

The Encyclopedia

الموسوعة الأولى في اللغة الإنجليزية للتوجيهي



WATAD.me

مجموعة أوراق عمل في المستوى الرابع حسب المنهاج والاسلوب الجديد 2018-2019 منقح

جميل ال 2000

محمد الأسود

ماجستير اللغة الإنجليزية وآدابها

رئيس قسم ومشرف ومعلم اللغة الإنجليزية للتوجيهي في عدد من المدارس والمراكز ومواقع التوجيهي في الأردن

0776665384

- 1- أول مجموعة أوراق طُرحت في المملكة على المنهاج الجديد
- 2- مجموعة أوراق العمل الأكثر اقتباساً بين المعلمين على مستوى المملكة
- 3- تحتوي على أسئلة الكتاب وأسئلة إضافية والإجابات كاملة بعد كل تمرين
- 4- يُسمح الاقتباس مع ذكر المصدر
- 5- معتمده لدى موقع وتد لدورات التوجيهي
- 6- طريقة علمية في طرح المادة مع الإسهاب وذكر كل الحالات ليتجنب الطالب البحث عن مصدر آخر

استناداً إلى قانون الجامعة، ولائحته، وبعد التحقق من استيفاء
 جميع متطلبات درجة الماجستير، قرر مجلس العمادة منح

محمد احمد علي الاسود

درجة الماجستير

من كلية الآداب والعلوم في اللغة الانجليزية وآدابها

مع جميع حقوق هذه الدرجة وأميناً لها

رئيس الجامعة



عميد الكلية

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 رقم الجامعي: 401120072



الملكة الأردنية الهاشمية
 جامعة جرش
 استناداً إلى قانون الجامعة، ولائحته، وبعد التحقق من استيفاء
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 محمد احمد علي الاسود
 درجة الماجستير في اللغة الانجليزية وآدابها
 مع مايلزم هذه الدرجة من حقوق وأميناً لها

مفتحة في جرش الرابع من شعبان عام ١٤٣٧ للهجرة الموافق الثامن والعشرين من آب لعام ٢٠١٦ للميلاد

رئيس الجامعة

عميد الكلية

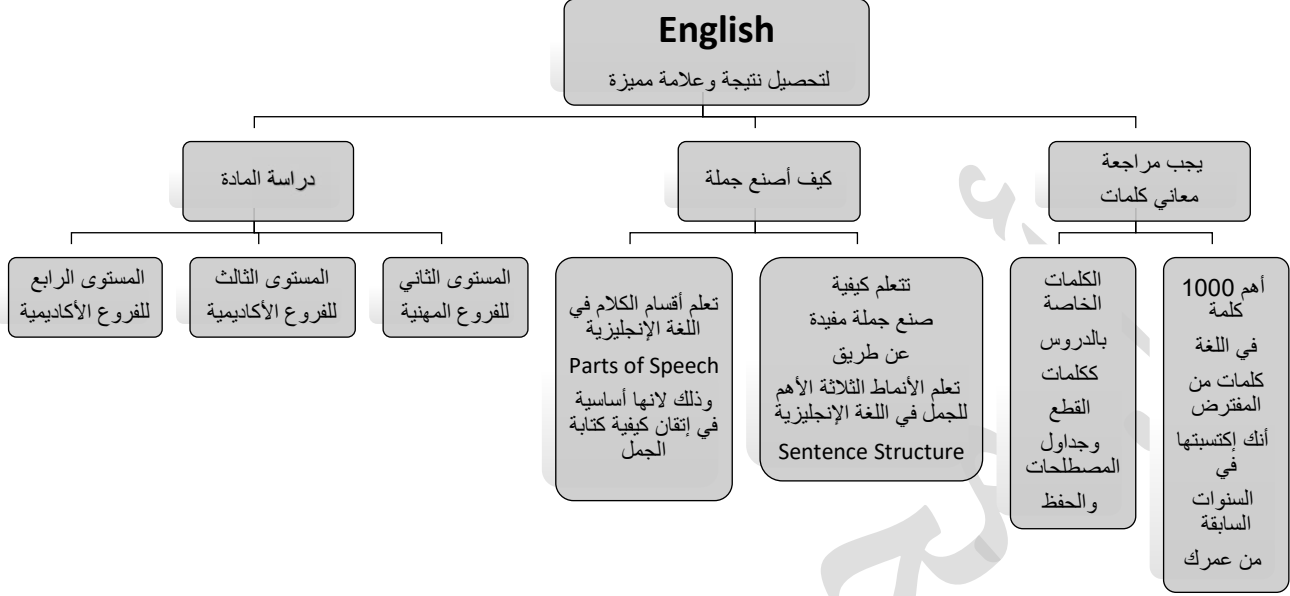


رقم الشهادة (١٠٢/٨٢٩)

الشهادة غير معتمدة دون الخاتم الرسمي

مقدمة

بدايةً: لابد من الترحيب بك عزيزي الطالب ، أود التأكيد على ان إختيارك لدوسية / كورس الموسوعة (من وتد التوجيهي) يجعلك بعيداً عن التكهّنات والخداع المنتشر بين طلاب التوجيهي ومعلميهم وأوضح لك أن النجاح وإحراز علامة عالية يتطلب منك جهداً وصبراً ونفاؤلاً وأن تعمل حسب خطة تتلخص في الشكل الآتي:



لذلك عزيزي الطالب وحرصاً منا على مصلحتك، سنبدأ بعرض ما تقدم بطريقة سهلة وشيقة.

أعدّه الأستاذ: محمد الأسود
ماجستير اللغة الإنجليزية وآدابها
معلم التوجيهي في عدد من المدارس الخاصة
مشرف تربوي في مدارس فيلادلفيا / سابقاً
مركز السلطان الثقافي
معلم اللغة الإنجليزية المعتمد لدي موقع وتد التوجيهي الأكاديمي.

1- 1000 Most Common Words in English:

- هذه ألف (1000) كلمة هامة وضعتها جامعة كامبرج البريطانية، اعربت الجامعة عن انه يجب على كل طالب انهي دراسته المدرسية ان يكون قد اتم حفظها كمرحلة أولية ليجتاز اي امتحان بعد ذلك. طبعاً هذه الكلمات تشمل كل الكلمات التي تؤهلك للتقدم لأي امتحان وخصوصاً التوجيهي.

Numbers 1 – 250

No	Word	Reference	No	Word	Reference
	the	لام التعريف ال		name	اسم لقب
	of	ب بشأن عن ل ل		very	جدا للغاية كثير
	to	الى		through	خلال
	and	و		just	تماما بالضبط بالكاد فقط
	a	اداة تنكير للاسم المفرد		form	شكل نموذج
	in	في		sentence	جملة حكم محكمه
	is	يكون فعل للمفرد المضارع		great	ضخم عظيم رائع
	it	ضمير لغير العاقل والجمادات		think	يظن يعتقد ينوي
	you	انت انتم انت انتما		say	يقول
	that	الذي التي انه لدرجة		help	يساعد يعاون
	he	هو		low	منخفض
	was	كان فعل ماض للمفرد		line	خط
	for	الى بسبب ل		differ	يختلف
	on	على		turn	يقلب يلف
	are	يكون فعل مضارع للجمع		cause	سبب يسبب
	with	مع		much	كثير
	as	مثل مثلما عندما بينما		mean	يعني بخيل فظ
	I	انا		before	امام قبل
	his	له صفة للملكيه		move	يحرك ينقل يرحل
	they	هم		right	صحيح ملائم
	be	يكون كان 		boy	ولد غلام فتى
	at	عند في		old	عجوز قديم
	one	واحد		too	كذلك ايضا
	have	يملك يتضمن		same	نفسه
	this	هذا		tell	يخبر يقول لأحد
	from	من		does	يفعل فعل مساعد للمفرد
	or	او		set	يعد/يجهز
	had	ملك تضمن		three	ثلاثة
	by	بجانب عند بقرب بواسطة		want	يريد يرغب يحتاج
	hot	حار ساخن		air	هواء
	word	كلمة		well	جيد خير تماما بئر
	but	ماعدا لكن		also	ايضا

what	ما الذي لماذا	play	لعب شغل الموسيقى مسرحية
some	بعض	small	صغير
we	نحن	end	نهاية ينهي
can	يستطيع	put	وضع يضع
out	خارج	home	بيت منزل
other	اخر غير	read	يقراء
were	كنت كنا كانوا	hand	يد يناول
all	كل	port	مرفأ ميناء
there	هناك	large	واسع كبير
when	متى عندما	spell	يهجي يتهجأ
up	فوق للأعلى	add	يضم يضيف
use	استعمل استعمال	even	حتى يتعادل زوجي
your	صيغة الملكية للمخاطب	land	اليابسة ارض
how	كيف	here	هنا
said	قال	must	يجب لابد منه
an	اداة تكبير تسبق حروف العله	big	كبير
each	كل	high	عالي
she	هي	such	مثل
which	الذي التي ما	follow	يتبع
do	يفعل	act	يمثل يتصرف
their	لهم خاصتهم	why	لماذا
time	موعد وقت	ask	يسأل
if	اذا الا	men	رجال
will	سوف يرغب يشاء	change	غير يغير باقي المال
way	طريق سبيل مسافه	went	ذهب
about	عن حوالي حول	light	ضوء خفيف
many	كم للمعدود	kind	لطيف طيب نوع صنف
then	انذاك عندها	off	مطفاً بعيداً
them	هم مفعول به	need	يحتاج
write	يكتب	house	منزل
would	كان سوف	picture	صورة
like	ك مثل مثلما	try	محاولة
so	كذلك وعليه وبالتالي	us	نحن للمفعول به
these	هذاجمع هؤلاء	again	من ناحية اخرى مره ثانيه
her	لها	animal	حيوان
long	طويل	point	نقطة
make	يصنع يجعل يعمل	mother	ام
thing	شيء	world	العالم

see	يرى	near	قريب
him	له مفعول به	build	يشيد يبني
two	اثنان	self	النفس
has	يملك يتضمن للمفرد	earth	الارض
look	يراقب يعبر عينه ينظر	father	اب
more	المزيد اكثر	head	رأس
day	يوم نهار	stand	قف يقف
could	يستطيع هل من الممكن تسمح	own	يملك
go	يذهب	page	لون بيچ صفحة
come	يأتي يحضر	should	يجب للنصيحة
did	فعل	country	بلد
number	عدد	found	يؤسس ينشئ
sound	صوت يبدو سليم	answer	جواب
no	لا	school	مدرسة مجموعة
most	اغلب اكثر	grow	ينمو يكبر
people	ناس / شعب	study	يدرس
my	لي ملكي خاصتي	still	هاديء ثابت
over	فوق علاوة على زيادة	learn	يتعلم
know	يعرف	plant	نبات يزرع
water	الماء	cover	غطاء
than	من	food	طعام
call	نادى اتصل	sun	شمس
first	اول	four	اربعة
who	الذي التي	between	بين
may	يمكنه بمقدوره بإمكانه	state	حاله وضع دوله ولاية
down	اسفل	keep	يبقى يحفظ
side	ناحية جانب	eye	عين
been	كان	never	أبداً
now	الآن	last	آخر
find	يجد	let	يترك يدع
any	اي	thought	فكر اعتقد
new	جديد	city	مدينة
work	عمل يعمل	tree	شجرة
part	جزء	cross	تقاطع يعبر صليب
take	يأخذ	farm	مزرعه
get	يحصل يصل يأخذ	hard	صلب قاس عصيب
place	مكان موضع يضع	start	بدايه
made	صنع صنّع	might	يمكن ان ربما

live	يحيى يعيش	story	قصه حكاية
where	اين حيث اينما	saw	رأى منشار
after	خلف وراء بعد	far	بعيد كثيراً
back	ظهر خلف قفا	sea	بحر
little	صغير قليل	draw	يرسم
only	فقط وحيد	left	يسار غادر
round	مستدير يدور حول	late	متأخر لاحق سابق ميت
man	رجل	run	يركض يهرب يشغل
year	سنة عام حول	don't	لا تفعل (للفاعل الجمع)
came	جاء اتى	while	بينما
show	معرض استعراض يفرجى	press	يضغط يكبس مطبعة
every	كل	close	يغلق قريب
good	جيد	night	ليل
me	انا ضمير متكلم للمفعول به	real	حقيقي واقعي
give	يعطي يمنح	life	حياة
our	لنا صفة ملكية	few	قليل
under	تحت	north	الشمال

Numbers 251 - 500

No	Word	Reference	No	Word	Reference
	open	يفتح	ten		عشر
	seem	يبدو	simple		عادي بسيط
	together	معا سوياً	several		مختلف متعدد
	next	التالي	vowel		حرف عله
	white	ابيض	toward		قريب الحدوث من
	children	اطفال	war		حرب
	begin	يبدأ	lay		يطرح على الارض يدفن
	got	نال كسب وصل حصل	against		ضد مقابل
	walk	يسير يمشي	pattern		نموذج عينه
	example	مثال	slow		بطيء يتمهل
	ease	سهل	center		مركز وسط وضع
	paper	ورقة	love		محبه مودة
	group	مجموعة	person		شخص انسان
	always	دائماً	money		نقود
	music	موسيقى	serve		يساعد ينفع خدمة جيدة
	those	هؤلاء	appear		يظهر ببعيان يبدو يمثل امام
	both	كلا الاثنان كلاهما	road		طريق شارع سكة
	mark	علامة يحدد	map		خريطة

often	غالبا كثيرا	rain	مطر
letter	حرف ابجدي رساله	rule	حكم مقاعده قانون
until	حتى الى ان	govern	يحكم يسيطر على يقرر
mile	ميل	pull	سحب اقتلع خلع جر
river	نهر	cold	زكام رشح بروده
car	سيارة	notice	ملاحظه اشعار قصير
feet	اقدام	voice	صوت عبر عن
care	يهتم يعتني	unit	وحدة
second	ثاني ثانوي	power	قوة قدرة سلطان
book	كتاب يحجز	town	مدينه بلدة قرية قروي
carry	يحمل	fine	ناعم
took	يأخذ	certain	مؤكد محقق
science	علم	fly	ذبابه يطير
eat	يأكل	fall	يسقط يسخر من يخلد للنوم
room	غرفة مكان متسع	lead	يرشد يقود يتزعم
friend	صديق	cry	يبكي
began	بدا	dark	ظلام ليل غامق داكن
idea	فكرة	machine	آله مكينة
fish	سمكه يصيد	note	ملاحظه يدون عملة ورقية
mountain	جبل	wait	ينتظر
stop	توقف يتوقف	plan	خطة يخطط
once	مرة	figure	رقم عدد شكل
base	قاعدة	star	نجم
hear	يسمع	box	علبه صندوق لكه يلاكم
horse	فرس	noun	اسم
cut	يقطع يجرح	field	حقل
sure	متأكد اكيد طبعاً	rest	استراحة باقي
watch	يشاهد ساعة اليد	correct	صحيح
color	لون	able	قادر
face	وجه يواجه	pound	جنيه رطل (وحدة وزن)
wood	غابه خشب	done	منجز
main	اساسي رئيسي	beauty	جمال
enough	كافٍ	drive	يقود
plain	سادة بسيط واضح	stood	وقف
girl	فتاة	contain	يحتوي
usual	معتاد اعتيادي	front	امامي
young	فتيان شباب	teach	يدرس
ready	جاهز مستعد	week	اسبوع

above	اعلى فوق	final	نهائي
ever	ابدا دائما	gave	يعطي يمنح
red	احمر	green	اخضر
list	لائحة	oh	اووووه
though	بالرغم م لو أن مع ذلك	quick	سريع
feel	يشعر يحس يلمس	develop	يطور ينمي تدريجيا
talk	يتحدث يناقش كلام	ocean	محيط
bird	طائر عصفور	warm	دافئ
soon	قريبا حالما	free	يحرر حر
body	جسد جسم بدن	minute	دقيقه
dog	كلب	strong	قوي شديد
family	عائلة	special	خاص مميز
direct	يدير يقود	mind	عقل ذهن يمانع
pose	الوضعية يقف	behind	خلف
leave	انصراف يغادر	clear	اوضح
song	اغنية	tail	ذيل
measure	يقيس وزن	produce	ينتج يتكاثر
door	باب	fact	حقيقه
product	نتاج انتاج	street	شارع
black	الاسود	inch	انش بوصة
short	قصير	multiply	يضاعف
numeral	عددي	nothing	لاشيء
class	طبقة صف درجه رتبه	course	منهاج دورة
wind	ريح يلف يدير	stay	يبقى يمكث
question	سؤال	wheel	عجله دولاب
happen	يحدث	full	ممتلئ شبعان
complete	اكمل انهي	force	قوة يجبر ينفذ
ship	سفينة	blue	ازرق
area	مساحه منطقه	object	موضوع مفعول به خاضع
half	نصف	decide	يقرر
rock	صخرة	surface	سطح
order	امر ترتيب يطلب	deep	عميق
fire	نار يطرد	moon	قمر
south	جنوب	island	جزيرة
problem	مساله مشكله	foot	قدم
piece	قطعه جزء	system	نظام
told	اخبر	busy	مشغول
knew	عرف	test	اختبار فحص

pass	يمر ينجح يعبر	record	يسجل رقم قياسي
since	منذ ذلك	boat	قارب
top	اعلى قمه	common	شائع
whole	كامل كل	gold	ذهب
king	ملك	possible	ممکن
space	فراغ فضاء	plane	طائرة
hear	يسمع	steady	ثابت منتظم
best	الافضل	dry	يجفف جاف
hour	ساعه	wonder	تعجب
better	حسن	laugh	يضحك
true	مخلص صادق	thousand	الف
during	خلال	ago	في الماضي
hundred	مئه	ran	ركض
five	خمسه	check	فحص يفحص
remember	يتذكر	game	لعبه
step	خطوه	shape	شكل
early	مبكر	equate	يوازن
hold	يقتني يؤجر	hot	ساخن
west	غرب	miss	يفتقد
ground	سطح الارض	brought	جلب
interest	يثير الانتباه	heat	يسخن
reach	وصل	snow	الثلج
fast	سريع	tire	يتعب اطار العجله
verb	فعل	bring	جلب
sing	يغني	yes	نعم
listen	يستمع	distant	بعيد
six	سته	fill	يملاء
table	طاولة جدول	east	شرق
travel	يرتحل	paint	طلاء دهان
less	اقل	language	اللغه اللسان
morning	الصباح	among	وسط

Numbers 501 – 750

No	Word	Reference	No	Word	Reference
	grand	فخم ذورته عاليه		cat	قطه
	ball	كرة		century	مائه عام
	yet	حتى الان		consider	امعن النظري فكر مليا
	wave	يلوح موجة		type	نموذج

drop	يسقط	law	قانون
heart	قلب	bit	قطعه
am	قبل الظهر صباحا	coast	ساحل
present	موجود	copy	ينسخ نسخة
heavy	ثقيل خطير	phrase	عبارة
dance	رقص	silent	صامت
engine	محرك	tall	طويل
position	وضع الشيء	sand	رمال
arm	ذراع	soil	تربة
wide	عريض	roll	لفه يدحرج
sail	شراع	temperature	درجة الحرارة
material	ماده اساس	finger	اصبع
size	قياس	industry	صناعة مجال عمل
vary	تتوع	value	قيمه ثمن
settle	يحسم مسأله	fight	قتال يقاتل
speak	يتكلم	lie	يتمدد يكذب
weight	ثقيل	beat	يضرب
general	شائع	excite	يثير يسلي
ice	جليد	natural	طبيعي
matter	مساله اهميه	view	منظر يعرض
circle	دائره	sense	حس (الفكاهة مثلا)
pair	زوج	ear	اذن
include	يتضمن	else	ايضا اخر
divide	يقسم	quite	تماما
syllable	مقطع	broke	مفلس كسر
felt	شعر	case	عليه قضية
perhaps	ربما	middle	منتصف
pick	يلتقط	kill	يقتل
sudden	مفاجئ	son	ابن
count	عدد	lake	بحيرة
square	مربع	moment	لحظه
reason	سبب	scale	قشره جافه مقياس
length	طول	loud	عال
represent	يمثل او يصور	spring	فصل الربيع ينبوع
art	فن	observe	يلاحظ
subject	موضوع	child	طفل
region	منطقة	straight	باستقامه مستقيم
energy	طاقة	consonant	حرف ساكن

hunt	يصيد	nation	امه
probable	محتمل	dictionary	قاموس
bed	سرير	milk	حليب
brother	اخ	speed	سرعه
egg	بيضه	method	طريقه اسلوب
ride	يركب توصيلة	organ	عضو
cell	خلية	pay	يدفع
believe	يعتقد	age	يشيخ عمر
fraction	كسر	section	قسم
forest	غايه	dress	ثوب فستان ملابس
sit	يجلس	cloud	غيمة
race	سباق عرق	surprise	دهشه
window	شباك	quiet	هاديء هدوء
store	مخزن يخزن	stone	حجر صخرة
summer	صيف	tiny	صغير جدا
train	يدرب يتدرب قطار	climb	يتسلق
sleep	ينام	cool	برد بارد رائع
prove	يثبت	design	يصمم
lone	وحيد	poor	فقير فقير
leg	ساق	lot	كثير مجموعة حظ
exercise	تدرب تمرين	experiment	تجربه
wall	حائط	bottom	اسفل قاع
catch	امسك	key	مفتاح اساسي
mount	قمة جبل	iron	حديد مكوي يکوي
wish	رغبه امنية	single	فرد اعزب
sky	سماء	stick	لصق يلصق
board	لوح	flat	شقه مسطح
joy	فرح متعة	twenty	عشرون
winter	الشتاء	skin	جلد بشره يسلخ
sat	جلس	smile	ابتسامه يبتسم
written	مكتوب	crease	يطوي يثني
wild	بري عنيف	hole	ثقب قاعة
instrument	اداة	trade	تجاره
kept	ابقى حفظ محفوظ	melody	لحن نغمة
glass	زجاج	trip	زله غلظه رحلة
grass	عشب	office	مكتب
cow	بقرة	receive	يستقبل
job	عمل	row	تجذيف يجذف يتجادل

edge	حافه	mouth	فم
sign	اشاره يوقع	exact	بالضبط
visit	زياره	symbol	رمز
past	وراء مضى	die	يموت
soft	رقيق ناعم	least	الادنى
fun	لهو تسلية	trouble	مشكلة ورطة
bright	ساطع لامع	shout	يصرخ صراخ
gas	غاز	except	ماعدا عدا
weather	الطقس	wrote	كتب
month	شهر	seed	بذرة
million	مليون	tone	نغمة
bear	تحمل يحمل دب	join	انضم ضم
finish	ينهي	suggest	يقترح
happy	سعيد	clean	نظيف ينظف
hope	امل	break	يكسر
flower	ورده	lady	سيدة
clothe	يلبس يكسو	yard	ساحة
strange	غريب	rise	ينهض يرتفع يشرق
gone	ذهب	bad	رديء سيء
jump	قفز	blow	ينفخ يهب الهواء يلکم
baby	طفل	oil	زيت نفط
eight	ثمانيه	blood	دم
village	قرية	touch	لمس يلمس
meet	يقابل	grew	نمى كبر اصبح
root	جذر	cent	جزء من مئة سنت عملة
buy	يشترى	mix	مزيج يمزج خليط
raise	زيادة يرتفع	team	فريق
solve	يحل	wire	سلك خيط معدني
metal	معدن	cost	يكلف ثمن سعر
whether	اما اي	lost	خاسر تائه خسر
push	دفعه يدفع	brown	بني
seven	سبعه	wear	يلبس
paragraph	فقرة	garden	حديقته
third	الثالث	equal	متعادل متساوي
shall	سوف يجب	sent	يرسل مرسل
held	عقد حمل مسك	choose	يختار
hair	شعر	fell	وقع سقط
describe	يصف	fit	يلانم يقيس ملابس

cook	يطبخ	flow	يجري يتدفق تدفق
floor	طابق ارض	fair	معرض اشقر عادل
either	ايضا اما	bank	بنك مصرف ضفة
result	نتيجة	collect	يجمع
burn	يحرق	save	يحمي ينقذ يوفر
hill	تل	control	تحكم
safe	خزنة أمن	decimal	رقم ذي كسر عشري

Numbers 726 – 1000

No	Word	Reference	No	Word	Reference
	gentle	لطيف		truck	شاحنة
	woman	امراء		noise	ضجيج ازعاج
	captain	قبطان		level	يجعله مسطحاً مستوى
	practice	يمارس يتمرن		chance	فرصة
	separate	يباعد يفصل		gather	يجمع
	difficult	صعب		shop	دكانة محل
	doctor	دكتور طبيب		stretch	يمدد يبسط يتمدد
	please	ارجوك		throw	يقذف يرمي
	protect	يحمي		shine	لمعان يلمع يشع
	noon	الظهيرة		property	ملكية خاصة
	whose	من لمن الذي		column	عمود
	locate	مكانه موضوع عند		molecule	جزيء (كيمياء)
	ring	خاتم حلبة يرن		select	يختار ينتقي
	character	شخصية		wrong	خطأ
	insect	حشرة		gray	رمادي
	caught	امسك		repeat	يعيد
	period	فتره حصه الدورة		require	يطلب يتطلب
	indicate	يدل يوضح		broad	عريض واسع
	radio	راديو		prepare	يحضر
	spoke	تكلم		salt	ملح
	atom	الذره ذرة		nose	انف
	human	انسان بشري		plural	الجمع
	history	تاريخ		anger	غضب
	effect	تأثير		claim	يدعي يدعي ملكية
	electric	كهربائي		continent	قارة
	expect	يتوقع		oxygen	الاكسجين
	crop	حصاد محصول		sugar	سكر
	modern	عصري		death	الموت

element	عنصر	pretty	بارع جميل تماماً
hit	يضرِب ظربه يدهس	skill	مهارة
student	طالب	women	نساء
corner	ركن زاوية	season	موسم
party	حزب سياسي حفلة	solution	الحل محلول
supply	يزود	magnet	مغناطيس
bone	عظم	silver	فضي فضة
rail	سكة	thank	يشكر
imagine	يتخيل	branch	فرع غصن
provide	يزود	match	عود ثقاب مباراه يطابق
agree	يوافق	suffix	لاحقه
thus	هكذا ولذلك	especially	خصوصاً
capital	عاصمه كبير	fig	تين
won't	سوف لن	afraid	خائف
chair	كرسي	huge	ضخم
danger	خطر	sister	اخت
fruit	فاكهه ثمر	steel	فولاذ
rich	غني	discuss	يناقش
thick	ثخين سميك	forward	إلى الامام يحول رسالة
soldier	جندي	similar	مشابه
process	عملية	guide	يرشد يقود
operate	يعمل يشغل	experience	يختبر خبرة
guess	يحرز	score	مجموع النقاط يحرز
necessary	ضروري	apple	تفاح
sharp	حاد	bought	اشترى
wing	جناح	led	قاد الى ضوء صغير
create	يخلق يصنع يجعل	pitch	ملعب حدة الصوت
neighbor	جار	coat	معطف
wash	يغسل	mass	شامل عام
bat	خفاش مضرب	card	بطاقة
rather	بالاخرى	band	رباط زمره
crowd	حشد تجمع	rope	حبل
corn	ذرة	slip	يزل ينساب قصاصة ورق
compare	قارن	win	يفوز
poem	قصيدة	dream	حلم يحلم
string	خيوط	evening	مساء امسية
bell	جرس	condition	حاله ظرف
depend	يعتمد	feed	يطعم

meat	لحم	tool	وسيله اداة عدة
rub	يفرك يربت	total	حاصل كلي مجموع
tube	قناة تيوب فارغ من الداخل	basic	رئيسي اساسي
famous	مشهور	smell	حاسة الشم يشم
dollar	دولار	valley	واد
stream	نهر مجرى تدفق جدول	nor	ولا
fear	يخاف	double	يضاعف
sight	مشهد بصر	seat	مقعد
thin	نحيل رفيع	arrive	يصل
triangle	مثلث	master	سيد
planet	كوكب	track	درب طريق
hurry	اسرع عجلة من الامر	parent	اب وام الاهل
chief	رئيس شف المطبخ	shore	ساحل
colony	مستعمرة	division	تقسيم
clock	ساعة حائط	sheet	صفحة ورقة
mine	ملكي لي	substance	مادة
tie	يربط ربطة العنق	favor	مفضل يفضل
enter	يدخل	connect	ربط وصل
major	رئيسي	post	عامود يرسل بالبريد بريد
fresh	طازج	spend	يصرف يقضي
search	يبحث	chord	وتر حبل
send	يرسل	fat	زبدة سمنه دهون شحوم
yellow	اصفر	glad	مسرور سعيد
gun	بندقية مسدس	original	اصلي اصيل
allow	يسمح	share	يشارك حصة
print	بصمه يطبع	station	محطه
dead	ميت	dad	اب
spot	مكان بقعة يكشف	bread	خبز
desert	صحراء	charge	كلف يشحن
suit	بذله	proper	مناسب
current	تيار اتجاه حالي	bar	عامود قضيب
lift	يرفع مصعد كهربائي	offer	عرض يقدم يعرض
rose	ورده ارتفع	segment	قطعه جزء
continue	يستمر	slave	جاريه عبد
block	كتله	duck	بطه
chart	خارطه رسم	instant	لحظة لحظي اني
hat	قبعة	market	سوق
sell	يبيع	degree	وحدة لقياس درجة

success	نجاح	populate	يسكن يجعل مشهوراً
company	شركه رفقة	chick	كتكوت صوص
subtract	يطرح ينقص	dear	عزيز
event	حدث	enemy	عدو
particular	خاص خصوصاً	reply	يرد اجابة
deal	صفقه اتفاق	drink	يشرب شراب
swim	يسبح	occur	يخطر على البال يحدث
term	مدة فصل شرط في عقد	support	يدعم يواسي
opposite	معاكس	speech	حديث خطاب
wife	زوجه	nature	طبيعة
shoe	حذاء	range	مدى مجال
shoulder	كتف	steam	بخار
spread	ينشر يمد	motion	حركه
arrange	ترتيب يرتب	path	طريق درب
camp	معسكر مخيم	liquid	سائل
invent	يخترع	log	قطعة خشب
cotton	قطن	meant	المقصود عنى ماضٍ يعني
born	مولود	quotient	القسمه
determine	يحدد	teeth	اسنان
quart	ربع	shell	هيكل غلاف صدفة
nine	تسعه	neck	عنق رقبة

- هنا تكون عزيزي الطالب قد انهيت اول خطوة نحو اتقان اللغة الإنجليزية وسننتقل الآن نحو الخطوة الثانية وهي خطوة تكوين الجملة.

Prepared by: Teacher Mohammad A. Al-Aswad: 077 666 53 84
Facebook: Ostaz Moh'd Aswad

مقدمة لا بد منها (ليست من المنهاج ولكن ضرورية جداً جداً)

A- Sentence Structure (بناء الجملة)

عزيزي الطالب، أشكر لك بحثك عن العلم في سبيل تطوير قدراتك في اللغة الإنجليزية لأهميتها في العالم وفي عالمنا العربي خصوصاً. لن يكون هذا الكتاب مفيد إلا في حال اتمامك حفظ الحروف وبعض الكلمات الهامة (مجموعة الألف كلمة) والموجودة في نهاية هذا الكتاب.

عندما نتكلم عن بناء الجملة في اللغة الإنجليزية ، فإننا نتكلم عن عملية بناء تشبه عملية بناء البيت ، وحيث ان هذه العملية تبدأ بالتخطيط ، دعونا نبدأ بفهم التركيب القواعدي للجملة بشكل عام:

تتكون الجملة في اللغة الإنجليزية من عدة عناصر ، منها ما هو اختياري ومنها ما هو إجباري. أما العناصر الإجبارية فهي **المبتدأ (subject)** و **الفعل (verb)**. المقصود أنه لا يوجد جملة في اللغة الإنجليزية بدون مبتدأ وفعل. ويكون الفعل بداية **الخبر (predicate)** فالخبر هو الفعل وكل ما يأتي بعده. سأذكر هنا ثلاث انماط من الجمل والتي تعتبر أكثر شيوعاً:

النوع الاول من الجمل يتكون فقط من مبتدأ وفعل ولذلك تتكون هذه الجملة من الاجزاء الرئيسية للجملة وهذا النوع من الجمل لا يأخذ مفعولاً به (object) لان الفعل فيها لازم (intransitive):

Subject	Verb	XXXXXXXXXXXXXXXXXX	Sami died.
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النوع الثاني هي تلك التي تحتوي على مفعول به (Object) ولا يكتمل المعنى بدونها لان الفعل متعدٍ (transitive):

Subject	Verb	Object	I called Ali.
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والنوع الثالث من الانماط المشهورة في اللغة الانجليزية الحديثة هو النمط الذي يحتوي على فعل ربط (linking verb) والذي عادةً ما يتبع (بظرف او صفة او اسم، وهذا ما يطلق عليه (المكمل) (complement)):

Subject	Verb	Complement	She is beautiful. Dad is a doctor. Samira is in London.
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ملاحظة: المبتدأ (subject) والخبر (predicate) ولا تستغرب من وجود خبر في كل الجمل في اللغة الإنجليزية حيث يتكون الخبر من الفعل المخبر (predicator) وكل شيء يأتي بعده معاً.

- يطلق على المبتدأ (subject) ويجب العلم ان المبتدأ ليس من الضروري ان يكون دائماً الفاعل كما في:
 - يكون المبتدأ **فاعلاً** (doer) إذا قام المبتدأ بالفعل مثل (Ali ate a cake.).
 - المبتدأ يمكن ان يكون **مفعولاً به** (object) كما في جمل المبني للمجهول (The car was stolen.).
 - يكون المبتدأ **فارغاً** (empty subject) اي مجرد مبتدأ في بعض الأحيان مثل روان في جملة (Rawan is tall.).

بعض الجمل تظهر بدون مبتدأ او فاعل مثل (Thank you.) ولكن في حقيقة الأمر الفاعل (I) يكون ضمناً اي يتم فهمه من الجملة ككل. جمل الأمر ايضاً تظهر بدون مبتدأ (Close the door.) فمن المعروف أن جمل الأمر يتم توجيهها إلى المخاطب وضمير المخاطب هو (you) في اللغة الإنجليزية ، فيتم فهم الجملة بدون وجود الفاعل شكلياً أما ضمناً فهو موجود.

- يمكن أن يتكون المبتدأ من ثلاث مكونات وهي:

- (الأسماء) (nouns) كما في (Rawan speaks English.).
- (الضمائر) (pronouns) كما في (She was in London.).
- (أشباه الجمل) (phrases) كما في (My little brother speaks English.).

B- Parts of Speech in English (الاقسام الكلامية في اللغة الإنجليزية)

بعد ان تمكنا من فهم المخطط العام للجملة كما في بناء البيت ، يجب علينا تجهيز وتعلم هذه المواد التي يصنع منها البيت (الجملة). يقسم الكلام إلى ثمانية اجزاء في اللغة الإنجليزية ومن الضروري فهمها لفهم محتوى ومكونات الجملة الإنجليزية، أولاً: احفظ معاني اجزاء الكلام حتى تتمكن من التعلم:

اقسام الكلام في اللغة الإنجليزية هي:

1- Nouns. الاسماء

2- Pronouns. الضمائر

3- Adjectives. الصفات

اهم ثلاثة عناصر يتم عمل المبتدأ والمفعول به باستخدامها

4- Verbs. الافعال

5- Adverbs. الظروف

الجزء الاهم من الجملة فلا جملة بدون فعل في اللغة الإنجليزية

6- Prepositions. حروف الجر

7- Conjunctions. أدوات العطف

8- Interjections. صيغ التعجب

أجزاء أخرى ليست بأهمية الأجزاء السابقة

وإليك عزيزي الطالب لاحقاً لما تكلمنا، شرح تفصيلي لأقسام الكلام (Parts of Speech) والتي ومن خلالها يمكنك تمييز وإدراك هذه الأجزاء بدون حفظ مما يسهل عليك عملية استخدامها في عمل الجملة.

EXAMPLE:

اجزاء الكلام adj n v adv prep adj n

The nice cat slept peacefully on the new mat.

بناء الجملة subject

predicate = (verb and complement)

1- The Nouns:

- الأسماء هي كلمات تطلق على شخص أو مكان أو شيء أو فكرة الخ.... وإما أن تكون الأسماء في الجملة مبتدأ (subject) أو مفعولاً به (object) أو مكملًا للمبتدأ (complement). إليك بعض الأسماء:

Person شخص	parents, Scott, teacher, Mr. Theresa, sister, babysitters
Place مكان	White House, states, Nairobi, school
Thing شيء	rocket, ocean, hamster, computer, Golden Gate Bridge
Idea فكرة	danger, freedom, kindness, fears, dreams

- ويمكن أن تتكون الأسماء من كلمة أو أكثر (compound nouns):

One Word	day, dream, Iceland
Hyphenated Word	self-esteem, sister-in-law
Two Words	Family room

- والأسماء تكون خاصة (proper) أو عامة (common):

proper nouns أسماء فريدة \ علم	Aunt Josie, Los Angeles, Germany, Chinese New Year
common nouns أسماء شائعة	woman, teacher, country, holiday, language, book

- وتنقسم الأسماء في اللغة الإنجليزية إلى قسمين، معدودة (countable) وغير معدودة (uncountable).

countable	الأسماء المعدودة هي الأسماء التي يكون لها صيغة جمع وصيغة أفراد مثل: Dog – dogs Man – men Car – cars وهذا النوع من الأسماء يمكن أن يكون معرفة أو نكرة ونستخدم معها أدوات التعريف والتذكير وهي: (a) للإسم النكرة المفرد والذي يبدأ بحرف أو صوت صحيح غير معتل مثل: a computer / a car / a man (an) أداة تنكير للإسم المفرد الذي يبدأ بصوت علة ، اصوات العلة هي (a/e/i/o/u) an umbrella / an insect / an elephant تذكر أن (a/an) لا تضاف إلا للمفرد. (the) أداة تعريف تضاف للأسماء الجمع منها والمفرد على حد سواء فتجعلها معرفة: the glass / the soldier / the cars / the car
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Uncountable	الأسماء غير المعدودة هي أسماء ليس لها شكل مفرد ولا يتم جمعها وغالباً يكون لها شكل واحد وهي عدة أنواع منها ما يدل على مواد مثل: water\ glass\ gold\ paper\ milk\ sand \ dust ومنها ما يدل على أفكار ومعاني و شعور ، اي اشياء غير ملموسة مثل : love / honesty / justice / success / beauty / knowledge الإسم غير المعدود لا تستطيع وضع رقم قبله مثل : I have five fingers. I have five money. XXX بعض الأسماء تنتهي بحرف (s) وهي ليست جمع وليس لها مفرد مثل: ashes / goods وبعضها لها شكل المفرد وهي ليست مفرد وليس لها جمع Fish / mutton / bread غالباً ما يكون هناك استثناءات لهذه القواعد.
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- ملاحظة هامة: يعامل غير المعدود معاملة المفرد.

2- The Pronouns:

- الضمائر هي كلمات تحل محل الاسم لعدة اسباب منها عدم الرغبة في تكرار الاسم او لكون الشيء او الشخص الذي نريد ان نتكلم عنه معروف اصلاً. الضمائر 8 انواع :

A-Subject Pronouns	B-Object Pronouns	Possessive Adjectives	C-Possessive Pronouns	D-Reflexive Pronouns
I	me	my	mine	myself
you جمع	you	your	yours	yourselves
you مفرد	you	your	yours	yourself
we	us	our	ours	ourselves
they	them	their	theirs	themselves
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself

- She bought **herself** a new pair of shoes.

- I called him.

-E اسماء الإشارة (Demonstrative Pronouns) تدل على اسم او مكان او شخص او شيء معين.

Demonstrative Pronouns
this that these those

- **These** are the shoes he used to wear.

-F هناك بعض الضمائر غير المحددة (indefinite pronouns):

Common Indefinite Pronouns									
all	each	more	one	any	either	much	other	anybody	
everybody	neither	several	anyone	everyone	nobody	some			
anything	few	none	somebody	both	many	no one	something		

Everyone in the class was invited to the party.

-G هناك ضمائر استفهامية (interrogative pronouns):

Interrogative Pronouns
what which who whom whose

Who is going to represent our team?

-H وهناك ضمائر الوصل (relative pronouns):

Relative Pronouns
that which who whom whose

- Robins are among the birds **that** migrate south for winter.

- تقسم الضمائر إلى ثلاثة اقسام المتكلم والمخاطب والغائب:

Personal Pronouns		
	Singular	Plural
First Person متكلم	I, me, my, mine	we, us, our, ours
Second Person مخاطب	you, your, yours	you, your, yours
Third Person الغائب	he, him, his, she, her, hers, it, its	they, them, their, theirs

3- The Adjectives:

- الصفات هي كلمات تصف الاسماء ولا تحل محلها بل تأتي قبلها او بعد فعل الربط (linking verb) ، وأحياناً ما تشتق من الأسماء نفسها:

- beautiful - nice - good - long - volcanic - natural - childish - entertaining ... etc...

الصفات تجيبنا على هذه الأسئلة:

What kind?	Which one / ones?	How many/much?
gentle man	sixth grade	two tickets
Irish town	these books	full mark
scary movie	other people	most players
purple shoes	any song	no work

-الصفات لها عدة اماكن تأتي فيها وهي:

1- قبل الإسم :

Ahmad is a good student.

This is my new car.

2- أو بعد فعل الربط:

She looks awful.

Our car is beautiful.

- ملاحظة: لمعرفة اكلير قدر من أفعال الربط ، تقدم إلى الصفحة المقبلة.

- لاحظ ان: my /your / his / her / its/ your / their / our هي كلها صفات ملكية وليست ضمائر لانها تأتي في مكان الصفة وتصف الإسم بالملكية لأحد او شيء ما.

ملاحظة: تأتي الصفات أحياناً بعد الإسم مثل: mission impossible ولكن هذه الحالة نادرة.

4- The Verbs:

- الأفعال هي كلمات تدل على حدث أو كينونة مرتبط بزمن إما مضارع أو ماضي أو مستقبل ويجب علينا التعرف على ثلاثة أمور ألا وهي:

A- Verb Forms (أشكال الأفعال):

للأفعال خمس أشكال يجب على الطالب التعرف عليها وغالباً ما نعرف ثلاثة أشكال، لاحظ الجدول التالي:

base form infinitive V1 مضارع مجرد	-s form مضارع للمفرد	-ed form Past V2 ماضي	-ing form Present Participle	-en form Past Participle V3
eat	eats	ate	eating	eaten
do	does	did	doing	done
make	makes	made	making	made
be	is	was\were	being	been

ستلاحظ وجود مجموعة كبيرة من هذه الأفعال على شكل جدول في نهاية الدوسية للإطلاع.

B- Verb Tenses (أزمنة الأفعال):

للفعل، بكل اختصار، ثلاثة أزمنة رئيسية هي المضارع والماضي والمستقبل:

English Tenses		
Present Tense	Past Tense	Future Time
Present Simple	Past Simple	Future Simple
Present Continuous	Past Continuous	Future Continuous
Present Perfect	Past Perfect	Future Perfect
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous

C- Verb Types (أنواع الأفعال):

1- الأفعال المساعدة Helping Verbs :

- هي عبارة عن أفعال ليس لها معنى معين وصريح ولكنها تساعدنا في عمل النفي أو السؤال أو التوكيد أو الزمن الخاص بالجملة وسميت أفعالاً مساعدة لأنها تحتاج إلى فعل رئيسي تساعد على تكوين النفي أو السؤال أو الزمن كما ذكرت سابقاً وهي أربع مجموعات:

Verb to BE	be , is , am , are , was , were , being , been
Verb to DO	do , does , did
Verb to HAVE	have , has , had
Modal verbs	will , would , can , could , shall , should , must , have to , ought to , had to , may , might

Examples:

- 1- She eats quickly.
- 2- She doesn't eat quickly.
- 3- She is eating quickly.
- 4- She does eat quickly.
- 5- Does she eat quickly?

-2- الأفعال الرئيسية Main Verbs :

وهي أفعال تحمل معنى مفهوم تماما وتحمل زمن اما مضارع او ماضي وتأتي احيانا وحيدة في الجملة بالذات في الازمنة البسيطة لذلك سميت رئيسية لانها تحمل المعنى الكافي:

Example:

- She plays basketball every weekend.

وينقسم الفعل الرئيسي إلى ثلاثة اقسام

1- الفعل اللازم Intransitive اي الفعل الذي لا يحتاج الى مفعول به لاتمام معنى الجملة مثل

-She cries.

-She cries everyday.

-The dog died.

2- اما النوع الثاني من الافعال الرئيسية فهو الفعل المتعدي Transitive وينقسم الى ثلاث انواع:

A-Mono-transitive

اي الفعل الذي يحتاج إلى مفعول به واحد

Example:

-Ali ate an orange.

-Rami drove the care fast.

B-Di-Transitive

اي الفعل الذي يحتاج إلى مفعولين ،مفعول به مباشر ومفعول به غير مباشر

Example:

-She gave Rani a flower.

-I bought my mom a newspaper.

C-Complex Transitive

اي الفعل الذي يأخذ مفعول به ومكمل للمفعول به

Example:

-Nancy drives Jack crazy.

-They announced him president.

3- افعال الربط linking verbs: وهي افعال تربط المبتدأ بمكمل يأتي بعد الفعل نفسه وهي افعال ليس فيها حركة ، يمكن ان تكون أفعال الربط مثل:

am/is/are/was/were/be/ become/grow/turn/get/go/ seem/look/sound/ remain/smell/taste/stay/feel

فهي ليست افعال مساعدة لان الفعل المساعد يجب ان يأتي معه فعل رئيسي ليساعده:

She is playing basketball. مساعد

She is a doctor. فعل ربط يربط مكمل المبتدأ بالمبتدأ

ملاحظة: بعض الأفعال يمكن أن تكون رئيسية او مساعدة أو ربط حسب موقعها في الجملة.

-He grew tired of walking.

-Some Muslims grew beards.

-The monkey looked hungry.

-Ali looked at the mountain.

5- The Adverbs:

- هي كلمات تصف أين أو متى أو كيف حدث الفعل وغالباً ما تنتهي بـ **ly** أو مشهور عنها ذلك ولكن هناك كلمات أخرى لا تنتهي بـ **ly** وهي أيضاً ظروف ، يمكنك التعرف على الظروف بأنها تجيبك على الأسئلة التالية:

- Where? - How often? - To what extent? - When? - How? - How long? - How much?
مثلاً:

He walks **slowly**. How does he walk?

It is a **very** good book. To what extent is this book good?

أين	Where?	here , there , away , up , outside
متى	When?	now , then , later , soon , ago
كيف	How?	clearly , easily , quietly , slowly
	How often?	never , always , often , seldom , frequently ,
	How long?	usually , forever
	To what extent? How much?	very , hardly , almost , so , really , most , nearly , quite , less , only

- ملاحظة: في اللغة الإنجليزية الحال هو نوع من الظروف.
- بعض الكلمات تكون ظرف أو حرف جر حسب موقعها في الجملة.

- ملاحظة: أماكن وجود الظروف:

1- في أول الجملة ويكون بعدها فاصلة:

- **Unfortunately**, the police arrested the wrong man.

2- قبل الأفعال:

- She **usually** walks home.

3- بعد الفعل:

- She walks **slowly**.

4- في آخر الجملة:

- She will feed the baby **gently**.

5- قبل الصفات أحياناً في حال كانت الصفه مكمل:

- Our heating system is **completely** inefficient.

6- The Prepositions:

حروف الجر هي كلمات تصنع علاقة بين الأسماء أو الضمائر وبقية الكلمات في الجملة:

- She went **to** the store. للدلالة على الإتجاه
- Ahmad came **by** the bus. للدلالة على كيفية حدوث السلوك
- They'll be there **at** three o'clock. للدلالة على الزمان
- My wallet is **under** the table. للدلالة على المكان

Commonly Used Prepositions

aboard , between , past , about , beyond , since , above , by , through , across , down , throughout , after , during , till , against , except , to , along , for , toward , among , from , under , around , in , underneath , at , into , until , before , like , up , behind , of , upon , below , off , with , beneath , on , within , beside , over , without.

- بعض حروف الجر تتكون من أكثر من كلمة:

Some Compound Prepositions

according to	in addition to	next to
aside from	in place of	on account of
because of	in spite of	out of

- بحب أحكيكم أنه بعض الكلمات اذا تبعت ب اسم تكون حرف جر مثل:

- Ali was born **in** Amman.

وإن جاءت وحيدة اي لا يتبعها اسم فتكون ظرف:

- Ali jumped **in**.

بعض الأمثلة على حروف الجر واستخداماتها:

On (تدل على سطح) I put an egg on the kitchen table.

On (لتحديد ايام وتواريخ) The garbage truck comes on Wednesdays.

On (للدلالة على جهاز او مكيئة) He is on the phone right now.

At (للدلالة على وقت محدد) I will meet you at 12 p.m.

At (للدلالة على مكان محدد) There were hundreds of people at the park.

In (للدلالة على وقت معين / يوم / شهر / سنة / موسم) She always reads newspapers in the morning.

In (للدلالة على موقع / مكان) She looked me directly in the eyes.

In (للدلالة على شكل / لون / حجم)

- This painting is mostly in blue.
- The students stood in a circle.
- This jacket comes in four different sizes.

IMPORTANT NOTES

(in the morning / afternoon / evening) BUT at night

We say in the morning, afternoon or evening BUT we say 'at night'

7- The Conjunctions:

- أدوات الربط هي كلمات تربط الكلمات او العبارات ببعضها وأحياناً ما تلعب دور في تحديد نوع الجملة مثل:

[illegible]

8- The Interjections:

- صيغ التعجب هي كلمات تعبر عن مشاعر واجباتاً تطبع مع علامة التعجب ويكون الهدف منها التشديد أو التعبير عن شيء معين وفي الحقيقة هي لا تشكل عنصراً قواعدياً في اللغة الإنجليزية.

Common Interjections									
aha	hey	ouch	whew	alas	hooray	ow	wow	aw	oh
ugh	yikes	goodness	oops	well	yippee	yes	no		

- **Oh**, I feel happy to see you.
- **Alas**, I have lost my bird.
- **Ugh**, this smell is bad.
- **Well**, I can help you.

C- The phrase (شبة الجملة)

- (a phrase) هي مجموعة من الكلمات لا تحتوي على الفاعل وفعله ولا تعطي معناً كاملاً بل تكون وظيفتها داخل الجملة. كمثال على ال (phrases): ملاحظة: بعض اهل اللغة يعتبر الكلمات بحد ذاتها (phrase).

The boy

The tall boy

That big car next to the house

My brother

- هذه (phrases) تحتل مواقع في الجمل ولها وظائف عدة منها ما يعمل كمبتدأ ومنها من يحتل مكان الخبر (خبر مباشر أو غير مباشر) ومنها ما يأتي في مكان الظرف ومنها ما يأتي في موقع المكمل (complement) كما في الأمثلة الآتية:
- **The boy next to me** is my new friend. (الجزء المظلل كله مبتدأ هنا)
 - The man has bought **a new big car**. (هنا الجزء المظلل يعمل كمفعول به)

سؤال: لماذا لا تعتبر الأجزاء المظلمة جمل بحد ذاتها؟
لأنها لا تحتوي على الفعل وفاعله لذلك لا تعطي معنى كامل.

- حدد ما إذا كانت المجموعات التالية جمل مفيدة ام (phrases)؟

- The man over there is my brother.
- A new American car.
- The man has bought a new villa outside New York.

هناك عدة انواع لل (phrases) نذكر منها:

- 1- Noun Phrase (شبه الجملة الاسمية تكون الكلمة الاساسية فيها اسماً)
- 2- Verb Phrase (شبه الجملة الفعلية وتكون الكلمة الاساسية فيها فعل)
- 3- Prepositional Phrase (شبه جملة حرف الجر تبدأ بحرف جر)
- 4- Adjective Phrase (شبه الجملة الوصفية الكلمة الرئيسية فيها صفة)
- 5- Adverb Phrase (شبه الجملة الظرفية وتكون الكلمة الرئيسية فيها ظرف)

Example:

The man near the tree has spoken to that girl in black.

NP ADV-P VP PP ADJ-P

تعرف على اشباه الجمل الآتية:

- **The rude policeman** has searched the room.
- Ali **has lived** in Amman **for a long time**.
- Alice opened **a sweet young** coconut.
- Tony lost **his dark brown** briefcase.
- Mr. Arnaud ordered a dinner **of boiled crawfish**.
- That painting **of sunflowers by Gogh** is famous.

D- The clause (العبرة)

- **(clauses) العبارات:** هي في الواقع جمل بسيطة ، أي انها تحتوي على فاعل و فعل على الأقل ، تعتبر جملة بحد ذاتها لانها تعطي معنى كامل بعكس ال (phrases) اشباه الجمل التي لا تعطي معنى كامل بل تعمل كجزء من الجملة كما شرحنا في النقطة السابقة. ال (clauses) هي إما جمل بحد ذاتها أو تعمل ايضاً كأجزاء من الجمل مثل اشباه الجمل. تنقسم العبارات (clauses) إلى قسمين رئيسيين مهما (العبرة المستقلة \ independent or main clauses) وال (العبرة غير المستقلة او الخاضعة dependent or subordinate clauses) كما في الأمثلة الآتية:

- عبارة مستقلة تعمل كجملة مفيدة بحد ذاتها لانها تأتي وحيدة وتعطي معنى مفيد. I love Amman.
- عبارة غير مستقلة لا تعطي معنى بحد ذاتها ولا يجوز ان تأتي لوحدها. because it is a nice city.

يمكن دمج هاتين العبارتين لتعطي جملة كبيرة معقدة مفهومة كما في الجملة الآتية:

- I love Amman **because it is a nice city.**
dependent clause independent clause

العبارات غير المستقلة (dependent or subordinate clauses) تسمى كذلك لانها تبدأ ب (subordinate conjunction) والتي درسنا سابقاً في اقسام الكلام والتي سيتم عرضها مرة اخرى للتأكيد وهي تجعل من هذه العبارات عبارات ذات وظائف مختلفة تعطي معناها عندما تأتي مجاورةً لعبارة مستقلة اخرى:

- Ali has talked to that man **because he knew him.**
- I don't like that person **who is talking loudly.**

Subordinate Conjunctions

after / although / as / as if / as long as / as though / because / before / even if / even though / if / if only / in order that / once / provided that / rather than / since / so that / than / that / though / unless / until / till / when / whenever / where / whereas / wherever / whether / while / why

- **if you finish on time.** (meaningless)
- I will take you with me **if you finish on time.** (meaningful)

(العبرة غير المستقلة dependent or subordinate clauses) تنقسم إلى عدة اقسام حسب وظيفتها نذكر منها:

1- Noun Clause. 2- Adjective (relative) Clause. 3- Adverbial Clause

مثال على ال (Noun Clauses):

- I believe **that everything happens for a reason.**
الجزء المظلل يمكن استبداله بكلمة (something) لذلك نسميها (Noun Clauses) لأنها تأتي مكان الاسم وتقوم بعمله.

مثال على ال (Adjective (relative) Clause):

The man **whose car is red** has been talking too much.
الجزء المظلل من الجملة يكون واصفاً للكلمة التي قبله لذلك يسمى بالعبرة الوصفية.

مثال على ال (Adverbial Clause):

- هي عبارة غير مستقلة (dependent or subordinate clauses) وتكون لها غرض داخل الجملة (time, place, condition, contrast, concession, reason, purpose, or result) مثال:
عبرة شرطية ظرفية بمعنى عندما I will give you the money **if I get my salary.**

E- Structural Types of Sentences (قواعد الجمل - قواعدياً)

هناك اربع انواع للجمل من حيث القواعد ، اي من حيث مكونات هذه الجمل ، لذلك فهي مرتبطة ارتباطاً وطيداً بالعبارات المستقلة وغير المستقلة التي شرحت في القسم السابق:

1- Simple Sentences (الجملة البسيطة)

تتكون الجمل البسيطة من عبارة مستقلة واحدة (one independent clause) اي فاعل واحد وفعل واحد ومفعول به او مكمل واحد:

- Tom danced.

2- Compound Sentences (الجملة المركبة)

تتكون الجمل المركبة من عبارتين مستقلتين على الاقل (two independent clauses) ترتبطان بأحد ادوات العطف (coordinate conjunctions) وهي (for, and, nor, but, or, yet, so) او احد الكلمات التالية (however, nevertheless, moreover, etc) كما في المثال التالي:

- They went hiking last Saturday, **but** they soon became lost.

- They went hiking last Saturday; **however**, they soon became lost.

- I like Ali **and** he likes to go out with me.

لاحظ ان كلا العبارتين تصلح ان تكون جملة بسيطة بحد ذاتها.

- I like Ali.

- He likes to go out with me.

3- Complex-Sentences (الجملة المعقدة)

تتكون الجملة المعقدة من عبارة واحدة مستقلة (independent clause) وعلى الاقل عبارة واحدة غير مستقلة (dependent or subordinate clause). لذلك يربط بينهما (subordinate conjunction) وهذا ما يجعل من احدهما عبارة غير مستقلة كما في المثال التالي:

- **When** they went hiking last Saturday, they soon became lost in the woods.

(dependent or **subordinate**)

(independent)

Subordinate Conjunctions

after / although / as / as if / as long as / as though / because / before / even if / even though / if / if only / in order that / once / provided that / rather than / since / so that / than / that / though / unless / until / till / when / whenever / where / whereas / wherever / whether / while / why

4- Compound-complex Sentences (الجملة المعقدة-المركبة)

تتكون هذه الجملة من عبارتين مستقلتين على الاقل (two independent clauses at least) وعبارة اخرى غير مستقلة (one dependent clause) كما في المثال التالي:

- They went hiking last Saturday **but** they soon became lost **because** they lost their map.

(independent)

(independent)

(dependent or **subordinate**)

هذا النوع صعب ولا يتم استخدامه عادة إلا في المجالات اللغوية المتخصصة لذلك لا تعره اهتماماً شديداً.

F- Functional Types of Sentences (أنواع الجمل - وظيفياً)

1- Declarative Sentences (الجمل الخبرية)

هي الجملة الخبرية والتي تعطي جملة ذات معنى والتي تبدأ بحرف كبير (capital letter) وتنتهي ب نقطة (full stop\period) مثل:

- I like food.
- They didn't go to the exam.

2- Interrogative Sentences (الجمل الاستفهامية)

هي الجمل التي تستخدم كأسئلة والتهدف منها طلب معلومات والتي تبدأ بحرف كبير وتنتهي بعلامة السؤال (?) مثل:

- Do you speak English?
- What is your name?

3- Imperative Sentences (جمل الأمر)

هي الجمل التي يكون الهدف منها اعطاء أوامر والتي تبدأ بفعل عادة لأن الفاعل محذوف تقديره (You) وتبدأ بحرف كبير وتنتهي بنقطة عادة مثل:

- Don't speak loudly.
- Open the door please.

4- Exclamatory Sentences (جمل التعجب)

هي جمل يكون لها اثر تعجبي فقط لا غير تبدأ بحرف كبير وعادة ما تبدأ بكلمات السؤال او صيغ التعجب او كلاهما وتبدأ بحرف كبير ولكنها تنتهي ب علامة التعجب (!) لذلك هي ليست أسئلة مثل:
صيغ التعجب:

Common Interjections							
aha	hey	ouch	whew	alas	hooray	ow	wow
ugh	yikes	goodness	oops	well	yippee	oh	aw

- Wow! What a nice car it is!
- Nice house! أحيانا يتم حذف معظم مكونات هذه الجملة
- Ugh, bad smell!

Unit Six

Education Today

- يمكن لمثل هذه الجداول / الكلمات ان تكون مطلوبة في سؤال المفردات او تصحيح الكلمات او الإشتقاق. عند محاولتك حل مثل هذه الأسئلة، لابد لك من القراءة حتى نهاية الجملة.

No	Word	English Meaning	المعنى بالعربي
1-	increasingly		بشكل متزايد
2-	prospects		فرصة / فكرة
3-	global		عالمي
4-	Proficiency (2017/w)	a good standard of ability and skill	كفاءة
5-	lifelong (2017/s)	continuing or existing throughout your life	طول العمر
6-	abroad		في الخارج
7-	Psychology (n) psychological (adj)	the study of the mind and how it works	علم النفس

Exercise 1: Use words from the table above to complete each of the following sentences:

1- 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, (2017/w) 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! **(use words 1 to 6 to do this exercise)**

Ex1: 1 prospects 2 proficiency 3 increasingly 4 abroad 5 global 6 lifelong

حل مثل هذه الأسئلة يعتمد على: 1- العقل حيث يلزمك حفظ معاني الكلمات التي في الجدول وتمييز القسم من اقسام الكلام التي تنتمي إليها سواء كانت اسم او فعل او صفة او ظرف. وعندما تعجز عن حلها معنوياً حاول حلها بإستخدام قواعد الإشتقاق.

- ملاحظة: قبل الحل يجب عليك عزيزي الطالب ما يلي:

- 1- قراءة السؤال كاملاً لان الطلب احياناً يكون في النهاية مثل (هناك خمس عوامل اعط 3 منها) إذا كتبت 4 او 5 يعتبر السؤال خطأ. فلنتفق على قراءة السؤال حتى نهايته.
- 2- يجب عليك حفظ الكلمات المفتاحية في الأسئلة مثل:

(يصرح) state (يمنع) prevent (أذكر) mention (متى) when (أين) where (لمن) whose (لماذا) why (ما/ماذا) what (يعود على) refer to (يتضمن) include (رأي) opinion (وضح \ اشرح) explain (جد كلمة) find a word (إقتبس) quote (محاسن) advantages (يسمح) allow (يحتوي) contain (بالرجوع ل \ طبقاً ل \ نسبة ل فقرة رقم كذا) according to (ينقص) decrease (يزيد) increase (نتائج) results (اسباب) reasons (مساوئ) disadvantages

3- إعلم أن ما يقوله لك عقلك بشكل تلقائي غالباً ما يكون هو الصواب، وإذا لم أكن متأكد من الحل فالوسيلة الوحيدة هي مراجعة الحل بناء على ما درست وليس بالإستماع إلى الزملاء لانهم غالباً ما يجعلوك تقوم بتغيير الصح إلى خطأ مع تحمل ما يترتب على الغش من نقص علامات او حرمان من الإمتحان او إثم.

No	Word	English Meaning	المعنى بالعربي
1-	academic (adj) (n) academy (n) academically (adv)	connected with education, especially at college or university level	أكاديمي/متعلق بالدراسة
2-	compulsory (adj) (2016)	obligatory; required	إجباري / متطلب / مطلوب
3-	contradictory (adj) contradict (v) contradiction (n)	if two ideas are contradictory they are completely different and thus unable to both be true	تناقض
4-	developed nation (n)	a rich country that has many industries, comfortable living for most people, and usually an elected government	الأمم المتقدمة
5-	fluently (adv) fluency (n) fluent (adj)	speaking a language very well, like a native speaker	بطلاقة
6-	option (n) optional (adj)	something that is or may be chosen	إختياري
7-	tuition (n)	teaching, especially in small groups	التعليم بمجموعات صغيرة

Exercise 2: Replace the words and phrases in bold with words from the box:

- 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**.

Ex2: 1 developed nation 2 compulsory 3 optional 4 tuition 5 contradictory

Unit Six Text One: The time we spend at school

الوقت الذي نقضه في المدرسة

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.

بدأت نحو 1000 مدرسة في الولايات المتحدة الأمريكية قبل عدة سنوات فكرة جعل العام الدراسي أطول بإضافة عشرة أيام إضافية للعام الدراسي أو بجعل كل يوم أطول بنصف ساعة.

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.

كان هذا بسبب أنه قد وجد أن طلاب المرحلة الثانوية في الولايات المتحدة وبريطانيا يقضون الوقت الأقل في المدرسة بسنة دراسية مدتها 187 يوم. السنة الدراسية الإعتيادية في الأردن أطول من ذلك. وعلى أية حال، ليست السنوات الدراسية هذه بنفس طول السنوات الدراسية في دول مثل اليابان وكوريا الجنوبية. يلتحق الكوريون الجنوبيون بالمدرسة لمدة 220 يوم بالسنة و في اليابان تكون السنة الدراسية طوال 243 يوم.

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.

طبقاً لدراسة أعدتها منظمة التعاون والتطوير التعليمي، يقضي الطلاب في اليابان وإندونيسيا وكوريا الجنوبية أطول وقت دراسي في العالم. يرغبون في التعلم قدر ما يستطيعون ليزمّنوا علامات ممتازة في الإمتحانات. يذهبون للمدرسة لحوالي تسع ساعات، بالرغم من أن هذا يشمل نشاطات و تعليم ما بعد وقت المدرسة بشكل اختياري. يقضون حوالي ثلاث ساعات كل يوم في حل الواجبات وهو ما يساوي ثلاثة أضعاف ما يفعله الطلاب في دول أخرى. تحصيلهم العلمي المتميز يفترض أنه كلما قضيت وقتاً أطول في الدراسة كلما حصلت على علامات أفضل في الإمتحانات.

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.

بينما في فنلند يتم إعطاء الطلاب أقل من نصف ساعة لعمل الواجب البيتي كل ليلة. ويلتحقون بالمدرسة لأيام أقل وأقصر ب 85% من الأمم المتقدمة الأخرى. بالرغم من هذا، يحققون العلامات العليا في مواد دراسية مثل الرياضيات والعلوم. بالإضافة إلى أن أغلب الطلاب يتحدثون لغتين على الأقل أو ثلاث لغات بطلاقة.

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.

إن وجهات النظر المتناقضة لهذه الدراسات تفترض أن عدد و طول الأيام الدراسية هو ليس العامل الوحيد في تحديد ما إذا ما كان الطلاب سينجحون في المدرسة أو لا.

Exercise 3: Now answer the following questions:

1- What change has recently taken place in some American schools, and why has this occurred?.....
.....
.....

2- Who does more homework on average: students in the USA or students in Japan?
.....

3- How many days a year do most students in the USA attend school?
.....

4- Is it compulsory to do after-school activities in Japan and South Korea?
.....

5- What is interesting about Finland's fewer and shorter school days?
.....
.....
.....

6- **Critical Thinking:** Do you think that a longer school day would result in better grades for most students? Why/Why not? Justify your answer.

.....

.....

.....

.....

7- What do the contradictory views of the study carried by the (OECD) suggest?

.....

.....

.....

8- What is the situation of students of Finland regarding foreign languages?

.....

.....

9- Why do Japanese, Indonesian and South Korean students spend the most time Studying?

.....

.....

10- What do the bolded words (pronouns) refer to?

.....

.....

11- What do the underlined words "**academic / contradictory**" mean?

.....

.....

12- What are, in your opinion, the other factors that determine whether students will succeed or not?

.....

Ex3: 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- **Suggested answer:** A longer school day, depending on how it was constructed, might improve students' grades. It would necessitate well-structured timetables, with time spent on individual study during the day and less homework at night. It would also need to include a lot of subjects such as Physical Education, Drama and Music, and even some activities that are seen as extra-curricular, such as crafts and creative writing. 7- 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. 8- most students also speak at least two, and often three, languages fluently. 9- They want to learn as much as they can to ensure excellent exam grades.

10-

Pronoun/Word	Reference
This	an average school year of 187 days
They they They They Their	students in Japan, Indonesia and South Korea
they	Students in Finland
This	Being given less than half an hour of homework per night, and attending school for fewer and shorter days than 85% of other developed nations.

11- academic: connected with education, especially at college or university level.

- contradictory: if two ideas are contradictory they are completely different and thus unable to both be true.

No	Word	English Meaning	المعنى بالعربي
1-	astrophysics (n)	the study of the chemical structure of the stars and the forces that influence them	الفيزياء الفلكية
2-	pioneering (adj) pioneer (v/n)	introducing new and better methods or ideas for the first time	رائد / رواد
3-	taylor-made (adj)	custom-made; made to fit exactly	مصمم خصيصاً
4-	undertake (v) undertaking (n)	to commit yourself to do something and to start to do it	القيام بـ / الخضوع لـ
5-	tuition (n)	teaching, especially in small groups	التعليم بمجموعات صغيرة
6-	qualifications (pl n) qualify (v) qualified (adj)	official records of achievement awarded upon the successful completion of a course of training or passing an exam	مؤهلات
7-	tutorial (n) tutor (v/n)	a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students	برنامج تعليمي

Exercise 4: Choose words from the table above to complete the following sentences:

- 1- is the type of astronomy which uses physical laws and ideas to explain the behaviour of the stars and other objects in space.
- 2- All students receive in logic and metaphysics.
- 3- It was universities that ed these new industries, they were the first.
- 4- Students are required to simple experiments.
- 5- It sounds as though you're for the job.

Ex4: 1- astrophysics 2- tuition 3- pioneer 4- undertake 5- tailor-made.

Unit Six Text Two: Space Schools

المدارس الفضائية

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.

المدارس الصغيرة المختصة هي من المدارس الرائدة والتي تستقبل الدعم والتمويل من الشركات الخاصة والتي تهدف إلى تشجيع الشباب لممارسة لممارسة دراسة ثانوية ليست تقليدية. تختص هذه المدارس أحياناً بمجال واحد. وتعني أيضاً أن مثل هذا المجال الواسع من المهارات والمؤهلات يجب أن يكون متاح لكل الشباب.

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 **taylor-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.

إحدى هذه المدارس فتحت أبوابها مؤخراً لتعليم الطلاب من سن الرابع عشرة وحتى الثامن عشرة والذين لديهم اهتمام خاص للعمل في مجال الفضاء. يأخذ الطلاب منهاج قد تم تأليفه لهم خصيصاً فيه مواد مثل علم الفلك والفيزياء الفلكية. تكون الدروس عبارة عن خليط من الدروس القصيرة ومشاريع تشرف عليها شركات رائدة في الفضاء والتكنولوجيا.

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.'

يتم احضار علماء ومهندسين بارزون كمحاضرين ضيوف (غير متفرغين) لطلاب يهدفون لتحقيق علامات عليا في اختبارات الرياضيات والعلوم الخاصة بهم. وعند مغادرتهم المدرسة سيتم وضعهم في المكان المناسب ليجتلبوا وظائف مختلفة. "ليسوا مضطرين ان يصبحوا رواد فضاء" يقول المتحدث باسم المدرسة. "إن العلامات المتميزة في مواد العلوم والتكنولوجيا يمكنها فتح العديد من الابواب ويمكن ايضا أن تقود إلى فرص مهنية متعددة.

Exercise 5: Now, Answer the following questions which are prepared by Mohammad Al

Aswad:

- 1- What are the two school subjects that can open many doors when achieving excellent grades in?
- 2- Who teaches in such schools?
- 3- What do the bolded pronouns refer to?
- 4-What is the expected future of those students whose aim is to get high marks in math and science exams?
- 5- Quote the sentence which indicates that a school has been opened to take care of students who are interested in space and their ages.
- 6- What type of curriculum do students in space schools follow and what school subjects does it include?
- 7- Who supports and funds Studio Schools?
- 8- What is the aim of such studio schools?
- 9- **Critical Thinking:** Do you think such specialized schools would be successful in Jordan? Why? Why not?

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

- leading companies in the space and technology industries:

.....

- prominent scientists and engineers:

.....

11- Would you like to attend this school? Why/Why not?

.....

.....

12- What kind of specialised school would you like to attend? Why?

.....

.....

13- Read the quotation. Do you agree with it? Why/Why not? "Live as if you were to die tomorrow. Learn as if you were to live forever." Mahatma Gandhi (1869 CE–1948 CE)

.....

.....

.....

Ex5: 1- The school subjects are science and technology.

2- Prominent scientists and engineers teach in that school.

3-

Pronoun/Word	Reference
which/ which	pioneering schools
who	fourteen- to eighteen-year-olds
Their/they /they	Students

4- When they leave school, they will be well-placed to take any number of different career paths. 5- One such school has recently opened to educate fourteen- to eighteen-year-olds who have a special interest in working in the space industry.

6- Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics. 7- Private businesses support and fund studio schools.

8- Studio schools seek to encourage young people to undertake a less conventional form of secondary education. 9- Yes, I think such schools would be very successful because there are many students who wish to study specific subjects and do not want to be involved with other subjects. So this can save their time and efforts. 10- The companies supervise projects given to students. - The scientists and engineers are brought in as guest lecturers.

11- Oh, yeah. I would like to attend such a school because it will give me the best chance I've always dreamt of. 12- I would like to attend art school, because I am interested in arts.

13- yes, I agree with this quotation because we should do our best as if we are to die tomorrow and also we should keep learning as if we were to live forever.

No	English Word	English Meaning	المعنى بالعربية
1-	put (my) back into it (v-phrase)	[idiom] to put a lot of effort into something	يجتهد
2-	colloquial (adj)	(of language or words) used mainly in informal conversations rather than in writing or formal speech	عامية

Exercise 6: Choose words from the table above to complete the following sentences:

- 1- speeches should not be used at schools.
- 2- I could answer this question in an afternoon if I really

Ex6: 1- colloquial 2- put my back into it.

Unit Six Text Three: Anita's Blog (2018/S)

المذكرة الإلكترونية الخاصة بأنيتا

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.

قبل صيفين، قضيت خمس اشهر في دراسة اللغة العربية في الجامعة الأردنية الألمانية بالقرب من مادبا. بما أن والدي اصلاً من الأردن، كبرت متحدثاً اللغتين العربية والألمانية. ولكنني لم ادرس العربية بشكل رسمي ابداً وعندما سمحت لي الفرصة بأن اقضي سنة في الأردن لدراسة العربية، لم اتردد لثانية واحدة.

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.

لدي العديد من الأقارب في الأردن ولقد رتبوا لي الإقامة مع عائلة رائعة تعيش خارج مادبا. لقد ذهنتي عدد الطلاب الدوليين هناك والذين لم يكونوا فقط من ألمانيا بل من جميع انحاء العالم. معظمهم درسوا العربية لمستوى متقدم. العربية العامية مألوفة بالنسبة لي لانها اللهجة التي يتكلمها اهلي ويفهمونها. لقد كانت حصص العربية الفصحى ذات تحدي بالنسبة لي خصوصاً القواعد.

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.

يجب علينا ان نتعلم لائحة من حوالي 50 مفردة كل اسبوع، لقد غطينا العديد من المواضيع. إن العيش مع عائلة قد ساعد في تحسين مهارات التحدث باللغة العربية لانه بينما يسمع الطلاب العربية في الحصص والشارع، كان باستطاعتي ممارستها في المنزل. لقد اجتهدت حقاً بها ولقد حصلت على درجة أ في هذه المادة.

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.

من أكثر ما يؤثر انطباعي عن طلاب الأردن هو سلوكهم وتوجههم فيما يتعلق بالدراسة. كان كل الطلاب الذين التقيت يقدرون أهمية التعليم الجامعي بالنسبة إليهم والفرص التي يمكن أن تمنحهم للمشاركة في ازدهار دولتهم. وقد اظهروا قيماً إيجابية. لقد كانوا صادقين، ولقد ناقش الناس المشاكل بدلاً من أن يغضبوا إذا ما لم يتفقوا مع بعضهم بعضاً.

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.

وكشخص يستمتع بالطعام اللذيذ والأماكن الجميلة والناس الحميمين المضيافين، كانت الدراسة في الأردن من أفضل القرارات التي اتخذتها في حياتي. لقد كونت العديد من الصداقات الجديدة، ولقد طورت أيضاً مهارات الاندماج والكتابة والقراءة في اللغة العربية. أحلم في أن أصبح متحدثاً للغة العربية بطلاقة. ولأنني أعلم أنني سأعود للأردن بقدر ما أستطيع، سأجعل هذا الحلم يتحقق.

Exercise 7: Now my dearest students, after reading the blog thoroughly, answer the following questions:

1- Why was Anita so willing to go to Jordan to study Arabic?

.....
.....

2- What impressed Anita about her fellow students at the university?

.....
.....

3- What does the idiom “**put my back into it**” in bold in the text mean?

.....

4- How long did Anita stay in Jordan and what was that for?

.....
.....

5- Anita states that she grew up speaking two languages which are Arabic and German, why do you think she had this chance?

.....

6- Quote the sentence which indicates that there are many international students in Madaba and Jordan.

.....
.....

7- What does the underlined adjective “colloquial” mean?

.....

8- What do the bolded pronouns refer to?

.....
.....

9- Critical Thinking: Anita says that she was happy to live with a family just outside Madaba, in what way do you think that is useful and would you like to live with a family who speaks English for example? Why? Why not?

.....

.....

.....

10- Being bilingual is so helpful for people who look for better life chances. Do you agree? Why? Why not?

.....

.....

Ex7: 1- There are many reasons such as: she had never studied Arabic formally; she also has relatives in Jordan and finally shw was amazed by the number of international students there.

2- What impressed her most about students in Jordan was their behaviour and their attitude to studying. 3- to put a lot of effort into something. 4- Anita stayed for five months studying Arabic at the German-Jordanian University near Madaba. 5- Anita had the chance to speak two languages because her father was originally Arab and she had the chance to live in Germany.

6- "I was amazed by the number of international students there, who were not only from Germany, but from all over the world." 7- (of language or words) used mainly in informal conversations rather than in writing or formal speech.

8-

Word/Pronoun	Reference
me / I	Anita
who	a wonderful family
There	the German-Jordanian University near Madaba
Who	International students
them	International students
which	colloquial Arabic
my	Anita
it	Arabic
their / their	Students in Jordan
their	All the students who she (Anita) met
it	university education
them / their / They	All the students who she (Anita) met
they	People
who	Someone
my	Anita

9- Living with another family helps in developing language skills and helps others know about other cultures. I would like to live with another family to achieve these things.

10- Yes, I agree. Being bilingual is something so useful in this world because languages give you the chance to have new sources for knowledge.

No	Word	English Meaning	المعنى بالعربية
1-	degree (n)	a qualification that is given to you when you have successfully completed a course of study	الدرجة العلمية
2-	halls of residence (n)	accommodation provided by a university or college	السكن الجامعي
3-	motive (n)	reason for doing something	حافز
4-	minority	not many, the opposite of 'majority'	أقلية
5-	fees	costs, charges	رسوم
6-	debt	money you owe	دين
7-	financial	relating to money	متعلق بالمال

Exercise 8: Choose words from the table above to complete the following sentences:

- 1- To manage your affairs, you need to consult a financial adviser.
- 2- Children with single parents at my school were very much in the
- 3- Mr. Aswad has a Master's and soon, he will be doing his PhD.
- 4- New students may be accommodated in
- 5- He managed to pay off his s in two years.

Ex8: 1- financial 2- minority 3- degree 4- halls of residence 5- debt

Unit Six Text Four: After school ...

بعد المدرسة

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.

يذهب 50 % من تاركي المدارس (الذين انجزوا الدراسة المدرسية) لإكمال التعليم العالي. لم يكن الرقم دائما يمثل هذا الارتفاع. قبل حوالي عشرين سنة، كان الرقم اقرب الى ال 30% وقبلها بثلاثون عاما كان الرقم حوالي 5%. التغيير الكبير الثاني كما مالياً. قبل عام 1998 للميلاد، كان التعليم العالي في المملكة المتحدة مجاني بالكامل للبريطانيين. منذ ذلك الوقت، تم استحداث رسوم الراسة بمجموعات صغيرة. لستلف اغلب الطلاب هذا المال من الحكومة. ليسوا مضطرين لدفعه حالا. بدلاً من ذلك، يقومون بتسديده ببطء مما سيكتسبوا في المستقبل.

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.

بالرغم من التكلفة العالية، يختار العديد من الطلاب الدراسة بعيداً عن الوطن. كشفت دراسة مسحية تناولت 17.000 طالب ان 7% ارادوا البقاء في منازلهم خلال دراستهم الجامعية. وبالطبع يعني هذا اقتراض المزيد من المال من الحكومة. فلماذا لا يتجنب الطلاب المديونية ببقائهم في بيوتهم حيث لا يضطرون لدفع اجارات؟ يقول معظمهم انهم يريدون اختيار جامعاتهم بدلاً من الأقرب. إن الرغبة بالعيش في ثقافة جديدة تعد احد الدوافع القوية لذلك. أين يسكن هؤلاء الطلاب؟ يعيش اقليمهم في سكنات جامعية خصوصاً في عامهم الأول. ويستأجر اخرون غرف او منازل. يسكن القليل المحفوظ منهم في ممتلكات اشتراها اهلهم لهم. اقليمهم يجب عليه ان يتعلم الطبخ والتنظيف وكيف يتدروا امر إدارة الوقت والمال.

Exercise 9: Now, answer these questions:

1- Read the text quickly. Use the context to guess the meaning of the underlined words and match them with their meanings:

- a- accommodation provided by a university or college:
- b- reason for doing something:
- c- not many, the opposite of 'majority':
- d- costs, charges:
- e- money you owe:
- f- relating to money:

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

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

3- What does the word '**it**' in bold refer to in the first paragraph?

.....

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

.....

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

.....

.....

6- **Critical Thinking:** The students of UK suggested that living in another culture is so helpful for them. Do you think that is correct? Suggest other three useful things you will achieve by leaving home and studying in another university which is far from your home.

.....

.....

.....

7- Where do UK students get money for their education and how do they manage to pay this money back?

.....

.....

8- Where do students who leave their homes live?

.....

.....

9- What do the underlined pronouns and words refer to? Make a list or a table.

.....

.....

.....

.....

10- Quote the sentence which indicates that students do not always choose universities which are near their homes.

.....

.....

.....

Ex9: 1- a- halls of residence b- motive c minority d- fees e- debt f- financial.

2- a- T b- T c- F: They pay the government back out of future earnings. D- F: Most students choose to study away from home.

3- the percentage of school leavers going on to higher education.

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

5- They borrow money from the government.

6- Yes, I think living in another culture is a very helpful thing. It also helps students learn how to depend on themselves, cook and do the house up.

7- Most students borrow this money from the government. They pay it back slowly out of future earnings.

8- 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.

9-

Word/Pronoun	Reference
it / it	The figure (the number of school leavers who go on to higher education)
They	Most students
it	This money
they	Most students
it	This money
they their	7% of students
where	Home
them they	Students
One	University
Many / their / others	Students
Their / them	Minority
them / their / their	(students) who live far away from their homes

10- Most of them say that they want to move to the university of their choice, rather than the nearest one.

University Subjects:

- احفظ يا رعاك الله، هذه التخصصات الجامعية وبعدها حل الأسئلة التي تليها:

No	University subjects	English Meaning	المعنى بالعربي
1-	Maths		الرياضيات
2-	Dentistry		طب الأسنان
3-	Arabic Language and Literature		اللغة العربية وآدابها
4-	Pharmacy (n) pharmaceutical (adj)	the study and practice of preparing drugs or medicines	الصيدلة
5-	Marketing(n) market (v/n)	the study of selling products to the appropriate customer	التسويق
6-	Geology		علم الأرض
7-	Psychology	the study of the mind and how it works psychological (adj)	علم النفس
8-	Translation		الترجمة
9-	Visual Arts		الفنون المرئية/التشكيلية
10-	Chemistry		الكيمياء
11-	Sociology	the study of societies and the behaviour of people in groups sociological (adj)	علم الاجتماع
12-	Banking and Finance		العلوم المالية والمصرفية
13-	History		التاريخ
14-	Nursing		التمريض
15-	Agriculture	the science or practice of farming agricultural (adj)	الزراعة
16-	Physics		الفيزياء
17-	Engineering (n) engineer (v/n)	the study of how roads, bridges, machines, etc. are built	الهندسة
18-	Linguistics	the study of the grammar, history and structure of languages linguist (n) – linguistic (adj)	اللغويات
19-	Economics	the study of the way in which money and goods are produced and used economical (adj) – economically (adv)	علم الاقتصاد
20-	Business Management manage (v) managerial (adj)	an area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organising and planning manage (v) – managerial (adj)	إدارة الأعمال
21-	Biology		الأحياء / العلوم الحياتية
22-	Medicine		الطب
23-	Geography		الجغرافيا
24-	Fine Arts		الفنون الجميلة
25-	Law		القانون
26-	career advisor (n) advise (v) advice (n)	someone who provides information to help people to make choices about their training and work	المستشار الوظيفي

Exercise 10: The following paragraphs are comments made by university students. Fill in the gaps with the appropriate university subjects. One subject is not needed.

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

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

2- Studying lets me focus on my love of language in an analytical way. It has introduced me to ideas about language that I never thought of before.

3- Maths has always been my strongest subject, and I feel that by studying I can use my strengths to solve practical problems.

4- is a subject that I've always been interested in. Learning about ancient and modern 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.

Ex10: 1 Law 2 Linguistics 3 Physics 4 History 5 Banking and Finance

Body Idioms (verb phrase): مصطلحات متعلقة بالجسم

- مجموعة من المصطلحات والتي تتكون من مجموعة من الكلمات التي لها علاقة بالجسد وكلمات أخرى معا تكون مصطلحاً يحمل معنى مختلف خاص به.

body idiom	English Meaning	المعنى بالعربي
get it off (your) chest	to tell someone about something that has been worrying you	تشكي همومك لأحدهم
get cold feet	to lose your confidence in something at the last minute	ان تفقد الثقة بنفسك في اللحظة الأخيرة
play it by ear (2016)	to decide how to deal with a situation as it develops	تقرر بسرعة كيف تتعامل مع موقف
keep your chin up (2016)	to remain cheerful in difficult situations; an expression of encouragement	ان تبقى مبتهج وقت المصاعب (تعبير تشجيعي)
have a head for figures	to have a natural mental ability for maths and numbers	ان يكون لك عقل رياضيات
put (my) back into it	to put a lot of effort into something	يجتهد

Exercise 11: Complete the sentences with body idioms taken from the table above:

- **Replace the underlined phrase with the correct body idiom:**

1-(2016/s) Majed is too nervous to do a parachute jump. I think that he will lose his confidence at the last minute.

2-(2017/s) I'm not sure if it'll be warm enough to have a barbecue. We'll have to keep our chin up.

3- If you've got a problem, talk to someone about it. It helps to

4- I don't think I'd be a very good accountant. I don't really

5- ! I'm sure everything will be fine in the end.

6-(w/2016) Even if things have been difficult for you, always, everything will be normal soon.

7- I could solve this problem in an afternoon if I really

Answers Ex11: 1- get cold feet 2- play it by ear 3- get it off your chest 4- have a head for figures 5- Keep your chin up 6- keep your chin up 7- put my back into it.

Exercise 12: Replace the underlined idioms with the correct meaning:

1- You could dig this plot in an afternoon if you really put your back into it.

.....

2- Harriet has a good head for figures, she is very clever at calculating numbers.

.....

3- I don't know how long I'll continue touring with the band. We've always said we'll just play it by ear.

.....

4- Students always get cold feet whenever they have exams.

.....

Ex12: 1- to put a lot of effort into something 2- to have a natural mental ability for maths and numbers 3- to decide how to deal with a situation as it develops 4- to lose your confidence in something at the last minute.

Grammar: Quantifiers to make comparisons

1- Comparative/superlative/equal/non-equal Degrees

- يمكننا استخدام المقارنة والتفضيل والمساواة وعدم المساواة للمقارنة بين الصفات والظروف.

Mahmoud is taller than his brother. (صفة +er)

Mahmoud works as hard as his brother. (ظرف +as+hard+as)

I can run the fastest. (ظرف +the+fast+est)

إليك عزيزي الطالب جدول مختصر لهذه القاعدة:

	Degree	Explanation
1-	Comparative more/less ... than صفات شاذة good-better bad-worse many-more much-more little-less far- farther far-further	- المقارنة تكون بين شيئين، يعني اما يكون هناك اسم في بداية الجملة واسم في نهاية الجملة. اسم شخص او شيء او مجموعة. ويكون بين هذين الاسمين كلمة (than). - نضيف (.....er) للصفة او الظرف القصيرين للمقارنة. - نضيف (more er) للصفة او الظرف الطويلين للمقارنة الإيجابية. - نضيف (less er) للصفة او الظرف الطويلين او القصيرين للمقارنة السلبية. - Do you think Geography is more interesting than History, or less interesting? - Mahmoud is taller than his brother. - Mohammad works harder than his brother.
2-	Superlative the most/least good - best bad - worst many-most much-most little - least far-farthest far - furthest	- التفضيل يكون بتفضيل شيء على كل الأشياء وغالباً ما نذكر اسم واحد لشخص او مجموعة ولا نذكر المجموعة الأخرى لأننا نقوم بتفضيله بشكل ضمني على كل الأشياء او الأشخاص من نفس النوع. يكون هناك (the) التفضيلية. - نضيف (the est) للصفة او الظرف القصيرين للتفضيل. - نضيف (the most er) للصفة او الظرف الطويلين للتفضيل الإيجابي. - نضيف (the least er) للتفضيل السلبي عندما تكون الصفة او الظرف طويلين او قصيرين. - Which subjects are the most popular, and which are the least popular? ظرف I can run the fastest. صفة I am the fastest.
3-	Equal as ... as	- نستخدم (as.....as) للتعبير عن المساواة ويكون بينهما صفة او ظرف قصيرين او طويلين واذا اردنا نا نعبر عن عدم المساواة يكون قبلها (not). - يمكننا ان نستخدم (as much) ويتبعها اسم للكلام عن مساواة وعدم مساواة الأشياء غير المعدودة. - يمكننا استخدام (as many) ويتبعها اسم للكلام عن مساواة وعدم مساواة الاشياء المعدودة. - لاحظ: لا يوجد (the) ولا (than) في هذه القاعدة. - ملاحظة: إذا كان هناك عدم مساواة بوجود نفي بعد الفعل، يكون الطرف الثاني اكثر من الطرف الأول في ميزان الصفة. - Is Maths as popular as Science? - I don't like running as much as I like swimming. - We practise our English as often as possible. - There are not as many people in our class as in yours. - I don't eat as much fast food as my brother.

Exercise 13: Rewrite the following sentences.

1- (2016/s) Neither Maths nor science are as popular as English.

English

2- (2017/s) Studying physics is not as popular as studying biology in Britain.

Studying Biology

3- (2018/s) These new shoes are not as comfortable as my old ones.

My old shoes

4- (2017/w) Jordanian children start school a year later than English children.

English children

5- (2018/w) The electronic newspapers are not as acceptable as the ordinary ones.

The ordinary newspapers

Ex13: 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.

Exercise 14: Complete the sentences with the phrases in the box.

English 45% / Maths 25% / Science 20% / Music and Art 10%

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.

Ex14: 1- the most 2- The least 3- not as many 4- more; less 5- as much as 6- as popular as.

Exercise 15: Study the information in the table about compulsory education and complete the sentences below it. Use the words and phrases in the box. One word is not needed.

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

Earlier / later / less / longer / the most / the least

1- Portuguese and Turkish children have compulsory schooling.

2- Portuguese children have to go to school for than children in Japan.

3- In Jordan, children start school a year than English children.

4- Japanese and Jordanian children have compulsory schooling.

5- Jordanian children can leave school one year than English children.

Ex15: 1- the most 2- longer 3- later 4- the least 5- earlier.

Exercise 16: This table gives recent information about some of the most popular university subjects offered by British universities. Use it to complete the sentences. Use phrases from the box. One phrase is not needed.

Subject	Number of Applications in 2014 CE	Change since 2013 CE
Business Studies	280,240	+3.2%
Visual Arts	244,620	+2.4%
Biology	231,720	+8%
Engineering	141,100	+11%
Law	108,130	-1%
Physics	104,410	+5%
Medicine and Dentistry	98,910	+3%
Computer Science	97,110	+13%

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

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

Answers: Ex16: 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

Exercise 17: Fill in the correct form of the words in brackets (comparative or superlative).

- 1- My house is (big) than yours.
- 2- This flower is (beautiful) than that one.
- 3- This is the (interesting) book I have ever read.
- 4- Non-smokers usually live (long) than smokers.
- 5- Which is the (dangerous) animal in the world?
- 6- A holiday by the sea is (good) than a holiday in the mountains.
- 7- It is strange but often a coke is (expensive) than a coffee.
- 8- Who is the (rich) woman on earth?
- 9- The weather this summer is even (bad) than last summer.
- 10- He was the (clever) thief of all.

Answers: Ex17: 1- bigger 2- more beautiful 3- the most interesting 4- longer 5- most dangerous 6- better 7- more expensive 8- richest 9- worse 10- cleverest.

Exercise 18: Fill in the gaps with the comparative or the superlative form of the adjectives given.

- 1- This armchair is than the old one. (comfortable)
- 2- Trains are than aeroplanes. (slow)
- 3- I bought the souvenir I could afford. (expensive)
- 4- In this classroom there are girls than boys. (many)
- 5- Ann is the child in the family. (young)
- 6- That TV set is the of all. (cheap)
- 7- You are here than there. (safe)
- 8- Fifi is than Kate. (pretty)
- 9- This is the film I have ever seen. (exciting)
- 10- Tim is than Peter. (talented)

Answers: Ex18: 1- more comfortable 2- slower 3- most expensive 4- more 5- youngest 6- cheapest 7- safer 8- prettier 9- most exciting 10- more/less talented.

Exercise 19: Put the adjectives between brackets in the correct form:

- 1- My brother has a (tidy) room than me.
- 2- Australia is (not/big) England.
- 3- I'm (tall) this man.
- 4- She's got (little) money than you, but she doesn't care.
- 5- He thinks Chinese is (difficult) language in the world.
- 6- Valencia played (bad) than Real Madrid yesterday.
- 7- Cats are not (intelligent) as dogs.
- 8- Show me (good) restaurant downtown.
- 9- Who is the (talkative) person in your family? I mean who speaks less.
- 10- Ali is than Rawan. (intelligent)

Answers: Ex19: 1- tidier 2- not as big as 3- as tall as 4- less 5- the most difficult 6- worse 7- as intelligent as 8- the best 9- most talkative 10- more/less intelligent

Exercise 20: Choose the correct answer:

- 1- A plane carries passengers than a bus. (least, little, most, more)
- 2- Salim is than Suzan. (clever, cleverer, cleverest)
- 3- His opinion is certainly mine. (as good as, better, best)
- 4- A bus carries passengers than a plane. (few / fewer / the fewest)
- 5- The city is (much) than the countryside. (busier, busy, busiest)
- 6- This is the film I have ever watched. (good, better, best)

Answers: Ex20: 1- more 2- cleverer 3- as good as 4- fewer 5- busier 6- best.

Exercise 21: Re-write the sentences to give a similar meaning to the previous one:

1- Rami's handwriting is more beautiful than Ali's.

Ali's

2- Travelling by car is less exciting than travelling by train.

Travelling by train.....

3- Alex speaks English fluently, Rami also speaks English fluently.

Alex speaks

4- Dogs are fast but they are slower than lions.

Dogs are not

5- A dog is more faithful than a cat.

- A cat

6- Amman is the best city in the Middle East.

- No other city in the Middle East is

- Amman is than any other city in the Middle East.

7- There are few countries as large as China.

- China is one of

8- I know him quite as well as you do.

- You do not

Ex21: 1- Ali's handwriting is less beautiful than Rami's. 2- Travelling by train is more exciting than travelling by car. 3- Alex speaks English as fluently as Rami. 4- Dogs are not as fast as lions. 5- A cat is less faithful than a dog. 6- No other city in the Middle East is better than Amman. - Amman is better than any other city in the Middle East. 7- China is one of the largest countries in the world. 8- You do not know him more than I do.

Exercise 21: Identify the mistake and rewrite the sentence (mistakes can be grammatical or meaning):

1- Anthony is the older of four siblings.

.....

2- Billionaires are richest than millionaires.

.....

3- Mr. Gomez's market sells the fresher fruit in town.

.....

4- The cat is faster than the dog.

.....

5- A Ferrari is as fast as a GMC.

.....

Ex21: 1- oldest 2- richer 3- freshest 4- the dog is faster than the cat. 5- A Ferrari is not as fast as a GMC.

كتابة البريد الإلكتروني غير الرسمي Writing (1): An Informal Email

- ملاحظة: البريد الإلكتروني هي نفسها الرسالة لكن ترسل عن طريق الحاسوب.
- عند كتابة البريد الإلكتروني، لاحظ عزيزي الطالب اننا نقوم بتقسيم كتابتنا إلى 3 فقرات.
- يكون في البداية هناك تحية (Hi/Hello/Dear friend) إذا كان البريد غير رسمي.
- ونكتب (Dear Sir/Madam/Manager) في حال كان البريد رسمي.
- نتبعها بمقدمة افتتاحية يمكنك ان تطمئن عن صحة وأحوال المرسل إليه.
- ثم تبدأ الفقرة الثانية بإيضاح سبب كتابة الإيميل مع مناقشة جميع المتطلبات التي تعطى لك في السؤال.
- ثم تكتب الخاتمة المناسبة مع كتابة هذه الجملة (looking forward to hearing from you soon) ومن ثم التحية الختامية.
- أكتب اسم إذا ما اعطى لك السؤال اسماً، لا تكتب اسمك الحقيقي بتبهدل.
- راع الصحة القواعدية وعلامات الترقيم.

ملاحظات هامة وجيدة:

- 1- اترك فراغ بين كل فقرة رئيسية اي بعد المقدمة وبين العرض والخاتمة.
- 2- استخدم ادوات الترقيم (punctuations) بشكل صحيح: مثلاً النقطة (full stop.) عند انتهاء الفكرة وفي نهاية الفقرات، الفاصلة (comma ,,) بين الافكار المترابطة او القريبية وبين التعداد ، النقاط المتعامدة او ما يسمى نقطتا التفصيل (colon :::) وتستخدم عند التفصيل او التعداد. علامة التعجب (exclamation mark !!!) بعد التعجب والسؤال (question mark ???) بعد السؤال. الخ
- 3- استخدم الأزمنة الصحيحة والتي تعلمتها في الفصل الأول، مثلاً استخدم المضارع البسيط للكلام عن الاشياء التي تحدث في الوقت الحاضر والماضي للأشياء التي حدثت في الماضي وهكذا...
- 4- لا تنسى ان تجعل الحرف الأول كبير في الحالات التالية: اسم العلم مثل اسماء الاشخاص والدول ، الكلمات في اول الفقرات والكلمات بعد النقطة وعلامة الاستفهام وعلامة التعجب.
- 5- استخدم ظروف مثل (firstly/secondly/finally/however/therefore/consequently).
- 6- ركز على فكرة في كل فقرة واستخدم جمل قصيرة سهلة واستخدم كلمات تعرفها.
- 7- تأكد من الأخطاء الإملائية.

إتبع هذا الشكل لكتابة إيميلك ولكن اعتمد على عقلك لا تعتمد على القوالب:

Dear,

I hope my email finds you in a good health. It has been a long time not receiving from you but actually, I have been hearing good news about you.

I actually wanted to tell you about

.....

.....

.....

.....

.....

.....

I hope this email/letter contains satisfying details for you, which can make you happy. I am so happy to send you again. Looking forward to receiving from you.

Kind regards,
Nihad

تلخيص لكل الحكي الي في الصفحة هذيك:

Writing skills: Writing informally

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

هسا دورك/دوركييييييييي:

Exercise 22: Read through the article **“Space Schools”**. Imagine that you have just joined a space school. Write an email to your friend Waseem telling him or her what it is like to study there. Write about 80 words.

مكتبة
الشيخ
الشيخ

أهلاً بالأساتذة!

قوله تعالى: ﴿وَالَّذِينَ هُمْ عَنْ آلِهِمْ وَنُسُلِهِمْ غَافِلُونَ﴾

كتابة المذكرات الإلكترونية Writing (2): A Blog

- عند كتابة المذكرات الإلكترونية، قم بما يلي:

- 1- أكتب عنواناً خلاب، وأكتب اسم من قام بكتابة هذه المذكرة.
- 2- في المقدمة: اكتب تساؤل يجعل القارئ متحمس، تكون بمثابة نصيحة.
- 3- في العرض، اكتب تفاصيل عن موضوعك، عادة ما تكون المطالب في السؤال نفسه.
- 4- في الخاتمة، اعد عرض ما تكلمت عنه بإيجاز واطلب من القارئ المشاركة.
- 5- تذكر ان تخاطبهم مباشرة (you) و (your) وتذكر انك تريد جذب انتباههم استخدم السبب والنتيجة مثل (because/so that)

إليك عزيزي مثال:

Decisions, decisions

Posted by: Hiba J

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

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

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

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

هساعات دوكونو:

أهلاً بالأساتذة!

أهلاً بالأساتذة!

Unit Seven
Lifelong Learning

No	Word	English Meaning	المعنى بالعربي
1-	circulation (n) circulate (v)	the movement of blood around the body when it is pumped by the heart; also air ~, the movement of air	الدورة الدموية أو دورة الهواء
2-	concentration (n) concentrate (v)	attention, or attention span	التركيز
3-	dehydration (n) dehydrate (v) dehydrated (adj)	the state of having drunk too little water	الجفاف
4-	diet (n) diet (v) dietary (adj)	the kind of food that a person or animal eats each day	الغذاء/الطعام/الحمية
5-	memory (n) memorise (v) memorable (adj)	someone's ability to remember things, places and experiences	ذاكرة/تذكر
6-	nutrition (n) nutritious (adj)	the process of getting the right kind of food for good health and growth	التغذية
7-	beneficial	Being useful or helpful	مفيد

Exercise 1: Complete the sentences with words from the table above.

- 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

Ex1: 1- diet 2- beneficial 3- dehydration 4- concentration 5- concentrate 6- memory.

Exercise 2: Which are connected with the body, eating and drinking, or the mind?

No	Connected with	Words
1-	The Body	
2-	Eating And Drinking	
3-	The Mind	

Ex2: The body: circulation, dehydration
Eating and drinking: diet, nutrition
The mind: concentration, memory

Unit Seven Text One: How to Revise for Exams

كيفية المراجعة للامتحانات

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

لا، لم يفت الأوان لتبدأ المراجعة! أول شيء يمكنني فعله هو تجهيز جدول مراجعة.

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.

ألق نظرة على كل المواد التي يتوجب عليك دراستها وفكر في الموعد الذي ستقوم بدراسة كل واحدة منها. إنها فكرة جيدة أن تقوم بتغيير ترتيب المواد في جدولك الدراسي كل يوم. حاول دراسة القليل من اللغة الإنجليزية، والقليل من الرياضيات ومن ثم الأحياء وكذلك. هكذا وبتغيير التركيز في مراجعاتك تبقى عقلك متيقظاً.

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.

كلما بدأت مبكراً أكثر في الصباح كلما كانت مراجعتك مفيدة أكثر هذا لأن الصباح هو الموعد المناسب حيث تشعر بكامل اليقظة وتكون ذاكرتك في أحسن أحوالها. أوصي بدراسة لفترات تنقسم إلى 30 دقيقة ومن ثم اخذ استراحة. لقد أثبت أن التركيز يبدأ بالإنحدار بعد نصف ساعة. ولذلك ستساعد الاستراحات المتكررة الدماغ على التعافي واستعادة التركيز.

By a 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.

استراحة تعني أي تغيير في النشاط بعيداً عن الدراسة. يمكن أن يشمل هذا التغيير شيء بسيط كالنهوض عن مكتبك والاستماع إلى الموسيقى أو المشي هنا وهناك لمدة عشر دقائق.

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!

النشاط الجسدي مهم جداً. خصوصاً عندما تدرس. أن التمرين يحدث فرقاً كبيراً بالطريقة التي تشعر بها. سيزيد النشاط الجسدي مستوى نبض قلبك والذي بدوره سيزيد من نشاط الدورة الدموية. ويرسل النشاط أكسجين أكثر إلى دماغك والذي يجعلك تراجع موادك بطريقة أكثر فاعلية.

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.

إن التغذية مهمة جداً. يجب عليك أن تحاول تناول قدر ما تستطيع من الخضار والفواكه. من الضروري أن لا تصاب بالجفاف لذا اشرب الكثير من الماء.

- ملاحظات: عزيزي الطالب:

- لاحظ أن الأسئلة التابعة للقطع في الإمتحانات تنقسم إلى عدة أشكال:

- 1- سؤال هناك العديد من اذكر ثلاثة منها. (إذا ذكرت أكثر من المطلوب أو أقل تحتسب صفر للسؤال كامل)
 - 2- أسئلة مباشرة تسأل عن سبب أو أي شيء أو مكان أو كيفية. لا تعتمد أسلوب من النقطة للنقطة لأنه يتوخد صفر.
 - 3- سؤال اقتبس. غالباً ما يكون من النقطة للنقطة ولكن لا تعتمد على هذا الأسلوب بل استخدم عقلك.
 - 4- سؤال الضمير.
 - 5- أسئلة التفكير الناقد (Critical Thinking) والتي يهملها اغلب الطلاب.
- عزيزي الطالب: لو قرأت الأسئلة واستخدمت عقلك بنسبة 20% لتمكنت من حل أغلبها.

Exercise 3: Now answer the following questions:

1- How much exercise do I (as a student) need?

2- What are the first thing that students should do when thinking about starting studying?

3- Why is it helpful to take frequent breaks?

4- Is it too late to start revising now?

5- What advice could be given regarding diet?

6- Is it best to get up early, or to revise late at night? Why?

7- How should students draw up a timetable?

8- How could students keep their minds fresh?

9- **Critical Thinking:** Taking a break includes many different activities. Give examples of activities you can do other than the ones mentioned in the text above.

10- What difference could physical exercise make to you as a student?

11- What do the bolded pronouns (words) refer to?

12- What do the bolded words mean?

- frequent: - dehydrated:

13- Quote the sentence which indicates the best diet students should follow.

.....

.....

.....

Ex3: 1- As a student, you need frequent exercise. 2- The first thing students should do is to draw up a revision timetable. 3- Frequent breaks help the brain to recover and concentration to return. 4- No, it's never too late to start revising. 5- 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.

6- 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.

7- They should look at all the subjects they have to do, and work out when they 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.

8- Changing the focus of revision keeps minds fresh.

9- Taking a break includes calling your friend or walking to the mosque to pray, it also includes having a nap. 10- 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.

11-

Pronoun / Word	Reference / Antecedent
This	Way
its	your memory
that	your heart rate
It	The physical activity
which	Sending more oxygen to the brain / the brain

12- frequent: happening often; common. - dehydrated: having drunk too little water

13- "You should try to eat as much fresh fruit and vegetables as you can."

No	Word	English Meaning	المعنى بالعربي
1-	utterance (n) utter (v)	something that is said, such as a statement	اللفظ/خطاب
2-	simulator (n) simulate (v) simulation (n)	any device or system that simulates specific conditions or the characteristics of a real process or machine	جهاز محاكاة
3-	multilingual (adj) multilingualism (n)	speaking, reading or writing in more than two languages	متعدد اللغات
4-	multitask (v)	to do several things at the same time	متعدد المهام

Exercise 4: Choose words from the table above to complete the following sentences:

- 1- People learning to fly often practise on a flight
- 2- The machine allows ing without the need to buy extra hardware.
- 3- A person is the one who speaks more than two languages.
- 4- The senator's weekend s were promptly rebutted by three of his colleagues on Monday.

Ex4: 1- simulator 2- multitask 3- multilingual 4- utterance

Unit Seven Text Two: Learning a Foreign Language

تعلم لغة أجنبية

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.

يدعي البعض أن تعلم لغة أجنبية يحسن فاعلية الدماغ في العديد من الطرق المختلفة. تعلم المفردات اللغوية والقواعد يزود العقل بتمرين مفيد يحسن الذاكرة. علاوة على تمرين الدماغ، يعتقد أيضاً أن تعلم لغة جديدة يزود الدماغ بتحديات جديدة. تشمل على التعرف على أنظمة لغوية وطرق التعامل معها. تزيد هذه المهارات فرصك بالنجاح في مهام حل المشكلات المختلفة. يقال أن الطلاب الذين يدرسون اللغات الأجنبية يبلون بلاءً أفضل ككل في امتحانات عامة في الرياضيات والقرأة والمعاني من الطلاب الذين اتقنوا لغتهم الأم فقط.

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.

طبقاً لدراسة قامت بها جامعة بنسلفينيا الحكومية الأمريكية أن الأشخاص ثنائيي اللغة قادرين على التبديل بين نظامين كلاميين أو كتابيين أو نظامين قواعديين بشكل بسيط جداً. وقد أثبت أيضاً أنهم يستطيعون التبديل بين مهام مختلفة أيضاً. إحدى الدراسات طلبت من المشاركين فيها أن يقودوا جهاز محاكاة القيادة بينما يقومون بمهام مختلفة في نفس الوقت. أثبتت الدراسة أن الأشخاص ثنائيي اللغة كانوا أقل تشتيتاً من قبل المهام الأخرى وبذلك قاموا بأخطاء قيادة أقل.

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.

من المعتقد أن تعلم اللغة يطور من مهارات اتخاذ القرار لديك. عندما تتحدث لغة أجنبية، فإنك تزن الاختلافات من حيث معنى الكلمة أو من حيث اللفظ. ثم تتحول هذه العملية بلا وعي أو قصد إلى مواقف أخرى حيث تتطلب إصدار احكام ويجب فيها اتخاذ قرارات.

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.

أخيراً، إن تعلم لغة أجنبية يمكنه أيضاً تحسين قدراتك في استخدام لغتك الأم بشكل أكثر فاعلية. بما أنك تصبح أكثر وعياً بالطريقة التي تعمل بها لغة معينة، فإنك تبدأ بتطبيق هذه الطريقة على اللغة التي تستخدمها كل يوم. إن المهارات التي إكتسبتها بتعلمك لغة أجنبية يمكنها ان تجعلك متحدثاً أفضل وكاتباً أفضل في لغتك الأصلية.

Exercise 5: Now, Answer the following questions which are prepared by Mohammad Al

Aswad:

1- The writer suggests many benefits of learning a foreign language, write down five of them.

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

a- memory:

b- problem-solving skills:

c- use of your mother tongue:

d- ability to multitask:

e- decision-making skills:

2- Quote the sentence which indicates that learning another language improves your first language skills.

3- What does learning new vocabulary and grammar rules provide the brain with?

4- What do “unique challenges” include?

5- Who are the two parties compared to the be better in Maths?

.....

6- The writer states that the previous article's findings were based on a study, where was the study carried out?

.....

7- What do the bolded pronouns/words refer to?

.....

.....

8- **Critical Thinking:** After reading the text and learning from it, do you think there is a relationship between speaking more than one language and being clever in general?

.....

.....

9- The writer suggests many benefits of speaking more than one language. You are required to suggest three other benefits from your own brain.

.....

.....

10- What do the underlined words mean?

- switch:

- multilingual:

Ex5: 1- a- Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory.

b- 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. c- 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. d- 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. e- 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.

2- Learning a foreign language can also improve your ability to use your mother tongue more effectively.

3- "Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory."

4- Unique challenges include recognising different language systems and ways to communicate within these systems.

5- Students who study foreign languages and others who do not study foreign languages.

6- The study was carried out by Pennsylvania State University, USA.

7-

Pronoun / Word	Reference / Antecedent
which	beneficial exercise
These	unique challenges
these	Systems
These	Skills
Who / who / their	Students
they	People
that	the way
which	Other situations
your / you	the reader
it	the way that a language works
that	the language

8- Yes, I think there is a big relationship between speaking more than one language and being clever because speaking more than one language involves having great skills to manage the structures and vocabulary of each language separately, so when a person has the quality to do so, she/she is cleverer than any other person who speaks only one language.

9- Speaking more than one language enables you of having different sources of knowledge, it also gives you the chance to get better jobs and paves the way for you to get more chances.

10- switch: change / multilingual: speaking, reading or writing in more than two languages.

No	Word	English Meaning	المعنى بالعربي
1-	degree (n)	a qualification that is given to you when you have successfully completed a course of study	درجة علمية
2-	diploma (n)	either a document showing that someone has successfully completed a course of study or passed an examination, or the name of that course	دبلوم
3-	Master's degree (n)	a period of one or two years of study which takes place after the completion of a Bachelor's degree	درجة الماجستير
4-	online distance learning (n)	a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication	التعلم عن بعد عن طريق الإنترنت
5-	PhD (n)	a doctorate; the highest degree awarded by a university faculty	درجة الدكتوراه
6-	Postgraduate (n)	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	طلاب الدراسات العليا
7-	private university (n)	a university not operated by a government	جامعة خاصة
8-	public university (n)	a university that is funded by public means, through a government	جامعة حكومية
9-	undergraduate (n)	someone who has not yet completed their first degree	طالب جامعي ما قبل التخرج
10-	vocational (adj) vocation (noun)	used to describe a particular job and the skills involved	مهني
11-	enrol (v) enrolment (n)	to officially arrange to join a school, university or course	يسجل

Exercise 6: Choose words from the table above to complete the following table:

1-	Places and ways to study	
2-	Types of courses	
3-	Qualifications	

Exercise 7: Choose words from the first table above to complete the following sentences:

- 1- They want to their children in their local school.
- 2- Susannah has a in Italian literature.
- 3- An MA and a MSc are both Master's s.
- 4- An is a student who is studying for their first degree at college or university
- 5- The Swedes regard training as a part of a youngster's education.

Ex6: Places and ways to study: online distance learning, private university, public university

Qualifications: degree, diploma, Master's degree, PhD

Types of courses: postgraduate, undergraduate, vocational

Ex7: 1- enrol 2- degree/PhD 3- degree 4- undergraduate 5- vocational

Unit Seven Text Three: Education in Jordan

التعليم في الأردن

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.

هناك معايير عالية الجودة للتعليم في بلدنا. هذا يعزى لحقيقة أن الحكومة تعتبر التعليم ضرورة. كل المدارس من الروضة وحتى الثانوي هي تحت مجال إختصاص ومسؤولية وزارة التعليم. تعليم ما قبل المدرسة وتعليم الروضة هما اختياريين يتبعها عشر سنوات من التعليم الحر الإلزامي. وللتعليم العالي يذهب الطلاب للجامعات. إما للحصول الأكاديمي أو المهني.

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at **these** institutions, as well as foreign students from all over the world. **These** are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma.

يستطيع الطلاب الالتحاق بواحدة من عشرة جامعات أو إحدى الجامعات التسع عشرة الخاصة. يختار عدد كبير من الطلاب الأردنيين الدراسة في هذه المؤسسات، والعديد من الطلاب الأجانب من كل انحاء العالم أيضاً. هؤلاء الطلاب هم طلاب ما قبل التخرج (بكالوريوس) أو طلاب دراسات عليا يدرسون الماجستير أو الدكتوراه أو دبلوم عال.

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.

الجامعات الثلاثة التي تحتوي أكبر عدد طلاب من طلاب البكالوريوس هي الجامعة الأردنية في عمان وجامعة اليرموك في اربد وجامعة البلقاء التطبيقية في السلط. وهذه كلها جامعات حكومية. وكمثال على جامعة احدث لتتكلّم عن الجامعة الألمانية الأردنية في عمان والتي تم تأسيسها عام 2005 للميلاد. انها تعاون بين وزارة التعليم العالي في الأردن ووزارة التعليم والبحث في ألمانيا الاتحادية وهي تتبع الأسلوب الألماني في التعليم في العلوم التطبيقية.

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.

يمكن للطلاب الذين يرغبون بالدراسة والعمل في نفس الوقت أن ينضموا للبرامج التعليمية المتاحة على شبكة الإنترنت والتي توفرها بعض الجامعات الأردنية. سيكون هذا الخيار متاح لدي المزيد من الجامعات الأخرى.

Exercise 8: after reading the blog thoroughly, answer the following questions:

1- Read the article again and find the best type of **course** or **institution** for those people:

- a- a child who is too young to start primary school
- b- an undergraduate who wants to get a first degree
- c- someone who wants a degree from a non-fee-paying university.....
- d- a postgraduate with a first degree, who wants to study further
- e- a postgraduate with a Master's degree, who wants to study further
- f- someone who is unable to attend university but wants a degree.....

2- What solution is there in Jordanian universities for those who want to study and work?

.....

.....

3- Name three universities with the most undergraduates and their locations.

.....

.....

.....

4- Write down the sentences which give details about the German-Jordanian University.

.....

.....

.....

5- What do the underlined words mean?

- compulsory
- option

6- **Critical Thinking:** The writer states that there are many public and private universities in Jordan. What does that number of universities tell you about Jordan and its educational system?

.....

.....

.....

.....

7- Who attend Jordanian universities?

.....

.....

8- What do undergraduates and postgraduates study for?

.....

.....

9- What does MOE stand for?

10- What are the three stages of education suggested in the first para?

.....

.....

11- What do the bolded pronouns/words refer to?

.....

.....

12- Read the quotation “Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.” Henry Ford (1863 CE–1947 CE). Do you agree with it? Why/Why not?

.....

.....

- Ex8:** 1-a- kindergarten b- university c- public universities d- Master's degree e- a PhD f- online distance learning programmes
- 2- 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.
- 3- 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.
- 4- 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.
- 5- Compulsory: something you have to do. Option: one thing which can be chosen from a set of possibilities.
- 6- The huge number of universities and educational institutions indicates that the educational system in Jordan is very advanced and improved.
- 7- A large number of Jordanian students as well as foreign students from all over the world.
- 8- These are undergraduates studying for a first degree, postgraduates studying for a Master's degree, a PhD or a higher diploma.
- 9- (MOE) stands for the Ministry of Education.
- 10- Pre-school and kindergarten, secondary and higher education.
- 11-

Pronoun / Word	Reference / Antecedent
Our	Jordanians
these	Institutions
These	Students
These	the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt
which / It /it	the German-Jordanian University in Amman
who / their	Students

- 12- Yes, I agree. Learning doesn't stop at any age, learning stops when the person decides to stop it.

No	Word	English Meaning	المعنى بالعربي
1-	immerse (v) immersion (n)	to be deeply involved in something and spend most of your time doing it	يقحم / يغمس / يدمج
2-	drop a course (v)	to stop studying a certain subject at university	يسقط مادة

Unit Seven Text Four: Learn English Fast – The Natural Way! (2018/W)

تعلم اللغة الإنجليزية بسرعة – الطريقة الطبيعية

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.

يُقال أن أفضل طريقة لإكتساب لغة ما هي أن تقحم نفسك فيها. وهذا ما نقدمه في "إكستريم إنجلش" الإنجليزية المطلقة: الإدماج التام.

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.

ماذا بالضبط تعني بالإندماج التام؟

ستبقى في إحدى الشقق الجميلة الخاصة بنا. ستسمع وتحدث الإنجليزية طوال اليوم. يمكنك إما الانضمام لمجموعة صغيرة من الطلاب ذوو المستوى نفسه. أو تطلب منهاجا معداً بشكل خاص. يمكنك مثلاً أن تطلب دورة متخصصة باللغة الإنجليزية للأغراض الدراسية لتجهزك لدراسة البكالوريوس أو للدراسات العليا أو دورة مهنية لتساعدك في مهنتك. في كلتا الحالتين، ستعيشون وتعملون معاً كعائلة.

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.

ماذا سأفعل؟ في الصباح بعد الفطور، سيصل واحد من معلمينا المدربين جيداً أو أكثر من واحد. وستحصل على ثلاث ساعات من التعليم الجماعي المكثف. وبعدها، بعد الإستمتاع بالغداء معاً حول الطاولة، ستزور أماكن أخرى مثيرة للإهتمام وستذهب للتسوق وتشارك في الرياضات الخ.. وفي المساء سيكون هناك مختارات من النشاطات الثقافية، كالمسرح أو حفل موسيقي على سبيل المثال. ربما تفضل الإسترخاء في البيت والتحدث بالإنجليزية بشكل طبيعي. أي شيء ترغب في فعله، سيكون معلومك معك كمرشدين ومعلمين وأصدقاء.

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!

كم مدة الدورات؟ يأتي بعض الناس لأسبوع، ويندهشون من التقدم الذي يحرزونه في وقت قصير كهذا. آخرون يأتون لأسبوعين، ثلاثة وربما أربع أسابيع. هذا يرجع لك. يمكنك التأكد من شيء واحد فقط سنقوم بكامل وسعنا لتعطيك تجربة من الدرجة الأولى ونرسلك إلى المنزل مفكراً وحالماً باللغة الإنجليزية.

Exercise 9: Read the text again and answer the questions that follow.

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- **Critical Thinking:** 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?

.....

7- How long are the courses?

8- Quote the sentence which indicates the excellent quality at Extreme English?

.....

.....

9- Give two examples of cultural activities mentioned in the text?

.....

10- What do the bolded pronouns refer to?

11- What is probably the best way to learn a language?

.....

12- Where will participants stay and what will they be doing?

.....

.....

Ex 9: 1- The students eat and socialise together. 2- The morning, when there are three hours of intensive tuition. 3- Suggested answer: a course designed to meet the specific needs of an individual student. 4- The duration of the course they wish to attend and the nature of the course (academic or vocational) 5- The three positive aspects are learning fast and knowing new things about people, also learning about new cultures. The possible problems are the timing, the different tastes of food and the timing.

6- Yes, I would like to attend such a course because it will help me a lot and because I enjoy working with others.

7- Some people just come for a week, others come for two, three, even four weeks. It's up to them.

8- 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. 9- The theatre or a concert.

10-

Pronoun / Word	Reference / Antecedent
It	a language
That	immersing yourself into a language
they / they	Some people
Others	people
we	Extreme English team

11- The best way to acquire a language is to immerse yourself in it.

12- Participants will stay in one of our beautiful apartments. You'll hear and speak English all day long.

Collocating Phrases (Collocations)

التلازم اللفظي: هو توارد لفظين (أو أكثر) معاً أكثر من ورود أحدهما مع غير الآخر.
- "تكرار معتاد لمجموعات من الكلمات المفردة ، والتي يأتي تكرارها معاً من خلال شيوع الاستخدام بحيث تميل لتشكيل وحدة مميزة." (تعريف محمد حسن يوسف).
- "التلازم اللفظي: هو ورود كلمتين أو أكثر معاً بشكل متكرر بحيث يشتهر حدوثهما معاً أكثر من حدوثهما مع غيرهما." (تعريف محمد الأسود)

	Collocation	Meaning	المعنى بالعربي
1-	draw up a timetable	write a schedule	يضع/يكتب/يرسم جدولاً
2-	do exercise	keep fit	يقوم بالتمارين
3-	make a start	begin	يبدأ
4-	take a break	relax	يأخذ استراحة
5-	do (a subject) يمكنك استبدال ما بين القوسين بأي مادة دراسية	study	يدرس
6-	make a difference	change something	يغير شيء

Exercise 10: Use the collocations from the table above to complete the sentences.

- 1- If you want to lose weight, you should every day.
- 2- The deadline is tomorrow; you haven't done anything yet! You must

- (2018/w)- Replace the misused collocation with the correct one.

- 3- If you send money to charity, you will do exercise 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
- 6- (2016/s) Taha's organized participation in the seminar and activates everyone there.
- 7- (2017/s) Students need to a revision timetable to organise their time better.

Ex10: 1- do exercise 2- make a start 3- make a difference 4- take a break 5- draw up a timetable 6- makes a difference 7- draw up.

Grammar: Indirect Questions (Embedded Questions) and The impersonal passive

1- Indirect Questions:

- هو نوع من الأسئلة يحتوي على عبارة كانت قبل ذلك سؤال. ومن المعتاد رؤيتها بعد بعض العبارات مثل:
- **Could you explain / Do you know / Could you tell me / Do you mind telling me ...**
- نستخدم هذا النوع من الأسئلة لنسأل أسئلة بطريق مهذبة (Polite) ورسمية (Formal):
- هذه القاعدة هي نفس قاعدة نقل الأسئلة ولكن السؤال هنا ينتهي بعلامة سؤال.

Yes/No questions	Other questions (wh-questions)
ADD if or whether - Is there a postbox near here, please? عند التحويل من سؤال عادي لسؤال غير مباشر/ضمني نقوم بما يلي: 1- ضع المقدمة / ربما تكون موضوعه لك في السؤال: - Do you know 2- نضع: <u>if/whether</u> 3- نضع الفاعل: there 4- نضع الفعل: is 5- ثم نكمل مع إبقاء علامة السؤال لأن علامة السؤال تكون للسؤال الأول الذي يبدأ ب (Do you know). a postbox near here, please? يصبح الحل كالآتي: - Do you know if/whether there is a postbox near here, please?	- What is the time, please? عند التحويل من سؤال عادي لسؤال غير مباشر/ضمني نقوم بما يلي: 1- ضع المقدمة / ربما تكون موضوعه لك في السؤال: - Could you tell me 2- نضع: (what, who, why, when, where, how) والتي تكون أصلاً موضوعه في السؤال الأصلي. 3- نضع الفاعل: the time 4- نضع الفعل: is 5- ثم نكمل مع إبقاء علامة السؤال. يصبح الحل كالآتي: - Could you tell me what the time is, please?
تذكر عزيزي ان السؤال الأصلي يتحول إلى عبارة غير مستقلة تعمل عمل المفعول به في الجملة: - What is your name? السؤال الأصلي - Do you mind telling me what your name is? (Do you mind telling me something?) هنا يتحول السؤال الأصلي الذي تحته خط إلى عبارة متضمنة داخل السؤال الجديد والذي يبدأ ب (Do).	
Direct: What time does the bus arrive? Embedded: Could you tell me what time the bus arrives? Direct: What did he say? Embedded: Could you tell me what he said?	ملاحظة: 1- عند وجود (do) نحذفها ونحول الفعل الذي يكون خلفها إلى التصريف الأول. 2- عند وجود (does) نحذفها ونحول الفعل الذي يكون خلفها إلى التصريف الأول مضاف له (s/es) 2- أما عند وجود (did) فنحذفها ونحول الفعل الذي يبقى إلى (V2).

- ملاحظة: لا ينتهي السؤال بعلامة سؤال إذا بدأ بهذه الأشياء بل نضع نقطة لأنها تكون أسئلة داخل عبارات:

I wonder

Let's ask

We need to find out

I'd like to know

I'm not sure

Examples:

1- Direct Question Is he a doctor?

Embedded Question Do you know if he is a doctor?

2- Direct Question Where is she?

Embedded Question Do you know where she is?

3- Direct Question

What should I do?

Embedded Question

Please tell me what I should do.

Embedded Question with an Infinitive

Please tell me what to do.

- لاحظ: يمكن للفعل (to+inf) أن يتبع كلمات السؤال (wh) و (whether) كما في المثال السابق. لا تستخدم اختصارات الأفعال في هذه الجمل والأسئلة. بعض الأفعال يتبعها (ing) مثل (mind).

Exercise 1: Rewrite these questions as indirect questions.

1- (2016/w) How can I get to Queen Alia Airport by public transport?

Could you tell me

2- (2017/s) Does the bell ring at eight or half past eight?

Do you know

3- (2018/w) "What can't we bring onto the plane?"

Could you tell me

4- (2016/s) Is there a connection between the amount of TV people watch and how fit they are?

Do you know
.....

5- (2016) How did you solve this puzzle?

- Could you explain

6- (2017/w) Are students allowed to navigate the internet during the open exam?

Do you know

7- (2018/s) How can I fix this smartphone?

Could you tell me

Answers Ex1:

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.

Exercise 2: Rewrite these questions as indirect questions using all these phrases.

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?

.....

6- Where is the library?

.....

Ex2: 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?

6- Could you tell me where the library is?

Exercise 3: 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?

Ex3: 1- if 2- how much 3- whether 4- where 5- how 6- who 7- when 8- why.

Exercise 4: Write the direct questions:

1- Could you tell me what the time is, please?

.....

2- Do you know who that man is?

.....

3- Do you mind telling me why the train is late?

.....

4- Could you tell me where the nearest bank is, please?

.....

5- Could you explain how you solved this puzzle?

.....

Ex4: 1- What is the time, please? 2- Who is that man? 3-Why is the train late? 4- Where is the nearest bank? 5- How did you solve this puzzle?

Exercise 5: Complete the following indirect questions.

1- Can you suggest a healthy breakfast?

Do you mind.....

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 ?

7- Where is the nearest bank?

- Can you tell me ?

8- Why is that little baby crying?

- Do you know ?

9- Is there any water here?

- Could you tell me ?

10- Is he coming tomorrow?

- Does she know ?

11- How many cars does she have?
- Do you know

12- Do they like swimming?
- Does he know

13- What does she want?
Can you explain me

14- When does the train arrive?
Do you know

15- Was Sam in San Francisco last year?
Could you tell me

16- Where's your brother going to live next year?
Do you know

17- What is the teacher's name?
Can you tell me

18- Does this school have a cafeteria?
Could you please tell me

19- When did the new factory open?
Do you remember

20- Where can I find a good shoe store?
Do you happen to know

21- How far is Irbid from here?
Could you please tell me

22- Are there any new employees this week?
Do you know

23- Where are the restrooms in this building?
Could you please tell me

24- When did the First World War begin?
Do you know

Answers: Ex5: 1- Do you mind suggesting a healthy breakfast? 2- Do you mind helping me to plan my revision? 3- Could you explain how I can relax? 4- Do you know if/whether we are allowed to eat sweets during the exam? 5- Do you mind telling me where you found that information? 6- Do you know whether the exam starts at ten or half past ten? 7- Can you tell me where the nearest bank is? 8- Do you know why that little baby is crying? 9- Can you tell me if there is any water here? 10- Does she know if he is coming tomorrow? 11- Do you know how many cars she has? 12- Does he know if they like swimming? 13- Can you explain me what she wants? 14- Do you know when the train arrives? 15- Could you tell me if Sam was in San Francisco last year? 16- Do you know where your brother is going to live next year? 17- Can you tell me what the teacher's name is? 18- Could you please tell me if this school has a cafeteria? 19- Do you remember when the new factory opened? 20- Do you happen to know where I can find a good shoe store? 21- Could you please tell me how far Irbid is from here? 22- Do you know if there are any new employees this week? 23- Could you please tell me where the restrooms are in this building? 24- Do you know when the First World War began?

Exercise 6: 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 / would / you / the / happen / whether / to / morning / or / the / in /
exercise / is / better / evening / ?

.....

Answers: Ex6: 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- Would you happen to know whether exercise is better in the morning or in the evening?

2- The Impersonal Passive:

- يمكننا بهذه القاعدة نقل الأفكار والأقوال والمعتقدات والآراء بطريقة رسمية بطريقتين:

People say that children are afraid of ghosts. الجملة الأصلية

- **It is said** that children are afraid of ghosts. (Impersonal Passive)

- Children are **said to** be afraid of ghosts. (Impersonal Passive)

- لتبسيط الشرح، تفضل هذا الجدول والذي يوضح طريقتين لعمل ال (impersonal passive):

Impersonal Passive WAY #1 (say / think / claim / believe)	Impersonal Passive WAY #2
Example: - People believe that he lied in court. - It is believed (that) he lied in court. Structure: It + passive + that-clause	Example: - People believe that he lied in court. - He is believed to have lied in court. Structure: Subject + passive + to-infinitive
- توضيح أكثر: في الطريقة الأولى: 1- نضع (it) 2- ثم نضع الفعل الذي يتبع الفاعل في الجملة الأصلية محول حسب ال (passive) العادي الذي تعلمته في المستوى الثالث وغالباً في الزمن المضارع البسيط. 3- ثم نكمل الجملة الجديدة باستخدام عبارة (that) ملاحظة: في المبني للمجهول كله لا نغير الزمن. في الطريقة الثانية: 1- نضع المبتدأ الخاص بعبارة (that) أي الذي يكون بعدها. 2- نضع الفعل الأول (الذي يكون قبل (that)) في الجملة الجديدة محول حسب قواعد ال (passive) التي تعلمتها في المستوى الثالث وغالباً في الزمن المضارع البسيط. 3- نضيف (to) وبعدها نكمل الجملة باستخدام الفعل في حالته المجردة وحتى نهاية الجملة. - هناك بعض التغيرات بعد (to) ستدرسها لاحقاً. ملاحظة: في المبني للمجهول كله لا نغير الزمن.	
- They <u>say</u> that <u>women</u> live longer than men. - It is said that women live longer than men. - Women <u>are said</u> to live longer than men.	

ملاحظة: الفعل الأول يتم تحويله من مضارع بسيط إلى مضارع بسيط مبني للمجهول غالباً.
ملاحظة: نستخدم نفس جدول تحويلات المبني للمجهول الذي درسته في الفصل الأول:
- وهي شوية أمثلة:

People say that children are afraid of ghosts.

- **It is said** that children are afraid of ghosts.

- Children are **said to** be afraid of ghosts.

- في الحل في الجملة الأولى التي تبدأ ب (It) فإن ننا نكمل الحل باستخدام جملة (that) ويبقى كل شيء بعدها ثابت أما الجملة الثانية والتي تبدأ بالإسم فإن فعلها الذي يأتي بعد (to) يتم تحويله كالتالي:

مجرد + to	أي فعل مضارع
to + have	أي فعل ماضٍ
مجرد + to	أي فعل مستقبل

- إليك جدول بالتغيرات التي تحدث حسب الزمن واعلم ان كل الأزمنة مطلوبة بناء على ما تم ذكره في مرجع القواعد في كتاب الطالب صفحة 65 ويتبع الجدول امثلة على كلا الحلين الطريقة الأولى والثانية:

اسم الزمن	شكل الفعل	حل الجملة الأولى جملة (It)	حل الجملة الثانية الجملة التي تبدأ بالإسم
المضارع البسيط	V1 or V1s/es	يبقى الفعل كما هو	to + V1
المضارع المستمر	is/am/are + V-ing	يبقى الفعل كما هو	to + be + V-ing
المضارع التام	have/has + V3	يبقى الفعل كما هو	to + have + V3
الماضي البسيط	V2	يبقى الفعل كما هو	to + have + V3
الماضي المستمر	was/were + V-ing	يبقى الفعل كما هو	to + have + been + V-ing
الماضي التام	had + V3	يبقى الفعل كما هو	to + have + V3
المستقبل البسيط	will + V1	يبقى الفعل كما هو	to + V1
المستقبل المستمر	will + be + V-ing	يبقى الفعل كما هو	to + be + V-ing
المستقبل التام	will + have + V3	يبقى الفعل كما هو	to + have + V3

- ملاحظة: هذه الأزمنة ليس لها حل على قاعدة ال (Impersonal Passive):

The Present Perfect continuous

The Past Perfect Continuous

The Future Perfect Continuous

شرح تفصيلي مع جمل على جميع الحالات

الفعل المضارع البسيط يبقى كما هو في الحالة الأولى اما في الحالة الثانية فيتحول إلى المجرد بعد (to):

People believe that Mr. Brown **owns** a lot of land in the north.

- **It is believed** that Mr. Brown **owns** a lot of land in the north.

- Mr. Brown is **believed to own** a lot of land in the north.

- المضارع المستمر: في الجملة الأولى لا نحول الفعل اما في الثانية فالفعل (is) يصبح (be) بسبب وجود (to):

They think she **is writing** a book.

- It is thought she **is writing** a book.

- She is thought to **be writing** a book.

- المضارع التام: في الجملة الأولى لا نحول الفعل اما في الثانية ف (has/have) يصبح (have) بسبب وجود (to):

They think she **has written** a book.

- It is thought that she **has written** a book.

- She is thought to **have written** a book.

- الماضي البسيط: في حالة الماضي البسيط في الجملة الأولى (it is ...) لا نحول الفعل فيبقى في الزمن الماضي اما في

الجملة الثانية (sub+passive) نحول الفعل الماضي إلى **المضارع التام لأن (to)** لا يأتي بعدها فعل ماض فضع

(have) لحماية زمن الجملة في كل ازمنا الماضي:

They think that you **lived** in London.

- It's thought that you **lived** in London.

- You are thought to **have lived** in London

- الماضي المستمر: الماضي المستمر لا يتحول في جملة (it is) ولكن في الجملة الثانية (sub+passive) نحول

الماضي المستمر للمضارع التام المستمر لأن (to) تحتاج إلى فعل مجرد بعدها وهو هنا (have):

People think that the government **was building** new schools.

- It's thought that the government **was building** new schools.

- The government is thought to **have been building** new schools.

- الماضي التام: الجملة الأولى (it is ...) يبقى (had+V3) اما الجملة الثانية نحول الفعل إلى المضارع التام:
 They think that you had lived in London.
 - It is thought that you had lived in London.
 - You are thought to have lived in London.

- المستقبل البسيط: في الجملة الأولى لا نحول الفعل اما في الثانية فالفعل (will+V1) يصبح (inf) بسبب وجود (to):
 They believe that the factory will make profit soon.
 - It's believed that the factory will make profit soon.
 - The factory is believed to make profit soon.

- المستقبل المستمر: في الجملة الأولى لا نغير الفعل اما في الجملة الثانية فنحذف will:
 People expect that the government will be introducing new laws next year.
 - It is expected that the government will be introducing new laws next year.
 - the government is expected to be introducing new laws next year.

- المستقبل التام: في الأولى لا نحول اما في الثانية (will+have+V3) يصبح (have+V3) بسبب وجود (to):
 They say that he will have delivered all the newspapers by 8 o'clock.
 - It is said that he will have delivered all the newspapers by 8 o'clock.
 - He is said to have delivered all the newspapers by 8 o'clock

Exercise 1: Rewrite the following sentences using the hints below them:

- ملاحظات: اذا كانت اول كلمة في مبتدأ جملة الحل (ing) فالفعل يكون مفرد كما في الامثلة الرابع والسادس والسابع.

1- (2016) Educators have proved that taking frequent breaks after studying is useful.

Taking frequent breaks

2- (2017/w) They assumed that the last Olympic Games were a great success.

It

3-(2016/w)- People believe that eating almonds reduces the risk of heart diseases.

- Eating almonds

4- (2016/s) Doing regular exercise is believed to reduce the risk of several diseases.

التحويل في هذه الجملة الوزارية عكسي، عليك ان تقلب الخطوات:

- People believe that

5- (2018/w) My English teacher says that English clubs are essential for learning English well.

English clubs

6- (2017/s) Experts have proved that eating fresh vegetables is good for the stomach.

- Eating fresh vegetables

7- (2018/s) Linguists have proved that learning some languages is helpful for the learners.

- Learning some languages

Answers Ex1: 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- 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.

Exercise 2: Rewrite the sentences. Use the impersonal passive in two different ways.

1- They said that fish is good for the brain.

- It was said that
- was said to

2- People used to 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.

-
-

Answers Ex2: 1- It was said that fish is good for the brain. – Fish was said to be good for the brain. 2- It used to be thought that we only use a small percentage of our brain power. – A small percentage of our brain power used to be thought to be used by us. 3- It is claimed that we remember things we hear in our sleep. – That we remember things we hear in our sleep is claimed. – Remembering things that we hear in our sleep is claimed to be remembered by us. 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.

Exercise 3: Finish the sentences using two different ways of impersonal passive.

1- People say that this orchestra is the best in the world.

- It is said that
- This orchestra

2- The police department believe that the thieves have left the country.

- It is believed that.....
- The thieves

3- The news reporter reported that the fire has started by accident.

-
-

4- People know that he is making a lot of money.

-
-

5- We expect that they will arrive in time for dinner.

-
-

6- people said that she knew a lot about gardening.

-
-

7- People think that the king will attend the summit.

.....

.....

8- We believe that we are able to win the competition.

.....

.....

9- The owners think that the company is making a big profit.

.....

.....

10- Journalists reported that the government has reached a decision.

.....

.....

11- The boys say that they were responsible for the damage.

.....

.....

12- They used to expect that she would break the world record.

.....

.....

13- People know that this man has several foreign bank accounts.

.....

.....

14- They reported that the family has financial problems.

.....

.....

Answers: Ex3:

- 1- It is said that this orchestra is the best in the world. – This orchestra is said to be the best in the world.
- 2- It is believed that the thieves have left the country. The thieves are believed to have left the country.
- 3- It was reported that the fire has started by accident. The fire was reported to have started by accident.
- 4- It is known that he is making a lot of money. – He is known to be making a lot of money.
- 5- It is expected that they will arrive in time for dinner. They are expected to arrive in time for dinner.
- 6- It was said that she knew a lot about gardening. – She was said to have known a lot about gardening.
- 7- It is thought that the king will attend the summit. – The king is thought to attend the summit.
- 8- It is believed that we are able to win the competition. We are believed to be able to win the competition.
- 9- It is thought that the company is making a big profit. The company is thought to be making a big profit.
- 10- It was reported that the government has reached a decision. – The government was reported to have reached a decision.
- 11- It is said that the boys were responsible for the damage. – The boys are said to have been responsible for the damage.
- 12- It used to be expected that she would break the world record. – She used to be expected to break the world record.
- 13- It is known that this man has several foreign bank accounts. – This man is known to have several foreign bank accounts.
- 14- It was reported that the family has financial problems. – The family was reported to have financial problems.

Exercise 4: Read the two sentences in bold in the essay on page 52 (Student's Book). Rewrite them using an active form. Which option is more formal?

- Speaking a foreign language, it is **claimed**, improves the functionality of your brain in several different ways.
- It is **believed** that language learning can also improve your decision-making skills.

1- People **claim** that

2- They **believe** that

Answers Ex4:

- 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.

Exercise 5: Use the impersonal passive to report these sentences.

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.

Answers Ex5:

- 1- It is thought that learning a new language also presents the brain with unique challenges. – Learning a new language is thought to present 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.

Writing: Persuasive Letter (convince/ persuade/advise): الرسالة الإقناعية

Formal letters

	42 Orchard Road Bootle Liverpool L20 6HB	] your address but NOT your name
the name or title of the person you are writing to	[The Director Tourist Information Centre High Street Exeter Devon EX1 7PZ	
	7 March 1998	] the date
	Dear Sir/Madam I am writing to enquire about holiday accommodation in the Exeter area. I would be grateful if you could send me details of cheap hotels and bed and breakfast accommodation in or near Exeter, together with a map of the city centre. I look forward to hearing from you. Yours faithfully	] introduction] conclusion
your signature	[Kate Burton Kate Burton	

Informal letters

	17 South Street Carlisle Cumbria CA2 6MG	] your address but NOT your name
	Tuesday 11th June	] the date
	Dear Clare Thanks very much for your letter. It was lovely to hear from you. I'm glad you're enjoying your new job and that you like Bristol. It's nice that the people at work are so friendly. We're all missing you here in Carlisle! Bob and Hilary had a party last weekend and everyone was asking how you were. It was a good party, although I didn't get home till five in the morning so I spent most of Sunday in bed! I don't know what the weather's been like in Bristol but it's been really hot here this week. I hope it stays like this as Helen and I are planning to go camping in Scotland at the end of the month. It won't be much fun if it rains! Well, no more news for the moment, but I'll write again soon. Love Nick	] introduction] conclusion

- ستكتب في هذه الوحدة رسالة تقنع (convince/ persuade/advise) فيها شخص بشيء. عزيزي، للقيام بذلك يلزمك أن تسمع كلامي وتقوم بما يلي:

1- إبدأ رسالتك بتحيةة افتتاحية تكون مناسبة سواء كانت رسالتك رسمية أو غير رسمية.

2- **في المقدمة:** أكتب سبب كتابتك وارسالك لهذه الرسالة بحدود سطرين ونص ثلاثة.

3- **في العرض:** ناقش متطلبات السؤال واحداً واحداً وعد إلى السؤال مراراً وتكراراً لأن السؤال يعطيك معلومات تلزمك وتجعلك قادر على الكتابة. اجعل العرض في ثلاث فقرات. لا تنس انه من المطلوب منك اقناع شخص بشيء.

4- في الخاتمة: حاول أن تقدم نصيحة وتطلب من القارئ الرد عليك وأيضاً اُختم بكلام جميل ومناسب يوضح مدى مرونتك.

5- أكتب خاتمتك وأمنياتك الجميلة للقارئ.

إليك عزيزي مثال على رسالة إقناعية من الكتاب:

Dear Mr Hammad,

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

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

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

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

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

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

Yours sincerely,
Nawal Mohsen

هساعات، دوركممهممهمم:

مكتبة

Handwriting practice paper with horizontal lines and a large, faint watermark reading "أحمد" (Ahmed) diagonally across the page.

!فصل الأول

To whom it may concern,

.....

Handwriting practice paper with horizontal lines and a large, faint watermark reading "مكتبة" (Library).

Module Five: Discourse (الخطاب/ الكلام)
Unit Eight: Language

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	punish a person for something he/she has done	to give someone an unpleasant task in response to bad behaviour	يعاقب
2-	blame a person for something he/she has done	to say or think that someone or something is responsible for something bad	يلوم
3-	spill (a drink) (v)	to accidentally flow over the edge of a container	يسكب الشراب (يريق)
4-	pop (a ball) (v)	to burst, or to make something burst, with a short, explosive sound	يفجر كرة (يفقع الكرة)
5-	recall (v) (n)	to remember a particular fact, event or situation from the past	يتذكر حدث التذكر
6-	come up with (ph/v)	produce something (an idea), especially when pressured or challenged	استخلص
7-	come about (ph/v)	happen or take place	يحدث
8-	intentional (adj) intend (v) intention (n)	done on purpose	عن قصد
9-	look into (ph/v)	to investigate	يتدارس / يتحرى عن
10-	get away with (ph/v)	to do something wrong without being discovered or with only a minor punishment	ينجو من
11-	prove	to show that something is true	يثبت
12-	affect	to have an influence on someone or something, or to cause them to change	يؤثر على

Exercise 1: Use words from the table above to complete each of the following sentences.

- Did you leave his name out by accident or was it
- We are ing..... the possibility of merging the two departments.
- The kids were ping all the birthday balloons.
- Don't me, I have no relation to what happened to you.
- Old people often have astonishing powers of

Answers: **Ex1:** 1- intentional 2- look into 3- pop 4- blame 5- recall

Exercise 2: Complete the sentences with the verbs in the box.

- Don't let the baby play with the balloon; It might and frighten her.
- The accident wasn't your fault. I don't you at all!
- Please be careful with your juice. Don't it on the floor.
- I'm afraid I don't your name. Could you tell me again?
- If you go to bed late, it will your performance at school the next day.

Answers: **Ex2:** 1- pop 2- blame 3- spill 4- recall 5- affect

Unit Eight Text One: Does the language we use influence the way we think? Or does our culture influence the way we use language?

هل تؤثر اللغة التي نستخدمها على الطريقة التي نفكر بها؟ أو هل تؤثر ثقافتنا على طريقة استخدامنا للغة؟

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

لطالما تمعن اللغويون هذه الأسئلة لمئات السنوات، لقد بدأوا الآن بالنظر ليس فقط إلى الكيفية التي يتحدث بها الناس، ولكن إلى الطريقة التي يفكرون بها متسائلين إذا ما كانت الطريقة التي نفهم أو نتذكر بها المواقف تتأثر باللغة. وكنتيجة لهذه الدراسات فلقد خرجوا ببعض النتائج المثيرة للإهتمام.

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

لقد أقيمت العديد من البحوث حول العلاقة بين العقل والعالم واللغة. ففي دراسة بين عالم نفس انه عندما نصف حدث ما فإن متحدثو اللغة الإنجليزية يميلون إلى ذكر الشخص المسؤول. إذا كان متحدث اللغة الإنجليزية يقول "كسر جون المزهريه"، فإن متحدث اللغة الإسبانية أو اليابانية كانا ليستخدما صيغة المبني للمجهول. من المعتقد ان هذه الاختلافات بين اللغات لها تأثير على كيفية فهم الأحداث من قبل مستخدميهما ومهما يكن الشخص ملام على الفعل او يتمكن من التخلص من اللوم.

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

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

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

لقد قام العلماء في جامعة نيوكاسل بتنفيذ اختبارات لإثبات أن الثقافات المختلفة لها أيضاً طرق مختلفة في رؤية الألوان. لقد وجدوا انه في اليابانية على سبيل المثال هناك كلمات مختلفة للأزرق الفاتح والأزرق الغامق والتي لا تجدها في الإنجليزية. متحدثو اليابانية الأصليون قدموا تمييزاً أكبر بين الألوان على الطيف.

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

هل هي لغتنا التي تؤثر على تفكيرنا؟ أو هل اثر الاختلاف في العادات الثقافية على افكارنا ولغتنا؟ على الأغلب، الثقافة والتفكير واللغة كلها تؤثر سويةً.

Exercise 3: Read the article again and answer the questions, some of which are copied from the book and the others were suggested by Teacher Aswad:

1- Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.

.....

.....

.....

2- What does the phrasal verb “carry out” in bold in the second paragraph mean?

.....

3- Read the concluding paragraph again. What is your opinion? Do you agree? Justify your answer with examples.

.....

.....

.....

4- Quote the sentences which indicate the different ways speakers of English, Spanish and Japanese use their language to describe events?

.....

.....

5- What do the bolded pronouns refer to?

.....

.....

6- **Critical Thinking:** Is it our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Your answer should be based on your brain and the text.

.....

.....

.....

.....

7- Who do you think a sociologist is?

.....

8- What have sociologists been thinking about? There are two things mentioned in the first paragraph.

.....

9- What does the study carried out by a psychologist suggest?

.....

.....

.....

10- Who carried out the study which suggests that the Japanese language differs from English in talking about colours? Sum up the conclusion.

.....

.....

.....

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

“The limits of my language are the limits of my world.” Ludwig Wittgenstein.

.....

.....

.....

.....

Answers:

Ex3:

1- Yes, because the writer mentions that when describing an event, English speakers tend to mention the person who was responsible. Spanish or Japanese speakers would use a passive form.

2- carry out means “complete, do”.

3- Yes, I agree with the last concluding paragraph. I believe that culture, thought and language all together affect our thoughts and the way we speak. As a justification, different people from different cultures use their language differently.

4- “The English speakers mentioned the person **who** did the action. The Spanish and Japanese mentioned the person responsible for intentional events, but left **this** out when **they** considered that event to be an accident.”

5-

Word	Reference
They	Sociologists
they	people
they	Sociologists
who	The person
their	languages
it	an action
who / this	the person
they	The Spanish and Japanese
it	our language
all	culture, thought and language

6- Our language affects the way we speak, also differences in our cultural habits and differences in the way we think are all factors that contribute in producing different way of both speaking and thinking.

7- A sociologist is someone who studies or is an expert in sociology.

8- Sociologists have been thinking about how people talk, asking whether the way we understand and remember experiences is influenced by language.

9- The study suggests that culture, thought and language have all come about together to affected our thoughts and our language.

10- a psychologist points out that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, ‘John broke the vase’, Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.

11- Ermmm, I don’t agree with this quotation because the limits of ,y world can be made wider by learning other languages, even if you don’t speak other countries’ languages, you still have the right to belong to this world.

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	dialect (n) dialectal (adj)	a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language	لهجة
2-	evolve (v) evolution (n) evolutionary (adj)	to develop gradually	يتطور تدريجياً
3-	first language (n)	the language that you first learn as a child	اللغة الأولى
4-	mother tongue (n)	the first and main language that you learnt when you were a child	اللغة الأم
5-	register (n)	a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing	السياق اللغوي
6-	replicate (v) replicate (noun)	to produce a copy of something	تكرار/نسخ

Exercise 4: Choose words from the table above to give meaningful sentences.

- 1- Researchers tried many times to the original experiment.
- 2- People chatting at a party will usually be talking in (an) informal
- 3- Bacteria are ing resistance to antibiotics.
- 4- The poem is written in northern

Answers:

Ex4: 1- replicate 2- register 3- evolve 4- dialect

Unit Eight Text Two: Speaking with Signs (2016/w)

التخاطب بلغة الإشارة

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

يعتقد أن الإيطاليين كانوا أول من ابتكر لغة إشارة في القرن السادس عشر. ثم أخذت الفكرة لفرنسا في القرن السابع عشر، حيث تم تطوير هذه اللغة أكثر.

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

تشارلز مايكل دي لبي كان واحداً من أوائل المطورين للغة الإشارة والذي كانت لغته الأم هي الفرنسية. تعلم لغة الإشارة بينما كان يعمل مع أناس صم في باريس في لبقرة الثامن عشر. كانت اللغة تستخدم من قبل أختين لم تكونا قادرتين على السمع كوسيلة للتواصل. أقام عندها دي لبي مدرسة للأشخاص الصم والتي تم افتتاح عدد مشابه لها من المدارس في أوروبا. وبذلك كانت المرة الأولى التي يتم فيها تعليم لغة الصم بطريقة فعالة، وقد أحدثت تأثيراً ضخماً في حياة الأشخاص الصم.

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

و لأنه يوجد العديد من اللغات المختلفة المحكية في بلدان ما حول العالم، لكل بلد لغة الصم الخاصة بها. تستخدم لغة الصم كلغة أولى من قِبل حوالي سبعين مليون شخص في العالم. لا يختلف استخدام لغة الإشارة عن اللغة المحكية. يمكن استخدام كلاهما لتزويد الآخرين بالمعلومات ومشاركتها وسرد القصص والمناقشة والتحدث بشكل رسمي. كلاهما له أسلوب ولهجات مختلفة وكلاهما يتطور بشكل دائم.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries. Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to **those** with normal hearing. In some schools, sign language is being offered as a foreign language.

لقد تطورت العديد من المتغيرات اللغوية (اللهجات والكلمات والمصطلحات والكلمات) الخاصة بلغة الإشارة العربية، هنالك العديد من لغات الإشارة العربية بعدد الدول التي تتحدث اللغة العربية ذاتها. يتم الترويج مؤخراً لفوائد تعلم لغة الصم ليس فقط للصم انفسهم بل لهؤلاء الذين يمتلكون حاسة سمع طبيعية. يتم توفير مساق دراسة لغة الصم كلغة اجنبية في بعض المدارس.

Since, like all languages, sign language has a grammatical structure, **it** is now being recognised and taught as an optional foreign language. Learning sign language is of enormous benefit to anyone, whether **they** can hear or are deaf. Like learning any new language, **it** involves and challenges the brain. **It** also allows people **who** master sign language to be able to communicate with a new international community.

وكما في جميع اللغات، تمتلك لغة الصم بناء قواعدي وهو الآن معترف به ويتم تعليمه كلغة اجنبية. ان لتعلم لغة الإشارة فوائد عظيمة لأي احد سواء كانوا يستطيعون السمع او كانوا صم . وكما في تعلم اي لغة جديدة فهي تشمل على تحريك وتحدي الدماغ. وايضاً تسمح لهؤلاء الذين يجيدون لغة الإشارة التواصل من مجتمع دولي جديد.

Exercise 5: Now, answer the following questions:

1- In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?

.....

.....

2- 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.

.....

.....

3- Do you agree that hearing people would benefit from learning sign language? Why/Why not?

.....

.....

4- Quote the sentence which indicates that there are as many sign languages as spoken languages in the world.

.....

.....

5- Who were the first people to invent a sign language?

.....

.....

6- Who developed sign language in France and when was that?

.....

7- It is preferable to offer sign language as a foreign language in public institutions. Think of this statement and, in two sentences, write down your point of view.

.....

.....

8- How was sign language first taught formally?

9- What is the meaning of the underlined/bolded word “replicated”?

.....

10- How many people around the world use sign language as their first language?

.....

11- The author suggests that the use of sign languages and spoken languages do not differ, how is that?

.....

12- What do the bolded words (pronouns and other words) refer to?

.....

.....

13- Why are sign languages being offered as a foreign language in some schools?

.....

.....

14- The article states different uses for sign and spoken languages. Write down two of these uses.

.....

15- Learning sign language is beneficial for anyone for two reasons suggested in the last paragraph. Write these two reasons down.

.....

.....

16- Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems.

.....

.....

Answers: Ex5:

1- I think that being taught sign language must make an enormous impact on deaf people's lives by enabling them to take part in everyday communication, whereas before they would have been excluded.

2- I agree because even if sign language has a more simple system of grammar, it is a means of communication which is based on a convention within a society.

3- I agree that hearing people would definitely benefit from learning sign language because it would increase their awareness of others, their linguistic skill and their career prospects.

4- “Just as there are different spoken languages in countries around the world, each country has its own sign language.”

5- It is believed that the Italians were the first people to come up with a sign language system.

6- One of the early developers of sign language was Charles-Michel de l'Épée, whose mother tongue was French in the eighteenth century.

7- I do believe that it is good to offer sign language as a foreign language in public institutions. This is because hearing people should learn sign language to be able to communicate with deaf people naturally.

8- De l'Épée then set up a school for deaf people, which was replicated across Europe.

9- Replicate means "to produce a copy of something".

10- Sign language is used as a first language by about 70 million people in the world.

11- Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.

12-

Words or Pronouns	References
where	France
One / whose / He / he	Charles-Michel de l'Épée
which	a school for deaf people
it	teaching sign language actively
its	each country
Both / Both	sign and spoken languages
those	People with normal hearing
it	sign language
they	anyone
it / It	sign language
who	people

13- Sign languages are being offered in some schools as foreign languages because of the enormous benefit they have, sign languages also allow people who master them to be able to communicate with a new international community.

14- يختار الطالب فقط استخدامين

1- to share information 2- to tell stories 3- to have informal discussions and 4- to give formal talks.

15- It involves and challenges the brain. It also allows people who master sign language to be able to communicate with a new international community.

16- Deaf people may face many challenges, we can help them overcome these challenges by learning their sign language and communicating with them easily, we can also teach hearing people these sign languages to make it easy for the deaf to communicate with.

17- I think it is so good and helpful to offer these sign languages as foreign languages to be taught at schools to help the community communicate with the deaf easily.

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	cryptophasia (n)	the development by twins of a language that only they can understand	التخاطب اللغوي لدى التوائم
2-	discourse	communication in speech or writing	الخطاب
3-	absorbed	Received	استوعب / استقبل
4-	experimental	part of an experiment	تجريبي / متعلق بالتجربة
5-	mimic	copy, make the same sound	تقليد / محاكاة
6-	tempting	attractive, desirable	مغري
7-	stimuli	things that make you interested	محفز
8-	pace	Speed	سرعة

Exercise 6: Choose words from the table above to fill the gaps in the following sentences:

- 1- He set off running at a furious
- 2- It's to blame television for the increase in crime.
- 3- The drug is still at the stage
- 4- is a developed way of communicating between twins.
- 5- Many people were king the way Mr. Moh'd Aswad use in writing.

Answers: **Ex6:** 1- pace 2- tempting 3- experimental 4- cryptophasia 5- mimic

Unit Eight Text Three: What are they talking about? (2016/S)

ما الذي يتحدثون عنه

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

إنه لمن المذهل ملاحظة كيفية اكتساب الطفل للغة. يتعلم الطفل سريعاً كيفية الإستجابة لأصوات وكلمات معينة مثل "بابا" و "ماما". وبعد عدة أشهر، يبدأ الطفل بتجربة بعض الأصوات التجريبية وتقليد الأصوات. يستطيع طفل في السنة الأولى من عمره أن يقول بضع كلمات وبالتأكيد يستطيع فهم أكثر من ذلك. وبعد سنتين يمتلك الأطفال مجموعة مفردات من حوالي خمسين كلمة.

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

Certainly, what **they** say isn't understood by anyone else, but is **it** really a language?

لكن الأمر قد يبدو مختلفاً في حال كنا نتكلم عن التوائم. أولاً، يكون التطور لديهم أبطأ. يُعتقد هذا بسبب أن بعض التوائم يكون بينهم تفاعل أقل مع الكبار من الأطفال الآخرين لأنهم يقضون وقت أكثر يتفاعلون مع بعضهم. ويبدو ثانياً أن بعض التوائم لديهم القدرة على تطوير لغتهم الخاصة بهم. هذا ليس شائعاً ولكنه مذهل. يتكلمون ويبدو عليهم الفهم لكلمات غريبة ويبدو أن ليس هناك أحد آخر قادر على فهمها. يعرف هذا بـ "كلام التوائم السري". ما يقولونه ليس مفهوماً لأحد آخر بالتأكيد. ولكن هل هي حقاً لغة؟

Although it is **tempting** to believe that these twins really do **make up** **their** own secret language, the truth is probably much simpler. Most experts think that as both children are experimenting with language at the same time, and **both** have been presented with the same

sounds and **stimuli** since birth, **they** are very likely to recognise what the other one says. In other words, **they** are both developing **their** 'real' language at the same **pace** and making the same mistakes along the way.

وبالرغم انه من المغري ان نصدق ان هؤلاء التوائم فعلا يصطنعون لغتهم الخاصة، فإن الحقيقة أبسط بكثير. يعتقد اغلب الخبراء انه بما ان الطفلين يقومون بتجارب لغوية في نفس الوقت، وبما ان كلاهما قد تعرضا لنفس الأصوات والمحفزات منذ الولادة، فمن السهل ان يميز كل واحد منهما ما يقول الآخر. وبمعنى اخر، كلاهما يقوم بتطوير لغته الحقيقية بنفس السرعة ويقترون نفس الأخطاء في نفس السياق.

Exercise 7: Now, answer the following questions, the first five are taken from the book:

1- According to the article, twins do not always develop in the same way as single babies. How many differences does it describe, and what are they?

.....
.....

2- The article suggests two reasons for the slower language development of some twins. What is it? (2016)

.....

3- What does 'cryptophasia' mean?

.....

4- Do some twins really communicate with strange words and signs?

.....
.....

5- Do most experts believe that twins invent secret languages?

.....

6- What is the linguistic situation for a one-year-old baby?

.....
.....

7- Why is it believed that twins language development is sometimes slower?

.....
.....

8- Quote the sentence which indicates the ideal age for a baby with a vocabulary list of about fifty words?

.....

9- What do the bolded/underlined words "absorbed / experimental / mimic / tempting / stimuli" mean?

.....
.....

10- What do the underlined pronouns refer to?

.....
.....
.....
.....

11- **Critical thinking:** Mention something interesting in the development of children's language and why is that interesting for you?

.....

.....

.....

Answers: Ex7:

1- two differences: twins sometimes develop language more slowly than single babies; twins may also develop their own language

2- Some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other. Secondly, some twins seem to develop their own unique language.

3- the unique language that twins develop between themselves.

4- yes.

5- No, they don't. Twins develop their language in the same way as other children – by experimentation.

6- A one-year-old baby can probably say a few words – and certainly understands a lot more.

7- It is thought that this may be because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.

8- After two years, many children have a vocabulary of about fifty words.

9-

- absorbed: received

- experimental: part of an experiment

- mimic: copy, make the same sound

- tempting: attractive, desirable

- stimuli: things that make you interested

10-

Word / Pronoun	Reference
He/she	a baby
their	twins
this	slower development
they / their	some twins
this / it	developing unique language
They	some twins
that	strange 'words' and sounds
they	some twins
it	what they (twins) say
their	these twins
both/they/they/their	both children

11- Children sometimes create their own words and sometimes their own style and use it in a unique way for a long time until everyone around them understands it easily.

No	Word / Phrase	English Meaning	المعنى بالعربي
1-	reserve (n/v)	something kept back or set aside, especially for future use	محمية / يحمي
2-	brunch	a meal eaten in the late morning; a combination of breakfast and lunch	وجبة افطار متأخرة

Unit Eight Text Four: Something Worth Waiting For

شيء يستحق الانتظار

It was the day after my school graduation and my parents had been acting secretly all week, so I knew something was going to happen – I just didn't know what! The first sign that something was different was the silence when I woke up. Normally, the house would be full of noise but **there** was no sound! I got dressed quickly and hurried downstairs, and as I got to the kitchen door my little brother jumped out and shouted 'SURPRISE!'. My dad then explained that we would be going to my favourite restaurant for a celebratory **brunch**. I ran upstairs to get changed, and we set off to the restaurant.

لقد كان اليوم الذي تلى تخرجي ولقد كان والدي يتصرفان بطريقة سرية طوال الأسبوع، لذلك عرفت ان شيئاً ما كان سيحدث. لم اكن اعرف ما هو. أول علامة على ان شيئاً ما كان غريباً هو الصمت عندما استيقظت. عادةً ما يكون المنزل ضاجاً بالصوت ولكن لم يكن هناك اي صوت. ليست بسرعة وهرعت إلى الأسفل، وعندما وصلت إلى باب المطبخ قفز اخي وصرخ مفاجأة. وأوضح أبي عندها أننا سنذهب إلى المطعم المفضل لدي لتناول وجبة غداء احتفالية. ركضت إلى الأعلى لأبدل ملابسني وانطلقنا إلى المطعم.

Suffice to say that the meal was delicious. When we had finished, my dad just drove on with a smile on **his** face... I finally realised we were heading towards the Dhana Nature Reserve! To cut a long story short, the reserve didn't disappoint me. We saw animals in **their** natural habitat, and watched craftspeople at work. The crafts **they** were making were so colourful and beautiful.

يكفي أن أقول أن الوجبة كانت لذيذة. وعندما انتهينا، قاد أبي السيارة وعلى وجهه ابتسامة... أدركت في النهاية أننا متجهون نحو محمية ضانا الطبيعية! ولكي اختصر عليكم القصة. كانت المحمية في محل التوقعات. رأينا حيوانات في مسكنها الطبيعي وشاهدنا الحرفيين اثناء عملهم، كانت الأعمال التي كانوا يصنعونها جميلة وناصعة الألوان.

I should explain that I'm going to university to study Zoology (the study of living things) but I've never been to this particular reserve, and **it** is a passion of mine! When it was time to go, I gave my parents a hug, saying 'Thank you so, so much! It was the best graduation present ever!'. Full of happiness, I slept all the way back home.

كان من المفترض أن أوضح أنني سأدرس علم الحيوانات في الجامعة ولكنني لم أتأبداً لهذه المحمية وهي شغفي. وعندما حان وقت الذهاب. احتضنت والدي وقلت لهم اشكرهم كثيراً! لقد كانت أفضل هدية تخرج على الإطلاق. وقد نمت سعيداً طوال رحلة العودة إلى البيت.

Exercise 8: Answer the following questions:

1- How do you think the author felt that morning? How does he/she let you know this?

.....

.....

2- What do you think might happen in the rest of the story?

.....

.....

3- What details does the author include?

.....

.....

4- What details does he/she ignore?

.....

.....

5- Why do you think he/she includes some details and ignores some?

.....

.....

6- What do the underlined/bolded words "**brunch / Zoology**" mean?

.....

7- What do the bolded pronouns refer to?

.....

.....

.....

8- Quote the sentence which indicates that the author was extremely happy.

.....

.....

9- Do you think it is important to reward those who have achieved good grades at school?
Mention something like this which happened with you or someone you know.

.....

.....

.....

.....

Answers: **Ex8:**

1- The author felt curious. He felt as if something was going to happen.

2- The author's parents might have been preparing a pleasant surprise celebrating his/her graduation. The title is Something worth waiting for, which indicates that there is something

good to expect. Plus, the author tells us that he/she felt that his/her parents have been doing something secretly all week.

3- The author includes details such as descriptions of his/her feelings (in the morning, when he/she wakes up; when he/she realises they are going to the nature reserve).

4- He/She leaves out details of the meal and most of the reserve.

5- He/She does this because the important details are mostly how he/she felt during that day.

6- brunch: a meal eaten in the late morning; a combination of breakfast and lunch.

- zoology: the study of living things.

7-

Words / Pronouns	Reference
It	the day
my / I	the author
there	at the house
his	the author's dad
their	animals
they	craftspeople
it	reserve

8- "Full of happiness, I slept all the way back home."

9- Yes, it is so essential to reward those who achieve good marks. I once received a

When I got كمل قصتك

الكلمات التي لا تدل على جنس: Gender-Neutral Words

- هناك كلمات تدل على جنس المتكلم مثل الكلمات التي في يسار الجدول، وكلمات أخرى لا تدل على جنس لان في بعض الأحيان لا يجوز ان نفترض ان الفاعل ذكر او انثى بدون وجود دليل على جنسه. هذه احد انواع المساواة بين الرجل والمرأة والتي ينادي بها العالم.
عندما نريد أن نرجع ضمير على الكلمات التي لا تدل على جنس نستخدم الضميرين (he/she) او (they).

No	Gender-specific words كلمات محددة للجنس	Gender-neutral words كلمات غير محددة للجنس
1-	businessman, businesswoman	business person
2-	salesman, saleslady	sales assistant/salesperson
3-	headmaster, headmistress	head teacher
4-	he or she his or her	They their
5-	mankind	humans
6-	fireman	firefighter
7-	Postman (2016/w)	postal worker
8-	policeman	police officer
9-	stewards and stewardesses	flight attendants
		مش مهمين
10-	chairman	chairperson
11-	seaman	sailor
12-	spaceman	astronaut

Exercise 9:

A- Choose the best options to complete the sentences. Then compare with a partner.

- 1- For centuries, **mankind has / humans have** preserved culture through storytelling.
- 2- A **postman / postal worker** delivers your post.
- 3- During the flight, the **flight attendants / stewards and stewardesses** will serve you drinks.
- 4- At the book fair, everybody was buying **their / his** favourite books.
- 5- If you need to report a crime, speak to a police **woman / officer**.

B- (2016) Study the following sentence and answer the question that follows.

- A postman delivers your post.

Replace the underlined word with the correct gender-neutral words.

C- (2018/s) Study the following sentences and replace the underlined gender-neutral words with the correct gender-specific one.

- During the guest's visit to the exhibition, the business person kept smiling all the time. He is a very kind person.

Answers: **Ex9:** A- 1- humans have 2- postal worker 3- flight attendants 4- their 5 officer. B- postal worker c- business man

Grammar

1- Phrasal Verbs: الأفعال المركبة

- وهو فعل متبوع عادة بحرف جر أو/ و ظرف. هذا النوع من الأفعال شائع في اللغة الإنجليزية ولكنه غير مألوف في اللغة العربية. يعطي الفعل منفرداً معنى مختلف للمعنى الذي يعطيه في حال مصاحبته للظروف وحروف الجر.

No	phrasal verb	English Meaning	المعنى بالعربية
لا يمكن فصل حرف الجر أو الظرف عن الفعل			
1-	look into (2016/18)	to investigate	يتفحص / يتحرى
2-	come up with	think of/ produce something (an idea), especially when pressured or challenged	يستنتج فكرة
3-	get away with	to do something wrong without being discovered or with only a minor punishment	يفلت من العقاب
4-	get over		يتعافى من المرض
5-	get on (with)	be friendly	يتدبر امر شيء ما / يتماشى مع
6-	go ahead (with)		يتقدم
7-	point at		يظهر / يشير إلى
8-	go back		يعود
9-	look for		تبحث عن شيء فقدته
10-	look forward to		يتطلع بفارغ الصبر
11-	go away		ابتعد
12-	stand out	to be much better than other similar people or things	يبرز / يتميز
13-	grow up	spend my childhood	يكبر
14-	get on well	be in a good relation	يتماشى مع
15-	look at (2018)		فكر ب / تمنع ب
16-	tend to		يميل إلى
17-	come about	happen	يحدث
18-	eat out	eat away from home, especially in a restaurant	يتناول طعاماً خارج المنزل
الظرف أو حرف الجر يمكن ان يأتي قبل أو بعد المفعول به (يمكن فصله)			
19-	point out	to show something to someone by pointing at it	يشير إلى
20-	find out	discover	يكشف
21-	pick up		فهم / التقط
22-	carry out	complete, do	يقوم ب
23-	leave out	don't include / omit it	اترك/ لا تشمل
24-	look up (2016)		يبحث عن / يتفقد كلمة أو موعد
25-	take up		يتخذ (هواية جديدة مثلاً)
26-	take away		يأخذ بعيداً (عن المطعم مثلاً)
27-	speed up (2017)	hurry up	يسرع
28-	take off		يخلع / ينزع (الحذاء مثلاً)
29-	try out		يجرب
30-	make up	invent	يصنع / يخترع / يختلق
31-	get up		ينهض
32-	make out	understand	يفهم

ملاحظة: - دائماً نضع ضمائر المفعول به بين الفعل وحرف الجر أو الظرف أو بعدهما في حال كان المفعول به ضميراً كما في أمثلة السؤال الأول في الصفحة التالية.

- إذا كان الفعل المركب فعلاً متعدٍ (أي يحتاج مفعولاً به) وكان المفعول به ضميراً (Object pronouns) فإن الفعل يُفصل ويوضع الضمير بين الفعل وحرف الجر إجبارياً:

- أما إذا كانت المفعول به اسماً فإن الفعل يُفصل ويوضع الاسم بين الفعل وحرف الجر اختياريًا.

Exercise 1: Choose the suitable item from those given to complete each of the following sentences.

1- (2018/s) My computer isn't working. Can you have a look at?
(him / her / it / them)

2- (2018/w) When Omar gave a speech, the class looked at in admiration.
(he / his / him / them)

3- (2016/w) Bayan promised her boss that she would the matter and find out what had gone wrong.
(look at / look into)

Answers Ex1: 1- it 2- him 3- look into

Exercise 2: Replace the underlined verb in the following sentence with the suitable phrasal verb.

1- (2017/s) Radwan should hurry or he will be late.

Answers Ex2: 1- speed up

Exercise 3: Replace the words and phrases in bold with the phrasal verbs from the box. One phrasal verb is not needed.

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

- 1- Let's **investigate** the story and discover what really happened.
- 2- I wish scientists would **think of** a way to prevent flu!
- 3- I was born in a small village, but I didn't **spend my childhood** there.
- 4- This Maths homework is difficult! Could you **show me** where I've gone wrong?
- 5- Before I can solve the problem, please tell me – how did it **happen**?
- 6- (2017) I need to **do** some research before I start my project.
- 7- Yaseen has replaced the plate he broke, so he will **not be blamed for** it.
- 8- **You don't have to include** your surname when you sign a friendly letter.

Answers: Ex3: 1- look into 2- come up with 3- grow up 4- point out 5- come about 6- carry out 7- get away with 8- Leave out.

Exercise 4: Circle the correct phrasal verb.

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

Answers: Ex4: 1- point out 2- look into 3- got away with 4- carried out 5- come up with.

Exercise 5: Rewrite the sentences with phrasal verbs formed from the verbs in the box.

come (x2) find leave look point speed

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

Answers: Ex5: 1- Ahmad should speed up or he'll be late. 2- I came up with a great idea while I was swimming. 3- That's amazing news! How did you find it out? 4- That information is important. Don't leave it out. 5- We'll drive past my old house. I'll point it out to you. 6- It's a mystery how the mistake came about.

Exercise 6: Rewrite the sentences by replacing the words in bold with the pronouns in the box. Some pronouns are needed twice. You may need to change the word order.

her / him / it / them

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

Answers: Ex6:

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

Exercise 7: What does the underlined phrasal verbs mean?

1- We're **looking into** the possibility of merging the two departments.

.....

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

.....

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

.....

4- I **made up** an excuse about having to look after the kids.

.....

5 - Where did you **grow up**?

.....

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

.....

Answers: Ex7: 1- to investigate 2- to investigate 3- think of/ produce something (an idea), especially when pressured or challenged 4- invent 5- spend my childhood 6- be in a good relation.

Exercise 8: Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me). Consider whether the two parts of the verb can be separated or not.

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

1- As part of the interview, we will be asking all candidates to a short task.

2- Ali broke the glass, but his mother didn't notice. He it.

3- Last night, I watched an interesting documentary about how the ice age

4- I've been thinking about a subject for my History project, and I've some ideas.

5- I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to

6- Thank you for writing to us about the non-delivery of your parcel. We promise to immediately.

7- We're asking candidates to a short task.

Answers: Ex8: 1- carry out 2- got away with 3- came about 4- come up with 5- leave it out 6- look into it 7- carry out

Practice: Identify separable and non separable phrasal verbs.

فقط تعرف على الأفعال التي يمكن فصلها والتي لا يمكن فصلها عن طريق مراجعة الأمثلة

A- Non-Separable Phrasal Verbs:

- 1- He **looked into** hiring another secretary, but it would have been too expensive.
- 2- Gavin **came up with** the idea of dividing the rooms in half.
- 3- If I thought I could **get away with** it, I wouldn't pay any tax at all.
- 4- She was only just **getting over** the flu when she got a stomach bug.
- 5- I don't really **get on with** my sister's husband.
- 6- We've received permission to **go ahead with** the music festival.
- 7- Don't **point at** people, it is not ok.
- 8- That restaurant was terrible - I'm never **going back** there again.
- 9- I am **looking for** a pencil that I lost yesterday.
- 10- I'm really **looking forward to** my holiday.
- 11- **Go away** and leave me alone!
- 12- We had lots of good applicants for the job, but one **stood out** from the rest.
- 13- I **grew up** in Scotland.
- 14- He'll **get on well** with Anthony - they're birds of a feather.
- 15- Management is **looking at** ways of cutting costs.
- 16- People **tend to** live in cities rather than country areas.
- 17- How did the problem **come about** in the first place?
- 18- When I lived in Spain, I used to **eat out** all the time.

- Separable Phrasal Verbs:

- 19- If you see her, please **point her out** to me.
- The tour guide **pointed out** the inscription that runs round the inside of the dome.
- 20- I must **find out** how much it will cost.
- 21- Don't bother with the computer manual - you'll **pick it up** as you go along.
- When you live in a country you soon **pick up** the language.
- 22- The study will be **carried out** over a six-month period.
- 23- I've made a list of names - I hope I haven't **left anyone out**.
- None of the other children play with her, and I think she feels rather **left out**
- 24- I had to **look up** the word 'possession' to check how to spell it.
- You could try **looking him up** in a dictionary of biography.
- 25- I'm thinking of **taking up** tai chi.
- 26- **Take** these chairs **away** - we don't need them.
- Every individual has rights which must never be **taken away**.
- 27- This drug may have the effect of **speeding up** your heart rate.
- 28- Oops - I forgot to take the price label off your present.
- She took off her rings to do the washing-up, and now she can't find them.
- 29- Don't forget to **try out** the equipment before setting up the experiment.
- 30- She told us stories about her family, but they were all **made up**.
- There was no fire - he **made it all up**.
- If you can't think what to write, just **make** something **up**.
- 31- What time do you **get up** in the morning?
- 32- I can't **make out** your writing.
- She's a strange person - I can't **make her out** at all.

2- Question tags: السؤال الذيلي التأكيدي

- هي اسئلة تضاف في نهاية الجمل ويكون الهدف منها التأكيد عن طريق الاستفسار أو الإستعلام:
 - Ali is happy, **isn't he**?
- الطريقة: نضيف سؤال منفي للجملة المثبتة ونضيف سؤال مثبت للجملة المنفية عن طريق أخذ الفعل المساعد من نفس الجملة ووضعه في السؤال الذيلي مع وضع ضمير بدل الاسم الأصلي في الجملة ولا يتغير زمن الجملة.
 - You've read this book, **haven't you**?
 - You **haven't** read this book, **have** you?
 - You're tired, **aren't** you?
 - You're **not** tired, **are** you?
- إذا لم يكن هناك فعل مساعد نضيف (doesn't) لسؤال الجملة التي تحتوي على فعل معه (s أو es) :
 - She eats too much, **doesn't she**?
 - She does speak English, **doesn't she**?
- ونضيف (don't) لسؤال الجملة التي تحتوي على فعل مجرد مضارع وضمير بدل من الفاعل:
 - They eat too much, **don't they**?
 - You do speak English, **don't you**?
- و (didn't) لسؤال الجملة الماضية مع ضمير بدل من الفاعل:
 - They **broke** the window, **didn't they**?
 - You met him, **didn't you**?
- ونحذف نفي الفعل المساعد من الجملة الأصلية ونضع الفعل المساعد في السؤال الذيلي.
 - She **doesn't** speak English, **does she**?
 - They **didn't** eat that pie, **did they**?
- مع الأفعال الشكلية (Modals) نستخدمها نفسها وإذا كان منفي يصبح مثبت وإذا كان مثبت يصبح منفي:
 - He **might** play tomorrow, **mightn't he**?
 - We **mustn't** be late, **must we**?
- مع (Let's...) نستخدم (Shall we..):
 - Let's go home now, **shall we**?
 - Let's play football, **Shall we**?
- نستطيع إعادة صياغة الأسئلة التي تبدأ ب (Shall I.....) لنستخدم سؤال ذيلي، هذا يجعل الجملة بها تأكيد أكثر:
 - Shall I help you with your homework?
 - I'll help you with your homework, **shall I**?
- نستبدل (will) ب (shall) إذا كانت جملة فيها عرض خدمة مثلا كما في المثال السابق ولكن إذا كانت جملة خبرية كالتهديد أو تصريح بالقيام بعمل فنستخدم (will) كما في:
 - That dog is annoying, I **will** shoot it, **won't I**?
- أحيانا إذا كانت الجملة تحتوي على (will) بمعنى عرض أو توفير مساعدة نحول (will) إلى (shall) كما في المثال التالي:
 - I'll help you with your homework, **shall I**?
 - Ali **will** bring us some tea, **shall he**?

- هناك بعض الجمل تكون منفية نفي ضمنى تعامل معاملة النفي:

Positive Statement Treated as Negative Statement	Positive Tag
He never came again,	did he?
She can rarely come these days,	can she?
You hardly ever came late,	did you?
I barely know you,	do I?
You would scarcely expect her to know that,	would you?

- ركزلي على هالجدول الله يرضالي عليك/ي ولا تقولولي ظظظظرررررررببيبووووننتنناا!!!!!!

I am right, aren't I? (<i>not amn't I</i>)
You <u>have to</u> go, <u>don't</u> you?
She <u>has to</u> go, <u>doesn't</u> she?
Sami <u>had to</u> go, <u>didn't</u> he?
I have been answering, haven't I?
Nothing came in the post, did it?
Let's go, shall we?
He'd better do it, hadn't he?

ملاحظات:

- نستخدم (they) لتعود على (everyone, everybody, someone, somebody, no one, nobody) بالرفع من ان هاذة ضمائر تعود على مفرد لكن لا نعرف جنسه.

- Everyone is pointing at me, aren't they?

- ونعوض عن (these/those) ب (they):

- Those aren't the books of our library, are they?

- في الأغلب نستخدم الصيغة القصيرة للفعل المساعد مع النفي.

- نعوض عن (that/this) ب (it):

- This is John's pen, isn't it?

- مع (everything/ nothing/anything) نستخدم الضمير (it):

- Everything is ok, isn't it?

- جمل الأمر المثبتة يكون سؤالها ب (will/would/won't you?):

- Stop day dreaming, will/won't you?

- جمل الأمر المنفية يكون سؤالها ب (will you?):

- Don't stop singing, will you?

- هذه الجداول تحتوي تلخيص للقاعدة بشكل عملي:

سؤالاها	الجملة
?سؤال منفي	جملة غير منفية
isn't it?	Snow is white,
?سؤال غير منفي	جملة منفية
do you?	You don't like me,

Practice: Identify what happened in the following sentences:

- 1- But you **don't** really love her, **do** you?
- 2- This**ll** work, **won't** it?
- 3- **Nothing** will happen, will **it**?
- 4- Well, I **couldn't** help it, **could** I?
- 5- But you'll tell me if she calls, won't you?
- 6- We'd never have known, would we?

Exercise 1: Complete the following sentences by adding the correct question tags:

- 1- (2016/w) I have to quit fatty food, ...?
- 2- (2016/w) The food in the restaurant wasn't extremely good, ...?
- 3- (2016/w) Let's walk along the beach, ...?
- 4- (2017/w) Kids mustn't eat too much chocolate, ...?
- 5- (2017/w) Children have had their lunch, ...?
- 6- (2017/w) Let's fight against poverty, ...?

Answers: Ex1: 1- don't I? 2- was it? 3- shall we? 4- must they? 5- haven't they 6- shall we?

Exercise 2: Choose the suitable item from those given to complete each of the following sentences.

- 1- (2018/w) The English alphabet doesn't have 40 letters, ...?
(does it / did it / doesn't it / didn't it)
- 2- (2018/s) Let's go for a walk, ...
(don't we / can we / didn't we / shall we)
- 3- (2010) After the accident, the man couldn't use his hands, ...?
(could he / doesn't he / does she)
- 4- (2011) Laila likes watching television, ...?
(did she / doesn't she / does she)
- 5- (2011) Nadia has lost her handbag, ...?
(has she / does she/hasn't she)
- 6- (2012) Muna is using her mobile phone, ... ?
(is she / isn't she / doesn't she)
- 7- (2012) You haven't brought your books with you, ...?
(have you / haven't you / don't you)
- 8- (2013) It isn't very late, ... ?
(it is / isn't it / is it)
- 9- (2013) You have changed your phone number, ...?
(have you / haven't you / you have)
- 10- (2010) Muna lives next door, ...?
(does she / doesn't she / is she)
- 11- (2010) Rami is very late, ... ?
(isn't he / is he / doesn't he)

Answers Ex2: 1- does it 2- shall we. 3- could he? 4- doesn't she? 5- hasn't she? 6- isn't she? 7- have you? 8- Is it? 9- haven't you? 10- doesn't she? 11- isn't he?

Exercise 3: Match the sentences from the recording and the question tags.

- 1- You did English at university last year, ...
 - 2- You don't understand what gender-neutral means, ...
 - 3- I'll tell you what I understand by the term, ...
 - 4- That doesn't help me to answer the question in my essay, ...
 - 5- I have to start my essay, ...
- a- don't I? b- shall I? c- didn't you? d- do you? e- does it?

Answers: Ex3: 1-c 2-d 3-b 4-e 5-a

Exercise 4: Write the question tags.

- 1- You can't help me with this, ...?
- 2- She wasn't there yesterday, ...?
- 3- We should try to help, ...?
- 4- You haven't got a pen I can borrow, ...?
- 5- Your mother comes from Madaba, ...?
- 6- They sold their house, ...?
- 7- You'll phone me later, ...?
- 8- It doesn't rain here, ...?
- 9- The meeting is next Wednesday, ...? It isn't tomorrow, ...?
- 10- They are coming, ...?
- 11- It wasn't last Wednesday, ...?
- 12- They were Algerian, ...?
- 13- He lives in Wadi Musa, ...?
- 14- They should help, ...?
- 15- We can't walk away, ...?
- 16- They could go, ...?
- 17- You won't forget, ...?

Answers: Ex4:

1- can you? 2- was she? 3- shan't (should not) we? 4- have you? 5- doesn't she? 6- didn't they? 7- won't you? 8- does it? 9- isn't it?/is it?
10- aren't they? 11- was it? 12- weren't they? 13- doesn't he? 14- shan't they? 15- can we? 16- couldn't they? 17- will you?

Exercise 5: Complete the following question tags.

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

Answers: Ex5: 1- don't 2- can 3- isn't 4- doesn't 5- didn't 6- have 7- will 8- was.

Exercise 6: Add the correct question tags:

- 1- Jack can come, ...?
- 2- Mary can't swim, ...?
- 3- You like tea, ...?
- 4- Rami likes apples, ...?
- 5- You don't have a car, ...?
- 6- This /That is your book, ...?
- 7- These /Those are yours, ...?
- 8- There is a meeting tonight, ...?
- 9- Everything is okay, ...?
- 10- Everyone is happy, ...?
- 11- Nothing is wrong, ...?
- 12- Fatima went out, ...?
- 13- We had a lot of fun, ...?
- 14- Nobody called on the phone, ...?

- 15- You've never been here, ...?
- 16- I am strong, ...?
- 17- Let's go to the beach, ...?
- 18- He has a bicycle, ...?
- 19- She'll come, ...?
- 20- They won't go out, ...?
- 21- Your phone's black and silver, ...?
- 22- Email is quicker than traditional letters, ...?
- 23- Your aunt lives in Amman, ...?
- 24- In the past, the Chinese wrote with a brush and ink, ...?
- 25- (2016) Saleem and his brother spoke French in the conference, ... they?

Answers: Ex6: 1- can't he? 2- can she? 3- don't you? 4- doesn't he? 5- do you? 6- isn't it? 7- aren't they? 8- isn't there? 9- isn't it? 10- aren't they? 11- Isn't it? 12- didn't she? 13- didn't we? 14- did they? 15- have you? 16- aren't I? 17- shall we? 18- doesn't he? 19- won't she? 20- will they? 21- isn't it? 22- isn't it? 23- doesn't she? 24- didn't they? 25- didn't.

3- Active and Passive

- ماهو المبني للمعلوم وما هو المبني للمجهول؟

المبني للمعلوم هو الحدث الذي يعرف فاعله. أما المبني للمجهول فهو الحدث الذي لا يظهر له فاعل في الجملة أو يكون متأخر. **لماذا يحذف الفاعل أو يتم تأخيرها؟** يحذف الفاعل أو يتم تأخيرها لأنه غير مهم أو معروف أصلاً أو لأن التركيز في الجملة يكون على الحدث نفسه ليس على الفاعل.

- طريقة التحويل من المبني للمعلوم إلى المبني للمجهول:

- 1- إ حذف الفاعل من الجملة الأصلية.
- 2- ضع (يوضع لك) المفعول به في بداية الجملة الجديدة ، احذفه من الجملة الاصل لكي لا تتكرره في الجملة الجديدة.
- 3- ضع الفعل المساعد (be) حسب زمن وشكل الفعل الأصلي او احفظ الجدول التالي مع تحويل الفعل الرئيسي الى التصريف الثالث (V3).
- 4- أكمل الجملة ان امكن وضع الفاعل الذي حذفته من بداية الجملة الاصلية في نهاية الجملة الجديدة مسبق ب (by) إن كان ضروريا بحيث لا يكتمل معنى الجملة بدونه، وضع علامة الترقيم المناسبة.

No	Active	Passive	Example
1-	V1 + (inf/ s / es) المضارع البسيط	is / am / are + V3	- They speak English in Jordan. - English is spoken in Jordan.
2-	V2 الماضي البسيط	was / were + V3	- They spoke English. - English was spoken.
3-	is / am / are + V-ing المضارع المستمر	is am + being + V3 are	- He is playing football. - Football is being played.
4-	was / were + V-ing الماضي المستمر	was + being + V3 were	- The man was teaching the kids. - The kids were being taught.
5-	have / has + V3 المضارع التام	have + been + V3 has	- Murad has changed the wheels. - The wheels have been changed
6-	had + V3 الماضي التام	had + been + V3	- He had broken the window. - The window had been broken.
7-	~~have~~ ~~has + been + ing~~ ~~had~~	~~have~~ ~~has + been + being +~~ ~~V3~~ ~~had~~	هذا زمن مهجور
8-	will can modals + V1 must have to going to	will can modals + be + V3 must have to going to	- I will pass the exams. - The exams will be passed. - I am going to do the homework. The homework is going to be done.
9-	should will modal +have+V3 might may	should will modal +have+ been+V3 might may	- They must have introduced laws. Laws must have been introduced.

- أهداف استخدام المبني للمجهول:

1- للتركيز على خبر الجملة وليس على مبتدأها.

- Until the 1960s People hunted pandas for their skins.
- Until the 1960s pandas **were hunted** for their skins.
- الكلام عن الباندا اهم من الصيادين وعملية الإصطياد

2- لجعل الجمل تبدو أكثر رسمية.

- Pandas **were** originally **found** in several parts of Asia.

3- إذا كنا لسنا بحاجة لذكر الفاعل.

- متى لا نكون بحاجة لذكر الفاعل (agent):

- إذا لم نعرف من هو الفاعل.
- إذا كان الفاعل غامض او معروف للجميع.
- إذا لم يكن الفاعل مهم.
- My car **has been stolen**.
- Anyone who is caught hunting **is** severely **punished**.
- Panda sanctuaries **have been set up** in china.

هناك ثلاث انماط وزارية:

First Form: Exercise 1: Choose the suitable verb form from those given below to complete each of the following sentences. (نمط ضع دائرة)

1-(2018/s) Last month, many students as members in the English clubs.
(was elected / were elected / are elected)

2- (2018/s) All the reservations by the wedding planner last week.
(are made / were made / have made / has been made)

Answers: 1- were elected 2- were made

Second Form: Exercise 2: Correct the verb between brackets: (نمط صحح الفعل بين الاقواس)

- 1- (2018/w) Sign language in the 16th century. (invent)
- 2- (2018/w) The ruins by thousands of tourists every day. (view)
- 3- (2016/w) Many Jordanian poems now into English, and people all over the world are able to read them. (translate)
- 4- (2016/s) Mr. Tareq will a more responsible post **by** the manager. (offer)
- 5- (2017/s) **Our final science** project has as the best project. (be/choose)
- 6- (2016/w) A new vocational school has recently in my area. (build)

- كيف تميز هذه الجملة انها مبنية للمجهول؟ لاحظ المبتدأ الذي تحته خط لا يمكن ان يكون فاعل للفعل بين الاقواس لان المشروع لا يختار بل يتم اختياره لذلك فالجملة مبنية للمجهول. الدليل هنا عقلي اي يجب التفكير في الجملة لان الطالب العادي سيحل الجملة كالتالي (been choosing) ناهيك عن ان الفعل لا يقبل الإستمرار في هذه الجملة.

Answers: 1-was invented 2- are viewd 3- are translated 4- be offered 5- been chosen 6- been built.

Third Form: Exercise 3: Rewrite, Complete each of the following sentences (نمط اعد كتابة)

1- (2017/s) Safwan usually discharges my laptop.

My laptop

2- (2016/s) My parents have saved enough money to fund my university courses.

- Enough money

Answers: 1- my laptop is usually discharged by Safwan. 2- Enough money has been saved to fund my university courses by my parents.

Exercise 4: Rewrite the following sentences changing them from Active to Passive:

1- People speak English as a second language all over the world these days.

English.....

2- A mechanic mends cars which have problems.

Cars which have problems

3- They serve the dinner whenever we visit them.

The dinner

Note- Nobody told him to stay in the house.

- He **wasn't** told to stay in the house by **anybody**.

- He was **told** to stay in the house by **nobody**.

4- No one had touched the food before my dad came.

- The food

- The food

5- Mary hasn't written the postcard yet.

The postcard

6- Alice didn't make that pie.

لان الجملة توحى لنا أن الفطيرة قد أُعدت اصلاً ولكن الفاعل ليست الس (by) هنا يجب استخدام الفاعل مرة أخرى

That pie

7- Nobody can deny the role of the teacher.

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

- The role of the teacher can't be denied (by anybody).

8- Is Tom fixing the door?

..... the door ?

9- Shakespeare wrote many plays.

Many plays

10- Bill will invite Ann to the party.

Ann

11- Two horses were pulling the farmer's wagon.

The farmer's wagon

12- My cat died. هنا الجملة لا تتغير لعدم وجود مفعول به فيها لذلك نقترح إلى اهم عنصر من عناصر المبني للمجهول.

..... NO CHANGE

13- I agree with Dr. Khalid's theory.

Dr. Khalid's theory

14- (2013)- She must take the medicine on time.

- The medicine

- 15- The government should have introduced restrictive laws.
- Restrictive laws
- 16- He can't have finished his homework. He only started five minutes ago.
- His homework
- 17- The fisherman might have caught big fish.
- Big fish
- 18- They will have mended my watch by next week.
- My watch
- 19- Ibn Rushed who in Cordoba is a famous Islamic polymath. (born)
- 20- (2012)- The farmer must water the plants in order to grow.
The plants
- 21- (2011)- The government must save the historical sites.
The historical sites
- 22- They could flood large areas of land when they were building the Three Gorges Dam.
Large areas of land
- 23- The government cannot start working in the dam until the whole tribe move.
Working in the dam
- 24- She didn't play the violin.
The violin
- 25- She cannot play the violin.
The violin
- 26- Can she play the violin at the party today?
- Can the violin be played at the party today?
- 27- We, in this company, do not buy old computers.
Old computers
- 28- I may not buy the computer.
The computer
- 29- May I buy the computer?
May the computer
- 30- Ali broke my window.
My window
- 31- Somebody has found my missing laptop. (been)
My

32- You must learn the test-taking strategies.
The test-taking strategies

33- You must not learn the test-taking strategies.
Test-taking strategies

34-The man was painting the wall.
The wall

35- (2014)-Everyone must save the natural resources.
The natural resources.....

36- The engineers are going to design the new highway next month.
The new highway..... next month.

37- Everybody knows that smoking is dangerous.
.....

38- In the past, most letters (write) by hand, but these days they are usually (type)

39- Many people will leave this country.
This country

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

41- My mother taught me to read.
.....

42- Fifty years ago, they hadn't invented smartphones.
.....

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

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

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

2004 CE, very little research about sign languages of the Middle East (6) (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language (7) (do).

Answers: جميع الاجابات موجودة فقرة اقرأ كامل السطر لتجد الاجابات حسب الرقم

Ex1: 1- English is spoken as a second language (by people) all over the world (by people). 2- Cars which have problems are mended by a mechanic. 3- The dinner is served (by them) whenever they are visited (by us). 4- The food hadn't been touched (by anyone) before my dad came. (The dinner had been touched by no one before my dad came.) 5- The postcard hasn't been written by Mary yet. 6- That pie wasn't made by Alice. 8- Is the door being fixed by Tom? 9- Many plays were written by Shakespeare? 10- Ann will be invited to the party by Bill. 11- The farmer's wagon was being pulled by two horses. 13- Dr. Khalid's theory is agreed with by me. 14- The medicine must be taken on time by her.

15- Restrictive laws should have been introduced by the government. 16- His homework can't have been finished, He only started five minutes ago. 17- Big fish might have been caught by the fisherman. 18- My watch will have been mended by them by next week. 19- All the questions must have been answered by the students. 20- The plants must be watered in order to grow. 21- The historical sites must be saved by the government. 22- Large areas of land could be flooded when the Three Gorges Dam was being built. 23- Working in the dam can't be started until the whole tribe move. 24- The violin wasn't played by her. 25- The violin cannot be played by her. 27- Old computers are not bought by us in this company. 28- The computer may not be bought by me. 29- May the computer be bought by me? 30- my window was broken by Ali. 31- My missing laptop has been found. 32- The test-taking strategies must be learnt by you. 33- The test-taking strategies must not be learned by you. 34- The wall was being painted. 35- The natural resources must be saved by everyone. 36- The new highway is going to be designed by the engineers next month. 37- That smoking is dangerous is known by everyone. 38- were written / typed. 39- This country will be left by many people 40- Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken. 41- I was taught to read by my mother. 42- Fifty years ago, smartphones hadn't been invented. 43- Our exams have already been marked by our teacher, and now they are being checked.

44- Some books that were written 200 years ago have just been discovered. 45- 1- is used 2- is related 3- has/have been researched 4- was published 5- was hoped 6- had been carried out 7- is being done.

كتابة المقالة القصيرة (مقالة الجريدة او المجلة) Writing (1) An Article:

كتابة المقالة القصيرة (article) لها سمات خاصة منها انها تبدأ بأسئلة تشد القارئ إلى إكمال القراءة وانها تقسم إلى 5 فقرات واليك عزيزي كيفية كتابتها:

- 1- اختر الموضوع المناسب (يتم إعطائه لك في الإمتحان).
- 2- خطط مقالتك في خمس فقرات الأولى هي المقدمة والثلاث فقرات التالية هي العرض والفقرة الأخيرة هي الخاتمة.
- 3- فكر في عنوان لمقالتك واكتبه في اعلى الصفحة. يمكنك استنباط العنوان من السؤال.
- 4- راع الصحة القواعدية وعلامات الترقيم كالتالي: ؟ علامة السؤال بعن الاسئلة التي تكون في بداية المقالة ! علامة التعجب اذا تعجبت , الفاصلة عند انتقاء فكرة والكلام عن فكرة جديدة تخص نفس الفكرة الرئيسية. النقطة بعد نهاية الكلام في اخر الفقرات والجمال. لا تنس ان تترك فراغ مقدار كلمة عند بداية كل فقرة.

- تقسم الفقرات كالتالي:

-الفقرة الأولى:

- 1- تبدأ المقالة بسؤال او اثنين او ثلاثة اسئلة تحفيزية للقارئ. ثم وضح سبب كتابة المقالة:
(The rest of the article will give you some useful information and advice.)

الفقرات الثانية والثالثة والرابعة:

- 2- البدء بمعالجة المطالب التي يطلبها واضع السؤال في السؤال كقوائد او اسباب او نتائج شيء ما وتقديم نصائح ابتدائية.
 - 3- معالجة المزيد من المطالب والتي تكون في السؤال مع المزيد من النصائح.
 - 4- التحدث عن النتائج او المطلوب الثالث في السؤال مع توعية القارئ بأهمية النصائح وضرورة اتباعها.
- #### الفقرة الخامسة والاخيرة:
- 5- اختتم مقالتك بنصيحة او سؤال مع عرض نتائج.

مثال على المقالة:

Keep Moving to Keep Fit

Do you move your body well? Do you think the amount of exercise you practice is enough? If you are getting-on-well with your exercises, this means your body is healthy and fit. If not, you have to pay attention to your way of life.

Most of those who live in cities travel by different means of transportation such as cars or trains, but this is not the way of life that helps in keeping your body fit. Because people eat different types of junk food these days, their bodies are not fit enough to allow them to live the healthy life they wish.

Many people ask how to become fit without following diets or doing hard exercises. The answer is so easy: keep moving to keep fit. Moving can change your life; you become active and helpful.

Being fit supports your self-esteem; your body is well shaped and you are so strong, at least you do not feel lazy. At the same point, your body becomes strong enough to face any diseases that may infect it and heal very fast.

If you have time and a strong well, start moving and change your lifestyle. In the end, you will be happier and more successful if you get-on-well with your moving abilities.

! فمجد الله

Handwriting practice paper with horizontal lines and a large, faint watermark reading "أحمد" (Ahmed) diagonally across the page.

[illegible]

Writing (2): An Open Letter:

- ستكتب رسالة مفتوحة اي رسالة تخاطب فيها مجموعة من الأشخاص. للقيام بذلك يلزمك القيام بما يلي:

- 1- إبدأ رسالتك بتحية افتتاحية مثل (Dear fellow students) تخاطب جمع وليس شخص كمجموعة من الطلاب.
- 2- **في المقدمة:** أكتب سبب كتابتك وارسالك لهذه الرسالة بحدود سطرين ونص ثلاثة.
- 3- **في العرض:** ناقش متطلبات السؤال واحداً واحداً وعد إلى السؤال مراراً وتكراراً لأن السؤال يعطيك معلومات تلزمك وتجعلك قادر على الكتابة. اجعل العرض في ثلاث فقرات مثلاً.
- 4- **في الخاتمة:** حاول أن تقدم نصيحة وتلخص ما تقدمت به في العرض.
- 5- أكتب خاتمتك وأمنياتك الجميلة للقارئ (Yours/Kind regards).

ملاحظات هامة وجيدة:

- 1- اترك فراغ بين كل فقرة رئيسية اي بعد المقدمة وبين العرض والخاتمة.
- 2- استخدم ادوات الترقيم (punctuations) بشكل صحيح: مثلاً النقطة (full stop) عند انتهاء الفكرة وفي نهاية الفقرات، الفاصلة (comma ,,) بين الافكار المترابطة او القرية وبين التعداد ، النقاط المتعمدة او ما يسمى نقطتا التفصيل (colon ::) وتستخدم عند التفصيل او التعداد. علامة التعجب (exclamation mark !!!) بعد التعجب والسؤال (question mark ???) بعد السؤال. الخ
- 3- استخدم الأزمنة الصحيحة والتي تعلمتها في الفصل الأول، مثلاً استخدم المضارع البسيط للكلام عن الاشياء التي تحدث في الوقت الحاضر والماضي للأشياء التي حدثت في الماضي وهكذا...
- 4- لا تنسى ان تجعل الحرف الأول كبير في الحالات التالية: اسم العلم مثل اسماء الأشخاص والدول ، الكلمات في اول الفقرات والكلمات بعد النقطة وعلامة الاستفهام وعلامة التعجب.
- 5- استخدم ظروف مثل (firstly/secondly/finally/however/therefore/consequently).
- 6- ركز على فكرة في كل فقرة واستخدم جمل قصيرة سهلة واستخدم كلمات تعرفها.
- 7- تأكد من الأخطاء الإملائية.

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

!فهمنا الفرق

Writing a Story (Competition Entry): مثال على كتابة القصة هي قصة الفقرة الرابعة: اكتابة القصة القصيرة، اتبع ما يلي:

1- ابدأ القصة بشكل مفاجيء ، يعني (What surprised me) مثلاً او (The first thing I thought...) وأكمل الفقرة بحوالي الثلاثة اسطر اربعة على الأقل.

To move time on: When it was time to go/To cut a long story short/Suffice to say...

4- ابدأ بالنزول في القصة لتوضيح الحقيقة مستخدماً بعض هذه التعبيرات:

Exercise 1: A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title ‘Something worth having’.

مكتبة
الشيخ
محمد
صالح
العيسى

١٤٣٥ هـ

Unit 9: The World of Business / عالم الأعمال

No	Word/Phrase	English Meaning	المعنى بالعربي
1-	be able to answer detailed questions	to have the ability to understand complicated questions and respond to them appropriately	أن تكون قادراً على إجابة سؤال مفصل
2-	do a deal (v)	to arrange an agreement in business	يعقد صفقة
3-	give a business card	to give someone a card that shows a business person's name, position and contact details	يعطي بطاقة أعمال
4-	make small talk	to have an informal chat with someone in order to start a conversation	يجري محادثة بسيطة
5-	negotiate (v) negotiation (n) negotiable (adj)	to discuss something in order to reach an agreement, especially in business or politics	يتفاوض
6-	shake hands (v)	to move someone's hand up and down in a greeting	يسلم باليد
7-	tell a joke (v)	to say something to make people laugh	يقول نكتة
8-	track record (n)	all of a person's or organisation's past achievements, successes or failures which show how well they have done something	الإنجازات
9-	compromise	When each side changes their position a little so that they can agree.	مساومة
10-	conflict	When two sides disagree and argue	صراع
11-	patient	When you stay calm and take your time	صبور
12-	previous	last	سابق

Exercise 1: Choose words from the table above to complete the following sentences:

- I've managed to a five per cent pay increase with my boss.
- "Press the flesh" is an informal way to "....." with a lot of people.
- Some people cannot because they don't know the 101 of doing business.
- Aswad always s whenever we meet.
- The school has a strong in getting its students through examinations.

Answers: Ex1: 1- compromise 2- shake hands 3- do a deal 4- make a small talk/tell a joke 5- track record.

Unit Nine Text One: Doing business in China

العمل في الصين / إنجاز الأعمال في الصين

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

نتحدث اليوم للسيد غانم، وهو رجل أعمال مقره عمان يزور الصين بشكل متكرر. سألناه متى بدأ أول مرة القيام بأعمال مع الصين. لقد كنت أقوم بالأعمال مع الصين لعدة سنوات. كانت أول رحلة لي هناك في عام 2004. ولم تكن ناجحة جداً.

Why was it not successful?

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

لماذا لم تكن ناجحة؟ كنت اعمل لدى شركة كمبيوتر صغيرة في عمان، فأرسلوني الى الصين بينما كنت صغيراً تماماً. لو أنهم أدركوا ان الصينيين يحترمون العمر والخبرة أكثر من الشباب. (ترجمة وإعداد الأستاذ محمد الأسود)

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.'

هل قمت بأي أخطاء في تلك الزيارة؟ نعم، أتمنى لو أنني بحثت عن الثقافة الصينية قبل زيارة البلد. لكي تكون ناجحاً في الصين، يجب أن تكسب احترامهم. يسأل رجال الأعمال الصينيون عن نجاحات الشركة في الماضي. ولأنني كنت حديث العهد بالعمل لدى تلك الشركة الجديدة، لم يكن بإستطاعتي التحدث عن تاريخها العملي. لم أقم بأي صفقات عمل في تلك الرحلة الأولى.

When did you learn how to be successful in China?

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

متى تعلمت أن تكون ناجحاً في الصين؟ إنضمت لشركة أكبر وأرسلوني في دورة وعي ثقافي. في زيارتي التالية للصين، بدأ الأمر وكأنني لم أعرف أي شيء في زيارتي الأولى!

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

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

ما النصيحة التي تعطيتها للناس الذين يرغبون بالقيام ببعض الأعمال في الصين؟ قبل زيارة أي شركة، أقوم بإرسال توصيات من زبائن سابقين. وأرسل أيضاً بطاقتي الشخصية وفيها مناصبي في العمل ومؤهلاتي مترجمة إلى اللغة الصينية. (ترجمة وإعداد الأسناد محمد الأسود)

Can you tell us about your last meeting in China?

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

هل يمكنك إخباري عن إجتماعك الأخير في الصين؟ بالطبع! وصلت في الموعد المحدد. لا يجب أن تصل متأخراً، لأن ذلك يعكس عدم الاحترام. وعندما التقيت بمدير الشركة، سلمت عليه بلطف. بدأت الإجتماع بحديث بسيط عن تجاربي المثيرة للإهتمام في الصين. خلال الإجتماع، حرصت على أن أتحدث وأتصرف بهدوء وسيطرة. لم أقل أي نكتة أبداً، لأن ذلك يمكن أن لا يترجم بشكل صحيح أو من الممكن أن يسبب ازعاج.

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.'

هل كان إجتماعاً ناجحاً؟ نعم لقد كان ناجحاً. علمت بأن المدير قد تحرى عن عملي بشكل مفصل قبل الإجتماع، لذلك كنت على استعداد لأسئلته المفصلة. عندما بدأت التفاوض، بدأت بالأمور الهامة. يؤمن الصينيون بتجنب الخلافات. ومن الضروري أن تكون دائماً صبور. وكنت جاهزاً للمساومة، لذلك في النهاية، كان الإجتماع ناجحاً.

Exercise 2: Now answer these questions:

1- Why was Mr. Ghanem's first business trip to China not successful?

.....
.....

2- What do you think is a 'track record'?

.....
.....

3- What does the word '**his**' in bold in the final 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- **Critical Thinking:** What are the world's top three economies? (Consult Mr. Google.)

.....

.....

8- Quote the sentence which indicates how serious you should be in visiting or meeting Chinese companies.

.....

.....

9- What do the underlined words/pronouns refer to?

.....

.....

10- Why was Mr. Ghanem prepared for the director's detailed questions?

.....

.....

11- Would it be good to send young people in business to China? Why? Why not?

.....

.....

12- **Critical Thinking:** Why should one research Chinese culture before he/she visits the country?

.....

13- There are five steps for a successful meeting with Chinese mentioned in the sixth paragraph, write them down briefly.

.....

.....

.....

.....

Answers: Ex2:

1- It wasn't successful because he didn't have enough knowledge about the culture of China, and he was too young.

2- A 'track record' is your reputation based on the things you have done or not done in the past.

3- the director.4- He had been on a cultural awareness course and so he knew how to do business in China.5- Suggested answers: the need

to be culturally aware, the need for preparation, the need to listen carefully and negotiate.6- No, I would not be a successful business

person because I always make jokes and never be serious.7- USA, UK and Germany.

8- "I never told a joke, as this may not be translated correctly or could cause offence."

9-

Word/Pronoun	Reference
who/him/he/I/My	Mr. Ghanem
there	China
it/it	my first trip/Mr. Ghanem's first trip to China
They	a small computer company
me/you	Mr. Ghanem
their	The Chinese
We	The small computer company, Mr Ghanem and the Chinese
they	a larger company
my/my	Mr. Ghanem
him	the company director
this	Telling jokes
his	The director

10- Because he knew that the director had researched his business thoroughly before the meeting.

11-No, it is not a good Idea because the Chinese respect age and experience more than youth!

12- You should research Chinese culture before you visit the country because there are many things that you have to know before going there.

13- You should arrive on time. You have to shake hands with others gently. Begin the meeting by making small talk about interesting experiences in China. Make sure that your voice and body language are calm and controlled. never tell jokes,

No	Word	English Meaning	المعنى بالعربية
1-	reserve (n) reserve (v)	something kept back or set aside, especially for future use	إحتياطي
2-	pharmaceuticals (pl. n.) pharmaceutical (adj)	companies which produce drugs and medicine	صيدلاني/دوائي
3-	mineral (n) mineral (adj)	a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth	معدني
4-	import (n) import (v) importation (n) imported (adj)	goods bought from other countries	يستورد
5-	goods (pl. n.)	things that are produced in order to be sold	بضائع
6-	Gross Domestic Product (n)	the value of a country's total output of goods and services	الناتج المحلي
7-	extraction (n) extract (v)	the process of removing and obtaining something from something else	مستخلص
8-	fertiliser (n) fertilise (v) fertilisation (n) fertile (adj)	a substance that is put on the land to make crops grow	اسمدة / مخصبات
9-	domestic (adj) domesticate (v) domesticity (n)	relating to or happening in one particular country and not involving any other countries	داخلي
10-	dominate (v) dominance (n) dominant (adj)	to be the most important feature of something	يسيطر على
11-	export (n) export (v) exportation (n)	goods sold to another country	يصدر
12-	agreement (n) agree (v)	an arrangement or promise to do something, made by two or more people, companies or organisations	اتفاقية

Exercise 3: Fill the gaps in the following sentences using words from the box above:

- 1- Our clothes sell so well in this country that we have no need to
- 2- It is better to use organic s rather than chemical one.
- 3- They used to iron ore from this site.
- 4- He refuses to let others speak and s every meeting.

Answers: Ex3: 1- export 2- fertiliser 3- extract 4- dominate

Unit Nine Text Two: Our country's imports and exports (2017)

صادرات وواردات بلدنا

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

سنمعن النظر في هذا التقرير في الدول التي يقوم الأردن بتجارة معها والبضاعة/المنتجات التي تصدرها وتستوردها.

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.

في البداية، لنلقي النظر على الصادرات. إن الأردن غني بالبوتاس والفوسفات، وعمليات استخراجها من أكبر العمليات في العالم. وليس من المفاجئ أن تكون أكبر صادرتين من صادراتها الكيماويات والأسمدة. تمثل المنتجات الصيدلانية (الدوائية) والصناعات الأخرى حوالي 30 بالمئة من الناتج المحلي، ويصدر الأردن حوالي 75 بالمئة من منتجاته الدوائية. ولكن أغلب الاقتصاد (65%) يعتمد على الخدمات، أغلبه يعتمد على السياحة والسفر (التنقل). أغلب صادرات الأردن تذهب إلى العراق والولايات المتحدة والهند والمملكة العربية السعودية.

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

دعونا نمنع النظر إلى الواردات. وعلى النقيض من الدول الأخرى في الشرق الأوسط، لا يمتلك الأردن احتياطي نفط أو غاز. وبسبب ذلك، يجب على الأردن استيراد النفط والغاز لسد حاجاته من الطاقة. وارداتها الأخرى هي السيارات والأدوية والقمح. في عام 2013 كانت 23.6% من واردات الأردن من السعودية. يتبعها وارداتنا من الاتحاد الأوروبي بحوالي 17.6%. واردات أخرى تأتي من الصين والولايات المتحدة.

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.

للأردن عدة اتفاقيات للتجارة الحرة أكثر من أي دولة عربية، وتنتاجر بشكل حر مع العديد من الدول بما فيها الولايات المتحدة وكندا وماليزيا. وما هي المناطق الأخرى المهمة للتجارة في الأردن؟ وقع الأردن اتفاقية التجارة مع الإتحاد الأوروبي في عام 1997. ووقع الأردن اتفاقيات مع مصر، والمغرب وتونس في عام 2004. وفي عام 2011، وقع الأردن اتفاقيات أخرى مع الإتحاد الأوروبي و مصر والمغرب وتونس. من المرجح نمو التجارة مع الإتحاد الأوروبي وشمال أفريقيا.

Exercise 4: Read the report again and answer the questions.

1- What does the article suggest that many of Jordan's fertilizers are made from?

.....

2- Why does Jordan import a lot of oil and gas? Write down two reasons.

.....

3- Which country supplies Jordan with most of its imports?

.....

4- Why is trade with the EU and North Africa likely to grow?

.....

5- What is the main topic of this report?

.....

6- What is Jordan famous for?

.....

7- What does it lead a country when it has potash and phosphate?

.....

8- What do the underlined words/pronouns refer to?

.....

.....

.....

9- What does “GDP” stands for AND what does it mean?

.....

.....

10- What does the economy of Jordan depend on?

.....

11- Where do most of Jordan’s exports go to?

.....

12- The third paragraph suggests that there are two reasons why Jordan has to import oil and gas, write them down.

.....

.....

13- What are Jordan’s main imports?

.....

14- Jordan’s main imports come from about four countries, write down the farthest two.

.....

15- Critical Thinking: The report suggests that Jordan has many trade agreements with many countries round the world. What does that suggest in your opinion?

.....

.....

.....

16- Why do countries need to export and import goods?

.....

.....

17- Why should our community buy Jordanian goods?

.....

.....

18- Which of the following goods do you think Jordan exports?
(fertiliser / gas / knitwear / minerals / oil / pharmaceuticals / vegetables)

.....

.....

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

“Unless the exchange be in love and kindly justice, it will but lead some to greed and others to hunger. Gibran Khalil Gibran (1883 CE–1931 CE)

.....
.....
.....

Answers: Ex4: 1- They are made from potash and phosphate, as this is what Jordan is rich in.

2- Jordan imports a lot of oil and gas because it does not have enough of its own reserves for the needs of the country.3- Saudi Arabia.

4- Trade with these areas is likely to grow because Jordan has signed trade agreements with both areas.5- The main topic of this report is Jordan's imports and exports.

6- Jordan is famous for potash and phosphate.

7- It leads a country to be one of the largest exporters of chemicals and fertilizers.

8-

Words	Reference
It/ its/ Its/it/It	Jordan

9- “GDP” stands for “Gross Domestic Product” and that means “the value of a country's total output of goods and services”.

10- The economy is dominated by services, mostly travel and tourism.

11- Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

12- 1- Jordan does not have large oil or gas reserves. 2- Jordan imports gas and oil for its energy needs.13- Oil , gas, cars, medicines and wheat.

14- The farthest two countries that Jordan imports goods from are China and the United States.

15- Having many trade agreements suggests that Jordan has good relationships with other countries and this suggests also that Jordan's economy is going better.

16- Countries need to import and export because they do not produce all kinds of products.

17- Our community should buy Jordanian goods to encourage the national economy.

18- Jordan exports fertilisers, knitwear, minerals, pharmaceuticals and vegetables.

19- Of course I agree with this quotation because some people do not have the ethics and values of trade, this leads to greed and hunger in some societies because they are only looking to their own benefits.

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	sales pitch (n)	the statements and promises that someone makes to try to persuade someone to buy something	حملة أو تقديم ترويجي
2-	machinery (n)	machines, especially large ones; a system or set of processes for doing something	المعدات
3-	knitwear (n)	clothing made from wool	المنسوجات
4-	extensively (adv) extensive (adj) extend (v)	in a way to cover or affect a large area	بشكل واسع/ مكثف
5-	corporate (adj) corporation (n)	belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation	مشارك/مندمج
6-	package holiday	an organised trip with everything included in the price (travel, accommodation, food)	الرحلة السياحية الشاملة
7-	prepare	to make or get something or someone ready for something that will happen in the future	يجهز

Exercise 5:

- 1- The meal took two hours to
- 2- We bought a cheap to Spain and stayed in a big hotel by the sea.
- 3-: clothes made by connecting wool into joined rows.
- 4- His hand was injured when he got it caught in the

Answers: Ex5: 1- prepare 2- package holiday 3- Knitwear 4- machinery.

Unit Nine Text Three: business-today/sales/how-to-make-a-sales-pitch

كيف تُعد ترويجاً للبيع

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...

سواء كنت تباع نوع جديد من معجون الأسنان لسلسلة من الصيدليات، أو أحدث برمجيات الحاسوب لمدرسة ما أو مجموعة معدات الترفيه لوكيل رحلات – يجب عليك معرفة كيفية إعداد طريقة للترويج بسلعتك.

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**!

قم بالبحث. لا تعد من حملتك الترويجية وأنت تتبنى لو أنك كنت جاهزاً بشكل أفضل. من الضروري معرفة كل شيء عن منتجك. هل تعرف متى تم إنتاجه لأول مرة وأين تم إنتاجه؟ يتحتم عليك معرفة السوق المستهدفة أيضاً. الفئة العمرية و دخل تلك الفئة التي من الممكن لها شراء تلك السلعة. ليس ذلك فحسب، بل يجب عليك معرفة كل شيء عن المنافسين ونعني بذلك منتجات مشابهة في السوق، ما الذي يجعل منتجك أفضل من منتجات الآخرين؟ يعتبر ذا قيمة أفضل؟ ويجدر بك ، إضافة إلى ذلك، معرفة الذين تتحدث إليهم وما هي احتياجاتهم.

2 Prepare and practise

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

جهز نفسك و تدرب: خطط ما ستقدمه بحذر، ليس ما ستقول فقط ولكن كيف ستقوله. هل ستقرأ كلمة كلمة، هل ستستخدم ملاحظات ام ستحفظه؟ ومهما كان ما ستقرره، من الجيد عمل لائحة بالامور التي ستقوم بها، وفي حال قاطعتك شيء، او تجمدت اعصابك (يحدث ذلك). لذا تمرن عليه امام الزملاء إن أمكن. أحدث بعض التغيرات وتمرن عليه مرة أخرى.

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!

كن محترفاً: اجعل عرضك التقديمي قصيراً وبسيطاً. ابدأ ببعض التعليقات الودودة، على سبيل المثال، أشكر مضيفيك لأنهم سمحوا لك بالتحدث إليهم، وامتدح شركتهم. تذكر ان تتكلم ببطء ووضوح. من المهم ان تظهر واثقاً (حتى لو كنت متوتر الأعصاب). ولا تبق رأسك منخفضاً وانت تتكلم. بدلاً من ذلك انظر حول الغرفة واجعل بينك وبين جمهورك تواصل بالعيون. ابتسم عندما تنتهي كلامك واعرض على الناس ان يسألوك. إذا لم تكن تعرف الإجابات، لا تتظاهر، اشكر السائل وعده بأن تجد له الإجابة (وقم بذلك) جهز ملخص لعرضك التقديمي وسلمه في نهاية الاجتماع. أتمنى لو انني عرفت هذا عندما بدأت العمل. حظاً موفقاً.

Exercise 6: Now, Answer the following questions:

1- Find the expressions 1–5 in the text, then match them with their meanings.

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

a- people who are identified as possible customers

b- a set of people of similar age

c- a large shop that sells many different types of things

d- a presentation made by someone who is trying to sell a product

e- an organised trip with everything included in the price (travel, accommodation, food)

2- What is the first thing you need to know before starting a business?

.....

3- What do we mean by “the target market”?

.....

4- What are the things that a presenter needs to know about their product?

.....

5- The final paragraph suggests many characteristics for a successful presentation, write down three of them.

.....
.....

6- How should a speaker behave with their audience?

.....

7- What do the underlined pronouns/words refer to?

.....
.....

8- What is the strategy that should be followed if you were asked a question and you don't know the answer?

.....
.....

9- **Critical Thinking:** What do you think the best way that helps a speaker reorganize their thoughts in case someone interrupts them or their nerves freezes?

.....
.....
.....

Answers: Ex6: 1- 1 e 2 d 3 a 4 b 5 c

2- You need to know how to make a sales pitch.

3- The target market is the age group or income of the people who might buy your product.

4- The presenter should know what he/she will say, how he/she will say it. Will he/she read it word by word, use notes or memorise it?

5- Your presentation should be short and simple, it is important to appear confident and smile! When you've finished speaking, invite questions.

6- A speaker should behave very kindly, the final paragraph explains that in details.

7-

Words/Pronouns	References
it / it	your product
who	people
it	your product
that	competition
their / they	people
who	customers
them	people
that	Believe in what you're selling
it	what you're selling
it/it/it	what you will say
them/their	your hosts
it	finding the answer

8- If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!).

9- Having a list of what you want to say is so important to go over such cases.

Vocabulary: (Collocations of Unit 9)

التلازم اللفظي: هو ورود كلمتين أو أكثر معاً بشكل متكرر بحيث يشتهر حدوثهما معاً أكثر من حدوثهما مع غيرهما. (تعريف محمد الأسود)

No	Collocation	المعنى بالعربي
1-	make a mistake	يقترف خطأ
2-	ask questions	يسأل سؤال
3-	shake hands	يسلم باليد
4-	earn respect	يكسب احترام
5-	join a company	ينضم إلى شركة
6-	cause offence	يسبب إساءة
7-	make small talk	يجري محادثة صغيرة

Exercise 7: Complete the sentences with collocations from the table above.

- 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.
- 8- (2016/w)** You can the respect of your colleagues through your hard work and honesty.

Answers Ex7: 1- make a mistake 2- cause offence 3- make small talk 4- join, company 5- shake hands 6- ask questions 7- earn, respect 8- earn.

Grammar (Unreal past forms for past regrets / Unreal past forms for present wishes)

- يستخدم الزمن **الماضي** في اللغة الإنجليزية للكلام عن مواقف غير حقيقية. فبالرغم من ان الفعل بالماضي إلا ان الفعل لم يحدث أصلاً. وتسمى هذه القاعدة (الماضي غير الواقعي / غير الحقيقي)

Unreal past forms for present wishes نستخدم هذه القاعدة للتحدث عن مواقف في المضارع والتي لا نكون سعيدين لحدوثها ولكن في الأغلب لا نستطيع تغييرها فنستخدم فعل ماضٍ للتعبير عن تمنى عدم حدوث شيء يحدث في المضارع او تمنى حدوثه إذا كان لا يحدث.	Unreal past forms for past regrets الندم على الأشياء التي حدثت في الماضي للتعبير عن الندم أو انتقاد وتمنى لو انها لم تحدث في الماضي او تمنى حدوثه إذا كان لم يحدث.
wish + Past Simple (V2) If only - في هذه الحالة، يكون الفعل في جملة الحل في الماضي البسيط (V2) وهذا ابعد بزمان واحد إلى الوراء من الجملة الأصلية. أي ان الجملة الأصلية في المضارع وجملة الحل في الماضي. - يكون هنا التمني بأن يحدث شيء. لان عدم حدوثه مزعج. - I don't have enough money. - لا يحدث انه معه مال كاف وهذا مزعج. - I wish I had enough money. - يتمنى حدوث ان يكون معه مال كافٍ. - I have a headache. - يحدث ان عنده صداع وهذا مزعج. - I wish I didn't have a headache. - يتمنى عدم حدوث الصداع.	wish + Past Perfect (had+V3) If only - في هذه الحالة، يكون الفعل في جملة الحل ابعد إلى الماضي من زمن الجملة الأصلية. - في الجملة الأصلية يكون الفعل ماضٍ (V2) أما في جملة الحل فيكون ماضي تام (had+V3). - وهنا يكون المتكلم يتكلم عن ندمه لأن شيء حدث في الماضي وهو يتمنى لو انه لم يحدث. - I bought these shoes, they hurt my feet. - حدث انه اشترى حذاء والحذاء يؤلمه. - I wish I hadn't bought these shoes. - يتمنى انه لم (يحدث) يشتري الحذاء. لاحظ استخدام الجزء المزعج فقط لتعني عكسه. - او شيء لم يحدث والمتكلم يتمنى لو انه حدث في الماضي. - I didn't do much work for my exam. - لم (يحدث) يدرس جيداً للإمتحان. - I wish I had done more work for my exam. - هو نادم ويتمنى لو انه (حدث) درس بجد.
NOTE: We usually say I wish/If only + were. - في هذه الحالة والتي نعيد فيها الفعل من المضارع للماضي، نستخدم دائماً (were) عندما يكون الفعل في الجملة الأصلية (is/am/are) وذلك طبقاً لقاعدة تسمى (Subjunctive Mood) والتي تجعلنا نستخدم الفعل الخاص للفاعل الجمع مع كلا الفاعل الجمع والمفرد وذلك لأن الموقف يكون غير حقيقي/غير واقعي/ تمنى. Example: - I am short. - He wishes he were taller.	

ملاحظات:

- الجملة الأصلية يكون بها شيء سيء أي لا يجعل المتكلم سعيداً لذلك يستخدم جملة التمني ليتمنى عكس الواقع والذي يكون محزن / مزعج / غير مريح.
 - للتمني في اللغة الإنجليزية نرجع الفعل خطو للوراء أي من (V1) إلى (V2) ونعبر به عن تمني ومن (V2) إلى (had+V3) للتعبير عن ندم لشيء حصل في الماضي مع قلب اشارته أي إذا كان منفياً يصبح مثبتاً وإذا كان مثبتاً يصبح منفي، مع تحري النفي المعنوي وتحري معنى الجملة. يعني ممكن عدم قلب النفي حسب المعنى.
 - انتبه يا!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! عزيزي الطالب إذا كانت الجملة تحتوي على قسمين (عبارتين)، يجب عليك فقط تحويل الجزء الذي يزعجك والذي تتمنى عكسه.
 - حول (too) إلى (so).
- مثال:

- It is hot today and that makes me so unhappy.
- I wish it weren't hot today.
- تستطيع تمييز هذه العبارات من الفاصلة أو النقطة أو هذه الكلمات: (and / that / because / as a result ..etc..)
- ملاحظة: تحويل الجزئين يجعلك تخسر العلامة كاملة. وهي كمان مثال وزاري: لاحظ عزيزي/ عزيزتي أن الجزء الذي تحته خط لم يستخدم. استخدم منه الأجزاء التي تخدم معنى جملة الحل وحاول أن تحل على الطريقة القواعدية حسب الجداول في الأسفل ولا تحل على المعنى لأنه بالأغلب لا تكون النتيجة صحيحة.
- (المثال) I read slowly and would like to read more quickly. (2011)
- I wish I didn't read slowly. (وزاري)
- I wish I would read more quickly. (وزاري)
- I wish I were (was) able to read more quickly. (وزاري)
- I wish I read (V2) more quickly. (وزاري)
- I wish I could read more quickly. (وزاري)
- If only I didn't read slowly.
- If only I read (V2) quickly (more quickly).
- عندما نتحدث عن مواقف تحدث ونرغب لو أن الفاعل يوقف فعلها، نستخدم (would) وهذا يدل على انتقاد أو شكوى:
- 1- He smokes in my room.
- I wish he would stop smoking in my room.
- 2- Your presence doesn't make me happy.
- I wish you would go away.
- 3- You squeeze the toothpaste from the middle!
- I wish you wouldn't squeeze the toothpaste from the middle!

إذاً: هي التلخيص بكل اختصار:

- 1- (I wish / If only) + (V2) للكلام عن التمني (wish) أو انتظار التغيير في المستقبل أو المضارع (wishing change for the present or future).
- 2- (I wish / If only) + (had+V3) للكلام عن الندم (regret) على شيء حدث في الماضي.
- 3- (I wish / If only) + (would) + (V1) للتكلم عن نقد أو شكوى أو عدم موافقة أو عدم صبر أو عدم رضى (complaint/criticism/disapprove/impatience/annoyance/dissatisfaction)

أمثلة إضافية محلولة:

- I am fat. → If only I could lose some weight.
- I don't have free time. → If only I had more free time.
- I am not young. → I wish I were younger.
- You cannot drive; you are still young. → I wish you could drive.
- I didn't have children. → I wish I had had children.
- You didn't tell me you felt lonely. → I wish you'd told me you felt lonely.

ماضي تام مثبت	ماضي منفي	مضارع مثبت
had+V3	didn't + V1	V1
had eaten	didn't eat	eat / eats
had had	didn't have	have / has كفعّل رئيسي
had been	weren't	is / am / are
	hadn't V3	have / has + V3
	wouldn't	will
	couldn't	can
	didn't have to + V1	have to / has to + V1
ماضي تام منفي	ماضي مثبت	مضارع منفي
hadn't + V3	V2	doesn't / don't + V1
hadn't been	were	isn't / am not / aren't
Hadn't had	had	don't / doesn't + have
	had + V3	haven't / hasn't + V3
	would	will not / won't
	could	can't / cannot
	had to	don't / doesn't have to
	could + V1	'd like to +V1 would like to
	نشطب (want) ويحول الفعل الذي بعدها إلى (V2)	I want to + V1

Examples:

- We're late. → If only we'd caught the earlier bus.
- We live in a small flat. → I wish we lived in a bigger flat. هنا لا ننفي لان المعنى عكسي

- ملاحظة: هناك نمودجين وزاريين ألا وهما 1- نمودج أعد كتابة الجملة و 2- نمودج ضع دائرة:

Exercise 1: Rewrite the following sentences.

1- (2016/w) Nader should have been more careful with his essay. ~~He didn't get a good mark.~~
Nader wishes

2- (2017/s) Mahmoud didn't consult his career advisor, ~~so he felt sorry.~~ (wish)
.....

3- (2011) I read slowly ~~and would like to read more quickly.~~
I wish

4- (2011) I don't have my glasses with me.
If only

5- (2012) I don't have the keys of my office.
I wish

6-(2013) I don't have many friends.
If only

7- (2016/s) I regret living abroad for a long time. (wish) (تدلك على الندم فنستخدم الماضي التام regret)

8- (2011) I don't have my dictionary with me.

I wish

9- (2017/w) I regret speaking aloud in my house. (wish)

Answers Ex1: 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. (وزاري) - I wish I would read more quickly. (وزاري) - I wish I were (was) able to read more quickly. (وزاري) - I wish I **read** (V2) more quickly. (وزاري) - I wish I could read more quickly. (وزاري) - If only I didn't read slowly. - If only I read (V2) 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

Exercise 2: Choose the suitable item from those given to complete each of the following sentences:

1- (2018/w) I always have to get home early, I wish my parents me stay out later.

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

2- (2018/s) I didn't wake up early and I missed my bus. I wish I early.

(wakes up / wake up / had waken up / have waken up)

Answers Ex2: 1- would let 2- had waken up.

Exercise 3: 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)

Answers: Ex3: 1- had studied 2- had done 3- had been 4- hadn't eaten

Exercise 4: Make sentences using I wish or If only to talk about things that you regret from the past. You can use these examples if you wish:

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

- I wish

- If only

2- We visited England last summer and that didn't make me happy.

- I wish

- If only

3- We don't read classic novels in Grade 11.

- I wish

- If only

4- I didn't visit my grandparents yesterday.

- I wish

- If only

5- I don't help my mother in the kitchen.

- I wish

- If only

Answers: Ex4:

1- I wish I had taken piano lessons when I was a child. If only I had taken piano lessons when I was a child. 2- I wish we hadn't visited England last summer. If only we hadn't visited England last summer. 3- I wish I read classic novels in grade 11. If only I read classic novels in grade 11. 4- I wish I had visited my grandparents yesterday. If only I had visited my grandparents yesterday. 5- I wish I helped my mother in the kitchen. If only I helped my mother in the kitchen.

Exercise 5: Think about the scenarios below. Use I wish or If only to talk about the regrets that you have.

1- an exam that you did not do as well in as you expected.

- I wish

- If only

2- a holiday or short trip that was not as enjoyable as you had hoped it would be.

- I wish

- If only

3- a telephone call or meeting that was not successful.

- I wish

- If only

Answers: Ex5:

1- I wish the exam had been easier.

If only I had studied more.

2- I wish the holiday had been more enjoyable.

If only the holiday had been more enjoyable.

3- I wish the meeting had been more successful.

If only the meeting had been more successful.

Exercise 6: Choose the most suitable verb form to complete these sentences.

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

(is / were / was)

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

(understood / understand / understanding)

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

(speak / spoke / had spoken)

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

(has / had / had had)

Answers Ex6: 1- were 2- understood 3- spoke 4- had.

Exercise 7: Complete the sentences with words from the box.

had (x2) / hadn't / if / 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.

Answers Ex7: 1- If 2- had 3- wish; only 4- had 5- hadn't

Exercise 8: Read the situations and complete the sentences.

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

Answers: Ex8: 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.

Exercise 9: Use the prompts and write sentences with I wish or If only.

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

.....

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

.....

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

.....

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

.....

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

.....

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

.....

Answers: Ex9:

- 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.

Exercise 10: Rewrite the sentences with the words in brackets.

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

.....

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

.....

.....

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

.....

Answers: Ex10:

- 1- If only Samia hadn't been angry at breakfast time.
- 2- I wish I had concentrated properly in class today.
- 3- If only I had learnt English better when I was younger.

Exercise 11: 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.

.....

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

Answers: Ex11: 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.

Exercise 12: Rewrite these sentences using wish / if only:

1- I regret that I made big mistakes.

I wish

2- It is a pity that they are homeless.

If only

3- It is shame that you will sue your dad.

I wish

4- I'm not a millionaire.

If only

5- We weren't travelling by train.

I wish

6- I am only 1.60 cm.

If only

7- I can't go to the school trip.

I wish

8- I can't swim.

If only

9- Ahmad is picking his nose.

I wish

10- ~~Those boys are naughty;~~ they're playing music loudly.

If only

11- My brother spent many hours talking on the phone

I wish

12- Newspapers and magazines contain too many adverts.

If only

13- I can't speak French.

I wish

14- I am a very slow reader.

If only

15- We don't spend too much time together.

I wish

16- The city center was really busy this morning.

If only

17- He's lost his keys.

I wish

18- I am not old enough to go to university.

If only

19- The weather's too hot at the moment.

If only

20- The streets are very dirty.

I wish

21- There are too many adverts on television.

If only

22- I am a teacher.

I wish

23- It is too hot.

If only

24- I want to go to Turkey.

I wish

25- Our city doesn't collect rubbish enough often.

If only

26- Many people in my village smoke too much.

I wish

27- I want to study in England.

I wish

28- I'd like to study in England.

If only

29- I'd like to be able to see you.

I wish

30- It annoys me that you are smoking in my room.

If only

31- I wish I any challenging experience in my life. (have)

32- I am not very good at Math.

I wish

Answers: Ex12: 1- I wish I hadn't made big mistakes. 2- If only they weren't homeless. 3- I wish you wouldn't sue your dad. 4- If only I were a millionaire. 5- I wish we had been travelling by train. 6- If only I weren't only 1.60 cm. 7- I wish I could go to the school trip. 8- If only I could swim. 9- I wish Ahmad weren't picking his nose. / I wish Ahmad wouldn't pick his nose. 10- If only those boys weren't playing music loudly. 11- I wish my brother hadn't spent many hours talking on the phone. 12- If only newspapers and magazines didn't contain too/so many adverts. 13- I wish I could speak French. 14 If only I read faster. / If only I weren't a very slow reader. 15- I wish we spent too/so much time together. 16- If only the city center hadn't been (really) busy this morning. 17- I wish he hadn't lost his keys. 18- If only I were old enough to go to university. 19- If only the weather weren't too/so hot at the moment. 20- I wish the streets weren't very dirty. 21- if only there weren't too/so many adverts on television. 22- I wish I weren't a teacher. 23- If only it weren't too/so hot. 24- I wish I went to Turkey. 25- If only our city collected rubbish enough often. 26- I wish many people in my village didn't smoke too/so much. 27- I wish I studied in England. 28- I wish I could study in England. 29- I wish I could be able to see you. 30- I wish you wouldn't smoke in my room. 31- had/didn't have 32- I wish I were very good at maths.

Exercise 13: Correct the verbs between brackets to give meaningful and grammatically correct responses.

1- I can't sing very well. - I wish I very well. (can/sing)

2- I was really tired this morning. - I wish I tired this morning. (not/be)

3- My friend won't give me my CD back. I wish my friend give me my CD back. (will)

4- It was too hot to go out today. - I wish it so hot to go out today. (be/not)

5- I can't remember where I left the newspaper. - I wish I where I left the newspaper. (can/remember)

6- Her music is too loud for me. - I wish her music so loud for me. (be/not)

Answers: Ex13: 1- could sing 2- hadn't been 3- would 4- hadn't been 5- could remember 6- wasn't.

Exercise 14: Correct the verbs between brackets to give meaningful and grammatically correct sentences.

- 1- Bruce wishes he (have) more money so he could buy a new sweater.
- 2- I wish I (be) taller so that I could be in the basketball team.
- 3- I wish you (stop) watching television while I am talking to you.
- 4- I wish you (do) that. It annoys me.
- 5- I wish the holidays (come) so we could go off to the seaside.
- 6- Of course Tom wishes he (come) with us to Paris, but he has to stay here.
- 7- I wish we (go) to the match on Saturday but we're visiting my uncle.
- 8- I wish you (keep) your mouth shut yesterday. Now Mary knows
- 9- If only I (lose) all my money. Now I'm broke.
- 10- Peter is always late. If only he (turn up) on time for a change!

Answers: Ex14: 1- had 2- were 3- would stop 4- wouldn't do 5- would come 6- could come 7- could go 8- had kept 9- hadn't lost 10- would turn up

- Derivation: الاشتقاق

هو مسمى عادة ما يطلق على قاعدة تشتمل على قسمين: اما القسم الأول فهو كيفية اشتقاق الاسم والصفة والظرف والفعل من جذر الكلمة، يجب حفظ الكلمات ذاتها وحفظ نهايات الكلمات والتي يمكنك من معرفة اذا ما كانت الكلمة اسم او فعل او صفة او ظرف.

- أما الطرف الآخر من القاعدة فهو قواعد الاشتقاق اي التعرف على ما قبل الفراغ وما بعده بعد قراءة الجمل لتتمكن من وضع الكلمة الصحيحة في الفراغ المقصود.

	noun	adjective	adverb	verb
	tion / sion / ism / dom / ment / ure / age / ance / ence / ity / ety / ant / ness / er / or / ress / ist / ship / hood / ee / ency	able / ive / ful / al / ous / ish / en / less / ic / ent / y / ing / ed / ant / ent	ly	ise / ize / ate / fy / en
No	أمثلة على الاسم	أمثلة على الصفة	أمثلة على الظرف	أمثلة على الفعل
1-	education	educational / educative / educated	educationally	educate
2-	success	successful	successfully	succeed
3-	achievement	achieved		achieve
4-	development	developed	developmentally	develop
5-	circulation	circulatory		circulate
6-	dehydration	dehydrated		dehydrate
7-	advice			advise
8-	revision			revise
9-	concentration	concentrated		concentrate
10-	dominance / domination	dominant		dominate
11-	dependence	dependent / dependable	dependently	depend
12-	repetition	repeated / repeatable	repeatedly	repeat
13-	correction	correct / corrected	correctly	correct
14-	influence	influential	influentially	Influence (d)
15-	purpose	purposeful	purposefully	
16-	responsibility	responsible	responsibly	
17-	experience	experienced		experience
18-	relationship	related / relative	relatively	relate
19-	qualification (s)	qualified		qualify
20-	recommendation	recommended		recommend
21-	youth	young / youthful	youthfully	
22-	awareness	aware		
23-	particularity	particular	particularly	
24-	competition	competitive	competitively	compete
25-	knowledge	known		know
26-	idealism	ideal	ideally	idealize
27-	organisation (s)	organised	organizationally	organise
28-	creation / creature	created / creative	creatively	create
29-	teaching	teachable		teach
30-	business (es)	business like		
31-	economy	economic / economical	economically	economise
32-	critic	criticised / critical	critically	criticise
33-	memory / memorising	memorable	memorably	memorise
34-	nutrients / nutrition	nutritious	nutritionally	
35-		competent		
36-				

مواقع الفعل	مواقع الظرف	مواقع الصفة	مواقع الاسم
sub + ...v.... + obj	hV + ...adv.... + mV	that	these
to + ...v.....		a	that
can		the adj..... n	some
must		an	a of
will v.....		this	the n..... X
could			an he
might		mV + ...adj.....n	any
do	LV adv.....+ adj	adj	this
does		tall	those
doesn't + ... v.....	v + n + ...adv.....	inefficient	mV + ...n.....
don't		active	
didn't	adv.....+ v	our + ...adj.....n	adj
adv+..... v.....	v + ...adv.....	my	tall
.....v.....+ adv	adv....., الجملة	their	inefficient
نضع افعالاً مع الظروف		his	active
في حال عدم وجود فعل		your	our + ...n.....
في الجملة.		on	my
S. + ...v..... + ly		at	their
		of + ...adj.....n	his
		in	your
		into	
		noun's + ...adj.....n	on
		adj..... + n	at
		so	of + ...n.....
		LV+ adv+ adj.....	in
		very	into
		نضع صفة بعد الظرف اذا	
		كان موجود فعل في الجملة	noun's + ...n.....
		(LV) افعال الربط	noun + noun اسم مركب
		is/be/were	
		seems/seem	
		grow	
		feel	
		becomes	
		was + ...adj	
		look	
		found	
		taste	
		smells	

Exercise 1: Complete the following sentences with the suitable words derived from the words in brackets.

1- (2016/w) Kareem is a journalist, he has worked previously for many scientific journals.

(qualification / qualified / qualify)

2- (2016/w) Doing lots of exercise won't keep you healthy if you don't eat food as well.

(nutrients / nutritious)

3- (2016/s) Services, mostly travel and tourism the majority of our economy.

(dominant / domination / dominate)

4- (2016/s) Khalid is a very and adaptable worker, I believe that he can't be successful in any position.

(competence/ compete / competent)

5- (2017/w) Language is becoming an important requirement for many jobs.

(proficient / proficiency)

6- (2017/w) My grandfather often tells us about what he did in his

(young / youth)

7- (2017/s) Olives which are grown in the world, have been cultivated for over 6000 years.

(extend / extended / extensively)

8- (2017/s) It is important to have an of different countries' customs.

(aware / awareness)

9- (2018/w) Maha shows great for her new job as a lawyer in the court.

(enthusiasm / enthusiastic / enthusiastically)

10- (2018/w) Our national team is now well-..... for the second round of the competition.

(qualify / qualified / qualification)

11- (2018/w) With children, it is important to the right balance between love and discipline.

(achievable / achieve / achieved)

12- (2018/s) Kareem wasn't able to speak Spanish till he was nearly seven years old.

(fluently / fluent / fluency)

13- (2018/s) Would you like to do an or a vocational course if you have a chance?

(academise / academic / academically)

14- (2018/s) Rami closed his eyes and tried to

(concentrate / concentration / concentrating)

Answers: Ex1: 1- qualified 2- nutritious 3- dominate 4- competent 5- proficiency 6- youth 7- extensively 8- awareness 9- enthusiasm 10- qualified 11- achieve 12- fluently 13- academic 14- concentrate

Exercise 2: Use the correct form of the words in the table below to complete the sentences that follow the table:

1- I'm confused. Could you give me some, please?

(advice / advise)

2- Before an exam, you must everything you've learnt.

(revision / revise)

3- In hot weather our bodies are in danger of

(dehydration / dehydrate)

4- Don't talk to the driver. He must

(concentration / concentrate)

5- How quickly does blood round the body?

(circulation / circulate)

Answers: Ex2: 1- advice 2- revise 3- dehydration 4- concentrate 5- circulate

Exercise 3: Complete the sentences to give a similar meaning. Use the correct form of the word in brackets.

1- This book changed my way of thinking. (influence)

- This book me.

2- It was done accidentally. (purpose)

- It wasn't

3- Who is in charge of these children? (responsible)

- Who ?

4- We had a great time. (experience)

- It was

5- How are Jaber and Mahmoud related? (relationship)

- What ?

Answers: Ex3: 1- influenced me 2- done on purpose 3- is responsible for these children 4- a great experience 5- is Jaber and Mahmoud's relationship.

Exercise 4: Complete the following sentences by underlining the most suitable answer:

1- Have you had any of learning another language?

(experienced / experience)

2- Is one side of the brain more than the other?

(dominance / dominant)

3- Whether you remember something that you have learnt in the past
on the experience you had while you were learning it.
(depend / dependent)

Answers: Ex4: 1- experience 2- dominant 3- depends.

Exercise 5: Read the text and complete it using the correct form of the words.

Entrepreneur: A word meaning someone who sets up a business. In the Middle East today, entrepreneurship is (1) (particular / particularly) important among young people, because of the (2) (competitive / compete) job market. It is important to give young people the (3) (know / knowledge) so that they can help themselves. If they cannot find jobs, they can create their own and then, (4) (ideally / ideal) , generate jobs for others. (5) (organize / organisations) have been set up to guide young people through the process of business (6) (create / creation). There are training courses and programmes to support this cause. Universities in the region have started (7) (teach / teaching) entrepreneurship courses to students. Even large (8) (businesses / business) now support young entrepreneurs. The common philosophy is as follows: give young people the opportunity to create their own companies so that they can have control over their own (9) (economy / economic) futures. In the Middle East, it is a (10) (critic / critical) learning experience for young people.

Answers: Ex5: 1- particularly 2- competitive 3- knowledge 4- ideally 5- Organisations 6- creation 7- teaching 8- businesses 9- economic 10- critical.

Exercise 6: 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
(qualifications / qualify)
- 2- The company is happy to give you a
(recommend / recommendation)
- 3- Congratulations on a very business deal.
(succeed / successful)
- 4- We should always be ready to listen to good
(advise / advice)
- 5- My father often talks about what he did in his
(young / youth)
- 6- It's important to have an of different countries' customs.
(awareness / aware)

Answers: Ex6: 1- qualifications 2- recommendation 3- successful 4- advice 5- youth 6- awareness

Exercise 7: Complete the sentences with the correct form of the words in brackets.

- 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)

Answers: Ex7: 1- education 2- succeed 3- achieve 4- organisation 5- development

كتابة استعراض رأي عن مطعم أو فندق (Writing: Review Writing (Hotel or Restaurant))

- عند كتابة هذا النوع من الإستعراضات قم بما يلي:
- 1- في المقدمة: تكلم عما تستعرض وأعط نوع من الخلفية المعرفية عن الموضوع.
- 2- في العرض: اعرض المواضيع والنقاط الأساسية عن المطعم أو الفندق بالتفصيل. لا تنس الايجابيات والسلبيات.
- 3- في الخاتمة: إعرض رأيك الشخصي الكلي ولخص نتائجك مع توصيات.

وهاااي أحلى مثال من الكتاب:

Charles Hotel, Paris

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

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

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

Exercise 27: Write a review of a hotel or restaurant that you have been to. Write about 200 words.

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

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Exercise 29: Prepare an e-presentation about your holiday, and present it to your partner.

أهلاً بالأسف

أهلاً وسهلاً بكم في هذا القسم،
حيث سنقدم لكم مجموعة متنوعة من
التمارين والأنشطة التعليمية
التي تهدف إلى تعزيز مهاراتكم
اللغوية وتحسين فهمكم
للغة العربية. سنبدأ بالتمارين
الأساسية وننتقل إلى التمارين
المتقدمة تدريجياً. نأمل أن
تستمتعوا بتعلم اللغة العربية
معنا.

Module Six: Choices
Unit 10: Career Choices

No	English Word	English Meaning	المعنى بالعربي
1-	headphones (pl.n)	a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.	سماعات الرأس
2-	interpreter (n) interpret (v) interpretation (n)	someone who translates spoken words from one language into another	مترجم فوري/تتابعي
3-	regional (adj) region (n)	relating to a particular region or area	قُطري / إقليمي
4-	rewarding (adj) reward (v/n)	giving personal satisfaction	نافع / يعود بالنفع
5-	secure (adj) secure (v) security (n)	safe; free from danger	آمن
6-	seminar (n)	a class on a particular subject, usually given as a form of training	حلقة تدريس ومناقشة
7-	translation (n)	the process of changing the words of a language into the words of another one	الترجمة
8-	fond of (adj)	having an affection or liking for someone or something	مولع ب مغرم ب

Exercise 1: Choose words from the table above to complete the following sentences:

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

Answers: Ex1: 1- headphones 2- translation 3- regional 4- interpret 5- seminar 6- rewarding.

Unit Ten Text One: My Job as an Interpreter

عملي كمترجمة فورية

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.

اسمي فاطمة موسى وقد عملت كمترجمة لمدة خمس سنوات. راسلني العديد من الطلاب إلكترونياً بخصوص عملي لأنهم يريدون أن يعرفوا كيف يبدو الأمر عند القيام بعملهم. لذا ها هو ردي:

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.

لطالما كنت مغرمة باللغات. لقد عمل والدي في العديد من الدول عندما كنت صغيرة ولقد كنا عادة ما نتنقل برفقته. ولطالما رغبت في تعلم لغة الدولة التي كنا نزر. كنت جيدة في اللغة الإنجليزية بالمدرسة لذلك قررت اتخاذ الترجمة كمهنة لي.

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.

يشتمل عملي الآن على الذهاب إلى مؤتمرات وحلقات نقاش حول العالم. عندما يتحدث شخص بالإنجليزية في مؤتمر ما فأبني استمع لما يقولون عبر سماعات رأس ومن ثم أقوم بترجمته إلى العربية أثناء كلامه. اعطى الترجمة عبر سماعات رأس للأشخاص في الاجتماع. هذا يعني أن أي أحد في الغرفة يتكلم العربية يستطيع فهم ما يقوله الناس هناك.

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!

هل هو عمل سهل؟ لا بالمرة. فاللغة الإنجليزية ليست متطابقة في كل الدول التي تتحدث الإنجليزية. على سبيل المثال الكلمات الإنجليزية المستخدمة في الهند تكون أحياناً مختلفة عن الكلمات التي يستخدمها الناس في بريطانيا أو الولايات المتحدة أو استراليا. ومع معرفتك بالإنجليزية بشكل عام يلزمك أيضاً معرفة اللغة المتخصصة. بعض الكلمات المستخدمة للكلام عن الأعمال والعلوم والقانون تجعلها لغة مختلفة أحياناً.

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.

مالم يكن لديك درجة علمية (شهادة) في لغة ما، لن تتمكن من أن تصبح مترجماً فوراً. وإذا ما كان لديك مؤهل علمي، ستحصل على وظيفة كمترجم فوري سريعاً. إذا حصلت على مقابلة لعمل ما، يجب عليك اظهار أنك تمتلك مهارات استماع جيدة وصوت واضح. ويلزمك أيضاً اظهر أنك تستطيع التفكير بسرعة وأنه يمكنك التركيز لفترات طويلة من الزمن. إذا نجحت في ذلك فأبها مهنة آمنة و تعود عليك بالنفع. ربما يلزمك السفر كثيراً وهذه ليست بالمشكلة الكبيرة طالما تستمتع بزيارة البلدان.

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.

إنها مهنة تتطلب تحمل المسؤولية. أنا أعني أنه إذا ما ترجمت شيء بشكل خاطيء فإن ذلك يمكن أن يؤثر على قانون مهم أو اتفاقية تجارية بين دول ما. وبالرغم من ذلك فأبك تشعر بالرضا التام عندما تعلم أن الناس يفهمون كل شيء تترجمه.

Exercise 2: Answer the following questions.

1- Read the talk again and 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
- 2- **Critical Thinking:** Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not?
- 3- How long has Fatima been working as an interpreter and what is the reason behind writing this article?
- 4- The author suggests some motives behind her well to become an interpreter, write down three of them.
- 5- What does the job of an interpreter include? What are the main steps that they follow while interpreting for listeners?
- 6- What do the underlined pronouns/words refer to?
- 7- Is it an easy job? Why? Why not?
- 8- Why is it important to know a lot of specialist language?
- 9- Quote the sentence which indicates that English differs from one country to another.
- 10- The writer suggests some qualifications you need to obtain if you want to get this job, what are they?

11- What are the characteristics that you need to show when you are interviewed as an interpreter?

.....

.....

12- Why is it considered a very responsible job?

.....

.....

Answers: Ex2: 1- 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.

2- Yes, I have the qualifications and yes, I'd like to become an interpreter because it includes travelling to many places and I am fond of travelling.

3- She has worked as an interpreter for five years. Many students have emailed her about her work because they want to know what it would be like to do her job.

4- She has always been fond of languages, at school she was very good at English and she enjoys travelling.

5- Interpreting includes listening to what people say through headphones, then translating into Arabic while the speaker is talking. Then, interpreting includes giving the translation through headphones to other people at the meeting.

6-

No	Pronoun/Word	Reference
1-	I/me/my	Fatima Musa
2-	they	Many students
3-	him	My father
4-	we	My father, (my family) and I (Fatima Musa)
5-	My	Fatima Musa
6-	they	a person
7-	who	anyone
8-	it	English
9-	it	a job as an interpreter
10-	that	travelling a lot

7- 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!

8- You 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!

9- "English is not the same in all English-speaking countries."

10- Having a language degree. Having a postgraduate qualification. Having good listening skills and a clear speaking voice. Thinking quickly and being able to concentrate for a long time.

11- 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.

12- Because if the interpreter translates things badly, it could affect an important law or trade agreement between countries.

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	achievement (n)	something very good and difficult that you have succeeded in doing	إنجازات
2-	adaptable (adj) adapt (v) adaptation (n)	able to adapt to new conditions or situations	قابل للتكيف
3-	competent (adj) competence (noun)	having enough skill or knowledge to do something to a satisfactory standard	كفو / ذا كفاءة
4-	conscientious (adj) conscience (noun)	showing a lot of care and attention (to a task)	واع / مهتم
5-	contact details	details included in a CV to enable people from contacting you	تفاصيل التواصل
6-	enthusiastic (adj) enthusiasm (noun)	showing a lot of interest and excitement about something	متحمس
7-	keen (adj)	having or showing eagerness or interest	حريص
8-	personal attributes attribute (n) attribute (v) attribution (n)	a quality or feature that is considered to be good or useful (in a person)	خصائص شخصية خصائص جيدة
9-	qualifications (pl. n.) qualify (v) qualified (adj)	official records of achievement awarded upon the successful completion of a course of training or passing an exam	مؤهلات
10-	reference (n) refer (verb)	a person who provides information about your character and abilities	مرجع / مُعرف
11-	training	to prepare or be prepared for a job, activity or sport, by learning skills and/or by mental or physical exercise	تدريب
12-	work experience (n)	a period of time that someone spends working in a particular place	خبرة عمل
13-	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 المقدمة لوظيفة ما

Exercise 3: Which words or phrases apply to skills which people need in a job?

.....

Answers: Ex3: qualifications, training, work experience, achievements

Exercise 4: Use words from the table above to fill the gaps in the following sentences:

- 1- People sometimes do not include s in their CVs.
- 2- You don't seem very about the party - don't you want to go tonight?
- 3- Maha is a student.
- 4- It gives you a sense of if you actually make it to the end of a very long book.

Answers: Ex4: 1- reference 2- enthusiastic 3- competent 4- achievement.

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	voluntary (adj) volunteer (n/v)	done or given by choice	تطوعي

Unit Ten Text Two: Curriculum Vitae 1#

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.

ارغب بالتقدم لوظيفة باحث في شركتكم الصيدلانية وكما ترون من السيرة المرفقة فإنني أمتلك شهادة في الكيمياء. وعلاوة على ذلك عملت كموظف محل في صيدلية. لذلك فإنني أعرف الكثير عن هذا المجال.

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.

لدي أيضاً مؤهل في الصحافة ولقد عملت سابقاً في مجلة علمية. أمتلك مهارات بحث ممتازة. أساعد كبار السن في وقت فراغي وأعرف حجم المساعدة والتغيير الذي يستطيع المعالج (الصيدلاني) عمله لحياتهم. أنا حريص جداً على الانضمام لشركة تساعد الناس.

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

Yours faithfully,

Tareq Hakim

Exercise 5: Read and complete the two curriculum vitae with the headings in the box.

**Contact details / Personal attributes / Qualifications and training /
Name / Reference / Skills and achievements / Work experience**

- 1- 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; 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

Answers: Ex5: 1- Name 2- Contact details 3- Work experience 4- Qualifications and training 5- Skills and achievements 6- Personal attributes 7- Reference.

Exercise 6: Read the previous text and answer the following questions:

1- What is the name of the person who is sending this letter and what is the name of the recipient?

2- Tarek states that he has two qualifications, write them down.

3- Critical Thinking: Tarek states that in his free time, he helps old people. Do you think this is a good thing to do? What things do you think there are to be done for old people as a voluntary work?

4- What does the pronoun “**their**” refer to?

5- Quote the sentence which indicates the positive effect that medicines have on lives.

6- Read the quotation. Do you agree with it? Why/Why not?
“I’ve learned that making a living is not the same thing as making a life.”
Maya Angelou (1928 CE–2014 CE)
.....
.....
.....
.....

Answers: Ex6: 1- The name of the person who is sending this letter is Tariq Hakim and the recipient’s name isn’t mentioned, Sir/Madam is mentioned instead.

2- He has a degree in Chemistry and a qualification in Journalism.

3- Yes, helping people is a good thing to do. We can feed the elderly, we can tell them stories, help them take their medicine and many other things.

4- “their” refers to “elderly people”.

5- “I can see the difference that medicines can make to their lives.”

6- I agree with this quotation because making money is not making life, making a life includes more joy and spirit.

No	Word/Phrase	English Meaning	المعنى بالعربية
1-	enclosed (adj) enclose (verb)	surrounded, especially by a fence or wall	مرفق

Unit Ten Text Two: Curriculum Vitae 2#

Dear Mr Rahhal,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE.

عزيزي السيد رحال، انا مهتم بوظيفة الباحث في شركتكم الصيدلانية. سترى من السيرة المرفقة انني عملت في المبيعات لعدة سنوات لدي شركة صيدلانية. لقد كنت ناجحا في هذه الوظيفة وكنت موظف المبيعات الأول لعام 2013.

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.

ارغب الآن بتحديات اخرى واتمنى ان انتقل إلى البحث، لدي شهادة في الفيزياء. لدي الكفاءة وعندي القدرة على التكيف مع العمل واعتقد انني سأكون ناجحا في هذا العمل. احب القراءة والتخييم. احب السفر ايضا. يمكنني تزويدكم بالمعرفين حال الطلب.

I look forward to hearing from you.

Yours sincerely,

Hisham Khatib

Exercise 7: Read and complete the two curriculum vitae with the headings in the box.

**Contact details / Personal attributes / Qualifications and training /
Name / Reference / Skills and achievements / Work experience**

- 1- 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

Answers: Ex7: 1- Name 2- Contact details 3- Work experience 4- Qualifications and training 5- Skills and achievements 6- Personal attributes 7- Reference.

No	Word	English Meaning	المعنى بالعربية
1-	ICT (n.abbrev.)	Information and Communication Technology	تكنولوجيا المعلومات والاتصال
2-	ambitious (adj) ambition (noun)	having a strong desire for success or achievement	طموح
3-	full-time (adj)	happening or working for the whole of the working week, and not only part of it	دوام كامل
4-	intern (n) intern (v) internship (n)	someone who works for a short time in a particular job in order to gain experience	موظف متدرب
5-	surveyor (n) survey (v/n)	a person whose job is to measure the conditions of a building or to record the details of an area of land	مساح / مشرف بناء

Exercise 8: Chose words from the table above to fill the gaps in the following sentences:

- 1- He's very for his children, he wants to insure the best future for them.
- 2- She went back to work when her youngest child went to school.

Answers: Ex8: 1- ambitious 2- full-time.

Unit 10 Text Three: Stepping into The Business World (2017/s)

الدخول في عالم الأعمال (التجارة)

Business Studies is a popular choice for students **who** are choosing a degree course in the UK. After graduating, **some** go on to further study, but most of **them** take up employment. Many large companies offer graduate training schemes, **which** are a kind of apprenticeship.

الدراسات التجارية خيار جيد لكل من يرغب بالدراسة في بريطانيا. يستمر بعض الطلاب بالدراسات العليا بعد التخرج ولكن الأغلب يتجهون إلى الوظائف. أغلب الشركات توفر خطط تدريبية للخريجين. وهي كتعليم الصنعة لهم.

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

How long have you been studying Business Studies, Ricky? It's a four-year course, including two periods of work experience. Each one lasted six months, but **they** weren't in the same year. **What exactly have you studied over those four years?** Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, Marketing and Sales, too. I also did a course in Management, **which** is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. **We** all had to do IT, too, because computer skills are essential.

ذهبتا لمقابلة ريكي مايلز ذا ال 20 عاما والذي سيتخرج بهذا التخصص. كم من الوقت قضيت في دراسة الدراسات التجارية يا ريكي؟ انه تخصص مدته اربع سنوات ويتضمن فترتين من العمل التطبيقي. كل فترة عملية تستمر ما مقداره ستة اشهر. ولكن لم تكن هذه الفترتين في نفس السنة. وما الذي درسته بالضبط في هذه السنوات الأربع؟ كثيراً جداً! رياضيات، طبعا، محاسبة، مالية و اقتصاد. نعم وطبعا التسويق والمبيعات. ودرست مادة في الإدارة أيضا والذي يحتوي على كيفية التوظيف وإدارة الموظفين وكيفية التعامل مع الصراعات، ودرست مادة في الإعلان. وكلنا كن يجب عليه دراسة مواد تكنولوجيا المعلومات أيضا لأن مهارات الحاسوب شيء هام.

What did you most enjoy about the degree? The work experience, definitely. I learnt so much, both times, and of course it looks great on my curriculum vitae. One of the companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!

وما الشيء الذي استمتعت به كثيراً في برنامجك الدراسي؟ الخبرة العملية بالتأكيد. تعلمت كثيراً، في كلا المرتين وبالطبع يبدو هذا جيداً في سيرتي الذاتية. عرضت احد الشركات لي عمل مدفوع الأجر الصيف الماضي، لذلك حصلت على خبرة أكثر. ولو أنني لم احظ بتلك الوظيفة لمي تمكنت من الحصول على مالٍ كافٍ أيضاً.

What kind of company was that, and what did you do there? It was a company that provides financial products – savings and pensions, mostly. At first I just ‘shadowed’ different people, watching what **they** were doing. Then I did quite a lot of checking for **them** – you know, checking **their** calculations. When I went back in the summer, I was in the sales department. My job was to follow up web enquiries, and send out further information to possible clients. I enjoyed **it**, and I wouldn't have had that opportunity if I hadn't done the work experience first. **What are you planning to do next?** I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, I'll have to prepare really carefully.

وأي نوع من الشركات كانت، وماذا عملت هناك؟ كانت شركة تورد المنتجات المالية: خدمات توفير و رواتب التقاعد على الأغلب. في البداية تتبعت العديد من الأشخاص، لمعرفة ما كانوا يعملون. وقمت بالعديد من التفتد من أجلهم، كما تعلم، تفقدت حساباتهم. عندما عدت في الصيف، كنت في قسم المبيعات. اشتمل عملي على متابعة الإعلانات، وإرسال معلومات إضافية لزيائن محتملين. لقد استمعت بذلك العمل ولم أكن لأحظى بتلك الفرصة لو لم أقم بالخبرة العملية أولاً. وما الذي تخطط له تالياً؟ لقد تقدمت بطلب عمل لدي مصرف، لدي المؤهلات اللازمة وأعرف أنه سيكون هناك العديد من الطلبات. يجب أن انتظر أن احضى بمقابلة. إذا حصلت عليها، يجب علي التحضير بخذر شديد.

Exercise 9: 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?
- 6- Who is Ricky Miles?
- 7- What do graduate training schemes represent for students?
- 8- What do the underlined words/pronouns refer to?
- 9- The speaker states that all the students had to do IT, what is the reason behind that?
- 10- Students in the UK choose one of two paths after graduation, write these two paths down.

Answers: Ex9: 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- No, it has no future here in Jordan. 6- He is a twenty-two-year-old **who** is about to graduate in Business Studies. 7- They represent a kind of apprenticeship.

8-

No	Word/Pronoun	Reference
1-	Who/some/them	students
2-	which	graduate training schemes
3-	who	twenty-two-year-old Ricky Miles
4-	they	two periods of work experience
5-	which	a course in Management
6-	We	students
7-	I	Ricky Miles
8-	It	the company
9-	They/them/their	different people
10-	it	My job

9- All the students had to do IT because computer skills are essential.

10- further studies or employment

Collocations

التلازم اللفظي: هو توارد لفظين (أو أكثر) معاً أكثر من ورود أحدهما مع غير الآخر.
 -"تكرار معتاد لمجموعات من الكلمات المفردة ، والتي يأتي تكرارها معاً من خلال شيوع الاستخدام بحيث تميل لتشكيل وحدة مميزة." (تعريف محمد حسن يوسف).
 - "التلازم اللفظي: هو ورود كلمتين أو أكثر معاً بشكل متكرر بحيث يشتهر حدوثهما معاً أكثر من حدوثهما مع غيرهما." (تعريف محمد الأسود)

No	Collocation	المعنى بالعربية
1-	take a course	يلتحق بدورة / يدرس مادة
2-	feeling of satisfaction	شعور بالرضا
3-	passwords / secure	تأمين كلمات السر
4-	responsible person	شخص مسؤول
5-	get a job	يحصل على وظيفة
6-	long meeting	اجتماع طويل

Exercise 10: 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.

Answers: Ex10: 1- taking 2- satisfaction 3- secure 4- responsible 5- job 6- meeting.

Prepositions (Verbs with Prepositions)

- هناك بعض الأفعال تلازمها حروف جر محددة:

No	Verb + Preposition	المعنى بالعربية
1-	work as	يعمل كـ
2-	decide on	يقرر ان
3-	translate into	يترجم إلى
4-	talk about	يتكلم عن
5-	ask about	يسأل عن
6-	good at	جيد بـ

Exercise 11: Complete the sentences with the correct prepositions from the box. One preposition is not needed.

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

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

Answers: Ex11: 1- as 2- on 3- into 4- about 5- about 6- at.

Exercise 12: Choose the correct item from those given to complete each of the following sentences.

- 1- (2018/s) My brother is good computer skills.
(into / of / out / about)
- 2- (2018/w) We needed to decide a place to meet.
(into / on / at / about)

Grammar: Conditional Clauses (If Clauses) الجمل الشرطية

(عزيزي الطالب: في المستوى الثالث تأتي هذه القاعدة كسؤال صحح الفعل، للتنبيه وليس للحصر)

- الجملة الشرطية: هي عبارة عن جملة يكون الحدث في جملة الشرط (If clause) شرطاً لحدث آخر في جواب الشرط (main clause).

- If I eat, I will get fat.

- تقسم الجملة الشرطية إلى عبارتين وهما:

1- جملة الشرط (if clause): وهي الجملة التي تحتوي على (if) أو (unless) أو غيرها. وهي جملة غير مستقلة أي لا تأتي وحيدة ولو أتت هذه الجملة وحيدة يكون المعنى ناقص.

- If you study harder, هذه العبارة غير مفيدة لأنها غير مكتملة

2- جواب الشرط (main clause): وهي الشق الآخر من الجملة ويجب أن تحتوي على فعل من أفعال (modals) في النوع الأول والثاني والثالث من الجمل الشرطية. ولا يجب أن تحتوي على أي من أفعال (modals) في النوع صفر. وهي جملة مستقلة مفيدة بحد ذاتها.

- you will probably pass easily. هذا الجزء مفيد سواء جاء مستقل أو جاء مع الجملة السابقة.

- جملة (if) تكون على شكلين:

If you study harder, you will pass.

لاحظ وجود (if) في بداية الجملة والفاصلة في الوسط.

- والشكل الثاني:

You will pass if you study harder.

لاحظ وجود (if) في وسط الجملة مع عدم وجود فاصلة والحرف في (if) صغير.

1- (الجملة الشرطية الحالة صفر)	
Type	The Zero Conditional
Structure	If + Present Simple, Present Simple نستخدم الزمن المضارع البسيط في كلا الطرفين من الجملة. هنا يمكن استخدام (when) بدل (if) If + V1 (s/es) , V1 (s/es).
Use	- to describe something that always happens. - the inevitable consequence after a certain action or event. - نستخدم هذه القاعدة للكلام عن الأشياء التي تحدث دائماً كنتيجة لتحقيق شرط الجملة. كالحقائق العلمية والحالات الدائمة والعامة.
Examples	- If plants don't get enough sunlight, they die. - Water turns to ice if the temperature falls below zero.

2- (الجملة الشرطية الحالة الأولى)	
Type	The First Conditional
Structure	If + Present Simple, will (Modals) + V1 نستخدم في هذه الحالة من الجمل الشرطية المضارع البسيط في جملة الشرط (if) والمستقبل البسيط في جواب الشرط.
Use	to describe a future outcome of a certain future action or event. وهنا نتحدث عن ناتج مستقبلي لحدث معين مستقبلي أو مضارع، الشرط ممكن حدوثه في المستقبل
Examples	If you <u>get</u> an interview for a job, you <u>will need</u> to show real enthusiasm.

3- (الجملة الشرطية الحالة الثانية)	
Type	The Second Conditional
Structure	If + Past Simple, would + V1 نستخدم في هذه الحالة الشرطية الماضي البسيط في جملة الشرط (if) و (would) في جواب الشرط.
Use	- تستخدم هذه الحالة للكلام عن الأحداث التي ليست من المتوقع ان تحدث في المستقبل. - If I met the Queen of England, I would say hello. - للكلام عن الأحلام او التخيلات في المستقبل. - She would travel all over the world if she were rich. - للكلام عن شيء في المضارع لكن هو ليس حقيقي او صحيح مثل الأمنيات و النصائح. - If I were you, I wouldn't work in that place..
Examples	- If I won the lottery, I would buy a big house. - If I were you, I wouldn't go out with that man.

4- (الجملة الشرطية الحالة الثالثة)	
Type	The Third Conditional (The Imaginary Past)
Structure	If + Past Perfect, { would have could have might have } + V3 - نستخدم الماضي التام في جملة الشرط و (would have/could have/might have + V3) في جواب الشرط.
Use	to imagine past and impossible situations which did not happen. - نستخدم لتخيل أحداث مستحيلة لم تحدث في الماضي ، وتخيل نتائج هذه الأحداث. الشرط غير ممكن/مستحيل حدوثه في الماضي
Examples	- If I had stayed at home that day, I would have missed the celebration. - جملة الشرط تصف حدث لم يحدث وجواب الشرط يصف حدثاً لم يحدث. تعني هذه الجملة ان الشخص حضر الإحتفال. - I wouldn't have gone to the library if my friend hadn't invited me. - هنا تم دعوة المتكلم من قبل صديقة وذهبا للمكتبة، فهو يقول لو ان صديقي لم يدعني للمكتبة لما كنت ذهبت اي ان كل جملته خيالية ولم يحدث انه لم تتم دعوته. - If I'd studied harder, I'd have passed the exam. - هنا لم يدرس ولم ينجح ويقول لو انني درست لنجحت وكلا جملة الشرط وجوابها خياليتين لم تحدثا.
Notes	- We use (could have/might have + V3) when we are less sure of the result of the impossible past situation. - في هذه القاعدة، نستخدم (could have/might have + V3) عندما نكون ليسوا متأكدين بالكامل من نتيجة حدث مستحيل في الماضي. If I had prepared better for the competition, I might have won the first prize. - يقول الكاتب هنا: لو انني تمرنت بشكل افضل للمنافسة (وهذا لم يحدث ومن المستحيل ان يحدث الآن) لكان من الممكن ان افوز بالجائزة الاولى (هو ليس متأكد من فوزه بالجائزة الاولى بدليل (might)) - If I had slept better before the exam, I could have concentrated better. - If I'd gone to a different school, <u>I might not have studied French. I could have taken English.</u>

- تستخدم هذه الكلمات احياناً بدل كلمة (if):

No	Conjunction	المعنى بالعربي
1-	if	إذا
2-	when	عندما (الشرطية)
3-	provided that	على شرط / بشرط
4-	as long as	إذا / طالما
5-	unless	إذا لم
6-	even if	حتى لو

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

- لن اشترية **إذا** كان غالي الثمن.

- I'll buy it unless it's expensive.

- سأشترية **إذا لم** يكن غالي الثمن.

- I'll buy it **even if** it's expensive.

- سأشترية **حتى لو** كان غالي الثمن.

Exercise 1: Complete the Sentences by putting the verbs into the correct form. هام جداً

- 1- If they (have) time at the weekend, they will come to see us.
- 2- If the team train well, they (get) high scores.
- 3- If we (know) about your problem, we would have helped you.
- 4- I leave if she (come) to this place.
- 5- If we sneak out quietly, nobody (notice) us.
- 6- We (arrive) earlier if we had not missed the bus.
- 7- Okay, I (get) the popcorn if you buy the drinks.
- 8- She (go) out with you if you had only asked her.
- 9- I would not have read your diary if you (not hide) it in such an obvious place.
- 10- If people too much, they get fat. (eat)
- 11- If it rains, I to the park. (go/not)
- 12- If I met the Queen of England, I hello. (say)
- 13- If she , she would have passed the exam. (study)
- 14- If you a fire, you burned. (touch / get)
- 15- If I study today, I to the party tonight. (go)
- 16- She would travel all over the world if she rich. (be)
- 17- If I hadn't eaten so much, I sick. (not/feel)
- 18- People die if they (not/eat)
- 19- If I enough money, I'll buy some new shoes. (have)
- 20- She would pass the exam if she ever (study)
- 21- If we a taxi, we wouldn't have missed the plane. (take)
- 22- You water if you hydrogen and oxygen. (get / mix)
- 23- She'll be late if the train delayed. (be)
- 24- If I his number, I would call him. (have)
- 25- She wouldn't have been tired if she to bed earlier. (go)
- 26- Snakes if they are scared. (bite)
- 27- She'll miss the bus if she soon. (not / leave)
- 28- She a teacher if she had gone to university. (become)
- 29- If babies are hungry, they (cry)
- 30- If I see her, I'll her. (tell)
- 31- He would have been on time for the interview if he the house at nine. (leave)

- 32- (2018/s)** You won't get a job in France unless you French.
(speak / speaks / is speaking / spoke)
- 33- (2017/s)** Plants die if they enough sunlight. (not,get)
- 34- (2016)** If a city everything and doesn't throw anything away, it is zero waste. (recycle)
- 35-** If you **will play / play** computer games all day, you won't have time to study.
- 36-** If Ali **had / has** his own computer, he **wouldn't / doesn't** need to use his friend's computer.
- 37- (2017)** The bus is late. If it soon, we will get a taxi. (not / arrive)
- 38- (2016)** Provided that it, we will have a picnic next week. (not,rain)
- 39- (2018/w)** Ali will be upset, if you him to your party. (not,invite)
- 40- (2016/s)** If Ali doesn't revise for his exam, he out with us tomorrow. (come)

Answers: Ex1: 1- have 2- get/will get 3- had known 4- comes 5- will notice 6- would have arrived 7- will get 8- would have gone 9- had not hidden. 10- eat 11- will not go 12- would say 13- had studied 14- touch/get 15- go / will go 16- were 17- would not have felt 18- don't eat 19- have 20- studied 21- had taken 22- get / mix 23- is 24- had 25- had gone 26- bite 27- doesn't leave 28- would have become 29- cry 30- will tell 31- had left 32- speak 33- don't get 34- recycles 35- play 36- had / wouldn't 37- doesn't arrive. 38- doesn't rain. 39- don't invite. 40- will come

Exercise 2: Rewrite the following sentences giving similar meaning.

- 1- Perhaps it will snow tomorrow so we may not go out.
If
- 2- It is possible that I will buy the butter and flour tomorrow so I may make a cake.
If
- 3- It is quite probable that Ahmad will come tonight so we may play chess.
If
- 4- I advised you not to tell Lina the bad news.
If I
- 5- I advise you to apply for that job.
If I
- 6- Ahmad won't go to London, so he won't buy me a present.
If Ahmad
- 7- I am not rich, so I can't buy a big house.
If I
- 8- Mona didn't study for the exam last week so she failed.
If
- 9- Sami lost the match because he didn't practice hard.
If
- 10- Rania arrived late because she came by bus.
If

11- People who didn't work hard usually don't achieve anything in life.
Unless

12- If Ahmad gets the tickets, we will go to the concert.
Unless

13- If nobody helps me, I will not finish the work today.
Unless

14- Unless you drive slowly, you will make an accident.
If

15- Nader won't get a scholarship unless he gets high grades.
If

16-(2018/s) I think I should see a doctor.
If

17- You should practise the presentation several times. (were)
- If I

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

19- You ought to get some work experience. (don't)
.....

20- You shouldn't look too casual. (If)
.....

21- You should do a lot of research. (would)
.....

22-(2016) Sami didn't apply immediately for the scholarship, so he didn't get it. (if/could)
.....

23- If you drive fast, you make car accidents.
- Unless

24- Unless you do your best, you will not pass.
When

25- Unless it rains, we will have a picnic.
If

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

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

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

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

30- (2016/2017) I worked really hard the day before the exam. I got top marks. (if / might not)

31- (2016/w) Saleem left his wallet at home, so he wasn't able to purchase his necessary items. (could)

32- (book) I think you **should** send a text message. (would)
If

33- (book) Press that button to make the picture move. (moves)
If you

34- (2017/w) Marwan worked really hard the day before the exam. He got top marks.
(if/might not)

Answers: Ex2: قد تختلف الإجابة من طالب لآخر

1- If it snows, we will not go out tomorrow. 2- I'll make a cake tomorrow if I buy the butter and flour. 3- If Ahmad comes, we will play chess tonight. 4- If I were you, I wouldn't tell Lina the bad news. 5- If I were you, I would apply for the job. 6- If Ahmad went to London, he would buy me a present. 7- If I were rich, I would buy a big house. 8- If Mona had studied for the exam, she would have passed. 9- If Sami had practiced hard, he wouldn't have lost the match. 10- If Rania hadn't come by bus, she wouldn't have been late. 11- Unless people work hard, they don't usually achieve anything in life. 12- Unless Ahmad gets the tickets, we will not go to the concert. 13- Unless somebody helps me, I will not finish the work today. 14- If you drive slowly, you will not make an accident. 15- If Nader gets high grades, he will get a scholarship. 16- If I were you, I would see a doctor. 17- If I were you, I'd practise the presentation several times. 18- You could make a list of questions. 19- Why don't you get some work experience? 20- If I were you, I wouldn't look too casual. 21- I would do a lot of research. 22- If Sami had applied immediately for the scholarship, he could have got/gotten it. 23- Unless you drive fast, you don't make car accidents. 24- When you do your best, you will pass. 25- If it rains, we will not have a picnic. / If it doesn't rain, we will have a picnic. 26- If Saeed hadn't left his camera at home, he could have taken pictures of the parade. 27- I might have done well in the Maths test if I hadn't had a headache yesterday. 28- I could have been able to contact you if I had known your phone number. 29- If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd. 30- I might not have got top marks if I hadn't worked really hard the day before the exam. 31- If Saleem hadn't left his wallet at home, he could have purchased his necessary items. 32- If I were you, I would send a text message. 33- If you press the button, the picture moves. 34- If Marwan hadn't worked really hard the day before the exam, he might not have got/gotten top marks.

Exercise 3: Use *if* or *unless* to fill the gaps.

1- I will buy a car I have money.

2- you don't leave now, you'll be late.

3- Majed will lose his job he works harder.

4- my brother helps me, I can't succeed.

5- You can't drive a car you get a driving license.

6- (2018/w) During Ramadan, Muslims eat the sun sets.

(as long as / when / unless / even if)

7- (2018/s) Babies are usually happy they're hungry or cold.

(as long as / provided that / unless / if)

Answers: Ex3: 1- if 2-if 3- unless 4- unless 5- unless. 6- when

Exercise 4: Complete the sentences with the correct form of the verbs in brackets.

- 1- When you at the station next Saturday, 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)

Answers: Ex4: 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.

Exercise 5: 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 go home or meet your friends *when / provided that* school ? (finish)
- 5- Your computer will last forever *as long as / even if* you careful with it. (be)

Answers: Ex5: 1- When; heat 2- unless; study 3- If; don't water 4- when; finishes 5- as long as; are.

Exercise 6: Join the sentence beginnings 1–5 with their endings a–e, using the words in bold. Write the new sentences under the table:

1 (2018/w) During Ramadan, we eat	if	a it's closed.
2 I'll phone you	when	b we're tired.
3 We'll go to our favourite restaurant on Friday	even if	c it's part-time – I haven't finished my university studies yet.
4 I will take the job offer	unless	d the sun sets.
5 We have to go to school,	provided that	e I miss the bus so that you pick me up.

- 1-
- 2-
- 3-
- 4-
- 5-

Answers: Ex6: 1- During Ramadan, we eat when the sun sets.
2- I'll phone you if I miss the bus so that you pick me up.
3- We'll go to our favourite restaurant on Friday unless it's closed.
4- I will take the job offer provided that it's part-time – I haven't finished my university studies yet.
5- We have to go to school, even if we're tired.

Exercise 7: Tick the correct sentences. Rewrite the wrong ones with words from the box.

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- (2018/s) Babies are usually happy **as long as** they're hungry or cold. ☐

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

Answers: Ex7: 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.

Exercise 8: Complete the sentences with your 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, ...

Answers: Ex8: 1- When I get home from school, I usually sleep. 2- Unless we're given a lot of homework tonight, I'll go out. 3- If there's something I don't understand, I usually ask my teachers to explain it to me. 4- Even if I'm tired tonight, I'll go out. 5- As long as I have enough money, I go out. 6- Provided that my parents agree, I'll go out/I go out.

Exercise 9: 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 feeling of satisfaction when you know that people **understand / understood** everything you translate.

Answers: Ex9: 1- will 2- will need 3- will be 4- understand.

Writing: A CV & Formal (Covering) Letter Writing: كتابة السيرة الذاتية و الرسالة الرسمية

- تنقسم السيرة الذاتية إلى قسمين، رسالة التغطية والسيرة الذاتية نفسها.
- ستنظر في البداية إلى كيفية كتابة رسائل التغطية وهي شبيهة لحد ما بالرسائل الرسمية لأنها كذلك. تذكر ان تجعلها مرتبة.
- قبل الفقرة الأولى اجعل هناك تحية واضحة.
- في الفقرة الأولى وضح اهدافك بخصوص الوظيفة المنشودة وتكلم بشكل مختصر عن نفسك.
- في الفقرات التالية تكلم عن الأمور الهامة كاخبرة والتوقعات والمزايا التي سيستفيد منك صاحب العمل.
- في الفقرة الأخيرة اكتب تحية واكتب للقارئ انك تتوقع استقبال رد منه.
- استخدم لغة سليمة رسمية وجمل قصيرة مختصرة وحاول عدم استخدام التقليلصات. تحقق من الأخطاء الإملائية وعلامات الترقيم.

وهي مثال لرسالة تغطية ولا تزعلو: طبعاً من الكتاب:

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

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

I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal at your school. My developing leadership skills show that I am ready to advance in my teaching career, and the advertised position at your school as [POSITION] is ideal. While I am dedicated to teaching and know that my students are of the highest importance, I make time to have an active and varied social and family life. This helps to keep my approach to teaching and student welfare fresh.

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

Yours sincerely,
Farida Jabari

السيرة الذاتية Writing a curriculum vitae

- وهااااااي كمان مثال على السيرة الذاتية برضو من الكتاب:

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

أهلاً بالأساتذة

أهلاً وسهلاً بكم في هذا القسم.

أهلاً بالأسف

Writing: A Report كتابة التقارير

- عند كتابة التقرير، أكتب تقريرك في 3 فقرات رئيسية. يمكنك فصل الفقرة الوسطى لعدة فقرات حسب المطالب في السؤال. اكتب عنواناً مناسباً لتقريرك. استخلصه من السؤال.

1- المقدمة: اشرح عن ماذا ستتناول في تقريرك في جملتين أو ثلاثة.

The aim of this report is to provide information concerning
to..... It will include factors/details which/ about
and suggest ways to

2- في الفقرة الثانية، فقرة العرض، اعرض الموضوع، النسب، التواريخ وتحدث عن المطالب في السؤال لان السؤال يطلب منك امور معينة. ولا تأكتب رأيك نهائياً. كما قلنا يمكنك كتابة اكثر من فقرة.

A study was done to find out.....; Just under a quarter of those interviewed
..... . The majority of the respondents said...../85 per cent of respondents
said

3- التوصيات والخاتمة: لخص معلوماتك وضع بعض الإقتراحات إن وجد. استخدم الترقيم لتوضيح افكارك إن لزم.

ملاحظات:

1- اترك سطر بين الفقرات ، ضع عناوين لكل فقرة توضح محتوى كل فقرة. 2- استخدم علامات الترقيم التي شرحناها في الوحدة الأولى. 3- استخدم قواعد صحيحة والتي تعلمتها سابقاً. 4- راجع الاخطاء اللغوية.

مثال على التقرير: ارجع لكتاب النشاط ص 73/72 للمزيد من الأمثلة

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.

Writing skills: Useful language for reports

Introduction
The aim of this report is to ... / This report examines ... / In this report, [...] will be examined.

Reporting information
*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].*

Conclusion/Recommendations
It appears that ... / This results in ... / It is recommended that ... / The best course of action would be to ...

Introduction

Reporting information

Almost three-quarters of the population are regular users of ...

Conclusion/Recommendations

It appears that ... / This results in ... / It is recommended that ... / The best course of action would be to ...

Handwriting practice lines with a large, faint watermark reading "امجد السعيد" (Amjad Al-Sayid) diagonally across the page.

أهلاً وسهلاً بكم في هذا القسم.

A Green Cornfield
Christina Rossetti

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing **speck** above the corn;

A stage below, in gay **accord**,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank and soared to sing.

The cornfield stretched a **tender** green
To right and left beside my walks;
I knew he had a **nest** unseen
Somewhere among the million **stalks**.

And as I paused to hear his song
While **swift** the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

حقل الذرة الأخضر
كريستينا روسيتي (ترجمة نزار سرطاوي) يتصرف

كانت الأرض خضراء، وكانت السماء زرقاء:
رأيت وسمعت ذات صباح مشمس،
ذَكَرَ قَبْرَةٍ يتعلق بين الاثنين، (يطير بين السماء والأرض)
بقعة تصدح فوق الذرة؛ (مصدر غناء وصغير أعلى الحقل)

على مسافة أدنى، في تناغم مرح،
راحت فراشات بيضاء ترقص على الجناح، (وهي تطير)
فيما ظلت القبرة الصداحة تحلق،
تنزل صامتة وتعلو لتصدح.

امتد حقل الذرة أخضر يانعاً
إلى اليمين واليسار بجانب خطاي؛
كنت أعرف أن له (للطائر) عشاً مخفياً
في مكان ما بين ملايين سيقان الذرة:

وحين توقفت لأسمع أغنيته،
بينما كانت اللحظات المشمسة تنزلق (تمضي) سريعاً،
لعل رفيقته كانت جالسة تستمتع طويلاً،
واستمعت لفترة أطول مما استمعت.

Question 1: 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- (2016/s) Why did the poet stop in the cornfield?

.....

8- (2016/s) How did time pass when the poet was listening to the skylark?

.....

Answers: 1- small 2- in agreement 3- fresh and young 4- It lays eggs. 5- It's the long, upright part of the plant that supports the leaves. 6- fast 7- to listen to the bird's song 8- the time passed fast (swift).

Question 2: 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.

Answers: 1- content 2- flying in the sky 3- lower 4- move quickly 5- hidden in 6- imagines

Question 3: Answer the questions about the poem.

1- (2017/s) The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?

Note: alliteration: (الجناس الاستهلاكي هو تكرير حرف أو أكثر في مستهل كلمتين متجاورتين أو أكثر)

.....
.....

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

.....
.....

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

.....
.....

Answers:

1- Some word pairs alliterate (singing speck on line 4, listening long on line 15, listened longer on line 16), but there are also lines that alliterate: And still the singing skylark soared (line 7), And silent sank and soared to sing (line 8) and While swift the sunny moments slid (line 14). Alliteration adds to the rhythm of the poem and also links dissimilar words together (here we have soared and sank; silent and singing).

2- The two references are I knew he had a nest unseen (line 11) (the female bird is sitting on the eggs); Perhaps his mate sat listening long (line 15) (the female bird). The listener is the female skylark.

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

Analysis 1- Rhyming words occur at the end of lines and in a pattern. The pattern is called a rhyme scheme. Describe the rhyme scheme in this poem.

.....
.....

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

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

Blank handwriting practice lines with a large, faint, diagonal watermark reading "السلامة" (Al-Salamah) in Arabic script.

Around the World in Eighty Days

حول العالم في ثمانين يوماً

by Jules Verne

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

بدأت القصة في 1873 للميلاد وهي عن رجل انجليزي السيد فليس فوغ والذي يحاول اكمال رحلة حول العالم في ثمانين يوماً. وفي هذه النقطة من القصة يسافر هو ورفيقه الفرنسي باسبارتوت بالقطار عبر الهند. ولقد صادقا مسافر اخر وهو السيد فرانسيس كوماتري.

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

وقف القطار عند الساعة الثامنة في وسط منطقة خالية من الأشجار في غابة حوالي خمسة عشر كيلو مترا بعد روثالو حيث كان هناك العديد من البيوت ذات الطابق الواحد وكباين العمال. صاح قاطع التذاكر "سينزل الركاب هنا"

'Where are we?' asked Sir Francis.

"أين نحن؟" سأل السيد فرانسيس

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

في قرية كولبي الصغيرة

'Do we stop here?'

وهل ننزأ هنا؟

'Certainly. The railway isn't finished.'

طبعاً، فالسكة الحديدية ليست مكتملة.

'What! Not finished?'

ماذا! ليست مكتملة؟

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

لا. هناك ما يقارب الخمسين ميلاً ليتم اكمالها الى الله آباد، حيث تبدأ السكة مرة ثانية.

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

وانت لا زلت تبيع تذاكر من بومباي الى كالكوته، رد السيد فرانسيس والذي كان يستشيط غضباً.

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

لا شك، أجاب جامع التذاكر، لكن الركاب يعلمون أنه يجب عليهم تدبير امر وسيلة مواصلات لأنفسهم من كولبي الى الله آباد.

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

سيد فرانسيس، قال السيد فوغ بهدوء، لو تكرمت، سنجد وسيلة نقل إلى الله آباد.

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

سيد فوغ، هذا تأخير كبير وليس من صالحك.

'No, Sir Francis; it was foreseen.'

لا سيد فرانسيس، لقد كان هذا متوقع.

'What! You knew that the way—'

ماذا! أكننت تعلم أن الطريق ...

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A **steamer** leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

There was nothing to say to so confident a response.

لا بالمره، ولكني عرفت أن معضلة أو أخرى ستواجهنا عاجلاً أم آجلاً في طريقنا. لذلك، لم نفقد شيء. لدي يومين إضافيين يمكنني التضحية بهما. ستغادر باخرة من كلكتا إلى هونغ كونج في مساء الـ 25. واليوم هو الثاني والعشرون، وسنصل كلاكتا في الوقت المحدد. لم يكن هناك ما نقول لمثل هذه الإستجابة الواثقة.

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

عاد السيد فوغ والسيد فرانسس كومارتي بعد البحث في كامل المدينة بلا شيء.

'I shall go afoot,' said Phileas Fogg.

لا بد من الذهاب مشياً، قال السيد فيلاس فوغ.

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.'

باسبارتوت، والذي عاد للإنضمام لسيد، كثر لسماع ذلك، لأنه فكر في حذائه الرائع، ذا الجودة الهندية الهشة. وبعد تردد للحظات رد قائلاً: سيدي: لقد وجدت وسيلة نقل.

'What?'

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

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

ماذا؟ فيل! فيل يملكه هندي يعيش على بعد مئة خطوة من هنا. فرد السيد فوغ: لنذهب وننقذ الفيل.

They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

سرعان ما وصلوا إلى كوخ صغير. محاط ببعض الرماح العالية، ابن الحيوان. خرج هنري من الكوخ وعند طلبهم قادهم إلى الحظيرة. لقد ربي الفيل للقيام بمهام حربية ثقيلة وليس فقط لحمل الأشياء. لقد كان شبه اليف. بالنسبة للسيد فوغ، لم تكن التعليمات لهذا الحيوان صعبة. ولازال الفيل يحافظ على بعض لطافته الطبيعية. كان اسمه كيوني ويمكنه بدون شك السفر بشكل سريع لمدة طويلة ولذلك استأجره السيد فوغ. إن الفيلو ليست رخيصة في الهند لأنها شحيحة. الفيلة الذكور ولأنها مناسبة للمسير فقط هي الأكثر رغبة لأنها اليفة. وعندما عرض السيد فوغ استئجار كيوني، رفض وبدون مجال للنقاش. أصر السيد فوغ، عاضاً مبلغ عشر جنيهات للساعة مقابل إستعارة الفيل حتى الله أباد. رفض. عشرون جنيه؟ رفض. أربعين باوند ولازال الرد بالرفض.

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

At two thousand pounds the Indian yielded.

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

فيلاس فوغ، وبدون تردد وبشكل متعجل عرض شراء الحيوان. وبالبداية عرض ألف جنيه مقابلته. رفض الهندي معتقداً انه ماهر في المساومة. وعند الألفي جنيه صرخ الهندي. ياله من ثمن يا الله مقابل فيل، صاح باسبارتوت.

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

بقي الآن أن نجد دليل، والذي كان سهلاً بالمقارنة مع إيجاد الفيل. شاب فارسي، ذا وجه ذكي. عرض خدماته، والتي قبلها السيد فوغ واعدأ بمقابل سخي ليحفز حماسه. إقتيد الفيل وتم تجهيزه. وتم شراء المؤونة في كولبي، وبينما لزم السيد فرانسيس والسيد فوغ الكرسي أعلى الفيل على الجهتين، اتخذ باسبارتوت السرج الذي بينهم مجلساً. استقر الفارسي على رقبة الفيل وانطلقوا من القرية عند التاسعة. مشى الفيل عبر الغابة المكتظة بأشجار النخيل متخذاً أقصر طريق.

* Parsee – a person living in South Asia but descended from Persia. رجل من اصل فارسي

* howdah – a seat for riding an elephant. الهودج مكان جلوس الشخص على ظهر الحيوان

Exercise 1: Answer the questions.

1- What kind of house is a bungalow (line 6)?

2- How does the word hamlet (line 9) suggest that there aren’t many houses or people in the area where the train has stopped?
.....

3- (2018/w)-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- (2017/w) Which words tell us that the elephant was kept safely away from direct contact with humans?
.....

6- (2016/w) What is the expression that is used to mean that Sir Francis is getting annoyed?
.....

7- (2017/w) How was the elephant reared?
.....

8- (2018/w) Write down two cities mentioned in the story.

.....

9- (2018/s) What do the underlined lines in the above story represent?

.....

10- (2018/s) How much money did Phileas Fogg at first offer for buying the elephant?

.....

Answers Ex1: 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. 6- growing warm 7- The elephant was reared as a half-domesticated animal. 8- Bombay, Calcutta, Kholby and Allahabad. 10- a thousand pounds.

Exercise 2: Answer the questions.

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

.....
.....

2- Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15)

.....
.....

3- How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.

.....
.....
.....

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

.....
.....

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

.....
.....

6- How many people travel on the elephant?

.....
.....

Answers:

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

2- He is annoyed because he feels cheated by being sold a ticket to somewhere the train doesn't go. 'Growing warm' means getting annoyed.

3- Fogg says that he suspected that this might happen and suggests that they find another means of transport. Compared to Sir Francis, he is very calm and confident and doesn't show any anger. **4-** He wanted it for fighting. **5-** 'It still preserved its natural gentleness', meaning that it does not want to fight (lines 40-41). **6-** four – the guide, Passepartout, Sir Francis and Mr Fogg

Question 3: Complete the sentences with the correct word.

calm / confident / enthusiastic / unapologetic / worried

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

Answers: 1- unapologetic 2- confident 3- worried 4- calm 5- enthusiastic

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

Sir Francis / Passepartout / Phileas Fogg

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

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

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

- 1- time 2- money 3- transport

.....

.....

.....

.....

.....

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

Question 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?

.....

.....

.....

.....

.....

Suggested answer: Transport is an important theme in this story. These two passages describing a train's unfinished route and an elephant's potential to be a good mode of transport are interesting since the railway is not finished (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.

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

[illegible]

Suggested answer:

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

Analysis: 1- 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.

[illegible]

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

Writing: 2- Read the extract from *Around the World in Eighty Days* again. Write two diary entries by Phileas Fogg; one from the beginning of his journey and one from the end. Think about how his character might have changed by the end of the journey. Write about 100 words for each entry in your notebook.

(Faint watermark text visible across the page)

Language Functions

الوظائف اللغوية

- الوظائف اللغوية هي مهارة يتم بها اختبار قدرة الطالب على استنتاج الهدف من الجمل، فمثلاً لو قال لك أحدهم:
- If I were you, I would not buy this laptop.
- ففي هذه الحالة يحاول المتكلم إعطاؤك نصيحة بطريقة مهذبة بقوله لو كنت مكانك لما اشتريت هذا الكمبيوتر المحمول.
- في الكتاب وتحديدًا في المستوى الرابع يوجد العديد من الوظائف اللغوية سأسردها في الأسفل وسأضع ملاحظات حول الوظائف اللغوية للقواعد التي في الكتاب علماً بأن الوزارة لم تقم بوضع سؤال وظائف لغوية في امتحان الدورة السابقة للعام 2016 المستوى الرابع وتم استبداله بسؤال الأسئلة الدليلية:

1- Giving Advice: كيف تعطي نصيحة

Sentence	ترجمة الجملة
- Have you thought about ...?	هل فكرت في؟
- You should ..., no doubt about it.	يجب عليك فلا شك في ذلك
- If I were, I would	لو كنت ، لقمّت ب.....
- My main recommendation is that you ...	توصيتي الوحيدة هي ان

Examples:

- **Have you thought about** visiting Petra?
- If you have terrible toothache, **you should** see the dentist, **no doubt about it**.
- **If I were you, I would** hit the books during this year.
- **My main recommendation is that you** should do your best.

2- Linking words showing cause (explain the reason for something.)

كلمات الربط التي تظهر السبب (إيضاح سبب شيء)

Words	ترجمتها
because / as / since	لأن
because of / due to	بسبب

Examples:

- 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.

3- Linking words showing result (explain the consequences of an action.)

كلمات الربط التي توضح النتيجة (توضح نتائج و عواقب حدث ما)

Words	ترجمتها
therefore / so	وبالتالي
as a result, / because of that, / consequently,	و كنتيجة لذلك

Examples:

- 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.

- هناك العديد من الأنماط التي تستخدمها الوزارة في قياس مثل هذه المهارات وسأسرد منها التالي:

Example 1 (2016):

- Study the following sentence and answer the question that follows. (2 points)

Have you thought about visiting Petra?

- What is the language function of the sentence above?

- في المثال السابق، الأسلوب والسؤال وزاري لكن تم تغيير محتوى السؤال ليتطابق مع المستوى الرابع أي الإجابة تكون كالتالي:

Answer: The language function of the previous sentence is **Giving Advice**.

- يكون الطلب أحيانا بإكمال الجملة الثانية باستخدام أحد الجمل التابعة للوظائف اللغوية كالتالي:

Exercise 2:

- Write a response to this sentence using **a linking word showing result**:

Rashed: What do you think the reason behind Alias failure in her last job.

Asma:

Suggested Answer: She didn't work hard; **as a result, / because of that, / consequently**, she did not succeed.

- في هذا النوع يطلب منك تحديد أي جملة تحمل الوظيفة اللغوية الفلانية، يجدر التنويه هنا أن هذا النوع من الأسئلة لم يعد قابل للتطبيق بسبب إلغاء أسئلة ظظظ دائرة:

Exercise 3 (2012):

- Study the following sentence and answer the question below:

A- Mona: I have a bad toothache.

B- Noha: I think you have to see the dentist.

Which of the previous sentences **gives advice**?

Answer: B

Exercise 4:

- Study the following sentence and answer the question below:

Rashed: What do you think the reason behind Alias failure in her last job.

Asma: She didn't work hard; **as a result, / because of that, / consequently**, she did not succeed.

- What is the language function of the underlined word(s)?

Suggested Answer: The language function of the underlined word(s) is **linking words showing result**.

- Exercise 5: (2016)

- Study the following sentence and answer the question that follows:

We couldn't go to the stadium since there weren't any tickets left.

- What is the function **of using since** in the above sentence?

Suggested Answer: the language function of using since is **showing cause (explain the reason for something.)**

Grammar Language Functions

الوظائف اللغوية المتعلقة بالقواعد

- أحياناً يتم السؤال عن الوظيفة اللغوية لجملة تحمل قاعدة معينة تم شرحها في الوحدات فلنقم بترتيبها في هذا الجدول:

Grammatical Rule القاعدة اللغوية	Sentence Form شكل الجملة	Language Function وظيفتها اللغوية يبدأ الحل ب <u>The language function of this sentence is</u>
Quantifiers to Make Comparisons	less / more / earlier / later / less popular than / more popular / less / longer / more people the most / the least / least popular / the fastest / the most popular / the least / the most as much as / not as many / as popular as / as much as / not as many	talking about quantifiers making comparative sentences talking about quantifiers making superlative sentences talking about quantifiers making equal / non-equal comparisons
Indirect Questions	Could you tell me ...; Do you know ...; Do you mind telling me ...; Could you explain	asking questions in a polite, formal way.
The Impersonal Passive	It is said..... It used to be thought.... It is believed..... The story is believed.....	using a formal way of reporting thoughts, sayings, beliefs and opinions.
Question Tags	,aren't you?, shouldn't they?	using question tags to check or query information.
Passive Forms	be + V3	expressing passivation.
Unreal Past Forms For Past Regrets	wish or If only + Past Perfect	expressing regrets about the past.
Unreal Past Forms For Present Wishes	wish or If only + Past Simple	expressing wishes about the present that are impossible or unlikely to happen.
The Zero Conditional	(if + Present Simple/Present Simple)	using the zero conditional to describe something that always happens (the inevitable consequence) after a certain action or event.
The First Conditional	(if + Present Simple/will + V1)	using the first conditional to describe a future outcome of a certain future action or event.
The Third Conditional	(if + Past Perfect/would have + past participle)	using the third conditional to imagine past situations. These past situations are impossible, and did not happen.

Exercise 6: Study the following sentence and answer the question that follows.

- Mahmoud is taller than his brother.

- What is the language function of the sentence above?

Exercise 7: Study the following sentence and answer the question that follows.

- I can run the fastest.

- What is the language function of the sentence above?

Exercise 8: Study the following sentence and answer the question that follows.

- I don't like running as much as I like swimming.

- What is the language function of the sentence above?

Exercise 9: Study the following sentence and answer the question that follows.

- Ali is happy, isn't he?

- What is the language function of the sentence above?

Exercise 10: Study the following sentence and answer the question that follows.

- Smartphones hadn't been invented fifty years ago.

- What is the language function of the sentence above?

Exercise 11: Study the following sentence and answer the question that follows.

- I wish I hadn't bought these shoes.

- What is the language function of the sentence above?

Exercise 12: Study the following sentence and answer the question that follows.

- I wish I didn't have a headache.

- What is the language function of the sentence above?

Exercise 13: Study the following sentence and answer the question that follows.

- If plants don't get enough sunlight, they die.

- What is the language function of the sentence above?

Exercise 14: Study the following sentence and answer the question that follows.

- If you get an interview for a job, you will need to show real enthusiasm.

- What is the language function of the sentence above?

Exercise 15: Study the following sentence and answer the question that follows.

- If I won the lottery, I would buy a big house.

- What is the language function of this sentence?

Exercise 16: Study the following sentence and answer the question that follows.

- If I had slept better before the exam, I could have concentrated better.

- What is the language function of the sentence above?

Suggested Answers:

- لنحل سؤال الوظائف اللغوية بشكل صحيح نضع the language function is ومن ثم الوظيفة اللغوية:

Ex6: comparing/comparison **Ex7:** superlative / making superlative **Ex8:** nonequality **Ex9:** using question tags to check or query information. **Ex10:** expressing passivation. **Ex11:** expressing regrets about the past. **Ex12:** expressing wishes about the present that are impossible or unlikely to happen. **Ex13:** using the zero conditional to describe something that always happens (**expressing the inevitable consequence** تنكفي) after a certain action or event. **Ex14:** describing a future outcome of a certain future action or event. **Ex15:** The language function of this sentence is to express actions which are unlikely to happen, imaginations or unreal events. **Ex16:** imagining past situations. These past situations are impossible, and did not happen.

ملحق التحرير
Editing

- يجب عليك عزيزي الطالب ان تضع بعين الاعتبار القواعد التي درست وجميع كلمات الكتاب لحل هذا السؤال:

Exercise 1: 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."

.....
.....

Exercise 2 (2016/w): Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them.

"I am doing an online postgraduate course in education. It is think that distance learning means that you don't socialise with other students? as you do when you are doing a face-to-face course. It's not true! Our class consists of 30 students from all over the world. We study at home and send our assignments to our totors by email and there are a lot of different class discussions on the Internet."

.....
.....

Exercise 3: Edit the following text. There are two grammar mistakes, two spelling mistakes and two punctuation mistakes. Find and correct them.

"A few years ago: as money az 1,000 schools across the USA start making school years longer by adding up to ten extra days to the school year or by make each school day longer by half an hour?"

.....
.....

Answers

Exercise 1: 1- believed 2- foreign 3- as much as you can 4- a conversation 5- books or magazines.

Exercise 2: 1- postgraduate=postgraduate 2- think=thought 3- ?=. 4- totors=tutors.

Exercise 3: 1- :=, 2- many 3- as 4- start=started 5- make=making 6- ?=.

Guided Writing

في الكتابة الموجهة، يمكنك استخدام مجموعة الإرشادات التي يعطيها المعلمون كالتالي:

- Read the information in the table below, and then in your ANSWER BOOKLET, write **two sentences** about..... هنا يعطيك الموضوع..... use the appropriate linking words such as and, too, also.....etc.....

هناك سؤال في صفحة الامتحان الأخيرة عادة ما يتم نسيانه وهو سؤال الكتابة الموجهة. يجب قراءة السؤال كاملاً لأنه وفي كل سنة يتم ادخال عنصر جديد إلى السؤال
هناك غالباً ثلاثة أنواع من الجداول يوجد بها مبتدأ ومعطيات، المعطيات غالباً ما تكون ثلاثة وأحياناً تكون أربعة كما في الجدول التالي:

Subject
- information (1)
- information (2)
- information (3)

Subject
- information (1)
- information (2)
- information (3)
- information (4)

ملاحظات:

- 1- تبدأ الجملة بحرف كبير وتنتهي بنقطة.
- 2- لا تكتب على شكل فقرة إلا إذا طلب منك ذلك.
- 3- يجب استخدام المبتدأ في كل جملة. تستطيع استخدام ضمائر في الجمل الثانية بدل الأسماء وذلك يظهر مهاراتك.
- 4- استخدام المعطيان الأول والثاني في الجملة الأولى.
- 5- استخدام المعطيان الثالث والرابع في الجملة الثانية أما إذا كان هناك 3 معطيات فقط ، إصع منه الجملة الثانية كما في المثالين التاليين:

Subject + info 1 + and + info 2 + too.

Subject + info 3 + and + info 4 + also.

Subject + info 3 + also

- ممكن ان يأتيك سؤال على شكل مقارنة او كتابة قصه قصيرة او سيرة غيرية او اي شيء، قم عزيزي الطالب بتشغيل مخك ولا تنس ان الدماغ البشري قادر على كتابة عدد لا متناه من الجمل فقط عندما تؤمن بقدراتك، فقط استخدم الأنماط الثلاثة البسيطة للجمل حيث تتكون الجملة في اللغة الإنجليزية من عدة عناصر ، منها ما هو اختياري ومنها ما هو إجباري. أما العناصر الإجبارية فهي **المبتدأ (subject)** و **الفعل (verb)**. المقصود أنه لا يوجد جملة في اللغة الإنجليزية بدون مبتدأ و فعل. ويكون الفعل بداية **الخبر (predicate)** فالخبر هو الفعل وكل ما يأتي بعده. سأذكر هنا ثلاث أنماط من الجمل والتي تعتبر أكثر شيوعاً: **النوع الاول** من الجمل يتكون فقط من مبتدأ وفعل ولذلك تتكون هذه الجملة من الاجزاء الرئيسية للجملة وهذا النوع لا يأخذ مفعولاً به (object):

Subject	Verb	XXXXXXXXXXXXXX	Sami died.
---------	------	----------------	------------

النوع الثاني من انماط الجمل هي تلك التي تحتوي على مفعول به (Object) ولا يكتمل المعنى بدونها.

Subject	Verb	Object	I called Ali.
---------	------	--------	---------------

النوع الثالث من الانماط المشهورة في اللغة الانجليزية الحديثة هو النمط الذي يحتوي على فعل ربط (linking verb) والذي عادة ما يتبع بظرف او صفة او اسم، وهذا ما يطلق عليه (المكمل) (complement).

Subject	Verb	Complement	She is beautiful. Dad is a doctor. Samira is in London.
---------	------	------------	---

هنا يتم إعطاءك المبتدأ جاهز
1- معلومات
2- معلومات
3- معلومات

عند رؤية هذا الجدول، قم بما يلي وحاول ان تتصرف بحرية في حال استطعت عمل جمل من عندك ويجب عليك ان تثق بنفسك عزيزي لانك قضيت سنوات وانت تدرس هذه اللغة:

الجملة الاولى (1) Subject + can be + (2) ing + and معلومات. ing + too.
الجملة الثانية (3) Subject + can be + معلومات. ing + also.

ملاحظة: يتم إضافة (ing) على أول كلمة في المعلومات، بمعنى آخر يضاف الـ (ing) على الفعل.
ملاحظة: لا يمكن ان تحل هذا السؤال بدون استخدام عقلك لانه كل عام يتم ادخال عنصر جديد في السؤال.

Example (2011):

City People
- live in apartments.
- have stressful lives.
- buy vegetables from shops.
- shop in supermarkets.

هذا المثال محلول:

- City people can be living in apartments and having stressful lives too.
- City people can be buying vegetables from shops and shopping in super markets also.

ولكن يمكنك ان تبدأ بالمعطيات وتحولها إلى مبتدأ:

- Shopping in supermarkets and buying vegetables from shops are some of the characteristics of city people's life.
- They also live in apartments and have stressful lives too.

Ex1 (2011):

Successful People
- work hard.
- communicate openly.
- welcome change.
- learn new skills.

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Purposes / Benefits / (ways)How / Reasons / Advantages / Disadvantages / كلمة + (reasons)Why / Results / Impacts / The
1 معلومات – 2 معلومات – 3 معلومات –

نبدأ الجملة بـ :

الجملة الأولى There are many + such as + 1 معطيات ing + and 2 معطيات ing + too.
الجملة الثانية There are many + such as + 3 معطيات ing + also.

ملاحظات: اذا بدأ المبتدأ بـ how نضع قبلها ways اما اذا بدأ المبتدأ بـ why نضع قبلها reasons:

- لا نستخدم هذا الأسلوب إلا إذا عجزت عن الحل فهذه الطرق وضعت للطلاب الضعيف وأنت من الطلاب المميزين لا شك.

Example (2012):

Purpose of building dams
- save water - irrigate plants. - generate electricity.

- There are many purposes of building dams such as saving water and irrigating plants too.

- There are many purposes of building dams such as generating electricity also.

- يمكنني أن أحل هذا السؤال بطريقة مختلفة:

- Saving water and irrigating plants are some of the purposes of building dams.

- They can also generate electricity using water which is locked in dams.

Ex:1 (2013):

Benefits of voluntary work
- gain skills - help people - develop the community

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2- Ex2 (2013):

Benefits of voluntary work
- gain skills - help people - develop the community

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Ex3 (2013):

How to keep brains active
- learn a language - play chess - do puzzles

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Ex4 (2011):

Reasons that make people leave their home countries
- seek a better life. - complete education. - find better jobs. - learn about different cultures.

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Ex5 (2012):

How to improve your English language?
- listen to English programs. - read English newspapers and magazines. - join English courses regularly.

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Ex6 (2012):

The advantages of recycling waste materials
- save energy. - protect natural resources. - reduce pollution.

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Ex7 (2013):

Why do people use Internet websites?

- buy things
- book holiday.
- access bank accounts.

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Ex8 (2013):

Results of spending too much time at computers

- hurt eyes.
- damage hands.
- cause headaches.

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Ex9 (2017/w):

Ways to foster creativity in children

- Create a creative atmosphere.
- allow children the freedom to explore their ideas.
- encourage children to read for pleasure.
- give children the opportunity to disagree with you.

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Ex10 (2017/s):

The impact of the Arts on Learning

- changing the learning environment.
- providing challenges to students.
- teaching students to become self-directed learners.
- teaching students ways and methods not normally used.

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Ex11 (2018/w):

How to improve education

- expand access to high-quality early childhood education programs.
- focus on recruiting, training and supporting teachers.
- upgrade infrastructure to provide proper learning environments.
- encourage schools that show improvement.

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Ex12 (2018/s):

Ways to start a speech

- start with a positive statement.
- refer to a well-known person.
- quote from recent research.
- thank the organizers and audience

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Ex13 (2016/w):

B. GUIDED WRITING (4 points)

Read the information below, and write two sentences about the benefits of studying abroad.

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

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Ex14 (2017/w):**B. GUIDED WRITING (4 points)**

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about why people should read more books. Use the appropriate linking words.

Why people should read more books ...
• develop verbal abilities. • increase focus and concentration. • refresh memory. • improve imagination skills.

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Ex15 (2017/w):**B. GUIDED WRITING (4 points)**

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about the benefits of doing an internship. Use the appropriate linking words.

Benefits of doing an internship...
• developing professional skills. • increasing self-confidence in the workplace. • having personal growth experiences. • improving social relationships.

such

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Ex16 (2018/s):**B. GUIDED WRITING (4 points)**

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences using all the given notes about how to learn and memorise faster. Use the appropriate linking words.

How to learn and memorise faster....
• exercise to clear your head. • write down what needs to be memorised. • study or practice in the afternoon. • relate new things to what you already know.

what if

.....

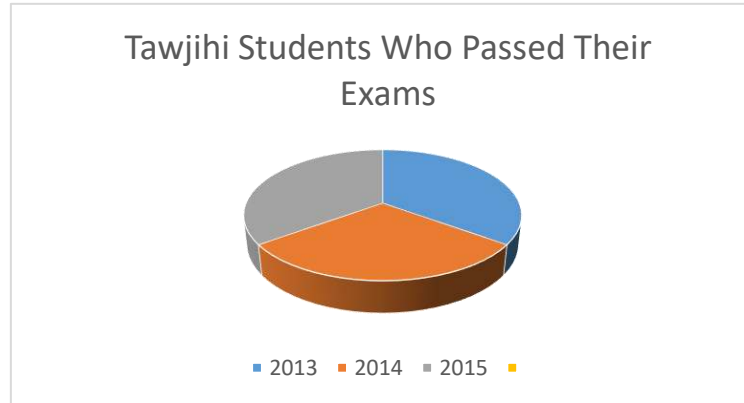
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- هنا يلزمك استخدام عقلك في تحديد المبتدأ كما تعلمت في المقدمة والتعديل عليه حتى يصبح صحيحاً ومن ثم اختيار فعل مناسب وبعدها استخدام المعطيات في تكوين جمل كاملة صحيحة.

Example 1:



- The Percentage of Tawjihi students who passed all their exams in 2013 was 30% while in 2014 it was 35%.
- In 2015, those who passed all their exams were about 30 percent of the whole number.

Ex1 (2016): Read the information below and write two sentences using the given notes below about Qasr Bashir. Use the appropriate linking words.

Location: Jordanian desert.

Date of construction: beginning of the 4th century.

Purpose of building: protection of the Roman borders.

Description of the building: huge towers, 23 rooms.

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Ex2 (2016): Read the information below and 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.

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Ex3 (2016/s رابع مستوی):

B. GUIDED WRITING (4 points)

Read the information in the table below, and write two sentences comparing and contrasting compulsory education in different countries.

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

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Ex4 (2018/w):

B. GUIDED WRITING (4 points)

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences using all the given notes about what one can do in a free time. Use the appropriate linking words.

What one can do in a free time ...
• visiting cultural locations. • exercising and playing a sport. • going shopping. • spending time with friends.

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Free Writing

Handwriting practice lines with a large, faint watermark reading "الخط العربي" (Al-Khat al-Arabi) diagonally across the page.

ملاحظات:

- لا تستخدم مقدمة وخاتمة جاهزة إلا في حال عجزت عن كتابة الموضوع، خليها أآآآ آخر خيار تستخدمه في حال سكرت في وجهك، لأن المصحح غالباً مش أهيل (المصحح هو نفسه الأستاذ الذي درسك على فكرة) لذلك يسهل عليه إكتشاف المقدمات والخواتيم الجاهزة.

- بعدين تعال هون انتا وياه وياها!!!!!! هاي المقدمات والخواتيم والمواضيع الجاهزة كانت تنفع قبل عهد الذنبيات، وغير هيك كان المعلمين يعطوها للطلاب الضعاف، ليش تستخدمها وننا شاطر، فكرك هيك الهدف من الكتابة؟!
نحفظظظظظظظظ!!

- ركز على هاي الأمور:

- 1- اترك فراغ بين كل فقرة وفقرة اي بعد العنوان والمقدمة وبين العرض والخاتمة.
- 2- استخدم ادوات الترقيم (punctuations) بشكل صحيح: مثلاً النقطة (full stop.) عند انتهاء الفكرة وفي نهاية الفقرات، الفاصلة (comma ,,) بين الافكار المترابطة او القرينة وبين التعداد ، النقاط المتعامة او ما يسمى نقطتنا التفصيل (colon :::) وتستخدم عند التفصيل او التعداد، علامة التعجب (exclamation mark) (!!!) بعد التعجب والسؤال (question mark ???) بعد السؤال. الخ.....
- 3- استخدم الأزمنة الصحيحة والتي تعلمتها في المستوى الثالث، مثلاً استخدم المضارع البسيط للكلام عن الاشياء التي تحدث في الوقت الحاضر او الحقائق والماضي للأشياء التي حدثت في الماضي وهكذا...
- 4- لا تنسى ان تجعل الحرف الأول كبير في الحالات التالية: اسم العلم مثل اسماء الاشخاص والدول ، الكلمات في اول الفقرات والكلمات بعد النقطة وعلامة الاستفهام وعلامة التعجب.
- 5- استخدم ظروف مثل (firstly/secondly/finally/however/therefore/consequently).
- 6- ركز على فكرة في كل فقرة واستخدم جمل قصيرة سهلة واستخدم كلمات تعرفها.
- 7- تأكد من الأخطاء الإملائية.

Writing: Discursive Essay (المقالة الإستطراذية)

- كتابة المقالات تكون على النحو التالي :

1-العنوان: ضع عنواناً للمقال وحاول ان تستنبطه من السؤال. لأن السؤال يحتوي على الموضوع وغالباً في السطر الأول.

2- الفقرة الأولى (المقدمة): استخدم اول سطر من السؤال كجمله بادئه لانها تحتوي صلب الموضوع وتحتوي ايضاً على الجملة المفتاحية. **تحذير:** لاتقم بنسخها بل اعمل بعض التغييرات حتى لو كانت خفيفة. اصف جملة او جملتين لتزيد جمال الفقرة (المقدمة) ولتكون بمثابة انطلاقة لكتابت جسم المقالة. احد هذه الجمل توضح ما ستكتبه.

3- الفقرة الثانية (العرض): ابدأ بالمطلوب واحداً واحداً والمطالبات تبدأ من بعد عبارة (Write an essay about). (about) وارجع للسؤال عدة مرات اثناء الكتابة حتى لا تنتشتت. ضع تفاصيل، تواريخ، إضافات واي معلومات تراها مناسبة.

4- الفقرة الأخيرة (الخاتمة): أختم مقالتك بخاتمة جيدة تلخص اغلب ما ذكرت تقريباً وتعبّر فيها عن رأيك وتتوجه فيها بسؤال ونصيحة.
مثال نموذجي من كتاب الوزارة على مثل هذه المقالات ارجو عدم اهماله:

كتابة التقارير Writing: A Report

- عند كتابة التقرير، أكتب تقريرك في 3 فقرات رئيسية. يمكنك فصل الفقرة الوسطى لعدة فقرات حسب المطالب في السؤال. اكتب عنواناً مناسباً لتقريرك. استخلصه من السؤال.

1- المقدمة: اشرح عن ماذا ستتناول في تقريرك في جملتين أو ثلاثة.

The aim of this report is to provide information concerning
to..... It will include factors/details which/ about
and suggest ways to

2- في الفقرة الثانية، فقرة العرض، اعرض الموضوع، النسب، التواريخ وتحدث عن المطالب في السؤال لان السؤال يطلب منك امور معينة. ولا تأكتب رأيك نهائياً. كما قلنا يمكنك كتابة أكثر من فقرة.

A study was done to find out.....; Just under a quarter of those interviewed.....

The majority of the respondents said...../85 per cent of respondents said

3- التوصيات والخاتمة: لخص معلوماتك وضع بعض الإقتراحات إن وجد. استخدم الترقيم لتوضيح افكارك إن لزم.

ملاحظات:

1- اترك سطر بين الفقرات ، ضع عناوين لكل فقرة توضح محتوى كل فقرة. 2- استخدم علامات الترقيم التي شرحناها في الوحدة الأولى. 3- استخدم قواعد صحيحة والتي تعلمتها سابقا. 4- راجع الاخطاء اللغوية.

مثال على التقرير: ارجع لكتاب النشاط ص 73/72 للمزيد من الأمثلة

فن التلخيص Writing: Summarizing

عند رغبتك بتلخيص مقالة او نص محدد قم بما يلي:

- 1- لخص المحتوى بما لا يزيد عن السطرين.
- 2- حدد الكلمات الرئيسية والتي لا يمكن الإستغناء عنها.
- 3- ارجع للنص وحاول ان تتخلص من التفاصيل.
- 4- لخص كل فقرة بما لا يزيد عن سطر اوسطرين.
- 5- ابدأ بكتابة جمل مختصرة تعتمد على الجمل التي كتبتها.

لنتدرب على باقي التمارين
راجع الدوسية
على موقع **# وتد**

EXAM 1 (TAWJIHI) LEVEL 4

Question 1 (Reading): Read the first part of this article carefully, and then answer the questions which follow.

Doing an Internship

Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work. However, you need to have a job in order to get experience. Doing an internship is a good way to get around this problem.

Internships provide work experience for university students, graduates and people considering career changes. Although **they** are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.

Furthermore, many employers view interns as possible employees. Many interns, once they have proved that they are capable and hard-working, are offered a full-time position after the end of the internship contract. This 'trial period' also gives interns the chance to see whether they have made the right career choice.

Contacts or references within an industry can really help someone applying for a job, and internships provide the chance to meet lots of people in a certain field of work. An internship is a great way to become more confident in the workplace. This increase in confidence will also help a great deal when it comes to the first interview for your first paid job.

1- Why is it sometimes challenging for graduates to get their first job?

.....
.....

2- What does the phrasal verb 'get around' in line 7 mean?

.....
.....

3- What does the pronoun 'they' in bold in line 10 refer to?

.....
.....

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

.....
.....

5- How do many employers view their interns?

.....
.....

6- What is meant by 'trial period'?

.....
.....

7- What chance do internships provide?

.....
.....

Question 2 (Vocabulary and grammar): Choose the correct option in brackets to complete the following sentences.

1- The graduation ceremony was a very occasion for everyone.

(memory / memorising / memorable)

2- Nuts contain useful such as oils and fats.

(nutrients / nutritious / nutrition)

3- You don't speak French, ?

(don't you / you don't / do you)

4- If you to learn a new language, you need to be motivated.

(will want / want / wanted)

5- If only I lost my ticket!

(haven't / didn't / hadn't)

Question 3: Complete the second sentence so that it has the same meaning as the first.

1- People say that the brain is like a computer.

It the brain is like a computer.

2- Arab mathematicians invented algebra.

Algebra Arab mathematicians.

3- Where does the bus go from, please?

Could from?

4- I am sorry that I didn't read that book.

I wish that book.

Question 4 (Editing): Edit the following text. There are three grammar mistakes, one spelling mistake and one punctuation mistake. Find and correct them.

“It is believe that when you learn a foreign 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.”

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Question 5 (Guided Writing): 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

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Question 7 (Free Writing): Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.

مكتبة
الاسلام

Answers:

Question 1:

- 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.
- 5- They view them as possible employees.
- 6- A 'trial period' means that the two parties involved (employer and intern) can 'try out' the other to see if the situation is right for them, before getting into an employment contract.
- 7- Internships provide the chance to meet lots of people in a field of work/to network/to become more confident, and to see if they have made the right career choice.

Question 2: 1- memorable 2- nutrients 3- do you 4- want 5- hadn't.

Question 3: 1- is said that 2- was invented by 3- you tell me where the bus goes 4- I had read.

Question 4: 1- believed 2- foreign 3- as much as you can 4- a conversation 5- books or magazines.

Question 5: 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.

EXAM 2 (TAWJIHI) LEVEL 4

Question 1 (READING): Listen to a radio programme about a university in the Arab world.

Answer the following questions.

... And now, as part of our Global Education series, here is a quick history of one of the world's oldest and most respected universities.

The university of Al-Qarawlyyn is the oldest existing educational institution in the world, as well as being the only one to have stayed open continually. In addition to all this, it awarded the very first degree. It was founded as a mosque and religious school in 859 CE in Fez, Morocco, by Fatima al-Fihri and subsequently became one of the leading spiritual and educational centres in the ancient Muslim world. Along with learning the Quran and Fiqh, students could also learn Grammar, Rhetoric, Logic, Medicine, Mathematics, Astronomy, Chemistry, History, Geography and Music. The high quality of teaching and the variety of subjects drew scholars and students from all over the Muslim world and beyond. It is said that Arabic numerals and the idea of zero were first introduced to Europe from here. Today, teaching at the Al-Qarawlyyn University concentrates on the Islamic Religious and Legal Sciences, as well as Classical Arabic, and its well-founded reputation still goes before it.

1- What three things is the university notable for?

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2- Who was the founder of the university?

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3- Name four subjects that were taught when it opened.

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4- What important mathematical development may have originated there?

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5- What does the teaching focus on in the twenty-first century?

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Question 2: Read the following text carefully, and then answer all the questions that follow.

World Memory Championships

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

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

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

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

- 1- The championships have different contests
- 2- A man from Germany
- 3- A man from Wales
- 4- The interval between numbers
- 5- The results of the championships

- a- was shortened from two seconds to one in 2001 CE.
- b- remembered 224 random words.
- c- could remember 501 numbers in random order.
- d- prove the infinite human capacity.
- e- for different uses of short-term memory.

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

1- the kinds of contests that the championships involve:

.....

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

.....

3- the slogan of the World Memory Championships:

.....

4- the duration of the championships:

.....

5- a world record in the 2013 CE championship:

.....

C- Complete the following summary with words from the text.

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

USE OF ENGLISH

Question 3: A Complete the text, writing one word in each gap, so that the text makes sense.

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

Entrepreneur: A word meaning someone who sets up a business. In the Middle East today, entrepreneurship is (1) important among young people, because of the (2) job market. It is important to give young people the (3) so that they can help themselves. If they cannot find jobs, they can create their own and then, (4) , generate jobs for others. (5) have been set up to guide young people through the process of business (6) There are training courses and programmes to support this cause. Universities in the region have started (7) entrepreneurship courses to students. Even large (8) now support young entrepreneurs. The common philosophy is as follows: give young people the opportunity to create their own companies so that they can have control over their own (9) futures. In the Middle East, it is a (10) learning experience for young people.

Question 4: You have just returned from a careers fair at a university. Write a review of the event, describing it and giving your opinion. Write around 150 words in your notebook.

Handwriting practice lines with a large, faint watermark in the background that reads "مكتبة" (Library).

Answers:

Question 1:

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

Question 2:

A:

1 e 2 c 3 b 4 a 5 d

B:

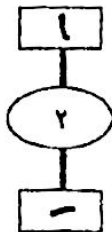
- (1 paragraph B)
- (2 paragraph A)
- (3 paragraph C)
- (4 paragraph A)
- (5 paragraph B)

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

Question 3:

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

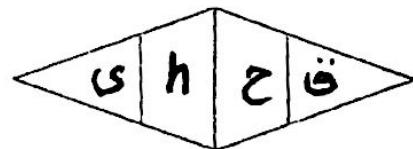
B: 1- particularly 2- competitive 3- knowledge 4- ideally 5- Organisations 6- creation 7- teaching 8- businesses 9- economic 10- critical.



بسم الله الرحمن الرحيم



المملكة الأردنية الهاشمية



THE HASHEMITE KINGDOM OF JORDAN-MINISTRY OF EDUCATION
GENERAL SECONDARY CERTIFICATE EXAMINATION-2016
GENERAL ENGLISH



الدورة الشتوية / المستوى الرابع / الكتاب الجديد

(وثيقة معمية / محدود)

DATE : Thursday 7th of January, 2016

TIME : 1 HOUR AND A HALF

ملحوظات : ١- أجب عن أسئلة هذه الورقة جميعها . ٢- للمتقدمين في الفروع الأكاديمية .
٣- عدد الأسئلة : (٥) ، وعدد الصفحات : (٤) .

Read the following magazine article carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the article.

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

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

Many varieties of the Arabic Sign Language have been developed. There are almost as many Arabic sign languages as there are Arabic-speaking countries.

Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, it is now being recognised and taught as an optional foreign language.

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

Question Number One (20 points)

- A. 1. The article states different uses for sign and spoken languages. Write down two of these uses. (4 points)
2. Learning sign language is beneficial for anyone for two reasons. Write these two reasons down. (2 points)
3. Replace the underlined phrase 'to think of' with the correct phrasal verb? (2 points)
4. Quote the sentence which shows that there is not only one Arabic sign language. (3 points)
5. What does the underlined word 'it' refer to? (2 points)
6. Deaf people may face many unique challenges with learning sign language. Suggest three ways to overcome these problems. (3 points)
7. It is preferable to offer sign language as a foreign language in public institutions. Think of this statement and, in two sentences, write down your point of view. (2 points)

SEE PAGE TWO

B. Literature spot: (2 points)

Read the following extract from *Around the World in Eighty Days* carefully, then answer the question that follows:

'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.'

What is the expression that is used to mean that Sir Francis is getting annoyed?

Question Number Two: (15 points)

A. Choose the suitable item from those given in the box to complete each the following sentences. There are more words than you need. Write the answers down in your ANSWER BOOKLET. (8 points)

look up , earn , keep your chin up , compulsory , look into

1. Even if things have been difficult for you, always, everything will be normal soon.
2. In Jordan, pre-school and kindergarten education is optional, while basic education is free and
3. You can the respect of your colleagues through your hard work and honesty.
4. Bayan promised her boss that she would the matter and find out what had gone wrong.



B. Study the following sentence and answer the question that follows. Write the answer down in your ANSWER BOOKLET. (3 points)

A postman delivers your post.

Replace the underlined word with the correct gender-neutral words.

C. Complete the following sentences with the suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET.

(4 points)

1. Kareem is a journalist, he has worked previously for many scientific journals. (qualification)
2. Doing lots of exercise won't keep you healthy if you don't eat food as well. (nutrients)

Question Number Three: (13 points)

A. Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET. (4 points)

1. Provided that it, we will have a picnic next week. (not , rain)
2. A new vocational school has recently in my area. (build)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

(9 points)

1. People believe that eating almonds reduces the risk of heart disease.
Eating almonds
2. How can I get to Queen Alia Airport by public transport?
Could you tell me?
3. Nader should have been more careful with his essay. He didn't get a good mark.
Nader wishes



Question Number Four: (7 points)

A. Read the following situations and complete the sentences with the third conditional, using the word in brackets. Write the answers down in your ANSWER BOOKLET. (4 points)

1. Saleem left his wallet at home, so he wasn't able to purchase his necessary items. (could)

.....

2. I studied really hard the day before the final exams. I achieved the first rank in my class. (might not)

.....

B. Complete each of the following sentences by adding the correct question tag to the end of each of them. Write the answers down in your ANSWER BOOKLET. (3 points)

1. I have to quit fatty food.?
2. The food in the restaurant wasn't extremely good, ...?
3. Let's walk along the beach, ...?

Question Number Five: (15 points)

A. EDITING (4 points)

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake ,one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them. Write the correct answers down in your ANSWER BOOKLET.

I am doing an online postgraduate course in education. It is think that distance learning means that you don't socialise with other students? as you do when you are doing a face-to-face course. It's not true! Our class consists of 30 students from all over the world. We study at home and send our assignments to our totors by email and there are a lot of different class discussions on the Internet.



B. GUIDED WRITING (4 points)

Read the information below, and write two sentences about the benefits of studying abroad.

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

C. FREE WRITING (7 points)

In your ANSWER BOOKLET, write a composition of about 120 words on ONE of the following:

1. Write a blog post for your school's website about health and fitness for busy people.
2. Tourism has become an important sector that has an impact on development of country economy. Write a three-paragraph report about the importance of tourism on the Jordanian economy and mention the best ways to attract tourists to visit Jordan. Mention its benefits, support with example.

- THE END -

د : مدة الامتحان : ٣٠
س : التاريخ : ١٦/٧/٢٠١٦

تبريد

المبحث : اللغة الانجليزية / م ٤
الفرع : الرياضيات

Question Number One (20 points)

A. 1. (4 points, 2 points each, any two of the following)

1. Both can be used to provide and share information
2. tell stories
3. have informal discussions
4. give formal talks.

2. (2 points, 1 point each)

1. it involves and challenges the brain.
2. It also allows people who master sign language to be able to communicate with a new international community.

3. come up with (2 points)

4. There are almost as many Arabic sign languages as there are Arabic-speaking countries. (3 points)

5. sign language (2 points)

6. suggested answers: (3 points, 1 point each)

- be self-confident.
- set up special institutions for deaf people.
- supply the deaf people with the needed facilities
- encourage the learners of sign language
- teach sign language courses in public institutions

OR any relevant answer

7. Marking scheme:

2	show higher order thinking level, relevant answer, message clearly communicated to reader.
1	message communicated, average level of thinking.
0	totally irrelevant or totally incomprehensible.

suggested answers: (2 points)

- enable ordinary people to know about the deaf culture.
- enriches the communication skills.
- understands the insight of deaf people.
- enhances social relationships.

OR any relevant answer

B. Literature spot: (2 points)

who was growing warm

Question Number Two: (15 points)

A. (8 points, 2 points each)

1. keep your chin up 2. compulsory 3. earn 4. look into

B. (3 points)

A postal worker delivers your post.

postal person

C. (4 points, 2 points each)

1. qualified 2. nutritious



Question Number Three: (13 points)

A. (4 points, 2 points each)

1. doesn't rain 2. been built

B. (9 points, 3 points each)

1. Eating almonds is believed to reduce the risk of heart disease.
2. Could you tell me how I can get to Queen Alia Airport by public transport
3. Nader wishes that he had been more careful with his essay.

Question Number Four: (7 points)

A. (4 points, 2 points each)

1. If Saleem hadn't left his wallet at home, he could have purchased his necessary items.
2. I might not have achieved the first rank in my class if I hadn't studied really hard the day before the final exams.

B. (3 points, 1 point each)

1. don't I 2. was it 3. shall we

Question Number Five: (15 points)

A. EDITING (4 points, 1 point each)

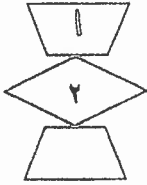
1. postgraduate 2. thought 3. , as you do 4. tutors

B. GUIDED WRITING (4 points)

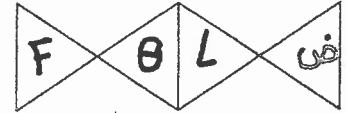
4	comprehensive information with appropriate linking words, without spelling mistakes
3 - 2	acceptable level of communicating the ideas with some grammatical and spelling mistakes
1 - 0	miscommunication of the ideas, a lot of grammatical and spelling mistakes

C. FREE WRITING (7 points)

Open answer



بسم الله الرحمن الرحيم



تم التحميل من موقع الأوائل

المملكة الأردنية الهاشمية

THE HASHEMITE KINGDOM OF JORDAN – MINISTRY OF EDUCATION
GENERAL SECONDARY CERTIFICATE EXAMINATION-2016

GENERAL ENGLISH

الدورة الصيفية / المستوى الرابع / الكتاب الجديد



[وثيقة محمية/محدود]

DATE : SUNDAY 26th of June, 2016

TIME : 1 HOUR AND A HALF

ملحوظات : ١- أجب عن أسئلة هذه الورقة جميعها. ٢- للمتقدمين في الفروع الأكاديمية. ٣- عدد الأسئلة : (٥)، وعدد الصفحات (٤).

Read the following article carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the article.

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

With twins, however, the story might be a little different. First of all, their development is sometimes slower. It is thought that this may be because some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.

Secondly, some twins seem to develop their own language. While this is not very common, it is certainly fascinating. They speak strange “words” and sounds that nobody else can make out. This is known as “cryptophasia”. Certainly, what they say isn’t understood by anyone else, but is it really a language?

It is tempting to believe that these twins really do make up their own secret language. Most experts think that as both children are experimenting with language at the same time, and both have been presented with the same sounds and stimuli since birth, they are very likely to recognise what the other one says.

Question Number One (20 points)

- A. 1. Twins language development is sometimes slower than single babies for two reasons. Write down these two reasons. (4 points)
2. Find a word in the text which means “things that make you interested”. (2 points)
3. Quote the sentence which states that it is attractive and desirable to think that twins create their own language. (2 points)
4. Babies go through different steps before they have a vocabulary of about fifty words. Write down two of these steps. (2 points)
5. What does the underlined word “this” refer to? (2 points)
6. Raising and looking after twins may cause many difficulties to parents. Mention three possible difficulties that parents may face. (3 points)

{SEE PAGE TWO} ..

PAGE TWO

7. It is said that twins who don't grow up in the same environment may develop their language skills differently. Think of this statement and, in two sentences, write down your point of view. (2 points)

B. Literature spot: (3 points)

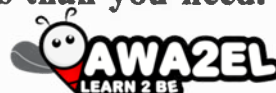
Read the following lines from *A Green Cornfield*, then answer the questions that follow:

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.

1. Why did the poet stop in the cornfield? (1 point)
2. How did time pass when the poet was listening to the skylark? (2 points)

Question Number Two: (15 points)

- A. Choose the suitable item from those given in the box to complete each of the following sentences. There are more words than you need. Write the answers down in your ANSWER BOOKLET. (8 points)



makes a difference , track record , play it by ear , pensions , dietary

1. Many large companies provide to their employees when they retire.
2. Huda's indicates that she has the needed experience for the required job.
3. Scientific evidence shows that some supplements are beneficial for health.
4. Taha's organized participation in the seminar and activates everyone there.

- B. Study the following sentence and answer the question that follows. Write the answer down in your ANSWER BOOKLET. (3 points)

Majed is too nervous to do a parachute jump. I think that he will lose his confidence at the last minute.

Replace the underlined phrase with the correct *body* idiom.

SEE PAGE THREE ...

PAGE THREE

C. Complete the following sentences with the suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET.

(4 points)

1. Services, mostly travel and tourism the majority of our economy.

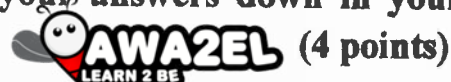
(dominant)

2. Khaled is a very and adaptable worker, I believe that he can be successful in any position.

(competence)

Question Number Three: (13 points)

A. Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET.



(4 points)

1. Saleem and his brother spoke French in the conference, ... they? (do)

2. Mr. Tareq will a more responsible post by the manager. (offer)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

(9 points)

1. Neither Maths nor Science ^{is} are as popular as English.
English

2. Is there a connection between the amount of TV people watch and how fit they are?
Do you know

3. Doing regular exercise is believed to reduce the risk of several diseases.
People believe that

Question Number Four: (7 points)

A. Read the following situations and rewrite the sentences using the words in brackets. Write the answers down in your ANSWER BOOKLET. (4 points)

1. Sami didn't apply immediately for the scholarship, so he didn't get it.
..... (if / could)

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

B. Study the following sentence and answer the question that follows. (3 points)

We couldn't go to the stadium since there weren't any tickets left.

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

SEE PAGE FOUR ...

Question Number Five: (15 points)

A. EDITING (4 points)

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them. Write the correct answers down in your **ANSWER BOOKLET**.

Mr Khalid who is a career advisor believe that Biolojy and Chemistry are the most important subjects for those who want to go on to study Dintistry at university. Maths is not as important, but it is compulsory and he would strongly recommend that they work harder on this subject because they cannot drop it.



B. GUIDED WRITING (4 points)

Read the information in the table below, and write two sentences comparing and contrasting compulsory education in different countries.

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

C. FREE WRITING (7 points)

In your **ANSWER BOOKLET**, write a composition of about 120 words on **ONE** of the following:

1. There are a lot of risks associated with doing a new business abroad. Write an article about the risks that people may face in doing business abroad, suggesting solutions to manage these risks.
2. You receive the news that your town council is cancelling a bus route that you, your family and friends use regularly. Write a letter to the town council to persuade them not to cancel it. Explain why this will have negative effects on the whole town.

(Your name is Wesam. Your address is P.O.Box 1646, Amman, Jordan)

- THE END -



امتحان شهادة الدراسة الثانوية العامة لعام ٢٠١٦ / الدورة الصيفية

صفحة رقم (١)

وزارة التربية والتعليم
إدارة الامتحانات والاختبارات
قسم الامتحانات العامة

المبحث: اللغة الإنجليزية / م ٤ / جديد
الفرع: الرياضيات

مدة الامتحان : ٣٠ : ١٠ س
التاريخ : ٢٦ / ٤ / ١٤٣٧

Question Number One (20 points)

A. 1. (4 points, 2 points each)

- 1- some twins have less one-to-one interaction with adults than single babies have.
- 2- they spend more time communicating with each other.

2. (2 points) stimuli

3. (2 points)



It is tempting to believe that these twins really do make up their own secret language.

4. (2 points, 1 point each) Any two of the following:

- 1- He or she quickly learns to respond to certain sounds and words.
 - 2- Then, after a few months, the baby starts to try out experimental noises and mimic sounds.
 - 3- A one-year-old baby can probably say a few words – and certainly understands a lot more.
- 5. (2 points) some twins develop their own language**
- 6. (3 points, 1 point each) Any acceptable answer.**
- 7. (2 points) Any acceptable answer.**

B. 1. to hear the song (1 point)

2. It passed fast (2 points)

Question Number Two: (15 points)

A. (8 points, 2 points each)

1. pensions
2. track record
3. dietary
4. makes a difference

B. (3 points)

Get cold feet

C. (4 points, 2 points each)

1. dominate
2. competent

Question Number Three: (13 points)

A. (4 points, 2 points each)

1. didn't
2. will be offered

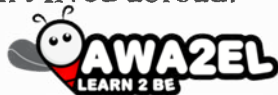
B. (9 points, 3 points each)

1. English is more popular than Maths and Science.
2. Do you know if / whether there is a connection between the amount of TV people watch and how fit they are.
3. People believe that doing regular exercise reduces the risk of several diseases.

Question Number Four: (7 points)

A. (4 points, 2 points each)

1. If Sami had applied immediately for the scholarship, he could have got it.
2. I wish I hadn't lived abroad.



B. (3 points)

Showing cause / Explain the reason for something.

Question Number Five: (15 points)

A. (4 points, 1 point each)

1. believes
2. Biology
3. Dentistry
4. , but it is

B. (4 points)

Marking scheme:

4	comprehensive information with appropriate <u>linking words</u> , without spelling mistakes
3 - 2	acceptable level of communicating the ideas with some grammatical and spelling mistakes
1 - 0	miscommunication of the ideas, a lot of grammatical and spelling mistakes

C. (7 points)

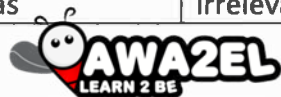
Open answer

- THE END -

Writing: suggested marking instructions

(summary scale)

Ideas	Structure	Scale
v.good ideas	v.good str.	6-7
Good ideas	Good str.	5-6
Partially good ideas	Good str.	4-5
Good ideas	Partially good str.	4
Fail/partial ideas	Poor str.	3
Very poor but with some relevant ideas	Very poor str.	2-3
Title/layout	One/two good sentences	1
Irrelevant ideas	Irrelevant str.	0



Criterion/level	content	Organization and mechanics	vocabulary	language
Very good	-complete realization of the task -relevant -communicative	- well-organized -clear, coherent -mechanics of writing are well-observed	-demonstrate a wide range of vocabulary -effective use of word choice, idioms,...etc.	- mostly accurate -few mistakes -communication isn't impeded
Good	-noticeable fluency -mostly relevant -message can be understood	-organized - ideas are partially clear and coherent -shows a reasonable use of writing mechanics	-reasonable use of vocabulary to convey a message	-occasional errors -no global errors -a good use of sentence construction
Acceptable	- no complete realization of task -lack of ideas -not communicative but meaning is conveyed	-loosely organized -no noticeable coherence -frequent errors in the mechanics	- limited range of vocabulary -no effective use of vocabulary to convey a message	- frequent grammatical errors -use of one straight pattern
Poor (Fail)	- irrelevant ideas -not communicative -no conveyed message	- disconnected ideas -not organized -no use of writing mechanics	- little use of vocabulary -vocabulary are insufficient to convey meaning	- global grammatical errors -no mastery of sentence structure

3. إذا كتب الطالب while this is fascinating. أخذ مدرس

4. إذا كتب في he/she إلى آخر الفقرة يعتبر صحيح

- إذا كتب mimic sounds أو experimental noises على أساس نقطتين منفصلتين حسب نقطة واحدة

5. إذا كتب الطالب :-

1. developing their own language....
2. seeming to develop....
3. to develop....
4. Secondly, ...

تعتبر صحيحة

B - 1 إذا كتب البنية الأولى صحيحة



السؤال الثاني

1. شمع C يجب أن يكتب في suffix صحيح وأخطأ بحرف واحد في الجزء الأول من الكلمة تعتبر صحيحة

2. شمع C إذا كتب competitive تعتبر صحيحة

السؤال الثالث

1 إذا كتب didn't they صحيح متى لو موجودة في نص السؤال

2 إذا كتب be offered مع I أو will في السؤال صحيح
أو كتبت إجابة صحيحة will be offered.

will be being offered - will have been offered

* لا يوجد تجزئة في هذا السؤال أي خطأ فيه (صحيح)

B 131 ① كتب is more popular هي وأخطأ في neither
than

يعطى علامتين فقط

٢. إذا نسي if يأخذ صفر.
إذا فعل الفعل في أي was (صفر)

٣. إذا كتب reduces أو will reduce هي (عامة)
إذا كتب reduced (صفر)

إذا كتب reduce يأخذ علامتين



① If Sami hadn't applied - —, he
couldn't have got it.

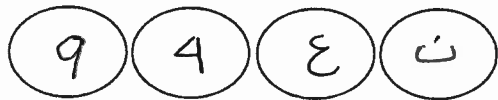
يأخذ علامة واحدة فقط

السؤال الرابع

A إذا اراد أن يفتقد ولم يضع حرفاً . يأخذ (عامة)

B - إذا كتب على صورة ما بعد الجاء من قبله
(أطباء عامة)

- إذا استخدم أدوات ربط هي (صفر)



THE HASHEMITE KINGDOM OF JORDAN-MINISTRY OF EDUCATION

GENERAL SECONDARY CERTIFICATE EXAMINATION-2017



GENERAL ENGLISH

الدورة الشتوية / المستوى الرابع / الكتاب الجديد

(وثيقة محمية / محدود)

DATE: SUNDAY 15th of January, 2017

TIME: 1 HOUR AND A HALF

ملحوظات: ١- أجب عن أسئلة هذه الورقة جميعها. ٢- للمتقدمين في الفروع الأكاديمية. ٣- عدد الأسئلة: (٥)، وعدد الصفحات (٤).

Read the following business report carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the report.

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.

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.

Question Number One (20 points)

A. 1. Most of Jordan's exports mainly go to four countries. Write them down.

(4 points)

2. Many of Jordan's fertilisers are made mainly of two minerals. Write these two minerals down.

(2 points)

3. Quote the sentence which indicates the country that supplied Jordan with nearly a quarter of its imports in 2013.

(2 points)

4. Find a word in the text which means "things kept back or set aside, especially for future use".

(2 points)

5. What does the underlined word "it" refer to?

(2 points)

SEE PAGE TWO ...

PAGE TWO

6. Citizens of a country should support the economy by buying their country's own products. Suggest three advantages of buying products from one's own country. (3 points)
7. Exports play an important role in developing the economy of countries. Think of this statement and, in two sentences, write down your point of view. (2 points)



B. Literature spot: (3 points)

Read the following lines which are taken from *Around the World in Eighty Days* carefully, then answer the questions that follow:

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 was reared as a half – domesticated animal.

1. How was the elephant reared? (1 point)
2. Which words tell us that the elephant was kept safely away from direct contact with humans? (2 points)

Question Number Two (15 points)

- A. Choose the suitable item from those given in the box to complete each the following sentences. There are more words than you need. Write the answers down in your ANSWER BOOKLET. (8 points)**

dehydration , contradictory , keen , interpreter , tuition

1. Yousef's sense of observation allowed him to notice that his keys were not where he had left them.
2. It is important to drink a lot of water in order to avoid
3. The new courses will give the beginners personal in all types of outdoor photography.
4. Zaid justified the main points between the two sides in the debate.

- B. Study the following sentence and answer the question that follows. Write the answer down in your ANSWER BOOKLET. (3 points)**

It is necessary to do some research before I start my graduation project.

Replace the underlined verb with the suitable phrasal verb.

- C. Complete the following sentences with the suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET. (4 points)**

1. Language is becoming an important requirement for many jobs. (proficient)
2. My grandfather often tells us about what he did in his (young)

SEE PAGE THREE ...


Question Number Three (13 points)

A. Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET. (4 points)

1. Our final science project has as the best project. (be, choose)
2. Plants die if they enough sunlight. (not, get)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET. (9 points)

1. Jordanian children start school a year later than English children.
English children
2. Are students allowed to navigate the internet during the open exam?
Do you know
3. They assumed that the last Olympic Games were a great success.
It.....

Question Number Four (7 points)

A. Read the following situations and rewrite the sentences using the words in brackets. Write the answers down in your ANSWER BOOKLET. (4 points)

1. I regret speaking aloud in my class.
..... (wish)
2. Marwan worked really hard the day before the exam. He got top marks.
..... (if / might not)

B. Complete each of the following sentences by adding the correct question tag to the end of each of them. Write the answers down in your ANSWER BOOKLET. (3 points)

1. Kids mustn't eat too much chocolate, ...?
2. Children have had their lunch, ...?
3. Let's fight against poverty, ...?

SEE PAGE FOUR ...

Question Number Five (15 points)

A. EDITING (4 points)

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them. Write the correct answers down in your ANSWER BOOKLET.

Language competence is becoming increasengly important for anyone who wants to travel or work abroad for a large glocal company, Remember, career direction is never too late to be studied or change. Studying is a lifelong activity – you' r never too old to start!



B. GUIDED WRITING (4 points)

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about why people should read more books. Use the appropriate linking words.

Why people should read more books ...
• develop verbal abilities. • increase focus and concentration. • refresh memory. • improve imagination skills.

C. FREE WRITING (7 points)

In your ANSWER BOOKLET, write a composition of about 120 words on ONE of the following:

1. A blog post for your school's website about the best practices for losing weight. Compare these practices with some practices in the past which were proved to be less effective.
2. Teaching is a science that requires a lot of education, responsibility and understanding between the teachers and the students to be most effective. Write an article discussing the importance of teaching. Mention its advantages and advise your friends to choose it as a future career.

THE END



مدة الامتحان: ٣٠ د.
التاريخ: ١٥ / ١٠ / ٢٠١٧

المبحث: اللغة الإنجليزية / ٤٣ / كتاب مدرسي
الفرع: الدكان / ٤٣
AWA2EL
LEARN 2 BE

Question Number One (20 points)

A. 1. (4 points, 1 point each)

- 1) Iraq 2) the USA 3) India 4) Saudi Arabia

2. (2 points, 1 point each)

- 1) potash 2) phosphate

3. In 2013 CE, 23.6% of Jordan's imports were from Saudi Arabia. (2 points)

4. reserves (2 points)

5. Jordan (2 points)

6. (3 points, 1 point each suggestion) any relevant answer

7. (2 points, 1 point each) any relevant answer

B. Literature spot: (3 points)

1. The elephant was reared as a half – domesticated animal. (1 point)

2. (2 points, 1 point each)

- 1) enclosed 2) palings

Question Number Two (15 points)

A. (8 points, 2 points each)

1. keen 2. dehydration 3. tuition 4. contradictory

B. carry out (3 points)

C. (4 points, 2 points each)

1. proficiency 2. youth

Question Number Three (13 points)

A. (4 points, 2 points each)

1. been chosen 2. do not get

B. (9 points, 3 points each)

1. English children start school a year earlier than Jordanian children.

OR

English children do not start school as ^{late} as Jordanian children.

2. Do you know if / whether students are allowed to navigate the internet during the open exam?

3. It was assumed that the last Olympic Games were a great success.

Question Number Four (7 points)

A. (4 points, 2 points each)

1. I wish I hadn't spoken aloud in my class.

OR

I wish I had spoken quietly in my class.

2. If Marwan had not worked really hard the day before the exam, he might not have got top marks.

B. (3 points, 1 point each)

1. Kids mustn't eat too much chocolate, must they?
2. Children have had their lunch, haven't they?
3. Let's fight against poverty, shall we?



Question Number Five (15 points)

A. EDITING (4 points, 1 point each)

1. increasingly 2. global 3. company_ 4. changed

B. GUIDED WRITING (4 points)

Marking scheme:

4	comprehensive information with appropriate linking words, without spelling mistakes
3 – 2	acceptable level of communicating the ideas with some grammatical and spelling mistakes
1 - 0	miscommunication of the ideas, a lot of grammatical and spelling mistakes

C. FREE WRITING (7 points)

Open answer

THE END

السؤال الأول

(A) إذا كتب الطالب ٧ شكل نقاط أربعة أو خمسة - - - صحيح
(٤) إذا كتب الطالب الكلمة بصيغة مفرد أو جمع - - - صحيح

(B) إذا كتب الطالب half-domesticated لمدها - - - صحيح
(٥) إذا كتب الطالب من Enclosed لغاية question - - - صحيح

السؤال الثاني

(A) الأخطاء الإملائية مقبولة بشرط أن تشير إلى الكلمة -
- تكرار الإجابة بشكل مختلف - - (مفرد)

(B) الإجابة النموذجية بغض النظر عن الزمن

(C) خطأ إملائي واحد (حرف زيادة أو نقصان) لا يؤثر على الإجابة (يعطى العلامة كاملة)

السؤال الثالث

(A) أي كلمة تعبر عن الضمير الثالث لفظاً - - - صحيح

(B) إذا كتب دأ - - - صحيح



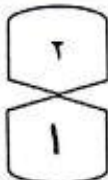
السؤال الرابع

(A) إذا كتب الطالب didn't regret - عذرة واحدة
didn't speak - عذرة واحدة

السؤال الخامس

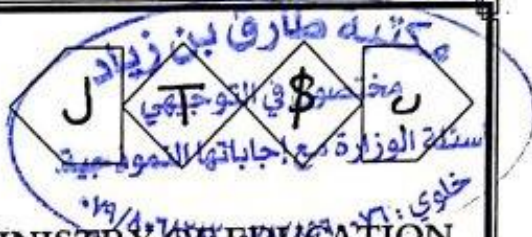
(A) إذا كتب becomes ← is becoming (خطأ قواعدي) - - - صحيح
you're/you are ← you'r (خطأ إملائي) - - - صحيح

The end



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بسم الله الرحمن الرحيم



THE HASHEMITE KINGDOM OF JORDAN-MINISTRY OF EDUCATION

GENERAL SECONDARY CERTIFICATE EXAMINATION-2017

GENERAL ENGLISH

الدورة الضيقية / المستوى الرابع / الكتاب الجديد

(وثيقة منحبة / محدود)

DATE: SATURDAY 15th of July, 2017 TIME: 1 HOUR AND A HALF

ملحوظات: ١- أجب عن أسئلة هذه الورقة جميعها. ٢- للمتقدمين في الفروع الأكاديمية. ٣- عدد الأسئلة: (٥)، وعدد الصفحات (٤).

Read the following interview carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the interview.

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. 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.

What exactly have you studied over those four years? ٨\

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.

What kind of company was that, and what did you do there? ٩\ 3)

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

Question Number One (20 points) ✓

- A. 1. Ricky Miles studied several courses at the university to get a degree in Business Studies. Write down two of these courses. (2 points) ✓
2. Students in the United Kingdom choose one of two paths after graduation. Write these two paths down. (4 points) ✓
3. Quote the sentence which shows the type of the company that Ricky Miles worked for last summer. (2 points) ✓
4. Find a word in the text which means "**finding suitable employees**". (2 points) ✓
5. What does the underlined word "**their**" refer to? (2 points)
6. Certain companies prefer to conduct official interviews before hiring their new employees. Suggest three skills an employee should have to pass a job interview. (3 points)

SEE PAGE TWO/ ..

7. Some studies in the United Kingdom have shown that the work experience a student goes through has many negative impacts. Think of this statement and, in two sentences, write down your point of view. (2 points)

B. Literature spot: (3 points)

Read the following stanza from *A Green Cornfield* carefully, then answer the questions that follow:

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.

1. Find an example of alliteration in the above stanza. (1 point)
2. What is the effect the poet is trying to achieve with alliteration? (2 points)

Question Number Two (15 points)

- A. Choose the suitable item from those given in the box to complete each of the following sentences. There are more words than you need. Write the answers down in your ANSWER BOOKLET. (8 points)

lifelong, draw up, ^{2/}recall, ^{3/}cause offence, ^{4/}conflict

1. Meeting new people and developing friendships around the world are some benefits of studying abroad.
2. Polite children don't
3. Students need to a revision timetable to organize their time better.
4. When two sides disagree and argue, there is

- B. Study the following sentences and answer the question that follows. Write the answer down in your ANSWER BOOKLET. (3 points)

I'm not sure if it will be warm enough to have a barbecue. We will have to keep our chin up.

Replace the underlined body idiom with the correct one. ~~keep our chin up~~

- C. Complete the following sentences with the suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET. (4 points)

1. Olives which are grown in the world, have been cultivated for over 6.000 years. (extend) ~~extension~~ ~~extend~~
2. It is important to have an of different countries' customs. (aware)

awareness

Question Number Three (13 points)

A. Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET. (4 points)

1. The keyword ~~helps~~... the student to answer the question, won't it? (help)
2. Rawan always takes her mobile when she ~~doesn't go~~ (go out)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET. (9 points)

1. Does the bell ring ^{at} at eight or half past eight?
Do you know
2. Studying Physics is not as popular as studying Biology in Britain.
Studying Biology
3. Experts have proved that eating fresh vegetables is good for the stomach.
Eating fresh vegetables ^{is}

Question Number Four (7 points)

A. Read the following situations and rewrite the sentences using the words in brackets. Write the answers down in your ANSWER BOOKLET. (4 points)

1. Mahmoud didn't consult his career advisor, so he felt sorry.
..... (wish)
2. The company didn't know your phone number, so they weren't able to contact you.
..... (if / might)

B. Replace the underlined verb in the following sentence with the suitable phrasal verb. Write the answer down in your ANSWER BOOKLET. (3 points)

Radwan should hurry or he'll be late.

speed up



SEE PAGE FOUR ...

Question Number Five (15 points)

A. EDITING (4 points)

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them. Write the correct answers down in your ANSWER BOOKLET.

All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education in Jordan. Pre-school and kindergarten education is obtional, follow by ten years of free, compulsory education. For higher education, students enter university. either for academic or vocational courses.

B. GUIDED WRITING (4 points)

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about the benefits of doing an internship. Use the appropriate linking words.

Benefits of doing an internship...
• developing professional skills. • increasing self-confidence in the workplace. • having personal growth experiences. • improving social relationships.

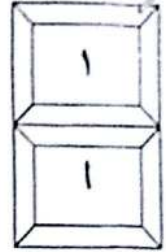
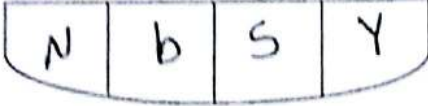
C. FREE WRITING (7 points)

In your ANSWER BOOKLET, write a composition of about 120 words on ONE of the following:

1. A letter to yourself with the intention that you'll be reading this again at the end of the school year. Think about your goals, where your head is now, and where you hope to be in ten months.
2. Being responsible is a key to children's success both in school and in the larger world when they grow up. Write an article suggesting tips for teaching kids responsibility and saying why it is so important to teach children to be responsible.

كتبة طارق بن زياد
مختصون في التوجيهي
أسئلة الوزارة مع إجاباتها النموذجية
خ.لوي: ٠٧٦٠٨٥٦ - ٠٧٨/٨٥٦٠٠٧٦
٠٧٩/٨٠٦٨٢٨٢

THE END



THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION
GENERAL SECONDARY CERTIFICATE EXAMINATION-2018
GENERAL ENGLISH

الدورة الشتوية / الفصل الثاني + المستوى الرابع / الكتاب الجديد
(أول مرة / محدود)

DATE: Sunday 21st of January, 2018

TIME: 1 HOUR AND A HALF

٢- للمتقدمين في الفروع الأكاديمية والمهنية (جامعات).

ملحوظات: ١- أجب عن أسئلة هذه الورقة جميعها.

٣- عدد الأسئلة: (٥)، وعدد الصفحات: (٤).

Read the following text carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the text.

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.

You have to determine two things before attending such a course; the duration of the course you wish to attend and the nature of the course whether academic or vocational.

After joining the course, 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.

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.

Question Number One (22 points)

- A. 1. In the evenings, students at *Extreme English* can practice some activities. Write down two of these activities. (2 points)
2. Before arriving to carry out a course at *Extreme English*, students have to make two decisions. Write down these two decisions. (4 points)
3. Quote the sentence which shows how teachers can support their students at *Extreme English*. (3 points)
4. Find a word in the text that means "to be deeply involved in something and spend most of your time doing it". (3 points)
5. What does the underlined word "it" refer to? (2 points)
6. Learning a foreign language comes up with different kinds of struggles and obstacles. Write down three possible obstacles a person may face while learning a foreign language. (3 points)

PAGE TWO

7. It is said that anyone who keeps learning stays young. Think of this statement and, in two sentences, write down your point of view. (2 points)

B. Literature Spot: (3 points)

Read the following lines from *Around the World in Eighty Days* carefully, then answer the questions that follow:

"Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th.

1. What form of transport is a **steamer**? (1 point)
2. Write down the two cities which are mentioned in the above lines? (2 points)

Question Number Two (16 points)

- A. Choose the suitable item from those given in the box to complete each of the following sentences. There are more words than you need. Write the answers down in your ANSWER BOOKLET. (8 points)

rewarding , dialects , recall , gross domestic product , developed nation

1. Spoken and sign languages have different ----- and registers in every country.
2. Tourism is one of Jordan's biggest contributors to -----.
3. The main feature of a ----- is that it is socially and economically advanced.
4. Doing volunteer work can be a very ----- experience for everyone.

- B. Replace the underlined misused collocation in the following sentence with the correct one. Write the answer down in your ANSWER BOOKLET. (2 points)

If you send money to charity, you will do exercise to a lot of lives.

- C. Choose the suitable item from those given to complete each of the following sentences and write it down in your ANSWER BOOKLET. (6 points)

1. Maha shows great ----- for her new job as a lawyer in the court.
(enthusiasm , enthusiastic , enthusiastically)
2. Our national team is now well- ----- for the second round of the competition.
(qualify , qualification , qualified)
3. With children, it is important to ----- the right balance between love and discipline.
(achieve , achieved , achievable)

SEE PAGE THREE ...

PAGE THREE

Question Number Three (12 points)

A. Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET. (6 points)

1. Sign language ----- in the 16th century. (invent)
2. Ali will be upset, if you ----- him to your party. (not, invite)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET. (6 points)

1. The electronic newspapers are not as acceptable as the ordinary ones.
The ordinary newspapers -----.
2. "What can't we bring onto the plane?"
Could you tell me -----?
3. My English teacher says that English clubs are essential for learning English well.
English clubs -----.

Question Number Four (10 points)

Choose the suitable item from those given to complete each of the following sentences and write it down in your ANSWER BOOKLET.

1. We need to decide ----- a place to meet.
(into , on , at , about)
2. I always have to get home early, I wish my parents ----- me stay out later.
(lets , won't let , would let , will let)
3. The English alphabet doesn't have 40 letters, -----?
(does it , did it , doesn't it , didn't it)
4. When Omar gave a speech, the class looked at ----- in admiration.
(he , his , him , them)
5. During Ramadan, Muslims eat ----- the sun sets.
(as' long as , unless , when , even if)

SEE PAGE FOUR ...

PAGE FOUR

Question Number Five (15 points)

A. EDITING (4 points)

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes (one grammar mistake, one punctuation mistake and two spelling mistakes). Find out these four mistakes and correct them. Write the correct answers down in your **ANSWER BOOKLET**.

Nutrision is very important, You should try to eat as much fresh fruit and vegetables as you can. It was essential not to become dehydrited, so drink lots of water.

B. GUIDED WRITING (4 points)

Read the information in the table below, and then in your **ANSWER BOOKLET**, write two sentences using all the given notes about what one can do in a free time. Use the appropriate linking words.

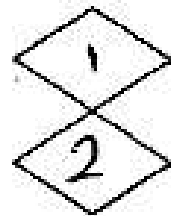
What one can do in a free time ...
• visiting cultural locations. • exercising and playing a sport. • going shopping. • spending time with friends.

C. FREE WRITING (7 points)

In your **ANSWER BOOKLET**, write a composition of about 120 words on **ONE** of the following:

1. A few decades ago, many families had half a dozen or more children. Nowadays, more and more families are choosing to have three or four children. Are small families better than large ones? Why or why not? Write an article expressing your opinion and support it with specific reasons.
2. Computers become a tool in education for even youngest children. Do you believe that computers have a value in education or not? Write a letter to your friend convincing him / her of your opinion.

THE END



GENERAL SECONDARY CERTIFICATE EXAMINATION-2018

GENERAL ENGLISH

الدورة الصيفية / الفصل الثاني + المستوى الرابع

(وثيقة مضمونة / مضمونة)

DATE: Saturday 14th of July, 2018

TIME: 1 HOUR AND A HALF

١- للمتقدمين في الفروع الأكاديمية والمهنية (جامعات).

ملحوظات: ١- أجب عن أسئلة هذه الورقة جميعها.

٢- عدد الأسئلة: (٥)، وعدد الصفحات (١).

Read Anita's blog post carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the blog post.

Two summers ago, I spent five months studying Arabic at the German-Jordanian University near Madaba. As my father is originally from Jordan, I grew up speaking Arabic as well as German. 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. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.

Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practice 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. 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.

Question Number One (22 points)

A. 1. Anita grew up speaking two languages. Write these two languages down.

(2 points)

2. Anita was impressed by some aspects of her fellow students at the university. Write down two of these aspects.

(4 points)

3. Quote the sentence which shows the number of words Anita and other students had to learn weekly.

(3 points)

4. Find an idiom from the blog post that means "to put a lot of effort into something".

(3 points)

5. What does the underlined word "they" refer to?

(2 points)

SEE PAGE TWO/ ..

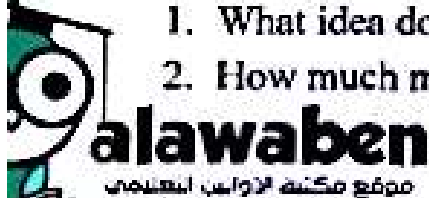
6. Studying abroad may be one of the most beneficial experiences for college students. Write down three possible advantages of such a lifetime opportunity. (3 points)
7. Students who choose to go on an international student exchange programme face many challenges. Think of this statement and, in two sentences, write down your point of view. (2 points)

B. Literature Spot (3 points)

Read the following lines from *Around the World in Eighty Days* carefully, then answer the questions that follow:

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

1. What idea do the above lines represent? (1 point)
2. How much money did Phileas Fogg at first offer for buying the elephant? (2 points)



Question Number Two (16 points)

- A. Choose the suitable item from those given in the box to complete each of the following sentences. There are more words than you need. Write the answers down in your ANSWER BOOKLET. (8 points)

compromise, online distance learning, headphones, earn, aware

1. Please listen to the music through (3), so that you don't disturb anybody.
2. Are smokers well- (9) of the dangers of smoking to their health?
3. Parents should encourage their children to (6) between what they want and what others want.
4. Students can enroll onto (2) courses in some Jordanian universities.

- B. Study the following sentences and replace the underlined gender-neutral words with the correct gender-specific one. Write the answer down in your ANSWER BOOKLET. (2 points)

During the guests' visit to the exhibition, the business person kept smiling all the time. He is a very kind person.

PAGE THREE

C. Choose the suitable item from those given below to complete each of the following sentences and write it down in your ANSWER BOOKLET.

(6 points)

1. Kareem wasn't able to speak Spanish ----- till he was nearly seven years old.
(fluently , fluent , fluency)
2. Would you like to do an ----- or a vocational course if you have a chance?
(academise , academic , academically)
3. Rami closed his eyes and tried to -----
(concentrate , concentration , concentrating)

Question Number Three (12 points)

A. Choose the suitable verb form from those given below to complete each of the following sentences and write it down in your ANSWER BOOKLET.

(6 points)

1. All the reservations ----- by the wedding planner last week.
(are made , were made , have made , has been made)
2. You won't get a job in France unless you ----- French.
(speak , speaks , is speaking , spoke)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

(6 points)

1. These new shoes are not as comfortable as my old ones.
My old shoes is more com.
2. How can I fix this smartphone?
Could you tell me How I can?
3. Linguists have proved that learning some languages is helpful for the learners.
Learning some languages -----



alawal
شبكة الاوابين التعليمية

Question Number Four (10 points)

Choose the suitable item from those given below to complete each of the following sentences and write it down in your ANSWER BOOKLET.

1. My brother is good ----- computer skills.
(into , of , at , about)
2. I didn't wake up early and I missed my bus. I wish I ----- early.
wake up (wakes up , wake up , had waken up , have waken up)
3. Let's go for a walk, -----?
(don't we , can we , didn't we , shall we)
4. My computer isn't working. Can you have a look at -----?
(him , her , it , them)
5. Babies are usually happy ----- they're hungry or cold.
(as long as , provided that , unless , if)

SEE PAGE-FOUR ...

Question Number Five (15 points)

A. EDITING (4 points)

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four underlined mistakes. Correct these mistakes and write the answers down in your ANSWER BOOKLET.

At international conferences, people from different countries talk to each other through interpraters. They listen to the words which is said through headphones and then trenslate them into the listener's native language while the speaker is talking!

B. GUIDED WRITING (4 points)

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences using all the given notes about how to learn and memorise faster. Use the appropriate linking words.

How to learn and memorise faster.....
• exercise to clear your head. • write down what needs to be memorised. • study or practice in the afternoon. • relate new things to what you already know.

C. FREE WRITING (7 points)

In your ANSWER BOOKLET, write a composition of about 120 words on ONE of the following:

1. An article describing the change you would like to make inside your school concerning good environment, methods of teaching ... etc., and how that change would affect the new generation.
2. Some people argue that technological inventions such as mobile phones are making people socially less interactive. Write an article discussing the impact of mobile phones on human relationships and suggest some procedures for reducing their effects on people.

Appendix 3: Irregular verbs

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



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