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اللغة الانجليزية

للمرحلة الثانوية/المستوى الرابع



PREPARED BY

Grammar

Vocabulary

JAMAL SAFI



مراجعة نهائية

للمستوى الرابع / المنهاج الجديد
الدورة الصيفية 2015 - 2016



Reading

Writing

0777376260



SECOND
SEMESTER

UNITS
6-10



YOUR WAY TO SUCCESS

THE HASHEMITE KINGDOM OF JORDAN – MINISTRY OF EDUCATION
GENERAL SECONDARY CERTIFICATE EXAMINATION – 2015/2016
GENERAL ENGLISH
LEVEL FOUR

TEACHER OF ENGLISH : JAMAL SAFI

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Read the following text carefully, and then in your ANSWER BOOKLET, answer all the questions that follow. Your answer should be based on the text.

***أرجو التركيز على القطع التالية مع الأسئلة الإضافية الموجودة في الدوسية.

- | | |
|---|-----------------|
| 1. Learning a foreign language . | (SB, page 52) |
| 2. Education in Jordan. | (SB, page 54) |
| 3. What are they talking about? | (AB, page 34) |
| 4. Our country's imports and exports. | (SB, page 66) |
| 5. My job as an interpreter. | (SB, page 72) |
| 6. The relationship between language and culture. | (SB, page 58) |
| 7. The time we spend at school | (SB, page 44) |
| 8. Space Schools. | (SB, page 46) |

****الكلمات الضرورية المستخدمة في أسئلة القطع الوزارية

Find	جد	Factors	عوامل
Quote	اقتبس	Influence, Impact, Effect	تأثير
Underlined	تحت خط	According to	وفقا لـ / حسب
Pronoun	ضمير	View , Opinion , Attitude	وجهة نظر
Text	نص	Sentence	جملة
Paragraph	فقرة	Indicate, Show	يشير, يبين
Write down	اكتب	Why	لماذا
Examples	أمثلة	How	كيف
Mention	أذكر / عدد	When	متى
Features, Qualities	خصائص	Who	من
Objectives, Aims	أهداف	Where	أين
First	أول	What	ما / ماذا
Second	ثاني	Which	أي / الذي
Third	ثالث	How many	كم عدد
Last	آخر / أخير	How long	كم طول المدة
Word	كلمة	Causes, Reasons	أسباب
Refer to	يعود على	A part from	باستثناء
Describe	صف	Results	نتائج
Advantages , Benefits	إيجابيات , فوائد	Mean	يعني
Explain	وضح	Justify	برر
Suggest	اقترح	Ways	طرق
Characteristics	خصائص	Steps	خطوات
Difficulties	صعوبات	Consequences	اثر
Achievements	إنجازات	Methods	اساليب

Question Number one .

- A.**
1. Write down two of them / Write them down.
2. Write down two of them / Write them down.
- يكون المطلوب في هذين السؤالين أن تذكر نقطتين على كل منهما حاول التقيد بما هو مطلوب بالسؤال حتى تحصل على علامته كاملة. مفتاح الحل العبارة التي قبل كلمة Write

3. **Quote /Write down the sentence which indicates that**
- المطلوب في هذا السؤال اقتباس جملة من النص . انتبه لما هو مكتوب بعد that لتحديد الجملة المناسبة من النص ثم اكتبها كاملة بحيث تبدأ بحرف capital و تنهي بنقطة. مفتاح الحل العبارة التي بعد كلمة that

4. **Find a word in the (first /second/third/fourth/fifth / last) paragraph which means**

.....

المطلوب في هذا السؤال إيجاد كلمة من الفقرة التي ذكر رقمها في السؤال لها نفس معنى العبارة أو الكلمة التي بعد كلمة means عليك أن تحفظ معاني المفردات الواردة في القطع للإجابة على هذا السؤال ملاحظة هامة : عندما تجد الإجابة أنقلها إلى دفتر إجابتك كما وردت في النص تماما دون تغيير.

- **Replace the underlined word with suitable phrasal verb / idiom that has the same meaning.**

المطلوب استبدال الكلمة التي تحتها خط بشبه فعل / مصطلح مناسب له نفس المعنى . عليك أن تحفظ المصطلحات المطلوبة منك مع الانتباه لزمن الفعل وكتابته بشكل صحيح إملائيا.

- **What does the underlined word mean ?**

المطلوب معرفة معنى الكلمة التي تحتها خط عليك أن تحفظ معاني المفردات الواردة في القطع للإجابة على هذا السؤال.

5. **What does the underlined wordrefer to ?**

المطلوب في هذا السؤال معرفة على ماذا يعود الضمير الذي تحته خط . اقرأ الجملة التي تحتوي على الضمير, حدد نوعه قبل أن تعتمد إجابة معينة . ملاحظة هامة : عندما تجد الإجابة أنقلها إلى دفتر إجابتك كما وردت في النص تماما دون تغيير.

he , him , his	اسم مذكر عاقل
they , them , their	اسم جمع (عاقل / غير عاقل)
she , her	اسم مؤنث عاقل
it, its	اسم مفرد غير عاقل
who , which , where	الاسم السابق لها مباشرة
this , so	جملة سابقة لها
there, here	اسم مكان

6. **According to the text , the writer (thinks , says, considers , states) that..... Explain this statement, suggesting/ mentioning / giving three ways / reasons / pieces of advice.....**

المطلوب في هذا السؤال توضيح العبارة التي بعد that مقترحا/ ذاكرة / معطيا / ثلاثة طرق / أسباب / نصح لها علاقة بالعبارة التي بعد that افهم هذه العبارة جيدا اربطها بما تعرفه عن النص بشكل عام ثم اكتب ثلاثة طرق/ أسباب / نصح مناسبة.

7. **Think of this statement and, in two sentences, write down your point of view.**

المطلوب في هذا السؤال التفكير في العبارة المعطاة و كتابة وجهة نظرك . أبدا إجابتك بعبارة تفيد الرأي مثل / I think that / In my opinion. اكتب الجملة التي وردت في بداية السؤال . اعتبر أن هذه العبارة موضوع تعبير بسيط المطلوب منك إبداء رأيك في جملتين على الأقل , إذا وجدت صعوبة . ابحث في النص عن جملتين (فكرتين) , حاول صياغة ما تكتبه بطريقتك الخاصة و تجنب النسخ من النص قدر الإمكان.

B. Literature Spot

1. Read the following quotation from “**Around the world in eighty days**” by Jules Verne carefully , then in your ANSWER BOOKLET answer the question that follows with reference to the story .

‘I shall go afoot,’ said Phileas Fogg. Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes.’

- **What kind of facial expression is used by Passepartout to show pain or unhappiness?**

.....
 “The Parsee perched himself on the elephant’s neck, and at nine o’clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.”

- **Find an example of alliteration**

- **Find an example of personification**

{ **bungalow** : a house with one floor. **a steamer** : a ship powered by steam. }

2. Read the following lines from “**A Green Cornfield** ” by *Christina Rossetti* carefully , then in your ANSWER BOOKLET answer the questions that follow with reference to the poem .

“The cornfield stretched a tender green
 To right and left beside my walks;
 I knew he had a nest unseen
 Somewhere among the million stalks.

- **What does the underlined pronoun he refer to ?**

- **Find two examples which represent alliteration**

Listening long , singing speck	بعض أزواج الكلمات فيها جناس
And still the singing skylark soared , and silent sank and soared to sing	جناس في الأسطر الشعرية
Alliteration adds to the rhythm of the poem and also links dissimilar words together (soared and sank; silent and singing)	
الجناس يضيف إلى الوزن الشعري للقصيدة و يربط الكلمات مختلفة معا	

speck : something small / **tender** : fresh and young / **accord** : in agreement/
stalk : the long, upright part of the plant that supports the leaves / **swift** : fast
Rhyming words occur at the end of lines and in a pattern? the pattern is called a rhyme scheme. Describe the rhyme scheme in this poem.

كلمات القافية تقع في نهاية الأسطر و بشكل نمطي النمط يسمى نمط القافية. صف نمط القافية في هذه القصيدة.

The rhyme scheme is **abab** . In other words the first line and third lines rhyme, as do the second and fourth.

(القافية هي على شكل إيه بي إيه بي بمعنى أن السطر الأول و الثالث يتناغمان و كذلك السطر الثاني والرابع.)

- **List the colours that have been used in the poem. What do you think they symbolise?**

Green, blue, white. I think that green symbolises the freshness of nature; it is used in conjunction with blue to emphasise how bright and vivid nature can be. White is used to symbolise the purity and elegance of the butterfly.

الأخضر , الأزرق , الأبيض . اعتقد أن اللون الأخضر يمثل عذوبة الطبيعة , استخدم بالتزامن مع اللون الأزرق ليؤكد كم هي الطبيعة مشرقة و حية . اللون الأبيض استخدم ليرمز إلى صفاء و أناقة الفراشة .

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 .

1.

seminars , small talk , tuition, potential , work experience

1. The World Memory Championship proves how limitless human is.
2. You need to get a lot of if you want to progress in your chosen career.
3. If you would like to learn to play the oud, you can get private
4. At the beginning of a business meeting, it is normal to make a so that everyone feels comfortable.

2.

optional ,satisfaction, postgraduate , undergraduate , internship

1. I get a feeling of after a hard day's work.
2. You can choose to do anat a company before settling on a certain career.
3. Keen university students who are doing their first degree can go on to study degrees.
4. In many schools, studying a foreign language is, but it is often a good idea to continue learning a second language.

3.

offence , proficiency, get away with , come up with , tailor-made

- 1.If you are polite, you won't causeor upset anybody
2. If you keep working hard to improve your English, you will reach a level of in a few years.
3. Some universities offer courses that are able to suit individual needs.
4. That's a great idea. How did you it?

4.

pioneering , law, seminars , developed nation, physics

1. Most university teaching is done in groups, called, in which all students discuss the subject freely.
2. Studio schools are schools which receive funding as well as support from private businesses
3. A is a country that's economically and socially advanced.
4. You should study if you're interested in learning about the legal system.

beneficial , have a head for figures, make a start , dehydration, get cold feet

1. I don't think I'd be a very good accountant. I don't really
2. It's to take regular breaks when revising.
3. It's important to drink a lot of water in order to avoid
4. The deadline is tomorrow, and you haven't done anything yet! You really must.....

recall , mistake , negotiate, come with, come about

1. Before I can solve the problem, please tell me – how did it ?
2. I'm afraid I don't your name. Could you tell me again?
3. Be very careful when you answer the questions, and try not to make a
4. When you talk about business and try to do a deal, you

*** يمكن الاستفادة من قواعد الاشتقاق في حل هذا التمرين .
*** ركز على تمارين المفردات الموجودة في الكتاب .

*ادرس الجداول التالية :

UNIT SIX			
academic	أكاديمية	pioneering	ريادي
compulsory	إجباري	proficiency	جودة/ مهارة
contradictory	متناقض	psychology	علم النفس
developed nation	أمة متطورة	qualifications	مؤهلات
fluently	بطلاقة	undertake	يلتزم/ يتعهد
drop (course)	يسقط مادة	sociology	علم الاجتماع
economics	علم الاقتصاد	colloquial	عامي / دارج
engineering	هندسة	tutorials	دروس خصوصية
enrol	يسجل	business management	إدارة أعمال
lifelong	مدى الحياة	linguistics	علم اللغويات
agriculture	الزراعة	halls of residence	سكن الجامعة
Astrophysics	الفيزياء الفلكية	motive	حافز
minority	الأقلية	tuition	التعليم في مجموعات صغيرة
debts	ديون	optional	اختياري
fees	أجور / رسوم	marketing	تسويق
financial	أمور مالية	pharmacy	صيدلية

UNIT SEVEN

career advisor	مرشد مهني	post graduate	خريج
circulation	الدورة الدموية	public university	جامعة حكومية
concentration	تركيز	private university	جامعة خاصة
dehydration	جفاف	undergraduate	طالب جامعي
diet	نظام غذائي	vocational	مهني/ حرفي
diploma	شهادة الدبلوم	simulator	محاكي / مشابه
Master's degree	شهادة الماجستير	utterance	كلام / حديث / قول / تعبير
memory	الذاكرة	online distance learning	التعلم عن بعد عبر الانترنت
multitask	متعدد الوظائف	immerse	ينهمك / ينشغل بشكل كبير في عمل ما
multilingual	متعدد اللغات	tailor made	مصمم خصيصا/ وافي الشروط
nutrition	التغذية	mother tongue	اللغة الام
PhD	شهادة الدكتوراه	prospects	مفاهيم

UNIT EIGHT

blame	يلوم	intentional	متعمد / مقصود
punish	يعاقب	replicate	يكرر / يستنسخ
spill	سال / أراق	cryptophasia	لغة خاصة بالتوائم
pop	ينفجر	evolve	يتطور تدريجيا
recall	يسترجع	discourse	الخطاب
dialect	لهجة	absorbed	استقبل / استوعب
first language	اللغة الاولى/ اللغة الام	experimental	تجريبي
register	الصيغة اللغوية	mimic	محاكاة / تقليد
in charge of	مسؤول عن	stimuli	محفز / مشجع
prove	يثبت	pace	وتيرة / سرعة
affect	يؤثر على	tempting	مغري
foreign language	لغة اجنبية	reserve	يحمي / محمية
psychology	علم النفس	brunch	وجبة افطار متأخرة
influence	يؤثر	a great time	يمضي وقتا رائعا
accidentally	بالصدفة / غير متعمد	relate	مرتبط بـ

UNIT NINE

do a deal	عقد صفقة أو اتفاق	evolve	يطور
tell a joke	يمزح	negotiate	يفاوض
agreement	اتفاق	track record	سجل الاداء/ الانجاز
dominate	يسيطر على	goods	بضائع
export	يصدر	pharmaceuticals	شركات الصناعات الدوائية
extraction	استخراج	qualifications	مؤهلات
Gross Domestic Products	الناتج المحلي	marketing	تسويق
import	يستورد	sales pitch	ترويج للسلع/ عرض تسويقي
reserve	مخزون	target market	السوق المستهدف
fertiliser	سماد	age group	مجموعه من نفس العمر
knitwear	ملابس صوفية (محبوكة بالصنارة)	department store	متجر كبير

minerals	معادن	package holiday	اجازة مغطاة التكاليف
extensively	ممتد	replicate	عمل نسخة مطابقة
machinery	آلية	corporate	تضامن وشراكة
domestic	داخلي		

UNIT TEN			
adaptable	متكيف مع	keen	مهتم / محب
ambitious	طموح	reference	مرجع / معرفين
attribute	صفة / ميزة في الشخص	regional	إقليمي
competent	كفؤ	seminar	حلقة دراسية / ندوة
conscientious	واعي ومدرك / حي الضمير	surveyor	باحث مسحي
Curriculum Vitae	سيرة ذاتية	voluntary	تطوعي
enclosed	مرفق	work experience	خبرات العمل
enthusiastic	متحمس	rewarding	مكافئ
fond of	مغرم بـ	secure	امن
Full time	كامل الوقت	translation	ترجمة
headphones	سماعات رأس	concentration	تركيز
intern	متدرب	post graduate	خريج
interpreter	مترجم فوري	degree	شهادة / درجة علمية
web inquiries	استفسارات على النت	qualifications	مؤهلات
calculations	عمليات حسابية	pensions	رواتب تقاعدية
recruiting	توظيف	marketing	تسويق

B: Study the following sentences and answer the questions that follow .Write the answer in your ANSWER BOOKLET

1. Every fireman should do their job responsibly.

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

.....

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

What does the underlined body idiom get it off your chest mean ?

.....

3. The police will look the incident.

What is the missing word in the above sentence?

.....

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Body Idioms

get it off (your) chest	to tell someone about something that has been worrying you	الاعتراف بما يقلقك / تشتكي همومك لأحدهم
get cold feet	to lose your confidence in something at the last minute	رفض الاستمرار بسبب الخوف من شيء / أن تفقد الثقة بالنفس في اللحظة الأخيرة
keep your chin up	to remain cheerful in difficult situations; an expression of encouragement	الشعور بالتفاؤل في الظروف الصعبة
play it by ear	to decide how to deal with a situation as it develops	تقرر بسرعة كيف تتعامل مع موقف حسب تطوره
have ahead for figures	to have a natural mental ability for math / numbers	امتلاك القدرات العقلية في الرياضيات و الأرقام
put (my) back into it	to put a lot of effort into something / tired extremely hard	يبذل قصارى الجهد لعمل ما / متعب , شاق

Collocations

do exercise	keep fit	يتمرن / يتدرب
do a subject	study	يدرس
draw up a timetable	write a schedule	اعداد جدول مواعيد
make a start	begin	يبدأ بداية جديدة
take a break	relax	يأخذ استراحة
make a difference	change something	يؤثر او يحدث فرق

Collocations

blame / punish	a person for something he / she has done	يلوم/ يعاقب شخص
spill	a drink	أسال / أراق
pop	a balloon	يفجر
recall	an event	يستذكر / يسترجع
make	a mistake	يرتكب خطأ
make	small talk	يقدم حديثا قصيرا
cause	offence	يسبب استياء / يضايق
earn	respect	يكسب احترام
join	a company	ينضم الى شركة
shake	hands	يصافح
ask	questions	يطرح اسئلة

Phrasal Verbs

draw up	to prepare a document	يعد / يكتب
look at	to examine something closely	ينظر بتمعن
work out	to understand / to find the answer to something	يفهم / يستنتج
getting up	to rise to a standing position	ينهض / يقف
listening to	to take notice	يستمع الى
switch between	to change	يغير / يبدل
stand out	to be much better than other similar people or things	يقاوم
look into	to investigate	يستقصي / يبحث عن
come up with	produce something (an idea), especially when pressured or challenged/ think of	يبتكر / يبتدع
point [something] out	to show something to someone by pointing at it	يوضح / يلفت الانتباه
get away with	to do something wrong without being discovered or with only a minor punishment/not to be blamed	يفلت من العقاب
get into	Involved in difficulties	يتورط في مشكلة
get by	manage to keep going / succeed with difficulty	يتدبر الامر بصعوبة
leave[someone or something] out	to not include (something or someone)/ omit something	يترك
look at	to examine something closely	يعاين / ينظر الى
carry out	to put into practice /to do something	ينفذ
come about	happen or take place	يحدث/ يقع
grow up	spend (your) childhood	ينمو
look up	search	يبحث عن كلمة في القاموس
speed up	hurry	يسرع
find out	discover	يكشف
eat out	eat away from home, especially in a restaurant	ياكل في الخارج
look after	to take care	يعتني بـ
look over	examine / test	يتفحص
take back	withdraw/ return something	يسحب / يرجع شيء
take after	resemble	يقلد / يشبه
go through	to undergo hardship or difficulty	يمر بتجربة صعبة
go off	start or depart	يبدأ / ينطلق
get around	overcome or find a solution to	يتغلب على / يجد حلا لـ
fond of	having an affection or liking for someone or something	مغرم بـ

Phrasal Verbs : (Multi - part verbs)

look	up	a word in a dictionary	يستخرج
	for	something you have lost	يبحث عن
	forward to	something exciting	يتطلع الى
get	over	an illness and feel better	يتغلب على
	up	In the morning	ينهض
	on	with your work and complete it	يستمر بالعمل
take	up	a new hobby	يبدأ
	away	some fast food	يأخذ خارجا
	off	your shoes when you get home	يخلع نعليه
go	away	from home for a holiday	يسافر
	back	to where you started	يرجع
	ahead with	a plan and do it	يبدأ بالعمل / يباشر

verb Phrases

be able to answer detailed questions	to have the ability to understand complicated questions and respond to them appropriately	القدرة على اجابة الاسئلة بكافة تفاصيلها
give a business card	to give someone a card that shows a business person's name, position and contact details	إعطاء بطاقة أعمال (بطاقة تعريفية بالشخص)
make a small talk	to have an informal chat with someone in order to start a conversation	عمل محادثة (كلمة) غير رسمية

Words with similar meanings

Adjectives		
attractive/ desirable	tempting	مغري
part of an experiment	experimental	تجريبي
Nouns		
things that make you interested	stimuli	محفز / مشجع
speed	pace	وتيرة/سرعة
Verbs		
copy / make the same sound	mimic	يقلد
received	absorbed	استقبل / استوعب

Gender _ neutral

Gender _ specific words	Gender _ neutral words
businessman/ businesswoman	business person
salesman/ saleslady	sales assistant / sales person
headmaster, headmistress	head teacher
he / she	they
mankind	humans
postman	postal worker
stewards / stewardesses	flight attendants
his/ her	their
police man / police woman	officer
chairman	chair person
fireman	firefighter
seaman	sailor
spaceman	an astronaut

Words followed by prepositions

work as	يعمل ك....
decide on	يقرر بشأن
translate into	يترجم من و الى
talk about	يتحدث عن
ask about	يسأل عن
good at	جيد في

MISCELLANEOUS

optional	available as a choice / elective	اختياري
compulsory	obligatory; required	إجباري
tailor made	custom-made; made to fit exactly	مصمم خصيصا / وافي الشروط
minority	not many ,the opposite of majority	الأقلية
concentration	attention, or attention span	تركيز
dehydration	the state of having drunk too little water	جفاف
multilingual	speaking, reading or writing in more than two languages	متعدد اللغات
recall	to remember a particular fact, event or situation from the past	يسترجع
intentional	done on purpose	متعمد / مقصود
replicate	To produce a copy of something	يكرر / يستنسخ
cryptophasia	the development by twins of a language that only they can understand	لغة خاصة بالتوائم
influence	change the way of thinking	يوثر
accidentally	not on purpose	بالصدفة / غير متعمد
in charge of	responsible	مسؤول عن
a great time	a great experience	يمضي وقتا رائعا
regional	relating to a particular region or area	إقليمي
rewarding	giving personal satisfaction	مجزي
secure	safe; free from danger	امن
adaptable	able to adapt to new conditions or situations	متكيف مع
attribute	a quality or feature that is considered to be good or useful (in a person)	صفة / ميزة في الشخص
competent	having enough skill or knowledge to do something to a satisfactory standard	كفؤ
conscientious	showing a lot of care and attention (to a task)	واعي ومدرك/ حي الضمير
enthusiastic	showing a lot of interest and excitement about something	متحمس
keen	having or showing eagerness or interest	مهتم / محب
undertake	to commit yourself to do something and to start to do it	يلتزم/ يتعهد
extensively	in a way to cover or affect a large area	ممتد

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

1. In hot weather our bodies are in danger of (**dehydrate**)
2. In the exam, you can keep calm by breathing and thinking positively. (**deep**)
3. The graduation ceremony was a very occasion for everyone. (**memory**)
4. Nuts contain useful such as oils and fats. (**nutrition**)
5. It is important to give young people the so that they can help themselves. (**know**)
6. My father often talks about what he did in his (**young**)
7. We should always be ready to listen to good (**advise**)
8. If you work hard, I'm sure you will (**success**)
9. Is one side of the brain more..... than the other? (**dominate**)
10. How quickly does blood round the body? (**circulation**)

Complete the following sentences with suitable words derived from the words in the box below . There are more words than you need. Write the answers in your ANSWER BOOKLET.

develop , know, revision

1. Before an exam, you must everything you've learnt.
2. It's amazing to watch the..... of a baby in the first year of life.

* إحتفظ القاعدة التالية: N+V+ADV+ADJ+N.
 * في جميع حالات الاسم إذا جاء بعد الفراغ اسم آخر نضع صفة.
 * في حالة وجود ظرف قبل الفراغ نعتد في الحل على الكلمة التي قبله .
 * إذا وجدت صفة قبل الفراغ نضع اسم بشرط عدم وجود اسم بعد الفراغ بحيث إذا وجد اسم نضع صفة
 * y تشير الى اسم العلم بينما ist تشير الى اسم العالم .
 إذا جاء الفراغ :
 - في بداية الجملة و متبوعا بفاصلة فانه يحتاج لظرف .
 - في بداية الجملة و متبوعا باسم فانه يحتاج لصفة .
 - في بداية الجملة و متبوعا بفعل فانه يحتاج لاسم .
 - في نهاية الجملة مسبوقة باسم و فعل فانه يحتاج لظرف
 - محصورا بين فعلين فانه يحتاج لظرف.
 *راجع تمارين الاشتقاق الموجودة في الكتاب .
 ادرس المشتقات التالية :

erb	noun	adjective	adverb
<u>educate</u>	<u>education</u> educator	<u>educational</u> educated	educationally
<u>succeed</u>	<u>success</u>	<u>successful</u>	<u>successfully</u>
<u>achieve</u>	<u>achievement</u> achiever	achievable achieved	
<u>organise</u>	<u>organisation</u> organiser	organised	
<u>develop</u>	<u>development</u> developer	developed developing	
<u>experience</u>	<u>experience</u>	<u>experienced</u>	

<u>dominate</u>	<u>dominance</u>	<u>dominant</u>	dominantly
<u>depend</u>	<u>dependence</u>	<u>dependent</u>	dependently
<u>repeat</u>	<u>repetition</u>	<u>repeated</u>	repeatedly
<u>correct</u>	<u>correction</u>	<u>correct</u>	correctly
	<u>academy</u>	<u>academic</u>	<u>academically</u>
	<u>agriculture</u>	<u>agricultural</u>	agriculturally
<u>manage</u>	<u>management</u>	<u>managerial</u>	
<u>advise</u>	<u>advice</u>	advisable	
<u>circulate</u>	<u>circulation</u>	circulatory	
<u>concentrate</u>	<u>concentration</u>	concentrated	
<u>contradict</u>	<u>contradiction</u>	<u>contradictory</u>	
dehydrate	dehydration	dehydrated	
diet	diet	dietary	
<u>economise</u>	<u>economics</u> <u>economy</u>	economical <u>economic</u>	<u>economically</u>
<u>revise</u>	<u>revision</u>	revisable	
<u>qualify</u>	<u>qualifications</u>	<u>qualified</u>	
<u>recommend</u>	<u>recommendation</u>	<u>recommended</u>	
	<u>youth</u>	<u>young</u>	
	<u>awareness</u>	<u>aware</u>	
<u>memorise</u>	<u>Memory</u> <u>memorising</u>	<u>memorable</u>	
	<u>nutrient</u> <u>nutrition</u>	<u>nutritious</u>	
particularise		<u>particular</u>	<u>particularly</u>
<u>compete</u>	<u>competition</u>	<u>competitive</u>	
<u>know</u>	<u>knowledge</u>	knowledgeable	knowledgeably
idealise	idealisation	<u>ideal</u>	<u>ideally</u>
<u>create</u>	<u>creation</u>	creative	creatively
<u>teach</u>	teacher <u>teaching</u>	teachable	
criticise	criticism <u>critic</u>	<u>critical</u>	critically
<u>engine</u>	<u>engineer</u> <u>engineering</u>		
<u>enrol</u>	<u>enrolment</u>		
	<u>fluency</u>	<u>fluent</u>	<u>fluently</u>
<u>immerse</u>	<u>immersion</u>		
	<u>linguistics</u> <u>linguist</u>	<u>linguistic</u>	
<u>marketing</u> <u>market</u>	<u>market</u>		
	<u>multilingualism</u>	<u>multilingual</u>	
	<u>Pharmacy</u> <u>pharmaceuticals</u>	<u>pharmaceutical</u>	pharmaceutically

<u>pioneer</u>	<u>pioneer</u>	<u>pioneering</u>	
	<u>proficiency</u>	<u>proficient</u>	<u>proficiently</u>
	<u>Psychology</u>	<u>psychological</u>	<u>psychologically</u>
<u>domesticate</u>	<u>domesticity</u>	<u>domestic</u>	
<u>dominate</u>	<u>dominance</u>	<u>dominant</u>	<u>dominantly</u>
<u>simulate</u>	<u>simulator</u> <u>simulation</u>		
<u>tutor</u>	<u>tutorial</u> <u>tutor</u>		
<u>undertake</u>	<u>undertaking</u>		
<u>utter</u>	<u>utterance</u>		
	<u>vocation</u>	<u>vocational</u>	<u>vocationally</u>
<u>agree</u>	<u>agreement</u>		
<u>blame</u>	<u>blame</u>		
<u>corporate</u>	<u>corporation</u>		
	<u>dialect</u>	<u>dialectal</u>	
<u>evolve</u>	<u>evolution</u>	<u>evolutionary</u>	
<u>export</u>	<u>export</u> <u>exportation</u>		
<u>extend</u>	<u>extension</u>	<u>extensive</u>	<u>extensively</u>
<u>extract</u>	<u>extraction</u>		
<u>fertilise</u>	<u>fertiliser</u> <u>fertilisation</u>	<u>fertile</u>	
<u>import</u>	<u>import</u> <u>importation</u>	<u>imported</u>	
<u>intend</u>	<u>intention</u>	<u>intentional</u>	
	<u>mineral</u>	<u>mineral</u>	
<u>negotiate</u>	<u>negotiation</u>	<u>negotiable</u>	
<u>replicate</u>	<u>replicate</u>		
<u>reserve</u>	<u>reserve</u>		
<u>spill</u>	<u>spill</u>		
<u>adapt</u>	<u>adaptation</u>	<u>adaptable</u>	
	<u>ambition</u>	<u>ambitious</u>	<u>ambitiously</u>
		attributed	
	<u>competence</u>	<u>competent</u>	
	<u>conscience</u>	<u>conscientious</u>	<u>conscientiously</u>
<u>enclose</u>	enclosure	<u>enclosed</u>	
	<u>enthusiasm</u>	<u>enthusiastic</u>	<u>enthusiastically</u>
<u>intern</u>	<u>Internship</u> <u>intern</u>	internal	<u>internally</u>
<u>interpret</u>	<u>interpreter</u> <u>interpretation</u>	interpreted	
<u>refer</u>	<u>reference</u>		
	<u>region</u>	<u>regional</u>	<u>regionally</u>

<u>reward</u>	<u>reward</u>	<u>rewarding</u>	
<u>secure</u>	<u>security</u>	<u>secure</u>	
<u>survey</u>	<u>surveyor</u> <u>survey</u>		
<u>volunteer</u>	<u>volunteer</u>	<u>voluntary</u>	<u>voluntarily</u>
	<u>sociology</u>	<u>sociological</u>	sociologically
	<u>nerve</u>	<u>nervous</u>	
		<u>deep</u>	<u>deeply</u>
	<u>care</u>	<u>careful</u>	<u>carefully</u>
<u>instruct</u>	<u>instructions</u>		
<u>design</u>		<u>designed</u>	
<u>answer</u>		<u>answered</u>	
	<u>confidence</u>	<u>confident</u>	
		<u>previous</u>	<u>previously</u>
<u>discuss</u>	<u>discussion</u>		
<u>frighten</u>	<u>fright</u>		

GRAMMAR

Quantifiers to make comparisons

Monosyllabic adjectives (الصفات أحادية المقطع) are compared with **-er+ than, the + -est**

- * London is **bigger than** Vienna.
- * The Mississippi is **the longest** river in the USA .

Disyllabic adjectives (الصفات ثنائية المقطع) ending with [y, er, ow] are compared with **-er, -est**.

- * Which is **the easiest** exercise?

All the other adjectives and adverbs are compared with **more/less, the most/the least** .

- * Do you think Geography is **more interesting than** History, or **less interesting**?
- * Which subjects are **the most popular**, and which are **the least popular**?

Irregular forms

حالات شاذة

Adjective	Comparative	Superlative
well /good	better than	the best
bad / ill	worse than	the worst
little (amount)	less than	the least
little (size)	smaller than	the smallest
much / many	more than	the most
far (amount)	further than	the furthest
far (place)	farther than	the farthest
late (time)	later than	the latest
late (order)	latter than	the last

as+adjective / adverb +as

يستخدم هذا التركيب للتعبير عن المقارنة المتساوية

*Is Maths as popular as Science?

*Mahmoud works as hard as his brother.

(not) as+adjective / adverb +as

*للتعبير عن عدم المساواة نستخدم **Not** قبل هذا التركيب

*I can not run as fast as you.

*This test was not as difficult as the last one.

as + many + (noun) + as

يستخدم هذا التركيب للمقارنة المتساوية مع الأسماء المعدودة

* You know as many people as I do.

(not) as + many + (noun) + as

يستخدم هذا التركيب للمقارنة غير المتساوية مع الأسماء المعدودة

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

as + much + (noun) + as

يستخدم هذا التركيب للمقارنة المتساوية مع الأسماء غير المعدودة

*He's had as much success as his brother has.

(not) as + much + (noun) + as

يستخدم هذا التركيب للمقارنة غير المتساوية مع الأسماء غير المعدودة

* I don't eat as much fast food as my brother does.

في جميع حالات asas لا نستخدم the (ولا) than

SUMMARY

نوع المقارنة	الصفات أحادية المقطع	الصفات ثنائية المقطع
مقارنة بين طرفين	Sally is <u>taller than</u> Farah	Gold is <u>more expensive than</u> silver
مقارنة متساوية بين طرفين	John is <u>as clever as</u> Kim	Happiness is <u>as important as</u> wealth
تفضيل	Dareen is <u>the tallest</u> student in our class	Football is <u>the most interesting</u> sport in the world

مقارنة متساوية للاسم المعدود	Ali has <u>as many children as</u> I do.
مقارنة غير متساوية للاسم المعدود	Ali <u>doesn't have as many children as</u> I do.
مقارنة متساوية للاسم غير المعدود	He has had <u>as much success as</u> his brother has.
مقارنة غير متساوية للاسم غير المعدود	He <u>hasn't had as much success as</u> his brother has.

Indirect (embedded / impersonal) questions

• We can begin impersonal questions with :

- Could you tell me ...; هل لك أن تخبرني
- Do you know ...; هل تعلم
- Do / would you mind telling me ...; هل تمانع / هل تسمح أن تخبرني
- I wonder if you could explain ...; اتساءل فيما إذا لك ان تشرح
- Could you explain ...; هل لك كان تشرح
- Would you happen to know ...; هل سبق وأن عرفت

1. Wh – questions (الأسئلة الاستفسارية) :

– هي الأسئلة التي تبدأ بكلمات تبدأ بـ (h) أو (wh) مثل (when , where , what , how , which , why , who)
الخطوات :

1. اختيار شبه جملة تحويلية مناسبة 2. أداة السؤال 3. الفاعل 4. الفعل 5. تكملة ما تبقى من الجملة 6. إشارة السؤال ؟ .
- ملاحظة : في جميع حالات أسئلة (Wh) بعد الخطوة الأولى نكتب أداة السؤال و ما بعدها حتى نصل للفعل المساعد , ثم نكمل بقية الخطوات.

Why is he unhappy ?

Could you explain

How long has she been studying English ?

Do you know

2. Yes / No questions أسئلة نعم / لا

الخطوات :

1. اكتب اختيار شبه جملة تحويلية مناسبة 2. whether / if 3. الفاعل 4. الفعل 5. تكملة ما تبقى من الجملة 6. إشارة السؤال ؟ .

Has the football match begun?

Do you mind telling me

2. Is there a postbox near here , please?

Do you know

التعامل مع أفعال (do)

*أفعال (do). تدل على زمن الفعل الذي يليها ولا تظهر عند التحويل كما يلي :

do (تحذف)	→	الفعل الرئيسي	→	base verb
does (تحذف)	→	الفعل الرئيسي	→	base verb + s / es
did (تحذف)	→	الفعل الرئيسي	→	simple past (v 2)

ملاحظة : إذا احتوت الجملة على don't / doesn't / didn't فإنها لا تحذف بحيث نعكس بينها وبين الفاعل عند الحل

Does Sam live in London ?

Could you tell me

Why do they look happy ?

Do you mind telling me

How did you solve this puzzle ?

Could you explain

Why didn't Joory come to the party yesterday ?

Do you know

ملاحظة هامة : العبارات التالية : (would you mind / do you mind) يتبعها عادة (telling me) لكن إذا لم يتبعها شيء في بداية جملة الحل نقوم بما يلي :

**إذا كانت الجملة على شكل سؤال (Yes / No) أو (أمرية) يضاف للفعل الرئيسي (ing) لتحويله إلى اسم مصدر مع حذف جميع ما قبله
Can you lend me your book ?

Do you mind

Open the door.

Would you mind

** إذا كانت الجملة على شكل سؤال (wh) يبدأ بـ (Why) نستخدم اسم مصدر يفيد التفسير مثل (explaining)
Why do many people move abroad ?

Do you mind

The impersonal passive

• We can use the impersonal passive with **say, think, claim, prove, know, believe, expect, presume, find, consider, suppose, hope, report and suggest.**

-They say that dolphins are highly intelligent

It is said that dolphins are highly intelligent.

-Experts believe that learners will absorb the grammar as they learn the vocabulary.

It is believed that learners will absorb the grammar as they learn the vocabulary.

- people think that the earth was flat.

It is thought that the earth was flat.

-They believe that the story is true

The story is believed to be true.

طريقة الحل الأولى :

1. **It** في بداية الجملة

2. فعل مناسب من أفعال (Be) : (is / was / been) حسب زمن الجملة.

3. تحويل الفعل المستخدم إلى التصريف الثالث مثل :

say → said / think → thought / claim → claimed

prove → proved / know → known / believe → believed

expect → expected / presume → presumed / find → found

consider → considered / suppose → supposed / hope → hoped

report → reported / suggest → suggested

4. **that** إذا كانت غير معطاة

5. جملة المبني للمعلوم

- People think that it is useful to do exercise daily .

It

Scientists have proved that social media has affected our live.

It

طريقة الحل الثانية :

1. كتابة الفاعل الذي يأتي بعد **that** في بداية الجملة .
2. فعل مناسب من أفعال (**Be**) : (**is / was / are/ were / been**) حسب زمن الجملة.
3. تحويل الفعل المستخدم إلى التصريف الثالث مثل :

say → **said** / **think** → **thought** / **claim** → **claimed**
prove → **proved** / **know** → **known** / **believe** → **believed**
expect → **expected** / **presume** → **presumed** / **find** → **found**
consider → **considered** / **suppose** → **supposed** / **hope** → **hoped**
report → **reported**

4. حذف **that** إن وجدت وكتابة **to** مكانها ثم تحويل الفعل إلى مجرد
5. جملة المبني للمعلوم

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

Eating almonds

-They claim that the Internet has made their lives easier.

The Internet

ازمنة التحويل بالطريقة الثانية :

* **Present or future Simple:** → **to + infinitive**

They say she **works** hard → She is said **to work** hard

* **Past Simple, Past Perfect, Present Perfect** → **to have + v3.**

They say she **played** well → She is said **to have played** well

* **Present continuous, (be + v ing)** → **to be + v+ing**

They say she **is working** hard → She is said **to be working** hard

* **Present perfect continuous , past perfect continuous, past continuous** → **to have been + v+ ing**

They say that she **has been working** hard → She is said **to have been working** hard

** عند استخدام الطريقة الثانية في الحل , إذا وجد احد أفعال الـ (**Modals**) قبل الفعل الرئيسي فإنه يحذف

The students believe that the exam will be easy. → **The exam is believed to be easy.**

** عند استخدام الطريقة الثانية في الحل , إذا كانت الجملة منفية , عند الحل نستخدم الطريقة التالية : (**not to**)

People believe that students don't prefer studying for long hours.

Students are believed **not to prefer** studying for long hours.

JAMAL SAFI
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Phrasal Verbs

Types of phrasal verbs:

- Some phrasal verbs can have objects after them (they are called **transitive verbs**).

أفعال مركبة تأخذ مفعول به يقع بعدها تسمى أفعال متعدية

-We're **looking into** the problem.

- Some phrasal verbs do not have objects (they are called **intransitive verbs**).

أفعال مركبة لا تأخذ بعدها مفعول به بعدها تسمى أفعال لازمة / غير متعدية

-Where did you **grow up**?

ملاحظات عامة :

1. أحيانا يقع المفعول به في الوسط بين الفعل و حرف الجر لذلك يكون الفعل مفصولا (separated) عن حرف الجر التابع له.

- إذا كان المفعول به على شكل ضمير مثل (me/him/her/them/us/you/ it) يكون الفصل إجباريا .

- **Point her out.** (NOT Point out her.)

- They **carried it out** in two years . (NOT They carried out it in two years)

- يجوز الفصل بين الفعل و حرف الجر إذا كان المفعول به على شكل اسم :

Point his sister out ↔ **Point out his sister.**

2. أحيانا يمنع فصل الفعل عن حرف الجر التابع له بحيث يقع المفعول به بعد حرف الجر

- They **came up with** a good idea . (NOT They came a good idea up with)

يمكن الفصل بين الفعل و حرف الجر

(Separable)

carry out	find out	leave out	look up	look over	point out	take back	take up	take off	take away
ينفذ/ يؤدي / يقوم به	يكتشف	يستثني	يبحث عن كلمة في قاموس	يتفحص	يوضح / يلفت الانتباه	يسحب / يرجع شيء	يبدأ هواية جديدة	يخلع / يقلع	يبتعد عن البيت لقضاء إجازة

ملاحظة : يفصل بين الفعل و حرف الجر التابع له بوضع مفعول به بينهما بشرط ان يكون الفعل المركب من القائمة اعلاه و ان يكون المفعول به على شكل ضمير فقط.

لا يمكن الفصل بين الفعل و حرف الجر

(Inseparable)

come up with	come about	get away with	get on well	get by	get into
يبتكر/ يبتدع	يحدث/ يقع	يفلت من العقاب	ينسجم مع	يتدبر الأمر بصعوبة	يتورط في مشكلة
go off	go away	go back	go ahead with	grow up	look at
يأخذ إجازة / عطلة	يسافر	يرجع	يبدأ بالعمل	ينمو	يعاين/ ينظر إلى
point at	speed up	take after	get up	go through	look forward to
يشير إلى	يسرع	يشبه	ينهض	يمر بتجربة صعبة	يتطلع إلى
get on	look into	look after	look for	get over	
يستمر بالعمل	يستقصي / يبحث عن	يعتني بـ	يبحث عن	يتغلب على	

Question tags

* نضيف سؤال ذيلي منفي للجمل المثبتة و سؤال ذيلي مثبت للجمل المنفية .

Positive statement **Negative question tag**
You've read this book, **haven't you?**

Negative statement **Positive question tag**
You haven't read this book, **have you?**

* يجب استخدام نفس الفعل المساعد المستخدم في الجملة الخبرية بحيث يثبت أو ينفي حسب حالة الجملة .

- They should help us ,
- We can't walk away ,
- They are tired ,
- She doesn't speak English ,

* إذا كان الفاعل في الجملة الخبرية اسم , يعوض بضمير مناسب يعود عليه عند الحل :

- Joory will be a doctor , **won't she** ?
- The students are going to school ,
- Your father is an accountant,

* إذا لم تحتوي الجملة على فعل مساعد نشق **don't** أو **doesn't** للمضارع البسيط و **didn't** للماضي البسيط . في السؤال الذيلي .

You speak English, don't you?

He lives in Wadi Musa,

You met him yesterday ,

تحويلات مهمة	
Somebody , Everybody , Someone, Everyone	they ? (فعل منفي)
No one , Nobody	they ? (فعل مثبت)
Everything	it ? (فعل منفي)
Nothing	it ? (فعل مثبت)
S+has / has to	doesn't + s ?
S+ have / have to	don't + s ?
S+ had / had to	didn't + s
this/ that	it
these / those	they

Exceptions : (استثناءات حالات شاذة)

الحالة	الحل
Let's	shall we ?
Let me	shall I ?
I'll	shall I ?
am	aren't I ?
imperative sentence (جملة امرية)	will you?

- إذا جاء في الجملة كلمات تشير إلى النفي مثل (**never, rarely, barely, seldom, hardly, scarcely**) فإن السؤال الذيلي يكون مثبتا .

- He has **barely** passed the exam , ? / Sally can **hardly** read ,

Contractions : اختصارات

won't = will not , 'll = will , 'm = am 're = are , 's +v3 = has , 's+ v +ing / noun / adj = is
'd+ v3 = had , 'd+ infinitive = would

Revision of passive forms

القاعدة العامة

O + is/am/ are/was /were/be/been/being+ v3

خطوات الحل :

1. وضع المفعول به في بداية الجملة
2. اختيار فعل مناسب من افعال Be حسب زمن الجملة و حسب المفعول به (مفرد / جمع)
3. تحويل الفعل الى التصريف الثالث و تكملة ما تبقى من الجملة

Active مبني للمعلوم	Passive مبني للمجهول
1. Simple Future	
S+(modal)+ base form + o	O + (modal)+ be+ v3
2. Future Continuous	
S+ (modal)+ be + v+ ing +o	O +(modal)+ be + + being +v3
3. Future Perfect	
S+ (modal)+ have + v3 +o	O +(modal)+ have + + been +v3
4. Simple present	
S+(base form)/ (base form + s/es)+o	O+ is / am / are + v3
5. Present Continuous	
S+is / am / are + verb + ing+o	O+is / am / are + being + v3
6. Present Perfect	
S+has/ have + v3+o	O+has/ have + been + v3
7. Simple Past	
S+(verb 2) + o	O+ was/ were+ v3
8. Past Continuous	
S +was/were +verb+ ing +o	O +was/were +being+ v3
9. Past Perfect	
S +had+ v3 + O	O+ had+ been + v3

وجود مفعول به غير عاقل قبل الفراغ كذلك وجود by بعد الفراغ يكون المطلوب تحويل الفعل حسب قاعدة المبني للمجهول **be + v3**

- At the moment, a lot of research into the language (do).
- An introductory grammar of Jordanian Sign Language in 2004 CE.(publish)

Key words	Passive form
next week/ month/ year/etc, in future date, tomorrow, the following day / weeketc / in the future, soon, then	(modal)+ be+ v3
next week/ month.....etc, + specific time / tomorrow+ specific time/ in (three weeks) time / between ...and ... + future time	(modal)+ be + + being +v3
by + future time/ before + future time/ within + time + from now /future time + since ,for	(modal)+ have + + been +v3
sometimes / usually/ often/ always/ every day ,week,etc	is / am / are + v3
now/ at this time/ at the moment / nowadays	is / am / are + being + v3
since, for , so far, just , already , twice, yet, once, ever, never, before(اخر الجملة), recently	has/ have + been + v3
last week/ month/ year , ago , in +past time , yesterday, B.C	was/ were+ v3
while, as	was/were +being+ v3
after, before, by the time, because, by + past time,	had+ been + v3

Unreal past forms for past regrets

عند إعادة كتابة جملة **If only / wish** يكون المطلوب تحويل صيغ المضارع البسيط إلى ماضي بسيط و الماضي البسيط إلى ماضي تام مع إثبات الجملة إذا كانت منفية و نفيها إذا كانت مثبتة

1. (simple present → simple past)

base/ base +s,es → didn't + infinitive / have to, has to → didn't have to
 is , are , am → weren't
 isn't , aren't , am not → were / don't , doesn't + infinitive → v (2)

2. (simple past → past perfect)

v2 → hadn't + v3 / was, were → hadn't been
 didn't + infinitive → had + v3 / wasn't , weren't → had been

• wish or If only + Past Perfect

v2 (مثبت) → wish / If only + hadn't + v3 (منفي)
 v2 (منفي) → wish / If only + had + v3 (مثبت)

I **didn't do** much work for my exam.
 I wish I **had done** more work for my exam.
 If only I more work for my exam.

• wish or If only + V2

Simple present (مثبت) → wish / If only + v2 (منفي)
 Simple present (منفي) → wish +/ If only + v2 (مثبت)

I **don't know** the answer.
 I wish I **knew** the answer.

NOTE: We usually say I wish/If only + were.

He **isn't** tall. He wishes he **were** taller.
 We **are not** old. If only we older.

* إذا وجد في الجملة عبارات تدل على الندم مثل (regret / Oh no !/ silly / sorry) فانها تحذف عند الحل

Oh no! I've forgotten my library book. I left it at home. I wish I-----it .

*إذا وجد في الجملة الاصلية الفعل forgot فانه يحول عند الحل الى hadn't forgotten

Sultan **forgot** to do his science homework . → If only he to do it .

* إذا جاء بعد regret اسم مصدر gerund نحذف الـ ing و نحوله الى Had + v3

I regret going to bed late last night . → I wish I late.
 I wish I earlier .

ملاحظة : إذا وجد في جملة الحل عكس الصفة الموجودة في الجملة الاصلية لا نقوم بنفي الجملة

Conditional sentences

1. Zero conditionals with future time phrases

The structure:

{ If+ S + present simple...., S + present simple.... }
(If Clause) (Main Clause)

If plants don't get enough sunlight, they die.

ملاحظة : يمكن استبدال if بـ when بمعنى عندما

If / When the temperature falls below zero, water turns to ice

ملاحظة: يستخدم النوع Zero، في حالة إعطاء أمر أو طلب في جملة جواب الشرط.

If you see Majed, tell him to call me.

If you feel tired , don't go with them to the party.

2. First conditionals with future time phrases

The structure:

{ If+ S + present simple...., S + will+ Base.... }
(If Clause) (Main Clause)

If you get an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry.

ملاحظة : يمكن استخدام الأدوات التالية (as long as) , (بشرط ان) , **provided (providing) that** (حتى لو) , **even if** , (الا اذا/ ما لم) , **unless** بنفس طريقة **if** طالما) و ليس بنفس المعنى .

I'll buy the book **provided (providing) that / as long as** it isn't too expensive. \longleftrightarrow (I will buy the book **if** it isn't too expensive)

ملاحظة : unless = if not

I'll buy it **unless** it's expensive. \longleftrightarrow (I'll buy it **if** it isn't too expensive.)

Unless you study hard , you won't pass the exam . \longleftrightarrow (If you **don't** study hard , you won't pass the exam.)

ملاحظة : تستخدم **Even if** للتأكيد ان شيئا ما سيحصل مهما كان الموقف

I'll buy it **even if** it's expensive. \longleftrightarrow (I will buy it. The price isn't important.)

3.The second conditional

The structure:

{ If+ S + Past simple, S + would + Base }
(If Clause) (Main Clause)

If I had his number, I would call him.

Note: with the verb To Be we use **IF + I / HE / SHE / IT + WERE**

If I were not in debt, I would quit my job.

If he were taller, he'd be accepted into the team.

ملاحظة : تستخدم العبارات التالية (why don't you / could / If I were you,..) في هذا النوع لتقديم النصيحة **a piece of advice**

- **If I were you**, I would study harder.

4. The third conditional

The structure:

{ If+ S + Past Perfect, S + *would have* + V.3 }
(If Clause) (Main Clause)

If I had studied harder , I would have passed the exam

The third conditional with *could* and *might*

We can use *could have* or *might have* in place of (بدلا من) *would have*.

If I had prepared better for the competition, I might have won the first prize.

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

* استخدام *would* يفيد ان المتحدث متأكد من نتيجة ما , بينما استخدام *might* يفيد ان المتحدث غير متأكد , اما استخدام *Could* يفيد القدرة و الامكانية للقيام بعمل ما
* جملة السبب تكون فعل الشرط و جملة النتيجة تكون جواب الشرط
نقوم بنفي الفعل المثبت و اثبات الفعل المنفي عند الحل باستخدام هذا النوع

Reason \leftarrow as a result, / because of that, / consequently / and/ therefore / so \rightarrow **Result**
If + subject + had (not) + v3 , s + would (not) / could (not) / might (not) + have+v3

Result \leftarrow because / as / since \rightarrow **Reason**
s + would (not) / could (not) / might (not) + have+v3 if + subject + had (not) + v3

I had a headache yesterday, and I didn't do well in the Maths test. (might)

Question Number Three.

A. Correct the verbs between brackets then write down your answers in your ANSWER BOOKLET.

1. I don't have much money . If only I more (have)
2. If Huda ill yesterday, she wouldn't have missed the exam. (not / be)
3. I couldn't climb Mount Everest even if someone my equipment for me! (carry)
4. Do you mind ----- why the sky sometimes looks red? (explain)
5. It is that the earth was flat. (think)
6. An introductory grammar of Jordanian Sign Language in 2004 CE . (publish)
7. Our school has recently. (renovate)
8. By 2025 CE, our public transport system will (change)
9. I wish I had these shoes. They hurt my feet. (not / buy)
10. If I were you , Ihard . (study)
11. If you... to learn a new language, you need to be motivated. (want)
- 12 If only I..... lost my ticket! (not/ have)
13. If my father had gone to university, he have been a teacher. (can)
14. Nasserout with us tomorrow unless he has to help his father. (come)
15. I feel ill. I wish I so many sweets! (not eat)

B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET. (16 points)

1. There aren't as many people in our class as in yours.

There.....

2. Where does the bus go from, please ?

Could you tell me**from?**

3. They say that dolphins are highly intelligent

Dolphins

4. Our teacher has already marked our exams.

Our exams

5. Arab mathematicians invented algebra.

Algebra **Arab mathematicians.**

6. I am sorry that I didn't read that book.

I wish **that book.**

7. You shouldn't worry so much.

If I.....

8. I regret going to bed late last night.

I wish I..... **earlier.**

9. People say that the brain is like a computer.

It **the brain is like a computer.**

10. I wish I'd done more revision.

If only

11. There's less information on the website than there is in the book.

There isn't as much

12. The police are investigating the cause of the accident.

The police are

13. Where's the post office, please?

Do you mind ?

14. They say that fish is good for the brain.

Fish

15. The cheapest thing on the menu is orange juice.

The least

Question Number Four

A. Read the following sentences and complete them with the third conditional, using the words in brackets. Write the answers down in your ANSWER BOOKLET .

1. I didn't know your phone number, so I wasn't able to contact you. (**could**)

.....

2. You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. (**might not**)

.....

3. I didn't prepare better for the competition, therefore I didn't win the first prize. (**might**)

.....

4. Jameel didn't become a musician because his parents didn't encourage him. (**might**)

.....

B. Complete each of the following sentences by adding the correct question tag to the end of each of them . Write the answers down in your ANSWER BOOKLET .

1. Let's go home now ,?
2. I am a doctor ,?
3. Nothing has happened ,?
4. He lives in Wadi Musa,?
5. You don't speak French, ?
6. That exam wasn't very difficult,.....?

C. Rewrite the advice, using the words in brackets.

1. You should practise the presentation several times. (were)
.....
2. It would be a good idea for you to make a list of questions. (could)
.....
3. You ought to get some work experience. (don't)
.....
4. You shouldn't look too casual. (if)
.....
5. You should do a lot of research. (would)
.....

D. Rewrite the sentences in the passive. Use 'by' where necessary.

1. People speak Spanish in most South American countries, but they speak Portuguese in Brazil.
.....
.....
2. My mother taught me to read.
.....
3. Fifty years ago, they hadn't invented smartphones.
.....
4. Our teacher has already marked our exams, and now someone is checking them.
.....
.....
5. They have just discovered some books that people wrote 200 years ago.
.....
.....

- إذا كان المفعول به على شكل ضمير فانه يحول الى ضمير فاعل عند الحل كما يلي:.

Subject Pronouns	I	THEY	WE	YOU	HE	SHE	IT
Object Pronouns	ME	THEM	US	YOU	HIM	HER	IT

ملاحظة : تكتب by إذا كان الفاعل في الجملة الاصلية يحتوي على صفة ملكية مثل (my , his , her , our , their , your , its)

E. Rewrite the following impersonal passive sentences by using an active form.

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

People

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

They

FUNCTIONS

INDICATORS	THE FUNCTION
Quantifiers (er+ than/ more , less +than)	comparison
Quantifiers (the + -est / the + most , least)	superlative
Quantifiers (as+adjective / adverb +as)	equal comparison
Quantifiers_(not) as+adjective / adverb +as	unequal comparison
Indirect (embedded / impersonal) question	to ask questions in a polite, formal way
The impersonal passive	a formal way of reporting thoughts, saying, beliefs and opinions .
Phrasal Verbs	to change the meaning of the verbs.
Question tags	to check or query information.
Passive voice	to Focus on the object not the doer.
wish or <i>If only</i> + Past Perfect	to express regrets about the past.
wish or <i>If only</i> + V2	to express wishes about the present that are impossible or unlikely to happen.
Conditional sentences	(Zero) to describe something that always happens (First) to describe a future outcome of a certain future action or event. (Second) to talk about a hypothetical or improbable situation. (Third) to imagine past situations that are impossible and did not happen.
The third conditional with <i>could</i> and <i>might</i>	to talk about the imaginary past.
why don't you / could / If I were you..... <i>Have you thought about ...?</i> <i>You should ..., no doubt about it.</i> <i>My main recommendation is that you ...</i>	giving advice
Using pronouns	to link paragraphs or ideas
Using linking words (<i>As / Since / Because/ because of/ due to</i>)	showing cause explain the reason for something.
Using linking words (<i>therefore / so /as a result, / because of that, / consequently</i>)	showing result explain the consequences of an action.

F. Study the following sentence and answer the question that follows . write the answer down in your ANSWER BOOKLET.

We were caught in traffic, **therefore** we missed the start of the play
What is the function of using **therefore** in the above sentence?

.....

Pronunciation: Word stress

Listen to the words in the box. How many syllables does each word have? In which syllable does the primary stress lie in the word? Check your answers in a dictionary.

secondary, compulsory, organisation, development,
tuition, achievement academic, contradictory

secondary (4) compulsory (4) organisation (5) development (4)
tuition (3) achievement (3) academic (4) contradictory (5)

Pronunciation: Intonation

Listen and repeat these questions. Which one shows puzzlement? Which one shows encouragement?

- a. How can I get work experience without getting a job first?
- b. Before you find a full-time job, why don't you consider doing voluntary work?

1. a. puzzlement b. encouragement

Question Number Five

A. EDITING:

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have two spelling mistakes, one grammatical mistake and one punctuation mistake. Find out these four mistakes and correct them. Write the answers down in your ANSWER BOOKLET.

It is believe that when you learn a fureign langwage, it helps to use it as much as you can. You should take every opportunity to engage in a conversation with a native speaker. Reading English books , or magazines also helps.

1.2.3.4.

B . GUIDED WRITING :

1. Read the information in the table below , and then in your ANSWER BOOKLET write two sentences comparing watching sports on TV with watching sports live . Use the appropriate comparative words such as: more, less, thanetc.

Watching sports on TV	Watching sports live
- exciting - comfortable and cheap	- noisy -uncomfortable and expensive

.....

.....

.....

.....

.....

2. Read the information below , and then in your ANSWER BOOKLET write two sentences about how to study well. Use the appropriate linking words such as: also , too , and..... etc.

- draw up a revision timetable.
- study in the early morning .
- take frequent breaks.
- try to eat as much fresh fruit and vegetables .

.....

.....

.....

.....

.....

3. Read the information in the table below , and then in your ANSWER BOOKLET write two sentences about the advantages of courses. Use the appropriate linking words such as: also , too , and..... etc.

Courses	Advantages
Information Technology	easy to apply for , using the Internet in learning, improving your knowledge
Modern Language	having fun , arousing curiosity , developing communication

.....

.....

.....

.....

.....

4. Read the information below, and then in your ANSWER BOOKLET write a short paragraph about Hisham Khatib. Use the appropriate linking words such as: also, too, and..... etc.

- **Name** : Hisham Khatib.
- **Contact details** : 22 East Way, Irbid.
- **Work experience** : 2010–now: Sales Representative for a large pharmaceutical company.
- **Qualifications and training** : Degree in Physics(graduated 2009).
- **Personal attributes** : a very competent and adaptable worker

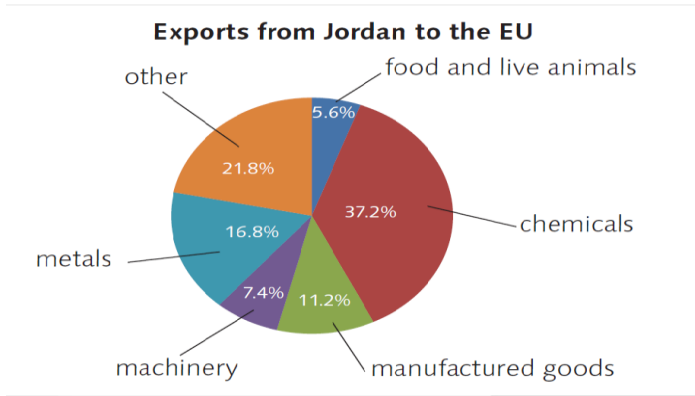
.....

.....

.....

.....

5. Study the following chart of exports from Jordan to the EU and write a short paragraph about it. Using the appropriate linking words.



.....

.....

.....

.....

C . FREE WRITING:

In your ANSWER BOOKLET, write a composition of about 120 words on ONE of the following:

1. Many foreigners wonder about the life in Jordan in order to have a clear idea about this magnificent country. Write an open letter telling a foreigner about living in Jordan in response to language, meeting people, sightseeing.....etc.
2. People who travel a lot may need to stay in a suitable hotel. Write a review of a hotel that you have recently stayed at, mentioning the positive and negative aspects of the hotel.
3. Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.

MODEL ANSWERS

Question Number one

B. Literature Spot

1. **A:** wry grimace **B:** 1. Alliteration – *Parsee perched*;
2. Personification – *the animal marching*
2. - skylark /- (green , unseen) , (walks, stalks)

Question Number Two

- A:** 1. 1.potential 2.work experience 3. tuition 4. small talk 2. 1. satisfaction 2. internship 3. postgraduate 4.optional 3. 1. offence 2. proficiency 3. tailor- made 4. come up with
4. 1. seminars 2. pioneering 3.developed nation 4. law 5. 1.have a head for figures 2. beneficial
3. dehydration 4. make a start 6. 1. come about 2. recall 3. mistake 4. negotiate
B: 1.firefighter 2. to tell someone about something that has been worrying you 3. into
C. 1. dehydration 2. deeply 3. memorable 4. nutrients 5. knowledge 6. youth 7. advice
8. succeed 9. dominant 10 . circulate

- 1.revise 2. development

Question Number Three.

- A:** 1. had 2. hadn't been 3.carried 4. explaining 5. thought6. was published
7. been renovated 8. have been changed 9. hadn't bought 10. would study
11. want 12. hadn't 13. could 14. Will come 15 . hadn't eaten
B. 1. are less people in our class than in yours. 2. where the bus goes
3. are said to be highly intelligent 4.have already been marked by our teacher
5. was invented by 6. I had read 7. were you, I wouldn't worry so much 8. had gone
9. is said that 10. I'd done more revision. 11. information on the website as in the book.
12. looking into the cause of the accident. 13. telling me where the post office is
14. fish is said to be good for the brain. 15. expensive thing on the menu is orange juice.
16. suggesting a healthy breakfast?

Question Number Four

- A:** 1. If I had known your phone number , I could have been able to contact you.
2.If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd.
3. If I had prepared better for the competition, I might have won the first prize.
4. Jameel might have become a musician if his parents had encouraged him.
B. 1. shall we 2. aren't I 3. has it 4. doesn't he 5. do you 6. was it
C. 1. *If I were you, I'd practise the presentation several times.*
2. You could make a list of questions.
3. Why don't you get some work experience?
4. If I were you, I wouldn't look too casual.
5.If I were you, I would do a lot of research.
D. 1. Spanish is spoken in most South American countries, but in Brazil, Portuguese is spoken.
2. I was taught to read by my mother.
3. Fifty years ago, smartphones hadn't been invented.
4. Our exams have already been marked by our teacher, and now they are being checked.
5 Some books that were written 200 years ago have just been discovered.
E. 1. People claim that speaking a foreign language improves the functionality of your brain in several different ways.
2. They believe that language learning can also improve your decision-making skills.
F. showing result explain the consequences of an action.

Question Number Five

A. EDITING:

It is believed that when you learn a foreign language, it helps to use it as much as you can. You should take every opportunity to engage in a conversation with a native speaker. Reading English books or magazines also helps.

B . GUIDED WRITING :

1. Watching sports on TV **is more** exciting **than** watching sports live.
Watching sports on TV **is** comfortable and cheap **but** watching sports live **is** uncomfortable and expensive.
2. **There are many ways** to revise for exams **such as** drawing up a revision timetable **and** studying in the early morning.
Finally , taking frequent breaks **and** trying to eat as much fresh fruit and vegetables .
3. **There are many** advantages **of** information technology courses **like being** easy to apply for, using the Internet in learning **and** improving your knowledge.
There are many advantages **of** modern language courses **like** having fun , arousing curiosity **and** developing communication
4. Hisham Khatib **who lives in** 22 East Way, Irbid , **works as** Sales Representative for a large pharmaceutical company **from** 2010 **until** now. **He has had** a degree in Physics **since** 2009 .
Hisham **is** a very competent and adaptable worker.
5. Jordan has sold goods to the EU for many years. In fact, it had exported many products to the EU even before the 1997 CE trade agreement was made. The chart shows goods that Jordan exported to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals (16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery were exported to the EU. The section called 'other' included sales of goods related to forestry and mining.

C . FREE WRITING:

1. Sample : open letter

Dear Friend,

Welcome to Jordan , I'm very glad to write to you to describe the life here, but what made me glad is that you will come and stay with us.

Life is Life here or there but there are some Jordanian people who do not depend on fast food or eating out , food at home is the base , Mansaf is the traditional food here.

Shopping here can be from small shops or supermarkets , you will feel excited of the hustle and bustle.

School rules are not different but the language which is written from right to left and the shapes of the letters cause hardships to learners.

If you want to move from one place to another you can take a taxi or a bus but for long distances , the plane is the only way.

Meeting people is a special social culture in our community. Greeting people with "AL Salam ALaicom" and ends with "Maa al Salamh"

I hope you get interested in our way of living and persuaded of staying with us or with a host family .

Best wishes,
Fares Ali

2. A review of a hotel

I recently stayed at this hotel for a few nights during a conference, and it did not entirely live up to expectations. On its website it is billed as 'stylish, state-of-the-art and chic', which was true, but the service was not quite as high a standard as it could have been.

Since I arrived fairly late in the evening my first night, there was nobody at reception to check me into my room. However, someone came to help me immediately after I rang the bell on the desk. Throughout my stay, I experienced some negative aspects of service, such as a lack of towels and delayed room service, but I was met with excellent responses to requests

made in the restaurant, as well as an atmosphere of general helpfulness and politeness. I was happy to deal with the few oversights as I know that hotel staff work hard for long hours.

I would very much like to visit Paris again, and I enjoyed the view, architecture and atmosphere of the hotel very much. The service could be improved, but it didn't detract from a fairly pleasant stay. I recommend this hotel to anyone interested in Parisian architecture.

3. The education system in Jordan

The aim of this report is to look at education system in Jordan .There are large number of educational institutions in Jordan.

Pre-school and kindergarten education is optional, followed by ten years of free, compulsory education . Schools books are the responsibility of the Ministry of Education .

The secondary education stage , which starts at the age of 16 and ends at 18 , is optional study for students who have completed their basic stage . At the end of the two –year period , students are auditioned for the general secondary examination in the appropriate branch and those who pass are awarded the general secondary education certificate .

After that, students go on higher education at one of the public or private universities which also house many foreign students from all over the world . Jordanian students usually appreciate the importance of their university education and the opportunities it would give them to contribute to their country's prosperity.

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