



اللغة الانجليزية

للمرحلة الثانوية/المستوى الرابع



Grammar

Vocabulary



مراجعة مكثفة

للمستوى الرابع / المنهاج الجديد  
الدورة الصيفية 2018



Reading

Writing



SECOND  
SEMESTER  
UNITS  
6-10



YOUR WAY TO SUCCESS

TEACHER OF ENGLISH

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THE HASHEMITE KINGDOM OF JORDAN – MINISTRY OF EDUCATION  
GENERAL SECONDARY CERTIFICATE EXAMINATION – 2018  
GENERAL ENGLISH  
LEVEL FOUR

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

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

- |  |                  |
|--|------------------|
| 1. How to make a sales pitch .                     | ( AB, page 46 )  |
| 2. My job as an interpreter.                       | ( SB, page 72 )  |
| 3. Learning a foreign language .                   | ( SB, page 52 )  |
| 4. After school                                    | ( AB, page 33 )  |
| 5. Education in Jordan.                            | ( SB, page 54 )  |
| 6. The time we spend at school                     | ( SB, page 44 )  |
| 7. Space Schools.                                  | ( SB, page 46 )  |
| 8. Anita's blog post                               | ( SB , page 49 ) |
| 9. How to revise for exams                         | ( SB , page 50 ) |
| 10. The relationship between language and culture. | ( SB, page 58 )  |

\*\*\*الكلمات الضرورية المستخدمة في أسئلة القطع الوزارية

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

**Question Number one .**

**A.**

**1. .... Write down two of them / Write them down.**

**2. .... Write down two of them / Write them down.**

يكون المطلوب في هذين السؤالين أن تذكر نقطتين على كل منهما حاول التقيد بما هو مطلوب بالسؤال حتى تحصل على علامته كاملة. مفتاح الحل العبارة التي قبل كلمة Write

**3. Quote /Write down the sentence which indicates that .....**

المطلوب في هذا السؤال اقتباس جملة من النص . انتبه لما هو مكتوب بعد that لتحديد الجملة المناسبة من النص ثم اكتبها كاملة بحيث تبدأ بحرف capital مفتاح الحل العبارة التي بعد كلمة و تنهي بنقطة.that

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

.....

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

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

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

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

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

**5. What does the underlined word .....refer to ?**

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

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

**6. According to the text , the writer ( thinks , says, considers , states ) that.....**

**Explain this statement, suggesting/ mentioning / giving three ways / reasons / pieces of advice.....**

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

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

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

## B. Literature Spot

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

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

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

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

- **Find an example of alliteration**.....

- **Find an example of personification** .....

**Notes :**

### Ideas

1. **Time** :- ‘Mr Fogg, this is a delay greatly to your disadvantage.’ ‘No, Sir Francis; it was foreseen.’

2. **Money** :- Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

3. **Transport** :- Happily, however, for Mr Fogg, the animal’s instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him.

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

**How do we know that the elephant is not aggressive?**

It still preserved its natural gentleness”.

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

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

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

- **Find two examples which represent alliteration**.....

**Notes :**

- **Two references to another listener, apart from the poet herself.**

I knew he had a nest unseen (the female bird is sitting on the eggs); perhaps his mate sat listening long. The listener is the female skylark.

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

**speck** : something small / **tender** : fresh and young / **accord** : in agreement/**stalk** : the long, upright part of the plant that supports the leaves / **swift** : fast

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

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

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

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

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

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

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

### Question Number Two

**A: Choose the suitable item from those given to complete each of the following sentences and write it down in your ANSWER BOOKLET .**

1.

**seminars , small talk , tuition, potential, work experience**

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

2.

**optional ,satisfaction, postgraduate , undergraduate , internship**

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



3.

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

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

4.

**Pioneering ,law, seminars , developed nation, physics**

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

5.

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

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

6.

**recall , mistake , negotiate, come up with, come about**

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

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

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

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

UNIT EIGHT			
blame	يلوم	intentional	متعمد / مقصود
punish	يعاقب	replicate	يكرر / يستنسخ
spill	سال / أراق	cryptophasia	لغة خاصة بالتوائم
pop	ينفجر	evolve	يتطور تدريجيا
recall	يسترجع	discourse	الخطاب
dialect	لهجة	absorbed	استقبل / استوعب
first language	اللغة الاولى/ اللغة الام	experimental	تجريبي
register	الصيغة اللغوية	mimic	محاكاة / تقليد
in charge of	مسؤول عن	stimuli	محفز / مشجع

<b>prove</b>	يثبت	<b>pace</b>	وتيرة / سرعة
<b>affect</b>	يؤثر على	<b>tempting</b>	مغري
<b>foreign language</b>	لغة اجنبية	<b>reserve</b>	يحمي / محمية
<b>psychology</b>	علم النفس	<b>brunch</b>	وجبة افطار متأخرة
<b>influence</b>	يؤثر	<b>a great time</b>	يمضي وقتا رائعا
<b>accidentally</b>	بالصدفة / غير متعمد	<b>relate</b>	مرتبط بـ

<b>UNIT NINE</b>			
<b>do a deal</b>	عقد صفقة أو اتفاق	<b>evolve</b>	يطور
<b>tell a joke</b>	يمزح	<b>negotiate</b>	يفاوض
<b>agreement</b>	اتفاق	<b>track record</b>	سجل الاداء / الانجاز
<b>dominate</b>	يسيطر على	<b>goods</b>	بضائع
<b>export</b>	يصدر	<b>pharmaceuticals</b>	شركات الصناعات الدوائية
<b>extraction</b>	استخراج	<b>qualifications</b>	مؤهلات
<b>Gross Domestic Products</b>	الناتج المحلي	<b>marketing</b>	تسويق
<b>import</b>	يستورد	<b>sales pitch</b>	ترويج للسلع/ عرض تسويقي
<b>reserve</b>	مخزون	<b>target market</b>	السوق المستهدف
<b>fertiliser</b>	سماد	<b>age group</b>	مجموعه من نفس العمر
<b>knitwear</b>	ملابس صوفية ( محبوكة بالصنارة )	<b>department store</b>	متجر كبير
<b>minerals</b>	معادن	<b>package holiday</b>	اجازة مغطاة التكاليف
<b>extensively</b>	ممتد	<b>replicate</b>	عمل نسخة مطابقة
<b>machinery</b>	آلية	<b>corporate</b>	تضامن وشراكة
<b>domestic</b>	داخلي		

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



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

1. Every **fireman** should do their job responsibly.

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

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

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

3.The police will **look into** the incident.

What does the underlined phrasal verb mean?

ادرس الجداول التالية:

### Body Idioms

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

### Collocations

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

### Collocations

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

## Phrasal Verbs

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

### Phrasal Verbs : ( Multi - part verbs)

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

### Verb Phrases

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

### Gender \_ neutral

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

### Words followed by prepositions

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

## VOCABULARY ( ENGLISH – ENGLISH )

marketing	<b>the study of selling products to the appropriate customer</b>	تسويق
extensively	<b>in a way to cover or affect a large area</b>	ممتد
machinery	<b>machines, especially large ones</b>	آلية
corporate	<b>belonging to or relating to a corporation, a big company or a group of companies acting together as a single organization</b>	تضامن وشراكة
sales pitch	<b>a presentation made by someone who is trying to sell a product</b>	ترويج للسلع / عرض تسويقي
target market	<b>people who are identified as possible customers</b>	السوق المستهدف
age group	<b>a set of people of similar age</b>	مجموعه من نفس العمر
department store	<b>a large shop that sells many different types of things</b>	متجر كبير
package holiday	<b>an organized trip with everything included in the price</b>	إجازة مغطاة التكاليف
headphones	<b>a piece of equipment that you wear over your ears to listen privately to the radio, music.</b>	سماعات رأس
interpreter	<b>someone who translates spoken words from one language into another</b>	مترجم فوري
regional	<b>relating to a particular region or area</b>	إقليمي
rewarding	<b>giving personal satisfaction</b>	مجزي
seminar	<b>a class on a particular subject,</b>	حلقة تدريسية / ندوة
secure	<b>safe; free from danger</b>	امن
translation	<b>expressing of something in different language</b>	ترجمة
concentration	<b>attention, or attention span</b>	تركيز
post graduate	<b>someone who has finished their first degree and is continuing to study either a Master's or a PhD</b>	خريج
qualifications	<b>official record of achievement</b>	مؤهلات
financial	<b>relating to money</b>	أمور مالية
halls of residence	<b>accommodation provided by a university or college</b>	سكن الجامعة
motive	<b>reason for doing something</b>	حافز
minority	<b>not many ,the opposite of majority</b>	الأقلية
debts	<b>money you owe</b>	ديون
fees	<b>costs ,charges</b>	أجور / رسوم
tuition	<b>teaching in small groups</b>	التعليم في مجموعات صغيرة

degree	a qualification that is given to you when you have completed a course of study	شهادة / درجة علمية
academic	connected with education	أكاديمية
vocational	a particular job and the skills involved	مهني / حرفي
public university	a university that is funded by public means, through a government	جامعة حكومية
private university	a university not operated by a government	جامعة خاصة
undergraduate	someone who has not yet completed their first degree	طالب جامعي
Master's degree	a period of one or two years of study after the completion of a Bachelor's degree	شهادة الماجستير
PhD	a doctorate	شهادة الدكتوراه
diploma	a document showing that someone has completed a course of study	شهادة الدبلوم
online distance learning	teaching and learning system designed to be carried out remotely	التعلم عن بعد عبر الانترنت
enrol	arrange to join a school, university or course	يسجل
contradictory	if two ideas are different and thus unable to both be true	متناقض
developed nation	a rich country that has many industries, comfortable living for most people	امة متطورة
fluently	speaking a language very well	بطلاقة
optional	available as a choice / elective	اختياري
compulsory	obligatory; required	إجباري
colloquial	language or words used mainly in informal conversations	عامي / دارج
multilingual	speaking, reading or writing in more than two languages	إجازة مغطاة التكاليف
simulator	any device or system that simulates specific conditions	رواتب تقاعدية
memory	someone's ability to remember things	استفسارات على النت
utterance	something that is said	عمليات حسابية
multitask	to do several things at the same time	توظيف
mother tongue	the first and the main language	تسويق
pioneering	introducing new and better methods or ideas for the first time	ريادي
undertake	to commit yourself to do something and to start to do it	يلتزم/ يتعهد
tailor made	custom-made; made to fit exactly	مصمم خصيصا / وافي الشروط



**C.1. Complete the following sentences with suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET.**

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

**2. Choose the suitable item from those given to complete each of the following sentences, and write the answers in your ANSWER BOOKLET.**

9. Is one side of the brain more..... than the other?  
( **dominate , dominance , dominant** )
10. Nuts contain useful ..... such as oils and fats.  
( **nutrients , nutritious , nutrition** )
11. In hot weather our bodies are in danger of .....  
( **dehydrate, dehydration , dehydrated** )
12. In the exam, you can keep calm by breathing ..... and thinking positively.  
( **deep, depth , deeply** )
13. The graduation ceremony was a very ..... occasion for everyone.  
( **memorable , memory, memorise** )
14. It is important to give young people the ..... so that they can help themselves.  
( **know , knowledge , knowledgeable** )
15. My father often talks about what he did in his .....  
( **young, youth, youthful** )
16. We should always be ready to listen to good .....  
( **advise , advisable , advice** )
17. If you work hard, I'm sure you will .....  
( **success , successful , succeed** )
18. How quickly does blood .....round the body?  
( **circulation, circulated , circulate** )
19. Before an exam, you must .....everything you've learnt.  
( **revise , revision , revised** )
20. It's amazing to watch the.....of a baby in the first year of life.  
( **develop , developmental , development** )
21. Is one side of the brain more..... than the other?  
( **dominate , dominance , dominant** )
22. Nuts contain useful ..... such as oils and fats.  
( **nutrients , nutritious , nutrition** )
23. You should be .....to get the new job.  
( **qualify , qualified , qualification** )
24. It is my .....to be a leader of this group.  
( **recommend , recommendation , recommended** )
25. One of the most important things that we give our children is a good .....  
( **education , educational , educationally** )

26. It is .....important to study English hard .

( particular , particularly , particularity )

27. It is .....issue . You should try to solve it .

( critic , critical , criticism )

28. Congradulations ! Not many people ..... such high marks.

( achieve , achievement , achievable )

\* إحتفظ القاعدة التالية: N+V+ADV+ADJ+N:

\* في جميع حالات الاسم إذا جاء بعد الفراغ اسم آخر نضع صفة.

\* في حالة وجود ظرف قبل الفراغ نعتمد في الحل على الكلمة التي قبله .

\* إذا وجدت صفة قبل الفراغ نضع اسم بشرط عدم وجود اسم بعد الفراغ بحيث إذا وجد اسم نضع صفة

إذا جاء الفراغ :

- في بداية الجملة و متبوعا بفاصلة فإنه يحتاج لظرف .

- في بداية الجملة و متبوعا باسم فإنه يحتاج لصفة .

- في بداية الجملة و متبوعا بفعل فإنه يحتاج لاسم .

- في نهاية الجملة مسبوقة باسم و فعل فإنه يحتاج لظرف

- محصورا بين فعلين فإنه يحتاج لظرف

- مؤشر اسم + اسم بعد الفراغ = صفة

- مؤشر صفة + صفة بعد الفراغ = ظرف

- مؤشر فعل + فعل بعد الفراغ = ظرف

راجع تمارين الاشتقاق الموجودة في الكتاب

#### Adjective Suffixes

ible	ous
ful	ory
ent	ing
less	ed
able	ant
ic	an
ary	ive
ect	al

#### Noun Suffixes

ion	ity
ness	y
tude	age
ice	or
ism	ce
ment	ist
ess	ship
ure	dom
er	ing

#### Verb Suffixes

fy	ieve
ate	ide
ize	en

#### Adverb Suffixes

ly
----

ادرس المشتقات التالية :

verb	noun	adjective	adverb
<u>educate</u>	<u>education</u>	<u>educational</u>	
<u>succeed</u>	<u>success</u>	<u>successful</u>	<u>successfully</u>
<u>achieve</u>	<u>achievement</u>		
<u>organise</u>	<u>organisation</u>		
<u>develop</u>	<u>development</u>		
<u>experience</u>	<u>experience</u>	<u>experienced</u>	
<u>dominate</u>	<u>dominance</u>	<u>dominant</u>	
<u>depend</u>	<u>dependence</u>	<u>dependent</u>	
<u>repeat</u>	<u>repetition</u>	<u>repeated</u>	

<u>correct</u>	<u>correction</u>	<u>correct</u>	
	<u>academy</u>	<u>academic</u>	<u>academically</u>
	<u>agriculture</u>	<u>agricultural</u>	
<u>manage</u>	<u>management</u>	<u>managerial</u>	
<u>advise</u>	<u>advice</u>		
<u>circulate</u>	<u>circulation</u>		
<u>concentrate</u>	<u>concentration</u>		
<u>contradict</u>	<u>contradiction</u>	<u>contradictory</u>	
<u>dehydrate</u>	<u>dehydration</u>	<u>dehydrated</u>	
<u>diet</u>	<u>diet</u>	<u>dietary</u>	
<u>economise</u>	<u>economics</u> <u>economy</u>	<u>economic</u>	<u>economically</u>
<u>revise</u>	<u>revision</u>		
<u>qualify</u>	<u>qualifications</u>	<u>qualified</u>	
<u>recommend</u>	<u>recommendation</u>	<u>recommended</u>	
	<u>youth</u>	<u>young</u>	
	<u>awareness</u>	<u>aware</u>	
<u>memorise</u>	<u>Memory</u> <u>memorising</u>	<u>memorable</u>	
	<u>nutrient</u> <u>nutrition</u>	<u>nutritious</u>	
		<u>particular</u>	<u>particularly</u>
<u>compete</u>	<u>competition</u>	<u>competitive</u>	
<u>know</u>	<u>knowledge</u>		
		<u>ideal</u>	<u>ideally</u>
<u>create</u>	<u>creation</u>		
<u>teach</u>	<u>teaching</u>		
	<u>critic</u>	<u>critical</u>	
<u>engine</u>	<u>engineer</u> <u>engineering</u>		
<u>enrol</u>	<u>enrolment</u>		
	<u>fluency</u>	<u>fluent</u>	<u>fluently</u>
<u>immerse</u>	<u>immersion</u>		
	<u>linguistics</u> <u>linguist</u>	<u>linguistic</u>	
<u>marketing</u> <u>market</u>	<u>market</u>		
	<u>multilingualism</u>	<u>multilingual</u>	
	<u>Pharmacy</u> <u>pharmaceuticals</u>	<u>pharmaceutical</u>	
<u>pioneer</u>	<u>pioneer</u>	<u>pioneering</u>	
	<u>proficiency</u>	<u>proficient</u>	
	<u>Psychology</u>	<u>psychological</u>	
<u>domesticate</u>	<u>domesticity</u>	<u>domestic</u>	

<b><u>dominate</u></b>	<b><u>dominance</u></b>	<b><u>dominant</u></b>	
<b><u>simulate</u></b>	<b><u>simulator</u> <u>simulation</u></b>		
<b><u>tutor</u></b>	<b><u>tutorial</u> <u>tutor</u></b>		
<b><u>undertake</u></b>	<b><u>undertaking</u></b>		
<b><u>utter</u></b>	<b><u>utterance</u></b>		
	<b><u>vocation</u></b>	<b><u>vocational</u></b>	<b><u>vocationally</u></b>
<b><u>agree</u></b>	<b><u>agreement</u></b>		
<b><u>blame</u></b>	<b><u>blame</u></b>		
<b><u>corporate</u></b>	<b><u>corporation</u></b>		
	<b><u>dialect</u></b>	<b><u>dialectal</u></b>	
<b><u>evolve</u></b>	<b><u>evolution</u></b>	<b><u>evolutionary</u></b>	
<b><u>export</u></b>	<b><u>export</u> <u>exportation</u></b>		
<b><u>extend</u></b>	<b><u>extension</u></b>	<b><u>extensive</u></b>	<b><u>extensively</u></b>
<b><u>extract</u></b>	<b><u>extraction</u></b>		
<b><u>fertilise</u></b>	<b><u>Fertilizer</u> <u>fertilisation</u></b>	<b><u>fertile</u></b>	
<b><u>import</u></b>	<b><u>import</u> <u>importation</u></b>	<b><u>imported</u></b>	
<b><u>intend</u></b>	<b><u>intention</u></b>	<b><u>intentional</u></b>	
	<b><u>mineral</u></b>	<b><u>mineral</u></b>	
<b><u>negotiate</u></b>	<b><u>negotiation</u></b>	<b><u>negotiable</u></b>	
<b><u>replicate</u></b>	<b><u>replicate</u></b>		
<b><u>reserve</u></b>	<b><u>reserve</u></b>		
<b><u>spill</u></b>	<b><u>spill</u></b>		
<b><u>adapt</u></b>	<b><u>adaptation</u></b>	<b><u>adaptable</u></b>	
	<b><u>ambition</u></b>	<b><u>ambitious</u></b>	
	<b><u>competence</u></b>	<b><u>competent</u></b>	
	<b><u>conscience</u></b>	<b><u>conscientious</u></b>	
<b><u>enclose</u></b>		<b><u>enclosed</u></b>	
	<b><u>enthusiasm</u></b>	<b><u>enthusiastic</u></b>	
<b><u>intern</u></b>	<b><u>Internship</u> <u>intern</u></b>		
<b><u>interpret</u></b>	<b><u>interpreter</u> <u>interpretation</u></b>		
<b><u>refer</u></b>	<b><u>reference</u></b>		
	<b><u>region</u></b>	<b><u>regional</u></b>	<b><u>regionally</u></b>
<b><u>reward</u></b>	<b><u>reward</u></b>	<b><u>rewarding</u></b>	
<b><u>secure</u></b>	<b><u>security</u></b>	<b><u>secure</u></b>	
<b><u>survey</u></b>	<b><u>surveyor</u> <u>survey</u></b>		
<b><u>volunteer</u></b>	<b><u>volunteer</u></b>	<b><u>voluntary</u></b>	<b><u>voluntarily</u></b>

	<u>sociology</u>	<u>sociological</u>	
	<u>nerve</u>	<u>nervous</u>	
		<u>deep</u>	<u>deeply</u>
	<u>care</u>	<u>careful</u>	<u>carefully</u>
<u>instruct</u>	<u>instructions</u>		
<u>design</u>		<u>designed</u>	
<u>answer</u>		<u>answered</u>	
	<u>confidence</u>	<u>confident</u>	
		<u>previous</u>	<u>previously</u>
<u>discuss</u>	<u>discussion</u>		
<u>frighten</u>	<u>fright</u>		

## GRAMMAR

### Quantifiers to make comparisons

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

\* London is **bigger than** Vienna.

\*The Mississippi is **the longest** river in the USA .

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

\* Which is **the easiest** exercise?

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

\* Do you think Geography is **more interesting than** History, or **less interesting**?

\* Which subjects are **the most popular**, and which are **the least popular**?

### Irregular forms

Adjective	Comparative	Superlative
well / good	better than	the best
bad / ill	worse than	the worst
much / many	more than	the most
much / many	more than	the most
many	fewer than	the fewest
much	less than	the least

### OPPOSITE FORMS

longer than	shorter than		the longest	the shortest
later than	earlier than		the latest	the earliest
bigger than	smaller than		the biggest	the smallest
easier than	more difficult than		the easiest	the most difficult
cheaper than	more expensive than		the cheapest	the most difficult
better than	worse than		the best	the worst
more than	less than		the most	the least
older than	younger than		the oldest	the youngest
taller than	shorter than		the tallest	the shortest
thinner than	fatter than		the thinnest	the fattest
poorer than	richer than		the poorest	the richest



## SAME MEANING FORMS

less expensive than	cheaper than		the least expensive	the cheapest
less difficult	easier than		the least difficult	the easiest
less dangerous	Safer than		the least dangerous	the safest

### طرق الحل

**1. Noun / pronoun (1 ) + verb + short adj +er + than + noun / pronoun ( 2 )  
more/less +long adj**

**Noun / pronoun ( 1 )+ verb + opposite short adj +er + than + noun / pronoun ( 2 )  
more/less +long adj**

- London ( 1 ) is bigger than Vienna ( 2 ) .

**Vienna** .....

- Geography ( 1 ) is more interesting than History ( 2)

**History** .....

**2. Noun/ pronoun ( 1 ) +not + verb + as +adj +as + noun / pronoun ( 2 )**

**Noun/ pronoun ( 2 ) + verb + more /less +adj +than + noun / pronoun ( 1 )**

**Noun/ pronoun ( 2 ) + verb +adj + er + than + noun / pronoun ( 1 )**

Maths isn't as popular as Science.

**Science** .....

**Maths** .....

**3. Neither + noun +nor +noun ( 1 ) +verb +as +adj+ as + noun ( 2 )**

- Noun ( 2 ) + verb + more +long adj +than + noun and noun ( 1 ) .

- Noun ( 2 ) + verb + short adj + +er + than + noun and noun ( 1 ) .

- Neither French nor English is as difficult as Chinese.

**Chinese** .....

**4. The most / least + long adj + بقية الجملة**

**The + short adj + est + بقية الجملة**

**The + similar meaning adj + بقية الجملة**

The cheapest thing on the menu is orange juice.

**The least** .....

## Indirect( embedded / impersonal ) questions

• We can begin impersonal questions with :

-Could you tell me ...; هل لكأن تخبرني

-Do you know ...;هل تعلم...

-Do / would you mind telling me ...;هل تمنع / هل تسمح أن تخبرني...

-I wonder if you could explain ...;اتساءل فيما اذا لك ان تشرح...

-Could you explain ...;هل لك كان تشرح...

- Would you happen to know ...;هل سبق وأن عرفت...

**1.Wh – questions ( الأسئلة الاستفسارية ) :**

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

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

في جميع حالات أسئلة ( Wh ) نكتب أداة السؤال وما بعدها حتى نصل للفعل المساعد . ثم نكمل بقية الخطوات

• Why is he unhappy ?

Could you explain .....

• How long has she been studying English ?

Do you know .....

2. Yes / No questions / لا / نعم أسئلة

الخطوات :

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

Has the football match begun?

Do you mind telling me .....

2. Is there a postbox near here , please?

Do you know .....

التعامل مع أفعال ( do )

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

do ( الفعل الرئيسي )

( تحذف )

base verb

does ( الفعل الرئيسي )

( تحذف )

base verb + s / es

did ( الفعل الرئيسي )

( تحذف )

simple past ( v 2 )

Does Sam live in London ?

Could you tell me .....

Why do they look happy ?

Do you mind telling me .....

How did you solve this puzzle ?

Could you explain .....

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

Why didn't Joory come to the party yesterday ?

Do you know .....

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

الحل نقوم بما يلي

\*\* إذا كانت الجملة على شكل سؤال ( **Yes / No** ) ( أو جملة أمرية ) يضاف للفعل الرئيسي **ing** لتحويله إلى اسم مصدر مع حذف جميع ما قبله

Can you lend me your book ?

Do you mind .....

Open the door.

Would you mind .....

\*\* إذا كانت الجملة على شكل سؤال ( **wh** ) يبدأ بـ ( **Why** ) نستخدم اسم مصدر يفيد التفسير مثل ( **explaining** )

Why do many people move abroad ?

Do you mind .....

**impersonal passive**

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

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

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

- people thought that the earth was flat.

**It was thought that** the earth was flat.

-They believe that the story is true

**The story is believed to** be true.

طريقة الحل الاولى :

1. It في بداية الجملة

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

3. تحويل الفعل المستخدم إلى التصريف الثالث مثل :

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

4. that إذا كانت غير معطاة 5. كتابة جملة المبني للمعلوم

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

It .....

Scientists have proved that social media has affected our live.

It .....

التحويل العكسي :

It is thought that the earth was flat

People .....

احذف **it** و فعل **be** حول الفعل , **thought** , اكتب الى التصريف المناسب **that** اذا كانت غير معطاة ثم ما تبقى من الجملة الاصلية

طريقة الحل الثانية :

1. كتابة الفاعل الذي يأتي بعد **that** في بداية الجملة .

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

3. تحويل الفعل المستخدم إلى التصريف الثالث مثل :

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

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

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

Eating almonds .....

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

The Internet .....

ازمنة التحويل بالطريقة الثانية :

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

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

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

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

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

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

\*Present perfect continuous , past perfect continuous, past continuous →

**to have been + v+ ing**

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

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

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

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

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

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

التحويل العكسي :

Eating almond is believed to reduce the risk of heart diseases

- People .....

احذف فعل **be** , حول الفعل **believed** الى التصريف المناسب , استبدل **to** بـ **that** , تاكد من الزمن المناسب للفعل بعدها ثم اكمل ما تبقى من الجملة الاصلية.

## Phrasal Verbs

### Types of phrasal verbs:

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

أفعال مركبة تأخذ مفعول به يقع بعدها تسمى أفعال متعدية

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

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

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

-Where did you **grow up**?

ملاحظات عامة :

1. أحيانا يقع المفعول به في الوسط بين الفعل و حرف الجر لذلك يكون الفعل مفصولا ( separated ) عن حرف الجر التابع له.  
- إذا كان المفعول به على شكل ضمير مثل ( me/him/her/them/us/you/ it ) يكون الفصل إجباريا .

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

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

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

**Point his sister out** ⇔ **Point out his sister**.

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

يمكن الفصل بين الفعل و حرف الجر

( Separable )

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

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

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

لا يمكن الفصل بين الفعل و حرف الجر

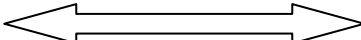
( Inseparable )

come up with	come about	get away with	get on well	get by	get into
يبتكر/ يبتدع	يحدث/ يقع	يفلت من العقاب	ينسجم مع	يتدبر الأمر بصعوبة	يتورط في مشكلة

<b>go off</b>	<b>go away</b>	<b>go back</b>	<b>go ahead with</b>	<b>grow up</b>	<b>look at</b>
يأخذ إجازة / عطلة	يسافر	يرجع	يباشر / يبدأ بالعمل	ينمو	يعاين/ ينظر إلى
<b>point at</b>	<b>speed up</b>	<b>take after</b>	<b>get up</b>	<b>go through</b>	<b>look forward to</b>
يشير إلى	يسرع	يشبه	ينهض	يمر بتجربة صعبة	يتطلع إلى
<b>get on</b>	<b>look into</b>	<b>look after</b>	<b>look for</b>	<b>get over</b>	
يستمر بالعمل	يستقصي / يبحث عن	يعتني بـ	يبحث عن	يتغلب على	

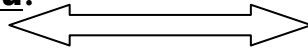
### Question tags

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

**Positive statement**  **Negative question tag**

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

**Negative statement**



**Positive question tag**

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

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

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

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

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

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

You speak English, **don't you?**

He lives in Wadi Musa, .....

You met him yesterday , .....

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



**Exceptions :** ( استثناءات ) حالات شاذة )

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

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

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

**Contractions :** اختصارات

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

**Revision of passive forms**

القاعدة العامة

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

خطوات الحل :

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

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

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

- At the moment, a lot of research into the language ..... (do).

- An introductory grammar of Jordanian Sign Language .....in 2004 CE.(publish)

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

### Unreal past forms for past regrets

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

#### 1. ( simple present → simple past )

base/ base +s,es → didn't + infinitive /have to, has to → didn't have to

is , are , am → weren't

isn't , aren't , am not → were / don't , doesn't + infinitive → v (2)

#### 2. ( simple past → past perfect )

v2 → hadn't +v3 / was, were → hadn't been

didn't + infinitive → had + v3 / wasn't , weren't → had been

#### • **wish or If only + Past Perfect**

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

v2( منفي ) → wish /If only + had + v3(مثبت)

I didn't do much work for my exam.

I wish I had done more work for my exam.

If only I .....more work for my exam.

#### • **wish or If only + V2**

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

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

I don't know the answer.

I wish I knew the answer.

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

He **isn't** tall. He wishes he **were** taller.

We **are not** old. If only we ..... older.

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

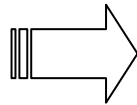
**Oh no!** I've forgotten my library book. I left it at home. I wish I-----it .

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

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

\* إذا جاء بعد **regret** اسم مصدر **gerund** نحذف الـ **ing** ونحوه الى **Had + v3**

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



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

## Conditional sentences

### 1. Zero conditionals with future time phrases

**The structure:**

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

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

ملاحظة : يمكن استبدال **if** بـ **when** بمعنى عندما

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

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

If you see Majed, **tell** him to call me.

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

### 2. First conditionals with future time phrases

**The structure:**

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

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

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

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

ملاحظة : **unless** = **if .... not**

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

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

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

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

### 3.The second conditional

The structure:

If+ S + Past simple ....	S + <i>would</i> + Base ....
( If Clause )	( Main Clause )

If I had his number, I would call him.

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

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

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

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

- If I were you, I would study harder.

### 4.The third conditional

The structure:

If+ S + Past Perfect ....	S + <i>would have</i> + V.3 ....
( If Clause )	( Main Clause )

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

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

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

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

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

\* استخدام *would* يفيد ان المتحدث متأكد من نتيجة ما , بينما استخدام *might* يفيد ان المتحدث غير متأكد , اما استخدام *Could* يفيد القدرة و الامكانية للقيام بعمل ما

\* جملة السبب تكون فعل الشرط و جملة النتيجة تكون جواب الشرط  
نقوم بنفي الفعل المثبت و اثبات الفعل المنفي عند الحل باستخدام هذا النوع

**Reason** ↔ *as a result / because of that / that's how / consequently / and / therefore / so* ↔ **Result**

**If + subject + had ( not ) + v3 , s + would ( not ) / could ( not ) / might ( not ) + have+v3**

**Result** ↔ *because / as / since* ↔ **Reason**

**s + would ( not ) / could ( not ) / might ( not ) + have+v3 if + subject + had ( not ) + v3**

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

**Question Number Three.**

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

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

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

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

**There**.....

2. Where does the bus go from, please ?

**Could you tell me** .....**from?**

3. They say that dolphins are highly intelligent

**Dolphins** .....

4. Our teacher has already marked our exams.

**Our exams**.....

5. Arab mathematicians invented algebra.

**Algebra**..... **Arab mathematicians.**

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

**I wish** ..... **that book.**

7. You shouldn't worry so much.

**If I**.....

8. I regret going to bed late last night.

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

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

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

10. I wish I'd done more revision.

**If only** .....

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

**There isn't as much** .....

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

**The police are** .....



**13. Where's the post office, please?**

**Do you mind** .....

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

**Fish** .....

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

**The least** .....

**16. Neither Dana nor Sara is as tall as Nour.**

**Nour**.....

**17. Maths is more popular than Science.**

**Science is** .....

**Science isn't** .....

**18. Students don't like doing Music and Art as much as they like doing Maths.**

**Students like doing Maths** .....

**19. Portuguese children have to go to school for longer than Japanese children.**

**Japanese children** .....

**20. Physics isn't as popular as Biology.**

**Physics** .....

**Biology**.....

**C. Choose the suitable item from those given to complete each of the following sentences . Write the answers in your ANSWER BOOKLET.**

1. Neither Maths nor Science are ..... English.  
a. more popular    b. less popular    c. as popular as
2. Do you mind explaining -----the sky sometimes looks red?  
a. why    b. when    c. where
3. It is ..... that the earth was flat.  
a. think    b. thought    c. thinks
4. We'll drive past my old house. I'll ..... to you.  
a. point out it    b. point it out    c. out it point
5. He has to go , .....he ?  
a. don't    b. doesn't    c. didn't
6. Let's look ..... the story and discover what really happened.  
a. into    b. for    c. up
7. Jordan needs to import a lot of oil. If only it..... larger oil reserves.  
a. has    b. had    c. had had
8. We have to go to school , ..... we are tired .  
a. if    b. provided that    c. even if
9. My sister is really good ..... drawing and painting.  
a. at    b. on    c. about
10. That's a great idea. How did you come ..... it?  
a. up with    b. up to    c. up in

11. There are ten years of free **compulsory** education in Jordan .

The underlined word has :

a. 4 syllables

b. 3 syllables

c. 5 syllables

12. If only I..... lost my ticket!

a. haven't

b. didn't

c. hadn't

**Question Number Four**

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

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

.....

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

.....

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

.....

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

.....

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

1. Let's go home now , .....?

2. I am a doctor , .....?

3. Nothing has happened , .....?

4.He lives in Wadi Musa, .....?

5. You don't speak French,..... ?

6. That exam wasn't very difficult,.....?

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

1. You should practise the presentation several times. (were)

.....

2. It would be a good idea for you to make a list of questions. (could)

.....

3. You ought to get some work experience. (don't)

.....

4. You shouldn't look too casual. (If)

.....

5. You should do a lot of research. (would)

.....

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

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

**People** .....

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

**They** .....

3. The brain is said to be like a computer .

**Scientists** .....

## FUNCTIONS

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

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

We were caught in traffic, **therefore** we missed the start of the play

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

.....

**Pronunciation: Word stress**

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

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

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

**Pronunciation: Intonation**

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

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

1. a. puzzlement b. encouragement

**Question Number Five**

**A. EDITING:**

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

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

1. ....2. .... 3. .... 4. ....

**B . GUIDED WRITING :**

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

<b>Watching sports on TV</b>	<b>Watching sports live</b>
- exciting - comfortable and cheap	- noisy -uncomfortable and expensive

.....  
.....  
.....  
.....  
.....

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

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

.....  
.....  
.....  
.....  
.....

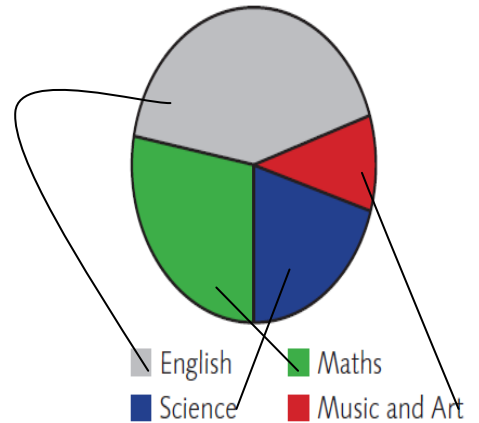
**3.Read the information below , and then in your ANSWER BOOKLET write a short paragraph about Hisham Khatib. Use the appropriate linking words such as: also , too , and..... etc.**

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

.....  
.....  
.....  
.....  
.....

4. Study the following diagram of after-school classes and write two sentences about it. Using the appropriate linking words.

After-school classes



.....  
 .....  
 .....  
 .....

5. Read the information in the table below , and write two sentences comparing and contrasting some of the most popular university subjects offered by British universities

Subject	Number of applications in 2014 CE	Change since 2013 CE
Business Studies	280,240	+3.2%
Visual Arts	244,620	+2.4%

.....  
 .....  
 .....

**C . FREE WRITING:**

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

1. Learning a foreign language is necessity now a days . Write an article about learning another language, discussing its benefits and challenges.
2. Write a covering letter to apply for a job as translator for a large multilingual council . ( Your name is Wesam . Your address is P.O . Box 1646 , Amman , Jordan )
3. Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.

## MODEL ANSWERS

### Question Number one

#### B. Literature Spot

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

### Question Number Two

- A:** 1. 1.potential 2.work experience 3. tuition 4. small talk 2.1. satisfaction 2. internship 3. postgraduate 4.optional 3.1. offence 2. proficiency 3. tailor- made 4. come up with  
4.1. seminars 2. pioneering 3.developed nation 4. law 5.1.have a head for figures 2. beneficial3. dehydration 4. make a start6. 1. come about 2. recall 3. mistake 4. negotiate  
**B:**1.firefighter 2. to tell someone about something that has been worrying you 3. investigate  
**C:**1. dehydration 2. deeply 3. memorable 4. knowledge 5. youth 6. advice 7. succeed  
8 . circulate  
2. 9.dominant 10. Nutrients 11. dehydration 12. deeply 13. memorable 14. Knowledge 15. youth  
16. advice 17. succeed 18 . circulate 19. revise 20. development 21.dominant 22. nutrients  
23. qualified 24. recommendation 25.education 26. particularly 27. critical 28.achieve

### Question Number Three.

- A:**1. had 2. hadn't been 3.carried 4. explaining 5. thought6. was published 7. been renovated 8. have been changed 9.hadn't bought 10. would study  
11. want 12. doesn't she 13. could 14. Will come 15 .hadn't eaten  
**B:**1. are fewer people in our class than in yours.2. where the bus goes  
3. are said to be highly intelligent 4.have already been marked by our teacher  
5.was invented by 6.I had read 7. were you, I wouldn't worry so much 8. had gone  
9. is said that 10. I'd done more revision.11.information on the website as in the book.  
12.looking into the cause of the accident.13. telling me where the post office is  
14. fish is said to be good for the brain.15. expensive thing on the menu is orange juice.  
16. is taller than Dana and Sara.  
17.less popular than Maths. / as popular as Maths  
18. more than they like doing Music and Arts  
19. have to go to school for shorter than Portuguese children  
20. is less popular than Biology. / is more popular than Physics.

- C:** 1. c 2. a 3. b 4. b 5. b 6. a 7. b 8. c 9. a 10. a 11. a 12. a

### Question Number Four

- A:**1. If I had known your phone number , I could have been able to contact you.  
2..If you hadn't had a brightly-coloured T-shirt on, I might not have noticed you in the crowd.  
3.If I had prepared better for the competition, I might have won the first prize.  
4. Jameel might have become a musician if his parents had encouraged him.

- B:**1. shall we 2. aren't I 3. has it 4. doesn't he 5. do you 6. was it



**C.1. If I were you, I'd practise the presentation several times.**

2. You could make a list of questions.
3. Why don't you get some work experience?
4. If I were you, I wouldn't look too casual.
5. If I were you, I would do a lot of research.

**D. 1. People claim that speaking a foreign language improves the functionality of your brain in several different ways.**

2. They believe that language learning can also improve your decision-making skills.
3. say that the brain is like a computer.

**E. showing result explain the consequences of an action.**

## **Question Number Five**

### **A. EDITING:**

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

### **B . GUIDED WRITING :**

1. Watching sports on TV **is more exciting than** watching sports live.

Watching sports on TV **is comfortable** and cheap **but** watching sports live **is uncomfortable** and expensive.

2. **There are many ways** to revise for exams **such as drawing up** a revision timetable **and studying** in the early morning.

**Finally** , **taking** frequent breaks **and trying** to eat as much fresh fruit and vegetables .

3. Hisham Khatib **who lives in** 22 East Way, Irbid , **works as** Sales Representative for a large pharmaceutical company **from** 2010 **until** now. **He has had** a degree in Physics **since** 2009 .

Hisham **is** a very competent and adaptable worker.

4. English is the most studied subject . Maths is more popular than Science, but less popular than English.

5. Business Studies is more popular than Visual Arts . 2.4 % more people applied for Visual Arts in 2014 CE than in 2013 CE

JAMAL SAFI  
0777376260

**C . FREE WRITING:**

**1.Sample : covering letter**

**Unit 10 Sample covering letter**

Formal greeting

→ Dear [TITLE (Mr, Mrs, Dr, etc.) + SURNAME],

Introduction:

Introduce yourself, give details of career so far.

→ I am writing to apply for the job of الوظيفة . You will see from my curriculum vitae that I have a Bachelor's degree in تخصص as well as substantial experience at اسم الشركة او المدرسة .

Body paragraph 1:

Say why you are applying and how you are suited to the job.

→ I am now looking for a new challenge as [POSITION], and I am interested in pursuing my goal . My developing leadership skills show that I am ready to advance this career, and the advertised position is ideal for me .

Body paragraph 2:

Give further details and describe your ambitions.

→

Closing paragraph:

Mention your reference. Write about the next stage of the application process.

→ Please contact me for a reference. I look forward to hearing from you regarding the next stage of my application.

Sign-off: Ensure that your formal sign-off matches your formal greeting. Write your name in full.

→ Yours sincerely,  
Fairida Jabari

JAMAL SAFI  
0777376260

## **2. Learning a foreign language**

Learning a foreign language has many benefits. It can help us in the following ways: Firstly, it improves the memory and heightens creativity. secondly , it increases cognitive health later in life.

Thirdly, it enhances mental flexibility. What is remarkable, though, is that high communicative ability can still be found in people who do not have any spoken language at all.

Several decades ago, there was great media attention on a deaf man who could not communicate by either sign language or spoken language, and yet was shown to have remarkably high brain function and recognition skills. He found other ways to communicate, such as giving objects to people or using facial expressions to show that he needed something. His methods of communication were basic but very effective, and his intelligence is thought to be at least as high as an average speaking person. Despite this , attempts to teach him either sign language or basic speech were all unsuccessful. We could ask what might have happened if he had been taught these skills earlier in life. So, scientists are now asking what this means for those of us who find language learning difficult. Should we carry on, or is it enough to focus instead on becoming expert communicators? Both personal attributes are valuable in the workplace – as much as they are in life!

## **3. The education system in Jordan**

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

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

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

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

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