

دوسية الوليد لشرح منهاج اللغة الانجليزية

Jordan Note High

Grade 11

Semester 1

Unit 1

Get the message

إعداد : الأستاذ وليد عليوات

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المراسلة عبر الزمن Messaging through time

للاتصال طرقا مختلفة يستخدمون الناس التاريخ فجر منذ

Since the dawn of time, people have been using different ways of communicating

عن بعد

at a distance.

مزيديا من اخترعوا تطور الكتابة وبعد وإشارات الدخان استخدموا في العصور القديمة

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

في زجاجة رسالة ارسال عسبيل المثال الرسائل لإيصال الطرق الماهرة

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

كانوا الذين اشخاص من قبل تم ارسالها التي تم ايجاد الزجاجات القرن العشرين بداية

turn of the 20th century, bottles were found which had been sent by people who were

قد ظهرت ايضا وقصصا اكثر سعادة سفينة تيتانيك على متن يسافرون

travelling on board the Titanic. Happier stories have also come to light.

(**they** : people / **which** : bottles / **who** : people)

1. What does the underlined word (pronoun) ‘ **they** ‘ in the text refer to?

.....

2. When did People use smoke signals?

.....

3. What is the means of communication which was used in the past to warn from danger or an enemy?

.....

4. How long have people been using different ways of communicating at a distance?

.....

5. Quote (Write down) the sentence that shows people threw messages in bottles when they were travelling on a ship.

.....

.....

6. What does the underlined word (pronoun) “ **which** “ in the text refer to?

.....

7. What is the name of the ship that sent messages through bottles at sea?

.....

لزوجته المستقبلية أن تصل على أمل في البحر رسالة ألقى السويدي في عام 1956
 In 1956, Ake Viking, a Swede tossed a letter into the sea, hoping **it** would reach **his** future wife.

زواجته قد وجدت التي باولينا فتاة صقيلية من رسالة تلقى بعد عامين
 Two years later, **he** received a letter from a Sicilian girl, Paolina, **who** had found **his** bottle and

الاتصال سرع في 1837 التلغراف اختراع تزوجوا وبعد فترة وجيزة
 soon after **they** were married! The invention of the telegraph in 1837 sped up communication

الى لندن في القطار ان هرب بعد تم القبض عليه جون تاويل مجرم بشكل كبير
 dramatically. A criminal, John Tawell, was caught after **he** had escaped on the train to London.

وصل عندما ينتظرونه كانوا وهم لشركة لندن تم ارسالها برقية
 A telegram was sent to the London police, and **they** were waiting for **him** when he arrived

السكان يستخدمها ملايين هاتف محمول 6 اكثر من يوجد في الاردن هناك
there. In Jordan, there are over six million mobile phones in use by the population.

(**it** : a letter / **his** , **he** : Ake Viking / **who** : Paolina / **they** : Ake Viking and Paolina)

(**he** , **him** : John Tawell / **they** : London police / **there** : London)

8. What is the nationality of Ake Viking?

9. What does the underlined word (pronoun) “ **it** “ in the text refer to ?

10. When did Ake Viking receive a letter from a Sicilian girl, Paolina?

11. When did Ake Viking, a Swede toss (throw) a letter into the sea, hoping it would reach his future wife?

12. Quote (Write down) the sentence that shows the date or time of the invention of the telegraph.

13. What did Ake Viking toss (throw) into the sea?

14. What is the nationality (origin) of the girl that Ake Viking received a letter from her?

15. According to the text, why did Ake Viking throw a message in the sea?

16. How did the London police know about John Tawell’s escape on the train?

17. Write down the sentence that shows the number of mobile phones that used by people in Jordan.

18. Where did the London police catch (hold) John Tawell?

19. Who is John Tawell?

20. When was the telegraph invented?

اختراع منذ شركة البريد الاردني عبر البرقيات ارسال لا يزال بإمكانك لكن يرسلون لا يزالوا الناس مكانا مختلفا قد أصبح العالم والاترنت والهاتف المحمول كيفية ننسى الآن نحن هل اكن لتسليمهم ثواني فقط تستغرق عادة انها رسائل ايضا توجد لكن التحديات بعض توجد شك بدون وجهها لوجه التواصل امثلة للأفضل حياة شخص ما قد غير الاترنت عندما

But you can still send telegrams through the Jordan Post Company! Since the invention of the mobile phone and the Internet, the world has become a different place. People are still sending messages and it usually takes only seconds to deliver them. But are we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet has changed someone's life for the better.

(it : sending messages / them : messages)

21. What does the underlined word (pronoun) 'it' in the text refer to?

22. Why has the world become a different place?

صورة قامت بتحميل عندما في أمريكا تعيش التي وهي أم حالة تارا تايلور انظر على عيون الطفلة بأحد مشكلة اكتشفت صديقة لها على وسائل التواصل الاجتماعي ابنتها

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

(who , she , her : Tara Taylor / It : that the girl had a rare disease / her : the girl)

23. What was Tara Taylor's daughter problem?

24. Where did Tara Taylor live?

25. How was the girl's illness (disease) discovered?

26. Who discovered the girl's disease in one of her eyes?

- A. her mother B. her father C. her sister D. a friend

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

Find examples in the text.

Examples in text:

Ake Viking found his wife.

John Tawell was caught by the police.

Tara Taylor saved her daughter's sight

1. Read the article and check

* which forms of communication make it easier to stay in touch nowadays.

The internet.

* which forms of communication were a good way to quickly spread the message that an enemy was coming.

Smoke signals

* which forms of communication can carry a message over a long distance.

A message in a bottle / telegram / the internet

* which forms of communication can be used to convey a short and simple message.

Telegram

* which forms of communication could be a good way to make contact if you were a stuck on a desert island.

A message in a bottle

.....

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

deliver , establish , lose , maintain , pass on , make

1. establish / lose / maintain / make **contact**.
2. deliver / pass on / convey/ carry / spread **a message**.
3. lose / stay in **touch**.
 1. I don't want to contact with my friends.
A. deliver B. pass on C. lose D. touch
 2. The article aims to an important message.
A. deliver B. establish C. lose D. touch
 3. Huston has finally managed to contact with Apollo 13 again after nearly 24 hours of radio silence.
A. deliver B. make C. lose D. pass on
 4. I've no idea where Nawal is now. We touch after she moved to Egypt.
A. stayed in B. passed on C. lost D. delivered
 5. Could you the message to Samer that I'll be ten minutes late?
A. establish B. make C. lose D. pass on

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made / lost / stayed

I can't believe we touch after being such good friends at school. I'm so glad you Contact again. Let's make sure we in touch From now on.

deliver / pass on

Asma: will you a message to Hala when you see her? Group 1 has cancelled and Group 2 is now coming at 9:15 a.m, but there are only seven of them, so ..

Sana: what? I'll never remember all that. Write it down and I'll it to her office later.

التواصل
MAKING CONTACT
By Amer Asmar

التحكم في للمسافرين مما يسمح التعليمات الأساسية تفهم الحيوانات بعض بأن نعلم نحن
We know that some animals understand basic instructions, allowing travellers to control their
معرفة تستطيع الحيوانات الأكثر ذكاءا بعض بالرغم من ان لكن على سبيل المثال جمالهم أو خيولهم
horses or camels, for example. But although some of the more intelligent **animals** can **figure**
وبين مع التواصل بأن وقد أفترض من فترة طويلة أن تفعل منها نريد ماذا
out what we want **them** to do, have long assumed that communication with – and between –
جين جودال عالمة الطبيعة الذي قامت به العمل وبفضل ومع ذلك محدودا يجب أن يكون الحيوانات
animals must be limited. However, thanks to the work done by the naturalist Jane Goodall
استيعاب بإمكانها الحيوانات بعض ان بشكل جدي امكانية ان نأخذ يجب نحن الستينيات منذ
since the 1960s, we should take the possibility seriously that some animals can both **take in**
أفكار معقدة وتوصيل ما نقوله
what we are saying and **get across** complex ideas .
(**their** : travellers / **them** : animals)

1. Why can travellers control their horses or camels?
.....
2. What does the underline word “ **their** “ in the text refer to?
.....
3. Wha does the underline word “ **them** “ in the text refer to?
.....
4. What is Jane’s Goodall job?
.....
5. What has Jane Goodall, a naturalist since the 1960s, suggested about animals?
.....
6. Find a phrasal verb in the text which means “ **to understand and remember something you are told**”.
.....
7. Find a phrasal verb in the text which means “ **to solve or understand something**”.
.....
8. Find a phrasal verb in the text which means “ **to successfully communicate a message/ an idea**”.
.....

الذي دكتور دوليتل تدعى شخصية خيالية عن الكتب قراءة أحببت جين كطفلة
 As a child, **Jane** loved reading books about a fictional character called **Dr Dolittle, who**
 كانت عندما لا فريقيا الذهاب أهمها ما هذا وربما للحيوانات التحدث تمكن
 could talk to animals . Perhaps this is what inspired **her** to go to **Africa** when **she** was
 بوظيفة ترغب هي ربما إذا جين سأل الذي عالم قابلت هي وهناك في العشرينيات
 in **her** 20s. **Here she came across** a scientist **who** asked Jane if **she** might want a job
 والدتها مع ذهبت وافقت فورا جين في البرية الشمبانزي لمراقبة
 observing chimpanzees in the wild. She immediately said yes. **She** went with **her** mother to
 قبل ان ولم يمضي وقت طويل عملها الجديد لتبدء تنزانيا في تنجانيقا بحيرة لشواطئ
 the shores of Lake Tanganyika in Tanzania to start **her** new job, and it was not long before
 تسمى الان بالمنطقة المحيطة في الاشجار الشمبانزي بمجموعة من تلقني
she made out a group of chimpanzees in the trees around an area now called the
 منتزه غومبي ستريم الوطني
 Gombe Stream National park.

(**who** : Dr Dolittle / **she** , **her** : Jane / **Here** : Africa / **who** : scientist)

9. When did Jane love to read fairy (fictional) tales?

(At what age did Jane love to read fairy (fictional) tales?)

.....

10. What does the underlined word “ **she** “ in the text refer to?

.....

11. Find a phrasal verb in the text which means “ **to see something with difficulty**”.

.....

12. Find a phrasal verb in the text which means “ **to meet or find something or someone**”.

.....

13. What does the underlined word “ **Here** “ in the text refer to?

.....

14. Who did Jane meet in Africa?

.....

15. How old was Jane when she went to Africa?

.....

16. Who is Dr Dolittle?

.....

17. Who did Jane go to Tanzania with to start her new job?

.....

18. What is the reason that inspired Jane to go to Africa?

.....

19. What is the name of the area (region) where Jane met a group of chimpanzees in the trees

.....

20. What kind (type) of animals did the scientist ask Jane to observe in the wild?

.....

21. Where did Jane go with her mother in Tanzania to start her new job?

.....

مع ان تتواصل مع ان تتواصل
 تدريب علمي بدون امرأة انجليزية شابة استطاعت كيف
 How could a young English woman with no scientific training possibly make contact with a
 لكن راوها هم بمجرد هربت حيوانات شمبانزي في البداية الشمبانزي البري مجموعة من
 group of wild **chimpanzees** ? At first , the animals ran away as soon as **they** saw **her** .But
 أن من المحتمل جدا فان الحيوانات البرية هذه عن القليل جدا تعرف لانها ربما
 maybe because **she** knew very little about these wild **animals**, it is highly likely that **her**
 خطورتها مدى ستعرف جين لاحقا فقط ثقتهم حصل على هدوء جين
 calmness gained **their** trust. It was only later that Jane would learn how dangerous **they**
 حاولوا من خلالها بمعارك قامت الشمبانزي من مجموعات مختلفة ان رأت
 could be. **She** saw that different groups of chimpanzees had battles in which **they** tried
 الشمبانزي ان لها أظهرت دراستها قبل ذلك لكن المجموعة المنافسة القضاء على
 to **wipe out** the rival group. But before this, her studies showed **her** that the chimpanzees
 الطعام ومشاركة بعضهم البعض ومساعدة العناية لهم مما يسمح التواصل بوضوح يمكنها
 could clearly communicate, allowing **them** to groom and help each other, share food
 باستخدام التواصل لا تستطيع الحيوانات ان اشارت وجين خلافات لديهم وايضا
 as well as have arguments Jane **pointed out** that the animals couldn't communicate using
 والصوت اللمس بواسطة التواصل تستطيع لكنها البشر مثل اللغة
 language like people, but **they** could communicate by touch and sound.

(**they , them , their** : chimpanzees (animals) / **She , her** : Jane / **which** : battles)

22. What does the underlined word “ **her** “ in the text refer to?

.....

23. Quote the sentence that shows the chimpanzees' reaction when they first saw Jane.

.....

24. Find a phrasal verb in the text which means “ **to destroy something completely**”.

.....

25. Find a phrasal verb in the text which means “ **to tell someone something you think they don't know**”.

.....

26. What was the reason that Jane gained (got) the chimpanzees' trust?

.....

27. Write down the sentence which shows that groups of chimpanzees had battles.

.....

28. What are the consequences (results) of communicating among Chimpanzees?
(What does Jane's study show about communicating among Chimpanzees?)

.....

29. How could Chimpanzees communicate?

.....

30. Find a word in the text which means "a person or group that competes with others".

.....

31. Find a word in the text which means "to brush and clean fur".

.....

كانوا يعتقدون ان الناس في ذلك الوقت لغة الإشارة استخدم انها تستطيع ادركت ايضا هي ومن المدهش
Amazingly, **she** also realized **they** could use sign language. At this time, people believed that
من النمل لأخذ العصي يستخدم الشمبانزي شاهدت لكن جين يستخدموا الادوات تمكنوا من البشر فقط
only humans could use tools, but Jane watched chimpanzees using sticks to take **ants** from
لصغارهم النمل لإطعام العصي استخدموا ومن ثم الشجرة
a tree, and then used the sticks to feed the ants to **their** young.

(**she** : Jane / **they** , **their** : chimpanzees)

32. What type of language could Chimpanzees use?

.....

33. What kind of tools could Chimpanzees like humans?

.....

34. Why did Chimpanzees use the sticks?

.....

35. What does the underlined word "**their**" in the text refer to?

.....

الحيوانات بان لأول مرة للجمعية العلمية أوضحت جين عملها من خلال
 Through **her** work, Jane **spelled out** to the scientific community for the first time that animals,
 عملها حول الكتب عدد من بكتابة استمرت جين الأدوات استخدام تستطيع أيضا
 too, could use tools. Jane went on to write a number of books about **her** work.
 بانها علمتنا هي السلوك الاجتماعي المتطور بشكل كبير للشمبانزي توضح بالإضافة
 As well as explaining chimpanzees' highly developed social behavior, **she** taught us that **they**
 نباتية كانت بانها يعتقدون كانوا الناس حيوانات آكلة للحوم والنبات
 are omnivores(people used to think **they** were vegetarian).

(**her , she** : Jane / **they** : chimpanzees)

36. What does the underlined word “ **her**” in the text refer to?

.....

37. What did Jane explain (spell out) to the scientific community for the first time?

.....

38. What does the underlined word “ **they**” in the text refer to?

.....

39. Find a phrasal verb in the text which means “ **to explain something very clearly**”.

.....

40. Find a word in the text which means “**a living being that eats plants and animals**”.

.....

أحدثت جين جودال حسب رأيي للسلام سفيرة الامم المتحدة جين اصبحت في عام 2002
 In 2002, **she** became a UN Messenger for Peace. In **my** opinion, Jane Goodall **brought about**
 التواصل يمكن للحيوانات كيف يفهمون بها الناس بالطريقة التي تغييرا كاملا
 a complete change in the way people understood how animals can communicate.
 أشكال مختلفة من دراسة قد واصلوا فإن علماء الطبيعة تنزانيا عملها في منذ
 Since **her** work in Tanzania, **naturalists** have continued to study different forms of
 التواصل الاصوات النقاط يستطيعوا الذين والفيلة الحيتان مثل الحيوانات بين
 communication between animals such as whales and elephants, **who** can **pick up** sounds
 نتعلم قد باننا أشعر مسافات شاسعة على الفيلة والحيتان الأخرى التي تصدرها
 made by other whales and elephants over large distances. **I** feel that we may well learn even
 بالمستقبل تواصل الحيوانات عن المزيد
 more about animal communication in the future.

(**she , her** : Jane / **my , I** : the writer , the author / **who** : naturalists)

41. What did Jane become in 2002?

.....

42. Find a phrasal verb in the text which means “ **to cause something to happen**”.

.....

43. What other animals (creatures) have naturalists continued to study different forms of communication?

.....

44. When did Jane become a UN Messenger?
.....

45. What does the underlined word “ **who** “ in the text refer to?
.....

46. Find a phrasal verb in the text which means “ **to receive sounds, phone signals, etc**”.
.....

****. **Do you think Jane Goodall’s lack of scientific training helped her or hurt her research at the beginning? Why?**

Jane Goodall’s lack of scientific training helped her because she approached the chimpanzees With an open mind and without strict scientific methods that could have limited her observations. Her calm and patient attitude helped her gain the animal trust.
.....

*****. **In what ways can Jane Goodall’s work help us better understand human behavior and communication.**

Form social bonds , show empathy , experience conflict , we can learn more about the roots of human emotions and communication. Understand some aspects of our behaviuor like cooperation, caring for others, and even agreession.

groom : to brush and clean fur

يعتني

omnivore: a living being that eats plants and animals آكل الحيوان والنبات

rival: a person or group that competes with others

منافس

المركبة Phrasal verbs/ SB. Page 7 / 4

pick up يلتقط : to receive sounds, phone signals, etc.

bring about يحدث : to cause something to happen

point out يشير : to tell someone something you think they don't know.

make out يرى بصعوبة : to see something with difficulty.

wipe out يقضي على (يدمر) : to destroy something completely

get across يوصل : to successfully communicate a message/ an idea.

spell out يوضح : to explain something very clearly.

come across يقابل : to meet or find something or someone.

figure out يعرف (يكتشف) : to solve or understand something.

take in يستوعب (يفهم) : to understand and remember something you are told.

1. means to destroy something completely.

A. come across B. pick up C. point out D. wipe out

2. means to tell someone something you think they don't know.

A. figure out B. pick up C. point out D. wipe out

3. means to receive sounds, phone signals, etc.

A. figure out B. pick up C. point out D. wipe out

SB. Page 7 / 5

Complete the sentences with the correct phrasal verbs.

1. I was embarrassed when he that I had made some basic spelling mistakes.

A. came across B. picked up C. pointed out D. wiped out

2. It was cloudy, but he could still the distant star.

A. make out B. pick up C. point out D. wipe out

استكشاف الفضاء

3. I an interesting article about space exploration the other day.

A. came across B. picked up C. pointed out D. wiped out

4. Technology has many changes in the way we live.
 A. came across B. picked up C. pointed out **D. brought about**
5. My science teacher is very good at difficult ideas so that we always understand them.
 A. making out **B. getting across** C. pointing out D. wiping out
6. It took me ages to exactly how to use the telescope.
 A. make out B. pick up **C. figure out** D. wipe out
7. You don't understand? Do I have to what I mean?
 A. make out B. pick up C. point out **D. spell out**
8. We couldn't use our mobile phones in the desert, but started to signals when we went into mountains.
 A. make out **B. pick up** C. point out D. wipe out
9. Over 17 different species have been this year and it's only March.
 A. make out B. pick up C. figure out **D. wipe out**

Replace the underlined parts with the correct forms of the phrasal verbs.

1. This device will receive a signal from someone ^{محاصر} tapped under the snow after an avalanche. ^{انهيار جليدي بعد}
 A. make out B. pick up C. point out D. spell out
2. Space exploration could cause a big change in the way we see our place in the universe.
 A. make out B. pick up C. point out D. bring about
3. I'd like to bring to your attention a few important rules before the game begins.
 A. make out B. pick up C. point out D. spell out
4. It was raining so heavily that we could barely see the road ahead. ^{بصعوبة}
 A. make out B. pick up C. point out D. spell out
5. The arrival of the new shopping centre has completely destroyed local shops.
 A. make out B. pick up C. wipe out D. spell out
6. Let me explain it clearly for you: if you ever do that again, I will report you to the police.
 A. make out B. spell it out C. point out D. bring about

-
1. Do I really have to spell the reason you should not drop litter?
 A. to B. about C. up D. out
2. Please pay attention while we point some of the safety features on this aircraft.
 A. out B. about C. up D. in
3. Sadly, the accident brought a serious change in his personality.
 A. out B. about C. up D. in
4. She didn't speak English, but I managed to get the fact I needed help.
 A. out B. about C. up D. across

الأزمنة Tenses

The present simple: المضارع البسيط

1. Routine and habits

- الظروف التالية تقع قبل الفعل (الحدث) وبعد الفعل المساعد :

دائما always / عادة usually / من وقت لآخر / from time to time / nowadays /
أحيانا sometimes / often / / rarely / never / / now

- الظروف الأخرى:

يوميًا daily / أسبوعيًا weekly / شهريًا monthly / سنويًا yearly / once in a while /
كل +time every / مرة واحدة once +time / مرتين +time twice / (three) times +time /
every so often / من وقت لآخر

القاعدة : في الجملة المثبتة:

مفرد (he , she , it) Subject + base form (s,es) + object

جمع (I , we , they , you) Subject + base form + object

I always **drink** tea after lunch.

Farah plays guitar every day

* يضاف (es) للفعل المضارع البسيط المسبوق بفاعل مفرد كما يلي :

1. إذا انتهى الفعل بالأحرف التالية : o / ch / sh / ss / x

2. إذا انتهى الفعل بحرف (y) وكان مسبقًا بحرف ساكن (الحرف الساكن هو كل حرف ليس من حروف العلة) يقلب حرف (y) إلى حرف (i) ثم نضيف (es)

* أحرف العلة : (a , e , i , o , u)

Study → studies / play → plays

2. facts and things that are generally true.

- The sun rises from east
- Light travels at almost 300,000 kilometers per second

3. permanent situations around the present time

أحداث دائمة مثل العمل والسكن

- He **now lives** in London.
- I'm a student.

4 -Scheduled or fixed events in the future (timetable)

- The school holiday **starts** in on 17th June.
- The train **leaves** at 6 pm this evening
- People are still sending messages and it usually only seconds to deliver them.
(took , take , taken ,takes)
- The earth ----- around itself. (revolved, revolve , is revolving, revolves)
- Our neighbour sometimes ----- home early . (leaves , leaving , leave, left)
- Teachers often ----- the students. (supported, supports, have supported, support)
- Laila usually ----- the piano well.(playing, plays , played, play)
- The boys often ----- early. (sleeps ,sleep ,slept , has slept)
- Huda ----- always careful. (is , was , are)
- Water ----- of two elements : Oxygen and Hydrogen. (consists, consist, consisted)
- Elephants ----- grass . (eating , eats , eat, ate)
- The students ----- stories every week.(reads , read, has read)
- The heart ----- 72 times a minute. (beat, beats, is beating)
- We all a little too much once in a while.(drank , drinks, drunk, drink)
- Every so often I myself to a meal in an expensive restaurant.
(have treated , is treating , treat , treats)

القاعدة : فى الجملة المنفية:

مفرد (he , she , it) Subject + **doesn't** + base form +. . .

جمع (I , we , they , you) Subject + **don't** + base form. . .

- The sun ----- round the earth . (doesn't go, don't go , hasn't gone)
- My father ----- always ----- the traditional dress .
(don't wear , doesn't wear , didn't wear)

- The boys ----- usually ----- on time.
(doesn't come , don't come , hasn't come)
- Huda ----- **always** alert. (am not, isn't , aren't)
- Sami ----- **usually**chess. (don't play, hasn't played, doesn't play)
- In Ramadan, Muslims ----- or drink during day time. (don't eat, doesn't eat)

القاعدة : في السؤال:

فاعل جمع

(wh) **do** + plural subject + **base form (V1)** +?

فاعل مفرد

(wh) **does** + singular subject + **base form (V1)** +?

- Where----- the manager hold the meeting **weekly**? (do, does , did)
- Does the sun ----- round the earth ? (go , goes , went)
- When ----- the banks **generally** ----- ? (does/go , do/go)
- Where ----- the boys **often** spend the weekend ? (does , do , done)
- ----- water evaporate at 150 c ? (do, does , did)

ملاحظة افعال الحال **state verbs** مثل know ,look (appearance) love, like, think (opinion) Know, believe

تستخدم في صيغة المضارع البسيط ولا تأخذ صيغة المستمر
لكن بعض افعال الحال سيتغير معناها وتستخدم في المستمر مثل

Thinkof/about

See.....(go out with)

Lookat

- What you.... about?
(do , think , /// have , thought /// are , thinking)
- I Amer these days.
(see , have seen , saw, am seeing)
- Why youat me that way?
(do, look /// are, looking , have, looked)

Present Continuous المضارع المستمر

* نستخدم المضارع المستمر للتحدث عن نشاطات (أحداث) تحدث أثناء الكلام.
* الظروف الدالة على المضارع المستمر هي :

* **things happening now or around now. (actions in progress at the time of speaking)**

He is talking on his mobile now.

* **situations which are changing during the present time.**

People are still sending messages and it usually takes only seconds to deliver them.

But **are** we now **forgetting** how to communicate face to face.

* **temporary actions in progress around now.**

He's thinking of getting a new mobile phone.

Be quiet / اهدأ / listen اسمع / look انظر / watch out
these days / Be careful / look out /
Don't + base form / الليلة tonight /
today/ at the moment / now / right now / still مازال / at present حاليا
Currently

القاعدة :

مفرد (he , she , it) → is + (base form + ing) + object ...

Subject (I) → am + (base form + ing) + object ...

جمع (we , you , they) → are + (base form + ing) + object ...

* يكون نفي المضارع المستمر بإضافة (not) بعد الأفعال المساعدة is not / am not / are not

- The secretary ----- your curriculum vitae now . (am typing, is typing)
- I ----- with my grandmother at the moment . (are staying , am staying)
- Look ! the young man ----- the lions . (are feeding, is feeding)
- Don't shout here, students ----- their English exam. (are taking, is taking)
- We ----- chess at the moment .(is playing, are playing)

القاعدة : في السؤال : am / is / are + subject + (base form + ing) + object ?

- ----- your father ----- now ? (Are/coming , Is/ coming)
- ----- your brothers ----- now ? (Is /swimming , Are / swimming)

المضارع التام Present Perfect Simple

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

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

Since the invention of the mobile phone and the internet, the world **has become** a different place.

He's been stuck here for five years.

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

Without a doubt there are some challenges, but there are also examples of when the Internet **has changed** someone's life for the better.

* experiences during a present period of time.

I've sent five thousand text messages so far.

* ونستعمل المضارع التام للتحدث عن أحداث حصلت حديثاً (قبل لحظات).
وفي هذه الحالة نستخدم الظروف التالية مع المضارع التام :

* الظروف الدالة على المضارع التام هي :

since +time/ for+ time / just/ **always**

بعد (حتى الآن) *yet* في السؤال والنفى /

للتو *already* / حديثاً *recently* / أبداً تفيد النفي (*never*) /

حتى الآن *so far* / مؤخراً *lately* / *How many* /

ever since / *in recent years* / *since the dawn*

القاعدة في الجملة المثبتة :

مفرد Subject

(he , she , it) + **has** + **p.p**

جمع Subject

(I , you , we ,they) + **have** + **p.p** + object

* ينفي المضارع التام بإضافة (*not*) بعد الأفعال المساعدة **has not (hasn't) + V3**
/ **have not (haven't) + V3**

- The students ----- the teacher **for half an hour** .

(has waited, have waited, wait)

- The teacher ----- **just** ----- the class .

(has entered, have entered, enters)

- We have not ----- **you for too long** .

(saw , see , seen , seeing)

- The teacher ----- **yet** . (hasn't arrived, haven't arrived, arrives)

- I my meal yet. (haven't finished, hasn't finished)

- Sami twenty JD so far . (is saving, has saved, have saved)

- I have-----doing this for ages .

(been , being , be , is)

- You always good at maths.

(will be, has been , have been, were been)

القاعدة : في السؤال:

Have / has + subject + p.p + object . . ?

-**How many** times have you ----- in the driving test ?

(fail, failed, fails , failing)

- your mother **ever** to Aqaba?

(has, been / Do, be / have, been)

المضارع التام المستمر Present Perfect Continuous

* نستخدم المضارع التام المستمر للحديث عن عمل ما (حدث) مستمر أو متكرر بدأ في الماضي ولم ينته بعد .

*an action in progress or repeated over a period of time up until now.

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

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

القاعدة في الجملة المثبتة:

مفرد Subject + has been + base (ing)
(he , she , it)

جمع Subject + have been + base (ing)

* ينفي المضارع التام المستمر بإضافة (not) بعد الأفعال المساعدة has not (hasn't) / have not (haven't)

إعداد: وليد عليوات 0786446786
القاعدة : في السؤال:

Have + subject + been + + base (ing) ... ?

Has + subject + been + base (ing) ... ?

* الظروف الدالة على المضارع التام المستمر هي :

1- إذا كانت الجملة تحتوي على جزأين أولهما يدل على نتائج أو آثار الفعل والجزء الثاني يحتوي على فراغ والكلمات المفتاحية since, for , lately , recently , in recent years, ever since, always
نطبق قاعدة المضارع التام المستمر:

- Huda is in bed . She -----hard lately.
(has been working , have been working)

all + time -2

1- Huda is in bed . She -----hard lately.
(have been working , has been working)

2 . You look tired. What have you -----? (been doing , be doing)

3. Nour an essay all morning. (has been writing , has been written , wrote)

4- Sami ----- in the factory for a year.
(have been working , has been working)

5. Hatem looks tired. He his science project all night.
(has be doing , have been doing , has been doing)

6. He is covered in oil . He has ----- his car . (been repairing , be repairing)

7. Some body is disturbing us . The phone -----all day.
(has been ring , has been ringing , have been ringing)

8- He is lazy. He hasn't all the year.
(been study , been studying , studying)

Simple past الماضي البسيط

* نستخدم الماضي البسيط للتحدث عن فعل حدث في الزمن الماضي وانتهى.

* **an action that started and finished at a specific time in the past.**

* مؤشرات ودلائل الماضي البسيط:

Yesterday / last + time (last week) / ago / in the past / in , during 2004

Before + time (before three hours) / previous + time (previous week).

At that time / earlier today / the day before / soon after / two years later /

In ancient times / at the turn of 20th century

وإذا ورد في الجملة أسماء اشخاص من الماضي دليل على الماضي البسيط

* القاعدة في الجملة المثبتة:

Subject + **v2** + object.

- We ----- to Petra last week. (go , has gone, went , going)

- I ----- an old friend yesterday. (meets , is meeting ,will meet , met)

* القاعدة في الجملة المنفية:

Subject + didn't + base form + object.

- Sami ----- his homework last night.(hasn't written , didn't write , doesn't write)

* القاعدة في السؤال:

إعداد: وليد عليوات 0786446786

Did + subject + base form + object . . . ?

- ----- the teacher -----to school yesterday ? (Do, come / Has , come/ Did, come)

- ----- you ----- the film before two weeks ? (Will, see/ Did, see / Does, see)

1. What ----- you ----- for lunch yesterday ? (do, have / did , have/ have, had)
2. Walid ----- to London two weeks ago . (leaves , leave , left)
- 3.The light through the curtains ----- us awake last night. (kept , have kept , keep)
4. My father ----- us to the theatre last night . (take , took , is taking , takes)
- 5.Last month , I ----- to some of the actors.(speaks , have spoken , spoke , spoken)
6. Hala ----- her friend yesterday .(doesn't meet / didn't meet , hasn't met)
7. I ----- her two days ago. (meet, met , am meeting , meets)
8. He ----- learning English six years ago. (begun ,begin , began, has begun)
9. Ali went to Sami's house but he ----- there. (isn't , weren't , wasn't)
- 10.William Shakespeare ----- many novels. (writes , wrote , has written)
11. Yesterday he didn't go to school because he ----- ill . (was , is , were, be)
12. Where Sami last night? (is , were , was, are)

Past Perfect الماضي التام

* نستخدم الماضي للتحدث عن حدثين حدثا في الماضي وانتهيا في الماضي حيث يكون الحدث الذي حدث أولا بالزمن الماضي التام والحدث الثاني بالزمن الماضي البسيط.

- * **actions in the past that was completed before another action or time in the past.**
 - * **finished actions in the past when we don't say exactly when they happened.**
 - * **to show the relationship between a situation in the past and an earlier state or action**
- * شكل قاعدة الماضي التام:**

مفرد وجمع Subject + **had** (not) + **p.p** + object .

*** مؤشرات ودلائل الماضي التام :**

*** القاعدة في الجملة المثبتة :**

Before + simple past , past perfect .
past perfect + before + simple past .

We had cleaned the room **before** we slept.

After (because)+ past perfect , simple past.
Simple past + after + past perfect.

After he had left home , it rained.

by + (by 1995 , by the time) + past perfect .
تاريخ قديم وماضي بسيط + **by** .

By the age of ten, he had killed his buffalo.

Simple past + **already , never , until** + past perfect

I **met** Sami during the studying, I **had never known** him before.

*** القاعدة في السؤال :**

Had + subject + p.p + object ?

- ----- the teacher ----- your composition after writing it? (see)

1. I felt a little better after I ----- the medicine. (has taken, had taken, take)
2. Before I left the office, I ----- Ali . (am not calling, don't call, hadn't called)
- 3.They cancelled the journey after they ----- to the weather bulletin.
(listen , have listened , had listened)
4. We had watched the match before we ----- home. (left ,leave , have left)
5. By 2001, I ----- the first edition of this book. (issue , had issued , has issued)
6. After I ----- my breakfast, I went out to work.(have had , am having, had had)
7. I called Muna late . The party already (had, begun / has, begun)
8. I never at Aqaba until I was 19. (have, been / had , been, do, begin)

Past Continuous الماضي المستمر

* نستخدم الماضي المستمر للتحدث حدث كان يحدث ومستمر لفترة من الوقت في الماضي وأوقف بسبب حدوث حدث آخر في الماضي (ماضي بسيط).

* **actions in progress at specific time in the past.**

* **a long activity interrupted by a short one.**

* مؤشرات ودلائل الماضي المستمر:

بينما **While / as**

عندما **When**

* شكل قاعدة الماضي المستمر إعداد: وليد عليوات 0786446786

Subject + **was / were** + (base form + ing)

I , He , she , it → was

we , you , they → were

* القاعدة في الجملة المثبتة:

When + simple past , past continuous

Past continuous + **when + simple past**

- **When they arrived , we were eating.**

While / as + past continuous , simple past

simple past + **while / as + past continuous**

- **While I was sleeping , my friend visited me.**

- My friend visited me **while I was sleeping** .

*** ينفي الماضي المستمر بإضافة (not) للأفعال المساعدة was / were**

- The students were not writing when the teacher entered the class .

* القاعدة في السؤال :

Was / were + subject + (base form + ing) + object ?

- ----- the children ----- when you saw them ? (play)

- ----- Sami ----- when the headmaster came in ? (sing)

1. My mother was cleaning the house when I ----- home. (return, returned , is returning)
2. I saw Ali as he ----- the car. (drive , was driving , were driving)
3. It ----- heavily while the boys were playing football. (rains , rained , has rained)
4. Ahmed ----- at a hotel when he first met his wife . (will stay, was staying , stay)
5. We ----- Salma as she was driving her new car. (see , saw , has seen)
6. Huda fell down while she ----- the tree. (was climbing , were climbing, climbs)
7. The children ----- their homework when their father arrived.
(were doing , are doing , do , does)

ورقة عمل على موضوع الازمنة

- 1- Mohammed ----- school three hours ago. (leaves , left , has left, is leaving)
- 2- I ----- my friend since 1992. (haven't seen , don't see , hasn't seen)
- 3- He ----- with his brother now.(works, is working , has worked , work)
- 4- We ----- each other for years. (Knows , have known , knew , known)
- 5- Don't switch off the TV. I ----- it . (watch , have watched, am watching)
- 6- I----- when the phone rang. (dreams , was dreaming , am dreaming)
- 7- The Nile ----- through Cairo. (flow , flows, is flowing , flowed)
- 8-Ali ----- dinner with Majed at this moment.
(have , has , is having , had)
- 9- By 1995, our school football team the championship.
(win , won , had won , wins , is winning)
- 10- Sami traveled to Aqaba after he ----- the money. (get , had gotten , got)
- 11- She always ----- to me on my birthday. (Writes , wrote , is writing)
- 12- Where ----- you last night? (is , was , were , am)
- 13- He had been a newspaper reporter before he ----- a businessman.
(am , are , were , was)
- 14- Listen! someone ----- music. (Plays , is playing , was playing)
- 15- Tom ----- very tall lately. (grows , has grown , grew , grow)
- 16- I met her during the trip; I never her before.
(is , seeing / has ,seen / had ,seen)

- 18- We ----- to bed at 10 o'clock every night.
(doesn't go , don't go , didn't go , haven't gone)
- 19- . I already Petra with my family.
(has , visited ,/ have, visited , will , visit , am visiting)
- 20- When I came in, Sami the kitchen.
(has cleaned , had cleaned , was cleaning . is cleaning)
21. We the exam all night.
(revise , has revised , have been revising, revised)
22. I a challenge once in a while.
(liked , have liked, likes , like)
23. These memories to the surface every so often.
(came , are coming , had come , come)
24. Nuha a book right now.
(reads , are reading , is read, is reading)
25. We..... currently on that problem.
(have worked , were working , are working , had worked)
26. It always hot in summer.
(are being , have been , will be , has been)
27. Rana always her mom.
(has helped , will help , helps , helped)
28. Maher felt nervous because he never in the Dead Sea before.
(had , swum / has , swum , are, swimming)
29. He now a flat with a friend.
(are sharing , shares , was sharing , shared)
30. Before Hassan met his wife, he single for a decade.
(has been , will be , were , had been)
31. The news quickly at the moment.
(spreads , is spreading , are spreading , spread)
32. When they reached the station, the bus ----- .
(was leaving, leaves, were leaving)

SB. Page5/ 4

1. Look at Tara Taylor's case, a mother who lives in the USA.

The above sentence represents :

- A. actions in progress at specific time in the past.
- B. routines and habits.
- C. actions in the past that was completed before another action or time in the past.

2. Sending messages **usually takes** only seconds to deliver them.

The above sentence shows...

- A. an action that started and finished at a specific time in the past.
- B. an action in progress or repeated over a period of time up until now.
- C. facts and things that are generally true.

3. People **are still sending** messages.

The above sentence shows.....

- A. things happening now or around now.
- B. an action that started and finished at a specific time in the past.
- C. an action in progress or repeated over a period of time up until now

4. But **are we now forgetting** how to communicate face to face.

The above sentence represents.....

- A. situations which are changing during the present time.
- B. an action that started and finished at a specific time in the past.
- C. routines and habits.

5. In ancient times, they used smoke signals and after writing developed, they **invented** more ingenious methods of delivering messages.

The above sentence represents....

- A. an action that started and finished at a specific time in the past.
- B. things happening now or around now.
- C. routines and habits.

6. Bottles were found which had been sent by people who **were travelling** on board the Titanic.

The above sentence represents....

- A. actions in progress at specific time in the past.
- B. things happening now or around now.
- C. routines and habits.

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

The above sentence shows

- A. an action that started and finished at a specific time in the past.
- B. a long activity interrupted by a short one.
- C. situations which are changing during the present time.

8. Since the invention of the mobile phone and the Internet, the world **has become** a different place.

The above sentence shows.....

- A. actions and states which began in the past and continue until now.
- B. a long activity interrupted by a short one.
- C. situations which are changing during the present time.

9. Without a doubt there are some challenges, but there are also examples of when the Internet **has changed** someone's life for the better.

The above sentence shows.....

- A. finished actions in the past when we don't say exactly when they happened.
- B. things happening now or around now.
- C. routines and habits.

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

The above sentence shows.....

- A. things happening now or around now.
- B. an action that started and finished at a specific time in the past.
- C. an action in progress or repeated over a period of time up until now.

11. Two years later, Ake Viking received a letter from a Sicilian girl, Paolina, who **had found** his bottle and soon after **they** were married!

The sentence above shows.....

- A. an action in progress or repeated over a period of time up until now.
- B. actions in the past that was completed before another action or time in the past.
- C. routines and habits.

SB. Page 5 / 6

Match the sentences halves.

1. The phone is ringing The phone rings

A. all the time now that we run a business

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

(B , A)

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

A. all day today

B. a couple of times today

(A , B)

3. It's getting It gets

A. easier and easier to stay in touch with people

B. less difficult every time I write an essay

(A , B)

4. I was watching a film I watched a film

A. when the lights suddenly went out

B. when I got home from school

(A , B)

5. What do you think ? What are you thinking

A. of my phone

B. about

(A , B)

SB. Page 7 / 3

Making Contact اسئلة نقاشية على قطعة

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 had fights and disciplined their children.

B. The chimpanzees could talk and make tools.

C. The chimpanzees could use tools and communicate using sign languages.

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.

WB. Page 4/ 1

1. He's been writing thank-you letters all morning.

The sentence above shows.....

- A. an action in progress or repeated over a period of time up until now.
- B. an action in the past that was completed before another action or time in the past.
- C. facts and things that are generally true.

2. I wrote an English essay last night.

The sentence above shows.....

- A. actions that started and finished at a specific.
- B. an action in progress or repeated over a period of time up until now.
- C. an action in the past that was completed before another action or time in the past.

3. She's writing a text message right now.

The above sentence represents....

- A. things happening now or around now.
- B. an action in the past that was completed before another action or time in the past.
- C. facts and things that are generally true.

4. Young people are writing by hand less often these days .

The above sentence represents....

- A. facts and things that are generally true.
- B. situations which are changing during the present time.
- C. actions that started and finished at a specific.

5. I was writing to Jad when he called.

The sentence above shows.....

- A. facts and things that are generally true.
- B. situations which are changing during the present time.
- C. a long activity interrupted by a shorter one.

6. They've written several very long essays.

The above sentence represents....

- A. actions that started and finished at a specific.
- B. facts and things that are generally true.
- C. finished actions in the past when we don't say exactly when they happened.

7. We were writing to each other regularly back then.

The above sentence represents....

- A. actions in progress at a specific time in the past.
- B. facts and things that are generally true.
- C. situations which are changing during the present time.

8. I've written down everything she's said so far.

The above sentence represents....

- A. actions and states which began in the past and continue until now.
- B. actions in progress at a specific time in the past.
- C. facts and things that are generally true.

9. Fawzi writes at least ten texts every day.

The sentence above shows.....

- A. actions in progress at a specific time in the past.
- B. facts and things that are generally true.
- C. routines and habits/things that happen repeatedly.

10. I'd already talked to that police officer about the burglary, so he knew I was innocent.

The sentence above shows.....

- A. actions that started and finished at a specific.
- B. an action in progress or repeated over a period of time up until now.
- C. an action in the past that was completed before another action or time in the past.

11. Teenagers rarely write emails.

The sentence above shows.....

- A. actions in progress at a specific time in the past.
- B. facts and things that are generally true.
- C. an action in the past that was completed before another action or time in the past.

WB. Page4 /2.

Choose the correct time expressions.

1. I usually take a break from my screen light to rest my eyes.
A. Now B. yesterday C. from time to time
2. According to my phone, I've spent 67 minutes online nine o'clock.
A. now B. since C. ever since
3. We've been learning about ancient methods of communication at school
A. last week B. tomorrow C. recently
4. I forgot my password and blocked my email account.....
A. the day before yesterday B. in recent weeks C. soon
5. We were walking on the beach when we found a message in a bottle.
A. once in a while B. in the future C. earlier today

WB. Page 4/ 3

1. Most teenagers texting to calling.
A. preferred B. preferring C. are preferring D. prefer
2. My friend and I usually emails.
A. didn't , send B. haven't , sent C. don't , send D. doesn't send
3. Once in a while, Zeina books.
A. wrote B. write C. has written D. writes
4. youyour laptop right now? I'd like to borrow it.
A. Does , use B. Have , used C. Are , using D. Is , using
5. Can I call you back? I to someone else at the moment.
A. am talk B. have talked C. talks D. am talking
6. Landline telephones less and less common these days.
A. are becoming B. has become C. is becoming D. became
7. you how much credit you've got left on your phone?
A. Did , know B. Has , known C. Do , know D. Does, know

WB. Page 5/ 4

Complete the sentences with the correct endings ...

1. I've been texting Heba
A. last night B. two hours ago C. all morning D. at the moment
2. I've texted Heba
A. last night B. three times today C. all morning D. at the moment
3. Lama's been writing
A. that essay since morning B. two essays today
4. Lama has written ...
A. that essay since morning B. two essays today
5. Abbas hasn't learnt
A. how to write in English yet. B. English for very long.
C. English yesterday. D. English at the moment.
6. Abbas hasn't been learning
A. how to write in English yet. B. English for very long.
C. English yesterday. D. English at the moment.

WB. Page. 5 / 5

Complete the story with the correct forms of the verbs below.

Hani was riding his bike when he his phone. (drops , dropped , has dropped).
He on the road (concentrates , was concentrating , concentrate) ,so he it
fall. (doesn't hear, haven't hear , didn't hear).
He arrived at school and straight to his first lesson. (goes , went , go).
He in English class when he realised (was sitting , is sitting , sits) that he it.
(has lost , is losing , had lost)
He thought he it at home (had left , leaves , has left),but when he got back at the end
of the day, it there (isn't , weren't , wasn't). He never found out what to it
(is happening , **had happened / happened**, has happened)and assumed that someone
it. (has stolen , steal , stole)

WB. Page.5 / 6

Use the prompts to write questions.

1. You / receive / any hand-written letters / recently?

- A. Do you receive any hand-written letters recently?
- B. Did you receive any hand-written letters recently?
- C. Have you receive any hand-written letters recently?
- D. Have you received any hand-written letters recently?

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

- A. Did social media change the meaning of friendship?
- B. Has social media changed the meaning of friendship?
- C. Will social media change the meaning of friendship?
- D. Have social media changed the meaning of friendship?

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

- A. Have you watched the documentary about communication through the ages yesterday?
- B. Did you watch the documentary about communication through the ages yesterday?
- C. Do you watch the documentary about communication through the ages yesterday?
- D. Are you watching the documentary about communication through the ages yesterday?

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

- A. Does Grandma knows how to switch on the computer?
- B. Is Grandma knowing how to switch on the computer?
- C. Do Grandma know how to switch on the computer?
- D. Does Grandma know how to switch on the computer?

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

- A. Have you seen her photos on social media before you met her?
 B. Had you seen her photos on social media before you met her?
 C. Do you see her photos on social media before you met her?
 D. Will you see her photos on social media before you met her?

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

- A. Were you having a bad dream when I wake you up?
 B. will you have a bad dream when I woke you up?
 C. Were you having a bad dream when I woke you up?
 D. Were you have a bad dream when I woke you up?

WB. Page 5/ 7**Complete the news story with the correct forms of the verbs below.**

Members of an Australian family the world's oldest message in a bottle over 100 years (find , found , has found) after German researchers it into the Indian Ocean. (have thrown , throw , had thrown)

The Illman family on the beach in Perth in Australia, (is walking , were walking, walk) when they a bottle lying in the sand. (come across , has come across, came across) Tonya Illman it up (is picking , pick , picked) and a note inside. (has discovered , discovered , discovers)

Researchersthe note 132 years earlier. (have written , are writing, had written)

SB. Page 8

صداقات جديدة ونكون الجمود نكسر كيف

How to Break The Ice and make new friends

تكون افضل طريقة غالبا ما انطباع جيد ترك بشأن كثيرا لا تقلق

Don't worry too much about **making a favourable impression**. Often the best way to

تمكنت من اذا الطقس أن تعلق على هي ببساطة محادثة لبدء

strike up a conversation is simply to comment on the weather. If you can **have**

بينكما رابط إنشاء انه يمكن حقا تفعلائه معا على شيء ما الضحك

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

فقط صادقا أن تبدوا تحتاج لكن الإطراء لهم ان تقدم تحب الناس

People like it if you **pay them a compliment**, but you need to sound sincere. Just

حقا انكما وقد تجدان وهكذا اقامتك عن حديث قصير أجري

make small talk about where you live, and so on. You may find that you really

مدى الحياة اصدقاء وتصبحان تتفقان

hit it off and become friends for life.

لذا كشخص دافئ(ودود) بدوت اذا يتعاطفوا معك من المحتمل الناس

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

وابتسم تواصل بالنظر

eye contact and smile.

العنوان معنى معرفة
* Can you work out the meaning of the title “ How to break the ice “?

بطريقة مريحة لشخص ما للتحدث بطريقة ايجاد يعني

Break Ice means find a way of talking to someone in a relaxed way.

يختلف عن معنى خاص لها هي عبارة ثابتة العبارة الاصطلاحية
* **idioms (An idiom** : is a fixed phrase that has a special meaning which is different
للكلمات الفردية للمعنى المعتاد
from the usual meaning of the individual words.

Idioms المصطلحات التي وردت في النص

يترك انطباع	making a favourable impression
يبدء بمحادثة	strike up a conversation
يضحك	have a laugh
ينشئ رابطة	create a bond
يقدم لهم الاطراء	pay them a compliment
يجري حديث قصير	make small talk
يتفق	hit it off
يتعاطف معك	take to you
يبدو	come across

SB. Page 8 / 2.

Complete the following sentences with the correct idioms.

- He started talking to the new neighbour. He with the new neighbour.
A. struck up a conversation B. had a laugh
- She gave the impression of being very self-confident. She being very confident.
A. struck up a conversation B. came across as
- Abeer commented on how nice her shoes were. Abeer about her shoes.
A. struck up a conversation B. paid her a compliment
- I immediately liked him. I him.
A. took to him B. came across as
- We found it really funny. We really about it.
A. struck up a conversation B. had a laugh
- I didn't really like her friends when I met them. I didn't really with her friends when I met them.
A. struck up a conversation B. hit it off

WB. Page 8 / 4

across , bond , compliment , hit , impression , laugh , small, strike, take

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

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

Amina: Oh, I wouldn't worry, I'm sure you made a favourable

People usually to you, right? Perhaps you were just trying a bit too hard.

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

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

WB. Page 8 / 1

1. Sharing a house creates a strong

- A. favourable impression on her new tutor
- B. bond between young people at university.
- C. off, so I'm looking forward to our lessons together.

2. My tutor and I really hit it

- A. favourable impression on her new tutor
- B. a laugh when we get together.
- C. off, so I'm looking forward to our lessons together.

3. My friends and I always have

- A. a laugh when we get together.
- B. bond between young people at university.
- C. off, so I'm looking forward to our lessons together.

4. I met our new neighbours and I took

- A. to them immediately.
- B. bond between young people at university.
- C. off, so I'm looking forward to our lessons together.

5. I'm not good at making

- A. a small talk and I often end up saying silly things.
- B. as a confident person, I'm actually quite shy.
- C. to them immediately.

6. Although I may come across

- A. favourable impression on her new tutor.
- B. as a confident person, I'm actually quite shy.
- C. to them immediately.

7. Thankfully, Rania made

- A. favourable impression on her new tutor.
- B. a laugh when we get together.
- C. off, so I'm looking forward to our lessons together.

8. I always try to strike up

- A. a conversation when I meet someone new.
- B. a compliment, smile and say 'thank you'.
- C. to them immediately.

9. If someone pays you

- A. a conversation when I meet someone new.
- B. a compliment, smile and say 'thank you'.
- C. to them immediately.

WB/Page 10/ 1

Complete the sentences.

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

- A. hit it off
- B. real bond
- C. took to
- D. strike up

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

- A. hit it off
- B. laugh
- C. took to
- D. strike up

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

- A. hit it off
- B. real bond
- C. took to
- D. strike up

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

- A. pass on
- B. laugh
- C. took to
- D. strike up

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

- A. hit it off
- B. real bond
- C. took to
- D. strike up

S.B. Page 8/ 4 / idioms.

jump down somebody's throat : to react angrily to something الرد بشدة أو بغضب

put somebody on the spot : تخرج شخص وتضغطه للإجابة عن أسئلة حرجه أو صعبه:
to embarrass someone by forcing them to answer a difficult question

fire questions at someone : تسأل شخص ما أسئلة كثيرة بسرعة:
to ask someone a lot of questions quickly

refuse to let something drop: عدم التوقف عن التحدث عن موضوع معين
to not stop talking about something

insist on having the last word : اعطاء القرار النهائي:
to have to make the final point

not to get a word in edgeways : عدم المقدرة على التحدث لأن شخصا آخر يتحدث طيلة الوقت:
to be unable to say anything because someone else is talking all the time

WB. Page8/ 2

Choose the correct word to complete the idioms.

1. He continued to questions at someone.
A. throw B. insist C. fire D. get
2. You insist on having the last
A. say B. sentence C. speech D. word
3. I didn't like being put the spot.
A. on B. in C. to D. of
4. She didn't have to jump down my
A. head B. throat C. neck D. back
5. I couldn't get a word in
A. sideways B. ways C. edgeways D. throat
6. He refused to let it
A. stop B. bump C. drop D. hop

WB. Page8/ 3

Match the situations with idioms.

1. Then the boss asked me to say who I thought was to blame. It was so embarrassing.
A. I couldn't get a word in edgeways
B. I didn't like being put on the spot
C. She didn't have to jump down my throat

2. You always have to be the last one to speak. Don't you?
 - A. You insist on having the last word
 - B. I didn't like being put on the spot
 - C. She didn't have to jump down my throat

 3. I told him I didn't want to talk about it anymore, but he wouldn't stop.
 - A. You insist on having the last word
 - B. I didn't like being put on the spot
 - C. He refused to let it drop

 4. He just kept asking me one thing after another for what seemed like ages.
 - A. You insist on having the last word
 - B. He continued to fire questions at someone
 - C. She didn't have to jump down my throat

 5. When I told her I was going to be a few minutes late, she got really angry!
 - A. I couldn't get a word in edgeways
 - B. I didn't like being put on the spot
 - C. She didn't have to jump down my throat

 6. She talked so much that I didn't manage to say anything at all during lunch.
 - A. I couldn't get a word in edgeways
 - B. I didn't like being put on the spot
 - C. She didn't have to jump down my throat
-
-

1. means to react angrily to something.

The correct idiom of the sentence above is ...

- A. put somebody on the spot
 - B. jump down somebody's throat
-
2. means to have to make the final point
 - A. insist on having the last word
 - B. put somebody on the spot

 3. Refuse to let something drop means
 - A. to not stop talking about something
 - B. to ask someone a lot of questions quickly

 4. fire questions at someone means
 - A. insist on having the last word
 - B. to ask someone a lot of questions quickly

SB. Page 10 / 2 / WB/Page 8/1

الصفات مترادفاتهما مع

Adjectives with their synonyms.

terrified : very frightened مرعوب / خائف

astonished :very surprised مندهش

exasperated :very annoyed مستاء / منزعج

livid : furious / very angry غاضب جدا

tense : nervous / unable to relax because you feel nervous

قلق / متوتر

ecstatic : thrilled / very happy مسرور جدا

bewildered : very confused مرتبك

devastated : sad / very unhappy about something

حزين

SB. Page 10 / 3

Complete the sentences with the following adjectives.

1. I'm completely.....^{نتائج امتحاني} about my exam results - I never thought I'd do so well!
A. terrified B. exasperated C. tense D. ecstatic

2. He has no idea how he lost his phone. He feels completely
A. terrified B. devastated C. bewildered D. ecstatic

3. Randa's mother was absolutely when she found out that her daughter had cheated in the exam again.
A. terrified B. livid C. tense D. ecstatic

4. She felt very^{مقابلة عملها} as she waited for her job interview.
A. tense B. exasperated C. terrified D. ecstatic

5. He's that someone will find out his secret.
A. terrified B. livid C. tense D. ecstatic

6. Nothing is changing and he is becoming more and more..... about the situation.
A. exasperated B. terrified C. tense D. ecstatic

WB. Page 58 / 4

Replace the underlined words with the adjectives with the similar meaning.

1. Saeed didn't tell his friends how **frightened** he was by the final scene of the film they went to see.

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

2. Salwa was **sad** when her best friend moved to another city.

- A. terrified B. devastated C. bewildered D. ecstatic

3. When Salem returned to find his new car scratched he was **angry**.

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

4. Nadia was understandably **nervous** as she waited for the results of her exam.

- A. tense B. exasperated C. terrified D. ecstatic

5. Kareem was **thrilled** when he found out he'd got a place at university.

- A. terrified B. exasperated C. tense D. ecstatic

6. Passengers were left **confused** after the departure gate was changed seven times.

- A. terrified B. devastated C. bewildered D. ecstatic

WB. Page 59 / 2

I can remember my first day at primary school. When my mother left me at the school gates, I was, (angry , terrified , thrilled) but the teacher was really friendly and took me into the classroom. I was (bewildered , happy) when I saw so many new faces,– but the teacher introduced me to another new boy, Hamzah. He gave me a big smile we became friends immediately. When we left school, we contact with each other for many years. (passed on , lost, delivered) Then another friend who knew Hamzah contact with me (made , stay) and now we all in touch. (stay , lose , make)

WB/Page 8/2

Choose the correct words to complete the text.

For days, the scientists and I felt **exasperated** / **terrified** as we had not found any of the animals we were looking for. So we were all **exasperated** / **astonished** when the first large animal we saw was a gorilla. We had not known the gorillas lived in this area. When the gorilla saw us, it looked **ecstatic** / **tense** and nervous. I slowly took out my camera, but when I pointed it at the animal, it suddenly became **livid** / **astonished**. It gave a loud roar and ran towards us. We were **terrified** / **livid**, but we didn't move and the gorilla stopped, looking **bewildered** / **exasperated**. Then it turned around and slowly walked away. I felt **ecstatic** / **tense** when I was able to take a fantastic photo of the beautiful animal before it disappeared. What an amazing experience!

SB. Page 11 / 2

العواطف التعبير عن
Expressing emotions (Speaking)

Expressing anxiety التعبير عن القلق

- It's been keeping me up at night
- I'm worried sick about....(*my mum's health*).

Expressing relief التعبير عن الارتياح
استطيع أن أتتفس الصعداء

- I can breathe a sigh of relief now.
- That's a weight off my mind.

Expressing annoyance and frustration التعبير عن الانزعاج أو الإحباط
الحائط لأعلى يفودني

- (*This noise*) is driving me up the wall!
- (*His loud laugh*) really gets on my nerves.

لقد وصلت إلى هنا مع..

- I've had it up to here with..

Expressing surprise or disbelief التعبير عن الدهشة أو عدم التصديق

- You've got to be kidding me!
- Get out of here!
- من كان يعتقد ذلك
- Who would have thought it?

Expressing sadness التعبير عن الحزن
اشعر بالاكتئاب قليلا

- I'm feeling a bit down in the dumps.
- I'm feeling a bit blue.
- I'm heartbroken.

Expressing enjoyment or happiness التعبير عن المتعة أو السعادة

- I'm walking on air!
- I can't stop smiling!

SB. Page 11 / 4

استبدل الكلمات المناسبة بالردود للتعبير عن

Replace the underlined words with the suitable responses of expressing emotions.

1. **A. I'm extremely concerned** about my aunt- she isn't very well.
 A. I'm heartbroken B. I'm worried sick about

B. That's awful. It's horrible when a relative is sick.
 A. I'm so happy to hear that B. I'm so sorry to hear that

2. **A. I've got to give a presentation in class next week. I've been worrying about it a lot.**

A. It's been keeping me up at night B. I'm feeling a bit blue

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

A. What's the worst that could happen? B. I'm so sorry to hear that

3. **A. My parents are taking me to Florida this summer.**

B. I don't believe you! You lucky thing!

A. You've got to be kidding me B. That's a weight off my mind

A. Yes. I'm so happy.

A. I'm heartbroken B. I'm walking on air

4. **A. I'm completely fed up** with people gossiping behind my back.

A. I've had it up to here with B. I can't stop smiling

B. I don't blame you. It's awful.

5. **A. I finally finished my geography project.**

B. That must be a relief for you.

A. That's a weight off my mind B. I'm feeling a bit blue

WB. Page 11 / 2 (Choose the correct words to complete the sentences.)

1. Get here! (off , on , out)

2. I'm worried about. (sick , ill , sickness)

3. That's a weight off my (brain , head , mind)

4. Now I can a sigh of relief. (breathe , blow , go)

5 You've got to be me! (joking , kidding , jogging)

6. It's been keeping me at night. (out , in , up)

7. Who would have it? (thought , brought , understood)

8. I'm feeling a bit In the dumps. (down , up , out)

1. I'm heartbroken.

The above phrase expresses.....

A. sadness B. happiness C. annoyance

للأطفال جيد الذكاء الصناعي المنظم
REGULATED AI IS GOOD FOR CHILDREN

يقوم بها عادة هي التي بمهام بقيامها الحواسيب إلى كيفية يشير الذكاء الصناعي
Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by
intelligent human. 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.
(**that** : tasks / **it** : AI)

1. According to the essay (text), AI can do many things. Write them down.

2. What does the underlined word “ it “, refer to?

3. What does the underlined word “ that “, refer to?

تواصل اجتماعي من كما هو الحال مع الأشكال الأخرى التواصل الاجتماعي من أشكال من قبل العديد يستخدم الذكاء الصناعي
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.
(**its** : AI)

هذا ربما أصوات الأطفال التعرف على يمكن للذكاء الصناعي الانترنت الايجابي لموقع
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.
(**that** : online advertising and content / **their** : children)

منظمة الأمم المتحدة للتنمية الصناعية تفيد بأن بمنطق استخدام الذكاء الصناعي تأمل الأردن مثل الدول بعض ومع ذلك
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.

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

(What does it mean for artificial intelligence to recognise (identify) children's voices?)

5. What does the underlined “ **their**”, refer to?

6. What is Jordan's position on the use of artificial intelligence?

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

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

9. What did the UNIDO say about artificial intelligence?

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

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

والاستثمار في العلوم سيساعد أنه ويأملون في الأردن لاستخدام الذكاء صناعي متحمسون الناس
The people looking into using **AI** in Jordan are hoping it will help in science, investment
للذكاء صناعي الاستخدام المتزايد بأن هذا خطر يوجد ومع ذلك والخدمات الحكومية
and government services. However, there is a danger that this increased use of **AI**
الحكومة ونتيجة لذلك إذا لم يتم التحكم به بالسلامة عبر الانترنت تتعلق مشاكل ينتج عنه ممكن
could result in problems with online safety if not controlled. Consequently, the government
على كيفية استخدامه والرقابة الشديدة المخاطر هذه لمعالجة أنظمة لوضع تخطط
plan to set up regulations to address these dangers and strictly control how it is used.
(**it** : AI)

12. What are some areas (aspects , fields) Jordan hopes **AI** will help with?

13. What might result from the increased use of **AI**?

14. What does the government of Jordan plan for **AI**?

لقيامهم بعمل خاطئ مما قد ينتهي بهم يستخدمون ذكاء صناعي الطلاب بأن قلقين الناس بعض طبعاً
 Of course, some people are worried that students using **AI** might end up with incorrect work.
 الذكاء الصناعي التي يقدمها والمعلومات ولذل مصادر موثقة لا تستخدم دائماً محررات بحث الذكاء الصناعي
AI search engines do not always use reliable sources and so information provided by **AI** might
 خاطئة أو حتى قد تكون غير مكتملة
 be incomplete or even wrong.

مثير إنه وبدون شك وبطورير بتطوير الذكاء الصناعي مرحلة مبكرة ما زالنا في نحن
 We are still at an early stage in the development of **AI** and there is no doubt it is an exciting
 يستخدمه ومن استخدامه بكيفية للتحكم بقوانين دقيقة بدون ومع ذلك للتقنية شكل
 يعتمدون على أنهم يجدون قد أنفسهم الأطفال معه مشاكل بلا شك وهناك
 by, there are undoubted problems with **it**. Children themselves might find **they** are relying on
 أن نثق بها دائماً لا يجب شكلها الحالي في التي التقنية شكل من
 استخدامنا بكيفية بالتحكم نبدأ ما لم تموز مقالها في في تناقش مجلة التايم كما
 As Time magazine argues in its article in July 2023, unless we start to control how we use
 الخاسرين أكبر سيكونوا فإن الأطفال للذكاء الصناعي
AI, ‘kids will be the biggest losers.
 (**it** : AI / **they** : children)

15. Why are some people worried about **AI**?

16. What is a potential problem with **AI** search engines mentioned in the text?

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

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

19. Computer technology will change the way children communicate in the future. Think of this statement, and in two sentences, write down your point of view.

I think that computer technology will form the way children communicate in the future because of the expanding of their connectivity, creating new interaction methods, collaborative tools and needing new skills and awareness.

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

Children can benefit from technology by gaining new learning but Children face the harmful content.

21. Artificial intelligence is good or bad for children.

Think of this statement, and in two sentences, write down your point of view.

I think that there it will have a negative impact because children may become overly dependent on **AI** for answers and problem solving, potentially stifling creativity and critical thinking.

اللغة المشتركة القادمة

The next lingua franca

يمكنهم إجراء في المملكة المتحدة من الناضجين 25% حوالي فقط كشفت بأن المملكة المتحدة في دراسة حديثة
 A recent study in the UK revealed that only about 25% of adults in the UK can hold
 الثقافية إلى مزيج من ويعود ذلك وبلغت أجنبية أسباب
 a conversation in a foreign language. This was attributed to a mixture of cultural
 الآن تعلم اللغة ومع ذلك والسياسات الحكومية السابقة الأسباب
 reasons and past government policies. However, language learning is now being
 من اللغات التي ثلاث هي والألمانية والإسبانية الفرنسية في المدارس له الأولوية
 prioritised in schools. French, Spanish and German are three of the languages
 أهمية الأكثر على أنها تم تحديدها
 identified as the most important.

من ناحية أخرى مختلف بلدان أخرى في فإن الوضع من ناحية أخرى
 On the other hand, the situation in other countries is different. The vast majority of
 الإنجليزية غالبا تكون والتي لغة أجنبية يتعلمون المدارس الثانوية في الطلبة
 students at secondary school learn a foreign language, **which** is often English.
 أيضا مدارس ابتدائية بعدة مادة إلزامية هي الآن الإنجليزية
 English is now a compulsory subject in many primary schools too.

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

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

3. Quote (Write down) the sentence that indicates that language learning is a priority in school.

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

5. What is now the most compulsory subject in primary schools?

6. What does the underlined word (pronoun) “**which**”, refer to?

7. Quote the sentence that indicates that most students in secondary (high) school learn a foreign language.

هناك لمستقبل الطالب مهم للغاية هو لغة أجنبية إن إتقان
 Fluency in a foreign language is highly important for a student's future. There are
 يمكن لغة أجنبية أن تتقن بشكل جيد أولا لهذا أسباب عدة
 many reasons for this. Firstly, having a good command of a foreign language can
 فإن إتقان علاوة على ذلك مهنتهم باختيار أن ينجحوا الشباب يساعد
 help **young people** be successful in **their** chosen career. What's more, proficiency in
 نحن أخيرا وممتع إرهابا أقل السفر يجعل أيضا لغة مختلفة
 a different language also makes travelling less stressful and fun! Finally, we
 يتعلمون أيضا فإنهم لغة أجنبية يتعلمون الطلبة عندما ننسى لا يجب أن
 shouldn't forget that when **students** learn a foreign language, **they** are also learning
 طريقة رائعة هذه يتم التحدث بها حيث البلدان أو البلد ثقافة عن
 about the culture of the country or countries **where** it is spoken. This is a great way
 أيضا التفاهم العالمي لتعزيز
 of promoting global understanding too.

8. What does the underlined word (pronoun) “**they**”, refer to?

9. Fluency in a foreign language is considered important for students in Europe for certain reasons (causes). Write down these reasons.

اللغة الإنجليزية من طلبة عدد كبير كما مهمة حقا هل الإنجليزية ومع ذلك
 However, is English really as crucial as the large number of students of English
 الاقتصاديات البارزة الرئيسية من تعتبر والصين والهند أشاروا
 would suggest? India and China are considered to be the main emerging economies,
 بهذه المستخدمة اللغات الرئيسية أحد دراسة من المنطقي سيبدو إنه لذا
 so it would seem to make sense to study one of the main languages spoken in these
 إنه صعب على المستقبل ستهيمن اللغات أي والسؤال الدول
 countries. The **question** of which languages will dominate the future is a difficult **one**
 مستقبل خذ مثلا نفكر فيه مستقبل أي على يعتمد حقا إنه أن نجيب عليه
 to answer. It really depends upon which future we are considering. Take the future of
 بالإسبانية مطعم أو فندق إلى رسالتك إقبال من السهل إنه الأعمال
 business. It is easy to get your message across in a hotel or restaurant in Spanish and
 أيضا التقارير مثل الإنجليزية يتم تعلمهم بسهولة أو يتم التحدث يهما على نطاق واسع لا لكن والفرنسية
 French, but neither is as widely spoken or as simple to learn as English. Reports also
 بهما أعمال للقيام في لغات مهمة سكنونان والإسبانية أن العربية تشير
 suggest Arabic and Spanish will be important languages to do business in.

10. Which countries are identified as the main emerging economies in the text?

11. Why it makes sense to learn Indian and Chinese?

12. What does the underlined word (pronoun) “**one**”, refer to?

لكن في العالم لغة استخداما أكثر تعد الصينية فيما يتعلق بالسفر
 As far as travel is concerned, Chinese is the most spoken **language** in the world, but
 المملكة المتحدة في الطلبة ربما اللغة المثالية المشتركة هي ليست معقدة لأنها
 as **it** is complex, it isn't the ideal lingua franca. Perhaps **students** in the UK are
 أن يحولوا ويجب والألمانية الفرنسية بتعلم وقتهم يهدرون
 wasting **their** time by learning French and German, and should be turning **their**
 الإنجليزية لذا في العالم لغة تحدثا وهي أكثر اللغة الماندرين انتباههم
 attention to Mandarin, the most spoken language in the world? So, English as a
 ستيقى موجودة يبدو للتواصل الدولي باعتبارها وسيلة
 vehicle of international communication would seem to be here to stay.

ملاحظة: لغة الماندرين هي اللغة التي يتحدث بها الصينيون في المناطق الشمالية الغربية والجنوبية الغربية من جمهورية الصين الشعبية.

13. Why isn't Chinese the ideal lingua franca?

.....

14. What does the underlined word (pronoun) "**their**", refer to?

.....

15. What does the underlined word (pronoun) "**it**", refer to?

.....

16. According to the text, why should students be turning their attention to Mandarin?

.....

17. Why are students in the UK wasting their time by learning French and German?

.....

18. According to the text, which language should students in the UK learn about?

.....

الأسئلة الذيلية Questions tags

- السؤال المذيل : يستخدم هذا السؤال في نهاية الجملة لسؤال المستمع سؤالاً يهدف إلى تأكيد قول ما (ويعني باللغة العربية --- أليس كذلك ؟)

Helping Verb الأفعال المساعدة

Is , are ,am ,was , were do ,did , does , will ,would , can , could , shall , should , may , might , must , has , have , had .

* ويتكون السؤال المذيل من :

? ضمير فقط pronoun + فعل مساعد + جملة خبرية

* كيف تشكل السؤال المذيل ؟

1- إذا كانت الجملة مثبتة فيجب أن يكون السؤال المذيل منفي وذلك عن طريق إضافة not للفعل المساعد كما يلي :

? الضمير + فعل مساعد منفي ب not + جملة مثبتة positive statement

Reem will visit us , won't she ?

الجملة السابقة هي جملة مثبتة فيجب أن يكون السؤال المذيل منفي

وذلك عن طريق نفي الفعل المساعد وهو will فيصبح won't

ثم نكتب الضمير الذي يتناسب مع الفاعل في الجملة فكتبنا she بدلا من Reem وهكذا نتابع تشكيل الأسئلة الذيلية بنفس الطريقة.

2- إذا كانت الجملة منفية فيجب أن يكون السؤال المذيل مثبت وذلك عن طريق حذف النفي not كما يلي :

? الضمير + فعل مساعد مثبت + جملة منفية negative statement

Ali was ~~not~~ happy , was he ?

الجملة السابقة هي جملة منفية فيجب أن يكون السؤال المذيل مثبت

وذلك عن طريق إثبات الفعل المساعد وهو was not فيصبح was

ثم نكتب الضمير الذي يتناسب مع الفاعل في الجملة فكتبنا he بدلا من Ali وهكذا نتابع تشكيل الأسئلة الذيلية بنفس الطريقة.

أما في حال عدم وجود فعل مساعد في الجملة فنقوم بالنفي عن طريق إشتقاق الفعل المساعد من الفعل الرئيسي كما يلي :
1- إذا كان الفعل فعل مضارع مجرد (v1) فنستخدم don't .

- You play chess , don't you ?

نلاحظ أن الفعل play هو مجرد (v1) فنشتق don't .
2- إذا كان الفعل مضارع منتهي بـ (v1(s , es)) فنستخدم doesn't .

- He plays chess , doesn't he ?

نلاحظ أن الفعل plays منتهي بـ (s) فنشتق doesn't .

3- إذا كان الفعل ماضي بسيط (تصريف ثاني) فنستخدم didn't .

- Ali played chess , didn't he ?

- نلاحظ أن الفعل played تصريف ثاني فنشتق didn't .

ملاحظات مهمة جدا

1- بعد Let's (Let us) يكون السؤال المذيل دائما (shall we ?)

(Let's دائما → shall we ?)
Let's ask Ali, shall we?

2- بعد Let me يكون السؤال المذيل دائما (shall I ?)

(Let me دائما → shall I ?)
Let me do it, shall I?

3- بعد جملة الأمر (command) المبدوءة بالنفي Don't يكون السؤال المذيل دائما (Will you?)
أو جملة مبدوءة بفعل مثبت

1. (Don't دائما → will you ?)
Don't call me, will you ?

2. (دائما فعل مثبت أمر) → will you ?)
Open the door, will you?

4- * إذا جاء الفعل (am) في الجملة مثبتا يكون السؤال المذيل دائما (aren't I ?)

(I am دائما → aren't I ?)
I am thirsty , aren't I ?

5- الكلمات التالية تنفي الجملة ضمنيا وبالتالي يكون السؤال المذيل مثبت:
never, rarely, barely , seldom , hardly , scarcely

6- everyone, everybody, someone, somebody, no one, nobody-
نستخدم **they** ضميرا عنهم

7- everything/ nothing/anything-
نستخدم **it** كضمير عنهم

8- نستخدم **this / that** بدلا من ضميرا حسب الاسم الذي تشر عليه:

This **boy** is clever, isn't he ?

This cat is thirsty, isn't it?

ونستخدم **they** بدلا من **these / those**

9- تبقي **there** كما هي لا تستبدل .

10- جملة الطلب (**request**) يكون جواب السؤال المذيل **could you**

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

11- يكون شكل السؤال المذيل الخاص في توجيه دعوة (**invitation**) هو **won't you**

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

1. You've got all the documents, -----? 've (have)

2. You understand the lesson, -----?

3. She doesn't come from England, -----?

4. He is in U.S.A, -----?

5. I am hungry, -----?

6. Ali and Sami have a new house, -----?

7. Huda hasn't bought a new shirt, -----?

8. I am not ready now, -----?

9. Let me go, -----?

10. Don't smoke here, -----?

11. He didn't come, -----?

12. I mustn't be late, -----?
13. The visitors don't have to wait near the gate of the museum, -----?
14. You won't be late, -----?
15. You'll be there on time,-----? 'll (will)
16. Ali's going,-----? 's (is)
17. They know the way,-----?
18. Let's go now,-----?
19. Don't tell Salma,-----?
20. Faraj doesn't play tennis,-----?
21. I'm right , -----? 'm (am)
22. Nothing will happen, -----?
23. You wouldn't answer, -----?
24. Let's go to the shops,-----?
25. Don't forget,-----?
26. He isn't very friendly, -----?
27. You've got the tickets ,-----?
28. He didn't know,-----?
- 29- Prices have gone up, -----?
30. Well, I couldn't help it, -----?
32. You're tired,-----? 're (are)
33. You weren't listening, -----?
35. The engineer made mistakes,-----?

36. Rami looks well today,-----?
37. He **never** came again,
38. You **hardly** ever came late,.....?
39. Nobody knows,.....?
40. Everything is ok,
- 41- There was a great film on TV,
42. It's such a great city,
- A. is it B. isn't she C. isn't it D. isn't he
43. Wow, so you'd never been there before,
- A. would you B. hadn't you C. had they D. had you
44. I shouldn't be so fussy,
- A. shouldn't you B. shouldn't I C. should I D. I should
45. This is silly,
- A. is it B. isn't this C. is it D. isn't it
46. Nothing ever changes,
- A, do it B. didn't it C. does it D. doesn't it
47. Come and look at this,
- A. will you B. don't you C. won't you D. will he
48. **Everyone was** there,
- A. was they B. were they C. wasn't they D. weren't they
49. Don't be late,
- A. are you B. will you C. won't you D. will she
50. **No one** likes him,
- A. do they B. did they C. don't they D. does he
51. **Somebody has** bumped into your car,
- A. hasn't he B. has he C. have they D. haven't they
52. you don't understand,
- A. don't you B. do they C. do you D. did you

53. She usually comes in late,?
A. doesn't she B. don't she C. does he D. does she
54. You are coming to the party,?
A. are you B. weren't you C. aren't you D. aren't they
55. They haven't been to London yet,?
A. have they B. don't they C. haven't she D. haven't they
56. The students went to school,?
A. didn't they B. did they C. doesn't they D. don't they
57. We had met them,?
A. had we B. hadn't they C. haven't they D. hadn't we
58. This is an amazing house,?
A. isn't it B. wasn't it C. is it D. was it
59. Nothing has happened so far,?
A. hasn't it B. doesn't it C. has it D. have it
60. I can email my CV,?
A. can't I B. can't he C. can I D. can you
61. Let's go to the cinema,?
A. shall we B. would I C. shall I D. have I
62. Nobody came to the presentation,?
A. did I B. didn't they C. did they D. did he
63. I'm still employed,?
A. am I B. are I C. are you D. aren't I
64. Oh, dear. I'm talking too much,?
A. aren't I B. am I C. are I D. are you
65. Everybody likes chocolate,?
A. did they B. do they C. didn't they D. don't they
66. You haven't met Adel,?
A. haven't they B. have you C. haven't you D. hadn't you
67. Choose some more music,?
A. will you B. would you C. do you D. did you

68. Everything went wrong,?
A. did it B. didn't it C. doesn't it D. does it
69. The world has become a different place,?
A. has it B. doesn't it C. hasn't it D. hasn't he
70. Your little brother gets on your nerves,?
A. doesn't he B. didn't he C. doesn't she D. isn't he
71. I should release the negative emotions,?
A. should I B. I should C. I shouldn't D. shouldn't I
72. The idea of people flying is ridiculous,?
A. is it B. isn't they C. isn't it D. it isn't
73. We could at least try to break the ice,?
A. couldn't they B. could we C. we couldn't D. couldn't we
74. Now, these examples come from a book,?
A. do they B. don't they C. doesn't it D. didn't they
75. Well, that covers rather a lot of us,?
A. does it B. didn't it C. doesn't it D. isn't it
76. Our boss is completely fed up with all the paperwork,?
A. is he B. isn't it C. isn't he D. doesn't it
77. Suha was bewildered by the maths questions,?
A. wasn't he B. wasn't she C. was she D. she wasn't
78. Zeina likes people paying her compliments,?
A. does she B. doesn't he C. didn't she D. doesn't she

هو الأسئلة لهذه الاستخدام الرئيسي أسئلة الصدى

Questions tags are also used in **echo questions**. The main use of such questions is to

تفسير بسلاسة المحادثة وجعل المفاجأة التعبير عن أو الاهتمام إظهار

show interest or express surprise and make a conversation go smoothly.

سؤال الصدى (echo question) يتكون من فعل مساعد مثبت او منفي زائد ضمير بدل الفاعل.

يختلف سؤال الصدى عن السؤال المذيل في عدة أمور وهي:

1- سؤال الصدى يبقى فيه الفعل المساعد بنفس حالته أي إذا كان مثبت يبقى مثبت / وإذا كان منفي يبقى منفي.

2- يبدأ الفعل المساعد في سؤال الصدى بحرف كبير (capital letter) / لكن في السؤال المذيل يكون حرف صغير // لكن إذا بدأ سؤال الصدى بأداة سؤال هنا يبقى أول حرف من الفعل المساعد حرف صغير.

3- في سؤال الصدى يحول كل من الضمير we / I إلى الضمير you

4- نحول في سؤال الصدى I am إلى Are you

5- نحول في سؤال الصدى Are you/you are إلى Am I

Are you tired?

..... tired? *Of course not.*

A. Aren't I B. Am not I C. Am I D. I am

Where are you going?'

'Where going? Home.

A. Aren't I B. Am not I C. I am D. Am I

A: She's totally bankrupt.

B:? bankrupt.

A. Has she B. Isn't she C. Is she D. Hasn't she

My brother has bought a new bike.

.....? I think it's nice.

A. Has she B. Has he C. Hasn't he D. He has

A: I have got a terrible backache.

B:? You should see a doctor.

A. Have you B. Haven't you C. Did you D. Didn't you

A: The project wasn't good enough.

B:?

A. Did it B. Didn't it C. Was it D. Wasn't it

A: Tala is studying English now.

B:? I bet she will get high points.

A. Is she B. Is he C. Isn't she D. Does she

A: We will spend a day in Istanbul.

B:?

A. Aren't you B. Are you C. Won't you D. Will you

A: Sue isn't going to watch this movie.

B:?

A. Is she B. Isn't she C. Will she D. Won't she

A: Josh has just arrived at the bus station after a long journey.

B:?

A. Did he B. Didn't he C. Has he D. Hasn't he

A: Rana and Huda weren't at home last night.

B:

A. Were they B. Weren't they C. Did they D. Didn't they

A: Marilyn didn't enter the competition.

B:

A. Was she B. Wasn't she C. Did she D. Didn't she

أما في حال عدم وجود فعل مساعد في الجملة فنقوم باشتقاق الفعل المساعد من الفعل الرئيسي كما يلي :
4- إذا كان الفعل فعل مضارع مجرد (v1) فنستخدم **Do**.

- **You play** chess.

- **Do** you?

نلاحظ أن الفعل **play** هو مجرد (v1) فنشتق **do**.

5- إذا كان الفعل مضارع منتهي بـ (s, es) فنستخدم **Does**.

- **He plays** chess .

- **Does** he?

نلاحظ أن الفعل **plays** منتهي بـ (s) فنشتق **does**.

6- إذا كان الفعل ماضي بسيط (تصريف ثاني) فنستخدم **Did**.

- **Ali played** chess , **didn't he** ?

- **Did** he

- نلاحظ أن الفعل **played** تصريف ثاني فنشتق **did**.

A: I really enjoy listening to rock music.

B:

A. Do you B. Don't you C. Are you D. Aren't you

A: My father works for a car company.

B:

A. Does he B. Doesn't he C. Is he D. Isn't he

A: We had a lovely holiday.

B:

A. Did you B. Did we C. Do you D. Do we

I ate your plums.

..... ? They're delicious.

- A. Didn't you B. Did we C. Did you D. Do we

A: He saw a crocodile.

B: ? It's so big.

- A. Didn't he B. Did he C. Did she D. Does he

A: Everyone was there.

B:?

- A. Was he B. Were they C. Weren't they D. Do they

A: It's such a great city.

B:?

- A. Has it B. Isn't it C. Is it D. Hasn't it

A: Well. That covers rather a lot of us.

B:?

- A. Is it B. Is it C. Does it D. Doesn't it

A: Well, you only need to buy a little something.

B:?

- A. Do I B. Don't you C. Did you D. Do they

A: You look very smart in that black suit.

B:?

- A. Am I B. Do I C. Did I D. Have I

A: Mr. Majed doesn't watch TV.

B:?

- A. Does he B. Doesn't he C. Is he D. Isn't he

A: Salma didn't enter the competition.

B:?

- A. Was she B. Wasn't she C. Did she D. Didn't she

A: My father works for a car company.

B:?

- A. Does he B. Doesn't he C. Is he D. Isn't he

A: Eman hasn't been to Newcastle yet.

B:?

- A. Wasn't she b. Was she C. Hasn't she D. Has she