

**مراجعة شاملة**

**2016/2017**

**المستوى الرابع في اللغة الانجليزية**

**الأستاذ سمير علي الجمال**

**0798803380**

sameer\_jammal@yahoo.com

<https://www.facebook.com/akademyia-smir-jamal-llt-dryb-wl-ttwwr>

**اكاديمية سمير الجمال للتدريب والتطوير**

**0790297011///0786398554**



**كيف ادرس لامتحان اللغة الانجليزية؟؟؟؟؟؟**

الاجابة سهلة : وزع محتويات المادة على صفحات الامتحان الاربعة وبالانماط الجديدة وعند انتهاء كل جزء والمطلوب منك فعله , بادر بحل الاسئلة المتوقعة على كل جزء ثم عند الانتهاء قم بحل الامتحانات المرفقة كاملة وتكون بهذا قد انجزت المطلوب في المادة .....

وللتسهيل عليكم اضع هذه المراجعة الشاملة للمادة مقسمة الى 4 اجزاء , راجيا تنفيذ كل جزء مطلوب منك ثم حل الاسئلة المتوقعة والامتحانات المرفقة

### مراجعة (1)

## READING

## COMPREHENSION

الصفحة الاولى في الامتحان

مراجعة اهم قطع المستوى الرابع وكيفية التعامل مع الاسئلة

### مراجعة (2)

## VOCABULARY

الصفحة الثانية في الامتحان

مراجعة كلمات في فراغ + افعال ظرفية + اشتقاقات

### مراجعة (3)

## Grammar

الصفحة الثالثة في الامتحان

مراجعة سؤال 3+4

### مراجعة (4)

## Writing

الصفحة الرابعة في الامتحان

مراجعة تحرير + انشاء موجه وحر

# مراجعة (1)

## READING

### الانماط القديمة والجديدة المتوقعة

: نمط التعداد النمط الاول

1. شكل السؤال :

\_\_\_\_\_ write down two of them/ these ..... اكتب اثنان منها  
\_\_\_\_\_ /write down these two ..... اكتب هذان الاثنان  
\_\_\_\_\_ write them down اكتبهما

2. شكل التعداد في الفقرة : ويظهر بالفقرة على الشكل:

-----,----, -----and/ or/ as well as / also----- ( اكثر من اثنان )  
-----and----- . Also, ----- ( اكثر من اثنان )  
-----and/ or/ as well as / also----- ( فقط اثنان )

التعداد الجديد سيكون متباعد

3. تنزيلات الوزارة : 1. كتابة اثنان او 3 او 4 من المطلوب او كتابة جزء او كل الجملة التي تحتوي التعداد = علامة كاملة

1. الإجابة: ا. تحديد فقرة الإجابة : يحتوي النص المعطى بين 3-4 فقرات ولتحديد فقرة اجابة السؤال حاول البحث عن كلمات مفتاحية في السؤال موجودة في الفقرات بطريقة كوم قش وذلك بالنظر عن بعد لكل فقرة باحثا وليس قارئا عن الكلمات المفتاحية وعند ايجادها تتحدد الفقرة  
ب: تحديد شكل التعداد : ستجد الجواب غالبا بعد هذه الكلمات إما بجملة أو جملتان  
إن كانت الكلمات موجودة في آخر الفقرة سيكون الجواب غالبا الجملة السابقة

(-النمط الثاني : نمط الاقتباس

1. شكل السؤال :

Quote the sentence which indicates/shows that.../////..... إن اقتبس الجملة التي تشير اتبين إن

Write down the sentence which indicates/shows that...../..... إن اكتب الجملة التي تشير اتبين إن

Find out the sentence which indicates/shows that.....//

ملاحظة هامة :

اكتب الجملة ذات الفكرة المطلوبة من النقطة إلى النقطة أو (!) او (?)

الإجابة : تعتمد الوزارة على اعطاء كلمة / كلمات مفتاحية موجودة في السؤال للمساعدة وفي 3 محاور :

1. اعطاء الكلمة المفتاحية مباشرة بعد that او خلال الفكرة وعلى الطالب البحث عنها بطريقة كوم قش وعند ايجادها ارسم الجملة على دفتر الاجابة كما هي .
2. اعطاء معنى الكلمة المفتاحية بالانجليزي بدلا منها بهدف التضييل مباشرة بعد that : اعتماد الطالب على حفظ معاني كلمات القطع الرئيسي يكون مساعدا
3. حذف that ووضع سؤال مقالي يبدأ ب wh- يحتوي كلمات مفتاحية تهدف لمساعدة الطالب في تحديد فقرة اجابة سؤال wh- : الاجابة ستكون للسؤال بجملة من الفقرة المحددة .

اخطاء الطلاب وزاريا :

- 1) عدم بداية الجملة بحرف كبير 2. عدم وضع علامة التوقف في نهاية الجملة 3. عدم ارفاق اي علامات ترقيم داخل الجملة 4. اضافة حرف واحد بعد علامة التوقف 5. الوزارة تختار جمل قصصية ( ماعدا ذلك = صفر

له 3 اشكال رئيسية : تعتمد على حفظ الطالب لكلمات القطع الرئيسية بالانجليزي + املاء وعلى تمارين خاصة بالكلمات

1. What does the underlined (word/ phrase / phrasal verb / expression ) in paragraph one mean ?

ماذا يعني ( الكلمة / العبارة / الفعل الظرفي / التعبير ) الذي تحته خط في الفقرة الثانية

2. Find a word in paragraph ...which means .....تعني في الفقرة الثانية و التي تعني

3. Replace the underlined .....in paragraph ....with a.....that has a similar meaning  
استبدل الكلمة التي تحته خط ... في الفقرة .....ب .....لها نفس المعنى

النمط الرابع: نمط الضمائر

What does the underlined pronoun..... In paragraph one refer to.....  
إلى ماذا يعود الضمير الذي تحته خط  
Replace the underlined pronoun with a suitable word from the text

الإجابة (الضمير عادة يعود إلى كلمة (اسم) قبله حسب التالي:

1-he,him,his ابحث عن اسم مفرد مذكر قبله

2-it,its ابحث عن اسم مفرد غير عاقل

3-she.her.hers ابحث عن اسم مفرد مؤنث

4-they,them.their/s عن اسم جمع للعاقل و غير العاقل

5-who,which,.... على الاسم قبلها مباشرة

للتأكد من صحة الضمير ضع الاسم المختار مكان الضمير و اقرأ الجملة فان استوى المعنى فالإحلال صحيح.

أخطاء الطلاب : 1. ان ارتبط الاسم المرجع بصفه او محدد يجب ان توضع في الاجابة

.. /

النمط الخامس : نمط الاقتراح

-According to the text , The writer thinks/states that.....Explain this statement/, suggest in  
three ways for .....فسر ذلك مقترحا 3

(الوزارة لا تحاسب على التفسير )

الإجابة : يطرح الطالب سؤال : كيف .... حول الاقتراحات الممكنة وبالعربي ويجول افضل 3 نقاط بالانجليزي مبسط ويبدأ كالتالي :

I think this is true that ... الاعتقاد .... + and I suggest that ....., and .....

Critical thinking التفكير الناقد

يركز السؤال التفكير الناقد على طرح قضية لها علاقة بالنص المعطى و يطلب إبداء الرأي فيها بجملتين:-

- ا طرح سؤال اما ب why / how على القضية ثم فكر في نقطتين بالعربي وصغهما في جملتين بالانجليزي مراعي

البداء كالتالي :

I think this is true that .....القضية.....because .....(1)نقطة.....Also, ... (2)نقطة .....(why)

I think this is true that .....القضية.....that .....(1)نقطة.....Also, ... (2)نقطة .....(how)

الانماط الجديدة المتوقعه :

.. /

النمط الاول : نمط التبرير ( له شكلان)

The writer thinks that.....Explain this statement, justifying your answer

الكاتب يعتقد إن.....فسر ذلك مبررا إجابتك.

الإجابة(ابحث عن اعتقاد الكاتب في النص واكتب الاعتقاد +أول جملتين بعده او حاول التفسير من عندك أو تلاعب بصيغة الكلام

لأول جملتان بعد الاعتقاد

I think this is true that ----because الاعتقاد

#-The writer thinks that.....is he justified in this? Explain

الكاتب يعتقد أن.....هل هو مبرر في اعتقاده"فسر"

الإجابة(ابحث عن اعتقاد الكاتب في النص واجب.....أولا ب"yes"ثم ضع الاعتقاد وجملتان بعد الاعتقاد)

اول جملتان بعد الاعتقاد + because , Yes

النمط الثاني : نمط الاسئلة المقالية المباشرة : wh-

which = أي للتخيير / عن الفاعل غير العاقل  
when = متى ( next week ,ago,lastweek,1990,yesterday ) للزمان  
what time = أي وقت  
where = أين ( in the zoo,inAmman,at school ) للمكان  
why = لماذا للسبب وجملة because.... , in order to, so as to  
whose = لمن للملكية ( Ali's car )  
what = ماذا للسؤال عن الفاعل والمفعول غير العاقل / والاشياء العامة  
how = كيف للحال والكيفية ( well , on foot , by bus )  
how often = كم مرة = rarely, sometime, always للتكرار : مؤشرات المضارع البسيط  
.... daily ، Five times a week  
how much = كم كميّة / كم سعر much rice , JD400 غير المعدود والأسعار  
how many = كم عدد ... five books للمعدود الجمع والأرقام

النمط الثالث : نمط ايجاد العنوان المناسب لفقرة

Find a suitable title for the text / paragraph one .....

النمط الرابع : نمط التلخيص لفقرة

Read paragraph one again , and summarize it ? غالباً الجملة الاولى في الفقرة

النمط الخامس : نمط اسئلة T/F مع تصحيح الخطأ

1. Read the article again, and decide if these sentences are **true or false**. Correct the false sentences.

النمط السادس : نمط اسئلة القواعد من ضمن اسئلة القطعه

Find an example of the following :

1. Passive construction 2. Article usage 3. Different tenses .....etc

النمط السابع : نمط اكمال نص ناقص بجمل معطاة

Read the article and complete it with the missing sentences

النمط الثامن : ايجاد معلومات في فقرات مقسمة

The text has four paragraphs, in which paragraph (A-D) can you find information about the following?

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.

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?

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.

### **Question Number One (20points)**

1. The article suggests two reasons for the slower language development of some twins. Write them down?
2. A one –year baby has two main achievements concerning the development of language. Write them down?
3. Quote the sentence which indicates that nobody can understand the language of twins?
4. What does the underlined word “**tempting**” mean?
5. Replace the underlined specific –gender word “**He or She**” with a suitable neutral –gender word .
6. What does the underlined word **they** refer to ?
7. Experts believe that the development of twins’ language is slow. Suggest three stimuli that can help make it faster.
8. Twins develop their language in the same way as other children. Think of this statement, and in two sentences, write down your point of view.

- 1.some twins have less one-to-one interaction with adults than single babies have, and they spend more time communicating with each other.
- 2.say a few words - and certainly understands a lot more.
- 3.Certainly, what they say isn't understood by anyone else, but is it really a language?
- 4.Attractive / desirable
- 5.They
- 6.Some twins
- 7.Free
- 8.free

## - مراجعة (2)

# - VOCABULARY (السؤال الثاني / 3 فروع)

- تعتمد الوزارة على بنود خاصة بالكلمات وبانماط متنوعة / يجب تنفيذ المطلوب في كل بند لتحقيق الفرعين **A+B**

كلمات في فراغ (15 points) Question Number Two

**A** Choose the suitable item from those given to complete each of the following sentences and write it down in your ANSWER BOOKLET. (8 points)

5 كلمات متنوعة / لا يشترط معرفة كل معنى لكل كلمة في الجملة فقط اربط بعلاقات بينها  
يعتمد السؤال على معرفة الطالب للكلمات الرئيسية المرفقه بالعربي

Get cold feet, linguistics , abroad , make a start , vocational

1. The deadline is tomorrow, and you haven't done anything yet! You really must.....
2. My cousin is an electrician. Instead of going to university, he did a..... course at a local training college.
3. Studying..... lets me focus on my love of language in an analytical way.
4. I'm too nervous to do a parachute jump. I think that I'll .....at the last minute

**B.** Study the following sentence and answer the question that follows. Write the answer in your ANSWER BOOKLET (3 points)

ادرس الجملة التالية واجب عن السؤال الذي يتبع

كلمة تحتها خط / ماذا تعني؟ يعتمد على حفظ الطالب للأفعال الظرفية والمصطلحات الجسدية  
والكلمات المرتبطة بأفعال / ماذا تعني الكلمة التي تحتها خط؟ اهتم بالإملاء  
يعتمد النمط على حفظ الكلمات بالإنجليزي والإملاء ( يحسب للطالب اي معنى قريب ) ( اي خطأ املاني = صفر )

I don't think I'd be a very good accountant. I don't really have a head for figures

What does the underlined body diom mean?

**C** Complete each of the following sentences with the suitable words derived from the words in brackets and write it down in your ANSWER BOOKLET. (4 points)

(كلمة للاشتقاق) ..... 1. الاشتقاقات + الانمط المختلفة المرفقه

2. .... (كلمة للاشتقاق)

**E.** Replace the words and phrases in bold with words from the box. استبدل الكلمات  
والعبارات التي تحتها خط بكلمة من الصندوق ادناه

Compulsory, contradictory, developed nation, tuition, optional, fluently

1. A **wealthy country** is a country that's economically and socially advanced.
2. Is Maths **a subject that you have to do**?
3. You don't have to stay after school for the chess club - it's **your choice**.

**F:** Replace the underlined phrase in paragraph one with a suitable word that has a similar meaning: استبدل العبارة التي تحتها خط بكلمة لها نفس المعنى:

1. سؤال / الاستبدال ( من ضمن اسئلة القطعة )

منفصل اهتمام بالإملاء والمعنى والتصريف عند الاستبدال وما عدا ذلك = صفر

I talked to my parents and I was able to tell them about my problems

البند الاول : كلمات القطع الرئيسية (تحفظ الكلمات المظللة بالإنجليزي والعربي+ املاء والبقية بالعربي)

Main vocabulary from unit 6- 10

1. academic	connected with education,	اكاديمي
2. Agriculture	practice of farming	الزراعة
3. Astrophysics	chemical study of the stars	الفيزياء الفلكية
4. Business Management	study of running a company	ادارة الاعمال
5. career advisor	One provides information to others to make choices about their training and work	المستشار الوظيفي
6. circulation	movement of blood around the body	الدورة الدموية
7. colloquial	Words used mainly in informal conversations	عامية
8. compulsory	obligatory; required	اجباري
9. concentration	attention	تركيز
10. contradictory	completely different	متناقضة
11. degree	a qualification given to a completed a course of study successfully	شهادة
12. dehydration	the state of having drunk too little water	الجفاف
13. developed nation	a rich country with many industries, comfortable living, and an elected government	الامة المتقدمة
14. diet	food that a person or animal eats each day	النظام الغذائي
15. diploma	Course certificate	دبلوم
16. drop [a course]	stop studying a certain subject at university	[إسقاط] دورة
17. Economics	Study of goods and services	الاقتصاد
18. Engineering	study of buildings roads, bridges, machines, etc.	هندسة
19. enrol	join a school, university or course officially	الالتحاق
20. fluently	speaking a language very well	بطلاقة
21. immerse	to be deeply involved in something and spend most of your time doing it	ينغمس في
22. lifelong	continuing throughout your life	طول الحياة
23. Linguistics	the study of the grammar, history and structure of languages	اللغويات
24. Marketing	study of selling products to the appropriate customer	التسويق
25. Master's degree	period of one or two years of study after the completion of a Bachelor's degree	شهادة الماجستير
26. memory	someone's ability to remember things,	الذاكرة
27. multilingual	speaking, reading or writing two languages or more	متعدد اللغات
28. multitask	do several things at the same time	تعدد المهام
29. nutrition	the process of getting the right kind of food for good health and growth	التغذية
30. online distance learning	teaching and learning system carried out remotely by using electronic communication	التعلم عن بعد بالنت
31. Pharmacy	study and practice of preparing drugs or medicines	صيدلية
32. PhD	a doctorate	شهادة الدكتوراة
33. pioneering	introducing new methods or ideas for the first time	راند
34. postgraduate	A student studies either a Master's or a PhD;	الدراسات العليا
35. private university	a university not operated by a government	جامعه خاصة

36. <b>proficiency</b>	a good standard of ability and skill	إجادة
37. <b>Psychology</b>	the study of the mind and how it works	علم النفس
38. <b>public university</b>	a university operated by a government	جامعه حكومية
39. <b>qualifications</b>	official records for completion of a course	مؤهلات
40. <b>simulator</b>	any device simulates specific conditions	محاكي
41. <b>Sociology</b>	study of societies and the behaviour of people	علم الاجتماع
42. <b>stand out</b>	be much better than other similar people or things	وتبرز
43. <b>tailor-made</b>	custom- made; made to fit exactly	تفصيل
44. <b>tuition</b>	teaching, especially in small groups	الرسوم الدراسية
45. <b>tutorial</b>	a teaching session spent individually or in a small group under the direction of a tutor	البرنامج التعليمي
46. <b>undergraduate</b>	Students not yet completed their first degree	المرحلة الجامعية الاولى
47. <b>undertake</b>	to commit yourself to do something and to start to do it	تتعهد
48. <b>utterance</b>	something that is said,	النطق
49. <b>vocational</b>	describe a particular job and the skills involved	المهني
50. <b>agreement</b>	an arrangement to do something, made by two or more people, companies ..etc	اتفاق
51. <b>be able to answer detailed questions</b>	understand complicated questions and respond to them appropriately	القدرة على الاجابة
52. <b>blame</b>	say that someone or something is responsible for something bad	يلوم
53. <b>corporate</b>	belonging to or relating to a corporation	الشركات
54. <b>cryptophasia</b>	the development by twins of a language that only they can understand	لغة التوائم
55. <b>dialect</b>	a form of language which is spoken in only one area,	لهجة
56. <b>do a deal</b>	to arrange an agreement in business	القيام بصفقة
57. <b>domestic</b>	relating to the internal affairs of a nation or country	المحلي
58. <b>dominate</b>	be the most important feature of something	تهيمن على
59. <b>eat out</b>	eat away from home	تناول الطعا خارج
60. <b>evolve</b>	develop gradually	تتطور
61. <b>export</b>	goods sold to another country	يصدر
62. <b>extensively</b>	in a way to cover or affect a large area	على نطاق واسع
63. <b>extraction</b>	removing and obtaining something from something else	استخراج
64. <b>fertiliser</b>	a substance put on the land to make crops grow	الأسمدة
65. <b>first language</b>	the language that you first learn as a child	اللغة الأولى
66. <b>give a business card</b>	to give someone a card that shows a business person's name, position and contact details	إعطاء بطاقة تعريف المهنة

67. <b>goods</b>	things that are produced in order to be sold	سلع
68. <b>Gross Domestic Product</b>	the value of a country's total output of goods and services	الناتج المحلي الإجمالي
69. <b>import</b>	goods bought from other countries	يستورد
70. <b>intentional</b>	done on purpose	المتعمد
71. <b>knitwear</b>	clothing made from wool	ملابس صوفية
72. <b>machinery</b>	machines, especially large ones;	الآلات
73. <b>make small talk</b>	to have an informal chat with someone	يجري حديثا قصيرا
74. <b>mineral</b>	a substance present in some foods and is needed for good health	المعدنية
75. <b>mother tongue</b>	the first and main language that you learnt when you were a child	اللغة الأم
76. <b>negotiate</b>	to discuss something in order to reach an agreement	التفاوض بشأن
77. <b>pharmaceuticals</b>	companies which produce drugs and medicine	الشركات الصيدلانية
78. <b>pop</b>	Make bursting sound	يفرقع
79. <b>punish</b>	give someone an unpleasant task in response to bad behaviour	معاقبة
80. <b>recall</b>	remember a particular fact, event from the past	يتذكر
81. <b>register</b>	a technical term for the words, style and grammar used by speakers and writers in a particular situation	سجل
82. <b>replicate</b>	to produce a copy	إجراء نسخ متماثل
83. <b>reserve</b>	something kept back , especially for future use	احتياطي
84. <b>sales pitch</b>	the statements and promises that someone makes to try to persuade someone to buy something	كلام البيع
85. <b>shake hands [with someone]</b>	to move someone's hand up and down in a greeting	مصافحة
86. <b>spill</b>	flow over the edge of a container	انسكاب
87. <b>tell a joke</b>	to say something to make people laugh	أقول نكتة
88. <b>track record</b>	The best recorded performance in a particular track-and-field event at a particular track.	سجل المتايعة
89. <b>adaptable</b>	able to adapt to new conditions	قابليتكيف
90. <b>ambitious</b>	having a strong desire for success or achievement	طموح
91. <b>attribute</b>	a quality considered to be good (in a person)	السمة
92. <b>competent</b>	having enough skill or ability to do something well	كفؤ
93. <b>conscientious</b>	showing a lot of care and attention	الضميري

94. curriculum vitae	CV a short, written description of a person's qualifications, skills and work experience	السيرة الذاتية
95. enclosed	surrounded,	المحاطة
96. enthusiastic	showing a lot of interest and excitement	متحمس
97. fond of	having an affection or liking for	مغرم ب
98. full-time	working for the whole of the working week,	دوام كامل
99. headphones	a piece of equipment that you wear over your ears	سماعات الرأس
100. intern	someone who works for a short time in a particular job	متدرب
101. interpreter	someone who translates spoken words from one language into another	مترجم
102. keen	showing interest in	حريص / متحمس
103. reference	a person who provides information about your character and abilities	مرجع
104. regional	relating to a particular region or area	الإقليمية
105. rewarding	giving personal satisfaction	مكافئ
106. secure	free from danger	امان
107. Seminar	a class on a particular subject,	ندوة
108. surveyor	a person whose job is to measure the conditions of a building or land	مساح
109. voluntary	done by choice	تطوعي
110. work experience	period of time that someone spends working in a particular place	الخبرة في العمل
111. financial	Relating to money	مالي
112. fees	Costs , charges	رسوم
113. debt	Money you owe	دين
114. motive	Reason for doing something	دافع
115. halls of residence	Accommodation provided by university	سكن جامعي
116. minority	Not many , the opposite of majority	الاقليية
117. tempting	Attractive , desirable	مغري
118. experimental	Part of experiment	تجريبي
119. pace	speed	سرعه
120. mimic	Copy, make the same sound	تقليد
121. stimuli	Things that make you interested	المحفزات

122. absorbed	Received	استوعبت
123. spectrum	Complete range of colours	الوان الطيف
124. sociologist	One who study human society and behavior	عالم اجتماع
125. psychologist	One who studies how people's mind work	عالم نفس
126. pension	Money saved over lifetime to be paid at old age	تقاعد
127. marketing	Promoting product , finding customers	التسويق
128. recruiting	Finding suitable employees	توظيف
129. calculations	Maths, work with numbers	حسابات
130. web enquiries	On line questions	استفسارات عن طريق النت

**البند الثاني: مصطلحات جسدية يحفظ غيبا بالعربي والانجليزي + املاء :** Body idioms

1. **get (something) off one's chest** : - tell someone your problems يخفف عن صدره بالبوخ
2. **keep one's chin up** : try to be cheerful يبتهج / يكون مسرور / وزارة شتوي 2016
3. **play something by ear** : decide how to deal with a situation as it develops يفعل بدون تخطيط
4. **To get cold feet** . : to lose your confidence in something at the last minute يخشى فجأة
5. **to have a head for something** : have a natural mental ability for لا يقلق حول
6. **put one's back into something** : tried extremely hard يبذل جهد في

**البند الثالث: تحفظ بالانجليزي والعربي + املاء :** Phrasal verbs:

leave smb/smith out (sp)	not include (something or someone)	لايشمل
point [something] out(sp)	to show something to someone by pointing at it	[تشير] [شيئا]
Carry out(sp)	Do	ينفذ
Look up a word(sp)	search and find information in a reference book or database	يبحث عن معلومة
Take off (sp)	to remove a piece of clothing, or the top of a container	يخلع اجزاء من ملابسه
Speed up(sp)	to move faster	تسريع
Take up (sp)	to start doing something	يتخذ
Take away (sp)		
. Go ahead with (insp)	start, proceed	المضي قدما في
Look at (insp)	watch	ينظر نحو
Look forward to (insp)	be excited about the future	يتطلع بشوق
look into (insp)	to investigate	البحث في
Look for (insp)	try to find	يحاو لايجاد
Get over sth. (insp)	recover from an illness, loss, difficulty	يتغلب على
come up with (insp)	Think of / find	/ يكتشف / يجد
Get on (insp)	Continue doing	يستمر في
get away with (insp)	manage to do something without being blamed or penalized	تفلت من
Grow up (intra)	Spend childhood	يترعرع
Get up (intra)	get out of bed	ينهض من الفراش
Go away (intra)	to leave or go to another place	يغادر الى
Go back (intra)	to return to a place, a person, a condition, etc.	يرجع
come about (intra)	happen or take place	تأتي
get it off	tell someone about something that has been worrying you	يخرج ما يزعجك
Get around (insp)	Overcome/ find a solution to	يتغلب على

**Phrasal verbs:** تحفظ الأفعال الظرفية مع حروف الجر المرتبطة بالجمل

**Look ...up**....a word in a dictionary يبحث عن معنى كلمة في قاموس

**Look ...for**.....something you've lost يبحث عن شيء ضائع

**Look...forward to**.....something exciting يتطلع بشوق

**Get .....over**.....an illness, and feel better يتغلب على مرض ويتحسن

**Get .....up**.....in the morning ينهض من الفراش صباحاً

**Get ...on**.....with your work and complete it استمر في عملك واكمله

**Take .....up**.....a new hobby يتخذ هواية

**Take ...away**.....some fast food يأخذ بعض الطعام السريع

**Take ...off**.....your shoes when you get home يخلع حذاءه عند الوصول للمنزل

**Go .....away**.....from home for a holiday يذهب في رحلة خارجية

**Go...back**.....to where you started يعود

**Go .....ahead with**.....a plan, and do it تقدم بخطتك

**Collocations:** (كلمات مرتبطة معاً) تحفظ غيباً وبالعربي والانجليزي +املاء مع ما ترتبط به

1. Draw up a timetable	Write a schedule	يعمل جدول
2. Do exercise	Keep fit	يقوم بتمرين
3. Make a start	begin	يبدأ
4. take a break	relax	يستريح
5. do a subject	Study	يدرس
6. Make a difference	Change something	يوجد فرق

تحفظ المصطلحات التالية بالعربي

<b>make</b> a mistake	يرتكب خطأ
<b>ask</b> a question	يسأل سؤال
<b>shake</b> hands	يصافح
<b>join</b> a company	يلتحق بشركة
<b>earn</b> respect	يكسب احترام
<b>cause</b> offence	يسبب اساءة
<b>make</b> a small talk	يجري حوار قصير
<b>do</b> business	القيام بالأعمال التجارية
work <b>as</b> + مهنة	يعمل بمهنة
decide <b>on</b>	يقرر في
Translate <b>into</b>	يترجم الى
Talk <b>about</b>	يتحدث حول
Ask <b>about</b>	يسال حول
<b>good at</b>	جيد في

يجب حفظ اسماء الجنس المحددة بما يقابلها من اسماء الجنس المحايدة +املاء

Gender –specific words	Gender –neutral words
Businessman , businesswoman رجل/سيدة اعمال	Business person
Salesman , saleslady بائع/بائعة	Sales person/ assistant
Headmaster , headmistress مدير / مديرة مدرسة	Head teacher
He or she هو / هي	They
Mankind الجنس البشري	Humans
Postman / post woman ساعي /ساعية بريد	Postal worker
Stewards , stewardess مضيف /مضيفه طيران	Flight attendants
His/ her له/ لها	Their
Policeman / policewoman شرطي /شرطية	Police officer

البند السابع : الاشتقاق Derivations

بالنسبة لسؤال الاشتقاق : الذي يعتمد على ملء الفراغ بـ n أو adj أو v أو adv اعتمدت الوزارة الشكل التالي في الاشتقاق : ( كلمة الاشتقاق ) .....  
خطوات الحل : اتباع خطة (1/2/3)

1. حدد نوع كلمة الاشتقاق حسب المقاطع المرتبطة بها وكالتالي :

حيث ان كانت (اسم) يعني ان الفراغ يحتاج (فعل او صفة او ظرف) وبحذف المقاطع نحصل على ( n , adj , v )

مقاطع الاسماء V/ adj +ment /nce / - /-ity /-y / -ion / -ness / - -er /-or /ist / - ncy / - ant /

مقاطع الصفات V /N + ent / -/ic/ - -ive/ -ous/ -al/ -able/ -ing /-ed-d // ible/-less / - ful /  
مقاطع الظروف Adj + Ly

مقاطع الافعال ( بدون مقاطع ) V1 en/ fy / ize / ate

2. قراءة الجملة بدون الفراغ فإذا :

ا: كانت مكتملة المعنى اختر على الاغلب صفة /ظرف 2. كانت غير مكتملة المعنى اختر على الاغلب فعل /اسم مع مراعاة الاستثناءات المظللة في القواعد حيث لا تنقيد بالسابق

3. لتحديد اي من الخيارين طبق حالات قواعد بعد وقبل الفراغ للاسماء والصفات فان لم يكن منها تؤخذ الخيار الاخرى ادناه . مع مراعاة حفظ اشتقاق الكتاب التالية +املاء :

حالات الاسماء

قبل الفراغ	الفراغ	بعد الفراغ
صفة	N	.....
محددات ( the , a ,an , some , any , much , many all , . )	N	.....
حروف جر ( in, on ,of, at , with ... )	N	.....
صفات ملكية ( my, his , her , your , their, its , our )	N	.....
Sالملكية	N	.....

إن وجد بعد الفراغ اسم نضع صفة

Agricultural .....is the responsibility of the farmers and the government. (develop, developed, development)

1. There is an ..... in relation between these countries. (improve , improvement , improved )
3. We are in ..... with several other companies for the contract. (competent, competition, compete)
4. Muna is known for her ..... in English. (fluently, fluent, fluency)
5. Ali's.....was accepted. (resign, resignation, resigned)

حالات الصفات

قبل الفراغ	الفراغ	بعد الفراغ
1(very , too , so , more , ) مكثرات صفات	Adj	N /.....
very , too , so , more , ) مكثرات صفات	Adv	Adj
2(be, become ,get , see , taste , find , smell . ) افعال معينة	Adj	.....
3V	Adj	N / adj +n
4	Adj	N
(be )Ly ظرف (modal )ly ظرف	Adj V1	.....
Be=(am, is , are, was, were, be , been, being )	Adj	N /.....
Be=(am, is , are, was, were, be , been, being )	Adv	v/ adj

1. He faced a very.....animal. (danger, dangerous, dangerously)
2. I was very ..... impressed by her new method. (favourable, favour, favourably)
3. This meal tasted.....(deliciously, delicious, deliciousness)
4. I saw ..... young ladies. (repulsive, repulsively , repulse)
- 5.....drivers, don't make accidents (Care , Carefully , Careful)
6. Her question was purely ..... . (academia, academy, academic)

1. حفظ اشتقاقات الكتاب التالية + املاء :

Verb	Noun	Adjective	Adverb
Circulate	circulation		
Dehydrate	Dehydration		
Advise	Advice		
Revise	Revision		
Concentrate	Concentration		
Educate	Education	Educational	
Succeed	Success	Successful	successfully
Achieve	Achievement		
Organize	Organization		
Experience	Experience	Experienced	
Dominate	Dominance	Dominant	
Depend	Dependence	Dependent	
Repeat	Repetition	Repeated	
Correct	Correction	Correct	
Memorize	Memory	Memorable	
	Nutrition / nutrient	nutritious	وزارة شتوي 2016
Qualify	Qualification	Qualified	وزارة شتوي 2016
recommend	recommendation		
Advise	Advice		
	Youth	Young	
	Awareness	Aware	
Influence	Influence		
Enrol	Enrolment		
	Fluency	Fluent	Fluently
Immerse	Immersion		

	Linguistics / linguist	Linguistic	
Market	Marketing/ market		
	Multilingualism	Multilingual	
Pioneer	Pioneer	Pioneering	
	Proficiency	Proficient	
	Psychology	Psychological	
Engineer	Engineering/ engineer		
Simulate	Simulation / simulator		
	Sociology	Sociological	
Utter	Utterance		
Agree	Agreement		
Dialect	Dialectal		
Evolve	Evolution	Evolutionary	
Domesticate	Domesticity	Domestic	
Export	Export / exportation		
Extend		Extensive	Extensively
Extract	Extraction		
Fertilize	Fertilization / fertilizer	Fertile	
Import	Importation / import	Imported	
Intend	Intention	Intentional	
Negotiate	Negotiation	Negotiable	
Replicate	Replicate		
Adapt	Adaptation	Adaptable	
	Ambition	Ambitious	
Attribute	Attribute/ attribution		
	Competence	Competent	
	Conscience	Conscientious	
	Enthusiasm	Enthusiastic	
Interpret	Interpretation / interpreter		
Refer	Reference		
	Region	Regional	
	Volunteer	Voluntary	
Secure	Security	Secure	
	Academy	Academic	Academically
	Agriculture	Agricultural	
Manage	Management	Managerial	
Contradict	Contradiction	Contradictory	
Diet	Diet	Dietary	
	Economics	Economical	Economically
		Particular	Particularly
Compete	Competition	Competitive	
Know	Knowledge		
		Ideal	Ideally
Organize	Organization		
Create	Creation / creativity	Creative	
	Critic	Critical	Critically



# مراجعة (3) Grammar

1- اسئلة تصحيح فعل : تكون في المواضيع التالية

1. Indirect questions	2. Passive voice (personal)	3. If- clauses
4. Wish/ if only	5. Passive voice (impersonal)	

انماط اشكال التصحيح المتوقعه :

1. النمط المعتاد : correct the verb between brackets :

1. \_\_\_\_\_ (v1)
2. \_\_\_\_\_ (v1)

2 النمط الثاني : correct the verb between brackets in the following paragraph :  
في فقرة :

\_\_\_\_\_ (v1) \_\_\_\_\_ (v1)  
\_\_\_\_\_ (v1) \_\_\_\_\_ (v1)

3 النمط الثالث : complete the following paragraph with the suitable verb from the given box and put it in the correct form:  
اكمل الفقرة التالية بالفعل الانسب وضعه في التصريف الصحيح

V1 v1v1v1

\_\_\_\_\_

النمط الرابع : There is one mistake in the verb tenses in each of the four sentences below:  
يوجد خطأ واحد في ازمان الافعال في كل من الجمل الاربعه ادناه جد الخطأ واعد كتابة الجمل بالتصريف الصحيح ا

1. I was tired because I work a lot already.

كيفية معرفة موضوع التصحيح:

يجب ان يعرف الطالب لأي موضوع ينتمي تصحيح الفعل المعطى و ذلك حسب الاشكال التالية وحسب ما قبل الفراغ :

1. Indirect questions : الاسئلة غير المباشرة :

لها شكلان :

1. وجود عبارة .... do you mind قبل الفراغ بصصح الفعل ب ving

Do you mind .....me where the post office is?(tell) .....telling

2. اعطاء سؤال مباشر سواء yes/no او wh- يبدأ باشكال do ال ويحول لغير مباشر يصحح الفعل كالتالي :

(wh-)Do+s+v1? \_\_\_\_\_>

(wh-)Does+s+v1? \_\_\_\_\_> V1+s

(wh-)Did+s+v1? \_\_\_\_\_> V2

1. Do you live alone?

Could you tell me if you .....alone?(live) \_\_\_\_\_> live

2. Does she live alone?

Could you tell me if she .....alone?(live) \_\_\_\_\_> lives

3. Did she live alone?

Could you tell me if she .....alone?(live) \_\_\_\_\_> lived

## 2. Passive voice (personal)

لها شكلان : 1.

قبل الفراغ	الفراغ	بعد الفراغ	طريقة التصحيح
احد اشكال ال be	.....	By +sub	p.p

The tunnel **was** ..... **by** the government .(**build**) —————> built

2. وجود فاعل غير عاقل قبل الفراغ ومفاتيح داله على ازمان الافعال العادية فيصح الفعل حسب قاعدة الفعل في المبني للمجهول

- The car ....**usually** .....in the morning . (**clean**) —————> Is cleaned (**always /often/ sometimes/every...**)
- This car .....**in 1985**. (**produce**) —————>was produced (**yesterday/ last / ago ...**)
- The car .....**by the mechanic next week**. (**fix**) —————>will be fixed (**tomorrow / in 2020**)
- The law has .....**since 1990**. (**apply**) —————>been applied (**since/for /yet/ just/ never /recently...**)
- The film .....**at the moment**. (**watch**) —————>is being watched (**now/today/ nowadays/listen/look...**)
- After** the car ..., we set out to Petra. (**repair**)————> had been repaired. (**after/ before/ when /by the time**)
- While the car ....., it rained .(**clean**) .————> was being cleaned (**while/as / when ...**)

## 3. If –clauses

عند وجود احد ادوات الشرط التالية قبل الفراغ (if/ provided /as long as/ even if / when /unless) سواء اول الجملة او وسطها يصحح الفعل حسب الشق المعطى في الطرف الاخر كالتالي :

If – clauses (1)	If + (v1/v 1+s/ am/is/ are /has/have/don't +v1/ doesn't +v1)	Will/may/can (not) +v1
If – clauses (2)	If + (v2/ were /had/ didn't +v1)	Would/might/ could(not)+v1
If – clauses (3)	If + (had /not+ p.p)	Would/might/ could have p.p

If Hamdan **doesn't leave** at nine, he ..... the plane. (**miss**) —————> will miss

If Ali **had** his own computer, he .....his report now .(**type**) —————> would type

If I **had encountered** any difficulties, I .....my teacher.(**consult**) —————>would have consulted

I **won't leave** now **unless** she .....me money .(**give**) —————> gives

## 4. wish/ if only

عند وجود wish او if only قبل الفراغ يصحح الفعل كالتالي : (التركيز فقط على الماضي) \$\$\$\$\$\$

1. **Wish / if only** ..... موقف حاضر —————> v2

2. **Wish / if only** ..... موقف ماضي —————> had+p.p

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

2. I feel ill. I wish I .....so many sweets! (**not eat**) —————> hadn't eaten

## 5. Impersonal passive :

لها شكلان : 1.

1. It is/ was/ has+have been .....that ..... (v) p.pالتصحيح ب————>

2. S+ **is**  
**Was** + thought/ believed /said / proved / claimed .....(v) —————> to+v1  
**Has/ have been**

مثال:

1. It is .....that English is a difficult language to be learnt .( **think**) —————> **thought**

2. Ali was proved .....the bank last night .(**steal**) —————> **to steal**



1- They have transport goods hundreds of kilometers inside China since 1780 .  
Goods have been transported hundreds of kilometers inside China since 1780

- 1- اشطب المفعول goods
  - 2- نحدد الفعل بوضع خط تحته . ( قبل المفعول ) ( have transported )
  - 3- كتابة قاعدة الفعل : - p.p + have/has + been
  - 4- قبل التطبيق مراعاة أي مشاكل :-
- \$\$\$ هام : اخطاء الطلاب : ( 1. انزال المفعول ثانية 2. عدم اكمال الجملة بعد المفعول 3. اي خطأ في املاء او تصريف ال p.p ) = صفر

## 2. Passive impersonal

هذا النوع يستخدم مع الافعال اللازمة ( التي لا تاخذ مفعول ) غالبا افعال الادراك مثل ( say , think , believe , claim , prove ..... )  
وتكون الجمل على الشكل ادناه وتحول حسب الفعل الموجود في الجملة :

S+ .....v ( باي تصريف ) + S2 + that + فعل ادراك باي تصريف + S

1. It + v.passive + من فعل الادراك + that + S2 + ( باي تصريف ) + .....v

2. S2 + v.passive + من فعل الادراك + to + v1 + .....v

1. حدد فعل الادراك وتصريفه
2. اكتب قاعدة الفعل حسب قواعد المبني للمجهول
3. طبق القاعدتين اعلاه حسب المطلوب

They say that the planet is in danger. 1- v1, v1+s ----- o+ am, is, are + p.p

It .....

is said that the planet is in danger.

The planet .....

is said to be in danger

هام : ان كانت الجملة منفية باي شكل يجب اضافة not قبل to في الحالة الثانية

They thought that the man didn't kill his wife .

The man .....

الحل : The man was thought **not to** kill his wife

## 3. CONDITIONALS

لها 4 اشكال في الاعداد :

a. اعادة كتابة مواقف سببية ب IF واخواتها :

الشكل الوزاري :

-----

----- so -----

----- because -----

If .....

1. حدد السبب والنتيجة المتوقعه وضع اشارات (+) ان كانت مثبتة و (-) ان كانت منفية

So/ therefore /consequently/ thus// as a result /that's how /for that reason

و since/ as/ for / due to /because of / because/ تتبع بالسبب

2. حدد افعال الموقف : فان كانت ماضية تعاد ب 3 if وتوضع قاعدته تحت جملة if مع وضع جملة السبب دائما بعد if وان تعكس

الاشارات في الجملة

1 مثال didn't know your phone number , so I wasn't able to contact you

نتيجة (-)

سبب (-)

If .....

If +s+had+p,p...., s+would+have+p.p

(+) (+)

If I had known your phone number , I would have been able to contact you

2 مثال You had a brightly-coloured T-shirt on.That's how I noticed you in the crowd.

نتيجة (+)

سبب (+)

If .....

If +s+hadn't+p,p...., s+wouldn't+have+p.p

(-)(-)

If you **hadn't had** a brightly-coloured T-shirt on, I **might not** have noticed you in the crowd.

2. اعادة كتابة جمل من if -----unless والعكس:

وذلك حسب 3 قواعد :

1. If + مثبت  $\longrightarrow$  unless + مثبت + الشرط + مثبت عكس جواب الشرط

2. Unless + مثبت  $\longrightarrow$  if + مثبت + الشرط + مثبت عكس جواب الشرط  
نفس جواب الشرط + منفي + if او

3. If + منفي  $\longrightarrow$  unless + مثبت + الشرط + مثبت نفس جواب الشرط

be+not  $\longrightarrow$  be

Modal+not  $\longrightarrow$  modal

Have+not  $\longrightarrow$  have

Don't +v1  $\longrightarrow$  v1

Doesn't +v1  $\longrightarrow$  v1+s

1. If it rains , I will stay home. + +

Unless..... +.....-.....

Unless it rains , I won't stay home

2. If it doesn't rain, I will go to cinema - +

Unless..... +.....+.....

Unless it rains , I will go to cinema

3. Unless she studies hard , she won't pass.

If .....

If she studies hard , she will pass

او if she doesn't study hard , she won't pass

3 اعادة كتابة جمل نصح ب if :

Rewrite the advice , using the words in brackets

الشكل اوزاري :

1. S+should/ought to +v1  $\longrightarrow$

It would be a good idea for you to +v1

If I were you I would +v1/

Why don't you +v1?

You could +v1

مثال You should practice the presentation several times. (were)

If.....

Why .....

You .....

الحل I were you, I would practice the presentation several times

الحل Why don't you practice the presentation several times?

الحل You could practice the presentation several times

2. S+shouldn't /oughtn't to +v1 → If I were you I wouldn't +v1

You shouldn't look too casual. (If)

If.....

الحل I were you, I wouldn't look too casual .

4. ربط جمل باختيار اداة الشرط المناسبة :

Join the sentences using the suitable conditional word from the given box

الشكل الوزاري :

If , unless , as long as

يعتمد النمط على التفريق في استخدام ومعاني ادوات الشرط وعلى فهم الجمل المعطاة :

(Unless= مالم) (as long as = ( طالما) even if = ( حتى ولو) (provided that = فقط اذا) (if/when)= اذا/ عندما

Your new computer will last a long time. You are careful with it.

Even If , unless , as long as

الجواب : as long as  
الحل :

Your new computer will last a long time as long as you are careful with it.

#### 4. Indirect questions الاسئلة غير المباشرة

سؤال مباشر يحتوي الافعال بالغامق سواء yes/no او wh-

Wh - +be/have/ modal +subject .....

Could you tell me...

Do you know

yes/no

Do you mind telling me ..... if/ whether .....+ sub + be/have / modal.....?

Could you explain ....

Wh-

... wh-

1 مثال Are your parents joining us for dinner?

Could you tell me if your parents are joining us for dinner?

2 مثال where will they spend the night?

Do you mind telling me where they will spend the night?

Wh - +do/ does/ did +subject + v1.....?

Could you tell me...

Do you know

Do you mind telling me ...

Could you explain ....

yes/no

Wh-

if/ whether + sub +

wh-

v1 /V1+s /V2 ..?

مثال Do you plan on traveling this summer?

Could you tell me if you plan on traveling this summer?

مثال Why did Sami leave early yesterday?

Could you explain why Sami left early yesterday?

## ملاحظات هامة :

1. تحديد فاعل السؤال : يكون الفاعل في السؤال المباشر بين شقي الفعل :

Be (am, is ,are , was, were)..... فاعل .....ving صفة /p.p

Have (has, had)..... فاعل ..... p.p

Modals (will, shall)..... فاعل ..... , v1

Do (does , did)..... فاعل ..... v1

“ When will all your friends at school visit you “ ? مثال :

Could you tell me when all your friends at school will visit you ?

2. الاسئلة التي تسأل عن الفاعل ب who/ what والتي يكون فعلها مباشرة بعدها توضع مباشرة كما هي بعد عبارة السؤال غير المباشر

Who built that enormous bridge?

I wonder who built that enormous bridge?

3. الاسئلة غير المباشرة التي تبدأ بالعبارة : do you mind .... يجب اشتقاق ing من فعل السؤال ووضعه بعد mind

Can you eat a healthy breakfast?

Do you mind eating a healthy breakfast?

4. ان نسي الطالب علامة السؤال في الحل = صفر

5. ان بدأت الوزارة ببداية العبارة يجب اكمالها ثم الحل :

where does the bus go from , please ?

Could .....from ?

Could you tell me where the bus goes from ?

الحل

## 5. Wishing التمني

له شكلان :

S V O  
S + wish/ if only .....

أ. نحدد الفعل في الجملة

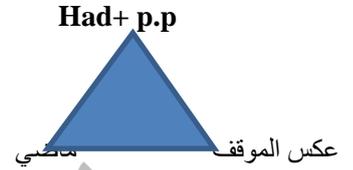
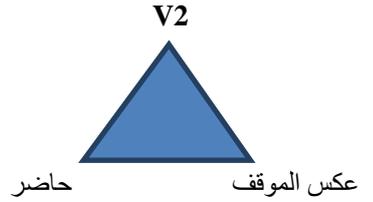
ب. انزال كل ما قبل الفعل بعد wish /if only

ت. نكتب قاعدة الفعل حسب القواعد المرفقة /او تطبق احد المثلثين .

ث. قبل التطبيق مراعاة النكشات .

الفعل بعد wish الفعل في الجملة

- 1- v1, v1+s----- didn't +v1  
 don't doesn't+v1----- v2  
 2- v2 ----- hadn't +p.p  
 didn't+v1-----had + p.p  
 3- am, is, ----- wasn't  
 Amn't , isn't----- was  
 4- was, were ----- hadn't been  
 Wasn't, weren't-----had been  
 5-has, have----- didn't +have  
 Don't / doesn't +have -----had  
 6-had -----hadn't + had  
 7- mod+v1 -----mod (past) +not +v1  
 (will, shall, can, ...) (would, should , could , ...)  
 8- has to / have to + v1 ----- didn't +have to + v1  
 9- don't / doesn't + have to +v1-----had to +v1



- ملاحظة 1. ان احتوت الجملة too تحول الى so او تحذف  
 ملاحظة 2. ان كان فعل الجملة have to+ v1 في الحل يصبح didn't have to +v1  
 ملاحظة 3 ان احتوت الجملة الفعل regret متبوع ب ving او v2 يكون الحل دائما ب hadn't +p.p  
 ملاحظة 4. عند عكس الصفات في الجمل لا نعكس الافعال في التحويل  
 ملاحظة 5. الجمل التي تحتوي +v1 should +v1 تعاد ب wish+ v2 بينما الجمل التي تحتوي should +have+p.p تعاد ب wish+had+p.p

1. The exam <b>is too</b> difficult	<b>I wish ...the exam wasn't so</b> difficult
2. Our team <b>didn't play</b> very well yesterday.	If only ...our team <b>had played</b> well
3. I <b>have to go</b> to in a tour	I wish ...I <b>didn't have to go</b> in a tour .
4. I <b>regret watching</b> this film	I wish .....I <b>hadn't watched</b> this film .
5. The exam was <b>difficult</b>	I wish the exam had been <b>easy</b>
6. They <b>should practice</b> hard before exams .	I wish they <b>practiced</b> hard before exams
7. Ali <b>should have studied</b> hard before exam	Ali wishes he <b>had studied</b> hard before exams

الشكل الثاني :

1. For each of the following sentences, write sentences **using the verb wish / if only** and **the given words between brackets** , then write it down in your ANSWER BOOKLET:

لكل من الجمل التالية , اكتب جملا مستخدما الفعل wish والكلمات المعطاة بين اقواس

1. My brother **spends** too many hours talking on the phone ( **not spend so many hours** )  
**I wish** my brother didn't spend so many hours talking on the phone
2. Nahla could not find her way round the city very easily. ( **take a map** )  
**If only** she had taken a map.

## 6. Comparisons

### المقارنات

الشكل الاول :

A + فعل منفي + as + adj + as + B  
↓ ↑  
B + فعل مثبت + **adj + er**  
**More+ adj** + than A

1. Football **isn't as exciting as** basketball .  
Basketball ... **is more exciting than** football .
2. Ali **isn't as short as** Ahmad  
A hmadis **taller than** Ali

3. Reading books **is more beneficial than** watching TV
4. Watching TV isn't ... **as beneficial as** reading books .  
او Watching TV ... **is less beneficial than** reading books .

الشكل الثاني :

A + فعل مثبت + **less** + اسم غير معدود + **than** + B



A + فعل منفي + **as + much + as** B

A + فعل مثبت + **less** + اسم جمع معدود + **than** + B



A + فعل منفي + **as + many + as** B

1. Books have **less information than** encyclopedias.  
Books don't have **as much information as** encyclopedias
2. Villages contain **less people than** Cities  
Villages don't contain **as many people as** cities.

## 7. Phrasal verbs

### الافعال الظرفية

لها شكلان :

1. Rewrite the following sentences by replacing the underlined word with a suitable pronoun and making the necessary changes :

اعد كتابة الجمل التالية باستبدال الكلمة التي تحتها خط بضمير مفعول مناسب وعمل التغييرات الضرورية :

1. ارجع اولا للبند الثالث في مراجعه الكلمات واحفظ اي الافعال مفصولة /sp وايها غير مفصولة insp
2. Sp = يعني ان المفعول يوضع بين الفعل وحرف الجر او يأتي بعده لكن ان كان ضميرا يجب ان يتوسط الفعل وحرف الجر
3. Insp = يعني ان المفعول يوضع بعد الفعل وحرف الجر ولو كان ضميرا  
طريقة الحل :

1. استبدل الكلمة بضمير مفعول مناسب (him/her/it / them)
2. حدد ان كان الفعل الظرفي sp او insp حسب الحفظ المسبق وضع المفعول الضمير بين الفعل وحرف الجر ان كان sp وبعدهما ان كان insp واكتب الجملة مرة ثانية

1. Can you point out **my mistakes** when I speak, please?

(My mistakes = **them**) (point out = **sp**)

Can you **point them out** when I speak, please?

2. We'll look into **your complaints**.

(Your complaints = **them**) (look into = **insp**)

We'll **look into them**.

## 2. Rewrite the sentences with a suitable phrasal verbs :

يعتمد على استبدال معنى الفعل الظرفي بالفعل الذي يتوافق معه حسب حفظ الطالب المسبق

1. That's amazing news! How did you **discover it**?

That's .....

1. الحل That's amazing news! How did you **find it out** ?

## 8. Miscellaneous متفرقات

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 .....

1 influenced me 2 done on purpose 3 is responsible for these children 4 a great experience 5 is Jaber and Mahmoud's relationship

## 9. Question tags الاسئلة الذيلية

هي أسئلة تكون في نهاية الجملة وتهدف لتأكيد معلوماتها . ( أليس كذلك ) القاعدة العامة :

{ إذا كانت الجملة مثبتة يكون السؤال منفي }

{ إذا كانت الجملة منفية يكون السؤال مثبت }

الجملة المثبتة	الجملة المنفية
<p>S + be — , be + not + S ? Mod Mod not Have Have not</p> <p>She <b>is</b> happy, <b>isn't she</b> ? She <b>can</b> swim, <b>can't she</b> ? She <b>has</b> cooked , <b>hasn't she</b> ?</p>	<p>S + be + <b>not</b> — , be + + S ? Mod +not Mod Have +<b>not</b> Have</p> <p>She <b>isn't</b> happy, <b>is she</b> ? She <b>can't</b> swim, <b>can she</b> ? She <b>hasn't</b> cooked , <b>has she</b> ?</p>
<p>S + V1 — , don't + S ? V1+S doesn't V2 didn'</p> <p>She <b>loves</b> him , <b>doesn't she</b> ? She <b>cleaned</b> it , <b>didn't she</b> ? They <b>sleep</b> early , <b>don't she</b> ?</p>	<p>S + don't +v1 — , do + S ? doesn't +v1 does didn't +v1 did</p> <p>She <b>doesn't</b> love him , <b>does she</b> ? She <b>didn't</b> clean it , <b>did she</b> ? They <b>don't</b> sleep early , <b>do they</b> ?</p>

اهتم بالنكشآت التالية :

- \*1 إذا كان الفاعل اسم يجب تحويله لضمير في سؤال Tag يتناسب مع الاسم : ? is he , Ali isn't happy ,
- \*2 إذا كان الفعل في الجملة احد التالية يجب ان يكون السؤال الذي كما هو ادناه :

**have to**

**[has to +v1]**

**[had to**

[s + have to + v1, don't + s ]

[s + has to + v1, doesn't + s ]

[s + had to + v1 , didn't + s ]

ex. They have to do it, \_ **don't they** \_\_\_?

**let's +v1 , shall we?**

**let's play chess , shall we ? .3**

He'd **visit** them , **wouldn't** he ?

He'd **visited** them , **hadn't** he ?

**'d = would +v1 / Had + p.p 4.**

**'s = Has + p.p // Is+ ving/ صفه 5.**

He's **playing** chess , **isn't** he ?

He's **played** chess , **hasn't** he ?

6. يجب ان تكتب ال **not** بالاختصار في السؤال **n't** والا صفر
7. يجب وضع علامة السؤال في الاجابة على دفتر الاجابة والا صفر
8. اي جملة فاعلها **nobody / no one** تكون جملة منفية ويكون فاعل سؤالها **they**
9. يمكن صياغته بعض الجمل التي تبدأ ب **I will +v1** ب **I will +v1** ب **shall I ?** لجعلها اكثر تأكيدا  
I will help you with it , **shall I ?**

## الوظائف اللغوية

### Language functions

هي استخدام عبارات معينة (توظيفها) لنقل معانٍ معينة:

**Comparisons:** المقارنة

1. A is *adj+er than* B
2. A **Is more +adj than** B
3. A is **the adj+est of all**
4. A is **the most / least adj of all**
5. A is/ are **less/ more +adj/adv than B**
6. A is/ are **the most/ least +adj/adv**

**Giving advice :** تقديم نصائح

1. Have you thought about ...?
2. You should ..., no doubt about it.
3. If I were [coming to Jordan for
4. the first time], I would ...
5. My main recommendation is that you ... ..

**.expressing opinion :** التعبير عن رأي

1. I am in favour of .....
2. I am against .....
3. It seems to me that ....
4. In my opinion ....
5. I think that ....

**Showing cause :** اظهار السبب

1. -----because / as / since -----.
2. ----- because of / due to -----

**Showing result :** اظهار النتيجة

1. -----,therefore / so -----.
2. -----; as a result, -----
3. -----,because of that /Consequently , -----

**Impersonal question / polite and formal :** سؤال غير شخصي

1. Could you tell me...
2. Do you know...
3. Do you mind telling me
4. Could you explain ....

**Expressing regret about the past :** تعبير عن ندم في الماضي

S+ wish/ if only + had +p.p .....

**Expressing wishes about the present:** تعبير عن تمنى في الحاضر

S+ wish/ if only + v2 .....

Expressing inevitable consequence : تعبير عن نتيجة محتومة

If+sub+simple present.....,sub+simple present

Expressing future outcome : تعبير عن ناتج مستقبلي

If+sub+simple present.....,sub+will +v1

Expressing imagined , impossible event in the future

If+sub+simple past.....,sub+would+v1

Expressing impossible past situations : تعبير عن مواقف ماضية مستحيلة

If+sub+past perfect....., sub+would +have+p.p

to check or query information.

tag question : We can't walk away, can we?

Formal way of reporting ideas, beliefs and opinions

1. It's believed that .....
2. English is believed to be .....

طريقة السؤال :

الطريقة الاولى : قراءة حوار والاجابة على وظيفه كلام احد الاطراف

1. Read the following mini dialogue and answer the question that follows :

Sami : I am having an interview tomorrow and I am confused

Ali : My main recommendation is that you practice in front a mirror

What is the **function** of Ali's statement ? **الحل : giving advice**

الطريقة الثانية : دراسة جملة واعطاء وظيفة .....

2. Study the following sentence and answer the question that follows :

Salma studied hard for her exams. **Consequently**, she passed them

What is the **function** of using the underlined linking word in the above sentence?

**الحل : showing result**

# مراجعة (4) Writing Editing

## تحرير النص من الأخطاء

### Editing : تحرير النص من الأخطاء

يركز الطلبة في هذا السؤال فقط على نوعين من الأخطاء ( أخطاء املائية + أخطاء في تكبير الحرف ) من المتوقع ان تقوم الوزارة بإدخال أخطاء أخرى ( قوا عديّة + في استخدام الكلمات ) كما ورد في السؤال الثاني في الوزارة لذلك ارجو الاهتمام في هذا الجانب عند البحث عن أخطاء

### \*Spelling mistakes : أخطاء املائية

تركز على تبديل بعض الحروف في الكلمات :

( b → p) (c → k) (j → g) (i → e) (s → t) (o → u) (s → z)

من المتوقع ان يكون التركيز هذا الفصل على اضافته حرف او حذف حرف  
Syptoms ----- Symptoms  
Arithmmetic ----- Arithm~~m~~etic

طريقة السؤال الجديدة : تحديد نوع الأخطاء المطلوبة

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 answer 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 socialize 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 tototrs by email and there are a lot of different class discussion on the Internet .

طريقة الحل :

x	✓
postgreduate	postgraduate
It is think	It is thought
tototrs	tutors
students?	students

## GUIDED WRITING

يركز على ترجمة معلومات معطاة بشكل فقرة من جملتين احرص على كتابة جملتين بسيطتين واستخدام أدوات ربط مناسبة  
نموذج تعداد خصائص /مزايا لشيء : characteristics of 1.

Title .. (1) *and* (2) . *It/They also* (3)./ *and* (4)

### Country people

- live in houses ,
- shop in small shops .
- Grow their own vegetables .
- live relaxing lives

Country people live in houses **and** shop in small shops. **They also** grow their own vegetables and live relaxing lives.

نموذج 2. Advantages / benefits/ The importance of حسنات/ فوائد / اهمية

Title *is good because of* (1+ing) *and* (2+ing) . *It/They/you can also* (3+v1)./ *and* (4+v1)

### The advantages of moving abroad

- get better jobs
- have new relations
- learn new traditions

Moving abroad **is good because of** getting better jobs **and** having new relations. **You can also** learn new traditions.

نموذج 3. Disadvantages سيئات

Title *is bad because of* (1+ing) *and* (2+ing) . *It/They/you can also* (3+v1)./ *and* (4+v1)

### Disadvantages of using computers

- ✓ -hurt eyes
- ✓ -cause headache
- ✓ - damage hands and arms

Using computers **is bad because of** hurting eyes and causing headaches. **It can also** damage hands and arms.

نموذج 4. reasons /purposes/ why .....? سؤا

There are many reasons that make why such as : (1+v-ing) and (2+v-ing). Also why + to (3+v1) and (4+v1).

### Why do students study abroad?

- ✓ -increase employment prospects
- ✓ - build valuable job skills .
- ✓ Have the chance to study at top universities .
- ✓ Become more independent

There are many reasons that make students study abroad such as : increasing employment prospects and building valuable job skills .Also students study abroad to have the chance to study at top universities and become more independent .

نموذج 6. How/ Ways to / suggestions سؤا

You can + *by* (1+v-ing) *and* (2v+ing) . You can also + (3+v1)./ *and* (4+v1)

### How to draw up a timetable ?

- look at the subjects you have to do.
- work out when to start .
- change the order of subjects
- set suitable time for each subject

You can draw up a timetable **by** looking at the subjects you have to do and working out when to start .You can also change the order of subjects and set suitable time for each subject .

## 7. نموذج C.V

This C.v is for .. اسم الشخص who lives in .. العنوان and who has got a . اسم الشهادة from . مكان الشهادة . زمن التخرج in مكان الشهادة .  
Moreover, he/ she worked as .. اسم المهنة for .. مكان العمل from ....to...

### Curriculum Vitae

**Name :** Hisham Khateeb

**Contact details :** 22 East Way, Irbid

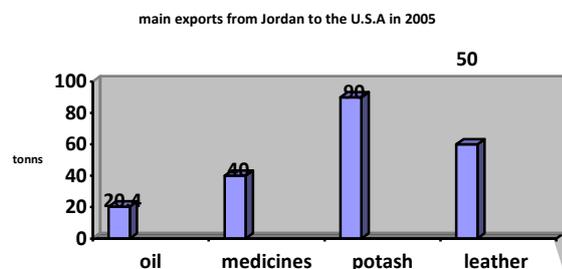
**Qualifications and training :** Degree in Physics (graduated 2009 /Yarmouk university )

**Work experience :** 2010-now : sales Representative for a large pharmaceutical company

**This C.v is for** Hisham Khateeb **who lives in** 22 East Way, Irbid **and who has got a** degree in Physics **from** Yarmouk University **in** 2009. **Moreover, he worked as** sales Representative **for** a large pharmaceutical company **from** 2010 to now.

## 8. نموذج رسم بياني

This chart shows the . اسم اللوحة. and which indicates that اعلى نسبة was the highest , while اقل نسبة was the least. It also shows that the نسبة اخرى was more than اخرى .



**This chart shows the** main exports from Jordan to the U.S.A in 2005 and which indicates that potash was the highest, while oil was the least. It also shows that the export of leather was more than oil.

## FREE WRITING

### كتابة المقالة العامة

Writing essays/ Articles/ reports

### العنوان Title

**INTRODUCTION** مقدمة ثابتة Starting with such a subject is very important to be discussed in all the aspects it deals with . As a result , I will focus in this essay/report on the issue of اسم الموضوع taking into consideration these aspects ..... المطلوب الثالث ..... , ..... , ..... المطلوب الثاني ... , ..... المطلوب الاول .....  
.....

## BODY

يتألف الموضوع على الأقل من 3 فقرات حسب المطلوب في موضوع المقالة ويجب ان تبدأ كل فقرة بجملته الرئيسية (المطلوب الاول) و3 جمل داعمه للجمله الرئيسية مع شرح لها ولو بجمله واحدة على الشكل التالي:

### I. Topic sentence

شرح لها + ..... جملة داعمة 1 .....  
شرح لها + ..... جملة داعمة 2 .....  
شرح لها + ..... جملة داعمة 3 .....

### II. Topic sentence

شرح لها + ..... جملة داعمة 1 .....  
شرح لها + ..... جملة داعمة 2 .....  
شرح لها + ..... جملة داعمة 3 .....

### III. Topic sentence

شرح لها + ..... جملة داعمة 1 .....  
شرح لها + ..... جملة داعمة 2 .....  
شرح لها + ..... جملة داعمة 3 .....

## CONCLUSION

 خلاصة ثابتة

Finally , I will sum up what have been discussed by saying that the issue of اسم الموضوع was deeply discussed in all the aspects it deals with mainly ..... المطلوب الثالث ..... , ..... , ..... المطلوب الثاني ... , ..... المطلوب الاول .....

مثال هام:

Many people face road accidents daily which can lead to a disastrous effects . Write an essay about accident prevention , discussing the causes , the bad effects of these accidents and suggest ways to prevent such accidents

## Writing blog post

كتابة المدونة الالكترونية

عناصر المدونة :

1. العنوان : title = يجب ان يكون قصيرا وجاذبا
2. اسم كاتب المدونة : posted by .....
3. المقدمة : introduction = عادة تبدأ بسؤال للقارىء فيه تطلب فيه نصائح
4. موضوع المدونة : subject / problem تتألف على الأقل من فقرتين
5. الخلاصة : conclusion = تحنوي اعادة صياغه لسؤالك وتطلب من القارىء التدخل

Title

Posted by : a student .....

**Introduction ( مقدمة ثابتة )**

*Do you know what I am going to talk about ? I am going to talk about ..... اسم الموضوع . I have come up with some ideas but I really need your help! Do get in touch if you have any ideas or advice that you think might help me to deal with such a subject .*

**Body :**

*Firstly , ..... اكتب اي افكار عن الموضوع*

*Secondly , اكتب افكار اخرى عن الموضوع*

**Conclusion : ( خلاصة ثابتة )**

*I think that this subject still needs more ideas to be discussed, therefore can you help me with it . We could start up a useful conversation about it .*

**Writing formal letter Covering letter / applying for a job**

كتابة رسالة رسمية / التقديم لوظيفه

**Name and address  
of the company**

**address and date**

P.O BOX  
Amman,  
Jordan  
June 26,2016

**Greeting**

Dear sir;

**Introduction :**

**I am writing this letter to** apply for the job of ... اسم العمل ..... at ..... اسم مكان العمل  
You will see from my curriculum vitae that I have a Bachelor's degree in ..... اسم التخصص .., as well as  
substantial experience in ..... اسم مكان العمل السابق .....

**BODY**

**1. Reason of applying**

I am now looking for a new challenge as ..... اسم الوظيفة الجديدة ..... , and I am interested in pursuing my goal  
at your ..... اسم مكان العمل . My developing skills show that I am ready to advance in this career ,  
and the advertised position at your ..... اسم مكان العمل as ..... اسم الوظيفة ..... is ideal .

**2. Further details and ambitions :**

I am dedicated to this job and ambitious to develop it with all the skills I have to be better than it is now .

**FORMAL ENDING :**

**Please contact me for a reference .I look forward to hearing from you as soon as possible.**

**Yours sincerely**

توقيع

**Your name**

# LITERATURE SPOT B

عزيري الطالب ستعطى مقتطف من القصيدة او القصة وسؤال واحد فقط يتم في الاغلب الاجابة عليه من المقتطف المعطى لذلك ادرس الاسئلة التالية وركز عليها

" a green cornfield اسئلة على قصيدة

## First stanza:

1. What does the poetess mean by “the two “?
2. What does a singing speck over a corn imply?
3. Find examples to show that it was spring time?
4. What does the word “speck “mean?

الاجابات :

1. The earth and the sky 2. Implies that the cornfield was big 3. Green earth , blue sky , sunny morning , singing birds 4. Small piece

## Second stanza:

1. What does the poetess compare the cornfield to?
2. At what state does the skylark keep singing ?
3. The poetess portrays beautiful picture in the second stanza. What is it?
4. What does the song represent for the poetess ? ركززز
5. The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique? ركززز

الاجابات :

1. A stage 2. When soaring 3.the bird like a singer on the stage (cornfield) and the butterflies are like the audience 4. Continuity of life 5. “ And still the singing skylark soared” the poetess **adds rhythm and link dissimilar words together**

## Third stanza:

1. What two examples show that the cornfield was big ?
2. What helped the poetess to know that there was a nest unseen ? ركززز
3. What do the words “ **tender/ stalks** mean ?

الاجابات :

1. The cornfield stretched a tender green + Somewhere among the million stalks
2. 1. The bird keeps going up and down on a certain spot on the cornfield 2. It’s spring time when birds sit on their eggs
3. fresh and young/ The main stem of a plant

#### Fourth stanza:

1. How do we know that the poet leaves the cornfield before the skylark has stopped singing?
2. What is the theme of this poem?
3. What does the “**the moments slid** “ indicates ?
4. Find a word that means “**fast**”

الاجابات :

1. 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
2. A celebration of life , nature and love
3. The poetess was enjoying her time and forget herself .
4. Swift

#### اسئلة على Around the world in 80 days

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

# For what reason did the train stop ?

#What made Sir Francis Cromarty annoyed when talking with the train conductor?

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

#what does Fogg mean by “we will...” ?

# 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?

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

**'No, Sir Francis; it was foreseen.' 'What! You knew that the way—'**

# Why would the delay be a disadvantage for Fogg?

**4. There was nothing to say to so confident a response. Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.**

# Who was the confident person the narrator meant by ?

# find an expression to mean “looking for things in all over a place ?

**5. Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes.**

# find an expression of pain and unhappiness

6. **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.**

# Why did the Indian man decide to rear an elephant?

# How do we know that the elephant is not aggressive?

7. **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.**

# What expression is used to show that the Indian refused to rent the elephant directly without further explanation?

# Why did Fogg want to hire the elephant ?

8. **Compare the train and the elephant. What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?**

9. **What does the story tell us about the character of Fogg?**

10. **What does the story tell us about the character of Francis ?**

الاجابات :

1. #The railway isn't finished

# because he feels cheated by being sold a ticket to somewhere the train doesn't go.

2. # he will still complete his journey in eighty days

# 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.

3. # because time is an important element in this journey

4. # 'Mr Fogg

# from end to end

5. # wry grimace

6. # He wanted it for fighting.

# 'It still preserved its natural gentleness', meaning that it does not want to fight

7. # point-blank

# to complete his journey to Allahabad .

8. ; 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.

9. Fogg : confident , calm , well –prepared , persistent

10. Francis : easily annoyed , desperate ,

مع تمنياتي لكم بالنجاح

مواعيد مراجعات ولية الامتحان في اكااديمية سمير الجمال للتدريب والتطوير/ تلاع العلي

0786398554 /0790297011

3م جديد	5/7 -5/4	من الساعه 5-2
4م قديم	5/14 -5/12	من الساعه 3-12
4م جديد	5/22 -5/20	: من الساعه 4-1
3م قديم	5/24-5/22	من الساعه 7-4
4م جديد	6/3 -6/1	: من الساعه 5-2
4م جديد	6/25- 6/23	من الساعه 6-3

مراجعته ليلة الامتحان 6/25 من الساعه 9 مساء - 12 ليلا

مواعيد المراجعة في مركز اكااديمية اشبيلية الدولي الثقافي / مرج الحمام

065712410 / 065715410 / 0795428273

4م جديد	5/13 -5/11	: من الساعه 7-4
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مواعيد المراجعة في مركز الطيبه الخضراء الثقافي / الطيبة

064130575/ 0785307556

4م جديد	5/27 -5/25	: من الساعه 1-10
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