

Unit 6

Education Today

Keywords		
Word/spelling	English meaning	Arabic meaning
<u>Academic</u>	Connected with education, especially at college or university level academic.	اكاديمي / تعليمي
<u>Compulsory</u>	- Obligatory; required. - Something that you have to do.	اجباري شيء يجب عمله
<u>Contradictory</u>	- If two ideas are contradictory they are completely different and thus unable to both be true. - Different sides of the argument.	متناقض
<u>Developed nation</u>	A rich country that has many industries, comfortable living for most people, and usually an elected government. - Wealthy country.	الامم المتطورة
<u>Fluently</u>	Speaking a language very well, like a native speaker.	بطلاقة
<u>Optional</u>	Your choice.	اختياري
<u>Tuition</u>	Teaching, especially in small groups. - Lessons.	التدريس الخاص الدروس
<u>Tutorial</u>	A period of intensive teaching and discussion given by a tutor to an individual student or a small group of students .	البرنامج التعليمي
<u>Agriculture</u>	The science or practice of farming	علم الزراعة
<u>Astrophysics</u>	The study of the chemical structure of the stars and the forces that influence them.	الفيزياء الفلكية
<u>Business management</u>	An area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organising and planning.	ادارة الاعمال
<u>Colloquial</u>	(Of language or words) used mainly in informal conversations rather than in writing or formal speech.	لغة عامية
<u>Degree</u>	A qualification that is given to you when you have successfully completed a course of study.	درجة علمية
<u>Engineering</u>	The study of how roads, bridges, machines, etc. are built.	علم الهندسة
<u>Economics</u>	The study of the way in which money and goods are produced and used.	علم الاقتصاد
<u>Linguistics</u>	The study of the grammar, history and structure of languages.	علم اللغة

<u>Marketing</u>	The study of selling products to the appropriate customer.	التسويق
<u>Pharmacy</u>	The study and practice of preparing drugs or medicines.	علم الصيدلة
<u>Pioneering</u>	Introducing new and better methods or ideas for the first time.	الرائد
<u>Psychology</u>	The study of the mind and how it works.	علم النفس
<u>Public university</u>	A university that is funded by public means, through a government.	جامعة حكومية
<u>Sociology</u>	The study of societies and the behaviour of people in groups.	علم الاجتماع
<u>Hall of residence</u>	Accommodation provided by a university or college: halls of residence.	سكن الجامعة
<u>Motive</u>	Reason for doing something.	يحفز
<u>Minority</u>	Not many, <u>the opposite of 'majority'</u>	اقلية
<u>Fees</u>	Costs, charges.	رسوم / تكاليف
<u>Debt</u>	Money you owe.	دين / قرض
<u>Financial</u>	Relating to money.	مالي
<u>Qualifications</u>	Official records of achievement awarded upon the successful completion of a course of training or passing an exam.	مؤهلات
<u>Undertake</u>	To commit yourself to do something and to start to do it.	يتعهد بعمل شيء
<u>Tailor-made</u>	- Custom-made. - Made to fit exactly	معد خصيصا ليناسب شيء
<u>Lifelong</u>	Continuing or existing throughout your life.	مدى الحياة
<u>Enrol</u>	To officially arrange to join a school, university or course.	يسجل

Keywords

1- <u>Maths</u>	الرياضيات
2- <u>Dentistry</u>	طب الاسنان
3- <u>Arabic Language and Literature</u>	اللغة العربية و ادابها
4- <u>Pharmacy</u>	الصيدلة
5- <u>Marketing</u>	التسويق
6- <u>Geology</u>	علم الارض
7- <u>Psychology</u>	علم النفس
8- <u>Translation</u>	الترجمة
9- <u>Visual Arts</u>	الفنون البصرية
10- <u>Chemistry</u>	الكيمياء
11- <u>Sociology</u>	علم الاجتماع

12- <u>Banking and Finance</u>	العلوم المالية و المصرفية
13- <u>History</u>	التاريخ
14- <u>Nursing</u>	التمريض
15- <u>Agriculture</u>	الزراعة
16- <u>Physics</u>	الفيزياء
17- <u>Engineering</u>	الهندسة
18- <u>Linguistics</u>	علم اللغة
19- <u>Economics</u>	علم الاقتصاد
20- <u>Business Management</u>	ادارة الاعمال
21- <u>Biology</u>	الاحياء
22- <u>Medicine</u>	الطب
23- <u>Geography</u>	الجغرافيا
24- <u>Sciences</u>	العلوم
25- <u>Arts and Humanities</u>	الاداب و العلوم الانسانية
26- <u>Business</u>	الاعمال
27- <u>Law</u>	القانون
28- <u>Proficiency</u>	اتقان
29- <u>Lifelong</u>	مدى الحياة
30- <u>Abroad</u>	خارج
31- <u>Increasingly</u>	بشكل متزايد
32- <u>Prospects</u>	توقعات / احتمالات
33- <u>Global</u>	عالمي
34- <u>Fine arts</u>	الفنون الجميلة
35- <u>Banking and Finance</u>	المصرفية والمالية
36- <u>Secondary</u>	ثانوي
37- <u>Organization</u>	منظمة
38- <u>Development</u>	تطوير
39- <u>Achievement</u>	الانجاز
40- <u>Family life</u>	الحياة العائلية
41- <u>School subjects</u>	المواد الدراسية
42- <u>School rules</u>	القوانين المدرسية
43- <u>Behaviour</u>	السلوك / التصرف
44- <u>Values</u>	القيم
45- <u>Free-time activities</u>	انشطة وقت الفراغ
46- <u>A typical school day</u>	يوم مدرسي مثالي
47- <u>After-school activities</u>	انشطة ما بعد المدرسة

Body idioms

The idioms	English Meaning	Arabic Meaning
Put my back into it	-Tried extremely hard. -To put a lot of effort into something.	يبذل جهدا في عمل شيء
Get it off your chest (verb phrase) [idiom]	To tell someone about something that has been worrying you.	تخبر شخصا بشيء يقلقك
Get cold feet (verb phrase) [idiom]	To lose your confidence in something at the last minute.	تفقد الثقة بشيء في اللحظة الاخيرة
Play it by ear (verb phrase) [idiom]	To decide how to deal with a situation as it develops.	يقرر التعامل مع موقف
Keep your chin up (verb phrase) [idiom] (an expression of encouragement)	To remain cheerful in difficult situations.	يبقى سعيدا في الاوقات الصعبة
Have a head for figures (verb phrase) [idiom]	To have a natural mental ability for maths /numbers.	قدرات عقلية في الحساب و الارقام

What does the underlined body idiom mean in the sentence below?

- 1- If I want to acquire a new language , I truly need to put my back into it.
-

Replace the underlined phrase with the correct body idiom.

- 1- You should remain cheerful in difficult situations if you want to make your dreams come true.
-

Choose the correct item to complete the following sentence.

- 1- To play it by ----- means To decide how to deal with a situation as it develops.

(ear air feet figure)

The time we spend at school

A few years ago, as many as 1,000 schools across the USA started making school years longer by adding up to ten extra days to the school year or by making each school day longer by half an hour. **This** was because it was found that secondary school students in the USA and the UK were spending the time at school, with an average school year of 187 days. The typical Jordanian school year is longer than **this**. However, none of **these** are nearly as long as the school year in countries like Japan and South Korea. South Koreans attend school for 220 days per year, and in Japan, the school year numbers 243 days.

According to a study by the Organisation for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world. (1) **They** want to learn as much as (1) **they** can to ensure excellent exam grades. (1) **They** go to school for about nine hours, although **this** includes optional after-school tuition and activities. (1) **They** also spend about three hours on homework every day, (2) **which** is three times as much as many other countries. (3) **Their** high academic achievements do suggest that the longer you

study, the better you do in final exams. In Finland, however, students are usually given less than half an hour of homework per night, and (4) **they** attend school for fewer and shorter days than 85% of other developed nations. Despite **this** , (5) **they** achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often three, languages fluently. The contradictory views of the study suggest that the number and length of school days is not the only factor in determining whether students will succeed at school or not.

Pronouns

- 1. they : students in Japan, Indonesia and South Korea**
- 2. which : spending about three hours on homework every day**
- 3. their : students in Japan, Indonesia and South Korea**
- 4. they : students in Finland**
- 5. they : students in Finland**

Answer the following questions based on the text.

- 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.

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- 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- 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.

Space Schools

Studio schools are pioneering schools (1) which receive funding as well as support from private businesses, and (2) which seek to encourage young people to undertake a less conventional form of secondary education. **These schools** often specialise in one specific area, whilst understanding that the same broad range of skills and qualifications should be made available to all young people. One such school has recently opened to educate fourteen- to eighteen-year-olds (3) who have a special interest in working in the space industry. Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries. Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in (4) their Maths and Science exams. When (5) they leave school, (5) they will be well-placed to take any number of different career paths. ‘**They** don’t have to become astronauts!’ says a spokesperson for the school. Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.

Pronouns

1. **which** : Studio schools / schools
2. **which** : Studio schools
3. **who** : fourteen- to eighteen-year-olds students
4. **their** : students
5. **they** : students

Answer the following questions based on the text.

- 1- How are the following groups of people involved in space schools?
 - A. leading companies in the space and technology industries
 - B. prominent scientists and engineers
- 2- Would you like to attend this school? Why/ Why not?
- 3- What kind of space schools would you like to attend? Why?
- 4- Read the **quotation**. Do you agree with it? Why/Why not?

"Live as if you were to die tomorrow. Learn as if you were to live forever."

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- 1- **A.** The companies supervise projects given to students.
B. The scientists and engineers are brought in as guest lecturers.
- 2 - Open answer
- 3 - Open answer
- 4 - Open answer

=====

Note:

" One such school has recently opened to educate fourteen- to **eighteen-year-olds** who have a special interest in working in the space industry."

In this sentence **old** is a **noun**; that's why it is **in the plural**.

It means: eighteen –year-old students.

Grammar

Quantifiers to make comparisons:

A quantifier is a word or phrase that is used to compare adjectives , adverbs, quantities and numbers.(function)

1-Comparative and superlative

	adjective	comparative	superlative
Short adjectives	short	shorter than	the shortest
	late	later than	the latest
	big	bigger than	the biggest
	happy	happier than	the happiest

	adjective	comparative	superlative
Long adjectives	expensive	more expensive than	the most expensive
	exciting	less exciting than	the least exciting

	adjective	comparative	superlative
Exceptions	good / <u>well</u> (adv)	better than	the best
	bad / <u>badly</u> (adv)	worse than	the worst
	a/little	less than	the least
	many	more than	the most
	much	more than	the most
	far	further than	the furthest

• Examples

- Khaled is **taller than** Mazen.
- Which subjects are **the most popular**, and Which are **the least popular**?
- Do you think Geography **is more interesting than** History, or **less interesting**?
- His new house is **more expensive than** my house.
My house is **less expensive than** his new house.

2-Equality and inequality:

adjectives , adverbs , quantities and numbers.

We can use as ... as structure in **positive form** to show that things are **the same**. (function)

A- Adjectives: (be) + as adj + as (الصفة يجب ان تكون بدون اضافات)

- Mark is as tall as John. (they are the same / equal)
- Mark isn't as tall as John. (they are not the same / not equal)

B- Adverbs : (m.v) as + adv + as

- I can speak **as fluently as** you.
(adv)
- We didn't finish **as quickly as** we could.
(adv)
- Rand works **as hard as** her sister.
(adv)
- I can't run **as fast as** you.
(adv)

C- Quantities and numbers:

as much غير معدود as not as much غير معدود as
as many معدود جمع as not as many معدود جمع as

- He spends as much money as I do.
- I don't eat as much food as my brother does.
- There are not as many students in our class as in your class.
- You can ask **as many questions as** you want.

NOTE :

When we use this structure, the first thing mentioned is less than the second one. (opposite to comparative adverbs)

- He **didn't play as well as** Mazen did.

Mazen played **better than** him.

NOTE:

When we use this structure, the first quantity or number is less than the second one.

- This phone doesn't have as many features as your phone.

Your phone has more feature than this phone.

NOTE :

We can also use **as ... as** adverbially.

as often as بشكل متكرر

as much as كثيرا مثل

- We practice our English **as often as** possible.
- I don't like running **as much as** I like swimming.

NOTE :

1- **the cheapest = the least expensive**

2- **the easiest = the least difficult**

1- He bought **the cheapest** house in the town.

He bought **the least expensive** house in the town.

2- I didn't manage to answer **the easiest** question in the exam.

I didn't manage to answer **the least difficult** question in the exam.

Rewrite the following sentences so that the new one has the meaning to the one before it.

1- Movies are not as interesting as books.

Books -----

2- Reading stories isn't as amusing as watching TV.

Reading stories -----

3- Playing video games is not as good as exercising.

Exercising -----

4- Manal speaks French better than Rawan.

Rawan speaks -----

Rawan doesn't speak -----

5- The cheapest thing on the menu is orange juice.

The -----

6- The easiest part in the exam is grammar.

The -----

7- Jordanian children can leave school one year earlier than English children.

English children -----

8- There isn't as much information in the book as there is on the website.

There is less -----

There is more -----

9- We have more children than they have.

They don't -----

10- The first exam was difficult. The second exam was difficult , too.

The first exam was -----

11- NO drink in the world is as popular as tea.

Tea is -----



Complete the sentences with the words in the box. One word isn't needed.

further later least less as much as
longer much the least

- 1- My sister doesn't eat as ----- as I do. She always puts ----- in her plate than I do.
- 2- I'm tired today because I went to bed ----- than usual last night.
- 3- I didn't enjoy the book. In fact it was the ----- interesting story I've ever read.
- 4- The bus is late. We'll have to wait a little -----.
- 5- ----- studied subjects are Music and Arts.
- 6- Students don't like doing Music and Arts ----- they like doing Maths.

Answers: 1. much / less 2. later 3. least 4. longer 5. The least 6. As much as

Choose the correct item to complete each of the following sentences below.

- 1- The weather this summer is even ----- than last summer.
(bad , worse , worst)
- 2- His father is the ----- man in the city.
(rich , richest , richer)
- 3- This armchair is ----- than the old one.
(little comfortable , less comfortable , least comfortable)
- 4- There are ----- students studying Science as Maths.
(not as many , not as much , not more)
- 5- We practice our English as ----- as possible.
(often , many , most)
- 6- I don't like running as ----- as I like swimming.
(much , more , many)
- 7- Mariam doesn't play the guitar as ----- as her little sister does.
(good , better , well)
- 8- There are not as ----- students in our class as in your class.
(many , much , little)

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

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

Answers :

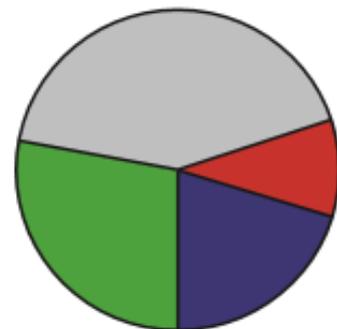
- 1-the most 2-longer 3-later 4-the least 5- earlier

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

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

After-school classes



Legend:
 English (grey), Maths (green), Science (blue), Music and Art (red)

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	108,130	-1%
Physics	104,410	+5%
Medicine and Dentistry	98,910	+3%
Computer Science	97,110	+13%

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

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

Answers :

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

A visiting student's blog post

-Anita

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

I have relatives in Jordan and (2) they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students (3) there, (4) who were not only from Germany, but from all over the world. Most of (5) them had studied Arabic to a high level. I'm very familiar with colloquial Arabic, (6) which is what my family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar. Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking

skills because, while all the students heard Arabic in the classroom and streets, I could also practice (7) it at home. I really put my back into it, and I earned an A on the course. What impressed me most about students in Jordan was (8) their behaviour and their attitude to studying. All the students (9) who I met appreciated the importance of (10) their university education and the opportunities it would give (11) them to contribute to their country's prosperity. (12) They also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if (13) they disagreed with each other. As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I have made in my life. I made many new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

Pronouns

1. I , me , my : Anita
2. they : relatives in Jordan
3. there : Madaba
4. who : international students
5. them : international students
6. which : colloquial Arabic
7. it : Arabic
8. their : students in Jordan
9. who : All the students
- 10.their : All the students
- 11.them : All the students
- 12.they : All the students
- 13.they : people

Answer the following questions based on the text.

- 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?

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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.

After School ...

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as **this**. Twenty years ago, **(1) it** was closer to 30%, and thirty years before **that**, **it** was only about 5%. **Another huge change** has been financial. Before 1998 CE, higher education in the UK was completely free for UK citizens. Since **(2) then**, tuition fees have been introduced. Most students borrow this money from the government. **(3) They** don't have to repay **(4) it** immediately. Instead, **(5) they** pay **(6) it** back slowly out of future earnings. Despite the high cost, most students choose to study away from home. A recent survey of 17,000 students revealed that only 7% wanted to stay at home while **(7) they** studied for **(8) their** degree. Of course for most young people, living away from home means borrowing even more money from the government. So why don't students choose to avoid debt by staying at home, where **they** don't have to pay rent? Most of **(9) them** say that **(10) they** want to move to the university of

(11) **their** choice, rather than the nearest one. Another strong motive is the desire to live in a new culture. Where do these students live? Many have rooms in halls of residence, especially in (12) **their** first year; others rent flats or houses. A lucky **minority** live in property that (13) **their** parents have bought for (14) **them**. Most of **them** need to learn to cook, do **their** own washing and manage **their** time and money.

Pronouns

1. **it** : the figure
2. **then** : Before 1998 CE
3. **they** : students
4. **it** : money
5. **they** : students
6. **it** : money
7. **they** : 7% students of the survey who wanted to stay at home.
8. **their** : 7% students of the survey who wanted to stay at home.
9. **them** : students
10. **they** : students
11. **their** : students
12. **their** : students
13. **their** : a lucky minority of students

Answer the following questions based on the text.

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

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

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

C. University students have to pay before they study. -----

D. Most university students choose the cheapest option. -----

2- What does the word 'it' in bold refer to in the text ?

3- The text contains the phrase in bold '**another huge change**'. What was the first huge change?

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

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1- A. T B. T

C. F : They pay the government back out of future earnings.

D. F : Most students choose to study away from home.

2- the percentage of school leavers going on to higher education

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

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

Vocabulary

Complete the sentences with the following body idioms.

get it off your chest

get cold feet

play it by ear

keep your chin up

have a head for figures

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

Answers :

1. get cold feet
2. get it off your chest
3. have ahead for figures
4. Keep your chin up
5. play it by ear

Replace the underlined words and phrases with words from the box. One word is not needed.

compulsory

contradictory

developed nation

tuition

optional

fluently

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

Answers :

1. Developed nations
2. Compulsory
3. Optional
4. Tuition
5. Contradictory

The following paragraphs are comments made by university students. Fill in the gaps with the appropriate university subjects.

banking and Finance	linguistics	fine Arts	history
	physics	law	

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

Answers:

1- law 2- linguistics 3- Physics 4- History 5- banking and Finance

Complete this paragraph with the appropriate words.

increasingly	global	prospects	proficiency
	lifelong	abroad	

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

Answers : 1.prospects 2. proficiency 3. increasingly 4. abroad
5. global 6.lofelong

Derivation

Noun	Verb	Adjective	Adverb	Meaning
organisation	organise	organised	-----	منظمة
development	develop	developed	-----	تطوير
qualification	qualify	qualified	-----	مؤهلات
recommendation	recommend	recommended	-----	توصية
education	educate	educational	educationally	تعليم
success	succeed	successful	successfully	نجاح
achievement	achieve	achievable	-----	انجاز
calmness	-----	calm	calmly	هدوء
confidence	-----	confident	confidently	ثقة بالنفس
enthusiasm	-----	enthusiastic	-----	حماس
-----	-----	unapologetic	unapologetically	
worry	-----	worried	-----	قلق

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

1. If you work hard, I'm sure you will ----- . (success)
2. Congratulations! Not many people ---- such high marks. (achievement)
3. It's amazing to watch the ----- of a baby in the first year of life. (develop)
4. Before you apply for a job, check that you have the correct -----s. (qualify)

Answers: 1. succeed 2. achieve 3. development 4. qualification

Choose the correct answer .

- 1- The company is pleased with your work and is happy to give you a-----
(recommend recommendation recommended)
- 2- One of the most important things that we give children is a good-----
(educate education educationally educational)
- 3- My father works for an ----- that helps to protect the environment.
(organise organisation organised)

Answers: 1. recommendation 2. education 3. organisation

Word stress

Syllable division rules

1- Separate prefixes and suffixes from the root words.

Re/write

Develop/ment

2- Divide between the first and second consonants that don't make one sound.

Ob/ject

Ap/ple

3- Each syllable should have one vowel sound at least.

Riv/er

Met/al

Ba/by

Beau/ti/ful

Read the words in the box. How many syllables does each word have?
In which syllable does the primary stress lie in the word?

The word	The syllable that has primary stress		The number of syllables
secondary	<u>sec</u>	sec-ond-ar-y	4
compulsory	<u>puls</u>	com -pul-so-ry	4
organisation	<u>sa</u>	or-gan-i-sa-tion	5
development	<u>vel</u>	de-vel-op-ment	4
tuition	<u>it</u>	tu-i-tion	3
achievement	<u>chieve</u>	a-chieve-ment	3
academic	<u>dem</u>	ac-a-dem-ic	4
contradictory	<u>dict</u>	con-tra-dic-to-ry	5

Questions:

- 1- In the word "development", how many syllables are there. -----
- 2- In the word "organisation", which syllable will receive the primary stress.

- 3- Mark the primary stress in the word "academic". -----

Answers:

- 1- 4 2- sa 3- dem

Sentence stress

Sentence stress in English is the way a speaker highlights certain words in each sentence. It helps the listener focus on important parts and understand the speaker's meaning.

NOTE : when we shift the stress the meaning changes.

A: what do you think?

The speaker is asking for someone's opinion. It could be used to ask more than one person at the same time.

B: what do you think?

The speaker here is asking a particular person for his or her opinion.

Questions:

Match each stressed sentence to its implied meaning.

- | | |
|-------------------------------|--|
| 1- I can't buy a car. | a- perhaps, I can buy something else. |
| 2- I can't buy a car. | b- perhaps, I could hire one. |
| 3- I can't buy a car. | c- someone else might be able to. |
| 4- I can't buy a car . | d- I know you think I can, but you're wrong. |

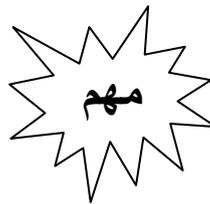
Answers:

- 1- c 2- b 3- d 4- a

The implied meaning of the following stressed sentence is:

"I can't **buy** a car."

- a. perhaps, I can buy something else.
 b. perhaps, I could hire one.
 c. someone else might be able to.



The word in bold in each sentence indicates the stress. How does the meaning of each sentence differ?

- 1- I retired when I was 60, which was in 1999 CE.
- 2- I **retired** when I was 60, which was in 1999 CE.
- 3- I retired when I was **60**, which was in 1999 CE.
- 4- I retired when I was 60, which was in **1999** CE.

Answers:

- 1- It was I, not someone else who retired.
- 2- I did other things when I was 60, but this is when I retired.
- 3- I was 60 when I retired, not another age.
- 4- It was in 1999 CE when I retired, not another year in the 1990s.

NOTE:

In an English sentence, certain words are always stressed because these words are **most important**.

I came to **school** at seven thirty.

The word in bold in each sentence indicates the stress. How does the meaning of each sentence differ?

- 1- The **first ever** Alia flight was in 1963 CE.
There were no Alia flights at all before 1963 CE. (The meaning)
- 2- The first ever **Alia** flight was in 1963 CE.
There were other flights before 1963 CE, but not Alia flights. (The meaning)
- 3- The first ever Alia **flight** was in 1963 CE.
Alia did other things before its first flight in 1963 CE. (The meaning)
- 4- The first ever Alia flight was in **1963** CE.
Alia's first flight was not in 1964 CE. (The meaning)

Intonation:

Read these questions. Which one shows puzzlement? Which one shows encouragement?

- 1- How can I get work experience without getting a job first?

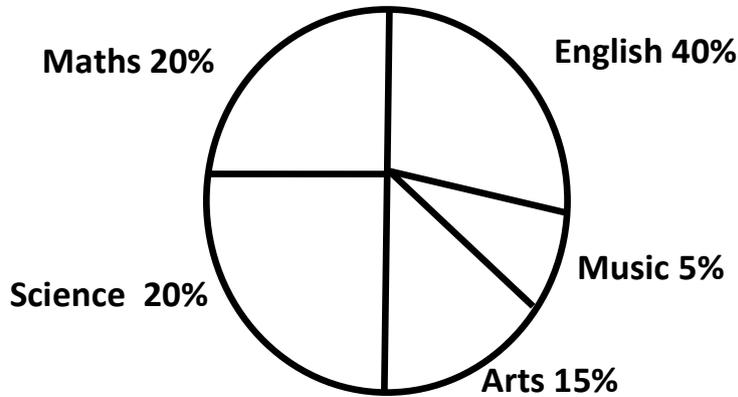
- 2- Before you find a full-time job, why don't you consider doing voluntary work?

Answers:

- 1- Wh- questions **fall** at the end. (shows **puzzlement**)
- 2- Open-ended questions **rise**. (shows **encouragement**)

Guided Writing

Study the following diagram and write a paragraph about the percentage of after-school classes popularity in Jordan.



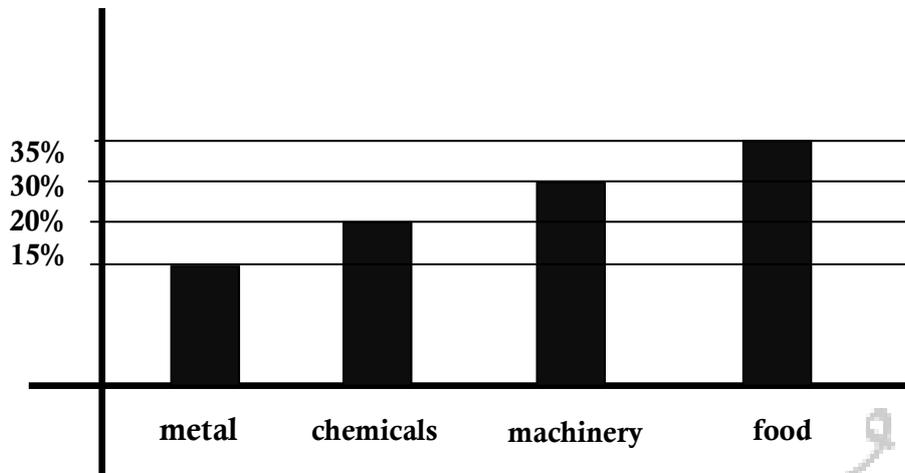
The percentage of after-school classes popularity in Jordan

This diagram shows the percentage of after-school classes popularity in Jordan. **The most** popular subject is English with percentage of 40% **while the least** popular subject is Music with percentage of 5%. Maths is **as** popular **as** Science with percentage of 20%. Arts **is not** that popular with percentage of 15%.

Study the information in the table about Years of Compulsory education in some countries and write a paragraph using the given information.

Country	Years of Compulsory education
England	10 years
Jordan	10 years
Japan	9 years
Turkey	11 years

Study the information in the following chart about the exports from the EU to Jordan , and write a paragraph using the given information.



Suggested answer :

This chart shows the exports from the EU to Jordan. The most exports from the EU to Jordan are food with percentage of 35% while the least exports from the EU to Jordan are metal with percentage of 15%.

The EU exports chemicals to Jordan with percentage of 20% and also it exports machinery to Jordan with percentage of 30%.

Free Writing:

Writing a blog post

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

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

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

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

Decisions, decisions Posted by: Hiba J

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!

Blog-writing tips:

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

Unit 7

Lifelong Learning

Keywords		
Word/spelling	English meaning	Arabic meaning
<u>Career advisor</u>	Someone who provides information to help people to make choices about their training and work.	مستشار وظيفي
<u>Circulation</u>	1- The movement of blood around the body when it is pumped by the heart; 2- air, the movement of air.	الدورة الدموية حركة الهواء
<u>Concentration</u>	Attention, or attention span.	التركيز / الإنتباه
<u>Degree</u>	A qualification that is given to you when you have successfully completed a course of study.	درجة علمية / شهادة
<u>Circulation</u>	The state of having drunk too little water.	الجفاف
<u>Diet</u>	The kind of food that a person or animal eats each day.	الغذاء
<u>Diploma</u>	Either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course.	شهادة
<u>Drop a course</u>	To stop studying a certain subject at university.	يسسقط مادة دراسية
<u>Immerse</u>	To be deeply involved in something and spend most of your time doing it.	ينغمس / يغمر في عمل شيء
<u>Lifelong</u>	Continuing or existing throughout your life.	مدى الحياة
<u>Master's degree</u>	A period of one or two years of study which takes place after the completion of a Bachelor's degree.	درجة الماجستير
<u>Memory</u>	Someone's ability to remember things, places and experiences.	ذاكرة
<u>Multilingual</u>	Speaking, reading or writing in more than two languages.	تعدد اللغات
<u>Multitask</u>	To do several things at the same time.	تعدد المهام
<u>Online distance learning</u>	A formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication.	التعلم الالكتروني عن بعد
<u>PhD</u>	A doctorate; the highest degree awarded by a university faculty.	درجة الدكتوراة
<u>Postgraduate</u>	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.	الدراسات العليا

<u>Undergraduate</u>	Someone who has not yet completed their first degree.	الدراسة الجامعية
<u>Private university</u>	A university not operated by a government.	الجامعة الخاصة
<u>Proficiency</u>	A good standard of ability and skill.	البراعة
<u>Simulator</u>	Any device or system that simulates specific conditions or the characteristics of a real process or machine.	محاكي / مقلد
<u>Stand out (from the crowd) (phrasal verb)</u>	To be much better than other similar people or thing.	يبرز يتميز
<u>Utterance</u>	Something that is said, such as a statement .	الكلام / النطق
<u>Vocational</u>	Used to describe a particular job and the skills involved.	مهني / حرفي
<u>Nutrition</u>	The process of getting the right kind of food for good health and growth	التغذية السليمة
<u>Public university</u>	A university that is funded by public means, through a government.	جامعة حكومية

Collocations

Collocating phrases using a verb and a noun

Word	English meaning	Arabic meaning
<u>Draw up a timetable</u>	Write a schedule	عمل جدول
<u>Do exercise</u>	Keep fit	اجراء التمارين
<u>Make a start</u>	Begin	يبدأ
<u>Take a break</u>	Relax	يستريح
<u>Do a subject</u>	Study	يدرس مادة
<u>Make a difference</u>	Change something	يغير شيء

What does the underlined collocation most likely mean ?

1- You have to draw up a timetable before you start revising for the exams.

Replace the underlined misused collocation in the following sentence with the correct one.

1- if you send money to charities, you will do exercise to a lot of lives.

Choose the correct answer :

1- To keep your mind fresh, you should ----- a break every half an hour.
(do , take , make , draw)

How to revise for exams

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

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

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

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

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

Prof: The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at (1) its best.

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

Could you explain what you mean by frequent breaks?

Prof: By break, **I** mean any change of activity from studying. (2) **It** could be something as simple as just getting up from **your** desk and listening to some music, or walking around for ten minutes.

Could you tell me how much exercise I need?

Prof: Physical activity is very important, of course, especially when **you** are studying. Exercise will make a huge difference to the way **you** feel. The physical activity will increase **your** heart rate and, in turn, that will increase **your** blood circulation. (3) **It** also sends more oxygen to the brain, (4) **which** makes **you** revise more efficiently!

Do you mind giving me some advice about diet?

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

Pronouns

1. Its : memory
2. It : break
3. It : physical activity
4. Which : sending more oxygen to the brain
5. you / I في هذه القطعة ملاحظة حول الضمير

Answer the following questions based on the text.

- 1- What is the first stage should be done before revising your exams?
- 2- Why is it Important to change the focus of your revision?
- 3- Mention two types of food that help you to make the most of your mind when revising.
- 4- Is it important to focus on the quality rather than the quantity of your revision? Justify your answer showing how can you focus on the quality of your revision?
- 5- There are many factors that usually cause problems for you in managing your revision. Mention three of them.

الإجابات النموذجية

- 1- The first stage is to draw up a revision timetable.
- 2- By changing the focus of your revision , you keep your mind fresh.
- 3- Fresh fruit and vegetables.
- 4- Open answer.
- 5- Open answer.

Learning a foreign language

Speaking a foreign language, it is claimed, improves the functionality of **your** brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial ‘exercise’, **(1) which** improves memory. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. These skills improve **your** chances of success in other problem-solving tasks as well. It is said that students **(2) who** study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students **(2) who** have only mastered **(3) their** mother tongue. According to a study carried out by Pennsylvania State University, USA, multilingual people are able to switch between two systems of speech, writing, and structure quite easily. It has been proved that **(4) they** are also able to switch easily between completely different tasks. One experiment required

participants to operate a driving simulator while carrying out separate tasks at the same time. The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors. It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in (5) which judgment is called for, and decisions have to be made. Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply (6) it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

Pronouns

- 1- which : beneficial 'exercise
- 2- who : students
- 3- their : students
- 4- they : multilingual people
- 5- which : other situations
- 6- it : the way that a language works

Answer the following questions based on the text.

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.

Critical Thinking :

"Learning a foreign language has many benefits". Think of this statement and ,in two sentences, write down your point of view.

الإجابات النموذجية

- 1- It exercises the brain and so improves your memory.
- 2- It presents the brain with unique challenges such as recognizing 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.

Critical Thinking.**Suggested answer :**

Learning a foreign language provides the brain with beneficial exercise, which improves memory. It challenges the brain by making it recognize different language systems, and communicate within these systems. Learning a foreign language also improves problem-solving and decision-making skills, as well as making the user more effective at multitasking and in using and understanding their own mother tongue.

Grammar:

Indirect questions

Questions in general can be divided into:

A- **Direct questions:** are the normal questions that we can ask to friends , family members and people who we know well. (function)

B- **Indirect Questions:** We can use indirect questions to ask questions in a polite, formal way. (Function)
The structure is then the same as in reported questions. Unlike reported questions, the sentence ends with a question mark.

Phrases for indirect questions:

Could you (possibly) tell me ..?

I wonder .

Do you mind (inf +ing) :

[telling ,giving, explaining , suggesting , helping] ..?

Could you explain ..?

Do you know ..?

Would you happen to know ..?

Do you mind explaining .. ?

Wh – Indirect questions

Wh - indirect questions are introduced with **what , when , where how , why , which , how long , how much , what time , how many , how much sleep , how much revision .**

A- Wh – indirect questions with verbs to be , to have , Modals

1- Where is Oxford street?

Do you know -----

2- How has he managed to get in shape?

Could you tell me -----

3- How can I get to Queen Alia Airport?

I wonder -----

B- Wh- indirect questions with verbs to do.

Do	Does	Did
inf	inf + s	V2

1- What time does the train leave?

Do you mind telling me

2- What do the students do during their summer holiday?

Could you explain

3- How did you enjoy the party?

Could you possibly tell me

BUT:

1- Why don't you want to invite your friends to the party?

Could you tell me

2- Why didn't she enjoy the math class last week?

I wonder

Yes / No indirect questions

في حالة عدم وجود Wh - نستخدم : **If / whether**
 تستخدم **whether** اذا جاء بالسؤال **or**

1- Are we allowed to stop here?

I wonder

2- Did you enjoy the party or the movie?

Could you tell me

NOET:

Do you mind + الفعل الرئيسي + ing

1- Please, **tell** me the time?

Do you mind

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

Do you mind

Rewrite the following sentences so that the new one has the meaning to the one before it.

1. Who is that man?
Do you know -----
2. What is the time , please?
Could you tell me -----
3. Why the train is late?
Do you mind telling me -----
4. Where is the nearest bank , please?
Could you tell me -----
5. How did you solve this puzzle?
Could you explain -----
6. **Could you explain how you solved this puzzle?**
How -----
7. How can I get to Queen Alia Airport by public transport?
Could you tell me how-----
8. What does she want to buy?
Could you tell me -----
9. How much sleep do teenagers of our age need?
Do you know -----
10. What should I do on the day before the exam?
I wonder -----
11. Please help me to plan my revision.
----- **you mind** -----
12. How can I relax?
----- **you explain**-----
13. Does the exam start at ten or half past ten?
Could you tell me -----
14. How much does this cost , please?
Could you tell me -----
15. How many cars does Mark have?
Do you know -----

Rearrange the words to make indirect questions.

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

- 2- needs / you / much / sleep / how / a / do / know / teenager / ?

- 3- should / much / I / do / could / you / revision / me / tell / how / ?

4- mind / you / water / giving / a / glass / do / of / me / ?

Answers:

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

Rewrite these direct questions as indirect questions using all the phrases in the box.

- 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?

Complete the questions with words from the box.

How	how much	if	when	where	whether	who	why
------------	-----------------	-----------	-------------	--------------	----------------	------------	------------

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

Choose the correct answer.

- 1- Do you mind ----- me the time, please?
(**told** **telling** **tell**)
- 2- Could you explain how ----- get to Queen Alia Airport , please ?
(**can I** , **I can** , **could I**)
- 3- ----- what time your father usually arrives home .
(**could you tell me** , **do you mind** , **I wonder** , **do you know**)

Education in Jordan

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

A large number of Jordanian students choose to study at **these institutions**, as well as foreign students from all over the world. **These** are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma. The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. **These** are all public universities. An example

of a newer university is the German-Jordanian University in Amman, (1) which was set up in 2005 CE. It is collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and (2) it follows Germany's model of education in Applied Sciences. For students (3) who wish to complete (4) their university studies while working at the same time, it is also possible in some Jordanian universities to enroll onto online distance learning programmes. In the future, (5) this option will become available in many other universities.

Pronouns

1. **which** : German-Jordanian University
2. **it** : German-Jordanian University
3. **who** : students
4. **their** : students
5. **this option** : to enroll onto online distance learning programmes.

Answer the following questions based on the text.

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

Critical Thinking.

- 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?

الإجابات النموذجية

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

Critical Thinking.

Open Answer

NOTE:

الجدول التالي درسته في الفصل الأول و يشرح كيفية تحويل الجمل من مبني للمعلوم للمبني للمجهول .
وهنا في الفصل الثاني مطلوب منك استخدامه في قاعدة ال impersonal passive فقط .

	Tenses	Active	Passive
1	Simple Present	V1 (inf / +s) (don't) (doesn't)	am is + V3 are
	Simple Past	V2 (ed / irr.) (didn't)	was + V3 were
	Simple Future	will + inf	will be + V3
	Modals	modal + inf	modal + be + v3
	Present Perfect	has + V3 have	has been + V3 have
	Past Perfect	had + V3	had been + V3
2	Present Continuous	am is + ing are	am is being + V3 are
	Past Continuous	was + ing were	was being + V3 were
	Future Continuous	will be + ing	will be being + V3
	Future Perfect	will have + V3	will have been + V3

The impersonal passive

- Is a formal way of reporting thoughts, sayings, beliefs and opinions. (Function)
- We can use the impersonal passive with :
say , think , claim , believe , know , prove , consider , feel ,
expect , find and assume.

A- With impersonal passive:

It + passive form + that + باقي الجملة
(الفعل الاول قبل that)

1- They say that dolphins are highly intelligent creatures.

It

2- She thinks that learners will absorb the grammar as they learn the vocabulary.

It

3- Scientists believed that the Earth was flat.

It

B- With personal passive (which is a part of the impersonal passive)

تحويل الفعل الثاني + passive form + to + الفاعل الثاني
حسب الجدول بالاسفل الفعل الأول

Active	Impersonal Passive
v- inf , v+s will + inf	to + inf
is , am , are	to be
v2 has , have , had + v3	to have + v3
was , were	to have been

1- People know that he is talented.

He

2- People **believe** that eating almonds **reduce** the risk of heart disease.

Eating almonds

3- They **thought** that the story **was** very exciting.

The story

4- Scientists have proved that exercise is good for concentration.

Exercise

NOTE:

It + used to be + V3 + that

1- They used to think that the Earth was flat.

It

Rewrite the following sentences so that the new one has the meaning to the one before it.

1- They believe that the story is true.

The story -----

2- They claim that the author is writing the novel.

The author -----

3- They believe that the factory will make profit soon.

The factory -----

4- People thought that lions lived in that forest in the past.

Lions -----

5- They thought that the prisoners have escaped.

The prisoners-----

6- They assumed that the last Olympic Games were a great success.

The last Olympic Games -----

7- People thought that the government was building new schools.

The government -----

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

It -----

Exercise -----

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

It -----

Fish -----

10- People think that learning new languages also presents the brain with unique challenges.

It -----

Learning new languages -----

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

It -----
Students who study foreign languages -----

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

The scientist -----

13- Fish is said to be good for the brain.

The say that -----

14- It was known that the man was telling the truth.

They-----.

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

My teacher -----

Choose the correct answer.

1- New project scheme is claimed ----- innovative ideas.

(introduce , to introduce , introducing)

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

(believe , believes , is believed , was believed)

Correct the mistakes in the following sentences.

1- We are claimed remember things we hear in our sleep.

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

Extreme English course : total immersion

Learn English fast – the natural way!

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

What exactly do you mean by 'total immersion'?

You will stay in one of our beautiful apartments. You'll hear and speak English all day long. You can either join a small group of other students of a similar level, or request a 'tailor-made' course. For example, you may require a course in academic English to prepare you for undergraduate or postgraduate studies, or a vocational course to help you with your career. Either way, you will live and work together as a family. What will I be doing? In the mornings, after breakfast, one or more of our trained and experienced teachers will arrive, and you will have three hours of intensive tuition. Then, after enjoying lunch

together around the table, you'll visit local places of interest, go shopping, take part in sports, etc. In the evenings, there will be a choice of cultural activities, for example the theatre or a concert, or you may prefer to relax at home and chat (in English, naturally!). Whatever you do, your teachers will be with you, acting as guides, tutors and friends.

How long are the courses?

Some people just come for a week, and (2) they are usually amazed by how much progress (2) they make in such a short time. (3) Others come for two, three, even four weeks. It's up to you. You can be sure of one thing – we'll do our very best to give you a first –class experience and send you home thinking and dreaming in English!

Pronouns

1. it : language
2. they : Some people
3. others : other people

Answer the following questions based on the text.

- 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?

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- 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- Students’ own answer
- 6- students’ own answer

Vocabulary

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

circulation	memory	concentration	beneficial	diet
	dehydration	nutrition		

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

Answers: 1. diet 2. beneficial 3. dehydration 4. circulation
5. concentration 6. memory

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.

do	do	draw up	make	make	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:-----

Answers: 2. do exercise 3. make a start 4. take a break
5. do a subject 6. Make a difference

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

postgraduate academic undergraduate 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.

Answers: 1. postgraduate 2. academic 3. undergraduate 4. vocational

Use the collocations from the box to complete the sentences.

draw up a timetable do exercise make a start
take a break do a subject make a difference

- 1- If you want to lose weight, you should ----- 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 organize my time better. I think I'll -----.

Answers: 1. do exercise 2. make a start 3. make a difference
4. take a break 5. draw up a timetable

Read the words in box. Which are connected with the body , eating and drinking or the mind.

circulation concentration dehydration diet
memory nutrition

Answers

The body: circulation - dehydration

Eating and drinking: diet - nutrition

The mind: memory - concentration

Derivation

Noun	Verb	Adjective	Adverb	Meaning
youth	-----	young	-----	شباب
awareness	-----	aware	-----	وعي
advice	advise		-----	نصيحة
memory	memorise	memorable	-----	ذاكرة
nutrition nutrient (s)	-----	nutritious	-----	تغذية
circulation	circulate	circulated	-----	تداول
dehydration	dehydrate	dehydrated	-----	جفاف
revision	revise	revised	-----	مراجعة
concentration	concentrate	concentrated	-----	تركيز
experience	experience	experienced	-----	تجربة
dominance	dominate	dominant	-----	سيطرة
dependence	depend	dependent	dependently	اعتماد/استقلال
repetition	repeat	repeated	repeatedly	تكرار
correction	correct	correct	correctly	تصحيح

Complete the table with the correct form of the words.

- We should always be ready to listen to good ----- (advise)
- My father often talks about what he did in his ----- (young)
- It's important to have an ----- of different countries' customs. (aware)
- The graduation ceremony was a very -----occasion for everyone. (memory)
- Nuts contain useful -----such as oils and fats. (nutrients)
- I'm confused. Could you give me some ----- , please? (advise)
- In hot weather our bodies are in danger of----- . (dehydrate)

Answers: 1. advice 2. youth 3. awareness 4. memorable
5. nutrition 6. advice 7. dehydration

Choose the correct item to complete the following sentences.

- Have you had any ----- of learning another language?
(experience experienced experiences)
- Is one side of the brain more ----- than the other?
(dependent dependence depend)

Answers : 1. experience 2. dependent

Free Writing : A sample persuasive letter

Greeting

Dear Mr Hammad,

Introduction:
State why
you are writing.

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.

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

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 in popularity as global job opportunities become more and more attainable. I am sure that you would not wish them to be disadvantaged by having no exposure to modern language teaching.

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

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.

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

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

Yours sincerely,

Nawal Mohsen

Guided Writing:

Read the information in the table below then, in your ANSWER BOOKLET, write two sentences. Use appropriate liking words such as : moreover , also, but...etc.

Read the information below and then write a paragraph using all the given notes. Use the appropriate linking words.

	Train journey	Car journey
Time and speed	Fast	Slow
Coast	Cheap	Expensive
Advantages and disadvantages	Stop at stations	Drives right to the place you want to be
Comfort	Comfortable	Comfortable

.....

.....

.....

.....

Read the information below and then write a paragraph using all the given notes. Use the appropriate linking words.

Name: Farida Jabari

Address: 215 Rainbow Street, Amman

Education: Degree in English (2009 CE)

PEP (Practical Education Programme) Teaching qualification (2011 CE)

Work experience: Teacher of English, [SCHOOL NAME], Amman

Skills and achievements: Voluntary work for children's charities;
excellent piano accompanist

.....

.....

.....

.....

.....

.....

.....

Unit 9

The world of business

Keywords		
Word /spelling	English meaning	Arabic meaning
<u>Be able to answer detailed questions</u> (verb phrase)	To have the ability to understand complicated questions and respond to them appropriately.	قادر على الإجابة على الاسئلة
<u>Do a deal</u>	To arrange an agreement in business.	يعقد صفقة / اتفاقية
<u>Give a business card</u> (verb phrase)	To give someone a card that shows a business person's name, position and contact details.	يظهر بطاقة العمل
<u>Make small talk</u> (verb phrase) We <u>never say</u> make a <u>small talk</u> .	To have an informal chat with someone in order to start a conversation.	يبدأ الحوار غير الرسمي
<u>Negotiate</u>	To discuss something in order to reach an agreement, especially in business or politics.	يفاوض
<u>Shake hands [with someone]</u>	To move someone's hand up and down in a greeting.	يصافح
<u>Tell a joke</u>	To say something to make people laugh.	يخبر نكتة
<u>Track record</u>	All of a person's or organisation's past achievements, successes or failures which show how well they have done something.	السيرة المهنية لشخص او مؤسسة
<u>Agreement</u>	An arrangement or promise to do something, made by two or more people, companies or organizations.	اتفاقية
<u>Import</u>	Goods bought from other countries.	يستورد
<u>Export</u> <u>The prefix (affixes)</u> <u>- ex means out</u>	Goods sold to another country.	التصدير
<u>Extraction</u>	The process of removing and obtaining something from something else.	استخلاص

<u>Gross Domestic Product</u>	The value of a country's total output of goods and services	اجمالي الناتج المحلي
<u>Domestic</u>	Relating to or happening in one particular country and not involving any other countries.	محلي
<u>Dominate</u>	To be the most important feature of something.	يهيمن
<u>Reserve</u>	Something kept back or set aside, especially for future use.	الحفاظ على شيء
<u>Fertiliser</u>	A substance that is put on the land to make crops grow.	الاسمدة
<u>knitwear</u>	Clothing made from wool.	قماش من الصوف
<u>Mineral</u>	A substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth.	معادن
<u>Pharmaceuticals</u>	Companies which produce drugs and medicine.	المستحضرات الصيدلانية
<u>Package holiday</u>	An organised trip with everything included in the price (travel, accommodation, food).	رحلة منظمة
<u>Sales pitch</u>	A presentation made by someone who is trying to sell a product the statements and promises that someone makes to try to persuade someone to buy something.	طريقة اقناع الزبون لشراء المنتج
<u>Target market</u>	People who are identified as possible customers.	السوق المستهدف
<u>Age group</u>	A set of people of similar age.	ناس بنفس العمر
<u>Department store</u>	A large shop that sells many different types of things.	مركز تسوق كبير
EU stands for European Union الاتحاد الاوروبي		
<u>Corporate</u>	Belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation.	يتعاون
<u>Evolve</u>	To develop gradually.	يتطور
<u>Extensively</u>	In a way to cover or affect a large area.	بشكل واسع
<u>Goods</u>	Things that are produced in order to be sold.	بضائع

<u>Machinery</u>	Machines, especially large ones; a system or set of processes for doing something.	آلات كبيرة
<u>Compromise</u>	When each side changes their position a little so that they can agree.	حل وسط
<u>Conflict</u>	When two sides disagree and argue.	صراع
<u>Patient</u>	To stay calm and take your time.	صبور
<u>Prepared</u>	To be ready for something.	يجهز / يحضر
<u>Entrepreneur</u>	A word meaning someone who sets up a business.	مقاول / رجل اعمال

collocations with the verbs

Word	Arabic meaning
<u>Make a mistake</u>	يرتكب خطأ
<u>Ask questions</u>	يسأل
<u>Cause offence</u>	يتسبب في الاحراج
<u>Earn respect</u>	يكسب احترام
<u>Join a company</u>	ينضم لشركة
<u>Make small talk</u>	يجري حديث
<u>Shake hands</u>	يصافح

Doing business in China

This is an interview with a Jordanian businessman about his experiences in China.

- Today, we talk to Mr Ghanem, a businessman based in Amman (1) who often visits China. We asked (2) him when (2) he first started doing business with China. (3) I've been doing business with China for many years. (3) My first trip (4) there was in 2004 CE, and (5) it was not very successful.'

Why was (5) it not successful?

'I worked for a small computer company in Amman. (6) They sent me to China when I was still quite young. If only the company had realised that the Chinese respect age and experience more than youth!'

Did you make any mistakes on that visit?

'Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China, you need to earn (7) their respect. Chinese business people will always ask about a company's successes in the past.

However, because **I** worked for a new company, **I** could not talk about **(8) its** track record. **We** did not do any business deals on that first trip.’

When did you learn how to be successful in China?

‘**I** joined a larger company and **(9) they** sent me on a cultural awareness course.

On **my** next visit to China, it felt as if **I** hadn’t known anything on **my** first visit!’

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

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

Can you tell us about your last meeting in China?

‘Of course ! **I** arrived on time. You must not arrive late, as **(10) this** shows disrespect. Then, when **I** met the company director, **I** shook hands with

(11) 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 **(12)** **this** may not be translated correctly or could cause offence.'

Was it a successful meeting?

'Yes, **(13) it** was. **I** knew that the director had researched **my** business thoroughly before the meeting, so **I** was prepared for **(14) 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.'

Pronouns

1. who : Mr Ghanem
2. him , he : Mr Ghanem
3. I , me , my : Mr Ghanem .
4. there : China
5. it : first trip
6. they : a small computer company
7. their : Chinese people
8. its : a new company
9. they : the larger company (' administration)
10. this : arriving late (to arrive late)
11. him : the company director
12. this : telling a joke
13. it : the meeting
14. his : the company director

Answer the following questions based on the text.

- 1- Why was Mr Ghanem's first business trip to China not successful?
- 2- What do you think is a 'track record' ?
- 3- What does the word 'his' in bold in the 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?

Critical Thinking. Discuss these questions.

- 1- Why do countries need to export and import goods?
- 2- Why should our community buy Jordanian goods?

الإجابات النموذجية

- 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- Students' own answers

Critical Thinking .

- 1- They export goods to make money, and they import goods that they don't grow or manufacture themselves.
- 2- Our community should buy Jordanian goods in order to support Jordanian industries.

Our country's imports and exports

In this report, we will look at the countries (1) that Jordan trades with and what goods (2) it exports and imports. First, let's look at exports. Jordan is rich in potash and phosphate, and the extraction industry for (3) 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. Now let's look at imports. Unlike some other countries in the Middle East, Jordan does not have large oil or gas reserves. For (4) that reason, Jordan has to import oil and gas for (5) its energy needs. (5) 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 (6) its imports. Other imports have come from China and the United

States. Jordan has more free trade agreements than any other Arab country, and

(7) 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. (8) 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.

Pronouns

1. **that : the countries**
2. **it : Jordan**
3. **these minerals : potash and phosphate**
4. **that reason : Jordan does not have large oil or gas reserves.**
5. **its : Jordan**
6. **its : Jordan**
7. **it : Jordan**
8. **it : Jordan**

Answer the following questions based on the text.

- 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?

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- 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.

Grammar

Wish & If only

Unreal past simple forms <u>for present wishes</u>		
	Form	Function
wish + If only	Simple Past. - V2 -didn't + الفعل كما هو	To express <u>wishes about the present</u> . - Actions that are <u>impossible or unlikely to happen.</u>
Unreal past perfect forms for <u>past regrets</u>		
Wish + If only	Past Perfect. - had + V3 - had not + v3	To express <u>regrets about the past.</u>

١ - مضارع بسيط = ماضي بسيط = ماضي تام

٢ - اثبات = نفي نفي = اثبات

٣ - so → very , really , too

Study the following sentences and answer the questions that follow.

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

What is the function of using wish in the above sentence ?

2- He isn't tall enough to join the club. He **if only he were** taller.

What is the function of using if only in the above sentence ?

الجدول التالي سيساعدك في تحويل الأفعال

الجملة العادية	جملة wish / if only
حالات المضارع	
V-s - V inf	did not + inf
don't - doesn't + inf	V2
is - am	was not
isn't - am not	was
are	weren't
aren't	were
has - have + V3	had not + v3
has - have not + V3	had + v3
don't / doesn't have	had
has - have (m.v)	didn't have
has to / have to + inf	didn't have to + inf
don't / doesn't have to	had to + inf
be able to	had been able to hadn't been able to
Should be	was / were
حالات الماضي	
V2	had not + V3
didn't + inf	had + V3
was - were	hadn't been
wasn't - weren't	had been
had (m.v)	hadn't had
didn't have	had had
should + have been	had been
should + have + V3	had + v3
V-ing	hadn't + v3
regret + V2	had + v3
regret + didn't + inf	had + v3

Rwrite the following sentences.

1- I didn't take piano lessons when I was a child

I wish

2- I don't have a camera, so I can't take any pictures.

If only

3- I am not reading more classic novels these days.

I wish

4- I regret going to bed late last night.

I wish I **earlier.**

5- My grandmother regrets she didn't go to school when she was young.

My grandmother wishes.....

6- Nahla could not find her way round the city. She didn't have a map.

If only she **a map.**

7- Our flat is very small. We don't have a bigger flat.

If only

8- She has a bad headache . She can't concentrate.

She wishes

9- He can't join the club because he isn't tall enough.

He wishes

10- Sultan forgot to do his Science homework.

If only he

11- Oh no! I've forgotten my library book. I left it at home.

I wish I

12- Our team didn't play very well yesterday.

If only they **better.**

Rewrite the sentences with the words in brackets.

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

The underlined word in the following sentence is not used correctly. Replace it with the correct one.

- 1- Ali didn't pass his exams. If only he studied harder last year.

Complete the sentences with words from the box.

had	had	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.

Rewrite the underlined sentences using I wish and If only. The first one is done for you.

- 1- I didn't bring a coat and now I'm cold.
If only I'd brought a coat. I wish I'd brought a coat.
- 2- We didn't get up earlier , and now we're late.

- 3- I feel ill because I ate so many sweets.

- 4- Huda was too busy yesterday. She wasn't able to come.

5- I've broken my watch because I dropped it.

6- Fadi keeps losing his wallet. He should be more careful.

7- Fadi kept losing his wallet. He should have been more careful.

Note:

Should be = was / were

Should have been = had been

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

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

1- Our flat is very small.

If only we lived in a big house.

2- Jaber isn't old enough to drive a car.

He wishes he -----.

3- My brother and I never want to watch the same TV programme.

I wish we -----.

4- My cousins don't live near here.

I wish they -----.

5- I want to go out this afternoon, but I don't feel well.

If only I -----.

6- I'm looking at a beautiful view, and I'd love to take a photo.

If only I -----.

Choose the most suitable verb form to complete these sentences.

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

(is was will be)

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

(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**)
- 5- It was too hot to go to the beach yesterday. If only it ----- cooler.
(**was** , **had been** , **has been**)
- 6- Ali did not pass his exams. If only he ----- harder last year.
(**studied** , **has studied** , **had studied**)
- 7- Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he ----- a cultural awareness course.
(**does** **did** **had done**)
- 8- They will refuse her because she is short. She wishes she -----taller.
(**was** **is** **will be**)
- 9- Our team lost the final match. I wish they----- better.
(**played** **had played** **play**)
- 10- Huda regrets that she went to the party. She wishes she -----.
(**hadn't gone** , **had gone** , **didn't go**)
- 11- Huda regrets that she didn't go to the party. She wishes she -----
(**hadn't gone** , **had gone** , **didn't go**)
- 12- Huda regrets going to the party. She wishes she -----
(**hadn't gone** , **had gone** , **didn't go**)

Web page

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

How to make a sales pitch

Do **your** research?

Don't come away from a sale pitch wishing **you** had been better prepared. It is essential to know everything about **your** product. Do **you** know when **(1) it** was developed, and where **(1) it** is produced? **You** also need to know who the target market is – for example, the age group or income of the people **(2) who** might buy **(3) 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 **(3) it** have better value? In addition, **you** should know exactly which people **you** are speaking to, and what **(4) 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 **(5) who** do not have lots of money. What makes **your** product perfect for **(6) them**? Most of all, **you** need to

believe in what **you**'re selling, and the best way to do that is to use **it**!

Prepare and practice.

Plan **your** presentation carefully, not just what **you** will say, but how **you** will say

(7) it. Will **you** read **(7) it** word by word, use notes or memories **(7) 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 practice **(7) it**, if possible in front of colleagues. Make changes and practice **(7) it** again.

Be professional.

Keep **your** presentation short and simple. Start with some friendly comments. For example, thank **your** hosts for allowing **you** to speak to **(8) them**, and compliment **(8) 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!

Pronouns

1. It : product
2. who : people
3. it : product
4. their : people
5. who : customers
6. them : customers (customers who do not have lots of money.)
7. it : presentation
8. them : hosts

Vocabulary

Complete the collocations with the verbs in the box. One verb is not needed. The first one is done for you.

ask cause do earn join make(x2) shake

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

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

Complete the sentences with collocations from the box below.

make a mistake ask questions shake hands earn respect
 join company cause offence make small talk

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

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

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

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 -----.

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

Choose the correct word(s) to complete the text about exports from Jordan to the European Union.

exported	had exported	imported	was exported
	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

Derivation

Noun	Verb	Adjective	Adverb	Meaning
depth	-----	deep	deeply	عمق
care	care	caring careful	carefully	اهتمام
instruction (s) instructor	instruct	instructive	instructively	تعليمات
answer	answer	answered	-----	اجابة
-----	-----	previous	previously	سابق
discussion	discuss	discussed	-----	مناقشة
fright	frighten	frightening frightened	-----	خوف
design designer	design	designed	-----	تصميم

Complete the text using the correct form of the words in capitals at the end of each line

<p>On the day of the exam, you need plenty of time to do everything. Have breakfast but don't drink too much; arrive on time, but not too early, or you may find yourself getting more and more -----(1) while you wait to start. In the exam, you can keep calm by breathing -----(2) and thinking positively. Read the exam questions ----- (3) and underline all of the key -----(4) that tell you how the questions should be -----(5) . If possible, start with the ones that you can do easily to give you -----(6) . Remember what you've learnt from practising questions and doing practice exams -----(7) , and plan your use of time. Don't panic if everyone around you seems to start writing immediately and don't follow their example until you are ready. Finally, after the exam, don't join in on a----- (8) about what everyone else did, unless you want to -----(9) yourself for the next exam. Most importantly, remember that exams are -----(10) to find out what you know, what you understand and what you can do.</p>	<p>NERVE</p> <p>DEEP</p> <p>CARE</p> <p>INSTRUCT</p> <p>ANSWER</p> <p>CONFIDENT</p> <p>PREVIOUS</p> <p>DISCUSS</p> <p>FRIGHT</p> <p>DESIGN</p>
---	--

Answers : 1. nervous 2. deeply 3. carefully 4. instructions
 5. answered 6. confidence 7. previously 8. discussion
 9. Frighten 10. designed

Linking words for writing : (Functions / expressing)

1- Comparison المقارنة :

-er - than more – than the – est the most -
The least- less than not as ... as

2- Equality :

as ... as the same similar

3- Role playing :

So, what you're saying is ...

4- Phrases to keep the conversation moving (self-reflection / enhance critical skills).

What do you think about ... ?

Let's talk about ...

Could you explain ... ?

That more fully ... ?

5- Asking for advice :

Do you mind giving me some advice please ?

6- Using pronouns :

We use pronouns to link ideas or paragraphs.

Example :

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!

What is the function of using the pronouns in the above paragraph?

Answer : to link ideas or paragraphs.

7- Giving reference :

Would you prefer to ...

Would you rather ...

8- Giving opinion:

In your opinion , ...

Free writing

Sample review [of a hotel]

Introduction: Give a general report.

الأستاذ
رائد ماهر

Body:
Cover both positive and negative aspects.

الأستاذ
رائد ماهر

Conclusion:
Summarise and recommend.

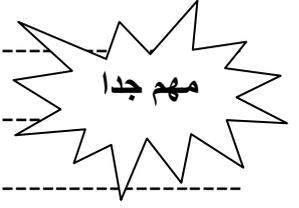
Charles Hotel, Paris * * *

I recently stayed at this hotel for a few nights during a conference, **and it did not entirely live up to expectations. On its website it is billed as** 'stylish, state-of-the-art and chic', which was true, **but the service was not quite as high a standard as it could have been.**

Since I arrived fairly late in the evening my first night, there was nobody at Reception to check me into my room. **However,** someone came to help me immediately after I rang the bell on the desk. Throughout my stay, **I experienced some negative aspects of service, such as** a lack of towels and delayed room service, **but** I was met with excellent responses to requests made in the restaurant, as well as an atmosphere of general helpfulness and politeness. **I was happy to deal with the few oversights as I know that hotel staff work hard for long hours.**

I would very much like to visit Paris again, **and I enjoyed the** view, architecture and atmosphere of the hotel very much. **The service could be improved, but** it didn't detract from a fairly pleasant stay. **I recommend this** hotel **to anyone interested in** Parisian architecture.

You have just returned from a careers fair at a university. Write a review of the event, describing it and giving your opinion. Write around 150 words in your notebook.



الأستاذ
رائد ماهر

Unit 10

Carrere Choices

Keywords		
Word/spelling	English meaning	Arabic meaning
<u>Translation</u>	The process of converting documents from one language to another.	ترجمة
Translator: a person who translates information مترجم - Point out that <u>personal nouns</u> can end in -er / or (interpreter). 		
<u>Adaptable</u>	Able to adapt to new conditions or situations.	قابل للتكيف
<u>Ambitious</u>	Having a strong desire for success or achievement.	طموح
<u>Attribute</u>	A quality or feature that is considered to be good or useful (in a person)	ميزة / سمة
<u>Competent</u>	Having enough skill or knowledge to do something to a satisfactory standard.	مختص بشي معين
<u>Conscientious</u>	Showing a lot of care and attention to a task.	لديه الضمير
<u>Curriculum Vitae</u>	CV a short, written description of a person's qualifications, skills and work experience that they send to potential employers.	السيرة الذاتية
<u>Enclosed</u>	Surrounded, especially by a fence or wall.	محاط بجدار او سياج
<u>Enthusiastic</u>	Showing a lot of interest and excitement about something.	متحمس
<u>Fond of</u>	Having an affection or liking for someone or something.	مولع بشيء
<u>Full-time [of a job]</u>	Happening or working for the whole of the working week, and not only part of it.	وظيفة بوقت كامل
<u>Headphones</u>	A piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات

<u>Intern</u>	Someone who works for a short time in a particular job in order to gain experience.	المتدرب
<u>Interpreter</u>	Someone who translates spoken words from one language into another.	مترجم فوري
<u>Keen (to)</u>	Having or showing eagerness or interest (in something).	مهووس بعمل شيء
<u>Reference</u>	A person who provides information about your character and abilities.	مرجع (شخص يعطي معلومات عنك)
<u>Regional</u>	Relating to a particular region or area.	اقليمي
<u>Rewarding</u>	Giving personal satisfaction.	مجزي / يشعرك بالرضا
<u>Secure</u>	Safe; free from danger.	آمن
<u>Seminar</u>	A class on a particular subject, usually given as a form of training.	جلسة دراسية
<u>Surveyor</u>	A person whose job is to measure the conditions of a building or to record the details of an area of land.	مساح اراضي
<u>Voluntary</u>	Done or given by choice.	تطوعي
<u>Work experience</u>	A period of time that someone spends working in a particular place.	الخبرة العملية
<u>Pensions</u>	Money you save over your lifetime to pay for your old age.	المعاشات / تقاعد
<u>Web enquiries</u>	Online questions.	استبانة
<u>Calculations</u>	Maths; work with numbers.	حسابات
<u>Recruiting</u>	Finding suitable employees.	توظيف
<u>Marketing</u>	Promoting your product; finding customers.	تسويق

Word/spelling	Arabic meaning	Word/spelling	Arabic meaning
Advertising	إعلان	Banking	مصرفي
Achievements	الإنجازات	Doctor	دكتور
ICT	تكنولوجيا المعلومات والاتصالات	Lawyer	محام
Qualifications	المؤهلات العلمية	Teacher	مدرس
Training	تدريب	Contact details	تفاصيل الاتصال
Work experience	خبرة في العمل	Personal attributes	سمات الشخصية

Collocations

Word/spelling	Arabic meaning
Taking a course	ياخذ دورة
Get a feeling of satisfaction	يشعر بالقتاعة
Make sure your sth is secure	تتاكد من ان شيء امن
To be very responsible	ان تتحمل المسؤولية
To get a job	يحصل على عمل
After a long meeting	بعد اجتماع طويل
pop a balloon	يفرقع البالون
recall an event	يتذكر ما حدث
make a mistake	يرتكب خطأ
blame or punish a person	يلوم او يعاقب شخص
Apply online	يقدم طلب عن طريق الانترنت
Get replies	يحصل على ردود
Feeling of satisfaction	شعور بالرضا / بالسعادة

Prepositions

Work <u>as</u>	يعمل ك
Decide <u>on</u>	يقرر
Translate <u>into</u>	يترجم الى
Talk <u>about</u>	يتحدث عن
Ask <u>about</u>	يسال عن
Good <u>at</u>	جيد ب

My job as an interpreter

(1) **My** name is Fatima Musa and **I** have worked as an interpreter for five years.

Many students have emailed **me** about **my** work because (2) **they** want to know

what it would be like to do **my** job. So here is **my** reply. **I** have always been

fond of languages. **My** father worked in many different countries when **I** was

young and **we** usually travelled with (3) **him**. When **we** visited a country, **I**

always wanted to learn the language. At school **I** was very good at English.

Therefore, **I** decided on a career as an interpreter. **My** job now involves going to

important conferences and seminars around the world. When a person speaks in

English at a conference, **I** listen to what (4) **they** say through headphones. **I** then

translate into Arabic while the speaker is talking. **I** give the translation through

headphones to other people at the meeting. **This** means that anyone in the room

(5) **who** speaks Arabic can understand what people are saying. Is **it** an easy job?

Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words 6 that are used to talk about business, science or law, for example, make it almost a different language! Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, it is a secure and rewarding job. You will probably need to travel a lot, but that is not a problem as long as you enjoy visiting other countries.

I is a very responsible job. **I** am aware that if **I** translate things badly,

it could affect an important law or trade agreement between countries.

However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

Pronouns

1. **me / my / I** : Fatima Musa
2. **they** : Many students
3. **him** : Fatima's father
4. **they** : a person speaks in English at a conference
5. **who** : anyone in the room
6. **that** : the words

Answer the following questions based on the text.

1- Read the talk again and complete the sentences.

- Fatima Musa's job involves going to -----
- As well as knowing regional English, you also need to know -----
- Unless you have a language degree, you will not -----
- Provided that you have a postgraduate qualification, you will probably Get -----
- You will probably need to travel a lot, but that is not a problem as long as -----

2- Critical Thinking

Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not?

3- Discuss the following questions.

- 1- When do you get a huge feeling of satisfaction?
- 2- What are examples of jobs that you will not get unless you have a degree?
- 3- What do you think you will need to show if you have an interview for a job?
- 4- Do you think that it is more important to be secure, or to be happy in your job? Why?
- 5- How useful do you think languages are?

These people are applying for a job at a pharmaceutical company.

(Two curriculum vitae)

- 1- **Name** : Tareq Hakim
- 2- **Contact details** : 5 North Street, Ajloun
- 3- **Work experience** : 2009–2012: shop assistant at a chemist's 2012–2014: reporter for Medicine Today 2014–now: editor at a scientific journal
- 4- **Qualifications and training** : Degree in Chemistry (graduated 2008); Certificate in Journalism (2011)
- 5- **Skills and achievements** : Captain of school basketball team; Voluntary work for a charity that helps elderly people
- 6- **Personal attributes** : I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals.
- 7- **Reference** : Osama Hayek, Chemistry teacher at my secondary school

Dear Sir/Madam,

I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry. I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills. In my spare time, I help elderly people, and I can see the difference that medicines can make to their lives. I am very keen to join a company that can really help people. I look forward to hearing from you concerning the next stage of my application.

Yours faithfully,

Tareq Hakim

- 1- **Name:** Hisham Khatib
- 2- **Contact details :** 22 East Way, Irbid
- 3- **Work experience :** 2010–now: Sales Representative for a large pharmaceutical company
- 4- **Qualifications and training :** Degree in Physics (graduated 2009)
- 5- **Skills and achievements :** I won Salesperson of the Year Award in 2013 CE.
- 6- **Personal attributes :** I am a very competent worker. I am also adaptable.
- 7- **Reference :** Samira Rahhal, the director in my current job

Dear Mr Rahhal,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE. I would now like a new challenge and would be interested in moving into research. I have a degree in Physics. I am a competent and adaptable worker and I believe that I can be successful in any position. I like reading and camping. I also like travelling. References are available on request.

I look forward to hearing from you.

Yours sincerely,

Tareq Hakim

If conditional

1. Type Zero:

Function	To describe something that always happens (the inevitable consequence) after a certain action or event.
Form	If + simple present , simple present when

- 1- If plants **don't get** enough sunlight, they **die**.
- 2- Water **turns** to ice if the temperature ----- below zero. (**fall**)

2. Type One :

Function	To describe a future outcome of a certain future action or event.
Form	If As long as Provided that + simple present , S + will / won't + inf Unless Even if

3. Type Two :

Function	To talk about imaginary or unlikely events.
Form	if + past simple , S + would / wouldn't + inf

Examples:

1- **If = provided that = as long as** لا يوجد فرق في المعنى او الاستخدام

- I'll buy the book **if** it isn't too expensive.
- I'll buy the book **provided that** it isn't too expensive.
- I'll buy the book **as long as** it isn't too expensive.

2- **Even if** نفس الاستخدام لكن بمعنى مختلف (حتى لو)

Even if shows that something will happen whatever the condition is.

- I'll buy it **even if** it's expensive. (the price isn't important)
- **Even if** we leave right now, we still won't catch the plane.

3- Unless (نفس الاستخدام لكن بمعنى مختلف (ما لم)

Unless means the same as **if ... not** . It has a negative value and followed by an affirmative verb.

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

Note: :

If + not	unless
If ... doesn't + inf	unless ... v+ s
If ... don't + inf	unless .. v-inf
If ... don't have	unless ... have
If ... haven't	unless ... have
If ... doesn't have	unless ... has
If ... hasn't	unless ... has
If ... isn't / aren't ...	unless ... is / are / am ..

Rewrite the following sentences.

- 1- If she doesn't have to work , she will meet you tomorrow.

Unless

- 2- Unless I have got up on time, I will have to run for the bus.

.....(**If**)

- 3- If **nobody** oils the machine, it won't work probably.

Unless

- 4- If **nothing** new happens tonight, I will visit you.

Unless

Choose the correct option to complete the sentences.

- 1- Unless you have a language degree, you **do / will** not be able to become an interpreter.
- 2- If you get an interview for a job, you **needed / will need** to show that you have good listening skills.
- 3- If you are successful, it **is / will** be a secure and rewarding job.
- 4- You get a huge feeling of satisfaction when you know that people **understand / understood** everything you translate .
- 5- I couldn't climb Mount Everest **even if / as long as** someone carried my equipment for me.
- 6- Jaber looked **even / as** if he hadn't slept very well.

Choose the correct answer to complete the following sentences.

- 1- If we were in London today , we ----- go to the British Museum.
(**would be able to** , **will be able to** , **are able to**)
- 2- Provided that it ----- , we will have a picnic next week.
(**doesn't rain** , **don't rain** , **didn't rain**)
- 3- I ----- to university as long as I pass my exams.
(**go** , **went** , **will go**)
- 4- Even if I ----- tired, I will go to the library this afternoon.
(**am** , **was** , **be**)
- 5- Nasser will come out with us tomorrow unless he ----- help his father.
(**have to** , **has to** , **had to**)
- 6- I ----- (**help**) you with your homework, as long as you help me with mine!
(**help** , **will help** , **would help**)
- 7- Plants die if you ----- them.
(**didn't water** , **don't water** , **didn't water**)
- 8- If you arrive at the station on time , we ----- there to meet you.
(**are** , **were** , **will be**)
- 9- If you won the prize , how ----- you ----- the money ?
(**would spend** , **will spend** , **do spend**)
- 10- Even if Omar passes his driving test this afternoon, he ----- his own car.
(**won't have** , **doesn't have** , **wouldn't have** , **hasn't**)

Circle the correct word to complete the sentences.

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

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

even if if unless when

- 1- Ice cream melts when it gets warm. ✓
- 2- We need umbrellas unless it rains. X
We need umbrellas **when** it rains.
- 3- The teacher will be pleased unless I write a good essay.
-

4- Our team will celebrate if they win the match.

5- Provided that everyone works hard, we'll all pass our exams.

6- Babies are usually happy as long as they're hungry or cold.

7- We should always be polite unless we feel tired.

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

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

Answers

1 - when / d 2 - if / e 3 - unless/ a

4 - provided that / c 5 - even if / b

4- If – clause type Three

Function	To imagine past situations. These past situations are impossible, and did not happen.	
Form	had + V3 hadn't + V3	might (not) would (not) have + V3 could (not)

1- The if-clause states one event that did not happen.

If I **had stayed** at home that day, I **would have missed** the celebration.
(The person **did not stay at home** that day.)

2- The main clause states the result, which also did not happen:

- If I **had stayed** at home that day, I **would have missed** the celebration.
(The person **attended the celebration**.)
- I **wouldn't have gone** to the library if my friend **hadn't invited** me.
(My friend **invited me** to the library, **so I went**.)

The third conditional with could and might

- 1- When we are talking about **the imaginary past**, we can use **could have or might have + past participle in place of would have + V3**
- 2- We use these **past modals** when we are **less sure of the result of the impossible past situation**.
 - If I **had prepared** better for the competition, I **might have won** the first prize.
(The speaker is not sure that this would have been true.)
 - If I **had slept** better the night before the exam, I **could have concentrated** better.
(It is possible that the speaker would have been able to concentrate.)
 - If I'd **gone** to a different school, I **might not have studied** French. I **could have taken** English.
 - Our team **could have won** the match if they'd **trained harder**, and then they **might have been** champions now if they'd won.

Choose the correct answer to complete the sentences below.

- 1- If you had done the course, ----- enough experience to apply for the job.
(**might have had** , **had had** , **would have**)
- 2- Our team could have won the match if they ----- harder, and then they might have been champions now if they'd won.
(**trained** , **had trained** , **have trained**)
- 3- If you had done the course, you would ----- enough experience to apply for the job.
(**have** , **have had** , **had**)
- 4- If I'd gone to a different school, I might --- French. I could have taken English.
(**not study** , **not have studied** , **haven't studied**)

Read the following situations and complete the sentences with the third conditional , using the words in brackets.

- 1- Saleem left his wallet at home, **so** he wasn't able to purchase his necessary items.
------(if/could)
- 2- **Because** I studied really hard the day before the final exams , I achieved the first rank in my class.
----- (if/might not)
- 3- I had a headache yesterday, **and** I didn't do well in the Maths test.
----- (if/ might)
- 4- I didn't know your phone number, **so** I wasn't able to contact you.
------(could)
- 5- You had a brightly-coloured T-shirt on. **That's how** I noticed you in the crowd.
------(might not)
- 6- I worked really hard the day before the exam . I got top marks.
----- (might not)
- 7- I wasn't able to contact you because I didn't know your number.
----- (could)

Note:

Stepping into the business world

Business Studies is a popular choice for students **who** are choosing a degree course in the UK. After graduating, some go on to further study, but most of **them** take up employment. Many large companies offer graduate training schemes, **which** are a kind of apprenticeship. We went to meet twenty-two-year-old Ricky Miles, **who** is about to graduate in the subject. **How long have you been studying Business Studies, Ricky?** It's a four-year course, including two periods of work experience. Each one lasted six months, but **they** weren't in the same year. **What exactly have you studied over those four years?** Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, Marketing and Sales, too. **I** also did a course in Management, **which** is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. We all had to do IT, too, because computer skills are essential. **What did you most enjoy about the degree?** The work experience, definitely. **I** learnt so much,

both times, and of course it looks great on my curriculum vitae. One of the companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job! **What kind of company was that, and what did you do there?** It was a company that provides financial products – savings and pensions, mostly. At first I just 'shadowed' different people, watching what they were doing. Then I did quite a lot of checking for them – you know, checking their calculations. When I went back in the summer, I was in the sales department. My job was to follow up web enquiries, and send out further information to possible clients. I enjoyed it, and I wouldn't have had that opportunity if I hadn't done the work experience first. **What are you planning to do next?** I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, I'll have to prepare really carefully.

Answer the following questions based on the text.

- 1- What is the name of Ricky's degree?
- 2- How did he spend a quarter of his time as a student?
- 3- What kind of company did he work for last summer, and what was his job?
- 4- What is he waiting to find out?
- 5- Would you like to do the same kind of degree course as Ricky?
Why/Why not? Write two or three sentences.

الاجابات النموذجية

- 1- Business Studies
- 2- doing work experience
- 3- It was a company providing financial products, and his job was to follow up web enquiries.
- 4- whether or not he will get an interview

Students' own answers

Doing an internship

Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work.

However, you need to have a job in order to get experience. Doing an internship is a good way to get around this problem. Internships provide work experience for university students, graduates and people considering career changes.

Although **they** are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.

Questions :

- 1- Why is it sometimes challenging for graduates to get their first job?
- 2- What does the phrasal verb 'get around' in line 7 mean?
- 3- What does the pronoun 'they' in bold in line 10 refer to?
- 4- What does the writer feel is the main reason for doing an internship?

Answers:

- 1- They don't have any work experience and employers are looking for people who can show evidence of what they have done previously
- 2- It means overcome or find a solution to.
- 3- 'They' refers to interns.
- 4- The main reason is to get valuable work experience

Vocabulary

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

career	headphones	interpret	seminar
regional	rewarding	translation	

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

Answers : 2. translation 3. regional 4. interpret 5. seminar 6. rewarding

Circle the correct words.

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

Complete the sentences with the correct prepositions from the box.

One preposition is not needed.

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

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

Answers:

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

Derivation الاشتقاق

الكلمات التالية موجودة في الكتاب المدرسي – معاني الكلمات-

Noun	Verb	Adjective	Adverb	Meaning
academy	-----	academic	academically	اكاديمي
agriculture	-----	agricultural	-----	زراعة
management	manage	managerial	-----	ادارة
marketing market	market	-----	-----	تسويق سوق
multilingualism	-----	multilingual	-----	متعدد اللغة
pharmacy	-----	pharmaceutical	-----	صيدلة
pioneer	pioneer	pioneering	-----	رائد / مميز
proficiency	-----	proficient	-----	اتقان
psychology	-----	psychological	-----	علم النفس
contradiction	contradict	contradictory	-----	تناقض
diet	diet	dietary	-----	تغذية
engineering engineer	engineer	-----	-----	هندسة مهندس
enrolment	enrol	-----	-----	تسجيل
fluency	-----	fluent	fluently	طلاقة
immersion	immerse	-----	-----	انغماس
linguistics linguist	-----	linguistic	-----	علم اللغة
simulation simulator	simulate	-----	-----	محاكاة يحاكي
sociology	-----	sociological	-----	علم الاجتماع
tuition tutorial tutor	tutor	-----	-----	تعليم
undertaking	undertake	-----	-----	حدث / حدوث
utterance	utter	-----	-----	نطق / لفظ
vocation	-----	vocational	-----	مهنة / حرفة
agreement	agree	-----	-----	معاهدة
blame	blame	-----	-----	اللوم / يلوم
corporation	-----	corporate	-----	مؤسسة
dialect	-----	dialectal	-----	لهجة
domesticity	domesticate	domestic	-----	محلي

Noun	Verb	Adjective	Adverb	Meaning
evolution	evolve	evolutionary	-----	تطوير
exportation	export	-----	-----	صادرات تصدير
-----	extend	extensive	extensively	يوسع
extraction	extract	-----	-----	تنقيب
fertilisation fertiliser	fertilise	fertile	-----	سماد
import importation	import	imported	-----	واردات
intention	intend	intentional	-----	نية / قصد
mineral	-----	mineral	-----	معادن
negotiation	negotiate	negotiable	-----	مفاوضات
pharmaceuticals		pharmaceutical	-----	صيدلاني
replicate	replicate	-----	-----	مكرر / تكرر
reserve	reserve	-----	-----	يحفظ
spill	spill	-----	-----	يسكب
adaptation	adapt	adaptable	-----	تأقلم
ambition		ambitious	-----	طموح
attribute attribution	attribute	-----	-----	رمز ميزة / صفة
competence	competent		-----	كفاءة
conscience		conscientious	-----	وعي / ادراك
	enclose	enclosed	-----	مرفق
intern internship	intern	-----	-----	متدرب تدريب
interpreter interpretation	interpret	-----	-----	مترجم فوري
reference	refer	-----	-----	مرجع
region		regional	-----	منطقة
reward	reward	rewarding	-----	جائزة / مكافأة
security	secure	secure	-----	أمن
survey surveyor	survey	-----	-----	مساح اراضي
volunteer	volunteer	voluntary	-----	تطوعي

Free Writing

Informal letter

P.O Box 2211

Amman , Jordan .

15th of June , 2016 .

Dear friend ,

Hi, How are you friend? Hope thing are going very well so far ? How's your family ? Hope they're all in best of health and well . Honestly , I'll never forget my last visit to your house , it was really great experience!

Just thought to drop you a line to -----

-----.

Do you think it is a good idea to do that ? in fact , -----

-----.

Best wishes ,
(your name)

When you write an informal letter, use language that is similar to spoken English. Use abbreviations instead of full forms.

I wish I hadn't given up the piano. Last year, we always played basketball after school, but I'd rather have played tennis.

Informal letters usually have **idioms**, use **active rather than passive** verbs and **have phrasal verbs**.

Please let me know if ...

; someone told me that ...

I wasn't put off by ...

Formal letter

الرسالة الرسمية

Form

- When you write a formal letter, remember to lay it out correctly.
 - Lay the letter out correctly with a clear greeting line and sign-off line. Make sure you begin and end the letter appropriately.
 - Use formal language; avoid contractions. Use modal verbs. Write short and clear paragraphs. Check your spelling and punctuation so that you give a good impression.

ب . الرسائل الرسمية :

1. ترتيب الرسالة : حسب الترتيب التالي :

1. ترتيب الرسالة الرسمية (Formal letter) : حسب الترتيب التالي :

Amman, Jordan. P.O Box 7374.	← عنوان المرسل
7th Nov. , 2004 .	← التاريخ
P.O Box 8301 International Trade Co., England , Britain	→ عنوان المرسل إليه
Dear Sir ,	→ تحية افتتاحية
I am writing to you with regard to	
I look forward to hearing from you.	
Faithfully,	→ تحية ختامية
Salim	

Writing informally

We always begin a letter with :

- Dear [name], whether it is formal or informal.
- In emails, we are less formal and tend to use Hello [name], or Hi!
- In open letters, we use a group noun to address all the people that we want to include, such as Dear fellow students.
- In all of the above, it is fine to use abbreviations such as I'm, and don't.
- We can end emails and letters (not open letters) with:
Best wishes
See you soon
Looking forward to hearing from you.
- We end an open letter repeating what we want to say.

الأستاذ
رائد ماهر

Sample curriculum vitae (C.V)

Name: Farida Jabari

Address: 215 Rainbow Street, Amman

Education: Degree in English (2009 CE)

PEP (Practical Education Programme) Teaching qualification

(2011 CE)

Work experience: Teacher of English, [SCHOOL NAME], Amman

Skills and achievements: Voluntary work for children's charities;

excellent piano accompanist

Personal attributes: I am a dedicated, ambitious worker. I have high expectations of myself and the students I teach.

Reference: [FULL NAME], head teacher at [SCHOOL NAME],

Amman.

Sample covering letter

Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME],

I am writing to apply for the job of Head of the English Department at [SCHOOL NAME]. **You will see from my curriculum vitae that I have a** Bachelor's **degree in** English and a PEP teaching qualification, **as well as** substantial teaching experience at [SCHOOL NAME].

I am now looking for a new challenge as [POSITION], and I am interested **in pursuing my goal at your** school. **My developing leadership skills show** **that I am ready to advance in my** teaching **career, and the advertised** **position at your** school as [POSITION] **is ideal.**

While I am dedicated to teaching **and know that my** students **are of the** **highest importance, I make time to have an active and varied social and** **family life. This helps to keep my approach to** teaching and student welfare fresh.

Please contact me for a reference. I look forward to hearing from you **regarding the next stage of my application.**

Yours sincerely,

Farida Jabari

Useful language:

I am writing to apply for ...;

You will see from my curriculum vitae that ...;

I am now looking for a new challenge as ...;

My developing leadership skills show that ...;

I am dedicated to ...;

Please contact me for a reference;

I look forward to hearing from you ...

Suggested writing topics

- 1- Write a **four-paragraph report** on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.
- 2- 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.
- 3- Write a **paragraph** answering this question: **'I often find it difficult to fall asleep the night before an exam. Do you mind giving me some advice, please?'** Give some **tips and good reasons** to persuade your classmates to take your advice. Write about 80 words.
- 4- Look at the sample persuasive letter on page 78 of the Activity Book. Describe the structure, matching the guidelines with the content of the letter. **Write a short paragraph** to describe the problem and proposed solution, and then make a plan of the letter.
- 5- 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.
- 6- Write an **open letter** in response to the question from a magazine below. You should refer to the listed topics and use phrasal verbs correctly. Write about 80 words.

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

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

- 7- A magazine has announced a competition for its readers. To win, you should **write a story** of about 200 words with the title **'Something worth having'**.
- 8- Write an **informal letter** to a friend about some of your wishes and regrets. Write about 100 words.
(Remember to use **I wish / if only + V2 / had + V3**)
- 9- Write a **review of a hotel or restaurant** that you have been to. Write about 200 words.
- 10- Write about 80 words **to describe your ideal job**. Say how you will feel if you get it.

- 11- Write a **blog post** about your early memories of school. Compare it with your experience of school in recent years.
- 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- You are going to write an **article** about the experience of learning a language for your school newspaper.
- 14- Now imagine you took your partner's holiday. Write a **review** of it in about 100 words.
- 15- Imagine you work for a travel company that specialises in package holidays in Jordan. First, design your **package holiday**, which should include a variety of locations. Make notes.
- Who are your target customers? (Jordanians? Foreigners? Both?)
 - How long does the holiday last?
 - Where is it based? (one place or several?)
 - What is included?
 - What is there to do and see?
 - What is the accommodation like?
 - How much does it cost?
 - Why is it the best holiday on the market?
 - Add your own ideas.
- 16- You are going to **write a guide** for students who will start Grade 12 next year. Make sure you tell them what they should do to be successful, and what it would be a good idea for them to do. Add any useful advice you can think of.

Literature Spot

A Green Cornfield

(Christina Rossetti)

The earth was green, the sky was blue:

I saw and heard one sunny morn

A skylark hang between the two,

A singing speck above the corn;

A stage below, in gay accord,

White butterflies danced on the wing,

And still the singing skylark soared,

And silent sank and soared to sing.

The cornfield stretched a tender green

To right and left beside my walks;

I knew he had a nest unseen

Somewhere among the million stalks.

And as I paused to hear his song

While swift the sunny moments slid,

Perhaps his mate sat listening long,

And listened longer than I did.

Note 1 :

Rhyming words (rhythm) occur at the end of lines and in a pattern. The pattern is called a **rhyme scheme (- abab)**.

Some words rhyme but **don't match in spelling:**

blue - two

accord - soared

Note 2 :

Morn : a poetic synonym for **morning**.

Skylark : a **small**, rather unglamorous **bird** that is much celebrated for its beautiful singing.

Alliteration : the use of the same letter or sound at the beginning of words in a sentence, especially in poetry.

Vocabulary:

Word	English meaning	Arabic meaning
Speck	Small	جزء صغير / ضئيل
in accord	in agreement	توافق
tender	fresh and young	رقيق / عذب / ناعم
A bird in nest	It lays eggs	-----
the stalk	It's the long, upright part of the plant that supports the leaves	الجذع / الساق
swift	fast	سريع

Answer the questions about the poem.

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

Some word pairs alliterate :

singing - speck , listening - long , listened - longer , still - the singing , skylark - soared , silent - sank , soared to sing , swift - sunny moments slid

Alliteration adds to the rhythm of the poem and also links dissimilar words together.

2. Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?

The two references are :

- I knew he had a nest unseen : the female bird is sitting on the eggs
- Perhaps his mate sat listening long :the female bird)
- The listener is the female skylark.

3. How do we know that the poet leaves the cornfield before the skylark has stopped singing?

She says, Perhaps his mate sat listening long, And listened longer than I did (lines 15–16). This shows that the poet leaves the cornfield but speculates that the bird's mate might still be listening to the song: therefore, the bird must still have been singing.

4. List the colours that have been used in the poem. What do you think they symbolise?



Green, blue, white. I think that **green** symbolises the freshness of nature; it is used in conjunction with **blue** to emphasise how bright and vivid nature can be.

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

5. Choose the correct word to complete the summary of the poem.

The poet describes how (**content / sad / lonely**) she feels as she walks through a cornfield. As she walks along, she sees a skylark (**flying away from the cornfield / flying in the sky / falling towards her**). It doesn't sing as it flies (**lower / higher**). Below it, butterflies (**sit quietly / move slowly / move quickly**) in the cornfield. The poet knows that the skylark's nest is (**visible in / hidden in / far away from**) the cornfield. She (**notices / imagines / knows**) that its companion is also listening somewhere in the cornfield.

Answers

- | | | |
|-----------------|----------------------|------------|
| 1- content | 2- flying in the sky | 3- lower |
| 4- move quickly | 5- hidden in | 6- imagine |

6. Why did the poet stop in the cornfield?

7. How did time pass when the poet was listening to the skylark?

Around the World in Eighty Days - by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty. The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several bungalows and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!' 'Where are we?' asked Sir Francis. 'At the hamlet of Kholby.' 'Do we stop here?' 'Certainly. The railway isn't finished.' 'What! Not finished?' 'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.' 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm. 'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.' 'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about

for some means of conveyance to Allahabad.’ ‘Mr Fogg, this is a delay greatly to your disadvantage.’ ‘No, Sir Francis; it was foreseen.’ ‘What! You knew that the way-’ ‘Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.’ There was nothing to say to so confident a response. Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything. ‘I shall go afoot,’ said Phileas Fogg. Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes. After a moment’s hesitation, he said, ‘Monsieur, I think I have found a means of conveyance.’ What?’ ‘An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.’ ‘Let’s go and see the elephant,’ replied Mr Fogg. They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The

elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused. Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused. At two thousand pounds the Indian yielded. 'What a

price, good heavens!’ cried Passepartout, ‘for an elephant.’ It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant’s neck, and at nine o’clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

- **Parsee** – a person living in South Asia but descended from Persia.
- **Howdah** – a seat for riding an elephant.

Answer the questions.

1- What kind of house is a bungalow ?

a house with one floor

2- How does the word hamlet suggest that there aren't many houses or people in the area where the train has stopped?

A hamlet is a very small village, which suggests that there are very few people and houses.

3- What form of transport is a steamer?

It's a ship powered by steam

4- What kind of facial expression is a wry grimace , and why did Passepartout's face show this expression?

It's an expression that shows pain or unhappiness. Passepartout wasn't happy because he didn't want to walk far, as he didn't think his shoes would be sturdy enough.

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

enclosed, palings: The elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

6- Why can't the train continue its journey from Kholby to Allahabad?

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

7- Why is Sir Francis annoyed during his conversation with the conductor?

He is annoyed because he feels cheated by being sold a ticket to somewhere the train doesn't go.

8- What expression is used to mean he is getting annoyed?

'Growing warm' means getting annoyed.

9- How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis?

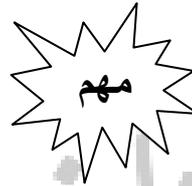
Fogg says that he suspected that this might happen and suggests that they find another means of transport. Compared to Sir Francis, he is very calm and confident and doesn't show any anger.

10- Read the following extract from the story. Find two examples of literary devices.

“The Parsee perched himself on the elephant’s neck, and at nine o’clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.”

Alliteration – Parsee perched;

Personification – the animal marching



11- Why did the Indian man decide to rear an elephant?

He wanted it for fighting.

12- How do we know that the elephant is not aggressive?

'It still preserved its natural gentleness', meaning that it does not want to fight

13- How many people travel on the elephant?

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

14- Complete the sentences with the correct word.

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

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

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

Answers

1. Phileas Fogg 2. Passepartout 3. Sir Francis

16- Find a line in the story that represents the following ideas.

1- Time	2- Money	3- Transport
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Answers

1. lines 16-17 2- lines 44–46 3- lines 35–37

17- Consider the idea of transport. Compare the train and the elephant. What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

Suggested answer

Transport is an important theme in this story. These two passages describing a train's unfinished route and an elephant's potential to be a good mode of transport are interesting since the railway is not finished and the elephant is needed to continue on their journey. The elephant, a live animal, is described like a mode of transport; it 'could doubtless travel rapidly and for a long time'. In this situation, the man-made transport fails, whereas the animal seems to be a more positive investment.

18- Do you think that this story shows the importance of time? Justify your answer.

Suggested answer:

I think that this story shows the importance of time when Phileas Fogg is so precise about the number of days they have to spare. It also references time in the passage where the elephant is described ('rapidly'. However, I think that more importance is given to efficiency, because Phileas Fogg is not in a hurry; he is instead very well prepared.