

المستوى الرابع **Level four**

Module 4 + 5

الوحدة السابعة **Unit 7**

Lifelong learning
التعلم الدائم

الوحدة الثامنة **Unit 8**

Language
اللغة

Grammar

القواعد

Unit 7

lifelong learning

Unit 8

Language

UNIT 7 الوحدة السابعة

Indirect questions الاسئلة الغير مباشرة

- We can use indirect questions to ask questions in a polite, formal way.
يمكننا استخدام الاسئلة الغير مباشرة للسؤال بطريقة رسمية وادبية اكثر

- We can begin impersonal questions with
يمكننا ان نبدأ الاسئلة المباشرة باحد العبارات التالية:

**Could you tell me ...; Do you know ...; Do you mind telling me ...;
Could you explain**

- The structure is then the same as in reported questions. Unlike reported questions, the sentence ends with a question mark.

تركيب الجملة يكون هو نفسه في الجملة المباشرة. على عكس الاسئلة المباشرة، فان الاسئلة الغير مباشرة تنتهي بعلامة السؤال ولا تحول الى نقطة.

- Yes/No questions are introduced with **if** or **whether**.

مع اسئلة نعم او لا نضع **if** او **whether**

- Is there a post box near here?

Do you know **if/whether** there's a post box near here, please?

- Other questions are introduced with what, who, why, when, where, how, etc.

الاسئلة الاخرى يتم وضع ادوات السؤال التالية: **what, who, why, when, where, how, etc.**

1- What is the time, please?

Could you tell me **what** the time is, please?

2- Who is that man?

Do you know **who** that man is?

3- Why is the train late?

Do you mind telling me **why** the train is late?

4- Where is the nearest bank?

Could you tell me **where** the nearest bank is, please?

5- How did you solve this puzzle?

Could you explain

Could you explain **how** you solved this puzzle?

6- Where's the post office, please?

Do you mind

Do you mind telling me where the post office is?

A B (P 35)

4 Complete the questions with words from the box. The first one is done for you.

how how much if when where whether who why

1. Do you know if we can take water into the exam?
2. Could you tell methis book costs, please?
3. Do you know..... I've passed my exam or not?
4. Do you mind telling methe library is?
5. Could you explain..... I can solve this Maths problem?
6. Could you possibly tell methe Arabic teacher is?
7. Do you knowwe'll know our results?
8. Do you mind explainingthe sky sometimes looks red?

Answers: 1- if 2- how much 3- whether 4- where 5- how 6- who
7- when 8- why

A B (P 36)

5 Complete the following indirect questions. The first one is done for you.

1. Can you suggest a healthy breakfast?
Do you mind suggesting a healthy breakfast?
2. Please help me to plan my revision.
Do you mind..... ?
3. How can I relax?
.....you explain ?
4. Are we allowed to eat sweets during the exam?
.....you know ?
5. Please tell me where you found that information.
.....mind..... ?
6. Does the exam start at ten or half past ten?
.....whether ?

Answers: 1- Do you mind suggesting a healthy breakfast?
2- Do you mind helping me to plan my revision?
3- Could you explain how I can relax?
4- Do you know if/whether we are allowed to eat sweets during the exam?
5- Do you mind telling me where you found that information?
6- Do you know whether the exam start at ten or half past ten?

6 Rearrange the words to make indirect questions. The first one is done for you.

1. if / revise / you / explain / I / the / could / best / wonder / to / way / .
I wonder if you could explain the best way to revise.
2. needs / you / much / sleep / how / a / do / know / teenager / ?
3. should / much / I / do / could / you / revision / me / tell / how / ?
4. mind / you / water / giving / a / glass / do / of / me / ?
5. know / in / would / you / the / happen / whether / to / morning / or / the / in / exercise / is / better / evening / ?

Answers:

- 1- I wonder if you could explain the best way to revise.
- 2- Do you know how much sleep teenager needs?
- 3- Could you tell me how much revision I should do?
- 4- Do you mind giving me a glass of water?
- 5- Do you know whether exercise is better in the morning or in the evening?

S B (P 51)

5- Rewrite these direct questions as indirect questions using all the phrases in the box. Then ask and answer the questions with your partner.

Could you tell me ... Do you know ... Do you mind telling me ... Could you explain ...

- 1 Where should I revise for exams?
- 2 How much sleep do teenagers of our age need?
- 3 Is it possible to improve your memory?
- 4 What do you mean by 'mnemonics'?
- 5 What should I do on the day before the exam?

Answers:

- 1- Could you tell me where I should revise for exams?
 - 2- Do you know how much sleep teenagers of our age need?
 - 3- Do you mind telling me if it is possible to improve your memory?
 - 4- Could you explain what you mean by 'mnemonics'?
 - 5- Could you tell me what should I do on the day before the exam?
-

- Complete each of the following sentences so that the new one is similar in meaning to the one before.

- 1- Can you suggest a better way for revising lessons?
Do you mind
- 2- Are we allowed to use a dictionary for the exam?
Do you know
- 3- Tell me where is the bathroom, please?
Do you know
- 4- What is the difference between stars and planets?
Could you explain
- 5- When does the party start, please?
Do you know
- 6- When will the interview be?
Do you know
- 7- Can we take photos here?
Do you mind telling me
- 8- Did they announce the results?
Could you tell me
- 9- Was the interview cancelled?
Do you know
- 10- Has the party started yet?
Could you tell me

Answers:

- 1- Do you mind suggesting a better way for revising lessons?
- 2- Do you know if we were allowed to use a dictionary for the exam?
- 3- Do you know where the bathroom is, please?
- 4- Could you explain what the difference between stars and planets is?
- 5- Do you know when the party starts, please?
- 6- Do you know when the interview will be?
- 7- Do you mind telling me if we can take photos here?
- 8- Could you tell me if they announced the results?
- 9- Do you know if the interview was cancelled?
- 10- Could you tell me if the party has started yet?

الألقاب ليست سوى وسام الحمقى والرجال العظام ليسوا بحاجة لغير
اسمهم

The impersonal passive (الرسمي) المبنى للمجهول الغير شخصي (الرسمي)

- The impersonal passive is a formal way of reporting thoughts, sayings, beliefs and opinions.

هو طريقة رسمية لنقل الافكار والاقوال والاعتقاد والرأي

- We can use the impersonal passive with (say, think, claim, believe, prove, know) نستخدم مع المبنى للمجهول الرسمي هذه الافعال

- **It is said** that dolphins are highly intelligent.
- **It used to be thought** that the Earth was flat.
- **It is believed** that learners will absorb the grammar as they learn the vocabulary.

- The impersonal passive can also be formed with the object + infinitive. يمكن تشكيل المبنى للمجهول من المفعول به + الفعل المجرد

- They believe that **the story** is true.)
The story is believed to **be** true.
- So, People know that **he** is talented becomes
He is known to **be** talented.

يمكن تحويل الجملة بطريقتين:

الطريقة الاولى:

نبدأ بـ **It is** ثم نكتب احد الافعال السابقة والذي يكون في الجملة ثم **that** ثم بقية الجملة

- 1- People **say** that children are afraid of animals.

It is said that that children are afraid of animals.

الطريقة الثانية:

نبدأ بالمفعول به للجملة الاولى الرسمية ثم نكتب **is** اذا كان مفردا و **are** اذا كان جمعا ثم نكتب التصريف الثالث للفعل الواقع قبل **That** ثم نكتب **to** ثم فعل مجرد من الجملة ثم الكلام الواقع بعد **is** او **are** او **will** او **Have** في الجملة الاولى.

- 2- People **say** that **children are** afraid of animals.

Children are said to be afraid of animals.

جدول يوضح التحويل من المبني للمجهول للغير الرسمي الى الرسمي

الغير رسمي Informal/ personal passive	الرسمي Formal/impersonal passive
1- They say that They say + noun	It is said that Noun + is/are said to be
2- They think/people think They think/people think that + noun	It is thought that/It used to be thought that Noun +is/are thought to be
3- They claim that They claim + noun	It is claimed that Noun + is claimed to be
4- They believe/people believe They believe/people believe that + noun	It is believed that Noun + is/are believed to be
5- Experts have proved that Experts have proved that + noun	It has been proved that Noun + has/have proved to be
6- People know that People know that + noun	It is known that Noun + is known to be

Examples: امثلة

- 1- They say exercise is good for your health
It
It is said that exercise is good for your health
-They say exercise is good for your health
Exercise
Exercise is said to be good for your health
- 2- People think it is useful to eat less meat and more vegetables
It
It is thought that / It is used to be thought that it is useful to eat less
meat and more vegetables
Eating less meat and more vegetables
Eating less meat and more vegetables is thought to be useful
- 3- They claim that paper document will disappear soon.
It
Paper document
- 4- People believe that local meat is better than imported meat.
It
Local meat
- 5- Scientists have proved that our mobiles have reduced our social
activity.

It
Our mobiles
6- People know that Ahmed is a good footballer.
It
Ahmed

- **The underlined words in the following sentences are not used correctly. Replace these words with the correct ones.**

- 1- It was said that time is money
- 2- Do you mind tell me where the post office is, please?

Answers: 1- It **is** said that time is money
2- Do you mind **telling** me where the post office is?

A B (P 36)

7- Rewrite the sentences. Use the impersonal passive in two different ways. The first one is done for you.

1. They say that fish is good for the brain.
It is said that fish is good for the brain.
Fish is said to be good for the brain.
2. People think that we only use a small percentage of our brain power.
.....
.....
3. They claim that we remember things we hear in our sleep.
.....
.....
4. People believe that solving puzzles keeps the brain active.
.....
.....
5. Experts have proved that exercise is good for concentration.
.....
.....

Answers:

- 1- It is said that fish is good for the brain.
Fish is said to be good for the brain.
- 2- It is thought that we only use a small percentage of our brain power.
We are thought to only use a small percentage of our brain power
- 3- It is claimed that we remember things we hear in our sleep.
We are claimed to remember things we hear in our sleep.

- 4- It is believed that solving puzzles keeps the brain active.
Solving puzzles is believed to keep the brain active.
- 5- It has been proved that exercise is good for concentration.
Exercise has been proved to be good for concentration.

S B (P 53)

4- Read the two sentences in **bold** in the essay on page 52. Rewrite them using an active form. Which option is more formal?

1- Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways.

People claim that

People claim that speaking a foreign language improves the functionality of your brain in several different ways.

2- It is believed that language learning can also improve your decision-making skills.

They believe that

They believe that language learning can also improve your decision-making skills.

5- Use the impersonal passive to report these sentences. Check your answers in the text.

1. *People think* that learning a new language also presents the brain with unique challenges.

It is thought that learning a new language also presents the brain with unique challenges.

2. *They say* that students who study foreign languages do better, on the whole, in general tests.

It is said that students who study foreign languages do better, on the whole, in general tests.

لا يحزنك إنك فشلت مادمت تحاول الوقوف على قدميك من جديد

Unit 8 الوحدة الثامنة

Phrasal verbs اشباه الجمل الفعلية

- A phrasal verb is a verb that is followed by one or two particles that change its meaning.

شبه الجملة الفعلية يتكون من فعل واداة او اكثر مثل into, up with, about تغير من معنى الفعل

We're asking candidates to carry out a short task.

- Some phrasal verbs can have objects after them (they are called transitive verbs).

They came up with a good idea. We're looking into the problem.

- Some phrasal verbs do not have objects (they are called intransitive verbs).

Where did you grow up?

My sister and I get on well.

- Sometimes the object can go between the verb and the particle, so the verb and the particle are separated. With these verbs, object pronouns always go before the particle.

اذا كان المفعول به ضميرا مثل me, him, her, them, it فانه يقع بين الفعل والاداة

Please point his sister out. Point her out. (NOT Point out her.)

They carried it out in two years.

ملاحظة: اشباه الجمل التي يمكن ان نضع الضمير المفعول به بين الفعل والاداة هي:

(Leave out, look up, point out, carry out, find out)

اشباه الجمل المطلوبة

1- look into	to investigate	يفحص يحقق
2- look at	use one's sight in order to see	يتنظر الى
3- look up	search	يبحث
4- come up with	think of	يبتدع فكرة
5- come about	happen or take place	يحدث
6- point out	to show something to someone by pointing at it	يشير الى
7- get away with	avoid punishment	يفلت من العقاب
8- grow up	arise	ينمو
9- carry out	put into practice	ينفذ ، يقوم بـ
10- leave out	to not include, omit something	يلغي
11- speed up	hurry up	يسرع
12- find out	discover	يكشف

U 8 S B (P 59)

Phrasal verbs

5 Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me).

Consider whether the two parts of the verb can be separated or not.

One verb is not needed.

look into	come up with	come about	point out
get away with	carry out	leave out	

1- As part of the interview, we will be asking all candidates to a short task.

2- Ali broke the glass, but his mother didn't notice. He.....

3- Last night, I watched an interesting documentary about how the ice age.....

4- I've been thinking about a subject for my History project, and I've some ideas.

5- I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to

6 Thank you for writing to us about the non-delivery of your parcel. We promise to immediately.

Answers:

- 1- carry out 2- got away with it 3- came about 4- come up with
5- leave it out 6- look into it
-

A B (P 40)

3 Rewrite the sentences with phrasal verbs formed from the verbs in the box. One verb is not needed. The first one is done for you.

Come (x2)	find	leave	look	point	speed
-----------	------	-------	------	-------	-------

1- Ahmad should hurry or he'll be late.

Ahmad should speed up or he'll be late.

2- I thought of a great idea while I was swimming.

3- That's amazing news! How did you discover it?

4- That information is important. Don't omit it.

5- We'll drive past my old house. I'll show it to you.

6- It's a mystery how the mistake happened.

- Answers:** 1- Ahmad should **speed up** or he'll be late.
2- I **came up with** a great idea while I was swimming.
3- That's amazing news! How did you **find it out**?
4- That information is important. Don't **leave it out**.
5- We'll drive past my old house. I'll **point it out** to you.
6- It's a mystery how the mistake **came about**.

A B (P 55) revision

- The police are investigating the cause of the accident. (**look**)
The police
The police are **looking into** the cause of the accident.

Study the following sentence carefully and answer the question below.

- The police are **investigating** the cause of the accident.

Replace the underlined word with it's correct phrasal verb

Answer: The police are **looking into** the cause of the accident.

Object pronouns ضمائر المفعول به

هي ضمائر محل المفعول به والذي ياتي بعد الفعل
(مفرد غير عاقل **it** , مؤنث مفرد عاقل **her** , مذكر مفرد عاقل **him** ,
انت , انتم **you** , نحن **us** , جمع **them** , انا **me**)

A B (P 40)

4 Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may need to change the word order.

her him it them

- 1- The class looked at **Omar** in admiration when he gave a speech.
- 2- How did you come up with **the plan**?
- 3- Did you leave **Fatima** out? Remember, she's invited.
- 4- I'll look up **the train times** online.
- 5- Farid and I are going to carry out **the class survey**.
- 6- We'll look into **your complaints**.
- 7- Fatima pointed **her sister** out to us and introduced us to her.
- 8- I don't think the robbers will get away with **the crime**.

Answers:

- 1- The class looked at **him** in admiration when he gave a speech.
 - 2- How did you come up with **it**?
 - 3- Did you leave **her** out? Remember, she's invited.
 - 4- I'll look up **them** online.
 - 5- Farid and I are going to carry out **it**.
 - 6- We'll look into **them**.
 - 7- Fatima pointed **her** out to us and introduced us to her.
 - 8- I don't think the robbers will get away with **it**.
-

Best wishes

Teacher: Emad sawalha

مع تمنياتي لكم بالنجاح والتوفيق

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لا يحزنك إنك فشلت مادمت تحاول الوقوف على قدميك من جديد

Question tags الاسئلة الذيلية

- We use question tags to check or query information. We add a negative question tag to a positive statement, and a positive question tag to a negative statement.

في الاسئلة الذيلية نقوم بنفي الجملة المثبتة واثبات الجملة المنفية

You've read this book, haven't you?
You haven't read this book, have you?
She does speak English, doesn't she?
She doesn't speak English, does she?
You're tired, aren't you?
You're not tired, are you?

- With modal verbs, we use the same modal in the question tag.

في الاسئلة الذيلية عند وجود فعل مودل ننفي ونثبت بنفس الفعل

(*will, would, shall, should, can, could, may, might, must, have to, has to, had to*) افعال المودلز

They should help, shouldn't they?
We can't walk away, can we?
They could go, couldn't they?
You won't forget, will you?
He might play tomorrow, mightn't he?
We mustn't be late, must we?

- In the Present and Past Simple of be, we use:

اذا وجدت افعال **Be** نثبت وننفي بهذه الافعال:

(*is/isn't/are/aren't and was/wasn't/ were/ weren't*) in the question tags.

The meeting is next Wednesday, isn't it?
It isn't tomorrow, is it?
They are coming, aren't they?
It wasn't last Wednesday, was it?
They were Algerian, weren't they?

- In the Present and Past Simple of other verbs, we use *do/don't*, *does/doesn't* للمضارع البسيط and *did/didn't* للماضي البسيط in the question tags.

You do speak English, don't you?
You speak English, don't you?
He lives in Wadi Musa, doesn't he?
He doesn't live in Aqaba, does he?
You didn't meet him, did you?
You met him yesterday, didn't you?

- In other verb forms, we use the auxiliary verb in the question tag.

نستخدم الفعل المساعد اذا وجد

They've had their lunch, haven't they?
Huda has two brothers, hasn't she

- With *Let's ...* we use *shall we* as the question tag.

اذا بدأت الجملة بـ *Let's* نستخدم العبارة التالية دائما *Shall we*

Let's go home now, shall we?

- We can rephrase questions starting *Shall I...?* to use a question tag. This makes it more emphatic.

يمكننا اعادة صياغة الاسئلة الذيلية بالبدئ بـ *Shall I ...* وهذا يجعل السؤال الذيلي اكثر تاكيدا

Shall I help you with your homework?

اذا بدانا الجملة بـ *I'll* نجيب السؤال الذيلي بـ *Shall we*
I'll help you with your homework, shall I?

اذا بدأت الجملة بـ *Don't* يكون السؤال الذيلي بـ *will you?*
- Don't disturb me, will you?

Examples: امثلة

S B (P 61)

6 Match the sentences from the recording and the question tags. Listen and check.

- 1- You did English at university last year,
- 2- You don't understand what *gender-neutral* means,
- 3- I'll tell you what I understand by the term,.....?
- 4- That doesn't help me to answer the question in my essay,
- 5- I have to start my essay,.....?

Answers: 1- didn't you 2- do you 3- shall I 4- does it 5- don't I

S B (P 61)

7 Listen to the first two questions from exercise 6 again. You will hear each question twice. Mark the intonation. Does it rise or fall? How does the different intonation change the meaning?

8 Write the question tags.

- 1 You can't help me with this,
- 2 She wasn't there yesterday,
- 3 We should try to help,
- 4 You haven't got a pen I can borrow,
- 5 Your mother comes from Madaba,
- 6 They sold their house,
- 7 You'll phone me later,
- 8 It doesn't rain here,

Answers: 1- Can you 2- was she 3- shouldn't we 4- have you
5- doesn't she 6- didn't they 7- won't you 8- does it

Unit 8 A B (P 43)

10 Complete the following question tags. The first one is done for you.

- 1- You live in Zarqa,..... don't you?
- 2- They can't hear,..... they?
- 3- It's funny,..... it?
- 4- He has to go,..... he?
- 5- She went home,..... she?
- 6- I haven't won,..... I?
- 7- You won't be late,..... you?
- 8- He wasn't very well,..... he?

Answers: 1- don't 2- can 3- isn't 4- doesn't 5- didn't 6- have
7- will 8- was

Passive Voice

المبني للمجهول

يتم تشكيل المبني للمجهول من احد تصريفات الفعل (Is,am,are,was,were,be,been,being) Be وذلك حسب زمن جملة المبني للمعلوم والتصريف الثالث للفعل الاصلي.

خطوات التحويل من المبني للمعلوم الى المبني للمجهول

١- نقوم بتنزيل المفعول به ويأتي بعد الفعل الرئيسي

٢- ننظر الى زمن الفعل في جملة المبني للمعلوم ثم نقوم على اساسه بوضع احد افعال (be)

حسب الزمن ونحول الفعل الاصلي الموجود في جملة المبني للمعلوم الى التصريف الثالث ثم تنمة الجملة.

مثال:

They built a new hospital. (الفعل ماضي بسيط) جملة مبني للمعلوم

A new hospital was built. جملة مبني للمجهول

١- استخدام افعال المودلز في المبني للمجهول

(will, would, shall, should, can, could, may, might, have to, had to, must)

القاعدة: فعل مودلز + be والتصريف الثالث للفعل (Modal) + be + pp)

فعل مودلز + have been والتصريف الثالث للفعل (Modal + have + been + pp)

Examples: 1- we will discuss it later. مبني للمعلوم

It will be discussed later . مبني للمجهول

2- They have to initiate the project.

The project has to be initiated.

3- Someone Should have cleaned my car.

My car should have been cleaned.

٢- تحويل المبني للمعلوم حسب الازمنة

1- Present simple passive: المضارع البسيط مبني للمجهول

(Am / is / are + pp)

Example: They make these cars in Japan.

- These cars are made in Japan.

2- Past simple passive: الماضي البسيط مبني للمجهول

(Was / were + pp)

Example: The Nabatens built Petra.

Petra was built by the Nabatens.

3- Present continuous passive: المضارع المستمر مبني للمجهول

(Am / is / are + being + pp)

Example: We are studying the results.

The results are being studied

4- Past continuous passive: الماضي المستمر مبني للمجهول

(Was / were + being + pp)

Example: They were serving the dinner when I got there.

The dinner was being served when I got there.

5- Present perfect passive: المضارع التام مبني للمجهول

(Has / have + been + pp)

Example: I have already sent a message.

A message has already been sent.

6- Past perfect passive: الماضي التام مبني للمجهول

(had + been + pp)

Example: Somebody had taken the injured away.

The injured had been taken away.

Nobody, No one, Nothing : حالة النفي عندما يكون الفاعل احد الكلمات التالية:

إذا كان فاعل الفعل المبني للمعلوم هو أحد الأسماء الآتية (nobody, no one, nothing) فإن الفعل المبني للمجهول ينفي بـ not.

Example : 1. Nobody prefers black .

Black is not preferred.

2. No one can deny the effects of pollution.

The effects of pollution can not be denied.

3. Nothing surprises me.

I am surprised.

Q- Correct the verbs between brackets.

1- smart phones _____ (invent) in the early 2000s. In 2010 CE, the first tablet computer _____ (produce). Now, about one billion smartphones _____ (sell) around the world each year. In the near future, it _____ (estimate) that over 40% of the population in Jordan will have a smartphone.

Answers

1- were invented, was produced, are sold, is estimated

- Change the following sentences from Active to Passive

1- She watches me.

I

2- She has written the letter.

The letter

3- We had cleaned the room.

The room

4- They have been painting the house.

The house

5- Ali is speaking English now.

English

6- we are studying the results

The results

7- they were playing football

Football

8- I will visit my grandparents tomorrow.

My grandparents

9- The teacher is going to explain the lesson

The lesson

10- Shakespear wrote that play.

That play

11- Rana and Layan serve customers

Customers

12- Amer didn't write that notes.

That notes

13- Somebody has found my missing laptop.

My missing laptop

Answers

1- I am watched by her.

2- The letter has been written by her.

3- The room had been cleaned by us.

4- The house has been being painted by them.

5- English is being spoken by Ali.

6- The results are being studied by us.

7- Football was being played by them.

8- My grandparents will be visited tomorrow.

9- The lesson is going to be explained by the teacher.

10- That play was written by Shakespear.

11- Customers are served by Rana and Layan.

- 12- That notes weren't written by Amer.
13- My missing laptop has been found by somebody.

اسئلة وزارية

- 1- (2011) People saw smoke coming out of the forest.
Smoke
- 2- (2011) he government must save the historical cities.
The historical cities
- 3- (2013) The patient must take the medicine on time.
The medicine
- 4-(2013) Samer must fill in the job application form.
The job application form By Samer.
- 5-(2014) Every one must save the nature resources.
the nature resources.....
- 6-(2014) The farmer must water the plants inorder to grow.
The plants
- 7-(2014) Jordan imports 96% of its energy from the neighboring Arab
countries.
96% of Jordan's energy
- 8- The engineers were planning the Laerdel Tunnel.
the Laerdel Tunnel
- 9- Nobody has fold the children where to put the keys.
The children
- 10- The police find the driver for speeding.
The driver
- 11- The letter has been (write)
- 12- TV is being by the children (watch)

اجوبة الاسئلة الوزارية

- 1-smoke was seen coming out of the forests by people.
2-the historical cities must be saved by the government.
3- The medicine must be taken on time by her.
4-the job application form must be filled by samer.
5- The natural resources must be saved by everyone.
6- The plants must be watered in order to grow.
7-96% of Jordan's energy is imported from.....
8- the Laerdel Tunnel was being planned by the engineers.
9- the children have been fold
- 10- the driver is found by the police.
11- written
12- watched

Unit 8 S B (P 63)

Revision of passive voice

5 Complete the text with the correct passive form of the verbs in brackets.

Jordanian Sign Language, or *Lughat al-Ishara al-Urdunia* (LIU), is the sign language that (1)..... (use) in Jordan. The language has several dialects. LIU (2) (relate) to other sign languages in the Middle East, but none of these (3) (research) extensively. An introductory grammar of Jordanian Sign Language (4) (publish) in 2004 CE. By publishing this book, it (5) (hope) at the time that hearing Arabs with an interest in sign language would learn more about the grammar of LIU and other sign languages in general. The publication is a very important achievement for LIU because, before 2004 CE, very little research about sign languages of the Middle East (6)..... (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language (7) (do).

Answers: 1- is used 2- is related 3- has/have been reached 4- was published 5- was hoped 6- had been carried out 7- is being done

A B (P 43)

11 Rewrite the sentences in the passive. Use 'by' where necessary.

- 1- People speak Spanish in most South American countries, but they speak Portuguese in Brazil.
- 2- My mother taught me to read.
- 3- Fifty years ago, they hadn't invented smartphones.
- 4- Our teacher has already marked our exams, and now someone is checking them.
- 5- They have just discovered some books that people wrote 200 years ago.

Answers:

- 1- Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.
- 2- I was taught to read by my mother.
- 3- Fifty years ago, smartphones hadn't been invented
- 4- Our exams have already been marked by our teacher, and now they are being checked.
- 5- Some books that were written 200 years ago have just been discovered.

Work sheet ورقة عمل على الوحدة السابعة والثامنة

- Complete each of the following sentences so that the new one is similar in meaning to the one before it.

- 1- Can you suggest a better way fo revising lessons?
Do you mind
- 2- Are we allowed to speak Arabic here?
Do you know
- 3- When does the party start, please?
Do you know
- 4- How can I go to the theater from here?
Could you tell me
- 5- How much time does it take to the airport?
Do you know
- 6- Can we take photos here?
Do you mind telling me
- 7- Where is the bus station, please?
Do you know
- 8- Did the students leave the school early yesterday?
Could you tell me
- 9- How is this game played?
Could you explain
- 10- Have the results announced yet?
Could you tell me
- 11- People say that time is gold.
It
- 12- People think that watching too much TV is harmful.
Watching TV
- 13- They claim that money can't make us happy.
Money
- 14- Doctors have proved that our bodies need little protein than we think.
Our bodies
- 15- Everybody knows that Ali is very rich.
Ali
- 16- People think that children are afraid of strangers.
Children
- 17- They say that exercise and healthy food are the best ways to a happy life.
Exercise and healthy food
- 18- Scientists say that global warming is the most challenging problem today
It

- Complete the following sentences with the suitable word derived from the words in brackets.

- 1- Have you had any of learning another language?(**experienced**)
 - 2- Is one side of the brain more than the other? (**dominate**)
 - 3- Whether or not you remember something that you have learnt in the past on the experience you had while you were learning it. (**dependence**)
-

- study the following sentence and answer the question that follows.

- 1- Let's **look into** the story and discover what really happened
What does the underlined phrasal verb **look into** mean?
-

- 2- Before I can solve the problem, please tell me how did it **happen**?
Replace the underlined word **happen** with the correct phrasal verb.
-

- 3- I looked up **this word** in the dictionary.
Replace the underlined word **this word** with the correct pronoun.
-

- 4- Leave out **Ahmed** from the list.
Replace the underlined word **Ahmed** with the correct pronoun.
-

- Complete each of the following sentences by adding the correct question tag to the end of each of them.

- 1- I have to quit fatty food,
- 2- The food in the restaurant wasn't extremely good,
- 3- Let's go now, ?
- 4- Email is quicker than traditional letters,
- 5- Real letters show you care,
- 6- You don't have to make an effort to write an email,
- 7- Ibrahim speaks English fluently,
- 8- Scribes were professional writers,

- 9- In the past, the Chinese wrote with a brush and ink,?
- 10-I'll have dinner with you,?
- 11- Drivers shouldn't drive too fast,?
- 12- You do take sugar in tea,?
-

- Correct the verbs between brackets.

- 1- Protein in meat and vegetables. (**find**)
- 2- Thousands of tons of fruit and vegetables annually. (**produce**)
- 3- The invitations already to you by email. (**send**)
- 4- The crime by the police two days ago. (**discover**)
- 5- A new vocational school has recently in my area. (**build**)
- 6- Her latest series of articles in a national newspaper at the moment. (**publish**)
- 7- Ford cars in Germany. (**not, make**)
- 8- Most of the tickets yet. (**not, sell**)
-

- Complete each of the following sentences so that the new one is similar in meaning to the one before it.

- 1- The police fined the driver for speeding
The driver
- 2- People have sent her lots of letters of support.
She
- 3- Journalists asked the prime minister a lot of letters of support.
The prime minister
- 4- The police are interviewing the criminal at the moment.
The criminal
- 5- Millions of people around the world use the internet.
The internet
- 6- Huda had taken the books back to the library.
The books
- 7- Farmers don't grow rice in Jordan.
Rice
- 8- The new law didn't prevent smoking in gardens.
Smoking

Texts

القطع

Unit 7 الوحدة السابعة

Life long learning التعلم الدائم

Unit 8 الوحدة الثامنة

Language اللغة

Unit 7 التعلم الدائم life long learning

S B (P 50)

كيف تراجع الامتحانات How to revise for exams

A: Do you know if it's too late to start revising now?

هل تعرف فيما اذا فات الاوان لبدء المراجعة الان؟

No, it's never too late to start revising! The first thing I would do is to draw up a revision timetable.

لا لم يفت الاوان لبدء مراجعة! اول شئى اود القيام به هو عمل برنامج مراجعة.

B: Do you mind telling me how I should draw up a timetable?

هل تمنع بان تخبرني كيفية عمل جدول؟

Look at all the subjects you have to do, and work out when you are going to work on each one. It's a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and so on. This way, by changing the focus of your revision, you keep your mind fresh.

تمعن بجميع المواد التي لديك للقيام بها، واكتب عندما ستعمل على كل واحدة. انها لفكرة جيدة بان تغيير ترتيب المواد في جدولك كل يوم. حاول دراسة اللغة الانجليزية قليلا، اتبعها بالرياضيات ثم علم الاحياء وهكذا. وبهذه الطريقة، بتغيير تركيز المراجعة الخاصة بك، تبقي على عقلك نشطا.

C: Do you know whether it's best to get up early, or to revise late at night?

هل تعرف فيما اذا كان من الافضل الاستيقاظ مبكرا، او ان تراجع في وقت متاخر من الليل؟

The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at **its** best. I'd also recommend studying for 30-minute periods, and then taking a break. It's been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

كلما بدأت مبكرا في الصباح، كلما كانت مراجعتك مفيدة اكثر، لانك حينها تشعر بانك اكثر يقظة وذاكرتك بافضل حالاتها. اود ان اوصي ايضا بالدراسة لمدة ٣٠ دقيقة ومن ثم اخذ استراحة. لقد ثبت ان التركيز يبدأ في الانخفاض بعد نصف ساعة، حيث ان فترات الراحة المتكررة سوف تساعد الدماغ على الاسترداد والتركيز مرة اخرى.

D: Could you explain what you mean by frequent breaks?

هل يمكن التوضيح ماذا تعني بفترات راحة متكررة؟

By a break, I mean any change of activity from studying. It could be something as simple as just getting up from your desk and listening to some music, or walking around for ten minutes.

من خلال استراحة، اقصد اي تغيير بنشاط عن الدراسة. يمكن ان يكون شئى بسيط مثل النهوض من مكتبك والاستماع الى بعض الموسيقى، او التجول لمدة عشرة دقائق.

E: Could you tell me how much exercise I need?

هل يمكن ان تخبرني كم من التمارين احتاج؟

Physical activity is very important, of course, especially when you are studying. Exercise will make a huge difference to the way you feel. The physical activity will increase your heart rate and, in turn, that will increase your blood circulation. **It** also sends more oxygen to the brain, **which** makes you revise more efficiently!

النشاط البدني مهم جدا، بالطبع، لا سيما عندما تدرس. التمرين يعمل اختلافا كبيرا في الطريقة التي تشعر بها. فان النشاط البدني سوف يزيد معدل ضربات قلبك، وبذلك من شأنها زيادة الدورة الدموية. كما انه يرسا مزيدا من الاوكسجين الى الدماغ، وهذا يجعلك تراجع بكفاءة اكثر!

F: Do you mind giving me some advice about diet?

هل تمانع من اعطاني بعض النصائح حول النظام الغذائي؟

Nutrition is very important. You should try to eat as much fresh fruit and vegetables as you can. It's essential not to become dehydrated, so drink lots of water.

التغذية مهمة جدا. يجب عليك محاولة اكل الكثير من الفواكه والخضراوات الطازجة بقدر ما تستطيع. انه لمن الضروري ان لا يصبح عنك جفاف، لذلك اشرب الكثير من الماء.

Glossary المفردات

Circulation: the movement of blood when it is pumped by the heart, the movement of air
دورة دموية او حركة انتقالية

Concentration: attention
تركيز

Dehydration: the state of having drunk too little water:
جفاف

Diet: the kind of food that a person or animal eats
الحمية (نظام غذائي)

Memory: ability to remember things
الذاكرة

Nutrition: the process of getting the right kind of food for good health
التغذية

Questions الاسئلة

1- Revising exams require many things. Write down two of these things.

Look at all the subjects you have to do, and work out when you are going to work on each one.

2- Why should you start your revision earlier in the morning?

Or

There are two benefits of starting revision in the morning. Write them down.

The more beneficial your revision will be, because that's when you feel most awake and your memory is at its best.

3- Frequent breaks while revising can have many benefits. Write down two of these benefits.

This will help the brain to recover and concentration to return.

4- There are many activities you can do as a break while studying. Write down two of these activities.

It could be something as simple as just getting up from your desk and listening to some music, or walking around for ten minutes.

5- Physical activity has many benefits. Write down two of these benefits. The physical activity will increase your heart rate and, in turn, that will increase your blood circulation. It also sends more oxygen to the brain, which makes you revise more efficiently!

6- Quote the sentence which indicates that drinking a lot of water is very important.

It's essential not to become dehydrated, so drink lots of water.

7- What does the underlined word **it** refer to?
exercise

8- Find a word from the text which means '**ability to remember things**'
Memory

9- What does the underlined word '**Concentration**' in the text mean?
attention

10- The lifestyle we follow affects the way we do things. Think of this statement, and in two sentences write down your point of view.

I think if we have a healthy lifestyle we succeed in doing things. Otherwise, we might find it difficult to live normally.

11- Nutrition is very important. You should try to eat as much fresh fruit and vegetables as you can. Think of this statement and in two sentences, write down your point of view.

الألقاب ليست سوى وسام الحمقى والرجال العظام ليسوا بحاجة لغير
اسمهم

Unit 7 S B P 52

Learning a foreign language تعلم لغة اجنبية

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial ‘exercise’, **which** improves memory. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students **who** have only mastered **their** mother tongue.

تحدث لغة اجنبية، كما يدعى، تطور من الاداء الوظيفي لدماعك بعدة طرق مختلفة. تعلم مفردات وقواعد نحوية جديدة تزود الدماغ بتمرين مفيد، وذلط يطور الذاكرة. ويمرن الدماغ، كما ويعتقد ايضا ان تعلم لغة جديدة يظهر الدماغ بتحديات فريدة من نوعها. وهذه تشمل ادراكا لنظم مختلفة من اللغة وطرق للتواصل بهذه النظم. وهذه المهارات تطور فرص النجاح في مهام اخرى لحل المشكلة ايضا. ويقال بان الطلاب الذين يدرسون لغات اجنبية يقومون بما هو افضل، عموما في الاختبارات العامة في الرياضيات، والقراءة والمفردات افضل من الطلاب الذين اتقنوا فقط لغتهم الام.

According to a study carried out by Pennsylvania State University, USA, multilingual people are able to switch between two systems of speech, writing, and structure quite easily. It has been proved that **they** are also able to switch easily between completely different tasks. One experiment required participants to operate a driving simulator while carrying out separate tasks at the same time. The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors.

حسب دراسة اجرتها جامعة بنسلفانيا، في الولايات المتحدة الامريكية، متعددوا اللغات قادرون على التبديل بين نظامين من الكلام والكتابة، والقواعد بسهولة تامة. وقد ثبت انهم ايضا قادرون على التبديل بسهولة بين مهام مختلفة تماما. تجربة واحدة تطلبت مشاركين لتشغيل جهاز محاكاة القيادة اثناء القيام بمهام منفصلة في نفس الوقت. وظهرت التجربة ان المشاركين متعددي اللغات كانوا اقل حيرة بالمهام الاخرى وبالتالي عمل القليل من اخطاء القيادة.

It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgment is called for, and decisions have to be made.

يعتقد ان تعلم لغة يمكن ان يطور من مهاراتك في صنع القرار. فعندما تتكلم لغة اجنبية، فانك بشكل متواصل تقيم حتى الفروق الدقيقة في معنى كلمة او الطريقة التي يجري بها النطق. هذه العملية تتحول لا شعوريا الى حالات اخرى وبها يكون الحكم، والقرارات التي يتعين القيام بها.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

اخيرا، تعلم لغة اجنبية يمكن ان يطور ايضا قدرتك على استخدام لغتك الام باكثر فعالية. كما تصبح اكثر وعيا بالطريقة التي تعمل بها لغة، وتبدا في تطبيقها على اللغة التي تستخدمها كل يوم. المهارات التي تكتسبها من تعلم لغة اجنبية، بناءا على ذلك، يمكن ان تجعلك متحدث وكاتب افضل بلغتك.

Glossary: المفردات

Multilingual: speaking, reading or writing in more than two languages.

متعدد اللغات

Multitask: to do several things at the same time. القيام باكثر من شئى بنفس الوقت

Simulator: any device or system that simulates specific conditions or the characteristics of a real process or machine. جهاز محاكاة (تقليد للواقع)

Utterance: something that is said, such as a statement. عبارة ملفوظة

Questions الاسئلة

1- What are the benefits of learning a foreign language?

Or: There are many benefits you can obtain from learning a foreign language. Write down two of these benefits.

Learning foreign language beneficial 'exercise', which improves memory. It also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. language learning can also improve your decision-making skills. Learning a foreign language can also improve your ability to use your mother tongue more effectively.

2- Learning a new language presents the brain with unique challenges. Write down two of these challenges.

These include recognising different language systems and ways to communicate within these systems.

3- Students who study foreign languages do better, on the whole, in general tests than students who have only mastered their mother tongue. Write down two of these tests.

In maths, reading and vocabulary

4- Multilingual people are able to switch between different systems quite easily. Write down two of these systems.

Speech, writing and structure

5- Multilingual people are able to do many tasks. Write down two of these tasks.

To switch between speech, writing, and structure quite easily. It has been proved that they are also able to switch easily between completely different tasks.

6- What is the main benefit of the skills you obtain from learning a foreign language?

It can make you a better speaker and writer in your own language.

7- Quote the sentence which indicates that learning languages can improve your brain in different ways.

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways.

8- What does the underlined word they refer to?

multilingual people

9- Find a word from the text which means 'speaking more than one language'.

multilingual

10- Learning English is very important today. Think of this statement and, in two sentences, write down your point of view.

I think learning English is very important because it has become the language of science and communication. Moreover, English is the second spoken language in many countries.

Unit 7 SB P 54 Education in Jordan التعليم في الاردن

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational courses.

وطننا يمتلك مستوى عالي من التعليم. هذا اساسا يعود الى حقيقة ان الحكومة تعتبر التعليم ضرورة. كل المدارس من الروضة الى الثانوية، هي من مسؤولية وزارة التربية والتعليم. التعليم في مرحلة ما قبل المدرسة والروضة اختياري، يتبعها عشر سنوات من التعليم المجاني والالزامي. بالنسبة للتعليم العالي، الطلاب يدخلون الجامعة اما لدورات اكااديمية او مهنية.

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or **postgraduates** studying for a Master's degree, a PhD or a higher diploma.

يمكن للطلاب الالتحاق بواحدة من عشر جامعات حكومية، او بواحدة من ١٩ جامعة خاصة. عدد كبير من الطلبة الاردنيين يختارون الدراسة في هذه المؤسسات، وكذلك الطلاب الاجانب من جميع انحاء العالم. هؤلاء هم الجامعيون الذين يدرسون للحصول على الشهادة الاولى، او طلاب الدراسات العليا الذين يدرسون للحصول على شهادة الماجستير، الدكتوراه او الدبلوم العالي.

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. **These** are all public universities. An example of a newer university is the German-Jordanian University in Amman, **which** was set up in 2005 CE. **It** is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and **it** follows Germany's model of education in Applied Sciences.

تعتبر الجامعات الثلاث الاكثر طلابا هي الجامعة الاردنية في عمان، جامعة اليرموك في اربد وجامعة البلقاء التطبيقية في السلط. هذه هي الجامعات الحكومية. مثال على جامعة حديثة هي الجامعة الاردنية الالمانية في عمان، والتي انشئت في عام ٢٠٠٥. وهي تعاون بين وزارة التعليم العالي والوزارة الاتحادية الالمانية للتعليم والبحوث، وتتبع النموذج الالمانى للتعليم في العلوم التطبيقية.

For students **who** wish to complete **their** university studies while working at the same time, it is also possible in some Jordanian universities to enrol onto online distance learning programmes. In the future, this option will become available in many other universities.

بالنسبة للطلاب الذين يرغبون في اكمال دراستهم الجامعية بينما يعملون في نفس الوقت، فمن الممكن ايضا التسجيل في بعض الجامعات الاردنية في برامج التعلم عن بعد عبر الانترنت. في المستقبل، هذا الخيار سيصبح متاحا في العديد من الجامعات الاخرى.

Glossary المفردات

Degree: certificate, a qualification that is given to you when you have successfully completed a course of study درجة تعليمية او شهادة

Diploma: a document showing that someone has successfully completed a course of study دبلوم دراسي

Master's degree: a period of one or two years of study which takes place after the completion of a bachelor's degree درجة الماجستير

Online distance learning: a formalised learning system by using electronic communication التعلم عن بعد

PhD: a doctorate درجة الدكتوراه

Postgraduate: someone who has finished their first degree and is continuing to study either a master's or a PhD خريج، ما بعد التخرج

Private university: a university not operated by a government جامعة خاصة

public university: a university that is funded by the government جامعة حكومية

Undergraduate: someone who has not yet completed their first degree طالب جامعي

Vocational: used to describe a particular job and the skills involved مهني

Enrol: to officially arrange to join a school, university or course. يسجل للدراسة.

Questions الاسئلة

1- Jordan has a high standard of education for one reason. Write it down.

This is mainly due to the fact that the government considers education a necessity.

2- Students enter university for many kind of courses. Write down two of these courses.

for academic or vocational courses.

3- There are many postgraduates studying. Write down two of them.

For a Master's degree, a PhD or a higher diploma.

4- There are three public universities with the most undergraduates. Write down two of these universities.

The University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt.

5- Give an example of a newer university which was set up in 2005 CE.

The German-Jordanian University in Amman

6- What model of education does the German-Jordanian University follow?

It follows Germany's model of education in Applied Sciences.

7- Write down the sentence which shows that students can go to either public or private universities.

Students can attend one of ten public universities, or one of nineteen private universities.

8- What does the underlined word they refer to?
students

9- What does the underlined word 'postgraduates' in the text mean?

Someone who has finished their first degree and is continuing to study either a master's or a PhD

10- Find a word from the text which means '**someone who has not yet completed their first**'

Undergraduate

10- Some people argue that taking care of education in Jordan improves the future of Jordanians. Think of this statement and, in two sentences, write down your point of view.

I think education is the future of Jordan because Jordan has less natural resources. Also, educated Jordanians bring hard currency to the country when they work abroad.

لا يحزنك إنك فشلت مادمت تحاول الوقوف على قدميك من جديد

Unit 7

A B P 37

1 Learn English fast – the natural way!

تعلم الانجليزية بسرعة – الطريقة الطبيعية!

It is said that the best way to acquire a language is to **immerse** yourself in it, and that's what we offer at *Extreme English*: total immersion.

يقال ان افضل طريقة لاكتساب اللغة هو ان تستغرق وقتك فيها. وهذا ما نقدمه في الانجليزية المطلقة.

2 What exactly do you mean by 'total immersion'?

ماذا تقصد بالضبط الاستغراق الكلي؟

You will stay in one of our beautiful apartments. You'll hear and speak English all day long. You can either join a small group of other students of a similar level, or request a 'tailor-made' course. For example, you may require a course in **academic** English to prepare you for **undergraduate** or **postgraduate** studies, or a **vocational** course to help you with your career. Either way, you will live and work together as a family.

سوف تقيم في واحدة من شققنا الجميلة. سوف تستمع وتتكلم الانجليزية طوال اليوم. يمكنك اما الانضمام لمجموعة صغيرة من الطلاب الاخرين بنفس المستوى، او طلب دورة مصممة خصيصا. مثلا، قد تطلب دورة في اللغة الانجليزية الاكاديمية لتجهيزك للدراسات الجامعية او الدراسات العليا، او مسار مهني لمساعدتك في مهنتك. وفي كلتا الحالتين، سوف تعيشون وتعملون معا كاسرة واحدة.

3 What will I be doing? ما الذي سافعله؟

In the mornings, after breakfast, one or more of our trained and experienced teachers will arrive, and you will have three hours of intensive tuition. Then, after enjoying lunch together around the table, you'll visit local places of interest, go shopping, take part in sports, etc. In the evenings, there will be a choice of cultural activities, for example the theatre or a concert, or you may prefer to relax at home and chat (in English, naturally!). Whatever you do, your teachers will be with you, acting as guides, tutors and friends.

في كل صباح، بعد الافطار، سيصل واحد او اكثر من المعلمين المدربين واصحاب الخبرة، وسيكون لديك ثلاث ساعات من التعليم المكثف. ثم، بعد الاستمتاع بالعداء معا حول المائدة، ستقوم بزيارة الاماكن المحلية ذات الاهمية، والذهاب للتسوق، والمشاركة في الالعب الرياضية الخ.. في كل مساء سيكون هناك خيار للانشطة الثقافية، مثلا المسرح او حفل موسيقي، او ربما ترغب بالاسترخاء في المنزل والدراسة (بالانجليزية طبعا!). مهما فعلت، معلموك سيكونوا معك، يؤدون كمرشدين ومعلمين واصحقاء.

4 How long are the courses? كم مدة الدورات؟

Some people just come for a week, and **they** are usually amazed by how much progress **they** make in such a short time. **Others** come for two, three, even four weeks. It's up to you. You can be sure of one thing – we'll do our very best to give you a first-class experience and send you home thinking and dreaming in English!

بعض الناس يأتون فقط لاسبوع، وعادة ما يدهشوا بمدى التقدم الذي يقومون به في وقت قصير كهذا. ويأتي آخرون لمدة اثنين، ثلاث، حتى اربع اسابيع. الامر متروك لك. يمكنك ان تكون متيقنا من شئ واحد - باننا سنقوم ببذل قصارى جهدنا لمنحك تجربة من الدرجة الاولى ونرسل لك تفكير وحلم العيش في اللغة الانجليزية.

Glossary: المفردات

Career advisor: someone who provides information to help people to make choices about their training and work مستشار مهني

Drop (a course): to stop studying a certain subject at a university يسقط مادة

Immerse: to be deeply involved in something and spend most of your time doing it ينغمس ، ينخرط

Stand out (from the crowd): to be much better than other similar people or things. يبرز ، يكون الافضل

Questions الاسئلة

1- The text says that students will be living 'as a family'. Give two examples from the text that illustrate this.

The students eat and socialize together

2- Which part of the day will be the most formal? What happens then?

The morning, when there are three hours of intensive tuition.

3- What do you think 'a tailor-made course' means, in paragraph 2?

A course designed to meet the specific needs of an individual student.

4- Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?

The duration of the course they wish to attend and the nature of the course (academic or vocational)

5- What is the best way to to acquire a language?

It is said that the best way to acquire a language is to immerse yourself in it

6- There are many activities you can do while attending a course of English language. Write down two of these activities.

You'll hear and speak English all day long. You can either join a small group of other students of a similar level, or request a 'tailor-made' course.

7- There are many things you can do after lunch. Write down two of these things.

You'll visit local places of interest, go shopping, take part in sports, etc.

8- There are many cultural activities you can do in the evenings. Write two of these activities.

for example the theatre or a concert, or you may prefer to relax at home and chat (in English, naturally!)

9- Teachers can do many things for you. Write down two of these things.

Your teachers will be with you, acting as guides, tutors and friends.

10- What does the underlined word **they** in the text refer to?

11- Quote the sentence which indicates that the teachers will help you doing everything.

Whatever you do, your teachers will be with you, acting as guides, tutors and friends.

12- What does the underlined word '**immerse**' mean?

to be deeply involved in something and spend most of your time doing it

13- It is said that the best way to acquire a language is to immerse yourself in it. Suggest three ways to learn a language.

1- Reading newspaper and magazines. 2- Watching TV and listening to radio 3- using the internet

Best wishes

Teacher: Emad sawalha

مع تمنياتي لكم بالنجاح والتوفيق

الاستاذ: عماد صوالحة

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لا يحزنك إنك فشلت مادمت تحاول الوقوف على قدميك من جديد

Unit 8

Language

TEACHER EMAD SAWALHA

Unit 8 S B (P 58)

The relationship between language and culture.

العلاقة بين اللغة والثقافة

Does the language we use influence the way we think?

Or does our culture influence the way we use language?

هل اللغة التي نستخدمها تؤثر على الطريقة التي نفكر بها؟ هو هل ثقافتنا تؤثر على الطريقة التي نستخدم اللغة؟

Sociologists have been looking into this question for hundreds of years.

They have now begun to look at not just how people talk, but also how **they** think, asking whether the way we understand and remember experiences is influenced by language. As a result of these studies, **they** have come up with some interesting results.

علماء الاجتماع يبحثون في هذا السؤال منذ مئات السنين. بدأوا الان في البحث ليس فقط في كيف يتحدث الناس، لكن ايضا في كيف يفكرون متسائلين فيما اذا كانت الطريقة التي نفهم ونتذكر بها التجارب تتأثر باللغة. نتيجة لهذه الدراسات، توصلوا الى بعض النتائج المثيرة للاهتمام.

A lot of research has been **carried out** on the relationships between mind, world and language. In one study, a psychologist points out that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how **their** speakers understand events, and whether someone is blamed for an action or gets away with **it**.

الكثير من البحث تم اجراءه على العلاقة بين العقل والعالم واللغة. في احدى الدراسات، عالم نفسي يشير الى انه عند وصف حدث ما، الناطقون بالانجليزية يميلون الى ذكر الشخص الذي كان مسؤول عن. بينما المتحدثون بالانجليزية قد يقولون " جون كسر المزهريه" لكن المتحدثون بالاسبانية او اليابانية يستخدمون صيغة المبني للمجهول. يعتقد ان مثل هذه الفروق بين اللغات لها تأثير على كيفية فهم المتحدثون بها للاحداث، او في امكانية تحميل احدهم مسؤولية حدث ما او تبرئته منها.

In another study, speakers of English, Spanish and Japanese were asked to watch videos of two people popping balloons, breaking eggs and spilling drinks, either on purpose or accidentally. Later, when asked to recall the videos, the English speakers mentioned the person who did the action. The Spanish and Japanese mentioned the person responsible for intentional events, but left this out when **they** considered that event to be an accident.

في دراسة اخرى، ناطقون بالانجليزية والاسبانية واليابانية طلب منهم مشاهدة مقاطع فيديو لشخصين ينفخان بالونات ويسكبان مشروبات، اما متعمدين او بالصدفة. فيما بعد، عندما طلب منهما تذكر

مقاطع الفيديو، الناطقون بالانجليزية ذكروا الشخص الذي قام بالفعل. الاسبان واليابانيون ذكروا الشخص المسؤول الذي تعمد القيام بالافعال، لكنهم اغفلوا هذا الشخص عندما اعتبروا الحدث صدفة.

Scientists at Newcastle University, UK, have carried out tests to prove that different cultures also have different ways of seeing colours. **They** found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English. Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum.

Is it our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have all come about together.

علماء في جامعة نيوكاسيل في بريطانيا قاموا باختبارات لاثبات ان الثقافات المختلفة ايضا لها طرق مختلفة في رؤية الالوان. وجدوا ان في اللغة اليابانية، مثلا، هناك كلمات مختلفة للون الازرق الفاتح وللزرق الداكن وهي كلمات غير موجودة في الانجليزية. وعليه فان الناطقين باليابانية الاصليين اوجدوا فرقا واضحا بين الوان الطيف.
هل لغتنا هي التي اثرت على طريقة تفكيرنا؟ ام هل اختلافا في العادات الثقافية اثر على كلا من افكارنا ولغتنا؟ الاكثر احتمالا ان الثقافة والافكار واللغة كلها تشترك في التأثير.

Glossary المفردات

carry out complete, do يقوم بـ
come about happen or take place يحدث
come up with produce something (an idea) يتوصلا الى
get away with to do something wrong without being discovered or with only a minor punishment يفلت من العقاب/ يتملص
leave out to not include يستثني
look into to investigate يفحص
point out to show something to someone by pointing at it يشير الى

Questions: الاسئلة

4 Read the article again and answer the questions.

1- Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.

Yes, because the article states that if you are speaking English and are asked about something that has happened, you will answer using the name of the person who caused it. If you speak Japanese or Spanish, if you didn't think the person was to blame, you would answer in the passive. If you speak both

languages, you need to adapt to the rules of each language and so you can have different ways of looking at a situation.

2- What does the phrasal verb '**carry out**' in bold in the second paragraph mean?

Complete, do

3- How are English speakers different from Spanish and Japanese speakers?

Or: There are two differences between English speakers and Spanish and Japanese speakers. Write down these two differences.

English speakers tend to mention the person who was responsible. Whereas Spanish or Japanese speakers would use a passive form.

4- When didn't Spanish and Japanese speakers mention the person responsible for intentional events?

When they considered that event to be an accident.

5- Who uses the passive more in their language?

The Spanish and the Japanese

6- What does the underlined word they refer to?

Sociologists

7- Language reflects our culture and the way we think. Suggest three ways to protect our language.

1- using our language in our daily life 2- focusing on teaching our language in schools and universities 3- focusing on using our language in the mass media.

8- Some people argue that it is necessary to learn a second language these days. Think of this statement and, in two sentences, write down your point of view.

I think learning a second language is very important because the world has become a small village. It also makes communication with others very easy.

9- Differences between languages have two effects on their speakers. Write down these two effects.

Differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.

Unit 8 S B (P 62)

Speaking with signs التحدث بلغة الإشارة

It is believed that the Italians were the first people **to come up with** a sign language system in the sixteenth century. The idea was then taken to France in the seventeenth century, where the language was developed further.

يعتقد ان الايطاليين كانوا او الناس الذين توصلوا الى نظام لغة الاشارة في القرن السادس عشر. الفكرة تم اخذها الى فرنسا في القرن السابع عشر، حيث تطورت اللغة اكثر.

One of the early developers of sign language was Charles-Michel de l'Épée, whose **mother tongue** was French. He picked up sign language while he was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Épée then set up a school for deaf people, **which** was replicated across Europe. It was the first time that sign language was actively taught, and **it** made an enormous impact on the lives of deaf people.

احد المطورين الاوائل للغة الاشارة كان (تشارلز مايكل دي اليبى) الذي كانت لغته الام الفرنسية. تعلم لغة الاشارة بينما كان يعمل مع الصم في باريس في القرن الثامن عشر. اللغة تم استخدامها من قبل شقيقتين اصميين كشكل من اشكال الاتصال. دي اليبى بعدها انشأ مدرسة للصم تم تكرارها في كل اوروبا. كانت اول مرة يتم فيها تعليم لغة الاشارة بشكل فعال، وكان لها اثر كبير على حياة الصم من الناس.

Just as there are different spoken languages in countries around the world, each country has **its** own sign language. Sign language is used as a first language by about 70 million people in the world. The use of sign and spoken languages does not differ. **Both** can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.

فقط لان هناك لغات مختلفة متحدث بها في الدول حول العالم، فان كل دولة لها لغة الاشارة الخاصة بها. لغة الاشارة تستخدم كلغة اولى من قبل ٧٠ مليون شخص في العالم. استخدام لغات الاشارة واللغات المحكية لا يختلف. كلاهما يمكن ان يستخدم لاعطاء وللمشاركة بالمعلومات، وسرد القصص، واجراء المناقشات غير الرسمية واعطاء احاديث رسمية. لكليهما صيغ ولهجات مختلفة، وكلاهما يتطور باستمرار.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries. Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure; **it2** is now being recognized and taught as an optional foreign language.

الكثير من لغات الاشارة العربية تم تطويرها، ويوجد تقريبا لغات اشارة عربية بقدر عدد الدول الناطقة بالعربية. مؤخرا، فوائد تعلم لغة الاشارة يتم تعزيزها ليس فقط للصم، بل ايضا لهؤلاء الذين يتمتعون بسمع طبيعي. في بعض المدارس، يتم تقديم لغة الاشارة كلغة اجنبية. لان مثل كل اللغات، لغة الاشارة لها تركيب قواعدي، الان يتم الاعتراف بها وتعليمها كلغة اجنبية اختيارية.

Learning sign language is of enormous benefit to anyone, whether **they** can hear or are deaf. Like learning any new language, **it3** involves and challenges the brain. **It4** also allows people who master sign language to be able to communicate with a new international community.

تعلم لغة الاشارة له فوائد عظيمة لاي احد، سواء كان بإمكانه السمع او كان اصمًا. مثل تعلم اي لغة جديدة، انها تحفز وتتحدى الدماغ. كما انها تسمح للاشخاص الذين يتقنون لغة الاشارة بان يكونوا قادرين على التواصل مع مجتمع عالمي جديد.

2 The words in the box are all connected with languages. Which two words have the same meaning?

First language and mother tongue have the same meaning

Glossary: المفردات

Dialect: a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language.
لهجة

first language: the language that you first learn as a child. اللغة الام

foreign language: the language which is other than your mother language.
لغة اجنبية

mother tongue: the language that you first learn as a child. اللغة الام

Register: a technical term for the words, style and grammar used by speakers and writers in a particular situation. صيغة لغوية

sign language: the language used by deaf people لغة الاشارة

Questions: الاسئلة

True or false

- 1- It was invented in the sixteenth century but was not developed until the following century. T
- 2- There are about seven million deaf people who use sign language as their first language or mother tongue. F
The number is closer to 70 million
- 3- All users of sign language are deaf. F
sign language is now being taught to people without hearing difficulties
- 4- There is one universal sign language. F
Each country has its own sign language
- 5- Sign language is not fixed; it is constantly changing. T

Read the article again and answer the questions.

1- In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?

I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.

2- 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.

Even if sign language has a more simple system of grammar, it's a means of communication which is based on a convention within a society.

3- Do you agree that hearing people would benefit from learning sign language? Why/Why not?

Hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistics skill and their career prospects.

4- The article states different uses for sign and spoken languages. Write down two of these uses.

Both can be used to provide and share information, tell stories, have informal discussions and give formal talks.

5- Why is sign language being taught as an optional foreign language?

Since, like all languages has a grammatical structure.

6- Learning sign language is beneficial for anyone for two reasons. Write down these two reasons.

1- It involves and challenges the brain. 2- it also allows people who master sign language to be able to communicate with a new international community.

7- What does the underlined phrase '**mother language**' mean?

The first language that you learnt when you were a child

8- What does the underlined word **it** refer to?

sign language

9- Sign language has many benefits. Suggest three ways to promote this language in Jordan.

1- Teaching sign language in schools 2- teaching sign language in universities as optional foreign language 3- spreading awareness about the benefits of sign language.

10- The benefits of learning sign language are being promoted to two kinds of people. Write down them.

To deaf people, also to those with normal hearing.

11- Replace the underlined phrasal verb '**come up with**' with the correct meaning.

To think of

Pronouns: الضمائر

1- whose, he: Charles-Michel de l'Epée 2- which: a school 3- it1: sign language 4- its: country 5- both: spoken languages 6- it2: sign language 7- they: anyone 8- it3+ it4: Learning sign language 9- who: people

إذا بلغت القمة فوجه نظرك إلى السفح لترى من عاونك في الصعود إليه

Unit 8 A B (P 42)

What are they talking about? عن ماذا يتحدثون

It is fascinating to observe the way language is **absorbed** by a baby. **He** or **she** quickly learns to respond to certain sounds and words, for example 'mum' or 'dad'. Then, after a few months, the baby starts to try out **experimental** noises and **mimic** sounds. A one-year-old baby can probably say a few words – and certainly understands a lot more. After two years, many children have a vocabulary of about fifty words.

من المدهش ان تلاحظ الطريقة التي يتعلم بها الطفل اللغة. يتعلم بسرعة ليستجيب لاصوات وكلمات معينة، مثل كلمة "ماما" و"ابا". ثم، وبعد بضعة اشهر، يبدأ الطفل بتجريب ازعاجات تجريبية وتقليد اصوات. طفل عمره عام ربما يمكنه ان يقول بضع كلمات – وبالتاكيد يفهم الكثير. بعد عامين، العديد من الاطفال يكون لديهم مفردات بحوالي خمسون كلمة.

With twins, however, the story might be a little different. First of all, their development is sometimes slower. It is thought that this may be because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.

Secondly, some twins seem to develop **their1** own unique language. While this is not very common, it is certainly fascinating. **They** speak – and seem to understand – strange 'words' and sounds that nobody else can make out. This is known as 'cryptophasia'. Certainly, what **they** say isn't understood by anyone else, but is **it** really a language?

مع التوائم، على اي حال، القصة قد تكون مختلفة قليلا. اولاً، نموهم يكون بطيئا احيانا. يعتقد ان هذا قد يكون لان بعض التوائم لديهم تفاعل فردي مع الكبار اقل مما لدى الصغار الفرادى، ويقضون وقتا اطول في الاتصال فيما بينهم. ثانيا، بعض التوائم يبدون بانهم يطورون لغتهم الفريدة الخاصة بهم. لان هذا ليس شائعا، فهو بالتاكيد مدهش. يتحدثون، ويبدوا انهم يفهمون، كلمات واصوات غريبة لا يستطيع شخص آخر اصدارها. هذا يسمى "مرحلة التشفير". من المؤكد، ما يقولونه لا يفهمه احد آخر، لكن هل هو لغة حقا؟

Although it is **tempting** to believe that these twins really do make up **their2** own secret language, the truth is probably much simpler. Most experts think that as both children are experimenting with language at the same time, and both have been presented with the same sounds and **stimuli** since birth, **they** are very likely to recognise what the other one says. In other words, **they** are both developing **their3** 'real' language at the same **pace** and making the same mistakes along the way.

على الرغم من الميل الى الاعتقاد ان هؤلاء التوائم يخترعون لغتهم السرية الخاصة بهم، فان الحقيقة اكثر بساطة. معظم الخبراء يعتقدون انه بسبب ان كلا الطفلين يمران بالتجربة اللغوية في نفس الوقت، وان كلاهما قد تعرضا لنفس الاصوات والمحفزات منذ الولادة، فهما من المحتمل جدا ان يتعرفا على ما يقوله الآخرون. بكلمات اخرى، كلاهما يطور لغته "الحقيقة" بنفس السرعة ويرتكب نفس الاخطاء دائما.

Glossary المفردات

9 Read the article again and match the words in bold with their meanings. The first one is done for you.

tempting	attractive, desirable مغري
experimental	part of an experiment تجريبي
stimuli	things that make you interested محفز
pace	speed سرعة
mimic	copy, make the same sound يقلد
absorbed	received فهم، استقبل
cryptophasia	The unique language that twins develop between themselves.

Questions الاسئلة

1- According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?

Two differences: twins sometimes develop language more slowly than single babies. Twins may also develop their own language.

2- The article suggests one reason for the slower language development of some twins. What is it?

They have less one-to-one interaction with adults than single babies have.

3- What does 'cryptophasia' mean?

The unique language that twins develop between themselves.

4- Do some twins really communicate with strange words and signs?

yes

5- Do most experts believe that twins invent secret languages?

No, they don't. They twins develop their language in the same way as other children – by experimentation.

6- Twin's development sometimes is slower for two reasons. Write down these two reasons.

Because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.

7- Why do twins spend a little time with others?

Because they spend more time communicating with each other.

8- Twins are a little different in learning a language than a single babies for two reasons. Write down these two reasons.

First of all, their development is sometimes slower. Secondly, some twins seem to develop their own unique language.

9- What is the unique language that twins develop between themselves called?

Crystophasia

10- Quote the sentence that shows that twins develop a unique language of their own.

They speak – and seem to understand – strange ‘words’ and sounds that nobody else can make out.

11- What does the underlined word ‘**mimic**’ mean?

copy, make the same sound

12- The writer thinks that it is necessary for children to learn language as fast as possible. Suggest three ways to teach children language very fast.

1- let them play with other children 2- let them hear different sounds

3- let them mimic sounds and voices

13- What does the underlined word **their** refer to?

these twins

14- It is said that learning in an earlier stages of life shapes one’s personality. Think of this statement and, in two sentences, write down your point of view.

I think early learning is very important because it gives children the knowledge needed to understand the world around them. It also provides them with the skills needed for the future.

Pronouns: الضمائر

1- he: a baby 2- their₁, they, they: some twins 3- their₂: these twins
4- it: cryptophasia 5- they, they: both children 6- their₃ : both children

Best wishes

Teacher: Emad sawalha

مع تمنياتي لكم بالنجاح والتوفيق

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الألقاب ليست سوى وسام للحمقى والرجال العظام ليسوا بحاجة لغير

اسمهم

vocabulary

المفردات

unit 7

unit 8

Unit 7 Vocabulary المفردات

A B (P 35)

1- Complete the sentences with words from the box. One word is not needed. The first one is done for you.

Circulation memory concentration beneficial diet dehydration nutrition

1. I used to eat too much junk food, but now I have a much healthier diet.
2. It's..... to take regular breaks when revising.
3. It's important to drink a lot of water in order to avoid.....
4. Don't sit still for too long – move around frequently to increase your.....
5. Zainab listens to music while she's working. It helps her.....
6. Adnan never forgets anything! He's got an amazing.....

Answers: 1- diet 2- beneficial 3- dehydration 4- circulation
5- concentration 6- memory

2- Read definitions 1–6. Make collocating phrases using a verb and a noun from the boxes. Write the collocations in the correct gaps next to the definitions. One verb is not needed. The first one is done for you.

Do (x2)	draw up	make (x2)	give	take	
a start	a break	exercise	a timetable	a subject	a difference

Collocations المتلازمات

- 1 draw up a timetable write a schedule يعمل جدول دراسي
- 2 do exercise keep fit يقوم بتمرين رياضي
- 3 make a start begin يبدأ
- 4 take a break relax يأخذ استراحة
- 5 do a subject study يدرس موضوع
- 6 make a difference change something يعمل فرقا

3- Use the collocations from the box to complete the sentences. The first one is done for you.

take a break draw up a timetable do exercise make a start
make a difference

1. If you want to lose weight, you should..... every day.
2. The deadline is tomorrow, and you haven't done anything yet! You really Must.....
3. If you send money to charity, you will..... to a lot of lives.
4. You look tired. Why don't you
5. I need to organise my time better. I think I'll.....

Answers: 1- do exercise 2- make a start 3- make a difference
4- take a break 5- draw up a timetable

- Study the following sentence and answer the question that follows.

- If you want to lose weight, you should do exercise every day.

Replace the underlined words with the correct collocation.

Answer: keep fit

- You haven't done anything yet! You really must make a start.

What does the underlined collocation mean?

Answer: begin

A B (P37)

11- Complete the sentences with the words from the box.

Academic undergraduate postgraduate vocational

- 1- After Nasser completes his first degree, he's hoping to do a degree.
- 2- Mariam is an excellent student. She gets top marks in subjects like History, Arabic and Maths.
- 3- My brother has just left school. Now he's a university
- 4- My cousin is an electrician. Instead of going to university, he did a course at a local training college.

Answers: 1- postgraduate 2- academic 3- undergraduate 4- vocational

المفردات Vocabulary

الوحدة الثامنة 8 Unit

Speaking

1 Work in pairs. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?

Every fireman should do his job responsibly.

Answer: الاجابة

gender-neutral means that it's not affected by gender, so not obviously male or female. The sentence should read:

Every firefighter should do their job responsibly.

2 Listen to two students discussing the 'gender-neutral' issue in exercise

1. Check your answers and complete the table.

Gender-specific words

اسماء محددة الجنس

- 1- businessman, businesswoman
- 2- salesman, saleslady
- 3- headmaster, headmistress
- 4- he or she
- 5- fireman
- 6- chairman
- 7- seaman
- 8- spaceman
- 9- mankind
- 10- postman
- 11- stewards, stewardess
- 12- policeman

Gender-neutral words

اسماء غير محددة الجنس

- Business person
sales assistant/salesperson
head teacher
they
firefighter
chairperson مدير
sailor بحار
astronaut رائد فضاء
humans البشر
post worker ساعي البريد
flight attendant مضيف، مضييفة طيران
police officer شرطي

- Study the following sentence and answer the question that follows.

A postman deliver your post.

Replace the underlined word with the correct gender-neutral words.

Answer: post worker

S | B (P 60)

3 Choose the best options to complete the sentences. Then compare with a partner.

- 1- For centuries, **mankind has / humans have** preserved culture through storytelling.
- 2- A **postman / postal worker** delivers your post.
- 3- During the flight, the **flight attendants / stewards and stewardesses** will serve you drinks.
- 4- At the book fair, everybody was buying **their / his** favourite books.
- 5- If you need to report a crime, speak to a police **woman / officer**.

Answers: -

- 1- humans have 2- postal worker 3- flight attendants 4- their 6- officer

Unit 8 A B (P 40)

1 Replace the words and phrases in bold with the phrasal verbs from the box. One phrasal verb is not needed. The first one is done for you.

carry out	come about	come up with	get away with	grow up
leave out	look at	look into	point out	

- 1- Let's **investigate** the story and discover what really happened. look into
- 2- I wish scientists would **think of** a way to prevent flu!
- 3- I was born in a small village, but I didn't **spend** my childhood there.
- 4- This Maths homework is difficult! Could you **show** me where I've gone wrong?
- 5- Before I can solve the problem, please tell me – how did it **happen**?
- 6- I need to **do** some research before I start my project.
- 7- Yaseen has replaced the plate he broke, so he will **not be blamed** for it.
- 8- You **don't have to include** your surname when you sign a friendly letter.

Answers: 1- look into 2- come up with 3- grow up 4- point out
5- Come about 6- carry out 7- get away with 8- leave out

2 Circle the correct phrasal verb. The first one is done for you.

- 1- Can you **point at / point out** my mistakes when I speak, please?
- 2- The police will **look at / look into** the incident.
- 3- Adnan was late for the meeting, but he **came up with / got away with** it.
- 4- The results of the experiment which we **carried out / left out** yesterday were very interesting.
- 5- I hope I can **come up with / come about** a way of solving this puzzle.

Answers: 1- point out 2- look into 3- got away with 4- carried out
5- come up with

A B (P 41)

5 Complete the sentences with the verbs in the box. Two verbs are not needed. The first one is done for you.

affect يؤثر	blame يلوم	pop ينفجر	prove يثبت
punish يعاقب	recall يتذكر	spill يسكب	

- 1- Don't let the baby play with the balloon; it might **pop** and frighten her.
 - 2- The accident wasn't your fault. I don't you at all!
 - 3- Please be careful with your juice. Don't it on the floor.
 - 4- I'm afraid I don't your name. Could you tell me again?
 - 5- If you go to bed late, it will your performance at school the next day
- Answers:** 1- pop 2- blame 3- spill 4- recall 5- affect

A B (P 41)

6 Complete the sentences to give a similar meaning. Use the correct form of the word in brackets. The first one is done for you.

- 1- This book changed my way of thinking. (**influence**)
This book influenced me.
- 2- It was done accidentally. (**purpose**)
It wasn't.....
- 3- Who is in charge of these children? (**responsible**)
Who
- 4- We had a great time. (**experience**)
It was
- 5 How are Jaber and Mahmoud related? (**relationship**)
What

Answers: 1- 2- done on purpose 3- is responsible for these children
4- a great experience 5- is Jaber and Mahmoud's relationship

Phrasal verbs اشباه الجمل

A B (P 41)

7 Complete the phrasal verbs with words in the box. Use a dictionary if necessary.

ahead with away (x2) back for forward to off on over up (x3)

look up	a word in a dictionary	يبحث (عن كلمة في قاموس)
look for	something you've lost	يبحث عن شئ ضائع
look forward to	something exciting	يتطلع الى
get over	an illness, and feel better	يشفى من مرض / يتحسن
get up	in the morning	ينهض
get on	with your work and complete it	يستمر
take up	a new hobby	يتخذ هواية جديدة
take away	some fast food	ياخذ معه طعاما سريعا
take off	your shoes when you get home	يخلع
go away	from home for a holiday	يبتعد عن (البيت لقضاء اجازة)
go back,	to where you started	يعود من حيث بدا
go ahead with	a plan, and do it	يتابع الخطة وينجزها

Best wishes

Teacher: Emad sawalha

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اسمهم

Function الوظيفة اللغوية

Giving advice ابداء نصيحة

- 1- Have you thought about ...?
 - 2- You should ..., no doubt about it.
 - 3- If I were I would ...
 - 4- My main recommendation is that you ...
-

Comparison المقارنة

- 1- However
 - 2- whereas
-

Consequence النتيجة

- 1- As a result of كنتيجة لذلك
-

- Study the following sentence and answer the question that follows

1- **Ahmed:** I'm going to stay with a host family could you tell what I should do?

Rakan: If I were you, I would learn a little about their tradition first.

What is the function of Rakan's statement?

Answer: giving advice

2- **whereas** English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form.

What is the function of using whereas in the above sentence.

Answer: comparison

3- **As a result of** these studies, they have come up with some interesting results.

What is the function of using as a result of in the above sentence.

Answer: consequence

4- **However**, an email is quicker and cheaper than a letter

What is the function of using however in the above sentence.

Answer: comparison

إذا بلغت القمة فوجه نظرك إلى السفح لترى من عاونك في الصعود إليه