

# دروسكم

منصة التعليم الإلكتروني

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ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الاشتراك



1 Look at the form below and guess what type of form it is. Circle the right item.

- A. an application form    B. a hotel booking form    C. a questionnaire form

Name: \_\_\_\_\_

Put a cross in the appropriate box:    BOY     GIRL

Which of these activities do you enjoy doing?

Tick (✓) in the appropriate column.

ACTIVITY	YES	NO
Listening to music		
Surfing on the Web		
Going to concerts		
Watching TV		
Taking part in team sports		
Camping		
Bicycle Riding		

Please write down any other activities you enjoy.

\_\_\_\_\_

\_\_\_\_\_



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## Tactics Summary for doing a survey

### 1. Designing a questionnaire

- See the questionnaire on the previous page.

### 2. Conducting an interview

#### A. Addressing informants

- Excuse me, I'm ...
- Hi! I'm ...
- Hello! / Good morning / Good afternoon / ...

#### B. Opening the interview

- We're conducting a survey on ...
- Can I ask you some questions about ...?
- Thanks. My first question is ...?

#### C. Asking more questions

- OK. Thanks. My next question is ...
- What ...?
- Oh, do you? How often ...?

#### D. Closing the interview

- Well, thanks for your time. Goodbye.
- Thank you very much for answering my questions. Goodbye.

### 3. Collating and interpreting the data

Data collection questions	Leisure time - Results of the survey
How many students filled out the questionnaire?	Number of informants: _____
Which activity is the most popular?	Girls: _____ Boys: _____
Which activity is the least popular?	Age: _____
How many girls and how many boys have answered the questions?	MOST POPULAR ACTIVITY (G) _____ (B) _____
Which activity is most popular with girls?	LEAST POPULAR ACTIVITY (G) _____ (B) _____
Which activity is most popular with boys?	RESULTS (Write Yes or No)
Which activity is least popular with both girls and boys?	Boys and girls enjoy the same activities. _____
	Boys and girls enjoy different activities. _____
	Explain the differences. _____

### 4. Writing the report

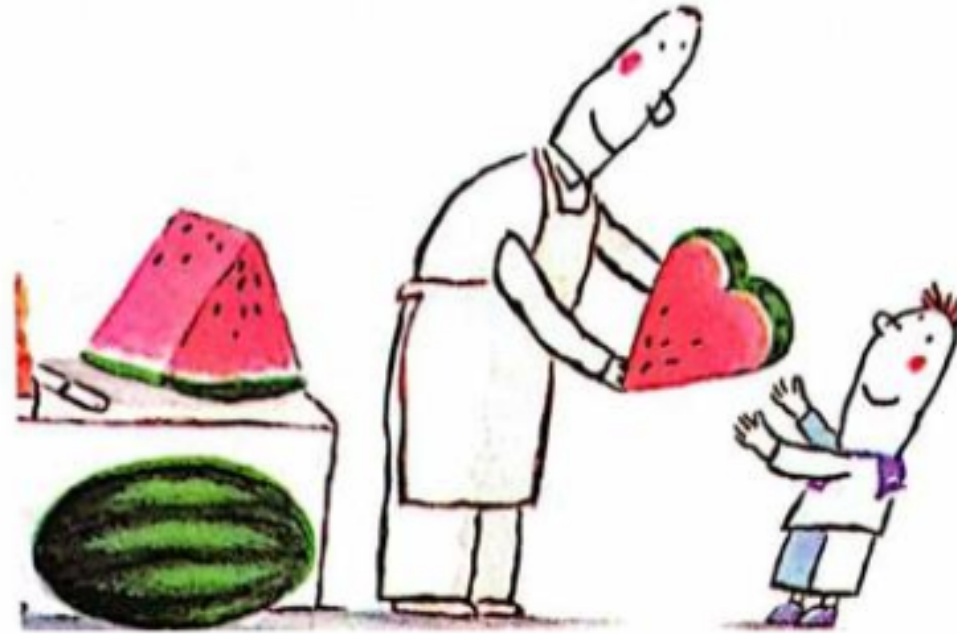
1 Look at the picture below and guess what attitude it illustrates. Circle the item A, B, or C. Justify your choice.

The picture illustrates...

A. rudeness.

**B. love and kindness.**

C. thankfulness.



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2 Read the text below and check your answer to task 1 above.

Have you ever thought about it? Decent, generous behaviour can turn a sad day into something special – or transform the way a person lives his or her life. "When you do something nice and kind for someone, you'll notice a beautiful feeling of ease and peace," says Richard Carlson, one of the best-selling American writers. "Acts of loving kindness release the emotional equivalent of endorphins, the feeling-good chemicals which flood your senses after exercise," he adds. §1

"As a doctor, I can tell you that kindness heals the heart," says cardiologist and psychotherapist Stephen Sinatra, author of *Heartbreak and Heart Disease*. Sinatra says that rage and anger, which are the reverse side of kindness, increase surges in adrenaline and cortisol, two of the main hormones which contribute to heart disease. On the contrary, kindness along with feelings of love and tenderness, stimulate the parasympathetic nervous system and increase calmness and decrease the levels of cortisol in the body," explains Sinatra. §2

Kindness does not cost anything. It can be either a caring word or a small gesture. Why should we be nice and kind? "Because it's good for you!" doctors will answer you. "It adds to your health and happiness." But personally, I think that kindness is above all a personal choice. Simple kindness, like helping a handicapped person cross the street, is given without any expectation of reward and recognition. This is what makes kind people very special. §3

(Adapted from *Reader's Digest*, 1999, pp.45-46)

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3 Read the text on the previous page again and answer questions A-G below.

A. If you were the author of the newspaper article, what title would you give it? Circle item a, b or c and justify your choice in a sentence.

a. *Choosing to Be Kind*

b. *The Causes of Kindness*

c. *The Benefits of Kindness*

B. Why does the author report what famous doctors and authors think about kindness? Circle item a, b or c. Justify your choice in a sentence.

The author cites them in order to ...

a. describe kindness.

✓ b. support her point of view about kindness.

c. narrate anecdotes.

C. What does Carlson say about the effects of kindness? Report by starting with: 'S/he says / tells us that ...'. Make the necessary changes.

D. What does 'on the contrary' in paragraph 2 of the article express?

Circle item a, b, or c. *On the contrary expresses...*

a. contradiction

b. addition

c. contrast

E. Which of these conjunctions can you use to replace "on the contrary"?

a. and

b. but

c. so

F. How does the author define kindness in the first paragraph?

G. Pick out from the text the words with the suffix '-ness'. To which category of words they belong? Circle the right item.

a. adverbs

b. adjectives

c. nouns.



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Noun

feel less  
adjective

hope

hopeful - hopeless



happy

ness.

happiness

adj.

Noun

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داروس

4 Turn the underlined sentence in paragraph 2 into direct speech.

5 Quote sentences A-C below using both direct speech and reported speech. Make the necessary changes.

Start like this :

Katie Courie/ An English proverb/... *Said that / Said*

A. Kindness *was* is not an inherited trait. It *is* learned behaviour. (Katie Courie)

B. I feel good when I help people. (Peter Carlson)

C. Small gestures can make people happy. (Lynda Johnson)

*felt*  
*I helped.*  
*could.*

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*Says*  
*Said*  
*s. part*



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1 Use the words in the box below to summarise dialogues 1-4 that follow. Make the necessary changes.

suggested to / offered / asked / told / ordered him / her to / not to / invited / warned / apologised / requested / accepted / refused / agreed

**Example:**

Air Hostess: Would you like another drink?

Passenger: No, thanks, I'm fine.

**Summary:** The air hostess offered another drink to the passenger, and the passenger refused the offer respectfully.

Policeman: Would you please fasten your seat belt?

Motorist: Oh, sorry. (He fastened it right away)

Karim: Are you free on Saturday?

Doris: Yes, I am.

Karim: Would you like to go out for a meal?

Doris: Thank you very much. That's a good idea.

Aisha: I'm bored. I have nothing to do today.

Meriem: Let's revise our lessons.

Aisha: Oh! That's a good idea. Let's start immediately.

Mother: Don't do that next time. Otherwise you won't have your pocket money.

Child: Sorry Mum, I won't repeat the mistake again.

1 The policeman **ordered** the motorist to fasten his...  
2 and the motorist **apologised** and he fastened his belt...



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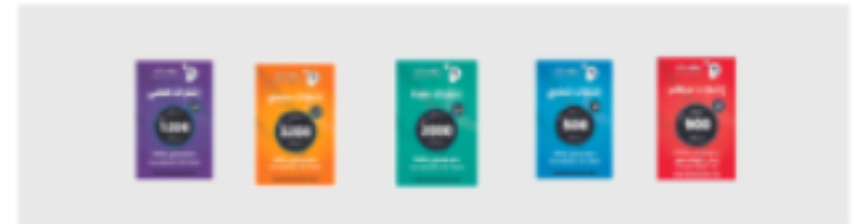


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2 Now, read the poem below and paraphrase it. Use the verb "order to/not to"

**Start like this:**

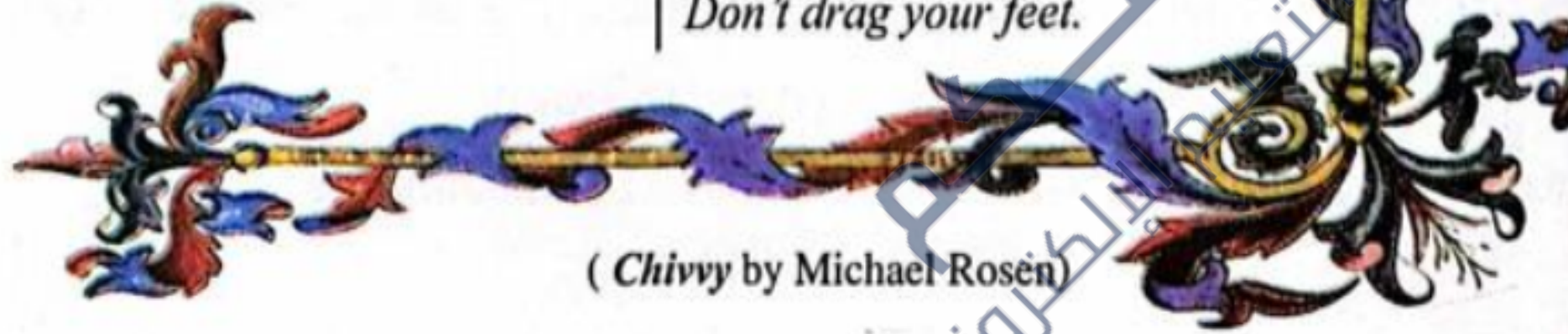
The author says that parents always order their children ..

### Grown-ups Say Things Like

*Speak up  
Don't talk with your mouth full  
Don't stare  
Don't point  
Don't pick your nose  
Say please  
Make less noise*

*Take your hands off  
Shut the door behind you  
Stand up straight  
Say thank you  
Don't interrupt  
Stop kidding  
Take your elbows off the table  
Don't drag your feet.*

( Chivvy by Michael Rosen)



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1 Read the text below and guess which newspaper rubric it fits in. Circle the letter of the correct answer. Justify your choice.

- A. Advertisement page
- B. Advice column
- C. Opinion page



**Question:** Can you help me? At the end of every term at school, we have a thorough examination in every subject. I always revise my lessons for these tests, but on the day of the exam I feel really anxious, and I get into panic when I see the test. I never manage to score well. Please tell me what I should do. (Meriem)§1

**Answer:** Don't worry. It's quite natural and normal to be nervous when you take your exams. You should tell yourself that your classmates feel the same as you do, and that anxiety can be positive. §2

But you are right to think that panic is a big problem. Many pupils fail their exams because they lose self-control. There are three main reasons for this. Firstly, they take the exam just for the scores. Secondly, they are not positive. They don't say, "We can do it". And thirdly, they usually adopt the wrong approach. §3

So what should you do? You should start to think positively about your exams. Don't think you are a total failure just because of lack of success in previous exams. You should also keep in mind that you don't take exams only for the scores. You ought to look at them as an opportunity to show to yourself what you can really do. Finally, make sure you don't start answering the exam questions as soon as the teacher hands them to you. §4



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2 Read paragraphs 1-4 above and match them with functions A-D below.

A. Giving advice/recommendations

B. Expressing concern over a problem

C. Analysing a problem

D. Showing sympathy

3 Pair work: Imagine how Meriem would answer if a friend of hers (Bashir) asked her what the psychologist advised / told her to do / not to do.

Use information from § 4 to act out a dialogue. Imagine Bashir's questions.

**Example:**

**Bashir:** What did the psychologist tell you?

**Meriem:** S/he told/advised me to/not to ...

4 Now, imagine you have been asked for and have been given the advice above. Write a diary entry of about 10 lines recording what you told the psychologist and what s/he advised you to do.

**Start like this:**

On January 20, I wrote a letter to a newspaper to expose my problem. I asked the psychologist to ...



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- Read Reminder I below and do the exercise that follows.

### REMINDER I

#### USES OF THE REPORTING VERBS 'ASK' AND 'TELL'

- \* We can use *asked* to report requests and *told* to report orders.

Example:

Direct speech: 'Could you close the door?'

Reported speech: He *asked* me to close the door.

- \* Other reporting verbs include: *begged*, *ordered*, and *instructed*.

#### FORMS

- \* *Asked* and *told* are followed by **indirect object + to + infinitive**.

The indirect object is often a pronoun: me, you, him, her, etc.

Example: I *asked her* to help me.

- \* We report a negative request or command by putting *not* before **to + infinitive**.

Example:

Direct speech: 'Please don't come back.'

Reported speech: He *asked/told* me *not* to come back.

- \* Other changes may be necessary when requests or commands are reported. These include:

#### Pronouns

Example: 'Can you help *me*?' → He asked *me* to help *him*.

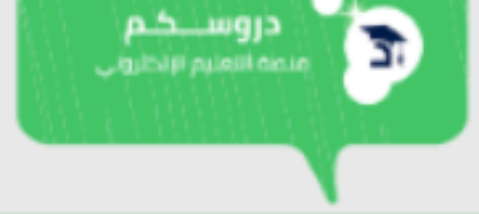
#### Time/place markers

Example: 'Can you help me *tomorrow*?'

→ He asked me to help him *the day after*.

'Leave your bag *here*.' → She told me to leave my bag *there*.

V + me - her + to + help



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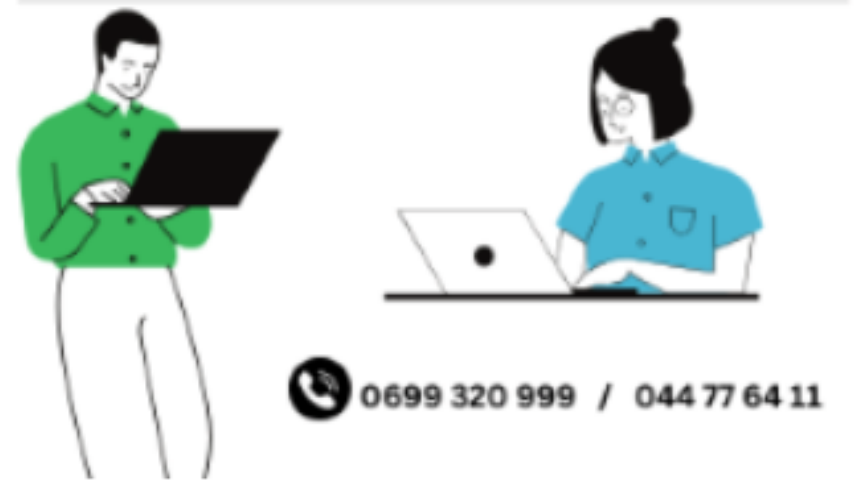
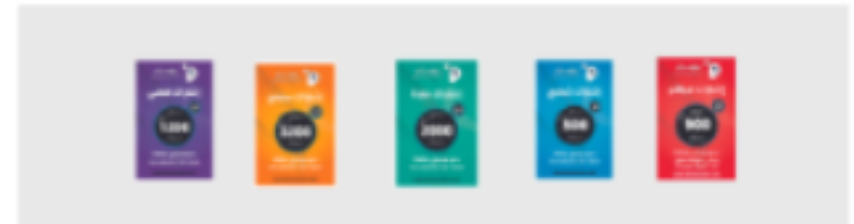


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● Imagine Karim has misheard what Rashid has said in dialogues 1-4 below. Complete the dialogues by reporting Rashid's words.

**Example:** Rashid: 'Please, shut the window.'  
Karim: 'Sorry, what did he say?'  
You: 'He asked you to shut the window.'

- ① Rashid: 'Could you send a message to Ryan?'  
You to Karim: '... *he asked you to send a message to Ryan* ...'
- ② Rashid: 'Stop writing please!'  
You to Karim: '... *he told to stop writing* ...'
- ③ Rashid: 'Don't write the message here!'  
You to Karim: '... *he told you to not write the message* ...'
- ④ Rashid: 'Could you please give me the pen?'  
You to Karim: '... *he asked you to give him the pen* ...'



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- Read Reminder II below and do exercises 1 and 2 that follow.

## REMINDER II REPORTED SPEECH

### 1. Statements (reporting what someone said)

#### DIRECT SPEECH

'He isn't here now,' she said. 'I don't read newspapers,' she told me.

#### REPORTED SPEECH

She said (that) he was not there then.

She said/told me that she didn't read newspapers.

\* Present tense → Past tense \* here → there \* now → then

### 2. Questions (reporting what someone asked)

#### DIRECT SPEECH

'Can you help me?' she asked me. 'Do you watch TV?' she asked me.

'Which TV programme do you watch?' he asked me.

#### REPORTED SPEECH

She asked me if I could help her. She asked if I watched TV.

She asked me which TV programme I watched.

\* can → could \* may → might \* shall → should

\* will → would \* must → had to

### 3. When the reporting verb (say, tell, ask, etc.) is in the present simple tense, no changes occur in the verb reported.

#### DIRECT SPEECH

'He isn't here,' she says. 'I don't read newspapers,' she tells me.

'Can you help me?' she asks. 'Do you watch TV?' she asks me.

'Which TV programme do you watch?' he asks me.

#### REPORTED SPEECH

She says (that) he isn't here. She tells me that she doesn't read newspapers.

She asks me if/whether I can help her. She asks me if/whether I watch TV.

She asks me which TV programme I watch.

\* Present tense → Present tense

*S present*  
*says*  
*Said*  
*S present*



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1 Use 'asked', 'answered', 'said' and 'told...' to report the exact words in dialogues a-f below. **Example:** "Can you read and write?" the reporter asked.

a { Reporter : Can you read and write?  
Woman: Yes, I can.

d { Teacher: You have to do your work.  
Student: I'll do it tomorrow.

b { Ali: Is Rashid here?  
Bashir: I'm sorry. He isn't here.

e { Melissa: Do you have to go now?  
Dyha: Yes, I have to. I'm so late.

c { Karim: Do you want to drink tea?  
Sofiane: Yes, please. Just a little.

f { Jamel: She may come tomorrow.  
Salima: It's great.

2 Now, use indirect speech to report what the speakers in dialogues a-f above say. **Example:** The Reporter asked if I could read and write.

