

**ALNAWRAS**  
in English language

# النورس

في اللغة الانجليزية

High Note

Grade 11  
Semester 1

المنهاج الجديد

الفروع  
الاكاديمية  
والمهنية

Unit 1

"The future belongs  
to those who believe  
in the beauty of  
their dreams."

اعداد الاستاذ  
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# UNIT ONE

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## 01

## LESSON 1A VOCABULARY AND GRAMMAR

## ST BOOK P. 4 Q1:

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

## Message through time...



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

منذ فجر التاريخ، كان الناس يستخدمون طرقًا مختلفة للتواصل عن بُعد.

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 20th 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!

في العصور القديمة، استخدموا إشارات الدخان وبعد تطور الكتابة، اخترعوا طرقًا أكثر براعة لإيصال الرسائل؛ على سبيل المثال، إرسال رسالة في زجاجة. في بداية القرن العشرين، تم العثور على زجاجات كانت قد أرسلت من قبل أشخاص كانوا يسافرون على متن سفينة التايتانيك. كما ظهرت قصص أكثر سعادة، ففي عام ١٩٥٦، ألقي آكي فيكنغ، وهو سويدي، رسالة في البحر على أمل أن تصل إلى زوجته المستقبلية. بعد عامين، تلقى رسالة من فتاة سيشيلية تُدعى باولينا، التي عثرت على زجاجته وبعدها تزوجا!

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.

قد سرّع اختراع التلغراف في عام ١٨٣٧ من عملية الاتصال بشكل كبير. تم القبض على مجرم، يُدعى جون تاويل، بعد أن هرب بالقطار إلى لندن. تم إرسال تلغراف إلى شرطة لندن، وكانوا في انتظاره عندما وصل 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!

ي الأردن، هناك أكثر من ستة ملايين هاتف محمول قيد الاستخدام من قبل السكان. ولكن لا يزال بإمكانك إرسال التلغرافات 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.

منذ اختراع الهاتف المحمول والإنترنت، أصبح العالم مكانًا مختلفًا. لا يزال الناس يرسلون الرسائل وعادة ما يستغرق الأمر ثوانٍ فقط لإيصالها. لكن هل نحن الآن ننسى كيفية التواصل وجهًا لوجه؟ لا شك أن هناك بعض التحديات، ولكن هناك أيضًا أمثلة على كيفية تغيير الإنترنت لحياة البعض للأفضل.





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٠٧٩١٩٤٣٢٤٨



Look at Tara Taylor's case, a mother who lives in the USA and is often on social media: when she uploaded a photo of her daughter on social media, a friend spotted a problem with one of the child's eyes.

انظر إلى حالة تارا تايلور، وهي أم تعيش في الولايات المتحدة وغالبًا ما تكون على وسائل التواصل الاجتماعي: عندما نشرت صورة لابنتها على وسائل التواصل الاجتماعي، لاحظ صديق مشكلة في عين واحدة من طفلتها.

It turned out that the girl had a rare disease, but her sight was saved!

اتضح أن الفتاة كانت مصابة بمرض نادر، ولكن تم إنقاذ بصرها!



### SUGGESTED ANSWER

the Internet    smoke signals    a message in a bottle, telegrams, the Internet    a telegram  
a message in a bottle

### ST BOOK P. 4 Q2:

Make more collocations with the nouns *contact*, *message* and *touch*, using the verbs from the box. You can use one word twice.

| Word           | Meaning | Word      | Meaning |
|----------------|---------|-----------|---------|
| <b>Deliver</b> | توصيل   | Establish | تأسيس   |
| <b>Lose</b>    | فقدان   | Maintain  | الحفاظ  |
| <b>Pass on</b> | تمرير   |           |         |

| Phrase                                 | Meaning (Arabic)               |
|--|--------------------------------|
| <b>Establish/lose/maintain contact</b> | إقامة/فقدان/الحفاظ على الاتصال |
| <b>Deliver/pass on a/the message</b>   | إيصال/تمرير الرسالة            |
| <b>Lose touch</b>                      | فقدان الاتصال                  |



### ST BOOK P. 4 Q2:





**Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.**

Examples in text: Ake Viking found his wife. John Tawell was caught by the police. Tara Taylor saved her daughter's sight.



## Present Simple

### المضارع البسيط

#### Function:

1. To talk about things that happen as a routine and habits (things that happen repeatedly).

١. التحدث عن الأشياء التي تحدث كروتين وعادات (الأشياء التي تحدث بشكل متكرر)

e.g. He often loses touch with his friends.

2. facts and things that are generally true.

٢. الحقائق والأشياء الصحيحة بشكل عام .

e.g. water boils at 100 degrees.

#### Form

#### المثبت: Affirmative:

He, She, It ( الفرد ) + V. inf+ s/es/ ies ...

➤ We, You, they, I ( الجمع ) + V. inf ...

#### Negative

He, she, it ( الفرد ) +does not+ V. inf . ...  
We, You, They, I ( الجمع ) +do not + V. inf

Do not = don't  
Does not = doesn't

#### Interrogative

-Does + he , she, it + V. inf?  
- Do + we, you, they, I + V. inf?

#### WH questions:-

- WH + does + he , she, it + V. inf?  
- WH + do + we, you, they, I + V. inf?

**Adverbs of frequency:**

- always, often, usually, sometimes, normally, generally, never, seldom, rarely, occasionally, regularly, frequently, continually, constantly, hardly ever.
- Every day, every week, every month, every year, every morning, every summer, every night...etc. • Daily, weekly, monthly, yearly, hourly. Once a day, twice a day, three times a week, five times a day.

**كلمات الكتاب الرئيسية**

**انتبه** أن بعض الجمل لا تحتوي على كلمات دالة يجب معرفة الجواب عن طريق المعنى وهذه جمل الكتاب على القاعدة

**Choose the correct form of the verbs to complete each of the following sentences**

**1. In Jordan, there..... over six million mobile phones in use by the population, (SB page 4)**

- a. be                      b. are                      c. is                      d. am

**2. It usually ..... only seconds to deliver them. (SB page 4)**

- a. taken                      b. took                      c. take                      d. takes

**3. Look at Tala Taylor's case, a mother who ..... in the USA. (SB page 4)**

- a. lives                      b. live                      c. lived                      d. living

**4. Fawzi ..... at least ten texts every day. (WB page 4)**

- a. writes                      b. write                      c. are writing                      d. wrote

**5. Teenagers rarely ..... emails. (WB page 4)**

- a. writes                      b. write                      c. are writing                      d. wrote

**6. My friends and I ..... usually ..... emails. (WB page 4)**

- a. won't send                      b. didn't send                      c. doesn't send                      d. don't send

**7. Most teenagers ..... texting to calling. (WB page 4)**

- a. prefer                      b. prefers                      c. preferred                      d. wrote

**8. Water ..... at 100 degree.**

- a. boil                      b. boiled                      c. has boiled                      d. boils

**9. I always..... at night.**

- a. study                      b. studied                      c. has studied                      d. studies



10. Every twelve months, the Earth ..... the Sun.

- a. circles                      b. have circled                      c. was going to                      d. circle

11. Children usually ..... a lot of noise.

- a. makes                      b. was making                      c. is making                      d. make

12. The children ..... their grandfather weekly.

- a- are not visiting                      b. don't visit                      c. doesn't visit                      d. haven't visited

13. Nader and his friend ..... tennis twice a week.

- a. play                      b. played                      c. have played                      d. are playing

14. Talking to babies sometimes ..... their communicating abilities.

- a. improved                      b. improves                      c. improve                      d. improving

15. My mother.....always..... the traditional dress.

- a. don't wear                      b. doesn't wear                      c. didn't wear                      d. wasn't wearing



We use the Present Continuous to talk about:

نستخدم المضارع المستمر للحديث عن :-

1. Actions in progress at the time of speaking:

١- الأحداث الجارية وقت الحدث

e.g. He is talking on his mobile.

٢. Temporary actions in progress around now

٣. Changes and developments: (situations which are changing during the present time)

٢- الأحداث المؤقتة الجارية الآن

٣- التغييرات والتطورات: (الحالات التي تتغير خلال الوقت الحاضر)





✓ The news is spreading quickly.

#### 4.planned future

٤- الحديث عن المستقبل، حيث تم التخطيط لشيء ما. الخطط والترتيبات الثابتة.

- I am seeing the manager tomorrow morning
- We are having a birthday party on Friday.

#### Affirmative

#### Form

Subject + is , are, am +V-ing

#### Negative

- He – she – it + is not + V1 ing.
- They – we – you + are not + V1 ing .
- I + am not + V1 ing?

#### WH questions:-

- WH -Is + He – she – it + + V1 ing?
- wh - Are They – we – you + V1 ing?
- wh-Am + I + V1 ing?

#### KEY WORDS

- \* Now, right now, nowadays, currently, these days.
- \* At the moment, at this moment, at this time.
- \* Some verbs like: hurry up!, again!, be careful!
- \* Listen! اسمع , watch out! احذر , look! أنظر , be quiet! اهدأ , look out! احذر / انتبه/ hush! اسكت

**Examples :-**

- Ahmad ..... with his parents now.  
a. is staying      b. are staying      c. stay      d. stays
- I ..... a movie at the moment.  
a. watch      b. am watching      c. are watching      d. watches
- Hurry up! The teacher .....  
a. come      b. are coming      c. comes      d. is coming
- Be quiet! Your little brother.....  
a. is sleeping      b. are sleeping      c. sleep      d. sleeps

**الأفعال التالية لا تقبل الاستمرارية**

| Mental States: |         | Emotional States: |      | Possession: | Others     |           |
|----------------|---------|-------------------|------|-------------|------------|-----------|
| Know           | Realize | Love              | Fear | Possess     | Seem       | Recognize |
| Suppose        | Doubt   | Like              | Envy | Own         | Understand | Remember  |
| look           |         |                   |      | Belong      |            |           |
| Imagine        | Need    | dislike           | Care |             | Want       | Prefer    |
| Believe        |         | Mind              | Hate |             | Hear       |           |

الأفعال السابقة تحل على المضارع البسيط حتى لو كان الدليل مضارع مستمر

**\*تقسم الأفعال إلى قسمين هما: أفعال الحركة وأفعال الثبات**

| ممنوع الاستمرار إذا جاء بمعنى  | مسموح الاستمرارية إذا جاء بمعنى   |
|--|---|
| <b>See يرى</b><br>I <u>see</u> there is a man in front of the door. (Sense of vision)<br>I <u>see</u> the car. (perception) (understand) | <b>Seeing يقابل</b><br>The doctor <u>is seeing</u> a patient. (meeting a patient)<br>I <u>am seeing</u> a doctor. (consulting/visiting)                 |
| <b>think يعتقد</b><br>What do you <u>think</u> he will do? (Your opinion?)<br>I <u>think</u> you are nice. (opinion)                     | <b>thinking يفكر</b><br>What <u>is</u> he <u>thinking</u> about? (have in his mind?)<br>I <u>am thinking</u> about that problem. (action – considering) |



|  |   |
|--|---|
| <p><b>have/has/had</b> يملك/يقضي</p> <p>They don't <b>have</b> a car. (<b>Don't possess</b>)</p> <p>I <b>have</b> a new car. (<b>possession</b>)</p>   | <p><b>Having</b> يتناول/يقضي/ يواجه</p> <p>I <b>am having</b> a good time. I <b>am having</b> lunch. (eating) I <b>am having</b> a baby. I <b>am having</b> trouble with this. I <b>am having</b> a party</p>                       |
| <p><b>Look</b> يبدو</p> <p>(<b>perception</b>)</p> <p>You <b>look</b> tired, have a rest for a few hours. /(<b>seem</b>)</p> <p>You <b>look</b> beautiful. She looks cold. (<b>appearance</b>)</p> | <p><b>Looking</b> ينظر/يبحث</p> <p>Why <b>are</b> you <b>looking</b> at me?</p> <p>I <b>am looking</b> for my keys. I <b>am looking</b> out the window.(<b>action</b>)</p>  |
| <p><b>Smell:</b> رائحته</p> <p>The rose <b>smells</b> wonderful.</p> <p>This soup <b>smells</b> great! (<b>perception</b>) (<b>sense</b>)</p>  | <p><b>Smelling:</b> يشم</p> <p>The woman <b>is smelling</b> the flowers in the garden.</p> <p>Look at John. He <b>is smelling</b> the roses. (<b>action</b>)</p> <p><i>Put something next to your nose to sample the smell)</i></p> |
| <p><b>Feel :</b> يشعر</p> <p>She <b>feels</b> sick. (<b>health</b>)</p>  | <p><b>Feeling:</b> يلمس</p> <p>She <b>is feeling</b> the cat's fur. (<b>action – touching</b>)</p>  |
| <p><b>Taste</b> مذاقه</p> <p>The cake <b>tastes</b> terrific. (<b>has a certain taste</b>)</p> <p>This soup <b>tastes</b> wonderful. (<b>perception</b>)</p>                                       | <p><b>Taste</b> يتذوق</p> <p>The cook <b>is tasting</b> the soup.</p> <p>The chef <b>is tasting</b> the dish. (<b>action of tasting</b>)</p>  |

1. He ..... getting traditional letters.

a. loves

b. love

c. is loving

d. loving

2. She ..... very fit.

a. look

b. looks

c. is looking

d. were looking

\* Some state verbs change their meaning and can be used in the continuous form, e.g. think of / about, see (go out with), look at:

ملاحظة

3. What ..... you ..... of this message? (opinion)

a. do / think

b. does / think

c. do / thinks

d. do / thinking

4. What ..... you ..... about?

a. are / think

b. does / think

c. do / thinking

d. are / thinking





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5. I ..... why you want to stay in touch with him. (understand)  
 a. don't see                      b. doesn't see                      c. don't seeing                      d. am not seeing
6. I ..... Amer these days. (go out with)  
 a. seeing                      b. am seeing                      c. see                      d. saw
7. I'd like to establish contact with that company, but my boss ..... at that way. (think in a particular way)  
 a. isn't looking                      b. don't look                      c. doesn't look                      d. aren't looking
8. Why ..... you ..... at me that way?  
 a. is looking                      b. are looking                      c. are look                      d. am looking

**Answers:-**

|     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|
| ١.a | ٢.b | ٣.d | ٤.a | ٥.a | ٦.b | ٧.a | ٨.b |
|-----|-----|-----|-----|-----|-----|-----|-----|

## EXTRA EXERCISE: تمرين اضافي

### 1. Which sentence is in the Present Continuous tense?

- A) She eats breakfast every morning.                      B) She is eating breakfast now.  
 C) She has eaten breakfast.                      D) She ate breakfast an hour ago.

### 2. What is the main function of the Present Continuous tense?

- A) To describe completed actions.                      B) For actions happening now.  
 C) To express habits or routines.                      D) To describe permanent states.

### 3. Which keyword is commonly used with the Present Continuous?

- A) Yesterday                      B) Now                      C) Usually                      D) Every day

### 4. They \_\_\_\_\_ a movie at the moment.

- A) watch                      B) watches                      C) are watching                      D) watched

### 5. Which sentence is correct?

- A) He is play football right now.                      B) He is playing football right now.  
 C) He plays football right now.                      D) He playing football right now.

### 6. What is the correct negative form? "She \_\_\_\_\_ studying for the test."

- A) isn't                      B) doesn't                      C) don't                      D) hasn't

### 7. Which question is grammatically correct?

- A)** Are you watching TV? **B)** Do you watching TV? **C)** Is you watching TV? **D)** You are watching TV?

**8. Choose the correct sentence for a temporary action:**

- A) She works at a bank.                      B) She is working late this week.  
C) She has worked at a bank.              D) She worked at a bank last year.

**9. I ..... the lesson now.**

- A) understanding    B) understands    C) understand                      D) am understanding

**10. Look! The dog ..... in the garden."**

- A) runs                      B) is running                      C) run                      D) ran

**8. People ..... still ..... messages. (SB text P.4)**

- a. are send                      b. are sending                      c. is sending                      d. was sending

**9. .... we now ..... how to communicate face-to-face? (SB text P.4)**

- a. Are forget                      b. Are s forgetting                      c. Is forgetting                      d. Was forgetting

**10. The phone is ..... and I cannot find where I've put it. (SB Q.6 P.5)**

- a. ringing                      b. ring                      c. rings                      d. rang

**11. It ..... getting easier and easier to stay in touch with people. (SB Q.6 P.5)**

- a. are                      b. is                      c. be                      d. am

**12. What ..... you ..... about? (SB Q.6 P.5)**

- a. are thinking                      b. is thinking                      c. be thinking                      d. am thinking

**13. .... you ..... your laptop right now? (AB Q.1 P.4)**

- a. are using                      b. is using                      c. be using                      d. am using

**14. Can I call you back? I ..... to someone else at the moment. (AB Q.1 P.4)**

- a. talk                      b. are talking                      c. am talking                      d. am talk

**15. I ..... for a new laptop now – a touch screen. (TB P.276)**

- a. is looking                      b. look                      c. are looking                      d. am looking

**16. Instant messaging ..... more and more popular with older people. (TB P.276)**

- a. is getting                      b. getting                      c. are getting                      d. am getting

**17. There used to be a lot of wild animals in the past, but they ..... rare nowadays**

- a) are becoming                      b) becomes                      c) will have become                      d) had become

**18. The workers .....at the moment. They're on a break.**

- a) Won't work                      b) hadn't been working                      c) aren't working                      d) weren't working

**19. Do you know what research .....at the moment?**

- a. Is happened                      b) were happening                      c) happen                      d) is happening

**20. Look! Sarah ..... a book in the garden.**

- a) reads                      b) is reading                      c) read                      d) has read

**21. They ..... soccer at the moment.**

- a) plays                      b) playing                      c) are playing                      d) played

**22. Why ..... a coat? It's warm outside.**

- a) you wear                      b) are you wearing                      c) do you wear                      d) you are wearing

**23. I ..... the lesson now.**

- a) understanding                      b) understands                      c) understand                      d) am understanding

**24. The climate ..... warmer due to global warming nowadays.**

- a) is becoming                      b) have become                      c) become                      d) are becoming



**Note! The questions below are about the present continuous.....**

**تمارين على المضارع المستمر**

**1. People ..... still sending messages. (SB text P.4)**

- a. are send                      b. are sending                      c. is sending                      d. was sending

**2. .... we now ..... how to communicate face-to-face? (SB text P.4)**

- a. are forget                      b. are s forgetting                      c. is forgetting                      d. was forgetting

**3. The phone is ..... and I cannot find where I've put it. (SB Q.6 P.5)**

- a. ringing                      b. ring                      c. rings                      d. rang

**4. It ..... getting easier and easier to stay in touch with people. (SB Q.6 P.5)**

- a. are                      b. is                      c. be                      d. am

**5. What ..... you ..... about? (SB Q.6 P.5)**

- a. are thinking                      b. is thinking                      c. be thinking                      d. am thinking

**6. .... you ..... your laptop right now? (AB Q.1 P.4)**

- a. are using                      b. is using                      c. be using                      d. am using

**7. Can I call you back? I ..... to someone else at the moment. (AB Q.1 P.4)**

- a. talk                      b. are talking                      c. am talking                      d. am talk

**8. I ..... for a new laptop now – a touch screen. (TB P.276)**

- a. is looking                      b. look                      c. are looking                      d. am looking

**9. Instant messaging ..... more and more popular with older people. (TB P.276)**

- a. is getting                      b. getting                      c. are getting                      d. am getting

**10. There used to be a lot of wild animals in the past, but they ..... rare nowadays**

- a) are becoming                      b) becomes                      c) will have become                      d) had become

**11. The workers ..... at the moment. They're on a break.**

- a) Won't work                      b) hadn't been working                      c) aren't working                      d) weren't working

**11. Do you know what research ..... at the moment?**

- a. Is happened                      b) were happening                      c) happen                      d) is happening

**12. Look! Sarah ..... a book in the garden.**

- a) reads                      b) is reading                      c) read                      d) has read





**13.They ..... soccer at the moment.**

- a) plays                      b) playing                      c) are playing                      d) played

**14.Why ..... a coat? It's warm outside.**

- a) you wear                      b) are you wearing                      c) do you wear                      d) you are wearing

**15.I ..... the lesson now.**

- a) understanding                      b) understands                      c) understand                      d) am understanding

**16.The climate ..... warmer due to global warming nowadays.**

- a) is becoming                      b) have become                      c) becomes                      d) are becoming

# Present Perfect

## المضارع التام

### Function :-

- We use the Present Perfect Simple for:

a) actions and states which began in the past and continue until now.

-a الأعمال والأحداث التي بدأت في الماضي واستمرت حتى الآن.

b) finished actions in the past when we don't say exactly when they happened.

-b حدث منتهي في الماضي عندما لا نقول بالضبط متى حدثت.

### Form

#### Affirmative

Subject + have /has +p.p (v3) .

### Example

- He has already been to Wadi Rum.

- They have iust completed their iob

#### Negative

Subject +  
have/has  
+not + p.p (v3)

#### Interrogative

(Yes/No) questions:  
Have/ Has + subject + p.p (v3) +  
comp.....?- Have they ever  
done a hard work?

#### WH questions:-

(Yes/No) questions:  
Have/ Has + subject + p.p (v3) +  
comp.....? Have they ever done  
a hard work?WH + have/has+  
subject + p.p (v3)  
+comp.....?**Example:** where have  
you gone lately?

#### KEY WORDS

( for, since , lately ,recently , so far , ever, never, just , yet )

**Exercises:-****\*Choose the correct form of the verbs to complete each of the following sentences:****1. I ----- most Jordanian dishes so far.****A:** have tried**B:** have been tried**C:** tried**D:** try**2. I----- down everything she's said, so far . (Sen 8 . W.B p.4)****A:** have been writing**B:** has been writing**C:** am writing**D:** have written**3.----- you ----- any hand-written letters recently? (Ex 6, sen6 /P 5. W.B)****A:** Has / received**B:** Have / received**C:** receive**D:** receives**4. I-----five thousand text messages so far . ( S.B. P 77)****A:**is sent**B:** has sent**C:** have been sent**D:** have sent**Answers:-****1.a****2.d****3.b****4.d****Present Perfect Continuous****المضارع التام المستمر****Function :-****a)** It stresses the duration of the action

ويشدد على فترة مدة العمل

**b)** It shows an action that started in the past and still continuous up to present time or still have the effect.

حدث بدأ في الماضي ولا يزال مستمرًا حتى الوقت الحاضر أو لا يزال له تأثير

**Form****Affirmative**

subject + have /has + been + v.ing .

**Example:-** Jordanian people have been using mobiles since 90's.



**Negative**

Subject + have/has + not +  
been + v.ing.

**Ex:** Abbas hasn't been  
learning English for very  
long.

WB/Q4.3/ P:4

**Interrogative**

(Yes/No) questions:

Have/ Has + subject + been+ v.ing ?

**WH questions:-**

(Yes/No) questions:

Have/ Has + subject + **WH questions:**

WH + have/has+ subject + been+ v.ing?

**EX:** When have Jordanian people been using the  
mobiles?

**EX:** Have Jordanian people been using mobiles  
since the 90's?

**KEY WORDS**

- 1- all time this (evening, morning ....) ===for
- 2- all (the time, the day, my life....) ===== since
- 3- How long + have / has + Subject + been + V1 ing .....?

**Examples:-**

1. We----- about ancient methods of communication at school recently. (WB/Q2/P4)  
a. 've been learning      b. 've learned      c. learned      d. will learn
2. People -----information in the form of writing since ancient times. (SB/Q5/p14)  
a. has been recording      b. have been recording      c. record      d. recorded
3. He----- thank-you letters all morning. (WB/Q1/P4)  
a. was writing      b. 's writing      c. 's been writing      d. write
4. I----- Heba all morning. (WB/ Q4 .1 / P:4)  
a. has been texting      b. are texting      c. texts      d. 've been texting
5. Lama----- that essay since this morning. (WB/ Q4. 2/ P:4)  
a. 's writing      b. is writing      c. has written      d. 's been writing
6. Since the dawn of time, people -----different kinds of communicating at a distance.  
(In the sentence below from the text p.4)  
a. use      b. used      c. have been using      d. are using

**Answers: 1.a    2.b    3.c    4.d    5.d    6.c**



### **Extra questions:**

Choose the correct form of the verb.

7. It ..... Since morning.

A: has been raining      B: have been raining      C: has been rained      D: is raining

8. The students ..... their projects for two months.

A: have doing      B: has been doing      C: are doing      D: have been doing

9. We ..... for the trip lately.

A: haven't been planning      B: has planned      C: has planning      D: are planning

10. I ..... a new language since the last summer.

A: am learning      B: has learned      C: have been learning      D: learned

11. ....the poet ..... poems ?

A: Are /writing      B: Has / been writing      C: Have / written      D: Have /been writing

### **Answers:**

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

## Past Simple

## الماضي البسيط

### Function :-

- We use the Past Simple to :-

talk about actions or events completed at a specific time in the past.

نستخدم الماضي البسيط للحديث عن الأحداث التي اكتملت في وقت محدد في الماضي.

### Form

#### Affirmative

Subject + V2.

#### Negative

Subject + didn't + V1.

#### Interrogative

Did + Subject + V1 ?

### KEY WORDS

( in + ( زمن قديم ) \ earlier \the day before yesterday\ last week )

### Examples:

1. Neil Papworth -----the first text message in 1992. (SB/P77)

a. sent      b. sends      c. send      d. has sent

2. I -----an English essay last night. (WB/Q1-2/P4)

a. has written      b. wrote      c. written      d. has been writing

3. He -----at school and went straight to his first lesson. (WB/Q5-4/P5)

a. arriving      b. will arrive      c. arrives      d. arrived

4. -----you ----- the documentary about communication through the ages yesterday? (WB/Q6-3/P5)

a. Does\ watch      b. Did \watched      c. Did \ watch      d. Do\ watch



Ahmad E.alshatti

٠٧٩١٩٤٣٢٤٨



5. I -----my password and -----my email account the day before yesterday. (WB/Q2-4/P4)

a. forgot\ blocked      b. forgot\block      c. forget\blocked      d. forgets\ has blocked

**Answers:-**

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| ١.a | ٢.b | ٣.d | ٤.c | ٥.a |
|-----|-----|-----|-----|-----|

### Extra Exercises:

**Choose the correct form of the verbs to complete each of the following sentences:-**

- You \_\_\_\_\_ well last night.  
a. sing      b. are singing      c. sang      d. sings
- I \_\_\_\_\_ a letter to my friend yesterday.  
a. send      b. was sending      c. sent      d. has sent
- My teacher \_\_\_\_\_ a house two weeks ago.  
a. buys      b. is buying      c. bought      d. buy
- Sami \_\_\_\_\_ in Amman in 1998.  
a. lived      b. live      c. has lived      d. lives
- ..... Mazen \_.....the window that day?  
a. Has/ broken      b. Did/break      c. Does/ break      d. Is/ break
- Rami \_.....the shop yesterday.  
a. doesn't close      b. hasn't closed      c. didn't close      d. haven't closed

**Answers:-**

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| ١.c | ٢.c | ٣.c | ٤.a | ٥.b | ٦.c |
|-----|-----|-----|-----|-----|-----|

## Past Continuous

## الماضي المستمر

- We use the Past Continuous to talk about....

actions that were: in progress at a specific time in the past (this often provides background to other past events) interrupted by a shorter past action)

- **نستخدم الماضي المستمر للحديث عن** الأحداث التي كانت: قيد التنفيذ في وقت محدد في الماضي (غالبًا ما يوفر هذا خلفية لأحداث سابقة أخرى) قاطعها حدث سابق أقصر.

### KEY WORDS

( when, while, as )

### Form

| اول الجملة                        | وسط الجملة                        | نهاية الجملة                      |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>When</b>                       | Past simple (v2, didn't+v1)       | Past continuous (was, were+v-ing) |
| <b>While</b>                      | Past continuous (was, were+v-ing) | Past simple (v2, didn't+v1)       |
| Past continuous (was, were+v-ing) | <b>When</b>                       | Past simple (v2, didn't+v1)       |
| Past simple (v2, didn't+v1)       | <b>while</b>                      | Past continuous (was, were+v-ing) |

### Examples:-

1-She -----when suddenly somebody tossed a brick through the window. (SB/P77)

a. was studying      b. studied      c. were studying      d. study

2-We -----on the beach earlier today when we found a message in a bottle. (WB/Q2-5/ P4)

a. was studied      b. studied      c. were walking      d. has studied

### **Answers:-**

١. a      ٢. c



**Extra Exercises:****Choose the correct form of the verbs to complete each of the following sentences:**

- When I.....the office, it was raining.  
a. left                      b. was leaving                      c. leaves                      d. leave
- While the children ..... their homework, I arrived.  
a. were doing                      b. was doing                      c. did                      d. has done
- It ..... when I went to the library.  
a. is raining                      b. was raining                      c. will be raining                      d. rains

**Answers:-**

١.a    ٢.a    ٣.b

## Past Perfect

## الماضي التام

**Function**

- We use Past Perfect to :-**

-show the relationship between a situation in the past and an earlier state or action. .

• نحن نستخدم الماضي التام :- حدث في الماضي تم الانتهاء منه قبل حدثاً و وقت آخر في الماضي.

**Form****Affirmative**

Subject + (**had+V.3**) + complement

**Ex:** 1. Until that night, Raed -----snow. (W.B/P.35)

- a) had never saw                      b. had never seen                      c. has never seen                      d. see

2. Before Hussan met his wife, he ----- single for a decade.

- a. was                      b. had                      c. had been                      d. has been

**Answers:-**

١.b    ٢.c

**Interrogative:**

(**Had**) + Subject + (**V.3**) + complement?

Ex: Had she done her research before she called me?



## KEY WORDS

( After / because / As soon as / before / after that / by the time, when/ until )

| اول الجملة                 | وسط الجملة                 | نهاية الجملة               |
|----------------------------|----------------------------|----------------------------|
| <b>After</b>               | Past Perfect (Had+V3)      | Past Simple(V2, Didn't+V1) |
| <b>Before</b>              | Past Simple (V2+Didn't+V1) | Past Perfect (Had+V3)      |
| Past Simple( V2,Didn't+V1) | <b>After</b>               | Past Perfect (Had+V3)      |
| Past Perfect (Had +V3)     | <b>Before</b>              | Past Simple(V2, Didn't+V1) |

**Extra Exercises: ( extracted from the book)****Choose the correct form of the verbs to complete each of the following sentences:**

**1. Before the Eastern Badia Archaeological Project (EBAP) visited the Black Desert of Jordan, nobody \_\_\_\_\_ the archaeology of this large area. (S.B/P.43)**

A) had explored                      B) has explored    C) hadn't explored                      D) explored.

**2. Archaeologists think that the walls at Jibal al-Khashabiyeh might be the oldest in the world: nobody \_\_\_\_\_ anything like this before. (S.B/P.43)**

A) made                      B) have made                      C) had made                      D) makes

**3. They were delighted as they \_\_\_\_\_ just \_\_\_\_\_ the puzzle. (W.B/P.52)**

A) have/solved                      B) are/solving                      C) has/solved                      D) had/solved

**4. The airport \_\_\_\_\_ two days ago because someone phoned to say there was a bad storm coming. Luckily, it was only a hoax. (W.B/P.52)**

A) has closed                      B) had closed                      C) closes                      D) closed

**5. Hanan's music player \_\_\_\_\_ nearly 200 songs when the battery ran out. (W.B/P.34)**

A) had played                      B) has played                      C) is playing                      D) is played.

**6. The police officer \_\_\_\_\_ all the other suspects when he arrested the criminal. (W.B/P.34)**

A) eliminates                      B) has eliminated                      C) had eliminated                      D) eliminate

**7. When Nasser arrived at the party, the other boys \_\_\_\_\_ already \_\_\_\_\_ the food. (W.B/P.35)**

A) have/eaten                      B) are/ eating                      C) has/ eaten                      D) had/ eaten

**Answers:-**

|     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| ١.a | ٢.c | ٣.d | ٤.b | ٥.a | ٦.c | ٧.d |
|-----|-----|-----|-----|-----|-----|-----|

## Past Perfect continuous

## الماضي التام المستمر

### Function :-

- We use the Past Perfect continuous to :-

To talk about an event that was ongoing before something else happened in the past as well.

للتحدث عن حدث كان مستمرًا قبل حدوث شيء آخر في الماضي أيضًا

### Form

#### Affirmative

: Subject+ **had been** +verb ( **ing** )

**Ex:-** By the time the bus arrived, we **had been waiting** for an hour.

#### Negative

Subject  
+ **had (not) been**  
+verb(**ing**)

#### Interrogative

( Yes/No ) questions:  
**Had** + subject + **been**  
+ v.**ing** .....?

#### WH questions:-

**WH** + **had**+ subject + **been** +  
v.**ing**...?

### KEY WORDS

(for , since, all , How long, still, by=time in the past)

**Examples:**

- 1) But some people suspect she was an undercover intelligence agent who -----on Japan for the US government. St /Q6/p:43  
 a. had been spying    b. has spied    c. spies    d. was spying
- 2) She -----to fly around the world. St /Q8/p:43.  
 a. had been tried    b. tried    c. have been trying    d. had been trying
- 3) She -----for just over three weeks. St /Q8/p:43  
 a. is travelling    b. had been travelling    c. was travelling    d. had travelled
- 4) They -----dangerously. St /Q9/p:43  
 a. had certainly been driving    b. have certainly been driving    c. drove    d. are driving

**Answers:-**

|     |     |     |     |
|-----|-----|-----|-----|
| ١.a | ٢.d | ٣.b | ٤.a |
|-----|-----|-----|-----|

Ac /Q3/p: 34

- 2-Nader had ink all round his mouth. He/chew/his pen / during the exam  
*He had been chewing his pen during the exam.*
- 3- The central square was underwater. It/rain/for five days  
*It had been raining for five days.*
- 4- The gang was convicted of fraud. They/print/fake money  
*They had been printing fake money.*

**Choose the correct form of the verbs to complete each of the following sentences:**

- 1- Ahmad was very tired because he .....for hours without a break.  
 a. has been working.    b- has worked.    c. had been working. d. worked.
- 2- Their clothes were dirty because they..... the room all the day.  
 a. Painting    b- had been painting    c. have painted    d. had painted
- 3- The tailor finished making the dress a week before the wedding. He .....it for over a month.  
 a. Made    b. have made    c. had been making.    d. had made

**Answers:-**

|     |     |     |
|-----|-----|-----|
| ١.c | ٢.b | ٣.c |
|-----|-----|-----|



## HOW TO DEAL WITH TEXTS

### (كيفية التعامل مع القطع)

#### كيفية اجابة اسئلة القطعة:

مساعادات هامة تتعلق بالإجابة على اسئلة القطعة عند تعاملك مع السؤال الوزاري يتوجب عليك

١- ان يكون لديك فهم مسبق للنصوص ٢- ان تتمكن من معرفة معنى السؤال ٣- ان تبحث عن الكلمات المشتركة بين السؤال النص .

| اداة السؤال | المعنى                | الملاحظات تستخدم للسؤال عن :  |
|-------------|-----------------------|---|
| What        | ماذا \ ما الذي        | فاعل \ مفعول به غير عاقل او معلومات تتعلق بشيء ما                       |
| When        | متى                   | للزمن next \ last + time \ yesterday ..... \ in , on , at + time        |
| Where       | اين                   | مكان here \ there in , on , at + time                                   |
| Which       | اي                    | الاختيار that one .....   |
| Who         | من                    | الفاعل العاقل my sister Huda .....                                      |
| Whom        | من الذي               | المفعول به العاقل salma \ her mum                                       |
| Whose       | لمن                   | الملكية her dad's \ hers \ mine \ ours .....                            |
| Why         | لماذا                 | بسبب because \ as \ in order to   |
| How         | كيف                   | الحال \ الكيفية التي تعمل فيها الاشياء on camels \ very well \ by car   |
| How far     | كم بعد                | المسافة 20 kilometers \ two meters                                      |
| How long    | كم يستغرق \ طول       | الطول ( زمن \ الاشياء ) about a kilo \ four meters \ for \ since + time |
| How many    | كم عدد (معدود)        | للعدد 44 cats \ 22 books  |
| How much    | كم كمية ( غير معدود ) | الكمية two kilos \ a little \ some .....                                |
| How old     | كم عمر                | العمر 33 years old .....  |

#### اجابة سؤال التعداد

| Word                          | Meaning  | Word            | Meaning    |
|-------------------------------|----------|-----------------|------------|
| Advantages                    | حسنلت    | Kind / type     | انواع      |
| Benefits                      | فوائد    | Characteristics | صفات خصائص |
| Disadvantages                 | سيئات    | Qualities       |            |
| Procedures                    | اجراءات  | Steps           | خطوات      |
| Purposes, aims, goals ,target | اهداف    | Effects         | تأثيرات    |
| Reasons                       | اسباب    | Ways            | طرق        |
| Threats                       | تهديدات  | Difficulties    | مصاعب      |
| Dangers                       | مخاطر    | Materials       | مواد       |
| Differences                   | اختلافات | Results         | نتائج      |
| Aspects                       | مظاهر    | Similarities    | اوجه الشبه |
|                               |          | Phenomena       | ظواهر      |



1- إذا اعطاك Write down two / Mention two / There are two /give examples المطلوب كتابة نقطتين  
اواكثر  
\ التعداد في النص يكون عليه دلائل مثل ادوات الربط او حروف العطف او الفواصل نعرف ان الكاتب يريد التعداد من خلال  
الفقرة مثل....

or/ as well as / Also / or/ as well as \another /in addition , such as

2-إذا احتوى السؤال على كلمة reasons يجيب ان تبدأ جملة الحل بواحدة من الكلمات الآتية :  
to/because/ as /to due in order to/ since/ for

3 -اجابة سؤال الاقتباس اقتبس الجملة من النص . من النقطة الى النقطة

3) Quote the sentence which states/indicates/shows that.....

3) Write down the sentence which states/ indicates/shows that.....

على الاغلب تكون كلمة موجودة في السؤال تكون موجودة في النص فقط الكلمة مشتركة في النص والسؤال علما ان نص  
السؤال يكون بعد كلمة that

4) Find a word / a phrasal verb / an idiom / which have the same meaning of

اوجد كلمة من النص او التي تحتها خط

5) What does the underlined ( word , phrasal verb , idiom ) mean ?

ما الذي تعنيه الكلمة , المصطلح , التعبير الذي تحته خط

6) What does underlined word "....." refer to/ mean ?

اين يعود الضمير

| Pronoun  | References                      |
|--|---------------------------------|
| herself, her, She                              | تعود على اسم عاقل مؤنث          |
| himself, his, him, He                          | تعود على اسم عاقل مذكر          |
| ones, others, themselves, their, them, They    | تعود على اسم عاقل \غير عاقل جمع |
| I , me , my , myself                           | الكاتب The writer               |
| you , your , yourself , we, our, us            | القارئ readers                  |
| itself , its , it                              | اسم مفرد غير عاقل               |
| Who, whom ,which ,whose , that , where<br>when | الاسم الذي يسبقها مباشرة        |
| There \ here                                   | اسم مكان                        |

5)Replace the underlined word ,phrase , with a suitable phrasal verb , idiom , synonym , word  
that has a similar meaning .....

استبدل الكلمة و التعبير الذي تحته خط بمصطلح مناسب , تعبير , مرادف و كلمة لها نفس المعنى



## LESSON 2A READING AND VOCABULARY

### ST.BOOK P.6 Q1:

**SPEAKING** In pairs, discuss the question.

What do you think would happen if we could talk to animals?

We could understand how they feel, why they do certain things, etc..

يمكننا أن نفهم كيف يشعرون، ولماذا يفعلون بعض الأشياء، وما إلى ذلك.

### SUGGEATED ANSWR

### ST.BOOK P.6 Q2:

**CRITICAL THINKING** Read the article and

study Active Reading. What opinions about communication does the author express?

How far do you agree with him?

### SUGGEATED ANSWR

We should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas between themselves

يجب أن نأخذ الإمكانية على محمل الجد أن بعض الحيوانات يمكنها استيعاب ما نقوله والتعبير عن أفكار معقدة بينها

But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust

لكن ربما لأنها كانت تعرف القليل جدًا عن هذه الحيوانات البرية، من المحتمل أن هدوءها قد كسب ثقتهم

In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate

في رأيي، أحدثت جاين جودال تغييرًا كاملاً في طريقة فهم الناس لكيفية تواصل الحيوانات.

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

أشعر أنه قد نتعلم المزيد عن تواصل الحيوانات في المستقبل



# Making contact

By Amer Alhalawani



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.



نعلم أن بعض الحيوانات تفهم التعليمات الأساسية، مما يسمح للمسافرين بالتحكم في خيولهم أو جمالهم، على سبيل المثال. لكن رغم أن بعض الحيوانات الأكثر ذكاءً يمكنها فهم ما نريد منها فعله، إلا أننا افترضنا لفترة طويلة أن التواصل مع – وبين – الحيوانات يجب أن يكون محدودًا. ومع ذلك، بفضل العمل الذي قامت به عالمة الطبيعة جاين جودال منذ الستينيات، يجب أن نأخذ في الاعتبار إمكانية أن بعض الحيوانات يمكنها استيعاب ما نقوله وتوصيل 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.

كطفلة، كانت جاين تحب قراءة الكتب عن شخصية خيالية تُدعى الدكتور دوليتل، الذي كان يمكنه التحدث مع الحيوانات. ربما كان هذا هو ما ألهمها للذهاب إلى أفريقيا عندما كانت في العشرينات من عمرها. هناك، التقت بعالم سأل جاين إذا كانت ترغب في وظيفة لمراقبة الشمبانزي في البرية. أجابت بنعم فورًا. ذهبت مع والدتها إلى شواطئ بحيرة تنجانيقا في تنزانيا لبدء عملها الجديد، ولم يمض وقت طويل قبل أن تكتشف مجموعة من الشمبانزي في الأشجار حول منطقة أصبحت الآن تعرف بحديقة غومبي 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.



كيف يمكن لامرأة إنجليزية شابة بلا تدريب علمي أن تتواصل مع مجموعة من الشمبانزي البرية؟ في البداية، كانت الحيوانات تهرب فور رؤيتها لها. ولكن ربما لأنها كانت تعرف القليل جدًا عن هذه الحيوانات البرية، من المحتمل أن هدوءها قد كسب ثقتهم. ولم تتعلم جاين عن مدى خطورتهم إلا لاحقًا. لقد شاهدت أن مجموعات مختلفة من الشمبانزي كانت تخوض معارك في محاولة للقضاء على المجموعة المنافسة. لكن قبل هذا، أظهرت دراساتها أن الشمبانزي يمكنهم التواصل بوضوح، مما يسمح لهم بالعناية ببعضهم البعض ومساعدتهم ومشاركة الطعام، بالإضافة إلى خوض المناقشات.

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

أشارت جاين إلى أن الحيوانات لا تستطيع التواصل باستخدام اللغة مثل البشر، ولكن يمكنها التواصل عن طريق اللمس والصوت. ومن المدهش أنها أدركت أيضًا أنهم يمكنهم 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.

في ذلك الوقت، كان الناس يعتقدون أن البشر فقط هم من يمكنهم استخدام الأدوات، لكن جاين شاهدت الشمبانزي وهم يستخدمون العصي لأخذ النمل من الشجرة، ثم يستخدمون العصي لإطعام النمل لصغارهم.

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

من خلال عملها، أوضحت جاين للمجتمع العلمي لأول مرة أن الحيوانات أيضًا 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.

استمرت جاين في كتابة عدد من الكتب عن عملها. بالإضافة إلى شرح سلوك الشمبانزي الاجتماعي المتطور للغاية، علمتنا أنهم آكلي لحوم ونباتات (كان الناس يعتقدون أنهم نباتيون). في عام ٢٠٠٢، أصبحت رسولًا للسلام لدى الأمم المتحدة.

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 جاين جودال تغييرًا كاملاً في طريقة فهم الناس لكيفية تواصل الحيوانات. منذ عملها في تنزانيا، استمر العلماء الطبيعيون في دراسة أشكال مختلفة من التواصل بين الحيوانات مثل الحيتان والفيلة، الذين يمكنهم التقاط الأصوات التي يصدرها حيتان وفيلة أخرى عبر مسافات كبيرة. أشعر أنه قد نتعلم المزيد عن تواصل الحيوانات في المستقبل.



| WORD            | MEANING IN ENGLISH                                 | MEANING IN ARABIC                      |
|-----------------|--|--|
| <b>groom</b>    | <b>To brush and clean fur</b>                      | <b>يَعْتَنِي (لتنظيف وتمشيط الفرو)</b> |
| <b>omnivore</b> | <b>A living being that eats plants and animals</b> | <b>أَكَل النباتات والحيوانات</b>       |
| <b>rival</b>    | <b>A person or group that competes with others</b> | <b>مَنَافَس</b>                        |

## TEXT VOCABULAY

| Word        | Meaning                | Word             | Meaning      | Word             | Meaning      |
|-------------|------------------------|------------------|--------------|------------------|--------------|
| animals     | الحيوانات              | instructions     | التعليمات    | contact          | اتصال        |
| understand  | يفهم                   | control          | السيطرة      | trust            | الثقة        |
| assumed     | افترضنا                | communicate      | التواصل      | clearly          | بوضوح        |
| possibility | إمكانية                | seriously        | بجدية        | dangerous        | خطير         |
| work        | العمل                  | complex          | معقد         | battles          | معارك        |
| naturalist  | عالم الطبيعة           | ideas            | أفكار        | wipe out         | القضاء على   |
| inspired    | ألهم                   | fictional        | خيالي        | touch            | لمسة         |
| scientist   | عالم                   | observing        | مراقبة       | groom            | التمشيط      |
| immediately | على الفور              | chimpanzees      | الشمبانزي    | sound            | صوت          |
| group       | مجموعة                 | trees            | الأشجار      | arguments        | مشاجرات      |
| realised    | أدركت                  | spelled out      | أوضح         | tools            | أدوات        |
| amazingly   | بشكل مذهل              | sticks           | عصي          | feed             | إطعام        |
| omnivores   | أكلات اللحوم والنباتات | community        | مجتمع        | highly developed | متطور للغاية |
| vegetarian  | نباتي                  | Messenger        | رسول         | whales           | الحيتان      |
| Peace       | سلام                   | elephants        | الفيلة       | study            | دراسة        |
| pick up     | يلتقط                  | large distances  | مسافات كبيرة | learn            | يتعلم        |
| wild        | بري                    | made out         | تميز         | brought about    | أحدث         |
| calmness    | هدوء                   | explain          | يشرح         | grooming         | تمشيط        |
| tool use    | استخدام الأدوات        | social behaviour | سلوك اجتماعي | analyze          | يحلل         |
| trustworthy | موثوق                  | showed           | أظهر         | realize          | يدرك         |
| gather      | يجمع                   | confused         | مرتبك        |                  |              |



# COMPREHENSION QUESTIONS

1. Who is the naturalist mentioned in the passage?

من هو العالم الطبيعي المذكور في الفقرة؟

2. When did Jane Goodall start her work with chimpanzees?

متى بدأت جين جودال عملها مع الشمبانزي؟

3. Where did Jane Goodall start her work?

أين بدأت جين جودال عملها؟

4. What was Jane Goodall's first job in Africa?

ما هي أول وظيفة لجين جودال في أفريقيا؟

5. How did Jane gain the trust of the chimpanzees?

كيف اكتسبت جين ثقة الشمبانزي؟

6. What did Jane observe about the chimpanzees' behavior?

ماذا لاحظت جين عن سلوك الشمبانزي؟

7. How did Jane describe the chimpanzees' ability to communicate?

كيف وصفت جين قدرة الشمبانزي على التواصل؟

8. What was one of Jane Goodall's key discoveries about chimpanzees?

ما هو أحد الاكتشافات الرئيسية لجين جودال عن الشمبانزي؟

9. What tool did Jane observe the chimpanzees using?

ما هي الأداة التي لاحظت جين استخدامها من قبل الشمبانزي؟

10. What did Jane Goodall teach us about chimpanzees' diet?

ماذا علمتنا جين جودال عن نظام غذاء الشمبانزي؟

11. What title did Jane Goodall receive in 2002?

ما اللقب الذي حصلت عليه جين جودال في عام ٢٠٠٢؟

12. What did Jane Goodall's work teach the scientific community about animals?

ماذا علمت أعمال جين جودال المجتمع العلمي عن الحيوانات؟

13. In what way can animals communicate, according to Jane Goodall?

كيف يمكن للحيوانات التواصل، وفقاً لجين جودال؟

14. What animal groups did Jane Goodall study for communication?

ما هي مجموعات الحيوانات التي درستها جين جودال من أجل التواصل؟

15. What did Jane Goodall notice about chimpanzee battles?

ماذا لاحظت جين جودال عن معارك الشمبانزي؟

16. Why did Jane Goodall feel calm around the chimpanzees?

لماذا شعرت جين جودال بالهدوء حول الشمبانزي؟





**17. What is one of the tools that chimpanzees use, according to the passage?**

ما هي إحدى الأدوات التي يستخدمها الشمبانزي، وفقًا للفقرة؟

**18. Quote a sentence which means that Jane Goodall believed animals could communicate with each other?**

هل يمكنك اقتباس جملة تعني أن جين جودال كانت تعتقد أن الحيوانات يمكنها التواصل مع بعضها؟

**19. Quote a sentence which explains that chimpanzees can use tools?**

هل يمكنك اقتباس جملة تشرح أن الشمبانزي يمكنهم استخدام الأدوات؟

**20. What is the significance of Jane Goodall's work in understanding animal communication?**

ما هي أهمية أعمال جين جودال في فهم التواصل بين الحيوانات؟

### ANSWERS:

1. Jane Goodall
2. In the 1960s
3. On the shores of Lake Tanganyika in Tanzania
4. Observing chimpanzees in the wild
5. Her calmness gained their trust
6. Chimpanzees can communicate, groom, share food, and have arguments
7. They couldn't use language like people, but communicated by touch and sound
8. Chimpanzees could use tools
9. Sticks to take ants from trees
10. They are omnivores, not vegetarians
11. She became a UN Messenger for Peace
12. That animals could communicate and use tools
13. Through touch, sound, and even sign language
14. Chimpanzees, whales, and elephants
15. They tried to wipe out rival groups
16. Because she knew very little about them
17. Sticks to take ants from a tree
18. "But they could communicate by touch and sound."
19. "Jane watched chimpanzees using sticks to take ants from a tree."
20. It changed the way people understood animal communication.



## ACTIVE READING

| Idea                                      | Explanation  | Arabic   |
|---|--|--|
| <b>Identifying the Author's Opinion</b>   | The author presents their point of view on a topic with supporting arguments.                        | تحديد رأي الكاتب: يقدم الكاتب وجهة نظره حول موضوع ما مع تقديم حجج لدعم هذه الرؤية.   |
| <b>Opinion Verbs and Phrases</b>          | Writers use phrases like "I feel ...", "I think ...", "In my opinion ..." to signal their position.  | الأفعال والعبارات الدالة على الرأي: يستخدم الكاتب عبارات مثل "أشعر ...", "أعتقد ...", "في رأيي ..." للإشارة إلى موقفهم.                    |
| <b>Modal Verbs for Expressing Opinion</b> | Writers may use modal verbs such as "We should ...", "It must be ..." to subtly express their views. | الأفعال المساعدة للتعبير عن الرأي: قد يستخدم الكاتب الأفعال المساعدة مثل "يجب علينا ...", "لا بد أن ..." للتعبير عن آرائهم بشكل غير مباشر. |
| <b>Phrases of Probability</b>             | Phrases like "Maybe ...", "Possibly ..." are used to indicate uncertainty or likelihood.             | عبارات الاحتمال: تستخدم عبارات مثل "ربما ...", "من المحتمل ..." للإشارة إلى الشك أو الاحتمال.  |
| <b>Forming Your Own Opinion</b>           | You can form your own opinion instead of blindly accepting the author's view.                        | تشكيل رأيك الخاص: يمكنك تشكيل رأيك الخاص بدلاً من قبول وجهة نظر الكاتب بشكل أعمى.  |

**ST Book P.7 Q.3 :**

Read the article again and choose the correct answers.

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

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

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

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

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

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

**Answers:**

|     |     |     |
|-----|-----|-----|
| 1.b | 2.c | 3.c |
|-----|-----|-----|

**ST Book P.7 Q.4 :**

| Phrasal Verbs الأفعال المركبة |  |                      |
|-------------------------------|--|----------------------|
| Phrasal verb                  | Meaning in English   | Arabic               |
| <b>Bring about</b>            | <b>to cause something to happen</b>                        | يحدث تغيير           |
| <b>Point out</b>              | <b>to tell someone something you think they don't know</b> | يُخبر                |
| <b>Make out</b>               | <b>to see something with difficulty</b>                    | يلتقي                |
| <b>Wipe out</b>               | <b>to destroy something completely</b>                     | يدمر                 |
| <b>Get across</b>             | <b>to successfully communicate a message/an idea</b>       | يوصل رسالة           |
| <b>Spell out</b>              | <b>to explain something very clearly</b>                   | يوضح                 |
| <b>Come across</b>            | <b>to meet or find something or someone</b>                | يقابل                |
| <b>Figure out</b>             | <b>to solve or understand something</b>                    | يحل                  |
| <b>Take in</b>                | <b>to understand and remember something you were told</b>  | يفهم                 |
| <b>Communicate with</b>       | <b>To share ideas and information with someone</b>         | يشارك افكار          |
| <b>Make contact with</b>      | <b>To find and talk to someone</b>                         | يُجري اتصال مباشر    |
| <b>Pick up</b>                | <b>to receive sounds, phone signals, etc.</b>              | يلتقط (اشاره او صوت) |

**ST Book P.7 Q.5 :**

**Complete the sentences with the phrasal verbs from the article, in the correct form.**

- I was embarrassed when he \_\_\_\_\_ that I had made some basic spelling mistakes.  
A) pointed out      B) make out      C) came across      D) brought about
- It was cloudy, but he could still \_\_\_\_\_ the distant star.  
A) figure out      B) make out      C) get across      D) spell out
- I \_\_\_\_\_ an interesting article about space exploration the other day.  
A) brought about      B) pointed out      C) came across      D) picking up
- Technology has \_\_\_\_\_ many changes in the way we live.  
A) wiped out      B) brought about      C) pointed out      D) hadn't taken in
- My science teacher is very good at \_\_\_\_\_ difficult ideas so that we always understand them.  
A) figure out      B) spell out      C) getting across      D) make out
- It took me ages to \_\_\_\_\_ exactly how to use the telescope.  
A) figure out      B) point out      C) bring about      D) come across
- You don't understand? Do I have to \_\_\_\_\_ what I mean?  
A) make out      B) get across      C) spell out      D) figure out
- We couldn't use our mobile phones in the desert, but started to \_\_\_\_\_ signals when we went into the mountains.  
A) wiped out      B) brought about      C) pick up      D) hadn't taken in

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

**Answers:**



### **ST Book P.7 Q.6:**

**SPEAKING** In small groups, ask and answer the question.

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

If I could talk to animals, I would choose elephants. Elephants are smart, emotional, and live in close-knit family groups. I would love to understand how they feel, what memories they have, and how they see the world. Elephants face many dangers, like poaching and losing their homes. Talking to them could help us protect them better and learn more about these amazing animals.

إذا كنت أستطيع التحدث مع الحيوانات، سأختار الفيلة. الفيلة ذكية وعاطفية، وتعيش في مجموعات عائلية مترابطة. أود أن أفهم كيف يشعرون، وما هي ذكرياتهم، وكيف يرون العالم. الفيلة تواجه العديد من المخاطر مثل الصيد وفقدان مواطنها. التحدث معهم قد يساعدنا في حمايتهم بشكل أفضل وتعلم المزيد عن هذه الحيوانات الرائعة.

### **ST Book P.7 Q.7 :**

**REFLECT | Culture** In small groups, discuss what questions you would like to ask if you could talk to an animal.

If I could talk to an animal, I would ask elephants about their memories and emotions, how they feel about humans, and what they think of their environment. I would also ask them about their experiences with other animals and their thoughts on conservation efforts to protect their species.

إذا كنت أستطيع التحدث مع حيوان، سألت الفيلة عن ذكرياتهم ومشاعرهم، وكيف يشعرون تجاه البشر، وما رأيهم في بيئتهم. سأطلب منهم أيضاً أن يخبروني عن تجاربهم مع الحيوانات الأخرى وآرائهم في جهود الحفاظ لحماية أنواعهم.

## **SUGGEATED ANSWR**

## **SUGGEATED ANSWR**

**LESSON 3A VOCABULARY | Idioms and phrases related to communication****ST BOOK P.8 Q1:**

**In pairs, answer the questions.**

**Can you work out the meaning of the title?**

*Break the ice* means find a way of talking to someone in a relaxed way.

**SUGGESTED ANSWER**

كسر الجليد يعني إيجاد طريقة للتحدث مع شخص ما بشكل مريح أو ودود، خاصة لتجاوز الشعور بالحرج أو التوتر في البداية.

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

I find it easy to break the ice with new people. I usually start with simple topics, like the weather or hobbies, to make them feel comfortable. Being friendly and asking questions helps start the conversation naturally.

أجد أنه من السهل كسر الجليد مع الأشخاص الجدد. عادةً ما أبدأ بمواضيع بسيطة مثل الطقس أو الهوايات لجعلهم يشعرون بالراحة. كونك ودودًا وطرح الأسئلة يساعد في بدء المحادثة بشكل طبيعي.



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 something you're both doing, it can really **create a bond** between you.

People like it if you **pay them a compliment**, but you need to sound sincere. Just **make small talk** about where you live, and soon.

You may find that you really **hit it off** and become friends for life.

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



| Phrase (English)               | Meaning (Arabic) | Phrase (English)      | Meaning (Arabic) |
|--------------------------------|------------------|-----------------------|------------------|
| making a favourable impression | إحداث انطباع جيد | pay them a compliment | إعطاؤهم مجاملة   |
| strike up a conversation       | بدء محادثة       | sound sincere         | أن تبدو صادقًا   |
| have a laugh                   | الضحك            | make small talk       | إجراء حديث عابر  |
| create a bond                  | خلق رابطة        | hit it off            | التوافق معًا     |
| take to you                    | إعجابهم بك       | come across           | الظهور           |

**ST BOOK P.8 Q2:**

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

1. He \_\_\_\_\_ to the new neighbour.

- a) struck out a conversation      b) struck up a conversation  
c) struck down a conversation      d) struck into a conversation

2. She \_\_\_\_\_ being very self-confident.

- a) came across as      b) came into as  
c) came off as      d) came down as

3. Abeer \_\_\_\_\_ how nice her shoes were.

- a) paid her a compliment      b) paid her a favor  
c) paid her a visit      d) paid her a note

4. I immediately \_\_\_\_\_ him.

- a) took to him      b) took off him  
c) took out to him      d) took in him

5. We found it really funny. We \_\_\_\_\_ about it.

- a) had a laugh      b) had a joke  
c) had a chat      d) had a smile

6. I didn't really like her friends when I met them. I \_\_\_\_\_ with her friends when I met them.

- a) hit it off      b) hit up  
c) hit out      d) hit in

**ANSWERS:**

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. b | 2. a | 3. a | 4. a | 5. a | 6. a |
|------|------|------|------|------|------|



**ST BOOK P.8 Q3:**

**Listen to someone talking about breaking the ice. What behaviour does she find annoying when meeting new people?**

**Answers**

She finds it annoying when someone talks too much, but she thinks it's even worse when someone keeps firing questions at you and thus makes you do all the talking.

**ST BOOK P.8 Q3**

**Match idioms 1–6 with definitions a–f.**

| Idiom                             | Meaning   | Arabic Meaning                                      |
|-----------------------------------|---|---|
| 1. Jump down somebody's throat    | to react angrily to something   | يهاجم شخصًا بغضب بسبب شيء ما                        |
| 2. Put somebody on the spot       | to embarrass someone by forcing them to answer a difficult question       | يخرج شخصًا بإجباره على الإجابة على سؤال صعب         |
| 3. Fire questions at someone      | to ask someone a lot of questions quickly                                 | يطرح الكثير من الأسئلة على شخص بسرعة                |
| 4. Refuse to let something drop   | to not stop talking about something                                       | لا يتوقف عن الحديث عن شيء ما                        |
| 5. Insist on having the last word | to have to make the final point   | يصر على قول الكلمة الأخيرة                          |
| 6. Not get a word in edgeways     | to be unable to say anything because someone else is talking all the time | لا يستطيع قول أي شيء لأن شخصًا آخر يتحدث طوال الوقت |



### EXTRA QUESTION:

Choose the correct meaning to the phrases:

1. **Jump down somebody's throat**
  - a) To embarrass someone by forcing them to answer a difficult question
  - b) To react angrily to something
  - c) To ask someone a lot of questions quickly
  - d) To not stop talking about something
2. **Put somebody on the spot**
  - a) To embarrass someone by forcing them to answer a difficult question
  - b) To react angrily to something
  - c) To ask someone a lot of questions quickly
  - d) To not stop talking about something
3. **Fire questions at someone**
  - a) To be unable to say anything because someone else is talking all the time
  - b) To react angrily to something
  - c) To have to make the final point
  - d) To ask someone a lot of questions quickly
4. **Refuse to let something drop**
  - a) To embarrass someone by forcing them to answer a difficult question
  - b) To react angrily to something
  - c) To ask someone a lot of questions quickly
  - d) To not stop talking about something
5. **Insist on having the last word**
  - a) To embarrass someone by forcing them to answer a difficult question
  - b) To react angrily to something
  - c) To have to make the final point
  - d) To not stop talking about something
6. **Not get a word in edgeways**
  - a) To be unable to say anything because someone else is talking all the time
  - b) To react angrily to something
  - c) To ask someone a lot of questions quickly
  - d) To not stop talking about something

### Answers:

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. b | 2. a | 3. d | 4. d | 5. c | 6. a |
|------|------|------|------|------|------|

**ST BOOK P.8 Q5**

**REFLECT | Society** In pairs, make a list of five rules for making a good impression when you meet people for the first time.

- |  |                              |
|--|------------------------------|
| 1. Smile and make eye contact.         | ابتسم وامنحهم اتصالاً بالعين |
| 1. Offer a firm handshake.             | قدم مصافحة قوية              |
| 2. Be polite and respectful.           | كن مهذباً ومحترماً           |
| 3. Listen carefully and show interest. | استمع بعناية واطهر اهتمامك   |
| 4. Avoid interrupting and be patient.  | تجنب المقاطعة وكن صبوراً     |

**WB BOOK P.6 Q1:**

Match the two parts of the sentences

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

**WB BOOK P.6 Q2:**

Choose the correct words to complete the idioms.

- |  |          |           |           |            |
|--|----------|-----------|-----------|------------|
| 1. He continued to _____ questions at someone. | a) throw | b) fire   | c) catch  | d) shoot   |
| 2. You insist on having the last _____.        | a) say   | b) word   | c) chance | d) opinion |
| 3. I didn't like being put _____ the spot.     | a) on    | b) in     | c) over   | d) at      |
| 4. She didn't have to jump down my _____.      | a) neck  | b) throat | c) back   | d) ear     |
| 5. I couldn't get a word in _____.             |          |           |           |            |



6. He refused to let it \_\_\_\_\_.  
 a) edgeways      b) sideways      c) out      d) across  
 a) drop      b) stop      c) fall      d) rest

**Answers:**

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. b | 2. b | 3. a | 4. b | 5. a | 6. a |
|------|------|------|------|------|------|

**WB BOOK P.6 Q3:**

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

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

**WB BOOK P.6 Q4:**

Complete the conversation with the words from the box.

across    bond    compliment    hit    impression    laugh    small trike    take

1. Amina : So how did your evening go, Huda? Did you and Maha \_\_\_\_\_?



- a) hit it off      b) take off      c) strike up      d) get down
2. Huda: I'm not sure. I tried to \_\_\_\_\_ a conversation by paying her a \_\_\_\_\_.  
a) strike / laugh      b) strike / compliment      c) compliment / strike      d) strike / bond
3. Huda: I'm not sure. I tried to \_\_\_\_\_ a conversation by paying her a \_\_\_\_\_, but I have a feeling that I came \_\_\_\_\_ as a bit over-enthusiastic.  
a) strike / compliment / across      b) take / bond / down  
c) strike / laugh / off      d) strike / compliment / across
4. Amina: Oh, I wouldn't worry. I'm sure you made a favourable \_\_\_\_\_.  
a) bond      b) impression      c) laugh      d) strike
5. Amina: People usually \_\_\_\_\_ to you, right? Perhaps you were just trying a bit too hard.  
a) take      b) bond      c) laugh      d) compliment
6. Huda: Maybe, I mean – we made quite a lot of \_\_\_\_\_ talk, but we also had a \_\_\_\_\_.  
a) small / laugh      b) small / bond      c) large / laugh      d) small / compliment
7. Amina: Well, there you go. I mean ... you can't expect to create a strong \_\_\_\_\_ after just one evening out. I think it went better than you imagine.  
a) bond      b) compliment      c) laugh      d) impression

**Answers:**

|      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1. a | 2. b | 3. a | 4. b | 5. a | 6. a | 7. a |
|------|------|------|------|------|------|------|

**SUMMARY FOR Idioms SB & WB**

| The Idiom                      | The meaning in EN  | The meaning in AR           |
|--------------------------------|--|-----------------------------|
| Take to (someone or something) | Like someone in a short time   | تحب شخص بسرعة/في فترة قصيرة |
| Come across as                 | To appear/seem to be   | تبدو او تبين/تظهر           |
| Hit it off                     | When two people like each other and become friendly as soon as they meet | تصادق شخص من اول مرة        |
| Make smack talk                | To take to someone   | يتحدث مع الاخرين            |
| Create a bond                  | To develop a close connection with someone                               | عمل علاقة قوية مع شخص       |



|                                |  |   |
|--------------------------------|--|---|
| Pay (someone) a compliment     | To say something nice about something or someone                       | يجامل بشخص / يثني عليه                          |
| Not get a word in edgeways     | Be unable to say anything because someone else is talking all the time | عدم القدرة على التحدث لان هناك شخص يتحدث كثيرا  |
| Break the ice                  | Make people feel more friendly and willing to take to each other       | يكسر الحواجز بين الاشخاص وجعلهم ودوديت مع بعضهم |
| Make an impression             | To cause someone to notice or admire you                               | يعطي انطباع عنك / تاتر بشخص                     |
| Strike up a conversation       | Start conversation with someone  | يبدا الحوار مع شخص                              |
| Have a laugh                   | Something is funny and laughed about it                                | يضحك على شيء ما                                 |
| Jump down somebody's throat    | To react angrily to something  | ينفعل على شيء يغضبه                             |
| Put somebody on the spot       | To embarrass someone by forcing them to answer a difficult question    | يخرج شخص باجباره على اجابة سؤال صعب             |
| Fire questions at someone      | To ask someone a lot of questions quickly                              | يسال اسئلة كثيرة                                |
| Refuse to something drop       | To not stop talking about something                                    | يرفض التحدث عن امر ما                           |
| Insist on having the last word | To have to make the final point  | يصر على اتخاذ القرار النهائي                    |





## LESSON 4A

## GRAMMAR

### A. Question tags الأسئلة النيلية

A question tag is a short question added to the end of a sentence that confirms something that the speaker already knows.

الاسئلة النيلية هي اسئلة قصيرة تضاف الى نهاية الجملة ووظيفتها هي تأكيد معلومة يعلمها المتحدث مسبقا.

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

يتم تشكيل السؤال النيلي باستخدام الفعل المساعد + ضمير مناسب .

A positive statement usually has a negative question tag and a negative statement has a positive question tag:

الجملة المثبتة عادة سؤالها النيلي منفي والجملة المنفية عادة سؤالها النيلي مثبت.

- You don't understand, **do you?**
- She usually comes in late, **doesn't she?**
- You are coming to the dinner, **aren't you?**
- They haven't been to London yet, **have they?**
- They went to school, **didn't they?**
- She had a break, **didn't she?**
- We had met them before, **hadn't we?**
- This is an amazing house, **isn't it?**
- Nothing has happened so far, **has it?**
- Those are Majeda's guests, **aren't they?**
- Modal verbs are usually repeated in the tag questions, just like auxiliaries: I can email my CV, **can't I?**

#### Exceptions: حالات خاصة

- **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?**

تستخدم الأسئلة الذيلية أيضا في: Question tags can also be used for:

• **Requests** : الطلبات

**Buy** me the newspaper, **could you?**

**You'll** cook the dinner today, **won't you?**

• **Invitations** : الدعوات

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

• **commands** : الأوامر

**Write** it down, **will you?**

**Don't** make a mess, **will you?**

## B. echo questions أسئلة الصدى

Question tags are also used in echo questions. The main use of such questions is:

تستخدم أيضا الأسئلة الذيلية لعمل أسئلة الصدى ومهمة سؤال الصدى هو:

- To show interest ابداء الاهتمام
- Express surprise التعبير عن التفاجئ
- Make a conversation go smoothly جعل الحوار يجري بسلاسة

سؤال الصدى يأتي أول الجملة في جزء من حوار بين شخصين .

الجملة المثبتة عادة سؤال الصدى مثبت والجملة المنفية سؤال الصدى يكون منفي.

انتبه لتغير ضمائر المتكلم I/we \_\_\_\_\_ you والعكس.

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

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

**Tag Questions الأسئلة الذيلية**

Short question added to the end of the sentence.

سؤال قصير يضاف آخر الجملة

**Functions:**

1. To confirm information تأكد من معلومة
2. Requests طلبات
3. Invitations دعوات
4. Commands أوامر

Positive ----Negative

Negative----Positive

إذا كانت الجملة نفي فإن الذيلي مثبت والعكس

انتبه..

١. كلمات النفي مثل

no one, no body , nothing, never, yet ,  
neither, nor , rarely, seldom ....

الفعل معها مثبت والسؤال الذيلي يبقى مثبت لأن  
الجملة أصلاً منفية بالمعنى.

٢. أي ضمير فيه " one/body " يكون ما بعده

مفرد ولكن بالسؤال الذيلي يعوض ب they  
ويعامل جمع.

٣. أي ضمير فيه thing يعوض ب . it

٤. الضمائر this / that تعوض ب . it

٥. الضمائر these / those تعوض ب . they

**Exceptions:**

I'm ----aren't I ?

Let's ----shall we?

I'll ----shall I?

Requests -----could you?

Invitations ----- won't you?

Commands----will you ?

Don't -----will you ?

**Echo Questions اسئلة الصدى**

Added at the beginning of the sentence  
in a conversation between two people.

يضاف أول الجملة في حوار بين شخصين

**Functions:**

1. Show interest بيان الإهتمام
2. Expressing surprise التفاجئ
3. Make the conversation go smoothly.  
جعل الحوار أكثر سلاسة

Positive ----\_positive

Negative ---- Negative

إذا كانت الجملة مثبتة فإن سؤال الصدى يبقى مثبت  
وإذا كانت نفي يبقى نفي.

انتبه..

1. I,we---you

2. You ----I,we

3. You are----am I? , are we?

4. I'm ,we are ---Are you?

٥. كلمات النفي بعدها يكون مثبت والسؤال الذيلي  
يصبح نفي لأنها أصلاً نفي.

## Question tags and echo questions (EXERCISES)

**SB P 9 EX 3:** Look at the underlined examples of question tags from the dialogues. Then complete the sentences 1–4 below with the words in the box.

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

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

I shouldn't be so fussy, should I?

end / modal / negative / positive

1. A question tag is a short question added to the\_\_\_\_\_of a sentence.
2. We form a question tag using an auxiliary or a\_\_\_\_\_verb and a pronoun.
3. A positive statement usually has a \_\_\_\_\_question tag.
4. A negative statement usually has a \_\_\_\_\_ question tag.

Answers:

1 end 2 modal 3 negative 4 positive



**SB P 9 EX 4: 1.5 PRONUNCIATION** Listen and match what you hear with intonation pattern A or B below. Which pattern is used for a question and which for confirming something the speaker already knows?



**Answer**

The intonation used on the question tag shows the speaker's attitude to their question. Falling intonation (pattern B) on the question tag gives the impression that the statement is correct: the speaker is checking or confirming what they know. Rising intonation (pattern A) on the tag indicates a genuine question.



**SB P 9 EX 5:1.6** 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**

**SB P 9 EX6** In pairs, look at the echo question in italics. Then answer questions 1–3 below.

Habib Actually, it's my birthday tomorrow.

Faisal Is it? Do you have anything special planned?

- 1 What is the function of an echo question?
- 2 Do we use a positive or a negative question to reply to a positive statement?
- 3 Which intonation pattern from Exercise 4 do we use with an echo question: A or B?

**Answers:**

- 1 to show interest or show that we're listening
- 2 We use a positive question to reply to a positive statement.
- 3 A



**SB P 9 EX6** Complete the conversation with no more than three words in each gap. Listen and check your answers.

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

**Jamal:** 1. This is / These are / That's 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. there / they / these 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. can't it? / isn't it? / doesn't it?

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

**Jamal:** 4. Did / Were / Had you? I bet 5. it wasn't / it weren't / there wasn't too hot there in the summer, was it?

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

**Jamal:** That sounds great



**Answers:** 1 That's 2 there 3 can't it 4 Did 5 it wasn't

**WB P7 EX 1** ★ Match sentences 1–6 with responses a–f.

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

**Answers:**





|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1.d | 2.f | 3.c | 4.e | 5.b | 6.a |
|-----|-----|-----|-----|-----|-----|

**WB P7 EX 2/3** ★★ Choose the correct words to complete the question tags 1–6.

add an echo question to complete gaps a–f.

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

**Nader** <sup>a</sup> **Do you?** I hadn't noticed. You seem quite self-confident to me.

**Alia** Everybody likes chocolate <sup>2</sup> **aren't/ don't they?** I'm planning to make a chocolate cake for the party.

**Hanan** <sup>b</sup> \_\_\_\_\_? Well, I certainly do, so please go ahead!

**Rashed** You haven't met Adel, <sup>3</sup>**have/ haven't you?** He moved in next door recently.

**Amer** <sup>c</sup> \_\_\_\_\_? Hi, Adel. Welcome to the neighbourhood. I'm Amer.

**Fadia** Choose some more music, <sup>4</sup>**will/should** you, Halima? My tablet is on the table.

**Halima** <sup>d</sup> \_\_\_\_\_? Oh, yeah. Right, let's listen to something fun.

**Ramzi** This is a great new sports club, isn't <sup>5</sup>**it/this?** The old club wasn't fun.

**Hani** <sup>e</sup> \_\_\_\_\_? I liked it.

**Jameela** Everything went wrong, <sup>6</sup> **didn't/ wasn't it?** I don't know what to do.

**Amal** <sup>f</sup> \_\_\_\_\_? Well, perhaps I can help.

**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



## WB P7 EX 4 ★★★ Complete two conversations at a family dinner.

**Khalil:** Hi there. We haven't met, 1.....?

**a) haven't we? b) have we? c) do we?**

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

**Khalil:** 2. ....? **a) do you b) don't you c) are you** Well, it's nice to meet you. I'm Khalil and I'm in Kamal's sports club, though I don't really know him very well. This is a great dinner, 3.....?

**a) is it? b) isn't it? c) doesn't it?**

So, what do you think of Kamal?

**Husam:** Actually, I find him a bit unfriendly, but don't tell him, 4. ....?

**a) won't you? b) do you? c) will you?**

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

**a) isn't it? b) is it? c) doesn't it?**

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

**Khalil:** Oh! 6. ....?

**a) Do they? b) Are they? c) Aren't they?**

**Kamal:** Change the TV programme, 7. ....?

**a) won't you? b) shall you? c) will you?**

**Omar:** Let's watch some sport, 8. ....?

**a) will we? b) shall we? c) can we?**

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

**a) isn't he? b) is he? c) doesn't he?**

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

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

**Omar:** Well, we can go and say hello, 10. ....?

**a) can't we? b) can we? c) shall we?**

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

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

**Kamal:** 11. ....? Do the talking though, 12. ....?

**a) Will it? / won't you? b) Will it? / will you? c) Won't it? / do you?**

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

### Answers:

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



## REVISION:

**WB P10 EX 4** Complete the mini-dialogues with a question tag or an echo question.

1. A: I'm sure you felt stressed out, .....?

a) didn't you b) haven't you c) weren't you

B: I sure did.

2. A: He paid me a lot of compliments.

B: .....? That's nice!

a) Did he b) Has he c) Does he

3. A: Don't tell anyone my secret, .....?

a) will you b) won't you c) do you

B: Of course not!

4. A: I'm always making mistakes, .....?

a) aren't I b) am I c) don't I

B: But you always correct yourself!

5. A: We hadn't had such a good laugh for ages, .....?

a) had we b) did we c) haven't we

B: Right! I really enjoyed myself.

6. A: Let's go to the Dead Sea, .....?

a) shall we b) will we c) can we

B: That's a great idea!

**Answers:**

1 didn't you/ 2 Did he/ 3 will you /4 aren't I /5 had we /6 shall we

**LESSON 5A LISTENING AND VOCABULARY****SB p.10 EX.**

**THINK BACK** In pairs, look at the photos above and discuss what emotions you think the people are feeling.

| Word       | Meaning  | Word      | Meaning         |
|------------|----------|-----------|-----------------|
| Annoyed    | منزعج    | Surprised | مندهش           |
| Confused   | مرتبك    | Thrilled  | مبتهج جدا/مسرور |
| Frightened | خائف     | Sad       | حزين            |
| Furious    | غاضب جدا | Nervous   | متوتر           |

Suggested answers

A. furious, annoyed    B .confused    C .frightened    D .nervous, confused    E .surprised, thrilled  
F .sad

**SB p.10 EX.٢**

1 Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms?

| Word          | Synonym    | المعنى |
|---------------|------------|--------|
| terrified ✓   | frightened | خائف   |
| Astonished ✓  | surprised  | مندهش  |
| Exasperated ✓ | annoyed    | منزعج  |
| livid ✓       | furious    | غاضب   |



|              |            |       |
|--------------|------------|-------|
| tense        | nervous ✓  | متوتر |
| ecstatic     | thrilled ✓ | مسرور |
| bewildered   | confused ✓ | مرتبك |
| Devastated ✓ | sad        | حزين  |

**SB Page 10 Ex. 3**

Complete the sentences with the adjectives from Exercise 2.

1. I'm completely \_\_\_\_\_ about my exam results – I never thought I'd do so well!

A) bewildered      B) ecstatic      C) tense      D) livid

2. He has no idea how he lost his phone. He feels completely \_\_\_\_\_.

A) terrified      B) exasperated      C) bewildered      D) ecstatic

3. Randa's mother was absolutely \_\_\_\_\_ when she found out that her daughter had cheated in the exam again.

A) livid      B) tense      C) bewildered      D) exasperated

4. She felt very \_\_\_\_\_ as she waited for her job interview.

A) ecstatic      B) tense      C) livid      D) bewildered

5. He's \_\_\_\_\_ that someone will find out his secret.

A) exasperated      B) bewildered      C) ecstatic      D) terrified

6. Nothing is changing and he is becoming more and more \_\_\_\_\_ about the situation.

A) ecstatic      B) tense      C) exasperated      D) terrified

Answers

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

**SB Page 10 Ex. 4**

Listen to an interview. What is the difference between IQ and EQ?

Answers : IQ is a way to measure intelligence, but EQ (emotional intelligence) is the ability to understand and manage emotions.





### SB Page 10 Ex. 5

Listen again and complete the sentences with one word.

Choose the correct word to complete each sentence:

1. One piece of research showed that people with high emotional intelligence \_\_\_\_\_ a lot more than those with a low EQ.

- A) fixed                      B) diary                      C) earn                      D) nodding

2. Emotional intelligence is not \_\_\_\_\_, which is different from IQ.

- A) responsible                      B) fixed                      C) conflict                      D) release

3. One way to become more self-aware is to write a \_\_\_\_\_.

- A) nodding                      B) diary                      C) conflict                      D) mood

4. We need to learn how to recognise our negative emotions in order to be able to \_\_\_\_\_ them.

- A) diary                      B) conflict                      C) release                      D) earn

5. Other people cannot make us feel a certain way; we are largely \_\_\_\_\_ for our own moods.

- A) responsible                      B) fixed                      C) earn                      D) release

6. Body language, such as \_\_\_\_\_, can demonstrate that you are listening.

- A) diary                      B) responsible                      C) nodding                      D) release

7. Active listening can also help you to avoid \_\_\_\_\_.

- A) conflict                      B) fixed                      C) diary                      D) earn

### Answers

1. earn      2. fixed      3. diary      4. release      5. responsible      6. nodding      7. conflict

### SB Page 10 Ex. 6

**SPEAKING** In pairs, discuss the questions.

1 Which aspects of emotional intelligence do you think you are strongest at? **Suggested answer**

I think I am strongest at **empathy** and **self-awareness**. I usually try to understand how others are feeling and respond with kindness. I also pay attention to my own emotions—I can often tell when I'm feeling stressed or upset, and I try to manage those feelings before reacting.





أعتقد أنني الأقوى في التعاطف والوعي الذاتي. عادةً ما أحاول فهم مشاعر الآخرين والرد بلطف. كما أنني أُولي اهتمامًا بمشاعري الخاصة—غالبًا ما أستطيع أن أخبر عندما أشعر بالتوتر أو الانزعاج، وأحاول إدارة تلك المشاعر قبل أن أتصرف.

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

I could improve my emotional intelligence by practicing **active listening** more—really focusing on what others are saying without interrupting or thinking about my own response. I could also keep a **daily journal** to reflect on how I feel and how I handle situations.

The benefits would include **better communication**, **fewer conflicts**, and **stronger relationships** at work, school, and with friends. It would also help me feel more in control and reduce stress.

يمكنني تحسين ذكائي العاطفي من خلال ممارسة الاستماع النشط أكثر—التركيز حقًا على ما يقوله الآخرون دون مقاطعة أو التفكير في ردي الخاص. يمكنني أيضًا كتابة يوميات يومية للتفكير في مشاعري وكيفية التعامل مع المواقف. الفوائد ستشمل تحسين التواصل، تقليل الصراعات، وبناء علاقات أقوى في العمل، المدرسة، ومع الأصدقاء. كما سيساعدني ذلك على الشعور بمزيد من السيطرة وتقليل التوتر.

### WB P.8 EX.1

#### Vocabulary extension

1 Match the adjectives from the box with their definitions:

| Word       | Meaning    | Word        | Meaning         |
|------------|------------|-------------|-----------------|
| Astonished | مندعش      | Ecstatic    | مبتهج           |
| Bewildered | مرتبك/مشوش | Exasperated | مغتاظ/مستاء جدا |
| Devastated | محطم/مفجوع | Livid       | غاضب جدا        |
| Tense      | متوتر      | Terrified   | مدعور/ خائف جدا |

Choose the correct word for each definition:

#### 1. Very frightened:

- A) ecstatic B) tense C) terrified D) livid

#### 2. Very surprised:

- A) astonished B) devastated C) exasperated D) bewildered

#### 3. Very annoyed about something:

- A) livid B) exasperated C) bewildered D) ecstatic

#### 4. Very angry about something:

- A) devastated B) exasperated C) livid D) astonished

#### 5. Unable to relax because you feel nervous:

- A) terrified B) ecstatic C) tense D) astonished

#### 6. Very happy about something:

- A) ecstatic B) bewildered C) tense D) devastated

**7. Very confused:**

- A) devastated      B) astonished      C) exasperated      D) bewildered

**8. Very unhappy about something:**

- A) bewildered      B) devastated      C) ecstatic      D) tense

Answers : 1. Terrified    2. astonished    3. exasperated    4. livid    5. tense    6. ecstatic  
7. bewildered    8. devastated

**WB P.8 EX.2**

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

For days, the scientists and I felt **1 (exasperated // terrified)** as we had not found any of the animals we were looking for. So we were all **2 (exasperated / astonished)** when the first large animal we saw was a gorilla. We had not known the gorillas lived in this area. When the gorilla saw us, it looked **3 (ecstatic / tense)** and nervous. I slowly took out my camera, but when I pointed it at the animal, it suddenly became

**4 (livid / astonished)**. It gave a loud roar and ran towards us. We were **5 (terrified / livid)**, but we didn't move and the gorilla stopped, looking **6 (bewildered / exasperated)**. Then it turned around and slowly walked away. I felt

**7 (ecstatic / tense)** when I was able to take a fantastic photo of the beautiful animal before it disappeared. What an amazing experience!

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

**WB P.8 EX.3****Pronunciation****1.9 Listen and complete the sentences with a question tag in each gap.**

- 1 This trip is very interesting, \_\_\_\_\_?  
2 These photos of gorillas come from a book, \_\_\_\_\_?  
3 That surprises us, \_\_\_\_\_?

**Answers** 1. isn't it      2. don't they      3. doesn't it

**WB P.8 EX.4****ACTIVE PRONUNCIATION****Omitting /t/ in question tags** في علامات الاستفهام /t/ حذف الصوت

In fast speech, the sound /t/ at the end of the first word in question tags can be omitted (e.g. isn't it – /'ɪz(ə)nɪt/, doesn't she – /'dʌz(ə)nʃi/).

في الكلام السريع، يمكن حذف الصوت /t/ في نهاية الكلمة الأولى في علامات الاستفهام على سبيل المثال، isn't doesn't she – /'dʌz(ə)nʃi/. 'it – /'ɪz(ə)nɪt/



#### WB P.8 EX.4

Listen to the sentences from Exercise 3 again. What do you notice about the way the speakers pronounce the sound /t/ at the end of the first word in each question tag?

Choose the correct answer.

- 1 This trip is very interesting, isn't it?
- 2 These photos of gorillas come from a book, don't they?
- 3 That surprises us, doesn't it?

a The sound /t/ is very clearly pronounced.

b The sound /t/ disappears.

**Answers b**

**WB P.8 EX.5** Listen and tick the question tags where the sound /t/ is omitted.

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

#### B P.8 EX.6

**Listen and practise saying the sentences.**

- 1 The world has become a different place, hasn't it?
- 2 Your little brother gets on your nerves, doesn't he?
- 3 I should release the negative emotions, shouldn't I?
- 4 The idea of people flying is ridiculous, isn't it?
- 5 We could at least try to break the ice, couldn't we?

#### WB P.8 EX.7

**1.12 Complete the sentences with question tags. Listen and check.**

1. Zeina likes people paying her compliments, \_\_\_\_\_?
2. Yousuf has been firing questions at you all day, \_\_\_\_\_?
3. Our boss is completely fed up with all the paperwork, \_\_\_\_\_?
4. Suha was bewildered by the maths questions, \_\_\_\_\_?



5 .He could try to work harder at school, \_\_\_\_\_?

### Audioscript 1.12

| Sentence   | Translation (Arabic)                                    |
|--|---|
| 1. Zeina likes people paying her compliments, doesn't she?         | 1. زينة تحب أن يُقدم لها الناس المجاملات، أليس كذلك؟    |
| 2. Yousuf has been firing questions at you all day, hasn't he?     | 2. يوسف كان يطرح عليك الأسئلة طوال اليوم، أليس كذلك؟    |
| 3. Our boss is completely fed up with all the paperwork, isn't he? | 3. رئيسنا قد تعب تمامًا من كل الأوراق، أليس كذلك؟       |
| 4. Suha was bewildered by the maths question, wasn't she?          | 4. سها كانت مشوشة من سؤال الرياضيات، أليست كذلك؟        |
| 5. He could try to work harder at school, couldn't he?             | 5. يمكنه أن يحاول العمل بجد أكثر في المدرسة، أليس كذلك؟ |
|  |   |

### Answers

1. Doesn't she    2 hasn't he    3 isn't he    4 wasn't she    5 couldn't he

**LESSON 6A SPEAKING**

**Q1, SB, P 11: Listen to six short conversations. What is the main emotion each speaker expresses? Why did each speaker feel that way?**



**Answers: الاجابات**

| Emotion (English)           | Emotion (Arabic)       | Reason (English)  | Reason (Arabic)   |
|-----------------------------|------------------------|---|---|
| Anxiety                     | القلق                  | Because of impending exams  | بسبب الامتحانات الوشيكة                                       |
| Relief                      | الارتياح               | Because she found her phone   | لأنها وجدت هاتفها   |
| Enjoyment/Happiness         | الاستمتاع/السعادة      | Because she got her first choice of university                          | لأنها حصلت على خيارها الجامعي الأول                           |
| Surprise/Disbelief          | المفاجأة/عدم التصديق   | Because his favourite football team won a trophy and they don't usually | لأن فريقه المفضل لكرة القدم فاز بكأس، وهم لا يفعلون ذلك عادةً |
| Anger/Annoyance/Frustration | الغضب/الانزعاج/الإحباط | Because she keeps receiving messages                                    | لأنها تتلقى رسائل باستمرار                                    |
| Sadness/Empathy             | الحزن/التعاطف          | Because his grandfather is in hospital                                  | لأن جده في المستشفى   |

**Q2, SB, P 11: Complete the Speaking box with the phrases from the box.**

اكمل جدول المحادثة من الكلمات الموجودة في الصندوق الاتي:

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

ملاحظات هامة:

- يجب حفظ التعبيرات التالية والامثلة ومعنى كل منها.
- نمط السؤال قد يطلب منك معنى التعبير / قد يعطيك جملة فيها احد الامثلة ويطلب منك التعبير التي تدل عليه / يرد سؤال استبدال

| SPAKING: Expressing emotions                                     |  |  |
|--|--|--|
| EXAMPLE مثال   |  | MEANINGالمعنى  |
| Expressing anxietyالتعبير عن القلق                               |  |  |
| A  | It's been keeping me up at night جعلني الامر مستيقظ طوال الليل | I'm extremely concerned انا قلق جدا                                  |
| B  | I'm worried sick about انا قلق جدا                             |  |
| Expressing reliefالتعبير عن الراحة                               |  |  |
| EXAMPLEمثال  |  | MEANINGالمعنى  |
| A  | I can breathe a sigh of relief now الان ارتحت                  | A relief for you اراحك الامر! تستخدم عندما يحدث شيء يزيل عبئا عن شخص |
| B  | That's a weight of my mind انحلت المشكلة                       |  |
| Expressing annoyance and frustrationالتعبير عن الانزعاج والاحباط |  |  |
| EXAMPLEمثال  |  | MEANINGالمعنى  |
| A  | ...is driving me up the wall! لقد اغضبني جدا                   | I'm completely fed up with .. لقد سئمت من..                          |
| B  | ...really gets on my nerve على اعصابي                          |  |
| C  | I've had it up to here with اغضبني وازعجني                     |  |
| Expressing surprise or disbeliefالتعبير عن الدهشة وعظم التصديق   |  |  |
| EXAMPLEمثال  |  | MEANINGالمعنى  |
| A  | You have got to be kidding me! لابد انك تمزح!                  | I don't believe you مش مصدقك   |
| B  | Get out of here اخرج/انقلع                                     |  |
| C  | Who would have thought it كيف حدث ذلك                          |  |
| Expressing sadnessالتعبير عن الحزن                               |  |  |
| EXAMPLEمثال  |  | MEANINGالمعنى  |
| A  | I'm feeling a bit down in the dumps انا مكتئب جدا              | I feel sad اشعر بالحزن   |
| B  | I'm feeling a bit blue اشعر بالحزن                             |  |





|   |  |                       |
|---|--|-----------------------|
| C   | I'm heartbroken مكسور خاطري            |                       |
| Expressing enjoyment or happinessالتعبير عن المتعة والسعادة |  |                       |
| EXAMPLEمثال   |  | MEANINGالمعنى         |
| A   | I'm walking on air طائر من الفرحه      | I'm so happy سعيد جدا |
| B   | I can't stop smiling مش قادر اوقف ضحكك |                       |

**CHOOSE THE CORRECT ITEM.****1. What is the function of the phrase: "It's been keeping me up at night"?**

- A) Expressing happiness B) Expressing anxiety C) Expressing annoyance D) Expressing relief

**2. What is the function of the phrase: "That's a weight off my mind"?**

- A) Expressing sadness B) Expressing disbelief C) Expressing relief D) Expressing excitement

**3. The phrase "...is driving me up the wall!" is used to:**

- A) Express frustration or annoyance B) Show enjoyment
- 
- C) Express sadness D) Express surprise

**4. "Get out of here!" is an example of:**

- A) Expressing anxiety B) Expressing sadness
- 
- C) Expressing surprise or disbelief D) Expressing annoyance

**5. "I'm worried sick about..." expresses:**

- A) Frustration B) Joy C) Anxiety D) Excitement

**6. The phrase "I'm walking on air" means the speaker is:**

- A) Angry B) Happy C) Sad D) Worried

**7. What does "I've had it up to here with..." express?**

- A) Sadness B) Frustration or annoyance C) Joy D) Surprise

**8. "I'm heartbroken" shows that someone is:**

- A) Excited B) Nervous C) Sad D) Angry

**9. What is the function of "You have got to be kidding me"?**

- A) Expressing sadness B) Expressing anxiety
- 
- C) Expressing disbelief D) Expressing enjoyment

**10. What does "I can breathe a sigh of relief now" express?**

- A) Surprise B) Anxiety C) Frustration D) Relief

**ANSWERS:**

1. B / 2. C / 3. A / 4. C / 5. C / 6. B / 7. B / 8. C / 9. C / 10. D /



**Q4, SB, P 11: Replace the underlined words with phrases from the Speaking box and suitable responses in Exercise 3.**

• استبدل الكلمات التي تحتها خط بعبارات من جدول لمحادثة والردود المناسبة في التمرين ٣.  
ملاحظة: نمط السؤال قد يكون كما يلي...

- Replace the underlined expression with one that has the same meaning.  
استبدل التعبير المسطر بأخر له نفس المعنى.
- Choose the correct option from the choices below.  
اختر الخيار الصحيح من الخيارات أدناه.

1. I'm extremely concerned about my aunt – she isn't very well.

- A. I'm walking on air  
B. I've had it up to here with my aunt  
C. I'm worried sick  
D. It's been keeping me up at night

2. That's awful. It's horrible when a relative is sick.

- A. What's the worst that could happen?  
B. I'm so sorry to hear that  
C. You've got to be kidding me!  
D. That must be a relief

3. I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.

- A. I'm walking on air  
B. It's been keeping me up at night  
C. I've had it up to here with it  
D. A weight off your mind

4. There's no need to worry. You'll be great!

- A. What's the worst that could happen?  
B. You've got to be kidding me!  
C. I'm worried sick  
D. I've had it up to here with vacations

5. My parents are taking me to Florida this summer. I don't believe you! You lucky thing!

- A. What's the worst that could happen?  
B. I've had it up to here with vacations  
C. I'm worried sick  
D. You've got to be kidding me!

6. Yes, I'm so happy.

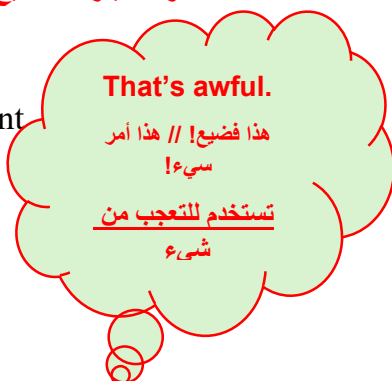
- A. I'm walking on air  
B. I've had it up to here  
C. A weight off your mind  
D. I'm worried sick

7. I'm completely fed up with people gossiping behind my back. I don't blame you. It's awful.

- A. It's been keeping me up at night  
B. I'm walking on air  
C. I've had it up to here with people gossiping behind my back  
D. I'm worried sick

8. I finally finished my geography project. That must be a relief for you.

- A. I've had it up to here  
B. I'm worried sick



C. I'm walking on air

D. A weight off your mind

**Answers:** 1-C, 2-B, 3-B, 4-B, 5-D, 6-A, 7-C, 8-D

**Q5, SB, P 11: In pairs, role play the situations. Student A, read the instructions below. Student B, go to page 75.**

### STUDENT A

**In pairs, role play the two situations. Use language for expressing emotions and for responding from this lesson.**

في مجموعات ، مثلوا المواقف. الطالب أ، اقرأ التعليمات أدناه. الطالب ب، انتقل إلى الصفحة ٧٥ في كتاب الطالب.

في مجموعات، مثلوا المواقف. استخدموا اللغة للتعبير عن المشاعر والاستجابة لهذا الدرس.

**1. You can't decide what subjects to choose for your final year at school. You're really worried about this. Tell your friend how you feel.**

لا يمكنك تحديد المواد التي ستختارها في سنتك الأخيرة بالجامعة. أنت قلقٌ جدًا بشأن هذا الأمر. أخبر صديقك بما تشعر به.

**2. You did badly in your exams. Tell your friend how you feel.**

لقد كان أدائك سيئاً في الامتحانات. أخبر صديقك بما تشعر به.

**Your partner is going to tell you about two different situations. For each situation which your partner describes, respond according to these instructions.**

سيخبرك شريكك عن موقفين مختلفين. لكل موقف يصفه شريكك، اتبع هذه التعليمات.

**1 Express your happiness at the situation.**

**2 Express your surprise and pleasure.**

1. عبّر عن سعادتك بالموقف.

2. عبّر عن دهشتك وسرورك.

### SUGGESTED ANSWER: اجابة مقترحة

Student A – الطالب أ

Situation 1: الموقف ١

A: I just don't know what subjects to choose for my final year... **I'm worried sick.**

B: What's the worst that could happen? You'll be fine - just take your time to decide.

أ: لا أعرف أي المواد أختارها في سنتي الأخيرة... **أنا قلق جداً.**

ب: ما أسوأ شيء قد يحدث؟ ستكون بخير - فقط خذ وقتك لتقرر.

Situation 2: الموقف ٢

A: I did badly in my exams... **It's been keeping me up at night.**

B: **That's awful.** But don't give up - you'll definitely do better next time!

أ: كان أدائي سيئاً في الامتحانات... **ولم أعد أنام من شدة القلق.**

ب: **هذا أمر سيئ.** لكن لا تيأس - بالتأكيد ستكون أفضل في المرة القادمة!

\*\*\*\*\*



Ahmad E.alshatti

٠٧٩١٩٤٣٢٤٨



Student B – الطالب ب

الموقف 1: Situation 1:

B: **I still can't believe it** – I won first prize in the art competition!A: **I'm walking on air** just hearing that! Congratulations - you totally deserve it!

ب: **ما زلت لا أصدق** - لقد فزت بالجائزة الأولى في مسابقة الفنون!  
 أ: **أشعر بسعادة غامرة** فقط من سماع ذلك! تهانينا - أنت تستحقها تمامًا!

الموقف 2: Situation 2:

B: Guess what? My parents gave me a brand-new phone - **completely out of the blue**!A: **You've got to be kidding me!** That's amazing - lucky you!

ب: خمن ماذا؟ أهداني والداي هاتفًا جديدًا تمامًا - **بشكل مفاجئ تمامًا**!  
 أ: **لا بد أنك تمزح!** هذا رائع - يا لك من محظوظ!

## LESSON 7A WRITING | An analytical essay

ما هو المقال التحليلي؟ What is 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.

المقال التحليلي هو مقال يتناول موضوعًا ما بالتفصيل ويثبت الأفكار التي يمتلكها الكاتب حول هذا الموضوع. يستخدم المقال حقائق تم التوصل إليها من خلال البحث لدعم هذه الأفكار.

### SB PAGE 12 QUESTION 1: IN PAIRS, ANSWER THE QUESTIONS.

This question could be in two different forms: a) critical thinking question



b) Free writing question.



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

هل تعتقد أن تكنولوجيا الحاسوب ستغير طريقة تواصل الأطفال في المستقبل؟ ولماذا؟

### SUGGESTED ANSWER



I think , computer technology will change how children communicate in the future because they already use phones and apps instead of speaking face-to-face, which makes communication faster. In addition, children find that online chatting and texting; for example, are more comfortable real conversations.

2. Can you think of one positive way and one negative way in which technology might change children's lives?

هل يمكنك أن تفكر في طريقة إيجابية واحدة وطريقة سلبية واحدة قد تُغير بها التكنولوجيا حياة الأطفال؟



On one hand, Technology might help children learn faster through educational apps and online resources, which makes learning more fun and interactive. On the other hand, it might cause them to spend less time playing outside or talking with others, which can affect their health and social skills negatively.

### YOUR TURN NOW... BE CREATIVE

**STUDENT BOOK PAGE 12 QUESTION 2: READ ONE STUDENT'S ANSWER TO THE ESSAY QUESTION GIVEN BELOW AND COMPARE IT WITH YOUR IDEAS FROM EXERCISE 1.**

**هل الذكاء الاصطناعي مفيد أم ضار للأطفال؟ Is Artificial Intelligence good or bad for children?**



### SUGGESTED ANSWER

| GENERAL OPINION   | POSITIVE   | NEGATIVE  |
|---|--|---|
| <p><b>AI</b> can make learning easier and more fun for children by using smart apps and games.</p> <p>يجعل التعلم اسهل وأكثر متعة باستخدام تطبيقات حديثة والالعاب</p> <p><b>AI</b> can make their lives more comfortable and easier.</p> <p>يجعل حياتهم سهلة ومريحة</p> | <p><b>AI</b> can explain lessons, help with homework, and give students quick answers.</p> <p>يشرح الدروس, يساعد بحل الواجبات واعطاء حلول سريعة</p> <p><b>AI</b> can make the world a small village and things at their fingertips.</p> <p>يجعل العالم صغيرا والأشياء في متناول اليد</p> | <p><b>AI</b> can weaken their thinking and solving problems abilities.</p> <p>يضعف مهارات التفكير وحل المشكلات</p> <p><b>Their lives</b> might be in danger. (identity fraud, less privacy, wrong answers)</p> <p>يعرض حياتهم للخطر. انتحال الشخصية, حياة خاصة اقل, واجابات خاطئة</p> |



I think that AI can be good for children when it is used wisely; for example, it can make their learning easier and fun by using smart apps and games. However, it can be bad when they completely depend on it as it weakens their thinking abilities as well as puts their lives in danger.



أعتقد أن الذكاء الاصطناعي يمكن أن يكون مفيداً للأطفال عندما يُستخدم بحكمة؛ فعلى سبيل المثال، يمكنه أن يجعل عملية التعلم أسهل وأكثر متعة من خلال التطبيقات والألعاب الذكية. ومع ذلك، يمكن أن يكون ضاراً عندما يعتمدون عليه بشكل كامل، لأنه يضعف قدراتهم على التفكير وقد يُعرض حياتهم للخطر.

## Regulated AI is good for children

Artificial Intelligence (AI) refers to how computers can do tasks <sup>1</sup>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, <sup>2</sup>it could also make things worse, especially for our children.

يشير الذكاء الاصطناعي (AI) إلى كيف يمكن لأجهزة الكمبيوتر القيام بالمهام التي يقوم بها عادة البشر الأذكياء. نتيجة لذلك، يمكن لأجهزة الكمبيوتر AI الآن القيام بأشياء مذهلة، بما في ذلك كتابة الأغاني وحل المشكلات العلمية وحتى المساعدة في إيجاد علاجات للأمراض. يستخدم الناس أيضاً AI أكثر فأكثر في الحياة اليومية، وعلى الرغم من أنه قد يجعل العديد من جوانب الحياة أسهل، إلا أنه قد يجعل الأمور أسوأ أيضاً، خاصة بالنسبة لأطفالنا.

AI is already used by many forms of social media. As with other forms of social media, AI can learn about <sup>3</sup>its users' interests and hobbies, and that includes children. According to the website Net Positive, AI can even identify children's voices. <sup>4</sup>This might mean children are directed to online advertising and content <sup>5</sup>that <sup>6</sup>their parents would not want.

يتم استخدام الذكاء الاصطناعي بالفعل من قبل العديد من أشكال وسائل التواصل الاجتماعي. كما هو الحال مع الأشكال الأخرى لوسائل التواصل الاجتماعي، يمكن للذكاء الاصطناعي التعرف على اهتمامات مستخدميهم وهواياتهم، وهذا يشمل الأطفال. وفقاً ، يمكن للذكاء الاصطناعي تحديد أصوات الأطفال. قد يعني هذا توجيه الأطفال إلى الإعلانات والمحتوى Net Positive لموقع عبر الإنترنت الذي لا يريده أبائهم.

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports <sup>7</sup>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 البلدان مثل الأردن في استخدام الذكاء الاصطناعي بشكل معقول. وتقيد اليونيدو بأن العديد من الصناعات قد عملت معاً لوضع خطة لاستخدام الذكاء الاصطناعي في تنمية البلد على مدى السنوات الخمس المقبلة. الأردن في وضع جيد لاستخدام الذكاء الاصطناعي لأنه في طليعة التكنولوجيا.

The people looking into using AI in Jordan are hoping <sup>8</sup>it will help in science, investment and government services. However, there is a danger that this increased use of AI could result in



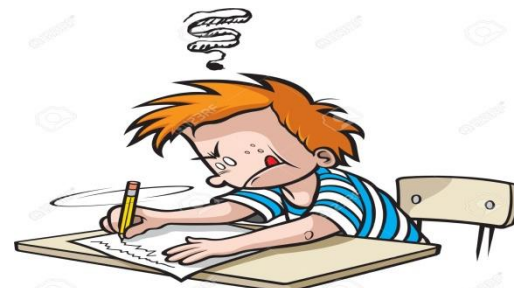


problems with online safety if not controlled. Consequently, the government plan to set up regulations to address these dangers and strictly control how <sup>9</sup>it is used. Of course, some people are worried that students using AI might end up with incorrect work. AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong.

يأمل الأشخاص الذين يبحثون في استخدام الذكاء الاصطناعي في الأردن أن يساعد في العلوم والاستثمار والخدمات الحكومية. ومع ذلك، هناك خطر من أن يؤدي هذا الاستخدام المتزايد للذكاء الاصطناعي إلى مشاكل في السلامة عبر الإنترنت إذا لم يتم التحكم فيها. وبالتالي، تخطط الحكومة لوضع لوائح لمعالجة هذه المخاطر والتحكم الصارم في كيفية استخدامها. بالطبع، يشعر بعض الناس بالقلق من أن الطلاب الذين يستخدمون الذكاء الاصطناعي قد ينتهي بهم الأمر بعمل غير صحيح. لا تستخدم محركات البحث التي تعمل بالذكاء الاصطناعي دائماً مصادر موثوقة، وبالتالي قد تكون المعلومات التي يقدمها الذكاء الاصطناعي غير مكتملة أو حتى خاطئة.

We are still at an early stage in the development of AI and there is no doubt <sup>10</sup>it is an exciting form of technology. However, without careful rules to control how <sup>11</sup>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 <sup>12</sup>that in its present form should not always be trusted. As Time magazine argues in <sup>13</sup>its article in July 2023, unless <sup>14</sup>we start to control how we use AI, 'kids will be the biggest losers.'

ما زلنا في مرحلة مبكرة من تطوير الذكاء الاصطناعي وليس هناك شك في أنه شكل مثير من أشكال التكنولوجيا. ومع ذلك، بدون قواعد دقيقة للتحكم في كيفية استخدامه ومن يستخدمه، هناك مشاكل لا شك فيها معه. قد يجد الأطفال أنفسهم أنهم يعتمدون على شكل من أشكال التكنولوجيا لا ينبغي الوثوق به دائماً في شكله الحالي. كما تجادل مجلة تايم في مقالها في يوليو ٢٠٢٣، ما لم نبدأ في التحكم في كيفية استخدامنا للذكاء الاصطناعي، «سيكون الأطفال هم الخاسرون الأكبر».

**STUDENT BOOK PAGE 13 QUESTION 4:****Complete the Writing box with examples from the essay****FREE WRITING****WRITING| An analytical essay**

| ORGANIZATION  |  |
|---|--|
| Research the topic using reliable sources.  | ابحث في الموضوع باستخدام مصادر موثوقة.   |
| Plan what you want to write.  | خطط ما تريد كتابته   |
| Introduce your topic in the introduction so readers know what you will be looking at.   | قدّم موضوعك في المقدمة حتى يعرف القراء ما ستناقشه.   |
| 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 تقديم أدلة 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 أن تذكر المصادر التي بحثت عنها لدعم كل فكرة.  |
| Write a conclusion to summarize what you have said.   | اكتب خاتمة لتلخيص ما قلته  |
| CONTENT   |  |
| You can include other people's ideas and explain why you do not agree with them   | يمكنك تضمين أفكار الآخرين وشرح سبب عدم موافقتك معها  |
| Remember to present only facts.   | . تذكر أن تعرض 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 سواء داخل النص أو في نهاية المقال<br>يمكنك استخدام العبارات التالية في المقال. |
| 1 <b>ACCORDING TO</b> the website Net Positive, AI can even identify children's voices.   | 1. بحسب موقع نت بوزيتيف، يمكن للذكاء الاصطناعي حتى التعرف على أصوات الأطفال.   |



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

3 Time magazine **ARGUES** in its article in July 2023

2. تفيد منظمة الأمم المتحدة للتنمية الصناعية (اليونيدو) بأن العديد من الصناعات قد تعاونت معًا لوضع خطة لاستخدام الذكاء الاصطناعي في تنمية البلاد خلال السنوات الخمس القادمة.  
3. تجادل مجلة تايم في مقالها في يوليو ٢٠٢٣.

### LETS PRACTISE :

1. What should you do first when writing an analytical essay?

- A) Write the conclusion
- B) Research the topic using reliable sources
- C) Choose a title
- D) Start with a quote

2. Why should you plan what you want to write?

- A) To avoid repeating ideas
- B) To write faster
- C) To make your writing organized and clear
- D) To impress your teacher

3. What is the purpose of the introduction in an analytical essay?

- A) To list all your sources
- B) To confuse the reader
- C) To let readers know what you will be looking at
- D) To describe your personal opinion

4. What should the main part of the essay do?

- A) Repeat the introduction
- B) Summarize the conclusion
- C) Explain your ideas in detail
- D) List all sources

5. How should each idea in the main body be presented?

- A) As a bullet point
- B) In a short summary
- C) In a paragraph with evidence
- D) In the conclusion

6. What should each paragraph begin with?

- A) A question
- B) A topic sentence
- C) A definition
- D) A story

7. What must you include to support your ideas?

- A) General ideas
- B) Pictures



- C) Sources you researched
- D) Personal opinions only

**8. What is the purpose of the conclusion?**

- A) Introduces a new idea
- B) Repeats every paragraph
- C) Summarises what you have said
- D) Adds to your opinion

**9. How should the main part of the essay be structured?**

- A) As one long paragraph that lists all your ideas
- B) Using short bullet points without explanation
- C) With a paragraph for each idea supported by evidence
- D) With only personal opinions and no research

**10. What is a topic sentence?**

- A) A sentence that includes the conclusion of the essay
- B) A sentence at the end of the essay listing sources
- C) A sentence that introduces the main idea of a paragraph
- D) A sentence copied from a source without changes

**11. What should be included in the conclusion of the essay?**

- A) New ideas that were not discussed before
- B) A summary of what you have said in the essay
- C) A list of all websites visited
- D) The topic sentence of each paragraph repeated

**12. What kind of information should you present in your essay?**

- A) Personal opinions and assumptions
- B) Only facts
- C) Fictional stories
- D) Headings.

**13. What are you allowed to include in your essay besides your own ideas?**

- A) Social media comments
- B) Anonymous blog posts
- C) Other people's ideas with your explanation
- D) Jokes and memes

**14. What must you do if you include other people's ideas?**

- A) Ignore them in the conclusion
- B) Change them into your own words without explanation
- C) Explain why you do not agree with them
- D) Delete them later

**15. What must you do with the sources you use in your essay?**

- A) Keep them private
- B) Mention them only at the end



- C) Make a note of them within the text and at the end  
D) Paraphrase them without citation

**16. Which of the following is a correct way to introduce a source?**

- A) I found this online  
B) My friend told me  
C) According to the website Net Positive, AI can even identify children's voices  
D) Some people say

**ANSWERS: 1. B 2. C 3. C 4. C 5. C 6. B 7. C 8. C 9. C 10. C 11. B 12. B 13. C 14. C 15. C 16. C**



**IT IS YOUR TURN NOW. LET'S GO BACK TO PAGE 12 QUESTION 1.**

**Will Computer Technology Change the Way Children Communicate in the Future?**

In recent years, computer technology has **rapidly/DRAMATICALLY/QUICKLY** changed many **parts/ASPECTS** of our lives, **including/SUCH AS how/THE WAY** we talk, learn, and work. As technology continues to develop, many people believe that it will also change the way children communicate. **IN THIS ESSAY, I will explore/TALK ABOUT** how computer technology may affect communication among children in the future, **IN A POSITIVE AND NEGATIVE WAY**, using **reliable sources to support each idea**.

في السنوات الأخيرة، غيّرت التكنولوجيا الحاسوبية بشكل سريع/كبير جوانب عديدة من حياتنا، مثل الطريقة التي نتحدث بها ونتعلم ونعمل. ومع استمرار تطور التكنولوجيا، يعتقد كثير من الناس أنها ستغيّر أيضًا طريقة تواصل الأطفال. في هذا المقال، سأتناول كيف يمكن أن تؤثر التكنولوجيا الحاسوبية على التواصل بين الأطفال في المستقبل، بشكل إيجابي وسلب، مع الاعتماد على مصادر موثوقة لدعم كل فكرة.

**To begin with, one clear way** computer technology is already changing communication is **through the use of/BY USING** AI-powered platforms and voice recognition. **According to the website Net Positive, AI can even identify children's voices,** which shows how **advanced /developed** these tools **have become/are**. **In the future/EXPERTS SAT THAT,** children may rely **more AND MORE** on voice assistants or smart devices to express themselves, especially in homes and schools. While this may increase their comfort with speaking and using technology, it might also reduce the need for face-to-face conversations, which are important for emotional and social development.

أولاً، من الواضح أن أحد الطرق التي غيّرت بها التكنولوجيا طريقة التواصل هو من خلال استخدام المنصات المدعومة بالذكاء الاصطناعي وتقنية التعرف على الصوت. ووفقاً لموقع **Net Positive**، يمكن للذكاء الاصطناعي حتى التعرف على أصوات الأطفال، مما يدل على مدى تطور هذه الأدوات. في المستقبل، قد يعتمد الأطفال أكثر فأكثر على المساعدات الصوتية أو الأجهزة الذكية للتعبير عن أنفسهم، خاصة في المنزل والمدرسة. وبينما قد يعزز هذا من ثقتهم في التحدث واستخدام التكنولوجيا، فإنه قد يقلل من حاجتهم للمحادثات الواجهية، والتي تُعد ضرورية للنمو العاطفي والاجتماعي.



**Another important point is that** technology can be a useful tool in education, but it also carries risks. **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.** This **SHOWS/MEANS** that governments and institutions are taking steps to guide people on how technology is used. If well managed, AI could help children communicate more effectively in school, especially those with learning difficulties. **However,** without clear rules, overuse of digital tools might reduce children's writing and speaking skills in real-life settings.

نقطة أخرى مهمة هي أن التكنولوجيا يمكن أن تكون أداة مفيدة في التعليم، لكنها تحمل أيضًا بعض المخاطر. تشير منظمة اليونيدو (UNIDO) إلى أن العديد من القطاعات قد تعاونت لوضع خطة لاستخدام الذكاء الاصطناعي في تنمية البلاد خلال السنوات الخمس القادمة. وهذا يدل على أن الحكومات والمؤسسات تتخذ خطوات لتوجيه كيفية استخدام التكنولوجيا. وإذا أحسن استخدامها، فقد تساعد تقنيات الذكاء الاصطناعي الأطفال على التواصل بشكل أكثر فاعلية في المدارس، خاصة أولئك الذين يعانون من صعوبات في التعلم. ولكن، في غياب القوانين الواضحة، قد يؤدي الإفراط في استخدام الأدوات الرقمية إلى ضعف مهارات الكتابة والتحدث لدى الأطفال في المواقف الحياتية الواقعية.

On the other hand, some experts are also warning about the dangers of unregulated AI use. For example, **Time magazine argues in its article in July 2023** that if we don't control how children use AI, **"kids will be the biggest losers."** **Because of** becoming too dependent on tools like chatgpt, which may provide incomplete or incorrect information, leading to poor communication or misunderstanding.

من ناحية أخرى، يحذّر بعض الخبراء من مخاطر استخدام الذكاء الاصطناعي دون ضوابط. على سبيل المثال، ذكرت مجلة Time في مقال نُشر في يوليو ٢٠٢٣ أن الأطفال قد يكونون "الخاسر الأكبر" إذا لم يتم التحكم في طريقة استخدامهم للذكاء الاصطناعي. فقد يؤدي اعتمادهم المفرط على أدوات مثل ChatGPT، والتي قد تقدم أحيانًا معلومات غير دقيقة أو غير مكتملة، إلى ضعف في التواصل وسوء الفهم.

**In conclusion/TO SUM UP,** computer technology is likely to change the way children communicate in the future. It may bring benefits, such as easier access to information and support for students with special needs. **However,** it could also weaken face-to-face interaction and create problems if not carefully controlled. **To avoid these issues,** governments, schools, and families must work together to guide children in using technology wisely.

في الختام، من المرجح أن تُغيّر التكنولوجيا الحاسوبية طريقة تواصل الأطفال في المستقبل. فقد تحقق فوائد، مثل تسهيل الوصول إلى المعلومات ودعم الطلاب ذوي الاحتياجات الخاصة. ومع ذلك، يمكن أن تُضعف التفاعل الواجهي وتخلق مشاكل إذا لم تُستخدم بحذر. ولتجنب هذه المشكلات، يجب على الحكومات والمدارس والأسر أن تتعاون لتوجيه الأطفال في استخدام التكنولوجيا بحكمة.



**STUDENT BOOK PAGE 13 QUESTION 5**

Answer the questions.

1 Which are the topic sentences in the essay? في المقال؟ ما هي الجمل الرئيسية .

1 AI is already used by many forms of social media. However, some countries like Jordan are hoping to use AI. Of course, some people are worried that students using AI might end up with incorrect work

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

٢. ما الفكرة التي تم تضمينها ولا يوافق الكاتب عليها بالكامل؟ ولماذا؟

2 The plan for increased use of AI in Jordan's development. The writer states that this might result in more problems with online safety. However, the writer also says that the government has a plan to address this.

3 How many sources are listed? كم عدد المصادر التي تم ذكرها؟

3 Three.

**STUDENT BOOK PAGE 13 QUESTION 6**

Many **verbs are followed by a specific preposition**. Complete the table with examples from the essay on page 12.

|       |                  |
|-------|------------------|
| on    | 1 _____          |
| to    | 2 _____, 3 _____ |
| about | 4 _____          |

Answers: 1 rely 2 refer 3 directed 4 learn

|             |           |
|-------------|-----------|
| Rely on     | يعتمد على |
| Refer to    | يشير الى  |
| Directed to | موجه الى  |
| Learn about | يتعلم عن  |

**STUDENT BOOK PAGE 13 QUESTION 7**

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

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

2 We know that social media **directs** advertisements -----its users.



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

**ANSWERS:**

1 about 2 to 3 on

**NOW CHOOSE THE CORRECT ITEM.**

1. I can see my grandparents struggle to **learn** \_\_\_\_\_ the latest developments in computing.

A) at B) about C) on D) for

2. We know that social media **directs** advertisements \_\_\_\_\_ its users.

A) for B) on C) to D) about

3. Too many children probably **rely** \_\_\_\_\_ social media to make friends.

A) on B) for C) at D) in

**Answers:**

1-b

2-b

3-a

**STUDENT BOOK PAGE 13 QUESTION 8**

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?

**SOCIAL MEDIA AFFECTS YOUTH**

Social media has significantly impacted the social dynamics of young people, leading to an increase in the number of friendships and connections across the globe. According to the Pew Research Center, 81% of teenagers use social media platforms such as Facebook, Instagram, and Snapchat, allowing them to interact with peers from different geographic locations. This global connectivity has broadened their social networks beyond the limitations of physical proximity.

لقد أثرت وسائل التواصل الاجتماعي بشكل كبير على الديناميكيات الاجتماعية للشباب، مما أدى إلى زيادة في عدد الصداقات والاتصالات عبر العالم. وفقًا لمركز بيو للأبحاث، يستخدم ٨١% من المراهقين منصات وسائل التواصل الاجتماعي مثل فيسبوك وإنستغرام وسناب شات، مما يتيح لهم التفاعل مع أقرانهم من مواقع جغرافية مختلفة. وقد وسعت هذه الاتصال العالمي شبكاتهم الاجتماعية بما يتجاوز حدود القرب الجغرافي.

A study published in the journal *Computers in Human Behavior* found that social media use is positively correlated with increased social support and a sense of belonging among adolescents. This increased connectivity allows young people to share experiences, interests, and support each other, enhancing their social skills and emotional well-being. Furthermore, social media platforms provide opportunities for young people to engage in cultural exchange and learn about diverse perspectives, fostering a more inclusive and understanding generation.

أن استخدام وسائل التواصل الاجتماعي مرتبط بشكل إيجابي بزيادة *Computers in Human Behavior* وجدت دراسة نُشرت في مجلة الدعم الاجتماعي وإحساس الانتماء بين المراهقين. يسمح هذا الاتصال المتزايد للشباب بمشاركة التجارب والاهتمامات ودعم بعضهم البعض، مما يعزز مهاراتهم الاجتماعية ورفاههم العاطفي. علاوة على ذلك، توفر منصات وسائل التواصل الاجتماعي فرصًا للشباب للمشاركة في التبادل الثقافي والتعرف على وجهات نظر متنوعة، مما يعزز جيلًا أكثر شمولية وفهمًا.

Research by Common Sense Media highlights that 43% of teens feel that social media makes them feel more connected to their friends. These connections often transcend traditional boundaries, with young people forming friendships with individuals from different countries, backgrounds, and cultures. This global network can provide valuable resources, including academic help, career advice, and emotional support.

الضوء على أن ٤٣% من المراهقين يشعرون أن وسائل التواصل الاجتماعي تجعلهم Common Sense Media تسلط الأبحاث التي أجراها يشعرون بارتباط أكبر مع أصدقائهم. وغالبًا ما تتجاوز هذه الروابط الحدود التقليدية، حيث يشكل الشباب صداقات مع أفراد من دول مختلفة ومن خلفيات وثقافات متنوعة. يمكن أن توفر هذه الشبكة العالمية موارد قيمة، بما في ذلك المساعدة الأكاديمية، والنصائح المهنية، والدعم العاطفي.

In conclusion, social media has revolutionized the way young people form and maintain friendships. The ability to connect with a diverse array of peers worldwide has enriched their social lives, providing them with a broader support network and fostering a sense of global community.

في الختام، أحدثت وسائل التواصل الاجتماعي ثورة في الطريقة التي يشكل بها الشباب صداقاتهم ويحافظون عليها. إن القدرة على الاتصال مع مجموعة متنوعة من الأقران في جميع أنحاء العالم قد أثرت في حياتهم الاجتماعية، مما وفر لهم شبكة دعم أوسع وعزز شعورهم بالمجتمع العالمي.



## A READY TEMPLATE

### 1. Introduction

In today's digital world, social media has become a powerful force in the lives of \_\_\_\_\_.  
Platforms like \_\_\_\_\_ allow users to connect with others across \_\_\_\_\_.  
Supporters say that social media is good because it helps young people \_\_\_\_\_.  
In this essay, I will look at this idea from both \_\_\_\_\_ and \_\_\_\_\_ sides, using trusted sources.

### 2. First Body Paragraph – Positive Side

To begin with, social media helps young people connect with others \_\_\_\_\_.  
According to a report from \_\_\_\_\_ (year), \_\_\_\_% of teens said social media makes them feel more \_\_\_\_\_.  
Also, \_\_\_\_% said it helps them connect with people who \_\_\_\_\_.  
This shows that social media can break \_\_\_\_\_ and help build \_\_\_\_\_.

### 3. Second Body Paragraph – Negative Side

However, some experts say that more online friends can make real-life friendships \_\_\_\_\_.  
A study from \_\_\_\_\_ (year) found that teens who use social media a lot feel more \_\_\_\_\_ and talk less \_\_\_\_\_.  
This suggests that social media might have negative effects, especially when \_\_\_\_\_.  
Having many online friends does not always give the same \_\_\_\_\_ as a few close friends.

### 4. Third Body Paragraph – Safety Concerns

In addition, social media can be dangerous for young people.  
An article from \_\_\_\_\_ (year) warns that teens may face \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.  
Without proper guidance, online friendships can lead to problems like \_\_\_\_\_ or \_\_\_\_\_.

### 5. Conclusion

In conclusion, social media helps young people connect with more people, but this does not mean it is always \_\_\_\_\_.  
There are clear benefits, but also serious \_\_\_\_\_.  
To use social media in a good way, young people need \_\_\_\_\_, \_\_\_\_\_, and a good balance between \_\_\_\_\_ and \_\_\_\_\_ life.

**WORKBOOK PAGE 11.****WRITING 7 Read the task below.**

**Social media sites are never popular for long because people invent other sites that are more interesting. Do you agree?**

مواقع التواصل الاجتماعي لا تبقى شائعة لفترة طويلة لأن الناس يخترعون مواقع أخرى أكثر إثارة. هل توافق؟

**1 Decide if you agree or not.** . قرر ما إذا كنت توافق أم لا .

**2 Research facts to support your ideas.** . ابحث عن حقائق تدعم أفكارك .

**3 Plan an analytical essay in paragraphs.** . خطط لكتابة مقال تحليلي منظم إلى فقرات .

**Research facts to support your ideas.** . ابحث عن حقائق تدعم أفكارك .

**Plan an analytical essay in paragraphs. Write your essay. Write your essay**

**. خطط لكتابة مقال تحليلي في فقرات .**

### Do Social Media Sites Stay Popular for Long?

In today's digital world, social media has become a big part of young people's lives. Many believe that social media sites do not stay popular for long because people keep creating new ones that are more fun or interesting. In this essay, I will look at both sides of the topic and share my opinion, using real examples and facts.

في عالمنا الرقمي اليوم، أصبحت وسائل التواصل الاجتماعي جزءًا كبيرًا من حياة الشباب. يعتقد الكثيرون أن مواقع التواصل الاجتماعي لا تبقى مشهورة لفترة طويلة لأن الناس يواصلون إنشاء مواقع جديدة أكثر متعة أو إثارة. في هذه المقالة، سأناقش كلا الجانبين من الموضوع وأشارك رأيي، باستخدام أمثلة حقيقية وحقائق.

To begin with, it is true that new social media sites appear often, and many people move to the newest platform. For example, Facebook was once the most popular site, but now many young people prefer TikTok and Instagram. According to a report from a Research Center (2022), only 32% of teens in the U.S. still use Facebook, while more than 67% use TikTok. This shows that young users like to try new apps that offer short videos, new features, or fun filters. So, old apps may lose users because they feel boring or outdated.

بادئ ذي بدء، من الصحيح أن مواقع التواصل الاجتماعي الجديدة تظهر كثيرًا، ويقوم الكثير من الناس بالانتقال إلى أحدث المنصات. على سبيل المثال، كان فيسبوك في يوم من الأيام الموقع الأكثر شهرة، ولكن الآن يفضل العديد من الشباب تيك توك وإنستغرام. وفقًا لتقرير من مركز أبحاث (٢٠٢٢)، يستخدم ٣٢% فقط من المراهقين في الولايات المتحدة فيسبوك، بينما يستخدم أكثر من ٦٧% تيك توك. هذا يُظهر أن المستخدمين الشباب يحبون تجربة التطبيقات الجديدة التي تقدم مقاطع فيديو قصيرة، وميزات جديدة، أو فلاتر ممتعة. لذلك، قد تفقد التطبيقات القديمة مستخدميها لأنها تصبح مملة أو قديمة.

On the other hand, some social media sites stay popular for a long time because they keep improving. For example, YouTube has been around since 2005, and it is still one of the top platforms. It changes by adding YouTube Shorts to compete with TikTok. Also, WhatsApp is still used by millions of people to chat, even though many other messaging apps exist. This shows that if a platform listens to users and makes updates, people will continue using it.

من ناحية أخرى، تبقى بعض مواقع التواصل الاجتماعي مشهورة لفترة طويلة لأنها تستمر في التحسين. على سبيل المثال، كانت يوتيوب موجودة منذ عام ٢٠٠٥، ولا تزال واحدة من المنصات الرائدة. تتغير يوتيوب من خلال إضافة "يوتيوب شورتس" للتنافس مع تيك توك. أيضًا، لا يزال واتساب يستخدمه ملايين الأشخاص للدردشة، رغم وجود العديد من تطبيقات المراسلة الأخرى. هذا يُظهر أنه إذا استمعت المنصة للمستخدمين وأجرت التحديثات، فإن الناس سيواصلون استخدامها.



Another point to think about is that not everyone wants something new. Some people like to stay with apps they already know how to use. Older users, for example, still use Facebook to share news and talk to family. Not everyone is interested in changing apps all the time.

نقطة أخرى يجب التفكير فيها هي أن ليس الجميع يريد شيئاً جديداً. بعض الناس يفضلون البقاء مع التطبيقات التي يعرفون كيفية استخدامها بالفعل. على سبيل المثال، لا يزال المستخدمون الأكبر سناً يستخدمون فيسبوك لمشاركة الأخبار والتحدث مع العائلة. ليس الجميع مهتماً بتغيير التطبيقات طوال الوقت.

In conclusion, I believe that some social media sites do become less popular over time because users want new features and exciting content. However, other platforms stay strong because they keep changing and meet people's needs. So, it depends on how the app grows and how much it listens to its users. The internet moves fast, so social media platforms must work hard to stay popular.

في الختام، أعتقد أن بعض مواقع التواصل الاجتماعي تصبح أقل شهرة مع مرور الوقت لأن المستخدمين يريدون ميزات جديدة ومحتوى مثير. ومع ذلك، تبقى بعض المنصات قوية لأنها تستمر في التغيير وتلبية احتياجات الناس. لذا، يعتمد الأمر على كيفية نمو التطبيق ومدى استماعه لمستخدميه. الإنترنت يتطور بسرعة، لذا يجب على منصات التواصل الاجتماعي أن تعمل بجد للبقاء مشهورة.



# Revision

## WB BOOK P.10 Q1:

- Chose the suitable words to complete the sentences.

carry   get across   hit it off   laugh   pass on   real bond   strike up   took to

1. We..... right from the start. We talked all day!

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

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

- a. carry                      b. real bond                      c. get across                      d. laugh

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

- a. take too                      b. pass on                      c. strike up                      d. real bond

4. My grandparents are really funny. We always have a good.....

- a. carry                      b. real bond                      c. laugh                      d. strike up

5. It's sometimes difficult to..... conversation with people you don't know.

- a. carry                      b. get across                      c. take too                      d. strike up

## Answer

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

## WB BOOK P.10 Q2:

Complete the second sentence using the word in bold so that it means the same as the first one.

1. I found it hard to understand what the physics teacher was talking about. **FIGURE**

- a) I found it hard to figure out what the physics teacher was talking about.  
b) I found it hard to figure on what the physics teacher was talking about.  
c) I found it hard to figure in what the physics teacher was talking about.  
d) I found it hard to figure up what the physics teacher was talking about.

2. You must explain your idea very clearly so he understands. **SPELL**



- a) You must spell out your idea so he understands.
- b) You must spell in your idea so he understands.
- c) You must spell up your idea so he understands.
- d) You must spell around your idea so he understands.

### 3. Rana has drawn my attention to a problem. POINTED

- a) Rana has pointed out a problem to me.
- b) Rana has pointed in a problem to me.
- c) Rana has pointed up a problem to me.
- d) Rana has pointed on a problem to me.

### 4. I couldn't process so much information. TAKE

- a) I couldn't take in all the information.
- b) I couldn't take on all the information.
- c) I couldn't take off all the information.
- d) I couldn't take up all the information.

Answer

1.a

2.a

3.a

4.a

### WB BOOK P.10 Q3:

Complete the text with the correct words:

1. I'm a very good student, so I was really \_\_\_\_\_ when I found out I'd failed an exam.  
a) ecstatic                      b) devastated                      c) thrilled                      d) heartbroken
2. I was really \_\_\_\_\_ while my friends who had passed felt like they were walking on air!  
a) livid                      b) down in the dumps                      c) ecstatic                      d) thrilled
3. I genuinely felt \_\_\_\_\_ for them but at the same time I was \_\_\_\_\_ as to why I hadn't passed.  
a) thrilled / bewildered                      b) ecstatic / bewildered  
c) devastated / heartbroken                      d) ecstatic / devastated
4. I was \_\_\_\_\_ as to why I hadn't passed.  
a) terrified                      b) bewildered                      c) ecstatic                      d) livid

Answer

1.b

2.b

3.a

4.b

**WB BOOK P.10 Q4:****Complete the mini-dialogues with a question tag or an echo question.**

1. A: I'm sure you felt stressed out, -----?

**a- didn't you?****b- did you?****c- don't you?****-d won't you?**

2. A: Don't tell anyone my secret, -----?

**a - will you?****b - do you?****c- have you?****d- won't you?**

3. A: I'm always making mistakes, -----?

**a- aren't I?****b- am I?****c- wasn't I?****d- don't I?**

4. A: We hadn't had such a good laugh for ages-----,?

**a - had we?****b- didn't we?****c- weren't we?****d- have we?**

5. A: Let's go to the Dead Sea, -----?

**a - shall we?****b- will we?****c- should we?****d- can we?****Answer:**

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| <b>1.a</b> | <b>2.a</b> | <b>3.a</b> | <b>4.a</b> | <b>5.a</b> |
|------------|------------|------------|------------|------------|

**WB BOOK P.10 Q5:****Choose the correct words a-c to complete the text.**

1. People ----- recording information in the form of writing since ancient times.

**a. were****b. had been****c. have been**

2. Subjects were usually connected to religion, science, trade and government, although historians have also ----- across letters people wrote to stay in touch in those times.

**a. been****b. gone****c. come**

3. The spread of postal services in the 19th century permitted families and friends to ----- messages to each other by letter.

**a. convey****b. carry****c. write**

4. ----- in contact was much easier than it had ever been.

**a. Staying****b. Passing****c. Maintaining**

5. But why bother writing a letter when you can make small ----- on the phone for very little cost?

**a. chat****b. speak****c. talk****Answers:**

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| <b>1.c</b> | <b>2.c</b> | <b>3.a</b> | <b>4.a</b> | <b>5.a</b> |
|------------|------------|------------|------------|------------|

**WB BOOK P.10 Q6:****Read the text. Match sentences A–F with gaps 1–6 in the text.**

**A** Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.

**B** 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.

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

**D** Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.

**E** 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.

**F** The vast majority of students at secondary school learn a foreign language, which is often English.

اللغة

المشتركة

# LINGUA FRANCA

A recent study in the UK revealed <sup>1</sup>that only about 25% of adults in the UK can hold a conversation in a foreign language. 1. **\*\*C\*\*** <sup>2</sup>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 ٢٥٪ فقط من البالغين في المملكة المتحدة يمكنهم إجراء محادثة بلغة أجنبية. يعزى ذلك إلى مزيج من الأسباب الثقافية والسياسات الحكومية السابقة. ومع ذلك، يتم الآن إعطاء الأولوية لتعلم اللغة في المدارس. والفرنسية والإسبانية والألمانية هي ثلاث لغات من أهم اللغات.

On the other hand, the situation in other countries is different. 2. **\*\*F\*\*** 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! ٣. **\*\*A\*\*** Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken. This is a great way of promoting global understanding too.



ومن ناحية أخرى، فإن الحالة في بلدان أخرى مختلفة. ٢ الغالبية العظمى من الطلاب في المدرسة الثانوية يتعلمون لغة أجنبية، والتي غالبًا ما تكون إنجليزية. اللغة الإنجليزية الآن مادة إلزامية في العديد من المدارس الابتدائية أيضًا. الطلاقة في لغة أجنبية مهمة للغاية لمستقبل الطالب. هناك العديد من الأسباب لذلك. أولاً، يمكن أن يساعد امتلاك إتقان جيد للغة أجنبية الشباب على النجاح في حياتهم المهنية المختارة. علاوة على ذلك، فإن الكفاءة في لغة مختلفة تجعل السفر أقل إرهاقًا ومتعة! ٣ أخيرًا، لا ينبغي أن ننسى أنه عندما يتعلم الطلاب لغة أجنبية، فإنهم يتعلمون أيضًا عن ثقافة البلد أو البلدان التي يتم التحدث بها. هذه طريقة رائعة لتعزيز التفاهم العالمي أيضًا.

However, is English really as crucial as the large number of students of English would suggest? 4.

**\*\*D\*\* Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.** 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. 5. **\*\*E\*\* 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.** Reports also suggest Arabic and Spanish will be important languages to do business in. As far as travel is concerned, Chinese is the most spoken language in the world, but as it is complex, it isn't the ideal lingua franca. 6. **\*\*B\*\* 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.** So, English as a vehicle of international communication would seem to be here to stay.

ومع ذلك، هل اللغة الإنجليزية مهمة حقًا كما يوحي عدد كبير من طلاب اللغة الإنجليزية؟ ٤ \* ربما يضيع الطلاب وقتهم من خلال تعلم الفرنسية والألمانية، ويجب أن يوجهوا انتباههم إلى لغة الماندرين، اللغة الأكثر تحدثًا في العالم. إن السؤال عن اللغات التي ستهيمن على المستقبل هو سؤال يصعب الإجابة عليه. يعتمد الأمر حقًا على المستقبل الذي ننظر فيه. خذ مستقبل العمل. ٥ \* تعتبر الهند والصين الاقتصاديين الناشئين الرئيسيين، ولذلك يبدو من المنطقي دراسة إحدى اللغات الرئيسية المستخدمة في هذين البلدين. تشير التقارير أيضًا إلى أن اللغتين العربية والإسبانية ستكونان لغتين مهمتين للقيام بأعمال تجارية. فيما يتعلق بالسفر، فإن اللغة الصينية هي اللغة الأكثر تحدثًا في العالم، ولكن نظرًا لأنها معقدة، فهي ليست اللغة المثالية. ٦ من السهل إيصال رسالتك في فندق أو مطعم باللغتين الإسبانية والفرنسية، ولكن لا يتم التحدث بها على نطاق واسع أو بسهولة تعلم اللغة الإنجليزية. لذلك، يبدو أن اللغة الإنجليزية كوسيلة للاتصال الدولي موجودة لتبقى.

## COMPREHENSION QUESTIONS

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

ما هي النسبة المئوية للبالغين في المملكة المتحدة الذين يمكنهم إجراء محادثة بلغة أجنبية وفقًا للدراسة؟

2. What were the main reasons attributed to the low number of adults in the UK speaking a foreign language?

ما هي الأسباب الرئيسية المنسوبة إلى قلة عدد البالغين في المملكة المتحدة الذين يتحدثون لغة أجنبية؟



**3. Which languages are identified as the most important to learn in the UK, according to the text?**

ما هي اللغات التي تم تحديدها كأهم اللغات التي يجب تعلمها في المملكة المتحدة وفقاً للنص؟

**4. How does the situation regarding language learning in other countries differ from the UK?**

كيف يختلف الوضع فيما يتعلق بتعلم اللغات في البلدان الأخرى عن المملكة المتحدة؟

**5. Why is fluency in a foreign language considered highly important for a student's future?**

لماذا يُعتبر إتقان اللغة الأجنبية أمراً مهماً للغاية لمستقبل الطالب؟

**6. What additional benefit does learning a foreign language provide beyond communication?**

ما الفائدة الإضافية التي يوفرها تعلم لغة أجنبية بخلاف التواصل؟

**7. What is the concern raised about English being considered the most important language?**

ما هو القلق المثار حول اعتبار اللغة الإنجليزية اللغة الأكثر أهمية؟

**8. What language is suggested for business in emerging economies like India and China?**

ما هي اللغة المقترحة للأعمال التجارية في الاقتصادات الناشئة مثل الهند والصين؟

**9. Why is Chinese not considered the ideal language for international communication, despite being the most spoken language?**

لماذا لا تُعتبر اللغة الصينية اللغة المثالية للتواصل الدولي على الرغم من كونها اللغة الأكثر تحدثاً؟

**10. How do Spanish and French compare to English in terms of being widely spoken and easy to learn?**

كيف تقارن اللغتان الإسبانية والفرنسية بالإنجليزية من حيث الانتشار وسهولة التعلم؟

## ANSWERS:

1. About 25% of adults in the UK can hold a conversation in a foreign language.
2. The low number of adults speaking a foreign language in the UK was attributed to a mixture of cultural reasons and past government policies.
3. The most important languages identified to learn in the UK are French, Spanish, and German.
4. In other countries, the situation differs as the vast majority of students at secondary schools learn a foreign language, often English, and English is now a compulsory subject in many primary schools.
5. Fluency in a foreign language is considered highly important for a student's future because it can help young people be successful in their chosen career and also makes traveling less stressful and more fun.
6. Beyond communication, learning a foreign language also helps students learn about the culture of the countries where the language is spoken, promoting global understanding.
7. The concern raised is that students might be wasting their time learning French and German, and should be focusing more on Mandarin, the most spoken language in the world.





8. The language suggested for business in emerging economies like India and China is Mandarin.
9. Despite being the most spoken language, Chinese is not considered the ideal language for international communication because it is complex.
10. Spanish and French are easier to learn and more widely spoken than Chinese, but English is simpler to learn and spoken more widely.

**WB BOOK P.10 Q7:**

**WRITING: Read the task below.**

Social media sites are never popular for long because people invent other sites that are more interesting. Do you agree?



**Decide if you agree or not. Research facts to support your ideas. Plan an analytical essay in paragraphs. Write your essay**

### Analytical Essay: The Transience of Social Media Popularity

#### مقال تحليلي: زوال شعبية منصات التواصل الاجتماعي

Social media platforms often experience a surge in popularity, only to fade over time. This phenomenon can be attributed to several factors: user fatigue, platform mismanagement, and the emergence of more engaging alternatives.

غالبًا ما تشهد منصات التواصل الاجتماعي ازدهارًا في شعبيتها، لتتلاشى مع مرور الوقت. يُعزى هذا الظاهرة إلى عدة عوامل: تعب المستخدمين، سوء إدارة المنصات، وظهور بدائل أكثر جذبًا.

Initially, platforms like Facebook and Instagram captivated users with innovative features. However, over time, issues such as misinformation, toxic user behavior, and excessive advertising have led to user dissatisfaction. A report by Gartner indicates that 50% of consumers plan to reduce or abandon their social media interactions by 2025 due to perceived declines in quality ([retaildive.com](https://www.retaildive.com))

في البداية، جذبت منصات مثل فيسبوك وإنستغرام المستخدمين بميزات مبتكرة. ومع مرور الوقت، أدت مشاكل مثل المعلومات المضللة، سلوكيات المستخدمين السامة، والإعلانات المفرطة إلى استياء المستخدمين. تشير تقارير من شركة "غارتنر" إلى أن ٥٠% من المستهلكين يخططون لتقليل أو التخلي عن تفاعلاتهم مع وسائل التواصل الاجتماعي بحلول عام ٢٠٢٥ بسبب التراجع في الجودة.

Moreover, the concept of "enshittification" describes the decline in platform quality as companies prioritize profit over user experience. This pattern has been observed in various platforms, leading to user attrition ([en.wikipedia.org](https://en.wikipedia.org)).

علاوة على ذلك، يصف مفهوم "التحول إلى الأسوأ" (enshittification) تراجع جودة المنصات عندما تُعطى الأولوية للربح على حساب تجربة المستخدم. لقد لوحظت هذه الظاهرة في منصات متعددة، مما أدى إلى تراجع المستخدمين.

Additionally, the rise of new platforms offering unique features and improved user experiences contributes to the decline of established ones. For instance, the introduction of TikTok attracted users seeking fresh content formats, leading to a shift away from older platforms.

بالإضافة إلى ذلك، يساهم ظهور منصات جديدة تقدم ميزات فريدة وتجارب مستخدم محسنة في تراجع المنصات القديمة. على سبيل المثال، جذب ظهور تيك توك المستخدمين الذين يبحثون عن تنسيقات محتوى جديدة، مما أدى إلى تحول الاهتمام بعيدًا عن المنصات الأقدم.

In conclusion, while social media platforms can achieve initial success, their long-term popularity is often unsustainable due to internal and external challenges. Continuous innovation and user-centric strategies are essential for maintaining relevance in the competitive digital landscape.

في الختام، بينما يمكن لمنصات التواصل الاجتماعي تحقيق نجاح أولي، فإن شعبيتها على المدى الطويل غالبًا ما تكون غير مستدامة بسبب التحديات الداخلية والخارجية. الابتكار المستمر والاستراتيجيات التي تركز على المستخدم ضرورية للحفاظ على الصلة في المشهد الرقمي التنافسي.



## Common Irregular Verbs (Grouped)

- Below ; you will find a list of the most common irregular verbs in English. You should know these by heart. To assist you in learning, they have been grouped according to their ending patterns.

• أدناه: ستجد قائمة بالأفعال غير المنتظمة الأكثر شيوعًا باللغة الإنجليزية

### GROUP 1 ; ALL THREE FORMS OF THE VERB ARE THE SAME

يجب أن تعرف هذه عن ظهر قلب، لمساعدتك في التعلم، تم تجميعها وفقًا لأنماط نهايتها.

| Base Form | Simple Past | Past Participle | Meaning In Arabic |
|-----------|-------------|-----------------|-------------------|
| Bet       | Bet         | Bet             | يراهن             |
| Cost      | Cost        | Cost            | يكلف              |
| Cut       | Cut         | Cut             | يقطع              |
| Hit       | Hit         | Hit             | يضرب              |
| Hurt      | Hurt        | Hurt            | يؤذي              |
| Let       | Let         | Let             | يتخلى             |
| Put       | Put         | Put             | يضع               |
| Shut      | Shut        | Shut            | يغلق              |

### Group 2 ; The 2nd And 3rd Forms Of The Verb Are The Same

| Base Form | Simple Past | Past Participle | Meaning In Arabic |
|-----------|-------------|-----------------|-------------------|
| Lose      | Lost        | Lost            | يفقد              |
| Shoot     | Shot        | Shot            | يصوب              |
| Get       | Got         | Got             | يحصل              |
| Light     | Lit         | Lit             | يشعل              |
| Sit       | Sat         | Sat             | يجلس              |
| Keep      | Kept        | Kept            | يحفظ              |
| Sleep     | Slept       | Slept           | ينام              |
| Feel      | Felt        | Felt            | يقع               |
| Leave     | Left        | Left            | يغادر             |
| Meet      | Met         | Met             | يقابل             |



|                   |                                 |                                 |       |
|-------------------|---------------------------------|---------------------------------|-------|
| <b>Bring</b>      | <b>Brought</b>                  | <b>Brought</b>                  | يحضّر |
| <b>Buy</b>        | <b>Bought</b>                   | <b>Bought</b>                   | يشترى |
| <b>Fight</b>      | <b>Fought</b>                   | <b>Fought</b>                   | يقاتل |
| <b>Think</b>      | <b>Thought</b>                  | <b>Thought</b>                  | يفكر  |
| <b>Catch</b>      | <b>Caught</b>                   | <b>Caught</b>                   | يلتقط |
| <b>Teach</b>      | <b>Taught</b>                   | <b>Taught</b>                   | يدرس  |
| <b>Sell</b>       | <b>Sold</b>                     | <b>Sold</b>                     | يبيع  |
| <b>Tell</b>       | <b>Told</b>                     | <b>Told</b>                     | يخبر  |
| <b>Pay</b>        | <b>Paid</b>                     | <b>Paid</b>                     | يدفع  |
| <b>Make</b>       | <b>Made</b>                     | <b>Made</b>                     | يصنع  |
| <b>Stand</b>      | <b>Stood</b>                    | <b>Stood</b>                    | يقف   |
| <b>Understand</b> | <b>Understood</b>               | <b>Understood</b>               | يفهم  |
| <b>Lend</b>       | <b>Lent</b>                     | <b>Lent</b>                     | يقرض  |
| <b>Send</b>       | <b>Sent</b>                     | <b>Sent</b>                     | يرسل  |
| <b>Spend</b>      | <b>Spent</b>                    | <b>Spent</b>                    | يقضي  |
| <b>Build</b>      | <b>Built</b>                    | <b>Built</b>                    | يبني  |
| <b>Find</b>       | <b>Found</b>                    | <b>Found</b>                    | يجد   |
| <b>Have</b>       | <b>Had</b>                      | <b>Had</b>                      | يملك  |
| <b>Hear</b>       | <b>Heard</b>                    | <b>Heard</b>                    | يسمع  |
| <b>Hold</b>       | <b>Held</b>                     | <b>Held</b>                     | يحتضن |
| <b>Read</b>       | <b>Read</b><br>(Pronounced Red) | <b>Read</b><br>(Pronounced Red) | يقرأ  |
| <b>Say</b>        | <b>Said</b>                     | <b>Said</b>                     | يقول  |

### Group 3 ; All Three Forms Of The Verb Are Different

| Base Form | Simple Past | Past Participle | Meaning In Arabic |
|-----------|-------------|-----------------|-------------------|
| Drive     | Drove       | Driven          | يقود              |
| Ride      | Rode        | Ridden          | يركب              |
| Rise      | Rose        | Risen           | يرتفع             |
| Write     | Wrote       | Written         | يكتب              |
| Bite      | Bit         | Bitten          | يعض               |
| Hide      | Hid         | Hidden          | يختبئ             |
| Break     | Broke       | Broken          | يكسر              |



|        |        |           |        |
|--------|--------|-----------|--------|
| Choose | Chose  | Chosen    | يختار  |
| Speak  | Spoke  | Spoken    | يتحدث  |
| Wake   | Woke   | Woken     | يستقيظ |
| Blow   | Blew   | Blown     | ينفخ   |
| Grow   | Grew   | Grown     | ينمو   |
| Know   | Knew   | Known     | يعلم   |
| Fly    | Flew   | Flown     | يطير   |
| Draw   | Drew   | Drawn     | يرسم   |
| Show   | Showed | Shown     | يظهر   |
| Wear   | Wore   | Worn      | يلبس   |
| Tear   | Tore   | Torn      | يمزق   |
| Begin  | Began  | Begun     | يبدأ   |
| Drink  | Drank  | Drunk     | يشرب   |
| Swim   | Swam   | Swum      | يسبح   |
| Ring   | Rang   | Rung      | يرن    |
| Sing   | Sang   | Sung      | يغني   |
| Eat    | Ate    | Eaten     | يأكل   |
| Fall   | Fell   | Fallen    | يقع    |
| Forget | Forgot | Forgotten | ينسى   |
| Give   | Gave   | Given     | يعطي   |
| See    | Saw    | Seen      | يرى    |
| Take   | Took   | Taken     | يأخذ   |

## Rhymed Verbs ( One Syllable)

## أفعال لها نفس الصوت

| Be ( Is \Are\Am) | Was\Were | Been   | كبنونة |
|------------------|----------|--------|--------|
| Beat             | Beat     | Beaten | يصرّب  |
| Feed             | Fed      | Fed    | يطعم   |
| Go               | Went     | Gone   | يذهب   |
| Hang             | Hung     | Hung   | يحضن   |
| Lead             | Led      | Led    | يقود   |
| Lie              | Lay      | Lain   | يقع    |
| Quit             | Quit     | Quit   | يستسلم |
| Run              | Ran      | Run    | يركض   |
| Win              | Won      | Won    | يفوز   |



## rhymed Verbs ( Two Syllable)

## أفعال لها نفس الصوت

|          |          |           |        |
|----------|----------|-----------|--------|
| Awake    | Awoke    | Awaken    | يوقظ   |
| Blend    | Blend    | Blend     | يمزج   |
| Dream    | Dreamt   | Dreamt    | يحلم   |
| Learn    | Learnt   | Learnt    | يتعلم  |
| Overcome | Overcame | Overcome  | يتغلب  |
| Spell    | Spelt    | Spelt     | يريق   |
| Steal    | Stole    | Stolen    | يسرق   |
| Sweep    | Swept    | Swept     | يتأرجح |
| Throw    | Threw    | Thrown    | يرمي   |
| Withdraw | Withdrew | Withdrawn | يسحب   |

## Rhymed Verbs ( Three Syllable)

## أفعال لها نفس الصوت

|         |         |           |       |
|---------|---------|-----------|-------|
| Become  | Became  | Become    | اصبح  |
| Forbid  | Forbade | Forbidden | يحرم  |
| Forgive | Forgave | Forgiven  | يسامح |
| Seek    | Sought  | Sought    | يسعى  |
| Shake   | Shook   | Shaken    | يهز   |
| Shine   | Shone   | Shone     | يسطع  |
| Smell   | Smelt   | Smelt     | يشم   |





انت الذي تقرا كلماتي... لا اعلم في اي بقعة ارضك... لكن اعلم  
ان الله خلق مع العسر يسرا... ومع الحزن فرحا... ومع الالم  
حياة انهض اليوم هذه رساله لقلبك الجميل... ابدا من جديد  
واستعن بالله وافرح وكانك تملك الكون بما فيه... فאלله عند  
ظنك به... فافراحك قادمه... ابتهج" قل لاحلامك المستحيلة.  
وكان الله على كل شيء مقتدرا... وقل لامنياتك التي طال  
انتظارها" يات بها الله ان الله لطيف خبير" ... واذا ضاعت فرصه  
واحترق قلبك عليها... اطفئ لهيبها بهذه الآيه "عسى ربنا ان  
يبدلنا خير منها" صدق الله العظيم.مع تمنياتي للجميع  
بالتوفيق والنجاح احبتي. للتواصل معي لاي غرض كان  
بامكانكم التواصل من خلال جميع الحسابات التي تم ذكرها  
في غلاف الدوسية...

أ. محمد عيد الشطي