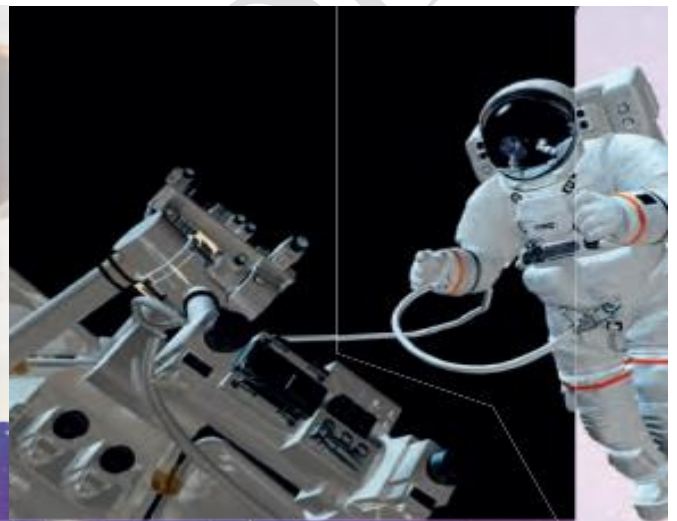


Unit 6



Education today

Grammar
quantifiers to make
comparisons



MODULE 4 (Unit 6, Unit 7)

	vocabulary	English meaning
1	academic (adjective)	connected with education , especially at college or university level , academy (n) – academically (adv)
2	Agriculture (noun)	the science or practice of farming agricultural (adj)
3	Astrophysics (noun)	the study of the chemical structure of the stars and the forces that influence them
4	Business Management (noun)	an area of study which involves learning about running a company , in areas like controlling, leading, monitoring, organising and planning manage (verb) – managerial (adjective)
5	career advisor (noun)	someone who provides information to help people to make choices about their training and work advise (verb) – advice (noun)
6	circulation (noun)	the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air circulate (verb)
7	colloquial (adjective) (of language or words)	used mainly in informal conversations rather than in writing or formal speech
8	compulsory (adjective)	obligatory; required
9	concentration (noun)	attention , or attention span concentrate (verb)
10	contradictory (adjective)	if two ideas are contradictory they are completely different and thus unable to both be true contradict (verb) – contradiction (noun)
11	degree (noun)	a qualification that is given to you when you have successfully completed a course of study
12	dehydration (noun)	the state of having drunk too little water dehydrate (verb) – dehydrated (adjective)
13	developed nation (noun)	a rich country that has many industries , comfortable living for most people, and usually an elected government
14	diet (noun)	the kind of food that a person or animal eats each day diet (verb) – dietary (adjective)
15	diploma (noun)	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course
16	drop [a course] (verb)	to stop studying a certain subject at university
17	Economics (noun)	the study of the way in which money and goods are produced and used economical (adjective) – economically (adverb)
18	Engineering (noun)	the study of how roads, bridges, machines, etc. are built , engineer (verb and noun)
19	enrol (verb)	to officially arrange to join a school, university or course, enrolment (noun)
20	immerse (verb)	to be deeply involved in something and spend most of your time doing it immersion (noun)

	vocabulary	English meaning
21	fluently (adverb)	speaking a language very well , like a native speaker fluency (noun) – fluent (adjective)
22	lifelong (adjective)	continuing or existing throughout your life
23	Linguistics (noun)	the study of the grammar , history and structure of languages linguist (noun) – linguistic (adjective)
24	Marketing (noun)	the study of selling products to the appropriate customer, market (verb and noun)
25	Master's degree (noun)	a period of one or two years of study which takes place after the completion of a Bachelor's degree
26	memory (noun)	someone's ability to remember things, places and experiences, memorise (verb) – memorable (adjective)
27	multilingual (adjective)	speaking, reading or writing in more than two languages , multilingualism (noun)
28	multitask (verb)	to do several things at the same time
29	nutrition (noun)	the process of getting the right kind of food for good health and growth nutritious (adjective)
30	online distance learning (noun)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication
31	Pharmacy (noun)	the study and practice of preparing drugs or medicines pharmaceutical (adjective)
32	PhD (noun)	a doctorate ; the highest degree awarded by a university faculty
33	pioneering (adjective)	introducing new and better methods or ideas for the first time pioneer (verb and noun)
34	postgraduate (noun)	someone who has finished their first degree and is continuing to study either a Master's or a PhD
35	private university (noun)	a university not operated by a government
36	proficiency (noun)	a good standard of ability and skill , proficient (adj)
37	Psychology (noun)	the study of the mind and how it works, psychological (adj)
38	public university (noun)	a university that is funded by public means, through a government
39	qualifications (plural noun)	official records of achievement awarded upon the successful completion of a course of training or passing an exam qualify (verb) – qualified (adjective)
40	simulator (noun)	any device or system that simulates specific conditions or the characteristics of a real process or machine simulate (verb) – simulation (noun)
41	Sociology (noun)	the study of societies and the behaviour of people in groups sociological (adjective)
42	tailor-made (adjective)	custommade ; made to fit exactly
43	tuition (noun)	teaching , especially in small groups
44	tutorial (noun)	a period of intensive teaching and discussion given by a
45	tutor (verb and noun)	tutor to an individual student or a small group
46	undergraduate (noun)	someone who has not yet completed their first degree
47	undertake (verb)	to commit yourself to do something and to start to do it
48	utterance (noun)	something that is said , such as a statement, utter (v)
49	vocational (adjective)	used to describe a particular job and the skills involved

academic compulsory contradictory developed
nation fluently optional tuition

This study presents findings on the time that students spend at school in different countries. In which countries do you think students spend the most time studying?

The time we spend at school

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

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

According to a study by the Organisation for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world. **They** want to learn as much as **they** can to ensure excellent exam grades. **They** go to school for about nine hours, although **this** includes optional after-school tuition and activities.

They also spend about three hours on homework every day, **which** is three times as much as many other countries. **Their** high academic achievements do suggest that the longer you study, the better you do in final exams.

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

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

Questions:

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

Questions:

1. Many schools in America decided to make school years longer in two ways. Write down these two ways.
2. Students in Finland get excellent marks in two subjects. Write down two of these subjects.
3. Write down the sentence which indicates that students in Japan and other countries study hard to get high marks.
4. Why did many schools in America and Britain decide to make school year longer?
5. Quote the sentence which indicates that the school year in Jordan is longer than the school year in the USA?
6. Quote the sentence which indicates that the school year in countries like the USA is shorter than the school year in Japan and South Korea?
7. There are two differences between students in Finland and students in Japan. Write down these two differences.

Answers:

1. By adding up to ten extra days to the school year or by making each school day longer by half an hour.
2. Maths and Science.
3. They want to learn as much as they can to ensure excellent exam grades.
4. This was because it was found that secondary school students in the USA and the UK were spending the least time at school, with an average school year of 187 days.
5. The typical Jordanian school year is longer than this.
6. However, none of these are nearly as long as the school year in countries like Japan and South Korea.
7. In Japan, students spend about three hours on homework every day, and the school year numbers 243 days.
In Finland, however, students are usually given less than half an hour of homework per night and they attend school for fewer and shorter days than 85% of other developed nations.

Vocabulary 1

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

compulsory, contradictory, developed nation, tuition, optional, fluently

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

Pronunciation: Word stress

Listening

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

1. secondary = 4
2. compulsory = 4
3. organisation = 5
4. development = 4
5. tuition = 3
6. achievement = 3
7. academic = 4
8. contradictory = 5

QUANTIFIERS TO MAKE COMPARISONS

more + adj + than

less + adj + than

not + as + adj + as

adj + er + than

Ex:

1. Tinned milk is **less** convenient **than** fresh milk.
 - A) Tinned milk is more convenient than fresh milk
 - B) Fresh milk is less convenient than tinned milk.
 - C) Fresh milk is more convenient than tinned milk.
 - D) Fresh milk isn't as convenient as tinned milk.

2. Japan is **more** industrialized **than** America.
 - A) Japan isn't as industrialized as America.
 - B) Japan is less industrialized than America.
 - C) America is more industrialized than Japan.
 - D) America isn't as industrialized as Japan.

3. Learning Chinese is more difficult than learning English.
 - A) Learning Chinese is less difficult than learning English.
 - B) Learning English isn't as difficult as learning Chinese.
 - C) Learning English is more difficult than learning Chinese.
 - D) Learning Chinese is not as difficult as learning English.

4. My watch is less attractive than yours.

- The sentence which has a similar meaning to the one above is:

 - A) My watch is not as attractive as yours.
 - B) My watch is as attractive as yours.
 - C) My watch is more attractive than yours.
 - D) My watch is the most attractive one.

5. Rami can't run **as** fast **as** Fadi.
 - A) English is less interesting than Maths and Biology.
 - B) Maths and Biology are more interesting than English.
 - C) English is not as interesting as Maths and Biology.
 - D) Maths and Biology are less interesting than English.

6. Neither Maths nor Biology is as interesting as English. **This means**

- A) English is less interesting than Maths and Biology.
- B) Maths and Biology are more interesting than English.
- C) English is not as interesting as Maths and Biology.
- D) Maths and Biology are less interesting than English.

7. Learning medicine is more difficult than learning biology and chemistry.

- A) Learning biology and chemistry is more difficult than learning medicine.
- B) Learning medicine is less difficult than learning biology and chemistry.
- C) Learning biology and chemistry is not as difficult as learning medicine.
- D) Learning medicine is as difficult as learning biology and chemistry.

8. Law is **not as popular as** Medicine and Dentistry.

Medicine and Dentistry

9. Reading a novel is not as interesting as watching a movie.

Watching a movie

10. Manar is not as active as Khaleda.

Khaleda

11. **Neither** math **nor** physics is **as easy as** English.

English

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

The ordinary newspapers

13. Studying physics isn't as popular as studying law in Britain.

Studying law

14. Silver is not as precious as gold.

Gold

15. Malls are cheaper **than** small shops.

Small shops

16. Ahmad is thinner **than** Fadi.

Fadi

17. English is easier **than** maths.

Maths

18. Maha is **better** in grammar **than** Rawan.

Rawan

هنالك صفات تُصاغ بشكل مختلف:

- | | | | | |
|---------|---|---------|---|----------|
| 1. good | → | better | → | best |
| 2. bad | → | worse | → | worst |
| 3. far | → | farther | → | farthest |

19. Children in Turkey start school earlier **than** children in Japan.

Children in Japan

more/less	+ n	+ than
↓	↓	↓
not as much/many	+ n	+ as

20. There's **less** information on the website **than** there is in the book.
- A) There isn't as much information on the website as on the website.
 B) There isn't as many information in the book as in the book.
 C) There isn't as much information in the book as on the website.
 D) There isn't as many information on the website as in the book.

no + noun+ as + adj + as

the + adj+ est

the most + adj

1. There is **no** play **as** interesting **as** Hamlet.
 Hamlet
2. There is **no** man in our city **as** rich **as** Maher.
 Maher
3. **The cheapest** thing on the menu is orange juice.
The least

Exercise Choose the correct answer.

1. Scientists think that the day on Mars is than the day on earth.
 a. as short as b. shorter c. the shortest d. as short
2. There are students studying Science as Maths.
 a. more b. less c. not as many d. not as much
3. Maths is popular than Science.
 a. more b. the most c. not as many d. not as much
4. Jordanian children can leave school one year than English children.
 a. not as early b. early c. earlier d. earliest
5. I'm not interested in football as as you.
 a. many b. more c. much d. less
6. They want to interview as candidates as possible for the new position.
 a. much b. many c. the most d. more

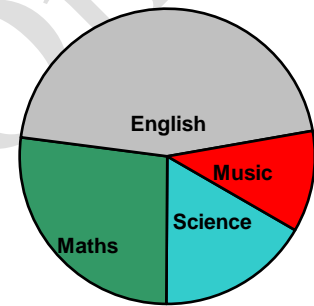
Exercise 1

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

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

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

**Exercise 2**

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

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

Exercise 3 This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed. The first one is done for you.

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

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

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.

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

further later least less longer much

1. My sister doesn't eat as ----- as I do. She always puts ----- on her plate than I do.
2. I'm tired today because I went to bed ----- than usual last night.
3. I didn't enjoy the book. In fact it was the ----- interesting story I've ever read.
4. The bus is late. We'll have to wait a little -----.

Space schools

خاص دعم بالإضافة إلى التمويل تتلقى مدارس رائدة المدارس الصغيرة
 Studio schools are pioneering schools **which** receive funding as well as support from private
 شكل تقليدي أقل تلقي الشباب لتشجيع تنشيد قطاع الأعمال
 businesses, and **which** seek to encourage young people to undertake a less conventional form of
 فهم بينما مجال محدد تتخصص غالبا المدارس التعليم الثانوي
 secondary education. These schools often specialise in one specific area, whilst understanding
 لكل متاحا أن يكون المؤهلات المهارات مدى واسع
 that the same broad range of skills and qualifications should be made available to all young
 people.

أحد 18 سنة 14 سنة لتعليم افتتحت مؤخرا
 One such school has recently opened to educate fourteen- to eighteen-year-olds **who** have a
 اهتمام خاص منهج دراسي ملائم يتبع حرفة الفضاء
 special interest in working in the space industry. Students follow a tailor-made curriculum at the
 علم الفيزياء الفلكية علم الفلك مثل مواضيع تتضمن
 school, including subjects such as Astronomy and Astrophysics.
 شركات رائدة يتم الاشراف عليها مشاريع دروس صفوف صغيرة خليط من الدروس
 Lessons are a mixture of small-class tutorials, with projects supervised by leading companies
 الفضاء الصناعات التقنية
 in both the space and technology industries.

تهدف إلى مُحاضرون ضيوف يتم إحضارهم مهندسون علماء بارزون
 Prominent scientists and engineers are brought in as guest lecturers, with students aiming to
 ينهوا عندما امتحانات العلوم الرياضيات علامات عالية يحقق
 achieve top grades in **their** Maths and Science exams. When **they** leave school, **they** will be well-
 رواد فضاء يصبحوا لا يتوجب الطريق المهنية مؤهل
 placed to take any number of different career paths. '**They** don't have to become astronauts!' says
 المواضيع التقنية العلوم العلامات الممتازة متحدث
 a spokesperson for the school. 'Excellent grades in science and technology subjects can open
 الفرص المهنية تنوع من تؤدي إلى أبواب عديدة
 many doors and lead to a variety of career opportunities.'

Questions:

1. Studio schools have been built for a specific reason. Write this reason down.
2. Studio schools believe that two qualities should be available to all young people. Write down these two qualities.
3. Students at the studio schools study subjects related to the space industry. Write down these two subjects.
4. Quote the sentence which shows how leading companies in the space and technology industries are involved in space schools.
5. Students can have a variety of career opportunities if they achieve excellent marks in two subjects. Write down these two subjects.

Answers:

1. To encourage young people to undertake a less conventional form of secondary education.
2. The same broad range of skills and qualifications.
3. Astronomy and Astrophysics.
4. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.
5. Science and technology subjects.

Questions:

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

1. Leading companies in the space and technology industries.
2. Prominent scientists and engineers.

Speaking

Work in small groups and carry out a survey. Ask each other about the subjects you enjoy and what you might want to study at university. Then, present the results of your survey to the class.

Vocabulary

Complete this paragraph with the appropriate words.

increasingly, prospects, global, proficiency, lifelong, abroad

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

Vocabulary and speaking

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

Maths, Dentistry, Arabic Language and Literature, Pharmacy, Marketing, Geology, Psychology, Translation, Visual Arts, Chemistry, Sociology, Banking and Finance, History, Nursing, Agriculture, Physics, Engineering, Linguistics, Economics, Business Management, Biology, Medicine, Geography

Vocabulary

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

Banking and Finance, Linguistics, Fine Arts, History, Physics, Law

1. You should study ----- if you're interested in learning about the **legal** system. I studied it because I wanted to **help** people, and now I have a great job in an office.
2. Studying ----- lets me focus on my love of **language** in an analytical way. It has introduced me to ideas about language that I never thought of before.
3. **Maths** has always been my strongest subject, and I feel that by studying ----- I can use my strengths to solve **practical problems**.
4. ----- is a subject that I've always been interested in. Learning about **ancient** and modern **civilizations** 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.

A student's blog post

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

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

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

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

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.



Anita

Questions:

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

Questions:

1. Anita was so willing to learn Arabic in Jordan for many reasons. Write down two of these reasons.
2. Quote the sentence which indicates that Anita found learning Modern Standard Arabic is quite difficult.
3. International students can hear Arabic in two places. Write down these two places.
4. What does the idiom '**put my back into it**' mean?
5. What impressed Anita about her fellow students at the university?
6. Write down the sentence which indicates that Anita got a high grade in her Arabic course.
7. Jordanian students show positive values. Write down two of these values.
8. Studying in Jordan was one of the best decisions that Anita has made in her life for three reasons. Write down two of these reasons.

Answers:

1. As her father is originally from Jordan, she grew up speaking Arabic as well as German.
2. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.
3. In the classroom and streets.
4. To put a lot of effort into something.
5. Their behaviour and their attitude to studying.
6. I really put my back into it, and I earned an A on the course.
7. Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.
8. Because she enjoys delicious food, beautiful places and friendly, hospitable people.

Speaking 1

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

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

Speaking 2

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

After school ...

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

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

Exercise 1 Use the context to guess the meaning of the underlined words and match them with their meanings. The first one is done for you.

1. accommodation provided by a university or college: halls of residence
2. reason for doing something: **motive**
3. not many, the opposite of 'majority': **minority**
4. costs, charges: **fees**.
5. money you owe: **debt**.
6. relating to money: **financial**.

Exercise 2 Are these statements true (T) or false (F)? Correct the false statements.

1. The number of school leavers who go to university in England has greatly increased in the past 30 years. -----.
2. It's more expensive to go to university than it used to be. -----.
3. University students have to pay before they study. -----.
4. Most university students choose the cheapest option. -----.

Answer the following questions.

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

The percentage of school leavers going on to higher education.

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

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

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

They borrow money from the government.

Questions:

1. Students in England choose to complete their high education away from home for two reasons. Write down these two reasons.

2. There are many places that students can live in during their study at universities. Write down two of these places.

3. Write down the sentence which indicates that higher education in Britain hasn't been free since 1998.

4. Replace the underlined words '**debt**' with its suitable meaning.

5. Quote the sentence which indicates that students who choose to live away from home should learn to manage their own life.

Answers:

1. Most of them say that they want to move to the university of their choice, rather than the nearest one. Another strong motive is the desire to live in a new culture.

2. Many have rooms in halls of residence, especially in their first year; others rent flats or houses.

3. Since then, tuition fees have been introduced.

4. money you owe.

5. Most of them need to learn to cook, do their own washing and manage their time and money.

Derivation

<i>Noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
1. education تعليم	educate يعلم	educational تعليمي	educationally
2. success نجاح	succeed ينجح	successful ناجح	successfully
3. achievement إنجاز	Achieve يحقق	-	-
4. organization منظمة	organise ينظم	organized مُنظم	-
5. development تطور	develop يطور	developed متطور	-

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

1. One of the most important things that we give children is a good **education**. (**educate**)

2. If you work hard, I'm sure you will ----- . (**success**)

3. Congratulations! Not many people ----- such high marks. (**achievement**)

4. My father works for an ----- that helps to protect the environment. (**organise**)

5. It's amazing to watch the ----- of a baby in the first year of life. (**develop**)

Vocabulary

Complete the sentences with the following **body idioms**.

get it off your chest يفضض
 play it by ear يرتجل
 have a head for figures جيد في الأرقام
 get cold feet يتردد
 keep your chin up يتفائل

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 -----.

Body idiom	Meaning
1. get cold feet	to lose your confidence in something at the last minute .
2. get it off (your) chest	to tell someone about something that has been worrying you.
3. have a head for figures	to have a natural mental ability for maths/ numbers .
4. keep your chin up	to remain cheerful in difficult situations; an expression of encouragement.
5. play it by ear	to decide how to deal with a situation as it develops.
6. put my back into	to put a lot of effort into something.

Writing 1

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

Writing 2

How do you think your education will influence your life after school? What will you study? What career would you like to have one day? Write a paragraph of around 60 words.

Writing 3

Imagine that you have just joined a space school. Write an email to your friend telling him or her what it is like to study there. Write about 80 words.

Writing 4

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

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

Writing skills: 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.

Quotation

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.

Mahatma Gandhi (1869 CE–1948 CE)

Sample blog post

Decisions, decisions

Posted by: Hiba

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

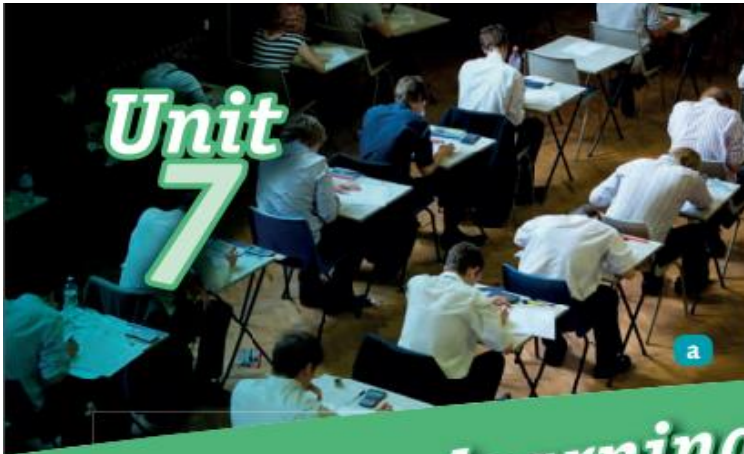
Firstly, I want to help people, but Science is not my strongest subject so I won't be able to do Medicine. I could study Psychology and follow a career path in that area, but I don't know much about it. If any of you are Psychology students, please do message me about your course. I'd love to hear about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

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

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

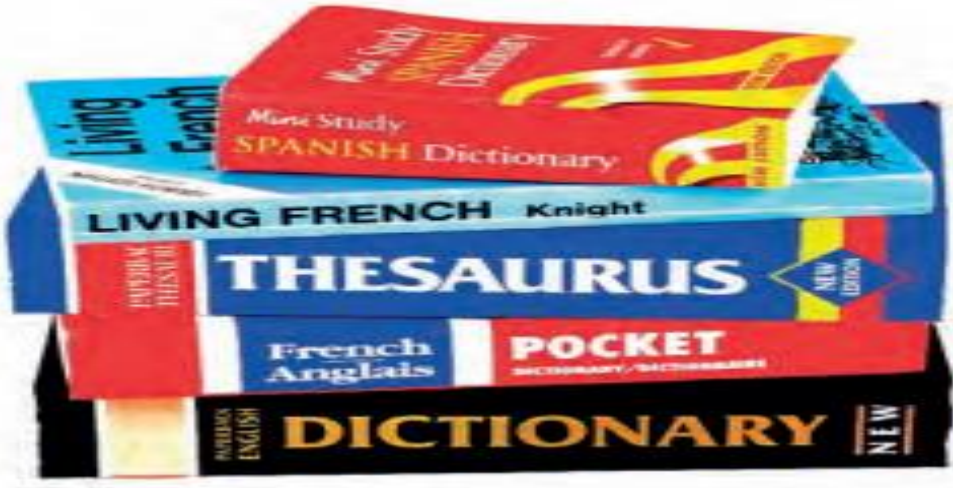
Blog-writing tips:

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



Lifelong learning

Grammar
indirect questions;
the impersonal passive



Revising for exams

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

مراجعة اعداد شيء اول المراجعة لبدء متأخر

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

هل تمنع في إخباري كيف أعد جدول زمني

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

كل واحد يعمل عندما المواضيع انتبه إلى

Look at all the subjects you have to do, and work out when you are going to work on each one.

حاول كل يوم الجدول الزمني المواضيع ترتيب تغيير فكرة جيدة

It's a good idea to change the order of the subjects in your timetable for each day. Try doing a تركيز تغيير بهذه الطريقة وهكذا مادة الأحياء الرياضيات يتبعها اللغة الإنجليزية little English, followed by some Maths, then Biology, and so on. This way, by changing the focus نشاط ذهنك لتبقي مراجعتك of your revision, you keep your mind fresh.

الليل المراجعة باكرا الاستيقاظ الأفضل إذا هل تعلم

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

لأن فائدة أكثر الصباح تبدأ باكرا

The earlier you start in the morning, the more beneficial your revision will be, because that's

الدراسة أوصي أيضا أفضل الذاكرة متيقظ تشعر

when you feel most awake and your memory is at its best. I'd also recommend studying for 30-

يقبل يبدأ التركيز أثبت استراحة فترات دقيقة

minute periods, and then taking a break. It's been proved that concentration starts to decrease

ليعود التركيز يتجدد الدماغ يساعد الاستراحات المتكررة لنصف ساعة

after half an hour, so frequent breaks will help the brain to recover and concentration to return.

الاستراحات المتكررة تقصد ماذا تفسر هل

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

ببساطة شيء نشاط تغيير أقصد بالاستراحة

By a break, I mean any change of activity from studying. It could be something as simple as just

دقائق المشي الموسيقى الاستماع مكتب القيام

getting up from your desk and listening to some music, or walking around for ten minutes.

أحتاج التمرين كم تخبر

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

التمرين تدرس عندما خاصة بالطبع مهم جدا النشاط الجسدي

Physical activity is very important, of course, especially when you are studying. Exercise will

معدل نبضات القلب سيزيد النشاط الجسدي تشعر اختلاف كبير

make a huge difference to the way you feel. The physical activity will increase your heart rate

الدماغ أكسجين يرسل الدورة الدموية سيزيد بالمقابل

and, in turn, that will increase your blood circulation. It also sends more oxygen to the brain,

فعالية أكثر تراجع يجعلك

which makes you revise more efficiently!

الحمية الغذائية نصائح إعطائي هل تمنع

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

خضراوات فواكه طازجة أكل حاول مهم التغذية

Nutrition is very important. You should try to eat as much fresh fruit and vegetables as you can.

اشرب جاف لتصبح الضروري

It's essential not to become dehydrated, so drink lots of water.

Words connected to

the body	Circulation, dehydration
eating and drinking	Nutrition, diet
the mind	Concentration, memory

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

circulation, memory, concentration, beneficial, diet, dehydration, nutrition

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

Listening

Listen and decide if the first three sentences are **true** or **false**. Correct the false sentences.

- Many people would choose to work and study where it is quiet.
- The night before an exam, it is advisable to stay up and study a little more and go to bed later than usual.
- It is a good idea to use coloured pens to highlight parts of a text as you read in order to help you remember facts.

Answers:

1. True 2. False. It is advisable to go to sleep early and for at least eight hours. 3. True

Speaking

Read these statements. Are they **true** or **false**?

The left-hand side and the right-hand side of the brain have different functions. For each of us, either the left-hand side or the right-hand side of the brain is used more than the other. **(false)**

People only remember 10% of what they read, but they remember 90% of what they see, hear and do. **(false)**

Practice makes perfect. **(true)**

Learning a foreign language

الدماغ وظيفة يحسن من المزعوم لغة أجنبية تحدث
Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', **which** improves memory.

الدماغ يقدم لغة جديدة تعلم من المعتقد الدماغ تمرين بالاضافة إلى
 As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students **who** study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students **who** have only mastered **their** mother tongue.

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

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

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

Questions:

1. Speaking a foreign language improves the functionality of your brain in several different ways. Write down these two ways.
2. There are two skills improve your chances of success in other problem-solving tasks. Write down these two skills.
3. Students who study foreign languages are better in general tests. Write down two of these tests.
4. Replace the underlined verb '**did**' with its suitable phrasal verb.
5. Quote the sentence which indicates that multilingual people have an ability to multitask.
6. Write down the sentence which indicates that learning a foreign language improves a person's first language.

Answers:

1. Provides the brain with beneficial exercise and also presents the brain with unique challenges.
2. Recognising different language systems and ways to communicate within these systems.
3. Maths, reading and vocabulary.
4. carried out.
5. It has been proved that they are also able to switch easily between completely different tasks.
6. Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively.

Vocabulary 1

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

1. **memory:** It exercises the brain and so improves your memory.
2. **problem-solving skills:** It presents the brain with unique challenges such as knowing different language systems.
3. **use of your mother tongue:** 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. **ability to multitask:** Multilingual people are able to switch between two or more languages easily. This transfers to other activities.
5. **decision-making skills:** When you speak a foreign language, you have to constantly decide between differences in language.

Vocabulary 2

Words	English meaning	Arabic meaning
1. draw up a timetable	Write a schedule.	يعد برنامج
2. do exercise	Keep fit.	يتمرن
3. make a start	Begin.	يبدأ
4. take a break	Relax.	يستريح
5. do a subject	Study.	يدرس
6. make a difference	Change something.	يجري تغييرا

Vocabulary 3

Use the **collocations** from exercise 2 to complete the sentences.

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 **organise** 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

Derivation (word building):

Noun	Verb	adjective
1. experience خبرة	experience	experienced
2. dominance سيطرة	dominate	dominant
3. dependence اعتماد	depend	dependant
	repeat	repeated
4. repetition إعادة	correct	correct
5. correction تصحيح		

1. Have you had any of learning another language?
2. Is one side of the brain more than the other?
3. Whether or not you remember something that you have learnt in the past on the experience you had while you were learning it.

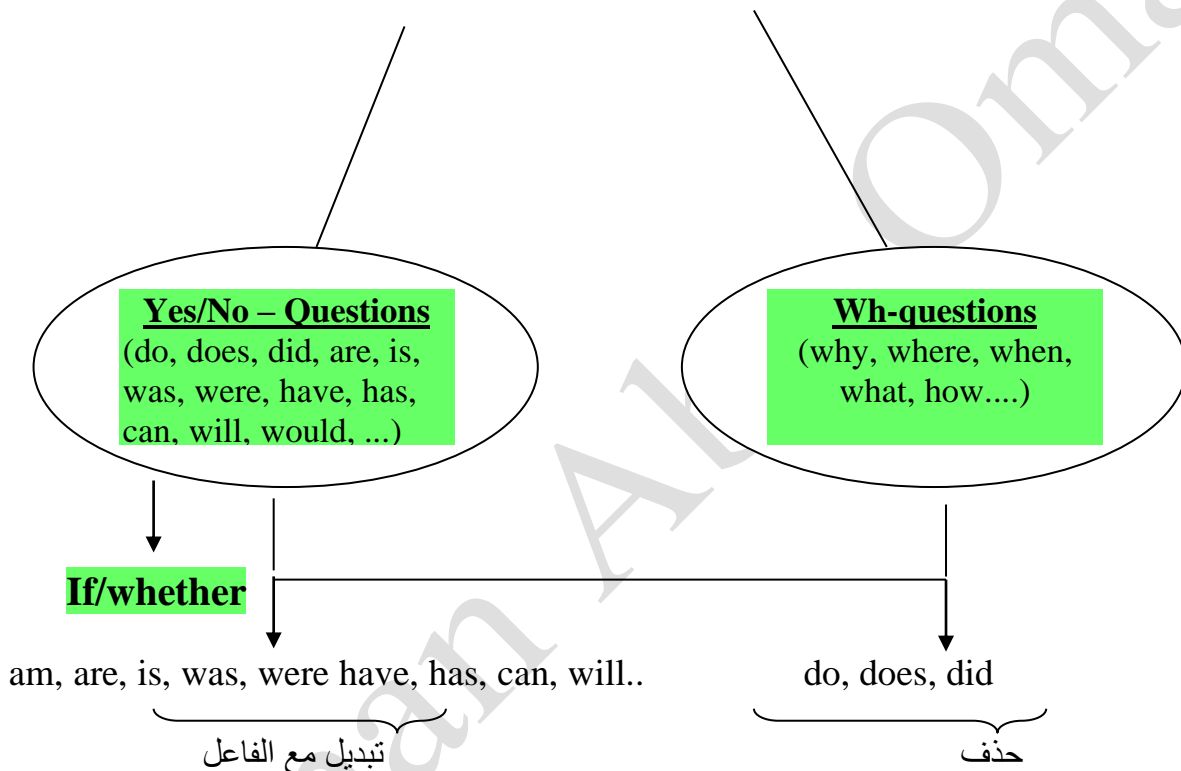
Verb	Noun
circulate يسري	circulation سريان
dehydrate يجفف	dehydration جفاف
advise ينصح	advice نصيحة
revise يراجع	revision مراجعة
concentrate يركز	concentration تركيز

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

INDIRECT QUESTIONS

- We can use indirect questions to ask questions in a polite, formal way.

{ **Could you tell me**?
Could you explain?
Do/Would you know?
Do you mind telling me?
I wonder }



*يجب الانتباه انه عند حذف:

1. **do** يبقى السؤال كما هو.
2. **does** نضيف s/es للفعل.
3. **did** نحول الفعل لـV2

ex.

1. How much sleep do teenagers of our age need?

Do you know

2. What do you mean by 'mnemonics'?

Could you explain

3. How many languages does his brother speak?

Do you mind telling me

4. When did they finish their work?

Could you tell me

5. Where should I revise for exams?

Could you tell me

6. Why were the students protesting against the new system?

Do you know

7. How long have they stayed there?

Could you tell me

8. How can I irrigate my plants?

A) Could you explain how I could irrigate my plants?

B) Could you explain how can I irrigate my plants?

C) Could you explain how could I irrigate my plants?

D) Could you explain how I can irrigate my plants?

9. Do you know

A) where are your classmates

B) where your classmates are

C) where classmates are your

D) where classmates your are

10. Is it possible to improve your memory?

Do you know

11. Are we allowed to eat sweets during the exam?

Could you tell me

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

Do you know

13. Did the flight attendant help your son?

Could you tell me

14. Can I park my car here?

Would you know

جمل الطلب:



Do you mind + ing

1. Can you suggest a healthy breakfast?

Do you mind

2. Please help me to plan my revision.

Do you mind

3. Please give me a glass of water.

Do you mind

4. Why didn't they finish earlier?

Could you tell me

5. Do you **mind** me some help, please? (give, giving, gave)

Exercise 1

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

how, how much, if, when, where, whether, who, why

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

Exercise 2

1. Can you suggest a healthy breakfast?

Do you mind suggesting **a healthy breakfast**?

2. Please help me to plan my revision.

Do you mind -----?

3. How can I relax?

----- you explain -----?

4. Are we allowed to eat sweets during the exam?

----- you know -----?

5. Please tell me where you found that information.

----- mind -----?

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

----- whether -----?

Exercise 3

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

1. Where should I revise for exams?

Could you tell me

2. How much sleep do teenagers of our age need?

Do you know

3. Is it possible to improve your memory?

Do you know

4. What do you mean by 'mnemonics'?

Could you explain

5. What should I do on the day before the exam?

Do you mind telling me

Exercise 4

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

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

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

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

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

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

5. know / in / would / you / the / happen / whether / to / morning / or / the / in / exercise / is / better / evening / ?

Learning English

الطريقة الطبيعية بسرعة تعلم

1. Learn English fast – the natural way!

ما نفسك تغمس لغة لتكتسب الطريقة الأفضل

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

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

طوال اليوم تتحدث تستمع الشق الجميلة ستمكث

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.

دورة حسب الطلب تطلب مستوى مشابه طلاب مجموعة صغيرة تنضم إلى طالب جامعي تحضر جامعي مساق تحتاج قد على سبيل المثال

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.

بالطريقتين مهنتك لمساعدتك مهني، وظيفي الدراسات العليا

مع بعضكم عائلة

3. What will I be doing?

سيصل الأساتذة الخبراء المدربون أكثر واحد الإفطار بعد الصباح

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

المساء الغداء الاستمتاع بعد التعليم مكثف ساعات ثلاث

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

الطاوله المساء الخ الرياضة يشارك التسوق أماكن محلية تزور

قد حفل موسيقي المسرح على سبيل المثال نشاطات ثقافية إختيار

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.

الأساتذة مهما تلقائيا تتحدث المنزل الاسترخاء تفضل

أصدقاء معلمون مرشدون

4. How long are the courses?

التقدم مدى يندهشوا عادة لأسبوع يأتون الناس

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

تستطيع الأمر يعود لك أسابيع أربع ثلاث أسبوعين آخرون وقت قصير يحرزونه

نرسل خبرة ممتازة لاعطائك شيء واحد متأكدا

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!

الحلم تفكير

Questions:

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

Vocabulary 1

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

academic – postgraduate – 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.

Vocabulary 2

**Degree, diploma, Master's degree, online distance learning, PhD
postgraduate, private university, public university, undergraduate
vocational**

Complete the mind map with the words and phrases in the box.

Places and ways to study

Qualifications

education

Types of courses

THE IMPERSONAL PASSIVE

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

say (said), think (thought), know (knew, known),
believe, assume, consider, claim, prove

أولاً: التحويل المباشر

B

في حالة عدم وجود It

1. نطبق طريقة (Be + V3) It

2. نحول **that** إلى **to**

3. نحول الفعل الموجود بعد الكلمات المحذوفة

إلى مجرد

A

عند وجود It

1. نضيف أحد أفعال **Be** حسب زمن الفعل.

V1	V2	has/have V3
am	was	been
is, are	were	

2. نحول الفعل إلى **V3**

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

It

2. They claimed that we remember things we hear in our sleep.

It

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

It

4. People believe that exercise makes a huge difference to the way we feel.

- **The sentence which has a similar meaning to the one above is:**

A) It is believed that exercise to make a huge difference to the way we feel.

B) It is believed that exercise make a huge difference to the way we feel.

C) It is believed that exercise have made a huge difference to the way we feel.

D) It is believed that exercise makes a huge difference to the way we feel.

5. Experts have proved that eating fresh vegetables is good for the stomach.

Eating fresh vegetables

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

Solving puzzles

7. My English teacher says that English clubs are essential for learning English well.

English clubs

8. Teachers believe that working in groups improves students' awareness.

Working in groups

9. People believe that the heavy rainfall caused the devastating of the dam.

The heavy rainfall

10. People think that success comes from hard work and learning from failure.

Success

11. People think that solving mathematical puzzles keeps he brain active

The sentence that has a similar meaning to the one above is:

A) Solving mathematical puzzles is thought keep the brain active.

B) Solving mathematical puzzles is thought keeps the brain active.

C) Solving mathematical puzzles is thought to keep the brain active.

D) Solving mathematical puzzles is thought to keeps the brain active.

ثانياً: التحويل العكسي

B

في حالة عدم وجود It

A

عند وجود It

1. نطبق طريقة It

2. نحول **to** لـ **that**

3. نكتب الفاعل الموجود بداية الجملة (قبل الفعل)

4. نحول الفعل الموجود بعد **to** لـ **S. present**نحذف فعل الـ **Be** ونعطي زمنه للفعل

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

Experts

2. It has been proved that solving puzzles improves the function of the brain.

Scientists

3. It was thought that she was true.

They

4. Eating almonds is believed to reduce the risk of heart disease.

People

5. Meeting new people is thought to improve certain skills.

Sociologists

6. Exercise has been proved to be good for concentration.

A) Experts had proved that exercise is good for concentration.

B) Experts have proved that exercise is good for concentration.

C) Experts have proved that exercise was good for concentration.

D) Experts have proved that exercise is to be good for concentration.

Exercise 1

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

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

It is said that fish is good for the brain. Fish is said to be good for the brain.

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

It

We

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

It

We

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

It

Solving puzzles

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

It

Exercise

Exercise 2**The impersonal passive**

Read the two sentences in **bold** in the essay **Learning a foreign language.**

Rewrite them using an **active form**. Which option is more formal?

1. People claim that ...

2. They believe that ...

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

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

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

.....

.....

.....

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, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and it follows Germany's model of education in Applied Sciences.

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

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

Questions:

1. The German-Jordanian University in Amman was established as a collaboration between two institutions. Write down these two institutions.
2. There are two kinds of courses for students who want to enrol onto university. Write down these two courses.
3. Write down the sentence which indicates the number of universities in Jordan.
4. Quote the sentence which indicates that the Ministry of Education is in charge of pre-school to secondary education in Jordan.
5. There are different degrees for students who want to study further. Write down two of these degrees.
6. Write down the sentence which indicates that the universities which have the most undergraduates in Jordan are public.

Answers:

1. The MOHE and Germany's Federal Ministry of Education and Research.
2. Academic or vocational courses.
3. Students can attend one of ten public universities, or one of nineteen private universities.
4. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE).
5. Master's degree, a PhD or a higher diploma.
6. These are all public universities.

Speaking 1

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

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

Speaking 2

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?

Writing 1

Write a paragraph answering this question. Give some tips and good reasons to persuade your classmates to take your advice. Write about 80 words. 'I often find it difficult to fall asleep the night before an exam. Do you mind giving me some advice, please?'

Writing 2

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.

Plan your letter. Make notes:

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

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

To whom it may concern,

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

Yours faithfully,

Writing 3

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

Writing skills: Using pronouns

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

The following advice about preparing for exams was given by our teacher. **He** should know – as he has taken so **many of them** in his life! He said, ‘It is not a good idea to study late at night. **This** is because your brain is tired then, and it is unlikely to retain the information as well. The best time to study is early in the morning. **That** is when you feel most awake.’

He = our teacher

many of them = exams

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

it = the brain

That = early in the morning

Read the quotation. Do you agree with it? Why/Why not?

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.

Henry Ford (1863 CE–1947 CE)

Sample persuasive letter

Dear Mr Hammad,

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

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

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

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

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

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

Yours sincerely,
Nawal Mohsen

Persuasive letters include:

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



Unit 9

The world of business

Before you begin

Grammar

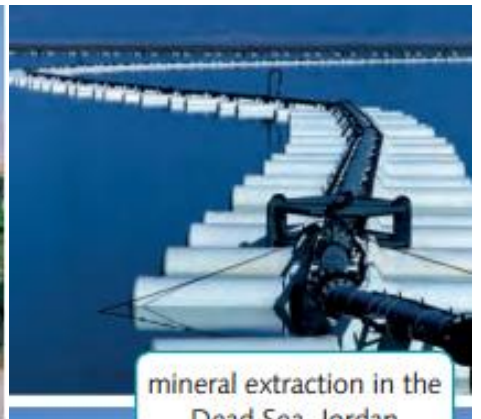
unreal past forms for past regrets; unreal past forms for present wishes



Port of Aqaba, Jordan



agriculture in Jordan



mineral extraction in the Dead Sea, Jordan



Wadi Rum, Jordan



MODULE 5 (Unit 9)

	vocabulary	English meaning
1	agreement (noun)	an arrangement or promise to do something , made by two or more people, companies or organisations agree (verb)
2	corporate (adjective)	belonging to or relating to a corporation, a big company or a group of companies acting together as a single organization, corporation (noun)
3	do a deal (verb)	to arrange an agreement in business
4	domestic (adjective)	relating to or happening in one particular country and not involving any other countries domesticate (verb) – domesticity (noun)
5	dominate (verb)	to be the most important feature of something dominance (noun) – dominant (adjective)
6	export (noun)	goods sold to another country export (verb) – exportation (noun)
7	extensively (adverb)	in a way to cover or affect a large area extensive (adjective) extend (verb)
8	extraction (noun)	the process of removing and obtaining something from something else extract (verb)
9	fertiliser (noun)	a substance that is put on the land to make crops grow , fertilise (verb) – fertilisation (noun) – fertile (adj)
10	goods (plural noun)	things that are produced in order to be sold
11	Gross Domestic Product (noun)	the value of a country's total output of goods and services
12	import (noun)	goods bought from other countries import (verb) – importation (noun) – imported (adj)
13	knitwear (noun)	clothing made from wool
14	machinery (noun)	machines , especially large ones; a system or set of processes for doing something
15	mineral (noun)	a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth , mineral (adjective)
16	negotiate (verb)	to discuss something in order to reach an agreement , especially in business or politics negotiation (noun) – negotiable (adjective)
17	pharmaceuticals	companies which produce drugs and medicine pharmaceutical (adjective)
18	reserve (noun)	something kept back or set aside, especially for future use , reserve (verb)
19	sales pitch (noun)	the statements and promises that someone makes to try to persuade someone to buy something
20	shake hands	to move someone's hand up and down in a greeting
21	tell a joke (verb)	to say something to make people laugh
22	track record (noun)	all of a person's or organisation's past achievements , successes or failures which show how well they have done something

Unit nine

The world of business

Module Five

Doing business in China

الصين يزور غالبا عمان مقيم رجل أعمال السيد غانم نتحدث
 Today, we talk to Mr Ghanem, a businessman based in Amman who often visits China. We
 مع أعمال بدأ عندما
 asked him when he first started doing business with China.

رحلتي سنوات لعدة الأعمال أقوم
 'I've been doing business with China for many years. My first trip **there** was in 2004 CE, and it
 ناجحة لم تكن
 was not very successful.'

Why was it not successful?

للصين أرسلوني عمان شركة حاسوب صغيرة عملت لأزال
 'I worked for a small computer company in Amman. **They** sent **me** to China when **I** was still
 أكثر خبرة السن يحترموا الصينيون أدركت الشركة لو أن صغيرا
 quite young. If only the company had realised that the Chinese respect age and experience more
 الشباب
 than youth!'

Did you make any mistakes on that visit?

لكي تكون البلد أזור قبل الثقافة الصينية بحثت أتمنى
 'Yes! **I** wish **I** had researched Chinese culture before **I** visited the country. In order to be
 يسأل دائما رجال الأعمال الصينيون احترامهم تكسب يجب أن الصين ناجحا
 successful in China, you need to earn **their** respect. Chinese business people will always ask
 شركة جديدة عملت لأنني مع ذلك في الماضي نجاحات الشركة
 about a company's successes in the past. However, because **I** worked for a new company, **I** could
 الرحلة الأولى اتفاقات أعمال لم نعم سجل الانجازات
 not talk about **its** track record. **We** did not do any business deals on that first trip.'

When did you learn how to be successful in China?

الزيارة القادمة مساق للتوعية الثقافية أرسلوني شركة كبيرة انضمت
 'I joined a larger company and **they** sent **me** on a cultural awareness course. On **my** next visit to
 زيارتي الأولى أي شيء لا أعلم بدى للصين
 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?

أرسل العملاء السابقين توصيات أرسل شركة أזור قبل
 'Before **I** visit a company, **I** send recommendations from previous clients. **I** also send **my**
 الصينية مترجمة إلى المؤهلات المسمى الوظيفي بطاقة الأعمال
 business card with **my** job position and qualifications translated into Chinese.'
 الاجتماع الأخير تخبرنا

Can you tell us about your last meeting in China?

عندما عدم الاحترام يُظهر متأخر تصل يجب أن لا على الوقت وصلت بالطبع
 'Of course! **I** arrived on time. You must not arrive late, as **this** shows disrespect. Then, when **I**
 صغير الاجتماع بدأت برفق صافحته مدير الشركة قابلت
 met the company director, **I** shook hands with **him** gently. **I** began the meeting by making small

صوتي تأكدت الاجتماع خلال الصين خبراتي الممتعة حديث
 talk about **my** interesting experiences in China. During the meeting, **I** made sure that **my** voice
 يُترجم قد لا نكتة لم ألق مضبوط هادئ لغة الجسد
 and body language were calm and controlled. **I** never told a joke, as **this** may not be translated
 إساءة يسبب قد بشكل صحيح
 correctly or could cause offence.'

هل كان اجتماعا ناجحا

Was it a successful meeting?

الاجتماع قيل يشمل اعمالي بحث المدير علمت
 'Yes, **it** was. **I** knew that the director had researched **my** business thoroughly before the meeting,
 بدأت التفاوض بدأت عندما أسئلته المفصلة جاهزا
 so **I** was prepared for **his** detailed questions. When **I** began negotiating, **I** started with the
 صورا من المهم دائما التعارض تجنب يؤمنون الصينيون الأمور الهامة
 important issues. The Chinese believe in avoiding conflict. It is always important to be patient. **I**
 ناجحا كان الاجتماع في النهاية لحل وسط جاهزا
 was prepared to compromise, so in the end, the meeting was successful.'

Questions:

1. Why was Mr Ghanem's first business trip to China not successful?
2. What do you think is a 'track record' (line 13)?
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?

Questions:

1. Quote the sentence which indicates the time when Mr Ghanem started doing business in China.
2. Quote the sentence which indicates that the computer company where Mr Ghanem worked at first didn't know that the Chinese respect experience.
3. Why didn't Mr Ghanem do any business deals in his first trip?
4. Mr Ghanem sends two references related to his work before he visits a company. Write down these two references.
5. It is considered impolite to tell a joke during a business meeting in China for two reasons. Write these reasons down.
6. Business people who want to do business in China should know two characteristics about their voice and body language during a meeting. Write down these two characteristics.

Answers:

1. My first trip there was in 2004 CE, and it was not very successful.
2. If only the company had realised that the Chinese respect age and experience more than youth!
3. Because he worked for a new company, he could not talk about its track record.
4. He sends recommendations from previous clients. He also sends his business card with his job position and qualifications translated into Chinese.
5. As this may not be translated correctly or could cause offence.
6. Calm and controlled.

Our country's imports and exports

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

Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world. Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers.

Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's pharmaceuticals are exported. However, the majority (65%) of the economy is dominated by services, mostly travel and tourism. Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

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

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

Questions:

1. What does the article suggest that many of Jordan’s fertilisers are made from?
2. Why does Jordan import a lot of oil and gas?
3. Which country supplies Jordan with most of its imports?
4. Why is trade with the EU and North Africa likely to grow?
5. Why do countries need to export and import goods?
6. Why should our community buy Jordanian goods?
7. Which of the following goods do you think Jordan exports?

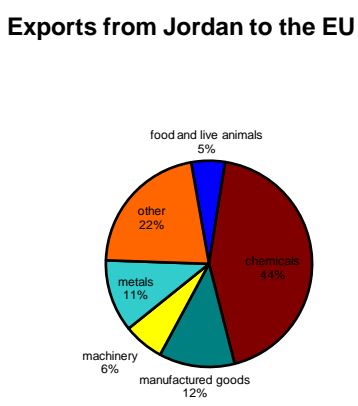
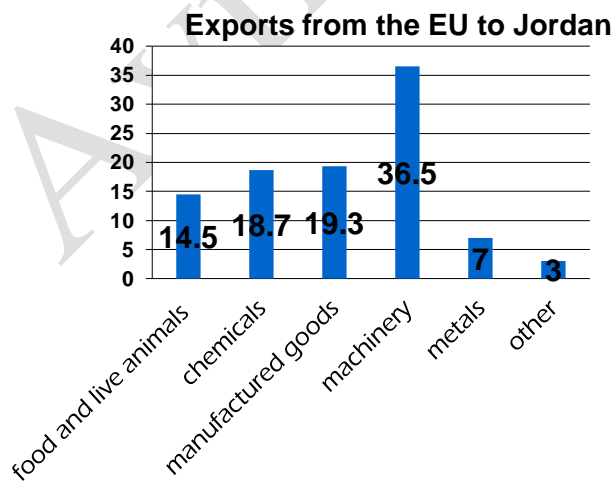
fertilizer gas knitwear minerals

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.

The previous exercise analyses the chart of exports from Jordan to the EU. Use this paragraph to note down ideas about the second chart.



Speaking

1. Have you ever travelled by plane?
2. Where do you think you can fly to in the world directly from Jordan?
3. Do you think there are more or fewer planes in the sky today? In your opinion, is this a positive or a negative development? Why?

Listening

Choose the correct answer.

1. What was the destination of the airline's first flight?
A. **Beirut** B. Cairo C. Kuwait City D. Amman
2. How many people did the airline carry in 1964 CE?
A. 4,200 B. 39,000 C. **87,000** D. 3.3 million
3. What happened in 1965 CE?
A. Royal Jordanian began to use modern jets. **B. Royal Jordanian first flew to Europe.**
C. Royal Jordanian became the main airline in the Arab world.
D. Royal Jordanian flew directly to New York.
4. When did Alia change its name to Royal Jordanian Airlines?
A. 1977 CE **B. 1986 CE** C. 1999 CE D. 1965 CE
5. How many people does Royal Jordanian employ today?
A. 600 people **B. 4,500 people** C. 750 million people D. 3.3 million
6. What is helping charities an example of?
A. the airline's corporate responsibility B. the airline's revenue
C. the airline's plans to expand D. the airline's wish to help orphans

Vocabulary 1

collocations	
1. make	A mistake / small talk
2. ask	questions
3. shake	hands
4. earn	respect
5. join	a company
6. cause	offence

Complete the sentences with collocations from exercise 1. The first one is done for you.

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

Vocabulary 2

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

<i>noun</i>	<i>verb</i>	<i>adjective</i>
1. qualification(s) مؤهلات	qualify	qualified
2. recommendation توصية	recommend	recommended
3. success نجاح	succeed	successful
4. advice نصيحة	advise	-
5. awareness وعي	aware	aware
6. youth شباب		young

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

Vocabulary 3

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 -----.

WISH

Wish = If only

طريقة الحل:

Subject + wish + subject + $\left[\begin{array}{l} V1 \rightarrow V2 \rightarrow \text{had} + V3 \\ \text{wishes} \\ \text{If only} \\ \text{not} \rightarrow X \end{array} \right.$

ex.

1. I can't read quickly.

I wish

2. The weather is hot.


If only

3. I don't have my dictionary with me.

I wish

4. Ali didn't pass his exam.

Ali wishes

don't/ doesn't تُحذف ونحول ما بعدها لـ **V2** : 
didn't/ couldn't تُحذف ونحول ما بعدها لـ :

had + V3

تُحذف

5. I am sorry that I didn't take you with me.

I wish

6. Hatem regrets eating too much.

Hatem wishes

ملاحظة هامة: عند وجود **regret** تُحذف ونحول الفعل (**ing**) الموجود بعدها لـ **had + V3**

7. Fatima couldn't find her way to the city centre.

Fatima wishes a map.

← عند وجودها لانكتب تكملة الجملة

8. Amal should have studied hard. She didn't pass her test.

Amal wishes

ملاحظة: 1. عند وجود جملتين تُحذف الثانية.

2. عند وجود **should** فإنها تُحذف ونحول ما بعدها لـ **V2** وتبقى الجملة مثبتة أو منفية

9. I feel ill because I ate many sweets.

If only

عند وجود **because** فإن الحل على الجملة الثانية مع حذف الأولى.



10. Rami regrets being late to the meeting.

Rami wishes earlier.

عند وجود عكس لأحد الكلمات التالية فإن الجملة تبقى مثبتة:

hot ≠ cooler
short ≠ taller
late ≠ earlier



11. I wish we had got up earlier. This means:

- A) We didn't get up earlier, and now we are not late.
- B) We don't get up earlier, and now we were late.
- C) We didn't get up earlier, and now we are late.
- D) We don't get up earlier, and now we aren't late.

12. Maha regrets being angry at breakfast time.

The sentence that has a similar meaning to the one above is:

- A) If only Maha had been angry at breakfast time.
- B) If only Maha hasn't been angry at breakfast time.
- C) If only Maha has been angry at breakfast time.
- D) If only Maha hadn't been angry at breakfast time.

ضع دائرة:

Choose the most suitable verb form to complete these sentences.

1. Ali did not pass his exams. If only he ----- harder last year.

- a. study b. studied c. had studied d. studies

2. Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he ----- a cultural awareness course.

- a. do b. did c. had done d. does

3. It was too hot to go to the beach yesterday. If only it ----- cooler.

- a. had been b. were c. are d. is

4. I feel ill. I wish I ----- so many sweets!

- a. didn't eat b. hadn't eaten c. don't eat d. won't eat

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

- a. is b. are c. were d. will be

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

a. understood b. understand c. understanding d. understands

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

(speak , spoke , had spoken, speaks)

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

(has, had, had had, has)

9. I always have to get home early, I wish my parents me stay out later.

(lets, won't let, would let, will let)

10. We are late. If only we the earlier bus.

(catch, catches, had caught, hadn't caught)

Exercise 1

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

1. Ali did not pass his exams. If only he ----- harder last year. **(study)**

2. Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he ----- a cultural awareness course. **(do)**

3. It was too hot to go to the beach yesterday. If only it ----- cooler. **(be)**

4. I feel ill. I wish I ----- so many sweets! **(not eat)**

Exercise 2

Choose the most suitable verb form to complete these sentences.

1. Ziad is not very good at basketball. He wishes he ----- taller! **(is / were / will be)**

2. I can't do this exercise. I wish I ----- it. **(understood / understand / understanding)**

3. Mr Haddad does not understand the Chinese businessman. If only he ----- Chinese. **(speak / spoke / had spoken)**

4. Jordan needs to import a lot of oil. If only it ----- larger oil reserves. **(has / had / had had)**

Exercise 3 Complete the sentences with words from the box. The first one is done for you.

had (x2) hadn't if only wish

1. I couldn't understand anything. **If** only I'd studied Chinese!

2. Ibrahim was right and I was wrong. I wish I ----- listened to him.

3. I ----- I'd known more about the company. If I'd done some research!

4. I am very hungry! I wish I ----- eaten before I went to the conference.

5. I regret the deal now. I wish we ----- done it.

Exercise 4 Read the situations and complete the sentences. The first one is done for you.

1. Sultan forgot to do his Science homework. If only he **hadn't forgotten** to do it.

2. I regret going to bed late last night.

I wish I ----- earlier.

3. Nahla could not find her way round the city very easily.

If only she ----- a map.

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

I wish I -----.

5. Our team didn't play very well yesterday.

If only they ----- better.

Exercise 5 Rewrite the sentences with the words in brackets.

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

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

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

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

Exercise 6

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

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

1. Our flat is very small. If only we **lived in a big house**.

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

He wishes he -----.

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

I wish we -----.

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

If only I -----.

5. My cousins don't live near here.

I wish they -----.

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

If only I -----.

Exercise 7

Rewrite the underlined sentences using *I wish and If only*.

1. I didn't bring a coat, and now I'm cold.

If only

2. We didn't get up earlier, and now we're late.

I wish

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

If only

4. Fadi lost his wallet. He should be more careful.

If only

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

I wish

6. I've broken my watch because I dropped it.

I wish

Speaking 1

1. Make sentences using **I wish** or **If only** to talk about things that you regret from the past. You can use these examples if you wish:

- take piano lessons when I was a child
- visit England last summer
- read more classic novels in Grade 11
 - visit my grandparents yesterday
- help my mother more in the kitchen

2. Think about one of the scenarios below. Use **I wish** or **If only** to talk about the regrets that you have.

- an exam that you did not do as well in as you expected
- a holiday or short trip that was not as enjoyable as you had hoped it would be
- a telephone call or meeting that was not successful

Speaking 2

Discuss these questions.

1. Which are the most interesting places that you have visited in Jordan?
2. Which do you think are the best places for tourists to visit in Jordan?
3. How important do you think tourism is to the Jordanian economy?

.....

.....

.....

Listening

Answer the questions.

1. What percentage of the country’s workforce is in tourism?
2. Why has money been invested in some of the historic cities?
3. Why do tourists usually like to go to Aqaba?
4. Why have loans and grants been given to areas of the country that tourists do not usually visit?
5. What examples are given of the different types of tourism that are being promoted?

Answers:

1. 6% 2. To promote Jordan as a tourist destination 3. Because of the beaches and diving
4. The government wants tourists to visit these places and to promote different kinds of tourism.
5. Rock climbing, hiking, scuba diving and shopping

Speaking 3

Work in pairs and give your preferences and opinions.

1. Would you prefer an activity holiday or a beach holiday? Why?
2. Would you rather go to a natural attraction or a historic city? Why?
3. In your opinion, should more money be spent on tourist facilities? Why/Why not?
4. If you worked in tourism, would you prefer to work for a hotel, restaurant, tour company or something else?

Pronunciation: Sentence stress (2)

• Listen to this sentence said in four different ways. Match each one to its implied meaning.

1. The **first ever** Alia flight was in 1963 CE. = c
2. The first ever **Alia** flight was in 1963 CE. = a
3. The first ever Alia **flight** was in 1963 CE. = d
4. The first ever Alia flight was in 196**3** CE. = b

- a. There were other flights before 1963 CE, but not Alia flights.
- b. Alia's first flight was not in 1964 CE.
- c. There were no Alia flights at all before 1963 CE.
- d. Alia did other things before its first flight in 1963 CE.

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

- a. **I** retired when I was 60, which was in 1999 CE.
- b. I **retired** when I was 60, which was in 1999 CE.
- c. I retired when I was **60**, which was in 1999 CE.
- d. I retired when I was 60, which was in **1999** CE.

Answers:

- a. It was **I**, not someone else, who retired.
- b. I **did other things** when I was 60, but **this is** when I retired.
- c. I was **60** when I retired, not another age.
- d. It was in **1999CE** when I retired, not another year in the 1990s.

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

How to make a sales pitch

1 Do your research

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. Do you know when **it** was developed, and where **it** is produced?

You also need to know who the target market is – for example, the age group or income of the people **who** might buy **it**. Not only that, you should know all about the competition – that is,

similar products on the market. Why is your product superior to others and why does **it** have better value?

In addition, you should know exactly which people you are speaking to, and what **their** needs are.

For example, if **they** represent a middle-class department store in a humble neighbourhood, be ready to explain why your particular product would suit customers **who** do not have lots of money. What makes your product perfect for **them**?

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

2 Prepare and practise

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

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

3 Be professional

Keep your presentation short and simple. Start with some friendly comments. For example, thank your hosts for allowing you to speak to **them**, and compliment **their** company. Remember to speak slowly and clearly. It is important to appear confident (even if you're nervous!).

بالنظر الغرفة حول انظر بدلا من ذلك للأسفل رأسك لا تبقي تتحدث بينما

While you're speaking, don't keep your head down. Instead, look round the room and make eye

تواصل ابتمس جمهورك تتحدث
contact with your audience. Smile!

تتظاهر لا الإجابات تعرف أسئلة ادع الحديث تنهي عندما

When you've finished speaking, invite questions. If you don't know the answers, don't pretend!

الإجابة تجد عد السائل اشكر

Thank the questioner and promise to find out the answer (and do it!).

الجلسة نهائية لتسليمها جاهزة العرض ملخص في النهاية

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

حظا موقفا الأعمال بدأت عرفت أتمنى

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

Questions:

1. In order to make a sales pitch you should be familiar with the people who are identified as possible customers. Write down two examples to show this.
2. What is the best way to believe in your product?
3. There are three different ways to say a presentation. Write down two of these ways.
4. It is always a good idea to have a list of the main points of a presentation for two purposes. Write down these two purposes.
5. A presentation should have two qualities. Write them down.
6. Quote the sentence which indicates that it is advisable to practice the presentation in front of workmates.
7. The writer suggests different pieces of advice to be confident during the presentation. Write down two pieces of advice to show this.

Answers:

1. The age group or income of the people who might buy it.
2. The best way to do that is to use it.
3. Read it word by word, use notes or memorise it.
4. In case something interrupts you or you simply freeze with nerves.
5. Short and simple.
6. Then practise it, if possible in front of colleagues.
7. Don't keep your head down. Instead, look round the room and make contact with your audience.

Vocabulary

expressions	Meanings
1. package holiday	an organised trip with everything included in the price (travel, accommodation, food).
2. sales pitch	a presentation made by someone who is trying to sell a product.
3. target market	a people who are identified as possible customers.
4. age group	a set of people of similar age.
5. department store	a large shop that sells many different types of things.

Writing 1

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.

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

Writing 2

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

Writing skills: An informal letter

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 ...

Writing 3

1. Prepare an e-presentation about your holiday, and present it to your partner.
2. Now imagine you took your partner's holiday. Write a review of it in about 100 words.

Writing 4

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

Writing 5

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

Quotation

Read the quotation. Do you agree with it? Why/Why not?

Unless the exchange be in love and kindly justice, it will but lead some to greed and others to hunger.

Gibran Khalil Gibran (1883 CE–1931 CE)

Sample review [of a hotel]**Charles Hotel, Paris**

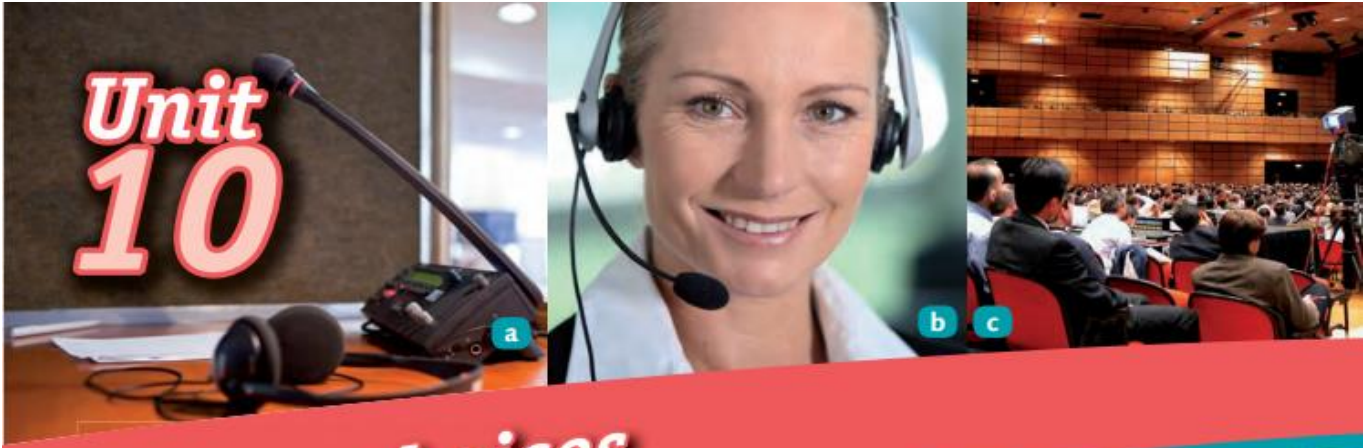
I recently stayed at this hotel for a few nights during a conference, and it did not entirely live up to expectations. On its website it is billed as 'stylish, state-of-the-art and chic', which was true, but the service was not quite as high a standard as it could have been.

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.

Reviews include:

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



Career choices

Grammar
 zero and first conditionals with future time phrases; the third conditional



MODULE 6 (Unit 10)

	vocabulary	English meaning
1	adaptable (adjective)	able to adapt to new conditions or situations adapt (verb) – adaptation (noun)
2	ambitious (adjective)	having a strong desire for success or achievement ambition (noun)
3	attribute (noun)	a quality or feature that is considered to be good or useful (in a person) attribute (verb) – attribution (noun)
4	competent (adjective)	having enough skill or knowledge to do something to a satisfactory standard competence (noun)
5	conscientious (adjective)	showing a lot of care and attention (to a task) conscience (noun)
6	curriculum vitae (noun)	CV a short, written description of a person's qualifications , skills and work experience that they send to potential employers
7	enclosed (adjective)	surrounded , especially by a fence or wall enclose (verb)
8	enthusiastic (adjective)	showing a lot of interest and excitement about something enthusiasm (noun)
9	fond of (adjective)	having an affection or liking for someone or something
10	full-time (adjective) [of a job]	happening or working for the whole of the working week, and not only part of it
11	headphones (plural noun)	a piece of equipment that you wear over your ears to listen privately to the radio , music, etc.
12	intern (noun)	someone who works for a short time in a particular job in order to gain experience , intern (v) – internship (n)
13	interpreter (noun)	someone who translates spoken words from one language into another interpret (verb) – interpretation (noun)
14	keen (adjective)	having or showing eagerness or interest (in something)
15	reference (noun)	a person who provides information about your character and abilities, refer (verb)
16	regional (adjective)	relating to a particular region or area region (noun)
17	rewarding (adjective)	giving personal satisfaction , reward (verb and noun)
18	secure (adjective)	safe ; free from danger secure (verb) – security (noun)
19	seminar (noun)	a class on a particular subject , usually given as a form of training
20	surveyor (noun)	a person whose job is to measure the conditions of a building or to record the details of an area of land survey
21	voluntary (adjective)	done or given by choice
22	work experience (noun)	a period of time that someone spends working in a particular place

headphones interpreter regional rewarding
secure seminar translation

My job as an interpreter

الطلاب عدة سنوات مترجم فوري عملت
إسمي
My name is Fatima Musa and I have worked as an interpreter for five years. Many students
وظيفتي كيف يعلمو يريدو لأنهم عملي راسلونني
have emailed me about my work because they want to know what it would be like to do my job.
لذلك ردي

So here is my reply.

عندما دول مختلفة عمل باللغات مغرمة دائما
I have always been fond of languages. My father worked in many different countries when I
أردت بلد زرنا سافرنا عادة صغيرة
was young and we usually travelled with him. When we visited a country, I always wanted to
مهنة قررت لذلك الإنجليزية جيدة جدا المدرسة اللغات أتعلم
learn the language. At school I was very good at English. Therefore, I decided on a career as an
مترجمة
interpreter.

عندما العالم حول دورات مؤتمرات مهمة الذهاب تتضمن وظيفتي
My job now involves going to important conferences and seminars around the world. When a
ثم سماعات الأذن عبر يقولون أستمع مؤتمر الإنجليزية يتحدث شخص
person speaks in English at a conference, I listen to what they say through headphones. I then
سماعات الأذن عبر الترجمة أعطي يتحدث المتكلم العربية أترجم
translate into Arabic while the speaker is talking. I give the translation through headphones to
العربية يتحدث الغرفة أي شخص يعني الاجتماع للناس الآخرين
other people at the meeting. This means that anyone in the room who speaks Arabic can
يقولونه الناس يفهم
understand what people are saying.

الدول المتحدثة بالانجليزية نفسها اللغة الانجليزية أبدا هل هي وظيفة سهلة
Is it an easy job? Not at all. English is not the same in all English-speaking countries. For
الكلمات مختلفة أحيانا الهند المستخدمة الكلمات الانجليزية مثلا
example, the English words that are used in India are sometimes different to the words that
تحتاج الإنجليزية المحلية معرفة بالإضافة إلى أستراليا أميركا بريطانيا يستخدمها
people use in the UK, the USA or Australia. As well as knowing regional English, you also need
لغة اختصاصيو تعرف
to know a lot of specialist language.

تجعلها مثلا القانون العلوم الأعمال الحديث المستخدمة الكلمات بعض
Some of the words that are used to talk about business, science or law, for example, make it
لغة مختلفة تقريبا
almost a different language!

إذا مترجم تصبح تتمكن لن شهادة لغة يكن لديك مالم
Unless you have a language degree, you will not be able to become an interpreter. Provided
مترجم وظيفة تحصل غالبا مؤهل جامعي لديك
that you have a postgraduate qualification, you will probably get a job as an interpreter quite
استماع جيدة لديك تظهر لوظيفة مقابلة حصلت بسرعة
quickly. If you get an interview for a job, you will need to show that you have good listening

بسرعة التفكير تستطيع تظهر أيضا صوت تكلم واضح مهارات
skills and a clear speaking voice. You will also need to show that you can think quickly and that
مضمونة ناجحا إذا فترات طويلة التركيز قادر على
you are able to concentrate for long periods of time. If you are successful, **it** is a secure and
طالما مشكلة ليست كثيرا تسافر يجب وظيفة مُجزية
rewarding job. You will probably need to travel a lot, but that is not a problem as long as you
الدول الأخرى بزيارة تستمتع
enjoy visiting other countries.

تؤثر قد بشكل سيء ترجمت متأكدة وظيفة ذات مسؤولية
It is a very responsible job. **I** am aware that if **I** translate things badly, **it** could affect an
شعور كبير تحصل على الدول بين اتفاقية تجارية قانون هام
important law or trade agreement between countries. However, you get a huge feeling of
تترجمه كل شيء يفهمون الناس تعرف الرضى
satisfaction when you know that people understand everything that you translate.

Questions:

1. Fatima decided to be an interpreter for two reasons. Write down these two reasons.
2. Fatima's job includes traveling to different places around the world. Write down two of these places.
3. Quote the sentence which indicates that Fatima's translation to Arabic is given to all Arabic speakers who are in the meeting.
4. Working as an interpreter is not an easy job for many reasons. Write down two of these reasons.
5. Write down the sentence which indicates that having a Master's degree or a PhD is essential to get a job as an interpreter quite easily.
6. There are certain skills that are necessary to be shown in an interview for the job of interpreter. Write down two of these skills.
7. Translating things badly could have negative effects. Write down two of these negative effects.

Answers:

1. When they visited a country, she always wanted to learn the language. At school she was very good at English.
2. Conferences and seminars.
3. I give the translation through headphones to other people at the meeting.
4. 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.
5. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly.
6. You have good listening skills and a clear speaking voice.
7. It could affect an important law or trade agreement between countries.

Speaking

Work in pairs and 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?

Vocabulary 1

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.

Vocabulary 2

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.

Vocabulary 3

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.
- a. on b. into c. at d. about

Words	Prepositions
1. work	as
2. decide	on
3. translate	into
4. talk / ask	about
5. good	at

Stepping into the business world

بريطانيا تخصص شهادة يختار للطلاب إختيار شائع دراسات الأعمال
Business Studies is a popular choice for students **who** are choosing a degree course in the UK.

الكبيرة التوظيف يختار معظمهم للدراسة يذهب البعض التخرج بعد
After graduating, some go on to further study, but most of **them** take up employment. Many large
لمقابلة ذهبنا فترة للتدريب على مهنة خطط تدريب الخريج تعرض الشركات
companies offer graduate training schemes, **which** are a kind of apprenticeship. We went to meet
التخصص يتخرج على وشك أن

twenty-two-year-old Ricky Miles, **who** is about to graduate in the subject.

دراسات الأعمال تدرس ما طول الفترة

How long have you been studying Business Studies, Ricky?

أشهر ستة استغرق كل منها الخبرة العملية فترتان تشمل مساق لأربع سنوات
It's a four-year course, including two periods of work experience. Each one lasted six months,
السنة بنفس لم يكونا
but **they** weren't in the same year.

السنوات الأربع خلال درست بالتحديد ماذا

What exactly have you studied over those four years?

التسويق الإقتصاد المالية المحاسبة بالطبع الرياضيات الكثير
Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, **Marketing** and
طاقم إداري توظيف على وشك الإدارة مساق أيضا المبيعات
Sales, too. **I** also did a course in Management, **which** is about **recruiting** and managing staff, and
لأن أيضا تكنولوجيا المعلومات الإعلان مساق النزاع التعامل كيفية
how to deal with conflict, and a course in Advertising. We all had to do IT, too, because
مهارة الحاسوب مهمة
computer skills are essential.

التخصص استمتعت

What did you most enjoy about the degree?

رائعا يبدو بالطبع المرتين الكثير تعلمت بالطبع الخبرة العملية
The work experience, definitely. **I** learnt so much, both times, and of course **it** looks great on **my**
الحصول تدبرت الصيف الماضي عمل بأجر عرضوا الشركات أحد السيرة الذاتية
curriculum vitae. One of the companies offered **me** paid work last summer, so **I** managed to get
لم أحصل إذا العام الماضي المال الكثير من لم اكن لأحصل أيضا بتلك الطريقة خبرة أكثر
even more experience that way. Also, **I** wouldn't have had much money last year if **I** hadn't had
تلك الوظيفة
that job!

هناك عملت ماذا الشركة نوع ما

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

في البداية غالبا راتب تقاعدي مدخرات منتجات مالية تقدم شركة
It was a company that provides financial products – savings and **pensions**, mostly. At first **I** just
التدقيق الكثير من ثم يعملون ماذا مشاهدة أشخاص مختلفون لازمت
'shadowed' different people, watching what **they** were doing. Then **I** did quite a lot of checking
كنت الصيف عدت عندما حساباتهم تدقيق
for **them** – you know, checking **their calculations**. When **I** went back in the summer, **I** was in
معلومات أكثر ارسال استفسار أتابع قسم المبيعات
the sales department. **My** job was to follow up **web enquiries**, and send out further information
العملية لم أقم الفرصة تلك لم أكن لأحصل استمتعت العملاء المحتملين
to possible clients. **I** enjoyed **it**, and **I** wouldn't have had that opportunity if **I** hadn't done the work
أولا الخبرة
experience first.

ماذا تخطط لاحقا

What are you planning to do next?

سيكون هناك أعلم المؤهلات المناسبة بنك لوظيفة قدمت
 I've just applied for a job with a bank. I have the right qualifications, but I know there will be a
 حصلت مقابلة أنتظر يجب مقدمي الطلبات
 lot of other applicants. I'll just have to wait and see if I get an interview. If I do, I'll have to
 أحضر بحرص
 prepare really carefully.

Questions

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

Vocabulary

Words	Meaning
1. marketing	promoting your product; finding customers. تسويق
2. recruiting	finding suitable employees. توظيف
3. pensions	money you save over your lifetime to pay for your old age. نقود التقاعد
4. calculations	maths; work with numbers. حسابات
5. web inquiries	online questions. أسئلة على الانترنت

Pronunciation: Intonation

1. Listen and repeat these questions. Which one shows **puzzlement**? Which one shows **encouragement**?
 - a. How can I get work experience without getting a job first? = puzzlement
 - b. Before you find a full-time job, why don't you consider doing voluntary work? = encouragement
2. Now listen and repeat these questions.
 - c. What advice can you give?
 - d. Are there any jobs which train young people while they are working?

Speaking 1

Work with a partner. Is it usual for people to change jobs in their lifetime? What reasons might there be for people to change their jobs?

Answer: Yes, this may be because they have lost their job or because they are looking for a job with better conditions or a better environment.

Speaking 2

Discuss the questions with a partner.

1. What plans do you have for your career?
2. What is a job application?
3. What should you put in a curriculum vitae and a covering letter when you are applying for a job?

Listening

Listen again and choose the best answer for each question.

1. Why did Mrs Jammal stop her job as manager of a small company?

A. She had her first baby.	B. She got a better job.
C. <u>She had a third child.</u>	D. She did not like the job.

2. Why did she decide to become a nurse?

A. It was better paid.	B. <u>She saw the wonderful work that the doctors and nurses did when her son was ill.</u>
C. She could not find any other work.	D. The hospital was closer to her home.

3. Which skills does Mrs Jammal need to use now as a nurse which she did not need as a manager?

A. communication skills	B. the ability to stay calm under pressure
C. <u>physical skills</u>	D. analytical skills

CONDITIONAL CLAUSES

تستخدم **if** بشكل رئيسي في الجمل الشرطية ولكن هنالك بدائل لها:

1. **as long as / provided that**
2. **unless**
3. **even if**
4. **when**

أولا: ضع دائرة / بالاعتماد على معنى الكلمات السابقة

1. you heat water to 100°C, it boils.
(If, Even if, When, Unless)
2. You will not pass your exams you study hard.
(if, even if, when, unless)
3. you don't water the plants, they will die.
(If, Even if, When, Unless)
4. Do you usually go home or meet your friends school finishes?
(if, even if, when, unless)
5. Your new computer will last a long timeyou are careful with it.
(if, even if, when, unless)
6. Ice cream melts it gets warm.
(if, even if, when, unless)
7. We need umbrellas it rains.
(if, even if, when, unless)
8. The teacher will be pleased I write a good essay.
(provided that, even if, when, unless)
9. Our team will celebrate they win the match.
(if, even if, when, unless)
10. everyone works hard, we'll all pass our exams.
(If, Even if, When, Unless)
11. Babies are usually happy they're hungry or cold.
(if, even if, when, unless)
12. We should always be polite we feel tired.
(if, even if, when, unless)
13. I'll phone youI miss the bus so that you pick me up.
(if, even if, when, unless)
14. We'll go to our favourite restaurant on Friday it's closed.
(as long as, even if, when, unless)
15. We have to go to school we're tired.
(if, even if, when, unless)
16. I will take the job offer it's part-time – I haven't finished my university studies yet. (provided that, even if, when, unless)

ثانياً: ضع دائرة بالاعتماد على الجدول التالي:

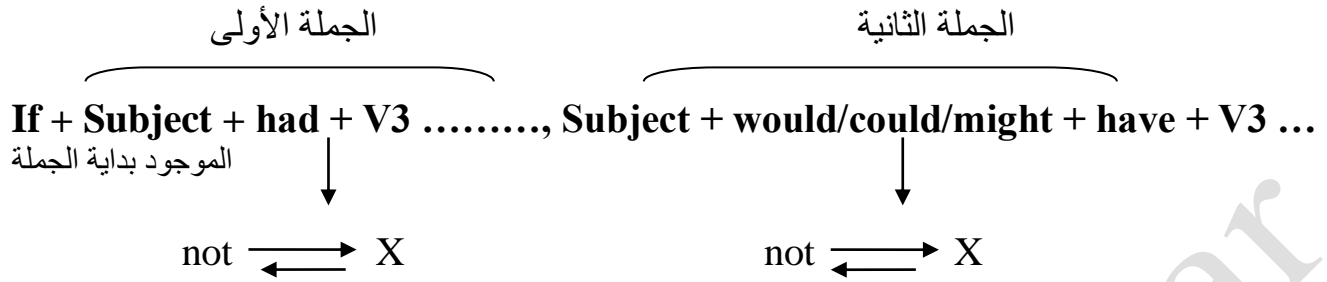
Type	If clause / condition	Main Clause / Result
ZERO	Simple Present, V1 جمع V1 +s/ es مفرد not: don't/ doesn't + inf	Simple Present, V1 جمع V1 +s/ es مفرد not: don't/ doesn't + inf
ONE	Simple Present, V1 جمع V1 +s/ es مفرد not: don't/ doesn't + inf	will/shall/can/may + inf
TWO	Simple past (V2),	would/could/might + inf
THREE	had + V3,	would + have + V3 could might

Exercise: Choose the correct answer.

- If you an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry. (**get, gets, got**)
- Rawan always takes her mobile when she(**go out, goes out, went out**)
- Plants die if they enough sunlight. (**doesn't get, didn't get, don't get**)
- Provided that it , we will have a picnic next week.
(**doesn't rain, don't rain, didn't rain**)
- Ali will be upset if you him to your party.
(**didn't invite, doesn't invite, don't invite**)
- Water to ice if the temperature falls below zero. (**turn, turns, turned**)
- If I at home that day, I would have missed the celebration.
(**stay, stayed, had stayed**)
- If I harder, I'd have passed the exam. (**study, had studied, studied**)
- Unless Rashed a language degree, he won't be able to become an interpreter.
(**have, has, had**)
- Nasser will come out with us tomorrow unless he help his father.
(**have to, had to, has to**)
- Even if Omar his driving test this afternoon, he won't have his own car.
(**passes, pass, passed**)

ثالثا: إعادة الكتابة
القاعدة الأولى:

Third Conditional



* didn't تُحذف

ex.

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

If Saeed hadn't left his camera at home, he could have taken pictures of the parade.

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

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

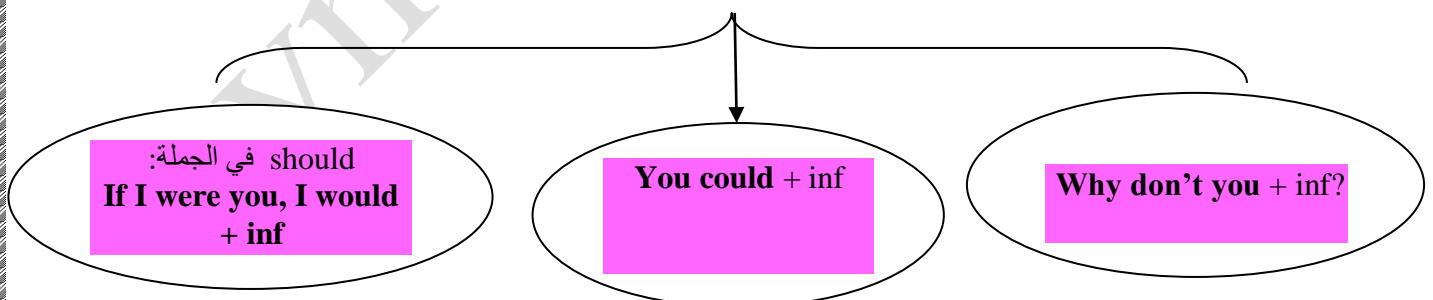
4. You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. **(If/might not)**

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

1. I didn't prepare better for the competition, so I didn't win the first prize. **(If/could)**

القاعدة الثانية:

Advice



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

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

3. You ought to get some work experience. **(why)**

Function:

● We use the **zero conditional** to describe something that always happens (the inevitable consequence) after a certain action or event.

e.g.

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

● We use the **first conditional** to describe a future outcome of a certain future action or event.

e.g.

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

● We use the **second conditional** for unreal past events (unlikely or improbable) and advice.

● We use the **third conditional** to imagine past situations. These past situations are impossible, and did not happen.

Grammar: Zero and first conditionals with future time phrases**Exercise 1**

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.

Exercise 2

Circle the correct word in *italics*, and complete the sentences with the correct form of the verb in brackets. The first one is done for you.

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

Exercise 3

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

1. When you **arrive** at the station next Saturday, we **will be** there to meet you. (**arrive/be**)
2. Nasser ----- out with us tomorrow unless he ----- help his father. (**come/have to**)
3. I ----- you with your homework, as long as you ----- me with mine! (**help/help**)
4. Provided that it ----- , we ----- a picnic next week. (**not rain/ have**)
5. If you ----- the prize, how ----- you ----- the money? (**win/spend**)
6. Even if Omar ----- his driving test this afternoon, he ----- his own car. (**pass/not have**)

Exercise 4

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.

Exercise 5

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

even if if unless when

1. Ice cream melts **when** it gets warm. ✓
2. We need umbrellas **unless** it rains. **We need umbrellas when it rains.**
3. The teacher will be pleased **unless** I write a good essay.
4. Our team will celebrate **if** they win the match.
5. **Provided that** everyone works hard, we'll all pass our exams.
6. Babies are usually happy **as long as** they're hungry or cold.
7. We should always be polite **unless** we feel tired.

Exercise 6

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

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

Exercise 7

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

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

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

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

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

4. You shouldn't look too casual. **(if)**

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

Grammar: The third conditional**Exercise 8**

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

1. I ----- (have got) the job if I ----- (have) some experience.

2. If you ----- (do) the course, you ----- (have) enough experience to apply for the job.

B. Complete each sentence with your own ideas, **using the third conditional**.

1. If there had been email in the 1960s,

2. If people had had mobile phones in the past,

3. If people had known about global warming in the past,

Exercise 9

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

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

If Saeed hadn't left his camera at home, he could have taken pictures of the parade.

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

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

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

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

Exercise 10

Complete the sentences so that they are true for you. Use **could** and **might** instead of would.

1. If I hadn't come to this school,

2. If I hadn't grown up in this city,

Listening 2

listen to the radio programme again and complete the sentences with expressions from the box that ask for or give advice.

you could if I were you why don't you

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

Speaking

Complete the following mini-dialogues **by giving advice**.

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

Writing skills: Using linking words

•Linking words showing **cause** explain the reason for something.

*We couldn't go to the stadium **because / as / since** there weren't any tickets left.*

***As / Since / Because** I was tired, I went to bed.*

*We were late **because of / due to** the traffic.*

•Linking words showing **result** explain the consequences of an action.

*We were caught in traffic, **therefore / so** we missed the start of the play.*

*She worked hard; **as a result, / because of that, / consequently,** she did very well in her exams.*

Vocabulary

You can see the following words in **a curriculum vitae**. Which words or phrases apply to skills which people need in a job?

achievements adaptable competent conscientious
 contact details enthusiastic keen personal attributes
qualifications reference training work experience

Speaking

Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?

Answer: Tareq

Researcher for a pharmaceutical company

An established pharmaceutical company is looking for a researcher. The successful applicant will satisfy the following requirements:

- A good Science degree
- Knowledge of the pharmaceutical industry
- Previous experience of working in this industry
- Excellent research skills

Reading

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

A.

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.

أريد أن أتقدم وظيفة باحث أدوية شركة
كما ترى المرفقة السيرة الذاتية شهادة الكيمياء

As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry.

أيضا عملت بائع صيدلية الكثير أعرف
Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about
المهنة
this industry.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills.

مؤهلا في الصحافة عملت سابقا علمية
مهارات بحث ممتازة صحيفة يومية

In my spare time, I help elderly people, and I can see the difference that medicines

الإضافي
الناس تساعد شركة للانضمام متحمس لحياتهم

can make to their lives. I am very keen to join a company that can really help people.

لطلبى المرحلة القادمة الاهتمام السماع أنطلع

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

المخلص

Yours faithfully,

Tareq Hakim

B.

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,

شركة الادوية باحث وظيفة مهتم
I am very interested in the position of researcher at your pharmaceutical company.

كبيره المبيعات عملت السيرة الذاتية المرفقة
You will see from the enclosed curriculum vitae that I have worked in sales for a large
الوظيفة ناجحا سنوات لعدة شركة أدوية
pharmaceutical company for many years. I have been very successful in this job and I
مندوب مبيعات

was Salesperson of the Year in 2013 CE.

البحث للانتقال مهتم تحدي جديد
I would now like a new challenge and would be interested in moving into research. I
الفيزياء شهادة
have a degree in Physics.

ناجحا أعتقد عامل متكيف قدير
I am a competent and adaptable worker and I believe that I can be successful in any
وظيفة
position.

السفر التخيم القراءة
I like reading and camping. I also like travelling.

الطلب عند متوفرة المراجع
References are available on request.

للاستماع أتطلع إلى
I look forward to hearing from you.
المخلص

Yours sincerely,

Hisham Khatib

Writing 1

You have seen an advertisement for a job that you would like to do. Decide what job the advertisement is for. Write a curriculum vitae and a covering letter. Follow the previous models.

Writing 2

Write about 80 words to describe your ideal job. Say how you will feel if you get it.

Writing 3

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.

Writing 4

Write 100 words about Mrs Jammal. Summarise what she says about her first job and why she decided to change careers.

Academic skills: Formal letter writing**When you write a formal letter, remember to lay it out correctly.**

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

Quotation

Read the quotation. Do you agree with it? Why/Why not?

I've learned that making a living is not the same thing as making a life.

Maya Angelou (1928 CE–2014 CE)

Sample curriculum vitae

Name: Farida Jabari

Address: 215 Rainbow Street, Amman

Education: Degree in English (2009 CE) PEP (Practical Education Programme)
Teaching qualification (2011 CE)

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

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

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

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

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 ...

Spelling

1	academic	43	tailor-made	85	keen
2	Agriculture	44	tuition	86	reference
3	Astrophysics	45	tutorial	87	regional
4	Business Management	46	tutor	88	rewarding
5	career advisor	47	undergraduate	89	secure
6	circulation	48	undertake	90	seminar
7	colloquial	49	utterance	91	surveyor
8	compulsory	50	vocational	92	voluntary
9	concentration	51	agreement	93	work experience
10	contradictory	52	corporate	94	Maths
11	degree	53	do a deal	95	Dentistry
12	dehydration	54	dominate	96	Arabic Language and Literature
13	developed nation	55	export	97	Geology
14	diet	56	extensively	98	Psychology
15	diploma	57	extraction	99	Translation
16	drop	58	fertiliser	100	Visual Arts
17	economics	59	goods	101	Chemistry
18	engineering	60	Gross Domestic Product	102	Banking and Finance
19	enrol	61	import	103	Finance
20	immerse	62	knitwear	104	History
21	fluently	63	machinery	105	Nursing
22	lifelong	64	mineral	106	Physics
23	Linguistics	65	negotiate	107	Engineering
24	Marketing	66	pharmaceuticals	108	Linguistics
25	Master's degree	67	reserve	109	Economics
26	memory	68	sales pitch	110	Biology
27	multilingual	69	shake hands	111	Medicine
28	multitask	70	tell a joke	112	Geography
29	nutrition	71	track record		
30	online distance learning	72	adaptable		
31	learning	73	ambitious		
32	Pharmacy	74	attribute		
33	PhD	75	competent		
34	pioneering	76	conscientious		
35	postgraduate	77	curriculum vitae		
36	private university	78	enclosed		
37	proficiency	79	enthusiastic		
38	Psychology	80	fond of		
39	public university	81	full-time		
40	qualifications	82	headphones		
41	simulator	83	intern		
42	Sociology	84	interpreter		

Revision 1

Read the first part of a conversation about studying abroad and decide whether these statements are **true or false**. Correct the false statements.

Saeed: Excuse me, Mr Williams. I'm interested in knowing how the university system works in the UK. I mean, how do you apply?

Mr William: Are you thinking of going to a British university?

Saeed: No, I don't think so, but my cousin might.

Mr William: I see. Well, it's quite a long process actually. The first thing is, you look for courses that you like – you can get all the information you need online but it's best to go and visit the actual universities, of course. They have official open days, but you can arrange to go any time really.

Saeed: Hmm, and what qualifications do you need?

Mr William: That's one of the things you will find out when you do your research. It's different for each university, and each course. However, international students like your cousin have to prove that their English is good enough.

Saeed: How do they do that?

1. Saeed is planning to apply to a British university.
2. You are only allowed to visit universities on specially-arranged days.
3. Everyone applies online through the same website.

Listening

Listen to the rest of the conversation and answer the questions.

1. What level is required for international students to pass the language test?
2. How many courses can you apply for?
3. Universities can reply to applications in three different ways. What are they?

Put the events in the correct order. Write 1–6.

- | | | | |
|------------------|--------------------------|----------------------------|--------------------------|
| apply online | <input type="checkbox"/> | do research | <input type="checkbox"/> |
| do your exams | <input type="checkbox"/> | get replies | <input type="checkbox"/> |
| get your results | <input type="checkbox"/> | choose a course or courses | <input type="checkbox"/> |

Speaking

Find out about how to apply to university in Jordan. List the main stages in the application process. Discuss with a partner.

Grammar

Choose the correct option, **a, b, c or d**.

1. If Huda ----- ill yesterday, she wouldn't have missed the exam.
a. wasn't **b.** hadn't been **c.** hasn't been **d.** hadn't
2. I haven't got as much homework ----- my brother.
a. so **b.** than **c.** as **d.** like
3. I couldn't climb Mount Everest ----- someone carried my equipment for me!
a. even if **b.** as long as **c.** provided that **d.** when
4. That's a great idea. How did you come ----- it?
a. up with **b.** up to **c.** up in **d.** on with

Rewrite the sentences with the words in brackets.

1. I wish I'd done more revision. (**only**)

.....

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

.....

3. The police are investigating the cause of the accident. (**look**)

.....

Complete the sentences so that they mean the same as the ones above them.

1. Where's the post office, please?

Do you mind

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

Fish

3. You shouldn't worry so much.

If I

4. The cheapest thing on the menu is orange juice.

The least

Circle the correct word from each pair of words to complete the sentences.

1. That exam wasn't very difficult, **wasn't** / **was** it?

2. If my father had gone to university, he **can** / **could** have been a teacher.

3. Jameel might not have become a musician if his parents **haven't** / **hadn't** encouraged him.

4. Which words did you need to look **up** / **over** in a dictionary?

5. Jaber looked **even** / **as** if he hadn't slept very well.

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

further later least less longer much

1. My sister doesn't eat as as I do. She always puts on her plate than I do.

2. I'm tired today because I went to bed than usual last night.

3. I didn't enjoy the book. In fact it was the interesting story I've ever read.

4. The bus is late. We'll have to wait a little

Vocabulary**Match the definitions with the words in the box. One word is not needed.**

proficiency, vocational, look into, negotiate, recall, spill

1. relating to an occupation:

2. discuss in order to come to an agreement:

3. skill, experience:

4. remember:

5. investigate:

Writing Choose four words from the box and write a short paragraph about education.

come about, come up with, compulsory, concentration, optional, stable, tuition

Revision 2

Reading 1

Read the first part of this article carefully, and then answer the questions which follow.

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.

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?

Listening

Listen to the rest of the article and answer the questions.

1. How do many employers view their interns?
2. What is meant by 'trial period'?
3. What chance do internships provide?

Vocabulary and grammar

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

1. The graduation ceremony was a very ----- occasion for everyone.
(memory / memorising / memorable)
2. Nuts contain useful ----- such as oils and fats.
(nutrients / nutritious / nutrition)
3. You don't speak French, -----?
(don't you / you don't / do you)
4. If you ----- to learn a new language, you need to be motivated.
(will want / want / wanted)
5. If only I ----- lost my ticket! (haven't / didn't / hadn't)

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

1. People say that the brain is like a computer.
It ----- the brain is like a computer.
2. Arab mathematicians invented algebra.
Algebra ----- Arab mathematicians.
3. Where does the bus go from, please?
Could ----- from?
4. I am sorry that I didn't read that book.
I wish ----- that book.

Speaking

1. If you could go to school anywhere in the world, where would you go? What do you think it would be like? Talk to your partner about this, using the correct language.

2. Your school wants to introduce a new subject into its curriculum. All students have been asked to vote on this. These are the subjects that students can vote for:

- Philosophy
- Graphic Design
- Textiles
- Art History
- Engineering

Discuss with your partner the advantages and disadvantages of each subject. Decide on the best two options.

Editing

Edit the following text. There are **three grammar mistakes, one spelling mistake and one punctuation mistake**. Find and correct them.

It is believe that when you learn a forein language, it helps to use the language as much you can. You should take every oppourtunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.

Writing 1

Read the information below, and write two sentences about the advantages and disadvantages of doing voluntary work while you are still a student. Use appropriate linking words.

- ∞ practical experience
- ∞ future career choices
- ∞ interviews and your curriculum vitae

Writing 2

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.

Test B (Modules 4-6)

1. LISTENING (10 marks)

Listen to a radio programme about a university in the Arab world. Answer the following questions.

1. What three things is the university notable for?
2. Who was the founder of the university?
3. Name four subjects that were taught when it opened.
4. What important mathematical development may have originated there?
5. What does the teaching focus on in the twenty-first century?

Answers:

1. It is the world's oldest exciting educational institution, the only one to have stayed open continually, and it awarded the very first degree.
2. Fatima Al-Fihri
3. Grammar, Logic, Medicine, History, Geography, Astronomy, Chemistry, Mathematics ...
4. Arabic numerals and the idea of zero may have been introduced to Europe from there.
5. Today, teaching focuses on Islamic Religious and Legal Sciences, as well as Classical Arabic.

READING (20 marks)

Read the following text carefully, and then answer all the questions that follow.

World Memory Championships

A. The World Memory Championship is an annual three-day event that has been held in different locations all over the world since 1991 CE. There are ten contests, each one testing different uses of short-term memory.

B. The contests include listening to numbers spoken out loud and then recalling them (the world record is 364), memorising a sequence of abstract images in fifteen minutes (the world record is 492), memorising lists of words, etc. A German man achieved a world record of 501 numbers in random order during the 2013 CE championship. At the same event, a Welsh man managed to recall 224 random words, after he had studied them for only 15 minutes.

C. In 2001 CE, the interval between the numbers was shortened from two seconds to one. Even with this change, the records still reveal great achievements. The slogan on the World Memory Championships says 'Human Potential is Infinite'. With the evidence of the championships' results, perhaps that is true.

A. Match the sentence beginnings 1–5 with their endings a–e. (10 marks)

1. The championships have different contests
 2. A man from Germany
 3. A man from Wales
 4. The interval between numbers
 5. The results of the championships
- a. was shortened from two seconds to one in 2001 CE.
 - b. remembered 224 random words.
 - c. could remember 501 numbers in random order.
 - d. prove the infinite human capacity.
 - e. for different uses of short-term memory.

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

B. The text has three paragraphs. In which paragraph (A–C) can you find information about the following? (5 marks)

1 the kinds of contests that the championships involve: -----

2 the year of the first World Memory Championships event: -----

3 the slogan of the World Memory Championships: -----

4 the duration of the championships: -----

5 a world record in the 2013 CE championship: -----

Answers: 1. B 2. A 3. C 4. A 5. B

C. Complete the following summary with words from the text. (5 marks)

The World Memory Championship is an (1) ----- that is held every year. It has different contests which test (2) ----- memory. World (3) ----- have been broken by participants of different nationalities. The (4) ----- are becoming greater every year. This championship proves how limitless human (5) ----- is.

Answers: 1. event 2. short-term 3. records 4. achievements 5. potential

USE OF ENGLISH

A. Complete the text, writing one word in each gap, so that the text makes sense. (10 marks)

Learning a second language has many benefits. It can help us in the following ways: Firstly, it improves the memory and heightens creativity. (1) -----, it increases cognitive health later in life. Thirdly, it enhances mental flexibility. What is remarkable, though, (2) ----- that high communicative ability can still (3) ----- found in people who do not have any spoken language at all. Several decades ago, there was great media attention on a deaf man who could not communicate by either sign language or spoken language, and yet (4) ----- shown to have remarkably high brain function and recognition skills. He found other ways to communicate, such as giving objects to people or using facial expressions to show that he needed something. His methods of communication were basic but very effective, and his intelligence is thought (5) ----- be at least as high (6) ----- an average speaking person. Despite (7) -----, attempts to teach him either sign language or basic speech were all unsuccessful. We could ask what might have happened if he (8) -----taught these skills earlier in life. So, scientists are now asking (9) ----- this means for those of us who find language learning difficult. Should we carry on, or is it enough to focus instead on becoming expert communicators? Both personal attributes are valuable in the workplace – as (10) ----- as they are in life!

Answers: 1. Secondly 2. is 3. be 4. was 5. to 6. as 7. this 8. had been 9. what 10. much

B. Read the text and complete it using the correct form of the words in capitals at the end of each line. (10 marks)

Entrepreneur: A word meaning someone who sets up a business. In the Middle East today, entrepreneurship is (1) ----- (**particular**) important among young people, because of the (2) ----- (**compete**) job market. It is important to give young people the (3) ----- (**know**) so that they can help themselves. If they cannot find jobs, they can create their own and then, (4) ----- (**ideal**), generate jobs for others.

(5) ----- (**organize**) have been set up to guide young people through the process of business (6) ----- (**create**). There are training courses and programmes to support this cause. Universities in the region have started (7) ----- (**teach**) entrepreneurship courses to students. Even large (8) ----- (**business**) now support young entrepreneurs.

The common philosophy is as follows: give young people the opportunity to create their own companies so that they can have control over their own (9) ----- (**economy**) futures. In the Middle East, it is a (10) ----- (**critic**) learning experience for young people.

Answers: 1. particularly 2. competitive 3. knowledge 4. ideally 5. Organisations 6. creation 7. teaching 8. businesses 9. economic 10. critical

Literature Spot



١
 ٢
 ٣
 ٤
 ٥
 ٦
 ٧
 ٨
 ٩
 ١٠
 ١١
 ١٢
 ١٣
 ١٤
 ١٥
 ١٦
 ١٧
 ١٨
 ١٩
 ٢٠
 ٢١
 ٢٢
 ٢٣
 ٢٤
 ٢٥
 ٢٦
 ٢٧
 ٢٨
 ٢٩
 ٣٠
 ٣١
 ٣٢
 ٣٣
 ٣٤
 ٣٥
 ٣٦
 ٣٧
 ٣٨
 ٣٩
 ٤٠
 ٤١
 ٤٢
 ٤٣
 ٤٤
 ٤٥
 ٤٦
 ٤٧
 ٤٨
 ٤٩
 ٥٠
 ٥١
 ٥٢
 ٥٣
 ٥٤
 ٥٥
 ٥٦
 ٥٧
 ٥٨
 ٥٩
 ٦٠
 ٦١
 ٦٢
 ٦٣
 ٦٤
 ٦٥
 ٦٦
 ٦٧
 ٦٨
 ٦٩
 ٧٠
 ٧١
 ٧٢
 ٧٣
 ٧٤
 ٧٥
 ٧٦
 ٧٧
 ٧٨
 ٧٩
 ٨٠
 ٨١
 ٨٢
 ٨٣
 ٨٤
 ٨٥
 ٨٦
 ٨٧
 ٨٨
 ٨٩
 ٩٠
 ٩١
 ٩٢
 ٩٣
 ٩٤
 ٩٥
 ٩٦
 ٩٧
 ٩٨
 ٩٩
 ١٠٠

Omar

Prepared by: teacher Ayman Abu Omar.

*Literature spot B**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.

Vocabulary**Answer the questions.**

1. Is a **speck** something big or small (line 4)?
2. If something is in **accord**, is it in agreement or disagreement (line 5)?
3. Does **tender** suggest something fresh and young, or old and strong (line 9)?
4. What does a bird do in a **nest** (line 11)?
5. Which part of a plant is the **stalk** (line 12)?
6. Does **swift** mean slow or fast (line 14)?

Answers:

1. Small
2. In agreement
3. Fresh and young
4. It lays eggs.
5. It's the long, upright part of the plant that supports the leaves.
6. Fast

Comprehension

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

The poet describes how (1) ----- (**content** / **sad** / **lonely**) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) ----- (**flying away from the cornfield** / **flying in the sky** / **falling towards her**). It doesn't sing as it flies (3) ----- (**lower** / **higher**). Below it, butterflies (4) ----- (**sit quietly** / **move slowly** / **move quickly**) in the cornfield. The poet knows that the skylark's nest is (5) ----- (**visible in** / **hidden in** / **far away from**) the cornfield. She (6) ----- (**notices** / **imagines** / **knows**) that its companion is also listening somewhere in the cornfield.

Analysis 1

Answer the questions about the poem.

1. The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?
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?
3. How do we know that the poet leaves the cornfield before the skylark has stopped singing?

Answers:

1. Some word pairs alliterate (singing speck on line 4, listening long on line 15, listened longer on line 16), but there are also lines that alliterate: And still the singing skylark soared (line 7), And silent sank and soared to sing (line 8) and While swift the sunny moments slid (line 14). **Alliteration adds to the rhythm of the poem and also links dissimilar words together** (here we have soared and sank; silent and singing).
2. The two references are I knew he had a nest unseen (line 11) (the female bird is sitting on the eggs); Perhaps his mate sat listening long (line 15) (the female bird). The listener is **the female skylark**.
3. 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.

Analysis 2 Rhyming words occur at the end of lines and in a **pattern**. The pattern is called a **rhyme scheme**. Describe the rhyme scheme in this poem.

Answer: The rhyme scheme is *abab*. In other words, the first line and the third lines rhyme, as do the second and forth.

Writing 1 You are going to write your own poem based on nature. Think of a time you saw an animal in the wild, and write notes about it in the appropriate boxes below.

What I saw	
What I heard	
What I felt	
What I did	

Writing 2 Write your poem in your notebook. You do not have to give your poem a rhythm like the one in A Green Cornfield. However, it should be either four or eight lines long, and you should try to use the same rhyme scheme as the poem.

Around the World in Eighty Days

By Jules Verne

حدثت يكمّل
The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a
 رحلة السفر

journey around the world in eighty days. At this point in the story, he and his travelling
 رفيق بالقطار الهند
companion, the Frenchman Mr Passepartout, are travelling through India by train. They have
 مسافر آخر عبر يسافرون
befriended another traveller, Sir Francis Cromarty.

خلف ميل 15 منطقة بلا أشجار وسط
The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal,
 عبر يمر بيوت من طابق واحد
where there were several bungalows and workmen's cabins. The conductor, passing along the
 سينزلون صاح عربات القطار
carriages, shouted, 'Passengers will get out here!'

سأل أين نحن
 'Where are we?' asked Sir Francis.

قرية صغيرة
 'At the hamlet of Kholby.'
 هل نتوقف

'Do we stop here?'
 ينتهي بناؤها لم السكة بالطبع
 'Certainly. The railway isn't finished.'
 لم تنتهي

'What! Not finished?'
 لا يزال ليتم وضعها 50 ميلا مسألة لا يزال
 'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

انزعج يجيب بذكاء و حدة
 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.
 وسائل يزودوا يجب أن يعلم المسافرون
 'No doubt,' replied the conductor, 'but the passengers know that they must provide means of
 إلى من أنفسهم النقل
 transportation for themselves from Kholby to Allahabad.'

وسائل بعض إذا سمحت سنفعل بهدوء
 'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of
 النقل
 conveyance to Allahabad.'

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

متوقعا كان
 'No, Sir Francis; it was foreseen.'

علمت الطريق
 'What! You knew that the way—'

طريقي ستحصل عاجلا أم آجلا العقبات علمت أبدا

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route.

يغادر باخرة لأضحى بهما يومين زيادة لدي ضاع لا شيء
Nothing, therefore, is lost. I have two gained days to sacrifice. A **steamer** leaves Calcutta for
على الوقت نصل الظهيرة

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

ردة فعل وثيقة على هكذا لا شيء يقال
There was nothing to say to so confident a response.

عادوا متلاصقين القرية بحثوا
Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back

شينا يجدوا لم
without having found anything.

قال سيرا على الأقدام
'I shall go afoot,' said Phileas Fogg.

فكر تكشير لسيدته انضم
Passepartout, who had now rejoined his master, made a **wry grimace**, as he thought of his

أعتقد قال التردد لحظة من بعد حذاء هندي واهن الرائع
magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I
نقل وسيلة وجدت

have found a means of conveyance.'

'What?'

خطوة مئة يعيش هندي يعود لـ فيل
'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

أجاب الفيل نرى لنذهب
'Let's go and see the elephant,' replied Mr Fogg.

قيد البحث الحيوان مرتفع مُحاط كوخ صغير وصلوا
They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question.

الفناء ضمن يقودهم طلبهم الكوخ خرج هندي
An Indian came out of the hut, and, at their request, conducted them within the enclosure. The
قتالية الأشياء حمل لمجرد رُبي الفيل
elephant, which was reared, not to be an animal that merely carried things around, but for warlike
تدريب الحيوان مع ذلك بسعادة أليف نصف لأغراض

purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this
لا يريد أن يقاتل الفيل يذهب بعيدا لم الاتجاه

direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this
فترة طويلة بسرعة ينتقل بلا شك الفيل اسم

was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of
بعيدة عن الفيلة مع ذلك استأجاره صمم نقل وسيلة أي

any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from
ملائمة فقط الفيلة الذكور نادرة تصبح لأنها الهند الرخص

being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for
عندما أليفة الأغلبية خاصة مطلوبة كثيرا لعروض السيرك

circus shows, are much sought after especially as the majority are domesticated. When therefore
أصر دون لف و دوران رفض استأجار الهندي عرض على

Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted,
الفيل لاستعارة في الساعة جنيهات 10 مبلغ مفرط عارضا

offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad.
رفض رافضا لا يزال جنيها 50 رفض جنيها 20 رفض

Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

فورا الحيوان شراء عرض
 Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright,
 معتقدا ربما الهندي عرضه ألف جنيهه عرض في البداية
 and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to
 رافضا لا يزال صفقة كبيرة
 make a great bargain, still refused.
 انهار الهندي جنيهه الألفي عند
 At two thousand pounds the Indian yielded.
 لفيل صاح يا للعجب سعر ياله من
 'What a price, good heavens!' cried Passepartout, 'for an elephant.'
 فارسي شاب سهل نسبيا مرشد إيجاد يبقى فقط
 It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an
 مكافأة سخية وعده قبل خدماته عرض بوجه ذكي
 intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as
 المواد الغذائية جُهِز حماسه لتحفيز ماديا
 to materially stimulate his zeal. The elephant was led out and equipped. Provisions were
 الجانبيين كلا الهودج جلسوا في بينما تم شراؤها
 purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs* on either side,
 نفسه الفارسي بينهما منفرج الساقين
 Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the
 يسير القرية انطلقوا رقية الفيل
 elephant's neck, and at nine o'clock they set out from the village, the animal marching off
 الطريق الأكثر اختصارا النخيل غابة الكثيفة عبر
 through the dense forest of palms by the shortest cut.

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

* *howdah* – a seat for riding an elephant

Vocabulary 1

Answer the questions.

1. What kind of house is a *bungalow* (line 6)?
2. How does the word *hamlet* (line 9) suggest that there aren't many houses or people in the area where the train has stopped?
3. What form of transport is a *steamer* (line 24)?
4. What kind of facial expression is a *wry grimace* (line 30), and why did Passepartout's face show this expression?
5. Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans?

Answers

1. A house with one floor.
2. A hamlet is a very small village, which suggests that there are very few people and houses.
3. It's a ship powered by steam.
4. It's an expression that shows pain or unhappiness. Passepartout wasn't happy because he didn't want to walk far, as he didn't think his shoes would be sturdy enough.
5. Enclosed, palings: The elephant was in a compound surrounded by high palings. In other words, the animal was fenced in an area.

Comprehension 2

Answer the questions.

1. Why can't the train continue its journey from Kholby to Allahabad?
2. Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15)
3. How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.
4. Why did the Indian man decide to rear an elephant?
5. How do we know that the elephant is not aggressive?
6. How many people travel on the elephant?

Answers

1. The train cannot continue its journey because **the railway line hasn't actually been completed**.
2. He is annoyed because **he feels cheated** by being sold a ticket to somewhere the train doesn't go. 'Growing warm' means **getting annoyed**.
3. Fogg says that he suspected that this might happen and **suggests that they find another means of transport**. Compared to Sir Francis, he is very **calm and confident** and doesn't show any anger.
4. He wanted it **for fighting**.
5. '**It still preserved its natural gentleness**', meaning that it does not want to fight (lines 40–41).
6. **Four** – the guide, Passepartout, Sir Francis and Mr Fogg.

3. Complete the sentences with the correct word.

calm confident enthusiastic unapologetic worried

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

Answers 1. unapologetic 2. confident 3. worried 4. calm 5. enthusiastic

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

Sir Francis Passepartout Phileas Fogg

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

Answers: 1 . Phileas Fogg 2 . Passepartout 3. Sir Francis

5. Ideas

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

1. time
2. money
3. transport

Answers 1. lines 20–21 2. lines 49–51 3. lines 41–43

6. Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45). What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

Answer:

Transport is an important theme in this story. These two passages describing a train's unfinished route and an elephant's potential to be a good mode of transport are interesting since the railway is not finished (line 11) and the elephant is needed to continue on their journey. The elephant, a live animal, is described like a mode of transport; it 'could doubtless travel rapidly and for a long time'. In this situation, **the man-made transport fails, whereas the animal seems to be a more positive investment.**

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

Answer:

I think that this story shows the importance of time when **Phileas Fogg is so precise about the number of days they have to spare** in line 24. It also references time in the passage where the elephant is described ('rapidly', line 41). However, I think that more importance is given to efficiency, because Phileas Fogg is not in a hurry; he is instead very well prepared (lines 23–25).

Analysis

Read lines 8–22. Making specific reference to these lines, compare and contrast the characters of Sir Francis and Phileas Fogg. Comment on the things they say and do. Remember to quote from the text.

Answer:

Sir Francis and Phileas Fogg are men of two very different personalities. Whilst Sir Francis **gets easily angry**, Phileas Fogg is **calm and assured**. In line 12, Sir Francis speaks in exclamation and short sentences: "What!Not finished". In contrast, Phileas Fogg is calm, unsurprised and almost amused by the situation. His sentences are more carefully considered, and he speaks "quietly", using polite terms such as "please" in line 18. Overall, I would say that it is much more stressful to be angry.

Writing

Read the extract from Around the World in Eighty Days again. Write two diary entries by Phileas Fogg; one from the beginning of his journey and one from the end. Think about how his character might have changed by the end of the journey. Write about 100 words for each entry in your notebook.

Irregular verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
become	became	become	lie	lay	lain
begin	began	begun	lose	lost	lost
bend	bent	bent	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt	burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	seek	sought	sought
deal	dealt	dealt	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	shake	shook	shaken
dream	dreamt	dreamt	shine	shone	shone
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt	smelt
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt	spelt
forget	forgot	forgotten	spend	spent	spent
forgive	forgave	forgiven	spill	spilt	spilt
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
lead	led	led	win	won	won
leave	left	left	write	wrote	written