباط مهندسين خبراء لأنهم تمكنوا من بناء أنظمة معقدة للحفاظ على المياه في التضاريس الصحراوية.

Despite archaeologists' best efforts, there is a limit to what they can tell us about these fascinating people who lived in Jordan such a long time ago. Although it is still difficult to know much, they can't have been illiterate because there are some inscriptions that remain. However, sadly for us, most of the things the Nabateans made and owned have been too easily destroyed by time or lost in the desert.

على الرغم من الجهود الجبارة التي بذلها علماء الآثار ، إلا أن هناك حدودًا لما يمكنهم إخبارنا به عن هؤلاء الأشخاص الرائعين الذين عاشوا في الأردن منذ وقت طويل. على الرغم من أنه لا يزال من الصعب معرفة الكثير ، إلا أنه لا يمكن أن يكونوا أميين لأن هناك بعض النقوش المتبقية. ومع ذلك ، للأسف بالنسبة لنا ، فإن معظم الأشياء التي صنعها الأنباط وامتلكوها قد دمرت بسهولة بمرور الوقت أو ضاعت في الصحراء.

Comprehension

3. Read and listen to the text again and answer the questions.

1 What do the underlined words refer to?

they : the Nabateans; They :the Nabateans; they : Roman writers; they : archaeologists; they : the Nabateans

2 Where did the Nabateans choose to live after emigrating from Arabia? Why do you think they chose to live in these places?

The Nabateans chose to live in southern Jordan, the Naqab Desert and northern Arabia. Students can discuss the reasons for this.

3 What evidence is there to show that the Nabateans were excellent engineers?

There are the remains of complicated water storage systems in Petra.

4 How was the Nabatean culture different from other ancient cultures?

It was different because they probably didn't have slaves.

5 Why do you think 'no one knows for sure' about the culture of the Nabateans?

I think no one knows for sure about the Nabateans because so much has been destroyed, but also perhaps because there has not been enough advance in archaeological technology.

6 Do you think we will discover more about the Nabateans in the future? If so, why and how? If not, why not?

: I think we will discover more about the Nabateans because people are still working to find things out, and there will be better technology in the future.

7 The Nabateans were nomads before they chose to settle in Petra. What reasons can you think of that might have influenced them to settle?

I think the Nabateans might have been influenced by their discovery of a better place to live.

Grammar: Modal verbs of possibility in the past

Expressing possibilities / probabilities التعبير عن الاحتمالية

Must = sure / certain / definite / I know / no doubt/ it's true + ونستخدمها عندما الجملة التي بعدها مثبتة +
نكون متاكدين من ان الحدث صحيح

Can't = sure , certain , definite , I know , no doubt , it's true + ونستخدمها لما الجملة التي بعدها منفية +
نكون متاكدين ان الحدث غير صحيح

May , might , could = unsure , perhaps , maybe , I think , probable , possible , likely , not sure , uncertain , indefinite , مع احتمال صحة الحدث

May not , might not = مع احتمال عدم صحة الحدث جملة منفية + may , might , could نفس

Prohibition المنع

It is necessary to تحويل الى *have to+ Verb1 / has to+Verb1*

It is necessary to switch it off.

You have to switch it off.

It isn't necessary to تحويل الى *don't have to+ Verb1 / doesn't have to+Verb1*

It isn't necessary to switch it off.

You don't have to switch it off.

It is allowed to تحويل الى *can+ Verb1*

It is allowed to switch it off.

You can switch it off.

It isn't allowed to تحويل الى *mustn't+ Verb1*

It isn't allowed to switch it off.

You mustn't switch it off.

is/isn't / are/ aren't تحويل الى *be*

was/wasn't / were/ weren't تحويل الى *have been*

don't /, doesn't / will / will not تحويل الى *Verb1*

It is necessary	must /have to
It is not necessary	don't/doesn't have to
You are allowed to	can
You are not allowed to	mustn't / can't
If I were you, I would	should

Examples

1. You are not allowed to come late.

You **mustn't** come late.

2. It is necessary to study well for the exam.

You **have to** study well for the exam.

Modal Verbs + have + Past Participle

الافعال الشكلية او الناقصة + have + Verd3

ملاحظة : يسمى فعل الـ (modal) ناقصة لانه لا تأتي لوحده بل يجب أن يأتي معها فعل رئيسي.

To express possibility in the past we use.

للتعبير عن (احتمالية) حدوث شيء في الماضي نستخدم:

may/might/could + have + past participle

e.g: I may/might/could have seen the documentary, but I'm not sure. ربما
أكون قد شاهدت الفيلم الوثائقي، لكنني غير متأكد.

To expresses certainty that something happened in the past.

نستخدم هذه الصيغة للتعبير عن (التأكيد) بأن شيئاً ما قد حصل في الماضي.

must + have + past participle

e.g: I must have left my wallet at home.

يجب أن أكون تركت محفظتي في المنزل.

To express certainty that something didn't happen.

نستخدم هذه الصيغة للتعبير عن (التأكيد) بأن شيئاً ما لم يحدث في الماضي.

can't + have + past participle

e.g: You can't have met their parents. They live in the US.

لا يمكن أن تكون قد قابلت والديهم. إنهما يعيشان في الولايات المتحدة.

To express regret about something that didn't happen in the past.

للتعبير عن (الندم) على عدم حصول شيء ما في الماضي نستخدم :

should + have + past participle

e.g: We should have come home earlier.

كان يجب أن نعود إلى المنزل مُبكراً.

It's also used to criticise somebody's behaviour.

إنها تستخدم أيضاً لانتقاد سلوك شخص ما.

To express regret about something that happened in the past.

للتعبير عن (الندم) على حصول شيء في الماضي.

e.g: You should have called me and let me know you weren't coming.

كان يجب أن تتصل بي وتُخبرني أنك لم تكن قادماً.

Exercise

1. I am sure Alia is at home doing nothing.

Alia

2. I am sure he didn't go to his work..

He

3. I am not sure he was rich .

He

4. The ground is wet here . this means there was almost certain a water leakage .

This

5. The people are thin , that's why I am certain they haven't eaten much lately.

They

6. The doorbell is ringing . I am sure it's my father. He always comes at this time.

It

7. I am sure they will eat dinner.

They

8. I am certain some areas of the desert will be green again .

Some areas of the desert

9. I am sure the men have stolen the car.

The men

10. Perhaps he found the key under the bed.

He

11. I am sure they will liberate Palestine one day

They

12. I am sure the plane didn't arrive early .

The plane

Answers

1. Alia must be at home doing nothing .
2. He can't have gone to his work.
3. He may have been rich .
4. This must have been a water leakage.
5. They can't have eaten much lately .
6. It must be my father . he always comes at this time.
7. They must eat dinner.
8. Some areas of the desert must be green again .
9. The men must have stolen the car.
10. He might have found the key under the bed.
11. They must liberate Palestine one day .
12. The plane can't have arrived early .

4 Complete the following sentences from the text, using the past form of the modal verbs in brackets. Check your answers in the text.

1. They..... goods such as spices, gold and animals. (**might trade**)
2. Many Roman writers wrote about what the Nabatean culture..... like. (**must be**)
3. The language of the Nabateans..... a mixture of Arabic and Aramaic. (**could be**)
4. The Nabatean societyany slaves. (**might not use**)
5. They..... illiterate because there are some inscriptions that remain. (**can't be**)

Answers:

1. might have traded 2. must have been 3. could have been 4. might not have used 5. can't have been

5. Choose the correct modal verb in the sentences.

1. It **must have been** / **couldn't have been** Tom who you saw in the street yesterday – he's gone away for a week.
2. I'm sorry to hear that your trip has been cancelled. That **might have been** / **must have been** a disappointment.
3. I don't know where I've put my glasses. I **must have left** / **might have left** them on my desk at home. Or I might have left / couldn't have left them in the car.

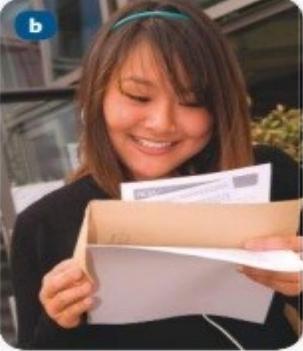
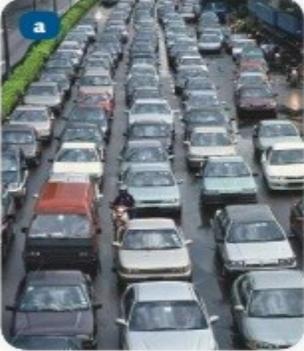
Speaking

- 1 Look at the photographs. Work in pairs and make sentences about what may have happened. Use **must have** / **might have** / **could have**.

Speaking

6 Look at the photographs. Work in pairs and make sentences about what may have happened. Use **must have** / **might have** / **could have**.

a A car might have broken down on the road.



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- a A car might have broken down on the road.*
b She could have got very good marks in an exam.
c He might have won a competition.
d The tree must have blown down in a storm.

Student's Book Page 80

Reading

1. Look at the photographs. What do you think you are going to read about? Choose the correct topic.
 - a. the museums of Crete
 - b. the ancient people of Crete**
 - c. the people living in Crete today

2 Read the words in the box. Which words are related to the Minoan civilisation? Check the meaning of any words you don't know in the Activity Book glossary or in a dictionary.

cattle قطع
piece together اجزاء مع بعض
deposits ادخارات
navy بحرية
paved roads طريق مرصوف

3 Read the article and check your answer to exercise 1.

The Minoan civilisation ruled the Mediterranean island of Crete for 1,500 years, until **it** was destroyed in 1450 BC. The Minoans built the first paved roads in Europe and introduced running water. **They** had a powerful navy, which might have been why they were such a strong civilisation for so long.

حكمت الحضارة المينوية جزيرة كريت في البحر الأبيض المتوسط لمدة 1500 عام ، حتى تم تدميرها عام 1450 قبل الميلاد. بنى المينيون أول طرق معبدة في أوروبا وقدموا المياه الجارية. كان لديهم قوة بحرية قوية ، وربما كان هذا هو السبب في أنهم كانوا مثل هذه الحضارة القوية لفترة طويلة.

For many years, people have been trying to find out why this developing civilisation might have disappeared. Even after Crete was hit by a large earthquake around 1,700 BC, the Minoans rebuilt their cities. So what caused their civilisation to end? Many experts say that the end of the Minoan civilisation might have been caused by the eruption of a volcano on the nearby island of Santorini, almost 3,500 years ago.

لسنوات عديدة ، كان الناس يحاولون معرفة سبب اختفاء هذه الحضارة النامية. حتى بعد أن ضرب زلزال كبير جزيرة كريت حوالي 1700 قبل الميلاد ، أعاد المينيون بناء مدنهم. إذن ما الذي تسبب في إنهاء حضارتهم؟ يقول العديد من الخبراء أن نهاية الحضارة المينوية ربما كانت ناجمة عن ثوران بركان في جزيرة سانتوريني القريبة ، منذ ما يقرب من 3500 عام.

However, at Knossos in Crete, scientists have been examining deposits of ash, marine species, cattle bones and seashells in the soil. How could these deposits have got there? The only answer is that **they** must have been deposited in Crete by a tsunami.

ومع ذلك ، في كنوسوس في جزيرة كريت ، كان العلماء يفحصون رواسب الرماد والأنواع البحرية وعظام الماشية والأصداف البحرية في التربة. كيف يمكن أن تصل هذه الودائع إلى هناك؟ الجواب الوحيد هو أنه لا بد أنهم أودعوا في جزيرة كريت بفعل موجات تسونامي.

Experts have now pieced together a possible explanation of what might have happened. They believe that several tsunamis might have hit the northern and eastern shores of the island, every thirty minutes due to the eruption of the volcano on Santorini. It must have been a terrifying experience for the Minoans living there!

لقد جمع الخبراء الآن تفسيرًا محتملاً لما قد يحدث. ويعتقدون أن عدة موجات تسونامي ربما ضربت الشواطئ الشمالية والشرقية للجزيرة كل ثلاثين دقيقة بسبب ثوران بركان سانتوريني. لا بد أنها كانت تجربة مرعبة للمينيون الذين يعيشون هناك!

Comprehension

4 Read the text again and answer the questions.

1 What do the underlined words refer to?

it: the Minoan civilisation; They : the Minoans; they : the deposits

2 How did the Minoans contribute to the development of civilisation?

The Minoans contributed to the development of civilisation by introducing paved roads and running water.

3 Why is the disappearance of the Minoan civilisation a mystery?

Its disappearance is a mystery because they were a very strong civilisation for a long time, even rebuilding their cities after an earthquake.

4 What evidence made the experts believe that Crete was hit by tsunamis?

Scientists believe that tsunamis must have hit the island because deposits of ash, marine life, cattle bones and seashells have been found in the soil.

5 If a civilisation from our days disappeared all of a sudden, what kind of evidence do you think it would leave behind it?

I think a civilisation would leave behind examples of recent technology and also everyday life.

6 Would the disappearance of the civilisation mentioned in question 5 above be a mystery for experts hundreds of years later? Why / Why not?

I think it might be difficult to understand, years later, because daily life will have changed a lot since it was destroyed

Vocabulary: Natural disasters

5 Complete the following paragraph with the words related to natural disasters from the box.

earthquake زلزال volcano بركان flood فيضان tsunami تسونامي tornado اعصار / زوبعة

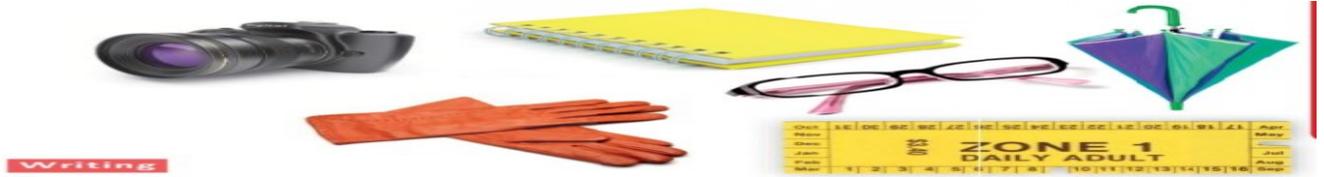
Natural disasters happen all around the world; they can sometimes destroy cities and whole civilisations. A (1)..... happens when it rains too much. A large amount of water would overflow from a river or from a dam. Another natural disaster is the (2), which is a powerful, destructive windstorm. That's when violent winds rotate and destroy everything around them. A (3)..... is a huge wave in the ocean that causes terrible damage to the land. This disaster can be caused by an (4)....., when the earth shakes from deep inside, which in turn can be caused by the eruption of a (5).....

Answers: 1. flood 2. tornado 3. tsunami 4. earthquake 5. volcano

Speaking

6 Look at the objects found in a person's bag. Work in pairs. Make sentences about the person using might (not) have / must (not) have / could (not) have.

The person couldn't have been a child, because there is an adult train ticket.



Answers:

1. The person couldn't have been a child because there is an adult train ticket.
2. The person could have been sightseeing because there is a camera.
3. The person might have been going to a business meeting because there is a notebook.
4. The person must have had poor eyesight because there is a pair of glasses.
5. The person couldn't have been travelling in the summer because there are gloves and an umbrella.

Writing

7. Imagine that you were born in another part of your country, or even another country. Write a paragraph about the things that would have been different about your life. Use **could (not) have / might (not) have**.

I might not have learnt the same first language as I do now.

Listening

1. What do you know about Pompeii? Answer the questions.

1. Where was it?
2. What was the population of the city?
3. When was the city destroyed?
4. How was the city destroyed?

Answers: 1 near Naples in Italy 2 about 20,000 3 24th August, 79 CE 4 It was buried by hot ash from a volcanic eruption

2 Listen to a tour guide showing tourists around the city. Check your answers to exercise1.

Audioscript

Pompeii was once a very busy commercial city near the modern city of Naples in Italy and about 20,000 people lived here. Then, on 24th August in the year 79 CE, hot ash from the volcanic eruption of Mount Vesuvius buried the entire city. In the 1600s, archaeologists rediscovered the city's ruins under the ashes and started learning about the life that the people here must have lived. This is the main street, Porta Marina. If you look down, you can see the stone rings where ships were tied to the dock. The sea must have come right up here in those days. These streets must have been filled with shops and stalls. There might have been chariots driving here, just where we are walking now. It's interesting to look up at Mount Vesuvius from this main square, the Forum. Of course, the people couldn't have known that they were in danger of a volcanic eruption, because Vesuvius hadn't erupted for more than 1,000 years. Here is an ancient take away restaurant! These holes in the counters held the pots for food. Now here we are at what must have been the finest house in Pompeii, the House of the Faun, with the lovely bronze statue of an animal in the garden. These four big stone cylinders were once the bakery and the mill. The brick oven looks like a modern-day pizza oven. Lastly, we arrive at the amphitheatre. During Roman times, there might have been up to 5,000 people here, being entertained.

نص صوتي

كانت بومبي ذات يوم مدينة تجارية مزدحمة للغاية بالقرب من مدينة نابولي الحديثة في إيطاليا ويعيش فيها حوالي 20000 شخص. ثم ، في الرابع والعشرين من أغسطس عام 79 م ، دفن الرماد الساخن الناتج عن الانفجار البركاني لجبل فيزوف المدينة بأكملها. في القرن السابع عشر ، اكتشف علماء الآثار أنقاض المدينة تحت الرماد وبدأوا في التعرف على الحياة التي عاشها الناس هنا. هذا هو الشارع الرئيسي بورتا مارينا. إذا نظرت إلى الأسفل ، يمكنك أن ترى الحلقات الحجرية حيث تم ربط السفن بالرصيف. يجب أن يكون البحر قد جاء هنا في تلك الأيام. يجب أن تكون هذه الشوارع مليئة بالمتاجر والأكشاك. ربما كانت هناك عربات تسير هنا ، فقط حيث نسير الآن. من المثير للاهتمام أن ننظر إلى جبل فيزوف من هذه الساحة الرئيسية في الميدان بالطبع ، لا يمكن للناس أن يعرفوا أنهم كانوا في خطر الانفجار البركاني ، لأن فيزوف لم يثور منذ أكثر من 1000 عام. هنا مطعم " السفري " قديم! هذه الفتحات في الطاولات تحمل أواني الطعام. الآن نحن هنا في ما كان يجب أن يكون منزل عش في بومبي ، بيت الفون ، مع تمثال برونزي جميل لحيوان في الحديقة. كانت هذه الأسطوانات الأربع الحجرية الكبيرة هي المخبز والمطحنة. يشبه فرن القرميد فرن البيتزا الحديث. أخيرًا ، وصلنا إلى المدرج. خلال العصر الروماني ، ربما كان هناك ما يصل إلى 5000 شخص هنا للترفيه.

Answers: 1 near Naples in Italy 2 about 20,000 3 24th August, 79 CE 4 It was buried by hot ash from a volcanic eruption

3. Look at the photographs a–f. What can you see? Listen again. Place the photographs in the order that each is mentioned.

10. Listen again. Complete the sentences under each photograph.

Place the photographs in the order that each is mentioned.

The stone rings were used to _____

b The House of the Faun

This house must have been _____

c The amphitheatre

There might have been up to _____ here.

d The main square

e The bakery and the mill

The brick oven looks like _____

f A restaurant

The holes in the counter _____

4. Listen again. Complete the sentences under each photograph.

? What are the criteria for a place to become _____

Answers : 1 a 2 d 3 f 4 b 5 e 6 c

Speaking

5. Have you ever visited an archaeological site? What did you see there?

Vocabulary: Everyday traditions in the past (عادات يومية في الماضي)

6. What do you think the daily lives of your ancestors in Jordan were like? Discuss with a partner.

Ancestors instilled in the people of Jordan hospitality, generosity, traditional Arabic home design, eastern attitude, Bedouin weddings, Arabic traditional meals like Mansaf, keeping up with ethical street rules and neighbor's rights, and lifelong parenting and family cohesion.

7. Match the expressions in the box with the correct photograph. Which expressions are traditions related to food?

riding donkeys and horses (ركوب الحمير والخيول)	lighting streetlamps (اضاءة الشوارع)
making bread (عمل الخبز)	fishing(صيد السمك)
providing water (التزود بالماء)	harvesting the crops (حصاد المحاصيل)

Answer: a. fishing b. harvesting the crops c. lighting streetlamps d. riding donkeys and horses
e. providing water f. making bread

The expressions related to food are **making bread, fishing and harvesting the crops**

Vocabulary: Everyday traditions in the past

6 What do you think the daily lives of your ancestors in Jordan were like? Discuss with a partner.

7 Match the expressions in the box with the correct photograph. Which expressions are traditions related to food?

riding donkeys and horses lighting streetlamps making bread
fishing providing water harvesting the crops



Speaking

8. Look at the pictures above and answer the following questions in pairs.

1 Which ones were probably not everyday customs in the past in Jordan? Justify your answer.

2 Describe the six pictures and say what you think is happening in each one. Use could (not) have / might (not) have / must (not) have.

Writing

9. Choose two everyday activities from Jordan's past. Write a paragraph about each one. Use could (not) have / might (not) have / must (not) have.

10 Share your work with the class. Who has the most interesting ideas about what life might have been like back then?

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Vocabulary

1. Complete the following sentences related to ancient civilisations with words from the box. One word is not needed.

settling (استقرار)	remains(بقايا)	inhabitants (سكان)	illiterate(غير متعلم / امي)
lifestyle (نمط حياة)	majestic (عظيم)		

- The..... of this city were living in peace.
- The..... history of this civilisation is carved in the city’s stones.
- The Nabateans were notbecause archaeologists have found some inscriptions.
- The..... of a past civilisation tell us a lot about its culture.
- Nomadic people kept travelling and..... in different places.

Answer: 1. inhabitants 2. majestic 3. illiterate 4. remains 5. Setting

Grammar

2 Complete the text using the past form of the modal verbs in brackets.

The giant heads of Easter Island have been a mystery for centuries. Scientists have wondered how the islanders (1)..... **(could transport)** the huge stone statues 18 kilometres from where they were made. The islanders did not have wheels or any kind of machine, which leads some experts to believe that they (2)**(must use)** sledges, ropes, and rollers made from trees to move the ‘Moai’, as the statues are called. Another speculation that archaeologists have put forward is that the islanders (3)..... **(might move)** the statues, which weigh on average 10 tons, by rocking them forward with ropes. The islanders (4)..... **(could be able)** to do this because of the large stomachs that had been carved on the statues.

Answers:

1. could have transported 2. must have used 3. might have moved 4. could have been able

3 Are these sentences true (T) or false (F)? Correct the false sentences.

1. The statues might have been transported by planes. **(F)**
2. Some scientists have suggested that the islanders could have used rollers made from trees to move the statues. **(T)**
3. The islanders might have rocked the statues with ropes to move them. **(T)**
4. The large stomachs on the statues must have made it difficult for the islanders to move the statues. **(F)**

4. Write your own speculations about how the statues were transported and why they were built. Use might have, could have and must have.

The islanders might have

.....

.....

.....

.....

.....

.....

.....

Reading

5. This is a photograph of ancient ruins as well as modern-day buildings. Which city is this? What do you think the photograph suggests?

6. Read the following text and check your answers to exercise 5.

Several different peoples have inhabited the city of Amman since antiquity. The earliest settlement was recorded to date from around 7,000 BCE. The peoples left a lot of remains behind, which can tell us a great deal about their culture.

سكنت مدينة عمان عدة شعوب مختلفة منذ العصور القديمة. تم تسجيل أقرب موقع حتى الآن من حوالي 7000 قبل الميلاد. تركت الشعوب الكثير من الرفات وراءها ، والتي يمكن أن تخبرنا كثيرًا عن ثقافتها

Among the remains is the Amman Citadel or Jabal al-Qalaa. The citadel has witnessed the rise of many different empires throughout the centuries. Even though archaeologists have been studying the citadel's structures, tombs, walls and stairs, a lot of the remains are still unexcavated. The Amman Citadel is also the site of the Jordan Archaeological Museum, which is home to a collection of artefacts from the citadel, as well as objects from other Jordanian historic sites.

ومن بين الآثار قلعة عمان أو جبل القلعة. شهدت القلعة ظهور العديد من الإمبراطوريات المختلفة على مر القرون. على الرغم من أن علماء الآثار كانوا يدرسون هياكل القلعة والمقابر والجدران والسلالم ، إلا أن الكثير من البقايا لا تزال غير محفورة. قلعة عمان هي أيضًا موقع متحف الآثار الأردني ، الذي يضم مكان مجموعة من القطع الأثرية من القلعة ، بالإضافة إلى أشياء من مواقع تاريخية أردنية أخرى

This photo of Amman represents a mixture of ancient Amman and modern Amman. It makes us reflect on how much an ancient civilisation can affect our modern-day culture.

تمثل هذه الصورة لعمان مزيجًا من عمان القديمة وعمان الحديثة. إنه يجعلنا نفكر في مدى تأثير الحضارة القديمة على ثقافتنا الحديثة.

7 Answer the following questions

1. What do you think the citadel's structures, tombs, walls and stairs might tell us about the civilisations back then?

The citadel's structures, tombs, walls and stairs, a lot of the remains tell us about how people lived in ancient civilisations.

2. Do you think a country's remains and ruins should be preserved? Why / Why not?

A country's remains and ruins should be preserved because it is important to know about history.

3. How do you think an ancient civilisation can affect modern-day culture?

Ancient civilizations have always held a special fascination for people, with their rich history and enthralling mysteries that transport us back in time.

4. Name other archaeological sites in Amman. Have you been to any of them? If so, what was so impressive about them? If not, which sites would you like to visit?

Roman Theatre

Grammar

8. Imagine that you had been born 100 years ago. Write sentences about how your life would have been different. Use the modal verbs shown and add one more of your own.

1. (might have)

I might have travelled to school on a horse instead of by car.

2. (could have)

I could have worked from the age of 10.

3. (couldn't have)

I couldn't have had the chance to watch TV.

4. (might not have)

I might not have been able to

5. (might have)

I might have had a less healthy diet.

6. (would have)

I would have only read books instead of eBooks.

Writing: A discovery article

12 Write a newspaper article about the discovery of an ancient civilisation. You should imagine this civilisation.

1 Where was the site found? Who found it and how?

.....
.....

2 Describe the site. Include the following:

- Who the site might have belonged to
- How the artefacts found might have been used
- What language the inhabitants spoke, what food they ate and what traditions they had
- What might have happened to the civilisation that the site belonged to

.....
.....
.....

13 Now write your article.

.....
.....

14. Read your article to the class. Whose civilisation is the most exciting? Why?

.....

Ancient Egypt Civilization حضارة مصر القديمة

Ancient Egypt was a civilization in Northeast Africa situated in the Nile Valley. Ancient Egyptian civilization followed prehistoric Egypt and coalesced around 3100 BC (according to conventional Egyptian chronology) with the political unification of Upper and Lower Egypt under Menes (often identified with Narmer). The history of ancient Egypt occurred as a series of stable kingdoms, separated by periods of relative instability known as Intermediate Periods: the Old Kingdom of the Early Bronze Age, the Middle Kingdom of the Middle Bronze Age and the New Kingdom of the Late Bronze Age.

Egypt reached the pinnacle of its power in the New Kingdom, ruling much of Nubia and a sizable portion of the Near East, after which it entered a period of slow decline. During the course of its history, Egypt was invaded or conquered by a number of foreign powers, including the Hyksos, the Libyans, the Nubians, the Assyrians, the Achaemenid Persians, and the Macedonians under the command of Alexander the Great. The Greek Ptolemaic Kingdom, formed in the aftermath of Alexander's death, ruled Egypt until 30 BC, when, under Cleopatra, it fell to the Roman Empire and became a Roman province.

The success of ancient Egyptian civilization came partly from its ability to adapt to the conditions of the Nile River valley for agriculture. The predictable flooding and controlled irrigation of the fertile valley produced surplus crops, which supported a more dense population, and social development and culture. With resources to spare, the administration sponsored mineral exploitation of the valley and surrounding desert regions, the early development of an independent writing system, the organization of collective construction and agricultural projects, trade with surrounding regions, and a military intended to assert Egyptian dominance. Motivating and organizing these activities was a bureaucracy of elite scribes, religious leaders, and administrators under the control of a pharaoh, who ensured the cooperation and unity of the Egyptian people in the context of an elaborate system of religious beliefs.