

اللغة الإنجليزية

مكثف المستوى (4)
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مدارس أكاديمية القادة الدولية

International Leaders Academy Schools



مدارس الأرقم
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ومن خلال **You Tube** وليد صوان

Unit Six
Education Today التعليم اليوم
Words of unit (6)

Word	English Meaning	Arabic
academic (adj) academic (n) academy (n) academically (adv)	connected with education, especially at college or university level	أكاديمي
compulsory (adj)	obligatory; required	اجباري
contradictory (adj) contradict (v) contradiction (n)	if two ideas are contradictory they are completely different and thus unable to both be true	تناقض
developed nation (n)	a rich country that has many industries, comfortable living for most people, and usually an elected government	أمة متطورة
fluently (adv) fluency (n) fluent (adj)	speaking a language very well, like a native speaker	بطلاقة
option (n) optional (adj)	something that is or may be chosen	خيار
tuition (n)	teaching, especially in small groups	تدريس
astrophysics (n)	the study of the chemical structure of the stars and the forces that influence them	فيزياء فلكية
pioneering (adj) pioneer (v/n)	introducing new and better methods or ideas for the first time	رائد
tailor-made (adj)	custom-made; made to fit exactly	مصمم
undertake (v) undertaking (n)	to commit yourself to do something and to start to do it	يتعهد
qualifications (pl n) qualify (v) qualified (adj)	official records of achievement awarded upon the successful completion of a course of training or passing an exam	مؤهلات
tutorial (n) tutor (v/n)	a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students	فترة تعليمية
put (my) back into it (v-phrase)	[idiom] to put a lot of effort into something	يجتهد
colloquial (adj)	(of language or words) used mainly in informal conversations rather than in writing or formal speech	عامية
degree (n)	a qualification that is given to you when you have successfully completed a course of study	درجة علمية
halls of residence (n)	accommodation provided by a university or college	سكن جامعي
motive (n)	reason for doing something	دافع
minority	not many, the opposite of 'majority'	أقلية
fees	costs, charges	رسوم
debt	money you owe	دين
financial	relating to money	مالي
Pharmacy (n) pharmaceutical (adj)	the study and practice of preparing drugs or medicines	الصيدلة
Marketing(n) market (v/n)	the study of selling products to the appropriate customer	التسويق
Psychology (n) psychological (adj)	the study of the mind and how it works	علم النفس

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Sociology (n) sociological (adj)	the study of societies and the behaviour of people in groups	علم الاجتماع
Agriculture (n) agricultural (adj)	the science or practice of farming	الزراعة
Engineering (n) engineer (v/n)	the study of how roads, bridges, machines, etc. are built	الهندسة
Linguistics (n) linguist (n) linguistic (adj)	the study of the grammar, history and structure of languages	اللغويات
Economics (n) economical (adj) economically (adv)	the study of the way in which money and goods are produced and used	الإقتصاد
Business Management manage (v) managerial (adj)	an area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organising and planning	إدارة اعمال
career advisor (n) advise (v) advice (n)	someone who provides information to help people to make choices about their training and work	المستشار
lifelong(adj)	continuing or existing throughout your life	طويل الامد
Maths		الرياضيات
Dentistry		طب الأسنان
Arabic Language and Literature		اللغة العربية وآدابها
Biology		الأحياء
Medicine		الطب
Geography		الجغرافيا
Fine Arts		الفنون الجميلة
Law		القانون
Physics		الفيزياء
Banking and Finance		العلوم المالية والمصرفية
History		التاريخ
Nursing		التمريض
Geology		علم الارض
Translation		الترجمة
Visual Arts		الفنون البصرية
Chemistry		الكيمياء
secondary		ثانوي
organisation		منظمة
development		تطور
achievement		انجاز
increasingly		بشكل متزايد
prospects		فرص
global		عالمي
proficiency		مهارة
abroad		خارج الوطن

The time we spend at school (SB 44)

الوقت الذي نقضيه بالمدرسة

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.

قبل بضعة سنين، عملت ما يعادل 1000 مدرسة في أرجاء الولايات المتحدة على جعل العام الدراسي أطول وذلك بزيادة عشرة أيام إضافية عليه أو عن طريق جعل اليوم الدراسي أطول بنحو نصف ساعة.

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

it= that secondary school students in the USA and the UK were /this= an average school year of 187 days / these=avarege in spending the least time at school USA,UK,and Jordan

ويعود السبب في ذلك إلى أنه قد وجد أن طلبة المدارس الثانوية في الولايات المتحدة والمملكة المتحدة يمضون أقل وقت في المدرسة، بمعدل 187 يوماً للعام الدراسي. وتعتبر السنة الدراسية النموذجية في الأردن أطول من ذلك. وعلى أية حال، ليس من بين هذه الدول ما يكون فيه العام الدراسي كما هو عليه في اليابان وكوريا الجنوبية. فالطلبة الكوريون الجنوبيون يمضون 220 يوماً من أيام العام في المدرسة، و في اليابان فيبلغ عدد أيام العام الدراسي 243 يوماً.

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

They ,they ,They, their=students in Japan ,Indonesia and South Korea / which= They also spend about three hours on homework every day / this=going to school for about nine hours

وبحسب دراسة أجرتها منظمة التعاون الاقتصادي والتنمية OECD فإن طلبة اليابان وإندونيسيا وكوريا الجنوبية يمضون أكثر وقت في الدراسة على مستوى العالم. حيث أنهم يسعون إلى تعلم أكبر قدر ممكن لتحقيق أعلى العلامات في الامتحان. وهم يمضون في المدرسة تسع ساعات تتضمن وجود نشاطات تعليمية إضافية بعد إنتهاء الدوام المدرسي. ويمضون أيضاً قرابة الثلاث ساعات في تأدية واجباتهم المدرسية كل يوم وهذا يمثل ثلاث أضعاف ما هو عليه الحال في الدول الأخرى. وتنبأ إنجازاتهم الأكاديمية أنه كلما زاد وقت دراستك، كلما تحسن أدائك في الامتحانات النهائية.

In Finland, however, students are usually given less than half an hour of homework per night, and they attend school for fewer and shorter days than 85% of other developed nations. Despite this, they achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often three, languages fluently. The contradictory views of the study suggest that the number and length of school days is not the only factor in determining whether students will succeed at school or not.

They , they =students in Finland / this= they attend school for fewer and shorter days than 85% of other developed nations.

في فنلندا، على أي حال، يعطى الطلبة عادة أقل من نصف ساعة من الواجبات كل يوم. وهم يلتحقون بالمدرسة لعدد أيام أقل وأقصر 80 بالمئة من الدول المتقدمة. وعلى الرغم من ذلك، فإنهم يحققون أعلى النتائج في مواضيع مثل الرياضيات والعلوم. وعلاوة على ذلك، فإن معظم الطلاب يتحدثون على الأقل لغتين و في الغالب ثلاث لغات بطلاقة. وتكشف النتائج المتناقضة للدراسة أن عدد وطول الأيام الدراسية ليس العامل الوحيد الذي يحدد إذا ما كان الطلبة سينجحون في المدرسة أو لا.

Listen to and read the study's findings again and answer the questions. (SB 45)

- 1- What change has recently taken place in some American schools, and why has this occurred?
- 2- Who does more homework on average: students in the USA or students in Japan?
- 3- How many days a year do most students in the USA attend school?
- 4- Is it compulsory to do after-school activities in Japan and South Korea?
- 5- What is interesting about Finland's fewer and shorter school days?
- 6- Do you think that a longer school day would result in better grades for most students? Why/Why not? Justify your answer

Answers:

- 1- They have started making the school year longer because they were one of the countries in which children were spending the least amount of time in school.
- 2- Students in Japan do more homework on average.
- 3- Most students attend school 187 days per year.
- 4- No, it isn't; it is optional.
- 5- Despite the shortness of the time pupils spend at school, they achieve top marks in subjects like Maths and Science, and can speak at least two, and often three, languages fluently.
- 6- I think that a longer school day, depending on how it was constructed, might improve students' grades. It would necessitate well-structured timetables, with time spent on individual study during the day and less homework at night. It would also need to include a lot of subjects such as Physical Education, Drama and Music, and even some activities that are seen as extra-curricular, such as crafts and creative writing.

Answer the following questions

- 1- Why have some American schools been making school years longer for a few years?
* why have secondary schools in the USA and in the UK been making school years longer for a few years?
- 2- How did some American schools start making school years longer?
- 3- When did many schools across the USA start making school years longer?
- 4- How many schools across the USA that started making school years longer?
- 5- Many schools across the USA started making school years longer by two ways. Write down these two ways.
- 6- Write down the main reason that made American schools start making school years longer.
- 7- What is the average of the school year in USA, Japan and South Korea?
- 8- Write down the sentence which indicates that many American schools made the school years longer. .
- 9- Who are the students who spend the most time studying in the world?*
- 10- According to the text, what is the result of the study that was done by the Organisation for Economic Co-operation and Development.
- 11- Quote the sentence which indicates to the result of the study that was done by (OECD)
- 12- Students in Japan, Indonesia and South Korea spend the most time studying in the world. They want to learn as much as they can. Why?
- 13 Students in Japan, Indonesia and South Korea do many things to ensure excellent exam grades. Write down three of these things?
- 14- There are many things behind high academic achievements to students in Japan, Indonesia. and South Korea? Write down them.
- 15- According to the text, compare between Japanese, Indonesian, South Korean students and Finland students.

Answers:

- 1- 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.
- 2- by adding up to ten extra days to the school year or by making each school day longer by half an hour.
- 3- A few years ago.
- 4- As many as 1,000 schools.
- 5- a) adding up to ten extra days to the school year
b) making each school day longer by half an hour
- 6- 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.
- 7- USA 187 days / Japan 243 days / South Korea 220 days.
- 8- 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.
- 9+10- students in Japan, Indonesia and South Korea.
- 11- According to a study by the Organisation for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world.
- 12- to ensure excellent exam grades.
- 13+ 14 1) They learn as much as they can. 2) They go to school for about nine hours. 3) optional after-school tuition and activities. 4) They also spend about three hours on homework every day, which is three times as much as many other countries.
- 15- Japanese, Indonesian, South Korean students spend the most time studying in the world. They go to school for about nine hours. They also spend about three hours on homework every day. While, Finland students are usually given less than half an hour of homework per night, and they attend school for fewer and shorter days than others. Despite this, they achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often three, languages fluently.

Grammar

محددات الكمية للمقارنة Quantifiers to make comparisons

One syllable

Adjective الأصل	Comparative (than)	(the) Superlative
small	smaller than	the smallest
big	bigger than	the biggest
few	fewer than	the fewest

Two syllables with ` y `

Adjective	Comparative	Superlative
happy	happier than	the happiest
sunny	sunnier than	the sunniest

Two syllables and more

Adjective	Comparative	Superlative
expensive	more / less expensive than	the most / least expensive
beautiful	more / less beautiful than	the most / least beautiful
exciting	more / less exciting than	the most / least exciting

Exceptions

Adjective	Comparative	Superlative
good	better than	the best
bad	worse than	the worst
far	farther-further than	the farthest - furthest
معدود many	more (adj / اسم جمع) than	the most(adj)
معدود much غير معدود	more (adj / لا يجمع) than	the most(adj)
معدود little غير معدود	less (adj / غير معدود) than	the least(adj)

- English is the best subject for me

نضيف +most او least للصفة الطويلة ولا نقارنها مع اسم آخر

- She is the most beautiful in the town.

- Which subjects are the least popular?

مساواة (Equality)

- as (adj/adv) as

الأصل

-Ali is as tall as Rami.

-My car is as expensive as your car.

-I have as much *money* as you have . غير معدود .

-My classroom has as many *students* as your classroom . معدود .

غير مساوي (not equals)

- not as (adj/adv) as

الأصل

-more than غير معدود } less than
عكس } fewer than معدود

-the most غير معدود } the least
عكس } the fewest معدود

Ex: يوجد عدة طرق للتعبير عن عدم المساواة

طرق عدم المساواة:

1- الجدول

2- عكس الصفة

3- not as as

4- قلب ب more less / fewer

امثلة على عكس الصفة

- more expensive ----- less expensive or cheaper
- taller ----- shorter
- later ----- earlier

- Ali is **taller** than Rami.
- Rami is **shorter** than Ali.
- Rami isn't as **tall** as Rami .

- BMW is **more** expensive than Toyota.
- Toyota is **less** expensive than BMW.
- Toyota isn't as expensive as BMW.
- Toyota is cheaper than BMW

- My school has (**more, fewer**) students than your school. معدود
- I have (**more, less**) money that you have. غير معدود

Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

- 1- Rami's handwriting is more beautiful than Ali's.
Ali's
- 2- Travelling by car is less exciting than travelling by train.
Travelling by train.....
- 3- Alex speaks English fluently, Rami also speaks English fluently.
Alex speaks
- 4- Dogs are fast but they are slower than lions.
Dogs are not
- 5- A dog is more faithful than a cat.
A cat.....
- 6- Amman is the best city in the Middle East.
No other city in the Middle East is.....
Amman is than any other city in the Middle East.
- 7- No fruit is more expensive than apples in the market.
Apples.....
- 8- Learning Chinese is more difficult than learning English.
Learning English isn't.....
- 9- Learning Chinese is more difficult than learning English.
Learning English is.....
- 10- Students like doing Maths more than doing Music an Art.
Students don't
- 11 -Mansaf is more popular than Magloubeh .
Magloubeh isn't
- 12 -Watching sports on T.V isn't as exciting as watching sports live.
Watching sports live is
- 13 -Volleyball is less amazing than football.
Football is

- 14 -Nasser doesn't have as many friends as Raed.
Raed has
- 15 -Rawan doesn't like running as much as she likes swimming.
Rawan likes swimming
- 16-I don't eat as much fast food as my friend.
My friend eats
- 17 -Neither Maths nor Science are as popular as English. (وزاري صيفية 2016)
English
- 18- The cheapest thing on the menu is orange juice.
The least
- 19- The easiest part in the exam is grammar.
The least.....

Answers:

- 1- Ali's handwriting is less beautiful than Rami's.
- 2- Travelling by train is more exciting than travelling by car.
- 3- Alex speaks English as fluently as Rami.
- 4- Dogs are not as fast as lions.
- 5- A cat is less faithful than a dog.
- 6- No other city in the Middle East is better than Amman.
- Amman is better than any other city in the Middle East.
- 7- Apples are the most expensive fruit in the market.
- 8- learning English isn't as difficult as learning Chinese.
- 9- Learning English is less difficult than learning Chinese. **Or** Learning English is easier than learning Chinese.
- 10- Students don't like doing Music and Art as much as doing Maths.
- 11-Magloubeh isn't as popular as Mansaf.
- 12-Watching sports live is more exciting than watching sports on T.V.
- 13-Football is more amazing than volleyball.
- 14-Raed has more friends than Nasser.
- 15-Rawan likes swimming more than running.
- 16-My friend eats more fast food than me.
- 17- English is more popular than Maths and Science.
- 18- The least expensive thing on the menu is orange juice.
- 19- The least difficult part in the exam is grammar.

Anita's Blog (SB 49)

المذكرة الإلكترونية لأحد الطلاب

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

I, my, me= Anita writer -

قبل صيفين، قضيت خمس أشهر في دراسة اللغة العربية في الجامعة الاردنية الالمانية بالقرب من مادبا. بما أن والدي اصلاً من الاردن، كبرت متحدثة اللغتين العربية والالمانية. ولكنني لم ادرس العربية بشكل رسمي ابدأ وعندما سمحت لي الفرصة بأن اقضي سنة في الاردن لدراسة العربية، لم اتردد لتانية واحدة.

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

I, me= Anita- writer / they=relatives / who=relatives / there= German- Jordanian University /who= international students / them= international students / which= colloquial Arabic / my= Anita- writer

لدي العديد من الاقارب في الاردن ولقد رتبوا لي الإقامة مع عائلة رائعة تعيش خارج مادبا. لقد ذهني عدد الطلاب الدوليين هناك والذين لم يكونوا فقط من المانيا بل من جميع انحاء العالم. معظمهم درسوا العربية لمستوى متقدم. العربية العامية مألوفة بالنسبة لي لانها اللهجة التي ينكلمها اهلي ويفهمونها. لقد كانت حصص العربية الفصحى ذات تحدي بالنسبة لي خصوصاً القواعد.

Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practise **it** at home. I really **put my back into it**, and I earned an A on the course.

we, we=Anita and her colleagues / my, I =Anita / it = Arabic

يجب علينا ان نتعلم لانحة من حوالي 50 مفردة كل اسبوع، لقد غطينا العديد من المواضيع. إن العيش مع عائلة قد ساعد في تحسين مهارات التحدث باللغة العربية لانه بينما يسمع الطلاب العربية في الحصة والشارع، كان بإستطاعتي ممارستها في المنزل. لقد اجتهدت حقاً بها ولقد حصلت على درجة أ في هذه المادة.

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

me , I =Anita / their , their= students in Jordan / who=students / their=students / it=university / them ,their , they= students in Jordan / Everybody= students in Jordan /they= students in Jordan

من أكثر ما يثير انطباعي عن طلاب الاردن هو سلوكهم وتوجههم فيما يتعلق بالدراسة. كان كل الطلاب الذين التقيت يقدرون اهمية التعليم الجامعي بالنسبة إليهم والفرص التي يمكن ان تمنحهم للمشاركة في ازدهار دولتهم. وقد اظهروا قيماً إيجابية. لقد كانوا صادقين، ولقد ناقش الناس المشاكل بدلا من ان يغضبوا اذا ما لم يتفقوا مع بعضهم بعضاً.

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

who= someone , I , my=Anita

وكشخص يستمتع بالطعام اللذيذ والاماكن الجميلة والناس الحميمين المضيافين، كانت الدراسة في الاردن من افضل القرارات التي اتخذتها في حياتي. لقد كونت العديد من الصداقات الجديدة، ولقد طورت ايضاً مهارات التحدث والكتابة والقراءة في اللغة العربية. أحلم في ان اصبح متحدثاً للغة العربية بطلاقة. ولأنني اعلم انني سأعود للاردن بقدر ما استطيع، سأجعل هذا الحلم يتحقق.

Answer the following questions

- 1- The writer spent five months at the German-Jordanian University near Madaba. why?
- 2- How long did the writer spend at the German-Jordanian University near Madaba?
- 3- The writer spent five months studying Arabic at the German-Jordanian University near Madaba. When? * When did the writer start studying Arabic? ?
- 4- Write down the sentence which shows the name of the language that the writer studied.
- 5-What is the name of the language that the writer studied? ?
- 6- Where did the writer study Arabic language? ?
- 7- Where is the writer's father from? ?
- 8- The writer speaks two languages. Write down these two languages.
- 9- Write down the sentence which shows that the writer speaks two languages.
- 10-Where did the writer stay? ?
- 11- who arranged to the writer to stay a wonderful family who live just outside Madaba?
- 12- write down the sentence which indicates that there are a lot of international students who study at the German-Jordanian University.
- 13- How many words did students have to learn every week.
- 14- Living with a family helped the writer to improve his Arabic-speaking skills . how?
- 15- what helped the writer to improve his Arabic- speaking skills?
- 16- What impressed the writer about students in Jordan?
- 17- The writer impressed most about students in Jordan for two three reasons . Write down two of these reasons?

Answers:

- 1-because she was studying Arabic 2- five months
- 3- Two summers ago 4- I spent five months studying Arabic at the German-Jordanian University near Madaba.
- 5-Arabic language
- 6- she studied Arabic language at the German-Jordanian University near Madaba.
- 7- he is originally from Jordan. 8- Arabic and German.
- 9- As my father is originally from Jordan, I grew up speaking Arabic as well as German.
- 10- she stayed with a wonderful family who live just outside Madaba.
- 11- her relatives.
- 12-I was amazed by the number of international students there, who were not only from Germany, but from all over the world.
- 13- they had to learn a vocabulary list of around 50 words.
- 14- while all the students heard Arabic in the classroom and streets, he could also practise it at home. He really put his back into it, and he earned an A on the course.
- 15- living with a family
- 16- their behaviour and their attitude to studying.
- 17- their behaviour and their attitude to studying. They also showed extremely positive values.

Body Idioms (مصطلحات الجسم)

مهمين جدا - تحفظ انجليزي - انجليزي

get it off your chest	to tell someone about something that has been worrying you	ان تخبر احد بالذي يقلقك
get cold feet	to lose your confidence in something at the last minute(صيفية 2016)	تفقد الثقة
play it by ear	to decide how to deal with a situation as it develops	تقرر كيف ستتعامل بموقف
keep your chin up	to remain cheerful in difficult situations; an expression of encouragement	ان تبقى مبتهج
have a head for figures	to have a natural mental ability for maths and numbers	ان تملك القدرة على الحسابات
put (my) back into it (v phrase)	to put a lot of effort into something	يجتهد

Complete the sentences with body idioms. (AB 34)

- 1- I'm too nervous to do a parachute jump. I think that I'll at the last minute.
- 2- If you've got a problem, talk to someone about it. It helps to
- 3- I don't think I'd be a very good accountant. I don't really
- 4-! I'm sure everything will be fine in the end.
- 5- I'm not sure if it'll be warm enough to have a barbecue. We'll have to

Answers: 1- get cold feet 2- get it off your chest 3- have a head for figures 4- Keep your chin up 5- play it by ear into it.

Unit Seven

Lifelong Learning تعليم مستمر words of unit (7)

Word	English Meaning	Arabic
circulation (n) circulate (v)	the movement of blood around the body when it is pumped by the heart; also air the movement of air	الدورة الدموية
concentration (n) concentrate (v)	attention, or attention span	التركيز
dehydration (n) dehydrate (v) dehydrated (adj)	the state of having drunk too little water	الجفاف
diet (n) diet (v) dietary (adj)	the kind of food that a person or animal eats each day	الحمية
memory (n) memorise (v) memorable (adj)	someone's ability to remember things, places and experiences	ذاكرة
nutrition (n) nutritious (adj)	the process of getting the right kind of food for good health and growth	التغذية
beneficial (adj)	being useful or helpful	مفيد
utterance (n) utter (v)	something that is said, such as a statement	اللفظ
vocational (adj) vocation (noun)	used to describe a particular job and the skills involved	مهني
enrol (v) enrolment (n)	to officially arrange to join a school, university or course	يسجل
diploma (n)	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course	دبلوم
Master's degree (n)	a period of one or two years of study which takes place after the completion of a Bachelor's degree	درجة الماجستير
online distance learning(n)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعلم عن بعد

PhD (n)	a doctorate; the highest degree awarded by a university faculty	الدكتوراه
simulator (n) simulate (v) simulation (n)	any device or system that simulates specific conditions or the characteristics of a real process or machine	جهاز محاكاة
multilingual (adj) multilingualism (n)	speaking, reading or writing in more than two languages	متعدد اللغات
multitask (v)	to do several things at the same time	متعدد المهام
immerse (v) immersion (n)	to be deeply involved in something and spend most of your time doing it	يقحم / يغمس / يدمج
drop a course (v)	to stop studying a certain subject at university	يسقط مادة
degree (n)	a qualification that is given to you when you have successfully completed a course of study	درجة علمية
postgraduate (n)	someone who has finished their first degree and is continuing to study either a Master's or a PhD; ~ degree a second degree of Master's or PhD level	طلاب الدراسات العليا
private university(n)	a university not operated by a government	جامعة خاصة
public university(n)	a university that is funded by public means, through a government	جامعة حكومية
undergraduate(n)	someone who has not yet completed their first degree	ما قبل التخرج

Indirect questions الاسئلة الغير مباشرة

- We can use indirect questions to ask questions in a polite, formal way.
يمكننا استخدام الاسئلة الغير مباشرة للسؤال بطريقة رسمية وادبية اكثر
- We can begin impersonal questions with
يمكننا ان نبدأ الاسئلة المباشرة باحد العبارات التالية:

A) Yes/No questions

Could you tell me

Do you know

Do you mind telling me + if/whether + subject + verb.....?

Could you explain

I wonder

- The structure is then the same as in reported questions. Unlike reported questions, the sentence ends with a question mark.

تركيب الجملة يكون هو نفسه في الجملة المباشرة. على عكس الاسئلة المباشرة، فان الاسئلة الغير مباشرة تنتهي بعلامة السؤال ولا تحول الى نقطة.

- Is there a post box near here?

Do you know **if/whether** there's a post box near here, please?

B) wh questions (what, who, why, when, where, how etc.)

Could you tell me

Do you know

Do you mind telling me + wh + subject + verb.....?

Could you explain

I wonder

-What time **does** the bus **leave**?

Could you tell me what time the bus **leaves**?

-What **did** he **eat**?

Could you tell me what he **ate**?

Rewrite the following sentences

- 1- What is the time, please?
Could you tell
- 2- Who is that man?
Do you know
- 3- Why is the train late?
Do you mind telling me
- 4- Where is the nearest bank?
Could you tell me

Answers

- 1-me what the time is, please?
- 2-who that man is?
- 3-why the train is late?
- 4-where the nearest bank is, please?

Exception

-عندما تبدأ الجملة ب :

1- infinitive verb / Don't +base

Or

2- Modal + you (لها حلين حسب ما كتب في المقدمة)

الحل يكون كالتالي:

Do you mind + V+ ing (gerund) للفعل الرئيسي + تكلمة الجملة كما هي + ?

Examples:

- 1-Can you suggest a new method?
Do you mind suggesting a new method?

or

Do you mind telling me if / whether you can suggest a new method? (طبيعي)

- 2- Help me to fix my car please.
Do you mind helping me to fix my car?

- Complete each of the following sentences so that the new one is similar in meaning to the one before.

- 1- Can you suggest a better way for revising lessons?
Do you mind
- 2- Are we allowed to use a dictionary for the exam?
Do you know
- 3- Tell me where is the bathroom, please?
Do you know
- 4- What is the difference between stars and planets?
Could you explain
- 5- When does the party start, please?
Do you know

Answers:

- 1- Do you mind suggesting a better way for revising lessons?
- 2- Do you know if we are allowed to use a dictionary for the exam?
- 3- Do you know where the bathroom is, please?
- 4- Could you explain what the difference between stars and planets is?
- 5- Do you know when the party starts, please?

Learning a Foreign Language (SB 52)

تعلم لغة أجنبية

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

يدعي البعض أن تعلم لغة أجنبية يحسن فاعلية الدماغ في العديد من الطرق المختلفة. تعلم المفردات اللغوية والقواعد يزود العقل بتمرين مفيد يحسن الذاكرة. علاوة على تمرين الدماغ، يعتقد أيضا ان تعلم لغة جديدة يزود الدماغ بتحديات جديدة. تشتمل على التعرف على انظمة لغوية وطرق التعامل معها. تزيد هذه المهارات فرصك بالنجاح في مهام حل المشكلات المختلفة. يقال أن الطلاب الذين يدرسون اللغات الأجنبية يبلون بلاءً أفضل ككل في امتحانات عامة في الرياضيات والقراءة والمعاني من الطلاب الذين اتقنوا لغتهم الأم فقط.

which= beneficial 'exercise' / it= that learning a new language also presents the brain with unique challenges / these= systems / it=that students who study foreign languages do better / who ,their ,who =students

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

طبقا لدراسة قامت بها جامعة بنسلفينيا الحكومية الأمريكية أن الأشخاص ثنائيي اللغة قادرين على التبديل بين نظامين كلاميين او كتابيين أو نظامين قواعديين بشكل بسيط جداً. وقد أثبت أيضا انهم يستطيعون التبديل بين مهام مختلفة أيضا. إحدى الدراسات طلبت من المشاركين فيها ان يقدودوا جهاز محاكاة القيادة بينما يقومون بمهام مختلفة في نفس الوقت. اثبتت الدراسة أن الأشخاص ثنائيي اللغة كانوا اقل تشتيت من قبل المهام الأخرى وبذلك قاموا بأخطاء قيادة أقل.

it= that they are also able to switch easily between completely different tasks / they= multilingual people

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** judgement is called for, and decisions have to be made.

من المعتقد أن تعلم اللغة يطور من مهارات اتخاذ القرار لديك. عندما تتحدث لغة أجنبية، فإنك تزن الاختلافات من حيث معنى الكلمة او من حيث اللفظ. ثم تتحول هذه العملية بلا وعي او قصد إلى مواقف أخرى حيث تتطلب اصدار احكام ويجب فيها اتخاذ قرارات.

it= language learning can also improve your decision-making skills / you , your=the reader / which=other situations

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

أخيراً، إن تعلم لغة اجنبية يمكنه ايضا تحسين قدراتك في استخدام لغتك الأم بشكل أكثر فاعليه. بما أنك تصبح أكثر وعيا بالطريقة التي تعمل بها لغة معينة، فإنك تبدأ بتطبيق هذه الطريقة على اللغة التي تستخدمها كل يوم. إن المهارات التي إكتسبتها بتعلمك لغة أجنبية يمكنها ان تجعلك متحدثا افضل وكتابا افضل في لغتك الأصلية.

that=the way / it= the way that a language works / that=the language

Questions:

- 1- According to the text, what is the benefit of speaking a foreign language?
- 2- Write down two ways of providing the brain with beneficial exercise.
- 3- There are many benefits of learning a new language (learning new vocabulary and grammar rules). Write down two of these benefits.
- 4- Learning a new language presents the brain with unique challenges. Write down two examples of such challenges.
- 5- Students who study foreign languages do better in some subjects in general tests. Write down two of these subjects.
- 6- It is proved that multilingual people are able to switch between the skills of the language easily. Write down two of these skills.
- 7- Language learning is believed to improve decision-making skills. Do you agree? Justify.
- 8- Quote the sentence which indicates that learning a foreign language can improve using mother tongue.
- 9- Write down the sentence which indicates that knowing how the language works leading to applying it in your daily language.

Answers:

- 1- improves the functionality of your brain in several different ways.
- 2- Learning new vocabulary and grammar rules
- 3- improving memory, exercising the brain and presenting it with unique challenges
- 4- These include recognising different language systems and ways to communicate within these systems.
- 5- in maths, reading and vocabulary
- 6- speech, writing, and structure
- 7- Yes, because 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 judgement is called for, and decisions have to be made.
- 8- Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively.
- 9- As you become more aware of the way that a language works, you begin to apply it to the language that you use every day.

المبنى للمجهول الغير شخصي The impersonal passive

- The impersonal passive is a formal way of reporting thoughts, sayings, beliefs and opinions.

هي طريقة رسمية لنقل الأفكار والاقوال والاعتقاد والرأي

- We can use the impersonal passive with

الأكثر استخدام (أفعال الاعتقاد)

present	past	PP
say يقول	said	said
think يعتقد	thought	thought
claim يدعي	claimed	claimed
believe يعتقد	believed	believed
prove يثبت	proved	proved
know يعلم	knew	known
assume يفترض	assumed	assumed

يمكن تحويل الجملة بطريقتين:

الطريقة الاولى:

خطوات الحل:

- 1- نضع It (موجودة)
- 2- ما قبل that يحول الى مجهول (نحذف الفاعل)
- 2- نكمل الجملة كما هي .

إذا كان الشكل في السؤال على النحو التالي وطلب ان تبدأ الجملة ب *It*

تكملة الجملة + that + active + subject

يحول الى

ثم بقية الجملة *It + passive + that* موجود

- People say that children are afraid of animals.

It.....

Answer: It is said that children are afraid of animals.

العكس (الطريقة الاولى)

إذا كان الشكل في السؤال على النحو التالي وطلب ان تبدأ الجملة ب subject (موجود)

ثم بقية الجملة *It + passive + that* موجود

يحول الى

تكملة الجملة كما هي + that + active + subject (خارجي - موجود)

- 1- نضع ما بعد that (موجودة)
- 2- ما قبل that يحول الى مجهول (نحذف الفاعل)
- 3- نحذف that
- 4- نضيف to ثم نحول الفعل كما في الجدول.

إذا كان الشكل في السؤال على النحو التالي وطلب ان تبدأ الجملة بما بعد **that**

تكملة الجملة + **that** + **active** + subject

يحول الى

ثم بقية الجملة + **that** + **passive** + (موجود بعد)

مجهول (تحول الى)	معلوم (إذا كانت)
to be	is / are / am
to have been	was / were
to have +v3	has / have / had+v3
to have +v3	V2
to+ infinitive	will +base
to+ infinitive	V1(s)

Examples:

1- They say that exercise is good for your health.

It

Exercise

2- People believed that local meat is better than imported meat.

It

Local meat

3- Scientists have proved that our mobiles have reduced our social activity.

It

Our mobiles

4- People know that Ahmed is a good footballer.

It

Ahmed

Answers

1-It is said that exercise is good for your health.

Exercise is said to be good for your health

2- It was believed that local meat is better than imported meat.

Local meat was believed to be better than imported meat.

3- It has been proved that our mobiles have reduced our social activity.

Our mobiles have been proved to have reduced our social activity.

4- It is known that Ahmed is a good footballer.

Ahmed is known to be a good footballer.

Extra exercise.

1- People think that we only remember things we hear in our sleep.

We

2 - Scientists think that learning a new language also presents the brain with unique challenges.

Learning a new language

3 - Everybody says that he settled the business.

He

4 - They knew that Sami was stealing iron from the factory.

Sami

5 - Experts have reported that eating fruits is good for our bodies.

Eating fruits

Answers:

- 1-We are thought only to remember things we hear in our sleep.
- 2- Learning a new language is thought also to present the brain with unique challenges.
- 3-He is said to have settled the business.
- 4-Sami was known to have been stealing iron from the factory.
- 5-eating fruit has been reported to be good for our bodies.

العكس (الطريقة الثانية)

إذا كان الشكل في السؤال على النحو التالي وطلب ان تبدأ ب *subject* (خارجي)

ثم بقية الجملة + *base* + *to* + *passive* + *object*

يحول الى

ثم بقية الجملة + الفعل حسب الجدول + اول الجملة + *that* + *active* + *subject* معلوم (خارجي - موجود)

Rewrite them using an active form

- 1- Nuclear power stations are believed to be dangerous.
People
- 2- The mission was found to have been impossible .
They
- 3 - She is thought to sing beautifully .
Everybody

Answers:

- 1-People believe that nuclear power stations are dangerous.
- 2-They found that the mission was impossible.
- 3-Everybody thinks that she sings beautifully.

Education in Jordan (SB 54)

التعليم في الأردن

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

Our=Jordanians / This= Our country has a high standard of education / that=the fact

هناك معايير عالية الجودة للتعليم في بلدنا. هذا يعزى لحقيقة أن الحكومة تعتبر التعليم ضرورة. كل المدارس من الروضة وحتى الثانوي هي تحت مجال إختصاص ومسؤولية وزارة التعليم. تعليم ما قبل المدرسة وتعليم الروضة هما اختياريين يتبعها عشر سنوات من التعليم الحر الإلزامي. وللتعليم العالي يذهب الطلاب للجامعات. إما للتحصيل الأكاديمي أو المهني.

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

one=a university / theses = A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world

يستطيع الطلاب الإلتحاق بواحدة من عشرة جامعات أو إحدى الجامعات التسع عشرة الخاصة. يختار عدد كبير من الطلاب الاردنيين الدراسة في هذه المؤسسات، والعديد من الطلاب الأجانب من كل انحاء العالم ايضاً. هؤلاء الطلاب هم طلاب ما قبل التخرج (بكالوريوس) أو طلاب دراسات عليا يدرسون الماجستير أو الدكتوراه أو دبلوم عال.

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. **These** are all public universities. An example of a newer university is the German-Jordanian University in Amman, **which** was set up in 2005 CE. **It** is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and **it** follows Germany's model of education in Applied Sciences.

These= the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt / which , it , it= the German-Jordanian University in Amman

الجامعات الثلاثة التي تحتوي أكبر عدد طلاب من طلاب البكالوريوس هي الجامعة الأردنية في عمان وجامعة اليرموك في اربد وجامعة البلقاء التطبيقية في السلط. وهذه كلها جامعات حكومية. وكمثال على جامعة احدث لتتكلم عن الجامعة الألمانية الأردنية في عمان والتي تم تأسيسها عام 2005 للميلاد. انها تعاون بين وزارة التعليم العالي في الأردن ووزارة التعليم والبحث في ألمانيا الاتحادية وهي تتبع الأسلوب الألماني في التعليم 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 enrol onto online distance learning programmes. In the future, this **option** will become available in many other universities.

who , their =students / it=to enrol onto online distance learning programmes / option= online distance learning programmes

يمكن للطلاب الذين يرغبون بالدراسة والعمل في نفس الوقت أن ينضموا للبرامج التعليمية المتاحة على شبكة الإنترنت والتي توفرها بعض الجامعات الأردنية. سيكون هذا الخيار متاح لدي المزيد من الجامعات الأخرى.

Read the article about education in Jordan. Find the best type of course or institution for the following people (SB 54)

- 1- a child who is too young to start primary school.
- 2- an undergraduate who wants to get a first degree.
- 3- someone who wants a degree from a non-fee-paying university .
- 4- a postgraduate with a first degree, who wants to study further.
- 5- a postgraduate with a Master's degree, who wants to study further .
- 6- someone who is unable to attend university but wants a degree.

Answers

- 1- pre-school or kindergarten 2- public or private university 3- a public university 4- Master's degree at a public or private university 5- a PhD at a public or private university 6- online distance learning

Read the text and answer these questions:

- 1- Quote the sentence which indicates that Jordan has a high standard of education.
- 2- Why does Jordan have a high standard of education?
- 3- Write down the sentence which indicates that Jordan's government considers education a necessity.
- 4- There are two kinds of optional education in Jordan. Write them down.
- 5- There are two kinds of universities in Jordan. Write them down.
- 6- Two kinds of students study at Jordanian universities. Write them down.
- 7- Jordanian universities award many different high education degrees. Write down two of these degrees.
- 8- The writer mentions many Jordanian public universities. Write down two of them.
- 9- When was the German-Jordanian University set up?
- 10- The German-Jordanian University is collaboration between two sectors. Write down these two sectors.
- 11- How can students who are working completing their university studies?
- 12- Quote the sentence which indicates that students will be able to enrol onto online distance learning program in the future.

Answers:

- 1- Our country has a high standard of education.
 2 +3- This is mainly due to the fact that the government considers education a necessity.
 4- Pre-school and kindergarten education
 5- Public universities and private universities.
 6- A large number of Jordanian students as well as foreign students from all over the world.
 7- a first degree, a Master's degree, a PhD or a higher diploma. تكفي نقتطين
 8- the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt.
 9- In 2005 CE.
 10- The MOHE and Germany's Federal Ministry of Education and Research
 11- It is possible in some Jordanian universities to enrol onto online distance learning programmes.
 12- In the future, this option will become available in many other universities.

Collocating Phrases (AB 35)

No	Collocation انتظام	English Meaning	المعنى بالعربي
1	draw up a timetable	write a schedule	يضع/يكتب/يرسم جدولاً
2	do exercise	keep fit	يقوم بالتمارين
3	make a start	begin	يبدأ
4	take a break	relax	يأخذ استراحة
5	do a subject	study	يدرس
6	make a difference	change something	يغير شيء

Use the collocations to complete the sentences. The first one is done for you. (AB 35)

- 1- If you want to lose weight, you should *do exercise* every day.
 2-The deadline is tomorrow, and you haven't done anything yet! You really must
 3- If you send money to charity, you will to a lot of lives. (2018 شتوية)
 4-You look tired. Why don't you?
 5-I need to organise my time better. I think I'll

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

Unit Eight - Language اللغة
words of unit (8)

Word	English Meaning	Arabic
punish a person for something he/she has done	to give someone an unpleasant task in response to bad behaviour	يعاقب
blame a person for something he/she has done	to say or think that someone or something is responsible for something bad	يلوم
spill (a drink) (v)	to accidentally flow over the edge of a container	يسكب الشراب
pop (a ball) (v)	to burst, or to make something burst, with a short, explosive sound	يفجر كرة (يفقع الكرة)
recall (v) (n)	to remember a particular fact, event or situation from the past	يتذكر حدث التذكر
come up with (ph/v)	produce something (an idea), especially when pressured or challenged	استخلص
come about (ph/v)	happen or take place	يحدث
intentional (adj) intend (v) intention (n)	done on purpose	عن قصد
look into (ph/v)	to investigate	يتدارس / يتحرى عن
get away with (ph/v)	to do something wrong without being discovered or with only a minor punishment	ينجو من
prove(v)	to show that something is true	يثبت
affect (v)	to have an influence on someone or something, or to cause them to change	يؤثر على
dialect (n) dialectal (adj)	a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language	لهجة
evolve (v) evolution (n) evolutionary (adj)	to develop gradually	يتطور تدريجيا
first language (n)	the language that you first learn as a child	اللغة الاولى / اللغة الأم
mother tongue (n)	the first and main language that you learnt when you were a child	اللغة الاولى / اللغة الأم
register (n)	a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing	السياق اللغوي
proficiency (n) proficient (adj)	a good standard of ability and skill	كفاءة
replicate (v) replicate (noun)	to produce a copy of something	تكرار/نسخ
cryptophasia (n)	the development by twins of a language that only they can understand	التخاطب اللغوي لدى التوائم
discourse	communication in speech or writing	الخطاب
absorbed	received	استوعب / استقبل
tempting	attractive, desirable	مغري

stimuli	things that make you interested	محفز
experimental	part of an experiment	تجريبي
mimic	copy, make the same sound	تقليد / محاكاة
reserve (n/v)	something kept back or set aside, especially for future use	محمية / يحمي
pace	speed	سرعة
brunch	a meal eaten in the late morning; a combination of breakfast and lunch	وجبة افطار متأخرة
sign language		لغة اشارة
foreign language		لغة اجنبية
family		عائلة
free-time activities		انشطة حرة
holidays		عطل
future studies		دراسات مستقبلية
sightseeing		منظر
public transport		مواصلات عامة
rules		قوانين

مصطلح Expression	Meaning	Arabic
changed my way of thinking	influence me	يؤثر علي
accidentally	not in purpose	عن غير قصد
in charge	responsible	مسؤول
great time	a great experience	تجربة عظيمة
related	relationship	علاقة

Does the language we use influence the way we think?

Or does our culture influence the way we use language? (SB 58)

هل اللغة التي نستخدمها تؤثر على الطريقة التي نفكر بها؟ هو هل ثقافتنا تؤثر على الطريقة التي نستخدم اللغة؟

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

they= Sociologists / they=people / they= Sociologists

علماء الاجتماع يبحثون في هذا السؤال منذ مئات السنين. بدأوا الآن في البحث ليس فقط في كيف يتحدث الناس، لكن أيضا في كيف يفكرون. متسائلين فيما إذا كانت الطريقة التي نفهم ونتذكر بها التجارب تتأثر باللغة. نتيجة لهذه الدراسات، توصلوا الى بعض النتائج المثيرة للاهتمام.

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

who= the person / their=language / it= an action

الكثير من البحث تم اجراءه على العلاقة بين العقل والعالم واللغة. في احدى الدراسات، عالم نفسي يشير الى انه عند وصف حدث ما، الناطقون بالانجليزية يميلون الى ذكر الشخص الذي كان مسؤول عن. بينما المتحدثون بالانجليزية قد يقولون " جون كسر المزهريه " لكن المتحدثون بالاسبانية او اليابانية يستخدمون صيغة المبني للمجهول. يعتقد ان مثل هذه الفروق بين اللغات لها تأثير على كيفية فهم المتحدثون بها للحدث، او في امكانية تحميل احدهم مسؤولية حدث ما او تبرئته منها.

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

who= the person / they= Spanish and Japanese / this= mentioned the person responsible for intentional events

في دراسة اخرى، ناطقون بالانجليزية والاسبانية واليابانية طلب منهم مشاهدة مقاطع فيديو لشخصين ينفخان بالونات ويسكبان مشروبات، اما متعمدين او بالصدفة. فيما بعد، عندما طلب منهما تذكر مقاطع الفيديو، الناطقون بالانجليزية ذكروا الشخص الذي قام بالفعل. الاسبان واليابانيون ذكروا الشخص المسؤول الذي تعمد القيام بالافعال، لكنهم اغفلوا هذا الشخص عندما اعتبروا الحدث صدفة.

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

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.

they= Scientists at Newcastle University, UK / which= words for light blue and dark blue it , that=our language

علماء في جامعة نيوكاسيل في بريطانيا قاموا باختبارات لاثبات ان الثقافات المختلفة ايضا لها طرق مختلفة في رؤية الالوان. وجدوا ان في اللغة اليابانية، مثلا، هناك كلمات مختلفة للون الازرق الفاتح وللأزرق الداكن وهي كلمات غير موجودة في الانجليزية. وعليه فان الناطقين باليابانية الاصليين اوجدوا فرقا واضحا بين الوان الطيف. هل لغتنا هي التي اثرت على طريقة تفكيرنا؟ ام هل اختلافا في العادات الثقافية اثر على كلا من افكارنا ولغتنا؟ الاكثر احتمالا ان الثقافة والافكار واللغة كلها تشترك في التأثير.

Read the article again and answer the questions

- 1- Quote the sentence which indicates that Sociologists have been investigating for hundreds of years how the language we use influence the way we think
- 2- A lot of research has been done on the relationship between many elements. Write down two of these elements.
- 3- What is the difference in describing an event between English speaker and Japanese or Spanish speakers?
- 4- The writer mentions two languages which they use the passive form in describing an event. Write down these two languages.
- 5- English, Spanish and Japanese speakers were asked to watch videos of two people doing many things. Write down two of these things.
- 6- There are three things happen together and have affected the way of thinking. Write down two of them.
- 7- The differences between languages have many results. Write down two of them.
- 8- When people communicate with each other, they don't usually speak in the same way. Suggest three factors that affect our way of speaking.
- 9- The culture of the speaker influences his language, thoughts and the ways of speaking. Think of this statement and, in two sentences, write down your point of view.

Answers:

- 1- Sociologists have been looking into this question for hundreds of years.
- 2- mind, world and language.
- 3- English speakers tend to mention the person who was responsible. Spanish or Japanese speakers would use a passive form.
- 4- The Spanish and Japanese
- 5- popping balloons, breaking eggs and spilling drinks
- 6- culture, thought and language
- 7- an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.
- 8- I think there are other factors that affect our way of speaking such as: culture, our the body language, our mood.
- 9- In my opinion, I think our culture is very important to use the language. Also, it has many benefits such as increasing the ideas and understanding others more quickly.

مهمين جدا تحفظ انجليزي - انجليزي

No	Gender-specific words	Gender-neutral words
1	businessman, businesswoman	business person
2	salesman, saleslady	sales assistant / sales person
3	headmaster, headmistress	head teacher
4	he or she	they
5	his or her	their
6	mankind	humans
7	fireman	firefighter
8	postman (شتوية 2016)	postal worker
9	policeman	police officer
10	stewards and stewardesses	flight attendants
11	chairman	chair person
12	seaman	sailor
13	spaceman	astronaut

Grammar

Phrasal Verbs: الأفعال المركبة

A) inseparable لا يمكن فصله

Phrasal Verb	English Meaning	Arabic
look into	to investigate	يتحقق
come up with	think of/ produce something (an idea), especially when pressured or challenged	يبتكر فكرة
get away with	to do something wrong without being discovered or with only a minor punishment	ينجو
stand out	be much better than other similar people or things	يتميز
grow up	spend my childhood	ينمو
get on well	be in a good relation	يكون ذو علاقة جيدة
come about	happen	يحدث
eat out	eat away from home, especially in a restaurant	يأكل بالخارج
get on with	be friendly	يتماشى
look for		يبحث عن
look forward to		يتطلع
go away		يذهب
look at		ينظر الى
tend to		يميل الى
go back		يعود
get over		يتعافى
go ahead with		يتقدم
point at		يشير

Example

They look for Ali .
They look for him .
They look him for .(wrong)

B) separable يمكن فصله

Phrasal Verb	English Meaning	Arabic
point out	to show something to someone by pointing at it	يشير
find out	discover	يكشف
carry out	complete, do	ينفذ
leave out	to not include / omit it	يترك
speed up	hurry up	يسرع
make up	invent	يخترع
make out	understand	يفهم
pick up		يلتقط
look up		يبحث عن
take up		يتخذ (هواية)
get up		ينهض
take away		يأخذ للخارج
take off		يخلع
try out		يحاول

Example

I will pick up the mobile.
I will pick the mobile up.
I will pick it up.
I will pick up it.(wrong)

**Rewrite the sentences with phrasal verbs formed from the verbs in the box .One verb in not needed.
The first one is done for you. (AB 40)**

come (x2) find leave look point speed

1- Ahmad should **hurry** or he'll be late. Ahmad should speed up or he'll be late.

2- I **thought of** a great idea while I was swimming.

3- That's amazing news! How did you **discover it**?

4- That information is important. Don't **omit it**.

5- We'll drive past my old house. I'll **show it** to you.

6- It's a mystery how the mistake **happened**.

Answers:

2- I came up with a great idea while I was swimming.

3-That's amazing news! How did you find it out?

4- That information is important. Don't leave it out.

5- We'll drive past my old house. I'll point it out to you.

6- It's a mystery how the mistake came about.

السؤال الذيلي Question tags

Function: We use question tags to check or query information. سؤال استعلامي

-We add a negative question tag to a positive statement, and a positive question tag to a negative statement.

- نستبدل الفعل (المساعد) مع الفاعل

- الجملة المثبتة تنفي

- الجملة المنفية تثبت

- يجب استبدال الفاعل بأحد الضمائر التالية (he, she ,it, they, we, you, I, there)

-Notes يجب الاختصار

everyone-everybody-someone-somebody-no one -nobody	they? ---- نستخدم مع هذه الكلمات
everything –nothing – anything- something	it? ----- نستخدم مع هذه الكلمات
never-hardly-rarely -barely-scarcely, nobody, nothing , no one	هذه الكلمات تعامل معاملة النفي
this - that	it? ----- نستخدم مع هذه الكلمات
these - those	they? ---- نستخدم مع هذه الكلمات
There	-----there?
Let`s (Let us)	shall we?
Let me	shall I ? will you? won`t you?
I will (I`ll)	shall I ?
I am	aren`t I ?
I am not	am I ?
used to	didn`t -----?
Open the door ,.....? جملة أمرية	will you?won`t you?
Don't go out ,.....?	will you?
has to <u>or</u> (has رئيسي) <u>or</u> V1+S	doesn`t-----?
have to <u>or</u> (have رئيسي) <u>or</u> V1	don`t-----?
had to <u>or</u> (had رئيسي) <u>or</u> V2	didn`t -----?
is , are , was , were	تبقى كما هي حتى لو فعل رئيسي

1- The tree in front of your house is from Africa,

2- Manal has to work late tonight,

3- You must give up smoking,.....?

4- The children have cleaned their room ,.....?

5- The Russian visitors arrived late yesterday,.....?

6- You have never been to Petra,.....?

- 7- You'd go on a holiday to Turkey,.....?
 8- You'd gone on a holiday to Turkey,.....?
 9- Be careful while you are driving,.....?
 10- Let's find a more interesting place ,.....?
 11- Amani couldn't have been the thief,.....?
 12- There is a new student,?
 13- There aren't many boys,.....?
 14- I `ll study English ,?
 15- You'll phone me later,?
 16-Ali used to eat fast,.....?

Answers:

1- isn't it? 2- doesn't she? 3- mustn't you? 4- haven't they? 5- didn't they? 6- have you? 7- wouldn't you? 8- hadn't you? 9- will you? 10- shall we? 11- could she? 12- isn't there? 13- are there? 14- shall I? 15- won't you? 16- didn't he ?

Correct the verb between brackets:

- 1-She (speak) French , doesn't she?
 2-They(go) to Irbid , won't they?
 3-The students (see) an accident yesterday, didn't they?

Answers: 1- speaks 2- will go 3- saw

المعلوم والمجهول Active and Passive

Verb to (be)

base	present	past	past participle	present participle
be	is-are- am	was-were	been	being

Tense	Active	Passive
present simple	S + V1 (s, es) + O	O+(is ,are , am) + PP
past simple	S + V 2 + O	O+(was ,were)+ PP
present continuous	S +(is ,are , am) + v+ ing +O	O+ (is ,are , am)+ being + PP
past contiguous	S + (was ,were) + v+ ing +O	O+ (was ,were) + being + PP
present perfect	S +(has , have) + V3 + O	O+ (has , have) + been + PP
past perfect	S + had + V3 + O	O+ had + been + PP
Modals	S+ Modal +base +O	O+ Modal+ be + PP
Modals +have +pp	S +Modals +have+ pp +O	O+ Modal +have + been + PP
going to	S+(is ,are , am)+ going to +base +O	O+ (is ,are , am)+ going to + be + PP
present perfect continuous	S +(has , have) been+ v+ ing + O	O+ (has , have) + been + being +PP
past perfect continuous	S + had+ been+ v+ ing + O	O+ had + been + being +PP

Change the following sentences into the passive voice.

- 1- She won't have published the third edition of the book by next summer.
 The third edition of the book
- 2- The soldiers must perform the commander's orders.
 The commander's orders
- 3- They have hired an experienced coach.
 An experienced coach
- 4- Nobody bought anything from the art exhibition last night.
 Nothing
- 5-The scientists are developing a new shampoo.
 A new shampoo
- 6-The headmaster asked him to leave the meeting.
 He.....

Answers:

- 1-won't have been published by next summer.
 2-must be performed
 3-has been hired
 4-was bought from the art exhibition last night.
 5-is being developed
 6-was asked to leave the meeting.

Correct the verb between brackets.

- 1-The regulations have.....(be, change) recently.
- 2-My car.....(make) in 2007.
- 3-Ail has(offer) a new job by the manager lately.
- 4-The rooms already by the worker.(paint)
- 5-My car at the moment. (not , fix)

Answers: 1- been changed 2- was made 3-been offered 4-have/been painted 5-isn't being fixed

Unit Nine

The World of Business عالم الأعمال
words of unit (9)

Word	English Meaning	Arabic
be able to answer detailed questions	to have the ability to understand complicated questions and respond to them appropriately	أن تكون قادراً اجابة اسئلة مفصلة
do a deal (v)	to arrange an agreement in business	يقوم بصفقة
give a business card	to give someone a card that shows a business person's name, position and contact details	يعطي بطاقة أعمال
make small talk (verb phrase)	to have an informal chat with someone in order to start a conversation	يجري محادثة بسيطة
negotiate (v) negotiation (n) negotiable (adj)	to discuss something in order to reach an agreement, especially in business or politics	يتفاوض
shake hands (v)	to move someone's hand up and down in a greeting	يسلم باليد
tell a joke (v)	to say something to make people laugh	يقول نكتة
reserve (n) reserve (v)	something kept back or set aside, especially for future use	إحتياطي
pharmaceuticals (pl.n.) pharmaceutical (adj)	companies which produce drugs and medicine	صيدلاني
mineral (n) mineral (adj)	a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth	معدني
import (n) import (v) importation (n) imported (adj)	goods bought from other countries	يستورد
goods (pl. n.)	things that are produced in order to be sold	بضائة
Gross Domestic Product (n)	the value of a country's total output of goods and services	الناتج المحلي
extraction (n) extract (v)	the process of removing and obtaining something from something else	مستخلص
fertiliser (n) fertilise (v) fertilisation (n) fertile (adj)	a substance that is put on the land to make crops grow	اسمدة
domestic (adj) domesticate (v) domesticity (n)	relating to or happening in one particular country and not involving any other countries	داخلي
dominate (v) dominance (n) dominant (adj)	to be the most important feature of something	يسيطر على
export (n) export (v) exportation (n)	goods sold to another country	يصدر
agreement (n)	an arrangement or promise to do something, made by two or	يوافق

agree (v)	more people, companies or organisations	
sales pitch (n)	-the statements and promises that someone makes to try to persuade someone to buy something -a presentation made by someone who is trying to sell a product	حملة ترويجية
package holiday	an organised trip with everything included in the price(travel , accommodation , food)	عطلة شاملة المصاريف
age group	a set of people of similar age	مجموعة أنفس العمر
department store	a large shop that sells many different types of things	متجر كبير
machinery (n)	machines, especially large ones; a system or set of processes for doing something	آلة
knitwear (n)	clothing made from wool	المنسوجات
extensively (adv) extensive (adj) extend (v)	in a way to cover or affect a large area	مكثف
corporate (adj) corporation (n)	belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation	تعاونية
prepare	to make or get something or someone ready for something that will happen in the future	يعد
track record (n)	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	انجازات
compromise	when each side changes their position a little so that they can agree.	مساومة
conflict	when two sides disagree and argue	صراع
patient	when you stay calm and take your time	صبور
previous	last	سابق
gas		غاز
oil		نفطزيت
vegetable		خضار

business-today/sales/how-to-make-a-sales-pitch (AB 46)

كيف تعمل خطاب للبيع

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 ...

How to make a sales pitch...

كيف تعمل خطاب للبيع

سواء كنت تبيع نوعا جديدا من معجون الأسنان لمجموعة من الصيدليات، أو كنت تبيع برمجيات الحاسوب لمدرسة أو كنت تروج لنوع جديد من الاجازات مغطاة التكلفة لوكالة سفر.

1 Do your research

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. (1) Do you know when it was developed, and where it is produced? You also need to know who the target market is – for example, the age group or income of the people **who** might buy **it**. Not only that, you should know all about the competition – **that** is, similar products on the market. (2) Why is your product superior to others and why does it have better value? In addition, you should know exactly which people you are speaking to, and what **their** needs are. For example, if **they** represent a middle-class department store in a humble neighbourhood, be ready to explain why your particular product would suit customers **who** do not have lots of money. (3) What makes your product perfect for them? Most of all, you need to believe in what you're selling, and the best way to do **that** is to use **it**!

it= to know everything about your product / you=the redcar / it , it , it , it=your product / their , they=people/ that= to know who the target market is / their , they=people / who , them=customers / that= to believe in what you're selling

نفذ بحثك

لا ترجع من عرض تسويقي وأنت تتمنى لو أنك كنت مستعد بشكل أفضل. من المهم معرفة كل شيء عن منتجك. هل تعرف متى تم انتاجه لأول مرة وأين تم انتاجه؟ ويجب عليك معرفة السوق المستهدفة أيضاً. الفئة العمرية و دخل تلك الفئة الراغبون بشراء تلك السلعة. ليس هذا فقط، بل يجب عليك معرفة كل شيء عن المنافسين أي المنتجات المشابهة لمنتجك في السوق. ولماذا يعتبر منتج أفضل من الآخرين ولماذا يتمتع بقيمة أكبر؟ وبالإضافة لذلك، يجب أن تعرف الناس الذين تتحدث وما هي حاجاتهم مثلا اذا كانوا يمثلون متجرا للطبقة الوسطى في حي بسيط كن مستعدا لتوضيح سبب كون منتجك يناسب الزبائن بشكل خاص الذين لديهم الكثير من المال. ما الذي يجعل منتجك مناسباً تماماً لهم؟ وخاصة يجب ان تؤمن بما تبيع وافضل طريقة لذلك هي استخدام المنتج.

2 Prepare and practise

Plan your presentation carefully, not just what you will say, but how you will say **it**. (4) 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, if possible in front of colleagues. Make changes and practise it again.

it . it , it= your presentation / it= to have a list of your main points / it= something interrupts you / it ,it= your presentation

جهز ومارس
خطط لعرضك التقديمي بعناية، ليس فقط ما ستقوله، بل كيف ستقوله. هل ستقرأ كلمة كلمة، أم ستستخدم ملاحظات لتتذكره؟ ومهما تقرر، فمن المهم ان يكون لديك قائمة بالنقاط الرئيسية احتياطاً من ان يقاطعك شيء ما، او تتجمد أعصابك وهذا يحصل! اذا تدرّب عليه، وإن أمكن أمام زملائك. قم بالتعديلات و تدرّب ثانية.

3 Be professional

Keep your presentation short and simple. Start with some friendly comments. (5) For example, thank your hosts for allowing you to speak to them, and compliment their 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. (6) 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!**). Finally, have a summary of your presentation ready to hand out at the end of the session. I wish I had known all this when I started out in business! Good luck!

them, their=your hosts / it=to appear confident / it= to find out the answer

كن محترفاً:
اجعل عرضك قصيراً وبسيطاً. ابدأ تعليقات ودية، مثلاً، أشكر مضيفيك لأنهم سمحوا لك بالتحدث إليهم، وامتدح شركتهم. تذكر ان تتكلم ببطء ووضوح. من الضروري ان تظهر واثقا (حتى لو كنت متوترا). ولا تطأ رأسك منخفضاً وانت تتكلم. بدلاً من ذلك انظر حول الغرفة واجعل بينك وبين جمهورك تواصل بالعيون. ابتسم عندما تنهي كلامك واعرض على الناس ان يسألوك. إذا لم تكن تعرف الإجابات، لا تتظاهر، اشكر السائل وعده بأن تجد له الإجابة (وقم بذلك) جهز ملخص لعرضك التقديمي وسلمه في نهاية الجلسة. اتمنى لو عرفت هذا عندما بدأت العمل. حظاً طيباً.

Answer the following questions:

- 1- What is the first thing you need to know before starting a business?
- 2- What do we mean by "the target market"?
- 3- What are the things that a presenter needs to know about their product?
- 4- The final paragraph suggests many characteristics for a successful presentation, write down three of them.
- 5- How should a speaker behave with their audience?
- 6- What is the strategy that should be followed if you were asked a question and you don't know the answer?
- 7- **Critical Thinking:** What do you think the best way that helps a speaker reorganize their thoughts in case someone interrupts them or their nerves freezes?

Answers:

- 1- You need to know how to make a sales pitch.
- 2- The target market is the age group or income of the people who might buy your product.
- 3- The presenter should know what he/she will say, how he/she will say it. Will he/she read it word by word, use notes or memorise it?
- 4- Your presentation should be short and simple, it is important to appear confident and smile! When you've finished speaking, invite questions.
- 5- A speaker should behave very kindly, the final paragraph explains that in details.
- 6- If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).
- 7- Having a list of what you want to say is so important to go over such cases.

Vocabulary: (WB 44) تحفظ كما هي

No	Collocations متلازمات	المعنى بالعربي
1	make a mistake	يتركب خطأ
2	ask questions	يسأل سؤال
3	shake hands	يسلم باليد
4	earn respect	يكسب احترام
5	join a company	يلتحق بشركة
6	cause offence	يسبب إساءة
7	make small talk	يجري محادثة صغيرة

Complete the sentences with collocations from exercise .The first one is done for you. (AB 44)

- 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 offence 3- make small talk 4- join, company 5- shake hands 6- ask questions 7- earn, respect

Grammar
wish / If only

- 1- المثبت ----- ينفى (حسب المعنى)
- 2- المنفي ----- يثبت (حسب المعنى)
- 3- مضارع بسيط ----- ماضي بسيط
- 4- ماضي بسيط ----- ماضي تام
- 5- مضارع تام ----- ماضي تام

A) Unreal past forms for present wishes

هنا نستخدم الماضي لتمني شئ للحاضر والمستقبل

Function

• We use wish or If only + Past Simple to express wishes about the present that are impossible or unlikely to happen.

A) simple present/ future ----- past simple

base/ base +s,es -----	didn't + infinitive
have to, has to -----	didn't have to
is , are , am -----	weren't
isn't , aren't , am not -----	were
don't , doesn't + infinitive --- V2	
don't , doesn't + have -----	had
can -----	couldn't
will -----	wouldn't
can't -----	could
won't -----	would

Note:

regret / regrets / I am sorry / He is sorry / It is a pity / would like تحذف

-Sami regrets he can't drive a car.

Sami wishes he could drive a car.

wish / If only + pronoun + past simple الماضي البسيط

Examples

I wish I knew the answer.

I wish we lived in a bigger flat.

He wishes he were taller. *If only we were older*

- I wish I had my glasses with me
- I wish I were ten years younger
- Zaid isn't very good at basketball, he wishes he were taller.

Note: We usually say I wish/If only + *were*

Unreal past forms for past regrets

نستخدم هذا للتعبير عن شيء حدث في الماضي (ندم)

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.

B) past simple/ present perfect ----- past perfect

- V2 -----hadn't +V3
- didn't + infinitive ----- had + V3
- was, were -----hadn't been
- wasn't, weren't -----had been
- has , have + V 3 -----hadn't + V3
- hasn't , haven't + V 3 -----had + V3

Note:

regret + V+ing..... hadn't+ V3

-Ali regrets going to school late.(only)

If only Ali hadn't gone to school late.

Or

If only Ali had gone to school earlier.

should have+ V3 -----had+ V3

shouldn't have+ V3 -----hadn't+ V3

Nader should have been careful.He made a terrible accident

وزاري

Nader wishes.....

Answer: he had been careful

قانون

wish / If only + pronoun+ past perfect الماضي التام

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

Examples

- I wish I had done more work for my exam. (*I didn't do much work for my exam.*)
- I wish I hadn't bought these shoes. They hurt my feet.

Complete the sentences with the correct form of the verbs in brackets.(SB 65)

- 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

Read the situations and complete the sentences. The first one is done for you .(AB 45)

- 1- Sultan forgot to do his Science homework. If only 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: 2- had gone 3- had had/had brought 4- hadn't forgotten it/hadn't left it at home 5- had played.

Use the prompts and write sentences with I wish and If only. The first one is done for you .(AB 45)

- 1- I'm cold. (bring a coat)
If only I'd brought a coat.
I wish I'd brought 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:

- 2- If only we'd got up earlier. /I wish we'd got up earlier.
- 3- If only I hadn't eaten so many sweets. /I wish I hadn't eaten so many sweets.
- 4- If only he had been more careful. /I wish he'd been more careful.
- 5- If only she'd been able to come. /I wish she'd been able to come.
- 6- If only I hadn't dropped it. /I wish I hadn't dropped it.

Rewrite the sentences with the words in brackets.(AB 45)

- 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)
- 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.

Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

- 1- I don't have a camera, so I can't take any pictures.
I wish
- 2- My grandmother regrets she didn't go to school when she was young.
My grandmother wishes.....
- 3- You should have called the police when you saw the burglar.
If only.....
- 4- Bilal regrets being rude to his brother last night.
Bilal wishes.....
- 5- Rawan regrets being unable to come to my party last Friday.
If only.....
- 6- I regret eating so much food last night.
I wish I.....
- 7- You have forgotten to bring some salt.
If only.....
- 8- You shouldn't have gone to bed late last night.
If only.....
- 9- It's a pity that Omar isn't here tonight.
I wish
- 10- I don't know how to make an apple pie.
If only
- 11- I don't have a laptop.

- I wish.....
 12- I'd like to be a doctor.
 I wish
 13- I regret that I work in a small company.
 I wish
 14- I have to work late at night.
 If only.....
 15- I am sorry that I didn't see you leave.
 I wish.....

Answers:

- 1- I wish I had a camera. (so that I can take some pictures)
 2- My grandmother wishes she had gone to school when she was young.
 3- If only you had called the police when you saw the burglar.
 4- Bilal wishes he hadn't been rude to his brother last night.
 5- If only Rawan had been able to come to my party last Friday.
 6- I wish I hadn't eaten so much food last night.
 7- If only you hadn't forgotten to bring some salt/ Or If only you had remembered to bring some salt.
 8- If only you hadn't gone to bed late last night. /Or If only you had gone early to bed last night.
 9- I wish Omar was/ or were here tonight. استعمال أقوى
 10- If only I knew how to make an apple pie.
 11- I wish I had a laptop.
 12- I wish I were a doctor.
 13- I wish I didn't work in a small company/ Or I wish I worked in a big company.
 14- If only I didn't have to work late at night.
 15- I wish I had seen you leave.

Unit 10
Career Choices خيارات مهنية
words of unit (10)

Word	English Meaning	Arabic
headphones (pl.n)	a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات
interpreter (n) interpret (v) interpretation (n)	someone who translates spoken words from one language into another	مترجم فوري
regional (adj) region (n)	relating to a particular region or area	إقليمي
rewarding (adj) reward (v/n)	giving personal satisfaction	يعود بالرضى
secure (adj)secure (v) security (n)	safe; free from danger	أمن
seminar (n)	a class on a particular subject, usually given as a form of training	درس تدريب
translation (n)	the process of changing the words of a language into the words of another one	ترجمة
fond of (adj)	having an affection or liking for someone or something	مغرم ب
adaptable (adj) adapt (v) adaptation (n)	able to adapt to new conditions or situations	قابل للتكيف
competent (adj) competence (noun)	having enough skill or knowledge to do something to a satisfactory standard	ذو كفاءة
conscientious (adj) conscience (noun)	showing a lot of care and attention (to a task)	مدرك
enthusiastic (adj) enthusiasm (noun)	showing a lot of interest and excitement about something	متحمس
keen (adj)	having or showing eagerness or interest	متشوق
personal attributes attribute (n) attribute (v) attribution (n)	a quality or feature that is considered to be good or useful (in a person)	ميزة خاصة

reference (n) refer (verb)	a person who provides information about your character and abilities	مرجع
curriculum vitae (n)	CV a short, written description of a person's qualifications, skills and work experience that they send to potential employers	سيرة ذاتية
voluntary (adj) volunteer (n/v)	done or given by choice	تطوعي-متطوع
enclosed (adj) enclose (verb)	surrounded, especially by a fence or wall	حاجز
ambitious (adj) ambition (noun)	having a strong desire for success or achievement	طموح
full-time (adj)	happening or working for the whole of the working week, and not only part of it	دوام كامل
intern (n) intern (v) internship (n)	someone who works for a short time in a particular job in order to gain experience	متدرب
surveyor (n) survey (v/n)	a person whose job is to measure the conditions of a building or to record the details of an area of land	مساح
ICT	Information and Communication Technology	تكنولوجيا المعلومات والإتصالات
pension	money you save over your lifetime to pay for your old age:	معاش
web enquiries	online questions	موقع للاستعلام
calculations	maths; work with numbers	حسابات
recruiting	finding suitable employees	ايجاد موظف مناسب
marketing	promoting your product; finding customers	تسويق
training		تدريب
work experience		الخبرة العملية
qualifications		مؤهلات
advertising		اعلان
banking		مصرفي
career advisor		مستشار وظيفي
doctor		طبيب
lawyer		محامي
teacher		معلم
achievements		انجازات
contact details		بيانات للتواصل

My Job as an Interpreter (SB 72)

عملي كمتترجمة فورية

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

My , I , me= Fatima Musa / they= many students

اسمي فاطمة موسى و عملت كمتترجمة فورية لمدة خمس سنوات. العديد من الطلاب راسلونني بالايمل مستفسرين عن عملي لأنهم يريدون أن يعرفوا ما هي طبيعة عملي. لذلك هذا ردي.

I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with him. 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.

I , my= Fatima Musa / him=Fatimas` father / we= Fatimas` family

لطالما كنت دائما مغرمة باللغات .والذي عمل في بلدان مختلفة عديدة عندما كنت صغيرة و غالبا ما سافرنا معه .عندما كنا نزور بلد كنت دائما اريد تعلم لغتها . في المدرسة كنت جيدة جدا في الانجليزية . لذلك قررت أن اتخذ مهنة مترجمة .

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.

My . I= Fatima Musa , they=people who speak English / who= anyone in the room

عملي الآن يشمل الذهاب إلى المؤتمرات و الندوات المهمة في أنحاء العالم .عندما يتحدث احدهم بالانجليزية في مؤتمر استمع إلى ما يقولون عبر السماعات الراسية .ثم أترجم إلى العربية بينما المتحدث يتحدث .أقدم الترجمة عبر سماعات راسية إلى الناس الآخرين في الاجتماع .هذا يعني إن أي احد في الغرفة يتحدث العربية يمكنه 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 are used to talk about business, science or law, for example, make **it** almost a different language!

it=interpreter / you =readers , students / it= English language

هل هو عمل سهل؟ لا أبدا .الانجليزية ليست واحدة في جميع الدول الناطقة بالانجليزية .مثلا الكلمات الانجليزية المستخدمة في الهند تكون احيانا مختلفة عن الكلمات التي يستخدمها الناس في بريطانيا أو أمريكا أو استراليا .بالإضافة لمعرفة الانجليزية تحتاج لان تعرف أيضا الكثير عن الانجليزية المتخصصة بعض الكلمات التي تستخدم للحديث عن الاعمال او العلم او القانون , مثلا تجعلها لغة مختلفة تقريبا .

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.

you=readers , students / it=interpreter job

اذا لم يكن لديك شعادة في لغة ما، لن تتمكن من أن تصبح مترجما فوريا .وبشرط ان يكون لك مؤهل علمي عالي، فممكن ان تحصل على وظيفة كمترجم فوري بسرعة .إذا حصلت على مقابلة لوظيفة ، يجب عليك اظهار انك تمتلك مهارات استماع جيدة وصوت واضح. وستحتاج ايضا ان تظهر انك تستطيع التفكير بسرعة وانه يمكنك التركيز لفترات طويلة من الوقت . اذا كنت ناجحا في ذلك فإنها مهنة آمنة و مجزية .ربما تحتاج السفر كثيراً وهذه ليست مشكلة كبيرة طالما تستمتع بزيارة البلدان الاخرى .

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.

It=nterpreter job / I=Fatima Musa / you=readers ,students / it = if I translate things badly

إنها وظيفة فيها مسؤولية جدا .أنامدرك انه إذا ما ترجمت شيء بشكل خاطيء فإن ذلك يمكن ان يؤثر على قانون مهم او اتفاقية تجارية بين البلدانعلى اي حال , ستحصل بالرضاء التام عندما تعلم ان الناس يفهمون كل شيء تترجمه .

Questions:

- 1- Why have many students emailed Fatima?
- 2- Why did Fatima decide to work as an interpreter? -There are many things helped Fatima to work as an interpreter. Write down two of them.
- 3- An interpreter's job in English language is not easy for two reasons. Write them down.
- 4- Quote the sentence which indicates that Fatima has always been fond of languages.
- 5- Specialist English is important to be used in many fields. Write down two of these fields.
- 6- English is the first language in many countries. Write down two of these countries.
- 7- Quote the sentence which indicates that English is different from one country to another.

- 8- During an interview for the job of an interpreter, the participant should prove that he has many specific qualities. Write down two of these qualities.
- 9- The job of an interpreter has two main benefits. Write them down.
- 10- What is the result of translating things badly?
- 11- It's said that having a good job these days need a lot of qualifications. Suggest three things that can help you to get a good job.
- 12- "Do what you love. Love what you do." Think of the previous saying and, in two sentences, write down your point of you.
- 13- Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not?
- 14- What does the underlined pronoun "**they**", in the first paragraph, refer to?
- 15- What is **the function** of the underlined pronoun "**it**" in the last paragraph?
- 16- What does the underlined word "**rewarding**" mean?

Answers:

- 1- because they want to know what it would be like to do my job.
- 2- She has always been fond of languages. When she visited a country with her father, she always wanted to learn the language, and at school she was very good at English.
- 3- because English is not the same in all English-speaking countries. As well as knowing regional English, you also need to know a lot of specialist language.
- 4- I have always been fond of languages.
- 5- business, science or law
- 6- the UK, the USA, India or Australia.
- 7- English is not the same in all Englishspeaking countries.
- 8- having good listening skills and a clear speaking voice.
- 9- it is a secure and rewarding job.
- 10- It could affect an important law or trade agreement between countries.
- 11-Speaking foreign languages, technology skills, postgraduates
- 12- I think that is true. You should try to work in a field that you like if that is difficult you should do your best to success in any other field.
- 13- No, I don't have the necessary qualifications to be an interpreter yet. But I would like to be an interpreter in the future because I have always been fond of languages, especially English. Also, I think this job will be secure and rewarding.
- 14- Many students
- 15- to link paragraphs or ideas
- 16- giving personal satisfaction

احفظها كما هي

English	Arabic
take a course	يلتحق بدورة / يدرس مادة
feeling of satisfaction	شعور بالرضاء
passwords / secure	تأمين كلمات السر
responsible person	شخص مسؤول
get a job	يحصل على وظيفة
long meeting	اجتماع طويل

Prepositions (Verbs with Prepositions) (AB 49)

احفظها كما هي

verb + preposition	Arabic
work as	يعمل كـ
decide on	يقرر ان
translate into	يترجم إلى
talk about	يتحدث عن
ask about	يسأل عن
good at	جيد بـ

Grammar

الشرطية الجمل (If Clauses) Conditional Clauses

Note:

If + reason , result

Zero Conditional

If + Simple Present..... , Simple Present
If + S+ V1 (s/es) , S+ V1 (s/es)

● **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.

لوصف شيء دائما يحدث (النتيجة متأكدة)

- If plants don't get enough sunlight, they die.
- Water turns to ice if the temperature falls below zero.

First Conditional

If + Simple Present....., S+will + base.....
If +S+ V1(s/es) , S+ will + base ...

● **Function** : **We use the first conditional** (if + Present Simple/will + Present Simple)

To describe a future outcome of a certain future action or event.

لوصف شيء لنتيجة لشيء (متوقع الحدوث)

- If he **studies** hard, he **will pass** the exams.
- If I **have** enough time, I will **write** to my parents every week.

Note:

if	إذا
when	عندما (الشرطية)
provided that	على شرط / بشرط
as long as	إذا / طالما
unless	إذا لم
even if	حتى لو

Second Conditional

If + Simple Past..... , S + would + base
If +S+ V2 , S + would + base

Function : unreal things

غير حقيقي (لن يحصل)

Note: (*were* is used with subject pronouns)

- If I went to school , I would see my friends.
- If I didn't study, I would fail.
- If I **were** you, I **would accept** their invitation

Examples:

- 1-Provided that he doesn't study, he will fail.
Unless.....
- 2-Unless she arrived on time, she would miss the bus.
Provided that.....
- 3-If he is't at school, he will miss the lessons.
Unless.....

Answers:

- 1-Unless he studies, he will fail.
- 2- Provided that she didn't arrive on time, she would miss the bus.
- 3-Unless he is at school, he will miss the lessons.

اعطاء نصيحة Giving advice

you should / you shouldn't / you ought to / it would be a good idea for you to

-it would be a good idea for you to *تحول* You could
-you ought to *تحول* Why don't you?

Example:

- 1-You shouldn't play football.
..... (were)
2-You should clean the room.
..... (if)
3-You ought to study for the exam.
..... (don't)
4-It would be a good idea for you to make a list of questions.
..... (could)

Answers:

- 1-If I were you, I wouldn't play football.
2- If I were you, I would clean the room.
3-Why don't you study for the exam?
4-You could make a list of questions.

Third conditional

If + Past Perfect..... , S+(would have-could have-might have)+ V3
If+S+ had + V3 , S+(would have-could have-might have)+ 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.

تخيل حالات بالماضي وهي مستحيلة ولم تحدث

Note:

If + reason , result

-If/ because/since/as + **reason** سبب

-so/and so/therefore/consequently/as a result/thus/because of that/that`s why/that`s how/and + **result** نتيجة

Correct the verb between brackets .

- 1-If they hard, they will get great marks. (study)
2- If he had gone to school, he his friends (see)
3- She would have written a story if she a pen. (have)
4- If your brother watched the film, he it. (like)
5- Unless he reads the lesson, he marks (lose)
6-If Hala had practiced harder she (be) able to win.
7- I..... (accept) the job if they had offered a higher salary.

Answers: 1- study 2- would /could / might have seen 3- had had 4- would like 5- loses, will lose 6- would /could / might have been
7- would /could / might have accepted

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 (AB 50)

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

Answers: 2- unless; study 3- If; don't water 4- when; finishes 5- as long as; are

Rewrite the following sentences so that they mean the same as the sentence before each of them.

1-May be he will get money next week so he may buy a ball.

If

2-I advised you not to go late.

If I.....

3-Ali didn't study, so he didn't pass. (could)

If

4-Unless he cleans the room, he will be punished.

If

5-If they don't play well, they won't win.

Unless.....

6-Laila didn't take her medicine, so she got worse. (could)

If

7- Ali didn't have enough money, so he didn't buy a car. (would have)

If

8- I studied really hard the day before the final exams. I achieved the first rank in my class.(might not)

(شئوية 2016)

Answers :

1-If he gets money next week, he will buy a ball.

2-If I were you, I wouldn't go late.

3- If Ali had studied, he could have passed.

4-If he doesn't clean the room, he will be punished.

5-Unless they play well, they won't win.

6-If Laila had taken her medicine, she wouldn't have got worse.

7-If Ali had had enough money, he would have bought a car.

8- I might not have achieved the first rank in my class if I hadn't studied really hard the day before the final exams.

or

If I hadn't studied really hard the day before the final exams, I might not have achieved the first rank in my class.

الكلمات المطلوبة للاشتقاق

فعل Verb	اسم Noun	صفة Adjective	ظرف Adverb
يعلم - يتقن educate	education educator	educational	educationally
ينجح succeed	النجاح success	successful	successfully
يحقق/ينجز achieve	achievement achiever	achievable	-----
ينظم organize	organization organiser	organized	-----
يطور/ينمي develop	development	developed developing	-----
يجرب experience	experience	experienced	-----
يهيمن dominate	dominance	dominant	dominantly
يعتمد depend	dependence	dependent	dependently
يكرر repeat	repetition	repeated	repeatedly
يصحح correct	correction	correct	correctly
يجري/يسري circulate	circulation	circulatory	-----
يجفف dehydrate	dehydration	dehydrated	-----
ينصح advise	advice	advisable	advisably
يراجع revise	revision	revisable	-----
يركز concentrate	concentration	concentrated	-----
يوهل qualify	qualification	qualified	-----
يوصي بـ recommend	recommendation	recommended	-----
-----	الشباب youth	young	-----
-----	وعي/ادراك awareness	aware	-----
يحفظ memorize	memory	memorable	memorably
-----	تغذية، غذاء مغذ، عنصر غذائي nutrition nutrient	nutritious	nutritiously

particularize يخصص/ يعين	-----	particular	particularly
compete ينافس	competition	competitive	competitively
know يعرف	competence	competent	
idealise يجعله مثاليا/ كامل	knowledge	knowledgeable	knowledgeably
create يخلق/ ينشأ	idealisation	ideal	ideally
teach يعلم	creation	creative	creatively
economise يقتصد	teaching teacher	teachable	-----
criticise ينتقد	economy	economic	economically
-----	criticism	critical	critically
contradict يتناقض	academic أكاديمي	academic	academically
-----	academy أكاديمية		
-----	contradiction	contradictory	-----
-----	fluencyطلاقة اللسان	fluent	fluently
pioneer بينكر	pioneer	pioneering	-----
-----	option خيار/ اختيار	optional	Optionally
tutor يعلم	tutor	-----	-----
-----	tutorial		
manage يدير	management	managerial	-----
circulate يدور/ يسري	circulation	-----	-----
diet يتحمى/ يتبع حمية	diet	dietary	-----
-----	multilingualism تعددية لغوية	multilingual	-----
simulate يحاكي/ أي يقلد	simulation	-----	-----
-----	simulator		
utter ينطق/ يتكلم	utterance	-----	-----
-----	vocation مهنة	vocational	-----
enroll هيسجل بالجامعة	enrolment	-----	-----
immerse ينغمس	immersion	-----	-----
-----	sociology علم الاجتماع	sociological	-----
-----	sociologist عالم اجتماع		
-----	psychologist عالم نفس	psychological	-----
-----	sociologist عالم اجتماع		
intend قصد/ ينوي	intention	intentional	-----
replicate يكرر	replication	-----	-----
negotiate يفاوض	negotiation	negotiable	-----
import يستورد	importation	imported	-----
export يصدر	exportation	-----	-----
extract يستخرج/ يستخلص	extraction	-----	-----
fertilise يسمد/ يخصب	fertilization	fertile	-----
-----	fertilizer		
agree يوافق	agreement	-----	-----
market يسوق	marketing	-----	-----
-----	market		
interpret ترجم	interpretation	-----	-----
-----	interpreter		
-----	cancer سرطان	cancerous	-----
scan يفحص	scanner	-----	-----
-----	region إقليم أو منطقة	regional	-----

secure يحمي	security	secure	-----
reward يكافئ	reward	rewarding	-----
-----	conscience الضمير	conscientious	-----
adapt يتكيف/يتأقلم	adaptation	adaptable	-----
يعزو إلى	attribution	-----	-----
attribute	attribute	-----	-----
refer يشير إلى	reference	-----	-----
enthuse يحمس	enthusiasm	enthusiastic	enthusiastically
-----	agriculture الزراعة	agricultural	agriculturally
engineer يهندس	engineer	-----	-----
-----	engineering	-----	-----
-----	linguistics علم اللغة	linguistic	-----
memorise يحفظ	memory	memorable	-----
-----	pharmacy صيدلية	pharmaceutical	-----
-----	proficiency مهارة	proficient	proficiently
undertake يتعهد	undertaking	-----	-----
blame يلوم	blame	-----	-----
-----	corporation شركة	corporate	-----
-----	dialect لهجة	dialectal	-----
domesticate يروض	domesticity	domestic	-----
evolve ينشأ/يتطور	evolution	evolutionary	-----
extend يتمدد/يتوسع	extension	extensive	extensively
-----	mineral معدن	mineral	-----
enclose يرفق/يضمن	-----	enclosed	-----
reserve يحفظ	reserve	-----	-----
-----	reservation	-----	-----
-----	ambition	ambitious	ambitiously
intern يتدرب	intern	-----	-----
-----	internship	-----	-----
survey يمسح	survey	-----	-----
-----	surveyor	-----	-----
volunteer يتطوع	volunteer	voluntary	-----
-----	business تجارة/عمل	busy مشغول	-----

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								

A . Nouns :

We use the nouns after the following :

1. After the definite and indefinite articles : (a / an / the) : (if there isn't a noun after the blank)

I bought a new car .

2. After prepositions (in / on / of / at / with / for / by / from / without / into / through / after / before / under etc.)

Ahmed is interested in computers .

3. After the possessives ('s / s') : بعد ادوات الملكية :
The student's English book on the desk . The students' English books are on the desk.

4. After the possessive pronouns: (my / his / her / their / your / our / its) : بعد ضمائر الملكية :
Their abilities made them win The World Cup .

5. After adjectives:

My friend bought a *wonderful* car .

6. After numbers : cardinal (one) or ordinal (first) :
He made his first impression about that man according to his last speech.

7. After the words (this / these / that / those) : بعد ادوات الاشارة :
I liked that shirt so much .:

8. After (much / many / few / some / any / little / more / no / several) : بعد صفات الكميات :
Some students need more exercises.

9. Subject + verb: عندما تاتي كفاعل في اول الجملة :
Prevention is better than cure.

10. No: Zaid is very clever and I don't know why he has **no** confidence ? بعد ادوات نفي الاسماء

11. After: (need) – (cause): The earthquake caused destruction.

B. Adjectives :

1. Adjectives describe nouns: He has a **good** appearance. (before nouns)

2. After (verb to be) : This scene **is** interesting .

3. After adverbs (adverb + adjective) : It is **completely** hard .

4. " be " + (as adj as) : He is as busy as a bee .

5. " be " + (very / too / so / quite / a bit / absolutely / extremely / really / well)
He **is too** nervous to deal with .

6. After these verbs (look / feel / sound / seem / become / find / taste / smell / get / turn) He seems happy .

7. After (be + more / the most) : He is more careful than Ali .

C. Verbs : We use verbs :

1. After (to) : Try to find a solution to your problem .

2. After the adverbs of frequency:(always /usually/often / seldom / rarely / sometimes/ never)

They usually speak English outside their class .

3. After (would rather / had better / let / make / help)
You should make him do his homework .

- I'd rather perform the pilgrimage .
- Let's go to the cinema.

4. After the (verbs to do) : (do / does / did)

He doesn't help the poor.

5. After the modals (will / would / shall / should / may / might / can / could / must) : He shouldn't drive so fast .

6. Subject + verb + object :

All ministries of education provide students with all needs at the start of the year .

7. After without be (extremely / really)

He really speaks French.

D . Adverbs :

1. Adverbs describe verbs:

He is driving slowly

1. We use the adverbs before adjectives: (be + ly)

It is completely hard .

2. Adverbs are used as a single clause (without verbs) : (verbless clauses) (ly , + subject + verb)
Suddenly, he began to drive slowly .

3. " verb " + (as adv as) : He didn't play the match as confidently as the other members .

4. subject + adv + verb :

The boys politely responded to the teacher's order .

5. behave + ly .

6. (am, is, are, was , were) + adv + V3

8. Auxiliary + ly + verb = Sami has ----- passed his driving test. (success)

هذه المقدمة و الخاتمة تصلح لكتابة مقالة عن موضوع:
(مشكلة البيئية/اجتماعية/حوادث/ايجابيات السلبيات ولموضوع ما)

مقدمة

I think that الموضوع is very important subject to talk about in details because it has strong relation and effect with our life .Moreover, we should discuss it from its all sides the advantages and disadvantages

الموضوع

الموضوع has many advantages on our lives such as (حسنة), (حسنة) and (حسنة).If we use these advantages , the community will be improved greatly.

On the other hand, الموضوع has many disadvantages like (سيئة), (سيئة) and (سيئة) so we must avoid these disadvantages to keep our community safe.

الخاتمة

Finally , no one can deny that الموضوع has a great influence on our society . We should be ware of الموضوع that can lead to good results if we work hard and cooperate with each other in order to achieve more effective ways .

Language Functions الوظائف اللغوية

	Function الوظيفة
My father is a doctor. He works in Dubai	to link ideas
Have you thought about , should , Why don't you , You could, My main recommendation, If I were you,I'd	to give advice
because , as , since , because of , due to	to show cause / explain the reason for something
therefore, so , as a result , because of that, consequently	to show result/ explain the consequences of an action

LITERATURE SPOT

1.A Green Cornfield حقل الذرة الاخضر – poem

A Green Cornfield

By: Christina Rossetti

The earth was green, the sky was blue
I saw and heard one sunny morn
A skylark hang between the two
A singing **speck** above the corn

A stage below, in gay **accord**
White butterflies danced on the wing
And still the singing skylark soared
And silent sank and soared to sing

he cornfield stretched a **tender** green
To right and left beside my walks
I knew he had a **nest** unseen
Somewhere among the million **stalks**

And as I paused to hear his song
While **swift** the sunny moments slid
Perhaps his mate sat listening long
And listened longer than I did

حقل الذرة الخضراء

بقلم كريستينا روسيتي

السماء كانت زرقاء والارض خضراء
رايت وسمعت ذات صباح مشرق
طائر القبره عالقا بين الاثنين
نقطه سوداء تغني فوق الذره

على مسافه ادنى وبتناغم
وكانت الفراشات البيضاء ترقص على الجناح
وظل صوت القبره يرتفع بالغناء
ويهبط بصمت ويرتفع بالغناء

حقل الذره امتد يانعا في الاخضر
على جانبي الطريق وانا امشي
عرفت ان عشا مخبا للقبره
بين ملايين السيقان في مكان ما

وعندما توقفت لكي اسمع غناؤه
ومرت اللحظات المشمسه بسرعه
وربما كانت صديقته جالسه طويلا وهي تستمع
ولربما اتسمعت لوقت اطول مني

1.S B P 86 Vocabulary

Questions with answers

- 1- Is a speck something big or small (line 4)? *small*
2- If something is in accord, it is in agreement or disagreement, (line5)

In agreement

- 3- does tender suggest something fresh and young, or old and strong ? (line 9)? *Fresh and young*
4- What does a bird do in a nest (line 11)? *It lays eggs*
5- Which part of a plant is the stalk (line 12)?

It's the long, upright part of the plant that supports the leaves

- 6- Does swift mean slow or fast (line 14)? *fast*

2.Comprehension

Choose the correct word to complete the summary of the poem.

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.

Answers: 1- content 2- flying 3- lower 4- move quickly 5- hidden in 6- imagines

3.Analysis:-

Answer the questions about the poem.

1- The poet uses many examples of alliteration الجناس

Find one example. What effect is the poet trying to achieve with this technique ?

Some word pairs alliterate singing speck on (line 4), listening long on (line 15), listened longer on (line 16) but there are also lines that alliterate: and still the singing skylark soared (line 7), And silent sank and soared to sing (line 8) and while swift the sunny moments slid (line14)

words together (here we have soared Alliteration adds to the rhythm of the poem and also links dissimilar and sank; 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?

The two references are I knew he had a nest unseen (line 11) (the female bird is sitting on the eggs); perhaps his mate sat listening long (line 15) (the female bird). The listener is the female skylark.

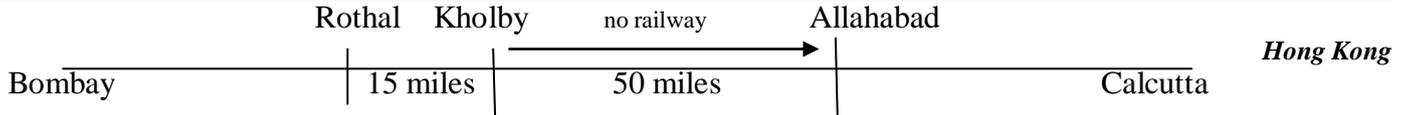
3- How do we know that the poet leaves the cornfield before the skylark has stopped singing?

She says, perhaps his mate sat listening long, And listened longer than I did (lines 15-16). 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.

4.AB PAGE 57 :-

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 **قفافية** scheme is a bob. In other words the first line and third lines rhyme as do the second and fourth.



AROUND THE WORLD IN EIGHTY DAYS

حول العالم في ثمانين يوماً

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 traveling companion, the Frenchman Mr Passepartout, are traveling through India by train. They have befriended another traveler, Sir Francis Cromarty

في هذه القصة التي حصلت في عام 1873 عن رجل انجليزي اسمه السيد فيلب فوج، والذي يحاول ان يكمل رحلته حول العالم في ثمانين يوماً، وعند هذه النقطة من القصة، هو وصديقه الفرنسي السيد باسيبارتوت يسافران الى الهند في القطار ويصادقان شخص اخر معهم بالرحلة اسمه السيد فرانسيس كرومارتي

The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several **bungalows** and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

توقف القطار في تمام الساعة الثامنة، في وسط الغابه على بعد 15 ميل بعد منطقة روثال، كان يوجد الاكواخ والمسكن وقد كان العامل يمر بين العربات ويصرخ ان المسافرين سينزلون هنا.

'Where are we?' asked Sir Francis. - اين نحن

'At the **hamlet** of Kholby.' - في قرية خولبي

'Do we stop here?' - هل سنتوقف هنا

'Certainly. The railway isn't finished.' - بالتأكيد، الخط الحديدي لن ينتهي بعد

'What! Not finished?' - نعم، لم ينتهي!

- 'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again'

لا بقي خمسون ميلا من هنا الى اللاباد حيث يبدأ الخط الثاني

'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.

اجاب السيد فرانسيس الذي كانت حرارته ترتفع وتبيع تذاكر من بومباي الى كالكوتاز

No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.

العامل: بالتأكيد ولكن على المسافرين ان يعرفوا ان عليهم ايجاد وسيلة مواصلات من خولبي الى اللاباد

'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of conveyance to Allahabad

السيد فوج: سيد فرانسيس هل سمحت ان نبحث عن وسيلة مريحة تنقلنا الى اللاباد

وما زال رافضا Still refused

'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'.

السيد فيلس قرر ان يشتري الفيل وعرض عليه 1000 جنيه ولكن الهندي ضد رافضا.

At two thousand pounds the Indian yielded. '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. 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. 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".

وبسعر 2000 جنيه وافق الهندي، يا له من سعر بحق السماء، صرخ باسيبارتوت، من اجل فيل...بقي ان نجد دليلا الان، وهو امر سهل مقارنة مع الفيل كي نصل الى المدينة، وظهر شاب من اصل فارسي ذو وجه ذكي وقدم خدماته للساده لكي يساعدهم فتقبل السيد فوج واعد له بمكافاه كبيره ليثير طمعه المادي. تم اقتياد الفيل ووضع المعدات اللازمه للركوب، والمونه اشتروها من خوليبي وبينما وضع السيدان المقعد على ظهر الفيل وارخبا طرفيه على جانبي الفيل قام باسيبارتوت بربط السرج بين الطرفين، والفارسي جلس على رقبه الفيل. وفي تمام الساعه التاسعه انطلقوا من القرية الى والحيوان كان يسير في غابه كثيفه من النخيل على اقصر الطرق.

* Parsee – a person living in South Asia but descended from Persia.

* howdah – a seat for riding an elephant

1.VOCABULARY:-

Question 1: Answer the questions.

- 1- What kind of house is a bungalow (line 6)?
- 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?
- 3- What form of transport is a steamer (line 24)?
- 4- What kind of facial expression is a wry grimace (line 30), and why did Passepartout's face show this expression?
- 5-Read line 36 again Which words tell us that the elephant was kept safely away from direct contact with humans?

Answers:-

- 1- a house with one floor.
- 2- A hamlet is a very small village, which suggests that there are very few people and houses.
- 3- It's a ship powered by steam.
- 4- 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- enclosed, palings: The elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

2.COMPREHENSION:-

Question 2: Answer the questions:-

- 1- Why can't the train continue its journey from Kholby to Allahabad?
- 2- Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed?
(line 15)
- 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).
- 4- Why did the Indian man decide to rear an elephant?
- 5- How do we know that the elephant is not aggressive?
- 6- How many people travel on the elephant?

Answers:-

- 1- The train cannot continue its journey because the railway line hasn't actually been completed.
- 2-He is annoyed because he feels cheated by being sold a ticket to somewhere the train doesn't go. 'Growing warm' means getting annoyed.
- 3- 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- He wanted it for fighting.
- 5- 'It still preserved its natural gentleness', meaning that it does not want to fight (lines 40–41).
- 6- four – the guide, Passepartout, Sir Francis and Mr Fogg

Question 3: Complete the sentences with the correct word

Calm	confident	enthusiastic	unapologetic	worried
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- 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: 1- unapologetic 2- confident 3- worried 4- calm 5- enthusiastic

Question 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.
 2-thinks that two thousand pounds is too much to pay for an elephant.
 3- does not know where they are when the train stops.

Answers: 1- Phileas Fogg 2- Passepartout 3- Sir Francis

3.IDEAS:-

Question 5:-

Find a line in the story that represents the following ideas:-

- 1- time 2- money 3- transport

Answers: 1- lines 20–21 2- lines 49–51 3- lines 41–43

Question 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?

Suggested answer: -

Transport is an important theme in this story. These two passages describing a train’s unfinished route and an elephant’s potential to be a good mode of transport are interesting since the railway is not finished (line 11) and the elephant is needed to continue on their journey. The elephant, a live animal, is described like a mode of transport; it ‘could doubtless travel rapidly and for a long time’. In this situation, the man-made transport fails, whereas the animal seems to be a more positive investment.

Question 7:-

Do you think that this story shows the importance of time? Justify your answer?

Suggested 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. It also references time in the passage 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 (lines 23– 25).

4.Analysis: A.B - PAGE. 57:-

1- 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.

Suggested answer:-

Sir Francis and Phileas Fogg are men of two very different personalities. Whilst Sir Francis gets easily angry, Phileas Fogg is calm and assured. In line 12, Sir Francis speaks in exclamation and short sentences: "What! Not Finished". In contrast, Phileas Fogg is calm, unsurprised and almost amused by the situation. His sentences are more carefully considered, and he speaks "quietly", using polite terms such as "please" in line 18. Overall, I would say that it is much better to react like Phileas Fogg in such a situation, as it is much more stressful to be angry.

5.TEACHER'S BOOK:-

Read the following extract from the story. Find to examples of literary device:-

'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'

Answer:-

1.alliteration: جناس

Persee perched

2.personification: تجسيد

Animal marching

used to see when he was a boy in Africa.”

1. What does the underlined word “**surface**” mean?



ave the rope on his hand?
his courage.

GUIDED WRITING

الكتابة الموجهة

JUST DO IT.

Read the information in the table below then, in your ANSWER BOOKLET, write two sentences about purposes of building dams. Use appropriate linking words such as : and, also, but..... etc.

Purposes of building tunnels.
- control the traffic areas.
- save time and effort.
-reduce the car accident.
- make car journeys faster and shorter.

-Firstly, there are many الطوائف such as ... الفرعية 1 and الفرعية 2
-In addition, there are other الكلمة الافتتاحية في العنوان like الفرعية 3 and الفرعية 4

- **Firstly, there are many** purposes of building tunnels **such as** controlling the traffic jam and saving time and effort.
- **In addition, there are other** purposes of building tunnels **like** reducing the car accidents **and** making car journeys faster and shorter.

How to save Forests?
-avoid building residential areas.
-build parks for visitors.
-reduce cutting down trees.
-ban the criminals who cut trees.

Firstly, there are many ways to save the forest such as avoiding building residential areas and building parks for visitors.

- In addition, there are other ways to save the forest like reducing cutting down trees and banning the criminals who cut trees.

What should be done to keep fitness ?
- drink 8 -10 liters of water daily.
- run 2 -4 kilometre every morning.
- do exercises
- reduce the amount of calories.

- Firstly, there are many **thing (ways)** that should be done to keep fitness_ such as drinking.....daily and runningmorning.

- In addition, there are other **thing (ways)**that should be done to keep fitness like doing exercises and reducingcalories.

Why do people leave their countries?
-find better jobs.
- complete high education.
-escape from wars.
- seek better life.

-Firstly, there are many **reasons** that make people leave their home countries like finding better life and

completing high education.

-In addition, there are other **reasons** that make people leave home countries like escaping from wars and seeking better life.

Internet	
advantages	disadvantages
- save time and effort - search the information	- cause eyes hurts - make people isolated

On the one hand, العنوان has many advantages such as and
On the other hand, العنوان has some disadvantages like and.....

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

Smart devices	
advantages	disadvantages
- light - portable and convenient	- people use them all the time and don't speak to others face to face. - waste time.

On the one hand, العنوان has many advantages such as and
On the other hand, العنوان has some disadvantages like and.....

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

There are many advantages of العنوان such as and
On the other hand, there are some disadvantages of العنوان like and

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

Name	Najeeb Mahfouz
Place/ Date of birth	Cairo, 1911
Place/ Date of death	Cairo, 2006
Profession	Novelist
Achievements	Wrote many novels. Got the Nobel Prize

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.....
.....

Najeeb Mahfouth, who is a great novelist, was born in Cairo in 1911. He was awarded Nabel Prize for Literature and considered the father of modern Arabic Literature. Also, he died in Cairo in 2006.

Name	Mahmoud Darwish
Date (born and died)	1942 - 2008
Profession	Poet and author
Achievements	- Leaves of Olives and Wingless Birds

Good Luck my dear students

Done by

T. Waleed Suwwan