



2008

11th Grade

**YOUR WAY
TO SUCCESS**

High Note

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Unit 1
**Get the
message**

	Index الفهرس	Pages
1.	Lesson 1A : Vocabulary and grammar (Messaging through time)	2-6
2.	Lesson 1A : Grammar (present and past tenses)	7-19
3.	Workbook 1B	20-22
4.	Lesson 2A : Reading and vocabulary (making contact)	24-29
5.	Workbook 2B	30-35
6.	Lesson 3A : Vocabulary (Idioms and phrases related to communication)	36-38
7.	Workbook 3B	39-40
8.	Lesson 4A : Grammar (Question tags and echo questions)	41-43
9.	Workbook 4B	44-45
10.	Grammar practice	46-48
11.	Lesson 5A : Listening and Vocabulary (Adjectives of emotions)	49-51
12.	Workbook 5B	51
13.	Lesson 6A : Speaking (Expressing emotions)	52-53
14.	Workbook 6B	54-55
15.	Lesson 7A : Writing (An analytical essay)	55-59
16.	Workbook 7B	60-62
	Revision and Use of English answers	62

طلابي الأعزاء...

أود أن ألفت نظركم أن هذا العمل يعتمد على النسخة التجريبية للمنهاج (**High note**) ولم يتم اعتماد المنهاج بشكل نهائي، لكن يمكنكم البدء بدراسة الوحدة الأولى لاستغلال الوقت وأخذ الفرصة للتعرف على نمط الكتاب ومحتواه ...

ولا تنسوا أن المرجع الأول والأخير هو كتابك وهذه الدوسيات هي ليست سوى مادة توضيحية لمحتواه..

أرجو منكم الاستفادة منه

ولكم كل التوفيق

معلمتكم : هناء أبو مخ

Lesson 1A



Vocabulary and Grammar

الرسائل عبر الزمن Messaging through time

قبل قراءة النص على الطالب معرفة بعض المتلازمات (collocations) ومعانيها :

Collocations with contact, message and touch

stay in touch	يبقى على تواصل	convey a message.	ينقل رسالة
spread the message	ينشر الرسالة	make contact with someone	يتواصل مع شخص ما
carry a message	يحمل الرسالة	maintain contact	يبقى على التواصل
establish contact	ينشئ تواصل	lose contact / touch with someone	يفقد التواصل مع شخص ما
deliver a message	يوصل رسالة	pass on a message	يمرر الرسالة

* ملاحظة : تم إضافة بعض أسئلة الفهم والاستيعاب على هذا النص لتوضيح الأفكار من خلالها إذ أن الهدف من النص كما هو موضح في الكتاب هو توضيح المعاني (المتلازمات) والأزمنة المستخدمة في صياغة الجمل.

* الأرقام الموجودة في أعلى بعض الكلمات ترمز إلى الزمن المستخدم في الأفعال بعدها: (2-5) لأزمنة الماضي، (1/6-11) لأزمنة المضارع، وسيتم حل السؤال الخاص بها بعد شرح القواعد في الصفحة 19

عن بعد التواصل طرق مختلفة كانوا يستخدمون التاريخ فجر منذ

Since the dawn of time, people ¹ have been using different ways of communicating at a distance.

اخترعوا تطورت الكتابة إشارات دخانية العصور القديمة

In ancient times, *they* used smoke signals and after writing developed, *they* ² invented more

في مطلع زجاجة رسالة ارسال الرسائل إيصال أساليب مبدعة

ingenious methods of delivering messages; for example, sending a message in a bottle. At the turn

مسافرين كانوا أرسلها تم العثور زجاجات القرن العشرين

of the 20th century, bottles were found *which* had been sent by people *who* ³ were travelling on

ألقى سويدي فايكنغ آكي ظهرت قصص أكثر سعادة تاي تانيك متن سفينة

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

تلقى وبعد مرور عامين زوجته المستقبلية تصل على أمل البحر في رسالة

a Sicilian girl, Paolina, *who* ⁴ had found *his* bottle and soon after *they* were married!

they (L 2,3) → people

which → bottles

who (L 5) → people

it → a letter

his / *he* → Ake Viking

who (L 8) → Paolina

they → Ake Viking and Paolina

جون المجرم بشكل كبير الاتصالات سرع التلغراف اختراع

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

تم إرسال برقية لندن بالقطار هرويه بعد تم القبض عليه تاول

الشرطة واصل تنتظره وجدت زجاجة

police, and *they* ⁵ were waiting for *him* when *he* arrived *there*.

he → John Tawell / the criminal

they → London police

he/him → John Tawell / the criminal

there → London

لا يزال السكان هواتف خلوية ملايين أكثر الأردن
In Jordan, there are over six million mobile phones in use by the population. But you can still send
الهاتف الخليوي اختراع منذ شركة البريد الأردنية عبر البرقيات
telegrams through the Jordan Post Company! Since the invention of the mobile phone and the
الرسائل يرسلون لا يزال مكائنًا مختلفًا أصبح العالم والإنترنت
Internet, the world ⁶ has become a different place. People ⁷ are still sending messages and *it*
التواصل كيفية ننسى لتسليمها ثوانٍ يستغرق عادةً
usually ⁸ takes only seconds to deliver *them*. But ⁹ are we now forgetting how to communicate
عندما أمثلة أيضًا التحديات يوجد شك بدون وجهًا لوجه
face-to-face? Without a doubt there are some challenges, but there are also examples of when the
حالة تايلور تارا انظر الأفضل إلى حياة شخص غير الإنترنت
Internet ¹⁰ has changed someone's life for the better. Look at Tara Taylor's case, a mother *who*
لاحظ التواصل الاجتماعي ابنتها صورة قامت بتحميل عندما تعيش
¹¹ lives in the USA: when *she* uploaded a photo of *her* daughter on social media, a friend spotted
بصرها مرض نادر مصابة تبين عيني الطفلة مشكلة
a problem with one of the child's eyes. It turned out that the girl had a rare disease, but *her* sight
تم إنقاذه
was saved!

it → sending messages

them → messages

who / she / her → Tara Taylor

her (L 10) → the daughter / the girl

منذ فجر التاريخ، كان الناس يستخدمون طرقًا مختلفة للتواصل عن بعد. في العصور القديمة استخدموا الإشارات الدخانية، وبعد تطور الكتابة اخترعوا المزيد من الأساليب البارة لإيصال الرسائل؛ على سبيل المثال، إرسال رسالة في زجاجة. في مطلع القرن العشرين، تم العثور على زجاجات أرسلها أشخاص كانوا مسافرين على متن سفينة تايانايك. كما ظهرت قصص أكثر سعادة. ففي عام 1956، آكي فايكنج، سويدي الجنسية، ألقى رسالة في البحر على أمل أن تصل إلى زوجته المستقبلية. وبعد عامين حصل على رسالة من الفتاة الصقلية، باولينا، التي عثرت على زجاجته وبعد وقت قصير تزوجا!

أدى اختراع التلغراف عام 1837 إلى تسريع الاتصالات بشكل كبير. المجرم جون تاول، تم القبض عليه بعد هروبه بالقطار إلى لندن. تم إرسال برقية إلى شرطة لندن وكانوا ينتظرونه عندما وصل إلى هناك.

في الأردن، هناك أكثر من ستة ملايين هاتف محمول يستخدمه السكان. ولكن لا يزال بإمكانك إرسال البرقيات عبر شركة البريد الأردني! منذ اختراع الهاتف المحمول والإنترنت، أصبح العالم مكانًا مختلفًا. لا يزال الأشخاص يرسلون الرسائل وعادةً ما يستغرق الأمر ثوانٍ فقط لتسليمها. لكن هل ننسى الآن كيفية التواصل وجهًا لوجه؟ ولا شك أن هناك بعض التحديات، ولكن هناك أيضًا أمثلة على الأوقات التي غير فيها الإنترنت حياة شخص ما الأفضل. انظر إلى حالة تارا تايلور، وهي أم تعيش في الولايات المتحدة الأمريكية: عندما قامت بتحميل صورة لابنتها على مواقع التواصل الاجتماعي، رصدت إحدى صديقاتها مشكلة في إحدى عيني الطفلة. وتبين أن الفتاة مصابة بمرض نادر، لكن بصرها أنقذ!

Questions

Q1. The text mentions diverse forms of communication. Write them down.

.....

Q2. The oldest way of communication according to the text is :

A) writing B) a message in a bottle C) smoke signals D) telegram

Q3. We could know the stories of the Titanic passengers through communication. What form of communication did they use?

.....

Q4. Quote the sentence which shows the communication device used to spread a message that a criminal was coming.

.....

Q5. Write the sentence which shows that Jordanian people are able to send messages through a telegraph nowadays.

.....

Q6. People prefer sending messages through their mobile phones for a reason. Write down that reason.

.....

Q7. According to the text, how could the internet help a girl in curing her sight?

.....

Q8. How can a means of communication change someone's life? Find examples in the text.

.....

.....

.....

Q9. VALUES : Why is it important to communicate regularly with people we care about?

.....

→ Exercise 1 (Student Book P. 4) →

Which forms of communication ...

- 1) make it easier to stay in touch nowadays.
- 2) were a good way to quickly spread the message that an enemy was coming.
.....
- 3) can carry a message over a long distance.
- 4) can be used to convey a short and simple message.
- 5) could be a good way to make contact if you were stuck on a desert island.
.....

→ Exercise 2 (Student book P. 4) →

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

deliver

establish

lose

maintain

pass on

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

→ Remember more (Student's Book p 72)

Two words collocate in each case. Cross out the wrong word. Then check with the word list.

- 1) I don't want to lose **contact** / **touch** / **knowledge** with my friends.
- 2) The article aims to **convey** / **process** / **carry** an important message.

Answers

Q1. smoke signals, writing, letters, letters in bottles, telegram, social media.

Q2. smoke signals.

Q3. they sent letters in bottles.

Q4. The invention of the telegraph in 1837 sped up communication dramatically.

Q5. But you can still send telegrams through the Jordan Post Company!

Q6. it usually takes only seconds to deliver them

Q7. when her mother uploaded a photo of her on social media, a friend spotted problem with one of the child's eyes. It turned out that the girl had a rare disease, but her sight was saved!

Q8. Student's answer.

Q9. Student's answer.

Exercise 1 :

1. social media 2. telegram / smoke signals 3. letters in bottles
4. telegram / text messages on social media 5. smoke signals

Exercise 2 :

1. establish / lose / maintain 2. deliver / pass on 3. lose

→ **Remember more :** 1. knowledge (X) 2. process (X)

Grammar

The Present Tenses أزمنة المضارع

* ملاحظة : سيتم شرح القواعد حسب ما ورد في الكتاب مع إضافة القليل من الشرح والأمثلة الخارجية للتوضيح .

The Present Simple : زمن المضارع البسيط

We use the **Present Simple** to talk about: يستخدم المضارع البسيط للتحدث عن

1) habits and routines: العادات اليومية

→ He **often loses** touch with his colleagues. (lose) → **loses**

→ They **usually do** their homework on Saturdays.

في هذه الحالة عادة ما يكون لدينا دليل واضح (مفاتيح الكلام) على استخدام المضارع البسيط ، ومن هذه الدلائل :

Time expressions →

always, usually, often, sometimes, every so often...., every (day / week / month / year) , from time to time, once a while.

2) permanent situations around the present time (facts and things that are generally true)

الأوضاع الدائمة في الوقت الحاضر والحقائق

→ He now **shares** a flat with a friend. (permanent situation)

→ Salma **works** as an English teacher. (permanent situation)

→ Water **freezes** at 0 c°. (freeze) → **freezes** (fact)

3) states (verbs not usually used in the continuous form), e.g. love, like, agree, believe, think (opinion / belief اعتقاد), know, understand, have (own يمتلك), look (appearance مظهر):

يستخدم مع أفعال الحالة والتي لا تأتي بحالة الفعل المستمر (أفعال حسية)

→ He **loves** getting traditional letters.

→ She **looks** very fit. (look تبدو)

→ Now, I **think** that you are right. (think = believe أعتقد)

* **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:**

* قد نستخدم بعض أفعال الحالة في حالة المضارع المستمر إذا أتت بمعنى حركي **dynamic** ، لاحظ الفرق في المعنى في الجمل التالية :

- What do you **think** of this message? (think → **opinion** رأي)
- What **are** you **thinking** about? (are thinking → **يفكر**)
- I don't **see** why you want to stay in touch with him. (see → **understand** يفهم)
- I'm seeing Amer these days. (go out with → **يخرج مع**)
- I'd like to establish contact with that company, but my boss doesn't **look at** it that way.
(look at → **think in a particular way** يفكر بطريقة ما)
- Why **are** you **looking at** me that way? (are looking at → **ينظر**)

4) Scheduled or fixed events in the future. أحداث مجدولة أو محدد توقيتها في المستقبل

- The plane **leaves** at 7 a.m.
- The doctor **has** a surgery tonight.

أساسيات مهمة (للتذكير)

➤ إذا كان الفاعل في حالة الجمع يكون الفعل بدون إضافات :

➤ I , they , we , you + V1 + complement

➤ إذا كان الفاعل مفرداً يتم إضافة **s** أو **es** للفعل كالتالي :

➤ He , She, It + V1(- s / es) + complement

➤ إذا انتهى الفعل بالحروف التالية فيتم إضافة **es** :

If the verb ends with these letters (-ch, -sh, -ss, -s, -o, -z, -x) we add - **es**

go → goes wish → wishes buzz → buzzes
watch → watches fix → fixes focus → focuses

➤ إذا انتهى الفعل بـ **y** وكان ما قبله حرف عله (o, u, e, i, a) فيضاف **s** فقط

employ → employs enjoy → enjoys

➤ إذا انتهى الفعل بـ **y** وكان ما قبله حرف ساكن فيتم تغيير **y** إلى **i** ويضاف **es**

fly → flies cry → cries study → studies

يتم صياغة حالة النفي في زمن المضارع البسيط باستخدام أدوات النفي (**don't / doesn't**) مع إبقاء الفعل في حالة المجرد :

- She **doesn't speak** French. (not, speak)
- The students **don't go** to school in summer. (not, go)
- My brother **doesn't have** a car. (not, have)
- They **don't do** their homework daily. (not, do)

أما مع مجموعة أفعال يكون (**be**) فيتم إضافة (**not**) فقط إلى الفعل :

- is → is **not** → **isn't** → She **isn't** smart enough.
- am → am **not** → I **am not** alone.
- are → are **not** → **aren't** → They **aren't** tired.

أما في حالة السؤال فيتم إضافة (**do / does**) قبل الفاعل مع إبقاء الفعل في حالة المجرد :

- Do you **like** English ? Yes, I do. / No I don't.
- Does your friend usually **help** you ? Yes, she/ he does. / No, she/ he doesn't.
- What **do** you **think** ? I think
- Are you happy today ? Yes, I am. / No, I am not.

The structure :

Affirmative	Subject + V1 (s, es) + Complement
	Subject + is / am / are + Complement
Negative	Subject + don't / doesn't + infinitive + Complement .
	Subject + isn't / am not / aren't + Complement.
Wh. Questions	Wh. + do / does + Subject + infinitive + complement ?
Yes / No Questions	Do / Does + Subject + infinitive + complement ?
	Is / Are / Am + Subject + Complement?

Let's Practise هيا نتدرب

Choose the correct form of the verbs between brackets :

- Aqaba in the south of Jordan.
A) is **B) are** **C) is being** **D) was**
- My father to my teachers from time to time..
A) talked **B) talk** **C) talks** **D) are talking**
- I enough money to buy a new mobile.
A) doesn't have **B) don't have** **C) haven't have** **D) am not having**
- Where mum every Friday?
A) are – going **B) is – going** **C) does - go** **D) does – goes**
- He hardly the ball in every football match.
A) caught **B) catches** **C) have caught** **D) has caught**
- Mum beautiful today.
A) is looking **B) look** **C) looks** **D) is looked**
- that it's better to study at home.
A) don't agree **B) doesn't agree** **C) am agreeing** **D) am agreed**
- Ahmad is a strong man. He heavy things easily.
A) carry **B) carries** **C) is carrying** **D) is carried**
- Now, I that you're right, my friend!
A) am thinking **B) have thought** **C) think** **D) thinks**
- My family a trip to Europe every year.
A) plans **B) was being planned** **C) would plan** **D) is planned**

Answers

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

The Present Continuous : زمن المضارع المستمر

We use the Present Continuous to talk about:

نستخدم زمن المضارع المستمر في

1) actions in progress at the time of speaking:

التحدث عما يتم حدوثه وقت الكلام

- He **is talking** on his mobile *right now*.
- They **are sleeping** *at the moment*.
- I **am studying** *now*.

2) temporary actions in progress around now:

أحداث مؤقتة يجري حدوثها خلال الوقت الحالي

- He's **thinking** of getting a new phone.
- They **are selling** at low prices *these days*.
- My family **is having** a great time *this week*.

3) changes and developments:

التغيرات والتطورات

- The news **is spreading** quickly *nowadays*.

4) to talk about the future (planned actions) .

للتحدث عن المستقبل (أحداث مخطط لها)

- They **are leaving** to France *tomorrow*.
- I **am having** a birthday party *next week*.

من الدلائل على زمن المضارع المستمر :

→ Time expressions :

Now, right now, at the moment, at present, currently, at the time being, tonight, today, this week , these days, this year ,.....

→ Caution verbs :

Listen! , Look! , Be careful! , Look out! , Watch out! , Be quiet! , Stop! , Don't move! ,.....

The structure :

Affirmative	Subject + is / am / are + v-ing + Complement .
Negative	Subject + isn't / am not / aren't + v-ing + Complement.
Wh. Questions	Wh. + is / am / are + Subject + v-ing + Complement ?
Yes / No Questions	Is / Am / Are + Subject + v-ing + Complement ?

Let's Practise هيا نتدرب

Choose the correct form of the verbs between brackets :

1. Sami his homework now.
A) **doesn't do** B) **don't do** C) **isn't doing** D) **aren't doing**
2. Where Dana tonight ?
A) **is – going** B) **are – going** C) **have – gone** D) **will be gone**
3. Why you to me?
A) **isn't - listening** B) **aren't – listening** C) **doesn't - listen** D) **hasn't – listened**
4. Be careful! A car now.
A) **pass** B) **passed** C) **is passing** D) **have been passing**
5. Amal her room at this time.
A) **cleans** B) **is being cleaned** C) **is cleaning** D) **will be cleaning**
6. you the laptop right now?
A) **Are – using** B) **Is - using** C) **Are - used** D) **Do - clean**
7. Look! It heavily. We can't go outside today!
A) **has being rained** B) **rains** C) **is raining** D) **have been raining**
8. My neighbour his house next week. I'm sure about this.
A) **is painting** B) **has painted** C) **has been painting** D) **had painted**
9. The workers at the moment. They're on a break.
A) **don't work** B) **are working** C) **aren't worked** D) **aren't working**
10. Do you know what research in medicine at the moment?
A) **is happened** B) **were happening** C) **is happening** D) **happen**

Answers

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

The Present Perfect Simple : زمن المضارع التام البسيط

We use the Present Perfect Simple to talk about:

يستخدم زمن المضارع التام البسيط للتحدث عن

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

زمن الحالات التي بدأت في الماضي وما زالت مستمرة إلى الآن

- He **has been** stuck here *for five years*.
- The kids **have been** sick *since two days ago*.

2) completed past actions with a present relevance/result:

أحداث اكتملت في الماضي وما زالت نتائجها موجودة في الحاضر :

- The lights **have gone out**. (*And now it's really dark here*).
- He **has changed** dramatically. (*He looks very different now*).

3) experiences during a present period of time:

تجارب أو انجازات حدثت خلال فترة زمنية في الحاضر

- I **have sent** five thousand text messages *so far*.
- She **hasn't read** this novel *yet*.
- What **have** you **done** *since this morning* ?
- **Has** Dana **completed** her project *yet* ?

**→ Time expressions :**

من الدلائل على زمن المضارع التام البسيط :

already, yet (للنفي أو للسؤال), just, since, for, lately, recently, ever since, so far, in recent years, up to now, up till now, still, once, twice, (five) times, so (he) can, today, (this week, month, year,...)

The structure :

Affirmative	Subject + have / has + V3 (p.p) + Complement
Negative	Subject + haven't / hasn't + V3 (p.p) + Complement
Wh. Questions	Wh. + have / has + Subject + V3 (p.p) + Complement?
Yes / No Questions	Have / Has + Subject + V3 (p.p) + Complement ?

Let's Practise هيا نتدرب**Choose the correct form of the verbs between brackets :**

- Samir isn't here. He yet.
A) has arrived B) have arrived C) haven't arrived D) hasn't arrived
- I with a few of my friends in recent years.
A) has – seen B) have – seen C) has been seen D) had seen
- The road is closed. It an accident.
A) are B) has been C) have been D) had been
- Sami Shadi for four years.
A) know B) have known C) has known D) has been knowing
- My father this watch since he was a child.
A) have B) has had C) have had D) had had

Answers :

1. **D** 2. **B** 3. **B** 4. **C** 5. **B**

The Present Perfect Continuous : زمن المضارع التام المستمر

We use the Present Perfect Continuous to talk about: يستخدم المضارع التام المستمر للتحدث عن

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

المدة الزمنية للأحداث التي بدأت في الماضي ومازالت مستمرة حتى الحاضر

- I **have been** waiting here *since 9 a.m.*
- She **has been** sleeping *for three hours.*
- **Have** you **been working** *all day?*



2) past processes with a present relevance/ result:

- *I've got better grades* because I **have been studying** a lot lately.
- *He is really exhausted* because he **has been working** all night.
- What **have** you **been doing** *all night?*

➤ من الدلائل على زمن المضارع التام البسيط :

all day, all night, all morning, all evening, all the time, for, since, for (five) years now

The structure :

Affirmative	Subject + have / has + been + V-ing + Complement
Negative	Subject + haven't / hasn't + been + V-ing + Complement
Wh. Questions	Wh. + have / has + Subject + been + V-ing + Complement?
Yes / No Questions	Have / Has + Subject + been + V-ing + Complement ?

Let's Practise هيا نتدرب

Write the correct form of the verbs between brackets :

1. I the house. That's why I have some paint on my clothes. (**paint**)
2. I my car. That's why my hands are dirty. (**clean**)
3. Students in my country their classes online since last semester. (**attend**)
4. She on her mobile for ages. Can't they see each other in person? (**chat**)
5. Text messaging was not immediately popular, but in recent years it very rapidly. (**grow**)
6. What Tala since this morning ? She looks really exhausted. (**do**)

Answers :

- | | | |
|-----------------------|-----------------------|------------------------|
| 1. have been painting | 2. have been cleaning | 3. have been attending |
| 4. has been chatting | 5. has been growing | 6. has been doing |

The Past Tenses أزمنة الماضي

The Past Simple : زمن الماضي البسيط

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

يستخدم الماضي البسيط للتحدث عن الأحداث التي اكتمل وقوعها في وقت محدد في الماضي .

- Neil Papworth **sent** the first text message in **1992**.
- The First World War **broke out** in **1914**.
- The **last** English exam **was** quite easy.
- They **didn't go** shopping **last week**.
- What **did** you **have** for dinner **last night** ? I **had** some snacks.
- **Was** Sana ill **yesterday**? Yes, she **was**. / No, she **wasn't**.



➤ من الدلائل على زمن الماضي البسيط :

yesterday, last (week, month,...etc), ago, in the past, in (1991), when I was a child,
in my childhood, when I was younger , before + (V2) , when + V2 , once ,

The structure :

Affirmative	Subject + V2 + Complement
	Subject + was / were + Complement
Negative	Subject + didn't + infinitive + Complement .
	Subject + wasn't / weren't + Complement .
Wh. Questions	Wh. + did + Subject + infinitive + complement ?
	Wh. + was / were + Subject + complement ?
Yes / No Questions	Did + Subject + infinitive + complement ?
	Was / Were + Subject + Complement?

Let's Practise هيا نتدرب

Write the correct form of the verbs between brackets :

1. Hatim's father last year. He had worked for the same company all his life.
(**retire**)
2. Fatima her homework three hours ago. (**finish**)
3. Hatem had saved his document before viruses his computer. (**crash**)
4. The plane a few minutes ago. (**land**)
5. After we had finished our dinner, we into the garden. (**go**)
6. Sultan a book of mine yesterday. (**borrow**)
7. The documentary film was interesting thus I it so much. (**enjoy**)
8. A month ago, my friend Fadi his old car. (**sell**)
9. During the previous decade, computer companies tablets in different shapes.
(**manufacture**)

Answers :

- | | | | | |
|-------------|-------------|------------|-----------------|---------|
| 1. retired | 2. finished | 3. crashed | 4. landed | 5. went |
| 6. borrowed | 7. enjoyed | 8. sold | 9. manufactured | |

The Past Continuous : زمن الماضي المستمر



We use the Past Continuous to talk about :

يستخدم الماضي المستمر للتحدث عن

1) actions that were in progress at a specific time in the past (this often provides background to other past events):
الأحداث التي كانت مستمرة في وقت محدد في الماضي

- While Hani **was waiting** for us, his mum **was texting**.
- My siblings **were studying** while I **was playing** Fortnite with my friends.
- At this time last week, the students **were listening** to their teacher in the classroom.

2) a long activity interrupted by a shorter past action: حدث طويل في الماضي وتم مقاطعة استمراريته بحدث أقصر

- She **was studying** when suddenly somebody **tossed** a brick through the window.
- What **were** you **doing** when I **called** you yesterday ?
- **Was** the kid **sleeping** at the time we **arrived** ?

➤ من الدلائل على زمن الماضي المستمر :

(when + v2) , while , at this time last (day, week, month....) , at the time + v2

The structure :

Affirmative	Subject + was / were + v-ing + Complement .
Negative	Subject + wasn't / weren't + v-ing + Complement.
Wh. Questions	Wh. + was / were + Subject + v-ing + Complement ?
Yes / No Questions	Was / Were + Subject + v-ing + Complement ?

Let's Practise هيا نتدرب

Write the correct form of the verbs between brackets :

- The boy interrupted his parents while they (**speak**)
- The students in my class about their achievements in science when the bell suddenly rang. (**talk**)
- I when the engine stopped working. (**drive**)
- While my father a book, our neighbor came to visit us. (**read**)
- Salam her report when the light in her room switched itself off. (**type**)
- Ghina her bedroom when her friends arrived to her house. (**clean**)
- I was watching T.V. while my mom dinner. (**prepare**)

Answers :

1. were speaking
2. were talking
3. was driving
4. was reading
5. was typing
6. was cleaning
7. was preparing

The Past Perfect : زمن الماضي التام

We use the Past Perfect to talk about an action in the past that was completed before another action or time in the past.

يستخدم الماضي التام للتحدث عن أحداث إكتملت قبل وقوع حدث آخر أو قبل زمن محدد في الماضي

- الحدث السابق الحدث اللاحق
- *Before* Hassan *met* his wife, he **had been** single for a decade.
- الحدث اللاحق الحدث السابق
- *After* I **had taken** English lessons, I *travelled* to London.
- الحدث اللاحق الحدث السابق
- I **hadn't finished** my work *before* I *went* home .
- **Had** Sami **done** his work *before* he *left* ?
- Where **had** the family **travelled** *before* they *went* to Paris ?

➤ من الدلائل على زمن الماضي التام :

before + V2, after, (by the time + V2)..., by the end of last year, by (year) , until, as soon as, (realized), already (with V.2), (V.2 because never before)

The structure :

Affirmative	Subject + had + V3 (p.p) + Complement
Negative	Subject + hadn't + V3 (p.p) + Complement
Wh. Questions	Wh. + had + Subject + V3 (p.p) + Complement?
Yes / No Questions	Had + Subject + V3 (p.p) + Complement ?

Let's Practise هيا نتدرب

Write the correct form of the verbs between brackets :

- The driver his car before he started the trip. (**check**)
- By the time the lecturer arrived, the students a seat. (**have**)
- I there for an hour until my friend arrived. (**be**)
- We cleared up as soon as our guests (**leave**)
- Nawal didn't answer the bell because she home. (**not, be**)
- Maher felt nervous because he never in the Dead Sea before. (**swim**)
- Hassan's parents bought him a bicycle after he good marks in his exams. (**get**)
- Amer slept deeply last night after he five hundred kilometers without a break. (**drive**)

Answers :

1. had checked
2. had had
3. had been
4. had left
5. hadn't been
6. had swum
7. had got
8. had driven



Success and happiness
may not be on the end
of the same road.
Make sure your road
leads to at least one
of these.

→ **Exercise 4, Student's Book P. 5 :** يعتمد هذا التمرين على النص الذي تم شرحه سابقا (صفحة 2 و 3)

Study the Grammar box and match the underlined phrases 1–11 in the article with the meanings a- k :

قم بدراسة القواعد الموجودة ثم طابق الصيغ الموجودة في النص من (1- 11) مع الاستخدام المناسب أدناه

Tense	Function	Phrase number
The present simple	a) routines and habits b) facts and things that are generally true	
The present continuous	c) things happening now or around now d) situations which are changing during the present time	
The past simple	e) actions that started and finished at a specific time in the past	
The past continuous	f) actions in progress at a specific time in the past g) a long activity interrupted by a short one	
The present perfect simple	h) actions and states which began in the past and continue until now i) finished actions in the past when we don't say exactly when they happened	
The present perfect continuous	j) an action in progress or repeated over a period of time up until now	
The past perfect	k) an action in the past that was completed before another action or time in the past	

Answers : a) 8 b) 11 c) 9 d) 7 e) 2 f) 3 g) 5 h) 6 i) 10 j) 1 k) 4

→ **Exercise 5, Student's Book P. 5 :**

Match time expressions below with the tenses in Exercise (4) Find more time

expressions in the article. (أكتب التعبير الزمني المناسب لكل زمن (جد المزيد من الدلائل الزمنية من النص)

at the moment - at the time - currently - earlier today - ever since - every so often - for
- from time to time - in recent years - nowadays - once in a while - recently -
right now - since - the day before yesterday - these days

The present simple :

The present continuous :

The past simple :

The past continuous :

The present perfect simple :

The present perfect continuous :

The past perfect :

Answers : الإجابات التي بين أقواس هي من النص

The present simple : every so often, from time to time, nowadays, once in a while

The present continuous : at the moment, currently, right now, these days

The past simple : earlier today , the day before yesterday, (in ancient times, thousands of years ago, at the turn of the twentieth century, in 1956, two years later, soon after, in 1837, when)

The past continuous : at the time

The present perfect simple : ever since, for, in recent years, recently, since

The present perfect continuous : since , for , (since the dawn of time)

The past perfect : ever since, for, since, (after)

→ Exercise 6, Student's Book P. 5 :

Match the sentence halves. In pairs, discuss the reasons for your answers.

في هذا التمرين على الطالب أن يكمل الجمل الموجودة في العمود الأول بالجزء المناسب من العمود الثاني بناءً على الاستخدام الصحيح للزمن :

1. The phone is ringing	a) all the time now that we run a business
The phone rings	b) and I can't find where I've put it
2. I've been calling Malek	a) all day today
I've called Malek	b) a couple of times today
3. It's getting	a) easier and easier to stay in touch with people
It gets	b) less difficult every time I write an essay
4. I was watching a film	a) when the lights suddenly went out
I watched a film	b) when I got home from school
5. What do you think ?	a) of my phone
What are you thinking ?	b) about

Answers :

1. b / a 2. a / b 3. a / b 4. a / b 5. a / b

SPEAKING المحادثة

Complete the sentences with your own ideas.

أكمل الجمل التالية بأفكارك الخاصة

1. I was talking to a friend the other day when ...

2. By lunchtime yesterday, I had already ...



Work Book

Lesson 1B → Vocabulary and Grammar

Present and past tenses

1. Match sentence 1-11 with meanings a-k

على الطالب أن يقوم بتوصيل الجملة بالمعنى المناسب لها

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

Answers :

1. h 2. e 3. c 4. d 5. g 6. i 7. f 8. h 9. a 10. k 11. b

2. Choose the correct time expressions. (قم باختيار التعبير الزمني المناسب (حسب استخدام الزمن)

- I usually take a break from my screen **right now** / **from time to time** to rest my eyes.
- According to my phone, I've spent 67 minutes online **since nine o'clock** / **ever since**.
- We've been learning about ancient methods of communication at school **recently** / **last week**.
- I forgot my password and blocked my email account **the day before yesterday** / **in recent weeks**.
- We were walking on the beach **earlier today** / **once in a while** when we found a message in a bottle.

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

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

املا الفراغ بصيغة الفعل الصحيحة من الصندوق :

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

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

Answers :

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

4. Complete the pairs of sentences with the correct endings in bold.

أكمل الجمل بالصيغة المناسبة والموجودة بالخط العريض

1) ALL MORNING / THREE TIMES TODAY

- a. I've been texting Heba
b. I've texted Heba

2) TWO ESSAYS TODAY / THAT ESSAY SINCE THIS MORNING

- a. Lama's been writing
b. Lama has written

3) ENGLISH FOR VERY LONG / HOW TO WRITE IN ENGLISH YET

- a. Abbas hasn't learnt
b. Abbas hasn't been learning

Answers :

- 1) a. all morning
b. three times today
2) a. that essay since this morning
b. two essays today
3) a. how to write in English yet.
b. English for very long

5. Complete the story with the correct forms of the verbs from the box :

أكمل القصة باستخدام الزمن المناسب للأفعال التالية

concentrate go happen leave lose not be not hear sit steal

Hani was riding his bike when he ¹ **dropped** his phone. He ² on the road, so he
³ it fall. He arrived at school and , ⁴ straight to his first lesson. He
⁵ in English class when he realised that he ⁶ it. He thought he
⁷ it at home, but when he got back at the end of the day, it ⁸ there. He
never found out what ⁹ to it and assumed that someone ¹⁰ it.

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

6. Use the prompts to write questions. : استخدم الكلمات الموجودة لصياغة السؤال في كل مما يلي :
يمكن صياغة الأفعال بأكثر من زمن في بعض الأسئلة :

1) you / receive / any hand-written letters / recently?
Have you received any hand-written letters recently ?

2) social media / change / the meaning of friendship?
.....

3) you / watch / the documentary / about communication through the ages / yesterday?
.....

4) Grandma / know / how to switch on the computer?
.....

5) you / see / her photos on social media / before you met her?
.....

6) you / have a bad dream / when / I / wake / you up?
.....

Answers :

- 2) Are / Is social media changing the meaning of friendship? **or**
Has / Have social media changed the meaning of friendship?
3) Did you watch the documentary about communication through the ages yesterday?
4) Does Grandma know how to switch on the computer?
5) Had you seen her photos on Instagram before you met her?
6) Were you having a bad dream when I woke you up?

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

أكمل القصة بالصيغة الزمنية المناسبة للأفعال بين الأقواس

Members of an Australian family ¹ **found** (**find**) the world's oldest message in a bottle over 100 years after German researchers ² (**throw**) it into the Indian Ocean.

The Illman family ³ (**walk**) on the beach in Perth in Australia, when they ,

⁴ (**come across**) a bottle lying in the sand. Tonya Illman ⁵ (**pick it up**) and ⁶ (**discover**) a note inside. Researchers ⁷ (**write**) the note 132 years earlier.

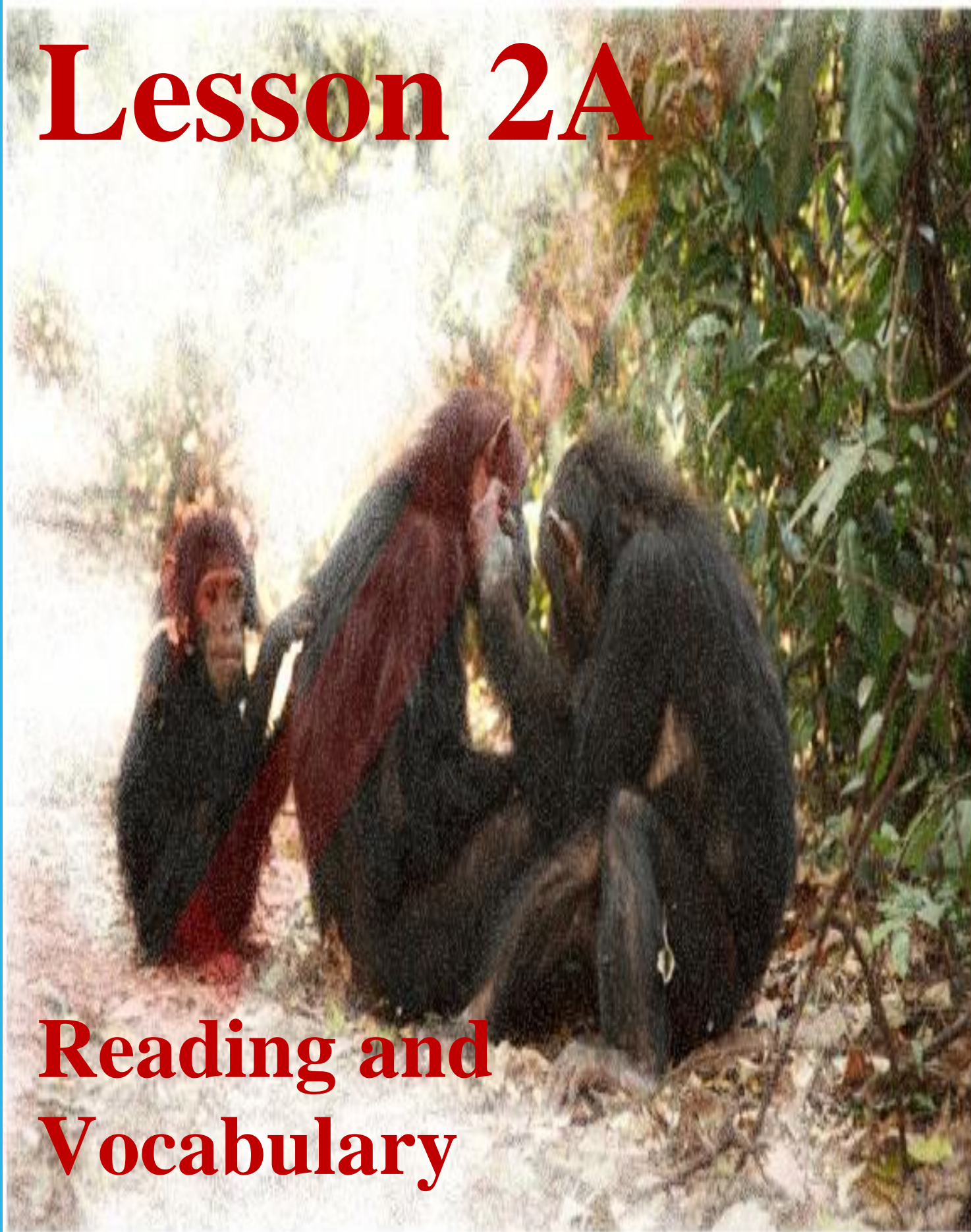
Answers :

2. had thrown 3. were/was walking 4. came across 5. picked it up 6. discovered 7. had written



Lesson 2A

**Reading and
Vocabulary**



Making Contact إنشاء التواصل

(By Amer Asmar) بقلم عامر أسمر



بعد قراءة النص عليك قراءة صندوق القراءة الفعالة **Active Reading** لمعرفة الهدف من النص .

شبة الجملة الفعلية (1) Phrasal verbs

Figure out	to solve or understand something	يقوم بحل / يفهم الحل	Wipe out	to destroy something completely	يُدمر كلياً
Take in	to understand and remember something you are told	يستوعب	Point out	to tell someone something you think they don't know	يشير إلى أمر ما / يلفت النظر
Get across	to successfully communicate a message/ an idea	يفهم الرسالة أو الفكرة	Spell out	to explain something very clearly	شرح كل شيء بالتفصيل
Come across	To meet or find something or someone by chance.	يصادف	Bring about	to cause something to happen	يسبب حدوث شيء ما / يسبب
Make out	to see something with difficulty	يرى شيء بصعوبة	Pick up	to receive sounds, phone signals, etc.	يلتقط الأصوات / الإشارات

word	meaning	المعنى
groom	to brush and clean fur	يمشط وينظف الفرو
omnivore	a living being that eats plants and animals	كائن حي يأكل النباتات والحيوانات
rival	a person or group that competes with others	منافس

الأحصنة التحكم المسافرين تسمح تعليمات أساسية تفهم الحيوانات بعض نعرف نحن
We know that some animals understand basic instructions, allowing travellers to control **their** horses
 فهم يمكنها الذكية الأكثر بالرغم من لكن مثلاً الجمال
 or camels, for example. But although some of the more intelligent animals can **figure out** what we
 الحيوانات وبين مع التواصل اقتربنا مطولا أن يفعلوا منهم نريده
 want **them** to do, we have long assumed that communication with – and between – animals must be
 يجب منذ عالم الطبيعة للعمل شكراً بالرغم من ذلك محدوداً
 limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should
 نقوله تستوعب كلاهما يمكن بشكل كبير الاحتمال أخذ
 take the possibility seriously that some animals can both **take in** what we are saying and
 أفكار معقدة تفهم
get across complex ideas.

We → people / readers **their** → travellers **them** → more intelligent animals

التحدث استطاع الذي الطبيب دوليتل اسمه شخصية خيالية عن الكتب قراءة أحببت كطفلة
 As a child, Jane loved reading books about a fictional character called Dr Dolittle, **who** could talk
 من المحتمل للحيوانات في عمر 20 كانت عندما لأفريقيا للذهاب ألهمها
 to animals. Perhaps this is what inspired **her** to go to Africa when **she** was in her 20s. **Here she**
 حيوانات الشمبانزي لمراقبة وظيفة أرادت إذا سأل عالماً صادفت
came across a scientist **who** asked Jane if **she** might want a job observing chimpanzees in the
 تانجانیکا بحيرة شواطئ والدتها ذهبت نعم قالت فوراً البرية
 wild. **She** immediately said yes. **She** went with **her** mother to the shores of Lake Tanganyika in

مجموعة رأيت بصعوبة قبل لم يكن للبدء تنزانيا
Tanzania to start **her** new job, and it was not long before **she** made out a group of chimpanzees in
الحديقة الوطنية الحول الأشجار
the trees around an area now called the Gombe Stream National Park.

who (L. 1) → Dr Dolittle **her / she** → Jane **Here** → Africa **who (L. 3)** → a scientist
مجموعة تتشئ تواصل من المحتمل تدريب علمية بدون سيدة شابة كيف
How could a young English woman with no scientific training possibly make contact with a group of
بسبب من الممكن لكن رأوها بمجرد هربت في البداية البرية
wild chimpanzees? At first, the animals ran away as soon as **they** saw **her**. But maybe because **she**
تقتهم اكتسبت هدوءها أن يبدو بشكل كبير البرية تعرف
knew very little about **these** wild animals, it is highly likely that **her** calmness gained **their** trust. It
مجموعات مختلفة لاحظت ممكن أن يكونوا خطير كم علمت فيما بعد
was only later that Jane would learn how dangerous **they** could be. **She** saw that different groups of
دراساتها المنافسة القضاء على حاولت حيث تقاتلت
chimpanzees had battles in which **they** tried to wipe out the rival group. But before this, **her** studies
مساعدة تمهيط لهم بما يسمح تتواصل بوضوح أظهرت
showed **her** that the chimpanzees could clearly communicate, allowing **them** to groom and help each
لم تستطع أشارت الجدالات بالإضافة الطعام مشاركة
other, share food as well as have arguments. Jane **pointed out** that the animals couldn't
الصوت باللمس التواصل استطاعوا الناس مثل اللغة باستخدام التواصل
communicate using language like people, but **they** could communicate by touch and sound.
ومن الرائع لغة الإشارة استخدام أدركت
Amazingly, **she** also realised **they** could use sign language.

they / these / them / their → chimpanzees **she / her** → Jane **who (L 5)** → people
شاهدت الأدوات البشر فقط آمن في هذا الوقت
At this time, people believed that only humans could use tools, but Jane watched chimpanzees using
خلال صغارها النمل لإطعام العصي النمل لإزالة العصي
sticks to take ants from a tree, and then used the sticks to feed the ants to **their** young. Through **her**
أول مرة المجتمع العلمي شرت بالتفصيل عملها
work, Jane **spelled out** to the scientific community for the first time that animals, too, could use tools.
شرح عملها عن عدد كتابة استمرت
Jane went on to write a number of books about **her** work. As well as explaining chimpanzees' highly
اعتقد كائنات (أكلة اللحوم والنباتات) علمتنا السلوك الاجتماعي المتطور
developed social behaviour, **she** taught us that **they** are **omnivores** (people used to think **they** were
رسول الأمم المتحدة للسلام أصبحت أكلات نباتات
vegetarian). In 2002, **she** became a UN Messenger for Peace.

they / their → chimpanzees **she / her** → Jane
فهموا طريقة تغير كامل سببت في اعتقادي
In **my** opinion, Jane Goodall **brought about** a complete change in the way people understood how
مختلفة بدراسة استمروا علماء الطبيعة تنزانيا عملها منذ تتواصل
animals can communicate. Since **her** work in Tanzania, naturalists have continued to study different
الأصوات تلتقط الفيلة الحيتان مثل بين التواصل أشكال
forms of communication between animals such as whales and elephants, **who** can **pick up** sounds
أكثر تعلم جيداً يمكن أشعر مسافات عبر فيلة حيتان أخرى الناتجة
made by other whales and elephants over large distances. **I** feel that we may well learn even more
المستقبل في تواصل عن
about animal communication in the future.

my / I → The writer (Amer Asmar) **her** → Jane **who** → whales and elephants

نحن نعلم ان بعض الحيوانات تفهم التعليمات الاساسية ، مما يسمح للمسافرين بالسيطرة على خيولهم او جمالهم مثلاً . ولكن على الرغم من أن بعض الحيوانات الأكثر ذكاءً يمكنها أن تكتشف ما نريدها أن تفعله، فقد افترضنا منذ فترة طويلة أن التواصل مع الحيوانات - وفيما بينها - لابد أن يكون محدوداً. ولكن، بفضل العمل الذي قامت به عالمة الطبيعة جين غودال منذ الستينات، ينبغي لنا أن نأخذ الاحتمالية على محمل الجد أن بعض الحيوانات يمكن أن تستوعب ما نقوله وتعبّر عن أفكار معقدة في نفس الوقت.

في طفولتها، أحببت (جاين) قراءة كتب عن شخصية خيالية تدعى د. (دولتل)، الذي يمكنه التحدث إلى الحيوانات. ربما هذا ما ألهمها للذهاب إلى أفريقيا عندما كانت في العشرينات من عمرها. هنا صادفت عالماً سأل (جاين) إن كانت تريد وظيفة مراقبة حيوان الشمبانزي في البرية ، لقد وافقت على الفور وذهبت مع والدتها إلى شواطئ بحيرة تنجانيقا في تنزانيا لبدء عملها الجديد، ولم يمض وقت طويل قبل أن شاهدت وبصعوبة مجموعة من الشمبانزي في الأشجار حول منطقة تسمى الآن منتزه غوم ستريم الوطني.

كيف يمكن لامرأة إنجليزية شابة بدون تدريب علمي أن تتواصل مع مجموعة من الشمبانزي البرية؟ في البداية، هربت الحيوانات بمجرد أن رأتها. ولكن ربما لأنها كانت تعرف القليل جداً عن هذه الحيوانات البرية، فمن المرجح جداً أن هدوءها هو ما جعلها تكتسب ثقتهم . في وقت لاحق تعلمت جاين مدى خطورتهم عندما رأت أن مجموعات مختلفة من الشمبانزي كان لديها معارك حيث حاولوا القضاء على المجموعة المنافسة. ولكن قبل ذلك، أظهرت دراساتها لها أن الشمبانزي يمكن أن تتواصل بوضوح، مما يسمح لهم بالتمشيظ والاعتسال ومساعدة بعضهم البعض، وتقاسم الغذاء فضلاً عن وجود مجادلات بينهم . أشارت جين إلى ان الحيوانات لا تستطيع التواصل باستخدام لغة مثل الناس ، لكنها تستطيع التواصل باللمس والصوت . ومن المدهش أنها أدركت أيضاً أنها يمكن أن تستخدم لغة الإشارة.

في هذا الوقت، يعتقد الناس أن البشر وحدهم هم الذين يمكنهم استخدام الأدوات، ولكن جين شاهدت الشمبانزي يستخدمون العصي لإزالة النمل عن الشجر، ثم استخدمت العصي لإطعام النمل إلى صغارهم. من خلال عملها، شرحت جاين للمجتمع العلمي لأول مرة أن الحيوانات أيضاً يمكن أن تستخدم الأدوات.

استمرت (جاين) بكتابة عدد من الكتب عن عملها فضلاً عن شرحها لسلوك الشمبانزي الاجتماعي المتطور جداً، علمتنا أنهم من آكلات اللحوم والنباتات (اعتقد الناس أنهم نباتيون). وفي عام 2002، أصبحت رسولا للأمم المتحدة من أجل السلام.

في رأيي، (جاين غودال) أحدثت تغييراً كاملاً في الطريقة التي يفهم بها الناس كيف يمكن للحيوانات التواصل. منذ عملها في تنزانيا، واصل علماء الطبيعة دراسة مختلف أشكال الاتصال بين الحيوانات مثل الحيتان والفيلة، الذين يمكنهم التقاط الأصوات التي تصنعها الحيتان والفيلة الأخرى على بعد مسافات كبيرة. أشعر أننا قد نتعلم المزيد عن التواصل الحيواني في المستقبل.

ACTIVE READING| Identifying the author's opinion

القراءة الفعالة – التعريف برأي المؤلف

In a text, the author presents his/her point of view on a topic and different arguments to support that view.
في النص يقدم الكاتب رأيه في موضوع معين ويدعم هذا الموضوع بالآراء المختلفة

• Writers often use opinion verbs and phrases to signal their position, e.g. **I feel ...**, **I think ...**, **In my opinion ...**, etc. يستخدم الكتاب غالباً أفعال ومصطلحات إبداء الرأي للإشارة إلى موقفهم مثل: **أشعر** ، **أعتقد** ، **برأيي**

• Sometimes they express their views more subtly by using modal verbs, e.g. **We should ...**, **It must be ...**, etc. وفي بعض الأحيان يعبرون عن آرائهم بطريقة أكثر براعة من خلال استخدام أفعال معينة ، مثلاً، **ينبغي أن ...** ، **يجب أن يكون**

• They may also use phrases of probability, e.g. **Maybe ...**, **Possibly ...**, etc. وقد تستخدم أيضاً عبارات الاحتمال، مثلاً، **ربما...**

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say .
تذكر أنه يمكنك تكوين رأيك الخاص بدلاً من قبول ما يقوله صاحب البلاغ دون انتقاد

→ Exercise 3 (Student book P. 7) →

Read the article again and choose the correct answers.

إقرأ النص مرة أخرى ثم اختار الإجابات الصحيحة

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

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

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

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

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

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

Answers : 1. b 2. c 3. c

Extra Questions

1. How can the author's opinion of Jane Goodal's hard work best be summarised?

- a. It taught us how to communicate with animals.
- b. It has changed the people's perception of communication limits with and between animals.
- c. It made us wonder if we can communicate with animals in the future.

2. According to the article, chimpanzees

- a. are very aggressive animals that may completely destroy their opponents in a battle.
- b. are vegetarian animals.
- c. communicate with each other using sticks.

3. What does the author think about the possibility of communication between humans and animals?

- a. It would be ridiculous to try and communicate with animals.
- b. It would revolutionise the way of understanding animals.
- c. It would be impossible to make contact with animals.

Answers :

1. b 2. a 3. b

4. According to the text, what assumption has been traditionally made about communication with animals?
.....
5. As mentioned in the text, there are possible things that animals can do if we could talk to them. Write down these two things.
.....
6. Write down the sentence that spotlights the thing that inspired Jane to go to Africa in her 20s.
.....
7. How could Jane get a job as an observer in the wild?
.....
8. Chimpanzees clearly communicate with each other in many aspects of their life. Write down three of these aspects.
.....
9. Quote the sentence that highlighted the ways of communication that animals use.
.....
10. Chimpanzees use the sticks for two things. Write them down.
.....
11. Write down what two things did Jane write about in her books.
.....
12. How can whales and elephants make contact?
.....
13. What opinions about communication does the author express? How far do you agree with him?
.....
.....

Answers :

4. We have long assumed that communication with – and between – animals must be limited.
5. Some animals can both take in what we are saying and get across complex ideas.
6. As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals.
7. When she went to Africa, she came across a scientist who asked her if she might want a job observing chimpanzees in the wild and she said yes.
8. to groom and help each other, share food as well as have arguments. (any three of them)
9. 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.
10. They use sticks to take ants from a tree, and then used the sticks to feed the ants to their young.
11. She explained chimpanzees' highly developed social behaviour, and she taught us that they are omnivores.
12. They can pick up sounds made by other whales and elephants over large distances.
13. Student's own answer .

→ Exercise 4 (Student book P. 7) →

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

- | | |
|--|---|
| 1 to receive sounds, phone signals, etc.
..... | 2. to cause something to happen
..... |
| 3 to tell someone something you think they don't know
..... | 4. to see something with difficulty
..... |
| 5 to destroy something completely
..... | 6 to successfully communicate a message/ an idea
..... |
| 7 to explain something very clearly
..... | 8 to meet or find something or someone by chance
..... |
| 9 to solve or understand something
..... | 10 to understand and remember something you are told
..... |

Answers :

- | | | | | | |
|----------------|------------------|----------------|-------------|-------------|---------------|
| 1. pick up | 2. brought about | 3. pointed out | 4. made out | 5. wipe out | 6. get across |
| 7. spelled out | 8. came across | 9. figure out | 10. take in | | |

→ Exercise 5 (Student book P. 7) →

على الطالب أن يكمل الجمل باستخدام الصيغة الصحيحة لأشياء الجمل الفعلية حسب زمن الجملة

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

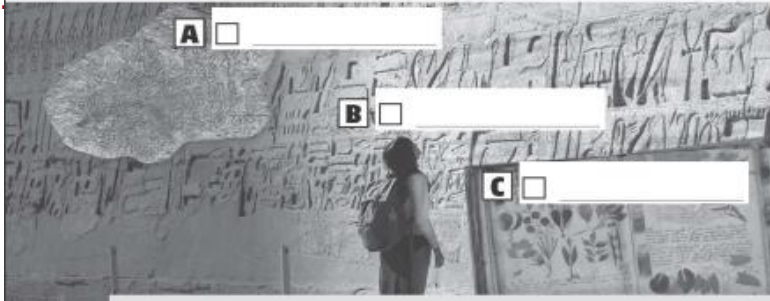
- I was embarrassed when he that I had made some basic spelling mistakes.
- It was cloudy, but he could still the distant star.
- I an interesting article about space exploration the other day.
- Technology has many changes in the way we live.
- My science teacher is very good at difficult ideas so that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

- Answers : 1. pointed out 2. make out 3. came across 4. brought about 5. get across 6. figure out
7. spell out 8. picking up 9. wiped out 10. hadn't taken in

Work Book

Lesson 2B → Reading and vocabulary

Read the article quickly and look at the photos. Tick the ones which contain the objects mentioned in the text and write their names. اقرأ النص بسرعة وانظر إلى الصور. ضع علامة ✓ على الصور التي تحتوي على الأشياء التي تم ذكرها في النص



COMMUNICATING
with
THE PAST

Answers : ✓ Photo A Rongorongo script ✓ Photo C Voynich Manuscript

المتحف البريطاني الزوار مع ذلك إليه للنظر كثيراً ليس حجر رشيد
The Rosetta Stone is nothing much to look at. Nevertheless, visitors to the British Museum
هو مكتوب ما على فهم غير قادرين بالرغم من الصخرة قطعة ليمروا بدون نهاية يتدفقون
flow endlessly past the piece of rock, despite being unable to make out what is written
ضريبة نوع أنها لاكتشافهم يخيب ظنهم يمكن أن إذا فهموا عليها
on **it**. If **they** could, **they** might be disappointed to discover that **it** is a kind of tax
وثيقة document.

قصة مذهلة نجم حجر رشيد يوضحون مرشدو المتحف كما مع ذلك
However, as the museum guides explain, the Rosetta Stone is the star of an incredible story about
الماضي مع التواصل كيفية اكتشاف
figuring out how to communicate with the past.

it → The Rosetta Stone **they** → visitors

نحو الستة أعوام مات الرابع بطليموس الفرعون عندما مصر عام أكثر تبدأ الحكاية
The tale begins over 2000 years ago in Egypt. When Pharaoh Ptolemy IV died, **his** six-year-old
التأثير حاولت الجماعات المتنافسة القوضى سنوات بداية الحاكم أصبح ابنه
son became the ruler. This was the start of years of chaos as rival groups tried to influence **him**.
السيطرة تولى كهنة أقوىاء بمساعدة كبر الفرعون الصبي في النهاية
Eventually, the boy-pharaoh grew up and, with the assistance of powerful priests, **he** took control. In
اهمية للعالم أن يعلن تمنى قبله الفراعنة الآخرين جميع مثل قبل الميلاد
196 BCE, like all the other pharaohs before **him**, **he** wished to announce to the world the importance
مصر حول المعابد تم وضعها أحجار أحاد حجر رشيد دوره
of **his** role. The Rosetta Stone is one of 18 stones that were put in temples around Egypt; **their**
إعفاءات ضريبية سخية القانون سن الرسالة توصيل الهدف
purpose was both to point this message and to bring into law some very generous tax breaks for
تم كتابتها تحتويها المذكرة بسبب أهمية تاريخية محددة للكهنة
priests. The stone is of particular historical importance because the 'memo' **it** contains is written in
وجدت التي لغة النقوش الديموطيقية سميت لغة مصرية اليونانية لغات ثلاثة
three languages: Greek, an Egyptian language called Demotic, and hieroglyphics like those found on
المقابر
tombs.

his (L.1) → Pharaoh Ptolemy IV **him / he / his (L. 5)** → the boy-pharaoh **their** → the stones
it → The Rosetta Stone

The Rosetta Stone remained in Egypt for 2000 years. Then in 1801, **it** was captured by the British Army and taken to London. **There**, academics tried to figure out what was written on **it**, but nobody could understand the hieroglyphics. That was, until a researcher named Thomas Young came across a group of symbols that spelled the name 'Ptolemy'. **His** work was continued by Jean-François Champollion **who** finally figured out how to read the mysterious text in 1882. Young and Champollion's work allowed **us** to work out exactly what is written on all the great objects and monuments of Egypt. However, despite the best efforts of linguists and code breakers, a number of unexplained manuscripts and mysterious languages have proved unsolvable.

it → The Rosetta Stone **There** → London **His** → Thomas Young
who → Jean-François Champollion **us** → the readers

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

which / it → Rongorongo (A notable example)

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

which / it → the beautiful Voynich Manuscript **others** → researchers with a different point of view

رومانيا تم اكتشافها ألواح تارتاريا التقديرات وفقاً وفي النهاية
 أقدم الأقراص الدائرية الصغيرة الرموز يجعل
 الخبراء تختلف الآراء الماضي الرسائل الكتابة شكل معروف
 الغريبة يقوم بفك بالتأكد يوما ما لا شيء تقريباً متأكدين
 سيستمر بالتأكد البحث يبقى الغموض تعني الرسائل
 Finally, according to some estimates, the Tartaria Tablets, **which** were unearthed in Romania in 1961, are over 7000 years old. This would make the symbols on these small round discs the earliest known form of writing. As with many messages from the past, opinions differ and even the experts can be sure of almost nothing. One day, someone will almost certainly spell out what these strange messages mean, and where mystery remains, investigation will surely continue.

which → the Tartaria Tablets

حجر رشيد ليس ملفتاً للنظر كثيراً. ومع ذلك، يتدفق الزوار في المتحف البريطاني بلا توقف ليمروا بجانب قطعة الصخر هذه، رغم أنهم غير قادرين على فهم ما هو مكتوب عليها. وإذا استطاعوا فهم ذلك، فقد يصابون بخيبة أمل لاكتشافهم أنها نوع من الوثائق الضريبية.

ومع ذلك، كما يوضح مرشدو المتحف، فإن حجر رشيد هو نجم قصة مذهلة عن كيفية التواصل مع الماضي. تبدأ الحكاية قبل أكثر من 2000 عام في مصر. عندما توفي الفرعون بطليموس الرابع، أصبح ابنه ذو الست سنوات حاكماً. كان هذا بداية سنوات من الفوضى حيث حاولت الجماعات المتنافسة التأثير عليه.

في نهاية المطاف، كبر الفرعون الطفل، وبمساعدة الكهنة الأقوياء، تولى السيطرة. في عام 196 قبل الميلاد، وكما هو حال كل الفراعنة قبله، أراد أن يعلن للعالم أهمية دوره. حجر رشيد هو واحد من 18 حجراً وُضعت في المعابد حول مصر؛ وكان هدفها هو توصيل هذه الرسالة وسن بعض الإعفاءات الضريبية السخية للكهنة. الحجر ذو أهمية تاريخية خاصة لأن "المذكرة" التي يحتويها مكتوبة بثلاث لغات: اليونانية، واللغة المصرية التي تسمى الديموطيقية، ولغة النقوش الموجودة على المقابر.

بقي حجر رشيد في مصر لمدة 2000 عام. ثم في عام 1801، استولى عليه الجيش البريطاني ونُقل إلى لندن. هناك، حاول الأكاديميون فك ما هو مكتوب عليه، لكن لم يتمكن أحد من فهم الهيروغليفية. حتى جاء باحث يدعى توماس يونغ وعثر على مجموعة من الرموز التي تُكوّن اسم "بطليموس".

واصل عمله جان فرانسوا شامبليون الذي نجح أخيراً في فك رموز النص الغامض في عام 1882. مكنتنا أعمال يونغ وشامبليون من معرفة ما هو مكتوب على جميع الأشياء العظيمة والمعالم الأثرية في مصر بدقة. ومع ذلك، وعلى الرغم من أفضل جهود اللغويين وخبراء فك الشفرات، لا تزال هناك عدد من المخطوطات غير المفهومة واللغات الغامضة التي لم يتمكنوا من حلها.

مثال بارز على ذلك هو رونغورونغو، والذي يعتقد العلماء أنه قد يكون لغة مكتوبة من جزيرة القيامة. وُجد في القرن التاسع عشر على مجموعة من الأجسام الخشبية المختلفة ويتكون من رموز تُظهر الحيوانات والبشر والنباتات. كانت هناك محاولات عديدة لمعرفة ما تعنيه هذه الرموز، مما اقترح أنه قد يكون له علاقة بدورات القمر. ومن الممكن أيضاً أن رونغورونغو ليس نصاً مكتوباً على الإطلاق، بل هو في الواقع نوع مبكر من وسائل المساعدة على التذكر أو حتى مجرد زينة.

ثم هناك المخطوطة الجميلة "مخطوطة فوينيتش"، وهي كتاب يعود تاريخه إلى أوائل القرن الخامس عشر. يُعتقد أنها مكتوبة بلغة أوروبية – على الرغم من أنها غير مألوفة – وتحتوي على صور غريبة للنباتات والحيوانات. اقترح بعض الباحثين أنها خدعة، بينما اعتبرها آخرون دليلاً للطب في العصور الوسطى. وبسبب غموضها الكبير، ألهمت العديد من الأفلام والكتب المعاصرة.

وأخيراً، وفقاً لبعض التقديرات، فإن ألواح تارتاريا، التي تم اكتشافها في رومانيا في عام 1961، تعود إلى أكثر من 7000 عام. وهذا يجعل الرموز على هذه الأقراص الصغيرة المستديرة أقدم أشكال الكتابة المعروفة. وكما هو الحال مع العديد من الرسائل من الماضي، تختلف الآراء ولا يمكن للخبراء التأكد من الكثير. يوماً ما، سيقوم شخص ما بفك رموز هذه الرسائل الغريبة، وحينما يبقى الغموض، ستستمر التحقيقات بلا شك.

Read the article again and choose the correct answers.

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

- a. Its popularity as a museum exhibit is difficult to explain.
- b. It is far more significant than it looks.
- c. It is a disappointment for most museum visitors.
- d. It is a dull administrative document.

2. Which is true about the Rosetta Stone?

- a. It was made for a child ruler.
- b. It was the only one of its kind.
- c. Its sole aim was to announce the importance of the pharaoh.
- d. It contains a multilingual message.

3. What did Thomas Young manage to do?

- a. understand some symbols
- b. spell Ptolemy
- c. read the Rosetta Stone
- d. understand some tax breaks

4. What does the author say about Rongorongo?

- a. It may not actually be writing.
- b. It is a kind of calendar.
- c. It is a kind of decoration.
- d. It tells stories of the natural world.

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

- a. the Rosetta Stone
- b. the Rongorongo carvings
- c. the Voynich Manuscript
- d. the Tartaria Tablets

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

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

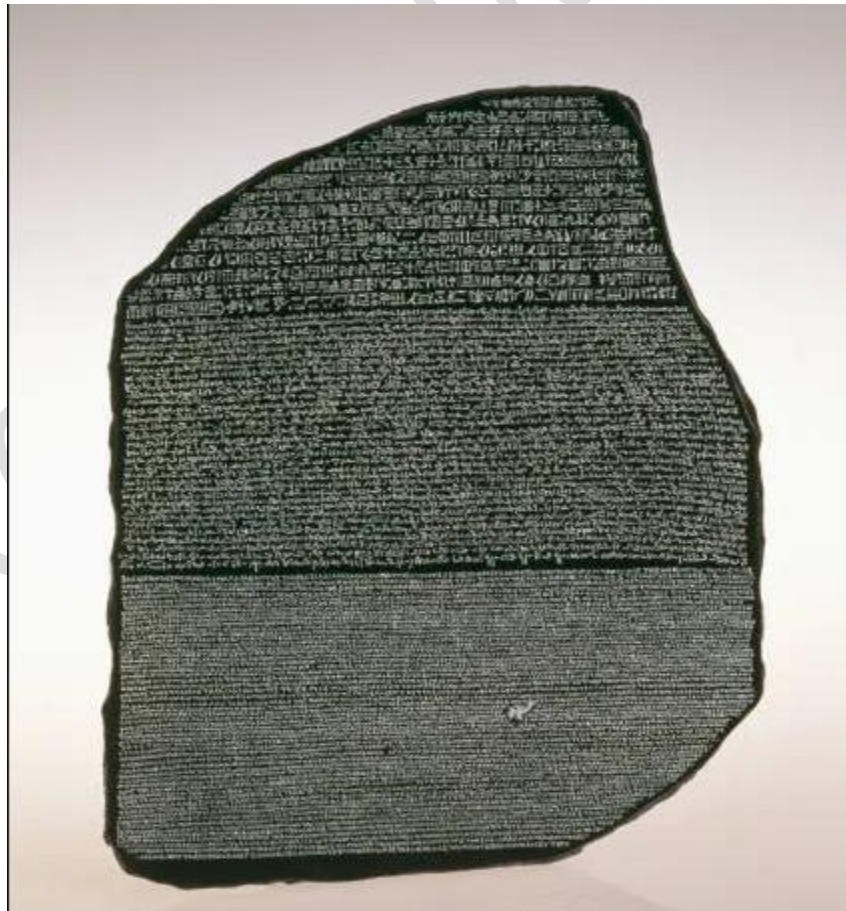
Answers : 1. b 2. d 3. a 4. a 5. c 6. d

Extra Questions

1. Visitors to the British Museum flow endlessly past the Rosetta Stone despite not understanding what is written on it for a reason. Write down that reason.
.....
2. According to the text, what might visitors find disappointing if they understood the text on the Rosetta Stone?
.....
3. How do museum guides explain the significance of the Rosetta Stone?
.....
4. Some historical events led to the creation of the Rosetta Stone in 196 BCE. Write them down.
.....
.....
5. The text mentions the dual purpose of the Rosetta Stone and the other 17 stones placed in temples around Egypt. Write it down.
.....
6. Quote the sentence which spotlights the Rosetta Stone's particular historical importance.
.....
7. What was Thomas Young's contribution to the deciphering of the Rosetta Stone?
.....
8. What ongoing challenge do linguists and code breakers face despite their success with the Rosetta Stone?
.....
9. According to the text, what is Rongorongo?
.....
10. There are two arguments regarding the Voynich Manuscript. Write them down.
.....
11. Many contemporary films and books were inspired from the Voynich Manuscript for a reason. write down that reason.
.....
12. What makes the Tartaria Tablets potentially the earliest known form of writing?
.....

Answers :

1. Visitors are drawn to the Rosetta Stone because of its historical significance as a key to understanding ancient Egyptian hieroglyphics, rather than for the content of the text itself.
2. Visitors might be disappointed to learn that the text on the Rosetta Stone is a mundane tax document, rather than a more intriguing or dramatic historical narrative.
3. Museum guides explain that the Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past. They highlight its role in deciphering ancient Egyptian hieroglyphics and its impact on our understanding of ancient Egypt.
4. The Rosetta Stone was created during a time of political instability in Egypt. After the death of Pharaoh Ptolemy IV, his six-year-old son became ruler, leading to years of chaos as rival groups tried to influence him. Eventually, the young pharaoh took control with the help of powerful priests and wished to announce his role and importance, leading to the creation of the Rosetta Stone.
5. The Rosetta Stone and the other 17 stones were meant to announce the pharaoh's role and importance to the world and to bring into law some generous tax breaks for priests.
6. The Rosetta Stone is historically important because it contains the same text written in three scripts: Greek, Demotic, and hieroglyphic.
7. Thomas Young made significant progress by identifying that certain groups of symbols represented proper names and by noting that the hieroglyphic script included both phonetic and ideographic elements. He identified the name 'Ptolemy' in the hieroglyphics.
8. linguists and code breakers still face the challenge of deciphering other unexplained manuscripts and mysterious languages, such as Rongorongo, which have proved unsolvable.
9. Rongorongo is a system of glyphs found on Easter Island in the 19th century, consisting of symbols representing animals, humans, and plants.
10. Some researchers believe the Voynich Manuscript is a fake, while others think it might be a guide to medieval medicine.
11. The Voynich Manuscript has inspired contemporary films and books because it remains so mysterious
12. Because they were discovered in Romania and estimated to be over 7000 years old.



Lesson 3A



Vocabulary

Idioms and phrases related to communication

A. Phrasal verbs (2) شبة الجملة الفعلية					
Make a favourable impression	To cause someone notice you	يتترك انطباعاً جيداً	Pay someone a complement	To say something nice about someone.	يثني على أحد ما بقول جميل
Strike up a conversation	To start talking to someone	يبدأ بالتحدث	Make small talk	To make a polite conversation	يقوم بمحادثة مؤدبة
Have a laugh	Find something funny	يجد الشيء مضحكاً	Take to you	To like someone easily	يعجب بأحد ما بسهولة
Create a bond	Develop a strong relationship	يطور علاقة قوية	Come across as	To look like	يبدو
Hit it off	To like someone and become friendly immediately	أن تعجب بأحدهم ويصبح ودوداً فوراً			



1. Can you work out the meaning of the title? هل تستطيع أن تعرف معنى العنوان؟

2. Do you find it easy or difficult to break the ice with people you don't know? Say why. هل من السهل أو من الصعب أن تكسر الجلود بينك وبين أناس لا تعرفهم؟ برر إجابتك.

Suggested answer :

1. make people feel more friendly and willing to talk to each other. (كسر الجلود بين الناس)
2. It depends on how people who you deal with feel towards you. If they were kind, you can break the ice easily.

Don't worry too much about **making a favourable impression**. Often the best way to **strike up a conversation** is simply to comment on the weather. If you can **have a laugh** about something you're both doing, it can really **create a bond** between you.

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

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

→ Exercise 2 (Student book P. 8)

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

على الطالب في هذا التمرين أن يقرأ أشباه الأفعال الموجودة في النص ومن ثم إكمال الجمل ليصبح معناها مثل معنى الجمل الأولى .

1) He started talking to the new neighbour. (**STRUCK**)

He with the new neighbour.

2) She gave the impression of being very self-confident. (**ACROSS**)

She being very self-confident.

3) Abeer commented on how nice her shoes were. (**PAID**)

Abeer..... about her shoes.

4) I immediately liked him. (**TOOK**)

I..... immediately.

5) We found it really funny. (**LAUGH**)

We really..... about it.

6) I didn't really like her friends when I met them. (**OFF**)

I didn't really..... with her friends when I met them

Answers :

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

ACTIVE VOCABULARY | Idioms (عبارات لغوية)

B. Idioms عبارات لغوية		
• An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words. العبارة اللغوية هي مصطلح له معنى خاص مختلف عن معنى كل كلمة على حده ..		
jump down somebody's throat	to react angrily to something	يتصرف بغضب تجاه شيء
put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	تخرج أحد لإجابة سؤال صعب
fire questions at someone	to ask someone a lot of questions quickly	أن تسأل أحد الكثير من الأسئلة بسرعة
refuse to let something drop	to not stop talking about something	عدم التوقف عن الكلام بموضوع معين
insist on having the last word	to have to make the final point	يصر على أن يكون رأيه هو الأخير
not get a word in edgeways	to be unable to say anything because someone else is talking all the time	أن لا تستطيع التحدث بسبب عدم توقف الآخر عن الكلام

REFLECT | Society (المجتمع)

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

أكتب مع زميلك قائمة من خمسة قواعد لترك انطباعاً جيداً عند مقابلة أناس للمرة الأولى

- Suggested answer : 1. Be Genuine and Authentic 2. Listen Actively 3. Maintain Positive Body Language
4. Show Empathy and Respect 5. Follow Up Appropriately

Work Book

Lesson 3B → VOCABULARY : Idioms and phrases related to communication

1. Match the two parts of the sentences.

على الطالب أن يقوم بتوصيل أجزاء الجمل :

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

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

2. Choose the correct words to complete the idioms. اختر الكلمة الصحيحة لإكمال العبارة اللغوية

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

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

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

على الطالب أن يقوم بمطابقة المواقف التالية بالعبارات اللغوية الصحيحة من التمرين السابق

- a) Then the boss asked me to say who I thought was to blame. It was so embarrassing!
- b) You always have to be the last one to speak, don't you?
- c) I told him I didn't want to talk about it anymore, but he wouldn't stop.
- d) He just kept asking me one thing after another for what seemed like ages.
- e) When I told her I was going to be a few minutes late, she got really angry!
- f) She talked so much that I didn't manage to say anything at all during lunch.

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

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

across bond compliment hit
impression laugh small strike take

Amina: So how did your evening go, Huda? Did you and Maha ¹ hit it off?

Huda: I'm not sure. I tried to ² up a conversation by paying her a ³ but I have a feeling that I came, ⁴ as a bit over-enthusiastic.

Amina: Oh, I wouldn't worry. I'm sure you made a favourable ⁵ People usually ⁶ to you, right? Perhaps you were just trying a bit too hard.

Huda: Maybe, I mean - we made quite a lot of ⁷ talk, but we also had a ⁸ She's got a good sense of humour.

Amina: Well, there you go. I mean... you can't expect to create a strong ⁹ after just one evening out. I think it went better than you imagine.

Answers : 2. strike 3. compliment 4. across 5. impression
 6. take 7. small 8. laugh 9. bond



LESSON 4A

Grammar | Question tags and echo questions

Question tags and echo questions

الأسئلة الذيلية وأسئلة الصدى (التكرار)

A **question tag** is a short question added to the end of a sentence. It is formed according to the tense of the sentence.

السؤال الذيلي هو سؤال قصير يتم اضافته في نهاية الجملة . ويتم صياغته وفقاً لزمان الجملة .

- You don't understand, **do you?**
- She usually comes in late, **doesn't she?**
- They haven't been to London yet, **have they?**

A **positive** statement usually has a negative question tag and a **negative** statement has a positive question tag: إذا كانت الجملة مثبتة فيكون السؤال الذيلي منفيًا والعكس

- You **are** doing well in your exams, **aren't** you?
- They **weren't** at home last night, **were** they?

يوضح الجدول التالي صيغة الجمل والأسئلة الذيلية فيها حسب الزمن : (ضمير (الفاعل) = pro = pronoun)

Tense	Example	Structure
Present Simple	<ul style="list-style-type: none"> ➤ Salma likes daunts, doesn't she? ➤ They don't drink coffee, do they? ➤ The kitten is so cute, isn't it? ➤ We aren't hungry, are we ? 	S. + V1 (s/es).... , don't / doesn't + pro. ? S. + don't / doesn't + infinitive , do/does + pro. ? S. + is / are. , isn't / aren't + pro. ? S. + isn't / aren't , is / are + pro. ?
Past simple	<ul style="list-style-type: none"> ➤ He wanted some tea, didn't he ? ➤ They didn't do the task, did they ? ➤ She was ill , wasn't she ? ➤ The exams were easy, weren't they? 	S. + V2, didn't + pro. ? S. + didn't + infinitive.... , did + pro. ? S. + was / were , wasn't / weren't + pro. ? S. + wasn't / weren't , was / were + pro. ?
Present continuous	<ul style="list-style-type: none"> ➤ She is studying, isn't she ? ➤ They aren't working, are they? 	S. + is/am /are +V-ing , isn't/aren't +pro. ? S. + isn't/am not/ aren't +V-ing, is /are + pro. ?
Past continuous	<ul style="list-style-type: none"> ➤ He was singing, wasn't he? ➤ They weren't talking, were they? 	S. + was /were + V-ing , wasn't/weren't + pro. ? S. + wasn't /weren't + V-ing, was/were + pro. ?
Present perfect	<ul style="list-style-type: none"> ➤ Hana has finished her work, hasn't she? ➤ They haven't done it, have they ? 	S. + have / has + V. , haven't / hasn't + pro. ? S. + haven't / hasn't + V3 , have / has + pro. ?
Past perfect	<ul style="list-style-type: none"> ➤ Ali had turned off the lights, hadn't he? ➤ They hadn't closed the door, had they? 	S. + has + V3.... , hadn't + pro. ? S. + hadn't + V3... , had + pro. ?
Modals	<ul style="list-style-type: none"> ➤ You will be here tonight, won't you? ➤ She couldn't sleep earlier, could she? 	S. + modal + infinitive.... , modal+ not + pro.? S. + modal + not + infinitive.... , modal+ pro.

Exceptions: يوجد بعض الاستثناءات كما في الأمثلة التالية

- **Let's go** to the cinema, **shall we**?
- **Someone** has bumped into your car, haven't **they**?
- **Nobody came** to the presentation, **did they**?
لاحظ أنه مع استخدام nobody لا يتم وضع أداة نفي مع الفعل وبالسؤال الذي يلي..
- I'm **still** employed, **aren't** I?
- **This isn't** good, **is it** ?

Tag questions is also used for : تستخدم الأسئلة الذيلية أيضاً في

• 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?

An echo question is a question tag but it comes at the beginning of the sentence to show interest or express surprise and make a conversation go smoothly:

سؤال الصدى هو عبارته عن سؤال ذيلي لكنه يأتي في بداية الجملة لبيان الاهتمام وجعل المحادثة تجري بسلاسة (يستخدم في الحوار) ولا نقوم بوضع أداة نفي فيها في حال أن الفعل في الجملة السابقة مثبتاً ونضع أداة نفي فيها إذا كان الفعل منفيًا .

- A: I **used** to live in Aqaba.
B: **Did** you? I bet it was amazing!
- A: I **am** moving to Amman soon.
B: **Are** you ? Why ?

→ Exercise 3 (Student book P. 9)

Look at the underlined examples of question tags from the dialogues. Then complete the sentences 1–4 below with the words in the box.

انظر الى الأمثلة التي تحتها خط (الأسئلة الذيلية) ثم أكمل الجمل التي تليها بالكلمات الموجودة في الصندوق :

end	modal	negative	positive
-----	-------	----------	----------

- 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**?

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

→ Exercise 5 (Student book P. 9)

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

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

Answers :

- | | | |
|------------|---------|---------|
| 1. it | 2. does | 3. will |
| 4. weren't | 5. will | 6. do |

→ Exercise 5 (Student book P. 9)

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

على الطالب أن يكمل الحوار بثلاثة كلمات على الأكثر لكل فراغ ..
يعتمد هذا التمرين على المادة السمعية للتأكد من الإجابات

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

Jamal: ¹ a good question, isn't it? I don't think I've ever really thought about it before.

Hmm ... Somewhere with nice beaches, I guess.

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

Jamal: Oh yes, there are, but I'd like to go to a beach where it's not too hot in the summer. It can be too hot here, ³ ?

Imad: Actually, I used to live in France.

Jamal: ⁴ you? I bet ⁵ too hot there in the summer, 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 | |

Work Book

Lesson 4B → Grammar : Question tags and echo questions

1) Match sentences 1-6 with responses a-f. قم بتوصيل الجملة بالرد المناسب لها .

Sentence	Response
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	

2) Choose the correct words to complete the question tags 1-6. Then add the correct echo questions in the gaps a-f. اختر الكلمة المناسبة لكل من الأسئلة الذيلية ومن ثم قم بكتابة سؤال الصدى المناسب في الفراغات

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

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

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

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

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

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

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

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

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

Hani: ^e ? I liked it.

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

Amal: ^f ? Well, perhaps I can help.

Answers : 2. don't b. Are you / 3. have c. Did he / 4. will d. Is it
5. it e. Wasn't it / 6. didn't f. Don't you

4) Complete two conversations at a family party.

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

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

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

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

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

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

Khalil: Oh! ⁶ ?

Kamal: Change the music, ⁷ ?

Omar: Let's put on some traditional music, ⁸ ?

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

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 ?

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

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

Kamal: ¹¹ ? Do the talking though, ¹² ?

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

Answers:

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

Grammar Practice → Student's Book P 78-79

بعد دراستك لجميع قواعد الوحدة ، قم بحل التمارين التالية .

1) Complete the sentences using the correct tense and a time expression from the box.

at the time	earlier today	ever since	for	from time to time
in recent years	once a week	right now	these days	

- I (**lose touch**) with a few of my friends .
- Dad (**make contact**) with his cousin, so they're not close.
- She (**chat**) on her mobile ages. Can't they (**see**) each other in person?
- I (**establish contact**) with Mr Farley, but he hasn't responded yet.
- (**you / use**) the laptop ? I need to send an email.
- My teacher took my mobile phone off me yesterday – I (**talk**) to my friend!
- He (**stay in touch**) with me we had that argument.
- I (**love**) going for a regular run .
- Jaber (**prefer**) to stay in on Saturday nights .
- Muneer wanted to sit down because he..... (**stand**) all day at work.

Answers :

- | | | |
|---------------------------------------|-------------------------------------|--------------------------------|
| 1. have lost touch, in recent years | 2. makes contact, from time to time | 3. has been chatting, for, see |
| 4. established contact, earlier today | 5. Are you using, right now | 6. was talking, at the time |
| 7. hasn't stayed in touch, ever since | 8. love, once a week | 9. prefers, these days |
| | 10. had been stand | |

2) Complete the sentences using the correct tense and the verbs from the box. Use every verb twice.

appear	have	look	see	smell	think
--------	------	------	-----	-------	-------

- Do you know that man? He at you all evening.
- Why the milk? Do you think it has gone bad?
- We lunch now. Will you join us, please?
- Just look at his face: I bet he about something amazing!
- Apologies, but I much time at the moment. I'll get back to you soon, I promise.
- Monther Rayahneh award-winning TV show, The Invasion.
- She to be highly intelligent, but she's awfully lazy too. What a waste!
- I what you mean, but I can't agree with you.
- My mum it's the best idea.
- Malek much better with his hair cut.
- When I got home, the flat of smoke.
- you anybody these days, Faisal?

Answers :

- | | | | |
|-----------------------------|---------------------|--------------------|----------------|
| 1. has been looking | 2. are you smelling | 3. are having | 4. is thinking |
| 5. don't have / haven't got | 6. is appearing | 7. appears | 8. see |
| 9. thinks / doesn't think | | | |
| 10. looks | 11. smelled/ smelt | 12. Are you seeing | |

3) Complete the text using the correct tense and the verbs from the box.

agree be (x3) read send (x2) tell work write

Software programmer Neil Papworth ¹ the first text message in 1992. It ² a greeting. Papworth ³ for a phone company at the time. Since the time of that very first message, people ⁴ really long messages, so it ⁵ so easy to forget that there ⁶ a limit of 160 characters per message back then! Papworth said that he only recently ⁷ his children that it was he who ⁸ the very first text message. Since then, there ⁹ many innovations in phone technology, but Papworth ¹⁰ that this was perhaps a key moment in mobile history.

Answers :

1. sent 2. read 3. was working 4. have been writing 5. is 6. was 7. told
8. had sent 9. have been 10. agrees/ agreed

4) Match the sentence halves.

A		B
1. Let's go to the party,		a) could you?
2. Sorry, I'm putting you on the spot,		b) aren't I?
3. Somebody told you,		c) shall we?
4. Nobody gave you the message,		d) won't you?
5. Don't forget,		e) won't he?
6. He'll turn the laptop off,		f) did they?
7. You couldn't help me,		g) will you?
8. Come to the party,		h) didn't they?

Answers :

1. c 2. b 3. h 4. f
5. g 6. e 7. a 8. d

4) Complete the questions with the correct question tag.

- He doesn't come across very well, ?
- You can't let it drop, ?
- You're going to Amman, ?
- You haven't seen my mobile, ?
- I should pay her a compliment when we first meet, ?
- He's not going to take to you if you insist on having the last word, ?
- The room looks different ... Someone has moved the sofa, ?
- Let's get some ice cream, ?
- Come sit with us, ?
- Parents need to teach children not to drop litter, ?
- Pick it up, ?
- Nobody helped her, ?
- I'm having lunch with them, ?
- Don't go out tonight, ?

Answers :

1. does he 2. can you 3. aren't you 4. have you 5. shouldn't I 6. is he 7. hasn't they
8. shall we 9. won't you 10. don't they 11. will you 12. have they 13. aren't I 14. will you

5) Complete the conversation with question tags or echo questions.

Majeda: It's Nadia's birthday party tomorrow.

Lubna: ¹ ? Oh, no! I haven't bought her a present yet!

Majeda: Well, you only need to buy a little something, ² ?

Lubna: I suppose so – ³ that close, are we? What have you bought her?

Majeda: Some earrings – they're silver.

Lubna: ⁴ ? That's nice. You've been friends for a long time now ... Well, I'll have to think of something too. Let's go to the party together, ⁵ ?

Majeda: Good idea! 7 p.m. at mine? Don't be late, ⁶ ?

Answers :

1. Is it **2.** don't you **3.** we're not **4.** Are they **5.** shall we **6.** will you



LESSON 5A

Listening and Vocabulary | Adjectives of emotions



Adjectives of emotions صفات المشاعر

word	Meaning	المعنى	word	Meaning	المعنى
terrified	frightened	خائف	tense	nervous	متوتر
astonished	surprised	متفاجئ	ecstatic	thrilled	تغمره السعادة
exasperated	annoyed	منزعج	bewildered	confused	حائر / محтар
livid	furious	يشعر بالفضول	devastated	sad	حزين

أكمل الجمل بالصفات المناسبة : Complete the sentences with the adjectives from the box :

terrified tense astonished ecstatic exasperated
bewildered livid devastated

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

Answers :

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

Ex. 4 : Scan the QR CODE and listen to an interview. What is the difference between IQ and EQ?

قم بمسح رمز الاستجابة السريعة ضوئياً واستمع إلى المقابلة. ما هو الفرق بين معدل الذكاء والذكاء العاطفي ؟

* ملاحظة : ملف الصوت الموجود هو من دليل المعلم للمنهاج قبل التعديل لكنه يحتوي على إجابة السؤال..
محتوى ملف الصوت : يجري حوار بين مقدمة البرنامج وطبيبة نفسية اسمها جوديث، وتقوم بشرح الفرق بين معدل الذكاء و الذكاء العاطفي .. ثم تقوم بتفسير الذكاء العاطفي بشكل موسع أكثر وإعطاء أمثلة على كيفية تطوير هذا النوع من الذكاء وكيفية السيطرة عليه..

في حال عدم استطاعتك بمسح الرمز ، أرجو الدخول على هذا الرابط للاستماع للمقابلة

https://1drv.ms/u/s!ArC17NhF_Vfigw4EYxEBjmNwtY_F?e=oxHS2w



Answer :

IQ is the traditional intelligence rate that a person is born with.

EQ or Emotional intelligence is the to be able to control, and express one's emotions, and to handle interpersonal relationships in a good way.

Ex. 5 : Listen again and complete the sentences with a word or a phrase.

قم بالاستماع الى المقابلة مرة أخرى ثم أكمل الجمل بما هو مناسب من مصطلحات وكلمات :

- 1) One piece of research showed that people with high emotional intelligence a lot more than those with a low EQ.
- 2) Emotional intelligence is not , which is different from IQ.
- 3) One way to become more self-aware is to write a
- 4) We need to learn how to recognise our negative emotions in order to be able to them.
- 5) Other people cannot make us feel a certain way; we are largely for our own moods.
- 6) Body language, such as , can demonstrate that you are listening.
- 7) Active listening can also help you to avoid

Answers :

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

SPEAKING : ... على الطالب مناقشة هذه الأسئلة مع زملائه (قد يأتي على صيغة سؤال التفكير الناقد في الاختبارات)

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

ما هي جوانب الذكاء العاطفي التي تعتقد أنك الأقوى فيها؟

.....

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

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

.....

Suggested answers :

1) 1. Being aware of your own emotions. 2. Being able to manage your emotions. 3. Being able to feel and show empathy. 4. Being able to motivate yourself. 5. Being able to deal with conflict

2) I can improve my emotional intelligence by doing the following:

- a. Practice self-awareness
- b. Develop empathy
- c. Improve social skills
- d. Manage stress

and the benefits could strengthen my relationships with others, have a happier life and able to control myself in different situations.

Work Book

Lesson 5B → Listening and vocabulary

1) Listen to a radio interview about language and choose the correct answer :

يعتمد هذا التمرين على المادة المسموعة (مقابلة على الراديو) ويتم فيها مناقشة معنى بعض مصطلحات السعادة التي يستصعب ترجمتها ومنها مصطلح **hygge** والذي يعني الشعور بالدفء والراحة وأيضاً مناقشة أثر فهمنا لهذه المصطلحات على حياتنا بشكل عام.

hygge : pronounced as (hoo-gah) , A Danish word which means a cozy quality that makes a person feel content and comfortable.

1. What is the main topic of this week's programme? ما هو الموضوع الرئيسي لبرنامج هذا الأسبوع؟

- a) scientific English
- b) translating and interpreting
- c) words and phrases describing emotions

2. The guest on the programme has ضيف البرنامج لديه

- a) written a book.
- b) reviewed a book.
- c) translated a book.

Answers :

1. c 2. b

* **ملاحظة :** بالنسبة للتمرين الثاني فسيتم حله بعد التأكد من المادة السمعية للمادة ...

لاحظ أنه عند الاستماع للنص أن حرف **t** الموجود في أداة النفي لا يلفظ بشكل واضح في الأسئلة الذيلية وذلك بسبب السرعة في الكلام .
مثال :

isn't it ? تلفظ : إز نيت
doesn't it ? تلفظ : دز نيت

Complete the sentences with question tags. Listen and check.

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

Answers :

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

LESSON 6A

SPEAKING | Expressing emotions

المحادثة : التعبير عن المشاعر (في هذا الدرس على الطالب معرفة - وحفظ - بعض أشباه الجمل للتعبير عن مختلف المشاعر)

Speaking Box → Phrases to express emotions

Expressing anxiety (القلق)	→	1. It's been keeping me up at night. 2. I'm worried sick about
Expressing relief (الراحة والفرج)	→	1. I can breathe a sigh of relief now. 2. That's a weight off my mind.
Expressing annoyance and frustration (الانزعاج والخيبة)	→	1. ... is driving me up the wall! 2. ... really gets on my nerves. 3. I've had it up to here with ...
Expressing surprise or disbelief (المفاجئة أو التشكيك)	→	1. You've got to be kidding me! 2. Get out of here! 3. Who would have thought it?
Expressing sadness (الحزن)	→	1. I'm feeling a bit down in the dumps. 2. I'm feeling a bit blue. 3. I'm heartbroken
Expressing enjoyment or happiness (الاستمتاع أو السعادة)	→	1. I'm walking on air! 2. I can't stop smiling!

→ Exercise 4 (Student book P. 11)

Replace the underlined words with phrases from the Speaking box and suitable responses from the box below : استبدل الكلمات وأشباه الجمل التي تحتها خط بما هو صحيح من الجدول السابق والردود من الصندوق أدناه

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

- A: I'm extremely concerned about my aunt - she isn't very well.
B: That's awful. It's horrible when a relative is sick.
- A: I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.
B: There's no need to worry. You'll be great!
- A: My parents are taking me to Florida this summer.
B: I don't believe you! You lucky thing!
A: Yes, I'm so happy.
- A: I'm completely fed up with people gossiping behind my back.
B: I don't blame you. It's awful.
- A: I finally finished my geography project.
B: That must be a relief for you.

Answers :

- A I'm worried sick
B I'm so sorry to hear that.
- A It's been keeping me up at night.
B What's the worst that could happen?
- B You've got to be kidding me!
A I'm walking on air! / I can't stop smiling!
- A I've had it up to here with
- B a weight off your mind

→ Exercise 5 (Student book P. 11)

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

تبادل الأدوار مع زميلك واستخدم اللغة التي تعلمتها من الدرس للتعبير عن المشاعر ولإعطاء الردود في المواقف التالية :

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.

أنت لا تستطيع أن تختار المواد الدراسية لسنك الأخيرة في المدرسة وهذا ما يقلقك. أخبر صديقك بشعورك.

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

كان أدائك سيئا في امتحاناتك. أخبر صديقك بشعورك

Suggested answers :

1. I can't decide what subjects to choose for my final year. I'm worried sick about it.
2. I did bad in my exams . That really gets on my nerves.

→ Exercise (Student book P. 95)

→ In pairs, role play the two situations. Use language for expressing emotions and for responding from Lesson 6.

1) Ask how your friend feels about winning first prize in an art competition. Respond to what your partner says by congratulating him/her.

اسأل صديقك عن شعوره بالفوز بالجائزة الأولى في المسابقة وقم بالرد عليه بالتهنئة.

2) Your parents unexpectedly gave you a brand-new phone. You're very pleased. Tell your friend about it.

أهداك والداك بشكل غير متوقع هاتف من أحدث الأنواع وانت الآن تشعر بالسعادة. أخبر صديقك عن هذا الشعور.

suggested answers :

1. A: How do you feel about winning first prize in the art competition?
B: I can't stop smiling!
A: That's amazing! Congratulations, you totally deserved it!
2. A: Hey look! My parents have me this brand-new phone.
B: You've got to be kidding me!
A: I'm walking on air!

Work Book

Lesson 6B → Speaking

Choose the correct words to complete the sentences.

اختر الكلمات الصحيحة لإكمال الجمل

1. Get **out / off** of here!
2. I'm worried **sick / ill**.
3. That's a weight off my **brain / mind**.
4. Now I can **breathe / blow** a sigh of relief.
5. You've got to be **kidding / joking** me!
6. It's been keeping me **out / up** at night.
7. Who would have **understood / thought** it?
8. I'm feeling a bit **up / down** in the dumps.

Answers :

- | | | | |
|------------|---------|------------|------------|
| 1. out | 2. sick | 3. mind | 4. breathe |
| 5. kidding | 6. up | 7. thought | 8. down |

What do the phrases express?

عن ماذا تعبر الجمل التالية ؟ اختر الحرف المناسب

(A= annoyance, S = sadness, H = happiness)

- | | |
|---|-----------|
| 1. I'm heartbroken. | A / S / H |
| 2. He is driving me up the wall! | A / S / H |
| 3. I'm walking on air! | A / S / H |
| 4. I'm feeling a bit down in the dumps. | A / S / H |
| 5. I'm feeling a bit blue. | A / S / H |
| 6. I can't stop smiling! | A / S / H |
| 7. I've had it up to here with you! | A / S / H |
| 8. That music gets on my nerves. | A / S / H |

Answers :

- | | | | |
|------|------|------|------|
| 1. S | 2. A | 3. H | 4. S |
| 5. S | 6. H | 7. A | 8. A |

Choose the correct phrases to complete the mini-conversations. Then complete gaps a-f in with responses.

اختر الكلمات المناسبة من 2-4 لإكمال المحادثات القصيرة ثم قم بكتابة الرد المناسب في الفراغات من b-f

I don't blame you.

I know, right?

I'm really pleased for you.

I'm so sorry to hear that.

What's the worst that could happen?

Faten: What's the matter with you?

Eman: The neighbours are playing loud music again. ¹ *It's driving me up the wall! / I'm walking on air!*

Faten: ^a What a pain!

Eman: Maybe I should go and talk to them.

Faten: I think you should. I mean - ^b

Mazen: The farmer's horse died. ² *He's heartbroken. / It really gets on his nerves.*

Adel : Oh no! Poor thing. ^c

Aisha : How did the interview go?

Ghada: I got the job! ³ *I'm feeling a bit blue./ I can't stop smiling!*

Aisha : That's awesome! ^d

Fadi : Just calm down!

Hassan : But my phone is broken again! ⁴ *I'm feeling a bit down in the dumps. / I've had it up to here with it! I want my money back!*

Fadi : ^e That's the third time this month.

Hassan : ^f

Answers :

1. It's driving me up the wall! 2. He's heartbroken. 3. I can't stop smiling! 4. I've had it up to here ...
 b. what's the worst that could happen? c. I'm so sorry to hear that. d. I'm really pleased for you.
 e. I don't blame you., f. I know, right?

LESSON 7A

Writing | An analytical essay

An analytical essay

المقالة التحليلية

قد تأتي هذه الأسئلة كأسئلة التفكير الناقد في اختباراتك.. لذا يجب فهمها ومحاولة الإجابة عليها بنفسك

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 ؟ لماذا ؟

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

هل تعتقد انه سيكون هناك أي مخاطر لتطور تكنولوجيا الحاسوب ؟

Is Artificial Intelligence good or bad for children?

هل الذكاء الاصطناعي شيء جيد أم سيء للأطفال؟

REGULATED AI IS GOOD FOR CHILDREN

الذكاء الاصطناعي المنظم جيد للأطفال

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

يشير الذكاء الاصطناعي (AI) إلى كيفية قيام أجهزة الكمبيوتر بمهام تُنفَّذ عادةً من قبل البشر الأذكياء. نتيجة لذلك، يمكن لأجهزة الكمبيوتر المدعومة بالذكاء الاصطناعي الآن القيام بأشياء مذهلة، بما في ذلك كتابة الأغاني، وحل المشكلات العلمية، وحتى المساعدة في العثور على علاجات للأمراض. يستخدم الناس الذكاء الاصطناعي بشكل متزايد في الحياة اليومية، وعلى الرغم من أنه قد يجعل العديد من جوانب الحياة أسهل، إلا أنه قد يجعل الأمور أسوأ أيضًا، خاصة بالنسبة للأطفال.

it : AI **our : the writer and readers (people)**

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

يستخدم الذكاء الاصطناعي بالفعل في العديد من أشكال وسائل التواصل الاجتماعي. وكما هو الحال مع أشكال أخرى من وسائل التواصل الاجتماعي، يمكن للذكاء الاصطناعي أن يتعلم عن اهتمامات وهوايات مستخدميه، ويشمل ذلك الأطفال. وفقًا لموقع Net Positive، يمكن للذكاء الاصطناعي حتى التعرف على أصوات الأطفال. قد يعني هذا توجيه الأطفال إلى الإعلانات والمحتوى عبر الإنترنت الذي لا يرغب آباؤهم في تعرضهم له.

its : AI **their : children**

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years. Jordan is in a good position for using AI as **it** is at the forefront of technology.

ومع ذلك، تأمل بعض الدول مثل الأردن في استخدام الذكاء الاصطناعي بحكمة. وفقًا لتقارير منظمة الأمم المتحدة للتنمية الصناعية (UNIDO)، تعاونت العديد من الصناعات لخلق خطة لاستخدام الذكاء الاصطناعي في تطوير البلاد خلال السنوات الخمس المقبلة. الأردن في وضع جيد لاستخدام الذكاء الاصطناعي حيث إنه في طليعة التكنولوجيا.

it : AI

The people looking into using AI in Jordan are hoping **it** will help in science, investment and government services. However, there is a danger that this increased use of AI could result in problems with online safety if not controlled. Consequently, the government plan to set up regulations to address these dangers and strictly control how **it** is used.

يأمل الأشخاص الذين يدرسون استخدام الذكاء الاصطناعي في الأردن أن يساعد ذلك في مجالات العلوم والاستثمار والخدمات الحكومية. ومع ذلك، هناك خطر أن يؤدي هذا الاستخدام المتزايد للذكاء الاصطناعي إلى مشاكل تتعلق بالأمان عبر الإنترنت إذا لم يتم التحكم فيه. لذلك، تخطط الحكومة لوضع لوائح لمعالجة هذه المخاطر والسيطرة الصارمة على كيفية استخدامه.

it : AI

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

بالطبع، هناك بعض الأشخاص الذين يشعرون بالقلق من أن الطلاب الذين يستخدمون الذكاء الاصطناعي قد ينتهي بهم الأمر إلى أعمال غير صحيحة. محركات البحث المدعومة بالذكاء الاصطناعي لا تستخدم دائمًا مصادر موثوقة، وبالتالي قد تكون المعلومات المقدمة من قبل الذكاء الاصطناعي غير مكتملة أو حتى خاطئة.

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

نحن ما زلنا في مرحلة مبكرة من تطوير الذكاء الاصطناعي، ولا شك أنه يشكل تقنية مثيرة. ومع ذلك، بدون وضع قواعد دقيقة للتحكم في كيفية استخدامه ومن يمكنه استخدامه، هناك بلا شك مشكلات مصاحبة له. قد يجد الأطفال أنفسهم يعتمدون على شكل من أشكال التكنولوجيا التي لا ينبغي الوثوق بها دائماً في شكلها الحالي. وكما يجادل مقال مجلة "تايم" في يوليو 2023، "إذا لم نبدأ في التحكم في كيفية استخدامنا للذكاء الاصطناعي، سيكون الأطفال هم الخاسرون الأكبر".

We / we : people it (L. 1,2,3) : AI themselves / they : children its (L.4) : a form of technology

its (L.5) : Time magazine

Questions

1. According to the text, what is Artificial Intelligence (AI) ?
2. The text mentioned some of the remarkable capabilities of AI computers. Write them down.
3. AI is being increasingly integrated into everyday life. What is the potential positive effect of this integration?
4. Quote the sentence which shows the effect of AI on children.
5. There are two special abilities that AI has. Write them down.
6. According to UNIDO, what collaborative efforts have been made in Jordan to plan for AI usage in the next five years?
7. Jordan is considered to be in a good position for using AI for a reason. Write down that reason.
8. In what fields do people hope AI will help in Jordan?
9. Write the sentence that indicates the potential danger associated with the increased use of AI in Jordan.
10. Some people are worried that students using AI might end up with incorrect work for a reason. Write down that reason.
11. The text mentions two main factors that may lead to certain problems with AI usage. Write them down.
12. Why do you think children might find AI technology untrustworthy in its present form?

Answers :

1. Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by intelligent humans.
2. writing songs, solving scientific problems and helping to find cures for diseases.
3. It might make many aspects of life easier.
4. People are also using AI more and more in everyday life and although it might make many aspects of life easier, it could also make things worse, especially for our children.
5. a. AI can learn about its users' interests and hobbies, and that includes children
b. AI can even identify children's voices.
6. 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.
7. Because it is at the forefront of technology.
8. science, investment and government services.
9. However, there is a danger that this increased use of AI could result in problems with online safety if not controlled.
10. AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong..
11. without careful rules to control a. how it is used b. who it is used by
12. Suggested answer : Children might find AI technology untrustworthy in its present form because it may provide incorrect or incomplete information and can expose them to inappropriate content.

What is an analytical essay? ما هي المقالة التحليلية ؟

An analytical essay is an essay that 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 ينظر إلى موضوع بتفصيل ويثبت الأفكار التي لدى الكاتب حول هذا الموضوع. يستخدم الحقائق التي تم بحثها لإثبات هذه الأفكار.

Read the essay again. Which researched facts does the writer use? ماهي الحقائق التي تم بحثها واستخدمها الكاتب ؟

Suggested answers :

1. **AI Capabilities:** AI computers can perform tasks typically done by intelligent humans. This includes writing songs, solving scientific problems, and aiding in finding cures for diseases.
2. **AI in Everyday Life:** People are increasingly using AI in everyday life, which can make many aspects of life easier.
3. **AI in Social Media:** AI is widely used in various forms of social media. It can learn about users' interests and hobbies, including those of children.
4. **Children's Voices:** According to the website Net Positive, AI can identify children's voices. This capability may lead to children being exposed to online advertising and content that their parents would not approve of.

4) Complete the Writing box with examples from the essay : أكمل صندوق الكتابة بإعطاء أمثلة من المقالة

Organisation

- Research the topic using reliable sources.
- Plan what you want to write.
- Introduce your topic in the introduction so readers know what you will be looking at.
- The main part of the essay should explain your ideas. Use a paragraph for each idea with evidence to support each one.
- Start each paragraph with a topic sentence and remember to include the sources you researched to back up each idea.
- Write a conclusion to summarise what you have said.

Content

- You can include other people's ideas and explain why you do not agree with them.
- Remember to present only facts.
- 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.

Informal style

- 1) the website Net Positive, AI can even identify children's voices.
- 2) UNIDO 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 in its article in July 2023

التنظيم

- ابحث في الموضوع باستخدام مصادر موثوقة.
- خطط لما تريد كتابته.
- قدم موضوعك في المقدمة حتى يعرف القراء ما ستتناوله.
- يجب أن يشرح الجزء الرئيسي من المقال أفكارك. استخدم فقرة لكل فكرة مع الأدلة لدعم كل واحدة.
- ابدأ كل فقرة بجملة رئيسية وتذكر تضمين المصادر التي بحثت عنها لدعم كل فكرة.
- اكتب خاتمة لتلخيص ما قلته.

المحتوى

- يمكنك تضمين أفكار الآخرين وشرح سبب عدم موافقتك عليها.
- تذكر أن تقدم الحقائق فقط.
- قم بتدوين جميع المصادر التي استخدمتها سواء داخل النص أو في نهاية المقال. يمكنك استخدام العبارات التالية في المقال:

الأسلوب غير الرسمي

- 1) موقع Net Positive ، يمكن للذكاء الاصطناعي حتى التعرف على أصوات الأطفال.
- 2) (UNIDO)، تعاونت العديد من الصناعات لخلق خطة لاستخدام الذكاء الاصطناعي في تطوير البلاد خلال السنوات الخمس المقبلة.
- 3) وفقًا لمجلة Time في مقالها في يوليو 2023

Answers :

1. according to
2. reports that
3. argues

5) Answer the questions

1. Which are the topic sentences in the essay?
2. Which idea is included that the writer does not fully agree with? Why?
3. How many sources are listed?

الجملة الموضوعية : topic sentence

مصادر : sources

Answers :

1. examples : a. Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by intelligent humans.
b. AI is already used by many forms of social media.
c. The people looking into using AI in Jordan are hoping it will help in science, investment and government services.
d. We are still at an early stage in the development of AI and there is no doubt it is an exciting form of technology.
2. The idea is : AI might make many aspects of life easier, but it could also make things worse, especially for children. The writer explains the potential dangers of AI, particularly for children, such as being directed to inappropriate online advertising and content. Additionally, the writer mentions concerns that students might end up with incorrect work because AI search engines do not always use reliable sources.
3. Three sources : **Net Positive** , **UNIDO** , **Time magazine**

Phrasal verbs

6) Many verbs are followed by a specific preposition. Complete the table with examples from the essay :

on	1.
to	2. 3.
about	4.

Answers :

1. relying 2. refer 3. hope 4. learn / concerned

7) Complete the sentences with the correct preposition in each gap. أكمل الجمل بحرف الجر المناسب.

1. I can see my grandparents struggle to learn the latest developments in computing.
2. Social media sites explain ways that parents can have control their children's internet use.
3. We know that social media directs advertisements its users.
4. Too many children probably rely social media to make friends

Answers : 1. about 2. over 3. at 4. on

8) Read the analytical essay question below. Do you agree or disagree? Research facts that can back up your argument. . اقرأ سؤال المقال التحليلي التالي، هل تتفق أم لا؟ ابحث عن بعض الحقائق لدعم حجتك

Social media is a good thing because young people have more friends in more places than ever before. Do you agree? تعتبر وسائل التواصل الاجتماعي شيء جيد لأن الشباب لديهم أصدقاء أكثر في أماكن أكثر من أي وقت مضى. هل توافق على ذلك؟

9) **WRITING TASK** : Write your essay. Use the Writing box and remember to use sources. Don't forget to only include facts and not opinions. Use the Graphic Organiser to help you plan your writing.

مهمة الكتابة: اكتب مقالاً. استخدم صندوق الكتابة وتذكر استخدام المصادر. لا تنس أن تضمن الحقائق فقط وليس الآراء. استخدم المنظم البياني لمساعدتك في تخطيط كتابتك.

Work Book

Lesson 7B → Writing an analytical essay

Is social media not suitable for older people?

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

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

وسائل التواصل الاجتماعي مناسبة بالتأكيد لكبار السن، على الرغم من أن الكثير منهم لا يدركون الفوائد التي يمكن أن تجلبها. تشمل هذه الفوائد القدرة على التواصل مع الأصدقاء والعائلة، والتسلية.

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

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

يحتاج كبار السن إلى تعلم فوائد وسائل التواصل الاجتماعي. وفقًا لتقرير حديث، حوالي 12% من الأشخاص الذين تتجاوز أعمارهم 60 عامًا في الأردن لا يستخدمون الإنترنت. بعضهم البعض يستخدمون الإنترنت لا يعرفون كيفية استخدام مواقع وسائل التواصل الاجتماعي. ومع ذلك، يشير التقرير نفسه إلى أن أكثر من 75% من مستخدمي الإنترنت الذين تتجاوز أعمارهم 60 عامًا يعتقدون أن وسائل التواصل الاجتماعي يمكن أن تساعد في تكوين صداقات، وإذا تمكنوا من زيادة هذا العدد، يمكن أن يكون لذلك تأثير كبير.

3. Start each paragraph with a topic sentence

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

يمكن أن تكون وسائل التواصل الاجتماعي طريقة رائعة لمساعدة كبار السن الذين قد لا يكونون قادرين على مغادرة منازلهم بسبب مشاكل الصحة أو الحركة. كما تكتب موقع Life Connects، نظرًا لأن كثيرًا من كبار السن لا يستطيعون رؤية أصدقائهم أو عائلاتهم بشكل متكرر، قد يواجهون صعوبات في الشعور بالوحدة. إذا تعلم هؤلاء الأشخاص كيفية استخدام وسائل التواصل الاجتماعي، سيتمكنون من التواصل مع الأشخاص الذين يعيشون في أي مكان. يمكنهم أيضًا استخدام وسائل التواصل الاجتماعي للتحدث إلى أصدقائهم ورؤيتهم أيضًا.

4. Remember to include the sources you researched to each idea.

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

ويمكن أن تساعد وسائل التواصل الاجتماعي أيضًا كبار السن على البقاء نشطين ومهتمين بالعالم من حولهم. بالإضافة إلى توفير الأخبار على مدار الساعة، يمكن أن تقدم مواقع وسائل التواصل الاجتماعي الأفلام والألعاب. تقارير حديثة تفيد بأن 52% من الأشخاص الذين تتجاوز أعمارهم 60 عامًا في الأردن يعتقدون أن وسائل التواصل الاجتماعي لها تأثير إيجابي على مشاعرهم.

5. Write a conclusion to summarise what you have said.

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

قد لا تكون وسائل التواصل الاجتماعي مثالية لكل كبار السن ولكن هناك العديد من الفوائد التي يمكن أن تجلبها، بما في ذلك القدرة على البقاء متصلين ونشطين.

عند كتابة المقال التحليلي عليك إتباع المخطط التالي:

1. ابدأ بمقدمة حتى يعرف القراء ما الذي سيتم مناقشته في المقال .
2. استخدم فقرة لكل فكرة مع دليل يدعم كل واحدة منها.
3. ابدأ كل فقرة بجملته موضوعية.
4. تذكر تضمين المصادر التي بحثت عنها لكل فكرة.
5. اكتب خاتمة لتلخيص ما قلته.

* ملاحظة : تم وضع بعض أسئلة الفهم والاستيعاب على النص لتوضيح الأفكار .

1. Social media is considered suitable for older people for a reason. Write down that reason.
.....
2. What percentage of people over 60 in Jordan do not use the internet, according to a recent report?
.....
3. How do older internet users perceive the potential of social media, based on the report?
.....
4. How can social media assist elderly individuals who have difficulty leaving their homes?
.....
5. According to Life Connects, why do many older people struggle with loneliness?
.....
6. What benefits do older people gain from learning how to use social media, as mentioned in the text?
.....
7. How does social media contribute to keeping older individuals active and engaged?
.....
8. What additional services besides news do social media platforms offer to older users?
.....
9. Despite not being perfect for all older people, what advantages does social media offer in terms of connectivity and activity?
.....

Answers :

1. Social media is considered suitable for older people because it helps them stay in touch with friends and family and provides entertainment.
2. Around 12% of people over 60 in Jordan do not use the internet.
3. More than 75% of internet users over 60 believe that social media can help them make friends, and increasing this number could really help them.
4. Social media can help elderly individuals who have difficulty leaving their homes by allowing them to stay in contact with people living anywhere, reducing feelings of loneliness.
5. Many older people struggle with loneliness because they are not able to see friends or family very often.
6. Older people who learn to use social media can stay connected with friends and family, talk to them, and even see them through video calls.
7. Social media helps older individuals stay active and engaged by providing them with 24-hour news, films, and games.
8. Besides news, social media platforms offer films and games to older users.
9. Social media offers older people the advantages of staying connected with friends and family and remaining active and interested in the world around them.

Ex.2 WRITING TASK Read the task below and write your analytical essay. اقرأ السؤال ومن ثم اكتب مقالتك التحليلية.

Books are better than social media because, if one day we lose the ability to use the internet, there will be no records left online. Do you agree?

الكتب أفضل من وسائل التواصل الاجتماعي لأنه إذا فقدنا القدرة على استخدام الإنترنت يوماً ما، فلن تبقى أي سجلات متاحة على الإنترنت. هل توافق على ذلك؟

وبعد انتهاء الوحدة ودراستها عليك القيام بحل تمارين المراجعة الموجودة في كتاب الطالب ص 13 – 14 ومن ثم التأكد من الإجابات من هنا :

Exercise 1 1. hit it off 2. real bond 3. took to 4. laugh 5. strike up

Exercise 2

1. it hard to figure out 2. spell out your idea / spell your idea out 3. has pointed out
4. couldn't take in

Exercise 3 1. devastated 2. down in the dumps 3. thrilled 4. bewildered

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

Exercise 5 1. c 2. c 3. a 4. c 5. c

Exercise 6 1. C 2. F 3. A 4. E 5. B 6. D

Exercise 7 اكتب مقال تحليلي

حل تمارين Use of English الموجودة في ص 91 :**Exercise 1**

1. when/while we were coming 2. loads to do / loads of work 3. down in the dumps 4. came across
5. last time I ate/had 6. to figure out how 7. been to the cinema since 8. stay in touch regularly

Exercise 2

1. was celebrating 2. carried 3. found 4. had sent 5. astonished 6. have become 7. highly