

اللغة الانجليزية الوحدة الأولى

Get the message



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01

Get the message

Vocabulary

Collocations with contact, message and touch

مفردات

Word	Meaning in English	Meaning in Arabic
carry a message	Conveying or transmitting information, ideas, or thoughts from one person to another.	يحمل رسالة
convey a message	To communicate or express a message	يوصل رسالة
deliver a message	Physically transporting an item or a message from one person to another	يسلم الرسالة
greeting	a polite word or sign of welcome or recognition	تحية
lose contact/touch with somebody	To no longer communicate with someone	لا يتواصل / يفقد التواصل
make contact with somebody	to succeed in communicating with someone or something	يتواصل مع شخص ما
pass on a message	To relay or transmit a message to someone	ينقل رسالة
Spread the message	To distribute the message widely	ينشر رسالة
Stay in touch	To maintain communication or contact with someone	يبقى على تواصل

تمرين الكتاب صفحة 4

- Make more **collocations** with the nouns **message, contact, touch**, using the verbs from the box.

deliver establish lose maintain pass on

1. ----- / ----- / ----- contact
2. ----- / ----- a / the message
3. ----- touch

Answers: 1. establish / lose / maintain 2. Deliver / pass on 3. Lose



أسئلة مقترحة - Suggested questions

1. The handwritten letter will ----- of hope and love.
a) Carry a message b) convey a message c) spread a message
2. Please make sure to -----regularly with your colleagues to maintain effective communication.
a) Lose touch b) stay in touch c) make contact
3. Stay in touch with your loved ones by making the effort to-----.
a) Deliver a message b) carry a message c) pass on a message
4. Ensure to -----with somebody before finalizing the deal.
a) Stay in touch b) make contact c) lose contact
5. Which collocation means to communicate information to someone?
a) Spread a message b) Carry a message c) Lose contact
6. Which phrase is used to indicate successfully communicating with someone for the first time?
a) Make contact with somebody
b) Pass on a message
c) Deliver a message
7. What does it mean to maintain communication over time?
a) Convey a message b) Lose contact c) Stay in touch
8. Which collocation means to distribute information to others?
a) Spread a message b) Carry a message c) Lose contact

Answers: 1. A 2. B 3. C 4. B 5. B 6. A 7. C 8. A

Messaging through time التراسل عبر الزمن

VOCABULARY AND GRAMMAR

Since the dawn of time people have been using different ways of communicating at a distance. In ancient times, they used smoke signals and after writing developed, they invented more ingenious methods of delivering messages; for example, sending a message in a bottle. At the turn of the twentieth century, bottles were found which had been sent by 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 would reach his future wife. Two years later he received a letter from a Sicilian girl, Paolina, who had found his bottle and soon after they were married!

منذ فجر التاريخ، استخدم الناس طرقًا مختلفة للتواصل عن بعد. في العصور القديمة، استخدموا الإشارات الدخانية، وبعد تطور الكتابة، اخترعوا أساليب أكثر براعة في إيصال الرسائل، على سبيل المثال، إرسال رسالة في زجاجة. ويعتقد أن هذا بدأ لأول مرة منذ آلاف السنين. وفي مطلع القرن العشرين، تم العثور على زجاجات أرسلها أشخاص كانوا مسافرين على متن سفينة تاييتانيك. كما ظهرت قصص أكثر سعادة إلى النور. في عام 1956، ألقى آكي فايكنغ، وهو سويدي، رسالة في البحر، على أمل أن تصل إلى زوجته المستقبلية. وبعد مرور عامين، تلقى رسالة من فتاة صقلية تدعى باولينا، والتي عثرت على زجاجته وبعد وقت قصير من زواجهما!

The invention of the telegraph in 1837 sped up communication dramatically. A criminal, John Tawell, was caught after he had escaped on the train to London.

A telegram was sent to the London police, and they were waiting for him when he arrived there.

أدى اختراع التلغراف عام 1837 إلى تسريع الاتصالات بشكل كبير. القاتل، جون تاويل بعد هروبه بالقطار إلى لندن. وتم إرسال برقية إلى شرطة لندن، وكانوا في انتظاره عند وصوله إلى هناك.

In Jordan, there are over six million mobile phones in use by the population. But you can still send telegrams through the Jordan Post Company!

في الأردن. هناك أكثر من ستة ملايين هاتف محمول يستخدمه السكان. ولكن لا يزال بإمكانك إرسال البرقيات عبر شركة البريد الأردني!

Since the invention of the mobile phone and the Internet, the world has become a different place. People are still sending messages, and it usually takes only seconds to deliver them. But are we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet has changed someone's life for the better. Look at Tara Taylor's case, a mother who lives in the USA: when she uploaded a photo of her daughter to 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!

منذ اختراع الهاتف المحمول و الإنترنت، أصبح العالم مكاناً مختلفاً. لا يزال الناس يرسلون رسائل، و عادةً ما يستغرق تسليمها ثوان فقط. لكن هل ننسى الآن كيفية التواصل وجهاً لوجه؟ لا شك أن هناك بعض التحديات، ولكن هناك أيضاً أمثلة على الحالات التي غير فيها الإنترنت حياة شخص ما نحو الأفضل. انظر إلى حالة تارا تايلور، وهي أم تعيش في الولايات المتحدة الأمريكية: عندما قامت بتحميل صورة ابنتها على وسائل التواصل الاجتماعي، اكتشف أحد أصدقائها مشكلة في إحدى عيني الطفلة. وتبين أن الفتاة أصيبت بمرض نادر، لكن بصرها أنقذ!

أسئلة مقترحة - Suggested questions

1. What methods of distant communication were used in ancient times?

ما هي طرق الاتصال عن بعد التي كانت تستخدم في العصور القديمة؟

- A) Telegraph and telephone
- B) Smoke signals and message in a bottle
- C) Emails and text messages
- D) Radio signals and television

2. What did ancient people invent after the development of writing to deliver messages?

ماذا اخترع القدماء بعد تطور الكتابة لتوصيل الرسائل؟

- A) Telegraph
- B) Message in a bottle
- C) Carrier pigeons
- D) Email

3. What significant historical event is mentioned in the context of messages in bottles?

ما هو الحدث التاريخي المهم المذكور في سياق الرسائل في الزجاجات؟

- A) The sinking of the Titanic
- B) The invention of the telephone
- C) The first radio broadcast
- D) The development of the telegraph

4. What happened to Ake Viking's message in a bottle?

ماذا حدث لرسالة أكي فايكنغ في الزجاج؟

- A) It was lost at sea forever
- B) It was found by a crew on the Titanic
- C) It was discovered by a Sicilian girl named Paolina
- D) It was intercepted by pirates

5. What was the outcome of Ake Viking's message in a bottle?

ما هي نتيجة رسالة أكي فايكنغ في الزجاج؟

- A) He received no reply
- B) He met his future wife, Paolina, and they married
- C) The message was destroyed before being read
- D) It led to a new method of communication being invented

6. What does the story of Ake Viking and Paolina exemplify?

ماذا تمثل قصة أكي فايكنغ و باولينا؟

- A) A tragic historical event
- B) A scientific breakthrough
- C) A romantic, if not environmentally friendly, gesture
- D) An early example of email communication

7. When was the telegraph invented?

متى تم اختراع التلغراف؟

A) 1807

C) 1827

B) 1817

D) 1837



8. What effect did the invention of the telegraph have on communication?

ما هو تأثير اختراع التلغراف على الاتصالات؟

- A) It slowed it down significantly
- B) It sped it up dramatically
- C) It made communication more expensive
- D) It had no impact on communication

9. Who was John Tawell?

من هو جون تاويل؟

- A) An inventor of the telegraph
- B) A famous train conductor
- C) A murderer who was caught using the telegraph
- D) A policeman in London

10. How was John Tawell caught?

كيف تم القبض على جون تاويل؟

- A) He was caught by a witness at the crime scene
- B) He was caught by the police in his hometown
- C) He was caught by the London police after a telegram was sent to them
- D) He was caught by a private detective

11. Why was John Tawell's capture considered a "miracle of science"?

لماذا اعتبر القبض على جون تاويل "معجزة علمية"؟

- A) Because he was captured without any evidence
- B) Because he was captured using the newly invented telegraph
- C) Because he confessed to his crime voluntarily
- D) Because he was captured by chance

12. What impact has the invention of the Internet had on the world?

ما هو تأثير اختراع الإنترنت على العالم؟

- A) It has made communication slower
- B) It has made the world a different place
- C) It has stopped people from sending messages
- D) It has increased face-to-face communication

13. How many messages are people sending daily according to the paragraph?

كم عدد الرسائل التي يرسلها الأشخاص يوميا حسب الفقرة؟

- A) Millions
- B) Hundreds
- C) Thousands
- D) Up to a billion

14. How long does it usually take to deliver a message via the Internet?

كم من الوقت يستغرق عادةً تسليم رسالة عبر الإنترنت؟

- A) Hours
- B) Minutes
- C) Seconds
- D) Days

15. What concern is raised about communication in the Internet age?

ما هو القلق الذي أثير بشأن الاتصالات في عصر الإنترنت؟

- A) People are communicating too much
- B) People are forgetting how to communicate face-to-face
- C) Messages are too expensive to send
- D) Messages take too long to deliver

16. Who is Tara Taylor?

من هي تارا تايلور؟

- A) A doctor who discovered a rare disease
- B) A friend who spotted a problem in a photo
- C) A mother from the USA who uploaded a photo of her daughter to Facebook
- D) A scientist who studies Internet communication

17. What was the outcome of Tara Taylor uploading a photo of her daughter to Facebook?

ما هي نتيجة قيام تارا تايلور بتحميل صورة ابنتها على فيسبوك؟

- A) Her daughter became famous
- B) A friend spotted a problem with her daughter's eye
- C) Her daughter was diagnosed with a common illness
- D) Nothing significant happened

18. What was the medical result that the friend spotting in the photo?

ما هي النتيجة الطبية التي اكتشفها الصديق في الصورة؟

- A) The child had a rare disease, but her sight was saved
- B) The child was healthy and had no issues
- C) The child had a common cold
- D) The child needed surgery for a broken bone

الاجابات النموذجية – Model Answers

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



Vocabulary

Phrasal Verbs أفعال مركبة

مفردات

word	Meaning in English	Meaning in Arabic
bring about	To cause something to happen	يسبب
Figure out	To solve or understand something	يحل / يفهم
get across	To successfully communicate a message/an idea	يوضح الفكرة
make out	To see something with difficulty	يميز او يرى بصعوبة
pick up	To receive sounds, phone signals, etc.	يلتقط / يأخذ
point out	To tell someone something you think they don't know	يخبر شخص عن شيء لا يعرفه
Spell out	To explain something very clearly	يوضح
Wipe out	To destroy something completely	يزيل او يدمر
Come across	To meet or find something or someone	يعثر او يصادف
Take in	To understand and remember something you are told	يفهم / يتذكر

0796714010

تمرين الكتاب صفحة 7

- Match the phrasal verbs from with their definitions below.

Point out / get across / figure out / pick up / wipe out / come across /
take in / bring about / make out / spell out

- 1 to receive sounds, phone signals, etc. -----
- 2 To cause something to happen. -----
- 3 To tell someone something you think they don't know. -----
- 4 To see something with difficulty. -----
- 5 To destroy something completely. -----

- 6 To successfully communicate a message/an idea. -----
 7 To explain something very clearly. -----
 8 To meet or find something or someone. -----
 9 To solve a problem. -----
 10 To understand and remember something you are told. -----

Answers: 1 pick up 2 bring about 3 point out 4 make out 5 wipe out 6 get across
 7 spell out 8 come across 9 figure out 10 take in

• Complete the sentences with the phrasal verbs

get across / Pointed out / figure out / picking up / wiped out / came across / hadn't taken in / brought about / make out / spell out

- 1 I was embarrassed when he -----that I had made some basic spelling mistakes.
 2 It was cloudy, but he could still -----the distant star.
 3 I -----an interesting article about space exploration the other day.
 4 Technology has -----many changes in the way we live.
 5 My science teacher is very good at -----difficult ideas so that we always understand them.
 6 It took me ages to -----exactly how to use the telescope.
 7 You don't understand? Do I have to -----what I mean?
 8 We couldn't use our mobile phones in the desert, but started to -----signals when we went into the mountains.

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

أسئلة مقترحة - Suggested questions

- The new educational program aims to ----- positive changes in student learning outcomes.
 - Take in
 - point out
 - bring about
- the root cause of the issue before implementing a solution.
 - Figure out
 - make out
 - spell about
- The message you are trying to ----- in your campaign needs to be concise and impactful.
 - point out
 - Wipe out
 - get across
- Please ----- your name for the registration form.
 - spell out
 - wipe out
 - make out

Answers: 1. c 2. a 3. c 4. a

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عمل اتصال Making Contact

READING AND VOCABULARY

We know that some animals understand basic instructions, allowing travellers to control their horses or camels, for example. But although some of the more intelligent animals can **figure out** what we want them 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 محدوداً. 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.

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals. Perhaps this is what inspired her to go to Africa when she was in her 20s. Here she **came across** a scientist who asked Jane if she might want a job observing chimpanzees in the wild. She immediately said yes. She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job, and it was not long before she **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 في 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.

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 saw her. But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust. It was only later that Jane would learn how dangerous they could be. She saw that different groups of chimpanzees had battles in which they tried to **wipe out** the rival group. But before this, her studies showed her that the chimpanzees could clearly communicate, allowing them 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 also realised they could use sign language.

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 جداً عن هذه الحيوانات البرية، فمن المحتمل جداً أن يكون هدوءها قد اكتسب ثقتهم. في وقت لاحق فقط عرفت جين مدى خطورتهم. ورأت أن مجموعات مختلفة من الشمبانزي خاضت معارك حاولوا فيها القضاء على المجموعة المنافسة. 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 أيضاً أن بإمكانهم استخدام لغة الإشارة.



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 work, Jane **spelled out** to the scientific community for the first time that animals, too, could use tools.

في هذا الوقت، اعتقد الناس أن البشر فقط هم من يمكنهم استخدام الأدوات. لكن جين شاهدت الشمبانزي يستخدم العصي لأخذ النمل من الشجرة، ثم استخدم العصي لإطعام النمل لصغاره. من خلال عملها، أوضحت جين للمجتمع العلمي لأول مرة أن الحيوانات أيضاً يمكنها استخدام الأدوات.

Jane went on to write a number of books about her work. As well as explaining chimpanzees' highly developed social behaviour, she taught us that they are omnivores (people used to think they were vegetarian). In 2002, she became a UN Messenger for Peace.

واصلت جين لكتابة 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.

In my opinion, Jane Goodall **brought about** a complete change in the way people understood how animals can communicate. Since her work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, who 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 تغييراً 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 على مسافات كبيرة. أشعر أننا قد نتعلم المزيد عن التواصل مع الحيوانات في المستقبل.

قائمة المصطلحات – GLOSSARY

word	Meaning in English	Meaning in Arabic
groom	To clean or care about appearance	يعتني بالمظهر
omnivore	An animal or a person that eats both plants and animals	أكل النبات والحيوان
rival	A competitor or opponent	منافس
scientific community	The scientists or researchers who engaged in scientific endeavors	المجتمع العلمي

أسئلة مقترحة - Suggested questions

1. The two companies have emerged as fierce ----- in the tech industry.
2. They always ----- and look dashing in their tailored suit at the party.
3. The ----- diet includes a variety of both plant and animal-based foods.
4. The ----- plays a crucial role in advancing knowledge, innovation, and understanding in various fields of study.

Answers: 1 rival 2 groom 3 omnivore 4 scientific community

1. If you could communicate with animals, which animal would you like to talk to most? Why?

إذا كان بإمكانك التواصل مع الحيوانات، ما هو الحيوان الذي تود التحدث معه أكثر؟ لماذا؟

2. What questions you would like to ask if you could talk to an animal.

ما هي الأسئلة التي تود طرحها إذا كان بإمكانك التحدث إلى حيوان؟

ACTIVE READING | Identifying the author's opinion

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

في النص، يعرض المؤلف وجهة نظره حول موضوع ما والحجج المختلفة لدعم هذا الرأي.

- Writers often use opinion verbs and phrases to signal their position, e.g. I feel ..., I think ..., In my opinion ..., etc.

غالباً ما يستخدم الكتاب أفعال وعبارات الرأي للإشارة إلى موقفهم

- Sometimes they express their views more subtly by using modal verbs, e.g. We should ..., It must be ..., etc.

في بعض الأحيان يعبرون عن آرائهم بمهارة أكبر باستخدام الأفعال المشروطة

- They may also use phrases of probability, e.g. Maybe ..., Possibly ..., etc.

يمكنهم أيضاً استخدام عبارات الاحتمال

- You will often find the author's main message towards the end of the article.

ستجد غالباً الرسالة الرئيسية للمؤلف في نهاية المقالة

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

تذكر أنه يمكنك تكوين رأيك الخاص، بدلاً من قبول ما يقوله المؤلف دون انتقاد.

تمرين الكتاب صفحة 7

Read the article again and choose the correct answers.

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

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

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

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

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

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

Answers: 1 b 2 c 3 a

أسئلة مقترحة - Suggested questions

1. Which of the following best summarizes the impact of Jane Goodall's work?

أي مما يلي يلخص بشكل أفضل تأثير عمل جين جودال؟

- A) She discovered a new species of chimpanzee.
- B) She demonstrated that animals can use tools and communicate complex ideas.
- C) She proved that animals can speak human languages.
- D) She showed that chimpanzees are dangerous animals.

2. What inspired Jane Goodall to go to Africa in her 20s?

ما الذي ألهم جين جودال للذهاب إلى أفريقيا في العشرينات من عمرها؟



- A) Her love for wildlife documentaries.
- B) Reading books about a fictional character who could talk to animals.
- C) Her desire to become a scientist.
- D) A job offer from a scientist in Africa.

3. What initial reaction did the chimpanzees have towards Jane Goodall?

ما هو رد الفعل الأولي الذي كان لدى الشمبانزي تجاه جين جودال؟

- A) They immediately trusted her.
- B) They were curious and approached her.
- C) They ran away as soon as they saw her.
- D) They attacked her.

4. How did Jane Goodall's lack of scientific training possibly benefit her in studying chimpanzees?

كيف يمكن أن يفيد افتقار جين غودال إلى التدريب العلمي في دراسة الشمبانزي؟

- A) It made her more curious.
- B) It allowed her to be more aggressive.
- C) It enabled her to approach the chimpanzees with calmness.
- D) It made her rely on other scientists for help.

5. What important discovery did Jane Goodall make about chimpanzees?

ما هو الاكتشاف المهم الذي توصلت إليه جين جودال بشأن الشمبانزي؟

- A) They are vegetarians.
- B) They can speak human languages.
- C) They can use tools.
- D) They do not communicate with each other.

6. What did Jane Goodall's studies reveal about chimpanzees' social behavior?

ماذا كشفت دراسات جين جودال عن السلوك الاجتماعي للشمبانزي؟

- A) They live solitary lives.

- B) They have a highly developed social structure that includes grooming, helping each other, sharing food, and having arguments.
- C) They do not interact with each other.
- D) They rely solely on humans for food.

7. What significant role was Jane Goodall appointed to in 2002?

ما هو الدور المهم الذي تم تعيين جين جودال له في عام 2002؟

- A) UN Messenger for Peace.
- B) President of a scientific organization.
- C) Director of a wildlife reserve.
- D) Head of an animal rights organization.

8. How has Jane Goodall's work influenced the study of animal communication?

كيف أثر عمل جين جودال على دراسة التواصل بين الحيوانات؟

- A) It ended further studies on animal communication.
- B) It led to more studies on communication between various animals like whales and elephants.
- C) It proved that only chimpanzees can communicate.
- D) It showed that animals cannot communicate complex ideas.

9. Which method of communication did Jane Goodall discover chimpanzees could use besides touch and sound?

ما هي وسيلة الاتصال التي اكتشفت جين جودال أن الشمبانزي يمكن أن يستخدمها إلى جانب اللمس والصوت؟

- A) Writing.
- B) Sign language.
- C) Morse code.
- D) Painting.

10. What common misconception about chimpanzees' diet did Jane Goodall's research correct?

ما هو المفهوم الخاطئ الشائع حول النظام الغذائي للشيمبانزي الذي صححته أبحاث جين جودال؟

- A) That they only eat fruits.
- B) That they are omnivores.
- C) That they do not eat meat.
- D) That they are carnivores.

11. What initial misconception about animals did Jane Goodall's work challenge?

ما هو المفهوم الخاطئ الأولي حول الحيوانات الذي تحدى فيه عمل جين جودال؟

- A) Animals cannot understand human speech.
- B) Animals cannot feel emotions.
- C) Only humans can use tools.
- D) Animals are always friendly to humans.

12. Why did Jane Goodall initially go to Lake Tanganyika in Tanzania?

لماذا ذهبت جين جودال في البداية إلى بحيرة تنجانيقا في تنزانيا؟

- A) To become a UN Messenger for Peace.
- B) To observe chimpanzees in the wild.
- C) To write books about African wildlife.
- D) To study the diet of chimpanzees.

13. What did Jane Goodall observe chimpanzees doing with sticks?

ماذا لاحظت جين جودال أن الشيمبانزي يفعل بالعصي؟

- A) Building nests.



- B) Digging for water.
- C) Using them to extract ants from trees and feeding the ants to their young.
- D) Communicating with other groups of chimpanzees.

14. How did Jane Goodall's discoveries change scientific views on animal communication?

كيف غيرت اكتشافات جين جودال وجهات النظر العلمية حول التواصل بين الحيوانات؟

- A) They confirmed that animals cannot communicate in any form.
- B) They revealed that animals use language identical to humans.
- C) They highlighted that animals communicate using various methods, including tools and sign language.
- D) They showed that only domesticated animals can communicate.

15. What was Jane Goodall's primary focus in her studies of chimpanzees?

ما هو التركيز الأساسي لجين جودال في دراستها للشمبانزي؟

- A) Their physical strength.
- B) Their communication and social behavior.
- C) Their habitat.
- D) Their diet only.

16. Why did Jane Goodall take her mother to Tanzania?

لماذا أخذت جين جودال والدتها إلى تنزانيا؟

- A) Her mother was a scientist.
- B) She needed her mother's support to start her new job.

- C) Her mother was a wildlife expert.
D) Her mother wanted to study chimpanzees too.

17. What did Jane Goodall notice about the social interactions of chimpanzees?

ماذا لاحظت جين جودال عن التفاعلات الاجتماعية للشيمبانزي؟

- A) They do not interact with each other.
B) They only interact during fights.
C) They groom, help each other, and share food.
D) They interact only when humans are around.

18. What did Jane Goodall's findings about chimpanzees using tools imply about the similarities between humans and chimpanzees?

ماذا تعني النتائج التي توصلت إليها جين جودال حول استخدام الشيمبانزي للأدوات فيما يتعلق بأوجه التشابه بين البشر والشيمبانزي؟

- A) Humans are the only species that use tools.
B) Chimpanzees have similar cognitive abilities to humans in some aspects.
C) Chimpanzees do not use tools as efficiently as humans.
D) There are no similarities between humans and chimpanzees.

19. What did Jane Goodall discover about the diet of chimpanzees?

ماذا اكتشفت جين جودال عن النظام الغذائي للشيمبانزي؟

- A) They are herbivores.
B) They are carnivores.
C) They are omnivores.
D) They only eat fruits.



20. What was a significant part of Jane Goodall's legacy in relation to animal studies?

ما هو الجزء المهم من تراث جين جودال فيما يتعلق بالدراسات الحيوانية؟

- A) She discouraged further research on animal communication.
- B) She inspired ongoing studies on various forms of animal communication.
- C) She concluded that animal communication is a myth.
- D) She focused exclusively on chimpanzees without influencing broader research.

الأستاذ

Model Answers – الاجابات النموذجية

1 – b 2 – b 3 – C 4 – C 5 – C 6 – b 7 – a 8 – b 9 – b 10 – C 11 – C
12 – b 13 – C 14 – C 15 – b 16 – b 17 – C 18 – b 19 – C 20 – b

0796714010

How to break the ice and make new friends

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 the situation you're in, it can really **create a bond** between you.

لا تقلق كثيراً بشأن ترك انطباع إيجابي. غالباً ما تكون أفضل طريقة لبدء محادثة هي التعليق على الطقس . إذا كان بإمكانك الضحك على الموقف الذي تعيش فيه، فقد يؤدي ذلك إلى إنشاء رابط بينكما.

People like it if you **pay them a compliment**, but you need to sound insincere. Just **make small talk** about where you live, what you're studying and so on. You may find that you really hit it off and become friends for life.

غالباً ما يعجب الناس إذا مدحتهم، لكن لا تحاول بذل جهد كبير و لكنك بحاجة ان تبدو صادقاً. ما عليك سوى إجراء محادثة قصيرة حول المكان الذي تعيش فيه، وما الذي تدرسه، وما إلى ذلك. قد تجد أنك قد انسجمت بالفعل و أصبحتم أصدقاء مدى الحياة.

People are more likely to **take to you** if you **come across as** a warm person. So, make eye contact and smile.

من المرجح أن يجذب نحوك الناس إذا اعطيت انطباعاً أنك شخص ودود . لذا، تواصل بالعين و ابتسم.

تمرين الكتاب صفحة 8

- In pairs, answer the questions.

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

هل يمكنك معرفة معنى العنوان من السياق؟

2. Do you find it easy or difficult to break the ice with people you don't know? Say why.

هل تجد أنه من السهل أو الصعب كسر الجمود مع الأشخاص الذين لا تعرفهم؟ قل لماذا.

الاجابات - Answers

- make people feel more friendly and willing to talk to each other
- Breaking the ice with people that I don't know can be easy because I have a strong personality. Also, I have confident and well-developed social skills. I always feel comfortable initiating conversations with strangers.

أسئلة مقترحة - Suggested questions

1. According to the passage, what is a good way to strike up a conversation?

وفقاً للفقرة، ما هي الطريقة الجيدة لبدء محادثة؟

- Share personal secrets immediately
- Comment on the weather or make a funny observation
- Talk about controversial topics
- Avoid eye contact and remain silent

2. What does the passage suggest about giving compliments?

ماذا يقترح المقطع بشأن تقديم المجاملات؟

- Compliments should be avoided altogether
- Compliments should be extravagant and frequent
- Compliments should be sincere and not overdone
- Compliments should focus on personal appearance

3. Which of the following is NOT recommended in the passage as a way to come across as approachable?

أي مما يلي لا توصى به في الفقرة كوسيلة لتكون من الممكن تبادل الحديث معه؟

- a) Making eye contact c) Staring intently
b) Smiling d) Talking about common topics.

4. What is the potential outcome of engaging in small talk according to the passage?

ما هي النتيجة المحتملة للانخراط في محادثة قصيرة وفقاً للفقرة؟

- a) You will likely feel awkward and uncomfortable
b) You might end up forming lifelong friendships
c) You will come off as insincere
d) You will be ignored by others

5. The passage implies that making a comment about the weather can:

يشير المقطع إلى أن التعليق على الطقس يمكن أن:

- a) Be considered rude in many cultures
b) Help break the ice in a conversation
c) Be too trivial to start a conversation
d) Make the other person feel uncomfortable

Answers: 1 – B 2 – C 3 – C 4 – B 5 – B

Phrases for breaking the ice

word	Meaning in English	Meaning in Arabic
struck up a conversation	To start talking	يبدأ محادثة
came across as	To give an impression	يعطي انطباع
paid him a compliment	To make a comment about something	يعلق على
took to him	To immediately like him	ينجذب نحوه
had a laugh	To find something really funny	يجد الامر ممتعاً
hit it off	To like something or someone	ينسجم مع

تمرين الكتاب صفحة 8

- Complete the second sentence so that it means the same as the first.
- 1 He started talking to the new neighbour.
STRUCK → He -----with the new neighbour.
 - 2 She gave the impression of being very self-confident.
ACROSS → She -----being very self-confident.
 - 3 Abeer commented on how nice her shoes were.
PAID → Abeer -----about her shoes.
 - 4 I immediately liked him.
TOOK → I -----immediately.
 - 5 We found it really funny.
LAUGH → We really -----about it.
 - 6 I didn't really like her friends when I met them.
OFF → I didn't really -----with her friends when I met them.

Answers: 1 struck up a conversation 2 came across as 3 paid him a compliment 4 took to him 5 had a laugh 6 hit it off

Communication idioms

word	Meaning in English	Meaning in Arabic
jump down somebody's throat	To react angrily to something someone has said	الرد بغضب
put somebody on the spot	To embarrass someone by forcing them to answer a difficult question	يخرج شخص ما
fire questions at someone	To ask someone a lot of questions quickly	يسأل أسئلة بسرعة
refuse to let something drop	To not stop talking about a particular subject	عدم التوقف عن التحدث عن موضوع معين
insist on having the last word	To have to make the final point in a discussion or argument	توضيح النقطة الأخيرة من النقاش
not get a word in edgeways	To be unable to say anything because someone else is talking all the time	عدم المقدرة على التحدث لأن شخصاً آخر يتكلم طيلة الوقت

تمرين الكتاب صفحة 8

• Match idioms 1-6 with definitions a-f.

- 1 jump down somebody's throat
- 2 put somebody on the spot
- 3 fire questions at someone
- 4 refuse to let something drop
- 5 insist on having the last word
- 6 not get a word in edgeways

A to be unable to say anything because someone else is talking all the time

B to embarrass someone by forcing them to answer a difficult question

C to have to make the final point

D to not stop talking about something

E to react angrily to something

F to ask someone a lot of questions quickly

Answers: 1 e 2 b 3 f 4 d 5 c 6 a

كتاب التمارين صفحة 8

- Choose the correct words to complete the idioms.

1 **throw / fire** questions at someone

2 insist on having the last **say / word**

3 put somebody **on / in** the spot

4 jump down somebody's **neck/ throat**

5 not get a word in **edgeways / sideways**

6 refuse to let something **drop / stop**

Answers: 1 fire 2 word 3 on 4 throat 5 edgeways 6 drop

- Match situations a-f with idioms 1-6 from Exercise 2.

A Then the boss asked me to say who I thought was to blame. It was so embarrassing!

B You always have to be the last one to speak, don't you?

C I told him I didn't want to talk about it anymore, but he wouldn't stop.

D He just kept asking me one thing after another for what seemed like ages.

E When I told her I was going to be a few minutes late, she got really angry!

F She talked so much that I didn't manage to say anything at all during lunch

Answers: a 3 b 2 c 6 d 1 e 4 f 5

Vocabulary

Emotion adjectives

مفردات

word	Meaning in English	Meaning in Arabic
astonished	Greatly surprised or amazed	مندهبش
bewildered	Confused or puzzled	مرتبك
devastated	Emotionally destroyed or sad	حزين / مدمر
ecstatic	Extremely happy, joyful or thrilled	مسرور جداً
exasperated	Frustrated or annoyed	مستاء / غاضب
livid	Extremely angry or furious	غاضب جداً
tense	Anxious or nervous	قلق / متوتر
terrified	Extremely frightened or scared	مرعوب

تمرين الكتاب صفحة 10

- Match the adjectives below with their synonyms.

annoyed confused frightened furious nervous sad surprised Thrilled

- 1 terrified 2 astonished 3 exasperated 4 livid
5 tense 6 ecstatic 7 bewildered 8 devastated

Answers: 1. Frightened 2. Surprised 3. Annoyed 4. Furious
5. Nervous 6. Thrilled 7. Confused 8. Sad

- Complete the sentences with the adjectives.
 - I'm completely -----about my exam results - I never thought I'd do so well!
 - He has no idea how he lost his phone. He feels -----completely
 - Randa's mother was absolutely -----when she found out that her daughter had cheated in the exam again.
 - She felt very -----as she waited for her job interview.
 - He's -----that someone will find out his secret.
 - Nothing is changing and he is becoming more and more -----the situation.

Answers: 1 ecstatic 2 bewildered 3 livid
4 tense 5 terrified 6 exasperated



Critical thinking p. 10

1. Which aspects of emotional intelligence do you think you are strongest at?

ما هي جوانب الذكاء العاطفي التي تعتقد أنك الأقوى فيها؟

.....

.....

.....

2. How could you further improve your emotional intelligence? What could be the benefits?

كيف يمكنك تحسين ذكائك العاطفي؟ ماذا يمكن أن تكون الفوائد؟

.....

.....

.....

Suggested answers:

1. Many capabilities allow me to engage in conversations that feel empathetic and supportive like understanding emotions because I can analyze and understand the emotions conveyed in text, and problem-solving because I can help users work through problems by providing logical, supportive, and empathetic responses.
2. Improving emotional intelligence involves enhancing your ability to understand, manage, and use your emotions effectively. The benefits for that could be better relationships, improved mental health, enhanced professional success and some physical health benefits.

مهارات التحدث – Speaking Skills

Expressing emotions

Situation	Expression or term
Expressing anxiety التعبير عن القلق	1. It's been keeping me up at night. 2. I'm worried sick about
Expressing relief التعبير عن الارتياح	1. I can breathe a sigh of relief now. 2. That's a weight of my mind. 3. Thank goodness.
Expressing annoyance and frustration التعبير عن الانزعاج والإحباط	1. is driving me up the wall! 2. really gets on my nerves 3. I've had it up to here with
Expressing surprise or disbelief التعبير عن الدهشة أو عدم التصديق	1. You've got to be kidding me! 2. Get out of here! 3. Who would have thought it?
Expressing sadness التعبير عن الحزن	1. I'm feeling a bit down in the dumps. 2. I'm feeling a bit blue. 3. I'm heartbroken
Expressing enjoyment or happiness التعبير عن المتعة أو السعادة	1. I'm walking on air! 2. I can't stop smiling!

تمرين الكتاب صفحة 11

- Replace the underlined words with phrases from the box.
- 1 A) I'm extremely concerned about my aunt - she isn't very well.
B) That's awful. It's horrible when a relative is sick.
- 2 A) I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.

- B) There's no need to worry. You'll be great!
- 3 A) My parents are taking me to Florida this summer.
B) I don't believe you! You lucky thing!
A) Yes, I'm so happy.
- 4 A) I'm completely fed up with people gossiping behind my back.
B) I don't blame you. It's awful.
- 5 A) I finally finished my geography project.
B) That must be a relief for you.

Answers: 1 A) I'm worried sick B) I'm so sorry to hear that.

2 A) It's been keeping me up at night. B) What's the worst that could happen?

3 B) You've got to be kidding me! A) I'm walking on air! / I can't stop smiling!

4 A) I've had it up to here with

5 B) a weight off your mind

عمر ملكاوي

0796714010

REGULATED AI IS GOOD FOR CHILDREN

الذكاء الصناعي المنظم جيد للأطفال

Writing

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 might make many aspects of life easier, it could also make things worse, especially for our children.

يشير الذكاء الاصطناعي (AI) إلى كيفية قيام أجهزة الكمبيوتر بالمهام التي يقوم بها عادة البشر الأذكياء. 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 أكثر فأكثر في الحياة اليومية، وعلى الرغم من أنه قد يجعل العديد من جوانب الحياة أسهل، إلا أنه قد يجعل الأمور أسوأ، خاصة بالنسبة للأطفال.

AI is already used by many forms of social media. As with other forms of social media, AI can learn about its users' interests and hobbies, and that includes children. According to the website Net Positive, AI can even identify children's voices. This might mean children are directed to online advertising and content that their 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 مستخدميهم، بما في ذلك الأطفال. ووفقاً لموقع الانترنت الايجابي، يمكن للذكاء الاصطناعي التعرف على أصوات الأطفال. قد يعني هذا أنه يتم توجيه الأطفال، إلى الاعلانات والمحتوى عبر الانترنت الذي لا يريده أبائهم.

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 is at the forefront of technology.

ومع ذلك، تأمل بعض الدول مثل الأردن في استخدام الذكاء الاصطناعي بشكل معقول. تنفيذ منظمة الأمم المتحدة للتنمية الصناعية (UNIDO) أن العديد من الصناعات عملت معاً لوضع خطة لاستخدام الذكاء الاصطناعي في تنمية البلاد على مدى السنوات الخمس المقبلة. الأردن في وضع جيد لاستخدام الذكاء الاصطناعي لأنه في طبيعة التكنولوجيا.

The people looking into using AI in Jordan are hoping it 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 is used. 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.

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

٢٠٢٤

We are still at an early stage in the development of AI and there is no doubt it is an exciting form of technology. However, without careful rules to control how it is used, and who it is used by, there are undoubted problems with it. Children themselves might find they are relying on a form of technology that in its 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 استخدامه، ومن يستخدمه، فلا شك أن هناك مشاكل معه. قد يجد الأطفال أنفسهم أنهم يعتمدون على شكل من أشكال التكنولوجيا التي لا ينبغي الوثوق بها دائماً في شكلها الحالي. وكما نقول مجلة تايم في مقالها الصادر في يوليو/تموز 2023، ما لم نبدأ في التحكم في كيفية استخدامنا للذكاء الاصطناعي، فإن "الأطفال سيكونون الخاسرين الأكبر".

Critical Thinking p. 12

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

هل تعتقد أن تكنولوجيا الكمبيوتر ستغير طريقة تواصل الأطفال في المستقبل؟ لماذا؟

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

هل تعتقد أن هناك أي مخاطر على نمو تكنولوجيا الكمبيوتر؟

3. Is Artificial Intelligence good or bad for children?

هل الذكاء الاصطناعي مفيد أم سيء للأطفال؟

Suggested Answers:

1. I think that computer technology will shape the way children communicate in the future because of the expanding of their connectivity, creating new interaction methods, Collaborative Tools and necessitating new skills and awareness.
2. I think that there are several potential dangers associated with the growth of computer technology. While the advancements in this field have brought about significant benefits, they also come with risks and challenges such as Hacking, Privacy Concerns, Economic Disruption, Ethical and Social Issues and Dependence on Technology.
3. I think that there it will have a negative impact because children may become overly dependent on AI for answers and problem-solving, potentially stifling creativity and critical thinking.

أسئلة مقترحة - Suggested questions

1. What can AI computers do, according to the passage?

ما الذي يمكن أن تفعله أجهزة الكمبيوتر التي تعمل بالذكاء الاصطناعي، وفقاً للقطعة؟

- A) Write songs
B) Solve scientific problems
C) Help find cures for diseases
D) All of the above

2. Why might AI make things worse, especially for children?

لماذا قد يجعل الذكاء الاصطناعي الأمور أسوأ، خاصة بالنسبة للأطفال؟

- A) AI can lead to job loss.
B) AI can direct children to inappropriate content.
C) AI can malfunction frequently.
D) AI is too expensive for families.

3. What capability does AI have according to the website Net Positive?

ما هي القدرة التي يتمتع بها الذكاء الاصطناعي وفقاً لموقع Net Positive؟

- A) AI can control home appliances.
B) AI can identify children's voices.
C) AI can write essays for students.
D) AI can replace teachers in classrooms.

4. Which country is mentioned as hoping to use AI sensibly?

ما هي الدولة التي تم ذكرها على أنها تأمل في استخدام الذكاء الاصطناعي بشكل معقول؟



- A) Japan
B) Jordan
C) Germany
D) Canada

5. What are some areas Jordan hopes AI will help with?

ما هي بعض المجالات التي يأمل الأردن أن يساعد فيها الذكاء الاصطناعي؟

- A) Science, investment, and government services
B) Agriculture, tourism, and healthcare
C) Entertainment, sports, and education
D) Transportation, housing, and food services

6. What is a potential problem with AI search engines mentioned in the passage?

ما هي المشكلة المحتملة في محركات بحث الذكاء الاصطناعي المذكورة في القطعة؟

- A) They are too slow.
B) They might use unreliable sources.
C) They are too expensive to use.
D) They are not user-friendly.

7. According to Time magazine, who will be the biggest losers if we do not control AI use?

وفقا لمجلة تايم، من سيكون الخاسر الأكبر إذا لم نتحكم في استخدام الذكاء الاصطناعي؟

- A) Adults
B) Businesses
C) Governments
D) Children

8. What does the government of Jordan plan to do to address AI dangers?

ما الذي تخطط الحكومة الأردنية للقيام به لمواجهة مخاطر الذكاء الاصطناعي؟

- A) Ban AI completely
- B) Promote AI usage in all sectors
- C) Set up regulations to control AI use
- D) Leave AI development to private companies
9. Why are some people worried about students using AI for their work?

لماذا يشعر بعض الأشخاص بالقلق من استخدام الطلاب للذكاء الاصطناعي في عملهم؟

- A) AI is too complicated for students to use.
- B) AI might provide incomplete or incorrect information.
- C) AI is not accessible to all students.
- D) AI is too expensive for educational institutions.
10. What stage are we at in the development of AI, according to the passage?

ما هي المرحلة التي وصلنا إليها في تطور الذكاء الاصطناعي، بحسب القطعة؟

- A) Early stage
- B) Mid stage
- C) Advanced stage
- D) Final stage
11. What is one benefit of using AI in everyday life as mentioned in the passage?

ما هي إحدى فوائد استخدام الذكاء الاصطناعي في الحياة اليومية كما هو مذكور في القطعة؟

- A) Making many aspects of life easier
- B) Increasing job opportunities
- C) Reducing energy consumption
- D) Enhancing physical fitness

12. According to the passage, what is a concern parents might have about AI?

وفقاً للقطعة، ما هو مصدر القلق الذي قد يكون لدى الآباء بشأن الذكاء الاصطناعي؟

- A) AI could replace human teachers.
- B) AI could expose children to unwanted online advertising.
- C) AI could make children physically inactive.
- D) AI could decrease children's attention spans.

13. Which organization reports that Jordan is working on a plan for AI use?

ما هي المنظمة التي أفادت بأن الأردن يعمل على خطة لاستخدام الذكاء الاصطناعي؟

- A) UNESCO
- B) UNEDIC
- C) UNIDO
- D) UNICEF

14. What does the passage mention about Jordan's position in technology?

ماذا تذكر القطعة عن مكانة الأردن في مجال التكنولوجيا؟

- A) Jordan is lagging behind other countries.
- B) Jordan is at the forefront of technology.
- C) Jordan is only beginning to explore technology.
- D) Jordan has no interest in technological advancements.

15. What is the main purpose of setting up regulations for AI in Jordan?

ما هو الهدف الرئيسي من وضع أنظمة للذكاء الاصطناعي في الأردن؟

- A) To ban AI technology completely
- B) To ensure the ethical and safe use of AI

- C) To increase the cost of using AI
D) To encourage uncontrolled AI development

16. What does the passage suggest about the current reliability of AI?

ماذا تقترح القطعة بشأن الموثوقية الحالية للذكاء الاصطناعي؟

- A) AI is completely reliable and accurate.
B) AI can sometimes provide incomplete or incorrect information.
C) AI is always faster than human experts.
D) AI cannot be used for educational purposes.

17. Why is there a concern about children relying on AI technology?

لماذا هناك قلق بشأن اعتماد الأطفال على تكنولوجيا الذكاء الاصطناعي؟

- A) AI is too complex for children to understand.
B) AI might not be a trustworthy source of information.
C) AI is too costly for children to access.
D) AI could lead to social isolation among children.

18. According to the passage, what is the outlook on AI development?

وفقاً للقطعة، ما هي التوقعات بشأن تطوير الذكاء الاصطناعي؟

- A) AI development is nearly complete.
B) AI development is at a promising but early stage.
C) AI development is unlikely to progress further.
D) AI development is only beneficial for businesses.

19. What does Time magazine argue about the use of AI?

ماذا تقول مجلة تايم حول استخدام الذكاء الاصطناعي؟

- A) Adults will benefit the most from AI.
- B) Businesses will be the biggest losers with AI.
- C) Children will be the biggest losers if AI is not controlled.
- D) AI should be used in all aspects of life.

20. How long is Jordan's plan for AI development expected to last?

إلى متى من المتوقع أن تستمر خطة الأردن لتطوير الذكاء الاصطناعي؟

- A) Two years
- B) Three years
- C) Five years
- D) Ten years

الاجابات النموذجية – Model Answers

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

READING

The next lingua franca اللغة المشتركة التالية

قراءة و استيعاب

A recent study in the UK revealed that only about twenty-five percent of adults in the UK can hold a conversation in a foreign language. This was attributed to a mixture of cultural reasons and past government policies. However, language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

كشفت دراسة حديثة في المملكة المتحدة أن حوالي خمسة وعشرين بالمائة فقط من البالغين في المملكة المتحدة يمكنهم إجراء محادثة بلغة أجنبية. ويعزى ذلك إلى مزيج من الأسباب الثقافية والسياسات الحكومية السابقة. ومع ذلك، أصبح تعلم اللغات الآن يحظى بالأولوية في المدارس. الفرنسية والإسبانية والألمانية هي ثلاث من اللغات التي تم تحديدها على أنها الأكثر أهمية.

On the other hand, the situation in other countries is different. 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! 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. نتعلم الغالبية العظمى من طلاب المدارس الثانوية لغة أجنبية، والتي غالباً ما تكون الإنجليزية. أصبحت اللغة الإنجليزية الآن مادة إلزامية في العديد من المدارس الابتدائية أيضاً. يعتبر إتقان اللغة الأجنبية أمراً مهماً للغاية لمستقبل الطالب. هناك اسباب كثيرة لهذا. أولاً، يعد إتقان لغة أجنبية يمكن أن يساعد الشباب على النجاح في حياتهم المهنية التي يختارونها. علاوة على ذلك، فإن إتقان لغة مختلفة يجعل السفر أقل إرهاقاً ومتعة! أخيراً، لا ينبغي لنا 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.

However, is English really as crucial as the large number of students of English would suggest?

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. Take the future of business. 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.

ومع ذلك، هل اللغة الإنجليزية مهمة حقاً كما يقترح العدد الكبير من طلاب اللغة الإنجليزية؟ تعتبر الهند 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 حقاً على المستقبل الذي ن فكر فيه. خذ مستقبل الأعمال. من السهل إيصال رسالتك في فندق أو مطعم باللغتين الإسبانية والفرنسية، ولكن لا يتم التحدث بهما على نطاق واسع أو تعلمهما بسهولة مثل اللغة الإنجليزية. وتشير التقارير أيضاً إلى أن اللغتين العربية والإسبانية ستكونان لغتين مهمتين للقيام بأعمال تجارية فيهما.

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. Perhaps students in the UK are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world? So, English as a vehicle of international communication would seem to be here to stay.

فيما يتعلق بالسفر، تعد اللغة الصينية هي اللغة الأكثر استخداماً في العالم، ولكن نظراً لتعقيدها، فهي ليست اللغة المشتركة المثالية. ربما يضيع الطلاب في المملكة المتحدة وقتهم في تعلم الفرنسية والألمانية، وينبغي عليهم تحويل انتباههم إلى لغة الماندرين، اللغة الأكثر تحدثاً في العالم؛ لذا، يبدو أن اللغة الإنجليزية كوسيلة للتواصل الدولي موجودة لتبقى.

أسئلة مقترحة - Suggested questions

1. What percentage of adults in the UK can hold a conversation in a foreign language according to the study?

ما هي نسبة البالغين في المملكة المتحدة الذين يمكنهم إجراء محادثة بلغة أجنبية وفقاً للدراسة؟

A) 10%

C) 50%

B) 25%

D) 75%

2. Which languages are identified as the most important to learn in UK schools?

ما هي اللغات التي تم تحديدها على أنها الأكثر أهمية للتعليم في مدارس المملكة المتحدة؟

A) French, Italian, and German

C) French, Spanish, and German

B) Spanish, Italian, and German

D) French, Spanish, and Mandarin



3. Why is fluency in a foreign language considered important for students in Europe?

لماذا يعتبر إتقان لغة أجنبية أمراً مهماً للطلاب في أوروبا؟

- A) It helps in understanding different cultures.
- B) It is a mandatory requirement for graduation.
- C) It is considered essential for future career success.
- D) Both A and C

4. Which languages are suggested as potentially important for business in the future according to reports?

ما هي اللغات المقترحة باعتبارها ذات أهمية محتملة للأعمال في المستقبل وفقاً للتقارير؟

- A) French and German
- B) Arabic and Spanish
- C) Mandarin and Japanese
- D) Russian and Portuguese

5. Why might English remain a crucial language for international communication?

لماذا قد تظل اللغة الإنجليزية لغة حاسمة للتواصل الدولي؟

- A) It is the easiest language to learn.
- B) It is spoken by the most people in the world.
- C) It is widely spoken and simpler to learn compared to other languages.
- D) It is the official language of the United Nations.

6. What is one of the main benefits of learning a foreign language mentioned in the passage?

ما هي إحدى الفوائد الرئيسية لتعلم لغة أجنبية المذكورة في القطعة؟

- A) It makes you smarter.
- B) It makes travelling less stressful and more enjoyable.



- C) It guarantees higher earnings.
D) It is necessary for accessing the internet.

7. Which countries are identified as the main emerging economies in the passage?

ما هي الدول التي تم تحديدها على أنها الاقتصادات الناشئة الرئيسية في القطعة؟

- A) Brazil and Russia
B) South Africa and Brazil
C) Mexico and China
D) India and China

8. Why might students in the UK consider learning Mandarin?

لماذا قد يفكر الطلاب في المملكة المتحدة في تعلم لغة الماندرين؟

- A) It is the most widely spoken language in the world.
B) It is easier to learn than other languages.
C) It is an official language of the UK.
D) It is the main language used in international business.

9. What aspect of learning a foreign language helps promote global understanding?

ما هو جانب تعلم لغة أجنبية الذي يساعد على تعزيز التفاهم العالمي؟

- A) Memorizing vocabulary
B) Learning about the culture of the country where the language is spoken
C) Practicing speaking with native speakers
D) Using language learning apps

10. Why might English be considered less critical in the future according to the passage?

لماذا يمكن اعتبار اللغة الإنجليزية أقل أهمية في المستقبل وفقاً للقطعة؟

- A) Other languages like Mandarin might become more important.
- B) English is too difficult to learn.
- C) Most people in the world already speak English.
- D) English will be replaced by a new universal language.

11. Which reason is NOT mentioned in the passage for why foreign language learning is being prioritized in UK schools?

ما السبب الذي لم يذكر في القطعة لماذا يتم إعطاء الأولوية لتعلم اللغة الأجنبية في مدارس المملكة المتحدة؟

- A) Past government policies
- B) Cultural reasons
- C) Technological advancements
- D) Future career success

12. What is suggested as a potential downside of learning French and German for UK students?

ما الذي اقترح كجانب سلبي محتمل لتعلم الفرنسية والألمانية لطلاب المملكة المتحدة؟

- A) They are too difficult to learn.
- B) They are not spoken by many people.
- C) They might not be as useful as learning Mandarin.
- D) They are not offered in all schools.



13. Which factor makes Chinese a less ideal lingua franca despite being the most spoken language?

ما هو العامل الذي يجعل اللغة الصينية لغة مشتركة أقل مثالية على الرغم من كونها اللغة الأكثر استخداماً؟

- A) Its complex grammar
- B) Its uneven geographic distribution
- C) Its lack of business terminology
- D) Its similarity to other languages

14. Why might students in Europe prioritize learning English over other foreign languages?

لماذا قد يعطي الطلاب في أوروبا الأولوية لتعلم اللغة الإنجليزية على اللغات الأجنبية الأخرى؟

- A) English is easier to learn than other languages.
- B) English is considered crucial for future success.
- C) English is the official language of most European countries.
- D) English is not taught in primary schools.

15. According to the passage, what is a common benefit of learning any foreign language?

وفقاً للقطعة، ما هي الفائدة المشتركة لتعلم أي لغة أجنبية؟

- A) It guarantees a job in any field.
- B) It helps include a useful skill on a curriculum vitae.
- C) It allows for instant fluency in multiple languages.
- D) It makes learning other subjects easier.



16. Which languages are indicated as less likely to dominate the future compared to English?

ما هي اللغات التي يُشار إليها على أنها أقل احتمالاً للسيطرة على المستقبل مقارنة باللغة الإنجليزية؟

- A) French and German
B) Spanish and Arabic
C) Mandarin and Hindi
D) Russian and Portuguese

17. In the context of the passage, what does "lingua franca" mean?

في سياق القطعة، ماذا تعني عبارة "لغة مشتركة"؟

- A) A language used for international business
B) A language that is the easiest to learn
C) A language spoken by the majority of people in a country
D) A language used as a common means of communication between speakers of different native languages

18. What is the primary reason for the prioritization of language learning in European primary schools?

ما هو السبب الرئيسي لإعطاء الأولوية لتعلم اللغة في المدارس الابتدائية الأوروبية؟

- A) To promote cultural heritage
B) To ensure early proficiency in a foreign language
C) To increase enrollment in secondary schools
D) To prepare students for international travel

19. Which of the following is NOT listed as a benefit of learning a foreign language?

أي مما يلي لم يتم إدراجه ضمن فوائد تعلم لغة أجنبية؟

- A) Enhancing career prospects



- B) Making travel less stressful
- C) Learning about different cultures
- D) Accessing international cuisine

20. What aspect of learning a foreign language does the passage highlight as important for students' futures?

ما هو جانب تعلم لغة أجنبية الذي تسلط القطعة الضوء عليه باعتباره مهماً لمستقبل الطلاب؟

- A) Economic advantages
- B) Academic performance
- C) Social interactions
- D) Cultural understanding

الاجابات النموذجية – Model Answers

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

Communicate with the past التواصل مع الماضي

READING and VOCABULARY

The Rosetta Stone is nothing much to look at. Nevertheless, visitors to the British Museum flow endlessly past the piece of rock, despite being unable to make out what is written on it. If they could, they might be disappointed to discover that it is a kind of tax document. However, as the museum guides explain, the Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past.

حجر الرشيد ليس هناك ما يستحق النظر إليه. ومع ذلك، فإن زوار المتحف البريطاني يتدفقون بلا انقطاع عبر قطعة الصخر، على الرغم من عدم قدرتهم على فهم ما هو مكتوب عليها. إذا استطاعوا ذلك، فقد يشعرون بخيبة أمل عندما يكتشفون أنه نوع من المستندات الضريبية. ومع ذلك، كما يوضح مرشدو المتحف، فإن حجر الرشيد هو نجم قصة مذهلة حول اكتشاف كيفية التواصل مع الماضي.

The tale begins over 2000 years ago in Egypt. When Pharaoh Ptolemy IV died, his six-year-old son became the ruler. This was the start of years of chaos as rival groups tried to influence him. Eventually, the boy-pharaoh grew up and, with the assistance of powerful priests, he took control. In 196 BCE, like all the other pharaohs before him, he wished to announce to the world the importance of his role. The Rosetta Stone is one of 18 stones that were put in temples around Egypt; their purpose was both to point this message and to bring into law some very generous tax breaks for priests. The stone is of particular historical importance because the 'memo' it contains is written in three languages: Greek, an Egyptian language called Demotic, and hieroglyphics like those found on tombs.

تبدأ الحكاية منذ أكثر من 2000 عام في مصر. عندما توفي الفرعون بطليموس الرابع، أصبح ابنه البالغ من العمر ست سنوات هو الحاكم. وكانت هذه بداية سنوات من الفوضى حيث حاولت الجماعات المتنافسة التأثير عليه. في النهاية، كبر الفرعون الصغير، وبمساعدة كهنة أقوياء، تولى زمام الأمور. وفي عام 196 قبل الميلاد، مثل كل الفراعنة الآخرين الذين سبقوه، أراد أن يعلن للعالم أهمية دوره. حجر الرشيدي هو واحد من 18 حجراً تم وضعها في المعابد في جميع أنحاء مصر؛ كان هدفهم هو توجيه هذه الرسالة وإصدار بعض الإعفاءات الضريبية السخية للكهنة. ويتمتع الحجر بأهمية تاريخية خاصة لأن "المذكرة" التي يحتوي عليها مكتوبة بثلاث لغات: اليونانية، ولغة مصرية تسمى الديموطيقية، والهيروغليفية مثل تلك الموجودة على المقابر.

The Rosetta Stone remained in Egypt for 2000 years. Then in 1801, it was captured by the British Army and taken to London. There, academics tried to figure out what was written on it, but nobody could understand the hieroglyphics. That was, until a researcher named Thomas Young came across a group of symbols that spelled the name 'Ptolemy'. His work was continued by Jean-François Champollion who finally figured out how to read the mysterious text in 1822. Young and Champollion's work allowed us to work out exactly what is written on all the great objects and monuments of Egypt.

وبقي حجر رشيد في مصر لمدة 2000 سنة. ثم في عام 1801، استولى عليها الجيش البريطاني و نقلت إلى لندن. وهناك، حاول الأكاديميون معرفة ما هو مكتوب عليها، لكن لم يتمكن أحد من فهم الحروف الهيروغليفية. وذلك حتى عثر الباحث توماس يونج على مجموعة من الرموز التي كتبت اسم "بطليموس". واصل جان فرانسوا شامبليون عمله، والذي اكتشف أخيراً كيفية قراءة النص الغامض في عام 1822. وقد سمح لنا عمل يونج و شامبليون بتحديد ما هو مكتوب بالضبط على جميع الأشياء و الآثار العظيمة في مصر.

However, despite the best efforts of linguists and code breakers, a number of unexplained manuscripts and mysterious languages have proved unsolvable. A notable example is Rongorongo, which scholars believe may be a written language from Easter Island. It was found in the 19th century on various wooden objects and is made up of symbols showing animals, humans and plants. There have been many attempts to work out what meaning it conveys. This suggested that it may be related to the cycles of the moon. It is also possible that Rongorongo is not written text at all, but is in fact an early kind of memory aid or even simply decoration.

ومع ذلك، على الرغم من الجهود الحثيثة التي بذلها اللغويون ومفككو الشفرات، فقد ثبت أن عدداً من المخطوطات غير المبررة واللغات الغامضة غير قابلة للحل. ومن الأمثلة البارزة على ذلك لغة رونجورونجو، والتي يعتقد العلماء أنها قد تكون لغة مكتوبة من جزيرة الفصح. في القرن التاسع عشر تم العثور على أشياء خشبية مختلفة وتتكون من رموز تظهر الحيوانات والبشر والنباتات. كانت هناك محاولات عديدة لمعرفة المعنى الذي يحمله. ويشير هذا إلى أنه قد يكون مرتبطاً بدورات القمر. من الممكن أيضاً أن تكون رونجورونجو ليست نصاً مكتوباً على الإطلاق، ولكنها في الواقع نوع مبكر من أدوات مساعدة الذاكرة أو حتى مجرد زخرفة.

Then there's the beautiful Voynich Manuscript, a book which has been dated to the early 15th century. It is thought to be written in a European language - though not a familiar one - and contains strange pictures of plants and animals. Some researchers have suggested it is a fake and others a guide to medieval medicine. Because it remains so mysterious, it has inspired many contemporary films and books.

ثم هناك مخطوطة فوينيتش الجميلة، وهو كتاب يعود تاريخه إلى أوائل القرن الخامس عشر. ويُعتقد أنه مكتوب بلغة أوروبية - وإن لم تكن لغة مألوفة - ويحتوي على صور غريبة لنباتات وحيوانات. اقترح بعض الباحثين أنه مزيف، بينما اقترح آخرون أنه دليل لطب العصور الوسطى. ولأنها لا تزال غامضة للغاية، فقد ألهمت العديد من الأفلام والكتب المعاصرة.

Finally, according to some estimates, the Tartaria Tablets, which were unearthed in Romania in 1961, are over 7000 years old. This would make the symbols on these small round discs the earliest known form of writing. As with many messages from the past, opinions differ and even the experts can be sure of almost nothing. One day, someone will almost certainly spell out what these strange messages mean, and where mystery remains, investigation will surely continue.

أخيراً، وفقاً لبعض التقديرات، يبلغ عمر ألواح التارتاريا، التي تم اكتشافها في رومانيا عام 1961، أكثر من 7000 عام. وهذا من شأنه أن يجعل الرموز الموجودة على هذه الأقراص المستديرة الصغيرة أقدم أشكال الكتابة المعروفة. كما هو الحال مع العديد من الرسائل من الماضي، تختلف الآراء وحتى الخبراء يمكن أن يكونوا متأكدين من لا شيء تقريباً. في يوم من الأيام، من المؤكد تقريباً أن شخصاً ما سيوضح ما تعنيه هذه الرسائل الغريبة، وحيثما يبقى الغموض، سيستمر التحقيق بالتأكيد.

كتاب التمارين صفحة 7

• Read the article again and choose the correct answers.

1 How can the author's opinion of the Rosetta Stone best be summarised?

- A Its popularity as a museum exhibit is difficult to explain.
- B It is far more significant than it looks.
- C It is a disappointment for most museum visitors.
- D It is a dull administrative document.

2 Which is true about the Rosetta Stone?

- A It was made for a child ruler.
- B It was the only one of its kind.
- C Its sole aim was to announce the importance of the pharaoh.
- D It contains a multilingual message.

3 What did Thomas Young manage to do?

- A understand some symbols
- B spell Ptolemy
- C read the Rosetta Stone
- D understand some tax breaks

4 What does the author say about Rongorongo?

- A It may not actually be writing.
- B it is a kind of calendar.
- C It is a kind of decoration.
- D it tells stories of the natural world.

5 Which object does the author say has become a part of popular culture?

- A the Rosetta Stone
- B the Rongorongo carvings
- C the Voynich Manuscript
- D the Tartaria Tablets

6 What does the author believe about mysterious texts from the past?

- A There are some texts we will never be able to work out.
- B We should only try to understand written languages, not symbols.
- C It's impossible for experts to agree about any texts from the past.
- D We'll always try to make sense of them.

Answers: 1 – B 2 – D 3 – A 4 – A 5 – C 6 – D

أسئلة مقترحة - Suggested questions

1. What is the initial impression of the Rosetta Stone according to the passage?

- A) It is visually impressive.
- B) It is not much to look at.
- C) It is the largest artifact in the museum.
- D) It is beautifully decorated.

2. Why do visitors to the British Museum flow endlessly past the Rosetta Stone?

- A) They are eager to decipher its text.
- B) They are drawn by its historical significance.
- C) They are interested in ancient tax documents.
- D) They are fascinated by its appearance.

3. What is the content of the writing on the Rosetta Stone?

- A) A historical narrative.
- B) A piece of poetry.
- C) A kind of tax document.
- D) A royal decree.

4. What incredible story is associated with the Rosetta Stone, as explained by museum guides?

- A) The discovery of a lost civilization.
- B) The creation of a new language.
- C) Figuring out how to communicate with the past.
- D) The construction of the British Museum.



5. How might visitors feel if they could understand what is written on the Rosetta Stone?
- A) Thrilled by its poetic beauty.
 - B) Disappointed by its mundane content.
 - C) Intrigued by its historical narrative.
 - D) Confused by its complex language.
6. What role does the Rosetta Stone play in the British Museum?
- A) It is the least popular exhibit.
 - B) It serves as a decorative piece.
 - C) It is a central piece in understanding ancient languages.
 - D) It is used to teach about ancient tax systems.
7. What might be the primary reason visitors are drawn to the Rosetta Stone?
- A) Its artistic design.
 - B) Its significance in decoding ancient scripts.
 - C) Its large size and prominence.
 - D) Its association with famous historical figures.
8. Which of the following best captures the passage's view of the Rosetta Stone?
- A) An overrated artifact with little actual value.
 - B) A visually stunning masterpiece.
 - C) An important key to understanding history despite its mundane text.
 - D) A mysterious and undecipherable relic.

9. What event marked the beginning of years of chaos in Egypt?
- A) The discovery of the Rosetta Stone
 - B) The death of Pharaoh Ptolemy IV
 - C) The completion of the pyramids
 - D) The conquest of Egypt by the Romans
10. At what age did the son of Ptolemy IV become ruler of Egypt?
- A) 16
 - B) 10
 - C) 6
 - D) 12
11. In which year was the Rosetta Stone created?
- A) 196 BCE
 - B) 200 BCE
 - C) 100 BCE
 - D) 300 BCE
12. What was one of the purposes of the Rosetta Stone?
- A) To serve as a tombstone for Pharaoh Ptolemy IV
 - B) To announce the Pharaoh's importance and bring into law tax breaks for priests
 - C) To document the construction of the pyramids
 - D) To declare war on neighboring countries
13. Why is the Rosetta Stone historically important?
- A) It was the first stone tablet ever discovered.

- B) It contains inscriptions that led to the understanding of Egyptian hieroglyphics.
- C) It was used as a calendar by the ancient Egyptians.
- D) It was a treasure map leading to ancient Egyptian gold.

14. How many languages are inscribed on the Rosetta Stone?

- A. One
B. Two
C. Three
D. Four

15. Which languages are written on the Rosetta Stone?

- A) Latin, Greek, and Egyptian
B) Greek, Demotic, and Hieroglyphics
C) Greek, Latin, and Hieroglyphics
D) Demotic, Latin, and Sumerian

16. What role did the priests play in the boy-pharaoh's rise to power?

- A) They opposed him and tried to overthrow him.
B) They assisted him in taking control.
C) They were indifferent and played no significant role.
D) They fled Egypt during his reign.

17. How long did the Rosetta Stone remain in Egypt before being captured by the British Army?

- A) 1500 years
B) 2000 years
C) 1801 years
D) 1882 years



18. In what year was the Rosetta Stone taken to London by the British Army?

- A) 1799
B) 1801
C) 1815
D) 1882

19. Who was the first researcher to make significant progress in deciphering the Rosetta Stone?

- A) Jean-François Champollion
B) Thomas Young
C) Napoleon Bonaparte
D) Howard Carter

20. What key word did Thomas Young identify on the Rosetta Stone that helped in its deciphering?

- A) Cleopatra
B) Ptolemy
C) Tutankhamun
D) Pharaoh

21. Who eventually succeeded in fully deciphering the text on the Rosetta Stone?

- A) Thomas Young
B) Jean-François Champollion
C) Howard Carter
D) Lord Carnarvon

22. In what year did Jean-François Champollion announce his successful deciphering of the Rosetta Stone?

- A) 1799
B) 1801
C) 1822
D) 1882

23. What was the significance of Young and Champollion's work on the Rosetta Stone?

- A) It led to the discovery of King Tutankhamun's tomb.
B) It allowed the understanding of Egyptian hieroglyphics.
C) It helped in deciphering the Mayan calendar.
D) It resulted in the creation of the British Museum.

24. Which of the following is NOT true about the Rosetta Stone's journey and significance?

- A) It was captured by the British Army in 1801.
B) It stayed in Egypt for 2000 years.
C) It was deciphered immediately upon arrival in London.
D) It helped scholars understand the writings on Egyptian monuments.

25. What is Rongorongo believed to be?

- A) An ancient code for trade routes
B) A modern decoration style
C) A written language from Easter Island
D) A medieval European language



26. What kinds of symbols are found in Rongorongo?
- A) Symbols of celestial bodies
 - B) Symbols showing animals, humans, and plants
 - C) Symbols representing ancient buildings
 - D) Symbols depicting medieval weapons
27. What are some theories about the purpose of Rongorongo?
- A) A form of ancient mathematical notation
 - B) A guide to medieval warfare tactics
 - C) An early kind of memory aid or decoration
 - D) A collection of navigational maps
28. In what century was the Voynich Manuscript dated?
- A) 12th century
 - B) 15th century
 - C) 18th century
 - D) 20th century
29. What are some suggested purposes of the Voynich Manuscript?
- A) A historical record of royal families
 - B) A guide to medieval medicine or a fake
 - C) An ancient cookbook
 - D) A collection of medieval songs

30. Where were the Tartaria Tablets unearthed?

- A) Egypt
- B) Greece
- C) Romania
- D) Turkey

31. Approximately how old are the Tartaria Tablets estimated to be?

- A) 2,000 years old
- B) 5,000 years old
- C) 7,000 years old
- D) 10,000 years old

32. What is one theory about the symbols on the Tartaria Tablets?

- A) They represent early musical notation
- B) They are the earliest known form of writing
- C) They depict ancient geographical maps
- D) They are instructions for building structures

33. What common theme do the Rongorongo, Voynich Manuscript, and Tartaria Tablets share?

- A) They are all medieval medical texts
- B) They are all fake artifacts created in the 20th century
- C) They are all mysterious and unsolved written records
- D) They are all guides to ancient agricultural practices



34. What do scholars hope to achieve with the study of these mysterious manuscripts and languages?

- A) Decode ancient trade secrets
- B) Understand ancient cultures and histories
- C) Discover new medicinal recipes
- D) Create modern replicas for museums

Model Answers – الاجابات النموذجية

1 – B 2 – B 3 – C 4 – C 5 – B 6 – C 7 – B 8 – C 9 – B 10 – C
 11 – A 12 – B 13 – B 14 – C 15 – B 16 – B 17 – B 18 – B 19 – B
 20 – B 21 – B 22 – D 23 – B 24 – C 25 – C 26 – B 27 – C
 28 – B 29 – B 30 – C 31 – C 32 – B 33 – C 34 – B

Writing

Is social media not suitable for older people?

مقالة تحليلية

Social media is certainly suitable for older people, although many are not aware of the benefits it can bring. These include being able to keep in touch with friends and family, and being entertained.

من المؤكد أن وسائل التواصل الاجتماعي مناسبة لكبار السن. على الرغم من أن الكثيرين لا يدركون الفوائد التي يمكن أن تجلبها. وتشمل هذه القدرة على البقاء على اتصال مع الأصدقاء والعائلة، والترفيه.

Many older people need to be taught the benefits of social media. ACCORDING to a recent report, around 12% of people over 60 in Jordan do not use the internet. Some that do use the internet don't know how to use social media sites. However, the same report points out that more than 75% of internet users over 60 believe that social media can help them make friends and if that number could be increased, it could really help them.

يحتاج العديد من كبار السن إلى تعلم فوائد وسائل التواصل الاجتماعي. وفقاً لتقرير حديث، فإن حوالي 12% من الأشخاص الذين تزيد أعمارهم عن 60 عاماً في الأردن لا يستخدمون الإنترنت. البعض ممن يستخدمون الإنترنت لا يعرفون كيفية استخدام مواقع التواصل الاجتماعي. ومع ذلك، يشير التقرير نفسه إلى أن أكثر من 75% من مستخدمي الإنترنت الذين تزيد أعمارهم عن 60 عاماً يعتقدون أن وسائل التواصل الاجتماعي يمكن أن تساعد في تكوين صداقات، وإذا أمكن زيادة هذا العدد، فقد يساعد ذلك حقاً.

Social media can be a great way to help elderly people who might not be able to leave their houses because of health or mobility problems. As the website Life Connects writes, because many older people are not able to see friends or family very often, they can struggle with loneliness. If these people are taught how to use social media, they will be able to make contact with people living anywhere. They can also use social media to not only talk to their friends, but see them as well.

يمكن أن تكون وسائل التواصل الاجتماعي وسيلة رائعة لمساعدة كبار السن الذين قد لا يتمكنون من مغادرة منازلهم بسبب مشاكل صحية أو مشاكل في الحركة. كما كتب موقع Life Connects. نظراً لأن العديد من كبار السن غير قادرين على رؤية الأصدقاء أو العائلة في كثير من الأحيان، فقد يعانون من الوحدة. إذا تم تعليم هؤلاء الأشخاص كيفية استخدام وسائل التواصل الاجتماعي، فسيكونون قادرين على التواصل مع الأشخاص الذين يعيشون في أي مكان. ويمكنهم أيضاً استخدام وسائل التواصل الاجتماعي ليس فقط للتحدث مع أصدقائهم، بل لرؤيتهم أيضاً.

Social media can also help older people remain active and interested in the world around them. As well as providing them with 24-hour news, social media sites can offer films and games. Recent studies "report that 52% of people over 60 in Jordan believe that social media has a positive effect on how they feel.

Social media may not be ideal for all older people but there are many advantages it can bring including the ability to stay connected and active.

يمكن لوسائل التواصل الاجتماعي أيضاً أن تساعد كبار السن على البقاء نشطين ومهتمين بالعالم من حولهم. وبالإضافة إلى تزويدهم بالأخبار على مدار 24 ساعة، يمكن لمواقع التواصل الاجتماعي أن تعرض الأفلام والألعاب. تشير الدراسات الحديثة إلى أن 52% من الأشخاص الذين تزيد أعمارهم عن 60 عاماً في الأردن يعتقدون أن وسائل التواصل الاجتماعي لها تأثير إيجابي على ما يشعرون به.

قد لا تكون وسائل التواصل الاجتماعي مثالية لجميع كبار السن، ولكن هناك العديد من المزايا التي يمكن أن توفرها بما في ذلك القدرة على البقاء على اتصال ونشاط.

أسئلة مقترحة - Suggested questions

1. What is one of the primary benefits of social media for older people as mentioned in the passage?

ما هي إحدى الفوائد الأساسية لوسائل التواصل الاجتماعي لكبار السن كما هو مذكور في القطعة؟

- A) Learning new languages
- B) Keeping in touch with friends and family
- C) Shopping online
- D) Investing in the stock market

2. According to the passage, what percentage of people over 60 in Jordan do not use the internet?

بحسب القطعة، ما هي نسبة الأشخاص فوق الـ 60 عاماً في الأردن الذين لا يستخدمون الإنترنت؟

- A) 12%
- B) 25%
- C) 52%
- D) 75%

3. What is a significant obstacle for many older people in using social media, as highlighted in the passage?

ما هو العائق الكبير الذي يواجه العديد من كبار السن في استخدام وسائل التواصل الاجتماعي، كما هو موضح في المقطع؟

- A) Lack of interest in technology
- B) Cost of internet services
- C) Lack of knowledge on how to use social media sites
- D) Physical disability

4. According to the report mentioned in the passage, what percentage of internet users over 60 believe social media can help them make friends?

وفقاً للتقرير المذكور في الفقرة، ما هي النسبة المئوية لمستخدمي الإنترنت الذين تزيد أعمارهم عن 60 عاماً والذين يعتقدون أن وسائل التواصل الاجتماعي يمكن أن تساعد في تكوين صداقات؟

- A) 12% C) 75%
B) 52% D) 85%

5. What problem associated with loneliness can social media help alleviate for older people, as per the passage?

ما هي المشكلة المرتبطة بالوحدة التي يمكن لوسائل التواصل الاجتماعي أن تساعد في تخفيفها لدى كبار السن، وفقاً للقطعة؟

- A) Financial insecurity
B) Physical health problems
C) Lack of educational opportunities
D) Limited contact with friends and family due to health or mobility issues

6. What does the website Life Connects say about older people and social media?

ماذا يقول موقع Life Connects عن كبار السن و وسائل التواصل الاجتماعي؟

- A) Older people should avoid social media due to security risks
B) Social media can help older people see and talk to their friends
C) Social media is too complicated for older people to use
D) Social media has no real benefits for older people

7. What percentage of people over 60 in Jordan believe that social media has a positive effect on how they feel, according to recent studies?

ما هي نسبة الأشخاص الذين تزيد أعمارهم عن 60 عاماً في الأردن الذين يعتقدون أن وسائل التواصل الاجتماعي لها تأثير إيجابي على مشاعرهم، وفقاً للدراسات الحديثة؟

- A) 12% B) 25% C) 52% D) 75%



8. Besides communication, what other benefits does social media offer to older people, as mentioned in the passage?

إلى جانب التواصل، ما هي الفوائد الأخرى التي تقدمها وسائل التواصل الاجتماعي لكبار السن، كما هو مذكور في القطعة؟

- A) Opportunities for online dating
- B) Access to 24-hour news, films, and games
- C) Online banking and shopping
- D) Educational courses and certifications

9. What is the main idea of the passage regarding social media and older people?

ما هي الفكرة الرئيسية للقطعة فيما يتعلق بوسائل التواصل الاجتماعي و كبار السن؟

- A) Social media is not suitable for older people
- B) Social media has limited benefits for older people
- C) Social media has several advantages for older people, including staying connected and active
- D) Most older people are already proficient in using social media

10. What could potentially increase the number of older people using social media, according to the passage?

ما الذي يمكن أن يزيد من عدد كبار السن الذين يستخدمون وسائل التواصل الاجتماعي، وفقاً للقطعة؟

- A) Lowering the cost of internet services
- B) Providing education on the benefits of social media
- C) Developing simpler social media platforms
- D) Offering financial incentives

11. Which organization or entity highlighted in the passage emphasizes the need to teach older people the benefits of social media?

ما هي المنظمة أو الكيان الذي تم إبرازه في المقطع الذي يؤكد على الحاجة إلى تعليم كبار السن فوائد وسائل التواصل الاجتماعي؟

- A) The government of Jordan C) Social media companies
B) A recent report D) Educational institutions

12. Why might some older people be particularly prone to loneliness, according to the passage?

لماذا قد يكون بعض كبار السن عرضة بشكل خاص للوحدة، بحسب القطعة؟

- A) They live in rural areas
B) They have financial difficulties
C) They are unable to leave their houses due to health or mobility problems
D) They do not like to socialize

13. What percentage of people over 60 in Jordan believe that social media can help them make friends, according to the report?

ما هي نسبة الأشخاص الذين تزيد أعمارهم عن 60 عاماً في الأردن الذين يعتقدون أن وسائل التواصل الاجتماعي يمكن أن تساعدهم في تكوين صداقات، بحسب التقرير؟

- A) 52% C) 75%
B) 60% D) 80%

14. According to the passage, what is one way social media can help older people who cannot see their family often?

وفقاً للمقطع، ما هي إحدى الطرق التي يمكن لوسائل التواصل الاجتماعي أن تساعد بها كبار السن الذين لا يستطيعون رؤية أسرهم كثيراً؟

- A) It offers online shopping options

- B) It provides educational resources
- C) It allows them to see and talk to their friends and family
- D) It gives them access to healthcare services

15. What type of content available on social media can help older people remain active and interested in the world, according to the passage?

ما هو نوع المحتوى المتاح على وسائل التواصل الاجتماعي الذي يمكن أن يساعد كبار السن على البقاء نشطين ومهتمين بالعالم، وفقاً للفقرة؟

- A) Cooking tutorials
- B) 24-hour news, films, and games
- C) Online shopping deals
- D) Fitness classes

16. What is the overall message of the passage regarding the use of social media by older people?

ما هي الرسالة العامة للمقطع فيما يتعلق باستخدام كبار السن لوسائل التواصل الاجتماعي؟

- A) Social media should be avoided by older people
- B) The internet is not accessible to most older people in Jordan
- C) Social media can have significant benefits for older people, including reducing loneliness and keeping them informed and entertained
- D) Social media is primarily used by young people and not suitable for the elderly

17. Which of the following statements is true based on the passage?

أي من العبارات التالية صحيحة بناءً على القطعة؟

- A) Most older people in Jordan are experts in using social media
- B) A significant number of older internet users believe social media can help them make friends
- C) Social media has no impact on the feelings of older people

D) Only a small fraction of older people believe social media can help them make friends

18. What does the passage suggest is needed to increase social media usage among older people?

ما الذي يشير إليه المقطع أنه ضروري لزيادة استخدام وسائل التواصل الاجتماعي بين كبار السن؟

- A) Enhanced internet security measures
- B) More affordable internet access
- C) Education on the benefits and usage of social media
- D) Development of senior-specific social media platforms

19. Which website is mentioned in the passage as highlighting the issue of loneliness among older people?

ما هو الموقع الإلكتروني المذكور في الفقرة والذي يسلط الضوء على مشكلة الوحدة بين كبار السن؟

- A) Elderly Connect
- B) Senior Support
- C) Life Connects
- D) Age Well Network

20. What effect do 52% of people over 60 in Jordan believe social media has on them, according to recent studies?

ما هو تأثير وسائل التواصل الاجتماعي عليهم بنسبة 52% من الأشخاص الذين تزيد أعمارهم عن 60 عاماً في الأردن. وفقاً للدراسات الحديثة؟

- A) A negative effect
- B) No effect at all
- C) A positive effect
- D) A harmful effect

الاجابات النموذجية – Model Answers

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

شرح القواعد

أزمنة الأفعال Tenses

❖ 1. The Simple Present المضارع البسيط

هو اكثر الافعال استخداماً و شيوعاً في اللغة الانجليزية. نستخدمه للتحدث عن فعل يحدث بشكل دائم و متكرر

Form: شكل الزمن المضارع البسيط

Affirmative: في الجمل المثبتة: 1 فاعل مفرد → V1 + (s or es)

2 فاعل جمع → v1 (مجرد)

Negative: في الجمل المنفية: 1 فاعل مفرد → doesn't + base form

2 فاعل جمع → don't + base form

Interrogative: الأسئلة: 1 Wh → Wh + do/does + subject + base?

2 Yes/No → Do/Does + subject + base?

(Functions) : الاستعمالات الرئيسية لهذا الزمن :

1. habits and routines

للأمور الروتينية او العادات

He often **loses** touch with his colleagues.

Ahmad **drinks** a cup of coffee every morning

2. permanent situations around the present time

المواقف الدائمة في الوقت الحاضر

He now **shares** a flat with a friend.

People usually **stay** in touch using message apps or text messages.

3. scheduled or fixed events in the future

مع الأفعال والأحداث المستقبلية الثابتة

The second semester **starts** in February

The plane **takes off** at 9 am

especially with the verbs: (start , begin , open , close , leave , arrive , finish ,end)

▶ ملاحظة: يجب الانتباه الى الافعال الجامدة (State verbs) وهي الافعال التي لا تستخدم في الاستمرار

e.g. love, like, believe, think (opinion), know, look (appearance)

- He **loves** getting traditional letters.

- She **looks** very fit.

← بعض أفعال الحالة تغير معناها ويمكن استخدامها في الصيغة المستمرة

e.g. think of/about, see (go out with), look at

- What do you **think** of this message? (opinion)

- What are you **thinking** about?

- I don't **see** why you want to stay in touch with him. (understand)

- I'm **seeing** Dave these days. (go out with)

- I'd like to establish contact with that company, but my boss doesn't **look** at it that way. (think in a particular way)

- Why are you **looking** at me that way?

▶ **KEY WORDS**: يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

Every so often / from time to time / once in a while / ever since / nowadays / rarely / seldom / sometimes / usually / often / always / occasionally / hardly / every day ,week, month, year, morning , night, evening /hourly/ daily / monthly / weekly / yearly / never/ hardly ever /scarcely ever / generally/ normally / regularly/ habitually / twice a week / once a month / now and then / frequently

لاحظ الأمثلة التالية :

It *rarely rains* in summer

I *usually go* to work by car but I *sometimes walk*

أسئلة مقترحة

► Correct the verbs in brackets

1. Our neighbor sometimes.....his house and goes to the country. (leave)
2. The heart its rate of pumping according to how active a person is. (alter)
3. Laila usually the piano well. (play)
4. Writing short sentences.....interesting. (be)
5. The motherher children's meals daily. (prepare)
6. Water at zero degree centigrade. (freeze)
7. A desert most of the natural resources needed for survival. (lack)
8. Water of two elements Oxygen and Hydrogen. (consist)
9. SARS is a problem which.....the people all over the world. (threaten)
10. My research paper.....of five chapters. (consist)
11. A number of volunteers ready to help the community work. (be)
12. Mr. Azmi.....a component teacher. (be)
13. Rich people usually charitable projects to help poor countries. (fund)
14. Usually, we those whom we love and respect. (support)
15. This book of three chapters. (consist)
- 16water evaporate at 150 C? (do)
17. Eid Al.Adha is a celebration that.....on the 10° of Thu Al.Hijja according to the Islamic calendar. (begin)

Answers

1. leaves 2. alters 3. plays 4. is 5. prepares 6. freezes 7. lacks 8. consists
 9. Threatens 10. consists 11. are 12. is 13. fund 14. support 15. consists
 16. Does 17. Begins

► Choose the correct verb to fill in the gap

1. Every time he ----- (see) a dog, he smiles.
a) sees b) see c) is seeing
2. The teacher always ----- (explain) the lesson clearly so that everyone understands.
a) explain b) explains c) explained
3. If it -----(rain), the ground gets wet.
a) rain b) raining c) rains
4. My father never ----- (enjoy) cooking, but my mother does.
a) enjoy b) enjoys c) enjoyed
5. The company usually ----- (offer) great benefits to its employees.
a) offer b) offers c) offering
6. Whenever he feels stressed, he often ----- (go) for a walk.
a) is going b) go c) goes
7. The university often ----- (provide) excellent resources, so students have plenty of support.
a) provide b) provided c) provides
8. She -----(not believe) in luck, but she always carries a lucky charm.
a) not believe b) doesn't believe c) don't believe
9. If the weather ----- (be) good, they will go to the beach.
a) be b) is c) was
10. The CEO always ----- (make) important decisions, while the managers implement them.
a) make b) makes c) is making

Answers: 1 - a 2 - b 3 - c 4 - b 5 - b 6 - c 7 - c 8 - b 9 - b 10 - b

❖ 2. The present continuous (progressive) المضارع المستمر

هو زمن يستخدم للتحدث عن شيء يحدث الآن وقت الكلام

Form: شكل الزمن المضارع المستمر

Affirmative: في الجمل المثبتة: 1 فاعل مفرد → is + v (ing)

2 فاعل جمع → are + v (ing)

3 I → am + v (ing)

Negative: في الجمل المنفية: 1 فاعل مفرد → isn't + v (ing)

2 فاعل جمع → aren't + v (ing)

3 I → am not + v (ing)

Interrogative: الأسئلة: 1 Wh → Wh + am/is/are + subject + ing?

2 Yes/No → Am/Is/Are + subject + ing?

(Functions) الاستعمالات الرئيسية لهذا الزمن

1. For actions in progress at the time of speaking

للأحداث التي تحدث الآن أثناء وقت الكلام

He **is talking** on his mobile

The boys **are playing** basketball at this moment

Be quiet! I **am studying**

2. for temporary actions in progress around now

للمواقف المؤقتة الجارية في الوقت الحاضر

Instant messaging **is getting** more and more popular with older people.

He's **thinking** of getting a new phone

3 . Changes and developments

التغيرات و التطورات

The news **is spreading** quickly.

4 . Future arrangements

للتحدث عن شيء مستقبلي مخطط له مسبقاً

I **am meeting** the manager at the theatre tomorrow night.

▶ **KEY WORDS** يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

at the moment / **currently** / **right now** / **these days** / Now/ at this time / nowadays / at present / today/ tonight / this month, week, year / (Imperative sentences: look! listen! be careful! watch out! look out! don't make noise! be quiet! today, tonight, tomorrow, next week, next month

▶ ملاحظة مهمة:

يجب الانتباه ان هناك مجموعة من الافعال **لا تأتي** على صيغة الاستمرار و هي **State Verbs**

- a- Verbs of mind: know, understand, think, believe, forget, realize, suppose, want
- b- Verbs of emotions: like, love, hate, dislike, need
- c- Verbs of senses: See, smell, taste, hear, touch
- d- Verbs of possession: own – have – belong

أسئلة مقترحة

► Correct the verbs in brackets

1. Don't disturb Shorouq now, She to a radio programme. (listen)
2. I ----- with my brother at the moment. (live)
3. Look! The boy ----- the loin. (feed)
4. Don't shout here! Students their English final exam. (take)
5. We ----- writing to you with regard to the post of English teacher. (be)
6. Watch out! A tree ----- down. (fall)
7. Watch out! That blue car ----- you. (approach)
8. Listen! The secretary ----- your name now. (call)
9. Listen! She ----- at the moment. (sing)
10. The students ----- their exercise now. (do)
11. Look! The young boy -----the lion. (feed)
12. I----- staying with my brother for the time being. (be)
13. The secretary ----- your curriculum vitae now. (type)
14. I ----- with my grandmother at the moment. (stay)
15. Look! The students ----- The school yard now. (clean)
16. Look! That little boy ----- the street at the moment. (cross)
17. I ----- with my parents at the moment. (live)
18. Listen! Someone ----- on the door. (knock)
19. The workers -----at the moment. They're tired. (not, work)

Answers

1. is listening 2. am living 3. is feeding 4. are taking 5. are 6. is falling 7. is approaching
8. is calling 9. is singing 10. are doing 11. is feeding 12. am 13. is typing 14. am staying
15. are cleaning 16. is crossing 17. am living 18. is knocking 19. are not working

► Choose the correct verb to fill in the gap

1. The children ----- (play) in the park right now.
A. is playing B. are playing C. plays D. played
2. I ----- (study) for my final exams this week.
A. is studying B. are studying C. am studying D. studying
3. They ----- (build) a new library in town at the moment.
A. building B. are building C. is building D. build
4. She ----- (not / come) to the party tonight.
A. isn't coming B. aren't coming C. not coming D. doesn't coming
5. We ----- (prepare) for the school play this afternoon.
A. am preparing B. is preparing C. are preparing D. preparing
6. The dog ----- (bark) at the neighbors' cat right now.
A. is barking B. are barking C. barks D. barking
7. You ----- (work) on the project with Jane at the moment, aren't you?
A. is working B. are working C. working D. work
8. I ----- (not / watch) TV at the moment.
A. am not watching B. isn't watching C. aren't watching D. not watching

9. He ----- (clean) his room right now.

- A. is cleaning B. are cleaning C. cleaning D. cleans

10. Look! They ----- (wait) for the bus together at the station.

- A. am waiting B. is waiting C. are waiting D. waiting

Answers: 1 - b 2 - c 3 - b 4 - a 5 - c 6 - a 7 - b 8 - a 9 - a 10 - c

❖ 3. The present perfect المضارع التام

هو فعل يستخدم للتعبير عن حدث بدأ في الماضي و انتهى مؤخراً او له اثر في الوقت الحالي

Form: شكل الزمن المضارع التام

Affirmative: في الجمل المثبتة → 1 فاعل مفرد → has + v3

2 فاعل جمع → have + v3

3 I → have + v3

Negative: في الجمل المنفية → 1 فاعل مفرد → hasn't + v3

2 فاعل جمع → haven't + v3

3 I → haven't + v3

Interrogative: الأسئلة → 1 Wh → Wh + has/have + subject + v3?

2 Yes/No → Has/Have + subject + v3?

(Functions) : الاستعمالات الرئيسية لهذا الزمن :

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

يستخدم للتعبير عن مدة الحدث الذي بدأ في الماضي و استمر حتى الان

He's been stuck here for five years.



2. completed past actions with a present relevance/result

يستخدم للتعبير عن الاحداث الماضية المكتملة و لها نتيجة في المضارع

The lights **have gone** out.
He's **changed** dramatically.

3. experiences during a present period of time

يستخدم للتعبير عن التجارب خلال الفترة الحالية

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

و في هذه الحالة نستعمل ظروف مثل **never , so far ,yet**

I **have visited** Petra three times before.

She **has written** two letters so far this month.

This the first time I **have seen** you.

We **have taken** two English exams up to now this semester.

► **KEY WORDS** يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

ever since, for, in recent years, recently, since, (since the dawn of time, always) so far, just , already , often, twice, yet, once, ever, never, before, over the last + number + time, because, this + time

لاحظ الأمثلة التالية:

Samia **has been** in hospital *for a week*

I **have won** the gold medal in racing *three times*

Mustafa **hasn't finished** his exams *so far*

أسئلة مقترحة

► Correct the verbs in brackets

1. The committee members ----- out since seven o'clock. (be)
2. That man ----- for an hour to get a taxi. (wait)
3. A number of car accidents ----- taken place in Jordan recently. (have)
4. I ----- him since June. (not ,see)
5. MY father ----- five countries so far. (visit)
6. She ----- in London since the last three years. (be)
7. I haven't ----- my friend since the last meeting. (see)
8. Maher.....his driving test, so he can borrow his brother's car. (pass)
9. The children ----- already ----- the sandcastle on the beach. (build)
10. Our neighbors ----- recently ----- to Aqaba. (move)
11. Laila ----- recently ----- learning English. (start)
12. My friends ----- already ----- preparing for their trip to Aqaba. (finish)
13. Zaid ----- lately----- the prize of the champion so he can participate in it again. (win)
14. The government ----- new laws to try to reduce the crime rate in the country recently. (announce)
15. Asem:-I think the waiter has forgotten us. We (1) ----- (be, wait) here for over half an hour and nobody (2) ----- (take) our order yet .
- Salma:-I think you're right. He has been walking by us at least twenty times. He probably thinks we (3) ----- already ----- . (order)
16. I -----never ----- any one as cheerful as Amal . (meet)
17. He -----to the invitation yet . (not , reply)

Answers

1. have been 2. has waited 3. Have 4. haven't seen 5. has visited 6. has been 7. seen 8. has passed 9. have /built 10. have /moved 11. has/ started 12. have / finished 13. has/won 14. has / announced 15. have been waiting / has taken / have, ordered 16. have / met 17. hasn't replied

► Choose the correct verb to fill in the gap

- My friend _____ to Paris three times.
 - have been
 - has been
 - was
 - is
- Select the sentence that correctly uses the present perfect tense:
 - I have finished my homework yesterday.
 - She finishes her work.
 - They have already seen that movie.
 - He will have left by now.
- Which of the following sentences is in the present perfect tense?
 - I saw him two days ago.
 - We have just arrived.
 - She is eating dinner.
 - They will visit us soon.
- She _____ (live) in London for five years.
 - has lived
 - have lived
 - lived
 - is living
- Which question correctly uses the present perfect tense?
 - Did you finish your project?
 - Are you going to the party?
 - Have you ever traveled to Japan?
 - Will you come with us?

6. Identify the incorrect sentence:

- a) I have seen that movie three times. c) She has finished her homework.
b) They have gone to the store. d) He has meet his friend.

7. Which sentence is correct?

- a) She has been working here since 2015.
b) She have been working here since 2015.
c) She was working here since 2015.
d) She is working here since 2015.

8. Choose the correct form of the verb to complete the sentence:

We _____ (not/see) each other in years.

- a) did not see c) have not seen
b) do not see d) will not see

9. Which of the following uses the present perfect tense correctly?

- a) He has meet his friend at the cafe.
b) They has been to Spain twice.
c) I have just eaten lunch.
d) She have gone to the market.

10. Identify the sentence that is NOT in the present perfect tense:

- a) She has never traveled abroad.
b) We have visited them several times.
c) He had finished his work before the meeting.
d) They have completed the project.

Answers: 1 – b 2 – c 3 – b 4 – a 5 – c 6 – d 7 – a 8 – c 9 – c 10 – c

❖ 4. the present perfect continuous المضارع التام المستمر

هو فعل بدأ في الماضي و ما زال مستمراً أي انه لم ينته بعد

Form: شكل الزمن المضارع التام المستمر

Affirmative: في الجمل المثبتة: 1 فاعل مفرد → has + been + ing

2 فاعل جمع → have + been + ing

3 I → have + been + ing

Negative: في الجمل المنفية: 1 فاعل مفرد → hasn't + been + ing

2 فاعل جمع → haven't + been + ing

3 I → haven't + been + ing

Interrogative: الأسئلة: 1 Wh → Wh + has/have + subject + been + ing?

2 Yes/No → Has/Have + subject + been + ing?

(Functions) : الاستعمالات الرئيسية لهذا الزمن :

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

مدة الأحداث التي بدأت في الماضي وتستمر حتى الوقت الحاضر

I've been here since 9 a.m.

I have been studying English for eight years now.

Look! It has been raining since the morning.

2. past processes with a present relevance/result

الأحداث الماضية التي لها نتيجة في المضارع

Her eyes are red. She has been crying

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

The earth is wet. It has been raining

► **KEY WORDS** يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

ever since, for, in recent years, recently, since, (since the dawn of time, always) because, this + time, all + time, How long

لاحظ الأمثلة التالية:

I have been working in this bank for ten years now

It has been raining all the morning

How long have you been studying English?

أسئلة مقترحة

► Correct the verbs in brackets

1. Nuha ----- in England since 1999. (be, study)
2. I have ----- reading an interesting book for three hours. (be)
3. You look a bit tired. What have you ----- doing? (be)
4. How long have you been ----- Hotel Management? (learn)
5. How long have you ----- for this company? (work)
6. Basic education in Jordan has been ----- to ten years. (extend)
7. He was not able to produce good bananas at the beginning, but he ----- working hard since then. (be)
8. Bayan looks sleepy now. She has ----- her science project all night. (be, do)
9. My friend has a headache. He has been ----- too much TV. (watch)
10. Hatem looks tired. He ----- his science project all night. (be, do)
11. The detectives ----- people all week. (be, interview)
12. The child has ----- all night. (be, sleep)

13. Jamal and Fawaz have ----- evening classes for a few weeks now.
(be, take)
14. Fadia has ----- to be a nurse since 2010. (be, train)
15. Hassan looks very pale. He has ----- very well recently.
(not, be , sleep)
16. How nice to sit down! I've ----- for three hours non-stop. (be, walk)
17. Asem: I think the waiter has forgotten us. We ----- (be , wait)
here for over half an hour.
18. My brother has ----- at the university for three years. (be , study)
19. The government has ----- hardly to raise the citizen's
awareness of human rights. (be, work)
20. My parents have ----- the living room all day. (be, decorate)

Answers

1. has been studying 2. been 3. been 4. learning 5. been working 6. extending
7. has been 8. been doing 9. watching 10. has been doing 11. have been
interviewing 12. been sleeping 13. been taking 14. been training
15. not been sleeping 16. been walking 17. have been waiting 18. been
studying 19. been working 20. been decorating

► Choose the correct verb to fill in the gap

1. Which sentence correctly uses the present perfect continuous tense?
- A) She has been finishing her homework.
B) She has finished her homework.
C) She will have been finishing her homework.

D) She is finishing her homework.

2. What is the primary use of the present perfect continuous tense?

- A) To describe an action that will happen in the future.
- B) To describe an action that was completed in the past.
- C) To describe an action that started in the past and is still continuing or has recently stopped.
- D) To describe a habitual action.

3. I ----- (read) this book for hours.

- A) have been read
- B) have been reading
- C) am reading
- D) will be reading

4. Identify the error in the following sentence: "They has been working on this project since last year."

- A) has been working
- B) working on this project
- C) since last year
- D) No error

5. Which of the following questions is correctly framed in present perfect continuous tense?

- A) How long have you been studying English?
- B) How long are you studying English?
- C) How long did you study English?
- D) How long do you study English?

6. She _____ (practice) the piano for three hours.

- A) has practiced
- B) will be practicing
- C) has been practicing
- D) is practicing



7. Which time expression is commonly used with the present perfect continuous tense?

- A) yesterday
B) last year
C) for three hours
D) next week

8. What does the sentence "He has been running for an hour" imply?

- A) He is still running.
B) He stopped running an hour ago.
C) He will start running in an hour.
D) He always runs for an hour.

9. Choose the correct present perfect continuous tense sentence:

- A) I have been standing her for ten minutes.
B) I have been stand her for ten minutes.
C) I have been stood her for ten minutes.
D) None of the above

10. Convert the following sentence to present perfect continuous tense: "She works on the project for two hours."

- A) She is working on the project for two hours.
B) She has been working on the project for two hours.
C) She has worked on the project for two hours.
D) She worked on the project for two hours.

Answers: 1 - a 2 - c 3 - b 4 - a 5 - a 6 - c 7 - c 8 - a 9 - a 10 - b

❖ 5. The simple past الماضي البسيط

هو فعل بدأ في الماضي و انتهى في الماضي

Form: شكل الزمن الماضي البسيط

Affirmative: التصريف الثاني من الفعل V2 في الجمل المثبتة

ملاحظة: تقسم الافعال الى افعال منتظمة و يكون التصريف الثاني منها باضافة ed للفعل و الى افعال غير منتظمة يكون التصريف الثاني منها شكل مختلف

Negative: في الجمل المنفية didn't + base form

Interrogative: الأسئلة 1 Wh → Wh + did + subject + base form?

2 Yes/No → Did + subject + base form?

(Functions) الاستعمالات الرئيسية لهذا الزمن:

We use the Past Simple to talk about actions or events completed at a specific time in the past

نستخدم الماضي البسيط للحديث عن إجراءات أو أحداث تمت في وقت محدد في الماضي

لاحظ الأمثلة التالية:

I **made** a party last week

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

The headmaster **met** the students yesterday

▶ **KEY WORDS** يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

at the time, earlier today, the day before yesterday, (in ancient times, thousands of years ago, at the turn of the 20 th century, in 1956, two years later, soon after, in 1837, when) last week/ month/ night / year, ago , in + past time / on + past time, yesterday, B.C , wish, in the past, during the lastmonths/years/ days/ weeksetc., at that time, once, in 1998, when I was a child / a little while back, soon after

Khalid **bought** a new house two weeks ago.

The Second World War **took** place in 1939.

أسئلة مقترحة

► Correct the verbs in brackets

1. As I was listening to the radio and seemed very interested in the news, he -----
-----our problem at that time. (not, discuss)
2. I once ----- the minister. (meet)
3. Bayan ----- from the university last summer. (graduate)
4. I was writing a letter when the bell----- . (ring)
5. The film ----- a few minutes ago. (start)
6. A year ago, Hamdan ----- a scholarship to continue his higher studies in Canada. (win)
7. The police ----- the robbers last night. (catch)
8. A: Where did you go yesterday?
B: I ----- not go out because it was raining. (do)
9. Our neighbor ----- for Aqaba last night. (leave)
10. The Franks and Muslims ----- in a great battle at the Homs of Hittin on 4" July 1187. (meet)
11. My younger brother ----- last year. (graduate)
12. The film ----- few minutes ago. (start)
13. We ----- mere players last year. (be)
14. A month ago, my friend Fadi ----- his older car. (sell)
15. Hatem's father ----- last year. He had worked for the same company all his life. (retire)
16. Fatima ----- her homework three hours ago. (finish)
17. Hatem had saved his document before viruses ----- his computer. (crash)
18. The plane ----- a few minutes ago. (land)
19. After we had finished our dinner, we ----- into the garden. (go)
20. Sultan ----- a book of mine yesterday. (borrow)
21. The documentary film was interesting thus I ----- it so much. (enjoy)
22. The light through the curtains ----- us awake last night. (keep)

Answers

1. didn't discuss 2. met 3. graduated 4. rang 5. started 6. won 7. caught 8. did 9. left 10. met
11. graduated 12. started 13. were 14. sold 15. finished 16. retired 17. crashed 18. landed 19.
went 20. borrowed 21. enjoyed 22. kept

► Choose the correct verb to fill in the gap

- Which sentence correctly uses the simple past tense?
 - She is cooking dinner last night.
 - She cooked dinner last night.
 - She will cook dinner last night.
- What is the simple past form of the verb "go"?
 - goes
 - went
 - going
- Which sentence is incorrect?
 - They watched a movie yesterday.
 - He taked the bus to school.
 - We played soccer last weekend.
- What is the simple past form of the verb "be" for the subject "they"?
 - is
 - was
 - were
- Which sentence correctly uses the simple past tense?
 - I readed the book last week.
 - I read the book last week.
 - I am reading the book last week.
- Identify the verb in the simple past tense: "She finished her homework before dinner."
 - finished
 - finishes
 - finishing
- Which question is in the simple past tense?
 - Did you went to the store?
 - Did you go to the store?
 - Do you go to the store?

8. What is the simple past form of "have"?

- a) has
- b) haved
- c) had

9. Which sentence is in the simple past tense?

- a) They are playing chess now.
- b) They play chess every Sunday.
- c) They played chess last Sunday.

10. Which of the following verbs is correctly conjugated in the simple past tense?

- a) swimmmed
- b) swim
- c) swam

Answers: 1 - b 2 - b 3 - b 4 - c 5 - b 6 - a 7 - b 8 - c 9 - c 10 - c

❖ 6. The past continuous الماضي المستمر

هو فعل كان مستمراً في الماضي اثناء وقوع حدث اخر

Form: شكل الزمن الماضي المستمر

Affirmative: في الجمل المثبتة → ① فاعل مفرد → was + v(ing)

② فاعل جمع → were + v(ing)

③ I → was + v(ing)

Negative: في الجمل المنفية → ① فاعل مفرد → wasn't + v(ing)

② فاعل جمع → weren't + v(ing)

③ I → wasn't + v(ing)

Interrogative: الأسئلة → ① Wh → Wh + was/were + subject + ing?

② Yes/No → Was/Were + subject + ing?

(Functions) : الاستعمالات الرئيسية لهذا الزمن :

1. To talk about actions in progress at a specific time in the past (this often provides background to other past events)

للحديث عن الإجراءات الجارية في وقت محدد في الماضي (وهذا غالبا ما يوفر خلفية لأحداث سابقة أخرى)

While Mark **was waiting** for us, his mum **was texting**.

2. to talk about actions interrupted by a shorter past action

للحديث عن الإجراءات التي تمت مقاطعتها بسبب إجراء سابق أقصر

She **was studying** when suddenly somebody **tossed** a brick through the window.

ملاحظة: يكون زمن الفعل المستمر في الحدث (past continuous) بينما الفعل الآخر الذي حدث أثناء حدوث الفعل الاستمراري يكون زمنه (simple past)

▶ **KEY WORDS** يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

at the time, earlier today, the day before yesterday, (in ancient times, thousands of years ago, at the turn of the 20 th century, in 1956, two years later, soon after, in 1837) When, while, as

1. When + subject + simple past , subject + past continuous
 2. While + subject + past continuous, subject + simple past
- As

أسئلة مقترحة

▶ Correct the verbs in brackets

1. As I was listening to the radio and seemed very interested in the news, he -----
-----our problem at that time. (not, discuss)
2. While the boys ----- to school, it began to rain heavily. (go)

3. While the teacher----- the lesson, someone knocked at the door. (explain)
4. I was writing a letter when the bell ----- . (ring)
5. I ----- to music when the police opened the door . (listen)
6. Maha met two of her friends while she ----- to school. (go)
7. I ----- the essay, the computer stopped working. (type)
8. I arrived while he -----the garden. (water)
9. I ----- a letter when the bell rang. (write)
10. While the boys ----- studying at school, it began to rain heavily. (be)
11. They were looking for the lost document when they-----the treasure. (discover)
12. While the child was -----the bicycle, he fell off. (ride)
13. I was reading a story when the phone ----- . (ring)
14. My mother ----- the newspaper when I entered the room. (read)
15. While Dana ----- her story, she took a short rest. (reading)
16. While Salma ----- in Aqaba, she visited the castle. (stay)
17. Salma gained a lot of weight while she ----- on holiday. (be)
18. My brother ----- when he heard the noise. (be , study)
19. The students in my class ----- about their achievements in science when the bell suddenly rang. (talk)
20. While my father ----- a book, our neighbour came to visit us. (read)
21. Salam -----her report when the light in her room switched itself off. (type)
22. Ghina ----- her room when her friends arrived to her house. (clean)

Answers

1. didn't discuss 2. were going 3. was explaining 4. rang 5. was listening 6. was going 7. was typing 8. was watering 9. was writing 10. Were 11. discovered 12. riding 13. rang 14. was reading 15. was reading 16. was staying 17. was 18. Was|studying 19. were talking 20. was reading 21. was typing 22. Was cleaning

► Choose the correct verb to fill in the gap

1. Which sentence correctly uses the past continuous tense?

- A) She was reads a book. C) She were reading a book.
B) She was reading a book. D) She is reading a book.

2. He _____ a letter when the phone rang.

- A) was writing C) is writing
B) were writing D) writes

3. Choose the sentence that correctly uses the past continuous tense to describe an action in progress at a specific time in the past:

- A) They were play football at 6 PM. C) They were playing football at 6 PM.
B) They was playing football at 6 PM. D) They are playing football at 6 PM.

4. Identify the correct past continuous sentence:

- A) I am cooking dinner when she called.
B) I was cooking dinner when she called.
C) I were cooking dinner when she called.
D) I cooked dinner when she called.

5. Which of the following sentences correctly describes an interrupted action using the past continuous?

- A) He was driving to work when he had an accident.
B) He drove to work when he had an accident.
C) He was drive to work when he had an accident.
D) He is driving to work when he had an accident.

6. What were they doing yesterday evening?

A) They was watching a movie.

C) They were watching a movie.

B) They were watched a movie.

D) They watch a movie.

7. Why didn't she answer the phone?

A) She was sleeping.

C) She slept.

B) She were sleeping.

D) She is sleeping.

8. Which sentence correctly uses the past continuous to describe simultaneous actions?

A) While I was reading, she was cooking.

B) While I read, she was cooking.

C) While I was reading, she cooked.

D) While I was read, she was cooking.

9. Fill in the blank: "They _____ the house when it started to rain."

A) were painting

C) are painting

B) was painting

D) painted

10. Choose the correct past continuous sentence:

A) Was you playing the piano?

C) You was playing the piano?

B) Were you playing the piano?

D) You were play the piano?

Answers: 1 - b 2 - a 3 - c 4 - b 5 - a 6 - c 7 - a 8 - a 9 - a 10 - b

7. The past perfect الماضي التام

حدثين في الماضي احدهما حدث قبل الآخر

Form: شكل الزمن الماضي التام

Affirmative: في الجمل المثبتة: فاعل → had + (v3)

Negative: في الجمل المنفية: فاعل → hadn't + (v3)

Interrogative: الأسئلة: 1 Wh → Wh + had + subject + v3?
2 Yes/No → Had + subject + v3?

(Functions) الاستعمالات الرئيسية لهذا الزمن:

We use the Past Perfect to show the relationship between a situation in the past and an earlier state or action.

نستخدم الماضي التام لإظهار العلاقة بين موقف ما في الماضي و حدث سابق له .

ملاحظة: الفعل الذي حدث أولاً يكون زمنه (past perfect) بينما الفعل الآخر الذي حدث تالياً يكون زمنه (simple past)

▶ **KEY WORDS** يستعمل هذا الزمن مع المؤشرات الزمنية التالية:

After, before, ever since, for, since (after)

After + Subject + past perfect, Subject + simple past

Before + Subject + simple past, Subject + past perfect

After Abdullah **had finished** his work, he **went** home

Before I **slept**, I **had studied** my lessons

Ibrahim had got the job in the bank by 2010

By the time we arrived it had been dark

أسئلة مقترحة

► Correct the verbs in brackets

1. After he----- the letter, he posted it. (write)
2. After the quests -----, we arrived. (leave)
3. After she----- the report, she posted it. (write)
4. By the end of 2011, my younger sister ----- from the university.
(graduate)
5. By the end of 2010, my friend -----for the USA to study
medicine. (leave)
6. Ali became a doctor after he----- the certificate. (acquire)
7. Hatem had saved his document before viruses ----- his computer. (crash)
8. By the time we ----- home, the Sun had already set. (arrive)
9. By the time the police -----, the three thieves had run away. (arrive)
10. By the time we ----- home, my mother had already cooked the
dinner. (arrive)

Answers

1. had written 2. had left 3. had written 4. had graduated 5. had left 6. had
acquired 7. Crashed 8. arrived 9. arrived 10. arrived

فكرة تحويل من الماضي البسيط الى الماضي التام

Tala took some English courses **and then** she went to the UK to study medicine.

Before Tala -----

الجملة الاولى تصبح ماضي تام + الجملة الثانية كما هي + **before** طريقة الحل

1. Sara booked three tickets for the movie and then she invited her friends to cinema.

Before Sara -----

2. My uncle saved some money from his work and then he bought a new flat for his family.

Before my uncle -----

3. Bayan got a new job at a big company and then she moved to city with her mother.

Before Bayan -----

4. Mahmoud checked the emails and then he sent them to the office.

Mahmoud had -----

Choose the correct verb to fill in the gap

1. Which sentence correctly uses the past perfect tense?

- By the time she arrived, the movie ended.
- By the time she arrived, the movie had ended.
- By the time she arrives, the movie had ended.
- By the time she will arrive, the movie had ended.

2. Choose the correct sentence.

- They had left before we arrived.
- They have left before we arrived.
- They leave before we had arrived.
- They left before we had arrived.

3. Which of the following sentences is incorrect?
- She had finished her homework before dinner.
 - He had seen the film twice before he read the book.
 - They had left when we got to the station.
 - She has finished her homework before dinner.
4. Identify the correct sentence.
- After they had eaten, they went for a walk.
 - After they have eaten, they went for a walk.
 - After they had ate, they went for a walk.
 - After they ate, they had gone for a walk.
5. Which sentence correctly uses the past perfect tense?
- She had gone to the store when I called her.
 - She went to the store when I had called her.
 - She has gone to the store when I called her.
 - She was going to the store when I had called her.
6. Select the sentence that uses the past perfect correctly.
- By the time the meeting started, we had prepared everything.
 - By the time the meeting started, we prepared everything.
 - By the time the meeting started, we have prepared everything.
 - By the time the meeting started, we prepare everything.
7. Which of the following sentences is correct?
- She didn't understand because she hadn't listened carefully.
 - She didn't understand because she hasn't listened carefully.
 - She didn't understand because she didn't listen carefully.
 - She didn't understand because she doesn't listen carefully.

8. Choose the correct sentence.

- a) He had never been to Paris until he visits last year.
- b) He had never been to Paris until he visited last year.
- c) He never been to Paris until he visited last year.
- d) He has never been to Paris until he visited last year.

9. Identify the correct sentence.

- a) By the time we arrived, the concert already started.
- b) By the time we arrived, the concert was already started.
- c) By the time we arrived, the concert had already started.
- d) By the time we arrived, the concert already starts.

10. Select the correct sentence.

- a) They had never traveled abroad until they go to Spain last summer.
- b) They had never traveled abroad until they went to Spain last summer.
- c) They never traveled abroad until they went to Spain last summer.
- d) They have never traveled abroad until they went to Spain last summer.

Answers: 1 - b 2 - a 3 - d 4 - a 5 - a 6 - a 7 - a 8 - b 9 - c 10 - b

تمارين الكتاب

- Choose the correct words a–c to complete the text.

People 1----- recording information in the form of writing since ancient times. Subjects were usually connected to religion, science, trade and government, although historians have also 2----- across letters people wrote to stay in touch in those times. The spread of postal services in the 19th century permitted families and friends to 3----- messages to each other by letter. 4-----in contact was much easier than it had ever been.

But why bother writing a letter when you can make small 5----- on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter

- | | | |
|--------------|-------------|----------------|
| 1 a) were | b) had been | c) have been |
| 2 a) been | b) gone | c) come |
| 3 a) convey | b) carry | c) write |
| 4 a) Staying | b) Passing | c) Maintaining |
| 5 a) chat | b) speak | c) talk |

Model Answers – الاجابات النموذجية – 1 c 2 c 3 a 4 a 5 c

- Choose the correct time expression.

- 1 I usually take a break from my screen (right now / from time to time) to rest my eyes.
- 2 According to my phone, I've spent 67 minutes online (since nine o'clock / ever since).
- 3 We've been learning about ancient methods of communication at school (recently / last week).
- 4 I forgot my password and blocked my email account the day before (yesterday / in recent weeks).

5 We were walking on the beach (earlier today / once in a while) when we found a message in a bottle.

Model Answers – الاجابات النموذجية

1 from time to time 2 since nine o'clock 3 recently 4 the day before yesterday 5 earlier today

- Complete the sentences with the forms from the box. There are two extra forms.

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

- 1 Most teenagers **prefer** 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?

Model Answers – الاجابات النموذجية

2 don't usually send 3 writes 4 Are you using 5 'm talking 6 are becoming 7 Do you know

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

concentrate go happen leave lose not be
not hear sit steal

Hani was riding his bike when he 1 **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 realised 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.

Answers: 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

► Complete the news story with the correct forms of the verbs in brackets.

Members of an Australian family 1 **found** (find) the world's oldest message in a bottle over 100 years after German researchers 2----- (throw) it into the Indian Ocean. The Illman family 3----- (walk) on the beach in Perth in Australia, when they 4----- (come across) a bottle lying in the sand. Tonya Illman 5----- (pick it up) and 6----- (discover) a note inside. Researchers 7----- (write) the note 132 years earlier.

Answers: 2 had thrown 3 were walking 4 came across 5 picked it up 6 discovered 7 had written

Question tags and echo questions

الأسئلة الذيلية و أسئلة الصدى

الأسئلة الذيلية

A question tag is a short question added to the end of a sentence. It is formed using do / does / did (in simple tenses) or the auxiliary + a pronoun.

هو سؤال قصير يضاف في نهاية الجملة الأصلية لطرح سؤال قصير للتأكيد أو النفي. ويكون تكوين الـ **Question Tags** عن طريق استخدام الفعل المساعد المناسب المشروط بالشخص والزمن المناسب للجملة الأصلية و يكون بأستخدام (do/does/did) في حالة المضارع او الماضي البسيط و بأستخدام فعل مساعد + ضمير في حالة باقي الأزمنة.

يوجد نوعين رئيسيين من الـ **Question Tags** في اللغة الإنجليزية:

1. Positive Question Tags:

تستخدم عندما تكون الجملة الأصلية نفيًا، وتكون **Question Tag** إيجابية للتأكيد.

- A. You don't like coffee, **do you?**
- B. You don't understand, **do you?**
- C. They haven't been to London yet, **have they?**
- D. Nothing has happened so far, **has it?**

2. Negative Question Tags:

تستخدم عندما تكون الجملة الأصلية إيجابية، وتكون **Question Tag** سلبية للنفي.

- A. She is a doctor, **isn't she?**
- B. She usually comes in late, **doesn't she?**

- C. You are coming to the party, **aren't you?**
- D. They went to school, **didn't they?**
- E. She had a break, **didn't she?**
- F. We had met them before, **hadn't we?**
- G. This is an amazing house, **isn't it?**
- H. Those are Martha's guests, **aren't they?**

قواعد استخدام الـ Question Tags

توجد عدة قواعد يجب مراعاتها عند استخدام الـ Question Tags في اللغة الإنجليزية. سنستعرض هذه القواعد ونقدم أمثلة توضيحية لكل قاعدة:

1. **استخدام الفعل المساعد المناسب** : عند استخدام الـ Question Tags ، يجب استخدام الفعل المساعد المناسب بناءً على الزمن والشخص في الجملة الأصلية.

مثال → "He has finished his homework, **hasn't he?**"

2. **استخدام شكل الـ Question Tags المناسب**: يجب استخدام الـ Question Tags المناسبة بناءً على نوع الجملة الأصلية، إما Positive Question Tag عند النفي أو Negative Question Tag عند الإيجابية. مثال "They didn't go to the party, **did they?**"

ملاحظة: السؤال الذيلي من (I am) هو (I am)

بعض الاستثناءات:

- Let's go to the cinema, **shall we?**
- Someone has bumped into your car, **haven't they?**
- Nobody came to the presentation, **did they?**
- I'm still employed, **aren't I?**

بعض استخدامات Question Tags

يمكن استخدام الاسئلة الذيلية في الحالات التالية:

1- الطلب (request)

- Buy me the newspaper, **could you?**
- You'll cook the dinner today, **won't you?**

2- الدعوات (invitations)

- Come to visit us next summer, **won't you?**

3- الاوامر (commands)

- Write it down, **will you?**
- Don't make a mess, **will you?**

أسئلة الصدى

Question tags are also used in echo questions. The main use of such questions is to show interest or express surprise and make a conversation go smoothly.

- تُستخدم الاسئلة الذيلية أيضاً في أسئلة الصدى. الاستخدام الرئيسي لمثل هذه الأسئلة هو إظهار الاهتمام أو التعبير عن المفاجأة وجعل المحادثة تسير بسلاسة.
- يستخدم سؤال الصدى كرد او جواب على جملة و يكون الرد مثبت اذا كانت الجملة مثبتة و منفي اذا كانت الجملة منفية

1. A) I used to live in Moscow.
B) **Did you?** I bet it was amazing!
2. A) I am going to Turkey this summer.
B) **Are you?** That's great.

تمارين الكتاب

كتاب الطالب صفحة 9

- Look at these more unusual question tags. Choose the correct words to complete the sentences. Listen and check.

- 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 it 2 does 3 will 4 weren't 5 will 6 do

- Complete the conversations with no more than three words in each gap. Listen and check your answers.

Imad: Where would you live if you could live anywhere in the world?

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.

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

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 -----?

Imad: Actually, I used to live in France.

Jamal: 4 ----- you? I bet 5 ----- too hot there in the summer, wasn't it?

Imad: No, it was quite cool, actually.

Jamal: That sounds great.

Answers: 1 That's 2 There's 3 wouldn't it 4 Did 5 that was



كتاب التمارين صفحة 9

- Choose the correct words to complete the question tags 1–6. Then add an echo question to complete gaps a–f.

Omar: Oh, dear. I'm talking too much, 1 (don't / aren't) I? I get nervous in new situations.

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

Alia: Everybody likes chocolate 2 (aren't / don't) they? I'm planning to make a chocolate cake for the party.

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

Rashed: You haven't met Adel, 3 (have / haven't) you? He moved in next door recently.

Amer: c -----? Hi, Adel. Welcome to the neighbourhood. I'm Amer.

Fadia: Choose some more music, 4 (will / should) you, Halima? My tablet is on the table.

Halima: d -----? Oh, yeah. Right, let's listen to something fun.

Ramzi: This is a great new sports club, isn't 5 (it / this)? The old club wasn't fun.

Hani: e -----? I liked it.

Answers: 1 aren't 2 don't 3 have 4 will 5 it 6 didn't

b Are you c Did he d Is it e Wasn't it f Don't you

تمارين اضافية مقترحة

1. You don't like spicy food, ____?
 - a) do you
 - b) don't you
 - c) isn't it
 - d) aren't you
2. She's finished her homework, ____?
 - a) hasn't she
 - b) didn't she
 - c) doesn't she
 - d) wasn't she
3. They can come to the party, ____?
 - a) do they
 - b) can't they
 - c) aren't they
 - d) don't they
4. It was raining heavily, ____?
 - a) wasn't it
 - b) isn't it
 - c) was it
 - d) didn't it
5. We have never been to Paris, ____?
 - a) have we
 - b) haven't we
 - c) didn't we
 - d) do we
6. You have a pet cat, ____?
 - a) do you
 - b) haven't you
 - c) don't you
 - d) isn't it
7. She's never been to Japan, ____?
 - a) has she
 - b) isn't she
 - c) doesn't she
 - d) wasn't she

8. They will arrive on time, ____?

a) won't they

c) do they

b) will they

d) don't they

9. A: You can swim across the river.

B: -----?

a) can you?

c) Swim?

b) Across the river?

d) Swim across?

10. A: We need to finish this project by tomorrow.

B: -----?

a) Do we?

c) Did we?

b) Does we?

d) By tomorrow?

Answers: 1 - a 2 - a 3 - b 4 - a 5 - a 6 - c 7 - a 8 - a 9 - a 10 - a

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الكتابة

مقالة تحليلية An analytical essay

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.

تتناول المقالة التحليلية موضوعاً ما بالتفصيل وتثبت أفكار الكاتب حول هذا الموضوع. ويستخدم الحقائق المدروسة لإثبات الأفكار.

التنظيم - Organisation

- Research the topic using reliable sources.
ابحث عن 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 ستنظر 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 منها.
- 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 بحثت عنها لدعم كل فكرة.

- Write a conclusion to summarise what you have said.

ابدأ كل فقرة بجملة موضوعية وتذكر تتضمن المصادر التي تمت مناقشتها لدعم كل فكرة.

المحتوى - 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 داخل المقالة وفي نهايتها. يمكنك استخدام العبارات التالية في المقال.

Start with an introduction so readers know what you will be looking at.

Use a paragraph for each idea with evidence to support each one.

Start each paragraph with a topic sentence.

Remember to include the sources you researched to each idea.

Write a conclusion to summarise what you have said.

Is social media not suitable for older people?

Social media is certainly suitable for older people, although many are not aware of the benefits it can bring. These include being able to keep in touch with friends and family, and being entertained.

Many older people need to be taught the benefits of social media. ¹ to a recent report, around 12% of people over 60 in Jordan do not use the Internet. Some that do use the Internet don't know how to use social media sites. However, the same report ² out that more than 75% of Internet users over 60 believe that social media can help them make friends and if that number could be increased, it could really help them.

Social media can be a great way to help elderly people who might not be able to leave their houses because of health or mobility problems. ³ the website Life Connects writes, because many older people are not able to see friends or family very often, they can struggle with loneliness. If these people are taught how to use social media, they will be able to make contact with people living anywhere. They can also use social media to not only talk to their friends, but see them as well.

Social media can also help older people remain active and interested in the world around them. As well as providing them with 24-hour news, social media sites can offer films and games. Recent studies ⁴ that 52% of people over 60 in Jordan believe that social media has a positive affect on how they feel.

Social media may not be ideal for all older people but there are many advantages it can bring including the ability to stay connected and active.

Writing tasks

Read the analytical essay question below. Do you agree or disagree? Research facts that can back up your argument.

Social media is a good thing because young people have more friends in more places than ever before. Do you agree?

تعد وسائل التواصل الاجتماعي أمراً جيداً لأن الشباب لديهم أصدقاء أكثر في أماكن أكثر من أي وقت مضى. هل توافق؟

Write your essay. Use the Writing box and remember to use sources. Don't forget to only include facts and not opinions.



بتقدر تابعنا على جميع مواقع التواصل الإجتماعي



أ. عمر ملكاوي