

UNIT EIGHT

DISCOURSE

LANGUAGE:-

(TEXT 1)

1. The writer of the article believes 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. What are the studies of sociologists that they have done to discover the influence of language on the speakers, mention the four studies.
4. What are the things which the sociologists depended on their research, mention three of them.
5. Distinguish between English speaker and Japanese speaker by describing an event.
6. Quote the sentence that indicates to the Japanese use several descriptions about one color.
6. The sociologists have made an experiment on English, Spanish and Japanese speakers by watching the video about pooping balloons, creeping eggs and spilling drinks, what were the results of that experiment.
7. The word which means ' **to remember a particular fact, event or situation from the past** ' is
8. The pronoun it in line 18 refers to
9. The scientists prove that different cultures have different ways of colors, explain it, justifying your answer .
10. What is the conclusion that sociologists have after all experiments.

CRITICAL THINKING :-

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

Gender-neutral words:-

-هي الكلمات التي تستخدم لوصف (هو او هي) كشخص واحد لانحتاج لتحديده بتعريف ذكر او انثى اي اننا نشير الى معنى موحد كما في العمود الثاني

Gender-specific words	Gender-neutral words
businessman, businesswoman salesman, saleslady headmaster, headmistress he or she mankind fireman Postman policeman stewards and stewardesses	business person sales assistant/salesperson head teacher their humans firefighter postal worker police officer flight attendants

VOCABULARY (3) page 60 , S.B:-

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 favorite books.
- 5- If you need to report a crime, speak to a police woman / officer.

وزاري تجريبي دوره شتويه 2016

Study the following sentence and answer the question that follows.

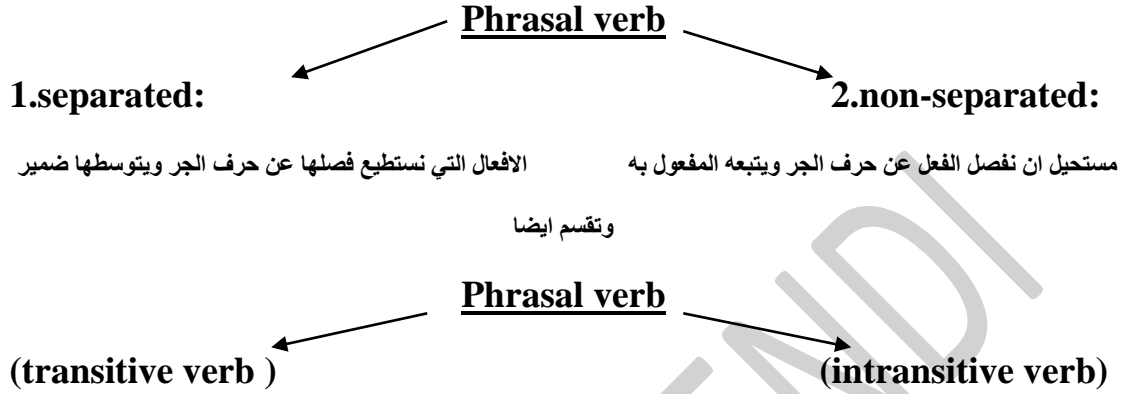
-A postman delivers your post.

Replace the underlined word with the correct gender-neutral words

GRAMMAR (1) / UNIT 8

PHRASAL VERB:-

هي افعال تأتي معها حروف جر او ظروف وعند التقاء حرف الجر مع الفعل يتغير المعنى للفعل عن معناه الرئيسي وتقسّم الافعال المدمجة الى مايلي:-



ملاحظات مهمة:-

1. فعل ph.v قد ياتي معه حرف جر واحد او حرفين جر.
2. عندما ياتي بعد الافعال (separated) مفعول به اسم فنستطيع فصل الفعل عن حرف الجر وتحويله الى ضمير ووضع بين الفعل وحرف الجر .
3. اذا جاء المفعول به كضمير مع افعال (separated) فانه اجباري فصل حرف الجر عن الفعل ووضع الضمير بينهما .
4. يجب تحويل الاسماء التي تأتي بعد المفعول به الى الضمائر بشكل المفعول به كما يلي :-

object	Pronoun
School	It
Teacher	Him/ her
Books	Them
Samah	Her
Ahmad	Him

5. الافعال (phrasal verb) يجب عليك حفظها لمعرفة المعنى المناسب لها في الجملة بالاضافة الى حفظ نوع الفعل ان كان من الفعل المتعدي او الفعل اللازم .

1. SEPARATED VERB:-

VERB	MEANING
Point out	يشير الى
Find out	يكتشف
Pick up	يفهم / يلتقط
Get up	يستيقظ
Try out	يجرب
Make out	يفهم
Take off	ينزع / يخلع
Carry out	يقوم ب
Leave out	يترك
Look up	يبحث عن / يتفقد شيء
Take up	يتخذ هوايه
Speed up	يسرع
Take away	ياخذ بعيدا
Make up	يصنع / يخترع / يراجع

2. NON-SEPARATED VERB:-

VERB	MEANING
Look into	يتفحص
Come up with	يستنتج فكره
Get away with	يفلت من العقاب
Get over	يتعافى / يتشافى
Get on with	يتدبر امر ما
Go away	يتعد
stand out	يتميز
look for	يبحث عن شيء
look forward	يتطلع بفارغ الصبر
go ahead with	يتقدم
point at	يُتهم / يشير الى
go back	يعود
grow up	يكبر / ينمو
get on well	يتماشى مع / ينسجم مع
look at	يفكر ب
tend to	يميل الى
come about	يحدث
eat out	يتناول طعامه في خارج المنزل

مهم جدا: كلمات ال (phrasal verb) المطلوب حفظها بمعنى الانجليزي :-

Phrasal verb	English	Arabic
Look into	To investigate	يتفحص
Come up with	produce sth (an idea), especially when pressured or challenged	يستنتج فكره
Get away with	to do sth wrong without being discovered or with only a minor punishment	يفلت من العقاب
Get on with	be friendly	ينسجم
Stand out	to be much better than other similar people or things	يتميز/يبرز
Grow up	spend my childhood	ينمو/ يكبر
Get on well	be in a good relation	يتماشى مع
Come about	happen	يحصل
Eat out	eat away from home	ياكل خارجا
Point out	to show sth to someone by pointing at it	يشير الى
Find out	discover	يكتشف
Carry out	do, complete	يكمل
Leave out	omit it / don't include	يتترك/ لايشمل
Speed up	hurry up	يسرع
Make up	invent	يخترع
Make out	understand	يفهم

Exe :g page 59 SB. :-

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 :-

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 it.
- 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.

Exe : 1, page 40 WB.

Replace the words and phrases in bold with the phrasal verbs from 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.
.....

Exe 2, page 40 WB:-

Circle the correct phrasal verb.

- 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 experiment which we **carried out** / **left out** yesterday was very interesting.
- 5- I hope I can **come up with** / **come about** a way of solving this puzzle .

Exe 3: page 40 WB :-

Rewrite the sentences with phrasal verbs formed from the verbs in the box.

Come(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**.
.....

Exe 4, page 41 WB :-

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
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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

.....

Exe :-

What does the underlined phrasal verb mean ?

1.why did they **leave out** many points from this form

2.we know that group of students have **made up** a great invention

.....

3.you should **speed up** to complete all levels of the race

4.salam is not shy, she **gets on with** others in a short time

.....

5.Bayan promised her boss that she would **look into** the matter and find out what had gone wrong

GRAMMAR (2) / UNIT 8

QUESTION TAGS

Question tags:-

هو السؤال الذيلي الذي ينتهي بالجملة (اي يضيفه الطالب) كتأكيد للاستفسار حول شيء ما
#كيف تكون قاعدته :- تختصر القاعده ان الجملة المثبتة تنفي بنهايتها وان كانت منفيه تثبت بنهايتها كما في الجدول التالي :-

Tense	Rule	Notes
Present simple 1.He speaks English -----→ Samar doesn't speak English----→ 2.you swim in the sea-----→ You don't swim in the sea -----→ 3.boys are happy -----→ Boys aren't happy -----→ She is a good student-----→ She isn't a good student -----→ I am excellent trainer -----→	المضارع البسيط (do/ does) Doesn't he ? Does she ? Don't you ? Do you ? Aren't they ? Are they ? Isn't she ? Is she ? Aren't I ?	ينفي السؤال الذيلي بالجملة المثبتة ويحول الاسم الى ضمير في شكله الفاعل كما في مثال (سمر) يثبت السؤال الذيلي في الجملة المنفية في حالة الجمل التي يكون فيها افعال (v. be) فعل رئيسي فاننا ننفيه ان كانت مثبتة الجملة ونثبته ان كانت منفيه مع الحرص ان تحويل (I am) الى (I aren't) في الجملة الى السؤال الذيلي
Past simple he didn't do the best-----→ he played tennis-----→ she was exhausted -----→ they weren't surprised -----→	الماضي البسيط (did) Did he ? Didn't he ? Wasn't she ? Were they ?	في حالة الماضي البسيط ننفي المثبت ب (didn't) ونثبت ب (did) ومع افعال v.be فاننا نقوم بنفي ال (was, were) او اثباتها حسب ماتكون في الجملة
Present cont. Amal is watching TV-----→ I am writing some notes-----→ We aren't going to Petra-----→	المضارع المستمر (are, is) Isn't she ? Aren't I ? Are we ?	وينطبق السؤال الذيلي في المضارع المستمر (is, are) بنفيها او اثباتها حسب ماتكون الجملة
Past cont. Hashim was driving van-----→ They weren't painting the picture→	الماضي المستمر (was,were) Wasn't he ? Were they ?	وايضا في الماضي المستمر (was, were) ننفيهم او نثبتهم حسب حاله الجملة

<p>Present perfect they have read some books -----→ your sister hasn't worked here ---→ we have a big house -----→ she hasn't a license -----→</p>	<p>المضارع التام (has, have) Haven't they ? Has she ? Haven't we ? Has she ?</p>	<p>نستخدم افعال (has, have) في السؤال الذيلي مع جملة المضارع التام ويستخدم حسب الحالة مثبت ينفي ومنفي يثبت</p>
<p>Past perfect You had watched amazing show → Students hadn't trained well -----→ She had a head ache -----→</p>	<p>الماضي التام (had) Hadn't you ? Had they ? Hadn't she ?</p>	<p>يستخدم فعل had مع الجملة الماضي التام في السؤال الذيلي تنفي مع المثبت وتثبت مع المنفي</p>
<p>Modals (can, could, should, will, shall, might, would, can't, couldn't, shouldn't, have to, has to, had to, don't have to, doesn't have to)+v -we can speak English -----→ -they will travel to UAE -----→ -he couldn't swim in the sea ---→ -we mustn't be late -----→ -you won't forget -----→ -he has to study exam -----→ -they don't have to go now-----→ -you have to write your name --→ -you should sleep early -----→</p> <p>Let's go (let us) Let's go home now -----→ You have never seen falcon ---→ Don't sleep late -----→ I will help you with this homework-----→ I , we +shall + v</p>	<p>تركيب الجمل التي تحتوي على الافعال الناقصة بالتركيز على الفعل الناقص الذي سيكون السؤال الذيلي في الجملة الاساسيه</p> <p>Can't we ? Won't they ? Could he ? Must we ? Will you ? Doesn't he ? Do they ? Don't you ? Shouldn't you ? shall we ? Shall we Have you ? Will you ? OR -Shall I ?</p> <p>عندما نستخدم shall في الجملة تشير الى زياده التوكيد والاثبات</p>	<p>ان استخدام السؤال الذيلي مع الجمل التي تحتوي على الافعال الناقصة يجب التركيز على اعادة استخدام الفعل الناقص في الجملة ومن ثم نفيه ان كانت مثبتة واثباته ان كانت منفيه</p> <p>ان استخدام السؤال الذيلي مع الجمل التي تحتوي على الافعال الناقصة يجب التركيز على اعادة استخدام الفعل الناقص في الجملة ومن ثم نفيه ان كانت مثبتة واثباته ان كانت منفيه</p> <p>اما في حالة استخدام (let's +v) في الجملة فاننا عندما نقوم بعمل السؤال الذيلي يجب ان نكتب (shall we) لاننا نتكلم عن نحن اذا وجد معنى النفي في الجملة كوجود ظروف او (no+n) فعلينا استخدام الفعل الذيلي بصيغته المثبت كما في المثال التالي ويجب التركيز على جملة الامر في حالة النفي (don't + v) عندما نحلها علينا ان نكتب (will you)</p>

Complete the following sentences by adding the correct question tags:

- 1- I have to quit fatty food,
- 2- The food in the restaurant wasn't extremely good,
- 3- Let's walk along the beach.....?

توجیہی شتویہ 2017

1. Kids mustn't eat too much chocolate,.....?
2. Children have had their lunch,.....?
3. Let's fight against poverty,.....?

Exe :10 page 43 WB

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?

Exe: 6 page 61 SB

Match the sentences from the recording and the question tags.

- | | |
|---|----------------|
| 1- You did English at university last year, | a. don't I ? |
| 2- You don't understand what gender-neutral means, | b. shall I ? |
| 3- I'll tell you what I understand by the term, | c. didn't you? |
| 4- That doesn't help me to answer the question in my essay, | d. do you? |
| 5- I have to start my essay, | e. does it? |

Exe : 8 page 61 SB : 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- That exam wasn't very difficult,?
- 10- You don't speak French,?
- 11- Let's do this homework,?
- 12- I will take photos for Khazna at Petra,?
- 13- The bus is late,?
- 14- No one likes climbing this mountain,?
- 15- We have to greet these guests,?

GRAMMAR (3) / UNIT 8

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 .

جمله المبني للمجهول هي الجملة التي لا تركز على الفاعل بحيث انه ليس مهم مثل الحدث او قد يكون الفاعل غير معروف بعكس الجملة المعلوم عندما يكون الفاعل هو المهم في الحديث والذي قام بانجاز الحدث، في جملة المبني للمجهول ليس من الضروره ذكر من قام بالحدث اما ان كان من الضروري اضافته فاننا نضعه اخر الجملة ويسبقه by

- طريقه تحويل جمله ال active الى passive :-

1. تحديد المفعول به للجملة والتعرف عليه ان كان مفرد او جمع .
2. عند وضع المفعول به في بدايه الجملة عليك ان تحدد زمن الجملة لتحويل الجملة على قاعدتها.
3. دائما تكون جملة passive فعلها في صيغه التصريف الثالث (p.p) .
4. يجب على الطالب عند تحويل الجملة التركيز على تنتمه الجملة اي بقيتها ان يكتبها .
5. ممكن تضيف by ان اردت في نهايه الجملة و اضافته الفاعل لاتمام معنى الجملة .

يجب التركيز على هذه القاعده الذهبية في تحويل الجملة من active الى passive :-

SVO----->OVS

1.Simple :future, present, past

الجملة في صيغه البسيط حسب حاله الزمن فالمستقبل (WILL) والمضارع (IS, ARE, AM) والماضي (WAS, WERE) ومن ثم نضع الفعل بالتصريف الثالث

2.cont. :future , present, past

الجملة في صيغه الاستمراريه نضع being+p.p مع الافعال المساعده للمستقبل (will) المضارع (is, am, are) الماضي (was, were)

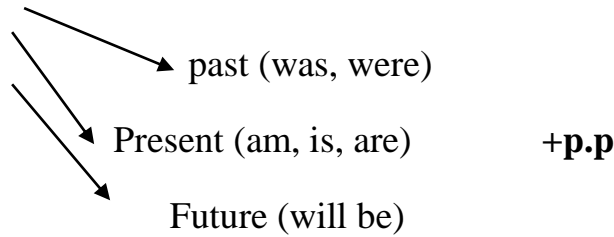
3.perfect :future, present, past

الجملة في صيغه التام نضع been+p.p مع الافعال المساعده في المستقبل (will have) والمضارع (has, have) الماضي (had)

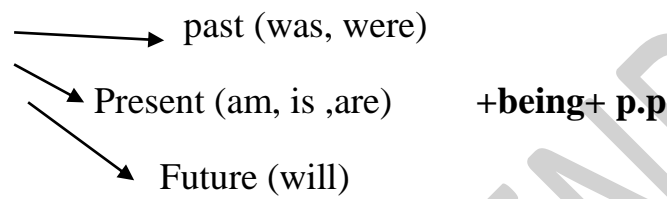
(ACTIVE) SVO

(PASSIVE) OVS

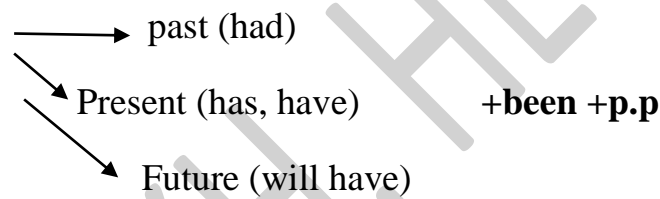
1.SIMPLE



2.CONT.



3.PERFECT



ملاحظه:-

عند تحويل الجملة من active الى passive يجب تحديد المفعول به ان كان مفرد او جمع فيكون كما يلي:-

SIMPLE:-

-O+is+p.p... / O+are+p.p...../I +am+p.p.....(PRESENT)

-O+was+p.p...../ O+were+p.p.....(PAST)

-O+ will be +p.p(FUTURE)

CONT. :-

-O+is+being+p.p...../ O+are + being+p.p .../

I +am +being+ p.p...(PRESENT)

-O+was+being+p.p/ O+were+being+p.p(PAST)

-O+will being +p.p(FUTURE)

PERFECT:-

-O+has been +p.p...../ O+have been + p.p(PRESENT)

-O+had been +p.p.....(PAST)

-O+will have been +p.p(FUTURE)

Exe: 10 page 43 WB

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 smart phones.

.....

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 .

.....

Exe: 5 page 63 SB

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) .

SPEAKING WITH SIGNS / UNIT 8

(TEXT 2)

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 ?
4. Who were the first people to invent a sign of language ?
5. The article states different uses for sign and spoken language, write down two of these uses .
6. How was the language developed in France and who developed it?
7. Why are sign languages being offered as a foreign language in some schools ?
8. How many people around the world use sign language as their first language ?
6. Learning sign language is beneficial for anyone for two reasons, write these two reasons down .
7. The phrasal verb come up with means.....
8. Quote the sentence which shows that there is not only one Arabic sign language .
9. The pronoun it in line 22 refers to

CRITICAL THINKING :-

10. Deaf people may face many unique challenges with learning sign language, suggest three ways to overcome these problems .
11. 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?

(TEXT 3)

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- Some twins can't communicate with strange words and signs (T/F)

5- Why don't most experts believe that twins invent secret languages?

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

7- The writer said that twins spend a little time with others, explain this statement, justifying your answer.

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

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

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

11- What does the underlined word 'mimic' mean?

12- The pronoun they in line 25 refers to

CRITICAL THINKING :-

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

GIVING ADVICE:-

You can frame your open letter with advice structures, and back them up with your own experiences.

Have you thought about?

You should, no doubt about it.

If I were [coming to Jordan for the first time], I would

My main recommendation is that you.....

-Study the following sentences then answer the following question:-

Samah : I don't like spending my holiday in the villages.

Amal : if I were you, I would stay with villagers during spring season .

What is the function of **Amal's statement**.....

Ali : we are going to buy some equipments for expedition, I don't know what I have to take .

Saleem :

Write an advice for **Ali**

Hanan : which one I have to choose ?

Doctor Rashid :

write an advice for **Hanan**

UNIT EIGHT

WORD	ENGLISH	ARABIC
Punish	to give someone an unpleasant task in response to bad behavior	يعاقب
Blame	to say or think that someone something is responsible for something bad	يلوم
Spill	to accidentally flow over the edge of a container	يسكب
Pop	to burst, or to make something burst, with a short, explosive sound	يفرقع
Recall	to remember a particular fact, event or situation from the past	يتذكر حدث
Intentional	done on purpose	عن قصد
Prove	to show sth that is true	يثبت
Affect	to have an influence on someone or sth, or to cause them to change	يؤثر
Dialect	a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language	لهجه
Evolve	to develop gradually	يتطور تدريجيا
First language	the language you first learn as a child	اول لغه
Mother tongue	the first and main language that you learnt when you were a child	لغه الام
Register	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	السياق اللغوي
Replicate	to produce a copy of sth	تكرار / نسخ
Crytophasia	the development by twins of a language that only they can understand	التخاطب اللغوي لدى التوائم
Discourse	communication in speech or writing	الخطاب
Absorbed	received	استوعب / استقبل
Experimental	part of an experiment	تجريبي
Mimic	copy, make the same sound	تقليد
Tempting	attractive, desirable	مغري
Stimuli	things that you make interesting	محفز
Pace	speed	سرعه
Reserve	something kept back or set aside, especially for future use	يحمي
Brunch	a meal eaten in the late morning, a combination of breakfast and lunch	وجبه افطار متاخره