

Al-Rahaf



An English course

دوسية
جيل 2008

*A genius
is not
,born
But is
educated
and
trained*



Social Media :

@ms.rahafsuleiman



هاي,
كيفك؟

بتمنى تكون لأفضل حال.

لأنه هالمرحلة بدها اياك تكون بأفضل ما يمكن,
وأنا بعرفك قدها .. هالشي أبداً مو صعب عليك!
في منكم رح نضل سوا سنة كاملة ,
وفي منكم رح نضل سوا سنتين.

رح نعيش أيام وساعات ولحظات كثير حلوة!

بدي تكون دراستك لهاي المادة هي المهرب إلك من ضغوطات الحياة
بدي تستمتع بدراستها وتستشعر كل معلومة بعطيك اياها.
الأسلوب الحلو علي والشغف المستمر عليك، اتفقنا؟

رح نتساعد سوا لنوصل لأهدافنا ومتأكدة رح نوصل!

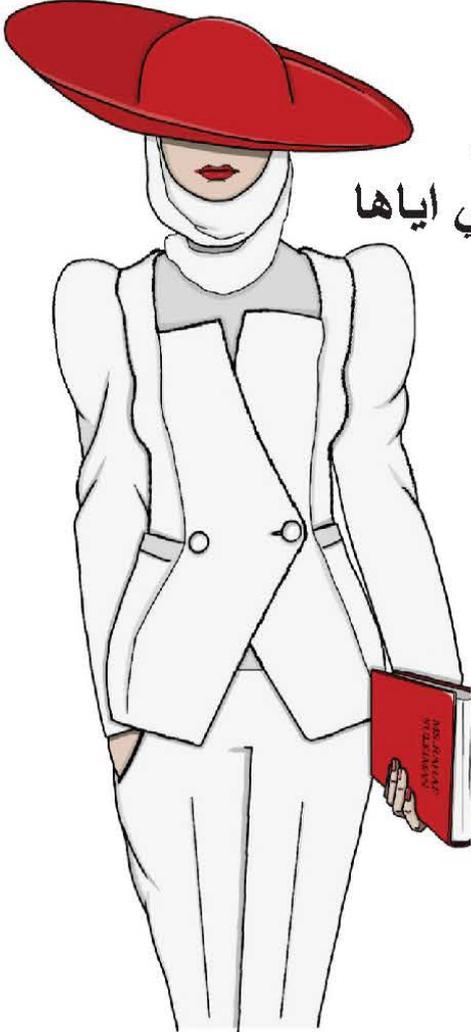
ما بدي أشوفك تعبان أو حتى بتبكي من الضغط ,
تذكر عبارة , “هذه اللحظة ستمر“

كل حزنك وضغتك وتعبك رح يمر وتصير أحلى ذكرياتك.

بحب لما تخلص دراستك تصوري عجقة المكتب وتبعلي اياها
أو تنزلها ستوري لحتى تكون سبب بحماس زملائك.
وبدي منك تكون مُدمن للنجاح .. بمقولة:

عندما يُصبح النّجّاحُ إدماناً ،
تتحوّلُ كُلُّ العقباتِ إلى فُرصٍ ،
وكلُّ فشَلٍ إلى خُطوةٍ نحو القِمّةِ

فخورة فيك من الآن ولآخر يوم 🙏



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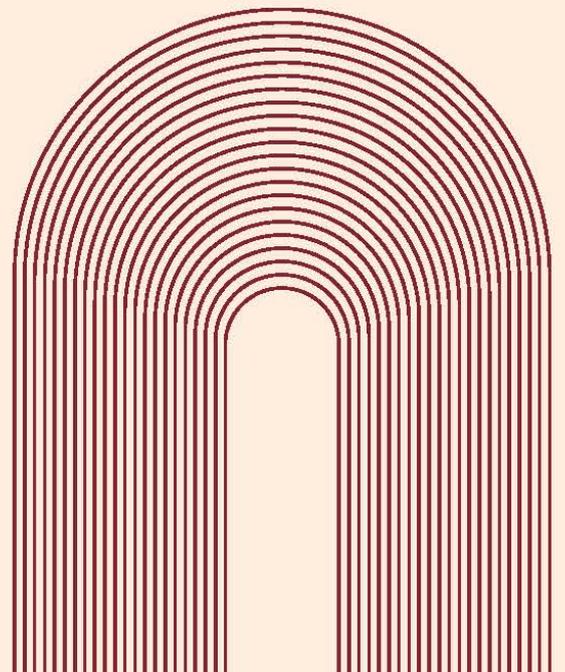
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UNIT 01



Get The Message



Messaging through time / SB(4)

using يستخدمون	ancient القديمة	tossed بالقاء	married تزوجا	future المستقبلية	a Sicilian girl فتاة صقلية
travelling يسافرون	different مختلفة	times العصور/ الزمن	ingenious إبداعاً	bottle زجاجة	communicating للتواصل
invented اخترعوا	smoke الدخان	writing الكتابة	methods طرق	century القرن	for example على سبيل المثال
distance مسافة أو بعد	signals إشارات	developed تطورت	wife زوجته	found وجد	delivering توصيل
letter رسالة	sea البحر	hoping آملاً	reach تصل	received تلقى	sending إرسال

Since the dawn of time, people have been using different ways of communicating at a distance.

In ancient times, (1)they used smoke signals and after writing developed, (2)they invented more ingenious methods of delivering messages; for example, sending a message in a bottle. At the turn of the 20th century, bottles were found (3)which had been sent by people (4)who were travelling on board the Titanic. Happier stories have also come to light. In 1956, Ake Viking, a Swede, tossed a letter into the sea, hoping (5)it would reach (6)his future wife. Two years later, (7)he received a letter from a Sicilian girl, Paolina, (8)who had found (9)his bottle and soon after (10)they were married!

1. People invented more ingenious methods of delivering messages after the development of writing. Write an example down.

2. There are two ways of delivering messages in the past mentioned in the text. Write down these two ways.

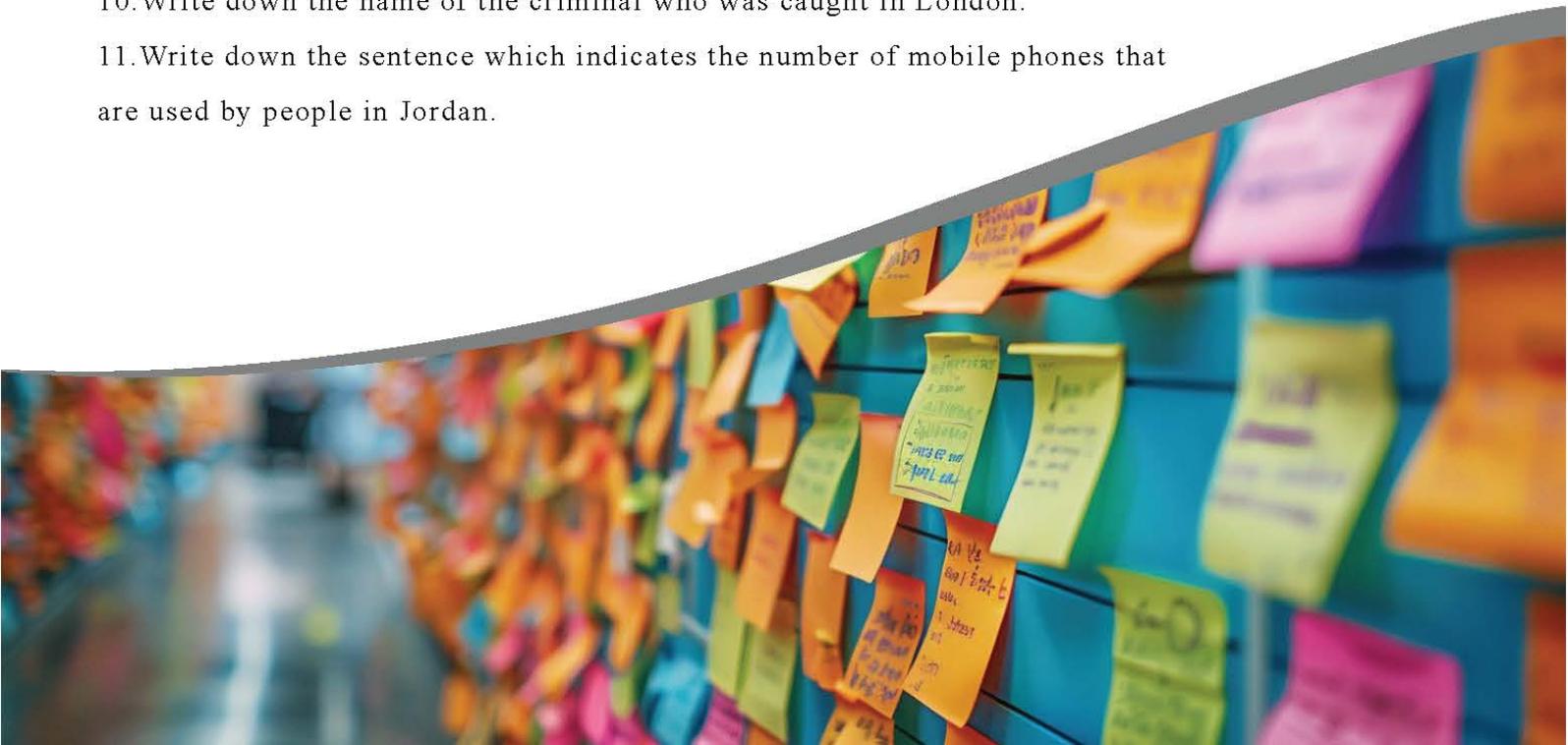
3. Based on the text, there were two partners who got married because of sending the bottles. Write their names down.

4. What is the nationality of Ake Viking and his wife?
5. When did Ake Viking toss a bottle into the sea?
6. What was the purpose that made Ake Viking throw a letter into the sea.

escaped هرب	a criminal مجرم	caught قبض عليه	sped up سرع	arrived وصل	telegrams برقيات
and soon after وبعد ذلك بوقت قصير	through the Jordan Post Company عبر شركة بريد الأردن	but you can still send لكن لا يزال بإمكانك إرسال	were waiting كانوا في انتظاره	to the London police إلى شرطة لندن	by the population من قبل السكان

The invention of the telegraph in 1837 sped up communication dramatically. A criminal, John Tawell, was caught after (11) he had escaped on the train to London. A telegram was sent to the London police, and (12) they were waiting for (13) him when he arrived (14) there. In Jordan, there are over six million mobile phones in use by the population. But (15) you can still send telegrams through the Jordan Post Company!

7. Write down the sentence which shows that you can still use Jordan Post Company to send a telegram.
8. When was the telegraph invented?
9. Quote a sentence which indicates the year when the telegraph was invented.
10. Write down the name of the criminal who was caught in London.
11. Write down the sentence which indicates the number of mobile phones that are used by people in Jordan.





sight بصر	seconds ثواني	has changed غيّر	for the better لأفضل	the world العالم	spotted لاحظت
a problem مشكلة	to deliver لتوصيل	rare disease مرض نادر	become أصبح	uploaded رفعت	forgetting نسى
the child's eyes عيني الطفلة	of her daughter لابنتها	look at انظر إلى	takes يستغرق	saved أنقذ	who lives تعيش
but there are also لكن هناك أيضاً	since the invention منذ اختراع	some challenges بعض التحديات	a different place مكاناً مختلفاً	without a doubt بدون شك	on social media على وسائل التواصل الاجتماعي

Since the invention of the mobile phone and the Internet, the world has become a different place. People are still sending messages and (16)it usually takes only seconds to deliver (17)them. But are (18)we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet has changed someone's life for the better. Look at Tara Taylor's case, a mother (19)who lives in the USA: when (20)she uploaded a photo of (21)her daughter on social media, a friend spotted a problem with one of the child's eyes. It turned out that the girl had a rare disease, but (22)her sight was saved!

12. What is the name of the country that Tara Taylor lives in?

13. How Tara Taylor's friend saved the daughter's sight?

14. Quote the sentence which indicates that communicating at a distance started in the past and has continued to this day.

15. There are two important inventions that made the world become a various place.
16. Mention two examples of how a means of communication can change someone's life.
17. People have been using different ways of communication. Write down two of them.

PRONOUNS ANSWERS

- (1):people,(2):people,(3):bottles,(4):people,(5):a letter,(6):Ake Viking,(7):Paolina,(8):Ake Viking,
 (9):Ake Viking and Paolina,(10):John Tawell,(11):London police,(12):John Tawell,(13):London
 (14):the reader,(15):delivering messages,(16):messages,(17):readers,(18):a mother(Tara Taylor),
 (19):Tara Taylor,(20):the daughter
-

ANSWERS

1. for example, sending a message in a bottle.
2. smoke signals and sending a message in a bottle.
3. Ake Viking and Paolina
4. Ake Viking was Swede and his wife was Sicilian.
5. In 1956.
6. hoping it would reach his future wife.
7. But you can still send telegrams through the Jordan Post Company!
8. The telegraph was invented in 1837.
9. The invention of the telegraph in 1837 sped up communication dramatically.
10. His name is John Tawell.
11. In Jordan, there are over six million mobile phones in use by the population.
12. The USA.
13. when Taylor uploaded a photo of her daughter on social media, a friend spotted a problem with one of the child's eyes. It turned out that the girl had a rare disease.
14. Since the invention of the mobile phone and the Internet, the world has become a different place.
15. The mobile phone and the Internet.
16. Ake Viking found his wife, John Tawell was caught by the police, Tara Taylor saved her daughter's eyes.
17. smoke signals, sending a message in a bottle, the telegraph, the internet

Making Contact/ SB(6)

know نعلم	travellers للمسافرين	limited محدود	get across توضيح	child طفلة	animals الحيوانات	control يتحكموا
intelligent ذكاء	Perhaps ربما	ideas الأفكار	horses الخيول	want نريد	complex معقدة	camels الجمال
the shores شواطئ	seriously على محمل الجد	the naturalist العالمة الطبيعية	allowing مما يسمح	although بالرغم من	assumed افتراض	understand تفهم
the possibility احتمال	called تدعى	asked سأل	inspired ألهم	National Park حديقة الوطنية	said قالت	went ذهبت
an area منطقة	came across صادفت	observing لمراقبة	a scientist عالماً	made out تعرفت على	in the wild في البرية	immediately فوراً
Lake بحيرة	figure out أن تفهم	communication التواصل	the work done by العمل الذي قامت به	fictional character شخصية خيالية	basic instructions الأساسية التعليمات	a job وظيفة

(1)We know that some animals understand basic instructions, allowing travellers to control **(2)their** horses or camels, for example. But although some of the more intelligent animals can figure out what we want **(3)them** to do, we have long assumed that communication with – and between – animals must be limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas. As a child, Jane loved reading books about a fictional character called Dr Dolittle, **(4)who** could talk to animals. Perhaps this is what inspired **(5)her** to go to Africa when **(6)she** was in her 20s. Here she came across a scientist **(7)who** asked Jane if **(8)she** might want a job observing chimpanzees in the wild. She immediately said yes. **(9)She** went with **(10)her** mother to the shores of Lake Tanganyika in Tanzania to start **(11)her** new job, and it was not long before **(12)she** made out a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

1. What inspired Jane Goodall to travel to Africa when she was in her 20s?
2. How did Jane Goodall respond when offered the opportunity to observe chimpanzees?
3. Where did Jane Goodall begin her observations of chimpanzees?
4. Quote the sentence that introduces the naturalist who has been working since the 1960s.
5. Quote the sentence that describes Jane Goodall's reaction to the job offer observing chimpanzees.
6. Mention the name of the continent that Jane went to?
7. According to the text, we should take the possibility seriously that some animals have some features. Write down two of them.

allowing يسمح	learn تتعلم	very little القليل جداً	share food تقاسم الطعام	to groom بتنظيف	realized أدركت
studies دراسات	make contact الاتصال	possibly ربما	dangerous خطير	Amazingly من المدهش	gained كسب
calmness هدوء	battles معارك	sign language لغة الإشارة	ran away هربت	showed أظهرت	tried حاولوا
pointed out أشارت	it is highly likely من المرجح جداً	wild animals الحيوانات البرية	wipe out القضاء على	trust الثقة	arguments الجدال
no scientific training تدريب علمي	by touch and sound بالمس والصوت	using language باستخدام اللغة	a young woman لامرأة شابة	different groups مجموعات مختلفة	the rival group المجموعة المنافسة

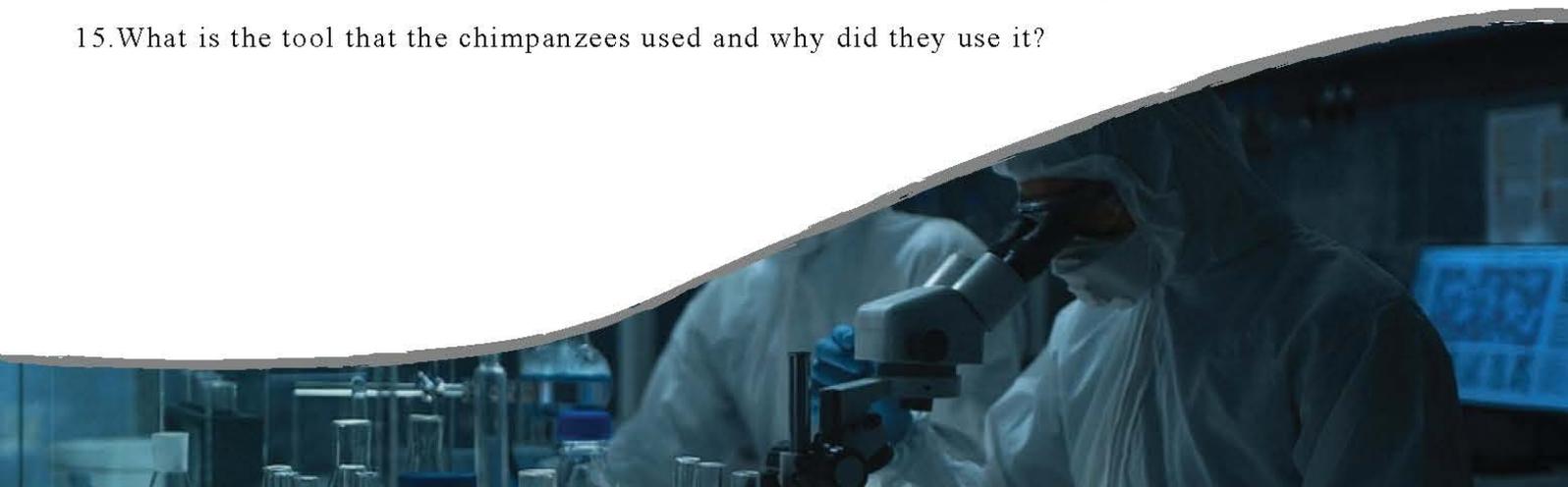
How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as (13)they saw (14)her. But maybe because (15)she knew very little about these wild animals, it is highly likely that (16)her calmness gained (17)-their trust. It was only later that Jane would learn how dangerous (18)they could be. (19)She saw that different groups of chimpanzees had battles in (20)which (21)they tried to wipe out the rival group. But before (22)this, (23)her studies showed (24)her that the chimpanzees could clearly communicate, allowing (25)them to groom and help each other, share food as well as have arguments. Jane pointed out that the animals couldn't communicate using language like people, but (26)they could communicate by touch and sound. Amazingly, she also realised (27)they could use sign language.

8. Quote the sentence that describes the initial reaction of the chimpanzees to the young English woman.
9. Why is it suggested that the chimpanzees eventually trusted Jane Goodall?
10. Quote the sentence that describes what Jane's studies revealed about chimpanzee communication.
11. Jane's studies showed her that the chimpanzees could clearly communicate, allowing them to do some activities. Write down two of them.
12. Jane pointed out that the animals couldn't communicate using language like people, but they could communicate using other forms of communication. Write them down.

believed يعتقدون	sticks العصي	Through من خلال	explaining شرح	humans البشر
to take لأخذ	spelled out أوضحت	vegetarian نباتيون	tools الأدوات	ants النمل
At this time في هذا الوقت	taught us علمتنا	watched شاهدت	to feed لإطعام	went on واصلت
they are omnivores هم آكلو لحوم ونباتات	a UN Messenger for Peace رسول السلام للأمم المتحدة	social behaviour السلوك الاجتماعي	to the scientific community للمجتمع العلمي	became أصبحت

At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to (28)their young. Through (29)her work, Jane spelled out to the scientific community for the first time that animals, too, could use tools. Jane went on to write a number of books about (30)her work. As well as explaining chimpanzees' highly developed social behaviour, (31)she taught us that (32)they are omnivores (people used to think (33)they were vegetarian). In 2002, (34)she became a UN Messenger for Peace.

13. Quote the sentence that explains what Jane taught us about chimpanzees' diet.
14. Quote the sentence which includes the year when Jane became a Messenger for Peace.
15. What is the tool that the chimpanzees used and why did they use it?



whales الحيتان	elephants الأفيال	brought about أحدثت	pick up التقاط	a complete change تغييراً كاملاً	different forms الأشكال المختلفة
to study دراسة	continued واصلوا	in the way في الطريقة التي	I feel أشعر	In my opinion في رأيي	large distances مسافات كبيرة

In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate. Since (35)her work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, (36)who can pick up sounds made by other whales and elephants over large distances. I feel that (37)we may well learn even more about animal communication in the future.

16. Which animals are mentioned as being able to pick up sounds over large distances?

17. Quote the sentence that describes the change Jane Goodall brought about in understanding animal communication.

18. Read the article again and choose the correct answers.

-According to the author, how did Jane get the chimpanzees to trust her?

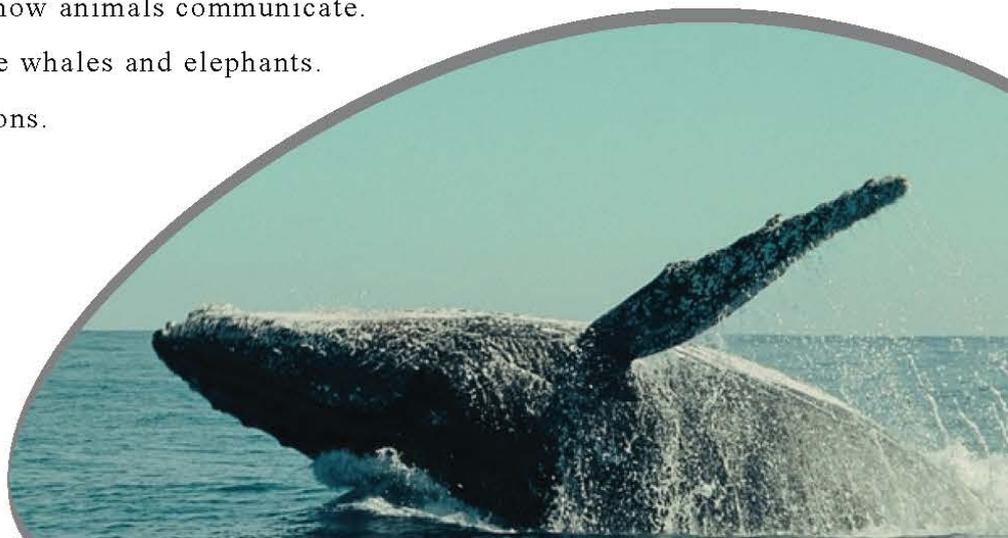
- She talked to them.
- She was relaxed with them.
- They did not know she was there.

-What were the two most important discoveries that Jane made?

- The chimpanzees could talk and make tools.
- The chimpanzees had fights and disciplined their children.
- The chimpanzees could use tools and communicate using sign language.

-What does the author believe might happen if humans could talk to animals?

- We would change our minds about how animals communicate.
- We might learn to communicate like whales and elephants.
- They might teach us important lessons.



PRONOUNS ANSWERS

(1)readers,(2):travellers,(3):intellegent animals,(4):Dr Dolittle,(5):reading books.. animals,(6):Jane,
(7):Jane,(8):a scientist,(9):Jane,(10):Jane,(11):Jane, (12):the animals,(13):a yong english woman
(14):a yong english woman,(15):wild animals,(16):wild animals,(17):readers,(18):Jane,(19):battles,
(20):different groups of chimpanzees,(21):seeing that different.. rivals groups,(22):Jane
(23):chimpanztees,(24):animals,(25):Jane,(26):animals,(27):chimpanzees,(28):Jane,(29):Jane,(30):Jane
(31):chimpanzees,(32):chimpanzees,(33):Jane,(34):Jane Goodball,(35):whales and elephants

ANSWERS

- 1.By reading books about Dr. Dolittle, who could talk to animals.
- 2.She immediately said yes.
- 3.on the shores of Lake Tanganyika in Tanzania.
- 4.However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas.
- 5.She immediately said yes.
- 6.Africa
- 7.take in what we are saying and get across complex ideas.
- 8.At first, the animals ran away as soon as they saw her.
- 9.Her calmness gained their trust.
10. But before this, her studies showed her that the chimpanzees could clearly communicate, allowing them to groom and help each other, share food as well as have arguments.
- 11.allowing them to groom and help each other, share food as well as have arguments.
12. they could communicate by touch and sound. Amazingly, she also realised they could use sign language.
13. As well as explaining chimpanzees' highly developed social behaviour, she taught us that they are omnivores (people used to think they were vegetarian).
14. In 2002, she became a UN Messenger for Peace.
15. They use sticks to take ants from a tree, and then used the sticks to feed the ants to their young.
- 16.Whales and elephants.
- 17.In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate.
- 18.1.b 2.c 3.c



Favourable إيجابي	elephants الأفيال	impression انطباع	Strike up يبدأ	Comment تعليق	Create a bond يخلق رابطاً
Compliment مجاملة	Sincere صديق	Small talk حديث قصير	Hit it off يتسجمان	Take to you يجذب إليك	Warm person شخص لطيف
Eye contact اتصال بصري	Worry قلق	Best way أفضل طريقة	Pay قدّم	Smile ابتسامة	Friends for life أصدقاء مدى الحياة

Don't worry too much about making a favourable impression. Often the best way to strike up a conversation is simply to comment on the weather. If you can have a laugh about something you're both doing, it can really create a bond between you. People like it if you pay them a compliment, but you need to sound sincere. Just make small talk about where you live, and so on. You may find that you really hit it off and become friends for life. People are more likely to take to you if you come across as a warm person. So, make eye contact and smile.

1. Who is more likely to take to you if you make eye contact and smile?
 2. Quote the sentence that advises on starting a conversation with a comment about the weather.
 3. Quote the sentence that discusses the importance of sounding sincere when giving compliments.
 4. Mention two ways to start a conversation according to the text.
 5. List three strategies mentioned in the text for creating a bond with someone.
 6. Write down the sentence that emphasizes the impact of eye contact and smiling on creating a positive impression.
-

ANSWERS

1. People
2. Often the best way to strike up a conversation is simply to comment on the weather.
3. People like it if you pay them a compliment, but you need to sound sincere.
4. comment on the weather, laugh about something you're both doing.
5. comment on the weather and laugh about something you're both doing and make small talk about where you live
6. People are more likely to take to you if you come across as a warm person.

Al-Rahaf



Regulated AI is good for children/ SB(12)

Artificial Intelligence الذكاء الاصطناعي	Tasks مهام	Intelligent humans البشر الأذكيااء	Amazing مذهل	Writing songs تأليف الأغاني	Solving حل
scientific problems مشكلات العلمية	Cures علاجات	Diseases أمراض	Everyday life لحياة اليومية	Aspects جوانب	Interests اهتمامات
Hobbies هوايات	Identify يحدد	Voices أصوات	Directed to موجه إلى	Content محتوى	Refers to يشير إلى
Result نتيجة	Including ما في ذلك	Make easier يسهل الأمور	Make things worse يجعلها أسوأ	Especially خاصة	Forms أشكال
Learn about يعرف عن	Users مستخدمون	According to وفقًا لـ	Website موقع إلكتروني	Parents آباء	Might mean قد يعني

AI-Rahat

Artificial Intelligence (AI) refers to how computers can do tasks (1)that are usually done by intelligent humans. As a result, AI computers can now do amazing things, including writing songs, solving scientific problems and even helping to find cures for diseases. People are also using AI more and more in everyday life and although (2)it might make many aspects of life easier, (2)it could also make things worse, especially for (3)our children. AI is already used by many forms of social media. As with other forms of social media, AI can learn about (4)its users' interests and hobbies, and (5)-that includes children. According to the website Net Positive, AI can even identify children's voices. (6)This might mean children are directed to online advertising and content that (7)their parents would not want.



1. What does the abbreviation AI stand for?
2. Mention the three extraordinary tasks AI computers can perform as detailed in the passage.
3. Mention the online resource that talks about AI's ability to recognize children's voices.
4. Mention the potential risk of AI use in everyday life as discussed in the text.
5. Mention how AI adapts to user preferences according to the text.
6. Quote the sentence that describes the ease and potential downside of AI in daily life.
7. Write down the sentence that reveals AI's ability to recognize children's voices as mentioned in the text.
8. Quote the sentence that explains the risk of inappropriate online content for children due to AI.

However مع ذلك	Countries دول	Sensibly بعقلانية	UNIDO منظمة الأمم المتحدة للتنمية الصناعية	Industries صناعات	Worked together عملوا معًا
Plan خطة	Development تطوير	Forefront في المقدمة	Science العلم	Investment الاستثمار	Government services الخدمات الحكومية
Danger خطر	Increased use الاستخدام المتزايد	Reports تقارير	Online safety السلامة على الإنترنت	Controlled مسيطر عليه	Consequently بناءً على ذلك
Government الحكومة	Regulations لوائح	Address عنوان	Dangers الأخطار	Strictly صارم	Position موقف

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years. Jordan is in a good position for using AI as (8)it is at the forefront of technology. The people looking into using AI in Jordan are hoping (9)it will help in science, investment and government services. However, there is a danger that this increased use of AI could result in problems with online safety if not controlled. Consequently, the government plans to set up regulations to address (10)these dangers and strictly control how (11)it is used.

9. Write down what UNIDO reports?
10. Mention the organization that reported on Jordan's AI development plan.
11. Mention the sectors/ fields that hope to benefit from AI in Jordan.
12. Mention the timeframe set for AI development in Jordan according to the passage.
13. Write down the sentence that describes Jordan's strategic position in AI technology.
14. Quote the sentence that highlights the government's plan to manage AI risks.

Worried قلق	Students الطلاب	End up ينتهي	Incorrect غير صحيح	Search engines محركات البحث	Reliable موثوق
Sources مصادر	Information معلومات	Provided by المقدمة من قبل	Incomplete غير كامل	Relying الاعتماد	Early stage مرحلة مبكرة
Doubt شك	Exciting مثير	Careful حذر	Rules قواعد	Undoubted لا شك فيه	Themselves بأنفسهم

Of course, some people are worried that students using AI might end up with incorrect work. AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong. We are still at an early stage in the development of AI and there is no doubt (12) it is an exciting form of technology. However, without careful rules to control how (13) it is used, and who (14) it is used by, there are undoubted problems with (15) it. Children (16) themselves might find (17) they are relying on a form of technology (18) that in (19) its present form should not always be trusted. As Time magazine argues in (20) its article in July 2023, unless we start to control how (21) we use AI, ‘kids will be the biggest losers.’

15. What do some individuals fear regarding the use of AI by students?
16. Mention the publication that highlights the risks of AI usage for kids and the date of the article.
17. Write down the sentence from Time magazine that warns about the consequences of uncontrolled AI usage for children.
18. According to the text, what specific issues arise from the lack of careful rules governing AI usage?

PRONOUNS ANSWERS

(1):tasks,(2):AI,(3):AI,(4):the readers,(5):AI's,(6):learning about AI's interests and hobbies,
(7):online advertising and content,(8):children,(9):Jordan,(10):AI,(11):AI, (12):AI,(13):AI
(14):AI,(15):AI,(16):children,(17):children,(18):a form of technology,(19):a form of technology,
(20):Time magazine,(21):the readers.

ANSWERS

1. Artificial Intelligence
2. Writing songs, solving scientific problems, and aiding in disease cure discovery.
3. Net Positive.
4. It could have detrimental effects on children.
5. AI adapts by learning about users' interests and hobbies.
6. "People are also using AI more and more in everyday life, and although it might make many aspects of life easier, it could also make things worse, especially for our children."
7. "According to the website Net Positive, AI can even identify children's voices."
8. "This might mean children are directed to online advertising and content that their parents would not want."
9. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years.
10. UNIDO.
11. Science, investment, and government services.
12. The next five years.
13. "Jordan is in a good position for using AI as it is at the forefront of technology."
14. "Consequently, the government plans to set up regulations to address these dangers and strictly control how it is used."
15. Of course, some people are worried that students using AI might end up with incorrect work.
16. Time magazine, July 2023.
17. "As Time magazine argues in its article in July 2023, unless we start to control how we use AI, 'kids will be the biggest losers.'"
18. "However, without careful rules to control how it is used, and who it is used by, there are undoubted problems with it."

The next lingua franca/ SB(15)

A recent study دراسة حديثة	UK المملكة المتحدة	Revealed كشف	adults البالغين	Hold الاحتفاظ	A conversation محادثة
foreign language لغة أجنبية	attributed to يعزى إلى	A mixture of مزيج من	Cultural reasons أسباب ثقافية	policies سياسات	However ومع ذلك
prioritised الأولوية	On the other hand من ناحية أخرى	The situation الوضع	The vast majority الغالبية العظمى	At secondary school في المدرسة الثانوية	compulsory إلزامية
primary schools المدارس الابتدائية	Fluency بطلاقة	Identified معرفة	Adults البالغين	Subject موضوع	Majority الغالبية

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language. (1)This was attributed to a mixture of cultural reasons and past government policies. However, language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important. On the other hand, the situation in other countries is different. The vast majority of students at secondary school learn a foreign language, (2)which is often English. English is now a compulsory subject in many primary schools too. Fluency in a foreign language is highly important for a student's future.

1. What did a recent survey in the UK find about adults and foreign language skills?
2. Which languages are identified as the most important in UK schools?
3. Mention the percentage of UK adults who can converse in a foreign language according to the study.
4. Quote the sentence that explains the reasons behind the low foreign language proficiency in the UK.
5. Mention the level of schooling where the majority of students learn a foreign language.

suggestions اقتراحات	Firstly أولاً	A good command إتقان جيد	Young people الشباب	successful ناجحاً	In their chosen career في حياتهم المهنية التي اختاروها
What's more وعلاوة على ذلك	Proficiency إجادة	Less stressful أقل توتراً	Finally وأخيراً	We shouldn't forget لا ينبغي أن ننسى	Promoting تعزيز
Global understanding الفهم العالمي	crucial مهمة	Considered يُعتبر	emerging economies الاقتصادات الناشئة	seem يبدو	To make sense أن يكون من المنطقي

There are many reasons for (3)this. Firstly, having a good command of a foreign language can help young people be successful in (4)their chosen career. What's more, proficiency in a different language also makes travelling less stressful and fun! Finally, (5)we shouldn't forget that when students learn a foreign language, (6)they are also learning about the culture of the country or countries (7)where it is spoken. (8)This is a great way of promoting global understanding too. However, is English really as crucial as the large number of students of English would suggest? India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries.

6. Quote the sentence that explains the impact of learning a foreign language on travel.
7. Write down the sentence that discusses the cultural learning aspect of studying a foreign language.
8. What are the educational benefits mentioned in the text for students learning a foreign language?
9. According to the text, Why might it make sense to study the languages of India and China?





Question سؤال	Dominate تهيمن	Difficult صعب	Depends Upon يعتمد على	Considering معتبرا	Business الأعمال
Perhaps ربما	Wasting يضيعون	Turning Their Attention تحول انتباههم	Concerned قلق	Ideal المثالية	Lingua franca اللغة العالمية المتفق عليها
Across عبر	Widely على نطاق واسع	Hotel فندق	restaurant مطعم	As far بقدر ما	Most spoken الأكثر تحدثاً

The question of which languages will dominate the future is a difficult (9)one to answer. (10)It really depends upon which future we are considering. Take the future of business. It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English. Reports also suggest Arabic and Spanish will be important languages to do business in. As far as travel is concerned, Chinese is the most spoken language in the world, but as (11)it is complex, (12)it isn't the ideal lingua franca. Perhaps students are wasting their time by learning French and German, and should be turning (13)their attention to Mandarin. So, English as a vehicle of international communication would seem to be here to stay.

10. Which languages are suggested to be important for future business, besides Mandarin?

11. Why isn't Chinese considered the ideal lingua franca for travel?

12. Mention two languages suggested as important for doing business in the future.

13. Quote the sentence that questions the necessity of learning English based on the number of students studying it.

PRONOUNS ANSWERS

- (1):the idea that only about language,(2):a foreign language,
(3):Fluency in a foreign language is highly important for a student's future,(4):young people,
(5):the readers,(6):the students,(7):the country,(8):a foreign language,
(9):the idea that when student spoken,(10):question,(11):the answer,(12):Chinese,(13):Chinese
(14):students
-

ANSWERS

- 1.A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language.
- 2.French, Spanish, and German are identified as the most important languages.
- 3.About 25%.
- 4.This was attributed to a mixture of cultural reasons and past government policies.
- 5.Secondary school.
- 6.What's more, proficiency in a different language also makes travelling less stressful and fun!
- 7.Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.
- 8.-having a good command of a foreign language can help young people be successful in their chosen career. - proficiency in a different language also makes travelling less stressful and fun!.
- when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.
- 9.India and China are considered the main emerging economies.
- 10.Arabic and Spanish.
- 11.Because it is complex, making it difficult to use for simple communication in travel contexts.
- 12.Arabic and Spanish.
- 13.However, is English really as crucial as the large number of students of English would suggest?

Communicating with the past/ WB(6)

Rosetta Stone حجر رشيد	Nothing much ليس كثيراً	Nevertheless ومع ذلك	Visitors الزوار	Flow يتدفقون	Endlessly بلا نهاية
Despite على الرغم من	Being unable عدم القدرة	Disappointed محبطين	To discover لاكتشاف	A kind نوع	tax document وثيقة ضريبية
Begins تبدأ	Pharaoh الفرعون	Explain يشرح	incredible story قصة مذهلة	Figuring out اكتشاف	The tale القصة
Died مات	ruler الحاكم	Of chaos من الفوضى	rival groups المجموعات المتنافسة	influence تأثير	Eventually في النهاية
To make out what is written على تمييز ما هو مكتوب	The museum guides مرشدو المتحف	Grew up كبر	With the assistance بمساعدة	powerful priests الكهنة الأقوياء	took control تولى السيطرة

The Rosetta Stone is **nothing much** to look at. Nevertheless, visitors to the British Museum **flow endlessly** past the piece of rock, despite being unable to make out what is written on (1)**it**. If (2)**they** could, (3)**they** might be disappointed to discover that (4)**it** is a kind of tax document. However, as the museum guides explain, the Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past. The tale begins over 2000 years ago in Egypt. When Pharaoh Ptolemy IV died, (5)**his** six-year-old son became the ruler. (6)**This** was the start of years of chaos as rival groups tried to influence (7)**him**. Eventually, the boy-pharaoh grew up and, with the assistance of powerful priests, (8)**he** took control.

1. Write down the main reason why the Rosetta Stone is considered important in history.
2. Mention the historical figure who became the ruler immediately after Pharaoh Ptolemy IV's death.
3. When does the historical story of the Rosetta Stone begin?
4. Quote the sentence that describes the Rosetta Stone's appeal despite its lack of visual interest.

BCE قبل الميلاد	Pharaohs الفراعنة	He wished أراد	announce يعلن	importance أهمية	temples المعابد
purpose هدفها	law قانون	generous سخية / كرم	Tax ضريبة	priests الكهنة	particular خاصة
Historical importance أهمية تاريخية	The memo المذكرة	contains تحتوي	Greek اليونانية	Demotic الديموطيقية	Called تسمى
hieroglyphics الهيروغليفية	tombs المقابر	Remained بقي	It was captured تم الاستيلاء عليه	taken أخذ	Army الجيش

In 196 BCE, like all the other pharaohs before (9)him, he wished to announce to the world the importance of his role. The Rosetta Stone is one of 18 stones (10)that were put in temples around Egypt; (11)their purpose was both to point (12)this message and to bring into law some very generous tax breaks for priests. The stone is of particular historical importance because the 'memo' (13)it contains is written in three languages: Greek, an Egyptian language called Demotic, and hieroglyphics like (14)those found on tombs. The Rosetta Stone remained in Egypt for 2000 years. Then in 1801, (15)it was captured by the British Army and taken to London.

5. Mention the three languages inscribed on the Rosetta Stone.

6. Why is the Rosetta Stone considered historically important?

7. How many stones similar to the Rosetta Stone were placed in temples around Egypt?





Academics الأكاديميون	Tried حاولوا	Until حتى	researcher باحث	Came across عثر على	symbols الرموز
spelled تهجّت	Was continued تم مواصلته	The mysterious text النص الغامض	Allowed us سمح لنا	Exactly بالضبط	Island جزيرة
great عظيم	Despite رغم	efforts الجهود	linguists اللغويين	unexplained غير المفسرة	manuscripts المخطوطات
mysterious غامضة	proved أثبت	Unsolvable غير قابل للحل	notable ملحوظة	scholars العالمين	Believe يعتقد

(16)There, academics tried to figure out what was written on (17)it, but nobody could understand the hieroglyphics. That was, until a researcher named Thomas Young came across a group of symbols (18)that spelled the name 'Ptolemy'. (19)His work was continued by Jean-François Champollion (20)who finally figured out how to read the mysterious text in 1882. Young and Champollion's work allowed (21)us to work out exactly what is written on all the great objects and monuments of Egypt. However, despite the best efforts of linguists and code breakers, a number of unexplained manuscripts and mysterious languages have proved unsolvable. A notable example is Rongorongo, (22)which scholars believe may be a written language from Easter Island.

8. When did Jean-François Champollion finally figure out how to read the Rosetta Stone's text?
9. Mention the researcher who first identified the name 'Ptolemy' on the Rosetta Stone.
10. Quote the sentence that describes the Rosetta Stone's duration of stay in Egypt.
11. What was Jean-François Champollion's breakthrough in 1882 regarding the Rosetta Stone?



various مختلف	Wooden الخشبية	symbols رموز	Showing تظهر	attempts المحاولات	conveys ينقل
cycles دورات	moon القمر	An early kind نوع مبكر	memory aid أدوات الذاكرة	decoration زخرفة	thought يعتقد
familiar مألوفة	contains تحتوي	Strange غريب	suggested اقترح	fake مزيفة	guide دليل

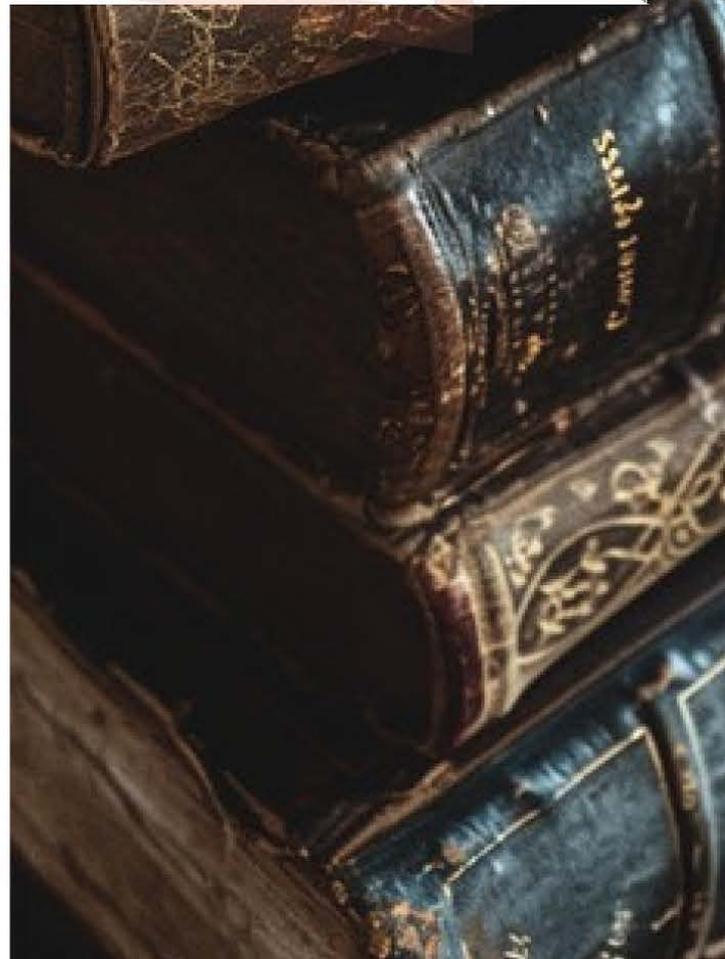
(23)It was found in the 19th century on various wooden objects and is made up of symbols showing animals, humans and plants. There have been many attempts to work out what meaning **(25)it** conveys. This suggested that **(26)it** may be related to the cycles of the moon. It is also possible that Rongorongo is not written text at all, but is in fact an early kind of memory aid or even simply decoration. Then there's the beautiful Voynich Manuscript, a book **(27)which** has been dated to the early 15th century. **(28)It** is thought to be written in a European language – though not a familiar one – and contains strange pictures of plants and animals. Some researchers have suggested **(29)it** is a fake and others a guide to medieval medicine.

12. Mention the three types of symbols found in Rongorongo.
13. What does Rongorongo mean according to what scholar believe?
14. Quote the sentence that suggests a possible link between Rongorongo and lunar cycles.
15. When and where the Tartaria Tablets were discovered.
16. Mention two hypotheses about the purpose of the Voynich Manuscript.

remains يبقى	mysterious غامضاً	inspired إلهام	contemporary معاصر
According to وفقاً لـ	estimates التقديرات	unearthed اكتشف	The experts الخبراء
sure مؤكد	certainly بالتأكيد	Spell out بوضوح	Investigation تحقيق
The Tartaria Tablets ألواح تارتاريا	Small round discs الأقراص الصغيرة المستديرة	The earliest known أقدم شكل معروف	Mystery remains يبقى الغموض



Because (30)it remains so mysterious, (31)it has inspired many contemporary films and books. Finally, according to some estimates, the Tartaria Tablets, (32)which were unearthed in Romania in 1961, are over 7000 years old. (33)- This would make the symbols on these small round discs the earliest known form of writing. As with many messages from the past, opinions differ and even the experts can be sure of almost nothing. One day, someone will almost certainly spell out what these strange messages mean, and where mystery remains, investigation will surely continue.



17. Quote the sentence that describes the discovery and age of the Tartaria Tablets.

18. Read the article again and choose the correct answers.

-How can the author's opinion of the Rosetta Stone best be summarised?

- a. Its popularity as a museum exhibit is difficult to explain.
- b. It is far more significant than it looks.
- c. It is a disappointment for most museum visitors.
- d. It is a dull administrative document.

-Which is true about the Rosetta Stone?

- a. It was made for a child ruler.
- b. It was the only one of its kind.
- c. Its sole aim was to announce the importance of the pharaoh.
- d. It contains a multilingual message.

-What did Thomas Young manage to do?

- a. understand some symbols
- b. spell Ptolemy
- c. read the Rosetta Stone
- d. understand some tax breaks

-What does the author say about Rongorongo?

- a. It may not actually be writing.
- b. It is a kind of calendar.
- c. It is a kind of decoration.
- d. It tells stories of the natural world.

-Which object does the author say has become a part of popular culture?

- a. the Rosetta Stone
- b. the Rongorongo carvings
- c. the Voynich Manuscript
- d. the Tartaria Tablets

-What does the author believe about mysterious texts from the past?

- a. There are some texts we will never be able to work out.
- b. We should only try to understand written languages, not symbols.
- c. It's impossible for experts to agree about any texts from the past.
- d. We'll always try to make sense of them.

PRONOUNS ANSWERS

(1):The Roseita Store,(2):visitors,(3):The Roseita Store,(4):Pharaoh Ptolemy IV ,
(5):The period of over 2000 years.. the ruler,(6):the boy-pharaoh,
(7):boy-pharaoh,(8):boy-pharaoh,(9):18 stone,(10):18 stone,
(11):announcing to the world the importance of the pharaoh's role,(12):the stone,(13):hieroglyphics
(14):The Roseita Store,(15):London,(16):The Roseita Store,(17):a group of symbols,(18):Thomas Young,
(19):Jean-Francois Champollion, (20):the readers,(21):Rongorongo,(22):Rongorongo,(23):Rongorongo,
(24):the beautiful Voynich Manuscript,(25):the beautiful Voynich Manuscript,
(26):the beautiful Voynich Manuscript,(27):the beautiful Voynich Manuscript,(28):the Tartaria Tablets,
(29):finding the Tartaria Tablets,(30):Jane

ANSWERS

- 1.The Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past.
- 2.When Pharaoh Ptolemy IV died, his six-year-old son became the ruler.
- 3.The tale begins over 2000 years ago in Egypt.
- 4.Nevertheless, visitors to the British Museum flow endlessly past the piece of rock, despite being unable to make out what is written on it.
- 5.Greek, Demotic, and hieroglyphics.
- 6.because the 'memo' it contains is written in three languages: Greek, an Egyptian language called Demotic, and hieroglyphics like those found on tombs.
- 7.The Rosetta Stone is one of 18 stones that were put in temples around Egypt.
- 8.In 1882.
- 9.Thomas Young.
- 10.The Rosetta Stone remained in Egypt for 2000 years.
- 11.Jean-François Champollion finally figured out how to read the mysterious text in 1882.
- 12.Symbols showing animals, humans and plants.
- 13.a written language from Easter Island.
- 14.This suggested that it may be related to the cycles of the moon.
- 15.Unearthed in Romania in 1961.
- 16.A fake and a guide to medieval medicine.
- 17.Finally, according to some estimates, the Tartaria Tablets, which were unearthed in Romania in 1961, are over 7000 years old.
- 18.b, d, a, a, c, d.

IS SOCIAL MEDIA NOT SUITABLE FOR OLDER PEOPLE?



Suitable for مناسب لـ	Older people كبار السن	Although على الرغم	aware يدرك	bring تجلب	include تشمل
entertained ترفيه	taught تعلم	According to وفقاً لـ	sites واقع	Points out يشير	increased زيادة
Can help them يمكن أن تساعدهم	Over فوق	report تقرير	Around حوالي	The benefits الفوائد	Being able القدرة

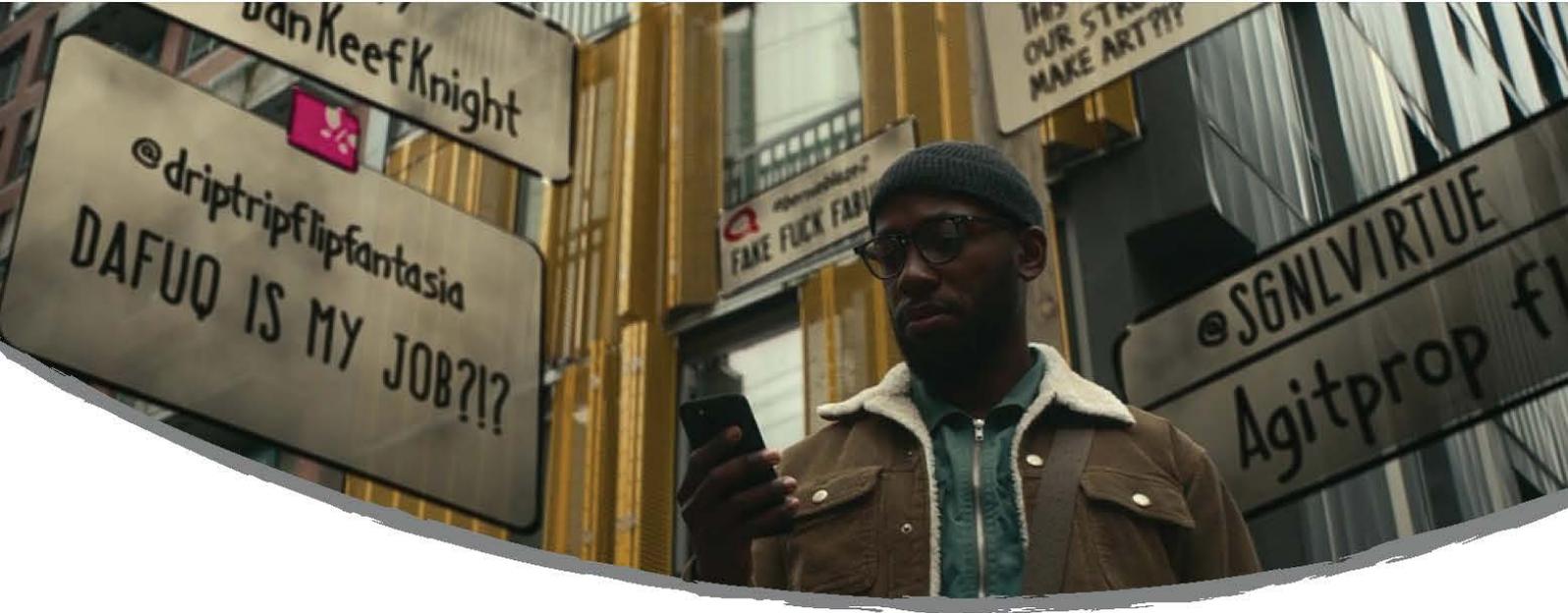
Social media is certainly suitable for older people, although many are not aware of the benefits (1)it can bring. (2)These include being able to keep in touch with friends and family, and being entertained. Many older people need to be taught the benefits of social media. According to a recent report, around 12% of people over 60 in Jordan do not use the Internet. Some that do use the Internet don't know how to use social media sites. However, the same report points out that more than 75% of Internet users over 60 believe that social media can help (3)them make friends and if that number could be increased, it could really help (4)them.

1. What are two benefits of social media for older people mentioned in the text?

Being able to keep in touch with friends and family, and being entertained.

2. According to the text, what percentage of people over 60 in Jordan do not use the Internet?

3. Quote the sentence that highlights the belief of older Internet users about making friends through social media.



A great way وسيلة رائعة	Elderly people كبار السن	able قادر	leave مغادرة	mobility problems مشاكل في الحركة	Very often كثيراً
struggle يعاني	loneliness الوحدة	make contact على التواصل	Living anywhere يعيشون في أي مكان	Health الصحة	Friends or family الأصدقاء أو العائلة

Social media can be a great way to help elderly people (5)who might not be able to leave (6)their houses because of health or mobility problems. As the website Life Connects writes, because many older people are not able to see friends or family very often, (7)they can struggle with loneliness. If these people are taught how to use social media, (8)they will be able to make contact with people living anywhere. (9)They can also use social media to not only talk to (10)their friends, but see (11)them as well.

4. Quote the sentence that describes the use of social media for elderly people with health or mobility issues.

5. How can teaching elderly people to use social media impact their ability to connect with others?

6. Mention an additional benefit of social media for elderly individuals aside from talking to friends.

Remain يبقى	active نشيط	interested مهتم	Providing توفير	offer تقدم	Recent studies دراسات حديثة
positive affect تأثير إيجابي	ideal مثالية	advantages فوائد	ability القدرة	stay بقي	connected متصل

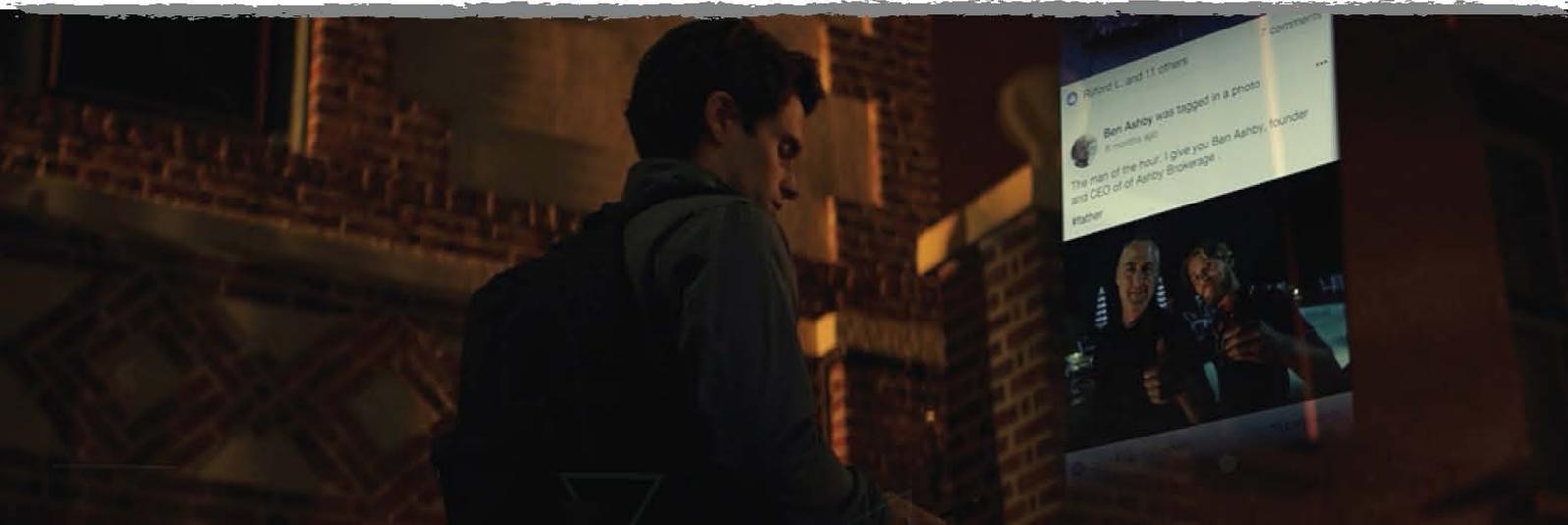
Social media can also help older people remain active and interested in the world around (12)them. As well as providing (13)them with 24-hour news, social media sites can offer films and games. Recent studies report that 52% of people over 60 in Jordan believe that social media has a positive affect on how (14)they feel. Social media may not be ideal for all older people but there are many advantages (15)it can bring including the ability to stay connected and active.

7. Mention two types of content that social media sites offer to older people.

8. Quote the sentence that outlines two benefits of social media for older people.

Social media may not be ideal for all older people but there are many advantages it can bring including the ability to stay connected and active.

9. Mention the percentage of older people in Jordan who believe social media positively affects their feelings.



PRONOUNS ANSWERS

(1)social media,(2):the benefits that social media can bring,(3):more than 75%of internet users over 60,
(4):more than 75%of internet users over 60,(5):Elderly people,(6):Elderly people, (7):many older people,
(8):many older people,(9):many older people,(10):many older people, (11):many older people friend's,
(12):older people,(13):older people,(14):52% of people over 60,(15):social media

ANSWERS

1. Being able to keep in touch with friends and family, and being entertained.
2. Around 12% of people over 60 in Jordan do not use the Internet.
3. However, the same report points out that more than 75% of Internet users over 60 believe that social media can help them make friends.
4. Social media can be a great way to help elderly people who might not be able to leave their houses because of health or mobility problems.
5. They will be able to make contact with people living anywhere.
6. They can see their friends as well.
7. Films and games.
8. Social media may not be ideal for all older people but there are many advantages it can bring including the ability to stay connected and active.
9. 52%.

Critical thinking

1. What do you think would happen if we could talk to animals?

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.....
.....

2. Social media sites are never popular for long because people invent other sites that are more interesting. Do you agree?

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.....
.....

3. "The Internet has created more opportunities for communication but also more avenues for misinformation." Think of this statement and in two sentences, write down your point of view.

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

4. It is said that "Social media can bridge the gap between isolated elderly individuals and the outside world." Suggest three ways that could teach older adults to use social media effectively.

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

5. It is said that the dominance of English as a global language diminishes the importance of learning other languages. Think of this statement and in two sentences, write down your point of view.

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

6. It is said that learning multiple languages is essential in today's globalized world? Suggest strategies educational institutions could adopt to promote multilingualism.

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

7. It is said that language learning should be prioritized in the curriculum of schools worldwide to foster global communication and understanding. Suggest ways to integrate language learning effectively into existing curricula.

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

8. "While online communication is convenient, it can lead to misunderstandings due to the lack of tone and context." Think of this statement and in two sentences, write down your point of view.

.....
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.....

9. AI technology, while innovative, poses significant risks to privacy and security. Suggest three disadvantages of using AI technology.

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

Vocabulary

Words	English meaning	Arabic
carry a message	to physically carry a message	يحمل الرساله
convey a message	to communicate a message to someone directly or indirectly through your actions	يوصل الرساله
spread a message	to communicate a message to a lot of people	ينشر الرساله
pass on a message	to tell someone something that someone told you	يمرر الرساله
deliver a message	to hand over a message to someone	يسلم الرساله
make contact (with someone)	to establish some form of communication whether it is physical, verbal, or some other	يتواصل مع شخص اخر
lose contact touch (with somebody)	to stop communicating with someone	يفقد التواصل
establish contact	to start to have contact with someone	يؤسس او يعمل اتصال
maintain contact	to remain in correspondence with someone	يحافظ على التواصل مع الاخرين
stay in touch	to maintain contact with someone	يبقى على تواصل
astonished	very surprised	مدهش

bewildered	confused	حائر
devastated	extremely upset(sad)	حزين جدا
ecstatic	thrilled (very happy)	سعيد جدا
exasperated	annoyed	منزعج
livid	furious	غاضب جدا
tense	nervous	متوتر
terrified	very frightened	خائف
groom	to brush and clean fur	ينظف الفرو
omnivore	a living being that eats plants and animals	قارت (أكل) على النبات والحيوان
rival	a person or group that competes with others	منافس أو مجموعة تنافسية
scientific community	a diverse network of interacting scientists	المجتمع العلمي



Pharasal Verbs

Words	English meaning	Arabic
point out	to tell someone something you think they don't know// to draw your attention to smething	يشير إلى
spell out	to explain something clearly	يشرح بالتفصيل
bring about	to cause something to happen	يسبب
wipe out	to completely destroy	يزيل
figure out	to solve or understand how to do something	يحل / يفهم
make out	to see something with difficulty	يميز شيئاً بصعوبة
come across	to meet or find something or someone	يلتقي
take in	to understand and remember something you are told to process much information	يفهم
pick up	to receive sounds, phone signals, etc.	يلتقط
get across	to successfully communicate a message/ an idea	يوضح للاخرين

Verbs

Arabic meaning

learn about

يتعلم عن

rely on

يعتمد على

direct to

يوجه / يرشد

control on

يتحكم ب

Verbs	Arabic meaning	Verbs	Arabic meaning
(be) blown away	ينبهر	clear up	ينظف
(be) fed up with	يسئم من	come off	انتزاع / ازاله
(be) off	يخرج / يغادر	come up with	يبتكر
break down	يتعطل / تكسر	cut down on	يقلل / يقطع
bring about	يسبب / يحدث تغييرا	end up	تنتهي
bump into	يصادف / يصطدم	fall out with	يتخالف مع
calm down	يهدأ	figure out	يفكر بحل الأمر
come across	يمر ب / يعثر	fit in	يتأقلم
come across a	تبدو	get something across	يجعل الآخرون يفهمون الفكرة
put up with	يتحمل	tell off	يوبخ
send out	يرسل	throw away	يتخلص من
set up	يؤسس	trick somebody into	يخدع
show off	يتباهى	turn out	ينتضح
spell out	يوضح	wind somebody up	يزعج شخصا
stand up for	يدافع عن	wipe down	يمسح قطعة بشكل عامودي
stay up	يسهر / يبقى	wipe off	يمسح قطعة ع شكل مسطح
strike up	يبدأ	wipe out	يزيل

get away with	ينفذ من	look up to	ينظر باحترام
get rid of	يتخلص من	make out	يرى شيء من حوله بصعوبة
get on with	يمضي قدما	make up with	يتصالح مع
go out	ينطفئ	mess about	يعبت
go with	يتماشى مع	mess up	يفسد
hang up	يقلق الخط	pass on	يمرر لشخص آخر
hold down	يستمر / يحافظ على العمل	pick up	يأخذ / يلتقط
laugh off	يسخر	point out	يخبر شخص شيء جديد لا يعرفه
look down on	ينظر بازدراء	put in	يضع
put off	يؤجل	take in	يتذكر / يفهم شيء قيل من قبل
put on	يرتدي	take to somebody	تحب شيئاً خلال فترة قصيرة



Collocations

The collocations

The meaning

make contact with someone

يتواصل مع شخص آخر

lose contact

يفقد التواصل

establish contact

يعمل اتصال

maintain contact

يحافظ على التواصل

carry a message

يحمل الرسالة

convey a message

يوصل الرسالة (بشكل مباشر)

spread a message

ينشر الرسالة

pass on a message

يمر الرسالة

deliver a message

يسلم الرسالة

lose touch

يفقد الاتصال

stay in touch

يبقى على اتصال



Idioms

The idiom	English meaning	Arabic
jump down somebody's throat	to react angrily to something	ينفعل / يفضب
put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	يخرج شخص بإجباره على إجابة سؤال صعب
fire questions at someone	to ask someone a lot of questions quickly	يسأل كثيرا
refuse to let something drop	to not stop talking about something	لا يتوقف عن الكلام عن شيء ما
insist on having the last word	to have to make the final point	يصر على اتخاذ القرار النهائي
not get a word in edgeways	to be unable to say anything because someone else is talking all the time	عدم القدرة على الكلام لوجود شخص يتكلم كثيرا
break the ice	to make people feel more friendly and aless willing to talk to each other	جعل الأشخاص ودودين مع بعض بكسر الحواجز
make an impression	to cause someone to notice or admire you	يعطي انطباع عنك
strike up a conversation	to start a conversation with someone	يبدأ المحادثة مع شخص ما
have a laugh	to find that something is funny and laughed about it	يضحك على شيء
create a bond	to develop a close connection with someone	يؤسس علاقات قوية مع الأشخاص من حولك
pay (someone) a compliment	to say something nice about someone or something	يجامل أو يثني على شخص
make small talk	to talk to someone	يتحدث للآخرين
hit it off	when two people like each other and become friendly as soon as they meet	مصادقة شخص بمجرد مقابلته
come across as	to appear / seem to be	تبدو
take to something or someone	to like someone in a short time	تحب شخص أو شيء خلال فترة قصيرة

Expressing emotions

Expressing relief التعبير عن الارتياح

I can breathe a sigh of relief now.
that's a weight off my mind.
a relief for you.

استطيع ان ارتاح الآن
انزاح الهم عني
قمة الراحة

Expressing annoyance and frustration التعبير عن الانزعاج والاحباط

...is driving me up the wall!
... really gets on my nerves.
I've had it up to here with ...
I'm completely fed up with

لقد أغضبني جداً
يجعلني على أعصابي
أغضبني جداً وأزعجني
لقد اكتفيت من الأمر

Expressing surprise or disbelief التعبير عن التفاجئ وعدم التصديق

you've got to be kidding me!
get out of here!
I don't believe you!
who would have thought it?

أكييد بتمزح!
أخرج من هنا
لا أصدقك
من كان يفكر بالأمر!

Expressing anxiety التعبير عن القلق

it's been keeping me up at night
I'm worried sick about ...
I've been worrying about it a lot.
I'm extremely concerned

جعلني مستيقظاً طوال الليل
أنا قلق جداً حياله
لقد كنت قلق بشأن ذلك كثيراً
أنا قلق جداً

Expressing sadness التعبير عن الحزن

I'm feeling a bit down in the dumps.
I feel sad
I'm feeling a bit blue.
I'm heartbroken

أنا مكتئب وحزين جداً
أشعر بالحزن
أنا حزين جداً
قلبي مكسور

Expressing enjoyment or happiness التعبير عن المتعة او السعادة

I'm walking on air!
I can't stop smiling!
I'm so happy

بطير من الفرحة
مش قادر أوقف إبتسام
مبسوط جداً

Questions

Phrasal verbs

***(SB,Page 7,Q5) : Complete the sentences with the phrasal verbs from the box, in the correct form.**

pointed out	spell out	make out	getting across
came across	pick up	figure out	brought about

- 1- I was embarrassed when he -----that I had made some basic spelling mistakes.
- 2- It was cloudy, but he could still----- the distant star.
- 3- I----- an interesting article about space exploration the other day.
- 4- Technology has----- many changes in the way we live.
- 5- My science teacher is very good at----- difficult ideas so that we always understand them.
- 6- It took me ages to----- exactly how to use the telescope.
- 7- You don't understand? Do I have to -----what I mean?
- 8- We couldn't use our mobile phones in the desert, but started to----- signals when we went into the mountains.

***(SB,Page 13,Q7) : Complete the sentences with the phrasal verbs from the box, in the correct form.**

on	about	to	on
----	-------	----	----

- 1- I can see my grandparents struggle to learn----- the latest developments in computing.
- 2- Social media sites explain ways that parents can have control----- their children's internet use.
- 3- We know that social media directs advertisements----- its users.
- 4- Too many children probably rely----- social media to make friends.

*(SB,Page 14,Q2) :Complete the second sentence using the word in bold so that it means the same as

1- I found it hard to understand what the physics teacher was talking about.

FIGURE → I found ___ what the physics teacher was talking about.

2- You must explain your idea very clearly so he understands.

SPELL → You must ___ your idea so he understands.

3- Rana has drawn my attention to a problem.

POINTED → Rana ___ a problem to me.

4- I couldn't process so much information.

TAKE → I ___ all the information.

5- After an hour, we found a way how to turn off unwanted messages.

FIGURE → It took us an hour ___ to turn off unwanted messages.

*(WB,Page 58,Q2) :Replace the underlined parts with the correct forms of the phrasal verbs from the box

bring about	make out	pick up
spell it out	point out	wipe out

1 This device will receive a signal from someone trapped under the snow after an avalanche. _____

2 Space exploration could cause a big change in the way we see our place in the universe. _____

3 I'd like to bring to your attention a few important rules before the game begins. _____

4 It was raining so heavily that we could barely see the road ahead. _____

5 The arrival of the new shopping centre has completely destroyed local shops. _____

6 Let me explain it clearly for you: if you ever do that again, I will report you to the police. _____

***(WB,Page 58,Q3) :Complete the sentences with one word in each gap from the box.**

out

across

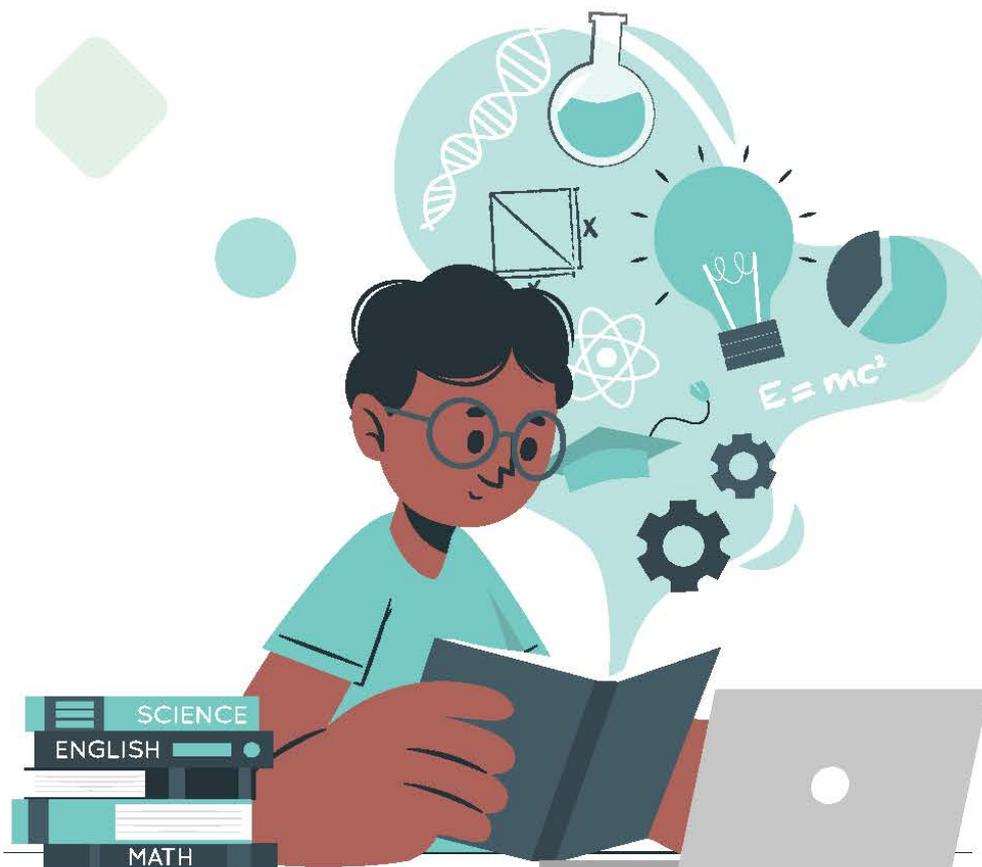
out

about

- 1- Do I really have to spell _____ the reasons you should not drop litter?
- 2- Please pay attention while we point _____ some of the safety features on this aircraft.
- 3- Sadly, the accident brought _____ a serious change in his personality.
- 4- She didn't speak English, but I managed to get _____ the fact I needed help.

***(WB,Page 59,Q1) : Choose the correct words to complete the sentences. from the box.**

- 1- Can I (figure / point) out that you are entitled to your own opinions, but not your own facts?
- 2- Over 17 different species have been (wiped / spelled) out this year and it's only March.



Collocations

*(SB,Page 4,Q1) : Choose the correct answer.

convey	staying	message
touch	contact	

- 1- It can carry a _____ over a long distance
- 2- It can be used to _____ a short and simple message
- 3- It could be a good way to make _____ if you were stuck on a desert island
- 4- The spread of postal services in the 19th century permitted families and friends to _____ messages to each other by letter.
- 5- _____ in contact was much easier than it had ever been.
- 6- Make it easier to stay in _____ nowadays
- 7-It is a good way to quickly spread the _____ that an enemy was coming

*(SB,Page 91,Q1) : Choose the correct sentence that means the same .

*** This app enables people to maintain regular contact ***

- 1- Thanks to this app, people can stay in touch
- 2- Thanks to this app, people can lose touch
- 3- Thanks to this app people can deliver the message



***(WB,Page 58,Q1) : Complete each short text or dialogue with the correct forms of the words in box.**

make

pass on

lost

deliver

1-I can't believe we _____ touch after being such good friends at school.

2- I'm so glad you _____ contact again.

3- Will you _____ a message to Hala when you see her?

4- Write it down and I'll _____ it to her office later.

***(WB,Page 59,Q1) : Choose the correct words to complete the sentences.**

1-Houston has finally managed to (make / lose) contact with Apollo 13 again after nearly 24 hours of radio silence.

2- I've no idea where Nawal is now. We stayed (in / lost) touch after she moved to Egypt.

3- Could you (spread / pass) on the message to Samer that I'll be ten minutes late?

4- Can I (figure / point) out that you are entitled to your own opinions, but not your own facts?

5- Over 17 different species have been (wiped / spelled) out this year and it's only March.

6- When we left school, we (maintained / lost) contact with each other for many years.

7- Then another friend who knew Hamzah (stayed / made) contact with me and now we all stay in touch.

Idioms

*(SB,Page 8,Q4) : Match idioms 1–6 with definitions a–f.

- 1- Jump down somebody's throat ()
- 2- Put somebody on the spot ()
- 3- Fire questions at someone ()
- 4- Refuse to let something drop ()
- 5- Insist on having the last word ()
- 6- Not get a word in edgeways ()

A - to be unable to say anything because someone else is talking all the time

B - to embarrass someone by forcing them to answer a difficult question

C - to have to make the final point

D - to not stop talking about something

E - to react angrily to something

F - to ask someone a lot of questions quickly

*Choose the correct idiom which has the same meaning as the sentences

struck up a conversation	paid her a compliment	took to
came across	didn't hit it off	had a laugh

- 1- He started talking to the new neighbour. _____
- 2- She gave the impression of being very self-confident. _____
- 3- Abeer commented on how nice her shoes were. _____
- 4- I immediately liked him. _____
- 5- We found it really funny. _____
- 6- I didn't really like her friends when I met them. _____

***(SB,Page 14,Q1) : Complete the sentences with the words from the box.
There are three extra words.**

carry	get across	hit it off	laugh
pass on	real bond	strike up	took to

- 1- We _____ right from the start. We talked all day!
- 2- We created a _____. I felt like I'd known her for a year, not an hour.
- 3- I don't usually like someone immediately but I really _____ him.
- 4- My grandparents are really funny. We always have a good _____.
- 5- It's sometimes difficult to _____ a conversation with people you don't know.

***(WB,Page 8,Q1) : Match the two parts of the sentences.**

- | | |
|--|--|
| 1- Sharing a house creates a strong () | A. to them immediately. |
| 2- My tutor and I really hit it () | B. a favourable impression on her new tutor |
| 3- My friends and I always have () | C. bond between young people at university. |
| 4- I met our new neighbours and I took () | D. small talk and I often end up saying silly things. |
| 5- I'm not good at making () | E. off, so I'm looking forward to our lessons together |
| 6-Although I may come across () | F. as a confident person, I'm actually quite shy. |
| 7-Thankfully, Fadia made () | G. a compliment, smile and say 'thank you'. |
| 8-I always try to strike up () | H. a laugh when we get together. |
| 9- If someone pays you () | I. a conversation when I meet someone new. |

***(WB,Page 8,Q2) : Choose the correct words to complete the idioms.**

- 1- He continued to (throw / fire) questions at someone.
- 2- You insist on having the last (say / word).
- 3- I didn't like being put (on / in) the spot.
- 4- She didn't have to jump down my (neck / throat) .
- 5- I couldn't get a word in (edgeways / sideways).
- 6- He refused to let it (drop / stop).

***(WB,Page 8,Q4) : Complete the conversation with the words from the box.**

laugh	across	impression	hit
strike	bond	take	small

- 1- So how did your evening go, Huda? Did you and Maha _____ it off ?
- 2- I'm not sure. I tried to _____ up a conversation by paying her a compliment
- 3- I have a feeling that I came _____ as a bit over-enthusiastic.
- 4- I'm sure you made a favourable _____ .
- 5- People usually _____ to you, right? Perhaps you were just trying a bit too hard.
- 6- Maybe, I mean – we made quite a lot of _____ talk
- 7- but we also had a _____. She's got a good sense of humour.
- 8- you can't expect to create a strong _____ after just one evening out.



***(WB,Page 8,Q3) : Choose the correct answer.**

1- Then the boss asked me to say who I thought was to blame. It was so embarrassing!

The idiom which can be used to explain this situation is:

(fire question at someone, put somebody on the spot, refuse to let something drop)

2- You always have to be the last one to speak, don't you?

The idiom which has the same meaning as the sentence is:

(insist on having the last word / put somebody on the spot / refuse to let something drop)

3- I told him I didn't want to talk about it anymore, but he wouldn't stop.

The idiom which has the same meaning as the sentence is:

(refuse to let something drop / not get a word in edgeways / put somebody on the spot)

4- He just kept asking me one thing after another for what seemed like ages

The idiom which can be used to explain this situation is:

(jump down somebody's throat / fire questions at someone / put somebody on the spot)

5- When I told her I was going to be a few minutes late, she got really angr.

The idiom which can be used to explain this situation is:

(jump down somebody's throat / fire questions at someone / put somebody on the spot)

6- She talked so much that I didn't manage to say anything at all during lunch.

The idiom which can be used to explain this situation is:

(put somebody on the spot / not get a word in edgeways / fire questions at someone)

7-She seemed rather arrogant at first.

The sentence which has the same meaning as the above is:

(she came across as arrogant at first / she came about as arrogant at first /

she came as arrogant at first)

Vocabulary

*(SB,Page 10,Q3) : Complete the sentences with the words from the box.

terrified	astonished	exasperated	livid
tense	ecstatic	bewildered	devastated

- 1- I'm completely _____ about my exam results – I never thought I'd do so well!
- 2- He has no idea how he lost his phone. He feels completely _____.
- 3- Randa's mother was absolutely _____ when she found out that her daughter had cheated in the exam again.
- 4- She felt very _____ as she waited for her job interview.
- 5- He's _____ that someone will find out his secret.
- 6- Nothing is changing and he is becoming more _____ and more about the situation.

*(SB,Page 14,Q3) : Complete the text with the correct words.

I'm a very good student, so I was really (ecstatic / devastated) when I found out I'd failed an exam. I was really (livid / down in) the dumps while my friends who had passed felt like they were walking on air! I genuinely felt (thrilled / heartbroken) for them but at the same time I was (hazardous / bewilderedn) as to why I hadn't passed.

*(SB,Page 10,Q3) : Replace the underlined words with the adjectives from the box with a similar meaning.

bewildered	devastated	ecstatic
livid	tense	terrified

- 1- Saeed didn't tell his friend how frightened he was by the final scene of the film they went to see. _____
- 2- Salwa was sad when her best friend moved to another city. _____
- 3- When Salem returned to find his new car scratched he was angry. _____
- 4- Nadia was understandably nervous as she waited for the results of her exams. _____
- 5- Kareem was thrilled when he found out he'd got a place at university. _____
- 6- Passengers were left confused after the departure gate was changed seven times. _____

*(WB,Page 59,Q2) : Choose the correct answer.

- 1- When my mother left me at the school gates, I was _____ but the teacher was really friendly and took me into the classroom.
(devastated / terrified / bewildered)
- 2- I was _____ when I saw many new faces at primary school at first.
(bewildered, thrilled, ecstatic)
- 3- I'm completely _____ about my exam results - I never thought I'd do so well!
(devastated, livid, ecstatic)



Expressing emotions

*(SB,Page 11,Q2) : Complete the sentences with the phrases from the box.

Get out of here!	I'm feeling a bit blue	I'm heartbroken
I've had it up to here with	That's a weight off my mind	I'm worried sick about

1- Expressing anxiety

It's been keeping me up at night. _____

2- Expressing relief

I can breathe a sigh of relief now. _____

3- Expressing annoyance and frustration

... is driving me up the wall!

... really gets on my nerves. _____

4- Expressing surprise or disbelief

You've got to be kidding me! _____

Who would have thought it?

5- Expressing sadness

I'm feeling a bit down in the dumps

6- Expressing enjoyment or happiness

I'm walking on air!

I can't stop smiling!

*(SB,Page 11,Q2) : Replace the underlined words with phrases from the box.

I don't blame you	I know, right?	I'm really pleased for you
I'm so sorry to hear that	What a pain!	What's the worst that could happen?

1- A I'm extremely concerned about my aunt – she isn't very well.

B That's awful. It's horrible when a relative is sick.

2- A I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.

B There's no need to worry. You'll be great!

3- A My parents are taking me to Florida this summer.

B I don't believe you! You lucky thing!

A Yes, I'm so happy.

4-A I'm completely fed up with people gossiping behind my back.

B I don't blame you. It's awful.

5- A I finally finished my geography project.

B That must be a relief for you.



***For questions, choose the correct answer a, b, c.**

1- A: Actually, I'm really stressed about my exams. To be honest, it's been keeping me up at night.

B: Try and get it in perspective. _____

The suitable response to complete the dialogue is:

- a. What the mst that l
- b. You've got to be kidding me!
- c. I know, right?

2- A: I've just heard that I've got a place at my first choice of university. I'm walking on air!

B: That's great. _____

The suitable response to complete the dialogue is:

- a. I'm so sorry to hear that. is glaming
- b. I'm really pleased for you su Jorno BI
- c. What a pain!

3- A: Maia Keeps sending me these stupid chain messages.

B: Oh no _____

The suitable response to complete the dialogue is:

- a. What a pain! foal
- b. I'm really pleased for you
- c. I can't stop smiling!

4- A: Well, I'm a bit down in the dumps actually. My grandad's in hospital.

B: Oh _____

The suitable response to complete the dialogue is:

- a. I can't stop smiling!
- b. I'm walking on air!
- c. I'm so sorry to hear that.

5- A: You've got to be kidding me! How did that happen?

B: _____

- a. I know, right?
- b. I'm walking on air!
- c. I can't stop smiling!

6- A: I've had it up to here with being criticised for something I didn't do!

B: _____

The suitable response to complete the dialogue is:

- a. I don't blame you.
- b. I'm really pleased for you.
- c. I can breathe a sigh of relief now.

7- A: Are you OK? You look tired.

B: Actually, I'm really stressed about my exams. To be honest, it's been keeping me up at night.

What is the main emotion that the speaker B expresses?

- a. anxiety
- b. sadness
- c. relief

8- A: Is this your phone? The phone case says 'Sophie' so I thought it might be. I found it in the canteen.

B: Oh! Yes! Brilliant. That's a weight off my mind. I thought I'd lost it and my parents would kill me! Thanks so much.

What is the main emotion that the speaker B expresses?

- a. relief
- b. annoyance
- c. happiness

9- A: Hi, Danny. You look really happy. Did you get some good news or something?

B: Yes, I can't stop smiling! I've just heard that I've got a place at my first choice of university. I'm walking on air!

What is the main emotion that the speaker B expresses?

- a. enjoyment\ happiness
- b. sadness
- c. anger

10- A: I just heard a really juicy bit of gossip. Apparently, Andrew is going out with Marta.

B: You've got to be kidding me!

What is the main emotion that the speaker B expresses?

- a. surprise disbelief
- b. anxiety
- c. annoyance

11- A: Maia keeps sending me these stupid chain messages. You know, pass this onto six people or something bad will happen. It's driving me up the wall!

B: What a pain! It really gets on my nerves when people do that.

What is the main emotion that the speaker B expresses?

- a. anger\ annoyance
- b. happiness
- c. relief

12- A: Come on. I can see something's bothering you.

B: Mmm... Well, I'm a bit down in the dumps actually.

What is the main emotion that the speaker B expresses?

- a. sadness empathy
- b. disbelief
- c. anxiety

13- I'm extremely concerned about my aunt - she isn't very well.

The suitable phrase that should be replaced instead of the underlined words is:

- a. I'm heartbroken.
- b. I'm worried sick
- c. I can breathe a sigh of relief now.

14- That's awful. It's horrible when a relative is sick.

The phrase which means the same as underlined words is:

- a. I can't stop smiling.
- b. I'm walking on air!
- c. I'm so sorry to hear that.

15- I've got to give a presentation in class next week. I'm really nervous.

I've been worrying about it a lot.

The suitable phrase that should be replaced instead of the underlined words is:

- a. It's been keeping me up at night.
- b. I'm walking on air!
- c. it is driving me up the wall!

16- There's no need to worry. You'll be great!

The suitable phrase that should be replaced instead of the underlined words is:

- a. I can breathe a sigh of relief now.
- b. What the worst that could happen
- c. I'm walking on air!

17- I don't believe you! You lucky thing!

The suitable phrase that should be replaced instead of the underlined words is:

- a. You've got to be kidding me!
- b. It's been keeping me up at night.
- c. I'm walking on air!

18- Yes, I'm so happy.

The suitable phrase that should be replaced instead of the underlined words is:

- a. I can't stop smiling!
- b. You've got to be kidding me!
- c. I'm feeling a bit down in the dumps.

19- I'm completely fed up with people gossiping behind my back.

The suitable phrase that should be replaced instead of the underlined words is:

- a. I've had it up to here
- b. Get out of here!
- c. You've got to be kidding me!

20- That must be a relief for you.

The suitable phrase that should be replaced instead of the underlined words is:

- a. a weight off my mind.
- b. feeling a bit blue.
- c. feeling a bit down in the dumps.

21- Get ___ of here!

- a. out b. off c. about

22- I'm worried _____

- a. sick b. ill c. patient

23- That's a weight off my _____

- a. brain b. mind. c. head

24-Now I can _____ a sigh of relief.

- a. breathe b. blow c. air

25- You've got to be _____ me!

- a. Kidding b. joking c. laughing

26- It's been keeping me _____ at night.

- a. out b. up c. down

27- Who would have _____ it?

- a. understood b. thought c. got

28- I'm feeling a bit _____ in the dumps.

- a. up b. down c. between

29- I'm heartbroken. What does this phares express?

- a. annoyance b. sadness c. happiness

30- He is driving me up the wall! What does this phares express?

- a. annoyance b. sadness c. happiness

31- I'm walking on air! What does this phares express ?

- a. annoyance b. sadness c. happiness

32- I'm feeling a bit down in the dumps. What does this phares express?

- a. annoyance b. sadness c. happiness

33- I'm feeling a bit blue. What does this phares express?

- a. annoyance b. sadness c. happiness

34- I can't stop smiling! What does this phares express?

- a. annoyance b. sadness c. happiness

35- I've had it up to here with you! What does this phares express?

a. annoyance b. sadness c. happiness

36- That music gets on my nerves. What does this phares express?

a. annoyance b. sadness c. happiness

37. A: What's the matter with you?

The neighbours are playing loud music again. _____

The suitable response to complete the dialogue is:

a. It's driving me up the wall!

b. I'm walking on air!

c. I can't stop smiling!

38- A: What a pain!

B: Maybe I should go and talk to them.

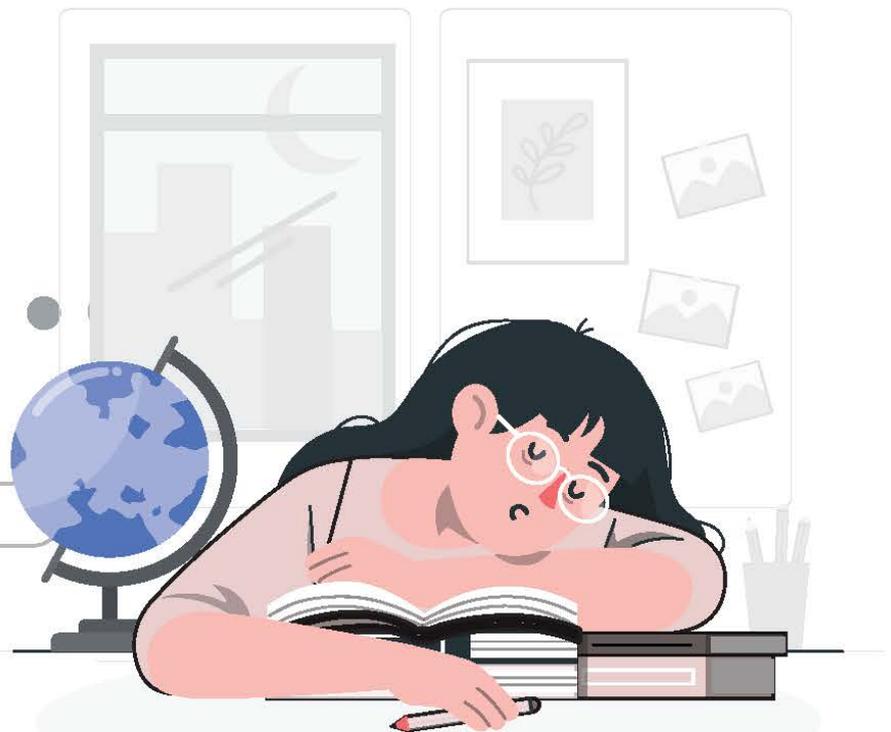
A: I think you should. I mean _____

The suitable response to complete the dialogue is:

a. what's the worst that could happen?

b. I'm really pleased for you.

c. I can't stop smiling!



39- A: The farmer's horse died. He's heartbroken.

B: Oh no! Poor thing. _____

The suitable response to complete the dialogue is:

- a. I'm so sorry to hear that.
- b. I'm really pleased for you.
- c. I don't blame you.

40- A: I got the job! _____

B: That's awesome! I'm really pleased for you.

The suitable response to complete the dialogue is:

- a. I'm feeling a bit blue.
- b. I can't stop smiling!
- c. I'm heartbroken.

41- A: But my phone is broken again! back!

The suitable response to complete the dialogue is:

- a. I'm feeling a bit down in the dumps.
- b. I've had it up to here with it!
- c. I'm walking on air!

أساسيات الأزمنة

• Pronouns الضمائر

She, he, it = مفرد

They, we, you = جمع

I = تعامل معاملة الجمع ما
عدا بزمن الماضي المستمر

الأفعال المساعدة

Do ; do , does , did , done

Have ; have , has , had , had

Be ; am is are , was were , been

• NOTE

V1

Be + Ving

Have + V3

• Head Noun الاسم الرئيس

Using technology in classrooms (is/ are)

The history of computers (has/ have)

Students in my country (is/ have)

• Simple

Present = V1

Past = V2

• Continuous

Present = am , is , are + Ving

Past = was , were + Ving

• Perfect

Present = has , have + V3

Past = had + V3

• Perfect Continuous

Present = has , have + been + Ving

Past = had + been + Ving

Present Simple

• Affirmative المثبت

S + V + O.

• Negative المنفي

S + V + O.

• Question السؤال

..... + S + V + O?

Past Simple

• Affirmative المثبت

S + V + O.

• Negative المنفي

S + V + O.

• Question السؤال

..... + S + V + O?

• **Functions (Present Simple):**

- **habits and routines: things that happen as a routine in the present.**
 - He often loses touch with his colleagues.
- **permanent situations around the present time: Describe the state of people.**
 - I live in Jordan
- **Facts: things that are always true.**
(Water, Sun, Iron)
 - The Earth goes around the sun.
 - Wood floats on water
- **Scheduled or fixed events in the future.**
(Plane, train, bank, school)
 - The train leaves at 1 a.m

• **Keywords:**

1. always, often, sometimes, every, never, seldom, from time to time, nowadays, every so often, once in a while
2. ly = usually, yearly, normally, monthly, weekly, hardly, daily, rarely, repeatedly, scarcely, generally, occasionally, frequently
3. once a day, week
twice month, year
several times season, decade
many times

• **Questions:**

1. **Children always early.**
A- sleeps B- is sleeping C- has slept D- sleep
2. **Rana..... in Amman.**
A- didn't live B- isn't living C- hasn't lived D- doesn't live

3. Ali sometimes his friends.
A- visited B- was visiting C- will have visited D- visits
4. he every night?
A- did-study B- is-studying C- has-studied D- does-study
5. Ramadan from 29 days to 30 days.
A- lasted B- was lasting C- had lasted D- lasts
6. Eida Al-Adha is a celebration that on the 10th of Thu-Al-Hijjah according to the Islamic calendar.
A- began B- are beginning C- have begun D- begins
7. Water of two atoms of Hydrogen and one atom of Oxygen.
A- consisted B- was consisting C- has consisted D- consists
8. Millions of families at least one computer at home.
A- had B- has C- had D- have
9. Children often computers better than their parents.
A- used B- is using C- has used D- use
10. I..... from Ajloun, but I'm staying in Irbid for a few months.
A- came B- is coming C- had come D- come
11. It less difficult every time I write an essay.
A- get B- got C- gets D- is getting
12. Dad contact with his cousin from time to time, so they're not close.
A- made B- makes C- make D- has made
13. I going for a regular run once a week.
A- loves B- love C- loved D- has loved
14. Jaber to stay in on Saturday nights these days.
A- prefer B- preferred C- prefers D- had preferred
15. I usually a break from my screen from time to time to rest my eyes.
A- took B- take C- takes D- is take

16.You.....how much credit you've got left on your phone?
A- Did-know B- Does-know C- Do-know
17. My family..... a trip to Europe every year.
A- plans B- was being planned C- would plan
18. So itso easy to forget that there was a limit of 160 characters per message back then!
A- is B- are C- am D- was
19. Our neighbor sometimes his house and goes to the country.
A- left B- leave C- leaves D- has left
20. The woman her children's meals daily.
A- is preparing B- prepares C- prepare D- will have prepared
21. One of my friends to send messages every night.
A- Likes B- like C- liked D- don't like
22. The plane at 6:30.
A- arrives B- arrive C- arrived
23. The bank on Monday at 3:00.
A- Close B- closes C- closed
24. Omar engineering in the University of Jordan.
A- Study B- studies C- studied
25. Maher in a village near Madaba.
A- Lives B- lived C- live

• **Answers**

- 1.D 2.D 3.D 4.D 5.D 6.D 7.D 8.D 9.D 10.D 11.C 12.B 13.B 14.C
15.B 16.C 17.A 18.A 19.C 20.B 21.A 22.A 23.B 24.B 25.A

- **Functions (Past Simple):**

- **actions or events completed at a specific time in the past:**
an actions that started and finished in the past or (a routine in the past)
 - Neil Papworth sent the first text message in 1992.
- **actions which follow each other in a story**
 - I stopped my car, got out and stood in the road to see what it was.

- **Keywords :**

yesterday, last, in the past, ago, in 1940, in ancient times, previous, earlier today, the day before yesterday, a little while back, at the turn of the twentieth century, soon later, when, two years later.

- **Questions**

1. **When he got back at the end of the day, itthere.**
A- isn't B- wasn't C- weren't
2. **Members of an Australian familythe world's oldest message in a bottle previously.**
A- find B- found C- finds
3. **They energetic when I saw them yesterday.**
A- was B- were C- have been D- are
4. **He the meeting last week.**
A- didn't attend B- isn't attending C- hasn't attended D- didn't
5. **..... your brother to college in 1999?**
A- Did, go B- Does, go C- Do, go
6. **The police..... the robbers yesterday morning.**
A- catch B- will catch C- was caught D- caught
7. **During 1940s, scientist in England technology enough.**
A- develops B- is developing C- has developed D- developed

8. Ia film when I got home from school.
A- watches B- watch C- watched
9. Icontact with Mr Farley earlier today, but he hasn't responded yet.
A- watches B- watch C- watched
10. The wind the house yesterday.
A- had destroyed B- is destroying C- destroyed D- destroy
11. She met me two days ago, but she the subject.
A- doesn't discuss B- wasn't discussing C- won't discuss D- didn't
12. Lilbourne, a farmerthe ballon message in his field in the past.
A- find B- found C- finds
13. Ita greeting message that they sent in 1992.
A- was B- were C- have
14. So, it is so easy to forget that therea limit of 160 characters per message back then!
A- were B- was C- have
15. Papworth said that he only recentlyhis children that it was he who had sent the very first text message.
A- telling B- told C- tells
16. Papworththat this was perhaps a key moment in mobile history.
A- agreed B- are agreeing C- agree
17. Imy password and blocked my email account the day before yesterday.
A- forget B- forgot C- forgotten
18. He was concentrating on the road so heit fall.
A- doesn't hear B- didn't hear C- don't hear D- hasn't heard

19. Before letting it loose, she attached a note whichthe message.
A- have carried B- has carried C- carry D- carried
20. The film we last night was very interesting.
A- saw B- see C- will see D- were seen
20. The film we last night was very interesting.
A- saw B- see C- will see D- were seen
21. I the invitation a week ago.
A- received B- is receiving C- has received D- receive
22. My sister and her husband into a new flat last week.
A- moves B- is moving C- moved D- has moved
23. Fatima her homework three hours ago.
A- finishes B- is finishing C- has finished D- finished
24. During the early 2000s, people..... phones in different colors and different designs.
A- buys B- is buying C- has bought D- bought
25. A metal machine was found on the seabed in Greece that..... more than 2000 years old.
A- is B- were C- has been D- was

• **Answers**

- 1.B 2.B 3.B 4.A 5.A 6.D 7.D 8.C 9.C 10.C 11.D 12.B 13.A 14.B
15.B 16.A 17.B 18.B 19.D 20.A 21.A 22.C 23.D 24.D 25.D

Present Continuous

- Affirmative المثبت

S + V + O.

- Negative المنفي

S + V + O.

- Question السؤال

..... + S + V + O?

Past Continuous

- Affirmative المثبت

S + V + O.

- Negative المنفي

S + V + O.

- Question السؤال

..... + S + V + O?

- Functions (Present Continuous):

- actions in progress at the time of speaking.
 - He is talking on his mobile.
- temporary actions in progress around now.
 - He's thinking of getting a new phone.
- changes and developments:
 - The news is spreading quickly.
- repeated actions.
 - She is always complaining about the weather.
- to talk about the future, where something has been planned.
 - We're moving to Cambridge in July.

- Keywords:

(now, nowadays, these days, right now, at the moment, at the present, at this minute, today, tonight, currently, constantly, always, look!, listen!, be careful!, be quiet!, Hurry up!)

• Questions

1. **The phone..... now and I can't find where I've put it.**
A- is ringing, B- was ringing C- are ringing
2. **The boys together in the garden at the moment.**
A- is playing B- have played C- are playing D- were playing
3. **Listen! Someone on the door.**
A- is knocked B- have knocked C- is knocking D- knock
4. **Could you be quiet please? I to the news.**
A- was listening B- am listening C-listen D- listened
5. **Be quite! Don't you see I to the manager!**
A- am talking B- was talking C- talked D- talk
6. **It.....easier and easier to stay in touch with people.**
A- was getting B- is getting C- are getting
7. **.....you.....the laptop right now? I need to send an email.**
A- Was-using B- Are- using C- Is using
8. **Can I call you back? I.....to someone else at the moment.**
A- am talking B- were talking C- is talking
9. **.....you.....your laptop right now? I'd like to borrow it.**
A- Were-using B- Are using C- Is using
10. **Landline telephones.....less and less common these days.**
A- are becoming B- is becoming C- were becoming
11. **Gas and oil prices.....more and more expensive these days.**
A- are getting B- is getting C- was getting
12. **Sometimes we don't think we.....to the right person.**
A- are speaking B- is speaking C- were speaking
13. **.....people.....against the problem now?**
A- Is-protesting B- Are-protesting C- Were protesting

14.**Rama.....Spanish nowadays?**
A- Was, speaking B- Were, speaking C- Is, speaking
15. **The workersat the moment. They are on a break.**
A- aren't working B- weren't working C- isn't working
16. **My unclea football game now.**
A- aren't watching B- isn't watching C- wasn't watching
17. **Students..... computers nowadays.**
A- is using B- are using C- was using
18. **I.....my relatives at the moment.**
A- was visiting B- am visiting C- are visiting
19. **Nowadays I on a new technique.**
A- practiced B- will practice C- was practicing D- am practicing
20. **Do you know what research In medicine at the moment?**
A- is happened B- were happening C- is happening D-
21. **She always my clothes without asking.**
A- is, borrowing B- was, borrowing C- were, borrowing
22. **It always in this place.**
A- Rain B- rains C- is raining
23. **You always a mess in the kitchen.**
A- is - making B- are - making C- make
24. **The manager the new policy changes right now.**
A- discusses B- is discussing C- are discussing
25. **He constantly about his workload.**
A- complain B- were complaining C- is complaining

• Answers

1.A 2.C 3.C 4.B 5.A 6.B 7.B 8.A 9.B 10.A 11.A 12.A 13.B

14.C 15.A 16.B 17.B 18.B 19.D 20.C 21.A 22.B 23.B 24.B 25.C

الأفعال الثابتة (State Verbs)

هي الأفعال التي تعبر عن حالة أو شعور أو رغبة أو تملك، وليس عن فعل مادي أو حركة. عادةً، هذه الأفعال لا تُستخدم في الأزمنة المستمرة لأنها تعبر عن حالات ثابتة أو غير متغيرة.

فيما يلي بعض الأفعال الثابتة الشائعة مع أمثلة :

Know (يعرف)

I know the answer.

Believe (يعتقد)

She believes in ghosts.

Understand (يفهم)

Do you understand the question?

Remember (يتذكر)

I remember her from school.

Love (يحب)

I love chocolate.

Hate (يكره)

He hates waiting.

Have (يملك)

She has a beautiful garden.

See (يفهم)

I see. I'll get started on it right away.

Hear (يسمع)

Can you hear the music?

Smell (رائحة)

The flowers smell nice.

Taste (طعم)

The soup tastes good.

Be (يكون)

She is happy.

Seem (يبدو)

He seems tired.

Appear (يظهر)

It appears to be broken.

هناك بعض الأفعال التي تكون أحياناً أفعال ثابتة (stative verbs) وأحياناً أفعال مستمرة (dynamic verbs) بناءً على السياق والمعنى المقصود

فيما يلي بعض الأمثلة على هذه الأفعال وكيف يمكن أن تكون ثابتة أو مستمرة

Have

تعني التملك أو العلاقة : ثابتة

I have a car.

تعني القيام بشيء ما : مستمرة

I am having lunch.

Think

تعني الرأي أو الاعتقاد : ثابتة

I think he is right.

تعني التفكير في اللحظة : مستمرة

I am thinking about my holiday.

Feel

تعني الشعور العاطفي : ثابتة

I feel happy.

تعني الشعور الجسدي في اللحظة : مستمرة

I am feeling cold.

Smell

تعني الرائحة : ثابتة

I think he is right.

تعني الشم : مستمرة

She is smelling the flowers.

Quiz :

Choose the Correct Form of the Verb

1. I (love / am loving) spending time with my family during the holidays.
2. She (believes / is believing) that honesty is the best policy.
3. She is (seeing/ see) a client right now. She'll be available in an hour.
4. He (hates / is hating) waking up early every day.
5. They (know / are knowing) the answer to the question.
6. I (see / am seeing) your point, but it might be challenging without additional resources.
7. You (look / are looking) tired. Did you not sleep well?
8. Sure, I (taste/ am tasting) it right now. It needs a bit more salt.
9. He (appears / is appearing) nervous before his presentation.
10. She (thinks / is thinking) about changing her job.
11. I (have / am having) a great time at the party tonight.
12. This soup (tastes / is tasting) delicious!

- **Functions (Past Continuous):**

- **in progress at a specific time in the past (this often provides background to other past events):**
 - **While Hani was waiting for us, his mum was texting.**
- **interrupted by a shorter past action:**
 - **She was studying when suddenly somebody tossed a brick through the window.**

- **Keywords :**

at the time, earlier today, the day before yesterday, a little while back, in ancient times, thousands of years ago, at the turn of twentieth century, in 1990, two years later, soon after, when, while.

- **Questions**

1. **I a film when the lights suddenly went out.**
A- am watching B- was watching C- watch
2. **My teacher took my mobile phone off yesterday- Ito my friend.**
A- am talking B- was talking C- were talking
3. **Papworthfor a phone company at that time.**
A- is working B- was working C- were working
4. **While my mother a cat drank the milk.**
A- is cooking B- was cooking C- cooked D- has cooked
5. **I went out while it**
A- is snowing B- snows C- will snow D- was snowing
6. **While I was sitting on the grass, I my friends.**
A- see B- have seen C- saw D- will see
7. **When I Hind, she was walking along the street.**
A- am meeting B- was meeting C- met D- meet

8. Some people like to spend time in a quiet place while others..... parties.
A- prefer B- prefers C- preferred D- were preferring
9. A 10-years-old Laura Buxtonher grandparents' 50th wedding anniversary in Staffordshire, England.
A- was celebrating B- celebrate C- celebrating
10. Hein English class when he realised that had lost it.
A- were sitting B- is sitting C- was sitting
11. This time last year, we..... for the first semester exam.
A- Prepared B- were preparing C- was preparing
12. While the boys..... to school, it began to rain heavily.
A- were going B- are going C- go D- went
13. While the teacher the lesson, someone knocked at the door.
A- explains B- explained C- was explaining D- has explained
14.you.....a bad dream when you woke up?
A- Were-having B- Was-having C- Are-having
15. Weon the beach earlier today when we found a message in the bottle.
A- were walking B- was walking C- are walking
16. Heon the road, so he didn't hear it fall.
A- were concentrating B- was concentrating C- is concentrating

• **Answers**

- 1.B 2.B 3.B 4.B 5.D 6.C 7.C 8.D 9.A 10.C 11.B
12.A 13.C 14.A 15.A 16.B

Present Perfect

- Affirmative المثبت

S + V + O.

- Negative المنفي

S + V + O.

- Question السؤال

..... + S + V + O?

Past Perfect

- Affirmative المثبت

S + V + O.

- Negative المنفي

S + V + O.

- Question السؤال

..... + S + V + O?

- Functions (Present Perfect):

- the duration of states that began in the past and continue up to now:

- He has been stuck here for five years.

- completed past actions with a present relevance/result:

- The lights have gone out. (And now it's pitch dark here).

- He has changed dramatically. (He looks very different now).

- experiences during a present period of time.

- I have sent five thousand text messages so far.

- Finished actions in the past when we don't say exactly when they happen.

- They have written several essays.

- Keywords :

- For, since, ever since, since the dawn of the time

- Recently, lately, in recent years

- ever

- just, already

- yet, so far, before

- today

• Questions

- 1. I just the minister.**
A- will, meet B- will have, met C- have, met D- am, meeting
- 2. Someone my car from garage lately.**
A- will steal B- steal C- stole D- has stolen
- 3. The children..... already..... the sandcastle on the beach.**
A- will, build B- will have, built C- have, built D- are, build-
- 4. I never a car before.**
A- will, drive B- will have, driven C- have, driven D- am,
- 5. The number of teachers recently.**
A- has increased B- increases C- is increasing D- will have
- 6. I..... Malek a couples of times so far.**
A- has called B- have called C- calls D- had called
- 7. The two hit it off right from the start and.....friends for life.**
A- has become B- becomes C- have become D- becoming
- 8. It.....just.....it a lot easier to stay in touch and to see photos of**
A- had-made B- have-made C- has-made D- will-make
- 9. According to my phone, I67 minutes online since 9 o'clock.**
A- has spent B- have spent C- had spent D- have been spent
- 10. IHuda three times today.**
A- had texted B- have texted C- has texted D- texted
- 11. Lamatwo essays today.**
A- has written B- have written C- had written D- wrote
- 12. Historians.....also.....across letters people wrote to stay in touch in those**
A- has, come B- have, come C- will, come D- had, come
- 13. Itouch with a few of my friends in recent days.**
A- have lost B- has lost C- had lost D- lost

14. **There.....many innovations in phone technology.**
A- had been B- has been C- have been
15. **Omarhow to write in English yet.**
A- haven't learnt B- hasn't learnt C- hadn't learnt
16. **.....you.....any hand-written letters recently?**
A- Had- received B- Have, received C- Has, received D- Do, receive
17. **My friendsme since I moved to the new house.**
A- doesn't see B- hasn't seen C- haven't seen D- won't see
18. **Many changes place in Jordan since 1990's.**
A- will take B- have taken C- are taking D- will have taken
19. **She writing the report yet.**
A- didn't finish B- won't have finished C- isn't finishing D- hasn't finished
20. **She never in the morning.**
A- smokes B- is smoking C- has smoked D- had smoked
21. **She never..... before.**
A- has, smoked B- have, smoked C- had, smoked D- smokes
22. **Scientists glasses that are capable of doing more than this**
A- has develop B-had developed C-have developed D- devel-
23. **I in such a nice place before.**
A- haven't been B- hasn't been C- hadn't been D- wouldn't be
24. **.....social mediathe meaning of friendship?**
A- Did, changed B- Is, changed C- Has, changed D- Had, changed
25. **She the kitchen. It is clean now.**
A- cleans B- is cleaning C- has cleaned

• **Answers**

- 1.C 2.D 3.C 4.C 5.A 6.B 7.C 8.C 9.B 10.B 11.A 12.B 13.A 14.C
15.B 16.B 17.C 18.B 19.D 20.A 21.A 22.C 23.A 24.C 25.C

- **Functions (Past Perfect):**

- **The duration of states before a specific point in the past.**
 - She had been blind for 12 years when she started her journey.
- **Completed earlier actions with a relevance to the time of the story.**
 - He wrote about a spot that he had discovered on the surface of Venus.
- **Experiences that happened before a specific point in the past.**
 - By the time he died, he had written a lot of letters.

- **Keywords :**

After, before, because, when, by the time

- **Questions**

1. **He never found out what to it.**
A- had happened B- has happened C- have happened
2. **After the thief had stolen the money, he the woman.**
A- killed B- had killed C- kills D- will kill
3. **After she had eaten her sandwich, she a cup of tea.**
A- drinks B- drank C- has drunk D- had drunk
4. **Before Ali graduated from college, he a car.**
A- bought B- has bought C- will buy D- had bought
5. **He assumed that someoneit.**
A- have stolen B- had stolen C- has stolen
6. **A German researcherthe message into the Indian Ocean before he died.**
A- has thrown B- have thrown C- had thrown
7. **Researchersthe note 132 years earlier.**
A- had written B- have written C- has written
8. **By 2014, Ali a new book.**
A- publishes B- was publishing C- had published D- will pub-

9. Jehad had told his father about his plans before he
A- has left B- had graduated C- left D- leaves
10. When Laura Buxton received the message, she contacted Laura Buxton who.....it.
A- had sent B- has sent C- have sent
11. Papworth said that he only recently told his children that it was he whothe very first text message.
A- had sent B- has sent C- have sent
12. He was sitting in the class when he realised heit.
A- has lost B- had lost C- have lost
13. By the time he was five, Tom two languages.
A- is learning B- learns C- had learned D- was learned
14. I didn't have any money because I my wallet.
A- lose B- had lost C- will have lost D- was lost
15. After I the dishes, I ate my breakfast.
A- wash B- have washed C- washed D- had washed
16. He thought heit at home.
A- has left B- had left C- have left
17.you.....her photos on social media before you met her?
A- Had, seen B- Have, seen C- Has, seen
18. Reem her favorite film by the end of last week.
A- had watched B- was watching C- will watch D- will be watching
19. They just.....home by the time it started to rain.
A- has, arrived B- had, arrived C- have, arrived D- will, arrived
20. Ali had bought a car before he from college.
A- graduated B- had graduated C- will graduate D- graduates

• **Answers**

1.C 2.D 3.C 4.C 5.A 6.B 7.C 8.C 9.B 10.B 11.A 12.B 13.A 14.C
15.B 16.B 17.C 18.B 19.D 20.A 21.A 22.C 23.A 24.C 25.C

Present Perfect Continuous

• **Affirmative** المثبت

S + V + O.

• **Negative** المنفي

S + V + O.

• **Question** السؤال

..... + S + V + O?

• **Functions (Present Perfect Continuous):**

- **The duration of actions that began in the past and continue up to the present:**
 - I've been waiting here since 9 a.m.
- **Past processes with a present relevance/ result:**
 - I've got better grades because I've been studying a lot lately.

• **Keywords :**

- For, since, ever since, since the dawn of the time
- Recently, in recent years
- All + time reference
- Still, without stop
- كلمات تدل على أثر الفعل

Past Perfect Continuous

• **Affirmative** المثبت

S + V + O.

• **Negative** المنفي

S + V + O.

• **Question** السؤال

..... + S + V + O?

• Questions

1. **IHeba all morning.**
A- has been texting B- have been texting C- have be texting
2. **Lama that essay since this morning.**
A- have been writing B- has be writing C- has been writing
3. **AbbasEnglish for very long.**
A- hasn't be learning B- hasn't been learning C- haven't been
4. **Some of the studentssince morning for the final exams.**
A- has be studying B- have been study C- have been studying
5. **Right now I am sitting at my desk. Ihere since 7:00.**
A- Was sitting B- has been sitting C- have been sitting D- had
6. **The governmenthardly to raise the citizen's awareness of human rights.**
A- has been working B- has be worked C- has was working
7. **The ground is wet. It**
A- had been raining B- rains C- is raining D- has been rain-
8. **Nadia her homework for two hours.**
A- has been doing B- has been done C- has be doing D- have
9. **She for 10 straight hours. Why doesn't she take a break?**
A- be studying B- had be studying C- has been studying
10. **Weessays all day long.**
A- have been writing B- have be writing C- have write
11. **We The coach to come for half an hour in the gym.**
A- have been waiting B- had been waited C- has been waiting
12. **That man for an hour to get a taxi.**
A- had been waiting B- was waiting C- is waiting D- has been
13. **Nour an essay all morning.**
A- had been writing B- was writing C- is writing D- has been

14. I have reading an interesting book for three hours.
A- been B- be C- is D- had
15. My friend has a headache. He has been..... too much TV.
A- watched B- watching C- watches D- watch
16. IMalek all day today.
A- has be calling B- have been calling C- has been calling D-
17. You are out of breath. Have you?
A- been running B- running C- ran D- runs
18. People microwaves in their houses since they were invented.
A- have been used B- had used C- were using D- have been
19. The ground is wet. It heavily for 10 hours
A- is raining B- is going to rain C- rain D- has been raining
20. Students who are going to represent our school randomly.
A- have been chosen B- has been chosen C- have been choos-
21. Sheon her mobile phone for ages. Can't they see each other in person?
A- have been chatting B- had been chatting C- has been chat-
22. Since the time of that very first message, peoplereally long messages.
A- have been written B- has been writing C- have been writing
23. Hatem looks tired. He..... his science project all night.
A- had been doing B- was doing C- did D- has been doing
24. I am very tired. I all day.
A- discusses B- is discussing C- are discussing
25. It all day. It is still raining right now.
A- rains B- has been rain C- has been raining

• **Answers**

- 1.B 2.C 3.B 4.C 5.C 6.A 7.D 8.A 9.C 10.A 11.A 12.D 13.D 14.A
15.B 16.B 17.A 18.D 19.D 20.C 21.C 22.C 23.D 24.A 25.C

السؤال المذيل

Question tag

• Definition

is a short question added to the end of a sentence, meaning 'isn't it?'
السؤال المذيل هو عبارة عن سؤال قصير يضاف في نهاية الجملة ومعناه (أليس كذلك)

• Structure

the auxiliary (helping verb) + the pronoun?

يتكون السؤال المذيل من (فعل مساعد أو فعل ناقص) و(ضمير فاعل)

the auxiliary= (do, be, have, modals)

حسب الزمن

• Rule

- Positive statement + Negative tag:

• Example: "She is coming, isn't she?"

- Negative statement + Positive tag:

• Example: "He doesn't like coffee, does he?"

"إذا كانت الجملة مثبتة يكون السؤال المذيل منفيًا، وإذا كانت الجملة منفية يكون السؤال المذيل مثبتًا"

• Function

- Requests

إذا بدأت الجملة بفعل أمر (تفيد الطلب) يجب أن تضع أحد الأفعال الآتية:

Can, could, will, would+ you

Buy me the newspaper, could you?

- Invitations

إذا كانت الجملة تدل على الدعوة يجب استخدام السؤال

Won't you?

Come to visit us next summer, won't you?

- Commands

إذا كانت الجملة تدل على الأمر يجب استخدام السؤال

Will you?

Write it down, will you?

Don't make a mess, will you?

- Confirm information

أغلب الأسئلة الذيلية تستخدم لتأكيد المعلومة

"You're going to the party, aren't you?"

- They came by bus, didn't they?
- Ahmed speaks English well, doesn't he?
- Ahmed won't be late, will he?
- Ahmed used to get up early, didn't he?
- We shall visit you, shan't we?
- You don't understand, do you?
- She usually comes in late, doesn't she?
- You are coming to the party, aren't you?
- They haven't been to London yet, have they?
- They went to school, didn't they?
- I can email my CV, can't I?
- She loves chocolate, doesn't she?
- They won't forget the meeting, will they?
- We're meeting tomorrow, aren't we?
- You've finished your homework, haven't you?
- It's going to rain, isn't it?
- He didn't call you, did he?
- They were at the park, weren't they?
- The movie was great, wasn't it?
- You wouldn't lie to me, would you?
- She has been working hard, hasn't she?
- You're not tired, are you?
- We should leave now, shouldn't we?
- They can't be serious, can they?
- You'd like some coffee, wouldn't you?
- He should apologize, shouldn't he?
- You've never been to Paris, have you?
- They need to hurry, don't they?
- You haven't seen my keys, have you?
- She was there last night, wasn't she?

* ملاحظات على السؤال المذيل :

الانتباه للاختصارات التالية لأنها تختلف في السؤال المذيل:

- **It's cold today, isn't it?**
- **It's snowing now, isn't it?**
- **She's typed the letters, hasn't she?**
- **We'd rather go to the club, wouldn't we?**
- **She had a break, didn't she?**
- **We had met them before, hadn't we?**

توجد بعض الكلمات التي تعبر عن النفي مثل :

Never, nothing, nobody, no one, rarely, seldom

ويكون السؤال المذيل في حالة وجود هذه الكلمات مثبتاً، لأنها تعبر عن النفي فيكون السؤال المذيل مثبتاً
مثل :

- **I will never speak to Sarah again, will I?**
- **They rarely visit London, do they?**
- **Nobody came to the presentation, did they?**
- **Nothing has happened so far, has it?**

تستخدم (they) بدلاً عن بعض الكلمات مثل :

Everybody, somebody, nobody, everyone, someone, anyone, these, those

- **Nobody believes a liar, do they?**
- **Everyone has come to the party, haven't they?**
- **No one called me yesterday, did they?**
- **Someone has bumped into your car, haven't they?**
- **Those are Majeda's guests, aren't they?**

تستخدم (it) بدلاً عن بعض الكلمات مثل :

Something, everything, nothing, this, that

- **Everything is ready, isn't it?**
- **Nothing happened, did it?**
- **Something bad happened, didn't it?**
- **This is an amazing house, isn't it?**

إذا كانت الجملة بدأت ب (there) تستخدم كما هي في السؤال المذيل، مثل :

- **There are a lot of problems, aren't there?**
- **There are five dogs outside, aren't there?**
- **There is a blue mug here, isn't there?**

إذا كانت الجملة تحتوي (verb to have) كفعل أساسي نستخدم (do) في السؤال المذيل، مثل :

- **Ahmed has a car, doesn't he?**
- **Sarah has a red dress, doesn't she?**
- **the dog has a short tail, doesn't it?**

* الحالات الشاذة في السؤال المذيل Exception :

aren't I?
shall we?
will you?

في السؤال المذيل في حالة نفي (I am) تصبح (aren't I) مثل :

- **I'm a good person, aren't I?**
- **I'm still employed, aren't I?**

في حالة الاقتراح في السؤال المذيل نستخدم (shall we) مثل :

- **Let's go to the club, shall we?**
- **Let's go to the cinema, shall we?**

في حالة الأمر في السؤال المذيل نستخدم (will you) مثل :

- **Don't stay up late, will you?**
- **Prepare the report, will you?**

• Questions

1. **This is silly,?**
a) isn't it b) is it c) doesn't it
2. **Nothing ever changes,?**
a) doesn't it b) does it c) do it
3. **Come and look at this,?**
a) don't you b) will you c) do you
4. **Everyone was there,?**
a) weren't they b) wasn't they c) were they
5. **Don't be late,?**
a) don't you b) will you c) are you
6. **No one likes him,?**
a) did they b) doesn't they c) do they
7. **That's a good question,?**
a) isn't it b) is it c) doesn't it
8. **But there are lovely beaches in this country,?**
a) aren't they b) is there c) aren't there
9. **It can be too hot here,?**
a) can't it b) can it c) couldn't it
10. **I'm sure you felt stressed out,?**
a) aren't you b) didn't you c) weren't you
11. **I'm always making mistakes,?**
a) aren't I b) don't I c) am I
12. **We hadn't had such a good laugh for ages,?**
a) hadn't we b) didn't we c) had we
13. **Let's go to the Dead Sea,?**
a) will we b) shall we c) don't we

14. **Somebody told you,?**
a) didn't they b) did they c) don't they
15. **Nobody gave you the message,?**
a) didn't they b) did they c) don't they
16. **Don't forget,?**
a) won't you b) don't you c) will you
17. **He'll turn the laptop off,?**
a) will he b) won't he c) doesn't he
18. **You couldn't help me,?**
a) could you b) couldn't you c) can you
19. **Come to the party,?**
a) won't you b) will you c) don't you
20. **Let's go to the party,?**
a) will we b) shall we c) don't we
21. **He doesn't come across very well,?**
a) doesn't he b) do he c) does he
22. **You can't let it drop,?**
a) can't you b) can you c) don't you
23. **You're going to Amman,?**
a) are you b) aren't you c) don't you
24. **You haven't seen my mobile,?**
a) have you b) do you c) haven't you
25. **I should pay her a compliment when we first meet,?**
a) shouldn't I b) should I c) don't I
26. **He's not going to take to you if you insist on having the last word,?**
a) isn't he b) is he c) does he

27. The room looks different ... Someone has moved the sofa,?
a) has they b) hasn't they c) haven't they
28. Let's get some ice cream,?
a) will we b) shall we c) don't we
29. Come sit with us,?
a) will you b) don't you c) won't you
30. Parents need to teach children not to drop litter,?
a) do they b) don't they c) doesn't they
31. Pick it up,?
a) will you b) don't you c) won't you
32. Nobody helped her,?
a) didn't they b) did they c) doesn't they
33. I'm having lunch with them,?
a) aren't I b) am I c) don't I
34. Don't go out tonight,?
a) are you b) don't you c) will you
35. Well, you only need to buy a little something,?
a) don't you b) do you c) aren't you
36. I suppose so – We're not that close,?
a) aren't we b) are we c) don't we
37. Let's go to the party together,?
a) will we b) shall we c) don't we
38. Good idea! 7 p.m. at mine? Don't be late,?
a) are you b) don't you c) will you
39. Oh, dear. I'm talking too much,?
a) aren't I b) am I c) don't I

40. Everybody likes chocolate,?
a) do they b) doesn't they c) don't they
41. You haven't met Adel,?
a) have you b) haven't you c) do you
42. Choose some more music,?
a) don't you b) will you c) do you
43. This is a great new sports club,?
a) is it b) isn't it c) doesn't it
44. Everything went wrong,?
a) didn't it b) wasn't it c) did it
45. Hi there. We haven't met,?
a) have we b) haven't we c) didn't we
46. This is a great party,?
a) is it b) isn't it c) doesn't it
47. Actually, I find him a bit unfriendly, but don't tell him,?
a) do you b) don't you c) will you
48. That's his brother,?
a) isn't it b) is it c) doesn't it
49. Let's put on some traditional music,?
a) shall we b) don't we c) will we
50. He's in our sports club,?
a) isn't he b) doesn't he c) is he
51. Well, we can go and say hello,?
a) could we b) can't we c) will we
52. Do the talking though,?
a) will you b) do you c) don't you

53. Let's go out for lunch,?

- a) do they b) doesn't they c) don't they

54. Don't forget about Sawsan,?

- a) won't you b) don't you c) will you

55. I'm still your best friend,?

- a) aren't I b) am I c) isn't I

56. It wasn't the best book,?

- a) wasn't it b) was it c) is it

57. You will be on time,?

- a) won't you b) will you c) aren't you

58. It's your birthday today,?

- a) doesn't it b) is it c) isn't it

• **Answers**

1.a 2.b 3.b 4.a 5.b 6.c 7.a 8.c 9.a 10.a 11.a 12.c 13.b 14.a 15.b 16.c 17.b
18.a 19.a 20.b 21.c 22.b 23.b 24.a 25.a 26.b 27.c 28.b 29.c 30.b 31.c 32.b
33.a 34.c 35.a 36.b 37.b 38.c 39.a 40.c 41.a 42.b 43.b 44.a 45.a 46.b 47.c
48.a 49.a 50.a 51.b 52.a 53.b 54.c 55.a 56.b 57.a 58.c

أسئلة الصدى

Echo Questions

• Definition

Are used to show interest or express surprise and make a conversation go smoothly

هي نوع من الأسئلة تستخدم لإعادة تأكيد أو الاستفسار عن شيء قاله المتحدث الآخر. يتم استخدامها عادةً عندما يريد الشخص التحقق من ما قيل، أو عندما يكون هناك حاجة للتأكيد أو توضيح. تُستخدم أسئلة الصدى لتأكيد المعلومات أو التعبير عن الدهشة أو عدم التصديق

• Example

A: I used to live in Aqaba.

B: Did you? I bet it was amazing!

مكان السؤال في بداية الجملة وكان من قبل الشخص الثاني، ولأن زمن الجملة ماضي تم استخدام did وحوّلنا الضمير I إلى you لأن الشخص الثاني يتكلم عن الأول

• Function

to show interest or express surprise and make a conversation go smoothly

• Questions

- Choose the suitable item from those given in brackets.

1. Imad: Actually I used to live in France.

Jamal:? I bet it was too hot there!

a- Do you b- Did you c- Had you

2. A: He paid me a lot of compliments.

B:? That's nice!

a- Do he b- Didn't he c- Did he

3. A: It's Nadia's birthday party tomorrow.

B:? Oh, no! I haven't bought her a present yet!

a- Is it b- Isn't it c- Does it

4. **A: Some earnings- they're silver.**
B:? That's nice.
a- Aren't they b- Are they c- They are
5. **A: He moved in next door recently.**
B:?
a- Did he b- Didn't he c- Does he
6. **A: I get nervous in new situations.**
B:? I hadn't notice.
a- Do you b- Did you c- Don't you
7. **A: I'm planning to make a chocolate cake for the party.**
B:? Well!
a- Aren't you b- Are you c- Do you
8. **A: I'm Hussam-Kamal's cousin. I live in Egypt now.**
B:? Well, it's nice to meet you.
a- Are you b- Aren't you c- Were you
9. **A: Of course we can! It's a party after all. It will be fine.**
B:?
a- Will it b- would it c- Was it
10. **A: My tablet is on the table.**
B:? Oh yeah! Right.
a- Is it b- Isn't it c- Was it
11. **A: The old club wasn't fun.**
B:? I liked it.
a- was it b- wasn't it c- is it
12. **A: I don't know what to do.**
B:? Well, perhaps I can help.
a- Don't you b- Do you c- Didn't you
13. **A: Who, Muneer? No, they're friends.**
B: Oh!.....?
a- Aren't they b- Are they c- Were they

**To those chasing dreams,
Never give up on them.
We are not quitters, you hear me?**

**Ur teacher, Ur friend and Ur sis
Ms. Rahaf Suleiman**