

مكتف المبدع

في اللغة الإنجليزية

للمستوى الرابع

* شرح مبسط لقواعد الكتاب
* القطع المقترحة مع الأسئلة

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Quantifiers to make comparisons

أولاً: صيغة المقارنة (Comparative)

*التركيب القواعدي لصيغة المقارنة هو:

Noun + verb + comparative adj + than + noun

Ali is taller than Hassan

تصاغ صيغة المقارنة حسب عدد مقاطع الصفة كما يلي:

1- الصفة ذات المقطع الواحد: تصاغ من خلال اضافة er على نهاية الصفة.

Bigger, smaller

ملاحظة: اذا انتهت الصفة بحرف ساكن يسبقه حرف علة, يجب مضاعفة الحرف الأخير في صيغة المقارنة والتفضيل.

Bigger

2- صفة بمقطعين: وهنا يتم صياغتها من خلال اضافة er في نهاية الصفة , أي: adj+er

او اضافة More او less قبل الصفة .

ملاحظات:

*الصفات التي تنتهي بالحروف التالية y/er/ow يضاف لها er

Ex:

- ❖ Narrow /narrower
- ❖ Clever / cleverer
- ❖ Happy / happier

* بينما باقي الصفات يضاف More /less قبلها

- ❖ Careful / more careful
- ❖ Useless / less useless
- ❖ Important /more important
- ❖ Expensive /less expensive

ثالثاً: صيغة التفضيل (Superlative)

تأتي صيغة المفاضلة للدلالة على أن شيء أعلى أو الأقل من بين مجموعة.

*التركيب القواعدي لصيغة المفاضلة هو:

Noun +verb + superlative adj +Than + noun

Ex: Ali is the tallest student at school

تصاغ صيغة التفضيل للصفة حسب عدد المقاطع كالآتي

1- مقطع واحد: وتصاغ من خلال التركيب الآتي:

The + adj+ est

Ex: the tallest, the smallest

2- صفة بمقطعين: وهنا يتم صياغتها من خلال هذا التركيب **the+adj+est**

او اضافة **the most / the least** قبلها .

ملاحظات:

*الصفات التي تنتهي بالحروف التالية **y/er/ow** يكون تركيبها **the+adj+est**

Ex:

- ❖ Narrow / the narrowest
- ❖ Clever / the cleverest
- ❖ Happy / the happiest

* بينما باقي الصفات يضاف قبلها **The most /the least**

- ❖ Careful / the most careful
- ❖ Useless /the least useless
- ❖ Important / the most important
- ❖ expensive / the least expensive

ملاحظة: اذا انتهت الصفة ب (y) نقوم بتحويلها الى (i) عند اضافة صيغة المفاضلة او المقارنة:

Happy / happier / happiest

اذا انتهت ب (e) نقوم باضافة (r) او (st) فقط

Simple / simpler/ simplest

ثالثا: صيغة المقارنة المتساوية وغير المتساوية (Equal and non equal Comparisons)

ويستخدم هذا التركيب للتعبير عن المقارنة المتساوية

Noun + verb+ as+ adjective/ adverb + as + noun

- **Mahmoud works as hard as his brother**
- **maths is as popular as science**

ويستخدم هذا التركيب للمقارنة المتساوية مع الأسماء المعدودة

Noun + verb + as + many+ (noun) + as + noun

You know as many people as I know.

ويستخدم هذا التركيب للمقارنة المتساوية مع الأسماء الغير معدودة

Noun + verb + as + much + (noun) + as + noun

He's had as much success as his brother has

وللتعبير عن عدم المساواه نستخدم **not** قبل هذا التركيب

Noun+ verb+(not) as + adjective/ adverb+ as+ noun

- **I cannot run as fast as you**
- **This test was not as difficult as the last one**

*يستخدم هذا التركيب للمقارنة الغير متساوية مع الأسماء المعدودة

Noun+ verb+(not) as + many+ (noun) + as + noun

There are not as many people in our class as in yours

*يستخدم هذا التركيب للمقارنة الغير متساوية مع الأسماء الغير معدودة

Noun+ verb+(not) as + much+ (noun) + as + noun

I don't eat as much food as my brother

ملاحظة : من الممكن ان تستخدم الضمانر بدلا من الاسماء في جميع اشكال المقارنة والتفضيل

حالات شاذة

Adjective	Comparative	Superlative
Good	Better	Best
Bad / ill	Worse	Worst
Little(amount)	Less	Least
Little (size)	Smaller	Smallest
Much / many	More	Most
Far (amount)	Further	Furthest
Far (place)	Farther	Farthest
Late(time)	Later	Latest
Late (order)	Latter	Last
Near (place)	Nearer	Nearest
Near (order)	-	Next
Old (people and things)	Older	Oldest
Old (people)	Elder	Eldest

تستخدم (Older/ oldest) للمقارنة بين الناس والأشياء بشكل عام , أما (Elder/ eldest)

فتستخدم للمقارنة في الأعمار بين أفراد العائلة فقط

*الكلمات التالية تستخدم كصفات وظروف معا :

The following words are both adjectives and adverbs

Close	Early	Far	Free	Hard
Daily	Fair	Fast	Hard	Wrong

Exercise: complete the sentences with the phrases in the box:

As much as / less / more / not as many / the least / the most
/ as popular as

- 1- English is Studied subject.
- 2- studied subjects are music and art.
- 3- There are students studying science as Maths.
- 4- Maths ispopular than science, but popular than English.
- 5- Students don't like doing music and art they like doing Maths.
- 6- Neither Maths nor science are English.

Exercise: study the information in the table about compulsory and complete the sentences below it. Use the words and phrases in the box. One word is not needed.

Compulsory education in different countries	Range
England	5 – 16 years
Portugal	6 – 18 years
Jordan	6 – 15 years
Turkey	6 – 18 years
Japan	6 – 15 years

Derivation

ويشمل الأسماء والصفات والأفعال

أولاً: الأسماء Nouns

تنتهي الأسماء بالنهايات التالية:

Tion, sion, ness, ure, ment, dom, ism, ence, ance, ician, age, ist, tide, ship, ice, or, er, ing, ity, ty, ology.

Ex: destruction, awareness, actress, development

مواقع الأسماء هي:

1- تأتي الأسماء بعد المحددات:

وتشمل المحددات:

(One, two, three, any, some, no, a lot of, lots of, only, all, much, many, a few, a little, other, another).

I have some biscuits

2- تأتي الأسماء بعد أدوات التعريف والتنكير (articles) A, an , the

The kingdom of Jordan is famous for the protection of olive oil

3- يأتي الاسم بعد ضمائر الملكية وتشمل :

My, her, his, its, our, their

I will be going to university to complete my education

4- يأتي الاسم بعد وقبل S الملكية:

Have you seen Nasser's collection of postcards?

5- يأتي الاسم بعد حروف الجر واسماء الاشارة :

at, without, of, about , From , to, for , after , in , On, with : حروف الجر تتضمن

That, this, those, these: اسماء الاشارة تتضمن

Ministry of education is the largest ministry in Jordan

We can't comply with this decision

6- يستخدم الاسم كفاعل:

Jordan is one of the most prominent countries in medicine

7- يستخدم الاسم كمفعول به:

Professor Ali presents grants for diligent students

8- يأتي الاسم بعد كل من **More, most** بشرط ان لا تكون مسبوقه باحد افعال **be**

We need more patience in case of anger

9- يأتي الاسم بعد الصفة

Psychological diseases become pervasive nowadays

ملاحظة هامة: نستخدم كل القواعد السابقة بشرط ان لا يكون هنالك اسم بعد الفراغ , فاذا كان هناك اسم بعد الفراغ نضع الجواب صفة وليس اسم.

ثانيا: الصفات Adjectives :

تنتهي الصفات بالمقاطع التالية:

Y, ory, ful, less, en, an, able, ive, ous, ect, al, ate, ant, ent, ish, ing, ed, any, ic

Ex: stormy, scientific, fortunate, shocking.

للصفة ثلاثة اشكال , وهي:

*الصفة العادية: **Stormy, small, natural**

*صفة تصاغ باضافة **ing** : **Boring, shocking, interesting**

*صفة تصاغ من التصريف الثالث: **Brocken, written**

وتأتي الصفة في المواقع التالية:

1- تأتي الصفة قبل الاسم

She has beautiful hair

2- تأتي الصفة بعد افعال **be**

The exam was easy

3- تأتي الصفة بعد الصفات التالية: **Too, so , very, quite**

You are eating very slow

4- تأتي الصفة بعد الافعال التالية :

Feel, get, find, taste, become, seem, look, appear

This cookie looks tasty

5- تأتي الصفة في هذا الموقع (**as صفة as**)

She is as beautiful as moon

6- تأتي الصفة بعد **the more, the most** بشرط ان تكون مسبوقة باحد افعال **be**

land is more expensive than it was before

7- تأتي الصفة بعد الظرف

Ahmad was extremely hungry

ملاحظات هامة:

1-الصفة التي تنتهي ب **ed** تستخدم لوصف العاقل والصفة التي تنتهي ب **ing** تستخدم لوصف غير العاقل

Boring film , bored man

2-ما ينتهي ب **ing** و **ed** يكون قبل الاسماء صفات

Interesting film / interested man

3-ما ينتهي ب **ing** و **ed** يكون قبل وبعد الافعال اسماء

Smoking is unhealthy/ I hate smoking

4-افعال التصريف الثالث **p.p** تعامل معاملة الصفة

This letter is written by hand

ثالثا: الظرف / الحال Adverbs

عادة ما ينتهي ب **ly** وتركيبه دائما هو:

(صفة + **ly**)

aggressive___ aggressively

يستخدم الظرف في الحالات التالية:

1- في نهاية الجملة مكتملة العناصر

He greeted the guests warmly

2- في بداية الجملة, ويقع قبل الفاصلة

Fortunately, fares could pass the exam

3- قبل الصفة

He was extremely tired

4-بين الفاعل (اسم/ ضمير) والفاعل

He surprisingly told me about the secret.

ملاحظة: نحصل على الظرف (الحال) باضافة (**ly**) لنهاية الصفة وباسقاطها من الظرف نحصل

على الصفة.

رابعاً: الفعل Verb

وينتهي بالمقاطع التالية: **Ate, ise, ize, en, ve, ed**

Ex: Organize, eradicate, strengthen

ويقع الفعل في المواقع التالية:

1- بعد الفاعل:

Thanks a lot. I appreciate your kindness

2- قبل المفعول به

Jordan improves education frequently

3- بعد **to** ويكون فعل مجرد

I need to evaluate my work

4- بعد افعال **Modals**

You should study hard

5- بعد افعال **do**

She didn't succeed

والقاعدة العامة : التركيب يكون كالاتي:

اسم , صفة , ظرف , فعل , اسم

ملاحظة:

*ادوات العطف التالية :

And, as well as, or تعطف كلمتين من نفس الجنس اي ان ما يتبعها يكون من جنس

ما يسبقها.

- Smoking (n) and pollution (n) have the same effects.
- Work makes you healthy (adj) and wealthy(adj).

مشتقات تمارين المستوى الرابع

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
Educate يعلم / يتقن	Education التعليم Educator معلم / مربى	Educational تعليمي	Educationally من ناحية تعليمية
Succeed ينجح	Success نجاح	Successful ناجح	Successfully بنجاح
Organise ينظم	Organisation منظمة Organiser منظم	Organised منظم	.....
Achieve ينجز	Achievement انجاز Achiever منجز	Achievable يمكن انجازه	.....
Develop يطور	Development تطوير	Developed منطور Developing نامي	.....
Experience يجرب / يختبر	Experience تجربة / خبرة	Experienced خبير	.....
Dominate يهيمن / يسيطر	Dominance هيمنة / سيطرة	Dominant مهيمن / مسيطر	Dominantly بشكل مسيطر
Depend يعتمد	Dependence اعتماد	Dependent يعتمد على غيره	Dependently بشكل تابع للغير
Repeat يكرر	Repetition تكرار	Repeated مكرر / متكرر	Repeatedly بشكل متكرر
Correct يصحح	Correction تصحيح	Correct صحيح	Correctly بشكل صحيح
Circulate يجري / يسري	Circulation جريان / دوران	Circulatory دائري	.....
Dehydrate يجفف	Dehydration الجفاف	Dehydrated جاف	.....
Advise ينصح	Advice نصيحة	Advisable مرغوب / حكيم	Advisably بحكمة / بمنطق
Revise يراجع	Revision مراجعة	Revisable قابل للتعديل	.....
Concentrate يركز	Concentration تركيز	Concentrated مركز	.....
Qualify يؤهل	Qualification مؤهل	Qualified شخص مؤهل	.....
Recommend يوصي	Recommendation توصية	Recommended موصى به	.....
.....	Youth الشباب	Young صغير بالعمر	.....

Know يعرف	Knowledge معرفة	Knowledgeable حسن الاطلاع	Knowledgeably بمعرفة / بخبرة واسعة
Memorise يحفظ	Memory ذاكرة	Memorable لا ينسى	Memorably بشكل لا ينسى
Particularise يخصص / يعين	.....	Particular خاص / معين	Particularly خصوصا
Compete ينافس	Competition منافسة	Competitive تنافسي	Competitively بشكل منافس
Idealise يجعله مثاليا	Idealisation المثالية	Ideal مثالي	Ideally بطريقة مثالية
Create يخلق / ينشأ	Creation خلق / انشاء	Creative مبدع	Creatively بابداع
Teach يعلم	Teacher معلم Teaching تعليم	Teachable يمكن تعليمه	.....
Economise يقتصد	Economy اقتصاد	Economic اقتصادي Economical اقتصادي	Economically من ناحية اقتصادية
Critisise ينتقد	Criticism نقد / انتقاد	Critical انتقادي	Critically بشكل انتقادي
.....	Academic اكايمي Academy اكايمية	Academic اكايمي	Academically اكايميا
Contradict يتناقض / يتعارض مع	Contradiction تناقض / تعارض	Contradictory متناقض / متعارض	.....
.....	Fluency طلاقة اللسان	Fluent طليق اللسان	Fluently بطلاقة
.....	Option خيار / اختيار	Optional اختياري	Optionally اختياريا
Pioneer يبتكر	Pioneer مبتكر	Pioneering / طليعي في الطليعة	.....
Tutor يعلم	Tutor معلم Tutorial دورة	.....	.....
Manage يدير	Management ادارة	Managerial اداري	.....
Circulate يسري / يدور	Circulation دوران	.....	.....
Diet يتحمى / يتبع حمية	Diet نظام غذائي	Dietary غذائي	.....
.....	Multilingualism تعددية لغوية	Multilingual متعدد اللغات	.....

Simulate يحاكي / يقاد	Simulation محاكاة/ تقليد Simulator جهاز المحاكاة	.....	.....
Utter يتكلم / ينطق	Utterance الكلام/ النطق	.....	.....
.....	Vocation مهنة	Vocational مهني	.....
Enroll يسجل	Enrolment تسجيل	.....	.....
Immerse يغمس	Immersion انغماس	.....	.....
.....	Sociology علم الاجتماع Sociologist عالم اجتماع	Sociological اجتماعي	.....
Intend يقصد/ ينوي	Intention نية/ قصد	Intentional مقصود	.....
Replicate يكرر	Replication تكرار	.....	.....
Negotiate يفاوض	Negotiation تفاوض	Negotiable قابل للتفاوض	.....
Import يستورد	Importation استيراد	Importable مستورد	.....
Export يصدر	Exportation تصدير	.....	.....
Extract يستخرج / يستخلص	Extraction استخراج	.....	.....
Fertilise يسمد / يخصب	Fertilization تسميد	Fertile خصب	.....
Agree يوافق / يتفق مع	Agreement اتفاقية	.....	.....
Market يسوق	Marketing تسويق Market سوق	.....	.....
Interpret يترجم	Interpretation ترجمة Interpreter مترجم	.....	.....
.....	Cancer سرطان	Cancerous مسرطن	.....
Scan يفحص / يمسح	Scanner الماسح الضوئي	.....	.....
.....	Region اقليم/ منطقة	Regional اقليمي/ محلي	.....
Secure يحمي	Security امن	Secure آمن	.....
Reward يكافئ	Reward مكافئة	Rewarding مجز / مرض	.....

.....	Conscience الضمير	Conscientious حي الضمير	.....
Adapt يتكيف / يتأقلم	Adaptation تأقلم / تكيف	Adaptable متكيف / قابل للتكيف	.....
Attribute يعزو الى	Attribution عزو / اسناد امر Attribute صفة / سمة	.....	.....
Refer يشير الى	Reference مرجع	.....	.....
Enthuse يحمس	Enthusiasm حماس	Enthusiastic متحمس	Enthusiastically بحماس

Exercise: read the text and complete it using the correct form of the words in brackets.(WB):

In the Middle East today, Entrepreneur is(particular) important among young people, because of the (compete) job market.

It is important to give young people the(know) so that they can help themselves. If they can't find jobs, they can create their own and then, (ideal), generate jobs for others.

.....(organise) have been set up to guide young people through the process of business (create) there are training courses and programmes to support this cause. Universities in the region have started(teach) Entrepreneur courses to students . even large

(business) now support young Entrepreneurs. The common philosophy is as follows: give young people the opportunity to create their own companies so that they can control over their own

(economy)futures. In the Middle East, it is a (critic) learning experience for young people.

Active and passive

طريقة التحويل من المبني للمعلوم الى المبني للمجهول:

1-حذف الفاعل من الجملة الأصلية

2-يوضع لك المفعول به في بداية الجملة

3-احذف المفعول به من الجملة الأصلية لكي لا تكرر في الجملة الجديدة

4-قم باكمال الجملة على القواعد التالية:

Tense	Active	Passive
Present simple	V 1/ V1+s,es	Is, am, are + v3
Past simple	V2	Was/ were+ v3
Present continuous	is, am , are+ v ing	is, am, are + being+ v3
Past continuous	Was, were+ v ing	Was, were + being+v3
Present perfect	Has, have+ v3	Has, have +been+ v3
Past perfect	Had+ v3	Had+been+ v3
Present perfect continuous	Have,has+been+ v ing	Has,have+been+being+ v3
past perfect continuous	Had+been+ v ing	had+been+being+ v3
Future simple	Modals + V1	Modals+ be+ v3
Future perfect	Modals + v3	Modals + have + been+ v3

ملاحظة : في حالة سؤال المبني للمجهول نقوم بوضع الفعل المساعد في بداية الجملة وعلامة

استفهام في نهايتها اما في حالة النفي فنقوم بإضافة **not** بعدالفعل المساعد

- 1- People saw smoke coming out of the forest.
Smoke
- 2- The government must save the historical sites.
The historical sites.....
- 3- The farmer must water the plants in order to grow.
The plant.....
- 4- Everyone must save the natural resources.
The natural resources.....
- 5- Parents mustn't give their children everything they want.
Children

Impersonal passive

وهو من انواع المبني للمجهول والذي يستخدم مع الفعل اللازم الذي لا يأخذ مفعول به, وعادة ما يستخدم مع أفعال الحواس.

Ex: He says

هنا لا يوجد مفعول به ليوضع في الجملة الجديدة فنضع **it** كمفعول به

It is said

آلية الحل:

هنالك طريقتين للحل وهما:

1- الطريقة الاولى:

نضع **it** كمفعول به في بداية الجملة ونكمل الحل على قاعدة المبني للمجهول كما في الدرس السابق حيث تتكون **impersonal** من جملتين يتم تحويل الجملة الأولى فقط للمبني للمجهول , على ان نضع **it** كمفعول به

EX:

***They believe, that language learning can also improve your decision making skills**

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

وحتى تتمكن من ذلك قم بحذف المضاف لك في جملة الحل من الجملة **impersonal** وأضف باقي الجملة على

جملة الحل

2- الطريقة الثانية:

نضع الفاعل الثاني الذي يقع بعد كلمة **that** في جملة الحل ومن ثم نضع الفعل الذي يأتي قبلها محول على المبني المجهول في درس السابق ومن ثم نضيف **to** للجملة ومن ثم يتبعها فعل مجرد وباقي الجملة

ملاحظة: يجب تحويل الفعل في الجملة الثانية مهما كان تصريفه الى فعل مجرد في جملة الحل

EX:

*They say that women live longer than men

- Women are said to live longer than men.

*People say that children are afraid of ghosts

-Children are said to be afraid of ghosts

ملاحظات:

1- الفعل المجرد لـ **is/am/are** هو **be**

2- في حالة وجود فعل مساعد مع فعل رئيسي في الجملة الثانية فهنا نحول الفعل المساعد الى صيغة المجرد بعد **to**

*They think she is writing a book.

- She is thought to be writing a book.

*They think she has written a book.

- She is thought to have written a book.

3- اذا كان الزمن في الجملة الثانية في الجملة الاصلية ماضي بسيط نحوله الى مضارع تام في جملة الحل

*They think that you lived in London.

- You are thought to have lived in London

4- يتم التحويل من الماضي المستمر الى المضارع التام المستمر

*People think that the government was building new schools.

- The government is thought to have been building new schools

5- في حالة المستقبل نضع الفعل المجرد بعد **to** ونحذف **Will**

*They believe that the factory will make profit soon.

- The factory is believed to make profit soon

6- في المستقبل التام نضع **Have + v3** في جملة الحل بدون **will**

- *They say that he will have delivered all the newspapers by 8 o'clock.
- He is said to have delivered all the newspapers by 8 o'clock

Rewrite the sentences. use the impersonal passive in two different ways.

- 1- They say that fish is good for brain.
It's said that.....
.....
- 2- People think that we only use a small percentage of our brain power.
.....
.....
- 3- They claim that we remember things we hear in our sleep.
.....
.....
- 4- People believe that solving puzzles keeps the brain active.
.....
.....
- 5- Experts have proved that exercise is good for concentration.
.....
.....

*** Correct the verb between brackets.**

1. New project scheme **is claimed** innovative ideas. (introduce)
2. Eating almonds **is thought**the risk of heart disease. (reduce)

Indirect questions

*الأسئلة غير المباشرة: هي أسئلة ذات طبيعة رسمية ومؤدبة , وتستخدم عند التحدث مع شخص لا نعرفه.

*الأسئلة المباشرة: وهي اسئلة عفوية معتادة يتم سؤالها للأصدقاء والمعارف بطابع غير رسمي.

هنا يجب استخدام صيغة الأسئلة غير المباشرة , وهي:

*Could you tell me.....

*Do you know.....

*Do you mind

*Could you explain.....

*Is there any chance.....

*I would like to know.....

المطلوب هو تحويل السؤال المباشر الى غير مباشر حيث تقسم الاسئلة الى :

1- WH questions:

* في حال وجود افعال **Do** المساعدة بالسؤال هنا نقوم بما يلي:

1- حذف افعال الـ **Do**

2- نحول الفعل الرئيسي لصيغته حسب زمن السؤال (**do** الى **V1** / **does** الى **Vs,es** / **did** الى **V2**)

3- نضع علامة استفهام في نهاية الجملة

Direct: Why do you move to Jordan?

Indirect: could you explain why you move to Jordan?

* في حالة النفي لا نحذف (**Doesn't / don't / didn't + V1**) بل نعكس موقع الفاعل والفعل المساعد

Direct: why doesn't she arrive on time ?

Indirect: could you explain why she doesn't arrive on time?

* في حال وجود افعال مساعدة اخرى وهنا عند التحويل لغير المباشر نقوم بعكس موقع الفعل المساعد مع الفاعل واكمال الجملة كما هي

Direct: where is the market?

Indirect: could you tell me where the market is?

How has he managed to get in shop quickly?

Do you mind telling me how he has managed to get in shop quickly?

2-Yes / no questions:

وهنا نضع **If** بعد (صيغة الغير مباشر) وفي بداية الجملة ,ونقوم بتحويل الجملة الى خبرية ونضع علامة استفهام في نهاية الجملة

EX:

*Have you visited Aqaba before?

Could you tell me if you have visited Aqaba before?

*Does Tom like Jordanian food?

Do you know if Tom likes Jordanian food?

*Can we change the meeting time?

* ملاحظة : عند استخدام **Do you mind** دائما يأتي بعدها (**V1 + ing**) عند الحل :

Please , tell me the time ?

Do you mind telling me the time ?

Questions:

Change the following from direct questions into indirect questions

1- How can I get to queen alia airport by public transport? (وزاري/2016)

Could you tell me

2- What time does the Bank open?

Do you know

3- did you move to Europe?

I was wondering.....

4- How has he managed to get in shape so quickly?

Do you have any idea.....

5- does she play tennis?

Could you tell me

Question tags

Forms :

1- Positive statement - question tag negative

You are Tom , aren't you?

2- Negative statement – question tag positive

He isn't Joe, is he?

و تقسم الى:

1- اسئلة Tag مع فعل مساعد يسد مكان الفعل الرئيسي

EX:

He is Ali, isn't he?

Lila was a pilot , wasn't she ?

الاية الحل:

1- نقوم بوضع الفعل المساعد في جملة السؤال في البداية

2- اذا كانت الجملة الخبرية مثبتة, نقوم بنفي الفعل المساعد في جملة السؤال. واذا كانت الجملة الخبرية منفية, نقوم باثبات الفعل المساعد.

3- نضع الفاعل (ضمير) بعد الفعل المساعد بناء على الفاعل في الجملة الخبرية , وبعده علامة استفهام.

2- اسئلة Tag مع الفعل الرئيسي

EX:

They play football, don't they?

آلية الحل:

1- اذا كانت الجملة الخبرية في المضارع البسيط (V1) نقوم بوضع Do بداية جملة السؤال يتبعه الفاعل

2- اذا كانت الجملة الخبرية في المضارع البسيط (V1 + es , s) نقوم بوضع Does بداية جملة السؤال يتبعها الفاعل

3- اذا كانت الجملة الخبرية في الماضي البسيط (V2) نقوم بوضع Did بداية جملة السؤال يتبعها الفاعل

4- اذا كانت الجملة الخبرية في اي زمن آخر نعكس مواقع الفعل المساعد مع الفاعل

مع ملاحظة: نفي المثبت واثبات المنفي.

EX:

- They play football, don't they?
- Ali plays football , doesn't he ?
- They played football, didn't they?
- You can help me with this, can't you?
- She wasn't there yesterday, was she?
- You will phone me later ,wont you?
- He had better do it, hadn't he?
- I have been answering, haven't I?

حالات شاذة:

* نستخدم I مع الفعل المساعد are بدلا من am في جملة السؤال

I am right, aren't I ? (not amn't I)

*تستخدم Never/ nothing للنفي احيانا بدلا من not

He never came again,did he?

* في حالة Let us نستخدم shall في جملة Tag

Let's study tomorrow, shall we?

Let's go, shall we?

* في حالة جمل الأمر نستخدم will you في بداية جملة Tag

Open the door, will you?

Don't smoke, will you?

* اذا احتوت الجملة الخبرية على Have to / has to + v1 نضع Don't + Sub / Doesn't + Sub

في جملة السؤال

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

* اذا احتوت الجملة الخبرية على had to + v1 نضع Didn't + S في جملة السؤال

I had to quit fatty food, didn't I?

*تستخدم **it** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بـ **this** او **that**

This is John's pen, isn't it?

*تستخدم **they** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بـ **these** او **those**

Those aren't the books of our library, are they?

*تستخدم **it** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بـ **anything / everything /nothing**

Everything is ok, isn't it?

*تستخدم **They** كضمير في جملة السؤال اذا ابتدأت الجملة الخبرية بما يلي :

nobody / somebody / everybody /no one /everyone/someone

nobody lives here , do they ?

*اذا وجدت الظروف التالية في السؤال فيجب اثبات الجملة الخبرية وتشمل (**Scarcely/ barely / rarely/hardly**)

You would scarcely expect her to know that , would you?

Exercise: choose the correct answer:

- 1- Salma sleeps at hotel,.....?
(isn't she, is she, does she, doesn't she)
- 2- She won't be very happy,?
(will she, wont she, is she)
- 3- We can't walk from here,.....?
(Can we, we can, do we)
- 4- We haven't got any chance,.....?
(have we, haven't we, do we)
- 5- You don't work here,.....?
(do you, don't you , you do)

Phrasal verbs

وهو فعل متبوع عادة بحرف جر أو ظرف. هذا النوع من الأفعال شائع في اللغة الإنجليزية ولكنه غير مألوف في اللغة العربية. يعطي الفعل منفرداً معنىً مختلفاً للمعنى الذي يعطيه في حال مصاحبته للظروف وحروف الجر.

phrasal verb	Meaning in English	Meaning in Arabic
Look into	to investigate	يتفحص
Come up with	Think of / produce something (an idea) especially when pressured or challenged	يستنتج فكرة
Get away with	To do something wrong without being discovered or with only a minor punishment	يفلت من العقاب
Get over		يتعافى من المرض
Get on (with)	Be friendly	يتدبر أمر شيء ما / يتماشى مع
Go ahead (with)		يتقدم
Point at		يتهم/ يشير الى
Go back		يعود
Look for		تبحث عن شيء فقدته
Look forward to		يتطلع بفارغ الصبر
Go away		ابتعد
Stand out	To be much better than other similar people or things	يبرز/ يتميز
Grow up	Spend my child hood	يكبر
Get on well	Be in a good relation	يتماشى مع
Look at		فكر ب- / تمعن ب-

Tend to		يميل الى
Come about	Happen	يحدث
Eat out	Eat away from home especially in a restaurant	يتناول طعامه خارج المنزل
Point out	To show something or someone by pointing at it	يشير الى
Find out	Discover	يكشف
Pick up		فهم / التقط
Carry out	Complete, do	يقوم بـ
Leave out	Don't include / omit it	اترك / لا تشمل
Look up		يبحث عن / يتفقد كلمة او موعد
Take up		يتخذ
Take away		يأخذ بعيدا
Speed up	Hurry up	يسرع
Take off		يخلع/ ينزع (الحذاء مثلا)
Try out		يجرب
Make up	Invent	يصنع / يخترع/ يخترق
Get up		ينهض
Make out	Understand	يفهم

Types of phrasal verbs: (انواع الافعال المركبة)

1- Some phrasal verbs can have objects after them (transitive verbs)

افعال مركبة تأخذ مفعولا به يقع بعدها تسمى افعال متعدية.

They came up with a good idea
We are looking into the problem

2- Some phrasal verbs don't have objects (intransitive verbs)

افعال مركبة لا تأخذ بعدها مفعول به تسمى افعال لازمه/ غير متعدية.

Where did you grow up?
My sister and I get on well.

ملاحظات:

* احيانا يقع المفعول به في الوسط بين الفعل وحرف الجر , لذلك يكون الفعل مفصولا عن حرف الجر التابع له.
* اذا كان المفعول به على شكل ضمير Me, him, her, them, us, you , it يكون الفصل اجباريا.

They carried it out in two years.

*يجوز الفصل بين الفعل وحرف الجر اذا كان المفعول به على شكل اسم :

Point her sister out.... Point out her sister.

* احيانا يمنع فصل الفعل عن حرف الجر التابع له , بحيث يقع المفعول به بعد حرف الجر .

They came up with a good idea.

* افعال مركبة تسمح بالفصل بين الفعل وحرف الجر:

(Carry out, find out, leave out, look up, look over, point out, take back, take off, take away)

* افعال مركبة لا تسمح بالفصل بين الفعل وحرف الجر:

(Come up with, come about, get away with, get on well, get by, get into, go off, go away, go back, go ahead with, grow up, look at, point at, speed up, take after, get up, go through, look forward to, get on, look into, look after, look for, get over).

Exercise

Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (it/them/me). Consider whether the two parts of the verb can be separated or not.

look into / come up with / come about / point
out / get away with / carry out / leave out

1- As part of the interview, we will be asking all candidates to a short task.

- 2- Ali broke the glass, but his mother didn't notice. He it.
- 3- Last night, I watched an interesting documentary about how the ice age
.....
- 4- I've been thinking about a subject for my History project, and I've
..... some ideas.
- 5- I usually add chocolate to the recipe when I make this cake, but as I haven't
got any today, I'm going to
- 6- Thank you for writing to us about the non-delivery of your parcel. We promise
to..... immediately.

Exercise: What does the underlined phrasal verbs mean?

- 1- We're looking into the possibility of merging the two departments.
.....
- 2- We're looking into the problem.
.....
- 3- They came up with a good idea.
.....
- 4- I made up an excuse about having to look after the kids.
.....
- 5 - Where did you grow up?
.....

If clause (conditional) الجمل الشرطية

تتكون الجملة الشرطية من قسمين: الأول (If clause) وتسمى جملة الشرط , وتحتوي على أداة ربط مثل **if,unless** والثاني (Main clause) وتسمى جملة جواب الشرط.

Ex:

If you study harder, you will pass.

*تتكون جملة **if** الشرطية من اربعة أنواع وهي:

1 -Zero conditional:

Form:

If + present simple, present simple

ويستخدم للكلام عن قوانين و حقائق لا تقبل الشك.

If you freeze water, it turns to ice.

2 - First conditional:

Form :

If +present simple, future simple

ويستخدم للحديث عن أمور قد تحدث أو لا تحدث في المستقبل بناء على الحاضر.

Ex:

If you come today, we will visit you.

I will call you, if I need any help.

If the weather doesn't improve, we won't(will not) have a picnic.

3 - Second conditional:

Form:

If + past simple , S + would + v1

يستخدم للتحدث عن حالات خيالية لم تحدث في الواقع.

Ex:

If it rained in summer, it would be nice.

If I won the lottery, I would buy for my parent new house.

*ملاحظة : في هذا النوع من الممكن استخدام **If** في جملة النصائح بالاعتماد على هذه القاعدة:

S+should / ought to + v1

والتي تصبح اما:

You could + v1 او **Why don't you + v1** او **If I were you I would + v1**

Example:

You should practice the presentation several times. (were)

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

Why don't you practice the presentation several times

You could practice the presentation several times

4 -Third conditional:

Form:

If + past perfect, S+ would+ have+ v3

If Ali hadn't died, we would have enjoyed this trip together.

يستخدم لوصف امور خيالية لايمكن حدوثها

ملاحظات:

للدلالة على يجب معرفة الفرق في استخدام كل من **Could** و **Might** , حيث تستخدم في النوع الثالث **could** للدلالة على القدرة, بينما تستخدم **might** الامكانية

Ex:

If the rescue crew had found him earlier, they could have saved his life (**ability**)

If the rescue crew had found him earlier, they might have saved his life (**possibility**)

Question:

Read the situations and complete the sentences with the third conditional, using the word in brackets.

- 1- Saeed left his camera at home, so he wasn't able to take pictures of the parade. (could).
.....
- 2- I had a headache yesterday, and I didn't do well in the maths test. (might).
.....

*We can use **provided that , as long as , unless and even if** in the same way as if, but they don't all mean the same thing.

Examples:

1. I'll buy the book if / provided that / as long as it isn't too expensive. (I won't buy it if it is too expensive.)
2. I'll buy it unless it's expensive. (I'll buy it if it isn't too expensive.)
3. I'll buy it even if it's expensive. (I will buy it. The price isn't important.)

Question

Complete the following sentences with the correct form of the verb in brackets:

- 1-If Alivery hard, he will pass the tests. (study)
- 2- If students..... well - prepared, they will have confidence. (be)

Unreal past forms for past regrets

* نستخدم كل من **I wish/ if only** للتعبير عن شيء حدث في الماضي

Form:

If only / I wish + past perfect

*تحويل الجملة يكون من الماضي البسيط في الجملة الاصلية الى جملة الماضي التام في جملة الحل

*تقوم بنفي المثبت واثبات المنفي في كلا الجملتين

Ex

1. I **didn't do** much work for my exam.

I **wish I had done** more work for my exam.

2. I **bought** these shoes. They hurt my feet

Unreal past forms for present wishes

*تستخدم لتمني شيء في الوقت الحاضر لا يمكن حدوثه

* هنا يستخدم الماضي لتمني شيء للحاضر

Forms:

If only/ wish + simple past

*تحويل الجملة يكون من المضارع البسيط في الجملة الاصلية الى جملة الماضي البسيط في جملة الحل

*نقوم بنفي المثبت واثبت المنفي في كلا الجملتين

خطوات الحل :

1- نحدد الفعل في الجملة

2- انزال كل ما قبل الفعل بعد **Wish / if only**

3- نكتب قاعدة الفعل بناء على الجدول التالي

4- يجب مراعات بعض الملاحظات المذكورة أدناه

الفعل في الجملة	الفعل بعد Wish
V1. V1 + s	Didn't + v1
Don't , doesn't + v1	V2
V2	Hadn't + p.p
Didn't + v1	Had + p.p
Am , is	Wasn't

Amnt. Isn't	Was
Are	Weren't
Aren't	Were
Was, were	Hadn't + p.p
Wasn't, weren't	Had been
Has, have	Didn't + have
Don't/ doesn't + have	Had
Had	Hadn't+ had
Modal+ v1 (will, shall, can,.....)	Modal (past) + not + v1 (would, should, could + not...)
Has to / have to + v1	Didn't + have to + v1
Don't/ doesn't + have to + v1	Had to + v1
Would like to	Could + v1

ملاحظات:

- 1- اذا احتوت الجملة على **really /very / Too** نحذفها ونحولها الى **so**
- 2- اذا كان الفعل بالجملة **Have to + v1** في الحل يصبح **Didn't have to + v1**
- 3- عند عكس الصفات في الجملة لا تعكس الافعال عند التحويل من حيث النفي والاثبات
- 4- الجملة التي تحتوي على **Should + v1** تعاد بـ **Wish + v2**
- 5- الجملة التي تحتوي على **Should + have + v3** تعاد بـ **Wish + had + v3**
- 6- الجملة التي تحتوي على **Regret** متبوع بـ **V1+ing** او **V2** يكون الحل دائما هو **Had + v3**

Examples:

- 1-I am really tired, but I can't sleep at night
I wish I could sleep at night
- 2-I don't have my glasses with me
I wish I had my glasses with me
- 3- Ali should have studied hard before exam
Ali wishes he had studied hard before exam

- 4- I have to go to in a tour
I wish I didn't have to go to a tour
- 5- The exam was difficult
I wish the exam had been easy

***Re-write these sentences using the verb wish and the words in brackets:**

- 1- My brother spends many hours talking on the phone(not spend so many hours).
I wish my brother.....
- 2- I am very shy about talking in public(not so shy)
I wish I
- 3- You eat too quickly(not eat so quickly)
I wish
- 4- The city center is really busy this morning(not so busy)
I wish.....

Language Functions

الوظائف اللغوية

1- Giving advice: كيف تعطي نصيحة

Sentence	ترجمة الجملة
- Have you thought about.....?	هل فكرت في.....؟
- You should..., no doubt about it.	يجب عليك فلا شك في ذلك.
- If I were....., I would.....	لو كنت....., لقلت
- My main recommendation is that you ...	توصيتي الوحيدة هي أن

Examples:

- Have you thought about visiting Petra?
- If you have terrible toothache, you should see the dentist, no doubt about it.
- If I were you, I would hit the books during this year.
- My main recommendation is that you should do your best

2- Linking words showing cause (explain the reason for something.)

كلمات الربط التي تظهر السبب (إيضاح سبب شيء).

Words	ترجمتها
Because/ as/ since	لأن
Because of/ due to	بسبب

Examples:

- We couldn't go to the stadium **because / as / since** there weren't any tickets left.
- **As / Since / Because** I was tired, I went to bed.
- We were late **because of / due to** the traffic.

3- Linking words showing result (explain the consequences of an action.)

كلمات الربط التي توضح النتيجة (توضح نتائج وعواقب حدث ما):

Words	ترجمتها
Therefore/ so	وبالتالي
As a result / because of that / consequently	وكنتيجة لذلك

Examples:

- We were caught in traffic, **therefore / so** we missed the start of the play.
- She worked hard; **as a result, / because of that, / consequently,** she did well in her exams.

Grammar Language Functions

الوظائف اللغوية المتعلقة بالقواعد

أحياناً يتم السؤال عن الوظيفة اللغوية لجملة تحمل قاعدة معينة تم شرحها في الوحدات فلنقم بترتيبها في هذا الجدول-

القاعدة اللغوية	شكل الجملة	The language function of this sentence is
Quantifiers to Make Comparisons	less / more / earlier / later / less popular than / more popular / less / longer / more people	talking about quantifiers making comparative sentences
	the most / the least / least popular / the fastest / the most popular / the least / the most	talking about quantifiers making superlative sentences
	as much as / not as many / as popular as / as much as / not as many	talking about quantifiers making equal / non-equal comparisons

Indirect Questions	Could you tell me ...; Do you know ...; Do you mind telling me ...; Could you explain	asking questions in a polite, formal way.
The Impersonal Passive	It is said..... It used to be thought.... It is believed..... The story is believed.....	using a formal way of reporting thoughts, sayings, beliefs and opinions.
Question Tags	....., aren't you?, shouldn't they?	using question tags to check or query information.
Passive Forms	be + V3	Expressing passivation.
Unreal Past Forms For Past Regrets	wish or If only + Past Perfect	expressing regrets about the past.
Unreal Past Forms For Present Wishes	wish or If only + Past Simple	expressing wishes about the present that are impossible or unlikely to happen.
The Zero Conditional	(if + Present Simple/Present Simple)	using the zero conditional to describe something that always happens (the inevitable consequence) after a certain action or event.

The First Conditional	(if + Present Simple/will + V1)	using the first conditional to describe a future outcome of a certain future action or event.
The Third Conditional	(if + Past Perfect/would have +past participle)	using the third conditional to imagine past situations. These past situations are impossible, and did not happen.

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

- **Mahmoud is taller than his brother.**

- What is the language function of the sentence above?

.....

Exercise 7: Study the following sentence and answer the question that follows.

- **I can run the fastest.**

- What is the language function of the sentence above?

.....

Exercise 8: Study the following sentence and answer the question that follows.

- **I don't like running as much as I like swimming.**

- What is the language function of the sentence above?

.....

Exercise 9: Study the following sentence and answer the question that follows.

- **Ali is happy, isn't he?**

- What is the language function of the sentence above?

.....

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

- **Smart phones hadn't been invented fifty years ago.**

- What is the language function of the sentence above?

.....

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

- **I wish I hadn't bought these shoes.**

- What is the language function of the sentence above?

.....

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

- **I wish I didn't have a headache.**

- What is the language function of the sentence above?

.....

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

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

- What is the language function of the sentence above?

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A visiting student's / Anita's blog post

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

I have relatives in Jordan and they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students there, who were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level.

I'm very familiar with colloquial Arabic, which is what my family speaks and understands. The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar. Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practice it at home. I really put my back into it, and I earned an 'A' on the course

What impressed me most about students in Jordan was their behaviour and their attitude to studying. All the students who I met appreciated the importance of their university education and the opportunities it would give them to contribute to their country's prosperity. They also showed extremely positive values.

Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.

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

Read the blog again and answer the questions:

1. Why was Anita so willing to go to Jordan to study Arabic?
2. What impressed Anita about her fellow students at the university?
3. What does the underlined idiom in the text mean?

Learning a Foreign Language

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

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

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

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day.

The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

Answer the following questions:

1. What are the benefits of learning a foreign language?
2. How could learning foreign language support decision making?
3. How could learning foreign language support your mother tongue effectively?

Our country's imports and exports

In this report, we will look at the countries that Jordan trades with and what goods it exports and imports.

First, let's look at exports. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world. Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers. Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product(GDP), and 75% of Jordan's pharmaceuticals are exported. However, the majority (65%) of the economy is dominated by services, mostly travel and tourism. Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

Now let's look at imports. Unlike some other countries in the Middle East, Jordan does not have large oil or gas reserves. For that reason, Jordan has to import oil and gas for its energy needs. Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6 % of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6 % of its imports. Other imports have come from China and the United States.

Jordan has more free trade agreements than any other Arab country, and it trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. Trade with the EU and North Africa in particular is likely to grow.

Questions:

1. What is the purpose of writing this report?

2. What do the underlined pronouns refer to?

3. What does the report suggest that many of Jordan's fertilisers are made from?

4. Why does Jordan import a lot of oil and gas?

5. Which country supplies Jordan with most of its imports?

6. Why is trade with the EU and North Africa likely to grow?

7. Mention two minerals in which Jordan is rich.

8. Find a word in the text which means 'an arrangement or promise to do something, made by two or more people, companies or organizations'.

9. What does the underlined word 'reserves' mean?

around the world in eighty days

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his traveling companion, the Frenchman Mr Passepartout, are traveling through India by train. They have befriended another traveler, Sir Francis Cromarty.

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

"Where we are?" asked sir francis

At the hamlet of kholby

Do we stop here?'

Certainly. The railway isn't finished

What! Not finished?

'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.

'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

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

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

"no sir Francis; it was foreseen".

What! You know that the way

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.' There was nothing to say to so confident a response.

Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

"I shall go a foot," said Phileas Fogg

Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I have found a means of conveyance.'

What?

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.' 'Let's go and see the elephant,' replied Mr Fogg

They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circusshows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused.

Twenty pounds? Refused also. Forty pounds?

Still refused

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

At two thousand pounds the Indian yielded.

'What a price, good heavens!' cried Passepartout, 'for an elephant.' It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut

Answer the questions.

1- What kind of house is a bungalow (line 6)?

2- How does the word hamlet (line 9) suggest that there aren't many houses or people in the area where the train has stopped?

3- What form of transport is a steamer (line 24)?

4- what kind of facial expression is a wry grimas(line 30), and why did Passepartout's face show this expression?

5- Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans?