



اللغة الانجليزية

للمرحلة الثانوية/المستوى الرابع



PREPARED BY

Grammar

Vocabulary

JAMAL SAFI



شرح كامل للمادة مع أسئلة إضافية
على كل موضوع
المنهاج الجديد



Reading

Writing

0777376260



SECOND SEMESTER

*DERIVATION

*GUIDED WRITING

REVISION (B)

TEST (B)

PRONUNCIATION

LITERATURE SPOT (B)

WRITING



OUR WAY TO SUCCESS

DERIVATION

الاشتقاق

القاعدة العامة التي تنطبق على حالات الاشتقاق

قبل الأسماء صفات و بعد الصفات أسماء و قبل الأفعال أسماء و بعد الأسماء و الضمانر الشخصية أفعال و بعد الأفعال ظروف و بعد الظروف صفات:

(ما قبل الفراغ) ←←←←← Noun Verb Adverb Adjective Noun →→→→→ (ما بعد الفراغ)

Noun Derivation اشتقاق الاسم:

* يشتق الاسم إذا وقع الفراغ في الجملة في الحالات التالية :

1. بعد الأدوات (**a , an , the**) إذا لم يتبع الفراغ اسم أما إذا تبعه اسم فتأتي صفة.

- My father works for an **organisation** that helps to protect the environment.

- Fatima al -Fihri was born in **the ninth** century .

2. بعد صفات الملكية (**my , our , your , his , her , their , its**) .

- I will be going to university to complete **my education**.

3. بعد صفات الإشارة (**this , that , these , those**) .

- We can't comply with **this decision**

4. بعد محددات الكمية (**much , little , a little , few , a few , only , every , other , all , no any , many , one , two , three , fouretc**)

Have you had **any experience** of learning another language?

5. قبل و بعد (**of**) و قبل و بعد (**'s**) الملكية .

- Have you seen Nasser's **collection** of post cards ? he's got hundreds!

6. بعد (**more**) بشرط أن لا تكون مسبقة بأحد أفعال (**be**) .

- We need **more patience** in case of anger.

7. بعد حروف الجر (**in , of , on , between , from , under , with , for , at ...etc**) .

- There is a particular Bedouin style **of weaving** that buyers find very attractive.

ملاحظة هامة: في جميع الحالات التي يحتاج فيها الفراغ إلى اسم و كان بعد الفراغ اسم آخر نضع صفة.

Noun Suffixes : لواحق الأسماء

ion	production	ity	authority
ness	illness	y	archaeology
tude	attitude	age	shortage
ice	notice	or	inventor
ism	tourism	ce	influenccce
ment	government	ist	aechaecologist
ess	princess	ship	friendship
ure	pressure	dom	kingdom
er	teacher	ing	weaving

Adjective Derivation : اشتقاق الصفة

* تشتق الصفة إذا وقع الفراغ في الجملة في الحالات التالية :

1. بين **as (adjective) as / as..... as**

She is **as beautiful as** the moon .

2. بعد المحددات و المؤكدات و الظروف مثل :

(**very , so , too , quite , extremely , completely , definitely , absolutely , mainly , surely , essentially**)

-Ahmed was **extremely hungry**.

3. بعد أفعال مثل : (**get , become , grow , look , seem , appear , feel , found**)

- Rand **looks happy** because she has passed her exams.

4. بعد (**most / more**) و خاصة بين (**more**) و (**than**) بشرط أن تكون (**more**) مسبقة بأحد أفعال (**be**)

- Land is **more expensive** than it was before.

5. بعد أفعال (**be**) بشرط أن تكون أفعالا رئيسية و ليست مساعدة.

- The exam was **difficult**.

Adjective Suffixes : لواحق الصفات

ible	responsible	ous	dangerous
ful	beautiful	ory	satisfactory
ent	different	ing	interesting
less	careless	ed	interested
able	bearable	ant	important
ic	mathematic	an	american
ary	revolutionary	ive	creative
ect	perfect	al	social

ملاحظات هامة :

- الصفة التي تنتهي بـ (**ed**) تستخدم لوصف العاقل و الصفة التي تنتهي بـ (**ing**) تستخدم لوصف غير العاقل.

- ما ينتهي بـ (**ing**) و (**ed**) يكون قبل الأسماء صفات .
Interesting film / Interested man .

- ما ينتهي بـ (**ing**) و (**ed**) يكون قبل و بعد الأفعال أسماء .
Smoking is unhealthy / I hate smoking .

- أفعال التصريف الثالث (**p.p**) تعامل معاملة الصفة.
This letter is written by hand.

Verb Derivation : اشتقاق الفعل

* يشتق الفعل إذا وقع الفراغ في الجملة في الحالات التالية:

1. بعد **to** المصدرية . (**to- infinitive**)

- I need **to evaluate** my work.

2. بعد أفعال (**modals**) يأتي فعل أساسي (**base form**) .

- You **should study** hard.

3. بعد أفعال (**do**) عند تكوين سؤال أو جملة منفية في المضارع البسيط أو الماضي البسيط

- She **didn't succeed**.

4. بعد الفاعل سواء كان اسم أو ضمير .

- Thanks a lot . **I appreciate** your kindness.

Verb Suffixes : لواحق الفعل

fy	qualify	ieve	believe
ize	civilize	en	strengthen
ate	compensate	ide	provide

Adverb Derivation : اشتقاق الظرف

* يشتق الظرف إذا وقع الفراغ في الجملة في الحالات التالية:

1. أول الجملة و قبل فاصلة و :

- **Finally** , Fares could pass the exams.

2. في نهاية الجملة بشرط أن يقع الفراغ بعد اسم أو ضمير أو فعل.

- He greeted the **guests warmly**.

3. كمادة معترضة في الأحوال التالية :

- بين احد أفعال (**be**) و صفة

- I was **extremely** tired .

- بين الفاعل (اسم / ضمير) و الفعل .

- He **surprisingly** told me about the secret.

Adverb Suffixes : لواحق الظرف

ly	slowly
----	--------

ملاحظة:

- نحصل على الظرف (الحال) بإضافة (**ly**) لنهاية الصفة و بإسقاطها من الظرف نحصل على الصفة.

ملاحظات عامة على الاشتقاق

1 - أدوات العطف التالية (and , as well as , or) تعطف كلمتين من نفس الجنس أي أن ما يتبعها يكون من جنس ما يسبقها

- **Smoking (n) and pollution (n)** have the same effects.

- Work makes you **healthy (adj) and wealthy (adj)** .

2- إذا جاء الفراغ :-

- في بداية الجملة و متبوعا بفاصلة فانه يحتاج لظرف .

- في بداية الجملة و متبوعا باسم فانه يحتاج لصفة .

- في بداية الجملة و متبوعا بفعل فانه يحتاج لاسم .

- في نهاية الجملة مسبوقا باسم و فعل فانه يحتاج لظرف

- محصورا بين فعلين فانه يحتاج لظرف.

3. إذا توالى اسمين وراء بعضهما يكون الاسم الأول صفة للاسم الثاني .

4. إذا خلت الكلمة من أي لاحقة من لواحق الاسم أو الصفة أو الظرف فهي غالبا ما تكون فعل.

5- العبارات التالية (lead to/ due to/ according to / belong to / looking forward to) يتبعها اسم أو شبه جملة

اسمية و ليس فعل مجرد

6. إذا كان الفراغ مسبوقا بظرف نعتد على الكلمة التي تسبق الظرف لتحديد ما يحتاجه الفراغ . (نعتبر أن الظرف كلمة زائدة) .

مشتقات تمارين المستوى الرابع

verb	noun	adjective	adverb
<u>educate</u>	<u>education</u> educator	<u>educational</u> educated	educationally
<u>succeed</u>	<u>success</u>	<u>successful</u>	<u>successfully</u>
<u>achieve</u>	<u>achievement</u> achiever	achievable achieved	
<u>organise</u>	<u>organisation</u> organiser	organised	
<u>develop</u>	<u>development</u> developer	developed developing	
<u>experience</u>	<u>experience</u>	<u>experienced</u>	
<u>dominate</u>	<u>dominance</u>	<u>dominant</u>	dominantly
<u>depend</u>	<u>dependence</u>	<u>dependent</u>	dependently
<u>repeat</u>	<u>repetition</u>	<u>repeated</u>	repeatedly
<u>correct</u>	<u>correction</u>	<u>correct</u>	correctly
	<u>academy</u>	<u>academic</u>	<u>academically</u>
	<u>agriculture</u>	<u>agricultural</u>	agriculturally
<u>manage</u>	<u>management</u>	<u>managerial</u>	
<u>advise</u>	<u>advice</u>	advisable	
<u>circulate</u>	<u>circulation</u>	circulatory	
<u>concentrate</u>	<u>concentration</u>	concentrated	
<u>contradict</u>	<u>contradiction</u>	<u>contradictory</u>	
dehydrate	dehydration	dehydrated	
diet	diet	dietary	
<u>economise</u>	<u>economics</u> <u>economy</u>	economical <u>economic</u>	<u>economically</u>

<u>revise</u>	<u>revision</u>	revisable	
<u>qualify</u>	<u>qualifications</u>	<u>qualified</u>	
<u>recommend</u>	<u>recommendation</u>	<u>recommended</u>	
	<u>youth</u>	<u>young</u>	
	<u>awareness</u>	<u>aware</u>	
<u>memorise</u>	<u>Memory</u> <u>memorisng</u>	<u>memorable</u>	
	<u>nutrient</u> <u>nutrition</u>	<u>nutritious</u>	
particularise		<u>particular</u>	<u>particularly</u>
<u>compete</u>	<u>competition</u>	<u>competitive</u>	
<u>know</u>	<u>knowledge</u>	knowledgeable	knowledgeably
idealise	idealisation	<u>ideal</u>	<u>ideally</u>
<u>create</u>	<u>creation</u>	creative	creatively
<u>teach</u>	teacher <u>teaching</u>	teachable	
criticise	criticism <u>critic</u>	<u>critical</u>	critically
<u>engine</u>	<u>engineer</u> <u>engineering</u>		
<u>enrol</u>	<u>enrolment</u>		
	<u>fluency</u>	<u>fluent</u>	<u>fluently</u>
<u>immerse</u>	<u>immersion</u>		
	<u>linguistics</u> <u>linguist</u>	<u>linguistic</u>	
<u>marketing</u> <u>market</u>	<u>market</u>		
	<u>multilingualism</u>	<u>multilingual</u>	
	<u>Pharmacy</u> <u>pharmaceuticals</u>	<u>pharmaceutical</u>	pharmaceutically
<u>pioneer</u>	<u>pioneer</u>	<u>pioneering</u>	
	<u>proficiency</u>	<u>proficient</u>	proficiently
	<u>Psychology</u>	<u>psychological</u>	psychologically
<u>domesticate</u>	<u>domesticity</u>	<u>domestic</u>	
<u>dominate</u>	<u>dominance</u>	<u>dominant</u>	dominantly
<u>simulate</u>	<u>simulator</u> <u>simulation</u>		
<u>tutor</u>	<u>tutorial</u> <u>tutor</u>		
<u>undertake</u>	<u>undertaking</u>		
<u>utter</u>	<u>utterance</u>		
	<u>vocation</u>	<u>vocational</u>	<u>vocationally</u>
<u>agree</u>	<u>agreement</u>		
<u>blame</u>	<u>blame</u>		
<u>corporate</u>	<u>corporation</u>		
	<u>dialect</u>	<u>dialectal</u>	

<u>evolve</u>	<u>evolution</u>	<u>evolutionary</u>	
<u>export</u>	<u>export</u> <u>exportation</u>		
<u>extend</u>	<u>extension</u>	<u>extensive</u>	<u>extensively</u>
<u>extract</u>	<u>extraction</u>		
<u>fertilise</u>	<u>fertiliser</u> <u>fertilisation</u>	<u>fertile</u>	
<u>import</u>	<u>import</u> <u>importation</u>	<u>imported</u>	
<u>intend</u>	<u>intention</u>	<u>intentional</u>	
	<u>mineral</u>	<u>mineral</u>	
<u>negotiate</u>	<u>negotiation</u>	<u>negotiable</u>	
<u>replicate</u>	<u>replicate</u>		
<u>reserve</u>	<u>reserve</u>		
<u>spill</u>	<u>spill</u>		
<u>adapt</u>	<u>adaptation</u>	<u>adaptable</u>	
	<u>ambition</u>	<u>ambitious</u>	ambitiously
		attributed	
	<u>competence</u>	<u>competent</u>	
	<u>conscience</u>	<u>conscientious</u>	conscientiously
<u>enclose</u>	enclosure	<u>enclosed</u>	
	<u>enthusiasm</u>	<u>enthusiastic</u>	enthusiastically
<u>intern</u>	<u>Internship</u> <u>intern</u>	internal	internally
<u>interpret</u>	<u>interpreter</u> <u>interpretation</u>	interpreted	
<u>refer</u>	<u>reference</u>		
	<u>region</u>	<u>regional</u>	<u>regionally</u>
<u>reward</u>	<u>reward</u>	<u>rewarding</u>	
<u>secure</u>	<u>security</u>	<u>secure</u>	
<u>survey</u>	<u>surveyor</u> <u>survey</u>		
<u>volunteer</u>	<u>volunteer</u>	<u>voluntary</u>	<u>voluntarily</u>
	<u>sociology</u>	<u>sociological</u>	sociologically
	<u>nerve</u>	<u>nervous</u>	
		<u>deep</u>	<u>deeply</u>
	<u>care</u>	<u>careful</u>	<u>carefully</u>
<u>instruct</u>	<u>instructions</u>		
<u>design</u>		<u>designed</u>	
<u>answer</u>		<u>answered</u>	
	<u>confidence</u>	<u>confident</u>	
		<u>previous</u>	<u>previously</u>
<u>discuss</u>	<u>discussion</u>		
<u>frighten</u>	<u>fright</u>		

8 / SB page 53

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

Verb	Noun	Adjective
1. ....	.....	experienced
2.	dominance	.....
3. depend	.....	.....
4. repeat	.....	.....
5.	correction	.....

1. Have you had any of learning another language?
2. Is one side of the brain more..... than the other?
3. Whether or not you remember something that you have learnt in the past on the experience you had while you were learning it.

3 / SB page 53

Choose the correct option in brackets to complete the following sentences.

1. The graduation ceremony was a very occasion for everyone.
(**memory / memorising / memorable**)
2. Nuts contain useful such as oils and fats.
(**nutrients / nutritious / nutrition**)

3 / AB page 31

Complete the sentences with the correct form of the words in brackets. The first one is done for you.

1. One of the most important things that we give children is a good **education**. (**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**)

8 / AB page 36

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

Verb	Noun
circulate	circulation
.....	dehydration
advise	.....
.....	revision
concentrate	.....

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

3 / AB page 44

Complete the sentences with the correct form of the words in brackets. The first one is done for you.

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

USE OF ENGLISH (B) / AB page 61

Read the text and complete it using the correct form of the words in capitals at the end of each line.

Entrepreneur: A word meaning someone who sets up a business.
 In the Middle East today, entrepreneurship is (1) important
 among young people, because of the (2) job market.
 It is important to give young people the (3) so that they can
 help themselves. If they cannot find jobs, they can create their own and
 then, (4)..... , generate jobs for others.
 (5) have been set up to guide young people through the
 process of business (6)..... . There are training courses and
 programmes to support this cause. Universities in the region have started
 (7)..... entrepreneurship courses to students.
 Even large (8) 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)..... futures.
 In the Middle East, it is a (10)learning experience for young
 people.

- 1.PARTICULAR
- 2.COMPETE
- 3.KNOW
- 4.IDEAL
- 5.ORGANISE
- 6.CREATE
- 7.TEACH
- 8.BUSINESS
- 9.ECONOMY
- 10.CRITIC

D / TB, page 151:

Read the text and complete it using the correct form of the words in capitals at the end of each line.

On the day of the exam, you need plenty of time to do everything. Have breakfast but don't drink too much; arrive on time, but not too early, or you may find yourself getting more and more(1) while you wait to start. In the exam, you can keep calm by breathing (2) and thinking positively.

Read the exam questions (3) and underline all of the key (4)that tell you how the questions should be (5) If possible, start with the ones that you can do easily to give you (6)..... . Remember what you've learnt from practising questions and doing practice exams (7)..... , and plan your use of time. Don't panic if everyone around you seems to start writing immediately and don't follow their example until you are ready.

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

- 1.NERVE**
- 2.DEEP**
- 3.CARE**
- 4.INSTRUCT**
- 5.ANSWER**
- 6.CONFIDENT**
- 7.PREVIOUS**
- 8.DISCUSS**
- 9.FRIGHT**
- 10.DESIGN**



MODEL ANSWERS

8 / SB page 53

Verb	Noun	Adjective
1. experience	experience	experienced
2. dominate	dominance	dominant
3. depend	dependence	dependent
4. repeat	repetition	repeated
5. correct	correction	correct

1. experience 2. dominant 3. depends

3 / SB page 79

1. memorable 2. nutrients

3 / AB page 31

1. education 2. succeed 3. achieve 4. organization 5. development

8 / AB page 36

Verb	Noun
circulate	circulation
dehydrate	dehydration
advise	advice
revise	revision
concentrate	concentration

1. advice 2. revise 3. dehydration 4. concentrate 5. circulate

3 / AB page 44

1. qualifications 2. recommendation 3. successful 4. advice 5. youth 6. awareness

USE OF ENGLISH (B) / AB page 61

1. particularly 2. competitive 3. knowledge 4. ideally 5. Organisations 6. creation 7. teaching 8. businesses
9. economic 10. critical

D / TB, page 151:

1. nervous. 2. deeply 3. carefully 4. instructions 5. answered 6. confidence 7. previously 8. discussion
9. frighten 10. designed

GUIDED WRITING

الكتابة الموجهة

حيث يطلب من الطالب كتابة جملتين باستخدام المعلومات الموجودة في جدول مع استخدام أدوات الربط المناسبة (Linking Words) مثل:

- أيضاً too بالإضافة in addition أيضاً also أو or و and -
- ومع ذلك however لكن but -
- لكي in order to لأن because -
- مثلثا such as For example -
- أخيراً finally ثانياً secondly أولاً firstly -
- مقارنة مع : in comparison with -
- بدلا من : instead of -
- بينما : whereas/ while -

ملاحظة: لا يوجد إجابة نموذجية لهذا الموضوع لكن عليك أن تراعي النقاط التالية:

1. فهم المطلوب من الموضوع و كيفية التعامل معه.
2. الانتباه للعنوان هل هو مفرد/ جمع .
3. استخدام أدوات الربط المناسبة
4. الانتباه لعلامات الترقيم و الإملاء و التركيب القواعدي للجمل .
5. استغلال العنوان المعطى لتكوين مقدمة بسيطة عن الموضوع .
6. تذكر أن كل جملة يجب أن تحتوي على فاعل و فعل .

EXAMPLES:

Read the information in the table below, and then write **two sentences** about Use the appropriate linking words such as: and, too, also --- etc.

1.

Benefits of learning a foreign language
<ul style="list-style-type: none"> - improve the functionality of the brain - present the brain with unique challenges - be able to switch easily between completely different tasks. - improve your ability to use your mother tongue more effectively.

.....

.....

.....

.....

.....

2.

How to revise for exams
<ul style="list-style-type: none">- draw up a revision timetable.- study in the early morning .- take frequent breaks.- try to eat as much fresh fruit and vegetables .

-
-
-
-
-

3.

The advantages of doing voluntary work
<ul style="list-style-type: none">- enhance chances for future recruitment.- give value work experience.- make CV more impressive.

-
-
-
-
-

4.

Successful people
<ul style="list-style-type: none">- work hard.- communicate openly.-learn new skills

-
-
-
-
-

5.

Characteristics of Traditional Education
<ul style="list-style-type: none">- students attend the classes in person.- students have more opportunities to join clubs .-students need more guidance and more direct contact with teachers.-students attend classes at specific times or in a specific relation.

.....

.....

.....

.....

6.

Watching sports on TV	Watching sports live
<ul style="list-style-type: none">- exciting- comfortable and cheap	<ul style="list-style-type: none">- noisy-uncomfortable and expensive

.....

.....

.....

.....

7.

The Internet	
advantages	disadvantages
<ul style="list-style-type: none">-save effort-find useful information	<ul style="list-style-type: none">- make people isolated- decline mental activity

.....

.....

.....

.....

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8.

Read the information in the table below , and then in your ANSWER BOOKLET, write two sentences about the benefits of studying abroad.

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

.....

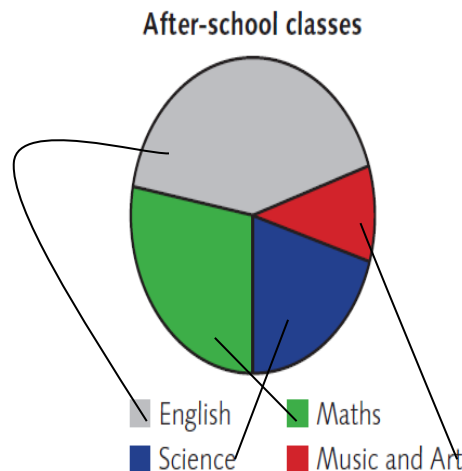
.....

.....

.....

9.

Study the following diagram of after-school classes and write a short paragraph about it by using appropriate phrases quantifiers such as : as much as, less, more, not as many, the least , the most, as popular as.



.....

.....

.....

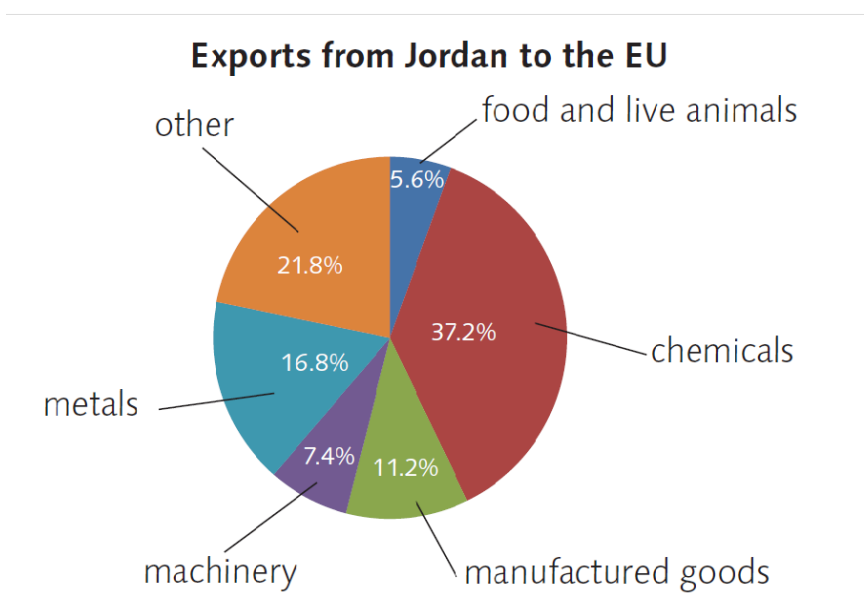
.....

.....

.....

10.

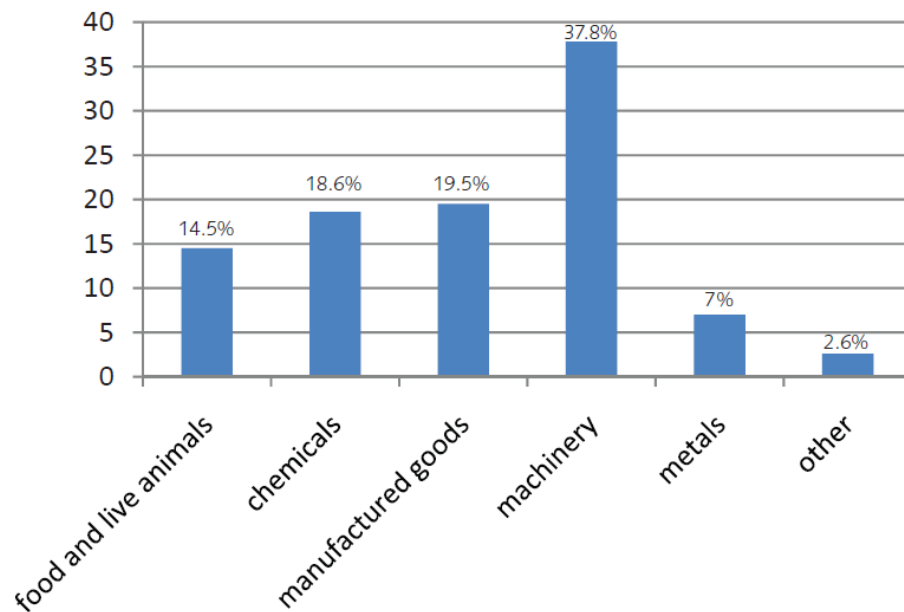
Study the following chart of exports from Jordan to the EU and write a short paragraph about it. Using the appropriate linking words.



11.

Study the following chart of exports from the EU to Jordan and write a short paragraph about it. Using the appropriate linking words.

Exports from the EU to Jordan



JAMAL SAFI
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MODEL ANSWERS

1. **There are many** benefits of learning a foreign language **such as** **improving** the functionality of the brain **and** **presenting** the brain with unique challenges.
In addition , you will be able to switch easily between completely different tasks **and** **improving** your ability to use your mother tongue more effectively.

2. **There are many ways** to revise for exams **such as** **drawing** up a revision timetable **and** **studying** in the early morning.
Finally , taking frequent breaks **and** **trying** to eat as much fresh fruit and vegetables .

3. **There are many** advantages of doing voluntary work **like** **enhancing** chances for future recruitment **and** **giving value work experience.**
Another advantage of voluntary work is **making** CV more impressive.

4. **There are many qualities that** successful people **have such as** **working** hard **and** **communicating** openly .
Also, they learn new skills.

5. **There are many** characteristics of Traditional Education **such as** students attend the classes in person **and they** have more opportunities to join clubs.
Also, students need more guidance and more direct contact with teachers **and they** attend classes at specific times or in a specific relation.

6. Watching sports on TV **is more** exciting **than** watching sports live.
Watching sports on TV **is** comfortable and cheap **but** watching sports live **is** uncomfortable and expensive.

7. **On the one hand , there are many advantages of** the Internet **like** **saving** effort and **finding** useful information .
On the other hand, it has some disadvantages like **making** people isolated and **declining** mental activity.

8. **There are many** benefits of studying abroad **like** **building** valuable job skills **and** **being self-confident .**
Also, making friends **and** **understanding** own and other cultures.

9. English is the most studied subject but Music and Arts are the least studied subjects.
Although Maths is more popular than Science, it is less popular than English.
There are not as many students studying Science as Maths. Students don't like doing Music and Art as much as they like doing Maths. Finally, Neither Maths nor Science are as popular as English.

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

11. Jordan has bought goods from the EU for many years . In fact, it had imported many products from the EU even before the 1997 CE trade agreement was made. The chart shows that goods that Jordan imported from the EU 2011 CE. Machinery accounted for about 37.8% . Jordan also imported a lot of manufactured goods (19.5%). Smaller amount of chemicals, food , animals and metals were imported from the EU . The section called others , included goods related to communication technology .

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Doing an internship

1. Read the first part of this article carefully, and then answer the questions which follow.

Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work. However, you need to have a job in order to get experience. Doing an internship is a good way to **get around** this problem.

العثور على عمل في سوق عمل مكتظ يمكن أن يكون باعثاً على التحدي أحياناً، خصوصاً للخريجين الذين لا يملكون أي خبرة عمل. العديد من أصحاب العمل يبحثون عن أشخاص لهم سجل مهني معتبر في مجال معين من العمل. مع ذلك، تحتاج لأن يكون لديك وظيفة لكي تحصل على خبرة. التدريب طريقة جيدة لتجاوز هذه المشكلة.

Internships provide work experience for university students, graduates and people considering career changes. Although **they** are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.

توفر فترة التدريب خبرة عمل لطلاب الجامعات و الخريجين و الأشخاص الذين يفكرون في تغيير مهنتهم . على الرغم من أن فترة التدريب عادة غير مدفوعة الأجر , إلا أن المتدربين يتلقون الكثير من الفوائد . أهم فائدة هي فرصة الحصول على خبرة عمل ذات قيمة.

1. Why is it sometimes challenging for graduates to get their first job?

.....

2. What does the phrasal verb 'get around' mean?

.....

3. What does the pronoun 'they' in bold refer to?

.....

4. What does the writer feel is the main reason for doing an internship?

.....

2. Listen to the rest of the article and answer the questions.

Furthermore, many employers view interns as possible employees. Many interns, once they have proved that they are capable and hard-working, are offered a full-time position after the end of the internship contract. This 'trial period' also gives interns the chance to see whether they have made the right career choice.

وعلاوة على ذلك , العديد من أرباب العمل ينظرون إلى المتدربين كموظفين محتملين . العديد من المتدربين , بعد أن يكونوا قد اثبتوا أنهم أكفاء و مجتهدين , تعرض عليهم وظيفة بدوام كامل بعد انتهاء عقد فترة التدريب . هذه الفترة التجريبية أيضا تمنح المتدربين الفرصة ليتأكدوا فيما إذا كانوا قد اتخذوا الخيار الوظيفي الصحيح.

Contacts or references within an industry can really help someone applying for a job, and internships provide the chance to meet lots of people in a certain field of work. An internship is a great way to become more confident in the workplace. This increase in confidence will also help a great deal when it comes to the first interview for your first paid job.

المعارف و المراجع ضمن صناعة ما يمكن أن تساعد حقا شخص يتقدم للحصول على وظيفة , و توفر فترة التدريب الفرصة للقاء الكثير من الناس في مجال معين من العمل . فترة التدريب هي وسيلة رائعة لتصبح أكثر ثقة في مكان العمل . و هذه الزيادة في الثقة أيضا تساعد كثيرا عندما يحين الوقت لعمل أول مقابلة عمل لك من أجل الحصول على وظيفة مدفوعة الأجر

1. How do many employers view their interns?
.....

2. What is meant by 'trial period'?
.....

3. What chance do internships provide?
.....

Vocabulary and grammar:

3. Choose the correct option in brackets to complete the following sentences.

1. The graduation ceremony was a very occasion for everyone.

(memory / memorising / memorable)

2. Nuts contain usefulsuch as oils and fats.

(nutrients / nutritious / nutrition)

3. You don't speak French, ?

(don't you / you don't / do you)

4. If you... to learn a new language, you need to be motivated.

(will want / want / wanted)

5. If only I..... lost my ticket!

(haven't / didn't / hadn't)

4. Complete the second sentence so that it has the same meaning as the first.

1. People say that the brain is like a computer.

It the brain is like a computer.

2. Arab mathematicians invented algebra.

Algebra Arab mathematicians.

3. Where does the bus go from, please?

Could from?

4. I am sorry that I didn't read that book.

I wish that book.

Writing

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

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

1. 2. 3. 4. 5.

Revision B / SB , pages 79- 80

MODEL ANSWERS

- 1.1.They don't have any work experience and employers are looking for people who can show evidence of what they have done previously.
- 2.It means overcome or find a solution to.
- 3.'They' refers to interns.
- 4.The main reason is to get valuable work experience.
2. 1. They view them as possible employees.
2. A 'trial period' means that the two parties involved (employer and intern) can 'try out' the other to see if the situation is right for them, before getting into an employment contract.
3. Internships provide the chance to meet lots of people in a field of work/to network/to become more confident, and to see if they have made the right career choice.
3. 1. memorable 2. nutrients 3. do you 4. want 5. hadn't
4. 1. is said that 2. was invented by 3. you tell me where the bus goes 4. I had read
6. 1. believed 2. foreign 3. as much as you can 4. a conversation 5. books or magazines

Reading

Studying abroad

1. Read the first part of a conversation about studying abroad and decide whether these statements are true or false. Correct the false statements.

Saeed:- Excuse me, Mr Williams. I'm interested in knowing how the university system works in the UK. I mean, how do you apply?

سعيد : عفوا سيد ويليام . إنا مهتم في معرفة كيف يعمل النظام الجامعي في المملكة المتحدة ؟ اعني كيف تقدم طلبا للدراسة هناك ؟

Mr William:- Are you thinking of going to a British university?

هل تفكر في الذهاب إلى إحدى الجامعات البريطانية ؟

Saeed:- No, I don't think so, but my cousin might.

لا . إنا لا اعتقد ذلك , ولكن ابن عمي ربما يذهب .

Mr William: I see. Well, it's quite a long process actually. The first thing is, you look for courses that you like - you can get all the information you need online but it's best to go and visit the actual universities, of course. They have official open days, but you can arrange to go any time really.

فهمت. حسنا , إنها عملية طويلة جدا في الواقع . أول شيء هو ان تبحث عن المواد الدراسية التي ترغب بها – يمكنك الحصول على كل ما تحتاجه من معلومات عن طريق الانترنت لكن من الأفضل أن تذهب و تزور الجامعات الفعلية , بالطبع . لديهم أيام رسمية مفتوحة , لكن يمكنك ترتيب الذهاب في أي وقت حقا

Saeed:- Hmmm, and what qualifications do you need?

هممم , ما المؤهلات التي تحتاجها ؟

Mr William: That's one of the things you will find out when you do your research. It's different for each university, and each course. However, international students like your cousin have to prove that their English is good enough.

هذا واحد من الأشياء التي سوف تعرفها عندما تقوم بعملية البحث . إنها مختلفة لكل جامعة , و كل دراسة . على أي حال , الطلاب الدوليين مثل ابن عمك عليهم أن يثبتوا أن لغتهم الانجليزية جيدة بما فيه الكفاية .

Saeed: How do they do that?

كيف يفعلون ذلك ؟

1. Saeed is planning to apply to a British university.

2. You are only allowed to visit universities on specially-arranged days.

3. Everyone applies online through the same website.

2 Listen to the rest of the conversation and answer the questions.

Mr Williams: There's a system of language tests which international students should pass, and most universities require level 6 as a minimum; it depends on the course.

هناك نظام لاختبارات اللغة التي يجب على الطلاب الدوليين اجتيازها , و معظم الجامعات تطلب مستوى 6 كحد ادني , ذلك يعتمد على نوع الدراسة .

Saeed: OK, so let's say you've got that. What happens next?

حسنا , لكن دعنا نقول انك حصلت على هذا . ماذا سيحدث بعد ذلك ؟

Mr Williams: Well, there's a central organisation that coordinates the applications. You apply online, through their website.

حسنا , هناك مؤسسة/ منظمة مركزية تنسق طلبات الالتحاق . أنت تقدم طلب الالتحاق عن طريق ألفت , من خلال موقعهم على الانترنت

Saeed: Do you apply for your favourite course?

هل تقدم طلب الالتحاق حسب الدراسة المفضلة لديك ؟

Mr Williams: Ah, well, yes, but it's more than that. You can apply for a maximum of five courses. You don't have to apply for five, but you can, and most people do.

آه , حسنا , نعم لكن الأمر أكثر من ذلك . يمكنك التقدم بـالب التحاق لخمس تخصصات كحد أقصى . لا داعي لأن تقدم طلبا لخمس تخصصات , لكن يمكن ذلك , و معظم الناس يفعلون ذلك

Saeed: At different universities?

في جامعات مختلفة ؟

Mr Williams: Yes, usually.

نعم , عادة

Saeed: What about interviews? I heard you have to have an interview.

وماذا عن المقابلات ؟ سمعت أن عليك إجراء مقابلة

Mr Williams: Well, you do sometimes, but not always. It depends on the course, and the university.

حسنا , أنت تفعل هذا في بعض الأحيان , لكن ليس دائما .ذلك يعتمد على التخصص , والجامعة .

Saeed: Oh, I see. Ummm, well, then what happens?

أوه , فهمت . ممم , حسنا ثم ماذا يحدث

Mr Williams: Well, at that point most people haven't done their final end of school exams.

They usually take them after they've applied to university.

حسنا , في تلك المرحلة معظم الناس يكونوا لم ينتهوا من امتحاناتهم النهائية المدرسية بعد . و عادة ما يأخذون تلك الامتحانات المدرسية بعد أن يقدموا طلبات الالتحاق في الجامعة.

Saeed: Oh, that's strange.

آه , هذا أمر غريب

Mr Williams: I know; a lot of people think the same. Anyway, while they're waiting for their results, they start getting replies from the universities they've chosen.

اعرف , و الكثير من الناس يعتقدون نفس الشيء . على أي حال , بينما هم ينتظرون نتائجهم , يبدعون بالحصول على ردود من الجامعات التي اختاروها

Saeed: I don't understand. If they haven't got their results, how can they get replies?

إننا لا افهم . إذا لم يحصلوا على نتائجهم بعد , فكيف يمكنهم الحصول على ردود ؟

Mr Williams: Well, the replies might say 'no, thanks' – they are rejected. Or they might say 'yes, definitely' – that usually only happens if the students have already done their exams and have got their end of school exam results.

حسنا , الردود قد تقول لا , شكرا – أنهم رفضوا . ا وان تقول نعم , حتما هذا يحصل فقط إذا كان الطلاب فعلا قد أدوا امتحاناتهم و حصلوا على علاماتهم النهائية لامتحاناتهم المدرسية.

Saeed: What happens if you don't know your results yet?

ماذا يحصل إذا لم يعرفوا نتائجهم بعد ؟

Mr. Williams: Well, yes, that's the most common situation. You get what they call a 'conditional offer'. That means, the university tells you the grades you must get to be admitted.

حسنا , نعم , هذا الوضع الأكثر شيوعا . تحصل على ما يسمونه " عرض مشروط " . هذا يعني , الجامعة تخبرك عن الدرجات التي يجب الحصول عليها حتى تكون

Saeed: Oh, I see. That's complicated.

أوه , فهمت . هذا معقد .

Mr Williams: Well, not really. Your school helps you of course.

حسنا , ليس حقا . مدرستك تساعدك بالتأكد.

Saeed: Well, thanks. I'll tell my cousin.

حسنا , شكرا . سأخبر ابن عمي .

1. What level is required for international students to pass the language test?

.....

2. How many courses can you apply for?

.....

3. Universities can reply to applications in three different ways. What are they?

.....

3. Put the events in the correct order. Write 1–6.

apply online	<input type="text"/>	do research	<input type="text"/>
do your exams	<input type="text"/>	get replies	<input type="text"/>
get your results	<input type="text"/>	choose a course or courses	<input type="text"/>

Grammar:

5. Choose the correct option, a, b, c or d.

1. If Huda ill yesterday, she wouldn't have missed the exam.
a. wasn't b. hadn't been c. hasn't been d. hadn't
2. I haven't got as much homework. my brother.
a. so b. than c. as d. like
3. I couldn't climb Mount Everest someone carried my equipment for me!
a. even if b. as long as c. provided that d. when
4. That's a great idea. How did you come it?
a. up with b. up to c. up in d. on with

6. Rewrite the sentences with the words in brackets.

1. I wish I'd done more revision. (**only**)
.....
2. There's less information on the website than there is in the book. (**as much**)
.....
3. The police are investigating the cause of the accident. (**look**)
.....

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

1. Where's the post office, please?
Do you mind ?
2. They say that fish is good for the brain.
Fish
3. You shouldn't worry so much.
If I
4. The cheapest thing on the menu is orange juice.
The least

8. Circle the correct word from each pair of words to complete the sentences.

1. That exam wasn't very difficult, **wasn't** / **was** it?
2. If my father had gone to university, he **can** / **could** have been a teacher.
3. Jameel might not have become a musician if his parents **haven't** / **hadn't** encouraged him.
4. Which words did you need to **look up** / **over** in a dictionary?
5. Jaber looked **even** / **as** if he hadn't slept very well.

9. Complete the sentences with the words in the box. One word is not needed.

further, later, least , less , longer , much

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

Vocabulary

Match the definitions with the words in the box. One word is not needed.

proficiency, vocational, look into ,negotiate, recall, spill

1. relating to an occupation:
2. discuss in order to come to an agreement:
3. skill, experience:
4. remember:
5. investigate:

Revision B / AB , pages 54- 55

MODEL ANSWERS

exercise 1

1. False. His cousin might apply.
2. False. They have official open days, but you can arrange to go any time.
3. True

exercise 2

1. level 6 as a minimum
2. a maximum of five courses
3. They might accept the applications, reject them or give a 'conditional offer'.

exercise 3

1. do research
2. choose a course or courses
3. apply online
4. get replies
5. do your exams
6. get your results

exercise 5

1. b.
2. c
3. a
4. A

exercise 6

1. If only I'd done more revision.
2. There isn't as much information on the website as in the book.
3. The police are looking into the cause of the accident.

exercise 7

1. telling me where the post office is
2. is said to be good for the brain
3. were you, I wouldn't worry so much
4. expensive thing on the menu is orange juice

exercise 8

1. was
2. could
3. hadn't
4. up
5. If

exercise 9

1. much; less
2. later
3. least
4. longer

exercise 10

1. vocational
2. negotiate
3. proficiency
4. recall
5. look into

Reading

World Memory Championships

Read the following text carefully, and then answer all the questions that follow.

A. The World Memory Championship is an annual three-day event that has been held in different locations all over the world since 1991 CE. There are ten contests, each one testing different uses of short-term memory.

بطولة العالم للذاكرة هي حدث سنوي يقام لمدة 3 أيام في مواقع مختلفة في جميع أنحاء العالم منذ عام 1991 م . هناك عشرة مسابقات , كل مسابقة تمتحن الاستخدامات المختلفة للذاكرة قصيرة الأمد.

B. The contests include listening to numbers spoken out loud and then recalling them (the world record is 364), memorising a sequence of abstract images in fifteen minutes (the world record is 492), memorising lists of words, etc. A German man achieved a world record of 501 numbers in random order during the 2013 CE championship. At the same event, a Welsh man managed to recall 224 random words, after he had studied them for only 15 minutes.

المسابقات تشمل الاستماع إلى أرقام يتم قولها بصوت عالي ثم يتم تذكرها (الرقم القياسي العالمي هو 364) , حفظ سلسلة من الصور المجردة في 15 دقيقة (الرقم القياسي العالمي هو 495) , وتذكر قوائم كلمات ... الخ. رجل ألماني حقق رقما قياسيا عالميا من 501 رقم وضعت في ترتيب عشوائي خلال بطولة عام 2013 م . في نفس الحدث , تمكن رجل ويلزي من تذكر 224 كلمة عشوائية , بعد أن درسها لمدة 15 دقيقة فقط.

C. In 2001 CE, the interval between the numbers was shortened from two seconds to one.

Even with this change, the records still reveal great achievements. The slogan on the World Memory Championships says 'Human Potential is Infinite'. With the evidence of the championships' results, perhaps that is true.

في عام 2011 م , تم اختصار الفترة الزمنية الفاصلة بين الأرقام من ثانيتين إلى ثانية واحدة . حتى مع هذا التغيير , لا تزال السجلات تكشف عن انجازات عظيمة . يقول شعار بطولة العالم للذاكرة " الإمكانيات البشرية بلا حدود " مع وجود الأدلة من نتائج البطولة , ربما كان ذلك صحيحا .

A. Match the sentence beginnings 1–5 with their endings a–e. (10 marks)

1. The championships have different contests.....
2. A man from Germany
3. A man from Wales
4. The interval between numbers
5. The results of the championships
- a. was shortened from two seconds to one in 2001 CE.
- b. remembered 224 random words.
- c. could remember 501 numbers in random order.
- d. prove the infinite human capacity.
- e. for different uses of short

B. The text has three paragraphs. In which paragraph (A–C) can you find information about the following? (5 marks)

1. the kinds of contests that the championships involve:
2. the year of the first World Memory Championships event:
3. the slogan of the World Memory Championships:
4. the duration of the championships:
5. a world record in the 2013 CE championship:

C. Complete the following summary with words from the text. (5 marks)

potential, achievements, records, short-term, event

The World Memory Championship is an (1) that is held every year. It has different contests which test (2) - memory. World (3) have been broken by participants of different nationalities. The (4) are becoming greater every year. This championship proves how limitless human (5) is.

USE OF ENGLISH: (10 marks)

A. Complete the text, writing one word in each gap, so that the text makes sense.

much, what , had been , this , as , to , was , be , is , secondly

Learning a second language has many benefits. It can help us in the following ways: Firstly, it improves the memory and heightens creativity. (1) , it increases cognitive health later in life.

Thirdly, it enhances mental flexibility. What is remarkable, though, (2) that high communicative ability can still (3) found in people who do not have any spoken language at all.

Several decades ago, there was great media attention on a deaf man who could not communicate by either sign language or spoken language, and yet (4) shown to have remarkably high brain function and recognition skills. He found other ways to communicate, such as giving objects to people or using facial expressions to show that he needed something. His methods of communication were basic but very effective, and his intelligence is thought (5) be at least as high (6) an average speaking person. Despite (7) , attempts to teach him either sign language or basic speech were all unsuccessful. We could ask what might have happened if he (8)taught these skills earlier in life. So, scientists are now asking (9) this means for those of us who find language learning difficult. Should we carry on, or is it enough to focus instead on becoming expert communicators? Both personal attributes are valuable in the workplace – as (10) as they are in life!

B. These sentences have the wrong word in bold. Correct them by using one of the words in the box below. (5 marks)

work experience, undergraduate, tailor-made, small talk ,tuition

1. You need to get a lot of **curriculum vitae** if you want to progress in your chosen career.
2. If you would like to learn to play the oud, you can get private **interpreter**.
3. At the beginning of a business meeting, it is normal to make **proficiency** so that everyone feels comfortable.
4. Some universities offer **regional** courses that are able to suit individual needs.
5. After doing a(n) **goods** degree, a number of students decide to continue their studies and do a Master's degree or a PhD.

C. Choose the correct word to complete the sentences. (5 marks)

1. You can choose to do **a course / an internship** at a company before settling on a certain career.
2. If you keep working hard to improve your English, you will reach a level of **proficiency / multilingual** in a few years.
3. Keen university students who are doing their first degree can go on to study **postgraduate / academic** degrees.
4. In many schools, studying a foreign language is **competent / optional**, but it is often a good idea to continue learning a second language.
5. Most university teaching is done in groups, called **seminars / conferences**, in which all students discuss the subject freely.

Test B (Modules 6 – 10) AB , pages 60- 61

MODEL ANSWERS

READING

A. 1 e 2 c 3 b 4 a 5 d

B. 1. paragraph B 2. paragraph A 3. paragraph C 4. paragraph A 5. paragraph B

C. 1. event 2. short-term 3. records 4. achievements 5. potential

USE OF ENGLISH

A. 1. Secondly 2. is 3. be 4. was 5. to 6. as 7. this 8. had been 9. what 10. much/valuable

B. 1. work experience 2. tuition 3. small talk 4. tailor-made 5. undergraduate

C. 1. an internship 2. proficiency 3. postgraduate 4 optional 5 seminars

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Pronunciation: Word stress

7/ SB, page 45 :

Listen to the words in the box. How many syllables does each word have? In which syllable does the primary stress lie in the word? Check your answers in a dictionary.

**secondary, compulsory, organisation, development,
tuition, achievement academic, contradictory**

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

ملاحظة : عدد المقاطع موجود بين الاقواس / المقطع الرئيسي المشدد موجود بالخط الغامق

Pronunciation: Sentence stress (1)

4/ SB, page 60 :

Listen to the two questions. Which word is stressed in each question? How does it change the meaning of the question?

A: What do you think? B: What do you think?

A. is asking for someone's opinion. It could be used to ask more than one person at the same time.
B. is asking a particular person for his or her opinion.

5/ SB, page 60 :

Listen to another sentence said in four different ways. Match each one to its implied meaning.

- | | |
|-------------------------------|--|
| 1. I can't buy a car. | a. Perhaps I can buy something else. |
| 2. I can't buy a car. | b. Perhaps I could hire one. |
| 3. I can't buy a car. | c. Someone else might be able to. |
| 4. I can't buy a car . | d. I know you think I can, but you're wrong. |

1. c 2. b 3. d 4. a

Pronunciation: Sentence stress (2)

5/ SB, page 69 :

Listen to this sentence said in four different ways. Match each one to its implied meaning.

The first ever Alia flight was in 1963 CE.

1. The **first ever** Alia flight was in 1963 CE.
 2. The first ever **Alia** flight was in 1963 CE.
 3. The first ever Alia **flight** was in 1963 CE.
 4. The first ever Alia flight was in 196**3** CE.
- a. There were other flights before 1963 CE, but not Alia flights.
b. Alia's first flight was not in 1964 CE.
c. There were no Alia flights at all before 1963 CE.
d. Alia did other things before its first flight in 1963 CE.

1. c 2. a 3. d. 4. b

5/ SB, page 69 :

The word in bold in each sentence indicates the stress. Say the sentences. How does the meaning of each sentence differ?

- a. **I** retired when I was 60, which was in 1999 CE.
 - b. I **retired** when I was 60, which was in 1999 CE.
 - c. I retired when I was **60**, which was in 1999 CE.
 - d. I retired when I was 60, which was in 199**9** CE.
- a. It was I, not someone else, who retired.
b. I did other things when I was 60, but this is when I retired.
c. I was 60 when I retired, not another age.
d. It was in 1999 CE when I retired, not another year in the 1990s.

Pronunciation: Intonation

6/ SB, page 75 :

1. Listen and repeat these questions. Which one shows puzzlement? Which one shows encouragement?

- a. How can I get work experience without getting a job first?
- b. Before you find a full-time job, why don't you consider doing voluntary work?

1. a. puzzlement b. encouragement

2 Now listen and repeat these questions.

- c. What advice can you give?
- d. Are there any jobs which train young people while they are working?

NOTE : Wh- questions fall at the end. Open-ended questions rise.

A green cornfield

By Christina Rossetti (1830 CE–1894 CE)

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn;
A stage below, in gay accord,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank and soared to sing.
The cornfield stretched a tender green
To right and left beside my walks;
I knew he had a nest unseen
Somewhere among the million stalks.
And as I paused to hear his song
While swift the sunny moments slid ,
Perhaps his mate sat listening long,
And listened longer than I did.

الأرض كانت خضراء, السماء كانت زرقاء:
رأيت و سمعت ذات صباح مشرق
ذكر قبرة عالقا بين الاثنين,
بقعة تغني فوق الذرة
على مسافة ادني و في تناغم مرح
فراشات بيضاء رقصت على الجناح
وظل صوت القبرة يرتفع بالغناء
يهبط صامتا و يعلو مغنيا
حقل الذرة امتد يانعا بالخضرة
يمنة و يسرة من خطاي
عرفت أن لذكر القبرة عشا محباً
في مكان ما بين ملايين السيقان
و عندما توقفت لأسمع أغنيته
مرت اللحظات المشمسة بسرعة
لربما كانت رفيقته جالسة تستمع طويلا
و لربما استمعت لوقت أطول مني

Word	Meaning	Word	Meaning
cornfield	حقل الذرة	silent sank	الهبوط بهدوء
sunny	مشمس	stretched	ممتد و منبسط
morn	الصباح	tender	طري و طازج
skylark	طائر القبرة	nest	عش
speck	ذرة	stalks	قصبات
gay	مبتهج و مسرور	paused	توقف
accord	انسجام و توافق	swift	بسرعة
butterflies	فراشات	slid	ينزلق و يغيب
on the wing	محلّق و مرتفع	mate	رفيق / صاحب
soared	محلّق عاليا و مرتفع		

Christina Rossetti was a British poet (1830 CE–1894 CE) who wrote romantic, devotional and children's poems. Her brother, Dante Gabriel Rossetti, was a famous artist and he sometimes illustrated her poems.

The poem is a celebration of life, nature and love. It focuses on the simple detail of a skylark singing (this bird is traditionally associated with joy and springtime) and connects this with ideas of the continuity of life. The lark has a nest and a mate; the song is just one sign that life goes on. There is an implicit contrast between the poet's solitary state and the pairing of the birds, but the mood of the poem is joyous and life-affirming.

This author, Christina Rossetti, described a cornfield under a sunny morning sky. In the first two stanzas, she uses the analogy of the cornfield being a stage so that we have the feeling of the beautiful picture of the cornfield and the skylark. The next two stanzas, she still uses the skylark to give an artistic perspective of the green cornfield. In the first two stanzas, the author described the cornfield as if she was looking at it from a faraway place. In the second two stanzas, we find that she is describing the cornfield as if she was right in the middle of the green cornfield. I also like the way she uses the animals to show the view of the cornfield.

Vocabulary

1. Answer the questions:

1. Is a **speck** something big or small (line 4)?

هل البقعة شيء كبير أم صغير؟

2. If something is in **accord**, is it in agreement or disagreement (line 5)?

إذا كان شيء ما في حالة تناغم، فهل في حالة اتفاق أم اختلاف؟

3. Does **tender** suggest something fresh and young, or old and strong (line 9)?

هل كلمة برفق توحي بشيء نشط و شاب أم كبير السن القوي؟

4. What does a bird do in a **nest** (line 11)?

ماذا يفعل الطائر في العش؟

5. Which part of a plant is the **stalk** (line 12)?

أي جزء من النبات هو الساق؟

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

هل بسرعة تعني سريع أم بطيء؟

1. small 2. in agreement 3. fresh and young 4. It lays eggs. 5. It's the long, upright part of the plant that supports the leaves. 6. fast

Comprehension

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

The poet describes how (1) (**content/ sad / lonely**) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) (**flying away from the cornfield/ flying in the sky / falling towards her**). It doesn't sing as it flies (3) (**lower/ higher**). Below it, butterflies (4) (**sit quietly / move slowly / move quickly**) in the cornfield. The poet knows that the skylark's nest is (5) (**visible in / hidden in / far away from**) the cornfield. She (6) (**notices / imagines / knows**) that its companion is also listening somewhere in the cornfield.

1.content 2.flying in the sky 3.lower 4. move quickly 5. hidden in 6. Imagines

الشاعرة تصف الرضا الذي تشعر به بينما تمشي عبر حقل الذرة. بينما تمشي , ترى طائر القبرة يطير في السماء. لا يغني عندما يهبط. تحته فراشات في الحقل. الشاعرة تعرف ان عش طائر القبرة مخبأ في حقل الذرة. تتخيل الشاعرة ان رفيقة الطائر تستمع أيضا في مكان ما.

Analysis

3. Answer the questions about the poem.

1.The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?

الشاعرة تستخدم عدة أمثلة من الجناس . جد أمثلة على ذلك ما التأثير الذي تحاول الشاعرة أن يحققه بهذا الأسلوب؟

Some word pairs alliterate (singing speck on line 4, listening long on line 15, listened longer on line 16), but there are also silent sank and soared to sing(line 8)and while swift the sunny moments slid (line 14). Alliteration adds to the rhythm of the poem and also links dissimilar words together(here we have soared and sank; silent and singing)

Listening long , singing speck	بعض أزواج الكلمات فيها جناس
And still the singing skylark soared , and silent sank and soared to sing	جناس في الأسطر الشعرية
الجناس يضيف إلى الوزن الشعري للقصيدة و يربط الكلمات مختلفة معا	

2. Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?

جد إشارتين لوجود مستمع آخر. غير الشاعرة نفسها في الأسطر من 10 إلى 16 من القصيدة من المستمع؟

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

الإشارة في سطر 11 الأنثى ترقد على البيض ربما رفيقته جلست تستمع طويلا سطر 15. المستمع هو أنثى طائر القبرة.

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

كيف نعرف أن الشاعرة غادرت حقل الذرة قبل أن يتوقف طائر القبرة عن الغناء؟

She says, perhaps his mate sat listening long, and listened longer than I did (lines 15-16). This shows that the poet leaves the cornfield but speculates that the bird`s mate might still be listening to the song: therefore, the bird must still have been singing

هي تقول : ربما جلست رفيقته تستمع له لفترة طويلة , و استمعت له لفترة أطول مما فعلت (الأسطر 15-16) . فهذا يدل أن الشاعرة غادرت حقل الذرة و لكنها تخيلت أن رفيقة الطائر ربما لا تزال تستمع إلى الأغنية : لذلك لا بد أن الطائر كان لا يزال يغني .

AB, page 57/ Analysis

Rhyming words occur at the end of lines and in a pattern? the pattern is called a rhyme scheme. Describe the rhyme scheme in this poem.

كلمات القافية تقع في نهاية الأسطر و بشكل نمطي يسمى نمط القافية. صف نمط القافية في هذه القصيدة.

The rhyme scheme is abab . In other words the first line and third lines rhyme, as do the second and fourth.

القافية هي على شكل إيه بي إيه بي بمعنى أن السطر الأول و الثالث يتناغمان و كذلك السطر الثاني والرابع.

TB, page 151

4. List the colours that have been used in the poem. What do you think they symbolise?

ضع قائمة بالألوان التي استخدمت في القصيدة . برأيك إلى ماذا ترمز ؟

Green, blue, white. I think that green symbolises the freshness of nature; it is used in conjunction with blue to emphasise how bright and vivid nature can be. White is used to symbolise the purity and elegance of the butterfly.

الأخضر , الأزرق , الأبيض . اعتقد أن اللون الأخضر يمثل عذوبة الطبيعة , استخدم بالتزامن مع اللون الأزرق ليؤكد كم هي الطبيعة مشرقة و حية .
اللون الأبيض استخدم ليرمز إلى صفاء و أناقة الفراشة

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Around the World in Eighty Days

by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr. Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr. Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty. The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several bungalows and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

'Where are we?' asked Sir Francis. 'At the hamlet of Kholby.'

'Do we stop here?'

'Certainly. The railway isn't finished.' 'What! Not finished?'

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

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

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

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

'Mr. Fogg, this is a delay greatly to your disadvantage.' 'No, Sir Francis; it was foreseen.'

'What! You knew that the way—'

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.' There was nothing to say to so confident a response.

Mr. Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

'I shall go afoot,' said Phileas Fogg.

Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I have found a means of conveyance.'

'What?'

'An elephant! An elephant that belongs to an Indian

هذه القصة التي وقعت عام 1873 عن رجل انجليزي السيد فيليبس فوغ الذي يحاول أن يكمل رحلة حول العالم في ثمانين يوما. عند هذا الحد من القصة، هو و رفيق سفره الفرنسي السيد باسيبارتوت يسافران عبر الهند بالقطار صادفا رحالة آخر و هو السيد فرانسيس كرومارتي. القطار توقف الساعة الثامنة في وسط غابة على بعد خمس عشرة ميلا بعد روثال حيث كان هناك عدة أكواخ و مساكن لعمال الكنترول صاح و هو يمر عبر العربات المسافرين سينزلون هنا.

"أين نحن؟" سال السيد فرانسيس .

"في القرية (خولبي)"

"هل نقف هنا؟"

"بالتأكيد. الخط الحديدي لم ينته بعد."

"ماذا! لم ينته؟"

"لا بقي ما مسافته خمسون ميلا من هنا إلى (الله آباد) حيث يبدأ الخط ثانية.

"و تبعب تذكر من بومباي إلى كلكتا أجاب السيد فرانسيس الذي كانت ترتفع حرارته.

"بلا شك أجاب الكنترول "لكن المسافرين يعرفون انه يجب عليهم ان يجدوا وسيلة مواصلات لتأخذهم من خولبي إلى الله باد.

"يا سيد فوغ هذا تأخير كبير ليس من صالحك."

"لا يا سيد فرانسيس انه كان متوقعا"

"ماذا! كنت تعرف أن الطريق-----"

"إطلاقا، لكنني عرفت أن بعض المعوقات ستظهر أجلا أم عاجلا في طريقي. لا شيء على إي حال تمت خسارته. لدي يومان لأضحى بهما. سفينة بخارية تغادر كلكتا إلى هونغ كونغ ظهرا في 25 الشهر هذا اليوم الثاني والعشرون و سنصل كلكتا في الوقت.

لم يكن هناك ما يقال على هذا الرد الواثق.

السيدان فوغ و فرانسيس كرومارتي بعدما فتشا القرية من أقصاها إلى أقصاها، عادا دون أن يجدا شيئا.

"سأذهب مشيا" قال فيليبس فوغ باسيبارتوت الذي انضم الآن إلى سيده، اظهر تكشيرة ملتوية عندما فكر بحدانه الجميل الهندي غير القوي. بعد لحظة تردد , قال "يا سيدي اعتقد بانى وجدت وسيلة مريحة."

"ماذا؟"

"فيل! فيل يخص احد الهنود يعيش على بعد مئة

who lives but a hundred steps from here.' 'Let's go and see the elephant,' replied Mr.Fogg. They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr.Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr. Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr.Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr.Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused. Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused. At two thousand pounds the Indian yielded. 'What a price, good heavens!' cried Passé partout, 'for an elephant.' It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr.Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr.Fogg took the howdahs* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

*Parsee – a person living in South Asia but descended from Persia.
*howdah – a seat for riding an elephant

خطوة من هنا." "دعنا نذهب و نرى الفيل," أجاب السيد فوغ. سرعان ما وصلا إلى كوخ صغير , الحيوان المطلوب كان محاطا بسياج خشبي عال. هندي خرج من الكوخ و بناء على طلبهم قادهم إلى الحظيرة. الفيل الذي تمت تربيته ليس لحمل الإثقال . لكن لإغراض القتال, كان نصف أليف. رغم سعادة السيد فوغ إلا ان تعليمات التوجيه للحيوان لم تنفع طويلا فالفيل حافظ على وداعته الطبيعية. كيوني هذا كان اسم الفيل كان لا يسير بسرعة لوقت طويل على عكس إي وسيلة نقل مريحة أخرى. السيد فوغ قرر أن يستأجره. على إي حال الفيلة ليست رخيصة في الهند لأنها أصبحت نادرة . الفيلة الذكور مناسبة فقط. لعروض السيرك و مطلوبة جدا بعدما أصبحت غالبيتها مدجنة. عندما اظهر السيد فوغ نيته للهندي باستئجار الفيل كيوني, رفض الفكرة. السيد فوغ إصر و عرض عشر جنيهات زيادة للساعة لاستئجار الفيل إلى الله أباد . الهندي رفض. عشرون جنيهها؟ رفض أيضا. أربعون جنيهها؟ ما زال رافضا. فيليس فوغ دون ان يغضب , قرر ان يشتري الحيوان و في البداية عرض عليه ألف جنيه. الهندي ربما ظن انه كان يعقد صفقة كبيرة, ظل رافضا. يسعر ألفا جنيه, وافق الهندي . " ياله من سعر , بحق السماء!" صاح باسيبارتوت " من اجل فيل."

بقي ألان فقط أن نجد دليلا, و هو أمر سهل مقارنة مع الفيل. شاب من أصل فارسي ذو وجه ذكي عرض خدماته التي قبلها السيد فوغ واعداد بمكافأة كريمة ليثير طمعه المادي. تم اقتياد الفيل و تزويده بمعدات الركوب. المنونه تم شرائها من خولبي و بينما قام السيدان فرانسيس و فوغ بوضع المقعد على ظهر الفيل و إرخاء طرفيه على جانبي الفيل, قام باسيبارتوت بربط السرج بين الطرفين. الفارسي جلس على رقبة الفيل, و في الساعة التاسعة انطلقوا من القرية , و الحيوان كان يسير عبر غابة كثيفة من النخيل على أقصر الطرق.

Word	Meaning	Word	Meaning
midst	وسط	frail	جميل لكن غير قوي
glade	أرض واسعة	hesitation	تردد
bungalows	منازل	enclosed	محصور / مقيد
conductor	دليل / مرشد	palings	سياج
Passing along	على طول الطريق	hut	كوخ
carriages	عربات	conducted	منساق و منقاد
passengers	مسافرين	enclosure	سياج
hamlet	قرية	half _domesticated	حيوان اليف / حيوان منزلي
provide	يزود	doubtless	بدون شك
conveyance	مركبة / عربة	resolved	عازم على
delay	تأجيل / بطئ	hire	يستأجر
foreseen	متوقع	persisted	أصر
obstacle	عائق	excessive	الزائد / الفائض
arise	يظهر	loan	استلاف / اقتراض
route	طريق	flurried	حائر / مرتبك
gained	يكسب	bargain	صفقة
sacrifice	يضحى	stimulate	يحفز
steamer	باخرة	provisions	مخزون / مؤونة
response	رد	purchased	اشترى
rejoined	انضم والتحق ثانية	dense	كثيف
Wry grimace	تكشيرة	Forest of palms	غابة من شجر النخيل
magnificent	رائع		

Vocabulary

1. Answer the questions.

1.What kind of house is a bungalow (line 6)?

اي نوع من البيوت هو الكوخ؟

2.How does the word hamlet (line 9) suggest that there aren't many houses or people in the area where the train has stopped?

كيف ان كلمة قرية توحي بانه لا يوجد الكثير من البيوت في المنطقة التي توقف فيها القطار؟

3.What form of transport is a steamer (line 24)?

ما هي ال streamer ؟

4.What kind of facial expression is a wry grimace (line 30), and why did Passepartout's face show this expression?

ما هو تعبير الوجه كشرة ملتوية و لماذا اظهر وجهه باسبيارتوت هذا التعبير؟

5.Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans?

اقرا سطر 36 ثانية. ما هي الكلمات التي تدلنا على ان الفيل كان يتم الاحتفاظ به بامان بعيدا عن الاحتكاك بالشر.

1.A house with one floor

2.A hamlet is a very small village, which suggests that there are very few people and houses.

3.It`s a ship powered by steam.

4.It`s an expression that shows pain or unhappiness. Passepartout wasn`t happy because he didn`t want to walk far, as he didn`t think his shoes would be sturdy enough.

5.Enclosed, palings: the elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

Comprehension

2. Answer the questions.

1. Why can't the train continue its journey from Kholby to Allahabad?

لماذا لا يستطيع القطار الاستمرار بالرحلة من خولبي الى الله اباد .

2. Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15)

لماذا يزعج السيد فرانسيس خلال محادثته مع الكنترول ؟ ما التعبير المستخدم الذي يدل على انه مزعج؟

3. How does Mr. Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.

كيف يتعامل السيد فوغ مع الوضع عندما يعرف بان رحلة القطار لا يمكن ان تستمر؟ كيف يختلف موقفه عن موقف السيد فرانسيس ؟ انظر الى الاسطر 23 و 26.

4. Why did the Indian mandecide to tear an elephant?

لماذا قرر الرجل الهندي ان يربي فيلا؟

5. How do we know that the elephant is not aggressive?

كيف نعرف ان الفيل ليس عدوانيا؟

6. How many people travel on the elephant?

كم شخص سافروا على ظهر الفيل؟

1. The train cannot continue its journey because the railway line hasn't actually been completed.

2. He is annoyed because he feels cheated by being sold a ticket to somewhere the train doesn't go. "Growing warm" means getting annoyed.

3. Fogg says that he suspected that this might happen and suggests that they find another means of transport. Compared to Sir Francis, he is very calm and confident and doesn't show any anger.

4. He wanted it for fighting.

5. It still preserved its natural gentleness". Meaning that it does not want to fight (lines 40-41)

6. Four – the guide, Passepartout, Sir Francis and Fogg.

3 Complete the sentences with the correct word.

calm	confident	enthusiastic	unapologetic	worried
------	-----------	--------------	--------------	---------

1. The conductor is about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.

2. Mr Fogg is that he will still complete his journey in eighty days.

3. Passepartout feels about the prospect of walking the rest of the way to Allahabad.

4. Mr Fogg remains while he negotiates the sale of the elephant.

5. The guide is very about making the journey by elephant.

1. unapologetic 2. confident 3. worried 4. calm 5. Enthusiastic

4. Complete the sentences 1–3 with the names of the characters.

Sir Francis	Passepartout	Phileas Fogg
-------------	--------------	--------------

1. is prepared to walk the rest of the way to Allahabad.
2. thinks that two thousand pounds is too much to pay for an elephant.
3. does not know where they are when the train stops.

1. Phileas Fogg 2. Passepartout 3. Sir Francis

Ideas

5. Find a line in the story that represents the following ideas.

1. time 2. money 3. transport

1. Time :- 'Mr Fogg, this is a delay greatly to your disadvantage.' 'No, Sir Francis; it was foreseen.'

2. Money :- Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

3. Transport :- Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him.

6. Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45). What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

فكر بفكرة المواصلات قارن بين القطار في الاسطر 6-15 و الفيل في الاسطر 38-45. ما حسنات و سيئات كلا منهما و كيف يرتبط هذا ببقية القصة؟

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

النقل هو موضوع مهم في هذه القصة . هذان النصان يصفان بطريقة ممتعة طريق القطار لم يكتمل بعد و امكانية جعل الفيل ان يكون وسيلة نقل جيدة لان السكك الحديدية لم تكتمل بعد و هناك حاجة للفيل لمواصلة رحلتهم . الفيل حيوان حي وصف بانه مثل وسيلة النقل فانه يمكنه السفر بلا شك بسرعة و لفترة طويلة في هذه الحالة وسيلة النقل التي وضعها الانسان تفشل . بينما هذا الحيوان يبدو انه استثمارا اكثر ايجابية .

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

برايك هل القصة تظهر اهمية الوقت ؟ برر اجابتك

I think that this story shows the importance of time when Phileas Fogg is so precise about the number of days they have to spare in line 24. It also references time in the passage where the elephant is described ('rapidly', line 41). However, I think that more importance is given to efficiency, because Phileas Fogg is not in a hurry; he is instead very well prepared (lines 23–25).

اعتقد ان القصة تبين اهمية الوقت عندما يكون فيليس فوغ دقيقا حول عدد الايام المتبقية التي عليه ان يوفرها في سطر 24 . كما ان هناك اشارة للوقت عندما يوصف الفيل بسرعة سطر 41. و مع ذلك اعتقد ان اهمية اكر اعطيت للكفاءة لان فوغ فيليس لم يكن في عجلة من امره و بدلا من ذلك هو مستعد بشكل جيد للغاية

AB, page 57/ Analysis

1. Read lines 8–22. Making specific reference to these lines, compare and contrast the characters of Sir Francis and Phileas Fogg. Comment on the things they say and do. Remember to quote from the text.

اقرأ الاسطر 6-22 بالرجوع الى هذه الاسطر بشكل محدد , قارن التشابه و الاختلاف بين السيد فرنسيس و فيليبس فوغ . علق على الاشياء التي يقولونها و يفعلونها .

Sir Francis and Phileas Fogg are men of two very different personalities. Whilst Sir Francis gets easily angry, Phileas Fogg is calm and assured.

السير فرانسيس و فوغ هما رجلان بشخصيات مختلفة جدا . بينما السير فرانسيس يغضب بسهولة , فوغ هادئ وواثق من نفسه .

TB, page 151

Read the following extract from the story. Find two examples of literary devices.

اقرأ المقتطف التالي من القصة . جد مثالين على الصيغ البلاغية

“The Parsee perched himself on the elephant’s neck, and at nine o’clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.”

1. Alliteration – *Parsee perched*;
2. Personification – *the animal marching*

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- ملاحظات عامة يجب مراعاتها عند كتابة موضوع التعبير :

1. فهم ما هو مطلوب جيدا قبل البدء بالكتابة.
2. كتابة اسم / عنوان مناسب للموضوع.
3. اختيار الكلمات المناسبة للموضوع لتكوين أفكار صحيحة.
4. كتابة الكلمات بشكل صحيح إملائي.
5. التركيب القواعدي للجمل يجب أن يكون صحيحا.
6. استخدام علامات الترقيم المناسبة.
7. ترك فراغ بسيط بين الكلمات من أجل تسهيل عملية القراءة.
8. كتابة مسودة للموضوع و تدقيقها قبل اعتمادها لتجنب عملية الشطب و التكرار.
9. كتابة مقدمة وعرض وخاتمة لموضوع التعبير.
10. الاستفادة من الكلمات التي تحفظها في كتابة الموضوع.
11. تقسيم الموضوع إلى فقرات .

UNIT SIX

Writing / SB page 47

An email about joining a space school.

Stage one:

Start with greeting :

Hi ! / Dear fellow students / Hello { name }

Stage two:

Start with the purpose of writing.

I've decided to+ v1.....

Stage three:

Explain the reason for your choice.

I'd join the space school because

Stage four:

Present suggestions :

It might be a better idea to joinso that we can.....

Stage five :

End the email by " see you soon " "Best wishes "

Stage six :

check spelling, grammar and punctuation.

Note: It is fine to use abbreviations such as I'm and don't in emails

Sample of email

Write an email to your friend telling him or her what a space school is like to study there .

I've decided to join a space school to study as a secondary education rather than academic one . I know that there are many streams of secondary education that we use but obviously there is a new type of learning needed to keep up with space and technology industries. The subjects are quite different from the traditional ones such as Astronomy and Astrophysics.

It might be a better idea to join such schools so that we can take any number of different career paths and lead to a variety of career opportunities.

I'm really looking forward to attending this school.

See you soon.

Writing / SB page 49

You are going to write a blog post about one of the following

**family life, school subjects, school rules, behaviour values, a
typical school day, after-school activities, free-time activities**

Stage one:

Choose one subject .

Stage two:

Write a descriptive title and who the post is by.

Stage three:

Write a brief introduction that appeals to your readers.

Do you know what? I really need your help!

Stage four:

State your blog post subject in more detail .

I d like tobecause.....

Stage five:

Conclusion :

Restart your subject and ask readers to get involved.

So , can you help me with.....?

We could start up a useful conversation about

Stage six:

check spelling, grammar and punctuation.

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Sample: a blog post

Write a blog post about your decision to study ;Medicine, psychology or linguistics' to help people.

Title: Write a short, catchy title. Write who the post is by.

Decisions, decisions

Posted by: **Hiba J**

Introduction: Appeal to your readers. Ask a question, such as advice.

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.

Body paragraphs: State your problem or blog post subject in more detail.

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?

Conclusion: Restate your question or subject and ask readers to get involved.

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

Writing skills: Writing informally

- We always begin a letter with *Dear [name]*, whether it is formal or informal.
- In emails, we are less formal and tend to use *Hello [name]*, or *Hi!*
- In open letters, we use a group noun to address all the people that we want to include, such as *Dear fellow students*.
- In all of the above, it is fine to use abbreviations such as *I'm*, and *don't*.
- We can end emails and letters (not open letters) with *Best wishes/See you soon/Looking forward to hearing from you*. We end an open letter repeating what we want to say.

UNIT SEVEN

Writing / SB page 51

Writing a paragraph for giving advice and reasons to persuade others to take.

Stage one:

Start with an opening question.

Stage two:

An explanation of why you write this paragraph.

Why I'm writing this paragraph is to.....

Stage three:

Initial advice

The best way to.....is to.....

Another advice is.....

Stage four :

Final message to the reader

Remember some of these tips, in the end you'll be more.....

Stage five :

Check spelling, grammar and punctuation .

Sample: paragraph for giving advice

Write a paragraph giving advice to someone who find it difficult to fall asleep the night before an exam.

Do you find it difficult to fall asleep the night before an exam ? Many students can't fall asleep to be ready for the next day exam which is why I'm writing this paragraph. The best way to fall asleep is to stop drinking stimulus drinks such as coffee and cola as they activate your brain and avoid you from going to sleep. Another advice is to do some physical exercise to reduce your activity to fall asleep .Remember some of these tips , in the end you will feel tired and sleep happily.

Writing / SB page 53

Writing a persuasive letter.

Stage one:

Greeting

Dear Mr.....

Stage two:

Introduction :

State your reason for writing.

I am writing.....

Stage three:

Body : In two or more paragraphs, write your persuasive argument.

Stage four:

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

Stage five :

Sign – off :

Add a sentence of good wishes

Stage six :

End the letter with yours sincerely, and your name

Stage seven:

check spelling, grammar and punctuation.

Writing / SB page 55

Sample: persuasive letter

Write a persuasive letter to convince students to study a subject of your choice at university.

Dear fellow students !

I am writing about what I decided to study at university as the best choice of career opportunities by learning a foreign language.

There are a lot of subjects that are available at universities which are taught.

However ,graduates face the problem of unemployment , so by learning a new language you can improve your skills and your ability to deal with others and get the desired job.

In additions to this , learning any subject at university cannot do without learning a foreign language which improve your chances of success in other subjects .Therefore, if learning a foreign language is neglected , nothing new will be done.

I hope you will take my letter in consideration when you decide your future subject at university . Thank you.

Your Sincerely ,
Fares Ali

Writing / AB page 38

Writing a formal letter

Write a formal letter to a university applying for a course at university persuading it that you are the best candidate.

Stage one:

Introduction :say who you are and what course you are applying for.

Stage two :

Talk about the subject and your interest in it.

Stage three:

Talk about the activities that you do outside school ,and say how they are relevant.

Stage four :

end the letter with:

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

Stage five :

Sign of : yours faith fully ,

Your name

Sample: formal letter

University name

your address

The date

Dear Sir,

I am writing to apply for the course of training in computer which was advertised in the news paper last week.

I am 18 years old and I have just finished secondary school in Amman specialized in it .I would like to take the course because I am very interested in computers.

I would also like to get more skills as I feel that information technology is extremely important.

I am hard-working and responsible person . I like working with others and respect team work.

I think I would be a good trainer due to my computer experience , so I have good understanding of the subject.

I look forward to hearing from you.

Yours faithfully,

Sally Ali

Writing skills: Using pronouns

We use pronouns as ways to link paragraphs or ideas. A pronoun refers to things, people or ideas mentioned in earlier or later sentences.

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

UNIT EIGHT

Writing / SB page 59

Writing open letter

Write an open letter telling a foreigner about living in Jordan in response to

**food shopping, eating out, language, meeting people,
school rules, public transport, money travel, sightseeing**

Stage one :

Greeting

Stage two :

Introduction: showing the way of living in Jordan

Stage three :

Wishing

Stage four :

End the letter with :

"Best wishes"

Stage five :

check spelling, grammar and punctuation.

Sample : open letter

Dear Friend,

Welcome to Jordan , I'm very glad to write to you to describe the life here, but what made me glad is that you will come and stay with us.

Life is Life here or there but there are some Jordanian people who do not depend on fast food or eating out , food at home is the base , Mansaf is the traditional food here.

Shopping here can be from small shops or supermarkets , you will feel excited of the hustle and bustle.

School rules are not different but the language which is written from right to left and the shapes of the letters cause hardships to learners.

If you want to move from one place to another you can take a taxi or a bus but for long distances , the plane is the only way.

Meeting people is a special social culture in our community. Greeting people with "AL Salam ALaicom" and ends with "Maa al Salamh"

I hope you get interested in our way of living and persuaded of staying with us or with a host family .

Best wishes,

Fares Ali

Writing / AB page 43

Writing an article

Write an article about the experience of learning a languages.

Stage one :

Write an interesting introduction.

Stage two :

Explaining
and discussion

Stage three :

Conclusion

Stage four :

check spelling, grammar and punctuation.

Sample article

This article discusses the experience of learning new language is difficult as every language has its own features so now need for other languages . However , learning new language has a positive effect on the personality of the learner.

Speaking a foreign language improves the ability to deal with things more successfully.

In addition , it improve your ability to use your mother tongue more effectively .

More ever , the kills you obtain from learning a foreign language, can make you a better speaker and writer in your own language.

Finally ,students who study foreign language do better than those who have only mastered their mother tongue.

Writing skills: Giving advice

You can frame your open letter with advice structures, and back them up with your own experiences.

Have you thought about ...?

You should ..., no doubt about it.

If I were [coming to Jordan for the first time], I would ...

*My main recommendation is
that you ...*

UNIT NINE

Writing / SB page 65

Writing an informal letter about wishes and regrets

Stage one :

Greeting

Stage two :

Introduction: the purpose of the letter.

Stage three :

In two or more paragraphs build up your wishes and regrets.

Stage four:

Conclusion

Stage five :

End the letter with:

"Best wishes"

Stage six:

Check spelling, grammar and punctuation.

Sample : informal letter about wishes and regrets

Dear friend,

How are you ? I'm sorry that I didn't write to you for awhile but as you know I was busy with my final exams at school .I'm very sad to say that I didn't do well in as I expected .

There were many reasons for my bad marks ; I spent most of my time watching football match . So that I couldn't cover all the material for the next day exam . But what could I say ! If only I had studied harder. I wish the matches had been after examination.

What about you ? Someone told me that you didn't go to the beach last week because of the hot weather. I wish it had been cooler.

What is your plan for the next week end , let me know if you decide to go anywhere .

Best wishes

Fares Ali

Writing review

Stage one :

Write the name of the subject : school – hotel – club

Stage two :

Introduction : Give a general report about what you are reviewing .

Stage three :

Body language : Cover both positive and negative aspects of the subject.

Stage four :

Conclusion : summaries and recommend (state your overall opinion)

Stage five :

Check spelling ,grammar and punctuation .

Sample review (of a hotel)

Write a review of a hotel that you have recently stayed at mentioning the positive and negative aspects of the hotel .

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.

Writing skills: An informal letter

When you write an informal letter, use language that is similar to spoken English. Use abbreviations instead of full forms.

I wish I hadn't given up the piano. Last year, we always played basketball after school, but I'd rather have played tennis.

Informal letters usually have idioms, use active rather than passive verbs and have phrasal verbs.

Please let me know if ...; someone told me that ... I wasn't put off by ...

UNIT TEN

Writing / AB page 80 / SB page 79

Writing curriculum vitae

Write headings(in bold)

1 –your name: (in bold)

2 – Address:(in bold)

3 – Education: (include dates)

4 – work experience :

5 – personal attributes (make any full sentence concise)

6 – Reference: (name of head teacher {FULL NAME})

7 - check spelling, grammar and punctuation.

Note : Make sure that there is adequate line space ,and headings in bold.

Sample :curriculum vitae

Name: Farida Jabari

Address: 215 Rainbow Street, Amman

Education: Degree in English (2009 CE)

PEP (Practical Education Programme) Teaching qualification (2011 CE)

Work experience: Teacher of English, [SCHOOL NAME], Amman

Skills and achievements: Voluntary work for children's charities; excellent piano accompanist

Personal attributes: I am a dedicated, ambitious worker. I have high expectations of myself and the students I teach.

Reference: [FULL NAME], head teacher at [SCHOOL NAME], Amman

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Writing covering letter

Write a letter to apply for a job .

Stage one:

Formal greeting : (Dear {Mr. , Mrs. , Dr. , etc}+SURNAME)

Stage two :

Introduction: Introduce yourself , give details of carrier so for

Stage three:

Body paragraph 1:

Say why you are applying and how you are suited to the job.

Body paragraph 2:

Give further details and describe your ambitions.

Stage four :

Closing paragraph:

Mention your reference. Write about the next stage of the application process

Stage five :

Sign off : end letter with , your sincerely .

Your name

Stage six:

check spelling, grammar and punctuation.

Sample : Write a letter to apply for a job of head of the English department.

Unit 10 Sample covering letter

Formal greeting	→ Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME],
Introduction: Introduce yourself; give details of career so far.	→ I am writing to apply for the job of <u>الوظيفة</u> . You will see from my curriculum vitae that I have a Bachelor's degree in <u>تخصص</u> as well as substantial experience at <u>اسم الشركة او المدرسة</u> .
Body paragraph 1: Say why you are applying and how you are suited to the job.	→ I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal . My developing leadership skills show <u>that</u> I am ready to advance <u>this</u> career, and the advertised position is ideal for me .
Body paragraph 2: Give further details and describe your ambitions.	→
Closing paragraph: Mention your reference. Write about the next stage of the application process.	→ Please contact me for a reference. I look forward to hearing from you <u>regarding</u> the next stage of my application.
Sign-off: Ensure that your formal sign-off matches your formal greeting. Write your name in full.	→ Yours sincerely, Faida Jabari

Writing skills: Using linking words

Linking words showing cause explain the reason for something.

We couldn't go to the stadium because / as / since there weren't any tickets left.

As / Since / Because I was tired, I went to bed.

We were late because of / due to the traffic.

Linking words showing result explain the consequences of an action.

We were caught in traffic, therefore / so we missed the start of the play.

She worked hard; as a result, / because of that, / consequently, she did very well in her exams.

1. REGULAR VERB

الافعال غير المنتظمة

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
awake	awoke	awoken
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got (sometimes gotten)
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
make	made	made
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written