



دوسية بحر الدر

رويدة محمد الفرارجه

اللغة الإنجليزية / توجيهي / الفصل الثاني

Grammar

Ruwaidah Mohammad al-Fararjeh

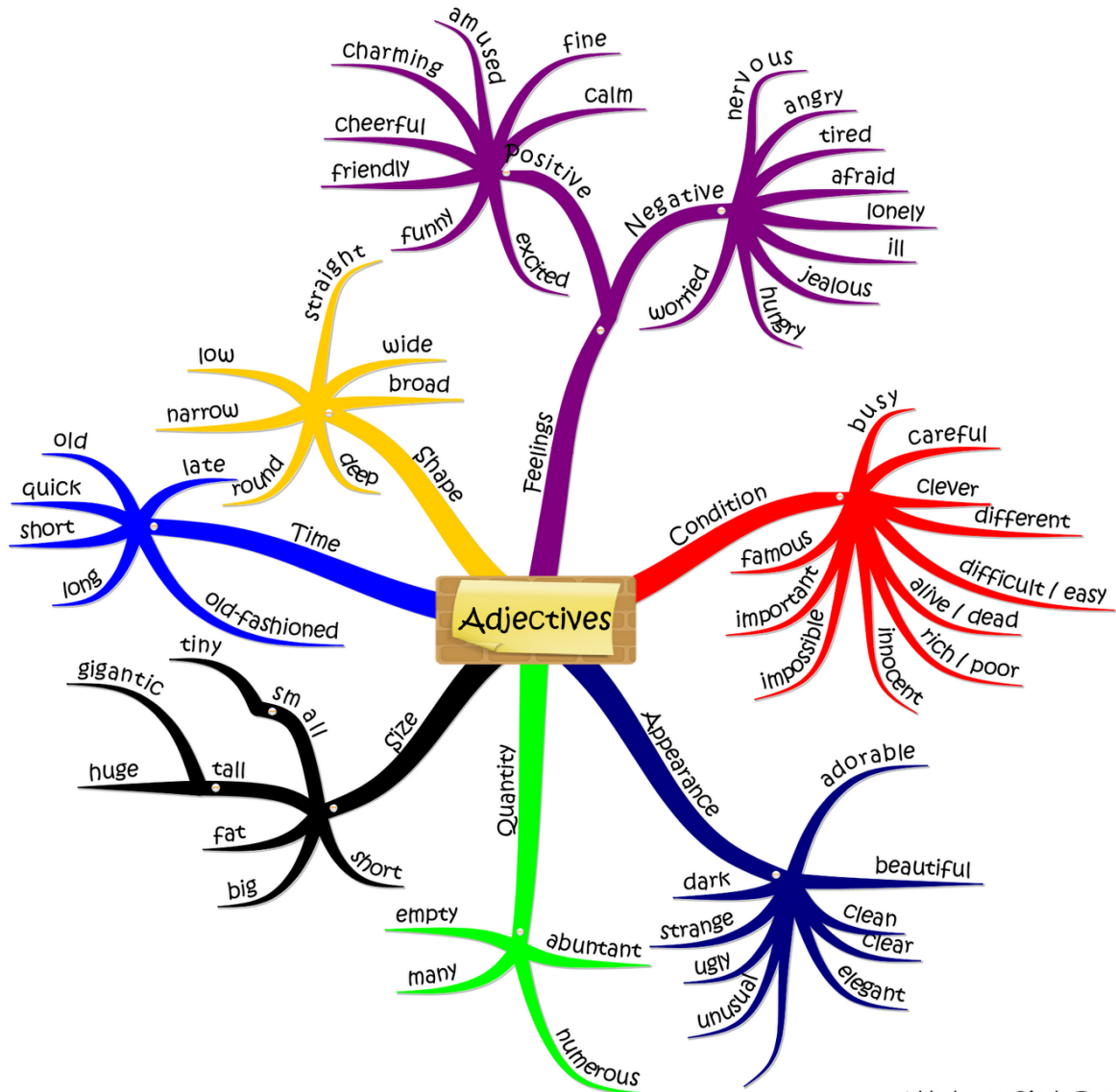




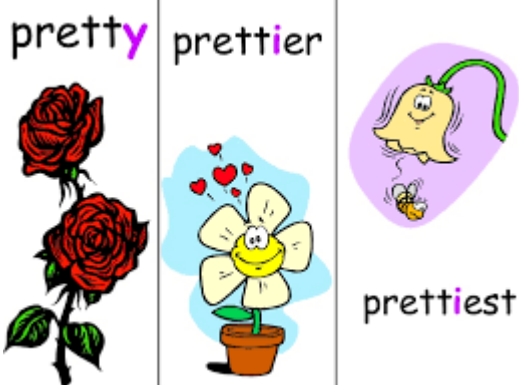
فهل سألوا الغواص عن صدفاتي







c) Norberto Ojeda Zamora



## Comparison ( UNIT 6 )

\*من الضروري أن يتعلم الطالب كيفية عد المقاطع في الكلمة قبل أن يتعلم طرق عمل المقارنات .

How many **syllables** does the word have ?

كم عدد المقاطع في الكلمة؟

How many **beats** does the word have?

كم عدد الإيقاعات في الكلمة؟

**\*Every syllable has a vowel sound. So we count the vowel sounds not the vowels.**

\*نعد المقاطع حسب أحرف العلة ( فعليا أصوات العلة هي التي تحسب وليس الأحرف ) :-

( a , e , i , o , u )

- أحرف العلة المتتابة تعتبر مقطع **إلا** في بعض الحالات

- حرف العلة غير الملفوظ لا يحسب

- ( w , y ) أشباه العلة تعتبر مقطع

\*ملاحظة :- نواة المقطع هو صوت العلة ، قد يكون لوحدة أو قد يكون محاط بأحرف صحيحة .



**Clap** the **syllables** to make sure .

صفق المقاطع لتتأكد .

tall , short , strong , weak, beautiful, pretty, ugly, safe, dangerous  
 , wonderful, amazing , careful , careless, wide , narnow , holy  
 , interesting , clever, stupid, quiet, noisy, comfortable, loved  
 , bored , simple , gentle, easy, difficult , ill , sick , red , orange

## كيف أميز الصفات القصيرة من الصفات الطويلة ؟

### الصفات القصيرة :-

- 1 - الصفات ذات المقطع الواحد
- 2- الصفات ذات المقطعين المنتهية بشبه علة ( ، ) أو المنتهية ب ( ) .

### الصفات الطويلة :-

- 1- الصفات ذات الثلاثة مقاطع أو أكثر
- 2- الصفات ذات المقطعين غير المنتهية بشبه علة ( ، ) أو ( ) .

~~Remember, two syllables means two rules.~~

\*الصفات القصيرة تأخذ بعدها ( ) عند عمل المقارنة و ( ) عند عمل التفضيل بينما الصفات الطويلة أضع قبلها كلمة ( ) عند عمل المقارنة واضع قبلها كلمة ( ) عند عمل التفضيل ولكن تذكر دائما بان كل قاعدة لها شواذ .

## 1-Equal comparison

\* استعمل المماثلة عندما أقول بأن شخصين أو شيئين أو مجموعتين يتماثلان بنفس الصفة أو الظرف (زي بعض) .

Ali is as tall as Ahmad . (as + adjective + as)

Farah speaks as quickly as Hala . (as + adverb + as)

### as....as\* ملاحظات :-

- \*ممنوع منعا باتا وضع مقارنة أو تفضيل بين أز....أز
- الصفة بينهما يجب أن تكون بشكلها المجرد ( بدون أي إضافات قبلها أو بعدها )
- الصفة بينهما ممكن أن تكون قصيرة أو طويلة
- الظرف بينهما ممكن أن يكون منتظم أو غير منتظم
- \*ممنوع منعا باتا وضع اسم لحاله بين أز....أز
- ممكن أن يأتي بينهما اسم ولكن يجب أن يكون مسبوق ب ( ) أو ( )

## 2-Unequal comparison

\* استعمل عدم المماثلة عندما أقول بان شخصين أو شيئين أو مجموعتين لا يتماثلان بنفس الصفة أو الظرف (مش زي بعض) .

Mohammad is not as tall as Hamid .(**not** + as/so + adjective + as)

Haneen doesn't speak as quickly as Ghadah .(**not** + as/so + adverb + as)

\*عدم المماثلة يجب أن تتحول إلى مقارنة

**Dana is not as slow as** Leen.

**Leen is slower than** Dana.

Dana is **faster than** Leen.

**Areej doesn't walk as slowly as** Nour.

**Nour walks more slowly than** Areej .

Areej **walks faster / more quickly than** Nour .

\*الظروف عادة أضع قبلها كلمة ( ) عند عمل المقارنة وكلمة ( ) عند عمل التفضيل إلا إذا كانت مقطع واحد تأخذ بعدها ( ) عند عمل المقارنة وتأخذ بعدها ( ) عند عمل التفضيل .  
\* صفات أل ( ) وصفات أل ( ) استعمل معها ( ) أو ( )

### 3-Comparative

\* أستعمل المقارنة عندما أقارن بين شخصين أو بين شيئين أو بين مجموعتين في صفة معينة أو بين اسمين في الكمية أو العدد أو عندما أقارن الشخص بنفسه أو الشيء بنفسه في فترات زمنية مختلفة ومع الظروف أقارن كيفية أداء فعل معين .

\*يفضل أن لا استعمل النفي مع المقارنة

\*الصفات القصيرة أضع لها ( ) عند عمل المقارنة ثم أضع بعدها كلمة ( ) أما الصفات الطويلة فأضع قبلها كلمة ( ) ثم أضع بعدها كلمة ( ) .

Dyala is **cleverer than** Aya .

Yasmeen is **more beautiful than** Ruba .

\*مثل هذه الجمل الأفضل أن تحول من المقارنة إلى عدم المماثلة لأن عكس الصفة سيغير المعنى .

\*المقارنات المتتابة :- مقارنتين ورا بعض بينهم فاصلة ولا أضع معها كلمة ( ) وعادة ما تكون مسبوقه بأداة التعريف ( ) .

**The longer** you study , **the better** you do in final exams.

**The earlier** you start in the morning the , **the more** **beneficial** your revision will be.

1-more x less (adjectives /adverbs)

2- more x less (uncountable nouns)

3- more x fewer (countable nouns)

I have **more books** **than** you (have).

**You** have **fewer books** **than** me / I have .

**They** have **more information** **than** Malak .

**Malak** has **less information** **than** them / they have .

\*يتبين لنا من الأمثلة السابقة بان المقارنات لا تقتصر على الصفات والظروف فهناك مقارنات للأسماء أيضا .

I **don't** speak French **as** well **as** you (do).

**You** speak French **better** **than** me / I do.

**Ala'** **doesn't** eat **as much** **as** Mohammad.

**Mohammad** eats **more** **than** Ala' .

**Ala'** eats **less** **than** Mohammad .

\*ملاحظة :- مع مقارنة الأسماء والظروف دائما كلمة ( ) يتبعها إما اسم أو ضمير مفعول به أو ضمير فاعل متبوع بفعل مساعد .  
\* تذكر دائما بان الصفة تصف اسم لكن الظرف يصف فعل أو صفة أو ظرف آخر أو جملة .

**Ala'** is **not as tall** **as** Ahmad.

**Ahmad** is **taller** **than** Ala'.

**Ala'** is **shorter** **than** Ahmad.

\*إذا تغير الفاعل في الجملة الجديدة احذف علامة عدم المماثلة .....  
ثم أحول الصفة للمقارنة حسب القواعد السابقة .

\*إذا لم يتغير الفاعل في الجملة الجديدة احذف علامة عدم المماثلة .....  
ثم اعكس الصفة الموجودة وأحولها للمقارنة حسب القواعد السابقة .

## 4-Superlative

- \* استعمل صيغ **التفضيل** عندما أفضل شخص على مجموعة أشخاص أو شيء على مجموعة أشياء أو مجموعة على عدة مجموعات في صفة معينة أو ظرف معين أو اسم معين .
- \* ~~يفضل أن لا استعمل صيغ النفي مع التفضيل .~~
- \* الصفات القصيرة أضع بعدها ( ) أما الصفات الطويلة فأضع قبلها ( )

Suhad is the tallest doctor in the hospital.

Wala' is the most beautiful girl in our family.

Kifaya is my best friend .

- \* لاحظ بأننا يجب وضع أداة التعريف ( ) قبل صفات التفضيل أو ضمير ملكية متصل .
- \* لاحظ بان صفات التفضيل عادة ما تكون متبوعة بأحرف جر مثل .....

\* هنالك عبارات معينة قد تكون موجودة في الجملة وتدل على انه يجب أن أعيد كتابة الجملة باستخدام صيغ التفضيل .

- I have never seen such a powerful car .

This is the most powerful car I have ever seen .

- There is no chef in town as skilful as Bayan .

Bayan is the most skillful chef in town .

- No other school subject is as interesting as English.

English is the most interesting school subject .

\* إعادة الكتابة ممكن أن تكون من صيغ تفضيل إلى صيغ تفضيل على النحو التالي :-

The safest place is your home.

The least .....

The easiest school subject is English.

The least .....

The ugliest animal is the donkey.

The least .....



\*تذكر بان اغلب **ظروف الحال** تتكون من الصفة مضافا لها ( ) ولكن هنالك ظروف لا تتبع هذه القاعدة وتعتبر شاذة .

skillful + ly = skillfully

wonderful + ly =wonderfully

\*تذكر بان بعض الصفات تنتهي ب ( )

مثل

lovely, friendly, likely, holy, lonely .....etc.



EVERY DAY IS  
A CHANCE TO  
GET BETTER.

WWW.FITORE.CO

## Irregular adverbs

adjective	adverb
good	well
fast	fast
hard	hard
early	early
late	late
high	high

## Irregular comparisons

word	comparative	superlative
good	better	the best
well	better	the best
bad /*ill	worse	the worst
badly	worse	the worst
little	less	the least
few	<b>fewer</b>	the <b>fewest</b>
much	more	the most
many	more	the most
far	farther further	the farthest the furthest
old	<b>older</b> elder	the <b>oldest</b> the eldest

## Spelling rules

### قواعد إضافة أل ( ) وأل ( ) للصفات

1- الصفات التي تنتهي بحرف صحيح يسبقه حرف علة واحد اضعف الحرف الصحيح عند إضافة المقطع المبدوء بحرف علة .

e.g. big + er = bigger , big + est = biggest

ما عدا الكلمات التي تنتهي ب ( ) أو ( ) أو ( ) لا تضعف إذا سبقها حرف علة واحد بل تبقى كما هي .

narrow + er = narrower , narrow + est = narrowest

2- الصفات التي تنتهي بحرف صحيح يسبقه حرفا علة ، لا اضعف الحرف الصحيح عند إضافة المقطع المبدوء بحرف علة .

cheap + er = cheaper , cheap + est = cheapest

3- الصفات التي تنتهي بحرفان صحيحان لا اجري أي تغيير عند إضافة أي مقطع لها .

cold + er = colder , cold + est = coldest

4- الصفات التي تنتهي ب ( ) فقط أضيف لها ( ) أو ( )

safe + r = safer , safe + st = safest

5- الصفات التي تنتهي ب ( ) وسبقت بحرف صحيح تحول إلى ( ) ثم نضيف لها المقطع المناسب .

angry + er = angrier , angry + est = angriest

\*أما إذا سبقت أل ( ) بحرف علة مثل ( ) فلا تتغير وتبقى كما هي عند إضافة أي مقطع لها



## Quantifiers to make comparisons

المحددات الكمية والعديّة لعمل المقارنات

We can use:-

- 1- more / less .....than أكثر / أقل من ... للمقارنة (للصفة الطويلة)  
 2- as....as تماما ... مثل .... (للمماثلة)  
 3- the most / least الأكثر / الأقل ... للتفضيل (للصفة الطويلة)

- (1) **To compare adjectives and adverbs.** (language function)  
 لكي نقارن الصفات والظروف .

e.g. Which subjects **are** the most popular , and which

**are** the least popular ?

e.g. Do you think geography **is more interesting** than history , or **less** interesting ?

e.g. **Is** Maths **as popular** as Science ?

- (2) We can also use **as** .....**as** to compare adverbs.  
 نستطيع أيضاً أن نستعملها لمقارنة الظروف. **as....as**

e.g. I can't **run as fast as** you (do).

- (3) We can also use **as** ..... **as** adverbially.

نستطيع أيضاً أن نستعملها ظرفياً. **as....as**

e.g. \* I don't **like** running **as much as** I like swimming.

e.g. We **practice** our English **as often as** possible .

We use :-

نحن نستعمل

1- **as much** +( uncountable noun) (تصل الكمية إلى + اسم غير

معدود

2- **as many** + (countable plural noun) (يصل العدد إلى ) + اسم

معدود

- (4) **To compare quantities and numbers.** (language function)

لكي نقارن الكميات والأرقام

e.g. **There are** not as many people in our class as in yours.

**There are** fewer people in our class than in yours.

many X few , much X little  
not many = few , not much = little

\*ملاحظة :- وجود الكلمات التالية في بداية الجملة **غالبا** ما يدل على مقارنة  
أسماء

### There is / There are

e.g. I don't **eat** as much fast food as my brother(does).

My brother eats more fast food than me / I do.

I eat less fast food than my brother does.

**+ SBP.45 ex.5 + ABP.31 ex.4 + ABP.32 ex.5**

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

**There**.....

2- The **cheapest** thing on the menu is orange juice.

**The least** .....







### Rewrite the following sentences.

1- **There are not as** many students studying Science **as** Maths .

**There are** .....

2- **Maths** is **more** popular **than** science but **less** popular **than** English .

Science is .....

3- Students **don't like** doing Music and Art **as much as** they like doing Maths .

Students like .....

4- Portuguese children have to go to school for **longer than** children in Japan .

Japanese children .....

5- In Jordan , children start school a year **later than** English children .

English children .....

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

English children .....

7- **Not as** many people applied for law in 2014 CE **as** in 2013.

a- In 2013 .....

b- .....children applied.....

8- Law is **more** popular **than** Medicine and Dentistry .

Medicine and Dentistry .....

9- Engineering is **less** popular **than** Visual Arts .

Visual Arts is .....

10- 11% **more** people applied for Engineering in 2014 CE **than** in 2013 CE .

In 2013 CE 11 % .....

## أسئلة وزارة

\*نستطيع أن نتعرف بسهولة على سؤال هذه القاعدة في الوزارة وذلك بوجود شكل من أشكال المقارنة أو عدم المماثلة أو التفضيل في الجملة الأصلية

### Rewrite the following sentences.

1- **Neither** Maths **nor** Science is **as** popular **as** English. **S2016**

English .....

2- Jordanian children start school a year **later than** English children. **W2017**

English children .....

3-Studying Physics is **not as** popular **as** studying Biology in Britain. **S2017**

Studying Biology .....

4-**There is no** threat to our environment **as** serious **as** pollution. **تجريبي وزاري 2016/2017**

Pollution is .....

5-The electronic newspapers are **not as** acceptable **as** the ordinary ones. **W2018**

The ordinary newspapers .....

6-These new shoes are **not as** comfortable **as** my old ones. **S2018**

My old shoes .....

7-Manar is **not as** active **as** Khalida. **W2019**

Khalida .....

8-Reading a novel is **not as** interesting **as** watching a movie. **S2019**

Watching a movie .....

### Choose the suitable item.

1-I'm **not interested** in football **as** .....**as** you. **S2019**  
(many , more , much , less)

2-The bus is too late. We'll have to wait in the station a little..... **S2020**

A)the longest B)longer than C)longer D)longest

3-Niether Maths nor Biology is as interesting as English. This means..... **S2020**

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

4-My watch is less attractive than your watch.

**The sentence which has a similar meaning to the one above is: S2020**

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

5-The lunch is not ready yet. We'll have to wait a little.....

- A) long B)the longest C)longer D)the longer W2021

6-Yahya didn't enjoy the book. In fact it

was.....interesting story he has ever read. W2021

- A)the less B)the most C)the more D)the least

7-Learning Medicine is more difficult than learning Biology and Chemistry. W2021

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

8-There's less information on the website than there is in the book. W2021

- A)There isn't as many information in the book as on the website.  
B)There isn't as much information on the website as in the book.  
C)There isn't as many information on the website as in the book.

D)There isn't as much information in the book as on the website.

9-The cheapest thing on the menu is lemon juice. **W2021**

A)The less expensive thing on the menu is lemon juice.

B)The most expensive thing on the menu is lemon juice.

C)The expensive thing on the menu is lemon juice.

D)The least expensive thing on the menu is lemon juice.

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# COMPARATIVES - CROSSWORD

LOOK AT THE PICTURES AND FILL IN THE CROSSWORD PUZZLE. USE THE COMPARATIVE.

1. COLD

2. HOT

4. PROUD

3. MILD

5. FAST

6. SLOW

7. FAT

8. THIN

9. HAPPY

10. HEAVY

11. ANGRY

12. SHY

THE HIDDEN WORD IS \_\_\_\_\_



# SUPERLATIVES - CROSSWORD

LOOK AT THE PICTURES AND FILL IN THE CROSSWORD PUZZLE. USE THE SUPERLATIVE.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

COLD

HOT

PROUD

MILD

DRY

FAT

SLOW

THIN

HAPPY

SHY

HEAVY

ANGRY

THE HIDDEN WORD IS

## ( UNIT 6 )

**Body Idioms**

Idiom	Meaning
all ears	fully listening
to point the <b>finger</b> .	to accuse someone of being responsible for something bad that has happened.
cold <b>feet</b>	nervous just before a big event
cost an <b>arm</b> and a <b>leg</b>	be very expensive
<b>skeleton</b> in the closet / cupboard.	you have are hiding a shocking secret about yourself.

Adapted from : <http://www.learnenglish.de/vocabulary/bodyidioms.htm>

- 1- Put my **back** into it :- tried extremely hard .  
بيذل جهده
- 2- Have a **head** for figures :- to have a natural mental ability for maths / numbers  
لديه قدرة عقلية للرياضيات
- 3- Keep **chin** up :- to remain cheerful in difficult situations ; an expression of encouragement.  
يحافظ على رباطة جأشه / يبقى مبتهجا في المواقف الصعبة
- 4- Play it by **ear** :- to decide how to deal with a situation as it develops. S2017  
يقرر كيف يتعامل مع موقف أثناء حدوثه
- 5- Get it off your **chest** :- to tell someone about something that has been worrying you. يريح الشخص نفسه بإخبار شخص آخر عما يزعجه يفضفض
- 6- Get cold **feet** :- to lose your confidence in something at the last minute .  
يجبن / يفقد ثقته بنفسه S2016

**\*Study the following sentences and answer the question that follows . Write the answer down in your ANSWER BOOKLET.**

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.

**\*Study the following sentences and answer the question that follows . Write the answer down in your ANSWER BOOKLET.**

1-I don't think I'd be a very good accountant . I don't really get cold feet .

Replace the underlined body idiom with the correct one. **W2019**

**2-Replace the following underlined phrase with the correct body idiom.**

I can't tell you what to expect . Don't worry. I'll keep my chin up .  
The correct expression is " play it by ear " .

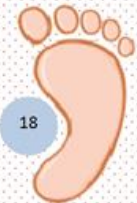
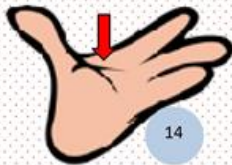
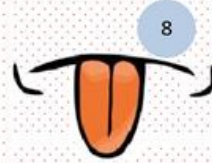
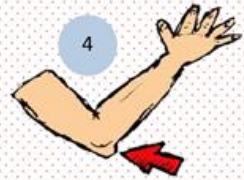
**3-The sentence that has been written correctly is: S2020**

- A)Keep up your chin everything I'm sure will be fine in the end.
- B)Keep your chin up ; I'm sure your chin will be fine in the end.
- C)Keep your chin up! I'm sure everything will be fine in the end.
- D)Keep your everything up: I'm sure chin will be fine in the end!



# PARTS OF THE BODY

Fill in the crossword and find the hidden words.



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## Indirect questions ( UNIT 7 )

We can use indirect questions **to** ask questions in a polite , formal way. (language function)

\*نستطيع أن نستعمل الأسئلة غير المباشرة لكي نسأل أسئلة بطريقة مهذبة و رسمية.  
\*الأسئلة على الطريقة المصرية ( ممكن أسأل سعادة سيادة حضرتك سؤال يا هانم /

Egyptian style ( يا بيه ؟ )





When we ask for information we can begin **indirect questions** with **expressions** like :-

\* عندما نسأل عن المعلومات نستطيع أن نبدأ الأسئلة غير المباشرة بعبارات افتتاحية مهذبة مثل :-

1. Could you <u>tell me</u> ...?	هل تستطيع إخباري ؟
2. Could you <u>explain</u> ...?	ستطيع أن توضح ؟
3. Do you <u>mind telling me</u> ...?	هل تمنع لو أخبرتني ؟
4. Do you know ...?	هل تعرف ؟
5. <del>Would you happen to know...? X</del>	<del>هل لديك أي فكرة؟</del>
6. <b>I wonder</b> .... .	أنا أتساءل ....

\* البناء اللغوي و ترتيب الكلمات بعد العبارة الافتتاحية المهذبة للسؤال يكون بنفس ترتيب الكلمات في الأسئلة المنقولة ( فاعل ثم فعل ).

~~Unlike reported questions, the sentence ends with a question mark.~~

\* يعكس الأسئلة المنقولة هذا النوع من الأسئلة ينتهي بعلامة سؤال و ليس بنقطة كما هو الحال في الأسئلة المنقولة إلا مع آخر عبارة التي تبدأ بفاعل ثم فعل ومن نغمة الصوت نستدل على أنها سؤال غير مباشر .

1) **Yes / No questions** are introduced with if or whether .

عند الحل : أسئلة النعم واللا يجب أن نبدأها بكلمة ( ) / ( )  
ملاحظة :- يجب استعمال كلمة ( ) في الأسئلة التي تحتوي على كلمة ( )



e.g. Is there a postbox near here ? (simple question) واحد دفتش

**Do you know** if / whether there is a postbox near here , **please**?

مصري نغش

## \* خطوات حل أسئلة النعم واللا :-

- 1- وضع ( whether ) أو ( if )
  - 2- تقديم الفاعل على الفعل بحركة ال ( قلب ) إلا في حالة السؤال عن الفاعل لا استعمل القلب
  - 3- دمج الفعل مع do /does /did ( كفعل مساعد ) إلا في حالة وجود النفي
  - 4- وضع كلمة ? please , في نهاية السؤال زيادة في التهذيب
  - 5- اختتم بعلامة سؤال مثل بنقطة ما عدا مع اخر حالة
  - 6- في هذا النوع من الاسئلة المنقولة ما بغير زمن الفعل ولا الضمائر ولا الظروف ديروا بالكم ما تتخربطوا مع الاسئلة المنقولة العادية!!!!!!
- a. **Wh-questions** are introduced with (what , who , why , when , which , where , how , ...etc.)



\*ملاحظة :- انتبه لأداة السؤال الطويلة لان الأسئلة التي تبدأ بأدوات السؤال التالية تأخذ دائما الاسم الذي يتبعها قبل بداية الحل ومن الممكن وجود أكثر من اسم بعدها ومن الممكن أيضا أن تتبع أدوات السؤال **بصفات** أو **ظروف** وتكون جزء منها .  
( How much + n. , How many + n. , How + adj. , How + adv. , What + (n.) + (n.) , Which +( n.)+(n.)

\*ملاحظة :- أيضا الفاعل ممكن أن يكون طويل وذلك بان يكون **مسبوق بصفات** ومحددات أو أن يكون له **ملحقات** مثل **أحرف الجر** بعده متبوعة بعبارة اسمية أو أدوات ربط مثل ( ) أو إحدى أخواتها متبوعة بشبه جملة .

Where does the man **with** glasses live ?

Where does the man **who** bought my car live ?

e.g. Where has Maher gone ? (simple / direct question)

- **Do you know** where Maher has gone ?

\* انتبه للأسئلة التي تحتوي على الأفعال المساعدة ( do / does / did )

1- What time does the film begin?

**Do you know** what time the film begins ?

2- Does the exam start at ten **or** half past ten?

Do you know **whether** the exam starts at ten **or** .....

3- How much sleep do teenagers of our age need?

Could you tell me how much sleep teenagers of our age need , please?

4- What do you mean by 'mnemonics' ? فن الاستذكار

Could you explain what you mean by 'mnemonics', please?

5- Why doesn't Mariam help her mum ?

Do you mind telling me why Mariam doesn't help her mum ?

### \* خطوات حل Wh-questions

- 1- أضع أداة السؤال وتوابعها مباشرة بعد العبارات الافتتاحية المهذبة ويجب ملاحظة أن أداة السؤال تنتهي قبل بداية الفعل
  - 2- أقدم الفاعل على الفعل واستدل عليه بأنه يأتي بعد الفعل المساعد مباشرة
  - 3- في حالة وجود do / does / did كفعل مساعد ادمجهم مع الفعل إلا إذا كانت منفية استعمل القلب بدون دمج
  - 4- أضع بقية كلمات الجملة
  - 5- أضع كلمة ( , please ? ) في النهاية زيادة في التهذيب
  - 6- انهي بعلامة سؤال (?) إلا مع آخر حالة
- \* (إضافية) :- هنالك حالة واحدة فقط لا اجري فيها عملية القلب وذلك عند السؤال عن الفاعل سواء كان عاقل أو غير عاقل

Who **broke** the vase ?

Do you know who broke the vase ?

Who **was singing** at the party ?

Do you mind telling me who was singing at the party ?

\* جمل الأمر والطلب المهذب يمكن تقديمها أيضا بطريقة أكثر تهذيباً وذلك

Do you mind + v.ing...?

باستعمال هذا التركيب اللغوي قبلها فقط

وتأتي على عدة أشكال :-

1- **Open** the door.

2- Please , **open** the door .

3- Will you open the door , please ?

4- Can you open the door , please ?

Do you **mind opening** .....

1. **Suggest** a healthy breakfast.

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

\*هل لاحظت بان الأسئلة التي لا تحتوي على ( ) في جملتها الافتتاحية تكون متبوعة بمفعول به فقط .

Please , **tell** me where you found that information.

**Do you mind telling me where** you found that information, please?

• لاحظ بأننا ختمنا جملة الأمر بنقطة لكن الجملة التي تبدأ بـ  
Do you mind + v.ing.....? انتهت بعلامة سؤال .

• لاحظ بأن زمن الجملة لا يتغير وكذلك الضمائر وظروف الزمان والمكان تبقى كما هي .

• لاحظ الاختلاف في طريقة الحل إذا بدأنا السؤال غير المباشر بجملة ابتدائية وليس بصيغة سؤال .

1. Why <sup>d</sup>did Ann leave early ? (normal question)

**I wonder** why Ann left early .

\*انتبه لعلامة الترقيم كيف تغيرت

+ SBP.51 ex.5, ABP.35 ex.4, ABP.36 ex.5, ex.6

ترجع من سؤال غير مباشر إلى سؤال مباشر (احتياط)  
\*في حالة وجود فعل مساعد استعمله لتكوين السؤال حسب القواعد المعروفة أما في حالة عدم وجود فعل مساعد استخرجه من الفعل الرئيسي وذلك بفك الفعل

1-**Could you tell me** where I can find the post office ?

Where.....

2-**Do you mind** typing this research ?

Will you.....

3-**Do you know if** Samia goes to school on foot ?

Does.....

4-**Could you tell me whether** he wrote a letter or an essay ?

Did.....

5-**Could you explain if** your father has travelled recently ?

Has.....

SBP.51 ex.4

## \*أسئلة وزارة

من السهل جدا التعرف على سؤال هذه القاعدة في الوزارة بداليتين الأولى أن الجملة الأصلية تكون سؤال أو جملة أمر والثانية أن الجملة الجديدة تبدأ بإحدى العبارات المهذبة الخمسة التي تعرفنا عليها سابقا.

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

W2016

Could you tell me.....

2- Is there a connection between the amount of TV people watch and how fit they are ? S2016

Do you know.....

3-Are students allowed to navigate the internet during the open exam ? W2017

Do you know .....?

4-**How** did people travel in the past ? تجريبي وزاري 2016/2017

Could you tell me .....

5-'**What** can't we bring onto the plane?' W2018

Could you tell me .....

6-**How** can I fix this smartphone ? S2018

Could you tell me .....

7-**How much sleep** do teenagers of our age need ? W2019

Could you tell me .....

8-**How much** does the cotton shirt cost ? S2019

Could you tell me.....

9-What should I do the day before the exam? S2020

**The correct indirect question of the one above is?**

A)Could you explain I should what do on the day before the exam?

B)Could you explain what I should do on the day before the exam?

C)Could you explain should I do what on the day before the exam?

D)Could you explain I what should do on the day before the exam?

10-Do you know.....? S2020

A)where are your classmates      B)where your classmates are

C)where classmates are your      D)where classmates your are



## ( UNIT 7 )

## The impersonal passive

## المبني للمجهول غير الشخصي

## Language function :-

## الوظيفة اللغوية

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

- المبني للمجهول غير الشخصي هو طريقة رسمية لنقل الأفكار والأقوال والاعتقادات والآراء .

1) We can use the impersonal passive with **say , think , claim , know , prove , assume and believe .**



\*نستعمل المبني للمجهول غير الشخصي (الباسف في الجمل الابتدائية) مع أفعال معينة دالة (verbs of perception) تسمى أفعال الاعتقاد

**say , think , claim , know , prove , assume and believe .**

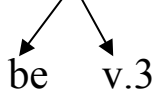
من الضروري معرفة التصريف الثالث لهذه الأفعال

**said , thought , claimed , known , proved , assumed , believed**

\*Some verbs are **intransitive** which means that they don't have objects ,so they can't be used to form personal passive . If we want to use these verbs in passive voice we use the impersonal passive .

\*1- الشكل الأول للباسف في الجمل الابتدائية يكون على النحو التالي :-

- **It + passive verb + that + the rest of the sentence.**



\* الأزمنة التي تم التركيز عليها في الكتاب هي المضارع البسيط والماضي البسيط والمضارع التام وفعل المودلز

**1- It + is / was / has been / (modals +be) + v3 + that + the rest of the sentence .**

S.1    V.1                    S.2

1- **Scientists** say **that** [ dolphins are highly intelligent ].  
**It is said that** dolphins are highly intelligent.

- ~~The impersonal passive can also be formed with the object + to + infinitive.~~

\*2- الشكل الثاني للباسف في الجمل الابتدائية تبدأ جملته بالفاعل الثاني الموجود في الجملة الأصلية ثم أحول **فعل الاعتقاد** الموجود في الجملة الابتدائية إلى باسف مع الانتباه إلى زمن الفعل عند التحويل ثم وضع ( ) ثم الفعل المجرد ثم أكمل الجملة.

**2- Subject 2 + is/are , was/were , has been/have been , modals + be + v3 + to + infinitive**

1- **Scientists** say **that** [ dolphins are highly intelligent ].  
**Dolphins are said to be** highly intelligent.

\*قواعد مهمة لتحويل الفعل عندما نحل على الطريقة الثانية :-

1- V.1.....**to** + inf.

2- am /is / are .....**to** + be

3- have/has/had +V.3.....**to** + **have** +V.3

4- don't/doesn't +inf. ....**not** + **to** +inf.

5- was / were .....**to** +**have** +been

6- V.2 .....**to** + **have** + V.3

7- didn't + inf. ....**not** +**to** +**have** +V.3

\*نطوا جنوا نطوا جنوا نطوا

## Rewrite the following sentences in two ways.

- S.1                      M.1                      S.2                      X
2. Scientists ( used to **think**) **that** the Earth was flat.
- a. **It used to be thought that** the Earth was flat.
- b. **The Earth used to be thought to have been** flat.
- S.I                      V.1                      S.2                      X
3. Grammarians **believe that** learners will absorb the grammar as they learn the vocabulary.
- a. **It is believed that** learners will absorb the grammar as they learn the vocabulary.
- b. **Learners are believed to** absorb the grammar as .....
- S.1                      V1.                      S.2 V.1
4. People **know** he is talented. (without that)
- a. **It is known that** he is talented.
- b. **He is known to** be talented.
- S.1                      V2.                      S.2                      V.2
5. They **believed that** the story was true.
- a. **It was believed that** the story was true.
- b. **The story was believed to have been** true.
- S.1                      V1.                      S.2
6. People **think that** learning new languages **also presents** the brain with unique challenges.
- a. **It is thought that** learning new languages also presents the brain with unique challenges.
- b. **learning new languages is also thought to** present the brain with unique challenges.
- \*إذا شكيت وما عرفت انه الفاعل في جملة الحل رح يحتاج لفعل مفرد أو فعل جمع ، من المفيد انك ترجع إلى الجملة الأصلية وتشوف كيف تعامل فيها الفاعل .
- S.1                      V1.                      S.2
7. They **say that** students who study foreign languages do better , on the whole , in general tests.
- a. **It is said that** students who study foreign languages do better , on the whole , in general tests.
- b. **Students who study foreign languages are said to** do better , on the whole , in general tests.

8. They **said that** the thief had killed the old man before the arrival of the police.
- a. **It was said that** the thief had killed the old man before the arrival of the police.
- b. The thief was said to have killed the old man before the arrival of the police.
9. People **believe that** students don't prefer studying for long hours .
- a. **It is believed that** students don't prefer studying for long hours .
- b. Students are believed not to prefer studying for long hours .
10. Scientists **believed that** cave people didn't live long.
- a. **It was believed that** cave people didn't live long.
- b. Cave people were believed not to have lived long.

\* أسئلة إعادة الكتابة ممكن أن تأتي أيضا من الشكل الأول للمبني للمجهول غير الشخصي إلى الشكل الثاني أو بالعكس .

- a. **It was believed that** Thomas Edison and his friends invented the light bulb.
- b. Thomas Edison and his friends were believed to have invented the light bulb.
- a. Marah and her sister are said to have passed their exams.
- b. **It is said that** Marah and her sister have passed their exams.

**Rewrite using an active form which is less formal. SBP.53**  
ex.4

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

بعد ترتيب الجملة حسب النموذج المؤلف تصبح الجملة  
**It is claimed that** speaking a foreign language improves the  
functionality of your brain.

الفاعل مُعطى

V.1

**People claim that** speaking a foreign language ....

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



الفاعل مُعطى V1

They believe that language learning can also ...

\*يعرف انه مطلوب مني اني ارجع جملة **الباسف** غير الشخصي إلى جملة مبني

للمعلوم لما أشوف الفاعل الموجود في جملة الحل مش موجود في الجملة الأصلية أما

إذا كان الفاعل الثاني موجود في بداية جملة الحل عندها يكون مطلوب اني أحول من

الشكل الأول للشكل الثاني للإمبيرسونال .

+ ABP. 36 ex.7

### \*أسئلة وزارة

استطيع التعرف على المبني للمجهول غير الشخصي بسهولة في امتحان الوزارة إذ تحتوي الجملة الأصلية على فعل من **أفعال الاعتقاد الدالة** التي سبق ذكرها على الأغلب متبوعاً بكلمة ( ) وتكون الجملة الجديدة مبدوءة بأحد أشكال الإمبيرسونال باسف .

1- People **believe that** eating almonds reduces the risk of heart disease. **W2016**

Eating almonds.....

2-Doing regular exercise is believed to reduce the risk of several disease. **S2016**

People **believe that**.....

3-They **assumed that** the last Olympic Games were a great success .**W2017**

It .....

4-People **claim that** children are not afraid of cats. **2016 / 2017** **وزاري تجريبي**

Children .....

5-My English teacher **says that** English clubs are essential for learning English . **W2018**

English clubs .....

6-Linguists have **proved that** learning some languages is helpful for the learners . **S2018**

Learning some languages .....

7-Teachers **believe that** working in groups improves students' awareness . **W2019**

Working in groups .....

8-People **believe that** the heavy rainfall caused the devastating of the dam . **S2019**

The heavy rainfall .....

9-People think that solving mathematical puzzles keeps the brain active. **S2020**

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

- A) Solving mathematical puzzles is thought keep the brain active.
- B) Solving mathematical puzzles is thought keeps the brain active.
- C) Solving mathematical puzzles is thought to keep the brain active.
- D) Solving mathematical puzzles is thought to keeps the brain active.

10-People believe that exercise makes a huge difference to the way we feel. **S2020**

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

- A) It is believed that exercise to make a huge difference to the way we feel.
- B) It is believed that exercise make a huge difference to the way we feel.
- C) It is believed that exercise have made a huge difference to the way we feel.
- D) It is believed that exercise makes a huge difference to the way we feel.



## Wishes and regrets ( UNIT 9 )



\*يمكن استعمال الماضي البسيط ( v.2 , were ) / ( didn't + inf. / weren't ) أو الماضي التام ( hadn't + v.3 / had + v.3 ) للحديث عن الأمنيات بعد عبارات

معينة مثل **I wish ... If only ....**

القاعدة العامة :- **ممنوع** منعا باتا استعمال فعل مضارع مع الأمنيات .



\*من الضروري جدا تحديد **زمن** الأمنية قبل بداية الحل .  
 \*أمنيات الحاضر فعلها ماضي بسيط وأمنيات الماضي فعلها ماضي تام .  
 \*عند تحويل الجملة الأصلية إلى جملة أمنيات اعكس ما بين الإثبات والنفي إلا في بعض الحالات .

### One step back in time (back shifting)

1. I wish + past simple → for present wishes
2. I wish + past perfect → for past regrets

## language function:-

1. To express **wishes** about the **present** that are impossible or very unlikely to happen.
2. To express **regret** about the **past**.

### 1) Present wishes:-

\*يوجد لدينا ثلاث تراكيب لغوية محتملة للتعبير عن الأمنيات في الحاضر ( دائماً  
الأمنيات تكون عكس الأوضاع الحالية. )

1- I wish + subject + v.2 → present wishes

تستعمل للتعبير عن الأمنيات في الحاضر و للتعبير عن الأحلام المستحيلة

1-negative fact → positive regret

2-positive fact → negative regret

x x x

e.g. **I regret that** (we don't have a lot of money.)

**I wish** we had a lot of money. ( أعكس بين الإثبات و النفي )

(+) x

e.g. (I am too old) **to** wear make up .

(-)

**I wish** I wasn't / weren't **so** old.

(+)

**I wish** I was / were younger. أو أعكس الصفة و أضعها في صيغة المقارنة

\*تذكر دائماً بان الأمنيات تفضل صيغ المقارنة **إلا** إذا سبق الصفة ظرف كما إنها تفضل صيغ الجمع

2- I wish + subject + **could** + inf.

تستعمل عند تمنى قدرة (مادية أو جسدية أو عقلية) في الحاضر

e.g. (I can't drive a car) **and I regret that** .

**I wish** I could drive a car.

\* وجود هذه الأفعال في الجملة want , would like , would love , can't

يدل على استعمال ( )



3- I wish + subject + **would** + inf. →  
 هذا التركيب يستعمل عندما أعبر عن انزعاج من وضع في الحاضر وتمني زواله في المستقبل  
 (annoyance = different subjects)

X X X X

e.g. (Haytham smokes a lot) **and I hate that.**

**I wish Haytham would stop smoking.**

وجود كلمة stop يمنع تحويل الجملة للنفي .

~~\*We can also use (would) for wishes about the future which might come true.~~

~~I wish it would snow at Christmas.~~

### • Present wishes ( negative)

1- didn't + inf.

مع الأفعال العادية

2- wasn't / weren't

مع فعل be

e.g. (I love sweets) **and I regret that.**  
 I wish I didn't love sweets.

e.g. (I am sick) **and I regret that.**  
 I wish I wasn't / weren't sick.

• هنالك كلمات معينة تدل على الانزعاج وعند التحويل استعمل معها على الأغلب

القاعدة الثالثة (قاعدة would) إلا إذا كان الفعل الرئيسي ( be ) أو ( have ).

annoy , upset , disappointed , unhappy , noise , smoke , loud music  
 don't love , hate , don't like , dislike ...etc.

• ملاحظات :- 1- يفضل مع جملة ال- wish وضع were بدل was  
were بدل wasn't weren't

(1) لا يجوز أبداً وضع should في نفس جملة ال- wish

(2) ممنوع في جملة ال- wish استخدم

<u>would be</u>	أو	<u>would have</u>	أو	<u>would have been</u>
<u>could be</u>	أو	<u>could have</u>	أو	<u>could have been</u>

(3) الجمل التي تحتوي على [ really , quite , very , too ] تحوّل إلى **so** في جملة الـ **wish** بشرط عدم تحويل الصفة التي تليها للمقارنة و تحذف الظروف عند تحويل الصفة للمقارنة .

(4) عادةً عندما أحوّل إلى جمل الـ **wish** أعكس ما بين الإثبات والنفي إلا في حالة وجود قاعدة (+) (could) قاعدة الثانية

e.g. (I **want to** buy this car) , but it is **very** expensive.

(+)

I **wish** I **could** buy this car , but it is **so** expensive.

(5) هنالك حالات لا أعكس فيها ما بين الإثبات والنفي ولكن أعكس معنى بعض الكلمات .

e.g. (I am not tall) and I'm unhappy about it.

(I am short) and I'm unhappy about it.

↳ I wish I was / were taller.

### Rules:-

- 1) is / am → wasn't/weren't
- 2) are → weren't
- 3) v.1 → didn't + inf.
- 4) \*have to / has to + inf. → didn't have to + inf.
- 5) am not / is not → was/were
- 6) don't / doesn't + inf. → v.2 **OR** never v.1 → v.2
- 7) was/were → hadn't been
- 8) v.2 → hadn't+v.3
- 9) wasn't / weren't → had been
- 10) didn't + inf. → had + v.3
- 11) Adj. + **enough** → comparative
- 12) **Should** + verb0 → v.2
- 13) **regret** + v.ing , noun → hadn't + v.3

14) regret + not + v.ing → had + v.3

e.g. (I have to clean all these dishes) **which is very tiring.**  
 ↪ I **wish** I didn't have to clean all these dishes.

\*Note that sometimes the regret is for something in the past which is related to a present result.

e.g. I am hungry. I wish I had eaten.

I am very sleepy now . I **wish** I hadn't slept **late** last night .

If only .....

**I wish** لها نفس معنى (If only = slightly more formal) -: ملاحظة

واستعمالاتها وممكن أن تحل محلها ،

ببساطة امسح I wish وضع If only مكانها .

**IF ONLY**

## 2) Past wishes:-



- e.g. I **regret** **that** (I didn't listen to your advice) . أعكس الإثبات والنفي

I **wish** I had listened to your advice.

e.g. (I drove fast) **and I regret it now.**

I **wish** I **hadn't** driven fast.

I **wish** I had driven (more) slowly.

- من الممكن أن لا أعكس ما بين الإثبات والنفي إذا عكست بعض الكلمات .

1) regret + didn't + inf. —————> wish + had + v.3

2) regret + v.2 —————> wish + hadn't + v.3

3) regret + v.ing —————> wish + had (not) + v.3

4) regret + not +v.ing —————> wish + had + v.3

I regret (**not** sleeping earlier). I wish I had slept earlier.

- ملاحظة (1) ( الجمل الشرطية النوع الثاني تتحدث عن أحلام و أمنيات الحاضر )

بينما ( الجمل الشرطية النوع الثالث تتحدث عن أمنيات الماضي ) .

- نستنتج من الملاحظة السابقة بأنه يمكن تحويل الجمل الشرطية النوع الثاني إلى أمنيات

الحاضر كما انه يمكن تحويل الجمل الشرطية النوع الثالث إلى أمنيات الماضي .

X X X

e.g. **If** I had a million dinar , I would buy a villa. (present wish)

**If only** I had a million dinar to buy a villa. (present wish)

X X X X

↪ If I had won the lottery , I would have helped the poor. (past wish)

↪ I **wish** I had won the lottery **to** help the poor. (past wish)

ملاحظة (2) should +infinitive تحول لأمنيات الحاضر

The police should arrest the criminal. He is dangerous.

I **wish**.....

ملاحظة (3) تستعمل للأمنيات وللندم عن الماضي should (not)+ have + v.3

e.g. I should have worked harder. (past wish / regret)

↪ I **wish**..... (past wish / regret)

I shouldn't have left school. (لا أعكس الإثبات والنفى)

I **wish** I hadn't left school.

\*ببساطه احذف كلمة ( ) وأحول الفعل اللي بعدها لتصريف ثاني مع الاحتفاظ بالنفى إذا كان موجود .

ملاحظة (4) :- هنالك بعض الكلمات في الجملة تدل على ندم على شيء فعلته / لم

أفعله في الماضي مثل :-

(that was a mistake , it's a pity , it's a shame , sorry for , regret

that's a pity).

هذه الكلمات يجب أن تحذف عند التحويل

e.g. (Ali didn't take medicine) which was a mistake.

↪ Ali **wishes** he had taken medicine.

I didn't have **many** apples to make an apple pie yesterday.

I wish I had **enough** apples to make an apple pie yesterday.

I didn't have **much** sugar to make strawberry jam last week.

I wish I had **enough** sugar to make strawberry jam last week.

هل لاحظت بأننا حولنا كلمة ( ) وكلمة ( ) إلى ( ) .



\*كيفية التعرف على هذه القاعدة في الامتحان تكون الجملة الأصلية تعبر عن أسف أو حزن أو ندم على شيء في الحاضر أو في الماضي وغالبا ما تحتوي الجملة على سبب ونتيجة ويكون الندم على السبب لان النتيجة غير مرضيه وتكون الجملة الثانية المطلوب

تحويلها تبدأ ب I wish / If only

\*ولكن عليك أن تكون حذرا إذا بدأت الجملة الثانية ب If فهذه أمنيات وليست جملة شرطية يجب عليك أن تضع كلمة only وتكمل الحل حسب القواعد المعروفة .



Ruwaidah

## أسئلة وزارة

**\*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 .**

1-Jamal didn't prepare well for the exam . He didn't get a good mark . **AS2019**

**If only** .....

2-I am **sorry** that I didn't do my homework. **VS2019**

**I wish**.....

**Choose the suitable item .**

1- I'm **sorry** I made you angry last night . **I wish** I .....at you.

( hadn't shouted , hasn't shouted , am not shouting , don't shout)

2-**I wish** I .....my pencil case ; I had to borrow pens all day.

( hadn't forgotten , hasn't forgotten , have forgotten )

3-Maha regrets being angry at breakfast time. **S2020**

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

A)If only Maha had been angry at breakfast time.

B)If only Maha hasn't been angry at breakfast time.

C)If only Maha has been angry at breakfast time.

D)If only Maha hadn't been angry at breakfast time.

4-I ate too much and now I have stomachache. **I wish...** **S2020**

A)I hadn't eaten so much.      B)I had eaten so much.

C)I has eaten so much.          D)I have eaten so much.

# English Collocations

**Collocations**  
two or more  
words that #1  
often go together

## ( UNIT 7 )

1. Draw up a timetable: write a schedule يعمل جدول
2. Do exercise: keep fit يتمرن
3. Make a start: begin يبدأ
4. Take a break: relax يرتاح
5. Do a subject: study يدرس
6. Make a difference: change something يحدث فرق S2019

## ( UNIT 9 )

- 1- make small talk نُجري حوار صغير
- 2- cause offence يسبب الأذى
- 3- make a mistake يرتكب غلطة
- 4- earn respect يحظى بالاحترام
- 5- shake hands يصافح
- 6- ask questions يسأل أسئلة
- 7- join a company يلتحق للعمل بشركة



## ( UNIT 10 )

# Prepositions

from within above upon through at against across beneath like around out toward down into back upon against between with beside of in after

- 1- work **as** + job ( اسم مهنة ) يعمل كذا
- 2- decide **on** يتفق على
- 3- translate (sth.) **into** يترجم إلى
- 4- talk **about** يتحدث عن
- 5- ask (sb.) **about** يسأل عن
- 6- good **at** + n. / v.ing ماهر بـ

## Conditionals ( UNIT 10 )

**Zero conditional** is used to describe something that always happens after a certain action or event.



- استعمل الجمل الشرطية النوع (zero) للحديث عن الحقائق (facts) وهي لا تعتبر شرط حقيقي و يمكن تبديل if ب when

**If** the sun rises, the snow melts.

If = When ↓

حالة / سبب

نتيجة مؤكدة (وليس محتملة)

**If** plants don't get enough sun light , they die.

= When مضارع بسيط (منفي) مضارع بسيط (مثبت)





**First conditional** is used to describe a **possible future** outcome of a certain future action or event.



- الجمل الشرطية النوع الأول تدل على أن الفعل ممكن الحدوث في المستقبل .



v.1                      m.1 - inf.

If you study hard , you will pass the exams .

- نفي المضارع البسيط يكون باستعمال don't , doesn't + inf.

If you don't study hard , you will fail .

If he doesn't study hard , he will fail .

مضارع بسيط (منفي)	↓	مستقبل بسيط	↓
شبه جملة شرطية	↓	شبه جملة رئيسية	
reason / condition		<b>possible</b> result	
الحالة / السبب		النتيجة <b>المحتملة</b>	

- الجمل الشرطية النوع الأول ممكن أن تستخدم لتقديم **النصائح** و عندها يجب أن تكون شبه الجملة الرئيسية مبدوءة بفعل أمر [أو] تكون شبه الجملة الرئيسية مبدوءة بـ **you should**

v.1

inf.

**If** you want to get high marks , study harder .

مضارع بسيط

فعل أمر / اقرب للمستقبل

v.1

inf.

**If** you want to get high marks , you should study harder .

ماضي غير حقيقي

**Second conditional** is used **to** talk about **dreams** , **wishes** or **imaginary situations about the present (imaginary present)** . It can also be used for **giving advice** or **impossible conditions** .



(1) في الجمل الشرطية النوع الثاني أنا لا أتكلم عن الماضي و لكنني أتكلم عن وضع معاكس للحاضر .

(2) يمكن استعمال الجمل الشرطية النوع الثاني للحديث عن الأحلام و الأمنيات و الخيالات في الحاضر .

v.2(+)

m.2

(+)

**If** I had a million dinar , I would buy a villa . (عكس الحاضر)

(-)

(-)

I don't have a million dinar , so I will not buy a villa .

(-)

(-)

**Because** I don't have a million dinar , I will not buy a villa .

(عكس الحاضر) (-)

m.2

**If** I didn't love my house , I would buy a villa .

ماضي ماضي منفي (+) v.1  
 I love my house , so I will not buy a villa .  
 v.1

Because I love my house , I will not buy a villa .



(حالة متخيلة عن الحاضر ونتيجة متخيلة عن الحاضر أيضا) .

(3) استعمل الجمل الشرطية النوع الثاني لتقديم النصائح .

I think that you should buy a new car .

If I were you , I would buy a new car .

- في الجمل الشرطية النوع الثاني إذا جاءت **be** على جهة الإف أضع **were** بغض النظر عن الفاعل .
- دائما الأمنيات تفضل صيغ الجمع .

If it was / were sunny , we would go for a picnic .

**Rewrite :-** Type (2) (عكس الحاضر)

v.2 m.2 (+)

If I studied hard , I would pass the exams .

Because I don't study hard , I will not pass the exams .

I don't study hard , so I will not pass the exams .

**Third conditional** is used **to** imagine past situations .



These past situations are impossible , and did not happen .



(عكس الماضي) (+) (+)  
**If** you had studied hard , you would have passed the exams .

(-) (-) (أبو خمس أفعال)  
Because you didn't study hard , you didn't pass .

You didn't study hard , so you didn't pass .

**THIRD CONDITIONAL**

If clause	Main clause
If + Past Perfect tense	would/could/might + have + past participle

**If I had studied hard,**  
**I would have passed my exams.**

حالة متخيلة عن الماضي ونتيجة متخيلة عن الماضي أيضاً

\*استعمل الجمل الشرطية النوع الثالث للحديث عن :-

1. Late advice — النصائح المتأخرة
2. Criticizing / Criticism — النقد
3. Blame — اللوم
4. improbability — عدم الاحتمال
5. Regret — الندم
6. Relief — ارتياح
7. **If** I had saved money , I would have bought a car .

**If** I hadn't studied , I wouldn't have passed . (مع النفي)  
 (-) (-)  
 v.2(+) v.2 (+)  
**Because** I studied , I passed .  
 I studied , **so** I passed.

### Conditional markers

( even if, unless, provided that, as long as, when ) = أدوات الشرط \*

**as if** ..... ماضي بسيط

**if** = provided that  
 as long as

بحلو محل بعض بدون أي  
 تغيير أو تبديل على الجملة

**Unless** = except if = If  
 negative → not v.  
 never v.  
 no n.  
 prefix adj.  
 [ un- im- ir- dis-



**even if** = حتى ولو → استعمالها مختلف عنهم جميعهم

I'll buy it **even if** it's expensive.

I will buy it. The price isn't important.



“Shoot for  
the moon.  
Even if you  
miss you'll  
land among  
the stars.”

Les Brown

### The third conditional with could and might

If + subject + had + v.3 , subject + could have + v.3  
might

To talk about the **imaginary past** when we are **less sure** of the result of the impossible past situation.

If I had prepared better for the competition , I might have won the first prize . (not sure)

حالة متخيلة عن الماضي ونتيجة متخيلة عن الماضي أيضاً



A) **If** I had slept better the night before the exam , I **would have** concentrated .

B) **If** I had slept better the night before the exam , I **could have** concentrated .

A) Which sentence indicates that the speaker is **less sure** of the result of the impossible past situation ? B

B) **When** the phone rings , I will answer it .

C) **If** the phone rings , I will answer it .

1- Which sentence indicates that I am expecting a phone call and I am **sure** about that ? A

2- Which sentence indicates that I am **unsure** that the phone will ring ? B

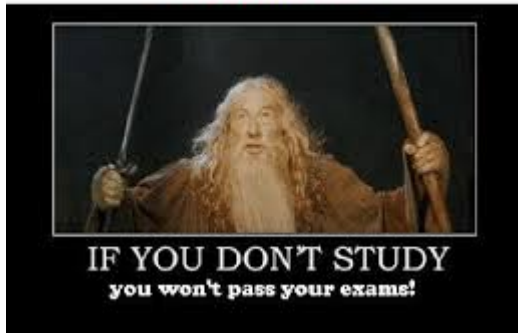
**Unless** ما لم → **Expressing warning**



(1) تحذر من خطر محتمل أو من نتائج سيئة .

(2) لا يمكن أبداً أن تكون جملتها منفية و جملتها دائماً تكون مثبتة .

## First conditional



1) ~~If you don't help him , he will not pass.~~

~~Unless you help him , he will not pass.~~

~~-If not— does take~~

2) ~~Unless she takes a taxi , she will be late.~~

~~If she doesn't take a taxi , she will be late.~~

~~If she takes a taxi , she will not be late.~~

3) ~~If you attend the lectures irregularly, you will be dismissed.~~

~~Unless you attend the lectures regularly, you will be dismissed.~~

~~— can not — do not —~~

4) ~~We can't leave if we don't complete the test.~~

~~Unless we complete the test , we can't leave.~~

~~If we complete the test , we can leave.~~

• إذا طلب مني إعادة الكتابة من **If** إلى **If** أتلاعب بالنفي والإثبات ، المثبت يصبح منفي والمنفي يصبح مثبت.

5) ~~I will buy that book if it isn't expensive.~~

~~Unless that book is expensive , I will buy it.~~

6) ~~You will pass the exam if you study more.~~

~~Unless you study more , you won't pass the exam.~~

~~Unless you study more , you will fail the exam.~~

7) ~~If nobody helps me , I will not finish early.~~

~~Unless somebody helps me , I will not finish early.~~

~~If somebody helps me , I will finish early.~~

~~If not +does have can not~~

8) ~~Unless she has a passport , she can't travel.~~

~~If she doesn't have a passport , she can't travel.~~

~~If she has a passport , she can travel.~~

ملاحظة : ~~be~~ محترمة سواء جاءت فعل مساعد أو فعل رئيسي بتشتغل ( بتحمل نفي وبتكون سؤال) لكن **have** إذا جاءت فعل مساعد بتشتغل أما إذا جاءت فعل رئيسي أشتق لها المساعد وذاك بفك الفعل .

9) ~~I would tell the truth **as long as** it didn't hurt anyone.~~

~~Unless the truth hurt someone , I would tell it.~~



1- You can camp in my field **provided that** you leave no mess .

**If** you leave no mess , you can camp in my field .

2- The children can stay here **as long as** they don't make any noise .

**If** the children don't make any noise , they can stay here.

## التحويل من جمل السبب والنتيجة الى جمل شرطية

التحويل من جمل الـ because واخواتها وجمل الـ so واخواتها إلى جمل الـ if  
\*ملاحظة :- أحيانا الجملة الأصلية لا تحتوي على أدوات سبب أو أدوات نتيجة  
ومن المعنى نحدد جملة السبب وجملة النتيجة عند التحويل إلى جملة شرطية .

نتيجة , سبب فعل ماضي (3) Type

1) I didn't finish my work , so I couldn't go to the park .

If I had finished my work , I could have gone to the park .

نتيجة , سبب + فعل ماضي (3) Type

2) She slept , so she couldn't hear the phone .

If she hadn't slept , she could have heard the phone .

سبب , نتيجة + فعل ماضي (3) Type

3) They were late because they didn't go the right way .

If she had gone the right way , they wouldn't have been late .

4) They got wet since they didn't have their umbrellas.

If they had had their umbrellas , they wouldn't have got wet .

\*ملاحظة :- في حالة وجود ( ) أو ( ) في الجملة الأصلية استعملهم بدل  
( ) في الجملة عند إعادة الكتابة وأحيانا السؤال يلزمك باستعمالهم وذلك بوضعهم  
بين أقواس .

\*ملاحظة :- في حالة وجود ( ) في الجملة الأصلية تحذف عند إعادة الكتابة  
وتعوض ب ( ) .

• (إضافي) جمل السبب والنتيجة التي تحتوي على كلمات احتمال وتكون مثبتة تحول  
إلى جمل شرطية النوع الأول ومعها لا أعكس الإثبات والنفي .

نتيجة  
سبب  
I may visit the book shop and buy you a dictionary .

If I visit the book shop , I will buy you a dictionary .

الحالة النتيجة

X

X

Perhaps the sun will come out , I will take a sunbath .

If the sun comes out , I'll take a sunbath .

• ممنوع وضع will على جهة الإف .



**ملاحظة :-**

- إذا جاءت كلمات الاحتمال بحالة الإثبات نحل على Type(1) وعندها لا أعكس ما بين الإثبات والنفي .
- أما إذا جاءت كلمات الاحتمال بحالة النفي نحل على Type(2) و أعكس ما بين الإثبات والنفي .

**Type (2) (-)**

Ali may not come today, so I will go alone. نتيجة  
سبب  
If Ali came today, I wouldn't go alone.

Type (2) (-) نتيجة  
I don't think [it will rain, so I will go out].  
سبب  
If it rained, I wouldn't go out.

**Type (2) (-)** نتيجة  
I don't (-) know the answer, therefore; I can't tell you.  
سبب  
If I knew the answer, I could tell you.

**Type (2) (-)** نتيجة  
I can't visit you because my father is sick.  
سبب  
If my father wasn't sick, I could visit you.  
weren't would

**أسئلة وزارية****Rewrite the following sentences.**

1. Saleem left his wallet at home , so he wasn't able to purchase his necessary items . (could) **W2016**

If.....

2. I studied really hard the day before the final exams . I achieved the first rank in my class . (might not) **W2016**

If.....1

3. Sami didn't apply immediately for the scholarship ,so he didn't get it . (if/could) **S2016**

.....

4. Marwan worked really hard the day before the exam . He got top marks . (if/might not)

5. **You should** do a lot of research during the day. **VS2019**

If I were.....

6. I didn't know your phone number , **so** I wasn't able to contact you . **VS2019**

If .....

### Correct the verb between brackets.

1. **Provided that** it..... , we will have a picnic next week .  
(not , rain) **W2016**

### Choose the suitable item.

1-.....you stop smoking , you will have serious health problems. **S2019**

(Even if , Unless , If , Provided that)

2-**If** babies are hungry , they ..... . **VS2019**

( cry , cries , cried )

3-Amer would have arrived on time **if** he .....faster .

**VS2019**

( has run , have run , had run )

4-**If** Salma had stayed at home that day , she .....the celebration . **VS2019**

( would have missed , have missed , would miss)

5-Oil and water don't mix. ....you shake them together , they separate into two layers . **VS2019**

( Even if , Unless , Provided that )

6-**If** I had slept better the night before the exam , I .....have concentrated . **VS2019**

( could , can , may )

7-You can go out to play football.....you have finished all your homework . **VS2019**

( even if , unless , provided that )

## Derivation

Number	Noun	Verb	Adjective	Adverb
1-	educat <b>ion</b>	educate	educational	educational <b>ly</b>
2-	success	succeed	successful V2019	successful <b>ly</b> S2019
3-	achievem <b>ent</b>	achieve		
4-	organisat <b>ion</b>	organise	organised	
5-	developm <b>ent</b>	develop	developed developing	
6-	circulat <b>ion</b>	circulate		
7-	dehydrat <b>ion</b>	dehydrate		
8-	advice/advis <b>or</b>	advise	advisable	
9-	concentrat <b>ion</b>	concentrate	concentrated	
10-	exper <b>ience</b>	*exper <b>ience</b>	experienced	
11-	domin <b>ance</b>	dominat <b>e</b>	dominant	
12-	depend <b>ence</b>	depend	depend <b>ent</b>	
13-	repetit <b>ion</b>	repeat	repeated repetitive	
14-	correct <b>ion</b>	correct	correct corrected	
15-	qualify <b>cation</b>	qualify S2019	qualified V2019	
16-	recommen <b>dation</b>	recommend	recommended	
17-	youth		young	
18-	aware <b>ness</b>	aware	aware of	
19-			particular	particular <b>ly</b>
20-	competit <b>ion</b>	compete	competit <b>ive</b>	
21-	knowledge	Know	Known	
22-			ideal	ideal <b>ly</b>
23-	creat <b>ion</b> creat <b>or</b>	create	creat <b>ive</b>	creat <b>ively</b>
24-	teach <b>ing</b>	teach		
25-	busin <b>ess</b>		busy	

26-	economy		economic economical	economically
27-	critic	criticize	critical	critically
28-	memory	memorise	memorable	
29-	nutrition		nutritious	
30-	nutrients			

ABP.31 ex.3

ABP.36 ex.8

ABP. 44ex.3

ABP.61ex.B (Test B)

SBP.53ex.8

SBP.79 ex.3

+TB

Number	Noun	Verb	Adjective	Adverb
31-	calculation calculate or	calculate		
32-	installtion	install	installed	
33-	agreement	agree		
34-	equipment	equip	equipped	
35-	extraction	extract	extracted	
36-	nerve		nervous	
37-			deep	deeply
38-	care		careful careless caring	carefully
39-	instruction instructor	instruct		
40-	answer	answer		
41-	confidence		confident	
42-			previous	previously
43-	discuss ion	discuss		
44-	fright	frighten	frightened	
45-	design	design		

## Language functions



### Giving advice

#### تقديم النصائح

- 1) **You should / shouldn't + inf.**
- 2) **If I were you , I would + inf.**
- 3) **It would be a good idea for you to + inf.**
- 4) **You could + inf.**
- 5) **You ought to + inf.**
- 6) **Have you thought about + noun / v.ing ....?**
- 7) **My main recommendation is that you ....**
- 8) **You need to + inf.**
- 9) **You had better + inf. (strong advice)**
- 10) **Don't + inf. (strong advice)**
- 11) **Do something (imperative)**
- 12) **You must + inf.**
- 13) **I advise you to + inf.**
- 14) **Try + v.ing**
- 15) **I would recommend that ...**



- 16) Take my advice and ....  
 17) I would advise you to + inf.  
 18) **Why don't + S. +inf. ....?**

Advice  $\rightleftharpoons$  suggestion

### Asking for advice طلب النصيحة

- 1) What should I do?
- 2) How can I (do) ...?
- 3) Where should I go / stay ?

### Language Functions



- 1- What is the **function** of using **pronouns** in the sentence?  
 Pronouns (subject, object, possessive, demonstrative).

→ **It is away to link paragraphs or ideas.**

- 2- What is the **function** of using the **linking words** , such as  
**because / as / since / because of / due to** ..... etc.?

→ **Indicating reason / Showing cause**

ملاحظة :- أدوات السبب ليس لهم علامات ترقيم

- 3- What is the **function** of using the **linking words** , such as  
**.Therefore, / ,therefore / ,so / ;as a result, / .Consequently,**  
**because of that , ....etc.?**

→ **Indicating consequence / Showing result**

ملاحظة :- انتبه لعلامات الترقيم الخاصة بكل أداة من أدوات النتيجة

#### 4-Expressing opinion expression ,such as

1- Personally, I **think** that .....is **right / wrong** because ..... good /bad.

2- In my **opinion**, this shows .....

3- It seems to me that, this .... is **right / wrong** because .....

4- I'm in **favour** of .....

5- I am **against** .....

6- I **think** you are **right / wrong** because .....

7- Actually, I don't **think** that .....

8- I **think** that / I don't **think** that .....

9- I **believe** that / I don't **believe** that .....

10- I totally **agree**.

11- I completely **disagree**.

12- I **think** it's a very good idea.

#### 5-Expressing preference:-

1- I **like** + n. / v.ing.

2- I don't **like / dislike** + n. / v.ing.

3- I **would like** + to + inf.

4- I **would prefer** + to + inf.

5- I **would rather** + to + inf.

6- I **prefer** + v.ing / n.

7- I **enjoy** + v.ing.

8- I **hate** + v.ing /n.

\*Complete the mini dialogue by using one of the.....

.....



## Unit (6)

### How to write a good e-mail message

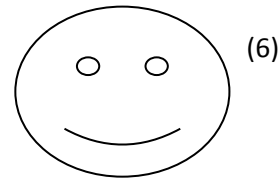
From : ben @ e.chat .com  
To : ahmed @ fast line. com  
(2)Subject : football

Dear Ahmed ,  
(3) Thank you for the e-mail you sent larst week. The answer to your question is 'yes! 'yes. I am going to the football game tomorrow and yes, I would like to meet you there.

(4) BTW, I saw M-yesterday and he wants to come along, too, I (5) HOPE THAT'S O.K.

Well, it's ten o'clock, now. Past my bedtime! 1-0  
(7) So CU tomorrow (fingers crossed we win!)

Ben



**This e-mail has some mistakes. Study the following tips to write a good email message.**

- 1) An e-mail is more like a note than a letter. Keep it **short** and **simple**.
- 2) Write the subject of your message here. Make it **clear** what the **message** is about.
- 3) Be **polite**. Try to answer an e-mail message right away , at least by the next day.
- 4) Try **not** to send a **rude** or angry message. You might be sorry later on!
- 5) Don't write your message in capital letters. In an email this is like SHOUTING!
- 6) You can use a '**smiley**' to show your **feelings**. This one means 'winking ':;-). Here are some more.



Happy



sad

:') joking

:-@ screaming

:-D laughing

1-0 yawning

:'( very sad

7) You can use **abbreviations** to make your message shorter ( but don't use these when you write a letter ! )

BTW	By the way
IOW	In other words
FC	Fingers crossed
TIA	Thanks in advance
LOL	Laughing out loud
NRN	No replay necessary

8) Check your **spelling**. You can copy your message into a program like WORD first and use your spell check . Then paste it back into a new e-mail window .

**Note:-** emails can be formal , informal or neutral , and each kind has its own language .

**The following is a good example of informal emails.**

Hi Marwan ,

How are you today ? I hope the summer vacation is going well.

Have you decided which school you will join next year ?

I've decided to join Space School. Studying there is a dream of my life because I'm interested in Science and Technology . I know



there are many streams of secondary education , but obviously this is a new type of learning that keeps up with space and technology industries. The subjects that I'll be studying are quite different than the traditional ones , such as Astronomy and Astrophysics.

It might be a better idea to join such schools so that we can take any number of different career paths and it can lead to a variety of career opportunities .

I'm really looking forward to attending this school.

See you soon,

Eliss



Informal letter  
Personal letter



مجموع في كلمة صمدت

عنوان المرسل

P.O. Box... ص

Amman م

Jordan د

ت التاريخ يكتب كما هو موجود  
في ورقة الامتحان

14 October, 2021

October 14, 2021

الاسم الأول/ صلة القرابة

Dear name ,

I am writing to you this letter to express my warm and deep feelings towards you.

أكتب لك هذه الرسالة لكي أعبر عن عواطفى الدافئة والجياشة تجاهك .

I miss you a lot.

أنا مشتاق لك كثيراً .

I'm sorry that I haven't written for you for a long time.

أنا آسف أنني لم أكتب لك منذ مدة طويلة.

Lots of things have happened since I last wrote to you.

أشياء كثيرة حدثت معي منذ أن كتبت لك آخر مرة.

Let me briefly tell you what I did for the last two weeks.

دعني باختصار أخبرك ماذا حدث معي آخر اسبوعين .

بداية الفقرة الثانية

First of all , I would like to tell you what I did last week.

أولاً أريد أن أخبرك ماذا حصل معي الأسبوع الماضي .

On Sunday , I attended a conference about [Education in Jordan].

[الموضوع الرئيسي المطلوب ]

يوم الاحد حضرت مؤتمرا عن (التعليم في الاردن).

It was very interesting , and many issues have been discussed.

كان ممتعاً جداً ومواضيع كثيرة نوقشت .

During the meeting , a data show has been displayed about [ schools and universities in Jordan ] . . فرع من الموضوع

عرض خلال الاجتماع عرض تقديمي عن (المدارس و الجامعات في الاردن) .

It was really fantastic and enjoyable to discuss this important issue in groups to see different points of view .

لقد كان شيئاً رائعاً وممتعاً أن نناقش ( الفكرة الرئيسية من الموضوع ) في مجموعات لرؤية وجهات النظر المختلفة .

It was a workshop which I will never forget.

كانت ورشة عمل لن أنساها أبداً .

بداية الفقرة الثالثة

How wonderful it is to be a good citizen building up a strong generation on which the prosperity of our nation depends!

يا له من شيء رائع بأن تكون مواطن صالح يبني جيل قوي والذي عليه يعتمد ازدهار بلدنا

So sorry ! I have to finish now because I have no time to tell you

what I did the week before which is even more challenging but I

promise to phone you later.

أنا آسف جداً يجب أن أنهي الرسالة لأنه لا يوجد لدي وقت لكي أخبرك ماذا فعلت الأسبوع

الذي سبق هذا الأسبوع والذي يعتبر محفزاً أكثر ولكنني أعدك بأن أتصل بك فيما بعد.

Wish you all the best, تحية الختام

Signature التوقيع

Name الاسم

( استعمل الاسم المعطى لي في الرسالة ) .

يمكن وضع ملاحظة أخيرة في نهاية الرسالة بعد التوقيع والاسم بهذه الطريقة.

P.S. I look forward to hearing from you very soon.

أتطلع بشوق لسماع أخبارك قريباً جداً .

أوقع باستخدام الأحرف الأولى فقط R.F.

طبعاً حسب الاسم المعطى لي في الرسالة

## A persuasive letter



**Write a persuasive letter to convince students at your school to study a subject of your choice at university.**

Be direct and state the problem in the first sentence.

Don't forget to suggest a solution or to agree to compromise and don't demand too much.

### Writing steps

**Stage (1) :** Start with a **greeting**.

Dear fellow students,

**Stage (2) :** **Introduction**

State your reason for writing.

{ I am writing in view of our upcoming graduation and looking ahead towards university specializations. Taking into account that finding future employment can be very difficult , I believe that the future lies in a degree in languages. }

**Stage (3) :** The **body**

In two or more paragraphs , write your persuasive argument .

{ There are a lot of subjects that are available at universities. However , graduates face the problem of unemployment , so by

learning a new language you can improve your skills and your ability to deal with others and get the desired job.

In addition to this , learning a foreign language improves your chances of success in other subjects . Therefore , the importance of learning a foreign language can't be ignored. }

#### **Stage (4) : Request**

Ask for what you want (**plea**) . Show that you are flexible.

{ I hope you will take my letter into consideration when you decide your future subject at university. }

#### **Stage (5) : Sign-off**

Add a sentence of good wishes.

{ Wish you all the best. }

#### **Stage (6) : Closing**

End the sentence with

Yours sincerely,

Your name

Nadia Ahmad

**Stage (7) : Check** spelling , grammar and punctuation .



## How to write a covering letter

A formal letter doesn't include short forms nor does it include expressions of courtesy. However, you should use well-selected vocabulary and should get to the point directly . Don't forget also that you need to include a CV with this covering letter .

### Stages for writing

#### Stage (1) : Formal **greeting**

Dear Mr./Mrs./Dr. + surname

#### Stage (2) : The **introduction**

Introduce yourself . Give details of career so far. { I am writing to apply for the job of head of the English department at (school name). You will see from my CV that I have a Bachelor's degree in English and a PEP teaching qualifications as well as substantial teaching experience at (school name).}

#### Stage (3) : The **body** ; it can be made up of two paragraphs.

Paragraph (1) : **Say why** you are applying , and how you are suited to the job. { I am now looking for a new challenge as ( position name ) ,and I am interested in persuing my goal at your school . My developing leadership skills show that I am ready to advance in my teaching career and advertised position at your school as (name of position) is ideal.

#### Paragraph (2) : **Give** further **details** and describe your ambitions.

{Well , 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 my approach to teaching and student welfare fresh.

#### Stage (4) : **Closing** paragraph

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

#### Stage (5) : **Sign off**

Yours sincerely,

Your name

#### Stage (6) : **Check** spelling , grammar and punctuation.

## Formal letter



**A covering letter (UNIT 10)**  
**A letter of application**

رسالة لتقديم طلب وظيفة  
عنوان المرسل  
P.O. Box .....  
م Amman  
د Jordan

14 October 2019 ت

عنوان المرسل إليه  
Mr. Jaber Ahmad  
The Headmaster  
The Private School for Boys,  
Jabal Al- Hussein  
Amman

Dear Sir / Madam [Mr./Mrs. /Miss /Ms.] + اسم العائلة ,

سيدي العزيز / سيدتي العزيزة :-

( البداية ) I am writing this letter to you with regard to the post of .....

اسم الوظيفة .

أكتب لك هذه الرسالة بناءً على شاغر وظيفة . .....

I am 26 years old. (الفقرة الأولى)

عمري 26 سنة .

I graduated from Jordan University with the first degree in -----

اسم التخصص

تخرجت من الجامعة الأردنية بدرجة البكالوريوس في العلوم أو الآداب في ...

I have worked as اسم الوظيفة at a regarded ( firm / school / bank ) for two years.

لقد عملت كـ ..... في شركة / مدرسة / مصرف محترم لمدة سنتين .

I am good at English , French and Arabic.

أنا جيد في اللغة الانجليزية واللغة الفرنسية واللغة العربية.

I have good knowledge of computer skills and public relations .

لدي خبرة جيدة في مهارات الحاسوب والعلاقات العامة .

I relate well to people.

أنا أتواصل بشكل جيد مع الناس .

الفقرة الثانية

My current salary is 750 JD per month.

راتبي الحالي هو 750 دينار في الشهر .

I took several courses to develop my career , and I feel that I have the broad background necessary for the job.

أخذت عدة دورات لكي أطور مهنتي وأشعر بأنه لدي الخلفية الواسعة الضرورية للوظيفة .

اسم المؤسسة I wish to become a اسم الوظيفة at your

because I feel that my country is in need of faithful اسم الوظيفة , and I certainly would like to serve my country .

أنا أتمنى أن أصبح ..... في ..... لأنني أشعر بأن بلدي بحاجة إلى موظفين  
مخلصين وأنا بالتأكيد أريد أن أخدم وطني .

~~I would be most grateful if you could consider my application  
favourably and send me your brochure and application form.~~

~~سوف أكون ممتناً جداً إذا تعاملتم مع طلبي بجدية وأرجو أن ترسلوا لي نشرة إعلانية  
خاصة بكم ونموذج لتقديم الطلبات .~~

I **hereby** enclose photocopies of my C.V. and qualifications.

لذلك أرسل لكم نسخ من سيرتي الذاتية ومؤهلاتي .

I hope I will be given the chance of attending an interview.

أتمنى بأن تتاح لي الفرصة بالتقدم لمقابلة عمل .

~~If I am given the post , I can assure you that I will do my best to fulfill  
the requirements of the post and to improve my performance.~~

~~إذا حصلت على الوظيفة أؤكد لكم أنني سأبذل كل جهدي لتلبية متطلبات العمل ولتحسين  
أدائي .~~

I look forward to hearing from you soon.

أتطلع بشوق أن أتلقى الرد منكم قريباً .

Yours sincerely , مع الرسائل الرسمية وغير الرسمية ...

Yours faithfully ,

هذه الخاتمة توضع فقط في

التوقيع Signature

الرسائل الرسمية التي لا نعرف

الاسم name

فيها اسم المرسل إليه ويكون

Dear Sir / Dear Madam

الخطاب فيها

**P.S.** If you require any details , I will be glad to supply them.

ملاحظة أخيرة :- إذا احتجتم أي تفاصيل أخرى سأكون مسرورا بتزويدكم بها.

## Curriculum vitae (UNIT 10)

- 1- **Name** : Ahmad Jaber
- 2- **Contact details** : Block 24 , Tabaria Street Jabal Al-Hussein , Amman .
- 3- **Education / Qualifications and training** :
  - A- First degree in .....
  - B- Several courses in .....
- 4- **Work experience**: two years at a company.
- 5- **Skills and achievements** :-
  - A- Good at English , French and Arabic.
  - B- Good computer skills
  - C- Good public relations.
- 6- **Personal attributes**:-
  - A- Self confidence
  - B- Enthusiastic
- 7- **Reference**: Ruwaidah Al- Fararjeh , the director in my current job.





## Formal letters Letters of complaint

عنوان المُرسَل إليه



عنوان المُرسَل

Dear Sir / Madam ,

I am writing to you to express my **dissatisfaction** about services offered by your company .

سيدي العزيز / سيدتي العزيزة :-

أنا أكتب لكم لكي أعبر عن عدم رضاي عن الخدمات التي تقدمها شركتكم .

I was **disappointed** to discover that [the watch] which I bought from your store last month on January 7 (bill N .1234) doesn't work properly.

لقد خاب أملي عندما اكتشفت بأن الساعة التي اشتريتها من محلكم الشهر الماضي بتاريخ 7 كانون الثاني فاتورة رقم 1234 لا تعمل .

I am **sorry** to tell you that I would be interested to know what **excuse** you can offer for such **bad service**.

يؤسفني أن أخبركم بأنه يهمني أن أعرف ما هو العذر الذي ستقدمونه لتبرير مثل هذه الخدمة السيئة .

Although I have phoned you a number of times and you promised to fix it , it is still broken down.

بالرغم من أنني اتصلت بكم عدّة مرّات وأنتم وعدتم باصلاحها لكنها لا تزال معطلة .

I enclose a copy of the receipt for E 300 , and I would be grateful for replacement or repair under the terms of guarantee.

أرفق لكم نسخة من الوصل الذي قيمته 300 باوند وسأكون ممتناً لكم إذا قمتم بتبديل السلعة أو اصلاحها بموجب الكفالة .

I am sure that was a **mistake** which I hope to be avoided next time.

أنا متأكد بأن هذه كانت **غلطة** وأرجو أن لا تتكرر في المرة القادمة .

I hope this will never happen again.

أتمنى أن لا يحدث هذا الأمر مرة أخرى.

Yours faithfully ,

R. F.

Ruwaidah Al-Fararjeh

P.S. I look forward to receiving your prompt reply.

ملاحظة أخيرة :- أتطلع بشوق إلى استلام الرد الفوري .



## Writing a report



What do you think a **good report** would look like ? And what would it contain ?

The purpose of the report is to give **accurate information**. It should supply **factual information**.

A good report has certain characteristics , for instance :

1. It is structured with a **title** and **subheadings**.
2. It has an **introduction** stating what the report will show.
3. It has a **conclusion** either summing up what has been shown or making recommendations , depending on its purpose.
4. It uses **formal language** and straight forward sentences.

Q. Compare the two models on page 72 of you activity book. Which is better and why ?

Report number 1 is better in terms of structure , since :

- It has **subheadings** and clearer spacing ; its language is more **formal** ; it uses **bullet points** to make a few direct points.
- It has a **title** ; the title should be concise and informative .
- It has an **introduction** ; the introduction explains what information your report will include. Two or three sentences are enough.
- It has two **subheadings** ; the aim of these informative paragraphs is to cite percentages and fractions according to research.
- It has **recommendations** or **conclusions** ; this section sums up your findings and suggests next steps.
- The second model doesn't have any elements which the first model has .
- **Most importantly , don't write your opinions.**
- Use bullet points to illustrate separate points.



## Writing a blog



This is a new form of writing . The blog is an **on-line diary** which is found on the Internet . It should include the following features .

1. Giving information ; usually in the form of an anecdote or a story .
2. Showing personal point of view ; often your opinion .
3. Using informal language , such as idioms and contractions .

### Stages of writing

**Stage (1) :** Decide on the **subject**

**Stage (2) :** Write a descriptive **title** and **who** the post is **by**

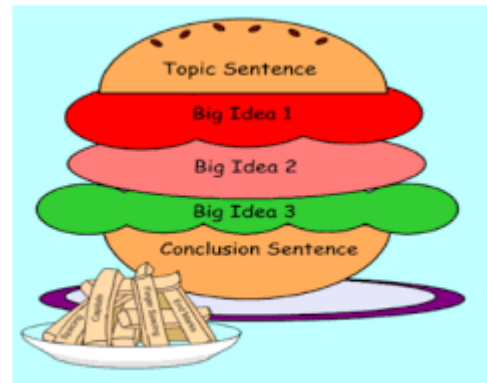
**Stage(3) :** Write a brief **introduction** that appeals to your readers ; start your blog using introductory phrases , such as " Do you know what ..... ? " or " I would like to introduce you..... , too. "

**Stage(4) :** State your blog post subject in more **details** ; use phrases , such as " I'd like to .....because ..... .

**Stage (5) :** **Conclusion** ; restate your subject and ask readers to get involved . You can use phrases , such as , so

can you help me with .....Or  
We could start up a useful information about .....

**Stage (6) : Check spelling , grammar and punctuation .**





## Writing a review



### The main components of a review :-

1. **Facts**

2. **Your opinion**

The review is an **informal** writing ,and it should be a balance between these two components.



- Start your review with a general **introduction**. { I recently went on holiday to the nature reserve in Ajloun . }
- After that go on to **describe** your personal **experiences**. { I loved the view from the window./ The food was cold. }  
Mention what you **liked** as well as what you **didn't like**.
- Next present some **facts** about the **place**. {The reserve is home to a variety of animals and birds. / Visitors are accompanied by specialist guides. }

- You can **end** your **review** with a short **summary** of your **stay**. { I enjoyed my experience here **in spite of** some inconveniences. / It wasn't an amazing experience , **but** I learnt some lessons along the way.}
- **Finally** , you can state your **reasons** for **recommending or not recommending** the place to your readers. { I **recommend** this place to nature lovers who enjoy green and wide open spaces. **Moreover** , if you are looking for a variety in your menu , I am afraid this is not the place for you.



## Writing a paragraph for giving advice



**Question** :- I often find it difficult to fall asleep the night before an exam . Do you mind giving me some advice , please.

- In informal style provide some tips and good reasons to persuade people to take the advice.
- Respond by using some of the giving advice constructions you have studied previously.
- Using modal verbs is useful for turning commands into requests.
- Don't forget to use a topic sentence which directly addresses the problem or the question.
- Also , remember to use the body of the paragraph to expand on the suggestions and the concluding sentence to pack up or restate the importance of the advice that had been given.
- Finally , link ideas by using conjunctive adverbs to help the reader follow the advice. We can summarize that using five stages.

## Stages of writing

**Stage(1)** : Start by asking a **question**. { Do you find it difficult to fall asleep the night before an exam? }

**Stage(2)** : Give an **explanation** of why you are writing this paragraph. { Many students can't fall asleep which is why I 'm writing this paragraph. / Many people are suffering from.....nowadays which is the reason behind writing this paragraph.}

**Stage(3)** : Introduce initial **advice**. { The best way to fall asleep is to stop drinking energy drinks that contain caffeine ,such as coffee, tea and cola. Another advice is to have dairy products to help you fall asleep. }

**Stage(4)** : State the final **message** to the reader.{ If you follow these tips I think you will sleep in the end.

**Stage(5)** : Check spelling , grammar and punctuation.



**Writing**

**Introduction** { The aim of this essay is to discuss about اسم الموضوع from its all sides.

**main ideas** { I think that اسم الموضوع is a very important subject to talk about in details because it has a strong relation and effect with our life. However, no one can deny that اسم الموضوع has a great influence on our society and needs interest. As a consequence, we should be aware of using اسم الموضوع . It can lead to good results if we work hard and cooperate with each other. Firstly, ( رأيك حول الموضوع ), secondly, ( رأيك حول الموضوع ) .

**conclusion** { Finally, I'd like to say that I hope I have given enough and useful information about اسم الموضوع suggesting good ideas and views that help to take it into consideration to find the best effective solution for it .

اسم الموضوع دائما يكون في سؤال التعبير بعد كلمة about

## \*عبارات مفيدة يمكن استعمالها في مواضيع الإنشاء

المواضيع السيئة / المواضيع الجيدة

**I can't imagine life** without..... / with..... **because** every field of life can't run without..... / with..... اسم الموضوع , **so** it is the duty of all of us to find means and ways of improving..... / wiping out..... .

الموضوع السيء / الموضوع الجيد

**I think our world** could be a simple picture of paradise with..... / without..... الموضوع , **so** why don't we make our way of living easier and happier by developing..... الموضوع الجيد eradicating..... اجتثاث الموضوع السيء

**Finally , Jordanians** who have made great contributions to the progress of their country should be alert to keep up with the latest developments in all fields of life.

**How wonderful** it is to have a sense of belonging to your country **by** taking part in sustainable development!

I really like (community service) **so that** I can strengthen my sense of belonging to the Arab Islamic and International community.

**So why don't we** say **no** to disease, **no** to ignorance , **no** to ..... and **yes** to love, **yes** to **co-operation** and **happiness** under the slogan 'Jordan First'.



## Pronunciation: word stress (UNIT 6)



### اللفظ : تشديد الكلمة

- How many syllables does the word have?
- How many beats are there in the word ?
- Clap the **syllables** to make sure.
- **Every syllable has a vowel sound .So we count the vowel sounds not the vowels.**

\*كم عدد المقاطع في الكلمة ؟

هنالك طريقة بسيطة لمعرفة عدد المقاطع في الكلمة ، وذلك عن طريق أحرف العلة و أشباه العلة . (w,y) , (a , e, i, o,u) .

1. أحسب المقاطع حسب عدد أحرف العلة المملوطة في الكلمة (أصوات العلة) .
2. أحرف العلة المتتالية تعتبر مقطع إلا إذا ظهر أحدها لوحده عند اللفظ .
3. حرف العلة غير المملوطة لا يحسب .
4. أشباه العلة تحسب مقطع .

\*صوت العلة هو نواة المقطع قد يكون لوحده وقد يكون معه حرف صحيح أو أكثر



### SBP.45 ex.7 (unit 6)

- 'secondary (4) com'pulsory (4) organi'sation (5 )  
 de'velopment (4) tu'ition (3) a'cheivement (3)  
 aca'demic (4) contra'dictory (5)

In which syllable does the **primary stress** lie in the word?



على أي مقطع يكون **التشديد الرئيسي** في الكلمة؟

**Primary stress** means **main stress** /' / (strong)  
, whereas **secondary stress** /, / is (weak)

\*التشديد الرئيسي يظهر بشكل قوي بينما التشديد الثانوي يظهر بشكل ضعيف وله إشارات مخصصة في الوصف الصوتي أما لآظهاره في الكلمات فيظهر بالخط الغامق.  
**highlighted in bold**

# Word Stress Rules

www.WordStress.info

## قواعد مهمة للتشديد في الكلمة

1. **الأسماء** التي تتكون من مقطعين التشديد الأقوى يكون على المقطع الأوّل (الثاني لأ).
2. **الأسماء** التي تتكون من ثلاث مقاطع التشديد الأقوى يكون على المقطع الأوّل (الثاني والثالث لأ).
3. في **الأسماء** التي تتكون من ثلاث مقاطع أو أكثر وتنتهي بـ 'ion' أو 'ity' يكون التشديد على المقطع الذي يسبقها مباشرة .
4. عندما تضاف هذه المقاطع للاسم لتكون **صفة** يكون التشديد على المقطع الذي يسبقها مباشرةً.
- (-ic , -ical , -cial , -tial , -cient , -cious , -tious)
5. **الفعل** المكون من مقطعين التشديد قد يكون على المقطع الأوّل أو على المقطع الثاني حسب الجزء المحتوي على الجذر حيث يكون التشديد عليه.
6. عادةً في **الأسماء الطويلة** أبدأ عد المقاطع من الخلف و أضع التشديد على المقطع الثالث من الخلف .
7. الكلمات ذات المقطعين والتي هي نفسها تأتي **اسم** أو **صفة** أو **فعل** يكون التشديد على المقطع الأوّل إذا كانت **صفة** أو **اسم** ويكون التشديد على المقطع الثاني إذا جاءت **فعل**.
8. **الكلمات المركبة** والمكونة من كلمتين **اسماً وصفة** يكون التشديد على المقطع الثاني إذا لم يكن متبوعاً بكلمات أخرى **blackbird** أما إذا تبع الاسم الموصوف بكلمات أخرى يصبح التشديد على المقطع الأوّل.

blackbird cage



## Pronunciation: Sentence Stress ( UNIT 9 )



We generally stress content words and the structural words are not usually emphasized unless we are trying to emphasize a point.

The meaning of the sentence can change depending on how you stress certain words.

- معنى الجملة ممكن أن يتغير حسب الكلمة التي يقع عليها التشديد الرئيسي في الجملة.

Notice how the change of stress in different words in this sentence changes the meaning.

- لاحظ كيف أن تغيير التشديد على مختلف الكلمات في الجملة يغير معناها.

1. I never said he stole money.
2. I never said he stole money.
3. I never said he stole money.
4. I never said he stole money.
5. I never said he stole money.
6. I never said he stole money.

- By changing the stress on a specific word I mean that another word of the same class may replace it.

- عندما أشدد على كلمة معينة أعني بأن كلمة أخرى من نفس النوع كان من الممكن أن تحل محلها.

e.g. By stressing the subject pronoun (**I**) you are implying that someone else may have said to stole money.

- عندما أركز على الضمير I فأنا أعني بأنه أنا و ليس شخص آخر هو من نفي عن نفسه قول هذه الجملة .

What is the difference in meaning between these sentences?

- a. I bought a phone.
- b. I bought a phone.

In a , I'm telling you it was **I** who bought the phone not somebody else.

In b, I'm telling you I bought a **phone** and not something else.

### SBP.69 ex.5 (unit 9)

This sentence is said in four different ways.

Give the different meaning in each case.

2. The first **ever** Alia flight was in 1963 CE.

There were no Alia flights at all before 1963CE.

3. The first ever **Alia** flight was in 1963 CE.

There were other flights before 1963, but not Alia flights.

4. The first ever Alia **flight** was in 1963 CE.

Alia did other things before its first flight in 1963 CE.

5. The first ever Alia flight was in **1963** CE.

Alia's first flight was not in 1964CE.

### SBP.69 ex.6 (unit 9)

\*This sentence is said in four different ways.

Give the different meanings in each case :

2. **I** retired when I was 60 , which was in 1999 CE.

It was I , not someone else , who retired.

1. I **retired** when I was 60 , which was in 1999 CE.

I did other things when I was 60 , but this is when I retired.

2. I retired when I was **60** , which was in 1999 CE.

I was 60 when I retired not another age.

3. I retired when I was 60 , which was in **1999** CE.

It was in the 1999CE when I retired , not another year in the 1990s.

## Pronunciation: Intonation ( UNIT 10 )

what are other words for intonation?

tone, inflection, modulation, cadence, accent, pitch, emphasis, articulation, timbre, chanting



Thesaurus.plus

### 1) Falling intonation (low pitch)

النعمة الهابطة

1.	Statements	الجملة العادية
2.	Commands	جمل الأمر
3.	Greetings (normal / business)	التحية ( العادية / العمل )
4.	Tail questions	الأسئلة القصيرة / الذيلية
5.	Wh- questions	أسئلة المعلومات

### 2) Rising intonation ( high pitch) النعمة الصاعدة

1.	Yes/ No questions	أسئلة النعم و اللا
2.	Tail questions Yes / No	الأسئلة الذيلية عندما تتطلب إجابة
3.	Friendly greetings	التحية للأصدقاء
4.	Polite requests	الطلبات المهذبة



### What is Intonation in English



**SBP.75 ex.2** Study these questions carefully, which one shows **encouragement** ? Which one shows **puzzlement** ?

2. How can I get work experience without getting a job first?  
**Puzzlement**
  3. Before you find a full-time job, why don't you consider doing voluntary work ? **Encouragement**
- Don't forget that we can **add meaning** to a sentence by our **intonation**.



**SBP.75 ex.2** Remember that in question, intonation rises or falls at the end. Wh-questions **fall** at the end while open-ended questions **rise**.

e.g. What advice can you give?

Are there any jobs which train young people while they are working?

Hardworking students like  
you always perform  
successfully in their exams.  
You did a great job this time  
and you made yourself and  
your parents proud.  
Congratulations!



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