

مراجعة شاملة 2015 / 2016 لمادة المستوى الثالث في اللغة الانجليزية (3)

الانماط الجديدة المتوقعة



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كيف ادرس لامتحان اللغة الانجليزية؟؟؟؟؟

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

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

مراجعة (1)

READING

COMPREHENSION

الصفحة الاولى في الامتحان

مراجعة اهم قطع المستوى الثالث وكيفية التعامل مع الاسئلة

مراجعة (2)

VOCABULARY

الصفحة الثانية في الامتحان

مراجعة كلمات في فراغ + افعال ظرفية + اشتقاقات

مراجعة (3)

Grammar

الصفحة الثالثة في الامتحان

مراجعة سؤال 3+4

مراجعة (4)

Writing

الصفحة الرابعة في الامتحان

مراجعة تحرير + انشاء موجه وحر

مراجعة (1)

READING

الانماط القديمة والجديدة المتوقعة

: نمط التعداد النمط الاول

1. شكل السؤال :

_____ write down two of them/ these اكتب اثنان منها
_____ /write down these two اكتب هذان الاثنان
_____ write them down اكتبهما

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

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

التعداد الجديد سيكون متباعد

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

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

(-النمط الثاني : نمط الاقتباس

1. شكل السؤال :

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

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

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

ملاحظة هامة :

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

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

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

اخطاء الطلاب وزاريا :

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

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

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

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

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

3. Replace the underlinedin paragraphwith a.....that has a similar meaning
استبدل الكلمة التي تحته خط ... في الفقرةبلها نفس المعنى

النمط الرابع: نمط الضمانر

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

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

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

2-it,its ابحث عن اسم مفرد غير عاقل

3-she.her.hers ابحث عن اسم مفرد مؤنث

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

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

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

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

النمط الخامس : نمط الاقتراح

-According to the text , The writer thinks/states that.....Explain this statement/, suggest in
حسب النص الكاتب يعتقد إن.....فسر ذلك مقترحا 3

(الوزارة لا تحاسب على التفسير)

الاجابة : يطرح الطالب سؤال : كيف حول الاقتراحات الممكنة وبالعربي ويحول أفضل 3 نقاط بانجليزي مبسط ويبدأ كالتالي :

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

Critical thinking التفكير الناقد

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

- اطرح سؤال اما ب why / how على القضية ثم فكر في نقطتين بالعربي و صغهما في جملتين بالانجليزي مراعي
البدء كالتالي :

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

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

الانماط الجديدة المتوقعة :

النمط الاول : نمط التبرير (له شكلان)

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

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

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

I think this is true that ---- because + اول جملتان بعده

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

الكاتب يعتقد أن..... هل هو مبرر في اعتقاده "فسر"
الإجابة) ابحث عن اعتقاد الكاتب في النص واجب..... أولاً ب"yes" ثم ضع الاعتقاد وجملتان بعد الاعتقاد)

Yes , because + اول جملتان بعد الاعتقاد

النمط الثاني : نمط الاسئلة المقالية المباشرة : wh-

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

النمط الثالث : نمط ايجاد العنوان المناسب لفقرة

Find a suitable title for the text / paragraph one

النمط الرابع : نمط التلخيص لفقرة

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

النمط الخامس : نمط اسئلة T/F مع تصحيح الخطأ

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

النمط السادس : نمط اسئلة القواعد من ضمن اسئلة القطعه

Find an example of the following :

1. Passive construction 2. Article usage 3. Different tensesetc

النمط السابع : نمط اكمال نص ناقص بجمل معطاة

Read the article and complete it with the missing sentences

النمط الثامن : ايجاد معلومات في فقرات مقسمة

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

A: 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.

B: 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.

C: 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.

D: 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.

Question Number One (20points)

1. The King Hussein Cancer Center is a medical attraction for many people out of Jordan for many reasons. Write down two of these reasons
2. What is the function of using the **future perfect tense** in the underlined sentence?
3. What is one of the disadvantages of the KHCC for patients who live far from Amman ?
4. Find out the sentence which indicates the reason behind the beginning of the expansion of the KHCC.
5. What does the underlined word " **rely on** " in paragraph two mean?
6. What does the underlined pronoun they in paragraph one refer to?
7. The KHCC needs the cooperation of all people to keep going in helping cancer patients .Explain this statement, suggesting three ways to encourage people to contribute to this

Critical thinking: (2 points)

The king Hussein cancer centre has played a great role in helping many people . Think of this statement, and in two sentences, write down your point of view.

- 1.its excellent reputation, lower costs, and cultural and language similarities.
- 2.Finished action in the future
- 3.the journey to and from the hospital is often difficult.
- 4.In order to cope with the increase in demand for treatment, the KHCC has begun an expansion programme.
- 5.Have trust in
- 6.People from other countries in the region

- مراجعة (2)

- VOCABULARY (السؤال الثاني / 3 فروع)

تعتمد الوزارة على 7 بنود خاصة بالكلمات وبانماط متنوعة / يجب تنفيذ المطلوب في كل بند لتحقيق الفرعين **A+B**

كلمات في فراغ (15 points) Question Number Two

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

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

Sponsor , Look around , Red- handed , calculation, program

1. I need to make a few.....s before I decide how much to spend.
2. Luckily, the police arrived and the thief was caught.
3. I've never visited that museum. I'd like to go in and.....
4. King Abdullah the second will the expedition for stopping smoking In Jordan.

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

ادرس الجملة التالية واجب عن السؤال الذي يتبع

كلمة تحتها خط / ماذا تعني ؟ يعتمد على حفظ الطالب للافعال الظرفية والمصطلحات اللونية

ماذا تعني الكلمة التي تحتها خط ؟ اهتم بالإملاء

يعتمد النمط على حفظ الكلمات بالإنجليزي والإملاء (يحسب للطالب اي معنى قريب) (اي خطأ املاني = صفر)

1. I got a phone call from a long lost cousin out of the blue last week.

What does the underlined colour idiom mean ?

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

الإشتاقات + الانمط المختلفة المرفقه

1 .----- (كلمة للاشتقاق)

2 .----- (كلمة للاشتقاق)

D Choose the suitable item from those given to complete the following paragraph and write it down in your ANSWER BOOKLET. (8 points) كلمات في فقرة

5 كلمات متنوعة / لا يشترط معرفة كل معنى لكل كلمة في الجملة فقط اربط بعلاقات بينها

1

Implant , side effects , scanner , stroke , drug

The old man has taken the wrongmistakenly without noticing that one of its badis causing ato the brain . He was taken to hospital immediately where the doctors used ato check his case. His hand suffered from paralyses, and the doctors had toanother one for him .

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

coma ,out of the blue ,limps , programs , sponsor , dental

1. In the accident , the young man lost one of his **legs**.
2. After Ali's accident, he lay in an **unconscious state** for two weeks

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

الاستبدال (من ضمن اسئلة القطعة) / سؤال منفصل اهتمام بالإملاء والمعنى والتصريف عند الاستبدال وما عدا ذلك = صفرا

1. They are feeling sad for Tom these days. His wife has left him.”.....

I : editing تحرير نص من اخطاء

The government has given the red light to the building of a new airport . الحل : red تصبح green

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

WORD	MEANING IN ENGLISH	MEANING IN ARABIC
1. Smartphone	advanced mobile	هاتف ذكي
2. Computer chip	A small storing piece inside a computer	رقاقة
3. Floppy disk	Storing disk	القرص المرن
4. Pc	A computer designed for one person use	كمبيوتر شخصي
5. Calculation	A way of using numbers	حسابات
6. Program	A set instructions for a computer	برنامج كمبيوتر
7. Programme	A content to be listened on radio and watched on TV	برنامج تلفزيوني / اذاعي
8. World Wide Web	An information system (internet)	الشبكة العالمية العنكبوتية
9. Access	Find information on a computer	الدخول لنظام الكمبيوتر
10. Filter	A program that allows and blocks frequencies	تصفية/يصفى
11. Identity Fraud	using the identity of someone to buy things	تزوير الهوية
12. Privacy setting	Controls available from the observation, of others	اعدادات الخصوصية
13. Security setting	Controls available to protect from viruses	اعدادات الامان
14. Blog	Online diary/	مفكرة على الانترنت
15. Email exchange	emails between people	تبادل معلومات بالبريد الالكتروني
16. Social media	Social interaction between people on websites	وسائل التواصل الاجتماعي

17. Tablet computer	A mobile computer, with a touch screen ,	كمبيوتر لوحي
18. White board	A touch screen computer program	سبورة بيضاء
19. homoeopathy,	Alternative medicine	الطب البديل
20. Acupuncture	medicine which uses thin needles	العلاج بالابر
21. Ailment	Illness	مرض
22. Arthritis	a disease causes pain and swelling in joints	الم المفاصل
23. Migraines	an extremely bad headache	الصداع النصفي
24. herbal remedy	Curing diseases with herbs (plants)	العلاج بالاعشاب
25. Allergy	conditions that make you ill when you eat, touch or breathe a particular thing	حساسية
26. Immunization	substance to prevent getting a disease	التطعيم
27. Malaria	a serious illness that is spread by mosquitoes	مرض الملاريا
28. Communicate with	Speak to	يتواصل مع
29. Dental	Relating to teeth	يتعلق بالاسنان
30. Sanitation	The systems which supply water and dealwith human waste	الصرف الصحي
31. Infant mortality	Deaths among babies or very young children	معدل وفيات الرضع
32. Work force	The people who are able to work	القوى العاملة
33. apparatus	technical equipment for a particular purpose	جهاز
34. appendage	a body part,	طرف من الجسم
35. artificial	Non- natural	صناعي
36. limb	arm or leg of a person	ذراع او رجل
37. prosthetic	an artificial body part;	اطراف صناعية
38. sponsor (v)	to financially support a person or an event	يرعى حدث ماليا
39. coma	unconscious state	غيبوبة
40. dementia	a mental illness with memory problems	الخرف
41. drug	a substance used for making medicines	دواء
42. implant	a piece of tissueimplanted in the body	عضو مزروع
43. medical trial	special tests	تجريب طبي للادوية
44. pill	Tablet	حبة دواء
45. scanner	a medical radiographic instrument	الماسح الضوئي
46. side effect	Un expected results	تأثير جانبي

47. stroke	Stoppage of blood flow to brain	السكتة الدماغية
48. symptom	sign of illness	اعراض مرض
49. -Proof	resistant	مقاوم
50. Fund (v)	Provide with Money	يمول
51. arithmetic	The study of numbers	علم الحساب
52. geometry	branch of mathematics	علم الهندسة
53. mathematician	a person who studies Mathematics	عالم رياضيات
54. philosopher	someone who studies and writes philosophy	فيلسوف
55. physician	someone qualified to practise medicine	طبيب
56. polymath	An expert in many subjects	شخص متعدد الثقافة
57. Chemist	Scientist specializing in chemistry	كيميائي
58. Musical harmony	music, made by playing or singing a group of different notes together	تناغم موسيقي
59. composition	a piece of music that someone has written	تأليف موسيقي
60. founder	The person who starts something new	مؤسس
61. Scale	An instrument to measure weight	ميزان
62. inoculation	an injection to protect you from a disease	تلقيح
63. fountain pen	a pen which needs ink cartridge refills	قلم حبر سائل
64. windmill	a building to grind corn into flour	مطحنة حبوب
65. Laboratory	A room for scientific experiments	مختبر
66. Talent	Special ability	موهبة
67. cheque	Documented paper of money	شيك
68. Legacy	Things left after death	تركة
69. Irrigate	Supply land with water	يروي
70. Hands-on	Practical	عملي
71. megaproject	a very large, expensive project	مشروع ضخم
72. energy grid	a system of wires of electricity	شبكة الطاقة
73. ceramics	art made from clay or porcelain	اعمال الخزف
74. conservatory	a school for training in music or acting	معهد موسيقي
75. installation	an art exhibit for video or moving parts	معرض فني

76. textiles	types of cloth or woven fabric	المنسوجات
77. visual arts	art that you look at	الفنون البصرية
78. performing arts	art that expresses ideas	الفنون المسرحية
79. Fine arts	Art that requires great skill, talent	الفنون الجميلة
80. Furnace	Oven for melting materials	فرن صهر
81. Solidifying	Becoming hard /solid	يصبح صلب
82. Semi opaque	not completely impossible to see through	شبه معتمة
83. Transparent	clear or thin enough to see through	شفاف
84. Turquoise	a bright greenish blue color	لون اخضر ضارب للازرق
85. Cobalt	describing the colour blue	الكوبالت اللون الازرق
86. Fine	very thin and narrow;	رفيع وضيق
87. Handicrafts	beautiful objects made by hand	اعمال يدوية
88. Gallery	a place where art is shown	معرض صور
89. Heritage	traditional culture	التراث
90. Sculpture	a solid piece of art	النحت
91. Expansion	Act of making bigger	توسعه
92. Rely on	Have trust in	يعتمد على

للحفظ بالعربي

Web hosting = استضافة الويب / **bionic** = عضو الي / **cancerous** = سرطاني / **commitment** = التزام /
career = مهنة / **conventional** = تقليدي / **decline** = ينخفض / **setback** = نكسة / **focus** = يركز /
healthcare = رعاية صحية / **mortality** = معدل الوفيات / **obese** = السمنة / **optimistic** = التفاؤل /
outpatient = العيادات الخارجية / **paediatric** = امراض الاطفال / **practitioner** = مزاول لمهنة / **puplicise** =
سمعه / **reputation** = سمعه / **raise a question** = يطرح سؤال / **radiotherapy** = علاج بالاشعه / **Scanner** =
الماسح الضوئي / **skeptical** = المتشككين / **strenuous** = المضنية / **viable** = قابلة للاستمرار / **ward** =
جناح في مستشفى / **brehtaking** = رائع/ملهم / **camera obscura** = كاميرا مظلمة / **carbon -neutral** =
محايدة / **criticise** = ينتقد / **craftsman** = الحرفي / **demonstration** = عرض عملي / **desalination** =
تحلية المياه / **furnishings** = أثاث / **glassblowing** = نفخ الزجاج / **grid** = الشبكة / **ground-breaking**
= منذنة / **musical** = نابض بالحياة / **lifelike** = ميراث / **minaret** = منارة / **inheritance** = ميراث / **hanging** = معلقة / **harmony** =
توافق / **pedestrian** = المشاة / **qualify** = التأهل / **restore** = يرمم / **outweigh** = تفوق / **pedestrian** = المشاة / **qualify** = التأهل / **restore** = يرمم

/revolutionise = الاستدامة / sand artist = فنان رملي / showcase = معرض sustainability = الاستدامة / translation = الترجمة underline = يلقى الضوء / vary = تختلف / zero-waste = خالية من المخلفات / showcase = معرض energy = طاقة / grateful = ممتن / headlines = عناوين رئيسية helmet = خوذة / lawyer = محامي / likely = المحتمل من navy = البحرية / boil = يسلق / fry = يقلي / grill = يشوي / melt = يذوب / mix = يخلط roast = يشوي بالفرن / season = يضع بهارات / slice = يقطع الى شرائح / sprinkle = يرش / model = موديل / decade = 10 سنوات / generation = جيل / tiny = صغير جدا / risk = يخاطر / self-confidence = ثقة بالنفس / ongoing = الجارية / contemporary = المعاصر / decade = 10 سنوات / generation = جيل / tiny = صغير جدا / risk = يخاطر / benefit = فائدة / farms = مزارع / footprint = بصمة / renewable = متجدد / Founder = مؤسس / scales = موازين / talent = موهبة / alien = غريب /

البند الثاني: مصطلحات لونية يحفظ غيبا بالعربي والانجليزي + املاء : Colour idioms

Feel a bit **blue** : sadness/ sad / feel sad يشعر بالحزن
 See **red** : show anger/ rage , become angry , angry يصبح غاضب
 The **green** light : permission, agree . approve , allow , accept , say yes , say O.k يوافق
Red -handed : in the act of doing something wrong متلبس
 Out of the **blue** : unexpectedly من غير المتوقع
 A **white** elephant: useless possession ممتلكات بلا فائدة

البند الثالث: تحفظ بالانجليزي والعربي + املاء : Phrasal verbs

Take place : happen / occur تجري
Wake up : cause to become awake استيقظ
Settle down : live orderly life يستقر
Meet up : to get together with somebody يلتقي
Look around : to look in several direction يلقى نظره
Get started : begin doing something يبدأ

البند الرابع : Collocations: (كلمات مرتبطة معا) : تحفظ غيبا وبالعربي مع ما ترتبط به

1. *Economic growth* : نمو اقتصادي
2. *Zero -waste* : خالي من المخلفات
3. *Carbon -neutral* : خالي من الكربون
4. *Public transport* : النقل العام
5. *Urban planning* : تخطيط المدن
6. *Negative effect* : تأثير سيء
7. *Carbon footprint* : بصمة الكربون
8. *Biological waste* : النفايات البيولوجية
9. *Car-free zone* : منطقة خالية من السيارات
10. *Cycle-friendly* : صديقة لدورة الحياة
11. *energy source* : مصدر للطاقة
12. *industrial waste* : مخلفات صناعية
13. *environmentally friendly* : صديقة للبيئة
14. *wind farms* : مزارع الرياح
15. *renewable energy* : طاقه متجددة
16. *pedestrian friendly* : صديق للمشاه

البند الخامس: تحفظ المصطلحات التالية بالعربي ويركز على حروف الجر المرتبطة بها والافعال الموجودة معها

- يُجلب انتباه : catch someone's attention with smth
يسافر لِمكان في جولة : travel to (place) on a tour
يهتم بأحدهم : take an interest in smth
يحضر مساق في ... : attend a course on ...
يتعلم عن : learn about
مرتبط ب : connected with
يحصل على فكرة : get an idea
يقضي وقت في : spend time doing smth.
يحدث : take place
يجرب : try out
يتطلع بشوق ل : Look forward to +n/ ving
يجري عملية : Have an operation
يستفيد من : Benefit from
يتكيف مع : Cope with
ينجذب : Attracted by
على اساس : Based on
يستفيد من : Benefit to smth./ benefit from
فيما يتعلق ب : With regard to
مبني على : Built on
يزود ب : Provide by/ with
ملتزم ب : Committed to
متوفر في : Available in
مرتبط ب : Related to
يتعلم من : Learn from
يترجم من...الى... : Translate from...to ...
يضع على : Lay on
متحمس ل : Keen to / on

البند السادس : الفروق في المعنى

Study the following pairs of sentences and explain the differences in meaning of the underlined phrases: تحفظ الفروق بالانجليزي والعربي +املاء

1. share ideas : give ideas to others يشارك افكار
2. compare ideas : show differences يقارن افكار
1. create a website : construct a new website ينشئ موقع
2. contribute to a website : offer things to a website يساهم في موقع
1. research information : find information needed يبحث في المعلومات
2. present information : give info.in a presentation يقدم معلومات
1. monitor what is happening : watch closely what is happening يراقب ما يحدث
2. find out what is happening : discover what is happening يكتشف ما يحدث
1. to give a talk to people : give a speech to يلقي خطاب
2. to talk to people : discuss things with people يتحدث مع ناس
1. show photos : display photos يعرض صور
2. send photos : post photos يرسل صور

البند السابع : الاشتقاق Derivations

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

1. حدد نوع كلمة الاشتقاق حسب المقاطع المرتبطة بها وكالتالي :
حيث ان كانت (اسم) يعني ان الفراغ يحتاج (فعل او صفة او ظرف) وبحذف المقاطع نحصل على (n ,adj , v)

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

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

مقاطع الظروف Adj + Ly

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

2. قراءة الجملة بدون الفراغ فإذا :

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

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

حالات الاسماء

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

إن وجد بعد الفراغ اسم نضع صفة

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

حالات الصفات

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

1. He faced a very.....animal. (danger, dangerous, dangerously)
2. I was very impressed by her new method. (favourable, favour, favourably)
3. This meal tasted.....(deliciously, delicious, deliciousness)
4. I saw young ladies. (repulsive, repulsively , repulse)

5.....drivers, don't make accidents (Care , Carefully , Careful)

6. Her question was purely (academia, academy, academic)

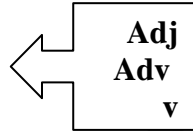
1. حفظ اشتقاقات الكتاب التالية + املاء :

Verb	Noun	adjective	Adverb
	Annual	Annual	
complement	Complementariness	Complementary	Complementarily
	Culture	Cultural	Culturally
Educate	Education	Educational	Educationally
Major	Majority	Major	
	Visual	Visual	Visually
Translate	Translation/ translator	translational	
	Archaeology	archaeological	Archaeologically
Appreciate	Appreciation		
collect	Collection	collective	
Produce	Product/production	Productive	
	Tradition	Traditional	Traditionally
weave	Weaving		
Attract	Attraction	Attractive	Attractively
Create	Creation	Creative	Creatively
Circulate	Circulation		
Dehydrate	Dehydration		
advise	Advice		
Revise	Revision		
Concentrate	Concentration		
Install	Installation		
	Medicine	Medical	Medically
	Nine	Ninth	
Inherit	Inheritance	Inherited	
	Origin	Original	Originally
Invent	Invention	Inventive	
Discover	Discovery		
Influence	Influence	Influential	Influentially
Intend	Intention		
Conclude	Conclusion		
Prescribe	Prescription		
infect	Infection		
	Allergy	Allergic	
Commit	Commitment	Committed	
	Convention	Conventional	Conventionally
Access	Accessible		
Expand	Expansion		
Remedy	Remedy	Remedial	
Immunise	Immunization	immune	
	Mortality	Mortal	Mortally
	Obese	Obesity	
	Optimism / optimist	Optimistic	
	Option	Optional	
	Paediatrics/paediatrician	paediatric	
Practise	Practioner	Practical	Practically
Repute	Reputation		

	sceptic, skepticism	Sceptical	
	Viability	Viable	
Calculate	Calculation		
	Arithmetic	Arithmetical	
neutralise	Neutrality	neutral	
compose	Composition		
criticise	critic, criticism	critical	
Demonstrate	Demonstration		
Desalinate	Desalination		
		Artificial	Artificially
	Geometry	geometric	Geometrically
Inoculate	Inoculation	inoculable	
irrigate	Irrigation		
	Mathematician/mathematics	Mathematical	
harmonise	Harmony	harmonious	
philosophise	Philosopher/ philosophy	philosophical	
qualify	Qualification	Qualified	
restore	Restoration		
revolutionise	Revolution	revolutionary	
sustain	Sustainability	sustainable	
vary	Variation	variable	
	Privacy	Private	Privately
Secure	Security	Secure	
	Privacy	Private	Privately

\$\$\$\$\$هام : 1: تعتمد الوزارة في كلمات الاشتقاق على التمارين الخاصة بالاشتقاق الموجودة في الكتاب حتى الان لذلك يجب حفظ الجدول اعلاه والاهتمام بالاملاء

It has been an alternative for the patients . (option) (1) مثال تطبيقي

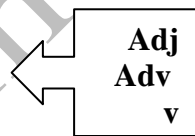


1. حدد نوع الكلمة : حسب المقاطع (n) لذلك يحتاج الفراغ

2. اقرأ بدون الفراغ : مكتملة المعنى : نحتاج adj او adv

3. حسب حالات الصفات : يوجد قبل الفراغ محدد وبعده اسم لذلك نحتاج adj وحسب الجدول فان الصفة هي optional

All the programmes I watched were(education) (2) : مثال تطبيقي



1. حدد نوع الكلمة : حسب المقاطع (n) لذلك يحتاج الفراغ

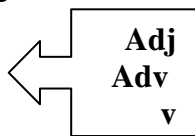
2. اقرأ بدون الفراغ : غير مكتملة المعنى : نحتاج n او v

هل يوجد اي استثناء من الاربعه : نعم وجود be لذلك نلغي السابق وحسب الاستثناء نختار adj

3. وحسب الجدول فان الصفة هي educational

لعبة الوزارة الاولى : ابقاء نفس الكلمة المعطاة بين اقواس في الفراغركززززززززززز (طبق خطتي لتجنبها)

The.....of the world's migrants move to find a better life, (majority)



1. حدد نوع الكلمة : حسب المقاطع (n) لذلك يحتاج الفراغ

2. اقرأ بدون الفراغ : غير مكتملة المعنى : نحتاج n او v

حسب حالات الاسماء : يوجد قبل الفراغ محدد وبعده لا شيء لذلك نحتاج n وحسب الخطوة الاولى المعطى اسم لذلك نضع الاسم نفسه

الانماط الرئيسية لسؤال الاشتقاق

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

النمط الاول : من خلال نص مكتوب ضع الاشتقاق المناسب

Complete these sentences with the suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET.

النمط الثاني : من خلال وضع الكلمة المعطاة بين اقواس في الاشتقاق المناسب

Complete these sentences with the correct form of the words in the box and write the answers down in your ANSWER BOOKLET.

النمط الثالث : اختيار الكلمة المناسبة للفراغ من الصندوق ووضعها في الاشتقاق المناسب

Complete the table with the correct form of the words .Then , use some of the words to complete the sentences , and write the answers down in your ANSWER BOOKLET.

النمط الرابع: من خلال اكمال جدول بالاشتقاق المناسب المطلوب ومن ثم استخدام الانسب لاكمال فراغ

مراجعة (3) Grammar

1- اسئلة تصحيح فعل : تكون في المواضيع التالية

1. Tenses	2. If- clauses	3. Modals of speculation
4. Gerund	5. Used to	6. Passive voice
7. Causative	8. Reported speech	

انماط اشكال التصحيح المتوقعه :

1. النمط المعتاد : correct the verb between brackets :

1. _____ (v1)
2. _____ (v1)

3. النمط الثاني : correct the verb between brackets in the following paragraph
افعال في فقرة :

_____ (v1) _____ (v1)
_____ (v1) _____ (v1)

3 النمط الثالث : complete the following paragraph with the suitable verb from the given
box and put it in the correct form:

V1 v1 v1 v1

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

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

كيفية معرفة موضوع التصحيح:

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

الموضوع	قبل الفراغ	الفراغ	بعد الفراغ	طريقة التصحيح
Passive voice	be احد اشكال ال	.....	By +sub	p.p
Causative	Have/has / had / having + object	.....		p.p
Speculation	Must / cant / may / might / could	.....	موقف حاضر موقف ماضي	V1 Have +p.p
Used to رکززرزر	Used to/ didn't use to Be used to used	.....		V1 Ving To +v1
Reported speech	S+ said / told S+ said / told	.....	دلالات ماضي	V2 Had +p.p
If – clauses (1)	If + (v1/v 1+s/ am/is/ are /has/have/don't +v1/ doesn't +v1)	.....	يجوز جواب الشرط في البداية	Will (not) +v1
If – clauses (2)	If + (v2 / were /had/ didn't +v1)	.....	يجوز جواب الشرط في البداية	Would(not)+v1
If – clauses (3)	If + (had /not+ p.p )	.....	يجوز جواب الشرط في البداية	Would have p.p
Gerund (1)	avoid ,enjoy , mind , risk can't stand باي تصريف	.....		Ving
Gerund (2)	afford, manage , need , offer, plan , want, hope, intend باي تصريف	.....		To + v1
Gerund (3)	Stop	.....	توقف مؤقت توقف دائم	To+ v1 Ving

The tunnel *was**by* the government . (build) → built
Goods can *be*in Jordan by lorries . (transport) → transported

I didn't write the letter . I *had it*by my secretary. (write) → written
We aren't going to water the garden. We are going to *have the garden* by someone .(water) --watered

- He *must*.....his work today. (finish) → finish
- She *can't*..... them about you yesterday. (tell) → have told

I used to shopping in the local supermarket. (go) → go
There *didn't use to* so much pollution . (be) → be
He says he *is used to*..... there now. (live) → living
Heplay chess at age 10. (use to) → used to
Our grandmother *used*us stories at bedtime . (tell) → to tell

He said helunch early (have) → .had
He said hePetra the previous day (visit) → had visited

If Hamdan *doesn't leave* at nine, he the plane. (miss) → will miss
If Ali *had* his own computer, hehis report now . (type) → would type
If I *had encountered* any difficulties, Imy teacher. (consult) → would have consulted

Do you *mind*- me with this difficult task. (help) → helping
I *want* a tablet, but I am broke at the moment . (get) → to get
She *stopped* to class when she got sick. (go) → to go
I had the car repaired because it *stopped*..... (work) → working

Simple present		Present continuous	
Form	She / He/ it /مفرد + v1+s //// I /we/they /جمع +v1	Form	I +am + ving He /she / it + مفرد is + ving We /they / you + جمع + are +ving
Key words	<i>Always, often , sometimes , never , usually , every ..,seldom.</i>	Key words	<i>Now , at present , at the moment , today , look , listen , nowadays ..</i>
Habitual action., routine daily action , fact , permanent situations		Action that takes place now / at the moment	
		Near planned future	
		Describe temporary Action	
Simple past		Past continuous	
Form	Verb + ed	Form	I / he / she / it +مفرد+was + ving We / they / you + جمع + were + ving
Key words	<i>Yesterday , ago , last .., in + زمن ماضي</i>	Key words	<i>While , as , when</i>
Action started and finished in the past		Actions happening at the same time in the past.	
		Interrupted action in the past.	
Present perfect		Present perfect continuous	
Form	They/we/ you /I / جمع+have+ p.p He /she /it/ مفرد + has + p.p	Form	They/we/ you /I +have+been +ving He /she /it + has +been +ving
Key words	<i>Already , just , yet , since , for , never , ever , recently , lately , so far , up to now</i>	Key words	<i>All+time , how long , the whole day . since , for</i>
Action which started in the past and finished , not repeated with result at present		Action that started in the past and is continuing now.	
Past perfect		Past perfect continuous	
Form	I .we. he .she . you .they .it + had +p.p	Form	I .we. he .she . you .they .it + had +been +ving
Negative	I .we. he .she . you .they .it + had +not +p.p	Key words	<i>All +time , how long , since , for</i>
Interrogative	had I .we. he .she . you .they .it + +p.p?	Action started in the past and continued up until another action stopped it.	
Key words	<i>After , before , when , by the time , already , just , never , by +زمن ماضي</i>		
Completed action before another action in the past.			
Simple future : will+ v1		Simple future : be +going+to+v1	
Form	I .we. he .she . you .they .it+ will +v1	Form	I +am + going to +v1 He /she / it + مفرد is + going to +v1 We /they / you + جمع + are +going to +v1
Key words	Tomorrow , next .., in the future	Key words	Tomorrow , next .., in the future

1. Prediction without evidence (perhaps, probably, may be , I think , I hope)
2. sudden decision

1. Prediction with evidence
2. future plans

Future continuous

Future perfect

Form I .we. he .she . you .they .it+ **will +be + ving**

Form I .we. he .she . you .they .it+ **will +have+p.p**

Key words This time + زمن مستقبل , in two years time

Key words By+ زمن مستقبل

Uses

Action that will be taking place at some time in the future.

Uses

action that will be finished at a certain time in the future

قاعدة السؤال العامة :

تكون الاسئلة لكل الافعال بوضع شقها الاول قبل فاعلها ماعدا:
v1= do+s +v 1?
V+s= do+s +v1?
V2= did+ s+v1?

قاعدة النفي العامة للافعال:

تنفى كل الافعال باضافه not لشقها الاول ما عدا :
v1= don't +v 1
V+s= doesn't +v1
V2= didn't +v1

- التصحيح في المضارع التام والمضارع التام المستمر :

مفاتيح حصرية مضارع تام

Already, just, never, yet, so far, lately, recently, ever

جملة مفردة

Has + p.p
Have

She _____ many letters **already**. (write) **has written**

مفاتيح حصرية مضارع تام مستمر

**All+time
How long**

جملة مفرد

(شرط وجود v1/v1+s) جملة مزدوجة

Has +been +ving
Have

I _____ exercises **all** the night. (do) **have been doing**
I feel tired because I **hard** all day . (work) **have been working**

مفاتيح مشتركة مضارع تام وتام مستمر

Since , for , because , this +time

لعبة الوزارة لاجبار الطالب على مضارع تام مستمر (5 اشكال)

1. **has/have + been+** (v1) → ving
2. **has/have** + ving (be) → Been
3. **has/have** (be+v1) → been+ving
4. (be+v1) → has/have +been+ving
5.been +ving (have) → has/ have

الحل : They have been.....chess for an hour . (play) playing
الحل : They **have** **playing** chess for an hour . (be) been
الحل : They **have**chess for an hour . (be, play) been playing
الحل : Theychess for an hour . (be, play) have been playing
الحل : Hebeen playing chess for an hour . (have)

- التصحيح في الماضي التام و الماضي التام المستمر :

After + had + p.p , v2
 Before + v2 + had + p.p
 When + v2/ had + p.p
 By the time + had p.p + v2
 By + زمن ماضي + had + p.p

اي جملة تحتوي had + p.p

يصحح الشق الثاني ب v2 والعكس صحيح

Had + p.p

- By last week, we _____ many places in Jordan. (visit).....had visited
- When I heard the news, I _____ them about it. (tell).....had told
- After I _____ the letter , I slept . (write).....had written

مفاتيح حصرية ماضي تام مستمر

All+time
 How long

Had + been + ving

I felt tired because Ihad all day . (work).....had been working

مفاتيح مشتركة بين الماضيين Since , for , because , when

لعبة الوزارة

- | | | | |
|----------------------|---------|---|-----------------|
| 1. had + been+ | (v1) | → | ving |
| 2. had..... + ving | (be) | → | Been |
| 3. had | (be+v1) | → | been+ving |
| 4. | (be+v1) | → | had +been +ving |
| 5. -----been+ving | (have) | → | had |

They had beenchess for an hour when I arrived . (play) playing : الحل

They had playing chess for an hour when I arrived . (be) been : الحل

They hadchess for an hour when I arrived . (be, play) been playing : الحل

Theychess for an hour when I arrived . (be, play) had been playing : الحل

Theybeen playing chess for an hour when I arrived . (have) had : الحل

Already, Never, Just, since, for, because, this +time

الجملة السابقة
 فعلها v2

الجملة السابقة
 فعلها v1/ v1+s

Had +p.p

has+ p.p
 have

I was tired because I _____ a lot already. (work).....had worked

- She loves him because he _____ never _____ her feelings . (hurt).....has hurl


While /aswas/were+ving ,v2.....

Whenv2,was/were +ving و had+p,p ///

الطريقة المثلى للتعامل مع تصحيح الفعل في كل الازمان :

1. اعتمد اولاً على ما قبل الفراغ لاستبعاد المواضيع الثمانية في تصحيح الافعال
2. اقرأ الجملة كاملة لتحديد اي زمن تكون فيه (present, past, future) وذلك من خلال وجود افعال في الحاضر او الماضي في الجملة ومن خلال الكلمات الدالة المساعدة
3. عند ربط الموضوع باحد الازمان ابحث في تقسيمات الزمن الخاصة بالفعل مثلاً زمن present ابحث في (simple/continuous/ perfect/ perfect continuous)

بالنسبة لأسئلة إعادة كتابة الجمل :- **Re-write.....** :
النمط العام لأسئلة الاعادة :

1.  **Complete the following sentences so that the new sentence is similar in meaning to the one before it, then write it down in your ANSWER BOOKLET:**

حدد المطلوب إعادة كتابته بأي موضوع حسب الأشكال أدناه :

1. Modals of speculations	1. Modal (have to)	9. Used to
2. Passive	2. Modal (mustn't)	10. Relative clauses
3. Reported speech	3. Modal (should)	11. Cleft sentences
4. Causative	4. After/ before	12. American / British English

من المتوقع : ان تكون اعادة الجمل بوجود دليل بين اقواس لمساعدة الطلاب

1. explaining possibilities / Modals of speculation تفسير الاحتمالات / افعال الاستنتاج

I m sure/ unsure +s + v

S + must / can't / may/ might / could +

* نحدد في البداية العبارة ثم نحدد الفعل بعد العبارة و نطبق حسب القواعد أدناه :-

مضارع مثبت (am , is , are , v1, v1+s , will+v1)

مضارع منفي (amn't , isn't , aren't , don't+v1, doesn'tv1 , won't+v)

ماضي مثبت (was, were , v2 , had , has/have +p.p)

ماضي منفي (wasn't , weren't , didn't+ v1, hadn't , hasn't /haven't +p.p)

Sure , certain ,
Certainly , I
know , definitely

مضارع بأشكاله / مثبت ما عدا مضارع تام = **Must + v1**

مضارع / منفي = **Can't + v1**

ماضي / مثبت = **Must have + p.p**

ماضي / منفي = **Can't + have + p.p**

Un Sure , not certain ,
possible , probable ,
look like , I doubt /
believe / think , perhaps
, may be , probably

مضارع بأشكاله / مثبت ما عدا مضارع تام = **May, might , could + v1**

مضارع / منفي = **May, might , could + not + v1**

ماضي / مثبت = **May, might , could have + p.p**

ماضي / منفي = **May, might, could + not + have + p.p**

1. Perhaps the exam is difficult. (**might**)

The exam

(*might be difficult*) الحل

2. I'm sure the exam was difficult .(**must**)

The exam

(*must have been difficult*) الحل

2. passive الجملة التي تبدأ بمفعولها تكون

S V O
O _____

أ. اشطب المفعول في الجملة بوضع X فوقه

ب. نحدد الفعل في الجملة (يكون قبل المفعول)

ت. نكتب قاعدة الفعل حسب القواعد المرفقة والاهتمام ب 3 قواعد

Active

passive

1- v2 _____ o+was,were+p.p

didn't+v1 _____ o+wasn't,weren't+p.

2.. v1/ v1+s _____ O+ is/are +p.p

3. has/have +p.p _____ O +has/have +been +p.p

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

1 - اشطب المفعول goods

2 - نحدد الفعل بوضع خط تحته . (قبل المفعول) (have transported)

3 - كتابة قاعدة الفعل : - p.p + have/has + been + 0

4 - قبل التطبيق مراعاة أي مشاكل :-

\$\$\$ هام : اخطاء الطلاب : (1. انزال المفعول ثانية 2. عدم اكمال الجملة بعد المفعول 3. اي خطأ في املاء او تصريف ال p.p) = صفر

3. REPORTED SPEECH

1. " _____ جملة _____ ."

S+said/ told (تحويل جملة من مباشر الى غير مباشر)

أ. تحويل الجملة الخبرية: مثبتة / منفية

1- حدد الأفعال والضمائر والتعابير الزمنية في الجملة المعطاة بوضع خط تحتها وحولها حسب جدول التحويلات وإبقاء ما لا يتحول كما هو *يجب أولاً حفظ تحويلات الضمائر و الأفعال و التعابير الزمنية أدناه :

Rules for changing the pronouns :

Direct	Indirect
I	He /she
Me	Him /her
My	His /her
We	They
Us	Them
Our	Their
This	That
These	Those
Here	There
You (sub)	I , we, he ,she ,they
→me , us , him , her , them	
You (obj)	Me, us ,him ,her , them
→me , us , him , her , them	
Your	My, our , his ,her , their
→me , us , him , her , them	

Rules for changing the verbs :

Direct	Indirect
v1, v1+s	V2
Am/ is	was
are	were
Don't /doesn't +v1	Didn't +v1
Has /have	had
Will/ shall/ may /can/ must ..+v1	Would/should/might /could /had to +v1
Was/ were	Had been
V2	Had +p.p
Didn't +v1	Hadn't +p.p

Rules for changing time expressions :

Direct	Indirect
Today	That day
Tonight	That night
Tomorrow	The day after
Next...	The .....after
Last ...	The ...before
Yesterday	The day before
Now	Then
ago	Before

" I will do my best tomorrow to achieve my goals "

He said that -----

I → he :الـحل

Will → would

My → his

Tomorrow → the day after

My → his

He said that *he would do his best the day after to achieve his goals* .

اخطاء الطلاب : 1. بداية الجملة بحرف كبير 2. عدم تحويل اي كلمة مطلوبة 3. عدم انزال اي كلمة غير محولة 4. اي خطأ املاني في الكلمة المحولة /التصريف 5. عدم وضع نقطة في نهاية الجملة ----كل الاخطاء =صفر

مشكلة / : you/ your

قد تكون فاعل او مفعول حسب موقعها من الفعل لذلك قبل البدء في الحل حدد ان كانت احدهما وذلك بوجودها قبل الفعل فهي فاعل وبعده فهي مفعول ثم حدد المخاطب حسب جدول الضمائر وحول

فاعل You+v	مفعول V+ You	your
You -----me = I	You -----me = me	You -----me = my
You ----- --us = we	You ----- --us = us	You ----- --us = our
You ----- him = he	You ----- him = him	You ----- him = his
You -----her = she	You -----her = her	You -----her = her
You ----- --them = they	You ----- --them = them	You ----- --them = their

“I saw **you** as **you** were in **your** garden .”

He told me *he had seen me as I had been in my garden* .

He told us *he had seen us as we had been in our garden* .

He told him *he had seen him as he had been in his garden* .

He told her *he had seen her as she had been in her garden* .

He told them *he had seen them as they had been in their garden* .

He told Ali *he had seen him as he had been in his garden* .

He told Muna *he had seen her as she had been in her garden* .

He told the girls *he had seen them as they had been in their garden* .

He said *he had seen him as he had been in his garden* .

4. Causative (have)

المطلوب فقط : الشكل التالي :

S+ ask / تصريف + O1+to +v1 +O2

S.....

S +have/تناسبask +O2+P.P

I **asked** someone to fix my computer. (had)

I

I had my computer fixed.

5. Modal (have to)

Have to+v1 ⇒ it's necessary to +v1

Don't have to ⇒ it's not necessary to +v1 **احفظ**

1. You **don't have to** sleep early. (have)

It

:الحل is not necessary to sleep early

2. **It is necessary to** study hard for exams. (have)

You

:الحل have to study hard for exams .

6. Modal (mustn't)

احفظ Mustn't +v1 \implies **be not allowed to +v1**

You **aren't allowed to smoke** in patients' rooms . (must)

You

: الحل mustn't smoke in patients' rooms .

7. Modal (should)

احفظ Should +v1 \implies **if I were you, I would +v1**

You **should start** revision before exams. (would)

If

: الحل I were you , I would start revision before exams .

8. after / before

حدد اي جملة حصلت قبل الاخرى واربط كما هو ادناه : After + (قبل) had+p.p ,(بعد) v2

Before + (بعد) v2 ,(قبل) had+p.p

The volcano began to erupt. All the people left the island. (**after**)

After

Before

After the volcano **had begun** to erupt, they **left** the island . الحل

Before they **left** the island, the volcano **had begun** to erupt,. الحل

9. Used to / be used to

Used to +v1 = past habit تدل على عادة في الماضي

be used to +ving /noun = present habit تدل على عادة في الحاضر

الشكل المتوقع في الاعادة :

1. -----v2 فعل مثبت -----, but now ----- (فعل منفي)

S..... **used to +v1**

1. Rashed **went** swimming every morning, but now he doesn't. (**use**)

Rashed

: الحل **used to go** swimming every morning.

2. -----v2 فعل منفي -----, but now ----- (فعل مثبت)

S..... **didn't use to +v1**

2. My grandparents **didn't send** emails when they were my age. (**use**)

My grandparents

: الحل **didn't use to send** emails when they were my age.

3. S+ **was/ were in the habit of +ving**

S..... **used to +v1**

Ali was in the habit of smoking .(**use**)

Ali

4. S+ **is /are /am in the habit of +ving**

It is **+normal/usual/ a habit**to +v1

S..... **is /are /am used to +ving**

1. Ali is in the habit of smoking .(**use**)

Ali

2. It is **normal** for me to study until late .

I am

11. Relative clauses: اشباه جمل الوصل

هي عبارة عن اشباه جمل تبدأ بضمائر الوصل (relative pronouns) وتهدف لاعطاء معلومات اضافية حول شيء بدون الحاجة لتكوين جملة جديدة . وهي نوعان تشمل ضمائر الوصل :

Who للفاعل والمفعول العاقل
Which للفاعل والمفعول غير العاقل
Whose للملكية
When للفاعل والمفعول الزمني
Where للفاعل والمفعول المكاني
That للفاعل والمفعول العاقل غير العاقل
هام : اشكال الاعادة :

1. _____ . _____
2. _____ . _____
3. _____ . _____

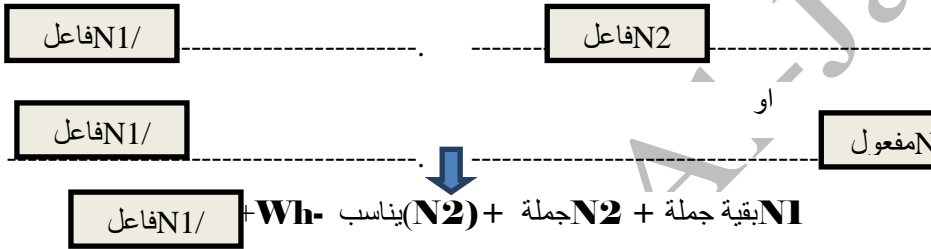
(wh-)
(wh-)

Who which when

4. _____ . _____
1. _____ . _____
2. _____ . _____

Who which when

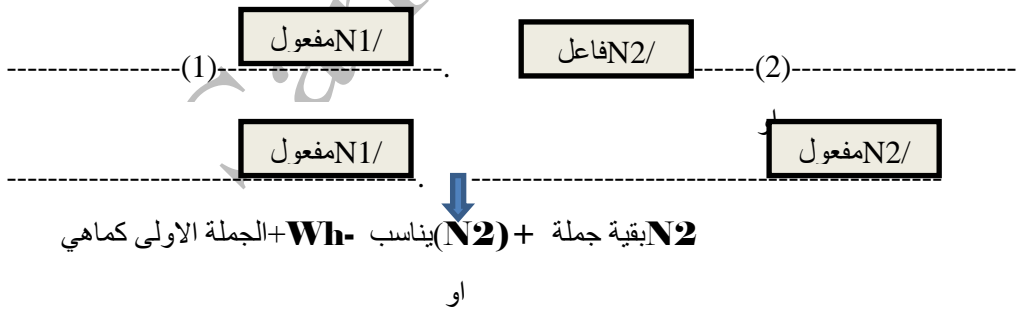
الربط بضمائر الوصل : الربط حسب موقع الاسم المتكرر في الجملتين :



مثال:

The woman was young . The woman gave him the money .
The woman *who gave him the money* was young.

The woman was young . I met her in the club.
The woman *who / whom I met in the club* was young.



I cut down the tree . The tree was fruitless .
I cut down the tree *which was fruitless*
او The tree *which I cut down* was fruitless
I bought the car . I gave it my father.
I bought the car *which I agave to my father* .
The car *which I bought* I gave to my father .

انواع اشباه جمل الوصل :

جملة وصل محددة (Defining clause)

جملة الوصل المحددة تعطي معلومات تُعرف وتحدد الاسم الرئيسي عن غيره في الجملة. وهذه المعلومات الضرورية لا يجوز أن تقع بين فواصل وحذفها يؤثر على المعنى وتعني :

Only /some

ادرس المثال التالي: Children **who like sweets so much** often have problems with their teeth.

أ. جملة وصل غير محددة (Non-defining clause)

المعلومات الواردة عن الاسم الرئيسي في جملة الوصل غير المحددة هي معلومات إضافية (extra information) غير ضرورية. تعطينا المزيد من المعلومات عن شخص أو شيء ما. عادة تقع جملة الوصل غير المحددة بين فواصل. وتعني :

All / more / extra information

ادرس المثال التالي: The Sahara desert, **which is in Africa**, is very hot.

11. Cleft sentences

1. It -clefts 2. What -cleft 3. Wh- clefts : ولها 3 انواع (emphasis) جمل تستخدم لتأكيد احد اطراف الجملة احفظ الطرق التالية للتأكيد بالانواع الثلاثة :
ملاحظه هامة : سيوضع الطرف المؤكد بين قوسين / تحته خط / او بلون غامق

1. *it*-clefts : الجمل الفاصلة التي تبدأ ب *it*

باقي الجملة بدون المؤكد + ضمير وصل مناسب *WH* + الطرف المراد تأكيده + مناسب *IT + BE*

The Olympic Games were held in London in 2012 CE.

It(London)

It was **London** where The Olympic Games were held in London in 2012 CE

لتأكيد الزمن
لتأكيد الحدث

It was in 2012 CE that the Olympic Games were held in London. :
It was the Olympic Games that / which were held in London in 2012 CE :

2. *What*-cleft sentences

للتأكيد على الحدث المعمول من قبل الفاعل نتبع :

2. *WHAT + SUBJECT + DO* مناسب + *BE* مناسب + *V1*.....

Sally **prepared** the dinner for us .

What

: what Sally did was prepare dinner for us .

(*V1= do*) (*V1+s = does*) (*V2= did*) (*be+ving = be +doing*) (*have+p.p = have+ done*)
(*modal+V1= modal+ do*)

3. *wh*- cleft sentences (التأكيد بضمائر الوصل)

The person **who**+ be ...+ اسم الفاعل

The thing **that**+ be ...+ اسم الشيء/ الحدث

The time **when**+ be ...+ اسم الزمان

The place **where**+ be ...+ اسم المكان

The way in **which**+ be ...+ اسم الطريقه

The reason **why**+ be ...+ السبب

The event **that**+be + الحدث

ملاحظة هامة : يجوز البدء بالاسم المركز عليه بالشكل التالي :

الجملة غير المركز عليها + wh- + الاسم المركز

Huda won the prize for Art last year .

The person

: الحل **who** won the prize for Art last year

Huda was

: الحل **the person who** won the prize for Art last year

12. American English (AE) vs. British English (BE)

British English (BE)	American English (AE)
1. Present perfect : has/have +p.p <i>I have written the letter</i>	1. Simple past : v2 / didn't +v1 <i>I wrote the letter</i>
2. Has + already /just/never + p.p Hasn't /haven't +p.p yet . has/have+ فاعل +p.p yet ? <i>Have you seen the film yet ?</i>	already /just/never+V2 didn't +v1yet did + فاعل +v1 + yet? <i>Did you see the film yet ?</i>
3. Get got got <i>He had got us some ice cream</i>	Get got gotten <i>He had gotten us some ice cream</i>
4. Have got/ haven't got / have yougot? <i>I have got a sister/ have you got a sister?</i>	Have / don't have / do you have ? <i>I have a sister / Do you have a sister?</i>
5. Words ending in -our /ise/ re/gue /mme /doubling (colour, , recognise, centre, dialogue Jeweller)	Words ending in -or / ize/ er/ og/ m/not doubling (color, , recognize, center, dialog Jeweler)
6. Have //Have a look	Take /Take a look
مصعد lift رصيف pavement حلويات sweets اجازة holiday الخريف autumn زبالة rubbish بنزين petrol معهد conservatoire شقة flat صيدلية chemist's بنطلون trousers صندوق السيارة Boot (of a car) بسكويت biscuit مدير مدرسة Head teacher	Elevator Sidewalk Candy Vacation Fall garbage, trash gas, gasoline conservatory apartment drugstore pants Trunk Cookie Principle of a school

Rewrite the following in American English :

1. I have just returned from a holiday in the centre of Cyprus./ **I just returned from a vacation in the center of Cyprus .**
2. 'Goodness, you've got very tall!' said my aunt.// **'Gosh, you've gotten very tall!' said my aunt.**
3. Have you ever been to an aquarium? // **Did you go to an aquarium yet?**
4. We're too late - the bus has just left. // **We're too late - the bus left already**
5. I think it's time to have a break. /// **I think it's time for recess**
6. I haven't done my homework yet. // **I didn't do my homework yet.**

13. Articles

A/ AN

تحفظ الاستخدامات بالانجليزي + املاء

1. **when it is not known what/who is being spoken about or it does not matter** مع الاسم النكرة
I bought a car.
2. **before countable nouns when mentioned for the first time** عند ذكر شيء / شخص اول مرة
Ali lives in a big house. There is a garden next to it with an apple tree .

THE

1. **When it is known what/who is being spoken about.** للتخصيص وليس للتعميم
ان وجد حروف جر او ضمائر وصل بعد الاسم فهو مخصص

The book on the table is mine / The car which I bought was expensive

2. **With unique nouns :** مع الاسماء الفريدة من نوعها
The Earth goes round the Sun

3. **Talking about seas, oceans, rivers, groups of islands, mountain ranges and countries that include the in their name.** اسماء البحار والمحيطات والانهار ومجموعات الجزر وسلاسل الجبال ودول الاتحاد

The Mediterranean Sea , the river Nile , the Indian Ocean , the Balearic Islands , the Rocky Mountains , the United States

4. **With superlatives :** The + adj + est //The + most + adj صيغ المقارنة
He bought *the most expensive* clothes in the shop
She was *the tallest* girl in Amman
5. **Musical instruments :** الالات الموسيقية the piano

X/ZERO

1. **with uncountable and plural nouns, and for general statements** ر

مع الاسماء غير المعدودة والجمع وللتعميم

Chocolate tastes good. That shop sells sweets.

2. **before most countries, languages, continents, individual mountains lakes, waterfalls, towns, streets, days, months and years**

قبل اسماء الدول و اللغات والقارات والجبل لوحده والبحيرات والشلالات والبلدات والشوارع والايام والشهور والسنوات

انماط الاسئلة المتوقعه :

Correct the mistakes in the following sentences by correcting the usage of the underlined article
صحح الاخطاء في الجمل التالية بتصحيح استخدام اداة التعريف التي تحتها خط

1. He climbed the Mount Everest at the age of 20.
2. He lived in the London in 1999.

Study the following sentence and answer the question that follows :

The first mobile phone I bought cost over a hundred dinar

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

جد مثال واحد على استخدامات ادوات التعريف : من ضمن اسئلة القطعه //// التالية في النص المعطى

a/an when it is not known what/who is being spoken about or it does not matter

Read the following dialogue/ paragraph and add the necessary article (a, an , the or where necessary) و
اقرأ الحوار التالي / الفقرة واضف اداة التعريف المناسبة حيث يكون ضروريا

PRONUNCIATION

Consonants

p	<u>pi</u> p	ʒ	meas <u>u</u> re	DIPHTHONGS /eɪ/ as in 'take' /aɪ/ as in 'buy' /ɔɪ/ as in 'boy' /ɪə/ as in 'fear' /eə/ as in 'care' /əʊ/ as in 'go' /ʊə/ as in 'poor' /aʊ/ as in 'cow'
b	<u>bi</u> b	h	<u>h</u> en	
t	<u>te</u> n	tʃ	<u>ch</u> urch	
d	<u>de</u> n	dʒ	<u>ju</u> dge	
k	<u>ca</u> t	m	<u>m</u> an	
g	<u>ge</u> t	n	<u>n</u> ow	
f	<u>fi</u> sh	ŋ	<u>si</u> ng	
θ	<u>th</u> igh	l	<u>l</u> et	
ð	<u>th</u> is	r	<u>r</u> ide	
s	<u>se</u> t	w	<u>w</u> et	
z	<u>zo</u> o	j	<u>y</u> et	
ʃ	<u>sh</u> ip			

i: see /si:/
 i happy /'hæpi/
 ɪ sit /sɪt/
 e ten /ten/
 æ cat /kæt/
 ɑ: father /'fɑ:ðə(r)/
 ɒ got /gɒt/
 ɔ: saw /sɔ:/
 ʊ put /pʊt/
 u actual /'æktʃuəl/
 u: too /tu:/

ʌ cup /kʌp/
 ɜ: bird /bɜ:d/
 ə about /ə'baʊt/
 eɪ say /seɪ/
 əʊ go /gəʊ/
 aɪ five /faɪv/
 aʊ now /naʊ/
 ɔɪ boy /bɔɪ/
 ɪə near /nɪə(r)/
 eə hair /heə(r)/
 ʊə pure /pjʊə(r)/

SHORT VOWELS

LONG VOWELS

/ɑ:/ as in 'car'
 /i:/ as in 'key'
 /u:/ as in 'do'
 /ɜ:/ as in 'bird'
 /ɔ:/ as in 'four'

/æ/ as in 'cat'
 /e/ as in 'pet'
 /ɪ/ as in 'ship'
 /ʌ/ as in 'bus'
 /ɒ/ as in 'dog'
 /ʊ/ as in 'put'
 /ə/ as in 'the'

1. Read the following dictionary entry and answer the questions that follows:

in-no-va-tion /,ɪnə'veɪʃən/ n [C;U] the introduction of something new: recent innovations in printing methods | an attempt at innovation -innovative /'ɪnə'veɪtɪv/ adj: innovative ideas

1. The syllable that carries the **main stress** in the word "innovation" is on the syllable ...
 a) in b) no c) va d) tion
2. The syllable that carries the **secondary stress** in the word "innovation" is on the syllable ...
 a) in b) no c) va d) tion

الوظائف اللغوية

Language functions

هي استخدام عبارات معينة (توظيفها) لنقل معانٍ معينة:

Introduction of a report : تقديم تقرير

- the aim of this report is to
- This report examines
- In this reportwill be examined

conclusion خلاصة

1. It appears that ...
2. This results in ...

Recommendations : توصيات

1. It's recommended that
2. The best course of action would be to.....

.indicating consequence: اظهار نتائج

- In this way,
- As a consequence ,
- Therefore ,
- As a result ,

Indicating opposition: اظهار المناقضة

- However,
- Whereas ,,

- Despite,.....
- On the one hand ,On the other hand ,contrary
- In spite of this ...
- On the contrary
- Conversely,

Continuation or addition : استمرارية او اضافة

- Furthermore,.....
- Likewise ,
- One reason for this is
- I n addition ,

Emphasis : التاكيد

- The **thing** that ...
- The **person** who ...
- The **time** when ...
- The **place** where ...
- The **way** in which ...
- **What** ...
- **It** ...

Expressing past habit : تعبير عن عادة في الماضي

S+ used to +v1

Expressing present habit (customary) : تعبير عن عادة في الحاضر

S+ be+ used to +ving

طريقة السؤال :

الطريقة الاولى : قراءة حوار والاجابة على وظيفه كلام احد الاطراف

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

Sami : I used to smoke heavily , but now I don't

Ali : That's good .

What is the **function** of Sami's statement ? **الحل : past habit**

الطريقة الثانية : دراسة جملة واعطاء وظيفة

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

The Sahara desert, **which is in Africa**, is very hot

What is the function of using the relative pronoun "which" in the above sentence ?

الحل : ركز ز ز ز ز ز ز ز ز ز ز ز ز **giving additional information**

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

Children **who like sweets so much** often have problems with their teeth.

What is the function of using the relative pronoun “who “ in the above sentence ?

ركز *giving essential information* : الحل :

مراجعة (4) Writing

Editing : تحرير النص من الأخطاء

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

***Spelling mistakes :** اخطاء املائية

تركز على تبديل بعض الحروف في الكلمات :

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

من المتوقع ان يكون التركيز هذا الفصل على اضافته حرف او حذف حرف

Syptoms ----- Symptoms

Arithmmetic ----- Arithm~~m~~etic

طريقة السؤال الجديدة : تحديد نوع الأخطاء المطلوبة

Edit the following text. There are two grammar mistakes and three punctuation mistakes.

Find and correct them.

Scientists will say that exercise is not only important for general fitness; but that it is also good for the brain, it helped us concentrate better? As a result, we perform better in exams.

طريقة الحل :

X	✓
Will say	say
Fitness;	Fitness,
Brain,	Brain.
helped	helps
Concentrate better?	Concentrate better.

GUIDED WRITING

يركز على ترجمة معلومات معطاة بشكل فقرة من جملتين احرص على كتابة جملتين بسيطتين واستخدام أدوات ربط مناسبة
نماذج متوقعة :

1. نموذج تعداد خصائص /مزايا لشيء :

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

Country people

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

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

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

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

The advantages of moving abroad

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

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

3. نموذج Disadvantages سيئات

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

Disadvantages of using computers

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

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

4. نموذج سؤال reasons /purposes/ why?

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

Why do people use computers?

- ✓ -write letters .
- ✓ -search the internet .
- ✓ Play games .
- ✓ Chat with others

There are many reasons that make people use computers such as : writing letters and searching the internet . Also, people use computers to play games and chat with others .

6. نموذج سؤال How/ Ways to / suggestions

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

How can you keep your brain active ?

- do puzzles or quizzes.
- read more books .
- study a subject on the internet.
- Play mental games

You can keep your brain active t **by** doing puzzles or quizzes **and** reading more books . You can **also** study a subject on the internet and play mental games .

نموذج مقارنة (1) comparison (1)

Although A is/ are صفه **and** صفه, It/ They is/ are صفه **and** صفه. B is/ are صفه **and** صفه , **but** it/ they is /are صفه **and** صفه.

Journeys	Advantages	Disadvantages
Train journeys	Fast , comfortable	Stop at a station , crowded
Car journeys	Drive right to wanted places ,personal	Uncomfortable , expensive

Although train journeys are fast **and** comfortable, they are crowded **and** you have to stop at a station . Car journeys are personal **and** you drive right to wanted places , **but** they are uncomfortable **and** expensive .

نموذج مقارنة (2) comparison (2)

A is/ are صفه ,**whereas** B is/ are صفه معاكسة . A is/ are صفه ,**while** B is/ are صفه معاكسة

Travelling by cars	Travelling on trains
Fast , uncomfortable	Slow , comfortable
expensive	cheap

Travelling by cars is fast and uncomfortable, whereas travelling on trains is slow and comfortable. Travelling by cars is expensive, while travelling on trains is cheap.

نموذج مقارنة (3) comparison (3)

Internet	
Advantages	Facilitate learning , entertain people
Disadvantages	Waste time , cause problems

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

نموذج سيرة غيرية biography

Name of person + was born in (time) +**and died in** (time). **In addition** , he/she is a (occupation)**with many achievements such as:** (he /achievement1) **and** (he /achievement2) .

ziryab

- **Date of birth** : 798
- date of death** : 857
- Occupation** : musician
- achievements** : established first music school, introduced the oud to Europe

ziryab **was born in** 798 **and died in** 857 . **In addition** , **he** is a musician **r with many achievements such as:** **he** established first music school and introduced the oud to Europe .

LITERATURE SPOT A

عزيري الطالب لن يتم اعطاءك اي قصيدة او قصة وسيتم طرح اسئلة مباشرة عليها بالرجوع لها / اهتم بالاسئلة التالية واجاباتها عليها وركز

" I remember , I remember by Thomas Hood اسئلة على قصيدة

1. How did the poet make a contrast between the long tree and peoples' lives?
2. What did the nature stands for according to the poet?
3. What is the theme of this poem?
4. The poet refers to his 'childish ignorance'. What was he ignorant about?
5. How does the poet contrast his memories of the past with the present day

الاجابات :

1. Long trees represent nature which stays and people come and go .
2. Stands for pleasure
3. To reflect the sentiments of life with his childhood
4. The size of the world
5. His past : happy , full of energy , high spirits , no pains
His present : unhappy , no energy , low spirits , ill

"all the world's a stage اسئلة على قصيدة

1. What are the five stages of a human's life, according to the speech?
2. Which stage of life is represented as the most positive
3. What are the similarities between the first stage and last stage

الاجابات :

1. babyhood (the infant), childhood (the schoolboy), early adulthood (the soldier), late adulthood/middle age (the justice), old age (second babyhood/childhood)
2. is the justice. This is because the adjectives that are used portray a positive character: 'fair, round' (line 16) describe the speaker's belly; 'formal' (line 17) describes the cut of his beard; and 'wise' (line 18) describes the things he says
3. They are both like young children - the first one is a baby, but the second is an old person.

4. اسئلة على قصة "the old man and the sea

1. Why do you think Santiago risks his life for the marlin?
2. What is the importance of Santiago's dreams of his youth, and of the lions in Africa?
3. What is the reason for the tourists' misunderstanding about what the skeleton was?
4. , strength is represented in many ways. Choose one example of strength and explain its importance.

1. he has already put a lot of effort into catching it. +It is possibly also something that could help him feel young again.+ He may also feel ashamed that he has failed to catch anything for the past eighty-four days+ to prove to the rest of the village that he is still a good fisherman
2. Perhaps he is remembering his youth and wishing that he was young again so that he had the strength to deal easily with the problems at sea. Lions also signify strength. So, as well as the theme of memory, the dreams relate to the theme of strength.
3. The waiter couldn't speak their language and was trying to explain about the sharks. However, the tourists only understood 'shark' and assumed that the skeleton was the skeleton of a shark.
4. The fish is an important representation of strength within the story. After it bites the line, Santiago is constantly in competition with it, needing to use 'all his strength' (line 14) to stay in his boat. It is also significant, since even though it is stronger than Santiago, he manages to catch it.

FREE WRITING

كتابة المقالة العامة

WRITING ESSAYS/ ARTICLES

العنوان Title

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

BODY

يتألف الموضوع على الأقل من 3 فقرات حسب المطلوب في موضوع المقالة ويجب ان تبدأ كل فقرة بجملة رئيسية (المطلوب الاول) و3 جمل داعمة للجملة الرئيسية مع شرح لها ولو بجملة واحدة على الشكل التالي:

I. Topic sentence

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

II. Topic sentence

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

III. Topic sentence

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

CONCLUSION

خلاصة ثابتة

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

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

Accident prevention

INTRODUCTION مقدمة ثابتة

Starting with such a subject is very important to be discussed in all the aspects it deals with . As a result , I will focus in this essay on the issue of *accident prevention* taking into consideration these aspects *the causes of these accidents , the bad effects , ways to prevent such accidents*

Topic sentence : **There are many reasons which can lead to road accidents in general .**

Sd1: The main reason is the drivers' behavior while driving .For example some drivers don't obey the traffic signs on roads , and show carelessness .

Sd2: Another reason is the weather conditions , especially in winter . Some drivers might slip on slippery roads and cause damage to pedestrians and properties .

Sd3: The structure of the road can also lead to deadly accidents . For example, some roads have invisible holes which can lead to confusion for most drivers and lack of controlling

Topic sentence : **All these reasons can lead to bad effects on both the drivers and pedestrians .**

Sd1: Death is one of these bad effects on both drivers and pedestrians .Most accident can lead to death instantly .

Sd2: Another bad effect is having injuries . Some drivers might have broken bones and much bleeding

Sd3: Damage to properties can be very costly is another bad effect for accidents. . For example, most vehicles will cost much money to be repaired .

I. Topic sentence : **All these accidents can be prevented following different ways .**

Sd1: One good way is to control drivers' behavior .This can be achieved by educating drivers through the mass media and school textbooks .

Sd2: Another good way would be through rehabilitating roads once a month . These repairs to roads will help in reducing many accidents .

Sd3: Having a good drainage system can be also a good way to prevent accidents . the heavy rain on roads can sometimes lead to different troubles in driving and cause accidents .

CONCLUSION خلاصة ثابتة

Finally , I will sum up what have been discussed by saying that the issue of *accident prevention* was deeply discussed in all the aspects it deals with mainly *the causes of these accidents , the bad effects , ways to prevent such accidents* .