

# Shapes, coverings and materials

## الوحدة الأولى

يهدف هذا الدرس إلى معرفة وصف الأشياء ( من حيث الشكل والأغطية والمادة) وربط الكلمات مع الصور المناسبة.

### الكلمات الهامة:

#### الأشكال: Shapes:

The words	The meanings	The words	The meanings	The words	The meanings
rectangle	المستطيل ( إسم )	triangle	المثلث ( إسم )	Square	مربع (إسم+صفة)
rectangular	مستطيل (صفة)	triangular	مثلث ( صفة )		
circle	دائرة ( إسم )	curve	منحني (إسم)	Straight	مستقيم
round	دائري ( صفة )	curved	منحني ( صفة )		

#### Examples:

- The ball is **round**. الكرة دائرية.
- The door is **rectangular**. الباب مستطيل.
- A ruler is **straight**. مسطرة مستقيمة.
- The box is **square**. صندوق مربع.
- The banana is **curved**. الموزة منحنية .
- The radio is **rectangular**. الراديو مستطيلة.

#### أغطية الحيوانات: Animals coverings:

The words	The meanings	The words	The meanings	The words	The meanings
hair	شعر	fur	فرو	Skin	جلد
feather	ريش	scales	قشور	wool	صوف

#### Examples:

- The frog is covered with **skin**. الضفدع مغطى بجلد.
- Sheep and Ramas is covered in **wool**. الخروف والراما مغطاة با الصوف.
- Cats wolves and foxes are covered in **fur**. القطط والذئاب والثعالب مغطاة با الفرو.
- The camel is covered in **hair**. الجمل مغطى بشعر.

#### مصنوع من: Made of:

The words	The meanings	The words	The meanings	The words	The meanings
Wood	خشب	Plastic	بلاستيك	Paper	ورق
glass	زجاج	metal	معادن	Cloth	قمش

### Examples:

1. The book is made of paper. **الكتاب مصنوع من الورق.** 2. The dress is made of clothes. **الفستان مصنوع من القماش.**  
2. The glass is made of glass. **الكوب مصنوع من الزجاج.** 2. The fork is made of metal. **الشوكة مصنوعة من المعدن.**

### Exercises:

#### Choose the best alternatives.

1. The bag is made ..... leather. (a. in, b. of, c. at, d. on)
2. A coat, a shirt, a T-shirt are made of ..... (a. cloth, b. plastic, c. Paper, d. glass)
3. We have to remove the ..... of fish before we cook it. (a. fur, b. hair, c. feathers, d. scales)
4. Round, square and triangular are ..... (a. covering, b. shapes, c. materials, d. crops)
5. The door is ..... (a. triangle, b. circle, c. rectangular, d. straight)
6. Sheep are covered in ..... (a. wool, b. fur, c. hair, d. feathers)
7. A window is made of wood and ..... (a. glass, b. grass, c. paper, d. cloth)
8. four sided figures all of the same length is ..... (a. triangle, b. circle, c. rectangle, d. square)
9. A ball is ..... (a. square, b. round, c. curved, d. straight)
10. A banana has a ..... shape. (a. square, b. curve, c. curved, d. triangular)
11. Cats have ..... (a. fur, b. scales, c. hair, d. feathers)
12. A book is made of ..... (a. plastic, b. paper, c. glass, d. wood)
13. We can study the .....of birds to understand how they fly. ( a. feathers, b. hair, c. wool, d. scales)
14. A dress is made of ..... (a. cloth, b. metal, c. plastic, d. glass)
15. A cat is covered with ..... (a. skin, b. fur, c. feather, d. wool)
16. Aisha's hair is long ..... and black. (a. straight, b. rectangular, c. plastic, d. metal)
17. A djambia has a ..... blade. (a. feathers, b. hair, c. square, d. curved)
18. many team sports use a ..... ball. ( a. glass, b. fur, c. round, d. paper)
19. The apples and oranges are ..... (a. around, b. square, c. rectangular, d. paper)
20. Sheep have ..... (a. Fur, b. hair, c. wool, d. scales)
21. Books and newspapers are made of ..... (a. glass, b. wood, c. plastic, d. paper)

**Complete these sentences. Use the words below.**

rectangular, scales, straight, plastic, fur, round, paper, curved, metal, feathers, hair, glass

**Shapes**

1. Aisha's hair is long, ..... and black.
2. A djambia has a ..... blade.
3. Many teams sports use a ..... ball.
4. If you look around a room, you will see many ..... objects, for example, doors, windows, tables, books and shelves.

**Animal coverings**

5. You have to remove the ..... of a fish before you cook it.
6. We can study the ..... of birds to understand how they fly.
7. Some animals, such as cat, are covered in ....., while other animals, such as camels, are covered in .....

**Made of**

8. Windows are usually made of wood and ....., but sometimes ..... or plastic is used instead of wood.
9. Newspaper, magazines and books are all made of .....
10. You should be careful when leaving things made of ..... in a hot car. Objects such as music cassettes can be easily damaged.

**The answers**

- |              |              |                 |                 |              |        |        |        |        |        |        |
|--------------|--------------|-----------------|-----------------|--------------|--------|--------|--------|--------|--------|--------|
| 1. b,        | 2. a,        | 3. d,           | 4. b,           | 5. c,        | 6. a,  | 7. a,  | 8. d,  | 9. b,  | 10. c, | 11. a, |
| 12. b,       | 13. a,       | 14. a,          | 15. b,          | 16. a,       | 17. d, | 18. c, | 19. a, | 20. c, | 21. d  |        |
| 1. stright,  | 2. curved,   | 3. round,       | 4. rectangular, | 5. scales,   |        |        |        |        |        |        |
| 6. feathers, | 7. fur/hair, | 8. glass/metal, | 9. paper,       | 10. plastic. |        |        |        |        |        |        |

# Lost

الهدف من هذا الدرس هو التعرف على كيفية الوصف واختلاف شكل الصفة في الدرجة العادية والمقارنة والتفضيل.

## الكلمات الهامة:

<u>The words</u>	<u>The meanings</u>	<u>The words</u>	<u>The meanings</u>	<u>The words</u>	<u>The meanings</u>
upset	غضبان	Miss	سيدة	Twin	توأم
label	لاصق	Sir	سيد	similar	مماثل
Calm down	إهدأ	Officer	ظابط	come along	يتقدم / يأتي

## التعاريف الهامة:

1. **Twins:** two or more children were born at the same time. التوأم طفلين أو أكثر يولدون بنفس الوقت.
2. **Calm down:** is said to the person who is upset and speaks loudly. إهدأ: تقال للشخص الذي هو قلق ويتكلم بصوت مرتفع.
3. **Oh! Dear:** is said to the person who tells you bad news. آه يا عزيزي: تقال للشخص الذي يخبرك أخبار سيئة.
4. **Don't worry:** is said to the person who thinks that something wrong is going to happen. لا تقلق: تقال للشخص الذي يعتقد أن شيئاً ما خطأ سيحدث.

## لاحظ اختلاف نوع المقارنة في المحادثتين.

1. في المحادثة الأولى كانت المقارنة بين شيئين مختلفين ( كل شيء له صفة مختلفه عن الآخر ) بينما في المحادثة الثانية المقارنة بين شيئين متشابهين في الغالب ولكل نوع قواعد الخاصة كما هو ملخص با التفصيل بعد المحادثات.

Passenger: Two suitcases. حقيبتين ملابس.

Clerk: Are they the same size? هل هن بنفس الحجم؟

Passenger: No. One is bigger than the other. لا. واحدة اكبر من الأخرى.

Clerk: Are they the same colour? هل هن بنفس اللون؟

Passenger: Well, they are both green, but the smaller one is a very light green.

حسناً، كلاهما خضر لكن الشمطة الأصغر خضراء فاتحة جداً.

Clerk: What shape are they? ما شكلهن؟

Passenger: The larger one is rectangular. The smaller one is more square-looking.

الحقيبة الكبيرة مستطيلة. الحقيبة الصغيرة تبدو مربعة أكثر.

## المحادثة الغائية:

Girl: She is the **same age as** me. هي بنفس عمري.

Officer: And does she look the same as you? هل تبدو مثلكي؟

Girl: No, not really. She is not **as tall as** me. لا, ليس تماما. هي ليست طويلة مثلي.

Officer: Is her hair the same colours as yours? هل لون شعرها مثلكي؟

Girl: Yes, but mine is not **as long as** hers. نعم, لكن حقي ليس طويل مثل حقها.

## ملاحظة:

يضاف للفعل ing والذي يأتي بعد جملة there is no point in والتي تعني لاداعي ل ...

### Examples:

1. **There is no point in** getting upset. لا يوجد داعي للزعل.
2. **There is no point in** playing in the street. لا يوجد داعي للعب في الشارع.

### Put(T/true) or (F/false) for the following sentences.

- |  |   |
|--|---|
| 1. The word lost means miss. ( )       | 2. The word miss means a single female. ( ) |
| 3. There is no point in get upset. ( ) | 4. The luggage means tags. ( )              |

### What do you say in this situations?

1. Somebody is upset and is speaking loudly. \_\_\_\_\_
2. Somebody thinks somethings bad is going to happen but you think they are wrong. \_\_\_\_\_
3. Somebody tells you some bad news. \_\_\_\_\_

### The asnwers

1. (T), 2. (T), 3. (F), 4. (F) 1. Calm down, 2. Don't worry, 3. Oh! dear.

# Adjective الصفة

Prepared by T. Waleed

**الصفة: Adjective** هي كلمة تقوم بوصف الإسم أو الضمير. وتأتي إما قبل الإسم وتسمى نعت ملاصق أو بعد بعض الأفعال وتسمى نعت خبري مثل:

1. I saw a **tall** man. أنا رأيت رجل طويل. 2.. He is **tall**. هو طويل.

## ملاحظة هامة:

1. تكون الصفة مفردة دائماً مهما كان الموصوف ( مفرد أو جمع).

**طرق الوصف:** يوجد ثلاث طرق للوصف كما الاتي:

## 1. الدرجة العادية Positive degree:

تستخدم هذه الدرجة لوصف إسم أو ضمير دون إجراء عملية المقارنه أو التفضيل وتكون في شكلها الأصلي دون أي إضافة اي شي للصفه كما في الأمثلة الآتية :

1. Ali is **old**. علي كبير (كبير في العمر). 2. We are **happy**. نحن سعداء.

- تكون الصفة بعد فعل الكينونة أو أفعال الربط أو أفعال الحواس ويمكن وصف القاعدة با الطريقة الآتية:

**Subject + verb to be + Adjective.**

1. Ali **is tall**. علي طويل. 2. Aisha **is beautiful**. عائشه جميلة. 3. We **are clever**. نحن أذكاء.

2. **درجة المقارنة Comparative degree:** نقارن بين شخصين أو شيئين بصفة يختلفان فيها ولها قاعدتين كما التالي:

N1 + Be + <b>adjective-er</b> + <b>than</b> + n2	N + Be + <b>more</b> + <b>adjective</b> + <b>than</b> + N2
نضيف <b>er</b> للصفة القصيرة ذات مقطع صوتي واحد.	نضيف كلمة <b>more</b> قبل الصفة التي تكون أكثر من مقطع.
1. Ali is <b>taller than</b> Ahmed. علي أطول من احمد.	1. Aisha is <b>more beautiful than</b> the moon. عائشة اجمل من القمر.
2. Saleh is <b>older than</b> Taha. صالح أكبر من طه.	2. Khalid is <b>more clever than</b> Taha. خالد اكثر ذكاء من طه.

3. **درجة التفضيل Superlative degree:** هو أن تفضل شخص من بين مجموعة أو تفضل شيء عن بقية الأشياء. ونقوم بعملية الوصف با الطريقة التاليه :

N1 + Be + <b>the</b> + <b>adjective-est</b> + <b>in/of</b> + N2	N1 + Be + <b>the most</b> + <b>adjective</b> + <b>in/of</b> + N2
نضيف ( <b>the</b> ) قبل الصفة و <b>-est</b> لآخر الصفة القصيرة (ذات مقطع صوتي واحد).	نضيف <b>the most</b> قبل الصفة الطويلة (الأكثر من مقطع).
1. Ali is <b>the tallest</b> in the class. علي الاطول في الفصل.	1. Aisha is <b>the most beautiful</b> in the village. عائشة الاجمل في القرية.
2. Fahd is <b>the oldest</b> of all. فهد اكبر من الكل.	1. Khalid is <b>the most clever</b> of all. خالد أذكى من الكل.

**ملاحظات هامة Important notes:**

1. الصفات ذات مقطع واحد والتي تنتهي بحرف (e) يتم إضافته (r) في درجة المقارنة و (st) في درجة التفضيل مثل (safe, brave).

1. The lions are brave. 2. The lions are braver than the tigers. 3. The lions are the bravest in the wood.

2. الصفات ذات مقطع المنتهية بحرف (y), يحذف حرف (y) ويضاف ier في درجة المقارنة أو iest في درجة التفضيل. مثل:

(happy, easy, pretty)

1. I am happy. 2. I'm happier than you. 3. I'm the happiest of all.

3. الصفات قصيرة المقطع المنتهية بحرف ساكن ومسبوقة بصوت متحرك, يبدل الحرف الأخير ويضاف er في درجة المقارنة و est في درجة التفضيل مثل (bad, hot, thin, sad).

1. Asia is big. 2. Asia is bigger than America. 3. Asia is the biggest in the world.

4. يمكننا استخدام كلا الصيغتين السابقتين (er/ -est or more/ the most) لكثير من الصفات التي تتكون من مقطعين وتنتهي بأحد الحروف الآتية (-y, -ly, -l, -ow, -r). مثل :

مبكر early, كسول lazy, صدوق friendly, ضيق narrow, ذكي clever, لطيف gentle, بسيط simple, ضيق narrow

طبيعي normal, غامض obscure

**Examples:**

1. Taha is more clever than Saleh. طه أذكى من صالح. 2. Taha is cleverer than Saleh. طه أكثر ذكاءً من صالح. (كلا الجملتين صحيحتين)

4. مهم. هناك صفات شاذة (تشبه جمع التكسير بالعربي) ولها أشكال مختلفة في درجات الوصف كما التالي :

Positive degree	Comparative degree	Superlative degree
Good جيد	better أفضل	The best الأفضل
Bad سيئ	worse أسوأ	The worst الأسوأ
far بعيد	Farther أبعد	The farthest الأبعد
Much/many كثير	more أكثر	The most الأكثر
little قليل	Less أقل	The least الأقل

1. Ahmed is good. أحمد جيد. - Ahmed is better than Ali. أحمد أفضل من علي. - Ahmed is the best. أحمد الأفضل

2. Tom is bad. - John is worse than Tom. - Sam is the worst in the city.

3. Aden is far. - Aden is farther than Taiz. - Aden is the farthest of all.

### الفرق بين الصفات ذات مقطع صوتي واحد والأكثر من مقطع :

1. الصفات ذات مقطع صوتي واحد: يمكن معرفتهن من خلال النطق لا يتقطع الصوت مثل: big, small, tall

2. الصفات أكثر من مقطع: يمكن معرفتهن من خلال النطق أيضاً يتقطع الصوت مثل clever, stupid .

3. وجود حرف ساكن بين حرفين متحركين ( ويكون أكثر وضوحاً عندما يأتي أحد الأصوات الانفجارية ( b, p, t, d, k, g ) بين حرفين متحركين ) مثل: ذكي clever, غبي stupid, جميلة beautiful

4. وجود حرف ساكن مدبل ( مكرر ) في الصفه مثل: جذاب attractive, عام common, ضيق narrow

5. وجود ثلاثة احرف سكانه على التوالي مثل : ( حرف x مركب من s و k ) غال expensive , لطيف gentle

6. وجود بوائى أو لواحق في الصفه مثل: Irregular and careful

ملاحظة: يمكننا استخدام عملية المقارنة ويكتمل معنى الكلام دون الحاجة إلى كلمة than مثل:

1. You look happier with your family here . 2. I feel better today. 3. تبدو أسعد مع عائلتك هنا . 4. أنا أشعر بتحسّن اليوم.

### Write the comparative and superlative forms of the following adjectives.

1. Small	smaller	smallest.	6. Weak	.....	.....
2. dangerous	.....	.....	7. big	.....	.....
3. slow	.....	.....	8. Pretty	.....	.....
4. Safe	.....	.....	9. beautiful	.....	.....
5. Fat	.....	.....	10. Sad	.....	.....

### الفرق بين قاعدة as... as و the same .... as

تستخدم هذه القاعدة للتعبير عن صفة مشتركة بين شخصين أو شيئين وذلك بوضع الصفه بين كلمتي as....as

او الأسم بين as ..... The same

1. Khalid is as old as his father. خالد كبير مثل أبوه. 4. Ahmed is not as old as his father. احمد ليس كبير مثل أبوه

2. Leila is as beautiful as the moon. ليلى جميله مثل القمر. 5. Ali is as happy as Taha. علي سعيد مثل طه

3. Ali is the same happiness as Taha. علي بنفس سعادة طه.

1. عند النفي نضع كلمة not بعد الأفعال المساعدة. مثل:

My brother is not as tall as me. اخي ليس طويل مثلي.

My brother is not the same height as me . اخي ليس بنفس إرتفاعي.

These two colours are the .

2. يمكن أن تأتي كلمة the same في نهاية الجملة. مثل: same



بعض الصفات والأسماء التي تستخدم في الوصف لقاعدة as ....as و the same ....as

<u>Adjectives</u>	<u>Nouns</u> <u>الأسماء</u>	<u>The meanings</u>	<u>Adjectives</u>	<u>Nouns</u>	<u>The meanings</u>
happy	happi <u>ness</u>	سعادة	Responsible	Responsibi <u>lity</u>	مسؤولية
sad	sad <u>ness</u>	حزن	Necess <u>ary</u>	Necessi <u>ty</u>	ضرورة
high	height	ارتفاع	Dark	Dark <u>ness</u>	ظلام
deep	dep <u>th</u>	عمق	Adventur <u>ous</u>	Adventure	مغامرة
long	leng <u>th</u>	طول	Shad <u>y</u>	Shade	ظل
strong	streng <u>th</u>	قوة	Sun <u>ny</u>	Sun	شمس
care <u>ful</u>	care	إهتمام	Fog <u>gy</u>	Fog	ضباب
polite	polite <u>ness</u>	أدب	Mist <u>y</u>	Mist	ضباب
free	free <u>dom</u>	حرية	Rain <u>y</u>	Rain	مطر
dirty	dirt	قذارة	Cloud <u>y</u>	Cloud	سحاب
central	center	مركز	Wind <u>y</u>	Wind	ريح
ill/sick	ill <u>ness</u> /sick <u>ness</u>	مرض	Equal	Equali <u>ty</u>	مساواة
beauti <u>ful</u>	beauty	جمال	Diligent	Diligence	عبرة
possible	possibi <u>lity</u>	إمكانية	Success <u>ful</u>	Success	نجاح
able	abili <u>ty</u>	قدرة	Centr <u>al</u>	Center	مركز
power <u>ful</u>	power	قوة	Ang <u>ular</u>	Angle	زاوية
patient	patience	صبر	Familiar	Familiari <u>ty</u>	الفة
friendly	friendli <u>ness</u>	صداقة	Wooden	Wood	خشب

**Put(T/true) or (F/false) for the following statements.**

- |  |  |
|--|--|
| 1. Men are strong than women. ( )        | 7. Gold is the more expensive metal. ( ) |
| 2. Addle is as high as Ahmed. ( )        | 8. A camel is bigger than Rama. ( )      |
| 3. Taha is the best of all. ( )          | 9. My village is the nicer of all. ( )   |
| 4. He looks youngest than you. ( )       | 10. She was the baddest one of all. ( )  |
| 5. Sana'a is colder than Al-Hodeida. ( ) | 11. Ibb is as cold as Taiz. ( )          |
| 6. Ahmed is as long as his brother. ( )  | 12. Ali and Ahmed are the same old. ( )  |

**Choose the best alternatives.**

13. Aden is ..... than Sana'a. (a. hottest, b. hotter, c. hot, d. hotter)
14. That is the ..... book I have ever read. (a. best, b. better, c. well, d. good)
15. That was the ..... one I have found. (a. good, b. better, c. best, d. well)
16. My family is the ..... in the world. (a. happy, b. happiest, c. happier, d. happier)
17. Cheetahs are ..... animals. (a. faster, b. the fastest, c. the faster, d. fast)
18. Our car is ..... than yours. (a. biggest, b. big, c. bigger, d. bigger)
19. Tamar is ..... than Amran. (a. the coldest, b. coldest, c. colder, d. cold)
20. My house is ..... high as yours. (a. so, b. same, c. as, d. some)
21. Money is not the same ..... as health. (a. important, b. importance, c. import, d. importing)
22. My brother is as ..... as me. (a. fast, b. fastest, c. faster, d. faster)
23. They are not the same ..... (a. old, b. older, c. age, d. oldest)
24. She is ..... tall as her brother. (a. so, b. same, c. as, d. some)
25. The river is not the same ..... as the sea. (a. deep, b. depth, c. deeply, d. deeper)
26. Adel and Feisal are the same ..... (a. high, b. higher, c. tall, d. height)
27. My school is ..... crowded than your school. (a. least, b. most, c. more, d. much)
28. Your dress is the same ..... as mine. (a. colored, b. color, c. colorless, d. colorful)
29. Fat food is not as ..... as fresh food. (a. healthiest, b. healthy, c. the healthiest, d. healthier)
30. Nora is as ..... as her friend. (a. younger, b. tall, c. tallest, d. taller)

31. Ibb is the ..... beautiful city in Yemen. (a. more, b. best, c. most, d. better)
32. Sami is ..... than Ali. (a. tall, b. shortest, c. shorter, d. short)
33. Ali is ..... than Taha. (a. more clever, b. cleverest, c. cleverer, d. a and c)
34. Taha is the same ..... as Ahmed. (a. old, b. age, c. tall, d. short)
35. Kamal is not the same ..... as Khalid. (a. high, b. height, c. tall, d. clever)
36. My uncle is ..... bit taller than my father. (a. more, b. a few, c. a little, d. most)
37. Suzan is ..... fatter than her twin sister. (a. many, b. more, c. much, d. less)
38. Sana'a is the same ..... as Aden. (a. beautiful, b. handsome, c. more beautiful, d. beauty)
39. Their car is the ..... one. (a. biger, b. biggest, c. biggest, d. bigger)
40. These banks are the ..... in the country. (a. most famous, b. more famous, c. famous, d. Famousest)
41. This year we had twice ..... visitors as in the previous year.  
(a. as much, b. as many as, c. as many, d. as more)
42. This is ..... city I have ever been to. (a. the nicest, b. nicer, c. most nice, d. nicer than)
43. This is ..... than ..... . (a. high/our, b. height/ ours, c. higher/our, d. higher/ours/

### The answers

1. F, 2. T, 3. T, 4. F, 5. T, 6. T, 7. F, 8. F, 9. F, 10. F, 11. T, 12. F
13. b, 14. a, 15. c, 16. c, 17. b, 18. c, 19. c, 20. c, 21. b, 22. a, 23. c, 24. c,  
25. b, 26. d, 27. c, 28. b, 29. b, 30. b, 31. c, 32. c, 33. d, 34. b, 35. b, 36. c,  
37. c, 38. d, 39. c, 40. a, 41. b. 42. a, 43. d

## حيوانات غير عادية unusual animals

الهدف من هذا الدرس هو معرفة علم التهجين وإستنباط معلومات عنه.

### التعاريف:

1. **Crossbreed** is a cross between two different animals from the same family.

التهجين: هو تهجين بين حيوانين مختلفين من نفس العائلة.

2. A **liger** is a cross between a male **lion** and a female **tiger**. **الليجر**: مهجن بين الأسد وأنثى النمر.

3. **Rama the cama** is a cross between a male **camel** and a female **llama**. **راما ذا كاما**: مهجنة بين الجمل وأنثى اللاما.

4. A **Mule** is a cross between a **horse** and a **donkey**. **البغل**: مهجن بين الحمار والفرس. (هذا التهجين هو الأكثر شيوعاً)

### ملاحظات:

1. كثير من الناس يعتقدون أن البغل مهجن بين ذكر الحصان وأنثى الحمار وهذا خطأ بل هو مهجن بين ذكر الحمار والفرس (أنثى الحصان). وإذا هجن بين الحصان وأنثى الحمار ينتج حيوان آخر أسمة النغل illegitimate.

If the animals are a part of the same family, it is possible to crossbreed between them.

يمكن التهجين بين الحيوانات إذا كانين من نفس العائلة.

The family of dog is a dog, Wolf and Jackal. عائلة الكلاب: الكلب والذئب و ابن آوى.

The family of cat is a lion and tiger. الأسد والنمر من عائلة القطط.

راما ذا كاما يشبه ابوه الجمل في الأذان والذيل (في المقدمة والمؤخرة) وباقي الاوصاف المذكورة في الكتاب يشبه امه اللاما.

ملخص الفرق بين الجمل واللاما وراما ذاكاما:

<u>Camel</u> <u>الجمل</u>	<u>llama</u> <u>اللاما</u>	<u>Rama the Cama</u> <u>راما ذا كاما</u>
It has <b>short ears</b> . لديها أذان قصار.	It has <b>long ears</b> . لديها أذان طوال.	It has <b>short ears</b> . لديها أذان قصار.
It has a <b>long tail</b> . لديها ذيل طويل.	It has a <b>short tail</b> . لديها ذيل قصير.	It has a <b>long tail</b> . لديها ذيل طويل.
It has a hump. لديه سنامة.	It has <b>no</b> a hump. لا تمتلك سنامة.	It has <b>no</b> a hump. لا تمتلك سنامة.
It is covered with <b>hair</b> . مغطى بالشعر.	It's covered with <b>wool</b> . مغطاه بالصوف.	It's covered with <b>wool</b> . مغطاه بالصوف.
It lives in the <b>hot</b> countries. يعيش في الدول الحارة.	It lives in the <b>cold</b> countries. تعيش في الدول الباردة.	It lives in the <b>cold</b> countries. تعيش في الدول الباردة.

**Rama the Cama:**

1. **Like** its father, it has short ears and a long tail.      مثل أبوها , هي تمتلك أذان قصار وذيل طويل.
2. **Unlike** its father, it has not a hump on its back.      لا تشبه أبوها , ليس لديها سنامة على ظهرها.
3. **Like** its mother, it has wool and lives in the cold places.      مثل أمها, هي تمتلك صوف وتعيش في المناطق الباردة.

**Put (T/true) or (F/false) for the following statements.**

1. Rama the cama was born in Qatar.      ( )
2. A mule is cross between a mare and a donkey.      ( )
3. Animals are divided into sons and daughters.      ( )
4. Rama the cama is not a crossbred animal.      ( )
5. Llama lives in cold areas.      ( )
6. The cama is covered with wool.      ( )
7. Camels live in cold countries.      ( )
8. The wolf and jackal are parts of different families.      ( )
9. A wolf and Jackal are members of the same family.      ( )
10. It's impossible to crossbreed between a lion and tiger.      ( )
11. Rama the cama is a cross between a female camel and male llama.      ( )
12. The lions and tiger are parts of the same family.      ( )
13. Unusual means strange.      ( )
14. Liger is a cross between a lion and camel.      ( )
15. A cat and wolf are from the same family.      ( )
16. The wolf and lion are parts of the same family.      ( )
17. Rama the cama is an usual animal.      ( )

**Choose the best alternatives.**

18. The dog and cat are parts of the ..... families. (a. same, b. as, c. different, d. similar)
19. Llamas live in very ..... mountainous regions. (a. hot, b. cold, c. warm, d. heat)
20. Animals are divided..... families. (a. in, b. on, c. into, d. of)
21. Rama lives in ..... countries. (a. hot, b. old, c. cold, d. warm)
22. Rama was born in ..... (a. Dubai, b. Qatar, c. Iraq, d. Yemen)
23. Camels mainly live in ..... (a. valleys, b. deserts, c. mountains, d. hills)
24. Rama the cama has ..... (a. wool, b. hair, c. scales d. feathers)
25. The house cat is of the same family of ..... (a. dogs, b. camels, c. lions, d. horses)
26. The dog and wolf are parts of the ..... family. (a. same, b. different, c. as, d. some)

27. llamas have ..... (a. hair, b. fur, c. wool, d. wood)
28. It's sometimes possible to crossbreed between a dog and .....(a. cat, b. wolf, c. camel, d. lion)
29. llama has no a/an ..... on its back. (a. tail, b. ear, c. hump, d. hair)
30. It's a crossbred animal. (a. horse, b. liger, c. cat, d. lion)
31. .... is two animals make a new animal. (a. crossbreed, b. word, c. formation, d. compound)
32. A ..... is across between a lion and tiger. (a. mule, b. liger, c. wolf, d. Rama)
33. A ..... is across between a horse and donkey. (a. liger, b. lion, c. mule, d. camel)
34. A ..... is across between a male camel and a female llama. (a. liger, b. mule, c. Rama the Cama, d. wolf)
35. Rama has ..... on its back. (a. a hump, b. hump, c. no hump, d. wool)
36. Rama is ..... than a llama. (a. big, b. bigger, c. smaller, d. biggest)
37. The wool coat of llama is .....valuable. (a. no, b. little, c. very, d. few)
38. llama lives in mountainous parts of south..... (a. Africa, b. India, c. America, d. Egypt)
39. If the animals are part of the same family, it is sometimes possible to.....them to make a new animal.  
(a. cross, b. crossbred, c. crossbreed, d. bear)

**Read the lesson and answer the following question.**

1. In which country or countries can you find tigers? \_\_\_\_\_
2. What animals are in the same family as the dog? \_\_\_\_\_
3. When was Rama born? \_\_\_\_\_
4. What kind of animal was Rama's father? \_\_\_\_\_
5. Which is bigger, camel or a llama? \_\_\_\_\_
6. Which part of Rama is valuable? \_\_\_\_\_
7. Why was it possible to crossbreed a lion and a tiger? \_\_\_\_\_
8. Why do llamas have heavy wool coats? \_\_\_\_\_
9. Why would it be difficult for camels to live where llamas come from? \_\_\_\_\_
10. In what way is the cama like a camel? \_\_\_\_\_
11. Is it possible to crossbreed between a cat and a dog?\_\_\_\_\_

12. Why would Camas like llama find it hard to live in the wild in Arabia?\_\_\_\_\_

13. Is it right to crossbreed animals to make new animals? What do you think? \_\_\_\_\_

### The answers

1. F, 2. T, 3. F, 4. F, 5. T, 6. T, 7. F, 8. F, 9. T, 10. F, 11. F, 12. T, 13. T,  
14. F, 15. F, 16. F, 17. F, 18. C, 19. b, 20. c, 21. c, 22. a, 23. c, 24. a, 25. c, 26. a,  
27. c, 28. b, 29. c, 30. b, 31. a, 32. b, 33. c, 34. c, 35. c, 36. b, 37. c, 38. c, 39. c

### The answers

1. India (and other parts of Asia), 2. The wolf and the jackal, 3. In January, 1998,  
4. A camel, 5. A camel, 6. The wool coat.  
7. Because they are members of the same family. 8. Because they live in very cold places.  
9. Because they don't have coats of long, heavy wool. 10. It has short ears and a long tail.  
11. No. Cats and dogs are members of different families.  
12. Because they have long heavy wool. 13. No, it's not. Because it is prevented in Islam.

### قاعدة Like vs Unlik (مثبت, مثبت. منفي, منفي):

<u>Like</u>	<u>Unlike</u>
<p><u>قاعدة Like</u> يشبه/مثل: كلمة مثبتة وتستخدم لربط بين جملتين مثبتتين في الغالب ( مثبت, مثبت ) مثل: مثل:</p> <p>1. Like my father, I'm interested in sport. مثل أبي, أنا متمتع بكرة القدم.</p> <p>2. Like Taha, Ali gets up early. مثل طه, علي يستيقظ مبكراً.</p> <p>3. Aden is hot, like Hudeidah. عدن حارة مثل الحديدة.</p> <p><u>ملاحظة: يمكن تقديم وتأخير أدوات الربط like &amp; unlike ولكن يجب فصل الجمل بفاصلة وإتباع القاعدة السابقة.</u></p>	<p><u>قاعدة Unlike</u> لا يشبه/ ليس مثل: كلمة منفية وتستخدم لربط بين جملتين منفيتين في الغالب ( منفي, منفي ). مثل:</p> <p>1. Unlike my father, I'm not interested in football. ليس مثل أبي, أنا لست متمتع بكرة القدم.</p> <p>2. Unlike Taha, Ali doesn't get up early. ليس مثل طه, علي لا يستيقظ مبكراً.</p> <p>3. Aden is not cold, unlike Thamar. عدن ليست باردة, ليست مثل ذمار.</p>

### Choose the best alternatives.

1. .... my friend, I don't speak Spanish. (a. Like, b. Dislike, c. Unlike, d. Likely) 1.c, 2.a  
3.....its father, it has the short ears and long tail of the camel. (a. Like, b. Unlike, c. The same, d. As)

## 1. Contrast: 1. Although 2. Whereas 3. However

### ما الفرق بين أدوات الربط Although, whereas and However؟

#### 1 Although: بالرغم من أن

. تربط بين جملتين وتكون النتيجة في الجملة الثانية عكس ما هو متوقع حدوثه في الجملة الأولى ( في أغلب الأحيان يكون الكلام عن شخص أو شيء أو موضوع واحد في الجملتين).

2. موقعها في بداية الجملة الأولى غالباً ويمكن أن تأتي أيضاً بين جملتين.

#### Examples:

1. **Although** Ali worked hard, he didn't pass the exam. بالرغم من أن علي ذاكراً بجد، هو لم يجتاز الامتحان.

2. Ali didn't pass the exam **although** he studied hard. علي لم يجتاز الإمتحان بالرغم من أنه ذاكراً بجد.

#### 2. **Whereas:** بينما

1. تربط بين جملتين متضادتين (ويكون هذا التضاد إما بإثبات ونفي أو تضاد في المفردات).

2. غالباً يكون الكلام عن شخصين أو شيئين وموقعها في بداية الجملة الأولى أو الثانية.

#### Examples:

1. **Whereas** Ali is tall, his brother is short. بينما علي طويل، أخوه قصير.

2. Ali is tall, **whereas** his brother is not. علي طويل بينما بينما أخوه ليس طويل.

#### 3. **However:** لكن

1. تربط بين جملتين وتأتي بعد الجملة الأولى وقبل الثانية ( وتكون بين نقطة وفاصلة والحرف "H" يكون كبتل).

2. يمكن أن تأتي في نهاية الجملة الثانية بعد فاصلة وقبل نقطة ويكون حرف "h" اسمول).

2. تكون نتيجة الجملة الثانية عكس ما هو متوقع في الجملة الأولى ( تعمل مثل Although وتختلف في مواقعها).

#### Examples:

1. Ali worked hard. **However**, he didn't pass the exam. علي ذاكراً بجد، لكن لم يجتاز الامتحان.

2. Ali worked hard, he didn't pass the exam, **however**.

3. Ahmed drove slowly. **However**, he had an accident.

ملاحظه هامة: كل أدوات الربط ( although, however and whereas ) يمكن أن يأتين بمعنى لكن but .

- **Although, however and whereas** give the same meaning of **but**.



**Choose the best alternatives.**

1. .... Ahmed likes English, his brother doesn't. (a. Whereas, b. Although, c. However, d. But)
2. The film was not interested, I watched from the start to the end, ... (a. although, b. but, c. However, d. Whereas)
3. .... Ali is busy, he spends sometimes with his family. (a. so, b. Because, c. Although, d. Therefore)
4. Fred is millionaire. ...., he doesn't give any money to poor people. (a. because, b. so, c. however, d. and)
5. .... Ahmed worked hard, his brother didn't. (a. Although, b. Whereas, c. However, d. But)
6. She was sick. She went to school, ..... (a. so, b. also, c. however, d. as well)
7. .... Sameer is clever, he is lazy. (a. Because, b. But, c. Although, d. So)
8. .... COVID 19 is wide spread, people are still going out. (a. So, b. Although, c. But, d. However)
9. He swims well ..... he is six. (a. however, b. although, c. whereas, d. but)
10. .... it was late, we didn't return back home. (a. But, b. So, c. Although, d. However)
11. I'd like to buy a new T-shirt ..... I don't have any money. (a. but, b. and, c. therefore, d. because)
12. .... the sun was shining. It was cold. (a. However, b. Although, c. Because, d. But)
13. .... he worked hard, he didn't pass the exam. (a. Whereas, b. But, c. Although, d. However)
14. Mar wasn't sick. She didn't go to school, ..... (a. However, b. Whereas, c. So, d. Therefore)
15. Aden's weather is very hot. I love to live there, ..... (a. whereas, b. when, c. however, d. although)
16. He likes tennis. ...., his friend likes football. (a. and, b. because, c. so, d. whereas)
17. It was snowing heavily. I went to the park, ..... (a. although, b. whereas, c. however, d. but)
18. .... he got scholarship, he refused to travel. (a. So, b. But, c. However, d. Although)
19. The story was boring. I read it all, ..... (a. whereas, b. although, c. however, d. and)
20. Ahmed is tall. .... his wife is short. (a. However, b. So, c. Therefore, d. Whereas)
21. The student was confident of success. His teachers weren't, .....  
(a. although, b. however, c. whereas, d. when)
22. .... I have seen this movie several times. I still want to see it more.  
(a. When, b. Although, c. Because, d. whereas)
23. This is a cheap and simple process. ...., there are dangers.  
(a. Although, b. but, c. Whereas, d. However)
24. .... she had all the necessary qualifications, she didn't get the job. (a. Although, b. Whereas, c. However, d. But)

Use the following joining words in correct sentences.

1. Ali is fat. Saleh is slim. (**Whereas**) .....
2. London is large. Aden is small. **However**. .....
3. Tom went to Sana'a. John didn't. **Whereas**. .....
4. It was rainy. I went out. **However**.....
5. They drove fast. They didn't make any accident. **Although**.....
6. Police fought a murder. The murder escaped. **However**.....

Complete the sentences using however or although.

1. Football is very popular game, ..... not everybody enjoys it.
2. .... I like fishing, I don't catch a lot of fish.
3. The book wasn't very interesting. I read it from start to finish, ..... .

The answers:

1. a, 2. c, 3. c, 4. c, 5. b, 6. c, 7. c, 8. b, 9. b, 10. c, 11. a, 12. b,  
13. c, 14. a, 15. c, 16. d, 17. c, 18. d, 19. c, 20. d, 21. b, 22. b, 23. d, 24. a.

Use:

1. **Whereas** Ali is fat. Saleh is slim. 4. It was rainy. I went out, **however**.
2. London is large. **However**, Aden is small. 5. **Although** they drove fast. They didn't make any accident.
3. **Whereas** Tom went to Sana'a. John didn't. 6. Police fought a murderer. **However**, the murderer escaped.

- Complete: 1. Although, 2. Although, 3. However

# الريف The countryside

الهدف من هذا الدرس هو وصف الريف من حيث الطقس والأماكن.

## الكلمات الهامة:

<u>The words</u>	<u>The meanings</u>	<u>The words</u>	<u>The meanings</u>	<u>The words</u>	<u>The meanings</u>
desert	صحراء	Weather	طقس	mountain	جبل
coastline	خط ساحلي	rainy	ممطر	hill	هضبة
cloudy	سحابي	misty/foggy	ضبابي	river	نهر
farmland	أرض زراعية	sunny	مشمس	stream	جدول مائي
field	حقل	windy	عاصفي	valley	وادي

### The weather:

المحاصيل يمكن أن تنمو جيداً في الطقس الممطر. The crops can grow well in the rainy weather.

لا نستطيع الرؤية بعيداً في اليوم الضبابي. We can't see far on a misty day.

نستطيع الرؤية بوضوح في الظهر المشمس. We can see clearly in the sunny afternoon.

### Description of somethings in the countryside:

1. A **hill** is **smaller** than a **mountain**. الهضبة أصغر من الجبل. 2. A **mountain** is **bigger** than a **hill**. الجبل أكبر من الهضبة.

3. A **stream** is **smaller** than a **river**. الجدول أصغر من النهر. 4. A **river** is **bigger** than a **stream**. النهر أكبر من الجدول.

5. A **valley** is a place between two hills. الوادي مكان بين هضبتين.

6. A **farmland** is a place where trees and crops **can** grow.

الأرض الزراعية هي المكان الذي يمكن للأشجار والمحاصيل أن تنمو فيها.

7. A **desert** is a place where trees and crops **can't** grow. الصحراء هي المكان الذي لا يمكن للأشجار والمحاصيل أن تنمو فيها.

8. A **coastline** is a **road near the sea**. الخط الساحلي هو طريق قرب البحر.

### put (T/ true) or (F/ false) for the following statements.

- |   |   |
|---|---|
| 1. We can't drive fast in a misty weather. ( )                  | 5. A stream is smaller than a river. ( )      |
| 2. People can see clearly in misty weather. ( )                 | 6. You can't grow grains in a desert. ( )     |
| 3. A rainy weather helps crops to grow. ( )                     | 7. A farm is place where plants can grow. ( ) |
| 4. A farmland is a place where very little or nothing grow. ( ) | 8. We can see well in a misty day. ( )        |

**Choose the best alternatives.**

9. A ..... weather helps crops and trees to grow. (a. rainy, b. windy, c. misty, d. sunny)
10. We can't see farther in a .....day. (a. sunny,. b. rainy, c. misty, windy)
11. The ..... is very hot outside. (a. weather, b. feather, c. scatter, d. scales)
12. If a number of streams meet together, they become a ..... (a. see, b. river, c. lake, d. hill)
13. You can't grow grass or trees in a ..... (a. hill, b. valley, c. desert, d.field)
14. A ..... is smaller than a mountain. (a. valley, b. hill, c. desert, d. stream)
15. A ..... is a place between two hills. (a. desert, b. hill, c. valley, d. river)
16. A ..... is bigger than stream. (a. river, b. valley, c. hill, d. desert)
17. A valley is a place between two..... (a. hills, b. deserts, c. mountains, d. rivers)
18. Something makes driving hard is ..... (a. sun, b. mist, c. moon, d. Warm)
19. A .... is a place where we can grow trees and crops. (a. desert, b. farmland, c. river, d. see)
20. A road near the sea is ..... (a. coast road, b. river, c. stream, d. mountain)
21. View means ..... (a. start, b. science, c. scene, d. since)
22. The valley is green because of..... (a. pass, b. grass, c. glass, d. sand)
23. The .....is smaller than the river. (a. desert, b. valley, c. stream, d. hill)

1. T,
2. F,
3. T,
4. F,
5. T,
6. T,
7. T,
8. F,
9. a,
10. c,
11. a,
12. b,
13. c,
14. b,
15. c,
16. a,
17. a,
18. b,
19. b,
20. a,
21. c,
22. b,
23. c

**Complete these sentences.**

1. A \_\_\_\_\_ is smaller than a river.
2. You can't see far in a \_\_\_\_\_ day.
3. The \_\_\_\_\_ weather helps crops to grow.
4. You will find a \_\_\_\_\_ between two hills.
5. You can't grow crops in a \_\_\_\_\_ .
6. A \_\_\_\_\_ is bigger than a hill.

**Complete the paragraph using words from the box.**

drink, valley, looked, hot, walk, beach, boats, stream, cold, costline, fishing, sunny, climbed

It was a \_\_\_\_\_ afternoon. So Tom decided to go for a \_\_\_\_\_ in the countryside. He lived beside the sea in a \_\_\_\_\_ between two hills. He \_\_\_\_\_ the smaller of the two hills and, when he got to the top, he stopped and \_\_\_\_\_ around him. In the distance, he could see the \_\_\_\_\_. There were some people lying on the \_\_\_\_\_ in the sun. He could see three \_\_\_\_\_ in the water. Maybe the people in them were \_\_\_\_\_. After his climb, Tom was \_\_\_\_\_. He saw a small \_\_\_\_\_ and decided to sit next to it and have a \_\_\_\_\_. The water was nice and \_\_\_\_\_. He lay back in the warm grass thinking. 'What a nice way to spend afternoon'.

**The answers:** 1. stream. 2. misty. 3. rainy. 4. valley. 5. desert. 6. mountain.

**The paragraph answers:** 1. sunny, 2. walk, 3. valley, 4. climbed, 5. looked, 6. costline, 7. beach, 8. boats, 9. fishing, 10. hot, 11. stream, 12. drink, 13. cold

## القيادة في الريف A drive in the countryside

Prepared by T. M.

الهدف من هذا الدرس هو تعزيز وصف الريف للدرس السابق وإضافة مفردات جديدة.

### الكلمات الهامة:

The words	The meanings	The words	The meanings	The words	The meanings
Tractor	جرارة (حراثته)	bit	قليل	Peak	قمة
Plough	محراث	measure	يقيس	Break up	يقلب (التربة)

### Definitions:

- Holiday is not being at work. العطلة هي ان لا تكون في العمل.
- A tractor is a machine that is used by a farmer. الجرارة هي الآلة التي يستخدمها المزارع.
- A plough is a tool used to turn over the soil. المحراث هي الأداة التي تستخدم لقلب التربة.
- A peak is the highest part of a mountain. القمة هي أعلى جزء من الجبل.

### Choose the best alternatives.

- .....is the highest part of a mountain. (a. Peak, b. beak, c. bottom, d. hill)
- The farmer turns.....the soil with his ploughs. (a. up, b. down, c. over, d. on)
- A machine used by a farmer is ..... (a. Tractor, b. bus, c. car, d. Taxi)
- A ..... is used to break up the soil. (a. spoon, b. Knife, c. plough, d. fork)
- The ..... uses the tractor in the field. (a. doctor, b. teacher, c. farmer, d. nurse)
- A ..... is a very large stone. (a. soil, b. rock, c. mud, d. solid)
- We use kilometers to measure ..... (a. weight, b. distance, c. Intelligence, d. light)

1. a
2. c
3. a
4. c
5. c
6. b
7. b

### Questions:

- How is the first paragraph organized? كيف نظمت أول فقرة في الوصف؟

It's started with things at the distance and moving closer and closer.

بدأ لوصف الأشياء من مسافة بعيدة ثم الأقرب فالأقرب.

- What was furthest away from the writer? ماذا كان الأبعد إلى الكاتب؟

It was the sea about two kilometers away. كان البحر ويبعد حوالي إثنين كيلومتر.

- What was the nearest to him? The farmer on a tractor. ما هو الأقرب إليه؟ المزارع على الجرارة.

**Complete these sentences.**

1. The opposite of left is \_\_\_\_\_ .
2. A road near the sea is called \_\_\_\_\_.
3. \_\_\_\_\_ is turning over the soil.
4. We use kilometers to measure \_\_\_\_\_ .
5. To see with difficulty means \_\_\_\_\_ .
6. Between two hills, you will always find a \_\_\_\_\_.
7. A farmer often uses a \_\_\_\_\_ to break up the soil.
8. If a number of streams meet or come together, they become a \_\_\_\_\_ .
9. A place where very little or nothing grows is called a \_\_\_\_\_ .
10. If the weather is \_\_\_\_\_ , it's not easy to see where you are going.
11. Not being at work means \_\_\_\_\_ .
12. A machine used by a farmer is a \_\_\_\_\_ .
13. \_\_\_\_\_ means the most important or biggest.
14. A \_\_\_\_\_ is the highest part of a mountain.
15. A mountain is \_\_\_\_\_ than a hill.

**The answers**

- |              |                          |            |              |              |              |
|--------------|--------------------------|------------|--------------|--------------|--------------|
| 1. right,    | 2. coastline/coast road, | 3. Plough, | 4. distance, | 5. make out, |              |
| 6. valley,   | 7. plough,               | 8. river,  | 9. desert,   | 10. misty,   | 11. holiday, |
| 12. tractor, | 13. main,                | 14. peak,  | 15. bigger   |              |              |

**ترتيب الصفات Adjectives order:**

1. **Opinion رأي**: good جيد, bad سيئ, beautiful جميل, amazing مدهش
2. **Size حجم**: big كبير, small صغير, tall طويل, short قصير
3. **Age عمر**: young شاب, old عجوز, ten years عشر سنوات
4. **Shape شكل**: round دائري, square مربع, rectangular مستطيل, fat سمين
5. **Colour لون**: red أحمر, black أسود, white أبيض
6. **Nationality جنسية**: Yemeni يمني, Indian هندي, Egyptian مصري
7. **Materialism مادة**: iron حديد, plastic بلاستيك, metal معدن, wood خشب

**Examples:**

1. A big black stone. صخرة سوداء كبيرة.
2. An old Yemeni buildings. مبنى يمني قديم.
3. A long green metal table. طاولة معدنية خضراء طويلة.
4. A clever small Yemeni student. طالب يمني صغير ذكي.
5. Beautiful long black hair. شعر أسود طويل جميل.

**ملاحظة:** يوجد العديد من الطرق لفهم ترتيب الصفات منها ترتيب الصفات با الفهم حسب الترتيب السابق وهو الأفضل أو ترتيب الصفات بجملة (راح عمر شلجم) ووضع أحرف عربية فوق الصفات (را- رأي، ح-حجم، عمر- عمر، ش-شكل، ل-لون، ج-جنسية، م-مادة) ثم الترتيب حسب نطق الجملة.

**Re-order the following sentences.**

1. a - plastic - small - chair - black. ....
2. rectangular - a - white – board. ....
3. interesting - an - short - story ..... ..
4. a - green - rectangular - class ..... ..
5. box - small- wooden - a- square ..... ..
6. Englishman - fat- a - heavy. ....
7. Trousers - old - wool - nice. ....
8. A - child - Indian - happy - ten years old. ....
9. A - glass - window - rectangular - big. ....
10. A - wooden - lovely- green - boat. ....

**The answers:** 1. 1,4,2,5,3. 2. 2,1,3,4. 3. 2,1,3,4. 4. 1,3,2,4. 5. 5,2,4,1,3.  
6. 4,3,1,2. 7. 4,2,3,1. 8. 1,5,4,2,3. 9. 1,4,5,3,2. 10. 1,4,2,3,5.

**التأكيد Emphasis:** يكون تأكيد الكلام بتكرار نفس الكلمات من صفات المقارنة أو الظروف. مثل:

1. He drove **faster and faster**. هو قاد أسرع وأسرع.
2. I got **more and more** worried. انا قلق أكثر وأكثر.
3. **Up, up and up** went the balloon.
4. **Higher and higher** went the rocket in the sky.

**Choose the best alternatives.**

1. 1, 2. 2, 3. 2

1. The weather gets colder and ..... in the mountains. (1. colder, 2. cold, 3. coldest, 4. colds)
2. The slower he speaks, the ..... we understand. (1. best, 2. better, 3. well, 4. good)
3. The more electricity you use, the ..... your bill will be. (1. highest, 2. higher, 3. high, 4. most)

**تركيز المعلومة information focus:** هو التركيز على معلومة مهمة ولفت إنتباه القارئ إلى هذه المعلومة بغرض التأكيد ويكون ذلك بتقديم هذه المعلومة إلى بداية الجملة بعبارة وصفية أو ظرفية. مثل:

1. There were a lots of goats **on the top of the hill**. - **On the top of the hill** were a lots of goats.
2. Some of the hills were **to the right of the road**. - **To the right of the road** were some of the hills.

**Re-write these sentences to change the information focus.**

1. He felt very happy looking at the wonderful view. 1. \_\_\_\_\_
2. There were many boats on the water. 2. \_\_\_\_\_
3. After eating his dinner, he went to look his cows. 3. \_\_\_\_\_
4. In the distance were some high mountains. 4. \_\_\_\_\_
5. The cold, clear stream ran down the valley. 5. \_\_\_\_\_

**The answers:** 1. Looking at the wonderful view, he felt very happy. 2. On the water were many boats.  
3. He went to look his cows after eating his dinner. 4. There were some high mountains in the distance.  
5. Down the valley ran the cold, clear water.

**ربط الجمل joining sentences:** نستخدم ربط الجمل عندما نريد إيصال معنى الكلام بكلمات قليلة ويكون الربط بإضافة فعل/أفعال الجملة الثانية إلى نهاية الجملة الأولى مع الظروف إن وجدت.

1. The children ran out of school. 2. **They were laughing and shouting happily**.
- The children ran out of school, **laughing and shouting happily**.

**ملاحظات:**

1. يحذف الفاعل مع الفعل المساعد في الجملة الثانية.
2. نحول النقطة في نهاية الجملة الأولى إلى كومة.
3. يضاف فعل الجملة الثانية بصيغة ing مع تكملة الجملة الثانية.



## مشهد من النافذة A view from a window

الهدف من هذا الدرس هو التعرف على كيفية إجابة أسئلة القطعة وكتابة الأنشطة.

### Definitions:

1. A <b>foal</b> is the baby of horse. المهر هو صغير الحصان.	4. <b>Cackle</b> is to make noise. قوقنة الدجاج هو إحداث ضجة.
2. A <b>mare</b> is the female of horse. الفرس هي أنثى الحصان.	8. A chicken's <b>beak</b> is its head. منقار الدجاج هو رأسها.
3. <b>suckle</b> is to feed from a mother. يرضع هو أن تتغذا من الأم.	4. A chicken's <b>claw</b> is on its feet. مخلب الدجاج على قدميها.
3. A <b>curtain</b> is a piece of clothes which stops people from looking inside.	الستارة هي قطعة من القماش التي تمنع الناس من الرؤية إلى الداخل.
6. <b>Chewing the cud</b> is chewing the food that was eaten before.	مضغ الطعام المجتر هو مضغ الطعام الذي أكل سابقاً (جزء من الطعام يعيده الحيوان من معدة الأولى إلى فمه ليمضغ ثانية).

Put(T/true) or (F/false) for the following statements.

- |  |   |
|--|---|
| 1. A chicken's beak is in it's head. ( ) | 4. A beak is a chicken's mouth. ( )     |
| 2. A foal is the female of horse. ( )    | 5. A mare is a male of horse. ( )       |
| 3. Cackling is making noise. ( )         | 6. A claw is on the chicken's nose. ( ) |

### The answers:

- |       |       |
|-------|-------|
| 1. T, | 4. T, |
| 2. F, | 5. F, |
| 3. T, | 6. F  |

### Questions:

1. Look at the four paragraphs. Decide what part of view the girl is describing in each.

أنظر إلى الأربع الفقرات. قرر ماذا وصفت البنت في كل فقرة من المنظر؟

- |   |   |
|---|---|
| 1. The horizon. الأفق   | 2. The wood and the birds in the trees. الغابة والطيور في الأشجار |
| 3. The cows and the horses in the field. الأبقار والأحصنة في الحقل. |   |
| 4. The chickens below the window. الدجاج تحت النافذ.                |   |

Far away is a phrase telling you where things are. Find similar phrases in the passage.

بعيداً عبارة تخبرك أين هي الأشياء. أوجد عبارات مشابهة في الفقرة.

### The answer:

- |  |                                       |
|--|---------------------------------------|
| 1. In the trees. في الأشجار                | 2. In a nearby field. في الحقل القريب |
| 3. In the field next to. في الحقل الجانبي. | 4. Just below. تحت تماماً             |

هل أنتقل الوصف من القريب للبعيد أو انتقل بطريقة أخرى؟ Does the description move from near to far or the other way around?

It moves from far to near. أنتقل من البعيد للقريب.

**Choose the best alternatives.**

1. What stop people looking inside is ..... (a. certain, b. curtain, c. grass, d. glass)
2. A ..... is the baby of the horse. . (a. mare, b. foal, c. donkey, d. zebra)
3. A/An .....is the female of the horse. .(a. ass, b. foal, c. mare, d. donkey)
4. Chicken's claws are on its ..... (a. mouth, b. head, c. feet, d. wings)
5. A chicken's beak is a ..... (a. feet, b. wings, c. claw, d. mouth)
6. To see carefully means ..... (a. feel, b. plays, c. look for, d. observe)
7. On holiday means ..... (a. at work, b. not being at work, c. being at work, d. do hard)
8. It means to feed from the mother..... (a. chew, b. suckling, c. drawing, d. eat)
9. The closed meaning of cackling is .... (a. making noise, b. Making food, c. making drink, d. sleeping)
10. A chicken scratches the dust with its ..... (a. peak, b. beak, c. claw, d. wing)
11. The chicken pecks the worm with its..... (a. wing, b. claw, c. peak, d. beak)
12. Chickens sound means ..... (a. singing, b. cackling, c. running, d. playing)
13. I saw a lot ..... cows. (a. in , b. of, c. from, d. on)
14. Chicken's claws are ..... (a. food, b. feed, c. feet, d. fed)
15. eating grass is ..... (a. reading, b. grazing, c. sleeping, d. smoking)

**Answer the following questions.**

1. What do you have at a window to stop people looking in? \_\_\_\_\_
2. What do you think chewing the cud means? \_\_\_\_\_
3. What does the word suckle mean? \_\_\_\_\_

**The answers:**

1. b,    2. b,    3. c,    4. c,    5. d,    6. d,    7. b,    8. b,  
9. a,    10. c,    11. d,    12. b,    13. b,    14. c,    15. b
1. A curtain,        2. chewing the food that was eaten before.        3. To feed from a mother.

يهدف هذا الدرس إلى التعرف على كيفية كتابة الجرائد والتعرف على أشكال الكلمات عن طريق البوادي والالواح والكلمات المركبة.

**الكلمات الهامة:**

<u>The words</u>	<u>The meanings</u>	<u>The words</u>	<u>The meanings</u>	<u>The words</u>	<u>The meanings</u>
headline	عنوان	well dressed	أنيق	wed	يتزوج
Newspaper	جريدة	scruffy	غير أنيق	Purpose	الغرض
report (n)	تقرير	telescope	تلسكوب	survivor	ناج
boxer	ملاكم	prefix	بادئة	formation	شكل
victim	ضحية	suffix	لاحقة	artefact	أداة بصناعة يدوية

**العنوان:** هو كلمات قليلة تعبر عن ماذا يكون التقرير. **A headline** is a few words says what the report below is a bout.

**خطوات كتابة العناوين:**

1. يكتب العنوان في رأس الصفحة في النص ولا نكتب نقطة في نهاية العنوان.
2. تكتب أوائل الحروف كبتل من كل كلمة عدى حروف الجر. مثل (in, on and at).
3. تحذف أدوات التعريف والتنكير (a/an/the) وأفعال الكينونة (is/are/am/was/were) وصفات الملكية مثل (my/your/his) وكلمات يوجد (there is /there are).
4. يكتب العنوان بزمان المضارع البسيط حتى لو الكلام عن الماضي أو المستقبل.

**Write these headlines as complete sentences.**

1. A, a, has, died. 2. people, have been killed, an, there are.

1. Victim of Road Accident Dies 1. \_\_\_\_\_
2. 22 Dead in Air Crash: No survivors 2. \_\_\_\_\_
3. Thick Fog to Clear by afternoon, Then Sun 3. \_\_\_\_\_
4. New Cars Sign of Wealth 4. \_\_\_\_\_

**فهم المعاني: Working out the meanings**

3. The, will, this, it will be sunny. 4. are, a

التوضيحات التالية من مترادفات وتضاد وشرح ...، يحتاجها القارئ لفهم معنى الكلام المكتوب في الصحف والمجلات والكتب ... ويحتاجها الكاتب لإيصال معنى الكلام للقارئ.

1. **Synonyms** are words with the **same** meaning. **المترادفات** كلمات بنفس المعنى.

The English lesson **starts** at 8:45, the history lesson **commences** at 9:45.

درس الإنجليزي يبدأ في 8:45 ، درس التاريخ يبدأ في 9:45.

**بعض المترادفات المتعلقة بمنهج ثالث الثانوي:**

<u>The meanings</u>	<u>The words</u>	<u>The synonyms</u>	<u>The meanings</u>	<u>The words</u>	<u>The synonyms</u>
دائري	Circular	round	شكل	Shape	form
فقد	Lost	missed	ضباب	Mist	Fog
سيدة	Miss	a single woman	أمتعة	Luggage	Suitcases/ baggages
غير عادي	unusual	strange	خط ساحلي	coastline	Coast road
قمة	Peak	Top	قريب	closed	near
كثير	Plenty	Much	يتزوج	Wed	Marry
كثير من	Plenty of	a lot of	فوق	Above	Over
يدمر	demolish	destroy	ضخم	giant	huge/very big.
بطل	champion	hero	مرض	illness	sickness
رئيسي / الأهم	Main	most important / biggest	مخيف / مرعب	frightened	Terrified, awful, horrible.
ينقذ	rescue	save	جرح	Injured	hurt
ينهار	Collapse	Fall down	نادر	Uncommon	rare

2. **Antonyms** are words with the **opposite** meaning. **التضاد** كلمات بعكس المعنى.

Sue is always **well dressed**; Barry, however, always looks **scruffy**. تبدو سيو دائما أنيقة, بينما باري يبدو غير أنيق.

**بعض التضاد في المنهج:**

<u>The meanings</u>	<u>The words</u>	<u>The opposites</u>	<u>The meaning</u>	<u>The words</u>	<u>The opposites</u>
ذكر	male	female	شمال	left	right
حار	hot	cold	ضيق	narrow	wide
يحب / يشبه	like	unlike/hate	قريب	near	far
نفس	same	different	تحت	below	above
ممکن	possible	impossible	حمضي	Acidic	Alkaline
كثير	much	little	ثراء	Wealth	Poorness
بليد	Silly	Sensible	ناعم	Smooth	rough

**Put (T/true) or (F/false) for the following statements.**

- |   |     |   |     |
|---|-----|---|-----|
| 1. The word "well-dress" means scruffy.                 | ( ) | 11. The word "commence" means "begin".  | ( ) |
| 2. A painkiller is a medicine used to reduce pain.      | ( ) | 12. "Exhausted" means "very happy".     | ( ) |
| 3. Synonyms are words with the same meanings.           | ( ) | 13. Awful is the synonym of bad.        | ( ) |
| 4. Tall and long are antonyms.                          | ( ) | 14. The synonym of top are beak.        | ( ) |
| 5. A coastline and a coast road are synonyms.           | ( ) | 15. Acidic and alkaline are synonyms.   | ( ) |
| 6. The word "male" and "female" are opposite.           | ( ) | 16. "Uncommon" and "rare" are antonyms. | ( ) |
| 7. The word "wealth" can be the synonym of richness.    | ( ) | 17. Like and unlike are synonyms.       | ( ) |
| 8. The word "over" and "finished" cannot be synonyms.   | ( ) |   |     |
| 9. Antonyms are words with the opposite meanings.       | ( ) |   |     |
| 10. "Possible" and "impossible" have the same meanings. | ( ) |   |     |

**The answers:**

1. F, 2. T, 3. T, 4. F, 5. T, 6. T,  
7. T, 8. F, 9. T, 10.F, 11.T, 12.F,  
13.T. 14.F. 15.F. 16. F. 17. T

**3. A definition or explanation:**

**التعريف أو الشرح:** هو استخدام شرح معين في جملة لكلمة في النص ويوضع الشرح بين قوسين بعد المفردة المراد شرحها في الغالب. مثل:

1. Mona is diligent, that is to say, a very hard-working pupil. منى عبقرية, ذلك بأن تقول, أنها طالبة مجتهدة جدا.

**ملاحظة:** يكرر استخدام هذه الطريقة في القصص و السير فمثلا عندما نكتب سيرة الصحابة ويكتب سيف الله المسلول لا أحد سيفهم من المقصود بسيف الله المسلول وخاصة إذا كان القارئ أجنبي وضعيف في السيرة. لذلك يوضع فاصلة ويكتب خالد ابن الوليد ليفهم من هو المقصود في الكلام ومثله عندما نقول بيت الله الحرام ويقصد به الكعبة أو عندما نقول المدينة المنورة ويقصد بها المدينة التي قبر فيها رسول الله والتي هي في السعودية .... الخ.

2. Allah's drawn sword, Khalid Ibn Alwaleed. سيف الله المسلول، خالد ابن الوليد.

3. Red Devils, a team of football. الشياطين الحمر فريق كرة القدم.

4. Make out, to see with difficulty. يلاحظ معناه أن ترى بصعوبة.

**4. Examples or illustrations that show the meanings.**

**الأمثلة أو الإيضاحات:** هي ذكر أمثلة معينة لإيضاح كلمه سابقة بأحد الكلمات الآتية:

Such as / for example مثل, as ك, like مثل

Tourists want to buy artefacts, such as knives, pots and jewellery.

السياح يريدون شراء المصنوعات اليدوية القديمة مثل السكاكين والقذور والمجوهرات.

## كلمات الربط Joining words

كلمات الربط في هذا الدرس توضح السبب أو توضيح النتيجة والاكتر إستخداماً في اللغة هي **because** لتوضيح السبب و **so** لتوضيح النتيجة. (راجع أدوات الربط في الوحدة الأولى ( although , whereas, however ) للتفريق في إستخدام أدوات الربط.

1	<b>Because</b>	<p><b>بسبب:</b> تربط بين جملتين لتوضيح السبب وقد تأتي في أول الجملة أو في وسط الجملة لكن يجب أن يأتي بعدها جملة سببية. ومثلها: due to, as a result of.</p> <p><b>Cause and effect or result</b> - if you understand the cause of Something, you can work out the effect.</p>
2	<b>So</b>	<p><b>لهذا:</b> وتوضح نتيجة حدث معين. ومثلها الكلمات الآتية:</p> <p>So that, in order, to, as a result, therefore, thus, consequently, as a sequence, accordingly, that's why.</p> <p><b>Purpose</b> - what something does.</p>

### Examples:

- Ahmed went to hospital **because** he was sick. احمد ذهب إلى المستشفى لأنه كان مريض.
- Yemenis live a bad situation **as a result of** the civil war. يعيش اليمنيون في حالة سيئة كنتيجة للحرب الأهلية.
- I have just bought a telescope **so that** I can study the stars. أنا أشتريت تليسكوب لذلك أنا أستطيع أن أدرس النجوم.
- I came to school **to** study English. أنا أتيت إلى المدرسة لكي أدرس إنجليزي.
- I can't drink this glass of tea. It's too hot.
- I can't drink this glass **because** it's too hot. - This glass is too hot. **So** I can't drink it.
- **Because** this glass is too hot, I can't drink it.

**ملاحظة:** يمكن إستخدام **because** في نص الجملة أو في بدايتها كما في الأمثلة السابقة.

### Choose the best alternatives.

- ..... his strength, he won the race. (a. Whereas, b. Although, c. Because of, d. So)
- ..... She was in hurry, she made an accident. (a. So, b. However, c. Because, d. But)
- She had a stomachache ..... she visited the doctor. (a. because, b. so, c. however, d. also)
- ..... I don't have any money, I can't buy this car. (a. Because, b. But, c. Although, d. So)
- I stopped writing to her ..... she never answers me. (a. so, b. but, c. whereas, d. because)
- ..... I was leaving the town. I went to visit my parents. (a. So, b. Although, c. Because of, d. Whereas)

1. C
2. C
3. b
4. a
5. d
6. c

A **Prefix** is a group of letter that comes **in front of** the words and changes the meanings.

**البادئة** هي مجموعة من الحروف التي تأتي في بداية الكلمة وتغير المعنى.

A **suffix** is a group of letter that comes **at the end** of a word and doesn't change the meaning.

**اللاحقة** هي مجموعة من الحروف التي تأتي في آخر الكلمة ولا تغير المعنى ( تحول الكلمات من أفعال إلى أسماء أو صفات أو العكس فيما بينهم).

يمكن جمع بعض أهم البوادي في عبارة ( دسميس إرمل مدرن) واللاحق في عبارة ( نص فول لي متابليونر لس اس ازم).

<u>Prefixes</u>	<u>Examples</u>	<u>Suffixes</u>	<u>Examples</u>
<b>dis</b>	dislike, discover, disobey, disinfect	<b>ness</b>	Politeness, kindness, weakness, obviousness
<b>mis</b>	misunderstand, misspell	<b>ful</b>	beautiful, careful, helpful, merciful
<b>ir</b>	irregular, irrelevant, irresponsible	<b>ly/y</b>	friendly, lovely, likely, healthy, windy, cloudy
<b>im</b>	impolite, impossible, impure, improper	<b>ment</b>	enjoyment, development, equipment
<b>il</b>	illegal, illiterate, illegal, illogical	<b>able</b>	comfortable, reachable, eatable
<b>mid</b>	midyear, midnight, midday, midweek	<b>ion/tion</b>	infection, expression, information, pollution
<b>re</b>	rewrite, reader, renew, recover	<b>er/ or/ure</b>	teacher/actor/ pressure, creature
<b>un</b>	unhappy, unreal, unable, unimportant	<b>less</b>	careless, hopeless, merciless, loveless
<b>en</b>	encourage, enlarge	<b>ous</b>	dangerous, obvious, ambitious
<b>In</b>	Incorrect, incomplete, inability	<b>ism</b>	tourism, capitalism, journalism, imperialism

بعض البوادي التي بمعنى (not) وبعض اللاحق التي تحول الكلمات إلى أسماء:

<u>Prefixes</u>	<u>The meanings</u>	<u>suffixes (N)</u>	<u>The meanings</u>
(ir) irregular	غير منتظم	playing (-ing)	لعب
(il) illegal	غير قانوني	Teacher (-er)	معلم
(im) impolite	غير مؤدب	sailor (-or)	بحار
(in) Incorrect	غير صحيح	darkness (-ness)	ظلمة
(dis) disagree	لايوافق / يعارض	Information(-tion)	معلومة
(mis) misunderstand	يسئ الفهم	Happiness (-ness)	ظهور



بعض اللواحق التي تحول الكلمات إلى صفات:

<u>Suffixes (adj-)</u>	<u>The meanings</u>	<u>Suffixes (adj-)</u>	<u>The meanings</u>
care <b>less</b> (-less)	مهمل	acid <b>ic</b> (-ic)	حمضي
care <b>ful</b> (-ful)	مهتم	golden <b>en</b> (-en)	ذهبي
Sunny <b>y</b> (-y)	شمس	Friendly <b>ly</b> (-ly)	صديق
danger <b>ous</b> (-ous)	خطير	Comfort <b>able</b> (-able)	مريح

بعض اللواحق التي تحول الكلمات إلى أفعال:

<u>Suffixes</u>	<u>The meanings</u>	<u>Suffixes</u>	<u>The meanings</u>
Shorten <b>en</b> (-en)	يقصر	Simplify <b>ly</b> (-ly)	يبسط
Immunize <b>ize</b> (-ize)	يحصن	Celebrate <b>ate</b> (-ate)	يحتفل

اللاحقة -quick- quickly إلى ظرف مثل: quick- quickly.

الجدول التالي يوضح عمل البوائى واللواحق بتغيير الكلمة إلى أجزاء أخرى (من كتاب التمارين).

<u>Verbs</u>	<u>Nouns</u>	<u>The meanings</u>	<u>Nouns</u>	<u>Adjectives</u>	<u>The meanings</u>
Greet	Greet <b>ing</b>	تحية	Electricity	Electrical	كهربائي
Move	Mov <b>ement</b>	حركة	Shade	Shad <b>y</b>	ظليل
Collect	Collec <b>tion</b>	جمع	Necessity	Necessar <b>y</b>	ضروري
Enjoy	Enjoy <b>ment</b>	متعة	Dirt	Dir <b>ty</b>	قذر
Explain	Explana <b>tion</b>	توضيح	Care	Care <b>ful</b>	حذر
Discover	Discover <b>y</b>	إكتشاف	Success	Success <b>ful</b>	ناجح
Suggest	Suggest <b>ion</b>	إقتراح	Dark <b>ness</b>	Dark	غامق
Advertise	Advertise <b>ment</b>	إعلان	Length	Long	طويل



## الكلمات المركبة Compound words

**الكلمات المركبة:** وهو اجتماع كلمتين معروفتين لإنتاج كلمة جديدة. ولديها أشكال مختلفة كالآتي:

**Compound words** are two known words make a new word.

**1. The two words are joined.** (دمج كلمتين).

Painkiller مهدئ للألم, breakfast فطور, housewife ربة بيت, handbag حقيبة يد, farmhouse بيت المزرعة

**2. The two words have a hyphen.** (استخدام شرطة بين الكلمتين).

Taxi-driver سائق تكسي, air - conditioner مكيف هوا

**3. The two words are separated.** (كلمتين منفصلتين).

English teacher معلم إنجليزي, seat belt حزام الأمان, cassette recorder مسجل (شريط)

**Put (T/true) or (F/false) for the following sentences.**

- |   |   |
|---|---|
| 1. The word friendship is compound. ( )                               | 8. The word armchair is compound. ( )           |
| 2. A suffix usually changes the meaning of a word. ( )                | 9. The word disagree has a prefix. ( )          |
| 3. The word remarkable has a prefix and suffix. ( )                   | 10. The word displacement is compound. ( )      |
| 4. The word championship is compound. ( )                             | 11. A prefix changes the meaning of a word. ( ) |
| 5. The suffix "-ful" usually changes the noun into Adjective. ( )     |   |
| 6. A suffix usually changes the word into another part of speech. ( ) |   |
| 7. Painkiller is used to get rid of headache. ( )                     |   |

### The answers:

1. F, 2. F, 3. T, 4. F, 5. T,  
6. T, 7. T, 8. T, 9. T, 10. F  
11. T

**Choose the best alternatives.**

- The word necklace is a ..... (a. prefix, b. suffix, c. preposition, d. compound word)
- The suffix ..... makes the word happy a noun. (a. full, b. ment, c. er, d. ness)
- Which of the following is compound (a. relationship, b. everyday, c. display, d. enjoyment)
- The antonym of commence is ..... (a. start, b. begin, c. continue, d. finished)
- A suffix is added to the ..... of a word. (a. end, b. begin, c. start, d. front)
- To report in a few words is a ..... (a. message, b. coastline, c. headline, d. letters)
- ..... are words with opposite meanings. (a. Synonyms, b. Antonyms, c. word set, d. compounds)
- ..... Two known words make a new word. (a. word - formation, b. Word- processor, c. Suffixes, d. Prefixes)

9. A ..... group of letters that comes in front of the words. (a. suffix, b. compound, c. prefix, d. flood)
10. Which is compound? (a. Spaceship, b. Friendship, c. leadership, d. relationship)
11. Which of the following is not compound? (a. brotherhood, b. armchair, c. doghouse, d. Copyright)
12. Which of the following is a suffix? (a. less, b. mis, c. dis, d. im)
13. Uncommon means ..... (a. famous, b. popular, c. care, d. rare)
14. Marry means to ..... (a. Love, b. wed, c. like, d. miss)
15. Painkiller is ..... (a. disease, b. medicine, c. illness, d. sickness)
16. A ..... usually changes the word into another part of speech.  
(a. preposition, b. suffix, c. pronoun, d. prefix)
17. Explain is a "verb" whose noun is ..... (a. explaining, b. explanation, c. explained, d. a & b)
18. A .... is a group of letters that added to the end of a word to form a new word.  
(a. suffix, b. prefix, c. compound word, d. Preposition)
19. The word of misunderstand has..... ( a. A prefix, b. A suffix, c. A compound word, d. An adjective)
20. The word of information has ..... (a. A prefix, b. A suffix, c. A preposition, d. A noun)
21. A word with a suffix is ..... (a. rainfall, b. north, c. happily, d. sorghum)
22. The word "unhelpful" contains a/an ..... (a. Prefix, b. compound word, c. affixes, d. suffix)
23. Which word has a prefix? (a. impolite, b. reading, c. tidily, d. recorder)
24. The suffix ..... changes the word "accident" into an adjective. (a. er, b. ic, c. al, d. ous)
25. The prefix ..... makes the word "well" negative. (a. dis, b. im, c. in, d. un)
26. The suffix ..... makes the word "change" an adjective. (a. able, b. ly, c. im, d. ness)
27. The prefix ..... changes the word "connect" into negative. (a. mis, b. dis, c. mini, d. in)
28. The prefix ..... changes the word "possible" into negative. (a. mis, b. dis, c. im, d. in)
29. The suffix ..... changes adjectives into nouns. (a. ness, b. full, c. ed, d. less)
30. The suffix ..... changes the verbs into nouns. (a. ly, b. ness, c. able, d. ment)
31. To make the word "act" a noun, you add the suffix .... (a. er, b. or, c. es, d. ing)
32. The suffix ..... makes the word "agree" a noun. (a. er, b. ment, c. ness, d. tion)
33. .... is a suffix. (a. ment, b. un, c. im, d. re )

34. The suffix that is ..... changes the noun into adjective. (a. -ness, b. -ful, c. -ment, d. -en)
35. One of the following is compound word. (a. friendship, b. relationship, c. seashell, d. championship)
36. Which of the following is not compound? (a. good student, b. reflection, c. air- conditioner, d. artefacts)
37. Circle the compound word. (a. Math, b. Mathematic, c. Mathematically, d. Math teacher)
38. Of the following is a compound word. (a. dressed, b. dresser, c. dressing, d. dress maker)
39. A ..... is a compound word. (a. Headline, b. Harder, c. Hard, d. Harding)
40. Of the following only is a compound word. (a. bookseller, b. board, c. brotherhood, d. boat)
41. .... is (NOT) a compound word. (a. School leaver, b. Disagreement, c. Blueberry, d. Armchair)
42. One of the following is (NOT) compound (a. Childhood, b. farmhouse, c. blueberry, d. four- wheel)
43. A conditioner air is a ..... (a. compound word, b. prefix, c. suffix, d. preposition)
44. An adjective that can be used as a noun is ..... (a. dirty, b. rainy, c. clean, d. spare)
45. To change the word "invent" into a noun. We add ..... (a. -ly, b. -ness, c. -ion, d. -able)
46. The word which has a suffix is ..... (a. speak, b. speed, c. speaking, d. speech)
47. If we add the suffix "-tion" to the word prepare, it will become a/an .....  
(a. adverb, b. adjective, c. verb, d. noun)
48. .... is a prefix. (a. ing, b. ir, c. ness, d. less)
49. A .... is a group of letters that added to the beginning of a word to change its meaning and make a new word.  
(a. suffix, b. prefix, c. compound word, d. Preposition)

The answers:

1.d, 2.d, 3.b, 4.d, 5.a, 6.c, 7.b, 8.a, 9.c, 10.a, 11.a, 12.a, 13.d, 14.b, 15.b,  
16.b, 17.b, 18.a, 19.a, 20.b, 21.c, 22.c, 23.a, 24.c, 25.d, 26.a, 27.b, 28.c, 29.a, 30.d  
31.b, 32.b, 33.a, 34.b, 35.c, 36.b, 37.d, 38.d, 39.a, 40.a, 41.b, 42.a, 43.a, 44.d, 45.c  
46.c, 47.d, 48.b, 49.b,

## أخبار اليوم Today's news

الهدف من هذا الدرس هو تطوير مهارة القراءة من حيث المسح وإستنباط معنى الكلام.

### التعاريف:

1. **Childhood** is the early part of person's life. الطفولة هي الجزء الباكر (الأول) من حياة الشخص.
2. **Recovery** is to get back to normal health. الشفاء هي العودة إلى الصحة الطبيعية.
3. Come into **operation**/ Start **operation** means start **working**. يبدأ العمل أو العملية.
4. **Observe** means to **watch** carefully. يلاحظ معناه أن تنظر بدقة.
5. **Collapse** means to **fall down**. ينهار معناه يسقط.
6. Rare means uncommon. ترادف كلمة نادر.
7. Giant means very big. عملاق معناه كبير جداً.
6. **Arctic** means **North Pole**. القطب الشمالي.

Put (T/true) or (F/false) for the following statements.

- |   |   |
|---|---|
| 1. The early part of your life is your childhood. ( )                     | 8. Uncommon and rare are antonyms. ( )      |
| 2. Wind turbines generate electricity. ( )                                | 9. Heat wave means cold weather. ( )        |
| 3. The word "observe" means to watch carefully. ( )                       | 10. North Pole and Arctic are antonyms. ( ) |
| 4. Collapse doesn't mean to fall down. ( )                                | 11. Arctic means North Pole. ( )            |
| 5. The word giant means very big. ( )                                     |   |
| 6. The word "recover" means "to get back to normal health". ( )           |   |
| 7. Spokesman is a person who speaks on behalf of a person or company. ( ) |   |

### The answers:

1. T, 2. T, 3. T, 4. F, 5. T, 6. T, 7. T, 8. F, 9. F, 10. F, 11. T

## Don and Debbie: dreamers دن ودبي الحالمان

يهدف هذا الدرس إلى التعرف على بعض العبارات التي تستخدم لربط الأحداث عند الكلام.

### التعاريف:

1. The **dream** is to see **pictures** during **sleeping**.      الحلم هو أن ترى حلم خلال النوم.
2. The **dreamer** is the person who sees pictures during sleeping.      الحالم هو الشخص الذي يرى صوراً خلال النوم.
2. The **nightmare** is a **frightened** dream.      الكابوس هو حلم مخيف.
3. **Calm down** means to **stop** being **excited**.      إهدأ معناه لا تكن منفعّل.
4. **Brilliant** is very **good**.      رائع معناه جيد جداً.
5. **Lost my hold on** means to could **no** longer hold.      فقدت الإمساك معناه لم يستطع الإمساك لفترة أطول.

### ملاحظات:

1. Questions as Wh- questions as well as asking for repetition are used to ask for **clarification**.  
تستخدم الأسئلة خلال المحادثات وطلب إعادة الكلام لغرض الإيضاحات.
2. The phrase "really, what about about?" , at the beginning of the conversation, is used to show **interests**.  
تستخدم عبارة "حقاً" وملحقة بسؤال في بداية المحادثة لإظهار إهتمامك بالموضوع.

### Choose the best alternatives for the following sentences.

1. The word "nightmare" means ....  
(a. a bad night sleep,    b. a frightened dream,    c. a pleasant dream,    d. a good dream)
2. The word "brilliant" means ..... (a. very dark,    b. very cold,    c. very good,    d. very bad)
3. The word "awful" means ..... (a. very long,    b. very bad,    c. very good,    d. very pleasant)
4. The phrase "Calm down" means to .....  
(a. talk more clearly,    b. stop being excited,    c. stop being sad,    d. be excited)
5. The phrase "lost my hold on" means to .....  
(a. Could longer hold,    b. held tightly,    c. pulled out,    d. catch well)

The answers: 1.b,    2.c,    3.b,    4.b,    5.c

**شكل الفعل بعد أفعال الحواس (see, hear, touch, Feel, taste):**

يأتي الفعل با المصدر ويأتي بإضافة ing وكلاهما صحيحتين ويعتمد شكل الفعل حسب ما يقصده المتكلم.

S + <b>sense verb</b> +O + <b>infinitive -ing</b> +C	S+ <b>sense verb</b> + O + <b>infinitive</b> +C
<p><b>إستخدام الفعل با المصدر وإضافة ing.</b></p> <p>1. عند عدم التأكد من إكمال حدوث الحدث لأنه ليس مهم ولكن المهم هو وصف إستمرارية الحدث (كيف كان الحدث؟) وهذه القاعدة هي الأكثر إستخداما.</p> <p><u>Example:</u></p> <p>1. I saw the children. They were playing in the garden.</p> <p>_ I <b>saw</b> the children <b>playing</b> in the garden.</p> <p>في هذا المثال، يؤكد المتكلم على رؤيته للحدث بأنه رأى الأطفال يلعبون في الميدان وليس مهم رؤيته لنهاية المباراة.</p>	<p><b>إستخدام الفعل با المصدر.</b></p> <p>1. عند التأكيد من إكمال الحدث (ويكون الحدث غالبا في فترة زمنية قصيرة وقد يرى أو يسمع أو يشعر بالحدث من بداية إلى نهاية).</p> <p><u>Example:</u></p> <p>1. I saw the children. They were playing in the garden.</p> <p>- I <b>saw</b> the children <b>play</b> in the garden.</p> <p>في هذا المثال، يؤكد المتكلم إكمال رؤيته للحدث بأنه رأى الأطفال يلعبون في الميدان من بداية المباراة إلى نهايتها.</p> <p>قد تستخدم الكلمات التسلسلية لدلالة إكمال الحدث: then, later,</p>

**Choose the best alternatives.**

1. I heard Adel ..... on radio as I walked past the house. (1. playing, 2. was playing, 3. plays, 4. played)
2. When Ali saw the teacher ..... he ran back into the classroom. (1. come, 2. coming, 3. comes, 4. run)
3. In the morning, after prayer, I always watch the sun ..... above the mountains and then have breakfast.  
(1. rise, 2. rising, 3. rose, 4. rises)
4. One day last year I saw a plane ..... into the ground and even from a distance of ten kilometers I could hear the petrol .....  
(1. crashing/explode, 2. crash/explode, 3. crash/exploding, 4. crashing/exploding)
5. Eye-witnesses felt the ground ..... beneath their feet and saw blocks of flats ..... like packs of cards.  
(1. shaking/collapsing, 2. shake/collapsing, 3. shaking/ collapse, 4. collapse/shake)
6. In the terrible famine in Africa you could see people .... of hanger in the street and hear people .... in pain.

**The answers:**

1. 1. 2. 2. 3. 1. 4. 3. 5. 2. 6. 2

(1. die/cry, 2. dying/crying, 3. dying/cry, 4. die/crying)

**ملاحظة:** بعض الكلمات يكونين مركبات مثل السؤال الثالث تأتي الكلمة بمعنى (شروق الشمس) وكلمة rise تكون إسم وليس فعل يضاف إليه ing/s وهكذا في 4 و 5.

## 1. Capital letters: مواضع استخدام الحروف الكبيرة (الكبتل)

### 1. At the beginning of sentences. في بداية الجمل.

1. He usually drives fast.      2. She cooks lunch every day.

### 2. Pronoun "I" is usually written in the capital form. ضمير المتكلم المفرد يكتب كبتل دائما أينما يكون في الجملة.

1. I finished studying when I was 19 years old.

## 3. Proper nouns: مع أسماء العلم

1. People's names: Ali, Fatima. مع أسماء الناس مثل علي وفاطمة.

2. Months & days: April, Sunday. مع الأشهر والأيام مثل إبريل والأحد.

3. Continent, countries and cities: Asia, Yemen and Sana'a.

مع أسماء القارات والدول والمدن مثل: آسيا، اليمن، صنعاء.

4. Some geographic nouns as seas, oceans, rivers, deserts and mountains: Red sea, Pacific ocean, Nile river.

مع بعض الأماكن الجغرافية مثل البحار والمحيطات والأنهار والصحاري والجبال مثل البحر الأحمر والمحيط الهادي ونهر النيل.

## 2. Full stop: تستخدم النقطة في نهاية الجمل وبعد الأسماء والألقاب المختصرة

1. We studied English yesterday.      2. Dr. Ali came late.

## 3. Comma: الكوما (الفاصلة)

### 1. تستخدم لفصل العديد من الأسماء ويستخدم and بين الاسم الأخير والذي قبله. مثل:

1. Ahmed, Ali, Sali and Tom were studying English last year.

احمد و علي وسالي وتوم كانوا يدرسون انجليزي العام الماضي.

2. Ibb, Sana'a and Aden were of the most important source of economy for Yemen.

إب، صنعاء وعدن كائين من اهم مصادر الإقتصاد لليمن.

### 2. تستخدم لفصل بين الجمل. مثل:

While she was writing, the pen finished. بينما كانت تكتب، القلم زلج.

### 3. تستخدم بعد Yes/no وقبل please/thank you غالباً. مثل:

1. Do you like a cup of tea, Ahmed? Yes, please.      2. Would you like some orange juice? No, thank you.

4. تستخدم بعد الكلام المقرر (المنقول عن شخص آخر). مثل:

"It was a miracle," a rescue service spokesman said.

4. question mark: علامة الاستفهام : وتستخدم في نهاية السؤال

1. Why are you late?                      2. What is your name?

5. Apostrophe:

الفصلة العلية: وتستخدم مع الملكية ومع الإختصارات.

1. This is Ahmed's house. هذا منزل احمد.  
2. She's beautiful hair. ( She has beautiful hair.)  
3. He's tall. هو طويل.                      4. We're clever. نحن أذكاء .

6. Speech mark:

علامة التنصيص: تستخدم عند إقتباس الكلام ويوضع الكلام المقتبس بين علامتين مثل:

"Where did you go?" Ahmed asked.

"I went to the park," Ali answered.

Choose the best alternatives.

- |  |  |
|--|--|
| 1. Where did you find my keys (a. ! b. ? c. d. .)        | 5. Are you a student (a. , b. . c. ? d. ')       |
| 2. Could you help me please? (a. . b. , c. ? d. !)       | 6. She is a polite student (a. ' b. , c. . d. ?) |
| 3. Well come tomorrow.(a. ' b. ? c. ! d. , )             | 7. Is this yours (a. ! b. , c. ? d. .)           |
| 4. I bought a book a pen and a bag.(a. ! b. ? c. , d. ') |  |

The answers:

1.b, 2.b, 3.d, 4.c, 5.c, 6.c, 7.c

Rewrite these sentences with the correct punctuations.

1. I heard somebody shouting don said then i saw two men running toward us
- 

2. who were they jim asked and what were they doing
- 

The answers:

1. ' I heard somebody shouting, ' Don said. 'Then I saw two men running toward us.'  
2. 'Who were they?' Jim asked. 'And what were they doing?'



## Natural disasters كوارث طبيعية

الهدف من هذا الدرس هو تطوير فهم مفردات ومعاني الكوارث الطبيعية.

### التعاريف:

1. A forest is a very large wood. الغابة هي أخشاب ضخمة جداً.
2. A forest fire is difficult to control because it spreads very quickly. حريق الغابة صعب التحكم به لأنه ينتشر بسرعة جداً.
3. A famine is a shortage of food. During a famine people sometimes starve, they die of hunger. المجاعة هي قلة الطعام. أحياناً خلال المجاعة، الناس يموتون من الجوع.
4. A drought is a shortage of water after a long period with no rain. الجفاف هو قلة المياه بعد فترة طويلة بدون مطر.
5. A flood is a deep water over normally dry land. الفيضان هو ماء عميق فوق الأرض اليابسة الطبيعية.
6. A flash flood is very quick deep water in a wadi in the mountains. السيل هو ماء عميق وسريع جداً في الوادي بين الجبال.
7. An epidemic is an illness that spreads quickly and affects many people. الوباء هو مرض ينتشر بسرعة ويصيب العديد من الناس.
8. A volcano is a mountain with a hole in the top. البركان هو جبل بفوهة في القمة.
9. A volcano eruption is the explosion of the molten rocks. انفجار البركان هو انفجار الصخور المذابة.
10. A hurricane is a powerful storm with strong winds. الإعصار هو عاصفة قوية مع رياح شديدة.
12. The crust is the hard rock surface of the earth. The earth's crust divided into several sections called plates. القشرة هي السطح الصخري الصلب للأرض. قشرة الأرض تنقسم إلى أقسام كثيرة تسمى طبقات.
13. A fault line is the place where two plates meet. If two plates move along a fault line, they will cause an earthquake. خط الصدع هو المكان الذي تلتقي فيه طبقتين من الأرض. إذا تحركت طبقتين على طول خط الصدع، سيحدث زلزال.
14. An earthquake is moving two plates of earth along a fault line. الزلزال هو تحرك طبقتين من الأرض على طول خط الصدع.

Put (T/true) or (F/false) for the following sentences.

- |   |  |
|---|--|
| 1. A fault line is a place where three plates meet. ( )   | 4. A drought is shortage of food. ( )        |
| 2. A hurricane is a powerful storm with strong winds. ( ) | 5. The word starve means die of hunger. ( )  |
| 3. A volcano is a mountain without a hole in the top. ( ) | 6. During hunger, people die of thirsty. ( ) |

Choose the best alternatives.

The answers: 1.F, 2.T, 3.T, 4.F, 5.T, 6.F

1. A very large wood is called a ..... (a. forest, b. farm, c. field, d. flood)
2. The earth's crust is divided into ..... (a. lines, b. stations, c. sections, d. groups)

3. A fault line is a place where ..... Plates meet. (a. one, b. three, c. four, d. two)
4. .... is a shortage of food. (a. drought, b. famine, c. flood, d. hurricane)
5. A .....is a shortage of water. (a. drought, b. famine, c. hurricane, d. flood)
6. deep water over normally dry land is a ..... (a. drought, b. flood, c. famine, d. hurricane)
7. During a famine people die of ..... (a. thirsty, b. anger, c. hunger, d. diseases)
8. Volcano is a mountain with a ..... in the top. (a. hole, b. hill, c. hell, d. peak)
9. .... is the burst of molten rocks. (a. Volcano, b. Mountain, c. Volcanic eruption, d. Hurricane)
10. Hurricane means a ..... (a. hit, b. volcano, c. very strong storm, d. flood)
11. To die of hunger is ..... (a. flood, b. wood, c. starve, d. flat)
12. During ..... the earth moves and shakes. (a. volcano, b. earthquake, c. eruption, d. matter)
13. A ..... is a place where two plates meet. (a. fault line, b. coastline, c. crossroad, d. lifeguard)
14. The several sections of the earth's crust's are called ..... (a. plates, b. flats, c. plants, d. blocks)
15. .... is a mountain with a hole in the top. (a. hurricane, b. forest, c. flood, d. volcano)
16. .... is the hard rock surface of the earth. (a. crust, b. trust, c. dust, d. trunk)
17. A/An.....is very difficult to control because it spreads quickly. (a. forest, b. forest fire, c. mare, d. ass)
18. .... happens when two plates move along a fault line .  
(a. earthquake, b. volcano, c. hurricane, d. drought)

The answers:

1.a, 2.c, 3.d, 4.b, 5.a, 6.b, 7.c, 8.a, 9.c, 10.c,  
11.c, 12.b, 13.a, 14.a, 15.d, 16.a, 17.b, 18.a

## A newspaper report تقرير صحيفة

يهدف هذا الدرس على التعرف على تفاصيل الإعصار الذي حدث في وسط أمريكا.

### التعاريف:

1. **Homeless** are having **nowhere** to live in.      التشرد هو عدم إمتلاك مكان للعيش فيه.
2. The **plantation** is a land planted with trees or crops.      المزرعة هي أرض زرعت با الأشجار والمحاصيل.
3. The **landslide** is the earth slipping down the mountains.      الإنهيار هو إنزلاق الأرض إلى أسفل الجبال.
4. The **swept** is a moving quickly.      الإزالة (الكنس) هو التحرك بسرعة.
5. **Flattened** is badly damaged.      سطح بمعنى دمر بصورة سيئة.
6. **Living memory** is since anybody can remember.      ذاكرة الحياة هي منذ بداية تذكر الشخص للأشياء و الاحداث.

### خلاصة الدرس في أرقام:

- Three - quarters of buildings were destroyed.      ثلاثة أرباع المباني دمرت.
- 10, 000 people were feared dead.      عشرة الف شخص ماتوا من الخوف.
- 240 KPh is the speed of the wind.      كانت سرعة الريح مائتان وأربعون.
- 5 meters are the depth of the rivers of mud.      عمق أنهار الوحل خمسة أمتار.
- Thousands of people were working in the bananas plantations.      آلاف من الناس كانوا يعملون في مزارع الموز.

### Put (T/true) or (F/false) for the following statements.

1. Whole banana plantations were flattened.      ( )
2. The speed of winds was less than 240 Kph.      ( )
3. This hurricane was the worst in living memory.      ( )
4. The houses weren't flattened by 240 Kph winds.      ( )
5. Living memory is since anybody can remember.      ( )
6. The hurricane with heavy rains caused a flash flood and landslide.      ( )
7. The synonym of town is countryside.      ( )
8. Hundreds of people weren't homeless.      ( )
9. Flatted and demolished are synonyms.      ( )
10. 1000 people only were feared dead.      ( )
11. Quarter-three of buildings were destroyed.      ( )

### The answers:

1. T, 2. F, 3. T, 4. F, 5. T, 6. T, 7. F, 8. F, 9. T, 10. F, 11. T

## Questions and intonations

يوجد نوعين من الأسئلة كما التالي:

| Wh- Questions <u>أسئلة ديليو إتش</u>  | Yes/No Questions <u>أسئلة نعم/لا</u>  |
|---|---|
| <p>1. يبدأ السؤال بدليليو إتش وبأحد الكلمات الآتية:</p> <p>What, when, where, why, who, how, which</p> <p>1. What's your name? - My name is Ahmed.</p> <p>2. تكون الإجابة بقطعة من المعلومات (a piece of information)</p> <p>3. يكون الصوت من أعلى إلى أسفل (falling intonation).</p> | <p>1. يبدأ السؤال بأفعال Be أو با الأفعال المساعدة auxiliary مثل:</p> <p>1. Are you Ahmed? - Yes, I am. -No, I am not.</p> <p>2. Do you study English? -Yes, I do. -No, I don't.</p> <p>2. تكون الإجابة (ب They produce the answers Yes/No).</p> <p>3. يكون الصوت من الأسفل إلى الأعلى (rising intonation).</p> |

Put (T/true) or (F/false) for the following sentences.

1. We usually say Yes/No questions with falling intonation. ( )
2. We ask what's this? With falling intonation? ( )
3. The answer of Wh- question is with Yes, No. ( )
4. The answer of Yes/No question is with a piece of information. ( )
5. We usually say Wh- questions with falling intonation. ( )
6. The answer of Wh- question is with a piece of information. ( )

The answers:

1. F, 2. T, 3. F, 4. F, 5. T, 6. T

كيف يكون ترانيم الصوت في السؤال الذيلي (كيف يكون صوت السؤال من حيث الارتفاع والانخفاض في السؤال الذيلي)؟

|  |  |
|--|--|
| <p>1. When we are <b>sure</b> of the answer and expect agreement, the voice goes down in question tag.</p> <p>عندما يكون المتكلم <b>متأكد</b> من الإجابة ( عارف الإجابة ولكن يحب لفت إنتباه المستمع إليـه) فإن الصوت في السؤال الذيلي ينخفض إلى أسفل.</p> <p><u>Example:</u></p> <p>A: These are students, <b>aren't they</b>? B: Yes, they are.</p> | <p>2. When we <b>aren't sure</b> of the answer and we want to check information, the voice goes up in the questions tag.</p> <p>عندما يكون المتكلم <b>ليس متأكد</b> ولا عارف الإجابة (يريد الحصول على معلومات) فإن الصوت في السؤال الذيلي يرتفع إلى أعلى.</p> <p><u>Example:</u></p> <p>1. He isn't working at the moment, <b>is he</b>?</p> <p>B: Yes, he is. - No, he isn't.</p> |
|--|--|

## Relative pronouns ضمائر الوصل

(who, which, that, whom, whose, where, when)

تعمل ضمائر الوصل على إضافة معلومات إلى الكلام ولكل ضمير إستخدامه الخاص كما التالي:

1. **Who:** is used to talk about the subjects of people.

تستخدم who للتحدث عن الفاعل العاقل (لأسماء العلم والأسماء العامة) مثل:

1. Columbus is the person who discovered America.

2. The man who gave me a present was very kind.

2. **Which:** is used to talk about things and animals.

تستخدم which للغير العاقل، للتحدث الأشياء والحيوانات (للفاعل والمفعول به) مثل:

1. I lent you the book which was very useful.

2. This is the dog which bit me.

3. **That:** is used to talk about people and things.

تستخدم للعقل (إذا لم يكن الإسم علم) و تستخدم غير العقل.

1. The teacher that teaches us English is Waleed.

2. The book that I bought was useful.

3. **Whom:** is used to talk about the object of people. تستخدم للتحدث عن المفعول به العقل.

1. The student whom was beaten was impolite.

2. The person whom was killed was Saleh.

4. **Whose:** it's used to talk about possession.

تستخدم للتحدث عن الملكية.

1. The man whose a red car is here.

2. This is the headmaster whose the private school.

5. **Where:** is used to talk about places.

تستخدم للتحدث عن الأماكن.

This is the village where I live.

That was the hotel where we stayed.

6. **When:** is used to talk about the time.

تستخدم للتحدث عن الوقت.

1. I met him when it was 5:00.

2. I studied English when I was young.

## Prepositions in relative clauses

حروف الجر في عبارات الوصل (in, on, at, about, from, ...):

تعتمد حروف الجر في عبارات الوصل على نوع الجملة المضافة كما التالي:

| <u>Additional information</u>  | <u>Necessary information</u>  |
|--|---|
| <p>1. إذا كانت عبارة الوصل إضافية وقد يكتمل المعنى بدونها، فيوضع حرف الجر قبل ضمير الوصل وتوضع هذه العبارة بين كومتين. مثل:</p> <p><b>The American earthquake, about which I wrote, killed over 250 people.</b></p> <p>زلزال أمريكا، الذي كتبت عنه، قتل أكثر من 250 شخص.</p> <p>لاحظ أنه أهم الكلام هو زلزال أمريكا قتل أكثر من 250 شخص وأن عبارة الذي كتبت عنه زائدة وقد يستغنى عنها.</p> <p style="text-align: center;"><b>القاعدة:</b></p> <p>فاعل الجملة الأولى , الجملة الثانية بتقديم حرف الجر على ضمير الوصل , تكملة الجملة الأولى.</p> | <p>2. إذا كانت العبارة المضافة ضرورية ولا يتضح الكلام إلى بها، فإن حروف الجر تؤخر إلى بعد الفعل أو المفعول به في العبارات المضافة ولا نستخدم كومتين. مثل:</p> <p><b>The man whom I was talking to has been gone to Paris.</b></p> <p>الرجل الذي كنت أتحدث معه با أمس سافر إلى باريس.</p> <p>لاحظ أن عبارة الذي كنت أتحدث معه با أمس وضحت من هو الرجل. ولو كان الكلام الرجل سافر إلى باريس. لن نفهم من هو الرجل.</p> <p style="text-align: center;"><b>القاعدة:</b></p> <p>فاعل الجملة الأولى , الجملة المضافة وتأخير حرف الى نهايتها , تكملة الجملة الأولى.</p> |

ملاحظة:

1. يحذف المفعول به في العبارات المضافة بالطريقتين.

### Examples:

The house is very old. I used to live in it.

**The house which I used to live in is very old.**

The great fire of London happened in 1666. Thousands of buildings were destroyed in it.

**The great fire of London, in which thousands of buildings were destroyed, happened in 1666.**

Join the following sentences with the correct necessary or additional information.

1. The bus has had an accident. I come to school on it.

---

2. The earthquake of Turkey in 2023 has killed more than 40 thousands people. Many homes were demolished in it.

---

3. The man has mysteriously disappeared. I was talking to him yesterday.

1. Necessary. 2. Additional

3. Necessary

**Choose the best alternatives.**

1. I know the boy ..... sister is a teacher. (a. who, b. whose, c. whom, d. which)
2. The house ..... he lives is beautiful. (a. who, b. whose, c. which, d. that)
3. The red car ..... is big is amazing. (a. who, b. which, c. where, d. whom)
4. The man ..... I met was good. (a. whom, b. whose, c. which, d. who)
5. Columbus is the person .....discovered America. (a. which, b. who, c. whom, where)
6. I saw the girl .....beauty took my breath away. (a. which, b. who, c. whose, d. whom)
7. The hotel ..... we stayed was not very good. (a. which, b. whose, c. whom, d. who)
8. Did you read the book .....I lent you. (a. which, b. where, c. who, d. who)
9. The place, ..... I used to live in, is very clean. (a. where, b. when, c. who, d. that)
10. Cakes ..... are made of chocolate are wonderful. (a. who, b. that, c. which, d. b &c)
11. Where is the pen ..... I gave you? (a. which, b. where, c. whose, d. whom)
12. The food of the restaurant ..... I ate yesterday was good. (a. who, b. which, c. where, d. whom )
13. .... of these books are yours? (a. Who, b. Which, c. Where, d. Whom)
14. The place ..... we buy bread from is called a bakery. (a. whom, b. when, c. who, d. which)
15. This is the city ..... I live. (a. who, b. which, c. whom, d. where)
16. April is the month ..... I was born. (a. which, b. when, c. where, d. which)
17. Animals migrate ..... the rainy season finished. (a. why, b. where, c. when, d. who)
18. This is the hospital ..... I was born. (a. whose, b. who, c. where, d. when)
19. The man ..... appeared yesterday was my friend. (a. when, b. which, c. where, d. who)
20. He liked the book ..... he has read recently. (a. which, b. why, c. when, d. who)
21. It's a book ..... interests children of all ages. (a. who, b. which, c. where, d. when)
22. He is the doctor ..... helped me a lot. (a. why, b. which, c. where, d. who)
23. One of the following sentences has additional information.
  - a. Aden city to which I went when I was a kid is very beautiful.
  - b. Aden city which I went to when I was a kid is very beautiful.
  - c. Aden city, to which I went when I was a kid, is very beautiful.
  - d. Aden city, which I went to when I was a kid, is very beautiful.

**The answers:**

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1.b,  | 2.c,  | 3.b,  | 4.a,  | 5.b,  | 6.c,  |
| 7.a,  | 8.a,  | 9.a,  | 10.c, | 11.a, | 12.b, |
| 13.b, | 14.d, | 15.d, | 16.b, | 17.c, | 18.c, |
| 19.d, | 20.a, | 21.b, | 22.d, | 23.c  |       |



# Adjectives, adverbs and adverbial phrases

## Adjectives

An **adjective** describes a **noun**.

الصفة: تقوم بوصف الإسم. تأتي الصفة قبل الإسم أو بعد الأفعال المساعدة Be.

### Examples:

1. This is a **big** house.

2. They **are** poor.

**ملاحظة:** بعد أفعال الحواس تأتي صفة وليس ظرف.

**Look, smell, sound, feel, taste + adjective.**

### Examples:

1. He **looks** happy. هو يبدو سعيد.

2. She **feels** sad. هي تشعر أنها حزينة.

### Formations of adjectives:

أشكال الصفات: لديها ثلاثة أشكال كالآتي:

1. **Positive degree:**

e.g. Ali is **tall**.

2. **Comparative degree (-er)+ than**

e.g. Ali is **taller** than Ahmed.

3. **The +Superlative degree (-est)+ in/of**

e.g. Ali is the **tallest** in the class.

### بعض الضروف الشاذة:

| Adjectives | Nouns    | Examples  |
|------------|----------|---|
| 1. Good    | 1. Well  | 1. Ali is <b>good</b> .                                   |
| 2. Fast    | 2. Fast  | - Ali drives <b>well</b> .                                |
| 3. Early   | 3. Early | 2. Ahmed is <b>fast</b> .<br>- Ahmed drives <b>fast</b> . |

## Adverbs

An **adverb** describes a **verb**.

الضرف: يقوم بوصف الفعل ويأتي بعدة (الضروف تجيب على أسئلة كيف؟ متى؟ أين؟)

### أنواع الضروف:

1. **ضرف الحال** (نضيف **ly** إلى آخر الصفة). مثل:

1. He **walks** slowly. (كيف يمشي؟) هو يمشي ببطء.

2. **ضرف الزمان**. مثل:

1. He **wakes** up early. (متى يستيقظ؟) هو يستيقظ مبكراً (متى يستيقظ؟)

2. The storm hit the area **late** on Tuesday evening.

3. **ضرف المكان**. مثل:

1. The bird **is** on the tree. (أين الطائر؟) الطائر فوق الشجرة (أين الطائر؟)

2. **In the countryside** whole villages have disappeared.

4. **ضرف التكرار**. مثل:

1. He **visits** his friend **once** a week.

**ملاحظة:** ضروف التكرار تأتي قبل الفعل.

(always, often, sometimes, usually, rarely)

He **always** visits his friends.

### أشكال الضروف: Formations of adverbs:

1. يضاف "ly" إلى آخر الصفة لتحويلها إلى ظرف.

He dives **slowly**.

2. الصفات المنتهية بحرف "l" يدبل حرف "l" وضاف y.

He walks **carefully**.

3. الصفات المنتهية بـ "y" يحذف حرف "y" ويضاف ily.

He shouted **angrily**.

4. الصفات المنتهية بـ "le" يحذف حرف ويضاف "y". مثل:

**simple** - simply



**Complete the following sentences with adverb or adverbial phrase in answer to the questions.**

1. (When?) \_\_\_\_\_ (where?) \_\_\_\_\_ a great earthquake killed more than 40 thousands people.
2. After the heavy rain, water rushed down the wadi (How?) \_\_\_\_\_ and demolished tens houses ( where?) \_\_\_\_\_ .
3. During crisis 2014-2021 (where?) \_\_\_\_\_ people queued (How?) \_\_\_\_\_ (How long?) \_\_\_\_\_ to get some petroleum.
4. During the drought (Where?) \_\_\_\_\_ people queued (How?) \_\_\_\_\_ (How long) \_\_\_\_\_ for just a litre of water.
5. (Where?) \_\_\_\_\_ (When?) \_\_\_\_\_ a forest fire destroyed over 100 hectares of woodland in (How long?) \_\_\_\_\_ .

**The answers:**

1. In 2023 in Turkey and Serbia a great earthquake killed more than 40 thousands people.
2. After the heavy rain, water rushed down the wadi in a flash flood and demolished tens houses in local villages.
3. During crisis 2014-2021 in Yemen people queued patiently for days to get some petroleum.
4. During the drought in Southern France people queued patiently for hours for just a litre of water.
5. In California in 1998 a forest fire destroyed over 100 hectares of woodland in just two hours.

**Choose the best alternatives.**

1. To pass the exam, you must study ..... (a. good, b. worst, c. bad, d. well)
2. To pass the exam, you must be a ..... student. (a. good, b. well, c. bad, d. worse)
3. He drives ..... to reach early. (a. fastness, b. slow, c. fastest, d. fast)
4. He was a ..... hero last year. (a. fast, b. faster, c. slower, d. fastness)
5. Adverbs describe ..... . (a. nouns, b. pronouns, c. adjectives, d. verbs)
6. A/an ..... tells us more about the action. (a. adverb, b. adjective, c. noun, d. pronouns)
7. Adverbial phrases describe a/an ..... . (a. noun, b. pronoun, c. adjective, d. verb)

- 1.d,
- 2.a,
- 3.d
- 4.a
- 5.d,
- 6.a
- 7.d

## أرمينيا Armenia

يهدف هذا الدرس على التعرف على الزلازل وانواعها وتأثيرها وكتابة التقارير.

### التعاريف:

1. **Richer scale** was created by the **American** scientist, **Richter**, to measure the strength of the earthquakes.

مقياس رختر اخترع على يد العالم الأمريكي رختر لقياس قوة الزلازل.

أنواع الزلازل وتأثيرها (مرتبة تصاعدي في عبارة سكسجت SCSGT من 5.5 إلى فوق 8) موضحة في الجدول الآتي:

| <u>Affects:</u>                       |                                    | <u>Ritcher's scale</u>        |
|---------------------------------------|------------------------------------|-------------------------------|
| S: Slight damage to buildings.        | دمار خفيف للمباني.                 | - 5.5 - 6.1                   |
| C: Considerable damage to buildings.  | دمار ضخم للمباني.                  | - 6.2 - 6.9                   |
| S: Serious damage, metal bridge bent. | دمار خطير، إنحناء الجسور المعدنية. | - 7.0 - 7.3                   |
| G: Great dam.                         | دمار عظيم.                         | - More than 7.4 (7.4 - 8.0)   |
| A: Total damage.                      | دمار با الكامل.                    | - More than 8 (8.1 - endless) |

1. The **measure** is to find the size of something.      القياس هو إيجاد حجم الأشياء.

2. The **effort** is a trying of doing something.      الجهد هو محاولة عمل شيء ما.

3. **To take charge of** means to take a responsibility.      يتولى أمر معناه يتحمل مسؤولية.

4. Every **fifth** is one of five.      كل خامس معناه واحد من كل خمسة.

5. The **scale** is a system of units for describing the size of something.

المقياس هو نظام الواحدات لوصف حجم الشيء.

6. **With bare hands** is doing something without tools or equipment.

بأيادي فارغ هو عمل شيء ما بدون أدوات أو معدات.

### Put (T/true) or (F/false) for the following statements.

1. The total damage is the strongest damage is Ritcher scale. ( ) 7. 5.5 - 6.1 is a considerable damage. ( )

2. The considerable damage is stronger than a total damage. ( ) 8. 7.0 - 7.3 is a great damage. ( )

3. The slight damage is the weakest damage in Ritcher scale. ( ) 9. The measure is a tool. ( )

4. Richter scale is used to measure the acidity solutions. ( )

5. Richter scale was created by Luis Pasteur. ( )

6. With bare hands means to do something with tools or equipment. ( )

### The answers:

1. T, 2. F, 3. T, 4. F, 5. F,

6. F, 7. F, 8. F, 9. T

## الحصول على خبرات Getting experiences

### الوحدة الثالثة

يهدف هذا الدرس إلى تطوير المفردات لفهم المعنى المناسب في الجملة للكلمات والعبارات التي تحتوي على أكثر من معنى.

#### التعاريف:

1. **Application** and **apply** are to look for a **job**. طلب وظيفة هو البحث عن وظيفة.
2. An **applicant** is a **person** who looks for a **job**. طالب وظيفة هو الشخص الذي يطلب وظيفة.
3. **Vacancy** is an **unfilled job**. وظيفة شاغرة هي وظيفة غير مستوفية.
4. **Salary** is amount of **money** as pay. الراتب هو كمية من المال كـ أجر.
5. The **market** is the science of **selling**. التسوق هو علم البيع.
6. **Knowledge** means **knowing** about something. المعرفة هي العلم بالشئ.
7. **Willing** means to be **ready** and **prepare**. الاستعداد هو أن تكون جاهز ومعد.
8. The **duties** are what you **have to do**. الواجبات هو ما يجب أن تفعله.
9. The **experience** is **doing** and **finding out** about something. الخبرة هي عمل وإكتشاف الشئ.
10. The **administration** is the **organization** and **office work**. الإدارة هي التنظيمات وعمل المكتب.
11. The **environment** is the **world** around us. البيئة هي العالم من حولنا.
12. The **disable** people are **handicapped**. الناس العاجزين هم الأشخاص المعاقين.
13. The **driving license** is a written **permission** to drive. رخصة القيادة هي إذن مكتوب للقيادة.
14. The offering is saying you have. العرض (لوظيفة) هو قول إمتلاكك لشئ معين (مثل الخبرات والمؤهلات).
15. To run means to manage. يدير عمل ماء.
16. The **advantage** is something that puts you **ahead** of other people. الميزة/ الأفضلية هو الشئ الذي يجعلك في مقدمة الآخرين.
17. **Qualifications** are the things that show you have had the right **trainings**. المؤهلات هي الأشياء التي تظهر أنك عملت التدريبات الصائبة.
18. The **first aids** are the **helps** giving to an injured person before the doctor comes. الإسعاف الأولية هي المساعدات التي تعطى للمصاب قبل قدوم الطبيب.

**Put (T/true) or (F/false) for the following statements.**

- |   |     |   |     |
|---|-----|---|-----|
| 1. The word "handicapped" means the able people.  | ( ) | 12. Vacancy means a filled job.           | ( ) |
| 2. The word "willing" means to be ready and prepare.                                      | ( ) | 13. Salary is amount of money.            | ( ) |
| 3. The driving license is a written permission.   | ( ) | 14. To run means to manage.               | ( ) |
| 4. The environment is not the world around us.  | ( ) | 15. The application means apply.          | ( ) |
| 5. The applicant is the person who looks after the patients.                              | ( ) | 16. The offering is saying what you have. | ( ) |
| 6. Knowledge means knowing about something.   | ( ) |   |     |
| 7. The experience is doing and finding about something.                                   | ( ) |   |     |
| 8. The administration is the office work and organization.                                | ( ) |   |     |
| 9. The duties are somethings that put you ahead of other people.                          | ( ) |   |     |
| 10. The things that show you have had the right trainings are called qualifications.      | ( ) |   |     |
| 11. The first aids are helps that are given to an injured person before the doctor comes. | ( ) |   |     |

**The answers:**

1.F, 2.T, 3.T, 4.F, 5.F, 6.T, 7.T, 8.T, 9.F,  
10.T, 11.T, 12.F, 13.T, 14.T, 15.T, 16.T

**Choose the correct stressed syllable words for the following words.**

- The stressed syllable for the word career is ..... (a. career, b. career, c. career, d. career)
- The stressed syllable for the word applicant is ..... (a. applicant, b. applicant, c. applicant, d. applicant)
- The stressed syllable for the word attend ..... (a. attend, b. attend, c. attend, d. attend)
- The stressed syllable for the word apply is ..... (a. apply, b. apply, c. apply, d. apply)
- The stressed syllable for the word vacancy is ..... (a. vacancy, b. vacancy, c. vacancy, d. vacancy)
- The stressed syllable for the word require is ..... (a. require, b. require, c. require, d. require)
- The stressed syllable for the word qualification is .....  
(a. qualification, b. qualification, c. qualification, d. qualification)
- The stressed syllable for the word advantage is .....  
(a. advantage, b. advantage, c. advantage, d. advantage)
- The stressed syllable for the word application is .....  
(a. application, b. application, c. application, d. application)

**The answers:** 1.d, 2.a, 3.c, 4.d, 5.a, 6.d, 7.c, 8.b, 9.c

## التفكير با المستقبل Thinking about the future

الهدف من هذا الدرس هو القراءة وفهم المعاني المقصودة والحصول على معلومات خاصة لكل شخصية في الدرس.

### التعاريف:

1. **Popular** (Getting on with) is to be liked by other people. المشهور/المحبوب هو شخص محبوب عند الآخرين.
2. The **efficiency** is to work without wasting time or energy. الكفاءة هي العمل دون الحاجة لوقت إضافي أو طاقة إضافية.
3. **Excellent** is very very good. ممتاز معناه جيد جداً.
4. **To pass** is to be a successful in a taste. تجتاز هو أن تنجح في الإمتحان.
4. The **hobbies** are a spare-time interests. الهوايات معناه الإهتمامات (بأشياء إضافية).
5. **To put on** is to organize and perform a play. تؤدي (مسرحية) معناها تنشئ وتمثل بأ المسرحية.

### خلاصة الدرس:

توصيل الأشخاص مع فرص العمل المناسبة في الدرس السابق كما الآتي:

| The characters | The work experience opportunities   |
|----------------|-------------------------------------|
| 1. Patrick     | 1. The Central Hospital.            |
| 2. Andrew      | 2. The Ministry of the Environment. |
| 3. Clare       | 3. The City of TV Station.          |
| 4. Diana       | 4. The ministry of the Health.      |
| 5. Justin      | 5. The Tiger Ice-Cream Company.     |
| 6. Fareeda     | 6. The society of the Handicapped.  |

Put (T/true) or (F/false) for the following statements.

- |   |  |
|---|--|
| 1. The hobbies are a spare-time interests. ( )                        | 6. Popular means to not be lovely. ( )         |
| 2. The word excellent means very very bad. ( )                        | 7. Popular is to be liked by other people. ( ) |
| 3. To pass means to not be failed in a taste. ( )                     | 8. Excellent is very very good. ( )            |
| 4. To put on is to organize and perform a play. ( )                   | 9. To pass is to be successful in a taste. ( ) |
| 5. The word efficiency means to work with wasting time or energy. ( ) |  |

The answers: 1. T, 2. F, 3. T, 4. T, 5. F, 6. F, 7. T, 8. T, 9. T

## الحصول على نصائح مهن Getting careers advice

يهدف هذا الدرس إلى التعرف على الأشخاص في الدرس والحصول على تعابير جيدة عند المحادثة.

### التعاريف:

1. An **advisor** is somebody who gives advice.      الناصح هو الشخص الذي يعطي النصائح.
2. A **school-leaver** is somebody in their last year at school.      مغادر المدرسة هو الشخص في آخر سنة دراسية في المدرسة.
3. I **have no idea** means I don't know.      ليس لدي فكرة.
4. **Hopeless** is very bad.      الميؤس منه يكون سيئ جداً.
5. **Recently** means in the time just before now.      مؤخراً معناه قبل الوقت الحالي بالضبط.
6. **In your shoes** means in your position.      في مكانك.
7. **To refuse** means to turn down.      يرفض.

ملخص العبارات الهامة في الجدول التالي:

| Asking for advice.      تعابير عند السؤال لطلب نصيحة . | Giving advice      تعابير لإعطاء النصيحة        |
|--|---|
| 1. Can you advice me?                                  | 1. I advise you ...                             |
| 2. Can you help me, please?                            | 2. If I were in your shoes, I would ...         |
| 3. I need some advice?                                 | 3. The best thing for you to do is ...          |
| Accepting Advice      تعابير عند قبول النصيحة          | Turning down Advice      تعابير عند رفض النصيحة |
| 1. That is a good idea.                                | 1. That's not a very good idea.                 |
| 2. That's a very good piece of advice.                 | 2. I don't like doing that.                     |
| 3. I'll do that.                                       | 3. I'm not very good/ bat at ...                |

### Choose the best alternatives.

1. A/An ..... is the person at the last year at school. (1. Advisor, 2. School-leaver, 3. Teacher, 4. Carpenter)
2. A/An ..... is the person who gives advice. (1. Advisor, 2. school-leaver, 3. friends, 4. wife)
3. .... is just the time before now. (1. Always, 2. Already, 3. Yet, 4. Recently)
4. If I were in your shoes means .....  
(1. Under your feet, 2. Under your foot, 3. In your position, 4. In your office)

The answers: 1.2, 2.1, 3. 4, 4.3

## Names of jobs

تعمل أسماء الوظائف على وصف ما يقوم به الشخص بوضوح.

|   | <u>Names of jobs:</u> | <u>Destinations</u>  |
|---|-----------------------|--|
| 1 | A taxi-driver         | is the person who drives a car.  |
|   | An English teacher    | = = = = teaches English.   |
|   | A science teacher     | = = = = = science.   |
|   | A shopkeeper          | = = = = owns a small shop.   |
|   | A firefighter         | = = = = stops fires burning.   |
|   | A dressmaker          | = = = = makes clothes.   |
|   | A tourist guide       | = = = = guides tourists.   |
|   | A bookseller          | = = = = sells books.   |
|   | A film director       | = = = = gives instructions to the actors and other people working on a film. |
|   | A bank manager        | = = = = manages a bank.  |
|   | A newsreader          | = = = = reads the news on television or radio.                               |
|   | A tightrope walker    | = = = = walks along tightropes.  |
|   | A project manager     | = = = = manages project.   |
|   | A builder             | = = = = builds houses.   |
|   | A furniture maker     | = = = = makes furniture.   |

Put (T/true) or (F/false) for the following statements.

1. A dressmaker is the person who guides tourists. ( )
2. A footballer is the person who plays football. ( )
3. A bank manager is the person who manages a bank. ( )
4. A shopkeeper is the person who owns a small shop. ( )
5. To make clothes that means you are a dressmaker. ( )
6. Names of jobs tell you what the person does clearly. ( )
7. A tightrope walker is the person who walks a long a forest. ( )
8. A newsreader is the person who reads the news on television. ( )
9. A bookseller is someone who sells books. ( )
10. A builder is somebody makes furniture. ( )
11. A firefighter is the person who put on fire. ( )
12. A project manager is the one who manages project. ( )

### The answers

1. F, 2. T, 3. T, 4. T, 5. T, 6. T,  
7. F, 8. T, 9. T, 10. F, 11. F, 12. T



في هذه النقطة يجب على الطالب معرفة ثلاثة أجزاء من أجزاء الكلام كالآتي:

1. الكلمة التي تأتي بعد الفعل (يظهر **show**) تكون **إسم**. مثل:

If you want to be a doctor, you must show patience. إذا أردت أن تصبح طبيباً، يجب أن تظهر الصبر.

2. الكلمة التي تأتي بعد ( **must be/good at** ) تكون **صفة**. مثل:

If you want to be a doctor, you must be patient. إذا أردت أن تصبح طبيباً، يجب أن تكون صبوراً.

If you want to be an English teacher, you must be good at English.

3. الكلمة التي تأتي بعد (قادرٌ على أن/ راغب بأن **be able to/ be willing to**) تكون **فعل**. مثل:

If you want to be a computer programmer, you must be able to use a computer.

If you want to be a pilot, you must be willing to join to the airlines.

ملاحظة: يضاف للفعل **ing** بعد **good at/bad at + Verb-ing**.

Write sentences like the one below using the words in brackets. (A shopkeeper; friendly)

1. If you want to be a shopkeeper, you must be friendly.

2. If you want to be a shopkeeper, you must show friendliness.

(A good student; diligent and conscientious)

1. \_\_\_\_\_

2. \_\_\_\_\_

(A policeman; polite and confident)

1. \_\_\_\_\_

2. \_\_\_\_\_

(A designer; able and computer literate)

1. \_\_\_\_\_

2. \_\_\_\_\_

### Adjectives - Nouns

1. diligent - diligence

2. conscientious - conscientiousness

3. polite - politeness

4. confident - confidence

5. able - ability

6. literate - literacy

Complete the following sentences with the suitable qualities for the following job.

1. If you want to be a good translator, you should be able to \_\_\_\_\_

2. If you want to be a good teacher, you should be willing to \_\_\_\_\_

3. If you want to be a good doctor, you must be good at \_\_\_\_\_



## Conditional sentences

قاعدة **if** ( إذا/ لو ) تدل على الشرط ويأتي بعدها فعلا في جملتين. الأول, فعل الشرط والثاني جواب الشرط ولها العديد من الحالات كالآتي:  
**حالة الصفر:** وتستخدم هذه الحالة للتعبير عن الحقائق والعادات.

**If + present simple, Present simple.**

Examples:

1. **If you freeze** water, it **turns** into ice. عندما نثلج الماء، فإنه يتحول إلى جليد.
2. **If you heat** water at 100 degrees, it **boils**. عندما تسخن الماء بمائة درجة، فإنه يغلي.

**لاحظ** في هذا النوع لا نستخدم (will/would) في الجملة الغائية، جواب الشرط.

**القاعدة الأولى:**

1. قاعدة احتمال حدوث الحدث. (وتأتي الجملة الأولى بزمان **المضارع البسيط** والجملة الثانية **مستقبل بسيط** will/shall/can).

**If + Present simple + future simple (will).**

Examples:

1. **If you study** hard, you **will** pass the exam. إذا ذاكرت بجد، ستجتاز الإمتحان.
2. **If you drive** fast, you **will** have an accident. إذا قدت بسرعة، ستعمل حادث.

**القاعدة الثانية:**

2. قاعدة عدم احتمال حدوث الحدث. (تكون الجملة الأولى (فعل الشرط) بزمان **الماضي البسيط** وجواب الشرط ب (would/should/ could).

Examples:

**If + Past simple, past simple (would).**

1. **If you studied** hard, you **would** pass the exam. لو درست بجد، إنك نجت.
2. **If I had** a helicopter, I **would** fly over the mountains. لو امتلكت طائرة هيلوكبتر، إننا طرر فوق الجبال.

**القاعدة الثالثة:**

3. إذا كانت الجملة الأولى (فعل الشرط) بزمان **الماضي التام**، فإن الجملة الثانية تكون **بالمضارع التام** P. P + would/should/could have.

Examples:

**If + S + past perfect (had), present perfect ( would have) + p.p.**

1. **If I had** seen you, I **would have** helped you. لو رأيته، إننا ساعدته.
2. **If they had** found my book, they **would have** given it to me. لو وجد كتابي، إنهم أعطوه لي.

ملاحظات:

1. إذا قصد المتحدث فعل **أمر** في جملة جواب الشرط فيستخدم با المصدر.

1. If you see an accident, **call** the police.

2. If you meet Ahmed, **tell** him about the exam.

2. إذا أراد المتحدث **تقديم نصيحة**، فيستخدم أفعال **ناقصة بالمضارع** في جملة جواب الشرط.

1. If you are sick, you should go to the doctor.

2. If you want to be happy, you should obey your parents.

Choose the alternatives.

1. If there was no more rain, life ..... difficult. (1. was, 2. is, 3. would be, 4. will be)

2. If you ..... hard, you'll pass the exam. (1. studying, 2. studied, 3. to study, 4. study)

3. If I get a lot of money, I ..... a mosque. (1. would build, 2. will build, 3. builds, 4. build)

4. If there ..... no schools, we wouldn't learn. (1. been, 2. be, 3. were, 4. was)

5. If you see an accident. Please, ..... the police. (1. phoning, 2. phoned, 3. phone, 4. phones)

6. You ..... outside if you did your homework. (1. will go, 2. can go, 3. could go, 4. may go)

7. If Ali found my book, he ..... it to me. (1. will give, 2. would give, 3. can give, 4. to give)

8. If I had time, I ..... you. (1. will see, 2. would see, 3. can see, 4. to see)

9. If he read well, he ..... answer the questions. (1. will, 2. would, 3. can, 4. shall)

10. If she didn't cook well, the food ..... be delicious. (1. won't, 2. wouldn't, 3. shall, 4. will)

11. If Tom was there, he ..... the accident. (1. will see, 2. can see, 3. to see, 4. would see)

12. If you water the plants, they ..... . (1. grow, 2. would grow, 3. have grown, 4. grew)

13. If I ..... had a ticket, I would have travelled to America. (1. have, 2. has, 3. had, 4. to have)

14. If it ..... , you get wet. (1. will rain, 2. rains, 3. rained, 3. had rained)

15. What will alarm system do if someone ..... into a smart house?

(a. breaks, b. break into, c. will break into, d. breaking into)

The answers:

1.3, 2.4, 3.2, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 10.2, 11.4, 12.1, 13.3, 14.2, 15. a

## Prepositional words

### Some nouns, adjectives and verbs + prepositions.

بعض الأسماء والصفات والأفعال التي تلحق بحروف الجر (كل كلمة لها حرف جر خاص بها) كما في الجدول التالي:

| <u>Nouns</u>                       | <u>Examples</u>   |
|------------------------------------|---|
| 1. <b>Training in</b> تدريب ب      | 1. I have <b>trainings in</b> using the computer.         |
| 2. <b>Experience of</b> خبرة ب     | 2. She has an <b>experience of</b> dealing with children. |
| 3. <b>Chance of</b> فرصة ل         | 3. He has a chance of getting a job.                      |
| <u>Adjectives</u>                  | <u>Examples</u>   |
| 1. <b>Interested in</b> ممتع ب     | 1. He is <b>interested in</b> using social media.         |
| 2. <b>Grateful for</b> شاكر/ممتن ل | 2. I <b>grateful for</b> your visiting.                   |
| 3. <b>Famous for</b> مشهور ب       | 3. Tarim is <b>famous for</b> its old mosque.             |
| 4. <b>good at</b> جيد ب            | 4. Waleed is a <b>good at</b> English.                    |
| <u>Verbs</u>                       | <u>Examples</u>   |
| 1. <b>Look forward to</b> يتطلع ل  | 1. I <b>look forward to</b> meeting you.                  |
| 2. <b>Apply for</b> يبحث عن        | 2. I <b>apply for</b> a lot of job.                       |
| 3. <b>depend on</b> يعتمد على      | 3. Japan <b>depends on</b> industry for income.           |

### ملاحظات:

1. يتبع هذه الكلمات إما **إسم** أو فعل با المصدر مضاف إليه **ing**.
2. نستخدم حرف الجر **at** مع الوقت (الساعة) ومع التعابير الآتية: **At the moment/present, dawn, noon, night, midnight**.
3. نستخدم **on** مع الأيام (أيام الأسبوع أو يوم من شهر أو يوم عيد ...) مثل: **on Sunday, on the 5th of December**.
4. نستخدم **in** مع الأشهر والسنين والعقود والقرون ومع العبارات الآتية:  
**in the morning, in the after noon, in the evening, in a minute, in an hour, in a week/month, etc.**

### إضافة بعض الكلمات الهامة مع حروف الجر:

|   | <u>Prepositional words</u> | <u>The meanings</u> | <u>Examples</u>                    |
|---|----------------------------|---------------------|------------------------------------|
| 1 | <b>Used to</b>             | تعود على            | I used <b>to</b> visit my friends. |
| 2 | <b>Afraid of</b>           | خائف من             | He is afraid <b>of</b> the dog.    |
|   | <b>Angry at</b>            | غضبان من شيء        | I'm angry <b>of</b> this behavior. |

|                       |               |   |
|-----------------------|---------------|---|
| Angry <b>with</b>     | غضبان من شخص  | He is angry <b>with</b> you.                  |
| Capable <b>of</b>     | قادر على      | He is capable <b>of</b> passing the exam.     |
| Take care <b>of</b>   | يعتني ب       | The nurse takes care <b>of</b> the patients.  |
| Careful <b>of</b>     | معتني ب       | He is careful <b>of</b> his work.             |
| Take charge <b>of</b> | يتولى مسؤولية | He take the charge <b>of</b> this shop.       |
| Certain <b>of</b>     | متأكد من      | I am certain <b>of</b> the answer.            |
| Wait <b>for</b>       | ينتظر ل       | He waited <b>for</b> her.                     |
| Wait <b>on</b>        | يقوم بخدمة    | He waited <b>on</b> us.                       |
| Get rid <b>of</b>     | يتخلص من      | We get rid of problems.                       |
| Proud <b>of</b>       | فخور ب        | I am proud <b>of</b> my country.              |
| Put <b>on</b>         | يلبس          | I put <b>on</b> my suit.                      |
| Put <b>off</b>        | يخلع/ يحل     | I put <b>off</b> my suit.                     |
| Prefer <b>to</b>      | يفضل على      | I prefer coffee <b>to</b> tea in the morning. |
| Make <b>of</b>        | يصنع من       | The book is made <b>of</b> paper.             |
| Make <b>in</b>        | يصنع في       | This car is made <b>in</b> Japan.             |
| Make <b>for</b>       | يتجه إلى      | He makes <b>for</b> America.                  |
| Make <b>out</b>       | يفهم          | He makes <b>out</b> the lesson.               |
| Leave <b>for</b>      | يسافر إلى     | He left <b>for</b> America.                   |
| Look <b>for</b>       | يبحث عن       | She looks <b>for</b> her mother.              |
| Look <b>after</b>     | يعتني ب       | She looks <b>after</b> the children.          |
| Look <b>at</b>        | ينظر إلى      | I look <b>at</b> the window.                  |
| Look <b>over</b>      | يلقي نظرة على | I want to look <b>over</b> the sea.           |
| Look <b>out of</b>    | يطل من نافذة  | He looked <b>out of</b> the window.           |
| Consist <b>of</b>     | يتكون من      | The house consists <b>of</b> three rooms.     |
| Depend <b>on</b>      | يعتمد على     | He depends <b>on</b> me.                      |

|                        |                                   |  |
|------------------------|-----------------------------------|--|
| Full <b>of</b>         | مليء ب                            | The school is full <b>of</b> students. |
| Fond <b>of</b>         | مغرم ب                            | I am fond <b>of</b> her.               |
| Believe <b>in</b>      | يصدق/يؤمن ب                       | I believe <b>in</b> him.               |
| Interested <b>in</b>   | مهتم ب                            | I am interested <b>in</b> reading.     |
| Responsible <b>for</b> | مسؤل عن                           | He responsible <b>for</b> his family.  |
| Familiar <b>at</b>     | مألوف ب                           | Ibb is familiar <b>at</b> tourists.    |
| Fall <b>in</b>         | يقع في                            | He fell <b>in</b> love.                |
| Sure <b>of</b>         | متأكد من                          | I am sure <b>of</b> my answer.         |
| Persist <b>in</b>      | يصر على                           | He persists in his speech.             |
| Fit <b>for</b>         | مناسب ل                           | This work is fit <b>for</b> me.        |
| Engaged <b>in</b>      | مشغول في                          | I am engaged <b>in</b> work.           |
| Engaged <b>to</b>      | مخطوب ل                           | He is engaged <b>to</b> her.           |
| Trust <b>on</b>        | يعتمد على                         | He trusts <b>on</b> me.                |
| Certify <b>to</b>      | يشهد ب                            | I certify <b>to</b> his bravery.       |
| Anxious <b>for</b>     | مشتاق ل                           | I am anxious <b>for</b> you            |
| Anxious <b>about</b>   | قلق على                           | He is anxious <b>about</b> his health. |
| Arrive <b>in</b>       | يصل إلى<br>(عاصمة او مدينة كبيرة) | He arrived <b>in</b> Sana'a            |
| Arrive <b>at</b>       | يصل إلى<br>(مدينة صغيرة)          | He arrived <b>at</b> Rehab.            |

Choose the best alternatives.

1. My friend is interested ..... sport. (1. in, 2. one, 3. of, 4. for)
2. He has a chance ..... getting the first level. (1. in, 2. on, 3. of, 4. for)
3. Marib is famous ..... dam. (1. on, 2. at, 3. for, 4. by)
4. A career advisor must be good ..... dealing with people. (1. with, 2. on, 3. in, 4. at)
5. The virus appeared ..... December last year. (1. with, 2. at, 3. in, 4. on)

6. Socotra is an island ..... the south coast. (1. off, 2. with, 3. for, 4. in)
7. The headmaster depends ..... his smart students during competition. (1. on, 2. in, 3. at, 4. of)
8. The cat family consists ..... lions, tigers and cats. (1. of, 2. in, 3. on, 4. at)
9. Tom always believes ..... Khalid's speech. (1. of, 2. in, 3. from, 4. up)
10. I dream to have a house. The word "dream" is a/an ..... (1. adverb, 2. noun, 3. verb, 4. adjective)
11. I look forward to ..... from you soon. (1. heard, 2. hearing, 3. hears, 4. hear)
12. They milk the cow early. The word milk is a/an ..... (1. adverb, 2. verb, 3. adjective, 4. noun)
13. I would like you ..... the whole book. (1. reads, 2. reading, 3. to read, 4. read)
14. My mother asked me ..... her. (1. helping, 2. helped, 3. helps, 4. to help)
15. I applied ..... a lot of job abroad. (1. of, 2. in, 3. to, 4. for)
16. He doesn't have money. So, he writes ..... a cheque. (1. down, 2. in, 3. of, 4. on)
17. She must be grateful ..... your help. (1. to, 2. of, 3. about, 4. for)
18. To be a good secretary, you must be good ..... using computer. (1. in, 2. at, 3. on, 4. for)
19. Is there any chance ..... getting tickets for tonight fight . (1. of, 2. on, 3. to, 4.in)
20. Mr. Waleed has good experience ..... teaching English. (1. in, 2. with, 3. at, 4. of)
21. He is willing ..... work hard next term. (1. in, 2. for, 3. on, 4. to)
22. His palace has been built ..... a very high place. (1. on, 2. at, 3. between, 4. in)
23. Amani is ..... my idea. (1. with, 2. of, 3. in, 4. on)
24. Kassim's race was ..... two groups. (1. between, 2. among, 3. at, 4. on)
25. We are looking ..... a good place. (1. at, 2. in, 3. about, 4. for)
26. He has had three years training ..... HR. (1. on, 2. in, 3. at, 4. of)
27. I'm leaving the country ..... the end of the month. (1. on, 2. to, 3. in, 4. at)
28. I look forward ..... meeting you. (1. for, 2. on, 3. to, 4. of)
29. Ask your school office ..... an application form. (1. in, 2. for, 3. at, 4. of)
30. I left the party ..... midnight. (1. on, 2. in, 3. at, 4. for)

The answers:

1.1, 2.3, 3.3, 4.4, 5.3, 6.1, 7.1, 8.1, 9.2, 10.3, 11.2, 12.2, 13.3, 14.4, 15.4,  
16.1, 17.4, 18.2, 19.1, 20.4, 21.4, 22.4, 23.1, 24.1, 25.4, 26.2, 27.4, 28.3, 29.2, 30.3

كل الأدوات في هذا النوع تعمل على إعطاء معلومات إضافية وجديدة للكلام بأحد أدوات الربط ولكل أداة مكانها الخاص في البداية أو في النص أو في آخر الجملة. الجدول التالي يوضح مواقع الأدوات.

|   |  |   |
|---|--|---|
| 1 | ..... <b>as well as</b> .....<br>..... <b>together with</b> .....    | <b>إضافة إلى:</b> توضع في نص الجملة لإضافة معلومة أخرى وبدون تكرار الكلمات السابقة. |
| 2 | ..... <b>.In addition,</b> .....<br>..... <b>.Furthermore,</b> ..... | <b>إضافة إلى ذلك:</b> تربط بين جملتين وتوضع في بداية الجملة الثانية بين نقطة وكوما. |
| 3 | ..... <b>too.</b><br>..... <b>as well.</b><br>..... <b>also.</b>     | <b>أيضاً:</b> تربط بين جملتين وتوضع في نهاية الجملة الثانية.                        |

## Examples:

### A. as well as & together with:

1. I bought a coat and pants. I bought a T.shirt.
1. I bought a coat and pants **as well as** T.shirt.
2. Adem wrote his lesson. He wrote his homework.
2. Adem wrote a lesson **together with** homework.
3. He wore a hat and a coat. He wore woolen gloves.
3. He wore a hat and a coat **as well as** woolen gloves.

### B. In addition & furthermore:

1. Ali is polite and friendly. He is diligent.
1. Ali is polite and friendly. **In addition,** he is diligent.
2. She is smart and religious. She is beautiful.
2. She is smart and religious. **Furthermore,** she is beautiful.

### C. as well, also & too:

1. Taha is a good student. He can use computer.
1. Taha is a good student. He can use a computer **as well.**
2. Ali applies this job. Adnan applies this job.
2. Ali applies this job. Adnan applies this job **too.**

**ملاحظة:** يصح استخدام كل أدوات الربط الإضافية دون أن يتغير المعنى ولكن يجب استخدام كل أداة بمكانها الصحيح.

2. We studied chemistry. We practised in library.
1. We studied chemistry **as well as** we practised in library.
2. We studied chemistry. **In addition,** we practised in library.
3. We studied chemistry. We practised in library **too.**

**النتائج:** هي ناتج أحداث معينة.

|   |                |   |
|---|----------------|---|
| 1 | <b>Because</b> | <b>بسبب:</b> تربط بين جملتين لتوضيح السبب وقد تأتي في أول الجملة أو في وسط الجملة لكن يجب أن يأتي بعدها جملة سببية.   |
| 2 | <b>So</b>      | <b>لهذا:</b> وتوضح نتيجة حدث معين. ويمكن أن يستخدم بدلها المرادف إحدى الكلمة الآتية:<br>as a result, therefore, thus, consequently, as a sequence, accordingly, that's why. |

## Examples:

### Because & so:

- I can't drink this glass of tea. It's too hot.  
- I can't drink this glass **because** it's too hot.  
- This glass is too hot. **So** I can't drink it.
- He saw a snake. He ran away.  
- He ran away **because** he saw a snake.  
- He saw a snake. **So** he ran away.

### ملاحظات:

1. تأتي **because** في نص الجملة أو في بدايتها بشرط أن يأتي بعدها جملة سببية مثل:

**Because** this glass is too hot, I can't drink it.

### Choose the best alternatives.

- I have a car ..... a bus. (a. as well as, b. also, c. as well, d. therefore)
- She was sick. She went to school, ..... . (a. so, b. also, c. however, d. as well as)
- She is a good student. She is beautiful ..... . (a. too, b. so, c. but, d. therefore)
- She had a stomachache ..... she visited the doctor. (a. because, b. so, c. however, d. also)
- He bought a book ..... a pencil. (a. as well as, b. together with, c. also, d. both a & b)
- ..... She was in hurry, she made an accident. (a. So, b. However, c. Because, d. But)
- ..... his strength, he won the race. (a. Because, b. Although, c. However, d. So)
- Some Yemenis can speak Arabic ..... English. (a. so, b. as well as, c. however, d. but)
- He sold some books ..... pens. (a. as well as, b. together with, c. also, d. both a & b)



10. Tom is good at English. ....., he is good at French.(a. although,b. however, c. furthermore, d.therefore)
11. .... I don't have money, I can't buy this car. (a. Because, b. But, c. Although, d. So)
12. I stopped writing to her ..... she never answers me. (a. so, b. but, c. whereas, d. because)
13. We loved playing in the snow. It was very cold ..... (a. as well as, b. but, c. too, d. Furthermore)
14. Ali applied for a lot of jobs in Sana'a. ...., he applied for a lot of positions abroad.  
(a. As well as, b. In addition, c. Too, d. Therefore)
15. Ali wore a hat and coat. He put on gloves ..... (a. Furthermore, b. together with, c. too, d. so)
16. Water is essential for life ..... food.(a. together with, b. too, c. as well, d. In addition)
17. Tom bought a house ..... a car. (a. also, b. In addition, c. too, d. together with)
18. Adel is polite and friendly ..... diligent. (a. Furthermore, b. as well, c. as well as, d. too)
19. He was lazy and could not speak a foreign language. .... he was not given the job in the ministry.  
(a. Because, b. Too, c. Furthermore, d. So)
20. Ahmed applied for a lot of job in Sana'a. ...., he applied for a lot of positions a broad.  
(a. Too, b. Because, c. So, d. Furthermore)
21. Fatima is diligent and computer literate ..... she has Excellent communication skills.  
(a. together with, b. too, c. as well, d. also)
22. Mahmoud always got good marks in science. ...., he wants to be a doctor.  
(a. Too, b. as well, c. So, d. as well as)

The answers:

1.a, 2.c, 3.a, 4.b, 5.d, 6.c, 7.a, 8.b, 9.d, 10.c, 11.a, 12.d, 13.c, 14.b, 15.c  
16.a, 17.d, 18.c, 19.d, 20.d, 21.a, 22.c

## رسالة عمل A business letter

Prepared by T. W.

يهدف هذا الدرس إلى التعرف على شكل رسالة الأعمال وتطوير مهارة القراءة في المسح وإستنباط.

عنوان المرسل The sender's address

إسم المستلم The receiver's name

رقم البريد PO box

الدولة The country

التاريخ The date

التحية Greeting

Dear Mr. Ali

المقدمة Introduction

تكتب في المقدمة أنك قرأت الاعلان الذي نشره سابقاً في بحثهم عن موظفين ... وتخبرهم بأنك الرجل المناسب الذي يبحثون عنه لهذه الوظيفة وأنتك تبحث عن هذه الوظيفة. ( تكون المقدمة حوالي سطرين)

1. I am interested in applying for .....
2. I am writing to apply for the job of .....
3. I have read your advertisement about ..... and I think that I am the one that you look for him.

الموضوع Body

تعرض نفسك في موضوع الرسالة للشركة التي تريد العمل. تخبرهم عن عمرك - مؤهلاتك - فترة عملك بهذا المجال- الخبرات والمهارات التي أكتسبتها من خلال العمل في هذا المجال- إنجازاتك بهذا العمل وغير ذلك من الأشياء التي تلفت أنباههم إليك لكي يقبلوك في هذه الوظيفة.

الخاتمة Conclusion

تختم الرسالة بأنك منتظر للرد وأنتك ممتن لهم لإتاح هذه الفرصة لك. مثل:

1. I look forward to hearing from you.
2. I look forward to hearing from you in the near future and I would be grateful for the chance of attending an interview.

Closing phrase

عبارة الإغلاق تعبر فيها عن إخلاصك. مثل:

Yours sincerely,

توقيع المرسل The sender's signature

إسم المرسل The sender's name

### **Explanation:**

1. The sender's name and address are written at the up right side of a business letter.

يكتب إسم وعنوان المرسل في الجانب الأيمن الأعلى لرسالة الأعمال.

2. The receiver's name and address are written at the left side, the first line of the receiver's is the opposite the last line of the sender.

يكتب إسم وعنوان المستلم في الجانب الأيسر.

3. The date is written at the right sight under the last line of the receiver's.

يكتب التاريخ في الجانب الأيمن تحت آخر سطر لبيانات المستلم (وفي شكل آخرأ مقابل آخر سطر للمستلم)

4. Greeting is written at the beginning of a letter in a separate line at the left.

تكتب التحايا في بداية الرسالة من الشمال بسطر مستقل.

- If you use proper noun as Dear Ahmed, you must use sincerely.

- إذا استخدم إسم علم في التحايا، فيجب أن يستخدم (sincerely).

- If you use a common noun as Sir and Madam, you must use faithfully.

- إذا استخدم إسم عام في التحايا، فيجب أن يستخدم (faithfully).

5. Introduction and reference are written under the greeting.

تكتب المقدمة والإشارة (إلى الإعلان) تحت التحايا.

6. Body is written in the middle of the letter between the introduction and conclusion.

يكتب موضوع الرسالة في وسط الرسالة بين المقدمة والخاتمة.

7. Conclusion and reference to the interview are written after the bod.

تكتب الخاتمة والإشارة إلى المقابلة بعد الموضوع.

8. The closings as yours faithfully and sincerely are written at the left side under the conclusion.

تكتب عبارة قفل الرسالة (مخلصك) في جانب الشمال تحت الخاتمة.

9. The sender's signature is put under the closings, yours faithfully and sincerely.

توقيع المرسل تحت عبارة الإغلاق.

10. The sender's name is written under his signature.

يكتب إسم المرسل تحت توقيعة.

1. **Greetings** are the first words used when meeting and writhing to someone.

التحايا هي أوئل الكلمات التي تستخدم عند المقابلة والكتابة إلى شخص ماء.

2. **Sir** is a way of talking politely to a **man**. سيدي هي طريقة للتحدث بأدب وتستخدم للرجل.

3. **Madam** is a way of talking politely to a **woman**. سيدة هي طريقة للتحدث بأدب وتستخدم للمرأة.

4. Yours **faithfully** and **sincerely** are phrases used to **end** a letter. مخلصك وتستخدم لإنهاء الرسالة.

- If you use a **common noun** in the greeting as Dear Sir or Dear Madam, you must use yours faithfully to close the letter.

إذا أستخدام **إسم عام** في التحية, مثل سيدي, سيدتي, مدام ,...., يجب إستخدام **yours faithfully** في عبارة الإغلاق.

- If you use a proper noun in the greeting as Dear Mr/Mrs John, you must use yours sincerely.

إذا أستخدام **إسم علم**, مثل احمد, علي ... , يجب إستخدام **yours sincerely**.

5. The **design** means **layout**. ترادف كلمات (تصميم).

6. **Annum** means yearly and is taken from Latin language. ترادف كلمة سنوي وماخوذه من اللغة اللاتينية.

7. The word **formal** means **not friendly, business** - like. رسمي تعني غير صدوق.

- عندما يكون قارئ الرسالة مستعجلاً فإنه يقرأ مقدمة الرسالة والخاتمة لأن لب الكلام يكتب إما في بداية الرسالة أو في نهايتها.

Put (T/true) or (F/false) for the following statements.

- |  |   |
|--|---|
| 1. You sell yourself in writing a letter of application. ( )                                 | 11. The design of a text means a layout. ( )          |
| 2. Madam is a way of talking politely to a woman. ( )  | 12. Yours faithfully means yours sincerely. ( )       |
| 3. Sir is a way of talking impolitely to a man. ( )  | 13. The date is written at the end of the letter. ( ) |
| 4. If you use the greeting Dear Sir, you must use yours sincerely. ( )                       | 14. Annum means yearly. ( )                           |
| 5. If you use the greeting Dear Ali, you must use yours sincerely. ( )                       | 15. Layout is the design of a text. ( )               |
| 6. The receiver's name is written under the sender's signature. ( )                          |   |
| 7. The receiver's name and address are written in the up left side. ( )                      |   |
| 8. Body is written after the conclusion and before the introduction. ( )                     |   |
| 9. Greetings are the first words that used when meeting and writhing to someone. ( )         |   |
| 10. If you use a common noun in a greeting as Dear Madam, you must use yours faithfully. ( ) |   |

The answers:

1. T, 2. T, 3. F, 4. F, 5. T, 6. F, 7. T, 8. F, 9. T, 10. T, 11. T, 12. T, 13. F, 14. T, 15. T

يهدف هذا الدرس إلى تطوير المفردات والتعرف على بعض الأطعمة والمشروبات من الخضروات والفواكة من حيث أماكن زراعتها وكيفية تحضيرها.

**الكلمات الهامة:**

| <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> |
|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Date             | تمر                 | Sorghum          | ذرة                 | Boil             | يغلي                | Grate            | صر (يحك بشدة)       |
| Fig              | تين                 | Apricot          | مشمش                | Squeeze          | يعصر                | Chop             | يقطع                |
| Mango            | مانجو               | Grape            | عنب                 | Peel             | يقشر                | Grill            | يشوي                |
| Papaya           | بايا                | Pear             | كمثرى               | Crush            | يطحن                | Grind            | يطحن                |

**Choose the best alternatives.**

- The ..... is the general way to prepare salad. (1. squeezing, 2. chopping, 3. crushing, 4. grinding)
- The ..... is the general way for preparing juice. (1. chopping, 2. grilling, 3. peeling, 4. squeezing)
- When you make some bread of sorghum, you can ..... it before cook. (1. squeeze, 2. grill, 3. grind, 4. peel)
- If you ..... a lemon, you will get a lemon juice. (1. boil, 2. peel, 3. grind, 4. squeeze)
- You can ..... a fig before eat it. (1. grill, 2. boil, 3. peel, 4. cook)
- You have to ..... and mix salad before introduce it. (1. peel, 2. grill, 3. boil, 4. chop)
- You have to ..... the grapes to make grape juice. (1. peel, 2. grill, 3. chop, 4. squeeze)
- You have to ..... a mango before you can eat it. (1. boil, 2. grill, 3. squeeze, 4. grate)
- When you ..... cheese, you get long thin pieces. (1. peel, 2. grate, 3. boil, 4. squeeze)
- You need a ..... to chop a vegetables. (1. boil, 2. tractor, 3. knife, 4. car)
- You have to ..... water before you can make tea. (1. boil, 2. sorghum, 3. chop, 4. grill)
- To ..... meat, place it under the heat. (1. squeeze, 2. boil, 3. grill, 4. . chop)
- When you ..... an orange, you get orange juice. (1. boil, 2. grill, 3. chop, 4. squeeze)
- It's better to ..... a cucumber before you eat it. (1. cook, 2. chop, 3. grill, 4. grind)
- You can ..... carrot to make it into small pieces. (1. square, 2. grate, 3. boil, 4. grind)
- It's grain crops. (1. Apricot, 2. date, 3. Grape, 4. sorghum)

**The answers:** 1.2, 2.4, 3.3, 4.4, 5.3, 6.4, 7.4, 8.4, 9.2, 10.3, 11.1, 12.3, 13.4, 14.2, 15.2, 16.4

### Questions:

1. Can you peel a fig? - .....
2. Can you grind a sorghum? - .....
3. What do you get if you squeeze a lemon? - .....
4. In what ways do you generally prepare vegetables? - .....
5. In what ways do you generally turn fruit into a drink? - .....

### The answers:

1. Yes.    2. Yes.    3. Lemon juice.    4. boiling, peeling, grating, chopping and grilling.
5. squeezing, peeling and crushing.

## الطعام Food

يهدف هذا الدرس إلى التعرف على عملية طبخة السمك مع المكونات الأخرى.

### Definations:

1. The **ingredients** are things you use in cooking.    المكونات هي أشياء تستخدم في الطبخة.
2. **Simmer** is to boil gently.    يطبخ بنار هادئة.
3. The **loomi** is a small dried lime.    لومي هو إسم ليمون صغير مجفف.
4. **Baharat** is a mixture of spices.    البهارات هو خليط من التوابل.
5. The **chili** is hot red pepper.    فلفل حار احمر.
6. The **curry** is an Indian spice.    الكري هو بهار هندي.
7. **Stir** is to move.    يحرك.

### Exercises

Put (T/true) and (F/false) for the following sentences.

- |   |     |  |     |
|---|-----|--|-----|
| 1. Simmer means to boil fast.                           | ( ) | 6. Stir is to move or mix.                   | ( ) |
| 2. Baharat is a mixture of spices.                      | ( ) | 7. The curry is a Yemeni spice.              | ( ) |
| 3. The loomi is a small wet lime.                       | ( ) | 8. The chili is a cold red pepper.           | ( ) |
| 4. The ingredients are things you use them for cooking. | ( ) | 9. The curry is a kind of the Indian spices. | ( ) |
| 5. Simmer is to boil gently.                            | ( ) | 10. Loomi is not a small dried lime.         | ( ) |

The answers: 1. F,    2. T,    3. F,    4. T,    5. T,    6. T,    7. F,    8. F,    9. T,    10. F

## الزراعة في اليمن Agriculture in Yemen

يهدف هذا الدرس إلى التعرف على الزراعة في اليمن من خلال معرفة المناخ الزراعي لكل منطقة وماهي المحاصيل الزراعية التي يمكن أن تزرع في كل منطقة في شمال اليمن.

المناطق الزراعية في اليمن من حيث القياس على مستوى سطح البحر الأحمر والمناخ والمحاصيل:

1. **Tihamah** (0-300m) has a **tropical** climate and the crops are **dates, cotton, vegetables** and **grains**.  
**تهامة** (0\_300) لديها مناخ **إستوائي** ومحاصيلها التمر والقطن والخضروات والحبوب.
2. The **Western mountain slopes** (300 - 2.200) have **subtropical** climate and the crops are **fruits** as **mangoes, bananas papayas and coffees**.  
**المنحدرات الجبلية الغربية** (300 - 2.200): المناخ **شبه إستوائي** وتزرع الفواكة مثل المانجو والموز والبابايا والقهوة.
3. The **Central Highlands** (2.200-3.700) have a **moderate climate** and the crops are **all kinds of grain and most of vegetables**.  
**الجبال الوسطى** (2.200 - 3.700): المناخ معتدل وتزرع كل أنواع محاصيل الحبوب ومعظم الفواكة.
4. The **Eastern mountain slopes** (1.300- 1.100) have a **subtropical** climate and the crops are **dates and grapes**. **There is much less rain in this zone and can be lead to be desert as Ruba' AlKhali**.  
**المنحدرات الجبلية الغربية** (1.100 - 1.300): المناخ **شبه إستوائي** والمحاصيل قليلة جداً (منها التمر والعنب) بسبب قلة الأمطار والمنطقة معرضة للتصحّر مثل الربع الخالي.

### ملاحظات:

1. The **tropical climate** is to be **hot and humid** in summer and **pleasant warm** in winter.  
**المناخ الإستوائي** هو حار ورطب في الصيف ودافئ في الشتاء.
2. The **subtropical climate** is to be **warm and moderate** in summer and **cold** at winter's nights.  
**مناخ شبه إستوائي** هو أن يكون دافئ ومعتدل في الصيف وبارد في ليالي الشتاء.

### Exercises

Put (T/true) and (F/false) for the following sentences.

1. Coffee is not the most famous crops in Yemen. ( )
2. There are many agricultural crops in the Western mountain slopes of Yemen. ( )
3. The best zone for agriculture in Yemen is the Central Highlands. ( )
4. There are more than twenty different types of grapes in Yemen. ( )
5. There is no any seedless grapes in Yemen. ( )
6. The climate is moderate in Tihamah specially in summer. ( )

### The answers:

1. F, 2. T,
3. T, 4. T
5. F, 6. F

## Sequence words

تستخدم كلمات التسلسل لتسلسل الأحداث (في قصة أو مشهد) أو لترتيب الخطوات لعملية معينة فنقول أولاً، ثانياً، ثالثاً .... الخ.

We use **sequence** words to introduce each stage of a process.

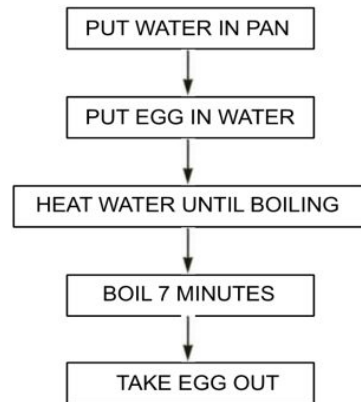
### الكلمات الهامة:

| <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> |
|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| First            | أولاً               | Then             | ثم                  | The last but one | قبل الأخير          |
| Second           | ثانياً              | After than       | بعد ذلك             | Finally          | أخيراً              |
| Third            | ثالثاً              | Next             | التالي              | At the end       | في النهاية          |

### Examples:

- First** the doctor diagnoses the patient **then** he gives him the cure.
- First**, we study the lesson. **Then**, we do it's exercises.
- First**, go along this street. **Then**, turn left at the bank. Go along to the end of the street. **Finally**, you will find the gold soak at your right.

### ملاحظات:



- في الخطوات الكثيرة نستخدم كلمة **first** في البداية و **finally** في النهاية وما بين ذلك يصح استخدام أي أداه في التقديم والتأخير (مثل **next, then, after that**).
  - الطريقة القديمة لا توضع كوما بعد هذه الكلمات ولكن الطريقة الحديثة توضع كوما بعد هذه الكلمات.
  - نستخدم هذه الطريقة للتوضيح أو بدل **a flow chart** التي تعني خريطة أو مخطط سير العمل.
- A **flow chart** is a **simple way of showing information**.

خريطة سير العمل هي طريقة سهلة لعرض المعلومات. مثل:

**First**, Put some water in a pan. **Next** put the egg in the pan. Heat the water until it is boiling. **Then** boil for seven minutes. **Finally**, take the egg out of the water.

### Put (T/true) or (F/false) for the following sentences.

- A flow chart is a simple way of showing information. ( )
- Finally is used to introduce the first stage. ( )
- First the doctor treats the patient then he diagnoses him. ( )
- We use sequence words to introduce every stage of a process. ( )
- First is used to introduce the last stage. ( )
- Next can have the same meaning as after that. ( )

**Give instructions for making coffee. Use sequence words.**

.....

.....

.....

.....

.....

.....

.....

The answers: 1. T, 2. F, 3. F, 4. T, 5. F, 6. T



## كلمات وكلمات أكثر Words and more words

يهدف هذا الدرس إلى التعرف عن نبذة صغيرة عن تاريخ اللغة الإنجليزية وكيف تكاثرت المفردات فيها. في البداية يجب على الطالب معرفة أن أصل اللغة الإنجليزية يعود إلى إنجلترا ثم تعرضت إنجلترا للعديد من الإحتلالات مثل اللاتينيون والفرنسيون وكان كل محتل يفرض لغة با القوة. ولهذا تكاثرت كلمات اللغة الإنجليزية واختلف نطق الكلمات فمثلا حرف (Ch) ينطق بثلاثة أصوات كما الاتي:

1. ينطق (تش ch) في الكلمات الإغريقية. مثل chair, teacher.

2. ينطق (ك ch) في الكلمات اللاتينية. مثل: school, character.

3. ينطق (ش ch) في الكلمات الفرنسية مثل chef, chic.

أستمرت الإحتلالات لفترة طويلة من الزمن حتى تكيف وألف الناس الكلمات والمصطلحات الجديدة . ثم دون النحويون القواميس لإصلاح وتطوير وتكاثر كلمات اللغة **بأربع** طرق كما التالي:

### 1. Borrowing or taking from other languages. الإقتراض أو الأخذ من لغات أخرى.

- The words **table**, **diner** and **medicine** are **French** words. كلمات طاولة وعشاء والطب هي كلمات فرنسية.

- The words **kayak** are **igloo** are **Eskimo** words. كلمات (كياك)زورق جليدي وكوخ الإسكيمو هي كلمات إسكيمو.

- The words **Algebra** and **zero**, **sugar**, **cotton** and **coffee** are **Arabic** words.

كلمات الجبر والسكر والقطن والقهوة هي كلمات عربية.

- **Kayak** is a kind of **boat**. الزورق هو نوع من أنواع القوارب.

- **Igloo** is a **house** that is made of **snow**. كوخ الإسكيمو هو بيت مصنوع من الثلج.

ملاحظة: أصل كلمة **medicine** فرنسية ولكن معظم كلمات العلاج والطب لا تينية.

### 2. Adding Affixes to the stem. إضافة البوائى واللواحق إلى الكلمة ( تم شرح البوائى واللواحق في الدرس الاول من الوحدة الثانية).

### 3. Combining or joining together two different words.

دمج كلمتين مختلفتين لإنتاج معنى جديد ( وتسمى الكلمات المركبة وقد تم الشرح في الدرس الاول من الوحدة الثانية).

### 4. Changing the word use. تغيير إستخدام الكلمة.

تغير إستخدام الكلمة ( فمثلا بعض الكلمات يكون لها أكثر من معنى حسب موقعها في الجملة كفاعل-فعل- ...). مثل:

1. Ali gave me a cup of **water**. علي أعطاني كوب من الماء.

2. Ali **waters** the flower. علي يسقي الورود.

3. Aisha bought some **milk**. عائشة أشتريت بعض الحليب.

4. Aisha **milks** a cow. عائشة تحلب البقرة.

## Exercises:

Put (T/true) and (F/false) for the following sentences.

1. The compound word is a way of creating new words. ( ) 10. Kayak is a kind of boats. ( )
2. The word Igloo means a house which is made of snow. ( ) 11. The word medicine came from French language. ( )
3. The words igloo and table came from Eskimo language. ( ) 12. The word combine means to join. ( )
4. There are four ways for creating more English words. ( ) 13. Algebra and zero came from Indian language. ( )
5. Kayak and Igloo are found only among Eskimos. ( ) 14. An igloo is a kind of boat. ( )
6. English language borrowed many words by trading. ( ) 15. The stem is the main part of the word. ( )
7. The word table is borrowed from Latin Language. ( )

8. No words can be added to English language today by industry. ( )

9. English borrowed words only from Latin, Greek and French. ( )

### The answers:

1. T, 2. T, 3. F, 4. T, 5. T,  
6. T, 7. F, 8. F, 9. F, 10. T  
11. T, 12. T, 13. F, 14. F, 15. T

Choose the best alternatives for the following underlined words.

1. Sharp knives can cut you. (1. Verb, 2. Noun, 3. Adjective, 4. Adverb)
2. The cut on his arm was bleeding badly. (1. Noun, 2. Verb, 3. Adjective, 4. Adverb)
3. Ali decided to go for a ride on his bicycle. (1. Verb, 2. Adverb, 3. Adjective, 4. Noun)
4. The horse was too wild to ride. (1. Noun, 2. Pronoun, 3. verb, 4. Adverb)
5. You can lead a horse to water but you can't make it drink. (1. Noun, 2. Verb, 3. Adjective, 4. Adverb)
6. I'd like a soft drink, please. (1. Adverb, 2. Noun, 3. Adjective, 4. Verb)
7. I can can the can, but the can can't can me. (1. Noun, 2. Verb, 3. Adverb, 4. Adjective)
8. I can can the can, but the can can't can me. (1. Noun, 2. Verb, 3. Adverb, 4. Adjective)
9. I can can the can, but the can can't can me. (1. Noun, 2. Verb, 3. Adverb, 4. Adjective)
10. I can can the can, but the can can't can me. (1. Noun, 2. Verb, 3. Adverb, 4. Adjective)
11. I can can the can, but the can can't can me. (1. Noun, 2. Verb, 3. Adverb, 4. Adjective)
12. The word which can be a noun and verb is ..... (1. high, 2. up, 3. beautiful, 4. milk)
13. The word which can be a preposition and verb is .... (1. up, 2. from, 3. Than, 4. at)
14. The word which can be an adjective and verb is ..... (1. poor, 2. milk, 3. spare, 4. adjective)

The answers: 1.1, 2.1, 3.4, 4.3, 5.2, 6.2, 7.2, 8.2, 9.1, 10.1, 11.2, 12.4, 13.1, 14.3

## Language review

Prepared by T. Waleed Abdullah Al-Deen

كقاعدة عامة: إذا بدأت الجملة بفعل أمر أو إعطاء تعليمات فإننا نضع to قبل الفعل الثاني إلا في كلمة **have** إذا أتت بمعنى (قل/اخبر) فإنه لا يضاف to قبل الفعل الثاني ويبقى الفعل با المصدر.

1. **Tell** your son **to** study hard.
2. **Order** your son **to** come early to school.
3. **Ask** one of your students **to** answer the questions.
4. **Have** your son **study** hard.

### ملاحظات:

1. كلمات ask/tell / have لديهن نفس المعنى (مترادفات) ولكن have لديها حالة خاصة كما سبق الشرح.

2. إذا اجتمع فعلين على التوالي في جملة, فإننا نضيف to بين هذين الفعلين (لتعمل على توضيح السبب أو الغرض).

1. It **began to** rain.
2. He **trains to** own the sport.

2. الأفعال التالية لهن حالتين: يمكن أن يأتي الفعلين با المصدر ويضاف to بين الفعلين أو يضاف -ing إلى آخر الفعل الثاني.

### love, like, hate, prefer, start, begin and continue.

1. It began **to** rain.
- It began raining.

2. I like **to** study hard.
- I like studying hard.

6. يكون الفعل با المصدر بعد used to وإذا كانت الجملة منفية أو سؤال فإن الفعل used to يأخذ قاعدة الماضي البسيط.

1. He **used to** study hard.
2. He **didn't use to** study hard.
3. **Did** he **use to** study hard.

ملاحظة: أفعال الأحاسيس والمشاعر الأربعة السابقة إذا سبقت بكلمة **would** فإن الفعل الذي بعده يكون با المصدر وتوضع كلمة **to** بين الفعلين، ولا تصح صيغة إضافة -ing لآخر الفعل الثاني.

1. I **would like** to go by bus.
2. They **would prefer** to study hard.

3. لا يضع كلمة to بين الأفعال الناقصة (can/could, shall/should, will/would ...) والأفعال الأخرى.

1. I can drive my car very fast.

4. تستخدم كلمة to قبل الفعل الثاني وبعد المفعول به لكي توضح سبب الفعل السابق.

1. The teacher wants us **to** study hard.
2. I told him **to** turn off a lamp.

### Write sentences using have or get. Use the correct tense.

1. You need somebody to help you with your homework. (**Have**) 1. Have somebody \_\_\_\_\_
2. You need the garage to fix your car. (**Get**) \_\_\_\_\_
3. You need your boy to do your shopping for you. (**Have**) \_\_\_\_\_
4. You need advice about your career. (**Get**) \_\_\_\_\_

### The answers:

1. Have somebody help you with your homework.
2. Get the garage to fix your car.
3. Have your boy do your shopping for you.
4. Get advice about your career.

**Choose the best alternatives.**

1. Have the teachers ..... the lesson. (1. explaining, 2. explained, 3. to explain, 4. explain)
2. Most of Muslims would love ..... mecca every year. (1. visited, 2. visiting, 3. to visit, 4. visit)
3. Have somebody ..... you with your homework. (1. helped, 2. helps, 3. help, 4. to help)
4. I would ..... to come with you. (1. loving, 2. loved, 3. loves, 4. love)
5. The teacher asked Nada ..... Huda. (1. help, 2. to help, 3. helps, 4. helped)
6. I would like you ..... the whole book. (1. reads, 2. reading, 3. to read, 4. read)
7. My mother asked me ..... her. (1. helping, 2. helped, 3. helps, 4. to help)
8. Did you use ..... hard? (1. study, 2. to study, 3. studies, 4. studied)
9. They wish they ..... help you. (1. shall, 2. may, 3. could, 4. can)
10. He ordered his crew ..... up signal flags. (1. put, 2. to put, 3. putting, 4. puts)
11. I used ..... here. (1. to live, 2. living, 3. lived, 4. live)
12. .... your brother write for you. (1. Tell, 2. Get, 3. Have, 4. Ask)
13. Ask the boy ..... home. (1. goes, 2. to go, 3. going, 4. go)
14. Have the teacher ..... you. (1. helps, 2. help, 3. to help, 4. helped)
15. Huda didn't ..... to live here. (1. used, 2. use, 3. uses, 4. using)
16. Get your children ..... hard for the exam. (1. studying, 2. studied, 3. study, 4. to study)
17. The teacher asked Nada ..... Huda. (1. to help, 2. helps, 3. help, 4. helping)
18. Get Sali ..... the room. (1. cleans, 2. clean, 3. to clean, 4. cleaned)
19. Have the cows ..... in the farm. (1. graze, 2. to graze, 3. grazing, 4. grazes)
20. Have somebody ..... with you. (1. came, 2. come, 3. coming, 4. to come)
21. Get your son ..... hard. (1. to work, 2. worked, 3. work, 4. works)
22. Have pupils ..... the class. (1. left, 2. leaving, 3. to leave, 4. leave)
23. Rana started ..... when she saw the lizard. (1. shouted, 2. shouting, 3. shout, 4. shouts)
24. Have the children ..... their hands before eating. (1. washed, 2. washing, 3. wash, 4. to wash)
25. Have the children ..... their hands before eating. (1. to wash, 2. washing, 3. wash, 4. washed)

**The answers:**

|       |       |       |
|-------|-------|-------|
| 1.4,  | 2.3,  | 3.3,  |
| 4.4,  | 5.2,  | 6.3,  |
| 7.4,  | 8.2,  | 9.3,  |
| 10.2, | 11.1, | 12.3, |
| 13.2, | 14.2, | 15.2, |
| 16.4, | 17.1, | 18.3, |
| 19.1, | 20.2, | 21.1, |
| 22.4, | 23.2, | 24.3, |
| 25.3, | 26.2, |       |

## The use of two comparatives

يستخدم هذا النوع من الوصف عندما يكون حدث يسبب حدث آخر او متعلق به (بمعنى أن الحدث في الجملة الأولى تسبب في الحدث في الجملة الثانية).

### Examples:

1. The **deeper** the water, the **greater** the pressure. كلما يكون الماء أعمق، كلما يكون الضغط أكبر.

ملاحظة: تحذف بعض الكلمات عند الوصف بهذه الطريقة وأصل الجملة:

- The deeper the water **becomes**, the greater the pressure **becomes**.

2. The **cheaper** the presents, the **more** you can buy. كلما كانت الهدايا أرخص، كلما تستطيع أن تشتري أكثر.

ملاحظة:

الجدول التالي يوضح الفرق بين استخدام قاعدة المقارنة الواحدة وقاعدة استخدام مقارنتين:

| <u>The use of two comparatives</u>   | <u>The use of comparative degree (simple sentences)</u>  |
|--|--|
| <p>1. نستخدم هذه القاعدة عندما يكون الحدث الثاني متعلق بالحدث الأول (الحدث الأول يسبب الحدث الثاني).</p> <p>2. استخدام صفتين مقارنتين في جملتين. مثل:</p> <p>1. The <b>colder</b> it gets, the <b>warmer</b> clothes you need.</p> <p>3. نستخدم أداة التعريف the قبل صفة المقارنة.</p> <p>4. تحذف بعض الكلمات عند الوصف.</p> | <p>1. نستخدم هذه القاعدة للمقارنة بين شخصين أو شيئين بصفة يختلفان فيها ولا يوجد حدثين.</p> <p>2. استخدام صفة مقارنه واحدة في جملة واحدة. مثل:</p> <p>1. Ali is <b>taller</b> than Ahmed.</p> <p>3. لا نستخدم أداة تعريف the قبل صفة المقارنة.</p> <p>4. لا تحذف كلمات عند الوصف.</p> |

### Choose the best alternatives.

- |  |      |
|--|------|
| 1. The slower he speaks, the ..... we understand. (1. best, 2. better, 3. well, 4. good)                   | 1.2, |
| 2. The more electricity you use, the ..... your bill will be. (1. highest, 2. higher, 3. high, 4. most)    | 2.2, |
| 3. The more work you will do, the ..... position you will get. (1. high, 2. higher, 3. highest, 4. height) | 3.2, |
| 4. The colder the weather, the ..... clothes we wear. (1. heavy, 2. heaviest, 3. heavily, 4. heavier)      | 4.4, |
| 5. The higher the temperature, the ..... dangerous the disease. (1. more, 2. most, 3. many, 4. high)       | 5.1  |

### Write the following sentences in the two comparative forms as the first one.

- If a fish gets **hungry**, it will be **easier** to catch. - **The hungrier** a fish gets, **the easier** it will be to catch.
- If food gets **cheaper**, you can buy **more**. \_\_\_\_\_
- If you read **well**, you will enjoy reading **more**. \_\_\_\_\_
- If it gets **colder**, you will need **warmer clothes**. \_\_\_\_\_

## Parts of speech

أجزاء الكلام هي سبعة أجزاء رئيسية وسنختصر على المقرر الدراسي. إسم noun، صفة adjective، فعل verb، ظرف adverb، حرف جر preposition. بعض الكلمات يمكن أن تأتي إسم وصفة و ظرف مثل well والبعض يمكن أن تأتي فعل وحرف جر مثل up ويمكن للطالب معرفة نوع الكلمة من خلال موقعها وعملها في الجملة كما التالي:

1. **Noun** is a word that identifies or names people, places and things. It can be a subject and object.

الإسم هي كلمة تعرف وتدل على شخص أو مكان أو شيء. ويمكن أن يأتي الإسم كفاعل أو مفعول به.

1. **Ali** watched Tv yesterday.      2. I watched **Ali** last day.

### موقع الإسم:

**a, an, the, many, much, a lot of, little, few, some + a noun**

1. يأتي بعد أدوات التعريف والتنكير:

1. I have **a** car.                      2. He reads **many** books.

2. يأتي بعد أفعال الملكية وصفات الملكية مثل:

1. I **have** money.                      3. My pen **is** red.  
2. He **has** no feelings.                4. Where is **your** book?

3. يأتي بعد كلمة the **same** + a noun مثل:

1. Twins have the **same** age.

4. تأتي بعد فعل **show** مثل: if you want to be a good doctor, you must **show** kindness with patients

2. **Adjective** describes a noun. الصفة تقوم بوصف الإسم أو الضمير

موقع الصفة: 1. بعد أفعال (Be:is,are,am,was, were) وأفعال الحواس (looks,smell,taste, hear,feel)

2. قبل الإسم (بين الإسم وبين الأدوات a,an, the ,...etc).

Examples: 1. I am happy.      2. He looks happy.      1. This is a **big** house.

### Formations of adjectives أشكال الصفة

1. Positive degree: e.g. Ali is **tall**.

2. Comparative degree (-er)+ than e.g. Ali is **taller** than Ahmed.

3. The +Superlative degree (-est)+ in/of e.g. Ali is the **tallest** in the class.

3. **Verb** describes an action or event.

الفعل: كلمة توصف الحدث ويأتي بعد الفاعل وتكون أفعال رئيسية وأفعال مساعدة ويجب أن تحتوي الجملة على فعل سواء فعل مساعد أول فعل رئيسي ولا يوجد جملة إسمية في اللغة الإنجليزي.

موقع الفعل: يأتي بعد الفاعل (إسم أو ضمير فاعل) أو الأفعال المساعدة أو بعد to إذا وضعت بين فعلين.

1. Taha **drives** his car very fast.                      2. She **is** **cooking** some food at the moment.



#### 4. An **adverb** describes a **verb**.

**الضرف:** يقوم بوصف الفعل ويأتي بعدة (الضروف تجيب على أسئلة كيف؟ ومتى؟ أين؟)

#### أنواع الضروف:

1. ظرف **الحال** / ويجيب على سؤال **كيف؟** (نضيف **ly** إلى آخر الصفة) مثل: He walks **slowly**.
  2. ظرف **الزمان** / ويجيب على سؤال **متى؟** مثل: 1. He went to school **yesterday**. 2. He wakes up **early**.
  3. ظرف **المكان** / ويجيب على سؤال **أين؟** مثل: 1. Ali is **here**. 2. The bird is on the **tree**.
  4. ظرف **التكرار** / ويجيب على سؤال **كم؟** مثل: 1. He **visits** his friend **once a week**.
- ملاحظة:** ضروف التكرار تأتي قبل الفعل. (**always, often, sometimes, usually, rarely**). He **always** visits his friends.

#### بعض الضروف الشاذة:

| Adjectives | Nouns    | Examples                     |
|------------|----------|------------------------------|
| 1. Good    | 1. Well  | 1. Ali is <b>good</b> .      |
| 2. Fast    | 2. Fast  | - Ali drives <b>well</b> .   |
| 3. Early   | 3. Early | 2. Ahmed is <b>fast</b> .    |
|            |          | - Ahmed drives <b>fast</b> . |

#### Formations of adverbs

1. يضاف **ly** إلى آخر الصفة لتحويلها إلى ظرف مثل: He dives **slowly**.
2. الصفات المنتهية بحرف " " ايدبل حرف " l " وضاف " y " مثل: He walks **carefully**.
3. الصفات المنتهية بـ **y** يحذف حرف **y** ويضاف **ily** مثل: He shouted **angrily**.
4. الصفات المنتهية بـ **e** يحذف حرف **e** ويضاف **ly** مثل: **simple - simply**.

#### 5. A **Preposition** is a word used before a noun, pronoun or gerund to show place, time, direction, ...etc.

حرف الجر هي كلمة توضع قبل الإسم أو الضمير أو الفعل با المصدر لإيضاح المكان أو الوقت أو الاتجاه ...الخ.

**Prepositions:** at, on, in, over, above, up, down, ... etc.

1. He came **at** 7:00.
2. I am **from** Russia.
3. The plane is flying **over** the village.

#### Choose the best alternatives.

1. They always up their offer by 5%. The underlined word is a/an .... (a. adverb, b. adjective, c. verb, d. noun)
2. I water the flowers. The underlined word is a/an ..... (a. verb, b. noun, c. adjective, d. adverb)
3. It's right. The underlined word is a/an ..... (a. noun, b. verb, c. adverb, d. adjective)
4. A live dog is better than a dead lion. The underlined word is a/an .... (a. adjective, b. noun, c. verb, d. adverb)
5. Ali's job is boring. "boring" is a/an ..... (a. noun, b. verb, c. adjective, d. adverb)
6. Please, speak quietly. The underlined word is a/an ..... (a. noun, b. adverb, c. verb, d. adjective)
7. He is like me in many ways. The underlined word is a/an ..... (a. adjective, b. noun, c. verb, d. adverb)
8. The early bird catches the worm. The underlined word is a/an ..... (a. adjective, b. adverb, c. noun, d. verb)
9. A bad workman always blames his tools. The underlined word is a/an .... (a. noun, b. verb, c. adjective, d.-)
10. He jokes silly. The underlined word is a/an ..... (a. noun, b. adverb, c. adjective, d. verb)
11. I feel terribly weakness. The underlined word is a/an ..... (a. verb, b. noun, c. adverb, d. adjective)
12. Up the chair to the mop of the floor. The underlined word is a/an ..... (a. noun, b. verb, c. adjective, d. adverb)

13. Go straight and you find the market. The underlined word is a/an ...(a. noun, b. adjective, c. adverb, d. verb)
14. I'd like to fish some fish. The underlined word is a/an .... (a. verb, b. adverb, c. adjective, d. noun)
15. They used a lot of water to water the trees. The underlined word is a/an ...(a. verb, b. adverb, c. adjective, d. noun)
16. Water is essential for our life. The underlined word is a/an ..... (a. verb, b. adverb, c. adjective, d. noun)
17. Give me two bottles of milk. The underlined word is a/an .... (a. verb, b. adverb, c. adjective, d. noun)
18. The word "up" can be a/an ..... (a. noun and verb, b. verb and preposition, c. adjective and verb, d. all)
19. The word "well" can be ..... (a. a noun, b. an adverb, c. an adjective, d. all)
20. You must show ..... if you want to be a teacher. (a. patiently, b. patient, c. patience, d. impatient)
21. She speaks English well. The word "well" is a/an ..... (a. adverb, b. verb, c. noun, d. adjective)
22. She learnt English fast. The word "fast" is a/an ..... (a. verb, b. adverb, c. noun, d. adjective)
23. The twenty-two of May is a national day. The word "national" is a/an ..... (a. verb, b. adverb, c. adjective, d. noun)
24. He likes soft drink with Qat. The word "soft" is a/an ..... (a. noun, b. verb, c. adverb, d. adjective)
25. I saw a snake in the room last week. The word "saw" is a/an ..... (a. noun, b. verb, c. adverb, d. adjective)
26. You have to work hard. The word "hard" is a/an ..... (a. noun, b. adjective, c. verb, d. adverb)
27. People stood around happily. The word "happily" is a/an ..... (a. verb, b. noun, c. adjective, d. adverb)
28. I want a cold drink. The word "drink" is a/an ..... (a. noun, b. adjective, c. adverb, d. adverb)
29. I'll be waiting nearby. The word "nearby" is a/an ..... (a. noun, b. verb, c. adjective, d. adverb)
30. The exam is not difficult. The word "difficult" is a/an .... (a. noun, b. adjective, c. adverb, d. verb)

The answers:

1.c, 2.a, 3.d, 4.a, 5.c, 6.b, 7.a, 8.c, 9.b, 10.d, 11.b, 12.b, 13.c, 14.d, 15.a,  
16.d, 17.d, 18.c, 19.d, 20.c, 21.a, 22.b, 23.c, 24.d, 25.b, 26.d, 27.d, 28.a, 29.d, 30.b

What part of speech is the words in italics in each sentence.

1. *Like* chocolate and so does my brother. ( ——— ) He *is/like* me in many ways. ( ——— )
2. *Since* he's late. Let's start without him. ( ——— ) We have been waiting for him *since* 10 o'clock. ( ——— )
3. My sister *is/well* and I *am/as well*. ( ——— ) ( ——— )
4. *Left* the town and I turned */left* at the first junction. ( ——— ) ( ——— )

The answers: 1. Verb, adjective. 2. Conjunction, adverb. 3. Adjective, adverb. 4. Verb, adjective.



الهدف من هذا الدرس هو تطوير مهارة القراءة والتعرف على خارطة سير العمل / الرسم البياني (a flow chart).

### الكلمات الهامة وعكسها:

| <u>The words</u> | <u>The opposites</u> | <u>The meanings</u> | <u>The words</u> | <u>The opposites</u> | <u>The meanings</u> |
|------------------|----------------------|---------------------|------------------|----------------------|---------------------|
| Sell             | buy                  | يشترى               | Slowly           | quickly              | بسرعة / سريعاً      |
| Take from        | Sent to              | يرسل إلى            | Departure from   | Arrival in           | يصل إلى             |
| A few            | Many                 | كثير                | Freezing         | Boiling              | يغلي                |
| More and more    | Less and less        | أقل و أقل           | Fresh water      | Salt water/brine     | ماء مالح            |

### الكلمات ومعانيها:

| <u>The words</u>  | <u>The meanings</u>   |
|-------------------|---|
| 1. Harvest يحصد   | Is to take from the trees. هو الأخذ من الأشجار.                                       |
| 2. Soak يغمر      | Is to put in liquid for a long period of time. هو أن تضع في السائل لفترة زمنية طويلة. |
| 3. Place يضع      | Is to put. يضع.   |
| 4. A belt حزام    | Is a long thin strip of rubber. قطعة نحيفة من المطاط.                                 |
| 5. Remove يزيل    | Is to take out. يزيل / يخرج   |
| 6. Pack يعلب      | Is to put in tightly. يضع داخل الشيء بأحكام.  |
| 7. Jars (جمع جرة) | Are small glass bottles. قنينة زجاجية صغيرة.  |

### Put (T/true) or (F/false) for the following sentences.

- |   |   |
|---|---|
| 1. To harvest means to take from the trees. ( )                 | 9. To departure from means to arrival in. ( ) |
| 2. To soak means to put in solid for a long period of time. ( ) | 10. The opposite of freezing is boiling. ( )  |
| 3. To sell is the opposite of to buy. ( )                       | 11. Many is the opposite of much. ( )         |
| 4. The word pack means to put out tightly. ( )                  | 12. The word place means to put. ( )          |
| 5. Jars are small glass bottles. ( )                            | 13. Brine means salt water. ( )               |
| 6. First, we pack the peas. Then, we harvest them. ( )          | 14. We soak the peas for short time. ( )      |
| 7. First we soak the peas then we cook them. ( )                | 15. To remove doesn't mean to take out. ( )   |
| 8. A belt is a long thin strip of rubber. ( )                   | 16. The word quickly means fast. ( )          |

### The answers:

1. T, 2. F, 3. T, 4. F, 5. T, 6. F, 7. T, 8. T, 9. F, 10. T, 11. F, 12. T, 13. T, 14. F, 15. F, 16. T

الهدف من هذا الدرس هو تطوير المفردات وفهم معاني الكلمات من خلال النص.

### التعاريف والكلمات الهامة:

**Word set** is a group of connected words.

مجاميع الكلمات هي مجموعة من الكلمات المترابطة ( مثل أب، أم، ابن، ... تحت مسمى العائلة).

### أجزاء السفينة parts of the ship

1. The **bow** is the in front of part of the ship. مقدمة السفينة هو الجزء الأمامي للسفينة.

2. The **stern** is the back of the ship. مؤخرة السفينة هو خلف السفينة.

3. The **mast** is a long pole above the hull of ship to support the rigging and sails.

السايرة هو عمود طويل فوق جسم السفينة لكي يدعم الحبال والشرع.

4. The **sail** is a large piece of strong cloth is tied on the mast to catch the wind and propel the ship.

الشرع هو قطعة كبيرة من القماش القوي على السائرة لمسك الرياح وتحريك القارب.

5. The **deck** is an outside top level of a ship where you can walk and sit on.

سطح السفينة هو السطح الأعلى الخارجي للسفينة الذي يمكنك أن تمشى أو تجلس عليه.

6. The **net** is something that used to catch fish. الشبكة هو الشيء الذي تستخدم لمسك الأسماك.

7. The **cabin** is a **small room** in which you live or sleep. حجرة السفينة هي الغرفة التي تعيش فيها أو تنام.

8. The **oar** is a long pole with a wide flat end used to propel a boat.

المجداف هو عمود طويل بطرف شقة واسعة يستخدم لتحريك القارب.

9. The **fishing boat** is a boat used to cath fish. قارب الصيد هو قارب يستخدم لصيد الأسماك.

10. The **tanker** is a vehicle or ship especially built to carry large quantities of liquids, gas and oils.

ناقلة نفط هي مركبة أو سفينة بنيت خصيصاً لحمل كميات واسعة من السوائل والغاز والزيوت.

11. The **telescope** is a piece of equipment likes a tube used to make the distant objects larger and nearer.

التلسكوب هو قطعة من المعدات مثل الأنبوب يستخدم لجعل الأشياء البعيدة أكبر وأقرب.

Some word sets are in the following table:

| <u>Car</u>     | <u>السيارة</u> | <u>Politics</u> | <u>علم السياسة</u> | <u>Environment</u> | <u>البيئة</u> | <u>Flying</u>  | <u>الطيران</u> |
|----------------|----------------|-----------------|--------------------|--------------------|---------------|----------------|----------------|
| 1. Wheel-drive | عجلة القيادة   | 1. Democracy    | ديموقراطية         | 1. Desertification | تصحّر         | 1. Airport     | مطار           |
| 2. Steer-wheel | إطار القيادة   | 2. Monarch      | ملك                | 2. Erosion         | تآكل / تعرية  | 2. Helicopter  | هليكوبتر       |
| 3. Ignition    | إشعال          | 3. Parliament   | مجلس النواب        | 3. Forestation     | تشجير         | 3. Plane       | طائرة          |
| 4. Key         | مفتاح          | 4. President    | رئيس               | 4. Hill            | هضبة          | 4. To land     | يقلع           |
| 5. Petrol      | بتروّل         | 5. Republic     | جمهورية            | 5. Plain           | سهل           | 5. To take off | يهبط           |
| 6. Accelerator | دواسة الوقود   |                 |                    |                    |               |                |                |

Put (T/true) and (F/false) for the following sentences and correct the false ones.

1. The deck is the outside top level of a ship. ( )
2. Word set is a group of disconnected words. ( )
3. The fishing boat is used to catch the fish. ( )
4. The oar is a long pole with a sharp end. ( )
5. The wheel drive, key and ignition are word set of a car. ( )
6. The tanker is especial vehicle to carry liquids, gas and oils.( )
7. The telescope is used to make objects smaller and nearer.( )
8. The president, monarch and accelerator are word set of the politics. ( )
9. The sail is tied on the mast to catch the wind and propel the ship. ( )
10. The airport, helicopter and plane are word set of the flying. ( )
11. A plane, plain, hill and petrol are word set. ( )
12. The sail is a large piece of the weak cloth. ( )
13. The bow is the back part of the ship. ( )
14. The deck is an inside top level of a ship. ( )
15. The fishing boat has three masts. ( )
16. The stern is the back of the ship. ( )
17. The net is used to free the fish. ( )

The answers:

1.T, 2.F, 3.T, 4.F, 5.T, 6.T,  
7.F, 8.F, 9.T, 10.T, 11.F, 12.F,  
13.F, 14.F, 15.F, 16.T, 17.F

Complete the following definitions.

1. An affix is a ..... of letters added to the ..... or the ..... of a word to change its meaning of use.
2. A prefix is a ..... of letters added to the ..... of a ..... to ..... its meaning.
3. A suffix is a ..... of letters added to the ..... of a ..... to ..... a new word.
4. Word set is a ..... of ..... words.

The answers:

1. group, beginning, end. 2. group, beginning, word, change. 3. group, end, word, form. 4. group, connected.

## ألغاز وألغاز Puzzles and riddles

يهدف هذا الدرس إلى قراءة الألغاز وتحليل البيانات وإنتاج الإجابات والتركيز على استخدام الأفعال الناقصة.

### التعريف:

1. The words **puzzle** means a **riddle**. لغز (ترادف الكلمات)
2. The **pace** is to **walk** with **slow** (**slowly**), regular steps. الخطوة (العدو) هو المشي ببطء (بخطوات منتظمة)
3. The **kick** is to **hit** with your **foot**. الركلة هي أن تضرب بقدمك.
4. **Remain** means to **stay**. يبقى (ترادف)
5. Have a good look at something means to look very carefully at something. القة نظرة جيدة معناها أنظر بدقة.
6. **Chat** is to **talk** in a **friendly** way about: **non**-important things. الدردشة هي التكلم بطريقة ودية عن أشياء غير مهمة في الغالب.

### Exercises

Put (T/true) and (F/false) for the following sentences.

- |   |   |           |
|---|---|-----------|
| 1. Kick means to hit something with your foot. ( )                        | 7. The word remain means stern. ( )     | 1.T, 2.F  |
| 2. Pace is to walk with slow, irregular steps. ( )                        | 8. Chat is to talk in a formal way. ( ) | 3.F, 4.T  |
| 3. Kick is to hit something with your hand. ( )                           | 9. To remain means to stay. ( )         | 5.F, 6.T  |
| 4. Pace means to walk slowly in regular steps. ( )                        | 10. The word puzzle means riddle. ( )   | 7.F, 8.F  |
| 5. Chat is to talk in a friendly way about the most important things. ( ) |   | 9.T, 10.T |
| 6. To "have a good look at" means to look carefully about something. ( )  |   |           |

## سر سفينة مريم القديسة The mystery of Mary Celeste

يهدف هذا الدرس إلى قراءة قصة سفينة مريم القديسة، التي وجدت في البحر، للتمتع وتحليل البيانات لمعرفة أين اختفاء طاقمها.

خلاصة القصة أنه لم يجدوا إجابة مقنعة لهذا اللغز ولكن حسب رأيي أن أفضل إجابة لحل السر هو ما قاله البحار فوسديك (Fosdake) والذي قال أنه كان يبحر مع القائد (Morehouse) من نيويورك إلى جبل طارق وكان الطاقم كامل يتكون من 12 فرد (القائد Morehouse وزوجته وإبنته و 9 بحارين وهو واحد من 9) وصنع القائد منصة في مقدمة السفينة لإبنته لكي تستمتع بالبحر. وبعد أن رتب البحارة غرف السفينة قاموا بغسل سطوحها. وفي هذه الأثناء كان القائد يتناول الصبح وزوجته القائد تخطط الفستان وكان هناك رجل يسبح حول السفينة مع ملابس للمرح وقفز بحار آخر للسباحة معه. ثم هاجمهم سمك القرش وقفز الثالث لمساعدتهم. وفي هذه اللحظة أتى جميع الطاقم إلى فوق المنصة لكي يشاهدوا بوضوح فسقط جميع الطاقم إلى البحر والبعض هوجموا من قبل أسماك القرش والبعض ماتوا من الغرق. أما راوي القصة فوسديك فقد مسك بقطعة خشب وقذفة البحر إلى جزيرة وعاد إلى إنجلترا.

التعاريف والكلمات الهامة:

1. **Mystery** is something impossible to explain. **السر** (الغامض) هو الذي لا يمكن شرحه.
2. A **voyage** is a journey at the sea. **الرحلة البحرية** هي رحلة في البحر.
3. **Panic** is suddenly fear. **الهلع** (الفرع) هو الخوف المفاجئ.
4. His **blood ran** out means he felt very **frightened**. هو خاف جدا (ترادف).
5. To mutiny means to refuse to obey your captain orders. **يتمرد** هو أن ترفض أن تطيع أوامر قائدك.
6. **Drifting** is an **uncontrolled sailing**. **الإنحراف** بالرياح (في البحر) هو الإبحار بغير تحكم.
5. **Visibility** is how clearly things can be seen. **الرؤية** القدرة على رؤية الأشياء بوضوح.
6. **Apart** is away of each other. على إنفراد (بمعزل) معناه بعيد عن البعض.
6. **Stained** is **colored**. ملخطخ معناه ملون.
7. **Deserted** means **without** people. مهجور معناه بدون ناس.
8. To **Make out** is to **see** or **understand** something. تلاحظ هو أنك ترى شيئا ماء.
9. **Saw** is **sight**. رأى (ترادف).
10. **Morehouse** was the captain of the **Dei Gratia**. مورهاوس كان قائد سفينة دي جراتيا.
11. Morehouse and his crew were sailing through **Atlantic** Ocean from **New York** to **Gibraltar**. مورهاوس وطاقمه كانوا يبحرون من خلال المحيط الأطلسي إلى جبل طارق.
12. The two **unusual** things were the **sword** stained with what looked like blood and two **pieces of wood** were broken on both sides of the ship. الشئيين الغير مألوفين في السفينة كانين السيف الملطخ بالدم وقطعتين من الخشب مقطوعات على جانبي السفينة.

**Put (T/true) and (F/false) for the following sentences.**

- |  |     |  |     |
|--|-----|--|-----|
| 1. To mutiny means to accept to obey your Captain's order.                                       | ( ) | 14. A voyage is a journey at the sea.      | ( ) |
| 2. The word saw is the synonym with sighted.   | ( ) | 15. To make out means to understand.       | ( ) |
| 3. The Mary Celeste was found on December 5th, 1872.   | ( ) | 16. Deserted means with people.            | ( ) |
| 4. The Mary Celeste was found in the Pacific Ocean.  | ( ) | 17. Drifting is a controlled sailing.      | ( ) |
| 5. The ship of Mary didn't answer the Dei Gratia's signals.                                      | ( ) | 18. Panic is suddenly fright.              | ( ) |
| 6. Captain Morehouse could see some people on the deck.  | ( ) | 19. All the cabins were untidy.            | ( ) |
| 7. The captain and two sailors rowed across the other ship.                                      | ( ) | 20. There were no captains on the ships.   | ( ) |
| 8. After some enquiries, the mystery was solved.   | ( ) | 21. Most of the cabins were tidy.          | ( ) |
| 9. The captain Morehouse was the captain of the ship Dei Gratia.                                 | ( ) | 22. They didn't find anything unusual.     | ( ) |
| 10. Mystery is something possible to explain.  | ( ) | 23. The word stained means not colored.    | ( ) |
| 11. The phrase "his blood ran out" means "he felt very comfortable".                             | ( ) | 24. The story of the Mary Celeste is true. | ( ) |
| 12. The captain Morehouse was the captain of the Mary Celeste.                                   | ( ) |  |     |
| 13. Perhaps, the mystery of the Mary Celeste was the most famous unexplained mystery of the sea. | ( ) |  |     |

**The answers:**

1. F, 2. T, 3. T, 4. F, 5. T, 6. F, 7. T, 8. F, 9. T, 10. F, 11. F, 12. F, 13. T,  
14. T, 15. T, 16. F, 17. F, 18. T, 19. F, 20. F, 21. T, 22. F, 23. F, 24. T

## Languages Review

### Modal verbs:

الأفعال الناقصة: سميت ناقصة لأنها لا تستطيع إكمال المعنى بنفسها بل تحتاج إلى فعل بعدها ليكتمل المعنى ولا تستطيع تحويل الأفعال الذي بعدها إلى أشكال مختلفة.

1. Can - could,      2. shall - should,      3. Will - would.      4. May - might,      5. Must.

### ملاحظات:

1. تستخدم الأفعال الناقصة **must & cannot** عندما يكون الكلام مؤكد وباقي الأفعال عندما يكون الكلام غير مؤكد.
2. تستخدم كلمة **must** للأحداث المؤكدة المبهمة و **cannot** للأحداث المؤكدة المنفية وقد تدل عليها إحدى الكلمات الآتية:  
واضح obvious/clear, صحيح right, متأكد Sure

### Examples :

1. We **must** travel tomorrow. I am sure.
2. She **cannot** travel tomorrow. I am sure.
3. We **will** travel tomorrow. I am not sure.
4. We **can** travel tomorrow. I am not sure.
3. يأتي الفعل بعد الأفعال الناقصة با المصدر، إذا لم تأتي كلمة **have** كفعل مساعد لزمان المضارع التام، كما في الأمثلة السابقة.
4. في حالة النفي للكلام المؤكد نستخدم كلمة **can not** بدل **must**.
1. He **must** be the new English teacher.
2. It **must** be a cat.

- Negative form:**      1. He **can't** be the new English teacher.      2. It **can't** be a cat.
5. إذا أتت كلمة **must** منفية **must not** فهي تدل على النهي وليس النفي.
6. You must not look at your book during an exam.

6. إذا أتت كلمة **have** كفعل مساعد بعد الأفعال الناقصة فإن الفعل يكون با التصريف الثالث. **S + Modals + have + P.p**

1. He **must have overslept**. I'm sure.
2. He **cannot have overslept**. I'm sure.
3. He **could have overslept**. I'm not sure.

قاعدة الفعل (wish): يأتي الفعل بعد **wish** بصيغة الماضي البسيط (حسب المقرر). **S + wish + S + V2 + infinite + C**

1. I **wish** I **could** go to the USA.
2. He **wishes** he **had** breakfast early.

|   |  |
|---|--|
| عند تمنى حدوث أحداث في المضارع أو في المستقبل، تكون الجملة بعد wish بزمان الماضي البسيط (حتى لو كان التمني لحدوث الأشياء في الحاضر أو المستقبل).  | عند التمني للأحداث التي حدثت في الماضي، تكون الجملة بعد wish بزمان الماضي التام.   |
| <ol style="list-style-type: none"> <li>1. I <b>wish</b> I <b>were</b> a bird.</li> <li>2. I <b>wish</b> I <b>were</b> you.</li> <li>3. He <b>wishes</b> he <b>would</b> pass the exam.</li> </ol> | <ol style="list-style-type: none"> <li>1. I <b>wish</b> I <b>had studied</b> hard.</li> <li>2. He <b>wishes</b> he <b>had written</b> his homework.</li> <li>3. They <b>wish</b> they <b>had arrived</b> early.</li> </ol> |

لاحظ استخدام الفعل المساعد **were** بدلا من **was** بعد الضمير "I" في فعل التمني **wish**.



**Choose the best alternatives.**

1. I ..... speak Chines, but I'll learn it soon. (1. won't, 2. may not, 3. mustn't, 4. cannot)
2. I wish I ..... fast Ramadhan when I was very young. (1. may, 2. can, 3. could, 4. will)
3. It ..... a coin. I am sure. (1. may be, 2. must be, 3. can be, 4. might be)
4. The students ..... have finished the exam. It's too late. (1. must, 2. can, 3. couldn't, 4. mustn't)
5. He ..... Zaid Ali. Zaid Ali is died. (1. can't, 2. will, 3. must, 4. could)
6. That animal ..... a camel. I'm sure. (1. may, 2. must, 3. could, 4. might)
7. My brother ..... have left the country because he missed the plane. (1. can, 2. should, 3. must, 4. can't)
8. I wish I ..... help you. (1. may, 2. can, 3. could, 4. shall)
9. It ..... be a kite. It's impossible. (1. must, 2. might, 3. can't, 4. may)
10. It ..... be a bracelet. I'm sure. (1. may, 2. must, 3. could, 4. might)
11. I wish somebody ..... me a car. (1. will buy, 2. may buy, 3. can buy, 4. could buy)
12. I wish I ..... swim. (1. can, 2. could, 3. must, 4. may)
13. There is the phone call I was expecting. It's ..... Hussein. (1. could be, 2. might be, 3. must be, 4. may be)
14. Taha ..... be a policeman. He must be a firefighter. (1. can, 2. could, 3. couldn't, 4. can't)
15. Ali can't be a doctor. He ..... be a tourist guide. (1. can, 2. can't, 3. could, 4. must)
16. It ..... be an elephant but it ..... be a cigarette or a cup of coffee.  
(1. can/could, 2. can't/could, 3. could/can't, 4. could/can)
17. The students ..... be hard-working to pass the exam. (1. could, 2. shall, 3. must, 4. can't)
18. It ..... be a boat but it ..... be a bottle or a piece of wood.  
(1. could/can't, 2. can't/could, 3. can/can't, 4. could/can't)
19. Ahmed can't be a cook. He ..... be a geography teacher. I'm sure. (1. can, 2. can't, 3. must, 4. couldn't)
20. I wish I ..... said these words. (1. can't, 2. hadn't, 3. will, 4. have)
21. My grandfather wishes he ..... a farm. (1. having, 2. have, 3. had, 4. has)

**The answers:**

1.4, 2.3, 3.2, 4.1, 5.1, 6.2, 7.4, 8.3, 9.3, 10.2, 11.4,  
12.2, 13.3, 14.4, 15.4, 16.2, 17.3, 18.2, 19.3, 20.2, 21.3



## Reflexive pronouns

Prepared by T. Waleed Abdul

ضمير الفاعل: كلمة تحل محل الإسم. والضمائر الإنعكاسية تستخدم للتأكيد.

| <u>Subject P.</u> | <u>Reflexive Pronouns</u> | <u>Examples</u>                               |
|-------------------|---------------------------|---|
| I                 | myself                    | I told him <b>myself</b> .                    |
| He                | himself                   | <b>He</b> wrote his homework <b>himself</b> . |
| She               | herself                   | <b>She</b> cooked the food <b>herself</b> .   |
| It                | itself                    | <b>It</b> had some cake <b>itself</b> .       |
| We                | ourselves                 | <b>We</b> did it <b>ourselves</b> .           |
| You               | yourself                  | <b>You</b> came <b>yourself</b> .             |
|                   | yourselves                | <b>You</b> came <b>yourselves</b> .           |
| They              | themselves                | <b>They</b> own the match <b>themselves</b> . |

### Choose the best alternatives.

- He talked to the man ..... (a. herself, b. myself, c. itself, d. himself)
- My sister hurt ..... (a. myself, b. yourself, c. herself, d. himself)
- They built their house ..... (a. myself, b. himself, c. ourselves, d. themselves)
- Ahmed's mother hurt ..... (a. itself, b. herself, c. yourself, d. himself)
- Sometimes, I talk to ..... when I am alone. (a. ourselves, b. yourself, c. himself, d. myself)
- I can do it ..... (a. herself, b. himself, c. myself, d. yourselves)
- Ahmed broke the vase ..... (a. themselves, b. herself, c. itself, d. himself)
- Fatima cooked lunch yesterday ..... (a. myself, b. herself, c. himself, d. yourself)
- Ali often fixes his car ..... (a. herself, b. ourselves, c. yourself, d. himself)
- The students wrote the lesson ..... (a. themselves, b. himself, c. herself, d. itself)
- The cat drank some milk ..... (a. herself, b. himself, c. yourself, d. itself)
- Ali! Sell the goods ..... (a. herself, b. himself, c. yourself, d. myself)
- They hurt ..... (a. yourself, b. ourselves, c. themselves, d. yourselves)
- We don't need any help, we can take care of ..... (a. ourselves, b. yourself, c. yourselves, d. themselves)
- Be careful girls! You will hurt ..... (a. themselves, b. yourselves, c. yourself, d. himself)

- d, 2.c,
- d, 4.b,
- d, 6.c,
- d, 8.b,
- d, 10.a,
- d, 12.c,
- c, 14.a,
- b

## الأدوات Articles

( a, an, the, some, few/a few, little/ a little, any, alot of, many, much)

### أدوات النكرة "a, an": Indefinite Article

1. -توضع أداته النكرة "a" قبل الاسم المفرد المعدود والذي يبدأ بصوت ساكن مثل : كتاب a book, قلم a pen, سيارة a car
2. -توضع أداة النكرة "an" قبل الاسم المفرد المعدود الذي يبدأ بصوت متحرك مثل : تفاحة an apple, برتقالة an orange, بيضة an egg, حشرة an insect-

### ملاحظات هامة Imp notes:

1. لا نكتفي بمعرفة شكل أول حرف في الاسم ( متحرك او ساكن) لإستخدام أحد ادوات النكرة ولكن نعتد على نوع الصوت الملفوظ عند النطق ويمكن توضيح ذلك كالآتي:  
a. إذا بدأت الكلمة بحرف "h" ولكنه صامت ثم حرف متحرك فإننا نضع "an" بدلا من "a" مثل :  
شرف an honour , وارث an heir , شخص صدوق an honest person , ساعة an hour
- b. يوجد إختصارات لبعض الكلمات في اللغة الانجليزية تبدأ بحرف متحرك ولكنه يلفظ بأصوات ساكنة , في هذه الحالة نضع "a" بدلا من "an" مثل : زي a uniform , جامعة a university , أروبي a European
- c. أيضا , إذا وجد مختصرات تبدأ بحرف ساكن ولكن النطق يكون بصوت متحرك , ففي هذه الحالة نكتب "an" بدلا من "a" لاننا نعتد على الصوت وليس على الحرف مثل : رجل برلمان an MP , شعاع إكس an X-ray.
2. إذا سبق الاسم بصفة فإن الاداه توضع قبل الصفة مثل:

1. He is a good man.      هو رجل جيد.      2. We saw an old man.      نحن رأينا رجل عجوز.

- يوجد بعض الأسماء قد تكون معدودة وقد تكون غير معدودة ويتم التعامل معها حسب صياغ الجملة وحسب ما يقصده المتكلم فإذا قصد إسم مفرد فإننا نضع أحد أدوات النكرة ( a, an) وإذا قصد جمع فلا نظيف شي حسب القواعد السابقة مثل:

1. She has got black hair.      لديها شعر أسود.      2. There is a hair in your coat.      يوجد شعرة على كوتك.

1. These tools are made of iron.      هذه الأدوات مصنوعة من الحديد.      2. We need an iron.      نحتاج كواية.

- يمكننا إستخدام كلمة ( one ) قبل الإسم المعدود المفرد بدلا من ادوات النكرة ( a, an ) مثل :

1. He gave me a pen.      2. He gave me one pen.

أخيرا: كثير من الطلاب يواجهون صعوبة في إستخدام أداة النكرة (a, an) ولكن بإختصار يمكن وضعها قبل الأسماء العامة او بلفظ اخر قبل أسماء الوظائف و قبل الإسم الذي يوضح ما يكون عليه الشيء او الشخص مثل:

1. He is a doctor.      هو دكتور.      2. It is a dog.      هو كلب.

## أداة التعريف "The" :Definite article

تستخدم أداة التعريف The قبل الأسماء المفردة والجمع في الحالات الآتية :

1 قبل الأسماء الفريدة من نوعها مثل:

السماء the sky , القمر the moon , الشمس The sun , الكون the universal , العالم the world

2. عندما يتكرر الإسم النكرة لأكثر من مرة, فإننا نضيف أداة التعريف من ثاني مرة فما فوق مثل:

انا رأيت رجلا. الرجل كان تحت شجرة . I saw a man . The man was under a tree

3. مع أسماء الموسيقى مثل البيانو the piano , القيثارة The guitar .

البيانو لديها صوت جميل . - The piano has a beautiful sound

4. قبل الأعداد الترتيبية مثل : الثالث the third , الثاني the second , الأول The first

5. قبل أسماء الإتجاهات مثل : الغرب the west , الشرق The east

6. مع أسماء الولايات والممالك ، وليس مع أسماء الدول، مثل : الولايات المتحدة The K. S. A. , The united states

7. مع أسماء الأماكن الجغرافية مثل الجبال والتلال والمحيطات والأنهار والجزر والقنوات وبشرط أن يأتي الإسم بصيغة جمع او مركب من إسمين مثل : نهر الأمازون the Amazon river , البحر الأحمر The Red sea

8. مع بعض التواقيت مثل: في الصباح in the morning , في المساء in the evening

في عطلة نهاية الاسبوع (وتكون يوم الاحد عند اليهود): on the weekend

9. تكتب أداة التعريف عند التكلم عن شعب (الجنسيات بشكل عام) او قوم او أسماء العائلات او فصيلة من الحيوانات و بشكل عام مثل :

البرازيليين جيدين في كرة القدم . The Brazilians are good at football

10. تكتب أداة التعريف قبل أسماء الفنادق والمسارح وأسماء الجرائد مثل :

المتحف البريطاني The British museum - الفندق الرومنسي The Romantic hotel

## ملاحظات هامة:

1- أداة التعريف " The " لها نطقين كما الآتي:

1. تنطق "ذي" ði / إذا وضعت قبل الإسم المبتدئ بصوت متحرك مثل :

البيض the eggs , التفاح the apples , البرتقال The oranges

2. تنطق "ذا" ðə / إذا وضعت قبل الإسم المبتدئ بصوت ساكن مثل : الكتاب The book , القلم The pen , السيارة The car

## 2. لا تستخدم أداة التعريف "the" أو أدوات النكرة "a,an" مع:

1. أسماء العلم .

2. أسماء الوجبات (صباح breakfast, غداء lunch, عشاء dinner ...) وإذا وجدت في جملة ماء فإن الكاتب أو المتكلم قصد وجبة محدد ليوم ماء وليس وجبة كل يوم ( أي ليست وجبة روتينية ) مثل:

I had the lunch at Ali's home . تناولت الغداء في منزل علي .

في هذه الحالة قد ربما كان المتكلم معزماً أو عن طريق الصدفة ولا يدل على العمل الروتيني.

3. قبل أسماء الأماكن المعروف عملها مثل المدرسة school للتدريس والمستشفى hospital للعلاج والسجن prison للحبس والمسجد mosque والكنيسة church لأماكن العبادة بالإضافة إلى المنزل home والسرير bed وغير ذلك من الأسماء وإذا وجدت فإنها تشير إلى العمل الغير روتيني مثل:

Hamza went to school in the morning . ذهب حمزة إلى المدرسة في الصباح .

في هذه الجملة كان الفاعل (حمزة) طالب أو عامل في المدرسة إما معلم أو مدير أو غير ذلك وتشير إلى العمل الروتيني الذي يقوم به لكن لو استخدمت أداة تعريف لكان الفاعل مجرد زائر وليس عامل. 1. ربما كان ولي أمر طالب أو ذهب لغرض معين وهكذا مع بقية أسماء الأماكن المعروف عملها.

4. لا تستخدم أدوات التعريف والتذكير مع أسماء الأعياد إلا إذا خصصت لعام محدد مثل :

عيد ميلاد المسيح Christmas, عيد رأس السنة New year's day

عيد الإستقلال Independence Day, عيد الفطر Lesser Bairam

عيد ميلاد المسيح لعام... The Christmas of 2018

5. لا تستخدم أداة التعريف "The" بعد ضمائر الإشارة أو صفات الملكية مثل:

I gave you my book أعطيتك كتابي This book is mine. هذا الكتاب حقّي .

6. لا تستخدم هذه الأدوات مع أسماء الألعاب والرياضة مثل:

تنس tennis, الغولف golf, كرة السلة basketball, كرة القدم football

- some: تستخدم هذه الأداة قبل الأسماء المعدود وقيل الأسماء الغير معدوده مثل:

some rice بعض الرز, some books بعض الكتب

any: وتستخدم هذه الأداة قبل الأسماء المعدوده المفردة والجمع مثل:

Any question? أي سؤال ؟ إعطني أي قلم Give me any pen

**ملاحظات هامة Imp notes:**

1. في صياغة الأسئلة تستخدم ( any ) قبل الأسماء دائما ولا يصح استخدام ( some ) بدلا من ( any ) إلا في حالة واحدة وهي عندما يكون السائل متيقن (متأكد) أن الإجابة ستكون ب (نعم yes) مثل :

Do you have any pen ? (صياغة صحيحة للغير متأكد) هل لديك أي قلم؟

Yes, I have some. No, I have not any pen.

هل يوجد بعض طلاب في الصف ؟ Are there some students in the class?

في هذه الصياغة لازم مايكون السائل عارف إنه يوجد طلاب في الصف وأن الإجابة ستكون ب : ( yes, there are ).

قليل few : وتستخدم هذه الاداه قبل الأسماء المعدودة مثل . أقلام قليل few pens , كتب قليل few books

\* إذا استخدم الكاتب او المتحدث كلمة a few فإن المقصود به عدد قليل جدا (small numbers) مثل:

There are a few apples in the box.

حسب هذه الصيغه , ربما لم يكن يوجد إلا تفاحتين أو ثلاث ( عدد قليل)

قليل little : وتستخدم قبل الأسماء الغير معدودة مثل : ماء قليل little water , سكر قليل little sugar

وإذا استخدم الكاتب أو المتحدث a little فإن المقصود به هو كمية صغيره (small amount) مثل: A little water , a little sugar

- كثير many : هذه الاداه تستخدم قبل الأسماء المعدودة مثل: كتب كثير many books , طلاب كثير Many students

- كثير much : هذه الاداه تستخدم قبل الأسماء الغير معدودة مثل: رز كثير much rice , عصير كثير Much juice

- العديد من alot of : وتستخدم هذه الاداه قبل الأسماء المعدودة والأسماء الغير معدودة مثل:

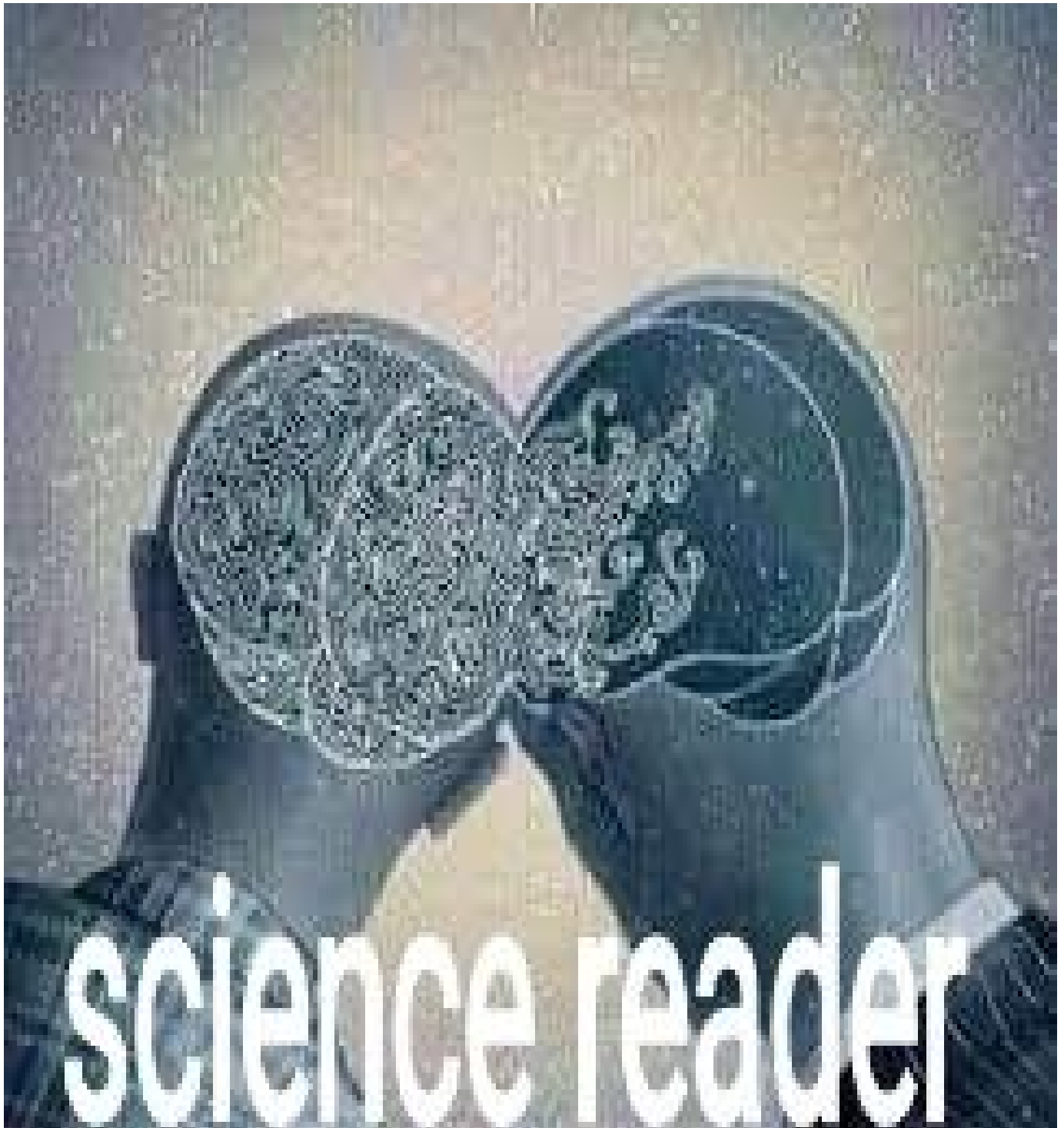
الكثير من السكر alot of sugar , العديد من الطلاب alot of students

**Choose the best alternatives.**

1. I was in need of ..... envelope yesterday morning. (a. any, b. an, c. some, d. a)
2. Ask the officer for ..... application form. (a. the, b. a, c. an, d. -)
3. There was ..... nice cat in the house. (a. the, b. -, c. an, d. a)
4. .... all books are made of paper. (a. an, b. a, c. the, d. -)
5. I have been waiting for you for ..... hour. (a. any, b. some, c. an, d. a)
6. I need ..... eggs to cook dinner. (a. one, b. some, c. an, d. a)
7. We don't have ..... time to finish the assignment. (a. any, b. some, c. few, d. many)
8. The policemen have to wear ..... uniform. (a. a, b. any, c. an, d. some)
9. I met ..... honor person. (a. any, b. an, c. a, d. some)

- 1.b, 2.c,
- 3.d, 4.d,
- 5.c, 6.b,
- 7.a, 8.a,
- 9.b

# القسم العلمي



الهدف من هذا الدرس هو التعرف على الأحماض والقواعد والقلويات ومعرفة كيفية يتم تعادلهم في الطبيعة.

## التعاريف Definitions

### 1. Acid: الحمض

a. has a **sharp** or **sour** taste. لديه مذاق لاذع او حامض.

b. a substance that reacts with bases to produce salts. هي المادة التي تتفاعل مع القواعد لإنتاج الأملاح.

2. A base is a substance that reacts with acids to produce salts. القاعدة: هي المادة التي تتفاعل مع الأحماض لإنتاج الأملاح.

3. Alkalis is a substance that dissolves in water. القلوي: هي المادة التي تذوب في الماء.

4. The word **acid** comes from a **Latin** word that means **sour**. أتت كلمة حمض من اللغة اللاتينية وتعني حامض.

5. The word **alkalis** comes from **Arabic** that means "the ashes of plat".

أتت كلمة قلويات من اللغة العربية والتي تعني رماد النبات.

6. **Acids** corrode or eat away metal and rocks. الأحماض تصدئ أو تأكل المعادن والصخور.

7. Acids and alkalis **neutralize** each other. الأحماض والقلويات يوازنين بعضهما البعض.

Litmus test is a vegetable dye that is used to test the acidity of solutions.

صبغة عباد الشمس هي الصبغة النباتية التي تستخدم لفحص حمض المحاليل.

1. It's **green** in colour. هي خضراء اللون.

2. If the solution is **acidic**, the litmus paper changes into **red**. إذا المحلول حمض تتحول ورقة عباد الشمس إلى اللون الأحمر.

3. If the solution is **alkaline**, the litmus paper changes into **blue**. إذا المحلول قاعدي تتحول ورقة عباد الشمس إلى اللون الأزرق.

The PH scale is a tool that is used to measure the **strength** of acid or alkalis.

مقياس الباه/ بي إتش PH: هي أداة تستخدم لقياس قوة الحمض أو القلوي.

## ملاحظات:

1. The PH scale has numbers of **0** to **14**. مقياس الباه لديها أرقام من واحد إلى أربعة عشر.

2. Low numbers from **6** to **0** show **high acidity** as sulphuric battery.

تظهر الأرقام السفلية من **6** إلى **0** حموضة قوية مثل حمض كبريت البطاريات.

3. Number **7** shows **neutral** PH value as distilled water. الرقم **سبعة** يظهر قيمه هيدروجينه متوازنة.

4. Up numbers from 8 to 14 show high alkaline as a soap. الأرقام من ثمانية إلى أربعة عشر تظهر قلويات عالية مثل الصابون.

قوة الهيدروجين والتي يقاس من خلالها قوة الأحماض والقلويات. **power of Hydrogen** هو إختصار لكلمة **PH**

- ورقة عباد الشمس تكشف نوع المحلول حمض أو قاعدة فقط بينما مقياس PH يقيس قوة المحلول وتركيز أيونات الهيدروجين.

**Acid rain** is a kind of rains caused by reaction between the gases released from burning oils or coal and water in the atmosphere.

**المطر الحمضي** هو نوع من الأمطار الذي تسبب من خلال التفاعل بين الغازات المنبعثة من الزيوت أو الفحم والماء في الغلاف الجوي.

**بعض الأحماض والقلويات** **Some acids and alkalis**

| <u>Acids</u>                 | <u>The meanings</u> | <u>Alkalises</u>  | <u>The meanings</u> |
|------------------------------|---------------------|-------------------|---------------------|
| Lemon juice                  | عصير الليمون        | Baking powder     | مسحوق التخمر        |
| Orange juice                 | عصير البرتقال       |                   |                     |
| Vinegar                      | الخل                | Soap              | الصابون             |
| A car battery sulphuric acid | حمض الكبريتيك       | Calcium hydroxide | هيدروكسيد الكالسيوم |
| A bee sting                  | لدغة النحلة         | A wasp sting      | لدغة الدبور         |

### **Exercises**

**Put (T/true) or (F/false) for the following sentences.**

- An acid has sharp or sweet taste. ( )
- Acids and alkalis neutralize each others. ( )
- The word alkalis comes from Arabic. ( )
- A bee sting is alkalis. ( )
- Litmus is a vegetable dye. ( )
- Vinegar contains acetic acid. ( )
- A car battery contains sulphuric acid. ( )
- Distilled water has a neutral PH value. ( )
- Litmus paper is red in colour. ( )
- Soap has a PH of 9.5. ( )
- The word acid comes from Arabic. ( )
- Alkalis are bases that dissolve in water. ( )
- A wasp sting is acidic. ( )
- Salt is combination of base and alkalis. ( )
- Most plants prefer neutral PH value. ( )
- All acids have PH value less than 7 . ( )
- Lemon and orange are common acid. ( )
- An acid solution turns litmus paper into red.( )
- A wasp sting is neutralized with an acid. ( )
- Lemon and vinegar are alkalis. ( )



21. Alkali means the ashes of acids. ( ) 30. Acid reacts with base to produce water. ( )  
22. "Alkali" means "the ashes of plant". ( ) 31. Acids have a PH value below 7. ( )  
23. Plants prefer the soil with unnatural PH value. ( ) 32. Bases that dissolve in water are called alkalis. ( )  
24. A very acidic soil helps plants to grow well. ( ) 33. Lemon and orange contains sulphuric acid. ( )  
25. On the PH scale, number "7" shows a neutral value. ( )  
26. The PH scale is used to measure the weight of things. ( )  
27. The PH scale measure the concentration of hydrogen ions. ( )  
28. An alkalis solution turns litmus paper into blue. ( )  
29. Litmus test shows us the strength of an acid or alkalis. ( )

The answers:

1. F, 2. T, 3. T, 4. F, 5. T, 6. T  
7. T, 8. T, 9. F, 10. T, 11. F, 12. T,  
13. F, 14. F, 15. T, 16. T, 17. T, 18. T,  
19. T, 20. F, 21. F, 22. T, 23. F,  
24. F, 25. T, 26. F, 27. T, 28. T,  
29. F, 30. F, 31. T, 32. T, 33. F

Choose the best alternatives.

1. The ..... dissolves easily in water. (a. tea, b. salt, c. stone, d. rock)  
2. The word ..... means ashes of the plants. (a. acid, b. liquid, c. alkali, d. solid)  
3. Acids turn green litmus paper into ..... (a. black, b. red, c. blue, d. White)  
4. Alkalis turns green litmus paper into ..... (a. blue, b. red, c. green, d. white)  
5. A bee sting is ..... (a. acidic, b. alkaline, c. salty, d. neutral)  
6. A wasp sting is ..... (a. acidic, b. alkaline, c. salty, d. neutral)  
7. Lemon and ..... juice contain citric acid . (a. mango, b. banana, c. orange, d. apple)  
8. .... has a sharp or sour taste. (a. Base, b. Acid, c. Alkalis, d. Matter)  
9. Distilled water has a ..... PH value. (a. much, b. most, c. neutral, d. less)  
10. A vegetable dye for testing a solution for acidity is ..... (a. acid, b. base, c. litmus, d. PH)  
11. .... is a rain that contains acid. (a. Acid rain, b. Acid, c. Alkalis, d. Base)  
12. .... is chemical formula. (a. Base, b. CO<sub>2</sub>, c. Acid, d. Alkalis)  
13. An acid has sharp or ..... taste. (a. sweet, b. good, c. sour, d. bad)  
14. Have a PH value less than 7 ..... (a. alkalis, b. bases, c. acids, d. neutral)  
15. Have a PH value more than 7 ..... (a. acids, b. alkalis, c. bases, d. much)  
16. Most plants prefer soil with a ..... PH value. (a. more, b. many, c. neutral, d. much)

17. Acids and alkalis ..... each other. (a. destroy, b. neutralize, c. hate, d. read)
18. Vinegar is ..... (a. alkalis, b. acidic, c. neutral, d. base)
19. Baking powder is ..... (a. alkalis, b. acidic, c. neutral, d. base)
20. Lime or calcium Hydroxide is ..... (a. alkalis, b. acidic, c. neutral, d. base)
21. Lemon and orange contain ..... acid. (a. acetic, b. citric, c. sulphuric, d. sweet)
22. A car battery contains ..... acid. (a. acetic, b. sulphuric, c. citric, d. non)
23. .... juice is an acid that has a sour taste. (a. Mango, b. Lemon, c. Grape, d. Banana)
24. .... are bases that dissolve in water. (a. Litmus, b. Alkalis, c. A base, d. An acid)
25. The word acid comes from ..... (a. Arabic, b. Latin, c. English, d. French)
26. The word alkali comes from .... (a. French, b. Arabic, c. English, d. Latin)
27. The strength of an acid or alkalis is measured on.....scale. (a. PH, b. WB, c. H, d. LM)
28. The ashes of plant is ..... (a. base, b. acid, c. alkalis, d. neutral)
29. Vinegar contains ..... . acid. (a. citric, b. acidic, c. sulphuric, d. a&b)
30. .... is a vegetable dye that is used to test the acidity solutions.  
(a. Litmus, b. An acid, c. Alkalis, d. A base)

The answers:

1.b,. 2. c, 3. b, 4.a, 5.a, 6.b, 7.c, 8.b, 9.c, 10.c, 11.a, 12.b, 13.c, 14.c, 15.b,  
16.c, 17.b, 18.b, 19.a, 20.b, 21.b, 22.b, 23.b, 24.b, 25.b, 26.b, 27.a, 28.c, 29.b, 30.a

## States of mater

الهدف من هذا الدرس هو التعرف على حالات المادة ( السائلة والصلبة والغازية ) وكيف يتم تحويل المادة من حالة إلى أخرى.

### Definitions:

1. Matter is what things are made of. المادة: من ماذا صنعت الأشياء (سائلة أو صلبة أو غازية).
2. Solids have a **fixed shape** that **can't easily be changed**. الصلب: يمتلك شكل ثابت الذي لا يستطيع أن يتغير بسهولة.
3. Liquids have **no a fixed shape** and can only be kept in a container. السوائل: ليس لديهن شكل ثابت ويمكن فقط الاحتفاظ بهن في حاوية.

Liquids can be easily changed. السوائل يكمن أن تتغير بسهولة.

4. Gases have **no a fixed shape** and have to be kept in a closed container or they will escape into the air and spread very quickly. الغازات: ليس لديهن شكل ثابت ويجب أن تحفظ في حاوية مغلقة أو سوف ينبعث في الهواء وينتشر بسرعة جدا.

الفرق بين حالات المادة من حيث الشكل وجزيئات الذرة:

| <u>المادة والاختلاف</u>   | <u>الصلب Solid</u> | <u>السائل Liquid</u> | <u>الغاز Gas</u>                  |
|---------------------------|--------------------|----------------------|-----------------------------------|
| <u>الشكل Shapes</u>       | ثابت Fixed         | غير ثابت No fixed    | غير ثابت No fixed                 |
| <u>الجزيئات Particles</u> | مقاربة Closed      | متجزئه Apart         | متجزئه إلى أبعد حد. Further apart |

Kinetic theory states that matter is made up of particles that are always in motion - always moving.

النظرية الحركية تقول أن المادة مصنوعة من جزيئات التي هن دائما في حركة.

Put (T/true) or (F/false) for the following sentences.

1. Particles move hardly in a solid. ( )
2. There are no three states of matter. ( )
3. We can melt materials by heating them. ( )
4. The three states of matter are solid, liquid and ice. ( )
5. The word matter means material and substance. ( )
6. There is no need to keep solids in a container. ( )
7. The particles of food in the freezer get closer. ( )
8. Vapor isn't the gas state of mater. ( )
9. Particles move slowly in gas. ( )
10. Solid have to be kept in container. ( )
11. Liquids have a fixed shape. ( )
12. Solid have a fixed shape. ( )
13. Gases have a fixed shape. ( )
14. liquids have unfixed shape. ( )
15. In solid, particles change places easily. ( )
16. Gas and liquid have no a fixed shape. ( )

17. Water can have three states of mater. ( ) 28. Ice evaporates into liquid. ( )
18. Water has four states of mater. ( ) 29. The form of state are called mater. ( )
19. Heating the solid gives the particles less energy. ( ) 30. The particles are hardly moving in gasses.( )
20. Water has two states of mater. ( ) 31. Mater comes in 2 states or form. ( )
- 21.In solid state, particles are far apart and move fast.( ) 32. Water exists in three states. ( )
22. In gas, the particles can move freely to fill any space. ( )
23. In the freezer, the particles of the food get close together. ( )
24. When gas leaks from a bottle, the particles get closer. ( )
25. The properties of water are unnecessary for life on Earth. ( )
26. The three states of matter are milk, rock and water vapor. ( )
27. The kinetic theory states that particles are always in moving. ( )

The answers:

1. T, 2. F, 3. T, 4. F, 5. T, 6. T,  
7. T, 8. F, 9. F, 10. F, 11. F, 12. T,  
13. F, 14.T, 15. F, 16.T, 17. T, 18.F,  
19.F, 20.F, 21.F, 22.T, 23.T, 24. F,  
25.F, 26.F, 27.T, 28.T, 29.T, 30.F,  
31. F, 32. T

Choose the best alternatives.

1. .... have a fixed shape that can't easily be changed. (a. liquid, b. solid, c. gases, d. stream)
2. .... is the gaseous form of water. (a. Ice, b. Steam, c. vapor, d. Milk)
3. Matter is made up of ..... (a. worse, b. Particles, c. best, d. dust)
4. In gases, particles move ..... (a. slowly, b. freely, c. happily, d. hardly)
5. Matter comes in three different ..... (a. shapes, b. scenes, c. states, d. sights)
6. Particles are closed together in ..... (a. liquid, b. gas, c. solid, d. water)
7. Matter is a ..... (a. hobby, b. happy, c. substance, d. hill)
8. Matter comes in three ..... states. (a. similar, b. same, c. different, d. some)
9. It's a state of matter. (a. square, b. circle, c. liquid, d. triangular)
10. Matter is made up of ..... (a. states, b. materials, c. Particles, d. stones)
11. Particles move freely in ..... (a. gas, b. solid, c. liquid, d. milk)
12. Particles move faster in ..... (a. solid, b. gas, c. liquid, d. stones)
13. .... are always in motion. (a. Solids, b. Particles, c. States, d. Liquid)
14. No need to be kept in a container is ..... (a. gas, b. liquid, c. solid, d. vapor)
15. Particles are packed together in a ..... (a. gas, b. solid, c. liquid, d. acid)

16. They can be only picked up in a container (a. solids, b. liquids, c. rocks, d. stones)
17. They have to be kept in closed containers (a. Solid, b. Liquid, c. Gas, d. Sugar)
18. It comes in three forms ..... (a. water, b. gas, c. solid, d. rocks)
19. The particles are hardly move in ..... (a. gas, b. solid, c. liquid, d. water)
20. .... can be found in three states liquid, solid and gas. (a. Steam, b. Water, c. Ice, d. Stone)
21. The three ..... of mater are solid, liquid and gas. (a. states, b. stems, c. things, d. stings)
22. The liquids turn into ..... by heating them. (a. gas, 2. liquid, 3. solid, d. water)
23. .... states that matter is made up of particles.
- (a. Kinetic theory, b. Quantum theory, c. Earthquake, d. Volcano)

**Choose the best meanings.**

24. State (a. form, b. ice, c. water, d. gas)
25. closed (a. far, b. near, c. away, d. for)
26. Always moving (a. stop, b. go, c. motion, d. come)
27. Frozen water (a. milk, b. vapour, c. ice, d. gas)
28. Become liquid (a. dissolve, b. heat, c. eat, d. read)
29. Molecules (a. Particles, b. transport, c. animals, d. family)
30. Fixed (a. change, b. unchangeable, c. essential, d. normal)

**The answers:**

1.b, 2.c, 3.b, 4.b, 5.c, 6.c, 7.c, 8.c, 9.c, 10.c, 11.a, 12.b, 13.b, 14.c, 15.b,  
16.b, 17.c, 18.a, 19.b, 20.b, 21.a, 22.a, 23.a, 24.a, 25.b, 26.c, 27.c, 28.a, 29.a, 30.b

يهدف هذا الدرس إلى التعرف على الضوء من حيث مروره، السقوط والانعكاس على الأسطح وكيفية العمل مع العدسات.

1. **Light** is a form of **energy**. الضوء شكل من أشكال الطاقة.

2. **Quantum theory** states that light acts as a **combination** of particles **waves** and **stream**.

تقول نظرية وحدة الطاقة الضوئية أن الضوء يعمل كخليط من الموجات وتيار جزيئات الذرة.

### Reflection: الإنعكاس

1. We see most thing by **reflection**, when they reflect light to the eyes.

نرى معظم الأشياء من خلال إنعكاس الضوء الساقط عليهن للعين.

2. A **smooth white surface** **reflects** more light than a rough black surface.

الأسطح البيضاء الناعمة تعكس الضوء أكثر من الأسطح السوداء الخشنة.

| <u>A smooth surface</u> سطح ناعم  | <u>A rough surface</u> سطح خشن   |
|---|--|
| The angle of incidence is the <b>same</b> with the angle of reflection.<br>زاوية السقوط نفس زاوية الإنكسار. | The angle of incidence is <b>different</b> with the angle of reflection.<br>زاوية السقوط مختلفة عن زاوية الإنكسار. |
| - The angle at which light hits is <b>the same</b> as the angle at which it is reflected.                   | - The angle at which light hits is <b>different</b> with the angle at which it is reflected.                       |

### Refraction: الإنكسار

It is **light waves bend** when they pass from one transport medium to another one.

الإنكسار هو إنحناء موجات الضوء عندما تمر من وسط (سائل) إلى وسط آخر (غازي). إنحناء موجات ضوء الأشياء المنكسرة إلى العين بسبب اختلاف كثافة جزيئات الذرة بين المادة الغازية والمادة السائلة.

**Lenses** are specially-shaped pieces of glass that **refract** light exactly.

العدسات هي قطع زجاجية بأشكال خاصة التي تكسر شعاع الضوء تماماً.

are **two** types of lenses : ويوجد نوعين من العدسات

|    | <u>A convex lens</u> عدسة محدبة   | <u>A concave lens</u> عدسة مقعرة  |
|----|---|---|
| 1. | <b>Thicker</b> in the middle than the edges.<br>تكون في الوسط <b>أسمك</b> من الأطراف. | <b>Thinner</b> in the middle than the edges.<br>تكون في الوسط <b>أنحف</b> من الأطراف. |
| 2. | It can make things look <b>larger</b> . تكبر الأشياء.                                 | It can make things look <b>smaller</b> . تصغر الأشياء.                                |

**Put (T/true) or (F/false) for the following sentences.**

- |  |     |   |     |
|--|-----|---|-----|
| 1. Light is a form of power.   | ( ) | 17. Light can't travel through a vacuum.          | ( ) |
| 2. There are two types of lenses.  | ( ) | 18. A mirror gives an example of reflection.      | ( ) |
| 3. Light can't travel as waves.  | ( ) | 19. A convex lens makes things larger.            | ( ) |
| 4. Things can be looked smaller by concave lens.                                   | ( ) | 20. We can see things by reflection.              | ( ) |
| 5. Smooth white surfaces scatter light.  | ( ) | 21. A concave lens makes things look larger.      | ( ) |
| 6. Refraction is the bending of light waves.                                       | ( ) | 22. Lenses are examples of reflection.            | ( ) |
| 7. Lenses are specially shaped pieces of glasses.                                  | ( ) | 23. Prism is an example of reflection.            | ( ) |
| 8. Quantum theory states that light acts as waves.                                 | ( ) | 24. The two kinds of lenses are convex and prism. | ( ) |
| 9. The most common to see things by reflection.                                    | ( ) |   |     |
| 10. A Telescope is a machine that is used to study stars.                          | ( ) |   |     |
| 11. On rough surface, the angle of incidence and reflection are different.         | ( ) |   |     |
| 12. A smooth surface reflects less light than a rough surface.                     | ( ) |   |     |
| 13. Light reflection depends on the surfaces that they hit.                        | ( ) |   |     |
| 14. A smooth white surface reflects more light than rough black surfaces.          | ( ) |   |     |
| 15. Quantum theory states that light is a combination of particles and waves.      | ( ) |   |     |
| 16. On a smooth surface the angle of incidence is the same as angle of reflection. | ( ) |   |     |

**The answers:**

1. T, 2. T, 3. F,  
4. T, 5. F, 6. T,  
7. T, 8. T, 9. T  
10. T, 11. T, 12. F,  
13. T, 14. T, 15. F,  
16. T, 17. F, 18. T,  
19. T, 20. T, 21. F,  
22. F, 23. F, 24. F

**Choose the best alternatives.**

- On .....surface, the angles are different because the surface scatters the light.  
(a. a smooth, b. rough, c. high, d. down)
- On the smooth surface, the angle of incidence is .....the angle of reflection.  
(a. the same as, b. different, c. good, d. high)
- ..... is the change of light direction when passing from one transparent medium to another.  
(a. Refraction, b. Reflection, c. Reaction, d. lenses)
- ..... is light reflection from the objects we see. (a. Reflection, b. Refraction, c. Lenses, d. Reaction)
- Light is a form of ..... (a. lamp, b. energy, c. electricity, d. batteries)
- ..... is the bending of light waves. (a. Reflection, b. Education, c. Refraction, d. Matter)



7. .... is a form of energy. (a. River, b. Light, c. Wave, d. Acid)
8. A/An ..... gives an example of reflection. (a. air, b. mirror, c. lens, d. prism)
9. There are ..... types of lenses. (a. five, b. three, c. four, d. two)
10. A ..... lens makes objects look larger. (a. concave, b. flat, c. convex, d. mirror)
11. A ..... lens is thinner in the middle. (a. concave, b. convex, c. mirror, d. flat)
12. Telescope and microscope are made of ..... lenses. (a. flat, b. concave, c. convex, d. small)
13. A convex lens makes objects look ..... (a. small, b. shorter, c. medium, d. larger)
14. Not smooth means ..... (a. smooth, b. rough, c. tough, d. soft)
15. .... is the way by which we can see something. (a. refraction, b. reflection, c. mirror, d. affects)
16. .... is the light reflection from a surface. (a. Sound, b. Reflection, c. Refraction, d. Affects)
17. .... is the change of light direction. (a. Reflection, b. Refraction, c. Sound, d. Suffix)
18. .... can travel through vacuum. (a. Sound, b. Matter, c. Light, d. Lens)
19. The main source of light is the ..... (a. electricity, b. moon, c. sun, d. lump)
20. Convex lens is useful for ..... (a. sleeping, b. writing, c. waiting, d. reading)
21. Light is a ... of particles of waves and stream. (a. stream, b. combination, c. substance, d. nothing)
22. .... is the angle at which light is reflected from a surface.  
(a. Reflection, b. Refraction, c. Accident, d. Incidence)

The answers:

|       |       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1.b,  | 2.a,  | 3.a,  | 4.a,  | 5.b,  | 6.c,  | 7.b,  | 8.b,  | 9.d,  | 10.c, | 11.a, |
| 12.c, | 13.d, | 14.b, | 15.b, | 16.b, | 17.b, | 18.c, | 19.c, | 20.d, | 21.b, | 22.a  |





الهدف من هذا الدرس هو التعرف على الصوت من حيث الانتقال والأنواع والقياس.

### التعاريف:

1. **Sound** travels as **waves**. Unlike light waves, sound waves need a **substance**, such as air, to travel through it.

**الصوت** ينتقل كموجات **ويحتاج إلى مادة للانتقال** عبر إهتزاز جزيئاتها مثل الهواء بينما موجات الضوء لا تحتاج إلى جزيئات الذرة للانتقال وهذا هو الفرق بين موجات الضوء وموجات الصوت.

2. **Sound waves** cannot travel through vacuum, there is no sound in outer space.

موجات الصوت لا يمكن أن تنتقل في الفضاء الخارجي. لماذا؟

3. **Sound** is created by something vibrating. ينتج الصوت من خلال إهتزاز شيء ماء.

معلومة: يعتمد الصوت عند الانتقال من المتكلم إلى المستمع على إهتزاز جزيئات الذرة الموجودة في المادة ( السائلة او الصلبة أو الغازية).

### تردد الصوت: Frequency

1. **Frequency** is **sound range** from **very low** to **very high**.

تردد الصوت هو تمدد الصوت من الأدنى إلى الأعلى ( تحرك/إختلاف موجة الصوت في الثانية من المستوى الأدنى إلى المستوى الأعلى ويظهر ذلك على شاشة جهاز الصوت).

2. **Frequency** is measured in **hertz (Hz)**. يقاس تردد الصوت بالهرتز.

3. **Hertz** is the number of sound waves per second. الهرتز هو عدد موجات الصوت بالثانية.

4. **One hertz** is equal to **one wave** per second. كل هرتز يساوي موجة صوتية بالثانية.

5. A **person** with good hearing can hear sounds down to about **20 Hz** and up to **20 KHz**, 20KHz is equal 20,000 Hz.

الشخص الذي يمتلك سمع جيد يسمع الأصوات بتردد سمعي من 20 هرتز إلى 20 كيلو هرتز. 20 كيلو هرتز يساوي 20,000 هرتز.

### ملاحظات:

1. الأصوات الأقل من 20 هرتز لا يمكن للبشر سماعها مثل تحرك طبقات الأرض التي تؤدي إلى الزلازل والبراكين.

2. الأصوات من 20 هرتز إلى 20 كيلو هرتز يمكن للبشر سماعها.

3. الأصوات فوق 20 كيلو هرتز لا يمكن للبشر سماعها مثل تواصل الدلافين أو الخفافيش فيما بينهم.

### الصوت فوق الصوتية: Ultrasonic sound

أختصر المؤلف في الموجات فوق الصوتية على التعريف والخاصية وذكر بعض الأمثلة مثل الدلافين والخفافيش وفي الصناعة.

1. **Ultrasonic sound** has frequencies **higher** than those can be heard by people.

الصوت فوق الصوتية يمتلك تردد أعلى من الترددات التي يسمعها الناس.

**Ultrasonic sound** has frequencies **more than 20 KHz**.

الصوت فوق الصوتية يمتلك ترددات أكثر من 20 كيلو هرتز.

2. **Ultrasonic sound** means **beyond sound**. الصوت فوق الصوتية معناه وراء الصوت.

3. **Ultrasonic** can be directed almost like a **beam of light**.

الصوت فوق الصوتية يمكن أن يكون موجه كشعاع الضوء على ما يبدو.

4. **Ultrasonic** doesn't spread out nearly as much as ordinary sound.

الصوت فوق الصوتية تقريبا لا ينتشر بأكثر قدر ممكن مثل الصوت العادي.

5. **Ultrasonic** can be used in industry to find invisible flaws in solid metals.

الصوت فوق الصوتية يمكن أن يستخدم في الصناعة لإيجاد العيوب الخفية في المواد الصلبة.

6. **Bats** and **dolphins** can produce and hear sounds of **120 KHz** or more.

الخفافيش والدلافين يمكن أن تنتج وتسمع أصوات فوق 120 كيلو هرتز.

**Ultrasonic sound** allows **bats** to "see" in the dark and **dolphin** to **find their way** underwater.

الصوت فوق الصوتية يسمح للخفافيش أن ترى في الظلام وللدلافين أن تجد طريقهن تحت الماء.

### Volume: إرتفاع الصوت / حجم

1. **Volume, loudness** is measured in **decibels (dB)**. حجم / إرتفاع الصوت يقاس بالديسيبل.

**Decibel** is a unit used for measuring the **volume** of sound.

2. The **sound of people talking** measures between **50** and **70 dB**.

صوت الناس المتحدثين يقاس بين 50 و 70 ديسيبل.

3. **sounds of more than 120 dB** cause **pain** and can lead to deafness.

الأصوات الأكثر من 120 ديسيبل تسبب الألم وتؤدي إلى الصمم.

4. The **sound of a jet plane** taking off measures between **110** and **140 dB**.

صوت إقلاع الطائرة النفاثة يقاس بين 110 و 140 ديسيبل.

**Put (T/true) or (F/false) for the following sentences.**

- |  |     |   |     |
|--|-----|---|-----|
| 1. Sound travels as waves.   | ( ) | 17. Sound can travel through vacuum.          | ( ) |
| 2. Volume of sound is measured in PH value.                          | ( ) | 18. Sound ranges from very high to very slow. | ( ) |
| 3. Volume of sound is measured in DB.                                | ( ) | 19. There is no sound in outer space.         | ( ) |
| 4. People are able to hear ultrasonic sound.                         | ( ) | 20. High sound leads to deafness.             | ( ) |
| 5. "Ultrasonic sound" means "beyond sound".                          | ( ) | 21. Loudness is measured in decibel.          | ( ) |
| 6. Frequency of sound is measured in decibel (dB).                   | ( ) | 22. Sound waves and light waves are similar.  | ( ) |
| 7. Loudness is measured on PH scale.                                 | ( ) | 23. Vibration is the source of sound.         | ( ) |
| 8. Sound waves travel through a vacuum.                              | ( ) | 24. Sound cannot travel through a vacuum.     | ( ) |
| 9. Sound frequency is measured in Hz.                                | ( ) | 25. Ultrasound is too high for human to hear. | ( ) |
| 10. Ultrasound can be used to find invisible flaws in solid metals.  | ( ) |   |     |
| 11. The frequency of the sound waves makes the pitch different.      | ( ) |   |     |
| 12. To see in the darkness, bats emit high-frequency sounds.         | ( ) |   |     |
| 13. Ultrasonic sounds can be heard and produced by lions and tigers. | ( ) |   |     |
| 14. The sound of people talking measures between 50 and 70 dB.       | ( ) |   |     |
| 15. Bats and dolphins can hear and produce sounds of 120 Hz.         | ( ) |   |     |
| 16. Sound waves need a substance, such as air, to travel through.    | ( ) |   |     |

**The answers:**

1. T, 2. F, 3. T, 4. F,  
5. T, 6. F, 7. F, 8. F,  
9. T, 10. T, 11. T, 12. T,  
13. F, 14. T, 15. F, 16. T,  
17. F, 18. F, 19. T, 20. T,  
21. T, 22. F, 23. T, 24. T,  
25. T.

**Choose the best alternatives.**

1. Sound is created by something ..... (a. moving, b. traveling, c. vibrating, d. walking)
2. Ultrasonic sounds can be ..... by many animals. (a. seen, b. smelt, c. heard, d. felt)
3. loud sounds can cause ..... (a. pain, b. rain, c. train, d. feel)
4. .... is an effect that is created by something vibration. (a. Light, b. Sound, c. Flood, d. Volcano)
5. .... waves can be represented by graphs to show the intensity. (a. Sound, b. Light, c. Matter, d. Refraction)

**The answers:** 1.c, 2.c, 3.a, 4.b, 5.a

الهدف من هذا الدرس هو التعرف على بعض علماء العرب وماهو المجال الذي اهتم به كل عالم وماهي الاكتشافات والاختراعات والمؤلفات التي عملوها.

## الكلمات الهامة:

| The words | The meanings | The words           | The meanings      | The words   | The meanings   |
|-----------|--------------|---------------------|-------------------|-------------|----------------|
| recognize | يدرك         | Algebra             | علم الجبر         | debt        | دين            |
| antirust  | مقاوم للصدأ  | Philosophy          | الفلسفة           | System      | نظام           |
| brain     | دماغ         | Geographer          | عالم جغرافيا      | Astronomer  | عالم فلك       |
| lung      | رئة          | Pharmacist          | صيدلاني           | healing     | الشفاء         |
| Medicine  | الطب         | Chemist             | عالم كيمياء       | Logic       | علم المنطق     |
| decimal   | عشري         | Molecular chemistry | الكيمياء الجزيئية | Predecessor | السلف (السابق) |

ملخص علماء العرب من حيث العالم و مجال إهتمامه وأعماله:

|    | The scientists                       | importance                   | The invitations/authorships  |
|----|--------------------------------------|------------------------------|--|
| 1. | <u>Ibn Al-Naif's</u> ابن النفيس      | اهتم با الطب <b>Medicine</b> | 1. blood's circulation system. نضام الدورة الدموية.<br>2. How the lungs work. عمل الرئتين.   |
| 2. | <u>Ibn Sinna.</u> ابن سينا           | الطب <b>Medicine</b>         | 1. Book of Healing. كتاب الشفاء.<br>2. Canon of Medicine. قانون الطب.  |
| 3. | <u>Ibn Al-Haytham</u> ابن الهيثم     | فيزياء <b>Physician</b>      | 1. How vision work. عمل الرؤية.  |
| 4. | <u>Al-Khwarizimi</u> الخوارزمي       | الرياضيات <b>Mathematics</b> | 1. Zero. الصفر<br>2. Negative numbers. الأرقام السالبة.<br>3. Decimal system. الأرقام العشرية.<br>4. Alhambra. الجبر.  |
| 5. | <u>Jabir Ibn Hayyan</u> جابر بن حيان | كيمياء <b>Chemistry</b>      | 1. Founder of molecular chemistry. مؤسس الكيمياء الجزيئية.<br>2. Scale. مقياس<br>3. Antitrust coatings. أغشية مقاومة للصدأ<br>4. Fluorescent ink. الحبر الفاتح |

### Ibn Al-Naif's: ابن النفيس

1. He was a **physician** famous for discovering **the blood's circulation system**.

كان عالم فيزيائي واشتهر باكتشاف نظام الدورة الدموية.

2. He was born in Damascus in 607 and educated at the medical college, Damascus.

ولد في دمشق في 607 وتعلم في كلية الطب في دمشق.

3. He made many **contributions** to medical knowledge at the time. For example, he was the first person to explain **how the lungs work**. عمل العديد من المساهمات لعلم الطب في ذلك الوقت. فمثلا كان أول شخص يشرح عمل الرئتين.

### Al-Khawarizimi: الخوارزمي

1. He was a great **mathematician**, **geographer**, and **astronomer** who died in 850.

كان عالم كبير في رياضيات وجغرافيا والفلك. توفي عام 850.

2. He **invented** the **zero**, **negative members**, the **decimal system** and **algebra**.

اخترع الصفر والأرقام السلبية والنظام العشري وعلم الجبر.

3. The term algorithm ( used in computer program and software) is named after a variation of his name, Al-Gorithmi. نظام الحاسبة الذي يستخدم في برامج الكمبيوتر سمي بسمه.

### Jabir Ibn Hayyan (721-776): جابر بن حيان

1. He was a **pharmacist** and a **chemist** who spent most of his life in Damascus.

كان صيدلاني وكيميائي وقضى معظم حياته في دمشق.

2. He is known as the **father of molecular chemistry**. سمي بأبو الكيمياء الجزيئية.

3. He invented a **scale** capable of weighing objects as a light as 0,1587 of a gram.

أخترع مقياس قدرة وزن الأشياء بالجرام.

4. He also developed **antirust coatings** and **fluorescent ink**. طور الأغشية المقاومة للصدأ والحبر الفاتح.

### Ibn Sinna: ابن سينا

1. He was born in 980 near Bukhara in what today is Oz Pakistan and died in Iran. After finishing school, he taught himself **logic**, **mathematics**, **science**, **philosophy** and **medicine**.

ولد في 980 قرب بخارى التي تسمى اليوم أوزبكستان وتوفي في إيران. بعدما أكمل دراسة المدرسة، هو درس بنفسه علم المنطق والرياضيات والعلوم والفلسفة والطب. ( في الكتاب المدرسي ولد في إيران وهذه المعلومة خطأ وإنما توفي في إيران).

2. He wrote his most important books, the **Book of Healing** and **Canon of Medicine**. أهم ماكتب كتاب الشفاء وقانون الطب.

### **Ibn Al-Haytham: ابن الهيثم**

1. He greatly influenced later scientists like **Sir Isaac Newton**. تأثر بشكل كبير با العلماء المتأخرين مثل السيد إسحاق نيوتن.
2. He proved that when we look at an object, **the image occurs in the brain**, not in the eyes. هو أثبت أن الصورة تسجل في الدماغ وليس في العين عندما نرى الأشياء.
3. He showed that the **brain** is able to **compare** the new image with those stored in the memory. هو أظهر أن الدماغ قادر على المقارنة بين الصورة الجديدة والصورة المخزنة في الذاكرة.
4. He realized this was the key to understand **vision**. هو أدرك أن هذا كان مفتاح الرؤية.

### **Put (T/true) or (F/false) for the following sentences.**

- |   |   |
|---|---|
| 1. Al Khawarizmi was a great mathematician. ( )             | 10. Al Khawarizmi was a physician. ( )                |
| 2. Ibn Al Haytham was famous for medicine. ( )              | 11. Canon of Medicine belongs to Ibn Sinna. ( )       |
| 3. Al-Khwarizmi invented the zero. ( )                      | 12. Al-Khwarizmi invented the vaccine. ( )            |
| 4. Ibn Sinaa was an Arabic scientist. ( )                   | 13. Ibn Al-Nafis was a scientist. ( )                 |
| 5. Ibn Al-Naifis was a great scientist. ( )                 | 14. Ibn Sinaa was was a famous scientist. ( )         |
| 6. Zero was invented by Al-Khwarizmi. ( )                   | 15. Jabir bin Hayyan was a famous Arab scientist. ( ) |
| 7. Ibn Al-Haythem was an English scientist. ( )             |   |
| 8. Ibn Al-Haythem was a famous American scientist. ( )      |   |
| 9. Ibn Sinna discovered the blood's circulation system. ( ) |   |

#### The answers:

1. T, 2. F, 3. T, 4. T, 5. T, 6. T, 7. F, 8. F,  
9. F, 10. F, 11. T, 12. F, 13. T, 14. T, 15. T.

### **Choose the best alternatives.**

1. The scientist who discovered the blood's circulation system is .....  
(a. Ibn Sinna, b. Ibn Al-Hytham, c. Ibn Al Naifs, d. Al khawarizmi)
2. A great mathematician, geographer and astronomer is .....  
(a. Ibn Sinna, b. Ibn Al-Hytham, c. Ibn Al Naifs, d. Al khawarizmi)
3. Ibn Al-Naifs studied ..... (a. music, b. medicine, c. poetry, d. computer)
4. Invented the zero, decimal system and algebra is .....  
(a. Jaber Ibn Hayan, b. Ibn Al-Hytham, c. Ibn Al-Naifs, d. Al khawarizmi)
5. A scientist who is known as the father of molecular chemistry  
(a. Ibn Hayan, b. Al Khawarizmi, c. Ibn Al Hytham, d. Ibn Al-Naifs)
6. A physician is ..... (a. chemist, b. scientist, c. geographer, d. astronomer)

The answers: 1.c, 2.d, 3.b, 4.d, 5.a, 6.b

## التلقيح Vaccination

يهدف هذا الدرس إلى التعرف على عملية التلقيح (التحصين) ومن هم العلماء الذي قاموا باختراع هذه الطريقة وتطويرها.

### التعاريف:

1. **Vaccination** is giving a very **weak** form of a disease to prevent a disease.

التلقيح هو إعطاء نوع ضعيف جداً من الوباء لمنع حدوث الوباء.

2. **Smallpox** is a disease that is found in **human**.

جدري البشر هو وباء يصيب البشر.

3. **Cowpox** is a disease that is found in **cattle**.

جدري الأبقار هو وباء يصيب المواشي.

4. **Aids** is one of the most feared disease in history. الإيدز هو واحد من أكثر الأوبئة المخيفة في التاريخ.

5. **Vaccination** becomes **commonplace** these days.

التلقيح أصبح مألوف هذه الأيام.

6. The word of **vaccine** comes from **Latin** and means a **cow**.

كلمة لقاح أتت من اللغة اللاتينية والتي تعني بقرة ( يعود سبب التسمية لإكتشاف اللقاح من الأبقار).

### الدكتور إدوارد جينر: Dr Edward Jenner

1. He was experimenting with ways of vaccinating against smallpox when he noticed that **people working with cows didn't suffer the disease**.

كان يحاول بطرق التطعيم للتخلص من وباء الجدري عندما لاحظ أن الأشخاص الذين يعملون مع الأبقار لا يعانون من هذا الوباء.

2. He was the **first successful person** who used vaccination against smallpox.

كان أول شخص ينجح باستخدام التطعيم ضد الجدري.

### الدكتور لويس باستور: Dr Louis Pasteur

1. He was a **French chemist** who developed Jenner's work. كان عالم كيميائي فرنسي الذي طور عمل جينر.

2. He showed that **diseases** are **spreading by germs**. أظهر أن الوباء ينتشر بواسطة الجراثيم.

3. He also proved that **vaccination** using a **very weak form of the disease** could lead to immunity.

أثبت أن استخدام نوع ضعيف من الوباء قد يؤدي إلى المناعة.

4. Pasteur's breakthrough came in 1885 when **he treated a boy who had been bitten by a rapid dog**.

أتى تقدم باستور في 1885 عندما عالج الولد الذي كانعضوض بكلب مسعور.

**Aids** was developed from **the blood of monkeys** in Central Africa. تطور مرض الإيدز من دم القرود في أفريقيا الوسطى.



**Put (T/true) or (F/false) for the following sentences.**

1. Vaccination is using a very strong form of disease. ( )
2. The word vaccine means a cow in Latin. ( )
3. Pasteur showed that diseases spread by germs. ( )
4. Vaccine is a short form of a disease. ( )
5. The word "vaccine" comes from the Latin "horse". ( )
6. "Smallpox" is disease that is only found in cattle. ( )
7. A weak form of the disease leads to immunity. ( )
8. AIDS was developed from the blood of monkeys. ( )
9. "Drug" means "medicine". ( )
10. Dr. Edward was a chemist. ( )
11. The word vaccine is Latin. ( )
12. Typhoid and Cholera are diseases. ( )
13. Vaccines nowadays are commonplace. ( )
14. AIDS came from African monkeys. ( )
15. Cholera is an example of epidemic. ( )
16. Louis Pasteur invented the zero. ( )
17. AIDS was found in the blood of cats. ( )

**The answers:**

1. F, 2. T, 3. T, 4. T, 5. F, 6. F, 7. T, 8. T, 9. T, 10. F, 11. T, 12. T, 13. T, 14. T, 15. T, 16. F, 17. F

**Choose the best alternatives.**

1. Nowadays, vaccination became ..... (a. commonplace, b. rare, c. dangerous, d. nothing)
2. Dr. Louis Pasteur showed that diseases spread by ..... (a. germs, b. terms, c. light, d. sound)
3. Dr. Jenner successfully used the first ..... against smallpox. (a. disease, b. vaccine, c. drink, d. food)
4. A vaccine for AIDS ..... discovered yet. (a. hasn't, b. hasn't been, c. haven't, d. haven't been)
5. AIDS was developed from the blood of ..... (a. dogs, b. cats, c. lion, d. monkeys)
6. Destroy the blood's ability to fight infection ..... (a. AIDS, b. BEDS, c. KIDS, d. BIKES)
7. Dr. Lois Pasteur was a French ..... (a. physician, b. mathematician, c. chemist, d. teacher)

**The answers:** 1.a, 2.a, 3.b, 4.a, 5.d, 6.a, 7.c



## The moon القمر

### Definitions: التعاريف

1. A **solar eclipse** is the disappearance of the **sun** during the **daylight** when the moon passes between the **sun** and the **earth**, casting a shadow on the earth.

الكسوف هو إختفاء الشمس خلال النهار عندما تمر القمر بين الشمس والأرض مشكلة ظل على الأرض.

2. A **lunar eclipse** is the disappearance of the **moon** during the **night** when the **earth** passes between the **sun** and the **moon**, casting a shadow on the moon.

الخسوف هو إختفاء القمر خلال الليل عندما تمر الأرض بين الشمس والقمر مشكلة ظل على القمر.

### Important information: معلومات هامة

1. **The moon** is the only natural **satellite** of the earth. القمر هو القمر الطبيعي الوحيد للأرض.

2. The **radius** of the **moon** is 1,738 km. نصف قطر القمر

3. The **radius** of the **sun** is more than 696,000 km.

نصف قطر الشمس أكثر من 696,000 كم.

4. The **earth** moves **around the sun**. تدور الأرض حول الشمس.

5. The **moon** moves **around the earth**. تدور القمر حول الأرض.

6. The moon returns to it's original position just over **29** days. تعود القمر إلى مكانها الأصلي من بعد تسعة وعشرون يوم.

7. We can see the moon because of light from the sun.

نستطيع أن نرى القمر بسبب سقوط ضوء الشمس عليها وإنعكاسه إلى الأرض.

8. We can see greater or lesser parts of the moon because the changes of its positions.

نستطيع أن نرى أجزاء القمر بشكل أكبر أو أصغر بسبب تغير أماكنها.

9. The moon is 384, 472,2816 km far from the earth. بعد مسافة القمر عن الأرض.

10. The sun is 299.2 million kilometers far from the earth. This space could be changed because the movement of the earth from the top to the bottom.

بعد مسافة الشمس عن الأرض ويمكن أن تتغير هذه المسافة بسبب تحرك الأرض من الأوج (القمة) إلى الحضيض.

### The moon phases: أطوار القمر

| The phases        | أطوار القمر / مراحل | أطوار / مراحل القمر             |
|-------------------|---------------------|---------------------------------|
| 1. New moon.      | قمر جديد            | 5. Full moon. بدر (قمر مكتمل).  |
| 2. Crescent.      | هلال                | 6. Gibbous. محدب / مقوس.        |
| 3. First quarter. | الربع الأول         | 7. Third quarter. الربع الثالث. |
| 4. Gibbous.       | محدب / مقوس         | 8. Crescent. هلال               |

### Definitions: التعاريف

1. **Space** is where the planets and the stars are. **الفضاء** هو المكان الذي توجد فيه النجوم والكواكب.

2. **Spin** is to **rotate**. **يغزل** بمعنى يدور.

3. **Solar** is to do with the **sun**. **شمسي** معناه يعمل مع الشمس.

4. **Satellite** is a body that moves in a fixed orbit around another.

**القمر الطبيعي** هو ذلك الجسم الذي يتحرك في مدار ثابت حول جسم آخر.

5. **Phase** is of the **moon**. **طور** من القمر.

6. **Axis** is an imaginary line around which a body moves. **المحور** هو خط خيالي الذي يتحرك حوالية جسم معين.

7. **Eclipse** is a **shadow** or **hidden** of something. **الكسوف/الخشوف** هو ظل أو إختفاء شيء ما.

8. **Orbit** is the **path** of the planet or moon. **المدار** هو طريق الكوكب أو القمر.

9. **Lunar** is to do with the **moon**. **قمري** يعمل مع القمر.

### الصفات والمعاني:

| Adjectives and their meanings | Adjectives and their meanings              |
|-------------------------------|--|
| 1. Lunar is of the moon.      | 1. Total is completed.                     |
| 2. Solar is of the sun.       | 2. Shadow/hidden means can't be seen.      |
| 3. Partial is not completed.  | 3. Original means first, at the beginning. |

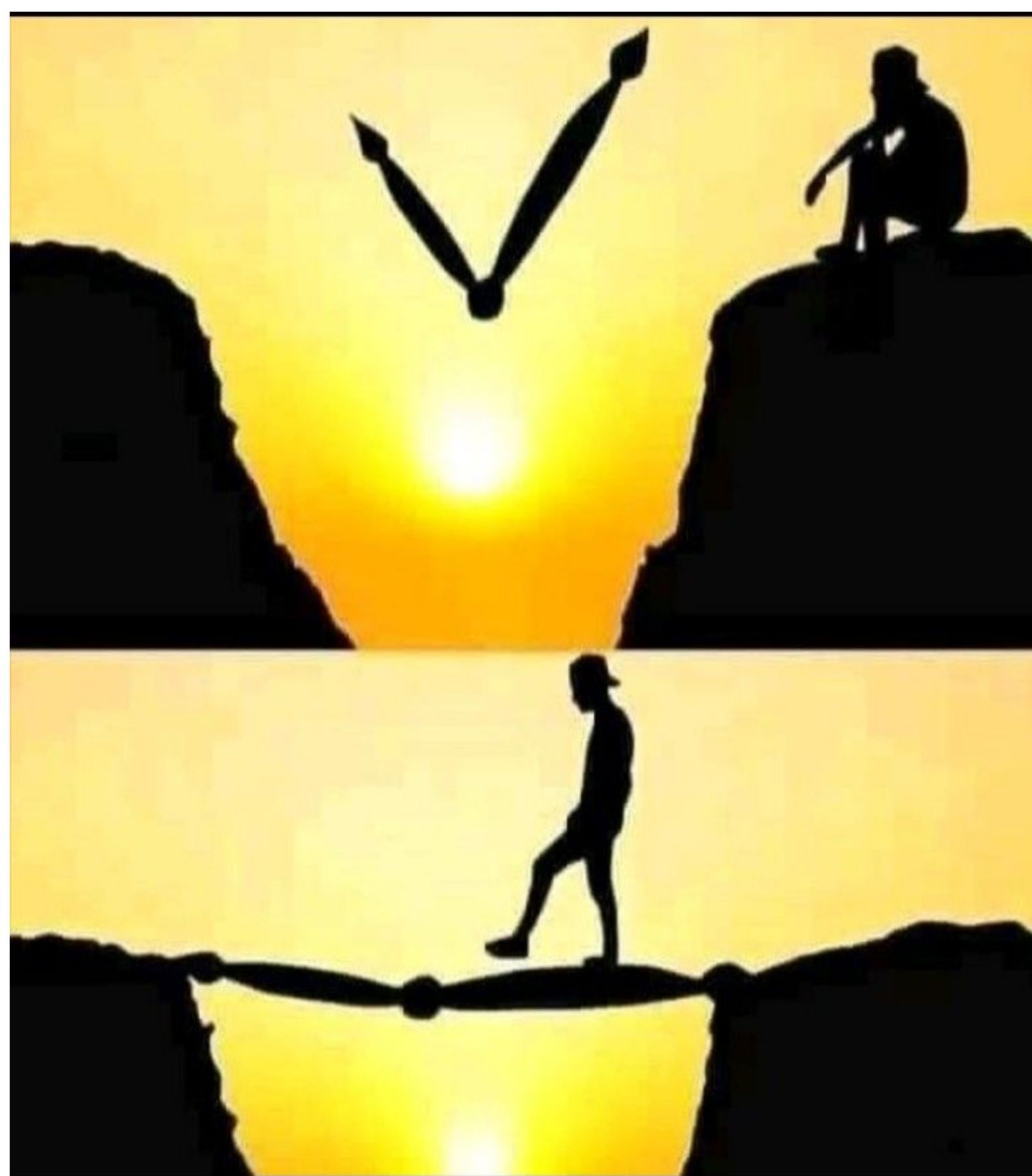
### Put (T/true) or (F/false) for the following sentences.

- |   |  |
|---|--|
| 1. A solar eclipse happens at daylight. ( )             | 10. A lunar eclipse happens at night. ( )            |
| 2. The radius of the sun is less than 696,000 km. ( )   | 11. The radius of the moon is 1,738 km. ( )          |
| 3. The sun is closer to the earth than the moon. ( )    | 12. The moon disappears in a lunar eclipse. ( )      |
| 4. The moon gets its light from the sun. ( )            | 13. The moon is the only satellite of the earth. ( ) |
| 5. The word spin means orbit. ( )                       | 14. The word solar means to do with the moon. ( )    |
| 6. Gibbous is the second phase of the moon. ( )         | 15. Solar is to do with the sun. ( )                 |
| 7. Lunar is to do with the moon. ( )                    | 16. Crescent is the second phase of the sun. ( )     |
| 8. The earth goes around the sun once a year. ( )       | 17. The moon is bigger than the sun. ( )             |
| 9. The moon can be seen because light from the sun. ( ) | 18. Crescent is the third phase of the moon. ( )     |

19. A solar eclipse is the disappearance of the moon. ( )
20. When the moon is close to the earth, it looks smaller. ( )
21. The orbit is the path which the planet or moon moves. ( )
22. When the moon is close to the earth, it looks bigger. ( )
23. A luner eclipse is the disappearance of the sun during daylight. ( )
24. A luner eclipse is the disappearance of the moon during daylight.( )
25. The shadow of the moon is on the earth during the solar eclipse. ( )
26. During the lunar eclipse, the shadow of the earth is on the moon. ( )
27. A solar eclipse happens when the moon passes between the sun and the earth.( )
28. A luner eclipse happens when the earth passes between the sun and the moon.( )

The answers:

1. T, 2. F, 3. F, 4. T, 5. T,  
6. F, 7. T, 8. T, 9. T, 10.T,  
11.T, 12.T, 13.T, 14.F, 15.T,  
16.F, 17.F, 18.F, 19.F, 20.F,  
21.T, 22.T, 23.F, 24.F, 25.T,  
26.T, 27.T, 28.T



# Tenses

ركز المؤلفون على الأزمنة الآتية في صيغة المعلوم والمجهول:

1. Past simple.
2. Pas continuous.
3. Present perfect simple.
4. Present perfect continuous.
5. The verb to be + to + infinite.

## The present simple tense

### الإستخدام: Use:

يستخدم زمن المضارع البسيط في الأحداث المتكررة والأعمال الروتينية.

### Examples :

1. Aisha **always** **cooks** the food. عائشة دائما تطبخ الطعام
2. Taha **writes** his homework **every** day. طه يكتب واجبه كل يوم
3. Laila **sometime** **watches** TV. ليلى أحيانا تشاهد التلفاز
4. Ali **plays** football **every** week. علي يلعب كرة القدم كل أسبوع
5. Tom **studies** English **every** day. توم يدرس إنجليزي كل يوم

### 2. في الحقائق العامة وقوانين الطبيعة:

1. The sun sets in the west. الشمس تغرب في الغرب.
2. The cats like the milk. القطط تحب الحليب.

Always

every day

S + **usually** + v.present + object + **,week**

القاعدة The Rule :

ملاحظات Notes:

1. يضاف للفعل **s/es** إذا كان الفاعل مفرد (غائب) (إسم مثل Ali أو ضمير He, she and it) وإذا كان جمع فلانضيف للفعل أي شيء .
2. نضيف لآخر الفعل **es** إذا انتهى الفعل بأحد حروف الصفير (x, ss, sh, ch, o) كما في المثال الثالث من الأمثلة السابقة وفي الأفعال الآتية:

miss, finish, mix, watch, go

3. إذا انتهى الفعل بحرف (y) وكان الفاعل مفرد غائب فله حالتين كالآتي:

1. نضيف "s" إذا سبق "y" بحرف متحرك كما في المثال الرابع.
2. نحذف "y" ونكتب "ies" إذا سبق بحرف ساكن كما في المثال الخامس.
3. وجود علامات (ضروف التكرار) لهذا الزمن كالآتي (العلامات):

1. **usually** عادة .
2. **always** دائما .
3. **sometime** أحيانا
4. **often** غالبا .
5. **rarely** نادرا .
6. **never** أبدا
6. **every**

4. علامات (تعبير زمنية) تأتي في آخر الجملة وهي كلمة .... **every** ملحوظة بإسم بعدها مثل **every day, month, year...etc** كما في الأمثلة السابقة رقم 2,4,5 ويمكن أن تأتي في البداية وتلحق بـ كوما ( , ) .

## النفي Negation :

عند النفي نضع كلمة **doesn't / does not** بعد الفاعل إذا كان إسم مفرد أو ضمير مفرد غائب ( He, she and it ) وكلمة **do not / don't** إذا كان الفاعل جمع مثل :

1. Ali **doesn't** write his lesson **every** day. 2. We **don't** study French language. 3. He **never** stops talking.

ملاحظة: تحذف s/es في حالة النفي ب **doesn't** وتبقى عند النفي ب **never**.

## السؤال Question:

1. نضع **Does** قبل الإسم أو الضمير المفرد ( He, she & it ) وترجم ب " هل " مع حذف **s/es**.

2. نضع **Do** قبل أسماء و ضمائر الجمع با الإضافة إلى ضمير المتكلم المفرد " I ".

1. **Does he** visit his mother every week?

2. **Do you** like playing football?

Yes, he does.

-No, he does not.

Yes, I do.

No, I don't.

Write the third person singular of the verbs in the list in the correct box.

dance, fish, study, open, mix, pray, put, miss, like, dry, do, catch, wash, say, cry, copy, watch, play, pass, begin.

| -s     | -es      | -ies    |
|--------|----------|---------|
| dances | finishes | studies |
|        |          |         |
|        |          |         |
|        |          |         |
|        |          |         |
|        |          |         |
|        |          |         |
|        |          |         |

Put the verbs in the brackets into the present simple.

1. I **play** (**Play**) football with my friends on Sunday.

5. Tina ..... (**Walk**) to school every day.

2. Susan ..... (**wash**) her hair every day.

6. Kamal often ..... (**do**) his homework.

3. Sam ..... (**not/know**) anything about the party.

7. .... (**you/come**) here every day?

4. Ali and Ahmed ..... (**visit**) their grandparents every week.

Write the questions and negations as the first example for below.

| <u>Positive sentences</u>                    | <u>Questions</u>                         | <u>Negative forms</u>                       |
|--|--|---|
| 1. Tom plays football every day.             | <b>Does</b> Tom play football every day? | Tom <b>doesn't</b> play football every day. |
| 2. Taha and Saleh go shopping on Monday.     | .....<br>.....                           | .....<br>.....                              |
| 3. Fatima watches TV in the afternoon.       | .....<br>.....                           | .....<br>.....                              |
| 4. Laila cleans the house every day.         | .....<br>.....                           | .....<br>.....                              |
| 5 .Ahmed writes his homework in the evening. | .....<br>.....                           | .....<br>.....                              |
| 6 .Fuad listens to music every day.          | .....<br>.....                           | .....<br>.....                              |

Fill the gaps with the present simple.

1. .... (you/come) here very often?
2. We ..... (leave) the house at 7:00 every morning.
3. Sam ..... (not/know) anything about the party.
4. Where ..... (be) Ali?
5. She ..... (watch) Tv every night.
6. I ..... (play) tennis in the summer.

Rewrite the sentences putting the adverb in the brackets in the correct places.

1. You must wash your teeth twice a day. (always) - You must **always** wash your teeth twice a day.
2. Is he on time for work? (always) - .....
3. Karen has cereal for breakfast. (sometime) - .....
4. Paul doesn't listen to music in the evening. (usually) - .....
5. The children help with the housework. (rarely) - .....
6. Sheila can park her car properly. (never) - .....

Form question using the prompts below, as in the example.

1. Jim's father drives fast. (your brother) - **Does your brother drive fast, too?**
2. Tom plays the guitar every day. (Peter) - .....
3. Laila likes video games. (Huda) - .....



## The present continuous tense

**الإستخدام Use:** يستخدم زمن المضارع المستمر

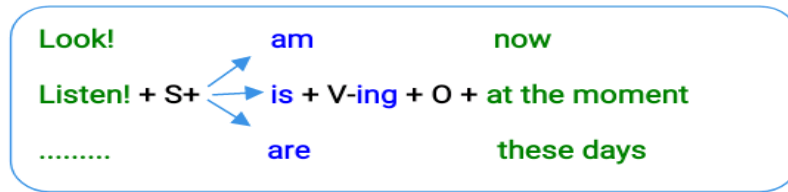
1. للتحدث عن أحداث تحدث الآن في الوقت الحالي.

2. للأحداث التي رتب ونظم لحدوثها في المستقبل القريب.

1. I'm reading now. أنا أقرأ الآن.

2. He is eating an apple at the moment. هو يأكل تفاحة في اللحظة.

هو سيسافر غدا. He is travelling in tomorrow.



**القاعدة The rule:**

**ملاحظات:**

1. إذا انتهى الفعل بحرف "e"، يحذف ويضاف ing مثل:

write – writing, smoke – smoking, dance – dancing

2. الأفعال ذات مقطع واحد والمنتھية بحرف ساكن مسبق بحرف متحرك، يبدل الحرف الأخير ويضاف للفعل ing مثل:

sit – sitting, swim – swimming, travel – travelling

ولا يبدل إذا انتهى الفعل بحرف w/y مثل: snow – snowing, play – playing

3. الأفعال المنتھية بـ "ie" تحذف "ie" ويكتب "y" مثل:

lie – lying, die – dying

1. He is lying now. هو يكذب الآن.

2. Many people are dying these days because the civil war.

العديد من الناس يموتون في هذه الأيام بسبب الحرب الأهلية.

**لكلمات الداله (العلامات):**

توجد علامات في البدايه وعلامات في النھاية:

1. علامات في البدايه: وتكون بأفعال الأمر والتعجب مثل:

1. Look! انظر 2. Listen! استمع 3. Shut up! اصمت 4. Shhh! اصمت

1. Look! Ali is coming.

2. Shhh! My father is sleeping.

2. علامات في نھاية الجملة للحاضر:

في الحاضر at the present , في اللحظة at the moment , الآن Now



4. الأفعال الدالة على المشاعر والتفكير والحواس لا تستخدم با الأزمنة المستمرة / التامة المستمرة مثل المضارع/الماضي المستمر.

| <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> | <u>The words</u> | <u>The meanings</u> |
|------------------|---------------------|------------------|---------------------|------------------|---------------------|
| Love/ like       | يحب                 | Understand       | يفهم                | remember         | يتذكر               |
| hate             | يكره                | need             | يحتاج               | want             | يريد                |
| Know             | يعرف                | feel             | يشعر                | believe          | يصدق/ يؤمن          |
| Think            | يعتقد/ يفكر         | touch            | يلمس                | seem             | يبدو                |
| Forget           | ينسى                | see              | يرى                 | care             | يهتم                |
| Notice           | يلحظ                | hear             | يسمع                | taste            | يتذوق               |
| Refuse           | يرفض                | smell            | يشم                 | live             | يعيش                |

هذه الافعال تستخدم بزمان المضارع البسيط ولكن البعض منها قد يستخدم بزمان المضارع المستمر ويدل على فترة زمنية قصيرة مثل:

1. I live in Ibb city.      2. I'm living in Ibb city.

الجملة الاولى تدل على ان المتكلم يعيش في مدينة إب وسيبقى هناك ولكن الجملة الثانية تدل على ان المتكلم يعيش في مدينة إب لفترة زمنية قصيرة وسيغادر منها.

النفى Negation:

تنفى الجملة بزمان المضارع المستمر بكلمة "not" بعد الافعال المساعدة مثل:

1. I'm reading a story now.      - I'm not reading a story now.  
 2. He's writing a lesson.      - He's not writing a lesson.  
 3. We're studying English These days.      - We're not studying E these days.

السؤال Question:

نقوم بوضع الفعل المساعد قبل الفاعل مثل :

Is he writing a lesson now?

Yes, he is.      -No, he is not.

Are they studying English?

Yes, they are.      -No, they are not.

Fill in with the present continuous.

1. He is sitting (sit) at the desk.      4. They ..... (Play) football.  
 2. She ..... (eat) dinner.      5. You ..... (read) a book.  
 3. The dog ..... (sleep).      6. I ..... (watch) TV.

**Write the questions and negations.**

- |                                     |                                  |                                      |
|-------------------------------------|----------------------------------|--------------------------------------|
| 1. He is riding a bicycle.          | _ <b>Is</b> he riding a bicycle? | _ He is <b>not</b> riding a bicycle. |
| 2. They are listening to the radio. | - .....                          | - .....                              |
| 3. She is drinking a cup of coffee. | - .....                          | - .....                              |
| 4. I am running.                    | - .....                          | - .....                              |

**Choose the best alternatives.**

- The hurricane is ..... toward the city now. (1. moves, 2. moving, 3. moved, 4. move)
- A: Where is James? B: He ..... in the garden right now. (1. is playing, 2. was playing, 3. plays, 4. played)
- Taha is very busy. He ..... hard these days. (1. works, 2. is working, 3. work, 4. has worked)
- I ..... to Paris tomorrow morning. (1. fly, 2. is flying, 3. was flying, 4. am flying)
- ..... Saleh packing suitcases at this moment? (1. Am, 2. Was, 3. Were, 4. Is)
- We are taking Exam ..... . (1. just, 2. yesterday, 3. since, 4. at the moment)
- The students ..... English at the present. (1. aren't study, 2. were studying, 3. aren't studying, 4. are study)

**The answers:**

1.2, 2.1, 3.2,  
4.4, 5.4, 6.4, 7.3

**Look at the picture and put the verbs in the brackets in the present continuous.**



Four people **are sitting** (sit) at a table. They are in a restaurant. They ..... (have) dinner. They ..... (wear) smart clothes. The man ..... (wear) a suit. The parents ..... (smile) each other and they ..... (talk). The children ..... (listen). The girl ..... (drink) some Coke. The boy ..... (eat) some bread. They ..... (enjoy) their meal.

**Look at the picture and ask and answers questions as in the example.**

1. The parents/ wear/ sport clothes?

A: Are the parents wearing sport clothes?

B: No, they're not. They are wearing smart clothes.

2. The four people/ have/ dinner?

A: .....

B: .....

3. The children/ talk?

A: .....

B: .....

4. The girl/drink/ some juice?

### The use while + present continuous with present simple.

You use while + present continuous with present simple when you want to show two actions happen at the same time. نستخدم هذه القاعدة (بينما+مضارع مستمر، مضارع بسيط) عند التحدث عن حدثين يحدثين في نفس الوقت في الحاضر.

#### Example:

1. While the mixture is boiling gently, you fry the pieces of fish. بينما خليط الطعام يغلي، انت تقلي قطع السمك.
2. While the teacher explains the lesson, the students listen to him. بينما الأستاذ يشرح الدرس، الطلاب يستمعون إليه.

### Put each verb in the brackets into the correct tense.

1. While you ..... (wait) for the water to boil, you ..... (put) the coffee in the pot.
2. While the oven ..... (heat) up, you ..... (prepare) the ingredients.
3. You ..... (make) the sauce, while the food ..... (cook).
4. You ..... (stir) the soup while it ..... (simmer).
5. While he ..... (chew) Qat, he ..... (watch) a film.

### Underline the correct time expression.

1. Karen usually cooks dinner in the evening/now.
2. It isn't snowing at the moment/at the weekend.
2. They're running to catch the bus now/at night.
3. Kim and Rana go to the park on Fridays/todays.
3. Do you go out at the moment/at the weekend.
6. Are they having lunch every Monday/now?
4. Paul is repairing his car on Monday/at the moment.
8. She seldom/at the moment visits her friends.

### Choose the correct answer.

1. Alice ..... like French film. (a. isn't, b. don't, c. doesn't, d. hasn't)
2. .... you doing your homework? (a. Do, b. Does, c. Are, d. Is)
3. My friend and I ..... TV on Saturday afternoons. (a. watch, b. watches, c. watching, d. watched)
4. .... having a lesson at the moment? (a. Are, b. Is, c. do, d. Does)
5. We usually ..... out on Sundays. (a. eats, b. eating, c. eaten, d. eat)
6. .... Tigers live in the jungle? (a. Are, b. Do, c. Does, d. Is)
7. She ..... everybody in her school. (a. know, b. known, c. knowing, d. knows)
8. The earth ..... round the sun. (a. move, b. moves, c. moving, d. had moved)

**Present simple VS present continuous.**

**Put the verbs in the brackets into the correct form of the present simple or present continuous.**

1. A: Where is Ali?                      B: He **is playing** (**play**) football in the garden now.
2. A: Is Taha very busy?              B: Yes, he ..... (**work**) very hard these days.
3. A: What ..... (**you/do**) on Saturday?              B: I clean the house and go shopping.
4. A: John ..... (**not/ know**) how to swim.              B: Yes because he still three.

**Complete the following paragraph with present simple or present continuous.**

Sami Ali ..... (**work**) at the bakery. He ..... (**always/ get up**) very early because he ..... (**start**) at seven o'clock every morning. At the moment, Sami ..... (**not/be**) at work. He ..... (**pack**) a suitcase because he ..... (**go**) on holiday today.

**Correct the mistakes.**

1. He goes fishing tomorrow.
2. Ala'a wash her hair every day.
3. I'm visiting my grandparents every week.
4. Tim doesn't wants to do his homework.
5. He sits on the floor at the moment.
6. Do you watch TV in the evening always?
7. Sarah is drinking coffee every morning.
8. They don't go usually on holiday on May.
9. Does she work late? No, she does never.
10. Peter looks for a new house at the moment.

**Read the following dialogue between the hotel owner and the receptionist. Put the verbs in the brackets into the present simple or present continuous.**

A: Good morning Elizabeth. A special guest **...is coming...** (come) to our hotel today.

B: Really! ..... (I/know) who it is?

A: I ..... (think) you do. He is a teacher of English.

B: It ..... (be) T. Waleed Al-degn, isn't it? When ..... (he/come)? I can't wait to meet him.

A: At 3 o'clock this afternoon. But there were a few things you ..... (need) to know. First of all, he ..... (love) flowers. He also ..... (enjoy) having his breakfast in the dining-rrom, not in his room.

B: Why ..... (he/stay) at our hotel?

A: Because he ..... (want) to give All Yemenis' salaries and he ..... (not/like) to be disturbed by other.

B: I see. Well let's hope that everything will be okay while he ..... (stay) here.

## The past simple tense

### الإستخدام: Use

1. يستخدم زمن الماضي البسيط للأحداث التي حدثت في الماضي وانتهت في وقت معروف او محدد مثل:

She helped her mother yesterday. هي ساعدت امها بالأمس.

S + V2 + O+ C

### القاعدة The rule:

#### ملاحظات:

1. يضاف للفعل "ed" لتحويله إلى الماضي إذا لم يكن من الأفعال الشاذة مثل :

He watched a frightened film last night.

2. إذا كان الفعل من الأفعال الشاذة / الغير منتظمة , فيكون بالتصريف الثاني مثل:

Ali wrote his homework yesterday.

3. الأفعال المنتهية بحرف "e" يضاف للفعل "d" فقط مثل: Like-liked

4. إذا انتهى الفعل بحرف "y" وسبق بحرف متحرك نضيف للفعل "ed" وإذا سبق بحرف ساكن فيحذف "y" ويكتب "ied" - مثل:

play-played, study-studied

5. الأفعال ذات مقطع و المنتهية بحرف ساكن مسبق بحرف متحرك, يبدل الحرف الأخير ويضاف "ed" مثل: stop- stopped

6. الأفعال المنتهية بحرف "L" واحد, يبدل ال "l" ويضاف "ed" مثل:

Travel -travelled, quarrel- quarrelled

### الكلمات الدالة:

منذو Ago اليوم/الاسبوع الماضي Last day / week 2. أمس yesterday 1.

### النفي Negation:

تنفي الجملة ب didn't (بعد الفاعل المفرد/الجمع) ثم الفعل الرئيسي مع حذف "ed" من الفعل إذا كان من الأفعال المنتظمة او إعادته إلى المصدر (التصريف الأول) إذا كان من الأفعال الغير منتظمة مثل:

1. He played football yesterday.

- He didn't play football yesterday.

2. Tom wrote his homework last day.

- Tom didn't write his homework last day.

## السؤال Question

يبدأ السؤال بزمن الماضي البسيط بـ "Did" (للمفرد والجمع) ثم الفاعل ثم الفعل با المضارع/التصريف الأول ثم المفعول به ثم التكمله مثل:

1. Did you go to Aden last year? هل ذهبت إلى عدن العام الماضي؟

Yes, I did. - No, I did not.

2. Did she clean her room last night? هل نظفت غرفتها الليلة الماضية؟

Yes, she did. -No, she did not.

Write the past simple of the verbs in the list in the correct box.

laugh, study, travel, pray, stop, close, cry, rob, call, love, tidy, dance, miss, drop, phone, enjoy, try, live, refer, look, carry.

| +ed | +d | y _ ied | double consonants + ed |
|-----|----|---------|------------------------|
|     |    |         |                        |
|     |    |         |                        |
|     |    |         |                        |
|     |    |         |                        |
|     |    |         |                        |
|     |    |         |                        |

Put the verbs in brackets into the correct form of the past simple.

- He visited us yesterday. (visit)
- ..... (you/watch) the horror film last night.
- Fatima ..... (clean) the windows twice last week.
- They ..... (not/go) on holiday to Wadi Aljanat last summer.
- Sorry Mum, but I ..... (drop) the glass on the floor.
- Susan ..... (not/play) tennis yesterday.
- ..... (you /see) Ahmed yesterday.
- ..... (Sam/enjoy) his trip to Mashwara last week.

Put the verb into the correct form of the past simple.

- A: What did you do (you/do) last summer? B: I ..... (Work) in a fast food restaurant.
- A: What kind of work ..... (you/do)? B: I ..... (take) orders from customers
- A: ..... (you/earn) much money? B: Yes, but I ..... (spend) most of it.
- A: What ..... (you/spend) it on? B: I ..... (go) on holiday to Ibb governorate.
- A: ..... (you/have) a good time? B: Yes, it ..... (be) wonderful.

You have just come back from a holiday. Your friend is asking you some questions. Look at the prompts and, in pairs, ask and answer questions giving your answers.

| <u>Prompts</u>            | <u>Questions</u>  | <u>The answers</u>    |
|---------------------------|-------------------|-----------------------|
| 1. Where/ go?             | Where did you go? | I went to Wadi Annah. |
| 2. Who/ go with?          | .....             | .....                 |
| 3. Have/ a good time?     | .....             | .....                 |
| 4. Stay/ at Wadi Annah?   | .....             | .....                 |
| 5. The weather/ good?     | .....             | .....                 |
| 6. What/do every day.     | .....             | .....                 |
| 7. Eat/ at restaurants?   | .....             | .....                 |
| 8. climb / the mountains? | .....             | .....                 |

**قاعدة used to :** تستخدم هذه القاعدة للتحدث عن عادات الأحداث في الماضي والتي لم تعد تحدث في الحاضر وتأخذ أشكال قواعد الماضي البسيط في النفي والسؤال. مثل:

1. I **used to** eat a lot of sweet.      2. Did you **use** to eat a lot of sweet?      3. I **didn't use** to eat a lot of sweet.

Choose the best alternatives.

- Columbus ..... American. (a. discover, b. discovers, c. discovering, d. discovered)
- Ahmed ..... drive a car, but now he drives a car. (a. is ridding, b. used to ride, c. rides, d. ridden)
- I ..... an interesting book at the moment. (a. don't read, b. reads, c. read, d. am reading)
- He ..... home yesterday morning because he felt ill. (a. went, b. is going, c. used to go, d. gone)
- Mr. Jone ..... ,but he does now. (a. used to travel, b. didn't used to travel, c. travelled, d. travelling)
- I ..... a noise. So, I went to see what it was. (a. heard, b. hear, c. hearing, d. am hearing)
- Bobby ..... how to use a computer at the moment. (a. learnt, b. is learning, c. learns, d. has learnt)
- My parents ..... to the party tonight. (a. used to, b. goes, c. are going, d. going)
- The ferry boat ..... every day at quarter past two. (a. leaves, b. leave, c. is leaving, d. left)
- The robber ..... over the wall and ran away. (a. runs, b. is running, c. ran, d. were running)
- Mr. Smith is a lawyer. He ..... a lot of hours. (a. works, b. is working, c. worked, d. was working)

## The past continuous tense

الإستخدام: Use:

نستخدم زمن الماضي المستمر عند رواية القصص و للأحداث التي حدثت في الماضي واستمرت لفترة زمنية معينة ولا نعرف بداية او نهاية هذا الحدث.

**S + was/were + V-ing + O + C**

**The rule القاعدة:**

### Examples:

1. They **were travelling** all morning. هم كانوا مسافرين طوال اليوم .

2. Ali **was playing** football yesterday. علي كان يلعب كرة قدم با الأمس .

3. The birds **were singing** on the trees. الطيور كانت تغني فوق الشجرة .

2. يستخدم لحدثين حدثا في الماضي واستمر لفترة زمنية معينة إما بنفس الوقت أو حدث قطع حدث ( ويكون الحدث الأول طويل ماضي مستمر والثاني قصير ماضي بسيط) مثل:

**While** I **was watching** T V, My father came. **بينما** كنت اشاهد التلفاز، ابي أتى .

**As** she **was writing**, the pen finished . **بينما** كانت تكتب، القلم زلج .

**When** we went to school, they **were studying** English. **عندما** ذهبنا إلى المدرسة، هم كانوا يدرسون إنجليزي .

الكلمات الدالة: طوال الصباح/ اليوم ... **All morning /day**، **عندما When**، **بينما as/While**

ملاحظات notes:

1. نستخدم **was** مع **I and she, he, you, we** بينما نستخدم **were** مع **they, you, we**

2. تأتي الجملة بعد **as/while** بزمن الماضي المستمر بينما تأتي الجملة بعد **when** بزمن الماضي البسيط.

**النفي Negation:**

نضع كلمة **not** بعد الأفعال المساعدة **was/were** مثل:

1. Tom **was working** all night.

- Tom **was not working** all night.

2. They **were studying** all morning.

- They **were not studying** all morning.

**السؤال Question:**

نضع الأفعال المساعدة **was/were** قبل الفاعل وتترجم ب " هل " مثل:

1. **Was** he **working** all day? هل كان يعمل طوال اليوم ؟

2. **Were** they **studying** all year? هل كانوا يدرسون طوال العام ؟

Yes, he was.

-No, he was not.

- Yes, they were.

- No, they were not.



**الفرق بين الماضي البسيط والماضي المستمر:**

| <u>الماضي البسيط Past simple</u>   | <u>الماضي المستمر Past continuous</u>  |
|--|--|
| <p>1. تستخدم للأحداث التي حدثت في الماضي في وقت محدد ومعروف وتكمل الحدث. مثل:</p> <p>I wrote my homework yesterday.</p> <p>انا كتبت الواجب با الأمس. بمعنى أنه أكمل كتابة الواجب الأخير.</p> <p>2. يستخدم لحدثين الأول حدث وتكمل والحدث الثاني حدث بعدة مباشرة مثل:</p> <p>First she cooked the food and then she introduced it.</p> <p>أولاً هي طبخت الطعام ثم قدمته.</p> <p>She read the advertisement and then she called the company.</p> <p>هي قرأت الإعلان ثم اتصلت بالشركة.</p> | <p>1. تستخدم للأحداث التي حدثت في الماضي ولا نعرف بداية الحدث أو نهايته ولا نعرف هل أكمل الحدث أو لا. مثل:</p> <p>I was writing my homework.</p> <p>انا كنت أكتب الواجب. بمعنى أنه كان يكتب الواجب ولا نعرف هل أكمل كتابة الواجب أو لا.</p> <p>2. يستخدم لحدثين حدثا في نفس الوقت أو قطع أحدهما الآخر. مثل:</p> <p>2. While I was reading a story, they were listening to me.</p> <p>بينما كنت أقرأ القصة, هم كانوا يستمعون لي.</p> <p>While the footballers were playing, the audience were watching them.</p> <p>بينما كان اللاعبون يلعبون , كان الجمهور يشجعهم.</p> |

**Put the verbs into brackets into the past continuous.**

A: What **was happening** ( **happen** ) at the time of robbery?

B: Well. I ..... ( **sit** ) in my office. I ..... ( **talk** ) to an employee. Some of the staff ..... ( **put** ) food onto the shelves. Several customers ..... ( **do** ) their shopping and the cashier ..... ( **stand** ) behind the till.

A: Can you tell me anything about the robbers?

B: Yeah. They ..... ( **wear** ) black masks and they ..... ( **hold** ) guns. They ..... ( **shout** ).

A: How did they get away?

B: They drove off the car which ..... ( **wait** ) outside.

1. When I ..... ( **wake up** ) yesterday, my mother ..... ( **work** ) in the kitchen and my little brother ..... ( **play** ) outside.

2. When We saw our father's new car ..... ( **come** ) along the road, we ..... ( **run** ) to meet him.

3. At the wedding, the men ..... ( **Listen** ) to a song, when it ..... ( **start** ) to rain.

Join the sentences using as, when or while, as in the example.

1. Aisha was cooking. She burnt herself.

**While** Aisha **was** cooking, she burnt herself.

- Aisha **was** cooking **when** she burnt herself.

2. Fatima **was** cooking some tea. She dropped the kettle.

.....

.....

3. I **was** sitting in the garden. It started raining.

.....

.....

4. Taha **was** driving. He got bouquet on the road.

.....

.....

5. She **was** walking in the park. A dog attacked her.

.....

.....

Put the verbs in the brackets into the past simple or past continuous.

1. As I **was doing** (do) washing - up, I broke a glass.

2. We ..... (walk) in the woods when the storm ..... (begin).

3. John ..... (repair) his motorbike when his mother ..... (arrive).

4. We ..... (see) a bad accident as ..... (drive) to the airport.

5. We ..... (talk) when she ..... (come) into the room.

6. Tom ..... (watch) the match when the TV ..... (break down).

Choose the correct answer.

2. Sarah ..... a new car last week. (a. is buying, b. buy, c. bought, d. had bought)

3. I ..... when the teacher went out. (a. write, b. wrote, c. was writing, d. is writing)

4. They ..... hard at the moment. (a. are working, b. were working, c. work, d. worked)

5. I ..... home from school when it began to rain. (a. was coming, b. come, c. comes, d. coming)

6. We ..... for a new house at the moment. (a. were looking, b. look, c. looked, d. are working)

7. Ali ..... his father in the garden every Sunday. (a. was helping, b. helps, c. helping, d. is helping)

8. Ahmed ..... to Mosque every day. (a. go, b. goes, c. was going, d. going)

**Put the verb in brackets into the past continuous or past simple.**

1. We **went** (go) swimming every day when we were young.
2. Todd often ..... (ride) his horse when he was a boy.
3. It ..... (rain) while I was waiting for a bus.
4. Aisha ..... (clean) the window when I saw her.
5. Simon ..... (dance) when he fell and hurt his leg.
6. Tom ..... (write) a letter when his mother came home.
7. She ..... (sing) in our school many years ago.
8. He ..... (write) his homework yesterday.

**Correct the mistakes.**

4. We were having lunch at a lovely restaurant every day when we were on holiday.

1. He was washing the car While the fire started.
2. Ahmed was studying when his sister was listening to music.
3. Saddam was opening the door and walked into the house.
5. Ali drank tea at five o'clock yesterday afternoon.
6. Dad was repairing the TV while mom cooked dinner.
7. I was going to the park last Saturday.
8. I was buying a new gift for the party yesterday.
9. While Mohammed built the garden, he hurt himself.
10. While she was cooking, the gas was finishing.



**Look at the picture, ask questions and answer as the first example.**

|  |                                    |  |
|--|------------------------------------|--|
| 1. The two girls/ play/ tennis?          | <b>Were the girls play tennis?</b> | <b>No, they weren't. They're playing volleyball.</b> |
| 2. The young man/listen to/music?        | .....<br>.....                     | .....<br>.....                                       |
| 3. The old man/read/ a book?             | .....<br>.....                     | .....<br>.....                                       |
| 4. The women/ knit?                      | .....<br>.....                     | .....<br>.....                                       |
| 5. The Japanese tourists/take/ pictures? | .....<br>.....                     | .....<br>.....                                       |

## المضارع التام The present perfect simple tense

**الإستخدام Use** نستخدم زمن المضارع التام:

1. للأحداث التي حدثت في الماضي القريب وانتهت في الوقت الحاضر ولا تزال أثاره موجودة إلى الآن.
2. للأحداث التي حدثت في الماضي في وقت غير محدد.

### القاعدة The rule:

S + **have/has** + **P.P** + O + C.

### Examples:

1. The sky **has just** rained. (قد توقف المطر قبل قليل ولارض مبللة في الوقت الحاضر)
2. I **have already** hurt my finger. (انا جرحت اصبعي قبل قليل والآن يوجد دم او شاش على يدي).
1. He **has just** written his homework. هو كتب واجبه في الحال.
2. We **have recently** studied English. نحن درسنا إنجليزي مؤخراً.

### ملاحظات:

1. الضمائر المفردة الغائبة ( **he, she & it** ) تأخذ الفعل المساعد **has**.
  2. الضمائر الأخرى ( **I, we, you & they** ) وأسماء الجمع تأخذ الفعل المساعد **have**.
  3. يكون **الفعل** **با التصريف الثالث** إذا كان من الافعال الشاذة او **با الماضي -ed** إذا كان من الافعال المنتظمة.
  4. نستخدم **just** عندما يكون الحدث قريب جداً ربما دقائق/ايام و **already** للوقت القريب و **recently** لوقت قريب ولكن أبعد من . ( **just and already (recently, already, just)** )
  5. **So far** تستخدم في نهاية الجملة المثبتة عند وجود اعداد في المفعول به مثل:
- هو لم يكتب الواجب حتى الآن. He **hasn't** written homework **yet**.
- هل كتب الواجب حتى الآن؟ **Has** he written homework **yet**?
- قرأت كتابين حتى هذه اللحظة. I've read two books **so far**.
6. كلمة **for** تدل على الفترة الزمنية كاملة بينما **since** تدل على نقطة البداية وقد تلحق ب اعوام / شهور ولكن ليس شهور علم.
2. أنا أعرف منذ ٢٠١٠. I've known him **since** 2010.
- أنا عشت هنا لعشر سنوات. I've lived here **for** ten years.

### علامات الزمن:

- |                                |                          |                                   |
|--------------------------------|--------------------------|-----------------------------------|
| 1. <b>Just</b> حالا.           | 2. <b>already</b> بالفعل | 3. <b>recently</b> مؤخراً/حديثاً. |
| 4. <b>Yet/ so far</b> حتى الآن | 5. <b>How long</b> كم.   | 6. <b>for</b> ل / لأجل            |
|                                |                          | 7. <b>since</b> منذو              |

## النفي Negation:

نضع كلمة **not** بين الفعل المساعد **has/have** والفعل با التصريف الثالث كما التالي:

1. He **has not** written homework **yet**. هو لم يكتب الواجب حتى الآن.
2. We **have not** studied English **yet**. نحن لم مدري إنجليزي حتى الآن.

## ملاحظات:

1. نحذف علامات الزمن مثل **just, already** عند النفي.
2. نضع كلمة **yet** في نهاية الجمل المنفية والسؤال.

## السؤال Question:

نضع الفعل المساعد **have/has** قبل الفاعل مثل :

1. **Has** he written homework **yet**? هل كتب الواجب حتى الآن؟  
- Yes, he has. - No, he hasn't.
2. **Have** you studied English **yet**? هل درس إنجليزي حتى الآن؟  
- Yes, I have. - No, I haven't.

## Exercises:

**Put the verbs in the brackets into the correct form of the present perfect.**

1. I **have not done** (not/do) my homework yet.
2. .... (you/send) wedding invitation yet?
3. .... (Ali & Ahmed/move) to a new house yet?
4. .... (The doctor/take) your temperature?
5. Fatin .... (not/study) English yet.
6. The baker ..... (bake) much food.
7. Fatima ..... (water) the flowers.
8. I ..... (forget) his address.
9. John ..... (write) a new book .
10. She ..... (cook) some fish.

## Choose the correct answer.

1. I'm a teacher. I ..**a**.. in a school. (a. work, b. worked, c. working)
2. He ..... goodbye and then he walked away. (a. has said, b. say, c. says)
3. I ..... my homework. Can I leave now? (a. finish, b. have finished, c. finishing)
4. This house ..... to my uncle Ali. (a. belongs, b. belong, c. have belonged)
5. I ..... in my farm at the moment. (a. work, b. am working, c. have worked)
6. She always ..... her teeth twice a day. (a. brushes, b. has brushed, c. is brushing)
7. We ..... a lot of money on our new house so far. (a. spent, b. have spent, c. are spending)

Ask and answer questions using the prompts as in the first example.

| <u>The prompts</u>                | <u>The questions</u> | <u>The answers</u>    |
|-----------------------------------|----------------------|-----------------------|
| 1. You/see/ Mary/ yes             | Have you seen Mary?  | Yes, I have seen him. |
| 2. Jim/eat/ his/ meal/ No         | .....                | .....                 |
| 3. Jim/ talk to/ his parents/ yes | .....                | .....                 |
| 4. She/ read/ that book/ no       | .....                | .....                 |
| 5. They/ clean/ their house/ yes  | .....                | .....                 |
| 6. Mark/ buy/ a new bike/ yes     | .....                | .....                 |
| 7. You/ phone/ your father/ no    | .....                | .....                 |

Fill in the gaps with yet, recently, how long, never, since, just, so far, for or ever.

- How long have you been a teacher?
- Have you ..... been to Egypt?
- I haven't invited anybody .....
- You have known them ..... five years.
- Toby has ..... bought a new dog.
- Kate has ..... cleaned the window.
- Snadra has ..... driven a car before.
- She has only written one letter .....
- He hasn't phoned ..... Sunday.

Put the verbs in brackets into the present perfect or past simple.

- I ..... (not/go) to school yesterday because I was ill.
- ..... (you/wear) your suit yet?
- I ..... (drink) twelve glasses of water yesterday.
- John ..... (visit) four Arabic countries so far.
- ..... (you/ eat) all the chocolate cake last night?
- ..... (you/ go) to Ali's party last Saturday?
- Several people ..... (die) as a result of traffic accident.
- So far rescue teams ..... (find) no survivors.
- Over the years there ..... (be) many disastrous volcanic eruptions.

Cross out the unnecessary words as in each sentences.

- I have broke a vase yesterday.
- Were you be in Paris last month?
- Rom has ever eaten all fruits.
- There weren't no people at the bus stop.
- Alex already cut his finger yesterday.
- John hasn't never phoned me yet.

## The present perfect continuous tense

### الإستخدام Use:

يستخدم زمن المضارع التام المستمر:

1. للأحداث التي حدثت في الماضي وما زالت مستمرة إلى الآن وإحتمال إستمراريتها إلى المستقبل.

S + **have/has** + **been** + V-ing + O + **since/for**

### القاعدة The rule:

1. T. Ali **has been** teaching **for** ten years. الأستاذ علي يدرس لعشر سنوات.

( هو بدأ التدريس منذ عشر سنوات وما زال يدرس إلى الآن )

2. My dad **has been** sleeping **since** six hours. ابي لا يزال نائم منذ ست ساعات.

3. Asma **has been** watching TV **for** an hour. أسماء تشاهد التلفاز لساعة.

4. They **have been** playing football **since** two hours. هم لا يزالون يلعبون كرة القدم منذ ساعتين.

### ملاحظات :

1. يكون الفعل المساعد مركب في هذا الزمن كما التالي:

- الضمائر المفردة الغائبة ( he, she and it ) تأخذ has been.

- الضمائر الأخرى وأسماء الجمع تأخذ have been.

2. يكون الإهتمام و التأكيد في هذا الزمن على الفترة الزمنية أكثر من الحدث عكس المضارع التام البسيط.

### علامات الزمن :

1. for ل 2. Since منذو 3. How long ( في السؤال ) كم 4. all morning/day/week طوال الصباح/اليوم/ الأسبوع

### النفى Negation:

نضع كلمة **not** بين الفعل المساعد المركب have/has + **not** + been مثل:

1. We have **not** been studying English for three hours. 2. He hasn't been writing his homework all morning

### السؤال question:

نضع كلمة **have/has** قبل الفاعل مثل:

1. **Have** you been studying English for three hours?

2. **Has** she been watching TV for an hour?

Yes ,we have been. -No, we have not been.

- Yes, she has been. No, she hasn't been.



**Ask and answer questions using the prompts as in the first example.**

| <u>The prompts</u>                          | <u>The questions</u>                            | <u>The answers</u>                                  |
|---|---|---|
| 1. Sam/ work/ for this company/ two years   | How long has Sam been working for this company? | He has been working for this company for two years. |
| 2. Mary/ teach/ French/ 1990                | .....<br>.....                                  | .....<br>.....                                      |
| 3. The robber/ hide/ in a farmhouse/ a week | .....<br>.....                                  | .....<br>.....                                      |
| 4. Peter/ make/ a model planes/ 1992        | .....<br>.....                                  | .....<br>.....                                      |
| 5. Fatima/ play/ the guitar/ four years     | .....<br>.....                                  | .....<br>.....                                      |
| 6. The children/ watch/ TV/ two hours       | .....<br>.....                                  | .....<br>.....                                      |

**Put the verbs in brackets into the correct form of the present perfect continuous.**

1. What **have you been doing** all week? (You/do)
2. I ..... this book for week. (Read)
3. .... a lot this year? (Ahmed/swim)
4. We ..... on this project since December. (work)
5. Sam ..... how to ride a horse for three months. (Learn)
6. He has got a headache. He ..... (work) hard all night.
7. I have got a penfriend. I ..... to her for five years. (Write)
8. Kamal won't pass his exam. He ..... any homework lately. (Not/do)
9. .... football for ninth minutes. (The footballers/ play)
10. Mr Taha is busy. He ..... on the phone for an hour. (Talk)
11. .... his car all day? (Ali/repair)
12. Fatin ..... with me since last month. (stay)
13. .... TV for two hours? (They/ watch)
14. They ..... the food for three hours. (Not/ cook)
15. The students ..... English for three hours. (study)
16. Everything is white outside. It ..... (snow) all night.



**الفرق بين المضارع التام البسيط والمضارع التام المستمر Present perfect simple Vs present perfect continuous**

| <b><u>Present perfect simple</u></b>   | <b><u>Present perfect continuous</u></b>   |
|--|--|
| <p><b><u>We use the past perfect simple:</u></b></p> <p>1. For an action which has just finished.</p> <p>نستخدم زمن المضارع التام البسيط للأحداث التي أنهت في الوقت الحالي.</p> <p>- We have just studied English.</p> <p>نحن درسنا إنجليزي حالا. (كملنا دراسة الانجليزي في الوقت الحالي أي قبل لحظات)</p>   | <p><b><u>We use the past perfect continuous:</u></b></p> <p>1. For an action which started in the past and continuous up to the present.</p> <p>نستخدم زمن المضارع التام المستمر للأحداث التي حدثت في الماضي ولا زالت مستمرة إلى الوقت الحالي (الآن).</p> <p>- We have been studying English for three Hours.</p> <p>نحن ندرس انجليزي لثلاث ساعات. (لازلنا ندرس إنجليزي الآن واحتمال إننا سنواصل الدراسة للمستقبل)</p> |
| <p>2. To put emphasize on an action and numbers.</p> <p>يكون التأكيد على الحدث والأعداد (أعداد المفعول به).</p> <p>- He has written twenty poems.</p>  | <p>2. To put emphasize on the duration of an action.</p> <p>يكون التأكيد والإهتمام على الفترة الزمنية للحدث أكثر من الحدث.</p> <p>- He has been painting the house for four hours.</p>   |
| <p>3. Non- continuous verbs can be used here as Know, believe, like, etc)</p> <p>الأفعال الدالة على الاحاسيس والمشاعر والتفكير والاعتقادات تستخدم بهذا الزمن.</p> <p>- I have known him since 2010.</p> <p>4. Time expressions: just, already</p> <p>Just &amp; already تستخدم هذه العلامات في المضارع التام البسيط ( و for &amp; since يستخدمن لكلا الزمنين المضارع التام البسيط والمضارع التام المستمر).</p> | <p>3. No- continuous verbs can't be used here.</p> <p>الأفعال الدالة على الاحاسيس والمشاعر والإعتقادات لا يمكن أن تستخدم بزمن المضارع التام المستمر (راجع جدول الأفعال التي لا تستخدم في الأزمنة المستمرة الموجود في زمن المضارع المستمر).</p>   |

**Read these sentences and underline the more suitable form of the verb.**

1. She has never visited/ has never been visiting India in her life.
2. A: Why haven't you tidied your room? B: I have done/ have been doing my homework.
3. We have known/ have been knowing him for a long time.
4. Why haven't they arrived/ haven't they been arriving?
5. I have gone/ have been going out a lot recently. That's why I'm tired.
6. We have walked/ have been walking for three hours now. Can we stop for a rest?

**Write the verbs in brackets in the more suitable form of the present perfect.**

1. Well done, Fareeda! You ..... (get) much better marks in the last two months.
2. The drought is terrible. It ..... (rain) for the last five years.
3. I ..... (be/never) to Great Britain. I hope to go one day.
4. In his life my father ..... (visit) many different countries. He always tells us about them.
5. The manager ..... (listen) to your song twice, to be honest, he doesn't like it.
6. Tell Faisal to come and help. He ..... (listen) to a song for a long enough now.
7. I ..... (know) my best friend for almost fourteen years.
8. I ..... (work) at the computer for ten hours non-stop. It's no wonder my eye hurt.

**Fill the blanks with the time expressions, since, all morning, already, how long, for, ever, yet, so far, just and always.**

- |   |  |
|---|--|
| 1. The baby has been crying all morning.                    | 6. Simon hasn't started school .....         |
| 2. She has been ill ..... a week.                           | 7. .... has he been at home?                 |
| 3. It's very early but Ali has ..... gone to work.          | 8. I have sent ten party invitations .....   |
| 4. I haven't spoken Arabic ..... 2020.                      | 9. Have you ..... appeared on TV?            |
| 5. She has ..... washed the clothes, so they are still wet. | 10. Martha has ..... wanted to go to Sana'a. |

**Correct the mistakes.**

- |   |  |
|---|--|
| 1. I have looked for him all day. I can't find him. | 5. He has trying to fix the car all morning.   |
| 2. I have buying lots of food this week.            | 6. I not have brought any books.               |
| 3. It has been snowed, but it's stop now.           | 7. How long they have been cleaning the house? |
| 4. I have been knowing Leila for two years.         | 8. Have you cried? Your eyes are red.          |

**Put the verbs in brackets into the correct tense.**

1. Today ..... (be) my friend's birthday . We ..... (have) a party in tonight, but he ..... (not/know) anything about it. I ..... (phone) all his friends yesterday and ..... (ask) them to come to his house at 7 o'clock. It ..... (be) a big surprise!
2. Taha is a writer. He ..... (write) children's books. At the moment, he ..... (write) a story about animals. He ..... (write) another book when this one is finished.

## الماضي التام البسيط The Past perfect simple tense

الإستخدام: Use

نستخدم زمن الماضي التام : لحدثين حدثا في الماضي. الحدث الأول حدث وانتهى ويكون ماضي تام والثاني ماضي بسيط مثل:

1. I had done my homework before I went out to played football.      أنا كتبت واجبى قبلما اخرج لعب كرة القدم.
2. للأحداث التي حدثت في الماضي قبل وقت محدد وتدل عليه كلمة by مثل:
1. She had watered the flowers by five o'clock.      هي سقت الورود قبل الساعة الخامسة .

القاعدة The rule

**After + S + had + P.P + O, + before +past simple**

Examples:

1. I **had learnt English by** I was ten years old.      أنا تعلمت الإنجليزي قبلما كنت ابن عشر سنين .
2. **When Ali went to visit his friends, they had gone out.**      عندما علي ذهب لزيارة أصدقائه، هم قد خرجوا.

ملاحظات:

1. الماضي التام يأتي بعد after/when تأتي before في بداية الجملة بينما before تأتي في نهاية الجملة الأولى (
2. تستخدم till/until زمن الماضي التام ولا تدل على وجود فترة زمنية بين الحدث الأول والثاني مثل:

1. We **had** studied **until** 10:00.      درسنا حتى العاشرة تماما.
2. I'd been at college **until** he came.      مكثت في الكلية حتى أتى.
3. I **had** known nothing about college until I read about it.  
أنا لم اعرف أي شيء عن الكلية حتى قرأت عنها.

علامات الزمن: قبل **By /before** , قبل (ذلك الوقت) **by the time** , عندما **when** , حتى **till/until**

النفي Negation: نضع **not** بعد الفعل المساعد **had**.

1. I **had not** learnt English **by** I was ten years old.      أنا لم أتعلم الإنجليزي قبل العاشرة من عمري.
2. **When** Ali went to visit his friends, they **had not** gone out.      عندما ذهبي علي لزيارة أصدقائه، هم قد خرجوا.

السؤال Question: نضع الفعل المساعد **had** قبل الفاعل مثل:

- |  |              |                |
|--|--------------|----------------|
| 1. <b>Had</b> you learnt English <b>by</b> you were ten years old? | Yes, I had.  | No, I hadn't.  |
| 2. <b>Had</b> Ali finished his studying <b>by</b> five o'clock?    | Yes, he had. | No, he hadn't. |

**Put the verbs in brackets into the correct form of the past perfect simple.**

1. Taha **had returned** (return) home before his father came back from the shop.
2. The children ..... ( **finish** ) their homework by nine o'clock.
3. I ..... (not/ **finish**) my lunch when uncle Ahmed came.
4. After Sarah ..... (cook) the food, she introduced it to the family.
5. After he ..... (do) his homework, he went out to play.
6. After she ..... (watch) TV , she went to the bed.
7. The boys were frightened because they ..... (not/ be) on a plane before.

**Complete the sentences using the words in brackets.**

1. She cleaned the house. Then, she watched TV. (after)                      After she **had** cleaned the house, she watched TV.
2. I found a solution to my problem. Then, I felt happier. (before) .....
3. The boys finished their homework. Then, they went out to play. (before) .....
4. He came on the house. Then, the phone rang. (after) .....
5. Sarah washed the dishes. Then, his father arrived.(by the time) .....

**الفرق بين الماضي التام البسيط والماضي المستمر والمضارع التام المستمر:**

| <b>Past perfect simple</b> ماضي تام  | <b>Past continuous</b> ماضي مستمر  | <b>Present perfect continuous</b> مضارع تام مستمر   |
|--|--|---|
| <p><b>It used for:</b></p> <p>1. The past action which happened before another past action.</p> <p>1. يستخدم الماضي التام البسيط عند وجود حدثين حدثا في الماضي. الاول حدث وانتهى (أكمل الحدث للأخير ولم يقطعه الحدث الثاني) ويكون ماضي تام والثاني يكون ماضي بسيط).</p> <p>They had eaten lunch when their friends came.</p> <p>هم قد تناولوا الغداء عندما أصدقائهم أتوا.</p> <p>(أولا تغدوا واكملوا الغدا ثم أتى أصدقائهم).</p> <p>2. The result of the action appeared in the past.</p> <p>2. آثار الحدث ظهرت في الماضي.</p> | <p><b>It used for</b> a past action which was in progress when it was interrupted by another past action.</p> <p>يستخدم الماضي المستمر لحدثين حدثا في الماضي. الحدث الثاني قطع الحدث الاول.</p> <p>They were eating lunch when their friends came.</p> <p>هم كانوا يتناولون الغداء عندما أتى أصدقائهم(أتى أصدقائهم وهم لا يزالون يتناولون الغداء).حدث قطع حدث.</p> | <p><b>It used for:</b></p> <p>1. The action which happened in the past and continues up to the present.</p> <p>1. يستخدم المضارع التام المستمر للأحداث التي حدثت في الماضي ولا زالت مستمرة إلى الآن.</p> <p>They are very fall. They have been eating lunch for an hour.</p> <p>قدهم شابعين زيادة. لهم ساعة يتناولون الغداء.</p> <p>2. The result of the action is in the present.</p> <p>2. آثار الحدث موجودة في الحاضر.</p> |

## The future simple tense

1. الإستخدام Use: يستخدم زمن المستقبل البسيط للأحداث التي ستحدث مستقبلاً وله صيغ متنوعة كما التالي :

1. قاعدة will وهي الأكثر إستخداماً و في الحالات الآتية:

**S + will/shall + V<sub>(1)</sub> + O + C + tomorrow**

1. للتهديد والتحذير والوعد والقرارات. مثل:

أنا سوف أستري لك هذه السيارة. 2. I **will** buy you this car. إهدأ أو سأخرجك. Be quiet or I **will** send you out.

2. مع بعض الأفعال مثل يتمنى , hope , يفكر , think , يتوقع expect ومع بعض التعابير مثل أنا متأكد , I'm sure , أنا خائف I'm afraid , أو ظروف مثل ربما perhaps . مثل:

ربما أنه سيهرب الليلة. 2. Perhaps, he'll flee tonight. أتمنى أنه يجتاز إمتحانه. I **hope** he'll pass his exam.

2. قواعد المضارع المستمر مضاف إليها علامة تدل على المستقبل.

**S + am/is/are + V-ing + O + C + tomorrow**

هو سيقابلك في الخامسة. He **is going to** meet you at five o'clock.

نحن سوف نسافر غداً. We **are going to** travel tomorrow.

ملاحظة هامة:

نستخدم هذه القاعدة للأحداث التي ستحدث في المستقبل القريب وعند وجود نية - خطة - تجهيزات أو دلائل لحدوث الحدث مثل:

She **is going to** visit her mother the day after tomorrow.

هي ستزور أمها بعد غداً. ( هي قد أعدت التجهيزات لزيارت أمها بعد غد ) .

العلامات:

اليوم/الإسبوع/الشهر التالي 4. Next day/week/month الليلة 3. Tonight قريباً 2. Soon غداً 1. Tomorrow

النفي Negation:

نضع كلمة **not** بعد will/Verbs Be مثل:

أنا لن أسافر إلى صنعاء الشهر القادم. I will **not** travel to Sana'a next month.

هو لن يزور أمه غداً. He **is not** going to visit his mother tomorrow.

ملاحظة: كلمة **won't** هي الشكل القصير ل **will not** مثل:

أنا لن ألعب معك المباراة القادمة. I **won't** play with you next sport.

### السؤال Question

نضع كلمة **will** أو أفعال الكينونة قبل الفاعل مثل:

**Will** you travel to Sana'a next week? - Yes, I will. -No, I will not.

هل ستسافر إلى صنعاء الأسبوع القادم؟

**Are** you going to watch a sport tonight? - Yes, I am. -No, I'm not.

### 3. قاعدة أفعال Be مضاف إليها كلمة to ومتبوعه بالمصدر . The verbs to be + to + infinitive .

تستخدم هذه الطريقة غالباً في الصحف والمجلات للتحديث عن خطط وتنبؤات لأحداث يمكن أن تحدث في المستقبل.

#### Examples:

1. The president **is to meet** the ambassador tomorrow.
2. The thick fog **is to clear** this afternoon.
3. Ahmed **is to travel** tomorrow.
4. They **are to play** next day.

#### Exercises:

##### Choose the best alternatives.

1. The government ..... to build a new school next month. (a. is, b. was, c. be, d. are)
2. You will ..... a meeting at 6 am. (a. have, b. having, c. had, d. has)
3. They are ..... prepare the party food. (a. going to, b. go, c. goes, d. gone)
4. 101. The minister is ..... a new school tomorrow. (a. opened, b. will open, c. to open, d. going to)
5. The weather is cloudy, so, it is ..... rain soon. (a. might, b. raining, c. going to, d. will)
6. The new manager ..... tomorrow. (a. arrive, b. arriving, c. is to arrive, d. arrive)
7. I'm tired. I think I ..... to bed early tonight. (a. go, b. have gone, c. will go, d. went)
8. The thick fog ..... to clear tomorrow. (a. will, b. was, c. would, d. is)
9. I think I ..... something simple for the party.  
(a. will wear, b. is wearing, c. had worn, d. is going to wear)



## أفعال شاذة Irregular Verbs

| Present<br>مضارع   | Past<br>ماضي   | P.P.<br>تصريف ثالث   |
|--|--|--|
| cost يكلف<br>cut يقطع / يجرع<br>hit يضرب / يصطدم<br>hurt يؤذي / يصيب<br>let يدع / يترك / يسمح<br>put يضع<br>shut يغلق  | cost<br>cut<br>hit<br>hurt<br>let<br>put<br>shut   | cost<br>cut<br>hit<br>hurt<br>let<br>put<br>shut   |
| lend يسلف<br>send يرسل<br>spend يقضي / ينفق<br>build يبني<br>burn يحرق / يحترق<br>learn يتعلم<br>smell يشم<br>lose يفقد / يخسر<br>shoot يطلق<br>get يصبح / يحصل<br>light يضيئ / ينير | lent<br>sent<br>spent<br>built<br>burnt<br>learnt<br>smelt<br>lost<br>shot<br>got<br>lit | lent<br>sent<br>spent<br>built<br>burnt<br>learnt<br>smelt<br>lost<br>shot<br>got<br>lit |
| sit يجلس<br>keep يحفظ<br>sleep ينام<br>feel يشعر / يحس<br>leave يترك<br>meet يقابل<br>dream يحلم<br>mean يعني / يقصد   | sat<br>kept<br>slept<br>felt<br>left<br>met<br>dreamt<br>meant                           | sat<br>kept<br>slept<br>felt<br>left<br>met<br>dreamt<br>meant                           |
| bring يحضر<br>buy يشتري<br>fight يحارب / يتشاجر<br>think يفكر / يعتقد<br>catch يمسك / يصطاد<br>teach يدرس / يعلم   | brought<br>bought<br>fought<br>thought<br>caught<br>taught                               | brought<br>bought<br>fought<br>thought<br>caught<br>taught                               |
| sell يبيع<br>tell يخبر / يحكي  | sold<br>told   | sold<br>told   |
| find يجد<br>have يمتلك<br>hear يسمع<br>hold يمسك / يعقد  | found<br>had<br>heard<br>held  | found<br>had<br>heard<br>held  |
| read يقرأ<br>say يقول<br>pay يدفع / يسدد<br>make يجعل / يصنع   | read<br>said<br>paid<br>made   | read<br>said<br>paid<br>made   |
| stand يقف<br>understand يفهم   | stood<br>understood  | stood<br>understood  |
| shine يشرق / يسطع  | shone  | shone  |

| Present<br>مضارع  | Past<br>ماضي  | P.P.<br>تصريف ثالث   |
|---|---|--|
| break يكسر<br>choose يختار<br>speak يتكلم / يتحدث<br>steal يسرق<br>wake يوقظ  | broke<br>chose<br>spoke<br>stole<br>woke                | broken<br>chosen<br>spoken<br>stolen<br>woken                |
| drive يسوق<br>ride يركب<br>rise يرتفع / يشرق<br>write يكتب  | drove<br>rode<br>rose<br>wrote                          | driven<br>ridden<br>risen<br>written                         |
| beat يهزم / يضرب / ينبض<br>bite يعض<br>hide يخفي / يختبئ  | beat<br>bit<br>hid                                      | beaten<br>bitten<br>hidden                                   |
| eat يأكل<br>fall يسقط / يقع<br>forget ينسى<br>give يعطي<br>see يري<br>take يأخذ   | ate<br>fell<br>forgot<br>gave<br>saw<br>took            | eaten<br>fallen<br>forgotten<br>given<br>seen<br>taken       |
| blow يهب / ينفخ<br>grow يكبر / يزرع<br>know يعرف / يعلم<br>throw يرمي / يقذف<br>fly يطير<br>draw يرسم<br>show يبين / يوضح | blew<br>grew<br>knew<br>threw<br>flew<br>drew<br>showed | blown<br>grown<br>known<br>thrown<br>flown<br>drawn<br>shown |
| begin يبدأ<br>drink يشرب<br>swim يسبح<br>ring يرن / يثق<br>sing يغني<br>run يجري  | began<br>drank<br>swam<br>rang<br>sang<br>ran           | begun<br>drunk<br>swum<br>rung<br>sung<br>run                |
| come يأتي<br>become يصبح<br>go يذهب   | came<br>became<br>went                                  | come<br>become<br>gone                                       |

### Helping Verbs الأفعال المساعدة

| المصدر     | مضارع          | ماضي        | تصريف ثالث |
|------------|----------------|-------------|------------|
| be يكون    | am / is<br>are | was<br>were | been       |
| have يمتلك | have / has     | had         | had        |
| do يفعل    | do / does      | did         | done       |

### Modal Verbs الأفعال الناقصة

| مضارع | will  | shall  | can   | may   | must   |
|-------|-------|--------|-------|-------|--------|
| ماضي  | would | should | could | might | had to |



## Tenses الأزمنة

| Tense                        | Affirmative اثبات   | Negative نفى  | Question سؤال   |
|------------------------------|---|---|---|
| Present Simple<br>مضارع بسيط | - Inf. ( play / go ) مصدر الفعل<br>-V+s ( plays / goes ) ( s + فعل )                          | ( don't / doesn't ) + المصدر<br>don't / doesn't ( play / go ) | ( do / does ) + الفاعل + المصدر ؟<br>Do you play? / Does he play? |
| كلماته                       | always - usually- sometimes - occasionally- often-rarely-seldom-never - every ( day/week .. ) |   |   |

|                          |   |   |   |
|--------------------------|---|---|---|
| Past Simple<br>ماضي بسيط | Regular ( played ) منتظم<br>Irregular ( went ) شاذ                                      | المصدر + didn't<br>didn't ( play / go ) | المصدر + الفاعل + Did ؟<br>Did you ( play / go ) yesterday? |
| كلماته                   | yesterday - once - one day - ago - in the past - last ( day / week .. ) - in 1990 - WW1 |   |   |

|                              |   |   |  |
|------------------------------|---|---|--|
| Future Simple<br>مستقبل بسيط | ( will / shall ) + المصدر ( play )<br>I will play tomorrow.<br><br>( am-is-are ) + going to + inf.<br>I'm going to play tomorrow. | won't + المصدر ( play )<br>I won't play tomorrow.<br><br>( am-is-are ) not + going to + inf.<br>I'm not going to play ..... | المصدر + الفاعل + will ؟<br>Will you play tomorrow ?<br><br>( Am-Is-Are ) + الفاعل + going to + inf. ?<br>Are you going to play tomorrow ? |
| كلماته                       | tomorrow - next ( day / week .. ) - soon - today - in the future - in ( two weeks ) - hope - wish                                 |   |  |

|                                   |  |   |   |
|-----------------------------------|--|---|---|
| Present Continuous<br>مضارع مستمر | ( am-is-are ) + v + ing ( playing )<br>I'm playing now.                                | ( am-is-are ) not + v + ing<br>I'm not playing now. | ( Am-Is-Are ) + الفاعل + V + ing ؟<br>Are you playing ? |
| كلماته                            | now - at this moment - at the present time - these days - this week - Look !- Listen ! |   |   |

|                               |   |  |  |
|-------------------------------|---|--|--|
| Past Continuous<br>ماضي مستمر | ( was -were ) + v + ing ( playing )<br>I was playing at 6 last day.                               | ( was /were ) + not + v + ing<br>I wasn't playing at 6 last day. | ( was / were ) + الفاعل + V + ing<br>Were you playing at 6 last day? |
| كلماته                        | While ( As ) بينما - When عندما - All ( day - night ) ( الليلة / اليوم ) طوال - at 6:00 yesterday |  |  |

|                              |   |  |   |
|------------------------------|---|--|---|
| Present Perfect<br>مضارع تام | ( have / has ) + V3 ( played )<br>I have just played tennis.                                  | ( have / has ) + not + V3 ( played )<br>I haven't played tennis yet. | ( have / has ) + الفاعل + V3 ؟<br>Have you played yet ? |
| كلماته                       | just - already - ever - never - for - since- yet - several times - so far - lately - recently |  |   |

|   |   |   |   |
|---|---|---|---|
| Present Perfect Continuous<br>مضارع تام مستمر | ( have / has ) + been + V+ing<br>I have been playing for 2 hours. | ( have / has ) + not + been + V+ing<br>I haven't been playing ..... | ( have / has ) + الفاعل + been + V + ing<br>Have you been playing ..... ? |
|---|---|---|---|

|                          |  |   |   |
|--------------------------|--|---|---|
| Past Perfect<br>ماضي تام | had + ( V3 ) ( played / gone )<br>I had played tennis .              | hadn't + ( V3 ) ( played / gone )<br>I hadn't played tennis . | had + فاعل + ( V3 ) ( played ) ؟<br>Had you played tennis ? |
| كلماته                   | ( After - As soon as ) / ( Till - Until ) / ( Before - By the time ) |   |   |

◀ شكل جميع الأزمنة كما هو ( في الأثبات والنفي والسؤال ) ماعدا زمن المضارع البسيط والماضي البسيط .  
 ▶ في زمن المضارع البسيط والماضي البسيط ( نستخدم مصدر الفعل في النفي والسؤال بعد Verb to Do ) .

### Examples

| اثبات                                       | نفي   | سؤال  |
|---|---|---|
| He plays football .<br>He played football . | He doesn't play football .<br>He didn't play football . | Does he play football ?<br>Did he play football ? |



السؤال الذيلي هو سؤال قصير يأتي في نهاية الجملة بغرض التأكيد ومعرفة ما إذا كان الشيء صحيح أم لا.

1. He is clever, **isn't he?**      2. Rabbits don't eat meat, **do they?**      3. A tiger has got stripes, **hasn't it?**

### ملاحظات:

1. تتحول النقطة إلى كومه ويشكل السؤال الذيلي بفعل مساعد وضمير فاعل مناسب (يتحول الإسم إلى ضمير مناسب ولا يكرر الإسم في السؤال الذيلي).

2. يستخدم الفعل المساعد حسب نوع الزمن المستخدم في الجملة مثل نستخدم **do/does** إذا كانت الجملة بزمان المضارع البسيط ونستخدم **did** إذا كانت الجملة بزمان الماضي البسيط وهكذا مع بقية الأزمنة.

1. Ali is tall, **isn't he?** علي طويل، أليس كذلك؟  
 2. Taha studies English every day, **doesn't he?** طه يدرس إنجليزي كل يوم، أليس كذلك؟  
 3. The studied English yesterday day, **didn't they?** هم درسوا إنجليزي با الأمس، أليس كذلك؟  
 3. عندما تكون الجملة معبته يكون السؤال الذيلي منفي وبا الشكل القصير وعندما تكون الجملة منفية يكون السؤال الذيلي مثبت.

1. She was at home, **wasn't she?**      2. You don't study history, **do you?**  
 4. الكلمات التالية تحتوي على معاني منفية وعند صياغة السؤال الذيلي نستخدم صيغة المعبت كالتالي:

**never, rarely, seldom, hardly, scarcely, neither, nor, none, no one, no body, No where, little, few**

1. He is **never** late, **is he?**      2. They **rarely** go to the zoo, **do they?**  
 5. الفعل المساعد **am** يتحول إلى **are** في السؤال الذيلي. **I am clever, aren't I?**  
 6. أفعال الأمر تتبع ب **will/won't?**

1. Close the door, **will you?**      2. Open your book, **won't you?**  
 7. نستخدم **let's** للإقتراح ويكون السؤال الذيلي ب **shall we?** ونستخدم **Let us** لطلب الإذن ويكون السؤال الذيلي ب **Will you?**

1. Let's go out, **shall we?**      2. Let us go out, **will you?**  
 8. أفعال **have/has** إذا أتت بمعنى يمتلك تأخذ **haven't/ hasn't?**

1. We have a car, **haven't we?**      2. She has a sister, **hasn't she?**  
 9. **There is/are** تأخذ **isn't/aren't there?**

- There is** a teacher in the class, **isn't there?**      2. **There are** students in the class, **aren't there?**  
 10. ضمائر الإشارة **this/that is** تأخذ **isn't it?**

- This is** a book, **isn't it?**      2. **That was** a pencil, **wasn't it?**

**Write the question tag for the following sentences.**

- |  |   |
|--|---|
| 1. He is a student, ..... ?                        | 11. Ben doesn't like fish, ..... ?            |
| 2. We will go to Ibb city, ..... ?                 | 12. You have finished your homework, ..... ?  |
| 3. John passed his exam, ..... ?                   | 13. Your neighbor has got a nice car, ..... ? |
| 4. You haven't been to Europe, ..... ?             | 14. Don't do that again, ..... ?              |
| 5. I am having lunch with Mr. Alin, ..... ?        | 15. That's your new computer, ..... ?         |
| 6. There is not any coffee in the kettle, ..... ?  | 16. You have not got any pet, ..... ?         |
| 7. There are a lot of people on the beach, ..... ? | 17. It's hot today, ..... ?                   |
| 8. Switch on the light please, ..... ?             | 18. Let's eat out tonight, ..... ?            |
| 9. This is the dress you want, ..... ?             | 19. You have met Mr. Waleed, ..... ?          |
| 10. Tom and John went to Sana'a last year, ..... ? | 20. Your brother can't swim, ..... ?          |

**Correct the mistakes.**

- |   |  |
|---|--|
| 1. He has never travelled aboard, hasn't he?  | 4. You never drive at night, don't you?      |
| 2. He has lunch at home every day, hasn't he? | 5. There are a lots of flowers, aren't they? |
| 3. Don't be late tonight, won't you?          | 6. Let's go shopping, will we?               |

**Underline the correct answer.**

1. A: You are going on holiday soon, aren't you/are you?

B: Yes, I am. You've been to Spain before, have you/haven't you?

A: Yes. It was great. You'll enjoy it. You'll send me  
a postcard, Will you/won't you?

2. A: Your brother has got a car, hasn't he/has he?

B: Yes, he has. You don't want a new car, do you/ don't you?

A: Well, actually I do. You haven't got any, haven't you/have you?

## The passive المبنى للمجهول

### الإستخدام Use:

نستخدم المبنى للمجهول عندما يكون الحدث أكثر أهمية من الفاعل / الفاعل مجهول أو واضح من خلال النص مثل قبض على سارق البنك (الفاعل هو الشرطة).

### القواعد العامة:

1. الفاعل يحذف.
2. المفعول به يحل محل الفاعل (ليكون نائب الفاعل)
3. نستخدم فعل مساعد مناسب حسب الزمن.
4. الفعل بالتصريف الثالث.

### 1. المضارع البسيط present simple:

**O + is/are/am + usually/often + P. P.**

- 1- Ali often cleans the car. (active) هو غالباً ينظف السيارة.  
- The car is often cleaned. (passive) السيارة غالباً نظيفة.

### ملاحظات:

1. مفعول به ثم فعل مساعد حسب المفعول به ثم علامة الزمن إن وجدت ثم الفعل بالتصريف الثالث.
2. إذا كانت العلامة every day/month/year فتوضع في نهاية الجملة. مثل:

-The teacher teaches a new lesson every day.

-A new lesson is taught every day.

### Exercises:

#### Change from active into passive.

1. They sometimes send me some flowers. ....
2. Asma cooks lunch every day. ....
3. Ali rarely fixes his motorbike. ....
4. Huda often watches TV at night. ....
5. We study English every day. ....
6. It likes milk. ....

## O + was/were + P.P. yesterday/ago

الماضي البسيط :past simple

Ali cleaned the car yesterday. (Active )

The car was cleaned yesterday. (Passive )

ملاحظة: نكتب المفعول به ثم was/were بدل is/are/am ثم الفعل با التصريف الثالث.

Change from active into passive for the following sentences.

1. Ali sent me a letter yesterday. ....
2. Mona watched TV last day. ....
3. Fatima looked after the baby an hour ago. ....

4+5. المضارع المستمر والماضي المستمر:

نضيف كلمة being بعد الفعل المساعد is/are/am/was/were .

## O + is/are/am + being + P.P + C

قاعدة المضارع المستمر:

1. I am writing a lesson now. (Active in present continuous )

- A lesson is being written now. ( Passive)

We are watching a film at the moment.( Active)

A film is being watched at the moment. ( passive)

## O + was/were + being + P.P. + C

قاعدة الماضي المستمر:

1. Ali was cleaning the car.(Active )

- The car was being cleaned. (Passive )

2. We were watching a film. ( Active)

- A film was being watched.( passive)

Change from active into passive for below.

1. The driver is driving a car very fast now. ....
2. The cows were eating the grass in the field. ....
3. They are organizing the party. ....
4. He was making some bread in a factory. ....
5. Sausan is decorating the bedroom at the moment. ....

6. My father was painting the door. ....
7. I am sending a letter at the present. ....
8. We were studying English. ....
9. The footballers were playing football in the garden. ....

#### 7+6. المضارع التام والماضي التام present perfect & past perfect

نضيف been بعد have/has/ had.

#### قاعدة المضارع التام البسيط present perfect simple

O + have/has + been + just/already + P.p.

1. Ali has just cleaned the car. (Active )  
- The car has been just cleaned. ( passive)
1. She has just washed the clothes. ( Active)  
- The clothes have been just washed. (Passive )

#### ملاحظة:

نستخدم have/ has حسب المفعول به ( has للمفرد و have للجمع ) ثم نضيف علامة الزمن الموجودة في المثال بعد كلمة been ونضيف الفعل كما هو في المثال ( كما هو في الجملة بصيغة المعلوم ).

O + had + been + P.P + C

#### قاعدة الماضي التام البسيط past perfect simple

1. She had cleaned the room. (Active)  
- The room had been cleaned. ( Passive)

#### Change from active into passive for below.

1. A bomb has just killed a soldier. - .....
2. He had finished his lunch. - .....
3. They have already built a new house. - .....
4. I had forgotten his address. - .....
5. A dog has bitten a boy. - .....
6. I had lost my pen. - .....
7. He has opened a shop. - .....

8. They had driven their cars. - .....
9. Fatima hasn't bought a new book yet. - .....
10. We had had a new car. - .....
11. He has phoned his father. - .....

**8+9. present perfect simple & past perfect simple:**

**9+8. المضارع التام والمستمر والماضي التام والمستمر:**

نضيف كلمة **being** بعد has/have/ had been

**O + has/have + been + being + P.P + C**

**قاعدة المضارع التام والمستمر:**

**We have been watching a film** for two hours. (Active )

- **A film has been being watched** for two hours. ( Passive)

**O + had + been + being + P.P. + C**

**قاعدة الماضي التام والمستمر:**

1. **She had been cooking lunch** for an hour before I came.( Active)

- **Lunch had been being cooked** for an hour before I came.

**Change from active into passive for below.**

1. I have been waiting for a bus an hour. - .....
2. They had been playing football since 2010. - .....
3. We have been studying English for six months. - .....
4. He has been building for five hours. - .....

**المستقبل البسيط future simple:**

نضع كلمة **be** بعد will/going to

**O + will + be + p.p + C**

**قاعدة will:**

1. **Ali will clean the car** tomorrow.( Active)

- **The car will be cleaned** tomorrow. (Passive)

**O + is/are/am + going to + be + p.p + C**

**قاعدة going to:**

2. **Ali is going to clean the car** next day.(Active )

- **The car is going to be cleaned** next day.( passive)

**O + is/are/am + be + P.p**

**قاعدة The verbs to be + to + infinitive**

1. The president is to meet the ambassador tomorrow.

- The ambassador is to be met tomorrow.

**Change from active into passive for below.**

1. I will buy a new car tomorrow. - .....

2. The minister is going to open a new hospital next week. - .....

3. They will meet Ahmed next day. - .....

4. Kamal is going to send a letter tomorrow. - .....

**9. الأفعال الناقصة Modals:**

نضيف كلمة be بعد الفعل الناقص المذكور في الجملة ثم الفعل با التصريف الثالث.

**O + modal + be + p.p. + C**

**القاعدة:**

Ali will clean the car later. - The car will be cleaned later.

**Modals:** will, would, can, could, shall, should, must, may, might, has to, had to.

1. They must build a new house. ( Active)

- A new house must be built. (Passive )

**Change from active into passive for below.**

1. I can drive a car well. - .....

2. He must study English hard. - .....

3. Ali has to write his homework. - .....

4. They have to drive their car slowly. - .....

**الجملة الأمرية:**

نضيف كلمة let في البداية ثم المفعول به ثم كلمة be.

**Let + O + be + p.p. + C**

**القاعدة:**

1. Shut the door إغلق الباب

دع الباب مغلق. Let the door be shut



**Change from active into passive.**

1. Give me a pen. - .....
2. Close the window. - .....
3. Write the lesson. - .....

**ملاحظات هامة:**

1. الجمل التي لا يوجد بها مفعول به, لا تحول إلى مجهول. مثل:

It's raining now. هي تمطر الان.

2. عندما يكون المفعول به احد ضمائر المفعول به object pronouns

him, you, me فإنها تحول إلى ضمائر الفاعل عند التحويل من المعلوم إلى المجهول. مثل:

1. He gave me this book. - I was given this book.

**Change from active into passive.**

1. Fatima puts everything in its place. - .....
2. The terrible news shocked everybody yesterday. - .....
3. Taha sends emails. - .....
4. The teacher is writhing some examples on the board. - .....
5. An illness has affected many people. - .....
6. They are painting the wall at the moment. - .....
7. Someone has closed the door of the house. - .....
8. We will see him tomorrow. - .....
9. Covid19 killed many people in 2019. - .....
10. He had studied chemistry and physics for six years. - .....
11. They are going to cancel the flight soon. - .....
12. My parents will do the shopping next Friday. - .....
13. The fire has destroyed the whole building. - .....