

المعجزة في اللغة الإنجليزية

للفصل الثاني الثانوي (إنجاز)

لجميع الفروع (الأكاديمية و المهنية)

Core Book

الفصل الدراسي الأول

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الأستاذ نادر السعدي
المعلمة وصال السعدي (معالي)

مركز السعدي التعليمي – عمارة العتر – كراج القرى الغربي – مقابل بن ومحمص السنكور

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اهداء

إلى زوجتي وبناتي وأبنائي وزملائي وزميلاتي وأصدقائي وأحبتي وطلابي وطالباتي

و الأهالي الأفاضل و الغوالي

إنني لولا دعمكم و نصائحكم وتوجيهاتكم وثقتكم وإيمانكم بقدراتي وخبرتي لما تمكنت من اتمام هذ العمل الذي أحتسبه قبل كل شيء لوجه الله تعالى وثانيا لمصلحة الطالب الذي هو في أمس الحاجة إلى دوسيه تكون شاملة لكل شيء وبأسلوب سهل وبسيط وممتع بعيد عن الروتين الممل والاحباط ليتمكن كل طالب وطالبة من الاستفادة منها حتى ولو كان من ذوي الحاجات الخاصة أو الفقراء الذين لا يملكون القدرة على دفع تكاليف الدروس الخصوصية كما وأود أخيرا أن أشكر مشرف اللغة الانجليزية الأستاذ محمد القرم الذي دعمني ونصحتني وجعلني أقدم أفضل ما عندي وكلي أمل بأن تكون هذه الدوسية (المعجزة) حلا لكل مشاكل الطلاب

وفقكم الله

أ.نادر السعدي

Pronouns : الضمانر

ضمائر الرفع/ فاعل	ضمائر النص/ مفعول به	صفات الملكية	ضمائر الملكية	الضمائر الانعكاسية
Subject	Object	Possessive adj.	Possessive pron.	Reflexive pron.
I	me	my	mine	myself
He	him	his	his	himself
She	her	her	hers	herself
It	it	its	its	itself
We	us	our	ours	ourselves
You	you	your	yours	Yourselves/yourself
They	them	their	theirs	themselves

العمود الاول: يأتي دائما كفاعل (ضمير / اسم) في بداية الجملة
 العمود الثاني: يأتي دائما بعد حرف الجر او فعل give me/ for him
 العمود الثالث: يأتي الاسم بعده مباشرة

e.g This is **my** book .

العمود الرابع: يأتي في نهاية الجملة ويكون يتبع ب (s)

e.g This book is **hers**.

العمود الخامس: ينعكس المفعول به على فاعل الجملة

Parts of speech : اقسام الكلام

1.Noun

ما هي المقاطع التي تضاف للكلمة فتحولها الى اسم ؟

Tion _____ education
 ssion _____ mission
 sion _____ Television
 ness _____ happiness
 ment _____ development
 ance _____ importance
 ence _____ influence

كيف نستدل على الاسم ؟

1. في بداية الجملة كفاعل أو بعد فعل الجملة كمفعول به **I ate an apple** yesterday .

2. بعد أدوات التنكير والتعريف a/ an / some/ the

3. بعد صفات الملكية: my/his/ her /its/ our / your/ their

4. بعد محددات الكمية مثل: many/any/ some/ no /all

5. بعد أسماء الاشارة this/ that/ these/ those

6. تأتي بعد الصفة لوصف الاسم

7. بعد الأعداد الترتيبية

8. الاسم المركب (الاسم + اسم) (oil industry)

9. بعد حروف الجر ما عدا to اذا جاءت بمعنى أن وليس بمعنى الى

10. بعد (s) الملكية Nader's car

2. Verb

ينقسم الفعل الى قسمين : Regular verb
1) الفعل المنتظم : وهو كل فعل ينتهي ب ed/ d
e.g ask _____ asked

amuse _____ amused
إذا انتهى الفعل ب (y) مسبوقة بحرف ساكن فاننا نقرب ال (y) الى (i) ونضيف ed cry
_____ cried
إذا جاء الحرف الاخير ساكن مسبوقة بحرف علة (i/e/o/a/u) فاننا نضاعف الحرف
الاخير ونضيف ed Stop_ stopped

2) الفعل غير المنتظم (الشاذ) Irregular verb وهو كل فعل لا ينتهي ب ed / d
مثال: go _____ went write _____ wrote
هذه المقاطع تساعدك في تمييز الافعال هي :

ize _____ economize

ate _____ translate

ify _____ simplify

en _____ encourage/widen

استعمالات الافعال :

1) بعد الفاعل / الضمير / الاسم

2) قبل المفعول به

3) يأتي بعد حرف الجر to بمعنى أن وليس الى

4) بعد ال modals : Can/ could/may/might/will/would/shall/should

5) في بداية الجمل الطلبية والأمرية

6) بعد الافعال المساعدة التالية في حالة النفي do/ does/ did

7) بعد الافعال المساعدة have / has ويأتي فعل تصريف ثالث

ويوجد للفعل في اللغة الانجليزية 3 تصريفات :

التصريف الاول : ويسمى بالمضارع البسيط V1

التصريف الثاني : ويسمى بالماضي البسيط V2

التصريف الثالث : ويسمى بالماضي التام او اسم المفعول به V3

ويقسم الفعل الى (1) فعل عادي (2) وفعل مساعد

الفعل العادي او الفعل التام او الرئيسي: مثل كلمة (go) يذهب وهو قائم بذاته الفعل المساعد مثل

am/do غير قائم بذاته ويحتاج الى من يساعده..... الافعال المساعدة الرئيسية هي :

Be : am / is/ are / was /were

Do: do/ does / did

Have: have / has/ had

الأفعال المساعدة الثانوية (modals) هي :

Will / Would shall / should
Can / Could may / might
must / have to / need / used to / ought to /

* مجموعه ال (modals) يتبعها فعل مجرد تصريف أول فقط
*مجموعة has/ have تكون أفعالاً مساعدة اذا تبعها فعل تصريف ثالث V3 واذا لم يتبعها
V3 تكون أفعالاً عادية بمعنى يملك

I haven't played football yet.

I have a car .

*مجموعة ال do تكون أفعالاً مساعدة اذا تبعها V1 واذا لم يتبعها V1 تكون أفعالاً عادية
بمعنى يعمل / يفعل

I don't like French .

What do you do .

ملاحظة : يأتي بعد have / has تصريف ثالث للفعل V3
يأتي بعد عائلة ال do فعل مجرد
يأتي بعد ال models فعل مجرد
يأتي بعد افعال ال Be : am/ is /are التالية :
اسم , صفة , ظرف , (v-ing) , حرف جر

I am a teacher .

They are clever men .

She is extremely tired.

She is from Jordan .

He is playing football now .

توزيع الأفعال المساعدة على الضمائر

I _____ am/ was/ do /have

You _____ are/ were /do/ have

We _____ are/ were / do / have

They _____ are/ were / do / have

He _____ is/ was/ does/ has

She _____ is/ was/ does/ has

It _____ is/ was/ does/ has

3.Adjective :

وهي تصف الاسم وتسبقة .
هذه المقاطع تساعدك في تمييز الصفة وهي:

Ful _____ beautiful
ous _____ dangerous
al _____ educational
less _____ careless
ish _____ selfish
y _____ snowy
ant _____ important
ic _____ Historic
ive _____ Sensitive
ent _____ different
able _____ enjoyable
ed _____ amused
ing _____ interesting

استعمال الصفات :-

(1) قبل الاسماء (صفه تصف الاسم وتسبقة):-

She is a nice girl .

(2) بعد افعال ال (to/be) وافعال الربط والحواس والتغيير

Am/is/ are /was/ were /seem/ look, sound, appear, stay, remain, smell, taste,
feel, grow, get , become, turn , turn into ,change ,
Samia seems tired .

(3) بعد هذه الكلمات : really / a bit / so / quite / too / very

She is a very clever girl .

(4) بعد الظرف المنتهي ب (ly) **The river is completely polluted**

(5) قبل كلمة **Hani is clever enough** enough

(6) بعد الصفات التي تنتهي ب (ly) مثل **likely/ lovely/ lively/ deadly/ friendly/ costly**

(7) بعد كلمات مثل **find / make + o + adj**

4.Adverb :

و هو يصف حالة الفعل

في الظرف/ الصفة نضيف لها (ly) فتصبح ظرف كما يلي :

Beautiful + ly _____ Beautifully

Happy + ly _____ happily

استعمالات الظروف :

(1) في بداية الجملة مسبوقة بفاصلة

(2) في نهاية الجملة

(3) قبل الفعل

(4) بعد الفعل

(5) قبل الصفات

Hala **strongly** believes in her value.

Our Soldiers **fought** bravely .

Ali is **extremely** happy .

كيف تتعامل مع القطع الداخلية والخارجية لمادة الانجليزي :

- 1) يكون عنوان القطعة دائما في أول كلمة أو أول سطر.
- 2) هناك في كل سؤال كلمة رئيسيه (HN) اسم أو فعل وهي نفسها تكون بالقطعه أو كلمة بنفس معناها مثل need / want والاجابه اما ان تكون من قبلها او بعدها اذا جاءت الكلمه في وسط الجملة واذا جاءت في اولها تكون من بعدها واذا جاءت في اخر الجملة تكون من قبلها .
- الضمائر: it/ itself تعود على مفرد قبلها غير عاقل.
- He/him/ his/ himself تعود على مفرد مذكر عاقل .
- She/ her / herself تعود على مفرد مؤنث عاقل.
- They /them / their / themselves تعود على جمع عاقل وغير عاقل.
- I/ me / my / mine/ myself تعود على كاتب النص او المتحدث في القطعة / مفرد .
- We/ us/ our / ourselves تعود على كاتبوا النص والمتحدثون في القطعة / جمع .
- You/ your/ yourself / yourselves تعود على مخاطب / مفرد وجمع .
- here يعود على مكان ,مدينة / قريب .
- there يعود على مكان ,مدينة / بعيد .
- This / that يعود على اسم مفرد كلمة بعدها او جملة قبلها / عاقل وغير عاقل.
- These / those يعود على اسم جمع بعدها أو اسم جمع قبلها / عاقل وغير عاقل .
- do/ does /did يعود على فعل قبلها بنفس الصيغة .
- T/F انتبهوا للنفي والاثبات والمتعكسات في السؤال :

Never /rarely / seldom /often/ always/ sometimes /usually/ only /just/ many/ more / much / (a) few / (a) little / some / all / the most / the least/ majority/ minority/ not / don't/ doesn't/ isn't ----- etc .
تكملة الجمل Complete: نفس النقطة الثانية ستبحث عن الكلمة الرئيسية أو المتشابهة بالقطعة و أكمل الجملة من عندها الى نهاية الجملة (النقطة) انظر للكلمة التي بعد الفراغ واستخدمها أو استخدم مرادفها لنفرض انه في السؤال كلمة move ابحث في القطعة عنها فان لم تجدها فابحث عن مرادفها travel

انتبه اذا جاء في السؤال كلمة or/and فيكون الذي بعدهم هو نفس الذي قبلهم من حيث أقسام الكلام أي أن الاسم يتبع باسم والفعل بفعل والصفة بصفة.
3) انتبهوا لكل من الاسماء والدول والمدن والأماكن والتواريخ والأرقام والنسب المئوية:
ضع دائرة حول الأسماء.

ضع مربع حول الدول والمدن والأماكن.

ضع مثلث حول التواريخ والأرقام والنسبة المئوية.

لأن هذا سيسهل لك البحث عن الاجابة من خلال السؤال هل المقصود who سنبحث عن الأسماء أو where سنبحث عن المكان والدولة والمدينة when/ what time / what date / what year

سنبحث عن تواريخ و أرقام How many سنبحث عن اعداد وارقام

The man **Who** وتكون الاجابة حول الأسماء :

The date / year **when** وحول التواريخ :

The place **where** و حول الأماكن :

The number of : والأرقام

The percentage of : والنسبة المئوية :

4) اذا كان السؤال عن التواريخ :

اذا كان التاريخ في بداية الجملة متبوعا بفاصلة نكتب ما بعده

إذا كان التاريخ في نهاية الجملة متبوعاً بنقطة نكتب ما قبله

إذا كان التاريخ في الوسط نكتب ما قبله وما بعده

انتبه أنه إذا كان السؤال بـ Why فإن الجواب يكون because/ for/ to

5) المترادفات والمتعاكسات :- انتبهوا للبادئ والملاحق

والمترادفات مثل s/es/ ing/ ed / d

أو أقسام الكلام tion / sion/ al/ ous

أو للأفعال /es/s/ ize/ ate / en

أو للظروف (ly) فإنه يعود على نفس الصيغة

أما المتعاكسات تعتمد على حفظ الكلمات و أحيانا الحظ ولكن بنفس الية المترادفات .

انتبه عند الإجابة على أسئلة مثل الـ Wh فإننا نحذفها ونحذف الفعل المساعد ونحذف علامة

الاستفهام فيصبح عندنا جملة ثم ننظر إذا كان بالسؤال did/does فنحذفهن ونلحق الماضي أو

الفعل الموجود به s إلى الفعل الرئيسي ونبحث عن مرادف الفعل الرئيسي فإذا كان بالسؤال

move travel فيجب أن تنتبه أحيانا أنه بالقطعة قد لا تكون نفس الكلمة ولكن كلمة مرادفه لها مثل

travel

انتبه أن الجملة التي يأتي بعدها فاصله أو فاصله منقوطة أو نقطتين أو أحد الأفعال المساعدة am

is/ are /were/was فإن الذي يأتي بعدهم يكون تعريفا لهم والذي يأتي قبلهم يكون موضع

سؤال .

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ما الفرق بين الرسائل الرسمية وغير الرسمية :

1)الرسائل الرسمية أو التجارية (formal / business letters) وهي الرسائل التي تكتب للرؤساء والوزراء والمسؤولين ويراعى فيها التنقيط وتكون الكتابة عن طريق الكمبيوتر وليس بخط اليد وكذلك يكون فيها عنوان المرسل اليه الى اليسار تحت اخر سطر من عنوان المرسل من جهة اليمين من الصغير الى الكبير ومن القريب الى البعيد ويكتب تحتها من جهة اليسار عنوان المرسل اليه ويكتب تحت عنوان المرسل اليه مباشرة التحية على شكل: Dear +sir/ manager وتكون الخاتمة النهائية للتحية: Sincerely yours/ yours faithfully

The Form : الشكل

عنوان المرسل اليه

عنوان المرسل

البنية

الشارع

المدينة

الدولة

تاريخ اليوم

اسم الشخص

المسمى الوظيفي

الشركة

المدينة أو الدولة

الرمز البريدي

Dear + Sir

Yours faithfully

التوقيع

الاسم صريح

P.S

اذا نسبت أي شيء خلال الرسالة ترفقه من خلال p.s أي ملاحظة أخيرة كالصور أو أي ملاحظة أخرى (2)الرسالة غير الرسمية informal letter وهي الرسائل التي تكتب للأهل والأحبة والاصدقاء ولا يراعى فيها التنقيط وتكتب بخط اليد ويكون عنوان المرسل من اليمين فقط ويكتب بعد Dear اسم الشخص وتكون الخاتمة all my best wishes / love/ yours sincerely/ all my regards عنوان المرسل

بنية

شارع

مدينة

دولة

تاريخ اليوم

Dear Ali

All my regards

التوقيع

الاسم الصريح

Unit 1: "A new start"

Vocabulary :

<u>Word</u>	<u>English meaning</u>	<u>Arabic meaning</u>
Confident	Certain	واثق / متأكد
Creative	Good at making <u>artistic</u> things	مبدع
Excuse	<u>Untrue</u> reason	عذر / ذريعة
factor	<u>Part</u> of the reason	عامل
field	<u>Area</u> of interest	مجال / حقل
Like-minded	With <u>similar</u> attitudes	متشابه في الميول والأفكار
On show	Able to be <u>seen</u>	معروض للجمهور
Optional	Not compulsory	اختياري / ليس اجباري
Participate	Take part	يشارك
Potential	<u>Possibilities</u> for the future	احتمالات للمستقبل
Routine	<u>Regular</u> daily	نشاطات اعتيادية / روتين
Set	Complete <u>group</u>	مجموعة متكاملة
Stuck	Unable to <u>move</u>	ثابت في مكانه / لا يغير

1. Match the words in the box with their meaning below : (p.5) :

Optional	like-minded	participate	set	on show	field
----------	-------------	-------------	-----	---------	-------

1. area of interest: **field**
2. able to be seen: **on show**
3. with similar attitudes: **like-minded**
4. Take part: **participate**
5. not compulsory: **optional**
6. Complete group: **set**

2. Match the words in the box with their meaning below (p.7) :

Routine	factor	creative	excuse	confident	potential	stuck
---------	--------	----------	--------	-----------	-----------	-------

1. sure/certain : **confident**
2. regular daily : **routine**
3. part of reason : **factor**
4. Untrue reason : **excuse**
5. good at making artistic things: **creative**
6. unable to move : **stuck**
7. possibilities for the future: **potential**

3. Use the words and phrases from the list to complete the sentences below (p.5) :

Field	participate	on show	like-minded	optional
-------	-------------	---------	-------------	----------

1. There are lots of good paintings **on show** at the museum.
2. I don't know much about biology. It's not really **my field**.
3. This part of the form is **optional**. You don't have to fill it in .
4. Luckily. I live in a shared house with **like-minded** people.
5. Unfortunately , his English isn't good enough to **participate** in academic discussions.

4. Complete the sentences with the words in the box (p.5) :

Excuse	optional	comfort zone	routine	like-minded
--------	----------	--------------	---------	-------------

1. If you're stuck in a routine, you need to leave your **comfort zone** .
2. I need to think of a good **excuse** for being late.
3. I need a break from my regular daily **routine** .
4. Joining a club is a good way to meet **like-minded**.
5. You don't have to do this course. It is **optional**.

5. Complete the sentences with the words in the box (p.7):

Factor	excuses	positive about	foundation course
--------	---------	----------------	-------------------

1. Knowing that you are developing helps you feel **positive about yourself**.
2. It isn't the only reason for his success , but it's certainly one **factor**.
3. He did a **foundation course** before starting university.
4. I'm tired of hearing **excuses**; just tell me the truth.

6. Complete the sentences with phrases from the list (p.7) :

How to begin, positive about, self-help books , unexpected or worrying, force yourself, afraid of failing

1. Staying in your comfort zone is a way of avoid **unexpected or worrying** Events.
2. People often prefer to stay in their comfort zones, particularly if they are **afraid of failing**.
3. **self-help books** often recommend leaving your comfort zone.
4. Knowing that you are developing helps you feel **positive about Yourself**.
5. Sometimes people don't do sth different because they don't know How to begin
6. You may have to **force yourself** To do sth new, but you won't be sorry .

Language :

أولاً : المضارع البسيط

يستخدم الفعل المضارع في الحالات التالية :

1. للتعبير عن عادات روتينية متكررة وخاصة مع الدلائل :

always, usually, often, sometimes, every, normally, daily, weekly, monthly, yearly

Nader plays football every day .

2. للتعبير عن الحقائق الثابتة والدائمة التي لا تتغير/ حقائق علمية و جغرافية وفلكية

The Earth _____ round the Sun . (revolve)

أ . الفعل المضارع يأخذ (s) إذا كان الفاعل (he, she, it) او اسم مفرد

She always eats three times .

ب. في حالة النفي تأتي (don't / doesn't) قبل الفعل الاصلي المجرد (infinitive) وتسبق ب he/ she/ it

بينما don't تسبق ب I / we / you / they

I don't like her . She doesn't speak English well . (not/like, not/speak)

ج. في حالة السؤال نضع (do/ does) حسب نوع الفاعل الذي يأتي بعدها :

What do you want to do this evening ?

ثانياً: الفعل المضارع المستمر

يتكون المضارع المستمر من (am-is-are) + الفعل + ing

1. يستخدم الفعل المضارع المستمر في الحالات التالية :

في حالة وجود المؤشرات التالية :

, tonight , today , Look! Listen! Be careful, right now , now , at the moment , nowadays

She football now (play)

Look! Someone too fast (drive)

انتبه ان هذه الافعال مثل look عندما تأتي لتعبر عن المضارع المستمر فيجب ان تتبع بعلامه تعجب (!)

2. للتعبير عن عمل او حدث معين مستمر في الفترة الحالية .

Ramallah is growing quickly .

أ. في حالة السؤال تكون (am/is/are) حسب الفاعل الذي يأتي بعدها

What are you thinking about?

ب. في حالة النفي تأتي (not/n't) بعد (am/is/are)

He isn't having a shower .

ثالثاً: الأفعال الخيرية (stative verbs) وهي تصف حالة او وضع معين ولا تدل على حدث. وتقسم الى قسمين :

أفعال تستخدم في صيغة المضارع البسيط ولا يمكن ان تستخدم في صيغة المضارع المستمر , وهي : افعال المشاعر والحواس والحالات الذهنية او العقلية....

Like , hate, love , prefer , want , seem , know , believe , remember , suppose , agree , mean ,
, realize , recognize , understand , taste , smell , sound

I love her . They know each other .

ثلاثة افعال لها معاني مختلفة وتستخدم في صيغة المضارع البسيط او المضارع المستمر حسب المعنى :

1. (Look) اذا جاء بعدها صفة لانضع لها ing اما اذا جاء بعدها حرف جر مثل at/round/on/out/in فنضع ing

e.g: She looks nice

He is looking at the beach

2. (think) بمعنى يعتقد لا ياتي بعدها ing... أما اذا جاءت بمعنى يفكر فنضع ing ويكون بعدها حرف جر من in/on/at/about

e.g: I think they can't change their style what are you thinking about ?

3. (Have) بمعنى يملك لا يجوز وضع ing لها اما اذا جاءت بمعنى يتناول او يأخذ وجاء بعدها الكلمات التالية shower

, party , lunch , breakfast , dinner , coffee , tea , walk , rest,

e.g: I have a car . she is having a shower .

1. Circle the correct option to complete the sentences .(p.9)

1. I'm sorry, but I'm not agreeing / **don't agree** with what you're saying.
2. What happens /**is happening** outside?
3. I'm not enjoying /**don't enjoy** parties normally, but I enjoy / **am enjoying this one** .
4. She might be able to see you, but she talks/**is talking** to a customer and it sometimes **takes** /taking a long time .
5. He **works**/is working in the afternoons, but today he takes/**is taking** his son to the doctor .
6. That man **looks**/ is looking rather strange .
7. Everyone looks/ **is looking out** of the window.
8. What **do you think**/ are you thinking is the reason for her success ?
9. You're very quiet. What do you think/ **are you thinking about** ?
10. He has/ **is having a shower** because he **has**/ is having an important appointment .

رابعاً : الفعل المضارع التام :
يتكون من (have + pp/ has+pp) ؛
ويستخدم في الحالات التالية :
1. في حالة وجود المؤشرات : for , since , already , just , never , recently ,
ever , yet , lately , at last , today still not , so far , times ,
this.....

وكذلك اذا كان الفعل قصير اولحظي او اذا دل على عدد صفحات او مرات ويكون السؤال ب
How many

e.g Ali **has played** football for two hours .

2. للتعبير عن الفعل الذي حدث في الماضي ولكن له اثر على الحاضر (بدون تحديد الزمن)

e.g I **have seen** this film .

How many text **have** you **sent** today .

1. في حالة السؤال تكون الصيغة (have /has+subject+ pp)

2. في حالة النفي تكون الصيغة : (subject+haven't / hasn't +pp)

e.g My father **hasn't arrived yet** .

المضارع التام المستمر :

يتكون المضارع التام المستمر من (have/has) + been +ing . ويستخدم في الحالات التالية :

1. في حالة وجود المؤشرات : for , since , all , for ,.... Now , until now , how

long

انتبه انه مع for يجب ان تأتي كلمة في الجملة مثل long/ a long/ too long في نفس الجملة او تكون الجملة مقسومه الى قسمين .

I've **been studying** English for five years .

2. للتعبير عن الاعمال التي وقعت في الماضي ولم تنتهي حتى هذه اللحظة (بدون مؤشر). وقد تستمر للمستقبل .

Ahmad is under stress because he's **been studying** so much .

1. في حالة السؤال تكون (have / has + sub +been +ing)

How long have you been writing that letter ?

2. في حالة النفي تأتي (not/n't) بعد (haven't / hasn't) .

He **hasn't been feeling** well for the last week .

3. هناك افعال لا تقبل صيغة المضارع التام المستمر وتأتي مع المضارع التام فقط وهي (put/be)

They **have been** away for six years .

انتبه أن الفعل enjoy اذا وجد بعده فعل ing فأننا نعامله معاملة المضارع البسيط أما اذا لم يوجد بعده ing فأننا نعامله معاملة المضارع التام . e.g Do you enjoy playing computer games ?

1.Circle the correct tenses to complete the sentences .

(p.36/62)

1.I read / **am reading** a really interesting book at the moment .

2.A lot of people think the new building **looks** / is looking ugly .

3.I have/ **am having** my breakfast, so I'll call you back in ten minutes.

4.I can't understand what the writer **means** / is meaning .

5.You should stop for a rest. You've driven / **been driving** for four hours .

6.I only started this book yesterday and I've already read/ been reading 150 pages .

7. His eyes are tired because he's played / **been playing** computer games for three hours .

8.He **doesn't like** / isn't liking football. He **prefers** / is preferring reading books.

9.Are you seeing / **Have you seen** the news on TV today ?

10.She can't speak to you now because she does / **is doing** her homework .

11.There's a message from my sister. She is having / **has had** an accident .

12.I **have seen** / have been seeing three films this month .

13.How long have you written / **have you been writing** that letter ?

2.Match words 1-3 with a-c in the box to make fixed phrases. Then use the phrases to complete the sentences .

1.like 2.foundation 3.self-help 4.comfor 5.high a. course b. zone c. minded d. priority e. book

1..... Often recommend leaving your comfort zone.

2.If you're stuck in a routine, you need to leave your

.....

3.He did a before starting university.

4.Joining a club is a good way to meetpeople .

5.Making lots of money isn't a very for him .

الوحدة الاولى /القطعة الثانية : صفحة 6 مرشحة لامتحان التوجيهي الوزاري لعام 2019

Reading :

Stepping outside the comfort zone

Your comfort zone is, as the name suggests, the area where you feel comfortable. We all have one, whether we know it or not: it's the set of routines and known abilities that make us feel safe because we're confident that we can manage and are unlikely to be challenged by anything unexpected or worrying. Obviously, staying inside your comfort zone has many benefits, especially at times when you're feeling under stress.

منطقة الامان / الراحة هي -كما يبين الرسم- المنطقة التي تشعر فيها بالراحة. جميعنا لدينا واحدة ,سواء نعرفها أم لا: هي مجموعة من الروتين والقدرات المعروفة التي تجعلنا نشعر بالأمن لأننا ندرك بأننا يمكننا أن ننجح وأنه من غير المحتمل أن يتحدانا أي شيء غير متوقع أو مقلق بشكل واضح. البقاء في منطقة الأمان لها عدة فوائد , خصوصا في الأوقات عندما تشعر بأنك تحت الضغط .

On the other hand ,we're often told in 'self-help' books that it's a good idea to do things that are outside our comfort zones. In fact, many studies have shown that an important factor in helping people feel positive about themselves is the feeling that they are developing and making progress in their lives. You won't reach your full potential if you only do what you know you are able to do .We all want to improve ourselves, for example by learning something new, become more creative or getting fit .

من ناحية اخرى ,غالبا يقال لنا في كتب المساعدة الذاتية بأنها فكرة جيدة أن تقوم بأشياء خارج مناطق الأمان الخاصة بنا. في الحقيقة, عدة دراسات بينت بأنه عامل مهم في مساعدة الناس أن يشعروا بالإيجابية عن أنفسهم هو الشعور بأنهم يتطورون ويتقدمون في حياتهم. لن تصل الى كامل أهدافك المحتملة أن قمت بفعل ما تعرف بأنك قادر على فعله فقط. جميعنا نريد أن نطور أنفسنا ,فمثلا من خلال تعلم شيء جديد ستصبح أكثر ابداعا أو تألقا.

Unfortunately, people often get stuck in their comfort zones and don't feel able to try different things. There are various possible reasons for this. They may be afraid of failing or unsure how to begin. Many people think 'This is the way I am and I'll never change', using this as an excuse for not trying something new. Whatever the reason may be, its sometimes necessary to force yourself to do something you'd rather not do .Once you've made the effort, though, the door to new experiences will be open and you'll probably wonder why you thought it was a problem .

لسوء الحظ, تثبت للناس غالبا بمناطق الامان ولا تشعر بأنها قادرة على تجريب اشياء جديدة .يوجد العديد من الاسباب المحتمله لهذا . ربما يكونوا خائفين من الفشل أو غير متأكدين كيف يبدوون .يعتقد العديد من الناس هذه هي الطريقة التي أنا فيها لن اتغير مستخدمين ذلك ذريعة لعدم تجربة شيء جديد . مهما كان السبب , يكون أحيانا من الضروري أن تجبر نفسك أن تفعل شيء تود ان لا تفعله . بمجرد أن تقوم بالجهد سيفتح الباب لخبرات جديدة وربما ستتعجب لماذا اعتقدت بأنها كانت مشكله.

الوحدة الاولى / القطعة الثانية : صفحة 6 مرشحة لامتحان التوجيهي الوزاري لعام 2019

Stepping outside the comfort zone

Your comfort zone is, as the name suggests, **the area** where you feel comfortable. We all have **one**, whether we know **it** or not: **it's** the set of routines and known abilities that make us feel safe because we're confident that we can manage and are unlikely to be challenged by anything unexpected or worrying. Obviously, staying inside your comfort zone has many benefits, especially at times when you're feeling under stress.

On the other hand, we're often told in 'self-help' books that it's a good idea to do things that are outside our comfort zones. In fact, many studies have shown that an important factor in helping people feel positive about **themselves** is the feeling that **they** are developing and making progress in **their** lives. You won't reach your full potential if you only do what you know you are able to do. We all want to improve **ourselves**, for example by learning something new, becoming more creative or getting fit .

Unfortunately, people often get stuck in **their** comfort zones and don't feel able to try different things. There are various possible reasons for **this**. **They** may be afraid of failing or unsure how to begin. Many people think 'This is the way I am and I'll never change', using **this** as an excuse for not

trying something new. Whatever **the reason** may be, it's sometimes necessary to force yourself to **do something you'd rather not do.** Once you've made **the effort**, though, the door to new experiences will be open and you'll probably wonder why you thought **it** was a problem .

A. Answer the questions :

1.What does the phrase 'comfort zone' mean ?

a. The area where you feel comfortable. b. It's the set of routines and known abilities that make us feel safe .

2.What have many studies shown?

An important factor in helping people feel positive about themselves.

3.When does staying in your comfort zone have a lot of advantages ?

At times when you're feeling under stress.

4.Why are people often advised to move outside their comfort zones ?

Because it is an important factor in helping people feel positive about themselves .

5. What's the factor that helps people feel positive about themselves?

They are developing and making progress in their lives .

6.What prevent you reach your full potential?

If you only do what you know you are able to do .

7.Give two various possible reasons for getting stuck in your comfort zone ?

a. They may be afraid of failing .

b. They may be unsure how to begin.

8.How can one become more creative and getting fit ?

by learning sth new .

9.Why do you feel safe in your comfort zone ?because were confident that we can manage and unlikely to be challenged by anything unexpected or worrying .

B. Complete the following from the text:

1.Staying in your comfort zone is a way of avoiding unexpected or worrying events .

2.People often prefer to stay in their comfort zones, particularly if they are **afraid of failing**.

3.**Self-help books** often recommend leaving your comfort zone

4.Knowing that you are developing helps you feel **positive about yourself** .

5.Sometimes people don't do something different because they don't know how to begin

6.You may have to **force yourself** to do something new, but you won't be sorry.

7.In order to find out what you capable of achieving ,you need to **improve ourselves** .

c. Decide what does the following words refer to :

1.one(line 1): comfort zone

2.they(line7): people

3.this(line11): getting stuck

4.this(line12): the idea

that you can't change yourself.

5.it(line15): doing something new

6.do(line16):

D. Find words in the text that have nearly the same meaning of the following:

1.complete group: **set**

2.everyday things we do

regularly: **routines**

3.sure: **confident**

4.part of the reason:

factor

5.untrue reason: **excuse**

6.good at making artistic

things: **creative**

7.unable to move: **stuck**

8.possibilities for the

future: **potential**

E. Find words in the text that have the opposite meaning of each of the following :

1.dangerous : **safe**

2.inside:**outside**

2.negative: **Positive**

F. Decide whether the following statement are TRUE or FALSE :

1.People often feel safe and confident in their comfort zone .

(T)

2.Self-help books advise you to stay in your comfort zone .

(F)

3.You should always do something new and improve yourself.

(T)

4.Staying outside your comfort zone has many benefits.

(F)

5.Staying where you're comfortable may feel safe, but pushing past your comfort zone brings more success .

(T)

6.Doing new things motivates us and helps us learn .

(T)

7.To step outside of your comfort zone, you have to stick to your daily routine (F)

8.Some people don't have their own comfort zone .
(F)

G. Complete the following sentences :

1)Most people stay close to their comfort zone when **.they may be afraid of failing or unsure how to begin .**

2)If you only do what you know you are able to do, you **. won't reach your full potential**

3)Many studies have shown that staying outside our comfort zone helps people **feel positive about themselves .**

هذا الموضوع مناسب للعلمي والصناعي والتجاري والادبي :-

Writing : (p.13)

Write an application form for the International College For Scientific Research about **Environment Studies**. Explain in about 200 words your reasons for choosing this course, your experience in the field and how you expect your interest in the subject to develop .

**INTERNATIONAL COLLEGE FOR SCIENTIFIC RESEARCH
APPLICATION FORM**

Name: Maria Pendleton

Age: 18

Title of course you are applying for: Environment Studies

I am applying for this course because I am interested in it and I hope it will be useful for my career in the future .

I studied a lot about it and I hope to extend my experience , so I apply for you .

I am studying maths, technology , My general aim is to study technology and especially its impact on environment and the nature of work .

I hope my application will be successful and I am looking forward to studying at your college .

موضوع للعلمي والصناعي والتجاري :

Your life begins at the end of your comfort zone. Write an essay of about 120-150 words :

Your comfort zone is your enemy, when you live life trying to stay comfortable, You are here on this planet to grow , to do things you haven't done yet , to go to places you haven't explored yet.

Comfort zone is the area where you feel comfortable and the set routines and known abilities that make us feel safe .
 It's beneficial to stay inside your comfort zone, especially when you're feeling under stress . But also it's a good idea to do things that are outside your comfort zones .
 Unfortunately people are so concerned about staying comfortable life will give you plenty of reasons to push you out of your comfort zone .
 Stepping outside your comfort zone allows you to develop and make progress in your life
 Don't be afraid of failing or hesitant how to begin, don't get stuck in your known abilities in order not to try new different things . Whatever the reason may be, it's necessary to force yourself to do sth you'd rather not do .

أ. نادر السعدي : 0599288540

Unit 2:" Under pressure "

Vocabulary :

Word	English meaning	Arabic meaning
aware	Having <u>notice of</u>	مدرك ل
convinced	sure	مقتنع / واثق
disappointed	<u>Sad</u> because of an unexpected result	محبط
fees	<u>Money</u> you <u>pay</u> for a service	رسوم
Inevitable	Impossible to <u>avoid</u>	حتمي
nowadays	Around the <u>present time</u>	في الوقت الحاضر
persevere	Don't <u>give up</u>	يثابر / لا يستسلم
Patient/ impatient	Wanting to wait/ not wanting to wait	صبور
personal	Connected with <u>yourself</u>	شخصي

3. There are some problems with this idea. I'm not really **convinced** it will work.
4. He was **disappointed** because he thought he would get better results than he did.
5. She didn't go to a private school because her parents couldn't afford the fees.
6. The form asks for a lot of **personal details** like age and nationality.
7. Students have more money worries **nowadays** than they had in past.

القسم الثاني : هناك كلمات (اسماء) يأتي قبلها حرف الجر on وهي :

on the market	متوفر في الاسواق	on demand	عند الطلب	on	تحت الطلب
				order	
on the way	في طريقة الى	on purpose	عن قصد	on	في مهمة عمل
				business	
on	بناء على الطلب	on	عند الوصول	on	في الوقت المحدد
request		arrival		duty	time
				في الخدمة	

4. Complete each of the following by using a suitable word from the box : (p.19)

Time	duty	arrival	business	request	purpose
	the way	order			

1. **On arrival** at the hotel, please go to the reception desk .
2. Police officers only have to wear uniforms when they're **on duty** .
3. The book you need is **on order** and will probably be here next week.
4. This isn't a holiday. We're here **on business**.
5. He hates people being late, so make sure you're **on time** .
6. He stopped to buy a newspaper **on the way home** .
7. I don't believe it was an accident, I think he did it **on purpose** .
8. We will be pleased to send you more details **on request** .

قواعد الوحدة الثانية صفحات 18-20

1) القسم الاول Catenative verbs (افعال السلسلة او الافعال المتلاحقة)
 افعال التي تأخذ (to) والافعال التي تأخذ (ing): وما عليك سوى حفظ واحده منهما
 أولاً: الأفعال التي تأتي بعدها (to) ثم فعل مجرد (infinitive) :
 بعض الافعال يتبعها (to) ثم فعل مجرد :

Advice , fail ,want , ask , tell , need , decide , agree , promise , refuse , offer , manage , would like , would love , would hate

e.g Some of us **fail to manage** our time effectively.

إذا جاء مفعول به بعد الفعل مباشرة فإننا نضع بعده (to) :

Experts advise **us to break** this habit .

إذا كانت الجملة منفية فإننا نضع (not) قبل (to) :

They told us **not to spend** too long on the task .

**1. Complete the sentences with the verbs in the box+(not) to .
(p.18)**

**Manage , agree , refuse , promise ,
offer , decide**

1. She won't like it if you **refuse to** do what she asked .
2. I'm sure they'll **decide/ agree to** stay when they see how enjoyable the place is .
3. I didn't **manage to** catch the early bus, so I was late .
4. If you lend your phone to me, I **promise to** lose it .
5. When there's a problem , they always **offer to** help .
6. Let's shake hands and **decide' agree to** forget the argument .

1. بعض الأفعال يتبعها فعل متبوعا ب (ing) وهي :

enjoy , feel like , give up , mind , avoid , finish , keep , face , consider ,
delay , suggest , escape , imagine , miss , mention , can't help , hate ,
like , dislike

e.g Ali **enjoys** revising to exams .

2. بعض حروف الجر يتبعها فعل متبوعا ب (ing) مثل **in , on , about , by**

e.g He is not interested **in** watching TV . He insisted **on** taking his umbrella.

2. Complete the sentences with the verbs in the box .

finish , keep , feel like , mind , avoid , give up

1. I didn't **feel like** Cooking anything, so I went out a café .
2. The important thing is that you should **never** give up trying .
3. I don't **mind** playing computer games, but it isn't my favorite way of passing the time.
4. The cat crossed the road suddenly and the driver couldn't **avoid** hitting it.
5. I'll call you back as soon as I **finish** writing this report.
6. He doesn't like it when people **keep** interrupting him .

ثالثاً: الأفعال التي يأتي بعدها (to) ثم فعل مجرد او فعل متبوعاً ب (ing) بدون اختلاف في المعنى

هناك أفعال يتبعها الحالتين وهي: (to) ثم فعل وفعل متبوعاً ب (ing)

love
Begin / start / continue / hate / like /

3. Complete the sentences with like/love/hate+ing or infinitive form of the verbs in brackets .

1. I'm happy here in the country. I **would hate to** (live) in a city .
2. She **loves listening** (listen) to music. It's her favorite way of passing the time.
3. **Would** you **like to** (go) out to the theatre this evening?
4. Most young people **hate getting up** (get up) early when they're tired.
5. He **would love to** (be) a famous film star. It's his dream.
6. If I had the change, I **would love to** (study) in another country.

انتبه الى افعال الحركة مثل begin/intend و افعال مثل hate/can't bear فانها تأخذ الحالتين وانتبه انه بعد would you like/love/hate/ prefer يأتي to ثم فعل مجرد

رابعاً: الأفعال التي يأتي بعدها (to) ثم فعل مجرد او فعل متبوعاً ب (ing) مع اختلاف في المعنى

هناك فعلان احياناً يأتي بعدها (v-ing) و احياناً مجرد + to حسب المعنى وهذان الفعلان هما :
1. الفعل (stop): يتوقف
أ) تأخذ بعدها فعل ing عندما يكون المطلوب التوقف عن عمل ما بشكل نهائي وقطعي وغالباً يكون التوقف عن شيء سيء ويدل عليه كلمات مثل : DVDs, CDs سيء bad
things we don't need , shouldn't , wouldn't , never , tired , mistakes noise , smoking , ,
e.g I **stopped smoking** years ago.

ب) تأخذ بعدها مجرد to عندما يكون المطلوب هو التوقف المؤقت لعمل شيء اخر والرجوع لنفس العمل ويدل عليها :
the way , shop window , lost , street , road
e.g We were lost, so we **stopped to ask the way** .

2. الفعل (remember): يتذكر
أ) تأخذ بعدها ing فعل اذا كان المقصود تذكر عمل او شيء قديم و محفور في الذاكرة ويكون التذكر الحدث الاول ويدل عليه
كلمات مثل : 10 years, when , before, first , I , was , , v2

ب) تأخذ بعدها مجرد to اذا كان تذكر شيء جديد أي يكون لتذكر الحدث الثاني ويدل عليه
كلمات مثل: must, please, did
وان تكون remember اول كلمة في الجمل أو بعد الفاصله .

e.g I must remember to call Omar this evening.

4. Complete the sentences with the infinitive or-ing form of the verbs in brackets. (p.20)

1. The first thing I **remember hearing** is the sound of my mother singing. (hear)
2. You shouldn't stop **trying** just because it's a bit difficult. (try)
3. I must remember to **post** this letter while I'm in town. (post)
4. If you're getting confused, **remember** about what you want to say. (post)
5. I **remember feeling** surprised when I first heard the news. (feel)
6. While walking along the street, I saw him **stop to look** in a shop window. (look)

5. Complete the sentences with the correct form of the verbs in brackets: to+inf or -ing form. (p.36)

1. Thank you for agreeing to **help** me with this work. (help)
2. I enjoy **watching** TV, but tonight I'd like to **do** something different. (watch/do)
3. They wouldn't stop **talking**, but they promised to **speak** more quietly. (talk/speak)
4. Did you **remember to bring** the tickets? (bring)
Yes. I **remember putting** them in my pocket before we left. (put)

6. Circle the correct verb form. (p.62)

1. He promised to **let** / letting me have the report by next week.
2. She enjoys to read / **reading** poetry in her free time.
3. He seems to **know** / knowing me, but I don't remember to **meet** / **meeting** him before.
4. Where would you like me to **put** / putting these books?
5. Children want to know everything: they never stop to ask / **asking** question.
6. If he's busy, I don't mind to wait / **waiting**.

الوحدة الثانية/القطعة الاولى :صفحة 14 مرشحة للامتحان الوزاري في 2019 لأنها لم تأتي سابقا

Passage1 /Read the following tips, then answer the question below :

Do you sometimes feel that you're wasting a lot of your time and not getting enough done ?

Don't worry – you're not alone . Most of us fail to manage our time effectively. There are lots of books about time management on the market, but you don't need to waste time (and money) reading them. Here are some tried and tested tips for getting thing done .

Tip 1 :C.....

It's so easy to make excuses and find ways to avoid the thing you know you should be doing Experts .

Advise us to break this habit by becoming of our own excuses . The 'right time' to do something .

Never arrives : the best time to do something is usually now . Once you've got started , you'll probably

Find that it wasn't as hard as you thought .

Tips 2:B.....

It's important to make yourself a 'to do' list or exam revision timetable, but remember that listing things isn't the same as doing them (see Tip1) Once you've worked out what needs to be done , decide which task have the highest priority and which can be left till later .

Tip 3 :.....D.....

It's inevitable that things don't always go as well as expect them to . If you find that you've 'hit a wall ' , there are two things you can do. First ,persevere : with a bit more effort, you may find that you break through the wall . But if that doesn't work, try having a (short) break. Do something completely different, and come back to the task .

Tip 4 :A.....

Even if you're under stress. There's no point making yourself ill – that will just make the pressure worse, Make sure you remember to eat regularly and healthily , and , even though it may be hard try to get enough sleep .

Tip 5 :E.....

You can't always make your brain work ' on demand' . Don't spend too long on one task, and learn to recognize when you're showing down. Divided large tasks into smaller parts that are easier to manage, and reward yourself for completing them by doing something fun .

A. Read the main article quickly, Then choose the best title A-E

for each tip :

- A. Look after yourself B. Just do it C. First things first
D. Keep going E. One step at a time

B. Answer the following questions :

1. According to experts, how can we break the habits of giving excuses ?

by becoming aware of our own excuses .

2. When is the right time to do things ?

Never arrives / the best time to do sth

3. How can we make the tasks easier to manage ?

divide large tasks into smaller parts

C. Complete the following sentences :

1. there are two things you can do if you find that things don't always go as well as you expect them to :

A) persevere with a bit more effort

B) try having a (short) break Do sth completely different

2. There's no point making yourself ill if you're under stress

because you don't eat regularly and healthily and don't get enough sleep

3. When you've worked out what needs to be done , you should decide which tasks have the highest priority and which can be left till later .

D. True or False :

1. You are always able to make your brain work whenever you want it .
(F)

2. You should spend too long on one task .
(F)

3. When you've started getting the thing done. You'll probably find that it wasn't as difficult as you thought .

(T)

E. Replace the underlined parts of the sentences below with words from the text :

1. With all the new products available to buy nowadays , it's very hard to decide which to buy **.on the market .**

2. She's starting to notice the impact of things that says and does on other people. **Becoming aware of .**

3. Studying before an exam can be very stressful, but it's necessary.

When asked to say what they want in the future, most people say what they want in the future, most people say and happiness are the most important. **Exam revision/ have the highest priority .**

4.If you're finding a job difficult, it's important that you don't give up .**persevere**

5.There's no purpose in trying to open the door, it's locked. **point**

6.Young babies expect to be given food whenever they want it .Some parents give their children something good if they do well in exams. **demand / reward**

F. Look at what five students say about exam revision. Then decide which tip from the text is the best for each student

Problems	Tips
There's so much to do that it gets confusing and I don't know where to start	Tip 2
I sometimes reach a point where I get bored and information just stops .	Tip 3
<u>I</u> get worried and my head starts hurting .	Tip 4
I always seem to find other things to do and time just runs out.	Tip 1
I sometimes think it's all too hard and want to give up .	Tip 5

القطعة ليست مرشحة للامتحان الوزاري بل للامتحان المدرسي او التجريبي او المناظري
The results of a new poll show that financial problems have taken over from the environment as the main concerns for young people .The survey asked over 12.000 people aged between 14 and 18 what they were most worried about. The clear 'winner' was 'finding a job', while the environment was only the seventh greatest worry. This compares with similar polls in the last fifteen years, when environmental worries came first.

تبين نتائج لاستبيان جديد بأن المشاكل المالية قد حلت محل البيئة كأهم اهتمامات الشباب سال الاستبيان اكثر من 12 الف شخص تتراوح اعمارهم بين 14 و 18 ما هو اكثر شيء يقلقهم. الفائز الواضح كان "ايجاد فرصة عمل " , بينما كانت البيئة فقط سابع اكثر شيء يقلق. يقارن ذلك باستبيانات مشابهه في اخر خمسة عشر سنة , عندما كان قلق البيئة يحتل المرتبة الاولى .

One of the poll's organizers commented that the results demonstrated a clear change in attitude.' It's not just that getting a job is the main worry ,'he said. 'Also included in the top six worries were getting into debt (6th) and passing exams (4th), I'm convinced that there's a connection. Because of change in the job market, there is more and more pressure on young people nowadays to pass exams and go on to university in the hope of finding a good job. Rising university fees make it inevitable that many students graduate from university with huge debts.

علق احد منظمي الاستبيان على ان النتائج بينت تغير واضح في السلوك. لقد قال بأن الحصول على وظيفة لم يكن القلق الرئيسي فقط , فقد شملت السنة اشياء المقلقه ايضا الغرق في الديون (السادس) وتقديم الامتحانات (الرابع مكرر) انا مقتنع بأنه يوجد علاقة. يوجد ضغط كبير على الشباب اليوم بسبب التغيرات في سوق العمل ليجتازوا الاختبارات ويستمرروا في الجامعة على امل ايجاد وظيفة جيدة ارتفاع رسوم الجامعات يجعلها حتمية بان الكثير من الطلاب يتخرجون من الجامعات بديون ضخمة .

Other concerns mentioned by large numbers of young people also tended to be personal rather than social, including worries about relationships(2nd), health(3rd) and 'fitting in with peers' (4th).

دكرت اهتمامات اخرى من قبل اعداد كبيره من الشباب تكون ايضا شخصية اكثر من كونها اجتماعية, تشمل قلق العلاقات (الثاني), الصحة (الثالث) والتاقلم مع الزملاء (الرابع مكرر).

Annette Coleman, director of the Green Earth organization, said yesterday that she was 'disappointed, but not surprised' at the fall in the number of young people concerned about the environment. 'It's not that environment concerns are less urgent than before –quite the opposite in fact . It's just that after decades of publicity on topics like climate change, so little has actually changed. A lot of people get the feeling that there's nothing we can do about it, and young people in particular tend to be impatient. Of course, the other thing is that in times of economic difficulty, people are more likely to focus on worries that are more immediate and have an impact on their daily lives

انيت كولمان – مديرة منظمة الارض الخضراء – قالت بالامس بانها محببته ولكن ليست متفاجئه من انخفاض عدد الشباب المهتمين بالبيئه . هذا لا يعني ان هموم البيئه اقل اهمية مما كانت عليه بالسابق وفي الحقيقة على العكس تماما انما هو (الاحباط) فقط بعد عقود من النشر حول مواضيع مثل تغييرات المناخ فان القليل جدا قد تغير بشكل حقيقي اصبح لدى الكثير من الناس الشعور بانها لا يوجد شيء يمكننا فعله لها (البيئه)ويميل اصبح الشباب بوجه الخصوص الى عديم الصبر / قليل الصبر وبالطبع , الشيء الاخر انه في اوقات الصعوبات الاقتصادية , من المحتمل ان يركز الناس على المخاوف الاكثر الحاحا والتي لها تأثير على حياتهم اليوميه .

هذه القطعة جاءت بامتحان التوجيهي الوزاري سنة 2017 وهي مهمة فقط للامتحان المدرسي او التجريبي او المناطقي

The results of a new poll show that financial problems have taken over from the environment as the main concerns for young people. The survey asked over 12,000 people aged between 14 and 18 what **they** were most worried about. The clear 'winner' was 'finding a job', while the environment was only the seventh greatest worry. **This** compares with similar polls in the last fifteen years, when environmental worries came first.

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job is the main worry, he said. 'Also included in the top six worries were getting into debt (6th) and passing exams (4th), I'm convinced that there's a connection. Because of change in the job market, there is more and more pressure on young people nowadays to pass exams and go on to university in the hope of finding a good job. Rising university fees make it inevitable that many students graduate from university with huge debts.

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A. Answer the following questions:

1. What do the results of a new survey confirm ?

Financial problems have taken over from the environment as the main concerns for young people

2. Which worry that look the greatest in the poll ?

Finding a job

3. Why do many students graduate from university with huge debts ?

Rising university fees .

4. Why was Annette Coleman disappointed at ?

The fall in the number of young people concerned about the environment.

5. What are the two ,main reasons for the fall in the number of young people concerned about the environment ?

a. A lot of people get the feeling that there's nothing we can do about it .

b. People are more likely to focus on worries that are more immediate and have an impact on their daily lives .

B. Decide what the following words refer to:

1. **they** (line2): 12.000 people
 2. **This**: The survey /finding a job
 3. **he**(line7) :One of the poll's organizers
 4. **she**(line14): Annette Coleman
 5. **it**(line18): environment
 6. **their**(line20): people

C. Find words from the text that nearly have the same meaning of the following :

1. sure: **convinced**
 2. around the present time:
nowadays
 3. money you pay for a services: **fees**
 4. impossible to avoid:
inevitable
 5. connected with yourself: **personal**
 6. sad: **disappointed**
 7. not wanting to wait: **impatient**

هذا الموضوع جاء في احد الامتحانات الوزارية لذا علينا التركيز عليه في الامتحانات المدرسية والتجريبية وهو خاص بالفرع الادبي

Writing :

Write an essay about your **personal statement** in three paragraphs.

Personal Statement

I am applying for a course in theatre studies because I'm sure this is where my future is. For me, the theatre is like a window that looks into life. This is why I've been interested in it since I was a young. my first experience of being on stage was a disaster .I was in a school play when I forget my lines and started crying !. It couldn't be much worse but I learnt a lot.,

I got good grades in my Year 11 exams, especially in English and Arabic., It was quite hard, but I'm the kind of person who doesn't give up.

هذا موضوع انشاء جاء السنة للتجاري لكنه لا زال مرشح للعلمي والصناعي :

Write an essay (100-150) words about:How to manage your time effectively

Time-management is a vital skill, in your chosen career as well as in

university. Time management techniques involve setting goals, establishing priorities, when we master the time management skills, we'll be more organized, efficient and happier. make sure high priority tasks and avoid time wasters !

Try breaking tasks down into smaller sub-tasks .

Students often have time between classes, travel time, etc. There are lots of study tasks that can be accomplished in short periods . Find a place If you always study at a certain time or day then it will be easier to get into concentration mode . Also ,it is better to study briefly and regularly .The first step in effective time management is analyzing how you currently spend your time .

Unless time is managed properly, nothing can be accomplished, time without energy has no value: for instance , if one is seriously ill the time duration of illness is practically useless. Time is money and a measure of effort, so use it wisely .

أ. نادر السعدي : 0599288540

Unit 3: "A funny things happen"

Vocabulary:

Word	English meaning	Arabic meaning
bald	Without hair	أصلع
Catch up with	Chat	يلتقي ب/ يدرش
Coincidence	Strange, unexpected events and connections	مصادفة
colleague	Someone you work with	زميل
Come across	Find by chance	يجد بالصدفة
error	mistake	خطأ
(un)intended	Say things that are/n't quit what you mean	غير/ مقصود
Keep in touch	Staying in contact	يبقى على تواصل
Knowledge	Things that we know	معرفة
mention	<u>Say</u> sth about	يذكر
misunderstanding	Getting the <u>wrong</u> idea	سوء تفاهم
pat	Hit gently	يربت
Put up	Let someone stay in a <u>flat</u>	يستضيف
reluctant	Not willing	متردد
Run into	Meet by chance	يقابل بالصدفة
straight	immediately	فورا
The latter	The last one mentioned	الأخير
stranger	Someone you don't know	شخص غريب
Turn out	Discover	يتبين/ يكتشف
Other unfamiliar words		
Co-founder	A partner for a company <u>founder</u>	مؤسس مشارك
Co-worker	Sb works with (colleague)	زميل
Co-writer	Shares the writer	الكاتب المشارك
Co-pilot	Helps the main pilot	مساعد طيار
Co-operation	<u>the fact</u> of doing sth	تعاون
mislead	To give sb the wrong idea	يضلل
misuse	To use sth in wrong way	يسيء استخدام
misbehave	To behave badly	يسيء التصرف
mishear	To fail to hear correctly what sb says	يسيء فهم

mentioned: **the latter**

5. find by chance: **come across**

5. Complete each of the following by using a suitable word from the box (p.28)

Miss : لاضافه معنى خاطئ او سيء ويأتي بعدها فعل وهي تدل على عكس المعنى

Co : لاضافه معنى مع او سويا او معا ويأتي بعدها اسم وفي كثير من الاحيان مضافا لها s الجمع وهي تدل على الشراكة

Co-worker misuse misbehave co-operation co-pilot mislead misheard co-writers

1. She only gets angry when students **misbehave** in class.

2. Please keep phone conversations quiet to avoid disturbing your **co-workers**.

3. Students sometimes **misuse words** that look the same as a word in their own language but have a different meaning.

4. Both their names are on the front of the book because they are the **co-writers**.

5. I thought he said he was from Australia, but I think I **misheard** because he's actually Austrian.

6. **co-operation** often gets better results than everyone working alone to solve a problem.

7. He flew the plane alone, without a **co-pilot**.

8. Information in adverts isn't usually untrue, but it can **mislead** people and give them the wrong idea.

6. Complete each of the following by using a suitable word from the box (p.35) :

reluctant Straight unintended meanings

1. I was **reluctant** to go out because I was very tired.

2. Instead of playing football after school, he went **straight home**.

3. It can be funny when people say things with **unintended meanings**.

Language :

past simple : الماضي البسيط

يستخدم الفعل الماضي للتعبير عن احداث وقعت في الماضي وانتهت ويكون الفعل في التصريف الثاني منتهيا ب ed /d للفعل المنتظم أو للفعل الشاذ speak / spoke وانتبه دائما انه في كثير من الاحيان ان التغيير في الافعال الشاذه يكون في حروف العلة

Key word: الكلمات الدالة

last, yesterday, ago , in (year, 2005), this morning, in+ season

The form:

He/she/ it , I/ we/ You /They + verb2 (ed)

Ex. She(learn) English yesterday.

Ex. They(invite) me to their marriage party last night.

Negative subject + didn't + verb + complement .

Ex. My sisters(not/wash) the dishes last night .

انتبه انه اذا جاء بين القوسين not تم فعل مجرد وكان الظرف الدال في الجملة يدل على ماضي بسيط فاننا نضع didn't واما في حالة السؤال فاننا نضع في بداية الجمل او بعد اداه الاستفهام did

Question: Wh.+ did + Subj + verb .

Ex. How(you/ leave) school two hours ago ?

هناك حالات يأتي فيها الفعل في حالة الماضي تصريف ثاني ادا وجدت هذه الكلمات وهي : as soon as / but / and/when وهنا يكون الفعلان قد حدثا في نفس الوقت أي ماضي مع ماضي مثال :

She took a taxi to the station **and arrived** just in time.

الماضي المستمر : past continuous

وهو يستخدم للحديث عن فعلا ن احدهما طويل ويكون بصيغه الماضي المستمر والاخر قصير ومفاجئ ويكون بصيغه الماضي البسيط ويجب ان تكون الجملة تحتوي على شطرين او جملتين بينهما رابط مثل while وادا كانت الجملة الاولى ماضي مستمر فيجب ان تكون الجملة الثانية ماضي بسيط او مثل when فادا كانت الجملة التي بعدها ماضي بسيط فيجب ان يكون ما قبلها ماضي مستمر

ملاحظة مهمة : انتبه دائما ان بعد while و as يأتي ماضي مستمر او بعكس when التي دائما يأتي بعدها ماضي بسيط

انتبه : الى الكلمات التاليه وهي while / because / why فان جميعها يأتي بعدها فعل ذو صفة استمراريه (طويل) ويستمر لوقت ما . واما الفعل الاخر في نفس الجملة فانه يكون فعل ماضي تصريف ثاني (لحظي) .

و when لها 3 حالات أولا: ماضي مع ماضي أي الفعلان حدثا في نفس الوقت : Some guest left when samir arrived ماضي مع ماضي مستمر وهو عندما يكون في الجملة فعلا ن احدهما طويل والاخر قصير ومفاجئ مثال :

Some guest were leaving when Samir arrived

ثالثا : ماضي مع ماضي تام أي عندما نتكلم عن فعلين في نفس الجملة حدث احدهما قبل الاخر الذي يحدث اولاً (بالزمن) وليس بالجملة فانه يكون ماضي تام و الذي يحدث ثانيا يكون ماضي بسيط

When I came, Ali was playing football.

انتبه : انه في الحالات ال3 ل **when** فان الماضي البسيط أي التصريف الثاني للفعل يكون بعده مباشره

Keyword:

While , as , when

The form :

I , He , She , it +was + verb-ing

We , You , They +were +verb-ing .

Ex. While I was meeting (walk) in the street, I met an old friend .

Ex. When he arrived. We **were having** (have) lunch .

Complete the sentences with the correct tense of the verbs in brackets : (p.28)

1. Asked him to come back later **because** I was working. (ask/ work)
2. He gave the right answer, **but** the teacher **didn't hear** him . (give / not hear)
3. Her mother asked her **why** she was crying. (ask / cry)
4. She took a taxi to the station **and** arrived just in time . (take / arrive)
5. It rained **while** I was walking to work . (rain / walk)
6. **While** he was looking around the room, he heard someone come in . (look/ hear)

الماضي التام : Past perfect

فعلان حدث احدهما قبل الاخر الذي يحدث اولاً بالزمن وليس بالجمله يكون ماضي تام والدي يحدث ثانياً يكون ماضي بسيط ويتكون الفعل الماضي التام من had+pp

Key words:

after , before , until , when , because, as soon as , by the time/year , until , just , already , up till then , so

ملاحظه : بعد had+ pp after , because by+ time , up till then ياتي ماضي تام أي

pp وبعد / so before ياتي ماضي بسيط تصريف ثاني

The form :

I , He , She , It , We , You , They , + had +verb3 (ed)

Ex. Hala left for school **after** she **had eaten** (eat) breakfast .

Ex. Huda **had finished** (finish) her homework **before** she went to bed.

Complete the sentences with the correct tense of the verbs in brackets : (p.30)

1. **While** we were talking. She mentioned someone who had been in our class when we were at school. (talk / mention)
2. He got wet during his walk **because** it was raining and he had forgot to take an umbrella .(rain/ forget)
- 3.The day before, I had promised to phone him , so I gave him a quick call **while** I was having my breakfast . (promise / have)
4. **When** I went in, everyone was laughing, probably **because** someone had just told a joke. (laugh/ just tell)

Rewrite the sentences as single sentences, changing the tense of one verb and the order of the events if necessary. Use the word or phrase in brackets to join the two events :

1. I left the key inside the house. I got home in the evening and realized the problem. (when)

When I got home in the evening, I realized I had left the key inside

the house .

2. The bell rang. Everyone stopped working and left the building . (as soon as)

As soon as the bell rang. Everyone stopped working and left the building .

3. He rang me . It was in the middle of watching my favorite TV program. (While)

He rang me while I was watching my favorite TV program .

4. His colleagues came to collect him. He was in the middle of eating his breakfast . (When)

He was eating his breakfast When his colleagues came to collect him.

5. I spent a long time studding this subject . I passed the exam easily . (because)

I passed the exam easily because I had spent a long time studding this subject .

القطعة الثانية : صفحة 26 مرشحة للامتحان الوزاري لعام 2019

Reading :

We often hear people say, 'it's a small world, isn't it?' It's usually when they've just experienced one of those strange coincidences that seem to happen in nearly everyone's lives. You know the kind of things: you're on holiday in another country and you run into a person you know from home, even though neither of you knew that the other was going there too .

نسمع غالبا الناس تقول "انه عالم صغير " اليس كذلك؟ ويكون هذا عادة عندما يحدث لهم تلك المصادفات الغريبة والتي يمكن ان تحدث تقريبا في حياة كل شخص. انت تعرف نوع الشيء: عندما تكون في اجازة في بلد اخر وتقابل شخص تعرفه من بلدك بالصدفة, حتى ان لا احد منكم يعرف ان الاخر ذهب لهنالك ايضا.

People often think experiences like this are evidence of something mysterious happening, some kind of hidden plan outside our knowledge. The scientific explanation is less exciting, and perhaps that's why some people are reluctant to accept it. Coincidences are events that unexpectedly happen at the same time for no clear reason, or finding an unexpected connection between seemingly random things or people .A very common example of the latter is talking to a complete stranger and finding that you have the same birthday. What are the chance of that happening ?

يعتقد الناس غالبا ان مثل هذه الخبرات دليل لشيء غامض يحدث وهي نوعا ما لخطة مخفية خارج معرفتنا. ان التفسير العلمي اقل اثارة وربما هذا لان بعض الناس مترددين ليقبلوها.

المصادفات هي مواقف تحدث بشكل غير متوقع في مفس الوقت لسبب غير واضح او ايجاد ارتباط غير متوقعين الاشخاص او الاشياء التي تبدو كأنها عشوائية. المثال الشائع لما سبق ذكره ان تتحدث لغريب وتجد بأنكم لديكم نفس يوم الميلاد. ما هي فرص حدوث ذلك ؟

Actually , the chances are better than you might think, and there's a mathematical way to prove it. It has been calculated that the number of people you need to have a 50% chance of two of them sharing a birthday is 23. And when there are 48 people in a room, the probability goes up to 95%. To put it another way, if there are only 50 people reading these words (and I hope there are more!) ,one of them will almost certainly have the same birthday as me.

في الواقع, ان الفرص افضل مما تعتقد, ويوجد طريقة حسابيه لاثبات ذلك . انها محسوبة ان فرصة تواجد شخصين من بين 23 يتشاركون يوم الميلاد 50% و عندما يتواجد 48 شخص في الغرفة, فان الاحتمالية ترتفع الى 95% لنوضحها بطريقة اخرى, لو انه يوجد 50 شخص يقرؤون هذه الكلمات (وامل ان يكون اكثر), احدهم بالتأكيد سيكون يوم ميلاده مثلي .

The other part of the scientific explanation for coincidences is simply that there are so many events in people's lives. Just think of the number of people that you have had any kind of connection with during your life. There are probably over 10,000, and the older you get, the more there will be. If you are the kind of person who talks to strangers, you will definitely come across coincidences. Basically, when you think about how complex our lives are, especially nowadays with the Internet, the only surprising thing is that coincidences don't happen more often .

الجزء الاخر للتفسير العلمي للمصادفات انه ببساطه يوجد العديد من المواقف في حياة الناس. فكر فقط في عدد الناس الذين لديك معهم أي نوع من الاتصال خلال حياتك. من المحتمل انه يوجد اكثر من 10000 وكلما اصبحت اكبر, كلما كان لديك اكثر. اذا كنت من الاشخاص الذين يتحدثون مع الغرباء, فانك بالتأكيد ستجد مصادفات بالصدفة. بشكل اساسي, عندما تفكر كيف مقعده في حياتنا – وخصوصا هذه الايام مع الانترنت- فان الشيء الوحيد المفاجيء ان المصادفات لا تحدث كثيرا .

القطة الثانية : صفحة 26 مرشحة للامتحان الوزاري لعام 2019

We often hear people say, 'it's a small world, isn't it?' It's usually when they've just experienced one of those strange coincidences that seem to happen in nearly everyone's lives. You know the kind of things: you're on holiday in another country and you run into a person you know from home, even though neither of you knew that the other was going there too .

People often think experiences like **this** are evidence of something mysterious happening, some kind of hidden plan outside our knowledge. The scientific explanation is less exciting, and perhaps that's why some people are reluctant to accept **it**. Coincidences are

events that unexpectedly happen at the same time for no clear reason, or finding an unexpected connection between seemingly random things or people .A very common example of **the latter** is talking to a complete stranger and finding that you have the same birthday. What are **the chances of that happening** ?

Actually , **the chances** are better than you might think, and there's a mathematical way to prove **it**. It has been calculated that the number of people you need to have a **50%** chance of two of **them** sharing a birthday is **23**. And when there are **48** people in a room, **the probability** goes up to **95%**. To put **it** another way, if there are only **50 people** reading **these words** (and I hope there are **more!**) ,**one of them** will almost certainly have the same birthday as me.

The other part of the scientific explanation for coincidences is simply that there are so many events in people's lives. Just think of the number of people that you have had any kind of connection with during your life. There are probably over **10,000**, and the older you get, the **more** there will be. If you are the kind of person **who** talks to strangers, you will definitely come across coincidences. Basically, when you think about how complex our lives are, especially nowadays with the Internet, the only surprising thing is that coincidences don't happen more often .

A. Choose the best answer to the questions Circle A,B or C.

1.What do people mean when they say 'It's a small world.'?

- a. We can communicate easily with people who are far away .
- b. Strange events happen more often than you might expect.
- c. people's lives are more connected than they used to be .**

2.Why does the writer think some people don't want to believe scientific explanations for strange coincidence ?

- a. They prefer a more exciting explanation .**
- b. They don't trust what scientist say.
- c. They misunderstand scientific ideas.

3.If there are 30 people in a room, what is the probability that two of them have the same birthday ?

- a. **55% or more**
- b.80% or more
- c. 50% or less

4.What is the writer's conclusion about coincidences?

- a. They probably have some meaning.
- b. They don't happen as often as we think .
- c. They are not really surprising at all.**

5. What does the phrase the latter (line9) refer to ?

- a. finding unexpected connections**
- b. events that happen unexpectedly
- c. seeming random things .

B. Answer the following questions according to the passage .

1. When do people say "It's a small world"?

When they've experienced one of those strange coincidences.

2. What do people say when they experienced one of those strange coincidences?

It's a small world

3. What do people think of such experiences ?

Evidence of something mysterious happens.

4. Why do some people reluctant to accept the scientific explanation ?

5. What are coincidences ?

a. Coincidences are events that unexpectedly happen at the same times for no clear reason .

b. Finding an unexpected connection between seemingly random things or people .

6. What is the probability that two of 23 people have the same birthday ? 50%

7. What is the probability that two of 48 people have same birthday ? 95%

8. What is the other part of the scientific explanation for coincidences ?

There are so many events in people's lives .

9. What will happen to the number of people that you have had any kind of connection with when you get older? It will be more .

10. What will happen if you are the kind of person who talks to strangers ?

You will come across coincidences .

11. What is surprising these days, especially with the Internet?

Coincidences don't happen more often .

12. What is the only surprising thing about coincidences especially nowadays with the internet ?

That they don't happen more often .

13. For the writer it's natural to get into coincidences if you are to meet by chance strangers

C. Find from the text words which means the same of :

a. **Coincidences** : unexpected events

b. **reluctant** : not willing

c. **come cross**

:Finding unexpected connection

Writing:

Write your own story about a **strange coincidence** or a **misunderstanding** that happened with you one day.

The following question may help :

Who are the people in the story? What happened, where and when ?

موضوع انشاء خاص بالادبي:

Rasha was going for an interview. While she was walking to the building, she saw a man drop sth out of his car's window .She picked it up and gave it back to him.

The man looked embarrassed and said sorry. As soon as she went in, she recognized the interviewer.

Who was the same man . At the end, he shook her hand and thanked her. He seemed to b e smiling about sth, but she wasn't sure. He said he would contact her the following week, so she doesn't know yet whether she got the job or not .

موضوع انشاء للعلمي والصناعي والتجاري :

Write on the topic of Coincidence (or misunderstandings)

The world is so unpredictable. Things happen suddenly, unexpectedly. We are ruled by the forces of chance and coincidence. Coincidence is generally when two unrelated events seemingly have a connection that they shouldn't.

On rare occasions, people will report an urge to go to a place they wouldn't normally go, where they find something they needed and would not have found otherwise

Coincidence is an illusion, there is an explanation for all things .

What may appear as a coincidence to one has probably been planned out by another,

Everything happens for a reason . The things people believe are out of their control really are not . Coincidence is one way of doing .

أ. نادر السعدي : 0599288540

Unit 4: The shrinking word

Vocabulary :

word	English meaning	Arabic meaning
addicted	<u>Can't stop</u> yourself from doing sth	متعلق ب
border	Dividing <u>lines</u>	حدود/ خطوط تقسيم
capable	Have the necessary <u>ability</u> to do sth	قادر على
citizen	<u>People</u> who live in a country	مواطن
fear	What you feel when you are <u>afraid</u>	خوف
hub	<u>Central</u> point	نقطة رئيسية
justified	The correct things to do	مبرر
Motivated	encouraged	يحفز / يشجع
network	<u>System</u> of connections	شبكة/ نظام اتصالات

panic	Stop thinking properly because of <u>frightened</u>	خوف / رعب
potential	Sth might become in the <u>future</u>	محتمل
questionnaire	<u>A list of questions</u> for doing a poll or study	استبيان
Remote	Difficult to get to	بعيد
restrictions	limits	قيود
shrink	Getting <u>smaller</u>	ينكمش
trend	Movement,	نزعة
vary	<u>Different</u> in different situations	يختلف / يتنوع

1. Complete the definitions with words from the box :(p.39)

Panic	capable	addicted	fear	potential
vary	justified			

- addicted** : can't stop yourself from doing sth .
- potential**: Sth might become in the future
- vary** : different in different situations
- justified** : the correct things to do
- panic** : stop thinking properly because we are frightened
- fear** : what you feel when you are afraid
- capable** : have the necessary ability to do sth

2. Match the words in the box with their meaning below:(p.41)

Motivated	citizens	trend	network	hub
restrictions	remote	borders		

- limits: **restrictions**
- system of connections: **network**
- dividing lines: **borders**
- difficult to get to: **remote**
- encouraged: **motivated**
- people who live in a country: **citizens**
- central point: **hub**
- movement,: **trend**

3. Complete of the following by using a suitable word from the box: (p.41)

Motivated	citizen	trend	network	hub
restrictions	remote	borders		

- There are **restrictions** on how many books you can borrow from the library.
- Most companies are **motivated** by the need to make a profit .
- A government's first duty is to protect its **citizens** .
- During our train journey we crossed four international **borders** .
- There is a **trend** towards smaller and smaller telephones .

6.I think there's a problem with the phone network because I can't make any calls.

7.The capital city is a **hub** for road and rail travel to the rest of the country.

8.He lives in a **remote** house, far away from the nearest town .

Language :

1. Modal verbs of probability

نستخدم الأفعال **might, may and could** للتعبير بأن شيء محتمل أن يحدث بمعنى (احتمال ضئيل) . تقريبا 50%

يمكن استخدام **may, might** في حالة النفي باضافة **not** فتصبح **may not/ might not** لا نستخدم **could** مع النفي .

يتم اضافة **well** للأفعال **might, may and could** حيث تزيد من درجة التأكد تقريبا 70% لتصبح بمعنى (احتمال كبير).

Ex. Young Palestinians are starting small technology companies that **may** help the Palestinian economy .

Ex. We can't make any plans yet because he **might/ may not** come .

Ex. He has all the right qualifications, so he **could / might/ may well** get the job .

2.Future statement using will

نستخدم **will** عندما نكون متأكدين بأن شيء يحدث في المستقبل . وهنا تكون درجة التأكد من حدوث الشيء 100%

نستخدم **won't** عندما نكون متأكدين بأن شيء لن يحدث في المستقبل . وهنا تكون درجة التأكد من حدوث الشيء 0% .

نجعل **will** أقل تأكيدا باضافة كلمه **probably** الى **will** وتصبح درجة التأكد تقريبا 90%

نضيف ل **won't** القليل من التأكد باضافة كلمة **probably** قبل **won't** وتصبح درجة التأكد تقريبا 10%

Ex. I'm not sure yet but **I'll probably catch** the 9.30 train .

Ex. The one things we can predict is that the figures **will continue** to rise in future .

Ex. We **won't be** in time now . Its too late .

يمكننا ان نستخدم **will** بطرق مختلفة لتحدث عن المستقبل .

1. عندما نتوقع أو نتنبأ بثقة شيء مؤكد

Ex. Researchers predict that the figures **will continue** to rise in future .

2. عند الاعلان او اعطاء معلومات جديده للعامة أو اعلان من الحكومة

Ex. The next flight to arrive **will be** the 732 from London .

3. عندما القيام بقرار مفاجئ او سريع

Ex. There's nothing on TV so I think **I'll go** to bed .

4. عند القيام بعرض مساعدة **help** أو عرض **offer** أو وعد **promise**

Ex. Don't worry. I'll **help** you solve the problem .

.If clause type 1 . 5.

6. هناك ظروف مستقبلية تدل على المستقبل مثل tomorrow ,next ,this

afternoon 2019

3. Other ways of talking about the future

نستخدم زمن المضارع المستمر للحديث عن اشياء تم التحضير لها مسبقا أو تم ترتيبها بالتاكيد . ويكون عبارة عن خطة شخصية بالمستقبل . ويكون هنا جاهز .

Am

Subject + **is** + verb_ing

are

I'm having a party next Saturday

1. نستخدم going to عندما يكون لدينا دليل يجعلنا متأكدين ان شيء سيحدث بالمستقبل .

Am

Subject + **is** + going to + verb

are

Ex. That wall doesn't look safe. It's **going to fall** over one day .

2. لنعبر عن اشياء ننوي او قررنا ان نفعلها (ولكنها ليست بالضرورة منسقة تماما) بمعنى غير جاهز .

لنعبر عن حالة الطقس من مطر وغيوم

Ex. He says he's going to do his homework.

هنا الفرق بين الزمنين . في الجملة الاولى يوجد نية للسفر وهو جاهز لانه حاجز التذاكر , بينما في الجملة الثانية يوجد نية للسفر بالقطار ولكنه ليس جاهز لانه ليس متأكد .

Ex. She **is traveling** (travel) to Cairo next week. The plane ticket is already booked .

Ex. I think **I'm going to** travel by train, but I'm not sure yet .

Key words :

words could come with present cont. : next, this evening, in (2020), tomorrow, in the future .

words could come with "**will**" : (sure surely ,confident, definitely, , certain, expect ,promise, predict ,trust ,obviously, If, think, believe, concert, announced, miss, carry)

words could come with "**going to**": says, umbrella, shoes, off)

words could come with "**may**": try, don't think so, haven't done, no point worrying, Who knows, wasn't sure, no guarantee)

words could come with "may: might : could" chance, try , rain .

A. Complete the sentences with a modal verbs in the box :(p.42, 63)

Will	may / might / could	won't
-------------	----------------------------	--------------

1.If we run, we **may** still catch the train. At least we can try .

2.There's no point worrying about it. It **might** not happen .

3.You obviously **won't** get the job if you don't even apply for it .

4.Don't worry. I'm sure the economic situation **will** improve soon .

5. Just try it. You **may** find that it's easier than you thought. Who knows?
6. I can say for sure that if you don't work, you **won't** succeed.
7. Some people think people will live on other planets one day, but I think it probably **won't** happen this century .
8. Who knows? This work **might** not take as long as you think .
9. Try turning it off, then on again. That **may** solve the problem.
10. I know you don't like love stories, but I'm sure you **will** enjoy this one.
11. I wasn't sure at first, but starting my own business **may** turn out to be the best decision I've ever made.

B. Correct the following sentences so that the sentences make sense: (p.43)

1. I can't be sure, but this idea **will** solve the problem .
I can't be sure, but this idea will probably solve the problem .
2. We **might well** get there on time, but I don't think so.
We might get there on time, but I don't think so.
3. She's better than most of the others, so she **may** not win the prize.
She's better than most of the others, so she may well win the prize.
4. I **probably won't** go shopping this afternoon. There are several things we need.
I will probably go shopping this afternoon . There are several things we need.
5. He's quite unpopular, so he **could** win the election.
He's quite unpopular, so he probably won't win the election.

C. Complete the sentences using the suitable tense with the verbs in brackets : (p.43)

1. Please take your seats. This evening's concert **will** begin (begin) in five minutes .
2. The government has announced that the president **will** visit (visit) Russia next month.
3. I'm sure scientist **will** find (find) a solution to the problem of climate change.
4. It's too late to post it, so I **will** take (take) it there myself tomorrow.
5. It's no problem. If we miss the bus, we **will** walk (walk)
6. Those bags look heavy. I **will** help (help) you carry them if you like .

D. Circle the correct verb forms :

1. Their son is living/ going to live in Jordan next year.
2. They can try, but I'm sure they aren't succeeding /won't succeed.
3. If the plan doesn't work, what will you do/ are you doing ?
4. I think I'm travelling / going to travel by train, but I'm not sure yet.

5. I've just missed the 7.30 bus, but it's OK, **I'll wait / I'm going** to wait for the next one .

6. **I'm having/ I'll have** a party next week. Can you come ?

القطعة الثانية: صفحة 40 مرشحة لامتحان الوزاري 2019

Reading :

It isn't hard to explain why parents, teachers and older people in general get so concerned about the negative effects of young people's use of communications technology. They may be motivated by a wish to protect their children from harm or to control them, but throughout history older generations have always tried to put limits on the behavior of the young.

ليس من الصعب ان تفسر بما يجعل الاباء والمعلمون وكبار السن مهتمون بالتأثيرات السلبية لاستخدام الصغار لتكنولوجيا الاتصالات. من الممكن ان يكون بدافع الرغبة في حماية اطفالهم من الاذى او لكي يسيطروا عليهم , ولكن طالما حاولت الاجيال الاكبر سنا على مدار التاريخ وضع قيود على سلوك الصغار .

The only difference now is that the Internet is such a powerful force, and older people generally don't really understand this new world of social media and instant communication, so they're unable to control it. And the situation is changing so fast that the gap in their knowledge is widening all the time.

ان الفرق الوحيد الان هو ان الانترنت يعتبر قوة عظيمة وكبار السن بشكل عام لا يفهمون فعلا هذا العالم الجديد للتواصل الاجتماعي والاتصالات الفورية , لذلك فانهم عاجزين عن السيطرة عليه . والموقف يتغير بسرعة كبيرة لدرجة ان الفجوة بمعرفتهم اخده بالاتساع طوال الوقت .

In a similar way, governments, even in democratic countries, like to put limits on people behavior. After all, it's a large part of what governments are about. They may have more technological knowledge than the average parent, but the spread of social media sites and communications apps like Twitter and WhatsApp is making it harder and harder for them to control what their citizens are saying and doing.

بطريقه مماثله فان الحكومات -حتى في الدول الديمقراطية - تحب ان تضع قيودا على سلوك الناس . ولا ننسى بأن هذا جزء كبير مما تود الحكومه من الممكن ان يكون لديهم معرفه اكثر من الوالدين العاديين. ولكن انتشار مواقع التواصل الاجتماعي وتطبيقات الاتصالات مثل تويتر وتطبيق الواتس يجعلها اكثر صغوبه عليهم ليسيطروا بما يقوله ويفعله مواطنيهم.

Clearly, this isn't always a positive trend, but what we can say for sure is that new information and communications technologies are a force for social change and economic development, especially in poorer countries without a reliable traditional phone network. The World Bank has calculated that in countries like this , a 10% increase in high-speed Internet connections leads to a 1.3% increase in economic growth. It is, they say, 'the single most powerful way to

extend economic opportunities and services to millions of people, especially in remote areas'.

من الواضح أن هذا ليس دائما ميلا ايجابيا ولكن ما نستطيع قوله على وجه اليقين أن تكنولوجيا المعلومات والاتصالات الجديده هي قوة للتغير الاجتماعي والنمو الاقتصادي. و خصوصا في البلدان الفقيرة التي لا يوجد لديها شبكه اتصالات هاتفيه تقليديه. لقد حسب البنك العالمي بأنه في بلدان مثل هذه, فان زيادة 10% على سرعة الانترنت العاليه تؤدي الى زياده النمو الاقتصادي بنسبه 1.3%, يقولون انها احدى الطرق فعاله لتوسيع الفرص والخدمات الاقتصاديه للملايين من الناس وخصوصا الذين يعيشون في اماكن بعيده.

A recent headline on the BBC website asked: 'Could Ramallah become an Arab World technology hub ?'

The article went on to show how young Palestinians are starting small technology companies that could help the Palestinian economy to break free from the restrictions placed on it by the Israel occupation. As one interviewee explains: ' This is what is good about technology: it breaks the borders. A person with a laptop can work in the worst situations :he can work from his home and interact with the global community, without a passport and despite the occupation. It is limitless.

سأل عنوان مؤخرا على مواقع بي بي سي: هل يمكن أن تصبح رام الله مركز تكنولوجيا العالم العربي؟ استمرت مقاله لتبين كيف يبدأ الشباب الفلسطينين شركات تكنولوجيا صغيرة يمكنها ان تساعد الاقتصاد الفلسطيني ليتحرر من القيود المفروضه عليه من الاحتلال الاسرائيلي كما فسر احد الضيوف "ان هذا هو الجيد في التكنولوجيا: انها تحطم القيود. ان شخص معه جهاز محمول يمكنه ان يعمل في أسوأ الظروف, و رغم الاحتلال يمكنه ان يعمل من منزله ويتفاعل مع المجتمع العالمي بدون جواز سفر انها بلا حدود

القطعة الثانية: صفحة 40 مرشحة للامتحان الوزاري 2019

It isn't hard to explain why parents, teachers and older people in general get so concerned about the negative effects of young people's use of communications technology. **They** may be motivated by a wish to protect **their** children from harm or to control **them**, but throughout history older generations have always tried to put limits on the behavior of the young.

The only difference now is that the Internet is such a powerful force, and older people generally don't really understand this new world of social media and instant communication, so **they**'re unable to control **it**. And the situation is changing so fast that the gap in **their** knowledge is widening all the time.

In a similar way, governments, even in democratic countries, like to put limits on people behavior. After all, it's a large part of what governments are about. **They** may have more technological

knowledge than the average parent, but the spread of social media sites and communications apps like Twitter and What App is making **it** harder and harder for them to control what **their** citizens are saying and doing.

Clearly, **this** isn't always a positive trend, but what we can say for sure is that new information and communications technologies are a force for social change and economic development, especially in poorer countries without a reliable traditional phone network. The World Bank has calculated that in countries like this , a 10% increase in high-speed Internet connections leads to a 1.3% increase in economic growth. It is, they say, 'the single most powerful way to extend economic opportunities and services to millions of people, especially in remote areas'.

The article went on to show how young Palestinians are starting small technology companies that could help the Palestinian economy to break free from the restrictions placed on **it** by the Israel occupation .As one interviewee explains : ' This is what is good about technology: it breaks the borders. A person with a laptop can work in the worst situations :**he** can work from **his** home and interact with the global community, without a passport and despite the occupation. It is limitless.

A. Answer the following questions :

1. Why do older people get so concerned about the negative effects of their children's use of communication technology ?

To protect their children from harm or to control them.

2. What have older generations tried to do ?

older generations have always tried to put limits on the behavior of the young.

3. What is the difference now ?

the Internet is such a powerful force.

4. Why are older people unable to control social media ?

They don't understand this new world of social media and instant communication.

5. What is similar between governments and older people ?

like to put limits on people behavior.

6. What is the reason that makes it harder for the government to control their citizens ?/What makes it difficult for the governments to control their citizens ?

the spread of social media sites and communications apps like Twitter and What App.

7. Where are the new technologies a force for social change and economic developments ?

in poorer countries without a reliable traditional phone network.

8. What has the World Bank calculated ?

A 10% increase in high-speed Internet connections leads to a 1.3% increase in economic growth.

9. What article in BBC websites show?

how young Palestinians are starting small technology companies that could help the Palestinian economy to break free from the restrictions placed on it by the Israel occupation.

10. What do parents and governments have in common ?

get so concerned about the negative effects of young people's use of communications technology.

11. How are governments different from parents ?

They may have more technological knowledge than the average parent .

B. Decide what the following words refer to :

- | | |
|---|---|
| 1. They (line2): parents, teachers and older people | 2. their (line3): parents, teachers and older people |
| 3. them (line3): children | 4. they (line6): older people |
| 5. it (line6): Internet/ social media | 6. their (line 7): older people |
| 7. They (line9): government limits on people's behavior | 8. it (line11): put |
| 9. them (line11): government | |
| 10. their (line11): government | |
| 11. this (line12): Internet/ social media | 12. it (line15): the World Bank |
| 13. they (line16): high speed internet connections | 14. it (line20): Palestinian economy |
| 15. it (line21): technology | 16. he (line22): one interviewee |
| 17. his (line22): one interviewee | |
| 18. this (line22): the Palestinian economy to break free | |
| 19. 10% (line15): The percentage of increasing in high-speed internet connections. | |
| 20. 1.3% (line15): The percentage of increasing in economic growth. | |

C. Find words from the text that nearly have the same meaning of the following:

- | | |
|---|--|
| 1. Limits : restrictions | 2. <u>System</u> of connections : network |
| 3. dividing <u>lines</u> : borders | 4. <u>difficult</u> to get to: |

remote

الوحدة الرابعة هذا الموضوع شامل لجميع الفروع ورغم انه جاء في سنوات سابقه الا انه مهم جدا وهو عن حسنات وسيئات وسائل الاتصالات مع الاصدقاء من خلال مواقع التواصل الاجتماعي المتعددة :

Write a short essay about the advantages and disadvantages of these ways of communicating with friends,
text/ SMS .
message on social media .
email .
letter .

People have written letters for hundreds of years, but in recent years letters have become less popular , New ways of communicating - text messages , emails , and the social networks on the internet - have all had an effect .

The new technologies have many advantages . Emails, for example, are easy and quick to write and they are received immediately . This is particularly useful when we are communicating with people in other countries. They are also free- there is no need to buy a stamp to send one . Twitter and other messaging systems are ideal for quick,

However , there are situations where letters are more suitable . Letters are more personal, and more suited to expressing feelings .

We will probably always write letters. There will always be things we need to say in ways that are not suitable for electronic media. We may write fewer letters, but most likely they will always be a part of our lives.

أ. نادر السعدي: 0599288540

Unit 5: "Making friend"

Reading:

Word	English meaning	Arabic meaning
Acquaintance	Someone you know	معرفة
boast	be too proud	يتباهى / يفتخر
claim	say	يطالب/ يدعي
extreme	Opposite ends	طرف
genuine	real	أصلي
guarantee	Was to be sure	ضمانة
Happen to (be/do)	Didn't plan or arrange	يحدث مصادفه
impress	Show how good you are	يوثر / تأثير
In common	That we share	مشترك

In confidence	secretly	بثقة/ بسرية
inflexible	Not wanting to change	غير مرن
Initial	First	الأولى
Lasting	Continuing for a long time	دائم/ باق
Nature	What something or someone is like	جوهر / طبيعة الشيء
Regard	Considered to be	يأخذ بعين الاعتبار
Roughly	Approximately	تقريبا
via	By going through	بواسطة/ عبر
Other unfamiliar words		
Come out		يخرج
Hand on		يتزك
Work out		يحل/ يكتشف
Carry on		يواصل
Stand out		مميز
Pass on		يمرر
Find out		يكتشف

1.Match the words in the box with their meaning below (p.49)

Happened to	claim	regarded as	via	in
common	the nature of	genuine	roughly	
guarantee				

- 1.What is really like to: **the nature of**
- 2.say: **claim**
- 3.real: **genuine**
- 4.considered to be: **regarded as**
- 5.approximately : **roughly**
- 6.by going through: **via**
- 7.was to be sure: **guarantee**
- 8.that we share: **in common**
- 9.didn't plan or arrange: **happened to**

2.Match the words in the box with their meaning below (p.51)

Initial	extremes	inflexible	lasting	in confidence	boast
impress	acquaintance				

- a. opposite ends: **extremes**
- b. first: **initial**
- c. continuing for a long time: **lasting**
- d. secretly in: **confidence**
- e. show how good you are: **impress**

- f. someone you know(but not very well): **acquaintance**
 g. not wanting to change: **inflexible**
 h. be too proud: **boast**

3.Complete each of the following by using a suitable word from the box: (p.51)

initial	extremes	inflexible	lasting	in confidence
boast	impress	acquaintance		

- 1.Please remember that what I've told you is **in confidence**, so don't tell anyone.
- 2.My **initial** idea was that he wasn't very nice, but how I know him better .
- 3.It's not polite to **boast** about how clever or rich you are .
- 4.He seems to change between two **extremes**: Sometimes he can't stop talking, at sometimes he doesn't say anything at all.
- 5.Tell the interviewers about your exam results. That will **impress** them.
- 6.I'm not **inflexible**. If anyone has a better plan, I'll listen to it.
- 7.She's not a close friend of mine, just an **acquaintance**.
- 8.Reading stories to children helps to create a **lasting** love of literature.

4.Complete each of the following by using a suitable word from the box : (p.51)

	Roughly	guarantee	initial
impress			

- 1.My **initial** idea didn't really work, so I had to think of another one.
- 2.I didn't count them, but there were **roughly** 50 people In the room .
- 3.He always tries to **impress** people with how much he knows.
- 4.We don't have tickets for the play, so there's no guarantee that we will get in.

5.Complete the sentences with the verbs in the box: (p.53)

Work out	hand on	find out	carry on	stand out	pass on	come out
----------	---------	----------	----------	-----------	---------	----------

- 1.I didn't want the secret to **come out**, but now everyone knows.
- 2.Take one copy for yourself and **hand** the others **on** to the next person.

- 3.It's such a complex problem that only expert mathematicians can **work it out** .
- 4.I'm sorry for interrupting. Please **carry on**.
- 5.I think the title should be in red to make it **stand out** from the rest of the text.
- 6.Never **pass on secrets** to another person.
- 7.Even if your friend doesn't find out , it can destroy your friendship.

Language

1.Reduced relative clauses

جمل الوصل هي التي يكون فيها ضمير الوصل who/which/that ويكون بعدها الفعل بأشكاله المختلفة .
 أشكال الفعل : أحيانا يكون الفعل بعد ضمير الوصل بدون فعل مساعد (في زمن المضارع بإضافة sالفعل او بدون او الماضي البسيط) . وفي هذه الحالة نحذف ضمير الوصل ونضع الفعل الاصل (المصدر) ونضيف له ing ليصبح (v_ing) ونحذف ال d/ed/s كما نشاهد في الحمل التاليه :

Ex. Student **who talk** during the exam will have to leave the room .

Student**talking**.....during the exam will have to leave the room .

4.Anyone **who uses****using**..... their mobile phone in the theatre will be asked to leave

أشكال الفعل : أحيانا يكون الفعل بعد ضمير الوصل مع فعل مساعد (زمن المبني للمجهول) وفي هذه الحالة نحذف ضمير الوصل ونحذف الفعل المساعد (من خانة او خانتين) ونضع الفعل الموجود كما هو ليصبح (verb3) كما نشاهد في الجمل التاليه :

Ex. Friendships **which are made** online are just as real as face-to-face ones .

Friendships**made**.....online are just as real as face-to-face ones .

Ex. Sometimes people's real intentions are different from those **that were first presented** .

Sometimes people's real intentions are different from those**presented**..... Ex. The number of people **who have been regarded** as close friends is about five.

The number of people**regarded**..... as close friends is about five.

1. Books that **have been borrowed****borrowed**.....From the library must be returned before the end of term .

2. He was surprised to get a letter **which offered****offering**..... him the job .

3. This is a photo **that was taken****taken**.....during my holiday .

4.Anyone **who uses****using**..... their mobile phone in the theatre will be asked to leave.

Using participles as adjectives

استخدام الصفات من الافعال باضافه ing للفعل ليصبح (v_ing) او جعل الفعل في التصريف الثالث (ed) verb3

نختار (v_ing) للحديث عن المبنى للمعلوم وهذا يعني ان الفاعل الذي قام بالحدث موجود .
نختار (verb3) للحديث عن المبنى للمجهول وهذا يعني ان الفاعل الذي قام بالحدث غير موجود.

Ex. Be clear about what you want , but don't be a **demanding/ demanded person**.

Ex. It was quite expensive to repair the breaking / **broken window** .

Ex. Here are some trying / **tried** and testing / **tested pieces of advice** .

Ex. Here are the top five tips for turning someone you know into a **lasting/ lasted friend** .

1. All **living** / lived things need water to survive .

1. Circle the correct verb forms to complete the sentences.(p.52)

1.The largest **living/ lived thing** on Earth is a tree that grows in North America.

2.Some freezing / **frozen food** nowadays is almost as good as fresh food .

3. His excuse for being late wasn't a very **convincing** / convinced one. Nobody really believed it .

4.I was surprised because the answers we got were different from the expecting / **expected response**.

5. It was a **disappointing** / disappointed book because I expected it to be much better.

6.I usually try to buy local food rather than importing/ **imported products**.

7.She's a very **caring** / cared person who always thinks of other people .

8. I hope she's successful in her choosing / **chosen career**

9. **Increasing** / Increased numbers of people are using smart phones rather than computers .

10. Thinking that friendship just happen is a mistaking / **mistaken idea**. They take effort.

11.It's a very **moving/ moved story**. It made me quite sad

2. Circle the correct verb forms to complete the sentences .(p.53)

1. We only offer a replacement or a refund for returning/ **returned items** .

2.I think you'll find this is quite a **demanding** / demanded job.

3. She went to the information desk to ask about her losing / **lost**

luggage.

4. You need to send a writing / **written application** with your CV.

5. Scientists are worried about **rising** / risen sea temperatures .

3.Circle the correct verb forms to complete the sentences .(p.64)

1.The room was full of the sound of **crying** / cried babies.

2.He was taken to hospital because they thought he had a breaking/
broken arm.

3.It's always a good feeling to be playing for the **winning** / won team.

4.Writing/ written language is usually more formal than speaking/
spoken language.

5. I was surprised that my letter didn't get the intending/ **intended**
response.

6. All **living** / lived things need water to survive .

7. Please send your completing/ **completed application** forms to the
address below.

8. I have a **lasting**/ lasted relationship with some of my old school
friends .

4.Rewrite the sentences using reduced relative clauses. (p.54)

1. Passengers **who want** to continue their journey should wait at the
bus stop opposite .

Passengers **wanting** to continue their journey should wait at the
bus stop opposite .

2. The city centre was full of cars **which blocked** the streets .

The city centre was full of cars **blocking** the streets .

3. Students **who hope** to study science subjects need a qualification
in maths.

Students **hoping** to study science subjects need a qualification in
maths.

4. People **who answered** the question correctly were very unusual.

People **answering** the question correctly were very unusual.

5. Anyone **who finds** my lost bag will get a reward.

Anyone **finding** my lost bag will get a reward.

5. Rewrite the sentences using reduced relative clauses .

1. All cars **which have been** parked outside this building will be
taken away.

All cars **parked** outside this building will be taken away.

2. The two people **who were hurt** in the accident were taken to
hospital .

The two people **hurt** in the accident were taken to hospital .

3. Letters **that are posted** at the weekend may not arrive till the next Tuesday.

Letters **posted** at the weekend may not arrive till the next Tuesday.

4. We had dinner at a restaurant **that had been recommended** by friends .

We had dinner at a restaurant **recommended** by friends .

5. Applications **which are received** after the closing date will not be considered.

Applications **received** after the closing date will not be considered.

6. Books **that have been borrowed** from the library must be returned before the end of term .

Books **borrowed** from the library must be returned before the end of term .

6. Replace the relative clauses with reduced relative clauses, using either the past participle or-ing form (p.64).

1. Student who intend (**intending**) to apply for this course should have some work experience.

2. It's busy today. Look at all those cars that are parked (**parked**) by the side of the road.

3. Books that have been borrowed (**borrowed**) from the library must be returned before the end of term.

4. He was surprised to get a letter which offered (**offering**) him the job.

5. This is a photo that was taken (**taken**) during my holiday .

6. Anyone who uses (**using**) their mobile phone in the theatre will be asked to leave.

7. There have been several natural disasters which were caused (**caused**) by climate change.

القطعة الثانية : صفحة 50 مرشحة للامتحان الوزاري 2019 أما على شكل قطعة أو اسئلة أو تعبئة فراغات

Reading :

It used to be thought that friendship was something that 'just happened' between people. However, many studies by social scientists have shown that becoming friends with another person is a complex process, but one that can be learnt. Making (and keeping) friends isn't easy- it takes effort. Here are the top five tips for turning

someone you know into a lasting friend

كان يعتقد بأن الصداقة هي شيء "مجرد حدث" بين الناس . ولكن العديد من الدراسات بواسطة علماء الاجتماع اظهرت ان تصبح صديقا لشخص اخر هي عملية معقدة , ولكن الشيء الذي يمكن تعلمه . صناعه (الاحتفاظ) بالاصدقاء , ليس بالامر السهل – يأخذ جهدا اليك افضل خمس نصائح لتحويل شخص ما تعرفه الى صديق دائم .

Everyone has acquaintances – people we know, but who aren't (yet) friends. To take your relationship further than just discussing the weather , you need to show an interest in their lives. Ask them question (but don't get too personal at first) .Even more importantly, listen to their answers and remember the information for the next time you meet .

جميعنا لديه معارف – اناس نعرفهم- ولكنهم ليسوا اصدقاء (بعد) لتأخذ علاقتك اكثر من مجرد مناقشة الطقس , يجب ان تبين اهتمام في حياتهم . اسألهم اسئله (لكن لا تكن شخصيه في البداية) . وباهتمام اكثر استمع لاجاباتهم و تذكر المعلومات في المقابله التاليه لهم .

Maybe you made a joke that annoyed your new friend, or forgot to call when you promised to . It's almost inevitable that something will go wrong at some points, but it's how you react to the situation that may be more important than the initial error. An honest apology and making the effort not to let it happen again are usually all that's needed .

من الممكن ان تصنع نكته تزعج صديقك الجديد , او تنسى ان تهاتف عندما توعد . انه لأمر حتمي بأن شيء خاطئ سيحدث في جزئيه ما , ولكن كيف تتعامل مع الموقف ربما يكون اكثر اهميه من الخطا الاول . كل ما تحتاج هو اعتذار صادق والقيام بجهد لا يتكرر ثانيه

When making arrangements , there are two opposite ways of behaving that can harm a friendship . The first is forcing the other person to make all the decisions by saying things like 'I don't mind, you choose ' or ' Whatever you want ' . The other is being too particular and inflexible about what you want to happen , or where or when . Try to find a middle way between the two extremes .

عند اتخاذ الترتيبات , يوجد اسلوبين متناقضين من التصرف من الممكن ان تضر بالصداقه . الاولى هي اجبار الشخص الاخر ان يتخذ جميع القرارات بقول اشياء مثل " لا يعنييني " , اختار انت او " كما تريد " . الاخر هو ان تكون عنيدا وغير مرن على ما تريد ان يحدث , او اين او متى , حاول لن تجد حل وسط بين هذين الاسلوبين .

It's understandable that you want to impress a new friend and make them aware of your good points, but don't go too far. Research shows that most of us tend to like people who don't boast about their achievements or take themselves too seriously .

من المفهوم انك تريد ان تكسب صديق جديد وان تجعله مهتما بارائك الجيده , ولكن لا تبالغ كثيرا , بحث يبين بان معظما يميل الى الاشخاص الذين لا يتباهون بانجازاتهم او يتصرفون على بحديه كبيره .

If someone tells you something ' in confidence', it means just that – they are confident that you won't tell anyone else. In other words ,

they trust you . If you then pass on this information to another person, that trust is broken. Even if your friend doesn't find out what you've done, this kind of behavior can easily destroy a friendship over time .

لو ان شخص ما اخبرك شيئاً " بسرية" بك , هذا يعني فقط ذلك – انهم واثقين بانك لن تخبر أي شخص اخر بكلمات اخرى, انهم يثقون بك . اذا افشيت بعدها المعلومات لشخص اخر فسيفقدون الثقة بك . حتى لة ان صديقك لم يكتشف ما الذي فعلته , هذا النوع من التصرف بامكانه و بسهولة ان يدمر الصداقه مع الوقت .

القطعة الثانية : صفحة 50 مرشحة للامتحان الوزاري 2019 أما على شكل قطعة أو اسئلة أو تعبئة فراغات

It used to be thought that friendship was something that 'just happened' between people. However, many studies by social scientists have shown that becoming friends with another person is a complex process, but one that can be learnt. Making (and keeping) friends isn't easy- it takes effort. Here are the top five tips for turning someone you know into a lasting friend

Everyone has acquaintances – people we know, but who aren't (yet) friends. To take your relationship further than just discussing the weather , you need to show an interest in their lives. Ask them question (but don't get too personal at first) .Even more importantly, listen to their answers and remember the information for the next time you meet .

Maybe you made a joke that annoyed your new friend, or forgot to call when you promised to . It's almost inevitable that something will go wrong at some point, but it's how you react to the situation that may be more important than the initial error. An honest apology and making the effort not to let it happen again are usually all that's needed .

When making arrangements , there are two opposite ways of behaving that can harm a friendship . The first is forcing the other person to make all the decisions by saying things like 'I don't mind, you choose ' or ' Whatever you want ' . The other is being too particular and inflexible about what you want to happen , or where

or when . Try to find a middle way between the two extremes .

It's understandable that you want to impress a new friend and make them aware of your good points, but don't go too far. Research shows that most of us tend to like people who don't boast about their achievements or take themselves too seriously .

If someone tells you something ' in confidence', it means just that – they are confident that you won't tell anyone else. In other words , they trust you . If you then pass on this information to another person, that trust is broken .Even if your friend doesn't find out what you've done, this kind of behavior can easily destroy a friendship over time .

A. Complete the advice for each person below , using ideas and information from the text

1. I said something silly and I think he might be angry with me .
Don't worry. Just give your friend an honest apology and make sure you don't let it happen again.

2. We see each other every day, but I'm not sure how to take it further .

show that you're interested in your friend by asking him/ her questions (and of course remember to listen to the answer)

3. Should I tell people about my big expensive house/my successes?

It's OK to tell people, but don't boast because nobody likes that .

4. Should I say what I want to do or let others decide?

Say what you want, but don't be inflexible . You need to find a middle way (between the two extremes).

B. Answer the following question according to the passage :

1. What have studies demonstrated ? Becoming friends with another person is a complex process.

2. Why do you need to show an interest in a friend's life ?

To take your relationship further than just discussing the weather .

3. What would you do if you made something wrong with a new friend ?/What is needed if you made something wrong with a new friend ? An honest apology and making the effort not to let it happen again.

4. What are the two opposite ways of behaving that can harm a friendship ?

A Forcing the other person to make all decisions by saying things like " I don't mind" ,you choose or "Whatever you want " .

5. What should you do to avoid the opposite ways of behaving that can harm a friendship ?

Try to find a middle way of taking decisions .

6.How could you impress a new friend and make them a ware of your good points?/ What does research demonstrate about the people we like?

Most of us tend to like people who don't boast about their achievements or take themselves too seriously .

7.Why does a friend tell you a secret ?

Because he is confident that you won't tell anyone else .

8.What can break a friend's trust ?/ What can easily destroy a friendship?

If you pass on the information to another person .

C. Decide whether each of the following statement is True or False :

- 1.Making friends is something that happen by chance and doesn't need care . (F)
- 2.If you want to show your good points to a new friend ,avoid focusing on your achievements. (T)
3. When saying" you choose " , you want others to share you make decisions . (F)
- 4.People's traditional common idea about friendship had scientific explanation . (T)
- 5.While making friends, you can't avoid making mistakes. (T)
- 6.It is a good idea to ask your friend personal questions at first. (F)
- 7.Making a joke and forgetting to call your friend sometimes cause trouble with him/her . (T)

D. Match the words from the text to their meanings :

Word		Meaning
1.lasting	c	a. someone who you know
2.acquaintance	a	b. first
3.initial	b	c. continuing for a long time
4.inflexible	d	d. not wanting to change

F. Find words in the text that mean the opposite of :

1. **Complex:** simple
2. **remember:** forget

G. Complete the following sentences with words or phrases from the text :

- 1.You can show somebody that you are interested in their friendship by **asking them questions and listen to their answers**, But you are

warned against **getting too personal**.

2.The suitable reaction to a mistake is **an honest apology and don't let the mistake happen again** .

3.You should be **flexible** when making decisions and arrangements with friends .

4.While making arrangements, try to find a way in between **a)forcing the other person to make all the decisions by saying things like I don't mind b)is being too particular and inflexible**.

Read the text again then match the title below (a-d) with tips in the text:

- a. Don't let one mistake get in the way . () b. Don't try too hard/try too fast .()
c. Be clear, but not too demanding . () d. Be interested. ()

انتبه اذا جاءت هذه القطعة على شكل تعبئة فراغات فما عليك الا حفظ الجملة وكلمة دالة عليها في نفس الفقرة

It used to be thought that friendship was something that 'just happened' between people. However, many studies by social scientists have shown that becoming friends with another person is a complex process, but one that can be learnt. Making (and keeping) friends isn't easy- it takes effort. Here are the top five tips for turning someone you know into a lasting friend.

1. _____d_____ Everyone has **acquaintances** – people we know, but who aren't (yet) friends. To take your relationship further than just discussing the weather , you need to show an interest in their lives. Ask them question (but don't get too personal at first) .Even more importantly, listen to their answers and remember the information for the next time you meet .

2. _____a_____ Maybe you made a **joke** that annoyed your new friend, or forgot to call when you promised to . It's almost inevitable that something will go wrong at some point, but it's how you react to the situation that may be more important than the initial error. An honest apology and making the effort not to let it happen again are usually all that's needed .

3. _____c_____ When making **arrangements** , there are two opposite ways of behaving that can harm a friendship . The first is forcing the other person to make all the decisions by saying things like 'I don't mind, you choose ' or ' Whatever you want ' . The other is being too particular and inflexible about what you want to happen , or where or when . Try to find a middle way between the two extremes .

4. _____ b _____ It's **understandable** that you want to impress a new friend and make them aware of your good points, but don't go too far. Research shows that most of us tend to like people who don't boast about their achievements or take themselves too seriously .

If someone tells you something ' in confidence', it means just that – they are confident that you won't tell anyone else. In other words , they trust you . If you then pass on this information to another person, that trust is broken .Even if your friend doesn't find out what you've done, this kind of behavior can easily destroy a friendship over time .

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Writing:

هذا الموضوع خاص لجميع الفروع وهو مرشح لامتحان الوزاري 2019

Some people say that internet friends are real friends , others say they aren't real friends

We tend to make friends with people we cross paths with regularly : people we go to school with, work with ,or live close to . We tend to be drawn to people we share things with : a hobby , the same cultural background , a shared career . Making a new friend is just the beginning of the journey . The most important things in a friendship is how the relationship makes you feel . A friend is someone you trust and share a deep level of understanding and communication .

A good friend will show a genuine interest in what's going on in your life .Friends have a huge impact on your happiness. Good

friends relieve stress, provide comfort and joy ,prevent loneliness and isolation , it's never too late to make new friends , friendship have a powerful impact on our physical health .

Online friends aren't enough. In other words, having hundreds of online friends is not the same as having a close friend you can be with in person .

Our most important and powerful connections happen when we're face-to-face. So make it a priority to stay in touch in the real world, not just online .

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