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1+2+3



Essay II

27.11.2021

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أ. نبيل قضماني



Essay II 2.1+2+3

AYDI 2022/ T2

LECTURE NO. 1

27.11.2021

HELLO EVERYONE!

I want to talk about the four skills in learning a language. What are the four skills of acquiring any language?

- Acquiring: اكتساب

The four skills in learning a language:

1. Listening
2. Speaking
3. Reading
4. Writing

We can't get into any language without acquiring these four skills. Let us discuss these skills one by one:

1. Listening:

"Listening" is the **first step** to learn any language; this skill depends on repetition and imitation like when a mother says simple words to her baby. She repeats these words many times. Later on, the baby will respond and will say these words imitating his mother.

- Repetition: إعادة
- Imitation: تقليد
- Respond: يستجيب

الاستماع هو الخطوة الأولى لتعلم أي لغة، وتعتمد هذه المهارة على الإعادة والتقليد/المحاكاة. وهذا يشبه ما تقوم به الأم حين تقول كلمات بسيطة لابنها وتردد هذه الكلمات عدة مرات، لاحقاً سيستجيب الطفل لأمه وسيقلدها وسيقول هذه الكلمات.

Listening to the same material many times (once, twice, three times, four times etc.) helps you to imitate what you listen to.

- Imitate (v): يقلد

What about (spoken language)?

Listening can also help you to learn the spoken language. Listening is very important skill to learn any other language all over the world whether it is English, French, Spanish, Russian, Chinese etc.

2. Speaking:

This skill is a kind of production i.e. it is a productive skill. It means after you have got a lot of listening tasks, you try now to show yourself as a speaker of the spoken language. Speaking also depends on imitation.

- Task: مهمة

هذه المهارة هي نوع من الإنتاج أي أنها مهارة إنتاجية/منتجة، وهذا يعني أنك بعد إتمام مهمة الاستماع تحاول أن تظهر نفسك كمتحدث للغة المحكية، ويعتمد الكلام/التكلم على التقليد أيضاً.

Essay II 2.1+2+3

Sometimes you find some people a little bit confused when they try to introduce the sounds of English although they know them. Sometimes you shy when you use the language, so you should have will and you should practice to use the language correctly. You should be very courageous if you want to learn a language.

Courageous

- Confused: مرتبك
- Will: إرادة
- Courageous: شجاع/جريء

تجد أحياناً أن بعض الناس يشعرون بالارتباك عندما يحاولون أن ينطقوا الأصوات الإنكليزية على الرغم من أنهم على معرفة بها، وفي بعض الأحيان تشعر بالخجل عندما تستخدم اللغة لذا عليك أن تتحلى بالإرادة وعليك أن تتدرب على ممارسة اللغة على نحو صحيح، يجب أن تكون شجاعاً/جريئاً إذا أردت أن تتعلم لغة ما.

What about 'grammar' here? Should I use correct grammar in spoken language?

ماذا عن القواعد أثناء الكلام؟ هل ينبغي أن أستخدم قواعد صحيحة في اللغة المحكية؟

In spoken language, believe me and take this advice from me, we don't need to have a lot of grammar. In spoken language, just speak, just communicate, just react etc.

صدقوني واقبلوا هذه النصيحة مني، نحن لا نحتاج إلى استخدام الكثير من القواعد في اللغة المحكية، ففي اللغة المحكية فقط تكلم فقط تواصل فقط تفاعل.

What about the structure?

In future, you are going to have better English. I'm going to talk about myself. When I go back forty years ago i.e. when I was a student in English Literature Department, the university didn't teach me at all how to speak. I was very brilliant in literature, in grammar, in drama, in prose, in poetry etc., but I didn't learn how to speak.

- Literature: أدب
- Drama: مسرح
- Prose: نثر
- Poetry: شعر

poetry prose

ستصبح لغتكم الإنكليزية أفضل في المستقبل، وهنا سأتحدث عن نفسي فإذا ما عدت بالزمن أربعون عاماً، أي عندما كنت طالباً في قسم اللغة الإنكليزية، الجامعة لم تعلمني كيف أتحدث الإنكليزية على الإطلاق، كنت متالقاً/متقد الذكاء في الأدب والقواعد والمسرح والنثر والشعر لكنني لم أكن أعرف كيف أتحدث الإنكليزية.

You yourself have to make yourself. Nobody will make you. You should improve yourself and your language to be a good speaker.

- Improve: يحسّن

عليك أن تصنع نفسك بنفسك، لن يصنعك أحد، يجب أن تحسّن/تطوّر نفسك ولغتك الإنكليزية كي تصبح متحدثاً جيداً.

pistol mortar

Spoken language is very important for you for the future, so don't be shy. Try to be courageous and try to participate because I don't have any pistol, mortar, or knife.

- Pistol: مسدس

- Mortar: هاون/مدفع هاون

حاول أن تكون شجاعًا وحاول أن تشارك في الصف لأنني لا أحمل مسدسًا أو هاون أو مسكين.

Believe me that teachers and professors all over the world would like their students to be participants in classes. participants

- Participants: مشاركين

3. Reading:

Sometimes reading is a difficult task if you don't have sensitive ears for listening.

في بعض الأحيان تكون القراءة مهمة صعبة إذا لم يكن لديك أذن حساسة للاستماع.

Sometimes we can do listening with reading, for example, I give you a text (dialogue, conversation, a piece of poem, a piece of drama (play) etc.) to listen to it and I'll repeat the task of listening two or three times, why? Because you don't have the text with you. It means you are just focusing of the sense of hearing. After that I ask you to open your book, listen, and read the text with your eyes (silent reading). Then, you are going to read the text and role a play.

- Dialogue: حوار

- Conversation: محادثة

- Poem: قصيدة

- Role a play: يؤدي دورًا

We have two types of reading. What are they?

Types of reading:

1. Silent reading (قراءة صامتة)

2. Reading aloud (قراءة جهرية)

What is the role of (silent reading)?

It is very important. It serves the comprehension.

Serve: يخدم

وهذا يعني أن القراءة الصامتة تفيد في الاستيعاب/الفهم.

Comprehension means the ability of understanding any piece of writing in any other language (even in Arabic).

الاستيعاب يعني القدرة على فهم أي قطعة مكتوبة في أي لغة (حتى في اللغة العربية).

If you read an extract, an essay, or a paragraph in Arabic, you would like to show your ability to produce the sounds in good Arabic and you can do so by reading aloud, whereas silent reading serves understanding.

- Extract: مقتطف

whereas

- Essay: مقال/مقالة
عندما تقرأ أي مقتطف أو مقال أو موضوع باللغة العربية فإنك ستظهر قدرتك على نطق الحروف العربية على نحو جيد، ويمكنك القيام بذلك من خلال القراءة الجهرية، بينما تفيد القراءة الصامتة في الفهم/الاستيعاب.

If I ask one of you to come to the stage and read a text, and then I ask him some questions related to the text, he won't answer any question because he focused on showing his skills in reading and producing sounds right well not on understanding the text itself.

It means reading aloud has nothing to do with comprehension or understanding the text, so if you want to understand, read the text silent reading.

القراءة الجهرية لا تفيد في فهم واستيعاب النص، لذلك عليك بالقراءة الصامتة إن أردت أن تفهم النص.

Here I just want to focus on what is called 'contextual meaning' of vocabs.

- Contextual meaning: معنى سياقي

You are not required to check every word. You should depend on the context and the contextual meaning. You can get an idea about the meaning of new vocabs out of your reading the whole text.

- Context: سياق

أنتم لستم مطالبين بالبحث عن معنى كل كلمة، ينبغي عليكم الاعتماد على السياق وعلى المعنى السياقي، ويمكنكم أخذ فكرة عن مهاني المفردات الجديدة من خلال قراءتكم لكامل النص.

I always ask my students to **make their notebook dictionary** (mini dictionary). If you have some new words, try to look up them and find their definitions in (E - E dictionary) and you should know the part of speech of words.

Try to write the part of speech of new vocabs and their definitions in your notebook dictionary to save your time because you may have the same word later on, so in order not to lose your time and in order not to use the dictionary, write the meaning of new vocabs in your own notebook dictionary. All what I say helps you to improve your English because learning English or any other language is a series. You should know a lot of vocabs and derivatives.

معنى الكلام بالمختصر هو أن على كل طالب أن يكتب قاموسه الخاص وأن يكتب أقسام الكلام للكلمات التي ستترد في هذا القاموس، والغرض من ذلك هو توفير الوقت فليس من المعقول أن يبحث الطالب عن معنى كلمة ما في قاموس ضخم كلما مرت معه هذه الكلمة، فمن الأسهل أن يجد الطالب معنى هذه الكلمة في قاموسه المصغر الخاص به.

4. Writing:

We are Arab and some people couldn't write even a short line in Arabic

although we are native speakers. How could we solve this big problem?

- Native speakers: متحدثين أصليين
- Solve a problem: يعالج مشكلة/يحل مشكلة

You have to use your fingers. Everything should be written.

Once when I was a child in the primary school, I read in (الأجندة الهاشمية) a very nice proverb or wisdom. It was (if you want to learn, write down).

- Proverb: مثل
- Wisdom: حكمة

When you write more and more, your fingers would remember how to write words more than your mind.

Writing is a very important skill if you take care of it. In Open Learning, I'm sure that only some of you will take care of writing because your exams will be computerized.

- Computerized: مؤتمت

My advice to you is that you should be in touch with written and spoken English.

You have to know that these four skills are inseparable. They are integrated i.e. they are connected together, so you can't skip one of them.

- Inseparable: متلازمة/لا يمكن الفصل بينها
- Integrated: مندمجة/متحدة
- Skip: يتخطى

What about comprehension?

Comprehension is the ability that students may have, may develop, may enrich, or may enlarge through understanding a certain text.

- Comprehend (v): يفهم/يستوعب
- Comprehension (n): فهم/استيعاب
- Enrich: يُغني
- Enlarge: يوسع

Thank You

LECTURE NO. 2

04.12.2021

HELLO EVERYONE!

What is the difference between the **composition** and **essay**?

A **composition** is **shorter** than an **essay**, so **dealing with a composition is easier than dealing with an essay** because a composition talks only about one idea or one topic. An essay needs more and more

words to write.

An essay discusses serious subjects and discusses different view-points. At the end of each essay we have a conclusion. It means the writer would conclude what had been presented through the body paragraphs at the end of the essay.

- Viewpoints: وجهات نظر

المقال يناقش مواضيع جدية ويناقش عدة وجهات نظر، وفي نهاية كل مقال هناك خاتمة يكتبها الكاتب ليخلص ما سبق عرضه أو مناقشته في مقاطع المقال.

The components of any essay are:

1. Introduction

2. Body paragraphs

3. Conclusion

What do we mean by (body paragraphs)?

After the writer starts his essay talking about an idea in the introduction, he would move to discuss this idea in three, four, or five body paragraphs.

بعد أن يبدأ الكاتب بالحديث عن فكرة معينة في المقدمة ينتقل إلى الـ (body paragraphs) ليناقش هذه الفكرة.

In body paragraphs, a writer depends on different ways to present his ideas. He may talk directly to the reader or he may let the reader conclude what had been discussed.

يعتمد الكاتب في الـ (body paragraphs) على عدة طرق لتقديم أفكاره، فهو إما أن يخاطب القارئ بشكل مباشر وإما أن يدعه يستنتج الخلاصة مما قرأه لوحده.

What about the **conclusion**?

The conclusion stresses what had been presented through the introduction and the body paragraphs. At the end of the essay, the writer may sum up/summarize the most important points to convince the reader with his viewpoints or with his ideas.

- Sum up = summarize: يلخص/يوجز

There are many types of essay. Literary essays discuss certain literary works as a kind of criticism. These essays have open ends. It means the writer wants his readers to give their viewpoints. **Literary essay** could be (drama, novel, poetry etc.)

- Criticism: نقد
- Backbite: يغتاب
- Drama: مسرحية/فن مسرحي
- Novel: رواية
- Poetry: شعر

If we want to speak about pollution and global warming, we find that many writers focused on this environmental disaster and talks about its

causes and its results.

- Pollution: تلوث
- Global warming: احتباس حراري
- Environmental disaster: كارثة بيئية

argues

dilemma We have what is called an **argumentative essay**. It argues certain dilemma or problem. At the end, the writer says his viewpoint and he would welcome to listen to the readers viewpoints through comments.

- Dilemma: معضلة/مأزق/ورطة

particular

We have what is called a **social essay**. It talks in particular about the social life of people in a certain area, for example, the social life in Syria, the social life in Europe, the social life in Asia etc. It may talk about the traditions that are spread among people within a certain society.

We have **medical essays**. These are written by doctors, physicians, scientists etc. The writer may tell up about syndromes of some diseases. He may advise us to know how to protect ourselves from this disease.

syndromes

- Syndromes: أعراض
- Advise (v): ينصح
- Advice (n): نصيحة

(Advice) is **uncountable** noun, so we say (I gave him **some advice**). It is like the word (information). We say (a piece of information) in singular and (some information) in plural.

Sometimes the essay could be social and medical at the same time, for example, when I talk about junk food and its spread in a society, and about the risks of junk food on our bodies; this means it is a social and medical essay.

junk

risks

- Junk food = fast food

ما هي مكونات الكتاب؟

Part I:

Essays: Structure and Organization Methods

They listed the types of essay in your book as follows:

1. **Cause and Effect Essay:** مقال السبب والنتيجة

2. **Classification Essay:** مقال تصنيفي

Here we can classify people and put them in groups. We can classify students, teachers, professors etc.

3. **Narrative Essay:** مقال سردي

quoted

It is like a story. In this type, sometimes we have a quoted dialogue.

- Quoted: مقتبس
- Dialogue: حوار

يتعمد الكاتب إيراد حوارات في المقال كي يشعر القارئ وكأنه يعيش بداخل القصة ومع

الشخصيات التي يتحدث عنها كاتب المقال.

4. Argumentative Essay: مقال جدلي

It depends on argument. Argument is more complicated than discussion. *Complicated*

- Argument: جدال
- Discussion: نقاش

When the writer argues, He tries to convince the readers about his viewpoint.

- Argue: يجادل
- Convince: يُقنع

This is the part one of the book.

Part II: Selected Texts for Practice

It talks about the previous types of essay. In the second part of the book, the writer supplied us with certain examples of essays. *supplied*

في الـ (part two) لدينا (two units) سندرسهما، وأما (unit three) فعادة لا أعطيه أو قد أعطي قسم منه.

Why do we teach you something about essays?

We want to teach you the ingredients and the components of the essay.

- Ingredients = components: مكونات/محتويات

Our book is entitled *Essay Reading Comprehension*. What do we mean by comprehension?

Comprehension means 'the ability to understand something'. *comprehend*

- Comprehension: فهم/استيعاب

To understand or to comprehend you should depend on the **contextual meaning** of some vocabs.

- Contextual meaning: معنى سياقي

ليس من المعقول أن تبحث في القاموس عن معاني كل الكلمات الجديدة التي لا تعرف معناها بل عليك أن تفهم معاني الكلمات من السياق الذي ترد فيه، وهذا ما يعرف بالـ (contextual meaning).

The final test (EXAM) depends on **multiple choices** because your exam is computerized (مؤتمت). There will be **similarities between choices** but one word is required. It might be confusing for you. How can you find the correct answer? *multiple*

- Confusing: مشوش/مربك

You should **go back to the context itself** and you should **choose the most appropriate suitable choice**.

حتى ولو كانت الإجابات متشابهة عليكم أن تختاروا الكلمة الأنسب بحسب السياق. يمكن أن يكون لديكم أربع أو خمس خيارات في الامتحان، وليس من الضروري أن تكون كل الخيارات متشابهة، فيمكن أن يكون هناك خيارين أو ثلاثة خيارات خطأ وباقي الخيارات متشابهة، وهنا عليكم أن تختاروا الإجابة الأنسب بحسب السياق، وطبعاً هذا يعتمد على فهم النص نفسه.

block
سبب

chain
سبب

amphix
Climix
سبب

Sometimes you are going to have **definitions of some vocabs** and you may find that difficult because you used to depend on (B - A) dictionary. قد أسالكم عن تعاريف بعض الكلمات باللغة الإنكليزية وقد تجدون صعوبة في هذا الأمر لأنكم اعتدتم على اللجوء إلى قاموس (إنكليزي - عربي) لذلك لديكم ضعف في فهم معاني الكلمات وشرحها باللغة الإنكليزية.

Let us start with **Unit One**. This unit deals with '**Cause and Effect Essay**'. In this type, you have to know the connection between 'cause' and 'effect'.

- Cause: سبب
- Result: نتيجة
- Side effects: تأثيرات جانبية

Unit One Cause and Effect Essay

In your books, on **page 9**, you have the following diagram:

Diagram: رسم بياني

diagram

BLOCK ORGANIZATION

Introduction

1st Cause

2nd Cause

Transition paragraph

1st Effect

2nd Effect

Conclusion

When I talk about **block organization** it means that type of essay should be written like this.

- Block: كتلة/قالب

وفي سياقات أخرى كلمة (block) تعني (انسداد/عائق/يعيق) إلخ.

- Block organization:

هنا يمكن أن نقول (الترتيب الثابت للأسباب والنتائج)، وبشكل عام ليس عليكم أن تشغلوا بالكم بترجمة كل شيء إلى اللغة العربية، يكفي أن تفهموا ما هو المقصود.

- Transition paragraph: فقرة انتقالية

This paragraph is written between the first body paragraph which talks

about the causes and the second paragraph which talks about the effects.

تكتب الفقرة الانتقالية بين الفقرة الأولى التي تتحدث عن الأسباب والفقرة الثانية التي تتحدث

عن النتائج.

The last paragraph in the essay is the **Conclusion**. It's very important to tell the reader that you concluded what had been discussed through the body paragraphs.

Let us read the introduction on p.9:

Unit One

العمل Cause and Effect Essay

A common method of analyzing a topic is by presenting its causes and/or effects. An essay which follows this method is called a cause and effect essay.

This is the **definition** of Cause and Effect Essay.

- Method: way (طريقة/أسلوب)
- Analyzing: تحليل تعريف

This essay starts by **identifying** a problem, an event, a scientific principle, or a cultural practice. Then causes and/or effects are discussed. One organization method used in a cause and effect essay is called **Block Organization**: causes are grouped in one paragraph and effects are presented in another paragraph, as the diagram below shows.

- Identifying: تحديد
- Event: حدث
- Scientific principle: مبدأ علمي
- Cultural practice: نشاط ثقافي
- Block: منع/كتلة

In this method, causes are grouped in one body paragraph and effects are grouped in one body paragraph.

في هذه الطريقة من الكتابة تُجمع الأسباب في (body paragraph) وتجمع الآثار/النتائج في (body paragraph) آخر.

Let us move to the second method. Go to **page 10**:

Another method is called **Chain Organization**:

- Chain: sequence (سلسلة)

Sequence

First of all, let us see the diagram on **page 10**:

CHAIN ORGANIZATION

Introduction

1st Cause
Effect

2nd Cause
Effect

Conclusion

Don't mix between (effect) and (affect).

- Effect (noun): تأثير / أثر
- Affect (verb): يؤثر

What is the difference between (block organization) and (chain organization)?

In the block organization, we discuss all the causes in one body paragraph and we discuss all the effects in another body paragraph. We also have a transition paragraph between the paragraph of causes and the paragraph of effects.

In the chain organization, we discuss directly the cause and the related effect in one body paragraph.

اي أننا هنا نناقش السبب والأثر الذي ينتج عنه في نفس الفقرة مباشرة.

Let us continue reading:

... every body paragraph is devoted to one cause of the problem or subject and its effect, as the diagram below shows.

- Devoted: مكرس

في هذه الطريقة من الكتابة يكتب كل سبب من أسباب المشكلة مع الأثر الناتج عنه في نفس الـ (body paragraph).

Thank You

...

LECTURE NO. 3

11.12.2021

HELLO EVERYONE!

We have three methods to write (cause and effect essay). These methods are:

1. Block Organization → الأسباب → النتائج
2. Chain Organization → سبب ونتيجة
3. Climax Organization

climax

Last time, we talked about *Block Organization* and *Chain Organization*. Today, we will talk about the last method which is *Climax Organization*.

Let us see the third organization:

The final method is *Climax Organization*: causes and effects are ordered according to importance, with the most important appearing last.

- Climax: the top of any disaster, event, or problem (ذروة)

What about the 'anticlimax'?

- Anticlimax: solution

- Climax ≠ Anticlimax

Anticlimax

في الأعمال الأدبية سواء كانت روايات أو قصص أو مسرحيات هناك (climax) و (anticlimax)، في الـ (climax) تصل الأحداث إلى ذروتها في التعقيد أي أن الكاتب (step up the problems)، ويلى ذلك الـ (anticlimax) وفيها يتم حل كل المشكلات.

- Step up: يصعد

In this organization, we ordered causes and effects according to importance. The most important causes and effects appear in the last body paragraph.

أي أن ترتيب الأسباب والنتائج أو الآثار يكون بحسب الأهمية بحيث نضع الأسباب والنتائج الأكثر أهمية في آخر (body paragraph).

Let us continue reading:

The order chosen for an essay depends on the topic. Certain methods of organization would be more suitable to use in a topic than in another. Generally speaking, chain organization is the appropriate order for direct causes which are closely related to their effects.

أفضل طريقة
للسلسلة
التي

- Appropriate: suitable (مناسب)

- Direct causes: أسباب مباشرة

السبب

Discussing them in the same paragraph would draw the readers' attention to the close link between the cause and its effect, thus keeping them focused.

As you see, when the writer discusses the cause and its effect in the same body paragraph, this helps in drawing the attention of the reader to the strong link between the cause and its effect.

Sample

Let us start with the first essay in the book. It is a sample of *Cause and Effect essay*.

The essay is entitled *Men's Work*. The whole essay deals with the differences between women and men relating to study at university of high schools. It also talks about the type of job that is suitable for a man and woman.

يتحدث هذا المقال عن الفرق بين النساء والرجال فيما يتعلق بمجال الدراسة في الجامعة وفيما يتعلق بنوع العمل المناسب لكل منهما.

The majority of women stop joining business school for different reasons and we are going to read about these reasons. Nevertheless, the staff of business school did its best to convince women this type of academic studies.

Go to page 14:

Essay II 2.1+2+3

موسى
pical

percentage

gust عامة
كسر عاصفه / نزل عاصفه
last august

ماتى / مونة / ملحق

Men's Work?

Why more women don't go to business school. عليه المنقوت

1. Where have all women gone? Plenty to law school and medical school, where they typically equal, at least in America, the number of men. But Business schools? Here is an oddy. Business schools have bust a gust to persuade women to take MBAs, but with disappointing results. In 1988-89 women accounted for 28.6% of first-year students enrolled on MBA programmes at the 20 schools that topped *Business Week's* annual ratings in 2002-02, 30.3%. This year, says Kristine Laca, head of admissions at the Tuck business school at Dartmouth, women's enrolments are down right across the industry.

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ادادي
عزلة /

- Plenty: الكثير من الوفرة / غزارة
- Oddy: strange/unusual
- Bust a gust: made great efforts
- Persuade: convince (يقنع)
- Disappointing: frustrating (مخيب للأمل / محبط)
- Enroll: attend/participate/join/register (يسجل (في الجامعة مثلا))
- MBA: Master of Business Administration (ادبيس ماستري بيشن)
- Head of admissions: رئيسة قسم القبول

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As you see, we have a decrease in the number of the women who start studying in this type of schools. Business schools exert efforts to convince women to take MBAs, but all these efforts are in vain.

- In vain: useless (عيباً)

كنا
need

الترجمة العربية الدقيقة لـ (in vain) هي (عيباً) وكذلك يمكن أن نقول (بلا جدوى).

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2. The disappointing numbers are not confined to America. At London Business School, 26% of current first-year MBAs and 29% of second years are women. Everywhere, numbers are low despite strenuous efforts by many business schools to attract more women.

- Not confined: not restricted (لا تقتصر)
- Disappointing: مخيب للأمل / محبط
- Strenuous: strong/effective (مضني / شاق)

landa

The underlined sentence is the conclusion of the paragraph.
All the efforts they did and the propaganda and advertisements were in vain. They couldn't convince women to attend business schools because they consider that type of school is not suitable for them.

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3. A group of business schools and companies has reacted by setting up the Forte Foundation, based at the University of Michigan, to try to discover why more women do not apply. One issue seems to be cost, says Jeanne Wilt, who

established the foundation. A two-year MBA course at a top school typically costs about \$100,000, even without counting lost earnings. Some women will forgo a place at a top school for a full scholarship at a lesser school. Moreover, three to five years after leaving, women MBAs typically earn less than their male counterparts do.

Setting up: establishing

- Earnings: دخل مكتسب / ارباح
- Forgo: give up / drop out / leave (يتخلى عن)
- Full scholarship: منحة دراسية كاملة
- Counterpart: نظير / كإنتربارت

Drop out / حارب / آوت / يتخلى عن

Your counterpart at university is your classmate, so the word (counterpart) depends on the context.

They refer to companies because all the graduates of these business schools would join the field of the work for companies.

Attending classes in such schools is marked, so students cannot work i.e. they will have lost earnings. Also, students must pay a lot to enroll on these schools. So, the solution here is to get a full scholarship.

Women earn less than men in this field, so there is nothing encourages them to continue the study in such schools.

4. Women seem to drop out of business careers in their 20s. At IMD in Lausanne, which usually takes students aged about 30 rather than (as at American schools) 26, only 16% of those on the one-year MBA programme are women. Yet IMD says it takes a representative proportion of women at the appropriate level in business.

- Drop out: leave (يتسرب)

كالتسرب من المدارس أو الجامعات إلخ.

management / إدارة / صيغ نيومين

IMD: It is a business school specially designed for management and leadership courses.

- Management: إدارة / Leadership: قيادة
- Representative: تمثيلية / Proportion: share (نسبة/حصصة)

عالم / كمن رينج / Caring

5. Business also seems to have an image problem with women. "They worry that business is not a caring profession," says Constance Helfat, Tuck's professor of strategy and technology. "But then, neither is law." Ms. Wilt says that women worry about long working hours, a lack of ethics and an absence of role models.

ethics

إي نيكس / صلات

Women worry about long working hours because it is very hard to have long working hours because they have families they want to take care.

- Lack: shortage (قلة/نقص)
- Ethics: morals (أخلاق)
- Absence: non-attendance (غياب)
- Role models: قدوات/نماذج تحتذى
- On alert:

صبيحة دائماً
Fully awake

عندما نقول (on alert) في (الجيش) فهذا يعني استنفار، وأما في الحياة العادية فمعنى (on alert) هو (fully awake) أو (ready all the time).

6. But could it be that women know something that men don't? After all, women get 30% of MBAs, but they own 38% of American businesses. And they may soon own more. Ms. Helfat thinks that women in business are more likely than men to start their own companies. Maybe the truth is that you can be a good businesswoman without an MBA—but not a good businessman.

A woman can manage her own company easily because she is the owner and not an employee. A woman can manage a company without an MBA, but a man can't do so without an MBA.

Do the exercises on p.18 and p.19 for next time. They are multiple choices questions. In the EXAM, you have like this. You will have **four** or **five choices** and you should choose the most suitable appropriate closest answer.

سيكون هناك (similarities) ولكن (one answer is required).

Pay attention to **synonyms** and **antonyms**. They are very important because we are dealing with comprehension.

- Synonyms: مترادفات /
- Antonyms: عكوس

Thank You



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