

Revision D

SB pages 76-80

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LESSON 1

SB page 76

Listening

1 Put these reasons for learning English in order of importance 1-5. Compare your ideas with a partner.

- 1 Tell the students to read the five reasons carefully and then number them in order of importance, with the most important being number 1.
- 2 Put the students in pairs to compare ideas. You could have a class vote for the most important reason.

Students' own answers

2 Now listen to a conversation between Manal and Leila. Circle the ideas they talk about in Exercise 1.

- 1 Tell the students to listen while you play the recording or read the script.
- 2 Tell them to look at the list in Exercise 1 and circle the ones that they hear the speakers talk about.
- 3 Play or read it again for them to check, then ask students to tell the class which reasons they have circled.

Answers:

They talk about b, c, d and e.

TAPESCRIPT

Manal: What's our first lesson tomorrow morning, Leila?

Leila: It's English.

Manal: Great, I really enjoy our English lessons.

Leila: So do I. I think learning languages like English is very useful, don't you?

Manal: Yes, I do, but some people don't understand why it's useful. They don't realise that they will

Revision D

Listening

1 Put these reasons for learning English in order of importance 1-5. Compare your ideas with a partner.

- a It will be useful if I go on holiday to an English-speaking country.
- b I'll be able to communicate with people in other countries if I know English.
- c I'll be able to read books, newspapers and websites written in English.
- d I think that I'll need English in my job.
- e I'd like to be able to write my own blog in English.

2 Now listen to a conversation between Manal and Leila. Circle the ideas that they talk about in Exercise 1.

3 Listen again. Find and correct the factual mistakes in these sentences.

- Leila thinks that we all need to know English for our jobs. will all need
- Leila's family spoke to the Japanese colleagues in Arabic, so that they could all communicate.
- Manal is planning to start a website soon.
- Manal is going to write a blog and people from all over Cairo will reply to her.
- Leila does not want to read Manal's blog.

4 Now answer these questions.

- Who came to Leila's home? Some Japanese colleagues of her father's.
- What made it easier for Leila to communicate with these people?
- How does Leila suggest practising reading, writing and listening to English?
- What was special about the website that Manal discovered?
- What does Leila think will happen when Manal starts to write a blog?

5 Discuss these questions in pairs.

- How do you think that you will use English in the future?
- Which of the following could you do to practise the English that you learn at school?
 - Read books, newspapers and magazines in English.
 - Listen to programmes in English on the radio or on the internet.
 - Read and write blogs in English.
 - Have an English-speaking pen friend.



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probably need to use English one day.

Leila: I think we'll all need to know English for our jobs or for travelling abroad.

Manal: Exactly! It means we'll be able to communicate with people all over the world, not just in English-speaking countries like Britain or Australia. Have you ever had to use English outside school?

Leila: Yes, I have. My father brought some Japanese colleagues to our house. They couldn't speak Arabic and we couldn't speak Japanese, but we could all speak English, so at times like that, it is really useful.

Manal: I think our English lessons at school are fantastic, but I'd like to find more ways of practising what we learn in class.

Leila: There are hundreds of websites which can help you to get better at reading English, Manal. There are also lots of ways of practising your written English, for example by emailing someone in an English-speaking country. And, of course, there are lots of English radio programmes you can listen to.

Manal: I go on social networking sites where English is the language everyone uses. I've also discovered a website where you can ask questions about English and someone replies in less than 24 hours.

Leila: That's a brilliant idea. You must give me the address of that website.

Manal: I also read people's blogs and sometimes make comments on what they write. I'm going to start my own blog soon.

Leila: That's a good idea. I'm sure that people from all over the world will read it.

Manal: Are you going to read my blog?

Leila: Of course!

Answers: _____

- b The fact that they could all speak English.
- c By reading websites, writing emails and listening to radio programmes.
- d People can ask questions about English and receive a reply within 24 hours.
- e She is sure that people from all over the world will read it.

5 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions. Go round and listen, offering prompts if necessary.
- 2 Invite volunteers to share their ideas with the class.
- 3 Point out that all the suggestions in part b are good ways to practise English.

Students' own answers



3 Listen again. Find and correct the factual mistakes in these sentences.

- 1 Tell the students to read the instructions and the sentences. Then tell them to listen while you play the recording or read the script again.
- 2 Tell them to study the example, and check they understand the task.
- 3 Allow time for them to complete the exercise alone or in pairs. Go round and check, then go through the exercise with the whole class.

Answers: _____

- b Leila's family spoke to the Japanese colleagues in English so that they could all communicate.
- c Manal is planning to start a blog soon.
- d Manal is going to write a blog and people from all over the world will reply to her.
- e Leila wants to read Manal's blog.

4 Now answer these questions.

- 1 Tell the students to complete this task alone, then compare answers with a friend.
- 2 Go round and check their answers.
- 3 Ask different students to read out their answers to the class.

Grammar

1 Choose the correct future verb form to complete these sentences.

- Before students begin, quickly revise future forms. Ask pupils what they are going to do next weekend. What do they think the weather will be like? Check they can use the correct future forms in their answers.
- Remind the class to read whole sentences before choosing the correct verb form.
- Tell the students to complete the task alone, then check in pairs.
- Go through the answers with the whole class.

Answers: _____

- b I'll c she's going to go d she'll
e we'll probably

2 Write what you would say in each of the following situations.

- Read out the instruction, the first situation and the example answer.
- Tell the students to complete the remaining sentences with their own ideas. Go round and check.
- Tell the students to compare their sentences in pairs.
- Ask different students to read out their answers to the class. Accept all grammatically correct sentences.

Suggested answers: _____

- b I'm going to go shopping.
c I think mobile phones will probably (go up in price / cost more than they do now).
d I promise I'll give it back (to you) tomorrow.
e There's going to be a sandstorm.

3 Anna Sewell wrote the famous novel *Black Beauty*. Make sentences about Anna Sewell using the verbs in brackets in the past simple or the past perfect.

- Ask a student to read the example. Check that students remember that you use the past perfect to describe the earlier of two actions in the past.
- Tell them to complete the task alone, then check in pairs.
- Go through the exercise with the whole class.

Grammar

1 Choose the correct future verb form to complete these sentences.

- Soha has made a plan: she's going to she will read all the novels by Charlotte Bronte.
- She said, "I think I'm going/I'll read them very quickly. They're good stories."
- Tomorrow, she's going to go/she goes to the school library to borrow the books.
- I expect she's going to/she'll enjoy reading them.
- When she's read them, we'll probably/we're probably discuss them together.

2 Write what you would say in each of the following situations.

- You are going on a school trip next week. Your parents tell you to phone them every day. Make your parents a promise.
I promise that I'll phone you every day.
- Your mother asks what your plans are for the weekend. Tell her. _____
- Your friend asks your opinion about the future price of mobile phones. Make a prediction. _____
- You want to borrow a friend's camera. Promise to give it back tomorrow. _____
- The wind is blowing the sand in the street. It is getting stronger. Make a prediction. _____

3 Anna Sewell wrote the famous novel, *Black Beauty*. Make sentences about Anna Sewell using the verbs in brackets in the past simple or the past perfect.

- Anna wanted (want) to write *Black Beauty* because she had always had (always have) an interest in horses.
- When she _____ (write) *Black Beauty*, Anna _____ (be) in poor health for many years.
- Anna's mother _____ (be able to) help her write *Black Beauty* because she _____ (write) many books herself.
- Black Beauty* _____ (be) successful from the start because people _____ (never read) a story told by a horse before.



4 Complete these sentences for yourself using the past perfect.

- Before I went to secondary school, _____
- By the age of 14, _____
- Before I learned English, _____
- By ten o'clock this morning, _____

5 Report what Andy says using reported speech.

- My name is Andy Taylor.
He said that his name was Andy Taylor.
- I live in Cairo near to the university.
- I've lived in Egypt for two years and I love it here. _____
- At the moment, I'm working at a language school with my brother. _____
- I am going to take an exam in Arabic next week. _____
- I want to work at the university one day. _____



Answers: _____

- b wrote, had been
c was able to, had written
d was, had never read

4 Complete these sentences for yourself using the past perfect.

- Read the instructions and make sure that students understand the task.
- Give them time to write their sentences.
- Students can compare their sentences in pairs.
- Ask a few students to read out their sentences.

Suggested answers: _____

- I had never met my best friend.
- my brother had visited three countries.
- I had learned a little French.
- we had had three lessons already.

Reading

1 Discuss these questions in pairs.

Look at the pictures of the area in the north of England where Charlotte Brontë lived. What jobs do you think the people who lived here did in the nineteenth century?



2 Read about the life of Charlotte Brontë and answer the questions.

- a How many brothers and sisters did Charlotte have? *She had five.*
- b What did Charlotte do in 1843?
- c Who were Elizabeth and Branwell?
- d In what ways were Charlotte and Jane Eyre the same?



Charlotte Brontë

Charlotte Brontë, the writer of *Jane Eyre*, was born in the north of England in 1816. She was the third of six children. Her mother's sister, Elizabeth, looked after the children because Charlotte's mother had died when she was five.

When their father was at work, Charlotte helped her aunt to look after her younger sisters in the quiet village where they lived. In their free time, Charlotte, her brother Branwell and her sisters Emily and Anne wrote poems and stories. From 1835 to 1838, Charlotte was a school teacher. Then, in 1839, she worked as a governess to a number of families. In 1842, Charlotte travelled to Europe to teach English, but she was miserable and returned to England the following year.

In 1846, Charlotte wrote a collection of poems with her sisters Emily and Anne. Instead of using their real names, they called themselves Currer, Ellis and Acton Bell. These could be men's or women's names, and the sisters chose them to hide the fact that they were women. At that time in England,



people thought that women should not write books and did not take their work seriously. The people who read Charlotte's novels were not sure whether she was a man or a woman.

By the year 1850, Charlotte's brother and sisters had all died and Charlotte and her father lived alone together. Because her novel *Jane Eyre* was so successful, Charlotte sometimes visited London and made contact with other writers. Soon, everyone realised that Charlotte was a woman and learnt that, like her character Jane, she was a very strong, clever woman.

Charlotte continued to look after her father and in 1854, married a man who worked with her father. Sadly, in 1855, at the age of 38, Charlotte Brontë died.

3 Complete these sentences with the correct prepositions.

- a The Brontë family lived in a village *in* the north *of* England.
- b Charlotte wrote poems and stories her free time.
- c 1842, Charlotte went Europe to teach English.
- d Charlotte made contact other writers London.
- e Charlotte's husband was a man who worked her father.



5 Report what Andy says using reported speech.

- 1 Ask a student what they are doing. When they answer, ask another person to report their reply, for example: *He/She said that he/she was studying English.*
- 2 Now focus on the example sentence in the book. Remind students that in reported speech, the tense moves one step into the past and that pronouns also change.
- 3 Students complete the sentences individually, then compare answers in pairs.
- 4 Check answers as a whole class.

Answers:

- b He said that he lived in Cairo near to the university.
- c He said that he had lived in Egypt for two years and he loved it there.

- d He said that at the moment, he was working at a language school with his brother.
- e He said that he was going to take an exam in Arabic the following week.
- f He said that he wanted to work at the university one day.

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Reading

1 Discuss these questions in pairs.

- 1 Ask students what they can remember about the story *Jane Eyre*. Explain that in today's lesson, they are going to read about the writer of the story, Charlotte Brontë.
- 2 Allow time for the students to study the pictures, then tell them to discuss the questions in pairs. Go round and monitor.
- 3 Ask volunteers to report their answers back to the class and allow a short class discussion.

Suggested Answers:

Men: Farm work, building, doctor, teacher, nurse, shopkeeper, etc.

Women (if they had any job): making clothes, cleaning, servant to rich people, teacher or governess, nurse

2 Read about the life of Charlotte Brontë and answer the questions.

- 1 Tell the students to read the text while you go round and answer any questions.
- 2 Students answer the questions in pairs.
- 3 Go through the answers with the whole class.

Answers:

- b She returned to England from Europe.
- c Elizabeth was Charlotte's aunt; Branwell was her brother.
- d They were both strong, clever women.

3 Complete these sentences with the correct prepositions.

- 1 Tell the students to complete the task alone, then check in pairs.
- 2 Go through the exercise with the whole class.

Answers:

- b in c In, to d with, in e with

Communication skills Project

Project

1 Discuss these questions in pairs.

- 1 Allow time for the students to look at the three imaginary website addresses, then put them in pairs to discuss the questions.
- 2 Go round and listen; make sure they use the expressions in the box.
- 3 Ask different students to share their ideas with the class.

Suggested answers:

- a grammar; scientific English; language you need on holiday
- b It's possible that it's a website for English language students.
Perhaps it's a website for students studying science.
Maybe it's a website for people who want to go on holiday.

2 You are planning to start your own website to help students practise English. First, complete this questionnaire with your own opinions.

- 1 Read out the instructions, then allow time for the students to read the questionnaire.
- 2 Students complete the questionnaire; go round and check. Point out that in parts 2 and 3 they can tick as many as they like.

3 Work in pairs.

- 1 Put the students in pairs to compare answers.
- 2 Tell them to discuss each other's answers using some of the expressions in the box. Go round and monitor.

4 Now work with another pair in groups of four.

- 1 Put pairs together to make groups of four. Allow time for them to ask and answer about their plans for their websites, using the expressions in the boxes.

Communication skills Project

1 Discuss these questions in pairs.

- a What language skill do you think each of these imaginary websites helps students with?
- b Who do you think would find each website useful? Use these expressions.
 - *It's possible that it's a website for ...*
 - *Perhaps / Maybe it's a ...*

2 You are planning to start your own website to help students practise English. First, complete this questionnaire with your opinions.

A new website questionnaire

- 1 **What will you call your website?**
Choose one of these names or think of a name yourself.
 English for you English online Eng-Web English every day
 (your own idea.)
- 2 **Tick the skills you would like to help students to practise.**
 Listening Speaking Reading Writing
- 3 **Which of the following will you include on your website?**
 Links to other useful websites
 Links to radio and TV programmes in English
 An online dictionary and grammar reference
 Vocabulary and grammar exercises
 An email contact address for students to ask questions about English
 Email contacts for students to write to students in other countries

3 Work in pairs.

- a Compare the answers you gave in the questionnaire.
- b Agree or disagree with each other's ideas using some of these expressions.
 - *I agree.*
 - *I'd go along with that.*
 - *I couldn't agree more.*
 - *Exactly.*
 - *I disagree.*
 - *I'm completely against ...*
 - *I'm not so sure.*

4 Now work with another pair in groups of four.

- a Take turns to explain your website plans to each other. Use some of these expressions.
 - *We're planning to ...*
 - *We're going to ...*
 - *Our plan is to ...*
- b Ask each other questions using the following.
 - *What are you planning/going to do ...?*
 - *How are you going to ...?*

- 2 Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to tell the class about their plans, and to answer questions.

Students' own answers

LESSON 5

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Revision D

Extra reading

1 Read this part of *Oliver Twist* and answer the questions.

The next day, Mr Bumble and his wife travelled to a poor part of town by the river. This was an area of slums where only the poorest people lived and they knew that many of them were criminals. The streets were narrow and covered in wet mud. The wooden houses were so old that they looked as if they could fall down at any time.

- Who are Mr and Mrs Bumble?
- Why did they go to an area of slums?

The growth of slums

Slums were very common in the time of *Oliver Twist*, but they are still common in many cities today. A slum may be an overcrowded **shantytown** on the edge of a large city where very poor people live. Or it may be an old part near the centre of a city. People's homes may be one-room **shacks** or ordinary buildings, but often the homes have no clean water, electricity or **sanitation**. In some slums, like those in Rio de Janeiro in Brazil, there is a lot of crime and it can be dangerous for the police to go into them.



Although there have always been very poor areas in large cities, slums grew quickly in many parts of the world in the 1970s and 1980s when people left their homes in the country to look for work. When people arrived in the cities, there was often no work or housing for them, so they built their own homes out of things they found: wood, metal and other **materials**. Some of the people who live in today's slums do jobs like **manual labour** or selling things in the street, but this work is often informal and sometimes **illegal**.

In the nineteenth century, slums were found around factories in English cities like London or Manchester. The **residents** were usually factory workers who were paid very little money. Since the time of *Oliver Twist*, everyone has worked hard to improve **housing**, and today there are no slums in English cities.

The United Nations has said that there are a billion people in the world today living in slums. The number could be two billion by 2030. The slums of today, in cities like Mumbai, Jakarta or Rio de Janeiro, are usually in areas where most of the people have no work and no money.

FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

housing illegal
manual labour material
resident sanitation shack
shantytown

3 Read about modern slums and answer these questions.

- Which city is used as an example of a slum where there is a lot of crime?
- What kinds of jobs do people who live in slums do?
- How many people may be living in slums by the year 2030?

4 Discuss these questions in pairs or small groups.

- Why do you think that there is so much crime in the slums of Rio de Janeiro?
- Why do you think that slum residents do informal or illegal jobs?
- Why do you think that the number of people living in slums will grow in the future?

5 PROJECT

Use the internet or a library to find out about slum areas in one of these places mentioned in the article:

- Jakarta, Indonesia
- Mumbai, India
- Rio de Janeiro, Brazil

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- understand the reading text.
- Give them time to look up the words.
- Check their answers as a class.

Answers:

housing: houses for people to live in
illegal: not allowed by law
manual labour: work using your hands, especially doing hard physical work
material: a substance such as wood, plastic, paper, etc. from which things can be made
resident: someone who lives in a house, apartment, area, etc.
sanitation: the protection of public health by removing and treating wastes, dirty water etc.
shack: a small building that has not been very well built
shantytown: an area of badly built temporary buildings where very poor people live

3 Read about modern slums and answer these questions.

- Give students plenty of time to read the text. Go round and help them with any problems.
- Students work in pairs or small groups to discuss the questions.
- Ask students to share their ideas with the class.

Answers:

- Rio de Janeiro in Brazil
- Manual labour or selling things in the street.
- two billion people

4 Discuss these questions in pairs or small groups.

- Give students time to read the questions and help them with any queries.
- Students work in pairs or small groups to discuss the questions.
- Ask students to share their ideas with the class.

Suggested answers:

- Because people do not have enough money to live well so some of them turn to crime.
- Because there are no legal jobs available, or because they cannot do these jobs because they do not have qualifications.
- Because the population of many cities is getting bigger. More people will come from the country looking for work.

Extra Reading

1 Read this part of *Oliver Twist* and answer the questions.

- Ask students to read the questions, then to read the extract from *Oliver Twist*.
- Students compare their answers in pairs. Check answers as a whole class.

Answers:

- Mr Bumble is the official who worked at the workhouse when Oliver was there. He is not the master. Mrs Bumble was Mrs Corney, and was with Nurse Sally when she died.
- They are going to meet Monks. They think he will give them money for information they have about Nurse Sally.

2 Check the meaning of these words in your dictionary.

- Explain that these words will help students to

5 Project

- Read the instructions and make sure students are clear about the task.
- Encourage them to spend time researching the information. They can write up their projects for homework.
- Take in their work to mark and display some of their projects on the classroom wall if possible.



1 Finish the following dialogue:

Answers: _____

- a Do you have any plans for next weekend?
- b I plan to/My plan is to go to the science museum.
- c I agree./I'd go along with that./You're right.
- d Will you come with me to the museum next time?

2 Write what you would say in each of the following situations:

Answers: _____

- a I promise to return it next week./I promise that I'll return it next week.
- b I promise I won't.
- c I'd say the opposite.
- d I'll help you (to carry it).

3 Choose the correct answer from a, b, c or d.

Answers: _____

- 1 a
- 2 c
- 3 c
- 4 a
- 5 b
- 6 d
- 7 b
- 8 c
- 9 c
- 10 d
- 11 c
- 12 a

A Language Functions

1 Finish the following dialogue:

Hala and Fareeda are making weekend plans.

Hala 1 _____?

Fareeda For next weekend? Yes, I plan to go to the beach.

Hala 2 _____.

Fareeda To the science museum? That will be interesting.

Hala I think that the science museum is better than the art museum.

Fareeda Yes. 3 _____.

Hala 4 _____?

Fareeda OK. I promise I'll come with you to the museum next time.

2 Write what you would say in each of the following situations:

- 1 You borrow a book from a friend.

- 2 You take your father's umbrella to school because it is raining. Your father tells you not to forget to bring it home.

- 3 Your friend thinks that English is very difficult.

- 4 Your grandmother is carrying a heavy bag. You want to help her.

B Language and Structure

3 Choose the correct answer from a, b, c or d:

- 1 Hamdi has left university and now he is going to _____ for a job at a bank.
a apply b advertise c judge d graduate
- 2 The shop assistant showed me how to _____ this device to a computer.
a make b put c connect d compliment
- 3 I like most insects, but I really _____ flies.
a not like b no like c dislike d like not
- 4 The road through the mountains is very icy, so be careful you do not _____.
a slip b settle c sleep d dive
- 5 The footballer could not continue playing because he was _____.
a silent b injured c bright d complicated
- 6 To cook the bread, put it in the _____ for an hour.
a fridge b heater c hoof d oven

6 Read the following passage, then answer the questions:

Answers: _____

- 1 He learned at a large shop in London.
- 2 The job as a flight attendant.
- 3 Suggested: So that people can read it on the internet and this might make them want to join his tours.
- 4 He thinks they won't need tour guides.
- 5 c
- 6 b

7 Answer only FOUR (4) of the following questions:

Answers: _____

- 1 They wrote letters and used phones and fax machines.
- 2 They use smart phones (that can connect to the internet).
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

C Reading Comprehension

6 Read the following passage, then answer the questions:

My uncle

Before my uncle became a tour guide, he had been a sales assistant at a shop in London. That's where he learned to speak good English! He had also worked as a flight attendant. He said that it was very tiring, so he took a course to become a tour guide.

However, he thinks that his job is changing. He already has to write a blog about what he does every day. He thinks that in the future, all tourists will have digital devices that can tell them about the places they visit. He thinks that they won't need tour guides in the future, but he does not worry. He said that if he wasn't a tour guide, he would apply to work for the company that made digital devices for tourists!

- 1 Where did the uncle learn to speak English? _____
- 2 Which job did he find tiring? _____
- 3 Why do you think the uncle has to write a blog every day? _____
- 4 What does he think tourists won't need in the future? _____
- 5 In the future, who or what will help tourists to know about the places they are visiting?
 - a tour guides b flight attendants
 - c digital devices d nothing will help them
- 6 Why is the uncle not worried about his job?
 - a Because he can't do the job very well.
 - b Because he thinks he will get another job.
 - c Because it makes him miserable.
 - d Because it's very tiring.

7 Answer only FOUR (4) of the following questions:

- 1 What were communications between people like twenty-five years ago?

- 2 What kind of phones do many people use nowadays?

- 3 In your opinion, what duties should a governess have?

- 4 Children should learn new languages at school. Are you for or against this opinion? Why or why not?

- 5 Why do you think it was difficult for Jane to catch the horse?

- 6 Do you think Jane was happy at Thornfield Hall? Why or why not?

D The Novel

8 Answer the following questions:

- 1 Why did Dr Losberne visit Mrs Maylie's country house?

- 2 Who did Oliver see looking at him through the window?

- 3 Where did Mr Bumble first meet Monks?

- 4 Why do you think Oliver was so happy at Mrs Maylie's country house?

- 5 Why do you think Harry asked Oliver to write to him often?

"Perhaps you have some money for this information?" Mrs Bumble suggested. Monks put a bag of coins on the table in front of her. Mrs Bumble then told Monks what happened on the night that Nurse Sally died.

- 6 What is the information that Mrs Bumble tells Monks?

- 7 How does she know this information?

- 8 What kind of person is Mrs Bumble? How do we know this?

E Writing

9 Write a paragraph of ninety (90) words about one (1) of the following:

- a a job you would like to do.
- b types of communication in the future.

F Translation

10 A Translate into Arabic:

- 1 Modern forms of communication play a vital role in our modern life.

- 2 We should be grateful to those who do us favours.

B Translate into English:

- قالت سلمى أنها سوف تسافر إلى لندن .

8 Answer the following questions.

Answers: _____

- 1 Mrs Maylie asked him to visit because Rose was very ill.
- 2 He saw Fagin and another man/the man he had run into in the village.
- 3 He met Monks at an inn near the workhouse.
- 4 Students' own answers
- 5 Students' own answers
- 6 She tells Monks that Nurse Sally had taken a gold locket from Oliver's mother.
- 7 Nurse Sally told her this before she died.
- 8 She doesn't care about the poor people. She has a warm room and they live in cold rooms. She is greedy because she wants money for the information she has.

9 Write a paragraph of ninety words about ONE (1) of the following:

Students' own answers

10 Translate into Arabic:

A Translate into Arabic:

- 1 تلعب طرق الاتصال الحديثة دوراً حيوياً في حياتنا المعاصرة.
- 2 يجب / يتوجب علينا أن نكون ممتنين لمن يصنعون لنا معروفاً.

B Translate into English:

Salma said that she would travel to London.