

شرح لمنهاج اللغة الانجليزية

Action Pack 12

الفروع الأكاديمية والمهنية

NEW LEVEL 4

اعداد الأستاذ: مبارك الزهيري

جامعة بغداد (2001)

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MODULE
4



a What do astronauts need to study?
What skills are important for this job?



b How many universities
are there in Jordan?



c What are these students doing?



d What are these
students studying?

Learning



احفظ إملاء الكلمات أدناه باللغة الإنجليزية ومعانيها باللغة العربية

academic أكاديمي	enrol يلتحق، يسجل (في جامعة مثلا)	play it by ear يقرر حسب تغير الظرف
Agriculture الزراعة	fluently بطلاقة	postgraduate طالب دراسات عليا
Astrophysics الفيزياء الفلكية	get cold feet يشعر بالتردد	private university جامعة خاصة
Business Management إدارة الأعمال	get it off (your) chest تنفّس عما بداخلك	proficiency الكفاءة (الكفاءة اللغوية مثلا)
career advisor مستشار مهني	have a head for figures ذو مقدرة حسابية	Psychology علم النفس
circulation دورة (الدم ، الهواء)	keep your chin up أبقي رأسك مرفوعا	public university جامعة حكومية
colloquial لهجة عامية	lifelong مدى الحياة	put (my) back into it أبذل قصارى جهدي
compulsory الزامي	Linguistics علم اللغة	qualifications مؤهلات
concentration تركيز	Marketing التسويق	simulator جهاز محاكاة
contradictory متناقض	Master's degree شهادة الماجستير	Sociology علم الاجتماع
degree شهادة جامعية، درجة علمية	memory ذاكرة	stand out [from the crowd] يبرز (من بين حشد من الناس)
dehydration جفاف	multilingual متعدد اللغات	tailor-made مصمم خصيصا
developed nation دولة متقدمة	multitask يقوم بعدة مهام	tuition دروس
diet حمية	nutrition تغذية	tutorial درس تعليمي
diploma دبلوم	online distance learning التعلم عن بعد	undergraduate طالب جامعي لم يتخرج بعد
drop [a course] يحذف (مساق)	Pharmacy صيدلة	undertake يلتزم
Economics علم الاقتصاد	PhD شهادة الدكتوراه	utterance كلام، عبارة
Engineering الهندسة	pioneering رائد، مبتكر	vocational مهني
optional اختياري	secondary ثانوية	development نمو، تطوير
organisation منظمة	Maths الرياضيات	Dentistry طب الأسنان
Arabic language and Literature اللغة العربية وآدابها	Geology (علم الأرض) جيولوجيا	Translation الترجمة
Visual Arts الفنون البصرية	Chemistry الكيمياء	Banking and Finance العلوم المالية والمصرفية
History التاريخ	Nursing التمريض	Biology علم الأحياء، بيولوجي
Medicine الطب	Geography الجغرافيا	Law القانون
increasingly بتزايد	prospects (فرص وظيفية)	global عالمي
abroad خارج البلاد	school subjects مواد دراسية	values قيم
behavior سلوك	activities نشاطات	Typical مثالي
rules قوانين	beneficial مفيد، نافع	Nutrition تغذية



Unit 6

التعليم في هذه الأيام

Education today

Grammar
quantifiers to make comparisons

SB/P.44

The time we spend at school الوقت الذي نقضيه في المدرسة

No.	Words	English Meaning	Arabic Meaning
1	optional (adjective) option (noun)	left to choice, elective, your choice	اختياري
2	tuition (noun)	- teaching, especially in small groups - lessons	دروس
3	academic (adj) academy (noun) academically (adverb)	connected with education, especially at college or university level.	أكاديمي، جامعي
4	developed nation (noun)	a rich country that has many industries, comfortable living for most people, and usually an elected government/ wealthy country	دولة غنية
5	fluently (adverb) fluency (noun) fluent (adjective)	speaking a language very well, like a native speaker.	بطلاقة
6	contradictory (adjective) contradict (verb) contradiction (noun)	if two ideas are contradictory they are completely different and thus unable to both be true/ on different sides of the argument.	متناقض، مختلف



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

قبل بضع سنوات، بدأت نحو 1000 مدرسة في جميع أنحاء الولايات المتحدة الأمريكية بجعل أعوام الدراسة أطول بإضافة ما يصل إلى عشرة أيام إضافية إلى العام الدراسي أو بجعل كل يوم دراسي أطول بنصف ساعة.

This(1) 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(2)**. However, none of **these(3)** 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.

ويرجع ذلك إلى أن طلاب المدارس الثانوية في الولايات المتحدة الأمريكية والمملكة المتحدة كانوا يقضون أقل وقتاً في المدرسة، بمعدل 187 يوماً في العام الدراسي ويكون العام الدراسي النموذجي في الأردن أطول من ذلك. ومع ذلك، لا تعد أي من الأعوام الدراسية هذه تقريباً نفس مدة العام الدراسي في دول كاليابان وكوريا الجنوبية والكويت والجنوبيين يلتحقون بالمدرسة لمدة 220 يوماً في السنة، بينما يبلغ العام الدراسي في اليابان 243 يوماً.

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(4)** want to learn as much as **they(5)** can to ensure excellent exam grades. **They(6)** go to school for about nine hours, although **this(7)** includes **optional** after-school **tuition** and activities. **They(8)** also spend about three hours on homework every day, **which(9)** is three times as much as many other countries. **Their(10)** high **academic** achievements do suggest that the longer **you(11)** study, the better **you(12)** do in final exams.

ووفقاً لدراسة أجرتها منظمة التعاون الاقتصادي والتنمية، تبين أن الطلاب في اليابان واندونيسيا وكوريا الجنوبية يقضون معظم وقتهم في الدراسة في العالم كما أنهم يريدون أن يتعلموا بقدر ما يمكنهم لضمان درجات ممتازة في الامتحان ويذهبون إلى المدرسة لمدة تسع ساعات تقريباً على الرغم من أن هذا يشمل دروساً وأنشطة اختيارية بعد المدرسة ويقضي الطلاب أيضاً حوالي ثلاث ساعات في أداء الواجبات البيتية كل يوم وهو بقدر ثلاثة أضعاف ما يقوم به الطلاب في العديد من الدول الأخرى وتشير إنجازاتهم الأكاديمية العليا إلى أن كلما درست أكثر كلما حققت نتائج أفضل في الامتحانات النهائية.

In Finland, however, students are usually given less than half an hour of homework per night, and **they(13)** attend school for fewer and shorter days than 85% of other **developed nations**. Despite **this(14)**, **they(15)** achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often three, languages **fluently**.

وفي فنلندا، مع ذلك، عادة ما يمنح الطلاب أقل من نصف ساعة للقيام بالواجب البيتي كل ليلة ، ويلتحق الطلاب بالمدرسة لأيام أقل عددا واقصر مدة مقارنة ب 85% من الدول المتقدمة الأخرى. وعلى الرغم من هذا، فإنهم يحرزون أعلى العلامات في المواد الدراسية كالرياضيات والعلوم. وبالإضافة إلى ذلك، فإن معظم الطلاب يتحدثون لغتين على الأقل، وغالبا ما تكون ثلاث لغات، بطلاقة

The **contradictory** views of the study suggest that the number and length of school days is not the only factor in determining whether students will succeed at school or not.

وتشير آراء متناقضة لهذه الدراسة بأن عدد أيام الدراسة وطول مدتها ليست هي العامل الوحيد في تحديد ما إذا كان الطلاب سوف ينجحوا في المدرسة أم لا.

SB, P. 45

4. Listen to and read the study's findings again and answer the questions.

- 1 What change has recently taken place in some American schools, and why has this occurred?
- 2 Who does more homework on average: students in the USA or students in Japan?
- 3 How many days a year do most students in the USA attend school?
- 4 Is it compulsory to do after-school activities in Japan and South Korea?
- 5 What is interesting about Finland's fewer and shorter school days?
- 6 Do you think that a longer school day would result in better grades for most students?

Why/Why not? Justify your answer.

Answers

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



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(1) 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(2)**. However, none of **these(3)** 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(4)** want to learn as much as **they(5)** can to ensure excellent exam grades. **They(6)** go to school for about nine hours, although **this(7)** includes optional after-school tuition and activities. **They(8)** also spend about three hours on homework every day, **which(9)** is three times as much as many other countries. **Their(10)** high academic achievements do suggest that the longer **you(11)** study, the better **you(12)** do in final exams.

In Finland, however, students are usually given less than half an hour of homework per night, and **they(13)** attend school for fewer and shorter days than 85% of other developed nations. Despite **this(14)**, **they(15)** 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.

Additional Questions (أسئلة إضافية)

1. What do the underlined words refer to?
2. Find a word in the text which means "teaching, especially in small groups"
3. Find a word in the text which means "connected with education, especially at college or university level."
4. Find a phrase in the text which means "wealthy countries"
5. Find a word in the text which has the opposite meaning of "compulsory".
6. There are two ways (methods, procedures) by which schools in the United States made school years longer. Write them down.
7. Find a reason why one thousand schools in the USA started making school years longer.
8. The study carried out by the Organisation for Economic Co-operation and Development presents two findings on the time that students spend at school in different countries. Mention them.



9. There are two countries where students spend the least time at their schools. Write these two countries down.
10. The writer mentioned two countries where the school year is longer than the ones in the USA and the UK. Write these two countries down.
11. The writer gives three examples for countries where students spend the most time studying in the globe. Write down two of them.
12. Students in Japan, Indonesia and South Korea do two things/tasks to ensure excellent exam grades. Mention these two things.
13. The author mentioned two interesting things (advantages/ positive consequences) about Finland's fewer and shorter school days. Mention them.
14. There are two differences (distinctions) between students in Finland and students of other developed nations. Write these differences down.
15. Students in Finland achieve top marks in two school subjects. Write these two subjects down.
16. Quote the sentence which indicates that the majority of students in Finland can speak more than one language very well.
17. A longer school day would result in better grades for most students. Think of this statement suggesting three ways to improve students grades.
18. The number and length of school days is not the only factor in determining whether students will succeed at school or not. Think of this statement and, in two sentences, write down your point of view.

AB,P.31

1. 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 **contradictory** ~~developed nation~~ **tuition** **optional** **fluently**

1. A **wealthy country** is a country that's economically and socially advanced. developed nation
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** _____

Grammar: Quantifiers to make comparisons محددات الكمية لعمل صيغ المقارنة

❖ Use (function):

- ❖ We can use (**more / less ... than**), (**as ... as**), (**the most / the least**) to compare adjectives and adverbs. (comparison)

❖ نستخدم (أكثر/أقل من، (بقدراً أو نفس)، (الأكثر/الأقل) أعلاه لمقارنة الصفات و الظروف في الانجليزية.

1. Short adjectives (one syllable) (الصفات القصيرة ذات المقطع الواحد)

Adjective type نوع الصفة	Comparative صيغة المقارنة	Superlative صيغة التفضيل
المنتهية بصوتين ساكنين نضيف لها -er than عند المقارنة و the -est عند التفضيل.	tall → taller than short → shorter than	the tallest the shortest
المنتهية ب (e) نضيف لها -r than عند المقارنة و the -st عند التفضيل	nice → nicer than large → larger than late → later than	the nicest the largest the latest
المنتهية بصوت ساكن مسبق بصوت علة، نضع الحرف الساكن الأخير ونضيف -er than عند المقارنة و the -est عند التفضيل	sad → sadder than big → bigger than	the saddest the biggest

- The typical Jordanian school year is **longer than** 187 days.
- Amman is **colder than** Aqaba.
- Ali is **taller than** his brother.
- Students in Finland attend school for **fewer** and **shorter** days **than** 85% of other developed nations.

2. Longer adjectives (with two or more syllables) (الصفات الطويلة ذات المقطعين أو أكثر)

Adjective type نوع الصفة	Comparative صيغة المقارنة	Superlative صيغة التفضيل
ذات المقطعين المنتهية بالحرف y نقلب حرف y إلى i ونضيف لها -er than عند المقارنة و the -est عند التفضيل.	heavy → heavier than busy → busier than early → earlier than	the heaviest the busiest the earliest
صفات أخرى منتهية بمقطعين وأكثر نستخدم القاعدة الآتية عند المقارنة: more/less + adjective + than أما في حالة التفضيل فإننا نستخدم القاعدة أدناه: the most+ adjective	important → more/less important than honest → more/less honest than popular → more/less popular than	the most important the most honest the most popular



1. Do you think Geography **is more interesting than** History, or **less** interesting?
2. An e-reader is **more expensive than** a book.
3. An e-reader is **less expensive than** a laptop.
4. Which subjects are **the most** popular, and which are **the least** popular?
5. I think football is **the most exciting** sport.
6. I think golf is **the least exciting** sport.

3. Irregular adjectives (صفات شاذة)

Adjective type نوع الصفة	Comparative صيغة المقارنة	Superlative صيغة التفضيل
good	better than	the best
bad	worse than	the worst
little (مع الأسماء غير المعدودة)	less than	the least
few (مع الأسماء المعدودة (الجمع))	fewer than	the fewest
much / many (مع الكميات)	more than	the most
far	farther than /further than	the farthest/the furthest

1. Students in Japan, Indonesia and South Korea spend **the most** time studying in the world.
2. **The longer** you study, **the better** you do in final exams.
3. Students in Finland are usually given **less than** half an hour of homework per night.
4. Secondary school students in the USA and the UK were spending **the least** time at school.
5. Students in Finland attend school for **fewer** and shorter days **than** 85% of other developed nations.

❖ يستخدم هذا التركيب (as+adjective / adverb +as) للتعبير عن المقارنة المتساوية للصفات أو الظروف

1. Is Maths **as popular as** Science?
2. Mahmoud works **as hard as** his brother.
3. Your hands are **as cold as** ice.

❖ نستخدم (not) قبل هذا التركيب (as+adjective / adverb +as) للتعبير عن عدم المساواة للصفات أو

الظروف وقد توجد none of في بداية الجملة وتعبّر عن عدم المساواة أيضا.

1. I can **not** run **as fast as** you.
2. This test was **not as difficult as** the last one.
3. None of the school years in the USA, the UK and Jordan are nearly **as long as** the school year in countries like Japan and South Korea.

❖ We use (as much / as many) to compare quantities and numbers).

❖ وتستخدم (as much / as many) لمقارنة الكميات و الاعداد بشكل متساوي حيث نستخدم as much as مع الأسماء غير المعدودة (التي ليس لها صيغة جمع) بينما نستخدم as many as مع الأسماء المعدودة (التي لها صيغة جمع). الجدول أدناه يتضمن أمثلة على هذه الأسماء.

أسماء معدودة Countable Nouns as many as	أسماء غير معدودة Uncountable Nouns as much as
people	food
students	information
subjects	money
children	water
men	coffee
women	tea

1. There are not **as many** people in our class as in yours.
2. I don't eat **as much** fast food as my brother.
3. Students in Japan, Indonesia and South Korea want to learn **as much as** they can to ensure excellent exam grades.
4. Three hours on homework every day is three times **as much as** many other countries.

❖ We can also use (as ... as) adverbially.

❖ كما و يمكننا استخدام (as ... as) بطريقة ظرفية.

1. I don't like running **as much as** I like swimming.

2. We practice our English **as often as** possible.

: ملاحظة: في التركيب التالي نستخدم المقارنة بعد (the) وليس التفضيل. لاحظ وجود (the) في الشقين الأول والثاني من الجملة
The..... , the

- The **longer** you study, the **better** you do in final exams.

* ملاحظة مهمة: يكون نمط السؤال الوزاري حسب السنوات السابقة كالتالي:

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.

لذلك التزم بالجدول الآتي عند اعادة صياغة الجملة حسب السؤال الوزاري:

الجملة قبل التحويل	الجملة بعد التحويل
اسم 1 + ...not as + صفة قصيرة + اسم 2	اسم 1 + er + than + صفة قصيرة... اسم 2 لاحظوا أن النفي يحذف وكذلك الكلمتين (as..as) ويجب عدم نسيان كتابة باقي الجملة
اسم 1 + ... + صفة قصيرة + er + than + اسم 2	اسم 1 + as + صفة قصيرة مجردة + not as اسم 2 نحذف (er) من الصفة ويجب عدم نسيان كتابة باقي الجملة
اسم 1 + ...not as + صفة طويلة + اسم 2	اسم 1 + than + صفة طويلة + more+ اسم 2 لاحظوا أن النفي يحذف وكذلك الكلمتين (as..as) ويجب عدم نسيان كتابة باقي الجملة
اسم 1 + ...more+ + صفة طويلة + than + اسم 2	اسم 1 + than + صفة طويلة + less + اسم 2 أو الحل أدناه: اسم 1 + as + صفة طويلة مجردة + not as اسم 2

الجملة قبل التحويل	الجملة بعد التحويل
اسم 1earlier than اسم 2	اسم 1later than اسم 2
اسم 1 ...later than اسم 2	اسم 2 ...earlier than اسم 1
اسم 1 ...longer than اسم 2	اسم 2 ...shorter than اسم 1
اسم 1 ...shorter than اسم 2	اسم 2 ...longer than اسم 1
.....not as many....as.... morethan ... بدون نفي
.....not as much....as.... morethan ... بدون نفي
اسم 1 ...less..... than اسم 2	اسم 2 ...not as much..... as اسم 1
اسم 1 is the same size as اسم 2	اسم 1 is as big as اسم 2
The cheapest.....	The least expensive.....

ملاحظة: عند الحل نقوم بكتابة الفعل في الجملة الجديدة حيث نستخرجه من الجملة الأولى قبل التحويل و يكون في الغالب أحد الأفعال التالية:

* (V.be) أفعال الكينونة مع الصفات **is/isn't,am/am not,are/aren't,was/wasn't,were/weren't**

* (other main verbs) أفعال رئيسية أخرى مع الكميات والظروف:

attend , spend , work , run , eat , learn , practise , start , go , leave , wait , put,..

وأحيانا نجد الأفعال الرئيسية أعلاه منفية ب **don't/doesn't** فيكون الفعل المجرد بعدها.

ملاحظة: إذا حذفنا النفي من أفعال الكينونة أعلاه نكتب الفعل **is/am/are** في بداية الجملة الجديدة ونتبع الخطوات في الجدول

أعلاه أما إذا كان الفعل منفيا ب **don't/doesn't** في الجملة الأولى قبل التحويل فنحذفها ونكتب الفعل الموجود بعدها

في بداية الجملة الجديدة عند التحويل مع مراعاة إضافة (S) إذا كان الفاعل مفرد وكتابة الفعل مجردا إذا كان الفاعل جمع.

- The Ferrari **is not** as fast as the Porsch.
The Porsch **is** faster than the Ferrari.
- The sun **is** brighter than the moon.
The moon **isn't** as bright as the sun.
- Japanese **isn't** as easy as English.
English **is** easier than Japanese.
- The morning flight is better than the afternoon one.
The afternoon flight **is not** as good as the morning one.
- He **doesn't like** swimming as much as he likes running.
He **likes** running more than swimming.
- Our city doesn't have as many banks as your city.
Your city has more banks than our city.
- My parents do not eat as much food as your parents.
Your parents eat more food than my parents.

الأسئلة الوزارية السابقة على موضوع المقارنة

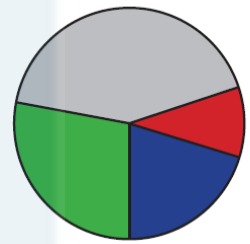
- The electronic newspapers are not as acceptable as the ordinary ones. (W 2018)
The ordinary newspapers.....
- Studying physics is not as popular as studying Biology in Britain. (S 2017)
Studying Biology.....
- Jordanian children start school a year later than English children. (W 2017)
English children.....
- Neither Maths nor Science are as popular as English. (S 2016)
English

SB,P.45

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

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

After-school classes



- English isstudied subject.
-studied subjects are Music and Art.
- There arestudents studying Science as Maths.
- Maths ispopular than science, butpopular than English.
- Students don't like doing Music and Artthey like doing Maths.
- Neither Maths nor Science areEnglish.

English Maths
Science Music and Art

AB ,P.31

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 later less longer ~~the most~~ the least

- Portuguese and Turkish children have *the most* compulsory schooling.
- Portuguese children have to go to school forthan 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.

AB, P. 32

5. This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed.

Subject	Number of applications in 2014 CE	Change since 2013 CE
Business Studies	280,240	+ 3.2%
Visual Arts	244,620	+ 2.4%
Biology	231,720	+ 8%
Engineering	141,100	+ 11%
Law	108,10	- 1%
Physics	104,410	+ 5%
Medicine and Dentistry	98,910	+ 3%
Computer Science	97,110	+ 13%

as popular as as much as
 least popular more people
 the most popular less
 popular than

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

AP, P.55

أمثلة وردت على موضوع المقارنة بطريقة إعادة كتابة الجمل في المراجعة نهاية الكتاب

Rewrite the following sentences so that it has a similar meaning to the one before it, using given the words between the brackets.

1. There's less information on the website than there is in the book. (as much)

There isn't



2. The cheapest thing in the menu is orange juice. (the least)

The least.....

TB.1

1. This classroom is the same size as the classroom next door.

This classroom as the classroom next door.

2. Khalid is taller than Tamer. (as.....as)

Khalid is not.....

Exercise 1:

- Rewrite each of the following sentences, so that it has a similar meaning to the one before it.

1. Amman is colder than Aqaba.

Aqaba isn't

2. There are not as many students studying Science as Maths.

Students studying Maths

3. Maths is more popular than Science.

Science isn't

4. Maths is less popular than English.

English is

5. Students don't like doing Music and Art as much as they like doing Maths.

Students like

6. Portuguese children have to go to school for longer than children in Japan.

Children in Japan

7. In Jordan, children start school a year later than English children.

English children

8. Jordanian children can leave school one year earlier than English children.

English children

9. Physics isn't as popular as Biology.

Biology

10. Law is more popular than Medicine and Dentistry.

Medicine and Dentistry aren't.....

Medicine and Dentistry are.....

11. Engineering is less popular than visual Arts.

Visual arts is.....

12. South Korean attend school for 220 days per year, and in Japan, the school year numbers 243 days.

- Students in Japan.....

- The school year in Japan.....

أسئلة موضوعية حول المقارنة

- Choose the suitable item from those given to complete each of the following sentences and write it down in your Answer Booklet.

1. The longer you study, the you do in final exams. (best , good , better)

2. Students in Finland are usually given than half an hour of homework per night.
(little , less , least)
3. Secondary school students in the USA and the UK were spending the time at schools.
(least , less , little)
4. The school year in Japan is than the school year in South Korea.
(long , longest , longer)
5. Geography is interesting than History. (more , most , the least)
6. I can't run as..... as you. (faster , fast , fastest)
7. Maths is popular than Science. (more , less , least)
8. Not..... people applied for Law in 2014 CE as in 2013 CE.
(as many as , as much as , as many like)
9. Science is not as as Maths. (more popular , most popular , popular)
10. In 2013 CE,people applied for Law than in 2014 CE. (more , many , most)
11. Students don't like doing Music and Art as.....as they like doing Maths.
(many , much , most)
12. English children can leave school one year than Jordanian children.
(late , latest , later)
13. Students like doing Maths than Music and Art. (more , much , most)
14. I haven't got as much homework..... my brother. (so , than , as , like)
15. My sister doesn't eat as as I do. (much , more , the most)
16. The bus is late. We'll have to wait a little (longer , further , later)
17. I didn't enjoy the book. In fact, it was the interesting story I've ever read.
(least , less , further)
18. My sister always puts food on her plate than I do. (less , longer , further)
19. I'm tired today because I went to bed than usual last night. (least , later , much)
20. Everest is mountain in the world. (high , higher , highest)
21. Ahmed isthan all of his friends. (older , the oldest , old)
22. Hani isperson in his family. (taller , the tallest , the tall)
23. All of your friends are nice, but Ali is certainly the..... (nicer , nicest , nice)
24. This is the women's basketball team in the country. (good , better , best)
25. Ice hockey is a sport than basketball or tennis.
(more dangerous , most dangerous , the most dangerous sport)



26. Of all the sports in the Olympics, which sport isdangerous? (more , less , the most)
 27. A basketball court is usually than a tennis court. (big , the biggest , bigger)
 28. The beach of Marmaris is one of thein Turkey. (big , biggest , bigger)
 29. This is meal I've had for a long time. (better , best , the best)
 30. Which is the city's..... hotel? (big , bigger , biggest)

Pronunciation: Word stress: Page 45, exercise 7

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

secondary compulsory organisation development
 tuition achievement academic contradictory

Answers

The number of syllables is in brackets after the word. The syllable with the primary stress is highlighted in bold.

secondary (4)	/ 'sekəndəri/
compulsory (4)	/kəm' p ʌlsəri/
organisation (5)	/ɔ:gənəi'zeɪʃən/
development (4)	/dɪ 'veləpmənt/
tuition (3)	/tju: 'ɪʃən/
achievement (3)	/ə 'tʃi:vmənt/
academic (4)	/,ækə'demɪk/
contradictory (5)	/ ,kɒntrə'dɪktəri/

ملاحظة : العلامة بين القوسين (') تدل على وجود مقطع مشدد (stress) في الكلمة وقد يرد السؤال كما ورد بالنمط الآتي :

- Study the following dictionary entry and answer the question that follows. Write the answer in your ANSWER BOOKLET

The syllable that carries the main stress in the word **compulsory** is :

- a) com b) pul 3) so 4) ry

compulsory /kəm'pʌlsəri/ adj.

Answer: b) pul

- Study the following dictionary entry and answer the question that follows. Write the answer in your ANSWER BOOKLET

The syllable that carries the primary stress in the word **development** is :

- a) de b) vel 3) op 4) ment

development /dɪ'veləpmənt/ (n.)

**SB.P.46****3. Read the newspaper article and check your answers**

مدارس الفضاء Space Schools

No.	Words	English Meaning	Arabic Meaning
1	pioneering (adjective) pioneer (verb and noun)	introducing new and better methods or ideas for the first time	رائد، مبتكر
2	undertake (verb) undertaking (noun)	to commit yourself to do something and to start to do it.	يلتزم، يتعهد
2	qualification (noun) qualify (verb) qualified (adjective)	official records of achievement awarded upon the successful completion of a course of training or passing an exam	مؤهلات
3	trailer-made (adjective)	custom-made; made to fit exactly	مصمم خصيصا
4	Astrophysics (noun)	the study of the chemical structure of the stars and the forces that influence them.	الفيزياء الفلكية
5	tutorials (noun) tutor (verb and noun)	a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students.	دروس تعليمية

Studio schools are **pioneering** schools **which**(1) receive funding as well as support from private businesses, and **which**(2) seek to encourage young people to **undertake** a less conventional form of secondary education. These schools often specialise in one specific area, whilst understanding that the same broad range of skills and **qualifications** should be made available to all young people.

مدارس الاستوديو هي المدارس الرائدة التي تتلقى تمويلا ودعما من شركات القطاع الخاص، وتسعى إلى تشجيع الشباب على اتخاذ أقل شكل تقليدي للتعليم الثانوي. وغالبا ما تخصص هذه المدارس في مجال معين، في الوقت الذي تدرك فيه أن مجموعة واسعة من نفس المهارات والمؤهلات ينبغي أن تكون متاحة لجميع الشباب.

One such school has recently opened to educate fourteen- to eighteen-year-olds **who (3)** 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**.

وفتحت مدرسة كهذه مؤخرا لتعليم الطلاب الذين تتراوح أعمارهم من الرابعة عشر الى الثمانية عشر عاما والذين أولوا اهتماما خاصا في العمل بصناعة الفضاء ويتبع الطلاب مناهج مصممة خصيصا في المدرسة، بما في ذلك موضوعات كعلم الفلك والفيزياء الفلكية.

Lessons are a mixture of small-class **tutorials**, with projects supervised by leading companies in both the space and technology industries.

وتكون الدروس عبارة عن مزيج من دروس تعليمية في صف مدرسي صغير، مع مشاريع تحت إشراف الشركات الرائدة في كل من صناعات الفضاء والتكنولوجيا.

Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in **their(4)** Maths and Science exams. When **they(5)** leave school, **they(6)** will be well-placed to take any number of different career paths. '**They (7)** 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.'

ويتم دعوة أبرز العلماء والمهندسين كضيوف محاضرين، مع الطلاب الذين يهدفون إلى تحقيق أعلى العلامات في امتحانات الرياضيات والعلوم وعندما يغادروا المدرسة، سيكونوا في وضع يؤهلهم لإختيار أي عدد من مختلف المسارات الوظيفية. "لا يلزمهم أن يصبحوا رواد فضاء!" يقول المتحدث باسم المدرسة. "إن العلامات الممتازة في مادتي العلوم والتكنولوجيا يمكن أن تفتح العديد من الأبواب وتقود إلى مجموعة متنوعة من الفرص الوظيفية"

SB.P.46

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

- 1 leading companies in the space and technology industries
- 2 prominent scientists and engineers

Answers

- 1 The companies supervise projects given to students.
- 2 The scientists and engineers are brought in as guest lecturers



Studio schools are pioneering schools which(1) receive funding as well as support from private businesses, and which(2) seek to encourage young people to undertake a less conventional form of secondary education. These schools often specialise in one specific area, whilst understanding that the same broad range of skills and qualifications should be made available to all young people.

One such school has recently opened to educate fourteen- to eighteen-year-olds who(3) 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 (4) Maths and Science exams. When they (5) leave school, they(6) will be well-placed to take any number of different career paths. 'They (7) 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.'

Additional Questions (أسئلة إضافية)

1. What do the underlined words refer to?
2. Find a word in the text which means "to commit yourself to do something and to start to do it"
3. What does the underlined verb "undertake" mean?
4. What does the underlined word "trailer-made" mean?
5. What does "Studio Schools" mean? /What is meant by "Studio schools"? Mention the definition of "Studio schools".
6. According to the text, studio schools get two things from private businesses. Write these things down.
7. There are many qualities (characteristics/features) of studio schools. Write down two of them.
8. Mention the purpose (aim/goal) of studio schools.
9. Write down the sentence which shows the age of studio schools students.
10. Quote the sentence which shows the subjects that are made to fit studio schools exactly.
- 11 Students study two subjects at studio schools. Write these subjects down.
(There are two fields of study in studio schools. Write these fields down)
12. There are two types/kinds of lessons provided by studio school. Write them down.
13. Leading companies which are responsible for projects of studio schools are specialized in two fields. Write these two fields down.



14. There are two groups of lecturers in studio schools. Mention them.
15. Students at studio schools aim to get high marks in two subjects. Write these two subjects down.
16. Excellent grades in two school subjects can help students take different career paths .Write them down.
17. There are two advantages of getting excellent grades in science and technology subjects. Write them down.
18. Many people would like to attend studio schools. Think of this statement and, in two sentences, write down your point of view justifying your answer.
19. Private businesses can support space schools by a variety of ways. Think of this statement, suggesting three ways by which businesses can support such schools.

SB,P. 47

6. Work in pairs. Discuss the subjects that you are interested in studying at university. Which subjects fit into the categories **Sciences**, **Arts and Humanities**, or **Business**? Which are more difficult to classify?

Maths الرياضيات Dentistry طب الأسنان Arabic Language and Literature اللغة العربية وآدابها
Pharmacy الصيدلة Marketing التسويق Geology علم الأرض Psychology علم النفس
Translation الترجمة Visual Arts الفنون البصرية Chemistry الكيمياء Sociology علم الاجتماع
Banking and Finance العلوم المالية والمصرفية History التاريخ Nursing التمريض
Agriculture الزراعة Physics الفيزياء Engineering الهندسة Linguistics علم اللغة
Economics الاقتصاد Business Management إدارة الأعمال Biology علم الأحياء
Medicine الطب Geography الجغرافية

Sciences

Maths, Dentistry, Pharmacy, Geology, Chemistry, Agriculture, Physics, Engineering, Biology, Medicine.

Arts and Humanities

Arabic Language and Literature, Translation, Visual Arts, Sociology, History.

Business

Marketing, Banking and Finance, Economics, Business Management.

difficult to classify

Psychology, Nursing, Linguistics and Geography



AB ,P. 32

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

Banking and Finance Linguistics Fine Arts History Physics Law

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

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3. Complete this paragraph with the appropriate words :

increasingly prospects global proficiency lifelong abroad

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.

**SB.P.49 A visiting student's blog post /Anita.**

منشور مدونة طالب زائر

أعزائي الطلبة من المهم جدا حفظ الجدول الآتي باللغتين العربية والإنجليزية مع إملاء الكلمات بالخط الغامق .

No.	Words	English Meaning	Arabic Meaning
1	colloquial (adjective)	(of language or words) used mainly in informal conversations rather than in writing or formal speech.	عامي، دارج
2	put my back into it (verb phrase) [idiom]	to put a lot of effort into something. try extremely hard.	أبذل قصارى جهدي

Two summers ago, **I(1)** spent five months studying Arabic at the German-Jordanian University near Madaba. As **my (2)** father is originally from Jordan, **I(3)** grew up speaking Arabic as well as German. However, **I(4)** had never studied Arabic formally, and when the opportunity came up for **me (5)** to spend a year in Jordan studying Arabic, **I(6)** didn't hesitate for one moment.

قبل صيفين، قضيت خمسة أشهر في دراسة اللغة العربية في الجامعة الألمانية الأردنية بالقرب من مادبا ولأن والدي أردني الأصل، فقد نشأت وأنا أتحدث اللغتين العربية و الألمانية. ومع ذلك، لم يسبق لي أن درست اللغة العربية رسمياً، وعندما سنحت لي الفرصة لقضاء سنة في الأردن لدراسة اللغة العربية، لم أتردد ولو للحظة واحدة.

I(7) have relatives in Jordan and **they(8)** arranged for **me(9)** to stay with a wonderful family **who(10)** live just outside Madaba. **I(11)** was amazed by the number of international students **there(12)**, **who(13)** were not only from Germany, but from all over the world. Most of **them(14)** had studied Arabic to a high level. **I(15)**'m very familiar with **colloquial** Arabic, **which(16)** is what **my(17)** family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.

لدي أقارب في الأردن ورتبوا لي بالبقاء مع عائلة رائعة تعيش خارج مادبا. لقد أدهشني عدد الطلاب الدوليين هناك، الذين لم يكونوا من ألمانيا فحسب، وإنما من جميع أنحاء العالم. فقد درس معظمهم اللغة العربية لمستوى متقدم. وأنا على معرفة جيدة بالعامية العربية، التي تتحدثها وتفهمها عائلتي. كانت حصة اللغة العربية، في اللغة العربية الفصحى الحديثة، تحدياً، وخاصة النحو.



Every week, we(18) had to learn a vocabulary list of around 50 words. We(19) covered many topics. Living with a family helped to improve my (20) Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I (21) could also practise it(22) at home. I (23) really put my(24) back into it(25), and I (26) earned an A on the course.

في كل أسبوع، كان يجب علينا أن نتعلم قائمة مفردات تضم حوالي 50 كلمة. وقمنا بتغطية العديد من المواضيع. إن العيش مع عائلة ساعدني على تحسين مهارات تحدث اللغة العربية لأنه، في الوقت الذي كان فيه جميع الطلاب يسمعون اللغة العربية في قاعة الدراسة، والشوارع، كان بإمكانني أيضا أن أمارسها في المنزل. لقد بذلت قصارى جهدي فيها دون شك، و حصلت على (أ) في الدورة.

What impressed me(27) most about students in Jordan was their (28) behaviour and their(29) attitude to studying. All the students who(30) I (31) met appreciated the importance of their(32) university education and the opportunities it (33) would give them (34) to contribute to their(35) country's prosperity. They (36) also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if they (37) disagreed with each other.

أكثر ما أعجبنى عن الطلاب في الأردن هو سلوكهم وموقفهم من الدراسة فجميع الطلاب الذين التقيت بهم كانوا يقدرّون أهمية تعليمهم الجامعي والفرص التي سيمنحها لهم ليساهموا في ازدهار بلدهم. كما اظهروا قيما إيجابية جدا وكان الجميع صادقين، وناقش الناس المشاكل بدلا من الغضب إذا لم يتفقوا مع بعضهم البعض.

As someone who(38) enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I (39) have made in my(40) life. I(41) made many new friends. I (42) also improved my(43) Arabic speaking, writing and reading skills. My(44) dream is to be fluent in Arabic one day – and as I (45) intend to return to Jordan as often as I(46) can, I(47) know I(48)'m going to make this dream a reality.

وكشخص يستمتع بالطعام اللذيذ والأماكن الجميلة والناس اللطفاء والكرماء، فإن الدراسة في الأردن كانت إحدى أفضل القرارات التي اتخذتها في حياتي. وفكت بتكوين العديد من الأصدقاء الجدد و قمت أيضا بتطوير مهاراتي العربية في المحادثة والكتابة و القراءة. إن حلمي هو أن أتحدث اللغة العربية بطلاقة ذات يوم – ولأني أنوي العودة إلى الأردن بقدرما أستطيع، أعلم أنني سأجعل هذا الحلم حقيقة.

**8 Read the blog again and answer the questions.**

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

Answers

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

Two summers ago, **I**(1) 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**(2) arranged for me to stay with a wonderful family **who**(3) live just outside Madaba. I was amazed by the number of international students **there** (4), **who**(5) were not only from Germany, but from all over the world. Most of **them**(6) had studied Arabic to a high level. I'm very familiar with colloquial Arabic, **which**(7) 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 practise **it**(8) at home. I really **put my back into it** (9), and I earned an A on the course.

What impressed me most about students in Jordan was **their** (10) behaviour and **their**(11) attitude to studying. All the students **who** (12) I met appreciated the importance of **their**(13) university education and the opportunities **it** (14) would give them to contribute to **their**(15) country's prosperity. **They** (16) also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if **they** (17) 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.

Additional Questions (أسئلة إضافية)

1. What do the underlined words refer to?
2. Find a word in the text which means " **used mainly in informal conversations rather than in writing or formal speech.** "
3. What does the underlined verb phrase (idiom) " **put my back into it** " mean?



4. Write down the sentence which shows the location where Anita studied Arabic.
5. Quote the sentence which indicates the period Anita spent to study Arabic in Jordan.
6. Anita's classmates understood two significant matters. Write them down.
7. The writer was so willing to study Arabic for two causes. Write these two causes down.
8. The writer mentions two forms of Arabic. Write them down.
9. There are two things that impressed Anita about students in Jordan. Write them down.
10. Studying in Jordan has many benefits for Anita. Write down two of these benefits.
11. Studying abroad has many advantages. Think of this statement and, in two sentences, write down your point of view.
12. Studying abroad can help your degree mean more. Think of this statement, suggesting three ways for making your degree mean more by studying abroad.
13. Studying in a nother country is challenging. Think of this statement, suggesting three difficulties that students face when they study abroad.

SB, P. 48

قد يرد هذا التمرين في الإمتحان كسؤال على التفكير الناقد

- 1- Many students choose to go on an exchange to study in another country. Why do you think they do this? Work in pairs to answer, listing as many reasons as you can.

Answers: هذه الأجوبة يمكن الاعتماد عليها لإجابة سؤالي التفكير الناقد (12، 13) في القطعة أعلاه

- 1 increase employment prospects
- 2 build valuable job skills
- 3 study at top universities
- 4 understand own and other cultures; make friends
- 5 be self-confident, independent; learn about ourselves.

SB, P. 48

4. What do you know about the German-Jordanian University? Work in pairs and guess the correct answers.

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

**SB P.48**

6. Imagine that you are talking to foreign students studying at the German-Jordanian University. What do you think their experience of studying and living in Jordan has been like?

Answers:

- stayed with a wonderful family.
- found Arabic classes challenging.
- studied hard.
- enjoyed the culture of Jordan.
- improved skills in Arabic

AB,P.33

بعد المدرسة... After school

No.	Words	English Meaning	Arabic Meaning
1	financial (adjective)	relating to money.	مالي
2	tuition (noun)	teaching, especially in small groups.	التعليم
	fees (noun)	costs, charges.	أجور، رسوم
3	degree (noun)	a qualification that is given to you when you have successfully completed a course of study.	شهادة، درجة علمية
4	debt (noun)	money you owe.	دين
5	motive (noun)	reason for doing something.	حافز، دافع
6	halls of residence (noun)	accommodation provided by a university or college.	سكن الجامعة أو الكلية
7	minority (noun)	not many ,the opposite of majority.	أقلية (عكس أغلبية)

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as **this**(1). Twenty years ago, **it**(2) was closer to 30%, and thirty years before that, **it**(3) 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**(4) don't have to repay **it**(5) immediately. Instead, **they** (6) pay **it**(7) back slowly out of future earnings.

في إنجلترا، ما يقرب من 50 بالمئة من خريجي المدارس يواصلون التعليم العالي و لم يكن هذا الرقم بهذه النسبة العالية دائما فقبل عشرين عاما، كان أقرب إلى 30 بالمئة، وقبل ذلك بثلاثين عاما كان فقط حوالي 5 بالمئة. وثمة تغيير كبير آخر وهو التغيير المالي فقبل عام 1998 م، كان التعليم العالي في المملكة المتحدة مجانا بالكامل لمواطني المملكة المتحدة. و منذ ذلك الحين، تم إدخال الرسوم الدراسية. ويقوم معظم الطلاب باقتراض هذا المال من الحكومة. ولا يجب عليهم تسديده فورا. بل يدفعوه ببطء من مكاسبهم في المستقبل.

Despite the high cost, most students choose to study away from home. A recent survey of 17,000 students revealed that only 7% wanted to stay at home while they(8) studied for their(9) **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(10) they(11) don't have to pay rent? Most of them (12) say that they (13) want to move to the university of their(14) choice, rather than the nearest one(15). 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(16) first year; **others** rent flats or houses. A lucky **minority** live in property that their (17) parents have bought for them(18). Most of them(19) need to learn to cook, do their (20) own washing and manage their(21) time and money.

وعلى الرغم من التكلفة العالية، فإن معظم الطلاب يختارون أن يدرسوا بعيدا عن المنزل حيث كشفت دراسة أجريت مؤخرا على 17000 طالب بأن نسبة 7 بالمئة منهم فقط أرادوا البقاء في المنزل بينما كانوا يدرسون للحصول على شهاداتهم. بالطبع بالنسبة لمعظم الشباب، إن العيش بعيدا عن المنزل يعني اقتراض المزيد من المال من الحكومة. فلماذا لا يختار الطلاب أن يتجنبوا الدين من خلال البقاء في المنزل، حيث لا يلزمهم أن يدفعوا الإيجار؟ معظمهم يقولون إنهم يرغبون في الانتقال إلى جامعة من اختيارهم، وليس لأقرب جامعة. وهناك دافع قوي آخر وهو الرغبة بعيش ثقافة جديدة. أين يعيش هؤلاء الطلاب؟ لدى العديد منهم غرف في قاعات الإقامة، وخاصة في عامهم الدراسي الأول بينما يستنجر آخرون الشقق أو المنازل. وهناك أقلية محظوظة تعيش في الممتلكات التي قام والديهم بشرائها لهم. معظم هؤلاء الطلاب يكونون بحاجة إلى تعلم طهي الطعام، والقيام بأعمال الغسيل الخاصة بهم وإدارة وقتهم وأموالهم.

AB,P.33

8 Read the text quickly. Use the context to guess the meaning of the underlined words and match them with their meanings. The first one is done for you.

1 accommodation provided by a university or college: halls of residence

2 reason for doing something: _____

3 not many, the opposite of 'majority': _____



4 costs, charges: _____

5 money you owe: _____

6 relating to money: _____

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

1 The number of school leavers who go to university in England has greatly increased in the past 30 years. _____

2 It's more expensive to go to university than it used to be.

3 University students have to pay before they study.

4 Most university students choose the cheapest option.

10 Answer the following questions.

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

2 The first paragraph contains the phrase in **bold** 'another huge change'. What was the first huge change?

3 How are students able to afford to leave home? Which part of the text tells you this?

Answers:

1 the percentage of school leavers going on to higher education

2 the change over 50 years of the percentage of school leavers going on to higher education increasing by ten times (from 5 to 50%)

3 They borrow money from the government (lines 10–11)



In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as **this**(1). Twenty years ago, **it** (2) was closer to 30%, and thirty years before that, **it**(3) 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**(4) don't have to repay **it**(5) immediately. Instead, **they** (6) pay **it**(7) 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**(8) studied for **their**(9) 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**(10) don't have to pay rent? Most of **them** (11) say that **they** (12) want to move to the university of **their**(13) choice, rather than the nearest **one**(14). 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** (15) first year; **others**(16) rent flats or houses. A lucky minority live in property that **their** (17) parents have bought for **them**(18). Most of **them** (19) need to learn to cook, do **their** (20) own washing and manage **their**(21) time and money.

Additional Questions (أسئلة إضافية)

1. What do the underlined words refer to?
2. Find a word in the text which has the opposite meaning of "majority".
3. Find a word in the text which means " money you owe".
4. There were two huge changes occurred to studying in England. Write these two changes down.
5. Quote the sentence which indicates that the majority of university students in England don't choose the cheapest option.
6. The writer mentioned two reasons (motives/causes) that make students choose to study away from home. Mention them.
7. Write down the sentence which shows where students who study abroad live.
8. Students who study abroad face many difficulties/challenges .Write down two of them.
9. Quote the sentence which shows the date when education cost nothing in England.
10. Students who choose to study abroad face some difficulties. Think of this statement, suggesting three tips for them to overcome such difficulties.

AB,P.34

احفظ معاني المصطلحات المتعلقة بالجسد باللغة الإنجليزية ومعانيها باللغة العربية وإملاء كل منها.

Body Idioms مصطلحات الجسد			
No.	Idioms	Meaning in English	Meaning in Arabic
1	get cold feet	to lose your confidence in something at the last minute	يتردد بفعل شيء ما
2	get it off (your) chest	to tell someone about something that has been worrying you	تنفس عما بداخلك (تفضفض)
3	have a head for figures	to have a natural mental ability for maths / numbers	يكون عنده مقدرة حسابية
4	Keep your chin up	to remain cheerful in difficult situations; an expression of encouragement.	يبقى مبتهجاً في الاوقات العصبية؛ تعبير عن التشجيع
5	play it by ear	to decide how to deal with a situation as it develops	يقرر حسب تغير الموقف
6	Put my back into it	to put a lot of effort into something/try extremely hard	يبدل قصارى جهده

11. Complete the sentences with the following *body idioms*. Work in pairs and check that you understand their meanings.

get it off your chest get cold feet
play it by ear keep your chin up
have a head for figures

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

Derivation الاشتقاق

Noun الاسم

ion, ian, ity, ics, ist, ism, ness, th
ing/ings, ss, er, or, ency,
ancy, ence, ance, ment, age

Adjective الصفة

able, ible, al, ic, ous, ive, ful, ent,
ant, ed, ory/ary, ing,

adj → N.
a/ an / the → N.
this/these/those/that → N.
his/her/our/my/their → N.
N+ 's/s' → N.
One, two, three, four → N.
Many/a few/a lot of/other/another/any → N.
N. + and → N.
such as → N.
in/for → N.
N + of → N.
* يشترط عدم وجود اسم بعد الفراغ للقواعد أعلاه
متلازمات لفظية N. + N.
V. → N. (has, stop, fight, give, cause)
N. ← V.

Adj ← N.
be/is/am/are/was/were + very/too → adj.
the most/the least → adj
seem/look/appear/become/feel /find+ very/so → adj
more/less → adj + than

Verb الفعل

must/can/could/will/would/
will not(won't)/have to/
has to/had to/going to → V.

Subject (I/we/they/you/he/she/
families, children, people,...) → V.

Do/does/did+ S → V. ?

Don't/doesn't/didn't → V.

Subject + adv.(really/usually) → V.

Adverb ظرف الحال

ظرف الحال ينتهي ب (ly)

Adv. ← (في بداية الجملة قبل الفاصلة),

Have/has/had + adv + V.3

Modals(will/would, must/can) + adv + V.1

Subject(I, we, they, you, he, she, it, people,..) + adv + V.

**Derivation words for Unit 6**

فعل Verb(v.)	إسم Noun(n.)	صفة Adjective(adj)	ظرف Adverb(adv)
	academy أكاديمية	academic أكاديمي	أكاديميا academically
educate يعلم	education تعليم	educational تعليمي	educationally بشكل تعليمي أو تربوي
succeed ينجح	success نجاح	successful ناجح	successfully بنجاح
achieve ينجز	achievement إنجاز	achievable قابل للإنجاز	
organize ينظم	organisation منظمة	organised منظم	
qualify يؤهل	qualification مؤهل (جامعي مثلا)	qualified مؤهل (لعمل ما)	
develop يتطور	development تطوير	developed متطور	
contradict يتناقض	contradiction تناقض	contradictory متناقض	
	agriculture زراعة	agricultural زراعي	
manage يدير	Management إدارة	managerial إداري	
engineer يصمم	engineer مهندس Engineering هندسة		
	Economics علم الاقتصاد economy اقتصاد	economical اقتصادي	economically بشكل اقتصادي
	Psychologist عالم نفس Psychology علم النفس	Psychological نفسي	
	Sociology علم الاجتماع Sociologist عالم اجتماع	sociological اجتماعي	
	fluencyطلاقة	fluent طلق اللسان	fluently بطلاقة
	proficiency كفاءة	proficient كفاء ، ماهر	
	option خيار	optional اختياري	
	Linguistics علم اللغة linguist شخص لغوي	Linguistic لغوي	
market (يسوق) بضاعة مثلا)	Marketing تسويق market سوق		
	pharmacy صيدلية pharmaceuticals شركات دواء	pharmaceutical صيدلي	
pioneer ، يستكشف	pioneer شخص رائد	pioneering رائد	
undertake يلتزم	undertaking التزام		
tutor يعلم	tutor معلم خصوصي tutorial درس خصوصي		

AB. P. 31

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

1. One of the most important things that we give children is a good education. (educate)
 2. If you work hard, I'm sure you will _____ . (success)
 3. Congratulations! Not many people _____ such high marks. (achievement)
 4. My father works for an _____ that helps to protect the environment. (organise)
 5. It's amazing to watch the _____ of a baby in the first year of life. (develop)
- With children, it is important to..... the right balance between love and discipline.
(achieve , achieved , achievable) **وزارة، شتوية 2018**

كتابة رسالة بريد الكتروني غير رسمية

Writing informally الكتابة بشكل غير رسمي

- In emails, we are less formal and tend to use *Hello [name], or Hi!*
- It is fine to use **abbreviations** such as *I'm*, and *don't*.
- We can **end emails** with *Best wishes/See you soon/Looking forward to hearing from you.*

تحية {Greeting} Hello إسم صديقك,

الفقرة 1 المقدمة {Introduction} *How are you and your family? It's been a long time since I last heard from you. I hope you are fine there.*

الفقرة 2 موضوع الرسالة {body} *This is just to let you know that _____*

الفقرة 3 الخاتمة {Conclusion} *Write soon!*
Best wishes,
إسم المرسل

* ملاحظة: عندما يتم تحديد اسم مرسل في الإمتحان فيجب حينها أن تكتب اسم المرسل المذكور في سؤال الرسالة وتجده

Your name is _____ بعد

10/SB. P.47

Read through the article on page 46 again. Imagine that you have just joined a space school.

Write an email to your friend telling him or what it is like to study there. Write about 80 words.

تدرب على كتابة رسالة بريد الكترونية على ما يلي:

1- Write an email of about 80 words to your friend Ali telling him about the subject that you are interested in studying at university.

2. Imagine that you are a student at the German-Jordanian University. Write an email of about 80 words to your friend Ahmad telling him about this university and the reason of choosing it.

Writing a blog post كتابة منشور مدونة الكترونية

عندما تريد كتابة مدونة الكترونية يجب مراعاة ما يلي:

1. أكتب عنوانا جذابا وإسم من قام بنشر المدونة.
2. الفقرة الأولى تكون المقدمة التي يجب أن تكتب في بدايتها ما يلفت انتباه القارئ كأن تقوم بتوجيه سؤال يكون بمثابة نصيحة.
3. الفقرة الثانية والثالثة تتضمن متن موضوع المدونة ويمكنك أن تطرح فيه أية مشاكل تواجهك بالتفصيل.
4. الفقرة الرابعة قم بإعادة طرح السؤال والموضوع بإيجاز وأطلب من القراء المشاركة

ملاحظات:

1. لا تنسى أن تخاطب القارئ شخصيا باستخدام ضمائر مثل (you, your, ...etc.)
2. تذكر أنك تريد جذب انتباه قراءك ومشاركتهم معك ولهذا أذكر لهم أسبابا مستخدما **because, so[that]**

Decisions, decisions Posted by: Hiba

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

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

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



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

AB. P. 34

12 Write a blog post about your early memories of school. Compare it with your experience of school in recent years.

SB. P. 49

9 Write a blog post for your school's website. Describe life in a Jordanian secondary school so that they will know what to expect. Write about 200 words. Choose a different topic for each paragraph from the list, or use your own topics.

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



Lifelong learning

Grammar
indirect questions;
the impersonal passive

3/SB. P. 50

كيف تراجع للإمتحانات How to revise for exams

No.	Words	English Meaning	Arabic Meaning
<i>Words connected with the mind</i> كلمات تتعلق بالعقل			
1	memory (noun) memorise (verb) memorable (adjective)	someone's ability to remember things, places and experiences.	ذاكرة
2	concentration (noun) concentrate (verb)	attention, or attention span.	تركيز
<i>Words connected with the body</i> كلمات تتعلق بالجسد			
3	circulation (noun) circulate (verb)	the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air	الدورة الدموية ودورة الهواء أيضا
4	nutrition (noun) nutritious (adjective)	the process of getting the right kind of food for good health and growth.	تغذية
<i>Words connected with eating and drinking</i> كلمات تتعلق بالأكل والشرب			
5	dehydration (adjective) dehydrate (verb) dehydrated (adjective)	the state of having drunk too little water	جفاف
6	diet (noun and verb) dietary (adjective)	the kind of food that a person or animal eats each day.	نظام غذائي، حمية

**A. Do you(1) know if it's too late to start revising now?**

Prof: No, it's never too late to start revising! The first thing **I(2)** would do is to draw up a revision timetable.

أ. هل تعلم اذا فات الأوان لبدء المراجعة الآن؟

الأستاذ: لا، لم يفت الاوان مطلقا لبدء المراجعة! إن أول شيء سأفعله هو وضع جدولاً زمنياً للمراجعة.

B. Do you(3) mind telling me(4) how I(5) should draw up a timetable?

Prof: Look at all the subjects **you(6)** have to do, and work out when **you(7)** are going to work on each one. It's a good idea to change the order of the subjects in **your(8)** 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(9)** revision, **you(10)** keep **your(11)** mind fresh.

ب هل تمنع بأن تخبرني كيف ينبغي علي أن أضع جدولاً زمنياً؟

الأستاذ: أنظر إلى جميع المواد الدراسية التي يلزمك القيام بها، وقم بوضع خطة للوقت الذي ستقوم فيه بإنجاز كل واحدة منها ويعد تغيير ترتيب المواد الدراسية في جدولك الزمني لكل يوم فكرة جيدة وحاول دراسة القليل من اللغة الإنجليزية، تليها بعض الرياضيات، ثم علم الأحياء، وهكذا. وبهذه الطريقة، من خلال تغيير التركيز لمراجعتك، ستبقي عقلك نشطاً.

C. Do you(12) know whether it's best to get up early, or to revise late at night?

Prof: The earlier **you(13)** start in the morning, the more beneficial **your(14)** revision will be, because that's when **you(15)** feel most awake and **your(16) memory** is at **its(17)** best. I'd also recommend studying for 30-minute periods, and then taking a break. It's been proved that **concentration** starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

ج. هل تعلم إذا كان من الأفضل الاستيقاظ مبكراً، أم المراجعة في وقت متأخر من الليل؟

الأستاذ: كلما تبدأ مبكراً في الصباح، كلما تكون مراجعتك أكثر نفعاً، لأنك تشعر بأنك متيقظ كثيراً وذاكرتك تكون بأفضل حالاتها في ذلك الوقت و أوصي أيضاً بالدراسة لمدة 30 دقيقة، ثم أخذ استراحة قصيرة حيث ثبت أن التركيز يقل بعد نصف ساعة، لذلك فإن فترات الاستراحة المتكررة تساعد الدماغ على استعادة نشاطه وتجعل التركيز يعود لحالته الطبيعية.

D. Could you(18) explain what you(19) mean by frequent breaks?

Prof: By a break, **I(20)** mean any change of activity from studying. **It (21)** could be something as simple as just getting up from **your(22)** desk and listening to some music, or walking around for ten minutes.



د. هل يمكن أن توضح ما تعنيه بفترات الاستراحة المتكررة؟

الأستاذ: أعني بالإستراحة أي تغيير يطرأ على النشاط بعيدا عن الدراسة وذلك يمكن أن يكون شيئا بسيطا كمجرد النهوض من مكتبك والاستماع إلى شيء من الموسيقى، أو التجول لمدة عشر دقائق.

E. Could you(23) tell me how much exercise I need?

Prof: Physical activity is very important, of course, especially when you (24) are studying.

Exercise will make a huge difference to the way you (25) feel. The physical activity will increase your heart rate and, in turn, that (26) will increase your (27) blood **circulation**. It(28) also sends more oxygen to the brain, which(29) makes you(30) revise more efficiently!

ه. هل يمكن أن تخبرني عن القدر الذي أحتاج أن أمارسه من التمارين؟

الأستاذ: إن النشاط البدني مهم جدا، دون شك، وخاصة عندما تدرس. إن ممارسة التمارين ستحدث اختلافا كبيرا بما تشعر به كما أن النشاط البدني يزيد معدل ضربات القلب، وذلك، من شأنه، أن يزيد جريان الدم. كما أنه يرسل المزيد من الأوكسجين إلى الدماغ، مما يجعلك تراجع لدروسك بكفاءة أكثر.

F. Do you(31) mind giving me(32) some advice about diet?

Prof: **Nutrition** is very important. You (33) should try to eat as much fresh fruit and vegetables as you (34) can. It's essential not to become **dehydrated**, so drink lots of water.

و. هل تمنع إعطائي بعض النصائح حول النظام الغذائي؟

الأستاذ: إن التغذية مهمة جدا ويجب أن تحاول أن تأكل أكبر قدر يمكنك من الفواكه والخضروات الطازجة. ومن الضروري ألا تصاب بالجفاف لذلك اشرب الكثير من الماء.

A. Do you(1) know if it's too late to start revising now?

Prof: No, it's never too late to start revising! The first thing I(2) would do is to draw up a revision timetable.

B. Do you(3) mind telling me(4) how I(5) should draw up a timetable?

Prof: Look at all the subjects you(6) have to do, and work out when you(7) are going to work on each one. It's a good idea to change the order of the subjects in your(8) 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(9) revision, you(10) keep your(11) mind fresh.

C. Do you(12) know whether it's best to get up early, or to revise late at night?

Prof: The earlier you(13) start in the morning, the more beneficial your(14) revision will be, because that's when you(15) feel most awake and your(16) memory is at its(17) best. I(18)'d



also recommend studying for 30-minute periods, and then taking a break. It's been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

D. Could you(19) explain what you(20) mean by frequent breaks?

Prof: By a break, I(21) mean any change of activity from studying. It (22) could be something as simple as just getting up from your(23) desk and listening to some music, or walking around for ten minutes.

E. Could you(24) tell me how much exercise I need?

Prof: Physical activity is very important, of course, especially when you (25) are studying. Exercise will make a huge difference to the way you (26) feel. The physical activity will increase your(27) heart rate and, in turn, that (28) will increase your (27) blood circulation. It(28) also sends more oxygen to the brain, which(29) makes you(30) revise more efficiently!

F. Do you(31) mind giving me(32) some advice about diet?

Prof: Nutrition is very important. You (33) should try to eat as much fresh fruit and vegetables as you (34) can. It's essential not to become dehydrated, so drink lots of water.

Additional Questions (أسئلة إضافية)

1. What do the underlined words refer to?
2. Find a word in the text which means " **attention or attention span** "
3. Quote the sentence which shows how long revision for exams should be.
4. There are several ways for drawing up a revision timetable. Write down two of them.
5. Write down the sentence which shows the positive consequence of changing the order of subjects in a revision timetable.
6. According to the text, there are several pieces of advice to revise for exams. Mention two of them.
7. There are two reasons (factors) why the earlier you start in the morning, the more beneficial your revision will be. Mention them.
8. Recurrent breaks have two benefits (advantages, positive consequences, results, effects) connected with revision for exams. Mention them.
9. Find a reason why the professor recommends studying for thirty minutes followed by a break.
10. The writer give many different examples for a break. Mention two of them.
11. According to the text, regular exercise has two advantages (positive consequences, effects). Write them down.
12. Quote the sentence which indicates that getting the right kind of food is essential for health.



13. The writer states that exercise will make a huge difference to the way you feel. Is he justified in this? Explain.
14. Students have different exam revision habits. Think of this statement, suggesting three tips for students in order to study well.
15. Brain activity varies from one individual to another. Think of this statement, suggesting three ways to keep the brain active and focused.

AB, p. 35

Vocabulary

1. Complete the sentences with words from the box. One word is not needed. The first one is done for you.

circulation	memory	
concentration	beneficial	diet
dehydration	nutrition	

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

Grammar: Indirect questions(Embedded Questions) الأسئلة غير المباشرة

الأسئلة غير المباشرة هي الأسئلة التي نقوم بتوجيهها للأشخاص أمامنا بطريقة مهذبة ورسمية نطلب من خلالها من المخاطب أن يساعدنا بتزويدنا بمعلومات عن موقع مكان أو حل لمشكلة أو عن الوقت وغير ذلك. بإمكاننا أن نبدأ الأسئلة غير المباشرة بأي مما يلي:

- Could you tell me.....? - هل يمكنك أن تخبرني.....؟
 - Do you know.....? - هل تعلم.....؟
 - Do you mind telling me.....? - هل تمنع أن تخبرني.....؟
 - Could you explain.....? - هل بإمكانك أن تبين لي.....؟
- تكون جملة السؤال المباشر في اللغة الانجليزية على نوعين: -
 (1) الأسئلة الطويلة : وهي التي تبدأ بأحد أدوات السؤال الآتية:

(who, where, what, when, what time, why, whose, which, how, how long, how many, how much.)

1-What is the time, please? (Direct Question) سؤال مباشر

-Could you tell me what the time is, please? (Indirect Question) سؤال غير مباشر

2. Who is that man? (Direct Question)

- Do you know who that man is? (Indirect Question)

3. Why is the train late? (Direct Question)

- Do you mind telling me why the train is late? (Indirect Question)

4. Where is the nearest bank, please? (Direct Question)

- Could you tell me where the nearest bank is, please? (Indirect Question)

5. How did you solve this puzzle?

- Could you explain how you solved this puzzle?

ملاحظة: قد تبدأ الجملة في هذا الموضوع ب I wonder.... بمعنى أتساءل وفي هذه الحالة لا نضع علامة سؤال في نهاية الجملة وإنما نقطة.

Where has she studied English?

I wonder where she has studied English.

ملاحظة مهمة - تكون طريقة السؤال في الإمتحان على هذا الموضوع بالتحويل من سؤال مباشر الى سؤال غير مباشر

(1)أ- إذا كان السؤال يبدأ بأداة سؤال وتضمنت الجملة أحد مجموعات الأفعال المساعدة الآتية:

1. Verb to be (is, am, are, was , were)

2. Verb to have (have, has, had)

3. Modal Verbs (can-could, shall-should, may-might, will-would, must)

في هذه الحالة نتبع القاعدة الميمنة بالشكل الآتي والموضحة أكثر بالخطوات التي تليها:

Wh. + aux. + S. + comp.+?
 ↓ ↓ ↓
 Wh. S. aux. comp.+?

1. نكتب أداة السؤال

2. نكتب الفاعل

3. نكتب الفعل المساعد (شرط ألا يكون do/does/did)

4. نكتب تكملة الجملة ولا ننسى وضع علامة السؤال بعدها.

*ملاحظة: لاحظ كيف أن موقع كل من الفاعل والفعل المساعد يتغير حيث يصبح موقع أحدهما عكس موقع الآخر.

1- What is **he** doing?- Do you know what he is doing?2-Where **have they** been?I wonder where they have been.

(ب) إذا كان السؤال المباشر يحتوي على الأفعال المساعدة (do,does,did) نقوم بحذفها ونتبع القواعد أدناه وأنظر خطواتها :

1. Wh. + ~~does~~ + S. + V.1 + Comp+? → Wh. + S. + V.1+s/es + Comp. +?2. Wh. + ~~do~~ + S. + V.1 + Comp+? → Wh. + S.+ V.1 + Comp. +?3. Wh. + ~~did~~ + S. + V.1 + Comp+? → Wh. + S.+ V.2 + Comp. +?

ملاحظة: لاحظ أن ترتيب الجمل لا يتغير في حالة الأفعال المساعدة (do,does,did)

1. نكتب أداة السؤال

2. نكتب الفاعل

3. نحذف كل من (do/does/did) ونكتب الفعل مجردا كما هو (v.1) في حالة الفعل المساعد (do) بينما نضيف (s/es) للفعل

في حالة الفعل المساعد (does) ونحول الفعل الى ماضي (V.2) في حالة الفعل المساعد (did)

4. نكتب تكملة الجملة ولا ننسى وضع علامة السؤال بعدها.

*ملاحظات عند إضافة (s) أو (es) للفعل عندما نحذف الفعل المساعد (does) :

1- إذا كان الفاعل مفرد وإنتهى الفعل بأحد الحروف الآتية نضيف للفعل (es)

pass → passes مثل (ss)

wash → washes مثل (sh)

watch → watches مثل (ch)

fix → fixes مثل (x)

go → goes مثل (o)

2- إذا كان الفاعل مفرد ومثبت ولم ينتهي بالمقاطع أعلاه فأنتنا نضيف له فقط (s) :

visit → visits

help → helps

3- إذا كان الفعل ينتهي بحرف (y) مسبوق بحرف ساكن وكان الفاعل مفرد ، نقلب (y) ← (i) ونضيف (es) للفعل

study → studies fly → flies

4- إذا كان الفعل ينتهي بحرف (y) مسبوق بحرف من حروف العلة (a/e/i/o/u) وكان الفاعل مفرد فقط نضيف (s) ويبقى حرف (y) كما هو دون تغيير

say → says
play → plays
buy → buys

1- What do you want?

-Can you tell me what you want?

2- When did she leave?

Do you know when she left?

3- When does the train leave?

- Can you tell me when the train leaves?

2. الأسئلة القصيرة: وهي التي تبدأ بفعل مساعد ويكون جوابها بنعم أو لا :

أ- عندما نريد تحويل الأسئلة القصيرة المباشرة (أسئلة نعم أو لا) التي تبدأ بأي فعل مساعد باستثناء (do/does/did) إلى سؤال غير مباشر نتبع القاعدة الموضحة بالشكل الآتي والموضحة أكثر بالخطوات التي تليها :

aux. + S. + V. + comp. ?
if /whether + S. + aux. + V. + comp. ?

1. نكتب if أو whether

2. نكتب الفاعل

3. نكتب الفعل المساعد (do/does/did) كما ذكرنا شرط ألا يكون

4. نكتب الفعل كما هو سواء كان مجرداً أم في تصريفه الثالث أم يحتوي على ing

5. نكتب تكملة الجملة ولا ننسى وضع علامة السؤال بعدها .

- Have you seen my dog?

Can you tell me if you have seen my dog ?

لاحظ كيف أن موقع كل من الفاعل والفعل المساعد يتغير بجعل موقع أحدهما عكس موقع الآخر . -

ب- عند تحويل الأسئلة القصيرة المباشرة التي تبدأ بالأفعال المساعدة (do/does/did) نتبع القاعدة أدناه:

1. ~~Do~~ + S. + V.1 + Comp +? → if/whether+ S. + V.1 + Comp.+?

2. ~~Does~~ + S. + V.1 + Comp +? → if/whether+ S. + V.1-s/es + Comp.+?

3. ~~Did~~ + S. + V.1 + Comp +? → if/whether+ S. + V.2 + Comp.+?

1. نكتب if أو whether
 2. نكتب الفاعل
 3. نحذف كل من (do/does/did) ونكتب الفعل مجردا كما هو (v.1) في حالة الفعل المساعد (do) بينما نضيف (s) أو (es) للفعل في حالة الفعل المساعد (does) ونحول الفعل الى ماضي (V.2) في حالة الفعل المساعد (did)
 4. نكتب تكملة الجملة ولا ننسى وضع علامة السؤال بعدها .
- * ملاحظة: لاحظ أن ترتيب الجملة لا يتغير في حالة (do,does,did)

*ملاحظات مهمة جدا:

1. انتبه الى (Do you mind telling me.....) حيث أن (telling me) تأتي دائما بعدها في حالة تحويل الأسئلة المباشرة التي تبدأ بأداة سؤال (wh.Q)

Do you mind *telling me* why the train is late?

2. إذا بدأ السؤال المباشر ب (Can you + V.1) أو (Could you + V.1) وكانت العبارة (Do you mind) معطاة كجزء من الإجابة على سؤال إعادة كتابة الجمل فيجب أن نضيف (ing) للفعل (V.1) ونكتبه مباشرة بعد (Do you mind)

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

Do you mind suggesting a healthy breakfast?

3. في حالة تحويل الجمل الأمرية التي تعبر عن الطلب المؤدب والتي تبدأ ب (Please + V.1) فيجب أن نضيف (ing) للفعل (V.1) ونكتبه مباشرة بعد (Do you mind) إذا كانت معطاة في الجواب.

1. Please **help** me to plan my revision.

Do you mind helping me to plan my revision?

2. Please **tell** me when you were born.

Do you mind telling me when you were born?

4. أحيانا يأتي بعد (Do you mind) الفعل explaining إذا كان السؤال المباشر يبدأ بأداة السؤال (why)

-Do you mind explaining why the sky sometimes looks red?

الأسئلة الوزارية السابقة حول موضوع الأسئلة غير المباشرة

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

W, 2018

Could you tell me.....?

2. Are students allowed to navigate the Internet during the open exam ?

W, 2017

Do you know.....?

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

S, 2017

Do you know

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

W, 2016

Could you tell me

5. Is there a connection between the amount of TV people watch and how fit they are?

S, 2016

Do you know

SB, P.51

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

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

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?

AB, p. 36

5 Complete the following indirect questions. The first one is done for you.

- 1 Can you suggest a healthy breakfast?
Do you mind suggesting a healthy breakfast?
- 2 Please help me to plan my revision.
Do you mind _____?
- 3 How can I relax?
_____ you explain _____?
- 4 Are we allowed to eat sweets during the exam?
_____ you know _____?



5 Please tell me where you found that information.

_____ mind _____ ?

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

_____ whether _____ ?

AB; P.36

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 /?

Collocations المتلازمات

المتلازمة هي عبارة عن كلمتين أو أكثر غالباً ما تستخدم سوياً فلا يمكن حذف إحداهما عن الأخرى.

Collocation	Meaning in English	Meaning in Arabic
draw up a timetable	write a schedule	يكتب جدول
make a start	begin	يبدأ
do a subject	study	يدرس
take a break	relax	يأخذ إستراحة
make a difference	change something	يغير
do exercise	keep fit	يتمرن

AB.; P.35

2 Read definitions 1–6. Make collocating phrases using a verb and a noun from the boxes. Write the collocations in the correct gaps next to the definitions. One verb is not needed. The first one is done for you.

do (x2) draw up
make (x2) give take

a start a break exercise
a timetable a subject a difference

1 write a schedule: draw up a timetable

2 keep fit: _____

3 begin: _____

4 relax: _____

5 study: _____

6 change something: _____

AB.; P.35

3 Use the collocations from exercise 2 to complete the sentences. The first one is done for you.

1 If you want to lose weight, you should do exercise every day.

2 The deadline is tomorrow, and you haven't done anything yet! You really must _____.

3 If you send money to charity, you will _____ to a lot of lives.

4 You look tired. Why don't you _____?

5 I need to organise my time better. I think I'll _____

- Replace the underlined misused collocation in the following sentence with the correct one. Write the answer down in your ANSWER BOOKLET. **وزارة 2018 W,**

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

- يرد أيضا سؤال المتلازمات في الامتحان الوزاري بطريقة املأ الفراغ

SB, p. 52

Learning a Foreign Language تعلم لغة اجنبية

No.	Words	Meaning in English	Meaning in Arabic
1	memory (noun) memorise (verb) memorable (adjective)	someone's ability to emember things, places and experiences.	ذاكرة
2	multilingual (adj.) multilingualism (n.)	speaking, reading or <i>writing</i> in more than two languages	متعدد اللغات
3	simulator (n) simulation (n) simulate (v)	any device or system that simulates specific conditions or the characteristics of a real process or machine.	جهاز محاكاة (تقليد للواقع)
4	utterance (n) utter (v)	something that is said, such as a statement	لفظ (عبارة ملفوظة)
5	mother tongue (n)	the first and main language that you learnt when you were a child.	اللغة الأم

Speaking a foreign language, it(1) is claimed, improves the functionality of your(2) brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial "exercise", which(3) improves memory. As well as exercising the brain, it(4) is thought that learning a new language also presents the brain with unique challenges. These(5) include recognizing different language systems and ways to communicate with these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who(6) study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who(7) have only mastered their(8) mother tongue.

يعتقد بأن تحدث لغة اجنبية يحسن من أداء الدماغ بطرق شتى. إن تعلم الجديد من المفردات و قواعد اللغة من شأنه أن يزود الدماغ بتمارين مفيدة تحسن الذاكرة, و بالاضافة الى تدريب الدماغ فإنه يعتقد بأن تعلم لغة جديدة يقدم أيضا للدماغ تحديات فريدة من نوعها. و هذا الامر يتضمن التعرف على أنظمة لغوية مختلفة, و طرق للتواصل مع هذه الأنظمة, و هذه المهارات تحسن من فرص نجاحك في مهام حل المشاكل أيضا, و يقال بأن الطلاب الذين يدرسون لغات اجنبية يقومون بأداء أفضل - إجمالاً - في اختبارات الرياضيات و القراءة و المفردات مقارنة بالطلاب الذين لا يجيدون الا لغتهم الام.

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(9)** 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.

و تبعاً لدراسة أجريت من قبل "جامعة ولاية بنسلفانيا" في الولايات المتحدة الأمريكية, فإن الأشخاص متعددي اللغة يستطيعون التحويل بين نظامين من أنظمة الكلام و الكتابة و البناء اللغوي بشكل سهل جداً, كما ثبت انهم قادرون على التنقل بين مختلف المهام بمنتهى السهولة. و قد تطلبت احدى التجارب من المشاركين ان يشغلوا جهاز محاكاة للقيادة بينما يقومون باجراء وظائف مختلفة في نفس الوقت, و قد دلت التجربة على أن المشاركين متعددي اللغات كانوا اقل تأثراً بما يلهيهم من المهام الاخرى, و بالتالي ارتكبوا أخطاء أقل.

It(10) is believed that language learning can also improve your decision-making skills. When **you(11)** speak a foreign language, **you(12)** are constantly weighing up subtle differences in meaning of a word or the way **that(13)** an **utterance** is made. This process is then transferred subconsciously to other situations in **which(14)** judgment is called for, and decisions have to be made.

كما و يعتقد بأن تعلم اللغة من شأنه ان يحسن من مهارات اتخاذ القرار, فعندما نتحدث لغة اجنبية فإنك تقيم الفروق الدقيقة في المعنى أو طريقة لفظ الكلمة, ثم تنتقل هذه العملية لاشعوريا الى حالات اخرى يلزم فيها الحكم واتخاذ القرارات.

Finally, learning a foreign language can also improve **your(15)** ability to use **your(16)** mother tongue more effectively. As **you(17)** become more aware of the way **that(18)** a language works, **you(19)** begin to apply **it(20)** to the language **that(21) you(22)** use every day. The skills **you(23)**



obtain from learning a foreign language therefore can make you(24) a better speaker and writer in your(25) own language.

و ختاماً، فإن تعلم لغة اجنبية من شأنه أيضاً أن يحسن من مقدرتك على التحدث بلغتك الام بفعالية أكبر، فبينما تصبح أكثر إدراكاً للطريقة التي تنظم فيها اللغة، فإنك تبدأ بتطبيقها على اللغة المستخدمة يومياً، و بالتالي فإن المهارات المكتسبة خلال تعلمك للغة أجنبية يمكن أن تجعل منك متحدثاً و كاتباً بلغتك الأم بشكل أفضل.

SB; P. 52**Comprehension**

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

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

Answers:

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

Speaking a foreign language, it(1) is claimed, improves the functionality of your(2) brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial "exercise", which(3) improves memory. As well as exercising the brain, it(4) is thought that learning a new language also presents the brain with unique challenges. These(5) include recognizing different language systems and ways to communicate with these systems. These skills improve your(6) chances of success in other problem-solving tasks as well. It is said that students who(7) study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who(8) have only mastered their(9) 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(10)** 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(11) is believed that language learning can also improve **your(12)** decision-making skills. When **you(13)** speak a foreign language, **you(14)** are constantly weighing up subtle differences in meaning of a word or the way **that(15)** an utterance is made. This process is then transferred subconsciously to other situations in **which(16)** judgment is called for, and decisions have to be made.

Finally, learning a foreign language can also improve **your(17)** ability to use **your(18)** mother tongue more effectively. As **you(19)** become more aware of the way **that(20)** a language works, **you(21)** begin to apply **it (22)** to the language **that(23) you(24)** use every day. The skills **you(25)** obtain from learning a foreign language therefore can make **you(26)** a better speaker and writer in **your(27)** own language.

Additional Questions (أسئلة إضافية)

1. What do the underlined words refer to?
2. Find a word in the text which means " **any device or system that simulates specific conditions** ".
3. According to the text, there are many various ways (methods) by which learning a foreign language improves the brain. Write down two of them.
4. There are many benefits (advantages/positive results) of learning a foreign language. Mention two of them.
5. Learning a new language provides the brain with two challenges. Mention these two challenges. (the writer mentioned two difficulties that we face when we learn a foreign language. Mention them)
6. There are two ways by which we can exercise our brain. Write them down.
7. Chances of success in other problem-solving tasks can be improved by two skills. Mention these two skills.
8. The writer states that it has been proved that multilingual people in the USA are also able to switch easily between completely different tasks. Is he justified? Explain.



9. According to the text, learning a foreign language improves five functions. Mention two of these functions.
10. The study, carried out by Pennsylvania State University, USA, on multilingual people has two results. Write them down.
11. Quote the sentence which indicates that learning a foreign language can help you to use your first language in a more effective way.
12. Learning a foreign language is not difficult for many people these days. Think of this statement, suggesting three tips (pieces of advice) for everyone to learn another language easily.

Teacher Mubarak Al-Zehir

**Grammar: The impersonal passive (الرسمي) للمجهول غير الشخصي**

• The impersonal passive is a formal way of reporting thoughts, sayings, beliefs and opinions.
هو طريقة رسمية لنقل الأفكار والاقوال والاعتقادات والآراء.

• We can use the impersonal passive with (*say, think, claim, believe, prove, know, assume, suppose*). All these verbs must be (V.3)

نستخدم الأفعال (يقول، يعتقد، يزعم، يعتقد، يثبت، يعرف، يفترض،) مع المبني للمجهول الرسمي

– أعزائي الطلبة تكون طريقة السؤال في الامتحان بالتحويل من جملة المبني للمعلوم إلى جملة المبني للمجهول غير الشخصي او العكس. للتحويل من المبني للمعلوم الى المبني للمجهول بإمكانكم إتباع إحدى الطرق الآتية حسب الخطوات الموضحة بالشكل الآتي:

1. الطريقة الأولى بوجود **It**. وهي من المعطيات في امتحان الوزارة

It

الخطوة 1	الخطوة 2	الخطوة 3
It is It was It has been	نكتب V.3 (said, thought, claimed, believed, proved, known, assumed, supposed) حسب الفعل الموجود قبل that في جملة ما قبل التحويل	نكتب باقي الجملة بدءاً من كلمة that وأحياناً لا توجد that

ملاحظة 1: نكتب **It is** اذا احتوت الجملة الأولى قبل التحويل على فعل مضارع من الأفعال **say, think, claim, believe, prove, know, assume, suppose, ...** ثم نتبع الخطوات 2 و 3 أعلاه.

ملاحظة 2: نكتب **It was** اذا احتوت الجملة الأولى قبل التحويل على فعل ماضي من الأفعال **said, thought, claimed, believed, proved, knew, assumed, supposed** ثم نتبع الخطوات 2 و 3 أعلاه.

ملاحظة 3: نكتب **It has been** اذا احتوت جملة ما قبل التحويل على **has/have + V.3** ثم نتبع الخطوات 2 و 3 أعلاه.

1. People **say that** children are afraid of animals.

It **is said that** children are afraid of animals.

2. Scientists **say that** dolphins are highly intelligent.

It **is said that** dolphins are highly intelligent.

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

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

4. They **claimed that** women had lived longer than men.

It **was claimed that** women had lived longer than men.

5. Scientists **have proved that** exercise is good for concentration.

It **has been proved that** exercise is good for concentration.

6. Multilingual people **have proved that** they are also able to switch easily between completely different tasks.

It **has been proved** that multilingual people are also able to switch easily between completely different tasks.



2. الطريقة الثانية عند وجود المفعول به في بداية الجملة حيث يكون المفعول به من المعطيات في امتحان الوزارة

Obj.....

الخطوة 1	الخطوة 2	الخطوة 3	الخطوة 4
Obj.	(is/was/are/were) (has been/have been) حسب المفعول به مفرد أو جمع	نكتب V.3 لأحد الأفعال الآتية (said, thought, claimed, believed, proved, known, assumed, supposed) حسب الفعل الموجود قبل that في الجملة الأولى	(فعل مجرد + to) ثم التكملة

ملاحظة 1: نكتب (is) بعد المفعول به المفرد إذا كان الفعل في الجملة الأولى قبل التحويل مضارع بينما نكتب بعده (was)

إذا كان الفعل ماضي ثم نتبع الخطوتين 3 و 4 أعلاه

ملاحظة 2: نكتب (are) بعد المفعول به الجمع إذا كان الفعل في الجملة الأولى قبل التحويل مضارع بينما نكتب بعده

(were) إذا كان الفعل ماضي ثم نتبع الخطوتين 3 و 4 أعلاه

ملاحظة 3: نكتب (has been) بعد المفعول به المفرد إذا كان الفعل في الجملة الأولى قبل التحويل مضارع تام بينما نكتب بعده

(have been) للجمع ثم نتبع الخطوتين 3 و 4 أعلاه.

ملاحظة 4: الفعل الذي نجرده نجرده في الجملة الأولى قبل التحويل بعد المفعول به

1. People say that **children are** afraid of animals.

Children are said to be afraid of animals.

2. They believe that **the story is** true.

The story is believed to be true.

3. People know that **he is** talented.

He is known to be talented.

4. They believe that **the factory will make** profit soon.

The factory is believed to make profit soon. لاحظ أننا حذفنا (will) وكتبنا الفعل المجرد بعد (to) في الجملة 2

5. They say **women live** longer than men.

Women are said to live longer than men.

6. They think **she has** written a book.

She is thought to have written a book. لاحظ أننا حولنا (has) الى (have) لتصبح مجردة

7. They think **she is** writing a book.

She is thought to be writing a book.

ملاحظة 5: إذا احتوت الجملة الأولى على (used to) اتبع القاعدة التالية في حالة التحويل من المبني للمعلوم الى المبني للمجهول

S. + used to + V.1 that → It used to + be + V.3 + that..... :

- Scientists used to think that the earth was flat.

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

التحويل العكسي (من مبني للمجهول الى مبني للمعلوم) في حالة (It)

ملاحظات: 1. إذا وجدت (it is + V.3...) في الجملة التي قبل التحويل اتبع الخطوات أدناه:

1. قم بتحويل التصريف الثالث للفعل الى تصريف أول

2. أكتب باقي الجملة



It + is + V.3 —————> S. + V.1 + that

- It is said that she works hard.

People *say that she works hard.*

2. إذا وجدت (it was + V.3...) في الجملة الأولى التي قبل التحويل اتبع الخطوات أدناه:

1. قم بتحويل التصريف الثالث الى تصريف ثاني

2. أكتب باقي الجملة

It + was + V.3 —————> S. + V.2 + that

- It was thought that the earth was flat.

They *thought that the earth was flat.*

3. إذا وجدت (It has been + v.3 + that) في الجملة التي قبل التحويل اتبع الخطوات أدناه:

1. أكتب (have) في حالة الجمع واكتب (has) في حالة المفرد

2. احذف (been)

3. اكتب التصريف الثالث للفعل كما هو موجود في الجملة الأولى قبل التحويل وتجدده بعد (been)

It + has + been + V.3 —————> S.+ has/have + V.3 + that

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

Scientists *have proved that exercise is good for concentration.*

التحويل العكسي (من مبني للمجهول الى مبني للمعلوم) في حالة المفعول به (obj)

ملاحظات:

1. إذا وجدت (Obj + is + V.3 + to + V.1) في الجملة الأولى التي قبل التحويل اتبع الخطوات أدناه:

1. قم بتحويل التصريف الثالث الى تصريف أول للفعل

2. اكتب (that)

3. أكتب المفعول به وتجدده قبل (is)

4. قم بحذف (to) وتحويل الفعل بعدها إلى (V.1 + s/es) اذا كان الاسم قبله مفرد أو (V.1) اذا كان الاسم قبله جمع

5. أكتب باقي الجملة

2. إذا وجدت (to be) وكان المفعول به قبلها مفرد نحذفها ونكتب (is) أما إذا كان جمع فنكتب (are)

Obj + is + V.3 —————> S.+ V.1 + that + obj + (V.1 + s/es)/ (V.1) +.....

- The story is believed to be true.

They *believe that the story is true.*

- Dolphins are said to be highly intelligent.

Scientists *say that dolphins are highly intelligent.*

- Speaking a foreign language is claimed to improve the functionality of your brain.

They *claim that speaking a foreign language improves the functionality of your brain.*

3. إذا وجدت (Obj + has + been + V.3 + to + V.1) في الجملة الأولى التي قبل التحويل اتبع الخطوات أدناه:

1. أكتب (have)

2. احذف (been) ثم اكتب التصريف الثالث للفعل الذي بعدها كما هو

3. أكتب (that) ثم اكتب المفعول به وتجدده في بداية الجملة قبل (has)

4. قم بحذف (to) وتحويل الفعل بعدها إلى (V.1 + s/es) إذا كان الاسم قبله مفرد أو (V.1) إذا كان الاسم قبله جمع

5. أكتب باقي الجملة

4. إذا وجدت (to be) وكان المفعول به قبلها مفرد نحذفها ونكتب (is) أما إذا كان جمع فنكتب (are)

Obj + has + been + V.3 → S. + have + V.3 + that + (V.1 + s/es) / (V.1) +

- Exercise has been proved to be good for concentration.

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

5: إذا احتوت الجملة الأولى على (used to) اتبع القاعدة التالية في حالة التحويل من المبني للمجهول إلى المبني للمعلوم

It used to + be + V.3 + that..... → S. + used to + V.1 that

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

Scientists *used to think that the earth was flat.*

الأسئلة الوزارية السابقة حول موضوع المبني للمجهول غير الشخصي

1. My English teacher says that English clubs are essential for learning English well. **W, 2018**
English clubs.....
2. They assumed that the last Olympic Games were a great success. **W, 2017**
It
3. Experts have proved that eating fresh vegetables is good for the stomach. **S, 2017**
Eating fresh vegetables
4. People believe that eating almonds reduces the risk of heart disease. **W, 2016**
Eating almonds
5. Doing regular exercise is believed to reduce the risk of several diseases. **S, 2016**
People believe that

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7. Rewrite the sentences. Use the impersonal passive in two different ways. The first one is done for you.

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

It is said that fish is good for the brain.

Fish is said to be 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.

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4- Read the two sentences in bold in the essay on page 52. Rewrite them using an active form. Which option is more formal?

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

People claim that _____

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

They believe that _____

SB, P. 53

5. Use the impersonal passive to report these sentences. Check your answers in the text.

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

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

SB,P. 54

Education in Jordan التعليم في الاردن

No.	Words	Meaning in English	Meaning in Arabic
1	optional (adj) option (n)	Left to choice; the opposite of compulsory	اختياري
2	compulsory (adj)	obligatory, required; the opposite of optional	الزامي
3	academic (adj) academy (n) academically (adv)	connected with education, especially at college or university level.	اكاديمي، جامعي
4	vocational (adj) vocation (n)	used to describe a particular job and the skills involved	مهني
5	public university (n)	a university that is funded by public means, through a government	جامعة حكومية
6	private university (n)	a university not operated by a government	جامعة خاصة
7	Undergraduate (n)	someone who has not yet completed their first degree	طالب جامعي
8	degree (n)	a qualification that is given to you when you have successfully completed a course of study.	شهادة، درجة علمية
9	postgraduate (n)	someone who has finished their first degree and is continuing to study either a Master's or a PhD; ~ degree a second degree of Master's or PhD level	طالب دراسات عليا

10	Master's degree (n)	a period of one or two years of study which takes place after the completion of a Bachelor's degree.	شهادة الماجستير
11	PhD (n)	a doctorate; the highest degree awarded by a university faculty	شهادة الدكتوراه
12	diploma (n)	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course.	شهادة الدبلوم / دبلوم دراسي
13	enrol (v.) enrolment (n.)	to officially arrange to join a school, university or course.	يلتحق بالدراسة
14	online distance learning (n)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعلم عن بعد عبر الانترنت

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.

يحظى وطننا بمستوى عالي من التعليم و هذا اساسا يعود الى حقيقة ان الحكومة تعتبر التعليم ضرورة فكل المدارس من الروضة الى الثانوية، هي من مسؤولية وزارة التربية والتعليم. ويكون التعليم في مرحلة ما قبل المدرسة والروضة اختياري، يتبعها عشر سنوات من التعليم المجاني والالزامي وبالنسبة للتعليم العالي، يدخل الطلاب الجامعة اما لدورات اكااديمية او مهنية.



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**.

يمكن للطلاب الالتحاق بواحدة من عشر جامعات حكومية، او بواحدة من 19 جامعة خاصة. عدد كبير من الطلبة الاردنيين يختارون الدراسة في هذه المؤسسات، وكذلك الطلاب الاجانب من جميع انحاء العالم. هؤلاء هم الجامعيون الذين يدرسون للحصول على الشهادة الاولى، او طلاب الدراسات العليا الذين يدرسون للحصول على شهادة الماجستير والدكتوراه او الدبلوم العالي

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(1)** are all public universities. An example of a newer university is the German-Jordanian University in Amman, **which(2)** was set up in 2005 CE. **It(3)** is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and **it(4)** follows Germany's model of education in Applied Sciences.

تعتبر الجامعات الثلاث الاكثر طلابا هي الجامعة الاردنية في عمان و جامعة اليرموك في اربد وجامعة البلقاء التطبيقية في السلط. هذه كلها هي الجامعات الحكومية. ويوجد مثال على جامعة حديثة وهي الجامعة الالمانية-الاردنية في عمان، والتي انشئت في عام 2005 وهي تعاون مشترك بين وزارة التعليم العالي والبحث العلمي ووزارة التعليم والبحث الفيدرالية الاتحادية الالمانية ، وتتبع النموذج الالمانى للتعليم في العلوم التطبيقية

For students **who(5)** wish to complete **their(6)** university studies while working at the same time, it is also possible in some Jordanian universities to **enrol** onto **online distance learning** programmes. In the future, this option will become available in many other universities.

بالنسبة للطلاب الذين يرغبون في اكمال دراستهم الجامعية بينما هم يعملون في نفس الوقت، فمن الممكن ايضا في بعض الجامعات الاردنية أن يسجلوا في برامج التعلم عن بعد عبر الانترنت. في المستقبل، هذا الخيار سيصبح متاحا في العديد من الجامعات الاخرى

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**(1) are all public universities. An example of a newer university is the German-Jordanian University in Amman, **which**(2) was set up in 2005 CE. **It**(3) is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and **it**(4) follows Germany's model of education in Applied Sciences.

For students **who**(5) wish to complete **their**(6) university studies while working at the same time, it is also possible in some Jordanian universities to enrol onto online distance learning programmes. In the future, this option will become available in many other universities.

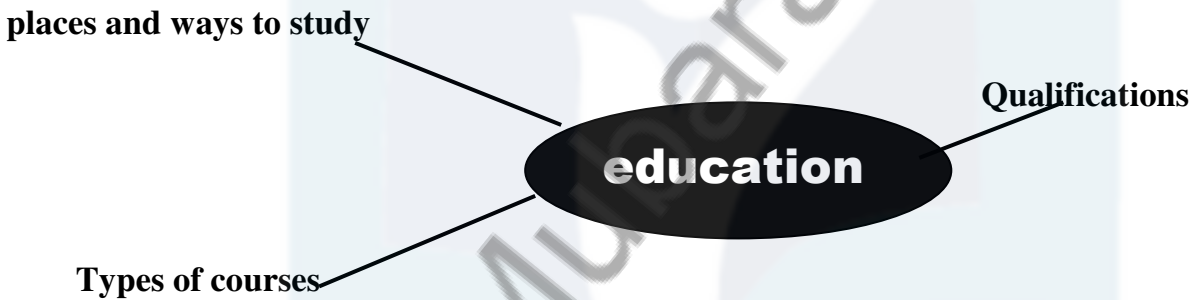
1. What do the underlined words refer to?
2. Find a word in the text which has the opposite meaning of "compulsory".
3. Find a word in the text which has the opposite meaning of "optional".
4. Find a word in the text which has the same meaning as "obligatory".
5. Find a phrase in the text which means "a university that is funded through a government".
6. Find a reason why Jordan has a high standard of education.
7. There are two kinds/types of courses which students enter university for. Write them down.
(Higher education students go to university for two kinds of courses. Write them down.)
8. There are two stages of education in Jordan which are not obligatory. Mention them.
9. Write down the sentence that shows the number of universities in Jordan.
10. Postgraduates in Jordan can get different degrees(qualifications) after completing their first degree. Write down two of them.
11. The writer mentions three examples for non-fee –paying universities in Jordan. Mention two of them.

12. Give an example of a newer university which was set up in 2005 CE.
13. Some people prefer face –to-face learning to distance learning. Think of this statement, suggesting three reasons why face-to-face learning is more preferable.
14. Some students choose online distance learning. Think of this statement, suggesting three reasons for that.
15. Some people think distance learning means you don't meet or socialise with other students. Do you agree? Why? Why not?

SB, P.54

1. Complete the mind map with the words and phrases in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 93–95 or in a dictionary.

degree diploma Master’s degree online distance learning
 PhD postgraduate private university
 public university undergraduate vocational



Answers:

Places and ways to study: online distance learning
Qualifications: degree, diploma, Master's degree, PhD
Types of courses: postgraduate, undergraduate, vocational

SB, P.54

2. Read the article about education in Jordan. Find the best type of course or institution for the following people:
 - 1 a child who is too young to start primary school
 - 2 an undergraduate who wants to get a first degree
 - 3 someone who wants a degree from a non-fee-paying university
 - 4 a postgraduate with a first degree, who wants to study further
 - 5 a postgraduate with a Master’s degree, who wants to study further
 - 6 someone who is unable to attend university but wants a degree



Answers:

1. pre-school or kindergarten.
2. public or private university.
3. a public university.
4. Master's degree of a public or a private university.
5. A PhD at a public or a private university.
6. Online didtance learning.

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Speaking

3 Read the following statements. Do they refer to face-to-face learning or distance learning via the Internet?

- 1 You don't have to attend classes.
- 2 You can earn money while you are studying.
- 3 You can do undergraduate as well as postgraduate degrees.
- 4 There are a lot of opportunities for group discussions.
- 5 There is a lot of support from lecturers and tutors.

Answers:

Distance learning via the Internet: 1,2

Face to face learning: 3,4,5

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Speaking

5 Discuss these questions in pairs.

- 1 Which would you prefer to do: a face-to-face course at a college or university, or an online course?
- 2 Would you prefer to do an academic or a vocational course when you finish school? Why?
- 3 What other advantages and disadvantages of both face-to-face and distance learning courses can you think of?

AB, P. 37 Reading

No.	Words	Meaning in English	Meaning in Arabic
1	immerse (v.) immersion (n.)	to be deeply involved in something and spend most of your time doing it	ينغمس ، ينهمك
2	trailer-made (adj)	custommade; made to fit exactly	مصمم خصيصا
3	academic (adj) academy (n) academically (adv)	connected with education, especially at college or university level.	أكاديمي، جامعي
4	undergraduate (n.)	someone who has not yet completed their first degree	طالب جامعي
5	postgraduate (n.)	someone who has finished their first degree and is continuing to study either a Master's or a PhD; ~ degree a second degree of Master's or PhD level.	خريج
6	vocational (adj.) vocation (n.)	used to describe a particular job and the skills involved	مهني
7	tuition (n.)	teaching, especially in small groups	تعليم (في مجموعات صغيرة)

1 Learn English fast – the natural way!

1. تعلم الانجليزية بسرعة – الطريقة الطبيعية

It is said that the best way to acquire a language is to **immerse** yourself in **it** (1), and that's what we offer at Extreme English: total immersion.

يقال أن أفضل طريقة لإكتساب اللغة هو ان تنغمس فيها. وهذا ما نقدمه في الانجليزية المطلقة: الانغماس الكلي



2 What exactly do you(2) mean by 'total immersion'? ماذا تقصد بالضبط الانغماس الكلي؟

You(3) will stay in one of our beautiful apartments. You(4)'ll hear and speak English all day long. You(5) can either join a small group of other students of a similar level, or request a 'tailor-made' course. For example, you(6) may require a course in **academic** English to prepare you(7) for **undergraduate** or **postgraduate** studies, or a **vocational** course to help you(8) with your (9) career. Either way, you(10) will live and work together as a family.

سوف تقيم في إحدى شققنا الجميلة. سوف تستمع للغة الإنجليزية وتتحدثها طوال اليوم. يمكنك اما الانضمام لمجموعة صغيرة من الطلاب الاخرين بنفس المستوى، او طلب دورة مصممة خصيصا. مثلا، قد تطلب دورة في اللغة الانجليزية الاكاديمية لتحضرك للدراسات الجامعية او الدراسات العليا، او مسار مهني لمساعدتك في مهنتك. وفي كلتا الحالتين، سوف تعيشون وتعملون معا كأ أسرة واحدة

3 What will I(11) be doing?

3. ما الذي سأفعله؟

In the mornings, after breakfast, one or more of our trained and experienced teachers will arrive, and you(12) will have three hours of intensive **tuition**. Then, after enjoying lunch together around the table, you(13)'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(14) may prefer to relax at home and chat (in English, naturally!). Whatever you(15) do, your(16) teachers will be with you(17), acting as guides, tutors and friends.

في كل صباح، بعد الافطار، سيصل واحد او اكثر من المعلمين المدربين واصحاب الخبرة، وسيكون لديك ثلاث ساعات من التعليم المكثف. ثم، بعد الاستمتاع بالغداء معا حول المائدة، ستقوم بزيارة الاماكن المحلية ذات الاهمية، والذهاب للتسوق، والمشاركة في الالعاب الرياضية الخ.. في كل مساء سيكون هناك خيار للانشطة الثقافية، كالمسرح او الحفل الموسيقي مثلا، او قد ترغب بالاسترخاء في المنزل والدراسة (بالانجليزية طبعاً!). مهما فعلت، فإن معلموك سيكونوا معك، كمرشدين ومعلمين وأصدقاء.

4 How long are the courses?

4. كم مدة الدورات؟

Some people just come for a week, and they (18) are usually amazed by how much progress they(19) make in such a short time. **Others** (20) come for two, three, even four weeks. It's up to



you(21). You (22) can be sure of one thing – we'll do our very best to give you(23) a first-class experience and send you(24) home thinking and dreaming in English!

بعض الناس يأتون فقط لمدة أسبوع، وعادة ما يكونوا مندهشين بمدى التقدم الذي يقومون به في وقت قصير كهذا بينما يأتي آخرون لمدة أسبوعين وثلاثة أو حتى أربعة أسابيع والأمر متروك لك. يمكنك ان تكون متأكدا من شيء واحد وهو أننا سنبدل قصارى جهدا لمنحك تجربة من الدرجة الاولى وإرسالك للبيت وأنت تفكر وتحلم في اللغة الانجليزية.

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10. Read the article again and answer the following questions:

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

Answers:

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

Additional Questions:

1. What do the underlined words refer to?
3. Find a word in the text which means "custommade".
10. In total immersion, students can learn English by choosing one of two options. Write these two options down.
11. There are two (examples/types/ kinds) of a 'tailor made' course. Mention them.



12. An academic English course can prepare students for two (levels/stages/forms) of study. Write them down.
13. Students can do many activities after lunchtime. Write two examples for these activities.
14. According to the text, there are many cultural activities which students can do in the evenings (after dinnertime).Mention two of them.
15. The writer states that teachers can play many roles in order to help their students. Write down two of these roles.
16. Quote the sentence which shows who takes care of students in different situations.

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Vocabulary

11 Complete the sentences with the words in **bold** in the text.

academic undergraduate postgraduate vocational

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

Derivation words for Unit 7

فعل Verb	إسم Noun	صفة Adjective
circulate يجري (الدم أو الهواء)	circulation دورة (الدم أو الهواء)	
dehydrate يجفف	dehydration جفاف	dehydrated جاف
advise ينصح	advice نصيحة advisor مستشار	
revise يراجع	revision مراجعة	
concentrate يركز	concentration تركيز	
	nutrition تغذية nutrient مادة غذائية	nutritious غذائي
memorise يحفظ	memory ذاكرة	memorable لا ينسى
diet يلتزم بنظام غذائي	diet حمية، نظام غذائي	dietary غذائي
	multilingualism تعدد اللغات	multilingual متعدد اللغات
simulate يحاكي	simulation المحاكاة simulator جهاز المحاكاة	
utter ينطق	utterance نطق	
	vocation مهنة	vocational مهني
enrol يسجل	enrolment تسجيل	
immerse ينغمس، ينهمك	immersion انغماس	
dominate يسيطر	dominance سيطرة	dominant مسيطر
depend يعتمد، يتكل	dependence اعتماد	dependent معتمد
experience يجرب	experience تجربة	experienced مجرب
repeat يعيد، يتكرر	repetition تكرار، اعادة	repeated متكرر، معاد
correct يصلح، يصحح	correction تصحيح، اصلاح	correct سديد، صحيح

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

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

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8. Choose the correct form of the words to complete the sentences.

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

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

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

Writing: Sample persuasive letter

نموذج رسالة إقناعية

Greeting التحية

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

استخدم تحية مناسبة معتمدا على كون الرسالة رسمية أو غير رسمية

Introduction المقدمة

State why you are writing.
أذكر سبب كتابة الرسالة.

Body موضوع الرسالة

In two or more paragraphs, build up your persuasive argument

في فقرتين أو أكثر، قدم حجتك المقنعة

Request الطلب

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

أطلب ما تريد وأظهر أنك مرن في ذلك

Sign-off الخاتمة

Add a sentence of good wishes before you sign off, matching your greeting.

: أضف جملة من التمنيات الجيدة قبل أن تختتم رسالتك بحيث تتناسب مع تحيتك في بداية الرسالة.

Dear Mr Hammad,

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

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

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

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

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

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

Yours sincerely,
Nawal Mohsen



Persuasive letters include: الرسائل الإقناعية تتضمن

- a statement of the letter's purpose عبارة حول الهدف من الرسالة
- a brief and concise statement of the problem عبارة موجزة ودقيقة عن المشكلة
- a detailed description of the problem وصف مفصل للمشكلة
- a proposed solution حل مقترح
- a polite manner and formal language أسلوب لطيف ولغة رسمية
- a restatement of the problem at the end إعادة صياغة المشكلة في النهاية
- a plea such as *I look forward to hearing from you regarding a solution to this issue.*
التماس مثل أتطلع للسماع منكم فيما يتعلق بحل هذه المشكلة
- a formal sign-off خاتمة رسمية

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6 Write a persuasive letter to convince students at your school to study a subject of your choice at university. Write between 100 and 120 words.

Writing skills: Using pronouns

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

نستخدم الضمانر كطرق لربط الفقرات أو الأفكار. الضمير يعود على الأشياء والناس أو الأفكار التي تذكر في الجمل السابقة أو اللاحقة.

The following advice about preparing for exams was given by our teacher. **He** should know – as he has taken so **many of them** in his life! He said, ‘It is not a good idea to study late at night.

This is because your brain is tired then, and **it** is unlikely to retain the information as well. The best time to study is early in the morning. **That** is when you feel most awake

He = our teacher

Many of them = exams

This = the reason why you shouldn't study late at night.

It = the brain

That = early in the morning.

-Study the following sentence carefully and answer the question that follows. Write the answer in your ANSWER BOOKLET.

It is not a good idea to study late at night. **This** is because your brain is tired.

What is the function of using the pronoun " **this**" in the above sentence?

Answer:

to link ideas.

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12 You are going to write a formal letter to a university of your choice. You are applying for a course at university and you need to persuade the university that you are the best candidate.

Discuss these points with a partner:

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

13 Plan your letter. Make notes.

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

2 Talk about the subject and your interest in it.

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



14 Now write your letter. Remember to write clearly and show confidence. Write 150–200 words.

To whom it may concern,

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

Yours faithfully,

Teacher Mubarak Al-Zehir