**0799307530**

**0796267006**

***6***

***Education today***

|  |  |  |  |
| --- | --- | --- | --- |
| Academic  | compulsory | Contradictory |  |
| Developed nation | Fluently  | Optional  | Tuition  |

**The time we spend at school (s.b.44)**

A few years ago, as many as 1,000 schools across the USA started making school years longer by adding up to ten extra days to the school year or by making each school day longer by half an hour.

This was because it was found that secondary school students in the USA and the UK were spending the least time at school, with an average school year of 187 days. The typical Jordanian school year is longer than this. However, none of these are nearly as long as the school year in countries like Japan and South Korea. South Koreans attend school for 220 days per year, and in Japan, the school year numbers 243 days.

According to a study by the Organization for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world. They want to learn as much as they can to ensure excellent exam grades. They go to school for about nine hours, although this includes optional after-school tuition and activities. They also spend about three hours on homework every day, which is three times as much as many other countries. Their high academic achievements do suggest that the longer you study, the better you do in final exams.

In Finland, however, students are usually given less than half an hour of homework per night, and they attend school for fewer and shorter days than 85% of other developed nations. Despite this, they achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often three, languages fluently.

The contradictory views of the study suggest that the number and length of school days is not the only factor in determining whether students will succeed at school or not.

**Comprehension:**

**Comprehension**

4- Listen to and read the study’s findings again and answer the

questions.

**1** What change has recently taken place in some American schools?

and why has this occurred?

**2** Who does more homework on average: students in the USA or

students in Japan?

**3** How many days a year do most students in the USA attend school?

**4** Is it compulsory to do after-school activities in Japan and South

Korea?

**5** What is interesting about Finland’s fewer and shorter school days?

**6** Do you think that a longer school day would result in better grades

for most students? Why/Why not? Justify your answer.

**Answers**

**1** They have started making the school year longer because they were one of the countries in which children were spending the least amount of time in school.

**2** Students in Japan do more homework on average.

**3** Most students attend school 187 days per year.

**4** No, it isn’t; it is optional.

**5** Despite the shortness of the time pupils spend at school, they achieve top marks in subjects like Maths and Science, and can speak at least two, and often three, languages fluently.

**6 Suggested answer:** A longer school day, depending on how it was constructed, might improve students’ grades. It would necessitate well-structured timetables, with time spent on individual study during the day and less homework at night. It would also need to include a lot of subjects such as Physical Education, Drama and Music, and even some activities that are seen as extra-curricular, such as crafts and

creative writing.

**Read the text and answer these questions :**

1-Why did USA add extra days to the school year?

…………………………………………………………………………..

…………………………………………………………………………..

2- Write down three countries that spend the most time studying in the world.

…………………………………………………………………………...

…………………………………………………………………………...

3- What is their opinion about longer studying?

…………………………………………………………………………………………………………………………………………………………

4- What do students in Japan do more than other countries?

…………………………………………………………………………………………………………………………………………………………..

5- What does the underlined pronoun (you) refer to?

………………………………………………………………………………………………………………………………………………………….

6- The underlined word (which) refers to?

…………………………………………………………………………………………………………………………………………………………..

7- The writer says that the number and length of school day isn’t the only factor for succeed at school. Discuss this statement and write down three other factors.

…………………………………………………………………………………………………………………………………………………………

**Reading (s.b.46)**

**Space schools**

Studio schools are pioneering schools which receive funding as well as support from private businesses, and which seek to encourage young people to undertake a less conventional form of secondary education. These schools often specialize in one specific area, whilst understanding that the same broad range of skills and qualifications should be made available to all young people.

One such school has recently opened to educate fourteen- to eighteen-year-olds who have a special interest in working in the space industry. Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Maths and Science exams. When they leave school, they will be well-placed to take any number of different career paths. ‘They don’t have to become astronauts!’ says a spokesperson for the school. ‘Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.’

**Comprehension**

4 How are the following groups of people involved in space schools?

**1** leading companies in the space and technology industries.

**2** prominent scientists and engineers.

**Answers**

**1** The companies supervise projects given to

students.

**2** The scientists and engineers are brought in as

guest lecturers.

**Read the text and answer these questions:**

1-How many schools have been opened until now?

…………………………………………………………………………………………………………………………………………………………

2- Where does it get the money from?

………………………………………………………………………………………………………………………………………………………….

3- What are the main subjects they study?

…………………………………………………………………………………………………………………………………………………………..

4- What type of people does study there?

………………………………………………………………………………………………………………………………………………………….

5- Who supervise those projects?

………………………………………………………………………………………………………………………………………………………….

6- The writer says that, excellent grades can open many doors of career opportunities. Discuss, write down three more things for career opportunities.

…………………………………………………………………………………………………………………………………………………………..

7- Find out the word which means a special lesson.

………………………………………………………………………………………………………………………………………………………….

**Reading: (s.b.49)**

Two summers ago, I spent five months studying Arabic at the German-Jordanian University near Madaba. As my father is originally from Jordan, I grew up speaking Arabic as well as German. However, I had never studied Arabic formally, and when the opportunity came up for me to spend a year in Jordan studying Arabic, I didn’t hesitate for one moment.

I have relatives in Jordan and they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students there, who were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level. I’m very familiar with colloquial Arabic, which is what my family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar. Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practice it at home. I really **put my back into it**, and I earned an A on the course.

What impressed me most about students in Jordan was their behavior and their attitude to studying. All the students who I met appreciated the importance of their university education and the opportunities it would give them to contribute to their country’s prosperity. They also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.

 As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I have made in my life. I made many new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I’m going to make this dream a reality.

8- Read the blog again and answer the questions.

**1** Why was Anita so willing to go to Jordan to study Arabic?

**2** What impressed Anita about her fellow students at the

university?

**3** What does the idiom in bold in the text mean?

**Answers**

**1** Her father is Jordanian and she has always spoken Arabic at home, but she had never studied it formally. She also had family in Jordan who could help her.

**2** Their behavior and attitude to studying was very good. They fully understood the importance of studying and how it would help them and their country.

**3** tried extremely hard.

**Read the text and answer these questions:**

1-Where did Anita come from?

………………………………………………………………………………………………………………………………………………………….

2- How does she familiar with colloquial Arabic?

…………………………………………………………………………………………………………………………………………………………..

3- How do students enrich their Arabic language?

…………………………………………………………………………………………………………………………………………………………

4- What do the words put my back into it mean?

………………………………………………………………………………………………………………………………………………………….

5- What does the underlined pronoun (they) refer to?

………………………………………………………………………………………………………………………………………………………….

6- The girl said, she had improved her Arabic. Discuss this statement and write down three ways that you can improve your language through them.

………………………………………………………………………………………………………………………………………………………….

7- According to the text, the Jordanian students were excellent. Discuss that.

…………………………………………………………………………………………………………………………………………………………

**Reading (a.b.33)**

**After school …**

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as this. Twenty years ago, **it** was closer to 30%, and thirty years before that, it was only about 5%. **Another huge change** has been financial. Before 1998 CE, higher education in the UK was completely free for UK citizens. Since then, tuition fees have been introduced. Most students borrow this money from the government. They don't have to repay it immediately. Instead, they pay it back slowly out of future earnings.

Despite the high cost, most students choose to study away from home. A recent survey of 17,000 students revealed that only 7% wanted to stay at home while they studied for their degree. Of course for most young people, living away from home means borrowing even more money from the government. So why don’t students choose to avoid debt by staying at home, where they don't have to pay rent? Most of them say that they want to move to the University their Choice, rather than the nearest one.

Another strong motive is the desire to live in a new culture. Where do these students live? Many have rooms in halls of residence, especially in their first year; others rent flats or houses. A lucky minority live in property that their parents have bought for them. Most of them need to learn to cook, do their own washing and manage their time and money.

**1** accommodation provided by a university

or college: halls of residence

**2** reason for doing something: ………………………….

**3** not many, the opposite of ‘majority’: …………………….

**4** costs, charges: …………………………..

**5** money you owe:…………………………….

**6** relating to money:……………………………….

9 Are these statements true (T) or false (F)?

Correct the false statements.

**1** The number of school leavers who go to university in England has greatly increased in the past 30 years.

………………………………………………

**2** It’s more expensive to go to university than it used to be.

………………………………………………

**3** University students have to pay before they study.

……………………………………………….

**4** Most university students choose the cheapest option.

……………………………………………….

10 Answer the following questions.

**1** What does the word ‘it’ in bold refer to in the first paragraph?

……………………………………………………

**2** The first paragraph contains the phrase in bold ‘another huge change’. What

was the first huge change?

…………………………………………………….

**3** How are students able to afford to leave home? Which part of the text tells

you this?

…………………………………………………….

**Grammar**

**Quantifiers to make comparisons**

**Revision of comparative &superlative مراجعة المقارنه والتفضيل**

**تقسم الصفات في اللغة الانجليزية الى نوعين :**

**صفات قصيرة تتكون من مقطع واحد وتخرج عند اللفظ دفعة واحدة مثل :**

**Small , big , short , long**

**صفات طويلة تتكون من اكثر من مقطع وتخرج عند اللفظ على دفعات مثل :**

**Expensive , beautiful , comfortable**

**وتتكون كل صفة من الحالات التالية :**

**أ‌-** **حالة المقارنة . ب- حالة التفضيل .**

**أ‌-** **الصفات القصيرة :**

|  |  |  |
| --- | --- | --- |
| **Superlative**  | **Comparative**  | **Adjective**  |
| The smallest  | Smaller than | small |
| The biggest  | Bigger than  | Big  |
| The happiest  | Happier than  | Happy  |

**ملاحظات :**

**1-** **اذا انتهت الصفة بحرف مسبوق بحرف علة ، فاننا نضاعف الحرف الاخير منه .**

**2-** **اذا انتهت الصفة بحرف (y) ، فانه يتحول الى (ier) في المقارنة و (iest) في التفضيل زي المثال الثالث .**

**ب‌-** **الصفات الطويلة :**

|  |  |  |
| --- | --- | --- |
| Superlative  | Comparative  | Adjective  |
| The most wonderful  | More wonderful | wonderful |
| The most amazing  | More amazing  | Amazing  |

**المقارنه المتساويه \*Equal Comparison تستخدم عن طريق (as + adjective + as )**

* Our boss is **as friendly as** yours.
* Her vacation lasted **as long as** her friend's vacation.

يمكن استخدام

( as many , as much ) بين الكميات والاعداد

Many تستخدم للمعدود

Much تستخدم لغير المعدود

Quantities , numbers

1. There are not as many students in our class as in yours.
2. I don’t eat as much fast food as my brothers.

وكذلك يمكن استخدام

(as ….. as ) للظرفية

(adverbially)

1. I don’t like running as much as I like swimming.
2. We practice our English as often as possible.

**Exercises**

( not as many, the most, the least, less, more, as popular as)

1. Arabic is ……………….. studied subject.
2. ……………….studied subjects are Music and Arts.
3. There are ……………..girls driving fast as Bayan
4. English is …………….popular than Science.
5. Neither languages nor science are ………….. sport.

**Grammar : (s.b.45)**

5 Look at the diagram of after-school classes and complete the sentences with the phrases in the box.

|  |
| --- |
| **as much as less more not as many****the least the most as popular as** |

**1** English is ……………….. studied subject.

**2 …………………..**studied subjects are Music and Art.

**3** There are………………… students studying Science as Maths.

**4** Maths…………………. is popular than Science, but popular than English.

**5** Students don’t like doing Music and Art……………….. they like doing Maths.

**6** Neither Maths nor Science are……………………. English.

**Grammar (a.b.31 / 32)**

4 Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. One word is not

needed. The first one is done for you.

|  |
| --- |
| **Compulsory education in different countries** |
| England | 5–16 years |
| Portugal | 6–18 years |
| Jordan | 6–15 years |
| Turkey | 6–18 years |
| Japan | 6–15 years |

(**earlier later less longer the most the least)**

**1** Portuguese and Turkish children have the most compulsory schooling.

**2** Portuguese children have to go to school for …………. than children in Japan.

**3** In Jordan, children start school a year ………………than English children.

**4** Japanese and Jordanian children have ……………..compulsory schooling.

**5** Jordanian children can leave school one year …………. than English children.

5 This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed. The first one is done for you.

|  |  |  |
| --- | --- | --- |
| **Subject**  | **Number of applications in 2014 CE** | **Change since 2013 CE** |
| Business Studies | 280,240 | +3.2% |
| Visual Arts | 244,620 | +2.4% |
| Biology | 231,720 | +8% |
| Engineering | 141,100 | +11% |
| Law | 108,130 | -1% |
| Physics | 104,410 | +5% |
| Medicine andDentistry | 98,910 | +3% |
| Computer Science | 97,110 | +13% |

**as popular as as much as least popular more people**

**less popular than more popular not as many the fastest**

**the most popular**

**1** Business Studies is the most popular subject.

**2** …………….people applied for Law in 2014 CE as in the previous year.

**3** Physics isn’t…………….. Biology.

**4** Law is…………………. than Medicine and Dentistry.

**5** ………………….growing subject is Computer Science.

**6** Engineering is………………. Visual Arts.

**7** 11%...................... applied for Engineering in 2014 CE than in 2013 CE.

**8** The……………………. subject on the list is Computer Science.

***7***

***Lifelong learning***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **circulation** | **concentration** | **dehydration** | **diet** | **memory** | **Nutrition** |

**How to revise for exams**

|  |  |
| --- | --- |
| **A-**No, it’s never too late to start revising!The first thing I would do is to draw up arevision timetable. | **D-**By a break, I mean any change of activity from studying. It could be something as simple as just getting up from your desk and listening to some music, or walking around for ten minutes. |
| **B-**Look at all the subjects you have to do, and work out when you are going to work on each one. It’s a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and so on. This way, by changing the focus of your revision, you keep your mind **fresh** | **E-**Physical activity is very important, of course, especially when you are studying. Exercise will make a huge difference to the way you feel. The physical activity will increase your hear t rate and, in turn, that will increase your blood circulation. It also sends more oxygen to the brain, which makes you revise more efficiently! |
| **C-**The earlier you start in the morning, the more beneficial your revision will be, because that’s when you feel most awake and your memory is at its best. I’d also recommend studying for 30-minute periods, and then taking a break.It’s been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return. | **F-** Nutrition is very important. You should tryto eat as much fresh fruit and vegetablesas you can. It’s essential not to becomedehydrated, so drink lots of water. |

4 Read the online article again. Match these questions with their answers in the article. Listen and check.

…………………………………………….

**1** Could you tell me how much exercise I need?

…………………………………………….

**2** Do you mind telling me how I should draw up a timetable?

……………………………………………

**3** Could you explain what you mean by frequent breaks?

…………………………………………..

**4** Do you know if it’s too late to start revising now?

…………………………………………..

**5** Do you mind giving me some advice about diet?

………………………………………….

**6** Do you know whether it’s best to get up early, or to revise

late at night?

…………………………………………..

**Answers**

**A** 4  **B** 2  **C** 6  **D** 3  **E** 1 **F** 5

**Reading (s.b.52)**

***Learning a foreign language***

**Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways.** Learning new vocabulary and grammar rules provides the brain with beneficial ‘exercise’, which improves memory. As well as exercising the brain, it is thought that learning a new language also presents then brain with unique challenges. These include recognizing different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who have only mastered their mother tongue.

According to a study carried out by Pennsylvania State University, USA, multilingual people are able to switch between two systems of speech, writing, and structure quite easily. It has been proved that they are also able to switch easily between completely different tasks. One experiment required participants to operate a driving simulator while carrying out separate tasks at the same time. The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors.

**It is believed that language learning can also improve your decision-making skills.** Whenyou speak a foreign language, you are constantlyweighing up subtle differences in meaning of aword or the way that an utterance is made. Thisprocess is then transferred subconsciously to other situations in which judgment is called for, and decisions have to be made.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

**Comprehension**

3 Read the essay again and explain how learning a foreign language

improves your:

**1** memory

**2** problem-solving skills

**3** use of your mother tongue

**4** ability to multitask

**5** decision-making skills.

**Answers**

**1** It exercises the brain and so improves your memory.

**2** It presents the brain with unique challenges such as recognizing different language systems and communicating within these systems. These skills improve problem-solving skills.

**3** As you learn a foreign language, you become more aware of the way language works, which helps you to understand your own language better.

**4** Multilingual people are able to switch between two or more languages easily. This transfers to other activities, making multilingual people more able to multitask.

**5** When you speak a foreign language, you have to constantly decide between differences in language. This decision-making skill is transferred to other situations.

**Read the text and answer these questions:**

1-What do learning new vocabularies and grammar rules do for brains?

…………………………………………………………………………………………………………………………………………………………..

2-What does the study of Pennsylvania State University say?

…………………………………………………………………………………………………………………………………………………………

3-The underlined pronoun (it) refers to?

…………………………………………………………………………………………………………………………………………………………..

4-Find out the word which means speak more than a language.

………………………………………………………………………………………………………………………………………………………….

5-The writer says that multilingual participants make fewer driving errors. Discuss this statement.

………………………………………………………………………………………………………………………………………………………….

6-How can learning a foreign language improve your ability to use your mother tongue?

…………………………………………………………………………………………………………………………………………………………

7-According to the text, language learning can improve your decisions-making skills. Discuss.

…………………………………………………………………………………………………………………………………………………………

**Reading (s.b.54)**

2 Read the article about education in Jordan. Find the best type of course or institution for the following people:

**1** a child who is too young to start primary school

**2** an undergraduate who wants to get a first degree

**3** someone who wants a degree from a non-fee-paying university

**4** a postgraduate with a first degree, who wants to study further

**5** a postgraduate with a Master’s degree, who wants to study further

**6** someone who is unable to attend university but wants a degree

**Answers**

**1** pre-school or kindergarten **2** public or private

university **3** a public university **4** Master’s

degree at a public or private university **5** a PhD

at a public or private university **6** online distance

learning

**Education in Jordan**

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational

courses.

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or postgraduates studying for a Master’s degree, a PhD or a higher diploma.

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. These are all public universities. An example of a

newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany’s Federal Ministry of Education and Research, and it follows

Germany’s model of education in Applied Sciences.

For students who wish to complete their university studies while working at the same time, it is also possible in some Jordanian universities to enroll onto online distance learning programs. In the future, this option will become available in many other universities.

**Read the text and answer these questions:**

1-What is the main reason of having a high standard of education?

…………………………………………………………………………………………………………………………………………………………

2-Who is the responsible of all types of education?

…………………………………………………………………………………………………………………………………………………………

3-How many universities are there in Jordan?

………………………………………………………………………………………………………………………………………………………….

4-Which are the most undergraduate universities?

…………………………………………………………………………………………………………………………………………………………..

5-Which university was set up in 2005CE?

………………………………………………………………………………………………………………………………………………………….

6-What specialize the German-Jordanian University?

………………………………………………………………………………………………………………………………………………………….

7-Find out a word that means choice.

…………………………………………………………………………………………………………………………………………………………

8-The underlined word (which) refers to?

………………………………………………………………………………………………………………………………………………………….

**Reading (a.b.37)**

9 Read the text and complete the missing headings. One heading is not needed.

**A** How long are the courses?

**B** How much does it cost?

**C** Learn English fast – the natural way!

**D** What exactly do you mean by ‘total immersion’?

**E** What will I be doing?

**1……………………………………………**

It is said that the best way to acquire a language is to immerse yourself in it, and that’s what we offer at *Extreme English*: total immersion.

**2…………………………………………**

You will stay in one of our beautiful apartments. You’ll hear and speak English

all day long. You can either join a small group of other students of a similar level, or request a ‘tailor-made’ course. For example, you may require a course

in **academic** English to prepare you for **undergraduate** or **postgraduate** studies, or a **vocational** course to help you with your career. Either way, you will live and work together as a family.

**3………………………………………..**

In the mornings, after breakfast, one or more of our trained and experienced

teachers will arrive, and you will have three hours of intensive tuition. Then,

after enjoying lunch together around the table, you’ll visit local places of interest, go shopping, take part in sports, etc. In the evenings, there will be a choice of cultural activities, for example the theatre or a concert, or you may prefer to relax at home and chat (in English, naturally!). Whatever you do, your teachers will be with you, acting as guides, tutors and friends.

**4………………………………………**

Some people just come for a week, and they are usually amazed by how much progress they make in such a short time. Others come for two, three, even four

weeks. It’s up to you. You can be sure of one thing – we’ll do our very best to give you a first-class experience and send you home thinking and dreaming in English!

**10 Answer the questions.**

**1** The text says that students will be living ‘as a family’. Give two examples

from the text that illustrate this.

………………………………………………………….

………………………………………………………….

**2** Which part of the day will be the most formal? What happens then?

…………………………………………………………

…………………………………………………………

**3** What do you think ‘a tailor-made course’ means, in paragraph 2?

…………………………………………………………

…………………………………………………………

**4** Students have a lot of options on these courses. However, there are two

decisions they have to make before they arrive. What are they?

………………………………………………………..

………………………………………………………..

**5** Imagine you joined a small group of students on a course like this. Think

of three positive aspects, and three possible problems you might face.

……………………………………………………….

……………………………………………………….

**6** Would you go on a course like this? Why/Why not?

………………………………………………………..

………………………………………………………..

**Vocabulary**

11 Complete the sentences with the words in **bold** in the text.

**1** After Nasser completes his first degree, he’s hoping to do a…………….. degree.

**2** Mariam is an excellent student. She gets top marks in ………………..subjects like History, Arabic and Maths.

**3** My brother has just left school. Now he’s a university …………………………

**4** My cousin is an electrician. Instead of going to university, he did a…………………… course at a local training college.

**كلمات الاشتقاق المهمة لهذا المستوى**

|  |  |  |  |
| --- | --- | --- | --- |
| **V**  | **N** | **Adj.** | **Adv** |
| Educate يتعلم  | Education | Educational | Educationally |
| Succeed ينجح  | Success | Successful | Successfully |
| Achieve يحقق/ينجز  | Achievement | Achievable |  |
| Organize ينظم  | Organization | Organized |  |
| Develop يطور  | Development | Developed |  |
| Circulate ينتقل  | Circulation | Circulated |  |
| Dehydrate يجف  | Dehydration | Dehydrated |  |
| Advise ينصح | Advice | Advised |  |
| Revise يراجع | Revision | Revised |  |
| Concentrate يركز  | Concentration | Concentrating |  |
| Qualify يؤهل | Qualification | Qualified |  |
| Recommend يوصي | Recommendation | Recommended |  |
|  | Youth شباب | Young |  |
|  | Awareness الوعي | Aware |  |
| Experience يختبر  | Experience | Experienced |  |
| Dominate يسيطر | Dominance | Dominant | Dominantly |
| Depend يعتمد | Dependence | Dependent | Dependently |
| Repeat يكرر | Repetition | Repeated | Repeatedly |
| Correct يصحح | Correction | Correct | Correctly |
| Memorize يتذكر  | Memory | Memorable |  |
| Nutrients مواد غذائيه تغذية nutrition  | Nutritious |  |  |
|  |  | Particular  | Particularly |
| Compete ينافس  | Competition | Competitive |  |
| Know يعرف  | Knowledge |  |  |
|  | Idea  | Ideal | Ideally |
| Create ينشئ  | Creation | Creative | Creatively |
| Teach يعلم | Teaching | Teaching |  |
| Economize يقتصد | Economic | Economy | economically |
| Criticize ينتقد  | Critic | Critical | Critically |
|  | Fluency طلاقة  | Fluent | fluently |

**Vocabulary**

 **(S.B 53)**

8- Copy and complete this table. Then, choose the correct form of the corresponding words in the table to complete the sentences.

|  |  |  |
| --- | --- | --- |
| **Verb** | **Noun** | **Adjective** |
| 1- |  | Experienced |
| 2- | dominance |  |
| 3- depend |  |  |
| 4- repeat |  |  |
| 5- | correction |  |

**1** Have you had any………………. of learning another language?

**2** Is one side of the brain more…………………… than the other?

**3** Whether or not you remember something that you have learnt in the past………………………. on the experience you had while you were learning it.

**(A.B 36)**

8- Complete the table with the correct form of the words. The first one is done for you. Then, use some of the words to complete the sentences.

|  |  |
| --- | --- |
| **Verb** | **Noun** |
| circulate | Circulation |
|  | Dehydration |
| advise |  |
|  | Revision |
| concentrate |  |

**1** I’m confused. Could you give me some………………….. please?

**2** Before an exam, you must ………………everything you’ve learnt.

**3** In hot weather our bodies are in danger of ………………………..

**4** Don’t talk to the driver. He must ………………………

**5** How quickly does blood ……………………round the body?

**Grammar**

**Indirect questions**

تحويل السؤال المبدوء بفعل مساعد

1-انزال كلمة تقدمية

Asked

2-استخدام

If / whether

3-تحويل الضمائر (كما هو في الفصل الماضي)

4-حذف صيغة السؤال

5-نقل الجملة خطوه نحو الماضي

1-"Did you meet Aseel?"

Huda asked if I had met Aseel.

2-"Have we done our job?"

The students asked if they had done their job.

\*يمكن استخدام السؤال الغير مباشر للسؤال بشكل مؤدب وبطريقة رسميه , وبالتالي يمكن ان يبدأ السؤال غير الشخصي ب :

-Could you tell me ……

- Do you know ……

- Do you mind telling me …..

- Could you explain ….

\*تصاغ تركيبة السؤال غير الشخصي (المبني للمجهول) بنفس طريقة التحويل للسؤال في غير المباشر ولكن الفرق انه ينتهي بعلامة استفهام

- السؤال المبدوء بفعل مساعد , يقدم ب

If / whether

بقية الاسئلة يمكن ان تقدم باستخدام

(what , who , why , when , where , how )

1-Could you tell me what the time is?

2-Do you know who that man is?

3-Do you mind telling me why the train is late?

………………………………

**Exercises**

1-Where should you meet us ?

–Do you know ………………………………………………………..

2-Is it possible to reach on time?

 –Could you tell me ……..…………………………………………….

3-How much money does it cost?

–Do you mind telling me …………………………………..………….

4-Please tell me where you found that information.

-Do you mind ………………………………………………………….?

5-Does the class start at ten or at eleven?

………………..……………. whether ……………………….…......... ?

6-what should I do to get 95%?

-Could you tell me ……………………………………………………...?

7-Is it possible to reach the top?

-Do you know ……………………………………………………………?

8-Is it too late to start revision now?

-Could you explain ………………………………………………………?

* Rearrange the words to make indirect questions:

1-if / revised / you / explain / I / the / could / best / wonder / to / way

I ………………………………………………………………………..

2-needs / you / much / sleep / how / a / do / know / teenager / ?

Do ………………………………………………………………………

3-mind / you / water / giving / a / glass / do / of / me /?

Do ………………………………………………………………………

**Grammar (s.b.51)**

5- Rewrite these direct questions as indirect questions using all the phrases

in the box. Then ask and answer the questions with your partner.

|  |
| --- |
| **Could you tell me ... Do you know ...****Do you mind telling me ... Could you explain ...** |

**1** Where should I revise for exams?

**2** How much sleep do teenagers of our age need?

**3** Is it possible to improve your memory?

**4** What do you mean by ‘mnemonics’?

**5** What should I do on the day before the exam?

**Grammar (a.b.35 / 36)**

4 Complete the questions with words from the box. The first one is done for you.

|  |
| --- |
| **how how much if when****where whether who why** |

**1** Do you know if we can take water into the exam?

**2** Could you tell me………………. this book costs, please?

**3** Do you know…………….. I’ve passed my exam or not?

**4** Do you mind telling me ………………the library is?

**5** Could you explain…………….. I can solve this Maths problem?

**6** Could you possibly tell me ……………..the Arabic teacher is?

**7** Do you know………………. we’ll know our results?

**8** Do you mind explaining……………….. the sky sometimes looks red?

5 Complete the following indirect questions. The first one is done for you.

**1** Can you suggest a healthy breakfast?

Do you mind suggesting a healthy breakfast?

**2** Please help me to plan my revision.

Do you mind………………………………………… ?

**3** How can I relax?

………….you explain………………………………. ?

**4** Are we allowed to eat sweets during the exam?

………….you know………………………………… ?

**5** Please tell me where you found that information.

…………………..mind…………………………….. ?

**6** Does the exam start at ten or half past ten?

………………….whether …………………………..?

6 Rearrange the words to make indirect questions. The first one is done for you.

**1** if / revise / you / explain / I / the / could / best / wonder / to / way / .

I wonder if you could explain the best way to revise.

**2** needs / you / much / sleep / how / a / do / know / teenager / ?

……………………………………………………………………...

**3** should / much / I / do / could / you / revision / me / tell / how / ?

………………………………………………………………………

**4** mind / you / water / giving / a / glass / do / of / me / ?

………………………………………………………………………

**5** know / in / would / you / the / happen / whether / to / morning / or / the / in /

exercise / is / better / evening / ?

……………………………………………………………………….

**The impersonal passive**

 \*How to change the sentence from active to passive:

1-حذف الفاعل

2-البدء بالمفعول به

3-اختيار فعل مساعد مناسب

4-تحويل الفعل الرئيسي الى التصريف الثالث

5-اكمال الجمله

|  |  |
| --- | --- |
| **Tense in the active****التصريف في المبني للمعلوم** | **Tense in the passive****التصريف في المبني للمجهول** |
| **Present simple**ex: Someone gives John a dollar everyday. | **is/are + past participle**John *is given* a dollar everyday |
| **Present continuous**ex: They are building a house | **Is/are + being+ past participle**A house is being built  |
| **Past simple** ex: Someone *gave* me a present | **Was/were + past participle**I *was given*a present |
| **Past continuous**ex: They were making a film | **was/were + being+ past participle**A film was being made |
| **Present Perfect**ex: Someone *has sent* me a letter | **Have/has been+ past perfect**I *have been sent* a letter |
| **Past perfect**ex: Someone *had sent* me a letter | **Had been+ past perfect**I *had been sent* a letter |
| **Future**ex: They will catch the thief | **Will be+ past participle**The thief  *will be caught* |
| **Modal verbs** ex: They must find a solution  | **must /can/should/have to +be + past participle**A solution *must be found* |

\*الجملة المجهوله هي طريقة للتعبير عن الافكار , الاقوال , الاعتقادات والاراء وبشكل رسمي .

- يمكن استخدام جملة المجهول غير الشخصي ب :

(say , think , claim and believe )

1-It is said that dolphins are highly intelligent.

2-It used to be thought that the Earth was flat.

3-It is believed that learners will absorb the grammar as they learn the vocabulary.

\*ويمكن ان تشكل جملة المجهول بالمفعول به + المجرد

-The story is believed to be true.

(They believe that the story is true.)

-He is known to be talented.

(people know that he is talented)

* Use the impersonal passive in two different ways:

1-They say that fish is good for the brain.

-It is said that fish is good for the brain.

-Fish is said to be good for the brain.

2-They claim that they remember things they hear in their sleep.

-It is claimed that they things they hear in their sleep.

-Things they hear in their sleep.

3-Experts have proved that sleeping is good for concentration.

-It is said that sleeping is good for concentration.

- sleeping is good for concentration.

**Exercises**

1-Ali is very old but nobody knows exactly how old he is.

It is said that he is 100 years old.

He is said to be 100 years old.

2-It is believed that the wanted man is living in New York.

The wanted man is believed to be living in New York.

3-It is expected that the government will lose the election.

The government …………………………………………………….

4-It is said that three men were arrested after the explosion.

Three men …………………………………………………………..

5-It is believed that the thieves got in through the kitchen's window.

The thieves ……………………………………………………………

6-It is reported that two people were seriously injured in the accident.

Two people …………………………………………………………….

7-Muna eats too many eggs a day.

It is said …………………………………………………………………

Muna is said …………………………………………………………….

8-People say that he writes poetry.

He is said ……………………………………………………………….

It is said …………………………………………………………………

9-We know that she is nice.

She is known ……………………………………………………………..

It is known ………………………………………………………………..

**Grammar (s.b.53)**

4 Read the two sentences in **bold** in the essay on page 52. Rewrite them using an active form. Which option is more formal?

**a-Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways.**

**b- It is believed that language learning can also improve your decision-making skills.**

**1** People claim that ...

**2** They believe that ...

5 Use the impersonal passive to report these sentences. Check your answers in the text.

**1** *People think* that learning a new language also presents the brain with unique challenges.

**2** *They say* that students who study foreign languages do better, on the whole, in general tests.

**Grammar (a.b / 36)**

7 Rewrite the sentences. Use the impersonal passive in two different ways.

**1** They say that fish is good for the brain.

It is said that fish is good for the brain.

Fish is said to be good for the brain.

**2** People think that we only use a small percentage of our brain power.

…………………………………………………..

**3** They claim that we remember things we hear in our sleep.

…………………………………………………..

**4** People believe that solving puzzles keeps the brain active.

………………………………………………….

**5** Experts have proved that exercise is good for concentration.

…………………………………………………

**MODULE 4**

academic *(adjective)*  اكاديمي

connected with education, especially at college or university level academic, academy (noun) –

academically (adverb)

Agriculture *(noun) زراعي*

the science or practice of farming agricultural (adjective)

Astrophysics *(noun)فيزياء فلكيه*

the study of the chemical structure of the stars and the forces that influence them

Business Management ادارة ماليه

*(noun)* an area of study which involves learning about running a company, in

areas like controlling, leading, monitoring, organizing and planning manage (verb) –

managerial (adjective)

career advisor *(noun) مستشار وظيفي*

someone who provides information to help people to make choices about their training and work advise (verb) – advice (noun)

circulation *(noun) دورة*

the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air circulate (verb)

colloquial (*adjective*) (of language or words) عامية

used mainly in informal conversations rather than in writing or formal speech

compulsory *(adjective) اجباري*

obligatory; required concentration *(noun)* attention, or attention span concentrate (verb)

Marketing *(noun) تسويق*

the study of selling products to the appropriate customer market (verb and noun)

Master’s degree *(noun) ماجستير*

A period of one or two years of study which takes place after the completion of a

Bachelor’s degree

memory *(noun)*  ذاكرة

someone’s ability to remember things, places and experiences memorize (verb) – memorable (adjective)

multilingual *(adjective) تعدد اللغات*

speaking, reading or writing in more than two languages multilingualism (noun)

multitask *(verb)* to do several things at the same time تعدد المهام

nutrition *(noun) تغذية*

the process of getting the right kind of food for good health

and growth nutritious (adjective)

online distance learning *(noun) التعلم عن بعد*

a formalized teaching and learning system specifically designed to be carried out remotely by using electronic communication

Pharmacy *(noun) صيدلة*

the study and practice of preparing drugs or medicines pharmaceutical (adjective)

PhD *(noun)* شهادة الدكتوراه

a doctorate; the highest degree awarded by a university faculty

pioneering *(adjective)*  رائد

introducing new and better methods or ideas for the first time pioneer (verb and noun)

/Æp´ *(noun)* دراسات عليا

someone who has finished their first degree and is continuing to study either a Master’s or a PhD; ~ degree a second degree of Master’s or PhD level

private university *(noun) جامعه خاصه*

a university not operated by a government

proficiency *(noun)* اتقان

a goodstandard of ability and skill proficient (adjective)

Psychology *(noun)* علم النفس

the study of the mind and how it works psychological (adjective)

public university *(noun) جامعة حكوميه*

a university that is funded by public means, through a government

qualifications *(plural noun) مؤهلات*

official records of achievement awarded upon the successful completion of a course of training or passing an exam qualify (verb) – qualified (adjective)

contradictory *(adjective)*  متناقض

if two ideas are contradictory they are completely different and thus unable to both be true contradict (verb) – contradiction (noun)

degree (*noun*) درجه علميه

a qualification that is given to you when you have successfully completed a course of study

dehydration *(noun)* جفاف

the state of having drunk too little water dehydrate (verb) – dehydrated (adjective)

developed nation *(noun) دول متقدمه*

a rich country that has many industries, comfortable living for most people, and

usually an elected government

diet *(noun)* the kind of food that a وجبة

person or animal eats each day diet (verb) – dietary (adjective)

diploma *(noun) دبلوم*

either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course

drop [a course] *(verb) يسقط*

to stop studying a certain subject at university

Economics *(noun)*  اقتصاد

the study of the way in which money and goods are produced and used economical (adjective) – economically (adverb)

Engineering *(noun) هندسة*

the study of how roads, bridges, machines, etc. are built engineer (verb and noun)

enroll *(verb)*  يسجل to officially arrange to join a school, university or course enrolment (noun)

fluently *(adverb)*  بطلاقه

speaking a language very well, like a native speaker fluency (noun) – fluent (adjective)

immerse *(verb) ينغمس*

to be deeply involved in something and spend most of your time doing it immersion (noun)

lifelong *(adjective)*  مدى الحياة

continuing or existing throughout your life

Linguistics *(noun) علم اللغه*

the study of the grammar, history and structure of languages linguist (noun) – linguistic (adjective)

simulator *(noun) تظاهر*

any device or system that simulates specific conditions or the characteristics of a real process or machine simulate (verb) – simulation (noun)

Sociology *(noun) علم الاجتماع*

the study of societies and the behavior of people in groups sociological (adjective)

tailor-made *(adjective)* مصمم خصيصا

custom-made; made to fit exactly

tuition *(noun)* درس

teaching, especially in small groups

tutorial *(noun) درس خصوصي*

a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students tutor (verb and noun)

undergraduate *(noun) غير متخرج*

someone who has not yet completed their first degree

undertake *(verb)* يلتزم

to commit yourself to do something and to start to do it undertaking (noun)

utterance *(noun) نطق*

something that is said, such as a statement utter (verb)

vocational *(adjective) مهني*

used to describe a particular job and the skills involved vocation (noun)

**Idioms**

play it by ear *(verb phrase) يقرر كيفية التعامل*

[idiom] to decide how to deal with a situation as it develops postgraduate

put (my) back into it *(verb phrase)* [idiom] يجتهد

to put a lot of effort into something

get cold feet *(verb phrase) فقدان الثقة بالنفس*

[idiom] to lose your confidence in something at the last minute

get it off (your) chest *(verb phrase)* [idiom] يشكي همه

to tell someone about something that has been worrying you

have a head for figures *(verb phrase)* [idiom] يمتلك عقل حسابي

to have a natural mental ability for maths/numbers

keep your chin up *(verb phrase)* [idiom] يبقى مبتهجا (تعبير للتشجيع)

to remain cheerful in difficultsituations; an expression of encouragement

stand out [from the crowd] *(phrasal verb)*  يتفوق على

to be much better than other similar people or things