

Al Jazeera Schools



اللغة الإنجليزية

"المستوى الرابع"

UNITS 6 + 7

(حسب المنهاج والنمط الوزاري الجديد)

شاملة لتمرين كتابي الطالب والأنشطة
والأسئلة الوزارية مع الإجابات النموذجية

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مدارس الجزيرة الثانوية – فرع البنين
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طريقة دراسة مادة اللغة الإنجليزية والاستعداد الجيد لامتحان الوزاري

1. **لدراسة القطع (النصوص) والتمكن منها:** لا بد من حفظ جدول المعاني بداية كل قطعة باللغة العربية - مبدئياً - وذلك قبل البدء بقراءة القطعة، ثم محاولة فهم معنى كل سطر في القطعة وترجمته بناء على جدول المعاني والترجمة المرفقة. ولا بد من قراءة النص مرتين على الأقل. كما وأنصح بوضع نقاط لأفكار القطعة كملخصات سريعة بجانب النص. بعد ذلك، نبدأ بالأسئلة المرفقة بعد القطعة وقراءة السؤال مرتين بتمعن وفهم معناه ومحاولة الإجابة عنه، ثم التأكد من الإجابات النموذجية بعد المحاولة طبعاً.
2. **لدراسة القواعد :** نقوم بدراسة الشرح جيداً وتحليله وتقسيمه إلى أفكار، وحفظ الـ forms، والـ functions وما يلزم حفظه **بناء على توصيات المعلم**، وحفظ الجداول المرفقة، ودراسة الأمثلة ومن ثم الانتقال إلى تمارين وأسئلة الدوسية ثم أسئلة الكتاب ثم الأسئلة الوزارية الموجودة في الدوسية الأساسية. وتكون الطريقة الصحيحة بمحاولة الحل دون النظر للجواب، ومن ثم التأكد من صحة الجواب. * حفظ قائمة الأفعال غير المنتظمة (Irregular Verbs) الموجودة في آخر الدوسية الأساسية.
3. **لدراسة المعاني :**
 - أ. حفظ جداول معاني القطع بالعربية لسؤال Fill in the gaps ، وبالإنجليزية لسؤال القطعة مع الإملاء وذلك لسؤال الـ EDITING وغيره. (يمكن حفظها من الـ glossary في آخر الـ SB .
 - ب. حفظ معاني الأفعال الاصطلاحية (Phrasal verbs) إنجليزي وعربي **مع الإملاء.**
 - ج. حفظ معاني المصطلحات (idioms) إنجليزي وعربي **مع الإملاء.**
4. **لدراسة الاشتقاقات:** يجب حفظ الجدول المعتمد للاشتقاقات الأكثر وروداً في الكتاب + الـ rules التي تبين المواضع. والتدرب على الجمل المعطاة في الدوسية. **وينبغي حفظ اشتقاقات كل المعاني احتياطاً** والموجودة أصلاً بالـ GLOSSARY آخر كتاب الطالب (SB).
5. **لدراسة الوظائف اللغوية (Language Function):** حفظ الـ functions المتعلقة بالأزمة (Tenses) والقواعد والأبنية اللغوية الأخرى كالروابط وغيرها الموجودة في المادة المطلوبة وزارياً.
6. **لدراسة سؤال الـ EDITING :** يجب حفظ إملاء كلمات معاني القطع، والتدرب على الأسئلة الواردة في هذا الشأن، **مع احتمالية وجود خطأ قواعدي أو بعلامات الترقيم ونحو ذلك.** (سؤال mix) .
7. **لدراسة الـ GUIDED WRITING،** وهو سؤال (OPEN (FREE)، لذا فهناك عدة طرق معتمدة للتعامل مع هذا السؤال، مع ضرورة التركيز على المطلوب بنص السؤال، واستخدام أدوات ربط مناسبة وتجنب الأخطاء الإملائية واللغوية. (يتم التدريب مع الأستاذ خلال الحصص الصفية – ضروري)
8. **لدراسة الـ FREE WRITING،** وهو عبارة عن مهارات مبنية على حصيلته ما تعلمه الطالب طيلة حياته من لغة وأفكار، وملكة كتابة وتعبير، وتسلسل منطقي للأفكار، ينبغي الرجوع إلى ملحق الكتابة ومراجعة النقاط الرئيسية وتعليقات المعلم على ما كتبه الطالب من مواضيع. (استخدام أدوات الربط المناسبة، وعلامات الترقيم من الأمور الهامة جداً إضافة إلى تسلسل الأفكار).
9. **للامتحان الوزاري:** نبدأ دراسة المادة بالدوسية الأساسية، ونبدأ بما نحبه أكثر، قواعد مثلاً، وبعد الانتهاء من الدوسية الأساسية، نراجع مراجعة أولى على ملخص المراجعة العامة، ثم مراجعة ثانية على دوسية الأسئلة الوزارية والامتحانات الشهرية والامتحان التجريبي، والنماذج التدريبية (المقترحة)... إلخ. * **ملحوظة: الكتاب المدرسي هو المرجع الأساسي. وبالتوفيق دوماً،،**

ثانر النمرورة

GRAMMAR

(القواعد)

ثانر النمرورة

ثانر النمرورة

Unit 6: Quantifiers to make comparisons**محددات الكمية لعمل المقارنات****• Use (Function):**

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

نستخدم الصيغ المذكورة أعلاه لمقارنة الصفات والظروف في الإنجليزية.

Examples:

1. Which subjects are **the most** popular, and which are **the least** popular?
2. Is Maths **as** popular **as** Science, Mr. Tha'er Al-Nammoura?
3. Do you think Geography is **more interesting than** History, or **less** interesting?

- We can also use (as ... as) to compare adverbs.

وبماكاننا - أيضاً- استخدام (as ... as) لمقارنة الظروف.

Examples:

1. I can't run **as fast as** you.
2. Ali works **as hard as** his friend.

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

ونستخدم (as much / as many) لمقارنة الكميات والأعداد.

Examples:

1. There are not **as many** people in our class **as** in yours.
2. I don't eat **as much** fast food **as** my brother.

- We can also use (as ... as) adverbially.

كما ويمكننا استخدام (as ... as) بطريقة ظرفية.

1. We practise our English **as often as** possible.
2. I don't like running **as much as** I like swimming.

Exercises

Q1: Consider the percentages of after-school classes and complete the sentences with the phrase in the box. (SB, p.45)

English (45%) , Maths (25%) , Science (20%) , Music & Art (10%)

as much as, less, more, not as many, the least, the most, as popular as

1. English is _____ studied subject.
2. _____ studied subjects are Music and Art.
3. There are _____ students studying Science as Maths.
4. Maths is _____ popular than Science, but _____ popular than English.
5. Students don't like doing Music and Art _____ they like doing Maths.
6. Neither Maths nor Science are _____ English.

Answer:

1. the most 2. The least 3. not as many 4. more; less 5. as much as 6. as popular as

Q2: Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. One word is not needed. (WB, p.31)

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

earlier , later , less , longer , the most , the least

1. Portuguese and Turkish children have ----- compulsory schooling.
2. Portuguese children have to go to school for ----- than children in Japan.
3. In Jordan, children start school a year ----- than English children.
4. Japanese and Jordanian children have ----- compulsory schooling.
5. Jordanian children can leave school one year ----- than English children.

Answer: 1. the most 2. longer 3. later 4. the least 5. earlier

Q3: This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed. (WB, p.32)

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

as popular as, as much as, least popular, more people, the most popular
less popular than , more popular , not as many, the fastest

1. Business Studies is ----- subject.
2. ----- people applied for Law in 2014 CE as in the previous year.
3. Physics isn't ----- Biology.
4. Law is ----- than Medicine and Dentistry.
5. ----- growing subject is Computer Science.
6. Engineering is ----- Visual Arts.
7. 11% ----- applied for Engineering in 2014 CE than in 2013 CE.
8. The ----- subject on the list is Computer Science.

Answer: 1. the most popular 2. Not as many 3. as popular as 4. more popular
5. the fastest 6. less popular than 7. more people 8. least popular

QUIZ

Complete.

as brilliant as , the longest , the most , as much as, shorter than

1. The Nile is ----- river in the world.
2. Amman is ----- crowded governate in Jordan.
3. John got 29 out of 30 in the chemistry exam, but George got only 19. In fact, he isn't ----- John.
4. The day in winter is ----- the day in summer.
5. Khalid doesn't like reading books ----- he likes playing football.

Unit 7:

Indirect Questions

الأسئلة غير المباشرة

•Use:

- We can use indirect questions to ask questions in a polite, formal way. (function)
نستخدم الأسئلة غير المباشرة لطرح أسئلة بطريقة مؤدبة ورسمية.

- We can begin impersonal questions with

Could you tell me ... ; Do you know ... ; Do you mind telling me ... ;
Could you explain ...

تبدأ الأسئلة غير الشخصية بالمذكور أعلاه من الصيغ.

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

يشبه هذا التركيب الأسئلة المنقولة ، ولكن يختلف عنها بأن الأسئلة غير المباشرة (درسنا اليوم) تنتهي بعلامة سؤال (?) ، وليس بنقطة (.) .

- Yes / No questions are introduced with if or whether.

يتم تصدير سؤال الـ (نعم / لا) بـ if / whether

Example: Do you know if / whether there's a postbox near here, Mr. Nammoura?

- Other questions are introduced with *what, who, why, when, where, how*, etc.

هناك أسئلة أخرى تبدأ بأدوات السؤال المذكورة what

Examples:

1. Could you tell me what the time is, please ?
2. Do you know who that man is?
3. Do you mind telling me why the train is late?
4. Could you tell me where the nearest bank is, please?
5. Could you explain how you solved this puzzle?

EXERCISES**Q1: Rewrite these direct questions as indirect questions. (EXTRA)**

1. What kind of books do bookshops sell?
Do you mind
2. Is there any suggested way to be protected from hackers on the Internet?
Could you tell me
3. What should I do to prepare for TOEFL?
Do you know
4. Please help me with doing my graduation project.
Do you mind
5. How much is this device?
Could you tell me
6. Is it forbidden to use our mobile phones in this zone?
Do you know

Q2: Complete the questions with words from the box. (WB, p.35)

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

1. Do you know ----- we can take water into the exam?
2. Could you tell me ----- this book costs, please?
3. Do you know ----- I've passed my exam or not?
4. Do you mind telling me ----- the library is?
5. Could you explain ----- I can solve this Maths problem?
6. Could you possibly tell me ----- the Arabic teacher is?
7. Do you know ----- we'll know our results?
8. Do you mind explaining ----- the sky sometimes looks red?

Answer:

.....

Q3: Rewrite these direct questions as indirect questions using all the phrases in box. (SB, p.51)

Could you tell me ...

Do you know ...

Do you mind telling me ...

Could you explain

1. Where should I revise for exams?
2. How much sleep do teenagers of our age need?
3. Is it possible to improve your memory?
4. What do you mean by 'mnemonics'?
5. What should I do on the day before the exam?

Answer:

1. Could you tell me where I should revise for exams?
2. Do you know how much sleep teenagers of our age need?
3. Do you know if it is possible to improve your memory?
4. Do you mind telling me what you mean by 'mnemonics'?
5. Could you explain what I should do on the day before the exam?

Q4: Complete the following indirect questions. (WB, p.36)

1. Can you suggest a healthy breakfast?
_____ suggesting _____?
2. Please help me to plan my revision.
Do you mind _____?
3. How can I relax?
_____ you explain _____?
4. Are we allowed to eat sweets during the exam?
_____ you know _____?
5. Please tell me where you found that information.
_____ mind _____?
6. Does the exam start at ten or half past ten?
_____ whether _____?

Answers:

1. Do you mind / a healthy breakfast
2. helping me to plan my revision
3. Could / how I can relax
4. Do / if (whether) we are allowed to eat sweets during the exam
5. Do you / telling me where you found that information
6. Do you know / the exam starts at ten or half past ten

Q5: Rearrange the words to make indirect questions.

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

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

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

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

5. know / in / do / you / the / whether / to / morning / or / the / in /
exercise / is / better / evening / ?

Answers:

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

وزاريات : سؤال وزاري 2016 – الدورة الشتوية ب 3 علامات وزارية

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

How can I get to Queen Alia Airport by public transport?

Could you tell me?

The Impersonal Passive

Use (Function):

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

تستخدم هذه الصيغة اللغوية كطريقة رسمية لنقل الأفكار والأقوال والمعتقدات والآراء.

- We can use the impersonal passive with (say, think, claim and believe).

كما ويمكن استخدام الأفعال المذكورة لهذا الغرض.

Examples:

1. It is said that dolphins are highly intelligent.

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

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

- The impersonal passive can also be formed with the object + infinitive.

ويمكننا استخدام المفعول به + (الفعل المجرد مع to) في هذا الباب.

Examples:

1. They believe that the story is true. → The story is believed to be true.

2. People know that he is talented. → He is known to be talented.

EXERCISES

Q1: Rewrite the sentences. Use the impersonal passive in two different ways. (Extra)

1. Specialists **claim** that we cannot speak a foreign language fluently unless we can dream in it.

.....

2. People **think** that we should save our natural resources.

.....

3. Teachers **believe** that students should be highly inspired and motivated.

.....

4. Parents **say** that children shouldn't be given everything they want.

.....

Q2: Rewrite the sentences. Use the impersonal passive in two different ways. (WB, p.36)

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

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

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

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

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

Answers:

1. It is said that fish is good for the brain.
Fish is said to be good for the brain.
2. It is thought that we only use a small percentage of our brain power.
We are thought to only use a small percentage of our brain power.
3. It is claimed that we remember things we hear in our sleep.
We are claimed to remember things we hear in our sleep.
4. It is believed that solving puzzles keeps the brain active.
Solving puzzles is believed to keep the brain active.
5. It has been proved that exercise is good for concentration.
Exercise has been proved to be good for concentration.

Q3: Rewrite the following sentences using an active form. Which option is more formal? (SB, p.53)

1. People claim that ...
2. They believe that ...

1. Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways.
2. It is believed that language learning can also improve your decision-making skills.

Answers:

1. People claim that speaking a foreign language improves the functionality of your brain in several different ways.
2. They believe that language learning can also improve your decision-making skills.

The PASSIVE form is more FORMAL.

Q4: Use the impersonal passive to report these sentences. (SB, p. 53)

1. **People think** that learning a new language also presents the brain with unique challenges.
2. They say that students who study foreign languages do better, on the whole, in general tests.

Answers:

1. It is thought that learning a new language also presents the brain with unique challenges.
2. It is said that students who study foreign languages do better, on the whole, in general tests.

سؤال وزاري 2016 – الدورة الشتوية بـ 3 علامات وزارية

People believe that eating almonds reduces the risk of heart disease. ...

Eating almonds

DERIVATION الاشتقاقات

لحل سؤال الاشتقاق على النمط الجديد لا بد من * حفظ الجدول (مع الإملاء) + قواعد المواضع.

* ما االم : قد يأتي من كلمات القطع - والتي هي موجودة بالـ -glossary-

No	verb	noun	adjective	adverb
1	experience يجرب	experience خبرة	experienced خبير	-
2	dominate يسيطر	dominance سيطرة dominant مسيطر	dominant مسيطر	dominantly بسيطرة
3	depend على يعتمد	dependence اعتماد	dependent معتمد على	dependently باعتماد
4	repeat يكرر	repetition تكرار	repeated مكرر	repeatedly بتكرار
5	correct يصحح	correction تصحيح	correct صحيح corrected مُصَحَّح	correctly بشكل صحيح
6	circulate يسري	circulation دورة	circulated متور	-
7	dehydrate يجفف	dehydration جفاف	dehydrated مجفف	-
8	advise ينصح	advice نصيحة advisor ناصح	advised منصوح	-
9	revise يراجع	revision مراجعة	revised مُراجع	-
10	concentrate يركز	concentration تركيز	concentrated مركز	concentratedly بتركيز
11	qualify يؤهل	qualification مؤهل	qualified مؤهل	-
12	recommend يوصي	recommendation توصية	recommended موصى به	-
13	succeed ينجح	success نجاح	successful ناجح	successfully بنجاح
14	-	youth شباب	young صغير السن	-
15	-	awareness إدراك	aware مدرك لـ	-
16	particularize يخصص	particularity خصوصية	particular خاص	particularly بشكل خاص
17	compete ينافس	competition منافسة competitor متنافس	competitive تنافسي	competitively بتنافس
18	know يعلم	knowledge معرفة	known معروف	knowingly بمعرفة
19	idealize يجعله مثالياً	ideality مثالية	ideal مثالي	ideally بشكل مثالي
20	organise ينظم	منظمة، تنظيم organisation organiser منظم	organised منظم	-
21	create يبدع، يخلق، ينشئ	creation خلق، صنع، إنشاء creativity إبداع	created مصنوع creative إبداعي	creatively بإبداع
22	teach يعلم	teaching تعليم	teaching تعليمي taught معلم	-

No	VERB	NOUN	ADJECTIVE	ADVERB
23	busy يشغل نفسه	business عمل busyness انشغال	busy مشغول	busily بانشغال
24	economize يقتصد	economy اقتصاد	economic اقتصادي economical موفّر	economically اقتصادياً
25	criticize ينتقد	critic ناقد criticism نقد	critical ناقد / نقدي / حرج	critically بشكل ناقد
26	memorize يحفظ	memory ذاكرة	memorized محفوظ memorable قابل للتذكر	-
27	-	nutrition تغذية nutrient مادة غذائية	nutritious مغذي	nutritiously بشكل مغذي
28	educate يعلم	education تعليم	educational تعليمي educated معلّم	educationally بشكل تعليمي
29	achieve يحقق، ينجز	achievement إنجاز achiever منجز	achievable قابل للإنجاز achieved منجز	-
30	develop يتطور، ينمي	development تطوير developer مطور	developed متطور developmental تطوري developing نام	-
31	-	nerve عصب	nervous خائف، عصبي	nervously بخوف
32	deepen يعمق	depth عمق	deep عميق	deeply بعمق
33	care يعتني بـ	care عناية	caring مراعاة للناس careful ≠ careless	carefully باهتمام carelessly بلا مبالاة
34	instruct يعطي تعليمات	instruction(s) تعليمات instructor مدرّس	instructed معلّم instructive تعليمي	instructively بشكل تعليمي
35	answer يجيب	answer جواب answerer مجيب	answered مجاب	-
36	confide يثق	confidence ثقة	confident واثق	confidently بثقة
37	-	-	previous سابق	previously بشكل سابق
38	discuss يناقش	discussion نقاش	discussed مُناقش	-
39	frighten يخيف	fright خوف	frightening مخيف frightened خائف	frighteningly بخوف
40	design يُصمم	design تصميم designer مصمم	designed مصمّم designing تصميمي	-

الجدول الآتي يبين نهايات أقسام الكلام، مع إعطاء مثال مشهور (شائع) لكل منها:

Endings (suffixes)			
Noun	Adjective	Verb	Adverb
--tion: dictation	--ful: beautiful	--ise /ize: organise	--ly: successfully
--sion: revision	--less: careless	--ate: locate	
--ment: improvement	--y: stormy	--en: widen	
--ance: attendance	--ly: friendly	--ify: classify	
--ence: occurrence	--ive: comprehensive	--ed: stopped (V.2)	
--cy: fluency	--ing: interesting		
--ity: electricity	--ed: interested		
--ism: tourism	--al: annual		
--dom: wisdom	--ous: serious		
--ship: friendship	--ic: economic		
--ure: pressure	--ant: important		
--ness: easiness	--ent: efficient		
--ing: writing	--ish: childish		
--al: arrival	--like: childlike		
--th: strength	--ory: obligatory		
--age: shortage	--able: printable		
Nouns for People	--ible: flexible		
--ist: scientist	--ary: primary		
--er: teacher	--ate: fortunate		
--or: visitor			
--ian: musician			
--ee: employee			
--ant: assistant			
--ent: student			
--ate: candidate			

1. The Noun

مواقع الاسم:

■ يقع الاسم فاعلاً للجملة:

Chaos is unacceptable in all cases.* Rule : S + V + O

■ يقع الاسم مفعولاً به:

We all should fight violence.* Rule : S + V + O

■ يستخدم بعد الصفة:

Criminals should be punished harshly by strict laws.* Rule: adj. + n /// adj. + (and / or) adj. + n

■ يستخدم بعد حروف الجر (from, of, in, on, with, without, at, (to), into, for):
Our country has been turning from development to development.

* Rule : prep. + n

■ يستخدم بعد أداة التعريف (the)، وأداتي التنكير (a / an):

Migrants help with the development of the Gulf countries.* Rule : the , a , an + n
the + n + of

* ملحوظة: إذا فصل بين الأداة والاسم فراغ، فإننا نضع صفة (adj.) في الفراغ.

The great economy of China is noticed.* Rule : the , a , an + adj + n

■ يستخدم بعد أسماء الإشارة (this, that, these, those):

No one accepts this chaos.* Rule : this, that , ... + n

■ يستخدم الاسم كذلك بعد ضمائر الملكية (my, his, her, your, its, their, our, ('s / s'))
The criminal's guilt should be proved before any legal action.

* Rule : 's , my , his ,... + n

■ يستخدم بعد المحددات والمشددات

(several, many, much, any, few, little, some, no, enough, another, other, one, all,
:(every, each,

The man has suffered from many infections.

* Rule : many, no , another , ... + n

■ في الاسم المركب (بعد اسم آخر):

The rainforest destruction is ascribed to many reasons.

* Rule : n + n = a compound noun

2. The Adjective

■ مواقع الصفة:

■ تأتي الصفة قبل الاسم:

The criminal's guilt should be proved before any legal action.

* Rule : adj + n

■ تستخدم الصفة بعد الأفعال الآتية:

sound, seem, look, appear, become, get, taste, smell, feel, was / were found)

The boy became violent after he had watched that movie.

* Rule : become, feel , was/ were found ,... + adj

■ تستخدم الصفة بعد فعل الـ (to be) عندما يكون فعلاً رئيسياً:

The storm was terribly disastrous last night.

* Rule : be (main verb)+ (ly) + adj

3. The Verb

مواقع الفعل:

- يستخدم الفعل المجرد (baseform) بعد (to) شريطة أن يكون الحرف بمعنى (لكي) أو (أن) ، وليس بمعنى (إلى):

Online criminals try to **destroy** their victims' computers.

* Rule : (not) to + BASEFORM (INFINITIVE)

- يستخدم الفعل المجرد بعد الأفعال الشكلية (modals):

(must, may, might, will, would, shall, should, can, could,...etc)

Everyone must **act** well in hard circumstances.

* Rule : MODALS + BASEFORM (INFINITIVE)

- يستخدم الفعل المجرد بعد الأفعال المساعدة (do, does, did):

This disease doesn't **infect** others. Don't be afraid !

* Rule : do / does / did (not) + BASEFORM (INFINITIVE)

- لا تقوم الجملة إلا بفعل بعد الفاعل:

These viruses **threaten** our operating systems miserably.

* Rule : S + V + O

- يستخدم الفعل المجرد كفعل أمر في بداية الجملة:

Develop your language!

* Rule : V (baseform) + كفعل أمر

4. The Adverb

مواقع الظرف (الحال):

- يستخدم الظرف (الحال) في بداية الجملة مباشرة ويتبع بفاصلة (,):

Economically, we should use public transport.

* Rule : 1. ----- ly ,

- قبل الصفة:

This website is **legally** distinguished.

* Rule : be (is,...) - ly + adj

■ يستخدم الحال قبل الفعل المتعدي في الجملة مباشرة:

Sami violently hit the man.

* Rule : - ly + transitive verb + O

■ بعد الفعل اللازم مباشرة:

The boy was behaving violently.

* Rule : intransitive verb + - ly

■ بعد المفعول به إذا كان الفعل متعدياً (ونختم الجملة به):

Khaled has done the task chaotically.

* Rule : S + V + O + ly

■ بين أجزاء الفعل:

It can be skillfully done without consulting a specialist.

* Rule : helping verb + ly + main verb

Exercises

Q1: Complete the sentences with the correct form of the words in brackets.

1. One of the most important things that we give children is a good ----- . (educate)
2. If you work hard, I'm sure you will ----- . (success)
3. Congratulations! Not many people ----- such high marks. (achievement)
4. My father works for an ----- that helps to protect the environment. (organise)
5. It's amazing to watch the ----- of a baby in the first year of life. (develop)
6. I'm confused. Could you give me some -----, please? (advise)
7. Before an exam, you must ----- everything you've learnt. (revision)
8. In hot weather our bodies are in danger of ----- . (dehydrate)
9. Don't talk to the driver. He must ----- . (concentration)
10. How quickly does blood ----- round the body? (circulation)
11. Before you apply for a job, check that you have the correct ----- . (qualify)

12. The company is pleased with your work and is happy to give you a -----.
(recommend)
13. Congratulations on a very ----- business deal. (succeed)
14. We should always be ready to listen to good ----- . (advise)
15. My father often talks about what he did in his ----- . (young)
16. It's important to have an ----- of different countries' customs. (aware)
17. Have you had any ----- of learning another language? (experienced)
18. Is one side of the brain more ----- than the other? (dominate)
19. Whether or not you remember something that you have learnt in the past ----- on the experience you had while you were learning it. (dependent)
20. The graduation ceremony was a very ----- occasion for everyone. (memory)
21. Nuts contain useful ----- such as oils and fats. (nutrition)

Answers:

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

Q2: Read the text and complete it using the correct form of the words in brackets. (WB)

Entrepreneur: A word meaning someone who sets up a business. In the Middle East today, entrepreneurship is (1) ----- (particular) important among young people, because of the (2) ----- (compete) job market. It is important to give young people the (3) ----- (know) so that they can help themselves. If they cannot find jobs, they can create their own and then, (4) ----- (ideal), generate jobs for others.

(5) ----- (organise) have been set up to guide young people through the process of business (6) ----- . (create) There are training courses and programmes to support this cause. Universities in the region have started (7) ----- (teach) entrepreneurship courses to students. Even large (8) ----- (business) now support young entrepreneurs. The common philosophy is as follows: give young people the opportunity to create their own companies so that they can have control over their own (9) ----- (economy) futures. In the Middle East, it is a (10) ----- (critic) learning experience for young people.

Answers:

.....
.....

Q3: Read the text and complete it using the correct form of the words in brackets. (TB)

On the day of the exam, you need plenty of time to do everything. Have breakfast but don't drink too much; arrive on time, but not too early, or you may find yourself getting more and more (1) _____ (nerve) while you wait to start.

In the exam, you can keep calm by breathing (2) _____ (deep) and thinking positively. Read the exam questions (3) _____ (care) and underline all of the key (4) _____ (instruct) that tell you how the questions should be (5) _____. (answer) If possible, start with the ones that you can do easily to give you (6) _____. (confident) Remember what you've learnt from practicing questions and doing practice exams (7) _____, (previous) and plan your use of time. Don't panic if everyone around you seems to start writing immediately and don't follow their example until you are ready.

Finally, after the exam, don't join in on a (8) _____ (discuss) about what everyone else did, unless you want to (9) _____ (fright) yourself for the next exam. Most importantly, remember that exams are (10) _____ (design) to find out what you know, what you understand and what you can do. #Tha'er_Nammoura

Answers:

.....

أسئلة وزارية

1. Kareem is a ----- journalist, he has worked previously for many scientific journals. (qualification) ► 2016 (W)

2. Doing lots of exercise won't keep you healthy if you don't eat ----- food as well. (nutrients) ► 2016 (W)

Answers:

GUIDED WRITING (الكتابة الموجهة) (المقيدة)

1. Read the information below, and write two sentences about the benefits of studying abroad. ▶ 2016 (W) ; LEVEL 4

- build valuable job skills.
- be self-confident.
- make friends.
- understand own and other cultures.

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2. Read the information below and then write a brief biography using all the given notes below about Mahmoud Darwish. Use the appropriate linking words. ▶ 2016 (W) LEVEL 3

Name: Mahmoud Darwish
Date (born and died): 1942-2008
Professions: poet and author
Achievements: - Leaves of Olives and Wingless Birds

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3.

hardworking people

- | |
|--|
| <ul style="list-style-type: none"> - listen to others. - ask questions. - offer help. - learn from others. |
|--|

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4.

Laser printers	Inkjet printers
- expensive - quick and economical	- cheap - slow and less economical

.....

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.....

.....

5.

Benefits of drinking green tea
- improve our health. - make the brain more active. - lower our risk of cancer. - protect our brains in old age.

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6.

How to study well ?
- make a study schedule. - study in an appropriate setting. - keep a well – kept notebook. - learn the most important facts first.

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EDITING

1. Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them. Write the correct answers down in your ANSWER BOOKLET. ▶ 2016 (W); L. 4

I am doing an online postgraduate course in education. It is think that distance learning means that you don't socialise with other students? as you do when you are doing a face-to-face course. It's not true! Our class consists of 30 students from all over the world. We study at home and send our assignments to our totors by email and there are a lot of different class discussions on the Internet.

Answer:

2. Edit the following text. There are three grammar mistakes, one spelling mistake and one punctuation mistake. Find and correct them. (SB, p.80)

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

Answer:

3. Edit the following text. There are three grammar mistakes, one punctuation mistake, one spelling mistake and one derivatives mistake.

Nutrition are very important. you should tried to eat as many fresh fruit and vegetables as you can. It's esential not to become dehydration, so drink lots of water.

Answer:

4. Edit the following text. There are three spelling mistakes, two grammar mistakes and two punctuation mistakes.

It is say that the best way to akwire a language is to imerse yourself in it, and that's what we offers at Extreme english: Total immertion.

Answer:

ثائر النمورة

COMPREHENSION
VOCABULARY

إعداد ثائر النمورة (ماجستير في اللغة الإنجليزية وآدابها – مُحاضر ومترجم)

مدارس الجزيرة – فرع البنين (خلدا)

ثائر النمورة

ثائر النمورة

Module 4: Learning ; Unit 6: Education Today

The time we spend at school (SB; p. 44)

(الوقت الذي نقضه في المدرسة)

No.	Words	Meanings (E)	Meanings (A)
1	academic (adj) academy (n) academically (adv)	connected with education, especially at college or university level	أكاديمي
2	compulsory (adj)	obligatory ; required ≠ optional	إجباري (الزامي)
3	contradictory (adj) contradict (v) contradiction (n)	if two ideas are contradictory they are completely different thus unable to both be true	متباين (مختلف /متناقض)
4	developed nation (n)	a rich country that has many industries, comfortable living for most people, and usually an elected government	دولة متطورة
5	fluently (adv) fluency (n) fluent (adj)	speaking a language very well, like a native speaker	بطلاقة
6	tuition (n)	teaching, especially in small groups	تعليم خاص (على شكل مجموعات)
7	tutorial (n) tutor (v) tutor (n) مدرس خاص	a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students	درس خصوصي

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 عدة سنوات، قامت أكثر من 1000 مدرسة في الولايات المتحدة الأمريكية بجعل السنة الدراسية أكثر طولاً، وذلك عن طريق زيادة عشرة أيام للسنة الأكاديمية أو زيادة عدد ساعات الدوام المدرسي نصف ساعة يومياً.

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

مدارس الجزيرة (بنين)

ثائر النمورة

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.

وقد كان ذلك بسبب أنه قد وجد ان طلاب المدارس الثانوية في الولايات المتحدة الأمريكية وفي المملكة المتحدة يقضون الوقت الأقل في المدرسة، والذي يعادل ما معدله 187 يوماً في العام الواحد. حيث أن عدد أيام الدوام المدرسي الافتراضي في الأردن أكثر من ذلك، وعلى أية حال، فليس هناك أطول من العام الدراسي في كل من اليابان وكوريا الجنوبية. حيث يدوم الطلبة في كوريا الجنوبية 220 يوماً، بينما يداومون في اليابان مدة 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 (1)** 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.**

وتبعاً لدراسة قامت بإجرائها منظمة التعاون والتنمية الاقتصادية، فإن الطلاب في كل من اليابان واندونيسيا وكوريا الجنوبية يقضون الوقت الأطول في الدراسة مقارنة بدول العالم الأخرى، فهم يريدون أن يتعلموا أكثر لتحصيل علامات أعلى، حيث تمتد ساعات الدراسة في المدرسة لتسع ساعات، على الرغم من أن ذلك يتضمن حصصاً وأنشطة اختيارية بعد دوام المدرسة الرسمي، كما يقضون ما يقارب ثلاث ساعات لحل الواجبات البيتية كل يوم، الأمر الذي يعادل ثلاثة أضعاف العديد من الدول الأخرى. فقد أشارت الإنجازات الأكاديمية الكبيرة إلى أنه كلما درست أكثر، كلما حصلت علامات أعلى في الامتحانات النهائية.

In Finland, however, students are usually given less than half an hour of homework per night, and **they (2)** 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.

وفي فيلندا، يتم تكليف الطلاب عادة بأقل من نصف ساعة واجبات بيتية كل ليلة، كما يقضون في مدارسهم أقل من غيرهم بـ 85% في الدول المتطورة، وعلى الرغم من ذلك، فإنهم يحصلون على علامات عالية في مواد مثل الرياضيات والعلوم. علاوة على ذلك، فإن معظم الطلاب يتكلمون من لغتين إلى ثلاث بطلاقة.

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

كما وتشير الآراء المتباينة المتعلقة بالدراسة إلى أن عدد وطول أيام الدراسة ليس العامل الوحيد الذي يحدد نجاح الطلبة في المدرسة.

QUESTIONS

1. Some schools in the USA began making school years longer a few years ago by two ways. Write down these two ways.

2. Secondary school students in the USA and the UK were spending the most time at school, with an average school year of 187 days. **TRUE** **FALSE**

3. Find a word in the text that means “**speaking a language very well, like a native speaker**”. -----
4. What does the underlined word “**contradictory**” mean?

5. The typical Jordanian school year is shorter than its equivalent in the UK.
TRUE **FALSE** -----
6. Quote the sentence which shows the lengths of the school years in both of Japan and South Korea.

7. Why do Japanese students want to learn as much as they can?

8. How many hours do South Korean students spend on homework every day?

9. Find the opposite of the word “**compulsory**” in the text.

10. Where are usually students given the least hours of homework (in which country?)?

11. What is the language function of the underlined structure “ **the longer you study, the better you do in final exams**”?

12. The writer mentions two courses (subjects) in the passage. Write down these two subjects down.

13. What do the underlined pronouns refer to?

14. **Research box (SB, p.44):** What is the minimum school-leaving age for students in the UK and in the USA?

15. What change has recently taken place in some American schools, and why has this occurred? (SB, p.45)

16. Who does more homework on average: students in the USA or students in Japan?

17. How many days a year do most students in the USA attend school?

18. Is it compulsory (obligatory) to do after-school activities in Japan and South Korea?

19. Do you think that a longer school day would result in better grades for most students? Why? /Why not? Justify your answer.

20. What is interesting about Finland's fewer and shorter school days?

MODEL ANSWERS

1. - by adding up to ten extra days to the school year
- by making each school day longer by half an hour
2. FALSE
3. fluently
4. if two ideas are contradictory they are completely different and thus unable to both be true
5. FALSE
6. " South Koreans attend school for 220 days per year, and in Japan, the school year numbers 243 days."
7. to ensure excellent exam grades
8. They spend about three hours on homework every day.
9. optional
10. In Finland
11. making comparisons
12. ● Maths ● Science
13. **They (1):** students in Japan, Indonesia and South Korea
they (2): students (in Finland)
14. In the UK, the minimum school-leaving age is 16. In the USA, it differs from state to state but the youngest is 16; in some states it is 17 and in a few others it is 18.
15. 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 at school.
16. Students in Japan do more homework on average.
17. Most students attend school 187 days per year.
18. No, it isn't; it is optional.

19. I think that a longer school day, depending on how it was constructed, might improve students' grades. This should include well-structured timetables, with time spent on individual study during the day and less homework at night.
20. 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.

VOCABULARY (WB, p.31)

1. Replace the words and phrases in **bold** with words from the box. One word is not needed.

compulsory contradictory developed nation tuition optional fluently

1. A **wealthy country** is a country that's economically and socially advanced.
2. Is Maths a **subject that you have to do**?
3. You don't have to stay after school for the chess club – it's **your choice**.
4. Do you have music **lessons** at the weekend?
5. Those statements are **on different sides of the argument**.

2. Use the extra word from exercise one in a meaningful sentence of your own.

Space schools (SB; p. 46)

مدارس الفضاء

No.	Words	Meanings (E)	Meanings (A)
1	agriculture (n) agricultural (adj) agriculturally (adv)	the science or the practice of farming	الزراعة
2	Astrophysics (n)	the study of the chemical structure of the stars and the forces that influence them	الفيزياء الفلكية
3	Business Management (n) 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 الأعمال

4	degree (n)	a qualification that is given to you when you have successfully completed a course of study	درجة أكاديمية
5	Economics (n) economical (adj) economically (adv)	the study of the way in which money and goods are produced and used	الاقتصاد
6	Engineering (n) engineer (n) engineer (v)	the study of how roads, bridges, machines, etc. are built	الهندسة
7	lifelong (adj)	continuing or existing throughout your life	مستمر مدى الحياة
8	Linguistics (n) linguist (n) مختص باللغة linguistic (adj)	the study of the grammar, history and structure of languages	اللغويات
9	Marketing (n) market (v) / (n)	the study of selling products to the appropriate customer	التسويق
10	Pharmacy (n) pharmaceutical (adj)	the study and practice of preparing drugs or medicines	الصيدلة
11	Pioneering (n) pioneer (v) / (n)	introducing new and better methods or ideas for the first time	رائد
12	Proficiency (n) proficient (adj)	a good standard of ability and skill	كفاءة (إتقان)
13	Psychology (n) psychological (adj)	the study of the mind and how it works	علم النفس
14	qualifications (n) qualify (v) qualified (adj)	official records of achievement awarded upon the successful completion of a course of training or passing an exam	مؤهلات
15	Sociology (n) Sociological (adj)	the study of societies and the behaviour of people in groups	علم الاجتماع
16	tailor-made (adj)	custom-made ; made to fit exactly	مناسب بالضبط
17	undertake (v) undertaking (n)	to commit yourself to do something and to start to do it	يلتزم بفعل شيء

Space schools (SB; P. 46)

مدارس الفضاء

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

مدارس الاستديو هي مدارس رائدة تستقبل التبرعات وتدعم عن طريق الأعمال الخاصة والتي تشجع الشباب على تعليم ثانوي أقل شيوعاً. وهذه المدارس غالباً ما تكون متخصصة في جانب واحد، حيث أن من الضروري إدراك أن سلسلة المهارات الواسعة والمؤهلات لا بد أن تكون متاحة لجميع الشباب.

One such school has recently opened to **educate** fourteen-to-eighteen-year-olds who have a special interest in working in the space industry. Students follow a **tailor-made** curriculum at the school, including subjects such as Astronomy and Astrophysics.

ومثل هذه المدرسة تم افتتاحها حديثاً لتعليم الطلاب من عمر 14-18 سنة الذين عندهم اهتمام في العمل في مجال الفضاء، حيث يقوم الطلاب باتباع منهاج مخصص في المدرسة ويضم مواد مثل الفلك والفيزياء الفلكية.

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

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

كما أن الدروس هي عبارة عن خليط من الدروس الصفية الصغيرة مع مشاريع يتم الإشراف عليها من قبل شركات بارزة في مجال الفضاء والصناعات التقنية. ويتم استضافة العلماء والمهندسين البارزين ليلقوا المحاضرات على مسامع الطلاب الذين يسعون لنيل علامات عالية في امتحانات الرياضيات والعلوم. وعندما يغادرون المدرسة فإنهم سيكونون قادرين ومؤهلين لمختلف الوظائف والمهن. "وليس من الضروري أن يصبحوا فلكيين!" كما قال الناطق الرسمي للمدرسة. "إن العلامات الممتازة في العلوم ومواد التكنولوجيا تفتح أبواباً وتتيح الكثير من فرص الوظائف.

QUESTIONS

1. What do the underlined words refer to?

2. How are the following groups of people involved in space schools?
A. leading companies in the space and technology industries
B. prominent scientists and engineers

3. Find a word in the text which means “the study of the chemical structure of the stars and the forces that influence them”.
-
4. What does the underlined word “**undertake**” mean?
-
5. **Quotation:** “Live as if you were to die tomorrow. Learn as if you were to live forever.” Mahatma Gandhi (1869 CE – 1948 CE) / Do you agree with it? Why/ Why not?
-
6. What is the purpose of establishing a space school in the recent years?
-
7. What does the adjective “**tailor-made**” mean? -----
8. The curriculum at the school includes many subjects. Mention two of them.
-
9. Write down the sentence which indicates that getting remarkable scores in technology and science subjects enables you to have many job choices in the workplace.
-
10. Which subjects fit into the categories **Sciences**, **Arts and Humanities**, or **Business**? Which are more difficult to classify?
- Maths Dentistry Arabic Language and Literature Pharmacy
Marketing Geology Translation Visual Arts Chemistry
Sociology Banking and Finance History Agriculture Physics
Economics Business Management Biology Medicine
Psychology Nursing Linguistics Geography Engineering
-

MODEL ANSWERS

1. - **which:** pioneering schools (Studio schools)
- **who:** fourteen-to-eighteen-year-olds
- **they:** students
2. **A:** The companies supervise projects given to students.
B: The scientists and engineers are brought in as guest lecturers.
3. astrophysics
4. to commit yourself to do something and to start to do it
5. I agree with the quote. I think that we should do as much as we can before we die. In other words, we should take advantage of all the opportunities that life gives us. On the contrary, we need to keep learning in order to keep up with what is happening in the world.
6. to educate (teach) fourteen- to-eighteen - year-olds who have a special interest in working in the space industry
7. custom-made ; made to fit exactly

8. - Astronomy -Astrophysics
 9. 'Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.'
 10. **Science:** Maths, Dentistry, Pharmacy, Geology, Chemistry, Agriculture, Physics, Engineering , Biology , Medicine
Arts and Humanities: Arabic Language and Literature, Translation, Visual Arts, Sociology, History
Business: Marketing , Banking and Finance, Economics, Business Management
- Psychology , Nursing, Linguistics and Geography** are more difficult to classify, because they involve elements of study from more than one category.

VOCABULARY (WB, p.32)

Q: The following paragraphs are comments made by university students. Fill in the gaps with the appropriate university subjects. One subject is not needed.

Banking and Finance Linguistics Fine Arts History Physics Law

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

Answers:

Vocabulary (SB, p.48)

Complete this paragraph with the appropriate words.

global prospects lifelong increasingly abroad proficiency

If you do a degree in Medicine or Law, you will find that your job (1) are better than if you do a more general degree. However, language (2) is becoming (3) important for anyone who wants to travel or work (4) for a large (5) company or organisation. Remember, it's never too late to study or change career direction. Studying is a (6) activity – you're never too old to start!

Answer: 1. prospects 2. proficiency 3. increasingly 4. abroad 5. global 6. lifelong

A visiting student's blog post (SB; p.49)

منشور مدونة طالب زائر

No.	Words	Meanings (E)	Meanings (A)
1	colloquial (adj)	used mainly in informal conversations rather than in writing or formal speech	عامي
2	put (my) back into it (idiom)	to put a lot of effort into something	بيذل قصارى الجهد

(Anita)

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.

قبل فصلي صيف (قبل عامين)، أمضيتُ خمسة أشهر أدرس العربية في الجامعة الألمانية الأردنية بالقرب من مادبا، ولأن والدي بالأصل من الأردن، فقد ترعرعت وأنا أتكلم العربية والألمانية، ولكنني لم أتعلم العربية بطريقة رسمية، وعندما أتحت لي فرصة الإقامة في الأردن لدراسة العربية لم أتردد للحظة 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.

لي أقارب في الأردن، وقد قاموا بترتيب إقامتي مع عائلة رائعة تعيش خارج مادبا، ولقد ذهلت بعدد الطلاب الدوليين هناك، ليس فقط من المانيا، ولكن من شتى أنحاء العالم، حيث أن معظمهم درسوا اللغة العربية لمستوى عالٍ، أما أنا فلا أعاني باللغة العربية العامية (المحكية)، والتي يتحدث بها ويفهمها أفراد عائلتي، أما حصص اللغة العربية الفصيحة الحديثة ففيها من التحدي ما فيها لا سيما القواعد (النحو).

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 (1)**, and I earned an A on the course.

كل أسبوع، يلزمنا أن نتعلم قائمة معاني كاملة مكونة من 50 كلمة، ونتناول العديد من المواضيع، حيث أن العيش مع عائلة يساعد في تحسين مهارات التكلم بالعربية؛ لأنه بينما يسمع جميع الطلاب العربية في الغرف الصفية والشوارع إلا أنه بإمكانني التدرّب عليها في البيت، وفي الحقيقة بذلت قصارى جهدي في تعلمها حتى حصلت على درجة (أ) في مادتها.

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 (2)** 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.

إن أكثر شيء أدهشني وأذهلني حول الطلاب في الأردن هو سلوكهم وموقفهم تجاه الدراسة، فإن كل الطلاب الذين قابلتهم يقدرّون قيمة وأهمية التعليم الجامعي والفرص الذي يتيحها لهم ليساهموا في ازدهار بلادهم. كما ويظهرون قيماً ومثلاً إيجابية، وكانوا كلهم أناساً صادقين، صدرهم رحب، يتقبلون النقاش، وإن خالفتهم في الرأي.

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.

وبصفتي شخص يحب الطعام الشهّي، والأماكن الجميلة والأشخاص الودودين وحسني الضيافة، فإن الدراسة في الأردن كانت الخيار الأفضل الذي اتخذته في الحياة، حيث أصبح عندي العديد من الأصدقاء الجدد، كما حسنت من مهارات التحدث والكتابة والقراءة بالعربية، فحلّمني أن أتحدث بطلاقة بالعربية يوماً ما، كما وأنوي الرجوع للأردن كلما سنحت لي الفرصة، فلكي يقين بأنني سأجعل هذا الحلم حقيقة. # ثائر النمورة (ترجمة)

QUESTIONS

1. What does the underlined idiom “**put my back into it**” mean? -----
2. What do the underlined **pronouns** refer to?

3. Find a word in the text that means “**used mainly in informal conversations rather than in writing or formal speech**”.

4. Why was Anita so **willing** to go to Jordan to study Arabic? (SB, p.49)

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

6. Is the style of blogs formal or informal? How can you tell?

7. Quote the sentence which shows the reason behind Anita’s duality of language (her bilingualism). -----
8. **Critical Thinking:** Studying abroad has many advantages. Think of this statement and, in two sentences, write down your point of view.

9. The German-Jordanian University has only German students. **TRUE** **FALSE**

10. Where is this university located?

11. What is the Arabic class, in Modern Standard Arabic, marked (characterised) by?

12. Write down the sentence which indicates the number of **lexemes** should be got weekly at the university by the students.

13. What is the benefit of living with a family in Jordan for foreign students?

14. What was Anita’s grade on the course of Standard Arabic?

15. Anita thought that her decision to study in Jordan was the best decision in her life for many reasons. Write them down.

16. Find a linking word in the first paragraph which means (and).

17. Anita’s dream consisted of two parts. Mention them.

MODEL ANSWERS

1. to put a lot of effort into something ; to **try extremely hard**
2. **they** → relatives / **who** → a wonderful family / **them** → international students
which → colloquial Arabic / **it (1)** → Arabic / **it (2)** → university education
3. colloquial
4. Her father is Jordanian and she has always spoken Arabic at home, but she had never studied it formally. She also had a family in Jordan who could help her.
5. Their behaviour and attitude to studying was very good. They fully understood the importance of studying and how it would help them and their country.
6. informal style. This is clear if we consider the language used and the usage of contractions (contracted forms). Additionally, we can find the personal factor everywhere in the text.
7. "As my father is originally from Jordan, I grew up speaking Arabic as well as German."
8. I think that studying abroad has many advantages and disadvantages as well, but the advantages **outweigh any** disadvantages. Students can rely on themselves, become self-confident and be familiar with different cultures, languages and customs, too.
9. **FALSE**
10. near Madaba in Jordan
11. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.
12. "Every week, we had to learn a vocabulary list of around 50 words."
13. Living with a family helps to improve Arabic-speaking skills because students can practise the language at home.
14. It was an A.
15. Because she enjoyed delicious food, beautiful places and friendly, hospitable people. Also, she made many new friends and improved her Arabic speaking, writing and reading skills.
16. **as well as**
17. • to be fluent in Arabic one day • to return to Jordan as often as she can

PRONUNCIATION: Word Stress ; (SB, p.45)

How many syllables does each word have? In which syllable does the primary stress lie in the word? Check your dictionary.

secondary compulsory organisation development
tuition achievement academic contradiction

Answers:

secondary (4) , compulsory (4) , organisation (5) , development (4)
tuition (3) , achievement (3) , academic (4) , contradictory (5)

بعد المدرسة (WB; p.33) After school...

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

في إنجلترا، ما يقارب 50% ممن يغادرون المدرسة يستمرون بالتعليم الجامعي، إلا أن النسبة ليست دائماً بهذا الارتفاع، فقبل عشرين عاماً، كانت قريبة من 30 %، وثلاثين سنة قبل ذلك كانت 5 % تقريباً. حصل تغير كبير آخر، وهو تغير مالي، فقبل عام 1998م، كان التعليم الجامعي مجانياً - بشكل كامل - لجميع المواطنين في المملكة المتحدة، وبعد ذلك الحين، تم فرض الرسوم، ومعظم الطلاب يقتترضون هذا المال من الحكومة، ولا يلتزمون بالسداد بشكل فوري، وبدلاً من ذلك، يدفعون المبلغ المستحق من غير عجلة من مكتسباتهم المستقبلية.

Despite the high cost, most students choose to study away from home. A recent **survey** of 17,000 students revealed that only 7 % wanted to stay at home while they studied for their **degree**. Of course for most young people, living away from home means borrowing more money from the government. So why don't students choose to avoid **debt** by staying at home, where they don't have to pay rent? Most of them say that they want to move to the university of their choice, rather than the nearest **one**. Another strong **motive** is the desire to live in a new culture. Where do these students live? Many have rooms in **halls of residence**, especially in their first year; others rent flats or houses. A lucky **minority** live in property that their parents have bought for **them**. Most of them need to learn to cook, do their own washing and manage their time and money.

وعلى الرغم من التكلفة الباهظة، يختار معظم الطلاب الدراسة بعيداً عن البيت، فقد أظهرت دراسة مسحية حديثة تناولت 17000 طالباً وطالبة أن 7% أرادوا البقاء في البيت حال دراستهم للحصول على درجاتهم الأكاديمية، وبالطبع فإنه ومعظم الشباب فإن العيش بعيداً عن البيت يعني إرهاب الحكومة بأعباء مالية، لذا لماذا لا يتجنب الطلاب الذين بالبقاء داخل الوطن حيث لا يضطرون لدفع الإيجار؟ معظمهم يجيب بأنه يريد أن يدرس في الجامعة التي يختارها، وليس الأقرب لمكان سكنه، وهناك حافز آخر قوي هو الرغبة في العيش في ثقافة أخرى. أين يعيش هؤلاء الطلبة؟ العديد منهم يعيشون في سكنات الجامعات، لا سيما في سنتهم الأولى، وآخرون يقومون باستئجار شقق ومنازل. وهناك ثلة قليلة محظوظة تعيش في بيت ملك يقوم أولياء أمورهم بشرائه لهم، ومعظمهم يحتاجون أن يتعلموا الطبخ والغسيل وإدارة الوقت والمال.

QUESTIONS

1. Quote the sentence which indicates the advantages of studying away from home regarding management and self-reliance.

2. What do the underlined pronouns refer to?

3. Match the underlined words with their meanings. (WB, p. 33)
1. accommodation provided by a university or college: _____.
 2. reason for doing something: _____.
 3. not many, the opposite of 'majority': _____.
 4. costs, charges: _____.
 5. money you owe: _____.
 6. relating to money: _____.
4. The first paragraph contains the phrase in **bold 'another huge change'**. What was the first huge change?
-
5. How are students able to afford to leave home? Which part of the text tells you this?
-
6. Are these statements **true (T) or false (F)**? Correct the false ones.
1. The number of school leavers who go to university in England has greatly increased in the past 30 years.
 2. It's more expensive to go to university than it used to be.
 3. University students have to pay before they study.
 4. Most university students choose the cheapest option.
-
7. Guess the meaning of the word "**property**".
-
8. What is the opposite of the verb "**lend**"? You can find it in the text above.
-
9. What does the underlined word "**degree**" mean?
-
10. What is the financial influence on the government due to studying away from home?
-
11. Why don't students choose to save money by staying at home while completing their higher education?
-
12. How can students repay the government?
-
13. In the students' first year, many students have rooms in halls of residence. Explain this statement and, in two sentences, write down your point of view.
-
14. The verb "**choose**" and its noun can be found in the text. What is the noun of it?
-

MODEL ANSWERS

1. " Most of them need to learn to cook, do their own washing and manage their time and money."
2. **it** → the percentage of school leavers going on to higher education
They → Most students / **one** → university / **them** → (A lucky minority)
3. 1. halls of residence 2. motive 3. minority 4. fees 5. debt 6. financial
4. the change over 50 years of the percentage of school leavers going on to higher education increasing by ten times (from 5 to 50%)
5. They borrow money from the government.
6. 1. T 2. T 3. F: They pay the government back out of future earnings.
4. F: Most students choose to study away from home.
7. something that belongs to someone (flats, houses, land, buildings ... etc)
8. borrow
9. a qualification that is given to you when you have successfully completed a course of study
10. Living away from home means borrowing more money from the government.
11. Most of them say that they want to move to the university of their choice, rather than the nearest one.
12. They pay the borrowed money back slowly out of future earnings.
13. I think that it is true to do this, because students at this stage have no experience.
Therefore, they need to be helped, and then they can find better accommodations.
14. choice

BODY IDIOMS (WB, p.34)

No.	Idioms	Meanings (E)	Meanings (A)
1	get cold feet	to lose your confidence in something at the last minute	يفقد ثقته بشيء ما في اللحظة الأخيرة
2	get it off (your) chest	to tell someone about something that has been worrying you	يخبر بشيء مقلق
3	have a head for figures	to have a natural mental ability for maths / numbers	يكون عنده مقدرة رياضية للتعامل مع الحساب
4	keep your chin up	to remain cheerful in difficult situations ; an expression of encouragement	يبقى مبتهجا متفائلا في الأوقات العصيبة
5	play it by ear	to decide how to deal with a situation as it develops	يقرر كيفية التعامل مع حالة وهي تتطور