

# U 10 L 1 SB P78



- Read**
- 1. What different types of stories are there in the Holy Qur'an?
  - 2. How do you think they benefit us?
  - 3. What do you know about Luqman and his wisdom?
- Read**
- Read the text on page 79 and answer these questions.
- 1. What are the pieces of advice Luqman gives to his son?
  - 2. Luqman lists many virtues. Find the one that expresses each of the following:
- wisdom, superstition, meditation, modesty, self-reliance, Luqman

Although not a prophet, Luqman was granted immense wisdom by Allah. The following are Luqman's words of wisdom, as described in the Holy Qur'an. They are given as instructions to his son, but serve as reminders to all humanity.

- Verses 13**  
"O child, Luqman said  
To his son admonishing him  
"O my son!  
Join not in worship  
(Others) with Allah; for  
False worship is indeed  
The highest wrong-doing."
- Verses 14**  
"And We have inspired on man  
(To begood) to his parents:  
In good speech said  
Did not mislead your son,  
And he said: Woe  
Was in warning them  
The command: "Show gratitude  
To Allah, to the parents,  
To the ruler, to the rich & the poor."
- Verses 17**  
"O man! establish  
Regular prayer, give the alms,  
Join, and fulfil what is sworn;  
And be with respect to man;  
What is better than that for one  
Who is conscious of Allah's  
Presence and of His signs."
- Verses 18**  
"And call on thy Lord  
In private or in public,  
In a low voice or in a loud  
voice, but do not  
Exceed the limits of  
decorum and modesty."
- Verses 19**  
"And be responsive  
To the call of the Lord,  
When he calls thee to the help of  
Others, without doubt  
In the hope of return."

# Luqman The Wise



## Unit 10: Stories



## Benefits of Telling Stories

- The tools to wisdom
- The wings for imagination
- Gaining experience
- Reducing social isolation

## Types of Stories

- Stories that entertain
- Historical stories
- Moral stories
- Fictional stories



# Types of stories in the Holy Quran

Stories about  
Prophets

Stories about  
Old Nations

Stories about  
The life of Prophet  
Mohammed

Stories about good  
people

**constancy**

n.

**the quality of being faithful and dependable**





# enjoin

v.

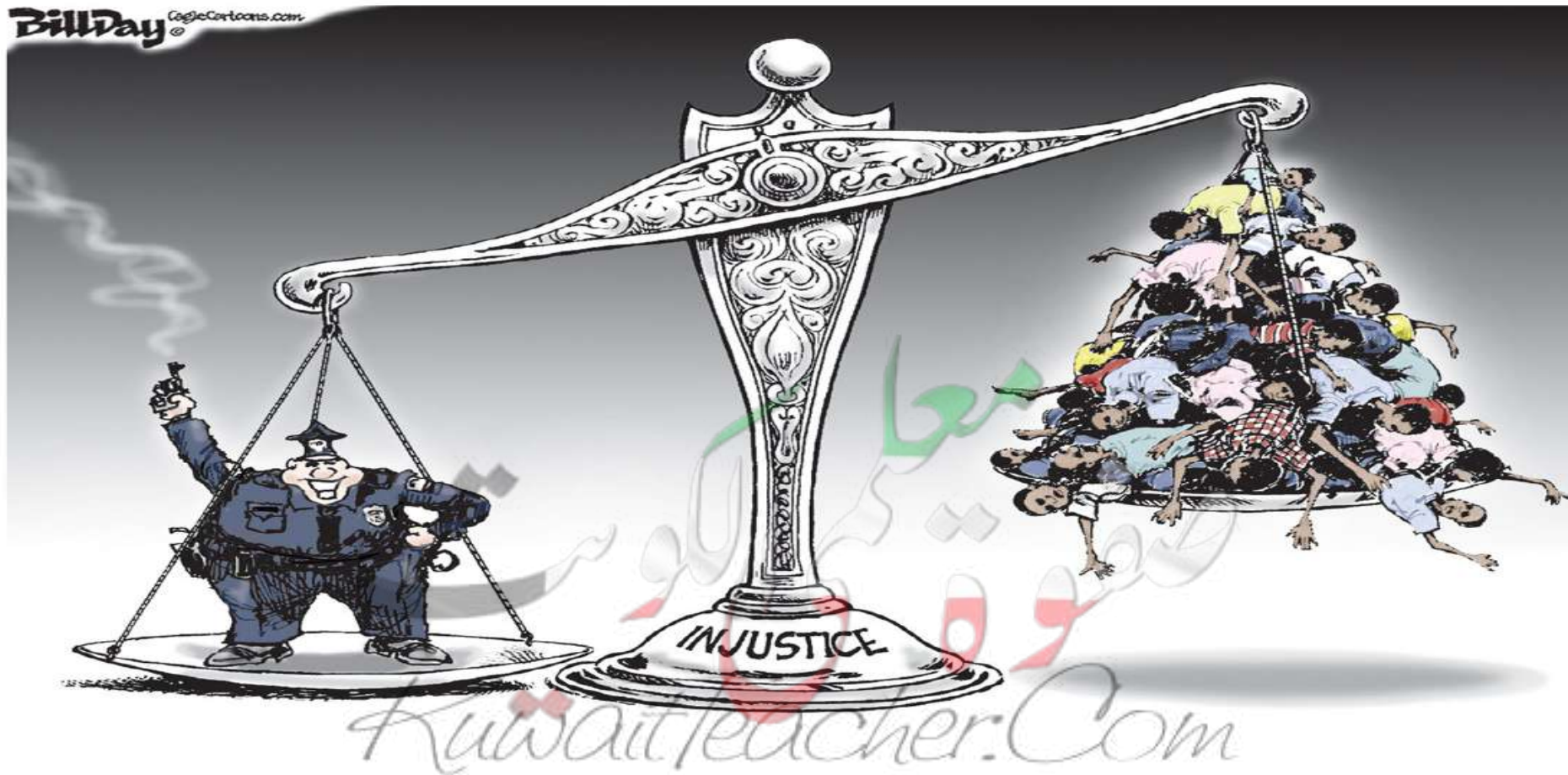
to instruct or urge someone to do something



# injustice

n.

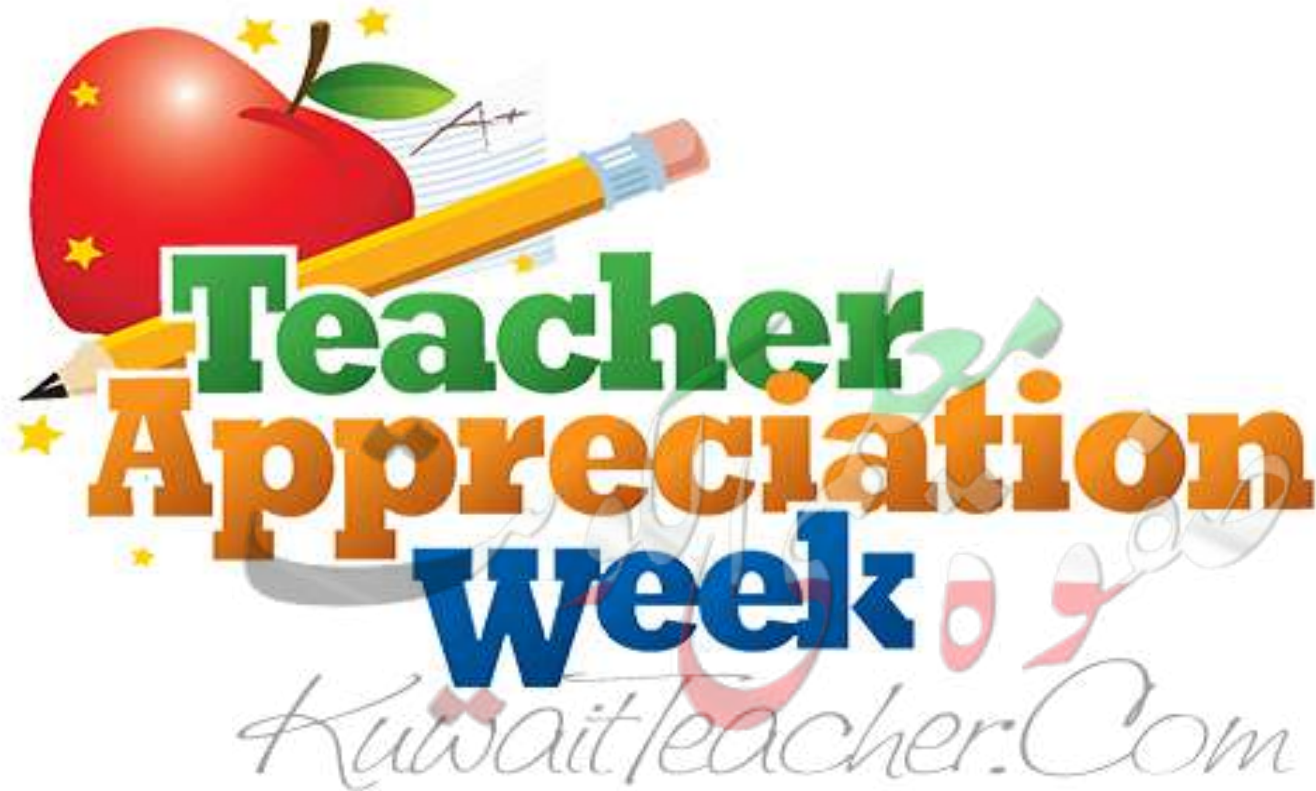
## lack of fairness or justice



# gratefulness



showing an appreciation of kindness



# insolence

n.

showing a rude and arrogant lack of respect



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# composure

the state or feeling of being calm and in control of oneself



# self-restraint

## control of your own actions



# What do you know about Luqman?

He was not a prophet, but he was granted wisdom by Allah.

Luqman advised his son to

- pray
- be patient
- be humble
- be grateful

Luqman warned his son not to

- raise his voice
- be arrogant
- join anything with Allah

## Discuss

1

- a What different types of stories are there in the Holy Qur'an?
- b How do you think they benefit us?
- c What do you know about Luqman and his wisdom?

a

Stories about Prophets

Stories about good people

Stories about  
Old Nations

Stories about The life of Prophet Mohammed

b They give wisdom, inform about past nations and teach high morals.

c He was not a prophet, but he was granted wisdom by Allah.



a

To be grateful to Allah and his parents.

2 Read the text on page 79 and answer these questions.

To be patient.

Not to treat people with insolence.

Not to speak aloud.

a What is the main piece of advice Luqman gives to his son?

b Luqman lists many virtues. Find the verse that expresses each of the following:

Modesty

Respectfulness

Gratefulness

Patience

Self-restraint

Composure

Although not a prophet, Luqman was granted enormous wisdom by Allah. The following are Luqman's words of wisdom, as described in the Holy Qur'an. They are given as instructions to his son, but serve as instructions to all humanity.

**Verse 13**

"Behold, Luqman said  
To his son admonishing him  
"O my son!  
Join not in worship  
(Others) with Allah: for  
False worship is indeed  
The highest wrong-doing.

**Verse 14**

"And We have enjoined on man  
(To be good) to his parents:  
In travail upon travail  
Did his mother bear him.  
And in years twain  
Was his weaning: (hear  
The command), "Show gratitude  
To Me and to thy parents:  
To Me is (thy final) Goal.

**Verse 17**

"O my son! establish  
Regular prayer, enjoin what is  
Just, and forbid what is wrong:  
And bear with patient constancy  
Whate'er betide thee; for this  
Is firmness (of purpose)  
In (the conduct of) affairs.

**Verse 18**

"And swell not thy cheek  
(For pride) at men.  
Nor walk in insolence  
Through the earth:  
For Allah loveth not  
Any arrogant boaster.

**Verse 19**

"And be moderate  
In thy pace, and lower  
Thy voice; for the harshest  
Of sounds without doubt  
Is the braying of the ass.

## S u r a h L u q m a n ( L u q m a n )

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا  
تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

[31:13] And when Luqman said to his son while he admonished him: O my son! do not associate aught with Allah; most surely polytheism is a grievous iniquity--

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**b. Luqman lists many virtues. Find the verse that expresses each of the following:**

## Respectfulness

### Verse 13

“Behold, Luqman said To his son admonishing him  
“O my son! Join not in worship (Others) with Allah:  
for False worship is indeed The highest wrong-  
doing.

# Respectfulness:

## Verse 13:

**“... do not associate anything with Allah. Indeed, association [with Him] is great injustice.”**

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كويت  
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S u r a h L u q m a n ( L u q m a n )

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى  
وَهْنٍ وَفِصَالُهُ فِي عَامَيْنِ أَنْ اشْكُرْ لِي  
وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ

[31:14] And We have enjoined man in respect of his parents-- his mother bears him with faintings upon faintings and his weaning takes two years-- saying: Be grateful to Me and to both your parents; to Me is the eventual coming.

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**b. Luqman lists many virtues. Find the verse that expresses each of the following:**

## Gratefulness

### Verse 14

“And We have enjoined on man (To be good) to his parents: In travail upon travail Did his mother bear him. And in years twain Was his weaning: (hear The command), “Show gratitude To Me and to thy parents: To Me is (thy final) Goal.”

**Gratefulness:**

**Verse 14:**

**“Be grateful to Me and your parents;  
to Me is the [final] destination.”**

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S u r a h L u q m a n ( L u q m a n )

يَا بُنَيَّ أَقِمِ الصَّلَاةَ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ  
الْمُنْكَرِ وَاصْبِرْ عَلَىٰ مَا أَصَابَكَ إِنَّ ذَٰلِكَ مِنْ  
عَزْمِ الْأُمُورِ

[31:17] O my son! keep up prayer and enjoin the good and forbid the evil, and bear patiently that which befalls you; surely these acts require courage;

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**b. Luqman lists many virtues. Find the verse that expresses each of the following:**

## Patience

### Verse 17

**“O my son! Establish Regular prayer, enjoin what is Just, and forbid what is wrong: And bear with patient constancy Whate’er betide thee; for this is firmness (of purpose) In (the conduct of ) affairs.**

**Patience:**

**Verse 17:**

**“And bear with patient constancy  
whate’er betide thee ...”**

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## S u r a h L u q m a n ( L u q m a n )

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ  
مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ

[31:18] And do not turn your face away from people in contempt, nor go about in the land exulting overmuch; surely Allah does not love any self-conceited boaster;

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**b. Luqman lists many virtues. Find the verse that expresses each of the following:**

**Self-restraint**

**Verse 18**

**“And swell not thy cheek (For pride) at men.  
Nor walk in insolence Through the earth:  
For Allah loveth not Any arrogant boaster.**

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**Self-restraint:**

**Verse 18:**

**“And swell not thy cheek [for  
pride] at men, nor walk in  
insolence”**

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فقوة  
كويت  
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S u r a h L u q m a n ( L u q m a n )

وَاقْصِدْ فِي مَشْيِكَ وَاعْضُضْ مِنْ صَوْتِكَ إِنَّ  
أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ

[31:19] And pursue the right course in your going about and lower your voice; surely the most hateful of voices is braying of the donkeys.

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**b. Luqman lists many virtues. Find the verse that expresses each of the following:**

**Composure**

**Verse 19**

**“And be moderate In thy pace, and lower Thy voice;  
for the harshest Of sounds without doubt Is the  
braying of the ass.**

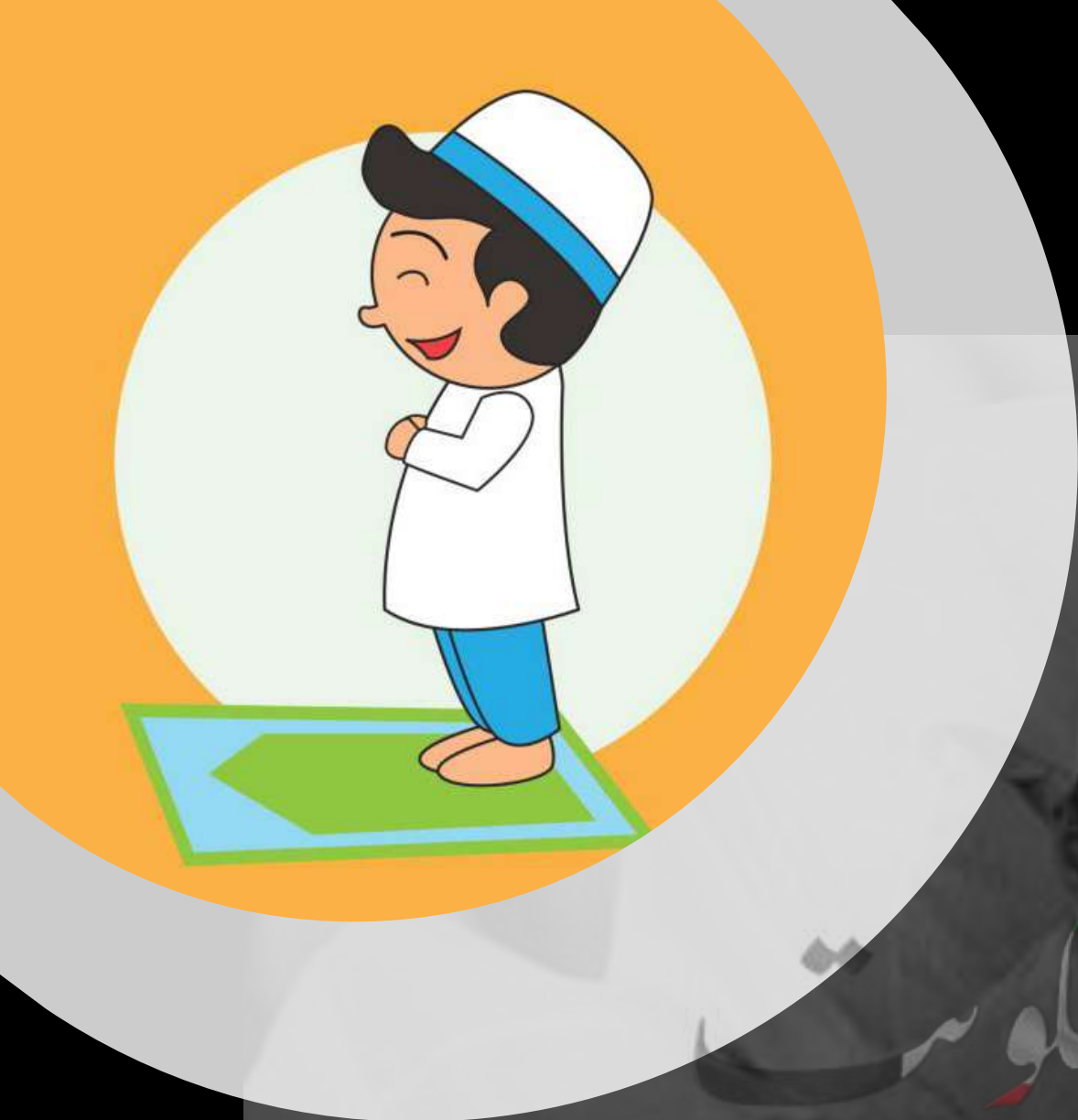
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**Composure:**

**Verse 19:**

**“And be moderate in thy pace,  
and lower thy voice ...”**

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**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**





## LUQMAN'S ADVICE TO HIS SON

Quran Stories for Little Hearts



**Check your understanding**

3 Fill in the table using Luqman's advice.

You should...	You shouldn't...

4 Use the table to write a short paragraph containing Luqman's advice.

.....

.....

.....

**Think and speak (giving advice)**

5 What pieces of advice do your mother and father give you?

6 Work in groups. Find words of wisdom from the words of Luqman. Choose one of the virtues from exercise 2b and give advice from a parent to their son or daughter.

.....

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**W**ords to remember  
 composure, constancy,  
 enjoin, gratefulness,  
 injustice, insolence,  
 self-restraint

أوصى لؤقمان ابنه

وقال

أوصى لؤقمان ابنه وهو عظيم بنين لا تشركوا بالله إن الأشرار  
 لهم عذاب عظيم ۞ ووصى ابنه الإيمن بوجده مستحقة لك  
 وعلم على وحي ويحك وعلم أن الشكر لله يؤتيك  
 زاد السعي ۞ وإن جهنم أعظم من أن تحسبها ما أليس  
 لؤقمان عاقلاً خلقها وما وسأجدها من الأثام ما تعلمها  
 والبيع تبديل من الثمن إلى شيء آخر من غير علمه فليشكر  
 بما أسعفه واستغنى ۞ بنين ألقها إن تراه ومقال حنون  
 حنون على في سحره قوي السموات قوي الأرض بأن  
 به التمام إن الله لطيف خبير ۞ بنين ألقها الضلالة والفساد  
 والعشور وبالله عن المسكر والنسوة على ما أسألتك إن ذلك  
 من عزم الأمور ۞ ولا تحسبنه فريسة ولا خسر في الأرض  
 من غير الله لا يحول كلفه من غير الله ۞ وأوصى بنين مشبهين  
 وأحسب من سبب أن الكفر الأضمر استوت الخيور ۞

~~✂~~ Fill in the spaces with words from the list:

(enjoins\ insolence\ composure\ injustice\ gratefulness)

- 1- Keep calm; don't lose your ..... **composure**
- 2- We must avoid ..... **insolence** ..... when we talk to elder people.
- 3- No religion approves..... **injustice** ..... as all people have the same rights.
- 4- ..... **gratefulness** ..... should be shown to anyone who does us a favour.
- 5- Islam..... **enjoins** ..... us to treat others well.

**The Holy Quran commands us to respect our parents.  
Why?**

**The Holy Quran ordered us to treat them in a good way, to obey them as they are the cause of our presence in life.**





**1. Mention some pieces of advice Luqman gave to his son in the Holy Quran.**

**To be grateful to Allah and his parents.  
To be patient.**

**2. Luqman ordered his son not to do many things, mention some.**

**Not to treat people with insolence.  
Not to speak aloud.**



Let's watch this video



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## Check your understanding

3 Fill in the table using Luqman's advice.

You should...	You shouldn't...
<b>be grateful to your parents</b>	<b>associate anything with Alphroud and insolent</b>
<b>keep praying regularly</b>	<b>be arrogant boaster</b>
<b>enjoin what is just forbid what is wrong</b>	<b>speak aloud treat people rudely</b>

**lower your voice**

## 4 Use the table to write a short paragraph containing Luqman's advice.

**Luqman** [the wise] is a well-known sage, whose advice to his son has been mentioned in the Holy Qur'an. Luqman's sayings and the words of advice he gave to his son, contain rare wisdom, and quite a number of traditions refer to "Luqman's advice to his son". He was not a prophet but he was granted enormous wisdom by Allah. His wisdom serves as instructions to all humanity. **Luqman advised his son** to pray, to be patient, to be humble and to reduce his voice.

## Think and speak (giving advice)

5 What pieces of advice do your mother and father give you?



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6 Work in groups. Find words of wisdom from the words of Luqman. Choose one of the virtues from exercise 2b and give advice from a parent to their son or daughter.

Modesty

Respectfulness

Gratefulness

Self-restraint

Patience

Composure

The parent advises his son not to associate anything with Allah because association to Allah is unjust.

The parent advises his son to be grateful to Allah and to his parents.



**The parent tells his son to keep praying regularly, to do what is just, and forbid what is wrong.**

**The parent tells his son to tolerate whatever happens to him with patience and constancy.**

**The parent tells his son not to be proud and insolent because Allah doesn't like arrogant people.**

**The parent tells his son not to be moderate in his pace and to lower his**





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# U 10 L3 WB P 76 - 77

10

## MODULE 4: Fact and fiction Stories

**Key words**

chuckle, firmly, fleet, retire

### Reading

1 Look at the picture and answer the questions.

- What do you think the story is about? .....
- What do you think the two men are talking about? Boats? Money? Work? Family? .....

2 Read the story and check your answers.

A businessman was on holiday in a little fishing village on the coast. As he was looking at the sea, a small boat with a fisherman came slowly into the port. In the boat with the fisherman were several large fish. The businessman started talking to the fisherman.

'Great fish!' he said. 'How long did it take you to catch them?'

'Not very long,' the fisherman replied.

'Why don't you stay at sea longer and catch more fish?' asked the businessman.

'Because I've got enough fish for my family,' replied the fisherman.

'How do you spend the rest of your time?' asked the businessman.

The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to the village, have some tea with my friends and play chess. I have a very busy life.'

The businessman smiled, 'I am a businessman,' he said firmly. 'I can help you. If you spend more time fishing you will have more money and you will be able to buy a bigger boat. If you had a bigger boat, you would catch more fish and you could buy another boat. Eventually you would have a fleet of boats. You would have so many fish, you could open your own fish market. Then you could leave this village and move to the city and live like a rich businessman.'

'But, how long will this take?' the fisherman asked.

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

The businessman chuckled, 'That's the best part,' he said. 'When the time is right, you could sell your company and become very wealthy, maybe a millionaire.'

'Me, a millionaire?' said the fisherman. 'Then what?'

The businessman said, 'Then you could retire. Move to a small fishing village where you could sleep late, fish a little, play with your grandchildren and talk to your wife. In the evening, you could walk to the village, have some tea with your friends and play chess.'



3 Read the story again and answer the questions.

1 Why is the businessman in the fishing village?

.....

.....

2 Why doesn't the fisherman try to catch more fish?

.....

.....

3 What does the fisherman do in his spare time?

.....

.....

4 Why does the businessman suggest that the fisherman buy more boats?

.....

.....

5 How long would it take the fisherman to become rich?

.....

.....

6 What would he have to do to become a millionaire?

.....

.....

7 How would he spend his money when that?

.....

.....

4 Find words in phrases with these meanings in the text. Check your answers in a dictionary or in the glossary.

**Paragraph 1**

- to be the sea (Fishing)
- a town by the sea where people catch and keep fish

**Paragraph 2**

- to do with, especially after a long wait
- to do what you can to help (to do your best)

**Paragraph 3**

- to be speaking seriously (to be serious)
- to do what you can to help (to do your best)

**Paragraph 4**

- a board game of strategy and chance (chess)
- to be speaking seriously (to be serious)

5 Suggest a title for the story. Then describe the mood of the story.

.....

.....

.....

.....

.....

.....

.....

.....

6 Which is more important, money that comes fast or the time a man spends? Why?

.....

.....

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قفوة  
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# Warming Up



**In your opinion, what makes a person satisfied and happy in his life?**

**What would you do if you were a millionaire?**

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# What are the benefits of telling stories?

- \* the tools to wisdom
- \* the wings for imagination
- \* gaining experience
- \* reducing social isolation

# What are the Types of stories?

- \* Stories that entertain
- \* Moral stories



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# **fleet**

n.

**a group of boats belonging to one company**



# retire

v.

**to stop working, because you are at a certain age**

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# firmly

adv.

**strongly and clearly**



# chuckle

v.

**to laugh, especially quietly or inward**

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## Reading

1 Look at the picture and answer the questions.

- a What do you think the story is about? .....
- b What do you think the two men are talking about? Boats? Money? Work? Family?  
.....



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كويت  
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## 2 Read the story and check your answers.

A businessman was on holiday in a little fishing village on the coast. As he was looking at the sea, a small boat with a fisherman came slowly into the port. In the boat with the fisherman were several large fish. The businessman started talking to the fisherman.

5 'Great fish!' he said. 'How long did it take you to catch them?'

'Not very long,' the fisherman replied.

'Why don't you stay at sea longer and catch more fish?' asked the businessman.

10 'Because I've got enough fish for my family,' replied the fisherman.

'How do you spend the rest of your time?' asked the businessman.

15 The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to the village, have some tea with my friends and play chess. I have a very busy life.'

The businessman smiled, 'I am a businessman,' he said firmly. 'I can help you. If you spend more time fishing you will have more money and you will be able to buy a bigger boat. If you had a bigger boat, you would catch more fish and you could buy another boat. Eventually you would have a fleet of boats. You would have so many fish, you could open your own fish market. Then you could leave this village and move to the city and live like a rich businessman.'

25 'But, how long will this take?' the fisherman asked.

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

30 The businessman chuckled, 'That's the best part,' he said. 'When the time is right, you could sell your company and become very wealthy, maybe a millionaire.'

'Me, a millionaire?' said the fisherman. 'Then what?'

35 The businessman said, 'Then you could retire. Move to a small fishing village where you could sleep late, fish a little, play with your grandchildren and talk to your wife. In the evening, you could walk to the village, have some tea with your friends and play chess.'





3 Read the story again and answer the questions.

a Why is the businessman in the fishing village?

He is on holiday.

b Why doesn't the fisherman try to catch more fish?

He has enough fish for his family.

c What does the fisherman do in the evenings?

He walks to the village, has some tea with his friends and plays chess.

d Why does the businessman suggest that the fisherman buy more boats?

He suggests that the fisherman would catch more fish.

e How long would it take the fisherman to become rich?

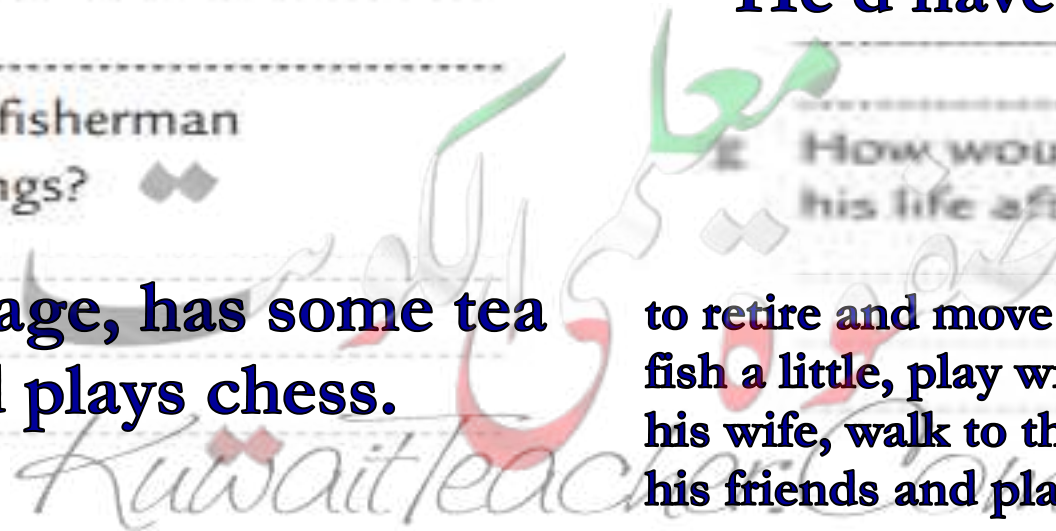
It would take him fifteen or twenty years to become rich.

f What would he have to do to become a millionaire?

He'd have to sell his company.

g How would he spend his life after this?

to retire and move to a small village, to sleep late, fish a little, play with his grandchildren, talk to his wife, walk to the village, have some tea with his friends and play chess.



4 Find words or phrases with these meanings in the text. Check your answers in a dictionary or in the glossary.

*Paragraph 1*

small town

village

on the coast

a by the sea (3 words) .....

b a town by the sea where ships arrive and leave from .....

port

*Paragraph 2*

c in the end, especially after a long delay .....

eventually

d place where the public can buy food and other things .....

market

e rich .....

wealthy

*Paragraph 3*

f to stop working (usually because you are a certain age) .....

retire

g change one's place of residence or work .....

move

h a board game of strategic skill for two players .....

chess

5 Suggest a title for the story. Then, describe the moral of the story.

**Contentment is an endless treasure.**

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-----  
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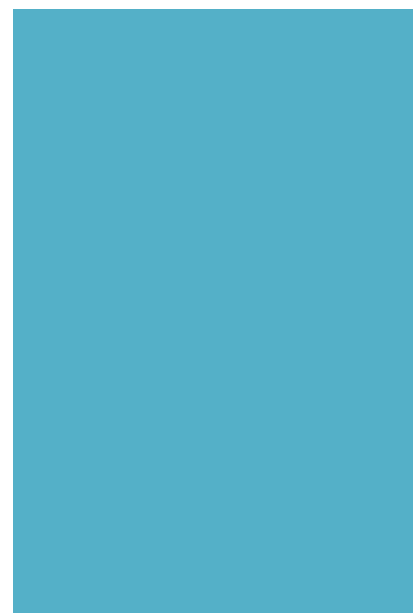
**Over to you**

6 Which is more important, stories that entertain or that have a moral message? Why?

**Stories that have a moral message because they stuck in mind and give us a life lesson.**

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## Grammar

• **Adverbs of manner** Grammar reference page 135

1 Adverbs of manner are words which tell us how someone does something.

### Note

Most adverbs are formed by adding *-ly* to an adjective.

Adjective: He's a *dangerous / careless* driver.

Adverb: He drives *dangerously / carelessly*.

Some adverbs of manner are the same as adjectives.

Adjective: He's a *fast / hard* worker.

Adverb: He works *fast / hard*.

Can you think of any more adverbs of manner? Which are not formed by adding *-ly* to an adjective?

Where do we usually put adverbs of manner in sentences?

2 You are going to add adverbs to a story to make it more interesting.

Make adverbs from each of these adjectives.

angry	calm	careful	cheerful	curious	polite
quick	rude	secret	slow	sudden	suspicious



Now complete gaps 1–9 in this story with some of the adverbs. Sometimes more than one answer is possible.

### Crossing the border

A man was hurrying across the US-Mexican border on his bicycle when (1) \_\_\_\_\_ he was stopped by a guard. The guard pointed to two bags on the man's back, and asked (2) \_\_\_\_\_ "What's in the bags?"

"Sand," said the cyclist. (3) \_\_\_\_\_

"Get them off – we'll have a look," said the guard (4) \_\_\_\_\_. The cyclist took the bags off his back (5) \_\_\_\_\_ and emptied them to show that they held only sand. Then he re-loaded the bags (6) \_\_\_\_\_, put them on his shoulders and continued to cycle across the border.

The next week, the same thing happened. Again the guard demanded to see the two bags, which again contained nothing but sand. This went on every week for six months, until one day the cyclist did not appear.

A few days later, the guard happened to meet the cyclist in the town. "Say friend, can you tell me something?" asked the guard (7) \_\_\_\_\_. "We knew you were (8) \_\_\_\_\_ smuggling something across the border, but we didn't know what. What were you smuggling?"

"Bicycles!" replied the man (9) \_\_\_\_\_.

• **use to / used to** Grammar reference page 135

3 Read the following sentences. Explain the difference between *use to* and *used to*.

1 Did you use to be in my geography class?

2 I didn't use to take the bus.

3 We used to go to school together every morning.

Complete the sentences.

1 Did Ahmed \_\_\_\_\_ live in Qatar?

2 The airport staff didn't \_\_\_\_\_ wear a uniform.

3 We \_\_\_\_\_ own a black sports car.

# Grammar





# border

n.

a line separating two geographical areas, especially countries



# smuggle

v.

to take goods from one country to another illegally



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# re-load

to load something again

v.



# sudden

done quickly without warning



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## Forming Adverbs of Manner

Adjective	Adverb	What changes?
beautiful	beautifully	Adjective + LY
slow	slowly	
bad	badly	
happy	happily	Adjectives that finish in -Y change -Y by -I and add LY
noisy	noisily	
easy	easily	Irregular forms
good	well	
fast	fast	
hard	hard	

The following tables give examples of adverbs of manner, location, time and frequency which do not end in -ly.

<u>Adjective</u>	<u>Adverb of Manner</u>
good	well
fast	fast
hard	hard
little	little
loud	loud or loudly
much	much
straight	straight

<u>Adjective</u>	<u>Adverb of Location</u>
far	far
high	high
low	low
near	near
wide	wide

<u>Adjective</u>	<u>Adverb of Frequency</u>
daily	daily
monthly	monthly
weekly	weekly
yearly	yearly

<u>Adjective</u>	<u>Adverb of Time</u>
early	early
first	first
late	late
long	long



## Choose the right Option

1- She planned their trip to Greece very ..... **carefully**

- a- carefully                      b- careful                      c- more careful                      d- most careful

2- Jim painted the kitchen very ..... **badly**.....

- a- bad                      b- badly                      c- more bad                      d- most bad

3- She gave me a ..... **careful** ..... look.

- a- carefully                      b- careful                      c- more careful                      d- most careful

4- She speaks very ..... **quietly** ..... I can't hear her voice.

- a- most quiet                      b- more quiet                      c- quietly                      d- quiet

5- Tina is a ..... **slow** ..... runner.

- a- slowly                      b- slow                      c- slowest                      d- slower

Adverbs of manner are words which tell us how someone does something.

## Note

- Most adverbs are formed by adding *-ly* to an adjective.

Adjective: He's a *dangerous* / *careless* driver.

Adverb: He drives *dangerously* / *carelessly*.

- Some adverbs of manner are the same as adjectives.

Adjective: He's a *fast* / *hard* worker.

Adverb: He works *fast* / *hard*.

- Can you think of any more adverbs of manner? Which are not formed by adding *-ly* to an adjective?

hard; cheerfully; angrily; honestly; loudly; loud; wisely; easily; elegantly; badly; quietly; well; powerfully; nicely; little; much; straight; dramatically; late

hard; loud; well; little; much; straight; late

Where do we usually put adverbs of manner in sentences?

**Adverbs are usually at the end / after the verb.**

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2 You are going to add adverbs to a story to make it more interesting.

Make adverbs from each of these adjectives.

angry

calm

careful

cheerful

curious

polite

quick

rude

secret

slow

sudden

suspicious

**angrily**

**calmly**

**carefully**

**cheerfully**

**curiously**

**politely**

**quickly**

**rudely**

**secretly**

**slowly**

**suddenly**

**suspiciously**

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**b. Now complete gaps 1–9 in this story with some of the adverbs. Sometimes more than one answer is possible.**

### Crossing the border

A man was hurrying across the US-Mexican border on his bicycle when (1) **suddenly** he was stopped by a guard. The guard pointed to two bags on the man's back, and asked **suspiciously** "What's in the bags?"

'Sand,' said the cyclist (3) **politely**

'Get them off - we'll have a look,' said the guard (4) **rudely**. The cyclist took the bags off his back (5) **calmly** and emptied them to show that they held only sand. Then he re-loaded the bags (6) **carefully**, put them on his shoulders and continued to cycle across the border.

The next week, the same thing happened. Again the guard demanded to see the two bags, which again contained nothing but sand. This went on every week for six months, until one day the cyclist did not appear.

A few days later, the guard happened to meet the cyclist in the town. 'Say friend, can you tell me something?' asked the guard (7) **curiously**. 'We know you were (8) **secretly** smuggling something across the border, but we didn't know what. What were you smuggling?'

'Bicycles!' replied the man (9) **suspiciously**



## Grammar reference page 135

### Used to + Inf.

"Used to" expresses the idea that something was an old habit that stopped in the past. It indicates that something was often repeated in the past, but it is not usually done now.

Examples:

- Jerry **used to study** English.
- Jerry **didn't use to study** English.
- OR** Jerry **never used to study** English.
- OR** Jerry **used not to study** English.



*✍ Choose the right option :*

1- When I was a child I ..**used to**... go swimming in the lake.

a- used to

b- use to

c- am used to

d- get used to

2. In the army I .....**used to**..... **get up** at six every morning.

a- use to

b- uses to

c- used to

d- using to

3. I used to **wear**.....a school uniform, but now I don't.

a- wears

b- wearing

c- wore

d- wear

**3 a** Read the following sentences. Explain the difference between *use to* and *used to*.

- ▶ Did you use to be in my geography class?
- ▶ I didn't use to take the bus.
- ▶ We used to go to school together every morning.

**Use to is used in questions and negative sentences while used to is used in affirmative sentences.**



b Complete the sentences.

1 Did Ahmed **use to** ..... live in Qatar?

2 The airport staff didn't **use to** ..... wear a uniform.

3 We **used to** ..... own a black sports car.





COMPLETE THESE SENTENCES WITH ADVERBS OF MANNER

angrily / badly / dangerously / fast / heavily / quietly

1. It's raining .....
2. He sings very .....
3. They came in .....
4. She shouted me .....
5. She can run very .....
6. She was driving .....

Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

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HOD Mr. Hesham Al- Sakhawi



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# U10 L5 SB P81



**Section 1: Transport**

**Match the words with the pictures.**

1. Boat      2. Road      3. Bicycle      4. Motorcycle

**Write the words in the correct form.**

1. to get to      2. to catch      3. to give  
 4. to ride      5. to get on / get off      6. to miss  
 7. to travel on      8. to get into / get out of

**Which of the words has a driver / a pilot?** \_\_\_\_\_  
**Which of the words do people who go by bicycle and by motorcycle use?** \_\_\_\_\_

**Section 2: Journeys**

**How do you think these people might travel?**

1. A king or president visiting another country \_\_\_\_\_  
 2. A businessman visiting an office on the other side of the city \_\_\_\_\_  
 3. A student traveling to school every day \_\_\_\_\_

**Section 3: Grammar**

**Read the descriptions of somebody's journey.**

1. Replace the plural verbs in T-F with the correct form of one of these words in phrases:

left    took    boarded    got off    returned    got on    stopped    got up    turned    went

His (T) **left** for the airport at 7.30 a.m. in the morning. As soon as we got to the airport, we (T) **checked** in. They had **missed** their car phone (T) **walk** off. His (A) **traveller** **took** on a taxi. Unfortunately nobody had (T) **turned** up to meet him at Heathrow. He **called** a taxi. Ten minutes later the taxi (A) **picked** us up, drove us into the city and (T) **dropped** us off right outside our house.

**Now replace each verb in bold in sentences 1-4 with one of the phrases verbs in question 1.**

1. Do you know when our plane **leaves**? \_\_\_\_\_  
 2. My father **collected** his bag from the airport. \_\_\_\_\_  
 3. The last driver **said**, 'Where shall I let you out?' \_\_\_\_\_  
 4. When have we **given** our luggage to the airport? \_\_\_\_\_

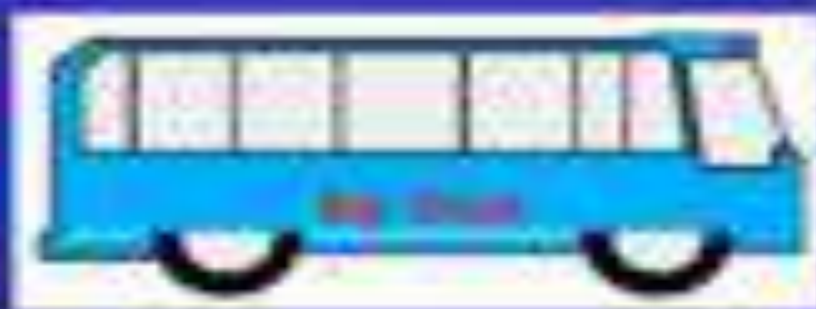
**Section 4: Reading**

**Write a paragraph about the advantages and disadvantages of travelling by plane, train, car, taxi or bicycle.**

**Question 1:** Which of the following is the best way of travelling to the airport?  
 a. by car      b. by train      c. by bus      d. by taxi



# How do people travel?





# set off

Ph. V.

## to star a journey



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# drop off

Ph. V.

to transport or leave someone somewhere



# pick up

Ph. V.

to collect someone from a place



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# register

v.

to enter details in a list



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# touch down

Ph. V.

to make contact with the ground in landing



# turn up

Ph. V.

to arrive somewhere, especially when you are expected there





## Vocabulary Travel

### Ways of travelling



- 1 a Work in pairs. Discuss which of the words in the list can be used with these verbs.

train car bicycle motorbike bus plane taxi boat

- |                |                            |            |
|----------------|----------------------------|------------|
| 1 to go by     | 4 to catch                 | 7 to drive |
| 2 to ride      | 5 to get on / get off      | 8 to miss  |
| 3 to travel on | 6 to get into / get out of |            |

- b Which of the words has a driver / a pilot? .....
- c What are the words for people who go by bicycle and by motorbike?  
.....



# 1. to go by

train

car

bicycle

motorbike

bus

plane

taxi

boat

# 2. to ride

bicycle

motorbike

boat





**3. to travel on**

**train**

**car**

**bus**

**plane**

**boat**

**4. to catch**

**train**

**bus**

**plane**

**taxi**

**5. to get on / get off**

**train**

**bicycle**

**motorbike**

**bus**

**plane**

**boat**

**6. to get into / get out of**

**car**

**taxi**

**boat**

**7. to drive**

**train**

**car**

**bus**

**taxi**

**8. to miss**

**train**

**bus**

**plane**

**boat**



train car bicycle motorbike bus plane taxi boat

**b. Which of the words has a driver / a pilot?**

**a driver: train – car – bus – taxi**

**a pilot: plane**

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train car bicycle motorbike bus plane taxi boat

**c.** What are the words for people who go by bicycle and by motorbike?

**a motorcyclist**

**a cyclist**



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2 How do you think these people usually travel?

a A king or president visiting another country .....

**by limousine**

**by private plane**

b A businessman visiting an office on the other side of the city

**by car**

**by taxi**

c A student travelling to school every day

**by car**

**by bus**

**by bicycle**



## Phrasal verbs connected with travel

3 Read this description of somebody's journey.

- a Replace the phrasal verbs in 1–7 with the correct form of one of these words or phrases.

land leave leave (the ground) let (someone) get out register stop to collect arrive

We (1) set off for the airport at 7.30 a.m. in the morning. As soon as we got to the airport, we (2) checked in. Forty-five minutes later our plane (3) took off. We (4) touched down on time. Unfortunately nobody had (5) turned up to meet us at Madrid Airport, so we called a taxi. Ten minutes later the taxi (6) picked us up, drove us into the city and (7) dropped us off right outside our hotel.

1- left

2- registered

3- left the ground

4- landed

5- arrived

6- stopped to collect

7- let us get out

## Phrasal Verbs

Study the following phrasal verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning
Go back	يعود	Set off	يبدأ رحلة
Take off	تقلع الطائرة	Touch down	تهبط الطائرة
Check in	يسجل البيانات	Turned up	يصل
Pick up	يوصل شخص	Drop off	ينزل شخص

**b. Now replace each verb in bold in sentences 1–4 with one of the phrasal verbs in question a.**

1. Do you know when our plane **leaves**? **takes off**

2. My father **collected** me from the station. **Picked up**

3. The taxi driver said: 'Where shall I **let you out**?' **drop off**

4. When have we got to **register** at the airport? **Check in**



**Group Work** (stating advantages and disadvantages)

Work in groups. Discuss the advantages and disadvantages of travelling by plane, train, car, taxi and bicycle.



**Quote**

“Life isn’t about finding yourself. Life is about creating yourself.”

George Bernard Shaw

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**Hawalli Educational District**

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**English Department**

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4 Read the story. Replace the underlined verbs with the correct form of the correct phrasal verb.

check in drop off go back pick up  
set off take off touch down

**A Journey to Forget**

The day started very well. I woke up early and was waiting with my suitcase when the taxi arrived to collect me (1) pick me up. Luckily, the journey was very quick because there was no traffic. I always get nervous that I will arrive too late to register (2) ...... We left (3) ..... for the bus station at 8.30 a.m., and the bus arrived on time. That is when everything started to go wrong. The bus let me out (4) ..... me ..... at the wrong airport entrance, so I tried to register (5) ..... at the wrong desk. The airport staff were very unhelpful and rude. I was worried the plane would leave the ground (6) ..... without me. Eventually I boarded the plane five minutes before it left the ground (7) ...... I thought the worst part of the journey was over with. Half an hour into our journey the pilot told us there was a problem with the engine and we had to return (8) ..... to the airport. I couldn't believe it! I wondered if I would ever arrive at my destination. As we landed (9) ..... at the airport, I could see that one of the engines was on fire. In the end, I think it was a lucky escape for all the passengers. The airport staff had to collect us (10) ..... us ..... from the runway in a special bus.

5 Complete the sentences. Use adverbs formed from the adjectives below. There are more words than you need.

joyful formal secure desperate  
rapid silent void

- a In the library, Huda read her book .....
- b 'Give me the money!' the thief said .....
- c You should always dress ..... for a graduation.
- d 'I am so happy I visited Doha Village,' the tourist said .....
- e The fire destroyed the forest .....

**Grammar assistant**

**Commas**

• We use commas after subordinate clauses used at the beginning of sentences:  
*If you fly to Kuwait soon, come and visit.*

• We use commas between a reporting expression and a direct speech:  
*Ahmed said, "I like this story."*

6 Correct the punctuation and spelling mistakes in each sentence.

- a don't worrie he said a ship will rescue us soon  
.....
- b if i moved to europe i wood miss kuwait terribly  
.....
- c did you here that noize asked the pilot  
.....



**Language practice**

**Forming adverbs**

- To form an adverb, add -ly to the adjective.  
quiet - quietly
- With adjectives ending in -y, change the y to -i.  
early - early
- Irregular adverbs:  
good - well great - well hard - hard

1 Rewrite the sentences, using the underlined words as an adverb.

The fishermen spoke at a quiet voice.  
The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

The fishermen spoke at a quiet voice.

2 Write again at the end of page 78. Answer the questions in your own words. Think of all the things you can do to help the environment.

3 Complete the sentences with words or phrases from the box.

- a In the past, people didn't ..... the planet, did they?
- b The climate is ..... than it was 100 years ago.
- c ..... the world is getting warmer.
- d It's no longer ..... to travel around the world.
- e Many people don't ..... the environment.
- f We should ..... the environment in a public way.

U 10 L6 WB P 78-79

## Language practice

### Grammar assistant

#### Forming adverbs

- To form an adverb, add *-ly* to the adjective.  
*quiet + ly = quietly*
- With adjectives ending in *-y*, *y* changes to *i*.  
*merry + ly = merrily*
- Irregular adverbs:  
*fast = fast    good = well    hard = hard*



1 Rewrite the sentences, using the underlined words as an adverb phrase.

The fisherman spoke in a very quiet voice.

The fisherman spoke very quietly.

a The businessman and the fisherman are both hard workers.

**Both work hard**

b The businessman treated the fisherman in a firm way.

**firmly**

c The businessman spoke in a very loud voice.

**very loudly**

d The fisherman and his wife live a happy life in their village.

**happily**

e The fisherman usually has a cheerful smile.

**smiles cheerfully**

f The fisherman looked at the businessman with an innocent expression.

**innocently**

g He answered the businessman's questions in a polite way.

**politely**



A businessman was on holiday in a little fishing village on the coast. As he was looking at the sea, a small boat with a fisherman came slowly into the port. In the boat with the fisherman were several large fish. The businessman started talking to the fisherman.

5 'Great fish!' he said. 'How long did it take you to catch them?'

'Not very long,' the fisherman replied.

'Why don't you stay at sea longer and catch more fish?' asked the businessman.

10 'Because I've got enough fish for my family,' replied the fisherman.

'How do you spend the rest of your time?' asked the businessman.

15 The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to the village, have some tea with my friends and play chess. I have a very busy life.'

The businessman smiled, 'I am a businessman,' he said firmly. 'I can help you. If you spend more time fishing you will have more money and you will be able to buy a bigger boat. If you had a bigger boat, you would catch more fish and you could buy another boat. Eventually you would have a fleet of boats. You would have so many fish, you could open your own fish market. Then you could leave this village and move to the city and live like a rich businessman.'

20 'but, how long will this take?' the fisherman asked.

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

25 The businessman chuckled, 'That's the best part,' he said. 'When the time is right, you could sell your company and become very wealthy, maybe a millionaire.'

30 'Me, a millionaire?' said the fisherman. 'Then what?'

The businessman said, 'Then you could retire. Move to a small fishing village where you could sleep late, fish a little, play with your grandchildren and talk to your wife. In the evening, you could walk to the village, have some tea with your friends and play chess.'



Look again at the story on **page 76**. rewrite the first paragraph, up to ... a very busy life. replace all examples of **direct speech** with **indirect speech**.

2 Look again at the story on page 76. Rewrite the first paragraph, up to '...a very busy life.' Replace all examples of direct speech with indirect speech.

The businessman started talking to the fisherman. The fisherman congratulated the fisherman on the fish he had caught and asked how long it had taken him to catch them. The fisherman replied that it had not taken very long. The businessman then asked why the fisherman didn't stay at sea longer and catch more fish. The fisherman replied it was because he had already caught enough for his family.

The businessman asked how the fisherman spent the rest of his time. The fisherman said that he slept late, fished a little, played with his children and talked to his wife. He added that in the evening he walked to the village, had some tea with his friends and played chess. Finally the fisherman said that he had a very busy life.



**3** Complete the sentences with *use to* or *used to*.

- A** In the past, people didn't (1) **use to** travel by plane, did they?
- B** No they didn't. They (2) **used to** travel by land and by sea.
- A** How long did it (3) **use to** take?
- B** A lot longer. A boat from England to Hong Kong (4) **used to** take about three weeks, for instance.
- A** Wow, didn't they (5) **use to** get bored?
- B** No, I think they (6) **used to** spend their time reading or playing board games.

4 Read the story. Replace the underlined verbs with the correct form of the correct phrasal verb.

check in   drop off   go back   pick up  
set off   take off   touch down

### A Journey to Forget

The day started very well. I woke up early and was waiting with my suitcase when the taxi arrived to collect me

(1) pick me up. Luckily, the journey was very quick because there was no traffic. I always get nervous that I will

arrive to check in register. We left

(3) set off for the bus station at 8.30 a.m., and the bus arrived on time. That is when everything started to go wrong. The bus let me out

(4) dropped me off at the wrong airport entrance, so I tried to register (5) check in at the

wrong desk. The airport staff were very unhelpful and rude. I was worried the plane would leave the ground

(6) take off without me.

Eventually I boarded the plane five minutes before it left the ground (7) took off. I thought the worst part of the journey was over with. Half an hour into our journey the pilot told us there was a problem with the engine and we had to return (8) go back to the airport. I couldn't believe it! I wondered if I would ever arrive at my destination. As we landed (9) touched down at the airport, I could see that one of the engines was on fire. In the end, I think it was a lucky escape for all the passengers. The airport staff had to collect us (10) pick up us from the runway in a special bus.



- 5 Complete the sentences. Use adverbs formed from the adjectives below. There are more words than you need.

joyful formal secure desperate  
rapid silent vivid

- a In the library, Huda read her book  
..... **silently** .....
- b 'Give me the money!' the thief said  
..... **desperately** .....
- c You should always dress  
..... **formally** ..... for a graduation.
- d 'I am so happy I visited Doha  
Village,' the tourist said  
..... **joyfully** .....
- e The fire destroyed the forest  
..... **rapidly** .....

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## Grammar assistant

### Commas

- We use commas after subordinate clauses used at the beginning of sentences:

*If you fly to Kuwait soon, come and visit.*

- We use commas between a reporting expression and a direct speech:

*Ahmed said, "I like this story."*

**6** Correct the punctuation and spelling mistakes in each sentence.

a don't worrie he said a ship will resque us soon

“Don't worry,” he said, “a ship will rescue us soon.”

b if i moved to europe i wood miss kuwait terribly

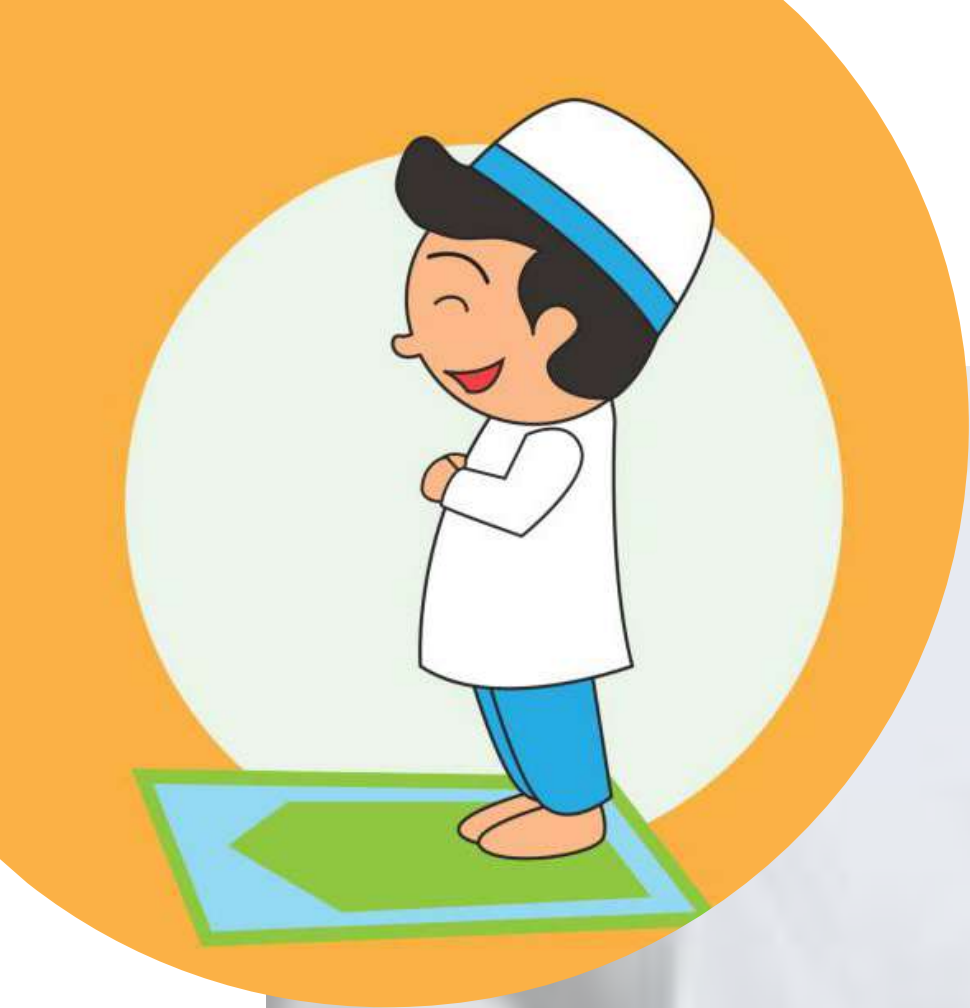
If I moved to Europe, I would miss Kuwait terribly.

c did you here that noize asked the pilot

“Did you hear that noise?” asked the pilot.

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# U 10 L 7 SB P 82

## Task 1: Taking part in an interview

### 1. Read the text

1. The three pictures show the correct order to make a story with a happy ending.

2. Complete your story with a partner.



### 2. Listen to a radio news report and check the order.

3. Work in pairs. If your partner is going to interview the car driver:

4. Choose one of these roles:

5. Look at the picture again to remind yourself what happened.

6. What questions could the reporter ask you?

7. How would you describe your feelings? (Nervous? Tired?)

8. Write the questions to ask the driver.

9. Do the interview.

10. Change roles. Repeat the interview with different questions.

11. Which role was more enjoyable? Why?

12. Write the questions to ask the driver.

### Task 2: Word work

1. Write the missing part of the words you hear.

2. Write the missing part of the words you hear.

3. Write the missing part of the words you hear.

4. Write the missing part of the words you hear.

5. Write the missing part of the words you hear.

6. Write the missing part of the words you hear.

7. Write the missing part of the words you hear.

8. Write the missing part of the words you hear.

9. Write the missing part of the words you hear.

10. Write the missing part of the words you hear.



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## In your point of view, how do you think stories benefit us?

- The tools to wisdom
- The wings for imagination
- Gaining experience
- Reducing social isolation





# emotive

adj.

**making people have strong feelings**



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# Speaking Taking part in an interview

## What's the story?


1 a Put these pictures into the correct order to make a story with a happy ending.

5 4 1 3 6 2

b Compare your order with a partner.





**2**  **(10.1) Listen to a radio news report and check the order.**



5



4

1



3

6

2



Role-play an interview between the van driver and a news reporter.



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**Work in pairs. A news reporter is going to interview the van driver.**

**a. Choose one of these roles:**

**A – the van driver**

**B – a news reporter**



**b. Prepare for the interview.**

**A. Look at the pictures again to remind yourself what happened.**

**► What questions could the reporter ask you?**



► How could you describe your feelings?

**Worried? Terrified?**

**B. Write five questions to ask the driver.**

**Why did your van stop?**

**What did you do when the water got into the engine?**

**What happened next?**

**How did you feel when the water became deep?**

**Did you call anyone to rescue you?**

**c. Do the interview.**

**d. Change roles. Repeat the interview with different questions.**

**e. Which role uses more **emotive** language? Why?**



## Pronunciation

## Word stress



(10.2) Underline the stressed part of the words you hear.

a motorbike

c historical

e helicopter

b bicycle

d traditional

f reporter

a. motorbike

b. bicycle

c. historical

d. traditional

e. helicopter

f. reporter



**6) Now work with a partner. Read these sentences aloud to each other. Remember to stress the right part of the long words.**

**a. He was on a black motorbike.**

**b. I've got a silver bicycle.**

**c. It's a traditional story.**

**a. He was on a black motorbike.**

**b. I've got a silver bicycle.**

**c. It's a traditional story.**

Nasser Al-Saeed Sec. School For Boys

Hawalli Educational District

English Department

Under the auspices of :

HOD Mr. Hesham Al- Sakhawi

مكتبة المعلم  
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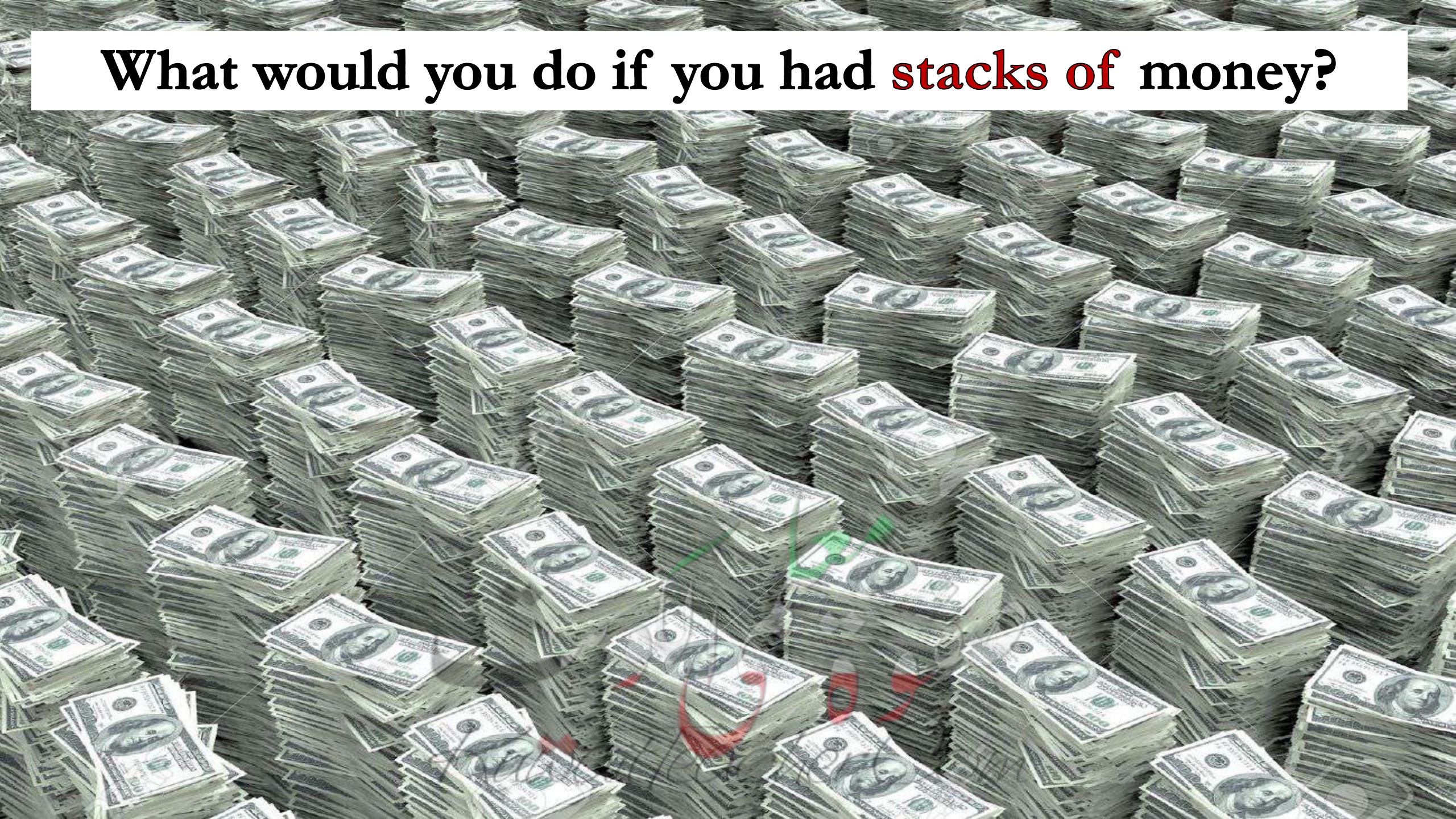
✍ Fill in the spaces with Phrasal verbs from the list :

**checked \ took \ dropped \ set \ turned \ picked \ touched**

We (1) .....**set**... **off** for the airport at 7.30 a.m. in the morning. As soon as we got to the airport, we (2) .....**Checked in**. After forty-five minutes our plane (3) .....**took**.... **off**. We (4) .....**touched down** on time. Unfortunately nobody had (5) **turned up** to meet us at Madrid Airport, so we called a taxi. Ten minutes later the taxi (6) **picked us up**. He drove us into the city and (7) **dropped us off** right outside the hotel.



What would you do if you had **stacks of money**?





# stacks of

n.

a pile of objects, typically one is that neatly arranged

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**crazily**  
**to a great degree**

adv.



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# dreadful

very bad



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# overtake

v.

to catch up with and pass while travelling in the same direction

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# knock off

Ph. V.

to fall off after a crash



# recuperate

v.

**to recover from illness or exertion**



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**monotonous**  
**dull, tedious and repetitious**

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مفتوحة  
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## Fill in the spaces:

**overtake, emotive, knocked off, recuperate, stacks of**

- 1- It took me two weeks to .....**recuperate**..... after operation.
- 2- Do you usually work with these .....**stacks of**..... books in front of you.
- 3- Mike's arm was broken when a car .....**knocked**..... him .....**off**.....
- 4- It's dangerous to .....**overtake**..... round a bend.

# Letter Expressions

## Formal & Informal



### Formal

used when writing school essays ,  
cover letters for job applications, or  
emails and letters at work

Dear Sir or Madam

I am writing to inform you...

Yours sincerely /  
Yours faithfully

You can call me if you need  
anything

I look forward to hearing  
from you

### Informal

used when communicating with  
friends, children, and relatives

Hi Robert

Just wanted to let you  
know...

Love / Cheers /  
Yours Truly /  
Best regards/ Kind regards

Please do not hesitate to  
contact me

Hope to hear from you soon



Hi ...

How are you? Sorry I didn't reply to your letter - I've been crazy busy. This week, I've got

- 1 This is a letter which a friend from an English-speaking country has written to you.
- 2 As you read the letter, match these summaries with the five paragraphs.

- |                                      |   |   |   |
|--------------------------------------|---|---|---|
| 3 The situation now ....             | 4 | 6 A greeting, an apology and an excuse .... | 1 |
| 4 A final request ...                | 5 | 7 The result of the accident ....           |   |
| 5 A description of the accident .... |   |   |   |

daytime TV programmes are terrible, so I'm writing letters to all my friends.

Please write soon and tell me your news. Hope you haven't been as unlucky as me.

Bye  
Marcus

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## b. What shows you that this is an **informal letter**?

Think about:

- verb forms
- missing words
- particular words or phrases
- punctuation



Hi ...  
How are you? Sorry I didn't reply to your letter - I've been crazy busy. This week, I've got stacks of five. Why? Because I'm in hospital with a broken leg. I'll tell you what happened.  
I was going to school as usual last Wednesday - on my bike. The traffic was dreadful. The bus I was behind stopped at a bus stop and people got off. I started to overtake the bus, but suddenly it pulled out. You can guess what happened next. The bus knocked me off my bike and into the middle of the road. Thank goodness I was wearing a helmet!  
Unfortunately a car was coming in the other direction. It couldn't stop in time and it crushed my leg. The next thing I remember is waking up in hospital with my leg in plaster. I may be smiling, but it's still very painful.  
The doctor says I have to rest and recuperate for another week. It's so monotonous - the daytime TV programmes are terrible, so I'm writing letters to all my friends.  
Please write soon and tell me your news. Hope you haven't been as unlucky as me.  
Bye  
Marcus

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## An informal letter

Formal	Informal
The verbs are active	The verbs are passive
Contractions are used; Some pronouns are omitted -; (e.g. <b>Sorry... Hope you haven't...</b> )	<b>No Contractions are used.</b>
Direct questions	Indirect questions
Using Phrasal Verbs	
Informal words and expressions: <b>Thank goodness / You can guess... / It's so monotonous... / terrible...</b>	

# task

You are going to write a letter to a friend, telling him / her about a recent event.

## USEFUL LANGUAGE FOR WRITING AN INFORMAL LETTER

### Beginning a letter

Hi ... (informal)

Dear ... (more formal)

### Ending a letter

That's all for now. Write back soon.

Bye / Love (informal)

Best wishes / Regards / Yours sincerely (more formal)



# Make a paragraph plan

Decide what to tell your friend in your letter.

**a.** Choose something that happened to you or somebody else, or make up a story.

**b.** Plan what you are going to write in each paragraph. Make sure your story has a beginning, a middle and an end.

3

## Write and check

- a.** Now, write the letter using your notes. Make sure you use an appropriate beginning and ending.
- b.** Now check your letter. Exchange letters with another student and ask questions to find out more about the story.



**Nasser Al-Saeed Sec. School For Boys**

**Hawalli Educational District**

**English Department**

**Under the auspices of :**

**HOD Mr. Hesham Al- Sakhawi**

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## Writing

1 The seven paragraphs in this e-mail are in the wrong order. Read the paragraphs and number them in the correct order.

New Message

Send Chat Attach Address Fonts Colours Save As Draft

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Hi Fahad,

a — After two hours, the teacher came and took my test. I had written nothing on it. The teacher looked at me and then looked at my test paper. 'I am sorry,' he said. 'But you came to the wrong room. Your Maths test was in room 204 – this is room 402.'

b — Anyway, that is (1) the reason I have not replied to your e-mail. In the end I did well in my Maths test. I (2) obtained 89%.

c — I (3) arrived at school and went to the classroom for my Maths test. A teacher I did not know was waiting for me, but there were no other students. I sat down and opened the test paper. The first question was very difficult and the second question was impossible. All the questions were too difficult for me.

d — I felt even more stupid. (4) I was obliged to do the test the next day. When the other students heard my story, they laughed. They could not believe I had been so stupid.

e — So I went home again. Although I was really tired, I could not sleep, so I watched football all evening, and went to bed late again. The next day, I woke up in time and (5) departed for school at 7.30 a.m. as usual.

f — (6) Thank you for your e-mail. I am very (7) apologetic that it has taken me so long to reply, but it has been a busy week for me. On the day I (8) received your letter, I had a Maths test at school. I had spent all (9) the previous evening revising for the test and I went to bed too late.

g — You can guess what happened. On the morning of the test I did not wake up and I (10) arrived at school half an hour late. The teacher told me I was too late to do the test with the other students. He said I would have to do it (11) the following day.

(12) Yours sincerely,  
Fawaz



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New Message

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To:

Subject:

Hi Fahad,

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b - 7 - Anyway, **that's** (1) the reason I **haven't** replied to your e-mail. I **1'd** and I did well in my test. I (2) obtained 89%.

c - 4 - I (3) arrived at school and went to the classroom for my Maths test. A teacher I **didn't** know was waiting for me, but there were no other students. I sat down and opened the test paper. The first question was very difficult and the second question was impossible. All the questions were too difficult for me.

d - 6 - I felt even more stupid. (4) I was obliged to do the test the next day. When other students heard my story, they laughed. They **couldn't** believe I **1'd** been so stupid.

e - 3 - So I went home again. Although I was really tired, I **couldn't** sleep, so I watched football all evening, and went to bed late again. The next day, I woke up in time and (5) departed for school at 7.30 a.m. as usual.

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g - 2 - You **didn't** guess what happened. On the morning of the test I **1'd** wake up and I (10) arrived at school half an hour late. The teacher told me I was late to do the test with the other students. He said I **1'd** have to do it (11) the following day.

(12) Yours sincerely,  
Fawaz

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2 The e-mail is to a friend, but the style is very formal. Read it again and do the following:

- a Shorten as many verbs as you can.
- b Look at the underlined words. Replace them with a more informal word.

got (x2) got to (x2) had to left see you sorry thanks  
the evening before the next day why

Text word	Informal replacement
1 the reason	why
2 obtained	got
3 arrived at	got to
4 was obliged to	had to
5 departed	left
6 Thank you	Thanks
7 apologetic	sorry
8 received	got
9 the previous evening	the evening before
10 arrived at	got to
11 the following day	the next day
12 Yours sincerely	See you

Hi Fahad,

**Thank you** for your e-mail. I am very (7) **apologetic** that it has taken me so long to replay, but it has been a busy week for me. On the day I (8) **received** your letter, I had a Maths test at school. I had spent all (9) **the previous evening** revising for the test and I went to bed too late.

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So I went home again. Although I was really tired, I could not sleep, so I watched football all evening, and went to bed late again. The next day, I woke up in time and (5) **departed** for school at 7.30 a.m. as usual.

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Anyway, that is (1) **the reason** I have not replied to your e-mail. In the end I did well in my Maths test. I (2) **obtained** 89%.

(12) **Yours sincerely,**  
Fawaz

3 Write a short story comparing and contrasting a good day and a bad day at school. Start like this:

One day, I left the house and started on my way to school. At first, everything was normal, but then...

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