

## Unit Six Education Today

- يمكن لمثل هذه الجداول / الكلمات ان تكون مطلوبة في سؤال المفردات او تصحيح الكلمات او الإشتقاق. عند محاولتك حل مثل هذه الأسئلة، لابد لك من القراءة حتى نهاية الجملة.

No	Word	English Meaning	المعنى بالعربي
1-	increasingly		بشكل متزايد
2-	prospects		فرصة / فكرة
3-	global		عالمي
4-	proficiency	a good standard of ability and skill	كفاءة
5-	lifelong	continuing or existing throughout your life	طول العمر
6-	abroad		في الخارج
7-	Psychology (n) psychological (adj)	the study of the mind and how it works	علم النفس

### Exercise 1: Use words from the table above to complete each of the following sentences:

1- 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! **(use words 1 to 6 to do this exercise)**

حل مثل هذه الأسئلة يعتمد على: 1- العقل حيث يلزمك حفظ معاني الكلمات التي في الجدول وتمييز القسم من اقسام الكلام التي تنتمي إليها سواء كانت اسم او فعل او صفة او ظرف. وعندما تعجز عن حلها معنوياً حاول حلها باستخدام قواعد الإشتقاق.

### - ملاحظة: قبل الحل يجب عليك عزيزي الطالب ما يلي:

- 1- قراءة السؤال كاملاً لان الطلب احياناً يكون في النهاية مثل (هناك خمس عوامل اعط 3 منها) إذا كتبت 4 او 5 يعتبر السؤال خطأً. فلنتق على قراءة السؤال حتى نهايته.
- 2- يجب عليك حفظ الكلمات المفتاحية في الأسئلة مثل:

(يصرح) state (يمنع) prevent (أذكر) mention (متى) when (أين) where (لمن) whose (لماذا) why (ما/ماذا) what (يعود على) refer to (يتضمن) include (رأي) opinion (وضح \ اشرح) explain (جد كلمة) find a word (اقتبس) quote (محاسن) advantages (يسمح) allow (يحتوي) contain (بالرجوع لـ \ طبقاً لـ \ نسبة لـ فقرة رقم كذا) according to (ينقص) decrease (يزيد) increase (نتائج) results (اسباب) reasons (مساوي) disadvantages

3- إعلم أن ما يقوله لك عقلك بشكل تلقائي غالباً ما يكون هو الصواب، وإذا لم أكن متأكد من الحل فالوسيلة الوحيدة هي مراجعة الحل بناء على ما درست وليس بالإستماع إلى الزملاء لانهم غالباً ما يجعلوك تقوم بتغيير الصح إلى خطأ مع تحمل ما يترتب على الغش من نقص علامات او حرمان من الإمتحان او إثم.

No	Word	English Meaning	المعنى بالعربي
1-	academic (adj) academic (n) academy (n) academically (adv)	connected with education, especially at college or university level	أكاديمي/متعلق بالدراسة
2-	compulsory (adj) (2016)	obligatory; required	إجباري / متطلب / مطلوب
3-	contradictory (adj) contradict (v) contradiction (n)	if two ideas are contradictory they are completely different and thus unable to both be true	تناقض
4-	developed nation (n)	a rich country that has many industries, comfortable living for most people, and usually an elected government	الأمم المتقدمة
5-	fluently (adv) fluency (n) fluent (adj)	speaking a language very well, like a native speaker	بطلاقة
6-	option (n) optional (adj)	something that is or may be chosen	إختياري
7-	tuition (n)	teaching, especially in small groups	التعليم بمجموعات صغيرة

### Exercise 2: Replace the words and phrases in bold with words from the box:

- 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**. ....

### Unit Six Text One: The time we spend at school

الوقت الذي نقضيه في المدرسة

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.

بدأت نحو 1000 مدرسة في الولايات المتحدة الأمريكية قبل عدة سنوات فكرة جعل العام الدراسي أطول بإضافة عشرة أيام إضافية للعام الدراسي أو بجعل كل يوم أطول بنصف 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.

كان هذا بسبب أنه قد وجد أن طلاب المرحلة الثانوية في الولايات المتحدة وبريطانيا يقضون الوقت الأقل في المدرسة بسنة دراسية مدتها 187 يوم. السنة الدراسية الإعتيادية في الأردن أطول من ذلك. وعلى أية حال، ليست السنوات الدراسية هذه بنفس طول السنوات الدراسية في دول مثل اليابان وكوريا الجنوبية. يلتحق الكوريون الجنوبيون بالمدرسة لمدة 220 يوم بالسنة و في اليابان تكون السنة الدراسية طوال 243 يوم.

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.

طبقاً لدراسة أعدتها منظمة التعاون والتطوير التعليمي، يقضي الطلاب في اليابان وإندونيسيا وكوريا الجنوبية أطول وقت دراسي في العالم. يرغبون في التعلم قدر ما يستطيعون ليضمّنوا علامات ممتازة في الإمتحانات. يذهبون للمدرسة لحوالي تسع ساعات، بالرغم من أن هذا يشمل نشاطات و تعليم ما بعد وقت المدرسة بشكل اختياري. يقضون حوالي ثلاث ساعات كل يوم في حل الواجبات وهو ما يساوي ثلاثة أضعاف ما يفعله الطلاب في دول أخرى. تحصيلهم العلمي المتميز يفترض أنه كلما قضيت وقتاً أطول في الدراسة كلما حصلت على علامات أفضل في الإمتحانات.

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.

بينما في فنلندا يتم إعطاء الطلاب أقل من نصف ساعة لعمل الواجب البيتي كل ليلة. ويلتحقون بالمدرسة لأيام أقل وأقصر ب 85% من الأمم المتقدمة الأخرى. بالرغم من هذا، يحققون العلامات العليا في مواد دراسية مثل الرياضيات والعلوم. بالإضافة إلى أن أغلب الطلاب يتحدثون لغتين على الأقل أو ثلاث لغات 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.

إن وجهات النظر المتناقضة لهذه الدراسات تفترض أن عدد و طول الأيام الدراسية هو ليس العامل الوحيد في تحديد إذا ما كان الطلاب سينجحون في المدرسة أو لا.

### **Exercise 3: Now answer the following questions:**

1- What change has recently taken place in some American schools, and why has this occurred?.....  
.....  
.....

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

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

4- Is it compulsory to do after-school activities in Japan and South Korea?  
.....

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

6- **Critical Thinking:** Do you think that a longer school day would result in better grades for most students? Why/Why not? Justify your answer.

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7- What do the contradictory views of the study carried by the (OECD) suggest?

.....

.....

.....

8- What is the situation of students of Finland regarding foreign languages?

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.....

9- Why do Japanese, Indonesian and South Korean students spend the most time Studying?

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.....

10- What do the bolded words (pronouns) refer to?

.....

.....

.....

11- What do the underlined words "**academic / contradictory**" mean?

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12- What are, in your opinion, the other factors that determine whether students will succeed or not? .....

.....

.....

No	Word	English Meaning	المعنى بالعربي
1-	astrophysics (n)	the study of the chemical structure of the stars and the forces that influence them	الفيزياء الفلكية
2-	pioneering (adj) pioneer (v/n)	introducing new and better methods or ideas for the first time	رائد / رواد
3-	tailor-made (adj)	custom-made; made to fit exactly	مصمم خصيصاً
4-	undertake (v) undertaking (n)	to commit yourself to do something and to start to do it	القيام بـ / الخضوع لـ
5-	tuition (n)	teaching, especially in small groups	التعليم بمجموعات صغيرة
6-	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
7-	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	برنامج تعليمي

#### **Exercise 4: Choose words from the table above to complete the following sentences:**

- 1- ..... is the type of astronomy which uses physical laws and ideas to explain the behaviour of the stars and other objects in space.
- 2- All students receive ..... in logic and metaphysics.
- 3- It was universities that .....ed these new industries, they were the first.
- 4- Students are required to ..... simple experiments.
- 5- It sounds as though you're ..... for the job.

### **Unit Six Text Two: Space Schools**

#### **المدارس الفضائية**

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.

المدارس الصغيرة المختصة هي من المدارس الرائدة والتي تستقبل الدعم والتمويل من الشركات الخاصة والتي تهدف إلى تشجيع الشباب لممارسة لممارسة دراسة ثانوية ليست تقليدية. تختص هذه المدارس أحياناً بمجال واحد. وتعني أيضاً أن مثل هذا المجال الواسع من المهارات والمؤهلات يجب أن يكون متاح لكل 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. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

إحدى هذه المدارس فتحت أبوابها مؤخراً لتعليم الطلاب من سن الرابع عشرة وحتى الثامن عشرة والذين لديهم اهتمام خاص للعمل في مجال الفضاء. يأخذ الطلاب منهاج قد تم تأليفه لهم خصيصاً فيه مواد مثل علم الفلك والفيزياء الفلكية. تكون الدروس عبارة عن خليط من الدروس القصيرة ومشاريع تشرف عليها شركات رائدة في الفضاء والتكنولوجيا.

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.'

يتم احضار علماء ومهندسين بارزون كمحاضرين ضيوف (غير متفرغين) لطلاب يهدفون لتحقيق علامات عليا في اختبارات الرياضيات والعلوم الخاصة بهم. وعند مغادرتهم المدرسة سيتم وضعهم في المكان المناسب ليحتلوا وظائف مختلفة. "ليسوا مضطرين ان يصبحوا رواد فضاء" يقول المتحدث باسم المدرسة. "إن العلامات المتميزة في مواد العلوم والتكنولوجيا يمكنها فتح العديد من الابواب ويمكن ايضا ان تقود إلى فرص مهنية متعددة.

### **Exercise 5: Now, Answer the following questions which are prepared by Mohammad Al**

#### **Aswad:**

1- What are the two school subjects that can open many doors when achieving excellent grades in? .....

2- Who teaches in such schools? .....

3- What do the bolded pronouns refer to? .....

4-What is the expected future of those students whose aim is to get high marks in math and science exams? .....

5- Quote the sentence which indicates that a school has been opened to take care of students who are interested in space and their ages. ....

6- What type of curriculum do students in space schools follow and what school subjects does it include? .....

7- Who supports and funds Studio Schools? .....

8- What is the aim of such studio schools? .....

9- **Critical Thinking:** Do you think such specialized schools would be successful in Jordan? Why? Why not? .....

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

- leading companies in the space and technology industries:

.....

- prominent scientists and engineers:

.....

11- Would you like to attend this school? Why/Why not?

.....

.....

12- What kind of specialised school would you like to attend? Why?

.....

.....

13- Read the quotation. Do you agree with it? Why/Why not? "Live as if you were to die tomorrow. Learn as if you were to live forever." Mahatma Gandhi (1869 CE–1948 CE)

.....

.....

.....

No	English Word	English Meaning	المعنى بالعربية
1-	put (my) back into it (v-phrase)	[idiom] to put a lot of effort into something	يجتهد
2-	colloquial (adj)	(of language or words) used mainly in informal conversations rather than in writing or formal speech	عامية

**Exercise 6: Choose words from the table above to complete the following sentences:**

- 1- ..... speeches should not be used at schools.
- 2- I could answer this question in an afternoon if I really .....

### **Unit Six Text Three: Anita's Blog**

المذكورة الإلكترونية الخاصة بأنيتا

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 صيفين، قضيت خمس اشهر في دراسة اللغة العربية في الجامعة الأردنية الألمانية بالقرب من مادبا. بما أن والدي أصلاً من الأردن، كبرت متحدثاً اللغتين العربية والألمانية. ولكنني لم ادرس العربية بشكل رسمي ابداً وعندما سمحت لي الفرصة بأن اقضي سنة في الأردن لدراسة العربية، لم اتردد لثانية 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.

لدي العديد من الأقارب في الأردن ولقد رتبوا لي الإقامة مع عائلة رائعة تعيش خارج مادبا. لقد ذهني عدد الطلاب الدوليين هناك والذين لم يكونوا فقط من ألمانيا بل من جميع انحاء العالم. معظمهم درسوا العربية لمستوى متقدم. العربية العامية مألوفة بالنسبة لي لانها اللهجة التي يتكلمها 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.

يجب علينا ان نتعلم لائحة 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 الحصص والشارع، كان باستطاعتي 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.

من أكثر ما يؤثر انطباعي عن طلاب الأردن هو سلوكهم وتوجههم فيما يتعلق بالدراسة. كان كل الطلاب الذين التقيت يقدرون أهمية التعليم الجامعي بالنسبة إليهم والفرص التي يمكن أن تمنحهم للمشاركة في ازدهار دولتهم. وقد اظهروا قيماً إيجابية. لقد كانوا صادقين، ولقد ناقش الناس المشاكل بدلاً من أن يغضبوا إذا 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.

وكشخص يستمتع بالطعام اللذيذ والأماكن الجميلة والناس الحميمين المضيافين، كانت الدراسة في الأردن من أفضل القرارات التي اتخذتها في حياتي. لقد كونت العديد من الصداقات الجديدة، ولقد طورت أيضاً مهارات الالتحدث والكتابة والقراءة في اللغة العربية. أحلم في أن أصبح متحدثاً للغة العربية بطلاقة. ولأنني أعلم أنني سأعود للأردن بقدر ما أستطيع، سأجعل هذا الحلم يتحقق.

**Exercise 7: Now my dearest students, after reading the blog thoroughly, answer the following questions:**

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

.....

.....

2- What impressed Anita about her fellow students at the university?

.....

.....

3- What does the idiom “**put my back into it**” in bold in the text mean?

.....

4- How long did Anita stay in Jordan and what was that for?

.....

.....

5- Anita states that she grew up speaking two languages which are Arabic and German, why do you think she had this chance?

.....

6- Quote the sentence which indicates that there are many international students in Madaba and Jordan.

.....

.....

7- What does the underlined adjective “colloquial” mean?

.....

8- What do the bolded pronouns refer to?

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

9- **Critical Thinking:** Anita says that she was happy to live with a family just outside Madaba, in what way do you think that is useful and would you like to live with a family who speaks English for example? Why? Why not? .....

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

10- Being bilingual is so helpful for people who look for better life chances. Do you agree? Why? Why not? .....

.....  
.....

No	Word	English Meaning	المعنى بالعربية
1-	degree (n)	a qualification that is given to you when you have successfully completed a course of study	الدرجة العلمية
2-	halls of residence (n)	accommodation provided by a university or college	السكن الجامعي
3-	motive (n)	reason for doing something	حافز
4-	minority	not many, the opposite of 'majority'	أقلية
5-	fees	costs, charges	رسوم
6-	debt	money you owe	دين
7-	financial	relating to money	متعلق بالمال

### Exercise 8: Choose words from the table above to complete the following sentences:

- 1- If you don't know how to manage your ..... affairs, you need to consult a financial adviser.
- 2- Children with single parents at my school were very much in the .....
- 3- Mr. Aswad has a Master's ..... and soon, he will be doing his PhD.
- 4- New students may be accommodated in .....
- 5- He managed to pay off his .....s in two years.

### Unit Six Text Four: After school ...

#### بعد المدرسة

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.

يذهب 50 % من تاركي المدارس (الذين تخرجوا الدراسة المدرسية) لإكمال التعليم العالي. لم يكن الرقم دائما يمثل هذا الارتفاع. قبل حوالي عشرين سنة، كان الرقم اقرب الى الـ 30% وقبلها بثلاثون عاما كان الرقم حوالي 5%. التغيير الكبير الثاني كما مالياً. قبل عام 1998 للميلاد، كان التعليم العالي في المملكة المتحدة مجاني بالكامل للبريطانيين. منذ ذلك الوقت، تم استحداث رسوم الدراسة بمجموعات صغيرة. لستف اغلب الطلاب هذا المال من الحكومة. ليسوا مضطرين لدفعه حالا. بدلاً من ذلك، يقومون بتسديده ببطء مما سيكتسبوه في المستقبل.

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

بالرغم من التكلفة العالية، يختار العديد من الطلاب الدراسة بعيداً عن الوطن. كشفت دراسة مسحية تناولت 17.000 طالب ان 7% ارادوا البقاء في منازلهم خلال دراستهم الجامعية. وبالطبع يعني هذا اقتراض المزيد من المال من الحكومة. فلماذا لا يتجنب الطلاب المديونية ببقائهم في بيوتهم حيث لا يضطرون لدفع اجارات؟ يقول معظمهم انهم يريدون اختيار جامعاتهم بدلاً من الأقرب. إن الرغبة بالعيش في ثقافة جديدة تعد احد الدوافع القوية لذلك. أين يسكن هؤلاء الطلاب؟ يعيش اغلبهم في سكنات جامعية خصوصاً في عامهم الأول. ويستأجر اخرون غرف او منازل. يسكن القليل المحفوظ منهم في ممتلكات اشترأها اهلهم لهم. اغلبهم يجب عليه ان يتعلم الطبخ والتنظيف وكيف يتدروا امر إدارة الوقت والمال.

### Exercise 9: Now, answer these questions:

1- Read the text quickly. Use the context to guess the meaning of the underlined words and match them with their meanings:

- a- accommodation provided by a university or college: .....
- b- reason for doing something: .....
- c- not many, the opposite of 'majority': .....
- d- costs, charges: .....
- e- money you owe: .....
- f- relating to money: .....

2- Are these statements true (T) or false (F)? Correct the false statements.

- a- The number of school leavers who go to university in England has greatly increased in the past 30 years. ....
- b- It's more expensive to go to university than it used to be. ....
- c- University students have to pay before they study.....
- d- Most university students choose the cheapest option .....

3- What does the word '**it**' in bold refer to in the first paragraph?

.....

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- **Critical Thinking:** The students of UK suggested that living in another culture is so helpful for them. Do you think that is correct? Suggest other three useful things you will achieve by leaving home and studying in another university which is far from your home.

.....

.....

.....

7- Where do UK students get money for their education and how do they manage to pay this money back?

.....

.....

8- Where do students who leave their homes live?

.....

.....

9- What do the underlined pronouns and words refer to? Make a list or a table.

.....

.....

.....

.....

10- Quote the sentence which indicates that students do not always choose universities which are near their homes.

.....

.....

.....

**University Subjects:**

- اِحفظ يا رعاك الله، هذه التخصصات الجامعية وبعدها حل الأسئلة التي تليها:

No	University subjects	English Meaning	المعنى بالعربي
1-	Maths		الرياضيات
2-	Dentistry		طب الأسنان
3-	Arabic Language and Literature		اللغة العربية وآدابها
4-	Pharmacy (n) pharmaceutical (adj)	the study and practice of preparing drugs or medicines	الصيدلة
5-	Marketing(n) market (v/n)	the study of selling products to the appropriate customer	التسويق
6-	Geology		علم الأرض
7-	Psychology	the study of the mind and how it works psychological (adj)	علم النفس
8-	Translation		الترجمة
9-	Visual Arts		الفنون المرئية/التشكيلية
10-	Chemistry		الكيمياء
11-	Sociology	the study of societies and the behaviour of people in groups sociological (adj)	علم الاجتماع
12-	Banking and Finance		العلوم المالية والمصرفية
13-	History		التاريخ
14-	Nursing		التمريض
15-	Agriculture	the science or practice of farming agricultural (adj)	الزراعة
16-	Physics		الفيزياء
17-	Engineering (n) engineer (v/n)	the study of how roads, bridges, machines, etc. are built	الهندسة
18-	Linguistics	the study of the grammar, history and structure of languages linguist (n) – linguistic (adj)	اللغويات
19-	Economics	the study of the way in which money and goods are produced and used economical (adj) – economically (adv)	علم الاقتصاد
20-	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 manage (v) – managerial (adj)	إدارة الأعمال
21-	Biology		الأحياء / العلوم الحياتية
22-	Medicine		الطب
23-	Geography		الجغرافيا
24-	Fine Arts		الفنون الجميلة
25-	Law		القانون
26-	career advisor (n) advise (v) advice (n)	someone who provides information to help people to make choices about their training and work	المستشار الوظيفي

**Exercise 10: 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.

**Body Idioms (verb phrase): مصطلحات متعلقة بالجسم**

- مجموعة من المصطلحات والتي تتكون من مجموعة من الكلمات التي لها علاقة بالجسد وكلمات أخرى معا تكون مصطلحاً يحمل معنى مختلف خاص به.

body idiom	English Meaning	المعنى بالعربي
get it off (your) <b>chest</b>	to tell someone about something that has been worrying you	تشكي همومك لأحدهم
get cold <b>feet</b>	to lose your confidence in something at the last minute	ان تفقد الثقة بنفسك في اللحظة الأخيرة
play it by <b>ear</b> (2016)	to decide how to deal with a situation as it develops	تقرر بسرعة كيف تتعامل مع موقف
keep your <b>chin</b> up (2016)	to remain cheerful in difficult situations; an expression of encouragement	ان تبقى مبتهج وقت المصاعب (تعبير تشجيعي)
have a <b>head</b> for figures	to have a natural mental ability for maths and numbers	ان يكون لك عقل رياضيات
put (my) <b>back</b> into it	to put a lot of effort into something	يجتهد

**Exercise 11: Complete the sentences with body idioms taken from the table above:**

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

**Exercise 12: Replace the underlined idioms with the correct meaning:**

- You could dig this plot in an afternoon if you really put your back into it.  
.....
- Harriet has a good head for figures, she is very clever at calculating numbers.  
.....
- I don't know how long I'll continue touring with the band. We've always said we'll just play it by ear.  
.....
- Students always get cold feet whenever they have exams.  
.....
- I had spent two months worrying about it and I was glad to get it off my chest.  
.....



## Grammar: Quantifiers to make comparisons

- قبل البدء عزيزي الطالب بدراسة المقارنة والتفضيل وغيرها من المحددات، يجب عليك عزيزي الطالب دراسة الصفات والظروف:

### A- The Adjectives:

- الصفات كلمات تصف الاسماء و تأتي قبلها او بعد فعل الربط ، وأحياناً ما تشتق من الأسماء نفسها:  
- beautiful - nice - good - long - volcanic - natural - childish - entertaining ... etc...  
الصفات تجيبنا على هذه الأسئلة:

What kind?	Which one / ones?	How many/much?
gentle man	sixth grade	two tickets
Irish town	these books	full mark
scary movie	other people	most players
purple shoes	any song	no work

-الصفات لها عدة اماكن تأتي فيها وهي:

1- قبل الاسم :

Ahmad is a good student.

2- أو بعد فعل الربط:

Our car is beautiful.

- لاحظ ان: my /your / his / her / its/ your / their / our هي كلها صفات ملكية وليست ضمائر لانها تأتي في مكان الصفة وتصف الاسم بالملكية لأحد او شيء ما.  
- ملاحظة: تأتي الصفات أحياناً بعد الاسم مثل: mission impossible ولكن هذه الحالة نادرة.

### B- The Adverbs:

- هي كلمات تصف اين او متى او كيف حدث الفعل وغالباً ما تنتهي ب ly او مشهور عنها ذلك ولكن هناك كلمات اخرى لا تنتهي ب ly وهي ايضا ظروف ، يمكنك التعرف على الظروف بأنها تجيبك على الاسئلة التالية:  
- Where? - How often? - To what extent? - When? - How? - How long? - How much?  
مثلاً:

He walks slowly. How does he walk?

It is a very good book. To what extent is this book good?

اين	Where?	here , there , away , up , outside
متى	When?	now , then , later , soon , ago
كيف	How?	clearly , easily , quietly , slowly
	How often?	never , always , often , seldom , frequently ,
	How long?	usually , forever
	To what extent?	very , hardly , almost , so , really , most , nearly
	How much?	, quite , less , only

- ملاحظة: في اللغة الإنجليزية الحال هو نوع من الظروف.

- ملاحظة: أماكن وجود الظروف:

1- في أول الجملة ويكون بعدها فاصلة:

- Unfortunately, the police arrested the wrong man.

2- قبل و/او بعد الأفعال:

- She will quietly wake the baby up.

3- في آخر الجملة:

- She will feed the baby gently.

4- قبل الصفات أحياناً في حال كانت الصفه مكملاً:

- Our heating system is completely inefficient.

## 1- Comparative/superlative/equal/non-equal Degrees

- يمكننا استخدام المقارنة والتفضيل والمساواة وعدم المساواة للمقارنة بين الصفات والظروف.

Mahmoud **is** taller **than** his brother. (صفة tall+er)

Mahmoud **works as** hard **as** his brother. (ظرف as+hard+as)

I can run the fastest. (ظرف the+fast+est)

إليك عزيزي الطالب جدول مختصر لهذه القاعدة:

	Degree	Explanation
1-	Comparative <b>more/less ... than</b>  صفات شاذة good-better bad-worse many-more much-more little-less far- farther far-further	<p>- المقارنة تكون بين شيئين، يعني اما يكون هناك اسم في بداية الجملة واسم في نهاية الجملة. اسم شخص او شيء او مجموعة. ويكون بين هذين الإسمين كلمة (<b>than</b>).</p> <p>- نضيف (.....er) للصفة او الظرف القصيرين للمقارنة.</p> <p>- نضيف (more ..... ) للصفة او الظرف الطويلين للمقارنة الإيجابية.</p> <p>- نضيف (less ..... ) للصفة او الظرف الطويلين او القصيرين للمقارنة السلبية.</p> <p>- Do you think Geography is <b>more interesting than</b> History, or <b>less interesting</b>?</p> <p>- Mahmoud is <b>taller than</b> his brother.</p> <p>- Mohammad works <b>harder than</b> his brother.</p>
2-	Superlative <b>the most/least</b>  good - best bad - worst many-most much-most little - least far-farthest far - furthest	<p>- التفضيل يكون بتفضيل شيء على كل الأشياء وغالباً ما نذكر اسم واحد لشخص او مجموعة ولا نذكر المجموعة الأخرى لأننا نقوم بتفضيله بشكل ضمني على كل الأشياء أو الأشخاص من نفس النوع. يكون هناك (<b>the</b>) التفضيلية.</p> <p>- نضيف (the ..... est) للصفة او الظرف القصيرين للتفضيل.</p> <p>- نضيف (the most ..... ) للصفة او الظرف الطويلين للتفضيل الإيجابي.</p> <p>- نضيف (the least ..... ) للتفضيل السلبي عندما تكون الصفة او الظرف طويلين او قصيرين.</p> <p>- Which subjects are <b>the most popular</b>, and which are <b>the least popular</b>?</p> <p>I can run <b>the fastest</b>. ظرف</p> <p>I am <b>the fastest</b>. صفة</p>
3-	Equal <b>as ... as</b>	<p>- نستخدم (as.....as) للتعبير عن المساواة ويكون بينهما صفة او ظرف قصيرين او طويلين واذا اردنا نا نعبر عن عدم المساواة يكون قبلها (not).</p> <p>- يمكننا ان نستخدم (as much) ويتبعها اسم للكلام عن مساواة وعدم مساواة الأشياء غير المعدودة.</p> <p>- يمكننا استخدام (as many) ويتبعها اسم للكلام عن مساواة وعدم مساواة الاشياء المعدودة.</p> <p>- لاحظ: لا يوجد (the) ولا (than) في هذه القاعدة.</p> <p>- Is Maths <b>as popular as</b> Science?</p> <p>- I don't like running <b>as much as</b> I like swimming.</p> <p>- We practise our English <b>as often as</b> possible.</p> <p>- There are not <b>as many people in our class as</b> in yours.</p> <p>- I don't eat <b>as much fast food as</b> my brother.</p>

**Exercise 13: Complete the sentences with the phrases in the box.**

**English 45% / Maths 25% / Science 20% / Music and 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 is ..... English. حل بعدين حوال
- English ..... (2016)

**Exercise 14: 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.**

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.

**Exercise 15: 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.**

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 / less popular than / more popular / not as many / the fastest / the most popular

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

**Exercise 16: Fill in the correct form of the words in brackets (comparative or superlative).**

- 1- My house is ..... (big) than yours.
- 2- This flower is ..... (beautiful) than that one.
- 3- This is the ..... (interesting) book I have ever read.
- 4- Non-smokers usually live ..... (long) than smokers.
- 5- Which is the ..... (dangerous) animal in the world?
- 6- A holiday by the sea is ..... (good) than a holiday in the mountains.
- 7- It is strange but often a coke is ..... (expensive) than a coffee.
- 8- Who is the ..... (rich) woman on earth?
- 9- The weather this summer is even ..... (bad) than last summer.
- 10- He was the ..... (clever) thief of all.

**Exercise 17: Fill in the gaps with the comparative or the superlative form of the adjectives given.**

- 1- This armchair is ..... than the old one. (comfortable)
- 2- Trains are ..... than aeroplanes. (slow)
- 3- I bought the ..... souvenir I could afford. (expensive)
- 4- In this classroom there are ..... girls than boys. (many)

- 5- Ann is the ..... child in the family. (young)
- 6- That TV set is the ..... of all. (cheap)
- 7- You are here ..... than there. (safe)
- 8- Fifi is ..... than Kate. (pretty)
- 9- This is the ..... film I have ever seen. (exciting)
- 10- Tim is ..... than Peter. (talented)

**Exercise 18: Put the adjectives between brackets in the correct form:**

- 1- My brother has a ..... (tidy) room than me.
- 2- Australia is ..... (not/big) England.
- 3- I'm ..... (tall) this man.
- 4- She's got ..... (little) money than you, but she doesn't care.
- 5- He thinks Chinese is ..... (difficult) language in the world.
- 6- Valencia played ..... (bad) than Real Madrid yesterday.
- 7- Cats are not ..... (intelligent) as dogs.
- 8- Show me ..... (good) restaurant downtown.
- 9- Who is the ..... (talkative) person in your family? I mean who speaks less.
- 10- Ali is ..... than Rawan. (intelligent)

**Exercise 19: Choose the correct answer:**

- 1- A plane carries ..... passengers than a bus. (least, little, most, more)
- 2- Salim is ..... than Suzan. (clever, cleverer, cleverest)
- 3- His opinion is certainly ..... mine. (as good as, better, best)
- 4- A bus carries ..... passengers than a plane. (few / fewer / the fewest)
- 5- The city is (much) ..... than the countryside. (busier, busy, busiest)
- 6- This is the ..... film I have ever watched. (good, better, best)

**Exercise 20: Re-write the sentences to give a similar meaning to the previous one:**

- 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- There are few countries as large as China.

- China is one of .....

8- I know him quite as well as you do.

- You do not .....

**Exercise 21: Identify the mistake and rewrite the sentence (mistakes can be grammatical or meaning):**

1- Anthony is the older of four siblings.

.....

2- Billionaires are richest than millionaires.

.....

3- Mr. Gomez's market sells the fresher fruit in town.

.....

4- The cat is faster than the dog.

.....

5- A Ferrari is as fast as a GMC.

.....

6- (2017) Jordanian children start school a year later than English children.

English children .....

### كتابة البريد الإلكتروني غير الرسمي Writing (1): An Informal Email

- ملاحظة: البريد الإلكتروني هي نفسها الرسالة لكن ترسل عن طريق الحاسوب.
- عند كتابة البريد الإلكتروني، لاحظ عزيزي الطالب اننا نقوم بتقسيم كتابتنا إلى 3 فقرات.
- يكون في البداية هناك تحية (Hi/Hello/Dear friend) إذا كان البريد غير رسمي.
- ونكتب (Dear Sir/Madam/Manager) في حال كان البريد رسمي.
- ننبعها بمقدمة افتتاحية يمكنك ان تظمن عن صحة وأحوال المرسل إليه.
- ثم تبدأ الفقرة الثانية بإيضاح سبب كتابة الإيميل مع مناقشة جميع المتطلبات التي تعطى لك في السؤال.
- ثم تكتب الخاتمة المناسبة مع كتابة هذه الجملة (looking forward to hearing from you soon) ومن ثم التحية الختامية.
- أكتب اسم إذا ما اعطى لك السؤال اسماً، لا تكتب اسمك الحقيقي بتتهدل.
- راع الصحة القواعدية وعلامات الترقيم.

### ملاحظات هامة وجيدة:

- 1- اترك فراغ بين كل فقرة رئيسية اي بعد المقدمة وبين العرض والخاتمة.
- 2- استخدم ادوات الترقيم (punctuations) بشكل صحيح: مثلاً النقطة (full stop) عند انتهاء الفكرة وفي نهاية الفقرات، الفاصلة (comma) بين الافكار المترابطة او القربية وبين التعداد ، النقاط المتعامدة او ما يسمى نقطتا التفصيل (colon :::) وتستخدم عند التفصيل او التعداد. علامة التعجب (exclamation mark !!!) بعد التعجب والسؤال (question mark ???) بعد السؤال. الخ .....
- 3- استخدم الأزمنة الصحيحة والتي تعلمتها في الفصل الأول، مثلاً استخدم المضارع البسيط للكلام عن الاشياء التي تحدث في الوقت الحاضر والماضي للأشياء التي حدثت في الماضي وهكذا...
- 4- لا تنسى ان تجعل الحرف الأول كبير في الحالات التالية: اسم العلم مثل اسماء الاشخاص والدول ، الكلمات في اول الفقرات والكلمات بعد النقطة وعلامة الاستفهام وعلامة التعجب.
- 5- استخدم ظروف مثل (firstly/secondly/finally/however/therefore/consequently).
- 6- ركز على فكرة في كل فقرة واستخدم جمل قصيرة سهلة واستخدم كلمات تعرفها.
- 7- تأكد من الأخطاء الإملائية.

إتبع هذا الشكل لكتابة إيميلك ولكن اعتمد على عقلك لا تعتمد على القوالب:

Dear .....,

I hope my email finds you in a good health. It has been a long time not receiving from you but actually, I have been hearing good news about you.

I actually wanted to tell you about .....

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I hope this email/letter contains satisfying details for you, which can make you happy. I am so happy to send you again. Looking forward to receiving from you.

Kind regards,  
Nihad





**Exercise 23:** Write an email to your friend Ali telling him about the subject that you want to study at university.

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**Exercise 24:** Do the following exercise (vocabulary) then write an email for your friend Alex who is an American telling him that many students choose to go on an exchange to study in another country, using the information in this exercise, suggest him to come and attend the German-Jordanian University as it is one of the best here in Jordan.

- The German-Jordanian University (GJU) is a (1) **private / public** university near (2) **Madaba / Petra**. It opened in (3) **1995 / 2005** CE. The university enrolls (4) **less / more** than 5,000 students, who come from Jordan and (5) **many other countries / Germany**. About (6) **40 / 14** per cent of all students are non-Jordanian. The university differs from other universities by offering (7) **German / French** language courses in preparation for the fourth year, which most students spend working or studying in Germany. The university also has a very good reputation for English and Arabic language courses.

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## كتابة المذكرات الإلكترونية A Blog Writing (2):

- عند كتابة المذكرات الإلكترونية، قم بما يلي:

- 1- أكتب عنواناً خلاب، وأكتب اسم من قام بكتابة هذه المذكرة.
- 2- في المقدمة: اكتب تساؤل يجعل القارئ متحمس، تكون بمثابة نصيحة.
- 3- في العرض، اكتب تفاصيل عن موضوعك، عادة ما تكون المطالب في السؤال نفسه.
- 4- في الخاتمة، اعد عرض ما تكلمت عنه بإيجاز واطلب من القارئ المشاركة.
- 5- تذكر ان مخاطبتهم مباشرة (you) و (your) وتذكر انك تريد جذب انتباههم استخدم السبب والنتيجة مثل (because/so that)

إليك عزيزي مثال:

Decisions, decisions

Posted by: Hiba J

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

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

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

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

هساعات دوكوو:

أحمد المصطفى

أحمد المصطفى

### Unit Six Answers

**Ex1:** 1 prospects 2 proficiency 3 increasingly 4 abroad 5 global 6 lifelong

**Ex2:** 1 developed nation 2 compulsory 3 optional 4 tuition 5 contradictory

**Ex3:** 1- They have started making the school year longer because they were one of the countries in which children were spending the least amount of time in school.

2- Students in Japan do more homework on average.

3- Most students attend school 187 days per year.

4- No, it isn't; it is optional. 5- Despite the shortness of the time pupils spend at school, they achieve top marks in subjects like Maths and Science, and can speak at least two, and often three, languages fluently.

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

7- 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.

8- most students also speak at least two, and often three, languages fluently.

9- They want to learn as much as they can to ensure excellent exam grades.

10-

Pronoun/Word	Reference
This	an average school year of 187 days
They they They They Their	students in Japan, Indonesia and South Korea
they	Students in Finland
This	Being given less than half an hour of homework per night, and attending school for fewer and shorter days than 85% of other developed nations.

11- academic: connected with education, especially at college or university level.

- contradictory: if two ideas are contradictory they are completely different and thus unable to both be true.

**Ex4:** 1- astrophysics 2- tuition 3- pioneer 4- undertake 5- tailor-made.

**Ex5:** 1- The school subjects are science and technology.

2- Prominent scientists and engineers teach in that school.

3-

Pronoun/Word	Reference
which/ which	pioneering schools
who	fourteen- to eighteen-year-olds
Their/they /they	Students

4- When they leave school, they will be well-placed to take any number of different career paths. 5- One such school has recently opened to educate fourteen- to eighteen-year-olds who have a special interest in working in the space industry. 6- Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics. 7- Private businesses support and fund studio schools. 8- Studio schools seek to encourage young people to undertake a less conventional form of secondary education. 9- Yes, I think such schools would be very successful because there are many students who wish to study specific subjects and do not want to be involved with other subjects. So this can save their time and efforts. 10- The companies supervise projects given to students. - The scientists and engineers are brought in as guest lecturers. 11- Oh, yeah. I would like to attend such a school because it will give me the best chance I've always dreamt of. 12- I would like to attend art school, because I am interested in arts. 13- yes, I agree with this quotation because we should do our best as if we are to die tomorrow and also we should keep learning as if we were to live forever.

**Ex6:** 1- colloquial 2- put my back into it.

**Ex7:** 1- There are many reasons such as: she had never studied Arabic formally; she also has relatives in Jordan and finally shw was amazed by the number of international students there. 2- What impressed her most about students in Jordan was their behaviour and their attitude to studying. 3- to put a lot of effort into something. 4- Anita stayed for five months studying Arabic at the German-Jordanian University near Madaba. 5- Anita had the chance to speak two languages because her father was originally Arab and she had the chance to live in Germany. 6- "I was amazed by the number of international students there, who were not only from Germany, but from all over the world." 7- (of language or words) used mainly in informal conversations rather than in writing or formal speech. 8-

Word/Pronoun	Reference
me / I	Anita
who	a wonderful family
There	the German-Jordanian University near Madaba
Who	International students
them	International students
which	colloquial Arabic
my	Anita
it	Arabic
their / their	Students in Jordan
their	All the students who she (Anita) met
it	university education
them / their / They	All the students who she (Anita) met
they	People
who	Someone
my	Anita

9- Living with another family helps in developing language skills and helps others know about other cultures. I would like to live with another family to achieve these things.

10- Yes, I agree. Being bilingual is something so useful in this world because languages give you the chance to have new sources for knowledge.

**Ex8:** 1- financial 2- minority 3- degree 4- halls of residence 5- debt

**Ex9:** 1- a- halls of residence b- motive c minority d- fees e- debt f- financial.

2- a- T b- T c- F: They pay the government back out of future earnings. D- F: Most students choose to study away from home.

3- the percentage of school leavers going on to higher education.

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- Yes, I think living in another culture is a very helpful thing. It also helps students learn how to depend on themselves, cook and do the house up.

7- Most students borrow this money from the government. They pay it back slowly out of future earnings.

8- 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.

9-

Word/Pronoun	Reference
it / it	The figure (the number of school leavers who go on to higher education)
They	Most students
it	This money
they	Most students
it	This money
they their	7% of students
where	Home
them they	Students
One	University
Many / their / others	Students
Their / them	Minority
them / their / their	(students) who live far away from their homes

10- Most of them say that they want to move to the university of their choice, rather than the nearest one.

**Ex10:** 1 Law 2 Linguistics 3 Physics 4 History 5 Banking and Finance

**Ex11:** 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 6- keep your chin up 7- put my back into it.

**Ex12:** 1- to put a lot of effort into something 2- to have a natural mental ability for maths and numbers 3- to decide how to deal with a situation as it develops 4- to lose your confidence in something at the last minute 5- to tell someone about something that has been worrying you.

**Ex13:** 1- the most 2- The least 3- not as many 4- more; less 5- as much as 6- as popular as.  
- English is more popular than Maths and science.

**Ex14:** 1- the most 2- longer 3- later 4- the least 5- earlier.

**Ex15:** 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

**Ex16:** 1- bigger 2- more beautiful 3- the most interesting 4- longer 5- most dangerous 6- better 7-more expensive 8- richest 9- worse 10-cleverest.

**Ex17:** 1- more comfortable 2- slower 3- most expensive 4- more 5- youngest 6- cheapest 7- safer 8- prettier 9- most exciting 10- more/less talented.

**Ex18:** 1- tidier 2- not as big as 3- as tall as 4- less 5- the most difficult 6- worse 7- as intelligent as 8- the best 9- most talkative 10- more/less intelligent

**Ex19:** 1- more 2- cleverer 3- as good as 4- fewer 5- busier 6- best.

**Ex20:** 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- China is one of the largest countries in the world.  
8- You do not know him more than I do.

**Ex21:** 1- oldest 2- richer 3- freshest 4- the dog is faster than the cat. 5- A Ferrari is not as fast as a GMC. 6- English children start school a year earlier than Jordanian children.

**Ex24:** 1- public 2- Madaba 3- 2005 4- more 5- many other countries 6- 14 7 German.



**Unit Seven**  
**Lifelong Learning**

No	Word	English Meaning	المعنى بالعربي
1-	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 او دورة الهواء
2-	concentration (n) concentrate (v)	attention, or attention span	التركيز
3-	dehydration (n) dehydrate (v) dehydrated (adj)	the state of having drunk too little water	الجفاف
4-	diet (n) diet (v) dietary (adj)	the kind of food that a person or animal eats each day	الغذاء/الطعام/الحمية
5-	memory (n) memorise (v) memorable (adj)	someone's ability to remember things, places and experiences	ذاكرة/تذكر
6-	nutrition (n) nutritious (adj)	the process of getting the right kind of food for good health and growth	التغذية
7-	beneficial	Being useful or helpful	مفيد

**Exercise 1: Complete the sentences with words from the table above.**

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

**Exercise 2: Which are connected with the body, eating and drinking, or the mind?**

No	Connected with	Words
1-	the body	
2-	eating and drinking	
3-	the mind	

## Unit Seven Text One: How to Revise for Exams

### كيفية المراجعة للإمتحانات

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

لا، لم يفت الأوان لتبدأ المراجعة! أول شيء يمكنني فعله هو تجهيز جدول مراجعة.

Look at all the subjects you have to do, and work out when you are going to work on each one. It's a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and so on. **This way**, by changing the focus of your revision, you keep your mind fresh.

ألق نظرة على كل المواد التي يتوجب عليك دراستها وفكر في الموعد الذي ستقوم بدراسة كل واحدة منها. انها فكرة جيدة ان تقوم بتغيير ترتيب المواد في جدولك الدراسي كل يوم. حاول دراسة القليل من اللغة الإنجليزية، والقليل من الرياضيات ومن ثم الأحياء وكذلك. هكذا وبتغيير التركيز في مراجعاتك تبقي عقلك منيقظاً.

The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at **its** best. I'd also recommend studying for 30-minute periods, and then taking a break. It's been proved that concentration starts to decrease after half an hour, so **frequent** breaks will help the brain to recover and concentration to return.

كلما بدأت مبكراً أكثر في الصباح كلما كانت مراجعتك مفيدة أكثر هذا لأن الصباح هو الموعد المناسب حيث تشعر بكامل اليقظة وتكون ذاكرتك في احسن أحوالها. أوصي بدراسة لفترات تنقسم إلى 30 دقيقة ومن ثم اخذ استراح. لقد اثبت ان التركيز يبدأ بالإنحدار بعد نصف ساعة. ولذلك ستساعد الأستراحات المتكررة الدماغ على التعافي واستعادة التركيز.

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

استراحة تعني اي تغيير في النشاط بعيداً عن الدراسة. يمكن ان يشمل هذا التغيير شيء بسيط كالنهوض عن مكتبك والاستماع إلى الموسيقى أو المشي هنا وهناك لمدة عشر دقائق.

Physical activity is very important, of course, especially when you are studying. Exercise will make a huge difference to the way you feel. The physical activity will increase your heart rate and, in turn, **that** will increase your blood circulation. **It** also sends more oxygen to the brain, **which** makes you revise more efficiently!

النشاط الجسدي مهم جداً. خصوصاً عندما ندرس. أن التمرين يحدث فرقاً كبيراً بالطريقة التي تشعر بها. سيزيد النشاط الجسدي مستوى نبض قلبك والذي بدوره سيزيد من نشاط الدورة الدموية. ويرسل النشاط اكسجين أكثر إلى دماغك والذي يجعلك تراجع موادك بطريقة أكثر فاعلية.

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

إن التغذية مهمة جداً. يجب عليك ان تحاول تناول قدر ما تستطيع من الخضار والفواكه. من الضروري ان لا تصاب بالجفاف لذا اشرب الكثير من الماء.

- ملاحظات: عزيزي الطالب:

- لاحظ أن الأسئلة التابعة للقطع في الإمتحانات تنقسم إلى عدة اشكال:

- 1- سؤال هناك العديد من .... اذكر ثلاثة منها. (إذا ذكرت أكثر من المطلوب أو اقل تحتسب صفر للسؤال كامل)
- 2- أسئلة مباشرة تسأل عن سبب أو شيء أو مكان أو كيفية. لا تعتمد اسلوب من النقطة للنقطة لانه يتوخد صفر.
- 3- سؤال اقتبس. غالباً ما يكون من النقطة للنقطة ولكن لا تعتمد على هذا الأسلوب بل استخدم عقلك.
- 4- سؤال الضمير.

5- أسئلة التفكير الناقد (Critical Thinking) والتي يهملها اغلب الطلاب.

- عزيزي الطالب: لو قرأت الأسئلة واستخدمت عقلك بنسبة 20% لتمكنت من حل اغلبها.

**Exercise 3: Now answer the following questions:**

1- How much exercise do I (as a student) need? .....

2- What are the first thing that students should do when thinking about starting studying? .....

3- Why is it helpful to take frequent breaks? .....

4- Is it too late to start revising now? .....

5- What advice could be given regarding diet? .....

6- Is it best to get up early, or to revise late at night? Why? .....

7- How should students draw up a timetable? .....

8- How could students keep their minds fresh? .....

9- **Critical Thinking:** Taking a break includes many different activities. Give examples of activities you can do other than the ones mentioned in the text above.

10- What difference could physical exercise make to you as a student?

11- What do the bolded pronouns (words) refer to?

12- What do the bolded words mean?

- frequent: ..... - dehydrated: .....

13- Quote the sentence which indicates the best diet students should follow.

No	Word	English Meaning	المعنى بالعربي
1-	utterance (n) utter (v)	something that is said, such as a statement	اللفظ/خطاب
2-	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
3-	multilingual (adj) multilingualism (n)	speaking, reading or writing in more than two languages	متعدد اللغات
4-	multitask (v)	to do several things at the same time	متعدد المهام

#### **Exercise 4: Choose words from the table above to complete the following sentences:**

- 1- People learning to fly often practise on a flight .....
- 2- The machine allows .....ing without the need to buy extra hardware.
- 3- A ..... person is the one who speaks more than two languages.
- 4- The senator's weekend .....s were promptly rebutted by three of his colleagues on Monday.

### **Unit Seven Text Two: Learning a Foreign Language**

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 أيضاً أن تعلم لغة جديدة يزود الدماغ بتحديات جديدة. تشتمل على التعرف على أنظمة 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.

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.

طبقاً لدراسة قامت بها جامعة بنسلفانيا الحكومية الأمريكية أن الأشخاص ثنائيي اللغة قادرين على التبديل بين نظامين كلاميين أو كتابيين أو نظامين قواعديين بشكل بسيط جداً. وقد أثبت أيضاً أنهم يستطيعون التبديل بين مهام مختلفة أيضاً. إحدى الدراسات طلبت من المشاركين فيها أن يقدوا جهاز محاكاة القيادة بينما يقومون بمهام مختلفة في نفس الوقت. اثبتت الدراسة أن الأشخاص ثنائيي اللغة كانوا أقل تشتيتاً من قبل المهام الأخرى وبذلك قاموا بأخطاء قيادة أقل.

It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way **that** an utterance is made. This process is then transferred subconsciously to other situations in **which** 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 أو من حيث اللفظ. ثم تتحول هذه العملية بلا وعي أو قصد إلى مواقف أخرى حيث تتطلب إصدار احكام ويجب فيها اتخاذ قرارات.

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 أجنبية يمكنه أيضاً تحسين قدراتك في استخدام لغتك الأم بشكل أكثر فاعلية. بما أنك تصبح أكثر وعياً 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 متحدثاً أفضل وكاتباً أفضل في لغتك الأصلية.

### **Exercise 5: Now, Answer the following questions which are prepared by Mohammad Al**

#### **Aswad:**

1- The writer suggests many benefits of learning a foreign language, write down five of them.

- Read the essay again and explain how learning a foreign language improves your:

a- memory: .....

b- problem-solving skills: .....

c- use of your mother tongue: .....

d- ability to multitask: .....

e- decision-making skills: .....

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

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

4- What do “unique challenges” include? .....

5- Who are the two parties compared to the be better in Maths?

.....

6- The writer states that the previous article's findings were based on a study, where was the study carried out? .....

.....

7- What do the bolded pronouns/words refer to?

.....

.....

.....

.....

8- **Critical Thinking:** After reading the text and learning from it, do you think there is a relationship between speaking more than one language and being clever in general?

.....

.....

.....

9- The writer suggests many benefits of speaking more than one language. You are required to suggest three other benefits from your own brain.

.....

.....

.....

.....

10- What do the underlined words mean?

- switch: .....

- multilingual: .....

No	Word	English Meaning	المعنى بالعربي
1-	degree (n)	a qualification that is given to you when you have successfully completed a course of study	درجة علمية
2-	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
3-	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
4-	online distance learning (n)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعلم عن بعد عن طريق الإنترنت
5-	PhD (n)	a doctorate; the highest degree awarded by a university faculty	درجة الدكتوراه
6-	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
7-	private university (n)	a university not operated by a government	جامعة خاصة
8-	public university (n)	a university that is funded by public means, through a government	جامعة حكومية
9-	undergraduate (n)	someone who has not yet completed their first degree	طالب جامعي ما قبل التخرج
10-	vocational (adj) vocation (noun)	used to describe a particular job and the skills involved	مهني
11-	enrol (v) enrolment (n)	to officially arrange to join a school, university or course	يسجل

**Exercise 6: Choose words from the table above to complete the following table:**

1-	Places and ways to study	
2-	Types of courses	
3-	Qualifications	

**Exercise 7: Choose words from the first table above to complete the following sentences:**

- 1- They want to ..... their children in their local school.
- 2- Susannah has a ..... in Italian literature.
- 3- An MA and a MSc are both Master's .....s.
- 4- An ..... is a student who is studying for their first degree at college or university
- 5- The Swedes regard ..... training as a part of a youngster's education.

### Unit Seven Text Three: Education in Jordan

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.

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 للحصول 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.

يستطيع الطلاب الالتحاق بواحدة من عشرة جامعات أو إحدى الجامعات التسع عشرة الخاصة. يختار عدد كبير من الطلاب الأردنيين الدراسة في هذه المؤسسات، والعديد من الطلاب الأجانب من كل انحاء العالم أيضاً. 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.

الجامعات الثلاثة التي تحتوي اكبر 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 لتتكلّم 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.

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 لذي المزيد من الجامعات الأخرى.

#### **Exercise 8: Now my dearest students, after reading the blog thoroughly, answer the following questions:**

1- Read the article again and find the best type of **course** or **institution** for the following people:

- a- a child who is too young to start primary school .....
- b- an undergraduate who wants to get a first degree .....



- c- someone who wants a degree from a non-fee-paying university.....
- d- a postgraduate with a first degree, who wants to study further .....
- e- a postgraduate with a Master's degree, who wants to study further .....
- f- someone who is unable to attend university but wants a degree.....

2- What solution is there in Jordanian universities for those who want to study and work?

.....

3- Name three universities with the most undergraduates and their locations.

.....

.....

4- Write down the sentences which give details about the German-Jordanian University.

.....

.....

5- What do the underlined words mean?

- compulsory .....

- option .....

6- **Critical Thinking:** The writer states that there are many public and private universities in Jordan. What does that number of universities tell you about Jordan and its educational system?

.....

.....

7- Who attend Jordanian universities?

.....

8- What do undergraduates and postgraduates study for?

.....

.....

9- What does MOE stand for? .....

10- What are the three stages of education suggested in the first para?

.....

11- What do the bolded pronouns/words refer to?

.....

.....

12- Read the quotation "Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young." Henry Ford (1863 CE–1947 CE). Do you agree with it? Why/Why not? .....

.....

.....

No	Word	English Meaning	المعنى بالعربي
1-	immerse (v) immersion (n)	to be deeply involved in something and spend most of your time doing it	يقحم / يغمس / يدمج
2-	drop a course (v)	to stop studying a certain subject at university	يسقط مادة

### Unit Seven Text Four: Learn English Fast – The Natural Way!

تعلم اللغة الإنجليزية بسرعة – الطريقة الطبيعية

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

يقال أن أفضل طريقة لاكتساب لغة ما هي أن تقحم نفسك فيها. وهذا ما نقدمه في "إكستريم إنجلش" الإنجليزية المطلقة: الإنماج التام.

**What exactly do you mean by 'total immersion'?** You will stay in one of our beautiful apartments. You'll hear and speak English all day long. You can either join a small group of other students of a similar level, or request **a 'tailor-made' course**. For example, you may require a course in academic English to prepare you for undergraduate or postgraduate studies, or a **vocational** course to help you with your career. Either way, you will live and work together as a family.

ماذا بالضبط تعني بالإنماج التام؟

ستبقى في إحدى الشقق الجميلة الخاصة بنا. ستسمع وتتكلم الإنجليزية طوال اليوم. يمكنك إما الانضمام لمجموعة صغيرة من الطلاب ذوو المستوى نفسه. أو تطلب منهاجاً معداً بشكل خاص. يمكنك مثلاً أن تطلب دورة متخصصة باللغة الإنجليزية للأغراض الدراسية لتجهزك لدراسة البكالوريوس أو للدراسات العليا أو دورة مهنية لتساعدك في مهنتك. في كلتا الحالتين، ستعيشون وتعملون معاً كعائلة.

**What will I be doing?** In the mornings, after breakfast, one or more of our trained and experienced teachers will arrive, and you will have three hours of intensive tuition. Then, after enjoying lunch together around the table, you'll visit local places of interest, go shopping, take part in sports, etc. In the evenings, there will be a choice of cultural activities, for example the theatre or a concert, or you may prefer to relax at home and chat (in English, naturally!). Whatever you do, your teachers will be with you, acting as guides, tutors and friends.

ماذا سأفعل؟ في الصباح بعد الفطور، سيصل واحد من معلمينا المدربين جيداً أو أكثر من واحد. وستحصل على ثلاث ساعات من التعليم الجماعي المكثف. وبعدها، بعد الإستمتاع بالغداء معاً حول الطاولة، ستزور أماكن أخرى مثيرة للإهتمام وستذهب للتسوق وتشارك في الرياضات الخ.. وفي المساء سيكون هناك مختارات من النشاطات الثقافية، كالمسرح أو حفل موسيقي على سبيل المثال. ربما تفضل الإسترخاء في البيت والتحدث بالإنجليزية بشكل طبيعي. أي شيء ترغب في فعله، سيكون معلموك معك كمرشدين ومعلمين وأصدقاء.

**How long are the courses?** Some people just come for a week, and **they** are usually amazed by how much progress **they** make in such a short time. **Others** come for two, three, even four weeks. It's up to you. You can be sure of one thing – **we'll** do our very best to give you a first-class experience and send you home thinking and dreaming in English!

كم مدة الدورات؟ يأتي بعض الناس لأسبوع، ويندهشون من التقدم الذي يحرزونه في وقت قصير كهذا. آخرون يأتون لأسبوعين، ثلاثة وربما أربع أسابيع. هذا يرجع لك. يمكنك التأكد من شيء واحد فقط- سنقوم بكامل وسعنا لنعطيك تجربة من الدرجة الأولى ونرسلك إلى المنزل مفكراً وحالماً باللغة الإنجليزية.

### Exercise 9: Read the text again and answer the questions that follow.

1- The text says that students will be living 'as a family'. Give two examples from the text that illustrate this. ....

.....

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

.....

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

.....

4- Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?

.....

.....

5- **Critical Thinking:** Imagine you joined a small group of students on a course like this. Think of three positive aspects, and three possible problems you might face.

.....

.....

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

.....

7- How long are the courses? .....

8- Quote the sentence which indicates the excellent quality at Extreme English?

.....

.....

9- Give two examples of cultural activities mentioned in the text?

.....

10- What do the bolded pronouns refer to? .....

11- What is probably the best way to learn a language?

.....

12- Where will participants stay and what will they be doing?

.....

.....

.....

### Collocating Phrases (Collocations)

التلازم اللفظي: هو توارد لفظين (أو أكثر) معاً أكثر من ورود أحدهما مع غير الآخر.  
- "تكرار معتاد لمجموعات من الكلمات المفردة ، والتي يأتي تكرارها معاً من خلال شيوع الاستخدام بحيث تميل لتشكيل وحدة مميزة." (تعريف محمد حسن يوسف).  
- "التلازم اللفظي: هو ورود كلمتين أو أكثر معاً بشكل متكرر بحيث يشتهر حدوثهما معاً أكثر من حدوثهما مع غيرهما." (تعريف محمد الأسود)

	Collocation	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) يمكنك استبدال ما بين القوسين بأي مادة دراسية	study	يدرس
6-	make a difference	change something	يغير شيء

#### **Exercise 10: Use the collocations from the table above to complete the sentences.**

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

## Grammar: Indirect Questions (Embedded Questions) and The impersonal passive

### 1- Indirect Questions:

- هو نوع من الأسئلة يحتوي على عبارة كانت قبل ذلك سؤال. ومن المعتاد رؤيتها بعد بعض العبارات مثل:
- **Could you explain / Do you know / Could you tell me / Do you mind telling me ...**
- نستخدم هذا النوع من الأسئلة لنسأل أسئلة بطريق مهذبة (Polite) ورسمية (Formal):
- هذه القاعدة هي نفس قاعدة نقل الأسئلة ولكن السؤال هنا ينتهي بعلامة سؤال.

Yes/No questions	Other questions (wh-questions)
<p>ADD if or whether</p> <p>- Is there a postbox near here, please?</p> <p>عند التحويل من سؤال عادي لسؤال غير مباشر/ضمني نقوم بما يلي:</p> <p>1- ضع المقدمة / ربما تكون موضوعه لك في السؤال:</p> <p>- <b>Do you know</b></p> <p>2- نضع:</p> <p><u>if/whether</u></p> <p>3- نضع الفاعل:</p> <p>there</p> <p>4- نضع الفعل:</p> <p>is</p> <p>5- ثم نكمل مع إبقاء علامة السؤال لأن علامة السؤال تكون للسؤال الأول الذي يبدأ ب (Do you know).</p> <p>a postbox near here, please?</p> <p>يصبح الحل كالآتي:</p> <p>- Do you know <b>if/whether there is a postbox near here, please?</b></p>	<p>- <b>What is the time, please?</b></p> <p>عند التحويل من سؤال عادي لسؤال غير مباشر/ضمني نقوم بما يلي:</p> <p>1- ضع المقدمة / ربما تكون موضوعه لك في السؤال:</p> <p>- <b>Could you tell me</b></p> <p>2- نضع:</p> <p>(what, who, why, when, where, how)</p> <p>والتي تكون أصلاً موضوعه في السؤال الأصلي.</p> <p>3- نضع الفاعل:</p> <p>the time</p> <p>4- نضع الفعل:</p> <p>is</p> <p>5- ثم نكمل مع إبقاء علامة السؤال.</p> <p>يصبح الحل كالآتي:</p> <p>- Could you tell me <b>what the time is, please?</b></p>
<p>تذكر عزيزي إن السؤال الأصلي يتحول إلى عبارة غير مستقلة تعمل عمل المفعول به في الجملة:</p> <p>- What is your name? السؤال الأصلي</p> <p>- Do you mind telling me <b>what your name is?</b> (Do you mind telling me <b>something?</b>)</p> <p>هنا يتحول السؤال الأصلي الذي تحته خط إلى عبارة متضمنة داخل السؤال الجديد والذي يبدأ ب (Do).</p>	
<p>Direct: What time <b>does</b> the bus <b>arrive</b>?</p> <p>Embedded: Could you tell me what time the bus arrives?</p> <p>Direct: What <b>did</b> he <b>say</b>?</p> <p>Embedded: Could you tell me what he <b>said</b>?</p>	<p>ملاحظة:</p> <p>1- عند وجود (do) نحذفها ونحول الفعل الذي يكون خلفها إلى التصريف الأول.</p> <p>2- عند وجود (does) نحذفها ونحول الفعل الذي يكون خلفها إلى التصريف الأول مضاف له (s/es)</p> <p>2- أما عند وجود (did) فنحذفها ونحول الفعل الذي يبقى إلى (V2).</p>

- ملاحظة: لا ينتهي السؤال بعلامة سؤال إذا بدأ بهذه الأشياء بل نضع نقطة لأنها تكون أسئلة داخل عبارات:

I wonder

Let's ask

We need to find out

I'd like to know

I'm not sure

### **Examples:**

1- Direct Question Is he a doctor?

Embedded Question Do you know **if he is a doctor?**

2- Direct Question Where is she?

Embedded Question Do you know **where she is?**

3- Direct Question

What should I do?

Embedded Question

Please tell me **what I should do.**

Embedded Question with an Infinitive

Please tell me **what to do.**

- لاحظ: يمكن للفعل (to+inf) أن يتبع كلمات السؤال (wh) و (whether) كما في المثال السابق. لا تستخدم اختصارات الأفعال في هذه الجمل والأسئلة. بعض الأفعال يتبعها (ing) مثل (mind).

### **Exercise 11: Rewrite these questions as indirect questions using all these phrases.**

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

1- Where should I revise for exams?

.....

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

.....

3- Is it possible to improve your memory?

.....

4- What do you mean by 'mnemonics'?

.....

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

.....

6- Where is the library?

.....

### **Exercise 12: Complete the questions with words from the box.**

**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?

**Exercise 13: Write the direct questions:**

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?

.....

**Exercise 14: Complete the following indirect questions.**

1- Can you suggest a healthy breakfast?

Do you mind.....

2- Please help me to plan my revision.

Do you mind .....?

3- How can I relax?

..... you explain ..... ?

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

..... you know ..... ?

5- Please tell me where you found that information.

..... mind ..... ?

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

..... whether ..... ?

7- (2016/w) How can I get to Queen Alia Airport by public transport?

Could you tell me .....?

**Exercise 15: Rearrange the words to make indirect questions.**

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

.....

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

.....

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

.....

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

.....

5- know / in / would / you / the / happen / whether / to / morning / or / the / in /  
exercise / is / better / evening / ?

.....

**Exercise 16: Rewrite the sentences without changing the meaning:**

1- Where is the nearest bank?

- Can you tell me .....?

2- Why is that little baby crying?

- Do you know .....?

3- Is there any water here?

- Could you tell me .....?

4- Is he coming tomorrow?

- Does she know .....?

5- How many cars does she have?

- Do you know .....?

6- Do they like swimming?

- Does he know .....?

7- What does she want?

Can you explain me .....?

**Exercise 17: Change the following questions to noun clauses after the appropriate main clauses supplied. Do not forget to add a question mark.**

1- When does the train arrive?

Do you know .....

2- Was Sam in San Francisco last year?

Could you tell me .....

3- Where's your brother going to live next year?

Do you know .....

4- What is the teacher's name?

Can you tell me .....



5- Does this school have a cafeteria?  
Could you please tell me .....

6- When did the new factory open?  
Do you remember .....

7- Where can I find a good shoe store?  
Do you happen to know .....

8- How far is Irbid from here?  
Could you please tell me .....

9- Are there any new employees this week?  
Do you know .....

10- Where are the restrooms in this building?  
Could you please tell me .....

11- When did the First World War begin?  
Do you know .....

12- (2016) Is there a connection between the amount of TV people watch and how fit they are?  
Do you know .....  
.....

13- (2016) How did you solve this puzzle?  
- Could you explain .....

14- (2017) Are students allowed to navigate the internet during the open exam?  
Do you know .....

## 2- The Impersonal Passive:

- يمكننا بهذه القاعدة نقل الأفكار والأقوال والمعتقدات والآراء بطريقة رسمية بطريقتين:

People say that children are afraid of ghosts. (الجملة الأصلية)

- **It is said** that children are afraid of ghosts. (Impersonal Passive)

- Children are **said to** be afraid of ghosts. (Impersonal Passive)

- لتبسيط الشرح، تفضل هذا الجدول والذي يوضح طريقتين لعمل ال (impersonal passive):

Impersonal Passive WAY #1 (say / think / claim / believe)	Impersonal Passive WAY #2
<b>Example:</b> - People believe that he lied in court. - It is believed (that) he lied in court.  <b>Structure:</b> It + passive + that-clause	<b>Example:</b> - People believe that he lied in court. - He is believed to have lied in court.  <b>Structure:</b> Subject + passive + to-infinitive

- توضيح أكثر:

- They **say** that **women** live longer than men.

**في الطريقة الأولى: 1- نضع (it)**

2- ثم نضع الفعل الذي يتبع الفاعل في الجملة الأصلية محول حسب ال (passive) العادي الذي تعلمته في المستوى الثالث وغالباً في الزمن المضارع البسيط.

3- ثم نكمل الجملة الجديدة باستخدام عبارة (that)

**ملاحظة: في المبني للمجهول كله لا نغير الزمن.**

- **It is said** that women live longer than men.

**في الطريقة الثانية: 1- نضع المبتدأ الخاص بعبارة (that) أي الذي يكون بعدها.**

2- نضع الفعل الأول (الذي يكون قبل (that)) في الجملة الجديدة محول حسب قواعد ال (passive) التي تعلمتها في المستوى الثالث وغالباً في الزمن المضارع البسيط.

3- نضيف (to) وبعدها نكمل الجملة باستخدام الفعل في حالته المجردة وحتى نهاية الجملة.

- هناك بعض التغيرات بعد (to) ستدرسها لاحقاً.

**ملاحظة: في المبني للمجهول كله لا نغير الزمن.**

- Women **are said** to live longer than men.

ملاحظة: الفعل الأول يتم تحويله من مضارع بسيط إلى مضارع بسيط مبني للمجهول غالباً.

ملاحظة: نستخدم نفس جدول تحويلات المبني للمجهول الذي درسته في الفصل الأول:

- وهي شوية أمثلة:

People say that children are afraid of ghosts.

- **It is said** that children are afraid of ghosts.

- Children are **said to** be afraid of ghosts.

- في الحل في الجملة الأولى التي تبدأ ب (It) فإن ننا نكمل الحل باستخدام جملة (that) ويبقى كل شيء بعدها ثابت أما

الجملة الثانية والتي تبدأ بالإسم فإن فعلها الذي يأتي بعد (to) يتم تحويله كالتالي:

مجرد + to	أي فعل مضارع
to + have	أي فعل ماضٍ
مجرد + to	أي فعل مستقبل

- إليك جدول بالتغيرات التي تحدث حسب الزمن واعلم ان كل الأزمنة مطلوبة بناء على ما تم ذكره في مرجع القواعد في كتاب الطالب صفحة 65 ويتبع الجدول امثلة على كلا الحليين الطريقة الأولى والثانية:

اسم الزمن	شكل الفعل	حل الجملة الأولى (It)	حل الجملة الثانية الجملة التي تبدأ بالإسم
المضارع البسيط	V1 or V1s/es	يبقى الفعل كما هو	to + V1
المضارع المستمر	is/am/are + V-ing	يبقى الفعل كما هو	to + be + V-ing
المضارع التام	have/has + V3	يبقى الفعل كما هو	to + have + V3
الماضي البسيط	V2	يبقى الفعل كما هو	to + have + V3
الماضي المستمر	was/were + V-ing	يبقى الفعل كما هو	to + have + been + V-ing
الماضي التام	had + V3	يبقى الفعل كما هو	to + have + V3
المستقبل البسيط	will + V1	يبقى الفعل كما هو	to + V1
المستقبل المستمر	will + be + V-ing	يبقى الفعل كما هو	to + be + V-ing
المستقبل التام	will + have + V3	يبقى الفعل كما هو	to + have + V3

- ملاحظة: هذه الأزمنة ليس لها حل على قاعدة ال (Impersonal Passive):

The Present Perfect continuous

The Past Perfect Continuous

The Future Perfect Continuous

### شرح تفصيلي مع جمل على جميع الحالات

الفعل المضارع البسيط يبقى كما هو في الحالة الأولى اما في الحالة الثانية فيتحول إلى المجرد بعد (to):

People believe that Mr. Brown owns a lot of land in the north.

- **It is believed** that Mr. Brown owns a lot of land in the north.

- Mr. Brown is **believed to own** a lot of land in the north.

- المضارع المستمر: في الجملة الأولى لا نحول الفعل اما في الثانية فالفعل (is) يصبح (be) بسبب وجود (to):

They think she is writing a book.

- It is thought she is writing a book.

- She is thought to be writing a book.

- المضارع التام: في الجملة الأولى لا نحول الفعل اما في الثانية ف (has/have) يصبح (have) بسبب وجود (to):

They think she has written a book.

- It is thought that she has written a book.

- She is thought to have written a book.

- الماضي البسيط: في حالة الماضي البسيط في الجملة الأولى (it is ...) لا نحول الفعل فيبقى في الزمن الماضي اما في الجملة الثانية (sub+passive) نحول الفعل الماضي إلى **المضارع التام لأن (to)** لا يأتي بعدها فعل ماض فضع (have) لحماية زمن الجملة في كل ازمنا الماضي:

They think that you lived in London.

- It's thought that you lived in London.

- You are thought to have lived in London

- الماضي المستمر: الماضي المستمر لا يتحول في جملة (it is ....) ولكن في الجملة الثانية (sub+passive) نحول الماضي المستمر للمضارع التام لأن (to) تحتاج إلى فعل مجرد بعدها وهو هنا (have):

People think that the government **was building** new schools.

- It's thought that the government **was building** new schools.

- The government is thought to **have been building** new schools.

- الماضي التام: الجملة الأولى (it is ...) يبقى (had+V3) اما الجملة الثانية نحول الفعل إلى **المضارع التام**:  
They think that you **had lived** in London.

- It is thought that you **had lived** in London.

- You are thought to **have lived** in London.

- المستقبل البسيط: في الجملة الأولى لا نحول الفعل اما في الثانية فالفعل (will+V1) يصبح (inf) بسبب وجود (to):  
They believe that the factory **will make** profit soon.

- It's believed that the factory **will make** profit soon.

- The factory is believed to **make** profit soon.

- المستقبل المستمر: في الجملة الأولى لا نغير الفعل اما في الجملة الثانية فنحذف will:  
People expect that the government **will be introducing** new laws next year.

- It is expected that the government **will be introducing** new laws next year.

- the government is expected to **be introducing** new laws next year.

- المستقبل التام: في الأولى لا نحول اما في الثانية (will+have+V3) يصبح (have+V3) بسبب وجود (to):  
They say that he **will have delivered** all the newspapers by 8 o'clock.

- It is said that he **will have delivered** all the newspapers by 8 o'clock.

- He is said to **have delivered** all the newspapers by 8 o'clock

### **Exercise 18: Rewrite the sentences. Use the impersonal passive in two different ways.**

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

- It was said that .....

- ..... was said to .....

2- People used to 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.

- .....

- .....

**Exercise 19: Finish the sentences using two different ways of impersonal passive.**

1- People say that this orchestra is the best in the world.

- It is said that .....

- This orchestra .....

2- The police department believe that the thieves have left the country.

- It is believed that.....

- The thieves .....

3- The news reporter reported that the fire has started by accident.

.....

.....

4- People know that he is making a lot of money.

.....

.....

5- We expect that they will arrive in time for dinner.

.....

.....

6- people said that she knew a lot about gardening.

.....

.....

7- People think that the king will attend the summit.

.....

.....

8- We believe that we are able to win the competition.

.....

.....

9- The owners think that the company is making a big profit.

.....

.....

10- Journalists reported that the government has reached a decision.

.....

.....

11- The boys say that they were responsible for the damage.

.....

.....

12- They used to expect that she would break the world record.

.....

.....

13- People know that this man has several foreign bank accounts.

.....

.....

14- They reported that the family has financial problems.

.....

.....

15- (2016) Educators have proved that taking frequent breaks after studying is useful.  
Taking frequent breaks .....

16- (2017) They assumed that the last Olympic Games were a great success.  
It .....

**Exercise 20: Read the two sentences in bold in the essay on page 52 (Student's Book).**  
**Rewrite them using an active form. Which option is more formal?**

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

1- People **claim** that .....

.....

2- They **believe** that .....

.....

**Exercise 21: Use the impersonal passive to report these sentences.**

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.

.....

.....

3-(2016)- People believe that eating almonds reduces the risk of heart diseases.

- Eating almonds .....

.....

4- (2016)- Doing regular exercise is believed to reduce the risk of several diseases.

- People believe that .....

.....

## Writing: Persuasive Letter:

### Formal letters

The diagram shows a formal letter with the following parts labeled:

- your address but NOT your name:** 42 Orchard Road  
Bootle  
Liverpool  
L20 6HB
- the name or title of the person you are writing to:** The Director  
Tourist Information Centre  
High Street  
Exeter  
Devon  
EX1 7PZ
- the date:** 7 March 1998
- introduction:** Dear Sir/Madam  
I am writing to enquire about holiday accommodation in the Exeter area.
- conclusion:** I would be grateful if you could send me details of cheap hotels and bed and breakfast accommodation in or near Exeter, together with a map of the city centre.  
I look forward to hearing from you.
- your signature:** Yours faithfully  
Kate Burton  
Kate Burton

### Informal letters

The diagram shows an informal letter with the following parts labeled:

- your address but NOT your name:** 17 South Street  
Carlisle  
Cumbria  
CA2 6MG
- the date:** Tuesday 11th June
- introduction:** Dear Clare  
Thanks very much for your letter. It was lovely to hear from you. I'm glad you're enjoying your new job and that you like Bristol. It's nice that the people at work are so friendly.
- conclusion:** We're all missing you here in Carlisle! Bob and Hilary had a party last weekend and everyone was asking how you were. It was a good party, although I didn't get home till five in the morning so I spent most of Sunday in bed!  
I don't know what the weather's been like in Bristol but it's been really hot here this week. I hope it stays like this as Helen and I are planning to go camping in Scotland at the end of the month. It won't be much fun if it rains!  
Well, no more news for the moment, but I'll write again soon.  
Love  
Nick

1- إبدأ رسالتك بتحيةة افتتاحية تكون مناسبة سواء كانت رسالتك رسمية أو غير رسمية.

1- إبدأ رسالتك بتحيةة افتتاحية تكون مناسبة سواء كانت رسالتك رسمية أو غير رسمية.

2- في المقدمة: أكتب سبب كتابتك وارسالك لهذه الرسالة بحدود سطرين ونص ثلاثة.

3- **في العرض:** ناقش متطلبات السؤال واحداً واحداً وعد إلى السؤال مراراً وتكراراً لأن السؤال يعطيك معلومات تلزمك

وتجعلك قادر على الكتابة. اجعل العرض في ثلاث فقرات. لا تنس انه من المطلوب منك اقناع شخص بشيء.

4- في الخاتمة: حاول أن تقدم نصيحة وتطلب من القارئ الرد عليك وأيضا اختتم بكلام جميل ومناسب يوضح مدى

مرونتك.

5- أكتب خاتمتك وأمنياتك الجميلة للقارئ.

**إليك عزيزي مثال على رسالة إقناعية من الكتاب:**

Dear Mr Hammad,

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

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

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

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

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

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

Yours sincerely,  
Nawal Mohsen

ہساعات، دور کم



Handwriting practice paper with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

Handwriting practice sheet with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

Handwriting practice paper with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

- why you want to study your chosen course • how you are suitable (include grades)
- relevant interests • how you are suitable for university life.

أنا

.....

Handwriting practice paper with horizontal lines and a large, faint watermark reading 'السلامة' (Al-Salamah) diagonally across the page.

## Unit Seven Answers

**Ex1:** 1- diet 2- beneficial 3- dehydration 4- concentration 5- concentrate 6- memory.

**Ex2:** The body: circulation, dehydration

Eating and drinking: diet, nutrition

The mind: concentration, memory

**Ex3:** 1- As a student, you need frequent exercise. 2- The first thing students should do is to draw up a revision timetable. 3- Frequent breaks help the brain to recover and concentration to return. 4- No, it's never too late to start revising. 5- You should try to eat as much fresh fruit and vegetables as you can. It's essential not to become dehydrated, so drink lots of water. 6- The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at its best.

7- They should look at all the subjects they have to do, and work out when they are going to work on each one. It's a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and so on.

8- Changing the focus of revision keeps minds fresh.

9- Taking a break includes calling your friend or walking to the mosque to pray, it also includes having a nap. 10- Exercise will make a huge difference to the way you feel. The physical activity will increase your heart rate and, in turn, that will increase your blood circulation. It also sends more oxygen to the brain, which makes you revise more efficiently.

11-

Pronoun / Word	Reference / Antecedent
This	Way
its	your memory
that	your heart rate
It	The physical activity
which	Sending more oxygen to the brain / the brain

12- frequent: happening often; common. - dehydrated: having drunk too little water

13- "You should try to eat as much fresh fruit and vegetables as you can."

**Ex4:** 1- simulator 2- multitask 3- multilingual 4- utterance

**Ex5:** 1- a- Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory.

b- 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.

c- 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.

d- 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.

e- 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.

2- Learning a foreign language can also improve your ability to use your mother tongue more effectively.

3- "Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory."

4- Unique challenges include recognising different language systems and ways to communicate within these systems.

5- Students who study foreign languages and others who do not study foreign languages.

6- The study was carried out by Pennsylvania State University, USA.

7-

Pronoun / Word	Reference / Antecedent
<b>which</b>	beneficial exercise
<b>These</b>	unique challenges
<b>these</b>	Systems
<b>These</b>	Skills
<b>Who / who / their</b>	Students
<b>they</b>	People
<b>that</b>	the way
<b>which</b>	Other situations
<b>your / you</b>	the reader
<b>it</b>	the way that a language works
<b>that</b>	the language

8- Yes, I think there is a big relationship between speaking more than one language and being clever because speaking more than one language involves having great skills to manage the structures and vocabulary of each language separately, so when a person has the quality to do so, she/she is cleverer than any other person who speaks only one language.

9- Speaking more than one language enables you of having different sources of knowledge, it also gives you the chance to get better jobs and paves the way for you to get more chances.

10- switch: change / multilingual: speaking, reading or writing in more than two languages.

**Ex6:** Places and ways to study: online distance learning, private university, public university  
Qualifications: degree, diploma, Master's degree, PhD

Types of courses: postgraduate, undergraduate, vocational

**Ex7:** 1- enrol 2- degree/PhD 3- degree 4- undergraduate 5- vocational

**Ex8:** 1-a- kindergarten b- university c- public universities d- Master's degree e- a PhD f- online distance learning programmes

2- 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.

3- 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.

4- 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.

5- Compulsory: something you have to do. Option: one thing which can be chosen from a set of possibilities.

6- The huge number of universities and educational institutions indicates that the educational system in Jordan is very advanced and improved.

7- A large number of Jordanian students as well as foreign students from all over the world.

8- These are undergraduates studying for a first degree, postgraduates studying for a Master's degree, a PhD or a higher diploma.

9- (MOE) stands for the Ministry of Education.

10- Pre-school and kindergarten, secondary and higher education.

11-

Pronoun / Word	Reference / Antecedent
<b>Our</b>	Jordanians
<b>these</b>	Institutions
<b>These</b>	Students
<b>These</b>	the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt
<b>which / It /it</b>	the German-Jordanian University in Amman
<b>who / their</b>	Students

12- Yes, I agree. Learning doesn't stop at any age, learning stops when the person decides to stop it.

**Ex 9:** 1- The students eat and socialise together.

2- The morning, when there are three hours of intensive tuition.

3- Suggested answer: a course designed to meet the specific needs of an individual student.

4- The duration of the course they wish to attend and the nature of the course (academic or vocational)

5- The three positive aspects are learning fast and knowing new things about people, also learning about new cultures. The possible problems are the timing, the different tastes of food and the timing.

6- Yes, I would like to attend such a course because it will help me a lot and because I enjoy working with others.

7- Some people just come for a week, others come for two, three, even four weeks. It's up to them.

8- You can be sure of one thing – we'll do our very best to give you a first-class experience and send you home thinking and dreaming in English.

9- The theatre or a concert.



10-

Pronoun / Word	Reference / Antecedent
It	a language
That	immersing yourself into a language
they / they	Some people
Others	people
we	Extreme English team

11- The best way to acquire a language is to immerse yourself in it.

12- Participants will stay in one of our beautiful apartments. You'll hear and speak English all day long.

**Ex10:** 1- do exercise 2- make a start 3- make a difference 4- take a break 5- draw up a timetable.

**Ex11:** 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?

6- Could you tell me where the library is?

**Ex12:** 1- if 2- how much 3- whether 4- where 5- how 6- who 7- when 8- why.

**Ex13:** 1- What is the time, please? 2- Who is that man? 3- Why is the train late?

4- Where is the nearest bank? 5- How did you solve this puzzle?

**Ex14:** 1- Do you mind suggesting a healthy breakfast?

2- Do you mind helping me to plan my revision?

3- Could you explain how I can relax?

4- Do you know if/whether we are allowed to eat sweets during the exam?

5- Do you mind telling me where you found that information?

6- Do you know whether the exam starts at ten or half past ten?

7- Could you tell me how I can get to Queen Alia Airport by public transport?

**Ex15:** 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- Would you happen to know whether exercise is better in the morning or in the evening?

**Ex16:**

1- Can you tell me where the nearest bank is?

2- Do you know why that little baby is crying?

3- Can you tell me if there is any water here?

4- Does she know if he is coming tomorrow?

5- Do you know how many cars she has?

6- Does he know if they like swimming?

7- Can you explain me what she wants?

**Ex17:**

- 1- Do you know when the train arrives?
- 2- Could you tell me if Sam was in San Francisco last year?
- 3- Do you know where your brother is going to live next year?
- 4- Can you tell me what the teacher's name is?
- 5- Could you please tell me if this school has a cafeteria?
- 6- Do you remember when the new factory opened?
- 7- Do you happen to know where I can find a good shoe store?
- 8- Could you please tell me how far Irbid is from here?
- 9- Do you know if there are any new employees this week?
- 10- Could you please tell me where the restrooms are in this building?
- 11- Do you know when the First World War began?
- 12- Do you know if there is a connection between the amount of TV people watch and how fit they are?
- 13- Could you explain how you solved this puzzle?
- 14- if students are allowed to navigate the internet during the open exam?

**Ex18:**

- 1- It was said that fish is good for the brain. – Fish was said to be good for the brain.
- 2- It used to be thought that we only use a small percentage of our brain power. – A small percentage of our brain power used to be thought to be used by us.
- 3- It is claimed that we remember things we hear in our sleep. - That we remember things we hear in our sleep is claimed. – Remembering things that we hear in our sleep is claimed to be remembered by us.
- 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.

**Ex19:**

- 1- It is said that this orchestra is the best in the world. – This orchestra is said to be the best in the world.
- 2- It is believed that the thieves have left the country. The thieves are believed to have left the country.
- 3- It was reported that the fire has started by accident. The fire was reported to have started by accident.
- 4- It is known that he is making a lot of money. – He is known to be making a lot of money.
- 5- It is expected that they will arrive in time for dinner. They are expected to arrive in time for dinner.
- 6- It was said that she knew a lot about gardening. – She was said to have known a lot about gardening.
- 7- It is thought that the king will attend the summit. – The king is thought to attend the summit.
- 8- It is believed that we are able to win the competition. We are believed to be able to win the competition.

9- It is thought that the company is making a big profit. The company is thought to be making a big profit.

10- It was reported that the government has reached a decision. – The government was reported to have reached a decision.

11- It is said that the boys were responsible for the damage. – The boys are said to have been responsible for the damage.

12- It used to be expected that she would break the world record. - She used to be expected to break the world record.

13- It is known that this man has several foreign bank accounts. – This man is known to have several foreign bank accounts.

14- It was reported that the family has financial problems. – The family was reported to have financial problems.

15- Taking frequent breaks after studying has been proved to be useful.

**Ex20:**

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.

**Ex21:**

1- It is thought that learning a new language also presents the brain with unique challenges. – Learning a new language is thought to present the brain with unique challenges.

2- It is said that students who study foreign languages do better, on the whole, in general tests. – Students who study foreign languages are said to do better, on the whole, in general tests.

3- Eating almonds is believed to reduce the risk of heart diseases.

4- People believe that doing regular exercise reduces the risk of several diseases.

**Module Five: Discourse (الخطاب/ الكلام)**  
**Unit Eight: Language**

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	<b>punish</b> a person for something he/she has done	to give someone an unpleasant task in response to bad behaviour	يعاقب
2-	<b>blame</b> a person for something he/she has done	to say or think that someone or something is responsible for something bad	يلوم
3-	spill (a drink) (v)	to accidentally flow over the edge of a container	يسكب الشراب (يريق)
4-	pop (a ball) (v)	to burst, or to make something burst, with a short, explosive sound	يفجر كرة (يفقع الكرة)
5-	recall (v) (n)	to remember a particular fact, event or situation from the past	يتذكر حدث التذكر
6-	come up with (ph/v)	produce something (an idea), especially when pressured or challenged	استخلص
7-	come about (ph/v)	happen or take place	يحدث
8-	intentional (adj) intend (v) intention (n)	done on purpose	عن قصد
9-	look into (ph/v)	to investigate	يتدارس / يتحرى عن
10-	get away with (ph/v)	to do something wrong without being discovered or with only a minor punishment	ينجو من
11-	prove	to show that something is true	يثبت
12-	affect	to have an influence on someone or something, or to cause them to change	يؤثر على

**Exercise 1: Use words from the table above to complete each of the following sentences.**

- 1- Did you leave his name out by accident or was it .....
- 2- We are .....ing..... the possibility of merging the two departments.
- 3- The kids were .....ping all the birthday balloons.
- 4- Don't ..... me, I have no relation to what happened to you.
- 5- Old people often have astonishing powers of .....

**Exercise 2: Complete the sentences with the verbs in the box.**

- 1- Don't let the baby play with the balloon; It might ..... and frighten her.
- 2- The accident wasn't your fault. I don't ..... you at all!
- 3- Please be careful with your juice. Don't ..... it on the floor.
- 4- I'm afraid I don't ..... your name. Could you tell me again?
- 5- If you go to bed late, it will ..... your performance at school the next day.

## Unit Eight Text One: Does the language we use influence the way we think? Or does our culture influence the way we use language?

هل تؤثر اللغة التي نستخدمها على الطريقة التي نفكر بها؟ أو هل تؤثر ثقافتنا على طريقة استخدامنا للغة؟

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 studies, **they** have come up with some interesting results.

لطالما تمعن اللغويون هذه الأسئلة لمئات السنوات، لقد بدأوا الآن بالنظر ليس فقط إلى الكيفية التي يتحدث بها الناس، ولكن إلى الطريقة التي يفكرون بها متساقلين إذا ما كانت الطريقة التي نفهم أو نتذكر بها المواقف تتأثر باللغة. وكنيجة لهذه الدراسات فلقد خرجوا ببعض النتائج المثيرة للإهتمام.

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.

لقد أُقيمت العديد من البحوث حول العلاقة بين العقل والعالم واللغة. ففي دراسة بين عالم نفس انه عندما نصف حدث ما فإن متحدثو اللغة الإنجليزية يميلون إلى ذكر الشخص المسؤول. إذا كان متحدث اللغة الإنجليزية يقول "كسر جون المزهريّة"، فإن متحدث اللغة الإسبانية أو اليابانية كانوا يستخدمون صيغة المبني للمجهول. من المعتقد ان هذه الاختلافات بين اللغات لها تأثير على كيفية فهم الأحداث من قبل مستخدميها ومهما يكن الشخص ملام على الفعل او يتمكن من التخلص من اللوم.

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.

في دراسة أخرى، تم الطلب من متكلمين باللغة الإنجليزية واليابانية والإسبانية ان يشاهدوا مقاطع مصورة لشخصين يفجرون بالونات ويكسرون بيض ويسكبون العصائر إما بشكل متعمد أو عن طريق الخطأ. ولاحقاً عندما طُلب منهم تذكر هذه الفيديوها، ذكر متحدثو الإنجليزية الشخص الذي قام بالفعل. الإسباني والياباني ذكروا الشخص المسؤول عن الأفعال المقصودة ولكن لم يذكروا الشخص عندما اعتبروا الفعل حادثاً.

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.

لقد قام العلماء في جامعة نيوكاسل بتنفيذ اختبارات لإثبات أن الثقافات المختلفة لها أيضاً طرق مختلفة في رؤية الألوان. لقد وجدوا انه في اليابانية على سبيل المثال هناك كلمات مختلفة للأزرق الفاتح والأزرق الغامق والتي لا تجدها في الإنجليزية. متحدثو اليابانية الأصليون قدموا تمييزاً أكبر بين الألوان على الطيف.

Is **it** our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have **all** come about together.

هل هي لغتنا التي تؤثر على تفكيرنا؟ أو هل اثر الاختلاف في العادات الثقافية على افكارنا ولغتنا؟ على الأغلب، الثقافة والتفكير واللغة كلها تؤثر سوية.

**Exercise 3: Read the article again and answer the questions, some of which are copied from the book and the others were suggested by Teacher Aswad:**

1- Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.

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

2- What does the phrasal verb “carry out” in bold in the second paragraph mean?

.....

3- Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.

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

4- Quote the sentences which indicate the different ways speakers of English, Spanish and Japanese use their language to describe events? .....

.....  
.....

5- What do the bolded pronouns refer to?

.....  
.....

6- **Critical Thinking:** 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? Your answer should be based on your brain and the text.

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

7- Who do you think a sociologist is? .....

.....

8- What have sociologists been thinking about? There are two things mentioned in the first paragraph. ....

.....

9- What does the study carried out by a psychologist suggest?

.....

.....

.....

10- Who carried out the study which suggests that the Japanese language differs from English in talking about colours? Sum up the conclusion.

.....

.....

.....

11- Read the quotation. Do you agree with it? Why/Why not?

“The limits of my language are the limits of my world.” Ludwig Wittgenstein.

.....

.....

.....

.....

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	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
2-	evolve (v) evolution (n) evolutionary (adj)	to develop gradually	يتطور تدريجياً
3-	first language (n)	the language that you first learn as a child	اللغة الأولى
4-	mother tongue (n)	the first and main language that you learnt when you were a child	اللغة الأم
5-	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
6-	replicate (v) replicate (noun)	to produce a copy of something	تكرار/نسخ

#### Exercise 4: Choose words from the table above to give meaningful sentences.

- 1- Researchers tried many times to ..... the original experiment.
- 2- People chatting at a party will usually be talking in (an) informal .....
- 3- Bacteria are .....ing resistance to antibiotics.
- 4- The poem is written in northern .....

#### Unit Eight Text Two: Speaking with Signs (2016/w)

التخاطب بلغة الإشارة

It is believed that the Italians were the first people to come up with a sign language system in the sixteenth century. The idea was then taken to France in the seventeenth century, **where** the language was developed further.

يعتقد أن الإيطاليين كانوا أول من ابتكر لغة إشارة في القرن السادس عشر. ثم أخذت الفكرة لفرنسا في القرن السابع عشر، حيث تم تطوير هذه اللغة أكثر.

**One** of the early developers of sign language was Charles-Michel de l'Épée, **whose** mother tongue was French. **He picked up** sign language while **he** was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Épée then set up a school for deaf people, **which** was **replicated** across Europe. It was the first time that sign language was actively taught, and **it** made an enormous impact on the lives of deaf people.

تشارلز مايكل دي لبي كان واحداً من أوائل المطورين للغة الإشارة والذي كانت لغته الأم هي الفرنسية. تعلم لغة الإشارة بينما كان يعمل مع أناس صم في باريس في لبقرة الثامن عشر. كانت اللغة تستخدم من قبل أختين لم تكونا قادرتين على السمع كوسيلة للتواصل. أقام عندها دي لبي مدرسة للأشخاص الصم والتي تم افتتاح عدد مشابه لها من المدارس في أوروبا. وبذلك كانت المرة الأولى التي يتم فيها تعليم لغة الصم بطريقة فعالة، وقد أحدثت تأثيراً ضخماً في حياة الأشخاص الصم.

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



the world. The use of sign and spoken languages does not differ. **Both** can be used to provide and share information, tell stories, have informal discussions and give formal talks. **Both** have different **registers** and dialects, and both are constantly evolving.

و لأنه يوجد العديد من اللغات المختلفة المحكية في بلدان ما حول العالم، لكل بلد لغة الصم الخاصة بها. تستخدم لغة الصم كلغة أولى من قِبل حوالي سبعين مليون شخص في العالم. لا يختلف استخدام لغة الإشارة عن اللغة المحكية. يمكن استخدام كلاهما لتزويد الآخرين بالمعلومات ومشاركتها وسرد القصص والمناقشة والتحدث بشكل رسمي. كلاهما له أسلوب ولهجات مختلفة وكلاهما يتطور بشكل دائم.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries. Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to **those** with normal hearing. In some schools, sign language is being offered as a foreign language.

لقد تطورت العديد من المتغيرات اللغوية (اللهجات والكلمات والمصطلحات والكلمات) الخاصة بلغة الإشارة العربية، هنالك العديد من لغات الإشارة العربية بعدد الدول التي تتحدث اللغة العربية ذاتها. يتم الترويج مؤخراً لفوائد تعلم لغة الصم ليس فقط للصم انفسهم بل لهؤلاء الذين يمتلكون حاسة سمع طبيعية. يتم توفير مساق دراسة لغة الصم كلغة اجنبية في بعض المدارس.

Since, like all languages, sign language has a grammatical structure, **it** is now being recognised and taught as an optional foreign language. Learning sign language is of enormous benefit to anyone, whether **they** can hear or are deaf. Like learning any new language, **it** involves and challenges the brain. **It** also allows people **who** master sign language to be able to communicate with a new international community.

وكما في جميع اللغات، تمتلك لغة الصم بناء قواعدي وهو الآن معترف به ويتم تعليمه كلغة اجنبية. ان لتعلم لغة الإشارة فوائد عظيمة لأي احد سواء كانوا يستطيعون السمع او كانوا صم . وكما في تعلم اي لغة جديدة فهي تشمل على تحريك وتحدي الدماغ. وايضاً تسمح لهؤلاء الذين يجيدون لغة الإشارة التواصل من مجتمع دولي جديد.

#### **Exercise 5: Now, answer the following questions:**

1- In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?

.....  
.....

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

.....  
.....

3- Do you agree that hearing people would benefit from learning sign language? Why/Why not?

.....  
.....

4- Quote the sentence which indicates that there are as many sign languages as spoken languages in the world.

.....  
.....

5- Who were the first people to invent a sign language?

.....  
.....

6- Who developed sign language in France and when was that?

.....

7- It is preferable to offer sign language as a foreign language in public institutions. Think of this statement and, in two sentences, write down your point of view.

.....

.....

8- How was sign language first taught formally? .....

9- What is the meaning of the underlined/bolded word “replicated”?

.....

10- How many people around the world use sign language as their first language?

.....

11- The author suggests that the use of sign languages and spoken languages do not differ, how is that? .....

.....

12- What do the bolded words (pronouns and other words) refer to?

.....

.....

13- Why are sign languages being offered as a foreign language in some schools?

.....

.....

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

.....

15- Learning sign language is beneficial for anyone for two reasons suggested in the last paragraph. Write these two reasons down.

.....

.....

16- Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems.

.....

.....

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	cryptophasia (n)	the development by twins of a language that only they can understand	التخاطب اللغوي لدى التوائم
2-	discourse	communication in speech or writing	الخطاب
3-	absorbed	Received	استوعب / استقبل
4-	experimental	part of an experiment	تجريبي / متعلق بالتجربة
5-	mimic	copy, make the same sound	تقليد / محاكاة
6-	tempting	attractive, desirable	مغري
7-	stimuli	things that make you interested	محفز
8-	pace	Speed	سرعة

**Exercise 6: Choose words from the table above to fill the gaps in the following sentences:**

- 1- He set off running at a furious .....
- 2- It's ..... to blame television for the increase in crime.
- 3- The drug is still at the ..... stage
- 4- ..... is a developed way of communicating between twins.
- 5- Many people were .....king the way Mr. Moh'd Aswad use in writing.

**Unit Eight Text Three: What are they talking about? (2016)**

ما الذي يتحدثون عنه

It is fascinating to observe the way language is **absorbed** by a baby. **He** or **she** quickly learns to respond to certain sounds and words, for example 'mum' or 'dad'. Then, after a few months, the baby starts to **try out** **experimental** noises and **mimic** sounds. A one-year-old baby can probably say a few words – and certainly understands a lot more. After two years, many children have a vocabulary of about fifty words.

إنه لمن المذهل ملاحظة كيفية اكتساب الطفل للغة. يتعلم الطفل سريعاً كيفية الإستجابة لأصوات وكلمات معينة مثل "بابا" و "ماما". وبعد عدة أشهر، يبدأ الطفل بتجربة بعض الأصوات التجريبية وتقليد الأصوات. يستطيع طفل في السنة الأولى من عمره أن يقول بضع كلمات وبالتأكيد يستطيع فهم أكثر من ذلك. وبعد سنتين يمتلك الأطفال مجموعة مفردات من حوالي خمسين كلمة.

With twins, however, the story might be a little different. First of all, **their** development is sometimes slower. It is thought that **this** may be because some twins have less one-to-one interaction with adults than single babies have, and **they** spend more time communicating with each other. Secondly, some twins seem to develop **their** own unique language. While **this** is not very common, **it** is certainly fascinating. **They** speak – and seem to understand – strange 'words' and sounds **that** nobody else can **make out**. This is known as 'cryptophasia'.

Certainly, what **they** say isn't understood by anyone else, but is **it** really a language?

لكن الأمر قد يبدو مختلفاً في حال كنا نتكلم عن التوائم. أولاً، يكون التطور لديهم أبطأ. يُعتقد هذا بسبب أن بعض التوائم يكون بينهم تفاعل أقل مع الكبار من الأطفال الآخرين لأنهم يقضون وقت أكثر يتفاعلون مع بعضهم. ويبدووا ثانياً أن بعض التوائم لديهم القدرة على تطوير لغتهم الخاصة بهم. هذا ليس شائعاً ولكنه مذهل. يتكلمون ويبدووا عليهم الفهم لكلمات غريبة ويبدووا أن ليس هناك أحد آخر قادر على فهمها. يعرف هذا بـ "كلام التوائم السري". ما يقولونه ليس مفهوماً لأحد آخر بالتأكيد. ولكن هل هي حقاً لغة؟

Although it is **tempting** to believe that these twins really do **make up** **their** own secret language, the truth is probably much simpler. Most experts think that as both children are

experimenting with language at the same time, and **both** have been presented with the same sounds and stimuli since birth, **they** are very likely to recognise what the other one says. In other words, **they** are both developing **their** 'real' language at the same pace and making the same mistakes along the way.

وبالرغم انه من المغري ان نصدق ان هؤلاء التوائم فعلا يصطنعون لغتهم الخاصة، فإن الحقيقة أبسط بكثير. يعتقد اغلب الخبراء انه بما ان الطفلين يقومون بتجارب لغوية في نفس الوقت، وبما ان كلاهما قد تعرضا لنفس الأصوات والمحفزات منذ الولادة، فمن السهل ان يميز كل واحد منهما ما يقول الآخر. وبمعنى آخر، كلاهما يقوم بتطوير لغته الحقيقية بنفس السرعة ويقترون نفس الأخطاء في نفس السياق.

**Exercise 7: Now, answer the following questions, the first five are taken from the book itself:**

1- According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?

.....

.....

2- The article suggests two reasons for the slower language development of some twins. What is it? (2016)

.....

.....

3- What does 'cryptophasia' mean?

.....

4- Do some twins really communicate with strange words and signs?

.....

.....

5- Do most experts believe that twins invent secret languages?

.....

6- What is the linguistic situation for a one-year-old baby?

.....

.....

7- Why is it believed that twins language development is sometimes slower?

.....

.....

8- Quote the sentence which indicates the ideal age for a baby with a vocabulary list of about fifty words? .....

.....

9- What do the bolded/underlined words "absorbed / experimental / mimic / tempting / stimuli" mean?

.....

.....

10- What do the underlined pronouns refer to?

.....

.....

.....

.....

11- **Critical thinking**: Mention something interesting in the development of children's language and why is that interesting for you? .....

.....

.....

.....

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	reserve (n/v)	something kept back or set aside, especially for future use	محمية / يحمي
2-	brunch	a meal eaten in the late morning; a combination of breakfast and lunch	وجبة افطار متأخرة

### Unit Eight Text Four: Something Worth Waiting For

شيء يستحق الإنتظار

It was the day after my school graduation and my parents had been acting secretly all week, so I knew something was going to happen – I just didn't know what! The first sign that something was different was the silence when I woke up. Normally, the house would be full of noise but **there** was no sound! I got dressed quickly and hurried downstairs, and as I got to the kitchen door my little brother jumped out and shouted 'SURPRISE!'. My dad then explained that we would be going to my favourite restaurant for a celebratory **brunch**. I ran upstairs to get changed, and we set off to the restaurant.

لقد كان اليوم الذي تلى تخرجي ولقد كان والدي يتصرفان بطريقة سرية طوال الأسبوع، لذلك عرفت ان شيئاً ما كان سيحدث. لم اكن اعرف ما هو. أول علامة على ان شيئاً ما كان غريباً هو الصمت عندما استيقظت. عادةً ما يكون المنزل ضاجاً بالصوت ولكن لم يكن هناك اي صوت. لبست بسرعة وهرعت إلى الأسفل، وعندما وصلت إلى باب المطبخ قفز اخي وصرخ مفااااجاً. وأوضح أبي عندها أننا سنذهب إلى المطعم المفضل لدي لتناول وجبة غداء احتفالية. ركضت إلى الأعلى لأبدل ملابسني وانطلقنا إلى المطعم.

Suffice to say that the meal was delicious. When we had finished, my dad just drove on with a smile on **his** face... I finally realised we were heading towards the Dhana Nature Reserve! To cut a long story short, the reserve didn't disappoint me. We saw animals in **their** natural habitat, and watched craftspeople at work. The crafts **they** were making were so colourful and beautiful.

يكفي أن أقول أن الوجبة كانت لذيذة. وعندما انتهينا، قاد أبي السيارة وعلى وجهه ابتسامة... أدركت في النهاية أننا متجهون نحو محمية ضانا الطبيعية! ولكي اختصر عليكم القصة. كانت المحمية في محل التوقعات. رأينا حيوانات في مسكنها الطبيعي وشاهدنا الحرفيون اثناء عملهم، كانت الأعمال التي كانوا يصنعونها جميلة وناصعة الألوان.

I should explain that I'm going to university to study Zoology (the study of living things) but I've never been to this particular reserve, and **it** is a passion of mine! When it was time to go, I gave my parents a hug, saying 'Thank you so, so much! It was the best graduation present ever!'. Full of happiness, I slept all the way back home.

كان من المفترض أن أوضح أنني سأدرس علم الحيوانات في الجامعة ولكنني لم أتأبداً لهذه المحمية وهي شغفي. وعندما حان وقت الذهاب. إحتضنت والدي وقلت لهم اشكرهم كثيراً! لقد كانت أفضل هدية تخرج على الإطلاق. وقد نمت سعيداً طوال رحلة العودة إلى البيت.

#### Exercise 8: Answer the following questions:

1- How do you think the author felt that morning? How does he/she let you know this?

.....

.....

2- What do you think might happen in the rest of the story?

.....

.....

3- What details does the author include?

.....

.....

4- What details does he/she ignore?

.....

.....

5- Why do you think he/she includes some details and ignores some?

.....

.....

6- What do the underlined/bolded words "**brunch / Zoology**" mean?

.....

7- What do the bolded pronouns refer to?

.....

.....

.....

8- Quote the sentence which indicates that the author was extremely happy.

.....

.....

9- Do you think it is important to reward those who have achieved good grades at school?  
Mention something like this which happened with you or someone you know.

.....

.....

.....

.....

### الكلمات التي لا تدل على جنس: Gender-Neutral Words

- هناك كلمات تدل على جنس المتكلم مثل الكلمات التي في يسار الجدول، وكلمات أخرى لا تدل على جنس لأن في بعض الأحيان لا يجوز أن نفترض أن الفاعل ذكر أو أنثى بدون وجود دليل على جنسه. هذه أحد أنواع المساواة بين الرجل والمرأة والتي ينادي بها العالم.  
عندما نريد أن نرجع ضمير على الكلمات التي لا تدل على جنس نستخدم الضميرين (he/she) أو (they).

No	Gender-specific words كلمات محددة للجنس	Gender-neutral words كلمات غير محددة للجنس
1-	businessman, businesswoman	business person
2-	salesman, saleslady	sales assistant/salesperson
3-	headmaster, headmistress	head teacher
4-	he or she	they
5-	mankind	humans
6-	fireman	firefighter
7-	Postman (2016/w)	postal worker
8-	policeman	police officer
9-	stewards and stewardesses	flight attendants
		مش مهمين
10-	chairman	chairperson
11-	seaman	sailor
12-	spaceman	astronaut

### Exercise 9: A- Choose the best options to complete the sentences. Then compare with a partner.

- 1- For centuries, **mankind has / humans have** preserved culture through storytelling.
- 2- A **postman / postal worker** delivers your post.
- 3- During the flight, the **flight attendants / stewards and stewardesses** will serve you drinks.
- 4- At the book fair, everybody was buying **their / his** favourite books.
- 5- If you need to report a crime, speak to a police **woman / officer**.

### **B- (2016) Study the following sentence and answer the question that follows.**

- A postman delivers your post.

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



## Grammar

### 1- Phrasal Verbs: الأفعال المركبة

- وهو فعل متبوع عادة بحرف جر او/ و ظرف. هذا النوع من الأفعال شائع في اللغة الإنجليزية ولكنه غير مألوف في اللغة العربية. يعطي الفعل منفرداً معنىً مختلف للمعنى الذي يعطيه في حال مصاحبته للظروف وحروف الجر.

No	phrasal verb	English Meaning	المعنى بالعربية
لا يمكن فصل حرف الجر او الظرف عن الفعل			
1-	look into (2016)	to investigate	يتفحص / يتحرى
2-	come up with	think of/ produce something (an idea), especially when pressured or challenged	يستنتج فكرة
3-	get away with	to do something wrong without being discovered or with only a minor punishment	يفلت من العقاب
4-	get over		يتعافى من المرض
5-	get on (with)	be friendly	يتدبر امر شيء ما / يتماشى مع
6-	go ahead (with)		يتقدم
7-	point at		يظهر / يشير إلى
8-	go back		يعود
9-	look for		تبحث عن شيء فقدته
10-	look forward to		يتطلع بفارغ الصبر
11-	go away		ابتعد
12-	stand out	to be much better than other similar people or things	يبرز / يتميز
13-	grow up	spend my childhood	يكبر
14-	get on well	be in a good relation	يتماشى مع
15-	look at		فكر ب / تمنع ب
16-	tend to		يميل إلى
17-	come about	happen	يحدث
18-	eat out	eat away from home, especially in a restaurant	يتناول طعاماً خارج المنزل
الظرف او حرف الجر يمكن ان يأتي قبل أو بعد المفعول به (يمكن فصله)			
19-	point out	to show something to someone by pointing at it	يشير إلى
20-	find out	discover	يكشف
21-	pick up		فهم / التقط
22-	carry out	complete, do	يقوم ب
23-	leave out	don't include / omit it	اترك / لا تشمل
24-	look up (2016)		يبحث عن / يتفقد كلمة او موعد
25-	take up		يتخذ (هواية جديدة مثلاً)
26-	take away		يأخذ بعيداً (عن المطعم مثلاً)
27-	speed up	hurry up	يسرع
28-	take off		يخلع / يزع (الحذاء مثلاً)
29-	try out		يجرب
30-	make up	invent	يصنع / يخترع / يخلق
31-	get up		ينهض
32-	make out	understand	يفهم

**ملاحظة:** - إذا كان الفعل المركب فعلاً متعدٍ (أي يحتاج مفعولاً به) وكان المفعول به ضمير (Object pronouns) فإن الفعل يُفصل ويوضع الضمير بين الفعل وحرف الجر إجبارياً:  
- أما إذا كانت المفعول به اسماً فإن الفعل يُفصل ويوضع الاسم بين الفعل وحرف الجر اختياريّاً.

**Exercise 10: Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me). Consider whether the two parts of the verb can be separated or not.**

look into / come up with / come about / point out /  
get away with / carry out / leave out

- 1- As part of the interview, we will be asking all candidates to ..... a short task.
- 2- Ali broke the glass, but his mother didn't notice. He ..... it.
- 3- Last night, I watched an interesting documentary about how the ice age .....
- 4- I've been thinking about a subject for my History project, and I've ..... some ideas.
- 5- I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to .....
- 6- Thank you for writing to us about the non-delivery of your parcel. We promise to ..... immediately.
- 7- We're asking candidates to ..... a short task.

**Exercise 11: Replace the words and phrases in bold with the phrasal verbs from the box. One phrasal verb is not needed.**

carry out / come about / come up with / get away with / grow up /  
leave out / look at / look into / point out

- 1- Let's **investigate** the story and discover what really happened. ....
- 2- I wish scientists would **think of** a way to prevent flu! .....
- 3- I was born in a small village, but I didn't **spend my childhood** there. ....
- 4- This Maths homework is difficult! Could you **show me** where I've gone wrong? .....
- 5- Before I can solve the problem, please tell me – how did it **happen**? .....
- 6- (2017) I need to **do** some research before I start my project. ....
- 7- Yaseen has replaced the plate he broke, so he will **not be blamed for** it. ....
- 8- **You don't have to include** your surname when you sign a friendly letter. ....

**Exercise 12: Circle the correct phrasal verb.**

- 1- Can you **point at / point out** my mistakes when I speak, please?
- 2- The police will **look at / look into** the incident.
- 3- Adnan was late for the meeting, but he **came up with / got away with** it.
- 4- The experiment which we **carried out / left out** yesterday was very interesting.
- 5- I hope I can **come up with / come about** a way of solving this puzzle.

**Exercise 13: Rewrite the sentences with phrasal verbs formed from the verbs in the box.**

come (x2)	find	leave	look	point	speed
-----------	------	-------	------	-------	-------

1- Ahmad should **hurry** 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**. ....

**Exercise 14: Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may need to change the word order.**

her / him / it / them
-----------------------

1- The class looked at **Omar** in admiration when he gave a speech.  
.....

2- How did you come up with **the plan**?  
.....

3- Did you leave **Fatima** out? Remember, she's invited.  
.....

4- I'll look up **the train times** online.  
.....

5- Farid and I are going to carry out **the class survey**.  
.....

6- We'll look into **your complaints**.  
.....

7- Fatima pointed **her sister** out to us and introduced us to her.  
.....

8- I don't think the robbers will get away with **the crime**.  
.....

### **Exercise 15: What does the underlined phrasal verbs mean?**

1- We're **looking into** the possibility of merging the two departments.

.....

2- We're **looking into** the problem.

.....

3- They **came up with** a good idea.

.....

4- I **made up** an excuse about having to look after the kids.

.....

5 - Where did you **grow up**?

.....

6- My sister and I **get on well**.

.....

### **Exercise 16: Identify separable and non separable phrasal verbs.**

#### **A- Non-Separable Phrasal Verbs:**

1- He **looked into** hiring another secretary, but it would have been too expensive.

2- Gavin **came up with** the idea of dividing the rooms in half.

3- If I thought I could **get away with** it, I wouldn't pay any tax at all.

4- She was only just **getting over** the flu when she got a stomach bug.

5- I don't really **get on with** my sister's husband.

6- We've received permission to **go ahead with** the music festival.

7- Don't **point at** people, it is not ok.

8- That restaurant was terrible - I'm never **going back** there again.

9- I am **looking for** a pencil that I lost yesterday.

10- I'm really **looking forward to** my holiday.

11- **Go away** and leave me alone!

12- We had lots of good applicants for the job, but one **stood out** from the rest.

13- I **grew up** in Scotland.

14- He'll **get on well** with Anthony - they're birds of a feather.

15- Management is **looking at** ways of cutting costs.

16- People **tend to** live in cities rather than country areas.

17- How did the problem **come about** in the first place?

18- When I lived in Spain, I used to **eat out** all the time.

#### **- Separable Phrasal Verbs:**

19- If you see her, please **point her out** to me.

- The tour guide **pointed out** *the inscription* that runs round the inside of the dome.

20- I must **find out** how much it will cost.

- 21- Don't bother with the computer manual - you'll **pick it up** as you go along.
- When you live in a country you soon **pick up** the language.
- 22- The study will be **carried out** over a six-month period.
- 23- I've made a list of names - I hope I haven't **left anyone out**.
- None of the other children play with her, and I think she feels rather **left out**
- 24- I had to **look up** the word 'possession' to check how to spell it.
- You could try **looking him up** in a dictionary of biography.
- 25- I'm thinking of **taking up** tai chi.
- 26- **Take** these chairs **away** - we don't need them.
- Every individual has rights which must never be **taken away**.
- 27- This drug may have the effect of **speeding up** your heart rate.
- 28- Oops - I forgot to take the price label off your present.
- She took off her rings to do the washing-up, and now she can't find them.
- 29- Don't forget to **try out** the equipment before setting up the experiment.
- 30- She told us stories about her family, but they were all **made up**.
- There was no fire - he **made it all up**.
  - If you can't think what to write, just **make** something **up**.
- 31- What time do you **get up** in the morning?
- 32- I can't **make out** your writing.
- She's a strange person - I can't **make her out** at all.

## 2- Question tags: السؤال الذيلي التأكيدي

- هي اسئلة تضاف في نهاية الجمل ويكون الهدف منها التأكيد عن طريق الاستفسار أو الإستعلام:
  - Ali is happy, **isn't he**?
- الطريقة: نضيف سؤال منفي للجملة المثبتة ونضيف سؤال مثبت للجملة المنفية عن طريق أخذ الفعل المساعد من نفس الجملة ووضعها في السؤال الذيلي مع وضع ضمير بدل الاسم الأصلي في الجملة ولا يتغير زمن الجملة.
  - You've read this book, **haven't you**?
  - You **haven't** read this book, **have you**?
  - You're tired, **aren't you**?
  - You're **not** tired, **are you**?
- إذا لم يكن هناك فعل مساعد نضيف (doesn't) لسؤال الجملة التي تحتوي على فعل معه (s أو es) :
  - She eats too much, **doesn't she**?
  - She does speak English, **doesn't she**?
- ونضيف (don't) لسؤال الجملة التي تحتوي على فعل مجرد مضارع وضمير بدل من الفاعل:
  - They eat too much, **don't they**?
  - You do speak English, **don't you**?
- و (didn't) لسؤال الجملة الماضية مع ضمير بدل من الفاعل:
  - They **broke** the window, **didn't they**?
  - You met him, **didn't you**?
- ونحذف نفي الفعل المساعد من الجملة الأصلية ونضع الفعل المساعد في السؤال الذيلي.
  - She **doesn't** speak English, **does she**?
  - They **didn't** eat that pie, **did they**?
- مع الأفعال الشكلية (Modals) نستخدمها نفسها وإذا كان منفي يصبح مثبت وإذا كان مثبت يصبح منفي:
  - He **might** play tomorrow, **mightn't he**?
  - We **mustn't** be late, **must we**?
- مع (Let's...) نستخدم (Shall we..):
  - Let's go home now, **shall we**?
  - Let's play football, **Shall we**?
- نستطيع إعادة صياغة الأسئلة التي تبدأ ب (Shall I.....) لنستخدم سؤال ذيلي، هذا يجعل الجملة بها تأكيد أكثر:
  - Shall I help you with your homework?
  - I'll help you with your homework, **shall I**?
- نستبدل (will) ب (shall) إذا كانت جملة فيها عرض خدمة مثلا كما في المثال السابق ولكن إذا كانت جملة خبرية كالتهديد أو تصريح بالقيام بعمل فنستخدم (will) كما في:
  - That dog is annoying, I will shoot it, **won't I**?
- أحيانا إذا كانت الجملة تحتوي على (will) بمعنى عرض أو توفير مساعدة نحول (will) إلى (shall) كما في المثال التالي:
  - I'll help you with your homework, **shall I**?
  - Ali will bring us some tea, **shall he**?

- هناك بعض الجمل تكون منفية نفي ضمني تعامل معاملة النفي:

Positive Statement Treated as Negative Statement	Positive Tag
He <b>never</b> came again,	did he?
She can <b>rarely</b> come these days,	can she?
You <b>hardly</b> ever came late,	did you?
I <b>barely</b> know you,	do I?
You would <b>scarcely</b> expect her to know that,	would you?

- ركزلي على هالجدول الله يرضالي عليك/ي ولا تقولولي ظظظظظررررررريبيبوووونتنتنتنا!!!!!!

I <b>am</b> right, aren't I? ( <i>not amn't I</i> )
You <b><u>have to</u></b> go, <b><u>don't</u></b> you?
She <b><u>has to</u></b> go, <b><u>doesn't</u></b> she?
Sami <b><u>had to</u></b> go, <b><u>didn't</u></b> he?
I <b>have been</b> answering, <b>haven't</b> I?
<b>Nothing</b> came in the post, <b>did</b> it?
<b>Let's</b> go, shall we?
He'd better do it, <b>hadn't</b> he?

### ملاحظات:

- نستخدم (they) لتعود على (everyone, everybody, someone, somebody, no one, nobody) بالرفع من ان هاذة ضمائر تعود على مفرد لكن لا نعرف جنسه.

- Everyone is pointing at me, aren't they?

- ونعوض عن (these/those) ب (they):

**- Those aren't the books of our library, are they?**

- في الأغلب نستخدم الصيغة القصيرة للفعل المساعد مع النفي.

- نعوض عن (that/this) ب (it):

- This is John's pen, isn't it?

- مع (everything/ nothing/anything) نستخدم الضمير (it):

- Everything is ok, isn't it?

- جمل الأمر المثبتة يكون سؤالها ب (will/would/won't you?):

**- Stop day dreaming, will/won't you?**

**- جمل الأمر المنفية يكون سؤالها ب (will you?):**

- Don't stop singing, will you?

- هذه الجداول تحتوي تلخيص للقاعدة بشكل عملي:

سؤالها	الجملة
?سؤال منفي	جملة غير منفية
isn't it?	Snow is white,
?سؤال غير منفي	جملة منفية
do you?	You don't like me,

**Exercise 17: Identify what happened in the following sentences:**

- 1- But you **don't** really love her, **do** you?
- 2- This **ll** work, **won't** it?
- 3- **Nothing** will happen, will **it**?
- 4- Well, I **couldn't** help it, **could** I?
- 5- But you'll tell me if she calls, won't you?
- 6- We'd never have known, would we?
- 7- Oh, you do know him, don't you?
- 8- The weather's bad, isn't it?
- 9- You won't be late, will you?
- 10- Nobody knows, do they?
- 11- You never come on time, do you?
- 12- You couldn't help me, could you?
- 13- So you don't think I can do it, don't you? (British English)
- 14- Shut up, will you!

**Exercise 18: Match the sentences from the recording and the question tags.**

- 1- You did English at university last year, .....
- 2- You don't understand what gender-neutral means, .....
- 3- I'll tell you what I understand by the term, .....
- 4- That doesn't help me to answer the question in my essay, .....
- 5- I have to start my essay, .....
- a- don't I?
- b- shall I?
- c- didn't you?
- d- do you?
- e- does it?

**Exercise 19: Write the question tags.**

- 1- You can't help me with this, .....?
- 2- She wasn't there yesterday, .....?
- 3- We should try to help, .....?
- 4- You haven't got a pen I can borrow, .....?
- 5- Your mother comes from Madaba, .....?
- 6- They sold their house, .....?
- 7- You'll phone me later, .....?
- 8- It doesn't rain here, .....?
- 9- The meeting is next Wednesday, .....? It isn't tomorrow, .....?
- 10- They are coming, .....?
- 11- It wasn't last Wednesday, .....?
- 12- They were Algerian, .....?
- 13- He lives in Wadi Musa, .....?
- 14- They should help, .....?
- 15- We can't walk away, .....?
- 16- They could go, .....?
- 17- You won't forget, .....?



**Exercise 20: Complete the following question tags.**

- 1- You live in Zarqa, ..... you?
- 2- They can't hear, ..... they?
- 3- It's funny, ..... it?
- 4- He has to go, ..... he?
- 5- She went home, ..... she?
- 6- I haven't won, ..... I?
- 7- You won't be late, ..... you?
- 8- He wasn't very well, ..... he?

**Exercise 21: Complete the following sentences by adding the correct question tags:**

- 1- (2016/w) I have to quit fatty food, .....?
- 2- (2016/w) The food in the restaurant wasn't extremely good, .....?
- 3- (2016/w) Let's walk along the beach, .....?
- 4- (2017) Kids mustn't eat too much chocolate, .....?
- 5- (2017) Children have had their lunch, .....?
- 6- (2017) Let's fight against poverty, .....?

**Exercise 22: Add the correct question tags:**

- 1- Jack can come, .....?
- 2- Mary can't swim, .....?
- 3- You like tea, .....?
- 4- Rami likes apples, .....?
- 5- You don't have a car, .....?
- 6- This /That is your book, .....?
- 7- These /Those are yours, .....?
- 8- There is a meeting tonight, .....?
- 9- Everything is okay, .....?
- 10- Everyone is happy, .....?
- 11- Nothing is wrong, .....?
- 12- Fatima went out, .....?
- 13- We had a lot of fun, .....?
- 14- Nobody called on the phone, .....?
- 15- You've never been here, .....?
- 16- I am strong, .....?
- 17- Let's go to the beach, .....?
- 18- He has a bicycle, .....?
- 19- She'll come, .....?
- 20- They won't go out, .....?
- 21- Your phone's black and silver, .....?
- 22- Email is quicker than traditional letters, .....?
- 23- Your aunt lives in Amman, .....?
- 24- In the past, the Chinese wrote with a brush and ink, .....?
- 25- (2016) Saleem and his brother spoke French in the conference, ..... they?

**Exercise 23: Circle the corrects question Tag: وزارى من امتحانات مادة الصناعى للسنوات السابقة:**

- 1- (2010) - Muna lives next door, .....?  
(does she / doesn't she / is she)
- 2- (2010) - Rami is very late, ..... ?  
(isn't he / is he / doesn't he)
- 3- (2010)- After the accident, the man couldn't use his hands, .....?  
(could he / doesn't he / does she)
- 4- (2011)- Laila likes watching television, .....?  
(did she / doesn't she / does she)
- 5- (2011)- Nadia has lost her handbag, .....?  
(has she / does she/hasn't she)
- 6- (2012)- Muna is using her mobile phone, ..... ?  
(is she / isn't she / doesn't she)
- 7- (2012)- You haven't brought your books with you, .....?  
(have you / haven't you / don't you)
- 8- (2013)- It isn't very late, ..... ?  
(it is / isn't it / is it)
- 9- (2013)- You have changed your phone number, .....?  
(have you / haven't you / you have)

### 3- Active and Passive

#### - ماهو المبني للمعلوم وما هو المبني للمجهول؟

المبني للمعلوم هو الحدث الذي يعرف فاعله. أما المبني للمجهول فهو الحدث الذي لا يظهر له فاعل في الجملة أو يكون متأخر. لماذا يحذف الفاعل أو يتم تأخيرها؟ يحذف الفاعل أو يتم تأخيرها لأنه غير مهم أو معروف اصلاً أو لأن التركيز في الجملة يكون على الحدث نفسه ليس على الفاعل.

#### - طريقة التحويل من المبني للمعلوم إلى المبني للمجهول:

1- إ حذف الفاعل من الجملة الأصلية. 2- ضع المفعول به في بداية الجملة الجديدة ، احذفه من الجملة الاصل لكي لا تتكرر في الجملة الجديدة. 3- ضع الفعل المساعد حسب شكل وزمن الفعل في الجملة الأصلية مع تحويل الفعل الرئيسي الى V3 او حسب الجدول الآتي بعد حفظه. 4- أكمل الجملة ان امكن وضع الفاعل الذي حذفته من بداية الجملة الاصلية في نهاية الجملة الجديدة مسبق ب (by) وضع علامة الترقيم المناسبة.

No	Active	Passive	Example
1-	V1 + (inf/ s / es) المضارع البسيط	is / am / are + V3	- They speak English in Jordan. - English is spoken in Jordan.
2-	V2 الماضي البسيط	was / were + V3	- They spoke English. - English was spoken.
3-	is / am / are + V-ing المضارع المستمر	is am + being + V3 are	- He is playing football. - Football is being played.
4-	was / were + V-ing الماضي المستمر	was + being + V3 were	- The man was teaching the kids. - The kids were being taught.
5-	have / has + V3 المضارع التام	have + been + V3 has	- Murad <b>has</b> changed the wheels. - The wheels <b>have</b> been changed
6-	had + V3 الماضي التام	had + been + V3	- He had broken the window. - The window had been broken.
7-	<del>have</del> <del>has + been + ing</del> <del>had</del>	<del>have</del> <del>has + been + being + V3</del> <del>had</del>	هذا زمن مجهول
8-	will can modals + V1 must have to going to	will can modals + be + V3 must have to going to	- I will pass the exams. - The exams will be passed.  - I am going to do the homework. The homework is going to be done.
9-	should will modal +have+V3 might may	should will modal +have+ been+V3 might may	- They must have introduced laws. Laws must have been introduced.

**- اهداف استخدام المبني للمجهول:**

1- للتركيز على خبر الجملة وليس على مبتدأها.

- Until the 1960s People hunted pandas for their skins.

- Until the 1960s pandas **were hunted** for their skins.

الكلام عن الباندا اهم من الصيادين و عملية الإصطياد

2- لجعل الجمل تبدو أكثر رسمية.

- Pandas **were** originally **found** in several parts of Asia.

3- إذا كنا لسنا بحاجة لذكر الفاعل.

**- متى لا نكون بحاجة لذكر الفاعل (agent):**

- My car **has been stolen**.

- إذا لم نعرف من هو الفاعل.

- Anyone who is caught hunting **is** severely **punished**.

- إذا كان الفاعل غامض او معروف للجميع.

- Panda sanctuaries **have been set up** in china.

- إذا لم يكن الفاعل مهم.

**Exercise 24: Complete the text with the correct passive form of the verbs in brackets.**

- ملاحظة: في هذه الحالة لتمييز اذا ما كانت الجملة مبنية للمعلوم او المجهول، ميز المبتدأ إذا ما امكن ان يكون فاعل او مفعول به، اذا كان المبتدأ فاعل فتكون الجملة مبنية للمعلوم اما اذا كان المبتدأ مفعولاً به فتكون الجملة مبنية للمجهول.

Jordanian Sign Language, or *Lughat al-Ishara al-Urdunia* (LIU), is the sign language that (1)..... (use) in Jordan. The language has several dialects. LIU (2) ..... (relate) to other sign languages in the Middle East, but none of these (3) ..... (research) extensively. An introductory grammar of Jordanian Sign Language (4) ..... (publish) in 2004 CE. By publishing this book, it (5) ..... (hope) at the time that hearing Arabs with an interest in sign language would learn more about the grammar of LIU and other sign languages in general. The publication is a very important achievement for LIU because, before 2004 CE, very little research about sign languages of the Middle East (6) ..... (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language (7) ..... (do).

**Exercise 25: Change the following sentences from Active to Passive:**

1- People speak English as a second language all over the world these days.

English.....

2- A mechanic mends cars which have problems.

Cars which have problems .....

3- They serve the dinner whenever we visit them.

The dinner .....

Note- **Nobody** told him to stay in the house.

- He **wasn't** told to stay in the house.

- He was told to stay in the house by **nobody**.

4- No one had touched the food before my dad came.

- The food .....

- The food .....

5- Mary hasn't written the postcard yet.

The postcard .....

6- Alice didn't make that pie.

هنا يجب استخدام الفاعل مرة أخرى (by ..... ) لان الجملة توحى لنا أن الفطيرة قد أعدت اصلاً ولكن الفاعل ليست الس.

That pie .....

7- Nobody can deny the role of the teacher.

- The role of the teacher can be denied by nobody.

- The role of the teacher can't be denied.

8- Is Tom fixing the door?

..... the door ..... ?

9- Shakespeare wrote many plays.

Many plays .....

10- Bill will invite Ann to the party.

Ann .....

11- Two horses were pulling the farmer's wagon.

The farmer's wagon .....

12- My cat died. هنا الجملة لا تتغير لعدم وجود مفعول به فيها لذلك نقترح إلى اهم عنصر من عناصر المبني للمجهول.

..... NO CHANGE .....

13- I agree with Dr. Khalid's theory.

Dr. Khalid's theory .....

14- (2013)- She must take the medicine on time.

- The medicine .....

15- The government should have introduced restrictive laws.

- Restrictive laws .....

16- He can't have finished his homework. He only started five minutes ago.

- His homework .....

17- The fisherman might have caught big fish.

- Big fish .....

18- They will have mended my watch by next week.

- My watch .....

19- The students must have answered all the questions.

- All the questions .....

- 20- (2012)- The farmer must water the plants in order to grow.  
The plants .....
- 21- (2011)- The government must save the historical sites.  
The historical sites .....
- 22- They could flood large areas of land when they were building the Three Gorges Dam.  
Large areas of land .....
- 23- The government can not start working in the dam until the whole tribe move.  
Working in the dam .....
- 24- She didn't play the violin.  
The violin .....
- 25- She cannot play the violin.  
The violin .....
- 26- Can she play the violin at the party today?  
- Can the violin be played at the party today?
- 27- We ,in this company, do not buy old computers.  
Old computers .....
- 28- I may not buy the computer.  
The computer .....
- 29- May I buy the computer?  
May the computer .....
- 30- Guests might play chess.  
Chess .....
- 31- Students should not study all lessons.  
All lessons .....
- 32- You must learn the test-taking strategies.  
The test-taking strategies .....
- 33- You must not learn the test-taking strategies.  
Test-taking strategies .....
- 34- They ought to take the examination.  
The examination .....

35- (2014)-Everyone must save the natural resources.

The natural resources.....

36- The engineers are going to design the new highway next month.

The new highway..... next month.

37- Everybody knows that smoking is dangerous.

.....

38- In the past, most letters ..... (write) by hand, but these days they are usually ..... (type)

39- (2016/w)- A new vocational school has ..... recently in my area. (build)

**Exercise 26: Rewrite the sentences in the passive. Use 'by' where necessary.**

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

.....  
.....

2- My mother taught me to read.

.....

3- Fifty years ago, they hadn't invented smartphones.

.....

4- Our teacher has already marked our exams, and now someone is checking them.

.....  
.....

5- They have just discovered some books that people wrote 200 years ago.

.....  
.....

6- (2016) Mr. Tarek will ..... a more responsible post **by** the manager. (offer)

7- (2017) **Our final science** project has ..... as the best project. (be/choose)

- كيف تميز هذه الجملة انها مبنية للمجهول؟ لاحظ المبتدأ الذي تحته خط لا يمكن ان تكون فاعل للفعل بين الاقواس لان المشروع لا يختار بل يتم اختياره لذلك فالجملة مبنية للمجهول. الدليل هنا عقلي اي يجب التفكير في الجملة لان الطالب العاري سيحل الجملة كالتالي (been choosing) ناهيك عن ان الفعل لا يقبل الإستمرار في هذه الجملة.

## كتابة المقالة القصيرة (مقالة الجريدة او المجلة): Writing An Article:

كتابة المقالة القصيرة (article) لها سمات خاصة منها انها تبدأ بأسئلة تشد القاريء إلى إكمال القراءة وانها تقسم إلى 5 فقرات واليك عزيزي كيفية كتابتها:

- 1- اختر الموضوع المناسب (يتم إعطائه لك في الإمتحان).
- 2- خطط مقالتك في خمس فقرات الأولى هي المقدمة والثلاث فقرات التالية هي العرض والفقرة الأخيرة هي الخاتمة.
- 3- فكر في عنوان لمقالتك وكتبه في اعلى الصفحة. يمكنك استنباط العنوان من السؤال.
- 4- راع الصحة القواعدية وعلامات الترقيم كالتالي: ؟ علامة السؤال بعن الاسئلة التي تكون في بداية المقالة ! علامة التعجب اذا تعجبت , الفاصلة عند انتقاء فكرة والكلام عن فكرة جديدة تخص نفس الفكرة الرئيسية. النقطة بعد نهاية الكلام في اخر الفقرات والجمل. لا تنس ان تترك فراغ مقدار كلمة عند بداية كل فقرة.

### - تقسم الفقرات كالتالي:

#### -الفقرة الأولى:

- 1- تبدأ المقالة بسؤال او اثنين او ثلاثة اسئلة تحفيزية للقاري. ثم وضح سبب كتابة المقالة:  
(The rest of the article will give you some useful information and advice.)

#### الفقرات الثانية والثالثة والرابعة:

- 2- البدء بمعالجة المطالب التي يطلبها واضع السؤال في السؤال كفوائد او اسباب او نتائج شيء ما وتقديم نصائح ابتدائية.
- 3- معالجة المزيد من المطالب والتي تكون في السؤال مع المزيد من النصائح.
- 4- التحدث عن النتائج او المطلوب الثالث في السؤال مع توعية القاريء بأهمية النصائح وضرورة اتباعها.

#### الفقرة الخامسة والاخيرة:

- 5- اختتم مقالتك بنصيحة او سؤال مع عرض نتائج.

مثال على المقالة:

### **Keep Moving to Keep Fit**

Do you move your body well? Do you think the amount of exercise you practice is enough? If you are getting-on-well with your exercises, this means your body is healthy and fit. If not, you have to pay attention to your way of life.

Most of those who live in cities travel by different means of transportation such as cars or trains, but this is not the way of life that helps in keeping your body fit. Because people eat different types of junk food these days, their bodies are not fit enough to allow them to live the healthy life they wish.

Many people ask how to become fit without following diets or doing hard exercises. The answer is so easy: keep moving to keep fit. Moving can change your life; you become active and helpful.

Being fit supports your self-esteem; your body is well shaped and you are so strong, at least you do not feel lazy. At the same point, your body becomes strong enough to face any diseases that may infect it and heal very fast.

If you have time and a strong well, start moving and change your lifestyle. In the end, you will be happier and more successful if you get-on-well with your moving abilities.



- What languages do they study?
- Where are the languages spoken? (e.g. in Italy, in Algeria)
- Who teaches them? (e.g. a school teacher, a tutor, a parent)
- Which one is the hardest? Why?
- Which one do they think is the most useful? Why?

- Handwriting practice sheet with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

Handwriting practice paper with horizontal lines and a large, faint watermark reading 'الخط' (Al-Khat) diagonally across the page.

Handwriting practice paper with horizontal lines and a large, faint watermark reading 'السلامة' (Al-Salamah) diagonally across the page.

### Writing an open letter:

- ستكتب رسالة مفتوحة اي رسالة تخاطب فيها مجموعة من الأشخاص. للقيام بذلك يلزمك القيام بما يلي:

- 1- ابدأ رسالتك بتحية افتتاحية مثل (Dear fellow students) تخاطب جمع وليس شخص كمجموعة من الطلاب.
- 2- في المقدمة: أكتب سبب كتابتك وارسالك لهذه الرسالة بحدود سطرين ونص ثلاثة.
- 3- في العرض: ناقش متطلبات السؤال واحداً واحداً وعد إلى السؤال مراراً وتكراراً لأن السؤال يعطيك معلومات تلزمك وتجعلك قادر على الكتابة. اجعل العرض في ثلاث فقرات مثلاً.
- 4- في الخاتمة: حاول أن تقدم نصيحة وتلخص ما تقدمت به في العرض.
- 5- أكتب خاتمتك وأمنياتك الجميلة للقارئ (Yours/Kind regards).

### ملاحظات هامة وجيدة:

- 1- اترك فراغ بين كل فقرة رئيسية اي بعد المقدمة وبين العرض والخاتمة.
- 2- استخدم ادوات الترقيم (punctuations) بشكل صحيح: مثلاً النقطة (full stop.) عند انتهاء الفكرة وفي نهاية الفقرات، الفاصلة (comma ,,) بين الافكار المترابطة او القريبة وبين التعداد ، النقاط المتعمدة او ما يسمى نقطتنا التفصيل (colon :::) وتستخدم عند التفصيل او التعداد. علامة التعجب (exclamation mark !!!) بعد التعجب والسؤال (question mark ???) بعد السؤال. الخ .....
- 3- استخدم الأزمنة الصحيحة والتي تعلمتها في الفصل الأول، مثلاً استخدم المضارع البسيط للكلام عن الاشياء التي تحدث في الوقت الحاضر والماضي للأشياء التي حدثت في الماضي وهكذا...
- 4- لا تنسى ان تجعل الحرف الأول كبير في الحالات التالية: اسم العلم مثل اسماء الأشخاص والدول ، الكلمات في اول الفقرات والكلمات بعد النقطة وعلامة الاستفهام وعلامة التعجب.
- 5- استخدم ظروف مثل (firstly/secondly/finally/however/therefore/consequently).
- 6- ركز على فكرة في كل فقرة واستخدم جمل قصيرة سهلة واستخدم كلمات تعرفها.
- 7- تأكد من الأخطاء الإملائية.

I'm going to live and study in Jordan for a year. I'm going to stay with a host family. Could you tell me a bit about living in Jordan?

Handwriting practice sheet with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

**Writing a Story (Competition Entry):** مثال على كتابة القصة هي قصة الفقرة الرابعة

### لكتابة القصة القصيرة، اتبع ما يلي:

- 1- ابدأ القصة بشكل مفاجيء ، يعني (What surprised me ..... ) مثلاً او (The first thing I thought...) وأكمل الفقرة بحوالي الثلاثة اسطر اربعة على الأقل.
- 2- حاول أن تدخل في الفقرة الثانية إلى الجزء الذي يقربك إلى الذروة (plot) اي حاول ان تجتذب القارئ لإكمال القراءة ولكي يصبح مثلهف لمعرفة ما الذي سيحصل بعد ذلك، استخدم هذه التعابير إن لزم:
- To move time on:** When it was time to go/To cut a long story short/Suffice to say...
- 3- حاول ان تجعل القارئ مصدوماً وإجعله يتخيل شيء غير الشيء الذي سيحدث.
- 4- ابدأ بالنزول في القصة لتوضيح الحقيقة مستخدماً بعض هذه التعابير:
- To increase suspense:** The first sign that something had happened/was wrong/was different

**Exercise 31:** A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title 'Something worth having'.

Handwriting practice lines with a large, faint watermark reading "أحمد" (Ahmed) diagonally across the page.

Handwriting practice lines with a large, faint watermark reading 'الخط العربي' (Al-Khat al-Arabi) diagonally across the page.

## Unit 8 Answers

**Ex1:** 1- intentional 2- look into 3- pop 4- blame 5- recall

**Ex2:** 1- pop 2- blame 3- spill 4- recall 5- affect

**Ex3:**

1- Yes, because the writer mentions that when describing an event, English speakers tend to mention the person who was responsible. Spanish or Japanese speakers would use a passive form.

2- carry out means “complete, do”.

3- Yes, I agree with the last concluding paragraph. I believe that culture, thought and language all together affect our thoughts and the way we speak. As a justification, different people from different cultures use their language differently.

4- “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.”

5-

Word	Reference
They	Sociologists
they	people
they	Sociologists
who	The person
their	languages
it	an action
who / this	the person
they	The Spanish and Japanese
it	our language
all	culture, thought and language

6- Our language affects the way we speak, also differences in our cultural habits and differences in the way we think are all factors that contribute in producing different way of both speaking and thinking.

7- A sociologist is someone who studies or is an expert in sociology.

8- Sociologists have been thinking about how people talk, asking whether the way we understand and remember experiences is influenced by language.

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

10- 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.

11- Ermmm, I don’t agree with this quotation because the limits of ,y world can be made wider by learning other languages, even if you don’t speak other countries’ languages, you still have the right to belong to this world.

**Ex4:** 1- replicate 2- register 3- evol- 4- dialect

**Ex5:**



1- I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.

2- I agree because even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.

3- I agree that hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.

4- "Just as there are different spoken languages in countries around the world, each country has its own sign language."

5- It is believed that the Italians were the first people to come up with a sign language system.

6- One of the early developers of sign language was Charles-Michel de l'Épée, whose mother tongue was French in the eighteenth century.

7- I do believe that it is good to offer sign language as a foreign language in public institutions. This is because hearing people should learn sign language to be able to communicate with deaf people naturally.

8- De l'Épée then set up a school for deaf people, which was replicated across Europe.

9- Replicate means "to produce a copy of something".

10- Sign language is used as a first language by about 70 million people in the world.

11- Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.

12-

Words or Pronouns	References
where	France
One / whose / He / he	Charles-Michel de l'Épée
which	a school for deaf people
it	teaching sign language actively
its	each country
Both / Both	sign and spoken languages
those	People with normal hearing
it	sign language
they	anyone
it / It	sign language
who	people

13- Sign languages are being offered in some schools as foreign languages because of the enormous benefit they have, sign languages also allow people who master them to be able to communicate with a new international community.

14- يختار الطالب فقط استخدامين

1- to share information 2- to tell stories 3- to have informal discussions and 4- to give formal talks.

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

16- Deaf people may face many challenges, we can help them overcome these challenges by learning their sign language and communicating with them easily, we can also teach hearing people these sign languages to make it easy for the deaf to communicate with.

17- I think it is so good and helpful to offer these sign languages as foreign languages to be taught at schools to help the community communicate with the deaf easily.

**Ex6:** 1- pace 2- tempting 3- experimental 4- cryptophasia 5- mimic

**Ex7:**

1- two differences: twins sometimes develop language more slowly than single babies; twins may also develop their own language

2- Some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other. Secondly, some twins seem to develop their own unique language.

3- the unique language that twins develop between themselves.

4- yes.

5- No, they don't. Twins develop their language in the same way as other children – by experimentation.

6- A one-year-old baby can probably say a few words – and certainly understands a lot more.

7- It is thought that this may be because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.

8- After two years, many children have a vocabulary of about fifty words.

9-

- absorbed: received

- experimental: part of an experiment

- mimic: copy, make the same sound

- tempting: attractive, desirable

- stimuli: things that make you interested

10-

Word / Pronoun	Reference
He/she	a baby
their	twins
this	slower development
they / their	some twins
this / it	developing unique language
They	some twins
that	strange 'words' and sounds
they	some twins
it	what they (twins) say
their	these twins
both/they/they/their	both children

11- Children sometimes create their own words and sometimes their own style and use it in a unique way for a long time until everyone around them understands it easily.

**Ex8:**

1- The author felt curious. He felt as if something was going to happen.

2- The author's parents might have been preparing a pleasant surprise celebrating his/her graduation. The title is Something worth waiting for, which indicates that there is something good to expect. Plus, the author tells us that he/she felt that his/her parents have been doing something secretly all week.

3- The author includes details such as descriptions of his/her feelings (in the morning, when he/she wakes up; when he/she realises they are going to the nature reserve).

- 4- He/She leaves out details of the meal and most of the reserve.  
 5- He/She does this because the important details are mostly how he/she felt during that day.  
 6- brunch: a meal eaten in the late morning; a combination of breakfast and lunch.  
 - zoology: the study of living things.  
 7-

Words / Pronouns	Reference
It	the day
my / I	the author
there	at the house
his	the author's dad
their	animals
they	craftspeople
it	reserve

8- "Full of happiness, I slept all the way back home."

9- Yes, it is so essential to reward those who achieve good marks. I once received a .....

When I got ..... كمل قصتك

**Ex9:** A- 1- humans have 2- postal worker 3- flight attendants 4- their 5 officer. B- postal worker

**Ex10:** 1- carry out 2- got away with 3- came about 4- come up with 5- leave it out 6- look into it

**Ex11:** 1- look into 2- come up with 3- grow up 4- point out 5- come about 6- carry out 7- get away with 8- Leave out.

**Ex12:** 1- point out 2- look into 3- got away with 4- carried out 5- come up with.

### **Ex13:**

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

### **Ex14:**

- 1- The class looked at **him** in admiration when he gave a speech.
- 2- How did you come up with **it**?
- 3- Did you leave **her** out? Remember, she's invited.
- 4- I'll look **them** up online.
- 5- Farid and I are going to carry **it** out.
- 6- We'll look into **them**.
- 7- Fatima pointed **her** out to us and introduced us to her.
- 8- I don't think the robbers will get away with **it**.

**Ex15:** 1- to investigate 2- to investigate 3- think of/ produce something (an idea), especially when pressured or challenged 4- invent 5- spend my childhood 6- be in a good relation.

**Ex16:** فقط تعرف على الأفعال التي يمكن فصلها والتي لا يمكن فصلها عن طريق مراجعة الأمثلة

**Ex17:** تعرف على الأسئلة الدلالية وكيفية عملها

**Ex18:** 1-c 2-d 3-b 4-e 5-a

**Ex19:**

1- can you? 2- was she? 3- shan't (should not) we? 4- have you? 5- doesn't she? 6- didn't they? 7- won't you? 8- does it? 9- isn't it?/is it? 10- aren't they? 11- was it? 12- weren't they? 13- doesn't he? 14- shan't they? 15- can we? 16- couldn't they? 17- will you?

**Ex20:** 1- don't 2- can 3-isn't 4- doesn't 5- didn't 6- have 7- will 8- was.

**Ex21:** 1- don't I? 2- was it? 3- shall we? 4- must they? 5- haven't they 6- shall we?

**Ex22:** 1- can't he? 2- can she? 3- don't you? 4- doesn't he? 5- do you? 6- isn't it? 7- aren't they? 8- isn't there? 9- isn't it? 10- aren't they? 11- Isn't it? 12- didn't she? 13- didn't we? 14- did they? 15- have you? 16- aren't I? 17- shall we? 18- doesn't he? 19- won't she? 20- will they? 21- isn't it? 22- isn't it? 23- doesn't she? 24- didn't they? 25- didn't.

**Ex23:** 1- doesn't she? 2- isn't he? 3- could he? 4- doesn't she? 5- hasn't she? 6- isn't she? 7- have you? 8- Is it? 9- haven't you? 10-

**Ex24:** 1- is used 2- is related 3- has/have been researched 4- was published 5- was hoped 6- had been carried out 7- is being done.

**Ex25:**

1- English is spoken as a second language (by people) all over the world (by people).

2- Cars which have problems are mended by a mechanic.

3- The dinner is served (by them) whenever they are visited (by us).

4- The food hadn't been touched before my dad came. (The dinner had been touched by no one before my dad came.)

5- The postcard hasn't been written by Mary yet.

6- That pie wasn't made by Alice. 8- Is the door being fixed by Tom? 9- Many plays were written by Shakespeare?

10- Ann will be invited to the party by Bill. 11- The farmer's wagon was being pulled by two horses.

13- Dr. Khalid's theory is agreed with by me. 14- The medicine must be taken on time by her.

15- Restrictive laws should have been introduced by the government.

16- His homework can't have been finished, He only started five minutes ago.

17- Big fish might have been caught by the fisherman. 18- My watch will have been mended by them by next week.

19- All the questions must have been answered by the students. 20- The plants must be watered in order to grow.

21- The historical sites must be saved by the government.

22- Large areas of land could be flooded when the Three Gorges Dam was being built.

23- Working in the dam can't be started until the whole tribe move.

24- The violin wasn't played by her. 25- The violin cannot be played by her.

27- Old computers are not bought by us in this company. 28- The computer may not be bought by me.

29- May the computer be bought by me?

30- Chess might be played by guests.

31- All lessons should not be studied by students.

32- The test-taking strategies must be learnt by you.

33- The test-taking strategies must not be learned by you.

34- The examination ought to be taken by them.

35- The natural resources must be saved by everyone.

- 36- The new highway is going to be designed by the engineers next month.
- 37- That smoking is dangerous is known by everyone.
- 38- were written / typed.
- 39- been built

**Ex26:**

- 1- Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.
- 2- I was taught to read by my mother.
- 3- Fifty years ago, smartphones hadn't been invented.
- 4- Our exams have already been marked by our teacher, and now they are being checked.
- 5- Some books that were written 200 years ago have just been discovered.

## Unit 9: The World of Business / عالم الأعمال

No	Word/Phrase	English Meaning	المعنى بالعربي
1-	be able to answer detailed questions	to have the ability to understand complicated questions and respond to them appropriately	أن تكون قادراً على إجابة سؤال مفصل
2-	do a deal (v)	to arrange an agreement in business	يعقد صفقة
3-	give a business card	to give someone a card that shows a business person's name, position and contact details	يعطي بطاقة أعمال
4-	make small talk	to have an informal chat with someone in order to start a conversation	يجري محادثة بسيطة
5-	negotiate (v) negotiation (n) negotiable (adj)	to discuss something in order to reach an agreement, especially in business or politics	يتفاوض
6-	shake hands (v)	to move someone's hand up and down in a greeting	يسلم باليد
7-	tell a joke (v)	to say something to make people laugh	يقول نكتة
8-	track record (n)	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	الإنجازات
9-	compromise	When each side changes their position a little so that they can agree.	مساومة
10-	conflict	When two sides disagree and argue	صراع
11-	patient	When you stay calm and take your time	صبور
12-	previous	last	سابق

### Exercise 1: Choose words from the table above to complete the following sentences:

- I've managed to ..... a five per cent pay increase with my boss.
- "Press the flesh" is an informal way to "....." with a lot of people.
- Some people cannot even ..... because they don't know the 101 of doing business.
- Aswad always ..... whenever we meet.
- The school has a strong ..... in getting its students through examinations.

### Unit Nine Text One: Doing business in China

العمل في الصين / إنجاز الأعمال في الصين

Today, we talk to Mr. Ghanem, a businessman based in Amman who often visits China. We asked him when he first started doing business with China. 'I've been doing business with China for many years. **My** first trip **there** was in 2004 CE, and **it** was not very successful.'

نتحدث اليوم للسيد غانم، وهو رجل أعمال مقره عمان يزور الصين بشكل متكرر. سألناه متى بدأ أول مرة القيام بأعمال مع الصين. لقد كنت أقوم بالأعمال مع الصين لعدة سنوات. كانت أول رحلة لي هناك في عام 2004. ولم تكن ناجحة جداً.

#### **Why was it not successful?**

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

لماذا لم تكن ناجحة؟ كنت اعمل لدى شركة كمبيوتر صغيرة في عمان، فأرسلوني الى الصين بينما كنت صغيراً تماماً. لو أنهم أدركوا ان الصينيين يحترمون العمر والخبرة اكثر من الشباب. (ترجمة وإعداد الأستاذ محمد الأسود)

### Did you make any mistakes on that visit?

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

هل قمت بأي اخطاء في تلك الزيارة؟ نعم، اتمنى لو انني بحثت عن الثقافة الصينية قبل زيارة البلد. لكي تكون ناجحاً في الصين، يجب أن تكسب احترامهم. يسأل رجال الأعمال الصينيون عن نجاحات الشركة في الماضي. ولأنني كنت حديث العهد بالعمل لدى تلك الشركة الجديدة، لم يكن بإستطاعتي التحدث عن تاريخها العملي. لم أقم بأي صفقات عمل في تلك الرحلة الأولى.

### When did you learn how to be successful in China?

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

متى تعلمت أن تكون ناجحاً في الصين؟ انضمت لشركة أكبر وأرسلوني في دورة وعي ثقافي. في زيارتي التالية للصين، بدا الأمر وكأنني لم اعرف اي شيء في زيارتي الأولى!

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

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

ما النصيحة التي تعطيتها للناس الذين يرغبون بالقيام ببعض الأعمال في الصين؟ قبل زيارة اي شركة، اقوم بإرسال توصيات من زبائن سابقين. وارسل ايضا بطاقتي الشخصية وفيها منصبي في العمل ومؤهلاتي مترجمة إلى اللغة الصينية. (ترجمة وإعداد الأستاذ محمد الأسود)

### Can you tell us about your last meeting in China?

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

هل يمكنك إخباري عن إجتماعك الأخير في الصين؟ بالطبع! وصلت في الموعد المحدد. لا يجب ان تصل متأخراً، لأن ذلك يعكس عدم الاحترام. وعندما التقيت بمدير الشركة، سلمت عليه بلطف. بدأت الإجتماع بحديث بسيط عن تجاربي المثيرة للإهتمام في الصين. خلال الإجتماع، حرصت على ان اتكلم واتحرك بهدوء وسيطرة. لم اقل اي نكتة ابداء، لأن ذلك يمكن ان لا يترجم بشكل صحيح او من الممكن أن يسبب ازعاج.

### Was it a successful meeting?

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

هل كان إجتماعاً ناجحاً؟ نعم لقد كان ناجحاً. علمت بأن المدير قد تحرى عن عملي بشكل مفصل قبل الإجتماع، لذلك كنت على استعداد لأسئلته المفصلة. عندما بدأت التفاوض، بدأت بالأمور الهامة. يؤمن الصينيون بتجنب الخلافات. ومن الضروري ان تكون دائماً صبور. وكنت جاهزاً للمساومة، لذلك في النهاية، كان الإجتماع ناجحاً.

### Exercise 2: Now answer these questions:

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

.....  
.....

2- What do you think is a 'track record'?

.....

.....

3- What does the word '**his**' in bold in the final paragraph refer to?

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

7- **Critical Thinking:** What are the world's top three economies? (Consult Mr. Google.)

.....

.....

8- Quote the sentence which indicates how serious you should be in visiting or meeting Chinese companies. ....

.....

.....

9- What do the underlined words/pronouns refer to?

.....

.....

10- Why was Mr. Ghanem prepared for the director's detailed questions?

.....

.....

11- Would it be good to send young people in business to China? Why? Why not?

.....

.....

12- **Critical Thinking:** Why should one research Chinese culture before he/she visits the country? .....

.....

.....



13- There are five steps for a successful meeting with Chinese mentioned in the sixth paragraph, write them down briefly.

.....

.....

.....

.....

أحمد الأسود

No	Word	English Meaning	المعنى بالعربية
1-	reserve (n) reserve (v)	something kept back or set aside, especially for future use	إحتياطي
2-	pharmaceuticals (pl. n.) pharmaceutical (adj)	companies which produce drugs and medicine	صيدلاني / دوائي
3-	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	معدي
4-	import (n) import (v) importation (n) imported (adj)	goods bought from other countries	يستورد
5-	goods (pl. n.)	things that are produced in order to be sold	بضائع
6-	Gross Domestic Product (n)	the value of a country's total output of goods and services	الناتج المحلي
7-	extraction (n) extract (v)	the process of removing and obtaining something from something else	مستخلص
8-	fertiliser (n) fertilise (v) fertilisation (n) fertile (adj)	a substance that is put on the land to make crops grow	اسمدة / مخصبات
9-	domestic (adj) domesticate (v) domesticity (n)	relating to or happening in one particular country and not involving any other countries	داخلي
10-	dominate (v) dominance (n) dominant (adj)	to be the most important feature of something	يسيطر على
11-	export (n) export (v) exportation (n)	goods sold to another country	يصدر
12-	agreement (n) agree (v)	an arrangement or promise to do something, made by two or more people, companies or organisations	

**Exercise 3: Fill the gaps in the following sentences using words from the box above:**

- 1- Our clothes sell so well in this country that we have no need to .....
- 2- It is better to use organic .....s rather than chemical one.
- 3- They used to ..... iron ore from this site.
- 4- He refuses to let others speak and .....s every meeting.

## **Unit Nine Text Two: Our country's imports and exports (2017)**

### **صادرات وواردات بلدنا**

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

سنمعن النظر في هذا التقرير في الدول التي يقوم الأردن بتجارة معها والبضاعة/المنتجات التي تصدرها وتستوردها.

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

في البداية، لنلقي النظر على الصادرات. إن الأردن غني بالبوتاس والفوسفات، وعمليات استخراجها من أكبر العمليات في العالم. وليس من المفاجئ أن تكون أكبر صادرتين من صادراتها الكيماويات والأسمدة. تمثل المنتجات الصيدلانية (الدوائية) والصناعات الأخرى حوالي 30 بالمئة من الناتج المحلي، ويصدر الأردن حوالي 75 بالمئة من منتجاته الدوائية. ولكن أغلب الاقتصاد (65%) يعتمد على الخدمات، أغلبه يعتمد على السياحة والسفر (التنقل). أغلب صادرات الأردن تذهب إلى العراق والولايات المتحدة والهند والمملكة العربية السعودية.

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

دعونا نمعن النظر إلى الواردات. وعلى النقيض من الدول الأخرى في الشرق الأوسط، لا يمتلك الأردن احتياطي نفط أو غاز. وبسبب ذلك، يجب على الأردن استيراد النفط والغاز لسد حاجاته من الطاقة. وارداتها الأخرى هي السيارات والأدوية والقمح. في عام 2013 كانت 23.6% من واردات الأردن من السعودية. يتبعها وارداتنا من الاتحاد الأوروبي بحوالي 17.6%. واردات أخرى تأتي من الصين والولايات المتحدة.

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

للأردن عدة اتفاقيات للتجارة الحرة أكثر من أي دولة عربية، وتتاجر بشكل حر مع العديد من الدول بما فيها الولايات المتحدة وكندا وماليزيا. وما هي المناطق الأخرى المهمة للتجارة في الأردن؟ وقع الأردن اتفاقية التجارة مع الاتحاد الأوروبي في عام 1997. ووقع الأردن اتفاقيات مع مصر، والمغرب وتونس في عام 2004. وفي عام 2011، وقع الأردن اتفاقيات أخرى مع الاتحاد الأوروبي ومصر والمغرب وتونس. من المرجح نمو التجارة مع الاتحاد الأوروبي وشمال أفريقيا.

### **Exercise 4: Read the report again and answer the questions.**

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

.....

2- Why does Jordan import a lot of oil and gas? Write down two reasons.

.....

- 3- Which country supplies Jordan with most of its imports? .....
- 4- Why is trade with the EU and North Africa likely to grow? .....  
.....
- 5- What is the main topic of this report? .....  
.....
- 6- What is Jordan famous for? .....
- 7- What does it lead a country when it has potash and phosphate? .....  
.....
- 8- What do the underlined words/pronouns refer to? .....  
.....  
.....
- 9- What does “GDP” stands for AND what does it mean? .....  
.....
- 10- What does the economy of Jordan depend on? .....  
.....
- 11- Where do most of Jordan’s exports go to? .....  
.....
- 12- The third paragraph suggests that there are two reasons why Jordan has to import oil and gas, write them down. ....  
.....  
.....
- 13- What are Jordan’s main imports? .....  
.....
- 14- Jordan’s main imports come from about four countries, write down the farthest two. ....  
.....
- 15- Critical Thinking: The report suggests that Jordan has many trade agreements with many countries round the world. What does that suggest in your opinion? .....  
.....  
.....

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

.....

.....

17- Why should our community buy Jordanian goods?

.....

.....

18- Which of the following goods do you think Jordan exports?  
(fertiliser / gas / knitwear / minerals / oil / pharmaceuticals / vegetables)

.....

.....

19- Read the quotation. Do you agree with it? Why/Why not?

“Unless the exchange be in love and kindly justice, it will but lead some to greed and others to hunger. Gibran Khalil Gibran (1883 CE–1931 CE)

.....

.....

.....

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	sales pitch (n)	the statements and promises that someone makes to try to persuade someone to buy something	حملة أو تقديم ترويجي
2-	machinery (n)	machines, especially large ones; a system or set of processes for doing something	المعدات
3-	knitwear (n)	clothing made from wool	المنسوجات
4-	extensively (adv) extensive (adj) extend (v)	in a way to cover or affect a large area	بشكل واسع/ مكثف
5-	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	مشارك/مندمج
6-	package holiday	an organised trip with everything included in the price (travel, accommodation, food)	الرحلة السياحية الشاملة
7-	prepare	to make or get something or someone ready for something that will happen in the future	يجهز

#### Exercise 5:

- 1- The meal took two hours to .....
- 2- We bought a cheap ..... to Spain and stayed in a big hotel by the sea.
- 3- .....: clothes made by connecting wool into joined rows.
- 4- His hand was injured when he got it caught in the .....

#### Unit Nine Text Three: business-today/sales/how-to-make-a-sales-pitch

كيف تُعد ترويجاً 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...**

سواء كنت تباع نوع جديد من معجون الأسنان لسلسلة من الصيدليات، أو أحدث برمجيات الحاسوب لمدرسة ما أو مجموعة معدات التزلج لوكيل رحلات – يجب عليك معرفة كيفية إعداد طريقة للترويج بسلعتك.

#### 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. 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. 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. 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!

قم بالبحث. لا تعد من حملتك الترويجية وأنت تتنمى لو أنك كنت جاهزاً بشكل أفضل. من الضروري معرفة كل شيء عن منتجك. هل تعرف متى تم إنتاجه لأول مرة وأين تم إنتاجه؟ يتحتم عليك معرفة السوق المستهدفة أيضاً. الفئة العمرية و دخل تلك الفئة التي من الممكن لها شراء تلك السلعة. ليس ذلك فحسب، بل يجب عليك معرفة كل شيء عن المنافسين ونعني بذلك منتجات مشابهة في السوق، ما الذي يجعل منتجك أفضل من منتجات الآخرين لهذا يعتبر ذا قيمة أفضل؟ ويجدر بك، إضافة إلى ذلك، معرفة الذين تتحدث إليهم وما هي احتياجاتهم.

## 2 Prepare and practise

Plan your presentation carefully, not just what you will say, but how you will say it. 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.

جهز نفسك و تدرب: خطط ما ستقدمه بحذر، ليس ما ستقول فقط ولكن كيف ستقوله. هل ستقرأ كلمة كلمة، هل ستستخدم ملاحظات أم ستحفظ؟ ومهما كان ما ستقرر، من الجيد عمل لائحة بالأمور التي ستقوم بها، وفي حال قاطعك شيء، أو تجمدت أعصابك (يحدث ذلك). لذا تمرن عليه أمام الزملاء إن أمكن. أحدث بعض التغيرات وتمرن عليه مرة أخرى.

## 3 Be professional

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

كن محترفاً: اجعل عرضك التقديمي قصيراً وبسيطاً. ابدأ ببعض التعليقات الودودة، على سبيل المثال، أشكر مضيفيك لأنهم سمحوا لك بالتحدث إليهم، وامتدح شركتهم. تذكر أن تتكلم ببطء ووضوح. من المهم أن تظهر واثقاً (حتى لو كنت متوتر الأعصاب). ولا تبق رأسك منخفضاً وانت تتكلم. بدلاً من ذلك انظر حول الغرفة واجعل بينك وبين جمهورك تواصل بالعيون. ابتسم عندما تنتهي كلامك واعرض على الناس أن يسألوك. إذا لم تكن تعرف الإجابات، لا تتظاهر، أشكر السائل وعده بأن تجد له الإجابة (وقم بذلك) جهز ملخص لعرضك التقديمي وسلمه في نهاية الاجتماع. أتمنى لو أنني عرفت هذا عندما بدأت العمل. حظاً موفقاً.

### Exercise 6: Now, Answer the following questions:

1- Find the expressions 1–5 in the text, then match them with their meanings.

- 1- package holiday: .....
- 2- sales pitch: .....
- 3- target market: .....
- 4- age group: .....
- 5- department store: .....

a- people who are identified as possible customers

b- a set of people of similar age

c- a large shop that sells many different types of things

d- a presentation made by someone who is trying to sell a product

e- an organised trip with everything included in the price (travel, accommodation, food)

2- What is the first thing you need to know before starting a business?

.....

3- What do we mean by “the target market”?

.....

4- What are the things that a presenter needs to know about their product?

.....

5- The final paragraph suggests many characteristics for a successful presentation, write down three of them.

.....

.....

.....

6- How should a speaker behave with their audience?

.....

7- What do the underlined pronouns/words refer to?

.....

.....

.....

.....

8- What is the strategy that should be followed if you were asked a question and you don't know the answer?

.....

.....

.....

9- **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?

.....

.....

.....



### **Vocabulary: (Collocations of Unit 9)**

التلازم اللفظي: هو ورود كلمتين أو أكثر معاً بشكل متكرر بحيث يشتهر حدوثهما معاً أكثر من حدوثهما مع غيرهما. (تعريف محمد الأسود)

No	Collocation	المعنى بالعربي
1-	make a mistake	يقترف خطأ
2-	ask questions	يسأل سؤال
3-	shake hands	يسلم باليد
4-	earn respect	يكسب احترام
5-	join a company	ينضم إلى شركة
6-	cause offence	يسبب إساءة
7-	make small talk	يجري محادثة صغيرة

### **Exercise 7: Complete the sentences with collocations from the table above.**

- 1- Be very careful when you answer the questions, and try not to .....
- 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.

### Grammar (Unreal past forms for past regrets / Unreal past forms for present wishes)

- يستخدم الزمن **الماضي** في اللغة الإنجليزية للكلام عن مواقف غير حقيقية. فبالرغم من أن الفعل بالماضي إلا أن الفعل لم يحدث أصلاً. وتسمى هذه القاعدة (الماضي غير الواقعي / غير الحقيقي)

<b>Unreal past forms for past regrets</b> الندم على الأشياء التي حدثت في الماضي للتعبير عن الندم أو انتقاد وتمني لو أنها لم تحدث في الماضي أو تمنى حدوثه إذا كان لم يحدث.	<b>Unreal past forms for present wishes</b> نستخدم هذه القاعدة للتحدث عن مواقف في المضارع والتي لا نكون سعيدين لحدوثها ولكن في الأغلب لا نستطيع تغييرها فنستخدم فعل ماضٍ للتعبير عن تمنى عدم حدوث شيء يحدث في المضارع أو تمنى حدوثه إذا كان لا يحدث.
<p>wish + Past Perfect (had+V3) If only</p> <p>- في هذه الحالة، يكون الفعل في جملة الحل أبعد إلى الماضي من زمن الجملة الأصلية. - في الجملة الأصلية يكون الفعل ماضٍ (V2) أما في جملة الحل فيكون ماضٍ تام (had+V3). - وهنا يكون المتكلم يتكلم عن ندمه لأن شيء حدث في الماضي وهو يتمنى لو أنه لم يحدث. - I <b>bought</b> these shoes, they hurt my feet. - حدث أنه اشترى حذاء والحذاء يؤلمه. - I wish I <b>hadn't bought</b> these shoes. - يتمنى أنه لم (يحدث) يشتري الحذاء. لاحظ استخدام الجزء المزعج فقط لتمني عكسه. - أو شيء لم يحدث والمتكلم يتمنى لو أنه حدث في الماضي. - I <b>didn't</b> do much work for my exam. - لم (يحدث) يدرس جيداً للإمتحان. - I wish I <b>had done</b> more work for my exam. - هو نادم ويتمنى لو أنه (حدث) درس بجد.</p>	<p>wish + Past Simple (V2) If only</p> <p>- في هذه الحالة، يكون الفعل في جملة الحل في الماضي البسيط (V2) وهذا أبعد بزمن واحد إلى الوراء من الجملة الأصلية. أي أن الجملة الأصلية في المضارع وجملة الحل في الماضي. - يكون هنا التمني بأن يحدث شيء. لأن عدم حدوثه مزعج. - I <b>don't have</b> enough money. - لا يحدث أنه معه مال كافٍ وهذا مزعج. - I wish I <b>had</b> enough money. - يتمنى حدوث أن يكون معه مال كافٍ. - I <b>have</b> a headache. - يحدث أن عنده صداع وهذا مزعج. - I wish I <b>didn't have</b> a headache. - يتمنى عدم حدوث الصداع.</p>
	<p><b>NOTE: We usually say I wish/If only + were.</b></p> <p>- في هذه الحالة والتي نعيد فيها الفعل من المضارع للماضي، نستخدم دائماً (were) عندما يكون الفعل في الجملة الأصلية (is/am/are) وذلك طبقاً لقاعدة تسمى (Subjunctive Mood) والتي تجعلنا نستخدم الفعل الخاص للفاعل الجمع مع كلا الفاعل الجمع والمفرد وذلك لأن الموقف يكون غير حقيقي/غير واقعي/تمني.</p> <p><b>Example:</b> - I <b>am</b> short. - He wishes he <b>were</b> taller.</p>

### ملاحظات:

- الجملة الأصلية يكون بها شيء سيء أي لا يجعل المتكلم سعيدا لذلك يستخدم جملة التمني ليتمنى عكس الواقع والذي يكون محزن / مزعج / غير مريح.
- للتمني في اللغة الإنجليزية نرجع الفعل خطو للوراء أي من (V1) الى (V2) ونعبر به عن تمني ومن (V2) الى (had+V3) للتعبير عن ندم لشيء حصل في الماضي مع قلب اشارته أي اذا كان منفيًا يصبح مثبتًا واذا كان مثبت يصبح منفي، مع تحري النفي المعنوي وتحري معنى الجملة. يعني ممكن عدم قلب النفي حسب المعنى.
- انتبه يا..... عزيزي الطالب إذا كانت الجملة تحتوي على قسمين (عبارتين)، يجب عليك فقط تحويل الجزء الذي يزعجك والذي تتمنى عكسه.
- حول (too) إلى (so).
- مثال:

- It is hot today and that makes me so unhappy.
- I wish it weren't hot today.
- تستطيع تمييز هذه العبارات من الفاصلة او النقطة او هذه الكلمات: (and / that / because / as a result ..etc..)
- **ملاحظة: تحويل الجزئين يجعلك تخسر العلامة كاملة.** وهي كمان مثال وزاري: لاحظ عزيزي/ عزيزتي أن الجزء الذي تحته خط لم يستخدم. استخدم منه الأجزاء التي تخدم معنى جملة الحل وحاول أن تحل على الطريقة القواعدية حسب الجداول في الأسفل ولا تحل على المعنى لانه بالأغلب لا تكون النتيجة صحيحة.
- (المثال) **I read slowly and would like to read more quickly.** (2011)
- I wish I didn't read slowly. (وزاري)
- I wish I would read more quickly. (وزاري)
- I wish I were (was) able to read more quickly. (وزاري)
- I wish I **read (V2)** more quickly. (وزاري)
- I wish I could read more quickly. (وزاري)
- If only I didn't read slowly.
- If only I read (V2) quickly (more quickly).
- عندما نتحدث عن مواقف تحدث ونرغب لو ان الفاعل يوقف فعلها، نستخدم (would) وهذا يدل على انتقاد أو شكوى:
- 1- He smokes in my room.  
- I wish he would stop smoking in my room.
- 2- Your presence doesn't make me happy.  
- I wish you would go away.
- 3- You squeeze the toothpaste from the middle!  
- I wish you wouldn't squeeze the toothpaste from the middle!

### إذاً: هي التلخيص بكل اختصار:

- 1- (I wish / If only) + (V2) للكلام عن التمني (wish) او انتظار التغيير في المستقبل أو المضارع (wishing change for the present or future).
- 2- (I wish / If only) + (had+V3) للكلام عن الندم (regret) على شيء حدث في الماضي.
- 3- (I wish / If only) + (would) + (V1) للتكلم عن نقد أو شكوى أو عدم موافقة أو عدم صبر أو عدم رضى (complaint/criticism/disapprove/impatience/annoyance/dissatisfaction)

### أمثلة إضافية محلولة:

- I am fat. → If only I could lose some weight.
- I don't have free time. → If only I had more free time.
- I am not young. → I wish I were younger.
- You cannot drive; you are still young. → I wish you could drive.
- I didn't have children. → I wish I had had children.
- You didn't tell me you felt lonely. → I wish you'd told me you felt lonely.

إليك جداول تفصيل الأزمنة لتسهيل الدراسة والحل:

ماضي تام مثبت	ماضي منفي	مضارع مثبت
had+V3	didn't + V1	V1
had eaten	didn't eat	eat / eats
had had	didn't have	have / has كفعل رئيسي
had been	weren't	is / am / are
	hadn't V3	have / has + V3
	wouldn't	will
	couldn't	can
	didn't have to + V1	have to / has to + V1
ماضي تام منفي	ماضي مثبت	مضارع منفي
hadn't + V3	V2	doesn't / don't + V1
hadn't been	were	isn't / am not / aren't
Hadn't had	had	don't / doesn't + have
	had + V3	haven't / hasn't + V3
	would	will not / won't
	could	can't / cannot
	had to	don't / doesn't have to
	could + V1	'd like to +V1
		would like to
	نشطب (want) ويحول الفعل الذي بعدها إلى (V2)	I want to + V1

#### Examples:

- We're late. → If only we'd caught the earlier bus.
- We live in a small flat. → I wish we lived in a bigger flat. هنا لا ننفي لأن المعنى عكسي

#### **Exercise 8: Complete the sentences with the correct form of the verbs in brackets.**

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

#### **Exercise 9: Make sentences using I wish or If only to talk about things that you regret from the past. You can use these examples if you wish:**

- 1- I didn't take piano lessons when I was a child.
  - I wish .....
  - If only .....
- 2- We visited England last summer and that didn't make me happy.
  - I wish .....
  - If only .....

3- We don't read classic novels in Grade 11.

- I wish .....

- If only .....

4- I didn't visit my grandparents yesterday.

- I wish .....

- If only .....

5- I don't help my mother in the kitchen.

- I wish .....

- If only .....

**Exercise 10: Think about the scenarios below. Use *I wish* or *If only* to talk about the regrets that you have.**

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

- I wish .....

- If only .....

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

- I wish .....

- If only .....

3- a telephone call or meeting that was not successful.

- I wish .....

- If only .....

**Exercise 11: Choose the most suitable verb form to complete these sentences.**

1- Ziad is not very good at basketball. He wishes he ..... taller!

(is / were / was)

2- I can't do this exercise. I wish I ..... it.

(understood / understand / understanding)

3- Mr. Haddad does not understand the Chinese businessman. If only he ..... Chinese.

(speak / spoke / had spoken)

4- Jordan needs to import a lot of oil. If only it ..... larger oil reserves.

(has / had / had had)

**Exercise 12: Complete the sentences with words from the box.**

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

1- I couldn't understand anything. .... only I'd studied Chinese!

2- Ibrahim was right and I was wrong. I wish I ..... listened to him.

3- I ..... I'd known more about the company. If ..... I'd done some research!

4- I am very hungry! I wish I ..... eaten before I went to the conference.

5- I regret the deal now. I wish we ..... done it.

**Exercise 13: Read the situations and complete the sentences.**

- 1- Sultan forgot to do his Science homework. If only he ..... 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.

**Exercise 14: Use the prompts and write sentences with I wish and If only.**

- 1- I'm cold. (bring a coat)

.....  
.....

- 2- We're late. (get up earlier)

.....  
.....

- 3- I feel ill. (not eat so many sweets)

.....  
.....

- 4- Fadi has lost his wallet. (be more careful)

.....  
.....

- 5- Huda was too busy to visit us yesterday. (be able to come)

.....  
.....

- 6- I've broken my watch. (not drop it)

.....  
.....

**Exercise 15: Rewrite the sentences with the words in brackets.**

- 1- Samia regrets being angry at breakfast time. (only)

.....

- 2- If only I had concentrated properly in class today. This homework is really difficult. (I)

.....  
.....

- 3- (2016) Nader should have been more careful with his essay. He didn't get a good mark.  
(wishes) - Nader wishes .....

.....

- 4- I wish I had learnt English better when I was younger. (if)

.....

**Exercise 16: Complete the sentences using the correct form of the following prompts.**

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

1- Our flat is very small.

.....

2- Jaber isn't old enough to drive a car.

He wishes he .....

3- My brother and I never want to watch the same TV programme.

I wish we .....

4- I'm looking at a beautiful view, and I'd love to take a photo.

If only I .....

5- My cousins don't live near here.

I wish they .....

6- I want to go out this afternoon, but I don't feel well.

If only I .....

**Exercise 17: Re-write these sentences using wish / if only:**

1- I regret that I made big mistakes.

I wish .....

2- It is a pity that they are homeless.

If only .....

3- It is shame that you will sue your dad.

I wish .....

4- I'm not a millionaire.

If only .....

5- We weren't travelling by train.

I wish .....

6- I am only 1.60 cm.

If only .....

7- I can't go to the school trip.

I wish .....

8- I can't swim.

If only .....

9- Ahmad is picking his nose.

I wish .....

10- Those boys are naughty; they're playing music loudly.

If only .....

11- My brother spent many hours talking on the phone

I wish .....

12- Newspapers and magazines contain too many adverts.

If only .....

13- I can't speak French.

I wish .....

14- I am a very slow reader.

If only .....

15- We don't spend too much time together.

I wish .....

16- The city centre was really busy this morning.

If only .....

17- He's lost his keys.

I wish .....

18- I am not old enough to go to university.

If only .....

19- (2011) - I read slowly and would like to read more quickly.

I wish .....

20- (2011) - I don't have my glasses with me.

If only .....

21- (2012) - I don't have the keys of my office.

I wish .....

22- The weather's too hot at the moment.

If only .....



- 23- The streets are very dirty.  
I wish .....
- 24- There are too many adverts on television.  
If only .....
- 25- I am a teacher.  
I wish .....
- 26- It is too hot.  
If only .....
- 27- I want to go to Turkey.  
I wish .....
- 28- Our city doesn't collect rubbish enough often.  
If only .....
- 29- Many people in my village smoke too much.  
I wish .....
- 30-(2013)- I don't have many friends.  
If only .....
- 31- I want to study in England.  
I wish .....
- 32- I'd like to study in England.  
If only .....
- 33- I'd like to be able to see you.  
I wish .....
- 34- It annoys me that you are smoking in my room.  
If only .....
- 35- I wish I ..... any challenging experience in my life. (have)
- 36- I am not very good at Math.  
I wish .....
- 37- (2016) I regret living abroad for a long time. (wish)  
.....
- 38- (2011)- I don't have my dictionary with me.  
I wish .....

39- (2017) I regret speaking aloud in my house.

.....

**Exercise 18: Correct the verbs between brackets to give meaningful and grammatically correct responses.**

1- I can't sing very well.

- I wish I .....very well. (can/sing)

2- I was really tired this morning.

- I wish I ..... tired this morning. (not/be)

3- My friend won't give me my CD back.

I wish my friend ..... give me my CD back. (will)

4- It was too hot to go out today.

- I wish it ..... so hot to go out today. (be/not)

5- I can't remember where I left the newspaper.

- I wish I ..... where I left the newspaper. (can/remember)

6- Her music is too loud for me.

- I wish her music ..... so loud for me. (be/not)

**Exercise 19: Correct the verbs between brackets to give meaningful and grammatically correct sentences.**

1- Bruce wishes he ..... (have) more money so he could buy a new sweater.

2- I wish I ..... (be) taller so that I could be in the basketball team.

3- I wish you ..... (stop) watching television while I am talking to you.

4- I wish you ..... (do) that. It annoys me.

5- I wish the holidays ..... (come) so we could go off to the seaside.

6- Of course Tom wishes he ..... (come) with us to Paris, but he has to stay here.

7- I wish we ..... (go) to the match on Saturday but we're visiting my uncle.

8- I wish you ..... (keep) your mouth shut yesterday. Now Mary knows

9- If only I ..... (lose) all my money. Now I'm broke.

10- Peter is always late. If only he ..... (turn up) on time for a change!

### - Derivation: الاشتقاق

هو مسمى عادة ما يطلق على قاعدة تشتمل على قسمين: اما القسم الأول فهو كيفية اشتقاق الإسم والصفة والظرف والفعل من جذر الكلمة، يجب حفظ الكلمات ذاتها وحفظ نهايات الكلمات والتي يمكنك من معرفة اذا ما كانت الكلمة اسم او فعل او صفة او ظرف.

- أما الطرف الآخر من القاعدة فهو قواعد الاشتقاق اي التعرف على ما قبل الفراغ وما بعده بعد قراءة الجمل لتتمكن من وضع الكلمة الصحيحة في الفراغ المقصود.

	noun	adjective	adverb	verb
	tion / sion / ism / dom / ment / ure / age / ance / ence / ity / ety / ant / ness / er / or / ress / ist / ship / hood / ee / ency	able / ive / ful / al / ous / ish / en / less / ic / ent / y / ing / ed / ant / ent	ly	ise / ize / ate / fy / en
No	أمثلة على الإسم	أمثلة على الصفة	أمثلة على الظرف	أمثلة على الفعل
1-	education	educational /educative/educated	educationally	educate
2-	success	successful	successfully	succeed
3-	achievement	achieved		achieve
4-	development	developed	developmentally	develop
5-	circulation	circulatory		circulate
6-	dehydration	dehydrated		dehydrate
7-	advice			advise
8-	revision			revise
9-	concentration	concentrated		concentrate
10-	dominance / domination	dominant		dominate
11-	dependence	dependent / dependable	dependently	depend
12-	repetition	repeated / repeatable	repeatedly	repeat
13-	correction	correct / corrected	correctly	correct
14-	influence	influential	influentially	Influence (d)
15-	purpose	purposeful	purposefully	
16-	responsibility	responsible	responsibly	
17-	experience	experienced		experience
18-	relationship	related / relative	relatively	relate
19-	qualification (s)	qualified		qualify
20-	recommendation	recommended		recommend
21-	youth	young / youthful	youthfully	
22-	awareness	aware		
23-	particularity	particular	particularly	
24-	competition	competitive	competitively	compete
25-	knowledge	known		know
26-	idealism	ideal	ideally	idealize
27-	organisation (s)	organised	organizationally	organise
28-	creation / creature	created / creative	creatively	create
29-	teaching	teachable		teach
30-	business (es)	business like		
31-	economy	economic / economical	economically	economise
32-	critic	criticised / critical	critically	criticise
33-	memory / memorising	memorable	memorably	memorise
34-	nutrients / nutrition	nutritious	nutritionally	
35-		competent		
36-				

مواقع الفعل	مواقع الظرف	مواقع الصفة	مواقع الاسم
sub + ....v.... + obj	hV + ....adv.... + mV	that	these
to + .....v.....		a	that
can		the .....adj..... n	some
must		an	a of
will .....v.....		this	the .....n..... X
could		mV + .....adj.....n	an he
might	LV ..... adv.....+ adj	adj	any
do	v + n + .....adv.....	tall	this
does	.....adv.....+ v	inefficient	those
doesn't + ..... v.....	v + .....adv.....	active	mV + .....n.....
don't	.....adv....., الجملة	our + .....adj.....n	adj
didn't		my	tall
adv+..... v.....		their	inefficient
.....v.....+ adv		his	active
نضع افعالا مع الظروف		your	our + .....n.....
في حال عدم وجود فعل		on	my
في الجملة.		at	their
S. + .....v..... + ly		of + .....adj.....n	his
		in	your
		into	on
		noun's + .....adj.....n	at
		.....adj..... + n	of + .....n.....
		so	in
		LV+ adv+ .....adj.....	into
		very	noun's + .....n.....
		نضع صفة بعد الظرف اذا	noun + noun اسم مركب
		كان موجود فعل في الجملة	
		(LV) افعال الربط	
		is/be/were	
		seems/seem	
		grow	
		feel	
		becomes	
		was + .....adj.....	
		look	
		found	
		taste	
		smells	

**Exercise 20: Use the correct form of the words in the table below to complete the sentences that follow the table:**

circulation / circulate / dehydration / dehydrate / advice / advise /  
revision / revise / concentration / concentrate

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

**Exercise 21: Complete the sentences to give a similar meaning. Use the correct form of the word in brackets.**

- 1- This book changed my way of thinking. (influence)  
- This book ..... me.
- 2- It was done accidentally. (purpose)  
- It wasn't .....
- 3- Who is in charge of these children? (responsible)  
- Who ..... ?
- 4- We had a great time. (experience)  
- It was .....
- 5- How are Jaber and Mahmoud related? (relationship)  
- What ..... ?

**Exercise 22: Derive the suitable words and then use them to complete the following sentences:**

experienced / dominance / depend / repeat / correction

- 1- Have you had any ..... of learning another language?
- 2- Is one side of the brain more ..... than the other?
- 3- Whether or not you remember something that you have learnt in the past  
..... on the experience you had while you were learning it.

**Exercise 23: Read the text and complete it using the correct form of the words.**

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.

**Exercise 24: Complete the sentences with the correct form of the words in brackets.**

- 1- Before you apply for a job, check that you have the correct ..... (qualify)
- 2- The company is happy to give you a ..... (recommend)
- 3- Congratulations on a very ..... business deal. (succeed)
- 4- We should always be ready to listen to good ..... (advise)
- 5- My father often talks about what he did in his ..... (young)
- 6- It's important to have an ..... of different countries' customs. (aware)

**Exercise 25- Complete the following sentences with the suitable words derived from the words in brackets.**

- 1- (2016) Kareem is a ..... journalist, he has worked previously for many scientific journals. (qualification)
- 2- (2016) Doing lots of exercise won't keep you healthy if you don't eat ..... food as well. (nutrients)
- 3- (2016) Services, mostly travel and tourism ..... the majority of our economy. (dominant)
- 4- (2016) Khalid is a very ..... and adaptable worker, I believe that he can't be successful in any position. (competence)
- 5- (2017) Language ..... is becoming an important requirement for many jobs. (proficient)
- 6- (2017) My grandfather often tells us about what he did in his ..... (young)

**Exercise 26: 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)

**كتابة استعراض رأي عن مطعم او فندق** **Writing: Review Writing (Hotel or Restaurant)**

- عند كتابة هذا النوع من الإستعراضات قم بما يلي:
- 1- في المقدمة: تكلم عما تستعرض وأعط نوع من الخلفية المعرفية عن الموضوع.
  - 2- في العرض: أعرض المواضيع والنقاط الأساسية عن المطعم او الفندق بالتفصيل. لا تنس الايجابيات والسلبيات.
  - 3- في الخاتمة: إعرض رأيك الشخصي الكلي ولخص نتائجك مع توصيات.

وهاااي أحلى مثال من الكتاب:

## Charles Hotel, Paris

I recently stayed at this hotel for a few nights during a conference, and it did not entirely live up to expectations. On its website it is billed as 'stylish, state-of-the-art and chic', which was true, but the service was not quite as high a standard as it could have been.

Since I arrived fairly late in the evening my first night, there was nobody at Reception to check me into my room. However, someone came to help me immediately after I rang the bell on the desk. Throughout my stay, I experienced some negative aspects of service, such as a lack of towels and delayed room service, but I was met with excellent responses to requests made in the restaurant, as well as an atmosphere of general helpfulness and politeness. I was happy to deal with the few oversights as I know that hotel staff work hard for long hours.

I would very much like to visit Paris again, and I enjoyed the view, architecture and atmosphere of the hotel very much. The service could be improved, but it didn't detract from a fairly pleasant stay. I recommend this hotel to anyone interested in Parisian architecture.

**Exercise 27:** Write a review of a hotel or restaurant that you have been to. Write about 200 words.

*(Faint watermark text visible across the page)*

1- Who are your target customers? (Jordanians? Foreigners? Both?) 2- How long does the holiday last? 3- Where is it based? (one place or several?) 4- What is included? 5- What is there to do and see? 6- What is the accommodation like? 7- How much does it cost? 8- Why is it the best holiday on the market? 9- Add your own ideas.

أحمد المصطفى



**Exercise 29:** Prepare an e-presentation about your holiday, and present it to your partner.

Handwriting practice sheet with horizontal lines and a large, faint watermark reading 'الخط العربي' (Arabic Calligraphy) diagonally across the page.

Handwriting practice paper with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

## Unit Nine Answers

**Ex1:** 1- compromise 2- shake hands 3- do a deal 4- make a small talk/tell a joke 5- track record.

**Ex2:**

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

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

3- the director. 4- He had been on a cultural awareness course and so he knew how to do business in China. 5- Suggested answers: the need to be culturally aware, the need for preparation, the need to listen carefully and negotiate.

6- No, I would not be a successful business person because I always make jokes and never be serious. 7- USA, UK and Germany.

8- "I never told a joke, as this may not be translated correctly or could cause offence."

9-

Word/Pronoun	Reference
who/him/he/I/My	Mr. Ghanem
there	China
it/it	my first trip/Mr. Ghanem's first trip to China
They	a small computer company
me/you	Mr. Ghanem
their	The Chinese
We	The small computer company, Mr Ghanem and the Chinese
they	a larger company
my/my	Mr. Ghanem
him	the company director
this	Telling jokes
his	The director

10- Because he knew that the director had researched his business thoroughly before the meeting.

11- No, it is not a good idea because the Chinese respect age and experience more than youth!

12- You should research Chinese culture before you visit the country because there are many things that you have to know before going there.

13- You should arrive on time. You have to shake hands with others gently. Begin the meeting by making small talk about interesting experiences in China. Make sure that your voice and body language are calm and controlled. never tell jokes,

**Ex3:** 1- export 2- fertiliser 3- extract 4- dominate

**Ex4:** 1- They are made from potash and phosphate, as this is what Jordan is rich in.

2- Jordan imports a lot of oil and gas because it does not have enough of its own reserves for the needs of the country. 3- Saudi Arabia.

4- Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas. 5- The main topic of this report is Jordan's imports and exports.

6- Jordan is famous for potash and phosphate.

7- It leads a country to be one of the largest exporters of chemicals and fertilisers.

8-

Words	Reference
It/ its/ Its/it/It	Jordan

9- “GDP” stands for “Gross Domestic Product” and that means “the value of a country’s total output of goods and services”.

10- The economy is dominated by services, mostly travel and tourism.

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

12- 1- Jordan does not have large oil or gas reserves. 2- Jordan imports gas and oil for its energy needs.13- Oil , gas, cars, medicines and wheat.

14- The farthest two countries that Jordan imports goods from are China and the United States.

15- Having many trade agreements suggests that Jordan has good relationships with other countries and this suggests also that jordan’s economy is going better.

16- Countries need to import and export because they do not produce all kinds of products.

17- Our community should buy Jordanian goods to encourage the national economy.

18- Jordan exports fertilisers, knitwear, minerals, pharmaceuticals and vegetables.

19- Of course I agree with this quotation because some people do not have the ethics and values of trade, this leads to greed and hunger in some societies because they are only looking to their own benefits.

**Ex5:** 1- prepare 2- package holiday 3- Knitwear 4- machinery.

**Ex6:**1- 1 e 2 d 3 a 4 b 5 c

2- You need to know how to make a sales pitch.

3- The target market is the age group or income of the people who might buy your product.

4- 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?

5- Your presentation should be short and simple, it is important to appear confident and smile! When you’ve finished speaking, invite questions.

6- A speaker should behave very kindly, the final paragraph explains that in details.

7-

Words/Pronouns	References
it / it	your product
who	people
it	your product
that	competition
their / they	people
who	customers
them	people
that	Believe in what you’re selling
it	what you’re selling
it/it/it	what you will say
them/their	your hosts
it	finding the answer

8- If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).

9- Having a list of what you want to say is so important to go over such cases.

**Ex7:** 1- make a mistake 2- cause offence 3- make small talk 4- join, company 5- shake hands 6- ask questions 7- earn, respect

**Ex8:** 1- had studied 2- had done 3- had been 4- hadn't eaten

**Ex9:**

1- I wish I had taken piano lessons when I was a child.

If only I had taken piano lessons when I was a child.

2- I wish we hadn't visited England last summer.

If only we hadn't visited England last summer.

3- I wish I read classic novels in grade 11.

If only I read classic novels in grade 11.

4- I wish I had visited my grandparents yesterday.

If only I had visited my grandparents yesterday.

5- I wish I helped my mother in the kitchen.

If only I helped my mother in the kitchen.

**Ex10:**

1- I wish the exam had been easier.

If only I had studied more.

2- I wish the holiday had been more enjoyable.

If only the holiday had been more enjoyable.

3- I wish the meeting had been more successful.

If only the meeting had been more successful.

**Ex11:** 1- were 2- understood 3- spoke 4- had.

**Ex12:** 1- If 2- had 3- wish; only 4- had 5- hadn't

**Ex13:** 1- hadn't forgotten 2- had gone 3- had had/had brought 4- hadn't forgotten it/hadn't left it at home 5- had played.

**Ex14:**

1- If only I'd brought a coat. /I wish I'd brought a coat.

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.

**Ex15:**

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.

**Ex16:** 1- lived in a big house 2- was older 3- liked the same things 4- had a camera with me 5- weren't so far away 6- didn't have a headache.

### **Ex17:**

- 1- I wish I hadn't made big mistakes.
- 2- If only they weren't homeless.
- 3- I wish you wouldn't sue your dad.
- 4- If only I were a millionaire.
- 5- I wish we had been travelling by train.
- 6- If only I weren't only 1.60 cm.
- 7- I wish I could go to the school trip.
- 8- If only I could swim.
- 9- I wish Ahmad weren't picking his nose. / I wish Ahmad wouldn't pick his nose.
- 10- If only those boys weren't playing music loudly.
- 11- I wish my brother hadn't spent many hours talking on the phone.
- 12- If only newspapers and magazines didn't contain too/so many adverts.
- 13- I wish I could speak French.
- 14- If only I read faster. / If only I weren't a very slow reader.
- 15- I wish we spent too/so much time together.
- 16- If only the city centre hadn't been (really) busy this morning.
- 17- I wish he hadn't lost his keys.
- 18- If only I were old enough to go to university.
- 19- I wish I didn't read slowly. (وزاري)
- I wish I would read more quickly. (وزاري)
- I wish I were (was) able to read more quickly. (وزاري)
- I wish I **read (V2)** more quickly. (وزاري)
- I wish I could read more quickly. (وزاري)
- If only I didn't read slowly.
- If only I read (V2) quickly (more quickly).
- 20- If only I had my glasses with me.
- 21- I wish I had the keys of my office.
- 22- If only the weather weren't too/so hot at the moment.
- 23- I wish the streets weren't very dirty.
- 24- if only there weren't too/so many adverts on television.
- 25- I wish I weren't a teacher.
- 26- If only it weren't too/so hot.
- 27- I wish I went to Turkey.
- 28- If only our city collected rubbish enough often.
- 29- I wish many people in my village didn't smoke too/so much.
- 30- If only I had many friends.
- 31- I wish I studied in England.
- 32- I wish I could study in England.
- 33- I wish I could be able to see you.
- 34- I wish you wouldn't smoke in my room.
- 35- had/didn't have
- 36- I wish I were very good at maths.

37- I wish I hadn't lived abroad for a long time.

38- I wish I had my dictionary with me.

39- I wish I hadn't spoken aloud in my house

**Ex18:** 1- could sing 2- hadn't been 3- would 4- hadn't been 5- could remember 6- wasn't.

**Ex19:** 1- had 2- were 3- would stop 4- wouldn't do 5- would come 6- could come 7- could go 8- had kept 9- hadn't lost 10- would turn up

**Ex20:** 1- advice 2- revise 3- dehydration 4- concentrate 5- circulate

**Ex21:** 1- influenced me 2- done on purpose 3- is responsible for these children 4- a great experience 5- is Jaber and Mahmoud's relationship.

**Ex22:** 1- experience 2- dominant 3- depends

**Ex23:** 1- particularly 2- competitive 3- knowledge 4- ideally 5- Organisations 6- creation 7- teaching 8- businesses 9- economic 10- critical.

**Ex24:** 1- qualifications 2- recommendation 3- successful 4- advice 5- youth 6- awareness

**Ex25:** 1- qualified 2- nutritious 3- dominate 4- competent 5- proficiency 6- youth

**Ex26:** 1- education 2- succeed 3- achieve 4- organisation 5- development

**Module Six: Choices**  
**Unit 10: Career Choices**

No	English Word	English Meaning	المعنى بالعربي
1-	headphones (pl.n)	a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات الرأس
2-	interpreter (n) interpret (v) interpretation (n)	someone who translates spoken words from one language into another	مترجم فوري / تتابعي
3-	regional (adj) region (n)	relating to a particular region or area	قطري / إقليمي
4-	rewarding (adj) reward (v/n)	giving personal satisfaction	نافع / يعود بالنفع
5-	secure (adj) secure (v) security (n)	safe; free from danger	آمن
6-	seminar (n)	a class on a particular subject, usually given as a form of training	حلقة تدريس ومناقشة
7-	translation (n)	the process of changing the words of a language into the words of another one	الترجمة
8-	fond of (adj)	having an affection or liking for someone or something	مولع ب مغرم ب

**Exercise 1: Choose words from the table above to complete the following sentences:**

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

**Unit Ten Text One: My Job as an Interpreter**

عملي كمترجمة 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.

اسمي فاطمة موسى وقد عملت كمترجمة لمدة خمس سنوات. راسلني العديد من الطلاب إلكترونياً بخصوص عملي لأنهم يريدون أن يعرفوا كيف يبدو الأمر عند القيام بعملهم. لذا ها هو 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.

لطالما كنت مغرمة باللغات. لقد عمل والدي في العديد من الدول عندما كنت صغيرة ولقد كنا عادة ما نتنقل برفقته. ولطالما رغبت في تعلم لغة الدولة التي كنا نزور. كنت جيدة في اللغة الإنجليزية بالمدرسة لذلك قررت اتخاذ الترجمة كمهنة لي.

**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.

يشتمل عملي الآن على الذهاب إلى مؤتمرات وحلقات نقاش حول العالم. عندما يتحدث شخص بالإنجليزية في مؤتمر ما فإنني أستمع لما يقولون عبر سماعات رأس ومن ثم أقوم بترجمته إلى العربية أثناء كلامه. اعطي الترجمة عبر سماعات رأس للأشخاص في الاجتماع. هذا يعني أن أي أحد في الغرفة يتكلم بالعربية يستطيع فهم ما يقوله الناس هناك.

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!

هل هو عمل سهل؟ لا بالمرة. فاللغة الإنجليزية ليست متطابقة في كل الدول التي نتحدث الإنجليزية. على سبيل المثال الكلمات الإنجليزية المستخدمة في الهند تكون أحياناً مختلفة عن الكلمات التي يستخدمها الناس في بريطانيا أو الولايات المتحدة أو أستراليا. ومع معرفتك بالإنجليزية بشكل عام يلزمك أيضاً معرفة اللغة المتخصصة. بعض الكلمات المستخدمة للكلام عن الأعمال والعلوم والقانون تجعلها لغة مختلفة أحياناً.

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.

مالم يكن لديك درجة علمية (شهادة) في لغة ما، لن تتمكن من أن تصبح مترجماً فوراً. وإذا ما كان لديك مؤهل علمي، ستحصل على وظيفة كمترجم فوري سريعاً. إذا حصلت على مقابلة لعمل ما، يجب عليك اظهار أنك تمتلك مهارات استماع جيدة وصوت واضح. ويلزمك أيضاً اظهر أنك تستطيع التفكير بسرعة وأنه يمكنك التركيز لفترات طويلة من الزمن. إذا نجحت في ذلك فإنها مهنة آمنة و تعود عليك بالنفع. ربما يلزمك السفر كثيراً وهذه ليست بالمشكلة الكبيرة طالما تستمتع بزيارة البلدان.

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.

إنها مهنة تتطلب تحمل المسؤولية. أنا أعني أنه إذا ما ترجمت شيء بشكل خاطيء فإن ذلك يمكن أن يؤثر على قانون مهم أو اتفاقية تجارية بين دول ما. وبالرغم من ذلك فإنك تشعر بالرضا التام عندما تعلم أن الناس يفهمون كل شيء تترجمه.

**Exercise 2: Answer the following questions.**

1- Read the talk again and complete the sentences.

1- Fatima Musa's job involves going to .....

.....

2- As well as knowing regional English, you also need to know .....

.....

3- Unless you have a language degree, you will not .....

.....

4- Provided that you have a postgraduate qualification, you will probably get .....

.....

5- You will probably need to travel a lot, but that is not a problem as long as .....

.....

2- **Critical Thinking:** Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not? .....

.....

.....

.....

3- How long has Fatima been working as an interpreter and what is the reason behind writing this article? .....

.....

4- The author suggests some motives behind her well to become an interpreter, write down three of them. ....

.....

.....

.....

5- What does the job of an interpreter include? What are the main steps that they follow while interpreting for listeners? .....

.....

.....

6- What do the underlined pronouns/words refer to?

.....

.....

.....

.....

.....

.....

7- Is it an easy job? Why? Why not? .....  
.....  
.....

8- Why is it important to know a lot of specialist language? .....  
.....

9- Quote the sentence which indicates that English differs from one country to another.  
.....  
.....  
.....

10- The writer suggests some qualifications you need to obtain if you want to get this job, what are they? .....  
.....  
.....

11- What are the characteristics that you need to show when you are interviewed as an interpreter? .....  
.....  
.....

12- Why is it considered a very responsible job? .....  
.....  
.....

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	achievement (n)	something very good and difficult that you have succeeded in doing	إنجازات
2-	adaptable (adj) adapt (v) adaptation (n)	able to adapt to new conditions or situations	قابل للتكيف
3-	competent (adj) competence (noun)	having enough skill or knowledge to do something to a satisfactory standard	كفو / ذا كفاءة
4-	conscientious (adj) conscience (noun)	showing a lot of care and attention (to a task)	واع / مهتم
5-	contact details	details included in a CV to enable people from contacting you	تفاصيل التواصل
6-	enthusiastic (adj) enthusiasm (noun)	showing a lot of interest and excitement about something	متحمس
7-	keen (adj)	having or showing eagerness or interest	حريص
8-	personal attributes attribute (n) attribute (v) attribution (n)	a quality or feature that is considered to be good or useful (in a person)	خصائص شخصية خصائص جيدة
9-	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
10-	reference (n) refer (verb)	a person who provides information about your character and abilities	مرجع / معرف
11-	training	to prepare or be prepared for a job, activity or sport, by learning skills and/or by mental or physical exercise	تدريب
12-	work experience (n)	a period of time that someone spends working in a particular place	خبرة عمل
13-	curriculum vitae (n)	CV a short, written description of a person's qualifications, skills and work experience that they send to potential employers	السيرة الذاتية المقدمة لوظيفة ما

### **Exercise 3: Which words or phrases apply to skills which people need in a job?**

.....

.....

.....

### **Exercise 4: Use words from the table above to fill the gaps in the following sentences:**

- 1- People sometimes do not include .....s in their CVs.
- 2- You don't seem very ..... about the party - don't you want to go tonight?
- 3- Maha is a ..... student.
- 4- It gives you a sense of ..... if you actually make it to the end of a very long book.

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	voluntary (adj) volunteer (n/v)	done or given by choice	تطوعي

### Unit Ten Text Two: Curriculum Vitae 1#

Dear Sir/Madam,

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

ارغب بالتقدم لوظيفة باحث في شركتكم الصيدلانية وكما ترون من السيرة المرفقة فإنني أمتلك شهادة في الكيمياء. وعلاوة على ذلك عملت كموظف محل في صيدلية. لذلك فإنني أعرف الكثير عن هذا المجال.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills. In my spare time, I help elderly people, and I can see the difference that medicines can make to **their** lives. I am very keen to join a company that can really help people.

لدي أيضاً مؤهل في الصحافة ولقد عملت سابقاً في مجلة علمية. أمتلك مهارات بحث ممتازة. أساعد كبار السن في وقت فراغي وأعرف حجم المساعدة والتغيير الذي يستطيع المعالج (الصيدلاني) عمله لحياتهم. أنا حريص جداً على الانضمام لشركة تساعد الناس.

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

Yours faithfully,

Tareq Hakim

### Exercise 5: Read and complete the two curriculum vitae with the headings in the box.

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

- 1- ..... Tareq Hakim
- 2- ..... 5 North Street, Ajloun
- 3- ..... 2009–2012: shop assistant at a chemist's, 2012–2014: reporter for Medicine Today, 2014–now: editor at a scientific journal
- 4- ..... Degree in Chemistry; Certificate in Journalism (2011)
- 5- ..... Captain of school basketball team; Voluntary work for a charity that helps elderly people
- 6- ..... I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals.
- 7- ..... Osama Hayek, Chemistry teacher at my secondary school

**Exercise 6: Read the previous text and answer the following questions:**

1- What is the name of the person who is sending this letter and what is the name of the recipient? .....

2- Tarek states that he has two qualifications, write them down. ....  
.....  
.....

**3- Critical Thinking:** Tarek states that in his free time, he helps old people. Do you think this is a good thing to do? What things do you think there are to be done for old people as a voluntary work? .....

4- What does the pronoun “**their**” refer to? .....

5- Quote the sentence which indicates the positive effect that medicines have on lives.  
.....  
.....

6- Read the quotation. Do you agree with it? Why/Why not?  
“I’ve learned that making a living is not the same thing as making a life.”  
Maya Angelou (1928 CE–2014 CE)  
.....  
.....  
.....  
.....

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	enclosed (adj) enclose (verb)	surrounded, especially by a fence or wall	مرفق

### Unit Ten Text Two: Curriculum Vitae 2#

Dear Mr Rahhal,

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

عزيري السيد رحال، انا مهتم بوظيفة الباحث في شركتكم الصيدلانية. سترى من السيرة المرفقة انني عملت في المبيعات لعدة سنوات لدي شركة صيدلانية. لقد كنت ناجحا في هذه الوظيفة وكنت موظف المبيعات الأول لعام 2013.

I would now like a new challenge and would be interested in moving into research. I have a degree in Physics. I am a competent and adaptable worker and I believe that I can be successful in any position. I like reading and camping. I also like travelling. References are available on request.

ارغب الآن بتحديات اخرى واتمنى ان انتقل إلى البحث، لدي شهادة في الفيزياء. لدي الكفاءة وعندني القدرة على التكيف مع العمل واعتقد انني سأكون ناجحا في هذا العمل. احب القراءة والتخييم. احب السفر ايضا. يمكنني تزويدكم بالمعرفين حال الطلب.

I look forward to hearing from you.

Yours sincerely,

Hisham Khatib

### Exercise 7: Read and complete the two curriculum vitae with the headings in the box.

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

- 1- ..... Hisham Khatib
- 2- ..... 22 East Way, Irbid
- 3- ..... 2010–now: Sales Representative for a large pharmaceutical company
- 4- ..... Degree in Physics (graduated 2009)
- 5- ..... I won Salesperson of the Year Award in 2013 CE.
- 6- ..... I am a very competent worker. I am also adaptable.
- 7- ..... Samira Rahhal, the director in my current job

No	Word	English Meaning	المعنى بالعربية
1-	ICT (n.abbrev.)	Information and Communication Technology	تكنولوجيا المعلومات والإتصال
2-	ambitious (adj) ambition (noun)	having a strong desire for success or achievement	طموح
3-	full-time (adj)	happening or working for the whole of the working week, and not only part of it	دوام كامل
4-	intern (n) intern (v) internship (n)	someone who works for a short time in a particular job in order to gain experience	موظف متدرب
5-	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 / مشرف بناء

**Exercise 8: Chose words from the table above to fill the gaps in the following sentences:**

- 1- He's very ..... for his children, he wants to insure the best future for them.
- 2- She went back to work ..... when her youngest child went to school.

**Unit 10 Text Three: Stepping into The Business World**

الدخول في عالم الأعمال (التجارة)

Business Studies is a popular choice for students **who** are choosing a degree course in the UK. After graduating, **some** go on to further study, but most of **them** take up employment. Many large companies offer graduate training schemes, **which** are a kind of apprenticeship.

الدراسات التجارية خيار جيد لكل من يرغب بالدراسة في بريطانيا. يستمر بعض الطلاب بالدراسات العليا بعد التخرج ولكن الأغلب يتجهون إلى الوظائف. أغلب الشركات توفر خطط تدريبية للخريجين. وهي كتعليم الصنعة لهم.

We went to meet twenty-two-year-old Ricky Miles, **who** is about to graduate in the subject.

**How long have you been studying Business Studies, Ricky?** It's a four-year course, including two periods of work experience. Each one lasted six months, but **they** weren't in the same year. **What exactly have you studied over those four years?** Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, Marketing and Sales, too. I also did a course in Management, **which** is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. **We** all had to do IT, too, because computer skills are essential.

ذهبنا لمقابلة ريكي مايلز ذا ال 20 عاما والذي سيتخرج بهذا التخصص. كم من الوقت قضيت في دراسة الدراسات التجارية يا ريكي؟ انه تخصص مدته اربع سنوات ويتضمن فترتين من العمل التطبيقي. كل فترة عملية تستمر ما مقداره ستة اشهر. ولكن لم تكن هذه الفترتين في نفس السنة. وما الذي درسته بالضبط في هذه السنوات الأربع؟ كثيرا جدا! رياضيات، طبعا، محاسبة، مالية و اقتصاد. نعم وطبعا التسويق والمبيعات. ودرست مادة في الإدارة أيضا والذي يحتوي على كيفية التوظيف وإدارة الموظفين وكيفية التعامل مع الصراعات، ودرست مادة في الإعلان. وكلنا كن يجب عليه دراسة مواد تكنولوجيا المعلومات أيضا لأن مهارات الحاسوب شيء هام.

**What did you most enjoy about the degree?** The work experience, definitely. I learnt so much, both times, and of course it looks great on my curriculum vitae. One of the companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!



وما الشيء الذي استمتعت به كثيراً في برنامجك الدراسي؟ الخبرة العملية بالتأكيد. تعلمت كثيراً، في كلا المرتين وبالطبع يبدو هذا جيداً في سيرتي الذاتية. عرضت أحد الشركات لي عمل مدفوع الأجر الصيف الماضي، لذلك حصلت على خبرة أكثر. ولو أنني لم أحظ بتلك الوظيفة لمي تمكنت من الحصول على مال كافٍ أيضاً.

**What kind of company was that, and what did you do there?** It was a company that provides financial products – savings and pensions, mostly. At first I just ‘shadowed’ different people, watching what **they** were doing. Then I did quite a lot of checking for **them** – you know, checking **their** calculations. When I went back in the summer, I was in the sales department. My job was to follow up web enquiries, and send out further information to possible clients. I enjoyed **it**, and I wouldn't have had that opportunity if I hadn't done the work experience first. **What are you planning to do next?** I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, I'll have to prepare really carefully.

وأى نوع من الشركات كانت، وماذا عملت هناك؟ كانت شركة تورد المنتجات المالية: خدمات توفير و رواتب التقاعد على الأغلب. في البداية تتبعت العديد من الأشخاص، لمعرفة ما كانوا يعملون. وقمت بالعديد من التفتد من أجلهم، كما تعلم، تفتدت حساباتهم. عندما عدت في الصيف، كنت في قسم المبيعات. اشتمل عملي على متابعة الإعلانات، وإرسال معلومات إضافية لزبائن محتملين. لقد استمتعت بذلك العمل ولم أكلن لأحظى بتلك الفرصة لو لم أقم بالخبرة العملية أولاً. وما الذي تخطط له تالياً؟ لقد تقدمت بطلب عمل لدي مصرف، لدي المؤهلات اللازمة وأعرف أنه سيكون هناك العديد من الطلبات. يجب أن انتظر أن احضى بمقابلة. إذا حصلت عليها، يجب علي التحضير بحذر شديد.

### **Exercise 9: Read the text again and answer the questions.**

- 1- What is the name of Ricky's degree? .....
- 2- How did he spend a quarter of his time as a student? .....
- 3- What kind of company did he work for last summer, and what was his job? .....
- 4- What is he waiting to find out? .....
- 5- Would you like to do the same kind of degree course as Ricky? Why/Why not? .....
- 6- Who is Ricky Miles? .....
- 7- What do graduate training schemes represent for students? .....
- 8- What do the underlined words/pronouns refer to? .....
- 9- The speaker states that all the students had to do IT, what is the reason behind that? .....

## Collocations

التلازم اللفظي: هو توارد لفظين (أو أكثر) معاً أكثر من ورود أحدهما مع غير الآخر.  
- "تكرار معتاد لمجموعات من الكلمات المفردة ، والتي يأتي تكرارها معاً من خلال شيوع الاستخدام بحيث تميل لتشكيل وحدة مميزة." (تعريف محمد حسن يوسف).  
- "التلازم اللفظي: هو ورود كلمتين أو أكثر معاً بشكل متكرر بحيث يشتهر حدوثهما معاً أكثر من حدوثهما مع غيرهما." (تعريف محمد الأسود)

No	Collocation	المعنى بالعربية
1-	take a course	يلتحق بدورة / يدرس مادة
2-	feeling of satisfaction	شعور بالرضا
3-	passwords / secure	تأمين كلمات السر
4-	responsible person	شخص مسؤول
5-	get a job	يحصل على وظيفة
6-	long meeting	اجتماع طويل

### Exercise 10: Circle the correct words.

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

## Prepositions (Verbs with Prepositions)

- هناك بعض الأفعال تلازمها حروف جر محددة:

No	Verb + Preposition	المعنى بالعربية
1-	work as	يعمل كـ
2-	decide on	يقرر ان
3-	translate into	يترجم إلى
4-	talk about	يتكلم عن
5-	ask about	يسأل عن
6-	good at	جيد بـ

**Exercise 11: Complete the sentences with the correct prepositions from the box. One preposition is not needed.**

about (x2) / as / at / in / into / on

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

## الجملة الشرطية (Conditional Clauses (If Clauses)

### Grammar: Zero, First and Third Conditionals:

- الجملة الشرطية: هي عبارة عن جملة يكون الحدث في جملة الشرط (If clause) شرطاً لحدوث حدث آخر في جواب الشرط (main clause).

- If I eat, I will get fat.

- تقسم الجملة الشرطية إلى عبارتين وهما:

**1- جملة الشرط (if clause):** وهي الجملة التي تحتوي على (if) أو (unless) أو غيرها. وهي جملة غير مستقلة أي لا تأتي وحيدة ولو أتت هذه الجملة وحيدة يكون المعنى ناقص.

- If you study harder, هذه العبارة غير مفيدة لأنها غير مكتملة,

**2- جواب الشرط (main clause):** وهي الشق الآخر من الجملة ويجب أن تحتوي على فعل من أفعال (modals) في النوع الأول والثاني والثالث من الجمل الشرطية. ولا يجب أن تحتوي على أي من أفعال (modals) في النوع صفر. وهي جملة مستقلة مفيدة بحد ذاتها.

- you will probably pass easily. هذا الجزء مفيد سواء جاء مستقل أو جاء مع الجملة السابقة.

- جملة (if) تكون على شكلين:

If you study harder, you will pass.

لاحظ وجود (if) في بداية الجملة والفاصلة في الوسط.

- والشكل الثاني:

You will pass if you study harder.

لاحظ وجود (if) في وسط الجملة مع عدم وجود فاصلة والحرف في (if) صغير.

1- (الجملة الشرطية الحالة صفر)	
Type	The Zero Conditional
Structure	if + Present Simple, Present Simple نستخدم الزمن المضارع البسيط في كلا الطرفين من الجملة. هنا يمكن استخدام (when) بدل (if) If + V1 (s/es) , V1 (s/es).
Use	- to describe something that always happens. - the inevitable consequence after a certain action or event. - نستخدم هذه القاعدة للكلام عن الأشياء التي تحدث دائما كنتيجة لتحقيق شرط الجملة. كالحقائق العلمية والحالات الدائمة والعامة.
Examples	- If plants don't get enough sunlight, they die. - Water turns to ice if the temperature falls below zero.

2- (الجملة الشرطية الحالة الأولى)	
Type	The First Conditional
Structure	if + Present Simple, will (Modals) + V1 نستخدم في هذه الحالة من الجمل الشرطية المضارع البسيط في جملة الشرط (if) والمستقبل البسيط في جواب الشرط.
Use	to describe a future outcome of a certain future action or event. وهنا نتحدث عن ناتج مستقبلي لحدث معين مستقبلي أو مضارع، الشرط ممكن حدوثه في المستقبل
Examples	If you <u>get</u> an interview for a job, you <u>will need</u> to show real enthusiasm.

3- (الجملة الشرطية الحالة الثانية)	
Type	The Second Conditional
Structure	if + Past Simple, would + V1 نستخدم في هذه الحالة الشرطية الماضي البسيط في جملة الشرط (if) و (would) في جواب الشرط.
Use	- تستخدم هذه الحالة للكلام عن الأحداث التي ليست من المتوقع ان تحدث في المستقبل. - If I met the Queen of England, I would say hello. - للكلام عن الأحلام أو التخيلات في المستقبل. - She would travel all over the world if she were rich. - للكلام عن شيء في المضارع لكن هو ليس حقيقي أو صحيح مثل الأمنيات و النصائح. - If I were you, I wouldn't go out with that man.
Examples	- If I won the lottery, I would buy a big house. - If I were you, I wouldn't go out with that man.

4- (الجملة الشرطية الحالة الثالثة)	
Type	The Third Conditional (The Imaginary Past)
Structure	if + Past Perfect, { would have could have might have } + V3 - نستخدم الماضي التام في جملة الشرط و (would have/could have/might have + V3) في جواب الشرط.
Use	to imagine past and impossible situations which did not happen. - نستخدم لتخيل أحداث مستحيلة لم تحدث في الماضي ، وتخيل نتائج هذه الأحداث. الشرط غير ممكن/مستحيل حدوثه في الماضي
Examples	- If I had stayed at home that day, I would have missed the celebration. - جملة الشرط تصف حدث لم يحدث وجواب الشرط يصف حدثاً لم يحدث. تعني هذه الجملة ان الشخص حضر الإحتفال. - I wouldn't have gone to the library if my friend hadn't invited me. - هنا تم دعوة المتكلم من قبل صديقة وذهبا للمكتبة، فهو يقول لو ان صديقي لم يدعني للمكتبة لما كنت ذهبت اي ان كل جملته خيالية ولم يحدث انه لم تتم دعوته. - If I'd studied harder, I'd have passed the exam. - هنا لم يدرس ولم ينجح ويقول لو انني درست لنجحت وكلا جملة الشرط وجوابها خياليتين لم تحدثا.
Notes	- We use (could have/might have + V3) when we are less sure of the result of the impossible past situation. - في هذه القاعدة، نستخدم (could have/might have + V3) عندما نكون ليسوا متأكدين بالكامل من نتيجة حدث مستحيل في الماضي. If I had prepared better for the competition, I might have won the first prize. - يقول الكاتب هنا: لو انني تمرنت بشكل افضل للمنافسة (وهذا لم يحدث ومن المستحيل ان يحدث الآن) لكان من الممكن ان افوز بالجائزة الاولى (هو ليس متأكد من فوزه بالجائزة الاولى بدليل ((might)) - If I had slept better before the exam, I could have concentrated better. - If I'd gone to a different school, <b>I might not have studied French. I could have taken English.</b> - <b>Our team could have won the match</b> if they'd trained harder, <b>and then they might have been champions now if they'd won.</b>

No	Conjunction	المعنى بالعربي
1-	if	إذا
2-	when	عندما (الشرطية)
3-	provided that	على شرط / بشرط
4-	as long as	إذا / طالما
5-	unless	إذا لم
6-	even if	حتى لو

- I'll buy the book **(if/provided that/as long as)** it isn't too expensive.  
- لن اشترية **إذا** كان غالي الثمن.
- I'll buy it unless it's expensive.  
- سأشترية **إذا لم** يكن غالي الثمن.
- I'll buy it **even if** it's expensive.  
- سأشتريه **حتى لو** كان غالي الثمن.

**Exercise 12: Complete the Conditional Sentences by putting the verbs into the correct form.**

- 1- If they ..... (have) time at the weekend, they will come to see us.
- 2- If the team train well, they ..... (get) high scores.
- 3- If we ..... (know) about your problem, we would have helped you.
- 4- I leave if she ..... (come) to this place.
- 5- If we sneak out quietly, nobody ..... (notice) us.
- 6- We ..... (arrive) earlier if we had not missed the bus.
- 7- Okay, I ..... (get) the popcorn if you buy the drinks.
- 8- She ..... (go) out with you if you had only asked her.
- 9- I would not have read your diary if you ..... (not hide) it in such an obvious place.

**Exercise 13: Choose the correct option to complete the sentences.**

- 1- Unless you have a language degree, you **do / will** not be able to become an interpreter.
- 2- If you get an interview for a job, you **needed / will need** to show that you have good listening skills.
- 3- If you are successful, it **is / will be** a secure and rewarding job.
- 4- You get a feeling of satisfaction when you know that people **understand / understood** everything you translate.

**Exercise 14: Complete the sentences with the correct form of the verbs in brackets.**

- 1- When you ..... at the station next Saturday, we ..... there to meet you. (arrive/be)
- 2- Nasser ..... out with us tomorrow unless he ..... help his father. (come/have to)
- 3- I ..... you with your homework, as long as you ..... me with mine! (help/help)

4-(2016) Provided that it ....., we will have a picnic next week. (not rain)

5- If you ..... the prize, how ..... you ..... the money? (win/spend)

6 Even if Omar ..... his driving test this afternoon, he ..... his own car. (pass/not have)

**Exercise 15: Circle the correct word in italics, and complete the sentences with the correct form of the verb in brackets.**

1- *When / Unless* you ..... 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 computer will last forever *as long as / even if* you ..... careful with it. (be)

**Exercise 16: Join the sentence beginnings 1–5 with their endings a–e, using the words in bold. Write the new sentences under the table:**

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

1- .....

2- .....

3- .....

4- .....

5- .....

**Exercise 17: Tick the correct sentences. Rewrite the wrong ones with words from the box.**

even if / if / unless / when

1- Ice cream melts **when** it gets warm. ○

.....

2- We need umbrellas **unless** it rains. ○

.....

3- The teacher will be pleased **unless** I write a good essay. ○

.....

4- Our team will celebrate **if** they win the match. ○

.....

5- **Provided that** everyone works hard, we'll all pass our exams. ○

.....

6- Babies are usually happy **as long as** they're hungry or cold. ○

.....

7- We should always be polite **unless** we feel tired. ○

.....

**Exercise 18: Complete the sentences with your ideas. Use the *zero* or *first conditional*.**

1- When I get home from school, I usually .....

2- Unless we're given a lot of homework tonight, .....

3- If there's something I don't understand, I usually .....

4- Even if I'm tired tonight, .....

5- As long as I have enough money, .....

6- Provided that my parents agree, .....

**Exercise 19: Rewrite the advice, using the words in brackets.**

1- You should practise the presentation several times. (were)

- If I .....

2- It would be a good idea for you to make a list of questions. (could)

.....

3- You ought to get some work experience. (don't)

.....

4- You shouldn't look too casual. (If)

.....

5- You should do a lot of research. (would)

.....

6-(2016) Sami didn't apply immediately for the scholarship, so he didn't get it. (if/could)

.....

**Exercise 20: Read the situations and complete the sentences with the third conditional, using the word in brackets.**

1- Saeed left his camera at home, so he wasn't able to take pictures of the parade. (could)

.....

2- I had a headache yesterday, and I didn't do well in the Maths test. (might)

.....

3- I didn't know your phone number, so I wasn't able to contact you. (could)

.....

4- You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. (might not)

.....

5- **(2016/2017)** I worked really hard the day before the exam. I got top marks. (if / might not)

.....

6- **(2016/w)** Saleem left his wallet at home, so he wasn't able to purchase his necessary items. (could)

.....

**Exercise 21: Use *if* or *unless* to fill the gaps.**

1- I will buy a car ..... I have money.

2- ..... you don't leave now, you'll be late.

3- Majed will lose his job ..... he works harder.

4- ..... my brother helps me, I can't succeed.

5- You can't drive a car ..... you get a driving license.

**Exercise 22: If you happen to know that (unless) means (if not) then:**

1- If you drive fast, you make car accidents.

- Unless .....

2- Unless you do your best, you will not pass.

When .....

3- Unless it rains, we will have a picnic.

If .....

**Exercise 23: Rewrite the following sentences so that they mean the same as the sentence before each of them.**

1- Perhaps it will snow tomorrow so we may not go out.

If .....

2- It is possible that I will buy the butter and flour tomorrow so I may make a cake.



If .....

3- It is quite probable that Ahmad will come tonight so we may play chess.

If .....

4- I advised you not to tell Lina the bad news.

If I .....

5- I advise you to apply for that job.

If I .....

6- Ahmad won't go to London, so he won't buy me a present.

If Ahmad .....

7- I am not rich, so I can't buy a big house.

If I .....

8- Mona didn't study for the exam last week so she failed.

If .....

9- Sami lost the match because he didn't practice hard.

If .....

10- Rania arrived late because she came by bus.

If .....

11- People who didn't work hard usually don't achieve anything in life.

Unless .....

12- If Ahmad gets the tickets, we will go to the concert.

Unless .....

13- If nobody helps me, I will not finish the work today.

Unless .....

14- Unless you drive slowly, you will make an accident.

If .....

15- Nader won't get a scholarship unless he gets high grades.

If .....

16- If she doesn't work hard, she won't get a high mark.

Unless .....

**Exercise 24: Correct the verbs between brackets to give useful grammatically correct sentences:**

- 1- If people ..... too much, they get fat. (eat)
- 2- If it rains, I ..... to the park. (go/not)
- 3- If I met the Queen of England, I ..... hello. (say)
- 4- If she ..... , she would have passed the exam. (study)
- 5- If you ..... a fire, you ..... burned. (touch / get)
  
- 6- If I study today, I ..... to the party tonight. (go)
- 7- She would travel all over the world if she ..... rich. (be)
- 8- If I hadn't eaten so much, I ..... sick. (not/feel)
- 9- People die if they ..... (not/eat)
- 10- If I ..... enough money, I'll buy some new shoes. (have)
  
- 11- She would pass the exam if she ever ..... (study)
- 12- If we ..... a taxi, we wouldn't have missed the plane. (take)
- 13- You ..... water if you ..... hydrogen and oxygen. (get / mix)
- 14- She'll be late if the train ..... delayed. (be)
- 15- If I ..... his number, I would call him. (have)
  
- 16- She wouldn't have been tired if she ..... to bed earlier. (go)
- 17- Snakes ..... if they are scared. (bite)
- 18- She'll miss the bus if she ..... soon. (not / leave)
- 19- She ..... a teacher if she had gone to university. (become)
- 20- If babies are hungry, they ..... (cry)
  
- 21- If I see her, I'll ..... her. (tell)
- 22- He would have been on time for the interview if he ..... the house at nine. (leave)
- 23- I ..... (have got) the job if I ..... (have) some experience.
- 24- If you ..... (do) the course, you ..... (have) enough experience to apply for the job.

## Writing: A CV & Formal (Covering) Letter Writing: السيرة الذاتية و الرسالة الرسمية

- تنقسم السيرة الذاتية إلى قسمين، رسالة التغطية والسيرة الذاتية نفسها.
- سننظر في البداية إلى كيفية كتابة رسائل التغطية وهي شبيهة لحد ما بالرسائل الرسمية لأنها كذلك. تذكر ان تجعلها مرتبة.
- قبل الفقرة الأولى اجعل هناك تحية واضحة.
- في الفقرة الأولى وضح اهدافك بخصوص الوظيفة المنشودة وتكلم بشكل مختصر عن نفسك.
- في الفقرات التالية تكلم عن الأمور الهامة كاخبرة والتوقعات والمزايا التي سيستفيد منك صاحب العمل.
- في الفقرة الأخيرة اكتب تحية واكتب للقارئ انك تتوقع استقبال رد منه.
- استخدم لغة سليمة رسمية وجمل قصيرة مختصرة وحاول عدم استخدام التقليلصات. تحقق من الأخطاء الإملائية وعلامات الترقيم.

وهي مثال لرسالة تغطية ولا تزعلو: طبعاً من الكتاب:

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

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

I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal at your school. My developing leadership skills show that I am ready to advance in my teaching career, and the advertised position at your school as [POSITION] is ideal. While I am dedicated to teaching and know that my students are of the highest importance, I make time to have an active and varied social and family life. This helps to keep my approach to teaching and student welfare fresh.

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

Yours sincerely,  
Farida Jabari

## السيرة الذاتية Writing a curriculum vitae

- إن السيرة الذاتية المرتبة تعتبر من الأمور الهامة:
- يجب ان تكون مكتوبة بخط مناسب وسهلة الفهم. وتذكر ان تكون العناوين مكتوبة بالخط الغامق.
- استخدم لغة واضحة و سهلة.
- ركز على انجازاتك الأكاديمية والخارجة عن الإطار التعليمي.
- تذكر شمول كل الالمعلومات الهامة.
- نقح ونقّح الاخطاء وعلامات الترقيم.

- وهااااااي كمان مثال على السيرة الذاتية برضو من الكتاب:

**Name:** Farida Jabari

**Address:** 215 Rainbow Street, Amman

**Education:** Degree in English (2009 CE)  
PEP (Practical Education Programme) Teaching qualification (2011 CE)

**Work experience:** Teacher of English, [SCHOOL NAME], Amman.

**Skills and achievements:** Voluntary work for children's charities; excellent piano accompanist

**Personal attributes:** I am a dedicated, ambitious worker. I have high expectations of myself and the students I teach.

**Reference:** [FULL NAME], head teacher at [SCHOOL NAME], Amman

أحمد

أنا

أحمد الأحمد

## **Writing: A Report** كتابة التقارير

- عند كتابة التقرير، أكتب تقريرك في 3 فقرات رئيسية. يمكنك فصل الفقرة الوسطى لعدة فقرات حسب المطالب في السؤال. اكتب عنواناً مناسباً لتقريرك. استخلصه من السؤال.  
**1- المقدمة:** اشرح عن ماذا سنتناول في تقريرك في جملتين أو ثلاثة.

The aim of this report is to provide information concerning .....  
to..... It will include factors/details which/ about .....  
and suggest ways to .....

**2- في الفقرة الثانية، فقرة العرض،** اعرض الموضوع، النسب، التواريخ وتحدث عن المطالب في السؤال لان السؤال يطلب منك امور معينة. ولا تأكتب رأيك نهائياً. كما قلنا يمكنك كتابة اكثر من فقرة.

A study was done to find out.....; Just under a quarter of those interviewed ..... The majority of the respondents said...../85 per cent of respondents said .....

**3- التوصيات والخاتمة:** لخص معلوماتك وضع بعض الإقتراحات إن وجد. استخدم الترقيم لتوضيح افكارك إن لزم.

## **ملاحظات:**

1- اترك سطر بين الفقرات ، ضع عناوين لكل فقرة توضح محتوى كل فقرة. 2- استخدم علامات الترقيم التي شرحناها في الوحدة الأولى. 3- استخدم قواعد صحيحة والتي تعلمتها سابقا. 4- راجع الاخطاء اللغوية.

مثال على التقرير: ارجع لكتاب النشاط ص 73/72 للمزيد من الأمثلة

## **Participation in the arts in London, England**

### **Introduction**

The aim of this report is to provide information concerning participation in the arts in London, England. It will include factors which discourage people from taking part, and suggest ways to increase participation.

### **Current situation**

I interviewed people between the ages of 15 and 50 who live in London. Just under half of the people who were interviewed said they took part in music, drama or art. The most popular activity was taking music lessons, followed by going to art galleries and concerts. Drama and dance classes were popular with people in their thirties, because classes are social occasions.

### **Factors preventing fuller participation**

About 40 per cent of people asked said that they did not enjoy the arts, giving reasons such as boredom for this. The other 60 per cent said that most arts-related activities were too expensive, such as theatre visits or music lessons. Some people said that finding a good teacher was difficult.

### **Recommendations**

It is important to focus on those who currently do not participate in the arts at all by:

- arranging a subsidised program for those who want to study music or dance but do not have enough money
- publicising and presenting cheaper theatre performances
- further research into reasons why people do not enjoy the arts.



**Exercise 20:** Exercise is so important for our lives. Write a report answering the following questions: Are you, your family and your friends active enough? How could you increase your physical activity? Suggest three useful activities which can be practiced without wasting time.

## Writing skills: Useful language for reports

## Introduction

*The aim of this report is to ... / This report examines ... / In this report, [...] will be examined.*

### Reporting information

*There are more than [...] well-equipped health centres in [name of town].*

Almost three-quarters of the population are regular users of ...

The number of [...] has declined/increased since [date].

### Conclusion/Recommendations

*It appears that ... / This results in ... / It is recommended that ... / The best course of action would be to ...*

Handwriting practice lines with a large, faint watermark reading "أحمد الأحمد" (Ahmed Al-Ahmed) diagonally across the page.

Handwriting practice sheet with horizontal lines and a large, faint watermark reading 'أحمد' (Ahmed) diagonally across the page.

أحمد الأسود

## Unit 10 Answers

**Ex1:** 1- headphones 2- translation 3- regional 4- interpret 5- seminar 6- rewarding.

**Ex2:** 1- 1- important conferences and seminars around the world.

2- a lot of specialist language.

3- be able to become an interpreter.

4- a job as an interpreter quite quickly.

5- you enjoy visiting other countries.

2- Yes, I have the qualifications and yes, I'd like to become an interpreter because it includes travelling to many places and I am fond of travelling.

3- She has worked as an interpreter for five years. Many students have emailed her about her work because they want to know what it would be like to do her job.

4- She has always been fond of languages, at school she was very good at English and she enjoys travelling.

5- Interpreting includes listening to what people say through headphones, then translating into Arabic while the speaker is talking. Then, interpreting includes giving the translation through headphones to other people at the meeting.

6-

No	Pronoun/Word	Reference
1-	I/me/my	Fatima Musa
2-	they	Many students
3-	him	My father
4-	we	My father, (my family) and I (Fatima Musa)
5-	My	Fatima Musa
6-	they	a person
7-	who	anyone
8-	it	English
9-	it	a job as an interpreter
10-	that	travelling a lot

7- 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!

8- You 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!

9- "English is not the same in all English-speaking countries."

10- Having a language degree. Having a postgraduate qualification. Having good listening skills and a clear speaking voice. Thinking quickly and being able to concentrate for a long time.

11- 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.

12- Because if the interpreter translates things badly, it could affect an important law or trade agreement between countries.

**Ex3:** qualifications, training, work experience, achievements

**Ex4:** 1- reference 2- enthusiastic 3- competent 4- achievement.

**Ex5:** 1- Name 2- Contact details 3- Work experience 4- Qualifications and training 5- Skills and achievements 6- Personal attributes 7- Reference.

**Ex6:** 1- The name of the person who is sending this letter is Tariq Hakim and the recipient's name isn't mentioned, Sir/Madam is mentioned instead.

2- He has a degree in Chemistry and a qualification in Journalism.

3- Yes, helping people is a good thing to do. We can feed the elderly, we can tell them stories, help them take their medicine and many other things.

4- "their" refers to "elderly people".

5- "I can see the difference that medicines can make to their lives."

6- I agree with this quotation because making money is not making life, making a life includes more joy and spirit.

**Ex7:** 1- Name 2- Contact details 3- Work experience 4- Qualifications and training 5- Skills and achievements 6- Personal attributes 7- Reference.

**Ex8:** 1- ambitious 2- full-time.

**Ex9:** 1- Business Studies.

2- doing work experience.

3- It was a company providing financial products, and his job was to follow up web enquiries.

4- whether or not he will get an interview.

5- No, it has no future here in Jordan.

6- He is a twenty-two-year-old **who** is about to graduate in Business Studies.

7- They represent a kind of apprenticeship.

8-

No	Word/Pronoun	Reference
1-	Who/some/them	students
2-	which	graduate training schemes
3-	who	twenty-two-year-old Ricky Miles
4-	they	two periods of work experience
5-	which	a course in Management
6-	We	students
7-	I	Ricky Miles
8-	It	the company
9-	They/them/their	different people
10-	it	My job

9- All the students had to do IT because computer skills are essential.

**Ex10:** 1- taking 2- satisfaction 3- secure 4- responsible 5- job 6- meeting.

**Ex11:** 1- as 2- on 3- into 4- about 5- about 6- at.

**Ex12:** 1- have 2- get/will get 3- had known 4- comes 5- will notice 6- would have arrived 7- will get 8- would have gone 9- had not hidden.

**Ex13:** 1- will 2- will need 3- will be 4- understand.

**Ex14:** 1- arrive; will be 2- will come; has to 3- will help; help 4- doesn't rain; will have 5- win; will, spend

6- passes; won't have.

**Ex15:** 1- When; heat 2- unless; study 3- If; don't water 4- when; finishes 5- as long as; are.

**Ex16:** 1- During Ramadan, we eat when the sun sets.

2- I'll phone you if I miss the bus so that you pick me up.

3- We'll go to our favourite restaurant on Friday unless it's closed.

4- I will take the job offer provided that it's part-time – I haven't finished my university studies yet.

5- We have to go to school, even if we're tired.

**Ex17:** 1- ✓

2- We need umbrellas when it rains.

3- The teacher will be pleased if I write a good essay.

4- ✓ 5- ✓

6- Babies are usually happy unless they're hungry or cold.

7- We should always be polite even if we feel tired.

**Ex18:** 1- When I get home from school, I usually sleep.

2- Unless we're given a lot of homework tonight, I'll go out.

3- If there's something I don't understand, I usually ask my teachers to explain it to me.

4- Even if I'm tired tonight, I'll go out.

5- As long as I have enough money, I go out.

6- Provided that my parents agree, I'll go out/I go out.

**Ex19:** 1- If I were you, I'd practise the presentation several times.

2- You could make a list of questions.

3- Why don't you get some work experience?

4- If I were you, I wouldn't look too casual.

5- I would do a lot of research.

6- If Sami had applied immediately for the scholarship, he could have got/gotten it.

**Ex20:** 1- If Saeed hadn't left his camera at home, he could have taken pictures of the parade.

2- I might have done well in the Maths test if I hadn't had a headache yesterday.

3- I could have been able to contact you if I had known your phone number.

4- If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd.

5- I might not have got top marks if I hadn't worked really hard the day before the exam.

6- If Saleem hadn't left his wallet at home, he could have purchased his necessary items.

**Ex21:** 1- if 2-if 3- unless 4- unless 5- unless.

**Ex22:** 1- Unless you drive fast, you don't make car accidents.

2- When you do your best, you will pass.

3- If it rains, we will not have a picnic. / If it doesn't rain, we will have a picnic.

**Ex23:** قد تختلف الإجابة من طالب لآخر

1- If it snows, we will not go out tomorrow.

2- I'll make a cake tomorrow if I buy the butter and flour.

3- If Ahmad comes, we will play chess tonight.

4- If I were you, I wouldn't tell Lina the bad news.

5- If I were you, I would apply for the job.

6- If Ahmad went to London, he would buy me a present.

7- If I were rich, I would buy a big house.

8- If Mona had studied for the exam, she would have passed.

9- If Sami had practiced hard, he wouldn't have lost the match.

10- If Rania hadn't come by bus, she wouldn't have been late.

11- Unless people work hard, they don't usually achieve anything in life.

12- Unless Ahmad gets the tickets, we will not go to the concert.

13- Unless somebody helps me, I will not finish the work today.

14- If you drive slowly, you will not make an accident.

15- If Nader gets high grades, he will get a scholarship.

16- Unless she works hard, she won't get a high mark.

**Ex24:** 1- eat 2- will not go 3- would say 4- had studied 5- touch/get 6- go / will go 7- were 8- would not have felt 9- don't eat 10- have 11- studied 12- had taken 13- get / mix 14- is 15- had 16- had gone 17- bite 18- doesn't leave 19- would have become 20- cry 21- will tell 22- had left 23- would have got / had had 24- do / will have