

# التمّام في اللغة الإنجليزية

و تشمل :

القواعد و التمارين  
التراكيب الفعلية

القطع و الأسئلة  
الاشتقاقات

في كتاب  
التوجيهي

الكلمات و الأفعال  
المصطلحات

نقاط لكتابة الموضوع  
و المقالة

## Unit 1

# THE HISTORY OF COMPUTERS

When you are using a computer, think about the technology that is needed for it to work. People have been using types of computers for thousands of years. A metal machine was found on the seabed in Greece that was more than 2,000 years old. It is believed that this was the first ever computer.

In the 1940s, technology had developed enough for inventors to make the first generation of modern computers. One such model was so large that it needed a room that was 167 square meters to accommodate it. During that decade, scientists in England developed the first computer program. It took 25 minutes to complete one calculation. In 1958 CE, the computer chip was developed.

The first computer game was produced in 1962 CE, followed two years later by the computer mouse. In 1971 CE, the floppy disk was invented, which meant that information could be shared between computers. The first PC (personal computer) was produced in 1974 CE, so people could buy computers to use at home.

In 1983 CE, people could buy a laptop for the first time. Then, in 1990 CE, the British scientist Tim Berners-Lee developed the World Wide Web. It was not until 2007 CE that the first smart phones appeared. Today, most people use their mobile phones every day. What will happen in the future? You can already buy watches which can do the same as mobile phones. Scientists have also developed glasses that are capable of doing even more than this.

Life in the future is going to see further changes in computer technology. It is likely that all aspects of everyday life will rely on a computer program, from how we travel to how our homes are heated.

### Questions :

1-When have people been using types of computers?

.....

2-where they found the first computer?

.....

3-when did they find the first computer?

.....

4- what was needed to build the first generation of computers?

.....

5- how long did the first computers take to do one calculate?

.....

6- hen did scientists develop the first computer program?

.....

7- When was the computer chip developed?

.....

8 - When was the first computer game produced?

.....

9 - What did it mean that floppy desk was invented?

.....

10- When could people use computers at home?

.....

11- When people could use the laptop?

.....

12- Who developed the world wide web?

.....

13- When did the first smart phones appear?

.....

### Read the following text

Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way. Today, I am going to give a talk about how you can use technology in Jordanian classroom. Here are some ideas:

Many classrooms now use a whiteboard as a computer screen. As a consequence, teachers can show websites on the board in front of the class. Teachers can then use the internet to show educational programmes, play educational games, music, recordings of languages, and so on.

In some countries, tablet computers are available for students to use in class. Therefore, students can use the tablets to do tasks such as showing photographs, researching information, recording interviews and creating diagrams. Tablet is ideal for pair in group work.

Teachers can perhaps ask their students to start writing a blog (an online diary). Either about their own lives or as if they were someone famous. They can also create a website, so for examples they can post work, photos and messages.

Most young people communicate through social media by which they send each other photos and messages via the internet. Some students like to send messages that are under 140 letters for anyone to read. Teachers can ask students to summarize information about what they have learnt in class in the same way. If students learn to summarize quickly, they will be able to use this skill in the future.

We all like to send emails, don't we? Emails exchanges are very useful in the classroom. Teachers can ask students to email what they have learnt to students of a similar age at another school. They could even email students in another country. As a result, students can then share information and help each other with tasks.

Another way of communicating with other schools is through talking to people over the computer. Most computers have cameras, so you can also see the people you are talking to. In this way students who are studying English in Jordan can see what students in England are doing in the classroom while they are speaking to them. You can also use this system to invite guest speakers to give talks over a computer. For examples, scientist or teachers from another country could give a lesson to the class. If you had this type of lesson, the students would be very excited

Students often use computers at home if they have them. Students can use social media on their computers to help them with their studies, including asking other students to check and compare their work, asking questions and sharing ideas. The teacher must be part of the group, too, to monitor what is happening.

**Questions :**

1-What do young people love?

.....

2- What do Many classrooms now use?

.....

3- What can teachers show on the board in front of the class?

.....

4- who can use tablet computers in class?

.....

5-Why can teachers use the internet in the classrooms?

.....

6- who can use tablet computers in class?

.....

7- How can students employ email exchanges in the process of learning?

.....

8-there are benefits of learning to summarize quickly for students. Write them ?

.....

9- What do the underlined pronouns refer to?

.....

## Read the following text

### What is the 'Internet of Things'?

Everyone knows that the internet connects people, but now it does more than that – it connects objects, too. These days, computers often communicate with each other; for examples, your TV automatically downloads your favorite TV show, or your 'sat nav' system tells you where you are. This is known as the 'internet of things'. And there's a lot more to come.

### An easy life!

In just a few years' time, experts say that billions of machines will be connected to each other and to the internet. As a consequence, computers will increasingly run our lives for us. For examples, your fridge will know when you need more milk and add it to your online shopping list; your windows will record your heart rate and email your doctor; and your sofa will tell you when you need to stand up and get some exercise.

### A frightening future

Many people are excited about the 'internet of things'. For them, a dream is coming true. They say that our lives will be easier and more comfortable. However, others are not so sure. They want to keep control of their own lives and their own things. In addition, they wonder what would happen if criminals managed to access their passwords and security settings. The dream could easily become a nightmare..

### Questions :

1- What does everyone know?

.....

2- What does the 'Internet of Things' mean? Give an example from the text.

.....

3- How will the 'Internet of Things' help you to keep fit, according to the text?

.....

4- why are some people excited about the future? Why are others worried?

.....

5- Experts say that computers will increasingly run our lives. Give two examples

.....

6- In the future, sofa will give people two pieces of advice.

.....

7- What do the underlined pronouns refer to?

.....

# TENSES

## present Simple

و يتكون هذا الزمن من :

S + V.1 + O

\* يجب الانتباه ان كل زمن يتميز عن الآخر بوجود دلائل زمنية تدل عليه

### Key words :

#### \*at the end of the sentence :

- 1- every .....
- Every day
- Every morning
- Every week
- Every month
- Every year ..... Etc.....

#### \* between the Subject and the Verb :

- 1- always
- 2- often
- 3- sometimes
- 4- usually
- 5- traditionally

\* في هذا الزمن ( المضارع البسيط ) يجب الانتباه على الفاعل بحيث انه اذا كان الفاعل :

( اسم مفرد , He , She , It )

في هذه الحالة يجب ان نضيف للفعل حرف ( s )

## past Simple

و تتكون الجملة في هذا الزمن من :

S + V2 + O + keyword

*Keywords :*

1 - *yesterday*

2- *last .....*

-*last week*

-*last month*

-*last year*

3 - *..... ago*

-*one week ago*

-*three months ago*

4 - *in + year in the past = in 1945*

Examples :

- John Cabot sailed to America in 1498.

- My father died last year.

- He lived in Fiji in 1976.

- We crossed the Channel yesterday.

- He went to a club last night.

- We gave her a doll for her birthday.

- My parents came to visit me last July.

## Past perfect

و تكون صيغة الجملة في هذا الزمن كالتالي :

S + had + V3 + O

Key words :

after - Before - when - sin - for - by the time -  
because

• في هذا الزمن تأتي الجملة مربوطة بجملة ماضي بسيط

Examples :

- 1- The train had left when I arrived at the station.
- 2- She had left the room when the police arrived.
- 3- I had put the washing out when it started to rain

---

## Present Perfect

و يتكون هذا الزمن من :

(I / you / we / they / the boys) + have + V3

(he / she / it / Ahmad / Samia) + has + V3

Key words :

- 1- Just
- 2- Yet
- 3- since
- 4- for
- 5- already
- 6- over
- 7- recently

8- so far

9- ever

Ex:

- She has just fed her baby.

- I have lived here for 3 years.

---

## Future :

هناك قاعدتين لزمان المستقبل في اللغة الانجليزية و هما كالتالي :

1 - للتحدث عن شيء غير مؤكد و غير مخطط له نستخدم هذه القاعدة :

S + will + v.O + key word

Key words :

1- perhaps

2- probably

3- maybe

4- I hope

6- tomorrow

7- next .....

8- in the future

9- in + 2020

5- I think.

2 - للتحدث عن شيء مؤكد و مخطط له نستخدم القاعدة التالية :

S + ( is , am , are ) + going to + V.O + key words

## Present Continuous

ويتكون هذا الزمن من :

S + (( Are , am , is )) + V1 + ing + O

### Key words :

- 1- now
- 2- at the moment
- 3- look!
- 4- listen!
- 5- look out!
- 6- be careful!
- 7- nowadays
- 8- watch out!
- 9- be quiet!
- 10- At this time

### Examples :

- She is eating Mansaf.
- They are playing football in the club right now.
- I am dancing with a friend.
- I am listening to music at the moment.
- Shaker is playing football now.
- The students are making noise.

## Present perfect continuous

و يتكون هذا الزمن من :

S + have \ has + been + (V+ing) + O

### Key words :

- 1 - since
- 2 - for
- 3 - all +time

### Examples :

- 1 - We *have been trying* to open the door for five minutes
- 2 - Her friends *have been thinking* of calling the police all last night .

### **\*\* Exercises :**

- 2- He'd ..... for a long time. (be,train)
- 3-He'd ..... his trip for months. (be, plan)
- 4- In fact he..... mountains since the age of eight (be, climb)
- 5- He ..... for six years. (be, try)
- 6- He ..... non-stop for a month. (be, revise)

### **Complete the text with the correct form of the verbs in brackets.**

People ..... (use) smart phones since they ..... (invent) in the early 2000s. During the early 2000s, people ..... (buy) phones in different colors and different designs. In 2010 CE, the first tablet computer ..... (produce). By the end of 2010 CE, companies ..... (sell) more smart phones than PCs for the first time. Now, about one billion smart phones ..... (sell) around the world each year. In the near future, it ..... (estimate) that over 40% of the population in Jordan will have a Smartphone. It is probable

that this market ..... (expand) in the future. At the moment, people aged 16–30 ..... (buy) the most smart phones, but experts say there ..... (be) a growth in the number of older people buying smart phones in the future.

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**Circle the correct words.**

- 1- We're going to Aqaba again in / on the summer. I have / had been looking forward to it since last year.
- 2- We had the computer repaired / repairing because it had stopped To work / working .
- 3- Mahmoud was walking home when the rain was starting / started . It was very heavy, so he must / can't have got very wet.
- 4- In the past, most letters wrote / were written by hand, but these days they are usually typed / typing
- 5- Children often use / are using computers better than their parents.
- 6- If you will play / play computer games all day, you won't have time to study.
- 7- I want to get / getting a tablet, but I can't afford to buy / buying one at the moment.
- 8- Look at the black sky! It's raining / going to rain soon!
- 9- I 'm coming / come from Ajloun, but I'm staying / stay in Irbid for a few months. I will return to Ajloun in the spring.
- 10- Nadia has been doing / done her homework for two hours! She is / will be finished very soon.
- 11- If Ali had / has his own computer, he wouldn't / doesn't need to use his friend's computer.
- 12- I was writing / wrote an email when my laptop was switching / switched itself off

# THE PASSIVE VOICE

## المبني للمجهول

هو اضافة *Be*

الى الجملة قبل الفعل و تحويل الفعل الى التصريف الثالث V3

يجب وضع الاضافات و تحويل *Be* حسب الفعل المساعد الذي قبلها اذا كان بالجملة فعل مساعد او حسب الزمن الذي نريد تحويله

Example:      to keep

TENSE / VERB FORM	ACTIVE VOICE	PASSIVE VOICE
<i>Simple present</i>	<i>Keeps</i>	<i>is kept</i>
<i>Present continuous</i>	<i>is keeping</i>	<i>is being kept</i>
<i>Simple past</i>	<i>Kept</i>	<i>was kept</i>
<i>Past continuous</i>	<i>was keeping</i>	<i>was being kept</i>
<i>Present perfect</i>	<i>have kept</i>	<i>have been kept</i>
<i>Past perfect</i>	<i>had kept</i>	<i>had been kept</i>
<i>Future</i>	<i>will keep</i>	<i>will be kept</i>
<i>Conditional present</i>	<i>would keep</i>	<i>would be kept</i>
<i>Conditional past</i>	<i>would have kept</i>	<i>would have been kept</i>

*Example sentences:*

*Active: I keep the butter in the fridge.*

*Passive: The butter is kept in the fridge.*

*Active: They stole the painting.*

*Passive: The painting was stolen.*

*Active: They are repairing the road.*

*Passive: The road is being repaired.*

*Active: Shakespeare wrote Hamlet.*

*Passive: Hamlet was written by Shakespeare.*

*Active: A dog bit him.*

*Passive: He was bitten by a dog.*

**\*\* Exercises :**

*1- The technicians fitted the halls with special lights.*

*The halls .....*

*2- The technicians made the halls wider than the rest of the tunnels.*

*The halls.....*

*3- The governments completed the original Mont Blanc Tunnel.*

*The original Mont Blanc Tunnel .....*

4- The technicians designed the tunnel to carry 450,000 vehicles a year.

The tunnel.....

5- The fire killed thirty-nine people in the tunnel when a lorry caught fire.

Thirty-nine people.....

6- The lorry started the fire when it crashed into the tunnel.

The fire .....

7- It was more than two days before the fire fighters put out the fire.

The fire .....

8- People saw smoke coming out the forest.

Smoke .....

9- The government should give compensation to people who were moved.

Compensation.....

10 - The government could not start working on the dam.

Working on the dam .....

11- Ships could still use the river .

The river .....

## Reported speech

<u>Tense in direct speech</u>	<u>Tense in reported speech</u>
<u>Present Simple</u> <i>I'm a teacher.</i>	<u>Past Simple</u> <i>He said <u>he was</u> a teacher.</i>
<u>Present Continuous</u> <i>I'm having lunch with my parents.</i>	<u>Past Continuous</u> <i>She said <u>she was having</u> lunch with her parents.</i>
<u>Present Perfect Simple</u> <i>I've been to France three times.</i>	<u>Past Perfect Simple</u> <i>He said <u>he had been</u> to France three times.</i>
<u>Present Perfect Continuous</u> <i>I've been working very hard.</i>	<u>Past Perfect Continuous</u> <i>He said <u>he had been working</u> very hard.</i>
<u>Past Simple</u> <i>I bought a new car.</i>	<u>Past Perfect</u> <i>He said <u>he had bought</u> a new car.</i>
<u>Past Continuous</u> <i>It was raining earlier.</i>	<u>Past Perfect Continuous</u> <i>She said <u>it had been raining</u> earlier.</i>
<u>Past Perfect</u> <i>The play had started when I arrived.</i>	<u>Past Perfect</u> NO CHANGE POSSIBLE
<u>Past Perfect Continuous</u> <i>I'd already been living in London for five years . ve years.</i>	<u>Past Perfect Continuous</u> NO CHANGE POSSIBL

### Pronouns change :

<u>Subject</u>	<u>Object</u>	<u>Possessive</u>
I = he , she	Me = him, her	my = his, her
we = they	Us = them	our = their
You = he, she, they,	You = him, her, them, me	your = his, her, their, my
	Reflexive pronoun	mine = his , hers
	Myself = himself, herself	ours = theirs
	Ourselves = themselves	yours = his, hers, theirs
	Yourself = himself, herself	

This	That
These	Those
Now	Then
Here	There
Today	that day
Tonight	that night
Tomorrow	the day after
Yesterday	the day before
Next	Last
last night	the night before

### Report the following statements.

1- I have some questions for you, Muna.

Nour told Muna .....

2- I've lived in Amman for six years.

Sami said .....

3- Yesterday I bought all the ingredients for a chocolate cake.

Huda told me .....

4- I really enjoyed the book that I finished this morning.

Tareq said .....

5- My favorite subject this year is Chemistry.

Hussein told me .....

6- I have some questions for you, Badria.

Nour told Badria .....

7- I've lived in Amman for six years.

Sami said .....

8- Yesterday I bought all the ingredients for a chocolate cake.

Huda told me .....

9- I really enjoyed the book that I finished this morning.

Tareq said .....

10- My favourite subject this year is Chemistry.

Hussein told me .....

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## REPORTED SPEECH

### QUESTIONS

السؤال

هنا يأتي السؤال بالصيغة البسيطة باستخدام الفعل المساعد

*Do - Does*

و في هذا السؤال يكون الجواب ب

*yes - No*

هنا نحذف صيغة السؤال لتصبح الصيغة كالتالي :

'if / whether + S + V + O

\*- Yes / no questions: This type of question is reported by using verb, and it is not necessary to use 'do' or 'did':

'ask' + 'if' / whether + clause:

Examples:

1 - "Do you speak English?"

- He asked me if I spoke English.

2 - "Are you British or American?"

He asked me whether I was British or American.

3 - "Is it raining?"

- She asked if it was raining.

4 - "Have you got a computer?"

- He wanted to know whether I had a computer.

5 - "Can you type?"

- She asked if I could type.

6 - "Did you come by train?"

-He enquired whether I had come by train.

7 - "Have you been to Bristol before?"

- She asked if I had been to Bristol before.

8 - "Can you lend me your book, Ahmad?" ' Asked Muna.

- Muna asked Ahmad if he could lend her his book

**\*\* Exercises :**

1- 'Have you already been on holiday?'

She asked us .....

2- 'Are you hungry?'

She asked me .....

3- Raed: "Can you take me to the airport tomorrow?"

He asked Omar .....

4- Laila: "Did you enjoy your holiday?"

Laila asked Omar whether .....

5- Faisal: "Have you seen my briefcase?"

Rami asked Huda.....

6- "Have you got the time?"

He asked me.....

7- "Can I go out with my friends?"

Hani asked his mother .....

8- "Does Omar want to go swimming with me?"

Zaid asked .....

---

**REPORTED SPEECH:**

**Question words ( wh )**

This type of question is reported by using

'ask' (or another verb like 'ask') + question word + clause. The clause contains the question, in normal word order and with the necessary tense change.

- هنا يأتي السؤال باستخدام ادوات استفهام مثل :

*What - where - when - wh.....*

- فإننا نحذف صيغة السؤال لتصبح كالتالي مع تحويلات الزمن للماضي :

( Wh..... + S + V + comp + . )

*Examples:*

1-"What is your name?" he asked me.

- He asked me what my name was.

2-"How old is your mother?"

- he asked. He asked how old my mother was.

3- The mouse said to the elephant, "Where do you live?"

- The mouse asked the elephant where she lived.

4-. "What time does the train arrive?" she asked.

-She asked what time the train arrived.

5- "When can we have dinner?"

- she asked. She asked when they could have dinner.

6-. The elephant said to the mouse, "Why are you so small?"

-The elephant asked the mouse why she was so small.

7- "How long have you been married?"

-I asked my grandparents how long they had been married .

- 8 - "Where does Peter live?"  
- She asked him where Peter lived.

**\*\* Exercise :**

1 - Where have you been?  
Muna asked the boys.....

2 - 'How long are you going away for?'  
Sameera asked Omar.....

3 - Huda: What are you doing at the weekend?  
Huda asked Shorouq.....

4 - Badria: Where are you going?  
Badria asked me.....

5 - Rakan: What time do you have to be there?  
Rakan asked Muneer.....

6 - Laila: When did you get back?  
Laila asked Amjad.....

7 - " Where shall we go for our interview?  
They wanted to know .....

## Unit 2

### Complementary medicine: is it really a solution?

*Most doctors used to be sceptical about the validity of homoeopathy, acupuncture and other forms of complementary medicine. If patients wanted to receive this kind of non-conventional treatment, they used to have to consult a private practitioner who was likely not to have a medical degree. However, in recent years, the perception of this type of treatment has changed. These days, many family doctors study complementary medicine alongside conventional treatments, and many complementary medicine consultants also have medical degrees. Whereas critics used to say that there was no scientific evidence that non-conventional treatments actually worked, now it is more common for medical experts to recognise that conventional medicine may not always be the only way to treat an ailment. At a surgery in London, 70 per cent of patients who were offered the choice between a herbal or a conventional medicine for common complaints such as insomnia, arthritis and migraines chose the herbal remedy. Fifty per cent of patients then said that the treatment helped. One doctor said, "I now consider homoeopathy to be a viable option for many different conditions, including anxiety, depression and certain allergies. It provides another option when conventional medicine does not address the problem adequately." However, complementary medicine cannot be used for all medical treatments. It can never substitute for immunisations as it will not produce the antibodies needed to protect against childhood diseases. It also cannot be used to protect against malaria. One doctor said, "I will always turn to conventional medical treatment first to ensure that no underlying condition is missed. However, the idea of complementary treatments is no*

longer an alien concept. In my opinion, it should work alongside modern medicine, and not against it."

### Questions :

1-What did most doctors use to be sceptical about?

.....

2-Why do patient have to consult private practitioner?

.....

3- hat do many family doctors study these days ?

.....

4-w hat did critics use to say ?

.....

5-w hat is common for medical experts derecognize ?

.....

6-w hat is the idea of complementary treatments ?

.....

7- What do the underlined pronouns refer to?

.....

Are happier people healthier – and, if so, why It's normal to feel a bit blue from time to time. However, studies show that negative emotions can harm the body.

\*Anger can also have harmful effects on health. When you see red, your blood pressure is raised and you can suffer from headaches, sleep problems and digestive problems. However, what about positive feelings and attitudes? Until recently, scientists had not investigated whether there is a link between positive feelings and good health.

\*Then, in a study that had followed more than 6,000 men and women aged 25 to 74 for 20 years, researchers found that positivity reduced the risk of heart disease. Other factors influencing health included a supportive network of family and friends, and an optimistic outlook on life.

\*The research showed that children who were more able to stay focused on a task, and who had a more positive attitude to life at age seven, were usually in better health 30 years later.

\*The study has been controversial. Some health professionals believe that bad lifestyle choices, such as smoking or lack of exercise, are the reason for heart disease and other illnesses, and not an individual's attitude. The researchers, while agreeing, raise the question: why are people making bad lifestyle decisions? Do more optimistic people make better and healthier lifestyle choices?

\*The researchers appreciate that not everyone's personal circumstances and environment make it possible to live without worry. However, they believe that if we teach children to develop positive thinking, and to 'bounce back' after a setback, these qualities will improve their overall health in the future.

It's normal to feel a bit blue from time to time. However, studies show that negative emotions can harm the body.

Anger can also have harmful effects on health. When you see red , your blood pressure is raised and you can suffer from headaches, sleep problems and digestive problems. However, what about positive feelings and attitudes? Until recently, scientists had not investigated whether there is a link between positive feelings and good health.

Then, in a study that had followed more than 6,000 men and women aged 25 to 74 for 20 years, researchers found that positivity reduced the risk of

**Read the article again and answer the questions.**

1 -What are the possible effects of anger and stress on someone's health?

.....

2 -What is controversial about the researchers' study?

.....

3 -What is your opinion of the researchers' findings?

.....

4. What will happen when you see red?

.....

5- What do the underlined words refer to?

.....

## **Health in Jordan: A report**

Health conditions in Jordan are among the best in the Middle East. This is largely due to the country's commitment to making healthcare for all a top priority. Advances in education, economic conditions, **sanitation**, clean water, diet and housing have made our community healthier.

### **A Healthcare centres**

As a result of careful planning, the number of healthcare services has been increasing rapidly over the past years. More than 800 different kinds of healthcare centres have been built, as well as 188 **dental** clinics. In 2012 CE, 98 percent of Jordanian children were fully immunised, thanks to **immunisation** teams that had been working towards this goal for several years. Although there were remote areas of the country where people had been without consistent access to electricity and safe water, almost 99 percent of the country's population now has access.

### **B Hospitals**

Although the country has been focusing mainly on improving its primary healthcare facilities, it has not neglected its advanced medical facilities. The reputation of Jordanian doctors has spread in the region, and now many more patients come to Jordan for open heart surgery. In Jordan, the open heart surgery programme started in 1970 CE in Amman.

### **C Life expectancy**

The life expectancy figures show that Jordan's healthcare system is successful. In 1965 CE, the average Jordanian's life expectancy was age 50. In 2012 CE, this average life expectancy had risen to 73.5. According to UNICEF statistics, between 1981 CE and 1991 CE, Jordan's **infant mortality** rates declined more rapidly than anywhere else in the world – from 70 deaths per 1,000 births in 1981 CE to only 32 deaths per 1,000 births in 2014 CE.

## Conclusion

The low infant mortality rate, as well as the excellent healthcare system, have been contributing factors to Jordan's healthy population growth, which will result in a strong work force with economic benefits for the whole country.

### answer these questions.

1- What is the title of the report?

.....

2- What is the purpose of the sub-headings before different sections?

.....

3- What is the link between the introduction and the conclusion?

.....

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## English Idioms

<i>out of the blue</i>	<i>unexpectedly</i>
<i>the green light</i>	<i>to have or give permission to go ahead with something or for something to happen</i>
<i>red-handed</i>	<i>in the act of doing something wrong</i>
<i>a white elephant</i>	<i>Something of high value that is hard to sell;</i>
<i>see red</i>	<i>Become angry</i>
<i>feel a bit blue</i>	<i>to feel sad</i>

### What do the following colour idioms in brackets mean?

- 1- Have you heard the good news? We've got the green light to go ahead with our project! (the green light)
- 2- Luckily, the police arrived and the thief was caught red-handed (red-handed)
- 3- I was shocked when I heard the news. It came completely out of the blue . (out of the blue)
- 4- Nobody goes to the new private sports club. The building is a white elephant . (a white elephant)

### Preposition:

Fill in	يعبئ / يملئ
Give out	يعطي
Turn on	يشغل
Connect with	مع يتواصل / يتصل
Know about	يعرف عن
Get started	يبدأ
Look around	ينظر الى
Meet up	يلتقي ايقابل
Settle down	يستقر بمكان
Take place	يحدث   يحصل
Wake up	يستيقظ

#### Exercise :

#### Complete the verb phrases and phrasal verbs with the correct words.

- 1- To know ..... dangers of the Internet.
- 2- To connect ..... people on the Internet.
- 3- To turn ..... privacy settings.
- 4- To give ..... personal information.
- 5- To fill ..... a form.

## Phrasal verbs:

<i>point out</i>	<i>tell someone about something they hadn't noticed</i>
<i>leave out</i>	<i>not include something</i>
<i>carry out</i>	<i>do something that needs to be organised and planned</i>
<i>find out</i>	<i>discover, become aware</i>
<i>set out</i>	<i>begin a journey</i>
<i>work out</i>	<i>think about some thing and manage to understand it</i>
<i>rely on</i>	<i>to have trust or confidence in something or someone</i>
<i>bounce back</i>	<i>to start to be successful again after a difficult time</i>
<i>cope with</i>	<i>to deal successfully with, or handle, a situation</i>
<i>focus on</i>	<i>to direct your attention or effort at something specific</i>

## Be used to \ used to

1- Be used to : يعتاد على

و تستخدم لوصف عن الأشياء الاعتيادية او التقليدية

دائما قبلها ( *is , am , are , was , were* ) و دائما بعدها اسم او ضمير او *Ving*

Examples :

1- *We've lived in the city a long time, so we're used to the traffic*

2- *I didn't like getting up early, but I'm used to it now.*

3- *She's lived in the UK for a year. She's used to speaking English now*

## 2 - Used to : يعتاد على

تستخدم للتحدث عن الأشياء التي كانت اعتيادية في السابق و لكنها تغيرت الآن

دائما يأتي بعدها الفعل المجرد = V.O

### Examples :

- 1- My mother *used to* buy my clothes, but now I choose my own.
- 2- She *used to be* a teacher, but now she's retired.
- 3- I *used to like* cartoon films when I was younger. These days I prefer action films.

### Choose the correct form of the verbs below.

- 1 - I used to / am used to go shopping in the local supermarket, but it closed two years ago, so now I have to drive into town to shop.
- 2 - There didn't use to / wasn't used to be so much pollution, but these days it is a global problem.
- 3 - I think television used to / is used to be better than it is now. Most of the programmes these days are just reality TV.
- 4 - Most Jordanians are used to / used to the hot weather that we have in summer

### Complete the sentences with the correct form of the verbs in brackets..

- 1 - When I was a student, I used to ..... (work) very hard. I used to ..... (get up) very early and study alone before my lectures, attend lectures all day, and then come home to study some more!
- 2 - Are you ..... (live) in Jordan yet? You've only been here for two months.

3 - When I was a child, my grandmother..... (make) cakes for us all the time, and I liked helping her a lot.

4 - My grandfather retired a month ago. He isn't..... (have) nothing to do all day. He says he needs a project to concentrate on.

5 - I just got glasses this week, and I'm not ..... (wear) them yet, so I'm still having difficulty

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## Past perfect continuous

ويتكون هذا الزمن من :

S + had + been + (V+ing) + O

### Key words :

1 - when

2 - because

3 - since

4 - for

5 - all +time

### Examples :

1 - We *had been trying* to open the door for five minutes *when* Jane found her key.

2 - Her friends *had been thinking* of calling the police *when* she walked in.

**Complete the sentences by choosing the correct verb forms.**

Hind (1) *has/ had been* working very hard for several weeks before she did her final exams. When the results were published, she was delighted to learn that she (2) *has / had* passed. She (3) *has / had* done extremely well. She (4) *phoned / had phoned* her parents from the college. They (5) *were / had been* waiting for her call all morning. When she arrived home an hour later, there was a surprise for her. For several weeks, her parents (6) *planned / had been planning* a special weekend away to the Jerash Festival. They (7) *have / had* managed to make it a surprise for Hind, even though they (8) *were / had been* using the family computer to make all the arrangements! Hind was delighted. She (9) *has / had been* talking about the Jerash Festival for months; and now the whole family was going! It was a wonderful graduation present.

**\*\* Exercises :**

1-When he arrived, Mr Mahmoud was exhausted. He'd .....for five days. (*be , climb*)

2- He'd ..... for a long time. (*be , train*)

3-He'd ..... his trip for months. (*be , plan*)

4- In fact he..... mountains since the age of eight. (*be , climb*)

5- Fossett was particularly pleased with this record. He ..... for six years. (*be, try*)

6- Omar passed all his exams. He ..... non-stop for a month. (*be, revise*)

7- They finished making Laila's dress a week before the wedding. They ..... it for over a month. (*be , make*)

8- I received a letter from Siham yesterday. She ..... to write sinc last year. (*be , promise*)

## Unit 3

### Young Emirati inventor is going to travel the world

Ten-year-old Adeeb al-Balooshi, from Dubai, is going to travel to seven countries on a tour which has been organised and funded by Sheikh Hamdan bin Mohammad, Crown Prince of Dubai. The boy caught Sheikh Hamdan's attention with his invention - a prosthetic limb for his father. The Sheikh has taken a special interest in the boy, and hopes the tour that he is sponsoring for Adeeb will give the young inventor more self-confidence and inspire other young Emirati inventors. Adeeb got the idea for a special kind of prosthetic leg while he was at the beach with his family. His father, who wears an artificial leg, could not swim in the sea as he could not risk getting his leg wet. This inspired Adeeb to invent a waterproof prosthetic leg. Adeeb is going to visit the USA, France, the UK, Ireland, Belgium, Italy and Germany, where he will be staying with relatives. However, while he is in Germany, Adeeb will not be spending all his time sightseeing. He will be working with a specialist doctor to build the appendage. He will also be attending a course on prosthetics and learning about different kinds of medical apparatus. Adeeb has invented several other devices, including a tiny cleaning robot and a heart monitor, which is attached to a car seat belt. In the case of an emergency, rescue services and the driver's family will be automatically connected with the driver through this special checking device. He has also invented a fireproof helmet. This special equipment, which has a built-in camera system, will help rescue workers in emergencies. It is for these reasons that Adeeb rightly deserves his reputation as one of the youngest inventors in the world.

#### Questions :

1. Why was Sheikh Hamdan interested in helping Adeeb?

.....

2. Why did he offer Adeeb the gift of a world tour?

.....

3. How did Adeeb get his inspiration for a waterproof prosthetic leg?

.....

4. Who will Adeeb be staying within Germany, and what will he be doing there?

.....

5. What does the suffix -proof mean (waterproof, line 15; fireproof, ?

.....

6. What is the purpose of the in-car heart monitor? Why do you think that it is built into the seat belt?

.....

8. Who was the supporter of Adeeb's journey?

.....

9. Why the Sheikh has taken a special interest in the boy?

.....

13. What will Adeeb do with the doctors in the other countries?

.....

## The King Hussein Cancer Center

The King Hussein Cancer Center (KHCC) is Jordan's only comprehensive cancer treatment centre. It treats both adult and paediatric patients. As the population of the country increases, more and more families will rely on the hospital for cancer treatment. Patients come not only from Jordan but also from other countries in the region, as they are attracted by its excellent reputation, lower costs, and cultural and language similarities.

In order to cope with the increase in demand for treatment, the KHCC has begun an expansion programme. Building started in 2011 CE . The hospital will have more than doubled its capacity by 2016 CE, increasing space for new cancer cases from 3,500 per year to 9,000.

By then, they will have added 182 extra beds, along with bigger units for different departments, including radiotherapy. New adult and paediatric wards will have opened. Additionally, they will have built a special ten-floor outpatients' building, with an education centre which will include teaching rooms and a library.

Many cancer patients live far away from Amman, where the KHCC is located, and the journey to and from the hospital is often difficult. For this reason, there are plans to extend cancer care facilities to other parts of Jordan. In the near future, King Abdullah University Hospital in Irbid hopes to set up radiotherapy machines, so that cancer patients from northern Jordan will not have to go to Amman for radiotherapy treatment.

### Answer the questions.

1 -Why does the hospital need to expand?

.....

2 -Give three reasons why patients from other countries visit the centre.

.....

3 -What is one of the disadvantages of the KHCC for patients who live far from Amman?

4 -What plans are there for increasing cancer care facilities in other parts of Jordan?

## The Future Continuous

و يتكون هذا الزمن من :

S + will + be + Ving + O

يستخدم هذا الزمن للتحدث عن حدث أو شيء يستمر أو سوف يستمر لفترة في المستقبل

1- This time next year, they will be preparing for their final exams.

2- What will we be doing in ten years' time?

## The Future Perfect

و يتكون هذا الزمن من :

S + will + have + V.3 + O

يستخدم هذا الزمن للتحدث عن شيء سيتم في المستقبل

1- By 2019 CE, the new motorway will have opened

2- We're late! By the time we get to the station, the train will have gone

## Complete the sentences

1 - Next month, we / live / in this house for a year. Let's celebrate!

.....

2 - Next Monday, I / work / in my new job.

.....

3 - you / do / all your homework by eight o'clock?

.....

4 - you / meet us / at the library this afternoon?

.....

## Complete the mini-dialogues using the Future Continuous.

1 A: Can I call you tonight after 6 p.m., or (you have) dinner with your family then?

2 B: No, I (not have) dinner at that time. I (watch) the news. My mum (prepare) dinner, because we usually eat at about 7 p.m.

3 A: What do you think (you do) in two years' time? (you work), or (you do) a university degree?

4 B: I certainly (not work) because I want to do a degree in Medicine. It's a very long course, so I (still study) in seven years' time

## Choose the correct form of the verbs.

1 - If you need to contact me next week, we'll stay /be staying at a hotel in Aqaba.

2 - If you need help to find a job, I will help /be helping you.

3 - I can't call my dad right now. He'll board /be boarding the plane. It takes off in an hour.

4 - We won't be home tomorrow night. We'll watch /be watching the football match at the stadium.

5 - Do you think you'll miss /be missing your school friends when you go to university?

Complete the sentences with the Future Perfect form of the verbs in brackets.

- 1 - This time tomorrow, we'll be celebrating because we .....our exams. (finish)
- 2 - This time next month, my parents .....married for twenty years. (be)
- 3 - The books that you..... ordered by the end of the week. (not arrive)
- 4 - By next year, you .....England? (visit)

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## Unit 4

### The importance of Islamic achievements in history

#### Jabir ibn Hayyan

(born 722 CE, died 815 CE)

The Arab world has many famous chemists in its history, but the person who is known as the founder of chemistry is probably Jabir ibn Hayyan. He is most well known for the beginning of the production of sulphuric acid. He also built a set of scales which changed the way in which chemists weighed items in a laboratory: his scales could weigh items over 6,000 times smaller than a kilogram.

#### Ali ibn Nafi' (Ziryab)

(born 789 CE, died 857 CE)

Ali ibn Nafi' is also known as 'Ziryab' (or 'Blackbird', because of his beautiful voice). He was a gifted pupil of a famous musician from Baghdad, and it was his talent for music that led him to Cordoba in the ninth century CE. He was the guest of the Umayyad ruler there. He is the person who established the first music school in the world in Cordoba, Al-Andalus, teaching musical harmony and composition. He revolutionised musical theory, and is also the person who introduced the oud to Europe.

### **Fatima al-Fihri**

(born early 9th century, died 880 CE)

Fatima al-Fihri was the daughter of a wealthy businessman. She used her father's inheritance to build a learning centre in Fez, Morocco. This learning centre became Morocco's top university, and it is where many students from all over the world come to study. Moreover, it was Fatima's sister, Mariam, who supervised the building of the Andalus Mosque, which was not far from the learning centre

### **Al-Kindi**

(born around 801 CE, died 873 CE)

Al-Kindi was a physician, philosopher, mathematician, chemist, musician and astronomer- a true polymath. He made ground-breaking discoveries in many of these fields, but it is probably his work in arithmetic and geometry that has made him most famous.

### **Answer the questions :**

1- who is the person who called the founder of chemistry ?

.....

2- who was the guest of the Omayyad ruler ?

.....

3- Who did build a learning centre ?

.....

4- What was Alkindi ?

## Masdar city

\*Megaprojects are extremely large investment projects, which are designed to encourage economic growth and bring new benefits to cities. Although megaprojects vary in terms of size and cost, they are all, by definition, expensive, public projects that attract a high level of interest and media coverage. Projects range from motorways, airports, stations, tunnels, bridges, etc. to entire city complexes.

\*The concept of a megaproject is always based on the benefits it brings to a community. However, many megaprojects have been criticised because of their negative effects on a community or the environment. This essay will look at issues with regard to Masdar City, a megaproject in Abu Dhabi.

\*Masdar City, which began its development in 2006 CE, will be the world's first carbon-neutral, zerowaste artificially-created city. Covering an area of six square kilometres, when it is completed in 2025 CE, it is expected to house more than 40,000 residents, 50,000 commuters, and 1,500 businesses involved in mainly environmentally-friendly products.

\*The city will run entirely on renewable energy sources. It is built on an advanced energy grid which monitors exactly how much electricity is being used by every outlet in the complex.

\*Furthermore, in order to reduce its carbon footprint, Masdar City will be a car-free zone, designed to be pedestrian and cycle-friendly. Electric, driverless cars will operate as public transport vehicles, and the city will be connected to other locations by a network of roads and railways.

*\*Energy will be provided by solar power and wind farms, and there are also plans to build the world's largest hydrogen plant. A desalination plant will be used to provide the city's water, with 80% of water used being recycled. Biological waste will be used as an energy source too, and industrial waste will be recycled. The current residents of Masdar City are all students at the Masdar Institute of Science and Technology, a university whose students are fully committed to finding solutions to the world's energy problems*

*\*While the project has the support of many global, environmental and conservation Organisations, there is some criticism of it. It is felt that, instead of building an Artificial sustainable city, sustainability should be made a priority of existing cities.*

**Answer the questions.**

1 -What examples of megaprojects are provided in the essay?

.....

2 -What are the advantages of the creation of Masdar City? What are the disadvantages

.....

3. Where is the city of Masdar?

.....

## Cleft sentences

تستخدم الجمل المركبة لتأكيد المعلومات التي نتحدث عنها و يمكننا استخدام :

( who , what , where , when , which , that , it )

يمكننا ايضا ان نبدأ الجملة المركبة باستخدام :

- 1- the thing that .....
- 2- the person who .....
- 3- the time when .....
- 4- The place where .....
- 5- The way in which .....
- 6- It .....

و ذلك حسب ما نريد ان نكتب عنه

احيانا نبدأ الجملة المركبة باستخدام What لذلك تصبح الجملة كالتالي :

Example :

- 1- I would like to go to London next year
- What I would like to do next year is go to London

احيانا نبدأ كتابة الجملة باستخدام It لذلك نستخدم بكتابة الجملة كلمة That مع الزمن بدل When

Example :

- 1- Huda won the prize for Art last year
- The person who won the prize for Art last year was Huda
- The prize that Huda won last year was for Art
- It was last year that Huda won the prize for Art

## Relative clauses

### \* Defining relative clauses :

هنا نستخدم Wh - حسب الاسم الذي قبلها مباشرة و ذلك لتعريف و تحديد الاسماء

(جميعهم معناهم الذي او التي )

who	تستخدم للأشخاص و معناها الذي او التي
when	تستخدم للزمن و معناها الذي او التي
where	تستخدم للمكان و معناها الذي او التي
which	تستخدم لغير الانسان و معناها الذي او التي
whose	تستخدم للملكية و معناها الذي او التي
how	تستخدم للطريقة و معناها الذي او التي
that	تستخدم لكل شيء و معناها الذي او التي

- 1- He's the man whose daughter I met in Jordan
- 2- The student who went with you is my friend
- 3- you study in the school where I studied

### \* non-Defining relative clauses :

هنا نستخدم جملة بادئة بـ WH تعريف الاسم او الشيء الذي نتكلم عنه

تأتي هذه الجملة بين فاصلتين او شحطتين او قوسين

- 1- The Sahara desert is very hot
- The Sahara desert, which is in Africa, is very hot.

## UNIT 5

# The arts in Jordan

Jordan has a very rich cultural heritage thanks to the support of the Department of Culture and the Arts, which was founded in 1966 CE. Since then, the department has built up an exciting, ongoing programme of cultural activities related to all the arts: music, visual arts, performing arts and the written word. In 1979 CE, the Royal Society of Fine Arts (RSFA) was established to promote visual arts in Jordan and other countries in the region. It has links with major art galleries around the world in order to encourage artists from different cultures to learn from each other. The Jordan National Gallery of Fine Arts is one of the most important art museums in the Middle East. The collection includes over 2,000 works of art, including paintings, sculptures, photographs, installations, textiles and ceramics, by more than 800 artists from 59 countries. In 2013 CE, it held Jordan's largest art exhibition called '70 Years of Contemporary Jordanian Art'. Until the 1990s, most Jordanian literature was only available in Arabic. However, thanks to PROTA (the Project of Translation from Arabic), many Jordanian plays, novels, short stories and poems are now translated into English, and people all over the world are able to read and appreciate them. Every year, the United Nations Educational, Scientific and Cultural Organization (UNESCO) chooses a different Arab city as the Arab Cultural Capital. In 2002 CE, the city of Amman was awarded this title. Jordan has a centuries-old musical heritage. The National Music Conservatory (NMC) opened in 1986 CE, making it possible for more Jordanian students to study music seriously. In 1987 CE, the National Centre for Culture and Arts was created, which showcases theatre and dance in Jordan and in the region. Realising the value of art and culture, Jordan decided to offer Jordanians and the world an annual arts festival. In 1981 CE, the Jerash Festival for Culture and Arts was founded. This three-week-long summer programme is one of the largest cultural activities in the region. It takes place in the important archaeological site of Jerash, which underlines the close relationship between the arts and Jordan's cultural history.

### Answer the questions.

1 -How does the Royal Society of Fine Arts show its support for the arts in Jordan?  
.....

2 -What makes The Jordan National Gallery of Fine Arts a major institution in the world of art?  
.....

3 -How has translation helped Jordanian literature?  
.....

4 -What is the significance of the location of the annual Jerash Festival?  
.....

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### Read the magazine article

Adnan, a professional craftsman, is at work in his studio. With the oven at 1,400 degrees Centigrade, 20 hours a day, a glass-making studio isn't the most comfortable place to be. For Adnan, however, this is more than just a job. ' My family has been blowing glass for around 700 years,' he says. ' My father learnt the craft from his father, and he taught it to me when I was a child'. Adnan is passionate about this ancient craft, and regularly gives demonstrations and workshops to teach young people the skills of glassblowing. He strongly believes that unless we interest more young people in learning the craft, nobody will know how to make hand-blown glass in the future. ' These days, young people don't always want to follow their parents' professions, and, added to that, glassblowing isn't an easy job. It has to be an obsession, as it is for me!' Adnan still uses the technique that was first developed by the Phoenicians some 2,000 years ago. First, he pushes a thin metal blowpipe into the boiling hot furnace. Secondly, he lifts out

the liquid sand and lays it on a metal plate. After that, he blows the red-hot glass until it becomes more flexible. Then he pulls and bends the glass into shape. He has to work extremely quickly because the liquid sand is already solidifying into glass. Adnan is making a delicate swan. Through the semi-opaque glass, you can see fine lines of turquoise, green and blue. 'The sand gives us transparent, or 'whitel, glass,' Adnan explains. -We get this beautiful dark, cobalt blue by adding the metal cobalt to the melted glass. Then, this blue becomes a lighter, sea 'green turquoise after adding copper. Finally, we decorate the glass by hand.' 'These days we recycle broken glass. We also use commercially produced colours instead of using natural ingredients as in the past. Apart from that, nothing else about this craft has changed through the centuries. You can't use a machine to do this work,' he says. 'The old ways are still the best.'

**Read the article again and choose the correct answers.**

**1 -A glass-making studio isn't comfortable because**

A-it hasn't changed much in hundreds of years.

B-it's incredibly hot.

C-everything is done by hand.

D-it is very small.

**2 -Adnan runs workshops and gives demonstrations because**

A- he wants young people to learn the craft.

B-glassblowing isn't an easy job.

C-it is an ancient craft.

D-he has to work quickly.

**3 -A glassblower has to work very fast because**

A-the furnace is extremely hot.

B-machines are not used to do the work.

C -hot, liquid glass becomes hard very quickly.

D -he is making a glass swan

## Articles:

### ادوات التنكير و التعريف

1- We usually use a/an before countable nouns when we are mentioning them for the first time.

نستخدم ادوات التنكير قبل الاسماء المعدودة عند التحدث عنها لأول مرة

- Hassan lives in a big house. There is a garden next to it with an apple tree

2- if we are talking about something that the listener/reader knows about, we use the

قبل التحدث عن شيء معروف لدى القارئ او المستمع نستخدم The

- Hassan lives in the big house near the post office. The garden is beautiful.

3- We use the when we are talking about something that is unique.

قبل التحدث عن شيء فريد من نوعه او نادر نستخدم The

- The Earth goes round the Sun. She's the only woman to have won two Nobel Prizes

4- We use the when we are talking about seas, oceans, rivers, groups of islands (but NOT individual islands), mountain ranges and countries that include the in their name.

قبل اسماء البحار و المحيطات و الانهار و مجموعة من الجزر و الجبال و البلدان نستخدم The

- The Mediterranean Sea separates Europe from Africa.

- Sri Lanka is in the Indian Ocean

- They took a boat trip along the river Nile

- Mallorca is one of the Balearic Islands

5- We use the when we are talking about superlative adjectives.

قبل الصفات المميزة جدا نستخدم *The*

- The longest river in the USA is the Mississippi.

6- We use no article with uncountable and plural nouns, and for general statements.

قبل بيانات او تصريحات عامة و الاسماء الغير معدودة و اسماء الجمع لا نستخدم ادوات تنكير او تعريف

- Chocolate tastes good.
- That shop sells sweets
- Children usually like sweets and chocolate.
- Sheep produce wool, and hens lay eggs.

7- We use no article before most countries, languages, continents, individual mountains (but NOT mountain ranges), lakes, waterfalls, towns, streets, days, months and years.

قبل اسماء البلدان و اللغات و القارات و الجبال المنفردة و البحيرات الامطار و البلدات و الشوارع و الايام و الاشهر و السنين لا نستخدم ادوات تنكير او تعريف

- The language spoken in Jordan is Arabic
- Libya is in Africa
- He was the first man to climb Mount Everest in the Himalayas
- They have a home near Lake Geneva
- Niagara Falls separates Canada from the USA.
- They live in Oxford Street in London
- She was born on Monday , 23 April
- The university was opened in 2001 CE

Complete the text with a, an, the or – (zero article)

The Amman International Theatre Festival is said to be (1) .....biggest of its kind across (2) ..... entire Middle East and (3.....) North Africa. It is held annually in (4) ..... April, and (5) ..... festival is (6) ..... attempt to promote (7) .....Jordanian theatre. Performances are in (8) ..... English and (9) .....Arabic. Many international stars and famous people from (10) ..... Hollywood attend. Usually, (11) .....festival lasts for about eight days. (12) ..... visitors can choose (13) ..... days on which they want to attend. This is (14) ..... great way to learn about different cultures at one event

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American vs British English

•  
American English (AE) rarely uses the Present Perfect, whereas British English (BE) does:

(AE) Did you see that film yet?

(BE) Have you seen that film yet?

•  
American English uses gotten as the past participle of got

:

(AE) He had gotten us some ice cream.

(BE) He got us some ice cream.

•  
American English uses have to show possession, whereas British English uses have got

:

(AE) I have a sister. Do you have a brother?

(BE) I've got a sister. Have you got a brother?

## SPELLING

<u>Words ending</u>	<u>American English</u>	<u>British English</u>
<u>er/re</u>	- center - theater	- centre - theatre
<u>or/our</u>	- favorite - color	- favourite - colour
<u>og/ogue</u>	- dialog - catalog	- dialogue - catalogue
<u>m/mme</u>	- program	- programme
<u>ize/ise</u>	- authorize	- authorise
<u>lce/ise</u>	- practice (noun) - practice (verb)	- practice(noun) - practise (verb)
<u>Doubling of consonants</u>	- traveling	- travelling
<u>Digraphs and graphemes</u>	- archeology - homeopathy	- archaeology - homoeopathy

## VOCABULARY

There are numerous words which are different in American and British English. Here are a few.

<u>American English</u>	<u>British English</u>	<u>meaning</u>
apartment	flat	شقة سكنية
candy	biscuit	حلوى
conservatory	conservatoire	معهد موسيقى
cookie	biscuit	بسكويت   كعك
drugstore	chemist's	صيدلية
elevator	lift	مصعد
fall	autumn	خريف
gas	petrol	النفط
pants	trousers	مقص
school principal	head teacher	مرشد
trunk	boot (of a car)	مسرب   نفق

## Grammar: American English

The following sentences are in British English. Rewrite them in American English.

1 - Have you seen the textile workshop yet?

- .....

2 - Let's have a look at that first.

- .....

3 - Some of you have got tired from all the walking today.

- .....

4 - Would anyone like to have a short rest?

- .....

5 - 'Goodness, you've got very tall!' said my aunt.

- .....

6 - Have you ever been to an aquarium?

- .....

7 - We're too late - the bus has just left.

- .....

8 - I think it's time to have a break.

- .....

9 - I haven't done my homework yet.

- .....

Complete the text with the suitable words derived from the words in brackets

Madaba is the place where most Jordanian weavers buy their raw materials. Sheep's wool, and goat and camel hair are used by Bedouin tribes and villagers all over Jordan to (1)..... (product) rugs, bags and other beautiful items. (2) ..... (Traditional), the whole process is done by hand, from the washing of the wool to the finished article. There is a particular Bedouin style of (3) ..... (weave) that buyers find very (4) ..... (attraction). Another craft practised in Madaba is the (5) ..... (creative) of ceramic items.

# DERIVATIONS

## الاشتقاقات

### NOUNS

تنتهي الاسماء بالمقاطع التالية :

ment /- ance / -ence /-ity /-y /-tion / -ssion / -sion / / -ion / / -  
ness / -th /-er /-or /-mony /-ist / - ancy / - ant / -some / - ency

يأتي الاسم :

After adjectives	الصفات بعد
At the beginning of the sentence	كفاعل بداية في الجملة
After prepositions ( ,on , of , with , ....:in )	بعد حروف الجر
After possessive adjectives (my, your, our, their, his, her, its)	بعد ضمائر الملكية
After the apostrophe (s) [for possession].	بعد 'S الملكية
After a noun: (N+N) [The first noun functions as an adjective]	بعد الاسم اذا اخذ الاسم الاول عمل الصفة
After some causative verbs (cause, let, make) and catenative verbs:	بعد افعال السبب
Aft : After called....Defined as	

## ADJECTIVES

تنتهي الصفات بالمقاطع التالية :

*/-ic/ -tive/ -ive/ -ous/ -al/ -able/ -ing /-ed-d/ -ary/ -ial/  
ible/-less / - ful /- ical / - ish / - ent / - ary*

تأتي الصفة :

After (So, too, very , quite , fairly , further, more , ) unless it was followed by an adjective	بعد المكثرات
After some verbs : (Verb to be / get / become / feel / smell / taste / find+ (object) / appear / sound / grow / look / seem)	بعد هذه الافعال
. Before adjectives	بعد الصفات اذا جاء بعد الفراغ اسم
After Adverbs	بعد الظروف
Before nouns	قبل الاسماء

## ADVERBS

ينتهي الظرف بـ : (ly)

يأتي الظرف :

At the begging of the sentences followed by a comma	في بداية الجملة و يتبع بفاصلة
Between two verbs (A helping verb and a main verb)	بين الفعل المساعد و الفعل
In the end of the sentence (as an adverb of manner) and directly after a verb.	في نهاية الجملة و لا يأتي بعده شيء
Before the ordinary verbs	قبل الافعال العادية
After the short object. (verb +object +adv	بنهاية جملة مكتملة
After imperative verbs	بعد افعال الأمر
Between "TO+verb	بين To و الفعل

## VERBS

اتي الفعل :

After " to	بعد TO
After modal auxiliaries and similar ones	بعد الافعال المساعدة و المودلز
After the subject	بعد الفاعل في الجملة
After the verb ' to do '(it should be base form)	بعد أي تصريف للفعل DO
After the verb 'to have' (it should be P.P)	بعد أي تصريف للفعل HAVE
After the verbs '(let, make , help +o +v1)	بعد هذه الافعال :
After relative pronouns (who, which..)	بعد ضمائر الوصل

كلمات الاشتقاق المطلوبة للمستوى الثالث :

<u>Verb</u>	<u>noun</u>	<u>adjective</u>	<u>adverb</u>
access	access	accessible	
post	post	postal	
blog	blog		
calculate	calculation		
filter	filter		
rely		reliable	
Use	user		userly
	allergy	allergic	
append	appendage		
arthritis		arthritic	
	artifice	artificial	artificially
	cancer	cancerous	
commit	commitment	committed	
complement	complementary		
	convention	conventional	conventionally
decline	decline		
expand	expansion		
focus	focus	focused	
remedy	remedy	Remedial	
immunise	immunisation	immune	
implant	implant		
expect	Expectancy expectation		
trial	trial		
	Mortality mortal	mortal	mortally
	obesity	obese	
	Optimism optimist	optimistic	
	option	optional	
	Paediatrics	paediatric	

	Paediatrician		
practise	practitioner	practical	practically
	Prosthetic prosthetics	Prostheticlimb	
publicise	publicity		
repute	reputation		
scan	scanner		
	Skepticism sceptic	sceptical	
sponsor	sponsor	sponsored	
	viability	viable	
ward	ward		
	algebra	algebraic	
create	creation	created	
neutralise	neutrality	neutral	
	ceramics	ceramic	
Compose	composition		
criticise	Critic criticism	critical	
demonstrate	demonstration		
desalinate	desalination		
furnish	furnishing		
	geometry	geometric	geometrically
blow	blowing		
break	break	breaking	
hang	hanging		
inherit	inheritance		
inoculate	inoculation	inoculable	
install	installation		
irrigate	irrigation		
	Mathematician mathematics	mathematical	
harmonise	harmony	harmonious	
	pedestrian	pedestrian	

philosophise	philosopher	philosophical	
qualify	qualification		
restore	restoration		
revolutionise	revolution	revolutionary	
	sand artist sand art		
showcase	showcase		
sustain	sustainability	sustainable	
translate	Translation translator		
vary	variation	variable	

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## Literature spot A

### I Remember, I Remember

Thomas Hood

I remember, I remember,  
 The house where I was born,  
 The little window where the sun  
 Came peeping in at morn;  
 He never came a wink too soon,  
 Nor brought too long a day,  
 But now, I often wish the night  
 Had borne my breath away!  
 I remember, I remember,  
 The roses, red and white,  
 The vi'lets, and the lily-cups,  
 Those flowers made of light!  
 The lilacs where the robin built,  
 And where my brother set

The laburnum on his birthday—,  
The tree is living yet!  
,I remember, I remember  
,Where I was used to swing  
And thought the air must rush as fresh  
;To swallows on the wing  
,My spirit flew in feathers then  
,That is so heavy now  
And summer pools could hardly cool

!The fever on my brow  
I remember, I remember,  
The fir trees dark and high;  
I used to think their slender tops  
Were close against the sky:  
It was a childish ignorance,  
But now 'tis little joy  
To know I'm farther off from heav'n  
Than when I was a boy.

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## All the World's a Stage

by William Shakespeare (from *As you like it*, Act II Scene VI)

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts... ,  
At first, the infant,  
Mewling and puking in the nurse's arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail

Unwillingly to school... .  
Then a soldier,  
Full of strange oaths and bearded like the pard,  
Jealous in honor, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth.  
And then the justice,  
In fair round belly with good capon lined,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part.  
... Into the lean and slippered pantaloons,  
With spectacles on nose and pouch on side;  
His youthful hose, well saved, a world too wide  
For his shrunk shank, and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound.  
Last scene of all,  
That ends this strange event  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everythingful history,

---

### The Old Man and the Sea

by Ernest Hemingway

Santiago is an old fisherman in Cuba, but for the last eighty-four days he hasn't caught any fish. His friend, a young fisherman named Manolin, helps him to bring in his empty boat every day. Manolin has been Santiago's fishing partner for years. Santiago had taught him all about fishing, and has done so since he was a boy of five years old. Now, the young man's parents want him to fish with a more **productive** partner.

The next morning, Santiago leaves early and sails far out to sea to try his luck again. Eventually, he feels a bite on one of his **hooks**, and he works out that it must be a big fish, perhaps a marlin. The fish is strong, though, and does not come up to the surface. Instead, the fish swims away, **dragging** the old man and his boat along.

This goes on until the sun goes down, and eventually Santiago can't see the land any more at all. As night falls, he wraps the fishing line around himself, and goes to sleep, leaving his left hand on the rope to wake him if the marlin **surfaces**. Soon, the old man is asleep, dreaming of the lions he used to see when he was a boy in Africa.

Santiago is awoken in the night when he feels the marlin pulling on the line in his hand. The marlin leaps out of the water, and Santiago has to hold on to the line with all his strength to avoid being pulled into the sea. When he sees the fish at last, he is amazed by its size. After a long and difficult struggle, he manages to pull it closer to the boat and he kills it.

Santiago ties the marlin's body to his boat and prepares to sail home. Before he reaches land, though, he is attacked by several sharks. He kills one with a **harpoon** and another with his knife. The blood in the water attracts more sharks. Santiago has to beat them away with a **club** and is badly injured himself.

When he arrives back at the harbour, everyone is asleep. Arriving home, Santiago collapses on his bed in exhaustion and falls asleep.

The next morning, Manolin finds Santiago in his hut and cries over the old man's injuries. Manolin **reassures** Santiago that the great

fish didn't beat him and that they will fish together again. He tells him that the old man still has much to teach him.

That afternoon, some tourists see the marlin's skeleton and ask a waiter what it is. Trying to explain what happened to the marlin, the waiter replies, 'shark.' The tourists misunderstand and **assume** that is what the skeleton is. They don't realise that it is actually a marlin, the biggest fish ever caught in the village, at more than five metres long.

Meanwhile, Santiago is sleeping and once again, dreaming of the lions he saw in Africa long ago, when he was young.

### Answer the questions.

1-What evidence is there at the very beginning of the story that Santiago is a very optimistic and determined person?

- .....

2-When Santiago feels a bite on his line, he works out that 'it must be a big fish, perhaps a marlin'. What evidence is there that he is correct?

- .....

3 -Why does Santiago go to sleep that night with the line tied around himself? (paragraph 4)

- .....

4-How does Manolin try to encourage Santiago not to give up fishing? What does this tell you about Manolin's character? (paragraph 9)

- .....

5-What is the reason for the tourists' misunderstanding about what the skeleton was? (paragraph 10)





2. **العنوان** : و يجب أن يتضمن فكرة عامة و شاملة عن ما سنكتبه في الموضوع او المقالة و يكتب العنوان بمنتصف السطر الأول

3. **القواعد** : يجب علينا ان ننتبه للزمن الذي نكتب فيه

- إذا كان الموضوع فكرة عامة أو مشكلة مثل ( الماء – التلوث – المدارس ..... ) فيجب علينا الكتابة بالزمن المضارع البسيط و أحيانا نستخدم معه المستقبل
- اذا كان الموضوع عن حدث أو حادثة ( شي قد حصل بالماضي ) فيجب علينا الكتابة بالزمن الماضي بأنواعه ( بسيط – تام – مستمر )

• **عند الكتابة بالماضي يجب علينا تحديد زمن القصة أو الحدث ببداية الموضوع**

4. **ترتيب الأفكار** : حيث يجب ترتيب أفكارنا و بشكل متناسق

5. **ربط الأفكار ببعضها** : و ذلك باستخدام أدوات الربط مثل :

<i>Fist</i>	اولا	<i>Second</i>	ثانيا
<i>Finally</i>	اخيرا	<i>After</i>	بعد
<i>Before</i>	قبل	<i>after that</i>	بعد ذلك
<i>In addition</i>	بالاضافة	<i>So</i>	لذلك
<i>When</i>	عندما	<i>While</i>	بينما

6. **الانتباه للفواصل و النقاط** : بعد نهاية كل فكرة نضع نقطة .

7. **الانتباه للحروف الكبيرة**

8. **استخدام كلمات بسيطة و لا تحاول ان تتعمق و تتوسع بالشرح**

9. **أنشئ جمل عن الأفكار في ذهنك و اكتبها باللغة الانجليزية على المسودة ثم رتبها و اربطها**

**\*\*\* و لا تنسى الانتباه للنقاط السابقة لأنها مهمة جدا .**

### Irregular verbs

## الافعال الشاذة

V.1 \ V.O	Meaning	V.2	V.3
Awake	يوقظ	Awoke	awoken
Bear	تلد	Bore	born
Bear	يتحمل	Bore	borne
Become	يصبح	became	become
Begin	يبدأ	Began	begun
Blow	يفجر - يعصف	Blew	blown
Break	يكسر	Broke	broken
Bring	يحضر	brought	brought
Build	يبنى	Built	built
Buy	يشترى	Bought	bought
Catch	يمسك - يصطاد	Caught	caught
Choose	يختار	Chose	chosen
Come	يأتي	Came	come
Cost	يكلف	Cost	cost
Cut	يقطع	Cut	cut
Dig	يحفر	Dug	dug
Do	يفعل	Did	done
Draw	يرسم - يسحب	Drew	drawn
Dream	يحلم	Dreamt	dreamt
Drink	يشرب	Drank	drunk
Drive	يقود	Drove	driven
Eat	يأكل	Ate	eaten
Fall	يقع	Fell	fallen
Feed	يطعم	Fed	fed
Feel	يشعر	Felt	felt
Fight	يحارب	Fought	fought
Find	يجد	Found	found
Fly	يطير	Flew	flown

Forget	ينسي	Forgot	forgotten
Get	يحصل - ينال	Got	gotten
get up	ينهض	got up	gotten up
Give	يعطي	Gave	given
Go	يذهب	Went	gone
Grow	يزرع - ينمو	Grew	grown
Hear	يسمع	Heard	heard
Hide	يختبئ - يخفي	Hid	hidden
Hit	يضرب	Hit	hit
Hold	يمسك	Held	held
Hurt	يؤذي - يؤلم	Hurt	hurt
Keep	يحافظ	Kept	kept
Know	يعرف	Knew	known
Lay	يضع	Laid	laid
Learn	يتعلم	Learnt	learnt
Leave	يترك	Left	left
Let	يسمح - يدع	Let	let
Lie	يكذب	Lied	lied
Lie	يتمدد - يرقد	Lay	lain
Light	يضئ - يشعل	Lit	lit
Lose	يفقد	Lost	lost
Make	يصنع	Made	made
Mean	يعني	Meant	meant
Meet	يقابل	Met	met
Pay	يدفع	Paid	paid
Put	يضع	Put	put
Ride	يركب	Rode	ridden
Run	يجري	Ran	run
Say	يقول	Said	said
See	يري	Saw	seen
Sell	يبيع	Sold	sold
Send	يرسل	Sent	sent

Set	تغرب - يضبط	Set	set
Shake	يصافح	Shook	shaken
Shoot	يطلق النار	Shot	shot
Show	يعرض - يظهر	Shown	shown
Sing	يعني	Sang	sung
Sit	يجلس	Sat	sat
Sleep	ينام	Slept	slept
Smell	يشم	Smelt	smelt
Sow	يبيذر - يزرع	Sowed	sown
Speak	يتكلم	Spoke	spoken
Spend	يقضي - يصرف	Spent	spent
Stand	يقف	Stood	stood
Stick	يلصق	Stuck	stuck
Swim	يسبح	Swam	swum
Take	يأخذ	Took	taken
Teach	يعلم	Taught	taught
Tell	يخبر	Told	told
Think	يظن	thought	thought
Throw	يرمي	threw	thrown
Wake	يوقظ	woke	woken
Wear	يرتدي	wore	worn
Win	يفوز	won	won
Write	يكتب	wrote	written