

Tawjihi
English

إعداد :
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Level 4

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شامل جميع قواعد المستوى الرابع

شامل المعاني عربي - انجليزي - انجليزي

شامل جميع انماط الانشاء و المقتطفات الأدبية

شامل نماذج امتحانات على النمط الوزاري الجديد

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

1- Quantifiers To make comparisons

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

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

❖ **Comparative:** - المقارنة

1 than 2

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

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

❖ **Superlative:** - التفضيل

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

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

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

Quantifiers to make
Comparison

er than (صفة قصيرة)

more than (صفة طويلة)

as as (صفة)

إذا بدأ التحويل ب كلمة

The least

إذا بدأ التحويل ب كلمة

Noun/There

1- ننفي الفعل وننتبه للفاعل

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

ونضع مكانها **as** الثانية

نضع الصفة

than

ونضع مكانها **as** الثانية

3- نضع الاسم الاول

1- نثبت الفعل وننتبه للفاعل

2- ننظر الي الصفة

إذا كانت طويلة نضع :

more + than (صفة طويلة)

إذا كانت قصيرة نضع :

er + than (صفة قصيرة)

3 - نضع الاسم الاول

1- نضع صفة طويلة

عكس الصفة

التي اول الجملة

2- نكمل باقي الجملة

1- ننفي الفعل

2- **less** ← **as much**

more ← **as many** .

نكمل ب الاسم الذي بعدهم

3- نحذف كلمة **than**

ونستبدلها ب كلمة **as**

V1 → don't + v1

V1+s → doesn't + v1

V2 → didn't + v1

اما الفعل الرئيسي ينفي ب

(not/n't)

دائما الفعل المساعد ينفي بإضافة

* **ملاحظة مهمة**

1

١- نضع نفي الفعل وننتبه للفاعل

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

ثم نضع الصفة

و نحذف than ونضع مكانها **as** الثانية

٣- نكمل ب الاسم الاول الذي بداية الجملة

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

Football is more exciting than basketball

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

Travelling by car _____

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

English children _____

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

Arabian women _____

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

My car _____

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

English children _____

2016 وزاري

2

١. نضع مثبت الفعل وننتبه للفاعل

٢. نحرر الصفة التي بين as _____ as

حسب اذا كانت صفة طويلة أو قصيرة

er + than صفة القصيرة

more/less + than صفة الطويلة

٣. نكمل ب الاسم الاول الذي بداية الجملة

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

The ordinary ones _____

2018 وزاري

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

Studying Biology _____

2017 وزاري

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

English _____ Neither 1 nor 2 = not

2016 وزاري

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

Driving cars _____

The **قصيرة** est

3

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

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

جملة الكتاب المدرسي

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

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

The least _____

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

The least _____

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

The least _____

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

4



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

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

جملة الكتاب

There _____

There isn't **as much** water in King Tala Dam **as** in Alkafrian Dam

There _____

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



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

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

There _____

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

There _____

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

❖ Passive

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

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

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

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

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

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

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

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

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

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

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

ملاحظة مهمة : النفي يبقى كما هو للفعل المساعد للكل

Active	Passive	Active	Passive
don't + v1	isn't + v3	didn't + v1	wasn't + v3
doesn't + v1	aren't + v3		weren't + v3

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

Many hospitals _____

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

The doors _____

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

Messages _____

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

This seat _____

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

The house _____

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

The books _____

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

The answers _____

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

The victims _____

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

Rice _____

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

The result of the investigation _____

11. Someone was cooking the dinner when I got home

The dinner _____

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

Many new hospitals _____

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

Three articles dealing with pollution _____

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

Enough money _____

15. People saw smoke coming out of the forest

Smoke _____

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

Smartphones _____

18. The new law prevents smoking in public places

Smoking in public places _____

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

I _____

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

Some books _____

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

Exam _____

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

Studio schools _____

ملاحظة : هذه الكلمات تأتي بالوسط

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

Correct the verbs between brackets:-

(مهم جدا)

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

1. A new vocational school **has** been built recently in my area. (build) **2016 و زاري / م ٤**
2. Mr. Tareq **will** be offered a more responsible post by the manger (offer) **2016 و زاري / م ٤**
3. Our final science project **has** been chosen as the best project . (chose) **2017 و زاري / م ٤**
4. Sign language was invented in the 16th century (invent) **2018 و زاري / م ٤**
5. Many Jordanian poems are being now translated into English
and people are able to read them.(translate) **2016 و زاري / م ٣**
6. Ibn Rushed who was born in Cordoba is a famous Islamic polymath (born) **2017 و زاري / م ٣**
7. The ruins are viewed by thousands of tourists every day (view) **وزاري ٢٠١٨ / م ٣**
7. At the moment, a lot of research into the language _____. (do)
8. An introductory grammar of Jordanian sign language _____ in 2004. (publish)
9. Before 2004CE , very little research about sign languages of the Middle East _____. (carry out)
10. By 2025CE, our public transport system _____. (change)
11. When you finished your homework, the cake _____. (eat)
12. Our exam _____ already _____ by our teacher (mark), and now they _____. (check)
13. According to reports , hundreds of people _____ in the streets every day (attack)
(attack , are attacked , was attacked)
14. The ceremony _____ in the news last night. (report)
(reported , was reported , report)
15. The idea _____ to France in the seventeenth century . (take)
(took , was taken , is taken)

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

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

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

2- Impersonal passive: -

- * a formal way of reporting thoughts , sayings , beliefs and opinions
- * We can use impersonal passive with: say , think , claim , know , believe , prove , assume , report , expect ...

A- Personal → impersonal

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

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

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

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

1. ✗ people **believe** ✗ that eating almonds **reduces** ✗ the risk disease
Eating almonds **is believed to reduce** the risk disease

2. people **claim** that Mona Lisa **is** the best painting in the world
Mona Lisa **is claimed to be** the best painting in the world

3. People **believe** that solving Puzzles **keeps** the brain active
Solving puzzles **is believed to keep** the brain active

4. Scientists **have proved** that oil **will run** out
Oil **has been proved to run** out

5. people **believe** that the terrorist **has** left the country
The terrorist **is believed to have** left the country

It	is + V3 was + V3 has been + V3	نكمل الجملة كما هي
----	--------------------------------------	-----------------------------

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

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

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

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

٢. نضع الفاعل الذي ببداية الجملة كما هو

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

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

V1
↓
V1 / V1+S (فاعل مفرد)
(فاعل جمع)

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

be
↓
is , are

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

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

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

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

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

2016 وزاري

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

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

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

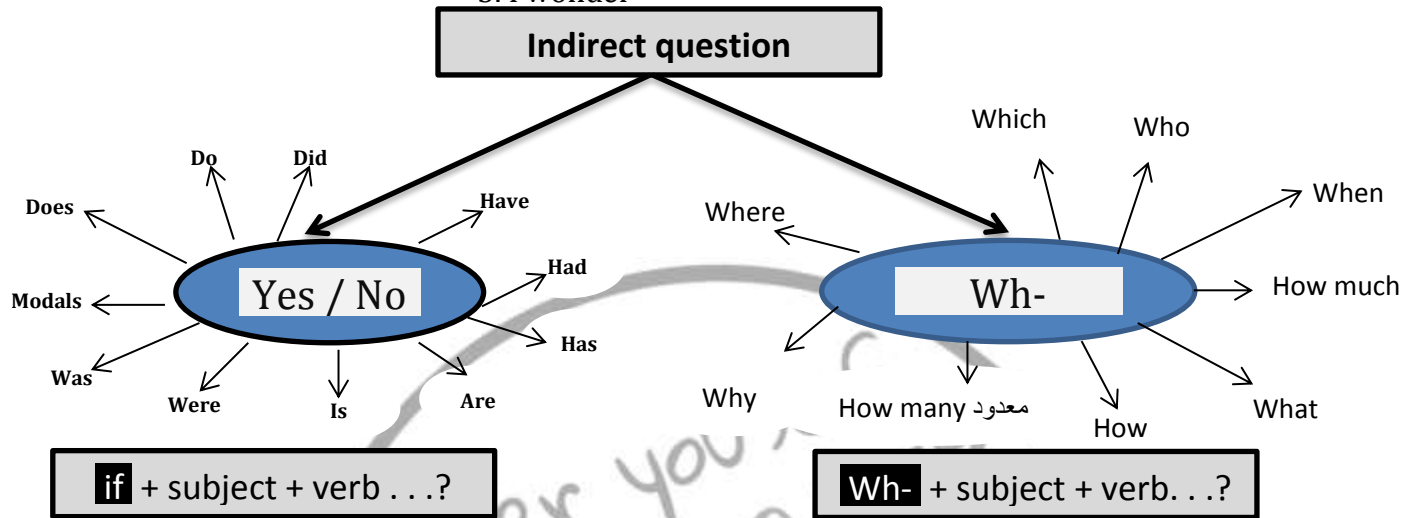
1. Building new schools in Amman was said to improve our country
The government said that
2. We are claimed to remember things we hear in our sleep .
people claim that
3. Computers are claimed to change our life in the future
They claim that
4. Fish is said to be good for health .
They say that.....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

3- Indirect question

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

يمكن ان يأتي التحويل بالعكس

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



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

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

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

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

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

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

- **Does** the exam start at ten?
Do you know **if the exam starts** at ten ?
- **Do** the exam start at ten?
Do you know **if the exam start** at ten?
- **Did** the exam start at ten ?
Do you know **if the exam started** at ten ?

1 حركة القلب بين الفعل المساعد والفاعل

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

- When **does** the exam **start**?
Could you tell me **when the exam starts**?
- When **do** the exam **start**?
Could you tell me **when the exam start**?
- Why **did** the exam **start** ?
Could you tell me **why the exam started**?

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

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

do + S + V1 ... ? V1

did + S + V1 ... ? V2

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

17. How can I get to Queen Alia airport? **وزاري ٢٠١٦**
Could you tell me _____
18. Is there a connection between the amount ..
Do you know **وزاري ٢٠١٦** _____
20. Are students allowed to nav.. **وزاري ٢٠١٧**
Do you know _____
21. Does the bell ring at eight ? **وزاري ٢٠١٧**
Do you know _____
22. What can't we bring onto the plane? **وزاري**
Could you tell me _____
23. Which car will you drive to Aqaba ?
Could you tell me _____
24. How much sleep do teenagers of our age need
Do you know _____
25. Where does the bus go from , please ?
Could you tell me _____

Do you mind حالتين باستخدام

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

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

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

Can you **suggest** a healthy breakfast ?
Do you mind _____

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

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

Why should I use the new method ?
Do you mind _____

4- Question tag

We can use question tags to check or query information.

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

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

كيف اعرف الدرس بالامتحان ؟

من خلال هذه الصيغة اخر الجملة ؟.....
الجواب بين الفاصلة وعلامة السؤال فقط كلمتين

* خطوات الحل ؟

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

٢ - نرجع الى الفاعل اذا كان ضمير يبقى
كما هو اما اذا كان اسم نحوله الى ضميره
اسم مذكر ----- he
اسم مؤنث ----- she
كان اسم جمع (مجموعة) ----- they
كان جماد ----- it

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

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

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

* الفعل الرئيسي ينفي ب :

Ali isn't a teacher , is he ?

Rana can speak English well, can't she ?

Students don't like me, do they ?

The meeting is next Sunday , isn't it ?

ملاحظة مهمة: اذا كان الفاعل اسم نحوله الى ضمير

- مذكر ← he
- مؤنث ← She
- مجموعة ← they
- جماد ← it

في حالات (have, has, had)

: (have, has, had)

have → haven't

has → hasn't

had → hadn't

: to مع (have, has, had) -

have to → don't

has to → doesn't

had to → didn't

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

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

الحالات الشاذة / اذا بدأت الجملة ب :

1. Let's , shall we ?

2. Let me , shall I ?

3. I am , aren't I ?

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

5. I'll + فعل , shall I ?

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

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

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

• **Correct the verbs between brackets.**

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

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

❖ Phrasal verb : الافعال الاصطلاحية

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

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

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

Replace the underlined verb with the suitable phrasal verb .

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

Radwan should hurry or he'll be late

Replace the underlined verb with the suitable phrasal verb .

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

يمكن ان نضع
الضمير المفعول به
بين الفعل و الاداة

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

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

لا يمكن ان نضع
المفعول به بين
الاداة و الفعل

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

- 1- Look up \Rightarrow يبحث كلمة في القاموس a word in a dictionary
- 2- Look for \Rightarrow يبحث عن شيء شائع something you've lost
- 3- Look forward to \Rightarrow يتطلع something exciting

- 4- get over \Rightarrow يشفى من مرض an illness, feel better
- 5- get up \Rightarrow ينهض صباحا in the morning
- 6- get on \Rightarrow يستمر، ينطلق your work and complete it

- 7- take up \rightarrow يتخذ هواية جديدة anew hobby
- 8- take away \rightarrow يأخذ معه طعاما some food
- 9- take off \rightarrow يخلع حذائه your shoes

- 10- go away \rightarrow يبتعد عن البيت home for a holiday
- 11- go back \rightarrow يعود من حيث بدأ where you start
- 12- go ahead with \rightarrow يتابع الخطة a plan, and you do it

❖ Body idiom: - مصطلحات الجسم

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

Study the following sentence and answer the question that follows .

وزاري ٢٠١٦

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

Replace the underlined phrase with the correct body idiom

Study the following sentence and answer the question that follows .

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

What does the underlined body idiom mean ?

Study the following sentence and answer the question that follows .

وزاري ٢٠١٧

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

Replace the underlined body idiom with the correct one

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

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

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

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

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

Replace the underlined body idiom with the correct one

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

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

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

*** prepositions : احرف الجر**

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

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

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

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

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

Replace the underlined *preposition* with correct one

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

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

This book _____

تمرين الكتاب المدرسي صفحة ٤١

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

Who _____

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

It was _____

* **Similar Meaning**

*. It was **done accidentally**.

It wasn't _____

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

ملاحظة: المتلازمات تأتي في صندوق المفردات أو سؤال استبدال

Collocations : متلازمات

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

Collocations : متلازمات

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

Collocations : متلازمات

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

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

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

باقي الجمل كتاب الانشطة صفحة ٣٥

. Study the following sentence and answer the question that follow

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

What does the underlined collocation mean ?

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

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

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

Creative ways to pop juice 20

5- I wish = if only

Positive (مثبت)



Negative (نفي)

Negative (نفي)



Positive (مثبت)

Present	Past
V1/V+S Speak/speaks write / writes visit / visits	didn't + v1 didn't speak didn't write didn't visit
don't + V1 doesn't + V1 doesn't speak don't have	V2 V2 spoke had
is , are isn't , aren't	Weren't / wasn't Were / was
Can + V1 Will + V1 Can't + V1 Won't + V1	Couldn't + V1 Wouldn't + V1 Could + V1 Would + V1

Past	had + V3
didn't + v1 didn't speak didn't write didn't visit	had + v3 had spoken had written had visited
V2 spoke Wrote visited	hadn't + V3 hadn't spoken hadn't written hadn't visited
Weren't / wasn't Were / was	had been hadn't been
Couldn't + V1 Wouldn't + V1 Could + V1 Would + V1	had + v3 had + v3 hadn't + V3 hadn't + v3

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

1. V2 → hadn't + V3

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

Sultan forgot to his science homework
Sultan wishes _____

2. didn't + V1 → had + V3

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

I regret didn't call the police.
I wish _____.

3. has / have + V3 → hadn't + V3

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

We have lost the keys
We wish _____

4. hasn't/ haven't + V3 → had + V3

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

Rana hasn't played any games
Rana wishes _____

5. couldn't/wouldn't+v1 → had+v3

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

6. regret Verb(ing) → hadn't + V3

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

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

7. had + V3 → had + V3

الحالة الاولى

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

hadn't + v3

hadn't + v3

8. Should have + V3 → had + V3

الحالة الثانية

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

Shouldn't have + v3

hadn't + v3

ملاحظات: ١- اذا كان اخر الجملة (جملة ... so) تحذف كاملة /// كما مثال جملة رقم 10 / 13
٢- اذا كان وسط الجملة (because) نبدأ من الحدث الثاني

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



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

/oh no / regret / I'm sorry that

I wish _____.

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

Rana wishes _____.

3) Dania has forgotten her purse in the bookshop.

Dania wishes _____.

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

Ahmad wishes _____.

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

_____.

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

_____.

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

_____.

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

I wish _____.

9) Nader should have called the police when he saw burglar

Nader wishes _____.

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

I wish _____.

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

وزاري ٢٠١٦

.....

12) I regret speaking aloud in my class (wish)

وزاري ٢٠١٧

.....

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

وزاري ٢٠١٧

.....

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

Nader wishesوزاري ٢٠١٦

✓ **Correct the verb between brackets.**

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

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

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

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

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

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

- 1- I **missed** the bus . I wish I _____ earlier. (come)
 - 2- Ali **could not** find her way around the city very easily. If only he _____ a map. (bring).
 - 3- I **couldn't** understand anything . If only I _____ Chinese. (study)
 - 4- I **didn't** use to understand English . I wish I _____ so quickly. (not , speak).
- 1.Ali did not pass his exams . If only he harder last year. (study , studied , had studied)
 - 2.Ziad did not know Chinese culture . He wishes he.....a cultural course(do , did ,had done)
 3. It was too hot go to the beach yesterday . If only it cooler. (be , was , had been)

Zero conditional (always true or happens regularly).

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

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

ليس شرطاً ان

يكون الشقين نفي

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

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

First conditional (likely to happen).

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

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

ليس شرطاً

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

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

Third conditional (impossible)

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

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

ليس شرطاً

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

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

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

- 1) **Provided that** it , we will have a picnic next week. (**not , rain**) وزاري ٢٠١٦
 - 2) Ali will be upset , **if** you him to your party (**not , invite**) وزاري ٢٠١٨
 - 3) Plants die **if** they enough sunlight (**not , get**) وزاري ٢٠١٧
 - 4) **As long as** I have enough money, I a new mobile phone. (**buy**)
 - 5) **Provided that** my parents , I'll go to Aqaba with my friends. (**agree**)
 - 6) You your exam **unless** you study hard. (**not pass**)
 - 7) **Even if** Omer passes his driving test this afternoon , he his own car. (**not , have**)
 - 8) **Provided that** it doesn't rain , we a picnic next week. (**have**)
 - 9) Nasser will come out with us tomorrow **unless** he help his father. (**have to**)
 - 10) **If** the weather sunny tomorrow , I will go to Aqaba. (**be**)
 - 11) **Even if** I tired tonight , I will do my homework. (**be**)
 - 11) I'll see you tomorrow **if** you busy (**not , be**)
 - 12) **When** you water to 100°C , it boils. (**heat**)
 - 13) Ice cream melts **when** it warm. (**get**)
 - 14) Rawan always takes her mobile **when** she (**go out**) وزاري ٢٠١٧
- دائماً مع when نستخدم الشرط Zero
present simple(v1/v1+s)
-
- 15) If I you, I would have talked to you. (**see**)
 - 16) If I had studied hard , I the exam. (**pass**)
 - 17) If you with fire, you wouldn't have burnt your fingers. (**not , play**)
 - 18) If she so fast , she wouldn't have made accident. (**not , drive**)
 - 19) If he hadn't apologized , I him a present. (**not , give**)
 - 20) If you had done the course , you enough experience to apply . (**have**)
 - 21) If I some experience , I would have got the job . (**have**)
 - 22) If I better the night before the exam , I could have concentrated better. (**sleep**)
 - 23) If I better for the competition , I might have won the prize. (**prepare**)

1. When = عندما

3. as long as = (طالما)

5. even if = حتى لو

2. Unless = ما لم / إلا إذا

4. Provided that = فقط إذا / على شرط

6. If = (إذا) لو

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

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

وزاري ٢٠١٨

1. During Ramadan Muslims eat the sun set.

(as long as , unless , even if , when)

2. I'll phone you I miss the bus so that you pick me up

(as long as , unless , when , even if , if)

3. We'll go to our favourite restaurant on Friday it's closed

(as long as , if , when , even if , unless)

4. I will take the job offer it's part-time – I haven't finished my university studies yet

(as long as , if , when , even if , unless provided that)

5. We have to go to school we're tired

(as long as , if , when , unless , even if)

6. Ice cream melts It gets warm

(as long as , if , unless , even if , when)

7. We need umbrella it rain

(as long as , if , unless , even if , when)

8. The teacher will be pleased I write a good essay

(as long as , unless , even if , when , if)

9. Our team will celebrate they win the match

(as long as , unless , even if , when , if)

10. everyone works hard , we'll all pass our exam

(as long as , unless , , even if , when , if provided that)

11. Babies are usually happy they're hungry or cold

(as long as , even if , when , if , unless)

12. We should always be polite we feel tired

(as long as , when , if , unless , even if ,)

13) I can't climb mount Everest someone carried my equipment for me

(as long as , unless , when , provided that , even if)

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

Rule :

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

- I **worked** really hard the day before the exam . I **got** top marks. (**might not**)

If I hadn't worked really hard the day before the exam , I might not have got top marks.

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

If I had known your phone number , I could have been able to contact you.

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

If I hadn't had a headache yesterday , I might have done well in the Maths.

- * I missed the bus **because** I didn't get up early. (**might not**)

نبدأ من الحدث الثاني

If I had got up early , I might not have missed the bus

1. Saleem left his wallet at home , so he wasn't able to purchase. (**could**)

وآري

2. Sami didn't apply immediately for scholarship , so he didn't get it (**if / could**)

وآري

3. Marwan worked really hard the day before the exam . He got top marks.(**might, not**)

وآري

- 4.You had a brightly- colored T-shirt on . That's how I noticed you. (**might not**)

وآري

- 5.The company didn't know your PN , so they weren't able to contact you (**might**)

وآري

6. You introduced her me some months ago ,that's how we became friends



الحدث الأول because الحدث الثاني

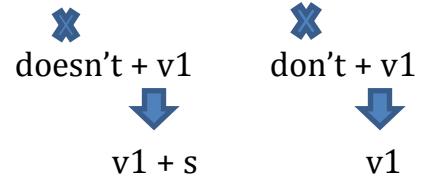


and / then
therefore/ so
that's, how
الحدث الثاني

❖ ملاحظة مهمة جداً:

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

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



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

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

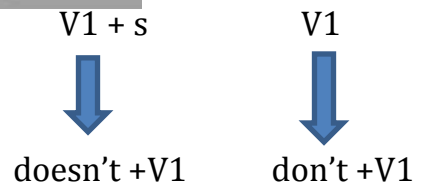
- 4- If Noor doesn't come tomorrow , I will go alone
Unless _____

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

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

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

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



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

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

4. you won't play unless you provide goods.
If _____

❖ Functions

What is the **function** of using _____ in the above sentence?

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

1) to link idea (تمرين صفحة 55)

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

2) giving advice

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

3) Showing cause

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

4) Showing result

1- impersonal passive: -

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

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

2- indirect questions: -

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

to ask questions
in polite , formal way.

3- Question tags: - → to check information.

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

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

6. أدوات المقارنة. → to make comparison

Giving advice : جمل اعطاء النصيحة/ تحويل

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

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

تمرين الكتاب المدرسي صفحة ٥٢ تمرين ١٢

Why _____

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

You _____.

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

If _____.

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

If _____.

why don't you

you could

If I were you

Giving advice

1

2

3

Complete the following mini-dialogues by giving advice .

تمرين الكتاب المدرسي صفحة 74

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

B: _____ study English at university ?

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

B: You _____ do a Chinese course online .

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

B: _____ , **I would** ask the teacher.

تمرين الكتاب المدرسي صفحة 74

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

2. _____ , I'd find out about training course.

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

❖ Derivations: - الاشتقاق

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

A- Noun: - الاسم

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

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

B- Adjective: - الصفة

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

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

C- Verb: - الفعل

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

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

D- Adverb: الظرف

ly

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

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

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

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

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

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

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

Adverb : ly

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

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

وزاري ٢٠١٨

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

وزاري ٢٠١٧

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

وزاري ٢٠١٧

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

وزاري ٢٠١٦

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

وزاري ٢٠١٦

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

❖ Guided writing : كتابة موجهة

1- - نمط السيرة الذاتية (CV)

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

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

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

In addition , 3ing ... and 4ing

Results of spending too much time at computers

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

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

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

٢- نمط التعداد

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

Why do people use internet websites ?

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

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

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

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

How ➡ There are many **ways to** + v1

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

٣. نمط المقارنة

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

Whereas ,

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

In addition ,

A : أعلى نقطة Z : أقل نقطة

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

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

A : أعلى نقطة Z : أقل نقطة

Compulsory education in different countries

England	6 – 16 years
Jordan	6 – 15 years
Japan	6 – 14 years
Turkey	6 – 18 years

advantages of Internet

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

disadvantages of Internet

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

There are many ...

❖ **On the other hand ,**

Watching sports on TV

- . Exciting.
- . Comfortable and cheap.

Watching sports live

- . beautiful .
- . expensive and noisy.

*** on the other hand**

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

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

1) A Green Cornfield (Cristina Rossetti)

حقل الذرة الاخضر

The earth was green, the sky was blue

الارض كانت خضرا السماء كانت زرقاء

I saw and heard one sunny morn

ذات صباح مشمس رأيت و سمعت

A skylark hang between the two

طائر (ذكر القبرة) عالقا بين اثنين

A singing **speck** above the corn

يغني في **بقعه (مكان ما)** فوق الذرة

A stage below, in gay **accord**

واسفل منة وفي **تناغم** مرح

White butterflies danced on the wing

رقصت الفراشات البيضاء وهي تطير بأجنحتها

And still the singing skylark soared

فيما لا يزال طائر القبرة يحلق عاليا

And silent sank and soared to sing

يهبط صامتتا ويحلق عاليا ليغني

The cornfield stretched a **tender** green

امتد حقل الذرة **مزهرا** مخضرا

To right and left beside my walks

الى اليمين واليسار بجانب خطاي

I knew he had a **nest** unseen

كنت اعرف ان له **عش** مخفي

Somewhere among the million **stalks**

في مكان ما بين ملايين **ساق الذرة**

And as I paused to hear his song

وعندما توقفت ل استمع الى اغنيته

While **swift** the sunny moments slid

مرت هذه اللحظات **بسرعه**

Perhaps his mate sat listening long

لعل رفيقته (انثى الطائر) جلست تستمع له طويلا

And listened longer than I did

واستمعت له فتره طويله اكثر مني

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

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

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

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

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

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

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

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

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

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

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

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

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

Who or what is this listener ? female skylark.

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

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

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

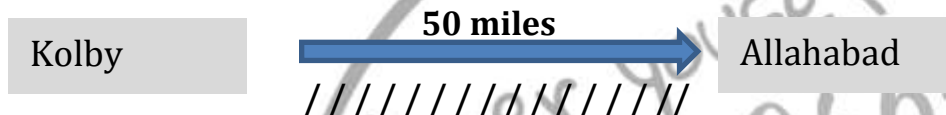
➔ The rhyme scheme is **a b a b**

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

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

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

Theme : 1. Time
 2. Transport



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

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

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

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

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

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

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

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

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

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

❖ **Comprehension:**

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

2. Why is Sir Francis annoyed during his conversation with conductor?
→ **He because he feels cheated.**

What expression is used to mean he is getting annoyed?
→ **Growing warm.**

3. How does Mr. Fogg deal with situation when he discovers that his journey can't continue?
→ **Fogg says that he suggests that they find another means of transport.**

How does his attitude differ from that of Sir Francis?
→ **He is very calm and confident.**

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

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

6. How many people travel on the elephant?

1. Guide.

2. Mr. Fogg.

3. Sir Francis.

4. Passepartout.

7. Read lines 8-22. Compare and contrast the character **Francis** and **Mr. Fogg**?

→ Sir Francis gets **angry** easily and Mr. Fogg is **calm**

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

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

lifelong , draw up , recall , cause offence , conflict

- 1.Meeting people and developingfriendships around the world are some benefits.
- 2.Polite children don't **وزاري ٢٠١٧**
- 3.students need to a revision timetable to organize their time better .
- 4.When two side disagree and argue, there is

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

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

dehydration , contradictory , keen , interpreter , tuition

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

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

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

Editing

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

وزاري ٢٠١٨

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

وزاري ٢٠١٧

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

وزاري ٢٠١٧

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

وزاري ٢٠١٦

I am doing an online postgraduate course in education . It is think that distance learning means that you don't socialize with other students ? as you do when you are doing a face-to-face course. It's not true! Our class consists of 30 students from all over the world . we study at home and send our assignments to our totors by email and there are a lot of different class discussions on the Internet .

وزاري ٢٠١٦

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

Introduction

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

body

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

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

Conclusion

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

ملاحظة مهمة جدا : استخرج اسم الموضوع من السؤال

استخرج المطلوب اي الفكرة من السؤال

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

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

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

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

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

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

1. Critical Thinking

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

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

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

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

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

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

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

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

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

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

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

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

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

**** Critical Thinking**

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

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

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

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

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

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

.....

.....

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

.....

.....

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

.....

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

.....

5. What does the idiom “**put my back into**” mean ?

.....

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

.....

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

.....

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

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

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

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

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

Write down these two huge changes

.....

.....

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

Write down two of these reasons .

.....

.....

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

.....

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

.....

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

.....

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

.....

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

.....

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

*** Critical thinking**

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

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

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

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

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

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

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

.....

.....

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

.....

.....

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

.....

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

.....

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

.....

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

.....

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

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

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

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

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

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

.....

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

.....

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

.....

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

.....

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

.....

6. What is special about the German Jordanian University?

.....

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

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

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

7

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

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

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

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

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

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

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

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

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

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

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

* Critical Thinking

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

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

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

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

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

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

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

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

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

Write down two of them

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

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

Write down three things

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

5. Why many student emailed Fatima about her job ?

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

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

* Critical Thinking

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

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

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

How to make a sales pitch (unit 9)

9

1- Do your research

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

2 Prepare and practise

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

3 Be professional

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

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

.....

.....

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

.....

.....

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

.....

.....

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

.....

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

.....

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

.....

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

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

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