

بسم الله الرحمن الرحيم

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Action Pack 12

Twelfth Grade

Unit 8

المستوى الرابع - (الكتاب الجديد)

Language



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Module 5 – Discourse : (Communication in speech or writing) الخطاب

Unit 8 – Language

The relationship between language and culture

Does the language we use influence the way we think ?

Or does our culture influence the way we use language ?

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

علماء الاجتماع يبحثون في هذه المسألة منذ مئات السنين. لقد بدأوا الآن بدراسة ليس فقط كيف يتحدث الناس، ولكن أيضا كيف يفكرون، يسألون عما إذا كانت الطريقة التي نفهم بها وتذكر الخبرات من خلالها على تتأثر باللغة أم لا. ونتيجة لهذه الدراسات، فقد خرجوا بنتائج 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 (the person) was responsible. Whereas English speakers might say, "Jones 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 (languages) speakers understand events. And whether someone is blamed for an action or ***gets away with it*** (an action).

وهناك الكثير من الأبحاث التي أجريت على العلاقة بين العقل والعالم واللغة. في إحدى الدراسات يشير أحد علماء النفس إلى أنه عند وصف حدث ما، فإن المتحدثين باللغة الإنجليزية يميلون إلى ذكر الشخص الذي كان مسؤولاً عن القيام بهذا الحدث. في حين أن المتحدثين باللغة الإنجليزية قد يقولون "جون كسر المزهريّة" غير أن المتحدثين باللغة الأسبانية أو اليابانية يستخدمون صيغة المبني للمجهول. ويعتقد أن مثل هذه الاختلافات بين اللغات لها تأثير على الكيفية التي يفهم فيها متحدثوها الأحداث، وفيما إذا كان شخص يلام على حدث ما أو أنه ينجو بفلته.

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 (the person) did the action. The Spanish and Japanese mentioned the person who responsible for intentional events, but left this (mentioning the person) out when they (the Spanish and Japanese) considered that event to be an accident.

في دراسة أخرى، طلب من المتحدثين باللغة الإنجليزية والأسبانية واليابانية مشاهدة فيديوهات لشخصين يفرقان بالونات، ويكسران البيض ويسكبان المشروبات، إما عن قصد أو غير قصد. وبعد ذلك، عندما طلب منهم أن يتذكروا الفيديوهات، ذكر المتحدثون باللغة الإنجليزية الشخص الذي قام بالعمل. بينما ذكر المتحدثون باللغة اليابانية والأسبانية الشخص المسؤول عن القيام بأحداث متعمدة، ولكنهم أهملوا ذلك عندما اعتبروا أن الحدث كان من دون قصد.

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

العلماء في جامعة نيوكاسل، في المملكة المتحدة، أجروا اختبارات لاثبات أن الثقافات المختلفة أيضا لديها طرق مختلفة لرؤية الألوان. وجدوا أنه باللغة اليابانية، على سبيل المثال، هناك كلمات مختلفة للأزرق الفاتح والأزرق الغامق والتي لا توجد في اللغة الإنجليزية. الناطقون الأصليون باللغة اليابانية، بالتالي، عملوا تمييزا أكثر وضوحا بين ألوان الطيف.

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 لغتنا هي التي أثرت على طريقتنا في التفكير ؟ أم أن امتلاك اختلاف في العادات الثقافية قد أثر على كل من أفكارنا ولغتنا ؟ على الأرجح ، أن الثقافة والفكر واللغة جميعها تحدث معا .

Collocations	Arabic
Blame or punish a person for something he / she has done. (to say or think that someone or something is responsible for something bad)	يلوم أو يعاقب شخص
spill a drink : (to accidentally flow over the edge of a container)	يسكب شراب
pop a balloon : (to burst, or to make something burst, with a short, explosive sound)	يفرقع البالون
recall an event	يتذكر حدث

Key Word	Meaning in English	Arabic
sociologists	people who study human society and behaviour	علماء اجتماع
psychologists	someone who studies how people's minds works	علماء النفس
passive	a linguistic form that means the subject is not the person who carried out the action	مبني للمجهول
on purpose	to mean to do something	بهدف - بقصد
recall	to remember a particular fact, event or situation from the past	يتذكر
spectrum	the complete range of colours	الطيف
come up with	think of - produce something (an idea), especially when pressured or challenged	يتوصل الى - يخرج ب
get away with	to do something wrong without being discovered or with only a minor punishment not be blamed for	ينجو بفعلة
intentional	done on purpose (intend - v / intention - n)	متعمد - مقصود
leave out	to not include (something or someone) - omit	يستثني - يحذف

Which three languages are the most widely spoken in the world ?

1. Mandarin Chinese : Over 955 million speakers
2. Spanish : Over 470 million
3. English : 370 million
4. Hindi : 310 million
5. Arabic : 295 million

Answer the following questions :

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

Yes, because the article states that if you are speaking English and are asked about something that has happened, you will answer using the name of the person who caused it. If you speak Japanese or Spanish, if you didn't think the person was to blame, you would answer in the passive. If you speak both languages, you need to adapt to the rules of each language and so you can have different ways of looking at a situation.

2. What does the phrase "carry out" in bold in the second paragraph mean ? Complete , do

3. Read the concluding paragraph again. What's your opinion ? Do you agree ?

Justify your answer with examples . (culture , thought and language have all come about together.)

I agree with the writer's opinion because I think language and culture are related to each other because language expresses culture by conveying and talking about it by explaining everything and every incident happened during the time of the civilization.

4. Sociologists began to look at two kinds of questions about the influence of language.

What are they ? They have now begun to look at not just how people talk, but also how they think.

5. The differences on language have an effect on two things . Mention them .

- How languages speakers understand events.
- Whether someone is blamed for an action or gets away with it.

6. When learning a foreign language, what other things you should learn ?

The culture , history of the language and people's habits and how they see the world.

7. Scientists have been thinking of two things. What are they ?

How people talk and how they think

8. What does the study carried out by the sociologists suggest ?

The study suggests that culture, thought and language have all come about together to affect our thoughts and our language.

Speaking with signs

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

يعتقد ان الايطاليين كانوا اول الناس الذين توصلوا الى لغة الاشارة في القرن السادس عشر. ثم اخذت هذه الفكرة الى فرنسا في القرن السابع عشر، حيث تم تطوير اللغة اكثر.

One of the early developers of sign language was Charles-Michel de l'Epee, whose (Charles-Michel de l'Epee) mother tongue was French. He (Charles-Michel de l'Epee) picked up sign language while he was working with deaf people in Paris in the eighteenth century.

من اوائل المطورين للغة الاشارة شخص اسمه تشارلز ميشيل ديبيي، الذي كانت لغته الام الفرنسية. التقط لغة الاشارة بينما كان يعمل مع الصم في باريس في القرن الثامن عشر.

The language was being used by two deaf sisters as a form of communication. De l'Epee then set up a school for deaf people, which (a school for deaf people) 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.

استخدمت هذه اللغة من قبل اثنتين اصمتين كشكل من اشكال التواصل. قام بعد ذلك تشارلز ديبيي بانشاء مدرسة للصم، والتي تم تكرارها / نسخها في اوروبا. وهذه هي المرة الاولى التي تم فيها تعلم لغة الاشارة بفعالية، وعملت تأثير هائل على حياة الصم.

Just as there are different spoken languages in countries around the world, each country has its (each country) own sign language. Sign language is used as a first language by about 70 million people in the world.

ولان هناك لغات منطوقة مختلفة في انحاء العالم، فان كل دولة لها لغة اشارة خاصة بها. وتستخدم لغة الاشارة كلغة اولى من قبل حوالي ٧٠ مليون شخص في العالم.

The use of sign and spoken language doesn't 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.

لا يختلف استخدام لغة الاشارة واللغات المنطوقة. كلاهما يمكن ان يستخدم لاطعاء ومشاركة المعلومات، ورواية القصص، واستعمالها في محادثات غير رسمية وخطابات رسمية. كلاهما له اسلوبه ولهجاته المختلفة، وكلاهما يتطور باستمرار.

Many varieties of the Arabic sign language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries.

كثير من اشكال لغة الاشارة العربية طورت، وهناك تقريبا عدد مماثل من لغات الاشارة العربية مثل عدد البلدان الناطقة بالعربية.

Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those (people) 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** (sign language) is now being recognized and taught as an optional foreign language.

حديثا، تم تعزيز فوائد لغة الاشارة ليس فقط للصم، ولكن ايضا لذوي السمع الطبيعي. في بعض المدارس، تقدم لغة الاشارة كلغة اجنبية. ومثل كل اللغات، لان لغة الاشارة لها بنية قواعدية، فانها تعرف الان وتعلم كلغة اجنبية 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 (who) master sign language to be able to communicate with a new international community.

تعلم لغة الاشارة له فائدة كبيرة لاي شخص، سواء كان يسمع او انه اصم. ومثل تعلم اي لغة جديدة، فان لغة الاشارة تتضمن وتحدي الدماغ. وهي ايضا تسمح للناس الذين يتقنون لغة الاشارة ان يتمكنوا من التواصل مع عالم جديد.

Key Word	Meaning in English	Arabic
come up with	produce something (an idea), especially when pressured or challenged	يتوصل الى - يخرج ب
mother tongue	the first and main language that you learnt when you were a child	اللغة الام
replicate – n / v	to produce a copy of something	يكرر - يستنسخ
register	a technical term for words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing.	النمط اللغوي (عامي - رسمي)
dialect – n	a form of language which is spoken in only one area / dialectal (adj)	لهجة
evolve	to develop gradually. – evolution (n) / evolutionary (adj)	يتطور
first language	The language that you first learn as a child	اللغة الام

Answer the following questions :

1. Who were first people to come up with a sign language system in the sixteenth century? The Italians
2. Where was sign language developed after the 16th century ? In which country ? In France
3. How was the language being used by two deaf sisters ? As a form of communication

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

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

2. Sign language is a language in its own right, just as all spoken languages are.

Do you agree or disagree ? Justify your answer .

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

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

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

4. The author suggests that the use of sign languages and spoken languages do not differ, how is that?

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.

5. Why are sign languages being offered as a foreign language in some schools?

Because of the enormous benefit they have, sign languages also allow people who master them to be able to communicate with a new international community.

6. Why is learning sign language beneficial for anyone . Mention two reasons .

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

2016

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

a- share information b- tell stories c- have informal discussions d- give formal talks

2. Learning sign language is beneficial for anyone for two reasons.

Write these two reasons down.

a- Like learning any language, it involves and challenges the brain.

b- It also allow people who master sign language to be able to communicate with a new international community.

3. Replace the underlined phrase "to think of" with the correct phrasal verb . Come up with

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

"There are almost as many Arabic sign languages as there are Arabic-speaking countries.

5. What does the underlined word "it" refer to ? sign language

6. Deaf people may face many unique challenges with learning sign language.

Suggest three ways to overcome these problems .

a- Teaching sign language at schools.

b- Publishing books and TV programmes for deaf people.

c- Encouraging people to communicate with deaf people.

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.

I think it is a good idea to offer sign language as a foreign language in public institutions because sign language contains the same grammar and styles which makes everyone able to use it.

In addition, learning sign language as a foreign language enables anyone to communicate with deaf people all over the world.

What are they talking about ? AB – page 42

It is fascinating to observe the way language is **absorbed** by a baby. He or she (ababy) 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 (words). After two years, many children have a vocabulary of about fifty words.

من المدهش ان تلاحظ الطريقة التي يتم فيها استيعاب اللغة من قبل الطفل. يتعلمون بسرعة للاستجابة لبعض الاصوات والكلمات، على سبيل المثال "ماما" او "بابا". ثم بعد اشهر قليلة، يبدأ الطفل بمحاولة اصوات تجريبية وتقليد اصوات. وربما يمكن لطفل يبلغ من العمر عاما واحدا ان يقول بضع كلمات- وبالتأكيد يفهم اكثر من ذلك بكثير. وبعد عامين، كثير من الاطفال يكون لديهم حوالي خمسين كلمة.

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

و مع ذلك، مع التوائم ، فإن القصة قد تكون مختلفة قليلا . أولا تنمو التوائم في بعض الاحيان بشكل أبطأ . ويعتقد ان هذا قد يكون بسبب أن بعض التوائم لديهم تفاعل مع البالغين أقل مما لدى الاطفال الذين يولدون بشكل فردي . وهم يمضون وقتا أطول وهم يتواصلون مع بعضهم البعض .

Secondly, more twins seem to develop their (twins) own unique language. While this (more twins seem to develop their own unique language) is not very common, It is certainly fascinating. They (twins) speak-and seem to undersand – strange 'words' and sounds that nobody else can make out.

This (strange 'words' and sounds that nobody else can make out) is known as 'cryptophasia' . Certainly, what they (twins) say isn't understood by anyone else, but is it (cryptophasia) really a language ?

ثانيا ، بعض التوائم يبدو انهم يطورون لغة فريدة خاصة بهم . في حين ان هذا ليس شائعا جدا . إلا أنه امر مشوق بالتأكيد . فهم يتحدثون - ويبدو انهم يفهمون - " كلمات " وأصوات غريبة و التي لا أحد اخر غيرهم يمكنه ان يفهمها . هذه اللغة معروفة باسم " كريبتوفوشيا cryptophasia " . بالتأكيد ، ما يقولونه ليس مفهوما من قبل اي شخص اخر ، ولكن هل هي لغة حقا ؟

Although it is **tempting** to believe that these twins really do make up their (twins) 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 (both children) are very likely to recognize what the other one says.

على الرغم من انه امر مغري أن نعتقد أن هذه التوائم حقا يخترعون لغة سرية خاصة بهم ، إلا أن الحقيقة ربما أبسط من ذلك بكثير . معظم الخبراء يعتقدون بما أن الطفلان يجربان اللغة في نفس الوقت ، و كلاهما تعرض لنفس الأصوات و المحفز منذ الولادة ، فمن المحتمل أنهما يتعرفان على ما يقوله الآخر .

In other words, they (both children) are both developing their (both children) 'real' language at the same pace and making the same mistakes along the way.

وبكلمات أخرى ، كلاهما يطور لغته " الحقيقيه " بنفس السرعة ويرتكبان الأخطاء نفسها في عملية التعلم .

Key Word	Meaning in English	Arabic
tempting	attractive – desirable (adj)	مغري
experimental	part of an experiment (adj)	تجريبي
stimuli	things that make you interested (n)	مثير - حافز
pace	speed (n)	سرعة
mimic	copy, make the same sound (v)	يقلد
absorbed	received (v)	يستوعب - يمتص

Answer the following questions :

1. According to the article, twins don't always develop in the same way as single babies. How many differences does it describe, and what are they ? Two differences :
 - a. Twins sometimes develop language more slowly than single babies.
 - b. Twins may also develop their own language.
2. The article suggest one reason for the slower language development of some twins. What is it ?

They have less one-to-one interaction with adults than single babies have.
They spend more time communicating with each other.
3. What does 'cryptophasia' mean ?

The unique language that twins develop between themselves.
4. Do some twins really communicate with strange words and signs ? Yes, they do.
5. Do most experts believe that twins invent secret languages ?

No, they don't . Twins develop their language in the same way as other children –by experimentation..
6. Suggest three ways to help twins develop their language fast .
 - Spending more time interacting with others.
 - Twins should be separated from each other .
7. A baby starts to try out two kinds of sounds after a few months of his birth . Mention them.
 - experimental noises and mimic sounds.
8. Why is the development of twins language sometimes slower ? (2 reasons)
 - Because some twins have less one-to-one interaction with adults than single babies have.
 - They spend more time communicating with each other.

Vocabulary :

Gender-neutral الكلمات التي لا تدل على جنس

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

gender-neutral words are important (because they show that roles are not suitable only for men or only for women – both men and women can do them).

Gender-neutral words كلمات محايدة بين الجنسين	Gender-specific words كلمات محددة الجنس	Arabic
business person	businessman / businesswoman	رجل اعمال
sales assistant / salesperson	sales man / sales lady	مساعد مبيعات
head teacher	headmaster / headmistress	مدير مدرسة
humans	mankind	البشر
postal worker	post man / post woman	عامل بريد
chairperson	chairman	رئيس
sailor	seaman	بحار
astronaut	spaceman	رائد فضاء
police officer	policeman / policewoman	موظف شرطة
flight attendant	steward / stewardess	مضيف طيران
firefighter	fireman	عامل اطفاء
they	he / she	هم
their	his / her	لهم

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

2016

A **postman** delivers your post.

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

Choose the best options to complete the sentences :

1. For centuries, (**mankind has** / **humans have**) preserved cultures 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 policewoman** / **officer**.)
6. Every fireman should do his job responsibly . (**Made it Gender-neutral**) Firefighter

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

Complete the sentences to give a similar meaning . Ex. 6 – page 41 - AB

Use the correct form of the verbs in brackets :

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

Answers : 1. This book influenced me 2. It wasn't done on purpose 3. Who is responsible for these children ?
4. It was a great experience . 5. What is Jaber and Mahmoud's relationship ?

Complete the sentences with the following verbs . Ex. 5 – page 41 - AB

(**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 ----- 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 : **pop – blame – spill – recall – affect**

Rewrite the sentences by replacing the words in bold with the correct pronouns .

Ex. 4 – page 41 - AB

(**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** on line.
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**.
9. When Omar gave a speech, the class looked at ----- in admiration.

(**he , his , him , them**)

2018

Phrasal Verbs الأفعال المركبة

A **verb** that is followed by one or two particles that change its meaning .

e.g. : We are asking candidates to **carry out** their tasks .

Transitive Verbs الأفعال المتعدية	Intransitive Verbs الأفعال اللازمة
Phrasal verbs which have objects after them.	Phrasal verbs which don't have objects .
come up with / look into / leave out / point out carry out / think of / make up / get away with	grow up / get on well / come about / stand out / speed up / make out
1. They came up with a good idea. 2. We are looking into the problem.	1. Where did you grow up ? 2. My sister and I get on well .
3. Sometimes the object can go between the verb and the particle Object pronouns always go between the particle. - Please point his sister out . Point her out NOT Point out her - carry out a short task = carry a short task out carry it out NOT carry out it	Separable : أفعال يمكن فصلها carry out – find out – leave out – look up – look over – point out – take pack – take up take off – take away
4. Sometimes the verb and the particle cannot be separated - They came up with a good idea NOT They came a good idea up with - get away with it	Not separable : أفعال لا يمكن فصلها get away with – look into come up with – look at

Key Word	Meaning in English	Arabic
come up with	produce something, especially when pressured or challenged	يتوصل إلى - يخرج ب يفكر ب - يبتكر
get away with	to do something wrong without being discovered or with only a minor punishment not be blamed for	ينجو بفعلته
go ahead with	to begin to do	يباشر
get on with	be friendly	يتماشى مع
look forward to	to wait with pleasure	ينتسوق إلى
look into	to investigate – to study (a problem , incident , matter, the story)	يستقصي، يتفحص
come about	happen or take place (The past = happened – took)	يحدث
carry out	to do – to perform – complete (a task , experiment , research) 2017	ينفذ ، يجري
point out	to show – to make clear	يوضح ، يبين
make out	understand	يفهم
find out	discover	يكشف
leave out	to not include (something or someone) - omit it	يهمل - يحذف
stand out	to be much better than other similar people or things	يبرز - يتميز
make up	invent	يخترع
speed up	hurry up	يكثف
grow up	spend my childhood	يتربى - يترعرع

Replace : (come about – come up with – find out – leave out – look into – point out – speed up) AB

- Ahmad should **hurry** or he will be late. -----
- I **thought of** a great idea while I was swimming. -----
- That's amazing idea. How did you **discover** it ? -----
- That's 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** . -----

Answers : 1. speed up = hurry 2. thought of = came up with 3. discover = find it out
 4. omit it = leave it out 5. show it = point it out 6. happened = came about

Word	Meaning in English	Arabic
look	Look up a word in the dictionary Look for something you have lost Look forward to something exciting	يبحث في القاموس يبحث عن شيء يتطلع بامل
get	Get over an illness, and feel better Get up in the morning Get on with your work and complete it	يتغلب على ينهض من النوم يبدأ عمله
take	Take up a new hobby Take away some fast food Take off your shoes when you get home	يبدأ بممارسة ياخذ بعض الطعام السريع يخلع الحذاء
go	Go away from home for a holiday Go back to where you started Go a head with a plan, and do it	يغادر البيت يعود يتابع او يستمر

Complete the following sentences using the correct words of the phrasal verbs :

If necessary, use the pronoun (it , them , me)

(carry out – look into – leave out – get away with – come up with – come about)

- As part of the interview , we will be asking all candidates to ----- 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 made this cake, but as I haven't got any today, I am going to -----.
- Thank you for writing to us about the non-delivery of your parcel. We promise to ----- immediately.

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

Circle the correct phrasal verbs : Ex. 2 – AB- page 40

- Can you (**point at** – **point out**) my mistake when I speak, please ?
- The police will (**look at** – **look into**) the incident.
- Adnan was late for the meeting, but he (**came up with** – **got away with**) it .
- The result of the experiment which we (**carried out** – **left out**) yesterday were very interesting.
- I hope I can (**come up wit** – **come about**) away of solving this puzzle.
- Bayan promised her boss that she would ----- the matter and find out what had gone wrong.2016

Answers : 1. point out 2. look into 3. got away with 4. carried out 5. come up with 6. look into

Replace the words and phrases with the phrasal verbs : Ex. 3 – AB- page 40

(carry out – come about – come up with – get away with – grow up - leave out – look at - look into - point out)

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

Answers : 1. look into 2. come up with 3. grow up 4. point out come about 6. carryout 7. get away with 8. leave out

Study the following sentence and answer the questions that follows : 2017

It is necessary to do some research before I start my graduation project .

Replace the underlined verb with the suitable phrasal verb .

Tag Questions

Function : To check or query information .

1. If the sentence is affirmative, the question tag is usually negative :

is..... isn't / are aren't / do ... don't / must ... mustn't	الفعل المساعد المثبت يصبح منفي
isn't..... is / aren't are / don't do / mustn't ... must	الفعل المساعد المنفي يصبح مثبت
V-inf. don't / V+s-esdoesn't / V2didn't	إذا لم يكن في الجملة فعل مساعد
- has to , has (main verb) doesn't - have to , have (main verb)don't - has + V3hasn't - have + V3haven't - had to , haddidn't - had + V3hadn't	بعض حالات الأفعال (has - have - had)
- Let's shall we ? - I will shall I ? - I am / I'm aren't I ? - Open the door. will you / won't you ? - Don't / Neverwill you ? - I wish may I ?	بعض الحالات الشاذة
- He's playing / He's a doctor isn't - He's done (V3)hasn't - I'd like (V1)wouldn't - I'd done (V3)hadn't - I'd ratherwouldn't - I'd betterhadn't	بعض حالات ل (is – has – would – had)
- everyone, everybody , no one , nobody, someone, somebody - somebody ----- , ----- they ?	إذا بدأت الجملة بأحدى هذه الكلمات يكون الضمير في السؤال (they)
- everything , nothing , anything , this , that - Nothing ----- , ----- it ?	إذا بدأت الجملة بأحدى هذه الكلمات يكون الضمير في السؤال (it)
- never – rarely – hardly – barely – scarcely – neither – no one - nothing – nobody	الكلمات التالية تدل على النفي فيكون السؤال الذيلي مثبت
We can rephrase questions starting (Shall I ?) : e.g. Shall I help you with your homework ? (Make a question tag) I'll help you with your homework, shall I ?	إعادة صياغة الجملة التي تبدأ ب (Shall I)

- e.g. : You're a doctor , ----- ?
 e.g. : This unit is about communication , ----- ?
 e.g. : You have read this book , ----- ?
 e.g. : She does speak English, ----- ?
 e.g. : He is *never* on time, ----- ?
 e.g. : There aren't any ice hotels in this country , ----- ?
 e.g. : You haven't done your homework , ----- ?
 e.g. : She doesn't speak English , ----- ?
 e.g. : He never speaks English , ----- ?
 e.g. : They should help , ----- ?
 e.g. : We can't walk away, ----- ?

e.g. : You won't forget , ----- ?
 e.g. : We mustn't be late , ----- ?
 e.g. : The meeting is next Wednesday , ----- ?
 e.g. : It isn't tomorrow, ----- ?
 e.g. : They attend this school , ----- ?
 e.g. : You do speak English , ----- ?
 e.g. : I have to do my homework , ----- ?
 e.g. : He has to start his essay , ----- ?
 e.g. : He speaks English , ----- ?
 e.g. : You helped your father last night , ----- ?
 e.g. : You didn't meet him , ----- ?
 e.g. : Let's go home , ----- ?
 e.g. : I'm right , ----- ?
 e.g. : I'm not right , ----- ?
 e.g. : Open the door , ----- ?
 e.g. : Don't smoke ! , ----- ?
 e.g. : Nobody wants to come , ----- ?
 e.g. : Nobody has written the homework , ----- ?
 e.g. : Somebody came early , ----- ?
 e.g. : Nothing affects me, ----- ?

Make tag questions :

Ex. 6 – page 61

1. You did English at university last year, ----- ?
2. You don't understand what gender-neutral mean, ----- ?
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 , ----- ?

Make tag questions :

Ex. 8 – page 61

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. Jordan University has a good reputation, ----- ?
10. You have to get high marks in your exams, ----- ?

Complete the following question tags : Ex. 10 – page 43 - AB

1. You live in Zarqa, ----- ?
2. They can't hear, ----- ?
3. It's funny, ----- ?
4. He has to go , ----- ?
5. She went home , ----- ?
6. I haven't won, ----- ?
7. You won't be late, ----- ?
8. He wasn't very well, ----- ?
9. You'd rather not tell me, ----- ?
10. Lima is the capital of Peru, ----- ?
11. He'd better try harder, ----- ?

Correct the verbs between brackets : :

1. Ibrahim ----- English fluently, doesn't he ? (speak)
2. Drivers ----- drive too fast, should they ? (should)
4. You ----- do your homework , did you ? (did)
5. You ----- your father last night , didn't you ? (help)
6. Somebody ----- stolen my car , haven't they ? (have)
7. Nobody ----- to play chess , do they ? (want)
8. I ----- late , am I ? (be)
9. The bank ----- him the money, didn't it ? (lend)
10. You ----- seen it before. didn't you? (have)
11. You ----- do your homework, don't you ? (have to)
12. ----- hard, will / won't you ? (study)
13. ----- smoke, will you ? (do)
15. He -----tall, isn't he ? (be)
16. You ----- take sugar in tea , don't you? (do)
17. You -----to phone me , will you ? (forget)
18. Nobody ----- yet, have they ? (arrive)
19. Everybody ----- there, won't they? (be)

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 , ----- ? 2016
2. The food in the restaurant wasn't extremely good, ----- ? 2016
3. Let's walk along the beach, -----? 2016
4. Kids mustn't eat too much chocolate , ----- ? 2017
5. Children have had their lunch , ----- ? 2017
6. Let's fight against poverty, -----? 2017
7. Saleem and his brother spoke French in the conference, ----- they ? (do) 2016
8. The keyword ----- the student to answer the question, won't it ? (help) 2017
9. The English alphabet doesn't have 40 letters, ----- ? (does it – did it – doesn't it – didn't it) 2018

Make tag questions and answer them :

1. Omar speaks English fluently, -----?
2. Drivers should drive slowly, -----?
4. You didn't visit your uncle , -----?
5. You helped me last night , -----?
6. This boy lives in Jordan , ----- ?
7. Somebody has stolen my car , ----- ?
8. Nobody wants to play chess , ----- ?
9. He is reading a book , ----- ?
10. They aren't going to Aqaba , ----- ?
11. Everybody will be there, -----?
12. He is not tall, -----?
13. They play football daily , -----?
14. You will study English, -----?
15. You're buying a new mobile , -----?
16. You do take sugar in tea , ----- ?
17. You've just bought a new mobile , ----- ?
18. You won't forget to phone me , ----- ?
19. You don't always use a security number , ----- ?
20. After the accident, he couldn't use his hands , ----- ?
21. Nobody has arrived yet, -----?
22. Everybody looked so miserable, -----?
23. She's had too much to do lately, -----?
24. It won't happen, -----?
25. Nobody's got to leave early, -----?
26. You'd rather not tell me, -----?
27. He'd better try harder, -----?

Passive Voice

المبني للمجهول

Active	Passive
Present Simple : المضارع البسيط S + V1 + O Sami <u>plays</u> tennis.	Present Simple : O + (am – is – are) + P.P + by + S Tennis <u>is played</u> by Sami. The competition <u>is held</u> every year.
Past Simple : الماضي البسيط S + V2 + O Ali <u>drove</u> a lorry.	Past Simple : O + (was / were) + P.P + by + S A lorry <u>was driven</u> by Ali. Many important things <u>were invented</u> in the 20 th century.
Future Simple : المستقبل البسيط S + (will / shall , can , could, has to, have to, used to) must , should , may , might , going to + V . inf. + O Ali <u>will visit</u> Sami. The manager <u>will be interviewing</u> me.	Future Simple : O + (will / shall , ...) + be + P.P + by + S Sami <u>will be visited</u> by Ali. The project <u>will be completed</u> before the deadline. I can't come tomorrow. I <u>will be being interviewed</u> for a job.
Present Continuous : المضارع المستمر S + (am-is-are) + V. ing + O He <u>is playing</u> tennis now. The committee is planning the festival.	Present Continuous : O + (am-is-are) + being + P.P + by + S Tennis <u>is being played</u> now. The festival is being planned by the committee.
Past Continuous : الماضي المستمر S + (was / were) + V. ing + O He <u>was playing</u> tennis. The teacher was explaining the lessons	Past Continuous : O + (was / were) + being + P.P + by + S Tennis <u>was being played</u> . The lessons <u>were being explained</u> .
Future Perfect : (models + have) المستقبل التام S + will + have + P.P + O He <u>will have completed</u> the work.	Future Perfect : O + will + have + been + P.P + by + S The work <u>will have been completed</u> By 2025 CE, public transport system <u>will have been changed</u> .
Perfect : الزمن التام S + (has-have-had) + P.P + O Sami <u>has finished</u> painting.	Perfect : O + (has-have-had) + been + P.P + by + S Painting <u>has been finished</u> by Sami. The school <u>has been renovated</u> recently. When you finished your homework, the cake <u>had been eaten</u> .

Rewrite the following sentences in the passive form : Ex. 10 – page 43 - AB

1. People speak Spanish in most South American countries, but they speak Portugues in Brazil .

Spanish is spoken in most South American countries, but in Brazil, Portugues is spoken

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.

6. Nobody asked him to clean my car.

Complete the text with the correct passive form :

(page 63 – SB)

Jordanian sign language, or Lughat al-Ishara al-Urdunja (LIU), is the sign language that ----- **(use)** in Jordan. The language has several dialects. LIU ----- **(relate)** to other sign language in the Middle East, but none of these ----- **(research)** extensively. An introductory grammar of Jordanian sign language ----- **(publish)** in 2004 CE. By publishing this book, it ----- **(hope)** at the time that hearing Arabs with an interest of 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 in the Middle East ----- **(carry out)**. Interest in LIU has grown since then, and at the moment a lot of research into the language ----- **(do)** .

Answers : 1. is used 2. is related 3. has been researched 4. was published 5. was hoped 6 had been carried out 7. is being done

Correct the verbs in the passive form :

1. Jordanian sign language is the sign language that ----- in Jordan. **(use)**
2. LIU ----- to other sign language in the Middle East. **(relate)**
3. *None* of these ----- extensively. **(research)**
4. An introductory grammar of Jordanian sign language ----- in 2004 CE. **(publish)**
5. *In 2004 CE*, it ----- that students would learn more about the LIU. **(hope)**
6. *At the moment* a lot of research into the language ----- . **(do)**
7. Different goods among countries **can be** ----- by traders. **(transport)**
8. The original Mont Black Tunnel ----- *in 1965* . **(complete)**
9. The tunnel **was being** ----- to carry 450,000 vehicles a year . **(design)**
10. Thirty –nine people ----- in the tunnel fire *last year*. **(kill)**
11. The driver stopped *after* smoke ----- coming out of the lorry's engine . **(see)**
12. It was more than two days *before* the fire ----- by fire fighters . **(put out)**
13. My car ----- *yesterday*. **(repair)**
14. Oliver Twist ----- *since* the industrialization period in Englsnd. **(publish)**
15. My school ----- *by 2020 CE*. **(complete)**
16. English and Arabic ----- all over the world. **(speak)**
17. According to our teacher's instructions all of our compositions ----- in ink.
He won't accept papers written in pencil. **(write) 2015**
18. A new vocational school *has* ----- recently in my area. **(build) 2016**
19. Many Jordanian poems ----- *now*----- into English, and people all over the world are able to read them. **(translate) 2016**
20. Smaller amounts of food, live animals and machinery -----to the EU *in 1997*. **(export)**
21. Our final science project has ----- as the best project. **(be,choose) 2017**
22. Sign language ----- in the 16th century. **(not, invent)2018**

Rewrite the following sentences in the passive form :

1. The government must give compensation to the people who were moved .

The people who were moved -----

2. You could have visited Petra .

Petra -----

3 . The company will deliver the final report to all the new offices .

The final report -----

4. The patient must take the medicine on time.

The medicine -----

5. People saw smoke coming out of the forest .

Smoke -----

6. The government will have constructed the new railway by 2015.

The new railway -----

7. We don't always have to change the oil filter.

The oil filter -----

8. Nothing can stop social changes.

Social changes -----

9. We have to grow bananas .

Bananas -----

10. They wouldn't have rescued the climbers .

The climbers -----

11. Children musn't leave bicycles in the driveway .

Bicycles -----

12. Somebody switched on the lights.

The lights -----

13. Jordan imports 96% of its energy from the neighboring Arab countries.

96% of Jordan's energy -----

14. Parents must not give their children everything they want.

Children -----

15. Arab mathematicians invented algebra. SB – page 80

Algebra -----

Quotation

"The limit of my language is the limit of my world" Ludwig Wittgenstein

حدود لغتي حدود عالمي

I agree 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.

Write a letter to your friend about living in Jordan. Talk about the following things :

(food – shopping – eating out – language – meeting people – school rules – public transport - money – travel – sightseeing