

# Action Pack 12

م 4

المنهاج الجديد

Unit 8:

## Language

التسلأذ

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2018

## Phrasal verbs اشباه الجملة الفعلية

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

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

**2. Some phrasal verbs can have objects after them (they are called transitive verbs).**  
They **came up with** a good idea. We're **looking into** the problem.

(come up with /look into / leave out /point out /carry out /think of /make up /get away with)

**3. Some phrasal verbs do not have objects (they are called intransitive verbs).**

Where did you **grow up**?

My sister and I **get on** well.

(grow up / get on / come about / stand out / speed up / make out)

**4. Sometimes the object can go between the verb and the particle, so the verb and the particle are separated. With these verbs, object pronouns always go before the particle.**

\*إذا كان المفعول به ضمير مثل me,him, her,them,it فإنه يقع الفعل والاداة

Please **point** his sister **out**. **Point** her **out**. (NOT Point out her.)

find out	discover	يكشف
carry out	put into practice (to do .... research,experiment,task)	ينفذ/يقوم ب
Point out	to show something to someone by pointing at it	يشير الى
look up	search	يبحث
Leave out	to not include, omit something	يلغي

**5. Sometimes the verb and the particle can't be separated.**

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

Look into	to investigate	سؤال فراغات 2016	يفحص
look at	use one's sight in order to see		ينظر الى
come up with	think of/ produce something (an idea),especially when pressured or challenged	سؤال قطعة 2016	يبتدع فكرة
come about	happen or take place		يحدث
get away with	avoid punishment		يفلت من العقاب
grow up	arise		ينمو
speed up	hurry up		يسرع

**AB: p.41 Ex.7**

Complete the phrasal verbs with words in the box. Use a dictionary if necessary.

	ahead with	away (x2)	back for	forward to	off on	over up (x3)
look up		a word in a dictionary			يبحث عن كلمة في القاموس	
look for		something you've lost			يبحث عن شيء مفقود	
look forward to		something exciting			ينتطلع الى	

get over	an illness, and feel better	يتحسن
get up	in the morning	ينهض
get on	with your work and complete it	يستمر

take up	a new hobby	يتخذ هواية جديدة
take away	some fast food	ياخذ طعاما
take off	your shoes when you get home	يخلع

go away	from home for a holiday	يبتعد
go back	to where you started	يعود
go ahead with	a plan, and do it	يتابع

**SB: p.59 Ex.5**

Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me).

Consider whether the two parts of the verb can be separated or not. One verb is not needed.

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

Answers:

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

**AB: p.40 Ex.2**

Circle the correct phrasal verb.

- Can you **point at** / **point out** my mistakes when I speak, please?
- The police will **look at** / **look into** the incident.
- Adnan was late for the meeting, but he **came up with** / **got away with** it.
- The experiment which we **carried out** / **left out** yesterday was very interesting.
- I hope I can **come up with** / **come about** a way of solving this puzzle.

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

**AB: p.40 Ex.1**

Replace the words and phrases in bold with the phrasal verbs from the box.  
One phrasal verb is not needed.

carry out / come about / come up with / get away with / grow up /  
leave out / look at / look into / point out

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

Answers:

- 1- look into 2- come up with 3- grow up 4- point out 5- come about 6- carry out
- 7- get away with 8- Leave out.

**AB: p.40 Ex.3**

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

come about – come up with – find out – leave out – look into – point out – speed up

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

Answers:

- 1- Ahmad should **speed up** or he'll be late.
- 2- I **came up with** a great idea while I was swimming.
- 3- That's amazing news! How did you **find it out**?
- 4- That information is important. Don't **leave it out**.
- 5- We'll drive past my old house. I'll **point it out** to you.
- 6- It's a mystery how the mistake **came about**.

**AB: p.41 Ex.4**

Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may need to change the word order.

her / him / it / them

1- The class looked at **Omar** in admiration when he gave a speech.

2- How did you come up with **the plan**?

3- Did you leave **Fatima** out? Remember, she's invited.

4- I'll look up **the train times** online.

5- Farid and I are going to carry out **the class survey**.

6- We'll look into **your complaints**.

7- Fatima pointed **her sister** out to us and introduced us to her.

8- I don't think the robbers will get away with **the crime**.

When Omar gave a speech, the class looked at ..... in admiration. (2018)  
( he , his , him , them )

**Answers:**

1- The class looked at **him** in admiration when he gave a speech.

2- How did you come up with **it**?

3- Did you leave **her** out? Remember, she's invited.

4- I'll look **them** up online.

5- Farid and I are going to carry **it** out.

6- We'll look into **them**.

7- Fatima pointed **her** out to us and introduced us to her.

8- I don't think the robbers will get away with **it**.

**AB: p.55 Ex.6**

The police are investigating the cause of the accident. ( look )

The police .....

The police are looking into the cause of the accident.

Study the following sentence and answer the question that follows. (2017)

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

Replace the underlined verb with the suitable phrasal verb.

Carry out

## Question tags الأسئلة الذيلية

1. We use question tags to check or query information. We add a negative question tag to a positive statement, and a positive question tag to a negative statement.

نقوم باثبات الجملة المنفية ونفي الجملة المثبتة. نضع ضمير بدل الاسم.

is..... isn't - are ..... aren't - isn't .... is / aren't ..... are - don't .... do - doesn't ... does  
V-inf. .... don't / V+s-es .....doesn't / V2 .....didn't  
- has + V3 .....hasn't  
- have + V3 ...haven't

You **have** read this book, **haven't** you?

You **haven't** read this book, **have** you?

She speaks English, **doesn't** she?

She **doesn't** speak English, **does** she?

You **are** tired, **aren't** you?

You **are not** tired, **are** you?

2. With modal verbs, we use the same modal in the question tag.

They **should** help, **shouldn't** they?      We **can't** walk away, **can** we?

They **could** go, **couldn't** they?      You **won't** forget, **will** you?

He **might** play tomorrow, **mightn't** he?      We **mustn't** be late, **must** we?

3. **be** : (is/isn't/are/aren't and was/wasn't/ were/ weren't)

The meeting **is** next Wednesday, **isn't** it?      It **isn't** tomorrow, **is** it?

They **are** coming, **aren't** they?      It **wasn't** last Wednesday, **was** it?

They **were** Algerian, **weren't** they?

4. In the Present and Past Simple of other verbs, we use do/don't, does/doesn't المضارع البسيط and did/didn't الماضي البسيط in the question tags.

You **speak** English, **don't** you?

He **lives** in Wadi Musa, **doesn't** he?

He **doesn't** live in Aqaba, **does** he?

You **didn't** meet him, **did** you?

You met him yesterday, **didn't** you?

5. In other verb forms, we use the auxiliary verb in the question tag.

They've had their lunch, **haven't** they?

6. With let's ... we use shall we as the question tag.

Let's go home now, **shall we**?

7. We can rephrase questions starting Shall I...? to use a question tag. This makes it more emphatic.

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

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

ملاحظات مهمة جدا  
1. بعض الجمل هي منفية اصلا :

He **never** swam again, did he?  
She can **rarely** swim these days, can she?

.2

- **That/this= it**  
This is Ali's car, isn't it?

- **Everything/ nothing/anything = it**  
Everything is good, isn't it?

- **Thee/those= they**  
Those aren't the books of our library, are they?

- **Everyone, everybody, someone, somebody, no one, nobody=they**

3. جملة الامر ب Will /won't you?

Stop watching TV, **won't you**?  
Don't stop training, **will you**?

.4

I **am** hungry, **aren't I**? (*not amn't I*)  
She had to go, didn't she?  
You **have** to play, **don't you**?

### SB: p.61 Ex.6

Match the sentences from the recording and the question tags. Listen and check.

- 1- You did English at university last year, .....
- 2- You don't understand what gender-neutral means, .....
- 3- I'll tell you what I understand by the term,.....?
- 4- That doesn't help me to answer the question in my essay, .....
- 5- I have to start my essay,.....?

Answers:

1- didn't you 2- do you 3- shall I 4- does it 5- don't I

### SB: p.61 Ex.8

Write the question tags.

- 1- You can't help me with this, .....
- 2- She wasn't there yesterday, .....
- 3- We should try to help, .....
- 4- You haven't got a pen I can borrow, .....
- 5- Your mother comes from Madaba, .....
- 6- They sold their house, .....
- 7- You'll phone me later, .....
- 8- It doesn't rain here, .....

Answers: 1- Can you 2- was she 3- shouldn't we 4- have you 5- doesn't she 6- didn't they  
7- won't you 8- does it

**AB: p.43 Ex.10**

**Complete the following question tags. The first one is done for you.**

- 1- You live in Zarqa,..... don't you?
- 2- They can't hear,..... they?
- 3- It's funny,..... it?
- 4- He has to go,..... he?
- 5- She went home,..... she?
- 6- I haven't won,..... I?
- 7- You won't be late,..... you?
- 8- He wasn't very well,..... he?

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

**2016**

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

1. don't I            2. was it            3. shall we

**2016**

Salem and his brother spoke French in the conference, ..... they?(do)  
**didn't**

**2017**

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

1. must they    2. haven't they    3. shall we

**2017**

The keyword ..... the student to answer the question, won't it ? (help)  
**will help**

**2018**

The English alphabet doesn't have 40 letters, ..... ? (does it – did it – doesn't it – didn't it)



## Passive Voice

No.	Tense	Active	Passive
1	Modal Verbs	<ul style="list-style-type: none"> <li>• must, had to, will , would, shall, should, can, could + V1</li> </ul>	O + <u>Modal</u> + <b>be</b> + V3
		must, might, ...+ have + V.3	O + Modal + have + <b>been</b> + V3.
2	Present Simple	V.1	<b>O + is, am , are</b> + V.3
3	Past Simple	V.2	<b>O + was , were</b> + V.3
4	Present Continuous	is, am, are + V-ing	O +is, am, are + <b>being</b> + V.3
5	Past Continuous	was, were + V-ing	O + was, were + <b>being</b> + V.3
6	Present Perfect	has / have + V.3	O + has / have + <b>been</b> + V.3
7	Past Perfect	had + V.3	O + had + <b>been</b> + V.3

**In passive sentences, the subject of the sentence has something done to it, or is affected by the action of the verb. The opposite is an active sentence, where the subject of the sentence performs the action. Passive sentences do not have to mention who or what is performing the action (the agent). If they do, the agent is introduced with (by).**

Examples:

1. The boy must do the homework.  
The homework **must be done** (by the boy).

My friends **have visited** the library.  
The library **has been visited** (by my friends).

3. They might have saved some of the historical sites.  
Some of the historical sites might **have been saved** (by them).

4. My friends have visited the library.  
The library **has been visited** (by my friends).

5. The children are cleaning the room.  
The room **is being cleaned** (by the children).

## Exercise:

1. People saw smoke coming out of the forest. ► 2011  
Smoke -----
2. The government must save the historical sites. ► 2011  
The historical sites -----
3. The farmer must water the plants in order to grow. ► 2012  
The plants -----
4. Hatem should send the car to the garage. ► 2012  
The car -----
5. The patient must take the medicine on time. ► 2013  
The medicine -----
6. Samer must fill in the job application form. ► 2013  
The job application form ----- by Samer.
7. Everyone must save the natural resources. ► 2014  
The natural resources -----
8. Children mustn't leave bicycles in the driveway. ► 2014  
Bicycles -----
9. Different goods among countries can be ----- by traders. (transport) ► 2014
10. Jordan imports 96 % of its energy from the neighboring Arab countries. ► 2015  
96 % of Jordan's energy -----
11. Parents must not give their children everything they want. ► 2015  
Children -----
12. According to our teacher's instructions all of our compositions ----- in ink. He won't accept papers written in pencil. (write) ► 2015

## ANSWERS:

1. Smoke was seen coming out of the forest.
2. The historical sites must be saved (by the government).
3. The plants must be watered in order to grow.
4. The car should be sent to the garage.
5. The medicine must be taken on time (by the patient).
6. The job application form must be filled (in) by Samer.
7. The natural resources must be saved (by everyone).
8. Bicycles mustn't be left in the driveway.
9. transported
10. 96 % of Jordan's energy is imported from the neighboring Arab countries.
11. Children must not be given everything they want
12. must(should) be written

**SB: p.63 Ex.5**

Jordanian Sign Language, or Lughat al-Ishara al-Urdunia (LIU), is the sign language that (1) ----- (use) in Jordan. The language has several dialects. LIU (2) ----- (relate) to other sign languages in the Middle East, but none of these (3) ----- (research) extensively. An introductory grammar of Jordanian Sign Language (4) ----- (publish) in 2004 CE. By publishing this book, it (5) ----- (hope) at the time hearing Arabs with an interest in sign language would learn more about the grammar of LIU and other sign languages in general. The publication is a very important achievement for LIU because, before 2004 CE, very little research about sign languages of the Middle East (6) ----- (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language (7) ----- (do).

**Answers:**

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

**AB: p.43 Ex.11**

**Rewrite the sentences in the passive. Use 'by' where necessary.**

1. People speak Spanish in most South American countries, but they speak Portuguese in Brazil.  
.....
2. My mother taught me to read.  
.....
3. Fifty years ago, they hadn't invented smartphones.  
.....
4. Our teacher has already marked our exams, and now someone is checking them.  
.....
5. They have just discovered some books that people wrote 200 years ago.  
.....

**Answers:**

1. Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.
2. I was taught to read by my mother.
3. Fifty years ago, smartphones hadn't been invented.
4. Our exams have already been marked by our teacher, and now they are being checked.
5. Some books that were written 200 years ago have just been discovered.

اسئلة وزارية

1. A new vocational school has..... recently in my area. (build) (2016)
2. Mr. Tareq will ..... A more responsible post by the manger.(offer) (2016)
3. Our final science project has ..... as the best project.(be,choose) (2017)
4. Many Jordanian poems ..... now..... into English, and people all over the world are able to read them. (translate) (2016)
5. Sign language ..... in the 16th century. (not, invent) (2018)

1. been built
2. be offered.
3. been chosen.
4. are /translated or are being/translated
5. wasn't invented

## SB: p.58

Word	English Meaning	
blame	to say or think that someone or something is responsible for something bad	يلوم
spill (a drink) (v)	to accidentally flow over the edge of a container	يسكب الشراب
pop (a ball) (v)	to burst, or to make something burst, with a short, explosive sound	يفجر كرة
recall (v) (n)	to remember a particular fact, event or situation from the past	يتذكر حدث
come up with (ph/v)	produce something (an idea), especially when pressured or challenged	استخلص
come about (ph/v)	happen or take place	يحدث
intentional (adj)	done on purpose	عن قصد
look into (ph/v)	to investigate	يتحرى عن
get away with (ph/v)	to do something wrong without being discovered or with only a minor punishment	ينجو من
prove	to show that something is true	يثبت
affect	to have an influence on someone or something, or to cause them to change	يؤثر على

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

هل تؤثر اللغة التي نستخدمها على الطريقة التي نفكر بها؟ أو هل تؤثر ثقافتنا على طريقة استخدامنا للغة؟

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

علماء الاجتماع يبحثون في هذه المسألة منذ مئات السنين. لقد بدأوا الآن بدراسة ليس فقط كيف يتحدث الناس، ولكن أيضا كيف يفكرون، يسألون عما إذا كانت الطريقة التي نفهم بها ونتذكر الخبرات من خلالها على تتأثر باللغة أم لا. ونتيجة لهذه الدراسات، فقد خرجوا بنتائج مثيرة للاهتمام.

A lot of research has been carried out on the relationships between mind, world and language. In one study, a psychologist points out that when describing an event, English speakers tend to mention the person **who** was responsible. Whereas English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how **their** speakers understand events, and whether someone is blamed for an action or gets away with **it**.

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

In another study, speakers of English, Spanish and Japanese were asked to watch videos of two people popping balloons, breaking eggs and spilling drinks, either on purpose or accidentally. Later, when asked to recall the videos, the English speakers mentioned the person **who** did the action. The Spanish and Japanese mentioned the person responsible for intentional events, but left **this** out when **they** considered that event to be an accident.

في دراسة أخرى، تم الطلب من متكلمين باللغة الإنجليزية واليابانية والإسبانية ان يشاهدوا مقاطع مصورة لشخصين يفجرون بالونات ويكسرون بيض ويسكبون العصائر إما بشكل متعمد أو عن طريق الخطأ. ولاحقا عندما طلب منهم تذكر هذه الفيديوهات، ذكر متحدثو الإنجليزية الشخص الذي قام بالفعل. الإسباني والياباني ذكروا الشخص المسؤول عن الأفعال المقصودة ولكن لم يذكروا الشخص عندما اعتبروا الفعل حادثا.

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

لقد قام العلماء في جامعة نيوكاسل بتنفيذ اختبارات لإثبات أن الثقافات المختلفة لها أيضا طرق مختلفة في رؤية الألوان. لقد وجدوا انه في اليابانية على سبيل المثال هناك كلمات مختلفة الأزرق الفاتح والأزرق الغامق والتي لا تجدها في الإنجليزية. متحدثو اليابانية الأصليون قدموا تمييزا اكبر بين الالوان على الطيف.

Is **it** our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have **all** come about together.

هل هي لغتنا التي تؤثر على تفكيرنا؟ او هل اثر الاختلاف في العادات الثقافية على افكارنا ولغتنا؟ على الأغلب، الثقافة والتفكير واللغة كلها تؤثر سوية.

## QUESTIONS

- 1- Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.
- 2- What does the phrasal verb “carry out” in bold in the second paragraph mean?
- 3- Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.
- 4- Quote the sentences which indicate the different ways speakers of English, Spanish and Japanese use?
- 5- Who do you think a sociologist is?
- 6- What have sociologists been thinking about? There are two things mentioned in the first paragraph.
- 7- What does the study carried out by a psychologist suggest?
- 8- Sociologists began to look at two kinds of questions about the influence of language. What are they ?
- 9- The differences on language have an effect on two things . Mention them .
- 10- When learning a foreign language, what other things you should learn ?
- 11- Scientists have been thinking of two things. What are they ?
- 12- What does the study carried out by the sociologists suggest ?
- 13- What do the bolded pronouns refer to?

## MODEL ANSWERS

- 1- Yes, because the writer mentions that when describing an event, English speakers tend to mention the person who was responsible. Spanish or Japanese speakers would use a passive form.
- 2- carry out means “complete, do”.
- 3- Yes, I agree with the last concluding paragraph. I believe that culture, thought and language all together affect our thoughts and the way we speak. As a justification, different people from different cultures use their language differently.
- 4- “The English speakers mentioned the person who did the action. The Spanish and Japanese mentioned the person responsible for intentional events, but left this out when they considered that event to be an accident.”
- 5- A sociologist is someone who studies or is an expert in sociology.
- 6- Sociologists have been thinking about how people talk, asking whether the way we understand and remember experiences is influenced by language.
- 7- The study suggests that culture, thought and language have all come about together to affected our thoughts and our language.

- 8- They have now begun to look at not just how people talk, but also how they think.  
 9-- How languages speakers understand events.  
 - Wheather someone is blamed for an action or gets away with it.  
 10- The culture , history of the language and people's habits and how they see the world.  
 11- How people talk and how they think  
 12- The study suggests that culture, thought and language have all come about together to affect our thoughts and our language.  
 13-

Word	
They	Sociologists
they	people
they	Sociologists
who	The person
their	languages
it	an action
who / this	the person
they	The Spanish and Japanese
it	our language
all	culture, thought and language

### SB: p.62

Word	English Meaning	المعنى بالعربي
dialect (n)	a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language	لهجة
first language (n)	the language that you first learn as a child	اللغة الام / الاولى
mother tongue (n)	the first and main language that you learnt when you were a child	اللغة الام
register (n)	a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing	صيغة لغوية
foreign language	The language which is other than your mother tongue	لغة اجنبية
Sign langisge (n)	The langue used by deaf people	لغة الاشارة

### Speaking with Signs (2016 W)

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

يعتقد أن الإيطاليين كانوا اول من ابتكر لغة إشارة في القرن السادس عشر. ثم أخذت الفكرة لفرنسا في القرن السابع عشر، حيث تم تطوير هذه اللغة أكثر.

**One** of the early developers of sign language was Charles-Michel de l'Epée, **whose** mother tongue was French. **He** picked up sign language while he was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Epée then set up a school for deaf people, **which** was replicated across Europe. It was the first time that sign language was actively taught, and it made an enormous impact on the lives of deaf people.

تشارلز مايكل دي لبي كان واحداً من أوائل المطورين للغة الإشارة والذي كانت لغته الأم هي الفرنسية. تعلم لغة الإشارة بينما كان يعمل مع أناس صم في باريس في لبقرت الثامن عشر. كانت اللغة تستخدم من قبل أختين لم تكونا قادرتين على السمع كوسيلة للتواصل. أقام عندها دي لبي مدرسة للأشخاص الصم والتي تم افتتاح عدد مشابه لها من المدارس في أوروبا. وبذلك كانت المرة الأولى التي يتم فيها تعليم لغة الصم بطريقة فعالة، وقد أحدثت تأثيراً ضخماً في حياة الأشخاص الصم.

Just as there are different spoken languages in countries around the world, each country has **its** own sign language. Sign language is used as a first language by about 70 million people in the world. The use of sign and spoken languages does not differ. **Both** can be used to provide and share information, tell stories, have informal discussions and give formal talks. **Both** have different registers and dialects, and both are constantly evolving.

و لأنه يوجد العديد من اللغات المختلفة المحكية في بلدان ما حول العالم، لكل بلد لغة الصم الخاصة بها. تستخدم لغة الصم كلغة أولى من قِبَل حوالي سبعين مليون شخص في العالم. لا يختلف استخدام لغة الإشارة عن اللغة المحكية. يمكن استخدام كلاهما لتزويد الآخرين بالمعلومات ومشاركتها وسرد القصص والمناقشة والتحدث بشكل رسمي. كلاهما له أسلوب ولهجات مختلفة وكلاهما يتطور بشكل دائم.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries. Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to **those** with normal hearing. In some schools, sign language is being offered as a foreign language.

لقد تطورت العديد من المتغيرات اللغوية (اللهجات والكنات والمصطلحات والكلمات) الخاصة بلغة إشارة العربية، هنالك العديد من لغات الإشارة العربية بعدد الدول التي تتحدث اللغة العربية ذاتها. يتم الترويج مؤخراً لفوائد تعلم لغة الصم ليس فقط للصم انفسهم بل لهؤلاء الذين يمتلكون حاسة سمع طبيعية. يتم توفير مساق دراسة لغة الصم كلغة اجنبية في بعض المدارس.

Since, like all languages, sign language has a grammatical structure, **it** is now being recognized and taught as an optional foreign language. Learning sign language is of enormous benefit to anyone, whether **they** can hear or are deaf. Like learning any new language, **it** involves and challenges the brain. **It** also allows people **who** master sign language to be able to communicate with a new international community.

وكما في جميع اللغات، تمتلك لغة الصم بناء قواعدي وهو الآن معترف به ويتم تعليمه كلغة اجنبية. ان لتعلم لغة الإشارة فوائد عظيمة لأي احد سواء كانوا يستطيعون السمع او كانوا صم وكما في تعلم اي لغة جديدة فهي تشمل على تحريك وتحدي الدماغ. وايضا تسمح لهؤلاء الذين يجيدون لغة الإشارة التواصل من كجتمعة دولي جديد.

## QUESTIONS

- 1- In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?
- 2- 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.
- 3- Do you agree that hearing people would benefit from learning sign language? Why/Why not?
- 4- Quote the sentence which indicates that there are as many sign languages as spoken languages in the world.
- 5- Who were the first people to invent a sign language?
- 6- How many people around the world use sign language as their first language?
- 7- Why are sign languages being offered as a foreign language in some schools?
- 8- The article states different uses for sign and spoken languages. Write down two of these uses.
- 9- Learning sign language is beneficial for anyone for two reasons suggested in the last paragraph. Write these two reasons down.
- 10- What do the bolded words (pronouns and other words) refer to?

## MODEL ANSWERS

- 1- I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.
- 2- I agree because even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.
- 3- I agree that hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.
- 4- Just as there are different spoken languages in countries around the world, each country has its own sign language.
- 5- It is believed that the Italians were the first people to come up with a sign language system.
- 6- Sign language is used as a first language by about 70 million people in the world.

7- Sign languages are being offered in some schools as foreign languages because of the enormous benefit they have, sign languages also allow people who master them to be able to communicate with a new international community.

8-1- to share information 2- to tell stories 3- to have informal discussions and 4- to give formal talks.

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

10-

Words or Pronouns	
where	France
One / whose / He / he	Charles-Michel de l'Épée
which	a school for deaf people
it	teaching sign language actively
its	each country
Both / Both	sign and spoken languages
those	People with normal hearing
it	sign language
they	anyone
it / It	sign language
who	people

اسئلة القطعة 2016

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

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

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

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

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

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

7. It is preferable to offer sign language as a foreign language in public institutions. Think of this statement, and in two sentences, write down your point of view.

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

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

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

3. Come up with

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

5. sign language

6. a- Teaching sign language at schools.

b- Publishing books and TV programmes for deaf people.

c- Encouraging people to communicate with deaf people.

7. I think it is a good idea to offer sign language as a foreign language in public institutions because sign language contains the same grammar and styles which makes everyone able to use it. In addition, learning sign language as a foreign language enables anyone to communicate with deaf people all over the world.



## AB: p.42

Word / Phrase	English Meaning	المعنى بالعربي
absorbed	received	استوعب / فهم
experimental	part of an experiment	تجريبي / متعلق بالتجربة
mimic	copy, make the same sound	تقليد
tempting	attractive, desirable	مغري
stimuli	things that make you interested	محفز
pace	speed	سرعة

### What are they talking about?(2016 S)

It is fascinating to observe the way language is **absorbed** by a baby. **He** or **she** quickly learns to respond to certain sounds and words, for example 'mum' or 'dad'. Then, after a few months, the baby starts to try out **experimental** noises and **mimic** sounds. A one-year-old baby can probably say a few words – and certainly understands a lot more. After two years, many children have a vocabulary of about fifty words.

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

With twins, however, the story might be a little different. First of all, **their** development is sometimes slower. It is thought that **this** may be because some twins have less one-to-one interaction with adults than single babies have, and **they** spend more time communicating with each other. Secondly, some twins seem to develop **their** own unique language. While **this** is not very common, **it** is certainly fascinating. **They** speak – and seem to understand – strange 'words' and sounds **that** nobody else can make out. **This** is known as 'cryptophasia'.

Certainly, what **they** say isn't understood by anyone else, but is **it** really a language?

و مع ذلك، مع التوائم ، فإن القصة قد تكون مختلفه قليلا . أولا تنمو التوائم في بعض الاحيان بشكل ابطا . ويعتقد ان هذا قد يكون بسبب ان بعض التوائم لديهم تفاعل مع البالغين اقل مما لدى الاطفال الذين يولدون بشكل فردي . وهم يمضون وقتا اطول وهم يتواصلون مع بعضهم البعض . ثانيا ، بعض التوائم يبدو انهم يطورون لغه فريده خاصه بهم . في حين ان هذا ليس شائعا جدا . إلا أنه امر مشوق بالتاكيد . فهم يتحدثون - ويبدو انهم يفهمون " - كلمات " وأصوات غريبه و التي لا أحد اخر غيرهم يمكنه ان يفهمها . هذه اللغة معروفه باسم " كلام التوائم السري "

بالتاكيد ، ما يقولونه ليس مفهوما من قبل اي شخص اخر ، ولكن هل هي لغة حقا ؟

Although it is **tempting** to believe that these twins really do make up **their** own secret language, the truth is probably much simpler. Most experts think that as both children are experimenting with language at the same time, and **both** have been presented with the same sounds and **stimuli** since birth, **they** are very likely to recognise what the other one says. In other words, **they** are both developing **their** 'real' language at the same **pace** and making the same mistakes along the way.

على الرغم من انه امر مغري ان نعتقد ان هذه التوائم حقا يخترعون لغه سريه خاصه بهم ، إلا ان الحقيقة ربما أبسط من ذلك بكثير . معظم الخبراء يعتقدون بما ان الطفلان يجربان اللغة في نفس الوقت ، و كلاهما تعرض لنفس الأصوات و المحفز منذ الولادة ، فمن المحتمل أنهما يتعرفان على ما يقوله الاخر . وكلمات أخرى ، كلاهما يطور لغته " الحقيقية " بنفس السرعة ويرتكبان الأخطاء نفسها في عملية التعلم .

## QUESTIONS

- 1- According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?
- 2- The article suggests one reason for the slower language development of some twins. What is it?
3. What does 'cryptophasia' mean ?
- 4- Do some twins really communicate with strange words and signs?

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

6- Quote the sentence which indicates the ideal age for a baby with a vocabulary list of about fifty words?

**7- What do the bolded/underlined words “absorbed / experimental / mimic / tempting / stimuli” mean?**

8. Suggest three ways to help twins develop their language fast .

9. A baby starts to try out two kinds of sounds after a few months of his birth . Mention them.

10- What do the underlined pronouns refer to?

**MODEL ANSWERS**

1- Two differences: 1. twins sometimes develop language more slowly than single babies. 2. twins may also develop their own language

2- They have less one-to-one interaction with adults than single babies have.

3- The unique language that twins develop between themselves.

4- Yes, they do.

5- No, they don't. Twins develop their language in the same way as other children – by experimentation.

6- After two years, many children have a vocabulary of about fifty words.

7-

- absorbed: received

- experimental: part of an experiment

- mimic: copy, make the same sound

- tempting: attractive, desirable

- stimuli: things that make you interested

8-- Spending more time interacting with others.

- Twins should be separated from each other .

10- experimental noises and mimic sounds.

8-

Word / Pronoun	
He/she	a baby
their	twins
this	slower development
they / their	some twins
this / it	developing unique language
They	some twins
that	strange 'words' and sounds
they	some twins
it	what they (twins) say
their	these twins
both/they/they/their	both children

It was the day after my school graduation and my parents had been acting secretly all week, so I knew something was going to happen – I just didn't know what!(b) The first sign that something was different was the silence when I woke up. Normally, the house would be full of noise but there was no sound! I got dressed quickly and hurried downstairs, and as I got to the kitchen door my little brother jumped out and shouted 'SURPRISE!'. My dad then explained that we would be going to my favourite restaurant for a celebratory brunch. I ran upstairs to get changed, and we set off to the restaurant.

لقد كان اليوم الذي تلى تخرجي ولقد كان والدي يتصرفان بطريقة سرية طوال الأسبوع، لذلك عرفت ان شيئاً ما كان سيحدث. لم اكن اعرف ما هو. أول علامة على ان شيئاً ما كان غريباً هو الصمت عندما استيقظت. عادةً ما يكون المنزل ضاجاً بالصوت ولكن لم يكن هناك اي صوت. لبست بسرعة وهرعت إلى الأسفل، وعندما وصلت إلى باب المطبخ قفز اخي وصرخ مفاًاجأة. وأوضح أبي عندها أننا سنذهب إلى المطعم المفضل لدي لتناول وجبة غداء إحتفالية. ركضت إلى الأعلى لأبدل ملابسني وانطلقنا إلى المطعم.

(e) Suffice to say that the meal was delicious. When we had finished, my dad just drove on with a smile on his face... I finally realised we were heading towards the Dhana Nature Reserve!(d) To cut a long story short, the reserve didn't disappoint me. We saw animals in their natural habitat, and watched craftspeople at work. The crafts they were making were so colourful and beautiful.

يكفي أن أقول أن الوجبة كانت لذيذة. وعندما انتهينا، قاد أبي السيارة وعلى وجهه ابتسامة... أدركت في النهاية أننا متجهون نحو محمية دهانا الطبيعية! ولكي اختصر عليكم القصة. كانت المحمية في محل التوقعات. رأينا حيوانات في مسكنها الطبيعي وشاهدنا الحرفيون أثناء عملهم، كانت الأعمال التي كانوا يصنعونها جميلة وناصعة الألوان.

(c) I should explain that I'm going to university to study Zoology (the study of living things) but I've never been to this particular reserve, and it is a passion of mine!(a) When it was time to go, I gave my parents a hug, saying 'Thank you so, so much! It was the best graduation present ever!'. Full of happiness, I slept all the way back home.

كان من المفترض أن أوضح انني سأدرس علم الحيوانات في الجامعة ولكنني لم أت ابدأ لهذه المحمية وهي شغفي. وعندما حان وقت الذهاب. إحتضنت والدي وقلت لهم اشكركم كثيراً! لقد كانت أفضل هدية تخرج على الإطلاق. وقد نمت سعيداً طوال رحلة العودة إلى البيت.

## QUESTIONS

1. How do you think the author felt that morning? How does he/she let you know this?
- 2- What do you think might happen in the rest of the story?
- 3- What details does the author include?
- 4- What details does he/she ignore?
- 5- Why do you think he/she includes some details and ignores some?

## MODEL ANSWERS

- 1- The author felt curious. He felt as if something was going to happen.
- 2- The author's parents might have been preparing a pleasant surprise celebrating his/her graduation. The title is something worth waiting for, which indicates that there is something good to expect. Plus, the author tells us that he/she felt that his/her parents have been doing something secretly all week.
- 3- The author includes details such as descriptions of his/her feelings (in the morning, when he/she wakes up; when he/she realises they are going to the nature reserve).
- 4- He/She leaves out details of the meal and most of the reserve.
- 5- He/She does this because the important details are mostly how he/she felt during that day.

# Gender

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

**Business person:** businessman / businesswoman.

## SB: p.60 Ex.1

Work in pairs. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?

Every fireman should do his job responsibly.

**Answer:**

Gender-neutral means that it's not affected by gender, so not obviously male or female. The sentence should read:

Every firefighter should do their job responsibly.

## SB: p.60 Ex.2

Listen to two students discussing the 'gender-neutral' issue in exercise

1. Check your answers and complete the table.
- 2.

Gender-specific words	Gender-neutral words
1- businessman, businesswoman	Business person
2- salesman, saleslady	sales assistant/salesperson
3- headmaster, headmistress	head teacher
4- he or she	they
5- fireman	firefighter
6- chairman	chairperson
7- seaman	sailor
8- spaceman	astronaut
9- mankind	humans
10- postman	post worker
11- stewards, stewardesses	flight attendant
12- policeman	police officer.

## SB: p.60 Ex.3

Choose the best options to complete the sentences. Then compare with a partner.

- 1- For centuries, **mankind has** / **humans have** preserved culture through storytelling.
- 2- A **postman** / **postal worker** delivers your post.
- 3- During the flight, the **flight attendants** / **stewards and stewardesses** will serve you drinks.
- 4- At the book fair, everybody was buying **their** / **his** favourite books.
- 5- If you need to report a crime, speak to a police **woman** / **officer**.

**Answers:** -

- 1- **humans have**
- 2- **postal worker**
- 3- **flight attendants**
- 4- **their**
- 6- **officer**

- Study the following sentence and answer the question that follows. (2016)

A **postman** delivers your post.

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

**Answer:** post worker

**SB: p.60 Ex.4 SENTENCE STRESS (1)**

Listen to the two questions. Which word is stressed in each question? How does it change the meaning of the question?

A: What do you **think**? B: What do **you** think?

Answers:

A. is asking for someone's opinion. It could be used to ask more than one person at the same time.

B. is asking a particular person for his or her opinion.

**AB: p.41 Ex.5 Collocation**

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

- 1- Don't let the baby play with the balloon; it might ..... and frighten her.
- 2- The accident wasn't your fault. I don't ..... you at all!
- 3- Please be careful with your juice. Don't ..... it on the floor.
- 4- I'm afraid I don't ..... your name. Could you tell me again?
- 5- If you go to bed late, it will ..... your performance at school the next day

Answers: 1- pop 2- blame 3- spill 4- recall 5- affect

1. pop the ballon ينفجر 2. blame someone يلم 3. spill the juice يسكب 4. recall an event يتذكر  
5. affect performance يؤثر

**AB: p.41 Ex.6**

Complete the sentences to give a similar meaning. Use the correct form of the word in brackets. The first one is done for you.

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

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

## Writing: Writing an open letter

### الرسالة المفتوحة

**SB: p.59 Ex.7**

Write an open letter in response to the question from a magazine below. You should refer to the listed topics and use phrasal verbs correctly. Write about 80 words.

I'm going to live and study in Jordan for a year. I'm going to stay with a host family. Could you tell me a bit about living in Jordan?

food / shopping / eating out / language / meeting people / school rules / public transport  
/ money / travel / sightseeing

### Writing skills: Giving advice

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

*Have you thought about ... ?  
You should ..., no doubt about it.*

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

*My main recommendation is that you ...*

**SB: p.63 Ex.7**

A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title 'Something worth having'.

### Writing strategies

#### Personalising your writing style

When writing a competition entry, you need to make your writing style stand out. To do this, you should

- think about the best way of answering the question or responding to the title
- write about what you know
- focus on details that you find important; this will give you your own unique viewpoint
- read as much as you can, note down phrases and vocabulary you like, but do not copy other writers
- think about your audience. Who will be reading what you write?

## AB: p.43 Ex.12

You are going to write an article about the experience of learning a language for your school newspaper. Do some research. Interview three people who study two or more languages and make notes.

- What languages do they study?
- Where are the languages spoken? (e.g. in Italy, in Algeria)
- Who teaches them? (e.g. a school teacher, a tutor, a parent)
- Which one is the hardest? Why?
- Which one do they think is the most useful? Why?.

## AB: p.43 Ex.13

Now write your article. Use your interviewees' recounts to construct an article for your school newspaper. Remember to write an interesting introduction and draw some conclusions. Write about 200 words.



### Unit 8 Sample competition entry

(Continued from Student's Book page 61, exercise 11. Reorder the paragraphs and add your own ideas in the gaps.)

- a When it was time to go, I gave my parents a hug, saying 'Thank you so, so much! It was the best graduation present ever!' \_\_\_\_\_. Full of happiness, I slept all the way back home.
- b The first sign that something was different was the silence when I woke up. Normally, the house would be full of noise but there was no sound! \_\_\_\_\_. I got dressed quickly and hurried downstairs, and as I got to the kitchen door my little brother jumped out and shouted 'SURPRISE!'. My dad then explained that we would be going to my favourite restaurant for a celebratory brunch. I ran upstairs to get changed, and we set off to the restaurant.
- c I should explain that I'm going to university to study Zoology (the study of living things) but I've never been to this particular reserve, and it is a passion of mine! \_\_\_\_\_.
- d To cut a long story short, the reserve didn't disappoint me. We saw animals in their natural habitat, and watched craftspeople at work. The crafts they were making were so colourful and beautiful. \_\_\_\_\_.
- e Suffice to say that the meal was delicious. \_\_\_\_\_. When we had finished, my dad just drove on with a smile on his face... I finally realised we were heading towards the Dhana Nature Reserve!

#### Useful language:

- To move time on: *When it was time to go,...; To cut a long story short,...; Suffice to say... etc.)*
- To increase suspense: *The first sign that something had happened/was wrong/was different...*