

## Unit six

### The time we spend at school

A few years ago, as many as 1,000 schools across the USA started making school years longer by adding up to ten extra days to the school year or by making each school day longer by half an hour. This was because it was found that secondary school students in the USA and the UK were spending the least time at school, with an average school year of 187 days. The typical Jordanian school year is longer than this. However, none of these are nearly as long as the school year in countries like Japan and South Korea. South Koreans attend school for 220 days per year, and in Japan, the school year numbers 243 days. According to a study by the Organisation for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world. They want to learn as much as they can to ensure excellent exam grades. **They** go to school for about nine hours, although this includes optional after-school **tuition** and activities. They also spend about three hours on homework every day, which is three times as much as many other countries. Their high academic achievements do suggest that the longer you study, the better you do in final exams. In Finland, however, students are usually given less than half an hour of homework per night, and they attend school for fewer and shorter days than 85% of other developed nations. Despite this, they achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often three, languages fluently.

The contradictory views of the study suggest that the number and length of school days is not the only factor in determining whether students will succeed at school or not.

#### **A. Question Number One :**

1. There is a reason of adding schools in USA and the UK more time for school days and year . write down the reason .
2. There are many subjects that students in Finland gets top marks in . write down these subjects .
3. Quote the sentence which indicates that "**students in Finland speak more than two languages**"
4. The USA started making school years longer by two ways. Write them down.
5. What do the underlined pronoun " "refer to?
6. What does the underlined word mean"
7. Write down the sentence which shows "the number of the days of the school year in both Japan and South Korea"

## space school

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

One such school has recently opened to educate fourteen- to eighteen-year-olds who have a special interest in working in the space industry. Students follow a tailor-made curriculum at the school, including subjects such as Astronomy and Astrophysics. Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Maths and Science exams. When they leave school, they will be well-placed to take any number of different career paths. 'They don't have to become astronauts!' says a spokesperson for the school. 'Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.'

### **A. Question Number One :**

1. There is an aim of Studio schools . write down this aim .
2. There are many subjects that students follow them in a curriculum at school . write down these subjects .
3. There are two kinds of leading companies which supervised projects .write down them .
4. What does the underlined word mean " seek " .

## Anita

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

I have relatives in Jordan and they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students there, who were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level. I'm very familiar with colloquial Arabic, which is what my family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.

Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practise it at home. I really put my back into it, and I earned an A on the course.

What impressed me most about students in Jordan was their behaviour and their attitude to studying. All the students who I met appreciated the importance of their university education and the opportunities it would give them to contribute to their country's prosperity. They also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.

As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I have made in my life. I made many new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

### **Question Number One:**

1. Several aspects about the Jordanian students impressed Anita. Write down them.
2. Anita has got many benefits from studying in Jordan . Write down two of them.
3. Write down the sentence which indicates that many students from all over the world come to study in German-Jordanian University.
4. Anita can speak two languages . Write them down.
5. Write down the sentence which shows that Anita is used to colloquial Arabic.
6. What does the underlined colour idiom mean?.
7. Find a word in the text which means ' language or words used mainly in informal conversations rather than in writing or formal speech
9. The Arabic class in Modern standard Arabic, was challenging, especially the grammar . Suggest three benefits of learning more than one language.

## After school ...

In England, almost 50% of school leavers go on to higher education. The figure has not always been as high as this. Twenty years ago, it was closer to 30%, and thirty years before that, it was only about 5%. Another huge change has been financial. Before 1998 CE, higher education in the UK was completely free for UK citizens. Since then, tuition fees have been introduced.

Most students borrow this money from the government. They don't have to repay it immediately. Instead, they pay it back slowly out of future earnings. Despite the high cost, most students choose to study away from home. A recent survey of 17,000 students revealed that only 7% wanted to stay at home while they studied for their degree. Of course for most young people, living away from home means borrowing even more money from the government.

So why don't students choose to avoid debt by staying at home, where they don't have to pay rent? Most of them say that they want to move to the University their Choice, rather than the nearest one. Another strong motive is the desire to live in a new culture. Where do these students live? Many have rooms in halls of residence, especially in their first year; others rent flats or houses. A lucky minority live in property that their parents have bought for them. Most of them need to learn to cook, do their own washing and manage their time and money.

### **Question Number One**

- 1- The students of UK suggested that living in another culture is so helpful for them. Do you think that is correct? Suggest other three useful things you will achieve by leaving home and studying in another university which is far from your home.
- 2- Where do UK students get money for their education and how do they manage to pay this money back?
- 3- Where do students who leave their homes live?
- 4- What do the underlined pronouns and words refer to? Make a list or a table.
- 5- Quote the sentence which indicates that students do not always choose universities which are near their homes.
6. What does the underlined phrase " **Most of them** " refer to?
7. What does the underlined word " **financial** " mean?

## Quantifiers to make comparisons

في البداية يجب علينا ان نعلم بأن هناك نوعان من الصفات :

1- صفة تتألف من مقطع صوتي واحد **short adjective** مثل ( big – small – tall –old – .... )

2- صفة تتألف من اكثر من مقطع صوتي **long adjective** مثل ( expensive – beautiful – ... )

### **COMPARATIVE :**

- With short adjective

Noun + verb + short adjective+(er) + than + noun

Sami is taller than Rashed

### EXAMPLES

- My house is **larger** than her house.
- This box is **smaller** than the one I lost.
- Your dog runs **faster** than Jim's dog.
- The rock flew **higher** than the roof.

- With long adjective :

Noun + verb + more \ less + long adjective + than + noun

Asma is **more** beautiful than Shahd

### **SUPERLATIVE :**

- With short adjective

Noun + verb + the + **short adjective + ( est )** + ( kind of the noun ) + in the ... \ among.. \ .

The Nile is **the longest** river in the Arab world

### EXAMPLES

- My house is the **largest** one in our neighborhood.
- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.

- With long adjective :

Noun + verb + **the most + long adjective** + ( kind of the noun ) + in the ... \ among ... \ .  
Tawjehi is **the most important** stage in education

### **THE EQUAL**

Noun + verb or ( is \ isn't \ are \ aren't ) + **as adjective + as** + noun

- Sami is **as tall as** Adeb
- Adeb isn't **as smart as** Alkindi

### **Irregular adjectives changes**

adjective	comparative	Superlative
Good \ well	better	The best
bad	worse	The worst
far	further	Furthest
Many \ much	more	most
little	less	least

### **EXAMPLES**

- Today is the **worst** day I've had in a long time.
- You play tennis **better** than I do.
- This is the **least** expensive sweater in the store.
- This sweater is **less** expensive than that one.

When you are asked to rewrite one of those sentences , you need to follow these things :

في الامتحان لما يكون عندنا سؤال اعد صياغة الجملة , يجب علينا اتباع التحويلات التالية :

sentence	→	change
Comparative		Not as adj as
Negative comparative		As adj as
Superlative		as adj as
As adj as		Negative comparative
Not as adj as		comparative

Examples :

- Ali is **taller** than Sami  
Sami isn't as tall as Ali
- Trains run **faster** than cars  
Cars don't run as fast as Trains
- China is the **biggest** country  
No country is as big as China
- Sami doesn't eat as **fast** as Rami  
Rami eats faster than Sami

**Re-write the sentences to give a similar meaning to the previous one:**

Rami's handwriting is more beautiful than Ali's.

Ali's .....

Travelling by car is less exciting than travelling by train.

Travelling by train.....

Alex speaks English fluently, Rami also speaks English fluently.

Alex speaks .....

Dogs are fast but they are slower than lions.

Dogs are not .....

Ashraf is better in math than Ahmad

Ahmad .....

My house is the furthest house in the town

There is no house .....

. Your teacher is older than my teacher.

My teacher .....

<b>BODY IDIOMS</b>	
get it off your chest	to tell someone about something that has been worrying you
get cold feet	to lose your confidence in something at the last minute فقدان الامل
play it by ear	to decide how to deal with a situation as it develops التعامل مع الوضع الراهن
keep your chin up	to remain cheerful in difficult situations; an expression of encouragement التشجيع
have a head for figures	to have a natural mental ability for maths /numbers مهارات الارقام

1. I'm too nervous to do a parachute jump. I think that I'll .....at the last minute.
2. If you've got a problem, talk to someone about it. It helps to..... .
3. I don't think I'd be a very good accountant. I don't really..... .
4. ....! I'm sure everything will be fine in the end.
5. I'm not sure if it'll be warm enough to have a barbecue. We'll have to.....



## Unit seven

### Learning a foreign language

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', **which** improves memory. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognizing different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who have only mastered their mother tongue.

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

It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgement is called for, and decisions have to be made.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

#### **Question Number One**

1. Learning a foreign language includes many skills that can help you to improve your ability in other problems-solving tasks . Write down two of these skills.
2. There are two systems of speech that multilingual people can switch between them easily . Write them down.
3. How can speaking a foreign language improve your memory.?
4. Students who study foreign language ,do better in some subjects in general tests . Write down two of these subjects.
5. Write down the sentence which indicates that learning a foreign language improves mother tongue.
6. What does the underlined word „multilingual“ mean ?
7. What do the underlined words “ pronouns „ refer to ?

## Education in Jordan

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

Students can attend one of ten public universities, or one of nineteen private universities. A large number of Jordanian students choose to study at these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma.

The three universities with the most undergraduates are the University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. These are all public universities. An example of a newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and Research, and it follows Germany's model of education in Applied Sciences.

For students **who** wish to complete their university studies while working at the same time, it is also possible in some Jordanian universities to enrol onto online distance learning programmes. In the future, this option will become available in many other universities.

### **Question Number One**

1. There are some stages of education in Jordan . Write down two of these stages.
2. There different levels of degrees that you can get at the university after leaving school . Write down two of them .
3. Write down the sentence which shows how many universities there are in Jordan.
4. There are three main Jordanian universities with most graduates . What are they.
5. Quote the sentence which indicates the year in which the German-Jordan University was opened.
6. Which group of students can enrol onto online distance learning programmes ?
7. Find a word in the text which means „to officially arrange to join a school, university or course ‘
8. What do the underlined pronouns refer to ?
9. Quote the sentence which indicates the level of education in Jordan.
10. Jordan has a high standard of education for main reason. Write it down.
11. There are two main kinds of universities in Jordan. Write down these kinds..
12. There is a large number of universities in Jordan. Write down two of these universities.

### Indirect questions :

- We can use indirect questions to ask questions in a polite, formal way.  
ويستخدم ل طرح الاسئلة بطريقة مؤدبة
- We can begin impersonal questions with : يبدأ بالكلمات التالية :  
**Could you tell me ...;**  
**Do you know ...;**  
**Do you mind telling me ...;**  
**Could you explain ....**

### إذا بدأ السؤال بـ Wh---

هنا نضع السؤال كما هو ولكن نعيد الفعل المساعد لمكانه الاصلي بعد الفاعل :

1. What is the time ?  
**Could you tell me what the time is, please?**
2. Who is that man ?  
**Do you know who that man is?**
3. Why is the train late ?  
**Do you mind telling me why the train is late?**
4. Where is the nearest bank ?  
**Could you tell me where the nearest bank is, please?**

### إذا بدأ السؤال بفعل مساعد

هنا نضع ( if / whether ) بداية السؤال ونعيد الفعل المساعد لمكانه الاصلي بعد الفاعل :

- 1 . Is there a post office near the mall ?  
**Do you know if \ wether there is a post office near the mall ?**

في الحالات التالية :

إذا جاء الفعل المساعد كالتالي :	
do	نحذف الفعل المساعد فقط
does	نحذف الفعل المساعد ونضيف للفعل ( s - es )
did	نحذف الفعل المساعد ونحول الفعل الى التصريف الثاني

### **THE IMPERSONAL PASSIVE:**

(say / think / claim / believe)

**The first rule :** If the sentence begins with ( It is said \ believed \ thought \ claimed )

إذا بدأت الجملة ب: It is said \ believed \ thought \ claimed \ known \ proved

**Structure:**

It + is believed \ thought \ claimed \ said \ known \ proved + that + clause After that

**Example:**

- People **believe** that **Sami** discovered a new rainforest.
- It is believed (that) Sami discover a new rainforest.

**The second rule :** If the sentence begins with the noun that after the word **that**

إذا بدأت الجملة بالإسم الموجود بعد كلمة **that**

**Structure:**

Noun + is believed \ thought \ claimed \ said + to + V0 + complement .

**Example:**

- People **believe** that **Sami** discovered a new rainforest .
- Sami is believed to discover a new rainforest.

**Exercise :**

**Change these sentences into impersonal passive.**

1- People say that this orchestra is the best in the world.

- It is said that .....

- This orchestra .....

2- The police department believe that the thieves have left the country.

- It is believed that.....

- The thieves .....

**Rewrite the sentences. Use the impersonal passive in two different ways.**

1 People think that we only use a small percentage of our brain power.

- It is thought that .....

- we .....

2 They claim that we remember things we hear in our sleep.

- It is claimed that .....
- we .....

3 People believe that solving puzzles keeps the brain active.

- It is belived that .....
- solving puzzles .....

**Complete the following indirect questions.**

2 how can I fix my lap top ?

Could you explain .....

3 How can I relax?

Could you explain .....

4 Are we allowed to eat sweets during the exam?

Do you know .....

5 where you found that information.

Do you mind telling me .....

6 Does the exam start at ten or half past ten?

Do you know .....

2. What do you mean by 'mnemonics'?

Do you mind telling me.....

Why is he unhappy ?

Could you explain .....

How long has she been studying English ?

Do you know .....

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 .....

## Unit eight

### Does the language we use influence the way we think? Or does our culture influence the way we use language?

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

A lot of research has been **carried out** on the relationships between mind, world and language. In one study, a psychologist **points out** that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it. In another study, speakers of English, Spanish and Japanese were asked to watch videos of two people popping balloons, breaking eggs and spilling drinks, either on purpose or accidentally. Later, when asked to recall the videos, the English speakers mentioned the person who did the action. The Spanish and Japanese mentioned the person responsible for intentional events, but left this out when they considered that event to be an accident.

Scientists at Newcastle University, UK, have carried out tests to prove that different cultures also have different ways of seeing colours. They found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English. Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum.

Is it our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have all come about together.

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

1. To study the effects of language on our thinking, sociologists started to examine two things. What are they?
2. According to a lot of research, why do people of different languages describe some events differently?
3. Why do Japanese speakers make clearer distinction between colours than English speakers?
4. **Replace** the underlined word "**happen**" in the last paragraph with a correct phrasal verb.
5. What does the underlined word "**They**", in the first paragraph, refer to?
6. The article states that language can affect how speakers see the world. Think of the statement and, in two sentences, write down your point of view.
7. **Quote** the sentence that indicates experts have been investigating the relationship between culture and language for a long time.

## Speaking with signs

It is believed that the Italians were the first people to come up with a sign language system in the sixteenth century. The idea was then taken to France in the seventeenth century, where the language was developed further.

One of the early developers of sign language was Charles-Michel de l'Épée, whose mother tongue was French. He picked up sign language while he was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Épée then set up a school for deaf people, which was replicated across Europe. It was the first time that sign language was actively taught, and it made an enormous impact on the lives of deaf people.

Just as there are different spoken languages in countries around the world, each country has its own sign language. Sign language is used as a first language by about 70 million people in the world. The use of sign and spoken languages does not differ. Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries.

Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, it is now being recognised and taught as an optional foreign language. Learning sign language is of enormous benefit to anyone, whether they can hear or are deaf. Like learning any new language, it involves and challenges the brain. It also allows people who master sign language to be able to communicate with a new international community.

<b>GENDER</b>	
<b>businessman, businesswoman</b>	business person
<b>salesman, saleslady</b>	sales assistant/salesperson
<b>headmaster, headmistress</b>	head teacher
<b>he or she</b>	they
<b>humankind</b>	humans
<b>postman</b>	postal worker
<b>stewards and stewardesses</b>	flight attendants
<b>police woman</b>	officer.,
<b>fireman</b>	firefighter
<b>seaman</b>	sailor
<b>spaceman</b>	astronaut

**PHRASAL VERBS :**

<b>come about</b>	happen or take place
<b>carry out</b>	produce something (an idea), especially when pressured or challenged / think of
<b>came up with</b>	thought of
<b>carry out</b>	to do / complete
<b>decide on</b>	Make final decision
<b>eat out</b>	eat away from home , especially in a restaurant
<b>get away with</b>	to do something wrong without being discovered or with only a minor punishment / not be blamed for
<b>Leave out</b>	omit
<b>Point out</b>	to show something to someone by pointing at it
<b>speed up</b>	to hurry
<b>find out</b>	to discover
<b>look into</b>	to investigate
<b>stand out</b>	to be much better than other similar people or things
<b>look up</b>	(a word in a dictionary)
<b>look for</b>	(something you've lost)
<b>look forward to</b>	( something exciting)
<b>get over</b>	(an illness, and feel better)
<b>get up</b>	(in the morning)
<b>get on</b>	with your work and complete it)
<b>take up</b>	(a new hobby)
<b>take away</b>	(some fast food)
<b>take off</b>	(your shoes when you get home)
<b>go away</b>	(from home for a holiday)
<b>go back</b>	(to where you started)
<b>go ahead with</b>	(a plan, and do it)

**Replace the words and phrases in bold with the box. One phrasal verb is not needed.**

1. Before I can solve the problem, please tell me – how did it **happen**?
2. I need **to do** some research before I start my project.
3. Yasmeeen has replaced the plate he broke, so he will not be **blamed** for it.



### QUESTION TAGS: السؤال التأكيدى الذيلى

هنا يجب وضع الفعل المساعد معكوس بالنفي أو الإثبات و ثم وضع الفاعل بعده مع وضع اشارة ؟ فقط

Verb		change
V.1	→	Don't + S + ?
V1+ s		Doesn't + S + ?
V.2		Didn't + S + ?
Let's + V.0		Shall we + ?
مع وضع الفاعل ثم ؟	↔	أما اذا كان لدينا فعل مساعد فإننا نحول كالتالي او بالعكس
Have \ has + V.3	↔	Haven't \ hasn't
had		Hadn't
Is \ am \ are		Isn't \ aren't
will		Won't
can		Can't
should		Shouldn't
could		Couldn't
must		Mustn't
في الحالات التالية نحول كالتالي فقط و ليس العكس و من ثم نضع الفاعل و بعده اشارة ؟ فقط		
Have to	→	Don't
Has to		Doesn't
Don't + have to		Do
Doesn't + have to		Does
Don't		Do
Doesn't		Does
Didn't		did

إذا كانت الكلمات التالية بالجملة فإنها تعامل كأنها منفية

**Never \ nothing \ nobody \ non**

I **am** right, **aren't** I? (*not amn't* I)  
 You **have to** go, **don't** you?  
 She **has to** go, **doesn't** she?  
 Sami **had to** go, **didn't** he?  
 I **have been** answering, **haven't** I?  
**Nothing** came in the post, **did** it?  
**Let's** go, shall we?  
 He'd better do it, **hadn't** he?

في حالة جاء الفاعل احدى هذه الكلمات فإننا نحوله كالتالي	
الفاعل	التحويل
Everyone \ everybody \ someone \ somebody \ no one \ nobody	<u>They</u> Everyone is pointing at me, aren't they?
these/those	<u>They</u> Those aren't the books of our library, are they?
That / this	<u>It</u> This is John's pen, isn't it?
Everything / nothing / anything	<u>it</u> Everything is ok, isn't it?
إذا كانت الجملة بصيغة الأمر ( لا يوجد فيها فاعل ) و بدأت كالتالي :	
Don't + V.0	<u>Will you ?</u> Don't touch the glass , will you ?
V.0 + O .	<u>Won't you ?</u> Stop using computer for long time , won't you ?

• Complete the following sentences by adding the correct question tags:

- 1- (2016/w) I have to quit fatty food, .....
- 2- (2016/w) The food in the restaurant wasn't extremely good, .....
- 3- (2016/w) Let's walk along the beach, .....
- 4- (2017) Kids mustn't eat too much chocolate, .....
- 5- (2017) Children have had their lunch, .....
- 6- (2017) Let's fight against poverty, .....

• Add the correct question tags:

- 1- Jack can come, .....
- 2- Mary can't swim, .....
- 3- You like tea, .....
- 4- Rami likes apples, .....
- 5- You don't have a car, .....
- 6- This /That is your book, .....
- 7- These /Those are yours, .....
- 8- There is a meeting tonight, .....
- 9- Everything is okay, .....
- 10- Everyone is happy, .....
- 11- Nothing is wrong, .....
- 12- Fatima went out, .....
- 13- We had a lot of fun, .....
- 14- Nobody called on the phone, .....

## ACTIVE AND PASSIVE

لتحويل أي جملة الى مجهول نتبع ما يلي :

- 1- نحذف الفاعل و نضع مكانه المفعول به ( و هذا ما يميز المبني للمجهول )
- 2- اذا كان بالجملة فعل مساعد نضعه بعد المفعول به
- 3- ندخل ( be ) حسب تصريف الفعل الرئيسي كالتالي

V.0 = be	V.1 \ V.1+s = is \ am \ are	V.2 = was \ were	V.3 = been	V.ing = being
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4- نحول الفعل الرئيسي الى ( V.3 )

Example:     **to keep**

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

**Example sentences:**

**Active:** They stole the painting.

**Passive :** The painting was stolen.

**Active:** They are repairing the road.

**Passive :** The road is being repaired.

**Active :** Shakespeare wrote Hamlet.

**Passive :** Hamlet was written by Shakespeare.

**Active :** A dog bit him.

**Passive :** He was bitten by a dog.

**\*\* Exercises :**

1-The technicians fitted the halls with special lights.

The halls .....

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

The halls.....

3- The governments completed the original Mont Blanc Tunnel.

The original Mont Blanc Tunnel .....

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

The tunnel.....

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

Thirty-nine people.....

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

The fire .....

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

The fire .....

8- People saw smoke coming out the forest.

Smoke .....

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

Compensation.....

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

Working on the dam .....

11- Ships could still use the river .

The river .....

## **Unit nine**

**Today, we talk to Mr Ghanem, a businessman based in Amman who often visits China.**

**We asked him when he first started doing business with China.**

'I've been doing business with China for many years. My first trip there was in 2004 CE, and it was not very successful.'

**Why was it not successful?**

'I worked for a small computer company in Amman. They sent me to China when I was still quite young. If only the company had realised that the Chinese respect age and experience more than youth!'

**Did you make any mistakes on that visit?**

'Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China, you need to earn their respect. Chinese business people will always ask about a company's successes in the past. However, because I worked for a new company, I could not talk about its track record. We did not do any business deals on that first trip.'

**When did you learn how to be successful in China?**

'I joined a larger company and they sent me on a cultural awareness course. On my next visit to China, it felt as if I

**Doing business in China**

hadn't known anything on my first visit!'

**What advice can you give to people wanting to do business in China?**

'Before I visit a company, I send recommendations from previous clients. I also send my business card with my job position and qualifications translated into Chinese.'

**Can you tell us about your last meeting in China?**

'Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with him gently. I began the meeting by making small talk about my interesting experiences in China. During the meeting, I made sure that my voice and body language were calm and controlled. I never told a joke, as this may not be translated correctly or could cause offence.'

**Was it a successful meeting?**

'Yes, it was. I knew that the director had researched my business thoroughly before the meeting, so I was prepared for his detailed questions. When I began negotiating, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting was successful.'

## Our country's imports and exports

In this report, we will look at the countries that Jordan trades with and what goods it exports and imports. First, let's look at exports. Jordan is rich in potash and phosphate. As a result, the extraction industry for **these minerals** is one of **the largest** in the world. Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers. Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's **Pharmaceuticals** are exported. However, the majority (65%) of the economy is dominated by services, mostly travel and tourism. Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

Now let's look at imports. Unlike some other countries in the Middle East, Jordan does not have large oil or gas **reserves**. For that reason, Jordan has to import oil and gas for its energy needs. Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6% of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6% of its imports. Other imports have come from China and the United States. Jordan has more free trade agreements than any other Arab country and it trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. Trade with the EU and North Africa in particular is likely to grow.

### Question Number One

1. Jordan is rich country with some of minerals, mention two of them .
2. What are the largest exports in Jordan, write down two of them .
3. What does the report suggest that many of Jordan's fertilizers are made from?
4. Why does Jordan import a lot of oil and gas?
5. Which country supplies Jordan with most of its imports?
6. Why is trade with the EU and North Africa likely to grow?
7. Write down the names of country that Jordan's exports go.
8. Quote the sentence that indicates to there is no oil and gas reservoirs in Jordan .
9. What does the word '**pharmaceuticals**' mean?
10. Name three countries that Jordan imports their goods from .

**Whether you're selling a new type of toothpaste to a chain of pharmacies, the latest computer software to a school or a new kind of package holiday to a travel agency – you need to know ... How to make a sales pitch , Do your research**

Don't come away from a sales pitch wishing you had been better prepared. It is essential to know everything about your product. **(1)** Do you know when it was developed, and where it is produced? You also need to know who the target market is – for example, the age group or income of the people who might buy it. Not only that, you should know all about the competition – that is, similar products on the market. **(2)** Why is your product superior to others and why does it have better value? In addition, you should know exactly which people you are speaking to, and what their needs are. For example, if they represent a middle-class department store in a humble neighbourhood, be ready to explain why your particular product would suit customers who do not have lots of money. **(3)** What makes your product perfect for them? Most of all, you need to believe in what you're selling, and the best way to do that is to use it!

Plan your presentation carefully, not just what you will say, but how you will say it. **(4)** Will you read it word by word, use notes or memorise it? Whatever you decide, it is always a good idea to have a list of your main points, in case something interrupts you, or you simply freeze with nerves (it happens!). Then practise it, if possible in front of colleagues. Make changes and practise it again.

Keep your presentation short and simple. Start with some friendly comments. **(5)** For example, thank your hosts for allowing you to speak to them, and compliment their company. Remember to speak slowly and clearly. It is important to appear confident (even if you're nervous!). While you're speaking, don't keep your head down. **(6)** Instead, look round the room and make eye contact with your audience. Smile! When you've finished speaking, invite questions. If you don't know the answers, don't pretend! Thank the questioner and promise to find out the answer (and do it!). Finally, have a summary of your presentation ready to hand out at the end of the session. I wish I had known all this when I started out in business! Good luck!

**Question Number One**

**1** According to the text, there are several matters should be researched before making a sailing pitch. Mention two of them.

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

**3** The writer says "It is always a good idea to have a list of your main point" Is he justified? Explain your answer

**4** The writer mentioned some tips for effective presentation. What are they?

**5** Find a word in the text which means ' **a presentation made by someone who is trying to sell a product**'.

**6** What does the underlined pronoun '**their**'?

**7** Give two examples of friendly comments.

**Unreal past forms for past regrets / Unreal past forms for present wishes**

Sentence	→	Change
V1		didn't + V1
Didn't v0		Had + V.3
V.2		Hadn't V3
Don't \ doesn't v.0		V.2
Is \ am \ are		Weren't
Isn't \ amnot \ aren't		Were
Have \ has + V3		Hadn't +V.3
Haven't \ hasn't + V.3		Had +V.3
will		Wouldn't
Won't		Would
can		Couldn't
Can't		Could
Have to \ has to		Didn't have to
Don't \ doesn't have to		Had to
'd like to \ would like to		Could

- **Make sentences using *I wish* or *If only* to talk about things that you regret from the past:**

1- I didn't take piano lessons when I was a child.

- I wish .....

- If only .....

2- We visited England last summer and that didn't make me happy.

- I wish .....

**ملاحظة:** في حالة جاء في الجملة صفة و لها عكس فإننا نحول الصفة ايضاً الى العكس و نضيف لها صيغة المقارنة ( -er )

1. **We live in a small flat**

I wish we lived in a bigger flat.

2. **He is short .**

He wishes he were taller.

**EXERCISES :-**

1) I'm really tired, but I can't sleep at night.

I wish I .....

2) I'm not good at English.

I wish I .....



3) I'm not old enough to go to university.

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

4) My father didn't lend me his car.

**I wish he** .....

5) There are too many adverts on television .

**I wish there** .....

6 ) Our city doesn't collect rubbish often enough .

**I wish they** .....

7 ) they didn't cook mansaff last week .

**I wish they** .....

8 ) I'm not old enough to go to university .

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

**1. Complete the sentences with the correct form of the verbs in brackets. (SB, p. 65)**

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

3. Zaid did not know about Chinese culture when he went on a business trip to China. He wishes he..... a cultural awareness course. **(do)**

4. It was too hot to go to the beach yesterday. If only it ..... cooler. **(be)**

5. I feel ill. I wish I.....so many sweets! **(not / eat)**

**COLLOCATION**

Do exercise	keep fit \ take care of
draw up a timetable	write a schedule
Do a subject	study
Make a difference	change something
Take a break	relax
Give a start	Begin to do

## Unit ten

### My job as an interpreter

My name is Fatima Musa and I have worked as an interpreter for five years. Many students have emailed me about my work because **they** want to know what it would be like to do my job. So here is my reply. I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with him. When we visited a country, I always wanted to learn the language. At school I was very good at English. Therefore, I decided on a career as an interpreter.

My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what they say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are saying.

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

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

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

### **Stepping into the business world**

Business Studies is a popular choice for students who are choosing a degree course in the UK. After graduating, some go on to further study, but most of them take up employment. Many large companies offer graduate training schemes, (1) . We went to meet twenty-two-year-old Ricky Miles, who is about to graduate in the subject.

#### **How long have you been studying Business Studies, Ricky?**

It's a four-year course, including two periods of work experience. Each one lasted six months, (2) .

#### **What exactly have you studied over those four years?**

Quite a lot! Maths, of course, Accounting, Finance and Economics. Oh yes, Marketing and Sales, too. I also did a course in Management, which is about recruiting and managing staff, and how to deal with conflict, and a course in Advertising. We all had to do IT, too, (3) .

#### **What did you most enjoy about the degree?**

The work experience, definitely. I learnt so much, both times, (4) . One of the companies offered me paid work last summer, so I managed to get even more experience that way. Also, I wouldn't have had much money last year if I hadn't had that job!

#### **What kind of company was that, and what did you do there?**

It was a company that provides financial products – savings and pensions, mostly. At first I just 'shadowed' different people, (5) . Then I did quite a lot of checking for them – you know, checking their calculations. When I went back in the summer, I was in the sales department. My job was to follow up web enquiries, (6) . I enjoyed it, and I wouldn't have had that opportunity if I hadn't done the work experience first.

#### **What are you planning to do next?**

I've just applied for a job with a bank. I have the right qualifications, but I know there will be a lot of other applicants. I'll just have to wait and see if I get an interview. If I do, (7) .

## **IF CONDITIONAL :**

### **• ZERO AND FIRST CONDITIONALS WITH FUTURE TIME PHRASES**

**if + V.1 \ V.1+s + V.1 \ V.1+s**

1. If plants don't get enough sunlight, they die.
2. Water turns to ice if the temperature falls below zero.

### • **THE FIRST CONDITIONAL**

**(if + V.1 \ V.1+s + Simple/will + V.0)**

1. If you get an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry.
2. If you study hard , you will pass the exam

**provided that, as long as, unless and even if** و احيانا تبدا الجملة ب... nobody or never ولا تكون منفية **if +not = Unless**

I'll buy the book if/provided that/as long as it isn't too expensive.

(I won't buy it if it is too expensive)

I'll buy it unless it's expensive.

(I'll buy it if it isn't too expensive.)

I'll buy it even if it's expensive.

(I will buy it. The price isn't important.)

### • **SECOND CONDITIONAL:**

**If ,+ past simple , S + would + v1 + obj**

### • **THE THIRD CONDITIONAL**

**(if + Past Perfect + would have + V.3)**

1. If I had stayed at home that day, I would have missed the celebration.
2. I wouldn't have gone to the library if my friend hadn't invited me.
3. If I'd studied harder, I'd have passed the exam.

#### ✓ **The third conditional with could and might**

• we can use **could have + V.3 = for ability** نستخدم للتعبير عن القدرة

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

*(It is possible that the speaker would have been able to concentrate.)*

2. Our team **could have** won the match if they'd trained harder, and then they might have been champions now if they'd won.

we can use **might have + V.3 = for possibility**

نستخدم للتعبير عن الامكانية او الاحتمالية

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

*(The speaker is not sure that this would have been true.)*

2- If I'd gone to a different school, I **might not have** studied French. I **could have** taken English.

### SHOULD

في حالة كان لدينا **should** في الجملة فإننا نتبع القاعدة التالية :

**If I were you , I would + should** تكلمة الجملة من بعد

#### Example :

You **should** study for the exam

If I were you , I would study for the exam

#### Exercises :

1. Raja didn't know about the party so she didn't wear special clothes. (**might**)

.....

2. Omar didn't have enough money so he wasn't able to buy a flat. (**could**)

.....

3. My friend invited me to the library, so I went. (**might not**)

.....

4. I didn't prepare well for the competition, so I didn't win the first prize. (**might**)

.....

5. I didn't have enough time, so I wasn't able to see him. (**could**)

.....

6. They woke up late, and they missed their plane. (**might not**)

.....

7. You should do a lot of research. (**would**)

.....

8. You shouldn't worry so much. (**if**)

.....

9. You should practise the presentation several times. (**would**)

.....

### CRITICAL THINKING

Your point of view :

- 1- That is true because .....
- 2- That is true like ....v+ing, v+ing.....and I think ...v+ing.

Suggest :

- 3- I think this statement is true and I suggest \ and I think ....v+ing, v+ing.....and ...v+ing.

### GUIDED WRITING

Characteristics of hardworking people	عنوان
- listen to others - ask questions - offer help - learn from others	افكار

طريقة الحل :

There are many + العنوان + such as + الفكرة الاولى مع اضافة ing للفعل + , + الفكرة الثانية مع اضافة ing للفعل + , + الفكرة الثالثة مع اضافة ing للفعل + and I think + الفكرة الاخيرة مع اضافة ing للفعل .

There are many Characteristics of hardworking people such as listening to others , asking questions , offering help and I think learning from others .

في حالة بدأ العنوان ب---wh

يجب ان يكون العنوان كالتالي :

- 1- **What** = There are many things about + العنوان
- 2- **How** = Tere are many ways about + العنوان
- 3- **Why** = There are many reasons about + العنوان

و نكمل كالسابق دون تغيير

## DERIVATIONS

### الاشتقاقات

## NOUNS

تنتهي الاسماء بالمقاطع التالية :

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

يأتي الاسم :

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

## VERBS

اتي الفعل :

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

## ADJECTIVES

تنتهي الصفات بالمقاطع التالية :

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

تأتي الصفة :

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

## ADVERBS

ينتهي الظرف بـ : ( ly )  
يأتي الظرف :

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



essay :

XXXXXXXXXXXXXXXXXX

XX

XXXXXX. XX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX . XX

XX

XX

XXXXXX. XX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX . XX

XX

XX

XXXXXX. XX

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX . XX

XX

- 1- الشكل : و يجب ان يكون كما هو الشكل السابق
- 2- العنوان : و يجب أن يتضمن فكرة عامة و شاملة عن ما سنكتبه في الموضوع او المقالة و يكتب العنوان بمنتصف السطر الأول
- 3- القواعد : يجب علينا ان ننتبه للزمن الذي نكتب فيه  
✓ إذا كان الموضوع فكرة عامة أو مشكلة مثل ( الماء التلوث المدارس— ) .....  
فيجب علينا الكتابة بالزمن المضارع البسيط و أحيانا نستخدم معه المستقبل
- اذا كان الموضوع عن حدث أو حادثة ( شي قد حصل بالماضي ) فيجب علينا الكتابة بالزمن الماضي بأنواعه ( بسيط تام مستمر— )

- عند الكتابة بالماضي يجب علينا تحديد زمن القصة أو الحدث ببداية الموضوع
- 
- 4 - ترتيب الأفكار : حيث يجب ترتيب أفكارنا و بشكل متناسق
- 5
- 6 - ربط الأفكار ببعضها : و ذلك باستخدام أدوات الربط مثل:  
Finally \ after that \ Before\ So\ In addition \ While When \ After \ Second \ First

7- الانتباه للفواصل و النقاط : بعد نهاية كل فكرة نضع نقطة.

8- الانتباه للحروف الكبيرة

## TENSES

<b>V.1 \ V.1+s</b>	usually, always, often, sometimes, rarely, , seldom, occasionally, (every day, month,...), (a day , a week, ...), (daily, weekly, ...), from time to time, (at 10 p.m.),
<b>Is , am , are + V.img</b>	now, right now, at the moment, at this time, Look! , Be careful! , Listen! , wait ! ...
<b>Have , has + V.3</b>	already, yet, just, since, for, , recently, ever, so far, eventually
<b>Have , has + been + V.ing</b>	all day, all night, all morning, all evening, all the time, for, since, for (five) years now
<b>V.2</b>	Yesterday , last (week, month,...etc), ago , in the past , in (1991),
<b>Was , were + V.ing</b>	* ( V.2 + <b>while</b> (as) + (was / were + v-ing) * ( was / were + v-ing + <b>when</b> + V.2 ) * <b>at this time</b> yesterday , last...
<b>Had + V.3</b>	( <b>by</b> + the end of last year , yesterday , 1990 ) before, after, by the time , as , because , before),
<b>Will + V.0</b>	<b>perhaps , maybe , probably , likely, I think , I hope ...</b> , tomorrow , next (week) , tonight , today , in the future , forever... etc.
<b>Is , am , are + going to + V.0</b>	<b>plan , because , intend , arrange</b> , tomorrow , next (week) , tonight , today , in the future , forever ... etc.
<b>Will + be + V.ing</b>	<b>this time</b> + (tomorrow) , (thirty minutes from now) , (later in ...), (in June), (in five years' time), (on Friday afternoon), ... etc.
<b>Will + have + V.3</b>	<b>By</b> + (2025 CE) , (By the time + V.1) , (Three hours from now), (by five o' clock) , (by then), ... etc.

## Irregular verbs

### الافعال الشاذة

V.1 \ V.0	Meaning	V.2	V.3
Awake	يوقظ	Awoke	awoken
Bear	تلد	Bore	born
Bear	يتحمل	Bore	borne
Become	يصبح	became	become
Begin	يبدأ	Began	begun
Blow	يفجر - يعصف	Blew	blown
Break	يكسر	Broke	broken
Bring	يحضر	brought	brought
Build	يبني	Built	built
Buy	يشترى	Bought	bought
Catch	يمسك - يصطاد	Caught	caught
Choose	يختار	Chose	chosen
Come	يأتي	Came	come
Cost	يكلف	Cost	cost
Cut	يقطع	Cut	cut
Dig	يحفر	Dug	dug
Do	يفعل	Did	done
Draw	يرسم - يسحب	Drew	drawn
Dream	يحلم	Dreamt	dreamt
Drink	يشرب	Drank	drunk
Drive	يقود	Drove	driven
Eat	يأكل	Ate	eaten
Fall	يقع	Fell	fallen
Feed	يطعم	Fed	fed
Feel	يشعر	Felt	felt
Fight	يجارِب	Fought	fought
Find	يجد	Found	found
Fly	يطير	Flew	flown
Forget	ينسى	Forgot	forgotten
Get	يحصل - ينال	Got	gotten
get up	ينهض	got up	gotten up
Give	يعطي	Gave	given
Go	يذهب	Went	gone
Grow	يزرع - ينمو	Grew	grown
Hear	يسمع	Heard	heard
Hide	يختبئ - يخفي	Hid	hidden
Hit	يضرب	Hit	hit
Hold	يمسك	Held	held
Hurt	يؤذي - يؤلم	Hurt	hurt
Keep	يحافظ	Kept	kept
Know	يعرف	Knew	known

Lay	يضع	Laid	laid
Learn	يتعلم	Learnt	learnt
Leave	يترك	Left	left
Let	يسمح - يدع	Let	let
Lie	يكذب	Lied	lied
Lie	يتمدد - يرقد	Lay	lain
Light	يضيء - يشعل	Lit	lit
Lose	يفقد	Lost	lost
Make	يصنع	Made	made
Mean	يعني	Meant	meant
Meet	يقابل	Met	met
Pay	يدفع	Paid	paid
Put	يضع	Put	put
Ride	يركب	Rode	ridden
Run	يجري	Ran	run
Say	يقول	Said	said
See	يري	Saw	seen
Sell	يبيع	Sold	sold
Send	يرسل	Sent	sent
Set	تغرب - يضبط	Set	set
Shake	يصافح	Shook	shaken
Shoot	يطلق النار	Shot	shot
Show	يعرض - يظهر	Shown	shown
Sing	يغني	Sang	sung
Sit	يجلس	Sat	sat
Sleep	ينام	Slept	slept
Smell	يشم	Smelt	smelt
Sow	يبذر - يزرع	Sowed	sown
Speak	يتكلم	Spoke	spoken
Spend	يقضي - يصرف	Spent	spent
Stand	يقف	Stood	stood
Stick	يلصق	Stuck	stuck
Swim	يسبح	Swam	swum
Take	يأخذ	Took	taken
Teach	يعلم	Taught	taught
Tell	يخبر	Told	told
Think	يظن	thought	thought
Throw	يرمي	threw	thrown
Wake	يوقظ	woke	woken
Wear	يرتدي	wore	worn
Win	يفوز	won	won
Write	يكتب	wrote	written