



UNIT 08

نسخ مجانية

# THE TEAM

الفريق

UNIT EIGHT

الوحدة الثامنة

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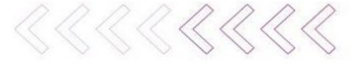
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جميع الحقوق محفوظة  
تحت طائلة المسؤولية

• JORDAN HIGH NOTE





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## Grammar

Unit 8, Lesson 1A The passive

## القواعد

الوحدة الثامنة، الدرس الاول، المبني للمجهول

## Object + be + v3

## The form:

شكل جملة المبني للمجهول:

The passive is made with a form of be and a past participle.

تتكون جملة المبني للمجهول من الفعل **be** وتصاريفه: ( **is/ am/ are** ) حسب زمن الجملة و التصريف الثالث للفعل الرئيسي؛ اذا كان من الافعال الغير منتظمة واذا كان الفعل الرئيسي منتظم نظيف اليه صيغة الفعل الماضي: ( **play played** - )

## The agent:

الفاعل:

We often use the passive to draw special attention to the agent by moving it to the end of the sentence. If we mention the agent, we use by.

غالبًا ما نستخدم المبني للمجهول للفت الانتباه إلى الفاعل بنقله إلى نهاية الجملة. إذا ذكرنا الفاعل، نستخدم **by**.

## Active:

المبني للمعلوم:

- A British coffee company created 'Fresh Brew'. (attention on Fresh Brew)

- الشركة البريطانية للقهوة تنتج "مشروب طازج". ( التركيز على المشروب الطازج )

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## Passive:

المبني للمجهول:  
- 'Fresh Brew' was created **by** a British coffee company. (attention on the company)  
- تم انتاج "مشروب طازج" من قبل الشركة البريطانية للقهوة. (التركيز على الشركة)

\* In the above example, we mention the agent (a British company) because it is new and important information.

\* في المثال السابق, نذكر الفاعل (الشركة البريطانية) لانها معلومة مهمة وجديدة. 0785320992 /0787300506

\* We don't mention the agent if it is:

\* لا نذكر الفاعل اذا كان:  
• Obvious:  
• واضح:

- A transmitter is worn on the body. - يلبس جهاز الارسال على الجسم.  
(We know it is worn by a person.) (نعلم ان شخصًا ما يرتديه) 0506

• Unknown:

- Maher realised he had been followed. - أدرك ماهر أنه كان مُتَعَقَبًا.  
(We do not know who followed him.) (لا نعلم من الذي تعقبه)

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• Unimportant:

• غير مهم:  
- It will be shown at the 'New Inventors' show. - سيعرض في معرض "المخترعون الجدد".  
(Who will show it is not important.) (لم يتم الافصاح عن الفاعل ليس مهم)

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| Num. | The tense<br>الزمن   | Example<br>مثال  |
|------|--|--|
| 1    | <b>Present Simple</b><br>المضارع البسيط  | - A transmitter <b>is worn</b> on the body and digital messages <b>are sent</b> via the body's electrical field.<br>- يُلبس جهاز إرسال على الجسم، وتُرسل رسائل رقمية عبر المجال الكهربائي للجسم.   |
| 2    | <b>Present Continuous</b><br>المضارع المستمر   | - The invention <b>is being welcomed</b> by coffee-lovers everywhere.<br>- يلقي هذا الاختراع ترحيباً واسعاً من محبي القهوة في كل مكان.   |
| 3    | <b>Past Simple</b><br>الماضي البسيط  | - 'Fresh Brew' <b>was created</b> by British coffee company 'Beans R Us'.<br>- ابتكرت شركة "بينز" البريطانية للقهوة "مشروب طازج"   |
| 4    | <b>Past Continuous</b><br>الماضي المستمر   | - When we last heard, the 'mirror' <b>was still being developed</b> in a lab in France.<br>- عندما سمعنا آخر مرة، كانت "المرآة" لا تزال قيد التطوير في مختبر بفرنسا.   |
| 5    | <b>Present Perfect</b><br>المضارع التام البسيط   | - Once a profile of your lifestyle <b>has been built up</b> ...<br>- بمجرد تكوين صورة عن نمط حياتك...  |
| 6    | <b>Past Perfect</b><br>الماضي التام البسيط   | - When Aisha realised she <b>had been followed</b> to her front door, she quickly phoned the police.<br>- عندما أدركت عائشة أنها مُلاحقة إلى باب منزلها، اتصلت بالشرطة على الفور.  |
| 7    | <b>Modal verbs in passive</b><br>الافعال الشكلية (أفعال المودل) في صيغة المبني للمجهول   | - It <b>can be switched on</b> by text message.<br>- يمكن تشغيله عبر رسالة نصية.<br>- Music and games <b>could be downloaded</b> in seconds.<br>- يمكن تنزيل الموسيقى والألعاب في ثوانٍ.<br>- It <b>should not be used</b> as protection from wild animals.<br>- لا ينبغي استخدامه كحماية من الحيوانات البرية. |
| 8    | <b>going to</b><br>مستقبل بصيغة المبني للمجهول:<br><u>Noun + be + Going to + be + v.3</u>  | - It <b>is going to be shown</b> at the 'New Inventors' show next month.<br>- سيُعرض في معرض "المخترعون الجدد" الشهر المقبل.   |
| 9    | <b>Will</b><br>المستقبل بصيغة المبني للمجهول:<br><u>Noun + will + be + v.3</u>   | - A computer shows how your appearance <b>will be affected</b> in future.<br>- يُظهر الكمبيوتر كيف سيتأثر مظهرك في المستقبل.   |
| 10   | <b>The passive infinitive</b><br>صيغة المبني للمجهول على شكل:<br><u>Noun + v.1 + To + be + v.3</u>   | - There's one drawback: it needs <b>to be filled</b> with coffee and water first.<br>- هناك عيب واحد: يجب ملؤه بالقهوة والماء أولاً.<br>- The company expects their invention <b>to be launched</b> next year.<br>- تتوقع الشركة إطلاق اختراعها العام المقبل.  |
| 11   | <b>The passive gerund</b><br>صيغة مصدر المبني للمجهول على شكل:<br><u>- noun + v.1+ being + v.3</u><br><u>- noun + be + v.3 + proposition + being + v.3</u> | - It's a 'must have' if you are worried about <b>being attacked</b> .<br>- إنه أمر لا بد منه إذا كنت قلقاً من التعرض للهجوم.<br>- Nobody likes <b>being told</b> about their bad habits, especially by a computer!<br>- لا أحد يحب أن يُخبر عن عاداته السيئة، وخاصةً من خلال الكمبيوتر.                        |

\* Some verbs are usually followed by the infinitive and others by a gerund form:

\* بعض الأفعال عادةً ما يتبعها المصدر، والبعض الآخر يتبعها اسم المفعول:

- I **require** you **to be** on time. - أطلب منك الالتزام بالوقت.  
- I don't **fancy** **going out** tonight. - لا أرغب في الخروج الليلة.

\* When these verbs are used in the passive, the same verb patterns should be used:

\* عند استخدام هذه الأفعال في صيغة المبني للمجهول، يجب استخدام نفس أنماط الأفعال:

- The humans who **were required to be** in the self-driving car ...

- الأشخاص الذين طُلب منهم التواجد في السيارة ذاتية القيادة ...

- I don't really **fancy being monitored** at all!

- لا أرغب في أن أراقب إطلاقاً!

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## Contexts for the passive

### سياقات المبني للمجهول

\* We usually avoid the passive in informal language.

\* عادةً ما نتجنب استخدام المبني للمجهول في اللغة غير الرسمية

We can use **you** or **they** to refer to people in general:

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يمكننا استخدام "أنت" أو "هم" للإشارة إلى الأشخاص بشكل عام:

- Look! **You** can switch it on by text message. - انظر! يمكنك تفعيله عبر رسالة نصية.

- **They** expect to launch the invention next year. - يتوقعون إطلاق الاختراع العام المقبل.

\* The passive is common in newspaper reports and academic writing because it makes the style more impersonal and objective.

\* المبني للمجهول شائع في التقارير الصحفية والكتابة الأكاديمية لأنه يجعل الأسلوب أكثر حيادية وموضوعية.

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## The passive with two objects

### المبني للمجهول مع مفعولين

\* Some verbs can have two objects, and either object can become the subject in the passive – it depends where the writer wants to put the focus:

\* يمكن أن يكون لبعض الأفعال مفعولان، ويمكن لأيّ من المفعولين أن يكون فاعلاً في صيغة المبني للمجهول - يعتمد ذلك على المكان الذي يريد الكاتب التركيز عليه:

- **It will show people the consequences of an unhealthy lifestyle.**

- سيوضح للناس عواقب نمط الحياة غير الصحي.

- **People will be shown the consequences of an unhealthy lifestyle.**

- سيُعرض على الناس عواقب نمط الحياة غير الصحي.

- **The consequences of an unhealthy lifestyle will be shown to people.**

- سيُعرض عواقب نمط الحياة الغير صحي على الناس.

- **It gives anyone who touches it an electric shock.**

- يُصعق كل من يلمسه بالكهرباء.

- **Anyone who touches it is given an electric shock.**

- كل من يلمسه يُصعق بالكهرباء.

- **An electric shock is given to anyone who touches it.**

- صعقة كهربائية لكل من يلمسه.

\* **Other verbs like this are: hand, offer, pay, promise, send, teach.**

\* من الأفعال المشابهة: يُسلم، يُقدّم - يوفر عرض، يدفع، يقوم بالوعد، يُرسِل، يُعلِّم.



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## Passive Voice: Summary

### 1. Forming the Passive\*\*

Rule\*\*: Passive voice is formed by combining a form of **"be"** with the past participle of the main verb.

- Example (Active): \*The students complete the task.
- Example (Passive): \*The task is completed by the students.

### 2. Including or Omitting the Agent

- Use **"by"** to mention the agent if it is important, new, or relevant information.
- Example: The song was composed by Beethoven.
- Omit the agent if it is obvious, unknown, or unimportant.
- Example: The money was stolen.

### 3. Passive Voice in Tenses\*\*

#### Present Simple (المضارع البسيط)

- Structure: \*Noun + be (am/is/are) + past participle
- Example: \*The house is cleaned every day.

#### Present Continuous (المضارع المستمر)

- Structure: \*Noun + be (am/is/are) + being + past participle
- Example: \*The house is being cleaned right now.

#### Past Simple (الماضي البسيط)

- Structure: \*Noun + was/were + past participle\*
- Example: \*The house was cleaned yesterday.\*

#### Past Continuous (الماضي المستمر)

- Structure: \*Noun + was/were + being + past participle\*
- Example: \*The house was being cleaned at that time.\*

#### Present Perfect (المضارع التام البسيط)

- Structure: \*Noun + have/has + been + past participle
- Example: \*The house has been cleaned.



### Past Perfect (الماضي التام البسيط)

- Structure: \*Noun + had + been + past participle\*
- Example: \*The house had been cleaned before you arrived.\*

### 4. Modal Verbs in Passive (الافعال الشكلية في المبني للمجهول)

- Structure: \*Noun + modal verb + be + past participle

- Examples:

- The report must be submitted.
- The task can be completed.

### 5. Passive with "Going to" (المستقبل بصيغة المبني للمجهول)

- Structure: \*Noun + be + going to + be + past participle
- Example: \*The results are going to be announced tomorrow.

### 6. Passive with "Will" (المستقبل بصيغة المبني للمجهول)

- Structure: \*Noun + will + be + past participle
- Example: \*The presentation will be delivered next week.

### 7. Passive Infinitive (صيغة المبني للمجهول بصيغة المصدر)

- Structure: \*Noun + verb + to + be + past participle
- Example: \*The project needs to be completed.

### \*\*8. Passive Gerund (صيغة مصدر المبني للمجهول)

- Structure: \*Noun + verb + being + past participle
- Examples:
  - Being invited to the event made her happy.
  - Nobody likes being ignored.

### 9. Passive with Two Objects\*\*

- Verbs with two objects allow either object to become the subject.
- Examples:
  - The manager was shown the report.
  - The report was shown to the manager.



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بناءً على تمرين رقم (6) - من كتاب الطالب - صفحة رقم (27)..



## امثلة مقترحة



1. They install the new software on all company computers.

Rewrite in the present simple passive.

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2. The technicians are fixing the machines right now.

Rewrite in the present continuous passive.

3. They completed the project last month.

Rewrite in the past simple passive.

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4. The engineers were testing the prototype during the meeting.

Rewrite in the past continuous passive.

5. Scientists have discovered a new treatment for the disease.

Rewrite in the present perfect passive.

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6. The student had finished the assignment before the deadline.

Rewrite in the past perfect passive.

7. People can access the application from any device.

Rewrite using a modal verb in the passive.

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8. The company is going to release the new product next year.

Rewrite in the passive with "going to."

9. Nobody likes people judging their opinions.

Rewrite using the passive gerund.

10. The professor gave the students detailed feedback.

Rewrite in the passive with two objects.

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### Answers:

1. The new software is installed on all company computers.
2. The machines are being fixed right now.
3. The project was completed last month.
4. The prototype was being tested during the meeting.
5. A new treatment for the disease has been discovered.
6. The assignment had been finished before the deadline.
7. The application can be accessed from any device.
8. The new product is going to be released next year.
9. Nobody likes being judged for their opinions.
10. The students were given detailed feedback by the professor.

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### امثلة مقترحة

**1. People often discuss innovative technologies in conferences.**

Innovative technologies \_\_\_\_\_.

**2. By next month, engineers will install a new security system in the office.**

By next month, a new security system \_\_\_\_\_.

**3. Scientists are currently studying the effects of climate change.**

The effects of climate change \_\_\_\_\_.

**4. Someone had already completed the testing phase before the deadline.**

The testing phase \_\_\_\_\_.

**5. They could produce large quantities of this product with new machines.**

Large quantities of this product \_\_\_\_\_

**6. In the past, hackers regularly accessed sensitive information on servers.**

Sensitive information on servers \_\_\_\_\_

**7. Experts have developed advanced wearable devices for medical use.**

Advanced wearable devices for medical use \_\_\_\_\_

**8. Many people are going to adopt smart appliances in the coming years.**

Smart appliances \_\_\_\_\_

**9. A journalist interviewed the company's CEO about the new invention.**

The company's CEO \_\_\_\_\_

**10. They are discussing the impact of artificial intelligence in education.**

The impact of artificial intelligence in education \_\_\_\_\_

### **Answers:**

1. Innovative technologies are often discussed in conferences.
2. By next month, a new security system will be installed in the office.
3. The effects of climate change are currently being studied.
4. The testing phase had already been completed before the deadline.
5. Large quantities of this product could be produced with new machines.
6. Sensitive information on servers was regularly accessed in the past.
7. Advanced wearable devices for medical use have been developed by experts.
8. Smart appliances are going to be adopted in the coming years.
9. The company's CEO was interviewed by a journalist about the new invention.
10. The impact of artificial intelligence in education is being discussed.

## Using "by - with - in Passive Voice

### الشرح

By is used in passive sentences to introduce the agent, which is the person or thing responsible for the action. It identifies who performed the action.

Example: The book was written by an acclaimed author.

في صيغة المبني للمجهول للإشارة إلى الفاعل، وهو الشخص أو الشيء المسؤول عن القيام بالفعل "by" يُستخدم

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مثال: كُتِبَ الكتاب بواسطة مؤلف مشهور

## Using "with" in Passive Voice

With is used to introduce the instrument or material used to perform the action. It highlights what was used or involved in performing the action.

Example: The portrait was painted with watercolors.

للإشارة إلى الأداة أو المادة المستخدمة في القيام بالفعل "with" يُستخدم

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مثال: رُسِمَت الصورة بواسطة الألوان المائية

### امثلة مقترحة

1. The building was constructed \_\_\_ advanced machinery.
2. The artwork was created \_\_\_ a talented sculptor.
3. The system is being updated \_\_\_ the IT team.
4. The robot was programmed \_\_\_ specialized software.
5. The bridge was repaired \_\_\_ heavy-duty tools.
6. The cake was baked \_\_\_ my grandmother.
7. The experiment was conducted \_\_\_ researchers.
8. The report was prepared \_\_\_ relevant statistics.
9. The room was decorated \_\_\_ bright lights and balloons.
10. The presentation was delivered \_\_\_ the marketing manager.

### Answers:

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| 1    | 2  | 3  | 4    | 5    | 6  | 7  | 8    | 9    | 10 |
|------|----|----|------|------|----|----|------|------|----|
| with | by | by | with | with | by | by | with | with | by |

## امثلة مقترحة

1. The broken device could \_\_\_ repaired by the technicians.
2. The new software is going \_\_\_ tested before the release.
3. The task must \_\_\_ completed by tomorrow morning.
4. The building \_\_\_ inspected before the renovations started.
5. This information shouldn't \_\_\_ shared with unauthorized people.
6. The original sculpture \_\_\_ exhibited in the art museum.
7. The report was going \_\_\_ reviewed by the committee last week.

### Answers:

| 1  | 2     | 3  | 4   | 5  | 6   | 7     |
|----|-------|----|-----|----|-----|-------|
| be | to be | be | was | be | was | to be |

## امثلة مقترحة

employ sell appreciate tell employ announce invite use recommend invite

1. I (hope) \_\_\_\_\_ to join the innovation team soon.
2. The new AI-based devices are expected to \_\_\_\_\_ at premium prices.
3. She (appreciate) \_\_\_\_\_ by the organizers for her hard work.
4. Users don't (expect) \_\_\_\_\_ everything about a new app—it should be intuitive.
5. He (dream) \_\_\_\_\_ by one of the best robotics companies in the world.
6. The gadget (announce) \_\_\_\_\_ at the tech fair next week.
7. I (enjoy) \_\_\_\_\_ to participate in exciting research projects.
8. These tools can \_\_\_\_\_ to improve the learning experience in schools.
9. The managers (recommend) \_\_\_\_\_ to test the latest device features thoroughly.
10. The scientist was congratulated (on) \_\_\_\_\_ a breakthrough in nanotechnology.

### Answers:

1. to be employed
2. be sold
3. being appreciated
4. to be told
5. to be employed
6. being announced
7. being invited
8. be used
9. to be recommended
10. being invited

## امثلة مقترحة

Complete the letter with the correct passive forms of the verbs in brackets.

Dear Customer Service,

I recently purchased one of your latest smartphones, but I am extremely dissatisfied with its condition. Firstly, the device 1 \_\_\_\_\_ (send) to me without proper documentation or a warranty card. Secondly, the packaging 2 \_\_\_\_\_ (not/inspect) thoroughly, as there were noticeable damages to the box. I believe your products 3 \_\_\_\_\_ (must/package) with greater care. Moreover, the phone 4 \_\_\_\_\_ (not/charge) upon arrival, and its charger cable 5 \_\_\_\_\_ (not/include). Could you ensure that all missing items 6 \_\_\_\_\_ (send) to me promptly? It would be appreciated if this 7 \_\_\_\_\_ (could/handle) with care and professionalism.

Yours sincerely,

### Answers:

1. was sent
2. was not inspected
3. must be packaged
4. was not charged
5. was not included
6. be sent
7. could be handled



## امثلة مقترحة

★★★ **USE OF ENGLISH** Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1. They must repair the machine before the end of the week. **REPAIRED**  
The machine must \_\_\_\_\_ before the end of the week.
2. We were told to clean the lab thoroughly after the experiment. **TOLD**  
We \_\_\_\_\_ to clean the lab thoroughly after the experiment.
3. The phone automatically records your activities throughout the day. **RECORDED**  
Your activities \_\_\_\_\_ by the phone throughout the day.
4. You ought to turn off all devices during the presentation. **SHOULD**  
All devices \_\_\_\_\_ during the presentation.
5. This software's primary function is managing customer data. **DESIGNED**  
This software \_\_\_\_\_ managing customer data.
6. The teacher paired students for the group project. **PAIRED**  
The students \_\_\_\_\_ for the group project by the teacher.
7. People use this tool to measure air quality. **USED**  
This tool \_\_\_\_\_ to measure air quality.
8. My manager expects me to complete the report today. **EXPECTED**  
I am \_\_\_\_\_ to complete the report today by my manager.
9. They need to inform everyone about the safety procedures. **INFORMED**  
Everyone needs \_\_\_\_\_ about the safety procedures.
10. The technician answered all the questions about the system. **ANSWERED**  
All the questions about the system \_\_\_\_\_ by the technician.

**Answers:**

|             |           |             |                      |                 |
|-------------|-----------|-------------|----------------------|-----------------|
| 1           | 2         | 3           | 4                    | 5               |
| be repaired | were told | be recorded | should be turned off | is designed for |
| 6           | 7         | 8           | 9                    | 10              |
| were paired | is used   | expected    | to be informed       | were answered   |

## امثلة مقترحة

★★★ Complete the advert with the correct active or passive forms of the verbs in brackets.



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### Our Smart Home Speaker

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1- \_\_\_\_\_ (manufacture) at our innovative facility in Germany, this smart speaker has redefined audio technology. To date, over 50,000 units 2- \_\_\_\_\_ (sell) worldwide. Our talented developers 3- \_\_\_\_\_ (design) this cutting-edge device with both function and style in mind. So, why is our speaker unique? You 4- \_\_\_\_\_ (can/control) it seamlessly with voice commands from across the room. Amazing but true! The built-in microphone 5- \_\_\_\_\_ (can/use) to activate smart home functions. For full integration, the device needs 6- \_\_\_\_\_ (connect) to your home Wi-Fi network. What 7- \_\_\_\_\_ (you/wait) for? Order yours today!

### Answers:

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|                 |                 |               |             |             |
|-----------------|-----------------|---------------|-------------|-------------|
| 1               | 2               | 3             | 4           | 5           |
| is manufactured | have been sold  | have designed | can control | can be used |
| 6               | 7               |               |             |             |
| to be connected | are you waiting |               |             |             |

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# Grammar

## القواعد

### Unit 8, Lesson 5B

الوحدة الثامنة، الدرس الخامس

### /æ/ and /ɑ:/

شرح لفظ صوت حرف ال ( a ) وسط الكلمات الشرح بالانجليزي ثم باللغة العربية ومن ثم التمرين

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### Explanation and Illustration for the Pronunciation of /æ/ and /ɑ:/

#### (English)

The pronunciation of the letter "a" can vary greatly depending on the word. Understanding the difference between /æ/ and /ɑ:/ is crucial, as these are two common vowel sounds in English:

#### 1. /æ/:

- Pronunciation: This is a short vowel sound made with the mouth opened widely. The tongue is flat and positioned in the center.
- Example Words: *cat, jam, hat.*
- Description: It is a quick, sharp sound often found in short words.

#### 2. /ɑ:/:

- Pronunciation: This is a long vowel sound produced at the back of the throat. The mouth is less open compared to /æ/, and the sound is stretched.
- Example Words: *start, father, art.*
- Description: It is a drawn-out sound typically used in words with broader or stressed vowels.

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#### Comparison:

- /æ/ is shorter and more energetic, while /ɑ:/ is longer and resonates deeper in the throat.
- The spelling of a word is not always a reliable guide to its pronunciation, so context and familiarity are key.

## Explanation in Arabic (التفسير باللغة العربية)

/æ/ و /ɑ:/ يختلف حسب الكلمة، وهنا الفرق بين الصوتين "a" إن نطق الحرف

### 1. /æ/:

- النطق: هذا صوت قصير يتم إصداره مع فتحة كبيرة للّفم. اللسان يكون مسطحاً وموجوداً في منتصف الفم.
- (قبعة) *hat*، (مربي) *jam*، (قطعة) *cat*: أمثلة الكلمات.
- الوصف: إنه صوت سريع وحاد وغالباً ما يظهر في الكلمات القصيرة.

### 2. /ɑ:/:

- النطق: هذا صوت طويل يتم إنتاجه في الجزء الخلفي من الحنجرة. الفم يكون أقل فتحة مقارنة بـ /æ/، والصوت ممدود.
- (فن) *art*، (أب) *father*، (يبدأ) *start*: أمثلة الكلمات.
- الوصف: إنه صوت مطوّل عادةً يُستخدم في الكلمات التي تحتوي على أحرف علة واسعة أو مشددة.

### المقارنة:

- أطول وينبعث عميقاً من الحلق /ɑ:/ أقصر وأكثر حيوية، بينما /æ/.
- التهجئة قد لا تكون دائماً دليلاً واضحاً على النطق، لذا يجب الاعتماد على السياق والمعرفة بالكلمات.

| /æ/     | /ɑ:/    |
|---------|---------|
| cat     | start   |
| jam     | father  |
| hat     | art     |
| packing | parking |
| pat     | part    |
| ant     | aunt    |
| had     | hard    |
| back    | bark    |
| map     | calm    |
| match   | heart   |

| word    | Sound (/æ/) or (/ɑ:/) |
|---------|-----------------------|
| cat     | /æ/                   |
| start   | /ɑ:/                  |
| jam     | /æ/                   |
| father  | /ɑ:/                  |
| hat     | /æ/                   |
| art     | /ɑ:/                  |
| packing | /æ/                   |
| parking | /ɑ:/                  |
| pat     | /æ/                   |
| part    | /ɑ:/                  |
| ant     | /æ/                   |
| aunt    | /ɑ:/                  |
| had     | /æ/                   |
| hard    | /ɑ:/                  |
| back    | /æ/                   |
| bark    | /ɑ:/                  |
| map     | /æ/                   |
| calm    | /ɑ:/                  |
| match   | /æ/                   |
| heart   | /ɑ:/                  |



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# Grammar

## Unit 8, Lesson 6A

الوحدة الثامنة، الدرس السادس

القواعد

Impersonal passive structures

المبني للمجهول – غير شخصي

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\*\*\* We can report beliefs and opinions using verbs such as: **say, think, believe, know, claim, estimate, expect** and a passive structure:

\*\*\* يمكننا التعبير عن المعتقدات والآراء باستخدام أفعال مثل: ( يقول، يفكر، يعتقد، يعرف، يدعي، يقدر، يتوقع ) وصيغة مبنية للمجهول:

(1)

• **it + passive + that clause:**

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### الحالة الاولى

• نبدأ الجملة بالضمير **it** الذي يحمل معنى التعبير من مصدر مجهول تقريباً + الفعل الذي مصدره من التركيبية الاساسية لتركيبية صيغة المبني للمجهول **be** الذي يكون على شكل ( **is – am – are** ) + المتبوعة بالتصريف الثالث للفعل. في زمن المضارع البسيط و تتغير **be** في حالة الماضي البسيط و باقي الازمنة ايضاً + **that** + تكملة الجملة.

- **It is believed that this businessman would now be the richest man in the world.** (present belief)

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- يُعتقد أن رجل الأعمال هذا سيصبح الآن أغنى رجل في العالم. (معتقد بزمن المضارع)

- **It was revealed that hackers had interfered ...** (past belief)

- كُشف أن المتسللين قد تدخلوا ... (معتقد ماضي)

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(2)

• subject + passive + to- infinitive:



الحالة الثانية

- *His new system, called Solid, is reported to be a platform ... (present belief).*

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- هو "سوليد" يُقال إن نظامه الجديد، يُسمى منصة... (معتقد بزمن المضارع)

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(3)

• subject + passive (be + past participle) + perfect infinitive (to have been + past participle):



الحالة الثالثة

- *More than 700,000 people are believed to have been affected by the virus.*

(present belief about a past event)

- يُعتقد أن أكثر من ٧٠٠ ألف شخص قد تأثروا بالفيروس. (معتقد بزمن المضارع حول حدث بالماضي)



شرح فكرة الكتاب من القاعدة:

من كتاب الطالب صفحة، 33 تمرين رقم (3) يشرح تركيبية شكال جملة المبني للمجهول الغير شخصي في الحالات الثلاث.

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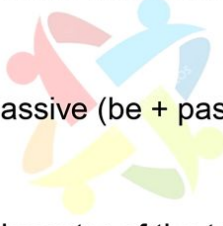
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الحالة الاولى

2- □ **It** is believed that Alexander became interested in studying sound because ...

التركيب المناسبة للجملة التي تبدأ ب **it**

[ a ] for present or past belief: **it** + passive (be + past participle) + that clause



الحالة الثانية

3- □ He is widely reported to be the inventor of the telephone.

[ b ] for **present belief**: subject + passive (be + past participle) + to-infinitive

التركيب المناسبة للجملة لمعتقد في زمن المضارع و تتميز انها ليست من الحالة الاولى لا تحتوي بداية الجملة على **it**

## الحالة الثالثة

1- □ These are thought to have been the first words ever spoken on a telephone.

[ c ] for present belief about **a past event**:

subject + passive (be + past participle) + perfect infinitive (to have been + past participle)

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التركيب المناسبة للجملة لمعتقد في زمن المضارع حول حدث في زمن الماضي.

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## حل تمرين رقم (4 و 5) لشرح الحالات الثلاثة صفحة 33:

Rewrite the sentences using the first pattern (a) from the Grammar box. الحالة الاولى.

تمرين رقم (4)

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1- People say that other scientists invented the telephone.

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It is said that other scientists invented the telephone.

بناء على طلب الكتاب ان نحول الجملة على نمط الحالة الاولى. نقوم بحذف الفاعل **People** ثم نبدأ الجملة ب **it** ثم نصرف فعل جملة المبني للمجهول الى تصريف ثالث ثم نتبع الفعل ب **that** ثم نكمل الجملة كما هي.

2- Experts expect that more people will own phones in the future.

It is expected that more phones will be owned in the future.

3- Some people have suggested that young people should not have mobile phones.

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It has been suggested *by some people* that young people should not have mobile phones.

كتابة الفاعل المسبوق ب **by** مثل الجملة رقم 3 شيئاً اختياري. فتصبح الجملة ايضاً:

**It has been suggested** that young people should not have mobile phones.

تذكر: تحول الفعل **be** الذي عشكل **is – am – are** الى **Has been** لان اصل الجملة قبل التحويل مضارع تام.

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## تمرين رقم (5)

على نمط الحالة الثانية و الحالة الثالثة و نميز اي نمط سنختار على الحالة الثانية او الثالثة، الجملة التي تبدأ بمضارع نختار النمط من حسب زمن الحدث اذا كان في الماضي نستخدم نمط الحالة الثالثة اي النمط: ( C )

**Rewrite the sentences using patterns [ b ] and [ c ] from the Grammar box.**

**1- People say that a scientist called Elisha Gray invented the phone at the same time as Alexander Graham Bell.**

A scientist called Elisha Gray is said to have invented the phone at the same time as Alexander Graham Bell.

**2- Initially, people thought the telephone was only for rich people.**

Initially, the telephone was thought to be just for rich people.

**3- Experts have estimated that the majority of people in the world own a smartphone.**

It has been estimated that the majority of people in the world now own a smartphone.

الشرح التالي دقيق جدا يجب ان يقرأ بعناية:

Let "The Team" explains why in number 1 of Pattern C the answer includes "to have invented," which uses the perfect infinitive. The key lies in the time reference of the belief.

لندع "دوسية الفريق" أن تشرح لماذا في الرقم 1 من النمط الثالث، تتضمن الإجابة "أن يكون قد اخترع"، والتي تستخدم صيغة المصدر التام. يكمن السر في مرجعية زمن الاعتقاد.

Pattern C: Present belief about a past event The structure for Pattern C is:

النمط الثالث: اعتقاد حاضر حول حدث في الماضي

تركيبية النمط الثالث:

[ It is Subject + passive (be + past participle) + perfect infinitive (to have been + past participle). ]

This pattern is used when the current belief (present) is about something that happened in the past. For example:

يستخدم هذا النمط عندما يكون الاعتقاد الحالي (المضارع) متعلقاً بشيء حدث في الماضي. على سبيل المثال:

- People say now that Elisha Gray invented the phone in the past.

يقول الناس الآن أن إليشا جراي اخترع الهاتف في الماضي.

- The passive transformation reflects this belief using the perfect infinitive to convey the past nature of the event.

\* يعكس تحويل المبني للمجهول هذا الاعتقاد باستخدام صيغة المصدر التام للتعبير عن طبيعة الحدث الماضية.

لماذا تحولت الجملة الى مضارع تام؟ "to have invented" Why

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In the active sentence: في الجملة المثبتة:

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"People say that a scientist called Elisha Gray invented the phone..."

**The event "invented the phone" happened in the past. Since the belief is expressed in the present ("people say"), but refers to a past action, we need the perfect infinitive (to have invented) to indicate that the invention occurred before the current belief.**

حدث "اختراع الهاتف" في الماضي. بما أن المعتقد يُعبّر عنه في زمن المضارع ("يقول الناس")، ولكنه يشير إلى فعل في الماضي، فإننا نحتاج إلى المصدر التام (اخترع) للإشارة إلى أن الاختراع حدث قبل المعتقد الحالي.

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So, the rewritten sentence is: إذا، الجملة المُعاد صياغتها هي:

*A scientist called Elisha Gray is said to have invented the phone...*

Here:

- "is said" shows the present belief. "يُقال" يُشير إلى المعتقد الحالي.

- "to have invented" places the invention in the past. "اخترع" يضع الاختراع في الماضي.

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## Comparison with Other Patterns

**Pattern A** (Present or Past Belief):

- "It is said that other scientists invented the telephone."

- This focuses on the belief as a general statement, without emphasizing the sequence of events.

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مقارنة مع أنماط أخرى

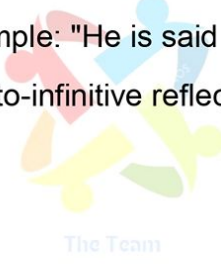
النمط الاول (معتقد حالي أو ماضي)

"يُقال إن علماء آخرين اخترعوا الهاتف"

يُركز هذا على المعتقد كعبارة عامة، دون التركيز على تسلسل الأحداث.

### Pattern B (Present Belief):

- Example: "He is said to be working on a new project."
- The to-infinitive reflects a current ongoing action.

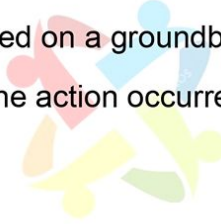


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### Pattern C (Present Belief About a Past Event):

- Example: "He is said to have worked on a groundbreaking project last year."
- The perfect infinitive reflects that the action occurred in the past, relative to the present belief.



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النمط الثالث (الاعتقاد الحاضر بشأن حدث ماضٍ)

"يُقال إنه عمل على مشروع رائد العام الماضي"

المصدر التام يعكس أن الفعل وقع في الماضي، نسبةً إلى الاعتقاد الحاضر.

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النمط الثاني (معتقد حالي)

"يُقال إنه يعمل على مشروع جديد"

يعكس المصدر حدثًا حاليًا مستمرًا

## Summary

### الخلاصة

In number 1, "to have invented" is used because the action (inventing the phone) is in the past, but the belief about it is held in the present. The perfect infinitive is essential to clearly communicate this timeline.

في المثال الأول، استخدمت عبارة "اختراع" لأن الفعل (اختراع الهاتف) وقع في الماضي، لكن الاعتقاد به قائم في الحاضر. المصدر التام ضروري لتوضيح هذا التسلسل الزمني.



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## امثلة مقترحة

1. People believe that Alexander Bell was the inventor of the telephone.

It \_\_\_\_\_

2. Scientists claim that VR can foster empathy.

It \_\_\_\_\_

3. Experts think that environmental awareness can be improved with VR.

It \_\_\_\_\_

4. Teachers say that understanding passive voice is important.

It \_\_\_\_\_

5. People estimate that smartphones have become a necessity in daily life.

It \_\_\_\_\_

6. People know that the Earth orbits the Sun.

The Earth \_\_\_\_\_

7. Scientists believe that VR has the power to transform education.

VR \_\_\_\_\_

8. They say that Elisha Gray contributed to the invention of the telephone.

Elisha Gray \_\_\_\_\_

9. People expect that climate change will worsen in the future.

Climate change \_\_\_\_\_

10. Some believe that the use of smartphones helps in productivity.

The use of smartphones \_\_\_\_\_

11. People think that the telephone was invented in the 19th century.

The telephone \_\_\_\_\_

12. Historians claim that communication technologies evolved rapidly in the last century.

Communication technologies \_\_\_\_\_

13. Experts estimate that VR was introduced decades ago as a concept.

VR

14. People believe that some technologies have been misused in the past.

Some technologies

15. Teachers thought that interactive learning methods began earlier than expected.

Interactive learning methods

### Answers:

1. It is believed that Alexander Bell was the inventor of the telephone.
2. It is claimed that VR can foster empathy.
3. It is thought that environmental awareness can be improved with VR.
4. It is said that understanding passive voice is important.
5. It is estimated that smartphones have become a necessity in daily life.
6. The Earth is known to orbit the Sun.
7. VR is believed to have the power to transform education.
8. Elisha Gray is said to have contributed to the invention of the telephone.
9. Climate change is expected to worsen in the future.
10. The use of smartphones is believed to help in productivity.
11. The telephone is thought to have been invented in the 19th century.
12. Communication technologies are claimed to have evolved rapidly in the last century.
13. VR is estimated to have been introduced decades ago as a concept.
14. Some technologies are believed to have been misused in the past.
15. Interactive learning methods are thought to have begun earlier than expected.

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## امثلة مقترحة

### Impersonal passive structures

Study patterns a–c and match them with sentences 1–10.

a) It + passive + that clause

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b) subject + passive + to-infinitive

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c) subject + passive + perfect infinitive

1.  It is claimed that artificial intelligence is shaping the future of healthcare.
2.  Renewable energy is estimated to have reduced carbon emissions significantly.
3.  Analysts think that virtual reality will revolutionize education in the next decade.
4.  The CEO is known to have implemented innovative marketing strategies.
5.  It has been reported that electric vehicles are becoming more affordable worldwide.
6.  Economists believe that inflation will stabilize over the next few years.
7.  Solar power is said to be one of the most cost-effective energy solutions.
8.  The invention is thought to have sparked a new era of technology.
9.  Historians claim that writing systems were developed thousands of years ago.
10.  It is estimated that global warming will accelerate faster than expected.

### Answers:

|    |    |    |    |     |
|----|----|----|----|-----|
| Q1 | Q2 | Q3 | Q4 | Q5  |
| a  | c  | b  | c  | b   |
| Q6 | Q7 | Q8 | Q9 | Q10 |
| a  | b  | c  | a  | a   |

## امثلة مقترحة

Choose the correct forms to complete the sentences.

1. It **(is / was)** claimed that renewable energy would soon replace fossil fuels.
2. The emails are believed **(to be / to have been)** leaked by a former employee.
3. It has often been **(suggested / suggesting)** that artificial intelligence could transform healthcare.
4. **(We / It)** is known that global warming is impacting ecosystems worldwide.
5. It **(is / was)** argued that remote work would become the future of employment.
6. The driver is believed to **(be / being)** responsible for the accident.
7. It **(is / has been)** estimated that billions of dollars will be invested in new technologies.
8. The device is expected **(to be / to have been)** revolutionary in the tech market.
9. The author is thought to **(be / being)** working on a sequel to her latest book.
10. It **(was / has been)** reported that the company's profits increased significantly last year.

Answers:

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|     |              |           |    |     |
|-----|--------------|-----------|----|-----|
| Q1  | Q2           | Q3        | Q4 | Q5  |
| was | to have been | suggested | It | was |
| Q6  | Q7           | Q8        | Q9 | Q10 |
| be  | is           | to be     | be | was |

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## امثلة مقترحة

### Amazing Facts About Space Exploration

The first human to walk on the Moon 1- \_\_\_\_\_ (said / is / to / have been) Neil Armstrong in 1969.

2- \_\_\_\_\_ (is / it / that / believed) by astronomers that there are billions of galaxies in the universe.

The Voyager spacecraft 3- \_\_\_\_\_ (thought / is / to / have left) our solar system in 2012.

It 4- \_\_\_\_\_ (is / expected / that / been) a mission to Mars will occur within the next decade.

Over 8,000 satellites 5- \_\_\_\_\_ (estimated / are / to / have been launched) into orbit since the first one in 1957.

The Hubble Space Telescope 6- \_\_\_\_\_ (known / is / to / have provided) some of the most detailed images of distant galaxies.

It 7- \_\_\_\_\_ (is / has / said / been) that the Sun will continue burning for another 5 billion years.

The idea of colonizing other planets 8- \_\_\_\_\_ (is / to / believed / have been) proposed by many scientists.

It 9- \_\_\_\_\_ (has / is / thought / that) space tourism will become common in the near future.

Some missions to explore Jupiter's moons 10- \_\_\_\_\_ (known / are / to / have been proposed) by leading space agencies.



## Answers:

1. is said to have been
2. It is believed that
3. is thought to have left
4. It is expected that
5. are estimated to have been launched
6. is known to have provided
7. is said
8. is believed to have been
9. It is thought that
10. are known to have been proposed



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The Team

امثلة مقترحة

## Complete the sentences with the correct impersonal passive forms of the words in brackets.

1. It \_\_\_\_\_ (often/say) that technology has changed the way we communicate.
2. Data breaches \_\_\_\_\_ (expect/increase) as companies collect more personal data.
3. Millions of emails \_\_\_\_\_ (report/hack) in the recent cyber-attack.
4. It \_\_\_\_\_ (think) that artificial intelligence will significantly improve healthcare.
5. Many endangered species \_\_\_\_\_ (believe/save) by global conservation efforts.
6. It \_\_\_\_\_ (always/claim) that exercise is essential for a healthy lifestyle.
7. The suspect \_\_\_\_\_ (say/escape) through the back door before the police arrived.
8. Self-driving cars \_\_\_\_\_ (expect/become) the norm within the next decade.

9. It \_\_\_\_\_ (report) that a new breakthrough in renewable energy has been achieved.

10. Thousands of pieces of space debris \_\_\_\_\_ (estimate/orbit) the Earth at high speeds.

**Answers:**

1. is often said

2. are expected to increase

3. are reported to have been hacked

4. is thought

5. are believed to have been saved

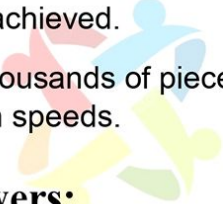
6. is always claimed

7. is said to have escaped

8. are expected to become

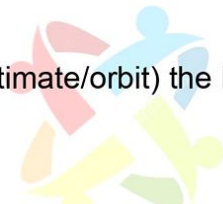
9. is reported

10. are estimated to be orbiting



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## امثلة مقترحة

على قاعدة ادوات الربط

1. \_\_\_ social media has its advantages, it also has significant disadvantages.  
A) Whereas      B) Although      C) Nevertheless      D) Despite
2. Many people enjoy personalized content \_\_\_ it raises privacy concerns.  
A) while      B) although      C) however      D) in spite of
3. Personalized advertisements are effective. \_\_\_, many people find them annoying.  
A) However      B) Whereas      C) Despite      D) Even though
4. \_\_\_ the growing popularity of MOOCs, some students prefer traditional classroom learning.  
A) In spite of      B) While      C) Nevertheless      D) Although
5. Cyberbullying is harmful, \_\_\_ online communication can foster positive connections.  
A) however      B) whereas      C) despite      D) although
6. \_\_\_ the websites are user-friendly, some cookies are designed to steal private information.  
A) Even though      B) While      C) Nevertheless      D) In spite of
7. MOOCs revolutionize education \_\_\_ they lack formal assessments or certifications.  
A) while      B) despite      C) although      D) however
8. \_\_\_ some people feel comfortable being tracked online, others see it as an invasion of privacy.  
A) Although      B) Whereas      C) Nevertheless      D) Even though
9. \_\_\_ free education platforms are widely available, many students lack access due to technology barriers.  
A) Despite      B) In spite of      C) However      D) Whereas
10. Social media content can influence users positively. \_\_\_, it can also harm mental health.  
A) Nevertheless      B) While      C) Although      D) In spite of
11. \_\_\_ cyberbullying is rare, it can have devastating effects.  
A) In spite of      B) Even though      C) Nevertheless      D) While

12. \_\_\_ MOOCs are free, not all students find them equally beneficial.  
 A) While      B) Despite      C) Although      D) Nevertheless
13. \_\_\_ the convenience of automatic login, it can compromise security.  
 A) In spite of      B) However      C) Although      D) While
14. Education has improved through technology. \_\_\_, privacy concerns persist.  
 A) Whereas      B) Nevertheless      C) Despite      D) Even though
15. \_\_\_ users dislike advertising, companies rely on it to generate income.  
 A) Even though      B) Nevertheless      C) While      D) In spite of
16. \_\_\_ online learning is convenient, some students still prefer face-to-face classes.  
 A) Despite      B) However      C) Although      D) Whereas
17. Privacy concerns are increasing. \_\_\_, many users are unaware of data collection practices.  
 A) While      B) In spite of      C) Nevertheless      D) Even though
18. \_\_\_ some websites collect user data, others prioritize security and privacy.  
 A) While      B) Despite      C) However      D) Although
19. Students rarely experience technical issues, \_\_\_ glitches are uncommon.  
 A) Even though      B) While      C) In spite of      D) Nevertheless
20. \_\_\_ some platforms improve accessibility, others are still difficult for people without reliable Internet.  
 A) Although      B) Whereas      C) Even though      D) Despite

**Answers:**

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| B  | A  | A  | A  | B  | A  | A  | B  | A  | A  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| B  | C  | A  | B  | A  | C  | C  | A  | D  | B  |

# Meanings

## المعاني

| Num. | English Word/Phrase         | Meaning in Arabic        |
|------|-----------------------------|--------------------------|
| 1    | Internet of Things          | إنترنت الأشياء           |
| 2    | Virtual reality             | الواقع الافتراضي         |
| 3    | Self-driving cars           | سيارات ذاتية القيادة     |
| 4    | Embedded                    | مدمج                     |
| 5    | Facial recognition software | برنامج التعرف على الوجه  |
| 6    | Malfunction                 | عطل                      |
| 7    | Household appliance         | الأجهزة المنزلية         |
| 8    | Wearables                   | الأجهزة القابلة للارتداء |
| 9    | Track                       | تتبع                     |
| 10   | Hack                        | اختراق                   |
| 11   | Sensors                     | مستشعرات                 |
| 12   | Smart devices               | الأجهزة الذكية           |
| 13   | Trends                      | اتجاهات                  |
| 14   | Revolutionise               | يُحدث ثورة               |
| 15   | Computer error              | خطأ في الكمبيوتر         |
| 16   | Passive structures          | تراكيب المبني للمجهول    |
| 17   | Allowed                     | مسموح                    |
| 18   | Required                    | مطلوب                    |
| 19   | Reduce                      | تقليل                    |
| 20   | Recent                      | حديث                     |
| 21   | Agent                       | الفاعل                   |
| 14   | Revolutionise               | يُحدث ثورة               |
| 15   | Computer error              | خطأ في الكمبيوتر         |
| 16   | Passive structures          | تراكيب المبني للمجهول    |
| 17   | Allowed                     | مسموح                    |
| 18   | Required                    | مطلوب                    |
| 19   | Reduce                      | تقليل                    |
| 20   | Recent                      | حديث                     |
| 21   | Agent                       | الفاعل                   |
| 22   | Hybrid engines              | محركات هجينة             |
| 23   | Embed                       | يُدمج                    |
| 24   | Body tracking               | تتبع الجسم               |
| 25   | Malfunction                 | عطل                      |
| 26   | Hacking                     | اختراق                   |
| 27   | Prepositions                | حروف الجر                |
| 28   | Operate                     | يشغل                     |
| 29   | Electronic waste            | النفايات الإلكترونية     |
| 30   | Passive voice               | المبني للمجهول           |

|    |  |  |
|----|--|--|
| 31 | Persuaded  | مُقنع  |
| 32 | Invited  | مُدعو  |
| 33 | Updated  | مُحدث  |
| 34 | Manufactured                                     | مُصنع  |
| 35 | Designed   | مُصمم  |
| 36 | Smart locks                                      | الأقفال الذكية                                 |
| 22 | Hybrid engines                                   | محركات هجينة                                   |
| 23 | Embed  | يُدمج  |
| 24 | Body tracking                                    | تتبع الجسم                                     |
| 25 | Malfunction                                      | عطل  |
| 26 | Hacking  | اختراق   |
| 27 | Prepositions                                     | حروف الجر                                      |
| 28 | Operate  | يشغّل  |
| 29 | Electronic waste                                 | النفايات الإلكترونية                           |
| 30 | Passive voice                                    | المبني للمجهول                                 |
| 31 | Persuaded  | مُقنع  |
| 32 | Invited  | مُدعو  |
| 33 | Updated  | مُحدث  |
| 34 | Manufactured                                     | مُصنع  |
| 35 | Designed   | مُصمم  |
| 36 | Smart locks                                      | الأقفال الذكية                                 |
| 37 | The graph illustrates ...                        | ... يُظهر الرسم البياني                        |
| 38 | In this graph, we can see ...                    | ... في هذا الرسم البياني، يمكننا أن نرى        |
| 39 | The number of ... /Sales ... /Users ... ↗        | عدد ... / المبيعات ... / المستخدمين ...<br>زاد |
| 40 | Declined/decreased/went down/dropped ↘           | انخفض/قل/تناقص/هبط                             |
| 41 | Slightly/sharply/steadily/gradually/dramatically | بشكل طفيف/بحدة/بثبات/تدريجياً/بشكل كبير        |
| 42 | Stayed the same/remained steady →                | بقي كما هو/ظل ثابتاً                           |
| 43 | There is/has been/was/will be a ...              | ... يوجد/كان هناك/كان/سيكون هناك               |
| 44 | Slight/sharp/steady/gradual/dramatic ...         | ... طفيف/حاد/ثابت/تدريجى/كبير                  |
| 45 | Increase/rise/growth ↗                           | زيادة/ارتفاع/نمو                               |
| 46 | Decrease/fall/drop/decline ↘                     | انخفاض/سقوط/هبوط/ترجع                          |
| 47 | Early adopter                                    | شخص يستخدم منتجاً أو تقنية بمجرد توفرها        |
| 48 | Queue up   | يصطف للحصول على شيء                            |
| 49 | Turn on  | تشغيل  |
| 50 | Turn off   | إيقاف التشغيل                                  |
| 51 | Break down                                       | يتعطل  |
| 52 | Set up   | يُعد/يُركب                                     |
| 53 | Back up  | نسخ احتياطي                                    |
| 54 | Deal with  | يتعامل مع                                      |
| 55 | Run out (of)                                     | نفذ أو انتهى                                   |
| 56 | Keep up (with)                                   | مواكبة   |

|     |                         |                                    |
|-----|-------------------------|------------------------------------|
| 57  | Catch on                | ينتشر /يصبح شائع                   |
| 58  | Carry on                | يستمر                              |
| 59  | Plug in                 | يوصل بالكهرباء                     |
| 60  | Power up                | يشغل (جهاز أو آلة)                 |
| 61  | Run into                | يواجه مشكلة فجأة                   |
| 62  | Break into              | يدخل مجالاً أو سوقاً جديداً        |
| 63  | Fall behind             | يتأخر عن المواكبة                  |
| 64  | Catch up (with)         | يلحق بـ                            |
| 65  | Work out                | يحل أو يتوصل إلى نتيجة             |
| 66  | Log in                  | تسجيل الدخول                       |
| 67  | Log out                 | تسجيل الخروج                       |
| 68  | Laggard                 | شخص متأخر في اعتماد التكنولوجيا    |
| 69  | Cutting-edge            | أحدث ما توصلت إليه التكنولوجيا     |
| 70  | Outdated                | قديم وغير مناسب للاستخدام          |
| 71  | State-of-the-art        | مُتطور للغاية                      |
| 72  | Old-fashioned           | قديم الطراز                        |
| 73  | Innovative              | مبتكر                              |
| 74  | Upgrade                 | ترقية/تحديث                        |
| 75  | Bugs                    | أخطاء تقنية                        |
| 76  | Glitches                | أعطال مؤقتة                        |
| 77  | Functionality           | الوظائف أو القدرات                 |
| 78  | Compatibility           | التوافق                            |
| 79  | Trendsetter             | مُبتكر الاتجاهات الجديدة           |
| 80  | Pioneer                 | رائد                               |
| 81  | Revolutionize           | يُحدث ثورة                         |
| 82  | Adapt                   | يتكيف                              |
| 83  | Outpace                 | يتجاوز أو يتفوق                    |
| 84  | Transform               | يُحول                              |
| 85  | Breakthrough            | إنجاز كبير                         |
| 86  | Cutting-edge technology | التكنولوجيا المتطورة               |
| 87  | Keep pace               | الحفاظ على وتيرة                   |
| 88  | Fall short              | قصر/لم يحقق المطلوب                |
| 89  | Take off                | ينطلق/يزداد شعبية                  |
| 90  | Stand out               | يتميز                              |
| 91  | Step up                 | يحسن/يزيد                          |
| 92  | Switch over             | يُحوّل/ينتقل                       |
| 93  | Bounce back             | يتعافى بسرعة                       |
| 94  | Gear up                 | يتهيأ                              |
| 95  | Phase out               | يتم التخلص من تدريجياً             |
| 96  | Roll out                | يُطلق/ي طرح                        |
| 97  | Take over               | يتولى/يسيطر                        |
| 98  | Spin off                | يُطور شيئاً جديداً من منتج أو فكرة |
| 99  | Opt for                 | يختار                              |
| 100 | Ramp up                 | يزيد إنتاجية أو كفاءة              |
| 101 | Look into               | يبحث في/يدرس                       |

|     |                         |                              |
|-----|-------------------------|------------------------------|
| 102 | Bring about             | يؤدي إلى/يسبب                |
| 103 | Rely on                 | يعتمد على                    |
| 104 | Fall off                | ينخفض                        |
| 105 | Scale up                | يوسع/يزيد                    |
| 106 | Ton                     | طن 1000 كغم                  |
| 107 | Console                 | جهاز التحكم / وحدة تشغيل     |
| 108 | Hypersensitivity        | الحساسية المفرطة             |
| 109 | Shrug it off            | تجاهل الأمر                  |
| 110 | Overwhelming            | ساحق / مرهق                  |
| 111 | Meltdown                | انهيار عصبي                  |
| 112 | Eat away at             | يأكل من الداخل / ينهك        |
| 113 | Holding down            | الحفاظ على                   |
| 114 | Simulation              | محاكاة                       |
| 115 | Sensory overload        | التحفيز الحسي الزائد         |
| 116 | State-of-the-art        | متطور / عصري                 |
| 117 | Connect humans          | يربط بين البشر               |
| 118 | Perceptions             | تصورات                       |
| 119 | Generate interest       | يولد اهتمام                  |
| 120 | Volunteer to            | تطوع لفعل شيء                |
| 121 | Break off               | ينهي / يتوقف                 |
| 122 | Walk in someone's shoes | رؤية العالم من منظور الآخرين |
| 123 | Coping mechanism        | آلية للتعامل                 |
| 124 | Charity                 | جمعية خيرية                  |
| 125 | Buzz of noise           | ضجيج مزعج                    |
| 126 | Carry on                | يواصل                        |
| 127 | Deal with               | يتعامل مع                    |
| 128 | Lead to                 | يؤدي إلى                     |
| 129 | Sights and sounds       | المناظر والأصوات             |
| 130 | Fit in                  | ينسجم                        |
| 131 | Hold back               | يكبح                         |
| 132 | Get upset               | يصبح مستاء                   |
| 133 | Subconsciously          | لا شعوريًا                   |
| 134 | Encouraged              | شجع                          |
| 135 | Spill                   | يسكب                         |
| 136 | Napkins                 | مناديل                       |
| 137 | Flood                   | فيضان                        |
| 138 | Disabled                | معاق                         |
| 139 | Difficulties            | صعوبات                       |
| 140 | Lights are too bright   | الأضواء شديدة السطوع         |
| 141 | Take them into          | يأخذهم إلى                   |
| 142 | Suggesting              | يؤحي بـ                      |
| 143 | Based on                | مبني على                     |
| 144 | Experience a situation  | يخوض تجربة موقف              |
| 145 | Indicate                | يشير إلى                     |
| 146 | Impact                  | تأثير                        |



|     |                           |                        |
|-----|---------------------------|------------------------|
| 147 | Dealing with              | التعاطي مع             |
| 148 | Reach for                 | يميل إلى               |
| 149 | Prevent                   | يمنع                   |
| 150 | Faults                    | عيوب                   |
| 151 | Back to normal life       | العودة للحياة الطبيعية |
| 152 | Insight into              | فهم عميق لـ            |
| 153 | Beyond just sights        | يتجاوز المشاهد فقط     |
| 154 | Luxury                    | رفاهية                 |
| 155 | Generate simulation       | يولد محاكاة            |
| 156 | Misunderstood             | يساء فهمه              |
| 157 | Entirely different        | مختلف تمامًا           |
| 158 | Particular pressure       | ضغط معين               |
| 159 | Upset or angry            | مستاء أو غاضب          |
| 160 | Simple activity           | نشاط بسيط              |
| 161 | Valuable insights         | رؤى قيّمة              |
| 162 | Enhance understanding     | يعزز الفهم             |
| 163 | Continues                 | يستمر                  |
| 164 | Achieving clarity         | تحقيق الوضوح           |
| 165 | Immersive experience      | تجربة غامرة            |
| 166 | Key difference            | الفرق الأساسي          |
| 167 | Practical application     | تطبيق عملي             |
| 168 | Voluntary choice          | اختيار طوعي            |
| 169 | Adapted to                | يتكيف مع               |
| 170 | Worth considering         | جدير بالتفكير          |
| 171 | Represents a step forward | يمثل خطوة إلى الأمام   |
| 172 | Encourages empathy        | يشجع على التعاطف       |
| 173 | Misperceptions            | مفاهيم خاطئة           |
| 174 | Benefit society           | يفيد المجتمع           |
| 175 | Global challenges         | تحديات عالمية          |
| 176 | Simulated conditions      | ظروف محاكاة            |
| 177 | Meaningfully engage       | يشارك بشكل هادف        |
| 178 | Drive innovation          | يدفع الابتكار          |
| 179 | Experiential learning     | التعلم عن طريق التجربة |
| 180 | Complex realities         | حقائق معقدة            |
| 181 | Heightened senses         | حواس مشددة             |
| 182 | Potential solutions       | حلول محتملة            |
| 183 | Immersive storytelling    | سرد غامر               |
| 184 | Promotes awareness        | يعزز الوعي             |
| 185 | Increase acceptance       | يزيد من التقبل         |
| 186 | Address limitations       | معالجة القيود          |
| 187 | Effectively highlight     | يبرز بشكل فعال         |
| 188 | See through others' eyes  | يرى من منظور الآخرين   |
| 189 | Sustainable behaviors     | سلوكيات مستدامة        |
| 190 | Deeply impactful          | ذو تأثير عميق          |
| 191 | Fosters innovation        | يعزز الابتكار          |

|     |                        |                         |
|-----|------------------------|-------------------------|
| 192 | Overcome obstacles     | التغلب على العقبات      |
| 193 | Social dynamics        | الديناميكيات الاجتماعية |
| 194 | Evolving landscapes    | مناظر متغيرة            |
| 195 | Bridges gaps           | يسد الفجوات             |
| 196 | Envision futures       | يتصور المستقبل          |
| 197 | Break barriers         | يكسر الحواجز            |
| 198 | Realistic expectations | توقعات واقعية           |
| 199 | Building resilience    | بناء المرونة            |
| 200 | Inclusive technologies | تقنيات شاملة            |
| 201 | Communicate            | يتواصل                  |
| 202 | Assistant              | مساعد                   |
| 203 | Register               | يسجل                    |
| 204 | Inventor               | مخترع                   |
| 205 | Estimate               | يقدر                    |
| 206 | Contain                | يحتوي                   |
| 207 | Population             | عدد السكان              |
| 208 | Remarkable             | رائع / مدهش             |
| 209 | Deaf                   | أصم                     |
| 210 | Detect                 | يكشف                    |
| 211 | Hearing problems       | مشاكل السمع             |
| 212 | Disturb                | يزعج                    |
| 213 | Iceberg                | جبل جليدي               |
| 214 | Invention              | اختراع                  |
| 215 | Metal detector         | كاشف المعادن            |
| 216 | Experiment             | تجربة                   |
| 217 | Scientists             | علماء                   |
| 218 | Associate              | يرتبط                   |
| 219 | Vital                  | أساسي                   |
| 220 | Social media           | وسائل التواصل الاجتماعي |
| 221 | Come here              | تعال هنا                |
| 222 | Become interested in   | أصبح مهتماً بـ          |
| 223 | Come up with           | يبتكر / يتوصل إلى       |
| 224 | Turn out               | يتضح                    |
| 225 | Looked at              | نظر إلى / تأمل          |
| 226 | Ideal                  | مثالي                   |
| 227 | Straightforward        | بسيط وواضح              |
| 228 | Memories               | ذكريات                  |
| 229 | Envious                | غيور                    |
| 230 | Popularity             | شعبية                   |
| 231 | Bothered               | مهتم بشدة               |
| 232 | Dangerous              | خطير                    |
| 233 | Sympathetic            | متعاطف                  |
| 234 | Attributes             | سمات                    |
| 235 | Curate                 | ينظم                    |
| 236 | Deceptive              | خادع                    |

|     |               |                         |
|-----|---------------|-------------------------|
| 237 | Enhance       | يُحسّن                  |
| 238 | Flattering    | مديح أو تجميل مبالغ فيه |
| 239 | Flaws         | عيوب                    |
| 240 | Superficial   | سطحي                    |
| 241 | Features      | ملامح                   |
| 242 | Appearances   | المظاهر                 |
| 243 | Filters       | فلتر (مرشحات الصور)     |
| 244 | Shape         | شكل                     |
| 245 | Size          | حجم                     |
| 246 | Personalised  | مخصص                    |
| 247 | Invasion      | انتهاك                  |
| 248 | Estimated     | مُقدّر                  |
| 249 | Relevant      | ذو صلة                  |
| 250 | Convenient    | مريح                    |
| 251 | Significant   | مهم                     |
| 252 | Avoid         | يتجنب                   |
| 253 | Harmless      | غير ضار                 |
| 254 | Collected     | مُجمّع                  |
| 255 | Purchased     | تم شراؤه                |
| 256 | Required      | مطلوب                   |
| 257 | Permission    | إذن                     |
| 258 | Awareness     | الوعي                   |
| 259 | Beneficial    | مفيد                    |
| 260 | Browsing      | تصفح                    |
| 261 | Ad-blocking   | حظر الإعلانات           |
| 262 | Digital       | رقمي                    |
| 263 | Automatically | تلقائيًا                |
| 264 | Password      | كلمة مرور               |
| 265 | Social media  | وسائل التواصل الاجتماعي |
| 266 | Admire        | يعجب بـ                 |
| 267 | Constructive  | بناء                    |
| 268 | Threatened    | مهدد                    |
| 269 | Cyberbullying | التنمر الإلكتروني       |
| 270 | Prospects     | فرص                     |
| 271 | Privacy       | خصوصية                  |
| 272 | Strangers     | الغرباء                 |
| 273 | Location      | موقع                    |
| 266 | Admire        | يعجب بـ                 |
| 267 | Constructive  | بناء                    |
| 268 | Threatened    | مهدد                    |
| 269 | Cyberbullying | التنمر الإلكتروني       |
| 270 | Prospects     | فرص                     |
| 271 | Privacy       | خصوصية                  |
| 272 | Strangers     | الغرباء                 |
| 273 | Location      | موقع                    |





# Lesson 1A/ Vocabulary

## امثلة مقترحة



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1. The role of **sensors** in smart devices is to:

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- a) Create glitches
- b) Track and monitor specific data
- c) Hack into software
- d) Cause malfunctions

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2. A device embedded in your body might be designed to:

- a) Alert you of potential health issues
- b) Overheat unnecessarily
- c) Hack into other devices
- d) Crash your smart devices

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3. **Wearables** are best described as:

- a) Household appliances
- b) Facial recognition software
- c) Clothing or accessories with embedded technology
- d) Sensors that malfunction

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4. A **malfunction** in a device means:

- a) The device is obsolete
- b) The device stops working properly
- c) The device backs up data smoothly
- d) The device works as intended

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5. Facial recognition software is commonly used to:

- a) Detect heart rate
- b) Replace traditional PINs for security purposes
- c) Track water content in the body
- d) Monitor memory usage



6. A **smart device** refers to:

- a) A high-tech tool capable of performing automated tasks
- b) A wearable designed only for fashion
- c) A household appliance without digital features
- d) A sensor embedded in furniture

7. To **hack** into a system means to:

- a) Monitor someone's activity legally
- b) Access it without authorization
- c) Alert authorities about a malfunction
- d) Track your fitness progress

8. Household appliances are defined as:

- a) Small wearables
- b) Devices that malfunction frequently
- c) Machines like refrigerators or ovens used at home
- d) Sensors embedded in the human body

9. Tracking technology is used to:

- a) Alert the user about smart device malfunctions
- b) Monitor or follow data related to activity, health, or location
- c) Hack into embedded systems
- d) Replace facial recognition software

**10. Embedded technology refers to:**

- a) Technology stored inside physical objects for specific tasks
- b) Sensors used for tracking location
- c) Wearables that monitor functionality
- d) Appliances designed without modern features



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|    |                                    |     |  |
|----|------------------------------------|-----|--|
| Q1 | b) Track and monitor specific data | Q6  | a) High-tech tool for automated tasks    |
| Q2 | a) Alert you of health issues      | Q7  | b) Access without authorization          |
| Q3 | c) Clothing/accessories with tech  | Q8  | c) Machines like refrigerators/ovens     |
| Q4 | b) Stops working properly          | Q9  | b) Monitor activity, health, or location |
| Q5 | b) Replace PINs for security       | Q10 | a) Technology inside physical objects    |

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# Lesson 2A/ Speaking and Vocabulary

على نمط تمرين رقم (2) من كتاب الطالب صفحة (28)

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امثلة مقترحة

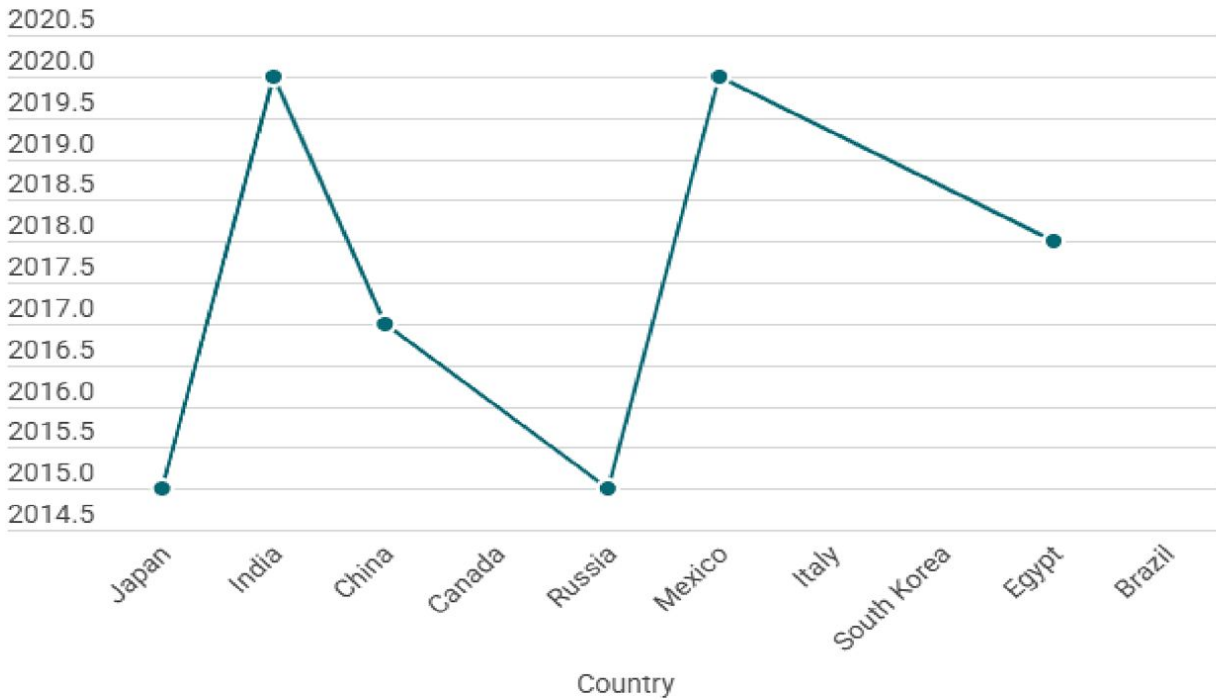
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## ★★★ Fill-in-the-Gaps Exercise: Artificial Intelligence in Technology (Countries)

Use the following phrases to complete the sentences:

(slightly, sharply, stayed the same, steady rise, went down, grew, increased, dramatic, declined, gradually)



1. Investment in AI research in Japan \_\_\_\_\_ in 2015 but \_\_\_\_\_ after 2018, leading to more breakthroughs.

2. The popularity of AI-powered virtual assistants in India \_\_\_\_\_ from 2020 to 2022, showing rapid adoption.



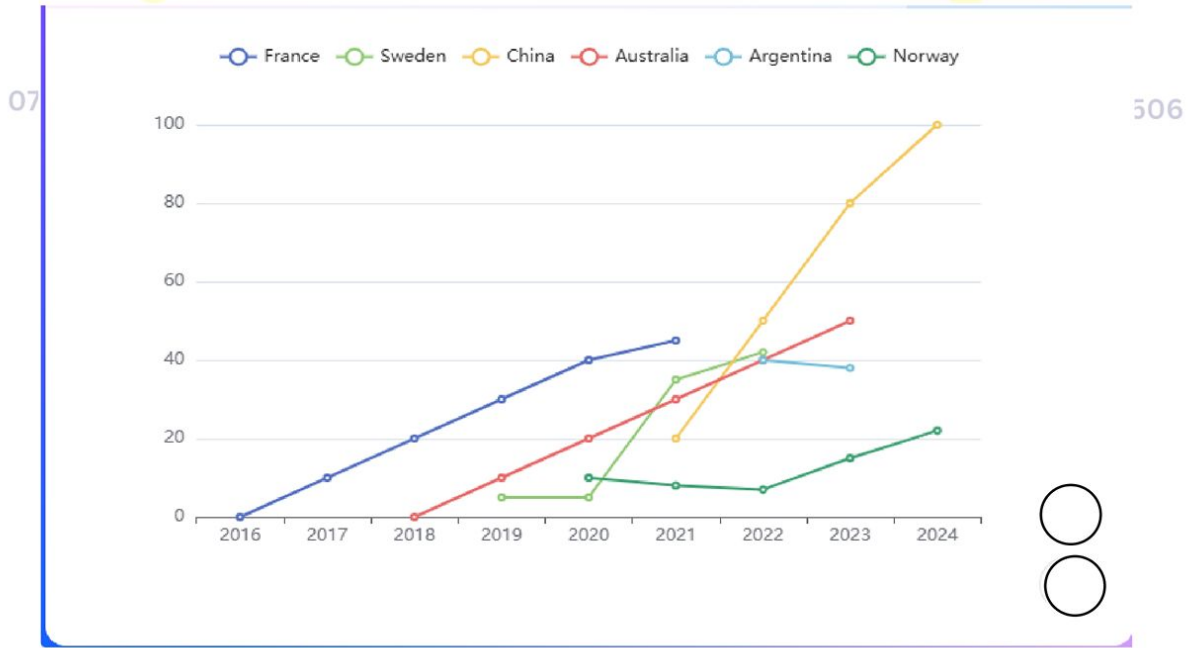
3. From 2017 onwards, AI implementation in manufacturing in China \_\_\_\_\_ across industries.
4. There has been a \_\_\_\_\_ in the use of AI for fraud detection in Canada.
5. Between 2010 and 2015, the development of AI-powered gaming systems in Russia \_\_\_\_\_ before experiencing a \_\_\_\_\_ increase in popularity.
6. The number of AI startups in Mexico \_\_\_\_\_ after 2020, reflecting the growing interest in machine learning.
7. In Italy, the integration of AI in education \_\_\_\_\_, while in South Korea it was adopted gradually.
8. AI applications in agriculture in Egypt \_\_\_\_\_ after 2018, enabling farmers to automate processes effectively.
9. Overall, the trend for AI's impact on various industries in Brazil \_\_\_\_\_, marking consistent advancements.

### Answers:

1. Investment in AI research in Japan declined in 2015 but rose sharply after 2018, leading to more breakthroughs.
2. The popularity of AI-powered virtual assistants in India increased dramatically from 2020 to 2022, showing rapid adoption.
3. From 2017 onwards, AI implementation in manufacturing in China grew gradually across industries.
4. There has been a steady rise in the use of AI for fraud detection in Canada.
5. Between 2010 and 2015, the development of AI-powered gaming systems in Russia stayed the same before experiencing a dramatic increase in popularity.
6. The number of AI startups in Mexico went down slightly after 2020, reflecting the growing interest in machine learning.
7. In Italy, the integration of AI in education remained steady, while in South Korea it was adopted gradually.
8. AI applications in agriculture in Egypt grew slightly after 2018, enabling farmers to automate processes effectively.
9. Overall, the trend for AI's impact on various industries in Brazil increased significantly, marking consistent advancements.

## امثلة مقترحة

### Survey: Usage of Driverless Cars



Use the following phrases: (slightly, sharply, stayed the same, steady rise, went down, grew, increased, dramatic, declined, gradually)

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- In France, the adoption rate of driverless cars \_\_\_\_\_ from 2016 to 2021 due to government incentives.
- In Sweden, the percentage of driverless cars on the road \_\_\_\_\_ in 2019 but experienced a \_\_\_\_\_ after 2020.
- The usage of driverless cars in China \_\_\_\_\_ between 2021 and 2024, reflecting strong technological advancements.
- From 2018 onwards, the number of driverless cars in Australia \_\_\_\_\_, driven by urban innovations.
- In Argentina, driverless car usage \_\_\_\_\_ after 2022 due to economic challenges.
- The demand for driverless cars in Norway \_\_\_\_\_ in the early 2020s but has shown a \_\_\_\_\_ since 2023.

## Answers:

1. In France, the adoption rate of driverless cars grew steadily from 2016 to 2021 due to government incentives.
2. In Sweden, the percentage of driverless cars on the road stayed the same in 2019 but experienced a sharp rise after 2020.
3. The usage of driverless cars in China increased dramatically between 2021 and 2024, reflecting strong technological advancements.
4. From 2018 onwards, the number of driverless cars in Australia grew gradually, driven by urban innovations.
5. In Argentina, driverless car usage went down slightly after 2022 due to economic challenges.
6. The demand for driverless cars in Norway declined slightly in the early 2020s but has shown a steady rise since 2023.



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## Lesson 3A/ Vocabulary

### امثلة مقترحة



**1. The term "latest" refers to something that is:**

- a) Outdated      b) State-of-the-art      c) Old-fashioned      d) Ancient

**2. A gadget is typically:**

- a) A large appliance      c) A memory card  
b) A small tool or device      d) A software program

**3. Compatibility issues mean:**

- a) Smooth functioning      c) Problems with devices working together  
b) No errors      d) Backing up data

**4. "Obsolete" refers to something that is:**

- a) State-of-the-art      c) Latest and updated  
b) No longer in use      d) Compatible

**5. Bugs or glitches prevent:**

- a) Software from running smoothly      c) Phones from overheating  
b) Adaptors from connecting      d) Devices from backing up

**6. An appliance is:**

- a) Usually electrical and large      c) A small gadget  
b) A trendsetter      d) An adaptor

**7. A synonym for "dated" is:**

- a) State-of-the-art      c) Latest  
b) Old-fashioned      d) Compatible

**8. To "upgrade" means to:**

- a) Replace something with a newer version

- b) Make something obsolete
- c) Encounter bugs
- d) Use state-of-the-art ideas

**9. The term "state-of-the-art" describes something that is:**

- a) Outdated
- b) Advanced and modern
- c) A gadget
- d) Compatible

**10. Adaptors are used for:**

- a) Backing up data
- b) Ensuring compatibility between devices
- c) Avoiding bugs
- d) Functionality issues

**11. The term "outdated" is an antonym of:**

- a) Latest
- b) Bugs
- c) Backed up
- d) Obsolete

**12. A synonym for "handle" is:**

- a) Upgrade
- b) Manage
- c) Latest
- d) Swipe

**13. Memory is essential for:**

- a) Backing up data
- b) Crashing devices
- c) Outdated software
- d) Compatibility issues

**14. Overheating refers to:**

- a) Sudden device crashes
- b) Excessive heat that damages devices
- c) Running smoothly
- d) Compatibility issues

**15. A synonym for "latest" is:**

- a) Obsolete
- b) Dated
- c) State-of-the-art
- d) Bugs

**16. A laggard refers to:**

- a) Someone adopting the latest trends
- c) A gadget



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- b) Someone slow to adopt new technology
- d) A device

**17. Swiping on a device refers to:**

- a) Pressing a button
- b) Moving a finger across a screen
- c) Crashing the screen
- d) Backing up data

**18. Crashing refers to:**

- a) A device stopping abruptly due to errors
- b) Backing up smoothly
- c) Ensuring compatibility
- d) Functioning perfectly

**19. Functionality refers to:**

- a) Problems preventing devices from working well
- b) The features or actions a software can perform
- c) The need for adaptors
- d) Backing up devices

**20. A gadget is different from an appliance because:**

- a) It is electrical
- b) It is larger than an appliance
- c) It is smaller and portable
- d) It requires compatibility



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**Answers:**



|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Q1  | Q2  | Q3  | Q4  | Q5  | Q6  | Q7  | Q8  | Q9  | Q10 |
| b)  | b)  | c)  | b)  | a)  | a)  | b)  | a)  | b)  | b)  |
| Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 |
| a)  | b)  | a)  | b)  | c)  | b)  | b)  | a)  | b)  | c)  |

## امثلة مقترحة

### Choose the correct words to complete the sentences

1. Self-driving cars might experience technical (*glitches / gadgets*) that require troubleshooting.
2. Many people are excited to buy the latest (*gadgets / laggards*) released this year.
3. Outdated devices can often (*malfunction / embed*) due to lack of system updates.
4. Wearables are designed to (*track / crash*) your fitness levels and heart rate.
5. Early adopters are known for buying (*obsolete / state-of-the-art*) technology as soon as it's launched.
6. Compatibility issues with new devices might require special (*adaptors / applications*).
7. Phones equipped with (*facial recognition software / malfunction*) provide additional security features.
8. Devices embedded with sensors can (*alert / backup*) users about health concerns.
9. A smart home system with many (*gadgets / overheating*) makes life more convenient.
10. Old phones that lack the ability to (*swipe / upgrade*) are considered outdated.

### Answers:

|    |                  |     |                             |
|----|------------------|-----|-----------------------------|
| Q1 | glitches         | Q6  | adaptors                    |
| Q2 | gadgets          | Q7  | facial recognition software |
| Q3 | malfunction      | Q8  | alert                       |
| Q4 | track            | Q9  | gadgets                     |
| Q5 | state-of-the-art | Q10 | swipe                       |

## Lesson 5A/ Vocabulary

### امثلة مقترحة

Complete the sentences with the correct words from the box.

(attributes, curate, deceptive, enhance, features, flattering, flaws, superficial)

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(سمات، تنقيح، مخادع، مُحسن، ميزات، مُجاملة، عيوب، سطحي العلاقة)

1. People started taking selfies not just to present a \_\_\_\_\_  
a) deceptive                      b) flattering                      c) superficial                      d) curate
2. but also to manage and \_\_\_\_\_ what they wanted to tell the world.  
a) features                      b) curate                      c) enhance                      d) deceive
3. about their physical \_\_\_\_\_, their personality, their relationships, and their hobbies.  
a) flaws                      b) superficial                      c) attributes                      d) enhance
4. On a \_\_\_\_\_ level, their holiday photos look relaxed and natural...  
a) flattering                      b) superficial                      c) deceptive                      d) curated
5. Appearances can be \_\_\_\_\_.  
a) attributes                      b) deceptive                      c) superficial                      d) enhanced
6. You can add filters to \_\_\_\_\_ how you look...  
a) curate                      b) deceptive                      c) enhance                      d) attribute
7. remove any \_\_\_\_\_ or even change the shape or size of your facial features.  
a) flaws                      b) flattering                      c) superficial                      d) attributes
8. or even change the shape or size of your facial \_\_\_\_\_.  
a) features                      b) attributes                      c) flaws                      d) superficial

**Answers:**

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| b | b | c | b | b | c | a | a |



## LESSON 1A VOCABULARY AND GRAMMAR (SB)

2.

### Answers

- 1- Smart devices, wearables, track
- 2- Sensors, embedded, alert
- 3- hack, malfunction
- 4- facial recognition software
- 5- household appliance

4.

### Answers

- 1- a modal 2- Future Simple 3- a modal
- 4- Present Continuous 5- Present Perfect
- 6- Past Simple
- 7- Past Perfect 8- (future with) going to

5.

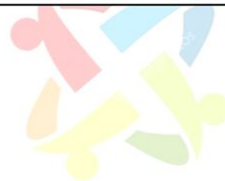
### Answers

- 1- with the correct form/tense of the verb be + the past participle of the main verb
- 2- on the action
- 3- Because the information given that it was the sensor/computer error that caused the crash is the most important or newest information. To emphasise this, we use the passive and put this information at the end (the information principle).

6.

### Answers

- 1- to be available 2- check the weather 3- to be turned on
- 4- flooding 5- need to be turned off 6- being looked after by



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## LESSON 1B VOCABULARY AND GRAMMAR (WB)

1.

### Answers

- 2- could be embedded in your wrist
- 3- has been downloaded by over two million people
- 4- was caused by an insect
- 5- were being regularly hacked into
- 6- are going to be used by most people in the near future



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2.

### Answers

- 2- with 3- by 4- by 5- with

3.

### Answers

- 2- to be 3- be 4- was

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4.

### Answers

- 2- to be employed 3- to be told 4- be sold 5- being invited



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5.

### Answers

- 2- was wrapped 3- should be packaged 4- was not checked
- 5- being sent 6- was not included 7- be sent 8- could be done

6.

### Answers

- 2- were told not to 3- will be ordered
- 4- should be recycled 5- is made mainly of

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7.

### Answers

- 2- have been sold 3- designed
- 4- can answer
- 5- can be used 6- to be paired
- 7- are you waiting

## Writing الكتابة

حل من - كتاب تمرين - \*كتابة فقرة عن وظائف "الأحذية الذكية". استخدم أمثلة متعددة على صيغة المبني للمجهول.

Workbook: page.21 Ex.:8

★★★ Write a short paragraph explaining some of the functions of a pair of 'smart shoes'. Use several examples of passive structures.

### Smart shoes

Smart shoes are designed to revolutionize the way individuals interact with technology during their daily activities. Each pair is equipped with motion sensors that can be used to track steps, calories, and activity levels. Advanced navigation systems are integrated into the shoes to provide directions, allowing users to be guided seamlessly through unfamiliar routes. Alerts for posture correction are generated when improper alignment is detected by the internal sensors. Moreover, the shoes are connected to a smartphone application, where health and fitness data can be reviewed and analyzed. These cutting-edge features ensure that smart shoes are utilized for enhancing both convenience and well-being.

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## LESSON 2A SPEAKING AND VOCABULARY (SB)

2.

### Answers

1- steady rise 2- stayed the same 3- grew slightly 4- went up quite dramatically

4.

### Answers

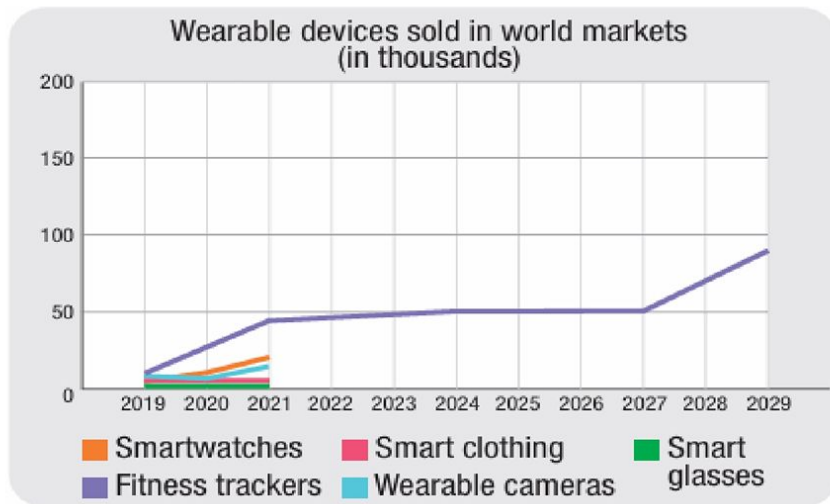
2- In Eastern Europe, the number of devices remained steady between...

3- There was a slight increase in the number of devices in the Middle East and Africa between...

4- Western Europe and the United States and Canada had a similar number of devices until 2018 when the number of devices in Western Europe increased/rose/grew sharply./ when there was a sharp/dramatic increase/growth/ rise in the number of devices in Western Europe.

5.

### Answers



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## LESSON 2A SPEAKING AND VOCABULARY (SB)

6.

### Answers

حل تمرين رقم (6) من كتاب الطالب صفحة (28)...

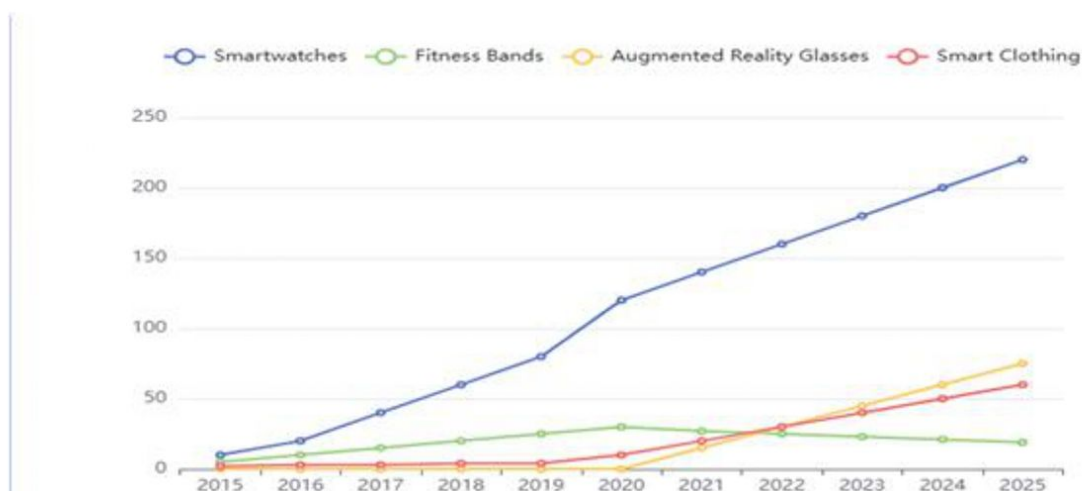
(6) In pairs, use your own ideas to complete the graph for the other wearables. Which do you think will become more or less popular? Present your completed graph to the class, using language from the Speaking Box.

**Smartwatches:** The graph illustrates that the sales of smartwatches rose sharply from 2015 to 2020 and then grew steadily from 2021 onwards, reflecting their increasing popularity as a multipurpose wearable device.

**Fitness Bands:** In this graph, we can see that the usage of fitness bands increased gradually between 2015 and 2018, but then declined slightly after 2019 as smartwatches took over some of their functionalities.

**Augmented Reality Glasses:** The data shows a dramatic increase in the adoption of AR glasses between 2020 and 2025, indicating the growing interest in immersive technologies.

**Smart Clothing:** The trend for smart clothing stayed the same until 2020, after which there was a sharp rise in sales due to advancements in fabric technologies and consumer interest.



## LESSON 3A VOCABULARY

(SB)

2.

### Suggested answers

The term early adopter refers to a person who uses a new product before others. They are likely to pay more for the product than later adopters and do it for a variety of reasons, e.g. if using the product improves efficiency, reduces cost or raises the early adopter's social status. Companies rely on early adopters to provide feedback about product deficiencies.

3.

### Answers

1- obsolete 2- bugs or glitches 3- functionality 4- outdated  
5- state-of-the-art/latest 6- latest/state-of-the-art  
7- handle 8- compatibility 9- upgrade 10- backed up

4.

### Answers

1- dated 2- outdated 3- old-fashioned 4- gadgets 5- device 6- appliances

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## EARLY ADOPTER OR LAGGARD?

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هل أنت من المتبنين الأوائل أم المتأخرين؟

Are you the kind of person who queues up all night because you can't wait to get the **latest** tech **gadget**? Do you always **upgrade** to the newest version of your favourite device immediately? Or do you wait until your **device** is so **outdated** that it can't **handle** new apps, or keeps **crashing** or **overheating** and when it needs to be **backed up**, there isn't enough **memory** left to do it?

هل أنت من النوع الذي ينتظر طوال الليل للحصول على أحدث الأدوات التقنية؟ هل تقوم دائماً بترقية جهازك المفضل إلى الإصدار الجديد فوراً؟ أم أنك تنتظر حتى يصبح جهازك قديماً للغاية بحيث لا يستطيع تشغيل التطبيقات الجديدة، أو يستمر في التعطل أو ارتفاع درجة الحرارة، وعندما تحتاج إلى نسخة احتياطية، لا تتوفر مساحة كافية لفعل ذلك؟

If you just have to have that improved **functionality**, or try out a new **trend** before everyone else, then you're what's known as an 'early adopter'. On the other hand, if your phone is so old that you can't even **swipe** on it, then you're a 'laggard'.

إذا كنت تسارع للحصول على الوظائف المحسنة، أو تجربة موديل جديد قبل أي شخص آخر، فحينها تكون ما يُعرف بـ "المتبني المبكر". من ناحية أخرى، إذا كان هاتفك قديماً لدرجة أنك لا تستطيع حتى تحريك صفحات الشاشة عليه، فأنت تُعتبر "متأخراً".

Early adopters tend to be young, but buying **state-of-the-art** technology is expensive. Essentially, you're paying more to have your device first and of course, it will eventually become **obsolete**.

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عادةً ما يكون المتبنون الأوائل من الشباب، ولكن شراء التكنولوجيا الحديثة والمتطورة يكلف الكثير. في الأساس، أنت تدفع أكثر للحصول على الجهاز أولاً، وبالطبع سيصبح قديماً في النهاية.

New devices often come with **compatibility** issues, so that you also need to buy new **adaptors** or **cables**. Being a pioneer also means dealing with any **bugs** or **glitches** that the manufacturers didn't or couldn't predict.

غالبًا ما تأتي الأجهزة الجديدة مع مشاكل في التوافق، مما يعني أنك تحتاج أيضًا إلى شراء محولات أو كابلات جديدة. أن تكون رائدًا يعني أيضًا التعامل مع أي أخطاء أو مشكلات لم يتوقعها المصنعون أو لم يتمكنوا من حلها.

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**الفكرة الرئيسية للنص:** النص يوضح الفرق بين المتبني المبكر للتكنولوجيا والمتأخر في تبنيها. يتحدث عن المزايا والعيوب لكل من الفئتين، بما في ذلك التكلفة، المشاكل التقنية، ومواكبة أحدث الموديلات في الأجهزة الذكية.

### Synonyms (مرادفات)

- Latest: حديث / جديد
- State-of-the-art: مُتطور / مُتقدم
- Upgrade: تطوير / تحسين
- Compatibility: توافق / انسجام
- Glitches: أعطال / مشاكل صغيرة

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### Antonyms (مضادات)

- Outdated: حديث / جديد
- Obsolete: صالح للاستعمال / مستخدم
- Old-fashioned: عصري / حديث

### Phrasal Verbs (الأفعال المركبة)

- Queue up: يقف في صف / ينتظر في طابور
- Swipe on: يُمرر على الشاشة
- Crash: يتعطل / يتوقف عن العمل
- Back up: ينسخ احتياطيًا

## أسئلة مقترحة

1. What is an "early adopter"?

- a) Someone who waits to buy new devices
- b) Someone who adopts new trends first
- c) Someone who avoids technology entirely
- d) Someone who uses outdated devices

2. What does "laggard" mean in the text?

- a) Someone who buys the latest gadgets
- b) Someone who adopts trends before others
- c) Someone who waits until a device becomes very outdated
- d) Someone who promotes state-of-the-art technology



3. Early adopters often face:

- a) Lower costs for devices
- b) Compatibility issues
- c) Guaranteed functionality without bugs
- d) No issues with outdated apps



4. What happens when a device becomes obsolete?

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- a) It upgrades automatically
- b) It stops being used because new options exist
- c) It gains new features over time
- d) It enhances compatibility with older software

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5. Which group is more likely to buy state-of-the-art technology?

- a) Early adopters
- b) Laggards
- c) Manufacturers
- d) Late investors

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6. What does "backed up" refer to in the context of devices?

- a) Installing new apps
- b) Saving data securely
- c) Crashing during operation
- d) Overheating regularly

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7. Which phrase describes a possible laggard's device?

- a) A device with advanced facial recognition software
- b) A device that doesn't allow swiping
- c) A device embedded with state-of-the-art sensors
- d) A device with smart capabilities

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8. Early adopters tend to be:

- a) Older individuals with outdated devices
- b) Young people who follow new trends
- c) People who prefer traditional gadgets
- d) Those who reject modern technology

9. What is a compatibility issue?

- a) Devices working seamlessly together
- b) Problems requiring new adaptors or cables
- c) New apps running perfectly on old devices
- d) Outdated gadgets functioning efficiently

10. Why do early adopters pay more for their devices?

- a) They are old-fashioned
- b) To have them before others
- c) Because their devices are obsolete
- d) To increase compatibility

11. What do bugs or glitches cause in devices?

- a) Flawless performance
- b) Compatibility enhancement
- c) Unexpected errors
- d) Reduced overheating

12. What does "upgrade" mean in the text?

- a) Change to a newer or better version
- b) Install additional bugs
- c) Use outdated apps
- d) Lower device performance



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13. Early adopters are often described as:

- a) Resistant to change
- b) Trend-setters who pay extra for technology
- c) People using old-fashioned tools
- d) Opposed to smart devices



14. What is the main disadvantage of buying state-of-the-art technology?

- a) It never becomes obsolete
- b) It's expensive and might include bugs
- c) It doesn't face compatibility issues
- d) It guarantees efficiency

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15. What does overheating indicate in a device?

- a) The device is functioning perfectly
- b) The device is crashing due to poor performance
- c) The device has compatibility issues
- d) The device is state-of-the-art

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**Answers:**

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| <b>Q1</b>  | <b>Q2</b>  | <b>Q3</b>  | <b>Q4</b>  | <b>Q5</b>  |
| b          | c          | b          | b          | a          |
| <b>Q6</b>  | <b>Q7</b>  | <b>Q8</b>  | <b>Q9</b>  | <b>Q10</b> |
| b          | b          | b          | b          | b          |
| <b>Q11</b> | <b>Q12</b> | <b>Q13</b> | <b>Q14</b> | <b>Q15</b> |
| c          | a          | b          | b          | b          |

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## LESSON 3B VOCABULARY

(WB)

1.

### Answers

#### # Across

8- back up 9- glitches

#### # Down

1- compatibility 2- obsolete 3- latest 4- handle 5- outdated 7- upgrade

2.

### Answers

1- obsolete 2- gadgets 3- devices

3.

### Answers

2- latest 3- handle 4- compatibility 5- dated 6- state-of-the-art

7- bugs 8- back up 9- upgrade 10- old-fashioned

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## LESSON 4A READING AND VOCABULARY (SB)

1.

### Answers

A negative experience (the person mentions feeling anxious; the lights are too bright; the loud noise; it's all so overwhelming; needing to calm down, a wave of anxiety overcoming them, needing to get out.)

2.

### Answers

Other experiences: having problems at school or holding down a job; using VR to help neurotypical people fully take in what sensory overload feels like. People can watch the video using special 3D glasses, which takes them more fully into the experience. In another experiment, some people went through the virtual experience of chopping down a tree and the experience of being disabled or being in a flood.

3.

### Answers

1- b 2- b 3- c 4- c 5- a

4.

### Answers

1- hold down 2- fitted in 3- ate away at (her)  
4- broke off (from) 5- ended up 6- bump into  
7- Going through 8- Calm down 9- come up against

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## Virtual reality:

الواقع الافتراضي:

0785320992 / 0787300506 walking in someone else's shoes 0785320992 / 0787300506

رؤية العالم من منظور الآخرين

1

The doors shut with a thud behind me as I walk into the shopping centre. Immediately, there's a buzz of noise. I can hear two or three different types of music being played in various shops. A woman walks past me, carrying lots of shopping bags. I can hear the sound of them rubbing against each other. I try to shrug it off, but it's made me feel a bit more anxious. The lights are too bright. A man is shaking a pot full of coins – I think he's collecting money for charity. It's really loud. I carry on through the shopping centre. I can smell fried food. I bump into a friend, but I can't stop to talk to her because it's all so overwhelming. I need to calm down. I need to get out of here.

تتغلق الأبواب خلفي بصوت مكتوم وأنا أدخل مركز التسوق. على الفور، هناك ضجيج يعم المكان. يمكنني سماع نوعين أو ثلاثة أنواع مختلفة من الموسيقى تُبث من متاجر مختلفة. تمر بجوار امرأة تحمل الكثير من أكياس التسوق. أسمع صوت احتكاك الأكياس ببعضها. أحاول تجاهل ذلك، لكنه جعلني أشعر بمزيد من التوتر. الأضواء شديدة السطوع. هناك رجل يهز وعاءً مليئاً بالعملات المعدنية – أعتقد أنه يجمع تبرعات للجمعيات الخيرية. الصوت مرتفع للغاية. أواصل السير عبر مركز التسوق. أشم رائحة طعام مقلي. ألتقي بصديق صدقاً، لكن لا يمكنني التوقف للتحدث معه لأن كل شيء يبدو مرهقاً للغاية. أحتاج إلى أن أهدى. أحتاج إلى الخروج من هنا.

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2

This is a description of what it might feel like for some people with ASD (autism spectrum disorder) to go to a shopping centre. While people's experiences vary a lot, one of the key issues for many individuals with autism is a hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as going shopping extremely stressful. Some people are able to cope with this kind of sensory overload reasonably well, though the stress might eat away at them inside. But for others, they end up having a meltdown – in other words, they get upset or angry. This can make it difficult to fit in with or to keep friends because other people just don't understand the pressure that has led the person with autism to act in this way. It can also lead to people with autism having problems at school or with holding down a job, as they may come across as unreliable or bad-tempered.

عند زيارة مركز تسوق. في حين (ASD) هذا وصف لما قد يشعر به بعض الأشخاص المصابين باضطراب طيف التوحد أن تجارب الناس تختلف بشكل كبير، فإن إحدى المشكلات الرئيسية التي تواجه العديد من الأفراد المصابين بالتوحد هي الحساسية المفرطة تجاه المشاهد، والأصوات، والروائح، والنكهات، مما يجعل نشاطًا بسيطًا مثل التسوق مرهقًا للغاية. بعض الأشخاص يمكنهم التأقلم مع هذا النوع من التحفيز المفرط للحواس بشكل معقول، على الرغم من أن التوتر قد يستمر في تأثير داخلي سيء جدًا عليهم. لكن بالنسبة للآخرين، قد يؤدي ذلك إلى انهيار عصبي – بمعنى أنهم يشعرون بالاستياء أو الغضب. هذا يجعل من الصعب الاندماج في المجتمع أو الحفاظ على الأصدقاء، لأن الآخرين لا يفهمون الضغط الذي أدى بالشخص المصاب بالتوحد إلى التصرف بهذه الطريقة. قد يؤدي ذلك أيضًا إلى مشكلات في المدرسة أو في الاحتفاظ بوظيفة، حيث قد يظهر الشخص بمظهر غير موثوق به أو سيء المزاج.

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In order to help people understand what it's like to have autism, could Virtual Reality (VR) help? Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation. According to Chris Milk in his TED talk, Virtual Reality connects humans to other humans in a way which can change people's perceptions of each other. Perhaps in response to such ideas, the National Autistic Society has developed a VR experience to help people understand what sensory overload feels like. People can watch the video using special 3D glasses, which take them more fully into the experience. So far, it has had six million views, and the comments certainly indicate that it's having a powerful effect.

أن يكون الحل؟ الواقع الافتراضي هو (VR) للمساعدة في فهم ما يعنيه أن تكون مصابًا بالتوحد، هل يمكن للواقع الافتراضي محاكاة بالكمبيوتر لتجربة يتم رويتها بتقنية ثلاثية الأبعاد، ويمكن أن تبدو وكأنك تعيش بالفعل في هذا الوضع. وفقًا لكريس ، فإن الواقع الافتراضي يربط البشر ببعضهم البعض بطريقة قد تغيّر تصوراتهم عن TED ميلك في حديثه على منصة الآخرين. ربما استجابة لهذه الأفكار، قامت الجمعية الوطنية للتوحد بتطوير تجربة واقع افتراضي لمساعدة الناس على فهم شعور التحفيز الحسي المفرط. يمكن للناس مشاهدة الفيديو باستخدام نظارات ثلاثية الأبعاد خاصة، مما يغمرهم بالكامل في التجربة. حتى الآن، حصل الفيديو على ستة ملايين مشاهدة، والتعليقات تشير إلى أنه يحدث تأثيرًا قويًا.

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The potential impact of VR in helping us to understand one another and the world around us is exciting. For example, some people went through the virtual experience of chopping down a tree. Afterwards, the researcher 'accidentally' spilt his drink and those people who had been 'chopping down trees' reached for fewer paper napkins, suggesting that their experience had subconsciously encouraged them to stop wasting paper.

التأثير المحتمل للواقع الافتراضي في مساعدتنا على فهم بعضنا البعض والعالم من حولنا مثير. على سبيل المثال، خاض بعض الأشخاص تجربة افتراضية تقضي بقطع شجرة. بعد ذلك، "سقطت" مشروب الباحث عن قصد، وكانت النتيجة أن الأشخاص الذين خاضوا تجربة قطع الأشجار استخدموا مناديل ورقية أقل، مما يشير إلى أن تجربتهم شجعتهم لا شعوريًا على عدم إهدار الورق.

## 5

VR has also been used to give people the experience of being disabled, or being in a flood. But can these experiences really help us to walk in someone else's shoes? A major difference between simulated and actual experiences is that we volunteer to put on the VR headset. We can **break off** at any time and go back to our normal lives, whereas the people whose lives we're experiencing don't have that luxury. And, while we can experience the sounds and sights of a flood, we don't **come up against** the same difficulties.

كما تم استخدام الواقع الافتراضي لتقديم تجربة العيش مع إعاقة، أو مواجهة فيضان. ولكن، هل يمكن أن تساعدنا هذه التجارب حقًا على رؤية العالم من منظور الآخرين؟ أحد الاختلافات الرئيسية بين التجارب المحاكاة والتجارب الحقيقية هو أننا نتطوع لارتداء سماعة الواقع الافتراضي. يمكننا **التوقف عن بشكل مباشر** التجربة في أي وقت والعودة إلى حياتنا الطبيعية، في حين أن الأشخاص الذين نعيش حياتهم لا يتمتعون بهذه الرفاهية. وعلاوة على ذلك، بينما يمكننا أن نعيش أصوات ومشاهد الفيضان، فإننا لا **نواجه** الصعوبات الحقيقية نفسها.

### Ideas for Each Paragraph

#### الأفكار لكل قطعة

#### Paragraph 1

Describes a sensory-overwhelming experience at a shopping center, focusing on sounds, sights, and smells, which may cause discomfort or anxiety.

يصف تجربة حسية مرهقة في مركز تسوق، مع التركيز على الأصوات والمشاهد والروائح التي قد تسبب الانزعاج أو التوتر.

#### Paragraph 2

Explains how individuals with autism spectrum disorder (ASD) experience hypersensitivity, and how sensory overload can lead to stress, meltdowns, and social or work-related challenges.

من الحساسية المفرطة وكيف يمكن أن يؤدي التحفيز (ASD) يشرح كيف يعاني الأفراد المصابون باضطراب طيف التوحد الحسي الزائد إلى التوتر، والانهيارات العصبية، والتحديات الاجتماعية أو المتعلقة بالعمل.

#### Paragraph 3

Introduces Virtual Reality (VR) as a tool to simulate the experience of sensory overload, aiming to foster understanding of autism by immersing users in realistic scenarios.

كأداة لمحاكاة تجربة التحفيز الحسي الزائد، بهدف تعزيز فهم التوحد من خلال إدخال (VR) يقدم الواقع الافتراضي المستخدمين في سيناريوهات واقعية.



#### Paragraph 4

Discusses how VR can influence behavior and awareness, using an example where participants became environmentally conscious after a tree-cutting simulation.

يناقش كيف يمكن للواقع الافتراضي أن يؤثر على السلوك والوعي، مستخدمًا مثالًا على تجربة قطع الأشجار حيث أصبح المشاركون أكثر وعيًا بيئيًا.

#### Paragraph 5

Highlights the limitations of VR in truly replicating real-life challenges, emphasizing that simulated experiences are voluntary, whereas real situations are unavoidable.

يسلط الضوء على حدود الواقع الافتراضي في تكرار التحديات الحقيقية، مع التأكيد على أن التجارب المحاكاة اختيارية، بينما المواقف الحقيقية لا يمكن تجنبها.

#### Phrasal Verbs from Paragraph 1

1. Walk into - يدخل إلى
2. Carry on - يواصل
3. Bump into - يصطدم بـ / يلتقي صدفة
4. Rub against - يحتك بـ
5. Shrug off - يتجاهل

#### Phrasal Verbs from Paragraph 2

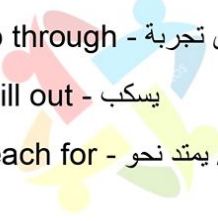
6. Fit in - ينسجم
7. Hold down - يحافظ على / يستمر في
8. Eat away at - يnehك / يضعف داخليًا
9. Lead to - يؤدي إلى
10. Come across as - يظهر كـ / يبدو كـ

#### Phrasal Verbs from Paragraph 3

11. Take into - يدخل في / يدخل إلى
12. Connect to - يرتبط بـ
13. Watch using - يشاهد باستخدام

#### Phrasal Verbs from Paragraph 4

14. Go through - يخوض تجربة  
15. Spill out - يسكب  
16. Reach for - يميل إلى / يمتد نحو



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#### Phrasal Verbs from Paragraph 5

17. Walk in someone's shoes - يرى من منظور الآخرين  
18. Break off - يتوقف عن  
19. Come up against - يصطدم بـ  
20. Go back to - يعود إلى



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### Synonyms and Antonyms

المترادفات والمتضادات

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#### Synonyms

| Word             | Synonyms                             |
|------------------|--------------------------------------|
| Overwhelming     | Intense / Powerful                   |
| Hypersensitivity | Overreaction / Excessive sensitivity |
| Meltdown         | Breakdown / Collapse                 |
| Coping mechanism | Survival strategy / Managing tools   |
| Sensory overload | Sensory flooding / Overstimulation   |

#### Antonyms

| Word             | Antonyms            |
|------------------|---------------------|
| Overwhelming     | Mild / Calming      |
| Hypersensitivity | Desensitization     |
| Meltdown         | Stability / Control |
| Coping mechanism | Helplessness        |
| Sensory overload | Sensory balance     |



## أسئلة مقترحة



### Virtual reality - Phrasal verbs

الواقع الافتراضي - الافعال المركبة

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1. Which phrasal verb means "to maintain or keep something, like a job"?  
a) Hold down                      b) Calm down                      c) Come up against
2. What phrasal verb replaces "felt part of the group"?  
a) Ate away at                      b) Fitted in                      c) Ended up
3. Which phrasal verb refers to "emotionally affecting someone deeply over time"?  
a) Broke off                      b) Ate away at                      c) Going through
4. What phrasal verb means "to stop what you're doing"?  
a) Bump into                      b) Calm down                      c) Broke off
5. Which phrasal verb describes "finishing by doing something"?  
a) Fitted in                      b) Ended up                      c) Hold down
6. What phrasal verb refers to "meeting someone unexpectedly"?  
a) Ate away at                      b) Bump into                      c) Come up against
7. Which phrasal verb means "experiencing something difficult"?  
a) Going through                      b) Ended up                      c) Calm down
8. What phrasal verb means "to relax or reduce stress"?  
a) Come up against                      b) Calm down                      c) Hold down
9. Which phrasal verb refers to "encountering problems or difficulties"?  
a) Come up against                      b) Bump into                      c) Fitted in
10. What phrasal verb means "to finish or result in a specific outcome"?  
a) Ended up                      b) Broke off                      c) Calm down
11. Which phrasal verb refers to "abruptly stopping something"?  
a) Broke off                      b) Hold down                      c) Fitted in

12. What phrasal verb means "to blend into a group or situation"?

- a) Going through                      b) Fitted in                      c) Ate away at

13. Which phrasal verb describes "emotionally exhausting someone"?

- a) Ate away at                      b) Calm down                      c) Hold down

14. What phrasal verb describes "moving forward after experiencing a tough situation"?

- a) Going through                      b) Ended up                      c) Fitted in

15. Which phrasal verb refers to "unexpectedly encountering someone"?

- a) Bump into                      b) Come up against                      c) Broke off

**Answers:**

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| Q1  | Q2  | Q3  | Q4  | Q5  |
| a   | b   | b   | c   | b   |
| Q6  | Q7  | Q8  | Q9  | Q10 |
| b   | a   | b   | a   | a   |
| Q11 | Q12 | Q13 | Q14 | Q15 |
| a   | b   | a   | a   | a   |



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## أسئلة مقترحة



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### Virtual reality

الواقع الافتراضي



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**1. According to the writer, how might sensory overload impact someone with ASD?**

- a) By helping them remain calm in stressful environments
- b) By making ordinary activities feel stressful or overwhelming
- c) By encouraging them to seek out new social connections

**2. What is one key challenge faced by individuals with ASD, as mentioned in the text?**

- a) They are often unable to complete tasks.
- b) They may be misunderstood due to their reactions to stress.
- c) They find it impossible to avoid noisy places.

**3. Why does the National Autistic Society use VR to simulate sensory overload?**

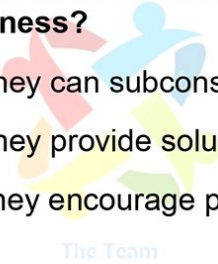
- a) To help people with ASD develop coping mechanisms
- b) To illustrate the challenges faced by individuals with ASD
- c) To show the effects of VR technology on brain activity

**4. What is the significance of Chris Milk's TED talk in the context of the text?**

- a) It shows how VR enhances long-distance communication.
- b) It highlights the potential of VR to create emotional connections.
- c) It argues that VR makes human interaction unnecessary.

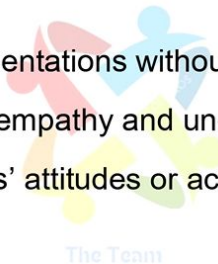
**5. What does the writer imply about VR experiences related to environmental awareness?**

- a) They can subconsciously influence people's behavior.
- b) They provide solutions to environmental problems.
- c) They encourage people to waste fewer natural resources.



**6. Which phrase best reflects the writer's perspective on VR simulations of difficult experiences?**

- a) They provide only visual representations without real challenges.
- b) They can help people develop empathy and understanding.
- c) They are unlikely to affect users' attitudes or actions.



**7. How does VR differ from real-life situations, according to the writer?**

- a) VR experiences are temporary and voluntary.
- b) VR is more challenging than real-life conditions.
- c) VR prevents users from feeling emotional connections.



**8. Why might VR not fully replicate the challenges of a flood or disability?**

- a) Users lack the physical and emotional impact of real situations.
- b) VR cannot include realistic sounds or visuals.
- c) Simulations of floods are too complex to design.

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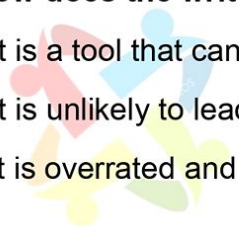
**9. What conclusion does the writer draw about the role of VR in social change?**

- a) VR can create a better understanding of global challenges.
- b) VR is primarily a form of entertainment for most people.
- c) VR should only be used for educational purposes.

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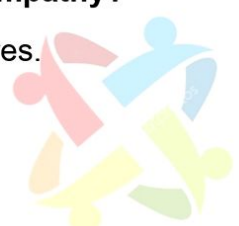
**10. How does the writer view the future of VR in relation to empathy?**

- a) It is a tool that can bridge gaps between different perspectives.
- b) It is unlikely to lead to meaningful improvements in society.
- c) It is overrated and unlikely to remain popular.



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**Answers:**  
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| Q1 | Q2 | Q3 | Q4 | Q5 |
|----|----|----|----|----|
| b  | b  | b  | b  | a  |

| Q6 | Q7 | Q8 | Q9 | Q10 |
|----|----|----|----|-----|
| b  | a  | a  | a  | a   |



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## LESSON 5A LISTENING AND VOCABULARY (SB)

2.

### Answers/ Audioscript 8.6

presenting a flattering picture of yourself; managing how the world sees you; changing other people's perceptions; remembering an event; making other people feel jealous; showing off about your life.

3.

### Answers

1- b 2- c 3- b 4- b



4.

### Answers

1- flattering 2- curate 3- attributes 4- superficial  
5- deceptive 6- enhance 7- flaws 8- features



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## LESSON 5B VOCABULARY

(WB)

1.

**Answers**

2- appealing 3- upbeat 4- envious 5- endless

2.

**Answers**

2- influential 3- envious 4- upbeat 5- endless

3.

**Answers/ Writing**

"My favorite app is Duolingo, a language-learning platform that makes acquiring new languages fun and engaging. With its interactive lessons, gamified structure, and daily streaks, Duolingo motivates users to practice consistently. Whether I want to strengthen my vocabulary, improve grammar, or master pronunciation, the app offers bite-sized sessions that fit easily into my routine. Additionally, its vibrant interface and playful rewards keep me inspired to achieve my language goals."

4.

**Answers**

- 1- They are pronounced differently.
- 2- They are pronounced the same.
- 3- They are pronounced differently.

5.

**Answers/ Audioscript 8.8**

2- hat 3- packing 4- art 5- aunt 6- pat 7- hard



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6.

**Answers**

cat: hat, packing, pat  
start: art, aunt, hard

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## LESSON 6A GRAMMAR

(SB)

2.

### Answers

'Mr Watson, come here, I want to see you' may be the first words ever spoken on a telephone. There may be more phones in the world than people. Perhaps Alexander became interested in studying sound because both his wife and his mother were deaf. Perhaps Alexander Graham Bell was not the inventor of the telephone. Perhaps it was Antonio Meucci.

3.

### Answers

1- c 2- a 3- b

4.

### Answers

2- It is expected that more phones will be owned in the future.

3- It has been suggested by some people that young people should not have mobile phones.

5.

### Answers

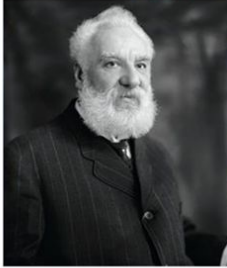
1- A scientist called Elisha Gray is said to have invented the phone at the same time as Alexander Graham Bell.

2- Initially, the telephone was thought to be just for rich people.

3- It has been estimated that the majority of people in the world now own a smartphone.

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## Changing the way the world communicates

### تغيير طريقة العالم في التواصل

In March 1876, the Scottish scientist Alexander Graham Bell called his assistant Thomas Watson and said, 'Mr Watson, come here, I want to see you.' These are thought to have been the first words ever spoken on a telephone. We don't know for sure because other scientists were experimenting with similar ideas, but Alexander quickly registered his idea and now he is widely reported to be the inventor of the telephone.

في مارس عام 1876، قام العالم (الأسكتلندي ألكسندر غراهام بيل) باستدعاء مساعده توماس واتسون قائلاً: "السيد واتسون، تعال هنا، أريد أن أراك." ويُعتقد أن هذه الكلمات كانت أولى الكلمات التي قيلت على الهاتف. لا نعرف ذلك بشكل مؤكد لأن علماء آخرين كانوا يقومون بتجارب مشابهة، لكن (ألكسندر سارغ) بتسجيل فكرته، ويُقال على نطاق واسع إنه مخترع الهاتف.

Today, it is estimated that there are more phones in the world than people! It is estimated that there are more than 8.5 billion mobile phones in a world that has a population of around 8 billion people. Even more people may have phones in the future, so Alexander's invention was truly remarkable.

يُقدر اليوم أن عدد الهواتف في العالم يفوق عدد السكان! ويُقدر أن هناك أكثر من 8.5 مليار هاتف محمول في عالم يبلغ عدد سكانه حوالي 8 مليارات نسمة. وقد يمتلك المزيد من الناس هواتف في المستقبل، لذا كان اختراع (ألكسندر) رائعاً حقاً.

It is believed that Alexander became interested in studying sound because both his wife and his mother were deaf. Although he is most famous for inventing the telephone, he also invented a device that could be used to detect hearing problems. It has often been remarked that Alexander did not like to have a telephone in his study because it disturbed him from his work! Perhaps that is why he was able to invent other things too, including an early metal detector and a device to detect icebergs in the sea.

يُعتقد أن اهتمام (ألكسندر) بدراسة الصوت جاء بسبب أن زوجته وأمه كانتا من الصم. وعلى الرغم من أنه مشهور بشكل كبير باختراعه الهاتف، فقد اخترع أيضاً جهازاً يمكن استخدامه للكشف عن مشاكل السمع. وقد ذُكر كثيراً أن (ألكسندر) لم يكن يحب وجود هاتف في مكتبه لأنه كان يشتت انتباهه عن العمل! ربما لهذا السبب كان قادراً على اختراع أشياء أخرى أيضاً، بما في ذلك جهاز الكشف عن المعادن وجهاز للكشف عن الجبال الجليدية في البحر.

Not everybody believes Alexander Graham Bell was the inventor of the telephone. An Italian inventor called Antonio Meucci was widely reported to have invented a telephone in 1856, 20 years before Alexander. The Italians did not have enough money to develop his invention, however, and although Italians claim Meucci is the true inventor of the telephone, Alexander Graham Bell is the name forever associated with a device that has become a vital part of our lives.

ليس الجميع يعتقد أن ألكسندر غراهام بيل كان مخترع الهاتف. فقد يُقال إن المخترع الإيطالي أنطونيو ميوتشي اخترع هاتفًا في عام 1856، أي قبل ألكسندر بعشرين عامًا. لكن لم يكن لدى الإيطاليين المال الكافي لتطوير اختراعه. وعلى الرغم من أن الإيطاليين يدعون أن ميوتشي هو المخترع الحقيقي للهاتف، فإن اسم ألكسندر غراهام بيل يبقى مرتبطًا دائمًا بالجهاز الذي أصبح جزءًا أساسيًا من حياتنا.

## Synonyms and Antonyms

### Paragraph 1:

**Synonyms:** assistant (helper), experiment (test), registered (recorded), inventor (creator), remarkable (extraordinary).

**Antonyms:** assistant (boss), experiment (certainty), registered (ignored), inventor (copier), remarkable (ordinary).

### Paragraph 2:

**Synonyms:** estimated (calculated), population (inhabitants), invention (creation).

**Antonyms:** estimated (unknown), population (vacancy), invention (destruction).

### Paragraph 3:

**Synonyms:** studying (researching), device (gadget), detect (discover), disturbed (bothered), early (initial).

**Antonyms:** studying (ignoring), device (tool-less), detect (overlook), disturbed (calm), early (late).

### Paragraph 4:

**Synonyms:** believes (thinks), associated (linked), vital (essential), reported (claimed).

**Antonyms:** believes (doubts), associated (unrelated), vital (nonessential), reported (unrecorded).

## Phrasal Verbs:

- Called up
- Come here
- Registered his idea
- Became interested in
- Used to detect
- Known for
- Paid for
- Associated with



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## Main Ideas

Paragraph 1 Idea (English): The invention of the telephone by Alexander Graham Bell and its initial use.

Paragraph 1 Idea (Arabic): اختراع الهاتف من قبل ألكسندر غراهام بيل واستخدامه لأول مرة.

Paragraph 2 Idea (English): The widespread use of phones and their future potential.

Paragraph 2 Idea (Arabic): الاستخدام الواسع للهواتف وإمكاناتها المستقبلية.

Paragraph 3 Idea (English): Alexander's other inventions and his reasons for studying sound.

Paragraph 3 Idea (Arabic): اختراعات ألكسندر الأخرى وأسباب اهتمامه بدراسة الصوت.

Paragraph 4 Idea (English): The controversy over the true inventor of the telephone.

Paragraph 4 Idea (Arabic): الجدل حول المخترع الحقيقي للهاتف.

## أسئلة مقترحة

**1- What were the first words thought to have been spoken on a telephone?**

- a. "Who is this?"
- b. "Mr Watson, come here, I want to see you."
- c. "Call me later."
- d. "Test this device."

**2- Why is Alexander Graham Bell widely considered the inventor of the telephone?**

- a. He was the only one experimenting with it.
- b. He registered his idea quickly.
- c. He built the first phone company.
- d. Other scientists ignored the concept.

**3- How does the text describe the global number of phones?**

- a. Roughly equal to the population
- b. Far fewer than the population
- c. Far greater than the population
- d. A declining trend

**4- Why did Alexander study sound?**

- a. He wanted to create better music instruments.
- b. His wife and mother were deaf.
- c. It was his only field of interest.
- d. He wanted to be famous.

**5- Who is Antonio Meucci?**

- a. An Italian inventor associated with the telephone
- b. A rival scientist who patented the device
- c. A businessman who invested in phones
- d. A writer who documented Alexander's work

**6- How many mobile phones are estimated to exist globally?**

- a. 6 billion      b. 7 billion      c. 8.5 billion      d. 10 billion

**7- What is one of Alexander's lesser-known inventions?**

- a. Radio      b. Iceberg detector      c. Microphone      d. Electric lamp

**8- What is implied about Alexander's dislike of having a phone in his study?**

- a. It inspired other inventions.  
b. He feared being disturbed.  
c. He found phones useless.  
d. He didn't know how to use them.

**9- What do Italians claim about Antonio Meucci?**

- a. He is the rightful inventor of the telephone.  
b. He partnered with Alexander on the phone.  
c. He sold his idea to Alexander.  
d. He developed phones after Alexander.

**10- Why did Meucci fail to develop his invention?**

- a. Lack of funding  
b. Lack of interest  
c. Poor design  
d. Limited time

**11- How is Alexander's invention described?**

- a. Ordinary      b. Truly remarkable      c. Outdated      d. Controversial

**12- How did Alexander contribute to helping people with hearing problems?**

- a. Designed a special device  
b. Taught sign language  
c. Created schools for the deaf  
d. Focused only on the telephone

**13- What did Alexander's study habits lead to?**

- a. Multiple inventions
- b. Academic fame
- c. Debates over his work
- d. Avoiding publicity



**14- What does "vital part of our lives" mean in the text?**

- a. Essential to daily life
- b. Temporary importance
- c. Rarely used
- d. Not significant



**15- Why is Meucci's name less associated with the telephone?**

- a. He didn't patent the invention.
- b. His idea was stolen.
- c. He was unknown to the public.
- d. His invention was incomplete.



**16- Which statement reflects Alexander's personality?**

- a. He was focused and creative.
- b. He was uninterested in sound.
- c. He relied on others' work.
- d. He disliked technology.

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**17- What motivated Alexander to create a metal detector?**

- a. Curiosity
- b. Detect icebergs
- c. Practical purposes
- d. Solve safety concerns

**18- How are Alexander and Meucci contrasted in the text?**

- a. Fame vs. lack of recognition
- b. Success vs. failure
- c. Different fields of study
- d. Similar but collaborative work

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**19-What is unique about Alexander’s approach to invention?**

- a. Focused on solving real-world problems
- b. Mainly worked in isolation
- c. Relied on financial support
- d. Followed trends

**20. What is the core message of the essay?**

- a. Invention shapes our world.
- b. Inventions are always disputed.
- c. Famous inventors are controversial.
- d. Creativity knows no bounds.



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**Answers:**

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| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|----|----|----|----|----|----|----|----|----|-----|
| b  | b  | c  | b  | a  | c  | b  | a  | a  | a   |

| Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| b   | a   | a   | a   | a   | a   | c   | a   | a   | a   |

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## LESSON 6B GRAMMAR

(WB)

1.

### Answers

1- c 2- a 3- b 4- a 5- c 6- b

2.

### Answers

1- was 2- to have been 3- remarked 4- It 5- was 6- be

3.

### Answers

2- It is expected that 3- believed to exist

4- are reported to 5- it is said that

6- is known to have been sent 7- it is not known

4.

### Answers

2- are expected to be paid

3- are believed to have been injured

4- is claimed

5- was never expected to do

5.

### Answers

1. It is widely believed that teenagers spend too much time on their smartphones.

2. Social media platforms are said to influence teenagers' mental health.

3. It is claimed that teenagers are more tech-savvy than previous generations.

4. Video gaming is thought to improve problem-solving skills among teenagers.

5. It is often reported that teenagers use technology to express creativity and build online communities.



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**1.****Suggested Answers**

1- You might notice adverts for similar holidays or products based on the kind of holiday you're on.

2- It's still not safe to give your day and month of birth because hackers might be able to work out your year of birth from other info you post online.

**2.****Answers****Tracking Internet Users' Personal Data: Advantages and Disadvantages**

In today's digital world, tracking Internet users' personal data through cookies has become a standard practice for many companies. While it offers numerous advantages in terms of personalization and convenience, it also raises valid concerns about privacy and security.

One significant advantage of using cookies is that it allows for a highly personalized user experience. Through data collection, companies can tailor advertisements and content to suit individual preferences. For example, users are more likely to see relevant product recommendations or search results that align with their needs. Additionally, cookies facilitate automatic logins, saving users the trouble of repeatedly entering their credentials and ensuring seamless navigation across websites. These conveniences enhance the overall online experience, making digital platforms more user-friendly and efficient.

However, there are several notable disadvantages. Many people view tracking as an invasion of privacy. When companies collect extensive amounts of data about users—such as browsing history, purchase patterns, or location—individuals may feel that their personal space is being violated. Furthermore, the lack of transparency regarding how this data is stored and used raises security concerns. Personal information could be exploited for malicious purposes if it falls into the wrong hands. Another downside is the prevalence of intrusive and often irrelevant advertisements, which can disrupt the browsing experience and annoy users.

In conclusion, tracking personal data using cookies presents both benefits and challenges. On the one hand, it enhances personalization and convenience. On the other hand, it poses risks to privacy and security that cannot be ignored. To strike a balance, companies should adopt transparent practices and ensure users have control over their data through informed consent. Only then can the advantages of this technology be fully realized without compromising individual rights.

## LESSON 7A WRITING

(SB)

3.

### Answers

| For   | Against   |
|---|---|
| <ul style="list-style-type: none"><li>- more personalised marketing</li><li>- search results more relevant</li><li>- automatic log on to a site</li></ul> | <ul style="list-style-type: none"><li>- invasion of privacy</li><li>- adverts are annoying</li><li>- companies collect a lot of data – no idea what it will be used for</li></ul> |



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4.

### Answers

1- These days 2- Some people 3- benefits 4- aspect 5- potential 6- estimated 7- obvious

5.

### Answers

- 1- whereas - conjunction of contrast
- 2- Although - conjunction of concession
- 3- even though - conjunction of concession
- 4- In spite of - preposition of contrast
- 5- Nevertheless - adverb of contrast

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6.

### Answers

- 1- (a) Many cookies are harmless. Nevertheless, it should be possible to use the sites without accepting them.
- 2- (c) In spite of there having been / In spite of the fact that there were several major cyber attacks last year, most companies have not changed their security systems.
- 3- (b) Good cookies make websites more user-friendly. However, some are designed to steal private information.

7.

**Answers****Social Media Presence Among Young People: Benefits and Challenges**

In the modern era, social media has become an integral part of young people's lives, offering them a platform to share photos, updates, and comments, thereby building a digital presence. While this practice has many advantages, it also comes with notable disadvantages that must be considered.

One significant advantage of creating a social media presence is the opportunity for self-expression. Young people can showcase their creativity, talents, and opinions through various forms of content, such as photography, art, or written posts. This fosters a sense of individuality and allows them to connect with like-minded individuals across the globe, forming valuable social networks. Additionally, social media offers young people the chance to document their lives, memories, and milestones, creating a digital diary they can look back on. On a professional level, maintaining a positive social media presence can help build their personal brand, potentially benefiting their future careers.

However, there are also challenges associated with this practice. Privacy is one of the foremost concerns; sharing too much information online can expose young people to risks such as identity theft, cyberbullying, or unwanted attention. Furthermore, the pressure to maintain a curated and aesthetically appealing social media profile can negatively impact mental health, as many individuals compare themselves to idealized representations of others' lives. The addictive nature of social media platforms may also lead to excessive time spent online, detracting from real-world interactions and productivity.

In conclusion, while creating a presence on social media offers young people opportunities for self-expression, connection, and even professional growth, it is important to be mindful of the potential downsides, including privacy risks, mental health implications, and the overuse of digital platforms. Striking a balance between online engagement and offline life is crucial to ensure that the benefits of social media outweigh its challenges.

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8.

**Answers****Social Media Presence: Benefits and Challenges for Young People**

Nowadays, young people are increasingly creating a presence on social media through activities such as posting photos, sharing updates, and leaving comments. While this practice offers several advantages, it is essential to consider the potential disadvantages to ensure a balanced perspective.

It is widely believed that social media provides young people with opportunities for self-expression and creativity. Through various platforms, individuals can showcase talents and share opinions, fostering a sense of individuality. Furthermore, connections with like-minded individuals are facilitated, enabling global networks to form. Social media is also considered beneficial for documenting life events, which can serve as a digital archive, and for creating a personal brand that might be advantageous in professional contexts.

Despite these benefits, many concerns have been raised about the risks associated with social media. Privacy issues are often cited, as sharing personal information online exposes individuals to threats such as identity theft or cyberbullying. Additionally, mental health can be negatively impacted by the tendency to compare oneself with idealized representations of others' lives. It has been argued that excessive use of social media detracts from real-world productivity and relationships, highlighting the need for moderation.

In conclusion, while social media allows young people to explore creativity, connect with others, and document their lives, it is clear that there are challenges related to privacy, mental health, and overuse. A balanced approach that mitigates risks while maximizing benefits is essential for young people to make the most of social media without compromising their well-being.



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8.

تكملة السؤال الثامن**Answers****Outline Plan & Notes:****Introduction:**

- Topic: Social media presence among young people (photos, updates, comments).
- Summary: Discuss the advantages and disadvantages of this practice.
- Note: Highlight increasing use of social media among youth and its implications.

**Main Body Paragraph 1 - Advantages:**

- Point 1: Opportunity for self-expression and creativity.
- Point 2: Ability to connect with like-minded individuals globally.
- Point 3: Useful for documenting life events or building a personal brand.
- Impersonal Passive: "It is believed that social media fosters creativity and individuality."

**Main Body Paragraph 2 - Disadvantages:**

- Point 1: Privacy concerns, such as exposing personal information.
- Point 2: Negative impact on mental health due to comparison with others.
- Point 3: Overuse and time spent online detracting from productivity.
- Contrast Phrase: "Despite these benefits, many concerns have been raised."

**Conclusion:**

- Summary: Social media offers both benefits and challenges for young people.
- Opinion: Balance is required to mitigate risks while maximizing advantages.

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## OUR PERSONAL DATA

## بياناتنا الشخصية

These days it is extremely common for companies to track Internet users' data in order to target them with personalised content or advertising. 1. Some people feel quite comfortable with this, whereas others consider it an invasion of privacy.

في الوقت الحاضر، أصبح من الشائع جدًا أن تتعقب الشركات بيانات مستخدمي الإنترنت من أجل استهدافهم بمحتوى أو إعلانات مخصصة. 1. يشعر بعض الأشخاص بالارتياح تجاه هذا الأمر، في حين يعتبره آخرون انتهاكًا للخصوصية.

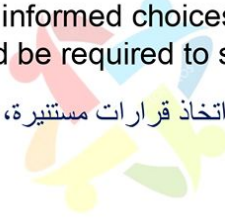
It is estimated that seven in ten Internet users are happy to give away personal data while browsing online. There may be some clear benefits to doing this. 2. Although most people are careful with data such as online banking details, many actually prefer more personalised marketing and feel that their search results are likely to be more relevant if the search company better understands their needs. Another positive aspect of data tracking is that people can be automatically logged onto a site, rather than having to enter a password. 3. This is clearly far more convenient, even though it is, of course, less secure. 4. In spite of these potential benefits, a significant number of people are choosing to use ad-blocking software in order to avoid digital advertising altogether. In some cases, this is because they find the adverts annoying but it is also because of a desire to avoid being tracked online. In most cases, this is probably harmless. 5. Nevertheless, a surprising amount of information can be collected: what you have bought, where you have been, what you have 'liked' on social media, and a great deal more. Most people really have very little idea how much data is being given away every time they click, or what that data will be used for.

تشير التقديرات إلى أن سبعة من كل عشرة مستخدمين للإنترنت يوافقون على تقديم بيانات شخصية أثناء تصفحهم عبر الإنترنت. قد تكون هناك فوائد واضحة لذلك. 2. على الرغم من أن معظم الأشخاص يتوخون الحذر بشأن بياناتهم مثل معلومات الحسابات المصرفية عبر الإنترنت، إلا أن العديد منهم يفضلون بالفعل التسويق المخصص ويشعرون أن نتائج البحث ستكون أكثر صلة إذا كانت شركة البحث تفهم احتياجاتهم بشكل أفضل. ومن الجوانب الإيجابية الأخرى لتتبع البيانات أنه يمكن للمستخدمين تسجيل الدخول تلقائيًا إلى المواقع بدلاً من إدخال كلمة المرور. 3. من الواضح أن هذا أكثر راحة، ولكنه بالطبع أقل أمانًا. 4. على الرغم من هذه الفوائد المحتملة، يختار عدد كبير من الأشخاص استخدام برامج حظر الإعلانات لتجنب الإعلانات الرقمية تمامًا. في بعض الحالات، يرجع ذلك إلى أنهم يجدون الإعلانات مزعجة، ولكن الأمر يعود أيضًا إلى رغبتهم في تجنب التتبع عبر الإنترنت. في معظم الحالات، قد يبدو هذا غير ضار. 5. ومع ذلك، يمكن جمع قدر مفاجئ من المعلومات: ما قمت بشرائه، الأماكن التي زرتها، ما "أعجبك" على وسائل التواصل الاجتماعي، وأكثر من ذلك بكثير. في الواقع، لا يدرك معظم الناس مدى كمية البيانات التي يتم تقديمها في كل مرة ينقرون فيها، أو الغرض الذي ستستخدم هذه البيانات من أجله.



In conclusion, it seems obvious that while people remain largely unaware and unable to make informed choices, the ability of companies to collect data should be limited or they should be required to specifically ask for permission.

في الختام، يبدو من الواضح أنه طالما ظل الناس غير مدركين بشكل كبير وغير قادرين على اتخاذ قرارات مستنيرة، يجب تقليل قدرة الشركات على جمع البيانات أو إلزامهم بطلب الإذن بشكل صريح.



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1.

**Answers**

1- feature 2- fit in 3- devices 4- enhanced 5- latest

2.

**Answers**

1- are used 2- was woken up by 3- had been asked  
4- has just been automated 5- will be controlled by

3.

**Answers**

1- are being bought these days  
2- is claimed that virtual reality experiences are exactly the same as the real thing  
3- is expected that self-driving cars will reduce the number of traffic accidents  
4- is believed to have been lost by at least ...

4.

**Answers**

1- was a dramatic increase in  
2- By chance, I bumped into  
3- has dropped slightly recently/ has recently dropped slightly/ has slightly dropped recently  
4- hold down a job

5.

**Answers**

1- b 2- d 3- a 4- c 5- d



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تمرين رقم 5 من كتاب التمارين صفحة 27 من المراجعة

MOOC stands for Massive Open Online Course. There has been a 1- dramatic growth in their number since they appeared early this century. In fact, paper and envelope-based distance-learning courses are rarely found these days, and are considered 2- obsolete.

MOOCs use Internet-based learning platforms, whose 3- functionality is improving all the time. Glitches are unusual. Students rarely come 4- up against technical issues provided the device they are using to access their course isn't outdated.

5- whereas in the past educational opportunities were limited by financial resources and geographical location, anyone anywhere can study on a MOOC as long as they have Internet access. It is 6- commonly believed that education is being revolutionised by MOOCs, as the vast majority are free and qualifications are not required to register for them. They are usually taken by people interested in improving their knowledge, or by those who wish to see if they are sufficiently interested in a subject to study it in more depth. 7- however, MOOCs currently have no formal assessment system or certification.

الدورة التعليمية المفتوحة واسعة النطاق تعني نظام تعليمي عبر الإنترنت. لقد شهدت 1- نموًا كبيرًا في عددها منذ ظهورها في أوائل هذا القرن. في الواقع، أصبحت دورات التعلم عن بعد التي تعتمد على الورق والمغلقات نادرة هذه الأيام، وتُعتبر 2- قديمة.

تستخدم الدورات التعليمية المفتوحة واسعة النطاق منصات تعلم تعتمد على الإنترنت، والتي يتحسن 3- أدائها باستمرار. الأعطال نادرة. الطلاب نادرًا ما يواجهون 4- مشكلات تقنية بشرط أن يكون الجهاز الذي يستخدمونه للوصول إلى دورتهم الدراسية غير قديم.

بينما كانت الفرص التعليمية في الماضي محدودة بالموارد المالية والموقع الجغرافي، يمكن لأي شخص في أي مكان 5- الدراسة في الدورة التعليمية المفتوحة واسعة النطاق طالما لديه اتصال بالإنترنت. يُعتقد 6- على نطاق واسع أن التعليم يُحدث ثورة بفضل الدورات التعليمية المفتوحة واسعة النطاق، حيث أن الغالبية العظمى منها مجانية، ولا توجد حاجة إلى المؤهلات للتسجيل فيها. عادةً ما يختارها الأشخاص الذين يرغبون في تطوير معرفتهم، أو أولئك الذين يرغبون في معرفة ما إذا كانوا مهتمين بدرجة كافية بموضوع معين لدراسته بعمق. 7- مع ذلك، الدورات التعليمية المفتوحة واسعة النطاق حاليًا ليس لديها نظام تقييم رسمي أو شهادة.

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6.

**Answers****\*\*Comparison of Photos\*\*:**

- Photo A shows someone taking a selfie outdoors. This suggests that technology, such as smartphones, enables people to capture moments and share their experiences, often for social media or personal memories. The scene focuses on real-world interaction with the environment.
- Photo B depicts a person using a virtual reality headset. This highlights how technology creates immersive experiences in virtual environments, offering entertainment that simulates being in a completely different place or engaging with interactive features.

**\*\*Discussion Points\*\*:**

- **Real-world vs Virtual World\*\*:** In Photo A, the person is interacting with the physical world, while in Photo B, the focus is on a simulated experience.
- **Purpose:** Selfies are typically about capturing a moment to preserve or share it, whereas VR offers the ability to escape or explore an entirely new reality.

**\*\*Questions & Suggested Responses\*\*:**

- **\*\*Student A: Why do people take selfies?**

People take selfies for various reasons, such as documenting special moments, expressing creativity, or sharing their experiences with friends and followers online. It's often a way to connect socially and present a curated image of oneself.

- **Student B: What are the advantages and disadvantages of virtual reality?**

**Advantages:** Virtual reality provides immersive entertainment, enables virtual travel, enhances gaming experiences, and offers innovative uses in education and training.

**\*\*Disadvantages:** It can be expensive, potentially isolating, and may cause discomfort, such as motion sickness. Additionally, overuse may reduce real-life social interactions.

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7.

**Answers****Curating Online Profiles: Benefits and Drawbacks**

In the digital age, online profiles serve as a virtual representation of an individual's identity. Many people dedicate significant time and effort to curating these profiles, creating an idealized image of themselves for various purposes. While this practice has its advantages, it is important to consider the challenges it entails as well.

One of the key benefits of curating an online profile is the ability to showcase talents, achievements, and interests. This is particularly valuable for professional networking platforms, where a polished profile can lead to career opportunities. A well-curated online presence also allows individuals to express their creativity and personality, connecting with others who share similar interests or goals. Moreover, it enables users to control their digital footprint, presenting a version of themselves they wish to share with the world.

However, the practice of curating online profiles is not without its drawbacks. One major concern is the pressure to portray an idealized version of oneself, which may not align with reality. This can lead to feelings of inadequacy or anxiety when individuals compare their lives to the seemingly perfect profiles of others. Additionally, the time spent meticulously editing and updating profiles may detract from real-world interactions and experiences. The curated nature of these profiles can also result in a lack of authenticity, making it difficult for others to form genuine connections.

In conclusion, while curating online profiles offers opportunities for self-expression, professional advancement, and digital control, it can also lead to negative mental health implications and a diminished focus on real-life engagements. Striking a balance between maintaining an online presence and prioritizing authenticity is essential to ensure the practice remains beneficial without causing harm.



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**2.****Answers**

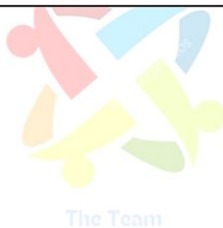
- 1- Because unkind comments are not nice and can make people feel uncomfortable or threatened.
- 2- You should tell a teacher or parent and try to block the person who is cyberbullying.
- 3- When you apply to university or for a job, people might look at your social media history.
- 4- So that you can know who can see what you post online.
- 5- People who might influence you in a negative way.
- 6- It can affect your sleep and make people feel bad about themselves.
- 7- You should turn on privacy settings and a time limit for your social media use. You should turn off location services.

**5.****Answers/ Audioscript 8.9**

- 1- True - it could be archived or saved in a number of different ways
- 2- False - you could 'bury' negative posts by posting a lot of more positive stuff
- 3- False - it's better to have a positive digital footprint than none at all
- 4- False - someone may screenshot and share it, or the app might be hacked

**6.****Answers**

1- e 2- d 3- b 4- a 5- c



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#### Introduction: مقدمة

*Social media allows us to communicate with our friends and family, sharing our ideas and experiences. It allows us to belong to groups of people with the same ideas, hobbies or interests. You can see the works of artists you admire, read about new books or films, research information for your school and learn a range of new skills.*

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تسمح لنا وسائل التواصل الاجتماعي بالتواصل مع أصدقائنا وعائلتنا، ومشاركة أفكارنا وخبراتنا. كما أنها تتيح لنا الانتماء إلى مجموعات من الأشخاص ذوي الأفكار أو الهوايات أو الاهتمامات المشتركة. يمكنك مشاهدة أعمال الفنانين الذين تعجب بهم، قراءة الكتب أو الأفلام الجديدة، البحث عن معلومات لمشروعك الدراسي، وتعلم مجموعة متنوعة من المهارات الجديدة.

#### 1

Commenting when you are online is a good way to feel connected with people, but remember to be constructive in your comments. You would not want people to be unkind in their comments to you, so make sure you are kind to other people. The worst kinds of comments make people feel uncomfortable or even threatened. This is called cyberbullying. If this happens to you or someone you know, make sure you tell a teacher or parent. Try to block the person who is cyberbullying too.

التعليق أثناء وجودك على الإنترنت هو وسيلة جيدة للشعور بالارتباط مع الآخرين، ولكن تذكر أن تكون بناءً في تعليقاتك. لن ترغب في أن يكون الناس غير لطفاء في تعليقاتهم عليك، لذا تأكد من أن تكون لطيفاً مع الآخرين. أسوأ أنواع التعليقات تجعل الأشخاص يشعرون بعدم الراحة أو حتى بالتهديد. يُعرف هذا باسم التنمر الإلكتروني. إذا حدث لك هذا أو حدث لشخص تعرفه، فتأكد من إخبار معلم أو أحد الوالدين. حاول أيضاً حظر الشخص الذي يمارس التنمر الإلكتروني.

#### 2

Social media can play an important part in your education. You can use it to do projects with other students, for example. Remember to write positive comments when you work in pairs or groups, however. You can never delete something that has been on the internet, so think carefully about what you post. Don't forget that when you apply to university or for a job, people might look at your social media history and what you have posted in the past could affect your future prospects.

يمكن أن تلعب وسائل التواصل الاجتماعي دوراً مهماً في تعليمك. يمكنك استخدامها للقيام بالمشاريع مع طلاب آخرين، على سبيل المثال. تذكر أن تكتب تعليقات إيجابية عند العمل في أزواج أو مجموعات. لا يمكنك أبداً حذف شيء كان على الإنترنت، لذا فكّر جيداً فيما تنشره. لا تنسَ أنه عند التقديم للجامعة أو وظيفة، قد ينظر الناس إلى تاريخك في وسائل التواصل الاجتماعي، وما نشرته في الماضي قد يؤثر على فرصك المستقبلية.

#### 3

Privacy is important on social media. Make sure that you know who can see what you post online. Social media sites have privacy settings, so it is best to only allow your friends or fellow students to see what you post, or people you can trust. When you get a

request for someone to be a friend, do not accept it if they are not people you know in the real world. Never agree to meet strangers or give away details about yourself such as your address and telephone number.

الخصوصية مهمة على وسائل التواصل الاجتماعي. تأكد من أنك تعرف من يمكنه رؤية ما تنشره عبر الإنترنت. تحتوي مواقع وسائل التواصل الاجتماعي على إعدادات للخصوصية، لذا من الأفضل السماح فقط لأصدقائك أو زملائك في الدراسة برؤية ما تنشره، أو الأشخاص الذين تثق بهم. عندما تتلقى طلبًا ليكون شخص ما صديقك، لا تقبل ذلك إذا لم يكن من الأشخاص الذين تعرفهم في العالم الواقعي. لا توافق أبدًا على مقابلة الغرباء أو تقديم تفاصيل عن نفسك مثل عنوانك ورقم هاتفك.

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Social media sites can usually track the user's location. This can be useful when you want to meet a friend, for example, but you should not leave location services on permanently. You do not want everyone to know where you are all the time.

يمكن لمواقع وسائل التواصل الاجتماعي عادةً تتبع موقع المستخدم. قد يكون هذا مفيدًا عند رغبتك في لقاء صديق، على سبيل المثال، لكن لا يجب أن تترك خدمات الموقع مفعلة بشكل دائم. لا تريد أن يعرف الجميع مكانك طوال الوقت.

5

It is important to use social media carefully or it can have a negative affect on your life. For example, if you follow someone, make sure they are influencing you in a positive way. If you think this might not be true, you can opt out of content that does not positively affect you.

من المهم استخدام وسائل التواصل الاجتماعي بعناية وإلا فقد يكون لها تأثير سلبي على حياتك. على سبيل المثال، إذا كنت تتابع شخصًا، فتأكد من أنه يؤثر عليك بطريقة إيجابية. إذا كنت تعتقد أن هذا قد لا يكون صحيحًا، يمكنك اختيار إيقاف المحتوى الذي لا يؤثر عليك بشكل إيجابي.

6

To conclude, social media can be a great tool, especially for education, but try not to spend too much time on it. Studies have shown that spending too much time on social media can affect your sleep. It can also make people feel bad about themselves, too, often because the social media user thinks other people are having a better or more exciting time than they are. This is because you only read about people when they are doing interesting or exciting things: people tend not to post about being bored or when they are doing nothing! Some phones have a setting where you can set a time limit for your social media use. It is a good idea to use it.

في الختام، يمكن أن تكون وسائل التواصل الاجتماعي أداة رائعة، خاصةً للتعليم، لكن حاول ألا تقضي الكثير من الوقت عليها. أظهرت الدراسات أن قضاء الكثير من الوقت على وسائل التواصل الاجتماعي قد يؤثر على نومك. ويمكن أن يجعل الأشخاص يشعرون بالسوء حيال أنفسهم، لأن مستخدم وسائل التواصل الاجتماعي غالبًا ما يعتقد أن الآخرين يقضون وقتًا أفضل أو أكثر إثارة منهم. السبب في ذلك هو أنك ترى فقط ما يفعله الناس عندما يكونون منشغلين بأشياء مثيرة أو شيقة: يميل الناس إلى عدم النشر عن الملل أو عدم القيام بشيء! بعض الهواتف تحتوي على إعداد يسمح لك بتحديد وقت لاستخدام وسائل التواصل الاجتماعي. من الجيد استخدامه.



## Ideas for Each Paragraph:

### Introduction:

English: Social media connects people, enabling them to share ideas and explore interests.

Arabic: تربط وسائل التواصل الاجتماعي بين الأشخاص، وتمكنهم من مشاركة الأفكار واستكشاف الاهتمامات

### Paragraph 1:

English: Encourage positive comments online and address the dangers of cyberbullying.

Arabic: تشجيع التعليقات الإيجابية عبر الإنترنت ومعالجة مخاطر التنمر الإلكتروني

### Paragraph 2:

English: Social media as a valuable tool for education and the importance of careful posting.

Arabic: وسائل التواصل الاجتماعي كأداة قيمة للتعليم وأهمية الحذر عند النشر

### Paragraph 3:

English: Maintaining privacy settings to protect personal information and avoid strangers.

Arabic: الحفاظ على إعدادات الخصوصية لحماية المعلومات الشخصية وتجنب الغرباء

### Paragraph 4:

English: The benefits and risks of location tracking on social media.

Arabic: فوائد ومخاطر تتبع الموقع على وسائل التواصل الاجتماعي

### Paragraph 5:

English: Using social media responsibly to avoid negative impacts.

Arabic: استخدام وسائل التواصل الاجتماعي بمسؤولية لتجنب الآثار السلبية

### Paragraph 6:

English: Moderating time spent on social media to avoid sleep and self-esteem issues.

Arabic: تعديل الوقت الذي يقضيه على وسائل التواصل الاجتماعي لتجنب مشكلات النوم وتقدير الذات

## Synonyms and Antonyms for Each Paragraph:

### **Introduction:**

Synonyms: communicate (connect), admire (appreciate), learn (study).

Antonyms: communicate (isolate), admire (dislike), learn (forget).

### **Paragraph 1:**

Synonyms: constructive (positive), threatened (intimidated), kind (compassionate).

Antonyms: constructive (destructive), threatened (secure), kind (harsh).

### **Paragraph 2:**

Synonyms: projects (tasks), prospects (opportunities), affect (impact).

Antonyms: projects (idle), prospects (obstacles), affect (ignore).

### **Paragraph 3:**

Synonyms: privacy (secrecy), strangers (unknowns), details (information).

Antonyms: privacy (exposure), strangers (friends), details (ambiguity).

### **Paragraph 4:**

Synonyms: track (monitor), location (place), permanently (continuously).

Antonyms: track (lose), location (absence), permanently (temporarily).

### **Paragraph 5:**

Synonyms: negative (harmful), opt (choose), influencing (impacting).

Antonyms: negative (positive), opt (reject), influencing (ignoring).

### **Paragraph 6:**

Synonyms: exciting (thrilling), time limit (restriction), studies (research).

Antonyms: exciting (boring), time limit (freedom), studies (assumptions).

## Phrasal Verbs for Each Paragraph:

### Introduction:

Share with, belong to, learn from.

### Paragraph 1:

Comment on, block out, tell on.

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### Paragraph 2:

Work in, think about, delete from.

### Paragraph 3:

Give away, agree to, trust in.

### Paragraph 4:

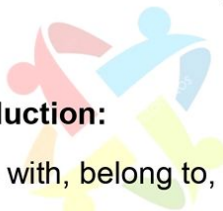
Turn off, track down.

### Paragraph 5:

Follow up, opt out, affect by.

### Paragraph 6:

Set up, spend on, make up for.



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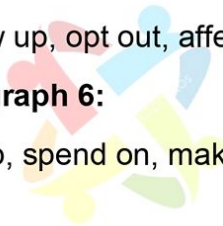
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# Irregular Verbs



## WL10.5

|                  |                                    |                                    |
|------------------|------------------------------------|------------------------------------|
| awake /ə'weɪk/   | awoke /ə'wəʊk/                     | awoken /ə'wəʊkən/                  |
| be /bi:/         | was/were /wɒz/wɜ:/                 | been /bi:n/                        |
| beat /bi:t/      | beat /bi:t/                        | beaten /'bi:tən/                   |
| become /brɪ'kʌm/ | became /brɪ'keɪm/                  | become /brɪ'kʌm/                   |
| begin /brɪ'gɪn/  | began /brɪ'gæn/                    | begun /brɪ'gʌn/                    |
| bet /bet/        | bet /bet/                          | bet /bet/                          |
| bite /baɪt/      | bit /bɪt/                          | bitten /'bɪtən/                    |
| bleed /bli:d/    | bled /bled/                        | bled /bled/                        |
| blow /bləʊ/      | blew /blu:/                        | blown /bləʊn/                      |
| break /breɪk/    | broke /brəʊk/                      | broken /'brəʊkən/                  |
| bring /brɪŋ/     | brought /brɔ:t/                    | brought /brɔ:t/                    |
| build /bɪld/     | built /bɪlt/                       | built /bɪlt/                       |
| burn /bɜ:n/      | burned /bɜ:nd/ or burnt /bɜ:nt/    | burned /bɜ:nd/ or burnt /bɜ:nt/    |
| burst /bɜ:st/    | burst /bɜ:st/                      | burst /bɜ:st/                      |
| buy /baɪ/        | bought /bɔ:t/                      | bought /bɔ:t/                      |
| catch /kætʃ/     | caught /kɔ:t/                      | caught /kɔ:t/                      |
| choose /tʃu:z/   | chose /tʃəʊz/                      | chosen /'tʃəʊzən/                  |
| come /kʌm/       | came /keɪm/                        | come /kʌm/                         |
| cost /kɒst/      | cost /kɒst/                        | cost /kɒst/                        |
| creep /kri:p/    | crept /krept/                      | crept /krept/                      |
| cut /kʌt/        | cut /kʌt/                          | cut /kʌt/                          |
| deal /di:l/      | dealt /delt/                       | dealt /delt/                       |
| dig /dɪg/        | dug /dʌg/                          | dug /dʌg/                          |
| do /du:/         | did /dɪd/                          | done /dʌn/                         |
| draw /drɔ:/      | drew /dru:/                        | drawn /drɔ:n/                      |
| dream /dri:m/    | dreamt /dremt/ or dreamed /dri:md/ | dreamt /dremt/ or dreamed /dri:md/ |
| drink /drɪŋk/    | drank /dræŋk/                      | drunk /drʌŋk/                      |
| drive /draɪv/    | drove /drəʊv/                      | driven /'drɪvən/                   |
| eat /i:t/        | ate /et/                           | eaten /'i:tən/                     |
| fall /fɔ:l/      | fell /fel/                         | fallen /'fɔ:lən/                   |
| feed /fi:d/      | fed /fed/                          | fed /fed/                          |
| feel /fi:l/      | felt /felt/                        | felt /felt/                        |
| fight /faɪt/     | fought /fɔ:t/                      | fought /fɔ:t/                      |
| find /faɪnd/     | found /faʊnd/                      | found /faʊnd/                      |
| fly /flaɪ/       | flew /flu:/                        | flown /fləʊn/                      |
| forbid /fə'brɪd/ | forbade /fə'bæd/                   | forbidden /fə'brɪdn/               |
| forget /fə'get/  | forgot /fə'gɒt/                    | forgotten /fə'gɒtn/                |
| forgive /fə'gɪv/ | forgave /fə'geɪv/                  | forgiven /fə'gɪvən/                |
| freeze /fri:z/   | froze /frəʊz/                      | frozen /'frəʊzən/                  |
| get /get/        | got /gɒt/                          | got /gɒt/                          |
| give /gɪv/       | gave /geɪv/                        | given /'gɪvən/                     |
| go /gəʊ/         | went /went/                        | gone /gɒn/                         |
| grow /grəʊ/      | grew /gru:/                        | grown /grəʊn/                      |
| hang /hæŋ/       | hung /hʌŋ/                         | hung /hʌŋ/                         |
| have /hæv/       | had /hæd/                          | had /hæd/                          |
| hear /hɪə/       | heard /hɜ:d/                       | heard /hɜ:d/                       |
| hide /haɪd/      | hid /hɪd/                          | hidden /'hɪdn/                     |
| hit /hɪt/        | hit /hɪt/                          | hit /hɪt/                          |
| hold /həʊld/     | held /held/                        | held /held/                        |
| hurt /hɜ:t/      | hurt /hɜ:t/                        | hurt /hɜ:t/                        |
| keep /ki:p/      | kept /kept/                        | kept /kept/                        |
| know /nəʊ/       | knew /nju:/                        | known /nəʊn/                       |
| lead /li:d/      | led /led/                          | led /led/                          |
| lean /li:n/      | leant /lent/ or leaned /li:nd/     | leant /lent/ or leaned /li:nd/     |
| learn /lɜ:n/     | learnt /lɜ:nt/ or learned /lɜ:nd/  | learnt /lɜ:nt/ or learned /lɜ:nd/  |
| leave /li:v/     | left /left/                        | left /left/                        |
| lend /lend/      | lent /lent/                        | lent /lent/                        |
| let /let/        | let /let/                          | let /let/                          |
| lie /laɪ/        | lay /leɪ/                          | lain /leɪn/                        |
| light /laɪt/     | lighted /'laɪtəd/ or lit /lɪt/     | lighted /'laɪtəd/ or lit /lɪt/     |

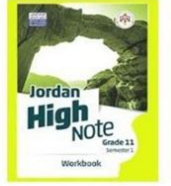
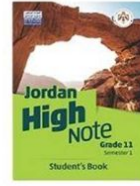
|                          |                                     |                                     |
|--------------------------|-------------------------------------|-------------------------------------|
| lose /lu:z/              | lost /lɒst/                         | lost /lɒst/                         |
| make /meɪk/              | made /meɪd/                         | made /meɪd/                         |
| mean /mi:n/              | meant /ment/                        | meant /ment/                        |
| meet /mi:t/              | met /met/                           | met /met/                           |
| overcome /,əʊvə'kʌm/     | overcame /,əʊvə'keɪm/               | overcome /,əʊvə'kʌm/                |
| pay /peɪ/                | paid /peɪd/                         | paid /peɪd/                         |
| prove /pru:v/            | proved /pru:vd/                     | proved /pru:vd/                     |
|                          |                                     | proven /pru:vən/                    |
| put /pʊt/                | put /pʊt/                           | put /pʊt/                           |
| quit /kwɪt/              | quit /kwɪt/                         | quit /kwɪt/                         |
| read /ri:d/              | read /red/                          | read /red/                          |
| ride /raɪd/              | rode /rəʊd/                         | ridden /'rɪdn/                      |
| ring /rɪŋ/               | rang /ræŋ/                          | rung /rʌŋ/                          |
| rise /raɪz/              | rose /rəʊz/                         | risen /'rɪzən/                      |
| run /rʌn/                | ran /ræn/                           | run /rʌn/                           |
| say /seɪ/                | said /sed/                          | said /sed/                          |
| see /si:/                | saw /sɔ:/                           | seen /si:n/                         |
| seek /si:k/              | sought /sɔ:t/                       | sought /sɔ:t/                       |
| sell /sel/               | sold /səʊld/                        | sold /səʊld/                        |
| send /send/              | sent /sent/                         | sent /sent/                         |
| set /set/                | set /set/                           | set /set/                           |
| shake /ʃeɪk/             | shook /ʃʊk/                         | shaken /'ʃeɪkən/                    |
| shine /ʃaɪn/             | shone /ʃɒn/                         | shone /ʃɒn/                         |
| shoot /ʃu:t/             | shot /ʃɒt/                          | shot /ʃɒt/                          |
| show /ʃəʊ/               | showed /ʃəʊd/                       | shown /ʃəʊn/                        |
| shrink /ʃrɪŋk/           | shrank /ʃræŋk/                      | shrunk /ʃrʌŋk/                      |
| shut /ʃʌt/               | shut /ʃʌt/                          | shut /ʃʌt/                          |
| sing /sɪŋ/               | sang /sæŋ/                          | sung /sʌŋ/                          |
| sink /sɪŋk/              | sank /sæŋk/                         | sunk /sʌŋk/                         |
| sit /sɪt/                | sat /sæt/                           | sat /sæt/                           |
| sleep /sli:p/            | slept /slept/                       | slept /slept/                       |
| smell /smel/             | smelled /smeld/ or smelt /smelt/    | smelled /smeld/ or smelt /smelt/    |
| speak /spi:k/            | spoke /spəʊk/                       | spoken /'spəʊkən/                   |
| speed /spi:d/            | speeded /'spi:dəd/ or sped /sped/   | speeded /'spi:dəd/ or sped /sped/   |
| spell /spel/             | spelt /spelt/                       | spelt /spelt/                       |
| spend /spend/            | spent /spent/                       | spent /spent/                       |
| spill /spɪl/             | spilled /spɪld/ or spilt /spɪlt/    | spilled /spɪld/ or spilt /spɪlt/    |
| split /splɪt/            | split /splɪt/                       | split /splɪt/                       |
| spoil /spɔɪl/            | spoiled /spɔɪld/ or spoilt /spɔɪlt/ | spoiled /spɔɪld/ or spoilt /spɔɪlt/ |
| spread /spred/           | spread /spred/                      | spread /spred/                      |
| stand /stænd/            | stood /stʊd/                        | stood /stʊd/                        |
| steal /sti:l/            | stole /stəʊl/                       | stolen /'stəʊlən/                   |
| stick /stɪk/             | stuck /stʌk/                        | stuck /stʌk/                        |
| strike /straɪk/          | struck /strʌk/                      | struck /strʌk/                      |
| sweep /swi:p/            | swept /swept/                       | swept /swept/                       |
| swim /swɪm/              | swam /swæm/                         | swum /swʌm/                         |
| swing /swɪŋ/             | swung /swʌŋ/                        | swung /swʌŋ/                        |
| take /teɪk/              | took /tʊk/                          | taken /'teɪkən/                     |
| teach /ti:tʃ/            | taught /tɔ:t/                       | taught /tɔ:t/                       |
| tear /teə/               | tore /tɔ:/                          | torn /tɔ:n/                         |
| tell /tel/               | told /təʊld/                        | told /təʊld/                        |
| think /θɪŋk/             | thought /θɔ:t/                      | thought /θɔ:t/                      |
| throw /θrəʊ/             | threw /θru:/                        | thrown /θrəʊn/                      |
| understand /,ʌndə'stænd/ | understood /,ʌndə'stʊd/             | understood /,ʌndə'stʊd/             |
| upset /,ʌp'set/          | upset /,ʌp'set/                     | upset /,ʌp'set/                     |
| wake /weɪk/              | woke /wəʊk/                         | woken /'wəʊkən/                     |
| wear /weə/               | wore /wɔ:/                          | worn /wɔ:n/                         |
| win /wɪn/                | won /wʌn/                           | won /wʌn/                           |
| wind /waɪnd/             | wound /waʊnd/                       | wound /waʊnd/                       |
| withdraw /wɪð'drɔ:/      | withdrew /wɪð'dru:/                 | withdrawn /wɪð'drɔ:n/               |
| write /raɪt/             | wrote /rəʊt/                        | written /'rɪtn/                     |

UNIT 08

# THE TEAM

الفريق

2008



الوحدة الثامنة

- ترجمة حقيقية للنصوص و أسئلة مقترحة
- حل جميع تمارين كتاب الطالب
- حل جميع تمارين كتاب الأنشطة
- المفردات و المعاني مع أمثلة مقترحة
- شرح القواعد مع أمثلة مقترحة

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