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**English**

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**شامل جميع قواعد المستوى الرابع**

**شامل المعاني عربي - انجليزي - انجليزي**

**شامل جميع انماط الانشاء و المقتطفات الأدبية**

**شامل نماذج امتحانات على النمط الوزاري الجديد**

| <b>Contents</b>                              | <b>Pages</b> |
|--|--------------|
| Introduction                                 | 1-2          |
| Quantifier to make comparison                | 3 – 6        |
| passive                                      | 7 -12        |
| Impersonal passive                           | 13-16        |
| Indirect question                            | 17-18        |
| Question tag                                 | 19-20        |
| Phrasal verbs                                | 21           |
| body idiom                                   | 22           |
| Gender specific/neutral words , collocations | 23-24        |
| I wish = If only                             | 23-28        |
| If clause ( zero – First – Third )           | 29-30        |
| Tools of using if-clause                     | 31           |
| Rewrite with Third conditional               | 32           |
| If – unless                                  | 33           |
| Function                                     | 34           |
| Giving advice                                | 35-36        |
| Derivation                                   | 37-44        |
| Guided writing                               | 45-48        |
| Literature spot                              | 49-52        |
| Vocabulary                                   | 53-58        |
| Editing / free writing                       | 59-60        |
| More exercises                               | 61-68        |
| Reading texts                                | 69-86        |
| Exams  | 87-128       |

# 1- Quantifiers To make comparisons

→ **Short adjectives** → tall , fast , old , big , small , short , tidy , slow , new.

→ **Long adjectives** → expensive , beautiful , exciting , dangerous , interesting , famous.... .

❖ **Comparative:** - المقارنة

**1** **than** **2**

1. **er + than** (صفة قصيرة) → taller than , faster than , older than , bigger than.... .

2. **more/less + than** (صفة طويلة) → more expensive than , more beautiful than , more exciting than.

❖ **Superlative:** - التفضيل

1. **est** (صفة قصيرة) → the tallest , the fastest , the oldest , the biggest.... .

2. **the most** (صفة طويلة) → the most expensive , the most beautiful , the most exciting  
**the least** (صفة طويلة)

| الصفات الشاذة       |              |              |
|---------------------|--------------|--------------|
| Adjective           | Comparative  | Superlative  |
| <b>good</b>         | better than  | the best     |
| <b>bad</b>          | worse than   | the worst    |
| <b>many / much</b>  | more than    | the most     |
| <b>little / few</b> | less than    | the least    |
| <b>far</b>          | further than | the furthest |

Quantifiers to make  
Comparison

er than (صفة قصيرة)

more than (صفة طويلة)

as (صفة) as

إذا بدأ التحويل ب كلمة

The least

إذا بدأ التحويل ب كلمة

Noun/There

1- ننفي الفعل وننتبه للفاعل

2- نحذف er او more ونضع مكانها **as** الاولى

ونضع مكانها **as** الثانية

نضع الصفة

نحذف than

ونضع مكانها **as** الثانية

3- نضع الاسم الاول

1- نثبت الفعل وننتبه للفاعل

2- ننظر الي الصفة

إذا كانت طويلة نضع :

**more + than** (صفة طويلة)

إذا كانت قصيرة نضع :

**er + than** (صفة قصيرة)

3- نضع الاسم الاول

1- نضع صفة طويلة

عكس الصفة

التي اول الجملة

2- نكمل باقي الجملة

1- ننفي الفعل

2- less ← as much

. more ← as many

نكمل ب الاسم الذي بعدهم

3- نحذف كلمة than

ونستبدلها ب كلمة **as**

V1 → don't + v1

V1+s → doesn't + v1

V2 → didn't + v1

اما الفعل الرئيسي ينفي ب

(not/n't)

\* ملاحظة مهمة: دائما الفعل المساعد ينفي بإضافة

1

١- نضع نفي الفعل و ننتبه للفاعل

٢- نحذف er او more ونضع مكانها as الاولى

ثم نضع الصفة

و نحذف than ونضع مكانها as الثانية

٣- نكمل ب الاسم الاول الذي بداية الجملة

The sun is hotter **than** the moonThe moon **isn't as hot as the sun**The moon **is colder than the sun** يوجد حل اخر هو عكس الصفة

Football is more exciting than basketball

Basketball **isn't as exciting as Football**Basketball **is less exciting than Football** يوجد حل اخر هو عكس الصفة١) Travelling by train is **more interesting than** travelling by car.

Travelling by car \_\_\_\_\_

٢) Jordanian children can leave school one year **earlier than** English children.

English children \_\_\_\_\_

٣) American women have **higher** life expectancy **than** Arabian women.

Arabian women \_\_\_\_\_

٤) Ahmad 's car goes **faster than** my car

My car \_\_\_\_\_

٥) Jordanian children start school a year **later than** English children.

English children \_\_\_\_\_

2016 وزارى

2

١. نضع مثبت الفعل و ننتبه للفاعل

٢. نحرر الصفة التي بين as \_\_\_\_\_ as

حسب اذا كانت صفة طويلة أو قصيرة

er + than صفة القصيرة

more/less + than صفة الطويلة

٣. نكمل ب الاسم الاول الذي بداية الجملة

A hotel **is not as large as** a school.A school **is larger than a hotel.**Driving slowly **is not as dangerous as** driving fast.Driving fast **is more dangerous than driving slowly.**1) The electronic newspapers **are not as acceptable as** the ordinary ones

The ordinary ones \_\_\_\_\_

2018 وزارى

2) Studying physics **is not as popular as** studying Biology in Britain

Studying Biology \_\_\_\_\_

2017 وزارى

3) **Neither** Math **nor** Science **are as popular as** English

English \_\_\_\_\_

2016 وزارى

Neither 1 nor 2 = not

4) Driving cars **is not as dangerous as** driving heavy vehicles

Driving cars \_\_\_\_\_

The **قصيرة** est

3

The least **طويلة** عكس الصفة التي في بداية الجملة

جملة الكتاب المدرسي

1) The **cheapest** thing on the menu is orange juice.

The least **expensive** thing on the menu is orange juice

2) The **easiest** subject at school is Arabic.

The least \_\_\_\_\_

3) The **safest** place to be during thunderstorm is under a large tree.

The least \_\_\_\_\_

4) The most **boring** story was ' The Criminal ' .

The least \_\_\_\_\_

There/Noun **فعل مثبت** **less** اسم غير معدود **than** **there is** . . . .

4



There/Noun **فعل نفي** **as much** اسم غير معدود **as** X X . . . .

There is **less** information on the website **than** there is in the book

جملة الكتاب

There \_\_\_\_\_

There isn't **as much** water in King Tala Dam **as** \_\_\_\_\_ in Alkafrican Dam

There \_\_\_\_\_

There /Noun **فعل مثبت** **more** اسم معدود **than** **there are** . . . .



There/Noun **فعل نفي** **as many** اسم معدود **as** X X . . . .

There are **more** cars in Amman **than** there are in Madaba

There \_\_\_\_\_

There aren't **as many** students studying English **as** Arabic

There \_\_\_\_\_

1. Football is more popular than Basketball.  
Basketball .....
2. Living in a flat isn't as expensive as living in a house .  
Living in house .....
3. Khaled speaks English more fluently than Ahmad .  
Ahmad .....
4. Engineering is less popular than Visual Arts .  
Visual Arts .....
5. Law is more popular than Medicine and Dentistry .  
Medicine and Dentistry .....
7. There are more people living in cities than there are in Villages.  
There .....
8. There is less sugar in the Chair than there is in the table .  
There .....
9. Travelling by cars is not as dangerous as travelling by heavy vehicles  
Travelling by cars .....
10. Eating fruit is more important than taking Vitamins.  
Taking vitamins ..... إذا بدأ الفعل ب ( ing ) يعامل معاملة المفرد
11. **Neither** Sami **nor** Ali are as brilliant as Ahmad .  
Ahmad .....
12. **Neither** Madrid **nor** Barcelona are as good as Paris  
Paris .....
13. **No** country in the world is more beautiful than Jordan .  
Jordan .....
14. There aren't as many people applied for law in 2004CE as in the previous year .

## ❖ Passive

\* نعرف الجملة انها (passive) اذا كان المفعول به (Object) في بداية الجملة / تحويل

|                |         |                                 |                                     |
|----------------|---------|---------------------------------|-------------------------------------|
| Present simple | Active  | Subject <b>v1 / v1+s</b> Object | She <u>makes</u> this food at home. |
|                | Passive | Object + <b>is / are + V3</b>   | This food <b>is made</b> at home.   |

|             |         |                            |                                      |
|-------------|---------|----------------------------|--------------------------------------|
| Past simple | Active  | Subject <b>V2</b> Object   | They <u>built</u> Petra out of work. |
|             | Passive | O + <b>was / were + V3</b> | Petra <b>was built</b> out of work.  |

|                    |         |                                   |                                  |
|--------------------|---------|-----------------------------------|----------------------------------|
| Present continuous | Active  | S <b>is, are, am + Ving</b> O     | Someone <u>is disturbing</u> me. |
|                    | Passive | O <b>is, are, am + being + V3</b> | I <b>am being disturbed</b> .    |

|                 |         |                                 |                                      |
|-----------------|---------|---------------------------------|--------------------------------------|
| Past continuous | Active  | S <b>was/were + Ving</b> O      | The police <u>were watching</u> her. |
|                 | Passive | O <b>was /were + being + V3</b> | She <b>was being watched</b> .       |

|                    |         |                               |                                      |
|--------------------|---------|-------------------------------|--------------------------------------|
| Futures continuous | Active  | S <b>will be + Ving</b> O     | They <u>will be interviewing</u> me. |
|                    | Passive | O <b>will be + being + V3</b> | I <b>will be being interviewed</b> . |

|                 |         |                               |                                     |
|-----------------|---------|-------------------------------|-------------------------------------|
| Present perfect | Active  | S <b>have/has + V3</b> O      | He <u>has scored</u> two goals.     |
|                 | Passive | O <b>have/has + been + V3</b> | Two goals <b>have been scored</b> . |

|              |         |                          |                                    |
|--------------|---------|--------------------------|------------------------------------|
| Past perfect | Active  | S <b>had + V3</b> O      | Someone <u>had stolen</u> my bike. |
|              | Passive | O <b>had + been + V3</b> | My bike <b>had been stolen</b> .   |

|                 |         |                                |  |
|-----------------|---------|--------------------------------|--|
| Futures perfect | Active  | S <b>will have + V3</b> O      | They <u>will have changed</u> a plan.  |
|                 | Passive | O <b>will have + been + V3</b> | A plan <b>will have been changed</b> . |

|        |         |                          |                                    |
|--------|---------|--------------------------|------------------------------------|
| Modals | Active  | S <b>Modal + V1</b> O    | They <u>will organize</u> a party. |
|        | Passive | O <b>Modal + be + V3</b> | A party <b>will be organized</b> . |

**Modals** : can/could/shall/should/ may/might/will/would/must , **have to / has to /had to /used to** )

|  |            |            |              |
|--|------------|------------|--------------|
| ملاحظة مهمة : النفي يبقى كما هو للفعل المساعد للكل |            |            |              |
| Active   | Passive    | Active     | Passive      |
| don't + v1   | isn't + v3 | didn't +v1 | wasn't + v3  |
| doesn't + v1                                       | aren't +v3 |            | weren't + v3 |

1. The government **is building** ~~many~~ hospitals.

Many hospitals \_\_\_\_\_

2. My neighbors **Painted** ~~the doors~~ white.

The doors \_\_\_\_\_

3. They **sent** ~~messages~~ using fire and smoke.

Messages \_\_\_\_\_

4. Someone **takes** ~~this~~ seat.

This seat \_\_\_\_\_

5. They **will clean** ~~the house~~ soon.

The house \_\_\_\_\_

6. Heba **had taken** ~~the books~~ back to the library.

The books \_\_\_\_\_

7. Students **didn't write** ~~the answers~~ in ink.

The answers \_\_\_\_\_

8. They **were moving** ~~the victims~~ away.

The victims \_\_\_\_\_

9. Farmers **don't grow** ~~rice~~ in Jordan.

Rice \_\_\_\_\_

10. The researcher ~~mustn't~~ leave the result of the investigation unexpected

The result of the investigation \_\_\_\_\_

11. Someone was cooking ~~the dinner~~ when I got home

The dinner \_\_\_\_\_

12. The ministry of Health has built many new hospitals in our country.

Many new hospitals \_\_\_\_\_

13. The reporter has written three articles dealing with pollution.

Three articles dealing with pollution \_\_\_\_\_

14. My parents have saved enough money to find our university courses

Enough money \_\_\_\_\_

15. People saw smoke coming out of the forest

Smoke \_\_\_\_\_

16. Fifty years ago, they hadn't invented smartphones.

Smartphones \_\_\_\_\_

18. The new law prevents smoking in public places

Smoking in public places \_\_\_\_\_

19. The firm hasn't offered me a job.

I \_\_\_\_\_

19. They have **just** discovered some books

Some books \_\_\_\_\_

20. Our teacher has **already** marked exam

Exam \_\_\_\_\_

21. They have **recently** opened studio schools.

Studio schools \_\_\_\_\_

ملاحظة : هذه الكلمات تأتي بالوسط

have/has + already / just / lately / recently + been+ v3

**Correct the verbs between brackets:-**

(مهم جدا)

ملاحظة مهمة : نعرف الجملة (passive) عن طريق معنى الجملة او تكون كلمة by في الجملة او عن طريق الدلالات

1. A new vocational school **has** been built recently in my area. (build) **2016وزاري / م**
2. Mr. Tareq **will** be offered a more responsible post by the manger ( offer) **2016وزاري / م**
3. Our final science project **has** been chosen as the best project . ( chose ) **2017وزاري / م**
4. Sign language was invented in the 16<sup>th</sup> century ( invent ) **2018وزاري / م**
5. Many Jordanian poems are being now translated into English and people are able to read them.(translate) **2016وزاري / م**
6. Ibn Rushed who was born in Cordoba is a famous Islamic polymath ( born ) **2017وزاري / م**
7. The ruins are viewed by thousands of tourists every day ( view ) **وزاري ٢٠١٨ / م**
7. At the moment, a lot of research into the language \_\_\_\_\_ . (do)
8. An introductory grammar of Jordanian sign language \_\_\_\_\_ in 2004. (publish)
9. Before 2004CE , very little research about sign languages of the Middle East \_\_\_\_\_. (carry out)
10. By 2025CE, our public transport system \_\_\_\_\_. (change)
11. When you finished your homework, the cake \_\_\_\_\_. (eat)
12. Our exam \_\_\_\_\_ already \_\_\_\_\_ by our teacher (mark), and now they \_\_\_\_\_. (check)
13. According to reports , hundreds of people \_\_\_\_\_ in the streets every day ( attack )  
( attack , are attacked , was attacked )
14. The ceremony \_\_\_\_\_ in the news last night. ( report )  
( reported , was reported , report )
15. The idea \_\_\_\_\_ to France in the seventeenth century . ( take )  
( took , was taken , is taken )

|                           | <b>Keywords</b>  | <b>Passive</b>             |
|---------------------------|--|----------------------------|
| <i>Past simple</i>        | Last ... ago , yesterday , in + تاريخ بالماضي<br>in the past , <b>century</b> ....   | Was / were + V3            |
| <i>Past continuous</i>    | While , as   | Was / were + being + V3    |
| <i>Past perfect</i>       | before , after, when , by the time,<br>by + تاريخ بالماضي (by 2010....),   | had + been + V3            |
| <i>Present simple</i>     | every...., always , sometimes , often , usually  | is / are / am + V3         |
| <i>Present continuous</i> | now , nowadays , at the moment ,<br>right now , watch out! Be careful , look!,<br>be quiet , listen! , stop!.....  | is / are / am + being + V3 |
| <i>Present perfect</i>    | recently , since , for , lately , already , just<br>yet , never , so far   | have / has + been + V3     |
| <i>Future simple</i>      | next..., soon , later , tomorrow, in the future,<br>in + تاريخ بالمستقبل (in 2018)....   | Will + be + V3             |
| <i>Future continuous</i>  | the extra time later , this evening<br>النفى → Don't call me at 8. I will be being had a dinner<br>→ I can't come tomorrow, I will be being interviewed. | Will be + being + V3       |
| <i>Future perfect</i>     | 1-By + وقت بالمستقبل (by 2020...), by next year,<br>2- this time + وقت بالمستقبل<br>3- In فترة زمنية 'time   | Will have + been + V3      |

| V1 present | v2 past    | V3/PP     |
|------------|------------|-----------|
| be         | Was / were | been      |
| become     | became     | become    |
| begin      | began      | begun     |
| break      | broke      | broken    |
| bring      | brought    | brought   |
| build      | built      | built     |
| burn       | burnt      | burnt     |
| burst      | burst      | burst     |
| buy        | bought     | bought    |
| Can        | could      | been able |
| Catch      | caught     | caught    |
| Choose     | chose      | chosen    |
| Come       | came       | come      |
| Cost       | cost       | cost      |
| Cut        | cut        | cut       |
| dig        | dug        | dug       |
| do         | did        | done      |
| draw       | drew       | drawn     |
| dream      | dreamt     | dreamt    |
| drink      | drank      | drunk     |
| drive      | drove      | driven    |
| eat        | ate        | eaten     |
| fall       | fell       | fallen    |
| feed       | fed        | fed       |
| feel       | felt       | felt      |
| find       | found      | found     |
| fly        | flew       | flown     |
| forget     | forgot     | forgotten |
| forgive    | forgave    | forgiven  |
| get        | got        | got       |
| give       | gave       | given     |
| go         | went       | gone      |
| grow       | grew       | grown     |
| hang       | hung       | hung      |
| have       | had        | had       |
| hear       | heard      | heard     |
| hide       | hid        | hidden    |
| hit        | hit        | hit       |
| hold       | held       | held      |
| hurt       | hurt       | hurt      |
| keep       | kept       | kept      |
| know       | knew       | known     |
| lead       | led        | led       |
| learn      | learnt     | learnt    |

| V1         | V2         | V3         |
|------------|------------|------------|
| Leave      | left       | left       |
| lend       | lent       | lent       |
| let        | let        | let        |
| lie        | lay        | lain       |
| light      | lit        | lit        |
| lose       | lost       | lost       |
| make       | made       | made       |
| mean       | meant      | meant      |
| meet       | met        | met        |
| must       | had to     | had to     |
| pay        | paid       | paid       |
| put        | put        | put        |
| read       | read       | read       |
| ride       | rode       | ridden     |
| ring       | rang       | rung       |
| run        | ran        | run        |
| say        | said       | said       |
| see        | saw        | seen       |
| sell       | sold       | sold       |
| send       | sent       | sent       |
| set        | set        | set        |
| shine      | shone      | shone      |
| show       | showed     | shown      |
| shut       | shut       | shut       |
| sing       | sang       | sung       |
| sink       | sank       | sunk       |
| sit        | sat        | sat        |
| sleep      | slept      | slept      |
| smell      | smelt      | smelt      |
| speak      | spoke      | spoken     |
| spend      | spent      | spent      |
| spill      | spilt      | spilt      |
| stand      | stood      | stood      |
| steal      | stole      | stolen     |
| swim       | swam       | swum       |
| take       | took       | taken      |
| teach      | taught     | taught     |
| tear       | tore       | torn       |
| tell       | told       | told       |
| think      | thought    | thought    |
| throw      | threw      | thrown     |
| understand | understood | understood |
| wake       | woke       | woken      |
| wear       | wore       | worn       |
| win        | won        | won        |
| write      | wrote      | written    |

## 2- Impersonal passive: -

\* a formal way of reporting thoughts , sayings , beliefs and opinions

\* We can use impersonal passive with: say , think , claim , know , believe , prove , assume , report , expect ...

A- Personal → impersonal

| Subject | فعل الإدراك       |                   |                             | that | Object | فعل     |        |         |
|---------|-------------------|-------------------|-----------------------------|------|--------|---------|--------|---------|
| ✗       | V1                | V2                | has/have+V3                 | ✗    | ✗      | V1/V1+s | is/are | V2      |
|         | ↓                 | ↓                 | ↓                           |      |        | ↓       | ↓      | ↓       |
| Object  | is + v3<br>are+v3 | was+v3<br>were+v3 | has been+v3<br>have been+v3 |      | to     | V1      | be     | have+v3 |

الملاحظة (١): يجب ان يكون في الجملة فاعلين ( الاول فعل الإدراك ويكون قبل **that** ) ( والفعل الثاني الاخر يكون بعد **Object** )

الملاحظة (٢): اذا بدا ب الفعل ب **ing** يعامل معاملة المفرد

الملاحظة (٣) ممكن ان يأتي فعل الإدراك بصيغ اخرى ( تم شرحها في درس الباسف صفحة ٧ )

- ✗ people **believe** that eating almonds **reduces** the risk disease  
Eating almonds **is believed to reduce** the risk disease
- people **claim** that Mona Lisa **is** the best painting in the world  
Mona Lisa **is claimed to be** the best painting in the world
- People **believe** that solving Puzzles **keeps** the brain active  
Solving puzzles **is believed to keep** the brain active
- Scientists **have proved** that oil **will run** out  
Oil **has been proved to run** out
- people **believe** that the terrorist **has** left the country  
The terrorist **is believed to have** left the country

|    |                                      |                             |
|----|--------------------------------------|-----------------------------|
| It | is + V3<br>was + V3<br>has been + V3 | نكمل<br>الجملة<br>كما<br>هي |
|----|--------------------------------------|-----------------------------|

\* people believe that eating almonds reduces the risk disease فقط نشترك **passive** من فعل الإدراك

It **is believed** that eating almonds reduces the risk disease

B- impersonal → personal

\* **التحويل بالعكس**: تكون تحويلة الباسف / و كلمة to في الجملة الاصلية

١. نحذف تحويلة الباسف ونحذف كلمة **to** x x x

٢. نضع الفاعل الذي ببداية الجملة كما هو

٣. ننظر الى الفعل ونحوه حسب الفاعل الجديد مفرد او جمع

~ TV is known to **hurt** eyes  
people know that TV **hurts** eyes.

V1  
↓  
V1 / V1+S (فاعل مفرد)  
V1 (فاعل جمع)

~ Mona Lisa is claimed to **be** the most famous painting  
They claim that Mona Lisa **is** the most famous painting

**be**  
↓  
is, are

1. working in dark places is believed to **be** harmful tour health  
people believe that \_\_\_\_\_

2. Cars are believed to **pollute** the environment  
people believe that \_\_\_\_\_

3. Nuclear power stations are thought to **be** dangerous  
people think that \_\_\_\_\_

4. The government is thought to **have** prepared a plan to solve un..  
The police think that \_\_\_\_\_

5. Doing regular exercise is believed to reduce the risk of several disease .  
people believe that \_\_\_\_\_

2016 وزاري

طريقة It بالعكس ١. نرجع تحويلة الباسف الى اصلها ٢. نكمل الجملة كما هي

It **is believed** that eating almonds reduces the risk disease  
people **believe** that eating almonds reduces the risk disease

1. People **believe** that eating almonds **reduces** the risk of heart disease وزاري ٢٠١٦  
Eating almonds .....
2. My English teacher **says** that English clubs **are** essential for learning English well. وزاري ٢٠١٨  
English clubs .....
3. Experts **have proved** that eating fresh vegetables **is** good for the stomach. وزاري ٢٠١٧  
Eating fresh vegetables .....
4. They **assumed** that the last Olympic games were a great success وزاري ٢٠١٧  
It .....
5. We expect that they will arrive on time from Cairo  
They .....
6. The detective knows that the robber has left the country .  
The robber .....
7. People think that learning a new language presents the brain unique challenged.  
Learning a new language .....
8. They say that students who study foreign language do better in final exam  
Students who study foreign language .....
9. Teacher believes that the exam isn't difficult  
The exam .....
10. Some experts claim that watching horror films makes us aggressive  
Watching horror films .....
11. People don't expect that the new party will run the election  
The new party .....
12. They have thought that reading skills will improve your skills  
Reading skills .....
13. I believe that most students aren't well-prepared.  
It .....
14. Experts believed that a flat tire caused the accident  
A flat tire .....
15. people used to think that the Earth was flat. جملة الكتاب المدرسي  
It .....

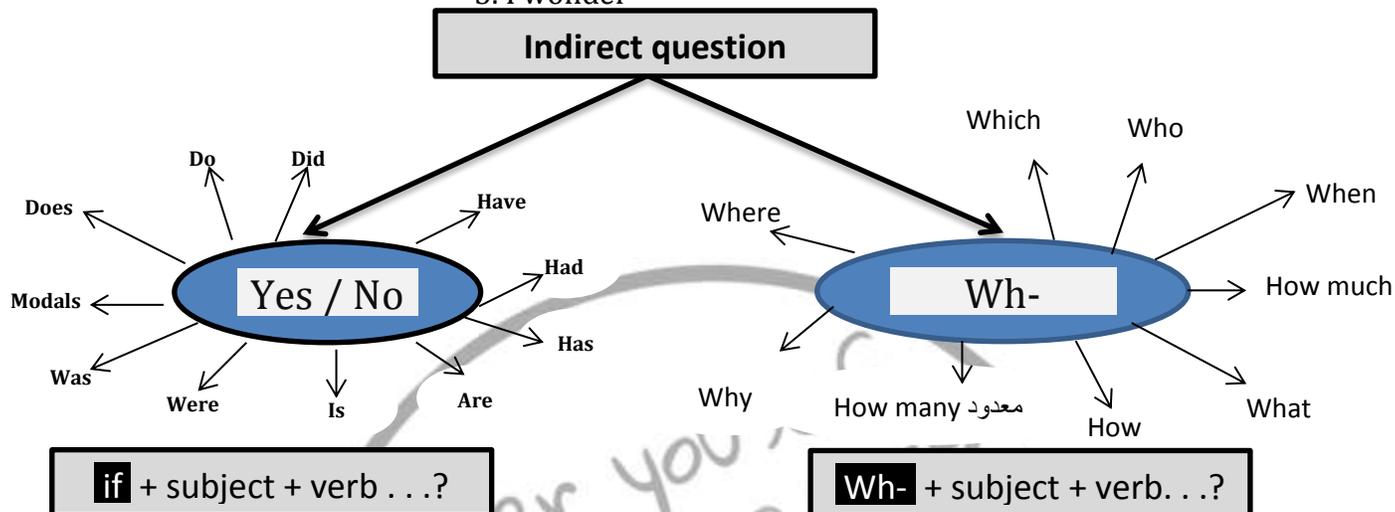
1. Building new schools in Amman was said to improve our country  
The government said that .....
2. We are claimed to remember things we hear in our sleep .  
people claim that .....
3. Computers are claimed to change our life in the future  
They claim that .....
4. Fish is said to be good for health .  
They say that.....
5. Solving puzzles is believed to keep the brain active .  
people believe that .....
6. We are thought to remember things we hear in our sleep.  
They think that.....
7. most students are believed not to be well-prepared  
I believe that .....
8. student who study foreign country is said to do better in final exam .  
They say that .....
9. Watching horror films is claimed to make us aggressive .  
Some experts claim that .....
10. The robber is known to have left the country.  
The detective know that .....
11. The exam is believed not to be difficult tomorrow  
Teacher believe that .....
12. Smartphone has been thought to improve our life .  
people have thought .....
13. The new party isn't expected to run the election .  
people don't expect that .....
14. It was thought that the burglar must have entered the house through the window.  
The detective .....
15. It is believed that learning foreign language can improve the brain  
people .....

### 3- Indirect question

\*. We use indirect question **to ask questions in a polite, formal, way.**

يمكن ان يأتي التحويل بالعكس

- \*. We can begin impersonal with: -
1. Could you tell me
  2. Could you explain
  3. Do you mind telling me
  4. Do you know
  5. I wonder



1. **Is it** raining outside ?  
Do you know **if it is** raining outside ?

1. How **can I** relax at home ?  
Could you tell me **How I can** relax at home ?

2. **Are we** allowed to eat ?  
Do you know **if we are** allowed to eat?

2. Why **is the train** late?  
Do you mind telling me **why the train is** late?

3. **Can they** leave early  
Do you know **if they can** leave early ?

3. Where **is the nearest bank** , please?  
Could you tell me **where the nearest bank is** ?

→ **Does** the exam start at ten?  
Do you know **if the exam starts** at ten ?

→ **Do** the exam start at ten?  
Do you know **if the exam start** at ten?

→ **Did** the exam start at ten ?  
Do you know **if the exam started** at ten ?

→ When **does** the exam **start**?  
Could you tell me **when the exam starts**?

→ When **do** the exam **start**?  
Could you tell me **when the exam start**?

→ Why **did** the exam **start** ?  
Could you tell me **why the exam started**?

#### 1 حركة القلب بين الفعل المساعد والفاعل

\* الفعل المساعد يبقى كما هو  
is , are , was , were , have , has , had , Modals  
\* الفاعل يكون بعد الفعل المساعد مباشرة

#### 2 حركة ( do , does , did ) و Subject و v1

does + S + V1 ... ? V1+S

do + S + V1 ... ? V1

did + S + V1 ... ? V2

1. Has Rami changed his mind?  
Do you know \_\_\_\_\_
2. Was he late for the meeting ?  
Do you know \_\_\_\_\_
3. Were you watching TV at 3P.M?  
Do you know \_\_\_\_\_
4. Will she start her new job next week?  
Do you know \_\_\_\_\_
5. Have they been living here long?  
Do you know \_\_\_\_\_
6. What time does the plan leave?  
Could you tell me \_\_\_\_\_
7. Is the restaurant closing now?  
Do you know \_\_\_\_\_
8. Does the detective know the address?  
Do you know \_\_\_\_\_
9. What should I do on the day before the exam?  
Could you explain \_\_\_\_\_
10. What do the English eat for breakfast?  
Could you tell me \_\_\_\_\_
11. When did France stop being a monarchy?  
Could you tell me \_\_\_\_\_
12. How much sleep do teenagers need?  
Could you tell me \_\_\_\_\_
13. Could you explain the best way to revise?  
I wonder \_\_\_\_\_
14. What kind of music does your sister like ?  
Could you tell me \_\_\_\_\_
15. How much revision should I do ?  
Could you tell me \_\_\_\_\_
16. What do you mean by ' mnemonics ' ?  
Do you mind telling me \_\_\_\_\_

17. How can I get to Queen Alia airport?  
Could you tell me \_\_\_\_\_
18. Is there a connection between the amount ..  
Do you know \_\_\_\_\_
20. Are students allowed to nav..  
Do you know \_\_\_\_\_
21. Does the bell ring at eight ?  
Do you know \_\_\_\_\_
22. What can't we bring onto the plane?  
Could you tell me \_\_\_\_\_
23. Which car will you drive to Aqaba ?  
Could you tell me \_\_\_\_\_
24. How much sleep do teenagers of our age need  
Do you know \_\_\_\_\_
25. Where does the bus go from , please ?  
Could you tell me \_\_\_\_\_

### Do you mind حالتين باستخدام

- \* الحالة الاولى اذا لم يبد الجملة ب اداة سؤال :
- ١ - نضع للفعل ( ing )
  - ٢ - نحذف كل شيء قبل الفعل ونكمل الجملة

Please **help** me to plan my revision  
Do you mind **helping me to plan this revision**

Could you **give** me a glass of water ,please ?  
Do you mind \_\_\_\_\_

Can you **suggest** a healthy breakfast ?  
Do you mind \_\_\_\_\_

- \* الحالة الثانية اذا بدا الجملة ب اداة سؤال :
- ١ . نضع المقدمة ( . . . telling me/explaining me . . . )
  - ٢ . نحل الجملة بشكل طبيعي

Where's the post office ,please? [ جملة الكتاب ]  
Do you mind **telling me where the post office is?**

Why should I use the new method ?  
Do you mind \_\_\_\_\_

## 4- Question tag

We can use question tags to check or query information.

الفعل المساعد ينفي ب إضافة الاختصار ( n't ) للفعل

| + Positive    | - Negative     | - Negative       | + Positive  |
|---------------|----------------|------------------|-------------|
| You are ...   | ,aren't you?   | You aren't ....  | ,are you?   |
| He is ....    | ,isn't he?     | He isn't ....    | ,is he?     |
| He was ....   | ,wasn't he?    | He wasn't ....   | ,was he?    |
| We were ....  | ,weren't we?   | We weren't ....  | ,were we?   |
| He does ....  | ,doesn't he?   | He doesn't ....  | ,does he?   |
| We do ....    | ,don't we?     | We don't ....    | ,do we?     |
| You did ...   | ,didn't you?   | You didn't ....  | ,did you?   |
| You have .... | ,haven't you?  | You haven't .... | ,have you?  |
| He has ....   | ,hasn't he?    | He hasn't ....   | ,has he?    |
| You had ....  | ,hadn't you?   | You hadn't ....  | ,had you?   |
| S *Modal .... | ,*Modal'nt S ? | S *Modal'nt .... | ,*Modal S ? |

كيف اعرف درس بالامتحان؟

من خلال هذه الصيغة اخر الجملة ؟....., الجواب بين الفاصلة و علامة السؤال فقط كلمتين

\* خطوات الحل ؟

١ - ننظر الى الفعل المساعد او الرئيسي اذا كان فعل نفي نثبتته واذا كان مثبت ننفيه

٢ - نرجع الى الفاعل اذا كان ضمير يبقى كما هو اما اذا كان اسم نحوله الى ضميره

اسم مذكر ----- he

اسم مؤنث ----- she

كان اسم جمع (مجموعة) ----- they

كان جماد ----- it

He **plays** football, doesn't he? v1/+s → doesn't

I **play** football, don't I? v1 → don't

They **played** football, didn't they? v2 → didn't

\* الفعل الرئيسي ينفي ب :

Ali isn't a teacher , is he ?

Rana can speak English well, can't she ?

Students don't like me, do they ?

The meeting is next Sunday , isn't it ?

ملاحظة مهمة: اذا كان الفاعل اسم نحوله الى ضمير

مذكر ← he

مؤنث ← She

مجموعة ← they

جماد ← it

في حالات (have, has, had)

: (have, has, had)

have → haven't

has → hasn't

had → hadn't

: to مع (have, has, had) -

have to → don't

has to → doesn't

had to → didn't

\* You **have** read this book , haven't you ?

\* I **have to** quit fatty food , don't I ?

الحالات الشاذة / اذا بدأت الجملة ب :

1. Let's , shall we ?

2. Let me , shall I ?

3. I am , aren't I ?

4. Don't فعل امر بداية الجملة / will you ?

5. I'll + فعل , shall I ?

\* ننتبه جيدا للكلمات التي تعطي الجملة معنى النفي ( Nobody/ never .... )

- |   |  |
|---|--|
| ١. He is from France,..... ?                      | ٢٥. I have won a prize, .....?               |
| ٢. John doesn't speak English, ..... ?            | ٢٦. They've already painted the door, .....? |
| ٣. She does speak French,.....?                   | ٢٧. Ahmad has drunk milk, ..... ?            |
| ٤. You won't forget , .....?                      | ٢٨. He has to swim fast, ..... ?             |
| ٥. Ali might play tomorrow, .....?                | ٢٩. You had to run fast, ..... ?             |
| ٦. We mustn't be late, .....?                     | ٣٠. Drivers shouldn't drive f , ..... ?      |
| ٧. You had to drive slow, .....?                  | ٣١. I'll have dinner with you,..... ?        |
| ٨. The meeting is next Wednesday, .....?          | ٣٢. We went to school, ..... ?               |
| ٩. People don't speak English, .....?             | ٣٣. They lived here, ..... ?                 |
| ١٠. You didn't meet him, .....?                   | ٣٤. You've been talking to someone,..... ?   |
| ١١. The ceiling in this room doesn't safe, .....? | ٣٥. Scribes were professional , ..... ?      |
| ١٢. Those clouds are black, .....?                | ٣٦. Your aunt lives in Petra , ..... ?       |
| ١٣. Email is quicker than letters , .....?        | ٣٧. Rami always comes late , ..... ?         |
| ١٤. I'd slept early .....?                        | ٣٨. He likes chocolate, ..... ?              |
| ١٥. I'd rather go home , ..... ?                  | ٣٩. They sold their house , ..... ?          |
| ١٦. Let's watch a film in the evening, .....?     | ٤٠. This is an interesting film, ..... ?     |
| ١٧. They live in Madaba, .....?                   | ٤١. Those are some exciting books, ..... ?   |
| ١٨. I am busy, .....?                             | ٤٢. He has never been to America , ..... ?   |
| ١٩. Everybody help the poor, .....?               | ٤٣. Nobody like English , ..... ?            |
| ٢٠. I am not ready, .....?                        | ٤٤. Everyone was happy, ..... ?              |
| ٢١. I'll tell you what I understand, .....?       | ٤٥. Everything is clear, ..... ?             |
| ٢٢. You 'll phone me later .....?                 | ٤٦. That doesn't help me , ..... ?           |
| ٢٣. Women like travelling abroad, ..... ?         | ٤٧. I never told a joke , ..... ?            |
| ٢٤. Children don't go to school early, ..... ?    | ٤٨. He never goes to school , ..... ?        |

- |   |            |
|---|------------|
| 1. I have to quit fatty food , ..... ?                        | وزاري ٢٠١٦ |
| 2. The food in the restaurant wasn't extremely good , ..... ? | وزاري ٢٠١٦ |
| 3. Let's walk along the beach , ..... ?                       | وزاري ٢٠١٦ |
| 4. Kids mustn't eat too much chocolate , ..... ?              | وزاري ٢٠١٧ |
| 5. Children have had their lunch , ..... ?                    | وزاري ٢٠١٧ |
| 6. Let's fight against poverty , .....?                       | وزاري ٢٠١٧ |

• **Correct the verbs between brackets.**

- |  |       |
|--|-------|
| 1- Saleem and his brother spoke French in the conference,.....they? ( do )       | وزاري |
| 2-The keyword ..... the student to answer the question ,won't it ? (help)        | وزاري |
| 3- The owner of our favorite restaurant has made no offers so far,.....? ( have) |       |

- |   |       |
|---|-------|
| 1-The English Alphabet doesn't have 40 letters ,.....? ( does it , did it , doesn't it) | وزاري |
| 2- I have to start my essay,.....? ( haven't I , doesn't I , do I , don't I )           |       |

## ❖ Phrasal verb : الافعال الاصطلاحية

| Phrasal verb          | English Meaning  | المعنى بالعربي     |
|-----------------------|--|--------------------|
| look into             | investigate  | يتحقق              |
| look at               | use one's sight in order to see                                  | ينظر الى           |
| grow up               | arise / <b>spend my childhood</b>                                | ينمو او يكبر       |
| speed up              | hurry up   | يسرع               |
| find out              | discover   | يكشف               |
| Carry out             | put into practice / <b>do, did, done</b>                         | يجري، يقوم بـ      |
| leave out             | don't include / <b>omit</b>                                      | يلغي، يحذف، يستثني |
| Point out             | to tell someone some information / <b>show me.</b>               | يشير الى           |
| get away with         | avoid punishment / <b>not be blamed for.</b>                     | يفلت من العقاب     |
| Come up with          | produce something , especially when challenged / <b>think of</b> | يبتدع فكرة         |
| Come about            | happen / <b>take place</b>                                       | يحدث، يتكون        |
| Stand out             | to be much better than other similar people or things.           | يتميز عن الباقي    |
| Put (my) back into it | to put a lot of effort into something                            | بذل قصار جهده      |
| eat out               | eat away from home , especially in a restaurant.                 | يأكل خارجا         |

Study the following sentence and answer the question that follows . **وزاري ٢٠١٧**

It is necessary to do some research before I start my graduation project .

Replace the underlined verb with the suitable phrasal verb .

Study the following sentence and answer the question that follows . **وزاري ٢٠١٧**

Radwan should hurry or he'll be late

Replace the underlined verb with the suitable phrasal verb .

1. leave out
2. Point out
3. Look up
4. Carry out
5. Find out

يمكن ان نضع  
الضمير المفعول به  
بين الفعل و الاداة

- \*. Pleas point her out. ✓
- Please point out her. ×
- \*. Did you leave her out? ✓
- Did you leave out her? ×
- \*. I'll look them up online. ✓
- I'll look up them online ×

1. Look into
2. look at
3. get away with
4. come up with

لا يمكن ان نضع  
المفعول به بين  
الاداة و الفعل

- \*. They came up with a good idea. ✓
- They came a good idea up with. ×
- \*. He will get away with it.
- He will get away it with.

- 1- Look up ا يبحث كلمة في القاموس
- 2- Look for يبحث عن شيء شائع
- 3- Look forward to يتطلع

- 4- get over يشفى من مرض
- 5- get up ينهض صباحا
- 6- get on يستمر، ينطلق

- 7- take up يتخذ هواية جديدة
- 8- take away يأخذ معه طعاما
- 9- take off يخلع حذائه

- 10- go away يبتعد عن البيت
- 11- go back يعود من حيث بدأ
- 12- go ahead with يتابع الخطة

❖ Body idiom: - مصطلحات الجسم

| Body Idiom                 | English Meaning                                       | Arabic Meaning                                |
|----------------------------|---|---|
| 1) get cold feet           | lose your confidence in something at the last minute. | يفقد الثقة بنفسه في اللحظة الأخيرة            |
| 2) get it off your chest   | tell someone about something that has been worrying.  | يريح صدره مما يضايقه                          |
| 3) Play it by ear          | decide how to deal with a situation as it develops.   | يتعامل مع الأمور حسب تطورها                   |
| 4) Keep your chin up       | remain cheerful in difficult situation.               | يبقى متفانلا في المواقف الصعبة                |
| 5) have a head for figures | have a natural mental ability for math/ numbers       | لديه القدرة على التعامل مع الرياضيات والأرقام |

Study the following sentence and answer the question that follows .

وزاري ٢٠١٦

Majed is too nervous to do parachute jump . I think that he will lose his confidence at last minute

Replace the underlined phrase with the correct body idiom

Study the following sentence and answer the question that follows .

If you've got a problem , talk to someone about it . It helps to get it off your chest

What does the underlined body idiom mean ?

Study the following sentence and answer the question that follows .

وزاري ٢٠١٧

I'm not sure if it'll be warm enough to have a barbecue . We'll have to keep our chine up

Replace the underlined body idiom with the correct one

\* Study the following sentence and answer the question that follows . *جمال الكتاب صفحة 34*

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

2- If you've got a problem , talk to someone about it . It helps to Keep your chin up

3- I'm too nervous to parachute jump . I think that I'll Play it by ear

4- I'm sure everything will be fine in the end have a head for figures

Replace the underlined body idiom with the correct one

| Gender specific words       | كلمات محددة الجنس | Gender natural words | غير محددة الجنس |
|-----------------------------|-------------------|----------------------|-----------------|
| businessman , businesswoman |                   | businessperson       | رجل أعمال       |
| Salesman , saleslady        |                   | Sales assistant      | بائع            |
| headmaster , headmistress   |                   | head teacher         | مدير المدرسة    |
| he or she                   |                   | they                 | هم              |
| his/her                     |                   | their                |                 |
| fireman                     |                   | firefighter          | إطفائي          |
| Chairman                    |                   | Chair person         | مدير            |
| Seaman                      |                   | Sailor               | بحار            |
| Spaceman                    |                   | astronaut            | رائد فضاء       |
| mankind                     |                   | humans               | البشر           |
| Postman                     |                   | Post worker          | ساعي البريد     |
| Stewards , stewardesses     |                   | flight attendants    | مضيف الطيران    |
| Policeman , policewoman     |                   | Police officer       | شرطي            |

Study the following sentence and answer the question that follows . **وزاري ٢٠١٦**  
A postman delivers your post

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

\* **prepositions :** احرف الجر

- |                          |           |
|--------------------------|-----------|
| 1. work <b>as</b>        | يعمل ك    |
| 2. decide <b>on</b>      | يقرر      |
| 3. translate <b>into</b> | يترجم الى |
| 4. talk <b>about</b>     | يتحدث عن  |
| 5. ask <b>about</b>      | يسال عن   |
| 6. good <b>at</b>        | جيد في    |

We need to decide ..... a place to meet  
( into , on , at , about ) **وزاري ٢٠١٨**

- 1.Can you translate this Arabic..... English  
( into , on , at , about )
2. The teacher asked us.....our favorite book  
( into , on , at , about )

\* Study the following sentence and answer the question that follow.

Would you like to work on a teacher in a big school

Replace the underlined *preposition* with correct one

|                           |                     |                    |             |
|---------------------------|---------------------|--------------------|-------------|
| Change my way of thinking | غير من طريقة تفكيري | influenced me      | أثر علي     |
| done accidentally         | تم عن طريق الخطأ    | done on purpose    | لم يقصد ذلك |
| in charge of              | مسؤول عن            | responsible for    | مسؤول عن    |
| a great time              | وقت عظيم            | a great experience | وقت عظيم    |
| relate                    | علاقة               | relationship       | علاقة       |

\*. This book **changed my way of thinking**.

This book \_\_\_\_\_

تمرين الكتاب المدرسي صفحة ٤١

\*. Who is **charge of** these children?

Who \_\_\_\_\_

\*. We had **a great time**.

It was \_\_\_\_\_

\* **Similar Meaning**

\*. It was **done accidentally**.

It wasn't \_\_\_\_\_

\*. How are Jabber and Mahmoud **related**?

ملاحظة: المتلازمات تأتي في صندوق المفردات او سؤال استبدال

**Collocations : متلازمات**

1. pop → balloon      يفجر بلون
2. spill → juice, water .. يسكب عصير..
3. recall → an event, name, video      يتذكر
4. affect → performance      يؤثر على الاداء
5. blame/punish → someone,      يلوم يعاقب

**Collocations : متلازمات**

1. Shake → hands      يصافح باليد
2. earn → respect      يكسب احترام
3. join → Company      ينضم ل شركة
4. Cause → offence      يسبب ضرر
5. make → a small talk      يجري حديث
6. make → a mistake      يرتكب خطأ
7. ask → questions      يطرح سؤال
8. take → a course      يأخذ دوره
9. get → a job      يحصل على وظيفة
10. drop → a course      يسحب فصل بالجامعة

**Collocations : متلازمات**

1. draw up timetable → write a schedule table      يضع جدول
2. do exercise → keep fit      يحافظ على اللياقة
3. do a subject → study      يدرس موضوع
4. make a start → begin      يبدأ
5. make a difference → change something      يغير شيء ما / يصنع الفرق
- 6 take a break → relax      يستريح

. Replace underlined misused collocation in following sentence with the correct one

If you send money to charity , you will do exercise to a lot of lives **٢٠١٨ وزارى**

باقي الجمل كتاب الانشطة صفحة ٣٥

. Study the following sentence and answer the question that follow

If you want to lose weight , you should do exercise every day

What does the underlined collocation mean ?

- Replace underlined misused verb in the sentence below with the correct one to form the appropriate collocation .

If you want to lose weight , you should make exercise every day

- Replace underlined misused verb in the sentence below with the correct one to form the appropriate collocation .

Creative ways to pop juice 20

## 5- I wish = if only

Positive (مثبت) →  
Negative (نفي) →

Negative (نفي) →  
Positive (مثبت) →

| Present   | Past   | Past   | had + V3  |
|---|--|--|---|
| <b>V1/V+S</b><br>Speak/speaks<br>write / writes<br>visit / visits             | <b>didn't + v1</b><br>didn't speak<br>didn't write<br>didn't visit | <b>didn't + v1</b><br>didn't speak<br>didn't write<br>didn't visit                     | <b>had + v3</b><br>had spoken<br>had written<br>had visited             |
| <b>don't + V1</b><br><b>doesn't + V1</b><br>doesn't speak<br>don't have       | <b>V2</b><br><b>V2</b><br>spoke<br>had                             | <b>V2</b><br>spoke<br>Wrote<br>visited   | <b>hadn't + V3</b><br>hadn't spoken<br>hadn't written<br>hadn't visited |
| <b>is , are</b><br><b>isn't , aren't</b>                                      | Weren't / wasn't<br>Were / was                                     | <b>Weren't / wasn't</b><br><b>Were / was</b>   | had been<br>hadn't been   |
| <b>Can + V1</b><br><b>Will + V1</b><br><b>Can't + V1</b><br><b>Won't + V1</b> | Couldn't + V1<br>Wouldn't + V1<br>Could + V1<br>Would + V1         | <b>Couldn't + V1</b><br><b>Wouldn't + V1</b><br><b>Could + V1</b><br><b>Would + V1</b> | had +v3<br>had + v3<br>hadn't + V3<br>hadn't + v3                       |

- I play football.  
I wish I **didn't play** football.
- Rana writes a letter.  
Rana wishes she **didn't write** a letter
- I have a toothache.  
I wish I **didn't have** a toothache.
- She is young.  
She wishes she **weren't** young.
- She isn't cold.  
she wishes she **were** cold.
- I don't have an email.  
I wish I **had** an email.
- I can find them.  
I wish I **couldn't find** them.
- I can't find them.  
I wish I **could find** them.
- I didn't bring my rule with me.  
I wish I **had brought** my rule with me.
- Our team didn't play very well yesterday.  
If only they **had played** very well yesterday.
- I didn't have money.  
I wish I **had had** money.
- I regret was late.  
I wish I **hadn't been** late.
- Ali played tennis yesterday.  
Ali wishes he **hadn't played tennis** yesterday.
- I missed the bus.  
I wish I **hadn't missed** the bus.
- She wrote a letter last night.  
If only she **hadn't written** a letter last night.
- Sultan forgot to do his science homework.  
If only he **hadn't forgotten** do his science HW.

1. V2 → hadn't + V3

I **missed** the bus  
I wish I **hadn't missed** the bus.

Sultan forgot to his science homework  
Sultan wishes \_\_\_\_\_

2. didn't + V1 → had + V3

I regret **didn't study** hard.  
I wish I **had studied** hard.

I regret didn't call the police.  
I wish \_\_\_\_\_.

3. has / have + V3 → hadn't + V3

I've **forgotten** my library book.  
I wish I **hadn't forgotten** my library book.

We have lost the keys  
We wish \_\_\_\_\_

4. hasn't/ haven't + V3 → had + V3

I **haven't won** any prize.  
I wish I **had won** any prize

Rana hasn't played any games  
Rana wishes \_\_\_\_\_

5. couldn't/wouldn't+v1 → had+v3

Rana **couldn't find** smart clothes for the party  
Rana wishes she **had found** smart clothes for the party

6. regret Verb(ing) → hadn't + V3

Sami **regrets being** angry at breakfast  
Sami wishes he **hadn't been** angry at breakfast  
Sami wishes he **had been** happy at breakfast

I **regret going** to bed late last night  
If only \_\_\_\_\_  
If only \_\_\_\_\_ earlier last night

7. had + V3 → had + V3

الحالة الاولى

If only I **had concentrated** properly in class today.  
I wish I **had concentrated** properly in class today.

hadn't + v3

↓  
hadn't + v3

8. Should have + V3 → had + V3

الحالة الثانية

Nader **should have been** more careful with his essay.  
Nader wishes he **had been** more careful with his essay.

Shouldn't have + v3

↓  
hadn't + v3

ملاحظات: ١- اذا كان اخر الجملة ( جملة ...so... ) تحذف كاملة /// كما مثال جملة رقم 13 / 10

٢- اذا كان وسط الجملة ( because ) نبدأ من الحدث الثاني

I feel ill because I ate many sweets  
I wish I **hadn't eaten many sweets**



/oh no / regret / I'm sorry that

1) I didn't take piano lessons when I was a child.  
I wish \_\_\_\_\_.

2) Rana couldn't find smart clothes for the party.  
Rana wishes \_\_\_\_\_.

3) Dania has forgotten her purse in the bookshop.  
Dania wishes \_\_\_\_\_.

4) I'm sorry that Ahmad made an accident .  
Ahmad wishes \_\_\_\_\_.

5) I regret not visiting my grandparents. ( wish )  
\_\_\_\_\_.

6) My father saw me smoking last night. (If only)  
\_\_\_\_\_.

7) I wish I had learnt English better when I was younger. (If only)  
\_\_\_\_\_.

8) If only I had concentrated properly in class today. This homework is difficult .  
I wish \_\_\_\_\_.

9) Nader should have called the police when he saw burglar  
Nader wishes \_\_\_\_\_.

10) I don't have a phone ,so I can't type any message .  
I wish \_\_\_\_\_.

11) I regret living abroad for a long time ( wish ) وزاري ٢٠١٦  
.....

12) I regret speaking aloud in my class ( wish ) وزاري ٢٠١٧  
.....

13) Mhamoud didn't consult his career advisor ,so he left sorry ( wish ) وزاري ٢٠١٧  
.....

14) Nader should have been more careful with his essay . He didn't get a good mark  
Nader wishes ..... وزاري ٢٠١٦

✓ **Correct the verb between brackets.**

إذا وجد في الجملة مؤشر يدل على المضارع ( is / are / am / do / does / V1 / v1 + S / has / have / doesn't / don't / / can / will / won't )

← فأننا نحول الفعل بين الأقواس الى ماضي (v2) وفي حالة النفي (didn't + v1) اذا كان بين الاقواس not

1. Jabber **isn't** old enough to drive a car. He wishes he \_\_\_\_\_ the same things. (like)
2. I **don't** speak English. I wish I \_\_\_\_\_ English. (speak)
3. I **can't** cook . I wish I \_\_\_\_\_ a family dinner for 12 people. (prepare)
4. We're late . If only we \_\_\_\_\_ earlier . ( get up )
5. I **have** a stomachache . I wish I \_\_\_\_\_ so much. (not, eat)
6. She **is** young . If only she \_\_\_\_\_ older. (be) **نستخدم were اقوى حتى لو الفاعل مفرد**
7. I'm **not** a millionaire. I wish I \_\_\_\_\_ a millionaire. (be)
8. I'm over 1.83m I wish . I \_\_\_\_\_ shorter. (be)
9. Fadi **has** lost his wallet . If only he \_\_\_\_\_ more careful . ( be )

1. Zaid is not very good at basketball . He wishes he ..... taller! ( is , was , were )
2. I can't do this exercise . I wish I ..... it (understand , understood , understanding )
3. 1. Mr. Haddad does not understand the Chinese . If only he... Chinese.(speak , spoke ,had spoken)
4. 1. Jordan needs to import a lot of oil . If only it ..... larger oil server. (has , had , had had )
5. I always have to get home early, I wish my parents ..... me stay out later  
( lets , won't let , would let , will let ) **وزاري ٢٠١٨**

\* إذا وجد في الجملة مؤشر يدل على الماضي ( was / were / did / had / v2 /ed / didn't / wouldn't/would/ couldn't/ could )

← فإننا نحول الفعل بن الأقواس الى ماضي تام (had+v3) و في حالة النفي (hadn't + v3) اذا كان بين الاقواس not

- 1- I **missed** the bus . I wish I \_\_\_\_\_ earlier. (come)
- 2- Ali **could not** find her way around the city very easily. If only he \_\_\_\_\_ a map. (bring).
- 3- I **couldn't** understand anything . If only I \_\_\_\_\_ Chinese. (study)
- 4- I **didn't** use to understand English . I wish I \_\_\_\_\_ so quickly. (not , speak).

1. Ali did not pass his exams . If only he ..... harder last year. (study , studied , had studied)
2. Ziad did not know Chinese culture . He wishes he ..... a cultural course (do , did , had done)
3. It was too hot go to the beach yesterday . If only it ..... cooler. (be , was , had been )

**Zero conditional** (always true or happens regularly).

**If + S + present simple (v1/v1+s) , S + present simple(v1/v1+s)**

1. If he \_\_\_\_\_ stops \_\_\_\_\_ smoking , he **saves** money (stop)
2. If people **eat** too much , they \_\_\_\_\_ get \_\_\_\_\_ fat ( get )
3. snakes \_\_\_\_\_ bite \_\_\_\_\_ If they **are** scared . ( bite )

ليس شرطاً ان

يكون الشقين نفي

**If + S + don't/ doesn't + V1 , S + don't / doesn't + V1....**

1. If she \_\_\_\_\_ doesn't eat \_\_\_\_\_ for a long time , she **becomes** hungry .( not , eat )
2. Plants **die** if they \_\_\_\_\_ don't get \_\_\_\_\_ enough sunlight. (not , get)

**First conditional** (likely to happen).

**If + S + present simple (v1/v1+s) , S + will + V1**

- 1.If it **rains** tomorrow , I \_\_\_\_\_ will stay \_\_\_\_\_ at home (stay)
2. If he \_\_\_\_\_ has \_\_\_\_\_ enough money , he **will buy** some shoes . ( have )
3. I **will pass** the exam if I \_\_\_\_\_ study \_\_\_\_\_ hard .( study )
5. She **will be** late if the train \_\_\_\_\_ is \_\_\_\_\_ delayed . ( be )

ليس شرطاً

**If + S + don't/ doesn't + V1 , S + won't + V1**

1. If we \_\_\_\_\_ don't get \_\_\_\_\_ the contract , we'll **waste** a lot of time. (not , get)
2. If you **go** to the Dead Sea , you \_\_\_\_\_ won't see \_\_\_\_\_ any fish. (not , see)

**Third conditional** (impossible )

**If + S +past perfect ( had + V3) , S + would have + V3**

- \* If you **had studied** hard , you \_\_\_\_\_ would have passed \_\_\_\_\_ the exam.( pass)
- \* If you \_\_\_\_\_ had studied \_\_\_\_\_ hard , you **would have passed** the exam (study)

ليس شرطاً

**If + S + hadn't + V3 , S + wouldn't have + V3**

- \* If you **had driven** slowly ,the policeman wouldn't have reported you.(not , report )
- \* If he \_\_\_\_\_ hadn't written \_\_\_\_\_ carefully, he **would have made** many mistakes. ( not , write)

|  |   |  |
|--|---|--|
| <b>1. provided that</b><br><b>2. as long as</b><br><b>3. even if</b><br><b>4. unless</b><br><b>5. when</b> | ( o , x , ch , sh , ss ) → es<br><br>go + s = goes<br>box + s = boxes<br>wash + s = watches<br>Church + s = churches<br>Pass + s = passes | * إذا كان بين الأقواس (be) تأخذ عائلتها<br><br>← في حالة المثبت am , is , are<br>← في حالة النفي am not , isn't , aren't<br><br>*اختصارات:-<br>I will = I'll<br>I had + v3 = I'd |
|--|---|--|

- 1) **Provided that** it ..... , we will have a picnic next week. (**not , rain**) **وزاري ٢٠١٦**
- 2) Ali will be upset , **if** you ..... him to your party (**not , invite**) **وزاري ٢٠١٨**
- 3) Plants die **if** they ..... enough sunlight (**not , get**) **وزاري ٢٠١٧**
- 4) **As long as** I have enough money, I ..... a new mobile phone. (**buy**)
- 5) **Provided that** my parents ..... , I'll go to Aqaba with my friends. (**agree**)
- 6) You ..... your exam **unless** you study hard. (**not pass**)
- 7) **Even if** Omer passes his driving test this afternoon , he ..... his own car. (**not , have**)
- 8) **Provided that** it doesn't rain , we ..... a picnic next week. (**have**)
- 9) Nasser will come out with us tomorrow **unless** he ..... help his father. (**have to**)
- 10) **If** the weather ..... sunny tomorrow , I will go to Aqaba. (**be**)
- 11) **Even if** I ..... tired tonight , I will do my homework. (**be**)
- 11) I'll see you tomorrow **if** you ..... busy (**not , be**)
- 12) **When** you ..... water to 100°C , it boils. (**heat**)
- 13) Ice cream melts **when** it ..... warm. (**get**)
- 14) Rawan always takes her mobile **when** she ..... (**go out**) **وزاري ٢٠١٧**
- 15) If I ..... you, I would have talked to you. (**see**)
- 16) If I had studied hard , I ..... the exam. (**pass**)
- 17) If you ..... with fire, you wouldn't have burnt your fingers. (**not , play**)
- 18) If she ..... so fast , she wouldn't have made accident. (**not , drive**)
- 19) If he hadn't apologized , I ..... him a present. (**not , give**)
- 20) If you had done the course , you ..... enough experience to apply . (**have**)
- 21) If I ..... some experience , I would have got the job . (**have**)
- 22) If I ..... better the night before the exam , I could have concentrated better. (**sleep**)
- 23) If I ..... better for the competition , I might have won the prize. (**prepare**)

1. When = عندما

3. as long as = ( طالما )

5. even if = حتى لو

2. Unless = ما لم / إلا إذا

4. Provided that = فقط إذا / على شرط

6. If = ( إذا ) لو

\* هذا التمرين يعتمد على المعنى لتعرف الاجابة الصحيحة / يجب ترجمة الجملة بشكل الصحيح

\* جميع جمل هذا التمرين جمل الكتاب المدرسي صفحة 50 تمرين 7 + 6

1. During Ramadan Muslims eat ..... the sun set. **وزاري ٢٠١٨**  
( as long as , unless , even if , when )
2. I'll phone you ..... I miss the bus so that you pick me up  
( as long as , unless , when , even if , if )
3. We'll go to our favourite restaurant on Friday ..... it's closed  
( as long as , if , when , even if , unless )
4. I will take the job offer ..... it's part-time - I haven't finished my university studies yet  
( as long as , if , when , even if , unless provided that )
5. We have to go to school ..... we're tired  
( as long as , if , when , unless , even if )
6. Ice cream melts ..... It gets warm  
( as long as , if , unless , even if , when )
7. We need umbrella ..... it rain  
( as long as , if , unless , even if , when )
8. The teacher will be pleased ..... I write a good essay  
( as long as , unless , even if , when , if )
9. Our team will celebrate ..... they win the match  
( as long as , unless , even if , when , if )
10. .... everyone works hard , we'll all pass our exam  
( as long as , unless , , even if , when , if provided that )
11. Babies are usually happy ..... they're hungry or cold  
( as long as , even if , when , if , unless )
12. We should always be polite ..... we feel tired  
( as long as , when , if , unless , even if , )
- 13) I can't climb mount Everest ..... someone carried my equipment for me  
( as long as , unless , when , provided that , even if )

\* جمل التحويل على قاعدة **Third conditional** باستخدام **(might not) , (might) , (could)**

Rule :

If + subject **had + V3** **الفعل نفى** .... , **Subject + بين + have + V3 ...** **الكلمه**  
**hadn't + V3** **الفعل مثبت** . **القوس**

- I **worked** really hard the day before the exam . I **got** top marks. (**might not**)  
If I hadn't worked really hard the day before the exam , I might not have got top marks.
- I **didn't know** your phone number, so I **wasn't** able to contact you. (**could**)  
If I had known your phone number , I could have been able to contact you.
- I **had** a headache yesterday, and I **didn't do** well in Maths. (**might**)  
If I hadn't had a headache yesterday , I might have done well in the Maths.

- \* I missed the bus **because** I didn't get up early. (**might not**) **نبدأ من الحدث الثاني**  
If I had got up early , I might not have missed the bus

1. Saleem left his wallet at home , so he wasn't able to purchase. (**could**) **وزاري**
2. Sami didn't apply immediately for scholarship , so he didn't get it ( **if / could** ) **وزاري**
3. Marwan worked really hard the day before the exam . He got top marks.(**might, not**) **وزاري**
- 4.You had a brightly- colored T-shirt on . That's how I noticed you. (**might not**) **وزاري**
- 5.The company didn't know your PN , so they weren't able to contact you ( **might**) **وزاري**
6. You introduced her me some months ago ,that's how we became friends

❖ ملاحظة مهمة جداً:

→ **because** الحدث الأول      الحدث الثاني

→ **and / then**      **therefore/ so**      **that's, how**  
الحدث الأول      الحدث الثاني

← اذا كان التحويل من **If** الى **Unless** نقوم بحذف النفي من الفعل ونكمل الجملة كما هي.

- 1- If he **doesn't drive** fast , he won't make an accident.  
Unless he drives fast , he won't make an accident

✗ doesn't + v1      ✗ don't + v1  
↓                      ↓  
v1 + s                v1

- 2- If we **don't drive** fast , he won't make an accident.  
Unless \_\_\_\_\_

- 3- If he hadn't suggested it , I wouldn't have phoned him.  
Unless \_\_\_\_\_.

- 4- If Noor doesn't come tomorrow , I will go alone  
Unless \_\_\_\_\_.

- 5- My father won't change his car if he doesn't have money.  
Unless \_\_\_\_\_.

- 4- She would be here by now if she wasn't stuck in traffic.  
Unless \_\_\_\_\_.

← اذا كان التحويل بالعكس من **Unless** الى **If** فإننا نضيف النفي للفعل ونكمل الجملة كما هي

1. Unless he **drives** fast , he won't make an accident.  
If \_\_\_\_\_ he **doesn't drive** fast , he won't make an accident.

V1 + s                      V1  
↓                              ↓  
doesn't + V1              don't + V1

2. Unless we **drive** fast , he won't make an accident.  
If \_\_\_\_\_.

3. Unless it rains , we will have a picnic .  
If \_\_\_\_\_.

4. you won't play unless you provide goods.  
If \_\_\_\_\_.

## ❖ Functions

What is the **function** of using \_\_\_\_\_ in the above sentence?

1. He .....
2. Many of them ....
3. This .....
4. That ....
5. It .....

**1) to link idea** (تمرين صفحة 55)

1. Why don't you ....?
2. Have you thought about ....?
3. You could ..... أو You should .... no don't about it
4. If I were you , I would .....
5. My main recommendation is that you....
6. It would be a good idea for you to.....

**2) giving advice**

1. because
2. as
3. **Since** وزارتي
4. because of
5. due to

**3) Showing cause**

1. therefore
2. as a result,
3. because of that,
4. Consequently,
5. So

**4) Showing result**

1- impersonal passive: -

- It is said that.....
- It is claimed that .....
- It is known that .....
- It is thought that .....
- It is believed that .....
- Experts have been proved that....

**formal way of reporting thoughts , saying , beliefs and opinions.**

2- indirect questions: -

1. Could you tell me ...?
2. Could you explain .....
3. Do you mind telling me.....?
4. Do you know.....?
5. I wonder.....

**to ask questions in polite , formal way.**

3- Question tags: - → **to check information.**

4- I wish / if only: - → **1. Unreal past forms for past regrets.**  
**2. Unreal past forms for present regrets.**

5- Zero conditional: - → **something that always happen.**  
First conditional: - → **Future outcome of certain future action or event.**  
Third conditional: - → **imagine past situations. (impossible)**

6. أدوات المقارنة. → **to make comparison**

## Giving advice : جمل اعطاء النصيحة/ تحويل

|   |  |                                |
|---|--|--------------------------------|
| 1 | <b>You ought to . . . .</b>                  | Why don't you . . . . ?        |
| 2 | <b>It would be a good idea for you to...</b> | You could ...                  |
| 3 | <b>You should . . . .</b>                    | If I were you , I would ...    |
| 4 | <b>You shouldn't . . . .</b>                 | If I were you , I wouldn't ... |

1. **You ought to** get some work

تمرين الكتاب المدرسي صفحة ٥٢ تمرين ١٢

Why \_\_\_\_\_

1. **It would be a good idea for you to** make a list of questions.

You \_\_\_\_\_.

2. **You should** do a lot of research.

If \_\_\_\_\_.

3. **You shouldn't** look too casual.

If \_\_\_\_\_.

**why don't you**

**you could**

**If I were you**

**Giving advice**

1

2

3

**Complete the following mini-dialogues by giving advice .**

تمرين الكتاب المدرسي صفحة 74

1. **A:** I would like to get a job as a teacher of English

**B:** \_\_\_\_\_ study English at university ?

2. **A:** I want to learn Chinese, but they don't teach it in my school

**B:** You \_\_\_\_\_ do a Chinese course online .

3. **A:** I don't understand what you have to for homework

**B:** \_\_\_\_\_ , **I would** ask the teacher.

تمرين الكتاب المدرسي صفحة 74

1. Before you find a full-time job , \_\_\_\_\_ consider doing voluntary work ?

2. \_\_\_\_\_ , I'd find out about training course.

3. As you have a Geology degree , \_\_\_\_\_ do a course in Land and become a survey

## ❖ Derivations: - الاشتقاق

- ❖ ننظر إلى بعد الفراغ ← إذا كان بعد الفراغ اسم (noun) نشترك (adjective) مباشرة.  
← إذا كان بعد الفراغ فعل (verb) نشترك (noun) مباشرة.  
❖ عند عدم وجود القاعدتين السابقتين ننظر إلى قبل الفراغ ونطبق القواعد التالية:-

### A- Noun: - الاسم

( tion , sion , ment , ness , ity , ist , nce , y , er , or.....)

1. ( a , an , the ) \_\_\_\_\_ N \_\_\_\_\_ XX
2. ( this , that , these , those ) \_\_\_\_\_ N \_\_\_\_\_ XX
3. ( in , on , of , about , from , with , without , by , for , at... ) \_\_\_\_\_ N \_\_\_\_\_ XX
4. ( my , his , her , their , our , your , 's ) \_\_\_\_\_ N \_\_\_\_\_ XX
5. ( Some , many , any , no , little , much , all , enough , few , other , only , one ) \_\_\_\_\_ N \_\_\_\_\_ XX
6. صفة ( great , good , correct , useful , natural , remarkable , expensive.... ) \_\_\_\_\_ N \_\_\_\_\_ XX
7. ( one , two , three , four .... / first , second , third , fourth .... ) \_\_\_\_\_ N \_\_\_\_\_ XX

### B- Adjective: - الصفة

( ic , al , ful , ous , able , ive , ant , ent , ory , ed , ing.....)

- 1) ( Very , so , too , well ... ) \_\_\_\_\_ Adj \_\_\_\_\_ XX.
- 2) ( is , was , are , were , am , be ) \_\_\_\_\_ Adj \_\_\_\_\_ XX.
- 3) ( find , found , become , grow , grew , got , look , feel , seem , taste , smell appear , sound ) \_\_\_\_\_ Adj \_\_\_\_\_ XX.
- 4) ( extremely , badly , بعد ظروف معينة ) \_\_\_\_\_ Adj \_\_\_\_\_ XX.
- 5) the most \_\_\_\_\_ Adj \_\_\_\_\_ XX.  
more \_\_\_\_\_ Adj \_\_\_\_\_ than.

**C- Verb: - الفعل**

( ize ,ise ,ate , ve , مجرد من المقطع )

- 1- **Modals** (can , could , will , would , shall , should , may , might , must ) \_\_\_\_\_ v \_\_\_\_\_
- 2- don't , doesn't , didn't \_\_\_\_\_ v \_\_\_\_\_
- 3- to \_\_\_\_\_ v \_\_\_\_\_
- 4- **Subject** (he , she , I , you , they , we , Ali , Students , People , Doctors ... ) \_\_\_\_\_ v \_\_\_\_\_
- 5- ( always , usually , sometimes , often ) \_\_\_\_\_ v \_\_\_\_\_
- 6- Who \_\_\_\_\_ v \_\_\_\_\_
- 7- Would rather , had better \_\_\_\_\_ v \_\_\_\_\_

**D- Adverb: الظرف**

ly

1. \_\_\_\_\_ly \_\_\_\_\_ , اذا كان الفراغ اول الجملة وبعده فاصلة
2. **Aux verb** (is/are/was/were/be/have/had/has/Modals) \_\_\_\_\_ **main verb**. بين الفعل المساعد والفعل الرئيسي.
3. is written , are travelled , has spoken → مكون من فعل مساعد و فعل رئيسي متتابعين
4. At the end of sentence. S + V + O + \_\_\_\_\_ly \_\_\_\_\_ → بنهاية الجملة المكتملة بفاعل + فعل + مفعول به
5. **Verb to be** (is/are/was/were/am/ be.....) \_\_\_\_\_ly \_\_\_\_\_ **adjective**.

ملاحظة مهمة:- أدوات العطف (and, or, as well as) تعطف كلمتين من نفس الجنس ( verb – noun - Adj - Adv )

Universities should always be \_\_\_\_\_ **and** financially independent. (Legal , legally )

Khaled is a very \_\_\_\_\_ **and** adaptable worker, I believe that (competence , competent )

**Verb :** ate , ise , ize , eve مجرد من المقطع

**Noun :** tion , nce , ness , ment , sm , age , ian , er/or , ship , y

**Adjective:** ive , al , ant/ent , ory , ic , ble , ed , ing , ous , ful

**Adverb :** ly

1. Is one side of the brain more ..... than the other?  
(dominate , , dominance , dominant )
2. Don't talk to the drivers. They must .....  
(concentration , concentrated , concentrate )
3. Before you apply for a job, check that you have the correct .....  
(qualify , , qualified , qualifications )
4. The company is pleased with your work and to give you a .....  
(recommend , recommended , recommendation )
5. Congratulations on a very ..... business deal.  
(succeed , success , successful , successfully )
6. We should always be ready to listen to good .....  
(advise , advisable , advice )
9. One of the most important things that we give children is a good .....  
(educate , educated , education )
10. If you work hard, I'm sure you will .....  
(success , successful , successfully , succeed )
11. My father works an ..... that's help to protect the environment.  
(organize , organized organization )

27. One such school has recently opened to ..... fourteen – to eighteen years.  
(**education , educated , educate**)
28. I give the ..... through headphones to other people at the meeting .  
(**translate , translated , translation** )
29. My name is Fatima Musa and I have worked as an ..... for five years .  
(**interpret , interrupted , interpreter** )
30. Jordan has more free trade ..... than my other Arab country.  
(**agree , agreement** )
31. In order to be ..... in China ,you need to earn their respect.  
(**success , successful , successfully , succeed** )
33. Unless you have a language degree ,You will not be able to become an .....  
(**interpret , interrupted , interpreter** )
34. If you are successful , it is a .....and rewarding job ( **secure , security ,** )
45. I've just applied for a job with a bank ,I have the right ..... but I know there will be a lot of other applicants. (**qualified , qualify , qualification**)
46. Despite this , they .....top marks in subjects like math and science .  
(**achievement , achieved , achieve**)
47. If you are ..... , it's a secure and rewarding job .  
(**succeed , success , successful** )
49. In the first three months , an pilot is trained on a .....  
(**simulate , simulated , simulation** )
50. The police are still investigating to find out if the killing was ..... Or not.  
( **intention , intend , intentional** )
51. Nuts contain useful ..... such as oils and fats  
( **nutrients , nutritious , nutrition** )

**وزاري ٢٠١٨**

1. Maha shows great ..... for her new job as a lawyer in the court .  
( **enthusiasm , enthusiastic , enthusiastically** )
2. Our national team is now well -..... for the second round of the competition .  
( **qualify , qualification , qualified** )
3. With children ,it is important to ..... The right balance between love and discipline.  
( **achieve , achieved , achievable** )

**وزاري ٢٠١٧**

1. Language ..... is becoming an important requirement for many jobs .  
( **proficient , proficiency** )
2. My grandfather often tells us about what he did in his ..... ( **young , youth** )

**وزاري ٢٠١٧**

1. Olives which are ..... grown in the world, have been cultivated for over 6.00 years  
( **extend , extensive , extensively** )
2. It is important to have an ..... of different countries customs.  
( **awareness , aware** )

**وزاري ٢٠١٦**

1. Kareem is a ..... Journalist, he has worked previously for many scientific journals .  
( **qualification , qualify , qualified** )
2. Doing lots of exercise won't keep you healthy if you don't eat ..... food as well  
( **nutrients , nutritious , nutrition** )

**وزاري ٢٠١٦**

1. Servics ,mostly travel and tourism ..... the majority of our economy  
( **dominate , dominance , dominant** )
2. Khaled is a very ..... and adaptable worker , I believe that he can be successful..  
( **competence , competent** )

## ❖ Guided writing : كتابة موجهة

-1 - نمط السيرة الذاتية (CV)

- الإسم 1. **Name** : Tareq Hakim.  
العنوان 2. **Contact details** : 5 North Street, Madaba.  
الخبرة 3. **Work experience** : Graphic assistant in a company.  
المؤهل 4. **Qualification** : Graphic design.  
الإنجاز 5. **Achievement** : Won university Graphic Designing Award 2010.  
الصفات 6. **Personal attributes** : Conscientious , enthusiastic.  
المرجع 7. **Reference** : Osama Hayek, Chemistry teacher.

1. **He is** Tareq Hakim .
2. **He lives in** 5 North Street, Madaba.
3. **He has worked as** a graphic assistant in a company.
4. **He has a degree in** graphic design .
5. **He** won university Graphic Designing Award 2010.
6. **He is** Conscientious **and** enthusiastic.
7. **He encloses a recommendation letter from** Osama Hayek, Chemistry teacher.

There are many + **about** + **such as** + 1ing ... and 2ing ... .  
اسم معدود + بعد كلمة (العنوان) + تكملة الجملة كاملة

In addition , 3ing ... and 4ing ... .

### Results of spending too much time at computers

- . hurt eyes.
- . damage hands.
- . cause headaches.
- . waste time.

Read the information below write two sentences about the benefits of studying abroad

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

-2 نمط التعداد

There are many benefits of studying abroad **such as** building valuable job skills **and** being self – confident . **In addition**, making friends **and** understanding own and other culture.

### Why do people use internet websites ?

- . buy things.
- . book holidays.
- . access bank account.
- . have a fun

There are many **reasons to** use internet website **such as** buying things **and** booking holidays .

**In addition**, accessing bank account **and** having a fun .

Why → There are many **reasons to** + v1

How → There are many **ways to** + v1

What → There are many **things that** . .

### ٣. نمط المقارنة

A is / are + the most + صفة طويلة (العنوان) → الأكثر

Whereas ,

Z is / are + the least + صفة طويلة (العنوان) → الأقل

In addition ,

A : أعلى نقطة      Z : أقل نقطة

1 is / are + more + صفة طويلة (العنوان) + than 2 → أكثر من

1 is / are + less + صفة طويلة (العنوان) + than 2 → أقل من

### Compulsory education in different countries

|         |              |
|---------|--------------|
| England | 6 - 16 years |
| Jordan  | 6 - 15 years |
| Japan   | 6 - 14 years |
| Turkey  | 6 - 18 years |

### advantages of Internet

- . Find information.
- . Keep in touch with friends.
- . Listen to music.

### disadvantages of Internet

- . Make you unsociable.
- . Cause health problems.
- . Make you fat.

There are many ...

❖ **On the other hand ,**

### Watching sports on TV

- . Exciting.
- . Comfortable and cheap.

### Watching sports live

- . beautiful .
- . expensive and noisy.

**\* on the other hand**

Watching sports on TV is more exciting , more comfortable and cheaper **on the other hand ,**

Watching sports live is more beautiful , more expensive and noisier .

## 1) A Green Cornfield (Cristina Rossetti)

## حقل الذرة الاخضر

The earth was green, the sky was blue

الارض كانت خضرا السماء كانت زرقاء

I saw and heard one sunny morn

ذات صباح مشمس رأيت و سمعت

A skylark hang between the two

طائر ( ذكر القبرة) عالقا بين اثنين

A singing **speck** above the corn

يغني في **بقعه(مكان ما)** فوق الذرة

A stage below, in gay **accord**

واسفل منة وفي **تناغم** مرح

White butterflies danced on the wing

رقصت الفراشات البيضاء وهي تطير بأجنحتها

And still the singing skylark soared

فيما لا يزال طائر القبرة يحلق عاليا

And silent sank and soared to sing

يهبط صامتتا ويحلق عاليا ليغني

The cornfield stretched a **tender** green

امتد حقل الذرة **مزهرا** مخضرا

To right and left beside my walks

الى اليمين واليسار بجانب خطاي

I knew he had a **nest** unseen

كنت اعرف ان له **عش** مخفي

Somewhere among the million **stalks**

في مكان ما بين ملايين **ساق الذرة**

And as I paused to hear his song

وعندما توقفت ل استمع الى اغنيته

While **swift** the sunny moments slid

مرت هذه اللحظات **بسرعه**

Perhaps his mate sat listening long

لعل رفيقته (انثى الطائر) جلست تستمع له طويلا

And listened longer than I did

واستمعت له فتره طويله اكثر مني

1- Is a **speck** something big or small ? (Small)

---

2- If something is in **accord**, is it in agreement or disagreement ? (agreement)

---

3- Does **tender** suggest something fresh and young, or old and strong ? (fresh and young)

---

4- What does a bird do in a **nest** ? (it lays eggs)

---

5- Which part of a plant is the **stalk** ? (its long part of the plant that supports the leaves)

---

6- Does **swift** mean slow or fast ? (fast)

---

1) The poet uses many examples of **alliteration** . Find examples ?

- a. Listening long.
- b. Singing speck.
- c. singing skylark soared.
- d. silent sank

\*What effect is the poet trying to achieve with alliteration?

→ **Alliteration** adds to the rhythm of the poem and also **links dissimilar words together.**

---

2) Find two references to another listener, apart from herself ?

→ Perhaps his mate sat listening long → (The female bird)

→ I knew he had a nest unseen → (The female bird is sitting on the eggs)

**Who or what is this listener ? female skylark.**

---

3) How do we know that the poet leaves the cornfield before skylark stopped singing?

→ She says, perhaps his mate sat listening long . And listened longer than I did.

---

4) Rhyming words occur at the end of lines and in a pattern. The pattern is called a **rhyme scheme**. Describe the rhyme scheme in this poem.

→ The rhyme scheme is **a b a b**

## 2) Around the world in Eighty Days : (Jules Verne) حول العالم في ٨٠ يوم

|                 |              |                                |
|-----------------|--------------|--------------------------------|
| 1) bungalow     | كوخ          | a house with one floor         |
| 2) hamlet       | قرية         | a hamlet is very small village |
| 3) Steamer      | سفينة بخارية | It's a ship powered by steam.  |
| 4) Wry grimace  | كشرة         | unhappiness                    |
| 5) growing warm | انزعج        | annoyed                        |
| 6) Parsee       | فارسي        | a person living in south Asia  |
| 7) Howdah       | هودج         | a seat for riding an elephant  |

\* Characters : 1. Mr fogg ( main character )  
 2. passepartout (his traveling companion )  
 3. Sir Francis ( traveler )

Theme : 1. Time  
 2. Transport



The train stopped ? why ? because the railway isn't finished  
 Sir France growing warm means annoyed . why ? because he was cheated  
 Mr Fogg was calm ( during the conversation with conductor )

A steamer leaves **Bombay** → **Calcutta** → **Hong Kong** on the 25<sup>th</sup>  
 This is 22<sup>nd</sup> ( I have two gained days to sacrifice ) 23/24

Mr Fogg decided to go on foot ? why because they searched the village from end to end  
 Came back without having found anything  
 Passepartout wry grimace means unhappiness . why ? because his frail Indian shoes  
 Passepartout after a moment's hesitation found a mean of conveyance ( an elephant )

Elephant ( kiouni) → Enclosed and palings → was reared for warlike purposes  
 Male elephant is expensive and scarce

An elephant was half- domesticated (not aggressive) → preserved its natural gentleness

1. What kind of house is a **bungalow**? **A house with one floor.**

---

2. How does the word **hamlet** suggest there aren't many houses or people in the area?  
**A hamlet is very small village.**

---

3. What form of transport is a **steamer**? **It's a ship powered by steam.**

---

4. What kind of facial expression is a **wry grimace**, why did passe-partouts face show this expression?  
**Shows unhappiness / He didn't want to walk far because of his weak shoes.**

---

5. Which words tell us that the elephant was kept safely away from direct contact with humans?  
**enclosed, palling.**

---

❖ **Comprehension:**

1. Why can't the train continue its journey from Kholby to Allahabad?  
**Because railway isn't finished**

---

2. Why is Sir Francis annoyed during his conversation with conductor?  
→ **He because he feels cheated.**  
What expression is used to mean he is getting annoyed?  
→ **Growing warm.**

---

3. How does Mr. Fogg deal with situation when he discovers that his journey can't continue?  
→ **Fogg says that he suggests that they find another means of transport.**  
How does his attitude differ from that of Sir Francis?  
→ **He is very calm and confident.**

---

4. Why did the Indian man decide to rear on elephant? **for warlike purposes**

---

5. How do we know that the elephant is not aggressive?  
**"It still preserved its natural gentleness"** (Lines 40-41)

---

6. How many people travel on the elephant?  
1. Guide.                      2. Mr. Fogg.                      3. Sir Francis.                      4. Passepartout.

---

7. Read lines 8-22. Compare and contrast the character **Francis** and **Mr. Fogg**?  
→ Sir Francis gets **angry** easily and Mr. Fogg is **calm**

**rewarding , dialects , recall , gross domestic product , developed nation**

- 1.spoken and sign language have different ..... and registers in every country .
2. Tourism is one of Jordan's biggest contributors to ..... **وزاري ٢٠١٨**
3. The main feather of a ..... is that it is socially and economically advanced
4. Doing volunteer work can be a very ..... experience for everyone

**lifelong , draw up , recall , cause offence , conflict**

- 1.Meeting people and developing .....friendships around the world are some benefits.
- 2.Polite children don't .....
- 3.students need to ..... a revision timetable to organize their time better .
- 4.When two side disagree and argue, there is .....

**look up , earn , keep your chine up , compulsory , look into**

1. Even if things have difficult for you, always ..... everything will be normal .
2. In Jordan pre-school and kindergarten is optional while basic education is free and.....
3. You can ..... the respect of your colleagues through your hard work and honesty **وزاري ٢٠١٦**
4. Bayan promised her boss that she would ..... the matter and find out what had gone wrong

**dehydration , contradictory , keen , interpreter , tuition**

- 1.Yousef's ..... Sense of observation allowed him to notice that his keys were not where he had left them **وزاري ٢٠١٧**
- 2.It is important to drink a lot of water in order to avoid .....
3. The new courses will give the beginnings personal.....in all types of outdoor photography
4. Zaid justified the main ..... Points between the two sides in the debate.

**make a difference , track record , play it by ear , pensions , dietary**

- 1.Many large companies provide..... to their employee when they retire **وزاري ٢٠١٦**
2. Huda's ..... indicates that she has the needed experience for the required job
3. Scientific evidence shows that some ..... supplements are beneficial for health
4. Taha's organized participation in the seminar ..... and activates everyone there

## Editing

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 these four mistakes and correct them .  
Write the correct answers down in your ANSWER BOOKLET

وزاري ٢٠١٨

Nutrision is very important ,You should try to eat as much fresh fruit and vegetables as you . It was essential not to become dehydrited, so drink lots of water .

وزاري ٢٠١٧

Language competence is becoming increasengly important for anyone who wants to travel or work abroad for a large glocal company , Remember , career direction is never too late to be studied or change . Studying is a lifelong activity – you're never too old to start !

وزاري ٢٠١٧

All schools, from kindergarten to secondary , are the responsibility of the Ministry of Education in Jordan . Pre-school and kindergarten education is obtional follow by ten years of free, compulary education For higher education, students enter university . either for academic or vocational courses .

وزاري ٢٠١٦

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 totors by email and there are a lot of different class discussions on the Internet .

وزاري ٢٠١٦

Mr. Khalid who is a career advisor believe that Biolojy and chemistry are the most important subjects for those who want to go to study Dintistry at university . Math is not as important. but it is compulsory and he would strongly recommend that they work harder on this subject because they cannot drop it .

## Free Writing

### Introduction

Starting with such a subject is very important to be discussed in all the aspects to deal with. As a result, I will focus in this essay on the issue of **اسم الموضوع** talking into consideration these aspects **فكرة اولى** and **فكرة ثانية**.

### body

Topic sentence(A) يعاد صياغة الفكرة الاولى على شكل جملة تسمى الجملة الرئيسية للفقرة الاولى  
.....1 جملة داعمة .....  
.....2 جملة داعمة .....  
.....  
.....

Topic sentence(B) يعاد صياغة الفكرة الثانية على شكل جملة تسمى الجملة الرئيسية للفقرة الاولى  
.....1 جملة داعمة .....  
.....2 جملة داعمة .....  
.....  
.....

### Conclusion

Finally, I will sum up what have been discussed by saying that of **اسم الموضوع** was deeply discussed in all the aspects it deals with mainly **الفكرة الاولى** and **الفكرة الثانية**.

ملاحظة مهمة جدا : استخراج اسم الموضوع من السؤال

استخرج المطلوب اي الفكرة من السؤال

A few years ago, as many as 1,000 schools across the USA started making school years longer by adding up to ten extra days to the school year or by making each school day longer by half an hour. This was because it was found that secondary school students in the USA and the UK were spending the least time at school, with an average school year of 187 days. The typical Jordanian school year is longer than **this**. However, none of these are nearly as long as school years in countries like Japan and South Korea. South Korean attend school for 220 days per year, and in Japan, the school year 243.

According to a study by the Organisation for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world. **They** want to learn as much as **they** can to ensure excellent exam grades.

**They** go to school about nine hours, although this includes optional after-school tuition and activities. **They** also spend about three hours on homework every day, which is three times as much as many other countries. **Their** high academic achievements do suggest that the longer you study, the better you do in final exams.

In Finland, however, students are usually given less than half an hour of homework per night, and **they** attend school for fewer and shorter days than 85% of other developed nations. Despite this, **they** achieve top marks in subjects like Maths and Science.

In addition, most students also speak at least two, and often three, language fluently. The contradictory views of the study suggest that the number and length of school days is not only factor in determining whether students will succeed at school or not

1. Schools across the USA started making school years longer by two ways/reasons .  
Write down two of these ways/reasons .  
.....
2. There are some countries that spend the most time studying . Write down two countries  
.....
3. Students in Finland achieve top marks in two subjects . Write down these two subjects .  
.....
4. Schools in Finland can be different from other developed nation .  
Write down two of these differences .  
.....
5. What change has recently taken place in some American schools  
.....
6. Quote sentence that indicates that after school activities in Japan and South Koura  
is not compulsory .....
7. Find a word in the text which is opposite in meaning of the word '**compulsory**' .....
8. There are two contradictory viewpoints mentioned in the text, write them down.  
.....
9. What does the pronoun " **it** " refer to ? .....

### 1. Critical Thinking

According to the Finland's views of study, the number and the length of school days is not the only factor in determining whether students will succeed at school or not . Think of statement and , in two sentences , write down your point of view .

|    |                         |   |            |
|----|-------------------------|---|------------|
| 1- | <b>academic</b>         | connected with education especially at collage            | اكاديمي    |
| 2- | <b>compulsory</b>       | obligatory , required                                     | اجباري     |
| 3- | <b>contradictory</b>    | two ideas are contradictory they are completely different | متناقض     |
| 4- | <b>fluently</b>         | Speaking a language very well                             | بطلاقة     |
| 5- | <b>developed nation</b> | a rich country that has many industries                   | دول متقدمة |
| 6- | <b>optional</b>         | not compulsory  | اختياري    |
| 7- | <b>tuition</b>          | teaching , especially in small group                      | تدريس      |

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

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

Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries. Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Math and Science exams. When they leave school, they will be well-placed to take any number of different career paths.

'They don't have to become astronauts!' says a spokesperson for the school. 'Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.'

1. According to the text , Space Schools teach their students special subjects related to space. Write down two subjects

.....

2. Two group of people who are brought in as a guest lecture to teach students at space school .Write down two of these group of people .

.....

3. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in two fields/projects .Write down two of these fields/projects

.....

4.Quote sentence which indicates that various skills and qualifications are required in the studio schools.

.....

5. Write down a sentence which indicate that students are not supposed to be astronauts.

.....

6. What does the underlined pronoun "they " refer to ? .....

7.Find a word from the text which mean “**introducing new methods or idea for the first**

### \*\* Critical Thinking

Excellent grades in science and technology subjects can open many doors and lead to variety career opportunities. Think of this statement in two sentences and write your point of view .

|    |                     |   |                     |
|----|---------------------|---|---------------------|
| 1- | <b>astrophysics</b> | the study of the chemical structure of the stars              | الفيزياء<br>الفلكية |
| 2- | <b>tutorial</b>     | a period of intensive teaching given by a tutor to individual | تدريسي              |
| 3- | <b>undertake</b>    | to commit yourself to do something and to start to do it      | تعهد                |
| 4- | <b>tailor-made</b>  | custom-made ; made to fit exactly                             | مصمم<br>خصيصا       |
| 5- | <b>pioneering</b>   | introducing new and better methods or ideas for the first     | رائد / الاول        |

Two summers ago, I spent five months studying Arabic at the German-Jordanian University near Madaba. as my father is originally from Jordan, I grew up speaking Arabic as well as German. However, I had never studied Arabic formally, and when the opportunity came up for me to spend a year in Jordan studying Arabic, I didn't hesitate for one moment

I have relatives in Jordan and they arranged for me to stay with a wonderful family **who** live just outside Madaba. I was amazed by the number of international students there, **who** were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level. I'm very familiar with colloquial Arabic, **which** is what my family speaks and understands. The Arabic class, in modern Standard Arabic, was challenging, especially the grammar. Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I also practice **it** at home. I really *put my back into it*, and I earned an **A** on the course. what impressed me most about students in Jordan was **their** behavior and **their** attitude to studying.

All the students who I met appreciated the importance of their university education and the opportunities **it** would give them to contribute to their country's prosperity. **They** also showed extremely positive values. everybody was honest, and people discussed problems rather than getting angry if **they** disagreed with each other As someone who enjoys delicious food, beautiful places and friendly, suitable people, studying in Jordan was one of the best decisions I have made in my life. I made any new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

1. Several aspects about the Jordanian students impressed Anita. Write two of them

.....  
.....

2. Studying in Jordan was one of the best decisions she has made. Write two reasons

.....  
.....

3. Why was Anita so willing to go to Jordan to study Arabic?

.....

4. What impressed Anita about her fellow students at the university

.....

5. What does the idiom "put my back into" mean?

.....

6. Quote a sentence which indicates that Anita got excellent score at the Arabic course

.....

7. Quote the sentence which indicates that Anita speaks more than one language

.....

|   |                            |                                    |               |
|---|----------------------------|------------------------------------|---------------|
| 1 | <b>put my back into it</b> | put a lot of effort into something | بذل قصار جهدة |
| 2 | <b>Colloquial</b>          | d mainly in informal conversations | لغة عامية     |
| 3 |                            |                                    |               |

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as this. Twenty years ago, it was closer to 30%, and thirty years before that, it was only about 5%. Another huge change has been financial. Before 1998 CE, higher education in the UK was completely free for UK citizens. Since then, tuition fees have been introduced. Most students borrow this money from the government. They don't have to repay it immediately. Instead, they pay it back slowly out of future earnings.

Despite the high cost, most students choose to study away from home. A recent survey of 17,000 students revealed that only 7% wanted to stay at home while they studied for their degree. Of course for most young people, living away from home means borrowing even more money from the government. So why don't students choose to avoid debt by staying at home, where they don't have to pay rent? Most of them say that they want to move to the University of their choice, rather than the nearest one. Another strong motive is the desire to live in a new culture. Where do these students live? Many have rooms in halls of residence, especially in their first year; others rent flats or houses. A lucky minority live in property that their parents have bought for them.

Most of them need to learn to cook, do their own washing and manage their time and money

1. According to the text, there are two huge changes which occur in England .

Write down these two huge changes

.....  
.....

2. The writer mentions two reasons that make students choose to study away from home

Write down two of these reasons .

.....  
.....

3. Quote a sentence which indicates that students don't have to pay off the government at once

.....

4. Where did most of the students get the fees from? How do they pay back them ?

.....

5. What is the challenge facing the students who choose to study abroad .

.....

6. Find a word in the text which is opposite in meaning to the word "**majority**".

.....

8. Find a word in the text which means "**reason of doing something**".

.....

9. What does the underlined pronoun "**it**" refer to ?

**\* Critical thinking**

10. The writer states that it is expected that students who choose to study away from home will face many difficulties, suggest three tips to make studying abroad less challenging

|    |                           |   |             |
|----|---------------------------|---|-------------|
| 1- | <b>halls of residence</b> | accommodation provided by a university or collage | مجمع سكني   |
| 2- | <b>motive</b>             | reason for doing something                        | دافع / حافز |
| 3- | <b>opposite minority</b>  | majority  | عكس الاقلية |
| 4- | <b>fees</b>               | cost , charges                                    | رسوم        |
| 5- | <b>debt</b>               | money you own                                     | قرض         |
| 6  | <b>financial</b>          | relating to money                                 | مالي        |

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial ‘exercise’, which improves memory. As well as exercising the brain, **it** is thought that learning a new language also presents the brain with unique challenges.

These include recognizing different language systems and ways to communicate within these systems. It is said that students who study foreign languages do better, on the whole, in general tests in math, reading and vocabulary than students who have only mastered **their** mother tongue

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

It is believed that language learning can also improve your decision-making skills. When we speak a foreign language, you are constantly weight up subtle differences in meaning of word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgment is called for, and decisions have to be made. Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply **it** to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language

1. The article states that learning a foreign language has many benefits in several ways .  
Write down four of these benefits.

.....  
.....

2. Learning a foreign language can improve the brain in several different ways  
Write three of these ways .

.....  
.....

3. Students who study foreign languages do better, on in general test than students who  
have only mastered only their mother tongue. Write down three of these tests

.....

4. multilingual people are able to switch between two systems of speech quite easily  
Write down two of these systems .

.....

5. What is the result of a study that carried out by Pennsylvania State University ?

.....

6. Quote sentence which shows that learning foreign language improves mother tongue .

.....

|    |                      |   |            |
|----|----------------------|---|------------|
| 1- | <b>multilingual</b>  | speaking, reading or writing in more than two languages | متعدد لغات |
| 2- | <b>Simulator</b>     | any device or system that simulates specific conditions | محاكاة     |
| 3- | <b>utterance</b>     | something that is said , such as a statement            | النطق      |
| 4- | <b>mother tongue</b> | the first and main language that you learnt             | اللغة الام |
| 5- | <b>multitask</b>     | to do several things at the same time                   | متعدد مهام |

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary , are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational courses.

Students can attend one of ten public universities, or one of nineteen private universities. a large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma. The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. These are all public universities. An example of a newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and it follows Germany's model of education in Applied Sciences.

For students who wish to complete their university studies while working at the same time, it is possible in some Jordanian universities to enroll into online distance learning program

In the future, this option will become available in many other universities

1. The writer mentioned two types of courses that students can study at the Jordanian universities Write down these two types .

.....

2. Students can attend public and private universities to get many degrees. Write down three degrees that students can study in these institutions .

.....

3. Mention three universities that have the largest number of undergraduate students.

.....

4. The text mention many stages of education in Jordan . Write down two of them

.....

5. What type of students is the online distance learning programme designed for ?

.....

6. What is special about the German Jordanian University?

.....

7. What does the underlined pronoun “ it “ refer to ? .....

|   |                                 |   |                         |
|---|---------------------------------|---|-------------------------|
| ١ | <b>Postgraduate</b>             | someone who has finished their first degree /Master's or PhD  | دراسات عليا             |
| ٢ | <b>Undergraduate</b>            | someone who has not yet completed their first degree  | المرحلة الجامعية الاولى |
| ٣ | <b>Degree</b>                   | a qualification that is given when you completed a .course  | شهادة                   |
| ٤ | <b>Diploma</b>                  | a document that someone has successfully completed a course   | دبلوم                   |
| ٥ | <b>PHD</b>                      | a doctorate; the highest degree awarded by a university faculty   | دكتوراه                 |
| ٦ | <b>Master degree</b>            | a period of one or two years of study which takes place after the completion of a Bachelor's degree                           | ماجستير                 |
| ٧ | <b>Public university</b>        | a university that is funded by government   | جامعة حكومية            |
| ٨ | <b>Online distance learning</b> | a formalized teaching and learning system specifically designed to be carried out remotely by using electronic .communication | التعلم عن بعد           |

## Does the language we use influence the way we think ? (Unit 8 ) Or does our culture influence the way we use language ?

7

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

A lot of research has been carried out on the relationships between mind, world and language

In one study, a psychologist points out that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form.

It is believed that such differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.

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

Scientists at Newcastle University, UK, have carried out tests to prove that different cultures also have different ways of seeing colors. **They** found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English. Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum. Is it our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have all come about together .

1. According to the text, how did the English speaker understand the event when he said ' John broke the vase ' .....

2. What is the result of tests the carried out at Newcastle University .  
.....

3. Write down the sentence which indicates that Sociologists have been interested in finding out the relationship between language ,thoughts and culture for a long time  
.....

5. Find a phrasal verb from the text which mean " **avoid punishment** " .....

6. What does the underlined phrasal verb **carried out** mean ? .....

**\* Critical Thinking**

7. The culture of the speaker influences his language , thoughts and the way of speakin Think of this statement , and in two sentences , write down your point of view .

|                           |  |                    |
|---------------------------|--|--------------------|
| <b>look into</b>          | investigate  | يتحقق              |
| <b>look at</b>            | use one's sight in order to see  | ينظر الى           |
| <b>find out</b>           | discover   | يكشف               |
| <b>Carry out</b>          | put into practice / <b>do</b>  | يجري، يقوم بـ      |
| <b>leave out/left out</b> | not include / <b>omit</b>  | يلغي، يحذف، يستثني |
| <b>Point out</b>          | to tell someone some information that they don't know it / <b>show me.</b> | يشير الى           |
| <b>get away with</b>      | avoid punishment / <b>not be blamed for.</b>                               | يفلت من العقاب     |
| <b>Come up with</b>       | produce something , especially when challenged/ <b>think of</b>            | يبتدع فكرة         |
| <b>Come about</b>         | happen / <b>take place</b>   | يحدث، يتكون        |

|    |               |  |              |
|----|---------------|--|--------------|
| ١- | <b>punish</b> | to give someone an unpleasant task in a response to bad behavior | يعاقب / يلوم |
| ٢- | <b>recall</b> | To remember a particular fact, event                             | يتذكر        |
| ٣- | <b>Pop</b>    | To burst , or to make something with a short explosive sound     | ينفجر        |
| ٤- | <b>spill</b>  | To accidentally flow over the edge of a container                | يسكب         |

My name is Fatima Musa and I have worked as an interpreter for five years. Many students have emailed me about my work because **they** want to know what **it** would be like to do my job. So here is 5 my reply.

I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with **him**. When we visited a country, I always wanted to learn the language.

At school I was very good at English. Therefore, I decided on a career as an interpreter. My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what **they** say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are saying. Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

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

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

1. There are many challenging/difficulties aspects in Fatima's career as an interpreter?

Write down two of them

2. According to the text, Explain Fatima's role as an interpreter? Mention three of them

3. There are many things to do if you get an interview for an interpreting job .

Write down three things

4. if Fatima translates things badly, could affect an interpreting job. Write down two effects

5. Why many student emailed Fatima about her job ?

7. Find a word in the text which means " **related to a particular region or area**" .....

8. What does the underlined pronoun " **It** " refer to ? .....

**\* Critical Thinking**

Interpretation could play an important role in developing the tourist sector. Think of this statement and , in two sentences , write down your point of view

|    |                      |   |             |
|----|----------------------|---|-------------|
| 1- | <b>interpreter</b>   | who translates spoken words from one language into another                                      | مترجم       |
| 2- | <b>seminars</b>      | a class on a particular subject   | حلقة دراسية |
| 3- | <b>headphone</b>     | a piece of equipment that you wear over your ears to listen privately to the radio, music, .etc | سماعات راس  |
| 4- | <b>qualification</b> | the successful completion of a course of .passing an exam                                       | مؤهل        |
| 5- | <b>Secure</b>        | Safe ; free from danger   | امن         |
| 6- | <b>Rewarding</b>     | giving personal satisfaction  | مكافاة      |
| 7- | <b>agreement</b>     | an arrangement or promise to do something   | اتفاق       |
| 8- | <b>Regional</b>      | relating to a particular region   | اقليمي      |

Whether you're selling a new type of toothpaste to a chain of pharmacies, the latest computer software to a school or a new kind of package holiday to a travel agency – you need to know ...

## How to make a sales pitch ( unit 9 )

9

### 1- Do your research

Don't come away from a sales pitch wishing you had been better prepared. **It** is essential to know everything about your product. Do you know when **it** was developed, and where **it** is produced? You need to know who the target market is – for example, the age group or income of the people who might buy **it**. Not only that, you should know all about the competition – that is, similar products on the market. Why is your product superior to others and why does **it** have better value? In addition, you should know exactly which people you are speaking to, and what their needs are. For example, if **they** represent a middle-class department store in a humble neighborhood, be ready to explain why your particular product would suit customers who do not have lots of money. What makes your product perfect for **them**. Most of all, you need to believe in what you're selling, and the best way to do that is to use **it**!

### 2 Prepare and practise

Plan your presentation carefully, not just what you will say, but how you will say **it**. Will you read **it** word by word, use notes or memorize **it**? Whatever you decide, **it** is always good idea to have a list of your main points, in case something interrupts you, or you simply freeze with nerves (it happens!). Then practise **it**, if possible in front of colleagues. Make changes and practise **it** again.

### 3 Be professional

Keep your presentation short and simple. Start with some friendly comments. For example, thank your hosts for allowing you to speak to **them**, and compliment their company. Remember to speak slowly and clearly. **It** is important to appear confident (even if you're nervous!). While you speaking, don't keep your head down. Instead, look round the room and make eye contact with your audience. Smile! When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!). Finally, have a summary of your presentation ready to hand out at the end of the session.

1. The writer mentioned some tips for effective presentation. Mention three of them

.....  
.....

2. There are many things about your product if compared with other products.  
Write down three of these things

.....  
.....

3. You should do two things in advance to avoid the happening of unexpected things during your presentation . Write down these two things

.....  
.....

4. The article suggests many things to be a professional sale person .Write two of them

.....

5. Quote the sentence which indicates that using what you sell is the best way to believe in what you sell

.....

6. Quote the sentence which indicates that a presenter shouldn't speak fast

.....

7. Find a word from the text which mean "a set of people of similar age" .....

8. What does the pronoun " them " refer to ? .....

|    |                         |   |                            |
|----|-------------------------|---|----------------------------|
| 1- | <b>package holiday</b>  | an organization trips with everything included in the price | اجازة مغطاة التكاليف       |
| 2- | <b>target market</b>    | people who are identified as possible customers             | السوق المستهدف             |
| 3- | <b>web enquiries</b>    | Online questions  | استفسارات عن طريق الانترنت |
| 4- | <b>age group</b>        | a set of people of similar age                              | فئة عمرية                  |
| 5- | <b>department store</b> | a large shop that sells many different types of things      | متجر تسوق                  |