

بسم الله الرحمن الرحيم

النور في اللغة الانجليزية

(2017 - 2018)

Twelfth Grade



Units 6 - 10

المستوى الرابع - (الكتاب الجديد)



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(2017 - 2018)

Action Pack 12

Twelfth Grade

Unit 6

المستوى الرابع - (الكتاب الجديد)

Education Today

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



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Module 4 – Learning

Education Today The Time we spend at school

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 (187 days). However, none of these (average school year in UK, USA and Jordan) are nearly as long as the school year in countries like **Japan and South Korea**. South Koreans attend schools for 220 days per year, and in Japan the school year numbers 243 days.

منذ سنوات ما يصل إلى ١٠٠٠ مدرسة في مختلف أنحاء الولايات المتحدة الأمريكية بدأت بجعل سنوات المدرسة أطول عن طريق إضافة ما يصل إلى عشرة أيام إضافية إلى السنة الدراسية أو من خلال جعل كل يوم دراسي أطول بنصف ساعة. كان هذا لأنها وجدت أن طلاب المدارس الثانوية في الولايات المتحدة الأمريكية والمملكة المتحدة يقضون أقل وقت في المدرسة، حيث يبلغ متوسط العام الدراسي ١٨٧ يوماً. العام الدراسي الأردني النموذجي هو أطول من ذلك (١٨٧ يوماً). ومع ذلك، ولا واحدة من هذه الدول فيها السنة الدراسية طويلة مثل اليابان وكوريا الجنوبية. الكوريون يلتحقون بالمدارس لمدة ٢٢٠ يوماً في السنة، وفي اليابان العام الدراسي ٢٤٣ يوماً.

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 (students in Japan, Indonesia and South Korea) want to learn as much as they (students in Japan, Indonesia and South Korea) can **to** ensure excellent exam grades. They go to school for about nine hours, although this (going to school for about 9 hours) includes optional after-school tuition and activities. They also spend about three hours on homework everyday, which (They also spend about three hours on homework everyday) 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.

وفقاً لدراسة أجرتها منظمة التعاون الاقتصادي والتنمية (OECD)، الطلاب في اليابان واندونيسيا وكوريا الجنوبية يقضون معظم وقتهم في الدراسة في العالم. إنهم يريدون أن يتعلموا قدر ما في وسعهم لضمان درجات ممتازة في الامتحان. يذهبون إلى المدرسة لمدة تسع ساعات، على الرغم من أن هذا يشمل برنامج اختياري وأنشطة بعد المدرسة. كما أنها يقضون حوالي ثلاث ساعات لحل الواجبات المنزلية كل يوم، وهو ثلاثة أضعاف العديد من البلدان الأخرى. الإنجازات العالية الأكاديمية لهم تشير إلى أنه كلما درست فترة أطول، سنقدم أفضل في الامتحانات النهائية.

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

ومع ذلك، في فنلندا، عادة ما يتم منح الطلاب أقل من نصف ساعة لحل الواجبات كل ليلة، و يذهبون إلى المدرسة لأيام أقل وأقصر من ٨٥٪ من الدول المتقدمة الأخرى. على الرغم من هذا، فإنهم يحققون أعلى الدرجات في المواد الدراسية مثل الرياضيات والعلوم. وبالإضافة إلى ذلك، فإن معظم الطلاب أيضاً يتكلمون لغتين على الأقل وغالباً ثلاث بطلاقة.

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.

وتشير آراء متناقضة من الدراسة أن عدد وطول أيام الدراسة ليست هي العامل الوحيد في تحديد ما إذا كان الطلاب سوف ينجحون في المدرسة أم لا.

| Key Word | Meaning in English | Meaning in Arabic |
|-----------------------------|---|-------------------|
| academic - adj | connected with education, especially at college or university level n- academy / adv- academically | أكاديمي |
| compulsory - adj | obligatory – required | اجباري |
| contradictory - adj | completely different – on different sides of the argument/ dict /diction | متناقض |
| developed nation - n | wealthy country – a rich country that has many industries | دولة متطورة |
| fluently -adv | speaking a language ver well, like a native speaker. | بطلاقة |
| Optional - adj | choice – extra - opposite of compulsory | اختياري |
| tuition - n | Teaching, especially in small groups. - Lessons | دراسة - محاضرة |

Answer the following questions :

- 1. What change has recently taken place in some American schools, and why has this occurred ?**
They have started making the school year *longer* because children were spending the least amount in schools.
- 2. Who does more homework on average students in the USA or students in Japan ?**
Students in Japan do more homework on average.
- 3. How many days a year do most students in the USA attend school ?**
Most students attend school 187 days per year.
- 4. Is it compulsory to do after school activities in Japan and South Korea ?**
No. It is optional .
- 5. What is interesting about Finland's fewer and shorter school days ?**
Despite the shortness at school, they achieve top marks in subjects like Maths and Science and can speak at least two, and often three, languages fluently. .
- 6. Do you think that a longer school day would result in better grades for most students ?**
Why ? Why not ? Justify your answer.
A long school day might improve students' grades. It would necessitate well-structured timetable, with time spent on individual study during the day and less homework at night. It would also need to conclude a lot of subjects such as physical education, Drama and music. Also , crafts and creative writing .
- 7. Which words in the text are related to studying ?**
Academic – compulsory – optional – tuition
- 8. In which countries do you think students spend the most time studying ?**
Japan , Indonesia and South Korea.

- 9. Write two ways that make school years longer across the USA .**
- Adding up to ten extra days to the school year.
- Making each school day longer by half an hour .
- 10. Write the reason for making schooldays longer in the USA and the UK .**
It was found that secondary school students in the USA were spending the least time at school, with an average school year of 187 days.
- 11. How long do South Koreans and Japanese attend school per year ?**
South Koreans attend schools for 220 days per year, and in Japan the school year numbers 243 days.
- 12. Name three countries that students spend the most time studying in them in the world.**
Japan, Indonesia and South Korea
- 13. Why do students in Japan, Indonesia and South Korea spend the most time studying in the world ?**
They want to learn as much as they can .
- 14. Why do students in Japan, Indonesia and South Korea want to learn as much as they can ?**
To ensure excellent exam grades.
- 15. Students in Japan, Indonesia and South Korea do many things after school. Name them.**
Optional after-school tuition and activities.
- 16. What are the characteristics that distinguish students in Finland ?**
- Students are usually given less than half an hour of homework per night
- They attend school for fewer and shorter days than 85 % of other developed nations.
- 17. There are many factors that determine whether students will succeed or not. Name two. Thinking**
The number and length of school days - concentrating – good family relationship - not wasting time
The school - the teachers - the curriculum – the difficulty of the exams – the desire for learning

Critical Thinking :

1. The number and length of school days is not the only factor in determining whether students will succeed at school or not . Explain this statement, and in two sentences, write down your point of view.
2. Suggest three ways to achieve top marks in most subjects .
(in the morning – making a timetable – studying long hours – Training – taking extensive lessons)

Space Schools – مدرسة الفضاء

Studio schools are pioneering schools **which** (studio schools) receive funding as well as support from private businesses, and **which** (studio schools) 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.

مدارس الاستديو هي المدارس الرائدة التي تتلقى التمويل وكذلك الدعم من شركات القطاع الخاص، والتي تسعى إلى تشجيع الشباب على اتخاذ شكل أقل تقليدي من التعليم الثانوي. هذه المدارس غالبا ما تتخصص في مجال واحد محدد، في حين أن فهم مجموعة واسعة من نفس المهارات والمؤهلات ينبغي أن تتاح لجميع الشباب.

One such school has recently opened to educate fourteen-to eighteen-year-olds **who** (fourteen-to eighteen-year-olds) 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.

فتحت واحدة من هذه المدرسة مؤخرا لتتقيد الطلاب البالغين ١٤ عاما إلى ١٨ من العمر و الذين لديهم اهتمام في العمل في صناعة الفضاء. الطلاب يتبعون مناهج مناسبة مصممة خصيصا في المدرسة، تشمل موضوعات مثل علم الفلك والفيزياء الفلكية. الدروس هي خليط من الدروس والبرامج التعليمية الصغيرة، مع المشاريع التي تشرف عليها الشركات الرائدة في كل من الفضاء و الصناعات التكنولوجية.

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

يتم جلب العلماء والمهندسين البارزين كمحاضرين ضيوف، مع الطلاب الذين يهدفون إلى تحقيق درجات أعلى في امتحانات الرياضيات والعلوم. عندما يتركون المدارس، سيكونون في وضع جيد لاتخاذ أي عدد من المسارات الوظيفية المختلفة. 'ليس عليهم ان يصبحوا رواد فضاء! يقول ذلك المتحدث باسم المدرسة. "الدرجات الممتازة في المواد العلمية والتكنولوجية يمكن ان تفتح أي الأبواب وتؤدي إلى تنوع في الفرص الوظيفية."

| Key Word | Meaning in English | Arabic |
|---------------------|---|---------------------------|
| Astrophysics | The study of the chemical structure of the stars and the forces that influence them | الفيزياء الفلكية |
| pioneering | Introducing new and better methods or ideas for the first time. <i>The first</i> | ريادي - اول |
| tutorial | A period of intensive teaching and discussion given by a tutor to an individual student or a small group of students. | درس تعليمي بمجموعات صغيرة |
| tailor-made | custom-made ; made to fit exactly | مناسب تماما |
| undertake | To commit yourself to do something and to start to do it | يخضع ل / يقوم ب |

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

a- Leading companies in the space and technology industries :

The companies supervise projects given to students.

b- Prominent scientists and engineers : They are brought in as guest lecturers .

2. Studio schools receive two things . Mention them . Who support studio schools ?

Funding as well as support from private businesses.

3. What is the aim (goal - purpose) of studio schools ?

To encourage young people to undertake a less conventional form of secondary education.

4. What are studio schools specialize in ? one specific area

5. What school subjects do space schools include ?

Astronomy , Astrophysics, Maths and science.

6. What type of curriculum do students in space schools follow ?

Students follow a tailor-made curriculum

7. Who teach in space schools ?

Prominent scientists and engineers.

8. Quote the sentence which indicates that studio school specializes in one subject.

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.

9. Studio schools provides students with two kinds of lessons. Mention them.

Lessons are a mixture of of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

10. What is the name of the curriculum do studio schools teach ?

Tailor-made curriculum.

11. Quote the sentence which indicates that a variety of career opportunities is the result of having better grades.

Excellent grades in science and technology subjects can open any doors and lead to a variety of career opportunities.

12. Do you think specialized schools are useful in our societies ?

I think they are useful because they can save the time and effort of our students as most of them don't want to study some subjects which they don't like and don't want to specialize in.

A visiting student's blog post : Anita's blog

Two summers ago , I (Anita) 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.

قبل صيفين، انا (أنيتا) قضيت خمسة أشهر في دراسة اللغة العربية في الجامعة الألمانية الأردنية قرب مادبا. لان والدي في الأصل من الأردن، كبرت وانا اتكلم العربية وكذلك الألمانية. ومع ذلك، لم ادرس العربية بشكل رسمي ابداء، وعندما جاءت الفرصة لي لقضاء سنة في الأردن لدراسة اللغة العربية، لم أتردد لحظة واحدة.

I have relatives in Jordan and they (relatives) arranged for me to stay with a wonderful family who (a wonderful family) live just outside Madaba. I was amazed by the number of international students there, (Jordan) who (international students) were not only from Germany, but from all over the world. Most of them (international students) had studied Arabic to a high level. I'm very familiar with colloquial Arabic, which (colloquial Arabic) is what my family speaks and understands. The Arabic class, in modern standared Arabic, was challenging, especially the grammar.

لدي أقارب في الأردن ولقد رتبوا لي للبقاء مع عائلة رائعة يعيشون خارج مادبا. لقد دهشت من عدد الطلاب الدوليين هناك، الذين هم ليس فقط من ألمانيا، ولكن من جميع أنحاء العالم. كان قد درس معظمهم العربية الى مستوى متقدم . أنا على دراية جيدة بالعربية العامية، والتي تتحدث بها عائلتي وتفهم. دروس العربي، في العربية الفصحى، تعتبر تحديا، خصوصا النحو .

Every week, we (my family and I) 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 (Arabic) at home. I really put my back into it, and I earned an A on the course.

كل أسبوع، كان علينا ان نتعلم قائمة بحوالي ٥٠ كلمة من المفردات. غطينا العديد من المواضيع. العيش مع عائلة ساعدتني لتحسين مهارات التحدث باللغة العربية، لأنه حين يسمع جميع الطلاب العربية في الفصول الدراسية والشوارع، يمكنني أيضا ممارستها في المنزل. أنا حقا احاول جهدي في ذلك، وأنا حصلت على A في الدورة.

What impressed me most about students in Jordan was their (students in Jordan) behaviour and their attitude to studying. All the students who (All the students) I met appreciated the importance of their (All the students) university education and the opportunities it would give them (All the students) 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 (people) disagreed with each other.

ما أبهرنني أكثر عن الطلاب في الأردن كان سلوكهم وتوجههم للدراسة. جميع الطلاب الذين التقيت بهم يقدرون أهمية تعليمهم الجامعي والفرص التي من شأنها أن تمنحهم للمساهمة في ازدهار بلدهم. لقد اظهروا ايضا القيم الإيجابية للغاية. كان الجميع صادقين، وناقش الناس المشاكل بدلا من ان يغضبوا إذا اختلفوا مع بعضهم البعض.

As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan is 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 oneday- and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

كشخص يستمتع بالطعام اللذيذ، الأماكن الجميلة والشعب المضياف اللطيف، الدراسة في الأردن تعتبر واحدة من أفضل القرارات التي اتخذتها في حياتي. كونت العديد من الاصدقاء الجدد. أنا أيضا حسنت مهارات لغتي العربية نطقا وكتابة وقراءة. حلمي هو أن اصبح طليقة في اللغة العربية في يوم ما ولاني أنوي العودة إلى الأردن قدر ما أستطيع، فأنا أعلم أنني ساجعل هذا الحلم حقيقة .

| Key Word | Meaning in English | Arabic |
|---------------------|---|--------|
| colloquial | used mainly in informal conversations rather than in writing or formal speech | عامية |
| put my back into it | tried extremely hard | يجتهد |
| fluently | Speaking a language very well ; like a native speaker | بطلاقة |

Answer the following questions :

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

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. What impressed Anita about her fellow students at the university ?

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

3. What does the idiom " put my back into it" mean ?

Tried extremely hard .

4. Why did Anita stay in Jordan ?

She had the chance to study Arabic language for a year.

5. Anita speaks two languages. Mention them .

Arabic and German.

6. Quote the sentence which indicates that students from all over the world study in Jordan .

I was amazed by the number of international students there, who were not only from Germany, but from all over the world.

7. Speaking more than one language can help you and give you more chances. Explain.

Speaking more than one language can open any doors and lead to a variety of career opportunities.

8. How can living with a family who speak Arabic language help to improve my Arabic-speaking skills?

By practicing it day and night.

9. Two things impressed Anita about students in Jordan. What are they ?

Their behaviour and their attitude to studying.

10. University education help students to be effective in their countries. How ?

It would give them the opportunities to contribute to their country's prosperity.

11. People could speak two forms of Arabic. What are they ?

Colloquial Arabic and modern-standard Arabic.

Critical Thinking :

Studying abroad has many benefits (advantages) .

Think of this statement, and in two sentences, write down your point of view.

I think that studying abroad has many advantages such as *learning a new language* and *be familiar with different cultures*. Also, students who study abroad *become more self-confident* and they *learn to do everything themselves*.

After school

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as this (50 %). Twenty years ago, it was closer to 30%, and thirty years before that, **it** (The percentage (figure) of school leavers who go on to a higher education.) 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 (most students) don't have to repay it (this money) immediately. Instead, they pay it back slowly out of future earnings.

يذهب ٥٠% من تاركي المدارس الذين انجزوا الدراسة لاكمال التعليم العالي. لم يكن الرقم دائما يمثل هذا الارتفاع. قبل حوالي عشرين سنة، كان الرقم اقرب الى ال 30% وقبلها ب ٣٠ عاما كان الرقم حوالي ٥%. التغيير الكبير الثاني كان مالياً. قبل عام ١٩٩٨ ميلادي، كان التعليم العالي في المملكة المتحدة مجاني بالكامل للبريطانيين. منذ ذلك الوقت، تم استحداث رسوم الدراسة بمجموعات صغيرة. اغلب الطلاب يقترضون هذا المال من الحكومة. ليسوا مضطرين لدفعه في الحال. بدلا من ذلك، يقومون بتسديده ببطء مما سيكسبون في المستقبل.

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 (most students) 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 (students) don't have to pay rent? Most of them (students) say that they (students) want to move to the university of their (students) choice, rather than the nearest **one** (university). **Another strong motive is the desire to live in a new culture.**

بالرغم من التكلفة العالية، يختار العديد من الطالب الدراسة بعيدا. في دراسة مسحية مؤخرا على ١٧.٠٠٠ طالب اظهرت ان ٧% ارادوا البقاء في منازلهم خلال دراستهم الجامعية. وبالطبع بالنسبة لمعظم الشباب، العيش بعيدا عن الوطن يعني اقتراض المزيد من المال من الحكومة. فلماذا لا يختار الطالب ان يتجنب المديونية بقائهم في بيوتهم حيث لا يضطرون لدفع اجارات؟ يقول معظمهم انهم يريدون اختيار جامعاتهم بدلا من قريها. ان الرغبة بالعيش في ثقافة جديدة تعد احد الدوافع القوية لذلك.

Where do these students live? **Many** (these students) have rooms in **halls of residence**, especially in their (these students) first year; **others** (students) rent flats or houses. **A lucky minority** live in property that their (lucky minority) parents have bought for them (lucky minority) . Most of them (students) need to learn to cook, do their (students) own washing and manage their (students) time and money.

أين يسكن هؤلاء الطالب؟ يعيش اغلبهم في سكنات جامعية خصوصا في عامهم الاول. ويستأجر اخرون غرف او منازل. يسكن القليل من المحظوظين منهم في ممتلكات اشترها اهلهم لهم. اغلبهم يحتاج ان يتعلم الطبخ والتنظيف وكيف يتدبروا امر إدارة الوقت والمال.

| Key Word | Meaning in English | Arabic |
|--------------------|---|------------|
| degree | a qualification that is given to you when you have successfully completed a course of study | درجة علمية |
| halls of residence | accommodation provided by a university or college | سكن جامعي |
| motive | reason for doing something | حافز |
| minority | not many; the opposite of "majority" | اقلية |
| fees | costs ; charges | رسوم |
| debt | money you owe | دين |
| financial | relating to money | مالي |

1. What does the word 'it' in bold refer to in the first paragraph?
The percentage (figure) of school leavers who go on to a higher education.
2. The first paragraph contains the phrase in bold 'another huge change'. What was the first huge change?
The change of school leavers go on to a higher education over 50 years from 5% to 50 %.
3. How are students able to afford to leave home? Which part of the text tells you this?
They borrow money from the government,
4. Where do UK students get money for their education from ?
Students get money for their education from the government.

5. How do UK students pay the money back?

They pay it back out of future earnings.

6. Students don't choose to avoid debt by staying at home, where they don't have to pay rent? Why?

- Most of them say that they want to move to the university of their choice, rather than the nearest one.
- Another strong motive is the desire to live in a new culture.

7. Where do students who leave their homes live? - 3 groups

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.

8. Quote the sentence which indicates the tasks that students have to do while living in a new culture.

Most of them need to learn to cook, do their own washing and manage their time and money.

9. Quote the sentence which indicates that studying in another university which is far from your home is expensive.

Despite the high cost, most students choose to study away from home.

Critical Thinking:

1. Living in another country (culture) is beneficial. Explain this statement.

2. Studying abroad is beneficial. Suggest three things you can achieve by studying abroad.

- Learning a new language.
- Making new friends
- Learning a new culture, habits, customs
- Increasing awareness

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. **T**
2. It's more expensive to go to university than it used to be. **T**
3. University students have to pay before they study. **F**
They pay the government back out of future earnings.
4. Most university students choose the cheapest option. **F**
Most students choose to study away from home which is more expensive.

Quotation

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

Mahatma Gandhi (1869 CE – 1948 CE)

(عش كأنك تموت غدا ، وتعلم كأنك تعيش ابدا)

Ghandi is thinking about the changing world and how we need to keep up with it. So he is advising us to take advantage of everything there is and embrace learning in order to live a better life.

Vocabulary

Replace the words and phrases in **bold** with words from the box :

| | | | | | |
|------------|---------------|------------------|---------|----------|----------|
| compulsory | contradictory | developed nation | tuition | optional | fluently |
|------------|---------------|------------------|---------|----------|----------|

1. A **wealthy country** is a country that is economically and socially advanced. -----
2. Is Maths a **subject that you have to do** ? -----
3. You don't have to stay after school for the chess club – It's **your choice**. -----
4. Do you have Music **lessons** at the weekend ? -----
5. Those statements are **on different sides of the argument**. -----
6. In Jordan , pre-school and kindergarten is optional, while basic education is free and ----- (2016)

Complete the following paragraph :

| | | | | | | | | | | | |
|-----------|---------------|-----------|-----------------|-------|---------------|-------------|------------------|--------|--------------|-------|--------------------|
| في الخارج | Abroad | طول العمر | Lifelong | عالمي | Global | فرصة / فكرة | Prospects | متزايد | increasingly | كفاءة | proficiency |
|-----------|---------------|-----------|-----------------|-------|---------------|-------------|------------------|--------|--------------|-------|--------------------|

If you do a degree in Medicine or Law, you will find that your job ----- are better than if you do a more general degree. However, language ----- is becoming ----- important for anyone who wants to travel or work ----- for a large ----- company or organisation . Remember, it is never too late to study or change career direction. Studying is a ----- activity- you're never too old to start.

Answers : prospects – proficiency – increasingly – abroad – global - lifelong

Activity Book - 32

| | | | | | |
|---------------------|-------------|-----------|---------|---------|-----|
| Banking and Finance | Linguistics | Fine Arts | History | Physics | Law |
|---------------------|-------------|-----------|---------|---------|-----|

1. You should study ----- if you are interested in learning about the **legal system**. I studied it because I wanted to help people, and now I have a great job in an office.
2. Studying ----- lets me focus on my love of **language** in an analytical way. It has introduced me to ideas about language that I have never thought of before.
3. Maths has always been my strongest subject, and I feel that by studying ----- I can use my strength to **solve practical problems**.
4. ----- is a subject that I've always been interested in. Learning about **modern and ancient civilization** is fascinating. Studying at a higher level means really understanding how different cultures interacted in the past.
5. **Economics** and the global market have always interested me, but I wanted to study a subject with a clear career path, so I chose ----- . After I graduate, I want to begin a career in investment.

Answers : Law – Linguistics – Physics – History – Banking and Finance

University Subjects

| Key Word | Meaning in English | Arabic |
|----------------------------|---|--------------|
| Agriculture | the science or practice of farming | زراعة |
| Business Management | the study which involves learning about running a company | ادارة اعمال |
| Astrophysics | the study of the chemical structure of the stars and the forces that influence them | فيزياء فلكية |
| Economics | the study of the way in which money and goods are produced and used | اقتصاد |
| Engineering | the study of how roads, bridges, machines, ...etc are built. | هندسة |
| Linguistics | the study of the grammar, history and structure of languages | لغويات |
| Marketing | the study of selling products to the appropriate customer . | تسويق |
| Pharmacy | the study and practice of preparing drugs or medicines. | صيدلة |
| Psychology | the study of the mind and how it works | علم النفس |
| Sociology | the study of societies and the behaviour of people in groups. | علم الاجتماع |

Classify the following words : (Maths, Arabic, etc.)

| Science | Art and Humanities | Business |
|---|--|--|
| Maths , Dentistry, Pharmacy, geology, Chemistry, Agriculture, Physics, Engineering, Biology, Medicine | Arabic Language and Literature, Translation, Visual Arts, Sociology, History | Marketing, Banking and Finance, Economics, Business Management |

Psychology, Nursing , Linguistics and Geography are ***difficult to classify***.

Read the following paragraph about the German-Jordanian University and choose the correct answer :

The German-Jordanian University (GJU) is (a **private – public**) university near (**Madaba – Petra**) . It opened I (**1995 – 2005 CE**) . The University enrolls (**more – less**) than 5,000 students , who come from Jordan and (**many other countries – Germany**) . About (40 – 14) percent of all students are non-Jordanian. The university differs from other universities by offering (**German – French**) language courses in preparation for the fourth year, which most students spend working or studying in Germany. The university also has a very good reputation in English and Arabic language courses.

Answers : public – Madaba – 2005 – more – many other countries

Body idioms :

| Body idioms | Meaning | Arabic |
|-------------------------|--|----------------------------|
| get it off your chest | to tell someone about something that has been worrying you | يفرغ - يشكي عن مشكلة ما |
| get cold feet | to lose your confidence in something at the last minute | تفقد الثقة بنفسك اخر لحظة |
| play it by ear | To decide how to deal with a situation as it develops | تقرر كيفية التعامل مع موقف |
| keep your chin up | to remain cheerful in difficult situations; an expression of encouragement | يبقى مرح وقت الصعوبات |
| have a head for figures | to have a natural mental ability for Maths / numbers | ان يكون لك عقل رياضي |
| put my back into it | tried extremely hard ; put a lot of effort into something | يحاول بكل جهده |

- I'm too nervous to do a parachute jump. I think that I'll ----- at the last moment.
- If you've got a problem, talk to someone about it. It helps to ----- .
- I don't think I would be a very good accountant. I don't really -----.
- ! I'm sure everything will be fine in the end.
- I'm not sure if it'll be warm enough to have a barbecue. We'll have to -----.
- Even if things have been difficult for you, always -----, everything will be normal soon. (2016)

Answers : get cold feet - get it off your chest - have a head for figures - keep your chin up - play it by ear - keep your chin up

- Majed is too nervous to do a parachute jump. I think he will lose his confidence at the last moment. (2016)
Replace the underlined phrase with the correct body idiom
- I'm not sure if it'll be warm enough to have a barbecue. We'll have to keep your chin up. (2017)
Replace the underlined body idiom with the correct one

Derivation

Derivation : The origin from which a word or phrase has developed . (nouns / verbs / adjectives / adverbs)
 (**adjective** + **noun** + **verb** + **adverb** + **adjective** + **noun**)

| | | | | | | | | | |
|------------------|------------|-----|------|------|------|-----|------|------|----|
| verb | ate | ise | ize | en | ed | | | | |
| noun | ion / ness | ity | ment | ence | ency | gy | ing | ist | er |
| adjective | al | ive | ant | ent | ful | ous | ible | able | ic |
| adverb | ly | | | | | | | | |

| Verb | Noun | Adjective | Adverb- Arabic | Verb | Noun | Adjective | Adverb |
|----------|--------------|---------------|----------------------|------------|------------------|----------------|--------------|
| educate | education | educational | يتعلم | | agriculture | agricultural | زراعة |
| succeed | success | successful | ينجح | | Pharmacy | Pharmaceutical | صيدلة |
| achieve | achievement | | يحقق- ينجز | | Economics | Economical | اقتصاد |
| organise | organisation | | ينظم | | fluency | fluent | طلاقة |
| develop | development | | يطور | contradict | contradiction | Contradictory | يناقض |
| manage | management | managerial | يقدر - يدير | enroll | enrolment | | يسجل |
| | Psychology | Psychological | علم النفس | pioneer | pioneer | | رائد |
| | Sociology | Sociological | علم الاجتماع | market | Marketing market | | يسوق |
| | Proficiency | proficient | اجادة - احتراف | engineer | engineer | | يهندس |
| | academy | academic | اكاديمي academically | | Engineering | | |
| | | | | | Linguist | linguistic | لغوي |
| | | | | | Linguistics | | علم اللغويات |

Complete the sentences with the correct forms of the words in brackets :

- One of the most important things that we give children is a good ----- . (educate)
- If you work hard, I'm sure you will ----- . (success)
- Congratulations ! Not many people ----- such high marks. (achievement)
- My father works for an ----- that helps to protect the environment. (organise)
- It's amazing to watch the ----- of a baby in the first year of life. (develop)
- Language ----- is becoming an important requirement for many jobs .(proficient) 2017

Answers : education – succeed – achieve – organisation – development

Guided Writing : Read the information below and write two sentences about the benefits of studying abroad :

- build valuable job skills (2016)
 - be self-confident
 - make friends
 - understand own and other cultures
-
-

Why people should read more books

2017

- develop verbal abilities
- increase focus and concentration
- refresh money
- improve imagination skills

What one can do in a free time

2018

- visiting cultural locations.
- exercising and playing a sport.
- going shopping.
- spending time with friends.

Quantifiers to make comparisons

محددات الكمية لعمل المقارنة

(as much as / less / more / not as many / the least / the most / as popular as)

| Positive الصفة قبل المقارنة | Comparative المقارنة بين اثنين | Superlative مقارنة واحد بمجموعة (المفاضلة) | Equality asas not as.....as |
|--------------------------------|-----------------------------------|--|---|
| صفات قصيرة | er..... than | Theest | as much +as مساواة الأشياء غير المعدودة as many +as مساواة الأشياء المعدودة as popular as as often as as hard as (adverb) isn't asas as tall as as exciting as |
| سهل easy | easier than | The easiest | |
| طويل tall | taller than | The tallest | |
| كبير big | bigger than | The biggest | |
| صفات طويلة- مقارنة ايجابية | more than | the most | |
| غالي expensive | more expensive than | The most expensive | |
| مشهور famous | more famous than | The most famous | |
| حريص careful | more careful than | The most careful | |
| مقارنة سلبية | | | |
| little غير معدود | less than اقل من | the least | |
| صفات شاذة في المقارنة | | | |
| جيد good | better ...than | the best الأفضل | |
| سيء bad | worse ...than | the worst الأسوأ | |
| قليل little | lessthan اقل من | the least الأقل | |
| many/much | more ...than | the most الأكثر | |
| بعيد far | farther / further | The farthest / furthest | |

I. Function : We can use (the most) , (the least) , (as ...as) , (more/less ... than) to compare adjectives and adverbs.

يمكن استخدام المقارنة والتفضيل والمساواة وعدم المساواة للمقارنة بين الصفات والظروف

1. Which subjects are **the most** popular and which are **the least** popular ?
2. Is Maths **as popular as** science ?
3. Do you think Geography is **more** interesting **than** History, or less interesting ?

II. We can use (as as) to compare adverbs :

e.g. : Mohammad works **as hard as** his brother.

I can't run **as fast as** you .

I haven't got **as much** homework ----- my brother. (so – than – as – like)

III. We use (as much / as many) to compare quantities and numbers :

- There are **not as many** people in our class **as** yours .
- I don't eat **as much** fast food **as** my brother.
- You have heard **as much** news **as** I have.

IX. We can also use (as.....as) adverbially :

- I don't like running **as much as** I like swimming.
- We practice our English **as often as** possible .

Complete the sentences with the phrases in the box : (Look at the percentage of after-school classes)

| | | | |
|--------------|--------------------|--------------|------------|
| English 40 % | Music and Art 10 % | Science 20 % | Maths 30 % |
|--------------|--------------------|--------------|------------|

(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 and 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 .

Answers : the most – the least – not as many – more ; less – as much as – as popular as

Study the information in the table about *compulsory education* and complete the sentences below it :

| 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. Portugese and Turkish children have ----- compulsory schooling .
2. Portogese 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.

Answers : the most – longer – later – the least - earlier

This table gives recent information about some of the most popular university subjects offered by British universities . Use it to complete the sentences below :

| Subject | No. 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 & Dentistry | 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 ----- 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.

Answers : the most popular – not as many – as popular as – more popular – the fastest – less popular than – more people – least popular

Complete the sentences with the words in the box :

(further - later - least - less - longer - much)

1. My sister doesn't eat as ----- as I do . She always puts ----- on her plate than I do.
2. I'm tired today because I went to bed ----- than usual last night.
3. I didn't enjoy the book. In fact it was the ----- interesting story I've ever read .
4. The bus is late. We have to wait a little -----.

Answers : much ; less – later – least - longer

Quantifiers to make comparisons

Comparative : (er / more / less) ----- **than**

1. N + be + (adj-er) + than + N ----- He is taller **than** his brother.
2. N + be + (more - adj) + than + N ----- Arabic is **more** interesting **than** History.
3. N + be + (less - adj) + than + N ----- Arabic is **less** interesting **than** History.
4. N + verb + (more +adv) + than + N ----- He eats **more** quickly **than** his brother.
5. N + verb + (less +adv) + than + N ----- He eats **less** quickly **than** his brother.

as ----- as

١. في التشابه لا يوجد (the - than) ٢. لا تتغير الصفة او الظرف

1. N + be + as -----adj-----as + n = Ali is as **clever** as Sami
2. N + verb + as -----adv-----as + n = Ali reads as **slowly** as Sami

Not as ----- as

1. N + be + not + as ----- as + N
Omar is not as generous as Ahmad
2. N + (don't – doesn't – didn't) + v1 + as -----adv ----- as + N

| | | | |
|----------------|--------|---------|----------|
| - I don't | eat as | quickly | as Sami. |
| - Sami doesn't | eat as | quickly | as me. |
| - Sami didn't | eat as | quickly | as me . |

قاعدة التحويل من (as الى than) :

1. (not as ----- as) ----- = N1 + be + (more / er) + than + N2
My car isn't as expensive as Ali's. = Ali's car is more expensive than mine.
Ali isn't as tall as Omar. = Omar is taller than Ali

2. (not as ----- as) ----- = N + V (s) + (more) + than + N
- I don't eat as much as my brother. = My brother eats more than me

Both Sami and Ali are clever. **Sami is as ----- .**
 Sami reads as quickly as Ali . **Ali ----- .**
 Sami doesn't read as quickly as Ali. **Ali-----**
 Sami reads more quickly than Ali . **Ali -----**
Ali ----- (as)

as many / as much

1. N + be + not + V + as much / many + n1 ----- + as + n2
I am not eating as much food as my friend.
2. N + (don't – doesn't) + v1 = as much / many + n ----- + as + n2
I don't eat as much food as my friend.

Fill in the correct form of the words in brackets (comparative or superlative) :

1. Maths was ----- exam in Tawjihi. (bad)
2. Tawjihi exams is ----- school exams. (difficult)
3. Ali is ----- at Maths than Sami . (good)
4. Sami is ----- in the class. (clever)
5. I have got ----- money in the group. (little)
6. Omar has ----- house in the city . (beautiful)
7. Cars are ----- than trains. (slow)
8. Amman is ----- Brasilia. (not/big)
9. I live in ----- house in the city. (expensive)
10. Salma is ----- than Alia . (pretty)
11. My room is ----- in the house. (tidy)
12. In the country, there are ----- houses than flats. (many)
13. The city is much ----- the countryside. (busy)
14. Farming is better now. It is ----- it used to be. (little profitable)

Rewrite the following sentences with ones that have similar meanings :

1. There **is less** information on the website **than** in the book. (as much)
There isn't -----
2. The cheapest thing on the menu is orange juice.
The least -----
3. I have got less homework than my brother. (as much)
I have -----
4. Rami is shorter than Sami . (as tall as)
Rami isn't -----
5. Salma always puts less on her plate than I do .
I always put -----
6. My sister doesn't eat as much as I do .
My sister eats -----
7. Ali's car is more expensive than Omar's.
Omar's -----
8. Ahmad doesn't eat as much as Ali.
Ali -----
9. I don't like running as much as I like swimming.
I like swimming -----
10. There are not as many people in our class as yours .
There are -----ours.
11. I don't eat as much fast food as my brother.
My brother -----
12. The easiest subject in Tawjihi is English.
The least -----
13. Maths is popular. Science is popular.
Maths is as -----

14. Neither Ahmad nor Omar are as tall as Ali .

Ali -----

Ahmad and Omar -----

15. English is more interesting than Arabic.

Arabic -----

English -----

16 . Omar is cleverer than Sami . (as)

Sami -----

17. Sami plays better than Salma. (as)

Salma -----

18. Ahmad is more famous than Ali .

Ali is -----

Ali isn't -----

19. My house didn't cost as much as my neighbour's .

My neighbour's -----

My car -----

20. My house isn't as good as my neighbour's.

My neighbour's -----

21. My car is more beautiful than Sami's .

Sami's car is-----

Sami's car isn't-----

22. Ali runs more quickly than Omar .

Omar -----

Omar -----

23. English isn't as interesting as Maths .

Maths -----

24. I don't swim as quickly as Sami.

Sameer -----

25. There are fewer houses in my village than in their village . (as many)

26. My brother eats more fast food than me . (as much)

27. There are more people in Amman than in Zarka . (as many)

28. Ali has less water than Omar. (as much)

29. Neither Maths nor Science are as popular as English.

2016

English -----

30. Jordanian children start school a year later than English children .

2017

English children -----

31. Studying physics is not as popular as studying Biology in Britain .

2017

Studying Biology -----

32. The electronic newspapers are not as acceptable as the ordinary ones.

2018

The ordinary newspapers -----

Writing:

Imagine that you have just joined a space school.

Write an email to your friend telling him/her what it is like to study there.

كتابة البريد الإلكتروني غير الرسمي

An Informal Email

Hello ...*name*....., (less formal) or Hi !

I hope you're in a good health. I'm sorry I haven't written to you for a long time, and that's because I'm having Tawjihi exams.

I'm writing to tell you about(subject).....
.....
.....

Well , I have to finish now as I've got too much study. Please write back and let me know more about your latest news. Looking forward to hearing from you.

Best wishes,

Name. Nihad/Jehad

Writing a blog : كتابة المذكرات الإلكترونية

Write a blog post for your school's website. Describe life in a Jordanian secondary school so that they will know what to expect. Choose a different topic for each paragraph from the list.

(family life – school subjects – school rules – behaviour – values a typical school day – after school activities – free-time activities)

Decisions , decisions

Posted by Hiba J.

Introduction : (ask a question such as advice)

Do you know what you are going to study at university? I've come up with some ideas but I really you're your help! Do get in touch if you have any stories or advice that you think might help me to make this life changing choice.

Body paragraph : (State your problem)

Firstly, I want to help people, but science is not my strongest subject, so I won't be able to do medicine. I could study Psychology and follow a career path in that area, but I don't know much about it. If any of you are Psychology student, please do message me about your course. I'd love to hear about it-What you love, what you like, and of course, what you don't like at all.

Secondly though, I'd really like to study something like Linguistics, because I've always been interested in language. I've done some research and found out that, while it doesn't lead directly to a career, it is interesting and academic, as well as a well-respected degree.

(Restate your question or subject and ask students to get involved)

So, can you help me with my decision ? We could start up a useful conversation about choosing paths for ourselves at this next exciting stage !

Pronunciation – Word stress

| Words | Stress | No. of syllables |
|---------------|----------------------|------------------|
| secondary | <i>secondary</i> | 4 |
| compulsory | <i>compulsory</i> | 4 |
| organisation | <i>organisation</i> | 5 |
| development | <i>development</i> | 4 |
| tuition | <i>tuition</i> | 3 |
| achievement | <i>achievement</i> | 3 |
| academic | <i>academic</i> | 4 |
| contradictory | <i>contradictory</i> | 5 |

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(2017 - 2018)

Action Pack 12

Twelfth Grade

Unit 7

المستوى الرابع - (الكتاب الجديد)

Lifelong Learning



Emad Abu Alzumar

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عماد ابو الزمر

مركز ابو الزمر الثقافي

Unit 7 Lifelong Learning

How to revise for exams

SB p. 50

Is it too late to start revising now ?

A – No, it is never too late to start revising ! The first thing I would do is to draw up a revision timetable.

هل فات الأوان لبدء المراجعة الآن؟ أ - لا، انها ليست متأخرة لبدء مراجعة ! أول شيء سأفعله هو أن أضع جدولاً زمنياً للمراجعة.

How should you draw up a timetable ?

B – Look at all the subjects you have to do, and **work out** when you are going to work on each one (subject). It is 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.

كيف نضع جدولاً زمنياً؟

ب - انظر لجميع المواد التي عليك القيام بها، وابدأ العمل على كل واحدة. انها فكرة جيدة لتغيير ترتيب الموضوعات في جدول زمني لديك كل يوم. حاول بمراجعة قليلة للغة الإنجليزية، يليها بعض الرياضيات، ثم الأحياء، وهلم جرا. بهذه الطريقة، عن طريق تغيير التركيز للمراجعة الخاصة بك، سيبقى عقلك منتهباً ونشطاً.

Is it best to get up early, or to revise late at night ?

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 (your memory) 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.

هل من الأفضل النهوض في وقت مبكر، أو المراجعة في وقت متأخر من الليل؟

C - كلما بدأت مبكراً في الصباح، كلما كانت المراجعة أكثر فائدة، وذلك لأنك ستشعر بقطعة أكثر وذاكرتك هي في أفضل حالاتها. واود ان انصح بالدراسة لمدة ٣٠ دقيقة، ثم أخذ استراحة. لقد ثبت أن التركيز ينخفض بعد نصف ساعة، لذلك فالراحة المتكررة سوف تساعد الدماغ ان يعيد نشاطه ويجدد التركيز.

What do you mean by frequent break ?

D – By a break, I mean any change of activity from studying. It (a break) could be something as simple as just getting up from your desk and listening to some music, or walking around for ten minutes.

ماذا تقصد بالاستراحة المتكررة؟

D - بالاستراحة، اعني أي تغيير للنشاطات غير الدراسة. يمكن أن يكون شيء بسيط مثل مجرد القيام من مقعدك والاستماع إلى بعض الموسيقى، أو التجول لمدة عشر دقائق.

How much exercise do you need ?

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 heart rate, and in turn, that will increase your blood **circulation**. It (physical activity) also sends more oxygen to the brain, which (sending more oxygen to the brain) makes you revise more efficiently !

كم من التمارين تحتاج؟

E - النشاط البدني مهم جداً، بالطبع، وخصوصاً عندما تدرس. التمارين ستحدث فرقاً كبيراً في الطريقة التي تشعر بها. النشاط البدني يزيد معدل ضربات القلب، وبالتالي، ستزيد الدورة الدموية. كما أنه يرسل المزيد من الأوكسجين إلى الدماغ، مما يجعلك تراجع بكفاءة أكثر!

Do you mind giving me some advice about diet ?

F – **Nutrition** is very important. You should try to eat as much fruit and vegetables as you can. It's essential not to become **dehydrated**, so drink lots of water.

هل تمنع إعطائي بعض النصائح حول النظام الغذائي؟

F - التغذية مهمة جداً. يجب أن تحاول أكل الكثير من الفواكه والخضروات قدر ما تستطيع. ومن الضروري ألا يصبح عندك جفاف، لذلك اشرب الكثير من الماء.

Which words are connected with the *body, eating and drinking or the mind* ?

| Key Word | Meaning in English | Arabic |
|---------------|---|----------------|
| circulation | the movement of blood around the body when it is pumped by the heart. – circulate - v | الدورة الدموية |
| memory | Someone's ability to remember things, places and experiences – memorize v / memorable | ذاكرة |
| concentration | attention - concentrate (v) | تركيز |
| beneficial | useful | مفيد |
| diet | the kind of food that a person or animal eat each day – diet (v) / dietary (adj) | غذاء |
| dehydration | the state of having drunk too little water - dehydrate (v) / dehydrated (adj) | جفاف |
| nutrition | the process of getting the right kind of food for good health and growth - nutritious - adj | تغذية |

Read the text, and then answer the following questions :

1. How do you revise for exams ? Give some tips / suggestions / procedures :

- Draw up a revision timetable.
- Work out when you are going to work on each subject.
- The earlier you start in the morning , the the more beneficial your revision will be.
- Taking frequent breaks.
- Doing some physical activities.
- Eating vegetables and drinking water.

2. What is the first thing you should do to start revising ? What should students do before starting revision ?

To draw up a revision timetable.

3. How can you keep your mind fresh while studying ?

By changing the focus of your revision

4. How will your revision be beneficial ?

When you start revision early in the morning .

5. Why is revising in the morning beneficial ? Why is it recommended to revise in the morning?

Because that's when you feel most awake and your memory is at its best.

6. When does concentration start to decrease ?

After half an hour .

7. Frequent breaks in revisin has two benefits. Mention them. (Thinking)

Frequent breaks will help the brain to recover and concentration to return.

8. What do we mean by taking a break ?

Making any change of activity from studying.

9. Mention three activities about taking a braek. (forms)

Getting up from your desk and listening to some music, or walking around for ten minutes.

10. Quote the sentence which indicates the advice not to be dehydrated .

It's essential not to become dehydrated, so drink lots of water.

11. Two examples of good diet students should follow are mentioned in the text. What are they ?

According to the text, you should do two things in order to avoid dehydration. Mention them.

- Eat as much fruit and vegetables as you can.
- Drink lots of water.

12. Quote the sentence which indicates that we should provide our bodies with enough quantities of water.

It's essential not to become dehydrated, so drink lots of water.

13. Quote the sentence which indicates that doing exercises is important before revising .

Physical activity is very important, of course, especially when you are studying.

14. What is the benefit of changing the focus of your revision ?

Keeping our minds fresh

15. Why is physical activity important when you are studying ? The advantages

- Exercise will make a huge difference to the way you feel.
- The physical activity will increase your heart rate, and in turn, that will increase your blood circulation.
- It also sends more oxygen to the brain, which makes you revise more efficiently !

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 *provide the brain with beneficial 'exercise'*, which (beneficial exercise) **improves memory**. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include *recognising different language systems*. These skills **improve** your chances of success in other **problem-solving tasks** as well. It is said that students who learn foreign languages do better, on the whole, in general tests in Maths, reading and vocabulary than students who have only mastered their mother tongue.

التحدث بلغة أجنبية، كما يدعى، تحسن وظائف الدماغ بطرق مختلفة عديدة. تعلم المفردات والقواعد النحوية تزود الدماغ بتمارين مفيدة، تحسن الذاكرة. وكذلك تمرين الدماغ، يعتقد أن تعلم لغة جديدة أيضا يعرض الدماغ لتحديات فريدة من نوعها. وهذا يشمل هذه معرفة أنظمة اللغة المختلفة. هذه المهارات تحسن فرص النجاح في مهام أخرى لحل المشكلات أيضا. ويقال أن الطلاب الذين يتعلمون اللغات الأجنبية يفعلون الأفضل، على وجه العموم، في الاختبارات العامة في الرياضيات والقراءة والمفردات من الطلاب الذين اتقنوا فقط لغتهم الأم.

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 (Multilingual people) 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.

وفقا لدراسة أجرتها جامعة ولاية بنسلفانيا، الولايات المتحدة الأمريكية. الناس الذين يتحدثون بعدة لغات هم قادرين على التبديل بين نظامين في الكلام والكتابة، وبناء الجملة بسهولة تامة. وقد ثبت أيضا أنهم قادرين على الانتقال بسهولة بين مهام مختلفة تماما. في إحدى التجارب طلب من المشاركين بالعمل جهاز قيادة مزيف أثناء قيامهم بمهام منفصلة في نفس الوقت. وأظهرت التجربة أن المشاركين الذين يتحدثون بعدة لغات هم أقل شرودا للذهن في المهام الأخرى، وبالتالي قاموا بأخطاء في القيادة أقل.

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

يعتقد أن تعلم اللغة يمكن أيضا أن تحسن مهارات اتخاذ القرارات الخاصة بك. عندما تتكلم لغة أجنبية، فانت باستمرار تزن الفروق الدقيقة في المعنى من كلمة أو الطريقة التي يتم إجراء الكلام فيها. هذه العملية تم تحويلها بعد ذلك لا شعوريا إلى حالات أخرى يتم من خلالها الحكم واخذ القرارات.

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 everyday*. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

وأخيرا، تعلم لغة أجنبية يمكن أيضا أن يحسن قدرتك على استخدام لغتك الأم على نحو أكثر فعالية. ولأنك يمكن أن تصبح أكثر وعيا للطريقة التي تعمل بها اللغة، تبدأ في تطبيقها على اللغة التي تستخدمها كل يوم. وبالتالي، المهارات التي تكتسبها من تعلم لغة أجنبية، يمكن أن تجعلك متحدث و كاتب أفضل بلغتك الخاصة.

| Key Word | Meaning in English | Arabic |
|---------------------|--|---------------------------|
| multilingual | speaking , reading or writing in more than two languages | متعدد اللغات |
| multitask | to do several things at the same time | متعدد المهام |
| simulator | any device or systems that simulate specific conditions or the characteristics of a real process or machine. - simulate (v) / simulation (n) | جهاز مشابه للحقيقي للتعلم |
| utterance | Something that is said such as a statement - utter (v) | كلام |

1. What are the benefits of learning a foreign language ?

- It provides the brain with beneficial exercises, which improves memory.
- It challenges the brain by making it recognize different language systems, and communicate within these systems.
- It improves decision-making skills and problem-solving .
- It makes the user more effective at multitasking.
- It makes the user more effective in using and understanding their own mother tongue.

2. How does a foreign language improve your : (Benefits of learning a foreign language)

- Memory** : It exercises the brain and so improves your memory.
- Problem-solving skills** : It presents the brain with unique challenges such as recognizing different language systems and communicating within these systems.
- Use of your mother tongue** : You become more aware of the way language works, which helps you to understand your language better.
- Ability to multitask** : Multilingual people are able to switch between two or more languages easily. This transfer to other activities, making multilingual people more able to multitask.
- Decision-making skills** : You have constantly decide between differences in language. This decision-making skills is transferred to other situations.

2. Quote the sentence which indicates that learning another language improves your first language skills.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively.

3. What does learning new vocabulary and grammar rules provide the brain with?

It provides the brain with beneficial 'exercise', which improves memory.

4. Who are the two groups who learn a foreign language compared to be better in Maths?

Students who learn foreign languages .

Students who have only mastered their mother tongue.

5. Learning a foreign language includes many skills that can help you to improve your ability in other problems-solving tasks . Write down two of these skills.

Recognising different language systems and ways to communicate within these systems.

6. Quote a sentence which shows that speaking a foreign a language makes your brain performance better.

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

7. Mention one benefit of learning new vocabularies and grammar rules.

They provide the brain with beneficial 'exercise', which improves memory.

8. Learning a foreign language presents the brain with unique challenges.

Write down two of these challenges.

These include recognising different language systems and ways to communicate within these systems.

9. There are two systems of speech that multilingual people can switch between them easily . Mention them.

writing and structure

10. Learning English is very important today.

Think of this statement and, in two sentences, write down your point of view.

I think learning English is very important because it has become the language of science and communication. Also, it is spoken almost all over the world.

11. Explain how a forein language improves your memory.

It exercises the brain which improves memory.

12. Students who study foreign languages do better, on the whole, in general tests than students who have only mastered their mother tongue. Write down two of these tests.

Maths, reading and vocabulary.

13. Write down the sentence which indicates that learning a foreign language improves your mother tongue.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively.

14. Explain how a foreign language improves problem-solving tasks.

It presents the brain with unique challenges such as recognising different language systems.

15. Multilingual people are able to switch between different systems quite easily.

Write down two of these systems. Speech, writing and structure

16. What does the experiment of the driver simulator show ?

The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors.

17. Suggest three ways to encourage people to learn a foreign language .

- Teaching students the importance of learning a foreign language and its benefits..
- Making studying languages in universities free.
- Practicing the languages day and night .

18. What is the main benefit of the skills you obtain from learning a foreign language?

It can make you a better speaker and writer in your own language.

19. Multilingual people are able to do many tasks. Write down two of these tasks.

To switch between speech, writing, and structure quite easily.

To switch easily between completely different tasks.

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 education.

بلدنا لديه مستوى عال من التعليم. ويرجع ذلك أساسا إلى حقيقة أن الحكومة تعتبر التعليم ضرورة . جميع المدارس، من رياض الأطفال إلى المرحلة الثانوية، هي من مسؤولية وزارة التربية والتعليم. التعليم في مرحلة ما قبل المدرسة و رياض الأطفال اختيارية، يليها عشر سنوات من التعليم المجاني والإلزامي. للتعليم العالي، الطلاب يدخلون الجامعة، إما من أجل التعليم الأكاديمي أو المهني.

Students can attend one of ten public 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 postgraduate studying for a Master's degree, a PhD or a higher diploma.

يمكن للطلاب الالتحاق بواحدة من عشرة جامعات حكومية. وهناك عدد كبير من الطلبة الأردنيين يختارون الدراسة في هذه المؤسسات، وكذلك الطلاب الأجانب من جميع أنحاء العالم. هؤلاء هم الجامعيين الذين يدرسون للحصول على الدرجة الأولى، أو الدراسات العليا وهم الذين يدرسون للحصول على درجة الماجستير، وعلى درجة الدكتوراه أو الدبلوم العالي.

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmuk 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.

الجامعات الثلاث التي فيها معظم الطلاب الجامعيين هي الجامعة الأردنية في عمان، جامعة اليرموك في اربد وجامعة البلقاء التطبيقية في السلط. هذه هي جميع الجامعات العامة. مثال على جامعة جديدة هي الجامعة الألمانية الأردنية في عمان، التي أنشأت في عام ٢٠٠٥ م. وهي تعاون بين وزارة التعليم العالي والوزارة الاتحادية الألمانية للتعليم والبحوث، وتتبع النموذج الألماني للتعليم في العلوم التطبيقية.

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 programmes. In the future, this option will become available in many other universities.

بالنسبة للطلاب الذين يرغبون في استكمال دراستهم الجامعية بينما هم يعملون في نفس الوقت، فمن الممكن أيضا في بعض الجامعات الأردنية التسجيل في برامج التعلم عن بعد عبر الإنترنت. في المستقبل، هذا الخيار سوف يصبح متاح في العديد من الجامعات الأخرى.

| Key Word | Meaning in English | Arabic |
|--------------------------|---|------------------|
| academic | connected with education | اكاديمي |
| compulsory | obligatory; required | اجباري |
| vocational | used to describe a particular job and the skills involved | مهني |
| undergraduate | someone who has not yet completed their first degree | المرحلة الجامعية |
| postgraduate | someone who has finished their first degree and continuing to study a Master's or a PhD | دراسات عليا |
| diploma | a document showing that someone has successfully completed a course of study | دبلوم |
| Master's degree | a period of one or two years of study after the completion of a Bachelor's degree | ماجستير |
| PhD | a doctorate; the highest degree awarded by a university faculty | الدكتوراة |
| Private university | a university not operated by a government | جامعة خاصة |
| Public university | a university that is funded by a government | جامعة حكومية |
| degree | a qualification that is given to you when you have successfully completed a course of study | درجة |
| qualifications | official records of achievement awarded upon the successful completion of a course . | مؤهلات |
| enrol | to officially arrange to join a school, university or a course | يسجل |
| Online distance learning | a formalized teaching and learning system by using electronic communication | التعلم عن بعد |

- What is the reason for having a high standard of education in Jordan ?
Because the government considers education a necessity .
- Who is responsible for all schools in Jordan ?
The Ministry of Education (MOE)
- How many years do students study free and compulsory ? Ten years
- What kind of education is optional in Jordan ?
Pre-school and kindergarten education is optional.
- There are two kinds of education in university. Mention them.
Academic and vocational education.
- How many public universities are there in Jordan ? Ten public universities.
- Two groups of people study in the public universities. Who are they ?
Jordanian students and foreign students from all over the world.
- In which universities do the most undergraduate students study ?
The University of Jordan in Amman, Yarmuk University in Irbid and Al Balqa Applied University in Salt.
- How do students who wish to complete their university studies while working at the same time?
They enroll onto online distance learning programmes.
- Give an example of a newer university .
The German-Jordanian University in Amman
- There are three types of education in universities in Jordan. Mention them.
Undergraduate , postgraduate and vocational learning.
- There are three types of education in the students' life mention them .
A kindergarten to secondary – Ten years of free compulsory education – higher education
- Would you prefer to do an academic or a vocational course when you finish school? Why ?
- What are the advantages and disadvantages of both face-to-face and distance learning courses ?
You can work while studying – You can save more time – You pay less money

Find the best type of course or situation for the following people :

| People | Courses and institutions |
|--|------------------------------|
| 1. a child who is too young to start primary school | pre-school or kindergarten |
| 2. an undergraduate who wants to get a first degree | public or private university |
| 3. someone who wants a degree from non-free paying university | a public university |
| 4. a postgraduate with a first degree, who wants to study further | Master's degree |
| 5. a postgraduate with a Master's degree, who wants to study further | A PhD |
| 6. someone who is unable to attend university but wants a degree | Online distance learning |

Learn English fast – The natural way – AB-37

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** .

تعلم اللغة الإنجليزية بسرعة – الطريقة الطبيعية

يقال أن أفضل وسيلة لاكتساب اللغة هي أن تزج نفسك في ذلك، وهذا ما نقدمه في الإنجليزية القصوى: الانغماس الكلي .

Total Immersion :

You will stay in one of our beautiful apartments. You will 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.

الاندماج الكلي :

سوف تبقى في واحدة من شققنا الجميلة. سوف تسمع وتتكلم الإنجليزية طوال اليوم. يمكنك إما الانضمام لمجموعة صغيرة من الطلاب الآخرين من مستوى مماثل لك ، أو تطلب دورة مصممة خصيصا لك. على سبيل المثال، يمكن ان تطلب دورة في اللغة الإنجليزية الأكاديمية لإعدادك للدراسات الجامعية أو الدراسات العليا، أو المسار المهني لمساعدتك في حياتك المهنية. وفي كلتا الحالتين، سوف تعيشون ونعملون معا كأسرة واحدة.

What will I be doing ?

In the morning, 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 will visit local places of interest, go shopping, take part in sports, etc.

In the evening, 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.

ما الذي يمكنني أن افعله ؟

في الصباح، وبعد وجبة الإفطار، واحد أو أكثر من مدرّبيننا ومدرسيننا ذوي الخبرة سوف يصل، وسيكون لديك ثلاث ساعات من التعليم المكثف. ثم، بعد التمتع بالغداء معا حول الطاولة، سوف تقوم بزيارة الأماكن المحلية المهتم بها ، والذهاب للتسوق، والمشاركة في الألعاب الرياضية، الخ. في المساء، سيكون هناك اختيار للأنشطة الثقافية، على سبيل المثال المسرح أو حفل موسيقي، أو قد تفضل الاسترخاء في المنزل والدرشة (باللغة الإنجليزية، بطبيعة الحال!) مهما فعلت، سوف يكون المعلمون معك، يتصرفون معك كمرشدين ومعلمين واصدقاء.

How long are the courses ?

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 onething- we'll do our very best to give you a first-class experience and send you home thinking and dreaming in English !

ما هي مدة الدورات؟

بعض الناس يأتون فقط لمدة أسبوع، وعادة ما يدهشون بمدى التقدم الذي يفعلوه في هذا الوقت القصير. ويأتي آخرون لمدة اسبوعين، ثلاث، او حتى أربعة أسابيع. الأمر متروك لك. تاكد من شيء واحد – سنبدل قصارى جهدنا لتعطيك تجربة من الدرجة الأولى ونرسلك للمنزل تفكر وتحلم في اللغة الإنجليزية!

| Key Word | Meaning in English | Arabic |
|----------------|--|--------------------|
| immerse | to be deeply involved in something and spend most of your time doing it. | يزج في – ينغمر في |
| tailor-made | custom-made ; made to fit exactly | يزج في – ينغمر في |
| tuition | teaching; especially in small groups | تعلم – دراسة |
| academic | connected with education | اكاديمي |
| postgraduate | someone who has finished their first degree and continuinig to studt a Master's or aPhD | دراسات عليا |
| undergraduate | someone who has not yet completed their first degree | المرحلة الجامعية |
| vocational | used to describe a particular job and the skills involved | مهني |
| career advisor | someone who provides information to help people to make choices about their training or work | مستشار مهني |
| drop (acourse) | To stop studying a certain subject at university | يسقط المادة |
| stand out | To be much better than other people or things | يبرز – يكون الافضل |

Answer the following questions :

- The text says that students will be living, as a family, Give two examples from the text that illustrate this .
 - The students eat and socialize together.
 - You will live and work together as a family.
- Which part of the day will be the most formal ? What happens then ?
The morning, when there are three hours of intensive tuition.
- What do you think "*a tailor-made course*" means in paragraph two ?
A course designed to meet the specific need of an individual students. / custom-made ; made to fit exactly
- Quote the sentence which indicates the place where participants will stay during their study ?
"You will stay in one of our beautiful apartments."
- What is the aim of taking a course in academic English ?
It helps to prepare you for undergraduate or postgraduate studies.
- What is the aim of taking a vocational course ?
It helps you with your career.
- The writer mentions two kinds of cultural activities. Mention them.
The theatre and a concert.
- After lunch, students will do many activities. Mention three.
They will visit local places of interest, go shopping, take part in sports, ...etc.
- Students have two options about the courses before they attend this school Mention them.
 - They can either join a small group of other students of a similar level, or request a tailor-made course.
 - They have to decide the duration of the course.
- Imagine you joined a small group of students on a course like this.
Think of three positive aspects, and three possible problems you may face .
Positive aspects : 1. Making new friends 2. Knowing others' customs 3. exchanging experiences
Possible problems : 1. Not adapting with others 2. feeling isolated 3. Relying on others.
- Would you go on a course like this? Why ? Why not ?
Yes, because I can improve my skills in English language.
- According to Extreme English, what two benefits can students achieve from taking these courses ?
They will give students a first-class experience and send them home thinking and dreaming in English !

Writing – Using pronouns :

Function : We use pronouns as ways to link paragraphs and ideas.

The following advice about preparing for exams was given by our teacher. **He** should know- as he has taken so **many of them** in his life ! He said, "It is not a good idea to study late at night. **This** is because your brain is tired then, and **it** is unlikely to retain the information as well. The best time to study is early in the morning. **That** is when you feel most awake."

He : our teacher

Many of them : exams

This : the reason why you shouldn't study late at night

It : the brain

That : early in the morning

The best time to study is early in the morning. **That** is when you feel most awake.

What is the function of using the pronoun that in the above sentence ? *link ideas*

Vocabulary : Word – building :**(Derivation)****Choose the correct form of the words to complete the sentences :**

| Verb | Noun | Adjective | Adverb- Arabic | Verb | Noun | Adjective | Adverb |
|----------------|--------------------|-------------|----------------|-----------|-----------------|----------------|----------------|
| experience | experience | experienced | تجربة | diet | diet | dietary | يغذي |
| dominate | dominance | dominant | يهيمن على | | economic | economical | اقتصاد ly |
| depend | dependance | dependant | يعتمد على | immerse | immersion | | ينخرط في |
| repeat | repetition | repeated | يعيد | memorise | memory | memorable | يتذكر |
| correct | correction | correct | يصحح | | multilingualism | multilingual | متعدد اللغات |
| circulate | circulation | | يدور | | nutrition | nutritious | تغذية |
| dehydrate | dehydration | | يجفف | | nutrients | | |
| advise | advice | | ينصح | | Pharmacy | Pharmaceutical | صيدلة |
| revise | revision | | يراجع | simulate | simulator | | جهاز محاكاة |
| concentrate | concentration | | يركز | | simulation | | (تقليد للواقع) |
| qualify | qualification | qualified | يوهل | tutor | tutor – | فترة – مدرس | يدرس – خاص |
| | | | | | tutorial | | |
| | | | | undertake | undertaking | | يلتزم بفعل شئ |
| | | | | utter | utterance | | لفظة (عبارة) |
| | | | | | vocation | vocational | مهني |

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 .
4. I'm confused. Could you give me some -----, please ?
5. Before an exam, you must ----- everything you have learnt.
6. In hot weather our bodies are in danger of -----.
7. Don't talk to the driver. He must -----.
8. How quickly does blood ----- round the body ?

وزارة 2016

9. Kareem is a ----- journalist, he has worked previously for many scientific journals. (**qualification**)
10. Doing lots of exercise won't keep you healthy if you don't eat ----- food as well. (**nutrients**)

Answers : 1. experience 2. dominant 3. depends 4. advice 5. revise 6. dehydration 7. concentrate 8. circulate 9. qualified 10. nutritious

Words connected with the body, eating and drinking and the mind : AB – 35**(circulation - memory - concentration - beneficial - diet - dehydration - nutrition)**

1. I used to eat too much junk food, but now I have a much healthier diet-----.
2. It's----- to take regular breaks when revising.
3. It's important to drink a lot of water in order to avoid-----.
4. Don't sit still for too long – move around frequently to increase your-----.
5. Zainab listens to music while she's working. It helps her-----.
6. Adnan never forgets anything! He's got an amazing-----.

Answers: 1 diet 2 beneficial 3 dehydration 4 circulation 5 concentration 6 memory

Complete the sentences with the correct words : AB-37

(academic - undergraduate - postgraduate - vocational)

1. After Naser 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.

Answers : 1. postgraduate 2. academic 3. undergraduate 4. vocational

Complete the the mind map with the following words and phrases : SB-89

(academic - undergraduate - PhD - postgraduate - vocational - degree - diploma - Master's degree - online distance learning - Private university - Public university)

| Education | | |
|--------------------------|-----------------------|------------------|
| Places and ways to study | Qualifications | Types of courses |
| online distance learning | degree | postgraduate |
| private universirty | deploma | undergraduate |
| public university | Master's degree - PhD | vocational |

Use the following collocations to complete the sentences below :

| Collocating Phrases | Defenitions | Arabic |
|---------------------|-------------------|-----------|
| draw up a timetable | write a scheduale | يصمم جدول |
| do exercise | keep fit | يتمرن |
| do a subject | study | يدرس |
| take a break | relax | يرتاح |
| make a start | begin | يبدأ |
| make a difference | change something | يغير شيء |

1. If you want to lose weight, yiu should ----- everyday.
2. The deadline is tomorrow, and you haven't done everything yet. You really must ----- .
3. If you send money to charity, you will ----- to a lot of lives.
4. You look tired. Why don't you ----- ?
5. I need to organize my time better. I think I'll -----.
6. Taha's organized participation in the seminar ----- and activates everyone there. (2016)

Answers :1. do exercise 2. make a start 3. make a difference 4. take a break 5. draw up a timetable 6. Make a difference

Replace the underlined misused collocation in the following sentence with the correct one :

7. If you send money to a charity, you will do exercise to a lot of lives. (2018)

Indirect Questions

1. **Function** : We can use indirect questions to ask questions in a polite, formal way.
3. The structure is like a reported question but it ends with a question mark.

| Direct Questions | Indirect Questions |
|---|--|
| Questions is introduced with (what , where , why , who , when , how , ... etc.). | |
| Could you tell me ... ? | ١. نضع (Wh - How) كما هي في جملة الحل واذا لم توجد في السؤال نضع (If) |
| Do you know ..? | ٢. (do) تحذف ونكمل باقي الجملة كما هي |
| Do you mind telling me ..? | ٣. (does) تحذف ويضاف للفعل s-es... |
| Could you explain .? | ٤. (did) تحذف ويحول الفعل للماضي |
| | ٥. اذا لم يوجد في الجملة (do-does-did) نعكس الفاعل مع الفعل المساعد ثم نكمل الجملة - ملاحظة : لا يتغير زمن الجملة او الضمائر او الظروف |
| | ٦. استخدام (Do you mind ...) مع اسئلة (Yes / No) نحول الفعل الرئيسي الى (V+ing) |
| | ٧. استخدام (Do you mind ...) مع اسئلة (Wh-Q) تصبح (Do you mind telling me + wh |
| | ٨. استخدام (Do you mind ...) مع اسئلة (Why) تصبح (Do you mind explaining why |
| What time is it ? | Do you know what time <i>it is</i> ? |
| Why was he late ? | Can you tell me why <i>he was</i> late ? |
| When does the lesson end ? | Do you know when the lesson <i>ends</i> ? |
| How did you make that cake ? | Do you mind telling me how you <i>made</i> that cake ? |
| Yes / No questions are introduced with (if / whether) | |
| Did she make it on time ? | Can you tell me <i>if she made</i> it on time ? |
| Is this the right bus for the school ? | Could you tell me <i>if/whether this is</i> the right bus for the school? |
| Is the restaurant closing now ? | Do you know <i>if the restaurant is</i> closing now ? |

- | | |
|--|--|
| - What is the time, please ? | Could you tell me what the time is , please ? |
| - Who is that man ? | Do you know who that man is ? |
| - Why is the train late ? | Do you mind telling me (explaining) why the train is late ? |
| - Where is the nearest bank, please ? | Could you tell me where the nearest bank is , please ? |
| - How did you solve this puzzle ? | Could you explain how you solved this puzzle ? |
| - Is there a post box near here, please ? | Do you know if there's is a post box near here, please ? |

Rewrite all these direct questions as indirect questions using all the following phrases :

- 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 ? -----

Complete the questions with words the following words :

(how - how much - if - when - where - whether - who - why)

1. Do you know ----- we can take water into the exam ?
2. Could you tell me ----- this book costs , please ?
3. Do you know ----- I've passed my exams 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 will know our results ?
8. Do you mind **explaining** ----- the sky sometimes looks red ?

Answers : 1- if 2. how much 3. whether 4. where 5. how 6. who 7. when 8. why

Complete the following indirect questions : AB – 36

Complete the sentences so that they mean the same as the ones above them :

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** -----?
7. Where's the post office, please ?
Do you mind -----?
8. Where does the bus go from ?
Could -----?
9. Could you explain the best way to revise ?
I wonder -----.
10. Could you explain what you mean by "mnemonics"?
What -----?
11. Do you know how much sleep a teenager needs ?
How -----?
12. How can I get to Queen Alia airport by public transport ? **2016**
Could you tell me -----?
13. Is there a connection between the amount of TV people watch and how fit they are ? **2016**
Do you know -----?
14. Are students allowed to navigate the internet during the open exam ? **2017**
Do you know -----?
15. Does the bell ring at eight or half past eight ? **2017**
Do you know -----?
16. " What can't we bring into the plane ?" **2018**
Could you tell me -----?

Rearrange the words to make indirect questions :

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

Answers :

1. I wonder if you could explain the best way to revise
2. Do you know how much sleep a teenager needs ?
3. Could you tell me how much revision I should do ?
4. Do you mind giving me a glass of water ?
5. Do you know whether exercise is better in the morning or in the evening ?

المبني للمجهول الغير مشخص The Impersonal Passive

Function : The Impersonal Passive is a formal way of reporting thoughts, sayings, beliefs and opinions .

| المبني للمعلوم Active Sentences | المبني للمجهول الغير شخصي Impersonal Passive |
|---|---|
| <p>We can use the impersonal passive with: expect – expected (say = said , think = thought , claim = claimed , believe = believed , prove = proved , know – known, assume - assumed ١. نضع it كفاعل في البداية ٢. نحول الفعل الاول للمبني للمجهول ويبقى باقي الجملة كما هي</p> | |
| - Scientists say that dolphins are highly intelligent | - It is said that dolphins are highly intelligent |
| - Scientists used to think that the Earth was flat. | - It used to be thought that the Earth was flat . |
| - People believe that learners will absorb the grammar as they learn vocabulary. | - It is believed that People believe that learners will absorb the grammar as they learn vocabulary. |
| - People say that children are afraid of ghoasts . | - It is said that children are afraid of ghoasts . |

3. The impersonal passive can also be used with (object + infinitive) :

١. نبدأ بالفاعل الثاني بعد (that) كفاعل لجملة المبني للمجهول .
٢. نحول الفعل الاول للمبني للمجهول ثم نضيف كلمة (to) مباشرة .
٣. نحول الفعل الثاني بعد كلمة (to) حسب القواعد التالية :

| تحويل الفعل الاول للمبني للمجهول | تحويل الفعل الثاني بعد كلمة (to) |
|--|---|
| V1 / V+s ----- (am – is – are) + V3 | V1 / V+s ----- V-inf. |
| V2 ----- (was – were) + V3 | am, is, are----- be |
| will , can, must , has to , used to ----- (will , used to + be) + V3 | was, were ----- have been |
| has / have + V3 ----- (has / have + been) + V3 | V2 / has +V3 / have + V3 / had +V3 ----- have +V3 |
| am, is, are, was, were + V-ing ---- (am ,is ,are,was,were) + being +V3 | will + V-inf. ----- V- inf. |

امثلة على البدء بالفاعل الثاني بعد كلمة (that)

| | |
|--|---|
| - They believe that the story is true . | - The story is believed to be true. |
| - People know that he is talented. | - He is known to be talented. |
| - People say that children are afraid of ghoasts . | - Children are said to be afraid of ghoasts. |
| - People believe that solving puzzles keeps the brain active. | - Solving puzzles is believed to keep the brain active. |
| - They think that she has written a book. | - She is thought to have written a book. |
| - They think that you lived in London. (past Simple) | - You are thought to have lived in London. (Present Perfect) |
| - People believe that Ali was a great person. | - Ali is believed to have been a great person. |
| - People think that the government was building new schools | - The government is thought to have been building new schools. |
| - They think that you had lived in Amman. | - You are thought to have lived in Amman. |
| - They believe that it will rain. | - It is believed to rain |

التحويل العكسي

١. نحذف الكلمات من الفعل المساعد الى كلمة (to) .
٢. نحضر الفاعل الموجود في الجملة قبل الفعل المساعد ونضعه بعد كلمة (tha)
٣. نعيد الفعل المحول بعد كلمة (to) الى حالته الاصلية
٤. اذا لم يكن فعل المبني للمجهول محول الى المعلوم ... نحوله اولاً ثم نبدأ بالخطوات السابقة

- The brain **is said to** be good like a computer.
- **Scientists say** -----
- Exercise **has been proved to** be good for concentration by experts.
- **Experts** -----
- Doing regular exercise **is believed to** reduce the risk of several diseases.
- **People believe** -----

Use the *impersonal passive* to report the following sentences : SB – 53

1. People claim that Speaking a forien language improves the functionality of your brain.
Speaking a forien language, -----, improves the functionality of your brain.
2. People **believe** that language learning can also improve your decision-making skills.
It -----
3. **People think** that learning a new language also present the brain with unique challenges.
It -----
4. **They say** that students who study forein languages do better, on the whole, in general tests.
It -----

Rewrite the following sentences using the impersonal passive in two different ways : AB – 36

e.g. : They *say* that fish *is* good for the brain.

a. *It is said* that fish *is* good for the brain.

b. *Fish is said to be* good for the brain .

1. People think that we only use a small percentage of our brain power.
- **It** -----
- **We** -----
2. They claim that we remember things in our sleep.
- **It** -----
- **We** -----
3. People believe that solving puzzles keeps the brain active.
- **It** -----
- **Solving puzzles** -----
4. Experts *have proved* that exercise is good for concentration.
- **It** -----
- **Exercise** -----
5. They say that fish is good for the brain .
Fish -----
6. People say that the brain is like a computer.
It -----
7. People believe that Ali was a great person
Ali -----
8. They think that students studied hard.
Students -----
9. People believe that eating almonds reduces the risk of heart disease . **2016**
Eating almonds -----
10. Doing regular exercise is believed to reduce the risk of several diseases. **2016**
People believe that -----
11. They assumed that the last Olympic Games were a great success. **2017**
It -----
12. Experts have proved that eating fresh vegetables is good for the stomach. **2017**
Eating fresh vegetables -----
13. My English teacher says that English clubs are essential for learning English well. **2018**
English clubs -----

Editing

Edit the following text. There are three grammar mistakes, one spelling mistake and one punctuation mistake. Find and correct them.

It is believe that when you learn a forein language, it helps to use the language as much you can. You should take every opportunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.

1. beleieved 2. foreign 3. as much as you can 4. a conversation 5. books or magazines

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, two spelling mistakes and one punctuation mistake). Find out these four mistakes and correct them. Write the correct answer down in your ANSWER BOOKLET. 2016

Nutrision is very important, You should try to eat as much fresh fruit and vegetables as you can. It was essential not to become dehydrated, so drink lots of water,

1. Nutrition 2. . You 3. as many 4. water.

2018

Writing - Persuasive Letter رسالة اقناعية

Persuasive letter include :

1. A statement of the letter's purpose.
2. A brief and concise statement of the problem.
3. A detailed description of the problem.
4. A proposed solution.
5. A polite manner and formal language.
6. A restatement of the problem at the end.
7. A plea such as (I look forward to hearing from you regarding a solution to this issue.
8. A formal sign-off.

Dear Mr Hammad, (Greeting)

(Introduction : State why you are writing)

I am writing in view of the recent news that instruction in all modern languages at our school will be cancelled as of next year. A large proportion of the student body is extremely upset at this.

(Body : In two or three paragraphs, build up your persuasive argument)

However, there are wider implications of this move to stop teaching modern languages. In the first place, the school would lose many gifted students. This would result in falling performance across the school.

In addition to this, the school would attract students in similar interests, which would have a negative impact on student wellbeing. It is known that the students develop empathy and awareness in a nurturing, all-inclusive environment.

Most worryingly, modern languages is a department which which is growing in popularity as global job opportunities become more and more attainable. I am sure that you would not wish them to be disadvantaged by having no exposure to modern language teaching.

(Request : Ask for what you want. Show that you are flexible)

Therefore, if language teaching must be done by way of after school or lunchtime clubs, so be it, but cutting this area of study completely would be detrimental to both the school and the students.

(Sign-off : Add a sentence of good wishes before you sign-off)

I hope you will consider this letter when deciding the future of our school. Thank you.

Yours sincerely,
Nawal Mohsen

Quotation

" Anyone who stops learning is old, whether at twenty or eighty.

Anyone who keeps learning stays young." Henry Ford (1863 CE – 1947 CE)

من يتوقف عن التعلم يهرم سواء كان في العشرين او في الثمانين، ومن يستمر في التعلم يبقى شابا

Ford refers to the fact that the world is moving forwards, so people need to keep up with progress.

He also refers to the brain being "trainable". i.e. if you practice learning, you will learn more effectively.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(2017 - 2018)

Action Pack 12

Twelfth Grade

Unit 8

المستوى الرابع - (الكتاب الجديد)

Language



Emad Abu Alzumar

0785915568

0796145755

عماد ابو الزمر

مركز ابو الزمر الثقافي

Module 5 – Discourse : (Communication in speech or writing) الخطاب

Unit 8 – Language

The relationship between language and culture

Does the language we use influence the way we think ?

Or does our culture influence the way we use language ?

Sociologists have been *looking into* the questions for hundred of years. They (sociologists) have now begun to *look at* not just how people talk, but also how they (people) think, asking whether the way we understand and remember experiences is influenced by language. As a result of these studies, they (sociologists) 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 وتذكر 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 (the person) was responsible. Whereas English speakers might say, "Jones 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 (languages) speakers understand events. And whether someone is blamed for an action or *gets away with it* (an action).

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 الأسبانية أو اليابانية يستخدمون صيغة المبني للمجهول. ويعتقد أن مثل هذه الاختلافات بين اللغات لها تأثير على الكيفية التي يفهم فيها متحدثوها الأحداث، وفيما إذا كان شخص يلام على حدث ما أو أنه ينجو بقلته.

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 (the person) did the action. The Spanish and Japanese mentioned the person who responsible for intentional events, but left this (mentioning the person) out when they (the Spanish and Japanese) considered that event to be an accident.

في دراسة أخرى، طلب من المتحدثين باللغة الإنجليزية والأسبانية واليابانية مشاهدة فيديو لشخصين يفرقان البالونات، ويكسران البيض ويسكبان المشروبات، إما عن قصد أو غير قصد. وبعد ذلك، عندما طلب منهم أن يتذكروا الفيديو، ذكر المتحدثون باللغة الإنجليزية الشخص الذي قام بالعمل. بينما ذكر المتحدثون باللغة اليابانية والأسبانية الشخص المسؤول عن القيام بأحداث متعمدة، ولكنهم أهملوا ذلك عندما اعتبروا أن الحدث كان من دون قصد.

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

العلماء في جامعة نيوكاسل، في المملكة المتحدة، أجروا اختبارات لاثبات أن الثقافات المختلفة أيضا لديها طرق مختلفة لرؤية الألوان. وجدوا أنه باللغة اليابانية، على سبيل المثال، هناك كلمات مختلفة للازرق الفاتح والازرق الغامق والتي لا توجد في اللغة الإنجليزية. الناطقون الأصليون باللغة اليابانية، بالتالي، عملوا تمييزا أكثر وضوحا بين ألوان 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 لغتنا هي التي أثرت على طريقتنا في التفكير ؟ أم أن امتلاك اختلاف في العادات الثقافية قد أثر على كل من أفكارنا ولغتنا ؟ على الأرجح ، أن الثقافة والفكر واللغة جميعها تحدث معا .

| Collocations | Arabic |
|--|-------------------|
| Blame or punish a person for something he / she has done. (to say or think that someone or something is responsible for something bad) | يلوم أو يعاقب شخص |
| spill a drink : (to accidentally flow over the edge of a container) | يسكب شراب |
| pop a balloon : (to burst, or to make something burst, with a short, explosive sound) | يفرقع البالون |
| recall an event | يتذكر حدث |

| Key Word | Meaning in English | Arabic |
|----------------------|--|--------------------|
| sociologists | people who study human society and behaviour | علماء اجتماع |
| psychologists | someone who studies how people's minds works | علماء النفس |
| passive | a linguistic form that means the subject is not the person who carried out the action | مبني للمجهول |
| on purpose | to mean to do something | بهدف - بقصد |
| recall | <i>to remember</i> a particular fact, event or situation from the past | يتذكر |
| spectrum | the complete range of colours | الطيف |
| come up with | think of - produce something (an idea), especially when pressured or challenged | يتوصل الى - يخرج ب |
| get away with | to do something wrong without being discovered or with only a minor punishment | ينجو بفعلة |
| | not be blamed for | |
| intentional | done on purpose (intend - v / intention - n) | متعمد - مقصود |
| leave out | to not include (something or someone) - omit | يستثني - يحذف |

Which three languages are the most widely spoken in the world ?

1. Mandarin Chinese : Over 955 million speakers
2. Spanish : Over 470 million
3. English : 370 million
4. Hindi : 310 million
5. Arabic : 295 million

Answer the following 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 .

Yes, because the article states that if you are speaking English and are asked about something that has happened, you will answer using the name of the person who caused it. If you speak Japanese or Spanish, if you didn't think the person was to blame, you would answer in the passive. If you speak both languages, you need to adapt to the rules of each language and so you can have different ways of looking at a situation.

2. What does the phrase "**carry out**" in bold in the second paragraph mean ? Complete , do

3. Read the concluding paragraph again. What's your opinion ? Do you agree ?

Justify your answer with examples . (culture , thought and language have all come about together.)

I agree with the writer's opinion because I think language and culture are related to each other because language expresses culture by conveying and talking about it by explaining everything and every incident happened during the time of the civilization.

4. Sociologists began to look at two kinds of questions about the influence of language.

What are they ? They have now begun to look at not just how people talk, but also how they think.

5. The differences on language have an effect on two things . Mention them .

- How languages speakers understand events.
- Whether someone is blamed for an action or gets away with it.

6. When learning a foreign language, what other things you should learn ?

The culture , history of the language and people's habits and how they see the world.

7. Scientists have been thinking of two things. What are they ?

How people talk and how they think

8. What does the study carried out by the sociologists suggest ?

The study suggests that culture, thought and language have all come about together to affect our thoughts and our language.

Speaking with signs

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 (in France), the language was developed further.

يعتقد ان الايطاليين كانوا اول الناس الذين توصلوا الى لغة الاشارة في القرن السادس عشر. ثم اخذت هذه الفكرة الى فرنسا في القرن السابع عشر، حيث تم تطوير اللغة اكثر.

One of the early developers of sign language was Charles-Michel de l'Epee, whose (Charles-Michel de l'Epee) mother tongue was French. He (Charles-Michel de l'Epee) picked up sign language while he was working with deaf people in Paris in the eighteenth century.

من اوائل المطورين للغة الاشارة شخص اسمه تشارلز ميشيل ديبيبي، الذي كانت لغته الام الفرنسية. التقط لغة الاشارة بينما كان يعمل مع الصم في باريس في القرن الثامن عشر.

The language was being used by two deaf sisters as a form of communication. De l'Epee then set up a school for deaf people, which (a school for deaf people) 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.

استخدمت هذه اللغة من قبل اثنتين اصمتين كشكل من اشكال التواصل. قام بعد ذلك تشارلز ديبيبي بانشاء مدرسة للصم، والتي تم تكرارها / نسخها في اوروبا. وهذه هي المرة الاولى التي تم فيها تعلم لغة الاشارة بفعالية، وعملت تأثير هائل على حياة الصم.

Just as there are different spoken languages in countries around the world, each country has its (each country) own sign language. Sign language is used as a first language by about 70 million people in the world.

ولان هناك لغات منطوقة مختلفة في انحاء العالم، فان كل دولة لها لغة اشارة خاصة بها. وتستخدم لغة الاشارة كلغة اولى من قبل حوالي 70 مليون شخص في العالم.

The use of sign and spoken language doesn't 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.

لا يختلف استخدام لغة الاشارة واللغات المنطوقة. كلاهما يمكن ان يستخدم لاطعاء ومشاركة المعلومات، ورواية القصص، واستعمالها في محادثات غير رسمية وخطابات رسمية. كلاهما له اسلوبه ولهجاته المختلفة، وكلاهما يتطور باستمرار.

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.

كثير من اشكال لغة الاشارة العربية طورت، وهناك تقريبا عدد مماثل من لغات الاشارة العربية مثل عدد البلدان الناطقة بالعربية.

Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those (people) with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, **it** (sign language) is now being recognized and taught as an optional foreign language.

حديثا، تم تعزيز فوائد لغة الاشارة ليس فقط للصم، ولكن ايضا لذوي السمع الطبيعي. في بعض المدارس، تقدم لغة الاشارة كلغة اجنبية. ومثل كل اللغات، لان لغة الاشارة لها بنية قواعدية، فانها تعرف الان وتعلم كلغة اجنبية اختيارية.

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 (who) master sign language to be able to communicate with a new international community.

تعلم لغة الاشارة له فائدة كبيرة لاي شخص، سواء كان يسمع او انه اصم. ومثل تعلم اي لغة جديدة، فان لغة الاشارة تتضمن وتحدي الدماغ. وهي ايضا تسمح للناس الذين يتقنون لغة الاشارة ان يتمكنوا من التواصل مع عالم جديد.

| Key Word | Meaning in English | Arabic |
|-------------------|--|----------------------------|
| come up with | produce something (an idea), especially when pressured or challenged | يتوصل الى - يخرج ب |
| mother tongue | the first and main language that you learnt when you were a child | اللغة الام |
| replicate – n / v | to produce a copy of something | يكرر - يستنسخ |
| register | a technical term for words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing. | النمط اللغوي (عامي - رسمي) |
| dialect – n | a form of language which is spoken in only one area / dialectal (adj) | لهجة |
| evolve | to develop gradually. – evolution (n) / evolutionary (adj) | يتطور |
| first language | The language that you first learn as a child | اللغة الام |

Answer the following questions :

- 1. Who were first people to come up with a sign language system in the sixteenth century? The Italians**
- 2. Where was sign language developed after the 16th century ? In which country ? In France**
- 3. How was the language being used by two deaf sisters ? As a form of communication**
- 1. In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people ?**

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. Sign language is a language in its own right, just as all spoken languages are. Do you agree or disagree ? Justify your answer .**

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. Do you agree that hearing people would benefit from learning sign language ? Why?Why not?**

Hearing people would benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.
- 4. The author suggests that the use of sign languages and spoken languages do not differ, how is that?**

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.
- 5. Why are sign languages being offered as a foreign language in some schools?**

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.
- 6. Why is learning sign language beneficial for anyone . Mention two reasons .**

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

2016

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

a- share information b- tell stories c- have informal discussions d- give formal talks
- 2. Learning sign language is beneficial for anyone for two reasons. Write these two reasons down.**

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. Replace the underlined phrase "to think of" with the correct phrasal verb . Come up with**
- 4. Quote the sentence which shows that there is not only one Arabic sign language.**

"There are almost as many Arabic sign languages as there are Arabic-speaking countries.
- 5. What does the underlined word "it" refer to ? sign language**
- 6. Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems .**

a- Teaching sign language at schools.
b- Publishing books and TV programmes for deaf people.
c- Encouraging people to communicate with deaf people.

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.

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.

What are they talking about ? AB – page 42

It is fascinating to observe the way language is **absorbed** by a baby. He or she (ababy) 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 (words). 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 "بابا". 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 (twins) development is sometimes slower. It is thought that this (twins' development is sometimes slower) may be because some twins have less one-to-one interaction with adults than single babies have, and they (twins) spend more time communicating with each other.

و مع ذلك، مع التوائم ، فإن القصة قد تكون مختلفه قليلا . أو لا تنمو التوائم في بعض الاحيان بشكل أبطأ . ويعتقد ان هذا قد يكون بسبب أن بعض التوائم لديهم تفاعل مع البالغين أقل مما لدى الاطفال الذين يولدون بشكل فردي . وهم يمضون وقتا أطول وهم يتواصلون مع بعضهم البعض .

Secondly, more twins seem to develop their (twins) own unique language. While this (more twins seem to develop their own unique language) is not very common, It is certainly fascinating. They (twins) speak-and seem to undersand – strange 'words' and sounds that nobody else can make out.

This (strange 'words' and sounds that nobody else can make out) is known as 'cryptophasia' . Certainly, what they (twins) say isn't understood by anyone else, but is it (cryptophasia) really a language ?

ثانيا ، بعض التوائم يبدو انهم يطورون لغة فريدة خاصه بهم . في حين ان هذا ليس شائعا جدا . إلا أنه امر مشوق بالتأكيد . فهم يتحدثون - ويبدو انهم يفهمون - " كلمات " وأصوات غريبه و التي لا أحد اخر غيرهم يمكنه ان يفهمها . هذه اللغة معروفه باسم " كريبتوفوشيا cryptophasia " . 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 (twins) 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 (both children) are very likely to recognize what the other one says.

على الرغم من انه أمر مغري أن نعتقد أن هذه التوائم حقا يخترعون لغة سريه خاصه بهم ، إلا أن الحقيقه ربما أبسط من ذلك بكثير . معظم الخبراء يعتقدون بما أن الطفلان يجربان اللغة في نفس الوقت ، و كلاهما تعرض لنفس الأصوات و المحفز منذ الولادة ، فمن المحتمل أنهما يتعرفان على ما يقوله الاخر .

In other words, they (both children) are both developing their (both children) 'real' language at the same pace and making the same mistakes along the way.

وبكلمات أخرى ، كلاهما يطور لغته " الحقيقه " بنفس السرعه ويرتكبان الأخطاء نفسها في عمليه التعلم .

| Key Word | Meaning in English | Arabic |
|--------------|-------------------------------------|---------------|
| tempting | attractive – desirable (adj) | مغري |
| experimental | part of an experiment (adj) | تجريبي |
| stimuli | things that make you interested (n) | مثير - حافز |
| pace | speed (n) | سرعة |
| mimic | copy, make the same sound (v) | يقلد |
| absorbed | received (v) | يستوعب - يمتص |

Answer the following questions :

- 1. According to the article, twins don't always develop in the same way as single babies. How many differences does it describe, and what are they ?** Two differences :
 - a. Twins sometimes develop language more slowly than single babies.
 - b. Twins may also develop their own language.
- 2. The article suggest one reason for the slower language development of some twins. What is it ?**

They have less one-to-one interaction with adults than single babies have.
They spend more time communicating with each other.
- 3. What does 'cryptophasia' mean ?**

The unique language that twins develop between themselves.
- 4. Do some twins really communicate with strange words and signs ?** Yes, they do.
- 5. Do most experts believe that twins invent secret languages ?**

No, they don't . Twins develop their language in the same way as other children –by experimentation..
- 6. Suggest three ways to help twins develop their language fast .**
 - Spending more time interacting with others.
 - Twins should be separated from each other .
- 7. A baby starts to try out two kinds of sounds after a few months of his birth . Mention them.**
 - experimental noises and mimic sounds.
- 8. Why is the development of twins language sometimes slower ? (2 reasons)**
 - Because some twins have less one-to-one interaction with adults than single babies have.
 - They spend more time communicating with each other.

Vocabulary :

Gender-neutral الكلمات التي لا تدل على جنس

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

gender-neutral words are important (because they show that roles are not suitable only for men or only for women – both men and women can do them).

| Gender-neutral words كلمات محايدة بين الجنسين | Gender-specific words كلمات محددة الجنس | Arabic |
|---|---|---------------|
| business person | businessman / businesswoman | رجل اعمال |
| sales assistant / salesperson | sales man / sales lady | مساعد مبيعات |
| head teacher | headmaster / headmistress | مدير مدرسة |
| humans | mankind | البشر |
| postal worker | post man / post woman | عامل بريد |
| chairperson | chairman | رئيس |
| sailor | seaman | بحار |
| astronaut | spaceman | رائد فضاء |
| police officer | policeman / policewoman | موظف شرطة |
| flight attendant | steward / stewardess | مضيف طيران |
| firefighter | fireman | عامل اطفاء |
| they | he / she | هم |
| their | his / her | لهم |

Study the following sentence entry and answer the question that follows.

Write the answer in your ANSWER BOOKLET.

2016

A **postman** delivers your post.

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

Choose the best options to complete the sentences :

1. For centuries, (**mankind has** / **humans have**) preserved cultures 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 policewoman** / **officer.**)
6. Every fireman should do his job responsibly . (**Made it Gender-neutral**) Firefighter

Answers : 1. humans have 2. postal worker 3. flight attendants 4. their 5. officer

Complete the sentences to give a similar meaning . Ex. 6 – page 41 - AB

Use the correct form of the verbs in brackets :

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. It wasn't done on purpose 3. Who is responsible for these children ?
4. It was a great experience . 5. What is Jaber and Mahmoud's relationship ?

Complete the sentences with the following verbs . Ex. 5 – page 41 - AB

(**affect – blame – pop – prove – punish – recall – spill**)

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 ----- 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 : **pop – blame – spill – recall – affect**

Rewrite the sentences by replacing the words in bold with the correct pronouns .

Ex. 4 – page 41 - AB

(**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** on line.
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**.
9. When Omar gave a speech, the class looked at ----- in admiration.

(**he , his , him , them**)

2018

Phrasal Verbs الأفعال المركبة

A **verb** that is followed by one or two particles that change its meaning .
 e.g. : We are asking candidates to **carry out** their tasks .

| Transitive Verbs الأفعال المتعدية | Intransitive Verbs الأفعال اللازمة |
|---|--|
| <p>Phrasal verbs which have objects after them.</p> <p>come up with / look into / leave out / point out carry out / think of / make up / get away with</p> <p>1. They came up with a good idea. 2. We are looking into the problem.</p> <hr/> <p>3. Sometimes the object can go between the verb and the particle Object pronouns always go between the particle. - Please point his sister out . Point her out NOT Point out her - carry out a short task = carry a short task out carry it out NOT carry out it</p> <hr/> <p>4. Sometimes the verb and the particle cannot be separated - They came up with a good idea NOT They came a good idea up with - get away with it</p> | <p>Phrasal verbs which don't have objects.</p> <p>grow up / get on well / come about / stand out / speed up / make out</p> <p>1. Where did you grow up ? 2. My sister and I get on well .</p> <hr/> <p>Separable : أفعال يمكن فصلها carry out – find out – leave out – look up – look over – point out – take pack – take up take off - take away</p> <hr/> <p>Not separable : أفعال لا يمكن فصلها get away with – look into come up with - look at</p> |

| Key Word | Meaning in English | Arabic |
|------------------------|--|--------------------------------------|
| come up with | produce something, especially when pressured or challenged think of (an idea , a way ,) | يتوصل الى - يخرج ب يفكر ب - يبتكر |
| get away with | to do something wrong without being discovered or with only a minor punishment not be blamed for | ينجو بقلته |
| go ahead with | to begin to do | يباشر |
| get on with | be friendly | يتماشى مع |
| look forward to | to wait with pleasure | يتشوق الى |
| look into | to investigate – to study (a problem , incident , matter , the story) | يستقصي، يتفحص |
| come about | happen or take place (The past = happened – took) | يحدث |
| carry out | to do – to perform – complete (a task , experiment , research) 2017 | ينفذ ، يجري |
| point out | to show – to make clear | يوضح ، يبين |
| make out | understand | يفهم |
| find out | discover | يكشف |
| leave out | to not include (something or someone) - omit it | يهمل - يحذف |
| stand out | to be much better than other similar people or things | يبرز - يتميز |
| make up | invent | يخترع |
| speed up | hurry up | يكشف |
| grow up | spend my childhood | يتربى - يتعرع |

Replace : (come about – come up with – find out – leave out – look into – point out – speed up) AB

1. Ahmad should **hurry** or he will be late. -----
2. I **thought of** a great idea while I was swimming. -----
3. That's amazing idea. How did you **discover** it ? -----
4. That's 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. speed up = hurry 2. thought of = came up with 3. discover = find it out
 4. omit it = leave it out 5. show it = point it out 6. happened = came about

| Word | Meaning in English | Arabic |
|-------------|---|---|
| look | Look up a word in the dictionary Look for something you have lost Look forward to something exciting | يبحث في القاموس يبحث عن شيء يتطلع بامل |
| get | Get over an illness, and feel better Get up in the morning Get on with your work and complete it | يتغلب على ينهض من النوم يبدأ عمله |
| take | Take up a new hobby Take away some fast food Take off your shoes when you get home | يبدأ بممارسة ياخذ بعض الطعام السريع يخلع الحذاء |
| go | Go away from home for a holiday Go back to where you started Go a head with a plan, and do it | يغادر البيت يعود يتابع او يستمر |

Complete the following sentences using the correct words of the phrasal verbs :

If necessary, use the pronoun (it , them , me)

(carry out – look into – leave out – get away with – come up with – come about)

- 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 made this cake, but as I haven't got any today, I am 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

Circle the correct phrasal verbs : Ex. 2 – AB- page 40

- Can you (**point at** – **point out**) my mistake 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 result of the experiment which we (**carried out** – **left out**) yesterday were very interesting.
- I hope I can (**come up wit** – **come about**) away of solving this puzzle.
- Bayan promised her boss that she would ----- the matter and find out what had gone wrong.2016

Answers : 1. point out 2. look into 3. got away with 4. carried out 5. come up with 6. look into

Replace the words and phrases with the phrasal verbs : Ex. 3 – AB- page 40

(carry out – come about – come up with – get away with – grow up - leave out – look at - look into - point out)

- Let's *investigate* the story and discover what really happened. -----
- I wish scientists would *think of* a way to prevent flu !-----
- I was born in a small village, but I didn't *spend my childhood* there.-----
- This Maths homework is difficult ! Could you *show me* where I've gone wrong ?-----
- Before I can solve the problem, please tell me- how did it *happen* ?-----
- I need to *do* some research before I start my project .-----
- Yaseen has replaced the plate he broke, so he will *not be blamed for* it. -----
- 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 come about 6. carryout 7. get away with 8. leave out

Study the following sentence and answer the questions 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 .

Tag Questions

Function : To check or query information .

1. If the sentence is affirmative, the question tag is usually negative :

| | |
|---|--|
| is..... isn't / are aren't / do ... don't / must ... mustn't | الفعل المساعد المثبت يصبح منفي |
| isn't..... is / aren't are / don't do / mustn't ... must | الفعل المساعد المنفي يصبح مثبت |
| V-inf. don't / V+s-esdoesn't / V2didn't | إذا لم يكن في الجملة فعل مساعد |
| - has to , has (main verb) doesn't - have to , have (main verb)don't - has + V3hasn't - have + V3haven't - had to , haddidn't - had + V3hadn't | بعض حالات الأفعال (has - have - had) |
| - Let's shall we ? - I will shall I ? - I am / I'm aren't I ? - Open the door. will you / won't you ? - Don't / Neverwill you ? - I wish may I ? | بعض الحالات الشاذة |
| - He's playing / He's a doctor isn't - He's done (V3)hasn't - I'd like (V1)wouldn't - I'd done (V3)hadn't - I'd ratherwouldn't - I'd betterhadn't | بعض حالات ل (is – has – would – had) |
| - everyone, everybody , no one , nobody, someone, somebody - somebody ----- , ----- they ? | إذا بدأت الجملة بأحدى هذه الكلمات يكون الضمير في السؤال (they) |
| - everything , nothing , anything , this , that - Nothing ----- , ----- it ? | إذا بدأت الجملة بأحدى هذه الكلمات يكون الضمير في السؤال (it) |
| - never – rarely – hardly – barely – scarcely – neither – no one - nothing – nobody | الكلمات التالية تدل على النفي فيكون السؤال الذيلي مثبت |
| We can rephrase questions starting (Shall I ?) : e.g. Shall I help you with your homework ? (Make a question tag) I'll help you with your homework, shall I ? | إعادة صياغة الجملة التي تبدأ ب (Shall I) |

- e.g. : You're a doctor , ----- ?
 e.g. : This unit is about communication , ----- ?
 e.g. : You have read this book , ----- ?
 e.g. : She does speak English, ----- ?
 e.g. : He is *never* on time, ----- ?
 e.g. : There aren't any ice hotels in this country , ----- ?
 e.g. : You haven't done your homework , ----- ?
 e.g. : She doesn't speak English , ----- ?
 e.g. : He never speaks English , ----- ?
 e.g. : They should help , ----- ?
 e.g. : We can't walk away, ----- ?

- e.g. : You won't forget , ----- ?
- e.g. : We mustn't be late , ----- ?
- e.g. : The meeting is next Wednesday , ----- ?
- e.g. : It isn't tomorrow, ----- ?
- e.g. : They attend this school , ----- ?
- e.g. : You do speak English , ----- ?
- e.g. : I have to do my homework , ----- ?
- e.g. : He has to start his essay , ----- ?
- e.g. : He speaks English , ----- ?
- e.g. : You helped your father last night , ----- ?
- e.g. : You didn't meet him , ----- ?
- e.g. : Let's go home , ----- ?
- e.g. : I'm right , ----- ?
- e.g. : I'm not right , ----- ?
- e.g. : Open the door , ----- ?
- e.g. : Don't smoke ! , ----- ?
- e.g. : Nobody wants to come , ----- ?
- e.g. : Nobody has written the homework , ----- ?
- e.g. : Somebody came early , ----- ?
- e.g. : Nothing affects me, ----- ?

Make tag questions :

Ex. 6 – page 61

1. You did English at university last year, ----- ?
2. You don't understand what gender-neutral mean, ----- ?
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 , ----- ?

Make tag questions :

Ex. 8 – page 61

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, ----- ?
9. Jordan University has a good reputation, ----- ?
10. You have to get high marks in your exams, ----- ?

Complete the following question tags : Ex. 10 – page 43 - AB

1. You live in Zarqa, ----- ?
2. They can't hear, ----- ?
3. It's funny, ----- ?
4. He has to go , ----- ?
5. She went home , ----- ?
6. I haven't won, ----- ?
7. You won't be late, ----- ?
8. He wasn't very well, ----- ?
9. You'd rather not tell me, ----- ?
10. Lima is the capital of Peru, ----- ?
11. He'd better try harder, ----- ?

Correct the verbs between brackets : :

1. Ibrahim ----- English fluently, doesn't he ? (speak)
2. Drivers ----- drive too fast, should they ? (should)
4. You ----- do your homework , did you ? (did)
5. You ----- your father last night , didn't you ? (help)
6. Somebody ----- stolen my car , haven't they ? (have)
7. Nobody ----- to play chess , do they ? (want)
8. I ----- late , am I ? (be)
9. The bank ----- him the money, didn't it ? (lend)
10. You ----- seen it before. didn't you? (have)
11. You ----- do your homework, don't you ? (have to)
12. ----- hard, will / won't you ? (study)
13. ----- smoke, will you ? (do)
15. He -----tall, isn't he ? (be)
16. You ----- take sugar in tea , don't you? (do)
17. You -----to phone me , will you ? (forget)
18. Nobody ----- yet, have they ? (arrive)
19. Everybody ----- there, won't they? (be)

Complete each of the following sentences by adding the correct question tag to the end of each of them .

1. I have to quit fatty food , ----- ? 2016
2. The food in the restaurant wasn't extremely good, ----- ? 2016
3. Let's walk along the beach, -----? 2016
4. Kids mustn't eat too much chocolate , ----- ? 2017
5. Children have had their lunch , ----- ? 2017
6. Let's fight against poverty, -----? 2017
7. Saleem and his brother spoke French in the conference, ----- they ? (do) 2016
8. The keyword ----- the student to answer the question, won't it ? (help) 2017
9. The English alphabet doesn't have 40 letters, ----- ? (does it – did it – doesn't it – didn't it) 2018

Make tag questions and answer them :

1. Omar speaks English fluently, -----?
2. Drivers should drive slowly, -----?
4. You didn't visit your uncle , -----?
5. You helped me last night , -----?
6. This boy lives in Jordan , ----- ?
7. Somebody has stolen my car , ----- ?
8. Nobody wants to play chess , ----- ?
9. He is reading a book , ----- ?
10. They aren't going to Aqaba , ----- ?
11. Everybody will be there, -----?
12. He is not tall, -----?
13. They play football daily , -----?
14. You will study English, -----?
15. You're buying a new mobile , -----?
16. You do take sugar in tea , ----- ?
17. You've just bought a new mobile , ----- ?
18. You won't forget to phone me , ----- ?
19. You don't always use a security number , ----- ?
20. After the accident, he couldn't use his hands , ----- ?
21. Nobody has arrived yet, -----?
22. Everybody looked so miserable, -----?
23. She's had too much to do lately, -----?
24. It won't happen, -----?
25. Nobody's got to leave early, -----?
26. You'd rather not tell me, -----?
27. He'd better try harder, -----?

Passive Voice

المبني للمجهول

| Active | Passive |
|---|---|
| Present Simple : المضارع البسيط S + V1 + O Sami <u>plays</u> tennis. | Present Simple : O + (am – is – are) + P.P + by + S Tennis <u>is played</u> by Sami. The competition <u>is held</u> every year. |
| Past Simple : الماضي البسيط ^{v2} S + V2 + O Ali <u>drove</u> a lorry. | Past Simple : O + (was / were) + P.P + by + S A lorry <u>was driven</u> by Ali. Many important things <u>were invented</u> in the 20 th century. |
| Future Simple : المستقبل البسيط S + (will / shall , can , could, has to, have to, used to) must , should , may, might , going to + V . inf. + O Ali <u>will visit</u> Sami. The manager <u>will be interviewing</u> me. | Future Simple : O + (will / shall , ...) + be + P.P + by + S Sami <u>will be visited</u> by Ali. The project <u>will be completed</u> before the deadline. I can't come tomorrow. I <u>will be being interviewed</u> for a job. |
| Present Continuous : المضارع المستمر S + (am-is-are) + V. ing + O He <u>is playing</u> tennis now. The committee is planning the festival. | Present Continuous : O + (am-is-are) + being + P.P + by + S Tennis <u>is being played</u> now. The festival is being planned by the committee. |
| Past Continuous : الماضي المستمر S + (was / were) + V. ing + O He <u>was playing</u> tennis. The teacher was explaining the lessons | Past Continuous : O + (was / were) + being + P.P + by + S Tennis <u>was being played</u> . The lessons <u>were being explained</u> . |
| Future Perfect : المستقبل التام (models + have) S + will + have + P.P + O He <u>will have completed</u> the work. | Future Perfect : O + will + have + been + P.P + by + S The work <u>will have been completed</u> By 2025 CE, public transport system <u>will have been changed</u> . |
| Perfect : الزمن التام S + (has-have-had) + P.P + O Sami <u>has finished</u> painting. | Perfect : O + (has-have-had) + been + P.P + by + S Painting <u>has been finished</u> by Sami. The school <u>has been renovated</u> recently. When you finished your homework, the cake <u>had been eaten</u> . |

Rewrite the following sentences in the passive form : Ex. 10 – page 43 - AB

1. People speak Spanish in most South American countries, but they speak Portugues in Brazil .

 Spanish is spoken in most South American countries, but in Brazil, Portugues is spoken

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.

6. Nobody asked him to clean my car.

Complete the text with the correct passive form :

(page 63 – SB)

Jordanian sign language, or Lughat al-Ishara al-Urdunja (LIU), is the sign language that ----- **(use)** in Jordan. The language has several dialects. LIU ----- **(relate)** to other sign language in the Middle East, but *none* of these ----- **(research)** extensively. An introductory grammar of Jordanian sign language ----- **(publish)** *in 2004 CE*. By publishing this book, it ----- **(hope)** at the time that hearing Arabs with an interest of 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 in the Middle East ----- **(carry out)**. Interest in LIU has grown since then, and *at the moment* a lot of research into the language ----- **(do)** .

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

Correct the verbs in the passive form :

1. Jordanian sign language is the sign language that ----- in Jordan. **(use)**
2. LIU ----- to other sign language in the Middle East. **(relate)**
3. *None* of these ----- extensively. **(research)**
4. An introductory grammar of Jordanian sign language ----- in 2004 CE. **(publish)**
5. *In 2004 CE*, it ----- that students would learn more about the LIU. **(hope)**
6. *At the moment* a lot of research into the language ----- . **(do)**
7. Different goods among countries **can be** ----- by traders. **(transport)**
8. The original Mont Black Tunnel ----- *in 1965* . **(complete)**
9. The tunnel **was being** ----- to carry 450,000 vehicles a year . **(design)**
10. Thirty –nine people ----- in the tunnel fire *last year*. **(kill)**
11. The driver stopped *after* smoke ----- coming out of the lorry's engine . **(see)**
12. It was more than two days *before* the fire ----- by fire fighters . **(put out)**
13. My car ----- *yesterday*. **(repair)**
14. Oliver Twist ----- *since* the industrialization period in Englsnd. **(publish)**
15. My school ----- *by 2020 CE*. **(complete)**
16. English and Arabic ----- all over the world. **(speak)**
17. According to our teacher's instructions all of our compositions ----- in ink.
He won't accept papers written in pencil. **(write) 2015**
18. A new vocational school *has* ----- recently in my area. **(build) 2016**
19. Many Jordanian poems ----- *now*----- into English, and people all over the world are able to read them. **(translate) 2016**
20. Smaller amounts of food, live animals and machinery -----to the EU *in 1997*. **(export)**
21. Our final science project has ----- as the best project. **(be,choose) 2017**
22. Sign language ----- in the 16th century. **(not, invent)2018**

Rewrite the following sentences in the passive form :

1. The government must give compensation to the people who were moved .

The people who were moved -----

2. You could have visited Petra .

Petra -----

3 . The company will deliver the final report to all the new offices .

The final report -----

4. The patient must take the medicine on time.

The medicine -----

5. People saw smoke coming out of the forest .

Smoke -----

6. The government will have constructed the new railway by 2015.

The new railway -----

7. We don't always have to change the oil filter.

The oil filter -----

8. Nothing can stop social changes.

Social changes -----

9. We have to grow bananas .

Bananas -----

10. They wouldn't have rescued the climbers .

The climbers -----

11. Children musn't leave bicycles in the driveway .

Bicycles -----

12. Somebody switched on the lights.

The lights -----

13. Jordan imports 96% of its energy from the neighboring Arab countries.

96% of Jordan's energy -----

14. Parents must not give their children everything they want.

Children -----

15. Arab mathmaticians invented algebra. SB – page 80

Algebra -----

Quotation

"The limit of my language is the limit of my world" Ludwig Wittgenstein

حدود لغتي حدود عالمي

I agree because all you know is what you have words for. So your world, and therefore your language, is limited to where you live and your knowledge. As you expand your world and knowledge, so does your language.

Write a letter to your friend about living in Jordan. Talk about the following things :

(food – shopping – eating out – language – meeting people – school rules – public transport - money – travel – sightseeing

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(2017 - 2018)

Action Pack 12

Twelfth Grade

Unit 9

المستوى الرابع - (الكتاب الجديد)



Emad Abu Alzumar

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0796145755

عماد ابو الزمر

مركز ابو الزمر الثقافي

The world of business

This is an interview with a Jordanian businessman about his experiences in China.

Doing business in China

Today, we (interviewer) talk to Mr Ghanem, a businessman based in Amman who (Mr Ghanem) often visits China. We asked him (Mr Ghanem) when he first started doing business with China.

اليوم، يجتمعنا الحديث بالسيد غانم وهو رجل أعمال في عمان، والذي غالباً ما يزور الصين، سألناه متى بدأ عمله التجاري مع الصين لأول مرة؟ فأجاب قائلاً: "لا زلت أقوم بأعمال في الصين لعدة سنوات، حيث كانت رحلتي الأولى عام ٢٠٠٤ م، والتي لم تكن ناجحة".

'I've been doing business with China for many years. My first trip there was in 2004 CE, and it (Mr Ghanem's first step) was not very successful.'

Why was it not successful?

'I worked for a small computer company in Amman. They (a small computer company) sent me to China when I was still quite young. If only (If only = I wish) the company had realised that the Chinese respect age and experience more than youth!'

ولم لم تكن ناجحة؟ فأجاب: "عملت لدى شركة حاسوب صغيرة، وارسلونني إلى الصين عندما كنت صغير السن، ويا ليت الشركة كانت مدركة بأن الصينيين يحترمون العمر والخبرة أكثر من كون الشخص شاباً!"

Did you make any mistakes on that visit?

'Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China, you need to earn their (Chinese people) respect (disrespect = opposite). Chinese business people will always ask about a company's successes in the past. However, because I worked for a new company, I could not talk about its (a new company) track record. We (Mr Ghanem's company) did not do any business deals on that first trip.'

وهل ارتكبت أخطاء في تلك الزيارة؟ نعم، تمنيت لو أنني قمت بالبحث في الثقافة الصينية قبل أن أزور الدولة، فلكي تكون ناجحاً في الصين فأنت بحاجة إلى أن تكسب احترامهم، حيث يسأل رجال الأعمال الصينيون عن نجاحات الشركة في الماضي، ولأنني عملت في شركة وليدة (جديدة)، فلم أستطع الحديث عن سجلها الأدائي، ولم نقم بأية صفقات في تلك الزيارة الأولى."

When did you learn how to be successful in China?

'I joined a larger company and they (a large company) sent me on a cultural awareness course. On my next visit to China, it (the next visit to China) felt as if I hadn't known anything on my first visit!'

وكيف تعلمت أن تكون ناجحاً في الصين؟ "التحقت بشركة أكبر، وقاموا بإرسالني لدورة في الوعي الثقافي (الحضاري)، وفي زيارتي التالية للصين، شعرت وكأنها أول رحلة لي إلى الصين."

What advice can you give to people wanting to do business in China?

'Before I visit a company, I send recommendations from previous clients. I also send my business card with my job position and qualifications translated into Chinese.'

ما هي النصيحة التي توجهها لمن يرغب بالقيام بالأعمال في الصين؟ "قبل أن أزور شركة ما، أقوم بإرسال توصيات من زبائن سابقين، كما أقوم بإرسال كرت أعمال مع وظيفتي ومؤهلاتي مترجمة إلى الصينية."

Can you tell us about your last meeting in China?

'Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with him gently. I began the meeting by making small talk about my interesting experiences in China. During the meeting, I made sure that my voice and body language were calm and controlled. I never told a joke, as this may not be translated correctly or could cause offence.'

هل يمكن أن نخبرنا عن آخر لقاء لك في الصين؟ "بالطبع! وصلت في الوقت المناسب، يجب عليك ألا تصل متأخراً؛ لأن ذلك يعكس عدم الاحترام، وعندما قابلت مدير الشركة، صافحته بلطف، وقد بدأت المقابلة بحديث يسير عن تجاربي الممتعة في الصين، وخلال المقابلة، تأكدت من كون صوتي ولغة جسدي هادئين ومضبوطين، ولم أخبره بأي طرفة (نكتة)؛ ولأنها لربما تترجم بشكل غير صحيح أو تسبب هجوماً".

I , me, my , you , your = Mr Ghanem

Was it a successful meeting?

'Yes, it was. I knew that the director had researched my business thoroughly before the meeting, so I was prepared for **his** (the director) detailed questions. When I began negotiating, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting was successful.'

وهل كانت مقابلة ناجحة؟ " نعم، لقد كانت ناجحة، عرفت أن المدير قد بحث عن عملي بشكل كامل قبل المقابلة، لذا كنت متأهباً (مستعداً) لأي أسئلة تفصيلية، وعندما بدأت النقاش، بدأت بالقضايا المهمة، حيث يعتقد الصينيون بتجنب النزاع، ومن المهم دوماً أن تكون صبوراً، وكنت متجهزاً لتسوية الخلاف، ولذا في النهاية، المقابلة كانت ناجحة.

Which of the following do you think is most and least essential in a business meeting?

| Key Word | Meaning in English | Arabic |
|--------------------------------------|---|----------------------------------|
| do a deal | to arrange an agreement in business | يعقد صفقة |
| shake hands | To move someone's hand up and down in a greeting | يصافح |
| tell a joke | to say something to make people laugh | يقول نكتة |
| make small talk | to have an informal chat with someone in order to start a conversation | يعمل حوار بسيط |
| negotiate | to discuss something in order to reach an agreement, especially in business or politics | يفاوض |
| track record | all of a person's or organisation's past achievements, successes or failures which show how well they have done something | سجل الأداء |
| give a business card | To give someone a card that shows a business person's name, position and contact details | يقدم بطاقة اعمال |
| be able to answer detailed questions | to have the ability to understand complicated questions and respond to them appropriately | قادر على الاجابة على اسئلة مفصلة |

Read the interview again and answer the questions :

1. Why was Mr Ghanem's first business trip to China not successful?

It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.

2. What do you think is a "track record" (line 18)?

A 'track record' is your reputation based on the things you have done or not done in the past.

3. What does the word 'his' in bold in the text refer to?

The director

4. What changed when Mr Ghanem visited China for the second time?

He had been on a cultural awareness course and so he knew how to do business in China.

5. What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?

The need to be culturally aware.

The need preparation.

The need to listen carefully and negotiate.

6 Do you think that you would be a successful business person in China? Why/Why not?

Chinese value old and experience, so I think I wouldn't be a successful person now but after being old and having too much experience, I may become successful

7. Why was Mr Ghanem's first business trip to China unsuccessful?

Because he didn't have enough experience about China, and he was too young.

8. Why could not Mr Ghanem talk about the new company's track record ?

Because it is new and he is new in the company.

9. How is Mr Ghanem's second visit to China ? What changed ?

He had been on a cultural awareness course and so he knew how to do business.

10. What is the advice Mr Ghanem gives to people before doing business in China ?

Before visiting a company, they should send recommendations from previous clients. They also should send your business card with your job position and qualifications translated into Chinese.

11. Quote the sentence which shows the importance of patience in meetings.

"It is always important to be patient."

12. How could you be successful in China ?

- You need to earn their respect.
- You should know about the Chinese culture.
- You should have a good track record.

13. You mustn't tell jokes during the meeting with Chinese ? Explain.

This may not be translated correctly or could cause offence.

14. What helped Mr Ghanem to be successful in his next trip to China ?

He joined a larger company and they sent him on a cultural awareness course.

15. Mr Ghanem does two things before doing business . Mention them.

- He sends recommendations from previous clients.
- He also sends his business card with his job position and qualifications translated into Chinese.'

16. Write two pieces of advice to avoid conflict with Chinese .

- It is always important to be patient.
- You should be prepared to compromise.

Critical Thinking :

Success needs tirdness . Explain .

I think you have to work hard, train and learn more in order to be successful. Also, you can be successful by developing your skills in various fields.

2017 صادرات وواردات بلدنا (SB, p.66) Our country's imports and exports

In this report, we (researchers) will look at the countries that (countries) Jordan trades with and what goods it (Jordan) exports and imports.

في هذا التقرير، سنتناول الدول التي يتاجر معها الأردن، والبضائع التي يصدرها ويستوردها.

First, let's look at **exports**. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of **the largest** in the world. *Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers. Pharmaceuticals* and other industries represent 30% of Jordan's Gross Domestic Product(GDP), and 75% of Jordan's pharmaceuticals are exported. *However, the majority (65%) of the economy is dominated by services, mostly travel and tourism.* Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

أولاً: دعونا ننظر إلى الصادرات، حيث أن الأردن غني بالبوتاس والفوسفات، وصناعة استخراج هذه المعادن تعد واحدة من أكبر الصناعات في العالم، فلا يستغرب أن 30% من المواد الكيميائية والأسمدة تعد من أكبر صادرات الأردن، كما وتمثل صناعة الدواء والصناعات الأخرى 30% من المنتجات المحلية الضخمة في الأردن، ويصدر الأردن 75% من منتجات الأدوية. وعلى أية حال، فإن الغالبية 65% من اقتصاد البلد مسيطر عليه من قبل الخدمات، معظمها من السياحة والسفر، كما أن معظم صادرات الأردن يذهب للعراق والولايات المتحدة الأمريكية والهند والمملكة العربية السعودية

Now let's look at **imports**. Unlike some other countries in the Middle East, Jordan does not have large oil or gas **reserves**. *For that reason, Jordan has to import oil and gas for its (Jordan's) energy needs.* Its (Jordan's) other main imports are cars, medicines and wheat. In 2013 CE, 23.6 % of Jordan's imports were from Saudi Arabia. This (23.6%) was followed by the EU, with 17.6 % of its imports. Other imports have come from China and the United States.

الآن، دعونا نتناول الواردات، وبخلاف بعض الدول الأخرى في الشرق الأوسط فإن الأردن لا يملك مخزوناً ضخماً من النفط والغاز، ولهذا السبب، فإن على الأردن استيراد النفط والغاز لحاجاته في الطاقة. حيث أن وارداته الرئيسية الأخرى هي السيارات والأدوية والقمح، ففي عام 2013 م، فإن 23.6% من واردات الأردن، كانت من المملكة العربية السعودية، وتبعته بالاتحاد الأوروبي بنسبة 17.6% من وارداته، وواردات أخرى أنت من الصين والولايات المتحدة الأمريكية.

Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It (Jordan) signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. *Trade with the EU and North Africa in particular is likely to grow.*

ويحظى الأردن باتفاقيات تجارية حرة أكثر من أية دولة عربية أخرى، ويقوم بالتجارة بحرية مع العديد من الدول، بما فيها الولايات المتحدة الأمريكية وكندا وماليزيا. أما هي المناطق الأخرى المهمة للأردن؟ أولاً الأردن وقع اتفاقية تجارية مع الاتحاد الأوروبي عام 1997 م، كما وقع اتفاقية تجارية أخرى مع كل من مصر والمغرب وتونس في عام 2004م، وفي عام 2011.

| Key Word | Meaning in English | Arabic |
|-----------------------------------|---|----------------------|
| exports (n) | goods sold to another country / export (v) exportation (n) | صادرات |
| imports (n) | goods bought from other countries / import (v) importation (n) imported (adj) | واردات |
| goods | things that are produced in order to be sold | بضائع |
| extraction (n) | the process of removing and obtaining something from something else extract (v) | استخراج / استخلاص |
| reserve (n) | something kept back or set aside, especially for future use / reserve (v) | مخزون |
| pharmaceuticals (n) | companies which produce drugs and medicine / pharmaceutical (adj) | شركات أدوية |
| domestic (adj) | relating to or happening in one particular country and not involving any other countries / domesticate (v) / domesticity (n) | محلي |
| Gross Domestic Product (n) | the value of a country's total output of goods and services / | إجمالي الناتج المحلي |
| dominate (v) | to be the most important feature of something / dominance (n) dominant (adj) | يهيمن - يسيطر |
| mineral (n) | a substance that is present in some foods and is needed for good health ; a substance that is found naturally in the earth / mineral (adj) | معادن |
| fertiliser (n) | a substance that is put on the land to make crops grow fertilise (v) fertilisation (n) fertile (adj) | سماد |
| agreement (n) | an arrangement or promise to do something, made by two or more people, companies or organisations / agree (v) | اتفاقية |

Read the report again and answer the questions.

1. What does the article suggest that many of Jordan's fertilisers are made from?

They are made from potash and phosphate, as this is what Jordan is rich in.

2. Why does Jordan import a lot of oil and gas?

Because it does not have enough of its own reserves for the needs of the country.

3. Which country supplies Jordan with most of its imports? Saudi Arabia

4. Why is trade with the EU and North Africa likely to grow?

Because Jordan has signed trade agreements with both areas.

5. Write the reason (purpose , aim) for writing this report .

To look at the countries that Jordan trades with and what goods it exports and imports.

6. Mention two minerals that Jordan is rich in . Potash and phosphate.

7. What are the main exports of Jordan ? Chemical and fertilizers.

8. Where do most of Jordan's exports go to ?

Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

9. Find in the text the opposite (antonym) of the word "export" ? Import

10. What are Jordan's main imports ? Oil , gas , cars, medicines and wheat.

11. Why does Jordan have to import oil and gas for its energy needs?

Because Jordan doesn't have large oil and gas reserves.

12. Where do Jordan's imports come from ? Which countries ?

Jordan's imports were from Saudi Arabia, the EU, China and the United States.

13. How can we decrease or stop importing wheat from other countries. Suggest .

- a. encouraging farmers by offering them money and fertilizers.
- b. Giving deserted lands to farmers freely.
- c. Stopping building in fertile lands.
- d. Helping them by offering new machines.

14. Quote the sentence which indicates the information about Jordan's natural resources.

Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world.

15. Suggest three ways to decrease Jordan's imports of oil and gas from other countries .

- a. Decreasing the use of electricity in our homes.
- b. Depending more on solar energy and wind farms. (renewable sources)
- c. Using public transports in our travels.

16. Why do countries need to export and import goods?

They export goods to increase the economy and make money, and they import goods that are rare in the country.

17. Why should our community buy Jordanian goods?

To support Jordanian economy and industries.

18. Quotation: "Unless the exchange be in love and kindly justice, it will but lead some greed and others to hunger." Do you agree with it? Why? Why not? Gibran Khalil Gibran

I agree with the quotation. I think that Gibran is talking about trade here. He is talking about mutual respect, and this could be applied to any exchange, as well as trade. He is perhaps commenting on the emergence of capitalism.

Whether you're selling *a new type of toothpaste* to a chain of pharmacies, *the latest computer software* to a school or *a new kind of package holiday* to a travel agency – you need to know ...

سواء أكنت تبيع نوعاً جديداً من معجون الأسنان لعدد من الصيدليات، أو آخر برامج الحاسوب لمدرسة، أو نوع جديد من عروض العطلات لوكالة سفر فإنك بحاجة إلى أن تعلم...

كيف تقوم بعرض المبيعات (خطاب بيع) **How to make a sales pitch**

1. Do your research **قم بإجراء بحثك**

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. *Do you know when it (your product) was developed, and where it (your product) is produced?* You also need to know who the target market is – for example, the age group or income of the people who (people) might buy it (your product). Not only that, you should know all about the competition – that is, similar products on the market. *Why is your product superior to others (other products) and why does it (your product) have better value?*

لا تخرج من عرض دعائي للمبيعات متمنياً لو أن استعدادك كان أفضل، فمعرفة منتجك أمر أساسي، هل تعرف متى تم تطويره؟ وأين تم إنتاجه؟ كما أنك بحاجة لأن تعرف من هم الفئة المستهدفة في السوق، فمثلاً، عمر ودخل الناس الذين يحتمل أن يشتروا المنتج، ولا يقف الأمر عند ذلك، بل يتعداه لوجوب معرفة كل ما يتعلق بالمنافسة، بما معناه المنتجات المشابهة في السوق. لماذا يتفوق منتجك على المنتجات الأخرى؟ ولماذا يحظى بقيمة فضلى؟

In addition, you should know exactly which people you are speaking to, and what their (people) needs are. For example, if they (people) represent a middle-class department store in a humble neighbourhood, be ready to explain why your particular product would suit customers who (customers) do not have lots of money. *What makes your product perfect for them (customers)?* Most of all, you need to believe in what you're selling, and the best way to do that is to use it!

وإضافة إلى ذلك، ينبغي عليك أن تعرف بدقة الناس الذين تتحدث إليهم، وما هي حاجاتهم، فعلى سبيل المثال، إذا كانوا يمثلون الطبقة الوسطى بمنطقة متواضعة، فكن على استعداد لبيان سبب مناسبة منتجك للطبقة الكادحة الذين لا يملكون الكثير من المال. وما الذي يجعل منتجك مثالياً لهم، وبالجملة فأنت بحاجة لأن تعتقد بما تبيعه، والطريقة الفضلى لتحقيق ذلك هي استعمال المنتج!

2. Prepare and practice **حضر نفسك وتدرّب**

Plan your presentation carefully, not just what you will say, but how you will say it (your presentation). *Will you read it word by word, use notes or memorise it?* Whatever you decide, it is always a good idea to have a list of your main points, in case something interrupts you, or you simply freeze with nerves (it happens!). Then practise it (your presentation), if possible in front of colleagues. Make changes and practise it again.

خطط لعرضك التقديمي بحذر، ليس فقط ما ستقول، ولكن كيف ستقولها أيضاً؟ هل ستقرأ كلمة كلمة، أو تستعمل ملحوظات أو تحفظه عن ظهر قلب؟ مهما كان قرارك، فمن الجيد أن تحتفظ بقائمة تضم النقاط الرئيسية، في حال قاطعك شيء ما، أو تجمدت أعصابك (تحدث). اثم تمرن عليها وإذا أمكن الأمر أمام زملائك، أحدث تغييرات وتدرّب عليها مرة أخرى.

3. Be professional **كن محترفاً**

Keep your presentation short and simple. Start with some friendly comments. *For example, thank your hosts for allowing you to speak to them (hosts), and compliment their (hosts) company.* Remember to speak slowly and clearly. It is important to appear confident (even if you're nervous!). While you're speaking, don't keep your head down. *Instead, look round the room and make eye contact with your audience* Smile! When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it (finding out the answers)!). Finally, have a summary of your presentation ready to hand out at the end of the session.

I wish I had known all this (information of experience) when I started out in business! Good luck!

اجعل عرضك التقديمي قصيراً وبسيطاً، وابدأ ببعض التعليقات الودية، فمثلاً أشكر المستضيفين على السماح لك بالتحدث إليهم، وأثن على شركتهم، وتذكر أن تتحدث ببطء ووضوح، ومن الضروري أن تبدو واثقاً بنفسك حتى ولو كنت خائفاً! وحال الكلام، لا تبق رأسك للأسفل، وبدلاً من ذلك انظر حول الغرفة واتصل بعينيك بجمهورك وابتسم! وعندما تفرغ من الحديث، افتح المجال للأسئلة، وإذا لم تعرف أجوبة ما لا تتظاهر بالمعرفة واشكر السائل، وعده بالبحث عن الجواب وقم بذلك بحق. وختاماً، احتفظ بملخص لما تم تقديمه لتوزيعه في نهاية الجلسة. أتمنى لو أنني عرفت كل ذلك عندما بدأت العمل في مجال الأعمال! حظاً جيداً

| Key Word | Meaning in English | Arabic |
|------------------|---|------------------|
| package holiday | an organised trip with everything included in the price (travel, accommodation, food) | حزمة رحلة |
| sales pitch | a presentation made by someone who is trying to sell a product | خطاب بيع |
| target market | people who are identified as possible customers | السوق المستهدف |
| age group | a set of people of similar age | الفئة العمرية |
| department store | a large shop that sells many different types of things | متجر لسلع مختلفة |

| Key Word | Meaning in English | Arabic |
|-------------------|--|-------------|
| sales pitch (n) | the statements and promises that someone makes to try to persuade someone to buy something | خطاب البيع |
| machinery (n) | machines, especially large ones | ماكينات |
| knitwear (n) | clothing made from wool | ملابس صوفية |
| extensively (adv) | in a way to cover or affect a large area | بشكل توسعي |
| marketing | The study of selling products to customers | تسويق |

Read the previous web page and answer the questions.

1. Give two examples for knowing the target market. Everything about your product such as :

- The age group
- Knowing all about the competition
- The income of the people who might buy it
- Knowing which people you are speaking to, and what their needs are.

2. What is a sales pitch ?

The statements and promises that someone makes to try to persuade someone to buy something

3. What is the best way to believe in your product ?

The best way is to use it.

4. Why is it a good idea (recommended) to have a list of your main points ?

In case something interrupts you, or you simply freeze with nerves.

5. Quote the sentence which shows the body language which should be used when speaking with clients.

“Instead, look round the room and make eye contact with your audience.”

6. What should sellers do while giving their presentations ? (Recommendations by experts)

- Keep your presentation short and simple.
- Start with some friendly comments
- Speak slowly and clearly
- It is important to appear confident
- Don't keep your head down
- Instead, look round the room and make eye contact with your audience Smile!

7. How can we make a sales pitch ?

- Doing our research
- Preparing and practicing
- Being professional

8. What is the definition of " department store" ?

A large shop that sells many different types of things

9. What should you do at the end of the session ?

You should make a summary of the presentation.

10. What qualities should your presentation have ?

- Keep your presentation short and simple.
- Start with some friendly comments

Vocabulary

1. Complete the collocations with the verbs in the box. One verb is not needed.

| Collocations | Arabic |
|-------------------|----------------|
| make - a mistake | يرتكب خطأ |
| ask - questions | يسأل اسئلة |
| Shake - hands | يصافح |
| earn - respect | يكسب الاحترام |
| join - a company | ينضم الى شركة |
| cause - offence | يسبب اساءة |
| make - small talk | يعمل حديث قصير |

2. Complete the sentences with *collocations* from exercise 1. The first one is done for you.

1. Be very careful when you answer the questions, and try not to make a mistake.
2. If you are polite, you won't -----or upset anybody.
3. Before the serious discussion starts, we always ; ----- it's often about the weather!
4. Nasser has applied to ----- the----- where his father works.
5. In business, when you meet someone for the first time, it's polite to-----.
6. After the talk, there will be a chance for you to----- about anything you don't understand.
7. By working hard, you will----- the -----of your boss.

Answers : 1 make a mistake 2 cause offense 3 make small talk 4 join , company 5. shake hands 6. ask questions 7. earn, respect

3. Complete the explanations with words from the box. One word is not needed.

(**compromise - conflict - negotiate - patient - prepared - previous - track record**)

1. When you talk about business and try to do a deal, you _____.
2. When you are ready for something, you are _____ for it.
3. When you can prove that you have experience, you have a _____.
4. When two sides disagree and argue, there is _____.
5. When each side changes their position a little so that they can agree, they have managed to _____.
6. When you stay calm and take your time, you are being _____.

Answers : 1 negotiate 2 prepared 3 track record 4 conflict 5. compromise 6. patient

5. Choose the correct word(s) to complete the text about *exports* from Jordan to the European Union.

Litening

(**exported - had exported - imported - was exported - was imported - were exported**)

Jordan has sold goods to the EU for many years. In fact, it ----- many products to the EU even before the 1997 CE trade agreement was made. The chart shows goods that Jordan ----- to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals(16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery -----to the EU. The section called 'other' included sales of goods related to forestry and mining.

Answers : 1 had exported 2 exported 3 were exported

Derivation

| Verb | Noun | Adjective | Adverb | Verb | Noun | Adjective | Adverb |
|-----------|----------------|-------------|--------|--------|------------------------|------------|--------|
| qualify | qualification | qualified | يؤهل | advise | advice | advisable | ينصح |
| recommend | recommendation | recommended | يوصي | | youth | young | صغير |
| succeed | success | successful | ينجح | | awareness | aware | ادراك |
| memorize | memory | memorable | يتذكر | | Nutrition nutrients | nutritious | تغذية |

4. Complete the sentences with the correct form of the words in brackets.

1. Before you apply for a job, check that you have the correct **qualifications**. (qualify)
2. The company is pleased with your work and is happy to give you a _____ . (recommend)
3. Congratulations on a very _____ business deal. (succeed)
4. We should always be ready to listen to good _____. (advise)
5. My father often talks about what he did in his _____. (young)
6. It's important to have an _____ of different countries' customs. (aware)
7. The graduation ceremony was a very _____ occasion for everyone. (memory)
8. Nuts contain useful _____ such as oils and fats. (nutritious)

Answers : 1 qualification 2 recommendation 3 successful 4 advice 5. youth 6. awareness 7. memorable 8. nutrients

Pronunciation : Intonation – p-61

1. You did English at university last year, *didn't you?* [falling]
2. You did English at university last year, *didn't you?* [rising]
3. You don't understand what gender-neutral means, *do you?* [falling]
4. You don't understand what gender-neutral means, *do you?* [rising]

Explanations:

1. The falling intonation has the meaning of checking information.
2. The rising intonation means that the speaker is less sure.
3. The falling intonation means that the speaker is checking something they know.
4. The rising intonation implies that the speaker wants someone to explain this concept to them.

Pronunciation : Sentence stress – p-69

The word in **bold** in each sentence indicates the **stress**.

Say the sentences. How does the meaning of each sentence differ?

- a. **I** retired when I was 60, which was in 1999 CE.
- b. I **retired** when I was 60, which was in 1999 CE.
- c. I retired when I was **60**, which was in 1999 CE.
- d. I retired when I was 60, which was in **1999** CE.

Answers :

- a. It was I, not someone else, who retired.
- b. I did other things when I was 60, but this is when I retired.
- c. I was 60 when I retired not another age.
- d. It was in 1999 CE when I retired, not another year in the 1990s.

Grammar

1. Unreal past forms for past regrets : (wish = if only)

Function : We use (*wish* or *If only* + Past Perfect) to express **regrets** about the past.

We might use it to reflect on past actions if we are trying to improve our work or our behaviour.

الماضي غير الحقيقي للتعبير عن الندم (التحسر - الاسى) في الماضي

- The tense of the verb after **wish** is more in **the past** than the action it is describing.

الفعل المستخدم بعد wish يكون أقدم من الحدث الموصوف (الموجود في الجملة الأولى الأصلية)

- I **didn't do** much work for my exam. ----- I wish I **had done** more work for my exam.
- These shoes hurt my feet. ----- I wish I **hadn't bought** these shoes.
- We **didn't catch** the earlier bus. ----- We're late. **If only we'd caught** the earlier bus.
- I **slept** too long. ----- I wish I **hadn't slept** too long.
- If only I **hadn't slept** too long.

2. Unreal past forms for present wishes :

الماضي غير الحقيقي للتعبير عن الندم على اشياء (امنيات في الحاضر) ولكن مستحيل حصولها في المضارع

Function : We use (*wish* or *If only* + Past Simple)

to express wishes about **the present** that are impossible or unlikely to happen.

NOTE: We usually say *I wish / If only + were.*)

- I **don't know** the answer. ----- I wish I **knew** the answer.
- We **live** in a small flat ----- I wish we **lived** in a bigger flat.
- He **is not** tall enough. ----- He wishes he **were** taller.
- We **aren't** old enough ----- If only we **were** older.
- We **don't study** hard. ----- I wish we **studied** hard. - If only we **studied** hard.
- I wish we didn't visit the museum tomorrow. (اتمنى لو لم يكن عندي زيارة للمتحف غدا)

Wish = If only

| Rule | Unreal past forms for past regrets : (wish = if only) (express regrets about the past) |
|---------------------------------------|--|
| V2 ----- hadn't + V3 | I slept too long. I wish I hadn't slept |
| didn't + V-inf. ----- had + V3 | I didn't do If only I had done |
| wasn't - weren't ----- had been | I wasn't successful. I wish I had been |
| Rule | Unreal past forms for present wishes (wish = if only) (express wishes about the present) |
| V1 / V-s ----- didn't + V-inf. | We live in a small flat I wish we didn't live |
| don't / doesn't + V-inf. ----- V2 | I don't know the answer. I wish I knew the answer. |
| am / is / are ----- weren't | He is not tall enough. He wishes he were taller. |
| am not / isn't / aren't ----- were | He is far from here. He wishes he weren't far |
| regret + V-ing ----- hadn't + V3 | I regret being angry ----- I wish I hadn't been angry. |
| regret + not + V-ing ----- had + V3 | I regret not being happy. ---- I wish I had been happy. |
| should have + V3 ----- had + V3 | He should have been careful. - He wishes he had been |
| shouldn't have + V3 ----- hadn't + V3 | He shouldn't have been careless. He wishes he hadn't been .. |

تحويل الافعال

| | | | |
|--------------------------------|---------------------|---------------------------|--------------------|
| can | couldn't | can't | could |
| will | wouldn't | won't | would |
| am - is - are | weren't | am not - is not - are not | were |
| V1 / Vs-es | didn't + inf. | don't / doesn't + V | V2 |
| have to / has to | didn't have to | have / has | didn't have to |
| have + V3 / has + V3 | have / has | must - mustn't | hadn't to - had to |
| too / very - old - tall enough | so - older - taller | good / well | better |

1. Complete the sentences with the correct form of the verbs in brackets.

- 1 Ali did not pass his exams. If only he ----- harder last year. (study)
2 Ziad did not know about Chinese culture when he went on a business trip to China.
He wishes he ----- a cultural awareness course. (do)
3 It was too hot to go to the beach yesterday. If only it ----- cooler. (be)
4 I feel ill. I wish I ----- so many sweets! (not eat)

Answers : 1 had studied 2 had done 3 had been 4 hadn't eaten

2. Make sentences using (I wish or If only) to talk about things that you regret from the past.

You can use these examples if you wish:

1. • take piano lessons when I was a child

2. • visit England last summer

3. • read more classic novels in Grade 11

4. • visit my grandparents yesterday

5. • help my mother more in the kitchen

Answers : 1 I wish I had taken2 If only I had visited3 I wish I had read4 If only I had visited5. I wish I had helped

3. Think about one of the scenarios below. Use (I wish or If only) to talk about the regrets that you have.

الجملة جميعها منفية واصبحت في الاجابات مثبتة . (الندم = عكس ما حصل في الواقع)
- نستخدم (been) ان وجد في الجملة (was)

1. • an exam that you **did not do** as well in as you expected.

2. • a holiday or short trip that **was not** as enjoyable as you had hoped it would be.

3. • a telephone call or meeting that **was not** successful.

1 I wish I had done well in the exam. 2 If only it had been an enjoyable trip. 3 I wish the telephone call or meeting had been successful.

4. Choose the most suitable verb form to complete these sentences :

1. Ziad is not very good at basketball. He wishes he ----- taller!
(is / were / was)
2. I can't do this exercise. I wish I ----- it.
(understood / understand / understanding)
3. Mr Haddad does not understand the Chinese businessman. If only he ----- Chinese.
(speak / spoke / had spoken)
4. Jordan needs to import a lot of oil. If only it ----- larger oil reserves.
(has / had / had had)

Answers : 1 were 2 understood 3 spoke 4 had

I always have to get home early. I wish my parents ----- me stay out later. **2018**
(lets / won't let / would let / will let)

5. Complete the sentences with words from the box. The first one is done for you.

(had (x2) hadn't if only wish)

1. I couldn't understand anything. If only I'd studied Chinese!
2. Ibrahim was right and I was wrong. **I wish** I -----listened to him.
3. I ----- I'd known more about the company. **If** ----- I'd done some research!
4. I am very hungry! **I wish** I ----- eaten before I went to the conference.
5. I regret the deal now. **I wish** we ----- done it.

Answers : 1 If 2 had 3 wish – only 4 had 5. hadn't

6. Read the situations and complete the sentences. The first one is done for you :

1. Sultan forgot to do his Science homework. If only he hadn't forgotten to do it.
2. I regret going to bed late last night. I wish I ----- earlier.
3. Nahla could not find her way round the city very easily. If only she ----- a map.
4. Oh no! I've forgotten my library book. I left it at home. I wish I ----- .
5. Our team didn't play very well yesterday. If only they ----- better.

Answers : 1 hadn't forgotten 2 had gone to bed 3 had had 4 hadn't forgotten it 5. had played

7. Use the prompts and write sentences with (I wish and If only).

1. **I'm cold.** - If only I'd brought a coat. - I wish I'd brought a coat. (bring a coat)
2. We're late. (get up earlier)
3. I feel ill. (not eat so many sweets)
4. Fadi has lost his wallet. (be more careful)
5. Huda was too busy to visit us yesterday. (be able to come)
6. I've broken my watch. (not drop it)

Answers : 1. I wish I had brought a coat 2. If only we had got up earlier 3. I wish I hadn't eaten so many sweets
4. If only he had been more careful 5. I wish she had been able to come 6. If only I hadn't dropped it

8. Rewrite the sentences with the words in brackets :

1. Samia regrets being angry at breakfast time. (only)
2. If only I had concentrated properly in class today. This homework is really difficult. (I) 2016
3. Nader should have been more careful with his essay. He didn't get a good mark. (wishes)
4. I wish I had learnt English better when I was younger. (if)

Answers :

1. If only Samia hadn't been angry at breakfast time 2. I wish I had concentrated properly in class today
3. Nader wishes he had been more careful with his essay 4. If only I had learnt English better when I was younger

11. Complete the sentences using the correct form of the following prompts :

- (be older - have a camera with me - live in a big house)
(not have a headache - not be so far away - like the same things)

1. Our flat is very small. If only we lived in a big house.
2. Jaber isn't old enough to drive a car. He wishes he _____.
3. My brother and I never want to watch the same TV programme. I wish we _____.
4. I'm looking at a beautiful view, and I'd love to take a photo. If only I _____.
5. My cousins don't live near here. I wish they _____.
6. I want to go out this afternoon, but I don't feel well. If only I _____.
7. I am sorry that I didn't read that book. I wish _____ that book.
8. If you -----to learn a new language, you need to be motivated. (will want / want / wanted)
9. If only I ----- lost my ticket! (haven't / didn't / hadn't)

Answers :

1. If only we lived in a big house
2. He wishes he was older
3. I wish we liked the same things
4. If only I had a camera with me
5. I wish they weren't so far away
6. If only I didn't have a headache / a toothache

Read the situations and complete the sentences. The first one is done for you :

1. I regret *going* to bed late last night.
I wish I ----- earlier.
2. Samia regrets *being* angry at breakfast time.
If only -----.
3. I *should have* studied hard before the exam.
I wish -----.
4. I regrets I didn't Study English when I was young.
I wish -----.
5. Nader *should have* been more careful with his essay. He didn't get a good mark. (wishes) 2016

6. I regret *living* abroad for a long time . (wish) 2016

7. I regret *speaking* aloud in my class. (wish) 2017

8. Mohammad didn't consult his career advisor, so he felt sorry. (wish) 2017

Write wish sentences which could follow these beginnings :

1. I'm really tired, but I can't sleep at night . I wish -----
2. The weather's too hot at the moment . I wish -----
4. The streets are very dirty . I wish -----
5. Many people in my village smoke too much . I wish -----
6. There are too many adverts on television . I wish -----
7. Our city doesn't collect rubbish often enough . I wish -----
8. I am not very good at Maths . I wish -----
9. Hani speaks really quickly . I wish -----
10. I can't speak French . I wish -----
11. You're always losing things . I wish -----
12. We have to start work very early tomorrow morning . I wish -----
13. Going to the theatre is expensive . I wish -----

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(2017 - 2018)

Action Pack 12

Twelfth Grade

Unit 10

المستوى الرابع - (الكتاب الجديد)

Career Choices



Emad Abu Alzumar

0785915568

0796145755

عماد ابو الزمر

مركز ابو الزمر الثقافي

Career choices

Which of the following can help you to understand foreign languages?

headphones - interpreter - regional - rewarding - secure - seminar - translation

Fatima Musa is talking about her career as an interpreter. Listen and read. Check your answers to exercise 1.

My job as an interpreter

My name is Fatima Musa and I (Fatima) have worked as an **interpreter** for five years. Many students have emailed me (Fatima) about my work because they (students) want to know what it would be like to do my (Fatima) job. So here is my reply.

وظيفتي كمترجم
اسمي فاطمة موسى و لقد عملت كمتترجمة لمدة ٥ سنوات . و العديد من الطلاب ارسلوا لي ايميلات عبر البريد الالكتروني يسألوني عن عملي لأنهم يريدون أن يعرفوا ما سيكون عليه الوضع عندما أقوم بعملي . لهذا هذا هو ردي .

I (Fatima) have always been **fond of** languages. My father worked in many different countries when I (Fatima) was young and we usually travelled with him (Fatima's father). When we visited a country, I always wanted to learn the language. At school I was very good at English. Therefore, I decided on a career as an interpreter.

لقد كنت دائما مولعة باللغات . كان والدي يعمل في العديد من البلدان المختلفة عندما كنت صغيرا ، ونحن عادة سافرنا معه . عندما زرنا بلدا ، أردت دائما تعلم اللغة . في المدرسة كنت جيدة جدا في اللغة الإنجليزية . لذلك ، قررت مهنة كمتترجمة .

My job now involves going to important conferences and **seminars** around the world. When a person speaks in English at a conference, I listen to what they say through **headphones**. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are saying.

يتضمن عملي الآن الذهاب إلى المؤتمرات والندوات الهامة في جميع أنحاء العالم . عندما يتحدث شخص باللغة الإنجليزية في مؤتمر ، فأنا استمع إلى ما يقولونه من خلال سماعات الرأس . وبعد ذلك اترجم إلى اللغة العربية بينما المتكلم يتحدث . أعطي الترجمة من خلال سماعات الرأس لأشخاص آخرين في الاجتماع . وهذا يعني أن أي شخص في الغرفة يتحدث العربية يمكن أن يفهم ما يقوله الناس .

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing **regional** English, you also need to know a lot of specialist language. Some of the words that (the words) are used to talk about business, science or law, for example, make it almost a different language!

هل هو عمل سهل ؟ على الاطلاق . اللغة الإنجليزية ليست هي نفسها في كل البلدان الناطقة باللغة الإنجليزية . على سبيل المثال ، الكلمات الإنجليزية التي تستخدم في الهند تختلف في بعض الأحيان عن الكلمات التي يستخدمها الناس في المملكة المتحدة والولايات المتحدة وأستراليا . وكذلك معرفة اللغة الإنجليزية الإقليمية ، أنت أيضا بحاجة إلى معرفة الكثير من اللغة المتخصصة . بعض الكلمات التي تستخدم للحديث عن الأعمال التجارية أو العلمية أو القانون ، على سبيل المثال ، تجعلها تقريبا لغة مختلفة !

Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to **concentrate** for long periods of time. If you are successful, it is a **secure** and **rewarding** job. You will probably need to travel a lot, but that is not a problem as long as you enjoy visiting other countries.

ما لم يكن لديك شهادة علمية في اللغة ، فلن تكون قادرا على أن تصبح مترجما . إذا كان لديك لديك مؤهل في الدراسات العليا ، فربما كنت ستحصل على وظيفة مترجم بسرعة . إذا كان لديك مقابلة عن وظيفة ، سوف تحتاج إلى إظهار أن لديك مهارات الاستماع الجيدة وصوت واضح في النطق . سوف تحتاج أيضا إلى إظهار أنه يمكنك التفكير بسرعة وأنك قادرا على التركيز لفترات طويلة من الزمن . إذا كنت ناجحا ، فهو عمل آمن ومجزى . وربما تحتاج إلى السفر كثيرا ، ولكن هذا ليس مشكلة طالما أنك تستمتع بزيارة بلدان أخرى .

It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

انه عمل مسؤول جدا . وأنا أدرك أنني إذا ترجمت أشياء بشكل سيئ ، يمكن أن تؤثر على قانون مهم أو اتفاقية تجارة بين البلدان. ومع ذلك ، تحصل على شعور كبير من الارتياح عندما تعلم ان الناس يفهمون كل ما ترجم .

| Key Word | Meaning in English | Arabic |
|----------------------|---|---------------|
| interpreter | someone who translates spoken words from one language into another | مترجم |
| fond of | having an affection or liking for someone or something | مولع بـ |
| seminar | a class on particular subject – given in training | ندوة |
| headphones | a piece of equipment that you wear over your ears to listen to the radio, music | سماعات |
| regional | relating to a particular region or area | اقليمي - محلي |
| concentration | attention | تركيز |
| secure | safe – free from danger | امن |
| rewarding | giving personal satisfaction | مجزي |

Read and answer the questions :

- 1. Why have many students emailed Fatima about her work ?**
Because they want to know what it would be like to do my job. So here is my reply.
- 2. Quote the sentence which indicates that Fatima likes languages.**
I have always been fond of languages.
- 3. What is the reason which made Fatima wanted to learn the language ?**
Her father worked in many different countries when she was young and they usually travelled with him. When they visited a country, she always wanted to learn the language.
- 4. What qualifications should you have to become an interpreter ?**
You should have a language degree.
- 5. Why isn't English the same in all English-speaking countries ? reasons**
 - The English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia.
 - Some of the words that are used to talk about business, science or law make it almost a different language!.
- 6. How can you get a job as an interpreter quite quickly?**
If you have a postgraduate qualification.
- 7. There are some qualities an interpreter should have . What are they ? (successful in an interview)**
 - Having good listening skills and a clear speaking voice.
 - Think quickly .
 - Being able to concentrate for long periods of time.
- 8. Mention two benefits for the job of an interpreter.**
Secure and rewarding job.
- 9. Is the job of an interpreter a very responsible job ? Why ?**
Yes, because if you translate things badly, it could affect an important law or trade agreement between countries.
- 10. What are the six official languages used at the United Nations ?**
Arabic – Chinese – English – French – Russian – Spanish

Read the talk again and complete the sentences.

1. **Fatima Musa's job involves going to ...**
important conferences and seminars around the world.
2. **As well as knowing regional English, you also need to know ...**
a lot of specialist language
3. **Unless you have a language degree, you will not ...**
be able to become an interpreter
4. **Provided that you have a postgraduate qualification, you will probably get ...**
a job as an interpreter quite quickly
5. **You will probably need to travel a lot, but that is not a problem as long as ...**
you enjoy visiting other countries

Do you think you have the necessary qualifications to be an interpreter?

Would you like to be an interpreter? Why/Why not?

Yes, because I have good English skills and a clear voice.

Also, I can think quickly and have the ability to concentrate for a long period of time.

Reading

3 These people are *applying for a job* at a pharmaceutical company. Read and complete the two curriculum vitae with the headings in the box.

Dear Sir/Madam,

I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills.

In my spare time, I help elderly people, and I can see the difference that medicines can make to their lives. I am very keen to join a company that can really help people.

I look forward to hearing from you concerning the next stage of my application.

Yours faithfully,

Tareq Hakim

سيدي العزيز / سيدتي ،

أود أن أقدم بطلب للحصول على وظيفة باحث في شركة الأدوية الخاصة بكم . كما يتبين من السيرة الذاتية المرفقة التي تبين ان لدي شهادة جامعية في الكيمياء . وعلاوة على ذلك ، لقد عملت كمساعد بائع في الصيدلية ، لذلك انا اعرف الكثير عن هذه الصناعة .

ولدي أيضا مؤهل في الصحافة وعملت سابقا في مجلة علمية . لدي مهارات ممتازة في مجال البحث .

في وقت فراغي ، اساعد كبار السن ، وأستطيع أن أرى الفرق الذي تعمله الأدوية لحياتهم . أنا حريص جدا على الانضمام الى الشركة التي يمكن أن تساعد الناس فعلا .

وإنني أتطلع إلى الاستماع منكم (الرد) بشأن المرحلة المقبلة من طلبي .

المخلص لك،

طارق الحكيم

Contact details - Name - Personal attributes - Qualifications and training - Skills and achievements - Work experience - Reference -

| Headings | curriculum vitae |
|----------|---|
| Name | - Tareq Hakim - 5 North Street, Ajloun. - 2009–2012: shop assistant at a chemist's 2012–2014: reporter for <i>Medicine Today</i> 2014–now: editor at a scientific journal. - Degree in Chemistry (graduated 2008); Certificate in Journalism (2011). - Captain of school basketball team; Voluntary work for a charity that helps elderly people. - I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals. - Osama Hayek, Chemistry teacher at my secondary school. |

Dear Mr Rahhal,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE.

I would now like a new challenge and would be interested in moving into research. I have a degree in Physics.

I am a competent and adaptable worker and I believe that I can be successful in any position. I like reading and camping. I also like travelling.

References are available on request.

I look forward to hearing from you.

Yours sincerely,

Hisham Khatib

عزيزي السيد رحال ،
أنا مهتم جدا في وظيفة باحث في شركة الأدوية الخاصة بكم . سوف ترى من السيرة الذاتية المرفقة انني قد عملت في المبيعات لشركة أدوية كبيرة لسنوات عديدة. لقد كنت ناجحا جدا في هذا العمل، و كنت مندوب المبيعات لعام ٢٠١٣ م .
وأود الآن ان اقوم بتحدي جديد ، وسوف اكون مهتم في الانتقال إلى البحث. انا لذي شهادة في الفيزياء .
أنا عامل كفؤ وقابل للتكيف ، وأعتقد أنني يمكن أن اكون ناجحا في أي عمل.
أنا أحب القراءة و التخييم . وأحب أيضا السفر.
المراجع متوفرة عند الطلب.
إنني أتطلع إلى الاستماع منك – انتظر الرد.
تفضلوا بقبول فائق الاحترام ،
هشام الخطيب

| Headings | curriculum vitae |
|----------|---|
| Name | - Hisham Khatib - 22 East Way, Irbid - 2010–now: Sales Representative for a large pharmaceutical company - Degree in Physics(graduated 2009) - I won Salesperson of the - Year Award in 2013 CE. - I am a very competent worker. I am also adaptable. - Samira Rahhal, the director in my current job |

You can see the following words in a *curriculum vitae*.

Which words or phrases apply to skills which people need in a job?

| Key Word | Meaning in English | Arabic |
|---------------------|--|-----------------|
| achievements | | انجازات |
| adaptable | able to adapt to new conditions or situations | قابل للتكيف |
| competent | having enough skills or knowledge to do something | كفؤ |
| conscientious | showing a lot of care and attention (to a task) | حي الضمير |
| contact details | | تفاصيل الاتصال |
| enthusiastic | showing a lot of interest and excitement about something | متحمس |
| keen | having or showing eagerness or interest (in something) | متلهف |
| personal attributes | a quality or feature that is considered to be good or useful (in a person) | السمات الشخصية |
| qualifications | official records of achievement after completing a course of study. | مؤهلات |
| reference | a person who provides information about your character and abilities | المعرف - المرجع |
| training | | تدريب |
| work experience | a period of time that someone spends working in a particular place | الخبرة العملية |

Writing

Academic skills: Formal letter writing :

When you write a formal letter, remember to lay it out correctly.

- Lay the letter out correctly with a clear greeting line and sign-off line.
Make sure you begin and end the letter appropriately.
- Use formal language; avoid contractions. Use modal verbs. Write short and clear paragraphs.
Check your spelling and punctuation so that you give a good impression.

5. You have seen an advertisement for a job that you would like to do. Decide what job the advertisement is for. Write a curriculum vitae and a covering letter.

Curriculum Vitae

| Headings | curriculum vitae |
|-------------------------|--|
| Name | - Farida Jabari |
| Address | - 215 Rainbow Street, Amman |
| Education | - Degree in English (2009 CE) PEP (Practical Education Programme) Teaching qualification(2011 CE) |
| Work experience | - Teacher of English, [SCHOOL NAME], Amman |
| Skills and achievements | - Voluntary work for children's charities; excellent piano accompanist |
| Personal attributes | - I am a dedicated, ambitious worker. I have high expectations of myself and the students I teach. |
| Reference | - [FULL NAME], head teacher at [SCHOOL NAME], Amman |

covering letter

Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME],

I am writing to apply for the job of Head of the English Department at [SCHOOL NAME]. You will see from my curriculum vitae that I have a Bachelor's degree in English and a PEP teaching qualification, as well as substantial teaching experience at [SCHOOL NAME].

I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal at your school. My developing leadership skills show that I am ready to advance in my teaching career, and the advertised position at your school as [POSITION] is ideal.

While I am dedicated to teaching and know that my students are of the highest importance, I make time to have an active and varied social and family life. This helps to keep my approach to teaching and student welfare fresh.

Please contact me for a reference. I look forward to hearing from you regarding the next stage of my application.

Yours sincerely,
Farida Jabari

Stepping into the business world

Business Studies is a popular choice for students who (students) are choosing a degree course in the UK. After graduating, some (students) go on to further study, but most of them (students) take up employment. Many large companies offer graduate training schemes, which (graduate training scheme) are a kind of apprenticeship. We went to meet twenty-two-year-old Ricky Miles, who (Ricky Miles) is about to graduate in the subject. **How long have you (Ricky Miles) been studying Business Studies, Ricky?**

الدخول في عالم الأعمال دراسات الأعمال هو خيار شائع للطلاب الذين يختارون دراسة الشهادة الجامعية في المملكة المتحدة. بعد التخرج ، يذهب البعض إلى مزيد من الدراسة ، ولكن معظمهم يباشرون في التوظيف . العديد من الشركات الكبرى تقدم برامج تدريب الخريجين ، والتي هي نوع من التدريب المهني ، ذهبنا للقاء ريكي مايلز البالغ من العمر اثنين وعشرين عاما ، والذي هو على وشك التخرج في هذا الموضوع . منذ متى وانت تم تدرس دراسات الاعمال ، ريكي ؟

It's a four-year course, including two periods of work experience. Each one (period of work experience) lasted six months, but they (two periods of work experience) weren't in the same year.

What exactly have you studied over those four years ?

Quite a lot! Maths, of course, Accounting ,Finance and Economics. Oh yes ,Marketing and Sales, too. I (Ricky Miles) also did a course in Management, which (a course of management) is about **recruiting** and managing staff, and how to deal with conflict, and a course in Advertising. We (students) all had to do **IT**(a course in advertising) , too, because computer skills are essential .

انها دورة مدتها أربع سنوات ، بما في ذلك دورتين من الخبرة في العمل . كل واحدة استمرت سنة أشهر ، لكنهما لم تكونا في نفس العام ، بالضبط ما الذي درسته خلال تلك السنوات الأربع ؟ الكثير جدا ! الرياضيات ، وبطبيعة الحال ، المحاسبة ، المالية والاقتصاد . أوه نعم ، التسويق والمبيعات ، أيضا . كما أنني درست دورة في الإدارة ، وهي عن التعيين و إدارة الموظفين ، وكيفية التعامل مع النزاع ، و دورة في الإعلان . كان علينا جميعا أن نفعل ذلك ، أيضا ، لان مهارات الكمبيوتر ضرورية .

What did you most enjoy about the degree ?

The work experience, definitely. I learnt so much, both times, and of course it (work experience) looks great on my curriculum vitae . One of the companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job! **What kind of company was that, and what did you do there (in a company) ?**

بماذا استمتعت اكثر شيء فيما يتعلق بالشهادة الجامعية ؟ في الخبرة العملية ، بالتأكيد . لقد تعلمت الكثير ، في المرتين ، وبالطبع تبدو رائعة عندما توضع في سيرتي الذاتية . عرضت إحدى الشركات علي العمل باجرة مدفوعة في الصيف الماضي ، لذلك تمكنت من الحصول على خبرة اكثر بهذه الطريقة . أيضا ، لم اكن امتلاك الكثير من المال في العام الماضي لو لم احصل على هذا العمل ! أي نوع من الشركة تلك ، و ماذا فعلت هناك ؟

It was a company that (a company) provides financial products – savings and **pensions**, mostly. At first I just 'shadowed' different people, watching what they (different people) were doing . Then I did quite a lot of checking for them (different people) – you know, checking their (different people) **calculations**. When I went back in the summer, I was in the sales department. My job was to follow up **web enquiries**, and send out further information to possible clients . I enjoyed it (Rickey's job) , and I wouldn't have had that opportunity if I hadn't done the work experience first.

What are you planning to do next ?

I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, I'll have to prepare really carefully.

وكانت الشركة توفر المنتجات المالية - الادخار و المعاشات التقاعدية ، في الغالب . في البداية أنا فقط " تعقبت " أشخاص مختلفين ، اراقب ما كانوا يفعلوا . ثم قمت بالكثير جدا من التدقيق وراءهم - كما تعلم ، والتحقق من حساباتهم . عندما عدت في الصيف ، كنت في قسم المبيعات . كانت مهمتي متابعة الاستفسارات التي تأتي على شبكة الإنترنت ، وارسال المزيد من المعلومات للزبائن المحتملين . لقد استمتعت بذلك ، و لم اكن لاحصل على هذه الفرصة لو لم اقم بالخبرة العملية أولا . ماذا كنت تخطط للقيام به بعد ذلك ؟ لقد تقدمت بطلب لوظيفة في البنك الحصول على وظيفة . لدي المؤهلات المناسبة ، لكنني أعرف أنه سيكون هناك الكثير من المتقدمين الآخرين . يجب أن انتظر و ارى ما اذا كان يمكنني الحصول على مقابلة . إذا حصلت عليها ، يجب ان استعد حقا .

| Key Word | Meaning in English | Arabic |
|---------------|---|------------------------|
| Marketing | money you save over your lifetime to pay for your old age | تسويق |
| recruiting | promoting your product; finding customers | تعيين موظفين جدد |
| pensions | online questions | اسئلة عن طريق النت |
| calculations | finding suitable employees | حسابات |
| web enquiries | maths; work with numbers | استعلامات عن طريق النت |

Read the text and answer the questions.

1. What is the name of Ricky's degree?

Business studies

2. How did he spend a quarter of his time as a student?

Doing work experience.

3. What kind of company did he work for last summer, and what was his job?

It was a company provided financial products, and his job was to follow up web inquiries.

4. What is he waiting to find out?

Whether or not he will get an interview.

5. Would you like to do the same kind of degree course as Ricky? Why/Why not?

Yes, I would. Because by studying business, you can learn and improve many skills and this opens many career prospects for you.

6. After doing a degree course in business studies , you can do two things. Mention them.

You can go on to further study or take up employment.

7. What is graduate training schemes ?

They are a kind of apprenticeship.

8. What are the kinds of courses the Ricky has studied in the university ? Mention them.

Maths, accounting, Finance and Economics, Marketing and sales, Management, Advertising.

9. What is a course in Management about ?

It is about recruiting and managing staff, and how to deal with conflict.

10. Write down two things (benefits) as a result of Ricky's paid work last summer ?

He managed to get even more experience that way.

Also, he wouldn't have had much money last year if he hadn't had that job!

11. What is the kind of the company that Ricky worked in ?

It was a company that provides financial products – savings and pensions, mostly.

12. What was Ricky's job in the company at first ?

At first he just 'shadowed' different people, watching what they were doing .

Then he did quite a lot of checking for them such as checking their calculations.

13. What was Ricky's work in the sales department ?

His job was to follow up web enquiries, and send out further information to possible clients .

14. What should new graduates do ? Suggest .

- Accept the little – paid jobs
- Look for a new work with a better salary in a larger company.
- Trying to take graduate training schemes.
- Taking different courses in different fields.

Vocabulary

1. Complete the sentences with words or phrases from the box.
One word or phrase is not needed. The first one is done for you.

(career - headphones - interpret - seminar - regional - rewarding - translation)

1. Please listen to the music through **headphones**, so that you don't disturb anybody.
2. I have just read a _____ of a book by a Japanese author.
3. In the UK, there is a central government, but there are also _____ councils around the country.
4. My uncle is fluent in several languages. He is often able to _____ for us during conversations with foreigners.
5. Nada made a successful presentation at a _____ in Irbid last month.
6. Doing volunteer work can be a very _____ experience.

Answers : 1. headphones 2. translation 3. regional 4. interpret 5. seminar 6. rewarding

2. Circle the correct words.

1. Ali is thinking of **having / taking** a course in Agriculture.
2. I get a feeling of **satisfaction / secure** after a hard day's work.
3. Make sure your online passwords are **secure / rewarding**.
4. In order to work in finance, you need to be a very **successful / responsible** person.
5. My friend has just got a **job / work** at our local bank.
6. After a long **agreement / meeting**, we managed to do a deal.

Answers : 1. taking 2. satisfaction 3. secure 4. responsible 5. job 6. meeting

3. Complete the sentences from the box. One preposition is not needed.

(about - as - at - in - into - on - about)

1. Would you like to **work** _____ a teacher in a big school?
2. We need to **decide** _____ a place to meet. (into , on , at , about)
3. Can you **translate** this Arabic _____ English for me, please?
4. I'd like to **talk** _____ the film I've just seen; it was brilliant!
5. The teacher **asked** us _____ our favourite books.
6. My sister is really **good** _____ drawing and painting.

Answers : 1. as 2. on 3. into 4. about 5. about 6. at

4. Match the definitions with the words in the box.

| Key Word | Meaning in English | Arabic |
|-------------|--|--------|
| proficiency | relating to an occupation | كفاءة |
| vocational | skill, experience | مهني |
| look into | investigate | يستقصي |
| negotiate | discuss in order to come to an agreement | يفاوض |
| recall | remember | يتذكر |

| | Arabic | | Arabic |
|------------------|-----------|------------|----------|
| work as | يعمل ك | ask about | يسأل عن |
| decide on - 2018 | يقرر | good at | جيد في |
| translate into | يترجم الى | talk about | يتحدث عن |

Grammar:

Conditional Sentences

If, unless تتكون الجملة الشرطية من اسمين : الأول **If clause** وتسمى جملة الشرط ، وتحتوي على اداة ربط مثل والثاني **Main clause** وتسمى جملة جواب الشرط

1. The (0) type : (The tense in both parts is present) : This type is used when the result always happens (it is a fact) :
حقائق - نفس النتيجة

Function : • We use the zero conditional (**if + Present Simple/Present Simple**) to describe something that always happens (the inevitable consequence) after a certain action or event.

| If Clause | Main Clause |
|---|--|
| If (When) + S + simple present He, she , it + Vs-es / don't - doesn't +V-inf. | Subject + simple present (a fact) He, she , it + Vs-es / don't - doesn't +V-inf. |

1. If you boil water , it ----- . (evaporate)
2. If plants ----- enough sunlight, they die. (not , get)
3. Water ----- to ice if the temperature falls below zero. (turn)
4. If you push this button , the video ----- . (play)
5. You get a huge feeling of satisfaction when you know that people ----- everything you translate. (understand)
6. When you ----- water to 100°C, it boils. (heat)
7. Do you usually go home or meet your friends when school ----- ? (finish)
8. If you ----- the plants, they will die. (not water)
9. During Ramadan, we eat when the sun ----- . (set)
10. Ice cream melts when it ----- warm.. (get)
11. Plants die if they ----- enough sunlight. 2017 (not , get)

2. The first conditional (Type 1) : (For things that will possibly happen)

Function : • We use the first conditional (**if + Present Simple / will + Present Simple**) to describe a future outcome of a certain future action or event.

محتمل الحدوث

| If Clause | Main Clause |
|---|---|
| If + S + simple present - V1-Vs-es He, she , it + Vs-es / don't - doesn't +V-inf. | Subject + will / won't (modals) + infinitive |

الدوات اخرى لها نفس قاعدة if ولكن المعنى مختلف

2. provided that - unless - as long as - Even if

بشرط ان اذا لم - ما لم طالما حتى لو

• We can use **provided that, as long as, unless** and **even if** in the same way as **if**, but they don't all mean the same thing.

1. If Sami studies hard , he ----- all his exams . (pass)
2. If you ----- an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry. (get)
3. I'll buy the book **if/ provided that/as long as** it ----- too expensive. (not be)
4. I ----- it if it is too expensive . (not, buy)
5. If Sami studies hard , he ----- all his exams . (pass)
1. Unless you have a language degree, you ----- able to become an interpreter. (not be)
2. If you get an interview for a job, you ----- to show that you have good listening skills. (need)
3. If you are successful, it ----- a secure and rewarding job. (be)
4. When you arrive at the station next Saturday, we ----- there to meet you. (be)
5. Nasser will come out with us tomorrow unless he ----- help his father. (have to)
6. I ----- you with your homework, as long as you help me with mine! (help)
7. Provided that it ----- , we will have a picnic next week. (not rain)
8. If you win the prize, how ----- you ----- the money? (spend)
9. Even if Omar ----- his driving test this afternoon, he won't have his own car. (pass)

10. You will not pass your exams unless you ----- hard. (study)
 11. Your new computer will last a long time as long as you ----- careful with it. (be)
 12. I ----- you if I miss the bus. (phone)
 13. We'll go to our favourite restaurant on Friday unless it ----- closed. (be)
 14. I will take the job offer provided that it----- part-time – I haven't finished my university studies yet.. (be)
 15. We have to go to school even if we ----- tired. (be)
 16. We ----- umbrellas if it rains (need)
 17. The teacher ----- pleased if I write a good essay. (be)
 18. Provided that everyone ----- hard, we'll all pass our exams.. (work)
 19. Babies ----- usually happy as long as they're hungry or cold. (be)
 20. We should always be polite even if we ----- tired. (feel)
 21. Rawan always takes her mobile when she ----- (go out) 2017
 22. Ali will be upset, If you ----- him to your party. (not, invite) 2018

3. **The Third conditional (Type 3)** : The third sequence refers to a condition which was not met in the past :

| If Clause | Main Clause |
|---------------------------|---|
| If + S + had + P.P (V3) | Subject + <i>would / wouldn't</i> + have + P.P (V3) |

- **Function** : We use the third conditional (*if + Past Perfect / would have + past participle*) to imagine past situations. These past situations are impossible, and did not happen.
 - The *if*-clause states one *event* that *did not happen*.
 - The main clause states *the result*, which also *did not happen*:
- e.g. : If I **had stayed** at home that day, I **would have missed** the celebration. (The person did not stay at home that day.)
 e.g. : - If I **had gone** to Makkah , I **would have performed** the Omrah .
 e.g. : If I **had stayed** at home that day, I **would have missed** the celebration. (The person attended the celebration.)
 e.g. : I **wouldn't have gone** to the library if my friend **hadn't invited** me. (My friend invited me to the library, so I went.)
 e.g. : If **I'd studied** harder, **I'd have passed** the exam. (I didn't study very hard, and I didn't pass.)
1. I ----- the job **if** I had had some experience. (get)
 2. **If** you had done the course, you ----- enough experience to apply for the job. (had)
 3. **If** Huda ----- ill yesterday, she **wouldn't** have missed the exam. (not be)
 4. **If** my father had gone to university, he ----- a teacher. (can be)
 5. Jameel might not have become a musician **if** his parents ----- him. (not encourage)

3. **The Third conditional (could – might)**

| If Clause | Main Clause |
|---------------------------|---|
| If + S + had + P.P (V3) | S + would have / could have / might have + P.P (V3) ربما كان من الممكن - قدرة تاكد |

- When we are talking about the imaginary past, we can use *could have or might have* + past participle in place of *would have* + past participle.
 - We use these past modals when we are *less sure* of the result of the impossible past situation.
- e.g. : If I **had prepared** better for the competition ,I **might have won** the first prize.
 (The speaker is not sure that this would have been true.)
 e.g. : If I **had slept** better the night before the exam ,I **could have concentrated** better.
 (It is possible that the speaker would have been able to concentrate.)
 e.g. : If **I'd gone** to a different school, I **might not have studied** French. I **could have taken** English.
 e.g. : Our team **could have won** the match if **they'd trained** harder,
 and then they might have been champions now if they'd won.

Read the situations and complete the sentences with the third conditional, using the word in brackets.

| Sentence (Fact) | If Clause (Imagination) |
|---|--|
| 1. S + V2 , so + wasn't / weren't | 1. If + S + hadn't V3, S + would / could (might) have + V3 |
| 2. S + didn't + v-inf , so + wasn't / weren't | 2. If + S + had V3, S + would / could (might) have + V3 |
| 3. S + V2 . S + V2 | 3. If + S + hadn't + V3, S + would / could (might) not + have + V3 |

1. Saeed left his camera at home, so he wasn't able to take pictures of the parade. **(could)**
*If Saeed **hadn't left** his camera at home, he **could have taken** pictures of the parade*
2. I had a headache yesterday, and I didn't do well in the Maths test. **(might)**
3. I didn't know your phone number, so I wasn't able to contact you. **(could)**
4. You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. **(might not)**
5. I worked really hard the day before the exam. I got top marks. **(might not)**
6. I didn't stay at home that day, so I didn't miss the celebration. **(would)**
7. My friend invited me to the library, so I went. **(would not)**
8. I didn't study very hard, and I didn't pass the exam. **(would)**
9. I didn't prepare well for the competition , so I didn't win the first prize. **(might)**
10. I didn't sleep well the night before the exam , I didn't concentrate very well. **(could)**
11. Our team didn't win the match . They didn't train hard. **(could)**
12. Our team didn't win the match . They weren't champions. **(might)**
13. Saleem left his wallet at home, so he wasn't able to purchase his necessary items. **(could)** 2016
14. I studied really hard the day before the final exams. I achieved the first rank in my class. **(might not)** 2016
15. Sami didn't apply immedietly for the scholarship, so he didn't get it . **(if , could)** 2016
16. Marwan worked really hard the day before the exam. He got top marks. **(if / might not)** 2017
17. The company didn't know your phone number, so they weren't able to contact you. **(if / might)** 2017

Change the following sentences into facts :

| If Clause (Imagination) | Sentence (Fact) |
|---|---|
| 1. If + S + hadn't V3, S + would / could (might) have + V3 | 1. S + V2 , so + didn't + V-inf. |
| 2. If + S + had V3, S + would / could (might) have + V3 | 2. S + didn't + v-inf , so + didn't + V-inf. |
| 3. If + S + hadn't + V3, S + would / could (might) not + have + V3 | 3. S + V2 . S + V2 |

1. If I hadn't come to this school, I could have taken English.
2. If I had grown up in this city, I might have learnt French.
3. If I hadn't grown up in this city, I might not have learnt French.

Using "Unless": (Unless = If not)

| Sentence | If Clause |
|---|---|
| 1. If + V1/Vs , S + will +V-inf | 1. Unless + S + Vi/Vs , S + won't + V-inf. |
| 2. If + S+ doesn't/don't + v-inf , S + won't | 2. Unless + S + V1/Vs..... , S + won't + V-inf. |
| 3. If + S+ doesn't/don't + v-inf , S + will | 3. Unless + S + V1/Vs..... , S + will + V-inf. |

e.g. : I won't buy it **if** it is too expensive = I'll buy it **unless** it's expensive.

1. If you study hard, you will pass your exam.

Unless

2. If you don't water the plants, they will die.

Unless

3. If I don't write a good essay, the teacher won't be pleased

Unless

4. If our team wins the match, they won't leave the stadium.

Unless

5. If nobody does the work, I won't complete.

Unless

6. Unless you study hard, you won't succeed.

If

7. Unless you are clever, you will fail.

If

| If Clause | Main Clause |
|----------------------|--|
| If + S + Past Simple | S + will + if + is not = S + will + even if + is |
| | S + will + if + V1/V+s = S + won't + even if + v1-s |

e.g. : I'll buy it **if** it isn't too expensive. = I'll buy it **even if** it's expensive. = I will buy it. The price isn't important.

1. If I travel a lot, I will buy many things.

Even if

2. I'll buy the book if it isn't too expensive.

Even if

1. Choose the correct option to complete the sentences.

1. Unless you have a language degree, you **do / will** not be able to become an interpreter.

2. If you get an interview for a job, you **needed / will need** to show that you have good listening skills.

3. If you are successful, it **is / will be** a secure and rewarding job.

4. You get a huge feeling of satisfaction when you know that people **understand / understood** everything you translate.

Answers : 1. will 2. will need 3. will be 4. understand

2. Complete these sentences with the correct form of the verbs in brackets. (1st type)

1. I (have got) the job if I (have) some experience.

.....

2. If you (do) the course, you (have) enough experience to apply for the job.

.....

3. Complete the sentences with the correct form of the verbs in brackets.

- When you **arrive** at the station next Saturday, we **will be** there to meet you. (**arrive / be**)
 - Nasser ----- out with us tomorrow unless he -----help his father. (**come / have to**)
 - I ----- you with your homework, as long as ----- you me with mine! (**help / help**)
 - Provided that it ----- , we ----- a picnic next week. (**not rain / have**)
 - If you ----- the prize, how ----- you ----- the money? (**win / spend**)
 - Even if Omar ----- his driving test this afternoon, he ----- his own car. (**pass / not have**)
- Answers : 1. arrive – will be 2. will come – has to 3. will help – help 4. doesn't rain – will have 5. win – will you spend 6. passes – won't have

4. Circle the correct word in italics, and complete the sentences with the correct form of the verb in brackets. The first one is done for you.

- When / Unless* you ----- heat water to 100°C, it boils. (**heat**)
 - You will not pass your exams *as long as / unless* you ----- hard. (**study**)
 - If / Unless* you ----- the plants, they will die. (**not water**)
 - Do you usually go home or meet your friends *when / provided that* school ----- ? (**finish**)
 - Your new computer will last a long time *as long as / even if* you ----- careful with it. (**be**)
- Answers : 1. when - heat 2. unless - study 3. if - don't water 4. when - finishes 5. as long as - are

5. Join the sentence beginnings 1–5 with their endings a–e, using the words in bold.

| | | |
|--|----------------------|--|
| 1 During Ramadan, we eat | If | a it's closed. |
| 2 I'll phone you | When | b we're tired. |
| 3 We'll go to our favourite restaurant on Friday | Even if | c it's part-time – I haven't finished my university studies yet. |
| 4 I will take the job offer | Unless | d the sun sets. |
| 5 We have to go to school, | Provided that | e I miss the bus so that you pick |

Answers : 1. when - d 2. if - e 3. unless - a 4. provided that - c 5. even if - b

- During Ramadan, Muslims eat ----- the sun sets. (*as long as , unless , when , even if*) 2018

6. Tick the correct sentences. Rewrite the wrong ones with words from the box.

even if - if - unless - when

- Ice cream melts **when** it gets warm. ✓

- We need umbrellas **unless** it rains. We need umbrellas when it rains.

- The teacher will be pleased **unless** I write a good essay.

- Our team will celebrate **if** they win the match.

- Provided that** everyone works hard, we'll all pass our exams.

- Babies are usually happy **as long as** they're hungry or cold.

- We should always be polite **unless** we feel tired.

Answers : 1. ✓ 2. when 3. if 4. ✓ 5. ✓ 6. unless 7. even if

7. Complete the sentences with your own ideas. Use the zero or first conditional.

1. When I get home from school, I usually -----
2. Unless we're given a lot of homework tonight, -----
3. If there's something I don't understand, I usually-----
4. Even if I'm tired tonight, -----
5. As long as I have enough money, -----
6. Provided that my parents agree, -----

8. Choose the correct option :

1. If Huda ----- ill yesterday, she wouldn't have missed the exam.
a. wasn't b. hadn't been c. hasn't been d. hadn't
2. If my father had gone to university, he *can / could* have been a teacher.
3. Jameel might not have become a musician if his parents *haven't / hadn't* encouraged him.
4. Which words did you need to look *up / over* in a dictionary?
5. Jaber looked *even / as if* he hadn't slept very well.

Giving Advice

1. Why don't you + V-inf. ?
2. If I were you, I would + V-inf. / If I were you = should
3. You could + V-inf.

9. Rewrite the advice, using the words in brackets.

1. You *should* practise the presentation several times. (were)
If I were you, I'd practise the presentation several times.
2. *It would be a good idea for you to* make a list of questions. (could)
3. You *ought to* get some work experience. (don't)
4. You *shouldn't* look too casual. (If)
5. You *should* do a lot of research. (would)
6. You *shouldn't* worry so much. (If)

Answers :

1. If I were you, I'd practise the presentation several times
2. You could make a list of questions.
3. Why don't you get some work experience ?
4. If I were you, I wouldn't look too casual.
5. I would do a lot of research.

10. Complete the following mini-dialogues by giving advice :

1. A: I would like to get a job as a teacher of English.
B: ----- study English at university?
2. A: I want to learn Chinese, but they don't teach it in my school.
B: You ----- do a Chinese course online.
3. A: I don't understand what we have to do for homework.
B: ----- , I would ask the teacher.

11. Complete the sentences with expressions from the box that ask for or give advice.
you could - if I were you - why don't you

- 1 Before you find a full-time job, consider doing voluntary work?
- 2 -----, I'd find out about training courses.
- 3 As you have a Geology degree, do a course in Land Surveying and become a surveyor.

12. Work in pairs. Complete each sentence with your own ideas, using the third conditional.

1. If there had been email in the 1960s,
2. If people had had mobile phones in the past,
3. If people had known about global warming in the past,

13. Complete the sentences so that they are true for you. Use *could* and *might* instead of *would*.

1. If I hadn't come to this school,
2. If I hadn't grown up in this city,

14. Complete the sentences so that they are true for you.

1. I will enjoy my job provided that
2. I think I will be successful as long as
3. Even if I travel a lot,
4. I will not work abroad unless
5. If I get the job I want,

Writing skills: Using linking words : (The function of)

1. Linking words showing (*cause*) explain the reason for something.

1. We couldn't go to the stadium *because / as / since* there weren't any tickets left
2. *As / Since / Because* I was tired, I went to bed.
3. *We were late because of / due to* the traffic.

2. Linking words showing (*result*) explain the consequences of an action.

1. *We were caught in traffic, therefore/ so* we missed the start of the play.
2. *She worked hard; as a result, / because of that, / consequently,* she did very well in her exams

Quotation

Read the quotation. Do you agree with it? Why/Why not?

I've learned that making a living is not the same thing as making a life.

Maya Angelou (1928 CE-2014 CE)

لقد تعلمت ان كسب العيش ليس مثل طريقة العيش

Making a living refers to your job and the money you earn to live on . You may or may not enjoy your job; your job may or may not be good. Making a life is creating a way of living that you want. You do the work in order to be able to have that, but it also depends on your friends and family, and how you decide to behave. So "making a life is not totally dependant on the money you earn"

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

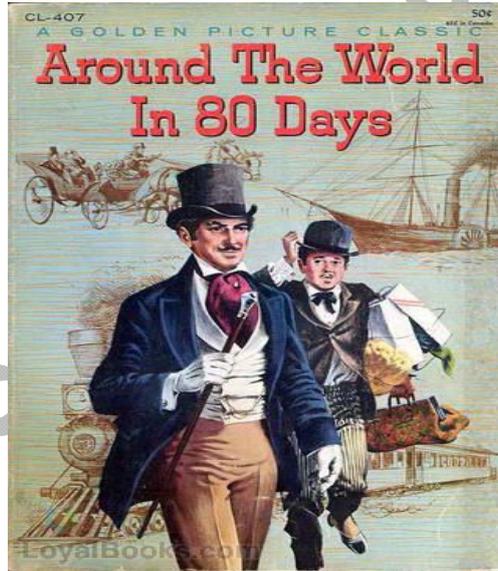
(2017 - 2018)

Action Pack 12

Twelfth Grade

Literature Spot

المستوى الرابع - (الكتاب الجديد)



Emad Abu Alzumar

0785915568

0796145755

عماد ابو الزمر

مركز ابو الزمر الثقافي

Literature spot B

A Green Cornfield

Christina Rossetti

| | |
|--|--|
| 1- The earth was green, the sky was blue: | كانت الارض خضراء والسماء زرقاء |
| 2- I saw and heard one sunny morn | ذات صباح مشمس، رايت وسمعت |
| 3- A skylark hang between the two, | ذكر قبرة معلقا بين الاثنين (الارض والسماء) |
| 4- A singing <i>speck</i> above the corn; | مثل بقعة صغيرة تغني فوق الذرة |
| 5- A stage below, in gay <i>accord</i> , | على مسافة ادنى منه وفي تناغم مرح |
| 6- White butterflies danced on the wing, | رقصت فراشات بيضاء على الجناح |
| 7- And still the singing skylark soared, | فيما لا يزال القبرة المعرد يحلق عاليا |
| 8- And silent sank and soared to sing. | ويهبط صامتا ويحلق عاليا ليغني |
| 9- The cornfield stretched a <i>tender</i> green | امتد حقل الذرة اخضر يانعا |
| 10- To right and left beside my walks; | الى اليمين واليسار بجانب خطواتي |
| 11- I knew he had a <i>nest</i> unseen | كنت اعرف ان له عشا مخفيا |
| 12- Somewhere among the million <i>stalks</i> . | في مكان ما بين ملايين السيقان - الذرة |
| 13- And as I paused to hear his song | وحيث توقفت لاسمع اغنية |
| 14- While <i>swift</i> the sunny moments slid , | كانت اللحظات المشمسة تنزلق بسرعة |
| 15- Perhaps his mate sat listening long, | لعل رفيقته (زوجته) جلست تستمع اليه طويلا |
| 16- And listened longer than I did. | واستمعت له لفترة اطول مما انا استمعت |

في صباح مشمس يبدا ذكر القبرة بالغناء وهو يحلق عاليا بين السماء والارض وتحتة تتراقص فراشات في حقل الذرة ولكنه يصمت عندما يهوي الى الاسفل . تقول الشاعرة وعرفت ان له عشا مخفيا في مكان ما بين ملايين سيقان الذرة. تقول الشاعرة وانا استمع الى القبرة لم اشعر بالوقت حيث كانت اللحظات تمر بسرعة لاني استمتع بسماع صوته. وتعتقد ان زوجة القبرة تستمع اليه ايضا وكن لفترة اطول مني.

Vocabulary

1. Answer the questions.

1. Is a **speck** something big or small ? (line 4)
2. If something is **in accord**, is it in agreement or disagreement ? (line 5)
3. Does **tender** suggest something fresh and young, or old and strong ? (line 9)
4. What does a bird do in a **nest**? (line 11)
5. Which part of a plant is the **stalk** ? (line 12)
6. Does **swift** mean slow or fast ? (line 14)

| Key Word | Meaning in English | Arabic |
|------------------|---|------------|
| speck | something small | صغير |
| in accord | something in agreement | تناغم |
| tender | fresh and young | يانع |
| nest | A bird lays eggs in it | عش |
| stalk | The long, upright part of the plant that support the leaves | ساق النبتة |
| swift | fast | خاطف سريع |

The poem is a celebration of life, nature and love

Comprehension

2. Choose the correct word to complete the summary of the poem.

وحيدة حزينة راضية

حقل

The poet describes how (1) (*content / sad / lonely*) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) (*flying away from the cornfield / flying in the sky / falling towards her*). It doesn't sing as it flies (3) (*lower / higher*). Below it, butterflies (4) (*sit quietly / move slowly / move quickly*) in the cornfield. The poet knows that the skylark's nest is (5) (*visible in / hidden in / far away from*) the cornfield. She (6) (*notices / imagines / knows*) that its companion is also listening somewhere in the cornfield.

Answer :

The poet describes how content she feels as she walks through a cornfield. As she walks along, she sees a skylark flying in the sky. It doesn't sing as it flies lower. Below it, butterflies move quickly in the cornfield. The poet knows that the skylark's nest is hidden in the cornfield. She imagines that its companion is also listening somewhere in the cornfield.

الشاعرة تصف مدى رضاها وهي تمشي من خلال حقل للذرة . وهي تمشي قالت انها ترى القبرة تحلق في السماء . انه لا يغني وهو يهوي الى الاسفل . وتحتة ، الفراشات تتحرك بسرعة في حقل ذرة . الشاعرة تعرف ان عش القبرة مخفيا في حقل الذرة . وتتخيل ان صاحبه تستمع اليه ايضا في مكان ما في حقل الذرة .

Analysis

3. Answer the questions about the poem.

1. The poet uses many examples of alliteration. Find one example. **الجناس**

Alliteration : The use of the same letter or sound at the beginning of words in a sentence. (poetry)

- singing – speck / listening – long / listened – longer

- And still the singing skylark soared

- And silent sank and soared to sing

- While swift the sunny moments slid

What effect is the poet trying to achieve with this technique? (alliteration)

Alliteration : 1. adds to the rhythm of the poem and also 2. links dissimilar words together.

(soard and sink - silent and singing)

2. Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?

a. I knew he had a nest unseen. **Means** : (The female bird is sitting unseen)

b. perhaps his mate sat listening long **Means** : (The listener is the female skylark)

3. How do we know that the poet leaves the cornfield before the skylark has stopped singing?

She says : Perhaps his mate sat listening long, And listened longer than I did.

This shows that the poet leaves the cornfield but speculates that the bird's mate might still be listening to the song : therefore, the bird must still have been singing.

القافية

بشكل نمطي

4. Rhyming words occur at the end of lines and in a pattern.

The pattern is called a rhyme scheme . Describe the rhyme scheme in this poem.

The rhyme scheme is abab.

In other words the first line and third lines rhyme , as do the second and fourth.

5. List the colours that have been used in the poem. What do you think they symbolise? TB

- I think that green symbolises the freshness of nature;

it is used in conjunction with blue to emphasise how bright and vivid nature can be.

- White is used to symbolise the purity and elegance of the butterfly.

Around the World in Eighty Days

by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty.

هذه القصة التي وقعت عام 1873 عن رجل انجليزي السيد (فيليس فوغ) الذي يحاول ان يكمل رحلة حول العالم في ثمانين يوما. عند هذا الحد من القصة، هو رفيق سفره الفرنسي السيد (باسيبارتوت) يسافران عبر الهند بالقطار. صادقا رحالة آخر وهو السيد (فرانسيس كرومارتي).

The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rotherham, where there were several **bungalows** and workmen's cabins.

The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

وقف القطار في الساعة الثامنة في وسط غابة على بعد خمس عشرة ميلا بعد (روثال) حيث كان هناك عدة اكواخ ومساكن لعمال. الكنترول صاح وهو يمر عبر العربات " المسافرون سينزلون هنا!"

"Where are we?" asked Sir Francis.

اين نحن؟ سأل السيد فرانسيس

"At the **hamlet** of Kholby." (conductor)

في قرية خولبي

"Do we stop here?" (Sir Francis)

هل نقف هن

"Certainly. The railway isn't finished." (conductor)

بالتأكيد، الخط الحديدي لم ينته بعد

"What! Not finished?" (Sir Francis)

ماذا! لم ينته

"No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again." (Sir)

لا. بقي ما مسافته خمسون ميلا من هنا الى (الله اباد) حيث يبدأ الخط ثانية.

"Yet you sell tickets from Bombay to Calcutta," **retorted Sir Francis**, who was growing warm.

"No doubt," **replied the conductor**, "but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad."

وتبيع تذاكر من (بومباي) الى (كلكتا) اجاب السيد (فرانسيس) الذي كانت ترتفع حرارته

لا شك، اجاب الكنترول، لكن المسافرون يعرفون انه يجب عليهم ان يجدوا وسيلة مواصلات لتأخذهم من (خولبي) الى (الله اباد)

"Sir Francis," **said Mr Fogg** quietly, 'we will, if you please, look about for some means of conveyance to Allahabad."

السيد فرانسيس، قال فوغ بهدوء، سنفعل، اذا سمحت، ابحث عن وسيلة مريحة الى الله اباد.

"Mr Fogg, this is a delay greatly to your disadvantage." (Sir Francis)

سيد فوغ، هذا تاخير كبير ليس من صالحك

"No, Sir Francis; it was foreseen." (Mr Fogg)

لا، سيد فرانسيس، انه كان متوقعا

"What! You knew that the way....." (Sir Francis)

ماذا! كنت تعرف ان الطريق

"Not at all, but I knew that some **obstacle** or other would sooner or later arise on my route. 2018

Nothing, therefore, is lost. (Mr Fogg)

I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th.

This is the 22nd, and we shall reach Calcutta in time.' **What form of transport is a steamer?** 2018

There was nothing to say to so confident a response. **Write down the two cities which are mentioned** 2018

اطلاقا، لكنني عرفت ان بعض المعوقات ستظهر اجلا ام اجلا في طريقي. لا شيء، على اي حال، تمت خسارته.

لدي يومان لاضحي بهما. سفينة بخارية تعاد (كلكتا) الى (هونغ كونغ) ظهرا في 25 الشهر. هذا اليوم الثاني والعشرون، وسنصل (كلكتا) في الوقت. لم يكن هناك ما يقال على هذا الرد الواثق

Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

"I shall go afoot," **said Phileas Fogg**.

السيدان فوغ وفرانسيس كرومارتي، بعدما فتشا القرية من اقصاها الى اقصاها، عادا دون ان يجدا شيئا

ساذهب مشيا، قال السيد فيليس فوغ

Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes.

After a moment's hesitation, he said, "Monsieur, I think I have found a means of conveyance."
'What?

باسيبارتوت الذي انضم الآن الى سيده، اظهر تكشيرة ملتوية عندما فكر بحذائه الجميل الهندي غير القوي.
بعد لحظة تردد، قال "يا سيدي، اعتقد بانى وجدت وسيلة مريحة".
ماذا ؟

"An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here."

"Let's go and see the elephant," *replied Mr Fogg.*

فيل! فيل يخص احد الهنود يعيش على بعد مئة خطوة من هنا. دعنا نذهب ونرى الفيل، اجاب السيد فوغ.

They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question.

An Indian came out of the hut, and, at their request, conducted them within the enclosure.

The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated.

سرعان ما وصلا الى كوخ صغير. الحيوان المطلوب كان محاطا بسياج خشبي عالي.
هندي خرج من الكوخ وبناءا على طلبهم قادم الى الحظيرة.
الفيل الذي تمت تربيته ليس لحمل الاثقال، لكن لاغراض القتال، كان نصف الياف.

Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. **Kiouni** – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce.

رغم سعادة السيد فوغ الا ان تعليمات التوجيه للحيوان لم تنفع طويلا، فالفيل حافظ على وداعته الطبيعية. (كيوني،) هذا كان اسم الفيل، كان لا يسير بسرعة لوقت طويل على عكس اي وسيلة نقل مريحة اخرى. السيد فوغ قرر ان يستأجره. على اي حال، الفيلة ليست رخيصة في الهند لانها اصبحت نادرة.

Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank.

الفيلة الذكور مناسبة فقط لعروض السيرك ومطلوبة جدا بعدما اصبحت غالبيتها مدجنة. عندما اظهر السيد فوغ نيته للهندي باستئجار الفيل (كيوني) رفض الفكرة.

Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

السيد فوغ اصر وعرض عشر جنيهات زيادة للساعة لاستعارة الفيل الى (الله اباد). الهندي رفض. عشرون جنيها؟ رفض ايضا. اربعون جنيها؟ ما زال رافضا.

Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused. At two thousand pounds the Indian yielded.

(فيليس فوغ) دون ان يغضب قرر ان يشتري الحيوان، وفي البداية عرض عليه الف جنيه. الهندي، ربما ظن انه كان يعقد صفقة كبيرة، ظل رافضا بسعر الفا جنيه، وافق الهندي.

"What a price, good heavens!" cried Passepartout, "for an elephant." It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal.

يا له من سعر، بحق السماء! صاح باسيبارتوت، من اجل فيل. بقي الآن فقط ان نجد دليلا، وهو امر سهل مقارنة مع الفيل. شاب من اصل فارسي ذو وجه ذكي عرض خدماته التي قبلها السيد فوغ واعدا بمكافاة كريمة ليثير طمعه المادي

The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs* on either side, Passepartout got astride the saddle-cloth between them.

تم اقتياد الفيل وتزويده بمعدات الركوب. المونة تم شراؤها من خولبي وبينما قام السيدان فرانسيس وفوغ بوضع المقعد على ظهر الفيل وارخاء طرفيه على جانبي الفيل، قام باسيبارتوت بربط السرج بين الطرفين

The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

الفارسي جلس على رقبة الفيل، وفي الساعة التاسعة انطلقوا من القرية، والحيوان كان يسير عبر غابة كثيفة من النخيل على اقصر الطرق

* *Parsee* – a person living in South Asia but descended from Persia.

* *howdah* – a seat for riding an elephant

Vocabulary

1. Answer the questions :

1. What kind of house is a **bungalow** (line 6) ? A house with one floor
2. How does the word **hamlet** (line 9) suggest that there aren't many houses or people in the area where the train has stopped?
A hamlet is *a very small village*, which suggests that *there are very few people and houses*.
3. What form of transport is a **steamer** (line 24)? It's a ship powered by steam
4. What kind of facial expression is a **wry grimace** (line 30), and why did Passepartout's face show this expression?
It's an expression that shows *pain or unhappiness*. Passepartout wasn't happy *because* he didn't want to walk far, as he didn't think his shoes would be sturdy enough.
5. Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans?

مغلق سياج
Enclosed, palings: The elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

| Key Word | Meaning in English | Arabic |
|---------------------|---|------------------------|
| bungalow | a house with one floor | طابق واحد |
| hamlet | a very small village, which suggests that there are very few people and houses. | قرية |
| steamer | a ship powered by steam | سفينة بخارية |
| wry grimace | an expression that shows pain or unhappiness | لوى قسماط وجهه بامتعاض |
| growing warm | an expression that that means getting annoyed | لوى قسماط وجهه بامتعاض |

Comprehension

The **theme** of the novel is : **perseverance is the best motivation towards success.**

Phileas Fogg succeeds in his quest and he also finds his best companion, Aouda.

المثابرة هي أفضل دافع نحو النجاح .

2. Answer the questions :

1. Why can't the train continue its journey from Kholby to Allahabad?
The train cannot continue its journey **because** the railway line hasn't actually been completed.
2. Why is Sir Francis **annoyed** during his conversation with the conductor?
What expression is used to mean he is getting annoyed? (line 15)
-He is annoyed **because** he feels cheated by being sold a ticket to somewhere the train doesn't go.
- 'Growing warm' means *getting annoyed*. 2016
3. How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.
Fogg says that he suspected that this might happen **and** suggests that they find another means of transport.
Compared to Sir Francis, he is very *calm* and *confident* and *doesn't show any anger*.
4. Why did the Indian man decide to rear an elephant?
He wanted it for fighting. (*warlike*)

5. How do we know that the elephant is not aggressive?

"It still preserved its natural gentleness ", meaning that it doesn't want to fight (lines 40-41).

6. How many people travel on the elephant?

Four people : the guide, passepartout, Sir Francis and Mr Fogg.

3. Complete the sentences with the correct word.

هادئ

calm

واثق

confident

متحمس

enthusiastic

غير نادم

unapologetic

قلق

worried

1. The conductor is ----- about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.
2. Mr Fogg is ----- that he will still complete his journey in eighty days.
3. Passepartout feels ----- about the prospect of walking the rest of the way to Allahabad.
4. Mr Fogg remains ----- while he negotiates the sale of the elephant.
5. The guide is very ----- about making the journey by elephant.

Answers : unapologetic - confident - worried - calm - enthusiastic

4. Complete the sentences 1–3 with the names of the characters.

Sir Francis - Passepartout - Phileas Fogg

1. is prepared to walk the rest of the way to Allahabad. Phileas Fogg
2. thinks that two thousand pounds is too much to pay for an elephant. Passepartout
3. does not know where they are when the train stops. Sir Francis

Ideas

5. Find a line in the story that represents the following ideas.

1. Time : (Line 20 – 21) - "Mr Fogg, this is a delay greatly to your disadvantage."
"No, Sir Francis; it was foreseen."

2. Money : (Lines 49-51)

- Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

3. Transport : (Lines 41-43)

- Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him.

6. Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45).

What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

Transport is an important theme in this story. These two passages describe a train's unfinished route and an elephant's limited potential to be a good mode of transport.

The elephant surpasses man-made transport and remains the best choice.

| | |
|-----------------|--|
| Elephant | - Travel rapidly and for a long time. - A good mode of transport. (limited potential) - More positive investment. - The elephant surpasses man-made transport – The best |
| Train | -The railway is not finished. - Travel slowly and for a short time . - fails |

7. Do you think that this story shows the importance of time? Justify your answer.

I think that this story shows the importance of time :

- When Phileas Fogg is *so precise about the number of days they have to spare in line 24.*
- Where the elephant is described(‘*rapidly*’, line 41).
- However, I think that more importance is given to efficiency, because Phileas Fogg is not in a hurry; he is instead very well prepared.

8. Read lines 8–22. Making specific reference to these lines, compare and contrast the characters of Sir Francis and Phileas Fogg. Comment on the things they say and do. Remember to quote from the text.

They are men of two different personalities. Sir Francis gets easily angry, Phileas Fogg is calm and assured. In line 12, Sir Francis speaks in exclamation and short sentences.

| | |
|---------------------|---|
| Phileas Fogg | <i>calm and assured</i> – intelligent – pleasant – well-mannared man – disciplined – courageous generous and self-controlled person |
| Sir Francis | Gets easily angry – speak in exclamation and short sentences. |

9. Read the following extract from the story. Find two examples of *literary devices*. TB

" The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut. "

1. **Alliteration** : Parsee perched ;
2. **Personification** : the animal marching

Read the following lines from *Around the World in Eighty Days* carefully, then (3 points) answer the questions that follow :

"Not at all, but I knew that some *obstacle* or other would sooner or later arise on my route. **2018**
Nothing, therefore, is lost. (Mr Fogg)

I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th.

1. What form of transport is a steamer ?
2. Write down the two cities which are mentioned)

2017

They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant was reared as a half – domesticated animal.

1. How was the elephant reared ?
2. Which words tell us that the elephant was kept safely away from direct contact with humans ?

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Derivation

Derivation : The origin from which a word or phrase has developed . (nouns / verbs / adjectives / adverbs)

(**adj** + **noun** + **verb** + **adverb** + **adjective** + **noun**)

| | | | | | | | | | |
|------------------|------------|-----------|------|------|------|----------|-----------|------------|---------|
| verb | ate | ise | ize | en | ed | | | | |
| noun | ion / ness | ity / age | ment | ence | ency | gy / ure | ing / dom | ist / isme | er / or |
| adjective | al | ive | ant | ent | ful | ous | ible | able | ic |
| adverb | ly | | | | | | | | |

I. Nouns :

We use the nouns after the following :

- After the definite and indefinite articles : (a / an / the) :** (if there isn't a noun after the blank)
e.g. : I bought a new car .
- After prepositions (in / on / of / at / with / for / by / from / without / into / through / after / before / under etc.)**
e.g. : Ahmed is interested in computers .
- After the possessives ('s / s') :** بعد ادوات الملكية :
e.g. The student's English book on the desk . The students' English books are on the desk .
- After the possessive pronouns : (my / his / her / their / your / our / its)** بعد ضمائر الملكية :
e.g. : **Their** abilities made them win The World Cup .
- After adjectives :** e.g. : My friend bought a *wonderful* car . / **after (more) :** more beautiful than
- After numbers : cardinal (one) or ordinal (first) :**
e.g. : He made his first impression about that man according to his last speech .
- After the words (this / these / that / those) :** e.g. : I liked that shirt so much . : بعد ادوات الإشارة :
- After (much / many / few / some / any / little / more) :** e.g. : Some students need more exercises . : بعد صفات الكميات :
- At the beginning of the sentence as subjects :** عندما تأتي كفاعل في اول الجملة :
e.g. Prevention is better than cure .
- No :** e.g. : Zaid is very clever and I don't know why he has **no** confidence . بعد ادوات نفي الاسماء
- After : (need) – (cause) :** The earthquake caused destruction.

II. Verbs : We use verbs :

- After (to) :** e.g. : Try to find a solution to your problem .
- After the adverbs of frequency : (always / usually / often / seldom / rarely / sometimes / never)**
e.g. : They usually speak English outside their class .
- After (would rather / had better / let / make / help) :** You should make him do his homework .
e.g. : I'd rather perform the pilgrimage . Let's go to the cinema.
- After the (verbs to do) : (do / does / did)** e.g. : He doesn't help the poor.
- After the modals (will / would / shall / should / may / might / can / could / must) :** e.g. : He shouldn't drive so fast .
- Between the subject and the object :** e.g. : All ministries of education provide students with all needs at the start of the year .

III. Adjectives :

- Adjectives describe nouns :** e.g. : He has a **good** appearance . (before nouns)
- After (verb to be) :** e.g. : This scene **is** interesting .
- After adverbs (adverb + adjective) :** e.g. : It is **completely hard** .
- " be " + (as adj as) :** e.g. He is as busy as a bee .
- " be " + (very / too / so / quite / a bit / absolutely / extremely) :** e.g. : He **is too** nervous to deal with .
- After these verbs (look / feel / sound / seem / become / taste / smell / get / turn) :** He seems happy .
- After (be + more / the most) :** He is more careful than .

IV. Adverbs :

- Adverbs describe verbs :** e.g. : He is driving slowly
- We use the adverbs before adjectives : (be + ly)** e.g. : It is completely hard .
- Adverbs are used as a single clause (without verbs) : (verbless clauses) (ly , + subject + verb)**
e.g. : Suddenly, he began to drive slowly .
- " verb " + (very / too / so / quite) :** e.g. : He always gives his help **very** generously .
- " verb " + (as adv as) :** e.g. He didn't play the match as **confidently** as the other members .
- subject + ly + verb :** The boys **politely** responded to the teacher's order .

Derivation

Derivation : The origin from which a word or phrase has developed . (nouns / verbs / adjectives / adverbs)
(**adjective + noun + verb + adverb + adjective + noun**)

١. دائما قبل الأسماء صفات وبعد الصفات أسماء وبعد الأسماء وقبل الأفعال أفعال وبعد الأفعال ظروف وبعد الظروف صفات

| Verb | Noun | Adjective | Adverb- Arabic | Verb | Noun | Adjective | Adverb |
|------------|--------------------------|-------------|----------------|-------------|-----------------------|------------|------------|
| educate | education | educational | يتعلم - ly | repeat | repetition | repeated | يعيد |
| succeed | success | successful | ينجح - ly | correct | correction | correct | يصحح |
| achieve | achievement | | يحقّق - ينجز | circulate | circulation | | يدور |
| organise | organisation | organised | ينظم | dehydrate | dehydration | | يجفف |
| develop | development | | يطور | revise | revision | | يراجع |
| qualify | qualification | qualified | يؤهل | concentrate | concentration | | يركّز |
| recommend | recommendation | recommended | يوصي | | particularity | particular | ly - محدد |
| succeed | success | successful | ينجح | compete | competence | competent | ly - ينافس |
| memorize | memory | memorable | يتذكّر | know | knowledge | known | يعرف |
| advise | advice | advisable | ينصح | | idea | ideal | ly - مثالي |
| | youth | young | صغير | create | creation | | يخلق |
| | awareness | aware | ادراك | teach | teaching | | يعلم |
| experience | experience | experienced | تجربة | | Business / businesses | | عمل |
| dominate | dominance | dominant | يهيمن على | economize | economics - y | economical | ly اقتصاد |
| depend | dependance | dependant | يعتمد على | criticise | critic | critical | ly - ينتقد |
| | Nutrition nutrtrients | nutritious | تغذية | | | | |

Complete the sentences with the correct forms of the words in brackets :

1. One of the most important things that we give children is a good ----- . (educate)
2. If you work hard, I'm sure you will ----- . (success)
3. Congratulations ! Not many people ----- such high marks. (achievement)
4. My father works for an ----- that helps to protect the environment. (organise)
5. It's amazing to watch the ----- of a baby in the first year of life. (develop)
1. Before you apply for a job, check that you have the correct ----- . (qualify)
2. The company is pleased with your work and is happy to give you a----- . (recommend)
3. Congratulations on a very----- business deal. (succeed)
4. We should always be ready to listen to good ----- . (advise)
5. My father often talks about what he did in his ----- . (young)
6. It's important to have an ----- of different countries' customs. (aware)
7. The graduation ceremony was a very ----- occasion for everyone. (memory)
8. Nuts contain useful ----- such as oils and fats. (nutritious)
1. Have you had any ----- of learning another language ? (experienced)
2. Is one side of the brain more ----- than the other ? (dominate)
3. Whether or not you remember something that you have learnt in the past ----- on the experience you had while you were learning it . (dependence)
4. I'm confused. Could you give me some -----, please ? (advisable)
5. Before an exam, you must ----- everything you have learnt. (revision)
6. In hot weather our bodies are in danger of ----- . (dehydrate)
7. Don't talk to the driver. He must ----- . (concentration)
8. How quickly does blood ----- round the body ? (circulation)
9. Kareem is a ----- journalist, he has worked previously for many scientific journals. (qualification)
10. Doing lots of exercise won't keep you healthy if you don't eat ----- food as well. (nutrients) 2016
11. Services, mostly travel and tourism ----- the majority of our economy. (dominant)
12. Khalid is a very ----- and adabtable worker, I believe that he can be successful in any position. (competence)

Correct the words in brackets :

1. In the Middle East today, entrepreneurship is ----- important. (particular)
2. It is important because of the ----- job market. (compete)
3. It is important to give young people the ----- so that they can help themselves. (know)
4. If they cannot find jobs, they can creat their own and then, -----, generate jobs for others. (ideal)
5. ----- have been set up. (organize)
6. They have been set up to guide young people through the process of business ----- (create).
7. Universities in the region have started ----- entrepreneurship courses to students.(teach)
8. Even large ----- now support young entrepreneurs. (business)
9. Young people can have control over their own ----- futures. (economy)
10. In the Middle East, it is a ----- learning experience for young people. (critic)

Answers : 1-particularly 2- competitive 3- knowledge 4- ideally 5- organisations 6- creation 7- teaching 8- businesses 9- economic 10- critical

1. Find yourself getting more ----- (nerve)
2. Keep calm by breathing ----- . (deep)
3. Read the exam questions ----- (care)
4. Underline all the key ----- (instruct)
5. All the questions should be ----- (answer)
6. Start with ones that give you ----- (confident)
7. Practice your exams ----- (previous)
8. Don't join in the ----- (discuss)
9. Don't ----- (fright) yourself
10. Remember that exams are ----- (design)

Choose the suitable item from those given to complete each of the following sentences : 2018

1. Maha shows great ----- for her new job as a lawyer in the court .
(enthusiasm , enthusiastic , enthusiastically)
2. Our national team is now well- ----- for the second round of the competition .
(qualify , qualification , qualified)
3. With children, it is important to ----- the right balance between love and discipline.
(achieve , achieved , achievable)

Guided Writing

Read the information in the table below, and then in your ANSWER BOOKLET , write two sentences about -----.
Use the appropriate linking words such as: and, too, also, etc

Reasons that make people leave their home countries

seek better life -
complete education -
find better jobs -
learn about different cultures -

There are many reasons that make people leave their home countries such as seeking better life and completing their education. Another thing is finding better jobs and learning about different cultures.

What should happen to motorists who break the speed limits ?

Ban from driving
Fine for driving fast
Put in prison

There are some punishments /many things that should happen to motorists who break the speed limits such as banning them from driving and fining them for driving fast. Another thing is putting them in prison.

How to improve your English language ?

Listen to English programs
Read English newspapers and magazines
Join English courses regularly

There are many ways to improve your English language such as listening to English programs and reading newspapers and magazines. Also, joining English courses regularly is another way to improve your English language.

Why do people use the internet websites ?

Buy goods
Book holidays
Pay bills

Characteristics of traditional education

- students attend classes in person
- students have more opportunities to join clubs
- students need more guidance and more direct contact with teachers
- students attend classes in a specific time and in a specific location

Compulsory Education in different countries

| | |
|---------|------------|
| England | 5-16 years |
| Jordan | 6-16 years |
| Turkey | 6-18 years |
| Japan | 6-15 years |

1. Turkish children have the most compulsory schooling .
2. In Jordan, children start school a year later than English children.
3. Japanese children have the least compulsory schooling.
4. Jordanian children can leave school earlier one year than English children.

| The most popular university subjects | | |
|--------------------------------------|-----------------------------|----------------------|
| Subject | No. 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 % |
| Physics | 104,410 | + 5 % |

Business studies is the most popular subject but physics is the least popular one and it is not as popular as Biology . Also, Engineering is less popular than Visual Arts but it is more popular than Physics.

| Curriculum Vitae | |
|---------------------|---|
| Name | Farida Jabari |
| Contact details | 215 Rainbow Street, Amman |
| Qualification | Degree in English (2009 CE) |
| Work experience | Teacher of English, Ein Ghazal Secondary School, Zarka – 2009 - now |
| Personal attributes | dedicated, ambitious worker. |

| Watching sports on TV | Watching sports live |
|---------------------------------------|--|
| - exciting - comfortable and cheap | - noisy - uncomfortable and expensive |

| Exports | imports |
|--|---------------------------|
| - phosphate - Potash - Pharmaceuticals | - oil - gas - wheat |

Goods that Jordan imports and exports

| Advantages of email | Disadvantages of email |
|-------------------------------------|---|
| - it is easy to use - it is fast | - less hand-writing practice - lack personal touch |

Guided Writing : (2016) Read the information below and write two sentences about the benefits of studying abroad :

- build valuable job skills
- be self-confident
- make friends
- understand own and other cultures

There are many benefits of studying abroad such as building valuable job skills, being self-confident and making friends. Also, another benefit is understanding own and other cultures.