

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



لكافة الفروع الأكاديمية

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UNIT SIX



Vocabulary

Words	Meanings in English	In Arabic
<i>academic</i>	connected with education, especially at college or university level	أكاديميا
<i>compulsory</i>	obligatory; required	اجباري
<i>contradictory</i>	if two ideas are contradictory they are completely different and thus unable to both be true	متناقض
<i>Developed nation</i>	a rich country that has many industries, comfortable living for most people, and usually an elected government	متطور
<i>fluently</i>	speaking a language very well, like a native speaker	بطلاقة
<i>drop</i>	to stop studying a certain subject at university	يسقط مادة
<i>economics</i>	the study of the way in which money and goods are produced and used	اقتصادي
<i>engineering</i>	the study of how roads, bridges, machines, etc.	هندسة
<i>enroll</i>	to officially arrange to join a school, university or course	يتسجل/يسجل
<i>lifelong</i>	continuing or existing throughout your life	مدى الحياة
<i>agriculture</i>	the science or practice of farming	الزراعة
<i>astrophysics</i>	the study of the chemical structure of the stars and the forces that influence them	فيزياء فلكية
<i>pharmacy</i>	the study and practice of preparing drugs or medicines	صيدلية
<i>pioneering</i>	introducing new and better methods or ideas for the first time	ريادي
<i>proficiency</i>	a good standard of ability and skill	جودة/ مهارة
<i>psychology</i>	the study of the mind and how it works	علم النفس
<i>qualifications</i>	Official record of achievement	مؤهلات
<i>undertake</i>	to commit yourself to do something and to start to do it	يلتزم/ يتعهد
<i>sociology</i>	the study of societies and the behaviour of people in groups	علم الاجتماع
<i>colloquial</i>	(<i>adjective</i>) (of language or words) used mainly in informal conversations rather than in writing or formal speech	عامي / دارج
<i>Tailor made</i>	custom-made; made to fit exactly	وافي للشروط
<i>tutorials</i>	a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students	درس خصوصي

<i>Business management</i>	an area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organizing and planning	إدارة أعمال
<i>linguistics</i>	the study of the grammar, history and structure of languages	علم اللغويات
<i>Halls of residence</i>	accommodation provided by a university or college	غرف للإقامة
<i>motive</i>	Reason for doing something	حافز
<i>minority</i>	Not many ,The opposite of majority	الأقلية
<i>debts</i>	Costs , charges	ديون
<i>fees</i>	Money you owe	اجور / رسوم
<i>financial</i>	Relating to money	امور مالية
<i>Banking and finance</i>	The study of economics	مالية ومصرفية
<i>linguistics</i>	The study of language in an analytical way	علم اللغويات
<i>history</i>	The study of ancient and modern civilizations	علم التاريخ
<i>law</i>	The study of legal system	القانون

عمر خالد عواد

Secondary school	مدرسة ثانوية	nursing	تمريض
Typical	نمط	physics	الفيزياء
ensure	يكفل	linguistics	علم اللغويات
Cooperation	تعاون	Business management	إدارة أعمال
optional	اختياري	biology	علم الأحياء
achievements	انجازات	medicine	الطب
factors	عوامل	geography	الجغرافيا
determining	محدد / معين	opportunity	فرصة
math	رياضيات	attitude	اتجاه/ تصرف
dentistry	طب الأسنان	behaviour	سلوك
marketing	تسويق	increasingly	بشكل متزايد
geology	علم الأرض	prospects	احتمالات
chemistry	الكيمياء	global	عالمي
translation	ترجمة	abroad	خارج البلاد
Visual arts	فنون بصرية	financial	أمور مالية
sociology	علم الاجتماع	fees	أجور / رسوم
Banking and finance	مالية و مصرفية	debts	ديون
history	تاريخ	motive	حافز

THE TIME WE SPEND AT SCHOOL

word	Meaning in English	Meaning in Arabic
academic	connected with education, especially at college or university level academic,	أكاديمي (تعليمي)
compulsory	obligatory; required	إلزامي
contradictory	if two ideas are contradictory they are completely different and thus unable to both be true	متناقض
developed nation	a rich country that has many industries, comfortable living for most people, and usually an elected government	دولة متقدمة
fluently	speaking a language very well, like a native speaker	متحدث بطلاقة
tuition	teaching, especially in small groups	تعليم

THE TIME WE SPEND AT SCHOOL

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. 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.

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 .

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.

A. Answers the following questions based on the text:

1. How many days does the average Japanese student spend at school?
2. Write down the sentence that shows after school tuition and activities in Japan, South Korea and Indonesia is not compulsory.
3. Find a word in the text that means the same as "**Completely two different ideas and that can't both be true**".
4. One of study results suggests that the longer you study, the better you do in final exams. Do agree with this result? explain your point of view?
5. Why did many schools in the USA decide to extend the school days?
6. Quote the sentence that indicates the school in Japan and South Korea is longer than it is in the USA, UK and Jordan?
7. What is the purpose of having longer school years in Japan, Korea and Indonesia?
8. In Finland, students are considered to be some of the least who attend school with shorter time. does this have negative effect on their achievements? Justify your answer giving two pieces of evidence in the text.
9. What were the two contradictory results of the study carried out by the Organisation for Economic Co-operation and Development (OECD)?
10. Find a word in the text that means the same as "**Something you do not have to do or use, but you can choose to if you want to**".

B. Critical Thinking

1. "Education is the most powerful weapon which you can use to change the world". Think of the statement and, in two sentences, write down your own point of view.
2. Students go to school for about 9 hours, although this includes optional after-school tuitions and activities. Suggest three of these activities.

➤ **Homework**

1. According to the text, why do the students in Japan, Indonesia and South Korea spend most of their time studying?
2. There are two ways to make a school years longer in the USA. Mention them
3. Students in Japan, Indonesia and South Korea spend the most time studying in the world. Write down their study schedule.
4. According to the text, what distinguishes studying in Finland?
5. There are two contradictory viewpoints mentioned in the text, write them down.
6. Write down the sentence which indicates that Jordanian students attend school for more than 187 days per year.
7. Write down the sentence which indicates that Jordanian students spend more time at school than the American and British students.
8. Quote the sentence which indicates that the after school activities in Japan and South Korea is **not compulsory**.
9. Find a word in the text which is **opposite** in meaning to the word '**compulsory**'.
10. Find a word in the text which means "**speaking a language very well, like a native speaker.**"
11. What does the underlined pronoun '**their**' refer to?
12. What change has recently taken place in some American schools? Why has this occurred?
13. How many days a year do most students in the USA attend school?
14. Compare between the school year in USA, Jordan, Japan and South Korea.
15. Three countries have the most time studying in the world. Write them down.
16. What does the underlined pronoun '**they**' refer to?

Critical thinking:

1. According to the Finland's views of study, the number and the length of school days is not the only factor in determining whether students will succeed at school or not. Suggest three factors would result in better grades for most students.
2. Most countries have a minimum school-leaving age for their students as there are consequences of having different leaving ages. Think of this statement and in two sentences write down your point of view.

Space Schools

word	Meaning in English	in Arabic
astrophysics	the study of the chemical structure of the stars and the forces that influence them	فيزياء فلكية
engineering	the study of how roads, bridges, machines, etc.	هندسة
pioneering	introducing new and better methods or ideas for the first time	ريادي
Tailor - made	custom-made; made to fit exactly	وافي الشروط
undertake	to commit yourself to do something and to start to do it	يتعهد / يلتزم

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 specialize in one specific area, whilst understanding that the same broad range of skills and qualifications should be made available to all young people

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. Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Math 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.’

A. Answer the following questions based on the text:

- 1.How do studio schools differ from traditional schools? Write down two differences?
- 2.How do leading companies in the space and technology industries encourage and support students in space schools?
- 3.What is the purpose of inviting guest lecturers of prominent scientists and engineers to space schools?
- 4.In what way do the school subjects in space schools differ from those in conventional schools?
- 5.Find a word in the text that means the same as "**introducing new and better methods or ideas for the first time**"?
- 6.Quote the sentence which indicates the acceptable age of students in space schools?
- 7.What advantages will students of space schools have after leaving school over those who study at conventional schools?
- 8.Find a two- word adjective in the text that means the same as "**custom - made; made to fit exactly**"?
- 9.Space schools follow some new methods and techniques in teaching. Write down these two teaching techniques?
10. "When they leave school, students of space school will be well-placed to take any number of different career paths ".Do you agree? Justify your answer.

B. Critical Thinking

Modern life is changing rapidly and it is time to reconsider the conventional role of schools. Think of this statement and in your answer booklet write down your point of view

➤ Homework

1. According to the text, what are Studio Schools?
2. The writer says “studio schools are pioneering schools”. Is he justified? Explain your answer.
3. Quote the sentence which indicates that various skills and qualifications are required in Studio Schools.
4. Space Schools teach their students special subjects related to space. Mention two examples of such subjects.
5. According to the text, leading companies, prominent scientists and engineers play vital role in space schools. Write down their role?
6. A spoken person for the school says that the students in Space Schools don't have to become astronauts. How does he justify this?
7. According to the text, why it is important that students get high grades in subjects like Math, Science and other technology subjects?
8. Find a word in the text which means " **the study of the chemical structure of the stars and the forces that influence them**".
9. Who supports studio schools?
10. Find out a phrase in the third paragraph which means " **well – known** "
11. How old are the students who attend the Studio schools?
12. What does the underlined pronoun 'they' refer to?
13. What does the underlined pronoun 'which' refer to?
14. How are the following groups of people involved in Space schools?
A: Leading companies in space and technology industries.
B: Prominent scientists and engineers.

CRITICAL THINKING

1. The writer states that Studio Schools encourage young people to undertake less conventional form of secondary education. Suggest three methods to help making education less conventional.
2. Many schools receive funding as well as support from private businesses for special educational purposes. Think of this statement and in two sentences write down your point of view.

A visiting student's blog post

word	Meaning in English	Meaning in Arabic
colloquial	(adjective) (of language or words) used mainly in informal conversations rather than in writing or formal speech	علمي / دارج
Put (my) back into it	To put a lot of effort into something	بيذل جهد

Two summers ago, Anita 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 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. 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 practice **it** at home. I really **put my back into it**, and I earned an A on the course.

What impressed me most about students in Jordan was **their** behavior 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. 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.

A. Answer the following questions based on the text:

1. Why was Anita enthusiastic about studying Arabic in Jordan?
2. Where did Anita stay while studying at the German- Jordanian University?
3. Where do students in the German- Jordanian University come from?
4. What does the underlined phrase "put my back into" mean?
5. Anita got A on the Arabic course. Mention two things she did so that she could get this honor.
6. Anita was impressed by the positive attitude of students to studying at the German- Jordanian University. What was their attitude?
7. Quote the sentence which shows that Anita was an Arabic native speaker?
8. According to Anita, what was the most difficult part of learning Arabic?
9. Find a word in the text means the same as "**language used mainly in informal conversations rather than in writing or formal speech**".
10. What does the underlined word "who" refer to?
11. If you were learning a new language, what would you do to acquire it as soon as possible. Write down two suggestions.
12. What does Anita like in Jordan the most? Write down three things?
13. Why is Anita looking forward to visiting Jordan again and again?
14. What behavior of the students in the German- Jordanian University does Anita admire?
15. Replace the underlined phrasal verb "**spent my childhood**" with a correct phrasal verb.

B. Critical Thinking

- **Today, communication technology has turned the world into a global village. Do you think learning foreign languages has become more important? Justify your answer in two sentences.**

➤ Homework

- 1- Why was Anita so willing to go to Jordan to study Arabic?
- 2- Anita states that living with a family helped to improve her Arabic speaking skills. How does she justify this?
- 3- What makes Anita familiar with colloquial Arabic?
- 4- Several aspects about the Jordanian students impressed Anita. Write down two of them.
- 5- Studying in Jordan was one of the best decisions she has made. Write down two reasons?
- 6- What does the idiom "put my back into" mean?
- 7- What does the underlined pronoun "their" refer to?
- 8- Write down the sentence which indicates that many students from all over the world come to study in German-Jordanian University
- 9- Anita can speak two languages . What are they ? Why
- 10- Was Anita good at her university . Why ?
- 11- Describe the Jordanian students attitude to their university education.
- 12- Anita has got many benefits from studying in Jordan .Write down them .
- 13- What is her dream?
- 14- Find out a word which means (**affect strongly**) .
- 15- What does the underlined pronoun "it" refer to?
- 16- What does the underlined word 'fluent' mean?

Critical thinking:

- 1- According to the Anita's Blog, the Arabic class in Modern standard Arabic, was challenging, especially the grammar. Suggest three ways to improve learning a certain language.
- 2- Many students choose to go on an exchange program to study in another country. Think of this statement and in two sentence write down your point of view.
- 3- Students who choose to go on an exchange program may face a cultural shock. Explain this statement giving two pieces of advice to help them adapt with a new life in a new country.

After school

word	Meaning in English	In Arabic
degree	A qualification that is given to you when you have successfully completed a course of study.	درجة
Halls of residence	A accommodation provided by a university or college	سكن جامعي
motive	Reason for doing something	حافز
minority	Not many ,The opposite of majority	أقلية
fees	Money you owe	رسوم
debt	Costs , charges	ديون
Financial	Relating to money	مالي

عمر خالد عواد

After school

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

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 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.

A. Answer the following questions based on the text:

1. What have been the two major changes that took place related to higher education in the UK?
2. Why do most students prefer moving away from home to study at university? Write down two reasons or motives?
3. Find a word in the text that means the same as “**reason for doing something**”?
4. The text mentions two kinds of accommodation for students. What are they?
5. Find a word in the text that means the same as the **opposite** of “**majority**”?
6. What new experiences must most students learn while living away from home? Mention two of them? What does the underlined word “they” refer to?
7. How do most university students manage to pay for the costs of studying?
8. How are students expected to repay the loans they got from the government?
9. Quote the sentence that implies that a few students are rich enough to live in apartments that their parents buy for them?
10. Find a word in the text that means the same as “**relating to money**”?
11. What does the underlined phrasal verb “**halls of residence**” in the last paragraph, mean?
12. The text mentions many kinds of housing for students who study outside their home. Write down two of them.

B. Critical Thinking

Most university students would like to move away from home to study. What do you prefer staying at home or moving away when you go to study at university? Write your preference in two sentences.

➤ Homework

- 1- According to the text, there are two huge changes which occurred in higher education in England. Write them down?
- 2- Write down the sentence which indicates that students don't have to pay off the government at once
- 3- There are many challenges facing the students who choose to study abroad. Mention three of them.
- 4- The writer mentioned two reasons that make students choose to study away from home, what are they?
- 5- Where do students who study abroad live?
- 6- Find a word in the text which is opposite in meaning to the word "majority".
- 7- Find a word in the text which means "**reason of doing something**".
- 8- What does the underlined pronoun "**it**" line two refer to?
- 9- Write down the sentence which indicates that most university students choose the costliest option.
- 10- The writer states that the government helps students financially to study abroad. Is he justified? Explain your answer.
- 11- Where did most of the students get the fees from? How do they pay back them?
- 12- Mention the percentage of the students who wanted to stay at home while they study for their degree?
- 13- According to the text there are motivations for the students to study a way from their homes. Mention them.
- 14- What does the underlined pronoun "**they**" refer to?
- 15- What does the underlined word "**motive**" mean?

Critical thinking

- 1- The writer states that it is expected that students who choose to study away from home will face many difficulties, suggest three tips to make studying abroad less challenging.
- 2- Studying abroad has many advantages and disadvantages. Think to this statement and in two sentences write down your point of view.

Quantifiers to make comparisons

❖ تقسم صفات المقارنة من حيث عدد المقاطع الى قسمين أساسيين هما :

1. Short adjective :

✓ و تقسم الصفات القصيرة (المقطع الواحد) إلى قسمين هما :-

a. Regular adjective : long / tall / fast / slow / small / cold / hot / big / happy / lazy / easy / cheap

b. Irregular adjective: good / well / bad / much / far / little/ many

2. Long adjective :expensive / generous/ famous/ beautiful/ colourful/ interesting/ difficult / dangerous

USING COMPARATIVE

❖ تستخدم درجة المقارنة للمقارنة بين شخصين أو شيئين فقط

🇸🇦 هناك ثلاثة قواعد للحصول على صفة المقارنة :-

N1+ be + adjective + er + than +N2

أولاً: إذا كانت الصفة قصيرة منتظمة

Ex. Suzan is her sister. (tall)

Ex. Ali is Akram. (strong)

N1 + be + adjective + than + N2

ثانياً: إذا كانت الصفة قصيرة غير منتظمة (شاذة)

Adjective	comparative
Good/ well	Better than
bad	Worse than
Much/ many	More than
little	Less than
far	Farther than

Ex. My teacher is your teacher. (good)

Ex. My school is yours. (far)

N1 + be + more + adjective + than + N2

ثالثا: إذا كانت الصفة طويلة :

Ex. Joory is than Juan. (beautiful)

Ex. My father is than his father. (generous)

• USING SUPERLATIVE

❖ تستخدم صيغة التفضيل لتفضيل شيء عن باقي الأشياء أو تفضيل شخص عن باقي الأشخاص من نفس النوع
☒ هناك ثلاث قواعد للحصول على صيغة التفضيل :-

N1 + be + the + adjective + est+ N2

أولاً: إذا كانت الصفة قصيرة منتظمة

Ex. Majed is man in the town. (tall)

Ex. That book is One I have read. (easy)

N1 + be + the + adjective + N2

ثانياً: إذا كانت الصفة قصيرة غير منتظمة (شاذة)

adjective	Superlative
Good/ well	best
bad	Worst
Much/ many	Most
little	Least
far	Farthest

Ex. Marry is student in the class. (good)

Ex. John is student in the class. (bad)

N1 + be + most + adjective + N2

ثالثاً: إذا كانت الصفة طويلة

Ex. Tokyo is city in the world. (crowded)

Ex. Reem Al Bawady is one of restaurants in Jordan . (expensive)

➤ Irregular forms

positive	comparative	superlative
good	better	best
bad / ill	worse	worst
little (amount)	Less	least
little (size)	smaller	smallest
much / many	more	most
far (place + time)	further	furthest
far (place)	farther	farthest
late (time)	later	latest
late (order)	latter	last
near (place)	nearer	nearest
near (order)	-	next
old (people and things)	older	oldest
old (people)	elder	eldest

◦ USING EQUAL COMPARATIVE

✓ تستخدم المقارنة المتساوية للدلالة على ان شخصين أو شيئين لهما نفس الميزة

N1 + be + as + adjective + as + N2

Ex. Maher is as Salma. (fat)

Ex. Akram is as Hussein. (old)

◦ USING UNEQUAL COMPARATIVE

✓ تستخدم المقارنة الغير متساوية للدلالة على ان شخصين او شيئين ليس لهما نفس الميزة

N1 + be + not + as + adjective + as + N2

Ex. Autumn is not Winter. (cold)

Ex. John isn't George. (tall)

Q/ Rewrite the following sentences

N1 + be + not + as + (short adj) + as + N2 \implies N2 + be + adj + er + than + N1

- BMW isn't as cheap as KIA
KIA
- Ali isn't as young as Hussein
Hussein
- John isn't as fast as George
George

**N1 + be + not + as + (long adj) + as + N2 \implies N1 + be + less (long adj) + than + N2
N2 + be + more (long adj) + than + N1**

- Football isn't as boring as Rugby.
Rugby
- Ali is more careful than Hussein
Hussein is
- Hussein isn't

عمر خالد
EXAMPLES
EXAMPLES

1. Yesterday is hotter than today.
Today
2. Salma is faster than Muna.
Muna
3. Chimpanzees are more intelligent than dolphins.
Dolphins are
4. Silver is cheaper than Gold.
Gold is

5. Egypt isn't as big as Saudi Arabia.
Saudi Arabia
6. Merry is more beautiful than Liza.
Liza is
7. Shark is more dangerous than fish.
Fish is
8. He is more serious than she is.
She isn't

ملاحظة: يعطينا جملة فيها less / than و يضع لنا بين الاقواس (as much/ as many)
نستبدل less بـ not as many / not as much حسب المطلوب و نستبدل than بـ as و
ننزل الجملة على ترتيبها

- There is less information about the weather in our city than your city. (as much)
.....
- There are less books in your library than in my library. (as many)
.....

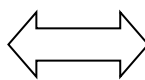
إذا إعطانا صفة تفضيل و كتب في بداية التحويل the least هنا نحول صفة التحويل إلى عكسها

The cheapest
The simplest
The easiest
The safest

the least expensive
the least complicated
the least difficult
the least dangerous

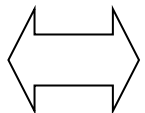
- ✓ The cheapest thing in the shop is the bag .
The least
- ✓ The easiest exam in the Tawjihi will be English .
The least

N1 has more (countable Noun) than N2



N2 has fewer (countable noun) than N1
N2 doesn't have as many (count. N) as N1

N1 has more (uncountable N.) than N2



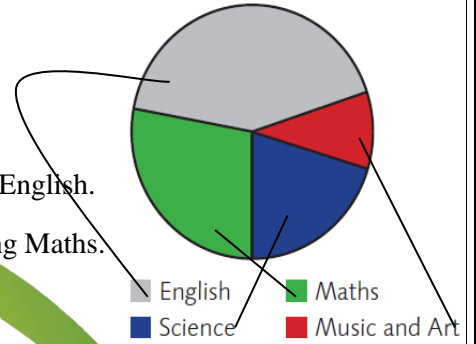
N2 has less (uncountable N.) than N1
N2 doesn't have as much (uncoun.N.) as N1

SB. P.45 Ex.5

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

1. English is -----studied subject.
2. -----studied subjects are Music and Art.
3. There are----- students studying Science as Maths.
4. Math 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.

After-school classes



as much as بقدر	Less أقل	More أكثر	not as many
the least الأقل	the most الأكثر	as popular as شائع	ليس كثير

AB. P.31 Ex.4

Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. *One word is not needed.*

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

Earlier قبل	Later / بعد متأخر	Less أقل	Longer اطول	the most الأكثر	the least الأقل
-------------	-------------------	----------	-------------	-----------------	-----------------

- 1 Portuguese and Turkish children have **the most** 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.

➤ complete this paragraph with the appropriate words.

Increasingly	بشكل متزايد	Prospects	فرص	Global	عالمي
Proficiency	بكفاءة	Lifelong	مدى الحياة	abroad	في الخارج

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

AB. P.32 Ex.5

➤ This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences.

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%

Use phrases from the box.

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

1. Business Studies is **the most popular** 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.

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

Banking and finance	مالية و مصرفية	Linguistics	لغويات	Physics	فيزياء
Fine Arts	فنون جميلة	History	تاريخ	Law	قانون

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.

- Neither Maths nor Science are as popular as English.
English

Summer 2016

- Jordanian children start school a year later than English children
English children

Winter 2017

- Studying physics isn't as popular as studying Biology in Britain
Studying Biology

Summer 2017

- The electronic newspapers are not as acceptable as the ordinary ones.
The ordinary newspapers

Winter 2018

Worksheet

1. Biology is more popular than physics.

Physics

Physics

2. Geography is less interesting than History

Geography

History

3. Neither Maths nor Science are as popular as English.

Maths and science

4. Physics isn't as popular as Biology.

Physics

Biology

5. English level three is longer than English level four.

English level four or

6. Khalid isn't as tall as Ali

Khalid

Ali

7. Rami doesn't have as many books as Ali

Rami

Ali

8. There are more students in the USA than Jordan.

There (fewer)

There (not as)

Jordan

Jordan doesn't

9. Jordanian students study fewer subjects than Japanese students.

Jordanian students

Japanese students

10. The website doesn't have as much information as the book.

The website

The book

11. My brother eats more fast food than I do.

I or

12. The safest country in the world is Jordan

The least

13. There is no subject in the tawjihi is as long as English.

English

14. Jordanian children start school a year later than English children

English children

15. Jordanian children leave school a year earlier than English children.

English children

16. There is no sport in the world is as exciting as football.

Football

17. I can't run as fast as you.

You

18. Mahmoud doesn't work as hard as his brother.

Mahmoud's brother

19. I like swimming more than running.

I don't like

20. Ali has more books than me.

I or

عواد
عمر

➤ Complete the following sentences with suitable words from the box:

ensure	determined	translated	compulsory	law
يتأكد	يحاول	مترجم	إجباري	قانون

1. Please that the door is locked before you leave .
2. Salma is studyingat the university and she wants to become a lawyer
3. Alito give up smoking in the new year .
4. This book has beenfrom Arabic into English .
5. Maths and physics are subjects ; Art and Music are optional.

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

compulsory	contradictor	developed nation	tuition	Optional	fluently
إجباري	متناقض	دولة متقدمة	دروس	اختياري	بطلاقة

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

Body Idioms

<i>Get it off your chest</i>	To tell someone about something that has been worrying about	الاعتراف بما يزعجك
<i>Get cold feet</i>	To lose your confidence in something at the last minute	رفض الاستمرار بسبب الخوف من شيء
<i>Keep your chin up</i>	To remain cheerful in difficult situations	الشعور بالتفاؤل في الظروف الصعبة
<i>Play it by ear</i>	To decide how to deal with a situation as it develops	ترك القرار للظروف
<i>Have a head for figures</i>	To have a natural mental ability for math / numbers	امتلاك القدرات العقلية

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.....

• **Read the following sentences and then answer the questions that follow:**

1. Ahmad was to give a presentation, but he got cold feet at the last second, and was unable speak. What does the idiom "got cold feet" mean?
2. If you have some problem, get it off your chest by talking to a close friend. What does the idiom "get off your chest" mean?
3. I couldn't learn playing the piano because I have never had a head for music. What does the idiom "had a head for" mean?
4. Keep your chin up! Your exam might not be as difficult as you think. What does the idiom "keep your chin up" mean?
5. I don't have any plan for tomorrow. I'll just play it by ear. What does the idiom "play it by ear" mean?

وزارة
صيفي + شتوي

1. Majed is too nervous to do a parachute jump. I think he will **lose his confidence at the last minute.**

Replace the underlined phrase with the correct *body idioms*.

Get cold feet

2. Even if things have been difficult for you, always , everything will be normal soon.

Keep your chin up

3. I am not sure if it will be warm enough to have a barbecue. We will have to **keep our chin up.**
Replace the underlined body idiom with the correct one



UNIT SEVEN



LEARNING

VOCABULARY

Words	Meaning in English	In Arabic
Career advisor	someone who provides information to help people to make choices about their training and work	مرشد مهني
circulation	the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air	الدورة الدموية
concentration	attention, or attention span	تركيز
dehydration	the state of having drunk too little water	جفاف
diet	the kind of food that a person or animal eats each day	نظام غذائي
diploma	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course	شهادة الدبلوم
Master degree	a period of one or two years of study which takes place after the completion of a Bachelor's degree	شهادة الماجستير
memory	someone's ability to remember things, places and experiences	الذاكرة
Multitask	to do several things at the same time	متعدد الوظائف
Multilingual	speaking, reading or writing in more than two languages	متعدد اللغات
nutrition	the process of getting the right kind of food for good health and growth	التغذية
PhD	a doctorate; the highest degree awarded by a university faculty	شهادة الدكتوراه
Post graduate	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	خريج
Public university	a university that is funded by public means, through a government	جامعة حكومية
Private university	a university not operated by a government	جامعه خاصة
undergraduate	someone who has not yet completed their first degree	طالب جامعي
vocational	used to describe a particular job and the skills involved	مهني / حرفي
simulator	any device or system that simulates specific conditions or the characteristics of a real process or machine	محاكي / مشابه
Stand out	to be much better than other similar people or things	يقاوم
Tailor made	custom-made; made to fit exactly	تفصيل
Tutorial	a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students	درس خصوصي

huge	ضخم
Blood circulation	الدورة الدموية
benefits	فوائد
Foreign language	لغة اجنبية
claimed	يدعي
functionality	الاداء الوظيفي
unique	فريد
challenges	تحديات
Mother tongue	اللغة الام
participants	مشارك
experiment	تجربة
distracted	تائه / حائر
transferred	منقول / محمول
subconscious	لا شعوري
optional	اختياري
Attend	يحضر
collaboration	مساهمة / مشاركة

How to revise for exam

Circulation	the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air	الدورة الدموية
Concentration	attention, or attention span	تركيز
Dehydration	the state of having drunk too little water	جفاف
Diet	the kind of food that a person or animal eats each day	نظام غذائي
Memory	someone's ability to remember things, places and experiences	ذاكرة
Nutrition	the process of getting the right kind of food for good health and growth	تغذية

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

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

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

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

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

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

D- Could you explain what you mean by frequent breaks?

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

E- Could you tell me how much exercise I need?

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

F- Do you mind giving me some advice about diet?

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

A. Answers the following questions based on the text:

1. Why does the expert recommend changing the order of the subjects in your timetable for each day?
2. What can you do to help the brain to recover and concentration to return?
3. Write down two examples on how to change activity during your revision?
4. There are many benefits for physical activity when you are studying. Mention two of them.
5. According to the expert, when is the best time for studying? And why?
6. Find a word in the text that means the same as "**attention, or attention span**".
7. When is it likely you become dehydrated?
8. How can you increase your blood circulation?
9. The experts recommend drawing up a timetable for revision. Do you think it is a good idea? Justify your answer.
10. What does the underlined word "that" refer to?

Critical Thinking:

"There are no secrets to success. It is the result of preparation, hard work and learning from failure."
Think of the statement and, in two sentences, write down your point of view.

➤ **Homework**

- 1- There are many tips students could follow as a successful revision habit for exams mentioned in the text. Write down three tips.
- 2- According to the text, what should students do if they feel that they are too late to start revision for their exams?
- 3- The writer states that it is a good idea to change the order of subjects in the timetable. Is he justified? Explain your answer.
- 4- What is the importance of taking break from studying?
- 5- Write down the sentence which indicates that the best time for students to start revising is the early morning.
- 6- There are some activities which can be done as a break from studying mentioned in the text. What are they?
- 7- How does exercise make students revise more efficiently?
- 8- Write down the sentence which indicates that drinking water prevents dehydration.
- 9- What does the underlined word "one" refer to?
- 10- Find a word in the text which means "right kind of food for good health and growth"
- 11- What does the underlined word 'dehydrated' mean?

*** **Critical thinking**

- 1- The writer states that when students feel awake their memory will be at its best. Suggest three other tips to help students improve their memory power.
- 2- It is expected that students will likely face many difficulties while preparing for exams. Think of this statement and in two sentences write down your point of view.

- Complete the sentences with words from the box. One word is not needed. The first one is done for you. (A.B. page 35(1))

circulation	memory	concentration	beneficial	diet	dehydration	nutrition
الدورة الدموية	الذاكرة	تركيز	فائدة	نظام غذائي	جفاف	تغذية

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

Collocations

Do exercise	keep fit	يتمرن / يتدرب
Do a subject	study	يدرس
Draw up a timetable	write a schedule	إعداد جدول مواعيد
Make a start	begin	يبدأ بداية جديدة
Make a difference	change something	يؤثر أو يحدث فرق
Take a break	relax	ياخذ استراحة

- Use the collocations from exercise 2 to complete the sentences. The first one is done for you. (A.B. page 35(3))

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

- Replace the underlined misused collocation in the following sentences with the correct one.

If you send money to charity, you will do exercise to a lot of lives.

Winter
2018

Phrasal Verbs

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

➤ Give the meaning of the underlined phrasal verb :

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

➤ Complete the following sentences with the appropriate prepositions :

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

➤ Study the following dictionary entry and choose the meaning for the underlined phrasal verb.

✚ This week you can have the car and I'll go on the bus, and next week we'll switch between us again.

عمر خالد عواد

_ to examine something

_ to change

Learning a foreign language

utterance	Something that is said, such as a statement	قول
Multilingual	speaking, reading or writing in more than two languages	متعدد اللغات

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

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

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

Finally, learning a language can also improve your ability to use your 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 language, therefore, can make you a better speaker and writer in your own language.

Answers the following questions based on the text:

- 1) Which organ of a human being does learning a foreign Language improve?
- 2) Learning a foreign language embodies many skills that can help you in other problem-solving tasks. Write down two of these skills mentioned in the text.
- 3) How can learning a foreign language improve your memory?
- 4) According to the study carried out by Pennsylvania State University, what is the effect of learning more than one language on multilingual people?
- 5) Some people believe that language learning can also improve your decision making skills. Are they justified? Explain your answer.
- 6) In what way can leaning a foreign language improve your ability to use your mother tongue effectively?
- 7) The text explains the benefits and advantages of learning foreign languages. Write down any two advantages mentioned in the text.
- 8) Quote (or Write down) the sentence that means that learning foreign languages can improve how your mind works.
- 9) Find a word in the text that means the same as **“something that is said, such as a statement”**.
- 10) What does the underlined word **“they”** refer to?

Critical thinking

“learning a foreign language is worth the time and effort.” Think of this statement and write down your opinion.

➤ Homework

- 1- According to the text, speaking a foreign language improves the functionality of your brain. Write down two of these functions.
- 2- The writer says " It is believed that language learning can also improve your decision- making skills". Is he justified? Explain your answer.
- 3- Write down the sentence which indicates that learning a foreign language improves writing and speaking skills in the mother tongue.
- 4- What are the challenges facing brain in learning a new language?
- 5- How could experiments prove that multilingual people are able to switch easily between different tasks?
- 6- What does the underlined pronoun 'it' ?
- 7- What does the underlined pronoun 'who' refer to?
- 8- Find a word in the text which means "speaking, reading or writing in more than two languages"
- 9- Find out a word which means ' expressed in many languages'.
- 10- Compare between the student who knows more than one language with student who speaks only one language.

Critical thinking

- 1- The writer states that learning new vocabulary and grammar rules exercises the brain. Suggest three other activities to help exercising the brain.-+
- 2- The importance of learning foreign languages is universal. It will always benefit the learner in one way or another. Think of this statement and in two sentences write down your point of view.

Education in Jordan

diploma	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course	شهادة دراسية
Master degree	a period of one or two years of study which takes place after the completion of a Bachelor's degree	درجة الماجستير
PhD	a doctorate; the highest degree awarded by a university faculty	الدكتوراه
Post graduate	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	طالب دراسات عليا
Private university	a university not operated by a government	جامعة خاصة
Public university	a university that is funded by public means, through a government	جامعة حكومية
undergraduate	someone who has not yet completed their first degree	طالب جامعي
vocational	used to describe a particular job and the skills involved	مهني
Online distance learning	A formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعلم عن بعد
enroll	To officially arrange to join a school, university or course.	يسجل

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

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma. The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. **These** are all public universities. An example of a newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and **it** follows Germany's model of education in Applied Sciences. For students who wish to complete their university studies

while working at the same time, it is also possible in some Jordanian universities to enroll onto online distance learning programmes. In the future, this option will become available in many other universities.

A. Answer the following questions based on the text:

- 1) What are the four education stages in Jordan mentioned in the first paragraph?
- 2) Find a word in the first paragraph that means the same as “**obligatory; required**”
- 3) Students of different levels go to university to get degrees. What are the four degrees that you can get at university after leaving school?
- 4) In what way does the German-Jordan University differ from the other public Jordanian universities?
- 5) Name three public universities mentioned in the text.
- 6) Quote the sentence that shows the year when the German-Jordan University was established?
- 7) What does the underlined word “**it**”, in the third paragraph, refer to?
- 8) The German-Jordan University was established by cooperation of two German and Jordanian educational organisations? What are they?
- 9) If you didn't have time to go to university, how would you study and get a university degree?
- 10) How many years must each Jordanian learn at school?
- 11) What does the underlined word “**enroll**”, in the last paragraph, mean?
- 12) What do you think the main advantage of distance learning is?
- 13) Education is very important for the development of any country. Write down three suggestions that might improve education in Jordan.

B: Critical Thinking:

The writer states that the government considers education a necessity. Do you agree? Write your point of view in two sentences.

➤ **Homework**

1. The writer says " our country has a high standard of education" Is he justified? Explain your answer.
2. According to the text, what is the role of the Ministry of Education?
3. The writer mentioned two types of courses that students can study at the Jordanian universities. What are they?
4. How many public and private universities are there in Jordan?
5. Two classifications of university students are mentioned in the text. What are they?
6. Write down the sentence which indicates that not only Jordanian students attend the Jordanian universities.
7. Mention three universities that have the largest number of undergraduate students.
8. What is special about the German Jordanian University?
9. Find a word in the text which means ' **obligatory** ' .
10. What does the underlined pronoun '**these**' refer to?
11. Name three public universities mentioned in the text?
12. According to the text, what could students who are unable to attend university do to get a degree?
13. (MOE) is responsible for some schools .What are they?
14. What is the optional education and the compulsory education?
15. What is the best education for the child who is too young to start primary school?
16. What does the underlined pronoun "**it**" refer to?
17. What is the best type of institution for :
A: someone who wants to get a first degree.
B: a postgraduate with a first degree who wants to study further.
C: a postgraduate with a master degree who wants to study further
18. When was the German – Jordanian university in Amman set up?

Critical thinking

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

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

Acquiring a language

Immerse

To be deeply involved in something and spend most of your time doing it.

يغرق في

1- Learn English fast – the natural way!

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

2 - What exactly do you mean by 'total immersion'?

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

3 - What will I be doing?

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

4- How long are the courses

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

A. Answers the following questions based on the text:

- 1) The text promises learners to learn and acquire English in a short time. What is their method of teaching English?
- 2) Quote the sentence which tells learners where they will reside during the course.
- 3) Learners have two options of how they like to learn English. What are the two options.
- 4) Why do some learners need a 'tailor-made' course for? Mention two needs.
- 5) The text states that you will live and work together as a family. Write down two examples to show this.
- 6) The course includes formal and informal teaching of English. What activities of informal learning can the students do? Write down two things.
- 7) What does the underlined word "they" in the last paragraph, refer to?
- 8) Find a word in the text that means the same as "teaching, especially in small groups".
- 9) How many hours a day will the students receive formal intensive teaching?
- 10) The students should make two important decisions before they start the course. What are they?
- 11) What roles and tasks do teachers have in this special institute? Mention 3 roles.

B. Critical Thinking:

- Do you think total immersion in learning foreign languages is useful for students? In two sentences, write down your opinion focusing on the advantages of total immersion.

Winter 2018

1. In the evenings, students at extreme English can practice some activities. Write down two of these activities.
2. Before arriving to carry out a course at Extreme English , students have to make two decisions. Write down these two decisions.
3. Quote the sentence which shows how teachers can support their students at Extreme English.
4. Find a word in the text that means "to be deeply involved in something"
5. What does the underlined pronoun " it " refer to?
6. Learning a foreign language comes up with different kinds of struggles and obstacles. Write down three possible obstacles a person may face while learning a foreign language.
7. It is said anyone who keeps learning stays young. Think of this statement and write your opinion

Homework

1. According to the text, what is the best way to acquire a language?
2. Give two examples of courses that students may require mentioning their purposes.
3. Write down the sentence which indicates that the people who take the courses will be surprised by how fast their language has improved.
4. According to the text, how long do the courses last?
5. Some examples of informal activities are mentioned in the text. Write down three of them.
6. The writer states that students will be living as a family. Give two examples from the text.
7. What is meant by '**extreme English**'?
8. There are two decisions that students have to make before they arrive. What are they?
9. What do you think '**a tailor – made course**' mean?
10. What does the underlined pronoun '**others**' refer to?
11. What does the underlined pronoun '**they**' others refer to?
12. Which part of the day will be the most formal? What happens then?
13. The text says that students will be living 'as a family'. Give two examples from the text that illustrate this.
14. What does the underlined word '**academic**' mean?

Critical thinking علم

1. The writer states that the people who take the courses will be amazed by the progress they achieved in their language in a very short time. Suggest three tips to help students improve their language quickly.
2. It is said that the best way to acquire a language is to immerse yourself in it. think of this statement and in two sentences write down your point of view.

Indirect questions

➤ **The function:**

To ask questions in a polite, formal way.

➤ **We can begin impersonal questions with:-**

- ✓ *Could you tell me?*
- ✓ *Do you know ...?*
- ✓ *Do you mind telling me ...?*
- ✓ *Could you explain?*
- ✓ *I wonder*

1. WH questions (what, where, how, how many

Wh + helping verb + subject + main verb + complement + ?

Be - Have - Model

خطوات التحويل :-

1. ضع أداة السؤال نفسها
2. اقلب الفاعل مع الفعل المساعد
3. أكمل السؤال مع وضع علامة السؤال

- What will I be doing?
Do you mind telling me what I will be doing?
- What should I do to start revising?
Could you tell me what I should do to start revising?

Wh + helping verb (DO) + subject + main verb + complement + ?

Do + v1

نحذف الفعل المساعد و يبقى الفعل مجرد

Does + v1

نحذف الفعل المساعد و نضيف للفعل s / es

Did + v1

نحذف الفعل المساعد و نحول الفعل للتصريف الثاني

- What exactly does Ali work?
Do you mind telling me what exactly Ali works
- What exactly do you do?
Do you know what exactly you do?

1. When has Hani arrived at home?
Could you tell me
2. How can we go to Petra?
Could you possibly explain
3. Why did your parents come back here?
Could you tell me
4. What exactly do you mean by frequent breaks?
Could you explain
5. How much exercise do I need?
Could you tell me
6. How many hours do I need to revise English?
Do you mind telling me
7. When does the restaurant open?
Could you tell me
8. What does your father do?
Do you mind telling me
9. How should I draw up a timetable?
Could you tell me
10. What exactly do you mean by "total immersion"?
Could you explain
11. Where is my father?
Could you tell me
12. How long are the courses?
Could mind telling me
13. Why does the sky sometimes look red?
Do you mind telling me
14. When will we know our results?
Do you know
15. Who is the Arabic teacher?
Could you possibly tell me
16. How can I solve this Maths problem?
Could you explain
17. Where is the library?
Do you mind tell me
16. How much does this book cost?
Could you tell me
17. How much sleep do teenagers of your age need?
Do you know
18. What do you mean by "mnemonics" ?
Could you possibly explain

عمر خالد عواد

2. YES / NO Questions

الأسئلة التي تبدأ بفعل مساعد

Helping verb + subject + main verb + complement + ?

↓ ↗
Be – Have – Model

خطوات الحل :-

1. نضع If أو Whether (نستخدمها إذا كان في السؤال or)

2. نقلب الفاعل مع الفعل المساعد

3. نكمل السؤال مع وضع علامة السؤال

1) Have you passed the exam or not?

Do you know whether you have passed the exam or not?

2) Can I use your pen?

I wonder if I can use your pen?

Helping verb (DO) + subject + main verb + complement + ?

Do + v1

نحذف الفعل المساعد و يبقى الفعل مجرد

Does + v1

نحذف الفعل المساعد و نضيف للفعل s / es

Did + v1

نحذف الفعل المساعد و نحول الفعل للتصريف الثاني

1. Does the exam start at ten or half past ten?

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

2. Did you do to the party last week?

Could you tell me if you went to the party last week?

• Do you mind me where the library is? (tell)

1. Does the bell ring at eight or half past eight?

Do you know

2. " What can't we bring onto the plane?

Could you tell me

3. Are students allowed to navigate the internet during the open exam?

Do you know

4. Is there a concentration between the amount of TV. People watch and how fit there are?

Do you know

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

Could you tell me

وزاريات

1. Can we take water in the exam?
I wonder
2. Is it too late to start revising?
Do you know
3. Please, give me some advice about diet.
Do you mind
4. It is possible to improve your memory?
Could you tell me
5. Can you suggest a healthy breakfast?
Do you mind
6. Please, help me to plan my revision?
Do you mind
7. Are you allowed to eat sweets during the exam?
Do you know
8. Please, tell me where you found that information?
Do you mind
9. Does the exam start at ten or half past ten?
Do you know
10. Could you explain the best way to revise?
I wonder
11. Please, give me a glass of water.
Do you mind
12. Is the exercise better in the morning or in the evening?
Do you know

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- Rewrite these direct questions as indirect questions using all the phrases in the box. Then ask and answer the questions with your partner. SB. P.51 Ex.5

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?

AB. P.35 Ex.4

Complete the questions with words from the box. The first one is done for you.

how	how much	if	when	where	whether
who	why				

1. Do you know **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?

تدرب على هذا
السؤال على
نمط التحويل
العكسي

AB. P.36 Ex.5

✓ Complete the following indirect questions.

1 Can you suggest a healthy breakfast?

Do you mind suggesting

2 Please help me to plan my revision.

Do you mind

3 How can I relax?

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

4 Are we allowed to eat sweets during the exam?

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

5 Please tell me where you found that information.

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

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

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

AB. P.36 Ex.6

✓ Rearrange the words to make indirect questions. The first one is done for you.

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

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

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 / ?

The impersonal passive

- ✓ The impersonal passive is a formal way of reporting thoughts, sayings, beliefs and opinions.
- There are **two** ways for forming impersonal passive:

الطريقة الأولى هي طريقة It

1. نستخدم (مضارع is) (ماضي was) (مضارع تام has been)

2. نحول الفعل الموجود قبل that إلى التصريف الثالث

Believe , think , consider , prove , claim , say , assume

believed, thought, considered , proved , claimed , said , assumed

3. نكمل الجملة من عند (that) كما هي دون تغيير اي شيء

1) People believe that tigers live in a jungle.

It is believed that tigers live in a jungle.

2) People believed that tigers lived in a jungle.

It was believed that tigers lived in a jungle

3) People have believed that tigers live in a jungle.

It has been believed that tigers live in a jungle.

➤ They say that women live longer than men.

It

➤ They say that dolphins are highly intelligent.

It

➤ They used to think that the Earth was flat

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

➤ They believe that learners will absorb the grammar as they learn the vocabulary.

It

الطريقة الثانية : إذا طلب منك إعادة كتابة الجملة باستخدام الفاعل الموجود بعد that نتبع ما يلي :-

1. نستخدم (مضارع is / are/ am) (ماضي was / were) (مضارع تام has been / have been)

2. نحول الفعل الموجود قبل that الى التصريف الثالث

Believe , think , consider , prove , claim , say , assume

believed, thought, considered , proved , claimed , said , assumed

3. نقلب that الى to

4. نجرد الفعل الموجود بعد الفاعل حسب ما يلي :

V 1 + s / es	To + v1
Am / is/ are	To be
Has / have	To have
Modal + v1	To + v1
V2	To have + v3
Was / were	To have been
Has / have + v3	To have + v3

5. تكمل الجملة

- 1) People believe that tigers live in a jungle.
Tigers are believed to live in a jungle.
- 2) People believed that tigers lived in a jungle.
Tigers were believed to live in a jungle.
- 3) People have believed that tigers live in a jungle.
Tigers have been believed to live in a jungle.

➤ They believe that the story is true.

The story

➤ So, People know that he is talented.

He

➤ The police think he is in Argentina.

He

➤ They thought that the car was expensive.

It

The car

➤ They believed that people lived in caves 5 thousand years.

It

People

➤ People *believe* that English **is** the most widely spoken language

It

English

➤ Police *have reported* that it was Peter who **caused** the accident.

It has

Peter **has**

S.B. P53. Ex. 5

➤ Use the impersonal passive to report these sentences.

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

.....
.....

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

.....
.....

A.B. P.36. Ex. 7

➤ Rewrite the sentences. Use the impersonal passive in two different ways.

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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

Rewrite the sentences. Use the impersonal passive in two different ways.

1. A journalist reports that they are leaving Las Vegas tomorrow night.

.....
.....

2. The lecturer thought that Columbus never realized that he had discovered America.

.....
.....

3. Their parents thought that the teenagers were dancing at the disco.

.....
.....

4. Everybody thinks that she sings beautifully.

.....
.....

5. The children reported that their friends were swimming when they disappeared.

.....
.....

6. People believed that they had killed the animals during the night.

.....
.....

7. My friends think that my parents are the best parents in the world.

.....
.....

8. They believed that the horse was a present.

.....
.....

9. People think that drugs are very dangerous.

.....
.....

10. They knew that Mr. Brown was stealing iron from the factory.

.....
.....

11. People consider that the team will be classified for the final.

.....
.....

12. Everybody says that he settled the business.

13. Citizens presume that the government is responsible for the accident.

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

1. People know that she is a good swimmer.

→ She

2. They say that Francis is in hospital.

→ Francis

3. They think that the children are in bed.

→ The children

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

→ The robber

5. People believe that nuclear power stations are dangerous.

→ Nuclear power stations

6. His colleagues thought that he was on holiday.

→ He

7. People know that cars pollute the environment.

→ Cars

8. They suppose that the new product will come out soon.

→ The new product

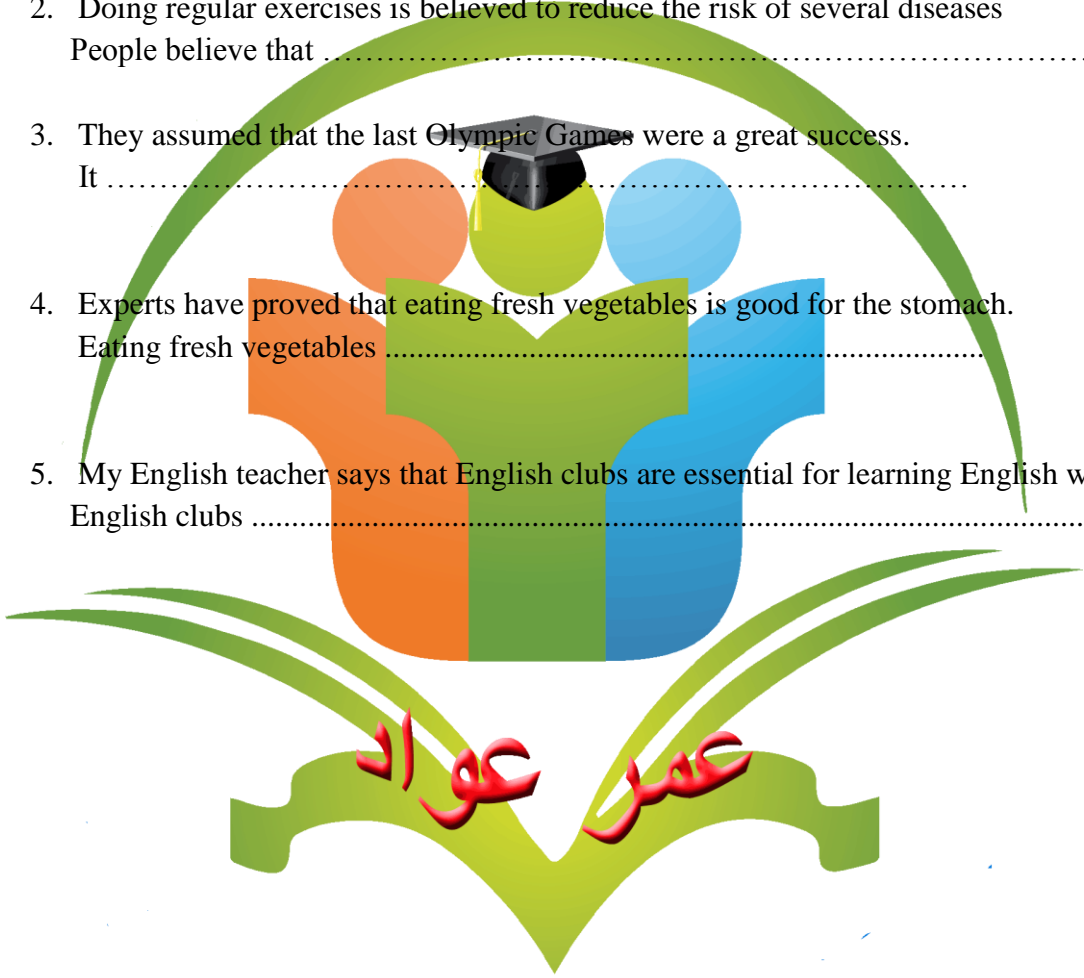
9. They found that the mission was impossible.

→ The mission

10. They believe that she will win a gold medal.

→ She

1. People believe that eating almonds reduces the risk of heart disease
Eating almonds
2. Doing regular exercises is believed to reduce the risk of several diseases
People believe that
3. They assumed that the last Olympic Games were a great success.
It
4. Experts have proved that eating fresh vegetables is good for the stomach.
Eating fresh vegetables
5. My English teacher says that English clubs are essential for learning English well.
English clubs



Derivation



المستوى الرابع
علمي / أدبي

الإبداع في اللغة الإنجليزية

عمر خالد عواد
078 9000 196



Verb	Noun	Adjective	Adverb	Meaning
success	succeed	successful	Successfully	ينجح
education	educate	Educated/ educational	Educationally	يعلم
Organization/ organizer	organize	organized		ينظم
Developer/ development	develop	developed		يطور
achievement	achieve	Achieved/ achievable		يحقق / ينجز
	academy	academic	academically	اكاديمي
contradict	contradiction	contradictory		تناقض
	fluency	fluent	fluently	طلاقة في الكلام
economize	Economics/ economy	economical	economically	اقتصاد
engines	Engineer/ engineering			يشغل
enroll	enrolment			يسجل
	agriculture	agricultural	agriculturally	زراعة
	pharmacy	pharmaceutical	pharmaceutically	صيدلة
pioneer	pioneer	pioneering		الريادي
	proficiency	proficient	proficiently	الكفاءة
qualify	qualification	qualified		يؤهل
	psychology	psychological	psychologically	علم النفس
undertake	undertaking			يلتزم
	sociology	sociological	sociological	علم اجتماع
experience	experience	experienced		يجرب / يختبر
dominate	dominance	dominant		يشير الى

depend	dependence	dependent		يعتمد على
repeat	repetition	repeated		يعيد
correct	correction	correct		يصحح
concentrate	concentration	concentrated		يركز
dehydrate	dehydration	dehydrated		جفاف
advise	Advice/advisor	advisory		نصيحة
circulate	circulation	circulated		دوران
diet	diet	dietary		نظام غذائي
memorise	memory	memorable		ذاكرة
	nutrition	nutritious		تغذية
	multilingualism	multilingual		متعدد اللغات
	vocation	vocational	vocationally	مهني
simulate	Simulation/ simulator	simultaneous	simultaneously	محاكي
tutor	Tutorial/ tutor			محاضر
utter	utterance	utter	utterly	قول
	Enthusiasm	Enthusiastic	Enthusiastically	حماس

عمر خالد عواد

Examples:

✚ Complete the following sentences with the correct form of words between brackets :

1. I was a (success) attempt to climb Mount Everest.
2. Rich countries have highly (develop) economy .
3. You have (achieve) the success you deserve.
4. She works for a voluntary (organize) helping homeless people .
5. She received an excellent (educate) .

✚ Complete the sentences with the correct form of the words in brackets.

1. One of the most important things that we give children is a good..... (educate)
 2. If you work hard, I'm sure you will..... (success)
 3. Congratulations! Not many people(achievement) such high marks.
 4. My father works for an..... that helps to protect the environment. (organize)
 5. It's amazing to watch the..... Of a baby in the first year of life. (develop)
- ✓ His mother was the (dominate) influence in his life .
- ✓ Some parts of the report needed (correct)
- ✓ She has five years teaching (experienced)
- ✓ There have been(repeat) accidents on this road .

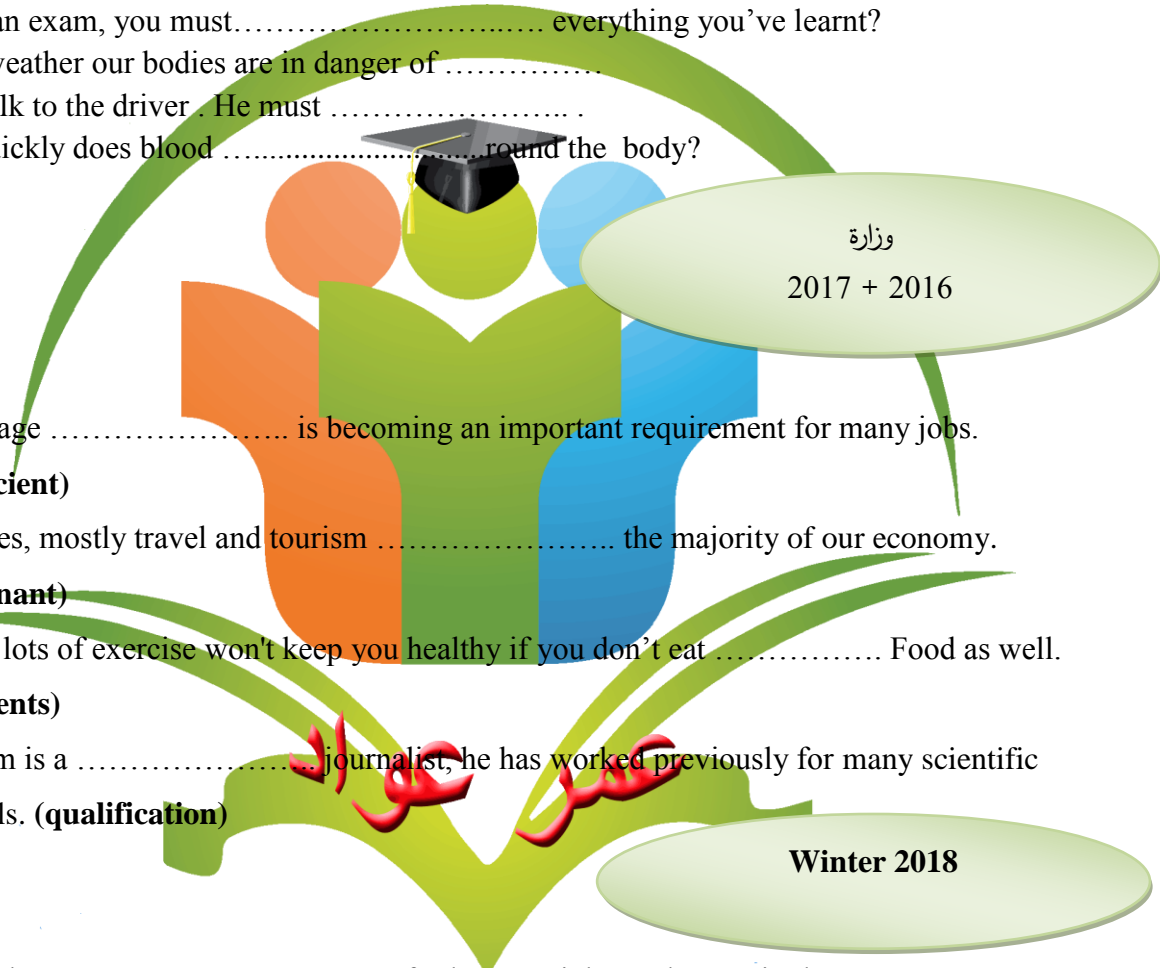
❖ Choose the correct form of words to complete the following sentences :

1. If you have bad, your hands and feet get cold easily .
(circulate , circulation , circulated)
2. Ausually advises his students and helps them to solve their problems .
(tutor , tutorial , tutored)
3. A computer is aof a nuclear attack .
(simulate , simulation , simultaneous)

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

Complete the following sentences with the correct form of words from the box :

- 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?

- 
1. Language is becoming an important requirement for many jobs.
(**proficient**)
 2. Services, mostly travel and tourism the majority of our economy.
(**dominant**)
 3. Doing lots of exercise won't keep you healthy if you don't eat Food as well.
(**nutrients**)
 4. Kareem is a journalist, he has worked previously for many scientific journals. (**qualification**)

1. Maha shows great for her new job as a lawyer in the court.
(**enthusiasm, enthusiastic, enthusiastically**)
2. Our national team is now well For the second round of the competition.
(**qualify, qualification, qualified**)
3. With children, it is important to The right balance between love and discipline.
(**achieve, achieved, achievable**)

UNIT EIGHT



VOCABULARY

Words	Meanings in English	In Arabic
Blame	to say or think that someone or something is responsible for something bad	يلوم
punish	to give someone an unpleasant task in response to bad behaviour	يعاقب
spill	accidentally flow over the edge of a container	يسكب
pop	to burst, or to make something burst, with a short, explosive sound	ينفجر
recall	to remember a particular fact, event or situation from the past	يتذكر
dialect	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
First language	the language that you first learn as a child.	اللغة الأولى
register	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	يسجل
Mother tongue	the first and main language that you learnt when you were a child	اللغة الأم
influence		تأثير
sociologist		علماء الاجتماع
secretively		بسرية
Foreign language		لغة أجنبية
Sign language		لغة الإشارة

deaf	أصم
varieties	متنوع
constantly	باستمرار
benefits	فوائد
recognized	لاحظ
family	عائلة
friends	أصدقاء
Free time activities	نشاطات في أوقات الفراغ
holidays	عطل
School studies	مواد مدرسية
Future studies	دراسات مستقبلية

Words with similar meanings

Adjectives	
Attractive/ desirable	tempting
Part of an experiment	experimental
Nouns	
Things that make you interested	stimuli
speed	pace
Verbs	
Copy / make the same sound	mimic
Received	absorbed

Phrasal Verbs

Look into	investigate	يستقصي / يبحث عن
Come up with	produce something (an idea), especially when pressured or challenged	يبتكر حلاً
Point out	To show me	يوضح / يلفت الانتباه
get away with	to do something wrong without being discovered or with only a minor punishment/not to be blamed	يفلت من العقاب
Leave out	Don't have to include/ not include	يترك
Look at	To examine something closely	يفحص / يعاين
Carry out	To do something	ينفذ
Come about	happen or take place	يحدث / يقع
Grow up	Spend your childhood	ينمو

****Replace the words and phrases in bold with the phrasal verbs from the box.**

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

Does the language we use influence the way we think?

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

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.

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.

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.

A. Answer the following questions based on the text:

- 1) What does the phrase “this question” refer to? ”this question”?
- 2) According to a study, when do Japanese and Spanish use the passive form- leave out the person who did the action?
- 3) Why do native speakers of Japanese made a clearer distinction between colours on the spectrum?
- 4) According to the writer which affects the other, the language or cultural habits?
- 5) Quote the sentence which implies that Japanese and Spanish use active when talking about intentional actions, but they use passive when actions happen by chance.
- 6) Find a word in the text that means the same as **to remember a particular fact, event or situation from the past**”.
- 7) What does the underlined word “**it**” refer to?
- 8) According to a study, how do native English speakers differ from those who speak Japanese and Spanish when they want to talk about past actions?
- 9) What does the phrasal verb “come about”, in the last paragraph, mean?
- 10) Find a phrasal verb in the text that means the same as **“not included (something or someone)**
- 11) When learning a foreign language, what other things you might learn? Answer this question in two sentences to tell your opinion.

عمر خالد عواد

Homework

1. According to the text, how did the English speaker understand the event when he said ' **John broke the vase**'?
2. Write down the sentence which indicates that sociologists have been interested in finding out the relationships between language, thoughts and culture for a long time.
3. According to the text, what is the function of using the passive form by Japanese speaker in the following sentence? " the vase was broken"
4. According to the text, in which situation did the Spanish and Japanese speakers mention the doer of the action. When did they use the passive form?
5. The writer states that different cultures have different ways of seeing colours. Is he justified? explain your answer
6. What does the underlined pronoun '**their**' refer to?
7. Find a phrasal verb in the text which means " to do something wrong without being discovered"
8. What do the underlined phrasal verbs "**looking into**" and "**carried out**" mean?
9. Give an example to show that the language has some effect on the understanding of the event .
10. How did the speaker of English , Spanish and Japanese recall the video they had seen ?

Critical thinking

- 1- When people communicate with each other, they don't usually speak in the same way. suggest three factors that affect our way of speaking.
- 2- The culture of the speaker influences his language, thought and the way of speaking. Think of this statement and in two sentences write down your point of view.

Phrasal Verbs : (Multi - part verbs)

look	up	A word in a dictionary	يستخرج
	for	Something you have lost	يبحث عن
	Forward to	Something exciting	يتطلع الى
get	Over	An illness and feel better	يتغلب على
	up	In the morning	ينهض
	on	With your work and complete it	يستمر بالعمل
take	up	A new hobby	يبدأ
	away	Some fast food	يأخذ خارجا
	off	From home for a holiday	يأخذ عطلة
go	away	Home for a holiday	يسافر
	back	To where you started	يرجع
	ahead with	A plan and do it	يبدأ بالعمل / يباشر

- Complete the following sentences with the suitable preposition

Forward, up, away, over, with

1. It took her a long time to gether problem.
2. We are going to gothis weekend and we will be back on Saturday.
3. Engineers have come upnew ways of saving energy.
4. The children are lookingto their holiday.

- Circle the correct phrasal verb.

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

Phrasal verbs

- A phrasal verb is a verb that is followed by one or two particles that change its meaning.
We're asking candidates to carry out a short task.
- Some phrasal verbs can have objects after them (they are called transitive verbs).
They came up with a good idea. We're looking into the problem.
- Some phrasal verbs do not have objects (they are called intransitive verbs).
Where did you grow up? My sister and I get on well.
- Sometimes the object can go between the verb and the particle, so the verb and the particle are separated. With these verbs, object pronouns **always** go before the particle.
Please point his sister out. Point her out. (NOT ~~Point out her.~~)
- Sometimes the verb and particle cannot be separated.
They came up with a good idea. (NOT ~~They came a good idea up with.~~)
The pronoun comes after the phrasal verb when it is a three-part verb and when it is a **verb + preposition**.

Separable	Inseparable
carry out	come up with
find out	come about
leave out	get away with
look up	get on well
look over	get by
point out	get into
take back	get on
take up	get over
take off	get up
take away	go through
	go off
	go away
	go back
	go ahead with
	grow up
	look at
	look into
	look after
	look forward to
	look for
	point at
	speed up
	take after

- Rewrite the sentences with phrasal verb formed from the verbs in the box. One verb is not needed.

find	come	come	leave	speed	point	look
------	------	------	-------	-------	-------	------

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.

صيفي 2017

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

her

him

it

them

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

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

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

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

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

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

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

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

Winter
2018

When Omar gave a speech, the class looked at in admiration.
(he, his, him, them)

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

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

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

Collocations

Blame / punish	a person for something he / she has done	يلوم / يعاقب شخص
spill	a drink	أسال / أراق
pop	a balloon	يفجر
recall	an event	يستذكر / يسترجع

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

Choose the correct answer to complete the following sentences :

- I'vesome coffee on the carpet .
(spilled , recalled , punished)
- He doesn't.....exactly when he first met Ali.
(blame , spill , recall)
- They have broken the law and they deserve to be
(proved , punished , spilled)

Speaking with signs

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

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

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

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

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

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

A. Answers the following questions based on the text:

1. Quote the sentence which tells about when and where was the idea of sign language first appeared.
2. How did Charles-Michel de l'Epée learn the sign language for the first time?
3. What information in the text tells you that not all sign languages are the same worldwide.
4. Write down two similarities between sign languages and spoken languages.
5. Why is sign language being offered and recognised as a foreign language today?
6. What are the benefits of learning a sign language whether to deaf people or those with normal hearing? Write down two benefits.
7. Find a word in the text that means the same as **“produced a copy of something”**
8. What does the underlined word **“it”** in the fourth paragraph, refer to?
9. The author states that learning a sign language can be beneficial even to the people who can hear. Is the writer justified? Explain your answer.
10. How many people are there in the world that can use and understand sign languages as first language?
11. Deaf people are normal people but they cannot hear. What suggestions can you think to improve their lives? Write down three suggestions.

Winter 2016

1. The article states different uses for sign and spoken languages. Write down two of these uses.
2. Learning sign language is beneficial for anyone for two reasons. Mention them.
3. Replace the underlined phrase “to think of” with the correct phrasal verb.
4. Quote the sentence which indicates that there is not only one Arabic sign language.
5. What does the underlined word “it” refer to?
6. Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems.
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 opinion.

Homework

- 1- What was the role of Charles Michal in developing sign language? What helped him achieve this task?
- 2- What is the meaning of sign language?
- 3- Write down the sentence which indicates that French were not the first people to invent the sign language but were the developer of it.
- 4- Many similarities between the sign and spoken language are mentioned in the text. Write down two of them.
- 5- The writer says “learning sign language is of enormous benefit to any one, whether they can hear or are deaf. Is he justified? Explain your answer.
- 6- According to the text, sign language is taught to people with normal hearing. Explain supporting your answer with an example.
- 7- What does the underlined pronoun 'it' refer to?
- 8- What does the underlined pronoun 'whose' refer to?
- 9- Write down the sentence which indicates that sign language is not universal.
- 10- Write down the sentence which indicates that sign language is not fixed but constantly changing.
- 11- Where was the sign language developed? When?
- 12- Who was the first to come up with a sign language? When?
- 13- Who used the sign language? Why?
- 14- What did De LEpee build for deaf people?
- 15- Why does each country have its own sign language?
- 16- There are many varieties of the Arabic sign language. Give the reason.
- 17- In what way do you think that being taught sign language has made an enormous impact on Lives of deaf people?

*** Critical thinking

- 1- The writer states that sign language made an enormous impact on the lives of deaf people. Think of this statement and in two sentences write down your point of view.
- 2- Deaf people still face obstacles in dealing with the hearing community. Suggest three tips to help the people with normal hearing communicate with deaf people.

Gender neutral :

- It means that it is not affected by gender , so not obviously male or female.

Gender _ specific words	Gender _ neutral words
Businessman, businesswoman	Business person
salesman, saleslady	Sales assistant / sales person
headmaster, headmistress	Head teacher
he or she	they

Gender _ specific words	Gender _ neutral words
Mankind	humans
postman	Postal worker
stewards	Flight attendants
His/ her	their
Police man / police woman	officer
Chairman	Chair person
Seaman	Sailor
Spaceman	A astronaut

- Choose the best options to complete the sentences.

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.

- Replace the underlined word with a gender _ neutral word .

Salem was the chairman of the meeting.

- A postman delivers your post.

Replace the underlined word with a gender _ neutral word

Winter 2016

What are they talking about?

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

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?

→ **the development by twins of a language that only they can understand.**

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 recognize 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.

- 1) How fast does a baby learn the language and what the first things are when they start to learn?
- 2) In what ways do twins differ from single babies in developing their language? Write down two differences.
- 3) Why are twins slower than single babies in learning language? Write down two reasons for that.
- 4) What do you think 'cryptophasia' mean?
- 5) The author doesn't think that twins invent a secret language. Is the author justified? Explain your answer.
- 6) Quote the sentence which implies that twins may create their own language.
- 7) Find a word that means the same as "things that make you interested".
- 8) The author says that "A one-year-old baby can probably say a few words - and certainly understands a lot more." Why do you think a bay understands more words than he/she could say?
- 9) What does the underlined word "one" in the last paragraph, refer to?
- 10) What does the underlined word "mimic" in paragraph 1 mean?
- 11) Imagine that you have a twins at your home, what do you think is the best way to help them develop their language fast? Write down two suggestions

Summer 2016

1. Twins language development is sometimes slower than single babies for two reasons. Mention them
2. Find a word that means " things that make you interested"
3. Quote the sentence which indicates that it is attractive and desirable to think that twins create their own language.
4. Babies go through different steps before they have a vocabulary of about fifty words. Write down two of these steps.
5. What does the underlined pronoun "this" refer to?
6. Raising and looking after twins may cause many difficulties to parents. Mention three possible difficulties that parents may face.
7. It is said that twins who don't grow up in the same environment may develop their language skills differently. Think of this statement and in two sentences write your opinion.

Homework

- 1- The writer mentioned four stages of early communication. What are they?
- 2- Twins develop their language slower than single babies do. Write down the reason.
- 3- Write down the sentence which indicates that twins invent and speak secret language.
- 4- According to the text, what is meant by " cryptophasia"?
- 5- The writer states that twins develop their real language at the same pace and make the same mistakes along the way .Is he justified? Explain your answer.
- 6- What does the underlined pronoun '**they**' line 21 refer to?
- 7- Find a word in the text which means "**speed**"
- 8- What are the first words that babies respond to?
- 9- What does the underlined pronoun '**their**' refer to?
- 10- How do the following respond to the language?

A: one –year-old baby.

B: two – years –old baby

- 11- What do the underlined words **Absorb, experimental, mimic** mean

*** Critical thinking

- 1- According to the text, single babies get benefit from the interaction with adults to improve their language. Suggest three ways to support the child's communication skill
- 2- Teaching babies sign language open up the lines of effective communication . Think of this statement and in two sentences write down your point of view.

➤ Complete the sentences to give a similar meaning. Use the correct form of the word in brackets. The first one is done for you.

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 in charge of these children? (responsible)
Who
4. We had a great time. (experience)
It was
5. How are Jaber and Mahmoud related? (relationship)
What

The passive voice

The verb in the passive should follow the following rule

Object + Verb to be + P.P + complement

Simple Present

- 1- V1
V1+s
Don't
Doesn't

is
am (not) +P.P
are

He **washes** the dishes.
the dishes **are washed**

Simple Past

- 2- V2
Didn't +V1

was
(not) + P.P
Were

He **washed** the dishes.
The dishes **were washed**

Present Perfect

3- have
(not) +P.P
has

has
(not)+ Been + P.P
have

He has **washed** the dishes.
The dishes **have been washed**

Past Perfect

4- had (not)+ P.P

had (not)+ been +P.P
He **had washed** the dishes.
the dishes **had been washed**.

5-

Present Progressive

am
is (not) + V1-ing
are

is He **is washing** the dishes
am (not) + Being + P.P the dishes **are being** washed.
are

6-

Past Progressive

was
were + (not) + V1-ing

Was He was **washing** the dishes.
+ Being + P.P the dishes **were being**
were.

7-

future simple

modal + (not) + V1

He will **wash** the dishes.
modal + be + P.P The dishes **will be** washed.

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

1-Millions of people all over the world use computers to do heavy jobs.

Computers.....

2-I expect everyone to reach the summit after hard work.

Everyone.....

3-Many schools teach English as a second language in Jordan.

English.....

4-Few people use this road in winter.

This road.....

5-Techers give us exams every month.

We.....

6-Hunters kill animals for their food and skin.

Animals.....

7-Our teacher corrects our papers perfectly.

Our papers.....

8-We don't eat meat in the morning.

Meat.....

9-My mother doesn't clean my room daily.

My room.....

10-Nothing shakes my belief in God.

My belief in God.....

11-The waiter poured the coffee.

The coffee.....

12-The player rolled the dice.

The dice.....

13-The tourists burned wood in the fireplace.

Wood.....

14-The Smiths built a new house on the river.

A new house.....

15-The traffic officer stopped the motorcycles.

The motorcycles.....

16-I turned off the lights after dinner.

The lights.....

17-We didn't type the letter yesterday.

The letter.....

18-Nobody asked you to go alone.

You.....

19-I didn't invite him for my birthday party.

He.....

20-The police are following our car right now.

Our car.....

21-The students are taking some notes about the lecture.

Some notes.....

22-The farmer is watering the trees at the moment.

The trees.....

23-The applicant is filling the application form with the needed information.

The application form.....

24-Sameera is writing a letter to her father in the USA.

A letter.....

25-The boy is climbing the tree.

The tree.....

26-Ahmad was doing some exercises at this time yesterday.

Some exercises.....

27-She was making salad when we arrived.

Salad.....

28-While we were watching the film ,we felt tired.

While the film.....

29-The lights went out while he was baking the bread.

While the bread.....

30-When the nurse came ,the patient was examining the patient.

The patient.....

31- The leader has explained the plan graphically.

The plan.....

32-My father has taken many courses on computer.

Many courses.....

33-The police man has fined many drivers for breaking the law.

Many drivers.....

34-The children have spoiled the food

The food.....

35-The attacking army has captured many important cities.

Many important cities.....

36-I haven't eaten anything so far today.

Nothing.....

37-The government had established many schools.

Many schools.....

38-The hijackers had told the pilot to change the route.

The pilot.....

39-After the doctor had carried out the operation, he smiled.

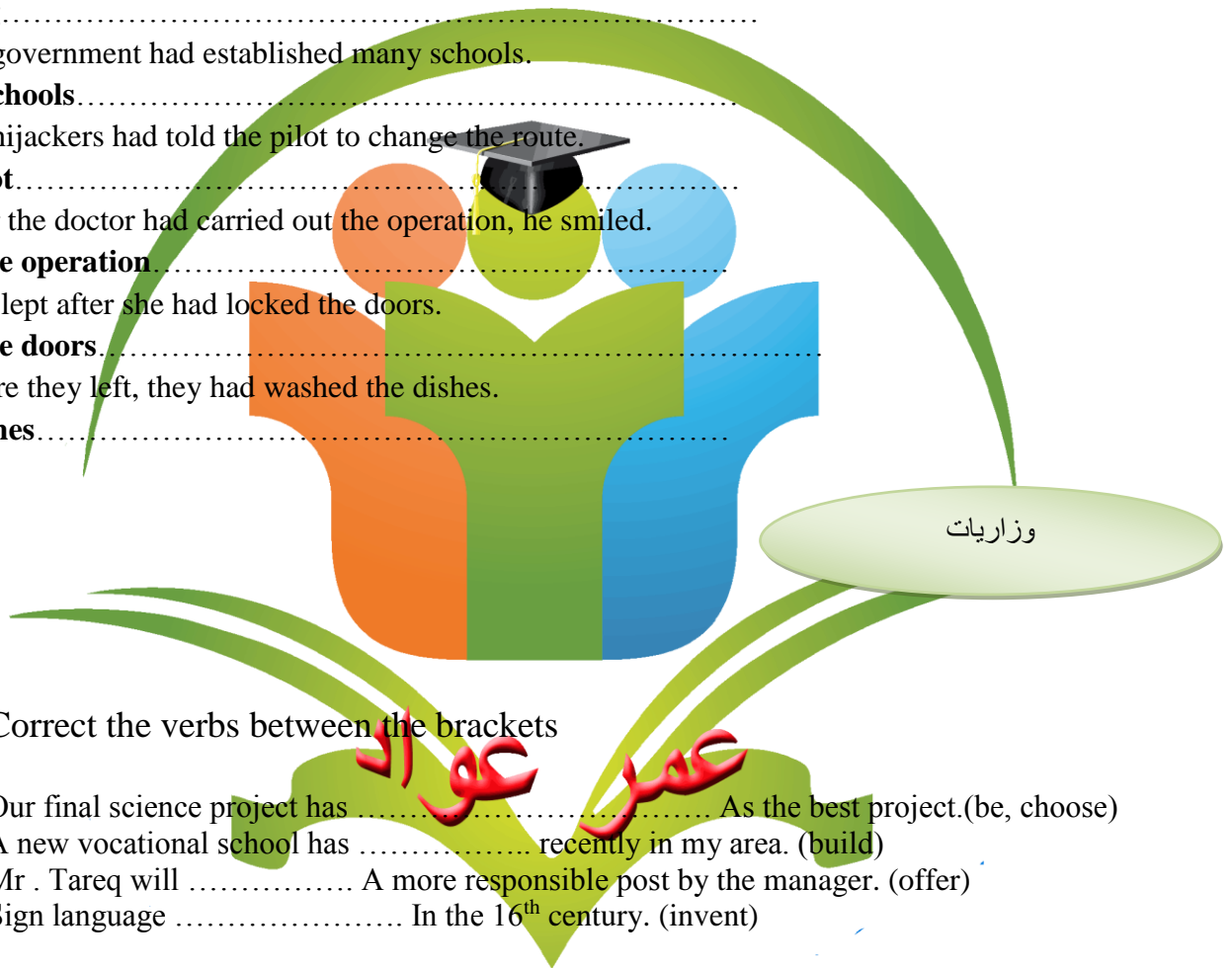
After the operation.....

40-She slept after she had locked the doors.

After the doors.....

41-Before they left, they had washed the dishes.

The dishes.....



- Correct the verbs between the brackets

- ✚ Our final science project has As the best project.(be, choose)
- ✚ A new vocational school has recently in my area. (build)
- ✚ Mr . Tareq will A more responsible post by the manager. (offer)
- ✚ Sign language In the 16th century. (invent)

Question Tags

The function:

We use question tags to check or query information.

The form: We form a question tag by:

1. Placing a suitable auxiliary from the statement.
2. Negate the positive statement or place a positive tag for negative statement.
THE RULE : Affirmative sentences , negative tag? (vice versa)
3. Using a suitable pronoun for the subject.

Note: The negative word [not] must be contracted in the tag. [n't]

- Aseel is playing piano, ?
- Sam can come, ?
- You haven't got a car, ?
- You aren't going out today, ?
- There is a birthday party today, ?
- I'm late, ?

✓ إذا كانت الجملة في زمن المضارع البسيط (مثبت) نستخدم (do , does) + not + pronoun ?

- ✓ He likes music, ?
- ✓ They live in Spain, ?
- ✓ They don't have car, ?
- ✓ He doesn't play football, ?

✓ إذا كانت الجملة في زمن الماضي البسيط (مثبت) نستخدم (did) + not + pronoun ?

- ❖ You saw the film last night, ?
- ❖ Liza cooked well, ?
- ❖ Omar didn't come to the class yesterday, ?

حالات خاصة مهمة جدا يجب حفظها جيدا

✚ I am – e.g. I am right,

✚ Let's – e.g. Let's go out,

✚ Positive imperative - e.g. Stop daydreaming,

✚ Negative imperative - e.g. Don't be late,

✚ This/ That is – e.g. this is Ali's pen,

✚ Offer help (S+ will + v1)

✚ No (nobody, No one) (rarely, hardly , never, seldom, barely and scarcely)

e.g. Nobody cheated in the exam,

e.g. They rarely eat in restaurants,

e.g. He never came again,

✚ Subject (someone, somebody, no one, nobody, everyone, everybody)

✚ Subject (something, everything, nothing)

1) Something was stolen from my house, wasn't it?

2) No one was at home when it was stolen, were they?

1. She wasn't there yesterday,

2. We should try to help,

3. You haven't got a pen I can borrow,

4. Your mother comes from Madaba,

5. They sold their house,

6. You'll phone me later,

7. It doesn't rain here,

8. You live in Zarqa,

9. It's funny,

10. He has to go,

11. She went home,

12. I haven't won,

13. You won't be late,

○ Kids mustn't eat too much chocolate,

○ Children have had their lunch,

○ Let's fight against poverty,

○ I have to quit fatty food,

○ Let's walk along the beach,

○ The food in the restaurant wasn't extremely good,

○ The keyword the student to answer the question, won't it? (help)

○ The English alphabet doesn't have 40 letters,? (does it, did it, doesn't it)

○ Saleem and his brother spoke French in the conference, They? (do)

وزاريات

UNIT NINE



BUSINESS

Doing business in China

Negotiate	to discuss something in order to reach an agreement, especially in business or politics	يتفاوض
Shake hand	to move someone's hand up and down in a greeting	بصافح
Tell joke	to say something to make people laugh	يحكي نكته
Track record	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	منجزات

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.'

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!'

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.'

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!'

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.'

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.’

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.’

1-The writer mentioned some reasons that make Mr. Ghanem's first business with China unsuccessful. Write down three reasons.

2-According to the text, Mr. Ghanem regrets that he didn't research Chinese culture before visiting China. Is he justified? Explain your answer.

3- What helped Mr. Ghanem to learn how to be a successful business man in China?

4- What was Mr. Ghanem's advice to the people who are willing to do business in China?

5- Mr. Ghanem followed certain steps during his last meeting in China. Mention three steps.

6- What makes Mr. Ghanem's last meeting to China successful?

7- Write down the sentence which indicates that telling jokes during business meeting shows disrespect according to the Chinese culture.

8- What do the Underlined pronouns 'his, him' refer to?

10-What is the meaning of 'track record'?

11- When did Mr Ghanem first start doing business with China?

12- Chinese respect two things . Mention them.

*** Critical thinking

1- The shortest way to a successful business is to be a successful businessman. Suggest three characteristics of a successful businessman.

2- Cultural differences between countries can create a number of barriers in business development. Think of this statement and in two sentences write down your point of view.

Our country's imports and exports

Agreement	an arrangement or promise to do something, made by two or more people, companies or organisations	اتفاق
Export	goods sold to another country	يصدر
Extraction	the process of removing and obtaining something from something else	استخراج
Gross Domestic Products	the value of a country's total output of goods and services	الناتج المحلي الإجمالي
Import	goods bought from other countries	يستورد
reserve	something kept back or set aside, especially for future use	احتياطي
fertilizer	a substance that is put on the land to make crops grow	اسمدة
knitwear	clothing made from wool	ملابس صوفية

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 fertilizers. 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.

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.

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.

- 1- Name two exported and imported goods in Jordan?
- 2- Name two countries that Jordan exports its goods to.
- 3- Write down the sentence which indicates that Jordan has the world's largest extraction industry for potash and phosphate.
- 4- According to the text, what countries does Jordan import its good from?
- 5- The writer states that trade with EU and North Africa is likely to grow. Is he justified? Explain .
- 6- What does the underlined pronoun 'it' refer to?
- 7- What does the underlined pronoun 'that' refer to?
- 8- What does the underlined word 'agreement' mean?
- 9- Find a word in the text which means '**the process of removing and obtaining something from something else**'
- 10- What is the percentage of pharmaceuticals that Jordan exports?
- 11- What dominates the economy of Jordan?
- 12- There are two big parts of services in Jordan. What are they?
- 13- Which countries does Jordan have trade agreements with?

Critical thinking

- 1- The writer states that Jordan's trade is growing with many countries. Suggest three tips to develop a successful trade.
- 2- Trade is vital to the success of civilization and to improving and supporting the countries . Think of this statement and in two sentences write down your point of view.

Winter 2017

1. Most of Jordan's exports mainly go to four countries. Write them down
2. Many of Jordan's fertilisers are made mainly of two minerals. Mention them.
3. Quote the sentence that indicates the country which supplied Jordan with nearly a quarter of its imports in 2013.
4. Find a word in the text which means "**things kept back or set aside, especially for future use**"
5. What does the underlined pronoun "it" refer to?
6. Citizens of a country should support the economy by buying their country's own products. Suggest three advantages of buying products from one's own country.
7. Exports play as important role in developing the economy of countries. Think of this statement and write your point of view.

Business today/sales/how to make a sales

Target market	People who are identified as possible customers	الزبائن المختارة
Age group	A set of people of similar age	مجموعة من نفس العمر
Department store	A large shop that sells many different types of things	سوق
Sales pitch	the statements and promises that someone makes to try to persuade someone to buy something	الترويج للسلعة
Package holiday	An organized trip with everything included in the price	الرحل المخطط لها

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

1- Do your research

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. Do you know when it was developed, and where it is produced? You also need to know who the **target market** is – for example, the age group or income of the people who might buy it. Not only that, you should know all about the competition – that is, similar products on the market. Why is your product superior to others and why does it have better value?

In addition, you should know exactly which people you are speaking to, and what **their** needs are. For example, if they represent a middle-class department store in a humble neighbourhood, be ready to explain why your particular product would suit customers who do not have lots of money. What makes your product perfect for them? Most of all, you need to believe in what you're selling, and the best way to do **that** is to use it!

2 Prepare and practise

Plan your presentation carefully, not just what you will say, but how you will say it. Will you read it word by word, use notes or memorize 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.

3 Be professional

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

Answer the following questions based on the text

1. What is the topic of this text? What is a sales pitch?
2. The author advises on making good preparation for your sales pitch. Write down two of these preparations.
3. Why are sellers advised to have a list of their main points of their sales pitch?
4. According to the expert, what qualities should your presentation or your sales pitch have? Write down two qualities.
5. While giving the presentation, what does the expert recommend that sellers should do? Write down two recommendations.
6. Quote the sentence that indicates sellers should be honest if they don't know some information the buyers asking to know about.
7. Quote the sentence which tells you that the author didn't have all of this experience when he started to give sales pitches to his customers.
8. What do we call a large shop that sells many different types of things?
9. If you were a sales person, what products would you try to sell to a middleclass store department?
10. What does the underlined word "it" in paragraph 3 refer to?
11. What does the underlined phrase "target market" mean?
12. To be a successful and convincing sales person you should have some personal qualities. Write down three good qualities you think a salesperson should have.

Homework

- 1- According to the text, there are several matters should be researched before making a sailing pitch. Mention three of them.
- 2- Quote the sentence which indicates that using what you sell is the best way to believe in what you sell.
- 3- The writer says "It is always a good idea to have a list of your main point" Is he justified? Explain.
- 4- The writer mentioned some tips for effective presentation. What are they?
- 5- Find a word in the text which means ' the statements and promises that someone makes to try to persuade someone to buy something''
- 6- What does the underlined pronoun 'their'?
- 7- Give examples of friendly comments.
- 8- What does the underlined pronoun 'that'?
- 9- What does the underlined expression (target market) mean?

Critical thinking

- 1- The writer says " when you are speaking, don't keep your head down'. Suggest three body language tips for effective presentation.
- 2- Pitching an idea and selling it effectively can be challenging and discouraging. Think of this statement and in two sentences write down your point of view.

Unreal past forms for past regrets {Wish}

The function:

• **wish or If only + Past Perfect (sub. + had / hadn't + p.p)**

1. To express regrets about the past.
2. To reflect on past actions if we are trying to improve our work or our behaviour.

✓ I didn't do much work for my exam.

I wish

If only

✓ I bought these shoes. They hurt my feet.

I wish

✓ We're late. We didn't catch the earlier bus.

We're late. If only

Unreal past forms for present wishes

The function:

• **wish or If only + Past Simple (sub. + v2 / didn't + v1)**

1. to express wishes about the present that are impossible or unlikely to happen.

✓ I don't know the answer.

I wish

✓ We don't live in a bigger flat.

I wish

✓ He isn't tall.

He wishes

✓ We are not old.

If only

Notes

مضارع بسيط مثبت ← ماضي بسيط منفي
مضارع بسيط منفي ← ماضي بسيط مثبت
ماضي بسيط مثبت ← ماضي تام منفي
ماضي بسيط منفي ← ماضي تام مثبت

~~Should have + v3~~ → had + v3

~~Shouldn't have + v3~~ → hadn't + v3

~~Regret + v1 + ing~~ → hadn't + v3

Extra

1. I didn't study for the test.

I wish

2. Omar wasn't in the class yesterday.

I wish

3. Sam didn't finish his homework.

Sam wishes

4. They weren't very friendly with him.

I wish

5. I went to the meeting.

I wish

6. My class began at ten O'clock.

I wish

7. Ali lives in a small village.

Ali wishes

8. Muna can't find a good job.

Muna wishes

9. I regret I didn't tell the interviewer about my computer skills.

I wish

10. I regret I told them about the accident.

I wish

عمر خالد عواد
Homework

1) I regret that I ate too much at lunch today.

I wish I

2) It's a pity I don't have a laptop.

If only I

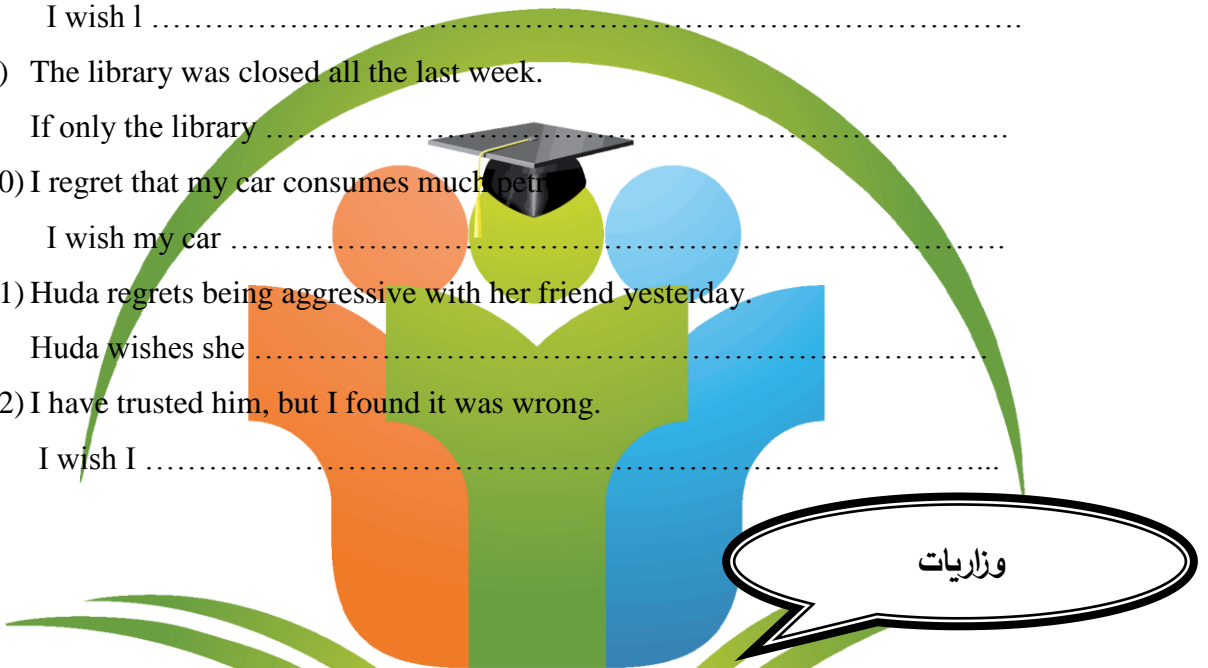
3) I'm sorry that I can't help you.

I wish I

4) My father regrets that they didn't have computers when he was young.

My father wishes they

- 5) Nawal regrets that she is very fat.
Nawal wishes she
- 6) They regret that they didn't go to the beach yesterday.
If only they
- 7) It's a pity that I don't live near my school.
I wish I
- 8) The castle is very beautiful, but I don't have my camera.
I wish I
- 9) The library was closed all the last week.
If only the library
- 10) I regret that my car consumes much petrol.
I wish my car
- 11) Huda regrets being aggressive with her friend yesterday.
Huda wishes she
- 12) I have trusted him, but I found it was wrong.
I wish I



1. I regret speaking aloud in my class.
.....(wish)
2. Nader should have been more careful with this essay. He didn't get good marks.
Nader wishes
3. I regret living abroad for a long time.
.....(wish)
4. Mahmoud didn't consult his career advisor, so he felt sorry.
.....(wish)
5. I always have to get home early, I wish my parents me stay out later.
(lets, won't let, would let, will let)

S.B. P.65 Ex. 5

❖ Complete the sentences with the correct form of the verbs in brackets.

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

A.B. P.45 Ex. 5

❖ Complete the sentences with words from the box.

hadn't	if	wish	had	had	only
--------	----	------	-----	-----	------

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

A.B. P.45 Ex. 6

❖ Read the situations and complete the sentences.

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

A.B. P.45 Ex. 7

Use the prompts and write sentences with *I wish* and *If only*.

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)
.....
.....

A.B. P.45 Ex. 8

Rewrite the sentences with the words in brackets.

1. Samia regrets being angry at breakfast time. (only)
.....
.....
2. If only I had concentrated properly in class today. This homework is really difficult. (I)
.....
.....
3. 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)
.....
.....

A.B. P.47 Ex. 11

- ❖ Complete the sentences using the correct form of the following prompts. The first one is done for you.

- 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 _____.

S.B. P.68 Ex. 4

- ❖ Choose the most suitable verb form to complete these sentences.

1. Ziad is not very good at basketball. He wishes he----- taller!

(is / were / was)

2. I can't do this exercise. I wish I----- it.

(understood / understand / understanding)

3. Mr Haddad does not understand the Chinese businessman. If only he----- Chinese.

(speak / spoke / had spoken)

4. Jordan needs to import a lot of oil. If only it----- larger oil reserves.

(has / had / had had)

Collocations

make	A mistake
make	Small talk
cause	offence
earn	respect
join	A company
shake	hands
ask	questions

- Complete the sentences with collocations from the previous box :

1. Be very careful when you answer the questions, and try not to.....
2. If you are polite, you won't.....or upset anybody.
3. Before the serious discussion starts, we always.....; it's often about the weather!
4. Nasser has applied to thewhere 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 toabout anything you don't understand .
7. By working hard , you willtheof your boss.

- Complete the explanations with words from the box. One word is not needed.

Compromise المساومة	conflict نزاع	negotiate يتفاوض	patient مريض
track record سجل النجاحات	previous سابق		prepared مستعد

1. When you talk about business and try to do a deal, you
2. When you are ready for something, you are for it.
3. When you can prove that you have experience, you have a
4. When two sides disagree and argue, there is
5. When each side changes their position a little so that they can agree, they have managed to
6. When you stay calm and take your time, you are being

- *Fill in the blanks with suitable words from the box :*

minerals _ exported _ fertilisers _ knitwear

1. They added some naturalto make plants grow better .
- 2 . Jordan hasmany products to the European Union even before the 1997 CE trade agreement was made..
3. Jordan is rich in a lot of naturalsuch as coal and salt .

Words	Meanings in English	In Arabic
Sales pitch	a presentation made by someone who is trying to sell a product	ترويج للسلع
Target market	people who are identified as possible customers	الزبائن المختارة
Age group	a set of people of similar age	مجموعه من نفس العمر
Department group	a large shop that sells many different types of things	سوق
Package holiday	an organized trip with everything included in the price (travel, accommodation, food)	الرحل المخطط لها

- *Complete the following sentences with suitable words from the previous box :*

1. He is a goodfor personal computer .
2. We met the travel agent who arranged everything for our
3. Teenagers have been chosen to be thefor the new tablets .
4. Carrefour is one of the famousin Jordan .
5. This club is very popular with the 20 – 30

UNIT TEN



VOCABULARY

Words	Meanings in English	In Arabic
Adaptable	able to adapt to new conditions or situations	متكيف مع
Ambitious	having a strong desire for success or achievement	طموح
attributes	a quality or feature that is considered to be good or useful (in a person)	ينسب الى
Competent	having enough skill or knowledge to do something to a satisfactory standard	كفو
Conscientious	showing a lot of care and attention (to a task)	واعي ومدرك
Curriculum Vitae	CV a short, written description of a person's qualifications, skills and work experience that they send to potential employers	سيرة ذاتية
enclosed	surrounded, especially by a fence or wall	محاصر
Enthusiastic	showing a lot of interest and excitement about something	متحمس
Fond of	having an affection or liking for someone or something	مغرم بـ
Full time	happening or working for the whole of the working week, and not only part of it	كامل الوقت
Headphones	a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات رأس
intern	someone who works for a short time in a particular job in order to gain experience	متدرب
interpreter	someone who translates spoken words from one language into another	مفسر
keen	having or showing eagerness or interest	مهتم / محب
reference	a person who provides information about your character and abilities	مرجع
regional	relating to a particular region or area	إقليمي
secure	Safe, free from danger	امن
Surveyor	person whose job is to measure the conditions of a building or to record the details of an area of land	باحث مسحي
Voluntary	done or given by choice	تطوعي
Work experience	A period of time that someone spends working in a particular place	خبرات في العمل

Words	Meanings in Arabic
regional	إقليمي
rewarding	تكريم وتحفيز
seminar	ندوة / حلقة بحث
translation	ترجمة
career	مهنة
advertising	اعلان
banking	عمل بنوك
Career advisor	مرشد مهني
Lawyer	محاماة
Achievements	انجازات
enthusiastic	حماس

Q/ Complete the sentences with words or phrases from the box. One word or phrase is not needed. The first one is done for you.

Career	interpret	seminar	regional	rewarding	headphones	translation
مهنة	يترجم	ندوة	إقليمي / محلي	مرضي / مجزي	سماعات الرأس	ترجمة

- Please listen to the music through headphones, so that you don't disturb anybody.
- I have just read a _____ of a book by a Japanese author.
- In the UK, there is a central government, but there are also _____ councils around the country.
- My uncle is fluent in several languages. He is often able to _____ for us during conversations with foreigners.
- Nada made a successful presentation at a _____ in Irbid last month.
- Doing volunteer work can be a _____ experience.

Q/ Circle the correct words.

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

Q/ Match words with meanings:

Marketing	recruiting	pensions	calculations	web enquiries
تسويق	توظيف	ادخار	عمليات حسابية	استفسارات

1. money you save over your lifetime to pay for your old age:.....
2. online questions:
3. maths; work with numbers :.....
4. finding suitable employees:.....
5. promoting your product; finding customers:

Words followed by prepositions

Work as	يعمل ك
Decide on	قرر بشأن
Translate into	ترجم من وإلى
Talk about	تحدث عن
Ask about	سأل عن
Good as	جيد ك

Q/ Complete the sentences with the correct prepositions. One preposition is not needed.

about (x2)	as	at	into	in	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.

Winter 2018

We need to decide A place to meet.
(into, on, at, about)

My job as interpreter

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 5 my reply.

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. 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. Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the

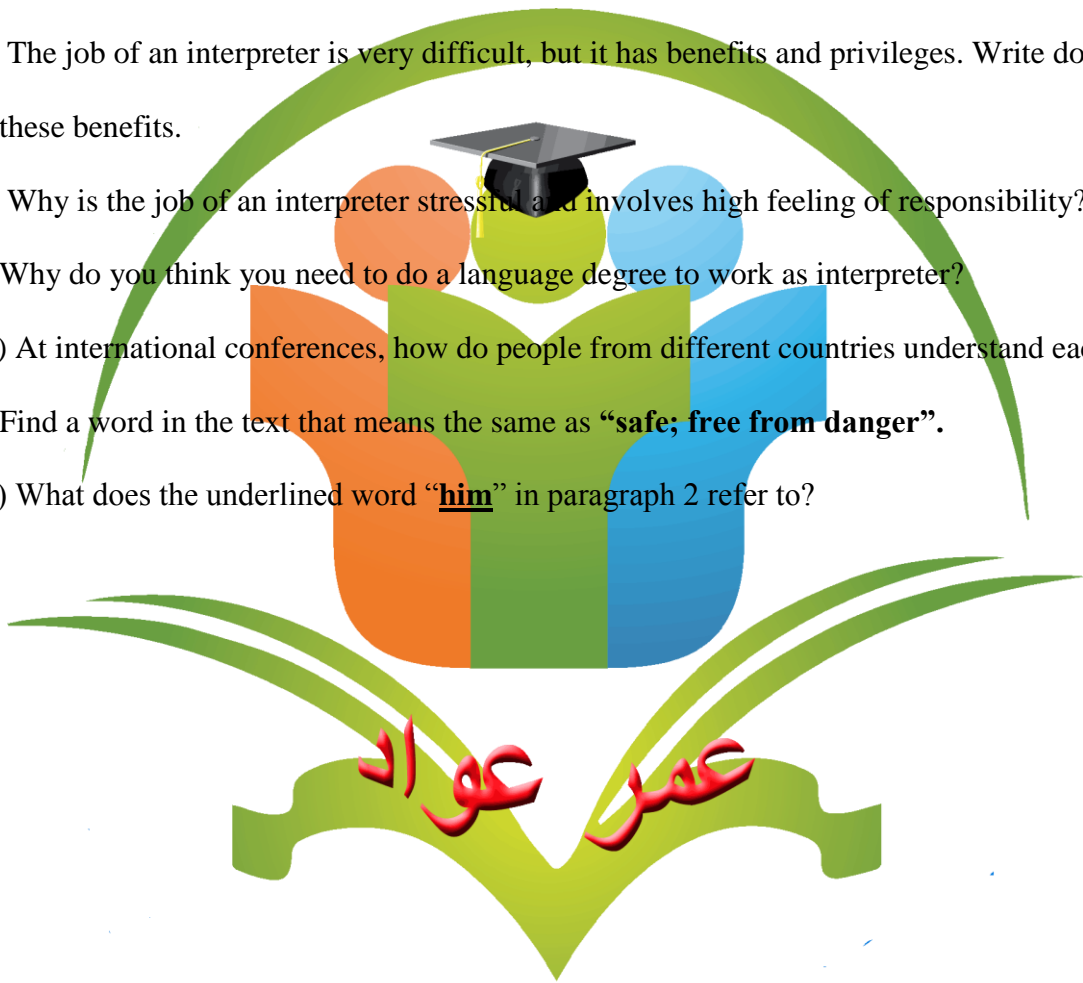
English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

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

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.

A. Answer the following questions based on the text:

- 1) Quote the sentence which indicates that Fatima Musa has always liked languages.
- 2) What has made Fatima like to learn languages?
- 3) What qualifications do you need to become an interpreter?
- 4) There are some personal qualities and qualifications an interpreter should have. Write down three qualities of a good interpreter.
- 5) The job of an interpreter is very difficult, but it has benefits and privileges. Write down two of these benefits.
- 6) Why is the job of an interpreter stressful and involves high feeling of responsibility?
- 7) Why do you think you need to do a language degree to work as interpreter?
- 8) At international conferences, how do people from different countries understand each other?
- 9) Find a word in the text that means the same as “**safe; free from danger**”.
- 10) What does the underlined word “**him**” in paragraph 2 refer to?



Homework

- 1- Mention the main cause that made Fatima talk about her job as interpreter?
- 2- What encouraged Fatima to choose her career as interpreter?
- 3- According to the text, explain Fatima's role as an interpreter?
- 4- There are many challenging aspects in Fatima's career as an interpreter? Mention two of them.
- 5- The writer mentioned several requirements for becoming an interpreter. What are they?
- 6- Fatima mentioned that her job as an interpreter is very responsible. Is she justified? Explain your answer.
- 7- Write down the sentence which indicates that the interpreter will feel rewarded if the listeners understand the translated information.
- 8- What does the underlined pronoun 'that' refer to?
- 9- Find a word in the text which means " **related to a particular region or area**".
- 10- Headphones are important in Fatimah`s job. Why?
- 11- What is the effect of bad translation?

❖ Critical thinking

- 1- The writer states that while being able to connect people together through language is rewarding, there is some challenges interpreter may face while on job. Suggest three strategies to help interpreter and make him able to overcome the problem of interpretation.
- 2- Interpretation could play an important role in developing the tourist sector. Think of this statement and in two sentences write down your point of view.

Stepping into the business world

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

- *How long have you been studying Business Studies, Ricky?*

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

- *What exactly have you studied over those four years?*

Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, **Marketing** and Sales, too. I also did a 20course in Management, **which** is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. We all had to do IT, too, because computer skills are essential.

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

The work experience, definitely. I learnt so much, both times, and of course it looks great on my curriculum vitae. One of the companies offered me paid work last summer, so I managed to get even more 30experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!

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

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

- *What are you planning to do next?*

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

A. Answer the following questions based on the text:

- 1) What is the name of Ricky's degree?
- 2) Quote the sentence that shows Ricky's study includes theoretical as well as practical study.
- 3) Write down three courses that Ricky has studied at the university.
- 4) Ricky got a paid work last summer. How helpful and useful was this for him? Write down two things.
- 5) What does the company where Ricky got a paid job do?
- 6) Ricky says: "At first I just 'shadowed' different people, watching what they were doing." Explain what Ricky means and why you think he did that.
- 7) What was Ricky's work in the sales department?
- 8) Ricky says: "I'll have to prepare really carefully." What will he have to prepare carefully for?
- 9) Find a word in the text that means the same as "a qualification that is given to you when you have successfully completed a course of study"
- 10) What does the underlined word "they" refer to?

B: Critical Thinking:

Most established companies demand that you should have work experience. Fresh graduates don't have any work experience. Write down your advice for those graduates, in two sentences.

Summer 2017

1. Ricky Miles studied several courses at the university to get a degree in Business studies. Write down two of these studies.
2. Students in the United Kingdom choose one of two paths after graduation. Mention them.
3. Quote the sentence which shows the type of the company that Ricky Miles worked for last summer.
4. Find a word in the text that means "finding suitable employees".
5. What does the underlined word "their" refer to?
6. Certain companies prefer to conduct official interviews before hiring new employees. Suggest three skills an employee should have to pass a job interview.
7. Some studies in the UK have shown that the work experience a student goes through has many negative impacts. Think of this statement and in two sentences write your opinion.

Homework

- 1- How long do business studies take?
- 2- Mention three courses that should business students study to get the degree.
- 3- According to the text, Ricky thinks that having a degree in Business studies is very beneficial and he enjoyed it. Is he justified? Explain your answer.
- 4- What was Ricky's role in the sales department?
- 5- Write down the sentence which indicates that in the UK many people get a degree in business studies.
- 6- Find a word in the text which means 'on line questions'
- 7- What does the underlined pronoun 'them' refer to?
- 8- According to the text, what are the steps that Ricky has to follow to get a job with a bank?
- 9- How does Miles spend a quarter of his time as a student?
- 10- What kind of company did he work for last summer? What was his job?
- 11- What do large companies offer graduates?
- 12- There are two choices for the student of business studies? What are they?
- 13- What does the underlined word 'Marketing' mean?
- 14- What does the underlined pronoun 'which' refer to?

Critical thinking

1. According to the text, Ricky has to wait for a job interview with a bank and should be well prepared. Suggest three steps to follow when preparing for a job interview.
2. Choosing what to study at university is one of the biggest decision students make. Choosing a degree that you love might not be as beneficial as you think. Think of this statement and in two sentences write down your point of view.

Conditional sentences

❖ Zero with future time phrases

✓ The function:

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

• The structure:

If+ S + present simple...., S + present simple....

Or

S + present simple.... If+ S + present simple...(no comma)

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

Q/ Correct the verbs between the brackets:

1. If I thirsty, I drink water. (feel)
2. If Fatima studies at a good university, she usually a good job. (get)
3. If she Hungry, she eats a sandwich. (be)
4. Plants don't grow if it (not, rain)
5. If you Oil on water, it floats. (put)
6. If you heat water, it (boil)

❖ First conditionals with future time phrases

✓ The function:

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

• The structure:

If+ S + present simple...., S + will+ Base....

Or

S + will+ Base If+ S + present simple...(no comma)

- e.g.
- If you get an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry.

Q/ Correct the verbs between the brackets :-

1. If you More carefully, you will have an accident. (not, drive)
2. We'll take the train if the weather Very bad. (be)
3. He will succeed easily if he hard. (study)
4. If it tomorrow, we can go skiing. (snow)
5. Can you come to visit me if you busy? (not, be)

• We can use

1. provided that 2. as long as 3. Unless 4. 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 too expensive.

(I won't buy it **if** it is too expensive)

✚ I'll buy it **unless** it's expensive.

(I'll buy it **if** it isn't too expensive.)

✚ I'll buy it **even if** it's expensive.

(I will buy it. The price isn't important.)

❖ **The second conditional**

✓ **The function:**

1. To talk about a hypothetical or improbable situation.
2. To give advice. *If I were you,*

The structure:

If+ S + Past simple, S + *would* + Base ...
Or
S + *would*+ Base... If+ S + Past simple ... (no comma)

- *e.g.*
- She would travel all over the world if she were rich.
- If I had his number, I would call him.

✓ **Note:** with the verb To **Be** we use **IF + I / HE / SHE / IT + WERE**

- *e.g.*
- If I were not in debt, I would quit my job.
- If he were taller, he'd be accepted into the team.

❖ **The third conditional**

✓ **The function:**

- ✚ To imagine past situations that are impossible and did not happen. (would)
- ✚ To talk about the imaginary past (could / might)

• **The structure:**

If+ S + Past Perfect ..., S +(would/ could/ might) have + V.3

Or

S + (would/ could/ might) have + V.3 ... If+ S + Past Perfect ... (no comma)

Q/ Correct the verbs :-

1. If I had been here, I The job. (get)
2. If she So fast, she wouldn't have had an accident. (not, drive)
3. If the exam So difficult, I would have passed. (not, be)
4. If I had spoken French, I a better job. (get)
5. If I, I would have felt better. (sleep)
6. I would have visited him if he me, (invite)
7. If you had saved some money, you a car. (buy)

• نمط السؤال الـوزاري على جملة الشرط الثالث هو اعد كتابة الجملة

• قبل الحل يجب على الطالب أن يميز جملة السبب و النتيجة عن طريق أدوات السبب و النتيجة

(because, since, as) + Cause , Result/ Result + (because, since, as) + cause.

Cause + (so, and so, therefore, as result, consequently, thus, because of that, that's why, that's how, and) + Result

• وإذا لم تحتوي الجملة على إي رابط فالأغلب أنها مرتبة الأولى سبب و الثانية نتيجة

• أي أداة عند التحويل نحذفها

• إذا بدأت الجملة ب If يجب وضع الفاصلة بالوسط.

خطوات التحويل

1. نضع if ثم الاسم / الضمير الموجود في جملة السبب

2. نضع had / hadn't + v3 حسب جملة السبب إذا كانت مثبتة نفيها و إذا كانت منفية نثبتها

3. نضع الفاصلة

4. نضع الاسم / الضمير الموجود في جملة النتيجة

5. نضع would / could/ might + have + v3 وأيضا حسب المثبت و المنفي, أي إذا جملة النتيجة مثبتة نفي modal

وإذا جملة النتيجة منفية يبقى modal مثبت

6. نكمل الجملة ولا ننسى حذف أداة السبب / النتيجة

1. Because John studied hard, he passed his exams. (if/ might)

2. The weather was very cold, so we didn't go out. (if / could)

3. The exam wasn't very difficult. That's why we solved it. (if / would)

A.B. P52 Ex. 13

- Read the situations and complete the sentences with the third conditional, using the word in brackets. The first one is done for you.

1. Saeed left his camera at home, so he wasn't able to take pictures of the parade. (could)

2. I had a headache yesterday, and I didn't do well in the Maths test. (might)

3. I didn't know your phone number, so I wasn't able to contact you. (could)

4. You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd.(might not)

5. I worked really hard the day before the exam. I got top marks. (might not)

If / provided that



Unless

التحويل من

Unless = if + not

IF / PROVIDED THAT	UNLESS
Doesn't + v1	V1 + s/es
Don't + v1	V1 مجرد
Didn't + v2	V2
مساعد منفي	مساعد مثبت

1. If you aren't happy, I will be very upset.

Unless

2. Provided that he doesn't come on time, he will be late.

Unless

3. Unless she finished, she would be very angry.

Provided that

4. Unless he is at home, he won't know the news.

If

• **Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET.**

- 1) If you press that button, the machine (work)
- 2) If Majed focuses on driving more, he..... any accidents. (not make)
- 3) If Hadeel..... (walk) faster, she won't be late.
- 4) Our team would win the match if they..... (play) enthusiastically.
- 5) If you had been more careful, you..... (not lose) your job.
- 6) If I..... (be) you, I would stay at home.
- 7) You won't finish on time if you..... (not work) harder.
- 8) I..... (bring) you some food if I had known that you were hungry.
- 9) I..... (not buy) these things if I were you.
- 10) I wouldn't have brought umbrella if I..... (know) that it was not raining.
- 11) If you (read) the story carefully, you would have understood it better.
- 12) If you go to Egypt, what..... (you visit) ?
- 13) Plants die if you..... (not water) them.
- 14) What..... (you do) if you were me?
- 15) We will have to walk if we..... (run out) of petrol here.
- 16) I will send you a message if I..... (know) your email address.
- 17) If Hadeel eats too much chocolate, she..... (gain) weight fast.
- 18) If it is too cold, the river..... (freeze)
- 19) When I come to see you tomorrow, I..... (bring) the books.
- 20) When he..... (leave) school he will go to university.
- 21) We will come and visit you unless it..... (rain).
- 22) If Sami..... (take) my advice, he wouldn't have suffered a lot.
- 23) If Ali runs all the way to the station, he..... (catch) the bus.
- 24) If I were you, I..... (take) care of my health.
- 25) I think I..... (be) successful if I had tried it again.
- 26) We will come back if the storm..... (get) worse.
- 27) My mother..... (feel) sick if she eats fish.
- 28) If I..... (have) a car, I would have visited you yesterday.
- 29) As long as Rawan studies hard, she..... (pass) her exams.
- 30) Provided that you keep silent, I..... (help) you.
- 31) You will make progress in English as long as you..... (study) every day.
- 32) Maha will not get better unless she her medicines. (take)
- 33) Even if you offer him a good price, Ahmad..... (not sell) you his car.
- 34) Majed will get the job provided that he..... (do) well in the interview.
- 35) If you meet Noor in the party, (tell) her I will wait for her.
- 36) You would get a reward if you..... (do) well in the exam.
- 37) If had studied for more than 8 hours, I..... (have) a severe 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) If Rania doesn't finish her homework, she won't come with us.
Unless
- 2) If Ahmad lives in a big city, he will be happy.
Unless.....
- 3) Sami won't accept your invitation if you don't call him.
Unless you
- 4) If Amer knows the answer, the teacher will reward him.
Unless.....
- 5) If nobody oils the machine, it won't work properly.
Unless
- 6) If nothing new happens tonight, I will visit you.
Unless
- 7) I didn't see Majed, so I didn't tell him about our plan.
If
- 8) I was angry because I didn't know the reason.
If
- 9) You didn't listen to me, so you fell into trouble.
If
- 10) You didn't see Mr. Hassan because you didn't arrive earlier.
If
- 11) Ramzi was driving fast, so he made an accident.
If
- 12) You got lost because you didn't have a map.
If
- 13) Press that button, so the film starts.
If
- 14) Put this piece of wood at water. It doesn't sink.
If
- 15) You can't travel to the USA unless you get a visa.
If
- 16) Unless Hadeel is more careful, she will make many mistakes.
If
- 17) If Manal keeps doing exercises every day, she will lose weight.
As long as
- 18) If I have money, I won't lend you any.
Even if
- 19) Dalia won't go on a picnic unless her father agrees.
If

Q1/ Correct the verbs between the brackets

1. Provided that it, we will have a picnic next week. (not, rain)
2. Plants die if they enough sunlight. (not, give)
3. Rawan always takes her mobile when she (go out)
4. Ali will be upset if you to your party. (not, invite)

Q2/ Complete the following sentences

1. Salem left his wallet at home, so he wasn't able to purchase his necessary items. (could)
.....
2. I studied really hard the day before the final exams. I achieved the first rank in my class.
(might not)
.....
3. Salam didn't apply immediately for the scholarship, so he didn't get it (if / could)
.....
4. Marwan worked really hard the day before the exam. He got top marks. (if / might not)
.....
5. The company didn't know your phone number, so they weren't able to contact you. (if/ might)
.....

Q3/ Choose the suitable item to complete the following sentences.

1. During Ramadan, Muslims eat the sun sets.
(as long as, unless, when, even if)

عمر خالد عواد

S.B. P73 Ex. 6

Choose the correct option to complete the sentences.

1. Unless you have a language degree, you **do / will** not be able to become an interpreter.
2. If you get an interview for a job, you **needed / will need** to show that you have good listening skills.
3. If you are successful, it **is / will be** a secure and rewarding job.
4. You get a huge feeling of satisfaction when you know that people **understand / understood** everything you translate.

S.B. P74 Ex. 2

Complete the sentences with expressions from the box that **ask for or give advice**.

you could	if I were you	why don't you
-----------	---------------	---------------

1. Before you find a full-time job,----- consider doing voluntary work?
2. -----, I'd find out about training courses.
3. As you have a Geology degree,----- do a course in Land Surveying and become a surveyor.

S.B. P74 Ex. 3

Complete the following mini-dialogues by giving advice.

1. A: I would like to get a job as a teacher of English.
B:----- study English at university?
2. A: I want to learn Chinese, but they don't teach it in my school.
B: You----- do a Chinese course online.
3. A: I don't understand what we have to do for homework.
B:----- , I would ask the teacher.

S.B. P74 Ex. 4

Complete these sentences with the correct form of the verbs in brackets.

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.

A.B. P49 Ex. 4

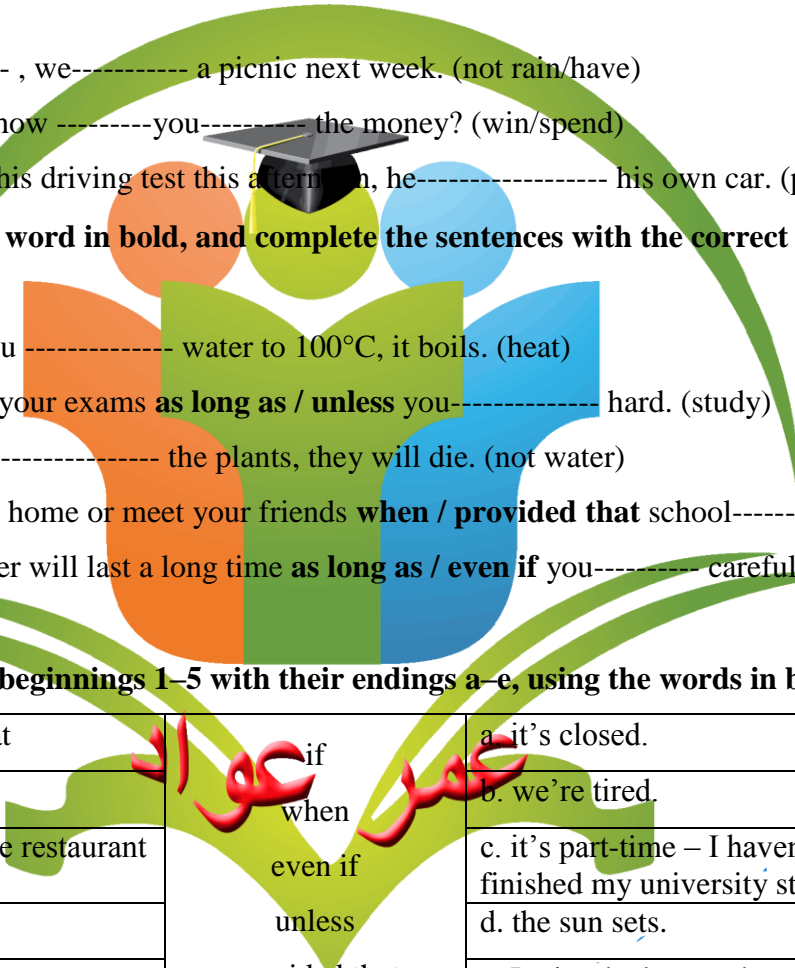
Complete the sentences with the correct form of the verbs in brackets.

- 1 When you ----- at the station next Saturday, we ----- there to meet you.
(arrive/be)
- 2 Nasser -----out with us tomorrow unless he----- help his father.
(come/have to)
- 3 I -----you with your homework, as long as you----- me with mine!
(help/help)
- 4 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)

- Circle the correct word in bold, and complete the sentences with the correct form of the verb in brackets.

1. **When / Unless** you ----- water to 100°C, it boils. (heat)
2. You will not pass your exams **as long as / unless** you----- hard. (study)
3. **If / Unless** you----- the plants, they will die. (not water)
4. Do you usually go home or meet your friends **when / provided that** school-----? (finish)
5. Your new computer will last a long time **as long as / even if** you----- careful with it. (be)

- Join the sentence beginnings 1–5 with their endings a–e, using the words in bold.

1. During Ramadan, we eat	 if when even if unless provided that	a. it's closed.
2. I'll phone you		b. we're tired.
3. We'll go to our favourite restaurant on Friday		c. it's part-time – I haven't finished my university studies yet.
4. I will take the job offer		d. the sun sets.
5. We have to go to school,		e. I miss the bus so that you pick me up.

1. -----
2. -----
3. -----
4. -----
5. -----

A.B. P50 Ex. 7

Tick the correct sentences. Rewrite the wrong ones with words from the box. The first two are done for you.

even if	if	unless	when
---------	----	--------	------

1. Ice cream melts **when** it gets warm. ✓
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.

A.B. P50 Ex. 8

Complete the sentences with your own ideas. Use the zero or first conditional.

1. When I get home from school, I usually-----.
2. Unless we're given a lot of homework tonight, -----.
3. If there's something I don't understand, I usually-----.
4. Even if I'm tired tonight, -----.
5. As long as I have enough money, -----.
6. Provided that my parents agree, -----.

A.B. P52 Ex. 12

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

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)

Functions

➤ Study the following sentences and answer the question that follows.

1. My uncle is a very genius man. He always comes out with new ideas.
What is the function of using the pronoun “He” in the above sentence?
2. Have you thought about changing the type of motor oil for your car?
What is the function of using the phrase “Have you thought about” in the above sentence?
3. You should pay more attention to your teachers in class.
What is the function of using “should” in the above sentence?
4. If I were you, I’d quit smoking instantly.
What is the function of using “If I were you, I’d ” in the above sentence?
5. My main recommendation is that you follow the instructions exactly.
What is the function of using “my main recommendation ” in the above sentence?
6. We had to stop our movement because it was very stormy.
What is the function of using “because” in the above sentence?
7. The bank refused to cash the cheque as I didn’t have my ID.
What is the function of using “as” in the above sentence?
8. Since we were a bit late, we had to take a taxi.
What is the function of using “since” in the above sentence?
9. Majed couldn’t sleep because of the noise.
What is the function of using “because of” in the above sentence?
10. The climber was sick due to lack of oxygen.
What is the function of using “due to” in the above sentence?
11. Noor didn’t find her keys, therefore she had to wait for her husband.
What is the function of using “therefore” in the above sentence?
12. Pollution is increasing in the world, so there are climate changes.
What is the function of using “so” in the above sentence?
13. Automation is replacing human beings; as a result, unemployment is going up.
What is the function of using “as a result” in the above sentence?
14. Rami is very intelligent; because of that, he always stands out his colleagues.
What is the function of using “because of that” in the above sentence?
15. The company suffers from unreasonable decisions; consequently, it has lost much money lately.
What is the function of using “consequently” in the above sentence?
16. Why don’t you sleep earlier.
What is the function of using “Why don’t you” in the above sentence?
17. You could look for a job for a small company.
What is the function of using “could” in the above sentence?
18. There aren’t as many cars in Karak as there are in Amman.
What is the function of using “as many...as” in the above sentence?

19. Could you tell me what I should do?
What is the function of using “the indirect question” in the above sentence?
20. **It is thought** that people react well in difficult situations.
What is the function of using “impersonal passive form” in the above sentence?
21. You’ve done well in the exam, **haven’t you?**
What is the function of using “the underlined question tag” in the above sentence?
22. **I wish I were** taller. They refused me in the basketball team.
What is the function of using “wish I were” in the above sentence?
23. Muna **wishes she had been** to school when she was young.
What is the function of using “wishes she had been” in the above sentence?
24. If you press that button, the machine works.
What is the function of using “zero conditional” in the above sentence?
25. If Huda studies hard, she will pass her exam.
What is the function of using “the first conditional” in the above sentence?
26. They would have found a solution if they had considered it carefully.
What is the function of using “the third conditional” in the above sentence?

Model Answers:

1. to link ideas:
2. to give advice:
3. to give advice:
4. to give advice:
5. to give advice:
6. to show cause / explain the reason for something:
7. to show cause / explain the reason for something:
8. to show cause / explain the reason for something:
9. to show cause / explain the reason for something:
10. to show cause / explain the reason for something:
11. to show result/ explain the consequences of an action:
12. to show result/ explain the consequences of an action:
13. to show result/ explain the consequences of an action:
14. to show result/ explain the consequences of an action:
15. to show result/ explain the consequences of an action:
16. to give advice:
17. to give advice:
18. to show/make comparison:
19. to ask questions in a polite, formal way.
20. to report thoughts, sayings, beliefs and opinions in a formal way
21. to check or query information:
22. to express wishes about the present that are impossible or unlikely to happen.
23. 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.
24. to describe something that always happens
25. to describe a future outcome of a certain future action or event.
26. to imagine past situations. These past situations are impossible, and did not happen.

Literature spot B

A Green Cornfield

Word	Meaning	Word	Meaning
Cornfield	حقل الذرة	Silent sank	الهبوط بهدوء
sunny	مشمس	stretched	ممتد و منبسط
Morn	الصباح	tender	طري وطازج
skylark	طائر القبرة	nest	عش
speck	ذرة	stalks	قصبات
gay	مبتهج ومسرور	paused	توقف
accord	انسجام وتوافق	swift	بسرعة
butterflies	فراشات	slid	ينزلق ويغيب
On the wing	محلقة و مرتفع	mate	رفيق / صاحب
soared	محلقة عاليا ومرتفع		

A Green Cornfield

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

كانت الارض خضراء , و السماء زرقاء

ذات صباح مشمس رأيت و سمعت

ذكر قبرة يتعلق بين الاثنين

مثل بقعة صغيرة تغني فوق الذرة ;

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

و اسفل منه , في تناغم و مرح
رقصت فراشات بيضاء و هي تطير ,
فيما لا يزال القبرة يحلق عاليا ,
و يهبط صامتا و يحلق عاليا ليغني .

The cornfield stretched a tender green

To right and left beside my walks

I knew he had a nest unseen

Somewhere among the million stalks

امتد حقل ذرة اخضر يافعا
الى اليمين و الى اليسار بجانب خطوات;
كنت اعرف ان له عش مخفيا
في مكان بين المليون ساق (سيقان الذرة).

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

و حين توقفت لاسمع اغنيته
كانت اللحظة المشمسة تنزلق بسرعة ,
لعل رفيقته (زوجته) جلست تستمع اليه طويلا ,
و استمعت له فترة اطول مما استمعت

Alliteration

الجناس

كلمتين أو أكثر تبدأ بنفس الحرف
مثـل

Listening Long

Singing Speck

Vocabulary

Answer the questions.

1. Is a **speck** something big or small (line 4)?
Small
2. If **something is in accord**, is it in agreement or disagreement (line 5)?
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

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.

Analysis

Answer the questions about the poem.

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

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). **Alliteration adds to the rhythm of the poem and also links dissimilar words together (here we have *soared* 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. List the colours that have been used in the poem. What do you think they symbolise?

Green, blue, white.

I think that **green** symbolises the freshness of nature;

It is used in conjunction with **blue** to emphasise how bright and vivid nature can be.

White is used to symbolise the purity and elegance of the butterfly.

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

هذا stanza مرتين وزارة و هذه
هي الأسئلة لكلا الدوريتين

1. Find an example of alliteration in the above stanza,
2. What is the effect the poet is trying to achieve with alliteration
3. Why did the poet stop in the cornfield?
4. How did time pass when the poet was listening to the skylark?

Around the world in Eighty Days

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

Around the World in Eighty Days

by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty.

The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several bungalows and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

'Where are we?' asked Sir Francis.
'At the hamlet of Kholby.'
'Do we stop here?'
'Certainly. The railway isn't finished.'
'What! Not finished?'

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

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

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

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

'Mr Fogg, this is a delay greatly to your disadvantage.'

'No, Sir Francis; it was foreseen.'
'What! You knew that the way—'

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for

Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

There was nothing to say to so confident a response.

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

'I shall go afoot,' said Phileas Fogg.

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

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'
'Let's go and see the elephant,' replied Mr Fogg.

They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

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

At two thousand pounds the Indian yielded.

'What a price, good heavens!' cried 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.

* Parsee – a person living in South Asia but descended from Persia.

* howdah – a seat for riding an elephant

Vocabulary

Answer the questions.

1. What kind of house is a **bungalow** (line 6)?
A house with one floor
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?
A hamlet is a very small village, which suggests that there are very few people and houses
3. What form of transport is a **steamer** (line 24)?
It is a ship powered by steam.
4. What kind of **facial expression** is a **wry grimace** (line 30), and why did Passepartout's face show this expression?

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. Read line 36 again. Which words tell us that the elephant was **kept safely away** from direct contact with humans?
enclosed, palings: The elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

Comprehension

1. Answer the questions.

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

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

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

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. **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.**

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. **Why did the Indian man decide to rear an elephant?**

He wanted it for fighting.

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

'It still preserved its natural gentleness', meaning that it does not want to fight (lines 40–41).

6. **How many people travel on the elephant?**

four – the guide, Passepartout, Sir Francis and Mr Fogg

2. Complete the sentences with the correct word.

calm	confident	enthusiastic	unapologetic	worried
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1. The conductor is unapologetic about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.
2. Mr Fogg is confident that he will still complete his journey in eighty days.
3. Passepartout feels worried about the prospect of walking the rest of the way to Allahabad.
4. Mr Fogg remains calm while he negotiates the sale of the elephant.
5. The guide is very enthusiastic about making the journey by elephant.

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

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

Ideas

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

- time (lines 20 – 21)
- money (lines 49 – 51)
- transport (lines 41- 43)

2. 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?

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.

3. Do you think that this story shows the importance of time? Justify your 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. Read the following extract from the story. Find two examples of literary devices.

"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."

- Alliteration – *Parsee perched*;
- Personification – *the animal marching*

وزاريات

"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?

"They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant was reared as a half- domesticated animal"

- how was the elephant reared?
- Which words tell us that the elephant was kept safely from direct contact with humans?

"Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th"

- What form of transport is a steamer?
- Write down two cities are mentioned in the above lines.

ملاحظات عامة



تم بحمد الله