

# NEW MIND

The future belongs to  
those who believe in the  
beauty of their dreams.

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## **Grammar**

Quantifiers to make comparison ✓  
Personal and impersonal passive  
Indirect questions  
Expressing wishes and regrets  
Conditional sentences ( if zero + 1 + 2 + 3 )  
Question tag  
Revision of passive voice  
Derivation ✓  
Meanings ✓  
Collocations  
Phrasal verbs  
Body idioms ✓  
Phrases and expressions  
Spelling mistakes  
Words of derivation ✓  
Change words into pronouns  
Specific and neutral words  
Regular and irregular verbs

## **Reading**

The time we spend at school. ✓  
Space school. ✓  
Anita's blog. ✓  
After school. ✓  
How to revise for exams.  
Learning foreign language.  
Education in Jordan.  
Total immersion.  
Does the language we use influence the way we think ?  
Speaking with signs.  
What are they talking about?  
Doing business in china  
Our country's imports and exports.  
Business-today/sales/how-to-make-a-sales-pitch.  
My job as an interpreter.  
Curriculum vitae  
Stepping into the business world.  
**A Green Cornfield**  
**Around the world in eighty days.**

# Unit seven

## Lifelong learning

Waiting ..for  
the perfect  
man



# Indirect questions

Could you tell me .....
Do you mind telling me .....
Could you explain .....
Do you know .....
Do you mind .....ing.....?

عندما تبدأ جملة اعادة الصياغة بتلك الجمل فأنا نعلم انها على هذه القاعدة :

## Yes / No question

\* هناك اسئلة يتم الجواب عليها بـ نعم او لا وتبدأ بفعل مساعد او الموديل.

The form of ( **be** ) = am , is , are , was , were

The form of ( **have** ) = have , has , had

The form of ( **do** ) = do , does , did

The **modals** = ( will , can , should , would , could ... )

## Examples :

\* Is Amer at home ?

Do you know **if Amer is at home** ?

إذا بدأت الجملة بفعل مساعد كسؤال فأنا نضع ( **if / whether** ) ثم تبديل بين الفاعل ( **Amer** ) والفعل المساعد ( **is** ) مع وضع علامة السؤال.

\* . Are you watching T.V now ?

Could you explain .....

\* . Have you finished your homework yet ?

Could you tell me..... ?

\* . Has **your best friend** sent you an email recently ?

Could you explain .....

\* . Will you open the door ?

Do you mind **opening the door** ?

إذا وجدنا mind في الجملة فأنا نبتدأ بالفعل ونضع ing يأتي بعد ( **Do you mind...** ) فعل استمراري

\* . Can you carry this bag for me ?

Do you mind .....

**Do**  
مجرد

**Does**  
s/es

**Did**  
V2

أشكال ( do )

نحذف ( do ) ويبقى الفعل ( مجرد )  
نحذف ( does ) ونضيف للفعل ( s , es )  
نحذف ( did ) ونضع الفعل ( V2 )

### Examples :

- \*. Do you live in Amman ?  
Could you explain **if you live in Amman** ?
- \*. Does your uncle have a car ?  
Do you know **if your uncle has a car** ?
- \*. Did they revise well for the exams ?  
Do you know **if they revised well for the exams** ?
- \*. Does my mum cook the dinner?  
Do you know.....?
- \*. Did the school open early ?  
Could you explain .....
- \*. Do they work at night?  
Could you tell me .....

### **wh questions**

Where/Which/When/Why/What/Who/How ( often-much-many-long )....

### Examples :

\* اذا بدأت اعادة الصياغة بـ Wh فأنا نضع ( wh ) ثم تبديل بين الفاعل ( Ali ) والفعل المساعد ( is ) ثم علامة السؤال .

\* احيانا نكتب الـ Wh وما بعدها حتى نصل للفعل المساعد

1. Where is Ali going ?  
Could you explain **where Ali is going** ?

2. Which car do you want to buy ?

Could you explain **which car you want to buy** ?

3. How long have you been studying English ?

Do you mind telling me ..... ?

4 . What kind of music does your brother like ?

Could you tell me ..... ?

5 . Where can I park my car ?

Do you know ..... ?

### ترجيع السؤال من غير مباشر الى مباشر

إذا بدأت الجملة بكلمات الاسئلة المنقولة فاننا ننظر اذا كان بها **Wh questions** نضع Wh ثم الفعل المساعد وبعدها الفاعل و ثم باقي الجملة.

1. Could you tell me where I can find the post office ?

**Where** .....

إذا بدأت الجملة بـ **Do you mind + ing** نضع **Will you + verb1** ومن ثم باقي الجملة.

2 . Do you mind typing this research ?

**Will you**.....?

إذا بدأت الجملة بكلمات الاسئلة المنقولة فاننا ننظر اذا كان بها ( **if / whether** ) ننظر الى الفعل اذا كان منتهي بـ **es / s** لنضع **Does** ثم نضع الفاعل ثم الفعل مجرد .  
\* اذا كان الفعل مجرد نضع **Do** ثم الفاعل ثم الفعل مجرد  
\* اذا كان الفعل ماضي نضع **Did** ثم الفاعل ثم الفعل مجرد

**الفعل المساعد + الفاعل + الفعل + باقي الجملة**

3 . Do you know if Samya goes to school on foot ?

**Does** .....

4 . Could you tell me whether he wrote a letter or an essay ?

**Did** .....

5 . Can you explain if your father has travelled recently ?

**Has** .....

## Exercise

1. Are all the workers in the factory working hard ?  
**Could you tell me** .....
- 2 . Will you have a look at my essay , please ?  
**Do you mind** .....
- 3 . What is your favourite school subject ?  
**Could you tell me** .....
- 4 . How much milk does Ali have ?  
**Do you know** .....
- 5 . How far is it from Amman to Aqaba ?  
**Could you tell me** .....
- 6 . Can you give me some money ?  
**Do you mind** .....
7. What should we do now?  
**Could you tell me** .....
- 8 . Please tell me where you found that information?  
**Do you mind** .....
- 9 . What kind of music does your sister like?  
**Could you tell me** .....
- 10 . Has your best friend sent you an email recently?  
**Do you know** .....
- 11 . What time does the garage open?  
**Could you tell me** .....
- 12 . Will you open the door  
**Do you mind** .....
- 13 .Is there a connection between the amount of TV people watch and how fit they are ?  
**Could you explain** .....
14. Where should I revise for exams?  
**Could you tell me** .....
15. What time does Carrefour open?  
**Do you know what time** .....
16. Where is the nearest bank please?  
**Could you tell me** .....
17. When is the last train on a Saturday night?  
**Do you know** .....
18. How much do two tickets cost?  
**Have you any idea** .....
19. Why can't you come in to work?  
**Would you mind telling me** .....
20. Did Amanda call John yesterday?  
**Can you tell me** .....
21. Will he have finished the report by tonight?  
**Can you tell me** .....

**E.5 P.51 ( students) Rewrite these direct questions as indirect questions using all the phrases in the box.**

Could you tell me

Do you know

Could you explain

Do you mind telling me

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?  
.....

**E.4 P.35 ( Activity ) :Complete the questions with words from the box. The first one is done for you.**

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 will know our results?

8. Do you mind explaining \_\_\_\_\_ the sky sometimes looks red?

**E.5 P.36 ( Activity) Complete the following indirect questions.**

**1- Can you suggest a healthy breakfast?**

..... suggesting.....?

**2- Please help me to plan my revision.**

Do you mind.....?

**3- How can I relax?**

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

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

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

**5 Please tell me where you found that information.**

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

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

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

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**E.6 P.36 ( Activity) Rearrange the words to make indirect questions. The first one is done for you.**

**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 / ?

.....

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# Impersonal passive

## It + ( is / was ) + verb3 + that + الباقي

### Examples :

1. Many people **think** that Jordanian doctors have good reputation .

It .....

تكون المقدمة دائما ( it )

نضع بعد ( it ) اما ( is او was ) حسب الجملة اذا كانت مضارع او ماضي .

It is .....

اذا كان فعل الإدراك او التفكير او القول مضارع نضع ( is ) كما نلاحظ ان فعل الإدراك think مضارع لذلك نضع is

### Verbs refer to saying and thinking.

say	said	said
think	thought	thought
believe	believed	believed
claim	claimed	claimed
report	reported	reported
know	known	known
consider	considered	considered
find	found	found
hope	hoped	hoped
suppose	supposed	Supposed
assume	assumed	assumed

اذا كان ماضيا نضع ( was ) نصرف فعل التفكير او القول الى التصريف الثالث بعد ( is / was )

It is thought .....

ثم نضع ( that ) واذا لم تكن موجودة نضع ما بعد الفعل ثم نكمل الجملة.

It is thought that .....

It is thought that Jordanian doctors have good reputation

2 . Scientists **thought** that taking vitamins is more important than eating fruits .

It .....

نضع was لان فعل الإدراك ماضي ثم نضع تصريف ثالث للفعل ومن ثم الباقي.

إذا كانت الجملة مضارع تام مثل ( people have reported ) او ( experts have proved )  
يتم تحويل الجملة الى ( has / have been proved )

**Example :**

1. Experts have proved that exercise is good for your health .

It.....

**It has been proved that exercise is good for your health.**

إذا احتوت الجملة على ( used to ) تعامل معاملة ( modals ) في التحويل ل passive

**Example :**

1. They used to think that the earth was flat

It used to be thought that the Earth was flat .

إذا احتوت الجملة على used to نضعها ثم نضع be وفعل تصريف ثالث ونكمل الجملة

**Subject + ( is/are / was/were )+ V3 + to ( verb /be /have been) + الباقي**

في حالة المضارع التام نضع :

**Subject + ( has / have ) + been proved + to + ( verb / be )**

1. People know that she is a good swimmer .

She is known to be a good swimmer

إذا كانت اعادة الصياغة مبتدأة ب الكلمة بعد that فاننا نضع ( is / are ) او ( was / were )

ثم نضع الفعل تصريف ثالث known to + be

عندما يكون في الجملة افعال be المضارعة فاننا نضع to be

2 . His colleagues thought that he was on holiday .

He was thought to have been on holiday .

إذا كان في الجملة was / were نضع to have been

3. People believe that the robber has worked in the bank .

The robber .....

The robber is believed to have worked in the bank.

إذا لم تجد بها افعال be ننضع الفعل مباشرة بعد to

3. people think that she wrote a new book.

She .....

إذا وجدت ان الفعل الاصلي بعد that ماضي بسيط فاننا نضع have + verb3

She is thought to have written a new book.

- 4 . My friends know that my car pollutes the environment .  
**My car** .....
- 5 . A journalist reports that they are leaving the airport tomorrow .  
**They** .....
1. People think that we only remember things we hear in our sleep .  
**We** .....
- 2 . Scientists think that learning a new language also presents the brain with unique challenges .  
**Learning a new language** .....
- 3 . Everybody says that he settled the business .  
**He** .....
- 4 . They knew that Sami was stealing iron from the factory.  
**Sami** .....
- 5 . Experts have reported that eating fruits is good for our bodies .  
**Eating fruits** .....
- 6 . They used to think that driving our cars at night is tiring.  
**Driving our cars at night** .....
- 7 . Police have reported that it was Peter who caused the accident .  
**It was Peter who**.....

## قد تأتي جملة الوزارة بالعكس

1. Nuclear power stations **are believed** to be dangerous .  
 People .....

إذا أتت جملة الوزارة بالعكس ... ننظر إلى الجملة ونضع فعل الإدراك فعل مضارع إذا كان مضارع ونضعه فعل ماضي إذا كان ماضي .. ثم نضع that ثم الجملة قبل فعل الإدراك وبعده

People believe that nuclear power stations .....

ثم نتبع ما كتب بالجدول . . الجملة أعلاه تحتوي على to be لذلك نضع أفعال be المضارع :

**People believe that nuclear power stations are dangerous.**

to be	أفعال be المضارع
have been	أفعال be الماضي
to verb	Verb

- 2 . The mission was found to have been impossible .  
 They .....
- 3 . She is thought to sing beautifully .  
 Everybody .....
- 4 . English is believed to be the widely spoken language .  
 People .....
- 5 . It is known that he is talented .  
 He .....

## **Exercise :**

1. We know that customs officials confiscated ten foreign passports last week.

**customs officials** .....

2. People say that most small corner shops are losing business with the recession.

**Most small corner shops** .....

3. People thought at first that the Crown Prince had been attacked.

**The Crown Prince** .....

4. We know that inner-city crime rates are increasing.

**Inner-city crime rates** .....

5. They say the star's wife has had at least two face-lifts.

**The star's wife** .....

6. People thought that they moved to UK.

**It** .....

7. Police reported that a man had been helping them with their investigation.

**A man** .....

8. It is said that this orchestra is the best in the world

**This orchestra** .....

9. It is believed that the thieves have left the country.

**The thieves** .....

10- We believe that he can beat illness.

**It** .....

**He** .....

11. They assumed that Olympic games were a great success.

**It** .....

12- It was found that the student was guilty.

**The student** .....

13- She is claimed to be the landlord.

**People** .....

14- The thief is claimed to be a boy.

**The police** .....

15- People claim that education can change our behaviour.

**Education** .....

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

**We** .....

17. Doing regular exercise is believed to reduce the risk of several diseases.

**People** .....

18. people believe that eating almonds reduces the risk of heart diseases.

**Eating almonds** .....

**E.5 P.53 (students)**

**2- Use the impersonal passive to report these sentences. Check your answers in the text.**

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.

.....  
.....

---

**E.7 P.36 (activity) Rewrite the sentences. Use the impersonal passive in two different ways.**

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

.....  
.....

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

.....  
.....

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

.....  
.....

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

.....  
.....

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

.....  
.....

Circulation	دورة دموية	Switch	يبدل
Concentration	تركيز	Speech	خطاب
Dehydration	جفاف	Structure	بناء
Diet	غذاء	Experiment	تجربة
Memory	ذاكرة	Required	يتطلب
Nutrition	تغذية	participants	مشاركين
Focus	تركيز	Simulator	محاكاة
revision	مراجعة	Separate	منفصل
Fresh	منعش	Distracted	يشتت
Beneficial	فائدة	Errors	اخطاء
Decrease	انخفاض	Decision	قرار
Increase	ارتفاع	Subtle	الدقيقة
Difference	اختلاف	Utterance	كلام
Frequent	متكرر	Subconsciously	لا شعوريا
Heart rate	نبض القلب	Judgement	حكم
Blood	دم	Obtain	اكتساب
Efficiently	بكفاءة	Degree	شهادة
Fruit	فاكهة	Diploma	دبلوم
Vegetables	خضروات	Master's degree	ماجستير
Essential	اساسي	Online distance	تعلم عن بعد
Foreign	اجنبي	phD	دكتوراه
Language	لغة	Postgraduate	بكالوريوس
Improve	يحسن	Private	خاصة
Functionality	وظيفة لغوية	Public	عامه
Brain	دماغ	Undergraduate	ما قبل الجامعة (الثانوية)
Rules	قواعد	Vocational	مهني
Provides	يزود	Standard	معايير
Present	يقدم	Kindergarten	حضانة
Unique	فريد من نوعه	Responsibility	مسؤولية
Challenges	مثير للتحدي	Ministry	وزارة
Recognizing	يتعرف	Institutions	مؤسسات
Communicate	يتواصل	Collaboration	تعاون
System	نظام	Acquire	يتطلب
Chance	فرصة	Immersion	انغماس
Problem	مشكلة	Intensive	مكثف
Solving	يحل	Request	طلب
Tasks	اختبار	Tailor-made	محكم
Mastered	اتقان	Drop	اسقاط
Tongue	اللغة الام	Enroll	ينظم
Multilingual	متعدد اللغات	multitasks	متعدد الواجبات

## How to revise for exams

### **A. Do you know if it's too late to start revising now?**

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

### **B. Do you mind telling me how I should draw up a timetable?**

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.

### **C. Do you know whether it's best to get up early, or to revise late at night?**

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.

### **D. Could you explain what you mean by frequent breaks?**

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.

### **E. Could you tell me how much exercise I need?**

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!

### **F. Do you mind giving me some advice about diet?**

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.

**# answer all the questions that follow. Your answers should be based on the text.**

**1- There are many tips students could follow as a successful revision habit for exams mentioned in the text. Write down three tips.**

.....

**2- According to the text, what should students do if they feel that they are too late to start revision for their exams?**

.....

**3- The writer states that it is a good idea to change the order of subjects in the timetable. Is he justified? Explain your answer.**

.....

**4- What is the importance of taking break from studying?**

.....

**5- Write down the sentence which indicates that the best time for students to start revising is the early morning.**

.....

**6- There are some activities which can be done as a break from studying mentioned in the text. What are they?**

.....

**7- How does exercise make students revise more efficiently?**

.....

**8- Write down the sentence which indicates that drinking water prevents dehydration.**

.....

**9- What does the underlined word "one" refer to?**

.....

**10- Find a word in the text which means "right kind of food for good health and growth"**

.....

**11- Quote the sentence which means that the bodily activity is necessary while revising**

.....

**12- How could the students keep their mind fresh?**

.....

**\*\*\* Critical thinking**

**1- The writer states that when students feel awake their memory will be at its best. Suggest three other tips to help students improve their memory power.**

.....

**2- It is expected that students will likely face many difficulties while preparing for exams. Think of this statement and in two sentences write down your point of view.**

.....

## learning a foreign language

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules 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 recognizing 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. 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. **It** is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgment is called for, and decisions have to be made. Finally, learning a language can also improve your ability to use your other 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 language, therefore, can make you a better speaker and writer in your own

language.

**# answer all the questions that follow. Your answers should be based on the text.**

**1- According to the text, speaking a foreign language improves the functionality of your brain. Write down two of these functions.**

**2- The writer says" It is believed that language learning can also improve your decision- making skills". Is he justified? Explain your answer.**

**3- Write down the sentence which indicates that learning a foreign language improves writing and speaking skills in the mother tongue.**

**4- What are the challenges facing brain in learning a new language?**

**5- How could experiments prove that multilingual people are able to switch easily between different tasks?**

**6- What does the underlined pronoun 'it' ?**

**7- Find a word in the text which means "speaking, reading or writing in more than two languages'**

**8- Find out a word which means ' expressed in many languages'.**

**9- Compare between the student who knows more than one language with student who speaks only one language.**

**Critical thinking**

**1- The writer states that learning new vocabulary and grammar rules exercises the brain. Suggest threeother activities to help exercising the brain.-+**

**2- The importance of learning foreign languages is universal. It will always benefit the learner in one way or another. Think of this statement and in two sentences write down your point of view.**

## Education in Jordan

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational courses. 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. 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. For students **who** wish to complete their university studies while working at the same time, it is also possible in some Jordanian universities to enroll onto online distance learning programmes. In the future, this option will become available in many other universities.

**# answer all the questions that follow. Your answers should be based on the text.**

**1. The writer says " our country has a high standard of education " Is he justified? Explain your answer.**

**2. According to the text, what is the role of the Ministry of Education?**

**3. The writer mentioned two types of courses that students can study at the Jordanian universities. What are they?**

**4. How many public and private universities are there in Jordan?**

**5. Two classifications of university students are mentioned in the text. What are they?**

**6. Write down the sentence which indicates that not only Jordanian students attend the Jordanian universities.**

**7. Mention three universities that have the largest number of undergraduate students.**

**8. What is special about the German Jordanian University?**

**9. Find a word in the text which means ' obligatory '.**

**10. Name three public universities mentioned in the text?**

**11. According to the text, what could students who are unable to attend university do to get a degree?**

**12. What is the optional education and the compulsory education?**

**13. What is the best education for the child who is too young to start primary school?**

**Critical thinking**

**1- The writer states that foreign students from all over the world come to study in the Jordanian universities. Suggest three reasons which make them choose Jordan for studying.**

**2- Students who complete their studies while working might face a lot of difficulties. Think of this statement and in two sentences write down your point of view**

## Acquiring a language

### **1- Learn English fast – the natural way!**

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.

### **2 - 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.

### **3 - 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.

### **4- 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!

**# answer all the questions that follow. Your answers should be based on the text.**

**1. According to the text, what is the best way to acquire a language?**

.....

**2. Give two examples of courses that students may require mentioning their purposes.**

.....

**3. Write down the sentence which indicates that the people who take the courses will be surprised by how fast their language has improved.**

.....

**4. According to the text, how long do the courses last?**

.....

**5. Some examples of informal activities are mentioned in the text. Write down three of them.**

.....

**6. The writer states that students will be living as a family. Give two examples from the text.**

.....

**7. What is meant by 'extreme English'?**

.....

**8. There are two decisions that students have to make before they arrive. What are they?**

.....

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

.....

**\*\*\* Critical thinking**

**1. The writer states that the people who take the courses will be amazed by the progress they achieved in their language in a very short time. Suggest three tips to help students improve their language quickly.**

.....

.....

**2. It is said that the best way to acquire a language is to immerse yourself in it. think of this statement and in two sentences write down your point of view.**

.....

.....

# Vocabulary

## E.1 P.35 ( Activity): Complete the sentences with words from the box.

circulation

memory

concentration

diet

dehydration

beneficial

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

## E.2 P.35 ( Activity ) Write the collocations in the correct gaps next to the definitions

<u>Definition</u>	<u>Collocating phrases</u>	<u>Arabic meaning</u>
write a schedule	<b>draw up a timetable</b>	يضع جدولا
keep fit	<b>do exercise</b>	يمارس تمارين
Begin	<b>make a start</b>	يبدأ
Relax	<b>take a break</b>	يأخذ قسطا من الراحة
Study	<b>do a subject</b>	يدرس موضوعا
change something	<b>make a difference</b>	يصنع فرقا

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

## E.11 P.37 ( Activity) Complete the sentences with the words in bold in the text.

academic

undergraduate

vocational

postgraduate

1. After Nasser completes his first degree, he's hoping to do..... a degree.
2. Mariam is an excellent student. She gets top marks in..... subjects like History, Arabic and Maths.
3. My brother has just left school. Now he's a university.....
4. My cousin is an electrician. Instead of going to university, he did a course at a local training..... college.

Verb	Noun	Adjective	Adverb
	academy	academic	academically
contradict	contradiction	contradictory	
	fluency	Fluent	fluently
engines	Engineer/ engineering		
enroll	enrolment		
	agriculture	agricultural	agriculturally
	pharmacy	pharmaceutical	pharmaceutically
pioneer	pioneer	pioneering	
	proficiency	proficient	proficiently
	psychology	psychological	psychologically
undertake	undertaking		
	sociology	sociological	sociological
	nutrition	nutritious	
	multilingualism	multilingual	
	vocation	vocational	vocationally
simulate	Simulation/ simulator	simultaneous	simultaneously
tutor	Tutorial/ tutor		
utter	utterance	Utter	utterly

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

**Complete the table with the correct form of the words.**

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

Verb	Noun
circulate	<i>circulation</i>
dehydrate	dehydration
advise	advice
revise	revision
concentrate	concentration

**Complete the table with the correct form of the words.**

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?

Draw up	To prepare a document	يكتب / يعد
Look at	To examine something closely	بتمعن ينظر
Work out	To understand / to find the answer to some thing	يستنتج / يفهم
Getting up	To rise to a standing position	يقف / ينهض
Listening to	To take notice	يستمع الى
Switch between	To change	يغير / يبدل

**Give the meaning of the underlined phrasal verb :**

I try to give them advice but they never **listen to** what I tell them .

.....

**Complete the following sentences with the appropriate prepositions:**

1. I can't work .....how to do this .
2. He got .....to tell an elderly woman sit down.
3. Our lawyer is going to draw ..... the contract .
4. My toothaches. I think a dentist should look ..... it .

## Guided writing

Why do people use internet website

Buy things  
Book holidays  
Access bank ccount

There are many **reasons** to (العنوان مبتدأ بالفعل وما بعده) such as (النقطة الاولى مع ing) and (النقطة الثانية مع ing). Also, (النقطة الثالثة مع ing)

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

Using public transport	
Argument for	Argument against
Economic ,less Traffic jams	Inconvenient Consume time

On one hand, there are many **العنوان الفرعي 1 + العنوان الرئيسي** such as, **النقطة الاولى** and **النقطة الثانية**. In the other hand, there are many **العنوان الفرعي 2 + العنوان الرئيسي** such as, **النقطة الثانية** and **النقطة الاولى**

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

Name : Mahmud Drawish  
Data (born and died ):1942-2008  
Professions : poet and author  
Achievement : leaves of olives and wingless bird

**Name**, (who/where/which) was born in **Place/Data of birth** and died in **Place/Data of Death**, was **Profession** . His achievement/s was/were that he was **Achievement** .

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

## Answers

### **E.5 P.51 ( students)**

- 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?

### **E.4 P.35 ( Activity )**

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

### **E.5 P.36 ( Activity)**

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

### **E.6 P.36 ( Activity)**

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

### **E.5 P.53 (students)**

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

### **E.7 P.36 ( Activity)**

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