

Al Jazeera Schools



اللغة الإنجليزية

"المستوى الرابع"

UNITS 8 + 9

(حسب المنهاج والنمط الوزاري الجديد)

شاملة لتمرين كتابي الطالب والأنشطة
والأسئلة الوزارية مع الإجابات النموذجية

إعداد **ثائر النمورة**

مدارس الجزيرة الثانوية - فرع البنين

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ثائر النّورة

ماجستير في اللغة الإنجليزية وآدابها (محاضر ومترجم)

GRAMMAR

(القواعد)

Module 5: Units 8 + 9

ثائر النّورة

ثائر النّورة

UNIT 8

Phrasal Verbs

الأفعال الاصطلاحية

- A phrasal verb is a verb that is followed by one or two particles that change its meaning. الفعل الاصطلاحي هو فعل متبوع بأداة (حرف جر،... إلخ) أو أكثر فيتغير معناه الأصلي.

Example:

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

- Some phrasal verbs can have objects after them (they are called transitive verbs). وبعض الأفعال الاصطلاحية يتبعها مفعول به (تسمى أفعالاً متعدية).

Example:

Mr. Tha'er Al-Nammoura came up with a good idea. We're looking into the problem.

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

وبعضها لا يأخذ مفعولاً به (وتسمى أفعالاً لازمة)

Example:

Where did you grow up? / My brother 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.

أحياناً، يمكن أن يأتي المفعول به بين الفعل وأداته، وبالتالي يتم الفصل بين الفعل وأداته، ومع هذه الأفعال، إذا وقع المفعول به على شكل ضمير، فإنه يكون بين الفعل والأداة.

Example:

Please point his father out. Point him out. (NOT *Point out him.*)

- Sometimes the verb and particle cannot be separated.

أحياناً، لا يمكن الفصل بين الفعل الاصطلاحي وأداته التي تتبعه.

Example:

They came up with a good idea. (NOT *they came a good idea up with.*)

جدول هاء الام جداً للأفعال الاصطلاحية (حفظ)

No.	Phrasal Verbs	Meanings (E) / (Contexts)	Meanings (A)
1	come about	happen or take place	يحدث
2	come up with	produce something (an idea), especially when pressured or challenged	يخرج بنتيجة أو فكرة
3	carry out	to do	يُجري (يقوم بـ)
4	eat out	eat away from home , especially in a restaurant	يأكل خارج المنزل
5	get away with	to do something wrong without being discovered or with only a minor punishment	يتفلت من العقاب
6	leave (someone or something) out	to not include someone or something	يستثني
7	point (something) out	to show something to someone by pointing at it	يشير إلى
8	speed up	to hurry	يسرع
9	find out	to discover	يكشف
10	look into	to investigate	يبحث، يتحرى
11	look up	(a word in a dictionary)	يستخرج كلمة
12	look for	(something you've lost)	يبحث
13	look forward to	(something exciting)	يتلهف، يتشوق لـ
14	get over	(an illness, and feel better)	يتغلب على المرض
15	get up	(in the morning)	يستيقظ
16	get on	(with your work and complete it)	يوصل، يستمر
17	take up	(a new hobby)	يتخذ هواية
18	take away	(some fast food)	يأخذ الطعام خارج المطعم (سقري)
19	take off	(your shoes when you get home)	يخلع (حذاءه) ...
20	go away	(from home for a holiday)	يقضي عطلته خارجاً
21	go back	(to where you started)	يرجع (يعود)
22	go ahead with	(a plan, and do it)	يباشر العمل بـ

Exercises

Q1: 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. (SB, p.59)

**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: -----

Q2: Circle the correct phrasal verb. (WB, p.40)

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

Q3: Replace the words and phrases in bold with the box. One phrasal verb is not needed.

**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.
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: -----

Q4: Rewrite the sentences with phrasal verbs formed from the verbs in the box. One verb is not needed.

come (X 2) , find , leave , look , point , speed

1. Ahmad should hurry 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**.

Q5: Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may to change the word order. (WB, p.41)

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 **them** up online.
5. Farid and I are going to carry **it** out.
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**.

Question Tags الأسئلة الذيلية القصيرة

- 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.

نستخدم الأسئلة الذيلية القصيرة للتأكد من المعلومات أو الاستفسار بشأنها، حيث نضيف سؤالاً ذليلاً قصيراً منفيًا للجمل الخبرية المثبتة، وسؤالاً ذليلاً قصيراً مثبتاً للجمل الخبرية المنفية.

Examples:

1. You've read this book, haven't you?
2. You haven't read this book, have you?
3. Manal does speak English, doesn't she?
4. Manal doesn't speak English, does she?
5. You're tired, aren't you?
6. You aren't tired, are you?

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

ومع الأفعال الشكلية فإننا نستخدمها نفسها في السؤال الذيلي القصير.

Examples:

1. They should help, shouldn't they?
2. We can't walk away, can we?
3. They could go, couldn't they?
4. You won't forget, will you?
5. He might play tomorrow, mightn't he?
6. Tha'er Nammoura mustn't be late, must he?

- In the Present and Past Simple of (be), we use is/isn't/are/aren't and was/wasn't/were/weren't in the question tags.

Examples;

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

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

Examples:

1. Sally speaks English fluently, doesn't she?
2. He lives in Jerash, doesn't he?
3. You didn't meet him, did you?

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

Example: They've had their lunch, haven't they?

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

Example: Let us go home now, shall we?

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

Examples: Shall I help you with your homework?

I'll help you with your homework, shall I?

EXERCISES

Q1: Complete the following question tags. (WB, p.43)

1. You live in Zarqa, _____ 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

Q2: Write the question tags.

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: _____

Q3: 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: _____

سؤال وزاري ، الدورة الشتوية 2016 (بثلاث علامات)

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 walk along the beach,?

Answers: _____

Revision of Passive Forms

- In passive sentences, the subject of the sentence has something done to it, or is affected by the action of the verb. The opposite is an active sentence, where the subject of the sentence performs the action. Passive sentences do not have to mention who or what is performing the action (the agent). If they do, the agent is introduced with (by).

الجدول الآتي يبين كيفية تغيير صيغة الفعل عند التحويل للمبني للمجهول: (مرتب بطريقة تسهل الحفظ)

No.	Tense	Active	Passive
1	Modal Verbs	1. must, had to, will , would, shall, should, can, could + baseform 2. must, might, ...+ have + V.3 3. will + have + V.3 4. will + be + V-ing	1. Modal (must, ...) + be + V.3 2. must, might, ... +have + been + V.3 3. will + have + been + V.3 4. will + be + being + V.3
2	Present Simple	V.1	is, am , are + V.3
3	Past Simple	V.2	was , were + V.3
4	Present Continuous	is, am, are + V-ing	is, am, are + being + V.3
5	Past Continuous	was, were + V-ing	was, were + being + V.3
6	Present Perfect	has / have + V.3	has / have + been + V.3
7	Past Perfect	had + V.3	had + been + V.3

Examples:

1. The boy **must do** the homework. ► **Active**
 The homework **must be done** (by the boy). ► **Passive**
2. The government **should solve** the problem of unemployment. ► **Active**
 The problem of unemployment **should be solved** (by the government). ► **Passive**
3. They **might have saved** some of the historical sites. ► **Active**
 Some of the historical sites **might have been saved** (by them). ► **Passive**
4. My friends **have visited** the library. ► **Active**
 The library **has been visited** (by my friends). ► **Passive**
5. The children **are cleaning** the room. ► **Active**
 The room **is being cleaned** (by the children). ► **Passive**

6. Mr. Nammoura **will complete** the project before the deadline. ► **Active**
The project **will be completed** before the deadline. ► **Passive**
7. I can't come tomorrow. A company **will be interviewing** me for a job. ► **Active**
I can't come tomorrow. I **will be being interviewed** for a job. ► **Passive**
8. By 2025 CE, the government **will have changed** our public transport system. ► **Active**
By 2025 CE, our public transport system **will have been changed**. ► **Passive**
9. The author **is editing** the manuscript of the new book. ► **Active**
The manuscript of the new book **is being edited** by the author. ► **Passive**
10. Many young people **eat** junk food these days. ► **Active**
Junk food **is eaten** these days by many young people. ► **Passive**

ملحوظات هامة:

1. تستخدم صيغة المبني للمجهول في حالات عدة منها:
 - عندما نريد التركيز على المفعول به أكثر من الفاعل إضافة إلى التركيز على العملية أو الفكرة.
 - عندما نجهل الفاعل، أو لا نريد أن نذكره، أو أنه غير مهم.
 - لجعل الجملة أكثر رسمية.
 - من باب التنوع في الأسلوب، وبشكل عام فإن الإنجليزية تميل لاستخدام المبني للمجهول أكثر من العربية.
2. في المبني للمعلوم يكون شكل الجملة: **S + V + O**
في المبني للمجهول يكون شكلها: **O + V + ...**
وبالتالي، فإن الأفعال المتعدية فقط هي التي نستطيع تحويلها للمبني للمجهول؛ لأننا بحاجة للمفعول به لوضعه في بداية الجملة.
3. جرت العادة الوزارية - حتى على النمط الجديد- أن يكون المفعول به مكتوباً في نص السؤال.
4. عند التحويل، يرجى الانتباه عند اختيار صيغة الفعل مفرد / جمع بأن الذي قد تسلم السلطات هو المفعول به فهو الذي يتحكم، وليس المرحوم (الفاعل).

Exercise

Rewrite the following sentences / questions using the passive voice.

- 1- The candidates must do some practice.
Some practice
- 2- The government must have considered the issue.
The issue
- 3- The specialists should test all vehicles.
All vehicles

- 4- The professor has divided the students into groups.
The students.....
- 5- Nobody had finished the task.
The task.....
- 6- Muna was writing some articles for the newspaper.
Some articles.....
- 7- I will visit my uncle tomorrow.
My uncle
- 8- He has to have enough money to buy that book.
Enough money
- 9- Sana' could drive the car skillfully.
The car
- 10- I may delete your messages from my phone.
Your messages.....
- 11- She gave me some books.
I
- 12- People should read different types of books.
Different types of books
- 13- Everyone must learn another language.
Another language
- 14- A doctor is going to examine you in the medical centre.
You

Answers:

1. Some practice must be done (by the candidates).
2. The issue must have been considered (by the government).
3. All vehicles should be tested (by the specialists).
4. The students have been divided into groups (by the professor).
5. The task had not been finished (by anybody).
6. Some articles were being written for the newspaper (by Muna).
7. My uncle will be visited tomorrow (by me).
8. Enough money has to be had to buy that book (by him).
9. The car could be driven skillfully **by Sana'**.
10. Your messages may be deleted from my phone (by me).
11. I was given some books (by her).
12. Different types of books should be read (by people).
13. Another language must be learnt (by everyone).
14. You are going to be examined in the medical centre (by a doctor).

أسئلة وزارية (سنوات سابقة)

1. People saw smoke coming out of the forest. ▶ 2011 (W)
Smoke -----
2. The government must save the historical sites. ▶ 2011 (S)
The historical sites -----
3. The farmer must water the plants in order to grow. ▶ 2012 (W)
The plants -----
4. Hatem should send the car to the garage. ▶ 2012 (S)
The car -----
5. The patient must take the medicine on time. ▶ 2013 (W)
The medicine -----
6. Samer must fill in the job application form. ▶ 2013 (S)
The job application form ----- by Samer.
7. Everyone must save the natural resources. ▶ 2014 (W)
The natural resources -----
8. Children mustn't leave bicycles in the driveway. ▶ 2014 (S)
Bicycles -----
9. Different goods among countries **can be** ----- **by** traders. (transport) ▶ 2014 (S)
10. Jordan imports 96 % of its energy from the neighboring Arab countries. ▶ 2015 (W)
96 % of Jordan's energy -----
11. Parents must not give their children everything they want. ▶ 2015 (W)
Children -----
12. According to our teacher's instructions all of our compositions ----- in ink. He won't accept papers written in pencil. (**write**) ▶ 2015 (S)
13. A new vocational school has ----- recently in my area. (**build**) ▶ 2016 (W)

Answers:

Further Exercises

Q1: Rewrite the sentences in the passive. Use 'by' where necessary. (WB, p.43)

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.

Q2: Complete the text with the correct passive form of the verbs. (SB, p.63)

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 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 researched 4. was published
5. was hoped 6. had been carried out 7. is being done

Unit 9 Unreal Past Forms for Past Regrets

- We use (wish / If only + **had + V.3**) to express regrets about the past. We might use it to reflect on past actions if we are trying to improve our work or our behaviour.

نستخدم هذه الصيغة اللغوية للتعبير عن التحسر والأسى عن الماضي، ولربما نستخدمها لتسليط الضوء على أحداث في الماضي نحاول حالياً تحويلها للأفضل. (Function)

- The tense of the verb after (wish) is more in the past than the action it is describing. الفعل المستخدم بعد wish يكون أقدم من الحدث الموصوف (الموجود في الجملة الأولى الأصلية).

Examples:

1. I **didn't do** much work for my exam. → I wish I **had done** more work for my exam.
2. I **bought** these shoes. They hurt my feet. → I wish I **hadn't bought** these shoes. They ...
3. We **didn't catch** the earlier bus. → If only we **had caught** the earlier bus.

Unreal Past Forms for Present Wishes

- We use (wish or If only + **V.2**) to express wishes about the present that are impossible or unlikely to happen. (Function)

NOTE: We usually say I wish / If only + were.

نستخدم هذه الصيغة للتعبير عن أمنيات في الحاضر ولكنها مستحيلة أو غير محتملة الوقوع.

Examples:

1. I **don't know** the answer. → I wish I **knew** the answer.
2. I **live** in a small flat. → I wish I **lived** in a bigger flat.
3. He **is not** tall enough. → He wishes he **were** taller.
4. We **aren't** old enough. → If only we **were** older.

EXERCISES**Q1: Complete the sentences with the correct form of the verbs in brackets. (SB, p. 65)**

1. Ali did not pass his exams. If only he ----- harder last year. (study)
2. Zaid did not know about Chinese culture when he went on a business trip to China. He wishes he ----- a cultural awareness course. (do)
3. It was too hot to go to the beach yesterday. If only it ----- cooler. (be)
4. I feel ill. I wish I ----- so many sweets! (not eat)

Answers: 1. had studied 2. had done 3. had been 4. hadn't eaten**Q2: Choose the most suitable verb form to complete these sentences. (SB, p.68)**

1. Ziad is not very good at basketball. He wishes he ----- taller! (is / were / was)
2. I can't do this exercise! I wish I ----- it. (understood / understand / understanding)
3. Mr Haddad does not understand the Chinese businessman. If only he ----- Chinese. (speak / spoke / had spoken)
4. Jordan needs to import a lot of oil. If only it ----- larger oil reserves. (has / had / had had)

Answers: 1. were 2. understood 3. spoke 4. had**Q3: Complete the sentences with words from the box. (WB, p.45)****had (x 2) hadn't if only wish**

1. I couldn't understand anything. ----- only I'd studied Chinese!
2. Ibrahim was right and I was wrong. I wish I ----- listened to him.
3. I ----- I'd known more about the company. If ----- I'd done some research.
4. I am very hungry! I wish I ----- eaten before I went to the conference.
5. I regret the deal now. I wish we ----- done it.

Answers: _____**Q4: Read the situations and complete the sentences.**

1. Sultan forgot to do his Science homework. If only he ----- to do it.
2. I regret going to bed late last night. I wish I ----- earlier.
3. Nahla could not find her way round the city very easily. If only she ----- a map.
4. Oh no! I've forgotten my library book. I left it at home. I wish I -----.
5. Our team didn't play very well yesterday. If only they ----- better.

Answers: _____

Q5: Use the prompts and write sentences with (I wish and If only).

1. I'm cold. (bring a coat)
2. We're late. (get up earlier)
3. I feel ill. (not eat so many sweets)
4. Fadi has lost his wallet. (be more careful)
5. Huda was too busy to visit us yesterday. (be able to come)
6. I've broken my watch. (not drop it)

Answers: _____

Q6: Rewrite the sentences with the words in brackets. (WB, p. 45)

1. Samia regrets being angry at breakfast time. (only)
2. If only I had concentrated properly in class today. This homework is really difficult. (I)
3. Nader should have been more careful with his essay. He didn't get a good mark. (wishes)
4. I wish I had learnt English better when I was younger. (if)

Answers:

1. If only Samia hadn't been angry at breakfast time.
2. I wish I had concentrated properly in class today.
3. -----
4. If only I had learnt English better when I was younger.

سؤال وزاري (2016) ، الدورة الشتوية ، 3 علامات

Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

Nader should have been more careful with his essay. He didn't get a good mark.

Nader wishes

ثائر النمورة

COMPREHENSION VOCABULARY

إعداد ثائر النمورة (ماجستير في اللغة الإنجليزية وآدابها – مُحاضر ومترجم)

مدارس الجزيرة – فرع البنين (خلدا)

ثائر النمورة

ثائر النمورة

Module 5: Discourse

Unit 8: Language

Does the language we use influence the way we think?
Or does our culture influence the way we use language? (SB, p. 58)

هل تؤثر اللغة التي نتحدث بها على طريقة تفكيرنا؟
أم أن ثقافتنا تؤثر على طريقة استخدامنا للغة؟

No	Words	Meanings (E)	Meanings (A)
1	blame (v) blame (n)	to say or think that someone or something is responsible for something bad	يلوم
2	come about (v)	happen or take place	يحدث
3	come up with (v)	produce something (an idea), especially when pressured or challenged	يخرج بنتائج أو فكرة ما
4	get away with (v)	to do something wrong without being discovered or with only a minor punishment	يتفلت من العقوبة
5	intentional (adj) intend (v), intention (n)	done on purpose	بقصد (أمر بنية)
6	leave out	to not include (something or someone)	يستثني من
7	look into	to investigate	يبحث
8	point out	to show something to someone by pointing at it	يشير إلى
9	pop	to burst, or to make something burst, with a short, explosive sound	يفقع
10	punish (v) punishment (n)	to give someone an unpleasant task in response to bad behaviour	يُعاقب
11	recall	to remember a particular fact, event or situation from the past	يستذكر
12	spill (v) spill (n)	to accidentally flow over the edge of a container	يريق السائل

**Does the language we use influence the way we think?
Or does our culture influence the way we use language? (SB, p. 58)**

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Sociologists have been **investigating** this question for hundreds of years. **They (1)** have now begun to look at not just how people talk, but also how **they (2)** think, asking whether the way we understand and remember experiences is influenced by language. As a result of these studies, **they (3)** have come up with some interesting results.

لا يزال علماء الاجتماع يبحثون في هذا السؤال منذ مئات السنين، وقد بدؤوا بدراسة كيف يتحدث الناس وكيف يفكرون، متساءلين فيما إذا كانت الطريقة التي نفهم بها الخبرات (التجارب) وتذكرها تتأثر بلغتنا أم لا؟! ونتيجة لهذه الدراسات، فقد خرجوا ببعض النتائج الجيدة.

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.

وقد أجريت دراسات عدة تتناول العلاقات بين العقل والعالم واللغة، وفي دراسة، فقد أشار عالم نفس أنه وعند وصف حدث ما، فإن المتحدث بالإنجليزية يميل إلى ذكر الشخص المسؤول، فبينما يقول المتحدثون بالإنجليزية "كسر جون المزهريّة"، فإن المتحدثين الإسبان واليابانيين سيستخدمون صيغة المبني للمجهول، كما ويعتقد أن مثل هذه الاختلافات بين اللغات من شأنها أن تؤثر على طريقة فهم المتحدثين للأحداث، أو تحديد أن شخص سيلقى عقاباً لفعلة أو يفلت من العقاب.

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 (4)** considered that event to be an accident.

وفي دراسة أخرى، طُلب من متحدثين بالإنجليزية والإسبانية واليابانية أن يشاهدوا "فيديوهات" لشخصين يفتحون بالونين، ويكسرون بيضاً، ويريقون مشروبات، سواء أكان ذلك عمداً أو من غير قصد. وبعد ذلك، عندما طُلب منهم استرجاع وتذكر "الفيديوهات"، فإن المتحدثين بالإنجليزية ذكروا الفاعل، أما الإسبان واليابانيون فقد ذكروا الشخص المسؤول عن الأحداث التي بقصد، واستثنوا من ذلك ما كان عن غير قصد.

Scientists at Newcastle University, UK, have carried out tests to prove that different cultures also have different ways of seeing colours. **They (5)** 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.

علماء من جامعة "نيوكاسيل" في المملكة المتحدة أجروا اختبارات لإثبات أن الثقافات المختلفة لها طرق مختلفة للنظر للألوان، ووجدوا بأنه في اليابان - على سبيل المثال - هناك كلمات مختلفة للأزرق الفاتح والأزرق الغامق غير موجودة بالإنجليزية، وبالتالي فإن المتحدثين باليابانية يفرقون بين الألوان بشكل أوضح على قرص (سلم) الألوان.

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.

هل تؤثر لغتنا على طريقة تفكيرنا؟ أم أن هناك اختلافاً في العادات الثقافية التي أثرت في أفكارنا ولغتنا؟ لعل الأرجح أن الثقافة والفكر واللغة كلها تعمل معاً.

QUESTIONS

- Find a word in the text which means "to accidentally flow over the edge of a container".

- What do the underlined **pronouns** refer to?

- Replace the word "investigating" with the correct form of the suitable **phrasal** verb.

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

- Match the verbs with the nouns that they are often used with. (SB, p.58)
1. blame or punish 2. spill 3. pop 4. recall
a. a drink b. a person for something s/he has done c. an event d. a balloon

- 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.

- Quote the sentence which shows that the findings of linguistic research have been interesting.

- Specialists have now started to consider two aspects in their socio-linguistic studies. Write these two aspects down.

- What are the three components of the recent research which aims to consider the possible relationships?

- This website article is about the relationship between language and culture. **T** **F**

11. What does the psychologist point out in the study mentioned?

12. What is believed concerning the differences between languages?

13. In one study, speakers of English, Spanish and Japanese were asked to watch videos of two people doing three activities. Mention two of these activities.

14. The phrase “**on purpose**” and the adverb “**accidentally**” are synonyms. **T** **F**

15. What does the verb “**recall**” mean?

16. More than one language can be found in the text. Mention two of these languages.

17. Write down the sentence which indicates that Spanish and Japanese speakers deal with the doers of the actions differently depending on their intentions.

18. Quote the sentence which shows the difference in the system of colours between English and Japanese.

19. What is the result of having exact differentiation between colours in Japanese?

20. What is the writer’s opinion at the end of the essay?

MODEL ANSWERS

1. spill
2. **They (1)** → Sociologists / **they (2)** → people / **they (3)** → sociologists / **who** → the person / **they (4)** → The Spanish and Japanese / **They (5)** → Scientists (at...)
3. **looking into**
4. do , complete
5. 1. b 2. a 3. d 4. c
6. 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. (OPEN)
7. “As a result of these studies, they have come up with some interesting results.”
8. - how people talk (the way of talking) - how they think (the way of thinking)
9. - mind - world - language

10. T
11. The psychologist points out that when describing an event, English speakers tend to mention the person who was responsible, while Spanish or Japanese speakers would use a passive form.
12. 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.
13. - popping balloons - breaking eggs - spilling drinks (ANY TWO)
14. F
15. to remember
16. English / Spanish / Japanese (ANY TWO)
17. The Spanish and Japanese mentioned the person responsible for intentional events, but left this out when they considered that event to be an accident.
18. "They found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English."
19. Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum.
20. Most likely, culture, thought and language have all come about together.

Vocabulary

Q1: Find words in the article that mean the following: (Teacher's Book)

1. people who study human society and behaviour.
2. someone who studies how people's minds work.
3. a linguistic term that means the subject is not the person who carried out the action.
4. to mean to do something
5. to remember
6. the complete range of colours

Answers: -----

Q2: Complete the sentences with the verbs in the box. Two verbs are not needed. (WB, p. 41)

affect , blame , pop , prove , punish , recall , spill

1. Don't let the baby play with the balloon; It might ----- 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: -----

Q3: Complete the sentences to give a similar meaning. Use the correct form of the word in brackets.

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

Answers:

- influenced me
- done on purpose
- is responsible for these children
- a great experience
- is Jaber and Mahmoud's relationship

Gender

- Gender-neutral** means that it is not affected by gender, so not obviously male or female. The sentence should read: Every firefighter should do their job responsibly.
- gender-specific vs. gender-neutral
businessman business person
businesswoman

- Listening (SB, p.60)

Complete the following table.

Gender-specific words	Gender-neutral words
businessman, businesswoman	
salesman , saleslady	
headmaster, headmistress	
he or she	

Answers: business person, sales assistant / salesperson , head teacher , they

Q: Choose the best options to complete the sentences. (SB, p.60)

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: -----

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Study the following sentence and answer the question that follows. Write the answer down in your ANSWER BOOKLET.

A postman delivers your post.

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

Answer: -----

Language Functions Writing Skills (Giving Advice)

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

The language function of the structures above is **Giving Advice.**

PRONUNCIATION: SENTENCE STRESS (1); SB, p.60

Listen to the two questions. Which word is stressed in each question? How does it change the meaning of the question?

A: What do you think? B: What do you think? C: What do you think?

Answers:

- A. is asking for someone's opinion. It could be used to ask more than one person at the same time.
 B. is asking a particular person for his or her opinion.
 C. -----

PRONUNCIATION: Intonation (SB, p.61)

1. You did English at university last year, didn't you? [falling]
2. You did English at university last year, didn't you? [rising]
3. You don't understand what *gender-neutral* means, do you? [falling]
4. You don't understand what *gender-neutral* means, do you? [rising]

Explanations:

1. The falling intonation has the meaning of checking information.
2. The rising intonation means that the speaker is less sure.
3. The falling intonation means that the speaker is checking something they know.
4. The rising intonation implies that the speaker wants someone to explain this concept to them.

Speaking with signs (SB, p.62)

التحدث بالإشارات

No	Words	Meanings (E)	Meanings (A)
1	dialect (n) dialectal (adj)	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
2	evolve (v) evolution (n) evolutionary (adj)	to develop gradually	يتطور تدريجياً
3	first language (n)	the language that you first learn as a child	اللغة الأولى
4	mother tongue (n)	the first and main language that you learnt when you were a child	اللغة الأم
5	register (n)	a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing	درجة الرسمية والأسلوب
6	replicate (v) replicate (n)	to produce a copy of something	ينسخ (فكرة،...)

It is believed that the Italians were the first people **to think of** 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 بأن الطليان (الإيطاليين) هم أول من أخرج للعالم نظام اللغة بالإشارات في القرن السادس عشر، ومن ثم أخذت الفكرة إلى فرنسا في القرن السابع عشر الميلادي، حيث تطورت اللغة أكثر فأكثر.

One of the early developers of sign language was Charles-Michel de l'Ep'ee, **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'Ep'ee 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.

أحد المطورين الأوائل للغة الإشارات كان (شارلز ميشيل دولبييه)، والذي لغته الأم كانت الفرنسية، حيث تعلم لغة الإشارات عندما كان يعمل مع الصم في باريس في القرن الثامن عشر الميلادي. وقد كانت اللغة مستخدمة من قبل أختين لا تسمعان كنوع من التواصل، وبعد ذلك قام (دولبييه) بإنشاء مدرسة للصم، والتي تكررت فكرتها في أوروبا، وقد كانت المرة الأولى التي يتم فيها تعليم اللغة بشكل فعال، وكان لها الأثر البالغ على حياة الصم.

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 as 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**.

وحيث يوجد العديد من اللغات المختلفة المحكية حول العالم، فإن كل دولة لها لغة الصم الخاصة بها، حيث تستخدم لغة الصم كلغة أولى من قبل ما يقارب 70 مليون شخص في العالم، حيث أن استخدام لغة الإشارات واللغة المحكية لم يختلف، وكلاهما يمكن أن يستخدم للتزويد بالمعلومات ومشاركتها والإخبار بالقصص، وفيها نقاشات غير رسمية وخطابات رسمية. وكلاهما له درجاته من الرسمية واللهجات المختلفة، وكل منهما يتطور.

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.

العديد من أنواع لغة الإشارة العربية قد تطورت، وهناك تقريباً العديد من اللغات العربية الإشارية بعدد الدول الناطقة بالعربية.

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, **it** is now being recognised and taught as an **optional** foreign language.

حديثاً، فإن فوائد تعليم لغة الإشارة لا يقتصر على الصم، بل ويتعدى ذلك إلى لذوي السمع الطبيعي، وفي بعض المدارس، فإن لغة الإشارة يتم عرضها على أنها لغة أجنبية، ومثل كل اللغات، ولأن لغة الإشارة بناء قواعدي، فإنه يتم التعرف عليها وتعليمها كلغة أجنبية اختيارية.

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

إن تعلم لغة الإشارة له منفعة كبيرة لكل الناس، فيما إذا كانوا يستطيعون السمع أو من الصم، وكتعلم أي لغة جديدة، فإنها تشمل العقل وتتحداه، كما وتسمح للناس المتمكنين من لغة الإشارة أن يتواصلوا مع مجتمع عالمي جديد.

QUESTIONS

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

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

3. **Replace** the underlined phrase **'to think of'** with the correct phrasal verb.

4. What do the underlined **pronouns** refer to?

5. What does the underlined word **'evolving'** mean?

6. Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems.

7. It is preferable to offer sign language as a foreign language in public institutions. Think of this statement and, in two sentences, write down your point of view.

8. Are the statements **true** or **false** (about sign language)? Correct the false ones. (SB, p.62)
 1. It was invented in the sixteenth century but was not developed until the following century.
 2. There are seven million deaf people who use sign language as their first language or mother tongue.
 3. All users of sign language are deaf.
 4. There is one universal sign language.
 5. Sign language is not fixed; it is constantly changing.
9. The words in the box are all connected with languages. Which two words have the same meaning?
dialect , first language , foreign language , mother tongue, register , sign language

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

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

12. Do you agree that hearing people would benefit from learning sign language? Why? Why not?
-
13. Who came up with the first sign language system?
-
14. Quote the sentence which shows how De l'Ep'ee acquired sign language.
-
15. What does the underlined word '**register**' mean?
-
16. Find an item in the text that means '**produced a copy of something**'.
-
17. What was the significance of the school established by De l'Ep'ee?
-
18. Find a word in the text which is considered the opposite of '**compulsory**'.
-
19. Write down the sentence which indicates that there is no difference in the usage of sign and spoken languages.
-
20. **Quotation:** Read the quotation. Do you agree with it? Why / Why not?
"The limits of my language are the limits of my world." Ludwig Wittgenstein.
-

MODEL ANSWERS

1. - It involves and challenges the brain.
 - It also allows people who master sign language to be able to communicate with a new international community.
2. - To provide and share information - tell stories - have informal discussions
 - give formal talks (Any two of them)
3. to come up with
4. **where** → France / **whose** → Charles-Michel de l'Ep'ee /
which → a school / **it** → sign language
5. developing gradually
6. - having a good determination - having a good trainer or teacher
 - thinking about the benefits of learning this language (Open)
7. **I think** that it is a good idea to offer this course because there are many benefits of learning sign language. In fact, both of deaf people and hearing people can get benefit from it. (Free "Open")

8. 1. True 2. False. The number is closer to 70 million.
 3. False. Sign language is now being taught to people without hearing difficulties.
 4. False. Each country has its own sign language. 5. True
9. *First language* and *mother tongue* have the same meaning.
10. 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.
11. Even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.
12. Hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.
13. The Italians
14. He picked up sign language while he was working with deaf people in Paris in the eighteenth century.
15. a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing
16. replicated
17. It was the first time that sign language was actively taught, and it made an enormous impact on the lives of deaf people.
18. optional
19. "The use of sign and spoken languages does not differ."
20. I agree with the quote. One possible meaning is that all you know is what you have words for. So your world, and therefore your language, is limited to where you live and your knowledge. As you expand your world and knowledge, so does your language.

What are they talking about? (WB, p.42)

ما الذي يتحدثون عنه ؟

Cryptophasia (n): the development by twins of a language that only they can understand

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 الرائع أن نراقب الطريقة التي يكتسب من خلالها طفل صغير اللغة، فهو يتعلم بسرعة الاستجابة لأصوات وكلمات محددة، فعلى سبيل المثال: كلمة "ماما" أو "بابا"، وبعد عدة شهور يبدأ الطفل بإصدار أصوات تجريبية وتقليدية، فالطفل ذو العام الواحد من المحتمل أن يكون قادراً على التلطف ببعض الكلمات، وفهم أكثر منها، وبعد عامين، فإن العديد من الأطفال لهم قاموسهم المكون من خمسين كلمة تقريباً.

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 their 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?

ومع التوائم، أولاً: قد تكون القصة مختلفة، فإن تطور اللغة عندهم أحياناً يكون أبطأ، ويعتقد أن سبب ذلك هو أن التوائم يتعرضون بنسبة أقل للتفاعل مع البالغين إذا ما قورنوا بغير التوائم، حيث يمضون وقتاً أكبر في التواصل مع بعضهم البعض. ثانياً: كما يبدو فإن بعض الأطفال التوائم يطورون لغتهم الفريدة من نوعها، وحيث أن الأمر غير شائع جداً، إلا أنه رائع (مذهل)، حيث يتحدثون ويفهمون كلمات غريبة لا يفهمها غيرهم تسمى "الكريبتوفيزيا"، وهي لغة خاصة لا يفهمها غيرهم، ولكن هل تعتبر في الحقيقة لغة؟

Although it is **tempting** to believe that these twins really do make up their 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 their ‘real’ language at the same **pace** and making the same mistakes along the way.

وحيث أنه مما يجذب أن نعتقد بأن هؤلاء التوائم يطورون لغتهم السرية الخاصة، إلا أن الحقيقة أسهل من ذلك بكثير، فإن معظم الخبراء يعتقدون بأنه وبسبب أن التوائم يكتسبون اللغة بنفس الوقت، ويتعرضون معاً لنفس الأصوات والمحفزات منذ ولادتهم، فإنه ومن المحتمل أن يتعرفوا على ما يقوله التوأم الآخر، وبكلمات أخرى، فإنهم يطورون لغتهم الحقيقية بنفس السرعة ويرتكبون نفس الأخطاء على طول الطريق.

QUESTIONS

1. What does the technical term ‘**cryptophasia**’ mean?

2. What do the underlined pronouns refer to?

3. 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?

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

5. Do some twins really communicate with strange words and signs?

6. Do most experts believe that twins invent secret languages?

7. Quote the sentence which indicates the number of words gained by two-year children.

8. Find a verb in the text which means ‘**to watch and sometimes also listen to (someone or something) carefully**’. (Extra)

9. Read the article and match the words in bold with their meanings.
1. **attractive, desirable** 2. **part of an experiment** 3. **things that make you interested**
4. **speed** 5. **copy, make the same sound** 6. **received**

10. What can a one-year-old baby probably say and understand?

11. Find a word in the text which means ‘**probably**’.

12. Quote the sentence which shows the rapidity of children’s response to particular utterances.

13. What is the part of speech of the word ‘**mimic**’ as it occurs in the text?

14. What is the singular form of the word ‘**stimuli**’?

15. What is the opposite phrase used to make a juxtaposition with the lexeme “**twins**”?

MODEL ANSWERS

1. the development by twins of a language that only they can understand
2. **He / she** → a baby / **they** → some twins
3. **two differences:** twins sometimes develop language more slowly than single babies; twins may also develop their own language.
4. They have less one-to-one interaction with adults than single babies have.
5. Yes
6. No, they don’t. Twins develop their language in the same way as other children – by experimentation.
7. “After two years, many children have a vocabulary of about fifty words.”
8. observe
9. 1. tempting 2. experimental 3. stimuli 4. pace 5. mimic 6. absorbed
10. He or she can probably say a few words – and certainly understands a lot more.
11. likely

12. "He or she quickly learns to respond to certain sounds and words, for example 'mum' or 'dad'."
 13. an adjective 14. stimulus 15. single babies

Unit 9: The world of business

Doing business in China (SB, p.64)

القيام بعمل (صفقة...) في الصين

No.	Words	Meanings (E)	Meanings (A)
1	be able to answer detailed questions	to have the ability to understand complicated questions and respond to them appropriately	يكون قادرا على إجابة أسئلة تفصيلية
2	do a deal	to arrange an agreement in business	يعقد صفقة
3	give a business card	to give someone a card that shows a business person's name, position and contact details	يعطي بطاقة أعمال
4	make small talk	to have an informal chat with someone in order to start a conversation	يتحدث كتمهيد لنقاش رسمي
5	negotiate (v) negotiation (n) negotiable (adj)	to discuss something in order to reach an agreement, especially in business or politics	يفاض (يناقش)
6	shake hands (with someone)	to move someone's hand up and down in agreeing	يصافح باليد
7	tell a joke	to say something to make people laugh	يخبر بطفرة (نكتة)
8	track record	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	سجل الأداء

Doing business in China (SB, p.64)

القيام بعمل (صفقة...) في الصين

Today, we talk to Mr. Ghanem, a businessman based in Amman **who** often visits China. We asked him when he first started doing business with China. 'I've been doing business with China for many years. My first trip **there** was in 2004 CE, and **it** was not very successful.'

اليوم، يجتمعنا الحديث بالسيد غانم وهو رجل أعمال في عمّان، والذي غالباً ما يزور الصين، سألناه متى بدأ عمله التجاري مع الصين لأول مرة؟ فأجاب قائلاً: " لا زلت أقوم بأعمال في الصين لعدة سنوات، حيث كانت رحلتي الأولى عام 2004 م، والتي لم تكن ناجحة."

Why was it not successful?

'I worked for a small computer company in Amman. They sent me to China when I was quite **young**. **If only** the company had realised that the Chinese respect age and experience more than **youth!**'

ولم تكن ناجحة؟

فأجاب: " عملت لدى شركة حاسوب صغيرة، وارسلوني إلى الصين عندما كنت صغير السن، ويا ليت الشركة كانت مدركة بأن الصينيين يحترمون العمر والخبرة أكثر من كون الشخص شاباً!"

Did you make any mistakes on that visit?

'Yes! **I wish I had researched** Chinese culture before I visited the country. In order to be successful in China, you need to earn their respect. Chinese business people will always ask about the company's successes in the past. However, because I worked for a new company, I could not talk about its **track record**. We did not do any business deals on that first trip.'

وهل ارتكبت أخطاء في تلك الزيارة؟

"نعم، تمنيت لو أنني قمت بالبحث في الثقافة الصينية قبل أن أزور الدولة، فلكي تكون ناجحاً في الصين فأنت بحاجة إلى أن تكسب احترامهم، حيث يسأل رجال الأعمال الصينيون عن نجاحات الشركة في الماضي، ولأنني عملت في شركة وليدة (جديدة)، فلم أستطع الحديث عن سجلها الأدائي، ولم نقم بأيّة صفقات في تلك الزيارة الأولى."

When did you learn how to be successful in China?

'I joined a larger company and they sent me on a cultural awareness course. On my next visit to China, it felt as if I hadn't anything on my first visit!'

وكيف تعلمت أن تكون ناجحاً في الصين؟

" التحقت بشركة أكبر، وقاموا بإرسالني لدورة في الوعي الثقافي (الحضاري)، وفي زيارتي التالية للصين، شعرت وكأنها أول رحلة لي إلى الصين."

What advice can you give to people wanting to do business in China?

'Before I visit a company, I send recommendations from **previous** clients. I also send my business card with my job position and qualifications translated into *Chinese*.'

ما هي النصيحة التي توجهها لمن يرغب بالقيام بالأعمال في الصين؟
" قبل أن أزور شركة ما، أقوم بإرسال توصيات من زبائن سابقين، كما أقوم بإرسال كرت أعمال مع وظيفتي ومؤهلاتي مترجمة إلى الصينية."

Can you tell us about your last meeting in China?

'Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with him gently. I began the meeting by **making small talk** about my interesting experiences in China. During the meeting, I made sure that my voice and body language were calm and controlled. I never told a joke, as this may not be translated correctly or could cause offence.'

هل يمكن أن نخبرنا عن آخر لقاء لك في الصين؟

" بالطبع! وصلت في الوقت المناسب، يجب عليك ألا تصل متأخراً؛ لأن ذلك يعكس عدم الاحترام، وعندما قابلت مدير الشركة، صافحته بلطف، وقد بدأت المقابلة بحديث يسير عن تجاربي الممتعة في الصين، وخلال المقابلة، تأكدت من كون صوتي ولغة جسدي هادئين ومضبوطين، ولم أخبره بأي طرفة (نكتة)؛ ولأنها لربما تترجم بشكل غير صحيح أو تسبب هجوماً."

Was it a successful meeting?

'Yes, it was. I knew that the director had researched my business thoroughly before the meeting, so I was prepared for **his** detailed questions. When I began **negotiating**, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting was successful.'

وهل كانت مقابلة ناجحة؟

" نعم، لقد كانت ناجحة، عرفت أن المدير قد بحث عن عملي بشكل كامل قبل المقابلة، لذا كنت متأهباً (مستعداً) لأي أسئلة تفصيلية، وعندما بدأت النقاش، بدأت بالقضايا المهمة، حيث يعتقد الصينيون بتجنب النزاع، ومن المهم دوماً أن تكون صبوراً، وكنت متجهزاً لتسوية الخلاف، ولذا في النهاية، المقابلة كانت ناجحة."

QUESTIONS

1. Quote the sentence which shows the significance of patience in business meetings.

2. What do the underlined pronouns refer to?

3. Why was Mr Ghanem's first business trip to China unsuccessful?

4. What do you think is a '**track record**'?

5. What does the word '**his**' refer to?

6. What changed when Mr Ghanem visited China for the second time?

7. What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?

8. The word ‘**respect**’ and its antonym (opposite) occur in the text. What is the antonym of ‘respect’?

9. “I’ve been doing business with China for many years.” How can you tell that the speaker is still doing business with the country mentioned?

10. What does the verb “**to do a deal**” mean?

11. **Replace** the underlined item **if only** with a suitable equivalent.

12. What is the secret to be successful in China?

13. How do Chinese people translate having no punctuality?

14. Quote the sentence which **determines** whether the man did a business deal or not on his first trip to China.

15. Mr Ghanem attended a cultural awareness course when he worked in his first company. **True** **False**

16. What advice did Mr Ghanem give to people who were interested in doing business in China?

17. **Quote the sentence which shows the significance of adjusting both verbal and non-verbal cues during business meetings.**

18. Telling a joke in business meetings is not recommended. Elaborate.

19. What does the verb ‘**negotiate**’ mean?

20. What are the world’s top three economies? (**Research Box, SB, p. 64**)

MODEL ANSWERS

1. "It is always important to be patient."
2. **who** → Mr. Ghanem / **there** → China / **it** → Mr Ghanem's first trip
him → the company director
3. It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.
4. It is your reputation based on the things you have done or not done in the past.
5. the director
6. He had been on a cultural awareness course and so he knew how to do business in China.
7. the need to be culturally aware, the need for preparation, the need to listen carefully and negotiate
8. disrespect
9. from using the present perfect continuous (unfinished activity)
10. to arrange an agreement in business
11. I wish
12. In order to be successful in China, you need to earn their respect.
13. You must not arrive late, as this shows disrespect. (as a matter of disrespect)
14. " We did not do any business deals on that first trip."
15. **False**
16. Before visiting a company:
 - you should send recommendations from previous clients. ;
 - you should send your business card with your job position and qualifications translated in Chinese.
17. " During the meeting, I made sure that my voice and body language were calm and controlled."
18. This may not be translated correctly or could cause offence.'
19. to discuss something in order to reach an agreement, especially in business or politics
20. the economies of the USA, China and Japan #Prepared by Mr. Nammoura

VOCABULARY (WB; p. 44)

Q1: Complete the collocations with the verbs in the box. One verb is not needed.

ask , cause , do , earn , join , make (x2) , shake

- | | | |
|---------------------|--------------------|------------------|
| 1. ----- a mistake | 2. ----- questions | 3. ----- hands |
| 4. ----- respect | 5. ----- a company | 6. ----- offence |
| 7. ----- small talk | | |

Answers: 1. make 2. ask 3. shake 4. earn 5. join 6. cause 7. make

Q2: Complete the sentences with collocations from exercise 1.

1. Be very careful when you answer the questions, and try not to -----.
2. If you are polite, you won't ----- or upset anybody.
3. Before the serious discussion starts, we always -----; it's often about the weather.
4. Nasser has applied to ----- the ----- where his father works.
5. In business, when you meet someone for the first time, it's polite to -----.
6. After the talk, there will be a chance for you to ----- about anything you don't understand.
7. By working hard, you will ----- the ----- of your boss.

Answers:

Q3: Complete the explanations with words from the box.

compromise , conflict , negotiate , patient , prepared , previous , track record

1. When you talk about business and try to do a deal, you -----.
2. When you are ready for something, you are ----- for it.
3. When you can prove that you have experience, you have a -----.
4. When two sides disagree and argue, there is -----.
5. When each side changes their position a little so that they can agree, they have managed to -----.
6. When you stay calm and take your time, you are being -----.

Answers:

Our country's imports and exports (SB, p.66)

صادرات و واردات بلدنا

No	Words	Meanings (E)	Meanings (A)
1	agreement (n) agree (v)	an arrangement or promise to do something, made by two or more people, companies or organisations	اتفاقية
2	domestic (adj) domesticate (v) domesticity (n)	relating to or happening in one particular country and not involving any other countries	محلي
3	dominate (v) dominance (n) dominant (adj)	to be the most important feature of something	يهيمن (يسيطر)
4	exports (n) export (v) exportation (n)	goods sold to another country	صادرات
5	extraction (n) extract (v)	the process of removing and obtaining something from something else	استخراج / استخلاص
6	fertiliser (n) fertilise (v) fertilisation (n) fertile (adj) خصب	a substance that is put on the land to make crops grow	سماد
7	goods (plural noun)	things that are produced in order to be sold	بضائع
8	Gross Domestic Product (n)	the value of a country's total output of goods and services	إجمالي الناتج المحلي
9	imports (n) import (v) importation (n) imported (adj)	goods bought from other countries	واردات
10	mineral (n) mineral (adj)	a substance that is present in some foods and is needed for good health ; a substance that is found naturally in the earth	معدن
11	pharmaceuticals (n) pharmaceutical (adj)	companies which produce drugs and medicine	شركات أدوية
12	reserve (n) reserve (v)	something kept back or set aside, especially for future use	مخزون

Our country's imports and exports (SB, p.66)

صادرات و واردات بلدنا

In this report, we will look at the countries that Jordan trades with and what goods **it** exports and imports.

في هذا التقرير، سنتناول الدول التي يتاجر معها الأردن، والبضائع التي يصدرها ويستوردها.

First, let's look at **exports**. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of **the largest** in the world.

Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers.

Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's pharmaceuticals are exported. However, the majority (65%) of the economy is dominated by services, mostly travel and tourism. Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

أولاً: دعونا ننظر إلى الصادرات، حيث أن الأردن غني بالبوتاس والفوسفات، وصناعة استخراج هذه المعادن تعد واحدة من أكبر الصناعات في العالم، فلا يستغرب أن المواد الكيميائية والأسمدة تعد من أكبر صادرات الأردن، كما وتمثل صناعة الدواء والصناعات الأخرى 30 % من المنتجات المحلية الضخمة في الأردن، ويصدر الأردن 75 % من منتجات الأدوية. وعلى أية حال، فإن الغالبية 65 % من اقتصاد البلد مسيطر عليه من قبل الخدمات، معظمها من السياحة والسفر، كما أن معظم صادرات الأردن يذهب للعراق والولايات المتحدة الأمريكية والهند والمملكة العربية السعودية.

Now let's look at **imports**. Unlike some other countries in the Middle East, Jordan does not have large oil or gas **reserves**. For that reason, Jordan has to import oil and gas for **its** energy needs. Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6 % of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6 % of its imports. Other imports have come from China and the United States.

الآن، دعونا نتناول الواردات، وبخلاف بعض الدول الأخرى في الشرق الأوسط فإن الأردن لا يملك مخزوناً ضخماً من النفط والغاز، ولهذا السبب، فإن على الأردن يستورد النفط والغاز لحاجاته في الطاقة. حيث أن وارداته الرئيسية الأخرى هي السيارات والأدوية والقمح، ففي عام 2013م، فإن 23.6 % من واردات الأردن، كانت من المملكة العربية السعودية، وتبعث بالاتحاد الأوروبي بنسبة 17.6 % من وارداته، و واردات أخرى أتت من الصين والولايات المتحدة الأمريكية.

Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia.

Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisian in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. Trade with the EU and North Africa in particular is likely to grow.

ويحظى الأردن باتفاقيات تجارية حرة أكثر من أية دولة عربية أخرى، ويقوم بالتجارة بحرية مع العديد من الدول، بما فيها الولايات المتحدة الأمريكية وكندا وماليزيا. ما هي المناطق الأخرى المهمة للأردن؟ أولاً الأردن وقع اتفاقية

تجارية مع الاتحاد الأوروبي عام 1997م، كما وقع اتفاقية تجارية أخرى مع كل من مصر والمغرب وتونس في عام 2004م، وفي عام 2011م، اتفاقية تجارية أخرى تم توقيعها مع الاتحاد الأوروبي ومصر والمغرب وتونس. ومن المحتمل أن تنمو التجارة مع الاتحاد الأوروبي وشمال أفريقيا على وجه الخصوص.

QUESTIONS

1. What is the purpose of writing this report?

2. What do the underlined pronouns refer to?

3. What does the report suggest that many of Jordan's fertilisers are made from?

4. Why does Jordan import a lot of oil and gas?

5. Which country supplies Jordan with most of its imports?

6. Why is trade with the EU and North Africa likely to grow?

7. Mention two minerals in which Jordan is rich.

8. Find a word in the text which means 'an arrangement or promise to do something, made by two or more people, companies or organisations'.

9. What does the underlined word 'reserves' mean?

10. Find two antonyms in the first paragraph.

11. Where do most of Jordan's exports go to?

12. What does the acronym (GDP) stand for?

13. Mention three of Jordan's main imports.

14. Quote the sentence which indicates the reason behind the simplicity of Jordan's trade with other countries.

15. What does the writer mean by 'these minerals'?

16. What is the language function of the underlined item 'the largest'?

17. What does the word ‘pharmaceuticals’ mean?

18. Quotation: “Unless the exchange be in love and kindly justice, it will but lead some greed and others to hunger.” Gibran Khalil Gibran (1883 CE – 1931 CE).
Do you agree with it? Why? Why not?

MODEL ANSWERS

1. to look at the countries that Jordan trades with and what goods it exports and imports
2. **it** → Jordan / **its** → Jordan
3. They are made from potash and phosphate, as this is what Jordan is rich in.
4. Because it does not have enough of its own reserves for the needs of the country.
5. Saudi Arabia
6. Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas.
7. – potash – phosphate
8. agreement
9. things kept back or set aside, especially for future use
10. exports / imports
11. They go to Iraq, the USA, India and Saudi Arabia.
12. Gross Domestic Product
13. oil / gas / cars / medicines / wheat (Any 3)
14. “Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia.”
15. – potash – phosphate
16. making comparisons
17. companies which produce drugs and medicine
18. I agree with the quotation. I think that Gibran is talking about trade here. He is talking about mutual respect, and this could be applied to any exchange, as well as trade. He is perhaps commenting on the emergence of capitalism.

VOCABULARY (SB; p.67)

Choose the correct word(s) to complete the text about exports from Jordan to European Union.

exported

had exported

was exported

imported

was imported

were exported

Jordan has sold goods to the EU for many years. In fact, it (1) -----
many products to the EU even before the 1997 CE trade agreement was made. The chart

shows goods that Jordan (2) ----- to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals (16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery (3) ----- to the EU. The section called 'other' included sales of goods related to forestry and mining.

Answers: 1. had exported 2. exported 3. were exported

How to make a sales pitch? (WB, p.46)

كيف تقوم بعرض المبيعات

No	Words	Meanings (E)	Meanings (A)
1	corporate (adj) corporation (n)	belonging or relating to a corporation, a big company or a group of companies acting together as a single organisation	مؤسسي
2	extensively (adv) extensive (adj) extend (v)	in a way to cover or affect a large area	بشكل توسعي
3	knitwear (n)	clothing made from wool	ملابس صوفية
4	machinery (n)	machines, especially large ones; a system or set of processes for doing something	ماكينات
5	sales pitch (n)	the statements and promises that someone makes to try to persuade someone to buy something	كلام ترويجي للمبيعات

How to make a sales pitch? (WB, p.46)

كيف تقوم بعرض المبيعات

Whether you're selling a new type of toothpaste to a chain of pharmacies, the latest computer software to a school or a new kind of package holiday to a travel agency – you need to know ...

سواء أكنت تباع نوعاً جديداً من معجون الأسنان لعدد من الصيدليات، أو آخر برامج الحاسوب لمدرسة، أو نوع جديد من عروض العطلات لوكالة سفر فإنك بحاجة إلى أن تعلم...

1- Do your research قم بإجراء بحثك

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. Do you know when it was developed, and where it is produced? You also need to know who the target market is – for example, the age group or income of the people who might buy **it**. Not only that, you should know all about the **competition** – that is, similar products on the market. Why is your product superior to others and why does it have better value?

لا تخرج من عرض دعائي للمبيعات متمنياً لو أن استعدادك كان أفضل، فمعرفة منتجك أمر أساسي، هل تعرف متى تم تطويره؟ وأين تم إنتاجه؟ كما أنك بحاجة لأن تعرف من هم الفئة المستهدفة في السوق، فمثلاً، عمر ودخل الناس الذين يحتمل أن يشتروا المنتج، ولا يقف الأمر عند ذلك، بل يتعداه لوجوب معرفة كل ما يتعلق بالمنافسة، بما معناه المنتجات المشابهة في السوق. لماذا يتفوق منتجك على المنتجات الأخرى؟ ولماذا يحظى بقيمة فضلى؟

In addition, you should know exactly which people you are speaking to, and what **their** needs are. For example, if they represent a middle-class department store in a humble neighbourhood, be ready to explain why your particular product would suit customers **who** do not have lots of money. What makes your product perfect for them?

Most of all, you need to believe in what you're selling, and the best way to do that is to use it!

وإضافة إلى ذلك، ينبغي عليك أن تعرف بدقة الناس الذين تتحدث إليهم، وما هي حاجاتهم، فعلى سبيل المثال، إذا كانوا يمثلون الطبقة الوسطى بمنطقة متواضعة، فكن على استعداد لبيان سبب مناسبة منتجك للطبقة الكادحة الذين لا يملكون الكثير من المال. وما الذي يجعل منتجك مثالياً لهم، وبالجملة فأنت بحاجة لأن تعتقد بما تبيعه، والطريقة الفضلى لتحقيق ذلك هي استعمال المنتج!

2- Prepare and practise حضر نفسك وتدرّب

Plan your presentation **carefully**, not just **what** you will say, but **how** you will say it.

Will you read it word by word, use notes or **memorise** it? Whatever you decide, it is always a good idea to have a list of your main points, in case something interrupts you, or you simply freeze with nerves (it happens!).

Then practise it, if possible in front of colleagues. Make changes and practise it again.

خطط لعرضك التقديمي بحذر، ليس فقط ما ستقوله، ولكن كيف ستقوله أيضاً؟ هل ستقرأه كلمة كلمة، أو تستعمل ملحوظات أو تحفظه عن ظهر قلب؟ مهما كان قرارك، فمن الجيد أن تحتفظ بقائمة تضم النقاط الرئيسية، في حال قاطعك شيء ما، أو تجمدت أعصابك (تحدث!). ثم تمرن عليها وإذا أمكن الأمر أمام زملائك، أحدث تغييرات وتدرّب عليها مرة أخرى.

3- Be professional كن محترفاً

Keep your presentation short and simple. Start with some friendly comments. For example, thank your hosts for allowing you to speak to them, and compliment their company. Remember to speak slowly and clearly. It is important to appear **confident** (even if you're **nervous**!). While you're speaking, don't keep your head down. Instead, look round the room and make eye contact with your audience. Smile!

When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).

Finally, have a summary of your presentation ready to hand out at the end of the session.

I wish I had known all this when I started out in business! Good luck!

اجعل عرضك التقديمي قصيراً وبسيطاً، وابدأ ببعض التعليقات الودية، فمثلاً أشكر المستضيفين على السماح لك بالتحدث إليهم، وأثنِ على شركتهم، وتذكر أن تتحدث ببطء ووضوح، ومن الضروري أن تبدو واثقاً بنفسك حتى ولو كنت خائفاً! وحال الكلام، لا تبقِ رأسك للأسفل، وبدلاً من ذلك انظر حول الغرفة واتصل بعينيك بجمهورك وابتسم! وعندما تفرغ من الحديث، افتح المجال للأسئلة، وإذا لم تعرف أجوبة ما لا تنظاهر بالمعرفة واشكر السائل، وعده بالبحث عن الجواب وقم بذلك بحق. وختاماً، احتفظ بملخص لما تم تقديمه لتوزيعه في نهاية الجلسة. أتمنى لو أنني عرفت كل ذلك عندما بدأت العمل في مجال الأعمال! حظاً جيداً!

QUESTIONS

1. Quote the sentence which shows that we should be well-acquainted with our products.

2. What does knowing about the competition mean?

3. What do the underlined pronouns refer to?

4. What does the phrase 'sales pitch' mean?

5. Give two examples for knowing the target market.

6. What is the best way to believe in your product?

7. Why is it recommended to have a list of the main points of your presentation?

8. Quote the sentence which shows that it is recommended to keep your presentation concise and understandable.

9. Quote the sentence which shows the body language (particularly the eyes) which should be used when speaking with clients.

10. What should you do if you do not know an answer to a question?

11. What should be done at the end of the session?

12. What is the **language function** of the underlined structure “**I wish I had known all this when I started out in business!**”?

13. How can we make a sales pitch?

14. What should you begin your presentation with?

15. Showing self-trust is recommended even if you are afraid. **TRUE** **FALSE**
16. What is the most adequate time for questions?

17. What should you do in case you deal with a middle – class department store in a humble neighbourhood?

18. Using high technologies is a good idea to make a sales pitch. Suggest three forms of this usage.

19. Mention an example for starting your sales pitch with friendly comments.

20. Find the expressions 1-5 in the text, then match them with their meanings. (WB, p.47)
- 1- package holiday -----
2- sales pitch -----
3- target market
4- age group
5- department store
- a. people who are identified as possible customers
b. a set of people of similar age
c. a large shop that sells many different types of things
d. a presentation made by someone who is trying to sell a product
e. an organised trip with everything included in the price (travel, accommodation, food)

MODEL ANSWERS

1. “ It is essential to know everything about your product.”
2. It means similar products on the market and the reason behind the superiority of our product.

3. - **it** → your product / **their** → people / **who** → customers
4. '**sales pitch**': the statements and promises that someone makes to try to persuade someone to buy something
5. ● the age group ● income of the people who might buy it
● knowing all about the competition
6. The best way to do that is to use it.
7. It was a good idea to have this list, in case something interrupts you, or you simply freeze with nerves.
8. "Keep your presentation short and simple."
9. "Instead, look round the room and make eye contact with your audience."
10. You shouldn't pretend! You should thank the questioner and promise to find out the answer (and do it!).
11. handing out a summary of the presentation.
12. The unreal past form is to express **past regrets**.
13. - doing our research - preparing and practicing - being professional
14. We should begin our presentation with some friendly comments.
15. **TRUE**
16. When you've finished speaking, invite questions.
17. to be ready to explain why your particular product would suit customers who do not have lots of money.
18. - using smart boards - distributing the presentation document saved on USB's
- collecting electronic reports, ratings and feedbacks regarding our products
19. thanking your hosts for allowing you to speak to them, and compliment their company.
20. 1. e 2. d 3. a 4. b 5. c

Pronunciation: Sentence Stress (2); SB, p. 69

The word in **bold** in each sentence indicates the **stress**. Say the sentences. How does the meaning of each sentence differ?

- a. I retired when I was 60, which was in 1999 CE.
- b. I **retired** when I was 60, which was in 1999 CE.
- c. I retired when I was **60**, which was in 1999 CE.
- d. I retired when I was 60, which was in **1999** CE.

Answers:

- a. It was I, not someone else, who retired.
- b. I did other things when I was 60, but this is when I retired.
- c. I was 60 when I retired not another age.
- d. It was in 1999 CE when I retired, not another year in the 1990s.

قائمة الأفعال غير المنتظمة Irregular Verbs List

V.1	V.2	V.3	المعنى	V.1	V.2	V.3	المعنى
become	became	become	يصبح	mean	meant	meant	يعني
be(is,am,are)	was,were	been	يكون	stick	stuck	stuck	يلصق
begin	began	begun	يبدأ	meet	met	met	يقابل
bite	bit	bitten	يعض	pay	paid	paid	يدفع
break	broke	broken	يكسر	put	put	put	يضع
bring	brought	brought	يحضر	read	read	read	يقرأ
build	built	built	يبني	ride	rode	ridden	يركب
buy	bought	bought	يشترى	ring	rang	rung	يرن
catch	caught	caught	يمسك	rise	rose	risen	يرتفع
choose	chose	chosen	يختار	run	ran	run	يركض
come	came	come	يأتي	see	saw	seen	يرى
cost	cost	cost	يكلف	seek	sought	sought	يبحث
cut	cut	cut	يقطع	sell	sold	sold	يبيع
draw	drew	drawn	يرسم	send	sent	sent	يرسل
drink	drank	drunk	يشرب	set	set	set	يضبط
drive	drove	driven	يسوق	shake	shook	shaken	يهز
eat	ate	eaten	يأكل	shine	shone	shone	يشع
fall	fell	fallen	يقع	shoot	shot	shot	يطلق النار
feed	fed	fed	يطعم	shut	shut	shut	يغلق
feel	felt	felt	يشعر	sing	sang	sung	يعني
fight	fought	fought	يقاتل	sink	sank	sunk	يغوص
find	found	found	يجد	sit	sat	sat	يجلس
fly	flew	flown	يطير	smell	smelt	smelt	يشم
forget	forgot	forgotten	ينسى	speak	spoke	spoken	يتحدث
forgive	forgave	forgiven	يسامح	spend	spent	spent	يقضي
freeze	froze	frozen	يجمد	spread	spread	spread	ينتشر
get	got	got	يحصل	stand	stood	stood	يقف
give	gave	given	يعطي	steal	stole	stolen	يسرق
go	went	gone	يذهب	strike	struck	struck	يضرب
grow	grew	grown	يزرع	swim	swam	swum	يسبح
hide	hid	hidden	يخفي	take	took	taken	يأخذ
hold	held	held	يحمل	teach	taught	taught	يعلم
hurt	hurt	hurt	يؤذي	tear	tore	torn	يمزق
keep	kept	kept	يحافظ	tell	told	told	يخبر
know	knew	known	يعلم	think	thought	thought	يعتقد
lead	led	led	يقود	throw	threw	thrown	يرمي
leave	left	left	يغادر	understand	understood	understood	يفهم
lend	lent	lent	يفرض	wake up	woke up	woken up	يستيقظ
let	let	let	يجعل	wear	wore	worn	يلبس
light	lit	lit	يشعل	win	won	won	يفوز
lose	lost	lost	يفقد	write	wrote	written	يكتب
make	made	made	يعمل	hit	hit	hit	يضرب
blow	blew	blown	تهب	sleep	slept	slept	ينام
burn	burnt	burnt	يحرق	spell	spelt	spelt	يتهجأ
show	showed	shown	يعرض	spill	spilt	spilt	يسكب
deal	dealt	dealt	يتعامل	weave	wove	woven	ينسج

" بين منطوق لم يقصد، ومقصود لم يُنطق يضيع كثير من المحبة. "