

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

# النور في اللغة الانجليزية

( 2026 - 2025 )

Grade 11



## Unit 1

الاول الثانوي



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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**High Note 4**

**Unit 1**



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## Comprehension

1. The article states three ( reasons , results , benefits , ways , examples , ..... )

Write down these two / three .....

النص يبين ثلاث ( اسباب - نتائج - فوائد - طرق - امثلة - ..... ) اكتبهم ..

2. The text mentions two ( factors , effects , advantages , disadvantages , ..... )

Mention them. / write them down

النص يذكر اثنان من ( العوامل - اثار - ايجابيات - سلبيات .... ) اذكرهم ..

3. The writer explains some / many ( solutions , steps , characteristics , kinds , aspects )

What are they ?

الكاتب يوضح بعض / الكثير من ( الحلول - الخطوات - الميزات - الانواع - المجالات ) ما هي ؟

4. Quote the sentence which indicates (shows / states / tells) that .....

Write down the sentence which .....

. اكتب الجملة ذات الفكرة المطلوبة من النقطة الى النقطة او ( ! ) او ( ؟ )

5. Find a word which means .....

which have the same meaning of .....

Replace the underlined word / phrasal verb ( ..... ) with the same meaning .

6. What does the underlined pronoun ..... refer to ?

It .....

he , him , his .....

they .....

she , her .....

I , we ----- the speaker

you ----- the reader

## Critical Thinking

7. It is said that ----- . Explain this statement , and in two sentences, write down your point of view.

اطرح سؤال اما ب ( How ) او ( Why )

Answer : I think ----- because + S + V .....

Also , .....

8. Suggest three possible ----- / Mention three -----

( reasons / results / advantages / disadvantages / ways .... )

### اقتراحات عامة

I suggest :

- |                                      |                                      |                                    |
|--------------------------------------|--------------------------------------|------------------------------------|
| - Thinking positively.               | - Increasing awareness               | - Using social media               |
| - Dealing with this subject wisely . | - Developing skills                  | - Saving time and effort           |
| - Making a lot of effort             | - Developing abilities               | - Getting better job opportunities |
| - Feeling more satisfied with life   | - Overcoming life challenging        | -                                  |
| - Trying hard                        | - Decreasing -----                   | - Helping -----                    |
| - Keeping trying                     | - Increasing -----                   | - Developing -----                 |
| - Preparing                          | - Using / strengthening / regulating |                                    |

## كلمات مهمة في القطع

ways طرق	methods طرق	reasons اسباب	causes اسباب	advantages	disadvantages سلبيات
results نتائج	solutions حلول	factors عوامل	suggestions اقتراح	differences اختلاف	facilities منشآت
difficulties صعوبات	problems مشاكل	punishments عقاب	achievements انجازات	skills مهارات	changes تغيرات
features ميزات	qualities صفات	aims اهداف	characteristics ميزات	ideas افكار	aspects مجالات
troubles مشاكل	conditions ظروف	examples امثلة	kinds انواع	types انواع	Consequences نتائج
objectives اهداف	goals / purposes اهداف	describe يصف	influence يؤثر	effects / impact اثار	reasons / causes
text نص	paragraph فقرة	word كلمة	find اوجد	quote اقتبس	indicate يشير الى
tell يخبر	show يبين	state تبين	prefer يفضل	sentence جملة	underlined تحت خط
write down اكتب	justify علل	suggest اقترح	mention اذكر	according وفقاً	following التالي
describe اوصف	mean يعني	steps خطوات	view نظرة		

## Pronouns

### الضمائر

Reflexive Pronouns	Subjective Pronouns ضمائر الفاعل	Objective Pronouns ضمائر المفعول به	Possessive Adjectives ضمائر الملكية
myself	I	me	my
himself	he	him	his
herself	she	her	her
ourselves	we	us	our
themselves	They	them	their
itself	it	it	its
yourself – yourselves	You + V	V + you	your

# Questions

تنقسم الأسئلة باللغة الانجليزية الى قسمين :

1. الأسئلة التي تبدأ ب ( wh ) وتسمى ( Wh- Questions ) وتكون الاجابة عليها بمعلومة كاملة ومن عائلتها ( How ) . (

2. الأسئلة التي لا تبدأ ب ( Wh – Questions ) ولكن تبدأ بجميع الأفعال المساعدة ونجيب عليها ب ( Yes / No ) وتسمى ( Yes / No Questions )

## ( Wh- Questions )

Wh – word / How	المعنى	الاستخدام	مثال
Who	من	الفاعل - العاقل	Who is your English teacher ?
Whose	لمن	المفعول به - العاقل	Whose car is this ?
Whom	من	المفعول به - العاقل	Whom do you study with ?
What	ماذا	الفاعل او المفعول به / غير العاقل	What is your favourite subject ?
Where	أين	للمكان	Where did you study Medicine ?
When	متى	للزمان	When do you have the English lesson ?
Why	لماذا	للسبب	Why do you come to school late ?
Which	أي	للتخيير	Which colour do you like ?
How	كيف	للطريقة او الحال	How do you go to the university ?
How many	كم عدد	للمعدود	How many brothers have you got ?
How much	كم كمية / كم سعر	لغير المعدود	How much money did you spend ?
How old	كم عمر	للعمر	How old are you ?
How often	كم مرة	للتكرار	How often do you visit your friends ?
How far	كم البعد	للمسافة	How far is your house from your school ?

## Contractions الاختصارات

Verb	Affirmative	Negative- not	Verb	Affirmative	Negative- not
is	's	isn't – is not	will	'll	won't – will not
are	're	aren't – are not	do	لا يختصر	don't – do not
am	'm	'm not – am not	does	لا يختصر	doesn't – does not
has	's	hasn't – has not	did	لا يختصر	didn't – did not
have	've	haven't – have not	can	لا يختصر	can't – can not
had	'd	hadn't – had not	must	لا يختصر	mustn't – must not
would	'd	wouldn't – would not	was were	لا يختصر	wasn't – was not weren't – were not

# UNIT ONE

## Messaging through time ... (Vocabulary)

SB – page 4

ارسال الرسائل عبر الزمن

Since the dawn of time, people **1 have been using** different ways of communicating at a distance. In ancient times, they (people) used smoke signals and after writing developed, they (people) **2 invented** more ingenious methods of delivering messages; for example, sending a message in a bottle. At the turn of the 20th century, bottles were found which (bottles) had been sent by people who (people) **3 were travelling** on board the Titanic.

منذ فجر التاريخ، استخدم الناس طرقًا مختلفة للتواصل عن بعد. في العصور القديمة، استخدم الناس الإشارات الدخانية، وبعد تطور الكتابة، اخترعوا طرقًا أكثر براعة في إيصال الرسائل؛ على سبيل المثال، إرسال رسالة في زجاجة. في مطلع القرن العشرين، تم العثور على زجاجات أرسلها أشخاص كانوا على متن سفينة تايทานيك.

### 1. When have people using different ways of communicating at a distance ?

Since the dawn of time, people have been using different ways of communicating at a distance.

### 2. What did people use to deliver messages in ancient times ? Mention two ways.

They used **smoke signals** and sending a message in a bottle .

### 3. Mention two ingenious methods for delivering messages .

**There are some historical methods of long distance communication.**

**Write down two of them.**

Smoke signals **and** sending a message in a bottle .

### 4. Where were bottles found at the turn of the 20<sup>th</sup> century ?

Bottles were found in the sea .

### 5. Who sent the bottles at the turn of the 20<sup>th</sup> century ?

People who were travelling on board the Titanic.

Happier stories have also come to light. In 1956, Ake Viking, a Swede, tossed a letter into the sea, hoping it (a letter) would reach his future wife. Two years later, he (Ake Viking) received a letter from a Sicilian girl, Paolina, who (Paolina) **4 had found** his (Ake Viking) bottle and soon after they (Ake Viking and Paolina) were married!

كما ظهرت قصص أكثر سعادة أيضا . في عام 1956، ألقى آكي فايكنغ، وهو سويدي، رسالة في البحر، على أمل أن تصل إلى زوجته المستقبلية. وبعد عامين، تلقى رسالة من فتاة صقلية تدعى باولينا والتي عثرت على زجاجته وبعد وقت قصير تزوجا!

### 1. Who tossed a letter into the sea in 1956, hoping it would reach his future wife ?

Ake Viking - ( got married in 1958 )

### 2. Why did Ake Viking toss a letter into the sea ?

Hoping it would reach his future wife.

### 3. Who received Ake Viking's letter ?

A Sicilian girl, Paolina

### 4. Write down the names of the two partners who got married as a result of sending messages in a bottle .

Ake Viking and Paolina

The invention of the telegraph in 1837 sped up communication dramatically. A criminal, John Tawell, was caught after he (John Tawell) had escaped on the train to London. A telegram was sent to the London police, and they (London police) **5 were waiting** for him (John Tawell) when he arrived there (London).

In Jordan, there are over six million mobile phones in use by the population.

But you (the reader) can still send telegrams through the Jordan Post Company!

أدى اختراع التلغراف عام 1837 إلى تسريع الاتصالات بشكل كبير. تم القبض على المجرم جون تاويل بعد هروبه بالقطار إلى لندن. تم إرسال برفقية إلى شرطة لندن، وكانوا ينتظرونه عند وصوله إلى هناك. في الأردن، يوجد أكثر من ستة ملايين هاتف محمول يستخدمه السكان. ولكن لا يزال بإمكانك إرسال البرقيات عبر شركة البريد الأردني!

**1. When was the telegraph invented ? ( Quote the sentence )**

In 1837

**2. What was the result of the invention of the telegraph in 1837 ?**

The invention of the telegraph sped up communication dramatically

**3. How did the invention of the telegraph affect ( speed up ) communication ?**

A criminal was caught after sending a telegram to the police .

**4. How many mobile phones are in use by the population in Jordan ?**

Six million mobile phones

**5. Is it still possible to send telegrams in Jordan ? Which company does that ?**

Yes, it is . The Jordan Post Company

Since the invention of the mobile phone and the Internet, the world **6 has become** a different place. People **7 are still sending** messages and it (sending messages) usually **8 takes** only seconds to deliver them (messages). But **9 are we** (the readers) **now forgetting** how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet **10 has changed** someone's life for the better.

منذ اختراع الهاتف المحمول والإنترنت، أصبح العالم مكانًا مختلفًا. لا يزال الناس يرسلون الرسائل وعادةً ما يستغرق الأمر ثوانٍ فقط لتسليمها. لكن هل ننسى الآن كيفية التواصل وجهاً لوجه؟ لا شك أن هناك بعض التحديات، ولكن هناك أيضًا أمثلة على الحالات التي غير فيها الإنترنت حياة شخص ما إلى الأفضل.

**1. Two means of communications has changed the world. Mention them.**

The mobile phone and the Internet

**2. How long does it take to send a message now ?**

It usually takes only seconds

Look at Tara Taylor's case, a mother who (a mother) **lives** in the USA and is often on social media : when she uploaded a photo of her (Tara Taylor) daughter on social media, a friend spotted a problem with one of the child's eyes. It turned out that the girl had a rare disease, but her sight was saved!

انظر إلى حالة تارا تايلور، وهي أم تعيش في الولايات المتحدة الأمريكية : عندما قامت بتحميل صورة ابنتها على وسائل التواصل الاجتماعي، اكتشف أحد الأصدقاء مشكلة في إحدى عيني الطفلة. وتبين أن الفتاة أصيبت بمرض نادر، لكن تم انقاذ بصر الطفلة !

**1. Who uploaded a photo of her daughter on social media ? Where does she live ?**

Tara Taylor

**2. What problem did her friend spot about the girl ? Did she help the daughter ?**

The girl had a rare disease.

**3. What's the effect of the internet on the daughter's life ?**

Her sight was saved

**4. The means of communication can change the life of people.**

**Give two examples from the text.**

- Tara Taylor's daughter's sight was saved
- A criminal was caught after sending a telegraph to the police .
- Ake Viking and Paolina were married .

**Read the article and check which forms of communication ...**

**(SB - 1 - P 4)**

- Which form of communication make it easier to stay in touch nowadays.

**mobile phones, Internet**

الهواتف المحمولة والإنترنت

• تسهيل البقاء على اتصال في الوقت الحاضر.

- Which form of communication were a good way to quickly spread the message that an enemy was coming

**smoke signals**

إشارات الدخان

• كانت طريقة جيدة لنشر رسالة مفادها أن العدو قادم بسرعة.

- Which form of communication can carry a message over a long distance.

**telegraph, mobile phones**

التلغراف والهواتف المحمولة

• يمكن أن يحمل رسالة عبر مسافة طويلة.

- Which form of communication can be used to convey a short and simple message.

**telegraph, mobile phones**

التلغراف والهواتف المحمولة

• يمكن استخدامها لنقل رسالة قصيرة وبسيطة.

- Which form of communication could be a good way to make contact if you were stuck on a desert island.

**message in a bottle**

رسالة في زجاجة

• يمكن أن تكون طريقة جيدة للاتصال إذا كنت عالقًا في جزيرة صحراوية.

**contact – message – touch ( collocations )**

**(SB – 2 - P 4)**

collocation	meaning
<b>deliver a message</b>	Ahmad <b>delivers a message</b> to his manager . يوصل رسالة / يسلم رسالة مكتوبة لشخص ما
<b>spread a message</b>	Social media <b>spread a message</b> to to all the people that ... ينشر رسالة للعامة
<b>carry a message</b>	Bottles can <b>carry messages</b> . يحمل / ينقل رسالة عن طريق شيء ( زجاجة )
<b>convey a message</b>	Rossetta stone <b>conveys a message</b> about the past . يحمل او يوصل معنى رسالة / ينقل فكرة
<b>pass on a message</b>	He <b>passes on</b> a message to the class and told them that..... يمرر رسالة محكية
<b>stay in touch</b>	= maintain a contact يبقى على تواصل
<b>keep in touch</b>	يحافظ على التواصل
<b>lose touch</b>	يفقد التواصل اجتماعيا
<b>establish contact</b>	يبدأ – يؤسس للتواصل
<b>maintain contact</b>	يبقى – يحافظ على التواصل
<b>lose contact</b>	يفقد التواصل عن طريق الاداة ( التلفون – الايميل – الفيسبوك )



## ACTIVE READING

### Identifying the author's opinion

SB page 6

In a text, the author presents his/her point of view on a topic and different arguments to support that view.

1. Writers often use opinion verbs and phrases to signal their position,  
1. غالبًا ما يستخدم الكتاب أفعال وعبارات الرأي للإشارة إلى موقفهم،  
e.g. I feel ..., I think ..., In my opinion ..., etc.
2. Sometimes they express their views more subtly by using modal verbs,  
2. في بعض الأحيان يعبرون عن آرائهم بمهارة أكبر باستخدام الأفعال الشكلية،  
e.g. We should ..., It must be ..., etc.
3. They may also use phrases of probability,  
3. يمكنهم أيضًا استخدام عبارات الاحتمال،  
e.g. Maybe ..., Possibly ..., etc.

## MAKING CONTACT ( Reading )

SB – page 6

By Amer Asmar

We know that some animals understand basic instructions, allowing travellers to control their (travelers ) horses or camels, for example. But although some of the more intelligent animals can **figure out** what we want them (intelligent animals ) to do, we have long assumed that communication with – and between – animals must be limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both **take in** what we are saying and **get across** complex ideas.

نحن نعلم أن بعض الحيوانات تفهم التعليمات الأساسية، مما يسمح للمسافرين بالتحكم في خيولهم أو جمالهم، على سبيل المثال. ولكن على الرغم من أن بعض الحيوانات الأكثر ذكاءً يمكنها معرفة ما نريد منها أن تفعله، فقد افترضنا منذ فترة طويلة أن التواصل مع الحيوانات وفيما بينها يجب أن يكون محدودًا. ومع ذلك، وبفضل العمل الذي قامت به عالمة الطبيعة جين جودال منذ الستينيات، يجب أن نأخذ على محمل الجد احتمال أن بعض الحيوانات يمكنها استيعاب ما نقوله والتعبير عن أفكار معقدة.

### 1. What allow travelers to control their horses and camels ?

Some animals understand basic instructions

1. ما الذي يسمح للمسافرين بالتحكم في خيولهم وجمالهم؟

### 2. What can some intelligent animals figure out ?

They figure out what we want them to do

2. ما الذي يمكن لبعض الحيوانات الذكية اكتشافه؟

### 3. Some animals can do two things according to Jan's work. Mention them.

3. يمكن لبعض الحيوانات أن تفعل شيئين وفقًا لعمل جان. أذكرهما.

1. take in what we are saying
2. get across complex ideas.

### 4. What are the two most important features of animals communication ?

4. ما هي أهم سمات للتواصل بين الحيوانات؟

- Some animals can take in what we are saying .
- Some animals can get across complex ideas .

### 5. There are two assumptions based on Jane Goodall studies. Mention them.

5. هناك افتراضان يعتمدان على دراسات جين جودال. أذكرهما.

- Some animals can take in what we are saying .
- Some animals can get across complex ideas .

### 6. Find a phrasal verb which means " understand and remember".

take in

6. ابحث عن فعل مركب يعني "افهم وتذكر".

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who (Dr Dolittle ) could talk to animals. Perhaps this (loving reading .... animals ) is what inspired her (Jane Goodall ) to go to Africa when she (Jane Goodall ) was in her (Jane Goodall ) 20s. Here she (Jane Goodall ) **came across** a scientist who (a scientist ) asked Jane if she (Jane Goodall ) might want a job observing chimpanzees in the wild. She (Jane Goodall ) immediately said yes. She(Jane Goodall ) went with her (Jane Goodall ) mother to the shores of Lake Tanganyika in Tanzania to start her (Jane Goodall ) new job, and it was not long before she (Jane Goodall ) **made out** a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

عندما كانت جين طفلة، أحببت قراءة الكتب عن شخصية خيالية تدعى الدكتور دوليتل، والتي يمكنها التحدث إلى الحيوانات. ولعل هذا هو ما ألهمها للذهاب إلى أفريقيا عندما كانت في العشرينات من عمرها. هنا التقت بعالم سأل جين عما إذا كانت ترغب في الحصول على وظيفة مراقبة الشمبانزي في البرية. قالت نعم على الفور. ذهبت مع والدتها إلى شواطئ بحيرة تنجانيقا في تنزانيا لبدء عملها الجديد، ولم يمض وقت طويل قبل أن تتعرف على مجموعة من الشمبانزي في الأشجار المحيطة بمنطقة تسمى الآن حديقة جومبي ستريم الوطنية.

### 1. Who could talk to animals ?

A fictional character called Dr Dolittle

1. من يمكنه التحدث مع الحيوانات؟

### 2. What inspired Jane to go to Africa when she was in her 20s ?

Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals.

2. ما الذي ألهم جين للذهاب إلى أفريقيا عندما كانت في العشرينات من عمرها؟

### 3. Does Jane agree to work in a job observing chimpanzees in the wild? Who offered her ?

Yes, she does . A scientist whom she came across.

3. هل توافق جين على العمل في وظيفة مراقبة الشمبانزي في البرية؟ ومن عرض عليها؟

### 4. Why did she go to the shores of Lake Tanganyika in Tanzania ? Who went with her ?

She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job.

4. لماذا ذهبت إلى شواطئ بحيرة تنجانيقا في تنزانيا؟ ومن ذهب معها؟

### 5. Where did she make out a group of chimpanzees ?

In the trees around an area now called the Gombe Stream National Park.

5. أين تعرفت على مجموعة من الشمبانزي؟

### 6. What was the contribution of Dr Dolittle to Janes discoveries ?

He inspired her to go to Africa because he could talk to animals .

6. ما هي مساهمة الدكتور دوليتل في اكتشافات جين؟

### 7. What kind of Job did Jane get at Gombe Stream National Park ?

Observing chimpanzees in the wild.

7. ما نوع الوظيفة التي حصلت عليها جين في متنزه جومبي ستريم الوطني؟

### 8. Quote the sentence which shows that Dr Dolittle is a fictional ( imaginary ) character .

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals.

8. اقتبس الجملة التي تدل على أن الدكتور دوليتل شخصية خيالية.

### 9. Who offered Jane the job of observing wild animals ?

A naturalist Dr Dolittle

9. من الذي عرض على جين مهمة مراقبة الحيوانات البرية؟ عالم طبيعة

How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as they (a group of wild chimpanzees) saw her. But maybe because she (Jane Goodall) knew very little about these wild animals, it is highly likely that her (Jane Goodall) calmness gained their (a group of wild chimpanzees) trust. It was only later that Jane would learn how dangerous they (a group of wild chimpanzees) could be. She (Jane Goodall) saw that different groups of chimpanzees had battles in which they (different groups of chimpanzees) tried to **wipe out** the rival group.

كيف يمكن لامرأة إنجليزية شابة ليس لديها أي تدريب علمي أن تتواصل مع مجموعة من الشمبانزي البري؟ في البداية، هربت الحيوانات بمجرد رؤيتها. ولكن ربما لأنها لم تكن تعرف سوى القليل عن هذه الحيوانات البرية، فمن المحتمل جدًا أن يكون هدوءها قد أكسبها ثقتهم. في وقت لاحق فقط عرفت جين مدى خطورتهم. ورأت أن مجموعات مختلفة من الشمبانزي خاضت معارك حاولوا فيها **القضاء على** المجموعة المنافسة.

But before this, her studies showed her (Jane Goodall) that the chimpanzees could clearly communicate, allowing them (the chimpanzees) to groom and help each other, share food as well as have arguments. Jane **pointed out** that the animals couldn't communicate using language like people, but they could communicate by touch and sound. Amazingly, she (Jane Goodall) also realised they (the chimpanzees) could use sign language.

ولكن قبل ذلك، أظهرت لها دراساتها أن الشمبانزي يمكنه التواصل بوضوح، مما يسمح له برعاية ومساعدة بعضهم البعض ومشاركة الطعام وكذلك الدخول في جدالات. **وأشارت** جين إلى أن الحيوانات لا تستطيع التواصل باستخدام اللغة مثل البشر، لكنها تستطيع التواصل عن طريق اللمس والصوت. ومن المثير للدهشة أنها أدركت أيضًا أن بإمكانهم استخدام لغة الإشارة.

### 1. How could Jane make contact with a group of wild chimpanzees? What helped her ?

Her calmness gained their trust.

1. كيف استطاعت جين التواصل مع مجموعة من الشمبانزي البري؟ ما الذي ساعدها؟

### 2. How did she learn that chimpanzees could be dangerous ?

She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival group.

2. كيف عرفت جين أن الشمبانزي يمكن أن يكون خطرًا؟

### 3. Jan's studies about chimpanzees showed her many things. What are they ?

a. the chimpanzees could clearly communicate, allowing them to groom and help each other, share food as well as have arguments.

3. أظهرت دراسات جان عن الشمبانزي أشياء كثيرة. ما هم ؟

### 4. Chimpanzees communicate using different ways . Mention three .

a. They could communicate by touch and sound.

b. They could use sign language.

4. يتواصل الشمبانزي بطرق مختلفة. اذكر ثلاثة .

### 5. Chimpanzees use communication for many purposes. Write down two of them .

a. groom and help each other    b. share food    c. have arguments.

### 6. Find a word which means that " a person or a group that competes with others".

Rival

6. ابحث عن كلمة تعني "شخص أو مجموعة تتنافس مع الآخرين".

## Critical Thinking :

What opinions about communication does the author express?

How far do you agree with him?

At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young. Through her (Jane Goodall) work, Jane **spelled out** to the scientific community for the first time that animals, too, could use tools. Jane went on to write a number of books about her (Jane Goodall) work. As well as explaining chimpanzees' highly developed social behaviour, she (Jane Goodall) taught us that they (the chimpanzees) are omnivores (people used to think they were vegetarian). In 2002, she became a UN Messenger for Peace.

في هذا الوقت، اعتقد الناس أن البشر فقط هم من يمكنهم استخدام الأدوات، لكن جين شاهدها الشمبانزي يستخدم العصي لأخذ النمل من الشجرة، ثم استخدم العصي لإطعام النمل لصغارهم. من خلال عملها، **أوضحت** جين للمجتمع العلمي لأول مرة أن الحيوانات أيضًا يمكنها استخدام الأدوات. واصلت جين كتابة عدد من الكتب عن عملها. بالإضافة إلى شرح السلوك الاجتماعي المتطور للغاية لدى الشمبانزي، علمتنا أنهم حيوانات آكلة اللحوم (اعتاد الناس على الاعتقاد بأنهم نباتيون). وفي عام 2002، أصبحت سفيرة للأمم المتحدة للسلام.

### 1. Chimpanzees could use tools. What kind of tools do they use ?

Sticks

1. يمكن للشمبانزي استخدام الأدوات. ما نوع الأدوات التي يستخدمونها؟

### 2. Chimpanzees use tools for two purposes . What are they ?

a. to take ants from a tree b. to feed the ants to their young.

2. يستخدم الشمبانزي الأدوات لهذين . ما هم ؟

### 3. What did Jane call Chimpanzees ? Why ?

Omnivores (people used to think they were vegetarian).

3. ماذا أطلقت جين على الشمبانزي؟ لماذا ؟

### 4. What evidence did Jane rely on to prove that animals use tools ?

Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young.

4. ما الدليل الذي اعتمدت عليه جين لإثبات أن الحيوانات تستخدم الأدوات؟

### 8. Jane explained two facts about chimpanzees in her book. Write them down.

- She explained highly developed social behavior about them.
- They are omnivores .

8. شرحت جين حقيقتين عن الشمبانزي في كتابها. اكتبهم.

In my opinion, Jane Goodall **brought about** a complete change in the way people understood how animals can communicate. Since her (Jane Goodall) work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, who (whales and elephants) can **pick up** sounds made by other whales and elephants over large distances. I feel that we may well learn even more about animal communication in the future.

في رأيي، **أحدثت** جين جودال تغييرًا كاملاً في الطريقة التي يفهم بها الناس كيفية تواصل الحيوانات. منذ عملها في تنزانيا، واصل علماء الطبيعة دراسة أشكال مختلفة من التواصل بين الحيوانات مثل الحيتان والفيلة، التي يمكنها التقاط الأصوات التي تصدرها الحيتان والفيلة الأخرى من مسافات بعيدة. أشعر أننا قد نتعلم المزيد عن التواصل مع الحيوانات في المستقبل.

### 1. What did Jane bring about in understanding the chimpanzees ?

Jane Goodall brought about a complete change in the way people understood how animals can communicate.

1. ما الذي حققته جين في فهم الشمبانزي؟

### 2. Who have continued Jan's study ? What do they study ?

naturalists have continued to study different forms of communication between animals

2. من تابع دراسة جين؟ ماذا يدرسون ؟

### 3. What can whales and elephants pick up ?

They can **pick up** sounds made by other whales and elephants over large distances.

3. ما الذي يمكن أن تلتقطه الحيتان والفيلة؟

### 4. Quote the sentence which indicates the author's opinion about animal communication in the future.

I feel that we may well learn even more about animal communication in the future.

4. اقتبس الجملة التي تشير إلى رأي المؤلف في التواصل مع الحيوانات في المستقبل.

word	meaning	Arabic
omnivore	a living being that eats plants and animals	اكل النباتات والحيوانات
rival	a person or group that competes with others	منافس
groom	to brush and clean fur	يعتني

### SB – page 6

#### 1 According to the author, how did Jane get the chimpanzees to trust her?

1 وفقاً للمؤلف، كيف جعلت جين الشمبانزي يثق بها؟

- She talked to them.
- She was relaxed with them.
- They did not know she was there.

#### 2 What were the two most important discoveries that Jane made?

2 ما أهم اكتشافين توصلت إليهما جين؟

- The chimpanzees could talk and make tools.
- The chimpanzees had fights and disciplined their children.
- The chimpanzees could use tools and communicate using sign language.

#### 3 What does the author believe might happen if humans could talk to animals?

3 ماذا يعتقد المؤلف أنه قد يحدث إذا تمكن الإنسان من التحدث إلى الحيوانات؟

- We would change our minds about how animals communicate.
- We might learn to communicate like whales and elephants.
- They might teach us important lessons.

(1. b 2. c 3. c)

### Phrasal verbs

SB – page 7

الإفعال الاصطلاحية

#### 4. Match the highlighted phrasal verbs from the article with their definitions below.

Phrasal verbs	meaning	Arabic
figure out	to solve a problem or <b>understand</b> something	يعرف - يكتشف - يفهم - يحل
make out	to see something with difficulty	يتعرف على - يرى بصعوبة - يميز -
wipe out	to destroy something completely	يقضي على - يدمر - يزيل
point out	to tell someone something you think they don't know = draw attention	يخبر شخص عن شيء لا يعرفه
spell out	to <b>explain</b> something very clearly	يوضح - يشرح بالتفصيل
come across	to meet or find something or someone by chance	يلتقي - يقابل - يعثر - يصادف
get across	to successfully communicate a message/ an idea	يعبر - يوصل فكرة للآخرين
take in	to <b>understand</b> and remember something you are told = process	يستوعب ويتذكر - يفهم
bring about	to <b>cause</b> something to happen	يحدث - يسبب
pick up	to receive sounds, phone signals, etc.	يلتقط إشارة - يأخذ

A recent study in the UK revealed that only about 25% ( a quarter ) of adults in the UK can hold a conversation in a foreign language. **1 D** - This was attributed to a mixture of cultural reasons and past government policies. However, language learning is now being prioritized in schools. French, Spanish and German are three of the languages identified as the most important.

كشفت دراسة حديثة في المملكة المتحدة أن حوالي 25% فقط من البالغين يمكنهم إجراء محادثة بلغة أجنبية. 1 د - يُعزى ذلك إلى تنوع من الأسباب الثقافية والسياسات الحكومية السابقة. ومع ذلك، يتم الآن إعطاء الأولوية لتعلم اللغة في المدارس. الفرنسية والإسبانية والألمانية هي ثلاث من اللغات التي تم تحديدها على أنها الأكثر أهمية.

**1. What did a recent study in the UK reveal about language proficiency among adults?**

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language.

**2. Only about 25% of adults in the UK can hold a conversation in a foreign language.**

**Give the reason .**

This was attributed to a mixture of cultural reasons and past government policies.

**3. There are three languages which are identified as the most important. Mention them.**

French, Spanish and German

On the other hand, the situation in other countries is different. **2 G**- The vast majority of students at secondary school learn a foreign language, which is often English.

English is now a compulsory subject in many primary schools too. Fluency in a foreign language is highly important for a student's future. There are many reasons for this. Firstly, having a good command of a foreign language can help young people be successful in their chosen career. What's more, proficiency in a different language also makes travelling less stressful and fun! **3 A**- Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken. This is a great way of promoting global understanding too.

ومن ناحية أخرى، فإن الوضع في بلدان أخرى مختلف. 2 ز - الغالبية العظمى من طلاب المرحلة الثانوية يتعلمون لغة أجنبية وهي اللغة الإنجليزية في أغلب الأحيان. تعتبر اللغة الإنجليزية الآن هي مادة إجبارية في كثير من المدارس الابتدائية أيضا. إن إتقان لغة أجنبية أمر مهم للغاية لمستقبل الطالب. يوجد أسباب كثيرة لهذا. أولاً، إن إتقان لغة أجنبية بشكل جيد يمكن أن يساعد الشباب على النجاح في حياتهم المهنية التي يختارونها. علاوة على ذلك، فإن إتقان لغة مختلفة يجعل السفر أقل إرهاقاً وممتعاً! 3 أ - أخيراً، لا ينبغي أن ننسى أنه عندما يتعلم الطلاب لغة أجنبية، فإنهم يتعلمون أيضاً عن ثقافة البلد أو البلدان التي يتم التحدث بها. وهذه طريقة رائعة لتعزيز التفاهم العالمي أيضاً.

**1. What do The vast majority of students at secondary school learn ?**

A foreign language, which is often English

**2. Fluency in a foreign language is considered important for a student's future.**

**Mention three reasons .**

- Having a good command of a foreign language can help young people be successful in their chosen career.
- Proficiency in a different language also makes travelling less stressful and fun!
- When students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.

However, is English really as crucial as the large number of students of English would suggest? **4 F-** Brazil, Russia, India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries. The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering.

ومع ذلك، هل اللغة الإنجليزية مهمة حقًا كما يقترح العدد الكبير من طلاب اللغة الإنجليزية؟ 4 و- تعتبر البرازيل وروسيا والهند والصين من الاقتصادات الناشئة الرئيسية، لذلك يبدو من المنطقي دراسة إحدى اللغات الرئيسية المستخدمة في هذه البلدان. من الصعب الإجابة على السؤال حول اللغات التي ستهيمن على المستقبل. يعتمد الأمر حقًا على المستقبل الذي نفكر فيه.

**1. Why would it seem to make sense to study one of the main languages spoken in Brazil , Russia , India and China ?**

Because Brazil, Russia, India and China are considered to be the main emerging economies

**2. Why is it difficult to know which languages will dominate the future ?**

Because it really depends upon which future we are considering.

Take the future of business. For example , **5 C-** It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English. Reports also suggest Arabic and Spanish will be important languages to do business in. As far as travel is concerned, Chinese is the most spoken language in the world, but as it is complex, it isn't the ideal lingua franca. **6 E -** Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.

خذ مستقبل الأعمال. على سبيل المثال، 5 ج- من السهل إيصال رسالتك في فندق أو مطعم باللغتين الإسبانية والفرنسية، ولكن لا يتم التحدث بها على نطاق واسع أو بسهولة تعلمها مثل اللغة الإنجليزية. تشير التقارير أيضًا إلى أن اللغتين العربية والإسبانية ستكونان لغتين مهمتين لممارسة الأعمال التجارية. وفيما يتعلق بالسفر، فإن اللغة الصينية هي اللغة الأكثر استخدامًا في العالم، ولكن نظرًا لأنها معقدة، فهي ليست اللغة المشتركة المثالية. 6 هـ - ربما يضيع الطلاب وقتهم في تعلم اللغتين الفرنسية والألمانية، وينبغي عليهم أن يركزوا انتباههم إلى لغة الماندرين، اللغة الأكثر تحدثًا في العالم.

**1. Which languages are suggested to be important to do business according to reports ?**

Arabic and Spanish

**2. Which language is considered to be the most spoken language in travelling ?**

Chinese language

**3. Chinese language isn't the ideal lingua franca . Give the reason .**

Because it is complex

**4. Which languages make it easy to get your message across in a hotel or restaurant ?**

Spanish and French .

**5. Which languages are neither as widely spoken or as simple to learn as English ?**

Spanish and French

**6. Why is English considered the lingua franca of business world ?**

It is widely spoken and easy to learn .

**Idioms for Breaking the Ice**

مصطلحات تعبر عن كسر الجمو (تتعلق بالتواصل)

idiom	Arabic
make a favourable impression	يترك انطباع ايجابي
strike up a conversation = start talking	يبدأ محادثة
have a laugh = funny	تضحك على شيء
create a bond	ينشء رابط او علاقة
pay a compliment = comment on how ....	يجامل / يمدح
make small talk	يعمل حديث قصير
hit it off = like	تنجح في الوصول / ينسجم مع
take to you = like	يتقبل / ينجذب نحو
come across as = give the impression	يصادف

**Communication Idioms and Phrases**

SB – page 8 مصطلحات تتعلق بالتواصل

idioms– Phrases	meaning	Arabic
1. jump down somebody's throat	to react angrily to something	يرد بغضب وانفعال شديد غالبا دون سبب قوي
2. put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	يخرج شخص من خلال سؤال صعب
3. fire questions at someone	to ask someone a lot of questions quickly	يسأل كثيرا بسرعة
4. refuse to let something drop	to not stop talking about something	لا يتوقف عن الكلام في موضوع ما / يصر على الاستمرار
5. insist on having the last word	to have to make the final point / the last one .....	يسيطر على الحديث حتى الكلمة الاخيرة
6. not get a word in edgeways	to be unable to say anything because someone else is talking all the time	لا يقدر على الحديث لان شخص اخر لا يكف عن الترتة طوال الوقت

**synonyms** ( emotion adjectives )

مترادفات وصفات تتعلق بالمشاعر

SB – P 10 / WB – P 8

Adjectives	Synonyms	Arabic
terrified	very frightened	مرتعب – خائف
astonished	very surprised	منذهل – مندهش – متفاجئ
exasperated	very annoyed about something	ساخط – منزعج – مستاء
livid	furious / very angry about something	مغتاظ – غاضب
tense	unable to relax because you feel nervous	متوتر – مشدود الاعصاب
ecstatic	thrilled – very happy about something	فرحان – مبتهج
bewildered	very confused	محتار – مرتبك
devastated	sad - extremely upset - unhappy	حزين – محطم - مدمر

Which of the words have a stronger meaning than their synonyms? 1 2 3 4 8

( Prepositions )

حروف الجر

Preposition	verbs	Arabic
on	rely on	يعتمد على
to	plan to – hope to - direct to	يخطط – يأمل - يوجه
about	learn about	يتعلم عن



emotions	expression	meaning
anxiety القلق	1. It has been keeping me at night 2. I am worried sick about.. 3. Extremely concerned 4. I have been worrying about it a lot.	هذا الامر يقلقني ويمعني من النوم ليلا انا قلق جدا بشأن ... / قلق لدرجة المرض قلق للغاية لقد كنت قلقا بشأنه كثيرا
Relief الارتياح	1. I can breathe a sigh of relief now 2. that is a weight off my mind 3. thank goodness 4. That is a relief for you	أستطيع أن أتففس الصعاء الآن / ارتاح أخيرا ريحت رأسي / ازيل الهم الحمد لله / تعبير عن الامتتان والارتياح انه امر مريح بالنسبة لك
Annoyance and frustration الانزعاج والاحباط	1. .... (The noise ) is driving me up the wall. 2. . (The loud laugh) really gets on my nervous 3. I have had it up to here with .....	اغضبني جدا / هذا يدفعني للجنون هذا يثير اعصابي / يزعجني جدا اكتفيت من الامر / لقد طفح الكيل من .. ضقت ذرعا بذلك (your constant complaints)
Surprise or disbelief الاندهاش و عدم التصديق	1. you have got to be kidding me 2. Get out of here ! 3. Who would have thought it ? 4. I don't believe you !	اكيد بتمزح معي / تعبير عن الدهشة معقول؟ / مش معقول؟ / تعبير عن الدهشة من كان يتوقع ان هذا سيحدث؟ دهشة انا لا اصدقك / بسبب الدهشة
Sadness الحزن	1. I am feeling abit down in the dumps 2. I am feeling a bit blue 3. I am heart broken 4. I am sad	اشعر بالاحباط / مكتتب قليلا اشعر بالحزن قلبي مكسور / محطم عاطفيا انا حزين
Enjoyment or happiness المتعة والسعادة	1. I am walking on air ! 2. I can't stop smiling 3. I am so happy	انا طابر من الفرح / اشعر بسعادة غامرة لا استطيع التوقف عن الضحك انا سعيد جدا

**Complete the sentences with the phrasal verbs from the article, in the correct form. SB – page 7**

figure out	take in	get across	came across	made out
wipe out	pointed out	spelled out	brought about	

- I was embarrassed when he **pointed out** that I had made some basic spelling mistakes.  
١. شعرت بالحرج عندما **أشار** إليّ بأنني ارتكبتُ بعض الأخطاء الإملائية البسيطة.
- It was cloudy, but he could still **make out** the distant star.  
٢. كان الجو غائماً، لكنه كان لا يزال قادراً على **تمييز** النجم البعيد.
- I **came across** an interesting article about space exploration the other day.  
٣. **صادفتُ** مقالاً شيقاً عن استكشاف الفضاء مؤخراً.
- Technology has **brought about** many changes in the way we live.  
٤. **أحدثت** التكنولوجيا تغييراتٍ كثيرة في طريقة حياتنا.
- My science teacher is very good at **getting across** difficult ideas so that we always understand them.  
٥. مُعَلِّم العلوم لديّ بارعٌ جداً في **إيصال** الأفكار الصعبة حتى نفهمها دائماً.
- It took me ages to **figure out** exactly how to use the telescope.  
٦. استغرق الأمر مني وقتاً طويلاً **لأفهم** كيفية استخدام التلسكوب بالضبط.

7. You don't understand? Do I have to **spell out** what I mean?

٧. ألا تفهم؟ هل عليّ أن أشرح ما أقصده؟

8. We couldn't use our mobile phones in the desert, but we started to **pick up** signals when we went into the mountains.

٨. لم نكن نستطيع استخدام هواتفنا المحمولة في الصحراء، لكننا بدأنا نلتقط الإشارات عندما ذهبنا إلى الجبال

( 1. pointed out 2. make out 3. came across 4. brought about 5. getting across 6. figure out 7. spell out 8. pick up )

## How to Break The Ice and make new friends –

SB – page 8

كيف تكسر الجمود (تمهد للحديث أو تكسر الحاجز) وتكون اصدقاء جدد

### 1. Can you work out the meaning of the title from the context?

( make people feel more friendly and willing to talk to each other )

Don't worry too much about **making a favourable impression**. Often the best way to **strike up a conversation** is simply to comment on the weather. If you can **have a laugh** about something you're both doing, it can really **create a bond** between you. People like it if you **pay them a compliment**, but you need to sound sincere. Just **make small talk** about where you live, and so on. You may find that you really **hit it off** and become friends for life. People are more likely to **take to you** if you **come across** as a warm person. So, make eye contact and smile.

لا تقلق كثيرًا بشأن ترك انطباع إيجابي. غالبًا ما تكون أفضل طريقة لبدء محادثة هي التعليق على الطقس. إذا كان بإمكانك الضحك على شيء تفعلانه معًا، فقد يؤدي ذلك إلى إنشاء رابط بينكما. يحب الناس أن تاملهم، لكن عليك أن تبدو صادقًا. فقط قم بإجراء محادثة قصيرة حول المكان الذي تعيش فيه، وما إلى ذلك. قد تجد أنك قد نجحت حقًا وأصبحت أصدقاء مدى الحياة. من المرجح أن يتقبلك الناس إذا صادفتك شخصًا ودودًا. لذا، تواصل بالعين وابتسم.

### Match the two parts of the sentences :

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Part one	Part two
1. Sharing a house <b>creates a strong</b>	a. <b>to</b> them immediately.
2. My tutor and I really <b>hit it</b>	b. <b>a favourable impression</b> on her new tutor.
3. My friends and I always <b>have</b>	c. <b>bond</b> between young people at university.
4. I met our new neighbours and I <b>took</b>	d. <b>small talk</b> and I often end up saying silly things.
5. I'm not good at <b>making</b>	e. <b>off</b> , so I'm looking forward to our lessons together.
6. Although I may <b>come across</b>	f. <b>as a confident person</b> , I'm actually quite shy.
7. Thankfully, Jenna <b>made</b>	g. <b>a compliment</b> , smile and say 'thank you'.
8. I always try to <b>strike up</b>	h. <b>a laugh</b> when we get together.
9. If someone <b>pays you</b>	i. <b>a conversation</b> when I meet someone new

Answers : ( 1. c 2. e 3. h 4. a 5. d 6. f 7. b 8. i 9. g )

1. Sharing a house **creates** a strong **bond** between young people at university.  
1. المشاركة في المنزل تخلق رابطة قوية بين الشباب في الجامعة.
2. My tutor and I really **hit it off**, so I'm looking forward to our lessons together.  
2. لقد اتفقنا أنا ومدرسي حقًا، لذلك أتطلع إلى دروسنا معًا.
3. My friends and I always **have a laugh** when we get together.  
3. أنا وأصدقائي نضحك دائمًا عندما نجتمع معًا.
4. I met our new neighbours and I **took to** them immediately.  
4. التقيت بجيراننا الجدد واتجهت إليهم على الفور.
5. I'm not good at **making small talk** and I often end up saying silly things.  
5. أنا لا أجيد إجراء الأحاديث الصغيرة وغالبًا ما ينتهي بي الأمر بقول أشياء سخيفة.
6. Although I may **come across** as a confident person, I'm actually quite shy.  
6. على الرغم من أنني قد أبدو شخصًا واثقًا من نفسه، إلا أنني في الواقع خجول جدًا.
7. Thankfully, Jenna **made a favourable impression** on her new tutor.  
4. لحسن الحظ، تركت جينا انطباعًا إيجابيًا على معلمها الجديد.
8. I always try to **strike up a conversation** when I meet someone new  
5. أحاول دائمًا بدء محادثة عندما أقابل شخصًا جديدًا
9. If someone **pays you a compliment**, smile and say 'thank you'.  
6. إذا مدحك شخص ما، ابتسم وقل "شكرًا لك".

### Complete the conversation with the words from the box.

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**across bond compliment impression laugh small strike take**

- Amina** : So how did your evening go, Huda ? Did you and Maha **hit it off**?  
أمينة: كيف سارت أمسينك يا كيت؟ هل كان بينك وبين لوتي علاقة جيدة؟
- Huda** : I'm not sure. I tried to **strike** up a conversation by paying her **3** "a **compliment**" but I have a feeling that I came **4** **across** as a bit over-enthusiastic.  
هدى: لست متأكدة. حاولت بدء محادثة بإطرائها، لكنني أشعر أنني بديت متحمسة أكثر من اللازم.
- Amina** : Oh, I wouldn't worry. I'm sure you made a favourable **5** **impression**. People usually **6** **take** to you, right? Perhaps you were just trying a bit too hard.  
أمينة: لا تقلقي. أنا متأكدة من أنك تركت انطباعًا جيدًا. عادة ما يتفاعل الناس معك، أليس كذلك؟ ربما كنت تحاولين جاهدة.
- Huda** : Maybe, I mean there was quite a lot of **7** **small** talk, but we had a **8** **laugh**.  
She's got a good sense of humour.  
هدى: ربما، أعني، كان هناك الكثير من الحديث القصير، لكننا ضحكنا كثيرًا. لديها حس فكاهة جيد.
- Amina** : Well, there you go. I mean you can't expect to create a strong **9** **bond** after just one evening out. I think it went better than you imagine.  
أمينة: حسنًا، هذا كل ما في الأمر. لا يمكنك توقع بناء علاقة قوية بعد أمسية واحدة فقط. أعتقد أن الأمر سار بشكل أفضل مما تتخيلين
- ( 2. strike - 3. compliment – 4. across – 5. impression – 6. take – 7. Small - 8. laugh – 9. bond )

**Study the phrases highlighted in the article. Then complete the second sentence so that it means the same as the first.**

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1. He started talking to the new neighbor.  
He **struck up a conversation** with the new neighbor. **STRUCK**
  2. She gave the impression of being very self-confident.  
She **came across as** being very self-confident. **ACROSS**
  3. Abeer commented on how nice her shoes were.  
Abeer **paid him a compliment** about her shoes. **PAID**
  4. I immediately liked him.  
I **took to** him immediately. **TOOK**
  5. We found it really funny.  
We really **had a laugh** about it. **LAUGH**
  6. I didn't really like her friends when I met them.  
I didn't really **hit it off** with her friends when I met them. **OFF**
- ( 1. struck up a conversation 2. came across as 3. paid him a compliment 4. took to 5. had a laugh 6. hit it off )

### Idioms and Phrases

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idioms– Phrases	meaning	Arabic
<b>1. jump down somebody's throat</b>	to react angrily to something	يرد بغضب
<b>2. put somebody on the spot</b>	to embarrass someone by forcing them to answer a difficult question	يخرج شخص من خلال سؤال صعب
<b>3. fire questions at someone</b>	to ask someone a lot of questions quickly	يسأل كثيرا بسرعة
<b>4. refuse to let something drop</b>	to not stop talking about something	لا يتوقف عن الكلام في موضوع ما
<b>5. insist on having the last word</b>	to have to make the final point	يسيطر على الحديث حتى الكلمة الاخيرة
<b>6. not get a word in edgeways</b>	to be unable to say anything because someone else is talking all the time	لا يقدر على الحديث لان شخص اخر لا يكف عن الترترة طوال الوقت

**Match the situations a-f with idioms 1-6 :**

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- a. Then the boss asked me to say who I thought was to blame. It was so embarrassing!  
أ. ثم طلب مني المدير أن أقول من الذي أعتقد أنه يقع عليه اللوم. كان محرجا جدا!
- b. You always have to be the last one to speak, don't you?  
ب. عليك دائما أن تكون آخر من يتكلم، أليس كذلك؟
- c. I told him I didn't want to talk about it anymore, but he wouldn't stop.  
ج. أخبرته أنني لا أريد التحدث عن الأمر بعد الآن، لكنه لم يتوقف.
- d. He just kept asking me one thing after another for what seemed like ages.  
د. لقد ظل يسألني شيئا تلو الآخر لما بدا وكأنه وقت طويل.
- e. When I told her I was going to be a few minutes late, she got really angry!  
ه. عندما أخبرتها أنني سأأخر بضع دقائق، غضبت بشدة!
- f. She talked so much that I didn't manage to say anything at all during lunch.  
و. لقد تحدثت كثيرا لدرجة أنني لم أتمكن من قول أي شيء على الإطلاق أثناء الغداء.

**Answers :**

idioms	situations
1. put somebody on the spot	a. Then the boss asked me to say who I thought was to blame. It was so embarrassing!
2. insist on having the last word	b. You always have to be the last one to speak, don't you ?
3. refuse to let something drop	c. I told him I didn't want to talk about it anymore, but he wouldn't stop.
4. fire questions at someone	d. He just kept asking me one thing after another for what seemed like ages.
5. jump down somebody's throat	e. When I told her I was going to be a few minutes late , she got really angry!
6. not get a word in edgeways	f. She talked so much that I didn't manage to say anything at all during lunch.

**Choose the correct words to complete the idioms.**

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1. throw / **fire** questions at someone  
d. He just kept asking me one thing after another for what seemed like ages.  
لقد ظل يسألني شيئاً تلو الآخر لما بدا وكأنه وقت طويل
  2. insist on having the last **say** / **word**  
b. You always have to be the last one to speak, don't you?  
عليك دائماً أن تكون آخر من يتكلم، أليس كذلك؟
  3. put somebody **on** / **in** the spot  
a. Then the boss asked me to say who I thought was to blame. It was so embarrassing!  
ثم طلب مني المدير أن أقول من الذي أعتقد أنه يقع عليه اللوم. كان الامر محرجا جدا
  4. jump down somebody's **neck** / **throat**  
e. When I told her I was going to be a few minutes late, she got really angry!  
عندما أخبرتها أنني سأتأخر بضع دقائق، غضبت بشدة
  5. not get a word in **edgeways** / **sideways**  
f. She talked so much that I didn't manage to say anything at all during lunch.  
لقد تحدثت كثيراً لدرجة أنني لم أتمكن من قول أي شيء على الإطلاق أثناء الغداء
  6. refuse to let something **drop** / **stop**  
c. I told him I didn't want to talk about it anymore, but he wouldn't stop.  
أخبرته أنني لا أريد التحدث عن الأمر بعد الآن، لكنه لم يتوقف
- ( 1. fire 2. word 3. on 4. throat 5. edgeways 6. drop )

**Complete the sentences with the adjectives from Exercise 2.**

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1. I'm completely **ecstatic** about my exam results – I never thought I'd do so well!  
1. أنا سعيد للغاية بنتائج امتحاناتي - لم أعتقد أبدًا أنني سأحقق أداءً جيدًا إلى هذا الحد!
  2. He has no idea how he lost his phone. He feels completely **bewildered** .  
2. ليس لديه أي فكرة عن كيفية فقدان هاتفه. إنه يشعر بالحيرة التامة.
  3. Randa's mother was absolutely **livid** when she found out that her daughter had cheated in the exam again.  
3. غضبت والدته راندا بشدة عندما علمت أن ابنتها غشّت في الامتحان مرة أخرى.
  4. She felt very **tense** as she waited for her job interview.  
4. شعرت بالتوتر الشديد أثناء انتظارها لمقابلة العمل.
  5. He's **terrified** that someone will find out his secret.  
5. يخشى أن يكتشف أحد سره.
  6. Nothing is changing and he is becoming more and more **exasperated** about the situation.  
6. لم يتغير شيء وأصبح غاضبًا أكثر فأكثر بشأن الوضع.
- ( 1. ecstatic 2. bewildered 3. livid 4. tense 5. terrified 6. exasperated )

**2. Choose the correct words to complete the text.**

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For days, the scientists and I felt **exasperated/ terrified** as we had not found any of  
لأيام، شعرنا أنا والعلماء بالإحباط لأننا لم نعثر على أيٍّ من  
the animals we were looking for. So we were all **exasperated / astonished** when the first  
الحيوانات التي كنا نبحث عنها. لذلك **اندهشنا** جميعًا عندما كان أول  
large animal we saw was a gorilla. We had not known the gorillas lived in this area.  
حيوان كبير نراه غوريلا. لم نكن نعلم أن الغوريلات تعيش في هذه المنطقة.  
When the gorilla saw us, it looked **ecstatic / tense** and nervous. I slowly took out my  
عندما رآنا الغوريلا، بدأ **متوترًا** وعصيبًا. أخرجت  
camera, but when I pointed it at the animal, it suddenly became **livid / astonished**. It gave a  
كاميرتي ببطء، ولكن عندما وجّهتها نحوه، أصبح **غاضبًا** فجأة.  
loud roar and ran towards us. We were **terrified / livid**, but we didn't move and the gorilla  
أصدر زئيرًا عاليًا وركض نحونا. كنا **مرعوبين**، لكننا لم نتحرك،  
stopped, looking **bewildered / exasperated**. Then it turned around and slowly walked  
فتوقف الغوريلا، وقد بدا عليه **الحيرة**. ثم استدار وابتعد ببطء.  
away. I felt **ecstatic / tense** when I was able to take a fantastic photo of the beautiful animal  
شعرت **بسعادة غامرة** عندما تمكنت من التقاط صورة رائعة لهذا الحيوان الجميل  
before it disappeared. What an amazing experience!

قبل أن يختفي. يا لها من تجربة مذهلة

1. exasperated 2. astonished 3. tense 4. livid 5. terrified 6. bewildered 7. ecstatic

Complete the Speaking box with the phrases about expressing emotions : SB – page 11

Get out of here! I'm feeling a bit blue. I'm heartbroken.  
 I'm worried sick about ... I've had it up to here with ... That's a weight off my mind.

Phrases express emotions	speaking
1. Expressing anxiety	1. I'm worried sick about ...
2. Expressing relief	2. That's a weight off my mind.
3. Expressing annoyance and frustration	3. I've had it up to here with ...
4. Expressing surprise or disbelief	4. Get out of here!
5. Expressing sadness	5. I'm feeling a bit blue. I'm heartbroken.
6. Expressing enjoyment and happiness	6. I'm walking on air / I can't stop smiling

Replace the underlined words with phrases of emotions and the following suitable responses .. Page 11

1. I'm really pleased for you.                      3. I'm so sorry to hear that.                      5. What a pain!  
 2. What's the worst that could happen?                      4. I don't blame you                      6. I know, right

A: I'm extremely concerned about my aunt – she isn't very well.  
 ( I'm worried sick )  
 (أنا قلقة)                      أ: أنا قلقة للغاية بشأن عمتي، فهي ليست على ما يرام.

B: That's awful. It's horrible when a relative is sick.  
 3. ( I'm so sorry to hear that )  
 ( أنا أسف جدا لسماع ذلك )                      ب هذا فظيع. إنه أمر فظيع عندما يكون أحد الأقارب مريضا.

A I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.  
 ( It's been keeping me up at night )  
 (لقد كان يبقيني مستيقظًا في الليل)                      أ . يجب أن أقدم عرضًا تقديميًا في الفصل الأسبوع المقبل. انا عصبية جدا. لقد كنت قلقة بشأن ذلك كثيرا .

B: There's no need to worry. You'll be great!  
 2. ( What's the worst that could happen? )  
 ( ما أسوأ ما يمكن أن يحدث؟ )                      ب لا داعي للقلق. ستكونين عظيمة!

A : My parents are taking me to Florida this summer.  
 B : I don't believe you! You lucky thing!  
 ( You've got to be kidding me! )  
 (لا بد أنك تمزح معي!)                      أ . سأأخذني والداي إلى فلوريدا هذا الصيف.  
 ب لا أصدقك! ايها المحظوظ!

A : Yes, I'm so happy.  
 ( I'm walking on air ! / I can't stop smiling )  
 (أنا مسرور جدا / لا أستطيع التوقف عن الابتسام)                      أ: نعم، أنا سعيد جدًا.

A : I'm completely fed up with people gossiping behind my back.  
 ( I've had it up to here with )  
 (لقد ضقت ذرعا بذلك)                      أ: لقد سئمت تمامًا من الأشخاص الذين يثرثرون خلف ظهري.

B : 4. I don't blame you. It's awful.  
 ب- لا ألومك. مريع.

A : I finally finished my geography project.  
 أ : لقد انتهيت أخيرًا من مشروع الجغرافيا.

B : That must be a relief for you.  
 ( a weight of your mind )  
 (ريح بالك)                      ب- يجب أن يكون ذلك مصدر راحة لك.

**Use language for expressing emotions and for responding from this lesson.**

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1. You can't decide what subjects to choose for your final year at school.  
You're really worried about this. Tell your friend how you feel.  
1. I am worried sick about deciding what subjects to choose for my final year at school.
2. You did badly in your exams. Tell your friend how you feel.  
2. I am feeling abit blue about doing badly in my exams .

**For each situation which your partner describes, respond according to these instructions.** SB – page 11

1 Express your happiness at the situation.

2 Express your surprise and pleasure.

**Many verbs are followed by a specific preposition.**

SB – page 13

Complete the table with examples from the essay on page 12.

Preposition	verbs	Arabic
on	rely <b>on</b>	يعتمد على
to	plan <b>to</b> – hope <b>to</b> - direct <b>to</b>	يخطط – يأمل – يوجه
about	learn <b>about</b>	يتعلم عن

**complete the sentences with the correct preposition in each gap.**

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1. I can see my grandparents struggle to learn -----the latest developments in computing.  
1. أستطيع أن أرى أجدادي يكافحون للتعرف على أحدث التطورات في مجال الحوسبة.
2. We know that social media directs advertisements -----its users.  
3. نعلم أن وسائل التواصل الاجتماعي توجه الإعلانات لمستخدميها.
3. Too many children probably rely -----social media to make friends.  
4. ربما يعتمد الكثير من الأطفال على وسائل التواصل الاجتماعي لتكوين صداقات.

( 1. about 2. to 3. on )



# Present and past tenses

## 1. The Present Simple Tense: المضارع البسيط

### Key words

بين الحين والآخر

من حين لآخر

from time to time - every so often - once in a while

every / each + time always , often , usually , never , daily , weekly , monthly , yearly frequently , occasionally , sometimes , rarely , seldom , On Sundays , twice a month

<b>Affirmative</b>	<b>S + V-inf.</b>	( I , we , you , they , plural )
<b>Negative</b>	<b>don't + V-inf.</b>	
<b>Interrogative</b>	<b>Do + S + V-inf. .... ?</b>	

<b>Affirmative</b>	<b>S + V-s / es</b>	( he , she , it , singular )
<b>Negative</b>	<b>doesn't + V-inf.</b>	
<b>Interrogative</b>	<b>Does + S + V-inf. .... ?</b>	

ملاحظات :

3. be = ( am – is – are )

( not be ) = ( am not – isn't – aren't )

4. ( o - x - s - ss - ch - sh - z + ( - es ) ) إذا انتهى الفعل باحد الحروف التالية يضاف له ( es )

5. play – plays إذا انتهى الفعل بحرف y وسبق بحرف علة يضاف له ( s ) فقط

6. carry – carries إذا انتهى الفعل بحرف y وسبق بحرف ساكن تقلب الى i يضاف له ( es )

### Functions and Examples

We use the Present Simple to talk about :

- a. routines and habits** روتين وعادات  
a. He often loses touch with his colleagues
- b. Facts and things that are generally true** حقائق واشياء تكون عادة صحيحة  
b. Water boils at 100 C degrees .
- c. permanent situation around the Present Time** مواقف دائمة قريبة من الوقت الحاضر  
c. He now shares a flat with a friend
- d. States: Verbs not usually used in the continuous form .** افعال ثابتة لا تستخدم عادة في المضارع المستمر
- e. Some state verbs change their meanings and can be used in the continuous form** بعض الافعال الثابتة يتغير معناها ويمكن ان تستخدم في المضارع المستمر
- يبدو يمتلك يشم يعرف يبدو يعتقد يعتقد يحب يحب  
love – like – believe - think (opinion) - know - look (appearance) smell – have – appear

### 1. Love :

He **loves** getting traditional letters .

### 2. Think :

- What do you **think of** the message ? (opinion)
- What are you **thinking about** ?
- My mum **thinks** it's the best idea .
- Just look at his face; I bet he **is thinking** about something amazing .
- I'd like to establish a contact with a company, but my boss **doesn't look at** it that way.  
(think in a particular way)

### 3. See :

- I **don't see** why you want to stay in touch with him.
- I'm **seeing** Ali these days. ( go out with )
- I **see** what you mean , but I can't agree with you .
- **Are you seeing** any body these days, Faisal ?

### 4. Look :

- He **doesn't look at** the problem seriously.
- Why are you **looking at** me that way ?
- Malek **looks** much better with his hair cut.
- Do you know that man. He **has been looking at** you all evening.
- She **looks** very fit .

### 5. smell :

- Why **are you smelling** that milk? Do you think it has gone bad ?
- When I got home , the flat **smelt** of smoke .

### 6. Have :

- We **are having** lunch now . Will you join us, please ?
- Apologies, but I **don't have / haven't got** much time at the moment.  
I'll get back to you soon . I promise.

### 7. Appear :

- Monther Rayahhen **is appearing** award-winning TV show, The Invasion . يقدم برنامج
- She **appears** to be highly intelligent , but she's awfully lazy too.What a waste !

### 8. Know :

- Do you **know** how much credit you've got left on your phone ?

### Singular ⇌

( is - was - has - does - V+s )

news - a number - information - government - family - team - child - money

### Plural ⇌

( are - were - have - do - V-inf. )

people - children - men - mice -police - feet - women - oxen - youth - teeth - fish - cattle

## 2. The Present Continuous Tense : المضارع المستمر

### Key words

currently / at this moment / right now / these days / nowadays

now / at present / listen / look ! / Be quiet / Be careful / watch out

<b>Affirmative</b>	S + am , is, are + V-ing
<b>Negative</b>	S + am , is, are (not) + V-ing
<b>Interrogative</b>	Am , Is , Are + S + V-ing ?

كيفية اضافة ing للفعل

like – liking	see – seeing	be – being	die – dying
sit – sitting	swim – swimming	run – running	cut – cutting
listen – listening	happen – happening	visit – visiting	develop - developing
prefer – preferring	transfer - transferring	remember – remembering	offer - offering

### 3. State Verbs

الافعال الثابتة لا تستخدم في حالة المضارع البسيط

see , hear , want , like , love , hate , think, know , dislike , have , understand , need , remember , realize  
be , start , begin , finish , succeed , end , fail

## Functions and Examples

الوظائف اللغوية

### We use the Present Continuous to talk about : ( Function )

#### 1. Actions in progress at the time of speaking .

احداث مستمرة تحدث وقت الكلام

- Things that are happening now or around now .

احداث تحدث الان او قريبا من الان

1. He **is talking** on his mobile.

#### 2. Temporary actions in progress around now.

احداث مؤقتة مستمرة قريبا من الان

2. He **is thinking** of getting a new phone.

#### 3. Changes and developments

تغيرات وتطورات

Situations that are changing during the present time

مواقف تتغير خلال الزمن الحاضر

3. The news **is spreading** quickly.

#### 4. To talk about future plans.

للحديث عن خطط مستقبلية

4. **I'm meeting** my father tomorrow.

### 3. The Present Perfect Simple :

### المضارع التام البسيط

Subject + ( have , has ) + ( V3 ) - past participle

هو الزمن الذي حدث فيه الفعل في الماضي وانتهى وله اثر او نتيجة في المضارع (يربط المضارع بالماضي)

### Key words

ever since – in recent years – recently - since the dawn of time

since / for / just / so far / already / recently / lately / today / ever  
never / yet /..... times / this week / this month

<b>Affirmative</b>	S + has + V3 S + have + V3	( he , she , it , singular ) ( we , you , I , they , plural)
<b>Negative</b>	S + hasn't + V3 S + haven't + V3	
<b>Interrogative</b>	Has + S + V3 ..... ? Have + S + V3 ..... ?	

### Functions and Examples

We use the Present Perfect Simple to talk about :

#### 1. The duration of states that began in the past and continue up to now.

المدة الزمنية لفعل بدأ في الماضي واستمر حتى الان

1. He's **been stuck** here for five years.

#### 2. completed past action with a present relevance / result . ( V1 . has / have + V3 ) finished actions in the past when we don't say exactly when they happened

حدث مكتمل في الماضي وله نتيجة في المضارع  
حدث منتهي في الماضي غير محدد تماما متى حدث

2. The lights **have gone** out. ( now it's dark here)

He **has changed** dramatically. ( He looks very different now )

#### 3. experiences during a present period of time .

تجارب خلال فترة من الزمن في الحالي

3. I've **sent** five thousand text messages so far .

#### 4. for / since

- **For** : a week / an hour / three hours

- **Since** : Saturday / yesterday / 1930 / last week / March / I was born .

#### 4. The Present Perfect Continuous :

المضارع التام المستمر

Subject + have , has + been + V-ing

هو الزمن الذي حدث فيه الفعل في الماضي ولم ينتهه ولا يزال مستمرا في المضارع و (يربط المضارع بالماضي)

#### Key words

for , since , all + time , How long

<b>Affirmative</b>	S + has been + V-ing S + have been + V-ing	( He , she , it , singular ) ( we , you , I , they , plural )
<b>Negative</b>	S + hasn't been + V-ing S + haven't been + V-ing	
<b>Interrogative</b>	Has + S + been + V-ing ..... ? Have + S + been + V-ing ..... ?	

#### Functions and Examples

We use the Present Perfect Continuous to talk about :

#### 1. The duration of actions that began in the past and continue up to the present .

المدة الزمنية للحدث الذي بدأ في الماضي وما زال مستمرا في المضارع

1. I've been here since 9 a.m .

#### 2. Past processes with a present relevance / result . ( V1 . has / have + been + V-ing )

حدث مكتمل في الماضي وله نتيجة في المضارع

2. I've got better grades because I've been studying a lot lately .

#### 4. The Past Simple : ( V2 ) = الماضي البسيط

Subject + V2

هو الزمن الذي حدث فيه الفعل في الماضي وانتهى في الماضي

#### Key words

at the time – earlier today – the day before yesterday – a little while back - in ancient times

thousands of years ago – at the turn of the twentieth century - in 1960 – ago ,

when I was a child , young , 12 , a student . when you were my age – yesterday – last week , month

<b>Affirmative</b>	S + V2	مع جميع الضمائر
<b>Negative</b>	S + didn't + V-inf. ( wan't / weren't )	
<b>Interrogative</b>	Did + S + V-inf. .... ?	

be = was / were

- not be = wasn't / weren't

## Functions and Examples

We use the Past Simple to talk about :

- actions or events completed at a specific time in the past .
- actions that started and finished at a specific time in the past

نتحدث عن اعمال اكتملت في وقت محدد في الماضي او بدأت وانتهت في وقت محدد في الماضي

Neil Papworth **sent** the first text message in 1992 .

## 6. The Past Continuous : الماضي المستمر

**Subject + was / were + V-ing**

يستخدم هذا الزمن لعرض فعل استمر في الماضي لفترة طويلة

### Key words

**While – When - yesterday / last week + ( at 5:00 - at this time )**

<b>Affirmative</b>	S + was / were + V-ing ( <b>was</b> = I , he , she , it , singular )
<b>Negative</b>	S + wasn't / weren't + V-ing ( <b>were</b> = you , we , they , plural )
<b>Interrogative</b>	Was / Were + S + V-ing ..... ?

<b>While</b>	- <b>While</b> + S + was / were + V-ing , S + was / were + V-ing - <b>While</b> + S + was / were + V-ing , S + V2 - S + V2 <b>while</b> + S + was / were + V-ing
<b>When</b>	- <b>When</b> + S + V2 , S + was / were + V-ing - S + was / were + V-ing <b>when</b> + S + V2

## Functions and Examples

We use the Past Continuous to talk about actions that were :

### 1. In progress at a specific time in the past ( provide background to other past events)

يستخدم هذا الزمن لعرض فعل استمر في الماضي في وقت محدد ودل على احداث اخرى في الماضي

**While + S + was/ were + V-ing , S + was/were + V-ing**

While Adel was waiting for us, his mum was texting .

### 2. Interrupted by a short past action .

فعلان في الماضي احدهما كان مستمرا لفترة طويلة تم قطعه من فعل قصير اخر في الماضي

**When + S + V2 , S + was/were + V-ing**

She was studying when suddenly somebody tossed.

## The Past Perfect Simple

الماضي التام البسيط

Subject + had + V3

نستخدم الماضي التام عندما يحدث زمانان في الماضي، فيكون الزمن الأقدم ماضي تام (had + V3)، والزمن الأحدث ماضي بسيط (V2)

### Key words

<b>Before</b>	Before + S + V2 , S + had V3
<b>After</b>	After + S + had V3 , S + V2
<b>By the time</b>	By the time + S + V2 , S + had V3
<b>By + time ( past )</b>	By + time ( past ) , S + had V3

### Functions and Examples

We use the Past Perfect Simple to :

1. show the relationship between a situation in the past and an earlier state or action .
- show an action in the past that was completed before another action or time in the past

نستخدم الماضي التام لنعرض العلاقة بين موقف في الماضي وحدث آخر قبله  
نستخدم الماضي التام لنعرض حدث في الماضي اكتمل قبل حدث آخر في الماضي

1. Before Colin met his wife, he had been single for a decade .
2. Before I slept , I had cooked .

## The Past Perfect Continuous

الماضي التام المستمر

Subject + had been + V-ing

نستخدم الماضي التام المستمر عندما يحدث زمانان في الماضي، فيكون الزمن استمر لفترة قبل حدوث زمن آخر في الماضي

### Key words

<b>Before</b>	Before + S + V2 , S + had been + V-ing ( for , since , all + time )
<b>After</b>	After + S + had been + V-ing , S + V2 ( for , since , all + time )
<b>By the time</b>	By the time + S + V2 , S + had been + V-ing ( for , since , all + time )
<b>By + time ( past )</b>	By + time ( past ) , S + had been + V-ing ( for , since , all + time )
<b>When</b>	When + S + V2 , S + had been + V-ing ( for , since , all + time )

### Functions and Examples

We use the Past Perfect Continuous to :

1. talk about an activity which started before a second past event and was still in progress, - or had recently finished when the second event happened .
- We often say **how long** the activity had been going on.

التحدث عن نشاط بدأ قبل حدث سابق ثانٍ وكان لا يزال مستمرا ، أو قد انتهى مؤخرا عندما وقع الحدث الثاني. عادة نقول كم من الوقت استمر النشاط.

## Examples :

1. They **had been talking** for an hour **before** sami **arrived** .
2. **When I woke up** , I saw that my brother **had been cooking** .  
( It hadn't been completed or the result was that the kitchen was a mess. )

## الفرق بين (Past Perfect) و (Past Perfect Continuous)

Had been + ing

had + V3

الفعل الأول	وجود ظرف يدل على الاستمرار	الفعل الثاني يكون
Past Simple - V2	for / since / all + time	had been + V - ing
Past Simple - V2	عدم وجود ظرف يدل على الاستمرار	had + V3
Past Simple - V2	already / twice / number / never / yet / just / several / ever / perfectly / successfully / nobody / first	had + V3
Past Simple - V2	افعال غير مستمرة ( اي لا يضاف لها ing ) see , love , know , be, own, hear , have, realize / recognize / belong / seem .etc	had + V3

## Grammar – Present and Past Tenses and Functions

AB- page 4

1. He's **been writing** thank-you letters all morning.  
1. an action in progress or repeated over a period of time up until now
2. I **wrote** an English essay last night.  
2. actions that started and finished at a specific time in the past
3. She's **writing** a text message right now.  
3. things happening now or around now
4. Young people **are writing** by hand less often these days.  
4. situations which are changing during the present time
5. I **was writing** to Eleanor when she called me.  
5. a long activity interrupted by a shorter one
6. They've **written** several essays very long  
6. finished actions in the past when we don't say exactly when they happened
7. We **were writing** to each other regularly back then.  
7. actions in progress at a specific time in the past
8. I've **written** down everything she's said so far.  
8. actions and states which began in the past and continue until now
9. Carl **writes** at least ten texts every day.  
9. routines and habits/things that happen repeatedly
10. I'd **already talked** to that police officer about the burglary, so he knew I was innocent.  
10. an action in the past that was completed before another action or time in the past
11. Teenagers rarely **write** emails.  
11. facts and things that are generally true



complete the pairs of sentences with the correct endings in bold.

AB- page 4

a. all morning - b. three times today

1. I've been texting Heba all morning.

2. I've texted Heba three times today.

c. two essays today - d. that essay since this morning

3. Lama's been writing that essay since this morning.

4. Lama has written two essays today.

e. English for very long - f. how to write in English yet

5. Abbas hasn't learned how to write in English yet.

6. Abbas hasn't been learning English very well.

( 1. a 2. b 3. d 4. c 5. f 6. e )

Match the sentence halves.

SB – page 5

1. The phone is ringing -----.

The phone rings -----.

a. all the time now that we run a business

b. and I can't find where I've put it

2. I've been calling Malek -----.

I've called Malek -----.

a. all day today

b. a couple of times today

3. It's getting -----.

It gets -----.

a. easier and easier to stay in touch with people

b. less difficult every time I write an essay

حذفت

4. I was watching a film-----.

I watched a film -----.

a. when the lights suddenly went out

b. when I got home from school

5. She has sent me a lot of emails recently, .

She sent me long emails every day .

a. while she was travelling abroad

b. so I might get one today

6. When I looked at my phone, the message arrived .

When I looked at my phone, the message had arrived, .

a. but I didn't notice it buzzing earlier

b. at exactly the same moment

7. What do you think ----- ?

What are you thinking ----- ?

a. of my phone

b. about

Answers : ( 1. ba 2. ab 3. ab 4. ab 5. ba 6. ab 7. ab )

**Choose the correct time expressions to complete the sentences.**

**AB – page 4**

1. I usually take a break from my screen **right now / from time to time** to give my eyes a rest.  
1. عادة ما أخذ استراحة من شاشتي من وقت لآخر لأريح عيني.
  2. According to my phone, I've spent sixty-seven minutes online **since nine o'clock / ever since**.  
2. وفقاً لهاتفني، فقد أمضيت سبعة وستين دقيقة على الإنترنت منذ الساعة التاسعة صباحاً.
  3. We've been learning about ancient methods of communication at school **recently / last week**.  
3. لقد تعلمنا مؤخرًا طرق الاتصال القديمة في المدرسة.
  4. I forgot my password and blocked my email account **the day before yesterday / in recent weeks**.  
4. لقد نسيت كلمة المرور الخاصة بي وقمت بحظر حساب البريد الإلكتروني الخاص بي أول أمس.
  5. It's getting more and more difficult to maintain face-to-face communication **nowadays / at the time**.  
5. أصبح الحفاظ على التواصل وجهاً لوجه أكثر صعوبة في الوقت الحاضر.
  6. We were walking on the beach **earlier today / once in a while** when we found a message in a bottle.  
6. كنا نسير على الشاطئ في وقت سابق اليوم عندما وجدنا رسالة في زجاجة.
- ( 1. from time to time 2. Since nine o'clock 3. recently 4. The day before yesterday  
5. nowadays 6. earlier today )

**Complete the story with the correct forms of the verbs from the box.**

**AB – page 5**

يسرق يجلس لا يسمع لا يكون يفقد يغادر يحدث يذهب يركز

( concentrate - go - happen - leave - lose - not be - not hear - sit - steal )

Hani was riding his bike when he dropped his phone. He 2----- on the road , so he 3----- it fall . He arrived at school and 4----- straight to his first lesson . He 5----- in English class when he realized that he 6----- it. He thought he 7----- it at home, but when he got back at the end of the day, it 8----- there . He never found out what 9----- to it and assumed that someone 10----- it.

كان ليون يركب دراجته عندما سقط هاتفه. كان مركزاً في الطريق فلم يسمع سقوطه. وصل إلى المدرسة وذهب مباشرة إلى درسه الأول. كان يجلس في فصل اللغة الإنجليزية عندما أدرك أنه فقده. لقد ظن أنه تركه في المنزل، ولكن عندما عاد في نهاية اليوم، لم يكن موجوداً. لم يكتشف أبدًا ما حدث له وافترض أن شخصاً ما سرقه.

- ( 2. was concentrating - 3. didn't hear - 4. went - 5. was sitting - 6. had lost  
7. had left - 8. wasn't - 9. had happened - 10. had stolen )

**Use the prompts to write questions.**

**AB – page 5**

1. you / receive / any hand-written letters / recently / ?  
Have you received any hand-written letters recently ?
2. social media / change / the meaning of friendship ?  
Are / Is social media changing the meaning of friendship ?  
Have / Has social media changed the meaning of friendship ?
3. you / watch / the documentary / about communication through the ages / yesterday ?  
Did you watch the documentary about communication through ages yesterday ?
4. Grandma / know / how to switch on the computer ?  
Does Grandma know how to switch the computer ?
5. you / see / her photos in Instagram / before you met her ?  
Had you seen her photos in Instagram before you met her ?
6. you / have a bad dream / when / I / wake / you up ?  
Were you having a bad dream when I woke you up ?

**Complete the news story with the correct forms of the verbs in brackets.** AB – page 5

Members of an Australian family **found** the world's oldest message in a bottle over 100 years after German researches ----- (**throw**) it into the Indian Ocean. The family ----- (**walk**) on the beach in Perth in Australia, when they ----- (**come across**) a bottle in the sand. Tonia ----- (**pick it up**) and ----- (**discover**) a note inside asking finders to contact the German Authorities .

Researchers ----- (**write**) the notes 132 years later.

عثر أفراد عائلة أسترالية على أقدم رسالة في العالم في زجاجة عمرها أكثر من 100 عام بعد أن ألقاها الباحثون الألمان في المحيط الهندي. وكانت العائلة تسير على الشاطئ في مدينة بيرث بأستراليا، عندما عثرت على زجاجة في الرمال. التقطتها تونيا واكتشفت رسالة بداخلها تطلب ممن يجدونها الاتصال بالسلطات الألمانية. وقد كتب الباحثون الملاحظات بعد 132 عامًا.

Answers : ( **had thrown – were / was walking – came across – picked it up – discovered – had written** )

**Complete the sentences with the forms from the box. There are two extra forms.** AB – page 4

are becoming      are you using      do you have      do you know      prefer  
don't usually send      'm talking      never writes      writes

1. Most teenagers ----- texting to calling .
2. My friends and I ----- emails
3. Once in a while, Zeina ----- books .
4. ----- your laptop right now ? I'd like to borrow it .
5. Can I call you back ? I ----- to someone else at the moment .
6. landline telephones ----- less and less common these days .
7. ----- how much credit you've got left on your phone ?

Answers : ( **prefer – don't usually send – writes – Are you using – 'm talking – are becoming – Do you know** )

**Complete the sentences with your own ideas.**

1. I was talking to a friend the other day when -----
2. By lunchtime yesterday, I had already -----

1. **my father came suddenly .**      2. **Done my homework .**

## Question tags and echo questions

**Functions :** I can use question tags and echo questions to keep a conversation going.

### ( Tag questions )

#### الاسئلة الذيلية

**السؤال المذيل :** هو سؤال مختصر يأتي في نهاية الجملة ويعني غالبا ( اليس كذلك ؟ )

يستخدم السؤال المذيل لتأخذ رأي من نكلمه او تؤكد المعلومة

السؤال المذيل يكونه شخص واحد وليس شخصان

**A question tag** is a short question added to the end of a sentence .

- **السؤال الذيلي** هي سؤال قصير يضاف إلى نهاية الجملة.

- It is formed using ( do – does – did ) in simple tenses or the auxiliary + a pronoun .

- يتم تشكيلها باستخدام ( يفعل – يفعل – فعل ) في الأزمنة البسيطة أو الفعل المساعد + الضمير .

- A positive statement usually has a negative question tag and a negative statement has a positive question tag.

- عادةً ما تحتوي العبارة الإيجابية على علامة استفهام سلبية، بينما تحتوي العبارة السلبية على علامة استفهام إيجابية.

- If the intonation of the question tag goes up, it means you are not sure and you want to know the answer .

- إذا ارتفعت نغمة علامة السؤال، فهذا يعني أنك غير متأكد وتريد معرفة الإجابة.

- If the intonation of the question tag goes down, it means you are checking / confirming information or making conversation .

- إذا انخفضت نغمة علامة الاستفهام، فهذا يعني أنك تتحقق / تؤكد المعلومات أو تجري محادثة.

It's such a great city, **isn't it**?

Wow, so you'd never been there before, **had you**?

I **shouldn't** be so fussy, **should I** ?

**Complete the sentences .**

**SB – page 9**

**end**

**modal**

**negative**

**positive**

1. A question tag is a short question added to the -----of a sentence.

2. We form a question tag using an auxiliary or a ----- verb and a pronoun.

3. A positive statement usually has a ----- question tag.

4. A negative statement usually has a ----- question tag.

**Answers : 1. end 2. modal 3. negative 4. positive )**

## ( Tag questions )

verb	Tag Q	verb	Tag Q
is	isn't	have to	don't
are	aren't	has to	doesn't
am	aren't	had to	didn't
was	wasn't	V1	don't
were	weren't	V+s-es	doesn't
do	don't	V2	didn't
does	doesn't	let's	shall we ?
did	didn't	I will	shall I ?
have + V3	haven't	I am	aren't I ?
has + V3	hasn't	Let me	will / won't you ?
had + V3	hadn't	I wish	may I ?
have	don't	I'd + V3	hadn't I
has	doesn't	I'd + V-inf.	wouldn't I
had	didn't	he's + V3	hasn't he ?
		he's + V-ing	isn't he ?

Complete the sentences with question tags.

A B -7-P8

1. Zeina likes people paying her compliments, **doesn't she?**
2. Yousuf has been firing questions at you all day, ----- ?
3. Our boss is completely fed up with all the paperwork, ----- ?
4. Suha was bewildered by the maths questions, ----- ?
5. He could try to work harder at school, ----- ?

1. اتبع الخطوات التالية لتساعدك في الحل :

- يجب تحديد نوع الفعل – هل هو فعل مساعد ام فعل رئيسي
- يجب تحديد نوع الفاعل – هل هو مذكر ام مؤنث ام جمع ثم وضع ضمير مكانه

<b>Tag Questions</b>	
1- <b>Positive statement - question tag negative</b> You are Tom , aren't you?	نضيف سؤال ذيلي منفي للجمل المثبتة:
2- <b>Negative statement – question tag positive</b> He isn't Joe, is he?	نضيف سؤال ذيلي مثبت للجمل المنفية:
3. You <b>don't</b> understand , .....? You <b>are</b> coming to the party , .....?	نستخدم نفس الفعل المساعد الموجود في الجملة اثبات او نفي
4. The <b>students</b> are going to school , .....? <b>Your father</b> is an accountant, .....?	اذا كان الفاعل في الجملة الخبرية اسم , يعوض بضمير مناسب يعود عليه عند الحل:
5. You <b>speak</b> English, <b>don't</b> you? He <b>lives</b> in Wadi Musa, <b>doesn't</b> he ? You <b>met</b> him yesterday , <b>didn't</b> you ?	اذا لم تحتوي الجملة على فعل مساعد نحضر احد الافعال التالية : don't اذا كان الفعل مجرد doesn't اذا كان افعال مضاف له s – es didn't اذا كان الفعل في الماضي V2
5. He <b>is</b> Ali, <b>isn't</b> he? Laila <b>was</b> a pilot , <b>wasn't</b> she ?	اذا كانت افعال be هي الافعال الرئيسية فانها تستخدم في السؤال الذيلي am – is – are – was – were
6. <b>I am</b> still employed, <b>aren't</b> I ? I am not angry , <b>am</b> I ?	I am تحول الى aren't I في السؤال الذيلي I am not تحول الى am I في السؤال الذيلي
7. <b>Let us</b> study tomorrow, <b>shall</b> we? Let's go, <b>shall</b> we?	اذا وجدت Let's / Let us تحول الى Shall we في السؤال الذيلي
8. <b>Let me</b> help you , <b>shall</b> I ?	اذا وجدت Let me تحول الى Shall I في السؤال الذيلي
9. <b>Let her</b> study tomorrow, <b>will</b> you? <b>Let him</b> go, <b>will</b> you ?	اذا وجدت Let him – Let her تحول الى will you في السؤال الذيلي
10. <b>Open</b> the door, <b>will</b> you? <b>Come</b> over for tea today, <b>will / won't</b> you ?	4. جمل الامر المثبتة ( imperative sentences ) يمكن نفيها او اثباتها في السؤال الذيلي ب ( will you / won't you ? )
11. <b>Don't</b> come late , <b>will</b> you ?	جمل الامر المنفية يتم اثباتها في السؤال الذيلي ب will you ?
12. He <b>has to</b> quit fatty food, <b>doesn't</b> he? I <b>have to</b> quit fatty food, <b>don't</b> I? I <b>had to</b> quit fatty food, <b>didn't</b> I?	اذا كانت الجملة تحتوي على الافعال التالية تحول حسب التالي : don't have او have to تحول الى doesn't has او has to تحول الى didn't had او had to تحول الى
13. He <b>has to</b> quit fatty food, <b>doesn't</b> he? I <b>have to</b> quit fatty food, <b>don't</b> I? I <b>had to</b> quit fatty food, <b>didn't</b> I?	اذا كانت الجملة تحتوي على الافعال التالية تحول حسب التالي : haven't have +V3 تحول الى hasn't has +V3 تحول الى hadn't had +V3 تحول الى

## Tag Questions

<p>16. <b>Nobody</b> came to the presentation , <b>did they</b> ?  <b>Everybody</b> has their own ideas, <b>haven't they</b> ?  <b>Those</b> are Majeda's guests , <b>aren't they</b>?</p>	<p>إذا بدأت الجملة بأحد هذه الكلمات نضع ( they ) :          everyone – everybody – someone – somebody          no one – nobody – these – those :</p>
<p>17. <b>This</b> is an amazing house , <b>isn't it</b>?  <b>Nothing</b> has happened so far, <b>has it</b>?</p>	<p>3. إذا بدأت الجملة بأحد هذه الكلمات نضع ( it ) :          everything – nothing – anything – this – that</p>
<p>18. <b>Come</b> to visit us next summer, <b>won't you</b> ?</p>	<p>4. في حال الدعوة ( invitation ) نستخدم          ( won't you )</p>
<p>19. <b>Buy</b> me the newspaper, <b>could you</b> ?</p>	<p>5. في حال الطلب ( request ) نستخدم          ( could you )</p>
<p>20. You would <b>scarcely</b> expect her to know          that, <b>would you</b>?</p>	<p>يمكن نفي الجملة بطريقتين – الأولى هي وجود <b>not</b> اما الثانية هي          في حال وجود هذه الكلمات          neither – scarcely – hardly – nothing – no one          nobody – never</p>
<p>21. <b>I will</b> go to Amman next week, <b>shall I</b> ?</p>	<p>نستخدم I will shall في السؤال الذي إذا بدأت الجملة بـ</p>

1. You **don't** understand , **do you** ?
2. She usually **comes** in late , **doesn't she** ?
3. You **are** coming to the party, **aren't you** ?
4. They **haven't** been to London yet , **have they** ?
5. They **went** to school , **didn't they** ?
6. She **had** a break, **didn't she** ?
7. We **had met** them before , **hadn't we** ?
8. **This is** an amazing house, **isn't it** ?
9. **Nothing has** happened so far, **has it** ?
10. **Those are** Martha's guests, **aren't they** ?
11. I **can** email my CV, **can't I** ?
12. **Let's** go to the cinema, **shall we** ?
13. **Someone has** bumped into your car, **haven't they** ?
14. **I'm** still employed, **aren't I** ?

**Choose the correct words to complete the sentences.**

SB – page 9

1. This is silly, **isn't it** / **this**?
2. Nothing ever changes, **do** / **does it**?
3. Come and look at this, **will** / **don't you**?
4. Everyone was there, **weren't** / **wasn't they**?
5. Don't be late, **are** / **will you**?
6. No one likes him, **do** / **does they**?

Answers : 1. isn't it 2. does it 3. will you 4. weren't they 5. will you 6. do they )

**Complete the sentences with question tags.**

AB – page 15

1. Let's go out for lunch, -----?
2. Don't forget about Jill, -----?
3. I'm still your best friend, -----?
4. It wasn't the best party, -----?
5. You will be nice to her, -----?
6. It's your birthday today, -----?
7. It is, -----?
8. Now, these examples come from a book, -----?
9. Well, that covers rather a lot of us, -----?

1. shall we 2. will you 3. aren't I 4. was it 5. won't you 6. isn't it 7. isn't it 8. don't they 9. )

**Complete the sentences with question tags.**

AB – page 9

- 1 Vanessa likes people paying her compliments, ----- ?
- 2 David has been firing questions at you all day, -----?
- 3 Our boss is completely fed up with all the paperwork, -----?
- 4 Diane was bewildered by her nephew's behaviour, -----?
- 5 He could try to work on his emotional intelligence, -----?

Answers : ( 1 doesn't she 2 hasn't he 3 isn't he 4 wasn't she 5 couldn't he )



Omitting /t/ in question tags = the sound /t/ disappears (isn't, don't, doesn't)

In fast speech, the sound /t/ at the end of the first word in question tags can be omitted.  
English speakers do it quite often

- isn't it            - / 'iz(a)nrt /
- doesn't she      - / dAz(a)nfi' /

**Listen and tick the question tags where the sound /t/ is omitted . AB – 5-P 10**

1. Weren't we ?
2. Hasn't he ?
3. Can't I ?
4. Hadn't they ?
5. Doesn't it ?
6. Wasn't he ?

**Listen and practise saying the sentences.**

AB – 6 - P 10

1. The world has become a different place, **hasn'. it?**
2. Ben gets on your nerves, **doesn'. he?**
3. I should release the negative emotions, **shouldn'. I?**
4. The idea of making contact with aliens is ridiculous, **isn'. it?**
5. We could at least try to break the ice, **couldn'. we?**

**Complete the conversation with no more than three words in each gap. Listen and check your answers. SB – page 9**

**Imad :** Where would you go on holiday if you could go anywhere in the world?

**عماد :** أين ستذهب في العطلة إذا كان بإمكانك الذهاب إلى أي مكان في العالم؟

**Jamal :** ----- 1 a good question, **isn't it?** I don't think I've ever really thought about it before. Hmm ... Somewhere with nice beaches, I guess.

**جمال :** هذا سؤال جيد، أليس كذلك؟ لا أعتقد أنني فكرت حقًا في الأمر من قبل. همم ... في مكان ما به شواطئ جميلة، على ما أعتقد

**Imad :** But ----- 2 are lovely beaches in this country, **aren't there?**

**عماد :** لكن هناك شواطئ جميلة في هذا البلد، أليس كذلك؟

**Jamal :** Oh yes, there are, but I'd like to go to a beach where it's not too hot in the summer.

**It can** be too hot here, ----- 3 ?

**جمال :** نعم، هناك، لكنني أرغب في الذهاب إلى الشاطئ حيث لا يكون الجو حارًا جدًا في الصيف. يمكن أن يكون الجو حارًا جدًا هنا، أليس كذلك؟

**Imad :** Actually, I **used** to live in France.

**عماد :** في الواقع، كنت أعيش في فرنسا.

**Jamal :** ----- 4 you? I bet ----- 5 too hot there in the summer, **was it?**

**جمال :** هل ذلك صحيح؟ أراهن أن الجو لم يكن حارًا جدًا هناك في الصيف، أليس كذلك؟

**Imad :** No, it was quite cool, actually.

**عماد :** لا، كان الأمر رائعًا في الواقع.

**Jamal :** That sounds great.

**جمال :** هذا يبدو عظيمًا.

( 1 That's    2 there    3 can't it    4 did    5 it wasn't )

## ( echo questions )

### اسئلة الصدى

The main use of echo questions is to **show interest or express surprise and make a conversation go smoothly.**

الاستخدام الرئيسي لأسئلة الصدى هو إظهار الاهتمام أو التعبير عن المفاجأة وجعل المحادثة تسير بسلاسة.

A. I **used to** live in Moscow.

B. **Did you ?** I bet it was amazing .

A. Habib Actually, it's my birthday tomorrow.

B. Faisal **Is it?**

**اسئلة الصدى** : هي اسئلة مباشرة تستخدم في المحادثات مع الاصدقاء والعائلة وفي الكلم ولا تستخدم في الكتابة او المحادثات الرسمية وهي اسئلة مباشرة تكرر فيها ما قاله الشخص الذي نحدثه سواء كل كلامه او جزء منه .

1. تستخدم لاطهار اهتمامنا او دهشتنا وتفاجئنا مما قاله الشخص

2. يكون سؤال الصدى بين شخصين – شخص يتحدث والآخر يجيب عليه

3. اذا كان الفعل مثبت فالسؤال يكون مثبت وليس منفي واذا كان منفي فالسؤال يكون منفي

4. بالنسبة ل **intonation** دائما نقوم برفع الصوت لانه يعتبر سؤال عن شيء وليس لتثبيت معلومة - **Rising intonation**

5. يمكن ان يكون سؤال الصدى بتكرير كلام المتكلم او جزء منه

A. He **goes** to school at 7 a.m. .

B. **Does he ?**

A. He **doesn't** go to school at 8 a.m.

B. **Doesn't he ?**

A. He **went** to Aqaba last week .

B. **Did he ?**

A. I **am** having a great time .

B. **Are you ?**

A. Fatima and Sally **have** arrived .

B. **Have they ?**

A. I **can't** understand English.

B. **Can't you ?**

A. I always **arrive** early .

B. **Do you ?**

A. He **has** already **done** his homework .

B. **Has he ?**

A. He **has to** do his homework .

B. **Does he ?**

verb	echo Q	verb	echo Q
He is	Is he	I have to	Do you
They are	Are they	He has to	Does he
I am	Are you	He had to	Did he
He was	Was he	I + V-inf	Do you
They were	Were they	He + V+s-es	Does he
I do	Do you	S + V2	Did + S
He does	Does he	I am	Are you ?
I did	Did you	I'd + V3	Had you
They have + V3	Have they	I'd + V-inf.	Would you
She has + V3	Has she	he's + V3	Has he ?
I had + V3	Had you	he's + V-ing	Is he ?
I have	Do you	I can't	Can't you ?
He has	Does he	He hasn't	Hasn't he ?
They had	Did they	They don't	Don't they ?

**Match sentences 1-6 with responses a-f.**

AB – page 9

- |   |  |
|---|--|
| 1. I'm having a great time.                                       | d. <b>Are you?</b> I'm glad you could make it.         |
| 2. I <b>met</b> a really nice guy last week.                      | f. <b>Did you?</b> What was his name?                  |
| 3. George and Ola <b>have arrived!</b>                            | c. <b>Have they?</b> OK, I'll be there in two minutes. |
| 4. Ray <b>didn't</b> want to dance.                               | e. <b>Didn't he?</b> Maybe he doesn't know how.        |
| 5. Abir <b>was</b> wearing some beautiful shoes.                  | b. <b>Was she?</b> She's always so stylish.            |
| 6. I <b>can't</b> understand what he's saying.                    |  |
| a. <b>Can't you ?</b> Why don't you ask him to speak more slowly? |  |

(1 d 2 f 3 c 4 e 5 b 6 a)

**Choose the correct words to complete the question tags. Then add an echo question to complete the mini-conversations.** AB – page 9

**Omar :** Oh, dear. I'm talking too much, <sup>1</sup>don't / aren't I? I get nervous in new situations.

**Nader :** 2 ----- you ? I hadn't noticed. You seem quite self-confident to me.

**Alia :** Everybody likes chocolate <sup>3</sup>aren't / don't they? I'm planning to make a chocolate cake for the party.

**Hanan :** 4 ----- ? Well, I certainly do, so please go ahead!

**Rashid :** You haven't met Alice, <sup>5</sup>have / haven't you? He moved in next door recently.

**Amer :** 6. ----- ? Hi, Rashid. Welcome to the neighbourhood. I'm Amer.

**Fadia :** Choose a story, <sup>7</sup>will / should you, Amer? The book of short stories is on the table.

**Halima :** 8. ----- ? Oh, yeah. Right, let's get this party started.

**Ramzi :** This is a great party, <sup>9</sup>isn't it / this? The old club wasn't fun .

**Hani :** 10. ----- ? I like it.

**Jamila :** Everything went wrong, <sup>11</sup>didn't / wasn't it? I don't know what to do now.

**Amal :** 1 2 . ----- ? Well, perhaps I can help.

( 1 aren't 2 Do you 3 don't 4 Are you 5 have 6 Did he 7 will 8 Is it 9 it 10 Wasn't it 11 didn't 12 Don't you )

**Complete two conversations at a family dinner with tags or echo question.** AB – page 9

**Khalil :** Hi there. Love your dress. We haven't met, <sup>1</sup>have we ?

**Husam :** No, I don't think so. I'm Husam - Kamal's cousin. I live in Egypt now.

**Khalil :** <sup>2</sup> ----- ? Well, it's nice to meet you. I'm Khalil and I'm in kamal's sports club, though I don't really know him very well. This is a great party, <sup>3</sup> ----- ? so, what do you think of Kamal ?

**Husam :** Actually, I find him a bit unfriendly, but don't tell him, <sup>4</sup> ----- ?

**Khalil :** Ha! I won't. And that's his brother, <sup>5</sup> ----- ? The boy with the black hair?

**Husam :** Who, Muneer ? No, they're friends.

**Khalil :** Oh ! <sup>6</sup> ----- ?

**Kamal :** Change the TV programme , <sup>7</sup> ----- ?

**Omar :** Let's watch some sports , <sup>8</sup> ----- ?

**Kamal :** Whatever you fancy. Do you know that boy who's talking to Husam? He is in our sports club , <sup>9</sup> ----- ?

**Omar :** Yeah, I think so. His name's khalil.

**Kamal :** He looks like a nice boy.

**Omar :** Well, we can go and say hello, <sup>10</sup> ----- ?

**Kamal :** Wait a minute. We can't just walk up and say hello.

**Omar :** Of course we can! It's a dinner after all. It'll be fine.

**Kamal :** <sup>11</sup> ----- ? Do the talking though, <sup>12</sup> ----- ?

**Omar :** Oh, come on Kamal. Don't be shy.

2. Do you 3. isn't it 4. will you 5. isn't it 6. Are they 7. will/would/can/could you 8. shall we  
9. isn't he 10. can't we 11. Will it 12. will/would/can/could you

**WRITING : An analytical essay****Organisation**

- Research the topic using reliable sources. • بحث الموضوع باستخدام مصادر موثوقة.
- Plan what you want to write. • خطط لما تريد كتابته.
- Introduce your topic in the introduction so readers know what you will be looking at. • قدم موضوعك في المقدمة حتى يعرف القراء ما الذي ستنتظر إليه.
- The main part of the essay should explain your ideas. Use a paragraph for each idea with evidence to support each one. • يجب أن يشرح الجزء الرئيسي من المقال أفكارك. استخدم فقرة لكل فكرة مع الأدلة التي تدعم كل واحدة.
- Start each paragraph with a topic sentence and remember to include the sources you researched to back up each idea. • ابدأ كل فقرة بجملة موضوعية وتذكر تضمين المصادر التي اخترتها لتدعم كل فكرة.
- Write a conclusion to summarise what you have said. • اكتب خاتمة لتلخيص ما قلته.

**Content**

- You can include other people's ideas and explain why you do not agree with them. • يمكنك تضمين أفكار الآخرين وشرح سبب عدم موافقتك عليها.
- Remember to present only facts. • تذكر أن تقدم الحقائق فقط.
- Make a note of all the sources you have used both within and at the end of the essay. You can use the following phrases in the essay. • قم بتدوين جميع المصادر التي استخدمتها في المقالة وفي نهايتها. يمكنك استخدام العبارات التالية في المقال.

An analytical essay looks at a topic in detail and proves ideas that the writer has about the topic.

It uses researched facts to prove the ideas. Read the essay again.

Which researched facts does the writer use?

تتناول المقالة التحليلية موضوعاً ما بالتفصيل وتثبت أفكار الكاتب حول هذا الموضوع. ويستخدم الحقائق المدروسة لإثبات الأفكار. اقرأ المقال مرة أخرى. ما هي الحقائق المدروسة التي يستخدمها الكاتب؟

Do you think computer technology will change the way children communicate in the future? Why?

Do you think there are any dangers to the growth in computer technology?

هل تعتقد أن تكنولوجيا الكمبيوتر ستغير طريقة تواصل الأطفال في المستقبل؟ لماذا؟  
هل تعتقد أن هناك أي مخاطر على نمو تكنولوجيا الكمبيوتر؟

## Is Artificial Intelligence good or bad for children?

هل الذكاء الاصطناعي مفيد أم سيء للأطفال؟

### REGULATED AI IS GOOD FOR CHILDREN

الذكاء الاصطناعي المنظم مفيد للأطفال

Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by intelligent humans. As a result, AI computers can now do amazing things, including writing songs, solving scientific problems and even helping to find cures for diseases. People are also using AI more and more in everyday life and although it (AI) might make many aspects of life easier, it (AI) could also make things worse, especially for our children.

يشير الذكاء الاصطناعي (AI) إلى كيفية قيام أجهزة الكمبيوتر بالمهام التي يقوم بها عادة البشر الأذكى. ونتيجة لذلك، يمكن لأجهزة الكمبيوتر التي تعمل بالذكاء الاصطناعي الآن القيام بأشياء مذهلة، بما في ذلك كتابة الأغاني وحل المشكلات العلمية وحتى المساعدة في العثور على علاجات للأمراض. يستخدم الناس أيضاً الذكاء الاصطناعي بشكل أكبر أكثر في الحياة اليومية وعلى الرغم من أنه قد يجعل العديد من جوانب الحياة أسهل، إلا أنه قد يجعل الأمور أسوأ، خاصة بالنسبة للأطفال.

#### 1. What is meant by Artificial Intelligence (AI) ?

how computers can do tasks that are usually done by intelligent humans.

#### 2. AI computers can now do amazing things ( benefits) . Mention them.

1. writing songs
2. solving scientific problems
3. helping to find cures for diseases.
4. People are also using AI more and more in everyday life.

#### 3. What is the disadvantage of the Artificial Intelligence (AI) ?

It could make things worse, especially for our children.

#### 4. Which are the topic sentences in the essay?

AI is already used by many forms of social media. As with other forms of social media, AI can learn about its (AI) users' interests and hobbies, and that includes children.

According to the website Net Positive, AI can even identify children's voices. This (identify children's voices) might mean children are directed to online advertising and content that their (children) parents would not want.

يتم استخدام الذكاء الاصطناعي بالفعل في العديد من أشكال وسائل التواصل الاجتماعي. وكما هو الحال مع الأشكال الأخرى من وسائل التواصل الاجتماعي، يمكن للذكاء الاصطناعي التعرف على اهتمامات وهوايات مستخدميها، بما في ذلك الأطفال. ووفقاً لموقع Net Positive، يمكن للذكاء الاصطناعي التعرف على أصوات الأطفال. قد يعني هذا أنه يتم توجيه الأطفال إلى الإعلانات والمحتوى عبر الإنترنت الذي لا يريده أبواؤهم.

## 1. How can Artificial Intelligence (AI) be used ?

1. AI is already used by many forms of social media.
2. AI can learn about its users' interests and hobbies, and that includes children.
3. AI can even identify children's voices.

## 2. Children are directed to two things as a result of identifying their voices. Mention them.

1. online advertising
2. Content that their parents would not want.

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years. Jordan is in a good position for using AI as it (AI) is at the forefront of technology. The people looking into using AI in Jordan are hoping it (AI) will help in science, investment and government services. However, there is a danger that this increased use of AI could result in problems with online safety if not controlled. Consequently, the government plan to set up regulations to address these dangers and strictly control how it (AI) is used.

ومع ذلك، تأمل بعض الدول مثل الأردن في استخدام الذكاء الاصطناعي بشكل معقول. تفيد منظمة الأمم المتحدة للتنمية الصناعية أن العديد من الصناعات عملت معًا لوضع خطة لاستخدام الذكاء الاصطناعي في تنمية البلاد على مدى السنوات الخمس المقبلة. الأردن في وضع جيد لاستخدام الذكاء الاصطناعي لأنه في طليعة التكنولوجيا. ويأمل الأشخاص الذين يتطلعون إلى استخدام الذكاء الاصطناعي في الأردن أن يساعد في مجالات العلوم والاستثمار والخدمات الحكومية. ومع ذلك، هناك خطر من أن يؤدي هذا الاستخدام المتزايد للذكاء الاصطناعي إلى مشاكل تتعلق بالسلامة عبر الإنترنت إذا لم يتم التحكم فيه. وبالتالي، تخطط الحكومة لوضع لوائح لمواجهة هذه المخاطر والرقابة الصارمة على كيفية استخدامها.

## 1. Why is Jordan in a good position for using AI ?

As it is at the forefront of technology.

## 2. What does UNIDO report ?

UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years.

## 3. People are hoping to use Artificial Intelligence (AI) to help them in many aspects.

What are they ?

1. science
2. investment
3. government services.

## 4. The increased use of AI could result in problems and causes dangers. What is it ?

Online safety if not controlled

## 5. As a result of the dangers and the problems that could be caused by the increased use of AI, the government plan to do many things. Mention two.

1. set up regulations to address these dangers
2. Control how it is used strictly.

Of course, some people are worried that students using AI might end up with incorrect work. AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong.

بالطبع، يشعر بعض الأشخاص بالقلق من أن الطلاب يستخدمون الذكاء الاصطناعي قد ينتهي بهم الأمر إلى أداء عمل غير صحيح. لا تستخدم محركات بحث الذكاء الاصطناعي دائمًا مصادر موثوقة، وبالتالي قد تكون المعلومات التي يقدمها الذكاء الاصطناعي غير كاملة أو حتى خاطئة

## 1. Why are some people worried that students using AI might end up with incorrect work?

Because AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong.

We are still at an early stage in the development of AI and there is no doubt it (AI) is an exciting form of technology. However, without careful rules to control how it (AI) is used, and who it is used by, there are undoubted problems with it (AI). Children themselves might find they (children) are relying on a form of technology that in its (a form of technology) present form should not always be trusted. As *Time* magazine argues in its article in July 2023, unless we start to control how we use AI, 'kids will be the biggest losers.'

ما زلنا في مرحلة مبكرة من تطوير الذكاء الاصطناعي ولا شك أنه شكل مثير من أشكال التكنولوجيا. ومع ذلك، بدون قواعد دقيقة للتحكم في كيفية استخدامها، ومن يستخدمها، هناك مشاكل لا شك فيها. قد يجد الأطفال أنفسهم أنهم يعتمدون على شكل من أشكال التكنولوجيا التي لا ينبغي الوثوق بها دائماً في شكلها الحالي. وكما تقول مجلة تايم في مقالها الصادر في يوليو/تموز 2023، ما لم نبدأ في التحكم في كيفية استخدامنا للذكاء الاصطناعي، فإن "الأطفال سيكونون الخاسرين

**1. Using Artificial Intelligence (AI) could be a problem unless we do two things. Mention them.**

1. Putting careful rules to control how it is used
2. knowing who it is used by.

**2. Which idea is included that the writer does not fully agree with? Why?**

**3. How many sources are listed?**

**Complete the Writing box with examples from the essay.**

**Informal style**

1. ----- the website net positive, AI can even identify children's voices.  
1. ----- الموقع الإلكتروني إيجابي، حيث يستطيع الذكاء الاصطناعي التعرف على أصوات الأطفال.
2. UNIDO ----- many industries have worked together to create a plan for using AI in the country's development over the next five years .  
2. اليونيدو ----- عملت العديد من الصناعات معاً لإنشاء خطة لاستخدام الذكاء الاصطناعي في تطور البلاد خلال السنوات الخمس المقبلة.
3. Time magazines ----- in its article in July 2023.  
3. مجلات Time ----- في مقالها في يوليو 2023.



1. Complete the correct collocation . spread a -----  
 a. touch                      b. contact                      c. message                      d. letter
2. Complete the correct collocation . carry a -----  
 a. touch                      b. contact                      c. message                      d. letter
3. Complete the correct collocation . stay in -----  
 a. touch                      b. contact                      c. message                      d. letter
4. Complete the correct collocation . maintain -----  
 a. touch                      b. contact                      c. message                      d. letter
5. The phrasal verb ----- means “to solve a problem or understand something”  
 a. figure out                      b. take in                      c. get across                      d. come across
6. The phrasal verb ----- means “to successfully communicate a message”  
 a. figure out                      b. take in                      c. get across                      d. come across
7. The phrasal verb ----- means “to understand and remember something you are told”  
 a. figure out                      b. take in                      c. get across                      d. come across
8. The phrasal verb ----- means “to see something with difficulty”  
 a. point out                      b. spell out                      c. wipe out                      d. make out
9. The phrasal verb ----- means “to destroy something completely”  
 a. point out                      b. spell out                      c. wipe out                      d. make out
10. The phrasal verb ----- means “to explain something very clearly”  
 a. point out                      b. spell out                      c. wipe out                      d. make out
11. The phrasal verb ----- means “to cause something to happen”  
 a. bring about                      b. spell out                      c. pick up                      d. make out
12. Complete the following idiom : **make a favourable** -----  
 a .conversation                      b. laugh                      c. small talk                      d. impression
13. Complete the following idiom : **strike up a** -----  
 a .conversation                      b. laugh                      c. small talk                      d. impression
14. Complete the following idiom : **have a** -----  
 a .conversation                      b. laugh                      c. small talk                      d. impression
15. Complete the following idiom : **pay a** -----  
 a. compliment                      b. bond                      c. across                      d. off
16. Complete the following idiom : **create a** -----  
 a. compliment                      b. bond                      c. across                      d. off
17. Complete the following idiom : **hit it** -----  
 a. compliment                      b. bond                      c. across                      d. off
18. Complete the following idiom : **jump down somebody’s** -----  
 a. throat                      b. spot                      c. drop                      d. edgways
19. Complete the following idiom : **not get a word in** -----  
 a. throat                      b. spot                      c. drop                      d. edgways
20. Complete the following idiom : **refuse to let something** -----  
 a. throat                      b. spot                      c. drop                      d. edgways
21. Complete the following idiom : ----- **on having the last word**  
 a. refuse                      b. insist                      c. word                      d. jump
22. The phrase “ **fire questions at someone**” means -----  
 a. to have to make the final point                      b. to embarrass some one  
 c. to ask someone a lot of questions quickly                      d. to react angrily to something

23. The phrase “ **put somebody on the spot** ” means -----  
a. to have to make the final point                      b. to embarrass some one  
c. to ask someone a lot of questions quickly              d. to react angrily to something
24. The synonym of the word “**astonished**” is -----  
a. frightened                      b. furious                      c. confused                      d. surprised
25. The synonym of the word “**livid**” is -----  
a. frightened                      b. furious                      c. confused                      d. surprised
26. The synonym of the word “**terrified**” is -----  
a. frightened                      b. furious                      c. confused                      d. surprised
27. The synonym of the word “**ecstatic**” is -----  
a. confused                      b. sad                      c. thrilled                      d. nervous
28. The synonym of the word “**tense**” is -----  
a. confused                      b. sad                      c. thrilled                      d. nervous
29. The synonym of the word “**bewildered**” is -----  
a. confused                      b. sad                      c. thrilled                      d. nervous
30. The synonym of the word “**devastated**” is -----  
a. confused                      b. sad                      c. thrilled                      d. nervous
31. You have to learn ----- different topics in your life.  
a. on                      b. about                      c. to                      d. off
32. Some students rely ----- social media in their studies.  
a. on                      b. about                      c. to                      d. off
33. The phrase which expresses “ **relief** ” is -----  
a. that is a weight of my mind                      b. I am feeling abit blue  
c. I am worried sick about                      d. I am walking on air
34. The phrase which expresses “ **sadness** ” is -----  
a. that is a weight of my mind                      b. I am feeling abit blue  
c. I am worried sick about                      d. I am walking on air
35. The phrase which expresses “ **anxiety** ” is -----  
a. that is a weight of my mind                      b. I am feeling abit blue  
c. I am worried sick about                      d. I am walking on air
36. The phrase which expresses “ **surprise** ” is -----  
a. I can ’t stop smiling                      b. you have got to be kidding me  
c. ..... is driving me up the wall                      d. I am heart broken
37. The phrase which expresses “ **happiness** ” is -----  
a. I can ’t stop smiling                      b. you have got to be kidding me  
c. ..... is driving me up the wall                      d. I am heart broken
38. The phrase which expresses “ **annoyance** ” is -----  
a. I can ’t stop smiling                      b. you have got to be kidding me  
c. The noise is driving me up the wall                      d. I am heart broken
39. The synonym of the word “**exasperated**” is -----  
a. confused                      b. furious                      c. thrilled                      d. annoyed
40. stay in -----  
a. contact                      b. message                      c. touch                      d. off
41. I was embarrassed when he----- that I had made some basic spelling mistakes.  
a. pointed out                      b. made out                      c. came across                      d. brought about

42. It was cloudy, but he could still -----the distant star.  
 a. point out                      b. make out                      c. come across                      d. bring about
43. I -----an interesting article about space exploration the other day.  
 a. pointed out                      b. made out                      c. came across                      d. brought about
44. Technology has -----many changes in the way we live.  
 a. pointed out                      b. made out                      c. came across                      d. brought about
45. My science teacher is very good at -----difficult ideas so that we always understand them.  
 a. getting across                      b. figuring out                      c. spelling out                      d. picking up
46. It took me ages to -----exactly how to use the telescope.  
 a. get across                      b. figure out                      c. spell out                      d. pick up
47. You don't understand? Do I have to -----what I mean?  
 a. get across                      b. figure out                      c. spell out                      d. pick up
48. I found it hard to understand what the physics teacher was talking about.  
 The sentence which has the same meaning as the one above is -----  
 a. I found it hard to figure out what the physics teacher was talking about.  
 b. I found it hard to spell out what the physics teacher was talking about.  
 c. I found it hard to point out what the physics teacher was talking about.  
 d. I found it hard to take in what the physics teacher was talking about.
49. You must explain your idea very clearly so he understands.  
 The sentence which has the same meaning as the one above is -----  
 a. You must spell out your idea so he understands.                      c. You must bring about your idea so he understands.  
 b. You must take in your idea so he understands.                      d. You must point out your idea so he understands.
50. Rana has drawn my attention to a problem.  
 The sentence which has the same meaning as the one above is -----  
 a. Rana has pointed out a problem to me.                      c. Rana has taken in a problem to me.  
 b. Rana has brought about a problem to me.                      d. Rana has picked up a problem to me.
51. I couldn't process so much information.  
 The sentence which has the same meaning as the one above is -----  
 a. I couldn't take in all the information.                      c. I couldn't get across all the information.  
 b. I couldn't bring about all the information.                      d. I couldn't come across all the information.
52. The arrival of aliens could cause panic.  
 The sentence which has the same meaning as the one above is -----  
 a. The arrival of aliens could bring about panic.                      c. The arrival of aliens could spell out panic.  
 b. The arrival of aliens could figure out panic.                      d. The arrival of aliens could point out panic.
53. Sharing a house creates a strong -----  
 a. bond between young people at university.                      c. small talk between young people at university.  
 b. laugh between young people at university.                      d. conversation between young people at university.
54. My tutor and I really hit ----- .  
 a. bond between young people at university.  
 b. a laugh when we get together.  
 c. it off, so I'm looking forward to our lessons together.  
 d. small talk and I often end up saying silly things.

- 55 . My friends and I always have ----- .  
 a. bond between young people at university.      c. small talk and often end up saying silly things .  
 b. laugh when we get together .                      d. conversation when I meet someone new.
- 56 . I met our new neighbours and I took -----.  
 a. bond between young people at university.      c. impression on her new tutor.  
 b. laugh when we get together .                      d. to them immediately .
- 57 . I'm not good at making ----- .  
 a. small talk and often end up saying silly things .  
 b. laugh when we get together .  
 c. across as a confident person, I'm actually quite shy.  
 d. to them immediately .
- 58 . Although I may come ----- .  
 a. small talk and often end up saying silly things .  
 b. a conversation when I meet someone new  
 c. across as a confident person, I'm actually quite shy.  
 d. to them immediately .
- 59 . I always try to strike up ----- .  
 a. you a compliment, smile and say 'thank you'.  
 b. a conversation when I meet someone new  
 c. across as a confident person, I'm actually quite shy.  
 d. a favourable impression on her new tutor.
- 60 . Thankfully, Jenna made -----.  
 a. you a compliment, smile and say 'thank you'.  
 b. a conversation when I meet someone new  
 c. across as a confident person, I'm actually quite shy.  
 d. a favourable impression on her new tutor.
- 61 . If someone pays ----- .  
 a. you a compliment, smile and say 'thank you'.  
 b. a conversation when I meet someone new  
 c. across as a confident person, I'm actually quite shy.  
 d. a favourable impression on her new tutor.
62. He started talking to the new neighbour.  
 The sentence which has the same meaning as the one above is -----  
 a. He struck up a conversation with the new neighbor.  
 b. He came across with the new neighbor.  
 c. He paid a compliment with the new neighbor.  
 d. He had a laugh with the new neighbor.
63. She gave the impression of being very self-confident.  
 The sentence which has the same meaning as the one above is -----  
 a. She struck up a conversation as being very self-confident.  
 b. She came across as being very self-confident.  
 c. She paid a compliment as being very self-confident.  
 d. She had a laugh as being very self-confident.
64. Abeer commented on how nice her shoes were.  
 The sentence which has the same meaning as the one above is -----  
 a. Abeer struck up a conversation about her shoes.      c. Abeer paid a compliment about her shoes.  
 b. Abeer came across about her shoes.                      d. Abeer had a laugh about her shoes.

65. I immediately liked him.

The sentence which has the same meaning as the one above is -----

- a. I struck up a conversation to him immediately.      c. I paid a compliment to him immediately.  
b. I hit it off him immediately.      d. I took to him immediately.

66. We found it really funny.

The sentence which has the same meaning as the one above is -----

- a. We had a laugh to him immediately.      c. We paid a compliment to him immediately.  
b. We hit it off him immediately.      d. We took to him immediately.

67. I didn't really like her friends when I met them.

The sentence which has the same meaning as the one above is -----

- a. I didn't really hit it off with her friends when I met them.  
b. I didn't really had a laugh with her friends when I met them.  
c. I didn't really paid a compliment with her friends when I met them.  
d. I didn't really struck up a conversation with her friends when I met them.

68. We ----- right from the start. We talked all day!

- a. took to      b. real bond      c. hit it off      d. had a laugh

69. We created a ----- . I felt like I'd known her for a year, not an hour.

- a. took to      b. real bond      c. hit it off      d. had a laugh

70. I don't usually like someone immediately but I really ----- him.

- a. took to      b. real bond      c. hit it off      d. had a laugh

71. My grandparents are really funny. We always have a good ----- .

- a. took to      b. real bond      c. hit it off      d. laugh

72. It's sometimes difficult to ----- a conversation with people you don't know.

- a. pass on      b. real bond      c. hit it off      d. strike up

73. It's sometimes difficult to ----- a conversation with people you don't know.

- a. pass on      b. real bond      c. hit it off      d. strike up

74. The idiom "jump down somebody's throat" means -----

- a. to embarrass someone by forcing them to answer a difficult question  
b. to react angrily to something  
c. to ask someone a lot of questions quickly  
d. to not stop talking about something

75. The idiom "put somebody on the spot" means -----

- a. to embarrass someone by forcing them to answer a difficult question  
b. to react angrily to something  
c. to ask someone a lot of questions quickly  
d. to not stop talking about something

76. The idiom "fire questions at someone" means -----

- a. to embarrass someone by forcing them to answer a difficult question  
b. to react angrily to something  
c. to ask someone a lot of questions quickly  
d. to not stop talking about something

77. The idiom "refuse to let something drop" means -----

- a. to embarrass someone by forcing them to answer a difficult question  
b. to react angrily to something  
c. to ask someone a lot of questions quickly  
d. to not stop talking about something

78. The idiom “ **insist on having the last word** “ means -----  
 a. to have to make the final point  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to be unable to say anything because someone else is talking all the time
79. The idiom “ **not get a word in edgeways** “ means -----  
 a. to have to make the final point  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to be unable to say anything because someone else is talking all the time
80. **Then the boss asked me to say who I thought was to blame. It was so embarrassing!**  
**Which idiom has the same meaning with the above situation :**  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                         d. insist on having the last word
81. **You always have to be the last one to speak, don't you ?**  
**Which idiom has the same meaning with the above situation :**  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                         d. insist on having the last word
82. **I told him I didn't want to talk about it anymore, but he wouldn't stop.**  
**Which idiom has the same meaning with the above situation :**  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                         d. insist on having the last word
83. **He just kept asking me one thing after another for what seemed like ages.**  
**Which idiom has the same meaning with the above situation :**  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                         d. insist on having the last word
84. **When I told her I was going to be a few minutes late , she got really angry!**  
**Which idiom has the same meaning with the above situation :**  
 a. jump down somebody's throat                    c. put somebody on the spot  
 b. fire questions at someone                         d. not get a word in edgeways
85. **She talked so much that I didn't manage to say anything at all during lunch.**  
**Which idiom has the same meaning with the above situation :**  
 a. jump down somebody's throat                    c. put somebody on the spot  
 b. fire questions at someone                         d. not get a word in edgeways
- 86 . Complete the following idiom : “ ----- questions at someone. “  
 a. throw    b. fire    c. drop    d. stop
- 87 . Complete the following idiom : “ **insist on having the last** ----- . “  
 a. say     b. fire     c. word     d. neck
- 88 . Complete the following idiom : “ **put somebody** ----- **the spot** “  
 a. in    b. at    c. about    d. on
- 89 . Complete the following idiom : “ **jump down somebody's** ----- “  
 a. neck    b. throat    c. edgeways    d. sideways
- 90 . Complete the following idiom : “ **not get a word in** ----- “  
 a. neck    b. throat    c. edgeways    d. sideways
- 91 . Complete the following idiom : “ **refuse to let something** ----- “  
 a. stop    b. fire    c. drop    d. throw

- 92 . Complete the following idiom : “ **Get ----- of here “**  
a. off                                      b. out                                      c. on                                      d. for
- 93 . Complete the following idiom : “ **I am worried ----- about “**  
a. ill                                      b. mind                                      c. brain                                      d. sick
- 94 . Complete the following idiom : “ **That’s a weight of my ----- “**  
a. ill                                      b. mind                                      c. brain                                      d. sick
- 95 . Complete the following idiom : “ **Now, I can ----- a sigh of relief “**  
a. understand                                      b. blow                                      c. breathe                                      d. make
- 96 . Complete the following idiom : “ **You have got to be ----- me “**  
a. understand                                      b. kidding                                      c. joking                                      d. breathe
- 97 . Complete the following idiom : “ **It’s been keeping me ----- at night “**  
a. out                                      b. on                                      c. in                                      d. up
- 98 . Complete the following idiom : “ **Who would have ----- of it “**  
a. understood                                      b. brought                                      c. thought                                      d. fought
- 99 . Complete the following idiom : “ **Thank ----- “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 100 . What does the following phrase express ? : “ **I am heart broken “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 101 . What does the following phrase express ? : “ **This computer is driving me up the wall! “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 102 . What does the following phrase express ? : “ **I am walking on air ! “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 103 . What does the following phrase express ? : “ **I am feeling a bit down in the dumps. “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 104 . What does the following phrase express ? : “ **I am feeling a bit blue. “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 105 . What does the following phrase express ? : “ **I can’t stop smiling ! “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 106 . What does the following phrase express ? : “ **I’ve had it up to here with the traffic in this city. “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
- 107 . What does the following phrase express ? : “ **Her voice really gets on my nerves. “**  
a. happiness                                      b. sadness                                      c. annoyance                                      d. goodness
108. **I’m extremely concerned about my aunt – she isn’t very well.**  
**Which idiom has the same meaning as the underlined phrase above :**  
a. I’m worried sick                                      c. That’s a weight of your mind  
b. It’s been keeping me up at night                                      d. I’ve had it up to here with
109. **I’m completely fed up with people gossiping behind my back.**  
**Which idiom has the same meaning as the underlined phrase above :**  
a. I’m worried sick                                      c. That’s a weight of your mind  
b. It’s been keeping me up at night                                      d. I’ve had it up to here with
110. **That must be a relief for you.**  
**Which idiom has the same meaning as the underlined phrase above :**  
a. I’m worried sick                                      c. That’s a weight of your mind  
b. It’s been keeping me up at night                                      d. I’ve had it up to here with

111. I can see my grandparents struggle to learn -----the latest developments in computing.

- a. on                                      b. to                                      c. about                                      d. for

112. We know that social media directs advertisements -----its users.

- a. on                                      b. to                                      c. about                                      d. for

113. Too many children probably rely ----- social media to make friends.

- a. on                                      b. to                                      c. about                                      d. for

1	C	13	A	25	B	37	A	49	A	61	A	73	D	85	D	97	D	109	D
2	C	14	B	26	A	38	C	50	A	62	A	74	B	86	B	98	C	110	C
3	A	15	A	27	C	39	D	51	A	63	B	75	A	87	C	99	D	111	C
4	B	16	B	28	D	40	C	52	A	64	C	76	C	88	D	100	B	112	B
5	A	17	D	29	A	41	A	53	A	65	D	77	D	89	B	101	C	113	A
6	C	18	A	30	B	42	B	54	C	66	A	78	A	90	C	102	A		
7	B	19	D	31	B	43	C	55	B	67	A	79	D	91	C	103	B		
8	D	20	C	32	A	44	D	56	D	68	C	80	C	92	B	104	B		
9	C	21	B	33	A	45	A	57	A	69	B	81	D	93	D	105	A		
10	B	22	C	34	B	46	B	58	C	70	A	82	A	94	B	106	C		
11	A	23	B	35	C	47	C	59	B	71	D	83	B	95	C	107	C		
12	D	24	D	36	B	48	A	60	D	72	D	84	A	96	B	108	A		

1. He often ----- touch with his colleagues. (from time to time , nowadays , once in a while , every so often) = routines and habits

- a. lose                                      b. losing                                      c. loses                                      d. lost

2. Water ----- at 100 C degrees . = Facts and things that are generally true

- a. boiling                                      b. boil                                      c. boils                                      d. is boiling

3. He now ----- a flat with a friend. = permanent situation about the present time

- a. share                                      b. shares                                      c. sharing                                      d. shared

4. He ----- getting traditional letters. (not usually used in the continuous form ) / I am seeing Ali these days = go out with

- a. love                                      b. loved                                      c. loving                                      d. loves

5. What ----- about ? ( think about = present continuous / What do you think of the message = opinion )

- a. do you think                                      b. are you thinking                                      c. does you think                                      d. are you think

6. Once in a while, Zeina ----- books .

- a. send                                      b. sending                                      c. sent                                      d. sends

7. He ----- of getting a new phone. ( temporary actions in progress around now )

- a. think                                      b. thinks                                      c. is thinking                                      d. are thinking

8. Nowadays , it ----- harder and harder to deal with technology. ( Present Simple )

- a. getting                                      b. get                                      c. gets                                      d. is getting

9. He ----- on his mobile at this moment . (actions in progress at the time of speaking ) / currently , right now, these days

- a. is talk                                      b. talks                                      c. is talking                                      d. talking

10. I ----- five thousand text messages so far . (experiences during a present period of time )

- a. send                                      b. have sent                                      c. sent                                      d. am sending

11. The lights ----- . Now, It's dark here . (completed past actions with a present relevance/ result )

- a. has gone out                                      b. go out                                      c. have gone out                                      d. are going out

12. Faten ----- all day .

- a. has studied                                      b. has been studying                                      c. have been studying                                      d. is studying

13. Neil Papworth ----- the first text message in 1992 . (actions completed at a specific time in the past )

- a. sends                                      b. sent                                      c. has sent                                      d. is sending



14. They ----- when suddenly the phone rang . (actions that were interrupted by a short past action )  
 a. was studying      b. studied      c. are studying      d. were studying
15. While Adel -----, his mum was texting . (actions in progress at a specific time in the past / provide background--- )  
 a. had waited      b. waited      c. was waiting      d. waited
16. Before Sami met his wife, he ----- single for a decade . (a situation in the past and an earlier action )  
 a. has been      b. had been      c. was been      d. have been
17. They ----- for an hour before sami arrived . (an activity started before a second past event – still in progress )  
 a. have been talking      b. had talked      c. had been talking      d. had been talked
18. When I ----- , I saw that my brother had been cooking .  
 a. had waken up      b. woke up      c. was waking up      d. wake up
19. Ali ----- two essays today .  
 a. is writing      b. writes      c. has written      d. have written
20. The phone ----- and I can't find where I've put it .  
 a. rings      b. is ringing      c. rang      d. has rung
21. I usually take a break from my screen ----- to give my eyes a rest.  
 a. earlier today      b. right now      c. from time to time      d. nowadays
22. We've been learning about ancient methods of communication at school -----.  
 a. last week      b. nowadays      c. at the time      d. recently
23. I forgot my password and blocked my email account -----.  
 a. from time to time      b. nowadays      c. in recent weeks      d. the day before yesterday
24. The sentence “ He often loses touch with his colleagues “ indicates -----  
 a. routines and habits      c. permanent situation around the Present Time  
 b. Facts and things that are generally true      d. Actions in progress at the time of speaking
25. The sentence “ Water boils at 100 C degrees . “ indicates -----  
 a. routines and habits      c. permanent situation around the Present Time  
 b. Facts and things that are generally true      d. Actions in progress at the time of speaking
26. The sentence “ He now shares a flat with a friend “ indicates -----  
 a. routines and habits      c. permanent situation around the Present Time  
 b. Facts and things that are generally true      d. Actions in progress at the time of speaking
27. The sentence “ He is talking on his mobile. “ indicates -----  
 a. routines and habits      c. permanent situation around the Present Time  
 b. Facts and things that are generally true      d. Actions in progress at the time of speaking
28. The sentence “ He is thinking of getting a new phone. “ indicates -----  
 a. Temporary actions in progress around now      c. To talk about future plans  
 b. Changes and developments      d. Actions in progress at the time of speaking
29. The sentence “ The news is spreading quickly. “ indicates -----  
 a. Temporary actions in progress around now      c. To talk about future plans  
 b. Changes and developments      d. Actions in progress at the time of speaking
30. The sentence “ I'm meeting my father tomorrow. “ indicates -----  
 a. Temporary actions in progress around now      c. talk about future plans  
 b. Changes and developments      d. Actions in progress at the time of speaking
31. The sentence “ He's been stuck here for five years. “ indicates -----  
 a. The duration of states that began in the past and continue up to now.  
 b. completed past action with a present relevance / result .  
 c. experiences during a present period of time .  
 d. The duration of actions that began in the past and continue up to the present .

32. The sentence **“The lights have gone out and now it’s dark here.”** indicates -----
- The duration of states that began in the past and continue up to now.
  - completed past action with a present relevance / result .
  - experiences during a present period of time .
  - The duration of actions that began in the past and continue up to the present .
33. The sentence **“He has changed dramatically, so he looks very different now “** indicates -----
- The duration of states that began in the past and continue up to now.
  - completed past action with a present relevance / result .
  - experiences during a present period of time .
  - The duration of actions that began in the past and continue up to the present .
34. The sentence **“I’ve sent five thousand text messages so far . “** indicates -----
- The duration of states that began in the past and continue up to now.
  - completed past action with a present relevance / result .
  - experiences during a present period of time .
  - The duration of actions that began in the past and continue up to the present .
35. The sentence **“ I’ve got better grades because I’ve been studying a lot lately . “** indicates -----
- The duration of states that began in the past and continue up to now.
  - completed past action with a present relevance / result .
  - Past processes with a present relevance / result .
  - The duration of actions that began in the past and continue up to the present .
36. The sentence **“While Adel was waiting for us, his mum was texting . “** indicates -----
- an action in progress at a specific time in the past .
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past
  - talk about an activity which started before a second past event and was still in progress,
37. The sentence **“ She was studying when suddenly somebody tossed. “** indicates -----
- an action in progress or repeated over a period of time up until now
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past
  - talk about an activity which started before a second past event and was still in progress
38. The sentence **“ Before Fadi met his wife, he had been single for a decade . “** indicates -----
- an action in progress or repeated over a period of time up until now
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past  
show the relationship between a situation in the past and an earlier state or action .
  - talk about an activity which started before a second past event and was still in progress,
39. The sentence **“ They had been talking for an hour before sami arrived . “** indicates -----
- an action in progress or repeated over a period of time up until now
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past
  - talk about an activity which started before a second past event and was still in progress.
40. The sentence **“ He's been writing thank-you letters all morning. “** indicates -----
- an action in progress or repeated over a period of time up until now
  - actions that started and finished at a specific time in the past
  - things happening now or around now
  - situations which are changing during the present time

41. The sentence **“I wrote an English essay last night.”** indicates -----  
 a. an action in progress or repeated over a period of time up until now  
 b. actions that started and finished at a specific time in the past  
 c. things happening now or around now  
 d. situations which are changing during the present time
42. The sentence **“She's writing a text message right now.”** indicates -----  
 a. an action in progress or repeated over a period of time up until now  
 b. actions that started and finished at a specific time in the past  
 c. things happening now or around now  
 d. situations which are changing during the present time
43. The sentence **“Young people are writing by hand less often these days”** indicates -----  
 a. an action in progress or repeated over a period of time up until now  
 b. actions that started and finished at a specific time in the past  
 c. things happening now or around now  
 d. situations which are changing during the present time
44. The sentence **“I was writing to Ali when he called me”** indicates -----  
 a. actions in progress at a specific time in the past.  
 b. A long activity interrupted by a short one .  
 c. finished actions in the past when we don't say exactly when they happened .  
 d. actions and states which began in the past and continue until now .
45. The sentence **“They have written several essays very long”** indicates -----  
 a. actions in progress at a specific time in the past.  
 b. A long activity interrupted by a short one .  
 c. finished actions in the past when we don't say exactly when they happened .  
 d. actions and states which began in the past and continue until now .
46. The sentence **“We were writing to each other regularly back then.”** indicates -----  
 a. actions in progress at a specific time in the past.  
 b. A long activity interrupted by a short one .  
 c. finished actions in the past when we don't say exactly when they happened .  
 d. actions and states which began in the past and continue until now .
47. The sentence **“I've written down everything she's said so far”** indicates -----  
 a. actions in progress at a specific time in the past.  
 b. A long activity interrupted by a short one .  
 c. finished actions in the past when we don't say exactly when they happened .  
 d. actions and states which began in the past and continue until now .
48. The sentence **“Salma writes at least ten texts everyday.”** indicates -----  
 a. routines and habits/things that happen repeatedly  
 b. A long activity interrupted by a short one .  
 c. facts and things that are generally true  
 d. actions and states which began in the past and continue until now .
49. The sentence **“Teenagers rarely writes emails.”** indicates -----  
 a. routines and habits/things that happen repeatedly  
 b. A long activity interrupted by a short one .  
 c. facts and things that are generally true  
 d. actions and states which began in the past and continue until now .
50. **I ----- Omar all morning.**  
 a. have been texting      b. have texted      c. texted      d. had texted
51. **I ----- Omar three times today.**  
 a. have been texting      b. have texted      c. texted      d. had texted

52. Sami ----- two essays today.  
a. has been writing      b. have written      c. has written      d. wrote
53. Sami ----- that essay since this morning .  
a. has been writing      b. have written      c. has written      d. wrote
54. Ahmad ----- how to write in English yet .  
a. haven't learned      b. has learned      c. have learned      d. hasn't learned
55. The phone ----- all the time now that we run a business .  
a. ring      b. rings      c. is ringing      d. has rung
56. I ----- salma a couple of times today.  
a. called      b. am calling      c. have called      d. have been calling
57. I ----- salma all day today.  
a. called      b. am calling      c. have called      d. have been calling
58. It ----- less difficult every time I write an essay .  
a. gets      b. is getting      c. get      d. getting
59. It ----- easier and easier to stay in touch with people .  
a. gets      b. is getting      c. get      d. getting
60. I ----- a film when I got home from school .  
a. watch      b. watched      c. was watching      d. watching
61. I ----- a film when the lights suddenly went out .  
a. watch      b. watched      c. was watching      d. watching
62. She ----- me long emails everyday while she was travelling abroad .  
a. was sending      b. has sent      c. had sent      d. sent
63. When I looked at my phone, the message arrived . The actions in this sentence happened -----  
a. at exactly the same time      b. not at the same time      c. one before another      d. one after another
64. It's getting more and more difficult to maintain face-to-face communication -----.  
a. at the time      b. nowadays      c. from time to time      d. recently
65. ----- you received any letters recently ?  
a. Did      b. Had      c. Has      d. Have
66. ----- social media changed the meaning of friendship ?  
a. Did      b. Had      c. Has / Have      d. Do
67. ----- you seen her photos in Instagram before you met her ?  
a. Did      b. Had      c. Has      d. Have
68. ----- you having a bad dream when I woke you up ?  
a. Was      b. Had      c. Are      d. Were
69. ----- you have a bad dream yesterday ?  
a. Was      b. Did      c. Are      d. Were
70. Most teenagers ----- texting to calling .  
a. prefer      b. is preferring      c. prefers      d. are preferring
71. Can I call you back ? I ----- to someone else at the moment .  
a. talk      b. talking      c. talks      d. am talking
72. Landline telephones ----- less and less common these days .  
a. become      b. becoming      c. are becoming      d. becomes

73. The sentence which indicates “ a long activity interrupted by a shorter one “ is -----  
 a. I was writing a letter . c. I was writing when she called.  
 b. After I had written, she called d. Before she called, I had written
74. The sentence which indicates “ things happening now or around now “ is -----  
 a. She’s writing a message at the moment. c. She has already written a message.  
 b. She writes a message everyweek. d. She’s been writing a message all morning
75. The function of the following sentence “ Ali writes at least ten texts every day “ is ----- .  
 a. an action in progress c. facts and things that are generally true  
 b. situations which are changing during the present time d. routines and habits
76. You are Tom , -----?  
 a. are you b. you are c. aren’t you d. aren’t I
77. You don’t understand English , -----?  
 a. are you b. don’t you c. do you d. you do
78. She speaks English, -----?  
 a. she does b. does she c. doesn’t she d. she doesn’t
79. I am still at home , -----?  
 a. I am b. I am not c. are I d. aren’t I
80. I will visit my friend , -----?  
 a. won’t I b. I won’t c. I will d. shall I
81. Let’s study English , -----?  
 a. won’t we b. we shall c. shall we d. we will
82. Come over for tea today , -----?  
 a. won’t you b. Do you c. shall we d. you will
83. Nobody came to the presentation , -----?  
 a. they did b. they didn’t c. didn’t they d. did they
84. Nothing has happened so far , -----?  
 a. have they b. hasn’t it c. has it d. they have
85. This is an amazing house , -----?  
 a. is it b. isn’t it c. isn’t this d. is this
86. A: I am having a great time. B: ----- ?  
 a. Are I b. Aren’t I c. Are you d. Aren’t you
87. A: He went to Aqaba last week. B: ----- ?  
 a. Did he b. Didn’t he c. Was he d. Wasn’t he
88. A: He has to do his homework. B: ----- ?  
 a. Has he b. Hasn’t he c. Doesn’t he d. Does he
89. A: Fatima and Sally have arrived. B: ----- ?  
 a. Have they b. Do they c. Haven’t they d. Don’t they

1	C	2	C	3	B	4	D	5	B	6	D	7	C	8	D	9	C	10	B
11	C	12	B	13	B	14	D	15	C	16	B	17	C	18	B	19	C	20	B
21	C	22	D	23	D	24	A	25	B	26	C	27	D	28	A	29	B	30	C
31	D	32	B	33	B	34	C	35	C	36	A	37	B	38	C	39	D	40	A
41	B	42	C	43	D	44	B	45	C	46	A	47	D	48	A	49	C	50	A
51	B	52	C	53	A	54	D	55	B	56	C	57	D	58	A	59	B	60	B
61	C	62	D	63	A	64	B	65	D	66	C	67	B	68	D	69	B	70	A
71	D	72	C	73	C	74	A	75	D	76	C	77	C	78	C	79	D	80	D
81	C	82	A	83	D	84	C	85	B	86	C	87	A	88	D	89	A		

# بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

# النور في اللغة الانجليزية

( 2026 - 2025 )

High Note 4



Grade 11

# Unit 1



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