

THE GIANT OF ENGLISH  
ACTION PACK 12 / LEVEL THREE

اللغة الانجليزية  
للمرحلة الثانوية/المستوى الثالث

Grammar

Vocabulary

مراجعة نهائية  
للمستوى الثالث / المنهاج الجديد  
الدورة الشتوية 2018

Reading

Writing

FIRST SEMESTER

UNITS

1-5

YOUR WAY TO SUCCESS

TEACHER OF ENGLISH

JAMAL SAFI

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

TEACHER OF ENGLISH : JAMAL SAFI

0777376260

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

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

- |                                    |                  |
|------------------------------------|------------------|
| 1. Are happier people healthier?   | ( SB, page 16 )  |
| 2. The King Hussein Cancer Center. | ( SB, page 24 )  |
| 3. The arts in Jordan.             | ( SB, page 34 )  |
| 4. A founding father of farming    | ( AB, page 22 )  |
| 5. In the future .                 | ( SB, page 22 )  |
| 6. Glass Blowing                   | ( SB, page 38 )  |
| 7. Young Emirati inventor          | ( SB , page 20 ) |
| 8. Using technology in class.      | ( SB, page 8 )   |
| 9. Health in Jordan: A report      | ( SB, page 18 )  |

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

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

**Question Number one .**

A.

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

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

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

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

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

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

.....

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

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

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

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

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

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

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

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

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

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

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

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

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

## B. Literature Spot

1. Read the following quotation from “**The Old Man and the Sea**” by Ernest Hemingway carefully , then in your ANSWER BOOKLET answer the questions that follow with reference to the story .

**“As night falls, he wraps the fishing line around himself, and goes to sleep, leaving his left hand on the rope to wake him if the marlin surfaces”.**

1. What do the underlined pronouns refer to ?
2. Find a word which means “**comes to the top of the ocean or earth**”
3. Why does he go to sleep that night with the line tied around himself?

### **Notes:**

Santiago is a very optimistic and determined person. (**He goes to sea to try his luck every day even though he hasn't caught anything for 84 days.**)

Manolin`s character: ( **caring person; kind, thoughtful and loyal to Santiago**)

1. soon the old man is asleep dreaming.....in Africa/ Meanwhile Santiago is sleeping .....young ( **represents memory**)
2. Santiago is an old man .....empty boat every day / Santiago has to hold on to the line .....and he kills it ( **represents determination**)
3. Santiago is an old man .....is badly injured himself ( **represents strength**)
4. Santiago has to beat them ..exhaustion and falls asleep ( **represent suffering and pain** )

The fish and the lions ( **represent strength**)

- 1.‘Instead, the fish swims away, dragging the old man and his boat along.’ (line 7)
  - 2.‘... Santiago has to hold onto the line with all his strength to avoid being pulled into the sea.’ (line 13)
  - 3.‘Manolin reassures Santiago that the great fish didn’t beat him and that they will fish together again.’ (lines 21–22)
- (**the relationship between humans and nature**).

- 1.A sharp, pointed weapon , like , a knife on a long stick. ( **harpoon** )
- 2.A heavy object used for hitting. ( **club** )
- 3.To pull something heavy behind you. ( **drag**)
- 4.Someone who is successful or who earns you money. ( **productive**)
- 5.To believe something without questioning it. ( **assume**)
- 6.To say something positive to someone who is worried about something. ( **reassure**)
- 7.A curved object on which to hang something, for example a fish on a line. ( **hook**)
- 8.To come to the top of the ocean or earth. ( **surface**)

2. Read the following stanza from “**I remember , I remember**” by Thomas Hood carefully , then in your ANSWER BOOKLET answer the questions that follow with reference to the poem .

**I remember, I remember, The house where I was born,  
The little window where the sun came peeping in at morn;  
He never came a wink too soon, Nor brought too long a day  
But now, I often wish the night Had borne my breath away!**

- 1.What does the underlined pronoun **He** refer to ?
- 2.Give an example which represents onomatopoeia :
- 3.Give an example that represents personification :

### Literary / Rhetorical devices in the poem:

#### 1. Personification:

the sun came peeping in at morn  
'I often wish the night / Had borne my breath away!  
My spirit flew in feathers then  
Summer pools could hardly cool / The fever on my brow!

#### 2. Onomatopoeic words:

*Peep* (line 4)/ *rush* (line 19)/ *swing* (line 18)/ *fresh* (line 19)

#### Notes :

the sun came peeping in at morn;( **it slowly got brighter and brighter**)  
swallows (a kind of bird): **wings and feathers are both things that birds have, and that they fly .**

*childish ignorance*: ( **The poet was ignorant about the size of the world**)

the poet`s views of our relationship with nature .( The poet seems to receive a great deal of pleasure from nature.)

farther off from heav`n” ( the poet is an adult now and has lost the”childish ignorance” that he had when he was younger).

**3. Read the following lines from “All the World’s a Stage” by William Shakespeare (from *As you like it*, Act II Scene VI) carefully , then in your ANSWER BOOKLET answer the questions that follow with reference to the speech .**

**And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts, ...  
At first, the infant,  
Mewling and puking in the nurse’s arms.  
Then the whining schoolboy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. ...**

- 1.What are the five stages of a human`s life ?
- 2.Which simile does the playwright use to describe the schoolboy as he walks to school?

### Literary / Rhetorical devices in the speech:

**Simile** : creeping like snail / bearded like the leopard

#### Notes :

Cannon:( **refers to a weapon used by soldiers**)

five stages of a human`s life **1. babyhood (infant) 2. Childhood (the schoolboy)**

**3.Early adulthood (the soldier) 4. Late adulthood/ middle age (the justice) 5. Old age (second babyhood/ childhood)**

”this strange evenful history : **life can be strange with lots of things happening in it**

Into the lean and slippered pantaloon, ..... in his sound : ( **represents aging** )

With spectacles on nose and pouch on side; And whistles in his sound: ( **represents time** )

And then the soldier .....And so he plays his part. ( **represents careers**)

At first, the infant,..... Unwillingly to school. ( **represents youth**)

Boyhood stage .....and one man in his time plays many parts, ( **represents human life**)

1. a schoolboy	<b>whining, creeping, shining</b>
2. a middle-aged man	<b>bearded, wise, severe</b>
3. a baby	<b>mewling, puking</b>
4. an old man	<b>lean, shrunk, childish, slipped</b>

**Question Number Two:**

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

1.

**sustainability , apparatus , physician, mortality, prosthetic**

1. After our Science lesson in the laboratory, we always help the teacher to put the..... away.
2. The nature reserve uses recycled water, which helps the..... of the environment.
3. Athletes with ..... legs can take part in the Paralympics.
4. Professor Badari, aged 67, is the hospital's leading ..... specialising in cancer care.

2.

**decade ,ailment , artificial , equipment , fund , textiles**

1. My sister wants to be a fashion designer and work with..... .
2. Before the boys go climbing, they'll go to a special shop to buy all the ..... that they need.
3. Older people tend to suffer from more ..... s than younger people.
4. My parents have saved enough money to ..... our university courses.
5. From 1990 CE to 2000 CE was.....

3.

**gallery , calculations, ceramics , astronomer, symptoms, disabilities**

1. If you don't feel well, you should describe your ..... to the doctor.
2. There is a good ..... for contemporary art across the street.
3. A telescope enables ..... s to observe the stars.
4. It is often impossible for people with ..... to climb stairs.
5. In our Maths exam, we have to write down our ..... as well as the answers.

4.

**ailments , dementia, acupuncture , irrigated, Fine Arts, fountain pen**

1. My grandparents gave me a ..... for my birthday, and I am learning calligraphy now.
2. Some ..... can be treated effectively with homoeopathic remedies.
3. When there is not enough rainfall to grow crops, the ground must be .....
4. I enjoy painting and sculpture so I decided to do a degree in .....
5. Elderly people often suffer from....., which is difficult to treat.

**antibodies , artificially-created , blog, calculations, desalination**

1. .... plants are becoming a popular method of providing water for people living in areas that have little fresh water.
2. Many megaprojects consist of ..... cities, which will be built according to principles of sustainable living.
3. I came across a ..... post the other day. It was discussing the importance of traditional crafts in our modern-day society.
4. Homoeopathy cannot produce ..... needed to protect against childhood diseases.
5. One of the earliest computers took as long as 25 minutes to do simple mathematical .....

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

\*ادرس الجداول التالية :

<b>UNIT ONE</b>			
<b>access</b>	إيجاد معلومات	<b>programme</b>	برنامج إذاعي أو تلفزيوني
<b>blog</b>	مدونة	<b>rely on</b>	يعتمد على
<b>calculation</b>	عملية حسابية	<b>sat nav system</b>	نظام الأقمار الصناعية البحرية
<b>computer chip</b>	رقاقة الحاسوب	<b>security settings</b>	إعدادات الحماية
<b>email exchange</b>	تبادل الرسائل الالكترونية	<b>smartphone</b>	الهاتف الذكي
<b>filter</b>	يصفى	<b>social media</b>	مواقع التواصل الاجتماعي
<b>floppy disk</b>	القرص المرن	<b>tablet computer</b>	كمبيوتر لوحي
<b>ICT</b>	معلومات و تكنولوجيا الاتصال	<b>user</b>	مستخدم
<b>identity fraud</b>	سرقة البيانات الشخصية	<b>web-building program</b>	برمجية إنشاء موقع الكتروني
<b>PC</b>	الحاسوب الشخصي	<b>web hosting</b>	استضافة موقع الكتروني
<b>post</b>	يرسل	<b>whiteboard</b>	لوح مغناطيسي
<b>privacy settings</b>	إعدادات الخصوصية	<b>World Wide Web</b>	الشبكة العنكبوتية
<b>program</b>	برمجية		

<b>UNIT TWO</b>			
<b>acupuncture</b>	الوخز بالإبر	<b>sceptical</b>	متشكك
<b>ailment</b>	مرض / وعكة صحية	<b>healthcare</b>	الرعاية الصحية
<b>allergy</b>	حساسية	<b>life expectancy</b>	متوسط العمر المتوقع
<b>homoeopathy</b>	الطب البديل	<b>decline</b>	يتناقص
<b>arthritis</b>	التهاب المفاصل	<b>obese</b>	السمنة المفرطة
<b>immunisation</b>	اكتساب المناعة	<b>strenuous</b>	مجهد / متعب
<b>malaria</b>	ملاريا	<b>reputation</b>	سمعة
<b>migraine</b>	شقيقة / صداع	<b>dental</b>	سني
<b>viable</b>	قابل للحياة	<b>sanitation</b>	الصرف الصحي
<b>herbal remedy</b>	التداوي بالأعشاب	<b>workforce</b>	قوى عاملة
<b>alien</b>	غريب	<b>optimistic</b>	متفائل
<b>conventional</b>	تقليدي / عادي	<b>practitioner</b>	من يمارس مهنة أو مهارة
<b>career</b>	وظيفة / مهنة	<b>setback</b>	فشل / إخفاق

<b>complementary medicine</b>	طب تكميلي / بديل	<b>raise</b>	يرفع / يربي / يسال
<b>infant mortality</b>	وفيات الاطفال	<b>commitment</b>	التزام
<b>antibody</b>	الجسم المضاد	<b>option</b>	خيار

### UNIT THREE

<b>apparatus</b>	جهاز / اداة	<b>radiotherapy</b>	علاج اشعاعي
<b>appendage</b>	طرف ملحق بالجذع	<b>scanner</b>	ماسح اشعاعي للصور الطبية
<b>bionic</b>	ذو اطراف الية	<b>side effects</b>	اثار جانبية
<b>artificial</b>	صناعي	<b>sponsor</b>	يدعم / يمول
<b>cancerous</b>	سرطاني	<b>symptom</b>	اعراض
<b>coma</b>	غيبوبة	<b>ward</b>	جناح/ قسم
<b>cross</b>	غاضب / منزعج	<b>implant</b>	زراعة عضو
<b>dementia</b>	جنون	<b>limb</b>	طرف/ذراع, رجل
<b>drug</b>	دواء/ عقار	<b>medical trial</b>	دواء تجريبي
<b>expansion</b>	توسع	<b>MRI</b>	التصوير بالرنين المغناطيسي
<b>outpatient</b>	مرضى غير مقيم	<b>prosthetic</b>	طرف صناعي
<b>paediatric</b>	متعلق بطب الاطفال	<b>publicise</b>	يعمم/ ينشر
<b>pill</b>	حبة/ قرص دواء	<b>stroke</b>	سكتة دماغية

### UNIT FOUR

<b>arithmetic</b>	علم الحساب	<b>carbon - neutral</b>	متعادل كربونيا
<b>algebra</b>	علم الجبر	<b>criticise</b>	ينتقد
<b>geometry</b>	علم الهندسة	<b>desalination</b>	تحلية المياه
<b>mathematician</b>	عالم رياضيات	<b>grid</b>	شبكة تمديدات كهربائية
<b>philosopher</b>	فيلسوف	<b>megaproject</b>	مشروع ضخم
<b>physician</b>	طبيب	<b>out weigh</b>	أكثر أهمية
<b>polymath</b>	متعدد الثقافات	<b>pedestrian</b>	المشاة
<b>composition</b>	تأليف موسيقي	<b>sustainability</b>	استدامة
<b>musical harmony</b>	إيقاع موسيقي متناغم	<b>irrigate</b>	يروي- يسقي
<b>revolutionise</b>	يقوم بثورة بهدف التغيير	<b>zero waste</b>	خال من النفايات
<b>windmill</b>	طاحونة حبوب	<b>inheritance</b>	ميراث
<b>inoculation</b>	مطعوم وقائي	<b>ground - breaking</b>	مبدع / خلاق
<b>artificially created</b>	نسخه صناعية مطابقه للحقيقة	<b>fountain pen</b>	قلم حبر سائل
<b>commitment</b>	التزام	<b>founder</b>	مؤسس
<b>talent</b>	موهبة	<b>legacy</b>	تركة
<b>scale</b>	ميزان	<b>fertile land</b>	ارض خصبة
<b>laboratory</b>	مختبر	<b>hands on</b>	عمل ميداني / عمل يدوي

### UNIT FIVE

<b>ceramics</b>	خزف / سيراميك	<b>life like</b>	مشابه للواقع
<b>conservatory</b>	معهد موسيقي	<b>qualify</b>	يوهل
<b>installation</b>	معرض فنون حركية	<b>restore</b>	يجدد- يرمم
<b>performing arts</b>	فنون استعراضيه	<b>show case</b>	يعرض
<b>textiles</b>	اقمشه	<b>translation</b>	ترجمة
<b>visual arts</b>	فنون بصريه	<b>vary</b>	يختلف/ يتنوع



<b>furnishings</b>	قطع أثاث	<b>minaret</b>	منذنة
<b>hanging</b>	سجاد يعلق على الجدران	<b>craftsman</b>	فنان حرفي
<b>sand artist</b>	فنان رسم بالرمل	<b>glass blowing</b>	صناعة الزجاج بالنفخ
<b>camera obscura</b>	غرفة تجميع الصور	<b>Fine Arts</b>	الفنون الجميلة
<b>breath taking</b>	مدهش	<b>underline</b>	يؤكد
<b>demonstration</b>	عرض توضيحي	<b>furnace</b>	فرن
<b>ground breaking</b>	جديد- مبتكر	<b>solidifying</b>	تصلب
<b>irrigate</b>	يروي	<b>semi-opaque</b>	شبه معتم
<b>cobalt</b>	عنصر الكوبالت	<b>turquoise</b>	اللون الفيروزي
<b>transparent</b>	شفاف	<b>fine</b>	دقيق / ناعم / رقيق

**B: Study the following sentence and answer the question that follows .Write the answer in your ANSWER BOOKLET**

People will be able to get involved on the 'hands-on' display

What does the underlined adjective 'hands-on' mean ? .....

ادرس الجداول التالية:

### MISCELLANEOUS

ground-breaking	innovative /new	مبدع / خلاق
hands on	field working / working by hand	عمل ميداني / عمل يدوي
wake-up call'	warning	تحذير
proof	provide protection against	يوفر حماية ضد
Setback	a problem that delays or stops progress, or makes a situation worse.	فشل / إخفاق
raise	a question to bring up a problem or cast doubt on something.	يرفع / يربي / يسأل
show case	to exhibit or display	يعرض
semi	half	نصف
fine	very thin and narrow	دقيق / ناعم / رقيق
fertile land	produced more than enough food	ارض خصبة

### Colour Idioms

feel blue	to feel sad ( <b>feeling = sadness</b> )	يشعر بالحزن
see red	to get angry ( <b>feeling = anger</b> )	يغضب
white elephant	something that has cost a lot of money but has no useful purpose./ a useless possession	مكلف بدون فائدة
have/get the green light	to have or give permission to go ahead with something or for something to happen.	يسمح / ياذن / يوافق
red-handed	in the act of doing something wrong	يقوم بعمل خاطئ / متلبس بالجرم
out of the blue	unexpectedly / apparently from nowhere	بشكل مفاجئ

### Phrases with different meanings

share ideas	<b>to give your idea to another person or a group</b>	تشارك الأفكار
compare ideas	where <b>two or more</b> people consider how their <b>ideas are similar or different</b>	تبادل الأفكار
create a web site	<b>to construct a website</b> that currently does not exist	إنشاء موقع على شبكة الانترنت
contribute to a web site	<b>offer your writing and work to the website</b>	المساهمة في موقع على شبكة الانترنت
research information	to use a variety of sources <b>to find the information you need</b>	البحث عن معلومات
present information	<b>to give the results of your research in a presentation</b>	تقديم معلومات
monitor what is happening	<b>you know what is happening and you are following the developments</b>	مراقبة ما يحدث
find out what is happening	<b>you don't know what is happening and you want to discover it</b>	لا يعرف ما يحدث
give a talk to people	<b>you have prepared a speech and you are giving this speech to a group of people who are expecting it</b>	إلقاء محاضرة بالناس
talk to people	<b>an informal discussion</b>	التحدث مع الناس
show photos	<b>you show people photos that you have in person</b>	عرض الصور
send photos	you <b>send photos to someone over the Internet</b> or by post	إرسال الصور

### Phrasal verbs and prepositions

get started	يبدأ
look around	يلقي نظرة / ينظر إلى
settle down	يستقر
take place	يحدث
meet up	يقابل / يلتقي
wake up	يستيقظ

know about	يعرف عن
connect with	يتصل مع
turn on	يشغل
give out	ينشر
fill in	يعبئ

### Phrasal Verbs

cope with	<b>to deal successfully with, or handle a situation.</b>	يتعامل مع
bounce back	<b>to start to be successful again after a difficult time.</b>	النهوض بعد الفشل
focus on	<b>to direct your attention or effort at something specific.</b>	يركز على
speak to	<b>communicate with</b>	يتواصل مع
rely on	<b>to have trust or confidence in something or someone</b>	يعتمد على

### Synonyms

apparatus	equipment	آلة/ اداة
appendage	limb	طرف
artificial	prosthetic	صناعي
sponsor	fund	يمول/ يدعم
obese	fat	سمنه

### Collocations

get an idea	تخطر له فكرة
spend a time	يمضي وقتا
catch attention	يلفت الانتباه
attend a course	يلتحق بدورة
take interest	يستغل / يستفيد

## COLLOCATIONS

carbon footprint	اثر الكربون
biological waste	نفايات حيوية
economic growth	نمو اقتصادي
urban planning	تخطيط حضري / عمراني
negative effect	تأثير سلبي
public transport	مواصلات عامة

## VOCABULARY ( ENGLISH – ENGLISH )

setback	a problem that delays or stops progress	فشل / إخفاق
raise	a question to bring up a problem	يرفع / يربّي / يسأل
optimistic	believing that good things will happen in the future.	متفائل
outpatient	someone who goes to a hospital for treatment but does not stay for the night	مريض غير مقيم
expansion	the act of making something bigger	توسع
radiotherapy	the use of controlled amounts of radiation to treat disease	علاج اشعاعي
cancerous	something that has or can cause cancer	سرطاني
ward	a room in a hospital	جناح / قسم
paediatric	the area of medicine that deals with children and their illnesses	متعلق بطب الاطفال
reputation	the common opinion that people have about someone or something	سمعة
ceramics	the art of producing something made from clay	خزف / سيراميك
conservatory	a school where people are trained in music or acting	معهد موسيقى
installation	an art exhibit often involving video or moving parts	معرض فنون حركية
performing arts	a type of art that can combine acting, dance, painting and film to express an idea	فنون استعراضية
textiles	types of cloth or woven fabric	اقمشة
visual arts	art such as painting or sculpture that you look at	فنون بصريه
Fine Arts	creation of beautiful objects	الفنون الجميلة
craftsman	someone who is very skilled at a particular craft	حرفي
glass blowing	the art of shaping a piece of hot, melted glass by blowing air into it through a tube	صناعة الزجاج بالنفخ
demonstration	an act of explaining and showing how to do something, or how something works	عرض توضيحي
furnace	a large enclosed container in which you burn fuel	فرن
solidifying	to make solid	تصلب
semi-opaque	<i>semi</i> means <i>half</i> ; <i>opaque</i> means <i>difficult to see through</i> ; <i>semi-opaque</i> means <i>not completely impossible to see through</i>	شبه معتم

turquoise	sea green colour	اللون الفيروزي
cobalt	a metal gives a dark blue colour to the glass	عنصر الكوبالت
transparent	clear or thin enough to see through	شفاف
fine	very thin and narrow	دقيق / ناعم / رقيق
coma	a state of unconsciousness caused by a certain injury and that lasts for an extended period of time	غيبوبة
dementia	a mental illness the symptoms of which are problems with memory	جنون
drug	a substance used for making medicines	دواء / عقار
implant	a piece of tissue, prosthetic device, implanted in the body	زراعة عضو
scanner	a medical instrument that uses radiography to produce images of the insides of the human body	ماسح اشعاعي للصور الطبية
side effects	effects of medicine on your body	اثار جانبية
medical trial	trial to evaluate the effectiveness and safety of medications	دواء تجريبي
pill	a small round piece of medicine to be swallowed whole	حبة / قرص دواء
symptom	a physical problem that might indicate a disease	اعراض
stroke	an illness when a blood tube in your brain is blocked and your brain will be unable to function normally	سكتة دماغية
founder	a person who start something new	مؤسس
legacy	what someone leaves to the world after their death	تركة
fertile land	produced more than enough food	ارض خصبة
irrigate	to supply land with water	يروي / يسقي

### International Phonetic Alphabet - IPA

1 /tek'nɒlədʒi/ 2 /'ɔ:diəns/ 3 /'helθi/ 4 /'kæriŋŋ/

1. technology 2. Audience 3. healthy 4. carrying

1 /'æŋgri/

2 /kɑ:m/

3 /sku:l/

4 /'eksəsaɪz/

5 /ɪm'pɔ:təns/

a importance

b school

c exercise

d angry

e calm

### Minimal pairs

- a. 1. **p** sound /p/ pen, pack, rope 2. **b** sound /b/ bend, back, robe  
b. 1 **n** sound /n/sun, India, win 2. **ng** sound /ŋ / song, singing, wing  
c. 1 **i** sound /i/ fit, give, middle 2. **ee** sound /i:/ been, dream, medium  
d. 1 **a** sound /æ / and, back, ran, bath 2. **ar** sound /ɑ:/ car, half  
e. 1 **e** sound /e/ best, egg, deaf 2. **ir** sound /ɜ:/ birthday, world, girl

### Writing skills: Using rhetorical devices

**Sensory descriptions** : descriptions that appeals to the five senses of touch ,smell, sight, taste , hearing.

**Simile**: a way of comparing two things using like or as.....as

*Some robots will look and **sound very like humans**, because technology will have advanced a great deal.*

*Treatment and medicines **will taste as delicious as** real food.*

**Metaphor**: a word or phrase for one thing that is used to refer to another thing in order to show or suggest that way they are similar.

*The world will be at your **fingertips**.*

**Onomatopoeia**:

*Everywhere we go we will hear the constant **buzz** and **hum** of technology.*

**Personification**: giving humans characteristics to an object

*The sun shone **warm and welcoming***

*Our computers and mobile phones **will take care of us**, by **telling us** when to wake up, eat and sleep.*

**C. Complete the following sentences with suitable words derived from the words in the box below . There are more words than you need. Write the answers in your ANSWER BOOKLET.**

1.

translation , archaeology , educational

1. Petra is an important ..... site.
2. In our exam, we had to ..... a text from Arabic into English.

2.

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

1. On the tiny island of Arran in Scotland, the local people are bringing back an ancient .....

( **tradition , traditional , traditionally** )

2. When do you .....to receive your test results .

( **expectancy , expectantly , expect** )

3.

1. My father bought our house with an ..... from his grandfather. (**inherit**)
2. Who was the most ..... writer of the twentieth century? (**influence**)
3. Thank you for your help, I really ..... it. (**appreciation**)
4. We went to a concert yesterday. The music was written by a new young composer, so it was ..... (**contemporisation**)
5. King Hussein was a \_\_\_\_\_ world figure in the twentieth century. (**majority**)
6. Ali has done a ..... and decided that he can buy his mother the larger bunch of flowers . (**calculate**)
7. There is an interesting new video ..... at the gallery in the city. (**install**)
8. Jordan's infant ..... rates declined more rapidly than anywhere else in the world. (**mortal**)

- \* إحتفظ القاعدة التالية: **N+V+ADV+ADJ+N**.
- \* في جميع حالات الاسم إذا جاء بعد الفراغ اسم آخر نضع صفة.
- \* في حالة وجود ظرف قبل الفراغ نعتد في الحل على الكلمة التي قبله .
- \* إذا وجدت صفة قبل الفراغ نضع اسم بشرط عدم وجود اسم بعد الفراغ بحيث إذا وجد اسم نضع صفة .
- y تشير الى اسم العلم بينما **ist** تشير الى اسم العالم .

### إذا جاء الفراغ :

- في بداية الجملة و متبوعا بفاصلة فإنه يحتاج لظرف .
  - في بداية الجملة و متبوعا باسم فإنه يحتاج لصفة .
  - في بداية الجملة و متبوعا بفعل فإنه يحتاج لاسم .
  - في نهاية الجملة مسبوقة باسم و فعل فإنه يحتاج لظرف .
  - محصورا بين فعلين فإنه يحتاج لظرف.
- \*راجع تمارين الاشتقاق الموجودة في الكتاب .

### ادرس المشتقات التالية :

verb	noun	adjective	adverb
produce	production / product		
	medicine	medical	
inherit	inheritance		
	nine	ninth	
	origin	original	
invent	invention		
discover	discovery		
	influence	influential	
weave	weaving		
attract	attraction	attractive	
create	creation	creative/ created	
translate	translation translator		
appreciate	appreciation		
educate	education	educational	
collect	collection		
install	installation		
	operation	operational	
expect	expectancy		expectantly
	contemporisation	contemporary	
	vision	visual	
	tradition	traditional	traditionally
		extreme	extremely
	convention	conventional	
organise	organisation		
Intend	Intention	intended	
	archaeology	archaeological	
	child / children		
train	training	trained	
	person / people		
bring		brought	

<b>access</b>	<b>access</b>	<b>accessible</b>	
<b>blog</b>	<b>blog</b>		
<b>calculate</b>	<b>calculation</b>		
<b>email</b>	<b>email</b>		
<b>filter</b>	<b>filter</b>		
<b>Post</b>	<b>post</b>		
	<b>tourist / tourism</b>		
<b>prescribe</b>	<b>prescription</b>		
	<b>culture</b>	<b>cultural</b>	
	<b>majority</b>	<b>major</b>	
		<b>on going</b>	
<b>infect</b>	<b>infection</b>		
<b>diagnose</b>	<b>diagnoses</b>		
<b>believe</b>	<b>belief</b>		
<b>succeed</b>	<b>success</b>	<b>successful</b>	<b>successfully</b>
<b>conclude</b>	<b>conclusion</b>		
	<b>Surgery/surgeon</b>		
<b>rely on</b>		<b>reliable</b>	
	<b>allergy</b>	<b>allergic</b>	
<b>append</b>	<b>appendage</b>		
	<b>arthritis</b>	<b>arthritic</b>	
	<b>artifice</b>	<b>artificial</b>	<b>artificially</b>
	<b>cancer</b>	<b>cancerous</b>	
<b>complement</b>	<b>complementary</b>		
<b>commit</b>	<b>commitment</b>	<b>committed</b>	
	<b>convention</b>	<b>conventional</b>	<b>conventionally</b>
<b>decline</b>	<b>decline</b>		
<b>expand</b>	<b>expansion</b>		
<b>focus on</b>	<b>focus</b>	<b>focused</b>	
<b>remedy</b>	<b>remedy</b>	<b>remedial</b>	
<b>implant</b>	<b>implant</b>		
<b>trial</b>	<b>trial</b>		
	<b>morality</b>	<b>mortal</b>	<b>mortally</b>
	<b>obesity</b>	<b>obese</b>	
	<b>Optimism / optimist</b>	<b>optimistic</b>	
	<b>option</b>	<b>optional</b>	
	<b>Paediatrics / paediatrician</b>	<b>paediatric</b>	
<b>practise</b>	<b>prectitioner</b>	<b>practical</b>	<b>practically</b>
<b>publicise</b>	<b>publicity</b>		
<b>repute</b>	<b>reputation</b>		
	<b>prosthetics /prosthetic</b>		
<b>scan</b>	<b>scanner</b>		
<b>sponsor</b>	<b>sponsor</b>	<b>sponsored</b>	
	<b>viability</b>	<b>viable</b>	
<b>ward</b>	<b>ward</b>		
	<b>algebra</b>	<b>algebraic</b>	
<b>neutralise</b>	<b>neutrality</b>	<b>neutral</b>	

	<b>ceramics</b>	<b>ceramic</b>	
<b>compose</b>	<b>composition</b>		
<b>criticise</b>	<b>critic / criticism</b>	<b>critical</b>	
<b>demonstrate</b>	<b>demonstration</b>		
<b>desalinate</b>	<b>desalination</b>		
<b>furnish</b>	<b>furnishings</b>		
	<b>geometry</b>	<b>geometric</b>	<b>geometrically</b>
<b>blow</b>	<b>blowing</b>		
<b>break</b>	<b>breaking</b>		
<b>hang</b>	<b>hanging</b>		
<b>inoculate</b>	<b>inoculation</b>	<b>inoculable</b>	
<b>install</b>	<b>installation</b>		
<b>irrigate</b>	<b>irrigation</b>		
	<b>mathematics / mathematician</b>	<b>mathematical</b>	
<b>harmonise</b>	<b>harmony</b>	<b>harmomious</b>	
	<b>pedestrian</b>	<b>pedestrian</b>	
<b>philosophise</b>	<b>philosopher</b>	<b>philosophical</b>	
<b>qualify</b>	<b>qualification</b>		
<b>restore</b>	<b>restoration</b>		
	<b>sand artist/ sand art</b>		
<b>showcase</b>	<b>showcase</b>		
<b>sustain</b>	<b>sustainability</b>	<b>sustainable</b>	
<b>vary</b>	<b>variation</b>	<b>variable</b>	

## GRAMMAR

<b>The tense</b>	<b>The form</b>	<b>The key words</b>	<b>The functions</b>
<b>1. THE PRESENT SIMPLE</b>	1. Sub (I, We, They, You) + base verb 2. Sub (He, She, It) + base verb +s/ es 1. Sub (I, We, They, You) + don't + base verb 2. Sub (He, She, It) + doesn't + base verb 1. Do + sub (I, We, They, You) + base verb ...? 2. Does + sub (He, She, It) + base verb .....?	sometimes / usually/ often/ always/ every +time /hourly/ daily / monthly / weekly / yearly	- things that happen as a routine in the present - things that are always true - general truths - something that is true in the present -fixed timetables and programmes
<b>2. THE PRESENT CONTINUOUS</b>	1. Sub (I) + am + base verb + ing 2. Sub (He, She, It) + is + base verb + ing 3. Sub (They, We, You) + are + base verb + ing Sub + isn't / aren't + am not+ base verb + ing Is / Are / Am + sub. + base verb + ing ..?	now/ at this time/ at the moment / nowadays this month, week, year .... etc / (imperative sentences: look!, listen!, be careful!,	- activity happening at the time of speaking. -describe something temporary. -talk about the future , when something has been planned.



<b>3. THE PRESENT PERFECT</b>	1. Sub (I, We, They, You) + have + v3 2. Sub (He, She, It) + has + v3 1. Sub (I, We, They, You) + haven't + v3 2. Sub (He, She, It) + hasn't + v3 1. Have + sub (I, We, They, You) + v3.....? 2. Has + sub (He, She, It) + v3.....?	since, for , so far, just , already , often, twice, yet, once, ever, never, before( آخر الجملة), recently	- talk about something that was true in the past and continues to be true in the present . - discuss our experience up to the present . - talk about an action that happened in the past but the consequences of which are important in the present.
<b>4. THE PRESENT PERFECT CONTINUOUS</b>	1. Sub (I, They, We , You) + have + been + base verb + ing 2. Sub (He, She, It) + has + been + base verb + ing 1. Sub (I, We, They, You) + haven't + been + base verb + ing 2. Sub (He, She, It) + hasn't + been + base verb + ing 1. Have + sub (I, We, They, You) + been + base verb + ing ...? 2. Has + sub (He, She, It) + been + base verb + ing + .....?	for+ time/ since + time / all + time/ lately	- a longer action recently finished the result of which are visible in the present . - something that begin in the past and continues in the present . - an action repeated many times from the past until the present . - when an action ( still occurring in the present ) started . We use it with since.
<b>5. THE PAST SIMPLE</b>	- Sub (I, We, They, You, He, She, It) + past verb - Sub (I, We, They, You, He, She, It) + didn't + base verb - Did + sub (I, We, They, You, He, She, It) + base verb + .....?	last +time , ago , in +past time on + past time, yesterday, B.C	talk about something that started and finished in the past - talk about something that was true for an extended period of time in the past. In this case, we use it with a time phrase.
<b>6. THE PAST CONTINUOUS</b>	1. Sub (I, He, She, It) + was + base verb + ing 2. Sub (They, We, You) + were + base verb + ing Sub +wasn't / weren't + base verb + ing Was / Were + sub. + base verb + ing.... ?	when, while, as	-talk about something which was happening before and after another action in the past. - show that something happened for a long time in the past..
<b>7. THE PAST PERFECT</b>	Sub (I, We, They, You He, She, It) + had + v3 - Sub (I, We, They, You He, She, It) + hadn't +v3 - Had+ sub (I, We, They, You He, She, It) + v3 ...?	after, before, by the time, by + past time, as soon as	- talk about actions that happened before a specific moment in the past.

<p><b>8. THE SIMPLE FUTURE</b></p>	<p><b>A. will + infinitive</b>          -Sub (I, We, They, You He, She, It) + will + infinitive          - Sub (I, We, They, You He, She, It) + will not (won't) + infinitive          - Will+ sub (I, We, They, You He, She, It) + infinitive + ...?  <b>B . (be) + going to + infinitive</b>          1. Sub (I) + am + going to + infinitive           2. Sub (He, She, It) +is + going to + infinitive          3. Sub (They, We, You) + are + going to + infinitive          Sub +isn't / aren't / am not+ going to + infinitive          Is / Are / Am + sub. + going to + infinitive +.....?</p>	<p>next week/          month/ year/          ....etc, in / on + future date,          tomorrow, the following day / week ....etc / the coming Saturday / week ....etc, in the future, soon, then</p>	<p><b>A. will + infinitive:</b>          - express spontaneous decision          . - talk about the future if we are predicting it without evidence.          - we can use it with sure, soon ,imagine, perhaps , probably ,maybe think and hope.   <b>B . (be) + going to + infinitive:</b>          - future plans .It doesn't have to be a near future.          - predictions that are based on evidence.</p>
<p><b>9. THE PAST PERFECT CONTINUOUS</b></p>	<p>-Sub ( I , We ,They, You He, She, It) + had +been + base verb+ ing          - Sub (I, We, They, You He, She, It) + hadn't +been + base verb +ing          - Had+ sub (I, We, They, You He, She, It) + been+ base verb +ing + .....?</p>	<p>for +time,          since+time,          all+time,</p>	<p>- talk about actions or situations that were happening up to a specific moment in the past. when another action started.</p>
<p><b>10.THE FUTURE CONTINUOUS</b></p>	<p>-Sub (I, We, They, You He, She, It) + will +be +base verb + ing + complementary.          - Sub (I, We, They, You He, She, It) + will not (won't) + be + base verb + ing + complementary.          - Will+ sub (I, We, They, You He, She, It) + be +base verb + ing + complementary?</p>	<p>next week/          month.....etc, + specific time / tomorrow+ specific time/          in (three weeks) time / between .....and ..... + future time</p>	<p>- Talk about a continuous action in the future.          - What will happen in the event of another act in the future</p>
<p><b>11.THE FUTURE PERFECT</b></p>	<p>-Sub (I, We, They, You He, She, It) + will +have +pv3          - Sub (I, We, They, You He, She, It) + will not (won't) + have + v3          - Will+ sub (I, We, They, You He, She, It) + have +v3 ... ?</p>	<p>by + future time/          before + future time/ within + time + from now /future time + since ,for</p>	<p>- talk about an action that will be completed by a particular time in the future.</p>

next week/ month/ year/ .....etc, in / on + future date, tomorrow, the following day / week .....etc / the coming Saturday / week .....etc, in the future, soon, then	( this +time / o'clock /if / am / pm )	will + be + base verb +ing
in (three weeks) time / between .....and ..... + future time	-----	will + be + base verb +ing
next week/ month/ year/ .....etc, in / on + future date, tomorrow, the following day / week .....etc / the coming Saturday / week .....etc, in the future, soon, then	( by , since , for )	will + have + v3
by + future time/ before + future time/ within + time + from now	-----	will + have + v3
next week/ month/ year/ .....etc, in / on + future date, tomorrow, the following day / week .....etc / the coming Saturday / week .....etc, in the future, soon, then	-----	will + infinitive

THE PASSIVE	
Active	Passive
1.(modal )+ base form	(modal )+ be+ v3
2.(modal)+ have+ v3	(modal)+ have+ been + v3
3. Present Simple ( base form )/ ( base form + s/es )	is/ am/ are + v3
4. past simple (v2)	was / were+ v3
5.Present Continuous( is / am / are + verb + ing )	is / am / are + being + v3
6.Past Continuous ( was/were+ verb+ ing)	was/ were +being+ v3
7. Present Perfect(has/ have + v3)	has/ have + been + v3
8. Past Perfect (had+ v3)	had+ been + v3

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

-Smart phones **were invented** in the early 2000s.

- In the past, most letters **were written** by hand, but these days they are usually **typed**

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

### TO-INFINITIVE

الافعال التالية want / afford / need / hope / plan / intend يتبعها to و فعل مجرد

I want **to get** a tablet, but I can't afford **to buy** one at the moment.

الفعل stop يأتي بعده v+ ing اذا كان معناه توقف دائم اما لذا كان معناه توقف مؤقت يأتي بعده to و مجرد

My computer had stopped **working**. He stopped **to have** a rest.

الافعال التالية hope / plan / intend يمكن استخدامها في زمن المضارع البسيط للتعبير عن المستقبل .

Ali hopes **to be** a doctor in the future.

Ali is .....

### CAUSATIVE

يتكون هذا التركيب من احد الافعال ( have / has / had/ having ) ثم مفعول به غير عاقل something ثم فعل تصريف ثالث pp التالية

و يستخدم للدلالة على إن شخصا آخر someone else قد قام بالفعل بدلا عنا instead وليس إنا myself أو نحن ourselves

She doesn't cut her hair herself	She has her hair cut.
They don't clean their clothes themselves	They have their clothes cleaned.
I didn't fix the TV myself	I had it fixed .

ملاحظات : 1. اذا كانت الجملة مثبتة نقوم بنفيها و العكس صحيح ما عدا الافعال التالية ( must / need to/ want to )  
2. اذا احتوت الجملة على عبارات مثل ( for+object /get someone to /ask someone to ) فان جملة السببية تبقى مثبتة

1. I didn't translate this document my self.

I **had** it translated.

2. He asked someone to fix the table.

He **had** it fixed.

3. Farah wrote the email **for me** .

I **had** it written .

تتكون قاعدة السببية ( causative/have something done ) مما يلي :

**Subject + ( have / has / had/ having ) + object ( it / them ) + verb3**

1.We didn't build our own house . **We had it built** by a local builder. ( build )

## SPECULATION/ POSSIBILITIES

**S+ must / can't / might + زمن الفعل المناسب**

\* ركز على الملاحظات التالية :

\* **sure/certain / definite** (بدون وجود نفي في الجملة)..... = **must**.

\* **sure/ certain/ definite** (مع وجود نفي في الجملة).....**not** ..... = **can't**.

**impossible , I don't believe** = **can't** .

\* **unsure / not sure / uncertain / not certain/ indefinite / not definite**

( نفي مع المؤشر مباشرة ).....

= **might / may**.

( **probable , possible , maybe , think , if , look like , perhaps** ) .....= **might / may**.

\* حدد فعل التخمين المناسب حسب المؤشرات الموجودة في الجملة.

\* حدد زمن الجملة حسب الفعل الموجود في الجملة .

\* حدد الفاعل الموجود في الجملة .

S+ have/ has + pp → S+ ( must /can't /might )+ have + pp

S+ v2 → S+ ( must /can't /might )+ have + pp

S+ simple present → S+ ( must /can't /might )+ فعل مجرد

S+ present continuous → S+ ( must /can't /might )+ be + v + ing .

( is , am, are ) إذا احتوت الجملة على → S+ ( must /can't /might )+ be

( was, were ) إذا احتوت الجملة على → S+ ( must /can't /might )+ have been

( don't , doesn't ( تحذف ) ) → S+ ( must /can't /might )+ فعل مجرد

( didn't ( تحذف ) ) → S+ ( must /can't /might )+ have + pp

( will ) + مجرد → S+ ( must /can't /might )+ مجرد

The children are putting balloons outside their house. I am sure that they are having a party.

The children **must be having a party**

Mahmoud was walking home when the rain *started*. It was very heavy, so he **must** have got very wet.

### OBLOGATION AND PROHIBITION

**It is necessary to = must / It is not necessary to = don't / doesn't have to**

**You are allowed to = can / You are not allowed to = mustn't / can't**

**If I were you, I would = should / If I were you , I wouldn't = shouldn't**

- You **are not allowed to** come late . you **mustn't** come late

### CONDITIONALS

- **Zero : If + s + simple present , s + simple present**

If Ali **has** his own computer, he **doesn't need** to use his friend's computer.

- **One : If + s + simple present , s + will + infinitive**

If you **play** computer games all day, you **won't have** time to study.

**Two : If +s + simple past , s+ would + infinitive+**

If Ali **had** his own computer, he **wouldn't need** to use his friend's computer.

## REPORTED SPEECH

\* وجود علامات اقتباس في الجملة الرئيسية كذلك وجود افعال مثل asked, said , told , added في جملة الحل يدل ان المطلوب هو الحل حسب قاعدة الكلام غير المباشر .  
ركز على تحويل الافعال التالية :

Direct مباشر	Reported غير مباشر	Direct مباشر	Reported غير مباشر
play / plays	played	played	had played
is / am	was	was	had been
are	were	were	had been
have/has	had	had	had had
will	would		
shall	should		
can	could		
may	might		
must /have to /has to	had to		

\* القاعدة العامة للكلام المنقول : تحويل كل فعل الى اقرب ماضي له.  
ركز على تحويل الضمانر التالية :

( حسب القائل )

- I → he / she , me → him / her , my → his / her mine → his / hers ( مباشرة )
- We → they , our → their , us → them , our s → theirs ( حسب المخاطب )
- you + me = I , you + مفرد مذكر = he , you + مفرد مؤنث = she , you + جمع = they , you + us = we . ( فاعل / you )
- you + me = me , you + مفرد مذكر = him , you + مفرد مؤنث = her , you + جمع = them , you + us = us . ( مفعول به / you )
- your + me = my , your + مفرد مذكر = his , Your + مفرد مؤنث = her , your + جمع = their , your + us = our

ملاحظات : يتم ربط الضميرين ( you , your ) مع اخر كلمة او ضمير في جملة الحل المعطاة لمعرفة التحويل المناسب لهما .  
عند تحويل الضمير (your) الى ما يناسبه يتم كتابة الاسم الذي يليه مباشرة في الحل.  
\* اذا كان الفاعل اسم او ضمير مثل ( they , he she , it ) يكتب كما هو .

### Adverbs تحويل الظروف.

Direct مباشر	Reported غير مباشر	Direct مباشر	Reported غير مباشر
today	on that day	next ( x )	the ( x ) after
tonight	that night	next month	the month after
at the moment	at that time / moment	here	there
yesterday	the day before	now	at that time / then
tomorrow	the day after	last ( x ) /	the ( x ) before
tomorrow ( x )	the following ( x )	last year	the year before
tomorrow morning	the following morning	ago	before
this ( x ) / this (day)	that( x ) / that(day)	three years ago	three years before
yet	up to till	since (x)	the ( x ) before

### Demonstrative adjectives. صفات الإشارة.

this	that
these	those

## BE USED TO / USED TO

1. Be used to : ( am / is / are / was / were used to )

We use *be used to* (+ noun, pronoun or verb in the *-ing* form) to describe things that are familiar or customary.

تستخدم لوصف القيام بالأشياء الاعتيادية أو المألوفة والتي ما زلنا نقوم بها لغاية الآن بحيث يتبعها اسم غالبا ما يكون اسم مصدر أو ضمير مثل it  
*be used to* (+ noun, pronoun or verb in the *-ing* form)

-She's lived in the UK for a year. She's used to speaking English now.

2. Used to : ( didn't use to / did .....use to ?/ used to )

We use *used to* (+ infinitive) to describe past habits or past states that have now changed.

تستخدم لوصف ما كنا معتادين على فعله في الماضي , أما الآن فقد توقفنا عن القيام به بحيث يتبعها فعل مجرد ( infinitive ) + used to

-My mother used to buy my clothes, but now I choose my own.

\* إذا جاء بعد to أو بعد الفراغ اسم عادي أو ضمير أو اسم مصدر نختار be used to  
\* إذا جاء بعد to أو بعد الفراغ فعل نختار used to

I didn't use to / am used to understand English, but now I do.

When I was a student, I used to work (work) very hard. I used to get up (get up) very early and study alone before my lectures

1. It is normal for me now to get up early to study.

I am .....

2. Most Jordanians are accustomed to the hot weather that we have in summer.

Most Jordanians are .....

2. It was familiar for Fares to be a teacher , but now he has retired .

Fares.....

## Cleft Sentences

The thing that .....

The person who .....

The year when / in which .....

The time when .....

The place where .....

The way in which .....

The event which / that .....

الشيء الذي

الشخص الذي

السنة التي / فيها

الوقت عندما

المكان حيث

الطريقة التي بها

الحدث الذي

الطريقة الاولى

الجزء المؤكد + فعل مناسب من افعال be + بقية الجملة ما عدا الجزء المؤكد + بداية مناسبة للجزء المؤكد

- Reem won the golden medal last year.

The person who .....

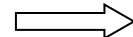
-The Olympic Games were held in London in 2012 CE.

The time .....

ملاحظة: إذا سبق الجزء المؤكد حرف جر فانه يحذف عند الحل

It .....

انه



الطريقة الثانية

It + be + بقية الجملة + ( that ) + الجزء المؤكد + فعل مناسب من افعال

- Huda won the prize for Art last year.

It .....

ملاحظة: في حالة عدم تحديد الجزء المؤكد يتم التركيز على الفاعل كجزء مؤكد

إذا كتب حرف الجر مع الجزء المؤكد يجب استخدام that فقط

**Emphasised piece of information** ..... الجزء المؤكد  الطريقة الثالثة

بقية الجملة + بداية مناسبة للجزء المؤكد من الطريقة الاولى + فعل مناسب من أفعال **be** + الجزء المؤكد

- Queen Rania opened the Children's Museum of Jordan in 2007 CE.

**Queen Rania** .....

**What** ..... الذي  الطريقة الرابعة

الجزء المؤكد ( الفعل و المفعول به ) + فعل مناسب من أفعال **do / did / does + be** + الجزء الموجود قبل الفعل و المفعول به **What +**

I would like to have a cup of tea .

**What** .....

I need to buy a new car next month .

**What** .....

ملاحظة : يحول الفعل المؤكد الى احد الحالات التالية **to + infinitive / gerund / infinitive**  
ملاحظة : في حال وجود تكملة للجملة بعد الفعل و المفعول به يكتب بعد **do / did / does** ثم نكمل بقية الخطوات .

## Revision of relative clauses

\*\* تستخدم ضمائر الوصل كما يلي :

**Who/ that** : بعد اسم عاقل

- I met the teacher **who** taught me last year.

**Which/ that** : بعد اسم غير عاقل

-Ali bought the car **which** he needed.

**When** : بعد اسم زمن

-I remember the day **when** we first met.

**Where** : بعد اسم مكان

That's the restaurant **where** we met for the first time.

**Whose** : للملكية

-He's the man **whose** daughter I met in Jordan.

**الفرق بين where و which :**

تستخدم **where** بعد اسم مكان اذا تبعه فاعل ثم فعل

تستخدم **which** بعد اسم مكان اذا تبعه فعل مباشرة .

- He went to the village ..... he was born

- He went to the village ..... is peaceful.

- ربط جملتين في جملة واحدة باستخدام **relative pronoun**

\* الاسم الرئيسي **head noun** وهو الاسم المذكور في الجملة الأولى و مكرر أو له ضمير عائد عليه في الجملة الثانية:

**الخطوات :** نزل الجملة الأولى كما هي حتى الاسم الرئيسي.

\* إذا كان الاسم الرئيسي في الجملة الأولى عاقل اكتب بعده **who** .

\* إذا كان الاسم الرئيسي في الجملة الأولى غير عاقل اكتب بعده **which** .

\* إذا كان الاسم الرئيسي في الجملة مكان اكتب بعده **where** . ( ظرف مكان ) **There**

\* إذا كان الاسم الرئيسي في الجملة زمان اكتب بعده **when** . ( ظرف زمان ) **Then**

\* إذا كان الاسم المكرر في الجملة الثانية ينتهي بـ 's' الملكية أو مسبوق بصفة ملكية **her, your, our, my, his,** اكتب **whose** ثم بقية الجملة.

- The police arrested **the driver** .**He** caused the accident.

-The police arrested the driver **who** caused the accident.

\*إذا وقعت كلمات أخرى بين الاسم الرئيسي في الجملة الأولى و النقطة نهاية الجملة الأولى فإننا نكتبها في نهاية الجملة التي نكونها من ربط الجملتين.

-**Abeer** was very happy. **Her** father returned from Mecca last night.

- Abeer, **whose** father returned from Mecca last night, was very happy.



## Defining relative clauses : جمل الوصل المحددة

**necessary information** شبه الجملة الموصولة المحددة لا يمكن حذفها من الجملة لان معنى الجملة يختل فهي تقدم معلومة اساسية و تتحدث عن اكثر من شيء او شخص واحد ولا تستخدم الفواصل .

- My brother who lives in Amman is a doctor.

\*\* ملاحظة : تستخدم **that** مع العاقل و غير العاقل و كذلك مع الاماكن في هذا النوع فقط ولا تستخدم مع جمل الوصل غير المحددة.

## Non-defining relative clauses : جمل الوصل غير المحددة

شبه الجملة الموصولة غير المحددة يمكن حذفها من الجملة لان معنى الجملة لا يتاثر فهي تقدم معلومة اضافية او غير ضرورية .  
**unnecessary information** و تتحدث عن شيء او شخص واحد فقط و تستخدم الفواصل.

- My brother, who lives in Amman, is a doctor.

ملاحظة : جمل الوصل غير المحددة تبدأ بصفة ملكية مثل ( his /her/ my/ their/ our/ your/ its ) او صفة اشارة مثل ( this/that/these/those ) او اسم علم .

## Articles

\* تستخدم **a** قبل الاسم المفرد المعنود و الذي يبدأ بصوت ثابت (a book, a car , a student)

\* تستخدم **an** قبل الاسم المفرد المعنود و الذي يبدأ بصوت علة (an elephant , an orange , an hour )

Article	Uses
<b>a , an</b>	الاسم الذي يذكر للمرة الاولى Hassan lives in a big house. اذا كان المتحدث او المستمع يعرف عن الشيء المقصود في الحديث او الاسم تكرر مرة اخرى نستخدم the I met an old man yesterday . The old man was wearing strange clothes.
	وظيفة شخص ما Joory is an engineer .
	قبل الكلمات التالية : an hour / a day / a week / a month/ a year:
	اسماء الجموع مثل a herd /a box/a group / a bunch/a bundle/a series /a pack/
<b>(x) article</b>	العبارات العامة Sheep produce wool, and hens lay eggs
	وجبات الطعام breakfast / lunch / supper/ dinner
	الكلمات التالية : home / bed / work
	وسائل النقل by car / by bus / by train / by ship / by bicycle / on horseback / on foot
	صفة الجنسية : Jordanian , Syrian , American اذا كان المقصود شعب الدولة نستخدم the The Chinese like rice.
	الالعاب الرياضية football / volleyball/ swimming / skiing
	الاقوات التالية من الليل و النهار dawn / night/ midnight/ sunrise / noon تستخدم the مع العبارات التالية : in the morning / in the afternoon / in the evening
	الجبال individual mountains , القارات continents , اللغات languages , الدول countries الشلالات waterfalls , البحيرات lakes , ( السلاسل الجبلية mountain ranges (but NOT mountain ranges) الفردية ) , المدن cities , الشوارع streets , الايام days , الاشهر months , السنوات and years
	مع اسماء الدول التي تحتوي على كلمات مثل Emirates/ Union/ State/ Republic / Kingdom تستخدم the او الدول التي تكتب بصيغة الجمع مثل The Netherlands / The Philippines
	<b>the</b>
مجموعات الجزر (but NOT individual islands), seas المحيطات , rivers الانهار , groups of islands السلاسل الجبلية	
صيغ التفضيل superlative adjectives: ( most / est / best ).	
الالات الموسيقية بشرط ان ترتبط بالفعل يعزف play the piano / the oud / the guitar / the violin/ the drum / the flute .	
مجموعة محددة من الناس the young / the rich / the poor / the honest / the faithful	
اسم العائلة the Smiths / the Jacksons / the Stephens.	
اجزاء المنزل the kitchen / the bathroom / the sitting room / the bedroom / the balcony	

The Amman International Theatre Festival is said to be (1) **the** biggest of its kind across (2) **the** entire Middle East and (3) **x** North Africa. It is held annually in (4) **x** April.

## American vs British English

spelling في الاملاء British English عن الانجليزية البريطانية American English تختلف الانجليزية الامريكية  
 grammar والمفردات vocabulary و القواعد

### Grammar :

-(AE) **Did** you **see** that film yet? / (BE) **Have** you **seen** that film yet?

(AE) He had **gotten** us some ice cream. / (BE) He had **got** us some ice cream.

(AE) I **have** a sister. Do you **have** a brother? / (BE) I've **got** a sister. **Have** you **got** a brother?

-( Br ) 'Goodness, you've **got** very tall!' / ( Am ) 'Gosh, you've **gotten** very tall!'.

-( Br ) **Have** you ever **been** to an aquarium? / ( Am ) **Did** you ever **go** to an aquarium?

### SPELLING

Difference	American English	British English
Words ending -er/-re	center theater liter centimeter	centre theatre litre centimetre
Words ending -or/-our	favorite color harbor neighbor	favourite colour harbour neighbour
Words ending -og/-ogue	dialog catalog	dialogue catalogue
Words ending -m/-mme	program	programme*
Words ending -ize/-ise	authorize specialize normalize paralyze realize	authorise specialise normalise paralyse realise
Words ending -ice/-ise	practice (verb) practice (noun)	practise (verb) practice (noun)
Doubling of consonants	traveling canceling marvelous jeweler modeling	travelling cancelling marvellous jeweller modelling
Digraphs and graphemes	archeology homeopathy	archaeology homoeopathy

### VOCABULARY

American English	British English
apartment	flat
candy	sweets
conservatory	conservatoire
cookie	biscuit
drugstore	chemist's
elevator	lift
fall	autumn
gas	petrol
pants	trousers
school principal	head teacher
trunk	boot (of a car)
sidewalk	pavement
trash/ garbage	rubbish
vacation	holiday
Gosh	Goodness
<u>take</u> a look / a shower / a rest/ a break	<u>have</u> a look / a shower/ a rest/ a break

JAMAL SAFI  
0777376260

### Question Number Three.

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

1. Our grandmother used ..... us stories at bedtime. (tell)
2. She's lived in the UK for a year. She's used ..... English now. (speak)
3. By the end of this year, we..... here for ten years. (live)
4. Are you planning ..... shopping tomorrow? (go)
5. Where have you been? I ..... for ages. (wait)
6. Before she went to the library, Huda ..... her mother to prepare lunch. (help)
7. In the past, most letters ..... by hand (write)
8. We had the computer ..... because it had stopped working. (repair)
9. It is probable that smart phones market .....in the future. (expand)
10. There ..... a technological revolution since 1943 CE. (be)
11. Hind ..... very hard for several weeks before she did her final exams. (work)
- 12.I..... the house. That's why I have some paint on my clothes. (be, paint)
13. Ali had..... about his friend when he received a text from him. (be, think)
14. By the time the bus arrived, we had ..... for an hour. (wait)
- 15.This time next year, they ..... for their final exams. (prepare)
- 16.By 2019 CE, they ..... the new motorway. (open)
- 17.These days, millions of families ..... at least one computer at home. (have)
18. Children often..... computers better than their parents. (use)
19. Look at the black sky! It's..... soon! (rain)
20. I ..... an email when my laptop switched itself off. (write)
21. If you need to contact me next week, we'll..... at a hotel in Aqaba. (stay)
- 22.This time tomorrow, we'll be celebrating because we..... our exams. (have/finish)
23. In three years' time, my brother ..... from university. (graduate)

#### B. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET. ( 21 points )

1. Yesterday I bought all the ingredients for a chocolate cake.  
**Huda told me** .....
2. Somebody has found my missing laptop.  
**My missing laptop** .....
3. He started studying at 5 p.m. It's 10 p.m., and he's still studying.  
**He** ..... **since 5 p.m.**
4. It is normal for me now to get up early to study.  
**I am** .....
5. The Egyptians built the pyramids.  
**It was the** .....
- 6.American English speaker : I didn't do my home work yet .  
**British English speaker** : .....
7. Queen Rania opened the Children's Museum of Jordan in 2007 CE.  
**Queen Rania was** .....
8. Perhaps Issa's phone is broken.  
**Issa's phone** .....
9. I asked someone to fix my computer.  
**I had** .....
10. It isn't necessary to switch off the screen.  
**You don't have** .....
11. You are not allowed to touch this machine.

**You must not** .....

12. I think you should send a text message.

**If I were you** .....

13. Press that button to make the picture move.

**If you** ....., **the picture moves** .

14. Mohammad checked his emails, and then he started work.

**Before Mohammad** .....

15. Ibn Sina was a polymath . He is also known as Avicenna.

**Ibn Sina' who** .....

16. He has written many books, but his final book made him famous all over the world.

**He has written many books, but it** .....

17. Ali intends to finish his project tonight.

**Ali is** .....

18. My neighbours' generosity impresses me more than anything else.

**The thing that** .....

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

1. Excuse me, is there ..... chemist's near here?

**a. an                      b. the                      c. a**

2. In three years' time, my brother ..... graduated from university.

**a. has                      b. will have              c. is going to**

3. Soon we ..... packing for our holiday.

**a. 're going to      b. 'll be                      c. 're going**

4. Where did they ..... to school?

**a. used to going      b. used to go              c. use to go**

5. When we were younger, we ..... live in a village. We moved to the city when I was about ten years old.

**a. were used to      b. use to                      c. used to**

6. By the end of this year, we..... here for ten years.

**a. will live              b. will be living      c. will have lived**

7. I want to ..... a tablet but I don't have money now.

**a. getting              b. get                          c. gets**

8. In the past , most letters ..... by hand .

**a. are written      b. is written              c. were written**

9. We had the computer ..... because it had stopped working.

**a. repaired              b. repairing              c. repair**

10. We are going to Aqaba ..... the summer .

**a. on                      b. in                          c. at**

11. Qasr Bashir is a well- preserved Roman castle ..... is located in the Jordanian desert.

**a. where              b. who                          c. which**

12. Happy people are 'helθ i and optimistic. The underlined word is written in letters as

**a. helthi              b. helthy                      c. healthy**

**Question Number Four.**

**A. Use the right relative pronoun in the box below for each pair of the given sentences to make one meaningful sentence from each pair . Write the answers in your ANSWER BOOKLET.**

1. London is a huge city. It's the capital of the UK.

London , .....

**who, which, where**

**B. Study the following sentence which has two mistakes in the usage of the articles. Correct the mistakes and write the answers down in your ANSWER BOOKLET.**

- They live in an Oxford Street in a London.

.....

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

1. Our computers and mobile phones ***will take care of us***, by ***telling us*** when to wake up, eat and sleep.

What kind of rhetorical devices is used in the above sentence?.....

**2. The person who won the golden medal last year was Reem.**

- What is the function of using cleft sentence above ? .....

**3. We've lived in the city a long time, so we're used to the traffic .**

What is the function of using (***be used to + noun***) in the above sentence?.....

4. If you love and encourage your children they will develop good self esteem , and ***conversely*** if you are harsh and critical , they may become angry and insecure.

What is the function of using ***conversely*** in the above sentence? .....

**FUNCTIONS**

INDICATORS	THE FUNCTION
<i>be used to</i> (+ noun, pronoun or verb in the <i>-ing</i> form)	<b>to describe things that are familiar or customary.</b>
<i>used to</i> (+ infinitive).	<b>to describe past habits or past states that have now changed.</b>
cleft sentences	<b>emphasise certain pieces of information.</b>
In this way /As a consequence / Therefore	<b>Indicating consequence</b>
However/ Whereas /While / But / Despite / On the one hand ...../ On the other hand / In spite of this /On the contrary / Conversely	<b>Indicating opposition</b>
It appeals that / This is result in... / It is recommended that.... / The best course of action would be to....	<b>Conclusion / Recommendations</b>
The aim of this report is to / This report examine / In this report ....will be examined	<b>Introduction</b>
There are more than .....well equipped health center in ...../ Almost three quarters of the population are regular users of ...../ The number of .....has declined ,decreased since .....	<b>Reporting information</b>
<i>Furthermore</i> / <i>Likewise</i> / <i>One reason for this is...</i> / <i>In addition</i>	<b>Expressing continuation or addition</b>

**Question Number Five**

**A. EDITING:**

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

The new treatment works by blocking a protein which causes canserous cells to grow, it will be improving patients' life expectancy and quality of life much more quickly than any other treatment.

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

**B . GUIDED WRITING :**

Read the information in the table below , and then in your ANSWER BOOKLET write two sentences about the advantages and disadvantages of the Internet . Use the appropriate linking words such as: but , on the one hand, on the other hand , too ..... etc.

1.

The Internet	
advantages	disadvantages
-save effort -find useful information	- make people isolated - decline mental activity

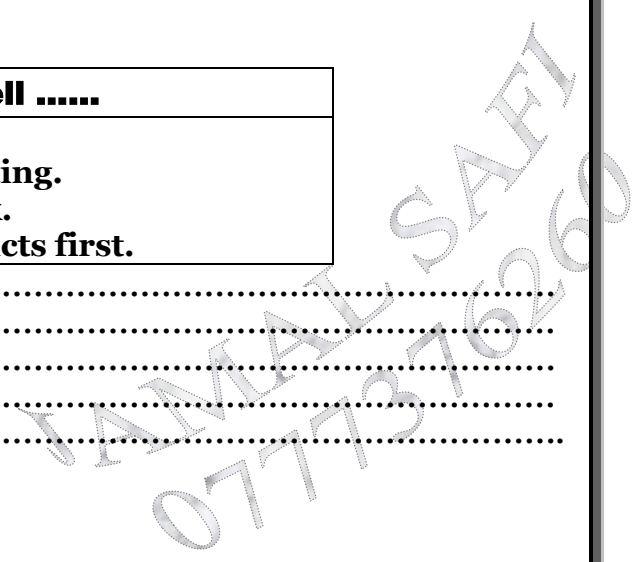
.....  
.....  
.....  
.....  
.....

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

2.

How to study well .....
- make a study schedule. - study in an appropriate setting. - keep a well – kept notebook. - learn the most important facts first.

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



Read the information below , and then write a brief biography using all the given notes below about Ali ibn Nafi ' (Ziryab). Use the appropriate linking words.

3.

Name	Ali ibn Nafi ' (Ziryab)
Date of birth	789 CE
Date of death	857 CE
Profession	Musician
Achievements	-Established the first music school in the world in Cordoba. - Introduced the oud to Europe.

.....

.....

.....

.....

.....

4.

Read the information in the table below , and then in your ANSWER BOOKLET write two sentences using all the given notes below about the Giralda tower. Use the appropriate linking words .

- Location : Seville ,Spain .
- Date of construction : 1198 CE.
- The designer : Jabir ibn Aflah.
- Description of the building : 104 metres tall

.....

.....

.....

.....

.....

**C . FREE WRITING:**

In your ANSWER BOOKLET, write a composition of about 80 words on ONE of the following:

1. Megaprojects are extremely large investment projects. Write an article about these the advantages and disadvantages of such project and the reasons behind designing them.
2. 'Some people think that museums and modern culture are a waste of time . Others say that museums and modern culture are important because they aim at educating people . Write an essay about museums and modern culture discussing the two opinion.
3. In the next century , Jordan will witness considerable huge changes that might make it different from Jordan today . Write an article describing Jordan in the next century. What do you think it will look like? What will people be doing? What will life be like?
4. Nowadays, more and more people trend to shop online. Write an essay discussing the advantages and disadvantages of online shopping.
5. Health conditions in Jordan are among the best in the Middle East. Write a report about health facilities in your area. Remember to include a title, and supply factual information.

## MODEL ANSWERS

### B. Literature Spot

1. 1. Santiago 2. surfaces 3. So that he doesn't lose it in the water and also so that he feels it when the fish pulls it.
2. 1. the sun 2. peep 3. the sun came peeping in at morn / the night Had borne my breath away .
3. 1. 1. babyhood (infant) 2. Childhood (the schoolboy) 3. Early adulthood (the soldier)
4. Late adulthood/ middle age (the justice) 5. Old age (second babyhood/ childhood)
2. The poet uses "creeping like snail", meaning going very slowly.

### Question Number TWO:

- A. 1 :** 1. apparatus 2. sustainability 3. prosthetic 4. physician
2. 1 textiles 2 equipment 3. ailment 4. fund
3. 1. symptoms 2. gallery 3. astronomer 4. disabilities 5. calculations
4. 1. *fountain pen* 2. ailments 3. irrigated 4. Fine Arts 5. dementia
5. 1. desalination 2. artificially-created 3. blog 4. antibodies 5. Calculations
- B.** field working / working by hand/ practical
- C.1** 1. archaeological 2. translate
2. 1. tradition 2. expect
3. 1. inheritance 2. Influential 3. appreciate 4. contemporar 5. major
6. calculation 7. installation 8. mortality

### Question Number Three.

#### A.

1. to tell 2. to speaking 3. will have lived 4. to go 5. have been waiting 6. had helped
7. were written 8. repaired 9. will expand 10. has been 11. Had been working
12. have been painting 13. been thinking 14. had been waiting 15. Will be preparing
16. will have opened 17. have 18. use 19. going to rain 20. was writing 21. be staying
22. will have finished 23. Will have graduated.

#### B.

1. **that she had bought all** ingredients for a chocolate cake the day before .
2. has been found 3. has been studying 4. used to getting up early to study now.
5. Egyptians that / who built the pyramids. 6. I haven't done my homework yet.
7. the person who opened the Children's Museum of Jordan in 2007 CE. 8. might be broken
9. my computer fixed 10. to switch off the screen. 11. touch this machine.
12. I would study hard 13. press that button 14. started work , he had checked his emails.
15. is also known as Avicenna, was a polymath. 16. final book that made him famous all over the world. 17. planning to finish his project tonight. 18. impresses me more than anything else is my neighbours' generosity .

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

### Question Number Four.

**A.** 1. London ,which is the capital of the UK, is a huge city.

**B.** - They live in ( x) Oxford Street in ( x) London.

**C.** 1 . personification 2. emphasise certain pieces of information 3. to describe things that are familiar or customary. 4. Indicating opposition



## Question Number Five

### A. EDITING:

1.

The new treatment works by blocking a protein which causes cancerous cells to grow. It will improve patients' life expectancy and quality of life much more quickly than any other treatment.

### B . GUIDED WRITING :

**1. On the one hand , there are many advantages of the Internet like saving effort and finding useful information .**

**On the other hand, it has some disadvantages like making people isolated and declining mental activity.**

**2. There are many ways to study like making a study schedule and studying in an appropriate setting.**

**Ather ways of studying are : keeping a well – kept notebook and learning the most important facts first.**

**3. Ali ibn Nafi ' (Ziryab) who was born in 789 CE , was a musician and so he established the first music school in the world in Cordoba and introduced the oud to Europe. He died in 857 CE.**

**4. The Giralda tower which is located in Seville ,Spain was constructed in 1198 CE. The tower which is 104 metres tall , was designed by Jabir ibn Aflah.**

### C . FREE WRITING:

#### Megaprojects

Megaprojects are extremely large investment projects, which are designed to encourage economic growth and bring new benefits to cities. Also, include installing the latest technology that helps cities to become environmentally- friendly.

Although megaprojects vary in terms of size

and cost, they are all, by definition, expensive, public projects that attract a high level of interest and media coverage. Projects range from motorways, airports, stations, tunnels, bridges, etc. to entire city complexes. The concept of a megaproject is always based on the benefits it brings to a community. However, many megaprojects have been criticised because of their negative effects on a community or the environment. They are all brand new and some people think it would be better to spend the money on regenerating old towns.

#### Museums and Modern Culture

Those who think that museums and modern culture are a waste of time claim that it is better to build schools and health centres for poor people than all museums in the world . On the other hand those who are in favour of museums say that museums teach us about history , traditions , scientific inventions and some animal or plant species .

The people who are against museums say that entrance fees are very expensive . However people who are for museums insist that fees are paid to supply the museums with equipment , electricity and other needs .

For the reasons mentioned above , museums and modern culture are necessary to educate to entertain people .

### **Jordan in the next century**

In the next century , Jordan will witness considerable huge changes that might make it different from Jordan today . The population will probably reach 50 million people . So we might see skyscrapers that are higher than the clouds . We will hear the constant buzz and hum of technology in the streets of Amman and all other towns . By next century , Jordan will have become the most developed country in the region . Jordan will probably become like Japan in the future . The streets will have become wider and busier because the population will be so huge.

### **Online shopping**

Most people now use the Internet on computers, smartphones and tablets to do a variety of tasks. For many people, these tasks include online shopping. From shopping for groceries to all kinds of clothes shopping, consumers are finding this the easiest way to get what they need, literally at the touch of a button. However, there are numerous and important disadvantages to shopping in this way.

Although using the Internet to shop is usually fairly easy, and there is often greater variety available, it is always a risk because you cannot try on or see in detail the item you wish to buy. In fact, the immediate 'convenience' of shopping in this way can end up being an inconvenience if the item is faulty or does not fit, or is just not what the customer wanted. It is true that the prices are better when you shop online, but, while it might be cheaper, there is a distinct disadvantage because you have to wait for the delivery of the purchases. Some people might prefer not to have any personal contact while shopping online, but it can save time in the end since there are always assistants to help with queries you might have during the transaction. In addition to this, there is the issue of Internet payment security; however, recently this has improved a lot.

The Internet has indeed given us a wider choice as consumers, as well as made some aspects of shopping more pleasant and convenient. However, it is nearly impossible, in my opinion, to forget the disadvantages we experience from time to time, since these can and do influence the way in which we choose to shop.

### **Health facilities in my area**

The aim of this report is to shed the light on health facilities in my area .It is a crowded place but Thanks to God that we have well-equipped and highly developed health facilities .

#### **Health centers**

There are two modern governmental health centers in my area . Although these centers are crowded , they provide good health services to many people . There are other private health centers that provide health services to the people who don't have health insurance ( security ).

#### **Hospitals**

My area has two big hospitals : the military hospital and another private hospital . These two hospitals have well-trained staff : doctors and nurses . Unfortunately , more than 50 per cent of people complain about crowdedness in these hospitals .

#### **Recommendations**

It appears that crowdedness is the major problem concerning health facilities in my area. Therefore , I suggest the following steps to ease or get rid of crowdedness .

Building a new hospital that can serve 200 beds .

Providing the hospitals and the health centers with more doctors .

JAMAL SAFEI  
0777376260