



اللغة الانجليزية

للمرحلة الثانوية/المستوى الرابع



THE GIANT OF ENGLISH  
ACTION PACK 12 / LEVEL FOUR

PREPARED BY

Grammar

Vocabulary

JAMAL SAFI



شرح كامل للمادة مع أسئلة إضافية  
على كل موضوع  
المنهاج الجديد



Reading

Writing

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SECOND  
SEMESTER

UNIT  
8



YOUR WAY TO SUCCESS



## Phrasal Verbs

A phrasal verb is a verb that is followed by one or two particles (حروف جر / أدوات) that change its meaning.

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

Types of phrasal verbs:

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

أفعال مركبة تأخذ مفعول به يقع بعدها تسمى أفعال متعدية

- 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).

أفعال مركبة لا تأخذ بعدها مفعول به بعدها تسمى أفعال لازمة / غير متعدية

- Where did you grow up?
- My sister and I get on well.

ملاحظات عامة :

1. أحيانا يقع المفعول به في الوسط بين الفعل و حرف الجر لذلك يكون الفعل مفصولا (separated) عن حرف الجر التابع له. - إذا كان المفعول به على شكل ضمير مثل ( me/him/her/them/us/you/ it ) يكون الفصل إجباريا .

- Point her out. (NOT Point out her.)
- They carried it out in two years . ( NOT They carried out it in two years )
- يجوز الفصل بين الفعل و حرف الجر إذا كان المفعول به على شكل اسم :

Point his sister out . ↔ Point out his sister.

2. أحيانا يمنع فصل الفعل عن حرف الجر التابع له بحيث يقع المفعول به بعد حرف الجر

- They came up with a good idea . ( NOT They came a good idea up with )

يمكن الفصل بين الفعل و حرف الجر

( Separable)

carry out	find out	leave out	look up	look over	point out	take back	take up	take off	take away
ينفذ/ يؤدي / يقوم بـ	يكتشف	يستثني	يبحث عن كلمة في قاموس	يتفحص	يوضح / يلفت الانتباه	يسحب / يرجع شيء	يبدأ هواية جديدة	يخلع / يقلع	يبتعد عن البيت لقضاء إجازة

لا يمكن الفصل بين الفعل و حرف الجر (Inseparable)					
come up with	come about	get away with	get on well	get by	get into
يبتكر/ يبتدع	يحدث/ يقع	يفلت من العقاب	ينسجم مع	يتدبر الأمر بصعوبة	يتورط في مشكلة
go off	go away	go back	go ahead with	grow up	look at
يأخذ إجازة / عطلة	يسافر	يرجع	يبدأ بالعمل	ينمو	يعاين/ ينظر إلى
point at	speed up	take after	get up	go through	look forward to
يشير إلى	يسرع	يشبه	ينهض	يمر بتجربة صعبة	يتطلع إلى
get on	look into	look after	look for	get over	
يستمر بالعمل	يستقصي / يبحث عن	يعتني بـ	يبحث عن	يتغلب على	

<b>look into</b>	<b>to investigate / discover</b>	يستقصي / يبحث عن
<b>come up with</b>	<b>produce something (an idea), especially when pressured or challenged/ think of something</b>	يبتكر/ يبتدع
<b>point [something] out</b>	<b>to show something to someone by pointing at it</b>	يوضح / يلفت الانتباه
<b>get away with</b>	<b>to do something wrong without being discovered or with only a minor punishment/not to be blamed for</b>	يفلت من العقاب
<b>leave [someone or something] out</b>	<b>to not include (something or someone) omit something</b>	يترك
<b>look at</b>	<b>to examine something closely</b>	يعاين / ينظر إلى
<b>carry out</b>	<b>to put into practice /to do something</b>	ينفذ
<b>come about</b>	<b>happen or take place</b>	يحدث/ يقع
<b>grow up</b>	<b>Spend ( your) childhood</b>	ينمو
<b>look up</b>	<b>search</b>	يبحث عن كلمة في القاموس
<b>speed up</b>	<b>hurry up</b>	يسرع
<b>find out</b>	<b>discover</b>	يكشف

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
-----------	--------------	------------	-----------	---------------	-----------	-----------

- As part of the interview, we will be asking all candidates top ..... a short task.
- Ali broke the glass, but his mother didn't notice. He .....
- Last night, I watched an interesting documentary about how the ice age .....
- I've been thinking about a subject for my History project, and I've..... some ideas.
- I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to .....
- Thank you for writing to us about the non-delivery of your parcel. We promise to..... immediately.

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

find	come ( X2 )	leave	speed	point	look
------	-------------	-------	-------	-------	------

- Ahmad should hurry or he'll be late.  
Ahmad should speed up or he'll be late.
- I thought of a great idea while I was swimming.  
.....
- That's amazing news! How did you discover it?  
.....
- That information is important. Don't omit it.  
.....
- We'll drive past my old house. I'll show it to you.  
.....
- It's a mystery how the mistake happened.  
.....

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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.**

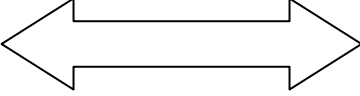
.....

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## Question tags

The function: **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.**

Positive statement  Negative question tag  
**You've read this book,** haven't you?

\* نضيف سؤال ذيلي منفي للجمل المثبتة و سؤال ذيلي مثبت للجمل المنفية .

Negative statement  Positive question tag  
**You haven't read this book,** have you?

\* يجب استخدام نفس الفعل المساعد المستخدم في الجملة الخبرية بحيث يثبت أو ينفي حسب حالة الجملة .

- **They should help us** , .....?
- **We can't walk away** , .....?
- **They are tired** , .....?
- **She doesn't speak English** , .....?

\* إذا كان الفاعل في الجملة الخبرية اسم ، يعوض بضمير مناسب يعود عليه عند الحل :

- **Joory will be a doctor** , won't she ?
- **The students are going to school** , .....?
- **Your father is an accountant** , .....?

\* إذا لم تحتوي الجملة على فعل مساعد نشق don't أو doesn't للمضارع البسيط و didn't للماضي البسيط . في السؤال الذيلي .

- You speak English** , don't you ?
- He lives in Wadi Musa** , .....?
- You met him yesterday** , .....?

Exceptions : استثناءات ( حالات شاذة )

– إذا بدأت الجملة الخبرية بـ ( Let's ) يكون السؤال الذيلي هو ( shall we ? )

Let's **go home now** , ..... ?

– إذا بدأت الجملة الخبرية بـ ( Let me ) يكون السؤال الذيلي هو ( shall I ? )

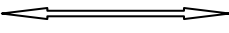
Let me **help you** , .....?

- يمكن ان نعرض تقديم المساعدة باستخدام السؤال الذيلي ( shall I ? )

**I'll help you with your homework** , .....?

**Shall I help you with your homework?**

يمكن استخدام ( shall I ) في بداية السؤال إذا كان الهدف منه تقديم المساعدة المؤكدة emphatic

**I'll help you with your homework.**  **Shall I help you with your homework?**

- إذا جاء في الجملة كلمات تشير إلى النفي مثل ( never , rarely , barely , seldom , hardly , scarcely )

فان السؤال الذيلي يكون مثبتا .

- **He has barely passed the exam** , ..... ? / **Sally can hardly read** , .....?

- **Joory never comes late** , ..... ? / **Fares rarely played football** , .....?

- إذا جاء الفعل ( am ) مثبتا يكون السؤال الذيلي ( aren't I ? )

**I am a doctor , .....?**

- إذا جاء الفعل ( am not ) منفيا يكون السؤال الذيلي ( am I ? )

**I am not a doctor , .....?**

- إذا بدأت الجملة بإحدى الكلمات التالية ( somebody , everybody , someone, everyone ) يجب تعويضها بالضمير ( they ) بحيث يتم نفي السؤال الذيلي .

**Everybody should study hard , .....? /**

- إذا بدأت الجملة بإحدى الكلمات التالية ( no one , nobody ) يجب تعويضها بالضمير ( they ) بحيث يتم إثبات السؤال الذيلي

**No one can help me , .....?**

- إذا بدأت الجملة بـ ( nothing ) يجب تعويضها بالضمير ( it ) بحيث يتم إثبات السؤال الذيلي

**Nothing has happened , .....?**

- إذا كانت الجملة أمرية مثبتة يكون السؤال الذيلي ( won't you ) أو ( will you )

**Keep calm , .....?**

- إذا كانت الجملة أمرية منفية يكون السؤال الذيلي ( will you )

**Don't make noise , .....?**

- نستخدم **doesn't** مع الأفعال التالية **has** ( يمتلك ) / **has to** ( يجب )  
/ **He has to study hard , .....?**

**She has a nice car , .....?**

- نستخدم **don't** مع الأفعال التالية **have** ( يمتلك ) / **hav to** ( يجب )  
/ **They have to study hard , .....?**

**They have a nice car , .....?**

- نستخدم **didn't** مع الأفعال التالية **had** ( امتلك ) / **had to** ( وجب )  
/ **He had to study hard , .....?**

**She had a nice car , .....?**

- إذا بدأت الجملة بـ ( that, this ) يجب تعويضها بالضمير ( it )

**This is my book , .....?**

- إذا بدأت الجملة بـ ( those, these ) يجب تعويضها بالضمير ( they )

**These are my books , .....?**

Contractions : اختصارات

won't = will not , 'll = will , 'm = am 're = are , 's + v3 = has , 's+ v +ing / noun / adj = is  
'd+ v3 = had , 'd+ infinitive = would

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Match the sentences and 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,

- a- don't I?
- b- shall I?
- c- didn't you?
- d- do you?
- e- does it?

7 / SB page 61

How does the different intonation change the meaning?

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?

NOTE :

1. The falling intonation has the meaning of checking information and the speaker is checking something he knows.
2. The rising intonation means that the speaker is less sure and he wants someone to explain this concept to him.

8 / SB page 61

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, -----?
9. You don't speak French, ----- ?

10 / AB page 43

Complete the following question tags.

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?



## Revision of passive forms

### القاعدة العامة

O + is/am/ are/was /were/be/been/being+ v3

خطوات الحل :

1. وضع المفعول به في بداية الجملة
2. اختيار فعل مناسب من افعال **Be** حسب زمن الجملة و حسب المفعول به ( مفرد / جمع )
3. تحويل الفعل الى التصريف الثالث و تكملة ما تبقى من الجملة .

Active مبني للمعلوم	Passive مبني للمجهول
1. Simple Future	
<b>S+ ( modal)+ base form + o</b>	<b>O + (modal)+ be+ v3</b>
- You must pay the rent at once - You mustn't waste your time	The rent..... Your time .....
2. Future Continuous	
<b>S+ ( modal)+ be + v+ ing +o</b>	<b>O +( modal )+ be + + being +v3</b>
- They will be studying English tomorrow . - I won't be driving my car tomorrow	English ..... My car .....
3. Future Perfect	
<b>S+ ( modal)+ have + v3 +o</b>	<b>O +( modal )+ have + + been +v3</b>
- You should have driven the car carefully. - You shouldn't have failed the exam	The car..... The exam .....
4. Simple present	
<b>S+( base form )/ ( base form + s/es )+o</b>	<b>O+ is / am / are + v3</b>
- I read a book every week . -I visit my grandparents weekly - Samer doesn't speak English fluently - They don't watch action films	A book ..... My grandparents ..... English ..... Action films.....
5. Present Continuous	
<b>S+is / am / are + verb + ing+o</b>	<b>O+is / am / are + being + v3</b>
- We are studying the passive now. -I am not writing an email at the moment .	The passive ..... An email .....

6. Present Perfect

**S+has/ have + v3+o**

**O+has/ have + been + v3**

- They have passed the exam.
- Hind hasn't bought three books.

**The exam** .....  
**three books** .....

7. Simple Past

**S+( verb 2) + o**

**O+ was/ were+ v3**

- I ate three apples yesterday.
- She won a golden medal .
- We didn't meet our friends last night

**Three apples**.....  
**A golden medal** .....  
**Our friends** .....

8. Past Continuous

**S +was/were +verb+ ing +o**

**O +was/were +being+ v3**

- He was studying English.
- She wasn't teaching the children .

**English**.....  
**The children**.....

9. Past Perfect

**S +had+ v3 + O**

**S+ had+ been + v3**

- Rana had washed the dishes.
- They hadn't completed their project.

**The dishes** .....  
**Their project** .....

10. To

**S +(have) to+ base form + o.**

**O +(have) to+ be+ v3.**

- He has to study English hard.
- I don't have to take all of my books.
- She has to leave her children alone.
- I had to do my homework.

**English** .....  
**All of my books**.....  
**Her children** .....  
**My homework**.....

**S+ is/ am / are + going to +base form +o**

**O+ is/ am / are + going to + be + v3**

- They are going to win the match.
- He isn't going to change his plan.

**The match**.....  
**His plan**.....

- إذا كان المفعول به على شكل ضمير فإنه يحول الى ضمير فاعل عند الحل كما يلي:.

Subject Pronouns	I	THEY	WE	YOU	HE	SHE	IT
Object Pronouns	ME	THEM	US	YOU	HIM	HER	IT

She took me to hospital .

I .....

The teacher will give them an exam .

They .....

- إذا كان الفاعل في جملة المبني للمعلوم يبدأ بـ ( no one / nothing / nobody ) فإن الجملة تنفى عند تحويلها الى مبني للمجهول.

Nobody can help me .

I .....

- إذا جاء حرف جر بين اسمين يكون المفعول به هو الاسم الأول :

I met one of my friends **accidentally**.

One of my friends .....

### تمارين الكتاب

5 / SB page 63

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).**

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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.**

.....

**. Rewrite :**

**1. You must upgrade your computer in order to work faster.**

Your computer.....

**2. He doesn't have to feed the birds every hour.**

The birds.....

**3. Students have to obey their teacher.**

Students' teacher .....

**4. You don't have to buy this mobile.**

This mobile.....

**5. People saw smoke coming out of the forests.**

Smoke.....

**6. The government must save the historical sites .**

The historical sites .....

**7. Jordan spends a lot of money on technology.**

A lot of money .....

**8. Millions of people all over the world use computers to do heavy jobs.**

Computers.....

**9. We don't eat meat in the morning.**

Meat.....

**10. The students are taking some notes about the lecture.**

Some notes.....

**11. The lights went out while he was baking the bread.**

While the bread.....

**12. The police man has fined many drivers for breaking the law.**

Many drivers.....

**13. I haven't eaten anything so far today.**

Nothing.....

**14. She slept after she had locked the doors.**

After the doors.....

**15. Before they left, they had washed the dishes.**

The dishes.....

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## The relationship between language and culture

## KEY WORDS

<b>blame</b>	<b>to say or think that someone or something is responsible for something bad</b>	يلوم
<b>punish</b>	<b>to give someone an unpleasant task in response to bad behaviour</b>	يعاقب
<b>spill</b>	<b>accidentally flow over the edge of a container</b>	سال / أراق
<b>pop</b>	<b>to burst, or to make something burst, with a short, explosive sound</b>	ينفجر
<b>recall</b>	<b>to remember a particular fact, event or situation from the past</b>	يسترجع
<b>prove</b>	<b>to show that something is true</b>	يثبت
<b>affect</b>	<b>to have an influence on someone or something, or to cause them to change</b>	يؤثر على
<b>sociology</b>	<b>the study of societies and the behaviour of people in groups</b>	علم الاجتماع
<b>psychology</b>	<b>the study of mind and how it works</b>	علم النفس
<b>intentional</b>	<b>done on purpose</b>	متعمد / مقصود

Does the language we use influence the way we think? Or does our culture influence the way we use language?

هل تؤثر اللغة التي ندرسها على طريقة تفكيرنا؟ أم إن الثقافة تؤثر على طريقة استخدامنا للغة.

**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.**

يبحث علماء الاجتماع في هذا السؤال منذ مئات السنين. وهم قد بدؤوا الآن في البحث ليس فقط كيفية تحدث الناس، بل أيضا كيف يفكرون، متسائلين فيما إذا كانت طريقة فهمنا وتذكرنا لتجاربنا تتأثر باللغة. ونتيجة لهذه الدراسات، فقد اكتشفوا نتائج مثيرة 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.**

وقد تم القيام بالكثير من البحث على العلاقة بين العقل والعالم واللغة. وفي إحدى الدراسات، يشير أحد علماء النفس إلى أنه عند وصف حدث ما، يميل الناطقون باللغة الإنجليزية لذكر الشخص المسؤول. بينما يمكن أن يقول متحدثو اللغة الإنجليزية، "كسر جون المزهريّة"، يستخدم الناطقون بالإسبانية أو اليابانية المبني للمجهول. ويعتقد أن مثل هذه الفروق بين اللغات لها تأثير على فهم الناطقون بها للأحداث، أو في إمكانية تحميل احدهم مسؤولية حدث ما أو 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.**

وفي دراسة أخرى، طلب من بعض المتحدثين بالإنجليزية والإسبانية واليابانية مشاهدة مقاطع فيديو لشخصين ينفخان البالونات، أو يكسران البيض، أو يسكبان مشروباً سواء متعمدين أو عفويًا. وعند الطلب منهم لاحقاً أن يذكروا مقاطع الفيديو، الناطقون باللغة الإنجليزية ذكروا الشخص الذي قام بالفعل. أما الناطقون باليابانية والإسبانية فقد ذكروا الشخص المسؤول الذي تعمد القيام بالأفعال، ولم يذكروه عندما اعتبروا الحدث عفويًا.

**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.**

وقام بعض العلماء من جامعة نيوكاسل البريطانية باختبارات لإثبات أن الثقافات المختلفة لها طرق مختلفة في رؤية الألوان. فقد وجدوا أنه باللغة اليابانية، على سبيل المثال، يوجد كلمات مختلفة للأزرق الفاتح والأزرق الغامق وهذه الكلمات غير موجودة باللغة الإنجليزية لذلك، فإن الناطقين الأصليين باللغة اليابانية، يميزون بشكل أوضح بين ألوان الطيف. فهل تؤثر لغتنا على طريقة تفكيرنا؟ أم إن الفرق في العادات الثقافية يؤثر على كل من أفكارنا ولغتنا؟ فالاحتمال الأكبر، أن الثقافة والتفكير واللغة كلها تجتمع معا في هذا التأثير.

### تمارين الكتاب

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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.**

.....  
 .....  
 .....

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

.....

**3. Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.**

.....  
 .....  
 .....

Quotation / SB page 60

Read the quotation. Do you agree with it? Why/Why not?

**“The limits of my language are the limits of my world. “Ludwig Wittgenstein (1889 CE–1951 CE)**

.....  
.....  
.....

Research box / SB page 58

Which three languages are the most widely spoken in the world, and how many people use these languages as a first language?

.....  
.....  
.....

**COMPREHENSION TEST**

**1. Write down the sentence which indicates that sociologists have been interested in finding out the relationships between language, thoughts and culture for a long time.**

.....  
.....

**2. Sociologists have been thinking about two aspects on how people use the language. Write down these two aspects.**

.....  
.....

**3. When do Japanese and Spanish using the passive form ?**

.....  
.....

**4. How do native English speakers differ from native Japanese and Spanish speakers when they want to talk about past actions?**

.....  
.....

**5. There are many things affect our way of thinking and cultural habits . Write down two of them.**

.....  
.....

**6. Quote the sentence which indicates that different things affect our way of thinking and cultural habits .**

.....  
.....

**7. Find a word in the text which means “done on purpose”**

.....  
.....

**8. What do the underlined words “ pronouns ‘ refer to ?**

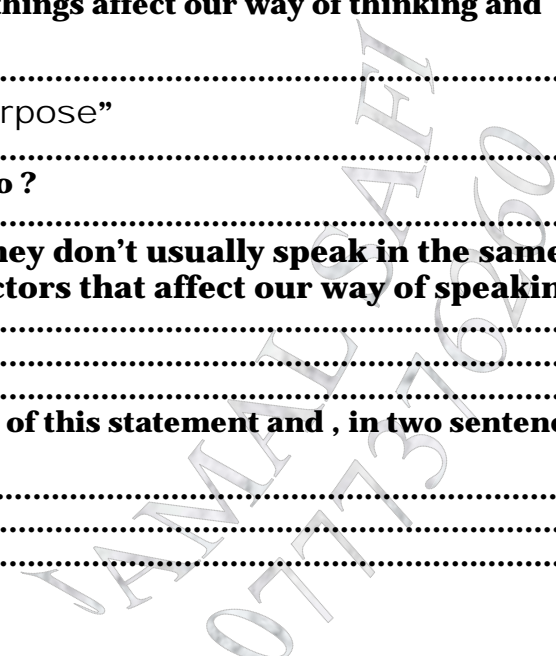
.....  
.....

**9. When people communicate with each other, they don’t usually speak in the same way. Explain this statement, suggesting three factors that affect our way of speaking.**

.....  
.....

**10. Learning a foreign language is a necessity. Think of this statement and , in two sentences , write down your point of view.**

.....  
.....



## Speaking with signs

## KEY WORDS

<b>dialect</b>	<b>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</b>	لهجة
<b>first language</b>	<b>the language that you first learn as a child</b>	اللغة الأولى / اللغة الأم
<b>register</b>	<b>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</b>	الصيغة اللغوية
<b>mother tongue</b>	<b>the first and main language that you learnt when you were a child</b>	اللغة الأولى
<b>replicate</b>	<b>To produce a copy of something</b>	يكرر / يستنسخ
<b>evolve</b>	<b>to develop gradually</b>	يتطور تدريجياً
<b>foreign language</b>	<b>the language which is other than your mother tongue</b>	لغة أجنبية

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 أن الإيطاليين كانوا أول من توصل إلى نظام لغة الإشارة في القرن السادس عشر. وتم انتقلت الفكرة للفرنسيين في القرن السابع عشر حيث تطورت اللغة أكثر.

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.

وكان أحد المطورين الأوائل للغة الإشارة تشارلز ميشيل دي لبي وكانت لغته الأم هي الفرنسية. وقد تعلم لغة الإشارة بينما كان يعمل مع الصم في باريس في القرن الثامن عشر. وقد كانت تلك اللغة تستخدمها أختين من الصم كوسيلة للتواصل. ثم قام دي لبي بتأسيس مدرسة للصم وأنشأت مثيلاتها في أنحاء أوروبا. وكانت تلك أول مرة يتم فيها تعليم لغة الإشارة بشكل فاعل وكان لها أثر كبير 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 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.



وكما أنه يوجد لغات محكية مختلفة في الدول حول العالم، كل دولة لها لغة الإشارة الخاصة بها. ويستخدم 70 مليون شخص حول العالم لغة الإشارة كلغة أولى. ولا يختلف استخدام اللغة المحكية عن لغة الإشارة. فكلاهما يمكن أن يستخدم لتزويد المعلومات، والتشارك فيها، ورواية القصص، النقاشات غير الرسمية وإلقاء الخطابات الرسمية. فكلاهما له صيغ ولهجات مختلفة وكلاهما يتطور بشكل دائم.

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

وكثير من أنواع لغة الإشارة العربية قد تطورت، ويوجد الكثير من لغات الإشارة العربية بعدد الدول الناطقة بالعربية. ومؤخرا، انتشرت فوائد تعلم لغة الإشارة ليس فقط بالنسبة للصم بل أيضا بالنسبة للأصحاب السمع الطبيعي. وفي بعض المدارس، تدرس لغة الإشارة كلغة أجنبية. لان لغة الإشارة، كسائر اللغات، لها تركيب قواعدي، الآن يتم الاعتراف بها 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.**

ويعتبر تعلم لغة الإشارة ذو فائدة كبيرة للجميع، سواء كانوا قادرين على السمع أم لا. كما هو الحال عند تعلم أي لغة جديدة، أنها تحفز و تتحدى الدماغ. وكما أنها تسمح للأشخاص الذين يتقنون لغة الإشارة لان يكونوا قادرين على التواصل مع مجتمع عالمي جديد.

### تمارين الكتاب

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Work in pairs and do the quiz. Are the statements true or false?

**How much do you know about sign language ?**

- 1. It was invented in the sixteenth century but was not developed until the following century. ....**
- 2. There are about 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. ....**

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?**

.....  
.....

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

.....  
.....

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

.....  
.....

**COMPREHENSION TEST**

**1. Quote the sentence which indicates that when and where was the idea of sign language first appeared.**

.....  
.....

**2. There are some similarities between sign language and spoken language . Write down two of these similarities .**

.....

**3. How many people around the world use sign language as their first language?**

.....

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

.....

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

.....  
.....

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

.....

**7. Quote the sentence which shows that there is not only one Arabic sign language.**

.....  
.....

**8. What do the underlined words " pronouns ' refer to ?**

.....

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

.....  
.....

**10. 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.**

.....  
.....

## What are they talking about?

## KEY WORDS

<b>absorbed</b>	<b>received</b>	استقبل / استوعب
<b>experimental</b>	<b>part of an experiment</b>	تجريبي
<b>mimic</b>	<b>copy, make the same sound</b>	محاكاة / تقليد
<b>stimuli</b>	<b>things that make you interested</b>	محفز / مشجع
<b>pace</b>	<b>speed</b>	وتيرة/سرعة
<b>tempting</b>	<b>attractive, desirable</b>	مغري
<b>cryptophasia</b>	<b>the development by twins of a language that only they can understand</b>	لغة خاصة بالتوائم

**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 المذهل مراقبة الطريقة التي يتعلم فيها الطفل اللغة. فهو يتعلم كيف يستجيب لاصوات وكلمات معينة مثل كلمة "ماما" أو "بابا". وبعد شهور قليلة، يبدأ الطفل بإطلاق الأصوات التجريبية وتقليد الأصوات. ويستطيع الطفل الذي يبلغ العام نطق بعض الكلمات وبالتأكيد فهم الكثير منها. وبعد عامين، يكون لديهم من الكلمات ما يقارب حوالي 50 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 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?**

أما مع التوائم فالقصة قد تكون مختلفة قليلاً. أولاً، يكون نموهم يكون أحياناً . ويعتقد أن ذلك يعود إلى أن بعض التوائم لديهم تفاعل فردي مع الكبار مما لدى الصغار الفردي ، فهم يمضون وقت أكبر في التواصل فيما بينهم. ثانياً، يطور بعض التوائم لغتهم الخاصة. ومع ان هذا ليس شائعاً جداً إلا أنه مثير. فهم يتحدثون – ويبدو أنهم يفهمون – الكلمات الغريبة والأصوات التي لا يفهمها أي شخص آخر. وهذا ما يعرف بالتشفير . بالتأكيد لا أحد يفهم ما يقولونه ولكنه حقاً يمثل 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.**

وعلى الرغم من أنه مغري أن نعتقد أن هؤلاء التوائم يبتكرون لغتهم السرية الخاصة بهم ، إلا أن الحقيقة قد تكون أبسط من ذلك. يعتقد معظم الخبراء أنه بسبب أن الطفلين يجربون لغتهم في نفس الوقت، وكلاهما يتلقى نفس اللغة والمحفزات منذ الولادة، فإنهم من المحتمل أن يتعرف كل منهم على ما يقوله الآخر. وبمعنى آخر، فإن كليهما يطور لغتهم "الحقيقية" بنفس الوتيرة ويقومون بنفس الأخطاء.

تمارين الكتاب

8 / AB page 42

Read the article and answer the questions.

**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?**

.....  
 .....  
 .....

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

.....  
 .....

**3. What does 'cryptophasia' mean?**

.....  
 .....

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

.....  
 .....

**5. Do most experts believe that twins invent secret languages?**

.....  
 .....

9 / AB page 42

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

Adjectives	
<b>attractive/ desirable</b>	tempting
<b>part of an experiment</b>	.....
Nouns	
<b>things that make you interested</b>	.....
<b>speed</b>	.....
Verbs	
<b>copy / make the same sound</b>	.....
<b>received</b>	.....

COMPREHENSION TEST

1. Twins differ from single babies in developing their language in many ways. Write down two differences .

.....

2. The writer mentioned four stages of early communication. Write down two of them?

3. Write down the sentence which indicates that twins invent and speak secret language.

4. What is twins' unique language called?

5. Quote the sentence which indicates the number of words that children have at the age of two.

6. Twins develop their language slower than single babies do. Write down the reason.

7. Find a word in the text which means 'copy, make the same sound'

8. What do the underlined words " pronouns " refer to ?

9. It is important for children to learn language as fast as they can. Suggest three methods that help children to learn fast.

10. It is thought that learning in an earlier age affect the individual's personality. Think of this statement and , in two sentences , write down your point of view.

.....  
.....  
.....

JAMAL SAFI  
0777376260

# Vocabulary

The word (s)	English Meaning	Arabic Meaning
<b>blame</b>	<b>to say or think that someone or something is responsible for something bad</b>	يلوم
<b>punish</b>	<b>to give someone an unpleasant task in response to bad behaviour</b>	يعاقب
<b>spill</b>	<b>accidentally flow over the edge of a container</b>	سال / أراق
<b>pop</b>	<b>to burst, or to make something burst, with a short, explosive sound</b>	ينفجر
<b>recall</b>	<b>to remember a particular fact, event or situation from the past</b>	يسترجع
<b>dialect</b>	<b>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</b>	لهجة
<b>first language</b>	<b>the language that you first learn as a child</b>	اللغة الاولى / اللغة الام
<b>register</b>	<b>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</b>	الصيغة اللغوية
<b>mother tongue</b>	<b>the first and main language that you learnt when you were a child</b>	اللغة الاولى
<b>prove</b>	<b>to show that something is true</b>	يثبت
<b>affect</b>	<b>to have an influence on someone or something, or to cause them to change</b>	يؤثر على
<b>sociology</b>	<b>the study of societies and the behaviour of people in groups</b>	علم الاجتماع
<b>psychology</b>	<b>the study of mind and how it works</b>	علم النفس
<b>intentional</b>	<b>done on purpose</b>	متعمد / مقصود
<b>replicate</b>	<b>To produce a copy of something</b>	يكرر / يستنسخ
<b>cryptophasia</b>	<b>The development by twins of a language that only they can understand</b>	لغة خاصة بالتوائم
<b>evolve</b>	<b>to develop gradually</b>	يتطور تدريجيا
<b>discourse</b>	<b>communication in speech or writing</b>	الخطاب
<b>absorbed</b>	<b>received</b>	استقبل / استوعب
<b>experimental</b>	<b>part of an experiment</b>	تجريبي
<b>mimic</b>	<b>copy, make the same sound</b>	محاكاة / تقليد
<b>stimuli</b>	<b>things that make you interested</b>	محفز / مشجع
<b>pace</b>	<b>speed</b>	وتيرة / سرعة
<b>tempting</b>	<b>attractive, desirable</b>	مغري
<b>reserve</b>	<b>Something kept back or aside especially for future use</b>	يحمي / محمية
<b>brunch</b>	<b>a meal eaten in the late morning; a combination of breakfast and lunch</b>	وجبة افطار متأخرة
<b>influence</b>	<b>change the way of thinking</b>	يؤثر
<b>accidentally</b>	<b>not on purpose</b>	بالصدفة / غير متعمد
<b>in charge of</b>	<b>responsible</b>	مسؤول عن
<b>a great time</b>	<b>a great experience</b>	يمضي وقتا رائعا
<b>relate</b>	<b>to have relationship</b>	مرتبط بـ
<b>foreign language</b>	<b>the language which is other than your mother tongue</b>	لغة اجنبية

## Words with similar meanings

Adjectives	
<b>tempting</b>	<b>attractive/ desirable</b>
<b>experimental</b>	<b>part of an experiment</b>
Nouns	
<b>stimuli</b>	<b>things that make you interested</b>
<b>pace</b>	<b>speed</b>
Verbs	
<b>mimic</b>	<b>copy / make the same sound</b>
<b>absorbed</b>	<b>received</b>

## Phrasal Verbs

<b>look into</b>	<b>to investigate/ discover</b>	يستقصي / يبحث عن
<b>come up with</b>	<b>produce something (an idea), especially when pressured or challenged/ think of</b>	يبتكر / يبتدع
<b>point [something] out</b>	<b>to show something to someone by pointing at it</b>	يوضح / يلفت الانتباه
<b>get away with</b>	<b>to do something wrong without being discovered or with only a minor punishment/not to be blamed</b>	يفلت من العقاب
<b>get into</b>	<b>Involved in difficulties</b>	يتورط في مشكلة
<b>get by</b>	<b>manage to keep going / succeed with difficulty</b>	يتدبر الامر بصعوبة
<b>leave [someone or something] out</b>	<b>to not include (something or someone)/ omit something</b>	يترك
<b>look at</b>	<b>to examine something closely</b>	يعاين / ينظر الى
<b>carry out</b>	<b>to put into practice /to do something</b>	ينفذ
<b>come about</b>	<b>happen or take place</b>	يحدث/ يقع
<b>grow up</b>	<b>spend ( your) childhood</b>	ينمو
<b>look up</b>	<b>search</b>	يبحث عن كلمة في القاموس
<b>speed up</b>	<b>hurry up</b>	يسرع
<b>find out</b>	<b>discover</b>	يكشف
<b>eat out</b>	<b>eat away from home, especially in a restaurant</b>	ياكل في الخارج
<b>look after</b>	<b>to take care</b>	يعتني بـ
<b>look over</b>	<b>examine / test</b>	ينفحص
<b>take back</b>	<b>withdraw/ return something</b>	يسحب / يرجع شيء
<b>take after</b>	<b>resemble</b>	يقلد / يشبه
<b>go through</b>	<b>To undergo hardship or difficulty</b>	يمر بتجربة صعبة
<b>go off</b>	<b>start or depart</b>	يبدأ / ينطلق

## Phrasal Verbs : ( Multi - part verbs)

look	<b>up</b>	<b>a word in a dictionary</b>	يستخرج
	<b>for</b>	<b>something you have lost</b>	يبحث عن
	<b>forward to</b>	<b>something exciting</b>	يتطلع الى
get	<b>over</b>	<b>an illness and feel better</b>	يتغلب على
	<b>up</b>	<b>In the morning</b>	ينهض
	<b>on</b>	<b>with your work and complete it</b>	يستمر بالعمل
take	<b>up</b>	<b>a new hobby</b>	يبدأ
	<b>away</b>	<b>some fast food</b>	يأخذ خارجا
	<b>off</b>	<b>your shoes when you get home</b>	يخلع نعليه
go	<b>away</b>	<b>from home for a holiday</b>	يسافر
	<b>back</b>	<b>to where you started</b>	يرجع
	<b>ahead with</b>	<b>a plan and do it</b>	يبدأ بالعمل

## Gender \_ neutral

Note : **Gender-neutral** means that it is not affected by gender, so not obviously male or female.

Gender _ specific words	Gender _ neutral words
<b>businessman/ businesswoman</b>	<b>business person</b>
<b>salesman/ saleslady</b>	<b>sales assistant / sales person</b>
<b>headmaster, headmistress</b>	<b>head teacher</b>
<b>he / she</b>	<b>they</b>
<b>mankind</b>	<b>humans</b>
<b>postman</b>	<b>postal worker</b>
<b>stewards</b>	<b>flight attendants</b>
<b>his/ her</b>	<b>their</b>
<b>police man / police woman</b>	<b>officer</b>
<b>chairman</b>	<b>chair person</b>
<b>seaman</b>	<b>sailor</b>
<b>spaceman</b>	<b>an astronaut</b>

## Collocations

<b>blame / punish</b>	<b>a person for something he / she has done</b>	يلوم/ يعاقب شخص
<b>spill</b>	<b>a drink</b>	أسال / أراق
<b>pop</b>	<b>a balloon</b>	يفجر
<b>recall</b>	<b>an event</b>	يستذكر / يسترجع



## تمارين الكتاب

6 / DW SB page 59

Work in pairs.

1. Look up the words in the box in a dictionary. Note down eight phrasal verbs.

look, get, take, go

1. **look** .....      2. **look** .....  
 3. **get** .....      4. **get** .....  
 5. **take** .....     6. **take** .....  
 7. **go** .....        8. **go** .....

2. Make as many sentences as possible using these phrasal verbs.

.....  
 .....  
 .....  
 .....  
 .....  
 .....

1 / SB page 60

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.

.....

2 / SB page 60

**Complete the following table :**

Gender _ specific words	Gender _ neutral words
<b>businessman/ businesswoman</b>	.....
<b>salesman/ saleslady</b>	.....
<b>headmaster, headmistress</b>	.....
<b>he / she</b>	.....

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3/ SB page 60

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.*

2/ SB page 62

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

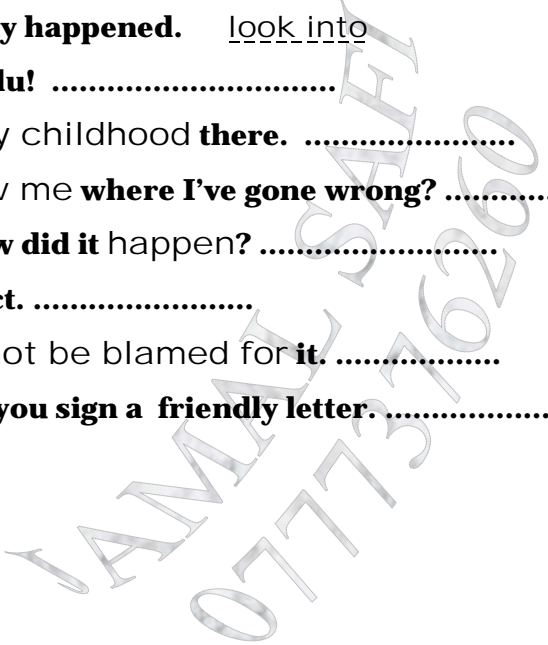
.....

1/ AB page 40

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.** .....



2/ AB page 40

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.

5/ AB page 41

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

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

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.

6/ AB page 41

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..... ?

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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** → ..... **a word in a dictionary**  
→ ..... **something you've lost**  
→ ..... **something exciting**

**get** → ..... **an illness, and feel better**  
→ ..... **in the morning**  
→ ..... **with your work and complete it**

. **take** → ..... **a new hobby**  
→ ..... **some fast food**  
→ ..... **your shoes when you get home**

. **go** → ..... **from home for a holiday**  
→ ..... **to where you started**  
→ ..... **a plan, and do it**

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Phrasal Verbs

**5 / SB page 59**

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

**3 / AB page 40**

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.

**4 / AB page 4**

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

**6 / SB page 61**

- 1 c 2 d 3 b 4 e 5 a

**7 / SB page 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]

**Answers**

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.

**8 / SB page 61**

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 9. do you

**10 / AB page 43**

1. *don't* 2. can 3. *isn't* 4. *doesn't* 5. *didn't* 6. have 7. *will* 8. was

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**5 / SB page 63**

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

**11 / SB page 43**

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.

**Rewrite :**

1. must be upgraded in order to grow faster.
2. don't have to be fed every hour.
3. has to be obeyed.
4. doesn't have to be bought.
5. was seen coming out of the forest.
6. must be saved.
7. is spent on technology.
8. are used to do heavy jobs by millions of people all over the world .
9. isn't eaten in the morning.
10. about the lecture are being taken.
11. was being baked the lights went out
12. have been fined for breaking the law.
13. has been eaten so far today.
14. had been locked she slept.
15. had been washed before they left.

## Reading

### The relationship between language and culture

**4 / SB page 59**

1. 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. complete, do
3. Yes, I agree with the writer's opinion . I think the language and the culture are closely related . Language can be viewed as a verbal expression of culture . it is used to maintain and convey culture and cultural ties . Spanish and Japanese use different forms of language to differentiate between actions done accidentally or on purpose.

**Quotation / SB page 60**

I agree with this quotation because 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.

**Research box / SB page 58**

This list was collected based on populations of first-language speakers:

Mandarin Chinese – over 955 million Spanish – over 470 million (in recent years it has overtaken English) English – over 360 million (still considered to be the most influential language) Students might also have found out that Arabic has over 295 million speakers and comes in fifth after Hindi, which has over 310 million speakers. Two other Indian languages (Bengali and Punjabi) are also in the top ten most widely spoken languages, along with Portuguese, Russian and Japanese.

### COMPREHENSION TEST

1. Sociologists have been looking into this question for hundreds of years.
2. 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.
3. When they consider that event to be an accident.
4. English native speakers tend to mention the person who was responsible whether they have done it on purpose or accidentally.
5. culture, thought
6. Most likely, culture, thought and language have all come about together.
7. intentional
8. They : Sociologists / it : an action / who : the person
9. There are many factors that affect our way of speaking like the language we use which depends on the personality of the speaker . Another thing is the job or career that a person does . Also, our social class can affect our way of speaking .
10. I think that learning a foreign language is a necessity because the world has become like a small village due to the advance technology . Also, we can communicate with others easily

Speaking with signs

#### 1 / SB page 62

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

#### 4 / SB page 63

1. 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. 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.
3. Hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.

### COMPREHENSION TEST

1. It is believed that the Italians were the first people to think of a sign language system in the sixteenth century.
2. 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.
3. about 70 million people
4. share information, tell stories
5. 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.
6. come up with
7. There are almost as many Arabic sign languages as there are Arabic-speaking countries.
8. whose : Charles-Michel de l'Épée / its : each country / it : sign language
9. There are many ways to overcome these problems like teaching sign language at schools and publishing books, dictionaries, Internet and TV programmes for deaf people. Also, encouraging normal people who can hear to learn sign language to be able to communicate with deaf people.
10. I think that it is preferable to offer sign language as a foreign language in public institutions because sign language contains its own grammar and structure as well as different formal and informal styles. In addition, learning sign language as a foreign language will enable anyone to communicate with deaf people all over the world.

What are they talking about?

**8 / AB page 42**

1. two differences: twins sometimes develop language more slowly than single babies; twins may also develop their own language
2. They have less one-to-one interaction with adults than single babies have.
3. the unique language that twins develop between themselves
4. yes
5. No, they don't. Twins develop their language in the same way as other children – by experimentation.

**9 / AB page 42**

1. *tempting* 2. experimental 3. stimuli 4. pace 5. mimic 6. absorbed

**COMPREHENSION TEST**

1. their development is sometimes slower and some twins seem to develop their own unique language
2. 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 .
3. Certainly, what they say isn't understood by anyone else, but is it really a language?
4. cryptophasia.
5. After two years, many children have a vocabulary of about fifty words.
6. It is thought that this may be because some twins have less one-to-one interaction with
7. mimic
8. it : to observe the way language is absorbed by a baby / their : twins / This : They speak – and seem to understand – strange 'words' and sounds that nobody else can make out
9. There are many methods that help children to learn fast like encouraging them to interact with adults and making them hear different sounds . Also, they can mimic sounds and voices.
10. I think that's right because it gives person the knowledge that he needs to understand the world he lives in . It also provides them with skills that he may need in the future.

**Vocabulary**

**6 / DW SB page 59**

1. look after / look over 2. get into / get by 3. take back / take after 4. go through / go off
- 2.
1. Their aunt look after them while their mother was in hospital.
2. They come to look the house over with a view to buying it .
3. He get into drugs when he was at university.
4. They are finding it difficult to get by since their baby was born.
5. That song always takes me back to when I was at university.
6. He takes after his mother.
7. You wouldn't believe what I went through when I was ill.
8. Please , don't go off until we have stored this out .

**1 / SB page 60**

The sentence should read: Every firefighter should do their job responsibly.

**2 / SB page 60**

business person
sales assistant / sales person
head teacher
they



**3/ SB page 60**

1. humans have 2. postal worker 3. flight attendants 4. their 5. officer

**2/ SB page 62**

First language and mother tongue have the same meaning.

**1/ AB page 40**

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/ AB page 40**

1. point out 2. look into 3. got away with 4. carried out 5. come up with

**5/ AB page 41**

1. pop 2. blame 3. spill 4. recall 5. affect

**6/ AB page 41**

1. influenced me 2. done on purpose 3. is responsible for these children 4. a great experience  
5. is Jaber and Mahmoud's relationship

**7/ AB page 41**

look up; look for; look forward to  
get over; get up; get on  
take up; take away; take off  
go away; go back; go ahead with