

TAWLISH

**A STUDY GUIDE FOR
ACTION PACK 12**

LEVEL FOUR

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DERIVATION (الصّرف) الاشتقاق

كل ما يأتي بعد الكلمة: Suffixes كل ما يأتي قبل الكلمة: Prefixes كل ما يأتي قبل وبعد الكلمة: Affixes

- ★ tell (v) / foretell (v): يتنبأ / يخبر (v)
- ★ understand (v) / misunderstand (v): يفهم / يسيئ فهم (v)
- ★ able (adj.) / unable (adj.): قادر / غير قادر (adj.)
- ★ believe (v) / believable (adj.) / unbelievable (adj.): لا يمكن تصديقه / يمكن تصديقه (adj.) / يصدق (v)
- ★ يؤدي استخدام ال (Prefixes) لتغيير معنى الكلمة دون أن يغير قسمها.
- ★ يؤدي استخدام ال (Suffixes) لتغيير معنى الكلمة وتغيير قسمها.

المبدأ الأول: اسئلة الاشتقاق مميزة من خلال خياراتها المتاحة التي تظهر فيها نفس الكلمة مشتقة كاسم، أو صفة، أو ظرف، أو فعل. وعليه، فإن كل المبادئ التالية هي خاصة بأسئلة اشتقاق المعاني فقط.

المبدأ الثاني: احفظ وافهم النمط التالي:

The extremely ugly duck moves quickly.

Adv. Adj N V Adv.

1. تأتي الصفة غالبًا قبل الاسم وتصفه (ugly duck)
 2. يأتي الظرف قبل الصفة ويحدد مقدارها (extremely ugly)
 3. أصبحت مدرّكًا للنمط التالي: ظرف، صفة، اسم (extremely ugly duck)
 4. يأتي الفعل غالبًا بعد الاسم (duck moves)
 5. يأتي الظرف قبل أو بعد الفعل (moves quickly) أو (quickly moves) كلاهما صحيح.
 6. يأتي بعد (the, an, a):
 2. اسم (The duck)، أو مجموعة اسم (The ugly duck)، (The extremely ugly duck)
- ما ينطبق على (the) بالنقطة السادسة، ينطبق على كل الأدوات التي تأتي سابقة للاسم مثل صفات الملكية، أو حروف الجر، الخ... (ستراها بعد قليل)

المبدأ الثالث: احفظ نهايات الأفعال التالية:

participate strengthen classify capitalise (ize) encourage

بعض الأفعال ليس لها نهاية تميزها وسنعمد هنا مبدأ أن الكلمة الأقل حروفًا = فعل مثل، (inform)

حفظ نهايات الأفعال هو الأهم لأنك تستطيع من خلاله في بعض الأحيان أن تعرف ما هي الخيارات المتبقية، مثل:

1. Companies usually look for people to hire.

succeed successful successfully successes

1. بما انه الفراغ مسبق بحرف جر، فسيتبادر لذهنك أنك تحتاج لاسم بعد حرف الجر، لكن بما أنه بعد الفراغ هنالك اسم، اذن ستحتاج لصفة تسبق الاسم. (مهم جدًا النظر لما قبل الفراغ ولما بعده).
2. على مبدأ ان الكلمة الأقل حروفًا هي فعل، فعليك استثناء كلمة (succeed).
3. وبما أنك تعرف أن الكلمة المنتهية بـ (ly) هي ظرف، فعليك استثناء كلمة (successfully).
4. وما دمت تعرف أن إزالة الـ (ly) من الكلمة تجعلها صفة فعليك وضع كلمة (successful) جانبًا لتستكمل استبعاد الخيارات الخاطئة كلها. (مهم جدًا ان تلتزم بتكتيك استبعاد الخيارات الخاطئة)
5. لم يتبقى عندك الا كلمة (successes)، وعليك استثناءها لأنها ستكون اسم غالبًا.
6. هكذا يكون الجواب هو (successful)

المبدأ الرابع: تعرف على أشهر النهايات للأسماء والصفات:

educational accessible
successful cancerous
prosthetic
dependent childish

comfortable
creative
sleepless

ADJECTIVES

teacher translator extraction prosthetics equipment
importance appendage knowledge closure
privacy obesity acupuncture childishness
linguist enthusiasm childhood relationship
depth kingdom

NOUNS

النهاية (ic) للصفة والنهاية (ics) للاسم مهم

المبدأ الخامس: أينما وجدت التصريف الثالث أو فعل (ing) في خيارات أسئلة الاشتقاق، فهما صفة غالبًا:

- We were that everyone loved our performance.
amazed amazement amazingly amaze
- The party was that we all enjoyed.
interested interesting interest interestingly
(التمرين 2 + 3) تتذكر أن موقع الصفة غالبًا هو قبل الاسم، لكن أضف لذلك انه بعد الفعل (be) تأتي صفة غالبًا.
- My boss wrote me a letter of, and invited me to visit him at the his office.
apprecite appreciating appreciated appreciation
(التمرين 4) إذا ظهر لك بالخيارات صفة أصلية وأخرى غير أصلية، اختر الأصلية.
الصفة الغير أصلية: (اشتقت من خلال التصريف الثالث أو من خلال اضافة (ing) للفعل)، أما الأصلية، فهي باقي الصفات.

المبدأ السادس: كلمات خادعة

{function = v/n} {recommend v1, recommended v2/v3} مهمة
{succeed v1, succeeded v2/v3} مهمة
{remedy = v/n} {expand v1, expanded v2/v3}
{proceed v1, proceeded v2/v3} مهمة {intend v1, intended v2/v3}

الحالات التي يستخدم فيها الاسم أو مجموعة الاسم

بعد أدوات التعريف والتوكيد "a, an, the"

- Fadi has now learned English well enough that he can perform interviews without an
interpret interpreted interpretable interpreter

بعد حروف الجر وأشهرها: "in, on, at, for, of, into, to, from, under, about, above, with, as, by"
حروف جر أخرى

"across, after, against, along, around, before, behind, below, beneath, beside, between,
beyond, down, during, inside, near, until, via, within, without"

- My manager wrote me a letter of to apply for the new position.
recommend recommended recommending recommendation

بعد ضمائر الإشارة (demonstrative pronouns) "this, that, those, these"

7. You should fill-in this before you leave.
clear clearance cleared clearing

بعد محددات الكميات (quantities)

"little, a little, few, a few, much, many, more, most, plenty of, lots of, some, any, no, enough, several, all, half, a lot of, more"

• ما هي أفعال الربط (Linking Verbs)؟

smell = يشم / تبدو رائحة =

taste = يتذوق / يبدو طعم =

sound = صوت / يبدو =

seem = يبدو =

look = ينظر / يبدو شكل =

appear = يبدو =

become = يصبح =

be = يكون =

feel = يشعر / يعطي شعور =

• تتشابه أفعال الربط غالبًا مع ما يعرف بالأفعال الخيرية (Stative Verbs). أدرس المثالين التاليين:

- The coffee **tastes** awesome. → The man **tastes** the coffee.

• هل تعلم انه من غير الممكن لـ (Stative Verbs) ان تأتي بحالة استمرار؟ ادرس المثالين التاليين:

- The coffee **tastes** awesome. → The coffee **is-tasting** awesome.
→ I **am** at home now. → I **am-being** at home now.
→ My kid **looks** happy right now. → My kid **is-looking** happy right now.

• تستخدم أفعال الربط لربط المبتدأ (subject) بالخبر (predicate).

• قد يكون الخبر (noun, adjective, adverb):

Subject	Verb	Predicate
This building	is	a school . (n)
This man	is	satisfied . (adj.) ★
The book	is	here . (adv.)

8. All she wants is more to move on.
confident confidence confidently confidential
9. Public areas and buildings are now more to people with disabilities.
access accesses accessibility accessible

بعد الأرقام (numbers) "one, two, three...etc"

10. We need to hire at least three in the new school.
teach teaching teachers taught

بعد صفات الملكية (possessive adjectives) "my, our, your, his, her, its, their"

11. Our has thrived lately.
investment invest invested investing

كفاعل أو مفعول به

12. We should prioritise in already existing cities, rather than creating new ones.
sustainability sustained sustain sustainable

13. gives people the ability to resist the infection temporarily or permanently.
immunise immunised immunisation immune

بعد ال (gerund) التي هي عبارة عن فعل + ing الذي يعمل كاسم

14. Mariam is in her second year of studying at the University of Jordan.
economics economical economically economic
15. In addition to teaching for students, Rasha teaches children's literature.
linguistics linguistically linguist linguistic

الاسم يصف الاسم الذي قبله (مهارات علما)

16. Japan has taken the lead in car
productional producer production productive

الحالات التي تستخدم فيها الصفة (الامر نفسه فيما يتعلق بمجموعة الاسم) (انظر ص 11)

smart → smarter → the smartest /// beautiful → more beautiful → the most beautiful

قبل الاسم

17. We are looking forward to a long and partnership with your company.
succeed successful successfully successes
18. The 20th century brought about changes in our lifestyle.
revolutionarily revolutionary revolutionise revolutionist

بعد أفعال الربط (أشهرها BE) (become, seem, look, appear, sound, taste)

19. Wages were fixed at the time of recruitment and were not
negotiator negotiable negotiation negotiate

Study the following:

Ali is **practically** **much** **more** **intelligent** than anyone in the class.

تذكر هذا النسق The extremely ugly duck moves quickly

20. Because of traffic jam, it is impossible for me to get home in less than an hour.
practical practice practitioner practically
21. I avoid drinks which are prepared when having my main meals.
artifice artificially artificer artificial

بعد المحددات more, most, so, too, very, quite

22. It's quite and useful to travel and work somewhere during and after your study. ★
recommend recommender recommendable recommendation

حالة المقارنة بالصفات (comparison)

23. The new employee is **as** **as** me. He knows much about livestock.
know known knowledge knowledgeable

24. The land became wonderfully and produce more than enough food. ★
fertilise fertiliser fertilisation fertile

25. Being very, she can solve any problem easily.
intelligent intelligence intelligently intelligencer
26. How do you deal with the knowledge of being than most people?
smarter smart smartness smartly
27. Dinner is being by mother.
cooked cooker cooking cook

28. There are many ways to keep our children engaged when stuck at home.
academically academy academic academies

الحالات التي يستخدم فيها الفعل:

Your presence **will** highly motivate me.

Adv.

V

بعد الأفعال المساعدة التالية: (لست بحاجة لتحفظها، فأنت تعرفها وتعرف أن الفعل بعدها مجرد)

{can, could, shall, should, may, might, will, would, must, have to, don't have to, has to, doesn't have to, had to, used to, be going to, ought to, do, don't, does, doesn't, did, didn't}

29. Suha studied hard. I'm sure she will
success successfully successful succeed
30. Experienced Jordanian doctors can easily human bodies using ultrasound devices.
scan scanned scannable scanner
31. When do you to receive your test results?
expect expected expectancy expectantly

32. Scientists around the world are working to a cure for cancer.
discoverable discover discoverer discovery
33. The way our teacher follows shall take me to
smart smartness smartly smarter

34. Most people nowadays on social media.
blog blogging blogger blogged

usually, always, never, hardly, sometimes, often, daily

35. The company I work for always total sales.
calculates calculator calculation calculating

قد يأتي الفعل ببداية جملة الأمر (imperative sentence)

36. your pencil so that your writing become legible.
sharp sharpen sharpener sharper

الحالات التي يستخدم فيها الظرف (انظر ص 11)

slow (adj.) + ly = slowly (adv.)
easy (adj.) + ly = easily (adv.)

في نهاية الجملة (يصف الفعل)

37. It is important to spend your time
produce production productively productive

قبل الفعل أو بعده

38. The students completed their science project.
success succeeded successful successfully

39. The doctors prevented the spread of the virus.
success succeeded successful successfully

حالة المقارنة بالظروف (comparison)

40. Ahmad is a good man. He works as as possible.
hard hardness harden harder

يأتي الظرف بين الفعل المساعد والفعل الرئيسي

41. A good advertisement **will/ is going to** attract customers.
certain certainly certainty

يأتي الظرف ببداية الجملة (ستظهر لك فاصلة بعد الفراغ غالبًا)

42., I don't believe this story.
basically basic base based

About Adverbs

- She is **always** late. (*after Be*)
- She **always** comes late. (*before other main verbs*)
- She will **always** come late. (*between modals/ Semi-modals/ helping verbs and main verbs*)
- She comes **early every day**. (*at the end*)
- **Basically**, she comes on time. (*at the beginning*)
- **Actually**, She doesn't come late.

تطلب تمارين الكتاب التالية منك أن تشتق الصفة بنفسك. (اسئلة مقالية لم تعد تأتي وازارنا لكنها موجودة بالكتاب ومطلوبة، ينصح بالاطلاع عليها)

43. The Middle East is famous for the of olive oil. (**produce**)
44. Ibn Sina wrote textbooks. (**medicine**)
45. Fatima al-Fihri was born in the century. (**nine**)
46. My father bought our house with an from his grandfather. (**inherit**)
47. Scholars have discovered an document from the twelfth century. (**origin**)
48. Do you think the wheel was the most important ever? (**invent**)
49. Al-Kindi made many important mathematical (**discover**)
50. Who was the most writer of the twentieth century? (**influence**)
51. Before you apply for a job, check that you have the correct (**qualify**)
52. The company is pleased with your work and is happy to give you a (**recommend**)
53. Congratulations on a very business deal. (**succeed**)
54. We should always be ready to listen to good (**advise**)
55. My father often talks about what he did in his (**young**)
56. It's important to have an of different countries' customs. (**aware**)

المبدأ السابع: ستضطر في بعض الأحيان للجوء للمعنى (دراسة الاشتقاق تفيدك من 60-70% بالحل فقط):

57. Anyone with heart, lungs or blood problems should ask for medical advice before flying.
circulate circulation circulated circulates
- المبدأ الثامن:** تقتبس بعض الجمل، أو العبارات من القطع والتمارين كما هي (**بصمية**)
58. Students can use to do tasks such as showing photographs, researching information, recording interviews and creating diagrams.
tablet computers identity fraud filter security settings
59. Be careful when you answer the question, and try not to
earn respect make a mistake make small talk join a company
60. Medicines that are not the normal, traditionally accepted treatments are known as
homoeopathy acupuncture complementary conventional

أفكار إضافية Additional issues

الأفعال {**make, let, help**} (يأتي مفعول به بعدها ومن ثم فعل مجرد)

61. I can make him
confession confessed confess confessing
62. She made him the exercise again.
do does doer did
63. She lets the students in class.
sing singer singing sings
64. I am trying to help him for a new bike.
look looking is looked looks

☀ **few (C.Ns)**, insufficient small amount.

☀ **a few (C.Ns)**, sufficient small amount.

☀ **little (U.Ns)**, insufficient small amount.

☀ **a little (U.Ns)**, sufficient small amount.

☀ **much (U.N)**, I have much coffee.

☀ **many (C.N)**, I have many friends.

Suffix	Type	Words
{al}	اسم وصفة أكثر	{arrival = n}/{natural, criminal, formal = adj.}
{ant}	اسم وصفة أكثر	{inhabitant = n}/{significant, important, dominant = adj.}
{ate}	صفة وفعل أكثر	{accurate = adj.}/{participate, calculate, dominate, negotiate = v}
{en}	صفة وفعل أكثر	{golden = adj.}/{encourage, enable, sharpen, strengthen = v}
{ry}	صفة واسم	{bakery, Chemistry = n}/{satisfactory, complementary = adj.}
{y}	صفة واسم	{lucky = adj.}/{academy = n}
{ing}	اسم وصفة وفعل مستمر	

المبدأ التاسع: ان أسئلة الاشتقاق هي نفس أسئلة المعاني، والفرق بينهم هو أن خيارات سؤال الاشتقاق هي نفس الكلمة لكن باشتقاقات مختلفة، بينما سؤال المعاني كلماته مختلفة عن بعضها:

65. Abeer teaches maths. She is a brilliant in my school. **سؤال اشتقاق**
 mathematician mathematical mathematics mathematically

66. Ahmad's job doesn't pay very well, but it is very, so he doesn't want to leave it. **سؤال معاني**
 seminar translation secure doctor

أسئلة إضافية

67. Some universities offer difference-in-pronunciation courses that suit individual needs.
 region regional regionalise regionally

68. I need a piece of on which computer to buy.
 advise advice advisor advised

69. Have you read about the importance of Islamic in history
 achieve achieved achieving achievements

70. Hani is a very competent worker. He looks also, and he can perform any task.
 adaptable adaptation adapt adapted

71. 4 Another way of saying that something could be successful is to say it is
 viable alien skeptical conventional

72. Not surprisingly, two of Jordan's largest exports are chemicals and
 fertile fertilised fertilise fertilisers

73. In order to turn the deserts into and productive land, engineers built an 800-mile canal.
 fertile fertilization fertilise fertiliser

74. Many serious diseases can be prevented by, which helps the body to build antibodies.
 immunised immunisation immunise immune

75. How quickly does blood round the body?
 circulate circulated circulation circulating

76. You can wear your watch when you go swimming if it's.....
self-confidence waterproof inspire original
77. You must not take in medicine without consulting a
philosopher physician chemist polymath
78. Choose the correct meaning of a 'wake-up call'.
an alarm clock a warning a telephone call a danger
79. The nature reserve uses recycled water, which helps the of the environment.
sustainabil sustainabilly sustainabilise sustainability
80. One of the most important things that we give children is a good (educate)
81. If you work hard, I'm sure you will (success)
82. Congratulations! Not many people such high marks. (achievement)
83. My father works for an that helps to protect the environment. (organise)
84. It's amazing to watch the of a baby in the first year of life. (develop)

Ex. 4 (SB P42)

85. Many instruments that are still used today in were designed by Arab scholars.
(operational / operate / operations)

86. When do you to receive your test results?
(expect / expectancy / expectantly)

(تعرف على الاشتقاقات الواردة بالجدول أدناه: (ركز على اللون الأحمر (قد يطلب منك ان تكتبها))

NOUN	ADJECTIVE	VERB	ADVERB
production	productiv e / produc e d	produce	productively
medicine	medical	-	medically
nine	ninth	-	ninthly
inheritance	inherited	inherit	-
origin	original		originally
invention	inventive invented	invent	inventively
discovery discoveries	discovered	discover	-
influence	influential	-	Influentially
qualification	qualified	qualify	-
recommendation	recommended	recommend	-
success	successful	succeed	successfully
advice	advised	advise	-
youth	young	-	-
awareness	aware	-	-

Adverbs (adv.)

The bus **moved** **slowly**. يصف فعل

You look **absolutely** **fabulous**. يصف صفة

She **played** the piano **extremely** **well**. يصف نفسه

Adjectives (adj.)

Red **Apple** يصف تفاحة

The **Apple** **looks** **red**. يصف التفاحة

The **large** **apple**

The **large** **apple** **is** **perfect**. يصف التفاحة الكبيرة

★ الصفات لا تُجمع:

Brave **boy**. → **Brave** **boys**.

The **boy** **is** **smart**. → The **boys** **are** **smart**.

★ ممكن وصف الاسم بأكثر من صفة:

The **handsome** **smart** **boy** **is** here.

★ قد يعمل الاسم كصفة:

English **Teacher**/ **Ticket** **Office**, **Ticket** **Offices**, NOT ~~Tickets~~ ~~Office~~/ **Three** **news** **reporters**.

★ قد يعمل الفعل المضارع له ing كصفة:

Freezing **weather**./ The **weather** **seems** **freezing**.

★ قد يعمل التصريف الثالث للفعل كصفة:

The **meat** **is** **frozen**./ **Frozen** **meat**

PART ONE

COMPARATIVE ADJECTIVES: (than/ er / more/ less)

تضاف (er) للصفات ذات المقطع اللفظي الواحد:

1. Ali is tall. → Ali is taller than Zain.
~~Zain is not taller than Ali.~~ ✗
2. Arabic is easy, and I think it is easier than English. (two syllables)
3. This place is noisy. However, your place is noisier. (two syllables)
4. I felt lonely in my old city, and now I am lonelier in this new city. (two syllables)
5. This cat is cute. It is cuter than any other cat.
6. People became fatter after the pandemic.
7. Ahmad is good./ Ahmad is better than Ali.

تضاف (more/ less) للصفات الأكثر من مقطع لفظي واحد:

1. Zain is more beautiful than Sarah.
2. Sarah is less beautiful than Zain.
3. Do you think Geography is more interesting than History, or less interesting?

STUDY THE FOLLOWING:

Ahmad is taller than Ali. ✓

Maysoon is more intelligent than Sarah. ✓

Salim is taller than Fahad. ✓

Wasfi works harder than Ali. ✓

~~Ali is not taller than Ahmad.~~ ✗

Sarah is less intelligent than Maysoon. ✓

Fahad is shorter than Salim. ✓

~~Ali does not work harder than Wasfi.~~ ✗

PART TWO

SUPERLATIVE ADJECTIVES: (est/ the most/ the least)

تضاف (est) للصفات ذات المقطع اللفظي الواحد:

1. Ali is tall. → Ali is taller than Zain. → Ali is the tallest.
2. Arabic is easy, and I think it is the easiest subject.
3. This place is noisy. However, your place is the noisiest.
4. I felt lonely in my old city, and now I am the loneliest one in this new city.
5. This cat is cute. It is the cutest.
6. I became the fattest after the pandemic.
7. Ahmad is the best.

تضاف (the most/ the least) للصفات الأكثر من مقطع لفظي واحد:

1. Zain is the most beautiful. Sarah is the least beautiful.
2. Which subjects are the most popular, and which are the least popular?

PART THREE

MATCHED/ UNMATCHED ADJ./ ADV. (as + adj./adv. + as)

1. Ali is as smart as Ahmad, but Ahmad is not as tall as Ali.
2. Is teacher Ahmad as motivating as other teachers/ others?
3. People don't practise running as much as they eat. (يركضون أقل مما يأكلون.)
4. She doesn't have friends as many as I do. (لديها أصدقاء أقل)
✓ She doesn't have as many friends as I do.
5. We practise English as frequently as possible. (ظرف يصف فعل)
6. English is as frequent as Arabic. (صفة تصف اسم)
7. They are not as many as they were. (كانوا أكثر)
8. I can't run as fast as you. I am not as fast as you are.
9. Is Maths as popular as Science?
10. Mahmoud works as hard as his brother. He is as hard-working as his brother.
11. There are not as many people in our class as in yours. (our class has less people)
12. I don't eat as much fast food as my brother. (my brother eats more)
13. I don't like running as much as swimming.
14. We practise English as often as possible.

تستخدم (many)
للأسماء المعدودة بينما
تستخدم (much)
للأسماء غير المعدودة.

الصفة او الظرف بين
(as....as)
مجرد دائماً

تكميلي 2004
(17)

NOTE THE FOLLOWING:

1. Is Maths as ~~more~~ popular as Science? ✗
2. Is Maths as ~~the most~~ popular as Science? ✗

NOTE THE FOLLOWING:

1. Zain is taller than Ali. → ~~Ali is not taller than Zain.~~ ✗ → Ali isn't as tall as Zain. ✓

NOTE THE FOLLOWING:

1. Ali **is** more sluggish than Ahmad. → Ahmad **is not** as sluggish as Ali.
2. Others **wake up** earlier than Ahmad. → Ahmad **does not wake up** as early as others.
3. Others **woke up** earlier than Ahmad. → Ahmad **did not wake up** as early as others.

STUDY THE FOLLOWING:

The more muscle we build, the more calories we burn, and the fitter we become.

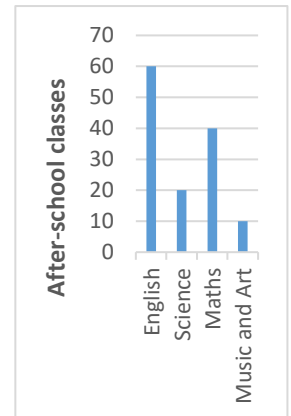
IRREGULAR ADJECTIVES:

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good جيد	better أفضل	the best الأفضل
bad سيئ	worse أسوأ	the worst الأسوأ
little قليل	less أقل	the least الأقل
much/ many كثير	more أكثر	the most الأكثر
far بعيد	further/ farther أبعد	the furthest / the farthest الأبعد

إذا ورد بين (as....as) أي صفة SUPERLATIVE / COMPARATIVE يكون الخيار خطأ

1 Ex. 5 (SB P45) Look at the diagram of after-school classes and complete the sentences with the following phrases: **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 is English.



2 Ex. 4 (AB P31) Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. One word is not needed.

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

earlier/ later/ less/ longer/
the most/ the least

- Portuguese and Turkish children have compulsory schooling.
- Portuguese children have to go to school for than children in Japan.
- In Jordan, children start school a year than English children.
- Japanese and Jordanian children have compulsory schooling.
- Jordanian children can leave school one year than English children.

3 Ex. 9 (AB P 55) Choose the correct answer from A, B, C or D to complete the sentences.

- My sister doesn't eat as as I do. She always puts on her plate than I do.
A) much/ less B) many/ more C) more/ little D) less /much
- I'm tired today because I went to bed than usual last night.
A) late B) later C) latest D) early
- I didn't enjoy the book. In fact it was the interesting story I've ever read.
A) most B) more C) least D) less
- The bus is late. We'll have to wait a little
A) longer B) long C) the longer D) much

4 Ex. 5 (AB P32) 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/ as much as/ least popular/ more people/ less popular than/ more popular/ not as many/ the fastest/ ~~the most popular~~

- Business Studies is *the most popular* subject.
- 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.

5 (EXTRA Ex. 1) Rewrite the following sentences. ★

1. Neither Maths nor science are as popular as English.
English
2. Studying physics is not as popular as studying biology in Britain.
Studying Biology
3. These new shoes are not as comfortable as my old ones.
My old shoes
4. Jordanian children start school a year later than English children.
English children
5. The electronic newspapers are not as acceptable as the ordinary ones.
The ordinary newspapers
6. Silver is not as precious as gold.
Gold
7. Reading a novel is not as interesting as watching a movie.
Watching a movie

6 (EXTRA Ex. 2) Fill in the blanks with the correct form of words given in brackets:

1. Abdoon bridge is the one in Jordan. (long)
2. I believe that Husam is than others. (smart)
3. My sister thinks she's than me, but I don't agree! (intelligent)
4. *Avatar* is probably film I've seen! (bad)
5. Adam is person that I know. (nice)
6. I think *Men in Black 1* was than *Men in Black 3*. (funny)
7. The color of the car, which I purchased, is as snow. (white)
8. The new students are as us. (not, smart)
9. The longer you study, the you do in final exams. (good)
10. My dream is to be fluent in Arabic and I intend to return to Jordan as as I can.
(A) much (B) many (C) often (D) more

academic (adj./ n) academy (noun) academically (adv.)	connected with education, especially at college or university level	أكاديمي أكاديمية أكاديميًا
compulsory (adj.)	obligatory; required	إلزامي
contradictory (adj.) contradict (verb) contradiction (n)	if two ideas are contradictory they are completely different and thus unable to both be true	متناقض يتناقض تناقض
developed nation (noun)	a rich country that has many industries, comfortable living for most people, and usually an elected government	دولة متقدمة
fluently (adverb) fluency (noun) fluent (adjective)	speaking a language very well, like a native speaker	بطلاقة طلاقة فصيح
tuition (noun) tutorial (noun) tutor (verb/ noun)	teaching, in small groups a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students	دروس درس خصوصي معلم خصوصي / يعلم
proficiency (noun) proficient (adj.)	a good standard of ability and skill	كفاءة كفؤ

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.

7 Ex. 4 (SB P 45) Read the text again and answer the questions.

1. What change has recently taken place in some American schools, and why has this occurred?
.....
2. Who do 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.
.....
7. Quote the phrase that holds the meaning of "around 1000 schools".
.....
8. The text mentioned the word "**numbers**". What part of speech is this word?
.....
9. Refer to the first paragraph and identify the reference of the pronoun in bold.
.....
10. What is the function of the word "**however**" which is mentioned in the fourth paragraph?
.....

8 (EXTRA Ex. 3) Choose the correct answer to complete the following sentence.

1. All the candidates have excellent credentials.
(A) academically (B) academy (C) academic (D) academics

2. The schools in this area are strong.
(A) academically (B) academy (C) academic (D) academics
3. All students receive in basic maths.
(A) tuition (B) fluency (C) contradiction (D) contradictory
4. The law made wearing seat belts in cars
(A) contradictory (B) compulsory (C) fluently (D) proficient
5. If you're both going to lie, at least stick to the same story and don't each other!
(A) contradictory (B) contradict (C) contradiction (D) contradicting
6. He's a Russian speaker.
(A) fluently (B) fluent (C) fluency (D) fluents
7. One of the requirements of the job is in two or more African languages.
(A) fluently (B) fluent (C) fluency (D) fluents
8. Consider these tips on speaking English and confidently
(A) fluently (B) fluent (C) fluency (D) fluents

9 Ex. 7 (SB P 45) How many syllables does each word below have? In which syllable does the primary stress lie in each one?

{secondary/ compulsory/ organization/ development/ tuition/ achievement/ academic/ contradictory} *Eg. compulsory /kəm'pʌlsəri/ (main/ primary stress)*

astrophysics (noun)	the study of the chemical structure of the stars and the forces that influence them	الفيزياء الفلكية
pioneering (adj.) pioneer (v/ n)	Introducing new and better methods or ideas for the first time	رائدة (فكرة) رائد / رائدة / يجعله رائدًا
undertake (verb) undertaking (n)	to commit yourself to do something and to start to do it	يأخذ على عاتقه (يتعهد) تعهد
qualification (n) qualify (verb) qualified (adj.)	official records of achievement awarded upon the successful completion of a course of training or passing an exam	كفاءة / مؤهلات يؤهل مؤهل
increasingly (adv.)		بشكل متزايد
prospects (n)		آفاق
global (adj.)		عالمي
lifelong (adj.)	continuing or existing throughout your life	مدى الحياة
abroad (adv.)		خارج البلاد
colloquial (adj.)	used mainly in informal conversations rather than in writing or formal speech	لغة عامية
put (his) back into it (PV)/ (idiom)	to put a lot of effort into something	يكسر جهده في شيء ما

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

One such school has recently opened to educate fourteen- to eighteen-year-olds★ who have a special interest in working in the space industry. Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics.

Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries. Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Maths and Science exams. When they leave school, they will be well-placed to take any number of different career paths. ‘They don’t have to become astronauts!’ says a spokesperson for the school. ‘Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.’

★ “olds” is a noun; that’s why it is in the plural. It means **eighteen-year-old students**.

10 Ex. 4 (SB P 46)/ Ex. 5 (SB P 46)/ (EXTRA Ex. 4)

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

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

.....

2. Would you like to attend this school? Why/Why not?

.....

3. The underlined phrase in the second text refers to?

4. What part of speech does the compound phrase “eighteen-year-olds” represent?

.....

5. Find a word that holds the meaning of “a subjects studied in a school or a college”.

.....

6. Which of the following alternatives elaborates the meaning of the underlined sentence in the third paragraph?

- When they leave school, they will find any number of different career paths.
- Students would find it easy to occupy any post After school.
- When they leave school, they will be placed to a certain career path.
- When they leave school, they will be well-placed to take so many positions at the same time.

Maths (noun)		الرياضيات
Dentistry (noun)		طب الأسنان
Arabic Language and Literature (noun)		اللغة العربية وآدابها
Pharmacy (noun)	study and practice of preparing drugs or medicines	الصيدلة
Marketing (noun) market (v/ n)	the study of selling products to the appropriate customer	التسويق يسوّق / سوق
Geology (noun)		علوم الأرض
Psychology (noun) psychological (adj.)	the study of the human mind and how it works	علم النفس نفسى / نفسية
Translation (noun) translate (verb) translator (noun)	the process of converting documents from one language to another	الترجمة يترجم مترجم
Visual Arts (noun)	art such as painting or sculpture that you look at, as opposed to literature or music	الفنون المرئية
Chemistry (noun)		الكيمياء
Sociology (noun) sociological (adjective)	the study of societies and the behaviour of people in groups	علم الاجتماع اجتماعي
Banking and Finance (n)		العلوم المالية والمصرفية
History (noun)		التاريخ
Nursing (noun)		التمريض
Agriculture (noun)	the science or practice of farming	الزراعة
Physics (noun)		الفيزياء
Engineering (noun) engineer (v/ n)	the study of how roads, bridges, machines, etc. are built	الهندسة يهندس / مهندس
Linguistics (noun) (S) linguist (noun) linguistic (adjective)	the study of the grammar, history and structure of languages	اللغويات / اللسانيات لغوي (شخص) لغوي
Economics (noun) economical (adjective) economically (adverb)	the study of the way in which money and goods are produced and used	الاقتصاد اقتصادي اقتصاديًا
Business Management (n) manage (verb) managerial (adjective)	an area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organising and planning	إدارة الأعمال يدير إداري
Biology (noun)		العلوم الحياتية / الأحياء
Medicine (noun) (S) (U)		الطب (تخصص) / دواء
Geography (noun)		الجغرافيا
career (noun)		مهنة
advisor (noun)		مستشار
Law (noun)		القانون

11 Ex. 6 (SB P 47) Which subjects fit into the categories **Sciences, Arts and Humanities**, or **Business**? Which are more difficult to classify?

12 (EXTRA Ex. 5) Choose the correct answer to complete each sentence.

1. is largely based on maintaining proper oral health.
dentistry pharmacy linguistics geography
2. She studied before she got a job with a big chain store.
pharmacy psychological economical pharmaceutical
3. Their products were very cleverly
marketed linguistic translated pharmaceutical
4. The study of the human mind and how it works is called
Psychology Biology Geography Nursing
5. The book has been successfully into Arabic.
translated translator translating translate
6. is that arts of painting and sculpture, rather than literature and music.
Visual Arts Medicine Economics Arabic Language and Literature
7. A theory seeks to explain social phenomena.
sociological sociology sociologist sociologically
8. The motor has been to run noiselessly.
engineered engineer engineering engineers
9. The one who teaches grammar, history and structure of a language is known as a
linguistics linguist linguistic linguistically
10. As a student, she lived very, rarely going out and buying very few clothes.
economics economically economical economic
11. The company has suffered from several years of bad
manage management managerial managerially

13 Ex. 3 (SB P 48) Complete this paragraph with the appropriate words from those given below: **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!

14 Ex. 4 (SB P 48) What do you know about German-Jordanian University? 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.

A blog

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.

15 Ex. 8 (SB P 49)/ (EXTRA Ex. 6)

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?
.....
4. What is the difference between standard Arabic and colloquial Arabic.
.....
5. The underlined phrase in the second paragraph means.
 - a. I used to speak informal Arabic.
 - b. I am used to speaking informal Arabic.
 - c. I didn't use to speak formal Arabic
6. Based on the text, what benefit can Anita acquire when living with a family?
.....

16 Ex. 1 (AB P 31) Replace the words and phrases in bold with words from the box. One word is not needed. **compulsory contradictory developed nation tuition optional fluently**

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

17 Ex. 3 (AB P 31) Complete the sentences with the correct form of the words in brackets.

★ تمرين مهم بحيث يطلب منك ان تشتق الصفة بنفسك

1. One of the most important things that we give children is a good (**educate**)
2. If you work hard, I'm sure you will (**success**)
3. Congratulations! Not many people 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**)

18 Ex. 7 (AB P 32) The following paragraphs are comments made by university students. Fill in the gaps with the appropriate university subjects.

Banking and Finance Linguistics Fine Arts History Physics Law

1. You should study if you're interested in learning about the legal system. I studied it because I wanted to help people, and now I have a great job in an office.

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

halls of residence (noun)	accommodation provided by a university or college	سكن جامعي
motive (n/ v)	a reason for doing something	دافع / حافز
minority (n)	not many, the opposite of 'majority'	أقلية
fees (n)	costs, charges	رسوم
debt (n)	money you owe	دين
financial (adjective)	relating to money	مالي

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.

19 Ex. 8 (AB P 33) Use the context above to guess the meaning of the underlined words and match them with their meanings.

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

20 Ex. 9 (AB P 33) 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.

21 Ex. 10 (AB P 33) Answer the following questions.

1. What does the word 'it' in bold refer to in the first paragraph?
.....
2. The first paragraph contains the phrase in bold 'another huge change'. What was the first huge change?
.....
3. How are students able to afford to leave home? Which part of the text tells you this?
.....

22 Ex. 11 (AB P 34) Complete the sentences with the following body idioms.

get it off (your) chest (idiom)	to tell someone about something that has been worrying you	انك تطلع اللي بصدرك (تشكي همك)
get cold feet (idiom)	to lose your confidence in something	ان تفقد الثقة في آخر لحظة
play it by ear (idiom)	to decide how to deal with a situation as it develops	سرعة البديهة بالتعامل مع المواقف بحسب ما تتطور
keep your chin up (idiom)	to remain cheerful in difficult situations; an expression of encouragement	ان تبقى متماسكاً بالمواقف الصعبة
have a head for figures (idiom)	to have a natural mental ability for maths/ numbers	ان تمتلك استثنائية بالتعامل مع الأرقام والحسابات

1. I'm too nervous to do a parachute jump. I think that I'llat 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

FORMING QUESTIONS (Review)

1. YES/ NO Questions: {**BEs, DOs, HAVEs, MODALS**}

2. (WH) Questions: **what, who, why, when, where, how, etc.**

★ "Your hands **are** cold."

"Are your hands cold?"

"Why are your hands cold?"

★ "You **felt** cold."

"Did you feel cold?"

"Where did you feel cold?"

★ "You **feel** cold."

"Do you feel cold?"

"When do you feel cold?"

★ "She **feels** cold."

"Does she feel cold?"

"How does she feel cold?"

★ "You **have** fed the dog."

"Have you fed the dog?"

"How have you fed the dog?"

★ "We **can** help."

"Can we help?"

"Who can we help?"

هل تتذكر أن أفعال DO غير أصيلة؟

INDIRECT QUESTIONS (IMPERSONAL QUESTIONS)

Function: Asking questions in a polite/ formal way.

Could you tell me

Do you know

Do you mind (gerund) ...

Could you explain

I wonder

I wonder **تنتهي كلها بعلامة سؤال باستثناء**

Aux. + Subject → Subject + Aux. اقلب حتى تغلب

1. YES/ NO QUESTIONS: {**BE, DO, HAVE, MODALS**} ARE INTRODUCED WITH {**if/ whether**}

a) Please, **is** {**there**} a bank around?

➤ **Could you tell me** whether **there is** a bank around please?

b) **Is there** a library near here please?

➤ **Do you know** if **there's** a library near here, (please)?

c) **Are you** playing now?

➤ **I wonder** if **you are** playing now. **no question mark**

d) **Is there** a police station around?

➤ **Could you tell me** if **there is** a police station around?

e) **Did you send** the report?

➤ **I wonder** if **you sent** the report.

Don't backshift the tense
لا ترجع بالزمن للخلف

f) **Do you play** well?

➤ *I wonder if **you play** well.*

الأفعال DO تُحذف لأنها غير أصيلة ويعود الفعل بعدها لشكله الطبيعي

g) **Does she solve** this puzzle?

➤ *Could you explain if **she solves** this puzzle?*

h) **Do you do** your job on time?

➤ *Could you tell me whether **you do** your job on time?*

i) **Does Ahmad do** the job on time?

➤ *Could you tell me if **Ahmad does** the job on time?*

j) **Can/ Could you call** the police?

➤ *Do you mind telling me if **you can/ could call** the police?*

➤ *Do you mind **calling** the police?*

بعض الأفعال مثل
can/ could/ would/
may
لها خصوصية إذا
استخدمت بقصد الطلب
(مثال (i)

"mind" is followed
by a gerund

k) **Have you seen** the ghost?

➤ *Do you mind telling me if **you have seen** the ghost?*

➤ → ~~Do you mind seeing the ghost?~~ تغير المعنى!

2. OTHER QUESTIONS ARE INTRODUCED WITH {Subject + Aux.}

a) What **are you** doing?

➤ *Do you mind telling me what **you are** doing?*

b) What's **the time** please?

➤ *Do you mind telling me what **the time is**, please?*

c) Who's **that man**?

➤ *Do you know who **that man is**?*

d) Why **is the train** late?

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

e) Where's **the nearest bank** please?

➤ *Could you tell me where **the nearest bank is**, please?*

عبارة السؤال مكونة من 3 كلمات

f) What **have you done** for the new job?

➤ *Could you tell me what **you have done** for the new job?*

g) How many one **will you invite**?

➤ *Do you mind telling me how many one **you will invite**?*

h) Well, what **is your name**?

➤ *Do you mind telling me what **your name is**?*

هكذا عبارة (Well,) تحذف

i) Where **do you study**?

➤ **Could you tell me** where **you study**?

j) Oh! where **does he** study?

➤ **Could you tell me** where **he studies**? هكذا عبارة (Oh) تحذف

k) Where **did he** study?

➤ **Could you tell me** where **he studied**? رجع الفعل لشكله لعدم وجود did

l) How **did you solve** this puzzle?

➤ **Could you explain** how **you solved** this puzzle?

m) What **are you doing**?

➤ **Do you mind** telling me what **you are doing**?

3. Imperative Sentences

a) **Help** me answer this question please.

➤ **Do you mind helping** me answer this question (please)?

b) **Do** your job please.

➤ **Do you mind doing** your job please?

1 (EXTRA Ex. 6) لا تنسى علامة السؤال

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

Could you tell me ?

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

Do you know

3. What can't we bring onto the plane?

Could you tell me

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

Do you know

5. How did you solve this puzzle?

Could you explain

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

Do you know

7. How can I fix this smartphone?

Could you tell me

8. How much does the cotton shirt cost?

Could you tell me

9. What should I do on the day before the meeting?

Could you tell me

2 Ex. 4 (SB P 51)

Back-shift the following indirect questions to direct ones. طريقة عكسية
إذا الفعل المساعد موجود في هـ، وإذا مش موجود بنجيبه عادي

1. Could you tell me how much exercise I need? (identify the tense)
.....
2. Do you mind telling me how I should draw up a timetable? فعل مساعد موجود، اقلبه مع الفاعل بس.
.....
3. Could you explain what you mean by frequent breaks?
.....
4. Do you know if it's too late to start revising now?
.....
5. Do you mind giving me some advice about diet?
.....
6. Do you know whether it's best to get up early, or to revise late at night?
.....

3 Ex. 5 (SB P 51)

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

Could you tell me...

Do you know...

Do you mind telling me...

Could you explain...

1. Where should I revise for exams?
.....
2. How much sleep do teenagers of our age need?
.....
3. Is it possible to improve your memory?
.....
4. What do you mean by 'mnemonics'?
.....
5. What should I do on the day before the exam?
.....

4 Ex. 4 (AB P 35)

Complete the questions with words from the box.

how how much if when where whether who why

1. Do you know we can take water into the exam?
2. Could you tell me this book costs, please?
3. Do you know I've passed my exam or not?
4. Do you mind telling me the library is?
5. Could you explain I can solve this Maths problem?

6. Could you possibly tell me the Arabic teacher is?
7. Do you know we'll know our results?
8. Do you mind explaining the sky sometimes looks red?

5Ex. 5 (AB P 36) Complete the following indirect questions.

1. Can you suggest a healthy breakfast?
..... suggesting
2. Please help me to plan my revision.
Do you mind
3. How can I relax?
..... you explain
4. Are we allowed to eat sweets during the exam?
..... you know
5. Please tell me where you found that information.
..... mind
6. Does the exam start at ten or half past ten?
..... whether

6Ex. 6 (AB P 36) Rearrange the words to make indirect questions.

1. if / revise / you / explain / I / the / could / best / wonder / to / way / .
.....
2. needs / you / much / sleep / how / a / do / know / teenager / ?
.....
3. should / much / I / do / could / you / revision / me / tell / how / ?
.....
4. mind / you / water / giving / a / glass / do / of / me / ?
.....
5. know / in / do / you / the / whether / morning / or / the / in / exercise / is / better / evening / ?
.....

circulation (noun) circulate (verb)	the movement of blood around the body when it is pumped by the heart. also air, the movement of air	دوران / جريان يعمم / يوزع
concentration (noun) concentrate (verb)	attention, or attention span	تركيز يركز
dehydration (noun) dehydrate (verb) dehydrated (adj.)	the state of having drunk too little water	تجفيف يجفف مجفف

diet (noun)/ (verb) dietary (adjective)	the kind of food that a person restricts themselves to eat each day	حمية / اتباع نظام غذائي (متعلق بالحمية)
memory (noun) memorise (verb) memorable (adj.)	someone's ability to remember things, places and experiences	ذاكرة يحفظ لا يُنسى (جدير بالذكر)
nutrition (noun) nutritious (adjective)	the process of getting the right kind of food for good health and growth	تغذية مغذي (مفيد للجسم)
roleplaying (noun)	to rephrase what your partner says to others.	لعب الادوار

How to revise for exams

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

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

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

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

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

Prof: The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at its best. I'd also recommend studying for 30-minute periods, and then taking a break.

It's been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

Could you explain what you mean by frequent breaks?

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

Could you tell me how much exercise I need?

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

Do you mind giving me some advice about diet?

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

7 (EXTRA Ex. 7)

1. Based on the text, how can you avoid dehydration?

.....

2. What positive impact on your brain can you have when practicing physical activities?

.....

3. Based on the professor's opinion, is it better to revise early?

.....

4. Study the following words and classify them according to their connection with the body, eating and drinking, or the mind. {circulation/ concentration/ dehydration/ diet/ memory/ nutrition}

.....

.....

8 (EXTRA Ex. 8)

Choose the correct answer from A, B, C or D to complete the following sentence.

1. The fans in the air system make a lot of noise.

circulation circulated circulate circulating

2. The noise outside made difficult.

concentrated concentration concentrate concentrator

3. It is important not to become, so drink lots of water.

dehydration dehydrate dehydrated dehydrator

4. It is important to avoid, so drink lots of water.

dehydration dehydrate dehydrated dehydrator

5. He recalled moments in his life.

memorable memorise memory memorably

6. When I was at school, we were required to a poem every week.

memorise memory memorable memorably

7. Good is essential if patients are to make a quick recovery.

memory dehydration concentration nutrition

THE IMPERSONAL PASSIVE

(Function: A formal way to report thoughts, and sayings, beliefs opinions)

{say → said} {think → thought} {claim → claimed} {believe → believed}
{assume → assumed} {suppose → supposed} {consider → considered}
{allege → alleged} {know → knew → known} {announce → announced}
{suggest → suggested} {find → found} {agree → agreed}
{declare → declared} {expect → expect} {rumour → rumoured}
{estimate → estimated} {mention/ propose/ recommend/ understand}

PASSIVE VOICE (Review)

- | | | |
|---|---|--|
| 1. Ahmad eats an apple. | → | An apple is eaten . |
| 2. Ahmad eats three apples. | → | Three apples are eaten . |
| 3. Ahmad ate an apple. | → | An apple was eaten . |
| 4. Ahmad ate two apples. | → | Two apples were eaten . |
| 5. Ahmad has eaten an apple. | → | An apple has been eaten . |
| 6. Ahmad has eaten two apples. | → | Two apples have been eaten . |
| 7. Ahmad had eaten two apples. | → | Two apples had been eaten . |
| 8. Ahmad will/ (any modal) eat an apple. | → | An apple will/ (any modal) be eaten . |

PRESENT SIMPLE

Scientists **believe** that **people are** afraid of vaccine.

- **It is believed** that people **are** afraid of vaccine. (W1)
- **People are believed to be** afraid of vaccine. (W2)

*It = Object
People = Object*

9 (EXTRA Ex. 9)

1. A Scientist **considers** that **people are** afraid of vaccine. طبق المبني للمجهول على الفعل الأخضر

A. **It**

B. People **to be**

WAY ONE = IT + PASSIVE + (THAT) + CLAUSE

2. Doctors **suppose** that **the new hospital is** perfect.

A. **It's**

B. **The new hospital** **to be**

3. The ministry of education **assumes** that **students in Jordan like** Darsak Platform.

A. **It**

B. **Students** **to like**

4. **My new car** moves fast in the city.

A. **It**



PAST SIMPLE

Scientists **claimed** that **the new vaccine was** taken by many doctors.

○ **It was claimed** that the new vaccine **was** taken by many doctors. (W1)

○ **The new vaccine was claimed to have been** taken by many doctors. (W2)

10 (EXTRA Ex. 10)

1. The ministry of education **found** that **students in Jordan liked** Darsak Platform.

A. **It**

B. **Students** **to have liked**

WAY TWO

S2 + passive + to + be/ vi/ have

PAST/ PRESENT PERFECT

The boy (**has/ had**) **suggested** that **playing football was** interesting.

○ **It (has/ had) been suggested** that **playing football was** interesting.

○ **Playing football (has/ had) been suggested to have been** interesting.

11 (EXTRA Ex. 11)

1. The boy (**has/ had**) **claimed** that **they (had/ have) played** football.

A. **It**

B. **They**

PRESENT CONTINUOUS

They **say** that **he is** playing football.

○ **It is said** that **he is** playing football.

○ **He is said to be** playing football.

التركيز على ازمئة المضارع
والماضي والمضارع تام وحالات
modals

PAST CONTINUOUS

They **say** that he **was** playing football.

○ **It is said** that **he was** playing football.

○ **He is said to have been** playing football.

FUTURE SIMPLE

A. They **say** that **he will** play football tomorrow.

○ **It is said** that **he will** play football tomorrow.

○ **He is said to** play football tomorrow.

○

- B. They **will say** that **he will** play football tomorrow.
- **It will be said** that **he will** play football tomorrow.
 - **He will be said to** play football tomorrow.
- C. They **used to think** that **he is** the best. (**used to = modal**)
- It **used to be thought** that he is the best.
 - **He used to be thought to be** the best.

FUTURE CONTINUOUS

- D. They **say** that **he will be** playing football tomorrow.
- **It is said** that **he will be** playing football tomorrow.
 - **He is said to be** playing football tomorrow.

FUTURE PERFECT

They say that he will have played football.

- **It is said** that **he will have** played football.
- **He is said to have** played football.

Part One	that/to	Part Two	WAY
Scientists believe that people are afraid of vaccine.			
It is believed	that	people are afraid of vaccine.	one
People are believed	to be	afraid of vaccine.	two
A Scientist considers that people are afraid of vaccine.			
It is considered	that	people are afraid of vaccine.	one
People are considered	to be	afraid of vaccine.	two
Doctors suppose that the new hospital is perfect.			
It's supposed	that	the new hospital is perfect.	one
The new hospital is supposed	to be	perfect.	two
The ministry of education assumes that students in Jordan like Darsak Platform.			
It is assumed	that	students in Jordan like Darsak Platform.	one
Students in Jordan are assumed	to like	Darsak Platform.	two
Scientists claimed that the new vaccine was taken by many doctors.			
It was claimed	that	the new vaccine was taken by many doctors.	one
The new vaccine was claimed	to have been	taken by many doctors.	two
The ministry of education founded that students in Jordan liked Darsak Platform.			
It was founded	that	students in Jordan liked Darsak Platform.	one
Students in Jordan were founded	to have	liked Darsak Platform.	two
The boy (has/ had) suggested that playing football was interesting.			
It (has/ had) been suggested	that	playing football was interesting.	one
Playing football (has/ had) been suggested	to have been	interesting.	two

The boy claimed that they (had/ have) played football.			
It was said	that	they (had/ have) played football.	one
They were said	to have	played football.	two
They say that he is playing football.			
It is said	that	he is playing football.	one
He is said	to be	playing football.	two
They say that he was playing football.			
It is said	that	he was playing football.	one
He is said	to have been	playing football.	two
They say that he will play football tomorrow.			
It is said	that	he will play football tomorrow.	one
He is said	to play	football tomorrow.	two
They will say that he will play football tomorrow.			
It will be said	that	he will play football tomorrow.	one
He will be said	to play	football tomorrow.	two
They say that he will be playing football tomorrow.			
It is said	that	he will be playing football tomorrow.	one
He is said	to be	playing football tomorrow.	two
They say that he will have played football.			
It is said	that	he will have played football.	one
He is said	to have	played football.	two

الطريقة العكسية

★ ان وجود أفعال مثل **said, thought, believed, claimed** يرشدنا الى انها جملة IMPERSONAL
PASSIVE

الطريقة الأولى:

It is believed that people **are** afraid of vaccine. (WI)

- بما الجملة بدأت بـ (**it**) واحتوت على (**that**) متبوعة باسم، فهي على الطريقة الأولى حتمًا.
- يوضع لك (من قبل واضع السؤال) الفاعل الأول القديم وهو (على سبيل المثال) هنا (**Doctors**).
- بما أن صيغة **is believed** هي مبني للمجهول، فإن صيغة المبني للمعلوم منها **believe** وسنتجنب إضافة (s) لها لان الفاعل جمع (**Doctors**) (تذكر ان تجعل الفعل متوافق دائمًا من الفاعل).
- أضف الآن ما تبقى من الجملة.

Doctors believe

Doctors believe that **people are** afraid of vaccine.

1. بما الجملة بدأت بـ (فاعل اسم) والفعل فيها بصيغة مبني للمجهول، واحتوت على (to be) أو (to have) أو (to v1) فهي على الطريقة الثانية حتمًا.

People are believed to be afraid of vaccine. (W2)

2. يوضع (من قبل واضح السؤال) الفاعل الأول القديم لك ولنقل هنا انه (One doctor).

One doctor

3. بما أن صيغة are believed هي مبني للمجهول، فإن صيغة المبني للمعلوم منها believes واضفنا (s) لها لان الفاعل مفرد (One doctor) (تذكر ان تجعل الفعل متوافق دائمًا من الفاعل).

One doctor believes

4. أضف الآن كلمة (that) بدلاً من (to) متبوعة بالفاعل (الاسم الثاني) الذي ذكر ببداية الجملة المراد ارجاعها.

One doctor believes that people

5. نرجع صيغة الفعل be الى أصله وهو أما is، أو am، أو are. وستكون هنا are والسبب هو الاسم People الذي ذكر بأول الجملة.

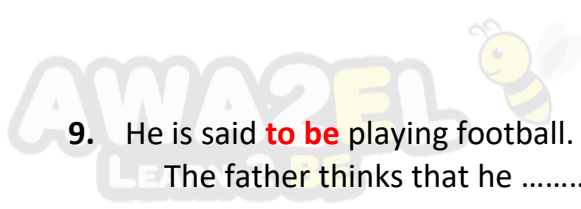
One doctor believes that people are

6. أضف الآن ما تبقى من الجملة.

One doctor believes that that people are afraid of vaccine.

12 (EXTRA Ex. 12) أعد الحالات باللون الأحمر إلى أصلها

1. It is believed that people are afraid of vaccine.
Ali that people are afraid of vaccine.
2. (People/ Ali) (are/ is) believed to be afraid of vaccine.
A. Doctors believe that people afraid of vaccine.
B. Doctors believe that Ali afraid of vaccine.
3. (Students/ A student) in Jordan (are/ is) assumed to like Darsak Platform.
A. Students in Jordan Darsak Platform.
B. A student in Jordan Darsak Platform.
4. It had been suggested that playing football was interesting.
People that playing football was interesting.
5. It has been suggested that playing football was interesting.
A. People that playing football was interesting.
B. One man that playing football was interesting.
6. Playing football has been suggested to have been interesting.
People have suggested that playing football interesting.
7. Players have been suggested to have been interesting.
People have suggested that players interesting.
8. They were claimed to have played football.
The boy claimed that they football.



9. He is said **to be** playing football.

The father thinks that he football.

10. They are said **to be** playing football.

The father thinks that they football.

11. He is said to **have been playing** football.

They say that he playing football.

12. They are said to **have been playing** football.

They say that they playing football.

13. He **will be said** to play football tomorrow.

They that he will play football tomorrow.

14. He is said **to play** football.

They say that he football.

15. It **used to be thought** that he is the best.

They that he is the best.

16. He used to be thought **to be** the best.

They used to think that he the best.

17. He is said **to be playing** football.

They say that he football.

13 (EXTRA Ex. 13) Rewrite the following sentences:

1. Educators have proved that taking frequent breaks after studying is useful.

Taking frequent breaks

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

It

3. People believe that eating almonds reduces the risk of heart diseases.

Eating almonds

4. Doing regular exercise is believed to reduce the risk of several diseases.

People believe that

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

English clubs

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

Eating fresh vegetables

7. Linguists have proved that learning some languages is helpful for the learners.

Learning some languages

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

The heavy rainfall

9. Linguists believe that learning a foreign language increases the awareness of the way the language works.

It is believed

10. Making more money is believed to make life more interesting.

People

11. It is said that dolphins are highly intelligent.

Dolphins

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

People

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

Learners

14. They believe that the story is true.

The story

15. People know that he is talented becomes.

He

14Ex. 4 (SB P 53) Rewrite the following sentences using the active form. Which option is more formal?

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

People claim

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

They believe

15Ex. 5 (SB P 53) Use the impersonal passive to report these sentences in two different ways.

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.

.....
.....

16Ex. 7 (AB P 36) Rewrite the sentences. Use the impersonal passive in two different ways.

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

.....
.....

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

.....
.....

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

.....

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

.....

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

.....

17 Ex. 8 (SB P 53) + (AB P 36) Complete this table. Then, choose the correct form of the corresponding words in the table to complete the sentences.

Verb	Noun	Adjective
experience	experience	experienced
dominate	dominance	dominant
depend	dependence	dependent
repeat	repetition	repeated
correct	correction	correct
circulate	circulation	-
dehydrate	dehydration	-
advise	advice	-
revise	revision	-
concentrate	concentration	-

- Have you had any of learning another language?
- Is one side of the brain more than the other?
- Whether or not you remember something that you have learnt in the past on the experience you had while you were learning it.
- I'm confused. Could you give me some, please?
- Before an exam, you must everything you've learnt.
- In hot weather our bodies are in danger of
- Don't talk to the driver. He must
- How quickly does blood round the body?

.....

utterance (noun) utter (verb)	something that is said, such as a statement	الكلام / النطق يتكلم
simulator (noun) simulate (verb) simulation (noun)	any device or system that simulates specific conditions or the characteristics of a real process or machine	محاكي يحاكي محاكاة
multilingual (adj.) multilingualism (n)	speaking, reading or writing in more than two languages	متعدد اللغات تعدد اللغات
multitask (verb)	to do several things at the same time	متعدد المهام

Learning a foreign language

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well.

It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who have only mastered their mother tongue.

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

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

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply 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.

18 (EXTRA Ex. 14) Attempt the following questions:

- Based on the text, what positive impact can learning foreign languages have on the human's brain?
.....
- Which type of students would do better in exams, those who practise their mother tongue or who are able to speak another language?
.....
- Elaborate the meaning of the underlined phrase.
.....
- Find in the text a word that holds the meaning of “**unable to concentrate**”.
.....
- Based on your own point of understanding, who would find English easier to master, an Arabic speaking person or a French speaking one? Why?
.....

degree (noun)	a qualification that is given to you when you have successfully completed a course of study	درجة
diploma (noun)	a document given by an educational institution showing that someone has successfully completed a course of study	شهادة / دبلوم
Master's degree (n)	a period of one or two years of study which takes place after the completion of a Bachelor's degree	ماجستير
online distance learning (noun)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعليم عن بعد
PhD (noun)	a doctorate; the highest degree awarded by a university faculty	دكتوراه / درجة دكتور
postgraduate (noun)	someone who has finished their first degree and is continuing to study either a Master's or a PhD degree a second degree of Master's or PhD level	دراسات عليا
private university (n)	a university not operated by a government	جامعة خاصة
public university (n)	a university that is funded by public means, through a government	جامعة حكومية
undergraduate (n)	someone who has not yet completed their first degree	طالب جامعي
vocational (adj.) vocation (noun)	providing skills and education that prepare a student for a particular job	مهني مهنة
experience (v/ n) experienced (adj.)		خبرة / تجربة خبير
depend (verb) dependence (noun) dependent (adj.)		يعتمد اعتماد معتمد / مُعال
repeat (verb) repetition (noun) repeated (adjective)		يكرر تكرار مكرر
correct (verb/ adj.)		صحيح / يصحح

correction (noun)		تصحيح
enrol (verb)	to officially arrange to join a school,	يسجل / يلتحق
enrolment (noun)	university or course	تسجيل
draw up a timetable		ينظم جدولاً زمنياً
make a difference		يحدث تغيير
do exercise		يتمرن
make a start		يبدأ
take a break		يأخذ قسطاً من الراحة
do (a subject)		يدرس (مادة)

19 Ex. 1 (SB P 54) Classify the following words into the categories shown in the table below.
degree/ diploma/ Master's degree/ online distance learning/ PhD/ postgraduate/ private university/ public university/ undergraduate/ vocational

Places and ways to study	Qualifications	Types of courses
.....
.....

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 a public university or a private university. 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.

20 Ex. 2 (SB P 54) 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 university with lower fees.
.....
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.
.....

21 (EXTRA Ex. 15) Choose the correct answer to complete the following sentence.

1. This job demands a high of skill. I think you have no chance.
diploma degree Master's dominant
2. The period of study which takes place after the completion of a Bachelor's degree is called
Master's degree diploma PhD undergraduate
3. I did meet him once and it was an I shall never forget.
experienced experiencing experience experiences
4. The accepted way to manage elephants in zoos was through close contact and
dominant dominance dominate dominated
5. The company needs to reduce its on just one particular product.
depend dependence dependent depended
6. There have been calls for me to attend the party.
repeated repetition repeat repeating
7. She was disappointed to see her essay returned with a huge number of in red ink.
corrections correct corrected corrector

22 Ex. 1 (AB P 35) Complete the sentences with words below.

circulation memory concentration beneficial diet dehydration nutrition

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

23 Ex. 2 (AB P 35) Read definitions 1–6. Make collocating phrases using **a verb** and **a noun** from the boxes. Write the collocations in the correct gaps next to the definitions.

do do draw up make make give take

a start a break exercise a timetable a subject a difference

1. write a schedule:
2. keep fit:
3. begin:
4. relax:
5. study:
6. change something:

24 Ex. 3 (AB P 35) Use the following collocations to complete the sentences.

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

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

immerse (verb) immersion (noun)	to be deeply involved in something and spend most of your time doing it	ينغمس انغماس
drop [a course] (verb)	to stop studying a certain subject at university	يُسقط (مادة)
tailor-made (adj.)	made to fit exactly	مصمم بشكل ملائم

Ex. 9 (AB P 37) Read the text and complete the missing headings. One heading is not needed.

- A. How long are the courses?
- B. How much does it cost?
- C. Learn English fast – the natural way!
- D. What exactly do you mean by 'total immersion'?
- E. What will I be doing?

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

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

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

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

25 Ex. 10 (AB P 37) Answer the following questions.

1. The text says that students will be living 'as a family'. Give two examples from the text that illustrate this.
.....
2. Which part of the day will be the most formal? What happens then?
.....
3. What do you think 'a tailor-made course' means, in paragraph 2?
.....
4. Students have a lot of options on these courses. However, there are two decisions they have to make before they arrive. What are they?
.....

5. Imagine you joined a small group of students on a course like this. Think of three positive aspects, and three possible problems you might face.

.....

6. Would you go on a course like this? Why/Why not?

.....

26Ex. 11 (AB P 37) Complete the sentences with the words in bold in the text.

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.

27Ex. 3 (SB P 52) Read the essay again and explain how learning a foreign language improves your:

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

28Ex. 6 (SB P 53) Read these statements. Are they true or false? Discuss in pairs.

- ☐ 1. 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.
- ☐ 2. People only remember 10% of what they read, but they remember 90% of what they see, hear and do.
- ☐ 3. Practice makes perfect.

29Ex. (SB P 55) 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.'

.....

UNREAL PAST FORMS FOR PAST REGRETS/ PRESENT WISHES

I, he, she, it = was/ were

*He wishes he **was/were** taller. If only we **were** older.*

PAST SIMPLE = PRESENT WISHES

If only + Sub

1. I **wish** I **knew** the answer. (لا يستطيع الآن أن يجيب) {**PRESENT WISH**}

2. I **wish** we **lived** in a bigger flat. (بيتهم الآن صغير) {**PRESENT WISH**}

Sub + wish + Sub

PAST PERFECT = PAST REGRETS

1. I **wish** I **had done** more work for my exam. (لم يكن بالماضي قد درس) {**PAST REGRET**}

2. I **wish** I **hadn't bought** these shoes. (تأذت قدمه) {**PAST REGRET**}

3. We're late. **If only** we'd **caught** the earlier bus. (فاتتهم الحافلة) {**PAST REGRET**}

Study the following:

A. I **regret** leaving him alone.

○ I **wish** I **hadn't left** him alone./ **If only** I **hadn't left** him alone. **REGRET**

B. I **regretted** leaving him alone.

○ I **wish** I **hadn't left** him alone./ **If only** I **hadn't left** him alone. **REGRET**

C. He has seen me.

○ **If only** he **hadn't seen** me.

مش شرط كلشي مثبت ينفي

D. I reach him **late**.

○ I **wish** I **reached** him **earlier**./ I **wish** I **didn't reach** him **late**.

E. He can't move.

○ He **wishes** he **could move**./ He **wishes** he **moved**.

F. He couldn't move.

○ He **wishes** he **had moved**./ ~~He wishes he could have moved.~~

G. He couldn't have moved.

○ He **wishes** he **had moved**./ ~~He wishes he could have moved.~~

H. It is hot today and ~~that makes me so unhappy~~.

○ I **wish** it **weren't hot** today.

1 (EXTRA Ex. 16) Rewrite the following sentences ★

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

Nader wishes

2. Mahmoud didn't consult his career advisor, so he felt sorry. (**wish**)

.....

3. I read slowly and would like to read more quickly.

I wish

4. I don't have my glasses with me.

If only

5. I don't have the keys of my office.

I wish

6. I don't have many friends.

If only

7. I regret living abroad for a long time. (**wish**)

.....

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

I wish

9. I regret speaking aloud in my house. (**wish**)

.....

10. Jamal didn't prepare well for the exam. He didn't get a good mark.

If only

2 (EXTRA Ex. 17) Choose the suitable item to complete the following sentences: ★

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

A lets

B won't let

C would let

D will let

2. I didn't wake up early and I missed my bus. I wish I early.

A wakes up

B wake up

C had waken up

D have waken up

3. I'm sorry I made you angry last night, I wish I at you.

A hadn't shouted

B hasn't shouted

C am not shouting

D don't shout

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

A doesn't eat

B hasn't eaten

C hadn't eaten

D haven't eaten

3 Ex. 5 (SB P 65) Complete the sentences with the correct form of the verbs in brackets.

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

2. 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**)

4 Ex. 4 (SB P 68) Choose the most suitable verb form to complete these sentences.

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

(**is / were / 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**)

5Ex. 5 (AB P 45) Complete the sentences with words from the box.

had (x2) hadn't if only wish

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

6Ex. 6 (AB P 45) Read the situations and complete the sentences.

1. Sultan forgot to do his Science homework.
If only heto 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.

7Ex. 7 (AB P 45) Rewrite the underlined sentences using I wish and If only.

1. I didn't bring a coat, and now I'm cold.
.....
2. We didn't get up earlier, and now we're late.
.....
3. I feel ill because I ate so many sweets.
.....
4. Fadi keeps losing his wallet. He should be more careful.
.....
5. Huda was too busy yesterday. She wasn't able to come.
.....
6. I've broken my watch because I dropped it.
.....

8Ex. 8 (AB P 45) Rewrite the sentences with the words in brackets.

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

9 (EXTRA Ex. 18) Ex.6 (SB P65) Rewrite the following sentences using the "clues" given in brackets.

1. Ali didn't take piano lessons when he was a child. (**if only**)
.....
2. We visited England last summer. The journey was bad. (**wish**)
.....
3. I didn't read more classic novels in Grade 11. I can't read them properly now. (**wish**)
.....
4. I don't help my mother in the kitchen. She no longer loves me. (**if only**)
.....

10Ex. 11 (AB P 47) Complete the sentences using the correct form of the following prompts.

**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
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

be prepared for detailed questions (verb phrase)	to be ready to understand complicated questions and respond to them appropriately	أن تكون جاهزاً للإجابة على أسئلة تفصيلية
do a deal (verb)	to arrange an agreement in business	يبرم صفقة
give a business card (verb phrase)	to give someone a card that shows a business person's name, position and contact details	يعطي بطاقة أعمال
make small talk (verb phrase)	to have an informal chat with someone in order to start a conversation	يجري حواراً قصيراً
negotiate (verb) negotiation (noun) negotiable (adj.)	to discuss something in order to reach an agreement, especially in business or politics	يفاوض مفاوضة قابل للتفاوض
shake hands [with someone] (verb)	to move someone's hand up and down in a greeting	يسلم باليد
tell a joke (verb)	to say something to make people laugh	يخبر طرفة "ينكت"
track record (noun)	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	سجل الإنجازات والإخفاقات

Doing business in China

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

Why was it not successful? 'I worked for a small computer company in Amman. They sent me to China when I was still quite young. If only the company had realised that the Chinese respect age and experience more than youth!'

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

When did you learn how to be successful in China? 'I joined a larger company and they sent me on a cultural awareness course. On my next visit to China, it felt as if I hadn't known anything on my first visit!'

What advice can you give to people wanting to do business in China? 'Before I visit a company, I send recommendations from previous clients. I also send my business card with my job position and qualifications translated into Chinese.'

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

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

11 Ex. 4 (SB P 65) Read the interview again and answer the questions.

1. Why was Mr Ghanem's first business trip to China not successful?
.....
2. What do you think is a 'track record' (paragraph 3/ line 4)?
.....
3. What does the word (his) in bold in the (last paragraph) refer to?
.....
4. What changed when Mr Ghanem visited China for the second time?
.....
5. What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?
.....
6. Do you think that you would be a successful business person in China? Why/Why not?
.....
.....
7. Based on the text, what type of individuals do Chinese people prefer, young or olders?
.....
8. Refer to paragraph three and state what type of feelings does Mr Ghanem express, was it a regret or wish feeling?
.....
9. Refer to the last paragraph and find a synonym to the word "carefully".
.....

12 (EXTRA Ex. 19) Choose the correct answer to complete the following sentence.

1. The interviewer researched my resume thoroughly before meeting me, so I was so for his questions.

A. prepared

B. equipped

C. detailed

D. searched

2. When you had an informal chat in order to start a conversation then you a small talk.
A. organized B. found C. accomplished D. made
3. A is what you tell people and cause them to laugh.
A. joke B. story C. talk D. shake hands
4. Discussing something to reach an agreement, especially in business or politics, this is called a
A. negotiable B. negotiate C. negotiated D. negotiation
5. A track record is:
A. The previous successes or failures. B. The current successes or failures.
C. The previous successes. D. The previous failures.
6. If you shake hands someone, you take their right hand in your own for a few moments, often moving it up and down slightly.
A. by B. via C. with D. through
7. Write an open letter in to the question from a magazine below.
A. response B. respond C. responsible D. responded

agreement (noun) agree (verb)	an arrangement or promise to do something, made by two or more people, companies or organisations	اتفاقية يتفق
fertiliser (noun) fertilise (verb) fertilisation (noun) fertile (adjective)	a substance that is put on the land to make crops grow	سماد يسمد تسميد / تلقيح / تخصيب خصب
dominate (verb) dominance (noun) dominant (adjective)	to be the most important feature of something	يهيمن / يسيطر هيمنة / سيطرة مهمين / مسيطر
export (noun) export (verb) exportation (noun)	goods sold to another country	تصدير يصدر تصدير
extraction (noun) extract (verb)	the process of removing and obtaining something from something else	استخراج يستخرج
Gross Domestic Product (noun)	the value of a country's total output of goods and services	الناتج المحلي الإجمالي
import (noun) import (verb) importation (noun) imported (adjective)	goods bought from other countries	استيراد يستورد استيراد مستورد
reserve (noun) reserve (verb)	something kept back or set aside, especially for future use	احتياطي (الأشياء المخزنة) يخزن / يحفظ
knitwear (noun)	clothing made from wool	منسوجات صوفية
mineral (noun) mineral (adjective)	a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth	معدن معدني

pharmaceuticals (plural noun)	companies which produce drugs and medicine	شركات الأدوية / صناعات دوائية
pharmaceutical (adj.)	((/fɑ:r mə su: tɪ kəl/ لَافظ فقط))	دوائى (متعلق بالأدوية)
gas (n)		غاز / بنزين
oil (n)		نفط
vegetables (n)		خضار
goods (n)	things that are produced in order to be sold	بضائع
domestic (adj)	relating to or happening in one particular country and not involving any other countries	محلي
domesticate (v)		يجعله محلياً
domesticity (n)		الجو المحلي / العائلي

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.

13Ex. 5 (SB P 67) Read the report again and answer the 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. Since Jordan export 75% of its pharmaceuticals, where do you think the other 25% are?
.....
6. Name/ List/ Mention four countries that Jordan export goods to?
.....
7. Refer to the first paragraph and find the reference of the pronoun in bold.
.....
8. Why does Jordan need to import oil and gas form other countries?
.....
9. Do you think that the price of imported items in the market can be affected depend on the distance between the importing and exporting countries? Why? Why not?
.....
.....

14 (EXTRA Ex. 20) Choose the correct answer to complete the following sentence.

1. The dispute was settled by an that satisfied both sides..
A. agree B. agreed C. agreement D. agreeing
2. I with you on this issue.
A. agree B. agreeing C. agreement D. agreeing
3. He refuses to let others speak and every meeting.
A. dominance B. dominant C. dominates D. dominantly
4. Unemployment will be a issue at the next election.
A. dominance B. dominant C. dominates D. dominated
5. The of the car makes cycling and walking increasingly difficult.
A. dominance B. dominated C. dominates D. dominantly
6. French cheese is to many different countries.
A. exportation B. export C. exported D. imported
7. Coffee is one of Brazil's main
A. exporting B. exports C. exported D. exporter
8. The of minerals has damaged the countryside.
A. extraction B. extracted C. extract D. extractor
9. We a large number of cars from Japan.
A. import B. importing C. importation D. importer
10. The new machine does the job perfectly.
A. import B. imported C. importation D. importer

11. These seats are for the elderly and women with babies.
A. reserved B. reservation C. reserve D. reservoir
12. Around seventy-five per cent of Jordan's are exported.
A. pharmaceuticals B. pharmaceutical C. pharmacy
13. Around seventy-five per cent of Jordan's companies are based in Amman.
A. pharmaceuticals B. pharmaceutical C. pharmacy
14. in Jordan enhance the economy.
A. pharmaceuticals B. pharmaceutical C. pharmacy
15. A healthy diet should supply all necessary vitamins and
A. knitwear B. fertiliser C. minerals D. oil
16. Jordan is rich in potash and phosphate, and the extraction industry for these is one of the largest in the world.
A. pharmaceuticals B. mineral C. minerals D. fertilization
17. Not surprisingly, two of Jordan's largest exports are chemicals and
A. fertile B. fertilised C. fertilise D. fertilisers
18. Regular is necessary to support the growth of a tomato plant.
A. fertile B. fertilization C. fertilise D. fertiliser
19. In order to turn the deserts into and productive land, engineers built an 800-mile canal.
A. fertile B. fertilization C. fertilise D. fertiliser

15 Ex. 6 (SB P 67) 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.

Ex. 2 + 3 (SB P 68) معلومات عامة للمطالعة

1. How many planes did Royal Jordanian airline have in 1964 CE? *Two.*
2. Who did the airline help in 2014 CE, and in what way? *It helped 200 orphans by taking them to visit the Children's Museum of Jordan.*
3. What was the former name of "Royal Jordanian Airlines"? *It was called Alia, after the King's daughter.*
4. What was the destination of the airline's first flight? *Beirut*
5. How many people did the airline carry in 1964 CE? *87,000*
6. What happened in 1965 CE? *Royal Jordanian first flew to Europe.*

7. When did Alia change its name to Royal Jordanian Airlines? *1986 CE*
8. How many people does Royal Jordanian employ today? *4,500 people*
9. What is helping charities an example of? *the airline's corporate responsibility*

Ex. 5 (SB P 69) Note the stress which is shown in red in the following sentences numbered from (1-4). Match each one to its implied meaning from those given from (a-d). *للمطالعة*

1. The **first ever** Alia flight was in 1963 CE. **A.** There were other flights before 1963 CE, but not Alia flights.
2. The first ever **Alia** flight was in 1963 CE. **B.** Alia's first flight was not in 1964 CE.
3. The first ever Alia **flight** was in 1963 CE. **C.** There were no Alia flights at all before 1963 CE.
4. The first ever Alia flight was in 196**3** CE. **D.** Alia did other things before its first flight in 1963 CE.

ANSWERS: 1 C 2 A 3 D 4 B

Ex. 6 (SB P 69) 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 199**9** 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 1999 CE when I retired, not another year in the 1990s.

16Ex. 1 (AB P 44) Complete the **collocations** with the verbs below. One verb is not needed.

ask cause do earn join make (x2) shake

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

17Ex. 2 (AB P 44) Complete the sentences with **collocations** from exercise 1.

1. Be very careful when you answer the questions, and try not to
2. If you are polite, you won't or upset anybody.
3. Before the serious discussion starts, we always; it's often about the weather!
4. Nasser has applied to 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.

18Ex. 3 (AB P 44) Complete the sentences with the correct form of the words in brackets.

1. Before you apply for a job, check that you have the correct (**qualify**)
2. The company is pleased with your work and is happy to give you a (**recommend**)
3. Congratulations on a very business deal. (**succeed**)

4. We should always be ready to listen to good (**advise**)
5. My father often talks about what he did in his (**young**)
6. It's important to have an of different countries' customs. (**aware**)

19Ex. 4 (AB P 44) Complete the explanations with the words below. One word is not needed.

compromise conflict negotiate patient prepared previous track record

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

sales pitch (noun)	the statements and promises that someone makes to try to persuade someone to buy something	الترويج للمبيعات
machinery (noun)	machines, especially large ones; a system or set of processes for doing something	معدات / آلية (عمل)
extensively (adv.) extensive (adj.) extend (verb)	in a way to cover or affect a large area	على نطاق واسع نطاق شاسع يوسع
corporate (adjective) corporation (n)	belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation	تشاركي (من شركة) شركة
package holiday (n)	an organised trip with everything included in the price (travel, accommodation, food)	عرض عطلة
sales pitch (noun)	a presentation made by someone who is trying to sell a product	التسويق
target market (n)	people who are identified as possible customers	السوق المستهدف
age group (noun)	a set of people of similar age	فئة عمرية
department store (n)	large shop sells different types of things	متجر ضخم (نفس المول)
stand out (p.v)	(from the crowd) to be much better than other similar people or things	يتميز

How to make a sales pitch

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 practice 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!). While you're speaking, don't keep your head down. **Instead, look round the room and make eye contact with your audience.** Smile! When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!). Finally, have a summary of your presentation ready to hand out at the end of the session. I wish I had known all this when I started out in business! Good luck!

20Ex. 10 (AB P 47) Find the expressions 1–5 in the text, then match them with their meanings.

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

CONDITIONAL SENTENCES (ZERO/ FIRST/ SECOND/ THIRD)

If I am happy, you are happy.

DEPENDENT CLAUSE MAIN CLAUSE

You are happy if I am happy.

MAIN CLAUSE DEPENDENT CLAUSE

★ تذكر شكل وتطبيقات زمن المضارع البسيط، والماضي البسيط، والماضي التام، وال **Modals** التي يأتي الفعل بعدها مجرد، وال **Modals** المتبوعة بـ **have** والفعل بعدها تصريف ثالث (**could have done**)

★ (إذا **If**) / (ما لم **unless**) / (بشرط **provided that**) / (لطالما **as long as**) / (حتى لو **even if**) (عندما **when**)

THE ZERO CONDITIONAL

If/ When + Present Simple, Present Simple

★ تستخدم الحالة صفر للحديث عن الأمور الحقيقية والحتمية

Something that always happens (the inevitable consequence)

1 (EXTRA Ex. 21)

1. **If** plants enough sunlight, they die. (**not, get**)
2. **Unless** plants enough sunlight, they die. (**get**) {**unless = If not**}
3. Water turns to ice **if** the temperature below zero. (**fall**)
4. Many wild animals become more aggressive **when** they ★
are captured capturing had been captured has captured
5. **If** you that button, the picture moves. (**press**)
6. **If** Ali has his own computer, he to use his friend's computer. (**not, need**)

انتبه للسؤال 6، الحل المعتمد بالكتاب على الحالة الثانية

THE FIRST CONDITIONAL

If + Present Simple, Modals (will, can, may...) + V1

★ تستخدم الحالة الأولى للحديث عن أمور نتوقع حدوثها بالمستقبل بناءً على شرط معين: (ان تدرس، تنجح)

2 (EXTRA Ex. 22)

1. **If** you an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry. (**get**)
2. I'll the book **if/provided that/as long as** it isn't too expensive. (**buy**)
3. I won't buy it **if** it too expensive. (**be**)
4. I'll buy it **unless** it expensive. (**be**)
5. I'll buy it **if** it too expensive. (**not, be**)
6. I'll it **even if** it's expensive. (**buy**)

THE SECOND CONDITIONAL

If + Past Simple, Modals (would, could, might...) + V1

- ★ تستخدم الحالة الثانية للحديث عن أمور خيالية وحدثها غير محتمل **imaginary or unlikely events**
- ★ نستخدم هنا الفعل **were** مع كل الضمائر بما في ذلك (I, he, she, it)
- ★ استخدمنا هذه الحالة بالوحدة الأولى لعمل اقتراح.

3 (EXTRA Ex. 23)

1. **If** we in London today, we would be able to go to the British Museum. (**be**)
2. **If** Ali had his own computer, he to use his friend's computer. (**would, not, need**)
3. **If** I were you, I would a text message. (**send**)
4. I think you should send a text message.
If I were you,

THE THIRD CONDITIONAL

If + Past Perfect, Modals (would, could, might... + have) + V3

- ★ تستخدم الحالة الثالثة للحديث عن أمور حدثها مستحيل **impossible, and did not happen**

4 (EXTRA Ex. 24)

1. **If** I had stayed at home that day, I would the celebration. (**miss**)
لم يبق بالبيت بذلك اليوم، ولم يفوت الاحتفال. ف حدث ما يفترضه مستحيل.
2. I wouldn't have gone to the library **if** my friend me. (**not, invite**)
3. **If** I'd studied harder, I the exam. (**pass**)
4. **If** I harder, I wouldn't have passed the exam. (**not, study**)
5. **If** I had prepared better for the competition, I might the first prize. (**win**)
6. **If** I better for the competition, I might not have won the first prize. (**not, prepare**)
7. **If** I had slept better the night before the exam, I could better. (**concentrate**)
8. **If** I hadn't slept better the night before the exam, I could better. (**concentrate**)
9. **If** I'd gone to a different school, I might not have studied French. I could English. (**take**)
10. **Provided that** I had **been unsure about the result**, I would this step. (**take**)
11. Our team could have won the match **if** they'd trained harder, and then they might have been champions now if they'd (**win**)

Study the following: (تكميلي 2004)

I wouldn't have visited Cairo if I my passport.

haven't issued had issued have issued hadn't issued

ما كنت لأزور القاهرة لو اني كنت قد استصدرت جواز سفر (صحيح)
ما كنت لأزور القاهرة لو اني لم اكن مستصدراً جواز سفر (صحيح يبدو منطقي أكثر)

5Ex. 6 (SB P 73) 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.

6Ex. 7 (SB P 73) Choose the correct answer to complete the following sentences.

1. I will enjoy my job provided that I interesting colleagues.
have had will have had had
2. I think I successful as long as I work hard.
won't be will be would be could be
3. Even if I a lot, I will still make time to speak to my friends.
travelled will travel would travel travel
4. I will not work abroad unless it the only option.
is was isn't wasn't
5. If I the job I want, I will be very happy.
get got will get had got

7Ex. 8 (SB P 73) Choose the correct answer to complete the following sentences.

1. do you get a huge feeling of satisfaction?
when if provided that even if
2. What are examples of jobs that you will not get you have a degree?
if provided that unless as long as
3. What do you think you to show if you have an interview for a job?
wouldn't need will need had needed hadn't needed

8Ex. 2 (SB P 74) Choose the correct answer from those given below to complete each sentences.

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.

9Ex. 3 (SB P 74) Choose the correct answer from those given below to complete each sentences.

could / Why don't you / If I were you

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.

10 Ex. 4 (SB P 74) / Ex. 5 (SB P 74) 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 had done the course, you (**have**) enough experience to apply for the job.
3. If you do the course, you (**have**) enough experience to apply for the job.
4. If there (**be**) email in the 1960s, people would have stopped writing letters by now.
5. If people had had mobile phones in the past, they would (**be**) able to communicate more easily.
6. If people had known about global warming in the past, they (**stop**) using fossil fuels by now.

11 Ex. 4 (AB P 49) Complete the sentences with the correct form of the verbs in brackets.

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

12 Ex. 5 (AB P 50) Circle the correct word in italics, and complete the sentences with the correct form of the verb in brackets.

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

13 Ex. 6 (AB P 50) Choose the correct answer from those given below.

provided that / if / unless / even if / when

1. During Ramadan, we eat the sun sets
2. I'll phone you I miss the bus
3. We'll go to our favourite restaurant on Friday it's closed
4. I will take the job offer it's part-time
5. We have to go to school, we're tired

14 Ex. 7 (AB P 50) Tick the correct sentences. Rewrite the wrong ones with words below.

even if / if / unless / when

1. Ice cream melts **when** it gets warm. ☐
2. We need umbrellas **unless** 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. ☐

15 Ex. 8 (AB P 50) 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,

16 Ex. 12 (AB P 52) Rewrite the advice, using the words in brackets. The first one is done for you.

1. You should practise the presentation several times. (**if**)
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. (**why**)
.....
4. You shouldn't look too casual. (**if**)
.....
5. You should do a lot of research. (**would**)
.....

17 Ex. 13 (AB P 52) 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**) ★
.....

18 Ex. 10 (SB P 75) 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,

19 (EXTRA Ex. 25) Correct/ Choose the form of the verb in brackets. ★

1. You won't get a job in France unless you French. (**speak**)
2. Plants die if they enough sunlight. (**not, get**)
3. If a city everything and doesn't throw anything away, it is zero waste. (**recycle**)
4. If you (**will play / play**) computer games all day, you won't have time to study.
5. If Ali (**had / has**) his own computer, he (**wouldn't / doesn't**) need to use his friend's computer.
6. The bus is late. If it soon, we will get a taxi. (**not, arrive**)
7. Provided that it, we will have a picnic next week. (**not, rain**)
8. Ali will be upset, if you him to your party. (**not, invite**)
9. If Ali doesn't revise for his exam, he out with us tomorrow. (**come**)

20 (EXTRA Ex. 26) Rewrite the following sentences so that the **new ones have** the same meaning. ★

1. I think I should see a doctor.
If
2. Sami didn't apply immediately for the scholarship, so he didn't get it. (**if/ could**)
.....
3. I worked really hard the day before the exam. I got top marks. (**if/ might not**)
.....
4. Saleem left his wallet at home, so he wasn't able to purchase his necessary items.
(**could**).....
5. Marwan worked really hard the day before the exam. He got top marks. (**if/might not**)
.....
6. Ali was unsure about the result, so he decided to end the project. (**if/ would**) **مش وزاري بس مهم**
.....

21 (EXTRA Ex. 27) Choose the correct answer ★

1. During Ramadan, Muslims eat the sun sets.
as long as when unless even if
2. Babies are usually happy they're hungry or cold.
as long as provided that unless if
3. You stop smoking, you will have serious health problems.
if even if unless provided that
4. Salma won't travel abroad unless she a new passport.
issue issues issued will issue
5. We will go to our favourite restaurant on Friday it is closed.
as long as provided that unless if

headphones (plural noun)	a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات الرأس
interpreter (noun) interpret (verb) interpretation (n)	someone who translates spoken words from one language into another	مترجم فوري يترجم (فورياً) ترجمة فورية
regional (adjective) region (noun)	relating to a particular region or area	إقليمي إقليم
rewarding (adj.) reward (v/ n)	giving personal satisfaction	مُجزي (مفيد) يكافئ / مكافأة
secure (adjective) secure (verb) security (noun)	safe; free from danger	آمن يؤمن أمن / أمان
seminar (noun)	a class on a particular subject, usually given as a form of training	ندوة / مؤتمر
translation (noun) translate (verb) translator (noun)	the process of converting documents from one language to another	ترجمة يترجم مترجم
fond of (adjective)	having an affection or liking for someone or something	مولع بـ
advertising (noun)		صناعة الإعلان
banking (noun)		الخدمات المصرفية
career advisor (n) advise (verb) advice (noun) U	someone who provides information to help people to make choices about their training and work	مستشار مهني ينصح نصيحة
doctor (noun)		طبيب (حامل دكتوراه)
lawyer		محامي

My job as an interpreter

My name is Fatima Musa and I have worked as an interpreter for five years. Many students have emailed me about my work because they want to know what it would be like to do my job. So here is my reply.

I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with him. When we visited a country, I always wanted to learn the language. At school I was very good at English. Therefore, I decided on a career as an interpreter.

My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what they say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are saying.

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, it is a secure and rewarding job. You will probably need to travel a lot, but that is not a problem as long as you enjoy visiting other countries.

It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

22 Ex. 4 (SB P 73) Complete the sentences.

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

23 Ex. 5 (SB P 73) Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not? Discuss with a partner.

.....

.....

24 (EXTRA Ex. 28) Answer the following questions.

1. How long has Fatima been an interpreter?
.....
2. The text showed two factors that motivated Fatima to become an interpreter. Write these two factors down.
.....
3. Based on the text, is interpretation an easy job?
.....

4. What do you think of the difference between the two expressions (translation and interpretation)

25 (EXTRA Ex. 29) Choose the correct alternative.

- When a person speaks in English at a conference, I listen to what they say through
headphones interpretation translation seminar
- Do you think that Khalid has the necessary qualifications to be an?
interpretation interpret interpreted interpreter
- Some universities offer difference-in-pronunciation courses that suit individual needs.
region regional regionalise regionally
- Many banks will train their staff in a career that can be financially
rewarding reward rewarder rewards
- Interpretation is a and rewarding job.
security secure secured securing
- A person who translates information is called a
translator translate translation translated
- I need a piece of on which computer to buy.
advise advice advisor advised

achievements (noun)		إنجازات
adaptable (adjective) adapt (verb) adaptation (noun)	able to adapt to new conditions or situations	قابل للتكيف يتكيف تكيف
competent (adj.) competence (noun)	having enough skill or knowledge to do something to a satisfactory standard	كفو كفاءة
conscientious (adj.) conscience (noun)	/kən-ʃɪ-ən-ʃəs/ showing a lot of care and attention (to a task)	منجز بضمير ضمير
contact details (n)		معلومات الاتصال
enthusiastic (adj.) enthusiasm (noun)	showing a lot of interest and excitement about something	متحمس حماسية
keen (adjective)	having or showing eagerness or interest (in something)	متحمس / حريص
attribute (n, v) attribution (n) personal attributes (n)	quality or features that is considered to be good or useful	السمات الشخصية
qualification (noun)		مؤهل
reference (noun) refer (verb)	a person who provides information about your character and abilities	مرجع يرجع
training (noun)		تدريب

work experience (n)	a period of time that someone spends working in a particular place	خبرة العمل
curriculum vitae (n)	CV a short, written description of a person's qualifications, skills and work experience that they send to potential employers	السيرة الذاتية
voluntary (adjective) volunteer (n/v)	done or given by choice	طوعي يتطوع / متطوع
enclosed (adjective) enclose (verb)	placed in an envelope with a letter	مرفق يرفق

Ex. 2 (SB P 76) You can see the words above in a curriculum vitae. Which words or phrases apply to skills which people need in a job?

qualifications, training, work experience, achievements

Covering letters

Dear Sir/Madam,

I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills. In my spare time, I help elderly people, and I can see the difference that medicines can make to their lives. I am very keen to join a company that can really help people.

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

Yours faithfully,

Tareq Hakim

Dear Sir/Madam,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years.

I have been very successful in this job and I was Salesperson of the Year in 2013 CE. I would now like a new challenge and would be interested in moving into research.

I have a degree in Physics. I am a competent and adaptable worker and I believe that I can be successful in any position. I like reading and camping. I also like travelling.

References are available on request.

I look forward to hearing from you.

Yours sincerely,

Hisham Khatib

26 Ex. 3 (SB P 76) Read and complete the two curriculum vitae with the headings below.

Contact details

Name

Reference

Work experience

Skills and achievements

Qualifications and training

Personal attributes

CURRICULUM VITAE 1

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

CURRICULUM VITAE 2

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

Ex. 4 (SB P 77) 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?

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

Answer: Tareq might be the best applicant for someone starting out in his career, but Hisham has more relevant experience.

27 (EXTRA Ex. 30) Choose the correct option to complete each of the following sentences.

1. Have you read about the importance of Islamic in history
achieve achieved achieving achievements

2. Hani is a very competent worker. He looks also, and he can perform any task.
adaptable adaptation adapt adapted
3. In this way, students will become more effective learners and will be able to deal with more difficult language when they come across it.
competent compete competence competently
4. Would you prefer to employ someone who is keen or someone who is.....?
conscientious conscience conscientiously consciousness
5. I am a conscientious worker and I am extremely about working in pharmaceuticals.
enthusiasm enthusiastic enthuse enthused
6. What job prospects do students have when they..... ?
qualification qualify qualified qualifying
7. I am writing to you with to the job advertised in yesterday's newspaper.
refer reference referred referring
8. Ask to tell the class about their regrets.
volunteers voluntary volunteered voluntarily
9. As can be seen from the curriculum vitae that I have a degree in Chemistry.
enclose enclosed enclosing enclosure

28Ex. 1 (AB P 49) Complete the sentences with words or phrases below. 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.

29Ex. 2 (AB P 49) 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.

30 Ex. 3 (AB P 49) Complete the sentences with the correct prepositions below. 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 quotation _____ 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.

surveyor (noun) survey (verb/ noun)	a person whose job is to measure the conditions of a building or to record the details of an area of land	مساح الأراضي يمسح / دراسة استقصائية
ambitious (adj.) ambition (noun)	having a strong desire for success or achievement	طموح طموح
full-time (adjective)	[of a job] happening or working for the whole of the working week, and not only part of it	دوام كامل
intern (noun) intern (verb) internship (noun)	someone who works for a short time in a particular job in order to gain experience	متدرب يتدرب فترة التدريب
teacher (noun)		معلم

Stepping into the business world

Business Studies is a popular choice for students who are choosing a degree course in the UK. After graduating, some go on to further study, but most of them take up employment. Many large companies offer graduate training schemes, (1) which are a kind of apprenticeship. We went to meet twenty-two-year-old Ricky Miles, who is about to graduate in the subject.

How long have you been studying Business Studies, Ricky? It's a four-year course, including two periods of work experience. Each one lasted six months, (2) but they weren't in the same year.

What exactly have you studied over those four years? Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, **Marketing** and Sales, too. I also did a course in Management, which is about **recruiting** and managing staff, and how to deal with conflict, and a course in Advertising. We all had to do IT, too, (3) because computer skills are essential.

What did you most enjoy about the degree? The work experience, definitely. I learnt so much, both times, (4) and of course it looks great on my curriculum vitae. One of the

companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!

What kind of company was that, and what did you do there? It was a company that provides financial products – savings and **pensions**, mostly. At first I just 'shadowed' different people, (5) watching what they were doing. Then I did quite a lot of checking for them – you know, checking their **calculations**. When I went back in the summer, I was in the sales department. My job was to follow up **web enquiries**, (6) and send out further information to possible clients. I enjoyed it, and I wouldn't have had that opportunity if I hadn't done the work experience first.

What are you planning to do next? I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, (7) I'll have to prepare really carefully.

31 Ex. 10 (AB P 51) Read the text again and answer the 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.
.....
.....

32 Ex. 11 (AB P 51) Match the words in bold in the text with their meanings.

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

Ex. 6 (SB P 75) Listen and repeat. Which one of these questions shows puzzlement? Which one shows encouragement?

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

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

a puzzlement b encouragement

The earth was green, the sky was blue: A

I saw and heard one sunny morn B

A skylark hang between the two, A

A singing *speck* above the corn; B

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.

33 VOCABULARY Ex. 1 (SB P 86)

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)? *
7. Why did the poet stop in the cornfield? *
8. How did time **pass when** the poet was listening to the skylark? *
9. **Who listened** to the skylark? *

34 COMPREHENSION Ex. 2 (SB P 86) 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.

35 ANALYSIS Ex. 3 (SB P 86) 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?
.....

36 ANALYSIS Ex. 1 (AB P 57) 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.

.....

37 WRITING POETRY Ex. 2 (AB P 57) 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	

Around the World in Eighty Days BY JULES VERNE

CHARACTERS

- ★ Mr Phileas Fogg (الإنجليزي) السيد فلياس فوغ
- ★ Mr Passepartout (باسبارتو) السيد فلياس
- ★ Sir Francis Cromarty (التحق بالمجموعة لاحقاً) السيد فرانسيس كروماتي
- ★ The conductor (الكنترول) بائع التذاكر

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

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

'Where are we?' asked Sir Francis.

'At the **hamlet** of Kholby.'

10 'Do we stop here?'

'Certainly. The railway isn't finished.'

'What! Not finished?'

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

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

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

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

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

'No, Sir Francis; it was foreseen.'

'What! You knew that the way—'

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

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

There was nothing to say to so confident a response.

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

'I shall go afoot,' said Phileas Fogg.

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

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

35 'Let's go and see the elephant,' replied Mr Fogg.

They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the

40 animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni—this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the 45 majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal 50 outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

At two thousand pounds the Indian yielded.

‘What a price, good heavens!’ cried Passepartout, ‘for an elephant.’

It only remained now to find a guide, which was comparatively easy. A young Parsee ★, with 55 an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs ★ on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching 60 off through the dense forest of palms by the shortest cut.

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

★ howdah – a seat for riding an elephant

38 VOCABULARY Ex. 1 (SB P 88) 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?

39 COMPREHENSION Ex. 2 (SB P 89) 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?

40 Ex. 3 (SB P 89) 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.

41 Ex. 4 (SB P 89) 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.

42 IDEAS Extra Ex. 31

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

1 time 2 money 3 transport

.....

.....

.....

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?

.....

.....

.....

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

.....

.....

.....

43Ex. 1 (AB P 57) 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.

.....

.....

.....

Revision B (AB)

44Ex. 1 (AB P 54) Read the conversation and decide whether the following statements are true or false. Correct the false ones.

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: Hmmm, **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.

Ex. 3 (AB P 54) Put the events in the correct order. Write 1–6.

- | | | |
|--------------------|------------------------|-------------------------------------|
| apply online | do research | do your exams |
| get replies | get your results | choose a course
or courses |

1 do research 2 choose a course or courses 3 apply online 4 get replies 5 do your exams 6 get your results

45 Ex. 5 (AB P 54/55) Choose the correct option, a, b, c or d.

- 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
- I haven't got as much homework my brother.
a so **b** than **c** as **d** like
- I couldn't climb Mount Everest someone carried my equipment for me!
a even if **b** as long as **c** provided that **d** when

46 Ex. 6 (AB P 55) Rewrite the sentences with the words in brackets.

- I wish I'd done more revision. (**if only**)
.....
- There's less information on the website than there is in the book. (**as much**)
.....

47 Ex. 7 (AB P 55) Complete the sentences so that they mean the same as the ones above them.

- Where's the post office, please?
Do you mind?
- They say that fish is good for the brain.
Fish
- You shouldn't worry so much.
If I
- The cheapest thing on the menu is orange juice.
The least

48 Ex. 8 (AB P 55) Circle the correct word from each pair of words to complete the sentence.

- If my father had gone to university, he **can** / **could** have been a teacher.
- Jameel might not have become a musician if his parents **haven't** / **hadn't** encouraged him.
- Which words did you need to look **up** / **over** in a dictionary?
- Jaber looked as **if** / **only** he hadn't slept very well.

49 Ex. 9 (AB P 55) Complete the sentences with the following words.

further later least less longer much

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

50Ex. 10 (AB P 55) Match the definitions with the following words.

proficiency **vocational** **negotiate** **recall** **spill**

1. relating to an occupation:
2. discuss in order to come to an agreement:
3. skill, experience:
4. remember:

Revision B (SB)

51Ex. 1 (SB P 79) Read the first part of this article carefully, and then answer the questions.

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 refer to?

.....

4. What does the writer feel is the main reason for doing an internship?

.....

52Ex. 3 (SB P 79) 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. If you to learn a new language, you need to be motivated.

will want **want** **wanted**

4. If only I lost my ticket!
haven't didn't hadn't

53Ex. 4 (SB P 80) Complete the second sentence so that it has the same meaning as the first.

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

54Ex. 6 (SB P 80) 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 opportunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.

55Ex. 7 (SB P 80) 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

.....

.....

.....

.....

.....



PUNCTUATION

النقطة (.) / Full stop / Period

- She likes oranges. She believes that it's important for health.

الفاصلة (,) / Comma

- تستخدم لفصل العبارات والجمل ذات التسلسل في المعنى (الجمل المركبة التي نستخدم معها أدوات عطف مثل (and, but, or, so)) مثل:
 - I went to swim with my friends, and we enjoyed together.
 - I like eating, but I don't like running.
- وتستخدم لفصل الأسماء التي تأتي ضمن سلسلة مثل:
 - For dinner, I had soup, fish, chicken, dessert and coffee.
- تستخدم أيضًا لفصل الصفات التي تأتي بعد الاسم الموصوف:
 - She was young, beautiful, kind, and intelligent.
- تستخدم لفصل الأفعال المتسلسلة:
 - Khalid ran towards me, fell, yelled, and fainted.
- وتستخدم لفصل العبارات / الجمل المتسلسلة مثل:
 - The car smashed into the wall, flipped onto its roof, slid along the road, and finally stopped against a tree.
- إذا جاءت الجملة الغير مستقلة بالمعنى (Dependent Clause) قبل الجملة المستقلة بالمعنى (Main Clause)، فإننا نضع فاصلة بعد الجملة الغير مستقلة:
 - If I see you, I won't talk to you.
 - Because he has a lot of money, he buys everything.
 - When I see you, I call you.
 - Hearing that her father was in hospital, Jane left work immediately.
- وبعد الإجابة بنعم أو لا والكلمات التفاعلية.
 - "Will they stay?" "Yes, they will stay a little."
 - "Will they stay?" "No, they won't."
 - Wait, I didn't mean to scare you.

علامة التعجب (!) / Exclamation mark

Help! Help! / That's unbelievable! / Get out! / Look out!

علامة السؤال (?) / Question Mark

What is your name?



LINKING WORDS

إظهار التسلسل

First / firstly, second / secondly, third / thirdly etc.

- There are two reasons why I'm angry. **Firstly**, you're late, and secondly, you've forgotten your homework.
- He came **first**. Therefore he got a good seat.
- After months of looking he **finally** found a job.

للإضافة

- All employees receive paid holiday and sick leave. **In addition**, we offer a range of benefits for new parents.
- The whole report is badly written. **Moreover**, it's inaccurate.
- The house is beautiful. **Furthermore**, it's in a great location.
- I can't afford to go to the concert. **Besides**, I don't really like classical music.
- We are unable to repair this watch. **Also**, this is the fourth time this has happened.
- We went to the park today. **As well as** we did some shopping.
- We went to the park today. We did some shopping **as well**.

لعمل الخاتمة

- In conclusion**, I'd like to express my thanks to everyone who participated in this project.
- To conclude**, I want to wish you all a very happy holiday season.
- In summary**, this was a disappointing performance.

إظهار سبب (cause)

- 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. ★
 - We cancelled the trip because of the rain.
 - He sat down because he was feeling dizzy.
- because is followed by a clause. Because of is followed by a noun/pronoun.

Study the following

- We cancelled the trip because of the rain.
- He sat down because he was feeling dizzy.

ارجع للسؤال رقم (29) أكاديمي 2004

إظهار نتيجة (result)

- Leave the keys out **so (that)** I remember to take them with me.
- 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 well in her exams. ★
- They planned to reduce staff and **thus** to cut costs.
- The bus was delayed **due to** heavy snow.
- In this way**, technology makes communication more convenient.
- As a consequence**, family members who are away from home can communicate well with their loved ones.
- Therefore**, people can communicate more quickly and conveniently.
- His wife left him. **As a result**, he became very depressed.

- **For this reason**, they are not a good choice for exterior use.

إظهار التباين (opposition)

- **Although** the 'Internet of Things' sounds exciting, we should be careful. ★
- We all use social media; **however** it is time-consuming.
- He must be about 60, **whereas** his wife looks about 30.
- I still enjoyed the week **despite** the weather.

إعطاء الأمثلة

- In the electronics industry, **for instance**, 5,000 jobs are being lost.
- I prefer to wear casual clothes, **such as** jeans and a sweatshirt.
- We need to concentrate on our target audience, **namely** women aged between 20 and 30.

وبالتحديد

- I learned an important lesson when I lost my job, **namely** that nothing is a hundred percent guaranteed. وهو أنه
- I also make other jewellery **like** rings and bracelets.

متفرقة

- **On the one hand**, life would be easier. **On the other hand**, we would have less privacy. ★
من ناحية / ومن ناحية أخرى

- It looks **as if** it's going to rain. وكأنها
- **Even if** you take a taxi, you'll still miss your plane. حتى ولو
- **Apart from** this paragraph, the report contains a large number of exaggeration.

بصرف النظر عن

- **Undoubtedly**, stress has contributed to her health problems. مما لا شك فيه
- My thoughts will be with you **wherever** you go. أينما
- I try to use olive oil whenever possible. وقتما
- On the other hand, most people tend to trust their experience. من ناحية أخرى
- **Unlike** most systems, this one is very easy to install.

Ex. 4 (SB P18) Formal Language VS Informal Language

- Formal language doesn't have contractions. (~~isn't~~ / **is not**)
- Formal language's sentences are quite long, with **relative pronouns**, etc.
- Formal language's vocabulary has **no phrasal verbs**.
 - The balloon was **blown up**. / The balloon was **inflated**.
- Formal language has linking expressions such as (**As a result** of, **According to** and **Although**).
- Including **statistics** adds formality.
- Formal language uses **passive voice** more.

Paragraph

Everyone has a job in this life. I work as a teacher, and I teach students English. I live in Amman, but I sometimes work in Irbid. Because my career requires me to deal with teenagers, I find it difficult to understand some colloquial phrases that they use. I love my job, and the students I teach.

- ابدأ بجملة مفتاحية (Topic Sentence)
- ضع نقطة عندما تنهي فكرة الجملة. وبتقي ادوات الترقيم اينما كان ذلك ضروريًا.
- استخدم (ادوات العطف FAN BOYS) مسبقة بفاصلة لعمل جملة مركبة (Compound Sentence).
- استخدم (because) لعمل جملة معقدة (Complex Sentence) وضع الفاصلة عندما تبدأ بالشرط.

Ex. 8 (SB P 7) Write a paragraph about how you or your family use modern technology. You should focus on using any new vocabulary to describe this.

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★ Title العنوان

★ Introduction: جملة الموضوع التي تعلمتها سابقاً مع زيادة قليلة

★ Body: الفقرة الثانية تبدأ بنقاش الموضوع بشكل معمق أكثر (ويمكنك إضافة أكثر من فقرة)

★ Conclusion: اجعل الفقرة الاخير لاختتام الموضوع واعط رأيك او اعطي نصيحة

The advantages and disadvantages of online shopping

Most people now use the Internet on computers, smartphones and tablets to do a variety of tasks. For many people, these tasks include online shopping. From shopping for groceries to all kinds of clothes shopping, consumers are finding this the easiest way to get what they need, literally at the touch of a button. However, there are numerous and important disadvantages to shopping in this way.

INTRODUCTION

Although using the Internet to shop is usually fairly easy, and there is often greater variety available, it is always a risk because you cannot try on or see in detail the item you wish to buy. In fact, the immediate 'convenience' of shopping in this way can end up being an inconvenience if the item is faulty or does not fit, or is just not what the customer wanted. It is true that the prices are better when you shop online, but, while it might be cheaper, there is a distinct disadvantage because you have to wait for the delivery of the purchases. Some people might prefer not to have any personal contact while shopping online, but it can save time in the end since there are always assistants to help with queries you might have during the transaction. In addition to this, there is the issue of Internet payment security; however, recently this has improved a lot.

BODY

The Internet has indeed given us a wider choice as consumers, as well as made some aspects of shopping more pleasant and convenient. However, it is nearly impossible, in my opinion, to forget the disadvantages we experience from time to time, since these can and do influence the way in which we choose to shop.

CONCLUSION

يتكون هذا المقال من 287 كلمة

Report

★ **Title:** عنوان قصير وذو معنى

★ **Introduction:** لا تتعدى الثلاث جمل واذكر فيها عن الامر الذي ستناقشه في تقريرك

★ **Body:** استخدم عناوين فرعية واستشهد بأرقام/نسب مئوية/كسور، لا تعطي رأيك (بإمكانك عمل أكثر من فقرة)

★ **Conclusion:** ضمّن توصية/ نتيجة/ اقتراح لخطوات مقبلة واستخدم التعداد النقطي ان أردت.

Participation in the arts in London, England

Introduction

The aim of this report is to provide information concerning participation in the arts in London, England. It will include factors which discourage people from taking part, and suggest ways to increase participation.

Current situation

I interviewed people between the ages of **15** and **50** who live in London. Just under half of the people who were interviewed said they took part in music, drama or art. The most popular activity was taking music lessons, followed by going to art galleries and concerts. Drama and dance classes were popular with people in their thirties, because classes are social occasions.

Factors preventing fuller participation

About **40 per cent** of people asked said that they did not enjoy the arts, giving reasons such as boredom for this. The other **60 per cent** said that most arts-related activities were too expensive, such as theatre visits or music lessons. Some people said that finding a good teacher was difficult.

Recommendations

It is important to focus on those who currently do not participate in the arts at all by

- arranging a subsidised program for those who want to study music or dance but do not have enough money
- publicising and presenting cheaper theatre performances
- further research into reasons why people do not enjoy the arts.

INTRODUCTION

BODY

CONCLUSION

يتكون هذا المقال من 218 كلمة

Summary (لا تعطي رأيك)

The Masdar City megaproject

The article discusses Masdar City, which is an example of a 'megaproject'. A megaproject is a large-scale investment project designed to stimulate the economy and benefit the population. **The author states that** this project is currently being undertaken in Abu Dhabi and has attracted a lot of both positive and negative attention.

The author goes on to say that, whilst it has been praised for its environmentally-friendly status, some people argue that we should prioritise sustainability in already existing cities, rather than creating new ones.

Whatever the opinion, it is clear that the project is a landmark of urban planning and a precursor of megaprojects to come.

من الممكن استخدام عبارات كـ:

The author concludes that... some [people] argue that...; others insist that...;

Email/ Letters

- ★ سواء كانت الرسالة (letter) رسمية (formal) ام غير رسمية (informal)، فإننا نبدأها بـ
Dear [name],
- ★ ويختلف الحال بالبريد الالكتروني (email) فيكون أقل رسمية (less formal) ونبدأ بـ
Hello [name], or Hi!
- ★ وبالرسائل المفتوحة (open letters) المرسلة لمجموعة من الناس، فنستخدم هنا عبارات مثل
(Dear fellow students)
- ★ ولكل ما ورد أعلاه فلا مانع من استخدام الاختصارات مثل (I'm/ don't)
- ★ يتم انهاء البريد الالكتروني (email) وليس الرسائل المفتوحة بعبارات مثل:
(Best wishes) (See you soon) (Looking forward to hearing from you)
- ★ سواء كان الایمیل رسمي (formal) أو غير رسمي (informal)، ابدأ بعبارات مثل:
Dear {Name}/ Dear fellow students.
- ★ نستخدم غالبًا بالإيميل لغة أقل رسمية وعبارات مثل (Hello / Hi)
- ★ بالرسائل الإقناعية Persuasive Letter نستخدم لغة رسمية وعبارات مثل:
★ To whom it may concern/ Yours sincerely/ Yours faithfully
- ★ استخدم بالرسائل الرسمية لغة رسمية
- ★ Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME]
- ★ استخدم لغة (informal) عند كتابة رسائل غير رسمية

Blog

- ★ اكتب عنوان قصير وجاذب واذكر اسم المدون (اسمك)
- ★ ناشد القارئ بالمقدمة من خلال طرح سؤال او نصيحة
- ★ وفي المتن اطرح المشكلة وناقشها بعمق اكثر
- ★ وبالخاتمة أعد طرح سؤالك الذي قدمته بالمقدمة واطلب من القراء ان يتفاعلوا
- ★ بإمكانك الكتابة بنفس آلية الفيس وان تذكر مثلاً (you/ your)

Decisions, decisions

(Posted by: Hiba J)☺

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

INTRODUCTION

BODY

CONCLUSION

Review

- ★ اذكر اسم المكان الذي تريد تقييمه، وابدأ بعده بالمقدمة التي ستتحدث بشكل عام ومختصر عن رأيك.
- ★ بالمتن اذكر بالتفصيل المساوئ والحسنات.
- ★ واجعل الخاتمة لإعطاء توصيتك.
- ★ لا داع لاستخدام لغة (formal) هنا.

Curriculum Vitae

Name: [YOUR FULL NAME]

اجعل فراغ كاف بين العناوين

Address: [STREET NUMBER AND NAME], [CITY/TOWN NAME]

اجعل العناوين بلون غامق

Education: Degree in English (2009) (Tawjihi 2004)

Work experience: Teacher of English, [SCHOOL NAME], [CITY/TOWN NAME]

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], [CITY/ TOWN NAME]

GUIDED WRITING

ملاحظات عامة:

- ★ اجعل الحرف الأول كبيراً (أول الجملة والاسماء الصحيحة)
- ★ استخدم أدوات الترقيم بشكلها الصحيح
- ★ الكلمات التالية يتبعها اسم (such as/ like) وتذكر أن إضافة (ing) للفعل تجعله اسمًا.
- ★ تحتاج كلمة why لاجابة فيها reason/ reasons
- ★ تحتاج كلمة how لاجابة فيها way/ ways
- ★ تحتاج كلمة what لاجابة فيها things/ thing

مصطلحات مفيدة

Besides / علاوة على ذلك / In addition / بالإضافة الى / الى جانب ذلك
Furthermore / (الكثير من many of - plenty of) هنالك / بالإضافة الى

.....

2016 Read the information below, and then in your ANSWER BOOKLET, write two sentences about the **benefits of studying abroad**. Use the appropriate linking words (such as: and, too, also, etc.) (4 Points)

قد يأتي العنوان مع نص السؤال أو قد يأتي مع المعلومات المعطاة

- build valuable job skills.
- be self – confident.
- make friends.
- understand own and other cultures.

Studying abroad **has many benefits such as** building valuable job skills **as well as** being self-confident. **It also allows** making friends **and** understanding own and other cultures.

2017 Read the information below, and then in your ANSWER BOOKLET, write two sentences about **why people should read more books?** Use the appropriate linking words (such as: and, too, also, etc.) (4 Points)

قد يأتي العنوان مع نص السؤال أو قد يأتي مع المعلومات المعطاة

why people should read more books?

- develop verbal abilities
- increase focus and concentration
- refresh memory
- improve imagination skills

There are so many reasons that make/ motivate people to read more books **such as** developing verbal abilities **plus** increasing focus and concentration. **Also**, refreshing memory **and** improving imagination skills

Extra Ex. One Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences using all the given notes below about **The ideal city**. Use the appropriate linking words (such as: and, too, also, etc.)

Location	South of Jordan
Facilities	Electricity, internet, transportation

The ideal city **is located** in the south of Jordan. **Some of its** facilities **are** electricity, internet **and** transportation.

2016 Read the information below, and then in your answer booklet, write a brief biography using all the given notes below about **Mahmoud Darwish**. Use the appropriate linking words.

Name	Mahmoud Darwish
Date (born and died)	1942 – 2008
Profession	poet and author
Achievements	Leaves of Olives and Wingless Birds

Mahmoud Darwish **who was a** poet and an author **was** born in 1942 **and** died in 2008. **He has many** achievements **such as** "Leaves of Olives and Wingless Birds".

2016 Read the information below, and then in your answer booklet, write two sentences comparing and contrasting **compulsory education in deferent countries** using all the given notes and the appropriate liking words.

compulsory education in deferent countries	
England	5-16 years
Jordan	6-16 years
Turkey	6-18 years
Japan	6-15 years

Compulsory education differs in many countries. **For instance, (For example)** Jordan, Turkey and Japan start education at the age 6 and their students **end (leave)** at the age 16. **Unlike** England **where** the students **start** at age 5 and **leave** at age 16. **Although** the **aforesaid (above mentioned)** three countries their students start at the same time, Jordanian students leave at age 16, Turkish students leave at age 18 **and finally** Japanese students leave at age 15.

Extra Ex. Two Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about **The internet things** using all the given notes below. Use the appropriate linking words (such as: and, too, also, etc.)

Advantages	Disadvantages
ease performing everyday tasks	leads to lose jobs
monitor our health	assist criminals to commit cyber crimes

The internet of things **has many** advantages **such as** easing performing everyday tasks **also** monitoring our health. **(However/ On the other hand)** **it (has many** disadvantages) leads to lose jobs and assists criminals to commit cyber crimes.

توزيع العلامات: احاطة لكل المعلومات وربطها بشكل سليم = 4 علامات// احاطة للمعلومات وربطها بشكل مقبول مع بعض الأخطاء الإملائية أو القواعدية = 3-2 علامات// ربط الأفكار بشكل سيء والعديد من الأخطاء الإملائية والقواعدية 1-0 علامة



ALL FUNCTIONS

1. Read the talk (USING TECHNOLOGY IN CLASSROOMS) and find the following
 - A sentence which acts as an introduction.
(Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way.)
 - A sentence which tells you what the talk is going to be about.
(Today, I am going to give a talk about how you can use technology in Jordanian classrooms.)
 - Two sentences which end the talk.
(Thank you for listening. does anyone have any questions?)
2. The function of the following linking words is (Indicating consequence):
In this way / As a consequence / Therefore
3. The function of the following linking words is (Indicating opposition):
However / Whereas / Despite
4. What is the (IPA)? a set of phonetic symbols used to transcribe words to know how they are pronounced.
5. In writing, the phrases (The aim of this report is to) / (This report examines) / (In this report, [***] will be examined), consider as introduction
6. In writing, the phrases (There are more than [***] well-equipped health centres in [name of town]. / Almost three-quarters of the population are regular users of [***] / The number of [***] has declined/increased since [date]), consider as reporting information
7. In writing, the phrases (It appears that ... / This results in ... / It is recommended that ... / The best course of action would be to ...), consider as Conclusion / Recommendations
8. Introducing a topic in the first sentence of each paragraph, this is called the (topic sentence).
9. To write a summary, you need to become adept at skimming for important material.
10. We always begin a letter with Dear [name], whether it is formal or informal.
11. In emails, we are less formal and tend to use Hello [name], or Hi!
12. In open letters, use a group noun to address people, such as Dear fellow students.
13. In (letters, emails, open letters), it is fine to use abbreviations such as I'm, and don't.
14. When you write an informal letter, use language that is similar to spoken English. Use abbreviations instead of full forms.
15. Informal letters usually have idioms and phrasal verbs, and use active rather than passive verbs.
16. We can end emails and letters (not open letters) with Best wishes/See you soon/Looking forward to hearing from you.
17. A (prefixes) is (words or letters added to the beginning of a word)
18. A (suffixes) is (words or letters added to the end of a word)
19. In order to persuade someone to do something, you need to know your audience. • Be polite. Be direct. Suggest a solution or two.
20. These sentences in open letters (Have you thought about ...?) (You should ..., no doubt about it.) (If I were [***]), consider as Giving advice.
21. In a review, you need to develop different ways of showing how the event/restaurant/hotel affected you. Try using a spider diagram. Reviews are not formal writing.
22. These linking words show (cause) (because / as / since / because of / due to)
23. These linking words show (result) (therefore / as a result / because of that / consequently)
24. A curriculum vitae (CV), has adequate line space, and headings are in bold.
25. We use the Present Simple to talk about (1) something that is true in the present. (2) things that are always true. (3) things that happen as a routine in the present. (4) scheduled or fixed events in the future.
26. We use the Present Continuous (1) to talk about something that is happening at the moment of speaking. (2) to describe something temporary. (3) actions that happen repeatedly in the present. We use it with always. (4) to talk about the future, where something has been planned.

27. We use the **Present Perfect** to (1) talk about something that was true in the past and continues to be true in the present. (2) discuss our experience up to the present. (3) talk about an action that happened in the past but the consequences of which are important in the present.
28. We use the **Present Perfect Continuous** to talk about (1) something that began in the past and continues in the present. (2) an action repeated many times from the past until the present. (3) a longer action recently finished the results of which are visible in the present.
29. We use the **Past Simple** to (1) talk about something that started and finished in the past. (2) describe a routine in the past. (3) talk about something that was true for an extended period of time in the past.
30. We use the **Past Continuous** to (1) talk about something which was happening before and after another action in the past. (2) show that something happened for a long time in the past.
31. We use the **Past Perfect** to talk about actions that happened before a specific moment in the past.
32. We use **will** to talk about the future if we are predicting it without evidence. We use it to express spontaneous decisions.
33. We use **going to** to talk about (1) future plans. (2) predictions that are based on evidence.
34. We use **be used to** to describe things that are familiar or customary.
35. We use **used to** to describe past habits or past states that have now changed.
36. We use the **Past Perfect Continuous** to talk about actions or situations that were happening up to a specific moment in the past.
37. We use the **Future Continuous** to talk about a continuous action in the future.
38. We use the **Future Perfect** to talk about an action that will be completed by a particular time in the future.
39. A **cleft sentence** is a **complex sentence** (one with a main clause and a dependent clause).
40. It is called 'cleft' sentence because there are two parts to the sentence.
41. We use **cleft sentences** in order to emphasise certain pieces of information.
42. **Defining relative clauses** are used to identify which particular person, place or thing is being talked about.
43. **Non-defining relative clauses** are used to give more detail about a particular person,
44. place or thing that is being talked about.
45. A **non-defining relative clause** differs from a defining relative clause in that it gives
46. additional, rather than essential, information and, without it, the sentence would still convey meaning.
47. **Non-defining relative clauses** follow a noun and are enclosed between two commas (or dashes or brackets), unless completing the sentence.
48. We can use **more/less ... than, as ... as** and **the most/least** to compare adjectives and adverbs.
49. We use **as much/as many** to compare quantities and numbers.
50. We can use **indirect questions** to ask questions in a polite, formal way.
51. The **impersonal passive** is a formal way of reporting thoughts, sayings, beliefs and opinions.
52. We use **wish** or **If only + Past Perfect** to express regrets about the past.
53. We use **wish** or **If only + Past Simple** to express wishes about the present that are impossible or unlikely to happen.
54. We use the **zero conditional** to describe something that always happens (the inevitable consequence).
55. We use the **first conditional** to describe a future outcome of a certain future action or event.
56. We use the **third conditional** to imagine past situations. These past situations are impossible, and did not happen.
57. We use the **second conditional** to talk about imaginary or unlikely events.

قوانين rules	تشجيع encouragement	على الفور immediately
أكثرية majority	رقم/ شخصية figure	مسكن accommodation
ملكية (عقار) property	يغلق/ قريب close	أقلية minority
سياق context	نقيض opposite	مواطن citizen
دراسة استقصائية survey	تكلفة/ يكلف cost	يطلع/ يقدم introduce
يكشف reveal	يجعله يدفع/ يشحن/ تهمة charge	يقترض borrow
يؤجر/ اجار rent	يدان (مال) owe	حالة/ موقف situation
يرغب/ رغبة desire	خريجو المدارس school leavers	يبقى remain
شقة flat	فوري immediate	مبتهج cheerful
نمط method	بدلاً instead	مدارس رائدة pioneering schools
يرتكب/ يلتزم commit	كسب/ ربح earning	تمويل funding
يشرح/ يبرر elaborates	متحدث باسم spokesperson	دعم/ يدعم support
خليط mixture	متنوع variety	خاص private
بارز/ مشهور prominent	فرص opportunities	يسعى seek
	يلهم influence	يشجع encourage
منهاج مصمم خصيصاً tailor-made curriculum	خصوصاً especially	بينما whilst
يتضمن include	كلية/ معهد college	يهتم/ اهتمام interest
اختياري optional	مستوى level	لكل ليلة per night
انجاز achievement	الزامي obligatory	قليل few
يقترح suggest	افكار ideas	أمة nation
متطلب required	متناقض contradictory	بالرغم من despite
فرد (شخص) individual	مختلف different	بطلاقة fluently
مهارة skill	كليها both	طول length
كل (تدل على المفرد) each	فترة period	عامل (سبب) factor
ينفق/ يمضي spend	يشير indicate	يحدد determine
متوسط/ معدل average	معارض opposition	كم يوم بالسنة how many days a year
مثالي/ نموذجي typical	يحضر attend	الزامي compulsory
تلاميذ pupils	تعاون co-operation	نشاطات ما بعد المدرسة after-school activities
يؤكد ensure	صفوف/ علامات grades	تحدي challenging
مشارك/ متورط involved	عربية عامية colloquial arabic	يمارس practise
يمثل represent	عربية فصحي standard arabic	بديل alternative
لائم appropriate	لائم fit	منبهر impressed
زبون customer	صنف category	سلوك attitude
عملية process	يصنف classify	ممتن appreciated
يحول convert	عنصر element	ازدهار prosperity
سلوك/ تصرف behavior	بدلاً من rather than	قيم ايجابية positive values
شريف honest	يحصل على درجة (دراسة) do a degree	ليس مثل unlike
يتفق agree	اتجاه direction	مثل like
لا يتفق disagree	مهنة career	دولة غنية wealthy country
راغب willing	أصل origin	اختيار choice
يكتسب acquire	أصلي original	جدال argument
بالأصل originally	فجوات gaps	معتاد familiar
يربي/ يكبر grow up	نظام قانوني legal system	شريك partner
بالإضافة الى as well as	يقدم introduce	متكرر frequent
يتردد hesitate	قوة strength	الدورة الدموية blood circulation
أقارب relatives	استثمار investment	كل each
جوهري/ أساسي essential	يعيد صياغة rephrase	بدني physical
بكفاءة efficiently	نُفذَ carried out	يركز concentrate
تصريح statement	المتحدث بأكثر من لغة multilingual people	أجنبي foreign
معين specific	كلام speech	فريد unique
خصائص characteristics	تجربة experiment	تحديات challenges
متعدد several	مطلوب/ يتطلب required	يتضمن include
مشارك participant	باستمرار constantly	يميز recognising

operate يشغل	subtle differences فروق دقيقة	communicate يتواصل
separate يفصل / منفصل	subconsciously لاشعوريًا	within ضمن / ما بين
distracted مشوش / مشوش	judgement حُكم	skills مهارات
chances فرص	obtain يحصل / يحقق	qualification مؤهل
as well أيضًا	therefore وبالتالي	institution معهد
to master يتقن	impact تأثير	formalised يجعله رسميًا
mother tongue اللغة الأم	elaborate يشرح / يبرر	remotely عن بعد
standard أساسي / معيار	or أو	either إما
due to نتيجة لـ	means وسائل / وسيلة	collaboration تعاون
consider يضع باعتباره	classify يصنف	enrol يلتحق / يسجل
compulsory إجباري	categories أصناف	primary school مدرسة ابتدائية
vocational courses دورات تدريب مهني	junk food وجبات سريعة	fees رسوم
Involved ينخرط / يتورط	Similar مشابه	beneficial مفيد
Fit ملائم	Request طلب / يطلب	Sub-Heading عنوان فرعي
Heading عنوان	Intensive مكثف	Cost تكلف / يكلف
Subtitle عنوان فرعي	Local محلي	Acquire يكتسب / ينال
Guide يرشد / مرشد	Apartment شقة	Offer يعرض
Illustrate يوضح / يشرح	rapports علاقة	Socialize يتواصل
Aspects مظاهر	candidate مُرشح	Individual الفرد (الشخص)
Face يواجه	relevant ذو صلة	persuade يقنع
intonation نبرة الصوت	roleplay يؤدي دور	irrelevant خارج عن الموضوع
To whom it may concern لمن يهمله الأمر	pronunciation لفظ / نطق	convince يقنع
audience جمهور	polite مؤدب	rather بدلاً
enhance يعزز	shake hands يصافح باليد	cause offence يسبب اساءة
complicated معقد	gently برفق	thoroughly بعناية / بدقة
respond يستجيب	calm هادئ	negotiate يفاوض
appropriately بشكل مناسب	tell a joke يحكي طرفة	issues قضية / شأن
appropriate ملائم	laugh يضحك	avoid يتجنب
arrange يرتب	failures فشل	conflict صراع
position منصب / موضع	realize يدرك	patient صبور / مريض
politics سياسة	respect يحترم	compromise تسوية
disrespect لا يحترم	interview مقابلة	awareness وعي / معرفة
youth الشباب	trip رحلة	aware واع
earn يكسب	similarities تشابهات	recommendation توصية
in terms of من ناحية	previous سابق	slightly برفق / طفيف
expectations توقعات	client عميل / زبون	promise يعطي وعدًا / وعد
reputation سمعة	area منطقة	feature ميزة / خاصية
resume / CV سيرة ذاتية	consume يستهلك	obtain يحرز
dispute خلاف / نزاع	local market سوق محلي	put aside يضع جانبًا
shipping fees مصاريف الشحن	crops محاصيل	refuse يرفض
sold مباع	wool صوف	other أخرى
trade تجارة	substance مادة	food and live animals الغذاء والحيوانات الحية
goods بضائع	sell يبيع	chemicals الكيماويات
potash البوتاس	metals المعادن	flight رحلة جوية
phosphate فوسفات	machinery آلات	jets طائرات
industry صناعة	manufactured goods بضائع مصنعة	passenger راكب / مسافر
minerals معادن	airlines خطوط جوية	chance فرصة
represent ينوب / يستعرض	enormously بشكل كبير	customs جمرك
domestic محلي	destination الوجهة	explanation تفسير
wheat قمح	polite مؤدب	gross domestic product إجمالي الناتج المحلي
free trade agreement اتفاق تجارة حرة	upset حزين	likely مرجح
sign علامة / يوقع	persuade يقنع	supplies لوازم / امدادات / مؤن
colleague زميل	chain of pharmacies (زي) سلسلة صيدليات فارمسي (ون)	distance مسافة

professional محترف	essential مهم/ أساسي	orphan يتيم
friendly ودود	income الدخل	outcome نتيجة
host مضيف/ يضيف	allow يسمح	competition منافسة
superior أرفع مقامًا	compliment يجلل/ مجاملة	neighbourhood جوار
exactly بالضبط	instead بدلاً	suit يلائم/ بدلة/ دعوى قضائية
humble متواضع	make eye contact يعتمد على لغة العيون	memorise يتذكر
neighbour جار	audience الحضور/ الجمهور	interrupt يقطع
pretend يدعي/ يتظاهر	invite يدعو	session جلسة
summary ملخص	in front امام	identify/ recognize يميز/ يتعرف
hand out يوزع	issue يصدر/ مشكلة	equipment أدوات/ معدات
encouragement تشجيع	probably على الأرجح	wear يرتدي
calm هادئ	concentrate يركز	privately بخصوصية
pressure ضغط	aware مدرك/ واع	satisfaction رضا
measure يقيس	puzzlement حيرة	affection ميل
conferences مؤتمرات	researcher باحث	equipment أدوات/ معدات
specialist متخصص	position منصب	challenge تحدي
furthermore علاوة على ذلك	sales المبيعات	previously سابقًا
journalism صحافة	salesperson مندوب المبيعات	covering letter خطاب مرفق
journalist صحفي	are available on request متوفر عند الطلب	camping تخيم
journal صحيفة	elderly people كبار السن	yours sincerely المخلص لكم/ تقبلوا الاحترام
spare time وقت الفراغ	concerning بخصوص/ فيما يتعلق	yours faithfully المخلص لكم/ تقبلوا الاحترام
sign-off التوقيع	next stage المرحلة القادمة	conscious واع
conscience ضمير	stepping into الدخول لـ	envelope مغلف
last أخير/ يمتد	training schemes برامج تدريب	definitely بالتأكيد
recruiting توظيف	apprenticeship فترة التدريب في المهنة	pension الراتب التقاعدي
staff موظفون	poet شاعر	shadow ظل/ يتعقب خلسة
employee موظف	poem قصيدة	enquiries استفسارات
employer الذي يوظف	morn صباح	clients عملاء
hard-working مجتهد	skylark قبرة	applicants مقدمو الطلبات
content مرتاح البال	imagines يتخيل	capable قادر
towards باتجاه	notice يلاحظ	trial period فترة تجريبية
visible ظاهر	companion رفيق	speck بقعة
hidden مخفي	alliteration تكرر الحرف	gay accord اتفاق إيجابي (خاص بالقصيدة)
nest عُش	rhyme قافية	sank غرق
stalks سيقان	butterfly فراشة	stretch يمتد
swift بسرعة	insect حشرة	mate رفيق
slid انزلق	stanza مقطع شعري	upright مستقيم
verse بيت شعر	disagreement خلاف	tender رقيق
rhythm إيقاع	similar متشابه	agreement اتفاق
pairs زوج	dissimilar مختلف	befriend يصادق
rhyme scheme مخطط القافية	Speculates يتكهن	midst وسط
Rothal اسم منطقة	palings سياج	bungalow بيت ذو طابق واحد
cabin كابينة/ حجرة	half-domesticated نصف مدجن	glade منطقة خالية من الأشجار
retort يجيب	warlike purposes أغراض شبه حربية	beyond وراء/ ما بعد
carriages عربات القطار	rear يربي	دون أن دون أن without getting in the least flurried يندفع كثيرا
hamlet قرية صغيرة جدًا	persisted ثابر	bargain يساوم/ صفقة
Kholby قرية بالهند	stimulate يحفز	yielded تنازل
railway سكة الحديد	materially ماديا	parsee فارسي
Allahabad اسم منطقة بالهند	means of transportation وسائل تنقل	zeal حماس
howdahs هودج	means وسائل/ وسيلة	sturdy قوي
astride منفرج الساقين	means of conveyance وسيلة نقل	obstacle عائق
saddle-cloth قماش السرج	foreseen متوقع	sacrifice يضحي
perched جثم	fence سياج	Steamer باخرة

means وسيلة	growing warm يستشيط غضباً	wry grimace كآبة ساخرة
magnificent مهيب / عظيم	suspect يشك	unapologetic غير معتذر
hut كوخ	prospect احتمال	proofread يدقق / يحرر
curricular متعلق بالمنهج	curriculum منهاج	confident واثق
track يتعقب	journalist صحفي	tense متوتر
rugby كرة قدم	clerk كاتب	upset حزين
court ملعب	playwright كاتب مسرحي	worried قلق
pitch ملعب	rink حلبة تزلج	wind رياح
oars مجذاف	muscle عضل	coal فحم
poet شاعر	eyelids جفن	gas بنزين
bat مضرب	skates زلاجات	paper ورق
goggles نظارات واقية	heartbeat نبض القلب	
الكلمات باللون الأخضر من كتاب التمارين ص 4 (الكلمة بالخط الغامق تتعارض من ناحية المعنى) (للاطلاع)		
explicit صريح	implicit ضمني	chunks قطع
intonation نبرة	distinguish يميز	

QUOTATIONS

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important. Bill Gates (1955 CE–)

التكنولوجيا مجرد أداة، ويبقى المعلمُ العنصرُ الأهمُّ في تحفيز الأطفالِ وتشجيعهم على العملِ معاً.

He who has health has hope; and he who has hope, has everything.

Thomas Carlyle (1795 CE–1881 CE)

من يَتَمَتَّع بالصحةِ يَحْدُوهُ الأملُ، ومن يَحْدُوهُ الأملُ لا يَنْقُصُهُ أيُّ شيءٍ / يَمْتَلِكُ كلَّ شيءٍ.

Wherever the art of Medicine is loved, there is also a love of Humanity.

Hippocrates (460 BC–370 BC)

حين يُعَشَّقُ الطَّبُّ تُعَشَّقُ الْإِنْسَانِيَّةُ.

From India to Spain, the brilliant civilisation of Islam flourished.

Bertrand Russell (1872 CE–1970 CE)

ازْدَهَرَت الحضارةُ الإسلاميَّةُ المُشرِّقةُ في المِنطقةِ المُمتدَّةِ من الهندِ إلى إسبانيا.

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

Mahatma Gandhi (1869 CE–1948 CE)

عِشْ كَأَنَّكَ تَمُوتُ غَدًا، وتعلَّمْ كَأَنَّكَ تَعِيشُ أَبَدًا.

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. Henry Ford (1863 CE–1947 CE)

مَنْ يَتَوَقَّفُ عن التعلُّمِ يَهْرَمُ سِوَاءَ كان في العشرين أم في الثمانين، وأيُّ شخصٍ يَستَمِرُّ في التعلُّمِ يَبْقَى شاباً إن كان في سنِّ الثمانين.

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)

ما لم تتعاملوا بينكم بالمحبةِ والعدلِ، فإنَّ الجشعَ سَيُسيطرُ على بعضِكم بينما الآخرون يتضورون جوعاً.

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

Maya Angelou (1928 CE–2014 CE)

لقد تعلَّمتُ أنَّ كَسْبَ العِيشِ لا يعني حياةً تَسْتَحِقُّ العِيشَ.

KEY ANSWERS

DERIVATION

1 successful 2 amazed 3 interesting 4 appreciation 5 interpreter 6 recommendation 7 clearance 8 confidence 9 accessible 10 teachers 11 investment 12 sustainability 13 immunisation 14 economics 15 linguistics 16 production 17 successful 18 revolutionary 19 negotiable 20 practically 21 artificially 22 recommendable 23 knowledgeable 24 fertile 25 intelligent 26 smarter 27 cooked 28 academically 29 succeed 30 scan 31 expect 32 discover 33 smartness 34 blog 35 calculates 36 sharpen 37 productively 38 successfully 39 successfully 40 hard 41 certainly 42 basically 43 production 44 medical 45 ninth 46 inheritance 47 original 48 invention 49 discoveries 50 influential 51 qualifications 52 recommendation 53 successful 54 advice 55 youth 56 awareness 57 circulation 58 tablet computers 59 make a mistake 60 complementary 61 confess 62 do 63 sing 64 look 65 mathematician 66 secure 67 regional 68 advice 69 achievements 70 adaptable 71 viable 72 fertilisers 73 fertile 74 immunisation 75 circulate 76 waterproof 77 physician 78 a warning 79 sustainability 80 education 81 succeed 82 achieve 83 organisation 84 development Ex. 4 (SB P42) 85 operations 86 expect

UNIT SIX

1 Ex. 5 (SB P45) 1 the most 2 The least 3 not as many 4 more; less 5 as much as 6 as popular as

2 Ex. 4 (AB P31) 1 the most 2 longer 3 later 4 the least 5 earlier

3 Ex. 9 (AB P 55) 1 much; less 2 later 3 least 4 longer

4 Ex. 5 (AB P32) 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

5 (EXTRA Ex. 1) 1 English is more popular than Maths and science. 2 Studying Biology is more popular than studying physics in Britain. 3 My old shoes are more comfortable than these new shoes (ones). 4 English children start school a year earlier than Jordanian children. 5 are more acceptable than the electronic ones. 6 Gold is more precious than silver. 7 is more interesting than reading a novel.

6 (EXTRA Ex. 2) 1 longest 2 smarter 3 more intelligent 4 the worst 5 the nicest 6 funnier 7. as white 8 not as smart 9 better 10 c

7 Ex. 4 (SB P 45) 1 They have started making the school year longer because they were one of the countries in which children were spending the least amount of time in school. 2 Students in Japan do more homework on average. 3 Most students attend school 187 days per year. 4 No, it isn't; it is optional. 5 Despite the shortness of the time pupils spend at school, they achieve top marks in subjects like Maths and Science, and can speak at least two, and often three, languages fluently. 6 A longer school day may improve students' grades. It depends on the way how teachers deliver classes. If a class was long and boring, it would contribute negatively. On the other hand, if the class was interesting, students would definitely benefit and this would reflect positively on their marks. No matter how long a class is, what matters is that how interesting it is. 7 as many as 1,000 schools. 8 A verb. 9. American, British and Jordanian school years. 10 indicating opposition

8 (EXTRA Ex. 3) 1C 2A 3A 4B 5B 6B 7C 8A

9 Ex. 7 (SB P 45) {secondary(4)/ compulsory(4)/ organisation(5)/ development(4)/ tuition(3)/ achievement(3)/ academic(4)/ contradictory(5)}

10 Ex. 4 (SB P 46)/ Ex. 5 (SB P 46)/ (EXTRA Ex. 4) **1 A** The companies supervise projects given to students. **B** The scientists and engineers are brought in as guest lecturers. **2** Yes, of course I would love joining such schools because I highly believe that my future would be successful. **3** studio schools **4** a noun **5** curriculum **6 b**

11 Ex. 6 (SB P 47)

Sciences: Maths, Dentistry, Pharmacy, Geology, Chemistry, Agriculture, Physics, Engineering, Biology, Medicine

Arts and Humanities: Arabic Language and Literature, Translation, Visual Arts, Sociology, History

Business: Marketing, Banking and Finance, Economics, Business Management

Psychology, Nursing, Linguistics and Geography are more difficult to classify, because they involve elements of study from more than one category. For example, Linguistics involves scientific knowledge and critical theory.

12 (EXTRA Ex. 5) **1** dentistry **2** pharmacy **3** marketed **4** Psychology **5** translated **6** Visual Arts **7** sociological **8** engineered **9** linguist **10** economically **11** management

13 Ex. 3 (SB P 48) **1** prospects **2** proficiency **3** increasingly **4** abroad **5** global **6** lifelong

14 Ex. 4 (SB P 48) **1** public **2** Madaba **3** 2005 **4** more **5** many other countries **6** 14 **7** German

15 Ex. 8 (SB P 49)/ (EXTRA Ex. 6) **1** Her father is Jordanian and she has always spoken Arabic at home, but she had never studied it formally. She also had family in Jordan who could help her. **2** Their behaviour and attitude to studying was very good. They fully understood the importance of studying and how it would help them and their country. **3** tried extremely hard **4** colloquial Arabic is what people use in their informal discussions and it is not used in writings unlike standard Arabic which is used in formal writings **5 b** **6** She can improve her Arabic-speaking skills

16 Ex. 1 (AB P 31) **1** developed nation **2** compulsory **3** optional **4** tuition **5** contradictory

17 Ex. 3 (AB P 31) **1** education **2** succeed **3** achieve **4** organisation **5** development

18 Ex. 7 (AB P 32) **1** Law **2** Linguistics **3** Physics **4** History **5** Banking and Finance

19 Ex. 8 (AB P 33) **1** halls of residence **2** motive **3** minority **4** fees **5** debt **6** financial

20 Ex. 9 (AB P 33) **1T 2T 3F 4F**

21 Ex. 10 (AB P 33) **1** the percentage of school leavers going on to higher education **2** the change over 50 years of the percentage of school leavers going on to higher education increasing by ten times (from 5 to 50%) **3** They borrow money from the government (lines 10–11)

22 Ex. 11 (AB P 34) **1** get cold feet **2** get it off your chest **3** have a head for figures **4** Keep your chin up **5** play it by ear

UNIT SEVEN

1 (EXTRA Ex. 6) 1 Could you tell me how I can get to Queen Alia Airport by public transport? 2 Do you know if the bell rings at eight or half past eight? 3 what we can't bring onto the plane? 4 Do you know if there is a connection between the amount of TV people watch and how fit they are? 5 Could you explain how you solved this puzzle? 6 Do you know if students are allowed to navigate the internet during the open exam? 7 Could you tell me how I can fix this smartphone? 8 how much the cotton shirt costs? 9 what I should do on the day before the meeting?

2 Ex. 4 (SB P 51) 1 How much exercise do I need? 2 How should I draw up a timetable please? 3 What do you mean by frequent breaks? 4 Is it too late to start revising now? 5 Give me some advice about diet. 6 Is it best to get up early, or to revise late at night?

3 Ex. 5 (SB P 51) 1 Could you tell me where I should revise for exams? 2 Do you know how much sleep teenagers of our age need? 3 Do you know if it is possible to improve your memory? 4 Do you mind telling me what you mean by 'mnemonics'? 5 Could you explain what I should do on the day before the exam?

4 Ex. 4 (AB P 35) 1 if 2 how much 3 whether 4 where 5 how 6 who 7 when 8 why

5 Ex. 5 (AB P 36) 1 Do you mind/ a healthy breakfast 2 helping me to plan my revision 3 Could/ how I can relax 4 Do/ (if)/(whether) we are allowed to eat sweets during the exam 5 Do you/ telling me where you found that information 6 Do you know/ the exam starts at ten or half past ten

6 Ex. 6 (AB P 36) 1 I wonder if you could explain the best way to revise. 2 Do you know how much sleep a teenager needs? 3 Could you tell me how much revision I should do? 4 Do you mind giving me a glass of water? 5 Do you know whether exercise is better in the morning or in the evening?

7 (EXTRA Ex. 7) 1 By drinking more/ lots of water. 2 physical activities will increase the heart rate and, in turn, this will increase blood circulation as well as sends more oxygen to the brain, which makes it more efficient when studying. 3 Yes it is. 4 The body: circulation, dehydration/ Eating and drinking: diet, nutrition/ The mind: concentration, memory

8 (EXTRA Ex. 8) 1 circulation 2 concentration 3 dehydrated 4 dehydration 5 memorable 6 memorise 7 nutrition

9 (EXTRA Ex. 9) 1 A is considered that people are afraid of vaccine. B are considered to be afraid of vaccine. 2 A supposed that the new hospital is perfect. B is supposed to be perfect. 3 A is assumed that students in Jordan like Darsak Platform. B in Jordan are assumed to like Darsak Platform. 4 A is my car that moves fast in the city.

10 (EXTRA Ex. 10) 1 A was found that students in Jordan liked Darsak Platform. B in Jordan were found to have liked Darsak Platform.

11 (EXTRA Ex. 11) 1 A has/had been claimed that they (had/ have) played football. B have/had been claimed to have played football.

12 (EXTRA Ex. 12) 1 believes 2 A are B is 3 A like B likes 4 had suggested 5 A have suggested B has suggested 6 was 7 were 8 (had played/ have played/ played/ will have played) 9 is playing/ will be

playing **10** are playing/ will be playing **11** was/ had been playing/ has been playing **12** were/ had been playing/ have been playing **13** will say **14** will play/ plays **15** used to think **16** is **17** will be playing/ is playing

13 (EXTRA Ex. 13) **1** Taking frequent breaks after studying has been proved to be useful. **2** It was assumed that the last Olympic Games were a great success. **3** Eating almonds is believed to reduce the risk of heart diseases. **4** People believe that doing regular exercise reduces the risk of several diseases. **5** English clubs are said to be essential for learning English well. **6** Eating fresh vegetables has been proved to be good for the stomach **7** Learning some languages has been proved to be helpful for the learners. **8** The heavy rainfall is believed to have caused the devastating of the dam. **9** It is believed that learning a foreign language increases the awareness of the way the language works **10** believe that making more money makes life easier. **11** are said to be highly intelligent. **12** used to think that the Earth was flat. **13** are believed to absorb the grammar as they learn the vocabulary. **14** is believed to be true. **15** is known to be talented.

14 Ex. 4 (SB P 53) **1** People claim that speaking a foreign language improves the functionality of your brain in several different ways. **2** They believe that language learning can also improve your decision-making skills. * The passive form is more formal.

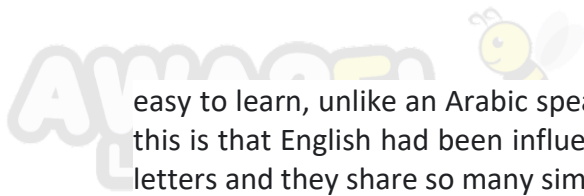
15 Ex. 5 (SB P 53) **1** It is thought that learning a new language also presents the brain with unique challenges./ Learning a new language is also thought to presents the brain with unique challenges. **2** It is said that students who study foreign languages do better, on the whole, in general tests./ Students who study foreign languages are said to do better, on the whole, in general tests.

16 x. 7 (AB P 36) **1** It is said that fish is good for the brain./ Fish is said to be good for the brain. **2** It is thought that we only use a small percentage of our brain power./ We are thought to only use a small percentage of our brain power. **3** It is claimed that we remember things we hear in our sleep./ We are claimed to remember things we hear in our sleep. **4** It is believed that solving puzzles keeps the brain active./ Solving puzzles is believed to keep the brain active. **5** It has been proved that exercise is good for concentration./ Exercise has been proved to be good for concentration.

17 Ex. 8 (SB P 53) + (AB P 36) **1** experience **2** dominant **3** depends **4** advice **5** revise **6** dehydration **7** concentrate **8** circulate

Verb	Noun	Adjective
experience	experience	experienced
dominate	dominance	dominant
depend	dependence	dependent
repeat	repetition	repeated
correct	correction	correct
circulate	circulation	-
dehydrate	dehydration	-
advise	advice	-
revise	revision	-
concentrate	concentration	-

18 (EXTRA Ex. 14) **1** Learning foreign languages improves the functionality of the brain in several different ways. **2** students who speak another language do better. **3** Are those who speak more than two languages. **4** distracted. **5** Well, it seems to me that a French speaking person would find English



easy to learn, unlike an Arabic speaking person who would find it hard to learn. The reason behind this is that English had been influenced by French, moreover both languages use the same type of letters and they share so many similar vocabulary.

19 Ex. 1 (SB P 54)

Places and ways to study	Qualifications	Types of courses
online distance learning/ private university/ public university	degree/ diploma/ Master's degree/ PhD	postgraduate/ undergraduate/ vocational

20 Ex. 2 (SB P 54) 1 pre-school or kindergarten 2 public or private university 3 a public university 4 Master's degree at a public or private university 5 a PhD at a public or private university 6 online distance learning

21 (EXTRA Ex. 15) 1 degree 2 Master's degree 3 experience 4 dominance 5 dependence 6 repeated 7 correction

22 Ex. 1 (AB P 35) 1 diet 2 beneficial 3 dehydration 4 circulation 5 concentration 6 memory

23 Ex. 2 (AB P 35) 1 draw up a timetable 2 do exercise 3 make a start 4 take a break 5 do a subject 6 make a difference

24 Ex. 3 (AB P 35) 1 do exercise 2 make a start 3 make a difference 4 take a break 5 draw up a timetable

25 Ex. 10 (AB P 37) 1 The students eat and socialise together. 2 the morning, when there are three hours of intensive tuition 3 a course designed to meet the specific needs of an individual student 4 the duration of the course they wish to attend and the nature of the course (academic or vocational) 5 as for me, I surely will learn English in an interesting way, built new rapports with many nationalities, and I will try to enjoy the change of culture. However, I will miss my family, usual friends, and culture. 6 Of course I will go on such course in order to enhance my ability in speaking and using language.

26 Ex. 11 (AB P 37) 1 postgraduate 2 academic 3 undergraduate 4 vocational

27 Ex. 3 (SB P 52) 1 It exercises the brain and so improves your memory. 2 It presents the brain with unique challenges such as recognising different language systems and communicating within these systems. These skills improve problem-solving skills. 3 As you learn a foreign language, you become more aware of the way language works, which helps you to understand your own language better. 4 Multilingual people are able to switch between two or more languages easily. This transfers to other activities, making multilingual people more able to multitask. 5 When you speak a foreign language, you have to constantly decide between differences in language. This decision-making skill is transferred to other situations.

28 Ex. 6 (SB P 53) 1 False 2 False 3 True

29 Ex. ** (SB P 55) 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

UNIT NINE

1 (EXTRA Ex. 16) 1 Nader wishes he had been more careful with his essay. 2 Mahmoud wishes he had consulted his career advisor. 3 I wish I didn't read slowly./ I wish I would read more quickly./ I wish I were (was) able to read more quickly./ I wish I read more quickly./ I wish I could read more quickly./ If only I didn't read slowly/ If only I read quickly (more quickly). 4 If only I had my glasses with me. 5 I wish I had the keys of my office. 6 If only I had many friends. 7 I wish I hadn't lived abroad for a long time. 8 I wish I had my dictionary with me. 9 I wish I hadn't spoken aloud in my house 10 If only Jamal had prepared well for the exam.

2 (EXTRA Ex. 17) 1C/ 2C/ 3A/ 4C

3 Ex. 5 (SB P 65) 1 had studied 2 had done 3 had been 4 hadn't eaten

4 Ex. 4 (SB P 68) 1 were 2 understood 3 spoke 4 had

5 Ex. 5 (AB P 45) 1 If 2 had 3 wish; only 4 had 5 hadn't

6 Ex. 6 (AB P 45) 1 hadn't forgotten 2 had gone 3 had had/ had brought 4 hadn't forgotten it/ hadn't left it at home 5 had played

7 Ex. 7 (AB P 45) 1 If only I'd brought a coat./ I wish I'd brought a coat. 2 If only we'd got up earlier./ I wish we'd got up earlier. 3 If only I hadn't eaten so many sweets./ I wish I hadn't eaten so many sweets. 4 If only he had been more careful./ I wish he'd been more careful. 5 If only she'd been able to come./ I wish she'd been able to come. 6 If only I hadn't dropped it./ I wish I hadn't dropped it.

8 Ex. 8 (AB P 45) 1 If only Samia hadn't been angry at breakfast time. 2 I wish I had concentrated properly in class today. 3 Nader wishes he had been more careful with his essay 4 If only I had learnt English better when I was younger.

9 (EXTRA Ex. 18) Ex.6 (SB P65) 1 If only Ali had taken piano lessons when he was a child. 2 We wish we hadn't visited England last summer. 3 I wish I had read more classic novels in Grade 11. 4 If only I helped my mother in the kitchen.

10 Ex. 11 (AB P 47) 1 lived in a big house 2 was older 3 liked the same things 4 had a camera with me 5 weren't so far away 6 didn't have a headache

11 Ex. 4 (SB P 65) 1 It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young. 2 A 'track record' is your reputation based on the things you have done or not done in the past. 3 The director 4 He had been on a cultural awareness course and so he knew how to do business in China. 5 The need to be culturally aware, the need for preparation, the need to listen carefully and negotiate 6 No, I don't think so that because I find their language hard to learn. Also, I am not good at negotiations and marketing. 7 Olders 8 it was a regret feeling 9. thoroughly

12 (EXTRA Ex. 19) 1A 2D 3A 4D 5A 6C 7A

13 Ex. 5 (SB P 67) 1 They are made from potash and phosphate, as this what Jordan is rich in. 2 Jordan imports a lot of oil and gas because it does not have enough of its own reserves for the needs of the country. 3 Saudi Arabia 4 Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas. 5 I think the 25% are consumed in the local market. 6 Iraq, the USA, India and Saudi Arabia. 7 Jordan 8 because it doesn't have large oil or gas reserves 9 Yes, I think

it is affected because the longer the distance between the importing and exporting countries, the higher shipping fees are.

14 (EXTRA Ex. 20) 1C 2A 3C 4B 5A 6C 7B 8A 9A 10B 11A 12A 13B 14A 15C 16C 17D 18B 19A

15 Ex. 6 (SB P 67) 1 had exported 2 exported 3 were exported

16 Ex. 1 (AB P 44) 1 make 2 ask 3 shake 4 earn 5 join 6 cause 7 make

17 Ex. 2 (AB P 44) 1 make a mistake 2 cause offence 3 make small talk 4 join, company 5 shake hands 6 ask questions 7 earn, respect

18 Ex. 3 (AB P 44) 1 qualifications 2 recommendation 3 successful 4 advice 5 youth 6 awareness

19 Ex. 4 (AB P 44) 1 negotiate 2 prepared 3 track record 4 conflict 5 compromise 6 patient

20 Ex. 10 (AB P 47) 1 e 2 d 3 a 4 b 5 c

UNIT TEN

1 (EXTRA Ex. 21) 1 don't get 2 get 3 falls 4 are captured 5 press 6 doesn't need

2 (EXTRA Ex. 22) 1 get 2 buy 3 is 4 is 5 isn't 6 buy

3 (EXTRA Ex. 23) 1 were 2 wouldn't need 3 send 4 I would send a text message

4 (EXTRA Ex. 24) 1 have missed 2 hadn't invited 3 would have passed 4 hadn't studied 5 have won 6 had not prepared 7 have concentrated 8 not have concentrated 9 have taken 10 not have taken 11 won

5 Ex. 6 (SB P 73) 1 will 2 will need 3 will be 4 understand

6 Ex. 7 (SB P 73) 1 have 2 will be 3 travel 4 is 5 get

7 Ex. 8 (SB P 73) 1 when 2 unless 3 will need

8 Ex. 2 (SB P 74) 1 why don't you 2 If I were you 3 you could

9 Ex. 3 (SB P 74) 1 Why don't you 2 could 3 If I were you

10 Ex. 4 (SB P 74) / Ex. 5 (SB P 74) 1 would have got; had had 2 would have had 3 will have 4 had been 5 have been 6 would have stopped

11 Ex. 4 (AB P 49) 1 arrive; will be 2 will come; has to 3 will help; help 4 doesn't rain; will have 5 win; will, spend 6 passes; won't have

12 Ex. 5 (AB P 50) 1 When; heat 2 unless; study 3 If; don't water 4 when; finishes 5 as long as; are

13 Ex. 6 (AB P 50) 1 when 2 if 3 unless 4 provided that 5 even if

14 Ex. 7 (AB P 50) 1 ✓ 2 We need umbrellas when it rains. 3 The teacher will be pleased if I write a good essay. 4 ✓ 5 ✓ 6 Babies are usually happy unless they're hungry or cold. 7 We should always be polite even if we feel tired.

15 Ex. 8 (AB P 50) 1 sleep 2 we would have enough time to sleep. 3 ask my teacher 4 I am still going to do my homework. 5 I'll be able to spend as much as I need. 6 I will go out with you.

16 Ex. 12 (AB P 52) 1 If I were you, I'd practise the presentation several times. 2 You could make a list of questions. 3 Why don't you get some work experience? 4 If I were you, I wouldn't look too casual. 5 I would do a lot of research, if I were you.

17 Ex. 13 (AB P 52) 1 If Saeed hadn't left his camera at home, he could have taken pictures of the parade. 2 I might have done well in the Maths test if I hadn't had a headache yesterday. 3 I could have been able to contact you if I had known your phone number. 4 If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd. 5 I might not have got top marks if I hadn't worked really hard the day before the exam.

18 Ex. 10 (SB P 75) 1 I might not have the opportunity to love English./ I couldn't have done my project. 2 I might have grown up in the US./ I couldn't have played football well.

19 (EXTRA Ex. 25) 1 speak 2 don't get 3 recycles 4 play 5 had/ wouldn't 6 doesn't arrive 7 doesn't rain 8 don't invite. 9 will come

20 (EXTRA Ex. 26) 1 If I were you, I would see a doctor. 2 If Sami had applied immediately for the scholarship, he could have got/gotten it. 3 I might not have got top marks if I hadn't worked really hard the day before the exam. 4 If Saleem hadn't left his wallet at home, he could have purchased his necessary items. 5 If Marwan hadn't worked really hard the day before the exam, he might not have got/gotten top marks. 6 If Ali had been sure about the result, he would not have (ended) (decided to end) the project.

21 (EXTRA Ex. 27) 1 when 2 unless 3 unless 4 issues 5 unless

22 Ex. 4 (SB P 73) 1 important conferences and seminars around the world. 2 a lot of specialist language. 3 be able to become an interpreter. 4 a job as an interpreter quite quickly. 5 you enjoy visiting other countries.

23 Ex. 5 (SB P 73) No, I don't. I would love to be an interpreter because I believe that I will be able to travel to so many places around the world as well as I can assure that I will get a good salary.

24 (EXTRA Ex. 28) 1 Five years 2 she has been always fond of languages, visiting other countries with her father and she was very good at English at school. 3 No it is not 4 interpretation deals with spoken language while translation focuses on written contents.

25 (EXTRA Ex. 29) 1 headphones 2 interpreter 3 regional 4 rewarding 5 secure 6 translator 7 advice

26 Ex. 3 (SB P 76) (for both CVs) 1 Name 2 Contact details 3 Work experience 4 Qualifications and training 5 Skills and achievements 6 Personal attributes 7 Reference

27 (EXTRA Ex. 30) 1 achievements 2 adaptable 3 competently 4 conscientious 5 enthusiastic 6 qualify 7 reference 8 volunteers 9 enclosed

28 Ex. 1 (AB P 49) 1 headphones 2 translation 3 regional 4 interpret 5 seminar 6 rewarding

29 Ex. 2 (AB P 49) 1 taking 2 satisfaction 3 secure 4 responsible 5 job 6 meeting

30 Ex. 3 (AB P 49) 1 as 2 on 3 into 4 about 5 about 6 at

31 Ex. 10 (AB P 51) 1 Business Studies 2 doing work experience 3 It was a company providing financial products, and his job was to follow up web enquiries. 4 whether or not he will get an interview 5 Yes, I would love to do the same as Ricky because I will gain more experience while studying and I will have the opportunity to be ready to work once I graduate.

32 Ex. 11 (AB P 51) 1 pensions 2 web enquiries 3 calculations 4 recruiting 5 marketing

LITERATURE SPOT B

33 Ex. 1 (SB P 86) 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 7 to listen to the bird's song 8 the time passed fast (swift) 9 the female bird, the skylark's mate and the poet

34 Ex. 2 (SB P 86) 1 content 2 flying in the sky 3 lower 4 move quickly 5 hidden in 6 imagines

35 Ex. 3 (SB P 86) 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.

36 Ex. 1 (AB P 57) The rhyme scheme is *abab*. In other words, the first line and third lines rhyme, as do the second and fourth.

37 Ex. 2 (AB P 57)

What I saw	An animal just go
What I heard	Must be something weird
What I felt	I don't know
What I did	itching my beard

38 Ex. 1 (SB P 88) 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.

39 Ex. 2 (SB P 89) 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

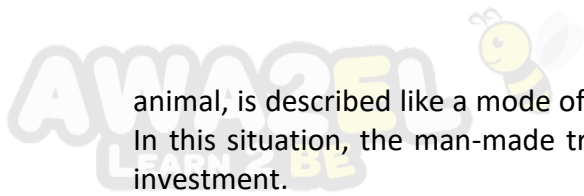
40 Ex. 3 (SB P 89) 1 unapologetic 2 confident 3 worried 4 calm 5 enthusiastic

41 Ex. 4 (SB P 89) 1 Phileas Fogg 2 Passepartout 3 Sir Francis

42 Extra Ex. 31

5 1 lines 20–21 2 lines 49–51 3 lines 41–43

6 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 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).

43 Ex. 1 (AB P 57) 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 better to react like Phileas Fogg in such a situation, as it is much more stressful to be angry.

Revision B (AB)

44 Ex. 1 (AB P 54) **1** False. His cousin might apply. **2** False. They have official open days, but you can arrange to go any time. **3** True

45 Ex. 5 (AB P 54/55) **1** b **2** c **3** a

46 Ex. 6 (AB P 55) **1** If only I'd done more revision. **2** There isn't as much information on the website as in the book.

47 Ex. 7 (AB P 55) **1** telling me where the post office is **2** is said to be good for the brain **3** were you, I wouldn't worry so much **4** expensive thing on the menu is orange juice

48 Ex. 8 (AB P 55) **1** could **2** hadn't **3** up **4** If

49 Ex. 9 (AB P 55) **1** much; less **2** later **3** least **4** longer

50 Ex. 10 (AB P 55) **1** vocational **2** negotiate **3** proficiency **4** recall

Revision B (SB)

51 Ex. 1 (SB P 79) **1** They don't have any work experience and employers are looking for people who can show evidence of what they have done previously. **2** It means overcome or find a solution to. **3** 'They' refers to interns. **4** The main reason is to get valuable work experience.

52 Ex. 3 (SB P 79) **1** memorable **2** nutrients **3** want **4** hadn't

53 Ex. 4 (SB P 80) **1** is said that **2** was invented by **3** you tell me where the bus goes **4** I had read

54 Ex. 6 (SB P 80) **1** believed **2** foreign **3** as much as you can **4** a conversation **5** books or magazines

55 Ex. 7 (SB P 80) Doing voluntary work as a student will give you valuable practical experience, even though it might not be completely relevant to your future career choice. Although you will not be paid, it will give you something interesting to talk about at interviews and will make your CV more impressive.