

السـ تـوجيـهـي — سائـد ـ المنـهاج الجـديـد # 2016

اللغة الانجليزية

المستوى الرابع



Module 5 Units 8+9



سائـد دهيـمش

﴿وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ اِلَىٰ عَالَمِ الْغَيْبِ
وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ﴾
صدق الله العظيم.

ملف المستوى (4) - الفصل الثاني لعام 2016

الاستاذ سائد دهيمش

خبرة تدريس المرحلة الثانوية
الفروع الأكاديمية



"مقدمة بسيطة" للتعرف على ما تحتويه الدوسية:

مجموعة أوراق تأسيسية "Basis" تفيدك بشكل عام لكل من المستويين 4/3.
ملف بسيط ليرشدك على كيفية التعامل مع أسئلة النصوص وطريقة الحل ؟
شملت الدوسية على شرح مبسط وخالي من التعقيد لجميع قواعد اللغة الانجليزية المطلوبة منك في
امتحان الثانوية العامة مع مجموعة مختارة ووافرة من الأسئلة المقترحة.
أوراق عمل شاملة على كل قاعدة.
شرح متنوع وترجمة مميزة ووافية لجميع نصوص الكتاب المطلوبة.
بعد كل قطعة ستجد مجموعة أسئلة على نمط الوزارة الجديد ومقترحة مع الإجابات.
التركيز على أهم تمارين الكتاب المطلوبة في امتحان الوزارة مع الحلول.
مراجعة & امتحانات شاملة وقياسية مع الإجابات النموذجية.
عمل خاص على سؤال الكتابة. بالإضافة إلى مجموعة من مواضيع الإنشاء.
ملحق للمراجعة النهائية والأسئلة المقترحة يصدر ليلة الامتحان فقط.

بعض الإرشادات والنصائح العامة التي قد تفيدك في الامتحان:



- ابدأ بحل الأسئلة الموضوعية ذات الإجابات السريعة :
(القواعد .. الاشتقاقات ... الوظيفية اللغوية ... وهكذا)
- انتقل لحل القطعة و التفكير الناقد.
- أجب عن سؤال تصحيح الأخطاء و موضوع الإنشاء.
- لا تترك أي سؤال بدون إجابة.
- تأكد أنك وضعت رقم السؤال المناسب و الإجابة المناسبة في دفتر الإجابة.

أخي الطالب / أختي الطالبة:

تبيّن تماماً بأن دراستك للمادة بشكل كامل أهم من التوقعات .
لا تخصص وقت للدراسة - أفضل الأوقات عندما تشعر بأنك صافي الذهن وفي أتم النشاط والعطاء .

استعن بالله العظيم "فهو حسبك" ولا تنس ذكر الله.
اللهم إني استودعك علمي هذا فأحفظه لي عند حاجتي.
اللهم لا سهل إلا ما جعلته سهلاً وأنت تجعل الحزن إذا شئت سهلاً.



... الخطأ طريق الصواب (لا تخجل من الخطأ) !

سائد دهيمش



Module 5: Discourse

Unit (8): Language اللغة

Unit (9): the world of business عالم الأعمال

Glossary قاموس المصطلحات

No.	Word [Derivations]	English Meaning	عربي
1	agreement (n) agree (v)	an arrangement or promise to do something, made by two or more people, companies or organisations.	اتفاقية
2	be able to answer detailed questions	to have the ability to understand complicated questions and respond to them appropriately	قدرة الاجابة على الاسئلة التفصيلية
3	blame (v+n)	to say or think that someone or something is responsible for something bad.	يلوم
4	corporate (adj) corporation (n)	belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation	مؤسسي شركة
5	cryptophasia (n)	the development by twins of a language that only they can understand	محاكاة خاصة بالتوائم
6	dialect (n) dialectal (adj)	a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language	لهجة
7	do a deal (v)	to arrange an agreement in business	يعقد صفقة
8	domestic (adj) domesticate (v) domesticity (n)	relating to or happening in one particular country and not involving any other countries	محلي
9	dominate (v) dominance (n) dominant (adj)	to be the most important feature of something	يسيطر (هيمنة)
10	evolve (v) evolution (n) evolutionary (adj)	to develop gradually	يتطور تدريجيا
11	export (n) export (v) exportation (n)	goods sold to another country	صادرات
12	extensively (adv) extensive (adj) extend (v)	in a way to cover or affect a large area	بصورة واسعة ممتد
13	extraction (n) extract (v)	the process of removing and obtaining something from something else	استخراج
14	fertiliser (n) fertilise (v) fertilisation (n) fertile (adj)	a substance that is put on the land to make crops grow	سماد

15	first language (n) mother tongue (n)	(the language that you first learn as a child) The first and main language that you learnt when you were a child.	اللغة الام (الاولى)
16	give a business card	to give someone a card that shows a business person's name, position and contact details	اعطاء بطاقة اعمال
17	goods (n)	things that are produced in order to be sold	بضائع
18	Gross Domestic Product (n)	the value of a country's total output of goods and services	الناتج المحلي الاجمالي
19	import (v+n) importation (n) imported (adj)	goods bought from other countries	يستورد (الواردات)
20	intentional (adj) intend (v) intention (n)	done on purpose.	نية (بقصد)
21	Knitwear (n)	clothing made from wool	ملابس صوفية
22	Machinery (n)	machines, especially large ones; a system or set of processes for doing something	الآلات
23	make small talk	to have an informal chat with someone in order to start a conversation	تمهيد للكلام
24	mineral (n+ adj)	a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth	معدنية
25	negotiate (v) negotiation (n) negotiable (adj)	to discuss something in order to reach an agreement, especially in business or politics	تفاوض
26	pharmaceuticals (n) pharmaceutical (adj)	companies which produce drugs and medicine	شركات ادوية
27	Pop (v)	to burst, or to make something burst, with a short, explosive sound	يفرقع
28	punish (v)	to give someone an unpleasant task in response to bad behaviour	يعاقب
29	recall (v)	to remember a particular fact, event or situation from the past	يستذكر
30	register (n)	a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing.	الصيغة اللغوية
31	replicate (v+n)	to produce a copy of something	يستنسخ / يكرر
32	reserve (v+n)	something kept back or set aside, especially for future use	مخزون
33	sales pitch (n)	the statements and promises that someone makes to try to persuade someone to buy something	ترويج تقديم عرض
34	shake hands [with someone] (v)	to move someone's hand up and down in a greeting	يصافح
35	spill (v + n)	to accidentally flow over the edge of a container	يسكب (يريق)
36	tell a joke (v)	to say something to make people laugh	يخبر نكتة ☺
37	track record (n)	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	سجل أداء

Phrasal verbs الأفعال المركبة

الفعل المركب هو فعل متبوع بـ (حرف جر/ أداة) فيتغير المعنى.
بعضها تتبع بـ مفعول به (تسمى أفعالاً متعدية).
وبعضها لا يأخذ مفعولاً به (تسمى أفعالاً لازمة).

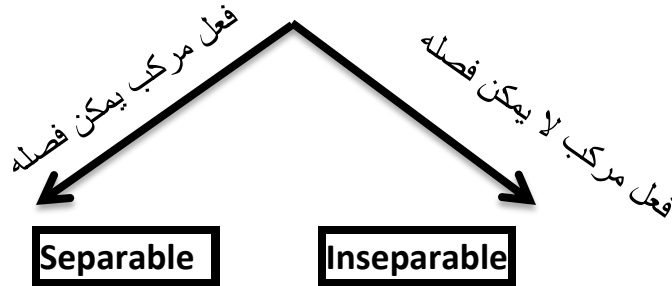
We're asking candidates to **carry out** a short task.

They **came up with** a good idea.

We're **looking into** the problem.

Where did you **grow up**?

My sister and I **get on** well.



- Sometimes the object can go between the verb and the particle, so the verb and the particle are separated. With these verbs, object pronouns always go before the particle.

أحياناً، يمكن أن يأتي المفعول به بين الفعل وأداته، وبذلك يتم الفصل بين الفعل وأداته، ومع هذه الأفعال، إذا جاء المفعول به ضميراً، فإنه يكون بين الفعل والأداة.

Please **point** his sister **out**. Point **her** out.
(NOT Point ~~out~~ her.)

- Sometimes the verb and particle cannot be separated.

أحياناً، لا يمكن الفصل بين الفعل المركب وأداته التي تتبعه.
: الفعل المركب المكون من ثلاثة مقاطع لا يمكن فصله أبداً.

They **came up with** a good idea.

(NOT They came a good idea ~~up~~ with.)

جدول الأفعال المركبة (حفظ)

NO.	Phrasal Verbs	Meaning	عربي
1	come about	happen or take place	يحدث
2	come up with	produce something (an idea), especially when pressured or challenged	يخرج بفكرة
3	carry out	do / complete	يقوم بـ
4	eat out	eat away from home , especially in a restaurant	يأكل خارجا
5	get away with	to do something wrong without being discovered or with only a minor punishment	يفلت من العقاب
6	leave out	to not include	يترك
7	point out	to show sth. to sb. by pointing at it	يشير لـ
8	speed up	to hurry	يسرع
9	find out	to discover	يكتشف
2016	look into	to investigate	يبحث
11	look up	a word in a dictionary	يستخرج كلمة
12	look for	something you've lost	يبحث
13	look forward to	something exciting	يتلهف لـ
14	get over	an illness, and feel better	يتعافى
15	get up	in the morning	يستيقظ
16	get on	with your work and complete it	يواصل
17	take up	a new hobby	يتخذ هواية
18	take away	some fast food	طعام سفري
19	take off	your shoes when you get home	يخلع (حذاءه)
20	go away	from home for a holiday	ابتعد
21	go back	to where you started	يعود
22	go ahead with	a plan, and do it	يأشرب

SB/ p.59 complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me). Consider whether the two parts of the verb can be separated or not. One verb is not needed.

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

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

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

WB/ p.40 1 Replace the words and phrases in bold with the box. One phrasal verb is not needed.

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

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

2 Circle the correct phrasal verb.

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

3 Rewrite the sentences with phrasal verbs formed from the verbs in the box. One verb is not needed. come (X2) / find / leave / look / point / speed

1. Ahmad should hurry or he'll be late.
2. I thought of a great idea while I was swimming.
3. That's amazing news! How did you discover it?
4. That information is important. Don't omit it.
5. We'll drive past my old house. I'll show it to you.
6. It's a mystery how the mistake happened.

WB/P.41 Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may to change the word order.

her him it them

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

اجابات جميع تمارين هذه القاعدة

Page 40, exercise 1

1 look into 2 come up with 3 grow up 4 point out 5 come about 6 carry out 7 get away with 8 Leave out

Page 40, exercise 2

1 point out 2 look into 3 got away with 4 carried out 5 come up with

Page 40, exercise 3

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

Page 41, exercise 4

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

Question Tags, الأسئلة الذيلية

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

نستخدم الأسئلة الذيلية للتأكد من المعلومات أو الاستفسار عنها.

(1) إضافة سؤال ذيلي منفي للجملة المثبتة وسؤال ذيلي مثبت للجملة المنفية.

(2) ويتم أيضاً وضع الفعل المساعد قبل الفاعل.

(3) ويتم وضع ضمير بدل الاسم.

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

You haven't read this book, **have you?**

She does speak English, **doesn't she?**

She doesn't speak English, **does she?**

You're tired, **aren't you?**

You're not tired, **are you?**

They should help, **shouldn't they?**

We can't walk away, **can we?**

They could go, **couldn't they?**

You won't forget, **will you?**

He might play tomorrow, **mightn't he?**

We mustn't be late, **must we?**

The meeting is next Wednesday, **isn't it?**

It isn't tomorrow, **is it?**

They are coming, **aren't they?**

It wasn't last Wednesday, **was it?**

They were Algerian, **weren't they?**

They've had their lunch, **haven't they?**

Let's go home now, **shall we?**

نستخدم : doesn't / don't / didn't إذا لم يكن هناك فعل مساعد في الجملة.

You do speak English, **don't you?**

He lives in Wadi Musa, **doesn't he?**

You didn't meet him, **did you?**

● With Let's ... we use **shall we** as the question tag.

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

Shall I help you with your homework?

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

دورة شتوية 2016

Complete each of the following sentences by adding the correct question tag to the end of each of them.

1. I have to quit fatty food,?

2. The food in the restaurant wasn't extremely good,?

3. Let's walk along the beach,?

مهم !!

الكلمات التالية تنفي الجملة ضمناً وبذلك يكون السؤال الذيلي مثبتاً: never, rarely, barely, seldom, hardly, scarcely

إذا جاء الفعل am مثبتاً يكون السؤال الذيلي **aren't I?**

أما إذا جاء منفيًا am not I فيكون **am I?**

they نستخدم everyone, everybody, someone, somebody, no one, nobody

مع جمل الأمر يكون السؤال الذيلي will/ won't you?

نستخدم **it** - this/ that

بينما **they** - these / those

it نستخدم الضمير المفرد [everything/ nothing/anything]

- 1- But you **don't** really love her, **do** you?
- 2- This'll work, won't it?
- 3- Nothing will happen, will it?
- 4- Well, I couldn't help it, could I?
- 5- But you'll tell me if she calls, won't you?
- 6- We'd never have known, **would we?**
- 7- Oh you do, do you?
- 8- The weather's bad, **isn't it?**
- 9- You won't be late, will you?
- 10- Nobody knows, do they?
- 11- You never come on time, do you?
- 12- You couldn't help me, could you?
- 13- So you don't think I can do it, don't you?
- 14- Shut up, will you!
- 15- Everything is ok, **isn't it?**

- 16- Don't stop singing, **will you?**
- 17- Stop day dreaming, **will/won't you?**
- 18- Those aren't the books of our library, **are they?**
- 19- This is John's pen, **isn't it?**
- 20- **am** right, **aren't I?**
- 21- You **have to** go, don't you?
- 22- I **have been** answering, **haven't I?**
- 23- **Nothing** came in the post, **did it?**
- 24- **Let's** go, shall we?
- 25- He'd better do it, **hadn't he?**
- 26- He **never** came again, did he?
- 27- She can **rarely** come these days, can she?
- 28- You **hardly** ever came late, did you?
- 29- I **barely** know you, do I?
- 30- 15- You've never been here, have you?

WB, p.43 Complete the following question tags.

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

Answers: 1. don't 2. can 3. isn't 4. doesn't 5. didn't 6. have 7. will 8. was

SB page 61 Write the question tags.

- | | |
|--|---|
| 1 You can't help me with this,? | 5 Your mother comes from Madaba,? |
| 2 She wasn't there yesterday,? | 6 They sold their house,? |
| 3 We should try to help,? | 7 You'll phone me later,? |
| 4 You haven't got a pen I can borrow,? | 8 It doesn't rain here,? |

Quiz

1. You speak English, -----?
2. Snow is white, -----?
3. I'm right, -----?
4. But you don't really love her, -----?
5. This'll work, -----?
6. Oh you think so, -----?
7. Well, I couldn't help it, -----?
8. But you'll tell me if she calls, -----?
9. We'd never have known, -----?
10. The weather's bad, -----?
11. You won't be late, -----?
12. Nobody knows, -----?
13. You never come on time, -----?
14. You couldn't help me, -----?
15. You think you're clever, -----?
16. So you don't think I can do it, -----?
17. She can hardly love him after all that, -----?
18. Nothing will happen, -----?
19. She wants to marry him, -----? Some chance!
20. You would scarcely expect her to know that, -----?

Oh you do, do you?

Shut up, will you!

I have been answering, haven't I?

Nothing came in the post, did it?

Revision of Passive forms

Tense الزمن	مبني للمعلوم Active	مبني للمجهول Passive
Future Simple المستقبل البسيط	S + modal + V1	O + Modal + be + V3
Future perfect المستقبل التام	S + will have + V3 + O	O + will have (been) + V3
Future continuous المستقبل المستمر	S + will be + Ving + O	O + will be (being) + V3
Simple present المضارع البسيط	S + (V1) + O	O + am, is, are + V3
Simple past الماضي البسيط	S + (V2) + O	O + was, were + V3
Present continuous مضارع مستمر	S + (am, is, are) + Ving + O	O + am, is, are + (being) + V3
Past continuous ماضٍ مستمر	S + (was, were) + Ving + O	O + was, were + (being) + V3
Present perfect المضارع التام	S + (have, has) + v3 + O	O + have /has + (been) + V3
Past perfect الماضي التام	S + (had) + v3 + O	O + had + (been) + V3
Present perfect continues مضارع تام مستمر	S + (has/have been) + Ving + O	O + have/has + (been being) + V3
past perfect continues ماضٍ تام مستمر	S + (had been) + Ving + O	O + had + (been being) + V3
Modals:	present S + Modals ... + v1 + O	O + Modals (...) + (be) + V3
	Past S + Modals ... + have + v3 + O	O + Modals (...) + have been + V3

القاعدة العامة

O. + is/are/am/was/were/being/been + V3.

في جملة المبني للمعلوم نهتم بالفاعل الذي قام بالفعل. بينما في جملة المبني للمجهول، نهتم بالذي وقع عليه الفعل وهو (المفعول به).

*خطوات تحويل جملة من المبني للمعلوم الى المبني للمجهول:

1. نضع المفعول به أول الجملة putting the object at the beginning [يكون معطى في سؤال الوزارة]
2. تحويل زمن الجملة (وضع Be حسب زمن الجملة) بما يوافق الجدول أدناه changing the tense
3. ثم التصريف الثالث للفعل (دائماً نضع pp. ، وتكملة الجملة إن وجدت complement.

Book !

The project **will be completed** before the deadline.

I can't come tomorrow. I **will be being interviewed** for a job.

By 2025 CE, our public transport system **will have been changed**.

سائد دهيمش

Complete the text with the correct passive form of the verbs in brackets.

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

Answers

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

WB/ p. 43

Rewrite the sentences in the passive. Use 'by' where necessary.

1 People speak Spanish in most South American countries, but they speak Portuguese in Brazil.

2 My mother taught me to read.

3 Fifty years ago, they hadn't invented smartphones.

4 Our teacher has already marked our exams, and now someone is checking them.

5 They have just discovered some books that people wrote 200 years ago.

1 Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.

2 I was taught to read by my mother.

3 Fifty years ago, smartphones hadn't been invented.

4 Our exams have already been marked by our teacher, and now they are being checked.

5 Some books that were written 200 years ago have just been discovered.

1- Nobody can deny the role of the teacher.

- The role of the teacher can be denied by nobody.

- The role of the teacher can't be denied.

2- They serve the dinner whenever we visit them.

The dinner by

إذا اردت استخدم نفس الفاعل او الضمير الذي ينوب عنه بـ **by** مع نهاية الجملة.

1. عندما لا يكون مهماً.

2. أو الفاعل غير معروف.

3. إذا كان الفاعل معروف للجميع أو غامض؟

سائد دهيمش

اسئلة الوزارة سنوات سابقة: 2016-2011

1. People saw smoke coming out of the forest. **Smoke** -----
2. The government must save the historical sites. **The historical sites** -----
3. The farmer must water the plants in order to grow. **The plants** -----
4. Hatem should send the car to the garage. **The car** -----
5. The patient must take the medicine on time. **The medicine** -----
6. Samer must fill in the job application form. **The job application form** ----- by Samer.
7. Everyone must save the natural resources. **The natural resources** -----
8. Children mustn't leave bicycles in the driveway. **Bicycles** -----
9. Different goods among countries can be ----- by traders. (transport)
10. Jordan imports 96 % of its energy from the neighboring Arab countries. **96 % of Jordan's energy** -----
11. Parents must not give their children everything they want. **Children** -----
12. According to our teacher's instructions all of our compositions ----- in ink. He won't accept papers written in pencil. (write)
13. A new vocational school has ----- recently in my area. (build)
- 2016** 14. Many Jordanian poems ----- now ----- Into English, and people all over the world are able to read them. (translate)

Quiz

- 1- Ram used to take care of everything.
Everything -----
- 2- They will hang him at dawn.
He -----
- 3- They won't be questioning him when you get there.
He -----
- 4- They will have repaired your car by 7pm.
Your car -----
- 5- The professor is going to show the students an old bone.
The students -----
- 6- I will have made a cake.
A cake will -----
- 7- He knew that people had built the church in 1915.
He knew that the church -----
- 8- The homework must be ----- by tomorrow. (do)
- 9- She ----- been ----- to Jack's birthday party. (invite)
- 10- What was the note ----- with? (write)

Unreal Past Forms for Present Wishes

wish / If only + had+V3

Function: To express regrets about the past.

The tense after wish is in the past.

نستخدم هذه الصيغة للتعبير عن الندم في الماضي
الزمن بعد wish يكون V2

I didn't do much work for my exam.

I wish

I bought these shoes. They hurt my feet.

I wish

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

If only

I wish I had done more work for my exam.

I wish I hadn't bought these shoes.

If only we'd caught the earlier bus.

Unreal past forms for present wishes

wish / If only + V2

Function: To express wishes about the present that are impossible or unlikely to happen.

نستخدم هذه الصيغة للتعبير عن أمنيات في الحاضر
ولكنها مستحيلة أو غير محتملة الوقوع.

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

I don't know the answer.

I wish

I live in a small flat.

I wish

He is not tall enough.

He wishes

We aren't old enough.

If only

I wish I knew the answer.

I wish we lived in a bigger flat.

He wishes he were taller.

If only we were older.

دورة شتوية 2016

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.

3. Nader should have been more careful with his essay. He didn't get a good mark.

Nader wishes

الاجابة النموذجية: Nader wishes he had been more careful with his essay.

SB/ p. 65 Complete the sentences with the correct form of the verbs in brackets.

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

SB/ p.68 Choose the most suitable verb form to complete these sentences.

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

WB, p.45**5 Complete the sentences with words from the box.****had (x 2) hadn't if only wish**

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

6 Read the situations and complete the sentences.

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

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

1. I'm cold. (bring a coat)

2. We're late. (get up earlier)

3. I feel ill. (not eat so many sweets)

4. Fadi has lost his wallet. (be more careful)

5. Huda was too busy to visit us yesterday. (be able to come)

6. I've broken my watch. (not drop it)

8 Rewrite the sentences with the words in brackets.

1. Samia regrets being angry at breakfast time. (only)

2. If only I had concentrated properly in class today. This homework is really difficult. (I)

3. Nader should have been more careful with his essay. He didn't get a good mark. (wishes)

4. I wish I had learnt English better when I was younger. (if)

Answers:

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

1. were 2. understood 3. spoke 4. had

1 If 2 had 3 wish; only 4 had 5 hadn't

1 hadn't forgotten 2 had gone 3 had had/had brought 4 hadn't forgotten it/hadn't left it at home 5 had played

Page 45, exercise 7

1 If only I'd brought a coat./I wish I'd brought a coat.

2 If only we'd got up earlier./I wish we'd got up earlier.

3 If only I hadn't eaten so many sweets./I wish I hadn't eaten so many sweets.

4 If only he had been more careful./I wish he'd been more careful.

5 If only she'd been able to come./I wish she'd been able to come.

6 If only I hadn't dropped it./I wish I hadn't dropped it.

Page 45, exercise 8

1 If only Samia hadn't been angry at breakfast time.

2 I wish I had concentrated properly in class today.

3 Nader wishes he had been more careful with his essay.

4 If only I had learnt English better when I was younger.

Quiz

1. I wish I _____ Tina at the party but her parents grounded her. (see)
2. I wish I _____ my mobile phone credit on such stupid calls last week. (not/use up)
3. If only I _____ about my new friend! (not/ talk)
4. I didn't wake up early and I missed my bus.
If only _____
5. I stayed late at work and missed the last bus.
I wish _____
6. I am sorry I don't know how to use the computer.
If only _____
7. My old car often breaks down.
I wish _____
8. He didn't pass the exam.
If only _____
9. She was absent.
I wish _____ attended the conference.
10. What a beautiful house!
I wish _____ a house like this one.
11. They had that bad accident because they were careless.
If only _____ more careful.
12. We saw the film.
I wish you _____ it with us. It was an amazing evening.
13. I didn't study hard at school, and now I'm sorry about it.
I wish _____
14. You don't live close by.
I wish _____
15. he doesn't know the truth, but he wishes he did
If only _____



Listening.

'Gender-Neutral'

Gender-specific	Gender-neutral
businessman, businesswoman	business person
salesman, saleslady	sales assistant/salesperson
headmaster, headmistress	Head teacher
he or she	they

السؤال الوزاري 2016 ؟ استبدل الكلمة التي تحتها خط بكلمات تحيد الجنس.

SB/ p. 60 Choose the best options to complete the sentences. Then compare with a partner.

1 For centuries, **mankind has / humans have** preserved culture through storytelling.

20162 A **postman / postal worker** delivers your post.

3 During the flight, the **flight attendants / stewards and stewardesses** will serve you drinks.

4 At the book fair, everybody was buying **their / his** favourite books.

5 If you need to report a crime, speak to a police **woman / officer**.

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

WB/ p.44 Collocations:

1 Complete the collocations with the verbs in the box. One verb is not needed.

ask , cause , do , earn , join , make (x2) , shake

1. ----- a mistake 2. ----- questions 3. ----- hands
4. ----- respect 5. ----- a company 6. ----- offence 7. ----- small talk

Answers: 1. make 2. ask 3. shake 4. earn 5. join 6. cause 7. make

Complete the sentences with collocations from exercise 1.

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

Derivations 3 Complete the sentences with the correct form of the words in brackets.

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

Vocabulary 4 Complete the explanations with words from the box.

compromise, conflict, negotiate, patient, prepared, previous, track record

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

Derivations

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

Vocabulary

1 negotiate 2 prepared 3 track record 4 conflict 5 compromise 6 patient

Unit 9: (SB/ p.67) VOCABULARY

the text about exports from Jordan to European Union.

النص حول الصادرات من الاردن الى الاتحاد الاوروبي

exported had exported was exported imported was imported were exported

Jordan has sold goods to the EU for many years. In fact, it (1) ----- many products to the EU even before the 1997 CE trade agreement was made. The chart shows goods that Jordan (2) ----- to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals (16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery (3) ----- to the EU. The section called 'other' included sales of goods related to forestry and mining.

Answers: 1. had exported 2. exported 3. were exported

Words with similar meanings

Adjectives	
tempting	attractive/ desirable
experimental	part of an experiment
Nouns	
stimuli	things that make you interested
pace	speed
Verbs	
mimic	copy / make the same sound
received	absorbed

Collocations

blame / punish	a person for something he / she has done	
spill	a drink	
pop	a balloon	
recall	an event	

WB/ p.47 Find the expressions 1-5 in the text, then match them with their meanings.

- 1- package holiday -----
 2- sales pitch -----
 3- target market -----
 4- age group-----
 5- department store-----

- a. people who are identified as possible customers
 b. a set of people of similar age
 c. a large shop that sells many different types of things
 d. a presentation made by someone who is trying to sell a product
 e. an organised trip with everything included in the price
 (travel, accommodation, food)

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

تدرب على الحفظ
 انجليزي - انجليزي - عربي

سائد دهيمش

ما لم تتعاملوا بينكم بالمحبة والعدل، فإن الجشع
سيُسيطرُ على بعضكم بينما الآخرون يتضورون جوعاً.

Texts



نص 1 [unit 8] – p.58 / SB

Does the language we use influence the way we think? Or does our culture influence the way we use language?

هل تؤثر اللغة التي نستخدمها على طريقة تفكيرنا؟ أو هل تؤثر ثقافتنا على طريقة استخدامنا للغة؟

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

لطالما بحث علماء الاجتماع هذه الأسئلة منذ مئات السنين، لقد بدأوا الآن بالنظر ليس فقط إلى الكيفية التي يتحدث بها الناس، ولكن إلى الطريقة التي يفكرون بها متساءلين إذا ما كانت الطريقة التي نفهم أو نتذكر بها المواقف تتأثر باللغة. ونتيجة لهذه الدراسات فقد خرجوا ببعض النتائج المثيرة للإهتمام.

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

لقد أجريت عدة بحوث حول العلاقة بين العقل والعالم واللغة. وفي دراسة، أشار عالم نفس انه عندما نصف حدث ما، فإن متحدثي اللغة الإنجليزية يميلون إلى ذكر الشخص المسؤول. بينما متحدث اللغة الإنجليزية يقول "كسر جون المزهريه"، فإن متحدث اللغة الإسبانية أو اليابانية سيستخدمون صيغة المبني للمجهول. من المعتقد ان هذه الاختلافات بين اللغات لها تأثير على كيفية فهم الأحداث من قبل مستخدميها، ومهما يكن الشخص ملام على الفعل او يتمكن من التخلص من اللوم.

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

في دراسة أخرى، تم الطلب من متكلمي اللغة الإنجليزية واليابانية والإسبانية ان يشاهدوا مقاطع مصورة لشخصين يفجرون بالونات ويكسرون بيض ويسكبون العصائر إما بشكل متعمد أو عن طريق الخطأ. ولاحقاً عندما طلب منهم تذكر هذه الفيديوهات، ذكر متحدثو الإنجليزية الشخص الذي قام بالفعل. الإسباني والياباني ذكروا الشخص المسؤول عن الافعال المقصودة ولكن لم يذكروا الشخص عندما اعتبروا الفعل حادثاً.

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

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

لقد قام العلماء في جامعة نيوكاسل بإجراء اختبارات لإثبات أن الثقافات المختلفة لها أيضا طرق مختلفة في رؤية الألوان. لقد وجدوا أنه في اليابانية مثلاً هناك كلمات مختلفة للأزرق الفاتح والأزرق الغامق والتي لا تجدها في الإنجليزية. متحدثوا اليابانية الأصليون يفرقون بوضوح بين الألوان على الطيف. هل لغتنا التي تؤثر على طريقة تفكيرنا؟ أو اثر الاختلاف في العادات الثقافية على افكارنا ولغتنا؟ على الأغلب، الثقافة والفكر و اللغة كلها تؤثر معاً.

Questions

1. Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.
2. What does the phrasal verb *carry out* in **bold** in the second paragraph mean?
3. Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.
4. In one study, speakers of English, Spanish and Japanese were asked to watch videos of two people doing three activities. Mention two of these activities.
5. Quote the sentence which shows the difference in the system of colours between English and Japanese.
6. What does the underlined word “**recall**” mean?
7. Read the quotation. Do you agree with it? Why/Why not?
“The limits of my language are the limits of my world.” Ludwig Wittgenstein.
8. Find a word in the text which means “**done on purpose**”
9. Quote the sentence which indicates that different things affect our way of thinking and cultural habits.
10. Write down the sentence which indicates that sociologists have been interested in finding out the relationships between language, thoughts and culture for a long time.

Answers

1. Free= Yes, because the article states that if you are speaking English and are asked about something that has happened, you will answer using the name of the person who caused it. If you speak Japanese or Spanish, if you didn't think the person was to blame, you would answer in the passive. If you speak both languages, you need to adapt to the rules of each language and so you can have different ways of looking at a situation. دليل المعلم.
2. complete, do.
3. Free.
4. any two = popping balloons / breaking eggs / spilling drinks
5. “They found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English.”
6. to **remember** a particular fact, event or situation from the past
7. حدود لغتي حدود عالمي
8. Intentional
9. There are many factors that affect our way of speaking like the language we use which depends on the personality of the speaker. Another thing is the job or career that a person does. Also, our social class can affect our way of speaking.
10. Sociologists have been looking into this question for hundreds of years.

التحدث بالاشارات Speaking with signs

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

يعتقد ان الايطاليين كانوا اول من توصلوا الى نظام لغة الاشارة في القرن السادس عشر. الفكرة تم اخذها الى فرنسا في القرن السابع عشر، حيث تطورت اللغة اكثر.

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

احد المطورين الاوائل للغة الاشارة كان (شارلز مايكل دي لوبيه) الذي كانت لغته الام الفرنسية. تعلم لغة الاشارة بينما كان يعمل مع الصم في باريس في القرن الثامن عشر. اللغة تم استخدامها من قبل شقيقتين اصميين كنوع من الاتصال. دي لوبيه بعدها انشأ مدرسة للصم، تم تكرارها في كل اوروبا. كانت اول مرة يتم فيها تعليم لغة الاشارة بشكل فعال، وكان لها اثر كبير على حياة الصم.

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

ولأن هناك لغات مختلفة متحدث بها في الدول حول العالم، فان كل بلد له لغة اشارة خاصة به. لغة الاشارة تستخدم كلغة اولى من قبل 70 مليون شخص في العالم. استخدام لغات الاشارة واللغات المحكية لا يختلف. كلاهما يمكن ان يستخدم لتزويد و مشاركة المعلومات، وسرد القصص، واجراء المناقشات غير الرسمية واعطاء احاديث رسمية. لكليهما صيغ ولهجات مختلفة، وكلاهما يتطور باستمرار.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries. Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure; **it** is now being recognized and taught as an optional foreign language.

الكثير من لغات الاشارة العربية تم تطويرها، ويوجد تقريبا لغات اشارة عربية بقدر عدد الدول الناطقة بالعربية. مؤخرا، فوائد تعلم لغة الاشارة يتم تعزيزها ليس فقط للصم، بل ايضا لهؤلاء الذين يتمتعون بسمع طبيعي. في بعض المدارس، يتم تقديم لغة الاشارة كلغة اجنبية. لان مثل كل اللغات، لغة الاشارة لها تركيب قواعدي، الان يتم الاعتراف بها وتعليمها كلغة اجنبية اختيارية.

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

تعلم لغة الاشارة له فوائد عظيمة لاي احد، سواء كان بإمكانه السمع او كان اصمًا. مثل تعلم اي لغة جديدة، انها تحفز وتتحدى الدماغ. كما انها تسمح للأشخاص الذين يتقنون لغة الاشارة بان يكونوا قادرين على التواصل مع مجتمع عالمي جديد.

Questions

1. In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?
.....
2. 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.
.....
3. Do you agree that hearing people would benefit from learning sign language? Why/Why not?
.....
- 2016** The article states different uses for sign and spoken languages. Write down two of these uses.
.....
- 2016** Learning sign language is beneficial for anyone for two reasons. Write down these two reasons.
.....
- 2016** Replace the underlined phrase '**to think of**' with the correct phrasal verb.
.....
- 2016** Quote the sentence which shows that there is not only one Arabic sign language.
.....
- 2016** What does the underlined word '**it**' refer to'?

Critical Thinking!

- 2016** Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems.
.....
- 2016** It is preferable to offer sign language as a foreign language in public institutions. Think of this statement and, in two sentences, write down your point of view.
.....
11. What does the underlined phrase '**mother language**' mean?
.....
12. Why is sign language being taught as an optional foreign language?
.....
13. Sign language has many benefits. Suggest three ways to promote this language in Jordan.
.....
14. The benefits of learning sign language are being promoted to two kinds of people. Write down them.
.....
15. Replace the underlined phrasal verb '**come up with**' with the correct meaning.
.....

Answers

1. I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.
2. Even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.
3. Hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.
4. Any two= a) share information, b) tell stories, c) have informal discussions d) and give formal talks
5. a) Like learning any new language, it involves and challenges the brain.
b) It also allows people who master sign language to be able to communicate with a new international community.
6. come up with
7. There are almost as many Arabic sign languages as there are Arabic-speaking countries.
8. sign language
9. a) teach sign language at schools.
b) publish books, dictionaries, Internet and TV programmes for deaf people.
c) encourage normal people who can hear to learn sign language to be able to communicate with deaf people.
10. I think it is a good idea of offer sign language as a foreign language in public institutions because sign language contains its own grammar and structure as well as different formal and informal styles. In addition, learning sign language as a foreign language will enable anyone to communicate with deaf people all over the world.
11. The first and main language that you learnt when you were a child.
12. Since, like all languages has a grammatical structure.
13. Teaching sign language in schools 2- teaching sign language in universities as optional foreign language 3- spreading awareness about the benefits of sign language.
14. to deaf people, also to those with normal hearing.
15. to think of

SB page 62

True or false

- 1 - It was invented in the sixteenth century but was not developed until the following century...
 - 2- There are about seven million deaf people who use sign language as their first language or mother tongue...
 - 3- All users of sign language are deaf...
 - 4- There is one universal sign language...
 - 5- Sign language is not fixed; it is constantly changing...
1. True
 2. False. The number is closer to 70 million.
 3. False. Sign language is now being taught to people without hearing difficulties.
 4. False. Each country has its own sign language.
 5. True

What are they talking about?

ما الذي يتحدثون عنه ؟

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

من المذهل مراقبة الطريقة التي يتعلم فيها الطفل اللغة. فهو يتعلم كيف يستجيب لاصوات و كلمات معينة مثل كلمة " ماما " أو " بابا ". وبعد شهور قليلة، يبدأ الطفل بأطلاق الأصوات التجريبية وتقليد الأصوات. ويستطيع الطفل الذي يبلغ العام نطق بعض الكلمات وبالتأكيد فهم الكثير منها. وبعد عامين، يكون لديهم من الكلمات ما يقارب حوالي 50 كلمة.

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

أما مع التوائم فالقصة قد تكون مختلفة قليلا . أولاً، يكون نموهم بطيئاً أحيانا . ويعتقد أن ذلك يعود إلى أن بعض التوائم لديهم تفاعل فردي مع الكبار مما لدى الصغار الفرادي ، فهم يمضون وقت أكبر في التواصل مع بعضهم . ثانياً، يطور بعض التوائم لغتهم الخاصة . ومع أن هذا ليس شائعاً جداً إلا أنه مثير. فهم يتحدثون – ويبدوا أنهم يفهمون – الكلمات الغريبة والأصوات التي لا يفهمها أي شخص آخر . وهذا ما يعرف بالتشفير . بالتأكيد لا أحد يفهم ما يقولونه ولكنهم حقاً يمثل لغة.

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

وعلى الرغم من أنه مغري أن نعتقد أن هؤلاء التوائم يبتكرون لغتهم السرية الخاصة بهم ، إلا أن الحقيقة قد تكون أبسط من ذلك . يعتقد معظم الخبراء أنه بسبب أن الطفلين يجربون لغتهم في نفس الوقت، وكلاهما يتلقى نفس اللغة والمحفزات منذ الولادة، فإنهم من المحتمل أن يتعرف كل منهم على ما يقوله الآخر . وبمعنى آخر، فإن كليهما يطور لغتهم " الحقيقية " بنفس الوتيرة ويقومون بنفس الأخطاء.

Questions

1. According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?
2. The article suggests one reason for the slower language development of some twins. What is it?
3. What does 'cryptophasia' mean?
4. Do some twins really communicate with strange words and signs?
5. Do most experts believe that twins invent secret languages?
6. What do the underlined pronouns refer to?
7. According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?
8. The article suggests one reason for the slower language development of some twins. What is it?
9. Do some twins really communicate with strange words and signs?
10. Quote the sentence which indicates the number of words gained by two-year children.
11. What is the part of speech of the word '**mimic**' as it occurs in the text?
12. What is the singular form of the word '**stimuli**'?

Answers

1. two differences: twins sometimes develop language more slowly than single babies; twins may also develop their own language
2. They have less one-to-one interaction with adults than single babies have.
3. the unique language that twins develop between themselves
4. yes
5. No, they don't. Twins develop their language in the same way as other children – by experimentation.
6. **He / she** → a baby / **they** → some twins
7. **two differences:** twins sometimes develop language more slowly than single babies; twins may also develop their own language.
8. They have less one-to-one interaction with adults than single babies have.
9. Yes
10. "After two years, many children have a vocabulary of about fifty words."
11. an adjective
12. stimulus

Doing business in China

القيام بصفقة في الصين

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

اليوم نتحدث للسيد غانم وهو رجل أعمال في عمان، والذي غالباً ما يزور الصين، سألتناه متى بدأ لأول مرة عمله التجاري مع الصين، "لا زلت أقوم بأعمال في الصين منذ سنوات، حيث كانت رحلتي الأولى عام 2004 م، والتي لم تكن ناجحة جداً".

Why was it not successful?

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

لماذا لم تكن ناجحة؟

فأجاب "عملت لدى شركة حاسوب صغيرة في عمان، وارسلونني إلى الصين حينها كنت صغيراً، ويا ليت الشركة كانت مدركة بأن الصينيين يحترمون العمر والخبرة أكثر من كون الشخص شاباً!"

Did you make any mistakes on that visit?

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

وهل ارتكبت أخطاء في تلك الزيارة؟

"نعم! تمنيت لو أنني قمت بالبحث في الثقافة الصينية قبل أن أزور الدولة، لكي تكون ناجحاً في الصين فأنت بحاجة إلى أن تكسب احترامهم، دائماً يسأل رجال الأعمال الصينيون عن نجاحات الشركة في الماضي، ولأنني عملت في شركة جديدة، فلم أستطع الحديث عن سجلها الأدائي، ولم نقم بأية صفقات في تلك الرحلة الأولى".

When did you learn how to be successful in China?

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

وكيف تعلمت أن تكون ناجحاً في الصين؟

"التحقت بشركة أكبر، وقاموا بإرسالني لدورة في الوعي الثقافي، وفي زيارتي التالية للصين، شعورها وكأنني في رحلتي الأولى إلى الصين".

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

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

ما هي النصيحة التي توجهها لمن يرغب بالقيام بالأعمال في الصين؟

"قبل أن أزور شركة ما، أقوم بإرسال توصيات من زبائن سابقين، كما أقوم بإرسال كرت أعمالي مع وظيفتي ومؤهلاتي مترجمة إلى الصينية".

Can you tell us about your last meeting in China?

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

هل يمكن أن نخبرنا عن آخر لقاء لك في الصين؟

" بالطبع! وصلت في الوقت المناسب، يجب عليك ألا تصل متأخراً؛ لأن ذلك يظهر عدم احترام، وعندما قابلت مدير الشركة، صافحته بلطف، وقد بدأت المقابلة بحديث بسيط عن تجاربي الممتعة في الصين، وخلال المقابلة، تأكدت من كون صوتي ولغة جسدي هادئين ومضبوطين، ولم أخبره بأي نكتة، ولأنها ربما لن تترجم بشكل صحيح أو تسبب هجوماً".

Was it a successful meeting?

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

وهل كانت مقابلة ناجحة؟

"نعم، لقد كانت ناجحة، عرفت أن المدير قد بحث عن عملي بشكل كامل قبل المقابلة، لذا كنت مستعداً لأي أسئلة تفصيلية، وعندما بدأت النقاش، بدأت بالقضايا المهمة، حيث يعتقد الصينيون بتجنب النزاع، ومن المهم دوماً أن تكون صبوراً، وكنت مستعداً لتسوية الخلاف، ولذا في النهاية، المقابلة كانت ناجحة."



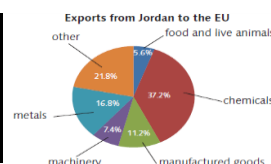
Questions

1. Why was Mr Ghanem's first business trip to China not successful?
2. What do you think is a 'track record' (line 18)?
3. What does the word 'his' in bold in the text refer to?
4. What changed when Mr Ghanem visited China for the second time?
5. What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?
- 6 Do you think that you would be a successful business person in China? Why/Why not?
7. What do the underlined pronouns refer to?
8. What does the word '**his**' refer to?
9. What changed when Mr Ghanem visited China for the second time?
10. Why was Mr Ghanem's first business trip to China unsuccessful?
11. What does the verb "**to do a deal**" mean?
12. **Replace** the underlined item **if only** with a suitable equivalent.
13. Quote the sentence which **determines** whether the man did a business deal or not on his first trip to China.
14. Quote the sentence which shows the significance of adjusting both verbal and non-verbal cues during business meetings.
15. What does the verb '**negotiate**' mean?
16. What are the world's top three economies? (Research Box, SB, p. 64)

Answers:

1. It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.
2. A 'track record' is your reputation based on the things you have done or not done in the past.
3. the director
4. He had been on a cultural awareness course and so he knew how to do business in China.
5. Suggested answers: the need to be culturally aware, the need for preparation, the need to listen carefully and negotiate
6. Open!
7. **who** → Mr. Ghanem / **there** → China / **it** → Mr Ghanem's first trip **him** → the company director
8. the director
9. He had been on a cultural awareness course and so he knew how to do business in China.
10. It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.
11. to arrange an agreement in business
12. I wish
13. "We did not do any business deals on that first trip."
14. "**During** the meeting, I made sure that my voice and body language were calm and controlled."
15. to discuss something in order to reach an agreement, especially in business or politics
16. the economies of the USA, China and Japan .

Our country's imports and exports صادرات وواردات بلدنا



In this report, we will look at the countries that Jordan trades with and what goods **it** exports and imports.

في هذا التقرير، سنتناول الدول التي يتاجر معها الأردن، و البضائع التي يصدرها ويستوردها.

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

أولاً، دعونا ننظر للصادرات، حيث أن الأردن غني بالبوتاس والفوسفات، و صناعة استخراج هذه المعادن تعد واحدة من أكبر الصناعات في العالم، ليس غريباً، فائنتين من أكبر صادرات الأردن هما المواد الكيميائية والأسمدة، كما وتمثل صناعة الدواء والصناعات الأخرى 30% من إجمالي الناتج المحلي في الأردن، ويصدر الأردن 75% من منتوجات الأدوية. وعلى أية حال، فإن الغالبية 65% من اقتصاد البلد مسيطر عليه من قبل الخدمات، معظمها من السياحة والسفر، كما أن معظم صادرات الأردن يذهب للعراق والولايات المتحدة الأمريكية والهند والمملكة العربية السعودية.

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

الآن، دعونا نتناول الواردات، خلافاً لبعض الدول الأخرى في الشرق الأوسط فإن الأردن لا يملك مخزوناً ضخماً من النفط والغاز، ولهذا السبب، فعلى الأردن استيراد النفط والغاز لحاجاته في الطاقة. حيث أن وارداته الرئيسية الأخرى هي السيارات والأدوية والقمح، ففي عام 2013 م، فإن 23.6 % من واردات الأردن، كانت من المملكة العربية السعودية، وتبعت بالاتحاد الأوروبي بـ 17.6 % من وارداته. وواردات أخرى قدمت من الصين والولايات المتحدة الأمريكية.

Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia.

Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. Trade with the EU and North Africa in particular is likely to grow.

لدى الأردن اتفاقيات تجارية حرة أكثر من أي دولة عربية أخرى، فهو يتاجر بحرية مع عدة دول، منها الولايات المتحدة الأمريكية وكندا وماليزيا.

ما هي المناطق الأخرى المهمة لتجارة الأردن؟ أولاً الأردن وقع اتفاقية تجارية مع الاتحاد الأوروبي عام 1997 م، كما وقع اتفاقية تجارية أخرى مع كل من مصر والمغرب وتونس في عام 2004 م، وفي عام 2011 م، اتفاقية تجارية أخرى عقدت مع الاتحاد الأوروبي ومصر والمغرب وتونس. التجارة مع الاتحاد الأوروبي وشمال أفريقيا تحديداً من المحتمل أن تنمو.

Questions

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

Critical Thinking!

5. Why do countries need to export and import goods?
6. Why should our community buy Jordanian goods?
7. Which of the following goods do you think Jordan exports?

Answers:

1. They are made from potash and phosphate, as this is what Jordan is rich in.
2. Jordan imports a lot of oil and gas because it does not have enough of its own reserves for the needs of the country.
3. Saudi Arabia
4. Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas.
5. They export goods to make money, and they import goods that they don't grow or manufacture themselves.
6. Our community should buy Jordanian goods in order to support Jordanian industries.
7. fertiliser, knitwear, minerals, pharmaceuticals, vegetables
8. What do the underlined pronouns refer to?
9. Mention two minerals in which Jordan is rich.
10. Find a word in the text which means 'an arrangement or promise to do something, made by two or more people, companies or organisations'.
11. What does the underlined word 'reserves' mean?
12. Find two antonyms in the first paragraph.
13. Where do most of Jordan's exports go to?
14. What does the acronym GDP stand for?
15. Mention three of Jordan's main imports.
16. Quote the sentence which indicates that the reason behind the simplicity of Jordan's trade with other countries.
17. What is the language function of the underlined item 'the largest'?
18. What does the word 'pharmaceuticals' mean?
19. Quotation: "Unless the exchange be in love and kindly justice, it will but lead some greed and others to hunger." Gibran Khalil Gibran Do you agree with it? Why? Why not?

Answers

8. **it** → Jordan / **its** → Jordan
9. – potash – phosphate
10. agreement
11. things kept back or set aside, especially for future use
12. exports / imports
13. They go to Iraq, the USA, India and Saudi Arabia.
14. Gross Domestic Product
15. oil / gas / cars / medicines / wheat (Any 3)
16. "Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia."
17. making comparisons
18. companies which produce drugs and medicine
19. I agree with the quotation. I think that Gibran is talking about trade here. He is taking about mutual respect, and this could be applied to any exchange, as well as trade. He is perhaps commenting on the emergence of capitalism.

How to make a sales pitch? كيف تروّج المبيعات

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

سواء أكنت تبّيع نوعاً جديداً من معجون الأسنان لعدد من الصيدليات، أو آخر إصدارات برامج الحاسوب لمدرسة، أو نوع جديد من عروض العطلات لوكالة سفر فإنك بحاجة لـ تعرف...

1) Do your research قم بإجراء بحثك

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

لا تترك عرضي للترويج للمبيعات نادماً لو كان استعدادك أفضل، فمن الضروري ان تعرف كل شيء عن منتجك، هل تعرف متى تطور، وأين أنتج؟ كما وأنت بحاجة لأن تعرف من هم الفئة المستهدفة، فمثلاً، عمر ودخل الناس الذين من الممكن أن يشتروا المنتج، ولا يقف الأمر عند ذلك، بل عليك معرفة كل ما يتعلق بالمنافسة، بما معناه المنتجات المشابهة في السوق. لماذا يتفوق منتجك على المنتجات الأخرى ولماذا يملك القيمة الأفضل؟

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

وإضافة إلى ذلك، ينبغي عليك أن تعرف بدقة الناس الذين تتحدث إليهم، وما هي حاجاتهم، فمثلاً، إذا كانوا يمثلون طبقة وسطى بحي متواضع، كن مستعداً لتوضيح بأن منتجك سوف يناسب الزبائن الذين لا يملكون الكثير من المال. وما الذي يجعل منتجك مثالياً لهم؟ وبالمجمل فأنت بحاجة لأن تعتقد بما تبّيعه، والطريقة الأفضل لتحقيق ذلك هي استعمال المنتج!

2) Prepare and practise تدرب و تحضّر

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

Then practise it, if possible in front of colleagues. Make changes and practise it again.

خطط لعرضك الترويجي بعناية، ليس فقط لما ستقوله، ولكن كيف ستقوله أيضاً؟ هل ستقرأه كلمة كلمة، أو تستعمل ملحوظات أو تحفظه عن ظهر قلب؟ مهما كان قرارك، فمن الجيد أن تحتفظ بقائمة بـ نقاطك الرئيسية، تحسباً إذا ما قاطعك شيء ما أو ببساطة تتجمد أعصابك (ذلك يحدث!).

ثم تمرّن عليها وإذا كان ذلك ممكناً فأمام زملائك، قم بتغييرات وتدرب عليها مرة أخرى.

3) Be professional كن محترفا

Keep your presentation short and simple. Start with some friendly comments. For example, thank your hosts for allowing you to speak to them, and compliment their company. Remember to speak slowly and clearly. It is important to appear confident (even if you're nervous!). While you're speaking, don't keep your head down. Instead, look round the room and make eye contact with your audience. Smile! When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).

Finally, have a summary of your presentation ready to hand out at the end of the session.

I wish I had known all this when I started out in business! Good luck!

حافظ على ان يكون العرض قصير وبسيط، وابدأ ببعض التعليقات الودية، فمثلاً أشكر مستضيفينك للسماح لك بالتحدث إليهم، وأثن على شركتهم. وتذكر أن تتحدث ببطء ووضوح، ومن الضروري أن تظهر واثقاً بنفسك (حتى ولو كنت متوتراً!). بينما أنت تتكلم، لا تبق رأسك للأسفل، وبدلاً من ذلك، انظر حول الغرفة واتصل بعينيك مع زبونك. وابتسم! وعندما تنهي الكلام، افتح المجال للأسئلة، وإذا ما عرفت الاجوبة لا تتظاهر! واشكر السائل وعده بالبحث عن الجواب (وقم بذلك!). أخيراً، احتفظ بملخص لما تم تقديمه لتوزيعه في نهاية الجلسة. أتمنى لو عرفت كل ذلك عندما باشرت في مجال الأعمال! حظاً طيباً!

Questions

1. What does the phrase 'sales pitch' mean?
2. Write down the sentence which shows that body language should be used when you make a sales pitch.
3. Using high technologies is a good idea to make a sales pitch. Suggest three forms of this usage.
4. What should you do in case you deal with middle - class department store in a humble neighbourhood?
5. What is the language function of the underlined structure 'I wish I had known'?
6. What do the underlined pronouns refer to?
7. Give two examples for knowing the target market.
8. Mention an example for starting your sales pitch with friendly comments.
9. Why is it recommended to have a list of the main points of your presentation?

Answers

1. the statements and promises that someone makes to try to persuade someone to buy something
2. 'Instead, look round the room and make eye contact with your audience.'
3. Open **Suggested Answer:** using smart boards - distributing the presentation document saved on USB's - collecting electronic reports, ratings and feedbacks regarding our products
4. to be ready to explain why your particular product would suit customers who do not have lots of money.
5. The unreal past form is to express **past regrets**.
6. **it** → your product / **their** → people / **who** → customers
7. • the age group • income of the people who might buy it • knowing all about the competition
8. thanking your hosts for allowing you to speak to them, and compliment their company.
9. It was a good idea to have this list, in case something interrupts you, or you simply freeze with nerves.