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Sometimes when you're in a
dark place you think you've been
buried but you've actually been
planted

Impressions First (READING)

A) First impressions are important in our personal and professional lives, which is why we need to be aware of the signals we are sending out and, if necessary, change them. Most people understand that a smile and eye contact are generally perceived positively so they make use of these strategically. On the other hand, they may be completely oblivious to the fact that their crossed arms can make them look closed or even hostile. Occasionally, even the most amiable person can have something on their mind which can affect how they feel. Rather than letting this show, they can use a technique such as thinking of something amusing that will put a smile on their face as they enter the room to meet and greet the people there.



أ) الانطباعات الأولى مهمة في حياتنا الشخصية والمهنية، ولذلك علينا أن نكون على دراية بالإشارات التي نرسلها، وأن نغيرها عند الحاجة. يدرك معظم الناس أن الابتسامة والتواصل البصري يُنظر إليهما بإيجابية، لذا يستغلونهما بذكاء. من ناحية أخرى، قد يغفلون تماماً عن حقيقة أن تشابك أذرعهم قد يجعلهم يبدون منغلقين أو حتى عدائين. أحياناً، حتى أكثر الأشخاص لطفاً قد يشغل بالهم أمرٌ ما قد يؤثر على مشاعرهم. بدلاً من إظهار ذلك، يمكنهم استخدام أسلوب مثل التفكير في شيء مُسلٍ يرسم البسمة على وجوههم عند دخولهم الغرفة لقاء الناس والترحيب بهم.

B) So, you've conquered your nerves and turned up at the dinner party. You stride into the room, smile at everyone and greet them with a firm handshake. But what now? After all, first impressions are not just about physical appearance. We also make judgements about people when we start to talk to them. Introverted people seem to be at a disadvantage, but all is not lost. There are tried and tested topics, such as the weather, for example, or you can use visual or oral clues to stimulate the conversation: an interesting accent – ‘Where are you from?’ A band T-shirt – ‘Oh are you a fan?’ If you are lucky, the person you ask will be a chatty extrovert happy to be in the company of someone who doesn’t interrupt their well-practised anecdotes.



ب) إذاً، تغلبت على أعصابك وحضرت حفل العشاء. دخلت القاعة، ابتسمت للجميع، وصافحتهم بحفاوة. لكن ماذا الآن؟ في النهاية، لا تقتصر الانطباعات الأولى على المظهر الخارجي فحسب. فنحن نُصدر أحكاماً على الناس أيضاً عندما نبدأ بالحديث معهم. يبدو الانطوائيون في وضع غير مواتٍ، لكن كل شيء لم يُفقد بعد. هناك مواضيع مجربة ومختبرة، مثل الطقس، أو يمكنك استخدام إشارات بصرية أو شفهية لتحفيز المحادثة: لهجة مُثيرة للاهتمام - “من أين أنت؟”. قميص فرقة موسيقية - “أوه، هل أنت من مُعجبيها؟”. إذا كنت محظوظاً، فسيكون الشخص الذي تسؤاله شخصاً ثرثراً منفتحاً سعيداً بصحبة شخص لا يُقاطع حكاياته المعتادة.

C) Whenever the topic of first impressions is raised, job interviews are sure to be mentioned. Many of **them** start off with a few introductory questions aimed at settling the interviewee's nerves, as if this was a friendly encounter rather than a serious assessment of suitability. In an interesting study, objective outsiders were split into two groups to watch a video of the interview. One group watched the entire thing, the other missed out the initial, informal chat. The first group's judgement of the candidate's performance was, to a large extent, dependent on the impression **they** made at the start. So, it turns out that a talented candidate may be rejected for a position simply because **they** find social chit-chat difficult.



ج) كلما طرح موضوع الانطباعات الأولى، لا بد من ذكر مقابلات العمل. تبدأ العديد منها ببضعة أسئلة تمهدية تهدف إلى تهدئة أعصاب المرشح، كما لو كان لقاءً ودياً وليس تقييماً جاداً لملاءمته. في دراسة شقيقة، قسمت أشخاص من خارج الشركة إلى مجموعتين لمشاهدة فيديو للمقابلة. شاهدت المجموعة الأولى المقابلة كاملةً، بينما فاتت المجموعة الأخرى المحادثة الأولى غير الرسمية. اعتمد تقييم المجموعة الأولى لاداء المرشح، إلى حد كبير، على الانطباع الذي تركه في البداية. لذا، اتضح أن المرشح الموهوب قد يُرفض لوظيفة لمجرد أنه يجد صعوبة في الدردشة الاجتماعية.

05 p11 (WB): Read three texts about the significance of first impressions. For questions 1–6, choose from the texts A–C. Each text may be chosen more than once.

Which person makes the following statements? من الذي دلَّ على ما يلي؟

- 1 You can overcome a personality trait to improve the impression you make. يمكنك التغلب على سمة شخصية لتحسين الانطباع الذي تركه.
- 2 A negative first impression can lead to an unfavourable outcome. الانطباع الأول السلبي يمكن أن يؤدي إلى نتائج غير مرغوبه.
- 3 There are ways to overcome temporary mood swings. هناك طرق للتغلب على التقلبات المزاجية المؤقتة.
- 4 It's important to keep your ears and eyes open for small talk openers. من المهم أن تبقى أذنيك وعينيك مفتوحتين لبدء محادثة بسيطة.
- 5 We may come across more negatively than we realise. قد نبدو أكثر سلبيةً مما ندرك.
- 6 A first impression can have an important effect on an overall impression. الانطباع الأول يمكن أن يكون له تأثير مهم على الانطباع العام

ANSWERS: 1 B 2 C 3 A 4 B 5 A 6 C



Read the following text carefully and then answer all the questions that follow. Your answers should be based on the text.

1. The thing which is important for our personal lives is:

a) changing our personality	c) smiling and studying
b) the first impressions	d) contacting foreign people
2. People's "crossed arms" can be used to indicate two things:

a) being hostile or looking closed	c) being open-minded and happy
b) being happy or sad	d) being sad
3. The underlined pronoun "them" refers to:

a) judgements	b) physical appearance	c) people	d) first impressions
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4. It is better to have a conversation with:

a) an introvert person	c) sad people
b) extrovert person	d) someone who hates chatting
5. The purpose of having introductory questions in a job interview is:

a) to start off with a few introductory questions	c) to have a serious assessment
b) to split into two groups	d) to settle the interviewee's nerves, as if this was a friendly encounter rather than a serious assessment of suitability
6. One of the reasons to be rejected for a job is:

a) you don't judge people	c) you are not good in having conversations with people
b) you are not handsome	d) you missed out the initial
7. The two groups the writer mentions are:

a) One group didn't watch the entire thing, the other missed out the initial, formal chat.	c) One group watched the entire thing, the other missed out the final, informal chat.
b) One group watched the entire thing, the other didn't miss out the initial, informal chat.	d) One group watched the entire thing, the other missed out the initial, informal chat.

ANSWERS:

1. b	2. a	3. c	4. b	5. d	6. b	7. d
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All our dreams can come true, if we have the courage to pursue them



DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?

A) Have you heard that the Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually perceive it differently, and recognise more subtle distinctions between different types of snow and ice than those of us living in warmer climes. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they conceive of the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.



أ) هل سمعت أن شعب الإنويت يستخدم مئات الكلمات المختلفة لوصف الثلوج؟ تقول النظرية إنه نظراً لكثرة حضور الثلوج في حياتهم، وكونه غالباً ذو أهمية حيوية، فإنهم يدركونه بشكل مختلف، ويميزون بين أنواع الثلوج والجليد المختلفة بشكل أدق مما يميزنا نحن الذين نعيش في مناخات أكثر دفناً. في الواقع، هذه النظرية أقرب إلى الخرافات، ليس فقط لعدم وجود لغة واحدة للإنويت، بل لمجموعة متنوعة من اللهجات. ومع ذلك، فقد أظهرت الأبحاث الحديثة أن هناك على الأقل بعض الحقيقة في فكرة أن هذه اللهجات لديها طرق أكثر للتمييز بين أنواع الثلوج المختلفة مقارنةً بالعديد من اللغات الأخرى. لكن السؤال الرئيسي ليس في الواقع ما إذا كان هناك المزيد من الكلمات لوصف الماء المتجمد، بل ما إذا كان هذا يعني أن اللغات التي يتحدثها الإنويت تشكل طريقة تصورهم للعالم. يُشار إلى هذا المفهوم باسم النسبة اللغوية، أو، على نحو أكثر شهرة، فرضية ساپير-وورف، نسبة إلى عالمين كتاباً، كلٌ على حدة، عن هذه الفكرة.

B) There is certainly plenty of evidence that different languages (and cultures) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing.





To give another example, **you** may **assume** that counting is a universal human trait, but in fact, not all languages have numbers. Some indigenous people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. **We** can probably **deduce** from this that **they** don't feel the need to quantify precisely in the way that many of us do. European languages also differ in the way **they** see the world. For example, the word for bridge has a masculine gender in Spanish and a feminine gender in German. A cognitive scientist carried out research where **she** asked Spanish and German speakers to describe a bridge and **found** that the Spanish speakers tended to use more stereotypically masculine adjectives, such as big and strong, whereas the German speakers used more stereotypically feminine adjectives, such as beautiful and elegant.



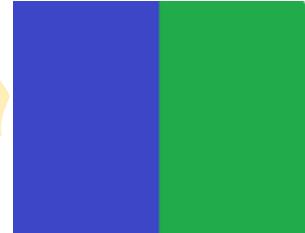
ب) هناك بالتأكيد أدلة كثيرة على أن اللغات (والثقافات) المختلفة تبدو وكأنها ترى العالم من خلال مرشحات مختلفة. على سبيل المثال، فإن متحدثي لغة غوغو ييمثير، وهي لغة مستخدمة في شمال كوينزلاند بأستراليا، يشيرون دائمًا إلى موقع شخص ما باستخدام كلمات الاتجاهات: الشمال والجنوب والشرق والغرب. لن يقولوا "تلك المرأة تقف أمام منزلها"، بل شيئاً مثل "تلك المرأة تقف غرب منزلها". ونتيجة لذلك، سيكون متحدثو غوغو ييمثير بطبيعة الحال أفضل بكثير من معظمها في معرفة الاتجاه الذي يواجهونه فورًا. على سبيل المثال، قد **تفترض** أن العد سمة بشرية عالمية، ولكن في الواقع، ليست كل اللغات تحتوي على أرقام. يميز بعض السكان الأصليين في غابات الأمازون المطيرة في البرازيل ببساطة بين الكمية الأصغر والكمية الأكبر. يمكننا أن **نستنتج** من هذا أنهم لا يشعرون بالحاجة إلى التحديد الدقيق بالطريقة التي يفعلها الكثير منا. تختلف اللغات الأوروبية أيضًا في طريقة رؤيتها للعالم. على سبيل المثال، الكلمة "جسر" مذكورة في الإسبانية ومؤنثة في الألمانية. أجرت عالمة في علم الإدراك بحثاً طلبت فيه من متحدثي الإسبانية والألمانية وصف جسر، ووجدت أن المتحدثين بالإسبانية يميلون إلى استخدام صفات ذكرية نمطية، مثل "كبير" و"قوى"، بينما يستخدم المتحدثون بالألمانية صفات أنثوية نمطية، مثل "جميل" و"أنيق".

C) So, should **we** **conclude** that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to **comprehend** something even if **you** don't have a specific word for it. If **you're** adding a drop of blue to a pot of red paint, **you** may not have a word for every colour **you** make, but **you** will obviously **grasp** that these colours are different from each other.





Similarly, while blue and green are clearly different colours, many languages don't recognise this difference and have a word **which** describes both colours. **They** can be perceived as similar across cultures, too. For example, in Arabic 'blue-eyed' is connected to being jealous or deceitful, whereas in English, it's 'green-eyed'. Ultimately, someone's culture may say a lot about how **they** see the world, and **their** culture is likely to be reflected in **their** language. Whether that means that **their** language affects **their** thinking is yet to be conclusively proven.



ج) إذاً، هل نستنتج أن متحدثي اللغات المختلفة يرون العالم من منظور مختلف؟ ربما، وللأسف، الإجابة غالباً ما تكون نعم ولا. بدايةً، من الممكن **فهم** شيء ما حتى لو لم تكن لديك كلمة محددة تصفه. إذا كنت تضيف قطرة من اللون الأزرق إلى وعاء من الطلاء الأحمر، فقد لا تجد كلمة لكل لون تصنعه، لكنك **ستدرك** بوضوح أن هذه الألوان مختلفة عن بعضها البعض. وبالمثل، بينما يختلف الأزرق والأحمر اختلافاً واضحأً، فإن العديد من اللغات لا تعرف بهذا الاختلاف، ولديها كلمة تصف كلا اللونين. يمكن اعتبارهما متشابهين عبر الثقافات أيضاً. على سبيل المثال، في العربية، ترتبط كلمة "عيون زرقاء" بالغيرة أو الخداع، بينما في الإنجليزية، "عيون خضراء". في النهاية، قد تعكس ثقافة الشخص الكثير عن رؤيته للعالم، ومن المرجح أن تتعكس ثقافته في لغته. لم يثبت بعد بشكل قاطع ما إذا كان ذلك يعني أن لغته تؤثر على تفكيره.

D) That said, many people do feel **they** take on a new identity when using another language. A 2006 study of bilingual Mexican-Americans asked **them** to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using. Undoubtedly, how much you pick up a culture alongside a language will depend on how and why **you** are learning it, and whether **you** wish to become part of the second language culture, but it's fascinating to **consider** that **you** might actually be a (slightly) different person when speaking a second language.



د) مع ذلك، يشعر الكثيرون بأنهم يكتسبون هوية جديدة عند استخدام لغة أخرى. في دراسة أجريت عام ٢٠٠٦ على مكسيكيين أمريكيين ثانويي اللغة، طلب منهم الخصوص لاختبار شخصية باللغتين الإنجليزية والإسبانية. ومن المثير للدهشة أن النتائج تفاوتت باختلاف اللغة التي يستخدمها كل فرد. لا شك أن مدى اكتسابك لثقافة جديدة إلى جانب لغة أخرى يعتمد على كيفية وسبب تعلمك لها، وما إذا كنت ترغب في أن تصبح جزءاً من ثقافة اللغة الثانية، ولكن من المثير للاهتمام أن **ندرك** أنك قد تكون شخصاً مختلفاً (قليلًا) عند التحدث بلغة ثانية.



Read the following text carefully and then answer all the questions that follow. Your answers should be based on the text.

1. The writer states that the theory is considered as a myth because:
 - a) there isn't a single Inuit language, but a variety of dialects.
 - b) snow and ice than those of us living in warmer climes.
 - c) there is at least some truth in the idea that these dialects have more ways
 - d) there is a single Inuit language, but a variety of dialects.
2. The underlined pronoun “they” refers to:
 - a) frozen water
 - b) the languages
 - c) the Inuit
 - d) linguistic
3. What is the language of the people who live in North Queensland:
 - a) Australia
 - b) different languages
 - c) someone's language
 - d) Guugu Yimithirr
4. Speakers of Guugu Yimithirr are better in knowing the directions because:
 - a) they used direction words to generalise where a person is.
 - b) they didn't use direction words to specify where a person is.
 - c) they used time words to specify where a person is.
 - d) they used direction words to specify where a person is.
5. One of the following sentences is true:
 - a) all languages have numbers.
 - b) all languages have the same numbers.
 - c) people in the Amazon can be precise about the numbers.
 - d) not all languages have numbers.
6. The languages that the writer mentions are:

a) Arabic and German	b) German and Spanish
c) English and Arabic	d) German
7. One of the following sentences is true:
 - a) some languages distinguish between green and blue
 - b) it is impossible to comprehend something even if you don't have a specific word for it.
 - c) some languages don't distinguish between green and blue
 - d) If you're adding a drop of blue to a pot of red paint, you have a word for every colour you make
8. The two expressions “blue-eyed” and “green-eyed” are used to express:

a) the same thing	b) two different things
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9. The test was carried out in two languages which are:

a) Spanish and French	b) Spanish or English
c) Spanish and English	d) English or Spanish

ANSWERS:

1. a	2. c	3. d	4. d	5. d	6. b	7. c	8. a	9. c
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Q2 p10 (SB): Read the article and match questions

1–7 with paragraphs A–D. Each paragraph may be chosen more than once.

In which paragraph does the author ...

في أي فقرة يقول المؤلف...

1 describe research into the impact of a grammatical feature on the speaker's perception?
وصف بحثاً حول تأثير السمة النحوية على إدراك المتحدث؟

2 point out shortcomings in a specific piece of research? يوضح أوجه القصور في بحث معين؟

3 suggest an alternative explanation for linguistic relativity? يقترح تفسيراً بديلاً للنحوية؟

4 outline a well-known theory about the effect of language on how we see the world?

شرح نظرية معروفة عن تأثير اللغة على طريقة رؤيتنا للعالم؟

5 comment on the personal impact of speaking another language?

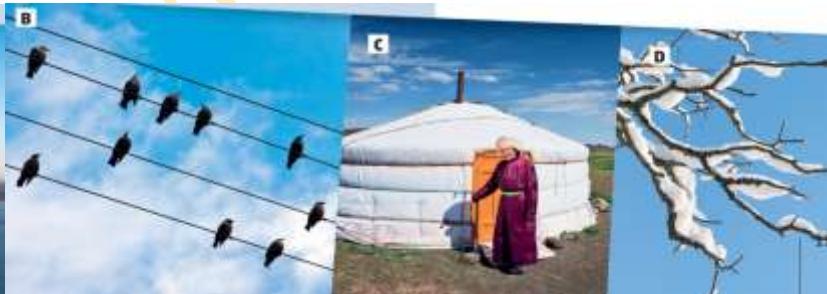
يعلق على التأثير الشخصي لتحدث لغة أخرى؟

6 mention a benefit to perceiving the world differently? يذكر فائدة في إدراك العالم بشكل مختلف؟

7 refer to research into the effect of language on character?

يشير إلى الأبحاث التي تتناول تأثير اللغة على الشخصية؟

ANSWERS: 1 B 2 A 3 C 4 A 5 D 6 B 7 D

Q1 p10 (SB): Look at the photos on pages 10–11 and discuss the questions.

1 What adjectives would you use to describe the bridge in picture A?

1 ما هي الصفات التي ستستخدمها لوصف الجسر في الصورة؟

.....

2 How many birds are there in picture B? How do you know?

كم عدد الطيور في الصورة (ب)؟ كيف عرفت؟

.....

3 How would you describe the position of the woman in picture C?

كيف تصف وضع المرأة في الصورة (ج)؟

.....

4 How would you describe the snow in picture D?

كيف تصف الثلوج في الصورة د؟

ANSWERS: student's answer

O3 p7 (SB): Study Active Listening. Then listen and note down examples.

ACTIVE LISTENING| Understanding the main points of complex talks

فهم النقاط الرئيسية للمحادثات المعقدة

When speakers want to highlight the main points they are making, they often

عندما يريد المتحدثون تسلیط الضوء على النقاط الرئيسية التي يطرحونها، فإنهم غالباً ما

- use a phrase that indicates something important.

يستخدم عبارة تشير إلى شيء مهم.

- use a rhetorical question.

يستخدم سؤالاً بلا إجابة

- repeat key words.

يكرر الكلمات الرئيسية

- paraphrase to emphasise a point.

يعيد صياغة للتأكيد على نقطة ما

- slow down the pace to emphasise a key point.

يُبطئ من وتيرة حديثه للتأكيد على نقطة رئيسية.



ANSWERS: use a phrase that indicates something important

– Examples: This type of question would reveal ... The reason for the criticism of personality tests... What personality tests can tell us ...

use a rhetorical question – Examples: So, who is right? But is this likely in reality?

repeat key words – Examples: Of course, this would be deeply unethical as we are no more in control of our personality types than we are in control of what physical features we have, such as hair and eye colour; The key element of how well someone performs in their role is how happy they are and how satisfied they are

paraphrase to emphasise a point – Examples: What personality tests can tell us is how effective different people will be at performing different tasks. If you know that someone is underconfident, you may not want to put them in a situation where they have to give a presentation to hundreds of people

slow down to emphasise a point – Examples: I believe it should be used to create a work environment in which [slower pace] everyone feels passionate about their job; building a working environment. [slower pace] that's inclusive.





THE PERSON I KNOW BEST? (READING AND VOCABULARY)

WORD	ENGLISH MEANING	ARABIC MEANING
get a kick out of	Feel excitement and enjoyment	يستمتع
be not that into	Not be very keen on something	لا نهتم كثيراً
be in line with	Match with	يتماشى مع
makes us tick	Makes us behave in a certain way	يحركنا
click with	Hit it off with someone	يناسب / يعجب
say a lot about us	Reveal our traits	يكشف الكثير عن
be wild about	Be crazy about something	مولع
plump for	Choose	يفضل / يختار
set great store by	Consider something to be important	يُثمن

How well do we know ourselves?

ما مدى معرفتنا بأنفسنا؟

Do we understand what makes us tick **ما يحركنا**? Take a moment to stop and think about the things that define us. **هل نفهم ما يحركنا؟** توقف لحظة وفك في ما يميزنا.

INTERESTS الاهتمامات

Some people easily pursue their passions. **They've always been wild about** **مولعين** reading or football. But what if we are not really sure what our thing is **مانهتم به**? Maybe we could think about the times in the last few weeks when we have felt absorbed by something, or remember the things we used to **get a kick out of** **نستمتع بها** when we were children. **They** might turn into a lifelong hobby or even a career.



بعض الناس يسعون وراء شغفهم بسهولة. لطالما كانوا مولعين بالقراءة أو كرة القدم. ولكن ماذا لو لم نكن متأكدين مما نهتم به تحديداً؟ ربما نتذكرة الأوقات التي انغمستنا فيها بشيء ما في الأسابيع القليلة الماضية، أو نتذكرة الأشياء التي كان **نستمتع بها** في طفولتنا. قد تتحول هذه الأشياء إلى هواية مدى الحياة أو حتى مهنة.

VALUES قيم

What values do we **set great store by** **نثمنها**? Do we prize spontaneity or stability? Are we rather laid-back **هادئ** or strong-willed? How crucial is commitment? How highly do we rate tactfulness over frankness? When we know this, we can consider whether the choices we make **are in line with** **تتماشى مع** these values.





ما هي القيم التي **نثمنها**؟ هل تقدّر العفوية أم الاستقرار؟ هل نميل إلى الهدوء أم إلى الحزم؟ ما مدى أهمية الالتزام؟ إلى أي مدى **نفضل البلاقة على الصراحة**؟ عندما نعرف ذلك، يمكننا أن نفكّر فيما إذا كانت خياراتنا **تنماشى مع هذه القيم**.

POSSESSIONS الممتلكات

What kind of car would **we** ideally **plump for**؟ **نفضلها**؟

ما هو نوع السيارة المثالية التي **نفضلها**؟

Maybe **we** always buy the same type of phone? These sorts of decisions can also **say a lot about us**. تكشف **الكثير عننا**. Or maybe **we are not that into possessions** لا نهتم كثيراً **themselves**, but have a small collection of items with real sentimental value. The things **we** surround **ourselves** with can also define **us**, **which** is why **we** might find new friends checking out **our** books or photograph collection.



ربما نشتري دائمًا نفس نوع الهاتف؟ هذه القرارات تكشف **الكثير عننا**. أو ربما لا نهتم كثيراً **بالممتلكات**، لكن لدينا مجموعة صغيرة من الأشياء ذات القيمة العاطفية الحقيقية. الأشياء التي نحيط بها أنفسنا **تُعرّفنا أيضاً**، ولذلك قد نجد أصدقاءً جدًا يتصفّحون **كتبنا** أو مجموعة **صورنا**.

CIRCLE حلقة

Who do **we** choose to spend time with? **Our** 'circle' is a key part of **our** identity. **We** like hanging out with like-minded people. If **you** haven't found **your** circle yet, be more open-minded – get out there, try some new things and meet some new people. When **we** know these things, it's easier to be **ourselves** and to find careers and the circle that **we** really **click with** **نُناسِبنا**.



مع من نختار قضاء الوقت؟ دائرتنا الاجتماعية جزءٌ أساسيٌ من هويتنا. نحبُ قضاء الوقت مع أشخاصٍ يُشاركوننا نفس الاهتمامات. إذا لم تجد دائرتك الاجتماعية بعد، فكن أكثر انفتاحاً - انطلق، جرب أشياءً جديدة، والتق بأشخاصٍ جدد. عندما نعرف هذه الأمور، يُسهل علينا أن نكون على سجيتنا، وأن نجد مساراتٍ مهنيةً، وأن نكون دائرتنا الاجتماعية التي **نُناسِبنا**.

*When you fall,
get up and try
again — that's
how you grow.*

Read the following text carefully and then answer all the questions that follow. Your answers should be based on the text.

- Find a phrase which means “Feel excitement and enjoyment”:
 - a) get a kick out of
 - b) make us tick
 - c) been wild about
 - d) passions
- The writer uses several adjectives to describe the types of people. Two of these adjectives are:
 - a) values
 - b) laid-back or strong-willed
 - c) tactfulness
 - d) prize or stability
- Our new friends might be found to check out two things:
 - a) our books and our phones
 - b) our books or photograph collection
 - c) our decisions
 - d) our small collection
- The writer states several pieces of advice to have new friends. Two of these pieces of advice are:
 - a) find careers
 - b) meet some new people
 - c) try some new things and be more open – minded
 - d) spend time with people and work hard

ANSWERS:

1. a

2. b

3. b

4. c

O5 p5 (SB): Read the article about identity. In pairs, discuss the questions.

1 Why is it important to get to know yourself? ١ لماذا من المهم التعرف على نفسك؟

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

2 Which of the four elements of identity do you find most important? Say why.
٢- أيٌ من عناصر الهوية الأربعة هو الأهم برأيك؟ اذكر السبب.

ANSWERS: 1 Knowing yourself makes it easier to get the life you want.

2 Students' own answers



Q5 p7 (SB): How has your environment helped you to develop as a person? What factors have been most important? Say why.

كيف ساعدتك بيئتك على التطور كشخص؟ ما هي أهم العوامل؟ اذكر السبب.

ANSWERS: student's answer

Q6 p7 (SB): In pairs or small groups, discuss the questions.

1 In what ways do you think that your disposition can affect your destiny? Give examples. بأي طريقة تعتقد أن مزاجك يؤثر على مصيرك؟ أعط أمثلة.

2 In what ways have your parents moulded your personality? Give examples.

بأي طرق ساهم والداك في تشكيل شخصيتك؟ أعط أمثلة.

ANSWERS: student's answers

Q7 p9 (SB): Read the question and make a few notes. Then, in pairs, discuss the question and practise giving each other some useful advice.

What can you do to help yourself give up a habit or start a new habit? How will things be different in six months' time?

كيف يمكنك مساعدة نفسك على التخلي عن عادة أو البدء بعادة جديدة؟ كيف ستتغير الأمور بعد ستة أشهر؟

ANSWERS: student's answers

Don't limit your challenges. Challenge your limits.



VOCABULARY

WORD	ENGLISH MEANING	ARABIC MEANING
disposition	Character or personality	شخصية / مزاج / طبع
moulded	Influenced or changed	تشكل / أثر / متأثر
proponents	People who publicly support an idea	مؤيدون
vulnerability	The quality of being easily hurt	نقطة ضعف
trait	A particular characteristic or way of behaving	صفة
nurture	Helping something or somebody to develop	تعزيز / تحفيز
hereditary	Passed from parent to child	متوارث
offspring	Children	صغار / أطفال / نسل
oversimplification	Making something so easy to understand that it is no longer true	المبالغة في التبسيط (تسخيف)
destiny	What will happen in the future	قدر (الغيب)
imply	Suggest	يقترح / يشير / يلمح
A social butterfly	someone who likes to attend social events	اجتماعي
Keeping yourself to yourself	to avoid meeting people socially	انطوائي (منعزل)

Q1 p6 (WB): Complete the sentences with vocabulary from the last lesson.

Then listen and check.

نقطة ضعف (طبع) vulnerability شخصية (طبع) disposition شكل moulded موروث hereditary صغار (نسل) offspring

1 Muneer studies hard and always has a quiet in class.

2 My brother, his wife and their are all coming over for dinner this evening.

3 Some people think that kindness is a, but I see it as a strength.

4 My family, community and beliefs have very much the person I am today.



5 Suha's intelligence is, she gets it from her parents who are both teachers.

ANSWERS: 1 disposition 2 offspring 3 vulnerability 4 moulded 5 hereditary





Q2 p6 (WB): Complete the sentences with an adjective that describes personality.

متحمس enthusiastic / دفاعي defensive / مخلص dedicated / رحيم (عطوف) compassionate / قادر capable / غير واثق underconfident / موثوق trustworthy / شغوف resilient / صادق tough / صادم trustworthiness / قاسٍ

1 Hamza is very capable and – he always knows what to do and he keeps his promises.

2 Reem is so positive about learning and particularly loves Science. She's very and

3 She's had a very difficult year, but she's and , so she has what it takes to get through it.

4 Be careful what you say to Habib. He's so he gets quite if he's criticised.

5 Jameela is so caring and and very when it comes to helping other people.

ANSWERS: 1 trustworthy 2 enthusiastic / passionate 3 tough / resilient 4 underconfident / defensive 5 compassionate / dedicated

Q7 p5 (SB): Make nouns from the adjectives in the box. Use a dictionary if necessary.

متواضع humble / متحفظ / سري / عدواني discreet / صارم / Merciful / حنون (رحيم) / sincere / مخلص / شامل / assertive / inclusive

ANSWERS: assertiveness, discretion, humility, inclusiveness/inclusivity, mercy, sincerity





01 p10 (WB): Choose the correct words to complete the sentences.

1 He's very **defensive** / دفاعي / **humble** / متواضع **tough** قاسٍ / **brags** (يتفاخر) about how good he is at everything, despite his talents.

2 Are you **deciding** / **implying** / يلمح **conceiving** يتصور that people are more influenced by their upbringing than their personality?

3 The writer of the article is a **mover** / محرّك **proponent** / مؤيد **go-getter** طموح of the **theory** نظرية that early childhood habits last a lifetime.

4 There is very little **discretion** / تقدير **humility** / تواضع **spontaneity** عفوية in my cousin's life as he always plans everything down to the last detail.

5 I simply can't **conclude** / استنتج **assume** / أفترض **comprehend** أفهم why two sisters with the same parents have such different personalities.

6 I suppose our boss is very forward -**seeing** / -**looking** / -**minded** and always thinks about the long-term future of the business, rather than what's just round the corner.

ANSWERS: 1 humble 2 implying 3 proponent 4 spontaneity 5 comprehend 6 -looking

ACTIVE VOCABULARY| Compound adjectives الصفات المركبة

A compound adjective is **made up of more than one word, but describes a single idea.** الصفة المركبة تكون من أكثر من كلمة واحدة، لكنها تصف فكرة واحدة.

There are many possible ways of forming compound adjectives:

هناك العديد من الطرق الممكنة لتشكيل الصفات المركبة:

- adjective + adjective, e.g., **red-hot** ساخن
- adverb + adjective, e.g., **hard-working**, **forward-looking** متطلع
- noun + adjective, e.g., **lifelong**, **world-famous** مشهور عالمياً
- adjective + noun, e.g., **full-time**, **cutting-edge** متتطور
- adjective + gerund, e.g., **good-looking** وسيم
- adverb + past participle, e.g., **highly strung** سريع الانفعال / موتر للغاية
- noun + gerund, e.g., **eye-catching** لافت للنظر
- noun + past participle, e.g., **olive oil-based** معتمد على زيت الزيتون
- prefix + adjective, e.g., **overcooked**, **underconfident** مطبوخة أكثر من اللازم ، غير واثق

PUSH YOURSELF
BECAUSE, NO ONE
ELSE IS GOING
TO DO IT FOR YOU.



COMPOUND NOUN	ARABIC MEANING
absent-minded	شارد الذهن (سرحان)
forward-looking	متطلع (له نظرة مستقبلية)
high-spirited	مبتهج
highly strung	موتر للغاية (عصبي المزاج)
kind-hearted	طيب القلب
laid-back	مسترخي / هادئ / سهل الانقياد
like-minded	نفس الرأي
narrow-minded	محدود التفكير / متغصب
strong-willed	قوى الإرادة
thin-skinned	حساس
tight-fisted	بخيل

Q3 p5 (SB): Match the words from box A with the words from box B to make compound adjectives. Listen to the recording again and decide which adjectives you would use to describe the speakers.

A) absent forward high highly kind laid like narrow strong thin tight
 B) back fisted hearted looking minded (x3) skinned spirited strong strung
 willed



ANSWERS: absent-minded, forward-looking, high-spirited, highly strung, kind-hearted, laid-back, like-minded, narrow-minded, strong-willed, thin-skinned, tight-fisted

Carrie: high-spirited

Laila: kind-hearted

Asma: strong-willed

*You don't want to
 look back and
 know you could
 have done better*



04 p5 (SB): Would you use the adjectives from Exercises 2 and 3 to describe yourself? Why/Why not? هل ستستخدم الصفات من التمارين ٢ و ٣ لوصف نفسك؟ لماذا/لماذا لا؟

ANSWERS: student's answer

IDIOM	ENGLISH MEANING	ARABIC MEANING
a cold fish	a person who doesn't show their feelings	شخص لا يظهر مشاعره (لا مبال)
a dark horse	a person who keeps their abilities secret	شخص يخفي مهاراته
a go-getter	a person who is determined to be successful	شخص طموح
a mover and shaker	a person with a lot of power and influence	شخصية مؤثرة ونشطة
a smart alec	a person who tries to look clever in an annoying way	يحاول أن يكون ذكي (متحاذق)
a smart cookie	a clever person	شخص ذكي
a soft touch	a person you can easily deceive or persuade to do what you want	شخص سهل التلاعب به

02 p6 (SB): What do you think these idioms mean?

شخص طموح a go-getter شخص لا يظهر مشاعره a cold fish
 شخص ذكي a smart alec شخصية مؤثرة ونشطة a mover and shaker
 شخص سهل التلاعب به a soft touch

ANSWERS: مجاوب بالجدول السابق





09 p5 (SB): Look at the highlighted expressions again and complete the questions with no more than four words in each gap. Then discuss them in pairs.

انظر إلى التعبيرات المحددة مرة أخرى، وأكمل الأسئلة بما لا يزيد عن أربع كلمات في كل فراغ. ثم نقشها في أزواج.

1 Would you a day out or a day in bed? Say why.

a) set a great store b) plump for c) be wild about d) click with

2 Can your clothes you? Why/Why not?

a) make us tick b) are in the line c) be not that into d) say a lot about

3 What cartoon characters were you as a kid?

a) say a lot b) wild about c) clicked with d) get a kick

ANSWERS: 1 plump for 2 say a lot about 3 wild about

01 p4 (WB): Complete the fixed expressions in bold with the prepositions from the box. Some prepositions can be used more than once.

about by into out with

1 I really get a kick out of mystery stories.

** مهم: حفظ الفعل

مع حرف الجر

2 She sets great store good table manners.

3 Their salaries should be increased in line inflation.

4 Your results say a lot how hard you must have worked.

5 I'm just not that cooking, it's too much effort.

6 I clicked her straightaway and we've been friends ever since.

ANSWERS: 2 by 3 with 4 about 5 into 6 with





Q2 p4 (WB): Complete the sentences with compound adjectives (صفات مركبة).

absent-minded قوي الإرادة **strong-willed** طيب القلب **kind-hearted** شارد الذهن
 highly strung نفس التفكير **like-minded** متوتر للغاية (عصبي المزاج) **thin-skinned** حساس
 forward-looking متطلع

1 Every time we eat out, he always tries to avoid paying his share. He's so **tight-fisted!**

2 I joined a film club hoping to meet people at school.

3 She's always been really Once she makes up her mind, there's no changing it.

4 He's so that some people take advantage of it.

5 The stress from moving house has left Mum feeling quite, so be careful around her.

6 I'm so I can't find my glasses even when they're on top of my head!

7 Be careful what you say to her. She's really and can't take criticism at all.

8 This business is stuck in the past. They need a more approach.

ANSWERS: 2 like-minded 3 strong-willed 4 kind-hearted 5 highly strung 6 absent-minded 7 thin-skinned 8 forward-looking

Q2 p10 (WB): Find one mistake in every sentence and correct it.

1 She thinks she's a real clever alec, but she actually got the answer wrong.

2 The story is about the life of an old man who was so close-fisted he rarely bought any presents.

3 In my opinion, Heba is a black horse and I'm sure she knows much more about the situation than she's letting on.

4 You must not be thin-minded when entering into discussions on this topic as our own views are not always that well-informed.

5 My new neighbour is a talking butterfly and always wants to chat with me.

6 My grandma always gives us money for things we want - she's such a gentle touch.

ANSWERS: 1 clever – smart 2 close – tight 3 black – dark
 4 thin – narrow 5 talking – social 6 gentle - soft

جد الخطأ في
الجمل وصححه

“There
is no substitute
for hard
work. ”



05 p5 (WB): Complete the text with the correct words formed from the words in brackets. (سؤال يعتمد على الاشتراك والمعنى)

Have you ever had the ¹*sensation* while looking at a photo of your younger self that the person in the image is somehow almost a different person?

Of course, we change physically as we grow up, and as we grow older, but it seems that our personalities may also go through a ²..... (*transform, transformation, transformer, transforms*). It's not just that we're no longer wild about collecting toy cars, or that we are perhaps a bit more ³..... (*tact, tactfully, tactful, tacts*) as we grow more aware of other people's feelings, but that, over time, we become completely different people. Psychologists call this process 'personality maturation' and it appears to begin in our teenage years and continues until we are in our seventies. By the time we retire, not only are we perhaps a bit more ⁴..... (*absent-minded, thin-skinned, kind-hearted, laid-back*) and forgetful, but, somewhat more surprisingly, we are also likely to have become more ⁵..... (*kind-hearted, strong-willed, like-minded, absent-minded*) and generous.

It seems that, on average, negative personality traits are diminished and we will probably be less ⁶..... (*strong-willed, highly-strung, laid-back, tight-fisted*) and more ⁷..... (*thin-skinned, laid-back, tactful, inclusive*) than in our younger years. This is fascinating both because of how much more malleable personality is than we may have thought, and because it turns on its head the stereotype of the grumpy old person who becomes more ⁸..... (*narrow-minded, spontaneous, absent-minded, stable*) as they age, and sets great store by doing everything 'their' way. Despite the tendency to become more agreeable with age, how our personalities develop will, of course, be moulded by our upbringing and later life experiences. There is also some evidence that as we go into very old age, our personalities may undergo something of a reversal, and we may become more ⁹..... (*tactful, kind-hearted, thin-skinned, strong-willed*) and quick to take offence as well as less tolerant and ¹⁰..... (*includes, include, inclusive, included*), as we face the greater challenges of this particular stage of life.

ANSWERS: 2 transformation 3 tactful 4 absent-minded 5 kind-hearted
6 highly-strung 7 laid-back 8 narrow-minded 9 thin-skinned 10 inclusive

"Opportunity does not happen; You need to create them."



Q4 p10 (WB): Complete the text with the correct form of the words in capitals.

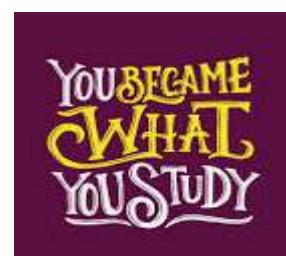
* سؤال يعتمد على الاشتراك

ARE YOU THE RIGHT PERSON?

We are looking for volunteers to staff our hostels and help older people during the winter months. It would be a(n) ¹ (*oversimplification, simplify, simple, simpling*) to say that the ideal volunteer is kind-hearted and of a friendly ² (*dispose, disposition, disposes, disposed*). Our people need to be able to deal with many issues so we would hope to attract people who are ³ (*compassion, compass, compassionate, compassionating*), but, also tactful and able to use their ⁴ (*discreet, discredited, discretion, discreets*). The ⁵ (*vulnerable, vulnerability, vulering, vulern*) of some older people cannot be overstated as they have little ⁶ (*stable, stably, stability, stabled*) in their lives. Our volunteers need to be ⁷ (*dedicate, dedication, dedicates, dedicated*) individuals with a high sense of ⁸ (*commitment, commit, commits, committing*), so please apply if you are willing to devote significant amounts of your time.

ANSWERS: 1 oversimplification 2 disposition 3 compassionate 4 discretion
5 vulnerability 6 stability 7 dedicated 8 commitment

Words	Definitions	Meanings
Spontaneity	the quality of living in the moment and not planning	العفوية
Commitment	devoting time and energy to something	الالتزام
Frankness	a kind of honesty and straightforwardness	الصراحة
Stability	a situation which you can trust will not change	استقرار
Tactfulness	the ability to give feedback without upsetting anyone	اللباقة





Q3 p4 (WB): Read the definitions and complete the words with one letter in each gap.

Frankness الباقية Tactfulness استقرار الصراحة Stability التزام Commitment Commitment

1 Spontaneity is the quality of living in the moment and not planning.

2 is devoting time and energy to something.

3 is a kind of honesty and straightforwardness.

4 is a situation which you can trust will not change.

5 is the ability to give feedback without upsetting anyone.

ANSWERS: 2 Commitment 3 Frankness 4 Stability 5 Tactfulness

Q6 p5 (SB): Find five nouns in the text (identity) that describe different values and form adjectives from them.

Noun	Meaning	Adjective	Meaning
passion	شغف	passionate	شغوف
spontaneity	الغفوية	spontaneous	غفوي
stability	استقرار	stable	مستقر
commitment	التزام	committed	ملتزم
tactfulness	الباقية	tactful	لبقية
frankness	الصراحة	frank	صريح

Q4 p5 (WB): Complete the sentences with the correct adjectives formed from the nouns in Exercise 3.

stable مستقر tactful لبق spontaneous عفوي committed ملتزم

1 I'm sorry, but we need to have a frank discussion about your negative attitude.

2 It wasn't very to comment on the size of her feet.

3 I don't feel that you are sufficiently to this job. You turn up late almost every day.

4 Do you have to plan everything in such detail? What's wrong with being?

5 The government advises against travel until the political situation is more

ANSWERS: 2 tactful 3 committed 4 spontaneous
5 stable



02 p5 (SB): In pairs, decide which adjectives in the box describe each speaker from Exercise 1.

دَافِعٌ capable مُخْلِصٌ compassionate رَحِيمٌ dedicated مُدَافِعٌ defensive
 صَادِمٌ enthusiastic شَغُوفٌ resilient self-aware مُتَحَمِّسٌ passionate مُتَحَمِّسٌ
 غَيْرُ وَاثِقٍ underconfident قَاسٌ tough مُوْثِقٌ trustworthy



ANSWERS: Carrie: self-aware, dedicated, passionate, underconfident

Majeda: capable, compassionate, dedicated, tough, resilient, trustworthy

Asma: dedicated, passionate, enthusiastic, defensive

04 p7 (SB): Listen again and complete the sentences with 1–3 words in each gap.

شَامِلٌ inclusive يَقْلُلُ مِنْ تَكَالِيفِ الشَّرْكَةِ resources مُوَارِدٌ company costs
 شَغُوفٌ passionate رَدُودُ الْفَعْلِ السَّلْبِيَّةِ negative reactions غير مرحب بهم
 مَجْمُوعَةٌ مُتَوْعِّدَةٌ مِنَ الْعِوَافِلِ the context السيِّاقِ variety of factors

1 The presenter believes that personality testing can be used as a way to help all employees feel towards their work.



2 Personality tests usually involve statements that test takers have to agree or disagree with, with an option to stay neutral if they feel the situation could change depending on

3 In addition to people close to us, having good healthcare, drinkable water and other can affect our personalities.

4 The presenter says that some people are against using personality tests as it could indicate that some personality traits

5 The presenter points out that we all have in the hiring the ability to take control of our personalities and try not to have social situations.

6 Companies use a in process, so nobody is going to be hired just on the basis of their personality.

7 The presenter argues that when employees are able to express themselves naturally, it will ultimately





8 Although she doesn't think that personality tests help in the hiring process, she does credit them with helping managers to match employees with their specific skills and creating a/an work environment.

ANSWERS: 1 passionate 2 the context 3 resources 4 are not/aren't welcome 5 negative reactions 6 variety of factors 7 reduces company costs 8 inclusive

Q1 p5 (SB): Which aspects of identity are shown in photos A–D?

Listen to three people being asked to describe themselves. What aspects of their identity does each person mention?

ما هي جوانب الهوية الظاهرة في الصور من أ إلى د؟ استمع إلى ثلاثة أشخاص يطلب منهم وصف أنفسهم. ما هي جوانب هويتهم التي يذكرها كل شخص؟



ANSWERS: Carrie: where she comes from and where her family originally came from

Majeda: her job

Asma: being a student, her siblings and her identify as a fan of Nadia Alkanafani

Q6 p5 (WB): Write a paragraph about your personality as a child. Then discuss how you have changed with a partner.

اكتب فقرة عن شخصيتك في طفولتك. ثم ناقش كيف تغيرت مع شريك.

ANSWERS: student's answer





07 p8 (WB): Write a paragraph about a habit you would like to give up.

اكتب فقرة عن العادة التي ترغب في التخلص منها.

1 What impact is it having on your life? ما هو تأثيره على حياتك؟

2 How will your life be different in six months' time if you succeed? كيف ستختلف حياتك بعد ستة أشهر إذا نجحت؟

ANSWERS: student's answer

01 p6 (SB): Complete the personality quiz above. What do you think a social butterfly and keep yourself to yourself mean?

أكمل اختبار الشخصية أدلاه. ما رأيك في شخصية اجتماعية ومنعزلة؟

1 You are dressed differently to everyone else at an event. What do you do?

1 - ترتدي ملابس مختلفة عن الجميع في مناسبة ما. ماذا تفعل؟

a Try to see the funny side. حاول أن ترى الجانب المضحك.

b Enjoy being the centre of attention. استمتع بكونك مركز الاهتمام.

c Escape at the first opportunity! الهروب عند أول فرصة!

2 If everyone is tired at a family event, what do you do?

إذا كان الجميع متعبين في مناسبة عائلية، ماذا تفعل؟

a I'm a mover and shaker – I try to inject some life into the event!

أنا شخص محرك ومؤثر - أحاول أن أضيف بعض الحياة إلى الحدث!

b Nothing – I'm comfortable with silence. لا شيء - أنا مرتاح في الصمت.

c I'm a smart cookie, so I will enjoy myself. أنا شخص ذكي، لذا سأستمتع بنفسي.

3 There is a competition at school. Do you take part in it?!

a I'm going to win! I'm a go getter. سأفوز! أنا طموح.

b I'm a dark horse. I want to surprise everybody and win. أنا غير متوقع. أريد أن أفاجئ الجميع وأفوز.

c I'm a bit thin-skinned and not competitive, so I'll pass. أنا حساس بعض الشيء ولست تنافسياً، لذا سأرفض العرض.

ANSWERS: A social butterfly is someone who likes to attend social events.

Keeping yourself to yourself means to avoid meeting people socially.

YOUR SUCCESS AND
HAPPINESS LIE IN YOU.

03 p11 (SB): Study Watch Out!

Then look at the highlighted verbs for thinking and understanding in the article. Then, for each sentence, choose one word that does NOT complete it correctly.

درس Watch Out! ثم انظر إلى الأفعال المظللة للتفكير والفهم في المقالة. بعد ذلك، اختر كلمة واحدة لا تكمل كل جملة بشكل صحيح.

Verbs	Differences	Meanings
grasp	الفهم الكامل / غالباً يتطلب جهد (فهم عميق وشامل)	استوعب / أدرك
assume	الاعتقاد بوجود شيء ما على أنه حقيقي دون وجود دليل (يكون مبني على احتمالية)	افتراض
conclude	توصل إلى قرار أو حكم بعد تحليل عميق (نتيجة تفكير متأن)	استنتاج
comprehend	مشابه (grasp) فهم بشكل كامل (خاصة أفكار أو معلومات معقدة)	استوعب / فهم
conceive	تكوين فكرة في الذهن حول شيء جديد أو أصلي. (فهم أو إدراك)	تخيل / تصور
reflect	تفكير بعناية شديدة (غالباً يتضمن دراسة أحداث ماضية أو احتمالات مستقبلية)	تأمل / فكر ملياً
recognize	تعرف على شخص أو شيء كان معروفاً سابقاً. أو اعتراف بوجود أو حقيقة شيء ما.	تعرف على / أدرك
gather	استباط معلومات من مصادر أو أدلة مختلفة (جمع أجزاء من المعلومات لتكوين فهم)	استنتاج / جمع معلومات
deduce	يصل المرء إلى حقيقة معينة بالاستدلال من مبادئ عامة أو أدلة (استنتاج منطقي)	استنتاج / استباط

WATCH OUT!

Conclude has a similar meaning to deduce, but also has the sense of being a judgement arrived at after some thought, whereas deduce implies an immediate judgement.

إن كلمة "Conclude" لها معنى مشابه لكلمة "deduce", ولكنها تعني أيضاً الحكم الذي تم التوصل إليه بعد بعض التفكير، في حين أن كلمة "deduce" تعني الحكم الفوري.

1 Because you had lived in Brazil, Iyou spoke Portuguese.

a) grasped افترض b) assumed أدرك/امسك/فهم c) concluded استنتاج

2 It's hard to how much the world is likely to change in the next 50 years.

a) comprehend يعكس b) conceive يتصور c) reflect يتأمل

3 They failed to just how important the decision was.

a) recognise يدرك b) assume يفترض c) grasp يدرك

4 With difficulty, he managed to what she was trying to explain.

a) assume يفترض b) comprehend يفهم c) grasp يدرك

5 From what I can , she's actually been fired, rather than resigning.

a) gather يفهم b) conceive يتصور c) deduce يستنتاج

ANSWERS: 1 a 2 c 3 b 4 a 5 b

THE WORLD OF THE FUTURE IS IN
OUR MAKING. TOMORROW IS
NOW.



Extra Exercise:

1. After a long and difficult investigation, the detective was able to who the true criminal was.
 a. recognise b. concluding c. deduce d. assumes
2. She stared at the abstract painting, trying to what the artist was trying to express.
 a. gathers b. comprehend c. reflect d. deduce
3. He couldn't fully the scale of the disaster until he saw it with his own eyes.
 a. recognise b. grasp c. gathering d. assumes
4. I hope you don't that I'm angry just because I'm quiet.
 a. grasped b. gather c. conclude d. assume
5. The architect had to an entirely new design for the unique building.
 a. reflects b. recognise c. deduced d. conceive
6. From his subtle facial expressions, I could that he was not pleased with the outcome.
 a. gather b. comprehended c. assume d. recognising
7. The final speaker will the conference with a summary of the main points.
 a. deduced b. conclude c. reflects d. recognise
8. It's important to take time to on your experiences and learn from them.
 a. conceives b. assume c. reflect d. gathering
9. She was so happy to her old friend after many years of not seeing her.
 a. recognise b. assumes c. grasping d. conclude

ANSWERS: 1. C 2. B 3. B 4. D 5. D 6. A 7. B 8. C 9. A

Don't be afraid to struggle; challenges are what make your success meaningful

Function File

Paraphrasing what you hear إعادة صياغة ما تسمعه

Checking understanding

التحقق من الفهم

To put it another way ...	وبعبارة أخرى ...
In other words ...	عبارة أخرى ...
If I'm hearing you correctly ...	إذا كنت أسمعك بشكل صحيح ...
So you're saying (that) ...	إذن أنت تقول (أن) ...
Let me get this straight ...	دعني أفهم هذا الأمر بشكل صحيح ...

Summarising

تلخيص

Essentially, ...	في الأساس، ...
Simply put, ...	بساطة، ...
In a nutshell, ...	باختصار، ...
So, what it boils down to is that ...	لذا، ما يمكن تلخيصه في هذا هو أن ...

O3 p6 (SB): Listen to a careers advisor and decide if statements 1–6 are true (T) or false (F).

- 1 It is usual for someone to leave school without a clear idea of their future career.
- 2 Lubna believes you need to be self-aware in order to find the right career.
- 3 Psychometric tests are usually quick and easy to do.
- 4 Lubna thinks it is more important to get the right qualifications for a job than to have the right personality.
- 5 Lubna thinks the presenter should change the job she's doing at the moment.
- 6 The presenter agrees with Lubna's assessment of her personality.



Answers: 1 T 2 T 3 F 4 F 5 F 6 T

O6 p6 (SB): In pairs, follow the instructions.

- Student A, use the information in Exercise 5 in favour of psychometric testing to explain why it is a good idea.

الطالب أ، استخدم المعلومات الموجودة في التمرين 5 لصالح الاختبار النفسي القياسي لتوضيح سبب كونه فكرة جيدة.

- Student B, listen and use the phrases from the Speaking box to check understanding.

الطالب ب، استمع واستخدم العبارات من مربع التحدث للتحقق من الفهم.

- Then swap roles. ثم تبادل الأدوار.

Answers: student's answer

miStAkEs
are proof
that you are
TRYING



05 p6 (SB): Are the following statements in favour of (F) or against (A) using psychometric tests as part of a job interview?

هل العبارات التالية تؤيد أو تعارض استخدام الاختبارات النفسية كجزء من مقابلة العمل؟

1 If a candidate is nervous, they may not perform well in an interview.
إذا كان المرشح متوترًا، فقد لا يؤدي أداءً جيداً في المقابلة.

2 The candidate may know what the interviewer wants to hear.
قد يعرف المرشح ما يريد المحاور سماعه.

3 It can be expensive to administer and mark the tests.
قد تكون إدارة الاختبارات وتصحيحها مكلفة.

4 It's better to know as much about a candidate as possible.
من الأفضل أن تعرف أكبر قدر ممكن من المعلومات عن المرشح.

5 People may do badly in psychometric tests.
قد يفشل الأشخاص في أداء الاختبارات النفسية.

Answers: 1 F 2 A 3 A 4 F 5 A

05 p7 (SB): In pairs or small groups, discuss the questions.



1 Which of the habits in the photos do you think are good or bad? Say why.

أي العادات في الصور تعتقد أنها جيدة أم سيئة؟ اذكر السبب.

2 How easy do you think it is to change a habit? Say why.

ما مدى سهولة تغيير العادة برأيك؟ اذكر السبب.

ANSWERS: student's answer

YOU BECOME
WHAT YOU
BELIEVE.



O6 p7 (SB): Listen and write down four pieces of advice Khalil gives Issa about how to develop better habits.

استمع واتكتب أربع نصائح يقدمها خليل لعيسي حول كيفية تطوير عادات أفضل.



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

ANSWERS: Don't make big changes all at once – do it in small steps.

Make the good habit easier and more attractive and the bad habit harder and less attractive.

Try to change your view of who you are, e.g., I'm a person who doesn't eat junk food. Tell other people about what you're doing so you'll be embarrassed if you stop.

Live as if you were to die tomorrow. Learn as if you were to live forever



Continuous Tenses

a) We use the (Present Continuous) to talk about:

نستخدم (المضارع المستمر) للحديث عن:

Form:

he, she, it, singular noun	اسم مفرد	is	V+ ing
I		am	V+ ing
we, you, they, plural noun	اسم جمع	are	V+ ing

Example: → We our rooms at the moment.

(are cleaned, were cleaning, are cleaning, have cleaned)

Negation

النفي - ننفي جملة المضارع المستمر بوضع (not) بعد الفعل المساعد.

Example: → She now. (are not playing, was not playing, is not playing)

Forming Yes / No question

تكوين سؤال نعم / لا

- نشكل سؤال نعم / لا في جملة المضارع المستمر بوضع الفعل المساعد قبل الفاعل.

Example: → Sally her homework now?

(Are doing, Is doing, Was doing)

Key words

مؤشرات الحل

(now, right now, nowadays, at the moment, at this minute, Look!, Listen!, Be careful!, Be quiet!, Watch out!, these days, today, tonight, this day/ month/ year, at present, for the time being, don't + verb, hurry up, currently, still)

Example: → I studying Spanish at the moment in preparation for a trip to Madrid next month.

a. had been b. will be c. were d. am

Uses: Functions

• actions in progress at the time of speaking:

• الأفعال الجارية في وقت التحدث:

Example: → Ali is having a shower right now.

• temporary situations in progress now: (recently or temporarily)

• المواقف المؤقتة الجارية الآن:

Example: → I'm playing a lot of football.



- changes and developments:

Example: → We're becoming tired of the boy's lies.

- We also use the (Present Continuous) with always or continually when something unexpected happens very often. This sometimes, but not always, indicates annoyance:

• نستخدم أيضًا (المضارع المستمر) مع دائمًا أو باستمرار عندما يحدث أمر غير متوقع بكثرة. هذا أحياناً وليس دائمًا، يدل على الاتزان عاج:

Example: → She always me when I'm on the phone.

(is disturbed , was disturbing , is disturbing)

While is/are/ am + Ving , simple present

عندما تأتي (be+V_{ing}) يكون الجواب (while + V₁)، مثل:

Example: → While I here, I want to go for a walk every day

a. have been living b. am living c. lived d. will have lived

** حالة خاصة:

** الطريقة الأولى للسؤال:

*Exercise:

1. Right now, I around the classroom.
(walk , was walking , am walking)
2. Watch out! The bus you.
(is approaching , was approaching , approaches)
3. At the present time, we a house.
(built , are building , build)
4. My mother is busy now, she the food.
(is preparing , prepares , was preparing)
5. Please don't make so much noise, Rami
(is studying , be studying , has been studying)
6. Hurry up! The bus for us.
(is waiting, was waiting , waited)
7. Don't shout here, the students the questions.
(answered , are answering , were answering)





8. I to visit my friends.
(think , am thought, am thinking)

9. I Islam is the right religion.
(think, thought, am thinking)

Answers: 1. am walking 2. is approaching 3. are building 4. is preparing
5. is studying 6. is waiting 7. are answering 8. am thinking 9. think

** الطريقة الثانية لسؤال: (عن الدلائل *keywords*)

Exercise:

1. They are writing their final reports (in recent years, at the moment, usually)

الطريقة الثالثة للسؤال: (عن الاستخدام function, use

Exercise:

1. The function of the sentence “I’m learning to ski.” is:

- a. a temporary situation in progress now
- b. routine and habit
- c. something in progress in the past
- d. to talk about a repeated action.

** الطريقة الرابعة للسؤال: (عن التركيب الصحيح للسؤال)

Exercise:

1. The question that has been written correctly is:

- A) What are the students studying now? B) What the students are studying now?
- C) What does the students studying now? D) What is the students studying now?

“Study hard, for the well is deep, and our brains are shallow...”



** الطريقة الأولى للسؤال:

*Exercise:

1. I for the bus when I tripped and fell flat on my face.
 - a. run
 - b. are running
 - c. have run
 - d. was running
2. I ate too much fast food when I in Dubai.
 - a. had been living
 - b. have lived
 - c. am living
 - d. was living

** الطريقة الثانية للسؤال: (سؤال عن الدلائل keywords)

Exercise:

1. It was rainingwe left the cinema, so I opened my umbrella.
 - a. next week
 - b. recently
 - c. nowadays
 - d. as

** الطريقة الثالثة للسؤال: (سؤال عن الاستخدام function, use)

Exercise:

1. The function of the sentence “The water was pouring down the side of the bath.” is:
 - a. a temporary situation in progress now
 - b. changes and development
 - c. an action in progress at a certain time in the past
 - d. to talk about something that is expected to happen.

** الطريقة الرابعة للسؤال: (سؤال عن التركيب الصحيح للجملة)

Exercise:

1. The question that has been written correctly is:
 - A) I were running for the bus when I tripped and fell flat on my face.
 - B) I was running for the bus when I trip and fell flat on my face.
 - C) I was running for the bus when I tripped and fall flat on my face.
 - D) I was running for the bus when I tripped and fell flat on my face.

Be a
WARRIOR
not a
WORRIER

c) We use the (Future Continuous) to talk about:

نستخدم (المستقبل المستمر) للحديث عن:

Form:

الشكل

Affirmative: Subject + will be + V (ing) ...

Negative: Subject + will not be + V (ing) ...

Question: Will + Subject + be + V (ing) ... ?

Keywords:

مؤشرات الحل:

(this time next week , at 10 o'clock tomorrow , at this time tomorrow, in ten months time , tonight after 6 p.m , in July next year , in thirty years' time , this time next month, in an hour, by+ زمن مستقبل, By the time + V₁, Don't فعل tonight)

Example: → Don't call me tonight. I watching the next episode of Fix Up.

a. am b. had been c. will be d. were

→ This time next year, they for their final exams.

a. would prepared b. will prepared c. will be preparing d. prepare

Function:

الاستخدام:

• to predict something in progress at a point in the future: (will be in the middle of the action)

• التنبؤ بشيء قيد التقدم في نقطة ما في المستقبل:

Example: → Six months from now we'll be studying in different cities.

• to talk about something that is expected to happen:

• للتحدث عن شيء متوقع حدوثه:

Example: → You'll all be coming back here in one year's time.

• to ask politely about someone's plans:

• السؤال بأدب عن خطط شخص ما:

Example: → Will you be coming to the meeting after the show?

• an action that will be in progress at a specific time in the future

• إجراء سيتم تنفيذه في وقت محدد في المستقبل

Example: → This time tomorrow, I'll be flying over the Atlantic.



Perfect Tenses



1) We use the (Present Perfect Simple) to talk about:

(1) نستخدم (المضارع التام البسيط) للحديث عن:

Form

has / have + V3

شكل الفعل

he , she , it , singular nouns (a cat)	has	V3
I, we, you , they, plural nouns (cars)	have	V3

* في حالة النفي نضع (has , have) بعد (not).

Key words

مؤشرات الحل

(since, for, recently, so far, lately, just, ever, already, yet, never, in recent years, ever since, since the dawn of time, three times, four times, so far this month, for ages, how far, long)

Example: → I'm a real bookworm. So far this month I six books.

a. had read b. have read c. was read d. will have been reading

→ I seen you for ages! Where have you been hiding?!

a. haven't been b. will have c. was d. haven't

Function:

الاستخدام:

• completed past actions that happened at an unspecified time before now: (finished)

• الأفعال الماضية المكتملة التي حدثت في وقت غير محدد قبل الآن:

Example: → I've visited many European cities in my life.

• recent actions with a present relevance/ result: (now)

• الإجراءات الأخيرة ذات الصلة/ النتيجة الحالية:

Example: → We've recently discovered a fabulous new restaurant. Let's go there tomorrow.

• states or actions that began in the past and continue up to now:

• حالات أو أفعال بدأت في الماضي وتستمر حتى الآن:

Example: → She's been a translator for a few years.

• recent actions where we focus on the result, not the activity:

• الإجراءات الأخيرة التي نركز فيها على النتيجة، وليس النشاط:

Example: → Adnan's published a book about horses.

2) We use the (Past Perfect Simple) to talk about:

نستخدم (الماضي التام البسيط) للحديث عن:

Form

شكل الفعل

had + V3

Keywords

1. (By midday today) (By + (زمن ماضي.) by the time+ V2) had + V3

Example: → By the end of 1845, about a quarter of the population of Ireland for the united states.

(leave , left , had left)

2. After (As soon as) (because)had+V3..... ,V2.....

Example: → After we had finished our dinner, we into the garden.
(go , went , gone, going)

→ As soon as I my homework, I went outside to play.

(finish, finished, had finished, have finished)

→ He was tired because he never before.

(has worked, had worked, was worked, is working)

3. Before.....V2..... , had+V3.....

Example: → Hatem his document before viruses crashed his computer.
(had saved , save , saving)

Function

لاستخدام (مهم)

• actions or states that happened before a specific past time: (finished)

(صيغة أخرى من الماضي التي حدثت قبل وقت محدد من الماضي: a completed action which happened before a certain point in the past

• الأفعال أو الحالات التي حدثت قبل وقت محدد من الماضي:

Example: → It was strange because she'd bought lots of apples the night before.

• a clear sequence of events. We use the Past Perfect for the earlier action:

• تسلسل واضح للأحداث. نستخدم الماضي التام للحدث السابق:

Example: → As soon as I'd heard the news, I went round to their house.





3) We use the (Future Perfect Simple) to talk about:

نستخدم (المستقبل التام البسيط) للحديث عن:

Form:

Subject + will have + V₃ ...

الشكل:

Negative:

Subject + will not have + V₃...

النفي:

Question:

Will + Subject + have + V₃... ?

السؤال:

Keywords:

1. By + زمن مستقبل , by next year , by the end of the year , (by the time +V₁), by then.

مؤشرات الحل:

Example: → By the time she arrives, we already dinner.

(had – eaten, will have – eaten, ate, has eaten)

2. In + زمن مستقبل , in ten years, in two months, this time next year, tomorrow morning, next week

Example: → In two years, I from university.

(have graduated, graduated, will have graduated, will graduate)

3. When + V₁ , until/ before tomorrow

Example: → When I finish the marathon, I 42 kilometres.

a. runs b. was running c. will have run d. was run

Function:

الاستخدام:

• an action that will be completed before a particular time (point) in the future:

• إجراء سيتم الانتهاء منه قبل وقت معين في المستقبل:

Example: → Next time I see you, you will have completely changed your eating habits!

The struggle you feel
today creates the
success you'll enjoy
tomorrow.

Perfect Continuous Tenses

1) We use the Present Perfect Continuous to focus on the continuity of:
نستخدم زمن المضارع التام المستمر للتركيز على استمرارية:

Form

has / have + been + V- ing

he , she , it , singular noun (a cat)	has	been	V -ing
I, we, you , they, plural noun (cars)	have	been	V -ing

شكل الفعل

Key words

مؤشرات الحل

(since, for, all (the morning), lately, how long...?, that's why, in recent years, ever since, since the dawn of time, all evening, recently+ every day, for + now, all day, most of the day, long)

Example: → Recently, I five kilometres every day.

a. ran b. have been running c. is running d. was running

→ I for two hours now.

a. have been reading b. read c. am reading d. will have been reading

Function:

الاستخدام:

- actions that began in the past and continue to the present: (still)

(an action in progress up to the present moment) (صيغة أخرى

- الأفعال التي بدأت في الماضي وتستمر إلى الحاضر:

Example: → They've been running for more than an hour.

- recent actions where we focus on the activity, not the result:

• الإجراءات الأخيرة التي نركز فيها على النشاط، وليس النتيجة:

Example: → I've been sending off job applications all week.

YOUR SUCCESS AND
HAPPINESS LIE IN YOU.



2) We use the (Past Perfect Continuous) to talk about:

** Form:

- Affirmative: subject + had + been + *V_{ing}*
- Negative: subject + hadn't + been + *V_{ing}*
- Question: Had + subject + been + *V_{ing}*?

**Keywords:

(when+ *V₂*, as, for, since, before, By the time+*V₂*, because, how long, all+ past tense)

Example: → I a fantastic book before I went to sleep last night.

a. have read b. read c. had been reading d. will have read

Example: → By the time I arrived, they for an hour.

a. has waited b. waits c. had been waited d. had been waiting

Example: → When she finally answered the phone, I to call her for over an hour.

a. has been trying b. had been trying c. have tried d. had been tried

Example: → How long you for the bus when it finally arrived?

a. had - waited b. have – been waiting c. had – been waiting d. are waiting

Function:

الاستخدام:

- continuous actions or situations which happened before a specific time in the past:

(an action in progress before a certain point in the past) صيغة أخرى

- للتحدث عن أفعال أو مواقف مستمرة حدثت قبل وقت محدد في الماضي:

Example: → I had been keeping quiet about my running, and then I won the race.

Success doesn't come to you, you go to it.



اسئلة الكتاب على *Continuous and perfect tenses*

Q3 p8 (SB): Look at the extracts from the recording. What tenses are used in the underlined parts? Explain why.

انظر إلى مقتطفات التسجيل. ما هي الأزمنة المستخدمة في الأجزاء المسطرة؟ اشرح السبب.

Issa 1Are you feeling **OK**? You look a bit hot and sweaty.



Khalil ... I'm fine, 2I've just been running ...

3I've just started, really...

... I can't run quite that far yet, but 4I'll be doing a 5k run for charity in a few weeks ...

Issa 5Had you done much running before?

Khalil Next week, I 6will have been running every day for two months.

Answers: 1 Present Continuous – at the moment

2 Present Perfect Continuous – explaining a present result

3 Present Perfect Simple – recent action with present relevance (just)

4 Future Continuous – action that will be taking place in the future at a specific time

5 Past Perfect Simple – action completed before a time in the past

6 Future Perfect Continuous – action still ongoing at a point in the future

Q4 p8 (SB): Match the sentences with meanings a or b.

1 I've been reading a book about habits.

I've read a book about habits.

a I've finished the book.

b I'm still **ما زال** reading the book.

2 I will be working.

I will have been working.

a I will be in the middle of my work.

b I will have finished my work.



3 I had been eating all day.

I had eaten that day.

a I ate. (finished)

b I was eating continuously or very often.

4 I've come up with a great idea.

I had a great idea.

a I have a great idea now.

b I came up with a great idea at some point in the past.

5 I'm playing a lot of football.

I play a lot of football.

a This is something I always do.

b This is something I've been doing recently or temporarily.

Answers: 1 b I've been reading a book about habits.

2 a I will be working.

3 b I had been eating all day.

4 a I've come up with a great idea.

5 b I'm playing a lot of football.

a I've read a book about habits.

b I will have been working.

a I had eaten that day.

b I had a great idea.

a I play a lot of football.

06 p9 (SB): Complete the texts with the correct continuous or perfect forms of the verbs from the box.

I was almost late for school, and I ¹..... (was got, was getting, get, am getting) up later and later. I would set my alarm, but fall asleep again straight after it ²..... (has gone off, had gone off, was going off, went off). I'm not exactly strong willed. But now I ³..... (am finding, finds, am found, had found) it much easier to get up. Want to know my secret? The only way to turn off my alarm is to scan a QR code I keep in the bathroom. Next week I ⁴..... (was left, left, will have left, will be left) my house on time every day for a month! My mother can't believe it. Such a good idea – I'm a smart cookie, that's for sure!

I ⁵..... (was spent, was spending, spend, will spend) way too much time on social media. One day I realised that I ⁶..... (have checked, am checking, had checked, check) my account more than 50 times that day!

I ⁷..... (think of, will think of, was thinking of, am thinking of) deleting my account altogether, but that seemed a bit extreme, so I decided that I would always log out of the app. Just having to fill in the password every time makes it enough of a pain that I can't be bothered to keep logging in and I ⁸..... (has reduced, have reduced, reduce, will reduce) the number of times I check it to maybe once or twice a day.



Answers: 1 had been getting/was getting 2 had gone off 3 am finding
4 will have left 5 was spending 6 had checked 7 was thinking of 8 have reduced

05 p9 (SB): Complete the sentences with the correct continuous or perfect forms of the verbs in bold. Use a different form in each sentence.

RUN

1 Recently, I five kilometres every day.

a. ran b. have been running c. is running d. was running

2 When I finish the marathon, I 42 kilometres.

a. runs b. was running c. will have run d. was run

3 I for the bus when I tripped and fell flat on my face.

a. run b. are running c. have run d. was running

4 Before I trained for the marathon, I (never) in a race before.

a. had never run b. am running c. run d. will be running

READ

5 I'm a real bookworm. So far this month I

a. had read b. have read c. was read d. will have been reading

6 I a fantastic book before I went to sleep last night.

a. have read b. read c. had been reading d. will have read

7 I my book all evening.

a. am read b. will read c. had read d. have been reading

8 I for two hours now.

a. have been reading b. read c. am reading d. will have been reading

LIVE

9 While I here, I want to go for a walk every day.

a. have been living b. am living c. lived d. will have lived

10 By the time you come and visit, I here for six months.

a. will have been living b. were living c. live d. will be lived

“

Work hard,
be kind, and
amazing things
will happen.”



11 I in several different countries.

a. have been lived b. living c. have lived d. will be lived

12 I ate too much fast food when I in Dubai.

a. had been lived b. have lived c. am living d. was living

Answers: 1 have been running 2 will have run 3 was running 4 had never run

5 have read 6 had been reading 7 have been reading 8 have been reading

9 am living 10 will have been living 11 have lived 12 was living

01 p7 (WB): Match sentences 1–10 with their meanings a–j.

1 I've been trying to work for hours now.
 2 He'd been sitting there for hours. It was time to go.
 3 I'm learning to ski.
 4 By August, I'll have been living here for two years.
 5 Next time I see you, I will have had my hair cut short.
 6 I've built up a lot of muscle.
 7 The water was pouring down the side of the bath.
 8 This time tomorrow, I'll be flying over the Atlantic.
 9 I can't exercise because I've broken my leg.
 10 I had been there before.

a a temporary situation in progress now
 b an action that will be in progress at a specific time in the future
 c an action in progress up to the present moment
 d an action in progress before a certain point in the past
 e an action completed at a non-specified time before now
 f a recent action with a result in the present
 g an action in progress up to a certain time in the future
 h an action that will be completed before a certain point in the future
 i an action in progress at a certain time in the past
 j a completed action which happened before a certain point in the past

Answers: 1 c 2 d 3 a 4 g 5 h 6 e 7 i 8 b 9 f 10 j

المطلوب التوصيل بين
الجمل وال استخدامات

“
Teachers open the door, but you must enter by yourself.

Chinese Proverb



Q2 p7 (WB): Choose the correct options to complete the sentences.

- 1 I've been trying to call you all day / several times.
- 2 You're keen! That's the third time you've run / been running this week.
- 3 Have you been eating a lot of fruit last week / this week?
- 4 How many glasses of water had you drunk / had you been drinking by midday today?
- 5 You've been sitting / You've sat at that desk for hours. Get up and move about a bit!
- 6 I couldn't believe it when I saw Osama we'd just been talking / we'd just talked about him.

Answers: 1 all day 2 been running 3 this week 4 had you drunk 5 You've been sitting
6 we'd just been talking

Q3 p7 (WB): Complete the sentences with the correct Present Perfect Simple or Present Perfect Continuous forms of the verbs in brackets.

- 1 It's been raining (rain) all day. I'm fed up with it.
- 2 I a headache ever since I woke up this morning.
 - a. will have
 - b. have had
 - c. have been having
 - d. had been having
- 3 I hope you long.
 - a. haven't been waiting
 - b. will wait
 - c. waits
 - d. was waiting
- 4 How long you ill?
 - a. was
 - b. will, be
 - c. have, been
 - d. was, being
- 5 How long you sick?
 - a. was, feeling
 - b. have, been feeling
 - c. are, feeling
 - d. were, feeling
- 6 He feels terrible because he sweets all morning.
 - a. have eaten
 - b. have been eating
 - c. has been eating
 - d. was eating
- 7 Someone my sandwich – they've taken a big bite!
 - a. have been eaten
 - b. has eaten
 - c. was eaten
 - d. has been eating
- 8 She's too laid-back about her work – she on the phone most of the day.
 - a. has chatting
 - b. has been chatting
 - c. were chatting
 - d. will chat

Education is the most powerful weapon which you can use to change the world.



Answers: 2 have had 3 haven't been waiting /haven't waited 4 have, been 5 have, been feeling 6 has been eating 7 has eaten 8 has been chatting

Q4 p8 (WB): Complete the sentences with no more than three words in each gap.

1 I've just been walking in the hills. It's gorgeous out there.

2 Next week, I working here for five years.

a. will be b. was c. am d. will have been

3 It raining as we left the cinema, so I opened my umbrella.

a. is b. will be c. were d. was

4 Don't call me tonight. I watching the next episode of Fix Up.

a. am b. had been c. will be d. were

5 I going to bed too late recently. I must get an early night tonight.

a. have been b. am c. was d. had be

6 I studying Spanish at the moment in preparation for a trip to Madrid next month.

a. had been b. will be c. were d. am

7 I seen you for ages! Where have you been hiding?!

a. haven't been b. will have c. was d. haven't

8 I know Amman pretty well, but I to Aqaba before this trip.

It was great.

a. am never go b. were never go c. had never been d. hadn't never been

Answers: 2 will have been 3 was 4 will be 5 have been 6 am 7 haven't
8 had never been

“
Anyone who has never made a mistake has never tried anything new.



05 p8 (WB): Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and six words, including the word in bold. سؤال يعتمد على القواعد والمعاني.

1 We intended to get fit this spring, but life got in the way. DECIDED

We had decided to get fit this spring, but life got in the way.

2 You are a smart cookie (دكي). This is your best work to date. EVER

You are a smart cookie. This is the best work

3 There is no decision from the government yet. HAS

The government

4 I don't expect to finish until tomorrow. FINISHED

I probably until/before tomorrow.

5 Both my parents have regular piano lessons. BEEN

Both my parents piano lessons.

Answers: 2 you have ever done 3 has not yet decided/made a decision (yet)
4 will not have finished 5 have been having/taking

06 p8 (WB): Complete the text with the correct perfect or continuous forms of the verbs from the box.

WHY THE BRAIN RESISTS CHANGE

One of the key reasons why people fail to change their bad habits is quite simply a lack of patience. They usually try to start a new habit, but give up when, after a few days or weeks, they ¹haven't noticed any dramatic changes. Since the days when we ² (were lived, were living, live, lives) in caves, the brain ³ (prioritise, was prioritising, has prioritised, will prioritise) survival. From a biological perspective, if we are still alive, what we ⁴ (are done, are doing, does, has done) must be working for us, so there is no need to change it.

For this reason, the brain naturally resists change. It rarely works to try and change everything overnight. Therefore, we should make incremental (إضافية) changes, until one day we look back and see how far we ⁵ (came, comes, have come, will be coming).

Answers: 2 were living 3 has prioritised 4 are doing
5 have come



O5 p8 (WB): Complete the conversation with the continuous, perfect or perfect continuous form of the verbs in brackets.

A Hi. I haven't heard from you for a while, what ¹..... with yourself?
 a. had you done b. do you do c. was you doing d. have you been doing

B Good to see you! Sorry, I ²..... (plan, was planning, will plan, has planned) to call you last night, but never got round to it. I ³..... (watched, have watched, have been watching) a highly interesting TV series on and Off عشوائي for a while now – it's about researching your ancestry. So, I decided to have a go يحاول and I ⁴..... (am finding, have found, found, will find) several really useful websites. I ⁵..... (never realised, had never realised, has never realised, am never realising) before that it could be so fascinating.

A Yeah – I ⁶..... (have meant, have been meaning, means, meant) to catch that series too. I ⁷..... (find, am finding, was finding, found) college work a bit heavy at the moment. How ⁸..... (did you get on, are you getting on, was you getting on, are you get on) with the research?

B I know what you mean about the assignments! I've missed a couple, so no doubt I ⁹..... (spend, will be spent, will be spending, spends) next week catching up! But, by the end of the month, I ¹⁰..... (will researched, will be researching, had researched, will have been researching) my family history for a good three weeks, so I should have some results!

Answers: 1 have you been doing 2 was planning 3 have been watching 4 have found 5 had never realised 6 have been meaning 7 am finding 8 are you getting on 9 will be spending 10 will have been researching

The beautiful thing about learning is nobody can take it away from you

Education is the
movement from
darkness to light.

WRITING

A blog post about the past

تدوينة عن الماضي



WRITING (A blog post about the past)

*مهم جداً: كلمات مفيدة في مواضيع الإنشاء في اللغة الإنجليزية:

writing	كتابة	informal	غير رسمي
activities	نشاطات	issue	قضية
advantages	ایجابيات	jobs	وظائف
agree	يوافق	letter	رسالة
answer booklet	دفتر الإجابة	memories	ذكريات
article	مقالة	most	معظم
Essay	مقالة	opinion	رأيك
believe	يؤمن	point of view	وجهة نظر
blog	مدونة	purpose	هدف
changes	تغيرات	reasons	أسباب
compare	قارن	recommendations	توصيات
composition	تعبير	relationships	علاقات
consequences	نتائج	report	تقرير
consider	يعتبر	results	نتائج
convincing	مقنع	services	خدمات
decrease	ينقص	solutions	حلول
defining	تعرفه	success	نجاح
different	مختلف	suggesting	اقتراح
difficult	صعب	support	دعم
disadvantages	سلبيات	the factors	عوامل
disagree	لا يوافق	think	فكرة
discussing	ناقش	tool	وسيلة
essay	مقالة	use	يستخدم
examples	امثلة	ways	طرق
explaining	وضح	write	اكتب
expressing	يعبر	increase	يزيد
facilities	مرافق	influence	تأثير



factors	عوامل	influences	تأثيرات
focus	ركل	importance	أهمية
formal	رسمي	improving	تحسين
happiness	سعادة	achieving	إنجاز

Introduction مقدمة

Blog posts are often quite personal, so begin by explaining the memory:

غالباً ما تكون منشورات المدونة شخصية للغاية، لذا ابدأ بشرح الذكرى:

I was reminded of ...

لقد ذكرت ب...

... brought all the memories flooding back.

أعاد كل الذكريات إلى ذهني.

... for as long as I could remember ...

بقدر ما أستطيع أن أتذكر ...

Style

Use time linkers to show when things happened:

استخدم روابط الوقت لإظهار وقت حدوث الأشياء:

at that time

في ذلك الوقت

during these years

خلال هذه السنوات

One day

ذات يوم

The next day

في اليوم التالي

Conclusion

Explain why the memory was significant:

شرح لماذا كانت الذكرى مهمة:

This experience convinced me that ...

لقد أقنعني هذه التجربة بأن ...

I clearly recall...

أنكر بوضوح...

I've never forgotten ...

لم أنسى أبداً...

I don't know how I failed to realise

لا أعلم كيف فشلت في إدراك ذلك





The memories came flooding back...

I recently had a big clear-out of my bedroom and, tucked behind the wardrobe, I found my old teddy bear, Oscar. Seeing him again brought all the memories flooding back.

قمت مؤخراً بتنظيم شامل لغرفتي، ووجدت دبودبي القديم، أوسكار، مختبئاً خلف خزانة الملابس. رؤيته مجدداً أعادت إلى ذهني كل الذكريات.

I'd had Oscar from when I was very little and, for as long as I could remember, he had only had one eye. It wasn't important to me, I loved him no matter how shabby and old he was. Oscar was my constant companion and we did everything together.

كان أوسكار معي منذ صغرى، وعلى حد ما أذكر، كان لديه عين واحدة فقط. لم يكن الأمر مهمًا بالنسبة لي، فقد أحببته مهما كان رثاً وكبيراً في السن. كان أوسكار رفيقي الدائم، وكنا نفعل كل شيء معاً.

One day, I discovered that Oscar had lost his one remaining eye. I took him to my mother and, much to my delight, she promised that she could give him his sight back.

في أحد الأيام، اكتشفت أن أوسكار فقد عينه الوحيدة المتبقية. أخذته إلى أمي، ولسعادتي الغامرة، وعدته بأنها ستعيد إليه بصره.



The next day she presented Oscar to me. She had decided she might as well sew on two new buttons, rather than just one. I clearly recall how much his new appearance came as a shock. I've never forgotten how upset I was to see him looking so different! Oscar was not meant to have two eyes! He looked all wrong! I started crying (I was very young, remember). My mother was really worried. She didn't have a clue what was wrong with me. Eventually, I made her understand and she had no choice but to cut off one of the buttons so that, once again, he was my familiar one-eyed bear.

في اليوم التالي، قدمت لي أوسكار. قررت أن تخيط زرين جديدين بدلاً من زر واحد. أتذكر بوضوح كم كان مظهره الجديد صادماً. لم أنس أبداً كم شعرت بالانزعاج لرؤيته مختالاً هكذا! لم يكن من المفترض أن يكون لأوسكار عينان! بدا وكأنه لا شيء! بدأت بالبكاء (كنت صغيرة جداً، أتذكر). كانت والدتي قلقة للغاية. لم تكن لديها أدنى فكرة عما بي. في النهاية، أوضحت لها الأمر، ولم يكن أمامها خيار سوى قطع أحد الأزرار، ليصبح، مرة أخرى، دبى المألف ذو العين الواحدة.

Don't wait
for the opportunity.
Create it.



I don't know how I failed to realise he had gone missing down the back of the wardrobe, but I've already decided he'll be coming with me to university, where I can keep an eye on him. I may not want to play with him anymore, but looking at him still evokes so many precious memories.

لا أدرى كيف لم أدرك اختفاءه في مؤخرة خزانة الملابس، لكنني قررت بالفعل أنه سيأتي معي إلى الجامعة، حيث يُمكّنني مراقبته. ربما لم أعد أرغب في اللعب معه، لكن النظر إليه لا يزال يثير ذكريات جميلة.

Q1 p12 (SB): Read a blog post about a childhood memory and discuss the questions.

1 Why do you think the writer remembers this moment in particular?

1 لماذا تعتقد أن الكاتب يتذكر هذه اللحظة على وجه الخصوص؟

2 What do you think this story tells you about the writer?

2 ماذا تظن أن هذه القصة تخبرك عن الكاتب؟

Answers: 1 because it had a big emotional impact

2 They are going to university, so probably about 18, and still living with their parents at the moment. They may be quite a sensitive person because of the way they reacted, and perhaps a little sentimental. They aren't worried about what people at university might think if they bring the bear.

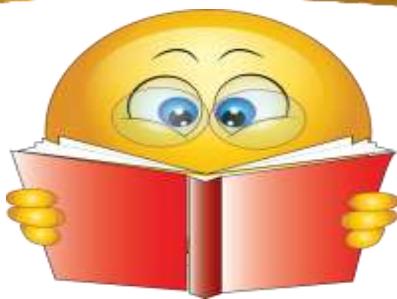
Q2 p12 (SB): Put the paragraphs of the blog post in the correct order.

ضع الأفكار الرئيسية لفقرات المدونة بالترتيب الصحيح.

A Describe the main events of the memory. وصف الأحداث الرئيسية للذكرى

B Explain why the memory is still significant for you. شرح لماذا لا تزال الذكرى مهمة بالنسبة لك

Learning is not the product of teaching.
Learning is the product of the activity of learners.



C Give the background to the memory (how old you were, where it took place, etc.)
تعطِّي الخلفية للذكرى (كم كان عمرك، وأين حدثت، وما إلى ذلك)

D Introduce the memory by explaining why you are talking about it.
تقديم الذكرى من خلال توضيح سبب حديثك عنها.

E Relate the past events to the present day.
ربط الأحداث الماضية باليوم الحاضر.

Answers: A 3 B 5 C 2 D 1 E 4

O3 p12 (SB): Study the Writing box. Then find examples of each section in the blog post.

WRITING | A blog post about the past

Introduction

Blog posts are often quite personal, so begin by explaining the memory:

I was reminded of ...

Style

Use time linkers to show when things happened:

at that time

during these years

Conclusion

Explain why the memory was significant:

This experience convinced me that ...

Answers: Introduction

... brought all the memories flooding back.

... for as long as I could remember ...

Style

One day

The next day

Conclusion

I clearly recall...

I've never forgotten ...

I don't know how I failed to realise

“Learning never
exhausts the
mind.”



Q4 p12 (SB): Complete the second sentence using the word in bold so that it means the same as the first one. Use phrases from the text to help you.

1 I didn't realise what a bad idea it was. FAILED

I مهم

2 I took him with me everywhere I went. MATTER (يجب عكس الجملتين)

No

3 I had to wait for him. (No Choice But) → have/ has / had توضع بعد

I had

4 I was delighted when he agreed to come to the picnic. (To My + Delight),

Much

5 I have no reason not to work today. MIGHT As well (حفظ)

I

6 I was really shocked by what you said. CAME As a Shock (حفظ)

What you said

7 I had no (idea) what was happening. CLUE

I

8 I had to watch my little brother carefully. (Keep an Eye on) (حفظ)

I had to

Answers: 1 failed to realise what a bad idea it was

2 matter where I went, I took him with me

3 no choice but to wait for him

4 to my delight, he agreed to come to the picnic

5 might as well work today

6 came as a shock to me

7 had no clue / didn't have a clue what was happening

8 keep my eye / an eye on my little brother

Creativity and
wellness go
hand in hand



Q5 p12 (SB): Choose one of your childhood memories that you are happy to write about. Read the questions and make notes.

اختر إحدى ذكريات طفولتك التي ترغب بالكتابة عنها. اقرأ الأسئلة ودون ملاحظاتك.

1 How old were you? What was the occasion? كم كان عمرك؟ ما هي المناسبة؟

ماذا حدث بالضبط؟

2 What happened exactly? ما هي المشاعر التي ترتبطها بهذه الذكرى؟

3 What emotions do you associate with this memory? لماذا تعتبر الذاكرة مهمة بالنسبة لك؟

4 Why is the memory significant to you? ماذا تقول الذاكرة عنك، على سبيل المثال، خلفيتك، شخصيتك، قيمك أو تجاربك الحياتية؟

5 What does the memory say about you, e.g., your background, personality, values or life experiences?

Answers: student's answer

Q6 p12 (SB): Write a blog post about your childhood memory. Use the advice and some of the phrases from the Writing box, plus a range of tenses.

اكتب تدوينة عن ذكريات طفولتك. استخدم النصائح وبعض العبارات من صندوق الكتابة، بالإضافة إلى مجموعة من الأزمنة.

سؤال مهم للكتابة

(Writing)

You are braver than you believe, stronger than you seem, and smarter than you think

"IF YOU ARE POSITIVE,
YOU'LL SEE
OPPORTUNITIES
INSTEAD OF
OBSTACLES."

Pronunciation

Word stress in compound adjectives التشديد في الصفات المركبة

In compound adjectives, the stress is usually on the second word.

في الصفات المركبة، يكون التشديد عادةً على الكلمة الثانية.

However, compound adjectives with no hyphen, or which are formed with a noun + gerund or past participle are usually stressed on the first word (e.g. carefree, eye-catching, tongue tied).

ومع ذلك، فإن الصفات المركبة التي لا تحتوي على شرطة، أو التي تتكون من اسم + اسم مصدر أو اسم المفعول عادةً ما يتم التأكيد عليها في الكلمة الأولى (على سبيل المثال، carefree, eye-largest, tongue tie.

O3 p6 (WB): Read Active Pronunciation. Then decide which word is stressed in the following compound adjectives. Choose 1 for the first word or 2 for the second word. Listen, check and repeat.

a quick-witted

1 / 2

b streetwise

1 / 2

c absent-minded

1 / 2

d thought-provoking

1 / 2

e tight-fisted

1 / 2

f time-saving

1 / 2

g mouth-watering

1 / 2

h record-breaking

1 / 2

j thin-skinned

1 / 2

i world-famous

1 / 2

Answers: a 2 b 1 c 2 d 1 e 2 f 1 g 1 h 1 i 2 j 2



O2 p7 (SB): Look at the words in the box again and underline the syllables with the main stress. Listen and check

يقترح destiny متوارث disposition شخصية hereditary قدر imply

moulded moulded nurture تحرير offspring oversimplification

حساس proponents trait صفة vulnerability المبالغة في التبسيط



ANSWERS: destiny disposition hereditary imply moulded

nurture offspring oversimplification proponents trait vulnerability

Do not let what you cannot do interfere with what you can do.

The best way to predict your future is to create it.


**LESSON 1 VOCABULARY
AND SPEAKING**
WL1.1

absent-minded (adj) /'absənt'maɪndɪd/

assertive (adj) /ə'sɜ:tɪv/

assertiveness (n) /ə'sɜ:tɪvnəs/

be in line with (something) /bi ɪn 'laɪn wɪð (sʌmθɪŋ)/

be into (something) (phr v) /bi 'ɪntə (sʌmθɪŋ)/

be wild about (something) /bi wɔɪld ,əbaʊt (sʌmθɪŋ)/

capable (adj) /'keɪpəbəl/

click with (somebody) /'klɪk wɪð (sʌmbodi)/

compassionate (adj) /kəm'paʃənət/

dedicated (adj) /'dedɪkeɪtɪd/

defensive (adj) /dɪ'fensɪv/

discreet (adj) /dɪ'skrɪ:t/

discretion (n) /dɪ'skriʃən/

enthusiastic (adj) /ɪn'θju:zɪ'æstɪk/

forward-looking (adj) /fɔ:wəd 'lʊkɪŋ/

get a kick out of (something) /get a 'kɪk aut əv (sʌmθɪŋ)/

highly strung (adj) /haɪlɪ 'strʌŋ/

high-spirited (adj) /haɪ 'spɪrɪtɪd/

humble (adj) /'hʌmbəl/

inclusive (adj) /ɪn'klu:sɪv/

inclusiveness (n) /ɪn'klu:sɪvnəs/

inclusivity (n) /ɪn'klu:sɪvɪtɪ/

kind-hearted (adj) /kaɪnd 'ha:rtɪd/

laid-back (adj) /leɪd 'bak/

like-minded (adj) /laɪk 'maɪndɪd/

merciful (adj) /'mɜ:sɪfəl/

mercy (n) /'mɜ:si/

narrow-minded (adj) /'narəʊ 'maɪndɪd/

passionate about (something) (adj) /pæʃənət əbaʊt (sʌmθɪŋ)/

plump for (v) /'plʌmp fər/

resilient (adj) /rɪ'zɪlɪənt/

say a lot about (somebody) /seɪ ə 'lɒt əbaʊt (sʌmbodi)/

self-aware (adj) /self ə'weər/

set great store by (something) /set ,greɪt 'stɔ: bər (sʌmθɪŋ)/

sincere (adj) /sɪn'sɪər/

sincerity (n) /sɪn'sɪərɪtɪ/

strong-willed (adj) /strɔŋ 'wɪld/

thin-skinned (adj) /θɪn 'skɪnd/

tight-fisted (adj) /taɪt 'fɪstɪd/

tough (adj) /tʌf/

trustworthy (adj) /'trʊst, wɜ:ði/

underconfident (adj) /'ʌndə'kɒnfɪdənt/

what makes us tick /wɒt ,meɪks əs 'tɪk/

LESSON 2 SPEAKING AND VOCABULARY
WL1.2


cold fish (n) /kəuld 'fɪʃ/

dark horse (n) /dɑ:k 'hɔ:s/

go-getter (n) /gətər 'getə/

keep yourself to yourself /ki:p jɔ:z'elf tu: jɔ:z'elf/

mover and shaker (n) /'mu:vər ənd ʃeɪkə/

smart alec (n) /smɑ:t 'alæk/

smart cookie (n) /smɑ:t 'kuki/

social butterfly /'səʊʃəl 'bʌtəflaɪ/

soft touch (n) /soft 'tʌtʃ/

LESSON 3 LISTENING AND VOCABULARY
WL1.3


destiny (n) /'destəni/

disposition (n) /dɪspə'zɪʃən/

hereditary (adj) /hə'redɪtəri/

imply (v) /ɪm'plai/

moulded (adj) /'maʊldɪd/

nurture (n) /'nɜ:tʃər/

offspring (n) /'ɒf,sp्रɪŋ/

oversimplification (n) /əʊvəsɪmplɪfɪ'keɪʃən/

proponent (n) /prə'pəʊnənt/

trait (n) /treɪt/

vulnerability (n) /vʌlnərə'bɪləti/



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