

# اللغة الانجليزية

المستوى (4)

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الأستاذ وليد صوان. لغة انجليزية - توجيهي - الاردن

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

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

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

**Replace the words and phrases in bold with words from the box. One word is not needed. The first one is done for you.(AB 31)**

compulsory	contradictory	<u>developed nation</u>	tuition	optional	fluently
1- A <b>wealthy country</b> is a country that's economically and socially advanced. <u>developed nation</u>					
2- Is Maths a <b>subject that you have to do</b> ?					
3- You don't have to stay after school for the chess club – it's <b>your choice</b> .					
4- Do you have music <b>lessons</b> at the weekend?					
5-Those statements are <b>on different sides of the argument</b> .					

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

**Complete the sentences with the correct form of the words in brackets. The first one is done for you.(AB 31)**

- 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)

Answer: 1- *education* 2- succeed 3- achieve 4- organisation 5- development

**The following paragraphs are comments made by university students. Fill in the gaps with the appropriate university subjects. One subject is not needed..(AB 32)**

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

Answers: 1- Law 2 Linguistics 3- Physics 4- History 5- Banking and Finance

### The time we spend at school ( SB 44)

الوقت الذي نقضيه بالمدرسة

A few years ago, as many as 1,000 schools across the USA started making school years longer by adding up to ten extra days to the school year or by making each school day longer by half an hour.

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

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

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

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

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

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

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

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

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

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

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

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

Justify your answer

#### **Answers**

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

Answer the following questions

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

Answers:

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



## Grammar

### محددات الكمية للمقارنة Quantifiers to make comparisons

#### One syllable

Adjectiveالأصل	Comparative ( <i>than</i> )	( <i>the</i> ) Superlative
small	smaller than	the smallest
big	bigger than	the biggest
few	fewer than	the fewest

#### Two syllables with `y`

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

#### Two syllables and more

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

#### Exceptions

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

- English is the best subject for me

نضيف +most أو least The للصفة الطويلة ولا نقارنها مع اسم آخر

- She is the most beautiful in the town.

- Which subjects are the least popular?

### مساواة (Equality)

- as (*adj/adv*) as  
الأصل

-Ali is as tall as Rami.

-My car is as expensive as your car.

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

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

### غير مساوي (not equals)

- not as (*adj/adv*) as  
الأصل

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

-the most غير معدود  
the least عكس  
the fewest  
معدود

- We can use more/less ... than , as ... as and the most/least to compare adjectives and adverbs.
  - Which subjects are the most popular, and which are the least popular?
  - Is Maths as popular as Science?
  - Do you think Geography is more interesting than History, or less interesting?
- We can also use as..... as to compare adverbs. لمقارنة الظروف
  - Mahmoud works as hard as his brother.
  - I can't run as fast as you.
- We use as much / as many to compare quantities and numbers. لمقارنة الكميات والاعداد
  - There are not as many **people** in our class as in yours. معدود
  - I don't eat as much fast **food** as my brother. غير معدود
- We can also use as ... as adverbially.
  - I don't like running as much as I like swimming.
  - We practise our English as often as possible.

**Ex:** يوجد عدة طرق للتعبير عن عدم المساواة

طرق عدم المساواة:

1- الجدول

2- عكس الصفة

3- not as ..... as

امثلة على عكس الصفة

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

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

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

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

**Look at the diagram of after-school classes and complete the sentences with the phrases in the box.**

**(SB 45)**

**English 45% / Maths 25% / Science 20% / Music and Art 10%**

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

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

Answers: 1-the most 2- the least 3- not as many 4- more; less 5- as much as 6- as popular as



**Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. One word is not needed. The first one is done for you. (AB 31)**

**Compulsory education in different countries**

England	5–16 years
Portugal	6–18 years
Jordan	6–15 years
Turkey	6–18 years
Japan	6–15 years

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

Answers: 1- the most 2- longer 3- later 4- the least 5- earlier

**This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed. The first one is done for you. (AB 32)**

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

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

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

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

**-Complete each of the following sentences**

further	later	least	less	longer	much
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- 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 .....

Answers: 1- much, less 2- later 3- least 4- longer

- There's less information on the website than there is in the book. (as much)  
There isn't as much information on the website as in the book.
- The cheapest thing on the menu is orange juice.  
The least .....

Answer: The least expensive thing on the menu is orange juice.

**- Complete the sentences with the correct words in brackets**

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

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

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

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

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

Answers:

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

**There is one mistake in each sentence. Rewrite the sentences and correct the mistakes.**

- 1- Ali is the older of four siblings.  
.....
- 2- Billionaires are richest than millionaires.  
.....
- 3- Mr. Rami's market sells the fresher fruit in town.  
.....
- 4- The dog is the more fast than the cat.  
.....
- 5- A Ferrari is not as faster as a GMC.  
.....
- 6- Travelling by train is the most exciting than travelling by car.  
.....

Answers:1- oldest 2- richer 3- freshest 4- the dog is faster than the cat. 5- A Ferrari is not as fast as a GMC. 6- Travelling by train is more exciting than travelling by car.

### **Space Schools مدرسة الفضاء (SB 46)**

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

**Which, which= Studio schools**

المدارس السينمائية هي من المدارس الرائدة والتي تستقبل الدعم والتمويل من الشركات الخاصة والتي تهدف إلى تشجيع الشباب لممارسة دراسة ثانوية ليست تقليدية. تختص هذه المدارس أحيانا بمجال واحد. وتعي أيضاً ان مثل هذا المجال الواسع من المهارات والمؤهلات يجب ان يكون متاح لكل الشباب.

One such school has recently opened to educate fourteen- to eighteen-year-olds **who** have a special interest in working in the space industry. Students follow a **tailor-made** curriculum at the school, including subjects such as Astronomy and Astrophysics. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

**who= fourteen- to eighteen-year-olds**

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

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

**their, they, they, They=students or with students aiming to achieve top grades in their Maths and Science exams,**

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

### **Answer the following questions**

- 1- From where do studio schools receive funding and supporting?
- 2- What is the aim/ purpose of Studio schools?
- 3- What do Studio schools specialize in ? ؟
- 4- Write down the sentence which indicates that all young people in Studio schools attend the same skills and qualification.
- 5- How old of the students who learn in studio schools?
- 6- Who are the students who attend Studio schools?
- 7- where are the curriculums of studio schools designed?
- 8- Students at studio schools follow a tailor-made curriculum at the school that including many subjects, write down two of these subjects.
- 9- students at studio schools receive two kinds of lessons. Write down these two lessons.
- 10- who give lectures in studio schools?
- 11- lectures in studio schools are given by guest lecturers. Write down these guest lecturers.
- 12- Why are Prominent scientists and engineers brought in as guest lecturers at studio schools?
- 13- students in studio schools aim to achieve top grades in two subjects. Write down these two subjects.

Answers:

- 1- They receive funding as well as support from private businesses.
- 2- They seek to encourage young people to undertake a less conventional form of secondary education. 3- These schools often specialise in one specific area
- 4- the same broad range of skills and qualifications should be made available to all young people.
- 5- fourteen- to eighteen-year-olds. 6- students, who have a special interest in working in the space industry and their age between fourteen- to eighteen-year olds. 7- they are designed at the school. 8- Astronomy and Astrophysics.
- 9- Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.
- 10+ 11- Prominent scientists and engineers 12- because students aim to achieve top grades in their Maths and Science exams. 13- Maths and Science.

### Anita's Blog (SB 49)

#### المذكرة الالكترونية لأحد الطلاب

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

*I, my, me= Anita writer -*

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

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

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

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

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

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

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

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

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

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

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

*who= someone, I, my=Anita*

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

**Answer the following questions**

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

**Answers:**

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

**Read the blog again and answer the questions. (SB 49)**

- 1- Why was Anita so willing to go to Jordan to study Arabic?
- 2- What impressed Anita about her fellow students at the university?
- 3- What does the idiom in bold in the text mean?

**Answers**

- 1-Her father is Jordanian and she has always spoken Arabic at home, but she had never studied it formally. She also had family in Jordan who could help her.
- 2-Their behaviour and attitude to studying was very good. They fully understood the importance of studying and how it would help them and their country.
- 3- tried extremely hard.



**After school(AB 33)**

**بعد المدرسة**

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

*This= almost 50% of school leavers go on to higher education /It , it=the figure / They , they= most students /it , it=money*

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

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

*they , their=17,000 students / they , them , they , their =students / where=home / One=university / Many ,their=students / Their , them , them , their= lucky minority live in property that their parents have bought for them*

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

**Answer the following questions.(AB 33)**

- 1-What does the word 'it' in bold refer to in the first paragraph?
- 2-The first paragraph contains the phrase in bold 'another huge change'. What was the first huge change?
- 3- How are students able to afford to leave home? Which part of the text tells you this?

**Answers**

- 1- the percentage of school leavers going on to higher education
- 2-the change over 50 years of the percentage of school leavers going on to higher education increasing by ten times (from 5 to 50%)
- 3-They borrow money from the government (lines 10–11)

**Answer the following questions**

- 1- The first paragraph contains the phrase in bold 'another huge change'. What was the first huge change?
- 2- How are students able to afford to leave home? Which part of the text tells you this?
- 3- **Critical Thinking:** The students of UK suggested that living in another culture is so helpful for them. Do you think that is correct? Suggest other three useful things you will achieve by leaving home and studying in another university which is far from your home.
- 4- Where do UK students get money for their education and how do they manage to pay this money back?
- 5- Where do students who leave their homes live?
- 6- Quote the sentence which indicates that students do not always choose universities which are near their homes.

**Answers:**

- 1- The change over 50 years of the percentage of school leavers going on to higher education increasing by ten times (from 5 to 50%).
- 2- They borrow money from the government.
- 3- Yes, I think living in another culture is a very helpful thing. It also helps students learn how to depend on themselves, cook and do the house up.
- 4- Most students borrow this money from the government. They pay it back slowly out of future earnings.
- 5- Many have rooms in halls of residence, especially in their first year; others rent flats or houses. A lucky minority live in property that their parents have bought for them.
- 6- Most of them say that they want to move to the university of their choice, rather than the nearest one.



**Body Idioms (مصطلحات الجسم)**

مهمين جدا - تحفظ انجليزي - انجليزي

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

**Complete the sentences with body idioms. (AB 34)**

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

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

**Writing**

**Sample blog post**

**Decisions, decisions**

*Posted by : Hiba*

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

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

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

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

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

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

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

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

**Blog-writing tips:**

- Address your reader personally (you, your, etc.)
- Remember you want their attention and involvement so give them reasons, using because or so [that].

**Write a blog post about your early memories of school. Compare it with your experience of school in recent years. (AB 34)**

## Unit Seven

### Lifelong Learning تعليم مستمر words of unit (7)

Word	English Meaning	Arabic
circulation (n) circulate (v)	the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air	الدورة الدموية
concentration (n) concentrate (v)	attention, or attention span	التركيز
dehydration (n) dehydrate (v) dehydrated (adj)	the state of having drunk too little water	الجفاف
diet (n) diet (v) dietary (adj)	the kind of food that a person or animal eats each day	الحمية
memory (n) memorise (v) memorable (adj)	someone's ability to remember things, places and experiences	ذاكرة
nutrition (n) nutritious (adj) beneficial (adj)	the process of getting the right kind of food for good health and growth being useful or helpful	التغذية مفيد
utterance (n) utter (v)	something that is said, such as a statement	اللفظ
vocational (adj) vocation (noun)	used to describe a particular job and the skills involved	مهني
enrol (v) enrolment (n)	to officially arrange to join a school, university or course	يسجل
diploma (n)	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course	دبلوم
Master's degree (n)	a period of one or two years of study which takes place after the completion of a Bachelor's degree	درجة الماجستير
online distance learning(n)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعلم عن بعد
PhD (n)	a doctorate; the highest degree awarded by a university faculty	درجة الدكتوراه
simulator (n) simulate (v) simulation (n)	any device or system that simulates specific conditions or the characteristics of a real process or machine	جهاز محاكاة
multilingual (adj) multilingualism (n)	speaking, reading or writing in more than two languages	متعدد اللغات
multitask (v)	to do several things at the same time	متعدد المهام
degree (n)	a qualification that is given to you when you have successfully completed a course of study	درجة علمية
postgraduate (n)	someone who has finished their first degree and is continuing to study either a Master's or a PhD; ~ degree a second degree of Master's or PhD level	طلاب الدراسات العليا
private university(n)	a university not operated by a government	جامعة خاصة
public university(n)	a university that is funded by public means, through a government	جامعة حكومية
undergraduate(n)	someone who has not yet completed their first degree	ما قبل التخرج
academic(adj) academic ,academy(n) academically(adv)	connected with education , especially at college or university level	اكاديمي

**Complete the sentences with words from the box. One word is not needed. The first one is done for you. (AB 35)**

**circulation    memory    concentration    beneficial    diet    dehydration    nutrition**

- 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 .....

Answers

1-diet 2- beneficial 3- dehydration 4- circulation 5- concentration 6- memory

**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. (AB 36)**

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

- 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?

Answers: 1- advice 2- revise 3- dehydration 4- concentrate 5- circulate

### **How to Revise for Exams (SB 50)**

كيفية المراجعة للإمتحانات

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

هل تعرف فيما اذا فات الاوان لبدء المراجعة الان؟

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

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

*it= to start revising*

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

هل تمنع بان تخبرني كيفية عمل جدول؟

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

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

*one=subject / it= to change the order of the subjects in your timetable for each day*

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

هل تعرف فيما إذا كان من الأفضل الاستيقاظ مبكراً، أو أن تراجع في وقت متأخر من الليل؟

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

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

*it= your memory / it= proved that concentration starts to decrease after half an hour*

**D: Could you explain what you mean by frequent breaks?**

هل يمكن التوضيح ماذا تعني بفترات راحة متكررة؟

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

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

*it= a break*

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

هل يمكن أن تخبرني كم من التمارين احتاج؟

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

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

*That , it = Physical activity / which= sending more oxygen to the brain*

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

هل تمانع من اعطائي بعض النصائح حول النظام الغذائي؟

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

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

*it= not to become dehydrated*

## Indirect questions الاسئلة الغير مباشرة

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

### A) Yes/No questions

Could you tell me

Do you know

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

Could you explain

- The structure is then the same as in reported questions. Unlike reported questions, the sentence ends with a question mark.  
تركيب الجملة يكون هو نفسه في الجملة المباشرة. على عكس الاسئلة المباشرة، فان الاسئلة الغير مباشرة تنتهي بعلامة السؤال ولا تحول الى نقطة.

- Is there a post box near here?

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

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

Could you tell me

Do you know

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

Could you explain

### Note:

Do = V1

Does = V1+s

Did = V2

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

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

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

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

### Rewrite the following sentences

1- What is the time, please?

Could you tell .....

2- Who is that man?

Do you know .....

3- Why is the train late?

Do you mind telling me .....

4- Where is the nearest bank?

Could you tell me .....

5- How did you solve this puzzle?

Could you explain .....

6- Where's the post office, please?

Do you mind telling me .....

7- Where's the post office, please?

Do you mind .....

Answers

- 1-me what the time is, please?
- 2-who that man is?
- 3-why the train is late?
- 4-where the nearest bank is, please?
- 5-how you solved this puzzle?
- 6-where the post office is?
- 7- telling me where the post office is?

**Exception**

-عندما تبدأ الجملة ب :

1- infinitive verb / Don't +base

Or

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

الحل يكون كالتالي:

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

**Examples:**

1-Can you suggest a new method?

*Do you mind* suggesting a new method?

or

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

2- Help me to fix my car please.

*Do you mind* helping me to fix my car?

3-Don't leave me here.

*Do you mind* not leaving me here?

**Rewrite these direct questions as indirect questions using all the phrases in the box. Then ask and answer the questions with your partner.(SB 51)**

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

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

Suggested answers

- 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?

**Complete the questions with words from the box. The first one is done for you.(AB 35)**

how how much if when where whether who why

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

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

**Complete the following indirect questions. The first one is done for you. (AB 36)**

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

Answers:

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

**Rearrange the words to make indirect questions. The first one is done for you.(AB 36)**

- 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 / ?

Answers:

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

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

- 1- Can you suggest a better way for revising lessons?  
Do you mind.....?
- 2- Are we allowed to use a dictionary for the exam?  
Do you know.....?
- 3- Tell me where is the bathroom, please?  
Do you know.....?
- 4- What is the difference between stars and planets?  
Could you explain.....?
- 5- When does the party start, please?  
Do you know.....?
- 6- When will the interview be?  
Do you know.....?
- 7- Can we take photos here?  
Do you mind telling me.....?
- 8- Did they announce the results?  
Could you tell me.....?
- 9- Was the interview cancelled?  
Do you know.....?
- 10- Has the party started yet?  
Could you tell me.....?



Answers:

- 1- Do you mind suggesting a better way for revising lessons?
- 2- Do you know if we are allowed to use a dictionary for the exam?
- 3- Do you know where the bathroom is, please?
- 4- Could you explain what the difference between stars and planets is?
- 5- Do you know when the party starts, please?
- 6- Do you know when the interview will be?
- 7- Do you mind telling me if we can take photos here?
- 8- Could you tell me if they announced the results?
- 9- Do you know if the interview was cancelled?
- 10- Could you tell me if the party has started yet?

### Learning a Foreign Language (SB 52)

#### تعلم لغة أجنبية

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

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

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

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

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

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

**It is believed that language learning can also improve your decision-making skills.** When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way **that** an utterance is made. This process is then transferred subconsciously to other situations in **which** judgement is called for, and decisions have to be made.

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

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

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

أخيراً، إن تعلم لغة أجنبية يمكنه أيضاً تحسين قدراتك في استخدام لغتك الأم بشكل أكثر فاعلية. بما أنك تصبح أكثر وعياً بالطريقة التي تعمل بها لغة معينة، فإنك تبدأ بتطبيق هذه الطريقة على اللغة التي تستخدمها كل يوم. إن المهارات التي اكتسبتها بتعلمك لغة أجنبية يمكنها أن تجعلك متحدثاً أفضل و كاتباً أفضل في لغتك الأصلية.

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

### **Read the essay again and explain how learning a foreign language improves your (SB 52)**

- 1- memory
- 2- problem-solving skills
- 3- use of your mother tongue
- 4- ability to multitask
- 5- decision-making skills.

#### **Answers**

- 1- It exercises the brain and so improves your memory.
- 2- It presents the brain with unique challenges such as recognising different language systems and communicating within these systems. These skills improve problem-solving skills.
- 3 -As you learn a foreign language, you become more aware of the way language works, which helps you to understand your own language better.
- 4- Multilingual people are able to switch between two or more languages easily. This transfers to other activities, making multilingual people more able to multitask.
- 5- When you speak a foreign language, you have to constantly decide between differences in language. This decision-making skill is transferred to other situations.

### **Questions:**

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

#### **Answers:**

- 1- improves the functionality of your brain in several different ways.
- 2- Learning new vocabulary and grammar rules
- 3- improving memory, exercising the brain and presenting it with unique challenges
- 4- These include recognising different language systems and ways to communicate within these systems.
- 5- in maths, reading and vocabulary
- 6- speech, writing, and structure
- 7- Yes, because when you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgement is called for, and decisions have to be made.
- 8- Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively.
- 9- As you become more aware of the way that a language works, you begin to apply it to the language that you use every day.
- 10- The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.
- 11- multilingual
- 12- beneficial 'exercise'

## The impersonal passive المبنى للمجهول الغير شخصي

- اولا يجب ان تعرف كيف تحول من معلوم الى مجهول

### المعلوم والمجهول Active and Passive

Verb to (be)

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

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

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

هي طريقة رسمية لنقل الافكار والاقوال والاعتقاد والرأي

- We can use the impersonal passive with

الأكثر استخدام ( أفعال الاعتقاد )

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

يمكن تحويل الجملة بطريقتين :

الطريقة الاولى:  
خطوات الحل:

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

ا اذا كان الشكل في السؤال على النحو التالي وطلب ان تبدأ الجملة ب It

subject	+	active	+	that	+	تكملة الجملة
---------	---	--------	---	------	---	--------------

يحول الى

It + passive + that	ثم بقية الجملة
موجود	

- People say that children are afraid of animals.

It.....

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

## العكس (الطريقة الأولى)

إذا كان الشكل في السؤال على النحو التالي وطلب ان تبدأ الجملة ب **it** واعطاك ب subject خارجي

ثم بقية الجملة **that + passive + It**  
موجود

يحول الى

تكملة الجملة كما هي **that + active + subject**  
(خارجي) معلوم

-It is said that children are afraid of animals.

People.....

Answer: People say that children are afraid of animals.

### Examples:

- It is said that dolphins are highly intelligent.

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

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

-They believe that the story is true

The story is believed to **be** true.

-So, People know that he **is** talented becomes

He is known to **be** talented.

### -Note:

-She used to think that cars are dangerous.

It used to be thought that cars are dangerous.

- It is believed that language learning can also improve your decision-making skills.

Ali.....

Answer: - Ali believes that language learning can also improve your decision-making skills.

## الطريقة الثانية:

### خطوات الحل:

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

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

تكملة الجملة **that + active + subject**

يحول الى

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

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

- People say that children are afraid of animals.

Children.....

Answer: Children are said to be afraid of animals.

**Examples :**

1- People know that she is a good swimmer.

**She is known to be a good swimmer.**

2- People believe that the robber has worked in the bank.

**The robber is believed to have worked in the bank.**

3 - His colleagues thought that he was on holiday.

**He was thought to have been on holiday.**

4 - My friends know that my car pollutes the environment.

**My car is known to pollute the environment.**

5 - A journalist reports that they are leaving the airport tomorrow.

**They are reported to be leaving the airport tomorrow.**

**Examples:**

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

It .....

Exercise .....

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

It .....

Local meat .....

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

It .....

Our mobiles .....

4- People know that Ahmed is a good footballer.

It .....

Ahmed .....

**Answers**

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

Exercise is said to be good for your health

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

Local meat was believed to be better than imported meat.

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

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

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

Ahmed is known to be a good footballer.

**7- Rewrite the sentences. Use the impersonal passive in two different ways. The first one is done for you. (AP 36)**

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

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

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

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

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

**Answers:**

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

Fish is said to be good for the brain.

2- It is thought that we only use a small percentage of our brain power.

We are thought to only use a small percentage of our brain power

3- It is claimed that we remember things we hear in our sleep.

We are claimed to remember things we hear in our sleep.

4- It is believed that solving puzzles keeps the brain active.

Solving puzzles is believed to keep the brain active.

5- It has been proved that exercise is good for concentration.

Exercise has been proved to be good for concentration.

### Extra exercise.

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

We .....

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

Learning a new language .....

3 - Everybody says that he settled the business.

He .....

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

Sami .....

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

Eating fruits .....

6 - They used to think that driving our cars at night is tiring.

Driving our cars at night .....

7- He used to believe that Rami is bad.

It .....

Answers:

1-We are thought only to remember things we hear in our sleep.

2- Learning a new language is thought also to present the brain with unique challenges.

3-He is said to have settled the business.

4-Sami was known to have been stealing iron from the factory.

5-eating fruit has been reported to be good for our bodies.

6- Driving our cars at night used to be thought to be tiring.

7-It used to be believed that Rami is bad.

### العكس (الطريقة الثانية)

إذا كان الشكل في السؤال على النحو التالي وبدأ ان تبدأ ب subject خارجي

ثم بقية الجملة + to + base + passive + object

يحول الى

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

### وزارة 2016 صيفي

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

People believe that .....

Answer: People believe that doing regular exercise reduces the risk of several diseases.

### Read the two sentences in bold in the essay on page 52. Rewrite them using an active form. Which option is more formal? (SB 53)

1- Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways.

People claim that .....

2- It is believed that language learning can also improve your decision-making skills.

They believe that.....

Answers

1- People claim that speaking a foreign language improves the functionality of your brain in several different ways.

2- They believe that language learning can also improve your decision-making skills.

### Use the impersonal passive to report these sentences. Check your answers in the text. (SB 53)

1. People think that learning a new language also presents the brain with unique challenges.

2. They say that students who study foreign languages do better, on the whole, in general tests.

Answers

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

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

### Rewrite them using an active form

- 1- Nuclear power stations are believed to be dangerous.  
People .....
- 2- The mission was found to have been impossible .  
They .....
- 3 - She is thought to sing beautifully .  
Everybody .....
- 4 - English is believed to be the widely spoken language .  
People .....
- 5 - He is known to be talented .  
People .....

Answers:

- 1-People believe that nuclear power stations are dangerous.
- 2-They found that the mission was impossible.
- 3-Everybody thinks that she sings beautifully.
- 4-People believe that English is the widely spoken language.
- 5-People know that he is talented.

### Other forms

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

ثم بقية الجملة + *that* + passive + *It*

يحول الى

ثم بقية الجملة + الفعل حسب الجدول + passive + (بعد *that*)

Example:

It was believed that English is difficult.  
English .....

Answer: English was believed to be difficult.

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

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

يحول الى

الفعل حسب الجدول + اول الجملة + *that* + passive + *It*

Example:

Football is believed to be useful.  
It.....

Answer:

It is believed that football is useful.



**Education in Jordan (SB 54)**

**التعليم في الأردن**

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

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

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

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

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

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

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

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

الجامعات الثلاثة التي تحتوي اكبر عدد طلاب من طلاب البكالوريوس هي الجامعة الاردنية في عمان وجامعة اليرموك في اربد وجامعة البلقاء التطبيقية في السلط. وهذه كلها جامعات حكومية. وكمثال على جامعة احدث نتكلم عن الجامعة الألمانية الأردنية في عمان والتي تم تأسيسها عام 2005 للميلاد. انها تعاون بين وزارة التعليم العالي في الأردن ووزارة التعليم والبحث في ألمانيا الاتحادية وهي تتبع الأسلوب الألماني في التعليم في العلوم التطبيقية.

For students **who** wish to complete **their** university studies while working at the same time, it is also possible in some Jordanian universities to enrol onto online distance learning programmes. In the future, this **option** will become available in many other universities.

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

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

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

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

**Answers**

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

### Read the text and answer these questions:

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

Answers:

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

### Reading (AB 37)

#### **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.

*It= that the best way to acquire a language is to immerse yourself in it / it= a language*

تعلم اللغة الإنجليزية بسرعة يُقال أن أفضل طريقة لاكتساب لغة ما هي أن تقحم نفسك فيها. وهذا ما نقدمه في "إكستريم إنجلش" الإنجليزية المطلقة: الإدماج التام

#### **What exactly do you mean by 'total immersion'?**

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

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

#### **What will I be doing?**

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

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

### How long are the courses?

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

*they, others= some people*

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

### Answer the questions.(AB 37)

- 1- The text says that students will be living 'as a family'. Give two examples from the text that illustrate this.
- 2- Which part of the day will be the most formal? What happens then ?
- 3- What do you think 'a tailor-made course' means, in paragraph 2 ?
- 4- Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?
- 5- Imagine you joined a small group of students on a course like this. Think of three positive aspects, and three possible problems you might face.
- 6- Would you go on a course like this? Why/Why not?

Answers:

- 1- The students eat and socialise together.
- 2- the morning, when there are three hours of intensive tuition
- 3- Suggested answer: a course designed to meet the specific needs of an individual student
- 4- the duration of the course they wish to attend and the nature of the course (academic or vocational)
- 5- and
- 6- Students' own answers

### Collocating Phrases ( AB 35)

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

**Copy and complete this table. Then, choose the correct form of the corresponding words in the table to complete the sentences. (SB 53)**

No	Verb	Noun	Adjective
1	experience يجري تجربة	experience	experienced
2	dominate يهيمن	dominance	dominant
3	depend يعتمد	dependence	dependent
4	repeat يكرر	repetition	repeated
5	correct يصحح	correction	correct

- 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.

Answers: 1- experience 2- dominant 3- depends

## Writing

### *Sample of persuasive letter*

Dear Mr Hammad,

**Greeting:** Use an appropriate greeting, depending on whether it is a formal or an informal letter.

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

**Introduction:** State why you are writing.

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

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

**Body:** In two or more paragraphs, build up your persuasive argument.

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

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

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

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

Yours sincerely,

Nawal Mohsen

**Sign-off:** Add a sentence of good wishes before you sign off, matching your greeting.

#### ***Persuasive letters include:***

- a statement of the letter's purpose
- a brief and concise statement of the problem
- a detailed description of the problem
- a proposed solution
- a polite manner and formal language
- a restatement of the problem at the end
- a plea such as *I look forward to hearing from you regarding a solution to this issue.*
- a formal sign-off

**Write a persuasive letter to convince students at your school to study a subject of your choice at university. Write between 100 and 120 words (SB 55).**

**Writing skills: Using pronouns (SB 55).**

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.’

**You are going to write a formal letter to a university of your choice. You are applying for a course at university and you need to persuade the university that you are the best candidate. Discuss these points with a partner(AB 38)**

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

**Plan your letter. Make notes. (AB 38)**

- 1- Introduction: say who you are and what course you are applying for.
- 2-Talk about the subject and your interest in it .
- 3-Talk about the activities that you do outside school, and say how they are relevant.

**Now write your letter. Remember to write clearly and show confidence. Write 150–200 words. (AB 38)**

To whom it may concern,

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I look forward to hearing from you about the next stage of my application. Yours faithfully,

Unit Eight  
Language اللغة  
words of unit (8)

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



foreign language		لغة اجنبية
family		عائلة
free-time activities		انشطة حرة
holidays		عطلة
future studies		دراسات مستقبلية
sightseeing		منظر
public transport		مواصلات عامة
rules		قوانين

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

**Complete the sentences to give a similar meaning. Use the correct form of the word in brackets. The first one is done for you. ( SB 41)**

1-This book changed my way of thinking. (influence)

This book influenced me.

2-It was done accidentally. (purpose)

It wasn't .....

3-Who is of these children? (responsible)

Who .....

4-We had a. (experience)

It was .....

5-How are Jaber and Mahmoud related (relationship)

What .....

Answers 1-influenced me 2- done on purpose 3- is responsible for these children 4- a great experience 5- is Jaber and Mahmoud's relationship

**Does the language we use influence the way we think?**

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

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

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

**they= Sociologists / they=people / they= Sociologists**

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

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

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

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



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

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

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

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

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

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

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

### **Read the article again and answer the questions : ( SB 59)**

- 1- Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.
- 2- What does the phrasal verb "carry out" in bold in the second paragraph mean?
- 3- Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.

#### **Answers**

1- Yes, because the article states that if you are speaking English and are asked about something that has happened, you will answer using the name of the person who caused it. If you speak Japanese or Spanish, if you didn't think the person was to blame, you would answer in the passive. If you speak both languages, you need to adapt to the rules of each language and so you can have different ways of looking at a situation.

2- complete, do 3 Students' own answers

### **Read the article again and answer the questions**

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

Answers:

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

### **Speaking with signs التحدث بلغة الإشارة (SB 62)**

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

*where= France in the seventeenth century*

يعتقد بأن الطالبان هم أول من أخرج للعالم نظام اللغة بالإشارات في القرن السادس عشر، ومن ثم أخذت الفكرة إلى فرنسا في القرن السابع عشر الميلادي، حيث تطورت اللغة أكثر فأكثر.

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

*Whose , he , he= Charles-Michel de l'Ep'ee / which= a school for deaf people / it= time that sign language was actively taught*  
أحد المطورين الأوائل للغة الإشارات كان شارلز ميشيل دوليبيه، والذي لغته الأم كانت الفرنسية، حيث تعلم لغة الإشارات عندما كان يعمل مع الصم في باريس في القرن الثامن عشر الميلادي. وقد كانت اللغة مستخدمة من قبل أختين لا تسمعان كنوع من التواصل، وبعد ذلك قام دوليبيه بإنشاء مدرسة للصم، والتي تكررت فكرتها في أوروبا، وقد كانت المرة الأولى التي يتم فيها تعليم اللغة بشكل فعال، وكان لها الأثر البالغ على حياة الصم.

Just as there are different spoken languages in countries around the world, each country has its own sign language. Sign language is used as a first language as by about 70 million people in the world. The use of sign and spoken languages does not differ. Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different **registers** and dialects, and both are constantly **evolving**.

*its=each country / Both= sign language. Sign language*

وحيث يوجد العديد من اللغات المختلفة المحكية حول العالم، فإن كل دولة لها لغة الصم الخاصة بها، حيث تستخدم لغة الصم كلغة أولى من قبل ما يقارب 70 مليون شخص في العالم، حيث أن استخدام لغة الإشارات واللغة المحكية لم يختلف، وكلاهما يمكن أن يستخدم للتزويد بالمعلومات ومشاركتها والإخبار بالقصص، وفيها نقاشات غير رسمية وخطابات رسمية. وكلاهما له درجاته من الرسمية واللهجات المختلفة، وكل منهما يتطور.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries.

العديد من أنواع لغة الإشارة العربية قد تطور، وهناك تقريباً العديد من اللغات العربية الإشارية بعدد الدول الناطقة بالعربية.

Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, **it** is now being recognised and taught as an **optional** foreign language.

*those=with normal hearing / it=sign language*

حديثاً، فإن فوائد تعليم لغة الإشارة لا يقتصر على الصم، بل ويتعدى ذلك إلى لذوي السمع الطبيعي، وفي بعض المدارس، فإن لغة الإشارة يتم عرضها على أنها لغة أجنبية، ومثل كل اللغات، ولأن لغة الإشارة بناء قواعدي، فإنه يتم التعرف عليها وتعليمها كلغة أجنبية اختيارية.

Learning sign language is of enormous benefit to anyone, whether they can hear or are deaf. Like learning any new language, it involves and challenges the brain. It also allows people who master sign language to be able to communicate with a new international community.

*they=anyone / it= Learning sign language / who=people*

إن تعلم لغة الإشارة له منفعة كبيرة لكل الناس، فيما إذا كانوا يستطيعون السمع أو من الصم، وتعلم أي لغة جديدة، فإنها تشمل العقل وتتحدها، كما وتسمح للناس المتمكنين من لغة الإشارة أن يتواصلوا مع مجتمع عالمي جديد.

**Answer the following questions: (SB 63 ) And extra questions .**

- 1- In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?
- 2- 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.
- 3- Do you agree that hearing people would benefit from learning sign language? Why/Why not?
- 4- Quote the sentence which indicates that there are as many sign languages as spoken languages in the world.
- 5- Who were the first people to invent a sign language?
- 6- Who developed sign language in France and when was that?
- 7- It is preferable to offer sign language as a foreign language in public institutions. Think of this statement and, in two sentences, write down your point of view.
- 8- How was sign language first taught formally?
- 9- What is the meaning of the underlined/bolded word "replicated"?
- 10- How many people around the world use sign language as their first language?
- 11- The author suggests that the use of sign languages and spoken languages do not differ, how is that?
- 12- Why are sign languages being offered as a foreign language in some schools?
- 13- The article states different uses for sign and spoken languages. Write down two of these uses.

**Answers:**

- 1- I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.
- 2- I agree because even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.
- 3- I agree that hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.
- 4- "Just as there are different spoken languages in countries around the world, each country has its own sign language."
- 5- It is believed that the Italians were the first people to come up with a sign language system.
- 6- One of the early developers of sign language was Charles-Michel de l'Epée, whose mother tongue was French in the eighteenth century.
- 7- I do believe that it is good to offer sign language as a foreign language in public institutions. This is because hearing people should learn sign language to be able to communicate with deaf people naturally.
- 8- De l'Epée then set up a school for deaf people, which was replicated across Europe.
- 9- Replicate means "to produce a copy of something".
- 10- Sign language is used as a first language by about 70 million people in the world.
- 11- Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.
- 12- Sign languages are being offered in some schools as foreign languages because of the enormous benefit they have, sign languages also allow people who master them to be able to communicate with a new international community.
- 13- 1- to share information 2- to tell stories 3- to have informal discussions and 4- to give formal talks.

**What are they talking about? ما الذي يتحدثون عنه (AB 42)**

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

*it= to observe the way language is absorbed by a baby / He , she= a baby*

من الرائع أن نراقب الطريقة التي يكتسب من خلالها طفل صغير اللغة، فهو يتعلم بسرعة الاستجابة لأصوات وكلمات محددة، فعلى سبيل المثال: كلمة "ماما" أو "بابا"، وبعد عدة شهور يبدأ الطفل بإصدار أصوات تجريبية وتقليدية، فالطفل ذو العام الواحد من المحتمل أن يكون قادراً على التلطف ببعض الكلمات، وفهم أكثر منها، وبعد عامين، فإن العديد من الأطفال لهم قاموسهم المكون من خمسين كلمة تقريباً.

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

*their=twins / this , their= development is sometimes slower / they , their=some twins seem to develop their own unique language*

ومع التوائم، أولاً: قد تكون القصة مختلفة، فإن تطور اللغة عندهم أحياناً يكون أبطأ، ويعتقد أن سبب ذلك هو أن التوائم يتعرضون بنسبة أقل للتفاعل مع البالغين إذا ما قورنوا بغير التوائم، حيث يمضون وقتاً أكبر في التواصل مع بعضهم البعض. ثانياً: كما يبدو فإن بعض الأطفال التوائم يطورون لغتهم الفريدة من نوعها، وحيث أن الأمر غير شائع جداً، إلا أنه رائع، حيث يتحدثون ويفهمون كلمات غريبة لا يفهمها غيرهم تسمى "الكريبتوفيزيا"، وهي لغة خاصة لا يفهمها غيرهم، ولكن هل تعتبر في الحقيقة لغة؟

Although it is **tempting** to believe that these twins really do make up their own secret language, the truth is probably much simpler. Most experts think that as both children are experimenting with language at the same time, and both have been presented with the same sounds and **stimuli** since birth, they are very likely to recognise what the other one says. In other words, they are both developing their 'real' language at the same **pace** and making the same mistakes along the way.

*these=twins / both , their , they=twins , children*

وحيث أنه مما يجذب أن نعتقد بأن هؤلاء التوائم يطورون لغتهم السرية الخاصة، إلا أن الحقيقة أسهل من ذلك بكثير، فإن معظم الخبراء يعتقدون بأنه وبسبب أن التوائم يكتسبون اللغة بنفس الوقت، ويتعرضون معاً لنفس الأصوات والمحفزات منذ ولادتهم، فإنه ومن المحتمل أن يتعرفوا على ما يقوله التوأم الآخر، وبكلمات أخرى، فإنهم يطورون لغتهم الحقيقية بنفس السرعة ويرتكبون نفس الأخطاء على طول الطريق.

### Answer the following questions . (AB 42) And extra questions .

- 1- According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?
- 2- The article suggests one reason for the slower language development of some twins. What is it?
- 3- What does 'cryptophasia' mean?
- 4- Do some twins really communicate with strange words and signs?
- 5- Do most experts believe that twins invent secret languages?
- 6- What is the linguistic situation for a one-year-old baby?
- 7- Why is it believed that twins language development is sometimes slower?
- 8- Quote the sentence which indicates the ideal age for a baby with a vocabulary list of about fifty words?

#### **Answers:**

- 1- two differences: twins sometimes develop language more slowly than single babies; twins may also develop their own language
- 2- They have less one-to-one interaction with adults than single babies have.
- 3- the unique language that twins develop between themselves.
- 4- yes.
- 5- No, they don't. Twins develop their language in the same way as other children – by experimentation.
- 6- A one-year-old baby can probably say a few words – and certainly understands a lot more.
- 7- It is thought that this may be because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.
- 8- After two years, many children have a vocabulary of about fifty words.

### Read the opening paragraph of a competition entry in a magazine and answer the questions. (SB 61)

- 1- How do you think the author felt that morning? How does he/she let you know this?
- 2- What do you think might happen in the rest of the story? What clues are you given in the introduction?

#### **Suggested answers**

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

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

**Choose the best options to complete the sentences. Then compare with a partner. (SB 60)**

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

Answers 1- humans have 2- postal worker 3- flight attendants 4- their 5- officer

النمط الوزاري

**(2016/w) Study the following sentence and answer the question that follows.**

- A postman delivers your post.

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

**Grammar**

**Phrasal Verbs: الأفعال المركبة**

**A) inseparable لا يمكن فصله**

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

**Example**

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

**B) separable يمكن فصله**

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

**Example**

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



**Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me).**

**Consider whether the two parts of the verb can be separated or not. One verb is not needed.(SB 59)**

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

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

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

**Replace the words and phrases in bold with the phrasal verbs from the box. One phrasal verb is not needed. The first one is done for you.(AB 40 )**

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

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

Answers: 2-come up with 3- grow up 4- point out 5- come about 6- carry out 7- get away with 8- Leave out

**Circle the correct phrasal verb. The first one is done for you. (AB 40)**

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

Answers: 2- look into 3- got away with 4- carried out 5- come up with

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

come (x2) find leave look point speed

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

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

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

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

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

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

Answers:

- 2- I came up with a great idea while I was swimming.
- 3- That's amazing news! How did you find it out?
- 4- That information is important. Don't leave it out.
- 5- We'll drive past my old house. I'll point it out to you.
- 6- It's a mystery how the mistake came about.

**Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may need to change the word order.(AB 41)**

**her / him / it / them**

- 1- The class looked at **Omar** in admiration when he gave a speech.
- 2- How did you come up with **the plan**?
- 3- Did you leave **Fatima** out? Remember, she's invited.
- 4- I'll look up **the train times** online.
- 5- Farid and I are going to carry out **the class survey**.
- 6- We'll look into **your complaints**.
- 7- Fatima pointed **her sister** out to us and introduced us to her.
- 8- I don't think the robbers will get away with **the crime**.

Answers:

- 1- The class looked at **him** in admiration when he gave a speech.
- 2- How did you come up with **it**?
- 3- Did you leave **her** out? Remember, she's invited.
- 4- I'll look **them** up online.
- 5- Farid and I are going to carry **it** out.
- 6- We'll look into **them**.
- 7- Fatima pointed **her** out to us and introduced us to her.
- 8- I don't think the robbers will get away with **it**.

**Complete the phrasal verbs with words in the box. Use a dictionary if necessary.(AB 41)**

	ahead with	away (x2)	back	for	forward to	off	on	over	up (x3)
<b>look</b>	----- a word in a dictionary	----- something you've lost	----- something exciting						
<b>get</b>	----- an illness, and feel better	----- in the morning	----- with your work and complete it						
<b>take</b>	----- a new hobby	----- some fast food	----- your shoes when you get home						
<b>go</b>	----- from home for a holiday	----- to where you started	----- a plan, and do it						

Answers

look up; look for; look forward to  
 get over; get up; get on  
 take up; take away; take off  
 go away; go back; go ahead with

### السؤال الذيلي Question tags

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

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

- نستبدل الفعل (المساعد) مع الفاعل

- الجملة المثبتة تنفي

- الجملة المنفية تثبت

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

- يجب الاختصار

#### Notes

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

You've read this book, haven't you?

You haven't read this book, have you?

She does speak English, doesn't she?

She doesn't speak English, does she?

You're tired, aren't you?

You're not tired, are you?

● With modal verbs, we use the same modal in the question tag.

They should help, shouldn't they?

We can't walk away, can we?

They could go, couldn't they?

You won't forget, will you?

He might play tomorrow, mightn't he?

We mustn't be late, must we?

● In the Present and Past Simple of be, we use is/isn't/are/aren't and was/wasn't/ were/ weren't in the question tags.

The meeting is next Wednesday, isn't it?

It isn't tomorrow, is it?

They are coming, aren't they?

It wasn't last Wednesday, was it?

They were Algerian, weren't they?

- In the Present and Past Simple of other verbs, we use do/don't, does/doesn't and did/didn't in the question tags.

**V1---- don't , doesn't+ pronoun (subject)**

**V2---- didn't + pronoun (subject)**

You do speak English, don't you?

He lives in Wadi Musa, doesn't he?

You didn't meet him, did you?

- In other verb forms, we use the auxiliary verb in the question tag.  
They've had their lunch, haven't they?

- With Let's ... we use shall we as the question tag.  
Let's go home now, shall we?

- We can rephrase questions starting Shall I...?  
to use a question tag. This makes it more emphatic.

Shall I help you with your homework?

I'll help you with your homework, shall I?

**-You have to come, don't you?**

**-She has to come, doesn't she?**

**-She had to come, didn't she?**

**-You don't have to come, do you?**

**-She doesn't have a car, does she?**

### **Examples:**

1-Everybody speaks English, don't they?

2-This is my book , isn't it?

3-These are my books , aren't they?

4-Everything is ok , isn't it?

5-He never plays tennis, does he?

### **Match the sentences from the recording and the question tags. Listen and check.(SB 61)**

1- You did English at university last year, didn't you?

2- You don't understand what gender-neutral means, do you?

3- I'll tell you what I understand by the term, shall I?

4- That doesn't help me to answer the question in my essay, does it?

5- I have to start my essay, don't I?

### **Write the question tags.(SB 61)**

1- You can't help me with this, .....?

5- Your mother comes from Madaba, .....?

2- She wasn't there yesterday, .....?

6- They sold their house, .....?

3- We should try to help, .....?

7- You'll phone me later, .....?

4- You haven't got a pen I can borrow, .....?

8- It doesn't rain here, .....?

**Answers** 1-can you 2- was she 3- shouldn't we 4- have you 5- doesn't she 6- didn't they 7- won't you 8- does it

**Complete the following question tags. The first one is done for you.(AB 43)**

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

Answers: 2- can 3- isn't 4- doesn't 5- didn't 6- have 7- will 8- was

**Complete each of the following sentences by adding the correct question tag to the end of each of them. Write the answers down in your ANSWER BOOKLET.**

- 1- The tree in front of your house is from Africa, .....?
- 2- Manal has to work late tonight, .....?
- 3- You must give up smoking,.....?
- 4- The children have cleaned their room ,.....?
- 5- The Russian visitors arrived late yesterday,.....?
- 6- You have never been to Petra,.....?
- 7- You'd go on a holiday to Turkey,.....?
- 8- You'd gone on a holiday to Turkey,.....?
- 9- Be careful while you are driving,.....?
- 10- Let's find a more interesting place ,.....?
- 11- Amani couldn't have been the thief,.....?
- 12- There is a new student, .....?
- 13- There aren't many boys,.....?
- 14- I'll study English , .....?
- 15- You'll phone me later, .....?
- 16- Ali used to eat fast,.....?

**Answers:**

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

**المعلوم والمجهول Active and Passive**

**Verb to (be)**

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

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

**Complete the text with the correct passive form of the verbs in brackets.(SB 63)**

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

Answers: 1- is used 2- is related 3- has/have been researched 4- was published 5- was hoped 6- had been carried out 7- is being done

**Rewrite the sentences in the passive. Use 'by' where necessary.(AB 43)**

- 1- People speak Spanish in most South American countries, but they speak Portuguese in Brazil.
- 2- My mother taught me to read.
- 3- Fifty years ago, they hadn't invented smartphones.
- 4- Our teacher has already marked our exams, and now someone is checking them.
- 5- They have just discovered some books that people wrote 200 years ago.

Answers:

- 1- Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.
- 2- I was taught to read by my mother.
- 3- Fifty years ago, smartphones hadn't been invented.
- 4- Our exams have already been marked by our teacher, and now they are being checked.
- 5- Some books that were written 200 years ago have just been discovered.

**Examples:**

Ruba **borrow**s Omar's car every Friday.

S.      V.      O.      Compli.

Omar's car is borrowed by Ruba every Friday.

O.      is + p.p.      by + S      . Compli.

Dad **doesn't watch** news bulletins at night.

News bulletins aren't watched by dad at night.

**Do** the students **respect** the school rules in your school?

Are the school rules respected by the students in your school?

They **drank** a lot of apple juice last night.

A lot of apple juice was drunk (by them) last night.

She **didn't accept** our offer last week.

Our offer wasn't accepted last week.

He **is correcting** the grammatical and spelling mistakes now.

The grammatical and spelling mistakes are being corrected now.

**Are** they **treating** him gently?

Is he being treated gently?

Where **are** they **keeping** the confidential files of the company?

Where are the confidential files of the company being kept?

They **were decorating** the room when I phoned.

The room was being decorated when I phoned.

Why **was** he **shouting at** her?

Why was she being shouted at?



Nobody **has invited** Jim to the party.  
Jim hasn't been invited to the party

Omar **had sold** the large farm by 2002.  
The large farm had been sold by Omar by 2002.

What **had** they **used** to kill the poisonous insects?  
What had been used to kill the poisonous insects?

A. They **would change** the plan according to any new information.  
S. modal V1 O.

The plan **would be changed** according to any new information.  
O modal be V3

B. They **can't move** whole buildings to other places.  
S. modal V1 O.  
Whole buildings **can't be moved** to other places.  
O modal be V3

C. Cathy **has to finish** the reports tomorrow.  
S. modal V1 O.

The reports **have to be finished** by Cathy tomorrow.  
O modal be V3

**Change the following sentences into the passive voice.**

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

Answers:

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

**Correct the verb between brackets .**

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

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

### Writing

**Write an open letter in response to the question from a magazine below. You should refer to the listed topics and use phrasal verbs correctly. Write about 80 words.(SB 59)**

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

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

**-A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title 'Something worth having'. (SB 63)**

**You are going to write an article about the experience of learning a language for your school newspaper. Do some research. Interview three people who study two or more languages and make notes. (AB 43)**

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

**Now write your article. Use your interviewees' recounts to construct an article for your school newspaper. Remember to write an interesting introduction and draw some conclusions. Write about 200 words. (AB 43)**

### **Sample competition entry(AB 79)**

**(Continued from Student's Book page 61, exercise 11. Reorder the paragraphs and add your own ideas in the gaps.)**

----a When it was time to go, I gave my parents a hug, saying 'Thank you so, so much! It was the best graduation present ever!' \_\_\_\_\_. Full of happiness, I slept all the way back home.

----b The first sign that something was different was the silence when I woke up. Normally, the house would be full of noise but there was no sound! \_\_\_\_\_

\_\_\_\_\_. I got dressed quickly and hurried downstairs, and as I got to the kitchen door my little brother jumped out and shouted 'SURPRISE!'. My dad then explained that we would be going to my favourite restaurant for a celebratory brunch. I ran upstairs to get changed, and we set off to the restaurant.

----c I should explain that I'm going to university to study Zoology (the study of living things) but I've never been to this particular reserve, and it is a passion of mine! \_\_\_\_\_

----d To cut a long story short, the reserve didn't disappoint me. We saw animals in their natural habitat, and watched craftspeople at work. The crafts they were making were so colourful and beautiful. \_\_\_\_\_

----e Suffice to say that the meal was delicious. \_\_\_\_\_. When we had finished, my dad just drove on with a smile on his face... I finally realised we were heading towards the Dhana Nature Reserve!

### **Useful language:**

- To move time on: *When it was time to go,...; To cut a long story short,...; Suffice to say... etc.)*
- To increase suspense: *The first sign that something had happened/was wrong/was different...*

**Unit Nine**

**The World of Business** عالم الأعمال

**words of unit (9)**

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

age group	a set of people of similar age	مجموعة لنفس العمر
department store	a large shop that sells many different types of things	متجر كبير
machinery (n)	machines, especially large ones; a system or set of processes for doing something	آلة
knitwear (n)	clothing made from wool	المنسوجات
extensively (adv) extensive (adj) extend (v)	in a way to cover or affect a large area	مكثف
corporate (adj) corporation (n)	belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation	تعاونية
prepare	to make or get something or someone ready for something that will happen in the future	يعد
track record (n)	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	انجازات
compromise	when each side changes their position a little so that they can agree.	مساومة
conflict	when two sides disagree and argue	صراع
patient	when you stay calm and take your time	صبور
previous	last	سابق
gas		غاز
oil		نفطزيت
vegetable		خضار
target market		السوق المستهدف

### Doing business in China (SB 64)

#### ممارسة الاعمال في الصين

Today, we talk to Mr. Ghanem, a businessman based in Amman **who** often visits China. We asked him when he first started doing business with China. 'I've been doing business with China for many years. **My** first trip **there** was in 2004 CE, and **it** was not very successful.'

*who, him, he= Mr. Ghanem / there=China / it=first trip*

نتحدث اليوم للسيد غانم، وهو رجل أعمال مقيم في عمان ويزور الصين غالبا. وقد سألناه عن أول مرة بدأ فيها أعمال بالتجارة مع الصين. "أنا أقوم بالأعمال التجارية مع الصين منذ عدة سنوات. وكانت أول رحلة لي إلى هناك عام 2004 ولم تكن ناجحة."

#### Why was it not successful?

'I worked for a small computer company in Amman. They sent me to China when I was still quite young. If only the company had realised that the Chinese respect age and experience more than youth'!

*I= Mr. Ghanem / they= small computer company*

لماذا لم تكن ناجحة؟

كنت اعمل لدى شركة كمبيوتر صغيرة في عمان، فأرسلوني الى الصين بينما كنت صغيرا نوعا ما لو أن الشركة أدركت ان الصينيون يحترمون العمر والخبرة اكثر من الشباب.

#### Did **you** make any mistakes on that visit?

'Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China, you need to earn **their** respect. Chinese business people will always ask about a company's successes in the past. However, because I worked for a new company, I could not talk about its track record. We did not do any business deals on that first trip'.

*you =reader / we=Mr Ghanem and his company / their= Chinese people / its=a new company*

هل ارتكبت بأي خطأ في تلك الزيارة؟

"نعم! أتمنى لو أنني كنت تقصيت عن الثقافة الصينية قبل أن أزور ذلك البلد. لكي تكون ناجحا في الصين، يجب أن تكسب احترامهم. فرجال الأعمال الصينيون يسألون عن النجاحات التي حققتها الشركة في السابق. وعلى أي حال، لأنني كنت قد عملت لدى شركة جديدة، لم يكن بوسعني أن أتحدث عن سجل إنجازاتها. لذا، لم نقوم بأي صفقة تجارية في هذه الرحلة الأولى.

### When did you learn how to be successful in China?

'I joined a larger company and **they** sent me on a cultural awareness course. On **my** next visit to China, it felt as if I hadn't known anything on my first visit'!

*I, me, my= Mr Ghanem / they =a large company staff / it= my next visit to China*

متى تعلمت كيفية تكون ناجحا في الصين؟

لقد التحقت بشركة كبيرة وأرسلوني في دورة توعية ثقافية. وفي زيارتي التالية إلى الصين، شعرت أنني لم أكن أعرف أي شيء في زيارتي الأولى.

### What advice can you give to people wanting to do business in China?

'Before I visit a company, I send recommendations from previous clients. I also send **my** business card with my job position and qualifications translated into Chinese'.

*I, me, my= Mr Ghanem*

ما النصيحة التي تستطيع أن تقدمها للناس الذين يودون القيام بالأعمال التجارية في الصين؟

قبل أن أزور أي شركة، أقوم بإرسال رسائل من عملاء سابقين. وأرسل أيضا بطاقتي الشخصية وفيها مناصبي في العمل ومؤهلاتي مترجمة إلى اللغة الصينية.

### Can you tell us about your last meeting in China?

'Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with **him** gently. I began the meeting by making small talk about my interesting experiences in China. During the meeting, I made sure that my voice and body language were calm and controlled. I never told a joke, as **this** may not be translated correctly or could cause offence'.

*I, my = Mr Ghanem / this=arrive late / him= the company director / this= a joke*

هل يمكنك إخباري عن آخر اجتماع لك في الصين؟

بالطبع! وصلت في الموعد. يجب أن لا تتأخر، لأن هذا نوع من قلة الاحترام. وعندما قابلت مدير الشركة بعدها، صافحته برفق. بدأت " الاجتماع بإيجاز عن تجاربي الرائعة في الصين. وأثناء الاجتماع، حرصت على أن يكون صوتي ولغة الجسد عندي تحت السيطرة. لم ألقى أي نكتة، لأن ذلك قد لا يترجم بالشكل الصحيح أو قد يسبب استياء..

### Was it a successful meeting?

'Yes, it was. I knew that the director had researched my business thoroughly before the meeting, so I was prepared for **his** detailed questions. When I began negotiating, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting was successful'.

*I, my= Mr Ghanem / it=a meeting / his=the director / it=to be patient*

هل كان إجتماعا ناجحا؟

نعم لقد كان ناجحا. علمت بأن المدير قد اطلع عن عملي بعمق قبل الاجتماع، لذلك كنت على استعداد لأسئلته التفصيلية. عندما بدأت التفاوض، بدأت بالقضايا المهمة. يؤمن الصينيون بتجنب الصدام. وضروري أن تكون صبور دائما. وكنت مستعدا للمساومة، لذلك في النهاية، كان الاجتماع ناجحا.

### Listen to and read the interview again and answer the questions. (SB 65) And extra questions.

- 1- Why was Mr. Ghanem's first business trip to China not successful?
- 2- What do you think is a 'track record'?
- 3- What does the word '**his**' in bold in the final paragraph refer to?
- 4- What changed when Mr. Ghanem visited China for the second time?
- 5- What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?
- 6- Do you think that you would be a successful business person in China? Why/Why not?
- 7- **Critical Thinking:** What are the world's top three economies? (Consult Mr. Google.)
- 8- Quote the sentence which indicates how serious you should be in visiting or meeting Chinese companies.
- 9- Why was Mr. Ghanem prepared for the director's detailed questions?
- 10- Would it be good to send young people in business to China? Why? Why not?
- 11- **Critical Thinking:** Why should one research Chinese culture before he/she visits the country?
- 12- There are five steps for a successful meeting with Chinese mentioned in the sixth paragraph, write them down briefly.



Answers:

- 1- It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.
- 2- A 'track record' is your reputation based on the things you have done or not done in the past.
- 3- the director.
- 4- He had been on a cultural awareness course and so he knew how to do business in China.
- 5- Suggested answers: the need to be culturally aware, the need for preparation, the need to listen carefully and negotiate.
- 6- No, I would not be a successful business person because I always make jokes and never be serious.
- 7- USA, UK and Germany.
- 8- "I never told a joke, as this may not be translated correctly or could cause offence."
- 9- Because he knew that the director had researched his business thoroughly before the meeting.
- 10- No, it is not a good idea because the Chinese respect age and experience more than youth!
- 11- You should research Chinese culture before you visit the country because there are many things that you have to know before going there.
- 12- You should arrive on time. You have to shake hands with others gently. Begin the meeting by making small talk about interesting experiences in China. Make sure that your voice and body language are calm and controlled. never tell jokes.

### Our country's imports and exports (SB 66)

#### واردات وصادرات بلدنا

In this report, we will look at the countries that Jordan trades with and what goods it exports and imports. First, let's look at exports. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world. **Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers.** Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's pharmaceuticals are exported. **However, the majority (65%) of the economy is dominated by services, mostly travel and tourism.** Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

it= Jordan

في هذا التقرير، سنسلط على الدول التي لها علاقات تجارية مع الأردن والسلع التي تصدرها. أولا الأردن غني بالبوتاس والفوسفات، وعمليات استخراجها من أكبر العمليات في العالمولا عجب ان تكون اكبر صادرتين من صادراتها هي الكيماويات والأسمدة. تمثل المنتجات الدوية والصناعات الأخرى حوالي 30 بالمئة من الناتج المحلي، ويصدر الأردن حوالي 75 بالمئة من منتجاته الدوائية ولكن اغلب الإقتصاد (65 %) يعتمد على الخدمات، اقلبه يعتمد على السياحة والسفر. أغلب صادرات الأردن تذهب إلى العراق والولايات المتحدة والهند والمملكة العربية السعودية.

Now let's look at imports. Unlike some other countries in the Middle East, Jordan does not have large oil or gas reserves. **For that reason, Jordan has to import oil and gas for its energy needs.** Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6% of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6% of its imports. Other imports have come from China and the United States.

that reason= Jordan does not have large oil or gas reserves / its , its=Jordan

والان نعمن النظر إلى الواردات. وعلى العكس من الدول الأخرى في الشرق الأوسط، لا يمتلك الأردن مخزون كبير من النفط او الغاز. ولذلك، يجب على الأردن استيراد النفط والغاز لتلبية حاجاته من الطاقة. والواردات الرئيسية الأخرى هي السيارات والأدوية والقمح. في عام 2013 كانت 23.6 % من واردات الأردن من السعودية يليها وارداتنا من الاتحاد الاوروبي بحوالي 17.6 % . واردات اخرى تأتي من الصين والولايات المتحدة.

Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. **It** signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. **Trade with the EU and North Africa in particular is likely to grow.**

It , it=Jordan

تتمتع الاردن باتفاقيات للتجارة الحرة اكثر من اي دولة عربية اخرى، وتتبادل تجاريا بحرية مع العديد من الدول بما فيها الولايات المتحدة وكندا وماليزيا. ما هي المناطق الأخرى ذات الاهمية التجارية في الأردن؟ أولا وقع الأردن اتفاقية التجارة مع الاتحاد الاوروبي في عام 1997 . ووقع الأردن اتفاقيات مع مصر، والمغرب وتونس في عام 2004 . وفي عام 2011 ، ووقع الأردن اتفاقيات اخرى مع الاتحاد الاوروبي و مصر والمغرب وتونس. من المحتمل نمو التجارة مع الاتحاد الاوروبي وشمال افريقيا.

### Read the report again and answer the questions. (SB 67)

- 1- What does the article suggest that many of Jordan's fertilisers are made from?
- 2- Why does Jordan import a lot of oil and gas?
- 3- Which country supplies Jordan with most of its imports?
- 4- Why is trade with the EU and North Africa likely to grow?



Answers

- 1- They are made from potash and phosphate, as this is what Jordan is rich in.
- 2- Jordan imports a lot of oil and gas because it does not have enough of its own reserves for the needs of the country.
- 3- Saudi Arabia
- 4- Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas.

**Questions:**

- 1- The writer mentions two minerals in which Jordan is rich. Write them down.
- 2- What is the aim / purpose of this report?
- 3- Most of Jordan's exports go to some countries particularly. Mention two of these countries.
- 4- Jordan exports many main goods to many countries. Name two of these goods.
- 5- Jordan imports many goods. Write down two of Jordan's main imports.
- 6- Quote the sentence which indicates the reason behind the simplicity of Jordan's trade with other countries.
- 7- What economy sector has the highest percentage of Jordan's Gross Domestic product?
- 8- What does the writer mean by '**these minerals**', in the first paragraph?
- 9- Quote the sentence which indicates that Jordan is rich in some natural resources.
- 10- Quote the sentence which indicates that wheat is one of the main Jordan's imports.
- 11- What is the function of the underlined item '**the largest**', in the first paragraph?
- 12- What does the underlined word '**pharmaceuticals**' mean?
- 13- Find a word in the text which means "**an arrangement or promise to do something**".
- 14- What does the underlined word '**reserves**', in the third paragraph, mean?
- 15- Find a word in the text which is the opposite of "**import**"?
- 16- Gibran Khalil Gibran: "Unless the exchange be in love and kindly justice, it will but lead some greed and others to hunger." Do you agree with it? Why? Why not?
- 17- One of Jordan's main imports is wheat. Write down three suggestions to reduce the import of wheat in Jordan.
- 18- Jordan has to import oil and gas for its energy needs. Suggest three solutions to cut down the import of oil and gas.

Answers:

- 1- potash and phosphate
- 2- to look at the countries that Jordan trades with and what goods it exports and imports
- 3- They go to Iraq, the USA, India and Saudi Arabia.
- 4- chemicals and fertilisers
- 5- oil , gas , cars , medicines and wheat
- 6- "Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia."
- 7- Pharmaceuticals and other industries
- 8- potash and phosphate
- 9- "Jordan is rich in potash and phosphate."
- 10- "Its other main imports are cars, medicines and wheat."
- 11- making comparisons
- 12- companies which produce drugs and medicine
- 13- agreement 14- things kept back or set aside 15- exports

Suggested Answers:

- 16- I agree with it. I think that Gibran is talking about trade here. He is taking about mutual respect, and this could be applied to any exchange, as well as trade. He is perhaps commenting on the emergence of capitalism.
- 17- 1. The government should help small farmers and support them.  
2. The government should grow wheat in large areas of the country.  
3. The citizens should reduce wheat in their diet.
- 18- 1. prospecting for oil all around the country.  
2. reducing the oil consumption  
3. using other natural resources

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

**كيف تعمل خطاب للبيع**

Whether you're selling a new type of toothpaste to a chain of pharmacies, the latest computer software to a school or a new kind of package holiday to a travel agency – you need to know ...

How to make a sales pitch...

**كيف تعمل خطاب للبيع**

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

**1 Do your research**

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

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

نفذ بحثك

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

**2 Prepare and practise**

Plan your presentation carefully, not just what you will say, but how you will say **it**. (4) Will you read it word by word, use notes or memorise it? Whatever you decide, it is always a good idea to have a list of your main points, in case something interrupts you, or you simply freeze with nerves (it happens!). Then practise it, if possible in front of colleagues. Make changes and practise it again.

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

جهز ومارس

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

**3 Be professional**

Keep your presentation short and simple. Start with some friendly comments. (5) For example, thank your hosts for allowing you to speak to them, and compliment their company. Remember to speak slowly and clearly. It is important to appear confident (even if you're nervous!). While you're speaking, don't keep your head down. (6) Instead, look round the room and make eye contact with your audience. Smile! When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do **it**!). Finally, have a summary of your presentation ready to hand out at the end of the session. I wish I had known all this when I started out in business! Good luck!

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

كن محترفا:

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

**Find the expressions 1–5 in the text, then match them with their meanings. (AB 47)**

1- package holiday:

2- sales pitch:

3- target market:

4- age group:

5- department store:

a- people who are identified as possible customers

b- a set of people of similar age

c- a large shop that sells many different types of things

d- a presentation made by someone who is trying to sell a product

e- an organised trip with everything included in the price (travel, accommodation, food)

Answers: 1 e / 2 d / 3 a / 4 b / 5 c

**Answer the following questions:**

1- What is the first thing you need to know before starting a business?

2- What do we mean by “the target market”?

3- What are the things that a presenter needs to know about their product?

4- The final paragraph suggests many characteristics for a successful presentation, write down three of them.

5- How should a speaker behave with their audience?

6- What is the strategy that should be followed if you were asked a question and you don't know the answer?

7- **Critical Thinking:** What do you think the best way that helps a speaker reorganize their thoughts in case someone interrupts them or their nerves freezes?

Answers:

1- You need to know how to make a sales pitch.

2- The target market is the age group or income of the people who might buy your product.

3- The presenter should know what he/she will say, how he/she will say it. Will he/she read it word by word, use notes or memorise it?

4- Your presentation should be short and simple, it is important to appear confident and smile! When you've finished speaking, invite questions.

5- A speaker should behave very kindly, the final paragraph explains that in details.

6- If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).

7- Having a list of what you want to say is so important to go over such cases.

**Vocabulary: (WB 44)**

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

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

- 1- Be very careful when you answer the questions, and try not to make a mistake.
- 2- If you are polite, you won't or upset anybody.
- 3- Before the serious discussion starts, we always ; it's often about the weather!
- 4- Nasser has applied to the where his father works.
- 5- In business, when you meet someone for the first time, it's polite to .
- 6- After the talk, there will be a chance for you to about anything you don't understand.
- 7- By working hard, you will the of your boss.

Answers 1- make a mistake 2- cause offence 3- make small talk 4- join, company 5- shake hands 6- ask questions 7- earn, respect

**Complete the sentences with the correct form of the words in brackets. The first one is done for you. (AB 44)**

- 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)

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

**Grammar**  
**wish / If only**

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

**A) Unreal past forms for present wishes**

هنا نستخدم الماضي لتمني شئ للحاضر والمستقبل

**Function**

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

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

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

**Note:**

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

-Sami regrets he can't drive a car.  
Sami wishes he could drive a car.

الماضي البسيط wish / If only + pronoun + past simple

Examples

I wish I knew the answer.

I wish we lived in a bigger flat.

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

-I wish I had my glasses with me

-I wish I were ten years younger

-Zaid isn't very good at basketball, he wishes he were taller.

-I don't know the answer.

I wish I knew the answer.

-We don't live in a bigger flat.

I wish we lived in a bigger flat.

-He isn't tall.

He wishes he were taller.

-We are not old.

If only we were older.

-I **don't have** a car.

I wish I **had** a car.

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

في حالة وجود كلمات معاكسة

- المثبت يبقى مثبت

- المنفي يبقى منفي

- He is short.

- He wishes he **were taller**.

-They aren't fast

-They wish they weren't slower.

- They are short.

- They wish they **were taller**.

## **B) Unreal past forms for past regrets**

نستخدم هذا للتعبير عن شيء حدث في الماضي (ندم)

### **Function**

• We use **wish** or **If only** + **Past Perfect** to express **regrets** about the past. We might use it to reflect on past actions if we are trying to improve our work or our behaviour.

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

V2 -----hadn't + V3

didn't + infinitive ----- had + V3

was, were -----hadn't been

wasn't, weren't -----had been

has, have + V 3 -----hadn't been

hasn't, haven't + V 3 -----had been

### **Note:**

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

-Ali regrets going to school late.(only)

If only Ali hadn't gone to school late.

### **Or**

If only Ali had gone to school earlier.

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

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

Nader should have been careful.He made a terrible accident

وزاري

Nader wishes.....

Answer:he had been careful

قانون

### **wish / If only + pronoun+ past perfect الماضي التام**

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

### **Examples**

- I wish I had done more work for my exam. (*I didn't do much work for my exam.*)

- I wish I hadn't bought these shoes. They hurt my feet.

- We're late. *If only we'd caught the earlier bus.*

-I didn't do much work for my exam.

I wish /If only I had done more work for my exam.

-I saw the accident.

I wish/If only I hadn't seen the accident.

-Ali didn't pass exams, if only he had studied harder last year.

-Zaid didn't know about Chinese culture when he went on a business trip to china, he wishes he had done a cultural awareness.

-Take piano lessons when I was child.

I wish I had taken piano lessons, when I was child.

-Visit England last summer.

I wish/ if only had visited England last summer.



**Choose the most suitable verb form to complete these sentences. (SB 68)**

- 1-Ziad is not very good at basketball. He wishes he ----- taller! (is / were / was)
- 2-I can't do this exercise. I wish I ----- it. (understood / understand / understanding)
- 3-Mr Haddad does not understand the Chinese businessman.If only he----Chinese.(speak/spoke/had spoken)
- 4-Jordan needs to import a lot of oil. If only it ----- larger oil reserves. (has / had / had had)

Answers 1- were 2- understood 3- spoke 4- had

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

- 1- Ali did not pass his exams. If only he ----- harder last year. (study)
- 2- Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he ----- a cultural awareness course. (do)
- 3- It was too hot to go to the beach yesterday. If only it ----- cooler. (be)
- 4- I feel ill. I wish I -----so many sweets! (not eat)

Answers 1- had studied 2- had done 3- had been 4- hadn't eaten

**Complete the sentences with words from the box. The first one is done for you .(AB 45)**

had (x2) hadn't if \_ only wish

- 1- I couldn't understand anything. *if* only I'd studied Chinese!
- 2- Ibrahim was right and I was wrong. I wish I ..... listened to him.
- 3- I ..... I'd known more about the company. If ..... I'd done some research!
- 4- I am very hungry! I wish I ..... eaten before I went to the conference.
- 5- I regret the deal now. I wish we ..... done it.

Answers: 2- had 3- wish; only 4- had 5- hadn't

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

- 1- Sultan forgot to do his Science homework. If only hadn't forgotten to do it.
- 2- I regret going to bed late last night. I wish I ..... earlier.
- 3- Nahla could not find her way round the city very easily. If only she ..... a map.
- 4- Oh no! I've forgotten my library book. I left it at home. I wish I .....
- 5- Our team didn't play very well yesterday. If only they ..... better.

Answers: 2- had gone 3- had had/had brought 4- hadn't forgotten it/hadn't left it at home 5- had played.

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

- 1- I'm cold. (bring a coat)  
*If only I'd brought a coat.*  
*I wish I'd brought a coat.*
- 2- We're late. (get up earlier)
- 3- I feel ill. (not eat so many sweets)
- 4- Fadi has lost his wallet. (be more careful)
- 5- Huda was too busy to visit us yesterday. (be able to come)
- 6- I've broken my watch. (not drop it)

Answers:

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

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

- 1- Samia regrets being angry at breakfast time. (only)
- 2- If only I had concentrated properly in class today. This homework is really difficult. (I)
- 3- Nader should have been more careful with his essay. He didn't get a good mark. (wishes)
- 4- I wish I had learnt English better when I was younger. (if)

Answers:

- 1- If only Samia hadn't been angry at breakfast time.
- 2- I wish I had concentrated properly in class today.
- 3- Nader wishes he had been more careful with his essay.
- 4- If only I had learnt English better when I was younger.

**Complete the sentences using the correct form of the following prompts. The first one is done for you. (AB 47)**

be older    have a camera with me    live in a big house    not have a headache    not be so far away  
like the same things

- 1-Our flat is very small. If only we lived in a big house.
- 2-Jaber isn't old enough to drive a car. He wishes he .....
- 3-My brother and I never want to watch the same TV programme. I wish we .....
- 4-I'm looking at a beautiful view, and I'd love to take a photo. If only I .....
- 5-My cousins don't live near here. I wish they .....
- 6- I want to go out this afternoon, but I don't feel well. If only I .....

Answers 1- lived in a big house 2- was older 3- liked the same things 4- had a camera with me 5- weren't so far away 6- didn't have a headache

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

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

Answers:

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

**Extra Exercise:**

- 1- I felt sorry that Ahmad made an accident. I wish he..... (not drive) fast.
- 2- I don't have any money. If only I..... (have) some money to lend you.
- 3- They will refuse her because she is short. She wishes she..... (be) taller.
- 4- I am very tired. If only I..... (not work) for so long.
- 5- Our team lost the final match. I wish they..... (play) better.
- 6- I had to clean the house alone last night. If only my sister..... (be) here to help me.
- 7- Huda regrets that she didn't do well in her exam. She wishes she..... (do) well.

Answers: 1- hadn't driven 2- had 3- was/ were 4- hadn't worked 5- had played 6- had been 7- had done

**Writing**

**Write an informal letter to a friend about some of your wishes and regrets. Write about 100 words. (SB 65)**

**Choose or invent a product. Note down its good and bad qualities. Write a paragraph of 100 words about it, ending with your opinion. (SB 67)**

**Write a review of a hotel or restaurant that you have been to. Write about 200 words. Refer to page 79 of the Activity Book for guidance. (SB 69)**

**Imagine you work for a travel company that specialises in package holidays in Jordan. First, design your package holiday, which should include a variety of locations. Make notes. (AB 47)**

- 1- Who are your target customers? (Jordanians? Foreigners? Both?)
- 2- How long does the holiday last?
- 3- Where is it based? (one place or several)?
- 4- What is included?
- 5- What is there to do and see?
- 6- What is the accommodation like?
- 7- How much does it cost ?
- 8- Why is it the best holiday on the market?
- 9- Add your own ideas.

**Now imagine you took your partner's holiday. Write a review of it in about 100 words. (AB 47)**

**Report تقرير**  
**Sample review (of a 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.

**Introduction:** Give a general report.

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.

**Body:** Cover both positive and negative aspects.

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.

**Conclusion:**  
Summarise and recommend.

**Reviews include:**

1- introduction (say what you are reviewing/some background) 2- general overview 3- conclusion and recommendation (state your overall opinion)

## Unit 10

### Career Choices خيارات مهنية

#### words of unit (10)

Word	English Meaning	Arabic
headphones (pl.n)	a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات
interpreter (n) interpret (v) interpretation (n)	someone who translates spoken words from one language into another	مترجم فوري
regional (adj) region (n)	relating to a particular region or area	إقليمي
rewarding (adj) reward (v/n)	giving personal satisfaction	يعود بالرضى
secure (adj)secure (v) security (n)	safe; free from danger	آمن
seminar (n)	a class on a particular subject, usually given as a form of training	درس تدريب
translation (n)	the process of changing the words of a language into the words of another one	ترجمة
fond of (adj)	having an affection or liking for someone or something	مغرم بـ
adaptable (adj) adapt (v) adaptation (n)	able to adapt to new conditions or situations	قابل للتكيف
competent (adj) competence (noun)	having enough skill or knowledge to do something to a satisfactory standard	ذو كفاءة
conscientious (adj) conscience (noun)	showing a lot of care and attention (to a task)	مدرك
enthusiastic (adj) enthusiasm (noun)	showing a lot of interest and excitement about something	متحمس
keen (adj)	having or showing eagerness or interest	متشوق
personal attributes attribute (n) attribute (v) attribution (n)	a quality or feature that is considered to be good or useful (in a person)	ميزة خاصة
reference (n) refer (verb)	a person who provides information about your character and abilities	مرجع
curriculum vitae (n)	CV a short, written description of a person's qualifications, skills and work experience that they send to potential employers	سيرة ذاتية
voluntary (adj) volunteer (n/v)	done or given by choice	تطوعي-متطوع
enclosed (adj) enclose (verb)	surrounded, especially by a fence or wall	حاجز
ambitious (adj) ambition (noun)	having a strong desire for success or achievement	طموح
full-time (adj)	happening or working for the whole of the working week, and not only part of it	دوام كامل
intern (n) intern (v) internship (n)	someone who works for a short time in a particular job in order to gain experience	متدرب
surveyor (n) survey (v/n)	a person whose job is to measure the conditions of a building or to record the details of an area of land	مساح

ICT	Information and Communication Technology	تكنولوجيا المعلومات والإتصالات
pension	money you save over your lifetime to pay for your old age:	معاش
web enquiries	online questions	موقع للاستعلام
calculations	maths; work with numbers	حسابات
recruiting	finding suitable employees	إيجاد موظف مناسب
marketing	promoting your product; finding customers	تسويق
training		تدريب
work experience		الخبرة العملية
qualifications		مؤهلات
advertising		إعلان
banking		مصرفي
career advisor		مستشار وظيفي
doctor		طبيب
lawyer		محامي
teacher		معلم
achievements		إنجازات
contact details		بيانات للتواصل

### My Job as an Interpreter (SB 72)

#### عملي كمترجمة فورية

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

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

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

I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with **him**. When **we** visited a country, I always wanted to learn the language. At school I was very good at English. Therefore, I decided on a career as an interpreter.

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

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

**My** job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what **they** say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room **who** speaks Arabic can understand what people are saying.

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

عملي الآن يشمل الذهاب إلى المؤتمرات و الندوات المهمة في أنحاء العالم. عندما يتحدث احدهم بالانجليزية في مؤتمر استمع إلى ما يقولون عبر السماعات الراسية. ثم أترجم إلى العربية بينما المتحدث يتحدث. أقدم الترجمة عبر سماعات راسية إلى الناس الآخرين في الاجتماع. هذا يعني إن أي احد في الغرفة يتحدث العربية يمكنه أن يفهم ما يقوله الناس.

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make **it** almost a different language!

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



هل هو عمل سهل؟ لا أبداً. الإنجليزية ليست واحدة في جميع الدول الناطقة بالإنجليزية. مثلاً الكلمات الإنجليزية المستخدمة في الهند تكون أحياناً مختلفة عن الكلمات التي يستخدمها الناس في بريطانيا أو أمريكا أو استراليا. بالإضافة لمعرفة الإنجليزية تحتاج لأن تعرف أيضاً الكثير عن الإنجليزية المتخصصة بعض الكلمات التي تستخدم للحديث عن الأعمال أو العلم أو القانون، مثلاً تجعلها لغة مختلفة تقريباً.

Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, **it** is a secure and rewarding job. You will probably need to travel a lot, but **that** is not a problem as long as you enjoy visiting other countries.

*you= readers , students / it=interpreter job*

إذا لم يكن لديك شعادة في لغة ما، لن تتمكن من أن تصبح مترجماً فوراً. وبشرط أن يكون لك مؤهل علمي عالي، فممكن أن تحصل على وظيفة كمترجم فوري بسرعة. إذا حصلت على مقابلة لوظيفة، يجب عليك إظهار أنك تمتلك مهارات استماع جيدة وصوت واضح. وستحتاج أيضاً أن تظهر أنك تستطيع التفكير بسرعة وأنه يمكنك التركيز لفترات طويلة من الوقت. إذا كنت ناجحاً في ذلك فإنها مهنة آمنة ومجزية. ربما تحتاج السفر كثيراً وهذه ليست مشكلة كبيرة طالما تستمتع بزيارة البلدان الأخرى.

It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

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

إنها وظيفة فيها مسؤولية جداً. أنا مدرك أنه إذا ما ترجمت شيء بشكل خاطيء فإن ذلك يمكن أن يؤثر على قانون مهم أو اتفاقية تجارية بين البلدان على أي حال، ستحصل بالرضا التام عندما تعلم أن الناس يفهمون كل شيء تترجمه.

### Questions:

- 1- Why have many students emailed Fatima?
- 2- Why did Fatima decide to work as an interpreter? -There are many things helped Fatima to work as an interpreter. Write down two of them.
- 3- An interpreter's job in English language is not easy for two reasons. Write them down.
- 4- Quote the sentence which indicates that Fatima has always been fond of languages.
- 5- Specialist English is important to be used in many fields. Write down two of these fields.
- 6- English is the first language in many countries. Write down two of these countries.
- 7- Quote the sentence which indicates that English is different from one country to another.
- 8- During an interview for the job of an interpreter, the participant should prove that he has many specific qualities. Write down two of these qualities.
- 9- The job of an interpreter has two main benefits. Write them down.
- 10- What is the result of translating things badly?
- 11- It's said that having a good job these days need a lot of qualifications. Suggest three things that can help you to get a good job.
- 12- "Do what you love. Love what you do." Think of the previous saying and, in two sentences, write down your point of you.
- 13- Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not?
- 14- What does the underlined pronoun "**they**", in the first paragraph, refer to?
- 15- What is **the function** of the underlined pronoun "**it**" in the last paragraph?
- 16- What does the underlined word "**rewarding**" mean?

### Answers:

- 1- because they want to know what it would be like to do my job.
- 2- She has always been fond of languages. When she visited a country with her father, she always wanted to learn the language, and at school she was very good at English.
- 3- because English is not the same in all English-speaking countries. As well as knowing regional English, you also need to know a lot of specialist language.
- 4- I have always been fond of languages.
- 5- business, science or law
- 6- the UK, the USA, India or Australia.
- 7- English is not the same in all Englishspeaking countries.
- 8- having good listening skills and a clear speaking voice.
- 9- it is a secure and rewarding job.

- 10- It could affect an important law or trade agreement between countries.  
 11- Speaking foreign languages, technology skills, postgraduates  
 12- I think that is true. You should try to work in a field that you like if that is difficult you should do your best to success in any other field.  
 13- No, I don't have the necessary qualifications to be an interpreter yet. But I would like to be an interpreter in the future because I have always been fond of languages, especially English. Also, I think this job will be secure and rewarding.  
 14- Many students  
 15- to link paragraphs or ideas  
 16- giving personal satisfaction

### السيرة الذاتية Curriculum Vitae

(SB 76)

Dear Sir/Madam,

I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry.

غريزتي السيد- السيدة  
 أتقدم إليكم بطلب وظيفة باحث في شركة الأدوية خاضتكم. وكما هو مبين في السيرة الذاتية المرفقة، فأنا حاصل على شهادة في الكيمياء .  
 وإضافة إلى ذلك، فقد عملت كصيدلاني لذا فأنا أعرف الكثير عن هذه المهنة.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills. In my spare time, I help elderly people, and I can see the difference that medicines can make to **their** lives. I am very keen to join a company that can really help people.

ولدي أيضا مؤهلا في مجال الصحافة وكنت قد عملت سابقا رات بحثية ممتازة. وفي وقت فراغي، أقوم بمساعدة كبار السن وأعي الفرق الذي يمكن أن يحرزه العلاج في حياتهم. كما وإني أتوق إلى الالتحاق بشركتكم التي تساعد الناس بالفعل.

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

أتطلع بشوق لسماع ردكم بخصوص المرحلة التالية من الطلب.

Yours faithfully,

المخلص

Tareq Hakim

**These people are applying for a job at a pharmaceutical company. Read and complete the curriculum vitae with the headings in the box. (SB 76)**

Contact details	Name	Personal attributes	Qualifications and training	Reference
		Skills and achievements	experience	

1- **Name** Tareq Hakim

2- ----- 5 North Street, Ajloun

3- ----- 2 009–2012: shop assistant at a chemist's 2012–2014: reporter for Medicine Today 2014–now: editor at a scientific journal

4- ----- Degree in Chemistry (graduated 2008); Certificate in Journalism (2011)

5- ----- Captain of school basketball team; Voluntary work for a charity that helps elderly people

6- ----- I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals.

7- ----- Osama Hayek, Chemistry teacher at my secondary school

Answers (for both CVs) 1- Name 2- Contact details 3- Work experience 4- Qualifications and training 5- Skills and achievements 6- Personal attributes 7- Reference

(SB 77)

Dear Mr Rahhal,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE.

عزيري السيد رحال

انا مهتم بوظيفة الباحث في شركتكم الدوائية حي. سترون من السيرة المرفقة انني عملت في المبيعات لشركة ادوية لعدة سنوات وقد كنت ناجحا جدا في هذه الوظيفة وقد حصلت على لقب رجل المبيعات لعام 2013.

I would now like a new challenge and would be interested in moving into research. I have a degree in Physics. I am a competent and adaptable worker and I believe that I can be successful in any position. I like reading and camping. I also like travelling. References are available on request.

I look forward to hearing from you.

ارغب الآن بخوض تحدي جديد كما أنني أجد نفسي مهتما بمجال البحث. أنا حاصل على شهادة في الفيزياء. وأعتبر نفسي عامل مجد وقادر على التكيف واعتقد أنني أستطيع النجاح في أي وظيفة. أحب التخيم والقراءة، وأحب السفر. المراجع موجودة عند الطلب.

أتطلع بشوق لسماع الرد.

Yours sincerely,

المخلص

Hisham Khatib

### Stepping into The Business World (AB 51) (امتحان صيفية 2017) لدخول في عالم الأعمال (التجارة)

Business Studies is a popular choice for students **who** are choosing a degree course in the UK. After graduating, **some** go on to further study, but most of **them** take up employment. Many large companies offer graduate training schemes, (1) which are a kind of apprenticeship. We went to meet twenty-two-year-old Ricky Miles, **who** is about to graduate in the subject.

*who , some , them=students / which= training schemes, / who= Ricky Miles*

دراسات الأعمال خيار شائع عند الطلاب الذين يختارون تخصص جامعي في بريطانيا. بعد التخرج بعضهم يذهب إلى المزيد من الدراسة لكن معظمهم يتولون وظيفة. العديد من الشركات الكبرى تقدم للخريجين برامج تدريبية و هي نوع من التدريب المهني. ذهبنا لمقابلة ريكي مايلز ذو الثانية والعشرين من العمر الذي يوشك على أن يتخرج.

### How long have you been studying Business Studies, Ricky?

منذ متى وأنت تدرس الأعمال يا ريكي

It's a four-year course, including two periods of work experience. Each one lasted six months, (2) but they weren't in the same year.

انه برنامج لمدة اربع سنوات يشمل فترتين من خبرة العمل. كل منهما تستمر لستة اشهر , لكنهما ليس بنفس الوقت.

### What exactly have you studied over those four years?

ماذا درست بالضبط في غضون هذه السنوات الأربع؟

Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, Marketing and Sales, too. I also did a course in Management, **which** is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. **We** all had to do IT, too, (3) because computer skills are essential.

*It=studying business studies / which= course in Management / we=workers*

الكثير جدا! الرياضيات بالطبع والمحاسبة! والتمويل والاقتصاد نعم والتسويق والمبيعات أيضا. كما أخذت مساقا في الإدارة عن التوظيف وإدارة الموظفين. وكيف تتعامل مع المشكلات و مساق في الدعاية و كان علينا أن ندرس تكنولوجيا المعلومات أيضا , لان مهارات الحاسوب مهمة.

**What did you most enjoy about the degree?**

ما هو أكثر شيء استمتعت به في برنامج الشهادة؟

The work experience, definitely. I learnt so much, both times, **(4) and of course it looks great on my curriculum vitae.** One of the companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!

*I, my=Ricky / it= the work experience*

بالتأكيد تعلمت الكثير في الفترتين و بالطبع بدت رائعة في سيرتي الذاتية. إحدى الشركات عرضت علي عمل مدفوع الأجر الصيف الماضي لذلك تمكنت من الحصول على المزيد من الخبرة بتلك الطريقة. أيضا لم يكن ليكون لدي الكثير من المال العام الماضي لو لم احصل على ذلك العمل.

**What kind of company was that, and what did you do there?**

ما نوع تلك الشركة و ماذا عملت هناك؟

It was a company that provides financial products – savings and pensions, mostly. At first I just 'shadowed' different people, **(5) watching what they were doing.** Then I did quite a lot of checking for **them** – you know, checking **their** calculations. When I went back in the summer, I was in the sales department. My job was to follow up web enquiries, **(6) and send out further information to possible clients.** I enjoyed it, and I wouldn't have had that opportunity if I hadn't done the work experience first.

*I, my=Ricky / their=different people / it= was to follow up web enquiries, (6) and send out further information to possible clients / them=people*

كانت شركة تقدم منتجات مالية- أكثر شيء مدخرات و رواتب تقاعدية. في البداية كنت فقط أتتبع أشخاص مختلفين راقب ماذا يفعلون. ثم قمت بالكثير من أعمال التدقيق عليهم أنت تعرف تدقيق حساباتهم. عندما عدت في الصيف كنت في دائرة المبيعات. عملي كان ان أتابع استفسارات الانترنت و أرسل ، معلومات. واستمتعت بعملي و ما كنت لأحصل على تلك الفرصة لو لم يكن لدي خبرة عمل مسبقا .

**What are you planning to do next?**

ماذا تخطط لان تفعل لاحقا؟

I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, **(7) I'll have to prepare really carefully.**

*I=Ricky*

لقد تقدمت حديثا لوظيفة في بنك. لدي المؤهلات المطلوبة لكني اعرف بأنه سيكون هناك الكثير من متقدمين كثر للوظيفة. علي فقط أن انتظر و أرى إن كنت سأحصل على مقابلة. إذا حصلت علي أن استعد بجد حقا.

**Read the text again and answer the questions. (AB 51) And extra questions :**

- 1- What is the name of Ricky's degree?
- 2- How did he spend a quarter of his time as a student?
- 3- What kind of company did he work for last summer, and what was his job?
- 4- What is he waiting to find out?
- 5- Would you like to do the same kind of degree course as Ricky? Why/Why not?
- 6- Who is Ricky Miles?
- 7- What do graduate training schemes represent for students?
- 8- The speaker states that all the students had to do IT, what is the reason behind that?

Answers:

- 1- Business Studies.
- 2- doing work experience.
- 3- It was a company providing financial products, and his job was to follow up web enquiries.
- 4- whether or not he will get an interview.
- 5- No, it has no future here in Jordan.
- 6- He is a twenty-two-year-old **who** is about to graduate in Business Studies.
- 7- They represent a kind of apprenticeship.
- 8- All the students had to do IT because computer skills are essential.

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

**Circle the correct words. (AB 49)**

- 1- Ali is thinking of *having* / *taking* a course in Agriculture.
- 2- I get a feeling of *satisfaction* / *secure* after a hard day's work.
- 3- Make sure your online passwords are *secure* / *rewarding*.
- 4- In order to work in finance, you need to be a very *successful* / *responsible* person.
- 5- My friend has just got *a job* / *work* at our local bank.
- 6- After a long *agreement* / *meeting*, we managed to do a deal.

Answers: 1- taking 2- satisfaction 3- secure 4- responsible 5- job 6- meeting.

**Prepositions (Verbs with Prepositions) (AB 49 )**

احفظها كما هي

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

**Complete the sentences with the correct prepositions from the box. One preposition is not needed. (AB 49)**

about (x2) / as / at / in / into / on

- 1- Would you like to work ..... a teacher in a big school?
- 2- We need to decide ..... a place to meet.
- 3- Can you translate this Arabic ..... English for me, please?
- 4- I'd like to talk ..... the film I've just seen; it was brilliant!
- 5- The teacher asked us ..... our favourite books.
- 6- My sister is really good ..... drawing and painting.

Answers: 1- as 2- on 3- into 4- about 5- about 6- at.

## Grammar

### Conditional Clauses (If Clauses) الشرطية الجمل

**Note:**

***If + reason , result***

#### Zero Conditional

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

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

To describe something that always happens (the inevitable consequence) after a certain action or event.

لوصف شيء دائما يحدث (النتيجة متأكدة)

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

#### First Conditional

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

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

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

لوصف شيء لنتيجة لشيء (متوقع الحدث)

- If you get an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry.
- If I **have** enough time, I will **write** to my parents every week.
- If he **studies** hard, He **will pass** the exams.

**Note:**

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

● We can use (provided that, as long as, unless and even if) in the same way as if, but they don't all mean the same thing.

- I'll buy the book (if/provided that/as long as) it isn't expensive. (I won't buy it if it is too expensive)  
سأشتري الكتاب إذا لم يكن غالي الثمن.
- I'll buy it unless it's expensive. (I'll buy it if it isn't too expensive.)  
- سأشتريه إذا لم يكن غالي الثمن.
- I'll buy it even if it's expensive. (I will buy it. The price isn't important.)  
- سأشتريه حتى لو كان غالي الثمن.

**- provided that, as long as, unless تقريبا نفس المعنى**



## Second Conditional

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

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

### Function : unreal things

غير حقيقي (لن يحصل)

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

- If I went to school , I would see my friends.
- She would buy a new car if she were rich.
- If I didn't study , I would fail.
- If I **were** you, I **would accept** their invitation

- التحويل من If/ provided that الى unless والعكس

If/ provided that	unless
1-doesn't+ base	V1+s/es
2-don't + base	V1
3-didn't+ base	V2

**Note:** unless = if+not

Examples:

1-Provided that he doesn't study, he will fail.

Unless.....

2-Unless she arrived on time, she would miss the bus.

Provided that.....

3-If he is't at school, he will miss the lessons.

Unless.....

4-I will not take you with me unless you study.

Provided that.....

Answers:

1-Unless he studies, he will fail.

2- Provided that she didn't arrive on time, she would miss the bus.

3-Unless he is at school, he will miss the lessons.

4- Provided that you don't study, I will not take you with me.

### اعطاء نصيحة Giving advice

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

-it would be a good idea for you to **تحويل** You could

-you ought to **تحويل** Why don't you .....?

Example:

1-You shouldn't play football.

..... (were)

2-You should clean the room.

..... (if)

3-You ought to study for the exam.

..... (don't)

4-It would be a good idea for you to make a list of questions.

..... (could)

Answers:

1-If I were you, I wouldn't play football.

2- If I were you, I wouldn't clean the room.

3-Why don't you study for the exam?

4-You could make a list of questions.

**Rewrite the advice, using the words in brackets. The first one is done for you (AB 52)**

1- You should practise the presentation several times. (were)

- *If I were you, I'd practise the presentation several times.*

2- It would be a good idea for you to make a list of questions. (could)

3- You ought to get some work experience. (don't)

4- You shouldn't look too casual. (If)

5- You should do a lot of research. (would)

Answers:

2- You could make a list of questions.

3- Why don't you get some work experience?

4- If I were you, I wouldn't look too casual.

5- If I were you, I would do a lot of research.

**Third conditional**

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

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

● **Function:** We use the third conditional (if + Past Perfect/would have + past participle)

To

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

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

**imagine past situations. These past situations are impossible, and did not happen.**

تخيل حالات بالماضي وهي مستحيلة ولم تحدث

● The if-clause states one event that did not happen.

- If I had stayed at home that day, I would have missed the celebration. (The person did not stay at home that day.)

● The main clause states the result, which also did not happen:

-If I had stayed at home that day, I would have missed the celebration. (The person attended the celebration.)

-I wouldn't have gone to the library if my friend hadn't invited me. (My friend invited me to the library, so I went.)

-If I'd studied harder, I'd have passed the exam. (I didn't study very hard, and I didn't pass.)

-If you **had got up** earlier, you **would have arrived** on time

**The third conditional with could and might**

● **When we are talking about the imaginary past**, we can use could have or might have + past participle in place of would have + past participle.

● We use these past modals when we are less sure of the result of the impossible past situation.

-If I had prepared better for the competition, I might have won the first prize. (The speaker is not sure that this would have been true.)

-If I had slept better the night before the exam, I could have concentrated better. (It is possible that the speaker would have been able to concentrate.)

-If I'd gone to a different school, I might not have studied French. I could have taken English.

-Our team could have won the match if they'd trained harder, and then they might have been champions now if they'd won.

**Choose the correct option to complete the sentences. (SB 73)**

- 1- Unless you have a language degree, you **do / will** not be able to become an interpreter.
- 2- If you get an interview for a job, you **needed / will need** to show that you have good listening skills.
- 3- If you are successful, **it is / will be** a secure and rewarding job.
- 4- You get a huge feeling of satisfaction when you know that people **understand / understood** everything you translate.

Answers 1- will 2- will need 3- will be 4- understand

**Complete these sentences with the correct form of the verbs in brackets. Listen and check. (SB 74)**

- 1- I ----- (have got) the job if I ----- (have) some experience.
- 2- If you ----- (do) the course, you ----- (have) enough experience to apply for the job.

Answers 1- would have got; had had 2- had done; would have had

**Correct the verb between brackets.**

- 1- If you ----- computer games all day, you won't have time to study. (play)
- 2- I think you should send a text message. (would)
- If I ----- you, I would send a text message.
- 3- Press that button to make the picture move. (move)
- If you press that button, the picture ----- .

Answers 1-play 2-were 3-moves

**Correct the verb between brackets .**

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

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

**Complete the sentences with the correct form of the verbs in brackets .The first one is done for you (AB 49)**

- 1- When you **arrive** at the station next Saturday, we **will be** there to meet you. (arrive/be)
- 2- Nasser ..... out with us tomorrow unless he ..... help his father. (come/have to)
- 3- I ..... you with your homework, as long as you ..... me with mine! (help/help)
- 4- Provided that it ....., we .....a picnic next week. (not rain/have)
- 5- If you ..... the prize, how ..... you ..... the money? (win/spend)
- 6 Even if Omar ..... his driving test this afternoon, he ..... his own car. (pass/not have)

Answers: 2- will come; has to 3- will help; help 4- doesn't rain; will have 5- win; will, spend 6- passes; won't have.

**Circle the correct word in italics, and complete the sentences with the correct form of the verb in brackets. The first one is done for you (AB 50)**

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

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

**Join the sentence beginnings 1–5 with their endings a–e, using the words in bold. (AB 50)**

1- During Ramadan, we eat	if	a- it's closed.
2- I'll phone you	when	b- we're tired.
3- We'll go to our favourite restaurant on Friday	even if	c- it's part-time – I haven't finished my university studies yet.
4- I will take the job offer	unless	d- the sun sets.
5- We have to go to school,	provided that	e- I miss the bus so that you pick me up.

- 1- .....
- 2- .....
- 3- .....
- 4- .....
- 5- .....

Answer:

- 1- During Ramadan, we eat when the sun sets.
- 2- I'll phone you if I miss the bus so that you pick me up.
- 3- We'll go to our favourite restaurant on Friday unless it's closed.
- 4- I will take the job offer provided that it's part-time – I haven't finished my university studies yet.
- 5- We have to go to school, even if we're tired.

**Tick the correct sentences. Rewrite the wrong ones with words from the box. The first two is done for you (AB 49)**

even if / if / unless / when

- 1- Ice cream melts **when** it gets warm. (*correct*)
- 2- We need umbrellas **unless** it rains. **We need umbrellas when it rains.**
- 3- The teacher will be pleased **unless** I write a good essay ( )
- 4- Our team will celebrate **if** they win the match. ( )
- 5- **Provided that** everyone works hard, we'll all pass our exams. ( )
- 6- Babies are usually happy **as long as** they're hungry or cold. ( )
- 7- We should always be polite **unless** we feel tired. ( )

Answers:

- 3- The teacher will be pleased if I write a good essay.
- 4- ✓ 5- ✓
- 6- Babies are usually happy unless they're hungry or cold.
- 7- We should always be polite even if we feel tired.

**Complete the sentences with your ideas. Use the zero or first conditional. (AB 50)**

1- When I get home from school, I usually

2- Unless we're given a lot of homework tonight,

3- If there's something I don't understand, I usually

4- Even if I'm tired tonight,

5- As long as I have enough money,

6- Provided that my parents agree,

Answers:

1- When I get home from school, I usually sleep. 2- Unless we're given a lot of homework tonight, I'll go out. 3- If there's something I don't understand, I usually ask my teachers to explain it to me.

4- Even if I'm tired tonight, I'll go out.

6- As long as I have enough money, I go out. 6- Provided that my parents agree, I'll go out/I go out.

**Read the situations and complete the sentences with the third conditional, using the word in brackets.**

**The first one is done for you (AB 52)**

1- Saeed left his camera at home, so he wasn't able to take pictures of the parade. (could)

- If Saeed hadn't left his camera at home, he could have taken pictures of the parade.

2- I had a headache yesterday, and I didn't do well in the Maths test. (might)

3- I didn't know your phone number, so I wasn't able to contact you. (could)

4- You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. (might not)

5- I worked really hard the day before the exam. I got top marks. (might not)

Answers:

2- I might have done well in the Maths test if I hadn't had a headache yesterday.

3- I could have been able to contact you if I had known your phone number.

4- If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd.

5- I might not have got top marks if I hadn't worked really hard the day before the exam.

**Use if or unless to fill the gaps.**

1- I will travel abroad..... I get a chance.

2- ..... she works hard, she would get a lot of money.

3- Ali won't get money ..... he works harder.

4- ..... give me a hand, I won't pass.

Answers: 1- if 2- if 3- unless 4- unless

النمط الوزاري :

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

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

If .....

2- I advised you not to go late.

If I .....

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

If .....

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

If .....

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

Unless .....

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

If .....

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

If .....

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

(شتوية 2016)

Answers :

- 1-If he gets money next week, he will buy a ball.
- 2-If I were you, I wouldn't go late.
- 3- If Ali had studied, he could have passed.
- 4-If he doesn't clean the room, he will be punished.
- 5-Unless they play well, they won't win.
- 6-If Laila had taken her medicine, she wouldn't have got worse.
- 7-If Ali had had enough money, he would have bought a car.
- 8- I might not have achieved the first rank in my class if I hadn't studied really hard the day before the final exams.
- or
- If I hadn't studied really hard the day before the final exams, I might not have achieved the first rank in my class.

**Read the following situations and complete the sentences with the third conditional, using the word in brackets. Write the answer down in your ANSWER BOOKLET.**

- 1- Nawal wasn't listening, so she didn't understand me well. (could)
- 2- Because Faris didn't know about my situation, he didn't help me. (might)
- 3- We were late, so we missed the bus. (would not)
- 4- Because my father was very poor, he didn't buy a new car. (could)
- 5- Noor came late to school again, so the teacher told her off. (might not)
- 6- I didn't speak English to the ambassador, therefore he didn't understand me. (would)
- 7- Majed didn't play with the team because he broke his leg. (could)
- 8- We didn't swim in the sea because there were many sharks. (might)
- 9- I didn't have courage, so I didn't jump. (could)
- 10- I was able to succeed because my parents encouraged me. (couldn't)
- 11- Our teacher didn't explain the lesson, therefore I didn't do my homework. (would)
- 12- I had saved some money. Then, I bought a new car. (wouldn't)
- 13- My uncle helped me, so I finished my project on time. (might not)
- 14- I didn't take my coat because the weather was fine. (would)
- 15- Salem didn't have breakfast because he was very late. (could)

Answers:

- 1- If Nawal had been listening, she could have understood me.
- 2- If Faris had known about my situation, he might have helped me.
- 3- If we hadn't been late, we wouldn't have missed the bus.
- 4- If my father hadn't been very poor, he could have bought a new car.
- 5- If Noor hadn't come late to school again, the teacher might not have told her off.
- 6- If I had spoken English to the ambassador, he would have understood me.
- 7- If Majed hadn't broken his leg, he could have played with the team.
- 8- If there hadn't been many sharks, we might have swum in the sea.
- 9- If I had had courage, I could have jumped.
- 10- If my parents hadn't encouraged me, I couldn't have been able to succeed.
- 11- If our teacher had explained the lesson, I would have done my homework.
- 12- If I hadn't saved some money, I wouldn't have bought a new car.
- 13- If my uncle hadn't helped me, I mightn't have finished my project on time.
- 14- If the weather hadn't been fine, I would have taken my coat.
- 15- If Salem hadn't been very late, he could have had breakfast.



## 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

headings in bold

space between sections

include dates

make any full sentences concise

include a reference

## Sample covering letter

Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME],

I am writing to apply for the job of Head of the English Department at [SCHOOL NAME]. You will see from my curriculum vitae that I have a Bachelor's degree in English and a PEP teaching qualification, as well as substantial teaching experience at [SCHOOL NAME].

I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal at your school. My developing leadership skills show that I am ready to advance in my teaching career, and the advertised position at your school as [POSITION] is ideal.

While I am dedicated to teaching and know that my students are of the highest importance, I make time to have an active and varied social and family life. This helps to keep my approach to teaching and student welfare fresh.

Please contact me for a reference. I look forward to hearing from you regarding the next stage of my application.

Yours sincerely,  
Farida Jabari

**Formal greeting**

**Introduction:**

Introduce yourself; give details of career so far.

**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.

**Closing paragraph:**

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

**Sign-off:** Ensure that your formal sign-off matches your formal greeting. Write your name in full.

**Useful language:**

*I am writing to apply for ...; You will see from my curriculum vitae that ...; I am now looking for a new challenge as ...; My developing leadership skills show that ...; I am dedicated to ...; Please contact me for a reference; I look forward to hearing from you ...*

### Writing

**-Write about 80 words to describe your ideal job. Say how you will feel if you get it. (SB 73)**

**-Write 100 words about Mrs Jammal. Summarise what she says about her first job and why she decided to change careers . (SB 75)**

**You have seen an advertisement for a job that you would like to do. Decide what job the advertisement is for. Write a curriculum vitae and a covering letter. Follow the models in exercise 3. (SB 77)**

*Academic skills: Formal letter writing*

**When you write a formal letter, remember to lay it out correctly.**

- Lay the letter out correctly with a clear greeting line and sign-off line. Make sure you begin and end the letter appropriately.
- Use formal language; avoid contractions. Use modal verbs. Write short and clear paragraphs. Check your spelling and punctuation so that you give a good impression.

**You are going to write a guide for students who will start Grade 12 next year. Make sure you tell them what they should do to be successful, and what it would be a good idea for them to do. Add any useful advice you can think of. (AB 52)**

الكلمات المطلوبة للاشتقاق

ظرف Adverb	صفة Adjective	اسم Noun	فعل Verb
educationally	educational	education educator	educate
successfully	successful	النجاح success	ينجح succeed
-----	achievable	achievement achiever	يحقق/ينجز achieve
-----	organized	organization organiser	ينظم organize
-----	developed developing	development	يطور/ينمي develop
-----	experienced	experience	يجرب experience
dominantly	dominant	dominance	يهيمن dominate
dependently	dependent	dependence	يعتمد depend
repeatedly	repeated	repetition	يكرر repeat
correctly	correct	correction	يصحح correct
-----	circulatory	circulation	يجري/يسري circulate
-----	dehydrated	dehydration	يجفف dehydrate
advisably	advisable	advice	ينصح advise
-----	revisable	revision	يراجع revise
-----	concentrated	concentration	يركز concentrate
-----	qualified	qualification	يوهل qualify
-----	recommended	recommendation	يوصي به recommend
-----	young	الشباب youth	-----
-----	aware	وعي/إدراك awareness	-----
memorably	memorable	memory	يحفظ memorize
nutritiously	nutritious	تغذية، غذاء nutrition مغذ، عنصر غذائي nutrient	-----
particularly	particular	-----	يخصص/يعين particularize
competitively	competitive competent	competition competence	ينافس compete
knowledgeably	knowledgeable	knowledge	يعرف know
ideally	ideal	idealisation	يجعله مثاليا/كامل idealise
creatively	creative	creation	يخلق/ينشأ create
-----	teachable	teaching teacher	يعلم teach
economically	economic economical	economy	يقتصد economise
critically	critical	criticism	ينتقد criticise
academically	academic	أكاديمي academic أكاديمية academy	-----
-----	contradictory	contradiction	يتناقض/يتعارض مع contradict
fluently	fluent	طلاقة اللسان fluency	-----
-----	pioneering	pioneer	يبكر pioneer
Optionally	optional	خيار/اختيار option	-----
-----	-----	tutor tutorial	يعلم tutor
-----	managerial	management	يدير manage
-----	-----	circulation	يدور/يسري circulate

diet يتحمى/يتبع حمية	diet	dietary	-----
-----	multilingualism تعددية لغوية	multilingual	-----
simulate يحاكي/أي يقلد	simulation simulator	-----	-----
utter ينطق/ يتكلم	utterance	-----	-----
-----	vocation مهنة	vocational	-----
enroll هيسجل بالجامعة	enrolment	-----	-----
immerse يغمس	immersion	-----	-----
-----	sociology علم الاجتماع sociologist عالم اجتماع	sociological	-----
-----	psychologist عالم نفس sociologist عالم اجتماع	psychological	-----
intend قصد/ينوي	intention	intentional	-----
replicate يكرر	replication	-----	-----
negotiate يفاوض	negotiation	negotiable	-----
import يستورد	importation	imported	-----
export يصدر	exportation	-----	-----
extract يستخرج/يستخلص	extraction	-----	-----
fertilise يسمد/يخصب	fertilization fertilizer	fertile	-----
agree يوافق	agreement	-----	-----
market يسوق	marketing market	-----	-----
interpret ترجم	interpretation interpreter	-----	-----
-----	cancer سرطان	cancerous	-----
scan يفحص	scanner	-----	-----
-----	region إقليم أو منطقة	regional	-----
secure يحمي	security	secure	-----
reward يكافئ	reward	rewarding	-----
-----	conscience الضمير	conscientious	-----
adapt يتكيف/يتأقلم	adaptation	adaptable	-----
attribute يعزو إلى	attribution attribute	-----	-----
refer يشير إلى	reference	-----	-----
enthuse يحمس	enthusiasm	enthusiastic	enthusiastically
-----	agriculture الزراعة	agricultural	agriculturally
engineer يهندس	engineer engineering	-----	-----
-----	linguistics علم اللغة	linguistic	-----
memorise يحفظ	memory	memorable	-----
-----	pharmacy صيدلية	pharmaceutical	-----
-----	proficiency مهارة	proficient	proficiently
undertake يتعهد	undertaking	-----	-----
blame يلوم	blame	-----	-----
-----	corporation شركة	corporate	-----
-----	dialect لهجة	dialectal	-----
domesticate يروض	domesticity	domestic	-----
evolve ينشأ/يتطور	evolution	evolutionary	-----
extend يتمدد/يتوسع	extension	extensive	extensively
-----	mineral معدن	mineral	-----

يرفق/يضمن enclose	-----	enclosed	-----
يحفظ reserve	reserve reservation	-----	-----
-----	ambition	ambitious	ambitiously
يتدرب intern	intern internship	-----	-----
يمسح survey	survey surveyor	-----	-----
يتطوع volunteer	volunteer	voluntary	-----
-----	business عمل/تجارة	busy مشغول	-----

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

#### مقدمة

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

#### الموضوع

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

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

#### الخاتمة

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

### Guided writing

#### سيرة ذاتية قصيرة Short biography

- Musa al-Khawarizmi
- born in Khawarizmi in 780
- Write the earliest Islamic works on arithmetic and algebra.
- introduce the Greek mathematical knowledge to the Arabs.

The most famous Arab Mathematician was Musa al-Khawarizmi who was born in Khawarizm in 780. In addition to writing the earliest Islamic works on arithmetic and algebra, al-Khawarizmi introduced the Greek mathematical knowledge to the Arabs.

Mr. Adam, a Jordanian engineer , was born in Irbid in 1987 . Mr. Adam is tall with green eyes and well-built body. His father is a doctor and his mother is a nurse . He has been an engineer since 1999 . He likes football and swimming.

### Language Functions الوظائف اللغوية

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



## LITERATURE SPOT

### 1.A Green Cornfield – poem حقل الذرة الاخضر

#### A Green Cornfield

By: Christina Rossetti

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

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

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

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

#### حقل الذرة الخضراء

بقلم كريستينا روسيتي

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

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

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

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

### 1.S B P 86 Vocabulary

#### Questions with answers

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

2- If something is in accord, it is in agreement or disagreement, (line5)

#### *In agreement*

3-does tender suggest something fresh and young, or old and strong ? (line 9)? *Fresh and young*

4- What does a bird do in a nest (line 11)? *It lays eggs*

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

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

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

## 2.Comprehension

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

The poet describes how (1) (**content/sad / lonely**) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) (**flying away from the cornfield / flying in the sky / falling towards her**)

It doesn't sing as it flies (3) (**lower / higher**). Below it, butterflies (4) (**sit quietly / move slowly / move quickly**) in the cornfield.

The poet knows that the skylark's nest is (5) (**visible in / hidden in / far away from**) the cornfield.

She (6) (**notices / imagines / knows**) that its companion is also listening somewhere in the cornfield.

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

## 3.Analysis:-

**Answer the questions about the poem.**

**1- The poet uses many examples of alliteration الجناس**

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

Some word pairs alliterate singing speck on (line 4), listening long on (line 15), listened longer on (line 16) but there are also lines that alliterate: and still the singing skylark soared (line 7), And silent sank and soared to sing (line 8) and while swift the sunny moments slid (line 14)

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

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

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

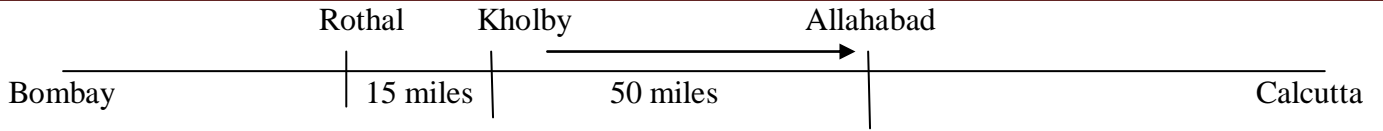
**3- How do we know that the poet leaves the cornfield before the skylark has stopped singing?**

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

## 4.AB PAGE 57 :-

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

The rhyme <sup>قفافية</sup>scheme is a bob. In other words the first line and third lines rhyme as do the second and fourth.



## AROUND THE WORLD IN EIGHTY DAYS

حول العالم في ثمانين يوما

BY:

Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his traveling companion, the Frenchman Mr Passepartout, are traveling through India by train. They have befriended another traveler, Sir Francis Cromarty

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

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

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

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

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

'Do we stop here?' - هل سنتوقف هنا

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

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

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

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

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

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

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

العامل: بالتأكيد ولكن على المسافرين ان يعرفو ان عليهم ايجاد وسيله مواصلات من خولبي الى الالاباد

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

السيد فوج: سيد فرانسيس هل سمحت ان نبحت عن وسيله مريحه تنقلنا الى الالاباد



اصبحت غالبيتها مدجنه، عندما اظهر السيد فوج نيته باستأجار الفيل "كيوني" من الهندي لكن الهندي رفض الفكرة، السيد فوج اصر وعرض عشر جنيهات عن كل ساعه الايجار لاستعارته ليصل الى اللاباد الهندي رفض، عشرون..... اربعون..... وفضل رافضا.

ومازال رافضا Still refused

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

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

At two thousand pounds the Indian yielded. 'What a price, good heavens!' cried Passepartout, 'for an elephant.' It only remained now to find a guide, which was comparatively easy. A young Parsee\*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs\* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut".

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

## **1.VOCABULARY:-**

### **Question 1: Answer the questions.**

- 1- What kind of house is a bungalow (line 6)?
- 2- How does the word hamlet (line 9) suggest that there aren't many houses or people in the area where the train has stopped?
- 3- What form of transport is a steamer (line 24)?
- 4- What kind of facial expression is a wry grimace (line 30), and why did Passepartout's face show this expression?
- 5-Read line 36 again Which words tell us that the elephant was kept safely away from direct contact with humans?

### **Answers:-**

- 1- a house with one floor.
- 2- A hamlet is a very small village, which suggests that there are very few people and houses.
- 3- It's a ship powered by steam.
- 4- It's an expression that shows pain or unhappiness. Passepartout wasn't happy because he didn't want to walk far, as he didn't think his shoes would be sturdy enough.

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

## **2.COMPREHENSION:-**

### **Question 2: Answer the questions:-**

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

2- Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed?

(line 15)

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

4- Why did the Indian man decide to rear an elephant?

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

6- How many people travel on the elephant?

### **Answers:-**

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

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

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

4- He wanted it for fighting.

5- 'It still preserved its natural gentleness', meaning that it does not want to fight (lines 40–41).

6- four – the guide, Passepartout, Sir Francis and Mr Fogg

### **Question 3: Complete the sentences with the correct word**

Calm	confident	enthusiastic	unapologetic	worried
------	-----------	--------------	--------------	---------

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

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

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

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

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

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



**Question 4:**

-Complete the sentences 1–3 with the names of the characters:-

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

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

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

**3.IDEAS:-**

**Question 5:-**

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

- 1- time                      2- money                      3- transport

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

**Question 6: -**

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

**Suggested answer: -**

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

**Question 7:-**

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

**Suggested answer:-**

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

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

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

**Suggested answer:-**

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

**5.TEACHER'S BOOK:-**

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

*'the parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut'*

**Answer:-**

1.alliteration: جناس

**Persee perched**

2.personification: تجسيد

**Animal marching**

السؤال الوزاري للدوره الشتويه:-

**Literature Spot :-**

**Read the following extract from Around The World In Eighty Days carefully, then answer the question that follows:-**

'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'.

**What is the expression that is used to mean that Sir Francis is getting annoyed?**  
Sir Francis: 'Growing warm', this expression that means getting annoyed from that situation in that trip.

## Derivation

**Derivation** : The origin from which a word or phrase has developed . ( nouns / verbs / adjectives / adverbs )

( adj + noun + verb + adverb + adjective + noun )

verb	ate	ise	ize	en	ed				
noun	ion / ness	ity / age	ment	ence	ency	gy / ure	ing / dom	ist / isme	er / or
adjective	al	ive	ant	ent	ful	ous	ible	able	ic
adverb	ly								

### A . Nouns :

We use the nouns after the following :

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

I bought **a** new car .

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

Ahmed is interested in computers .

**3. After the possessives ( 's / s' ) :**

The student's English book on the desk .

بعد ادوات الملكية :

The students' English books are on the desk .

**4. After the possessive pronouns : ( my / his / her / their / your / our / its )** : بعد ضمائر الملكية :

**Their** abilities made them win The World Cup .

**5. After adjectives :**

My friend bought a **wonderful** car . / **after ( more )** : more beautiful than

**6. After numbers : cardinal ( one ) or ordinal ( first ) :**

He made his first impression about that man according to his last speech .

**7. After the words ( this / these / that / those ) :** بعد ادوات الإشارة :

I liked that shirt so much .:

**8. After ( much / many / few / some / any / little / more ) :** بعد صفات الكميات :

Some students need more exercises.

**9. Subject + verb :**

عندما تأتي كفاعل في اول الجملة :

Prevention is better than cure .

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

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

### B . Adjectives :

**1. Adjectives describe nouns :**

He has a **good** appearance . ( before nouns )

**2. After ( verb to be ) :**

This scene **is** interesting .

**3. After adverbs ( adverb + adjective ) :**

It is **completely** hard .

4. " be " + ( as adj as ) :

He is as busy as a bee .

5. " be " + ( very / too / so / quite / a bit / absolutely / extremely / really ) :

He is too nervous to deal with .

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

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

### C. Verbs : We use verbs :

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

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

They usually speak English outside their class .

3. After ( would rather / had better / let / make / help )

You should make him do his homework .

I'd rather perform the pilgrimage .

Let's go to the cinema.

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

He doesn't help the poor.

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

6. Subject + verb + object :

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

7. After without be (extremely / really)

He really speaks French.

### D. Adverbs :

1. Adverbs describe verbs:

He is driving slowly

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

It is completely hard .

2. Adverbs are used as a single clause ( without verbs ) : ( verbless clauses ) ( ly , + subject + verb )

Suddenly , he began to drive slowly .

3. " verb " + ( very / too / so / quite ) : He always gives his help very generously .

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

5. subject + adv + verb :

The boys politely responded to the teacher's order .

6. behave + ly .

7. (am, is, are, was , were ) + adv + V3 / (am, is, are, was , were ) + V3 + ly

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

**- Choose the correct derived words between brackets. (نمط قديم، اختيار من متعدد)**

- 1 Petra is an important..... site.  
(archaeology, archaeological, archaeologically)
- 2 I will be going to university to continue my.....  
(educate, education, educated)
- 3 In our exam, we had to..... A text from Arabic into English.  
(translate, translation, translated)
- 4 They are going to..... a new air conditioning unit in our flat.  
(installation, installed, install)
- 5 Thank you for your help, I really..... it.  
( appreciate, appreciation, appreciated)
- 6 Have you seen Nasser's .....of postcards? He's got hundreds.  
(collect, collection, collectively)
- 7- The Middle East is famous for the..... of olive oil.  
(produce, production, productive)
- 8- Ibn Sina wrote..... textbooks.  
(medicine, medical, medically)
- 9- Fatima al-Fihri was born in the..... century.  
(nine, ninth, ninthly)
- 10- My father bought our house with a..... from his grandfather.  
(inherit, inheritance, inherited)
- 11- Scholars have discovered an..... document from the twelfth century.  
(origin, original, originally)
- 12- Do you think the wheel was the most important .....ever?  
(invent, invention, invented)
- 13- Al-Kindi made **many**.....important mathematical.....  
(discover, discovery, اكتشاف, discoveries)
- 14- Who was the most .....writer of the twentieth century?  
(influence, influential, influential)
- 15- Many instruments that are still used today in .....were .....designed by Arab scholars.  
(operational, operation, operations)
- 16- When do you .....to receive your test results?  
(expect, expectancy, expectantly)
- 17- Bedouin tribes and villagers all over Jordan use Sheep's wool, and goat and camel hair to ..... rugs, bags and other beautiful items.  
(product, production, productive)
- 18- ....., the process is done by hand, from the washing of the wool to the finished article.  
(traditional, tradition, traditionally)
- 19- There is a particular Bedouin style of ..... that buyers find very attractive.  
(weave, weaving, weaved)
- 20- There is a particular Bedouin style of weaving that buyers find very .....  
(attract, attraction, attractive)
- 21- Another craft practised in Madaba is the ..... of ceramic items.  
(create, creation, creative)

**Answers:-**

- 1 archaeological 2 education 3 translate 4 install 5 appreciate 6 collection 7- production 8- medical 9- ninth 10- inheritance 11- original 12- invention 13- discoveries 14- influential 15- operations 16- expect 17- produce 18- Traditionally 19- weaving 20- attractive 21- creation.



Complete the following sentences with suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET. (4 points)

مهم: - الجمل الأكثر أهمية حسب النمط الجديد:-

- 1 Petra is an important..... site. (archaeology)
- 2 I will be going to university to continue my..... (educate)
- 3 In our exam, we had to..... A text from Arabic into English. (translated)
- 4 They are going to..... a new air conditioning unit in our flat. (installation)
- 5 Thank you for your help, I really..... it. (appreciated)
- 6 Have you seen Nasser's ..... of postcards? He's got hundreds. (collectively)
- 7- The Middle East is famous for the..... of olive oil. (produce)
- 8- Ibn Sina wrote..... textbooks. (medicine)
- 9- Fatima al-Fihri was born in the..... century. (nine)
- 10- My father bought our house with a..... from his grandfather. (inherit)
- 11- Scholars have discovered an..... document from the twelfth century. (origin)
- 12- Do you think the wheel was the most important ..... ever? (invent)
- 13- Al-Kindi made many important mathematical..... (discover)
- 14- Who was the most ..... writer of the twentieth century?(influence)
- 15- Many instruments that are still used today in ..... were designed by Arab scholars. (operational / operate / operations)
- 16- When do you ..... to receive your test results? (expectantly)
- 17- Bedouin tribes and villagers all over Jordan use Sheep's wool, and goat and camel hair to ..... rugs, bags and other beautiful items. (product)
- 18- ....., the whole process is done by hand, from the washing of the wool to the finished article. (Traditional)
- 19- There is a particular Bedouin style of ..... that buyers find very attractive. (weave)
- 20- There is a particular Bedouin style of weaving that buyers find very ..... (attraction).
- 21- Another craft practised in Madaba is the ..... of ceramic items. (creative)

**Answers:-** 1 archaeological 2 education 3 translate 4 install 5 appreciate 6 collection 7- production 8- medical 9- ninth 10- inheritance 11- original 12- invention 13- discoveries 14- influential 15- operations 16- expect 17- produce 18- Traditionally 19- weaving 20- attractive 21- creation.

#### ملخص الاستقاني

- 1- انظر بعد الفراغ في جميع الجمل للبحث عن أهم عنصرين وهما الاسم والصفة. وقبل الفراغ خاصة إذا كان (Verb) انظر بعد الفراغ في جميع الجمل للبحث عن أهم عنصرين وهما الاسم والصفة. وقبل الفراغ خاصة إذا كان (Verb)
- 2- إذا كان قبل الفراغ to أو modals يليه عادة فعل.
- 3- إذا كان قبل الفراغ أداة توكيد أو تنكير مثل the, a, an أو حرف جر ضح اسم. ولا تنسى أن تتأكد ملا بعد الفراغ في مثل هذه الحالة فإذا كنت the قبل الفراغ واثني بعد الفراغ اسم في هذه الحالة ضح صفة.
- 4- إذا كنت إحدى هذه الكلمات مثل really فإنه عادة يأتي صفة.
- 5- إذا أتى قبل الفراغ فعل فإنه يأتي غالباً ظرف.
- 6- إذا أتى الفراغ في نهاية الجملة فإن الجواب سيكون على النحو التالي:-  
- إذا كان قبل الفراغ صفة فالجواب اسم.  
- إذا كان قبل الفراغ فعل من أفعال be فالجواب صفة.  
- إذا كان قبل الفراغ منضم فالجواب فعل.  
- إذا كان قبل الفراغ فعل فإلّا غلب أن الجواب ظرف، لكن إذا لم يكن في الخيارات ظرف فالجواب اسم.
- 7- لا تنسى أن and تجمع بين اشتقائين متشابهين ، فلا أتى بعدها اسم فالجواب بعدها اسم وهكذا.
- 8- لا تنسى أنه يأتي صفتين لاسم ولا يأتي اسمين لصفة.
- 9- لا تنسى أن هناك كثيراً من الممدع مرت ملكه وأنتهك أسوة عبتها خلال الدورة ، ومن هذه الممدع

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

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



## JUST DO IT.

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

### Purposes of building tunnels.

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

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

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

### How to save Forests?

- avoid building residential areas.
- build parks for visitors.
- reduce cutting down trees.
- ban the criminals who cut trees.

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

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

### What should be done to keep fitness ?

- drink 8 -10 liters of water daily.
- run 2 -4 kilometre every morning.
- do exercises
- reduce the amount of calories.

- Firstly, there are many **thing (ways)** that should be done to keep fitness\_ such as drinking.....daily and running .....morning.

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

### Why do people leave their countries?

- find better jobs.
- complete high education.
- escape from wars.
- seek better life.

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

completing high education.

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

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

On the one hand, الإنترنت has many advantages such as ..... and .....

On the other hand, الإنترنت has some disadvantages like .....and.....

.....

.....

.....

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

On the one hand, الأجهزة الذكية has many advantages such as ..... and .....

On the other hand, الأجهزة الذكية has some disadvantages like .....and.....

.....

.....

.....

There are many advantages of الأجهزة الذكية such as ..... and .....

On the other hand, there are some disadvantages of الأجهزة الذكية like ..... and .....

.....

.....

.....

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

.....

.....

.....

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

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

Mahmoud Darwish, who was a great poet and an author, was born in 1942 and died in 2008. There are many achievements for Mahmoud Darwish such as "Leaves of Olives and Wingless Birds".

*Good Luck my dear  
students*

*Done by*  
*T. Waleed Suwwan*