



تفوق في اللغة الانجليزية وحقق العلامة الكاملة



# 2019

الدكتور: سمير علي الجمال

0798803380

sameer\_jammal@yahoo.com

اكاديمية سمير الجمال للتدريب والتطوير/ <https://www.facebook.com/>

0786398554 /0790297011



## كيف ادرس لامتحان اللغة الانجليزية؟؟؟؟؟

الإجابة سهلة : وزع محتويات المادة على صفحات الامتحان الأربعة وبالأنماط الجديدة وعند إنهاء كل جزء والمطلوب منك فعله , بادر بحل الأسئلة المتوقعة على كل جزء ثم عند الانتهاء قم بحل الامتحانات ليلة الامتحان وتكون بهذا قد أنجزت المطلوب في المادة .....

وللتسهيل عليكم أضع هذه المراجعة الشاملة للمادة مقسمة الى 4 أجزاء , راجيا تنفيذ كل جزء مطلوب منك ثم حل الأسئلة المتوقعة والامتحانات المرفقة

### مراجعة (1)

## READING

## COMPREHENSION

الصفحة الأولى في الامتحان

مراجعة أهم قطع المستوى الثالث وكيفية التعامل مع الاسئلة

### مراجعة (2)

## VOCABULARY

الصفحة الثانية في الامتحان

مراجعة كلمات في فراغ + أفعال ظرفية + اشتقاقات

### مراجعة (3)

## Grammar

الصفحة الثالثة في الامتحان

مراجعة سؤال 3+4

### مراجعة (4)

## Writing

الصفحة الرابعة في الامتحان

مراجعة تحرير + إنشاء موجه وحر

## مراجعة (1)

### READING

الطريقة المساعدة لحل اسئلة اي قطعه

نمط التعداد النمط الاول

1. شكل السؤال :

-----write down/mention /give/ list two of them/ these اكتب اثنان منها  
(في النص أكثر من اثنان )

1. شكل التعداد في الفقرة : -ويظهر بالفقرة على الشكل:

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

-----and----- . Also, ----- ( اكثر من اثنان )

-----write down these two اكتب هذان الاثنان / give two examples from  
(ف، النص، فقط اثنان )

شكل التعداد في الفقرة : -ويظهر بالفقرة على الشكل:

-----and/ or/ as well as / also----- ( فقط اثنان )

-----Also,----- ( فقط اثنان )

-----write them down اكتبهم/اكتبهما  
(في النص أكثر من اثنان/ او اثنان فقط يعتمد على وجود two في السؤال وشكل التعداد كالسابق ان كان اثنان او اكثر )

يمكن ان يكون التعداد متباعد

2. تنزيلات الوزارة : 1. كتابة اثنان او 3 او 4 من المطلوب او كل الجملة التي تحتوي التعداد = علامة كاملة + ان طلب 4 وكتب الطالب 3 ياخذ علامة كاملة

1. الإجابة: ا. تحديد فقرة الإجابة : يحتوي النص المعطى بين 3-4 فقرات ولتحديد فقرة اجابة السؤال حاول البحث عن كلمات مفتاحية في السؤال موجودة في الفقرات بطريقة كوم قش وذلك بالنظر عن بعد لكل فقرة باحثا وليس قارنا عن الكلمات المفتاحية وعند ايجادها تتحدد الفقرة

ب: تحديد شكل التعداد : ستجد الجواب غالبا بعد هذه الكلمات إما بجملة أو جملتان)

إن كانت الكلمات موجودة في آخر الفقرة سيكون الجواب غالبا الجملة السابقة

(-النمط الثاني : نمط الاقتباس)

1. شكل السؤال :

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

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

/ جد الجملة التي تشير ان...../.....Find out the sentence which indicates/shows that.....

ملاحظة هامة :

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

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

1. اعطاء الكلمة المفتاحية مباشرة بعد that او خلال الفكرة وعلى الطالب البحث عنها بطريقة كوم قش وعند ايجادها ارسم الجملة على دفتر الاجابة كما هي .

2. اعطاء معنى الكلمة المفتاحية بالانجليزي بدلا منها بهدف التضييل مباشرة بعد that : اعتماد الطالب على حفظ معاني كلمات القطع الرئيسي يكون مساعدا

3. حذف **that** ووضع سؤال مقالي يبدأ بـ **wh-** يحتوي كلمات مفتاحية تهدف لمساعدة الطالب في تحديد فقرة اجابة

سؤال **wh-** : الاجابة ستكون للسؤال بجمله من الفقرة المحددة .

اخطاء الطلاب وزاريا :

- 1.) عدم بداية الجملة بحرف كبير 2. عدم وضع علامة التوقف في نهاية الجملة 3. عدم ارفاق اي علامات ترقيم داخل الجملة 4. اضافة حرف واحد بعد علامة التوقف 5. اي خطأ املائي في نقل الجملة 6. نقصان اي كلمة من الجملة 7. كتابة اول كلمتان من الجملة ثم نقاط 8. الوزارة تختار جمل قصصية فان كان طول جملتك اكثر من سطرين تكون جملة خاطئة = صفر

(-النمط الثالث : نمط الكلمات

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

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

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

2. Find a word/.... In the text ...which means ..... و جد كلمة في الفقرة الثانية و ..... التي تعني.....

3. Replace the underlined .....in paragraph ....with a suitable .....that has a similar meaning

استبدل، الكلمة التي تحته خط ..... في الفقرة ..... ب ..... لها نفس المعنى

النمط الرابع: نمط الضمائر

إلى ماذا In paragraph one refer to ..... What does the underlined pronoun.....

يعود الضمير الذي تحته خط

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

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

it,its -----ابحث عن اسم مفرد غير عاقل

she.her.hers -----ابحث عن اسم مفرد مؤنث

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

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

I, we -----Speaker/ speakers

this -----غالبا الجملة قبلها عادة

you -----reader

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

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

النمط الخامس : نمط الاقتراح

....., suggest /mention three ways for قضيه لها علاقة بالنص.....

اقترح / عدد 3 ..

الاجابة : يطر

بانجليزي مبسط ويبدأ ب 3 اقتراحات/ تعدادات و يضعها تحت بعضها بارقام

كالتالي : ing

Critical thinking التفكير الناقد

Think of this statement and , in two sentences write down your point of view . قضيه لها علاقة بالنص .....

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

- ا طرح سؤال اما ب why / how على القضية ثم فكر في نقطتين بالعربي وصغهما في جملتين بالانجليزي مراعي

البدا كالتالي :

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

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

مثال تطبيقي :

A lot of research has been carried out on the relationships between mind, world and language. In one study, a psychologist **shows** that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, 'John broke the vase'; Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.

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

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

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

### Question Number One (20points)

1. The differences between languages can affect speakers in two different ways. Write them down.
2. People in the watched videos were acting different actions. write down two of them
3. Quote the sentence which indicates that the Japanese can show clear differences between colours ?
4. Replace the underlined verb "**shows**" with a suitable phrasal verb that has a similar meaning?
5. What does the underlined pronoun "**they**" refer to?
6. Language affects our way of thinking Suggest three examples to prove this .
7. Bilingual people see the world depending on which language they are using .Think of this statement, and in two sentences, write down your point of view.

- 1) *have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.*
- 2) *two people popping balloons, breaking eggs and spilling drinks, either on purpose or accidentally.*
- 3) *Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum.*
- 4) *Points out*
- 5) *The Spanish and Japanese*
- 6) *Free*
- 7) *Free*

## مراجعة (2)

# VOCABULARY - (السؤال الثاني / 3 فروع)

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

كلمات في فراغ (15 points) Question Number Two

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

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

Get cold feet, linguistics , abroad , make a start , vocational

1. The deadline is tomorrow, and you haven't done anything yet! You really must.....
2. My cousin is an electrician. Instead of going to university, he did a..... course at a local training college.
3. Studying..... lets me focus on my love of language in an analytical way.
4. I'm too nervous to do a parachute jump. I think that I'll .....at the last minute

طريقة الحل : 1. اكتب معاني كلمات الصندوق بالعربي فوقها 2. اكتب معنى اي كلمة تعرفها في الجمل ادناه 3. اعمل افضل علاقه تربط  
كلمات الصندوق بكلمات الجمل وستحصل على الجواب ( ليس من الضروري معرفه معنى الجمله كامله )

**B.** Study the following sentence and answer the question that follows. Write the answer in your ANSWER BOOKLET (3 points) ادرس الجملة التالية واجب عن السؤال الذي يتبع

كلمة تحتها خط / ماذا تعني ؟ يعتمد على حفظ الطالب للافعال الظرفية والمصطلحات الجسدية  
والكلمات المرتبطة بافعال ماذا تعني الكلمة التي تحتها خط ؟ اهتم بالإملاء  
يعتمد النمط على حفظ الكلمات بالإنجليزي والإملاء ( يحسب للطالب اي معنى قريب ) ( اي خطأ املاني = صفر )

I don't think I'd be a very good accountant. I don't really have a head for figures

What does the underlined body idiom mean ? الجواب حسب حفظ الطالب have a natural mental ability for

**C** Study the following sentence and answer the question that follows. Write the answer in your ANSWER BOOKLET (3 points) ادرس الجملة التالية واجب عن السؤال الذي يتبع

يركز السؤال على اعطاء الطالب فعل ظرفي او مصطلح خاطئ وعلى الطالب استبداله بالصحيح ( اهتمام بالإملاء  
والتصريف)

When going into a masque , you should take up your shoes .

Replace the underlined phrasal verb with the correct one .  
الجواب take off

**D :** Study the following sentence and answer the question that follows. Write the answer in your ANSWER BOOKLET (3 points) ادرس الجملة التالية واجب عن السؤال الذي

يتبع  
(يركز على استبدال العبارة التي تحتها خط بفعل ظرفي او مصطلح جسدي  
اهتمام بالإملاء والمعنى والتصريف عند الاستبدال وما عدا ذلك = صفرا

I talked to my parents and I was able to tell them about my problems

Replace the underlined phrase in paragraph one with a suitable **body idiom** that has a similar meaning : استبدل العبارة التي تحتها خط بمصطلح جسدي لها نفس المعنى :  
الجواب *get the problems off my chest*

**E.** Replace the words and phrases in bold with words from the box. استبدل الكلمات

والعبارات التي تحتها خط بكلمة من الصندوق ادناه

Compulsory, contradictory, developed nation, tuition, optional, fluently

1. A **wealthy country** is a country that's economically and socially advanced.
2. Is Maths a **subject that you have to do**?
3. You don't have to stay after school for the chess club - it's **your choice**.

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

الإشتقاقات

1. \_\_\_\_\_ (3 كلمات للاشتقاق)
2. \_\_\_\_\_ (3 كلمات للاشتقاق)
3. \_\_\_\_\_ (3 كلمات للاشتقاق)

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

1. academic	connected with education,	اكاديمي
2. Agriculture	practice of farming	الزراعة
3. Astrophysics	chemical study of the stars	الفيزياء الفلكية
4. Business Management	study of running a company	ادارة الاعمال
5. career advisor	One provides information to others to make choices about their training and work	المستشار الوظيفي
6. circulation	movement of blood around the body	الدورة الدموية
7. colloquial	Words used mainly in informal conversations	عامية
8. compulsory	obligatory; required وزارة شتوي 2016	اجباري
9. concentration	attention, or attention span	تركيز

10. contradictory	completely different and thus unable to both be <b>true</b> وزارة شتوي 2017	متناقضة
11. degree	a qualification given to a completed a course of study successfully	شهادة
12. dehydration	the state of having drunk too little water وزارة شتوي 2017	الجفاف
13. developed nation	a rich country with many industries, comfortable living, and an elected government	الأمة المتقدمة
14. diet/ dietary	food that a person or animal eats each <b>day</b> وزارة صيفي 2017	النظام الغذائي
15. diploma	Course certificate	دبلوم
16. drop [a course]	stop studying a certain subject at university	[إسقاط] دورة
17. Economics	Study of goods and services	الاقتصاد
18. Engineering	study of buildings roads, bridges, machines, etc.	هندسة
19. enrol	join a school, university or course officially	الالتحاق
20. fluently	speaking a language very well, like a native speaker	بطلاقة
21. immerse	to be deeply involved in something and spend most of your time doing it	ينغمس في
22. lifelong	continuing throughout your life	طول الحياة
23. Linguistics	the study of the grammar, history and structure of languages	اللغويات
24. Marketing	study of selling products to the appropriate customer	التسويق
25. Master's degree	period of one or two years of study after the completion of a Bachelor's degree	شهادة الماجستير
26. memory	someone's ability to remember things,	الذاكرة
27. multilingual	speaking, reading or writing two languages or more	متعدد اللغات
28. multitask	do several things at the same time	تعدد المهام
29. nutrition	the process of getting the right kind of food for good health and growth	التغذية
30. online distance learning	teaching and learning system carried out remotely by using electronic communication	التعلم عن بعد عبر الإنترنت
31. Pharmacy	study and practice of preparing drugs or medicines	صيدلية
32. PhD	a doctorate	شهادة الدكتوراة



<b>33. pioneering</b>	introducing new methods or ideas for the first time	راند
<b>34. postgraduate</b>	A student studies either a Master's or a PhD;	الدراسات العليا
<b>35. private university</b>	a university not operated by a government	جامعه خاصة
<b>36. proficiency</b>	a good standard of ability and skill	إجادة
<b>37. Psychology</b>	the study of the mind and how it works	علم النفس
<b>38. public university</b>	a university operated by a government	جامعه حكومية
<b>39. qualifications</b>	official records for completion of a course	مؤهلات
<b>40. simulator</b>	any device simulates specific conditions or the characteristics of a real process or machine	محاكي
<b>41. Sociology</b>	study of societies and the behaviour of people	علم الاجتماع
<b>42. stand out</b>	be much better than other similar people or things	وتبرز
<b>43. tailor-made</b>	custom- made; made to fit exactly	تفصيل
<b>44. tuition</b>	teaching, especially in small groups وزارة شتوي 2017	الرسوم الدراسية
<b>45. tutorial</b>	a teaching session spent individually or in a small group under the direction of a tutor	البرنامج التعليمي
<b>46. undergraduate</b>	Students not yet completed their first degree	المرحلة الجامعية الاولى
<b>47. undertake</b>	to commit yourself to do something and to start to do it	تتعهد
<b>48. utterance</b>	something that is said,	النطق
<b>49. vocational</b>	describe a particular job and the skills involved	المهني
<b>50. agreement</b>	an arrangement to do something, made by two or more people, companies ..etc	اتفاق
<b>51. be able to answer detailed questions</b>	understand complicated questions and respond to them appropriately	القدرة على الاجابة
<b>52. blame</b>	say that someone or something is responsible for something bad	يلوم
<b>53. corporate</b>	belonging to or relating to a corporation	الشركات
<b>54. cryptophasia</b>	the development by twins of a language that only they can understand	لغة التوائم
<b>55. dialect</b>	a form of language which is spoken in only one area,	لهجة
<b>56. do a deal</b>	to arrange an agreement in business	القيام بصفقة

<b>57. domestic</b>	relating to the internal affairs of a nation or country	المحلي
<b>58. dominate</b>	be the most important feature of something	تهيمن على
<b>59. eat out</b>	eat away from home	تناول الطعام خارج
<b>60. evolve</b>	develop gradually	تتطور
<b>61. export</b>	goods sold to another country	يصدر
<b>62. extensively</b>	in a way to cover or affect a large area	على نطاق واسع
<b>63. extraction</b>	removing and obtaining something from something else	استخراج
<b>64. fertiliser</b>	a substance put on the land to make crops grow	الأسمدة
<b>65. first language</b>	the language that you first learn as a child	اللغة الأولى
<b>66. give a business card</b>	to give someone a card that shows a business person's name, position and contact details	إعطاء بطاقة تعريف المهنة
<b>67. goods</b>	things that are produced in order to be sold	سلع
<b>68. Gross Domestic Product</b>	the value of a country's total output of goods and services	الناتج المحلي الإجمالي
<b>69. import</b>	goods bought from other countries	يستورد
<b>70. intentional</b>	done on purpose	المتعمد
<b>71. knitwear</b>	clothing made from wool	ملابس صوفية
<b>72. machinery</b>	machines, especially large ones;	الألات
<b>73. make small talk</b>	to have an informal chat with someone	يجري حديثًا قصيرا
<b>74. mineral</b>	a substance present in some foods and is needed for good health	المعدنية
<b>75. mother tongue</b>	the first and main language that you learnt when you were a child	اللغة الأم
<b>76. negotiate</b>	to discuss something in order to reach an agreement	التفاوض بشأن
<b>77. pharmaceuticals</b>	companies which produce drugs and medicine	الشركات الصيدلانية
<b>78. pop</b>	Make bursting sound	يفرقع
<b>79. punish</b>	give someone an unpleasant task in response to bad behaviour	معاقبة
<b>80. recall</b>	remember a particular fact, event from the past	يتذكر

<b>81. register</b>	a technical term for the words, style and grammar used by speakers and writers in a particular situation	سجل
<b>82. replicate</b>	to produce a copy	إجراء نسخ متماثل
<b>83. reserve</b>	something kept back , especially for future use وزارة صيفي 2017	احتياطي
<b>84. sales pitch</b>	the statements and promises that someone makes to try to persuade someone to buy something	كلام البيع
<b>85. shake hands [with someone]</b>	to move someone's hand up and down in a greeting	مصافحة
<b>86. spill</b>	flow over the edge of a container	انسكاب
<b>87. tell a joke</b>	to say something to make people laugh	أقول نكتة
<b>88. track record</b>	The best recorded performance in a particular track-and-field event at a particular track. وزارة صيفي 2017	سجل المتايعة
<b>89. adaptable</b>	able to adapt to new conditions	قابل للتكيف
<b>90. ambitious</b>	having a strong desire for success or achievement	طموح
<b>91. attribute</b>	a quality considered to be good (in a person)	السمة
<b>92. competent</b>	having enough skill or ability to do something well	كفو
<b>93. conscientious</b>	showing a lot of care and attention	الضميري
<b>94. curriculum vitae</b>	CV a short, written description of a person's qualifications, skills and work experience	السيرة الذاتية
<b>95. enclosed</b>	surrounded,	المحاطة
<b>96. enthusiastic</b>	showing a lot of interest and excitement	متحمس
<b>97. fond of</b>	having an affection or liking for	مغرم ب
<b>98. full-time</b>	working for the whole of the working week,	دوام كامل
<b>99. headphones</b>	a piece of equipment that you wear over your ears	سماعات الرأس
<b>100. intern</b>	someone who works for a short time in a particular job	متدرب
<b>101. interpreter</b>	someone who translates spoken words from one language into another وزارة شتوي 2017	مترجم
<b>102. keen</b>	showing interest in وزارة شتوي 2017	حريص / متحمس
<b>103. reference</b>	a person who provides information about your character and abilities	مرجع

<b>104. regional</b>	relating to a particular region or area	الإقليمية
<b>105. rewarding</b>	giving personal satisfaction	مكافئ
<b>106. secure</b>	free from danger	امان
<b>107. Seminar</b>	a class on a particular subject,	ندوة
<b>108. surveyor</b>	a person whose job is to measure the conditions of a building or land	مساح
<b>109. voluntary</b>	done by choice	تطوعي
<b>110. work experience</b>	period of time that someone spends working in a particular place	الخبرة في العمل
<b>111. financial</b>	Relating to money	مالي
<b>112. fees</b>	Costs , charges	رسوم
<b>113. debt</b>	Money you owe	دين
<b>114. motive</b>	Reason for doing something	دافع
<b>115. halls of residence</b>	Accommodation provided by university	سكن جامعي
<b>116. minority</b>	Not many , the opposite of majority	الاقلية
<b>117. tempting</b>	Attractive , desirable	مغري
<b>118. experimental</b>	Part of experiment	تجريبي
<b>119. pace</b>	speed	سرعه
<b>120. mimic</b>	Copy, make the same sound	تقليد
<b>121. stimuli</b>	Things that make you interested	المحفزات
<b>122. absorbed</b>	Received	استوعبت
<b>123. spectrum</b>	Complete range of colours	الوان الطيف
<b>124. sociologist</b>	One who study human society and behavior	عالم اجتماع
<b>125. psychologist</b>	One who studies how people's mind work	عالم نفس
<b>126. pension</b>	Money saved over lifetime to be paid at old age وزارة صيفي 2017	تقاعد
<b>127. marketing</b>	Promoting product , finding customers	التسويق
<b>128. recruiting</b>	Finding suitable employees	توظيف

129. calculations	Maths, work with numbers	حسابات
130. web enquiries	On line questions	استفسارات عن طريق النت

البند الثاني: مصطلحات جسدية يحفظ غيبا بالعربي والانجليزي + املاء : Body idioms

1. **get (something) off one's chest** : - tell someone your problems يخفف عن صدره بالبوح
2. **keep one's chin up** : try to be cheerful يبتهج / يكون مسرور / وزارة شتوي 2016
3. **play something by ear** : decide how to deal with a situation as it develops يفعل بدون تخطيط
4. **To get cold feet** : to lose your confidence in something at the last minute يخشى فجأة
5. **to have a head for something** : have a natural mental ability for لا يقلق حول
6. **put one's back into something** : tried extremely hard يبذل جهد في

البند الثالث: تحفظ بالانجليزي والعربي + املاء **Phrasal verbs:**

leave smb/smth out (sp)\$\$\$\$	not include (something or someone)	لايشمل
point [something] out(sp)	to show something to someone by pointing at it	[تشير] شيئاً
Carry out(sp)2017 وزارة صيفي	Do	ينفذ
Look up a word(sp) وزارة شتوي 2016	search and find information in a reference book or database	يبحث عن معلومة
Take off (sp)	to remove a piece of clothing, or the top of a container	يخلع اجزاء من ملابسه
Speed up(sp)	to move faster/ hurry	تسريع
Take up (sp)	to start doing something	يتخذ
Take away (sp)		
. Go ahead with (insp)\$\$\$	start, proceed	المضي قدما في
Look at (insp)	watch	ينظرنحو
Look forward to (insp)	be excited about the future	يتطلع بشوق
look into (insp)2016 وزارة شتوي	to investigate	البحث في
Look for (insp)	try to find	يحاول ايجاد
Get over sth. (insp)\$\$\$	recover from an illness, loss, difficulty	يتغلب على
come up with (insp)	Think of / find	/ يكتشف/ يجد
Get on(insp)	Continue doing	يستمر في
get away with(insp)\$\$\$\$	manage to do something without being blamed or penalized	تفلت من
Grow up (intra)	Spend childhood	يتربع
Get up (intra)	get out of bed	ينهض من الفراش
Go away (intra)	to leave or go to another place	يغادر الى
Go back(intra)	to return to a place, a person, a condition, etc.	يرجع
come about (intra)\$\$\$	happen or take place	تأتي
get it off (sp)	tell someone about something that has been worrying you	يخرج ما يزعجه
Get around (insp)\$\$\$	Overcome/ find a solution to	يتغلب على

البند الرابع: تحفظ الافعال الظرفية مع حروف الجر المرتبطة بالجمل **Phrasal verbs:**

**Look ...up**....a word in a dictionary يبحث عن معنى كلمة في قاموس  
**Look ...for**.....something you've lost يبحث عن شيء ضائع  
**Look...forward to**.....something exciting يتطلع بشوق

**Get .....over**.....an illness, and feel better يتغلب على مرض ويتحسن  
**Get .....up**.....in the morning ينهض من الفراش صباحا  
**Get ...on**.....with your work and complete it استمر في عملك واكمله

**Take .....up**.....a new hobby يتخذ هواية  
**Take ...away**.....some fast food ياخذ بعض الطعام السريع

Take ...off.....your shoes when you get home يخلع حذاءه عند الوصول للمنزل

Go .....away.....from home for a holiday يذهب في رحلة خارجية

Go...back.....to where you started يعود

Go .....ahead with.....a plan, and do it تقدم بخطتك

البند الخامس : Collocations : (كلمات مرتبطة معا) تحفظ غيبا وبالعربي والانجليزي +املاء مع ما ترتبط به

1. Draw up a timetable	Write a schedule	يعمل جدول
2. Do exercise	Keep fit	يقوم بتمرين
3. Make a start	begin	يبدأ
4. take a break	relax	يستريح
5. do a subject	Study	يدرس
6. Make a difference	Change something	يوجد فرق

تحفظ المصطلحات التالية بالعربي

make a mistake\$\$\$\$\$	يرتكب خطأ
ask a question	يسأل سؤال
shake hands	يصافح
join a company	يلتحق بشركة
.earn respect \$\$\$\$\$	يكسب احترام
cause offence \$\$\$\$\$	يسبب اساءة
.make a small talk	يجري حوار قصير
.do business \$\$\$\$\$	القيام بالأعمال التجارية
work as + مهنة	يعمل بمهنة
decide on	يقرر في
Translate into	يترجم الى
Talk about	يتحدث حول
Ask about	يسال حول
.good at	جيد في

البند السادس: gender التذكير والتأنيث

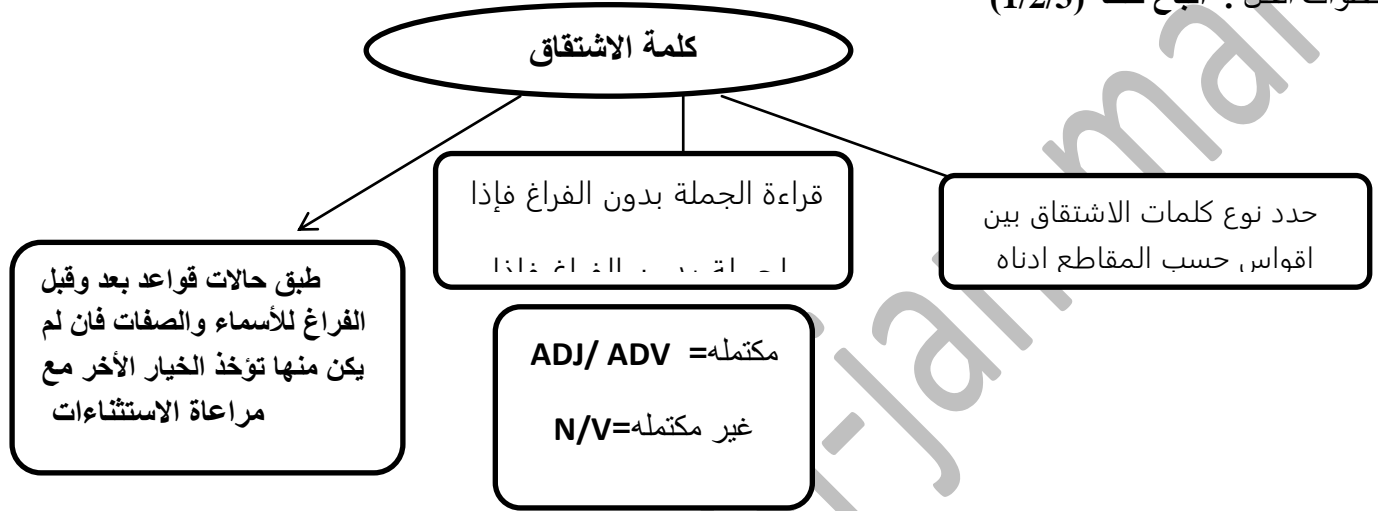
يجب حفظ أسماء الجنس المحددة بما يقابلها من اسماء الجنس المحايدة +املاء

Gender –specific words	Gender –neutral words
Businessman , businesswoman رجل/سيدة اعمال	Business person
Salesman , saleslady بائع /بائعة	Sales person/ assistant
Headmaster , headmistress مدير / مديرة مدرسة	Head teacher
He or she هو / هي	They
Mankind الجنس البشري	Humans
Postman / post woman ساعي /ساعية بريد	Postal worker

Stewards , stewardess \$\$\$\$\$\$ مضيف /مضيفه طيران	Flight attendants
His/ her له/ لها	Their
Policeman / policewoman شرطي /شرطية	Police officer

## Derivations البند السابع : الاشتقاقات

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



ist / - ncy / - ant/ment /nce / - /-ity /-y / -ion / -ness / - er /-or	مقاطع الاسماء
ic/ - -ive/ -ous/ -al/ -able/ -ing /-ed-d // ible/-less / - ful /-/ent /	مقاطع الصفات
Ly	مقاطع الظروف
en/ fy / ize / ate	مقاطع الأفعال V1 دائما

### حالات الاسماء

1. إن وجد بعد الفراغ اسم نضع صفة

قبل الفراغ	الفراغ	بعد الفراغ
صفة	N	.....
محددات ( the , a ,an , some , any , much , many all, ) (.few, this , that , either , no	N	.....
حروف جر (in, on ,of , at , with ...)	N	.....
صفات ملكية ( my, his , her , your , their, its , our )	N	.....
S الملكية	N	.....

### حالات الصفات

قبل الفراغ	الفراغ	بعد الفراغ
مكثرات صفات ( very , too , so , more , ) (استثناء 1)	Adj	N /.....
مكثرات صفات ( very , too , so , more , )	Adv	Adj
افعال معينة ( be, become ,get , see , taste , find , smell, sound, ) 2look , appear	Adj	.....
افعال معينة ( be, become ,get , see , taste , find , smell, sound, ) 2 look , appear (استثناء 2)	Adv	Adj

3.	Adj	N
(be )Ly ظرف (استثناء 3)	Adj	.....
(modal )ly ظرف (استثناء 3)	V1	
Be=(am, is , are, was, were, be , been, being )	Adj	N /.....
Be=(am, is , are, was, were, be , been, being ) (استثناء 4)	Adv	v/ adj

1. What was the most **important** .....ever ? (organize, **organization** , organized )
2. **The** .....of al kindi was noticed all over the world . (achieve , **achievement** , achieved )
3. Two minutes in silence were spent **in** .....of the author . (**memory**, memorise , memorable )
4. **My** .....was to pursue my study in the U.S.A. (ambitious, **ambition** , ambitiously )
5. Jordan's .....with Israel wasn't accepted .(agree , **agreement** , agreed )
6. Jordan valley has got a .....**soil** .(fertilization, **fertile** , fertilise ) #####

1. Living without smoking is **very** .....(ideally, **ideal** , idea)  
استثناء He was **very** .....**organized** in his project.(succeed, successful , **successfully** )
2. The issue **looked** .....for most of us . (particularly, **particular** , particulate )  
استثناء The girl **looked** .....**annoyed** with his attitude . (**particularly**, particular , particulate )
3. ....languages are a problem for most interpreters. (region, **regional** , regionally )
4. She **was fully** .....on her parents . (depend, **dependent** , dependence )  
استثناء He **can easily** .....this model . (**replicate**, replication , replicated )
5. The research about this issue **was** .....(sociology, **social** , socially )  
Ali **was** .....**boy** in English . (fluency, **fluent** , fluently )  
استثناء Jordan **is** .....**facing** a problem with International Monetary Fund.  
(economy , economise , **economically** )  
The issue **was** .....**difficult** .(cretic, criticise , **critically** )

It has been a ..... **food** for the patients .1 ( **nutrition, nutritious , nutritiously** ) (مثال تطبيقي)

1. حسب المقاطع ( **nutrition, nutritious , nutritiously** ) حدد نوع الكلمات بين اقواس :

Noun      adj      adv

1. اقرأ بدون الفراغ : مكتملة المعنى : نحتاج **adj** او **adv**

2. حسب حالات الصفات : يوجد قبل الفراغ محدد وبعده اسم لذلك نحتاج **adj** وحسب المقاطع فان الصفة هي

**nutritious**

مثال 2..... All the programmes I watched were

education) ( **educational , educate** ) حدد نوع الكلمات بين اقواس : حسب المقاطع

adj      v      noun

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

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

2. وحسب الجدول فان الصفة هي **educational**



هام : بعض كلمات الاشتقاق في الكتاب يكون لها اسمين او صفتين وقد تلجأ الوزارة لوضع الاسمين بين الاقواس لذلك اعتمد على المعنى في الاختيار وركز على التالية ومعانيها

تغذية Nutrition	مغذي Nutrient
تسويق Marketing	سوق Market
هندسة Engineering	مهندس Engineer
المحاكاة Simulation	محاكي Simulator
لغوي Linguist	علم اللغويات linguistics
السمة Attribute	الإسناد attribution
البرنامج التعليمي Tutorial	مدرس tutor
متدرب Intern	التدريب الداخلي internship
صادرات Export	تصدير exportation
الترجمة الشفوية Interpretation	مترجم interpreter
الدراسة الاستقصائية Survey	مساح surveyor
صيدلانية Pharmacy	المستحضرات الصيدلانية pharmaceuticals
التسميد Fertilization	الأسمدة fertilizer
استيراد Importation	مستوردات import
إنشاء Creation	الإبداع creativity

مثال : . . The process of .....needs high qualifications . :

( Interpretation , interpreter , interpret )

اشتقاقات متوقعة :

Memorize \$\$	Memory	Memorable
Evolve \$\$	Evolution	Evolutionary
Domesticate \$\$	Domesticity	Domestic
Intend \$\$	Intention	Intentional
Negotiate \$\$	Negotiation	Negotiable
Contradict \$\$	Contradiction	Contradictory
Compete \$\$	Competence	Competent
Extend \$\$	Extensive	Extensively

# مراجعة (3) Grammar

1- اسئلة تصحيح فعل : تكون في المواضيع التالية

1. Indirect questions	2. Passive voice (personal)	3. If- clauses
4. Wish/ if only	5. Passive voice (impersonal)	6. Tag questions

أنماط أشكال التصحيح المتوقعه :

1. النمط المعتاد : correct the verb between brackets :

1. \_\_\_\_\_ (v1)
2. \_\_\_\_\_ (v1)

## أو نمط ضع دائرة

كيفية معرفة موضوع التصحيح:

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

### 1. Indirect questions : الاسئلة غير المباشرة :

لها شكلان :

1. وجود عبارة do you mind .... قبل الفراغ بصصح الفعل ب ving

**Do you mind** .....me where the post office is ?(tell) .....telling

2. اعطاء سؤال مباشر سواء yes/no او wh- يبدأ باشكال ال do ويجول لغير مباشر يصح الفعل كالتالي :

- (wh-) **Do**+s+v1? \_\_\_\_\_ → V1  
 (wh-) **Does**+s+v1? \_\_\_\_\_ → V1+s  
 (wh-) **Did**+s+v1? \_\_\_\_\_ → V2

1. **Do** you live alone?  
Could you tell me if you .....alone ?(live) → live
2. **Does** she live alone?  
Could you tell me if she .....alone ?(live) → lives
3. **Did** she live alone?  
Could you tell me if she .....alone ?(live) → lived

### 2. Passive voice (personal)

1. لها شكلان :

قبل الفراغ	الفراغ	بعد الفراغ	طريقة التصحيح
احد اشكال ال be	.....	By +sub	p.p

The tunnel **was** .....**by** the government .(build) → built

2. وجود فاعل غير عاقل قبل الفراغ ومفاتيح داله على ازمان الافعال العادية فيصح الفعل حسب قاعدة الفعل في المبني للمجهول

1. The car ....**usually** .....in the morning . (clean) → Is cleaned (always /often/ sometimes/every...)
2. This car .....**in 1985**. (produce) → was produced (yesterday/ last / ago ...)
3. The car .....**by the mechanic next week**. (fix) → will be fixed (tomorrow / in 2020)
4. The law has .....**since 1990**. (apply) → been applied (since/for /yet/ just/ never /recently...)
5. The film .....**at the moment**. (watch) → is being watched (now/today/ nowadays/listen/look...)

6. After the car ..., we set out to Petra. (repair) → had been repaired. (after/ before/ when /by the time

7. While the car ....., it rained .(clean) . → was being cleaned (while/as / when ...)

### 3. If –clauses

عند وجود احد ادوات الشرط التالية قبل الفراغ (if/ provided /as long as/ even if / when /unless) سواء اول الجملة او وسطها يصحح الفعل حسب الشق المعطى في الطرف الاخر كالتالي :

If –clause (0)	If + (v1/v 1+s/ am/is/ are	s + (v1/v 1+s/ am/is/ are
If – clauses (1)	If + (v1/v 1+s/ am/is/ are /has/have/don't +v1/ doesn't +v1)	Will/may/can (not) +v1
If – clauses (2)	If + (v2/ were /had/ didn't +v1)	Would/might/ could(not)+v1
If – clauses (3)	If + (had /not+ p.p )	Would/might/ could have p.p

Plants die if they .....enough sunlight (not get ) → don't get

If Hamdan *doesn't leave* at nine, he ..... the plane. (miss) → will miss

If Ali *had* his own computer, he .....his report now .(type) → would type

If I *had encountered* any difficulties, I .....my teacher.(consult ) → would have consulted

I won't leave now unless she .....me money .(give) → gives

### 4. wish/ if only

عند وجود wish او if only قبل الفراغ يصحح الفعل كالتالي : (التركيز فقط على الماضي) \$\$\$\$\$\$

1. Wish / if only ..... موقف حاضر → v2

2. Wish / if only ..... موقف ماضي/موقف حاضر ويتبعه ندم ماضي → had+p.p

3. Wish / if only ..... Can +v1 → could +v1

1. I wish I .....taller (be) → were

2. Ali did not pass his exams. If only he ..... harder last year. (study) → had studied

3. I feel ill. I wish I .....so many sweets! (not eat) → hadn't eaten

4. I wish I .....your name . (can , remember ) → could remember

### 5. Impersonal passive :

لها شكلان : 1.

1. It is/ was/ has+have been .....that ..... (v) التصحيح ب → p.p

2. S+ 

is
Was
Has/ have been

 + thought/ believed /said / proved / claimed .....(v) → to+v1

مثال:

1. It is .....that English is a difficult language to be learnt .( think) → thought

2. Ali was proved .....the bank last night .(steal) → to steal

### 6. Tag question :

لها شكلان : 1.

1. S+v .....s? (v) (التصحيح حسب قواعد الفعل في الجملة)

The girls **slept** early , .....they ? (do)-----didn't الحل

We **were** tired last night , .....we ? (be) -----weren't الحل

They **don't eat** eggs , .....they ? (do) -----do الحل

2. S+..... ,v+s? (v) (التصحيح حسب قواعد السؤال)





ب. نحدد الفعل في الجملة (يكون قبل المفعول)  
ت. نكتب قاعدة الفعل حسب القواعد المرفقة

- 1- v1,v1+s ----- o+ am,is,are + p.p  
don't doesn't+v1----- o+ amn't, isn't, aren't +p.p  
2- v2-----o+was,were+p.p  
didn't+v1----- o+wasn't,weren't+p.p  
3- am,is,are+ving----- o+am,is,are+being+p.p  
4- was,were+ving-----o+was,were+being+p.p  
5-has,have,+p.p-----o+has,have,+been+p.p  
6-had+p.p-----o+had+been+p.p  
7- will / modal +v1-----o+/will /mod+be +p.p  
8.will+ be +ving \_\_\_\_\_o+will +be+being +p.p  
Mod +have +p.p----- mod +have+ been +p.p

- 8- s+am,is,are going to +v1+o-----o+am,is,are going to+be+p.p  
9- s+ has to, have to+v1 +o-----o+hasto,haveto+be +p.p  
10-s+ used to +v1 +o-----o+used to +be +p.p

1- s+ v + o

→ o + v.pass +p.p

Me,us,him,her,  
it,you,them

I ,we, he, she it , you they

2- s+ v + o

→ o+ v.pass + p.p

ving

ving

فعل مفرد

3- S + V + O

→ o+ v.pass +not +p.p

Nobody  
No one  
Nothing

ان كانت الجملة مزدوجة وتحتوي مفعولين يجب تحويل الجملتان

I cleaned the room after I had cooked the food .

The room .....**was cleaned** after the food **had been cooked** .....

مثال عام :

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

Goods have been transported hundreds of kilometers inside China since 1780

1 - اشطب المفعول goods

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

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

4 - قبل التطبيق مراعاة أي مشاكل:-

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

## 2. Passive impersonal

هذا النوع يستخدم مع الأفعال اللازمة (التي لا تأخذ مفعول) غالبا أفعال الإدراك مثل (say , think , believe , claim , prove ..... )  
وتكون الجمل على الشكل ادناه وتحول حسب الفعل الموجود في الجملة :

S+ (باي تصريف) + that + S2 + فعل ادراك باي تصريف + v+.....

3. It + v.passive + من فعل الادراك + that + S2 + (باي تصريف) + v+.....

4. S2 + v.passive + من فعل الادراك + to + v1 .....

1. حدد فعل الإدراك وتصريفه
2. اكتب قاعدة الفعل حسب قواعد المبني للمجهول
3. طبق القاعدتين اعلاه حسب المطلوب

They say that the planet is in danger. 1- v1,v1+s ----- o+ am,is,are + p.p

It .....

is said that the planet is in danger.

The planet ..... (is said to be in danger)

هام : ان كانت الجملة منفية باي شكل يجب اضافة **not** قبل **to** في الحالة الثانية

They thought that the man didn't kill his wife .

The man ..... (The man was thought **not to** kill his wife)

هام : ان كان s2 على شكل **ing** يجب ان يرتبط بفعل مفرد عند التحويل

The believe that reading novels helps imagination

Reading novels.....(is believed to help imagination )

هام : ان كان s2 ناقصا يجب اكماله ثم الحل

They think that students who study hard achieve good results .

Students ..... ( **who study hard** are thought to achieve good results )

# التحويل العكسي : الشكل الوزاري :

3. It + v.passive + من فعل الادراك + that + S2 + (باي تصريف) + v+.....

..... اكمال الجملة .....+ارجاع فعل الادراك بالمجهول لاصله .....فاعل خارجي

It is believed that watching horror films makes us aggressive .

Some experts .....

believe that watching horror films makes us aggressive . الحل :

4. S2 + v.passive + من فعل الادراك + to + v1 .....

..... اكمال الجملة + s2+ v1/v1+s + ارجاع فعل الادراك بالمجهول لاصله .....فاعل خارجي

Smoking was proved to cause cancer

Doctors ..... : proved smoking **causes** cancer الحل :

## 3. CONDITIONALS

لها 4 اشكال في الاعداد :

اعداد كتابة مواقف سببية ب **IF** واخواتها : الشكل الوزاري :

-----  
-----so/اخواتها-----

-----because/واخواتها-----

If .....

1. حدد السبب والنتيجة المتوقعه وضع اشارات (+) ان كانت مثبتة و (-) ان كانت منفية  
 therefore /consequently/ thus// as a result /that's how /for that reason **So/**  
 و since/ as/ for / due to /because of **because/** وتتبع بالسبب  
 2. اكتب قاعدة 3 تحت if : مع وضع جملة السبب دائما بعد if وان تعكس الاشارات في الجملة

1 مثال I didn't know your phone number , so I wasn't able to contact you

(-) سبب (-) نتيجة

If .....

If +s+had+p,p....., s+would+have+p.p

(+) (+)

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

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

(+) سبب (+) نتيجة

If .....

If +s+hadn't+p,p....., s+wouldn't+have+p.p

(-) (-)

If you **hadn't had** a brightly-coloured T-shirt on, I **might not** have noticed you in the crowd.

2. اعادة كتابة جمل من **if -----unless** والعكس:

وذلك حسب 3 قواعد :

1. If + مثبت  $\longrightarrow$  unless + مثبت + الشرط + مثبت  
 2. Unless + مثبت  $\longrightarrow$  if + مثبت + الشرط + مثبت  
 نفس جواب الشرط + منفي + if  
 او  
 3. If + منفي  $\longrightarrow$  unless + مثبت + الشرط + مثبت  
 نفس جواب الشرط + مثبت + unless  
**be+not**  $\longrightarrow$  **be**  
**Modal+not**  $\longrightarrow$  **modal**  
**Have+not**  $\longrightarrow$  **have**  
**Don't +v1**  $\longrightarrow$  **v1**  
**Doesn't +v1**  $\longrightarrow$  **v1+s**

1. If it rains , I will stay home. + +  
 Unless..... +.....  
 Unless it rains , I won't stay home

2. If it doesn't rain, I will go to cinema - +  
 Unless..... +.....  
 Unless it rains , I will go to cinema

3. Unless she studies hard , she won't pass.  
 If .....

If she **studies** hard , she will pass  
 او if she doesn't study hard , she won't pass

3 اعادة كتابة جمل نصائح ب if :

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

الشكل اوزاري :

1. S+should/ought to +v1  $\longrightarrow$  If I were you I would +v1/  
**It would be a good idea** for you **to +v1**  
**Have you thought about +ving** Why don't you +v1?  
**I recommend +ving**



You could +v1

مثال You **should practice** the presentation several times. (were)

If.....

Why .....

You .....

الحل I were you, I would practice the presentation several times

الحل Why don't you practice the presentation several times?

الحل You could practice the presentation several times

2. S+ shouldn't /oughtn't to +v1 → If I were you I wouldn't +v1

You shouldn't look too casual. (If)

If.....

الحل I were you, I wouldn't look too casual.

4. ربط جمل باختيار أداة الشرط المناسبة :

Join the sentences using the suitable conditional word from the given box

الشكل الوزاري : اصبح ضع دائرة

If , unless , as long as

يعتمد النمط على التفريق في استخدام ومعاني أدوات الشرط وعلى فهم الجمل المعطاة :

(Unless= مالم) (as long as = ( طالما ) even if = حتى ولو ) (provided that = فقط اذا) (if/when)= اذا/ عندما

Your new computer will last a long time. You are careful with it.

Even If , unless , as long as

الجواب : as long as  
الحل :

Your new computer will last a long time **as long as** you are careful with it.

#### 4. Indirect questions الاسئلة غير المباشرة

سؤال مباشر يحتوي الافعال بالغامق سواء yes/no او wh-

Wh - +be/have/ modal +subject .....

Could you tell me...

Do you know

yes/no

Do you mind telling me .....if/whether ..... + sub + be/have / modal.....?

Could you explain ....

Wh-

... wh-

مثال 1 Are your parents joining us for dinner?

Could you tell me **if** your parents **are** joining us for dinner?

مثال 2 where **will** they spend the night?

Do you mind telling me **where** they **will** spend the night?

Wh - +do/ does/ did +subject + v1.....?

Could you tell me...

Do you know

Do you mind telling me ...

Could you explain ....

yes/no

Wh-

if/ whether + sub

wh-

v1 /V1+s /V2 ..?

مثال Do you plan on traveling this summer?

Could you tell me if you plan on traveling this summer?

مثال Why did Sami leave early yesterday?

Could you explain why Sami left early yesterday?

## ملاحظات هامة :

1. تحديد فاعل السؤال : يكون الفاعل في السؤال المباشر بين شقي الفعل :

Be (am, is ,are , was, were..... فاعل ..... ving صفة /p.p

Have (has, had)..... فاعل ..... p.p

Modals (will, shall)..... فاعل ..... , v1

Do (does , did)..... فاعل ..... v1

” When will all your friends at school visit you” ?

Could you tell me when all your friends at school will visit you ?

2. الاسئلة التي تسأل عن الفاعل ب who/ what والتي يكون فعلها مباشرة بعدها توضع مباشرة كما هي بعد عبارة السؤال غير المباشر

Who built that enormous bridge?

I wonder who built that enormous bridge?

3. الاسئلة غير المباشرة التي تبدأ بالعبارة : do you mind .... يجب اشتقاق ing من فعل السؤال ووضعه بعد mind

Can you eat a healthy breakfast?

Do you mind eating a healthy breakfast?

4. ان نسي الطالب علامة السؤال في الحل = صفر وفي حالة whether نضع نقطة

where does the bus go from , please ?

5. ان بدأت الازارة ببداية العبارة يجب اكمالها ثم الحل :

Could .....from ?

Could you tell me where the bus goes from

هام : التحويل العكسي :

الشكل المتوقع :

عبارة Wh- / if ++ s+ be/have/mod /+.....

Wh-...+ be/have /mod .....

Could you tell me where the post office is ?

Where .....

الحل : where is the post office ?

عبارة Wh- / if ++ s+ v1/ v1+s/ v2+.....

Wh-...+ do/ does/ did +s +v1 .....

Could you explain when the concert started ?

When .....

الحل : when did the concert start ??

## 5. Wishing التمني

له شكلان :

S V O  
S + wish/ if only .....

- نحدد الفعل في الجملة
- انزال كل ما قبل الفعل بعد wish /if only
- نكتب قاعدة الفعل حسب القواعد المرفقة /او تطبق احد المثلثين .
- قبل التطبيق مراعاة النكشات .

### الفعل في الجملة

### الفعل بعد wish

- v1, v1+s----- **didn't +v1**  
don't doesn't+v1----- **v2**
- v2 ----- **hadn't +p.p**  
didn't+v1----- **had + p.p**
- am, is, ----- **wasn't**  
1. **Are** ----- **weren't**  
**Aren't** ----- **were**  
Amn't , isn't----- **was**
- was, were ----- **hadn't been**  
Wasn't, weren't----- **had been**
- has, have----- **didn't +have**  
Don't / doesn't +have ----- **had**  
-had ----- **hadn't + had** 68
- mod+v1 ----- **mod (past) +not +v1**  
(will, shall, can, ...) (would, should , could , ...)
- has to / have to + v1 ----- **didn't +have to + v1**
- don't / doesn't + have to +v1----- **had to +v1**



ملاحظة 1. ان احتوت الجملة too تحول الى so او تحذف

ملاحظة 2. ان كان فعل الجملة have to+ v1 في الحل يصبح didn't have to +v1

ملاحظة 3. ان احتوت الجملة الفعل regret متبوع ب ving او v2 يكون الحل دائما ب hadn't +p.p ان كانت مثبتة وب had +p.p ان كانت منفية

ملاحظة 4. عند عكس الصفات في الجمل لا نعكس الافعال في التحويل

ملاحظة 5. الجمل التي تحتوي should +v1 تعاد ب wish+ v2 بينما الجمل التي تحتوي should +have+p.p تعاد ب wish+had+p.p

- The exam **is too** difficult
- Our team **didn't play** very well yesterday.
- I **have to go** to in a tour
- I **regret watching** this film
- The exam was **difficult**
- They **should practice** hard before exams .
- Ali **should have studied** hard before exam

**I wish ...the exam wasn't so** difficult  
If only ...our team **had played** well  
I wish ...I **didn't have to go** in a tour .  
I wish .....I **hadn't watched** this film .  
I wish the exam had been **easy**  
I wish they **practiced** hard before exams  
Ali wishes he **had studied** hard before exams

1. For each of the following sentences, write sentences **using the verb wish / if only** and **the given words between brackets** , then write it down in your ANSWER BOOKLET:

لكل من الجمل التالية , اكتب جملا مستخدما الفعل wish والكلمات المعطاة بين اقواس

اذا كانت الكلمات تتوافق زمنا مع الموقف تعاد حسب طريقة المثالث

1. My brother **spends** too many hours talking on the phone ( **not spend so many hours** )  
I wish my brother didn't **spend so many hours** talking on the phone

اذا كانت الكلمات لا تتوافق زمنا مع الموقف تعاد ب had .pp

2. Nahla could not find her way round the city very easily. ( **take a map** )  
If only she had taken map.

## 6. Comparisons المقارنات

الشكل الاول :

A + فعل منفي + as + adj + as + B  
↓ ↑  
B + فعل مثبت + adj + er  
More+ adj + than A

1. Football **isn't as exciting as** basketball .  
Basketball ... **is more exciting than** football .
2. Ali **isn't as short as** Ahmad  
A hmad **is shorter than** Ali
3. Reading books **is more beneficial than** watching TV
4. Watching TV **isn't ... as beneficial as** reading books .  
او Watching TV ... **is less beneficial than** reading books .

الشكل الثاني :

A + B + اسم/معدود غير معدود + less + فعل مثبت + A



A + B + اسم / غير معدود/جمع معدود + less + فعل مثبت + A

1. Books have **less information than** encyclopedias.  
Books don't have **as much information as** encyclopedias
2. Villages contain **less people than** Cities  
Villages don't contain **as many people as** cities.

الشكل الثالث :

A + B + اسم / غير معدود/جمع معدود + less + فعل مثبت + A



B + A + اسم / غير معدود/جمع معدود + more + فعل مثبت + B

1. Books have **less information than** encyclopedias.  
Encyclopedias have **more information than** books

A + فعل + as /like /similar to/ different from B



B + + فعل as/like /similar to different from A

1. Ali is *similar to* Sami -----Sami is **like** and Ali
1. Ali is *different from* Sami -----Sami isn't **like** and Ali

الشكل الخامس : يعتمد على اجراء المقارنات حسب الاساسيات وذلك بتحديد ان كانت الاشياء المقارنة بين طرفين او واحد ومجموعة

2. No exam is difficult as English exams .

English exams ..... are the most difficult of all exams

## 7. Phrasal verbs الأفعال الظرفية

لها شكلان :

1. Rewrite the following sentences by replacing the underlined word with a suitable pronoun and making the necessary changes :

اعد كتابة الجمل التالية باستبدال الكلمة التي تحتها خط بضمير مفعول مناسب وعمل التغييرات الضرورية :

1. ارجع اولا للبند الثالث في مراجعه الكلمات واحفظ اي الافعال مفصولة /sp واياها غير مفصولة insp
2. Sp = يعني ان المفعول يوضع بين الفعل وحرف الجر او يأتي بعده لكن ان كان ضميرا يجب ان يتوسط الفعل وحرف الجر
3. Insp = يعني ان المفعول يوضع بعد الفعل وحرف الجر ولو كان ضميرا

طريقة الحل :

1. استبدل الكلمة بضمير مفعول مناسب (him/her/it / them)
2. حدد ان كان الفعل الظرفي sp او insp حسب الحفظ المسبق وضع المفعول الضمير بين الفعل وحرف الجر ان كان sp وبعدهما ان كان insp واكتب الجملة مرة ثانية

1. Can you point out my mistakes when I speak, please?  
(My mistakes = **them**) (point out = **sp**)  
Can you **point them out** when I speak, please?

2. We'll look into your complaints.  
(Your complaints = **them**) (look into = **insp**)  
We'll **look into them**.

2. Rewrite the sentences with a suitable phrasal verbs :

يعتمد على استبدال معنى الفعل الظرفي بالفعل الذي يتوافق معه حسب حفظ الطالب المسبق

1. That's amazing news! How did you **discover** it?

That's .....

1. الحل That's amazing news! How did you **find it out** ?

## 8. Miscellaneous متفرقات تحفظ غيبا

1. This book *changed my way of thinking*. (influence)  
This book .....me
2. It was *done accidentally*. (purpose)  
It wasn't .....
3. Who is *in charge of* these children? (responsible)  
Who .....

4. We had a great **time**. (experience)

It was .....

5. How are Jaber and Mahmoud **related?** (relationship)

What .....

الحلول 1 influenced me 2 done on purpose 3 is responsible for these children 4 a great experience 5 is Jaber and Mahmoud's relationship

**9. Question tags** الاسئلة الذيلية

هي أسئلة تكون في نهاية الجملة وتهدف لتأكيد معلوماتها . ( أليس كذلك )  
القاعدة العامة :

{ إذا كانت الجملة مثبتة يكون السؤال منفي }  
{ إذا كانت الجملة منفية يكون السؤال مثبت }

الجملة المثبتة	الجملة المنفية
<p>S + be — , be + not + S ? Mod Mod not Have Have not She <b>is</b> happy, <b>isn't she</b> ? She <b>can</b> swim, <b>can't she</b> ? She <b>has</b> cooked , <b>hasn't she</b> ?</p>	<p>S + be + <b>not</b> — , be + + S ? Mod +not Mod Have +<b>not</b> Have She <b>isn't</b> happy, <b>is she</b> ? She <b>can't</b> swim, <b>can she</b> ? She <b>hasn't</b> cooked , <b>has she</b> ?</p>
<p>S + V1 — , don't + S ? V1+S doesn't V2 didn' She <b>loves</b> him , <b>doesn't she</b> ? She <b>cleaned</b> it , <b>didn't she</b> ? They <b>sleep</b> early , <b>don't she</b> ?</p>	<p>S + don't +v1 — , do + S ? doesn't +v1 does didn't +v1 did She <b>doesn't</b> love him , <b>does she</b> ? She <b>didn't</b> clean it , <b>did she</b> ? They <b>don't</b> sleep early , <b>do they</b> ?</p>

اهتم بالنكشات التالية :

\*1 إذا كان الفاعل اسم يجب تحويله لضمير في سؤال Tag يتناسب مع الاسم : **Ali isn't happy , is he** ?

• إذا كان الفعل في الجملة احد التالية يجب ان يكون السؤال الذيلي كما هو ادناه :

[s + has to + v1, doesn't + s ]  
[s + have to + v1, don't + s ]  
[s + had to + v1 , didn't + s ]  
ex. They have to do it, **don't they** \_\_\_?

let's +v1 , shall we? ----- let's play chess , shall we ? .3

He'd visit them , wouldn't he ?  
He'd visited them , hadn't he ?

'd = would +v1 / Had + p.p 4.

's = Has + p.p // Is+ ving/ صفه 5.

He's playing chess , isn't he ?  
He's played chess , hasn't he ?

6. يجب ان تكتب ال not بالاختصار في السؤال n't والا صفر
7. يجب وضع علامة السؤال في الاجابة على دفتر الاجابة والا صفر
8. اي جملة فاعلها nobody / no one تكون جملة منفية ويكون فاعل سؤالها they
9. جمل العرض التي تبدأ ب I will +v1 ب I shall I ? لجعلها اكثر تأكيدا  
I will help you with it , shall I ?
10. جمل فاعلها that يكون فاعلها في السؤال it
11. اذا كان الفعل في الجملة am يكون الحل aren't I ?

## الوظائف اللغوية

### Language functions

هي استخدام عبارات معينة (توظيفها) لنقل معانٍ معينة:

**Comparisons:** المقارنة

1. A is *adj+er than* B
2. A **Is more +adj than** B
3. A is **the adj+est of all**
4. A is **the most / least adj of all**
5. A is/ are **less/ more +adj/adv than B**
6. A is/ are **the most/ least +adj/adv**

**Giving advice :** تقديم نصائح

1. Have you thought about ...?
2. You should ..., no doubt about it.
3. If I were [coming to Jordan for the first time], I would ...
4. the first time], I would ...
5. My main recommendation is that you ... ..

**Showing cause :** اظهار السبب

1. -----because / as / since -----.
2. ----- because of / due to -----

**Showing result :** اظهار النتيجة

1. -----,therefore / so -----.
2. -----; as a result, -----
3. -----,because of that /Consequently , -----

**Impersonal question / polite and formal :** سؤال غير شخصي

1. Could you tell me...
2. Do you know...
3. Do you mind telling me
4. Could you explain ....

**Expressing regret about the past :** تعبير عن ندم في الماضي

S+ wish/ if only + had +p.p .....

**Expressing wishes about the present:** تعبير عن تمنى في الحاضر

S+ wish/ if only + v2 .....

**Expressing inevitable consequence:** تعبير عن نتيجة محتومة

If+sub+simple present.....,sub+simple present

**Expressing future outcome :** تعبير عن ناتج مستقبلي

If+sub+simple present.....,sub+will +v1

Expressing imagined , impossible event in the future

If+sub+simple past.....,sub+would+v1

Expressing impossible past situations : تعبير عن مواقف ماضية مستحيلة

If+sub+past perfect....., sub+would +have+p.p

to check or query information.

tag question : We can't walk away, can we?

Formal way of reporting ideas, beliefs and opinions

1. It's believed that .....

2. English is believed to be .....

طريقة السؤال :

الطريقة الاولى : قراءة حوار والاجابة على وظيفه كلام احد الاطراف

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

Sami : I am having an interview tomorrow and I am confused

Ali : My main recommendation is that you practice in front a mirror

What is the function of Ali's statement ? الحل : giving advice

طريقة الثانية : دراسة جملة واعطاء وظيفة .....

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

Salma studied hard for her exams. Consequently, she passed them

What is the function of using the underlined linking word in the above sentence?

الحل : showing result

مراجعة (4)

Writing

Editing

تحرير النص من الاخطاء

تحرير النص من الاخطاء : Editing

يعطى الطالب فقرة ويحدد له الأخطاء التي فيها بوضع خط تحتها :

\*Spelling mistakes : اخطاء املائية :

تركز على تبديل بعض الحروف في الكلمات :

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

(arthretis=arthritis) (taplet =tablet ) (privasy = privacy) ( allerjy = allergy)(Akcess = acces )

\*punctuation mistakes : اخطاء ترقيمية :

تركز على موضوع تكبير الحرف / والفواصل في مواضع ادوات الربط واشباه جمل الوصل وغيرها

طريقة السؤال الجديدة : تحديد نوع الاخطاء المطلوبة



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 out these four mistakes and correct them . Write the correct answer down in your ANSWER BOOKLET.

I am doing an online postgreduate 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 tototrs by email and there are a lot of different class discussion on the Internet .

طريقة الحل :

X	✓
postgreduate	postgraduate
think	It is thought
tototrs	tutors
students?	students

### GUIDED WRITING

يركز على ترجمة معلومات معطاة بشكل فقرة من جملتين احرض على كتابة جملتين بسيطتين واستخدام أدوات ربط مناسبة

1. نموذج تعداد خصائص /مزايا لشيء :

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

#### Characteristics of web pages

- give link to other web pages
- allow people to contact the author
- have adverts on them .
- interactive with others

Web pages give link to other web pages *and* allow people to contact the author. *They also* have adverts on them *and* interactive with others .

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

Title *is good because of* (1+ing) *and* (2+ing) . *title is also good because of* (3+ing) ./ *and* (4+ing)

#### The advantages of moving abroad

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

Moving abroad *is good because of* getting better jobs *and* having new relations. Moving abroad *is good because of* learning new traditions and visiting new places .

3. نموذج Disadvantages سيئات

Title *is bad because of* (1+ing) *and* (2+ing) . *title is also bad because of* (3+ing) ./ *and* (4+ing)

#### Disadvantages of using computers

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

Using computers **is bad because of** hurting eyes and causing headaches. Using computers **is also bad because of** damaging hands and arms and wasting time .

#### 4. نموذج سؤال reasons /purposes/ why .....?

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

#### Why do students study abroad?

- ✓ -increase employment prospects
- ✓ - build valuable job skills .
- ✓ **Have the chance to study at top universities** .
- ✓ **Become more independent**

There are many reasons that make students study abroad such as : increasing employment prospects and building valuable job skills .Also students study abroad to have the chance to study at top universities and become more independent .

#### 6. نموذج سؤال How/ Ways to / suggestions

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

#### How to draw up a timetable?

- look at the subjects you have to do.
- work out when to start .
- change the order of subjects
- set suitable time for each subject

You can draw up a timetable **by** looking at the subjects you have to do and working out when to start . You can also change the order of subjects and set suitable time for each subject .

#### نموذج مقارنة (1) comparison

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

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

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

#### نموذج مقارنة (2) comparison

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

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

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

**Internet**

<b>Advantages</b>	Facilitate learning , entertain people
<b>Disadvantages</b>	Waste time , cause problems

Title *is good because of* (1+ing )*and* (2+ing ) . On the other hand, *it/they/you can* (3+vI) ./ *and* (4+vI)  
 Internet *is good because of* facilitating learning *and* entertaining people. On the other hand, It *can* waste time *and* cause problems

7 نموذج سيرة غيرية biography

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

**ziriyab**

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

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

7. نموذج C.V

This C.v is for .. اسم الشخص who lives in .. العنوان and who has got a . اسم الشهادة from . مكان الشهادة .  
 Moreover, he/ she worked as .. اسم المهنة for .. مكان العمل from ....to...

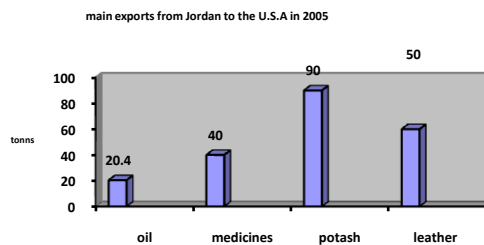
**Curriculum Vitae**

- Name** : Hisham Khateeb
- Contact details** : 22 East Way, Irbid
- Qualifications and training** : Degree in Physics (graduated 2009 /Yarmouk university )
- Work experience** : 2010-now : sales Representative for a large pharmaceutical company

**This C.v is for** Hisham Khateeb **who lives in** 22 East Way, Irbid **and who has got a** degree in Physics **from** Yarmouk University **in** 2009. **Moreover, he worked as** sales Representative **for** a large pharmaceutical company **from** 2010 to now.

8. نموذج رسم بياني

This chart shows the .. اسم اللوحة. and which indicates that اعلى نسبة was the highest , while اقل نسبة was the least. It also shows that the نسبة اخرى was more than اخرى .



**This chart shows the** main exports from Jordan to the U.S.A in 2005 and which indicates that potash was the highest, while oil was the least. It also shows that the export of leather was more than oil.

## WRITING ESSAYS/ ARTICLES

### Title العنوان

#### INTRODUCTION مقدمة ثابتة

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

#### BODY

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

I. Topic sentence الفقرة : يعاد صياغة المطلوب الاول على شكل جملة تسمى الجملة الرئيسية للفقرة والتي تلخص

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

II. Topic sentence الفقرة : يعاد صياغة المطلوب الثاني على شكل جملة تسمى الجملة الرئيسية للفقرة والتي تلخص

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

III. Topic sentence الفقرة : يعاد صياغة المطلوب الثالث على شكل جملة تسمى الجملة الرئيسية للفقرة والتي تلخص

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

#### CONCLUSION خلاصة ثابتة

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

مثال هام:

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

استخراج اسم الموضوع من المعطيات :

Write an essay **about** accident prevention about اسم الموضوع بعد كلمة يكون اسم الموضوع

..... Write an essay **discussing** ..... قبل يكون اسم الموضوع

استخراج المطالب من المعطيات :

بعد about واسم الموضوع

بعد discussing ملاحظة : هذا القالب يناسب اي مقالة / تقرير تطلبه الوزارة

## Writing blog post

كتابة المدونة الالكترونية  
عناصر المدونة :

1. العنوان : title = يجب ان يكون قصيرا وجاذبا
2. اسم كاتب المدونة : posted by .....
3. المقدمة : introduction = عادة تبدا بسؤال للقارئ فيه تطلب فيه نصائح
4. موضوع المدونة : subject / problem تتألف على الاقل من فقرتين
5. الخلاصة : conclusion = تحنوي اعادة صياغه لسؤالك وتطلب من القارئ التدخل

<b>Title</b>
<b>Posted by :</b> a student .....
<b>Introduction ( مقدمة ثابتة )</b> <i>Do you know what I am going to talk about ? I am going to talk about ..... اسم الموضوع . I have come up with some ideas but I really need your help! Do get in touch if you have any ideas or advice that you think might help me to deal with such a subject .</i>
<b>Body :</b> <i>Firstly , ..... اكتب اي افكار عن الموضوع.....</i> ..... <i>Secondly , اكتب افكار اخرى عن الموضوع</i> .....
<b>Conclusion : (خلاصة ثابتة)</b> <i>I think that this subject still needs more ideas to be discussed, therefore can you help me with it . We could start up a useful conversation about it .</i>

رسالة شخصية ( Informal letter )

<b>p.o box 116 Amman Jordan June 14, 2014</b>
<b>Dear friend ,</b> <i>It's been ages since I received a letter from you. I don't know any reason for that. Actually, I am writing this letter to tell you about</i> ..... <i>جمل حول الموضوع 4-6</i> <i>I have to go now because I have a lot of work to do.</i> <b>Best wishes</b> اسمك

Writing formal letter/

**Address and date**  
**Name and address**  
**of the company**

P.O BOX  
Amman,  
Jordan  
June 26,2016

**Greeting**

Dear sir;

I am writing this letter to..... سبب الكتابة

**BODY**

I look forward to hearing from you as soon as possible.

Yours sincerely

توقيع

Your name

**Writing formal letter Covering letter / applying for a job**

كتابة رسالة رسمية / التقدم لوظيفه

**Name and address**  
**of the company**

**address and date**

P.O BOX  
Amman,  
Jordan  
June 26,2016

**Greeting**

Dear sir;

**Introduction :**

I am writing this letter to apply for the job of ... اسم العمل ..... at ..... اسم مكان العمل  
You will see from my curriculum vitae that I have a Bachelor's degree in ..... اسم التخصص., as well as  
substantial experience in ..... اسم مكان العمل السابق

**BODY**

**1. Reason of applying**

I am now looking for a new challenge as ..... اسم الوظيفة الجديدة , and I am interested in pursuing my goal  
at your ..... اسم مكان العمل. My developing skills show that I am ready to advance in this career ,  
and the advertised position at your ..... اسم مكان العمل as ..... اسم الوظيفة is ideal .

**2. Further details and ambitions :**

I am dedicated to this job and ambitious to develop it with all the skills I have to be better than it is now .

**FORMAL ENDING :**

Please contact me for a reference .I look forward to hearing from you as soon as possible.

Yours sincerely

توقيع

Your name

# LITERATURE SPOT B

عزيري الطالب ستعطى مقتطف من القصيدة او القصة وسؤال واحد فقط يتم في الاغلب الاجابة عليه من المقتطف المعطى لذلك ادرس الاسئلة التالية وركز عليها

" a green cornfield اسئلة على قصيدة

## First stanza:

1. What does the poetess mean by "the **two** "?
2. What does a singing speck over a corn imply?
3. Find examples to show that it was spring time?
4. What does the word "**speck**" mean?

الاجابات :

1. The earth and the sky 2. Implies that the cornfield was big 3. Green earth , blue sky , sunny morning , singing birds 4. Small piece

## Second stanza:

1. What does the poetess compare the cornfield to?
2. At what state does the skylark keep singing ?
3. The poetess portrays beautiful picture in the second stanza. What is it?
4. What does the song represent for the poetess ? ركزز
5. The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique? ركزز

الاجابات :

1. A stage 2. When soaring 3.the bird like a singer on the stage (cornfield) and the butterflies are like the audience 4. Continuity of life 5. " And still the singing skylark soared" the poetess **adds rhythm and link dissimilar words together**

## Third stanza:

1. What two examples show that the cornfield was big ?
2. What helped the poetess to know that there was a nest unseen ? ركزز
3. What do the words " **tender/ stalks** mean ?

الاجابات :

1. The cornfield stretched a tender green + Somewhere among the million stalks
2. 1. The bird keeps going up and down on a certain spot on the cornfield 2. It's spring time when birds sit on their eggs
3. fresh and young/ The main stem of a plant

#### Fourth stanza:

1. How do we know that the poet leaves the cornfield before the skylark has stopped singing?
2. What is the theme of this poem?
3. What does the “**the moments slid** “ indicates ?
4. Find a word that means “**fast**”

الاجابات :

1. She says, Perhaps his mate sat listening long, And listened longer than I did (lines 15-16).  
This shows that the poet leaves the cornfield but speculates that the bird's mate might still be listening to the song: therefore, the bird must still have been singing
2. A celebration of life , nature and love
3. The poetess was enjoying her time and forget herself .
4. Swift

#### اسئلة على Around the world in 80 days

**1. The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several bungalows and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'**

# For what reason did the train stop ?

#What made Sir Francis Cromarty annoyed when talking with the train conductor?

**2. 'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of conveyance to Allahabad.'**

#what does Fogg mean by “we will ...” ?

# How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis?

**3. 'Mr Fogg, this is a delay greatly to your disadvantage.'**

**'No, Sir Francis; it was foreseen.' 'What! You knew that the way—'**

# Why would the delay be a disadvantage for Fogg?

**4. There was nothing to say to so confident a response. Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.**

# Who was the confident person the narrator meant by ?

# find an expression to mean “looking for things in all over a place ?

**5. Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes.**

# find an expression of pain and unhappiness



**6. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness.**

# Why did the Indian man decide to rear an elephant?

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

**7. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused.**

# What expression is used to show that the Indian refused to rent the elephant directly without further explanation?

# Why did Fogg want to hire the elephant ?

**8. Compare the train and the elephant. What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?**

**9. What does the story tell us about the character of Fogg?**

**10. What does the story tell us about the character of Francis ?**

الاجابات :

1. #The railway isn't finished

# because he feels cheated by being sold a ticket to somewhere the train doesn't go.

2. # he will still complete his journey in eighty days

# Fogg says that he suspected that this might happen and suggests that they find another means of transport. Compared to Sir Francis, he is very calm and confident and doesn't show any anger.

3. # because time is an important element in this journey

4. # 'Mr Fogg

# from end to end

5. # wry grimace

6. # He wanted it for fighting.

# 'It still preserved its natural gentleness', meaning that it does not want to fight

7. # point-blank

# to complete his journey to Allahabad .

8. ; it 'could doubtless travel rapidly and for a long time'.In this situation, the man-made transport fails, whereas the animal seems to be a more positive investment.

9. Fogg : confident , calm , well –prepared , persistent

10. Francis : easily annoyed , desperate ,