

بعد إطلاعي على الثلاث محاضرات الأولى لاحظت أنها تتكلم عن المضارع البسيط Present simple وتمارين عليه
أنا جمعت الشرح لكم برد واحد للثلاث محاضرات لأنها كلها مرتبطة في بعض وحاولت أشرح كثير بالعربي مراعاة للاختلافات
الفردية وراح يكون هناك رد بتمارين محلولة وتمارين راح نحلها مع بعض بموضوع النقاش

بسم الله نبداً

ماذا نعني بالزمن المضارع البسيط؟

هو: الفعل الذي نستخدمه للتحدث عن فعل يحدث الآن في الأوقات الحالية وهذا الفعل يحدث دائماً أو عادة أو روتين أو إنه حقيقة
ثابتة لا تتغير أو شيء متعارف عليه

إذاً

present simple uses

General truths, habits, Routines, Everyday activities

ولابد أن نفرق بين المضارع البسيط Present simple والمضارع المستمر present continuous

طريقة صياغة الفعل المضارع البسيط **How to form present simple?**

عندنا نوعين من الفاعل إما مفرد **singular** أو جمع **plural**

نبدأ بالجمع طريقته كالتالي **Subject+verb+object**

إذا فاعل ثم الفعل من غير إضافة حرف ال (s) ثم المفعول به

كيف نعرف إنه جمع ؟ لابد من توفر أحد الضمانر التالية* I , you , they ,we

Examples

we eat breakfast every day

نحن نأكل الإفطار كل يوم

I eat breakfast every day

أنا أكل الإفطار كل يوم

.you eat breakfast every day

أنت تأكل الإفطار كل يوم

they eat breakfast every day

هم يأكلون الإفطار كل يوم

أما مع المفرد فهناك فرق بسيط نضيف حرف S للفعل وهذه القاعدة تسمى **Third person**

Subject+ verb (s) +object

إذا فاعل ثم الفعل مضافا معه حرف الـ (s) الملحقة بالفعل ثم المفعول به

طيب كيف نعرف إنه مفرد ؟ هناك أمرين يدلون على المفرد

-**الأول:** إذا كان الفاعل في بداية الجملة عبارة عن الضمانر التالية **He , She , It**

إذا لو توفرت هذه الثلاث الضمانر في محل الفاعل كان من الضروري وضع حرف الـ (s) في الفعل الذي يلي الفاعل

أمثلة: **Examples: .../**

She goes to school

He draws pictures

It snows in the winter

إذا في جميع الأمثلة السابقة لاحظنا وجود حرف الـ (s) ملحوقا بالفعل المضارع والسبب؟؟

هو أن الفاعل هو إما **He , She , it**

أما الضمانر الأخرى فلا تتبع نفس القاعدة أي

We , they , I , you فإذا تبعها الفعل يوضع كما هو بدون إضافة حرف الـ (s)

-**الثاني:** الفاعل يعود على اسم مذكر أو مؤنث أو جماد. في هذه الحالة أيضاً نضيف حرف (s) ملحوقا بالفعل

أمثلة **Examples/**

Khalid works in big company

خالد اسم مفرد مذكر

Sarah teaches children

ساره اسم مفرد مؤنث

The bus stops every day here

الباص اسم مفرد لجماد

(الحيوانات تعتبر جمادات)

إذا كان الفعل ينتهي بهذه الحروف **SS, X, CH, SH, O** نضيف **ES** بدل **S**

EX:

Kiss Kisses - Fix Fixes - Watch Watches - Crash Crashes - Go Goes

أما إذا كان ينتهي بالحرف **Y** فنضيف له **IES** بدل **S**

EX:

Carry Carries - Hurry Hurries - Study Studies

أما **HAVE** تصبح **HAS**

Is . Am . Are Helping verbs الأفعال المساعدة

Is for the singular IS للمفرد نستخدم

أو الأسماء المفردة

IS + She , He , It

EX:

She **is** a teacher هي معلمه

He **is** a pilot هو طيار

It **is** a pen

وأيضاً الأسماء مثل

EX:

Omar **is** doctor

Cat **is** an animal

Are for the plural ARE أما الجمع نستخدم له

أو الأسماء المجموعة

Are + They , You , We ,

They **are** students

We **are** students

you **are** students

Ahmed and Khalid **are** students

Am just for I

I + Am

Ex: I **am** student

Do and Does نجي الآن للـ

Do + They , I , You , We

Does + She , He , It

Negative في حالة النفي

Don't وتنطق

Do not تصبح **Do**

Doesn't وتنطق

Does not تصبح **Does**

Ex :

I like rice **Negative** I **do not** like rice

They have benefits **Negative** They **do not** have benefits

She has a lot of experience **Negative** She **does not** has a lot of experience

Questions in Simple Present Tense

Do + (I , You , We , They) + the rest of sentence + ?

Does + (It , She , He) + the rest of sentence + ?

Ex:

She **works** at school **Does** she **work** at school?

Note : when we use does the verb become without s

لما نستخدم **Does** بالجملة ما نضيف **S** للفعل ولو كان فيه **S** نحذفه من الفعل

They **play** football **Do** they **play** football?

المحاضرة الرابعة

الكثير منا لا يستطيع التمييز أو التفريق بين المضارع البسيط والمضارع المستمر
سأحاول اليوم بقدر الإمكان إزالة هذا اللبس الذي يحصل
الحكاية بسيطة جداً بس تحتاج شوي تركيز

Many of us can't see the differences between the present simple and present continuous

I will try today as possible to clear up the confusion

It's very easy but you need to focus

في قاعده تقول بس تشوف **verb to be** على طول فكر ان الفعل **present continuous**

وفيه إشارات تدل عليه مثل الكلمات **at the moment** **right now** **now**
وأيضاً الأوامر المباشرة مثل **Look!** **Listen!**

ماذا نعني بالزمن المضارع المستمر؟ **What do we mean by the term Present Continuous?**

لو نلاحظ من الاسم (مستمر) أي مازال يحدث بعكس المضارع البسيط فقد ينتهي بعد مدة معينة.
إذا هو فعل لشيء يحدث الآن في هذا الوقت ومازال يحدث وقد يتوقف وقد لا يتوقف إذا الحدث مستمر وليس في الماضي أو المستقبل.

*متى نستخدم الفعل المضارع المستمر؟ **When we use the Present Continuous?**

Present continuous uses استخدامات المضارع المستمر

أولاً : عندما نتحدث عن شيء يحدث الآن ونحن نتحدث ومن المحتمل أن يستمر أو ينتهي وكثيراً ما نجد كلمة **now** في هذا النوع من الجمل

Ex:

Khalid is **playing** football now

I am **speaking** to you right now

لاحظوا الجملة الأولى خالد يلعب كرة القدم الآن يعني مازال يلعب وقد ينتهي قريباً
والجملة الثانية أنا أتحدث إليكم الآن وقد ينتهي هذا الحديث قريباً وقد يستمر أيضاً

ثانياً/ عندما نتحدث عن شيء حدث في الماضي ولا زال يحدث الآن وسيكمل في المستقبل ولكنه غير ثابت مثل عادة أو روتين

Ex Nada is **working** in restaurant

إذاً ندى عملت ولا زالت وسوف تستمر بالعمل في هذا المطعم ولكنه شيء غير ثابت

ثالثاً/ عندما نتحدث عن شيء سوف يحدث في المستقبل القريب

Ex We are **moving** to our new house **when** it Equipped.

نحن سوف ننتقل لمنزلنا الجديد عندما يجهز

كيف نصيغ الفعل المضارع المستمر؟ How to form The present Continuous ?

I	am	<u>Verb+ing</u>
She		
He		
It	is	
You		
We	are	
They		

Present continuous (Progressive) =

Pronoun (or noun) + verb to be (is, am, are) + verb+ing

The negative Just Add **not** to verb to be

Ex: I am studying now

Become

I am **not** studying now

كيف نصيغ الأسئلة في المضارع المستمر؟ How to form Questions in Present Continous

الطريقة سهلة جداً كنت أسميها طريقة أكس

You are reading book .

هذي جملة عادية في المضارع المستمر

نبدل أول كلمتين مكان بعض ونكمل باقي الجملة عادي وبعين نخط استفهام يعني تصير

Are you reading book now ?

Ex:

They are playing football.

Are they playing football?



هنا بعض التمارين من الكتاب حلّيت مثال أو مثالين والباقي نحله مع بعض في موضوع النقاش

حل أول تمارين e1 p 13

□ Exercise 1. What do I already know? (Chapter 2)

Correct the errors in verb forms.

do

1. I ~~am~~ not agree with your opinion.

don't know

2. I'm ~~not knowing~~ Sam's wife.

watches

listens

goes

لأن الفاعل مفرد

3. My roommate usually ~~watch~~ television, ~~listen~~ to music, or ~~going~~ out in the evening.

started

4. When I turned the key, the car was ~~starting~~. لأن الجملة في زمن الماضي

consists

5. Air is ~~consisting~~ of oxygen, nitrogen, and other gases.

drew

6. The children ~~drew~~ some pictures in school this morning.

is

7. Right now Sally ~~is~~ in the kitchen eating breakfast.

I was

I heard

8. While I'm driving home last night, I ~~heard~~ a strange noise in the engine.

are you

9. A: What ~~you are~~ talking about?

I am

B: ~~I~~ talking about the political situation in my country.

□ **Exercise 2. Warm-up.** (Charts 2-1 and 2-2)

Work individually and then as a class.

Part I. Read each sentence and circle *yes* or *no*. If the information is not true, restate it.

- | | | |
|--|--------------------------------------|-------------------------------------|
| 1. I read a newspaper every day. | <input checked="" type="radio"/> yes | <input type="radio"/> no |
| 2. I am sitting next to someone from Asia. | <input type="radio"/> yes | <input checked="" type="radio"/> no |
| 3. The sun revolves around the earth. | <input type="radio"/> yes | <input checked="" type="radio"/> no |

Part II. Answer the questions.

- Which sentence discusses a general truth? ٣
- Which sentence talks about a daily habit? ١
- Which sentence talks about something that is happening right now? ٢

e4p15 الثالث

□ **Exercise 4. Looking at grammar.** (Charts 2-1 and 2-2)

Complete the sentences with the simple present or the present progressive form of the verbs in parentheses.

- Kristin can't come to the phone because she (*wash*) is washing her hair.
- Kristin (*wash*) washes her hair every other day or so.
- Tony (*sit, usually*) usually sits in the front row during class, but today he (*sit*) is sitting in the last row.
- Please be quiet. I (*try*) am trying to concentrate.
- (you, lock, always) do you always lock the door to your apartment when you leave?
- I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still*) am still waiting for a reply.
- After six days of rain, I'm glad that the sun (*shine*) is shining today.
- Every morning, the sun (*shine*) shines in my bedroom window and (*wake*) wakes me up.

حطيت خط أحمر تحت الكلمات التي عطتنا دلالة على الزمن

□ **Exercise 7. Warm-up.** (Chart 2-3)

Choose the correct completions.

1. The chef is in his kitchen right now. He _____.
a. cooks b. is cooking
2. He _____ some soup.
a. tastes b. is tasting
3. It _____ too salty.
a. tastes b. is tasting
4. He _____ it.
a. doesn't like b. isn't liking



المحاضرة الخامسة

The Simple Future tense.

زمن المستقبل البسيط

what do we mean by Future tense?

ماذا نعني بزمن المستقبل البسيط؟

هو الزمن الذي نستخدمه للتحدث عن الأشياء أو النشاطات أو الأفعال التي تحدث في المستقبل

في بعض الكلمات تدلنا على أن الحديث أو الفعل الآن في زمن المستقبل وهي كالتالي حسب الجدول

today	
this	<ul style="list-style-type: none"> ▶ afternoon ▶ Friday ▶ week ▶ month ▶ year ▶ Thanksgiving...
in	<ul style="list-style-type: none"> ▶ ten minutes ▶ three days ▶ two weeks ▶ nine months ▶ a few years ▶ a little while...
soon	
tonight	

tomorrow	
tomorrow	<ul style="list-style-type: none"> ▶ morning ▶ afternoon ▶ evening ▶ night
the day after tomorrow	
next	<ul style="list-style-type: none"> ▶ Monday ▶ week ▶ weekend ▶ month ▶ year ▶ semester ▶ summer ▶ Eid

كيف نصيغ زمن المستقبل البسيط ؟ How to form the Simple future tense ?

للتحدث عن المستقبل هناك صيغتان

أولاً / Be(is, am, are)+going to

ثانياً / Will+main verb

أولاً /

Be+going to

مثل ما نعرف أن المقصود بكلمة be الأفعال المساعدة الثلاثة is, am , are

عشان كذا من الآن راح يكون حديثنا باستخدام be فقط

متى نستخدم هذه الصيغة Be+going to ؟

أولاً : نستخدم هذه الصيغة للتعبير عن شيء تخطط لعمله أو سوف يحدث في المستقبل.

Ex:

I am going to study tomorrow

Study استخدمناها بالتصريف الاول بدون أي اضافات

I am going to visit my friend next Monday

ثانياً /

will فعل مساعد يأتي بعده الفعل بدون أي اضافات يعني بالتصريف الأول

Will+verb

تستخدم للتعبير عن المستقبل القريب جداً

متى نستخدم هذه الصيغة ؟

Ex:

Sara:The phone is ringing

Nada:I will answer

Sara:I do not understand this question

Nada:I will help you

الآن تأتي لطريقة النفي

الأمر مختلف بين الصيغتين في كلا الحالتين نضيف **not** ولكنها تسبق **going to** وتأتي بعد **will**

EX:

I am **notgoing to** go with you tomorrow

I **willnot** answer this question

الآن تأتي لصياغة السؤال

yes/no question

I **am** going to visit my sister

بنفس الطريقة التي تعودنا عليها طريقة الأكس

Am I going to visit my sister ?

نعكس أول كلمتين والباقي مثل ما هو ونضيف علامة استفهام

أما عن أسئلة **wh** فتون بنفس الطريقة ولكننا نضيف أحد الصيغ التاليه في بداية الجمل

Ex:

Who, where, when, what,

Whenam I going to visit my sister?

على نفس الجملة السابقة

طبعاً بالإنقلش نستخدم اختصارات للكتابة أكيد الكل يعرفها بس للتذكير فقط

I am	-	I'm
You are	-	you're
She is	-	she's
He is	-	he's
It is	-	it's
They are	-	they're
We are	-	we're

المحاضرة السادسة

طيب ماذا نعني بزمن الماضي البسيط؟ What do we mean by The past Simple Tense?

هو الزمن الذي يتحدث عن شيء حدث وانتهى في الماضي

كيف نصيغ زمن الماضي البسيط؟ How to form the Past simple Tense?

هناك صياغتين للماضي البسيط:

أولا : الصيغة المنتظمة Regular Verbs و تكون بإضافة (ed) إلى نهاية الفعل فيصبح الفعل ماضي

Ex:

I visited my friend yesterday

الفعل الرئيسي هو visit أضفنا له بالنهاية ed فأصبح visited

وأعني بهذا أنا الفعل visit فعل مضارع present

والفعل visited هو الفعل الماضي past

ثانيا: الصيغة الشاذة Irregular Verbs

وفي هذه الصيغة لا يمكننا إضافة الحرفين ed للفعل ليصبح في زمن الماضي ولكن يجب تغيير الفعل بالكامل

Ex:

I ate dinner with Sara yesterday

الفعل الرئيسي ate هو الفعل بالزمن الماضي للفعل

متى نستخدم الماضي البسيط؟ When to use The Past Simple?

أولا / للتعبير عن شيء حدث وانتهى في الماضي

وهناك كلمات أو اشارات تدل على الماضي منها

Yesterday last night year ago last week last month A month ago

Ex:

I bought my house last month

ثانياً/ في حالة التعبير عن شيء أو فعل ليس له زمن محدد في الماضي. ويكون الوقت مفهوم من المضمون الكلي.

Ex :

He bought this book in Riyadh

أشترى هذا الكتاب من الرياض

في هذه الجملة لا يوجد وقت محدد لشراؤه الكتاب ولكننا فهمنا من صياغ الجملة أن الشراء حدث في الماضي

ثالثاً) يستخدم للتحدث عن حدث احتل فترة من الزمن وانتهى الآن

Ex :

I worked in that bank for four years

The negative

Ex:

I visited my sister yesterday

طريقة النفي هي أننا نضيف (did not (didn't قبل الفعل ونحول الفعل للزمن المضارع

I didn't visit my sister yesterday

How to form Questions.?

بإضافة Did للجملة وتحويل الفعل للمضارع

Ex:

You went to Makah last night

Did you go to Makah last night?

وأيضاً أسئلة wh questions تتبع نفس الطريقة ونضيف أحد الصيغ في البداية

ex:

Whendid you go to Makah ?

وفي النهاية إليكم هذه الجداول لطريقة إضافة ed للفعل

SPELLING OF REGULAR VERBS (2)

VERB ENDING	ED FORM
4. ONE VOWEL + ONE CONSONANT <i>Stop</i>	DOUBLE THE CONSONANT AND ADD -ed <i>Stopped</i>
5. TWO VOWELS + ONE CONSONANTS <i>Clean</i>	ADD -ed only <i>Cleaned</i>
6. TWO CONSONANTS <i>Return</i>	ADD -ed only <i>Returned</i> ★ ★

SPELLING OF REGULAR VERBS (1)

VERB ENDING	ED FORM
1. CONSONANTS + e <i>Change</i>	ADD -d <i>Changed</i>
2. CONSONANTS + y <i>Study</i>	DROP -y , ADD -ied <i>Studied</i>
3. VOWEL + y <i>Play</i>	ADD -ed only <i>Played</i> ★ ★

الآن شرح **المحاضرة التاسعة** راح أنزله هنا لحد ماترجع لي صلاحيات فتح موضوعي حق الورشة وبنزله هناك

Count and Noncount nouns **الإسماء المعدودة والغيرمعدوده**

Non-count nouns **الإسماء الغير معدودة**

1- Whole groups or whole masses

مجموعات كاملة أو أحجام وكتل

مثل:

Furniture coffee sugar Flour Salt Jewels

=====

2- Abstract Concepts

المفاهيم المجردة

Ex:

Love wisdom spirituality

=====

3- Phenomenon of Nature

الظواهر الطبيعية

Ex:

rain snow Sunshine

=====

SOME COMMON NONCOUNT NOUNS

4- Whole groups made up of similar items

مجموعات مكونة من أشياء متشابهه

مثل:

clothes make up Fruits Accessories

5- Fluids

السوائل

Ex:

Gas Milk Oil Coffee Blood Water

6- Solids المواد الصلبة

Ex:

Cheese Jewelry Bread Butter Ice Cream Gold

7- Gases الغازات

Ex:

Clouds evaporation

8- Particles الجسيمات

Ex:

Hair grass Sand Rice Dough

9- Abstractions التجريديه

Ex:

Music News Time

10- Languages لغات

Ex:

English Spanish French Arabic

11- Fields of Study مجالات الدراسة

Ex:

English Chemistry Physics Mathematics

12-Recreation الترفيه

Ex:

Golf Tennis Chess Football

13-Activities انشطه

Ex:

Traveling Swimming

14-Natural Phenomena الظواهر الطبيعية

Ex:

Raining Sunshine Falling

Count nouns ثانيا/

مثل:

Book pen one piece of furniture

Articles :

(A, An) Indefinite Articles النكرة (المفردة المعدودة فقط)
 • الأسماء الغير معدودة لا يسبقها شيء

(the) Definite Articles المعرفة (المفرد و الجمع المعدود والغير معدود)

Expressions of Quantity for Count nouns

التعبير عن الكميات المعدودة

One

...Two ,three, etc.

Many Each A couple of Several Every A few A number of

Many, few أهم ثنتين فيهم

Expressions of quantity for noncount nouns

التعبير عن الكميات الغير معدودة

Much A little A great deal of

A little, much أهم ثنتين فيهم

Expressions of quantity for both count and non-count nouns

الكلمات هذي تستخدم للتعبير عن المعدود والغير معدود في نفس الوقت

No Plenty of Some/any Most A lot of/lots of all

No, some / any أهم ثنتين

السلبى ضد الإيجابى Negative vs. Positive

She has **few** friends **شيء سلبي** هي لديها أصدقاء قليلون معنى الجملة

She made **a few** friends

شيء ايجابي يعني توها راحت مكان جديد وقدرت تكون كم صداقه هي كونت صداقات قليلة معنى الجملة

I have **little** money **سلبي** أنا لدي القليل من المال معنى الجملة

I saved **a little** money **شيء ايجابي** أنا أدخرت القليل من المال معنى الجملة

A يعني نزيد عليها **A few , A little** نستخدم إيجابى نستخدم **A few , A little** **Few , little** أما إذا كان سلبي نستخدمها مثل ماهي

Any- Some- A lot of

Any for **single** questions sentence and **negative**

Any ,Some, A lot of for **plural** questions sentence and **negative**

إذاً Any نقدر نستخدمها مع المفرد و الجمع

How much (non-count)

How many (count)

المحاضرة العاشرة

الأفعال المساعدة المشروطة

Modal Auxiliaries

What do we mean by Modal auxiliaries ?

ماذا نعني بالأفعال المساعدة المشروطة؟

هي عبارة عن مجموعة من الأفعال المساعدة بعضها يكون معناه **الضرورة القصوى** وبعضها **النصح والإرشاد** وبعضها **الاحتمالية والجواز**

Modal auxiliaries

Can- Could Had better May- Might

Have to- Must- Ought to Shall- Should Will- Would

والآن راح أبدأ أشرح كل وحده على حده

بدايةً عندي ملاحظة بسيطة: الأفعال المساعدة المشروطة لا يمكن إضافة **الس** لها في نهايتها حتى لو سبقت بـ **she-he-it**

مثال من الخطأ أن نقول **He cans do it** هو يستطيع فعلها
بل يجب ان تكون **He can do it**

يأتي الفعل بعد الأفعال المساعدة المشروطة بحالته الطبيعية يعني في زمن البرزنت بدون إضافات مثل **ing** أو **ed** في النهاية

من الخطأ أن نقول مثلاً **He would went to Makah**

بل الصحيح أن نقول **He would go to Makah**

الآن نبدأ بشرحها واحد واحد

May-might وهي تحمل نفس المعنى وإن اختلف شكل الكلمتين والكلمتين تعني يُحتمل يمكن أو يجوز أن

Ex:

Nada might be in her room ندى من المحتمل ان تكون بغرفتها

he might be know يجوز أنه يعلم

و نستخدم **may-might** عندما تكون نعلم الشيء أو متأكدين منه بنسبة أقل من ٥٠ %

من الممكن استخدام **may might** في الزمن المضارع أو المستقبل

The negative formصيغة النفي

might not و may not فتصبح

تكون صيغة النفي بمجرد إضافة كلمة **not** إلى may و might

Ex: It may not be true

The past form of may-might?ماهي صيغة الماضي

May, might + have+ P.P

نستخدم هذي القاعدة للماضي

Ex: He **may** have been sleep

إذاً يأتي بعدها **have** وبعدها الفعل بالتصريف الثالث

Ex: We **may** not be able to go to school this week.

المستقبل نستخدم له نفس طريقة المضارع

هناك استخدامات أخرى للفعلين:

Polite الأسلوب المهذب

May I borrow your pen

وفي هذه الحالة (الحديث المهذب) نستخدم **may** ولا نستخدم **might**

You **may** leave the room now

ونستخدمها أيضاً عند السماح بشيء أو إعطاء الإذن لشيء معين
تستطيع أن تترك الغرفة الآن

تلخيص لجميع ماسبق:

May -Might

* هي من الأفعال المساعدة المشروطة

* الكلمتين لهما نفس المعنى والاستخدام وإن اختلفوا بالشكل

* الكلمتين تعني الاحتمالية بنسبة ٥٠ %

*صيغة المضارع والمستقبل له نفس الصيغة وهي الفعل المساعد المشروط+المصدر من الفعل (البزنت)

*صيغة النفي هي **may not, might not**

May, might + have+ P.P

*صيغة الماضي هي

كما يمكننا استخدام **may** في الحديث المهذب أو عند السماح أو اعطاء الاذن لشيء ما

تابع المحاضرة العاشرة

Must-have to**1st must**

نستخدم هذا الفعل عندما نريد التعبير عن الضرورة الحتمية لفعل شيء ويأتي للنصح Advising

Ex:

All applicants **must take** entrance exam

يجب على كل المتقدمين حضور اختبار القبول

إذاً سياقتها تكون بوضع **must** ثم الفعل المضارع بدون اضافات **المصدر** Must + infinitive verb

كيف نصيغ الماضي والمضارع والمستقبل من الفعل المساعد? must

صيغة المستقبل هي نفسها صيغة المضارع ولكن من سياق الجملة ستفهم أن الجملة في زمن المستقبل

Ex: I must go tomorrow

صيغة الماضي تكون في حالة وحده لما نكون متأكدين من الخبر ٩٥ %

Ahmed is not in his office, He must be sick

مثلاً عندنا هالجملة في **المضارع**

الجملة هذي متأكدين من الخبر فيها بنسبة ٩٥ %

Ahmed have been sick yesterday

كيف نجيب **الماضي** منها؟

The Negative form **صيغة النفي**

واختصارها **Mustn't**

must not

تكون بإضافة **not** بعد **must**

Ex: You mustn't tell anybody about my secret

Have to

ولكنه ليس **أقل** تأكيداً من **must**

يستخدم للنصح أيضاً وللتحدث عن ضرورة معينه

..ونلاحظ هنا الفرق الواضح بين **must** و **have to** فكلاهما تأتي بمعنى واحد وهو يجب ولكن **must** تكون مأكده أكثر

Ex:

I have to get up early tomorrow

my train leaves at 7.30

كيف نصيغ الماضي والمضارع والمستقبل من الفعل المساعد? **have to**

المضارع **have to +infinitive verb**

Ex: I have to go now

أي نضع الفعل المساعد **have to** ثم الفعل من مصدره بلا إضافات

صيغة المستقبل نفس المضارع ولكنك أيضاً سوف تفهم من سياق الجملة أننا نتحدث عن المستقبل

Ex: I have to go tomorrow

صيغة الماضي **Past had to +infinitive**

أي نضع الفعل المساعد **had to** ثم الفعل من مصدره بلا إضافات

EX : I had to go to my home.

كان علي أن أذهب إلى منزلي

صيغة النفي من الفعل المساعد: **have to** The Negative form

تكون عن طريق إضافة **do not** اختصاره **don't** أو **doesn't** أو **didn't** قبل **have to** حسب الفاعل والصيغة إن كانت ماضي أو مضارع أو مستقبل

Ex: you don't have to shout I can hear you.

Sara doesn't have to work on Friday

الخلاصة

HAS TO و **HAVE TO** و **MUST** •

كلها أفعال مساعدة ولها نفس المعنى اللفظي وهو (يجب) إلا أن الاثنين لها معاني واستخدامات خاصة بها..

must نستخدمها حينما نريد التعبير عن وجوب القيام بعمل أو شيء معين,, والقيام بهذا الشيء ضرورة قصوى لا مفر منها ولا خيار لها وهذه الضرورة واجبة وحتمية..

mustn't وهو نفي **must** نستخدمها لحظر وتحريم عمل شيء معين.. أي الضرورة القصوى لعدم عمل شيء معين..

have to أو **has to** حسب الضمانر السابقة والفاعل

نستخدمها حينما نريد التعبير عن وجوب القيام بعمل أو شيء معين والقيام بهذا الشيء لك الخيار فيه..

النفي وهو **don't** أو **doesn't** أو **didn't** قبل **have to**

تعني عدم ضرورة العمل بشيء معين وعدم الحاجة الملحة له التي تصل إلى درجة الحظر..

*بالنسبة للسياسة في **must** نستخدم جميع السياقات ماعدا الماضي

يستخدم في حالة واحدة فقط إذا كنا متأكدين من خبر معين بنسبة ٩٥%

أما **has to** و **have to** نستخدم فيها جميع السياقات..

تابع المحاضرة العاشرة أيضاً

Should-ought to ماذا يعني هذين الفعلين المساعدان؟

Ex: You **should** study harder

You **ought to** study harder

كلا الجملتين بمعنى عليك أن تدرس أكثر. إذا كلا الفعلين بمعنى عليك أن

يعبر الفعلين عن النصح .. **advising** وتأتي بمعنى اقتراح أو وجهة نظر أو شيء يجب فعله

Should

Should not

Shouldn't

صيغة النفي

The negative form?

Oughtn't

وتصبح

نحذف **to**

غالباً لا نستخدم للنفي وإذا استخدمناها

ought to

Ex: You shouldn't leave the keys in the car

You oughtn't leave the keys in the car

عليك أن لا تترك المفاتيح في السيارة

الأزمنة:

-Should Present Should+Verb infintive أي الفعل should ثم المصدر بدون اضافات

Ex:You Should go home عليك أنت تذهب للمنزل

-Should المستقبلFuture Should+Verb infintive نفس الشيء

Ex:You should go to school tomorrow

- Should الماضي The past should + have + P.P إذا should ثم الفعل have ثم التصريف الثالث للفعل

EX I should have sent you flowers

ought to المضارع Present ought to +Verb infintive أي الفعل ought to ثم المصدر مباشرة بعده بلا إضافات أخرى

Ex:I ought to watch the movie

ought to المستقبلFuture ought to +Verb infintive نفس المضارع

Ex:I ought to watch the movie tomorrow

ought to الماضي The past ought to + have + P.P إذا ought to ثم الفعل have التصريف الثالث

Ex:I ought to have done it

ملاحظة مهمة /نحن نستخدم صيغة الماضي من should عادة أكثر من الماضي من.ought to.

Had better

تحمل نفس معنى **should** و **ought to** إلا أن **had better** أقوى منهما
 ..وعادة **had better** تتضمن في معناها تحذير وتهديد من احتمال وقوع نتائج سيئة
 و **had better** لها نفس صيغة **should** و **ought to** في المضارع والمستقبل وهي شعبية أكثر في المحادثة أكثر من الكتابة.

Ex: Time is running, I had to think fast الوقت يجري علي أن أفكر سريعاً

The gas tank is almost empty. We had to stop at the next gas station

Can, could

يستخدمان للتعبير عن القدرة أو الاستطاعة
 الفرق بينهم **Can** للمضارع **Could** للماضي
 ولكن يمكننا استخدام **could** عندما نريد التعبير عن الطلب المهذب

Ex: Could you please tell me weather

Lend, borrow

Lend معناها يُقرض **Borrow** معناها يستعير

Lend to give something

Borrow to take something

Ex:

Can I **borrow** your car

Yes, I will **lend** you my car

الأشياء كثيرة بهالمحاضره وأنا حاولت أختصرها ما يمكن
 وإذا تبون تفصيل أكثر يمكنكم الرجوع للكتاب من صفحة ١٥٨

Phrasal Verbs**الأفعال المركبة**

تُستخدم الأفعال المركبة في المحادثة والكتابة وتتكون الأفعال المركبة من فعل وحرف جر وغالباً ما يوجد معاني مقابلة لها من الأفعال غير المركبة

Verb + preposition (particles) فعل + حرف جر

separable- inseparable قابل للفصل – غير قابل للفصل

call off = cancel يلغي

find out = discover يكتشف

do over = repeat يكرر

Separable فعل مركب قابل للفصل

وعند استخدام هذه الأفعال يتم فصلها عن المفعول به سواء كان اسم أو ضمير

Ex:

switch on the light
switch the light on
switch it on

Ex:

He picked up the pen
He picked the pen up
He picked it up

وهذه قائمة بالأفعال القابلة للفصل التي ذكرها الدكتور بالمحاضرة مع ترجمتها بالعربي

يرفع Bring up (raise)

يراجع أو يطلع على Look over (review, read quickly)

يجرب Try out (test)

يوجد حل Work out (find a solution)

hand out	يوزع	Academic: كلمات تستخدم أكاديمياً
hand in	يسلم يد بيد	Add up يضيف الى
hand back	يعيد تسلميها الى صاحبها	Finish up ينهي
يكتب	Write up	fill in يملأ
يسجل دخوله	Check in	fill out يملأ
	Look over	Check out يراجع
		Do over يعيد او يكرر

أما النوع الآخر فهو لا يمكن فصله عن الفعل

Inseparable فعل مركب غير قابل للفصل

Ex:

I climbed up the ladder

I climbed up it

Ex:

He got off the car

He got off it

وهذي الأفعال المركبة اللي ذكرها الدكتور بالمحاضرة مع معانيها

ينتمي الى belong to	يتفق مع agree with
ينتظر wait for	يتحدث الى talk to
يتذكر Remind – of	يبحث look for
يسجل دخوله Check into (register)	يسأل عن Ask ----- about
يذور أو يمر على Drop by (visit)	يلتقي صدفة Come across (find/ met)
يراجع Go over (review)	مواكبة Keep up with (stay on the same level)
يشرف على Take care of (supervise)	يجرب Go through (experience/ have)
يبقى مستيقظاً أو متيقظاً Stay up (remain awake)	

أحس الاختبار بهالجزئية ممكن يجي وحده من هالأفعال المركبة والاختيار معناها بالانتقلش

راح أضيف كم فعل مركب من عندي للأستزاده فقط محنا مطالبين فيها

SEPERABLE phrasal VERBS الأفعال المركبة القابلة للفصل

أنا شجعت الطالب لكي يعمل الواجب

I cheered up the student to do homework

أنا شجعت له لكي يعمل الواجب

I cheered him up to do homework

يُفجر blow up

.....explode

يُسبب/ يُحدث bring about..... to cause

- call back.....return a telephone callيرُد على الاتصال الهاتفي
- call offcancelيُلغى
-call uptelephoneيُتصل هاتفياً
- .. cheer up... make somebody feel happyيشجعه / يرفع معنوياته
- clean up..... make clean and orderlyيرتّب / ينظف
- cross out.....draw a line throughيحذف على / يشطب
- cut down..... reduceيُخفف / يخفض من
- cut out..... stop an annoying activityيتوقف عن الازعاج
- do over.....do againيُكرر ثانية / يُعمل ثانية
- draw up..... prepareيُعد / يُحضر
- drink up finish a drinkيشرب بالكامل
-) ... drop offleave(sb/sth) some whereيترك/ يُنزل (شخص/ شي
-) ... figure outfind a solution to a problmeيُجد حلاً لـ (مشكلة
-) fill in / fill out..... complete a formيملاء (نموذج طلب
- fill up..... fill completelyيملاء تماماً
- give out / pass out..... distributeيُوزع
- يتوقف عن / يقلع عن
- hand insubmit an assignmentيُسلم شيئاً / واجب دراسي
- hold in restrainيُوقِف

Global connections معناها أدوات العطف**What do they mean?**

They connect two sentences تربط جملتين ببعضهما

أدوات العطف الشائعة

And و But لكن Or و لا Or أو So ممكن تكون هكذا أو لكي (تعطي النتائج)

Adverb clauses

التباين او المقارنة Contrast	إذا If	الا اذا Unless	الشرط Condition
قبل After	الوقت Time	رغم ان Even though	رغم ان Although
بعد Before	لأن او بسبب Because	بحيث So that	السبب Reason
			إلى أن Until

Transitions

علاوة على ذلك Furthermore	بالإضافة إلى In addition	مثال For example
لكن However	في واقع الأمر as a matter of fact	في الحقيقة In fact
نتيجة لذلك as a result	لذلك Therefore	في المقابل in contrast
ثانياً second	أولاً First	بناءً على ذلك consequently
	الخ .. etc..	ثالثاً third

الموضوع ما هو محتاج شرح الحكاياه كلها أنك تعرف معنى الأداة لأنه يجيب فراغات وبيقول حظ الأداة المناسبة في الفراغ

المبني للمجهول The Passive voice

المبني للمعلوم Active sentence

نهى صنعت كعكة

Noha made a cake

المبني للمجهول Passive voice

الكعكة صنعت بواسطة نهى

The cake was made by Noha

طريقة صياغة المبني للمجهول

الطريقة سهله نبدأ بالمفعول به بعده نحط verb to be بعدها الفعل بالتصريف الثالث

Object + verb to be + past participle

Verb to be = present / is, am, are

= past / was, were

Ex:

Active : Khalid close the door

Passive: The door is closed by Khalid

أحياناً مانحتاج نحط كلمة by لأن الفاعل مايكون مهم أو حتى لأننا عارفين الفاعل فدمايحتاج نذكره

Ex:

English is spoken in all of the world الإنجليزية تُتحدث في جميع انحاء العالم

مافي فاعل بهالجملة لأنه ما هو مهم

هذا بالنسبة لصياغة المجهول للمضارع البسيط والماضي

أما باقي الأزمنة راح أحط هالجدول وفيكم تعرفون عن طريقه وممكن ترجعون له في الكتاب أيضاً صفحة 213

11-2 Tense Forms of the Passive

	Active	Passive
(a) simple present	Mary <i>helps</i> the boy.	The boy <i>is helped</i> by Mary.
(b) present progressive	Mary <i>is helping</i> the boy.	The boy <i>is being helped</i> by Mary.
(c) present perfect*	Mary <i>has helped</i> the boy.	The boy <i>has been helped</i> by Mary.
(d) simple past	Mary <i>helped</i> the boy.	The boy <i>was helped</i> by Mary.
(e) past progressive	Mary <i>was helping</i> the boy.	The boy <i>was being helped</i> by Mary.
(f) past perfect*	Mary <i>had helped</i> the boy.	The boy <i>had been helped</i> by Mary.
(g) simple future	Mary <i>will help</i> the boy.	The boy <i>will be helped</i> by Mary.
(h) <i>be going to</i>	Mary <i>is going to help</i> the boy.	The boy <i>is going to be helped</i> by Mary.
(i) future perfect*	Mary <i>will have helped</i> the boy.	The boy <i>will have been helped</i> by Mary.
(j) <i>Was</i> the boy <i>helped</i> by Mary? (k) <i>Has</i> the boy <i>been helped</i> by Mary?	In the question form of passive verbs, an auxiliary verb precedes the subject.	

وبكذا نكون خلصنا جميع الدروس لأن المحاضرة ١٤ كانت تتحدث عن الاختبار النهائي

راح أبداً أحل جميع التمارين اللي تطرق لها الدكتور في محاضراته مع شرح بعض منها

وبعد كذا راح تكون نهايتنا مع نموذج اختبار

تمارين وقواعد المحاضرة السابعة

شرحت بعض فقرات التمارين عشان توضح طريقة الحل

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□ **Exercise 33. Warm-up.** (Chart 2-9)

Check (✓) the sentences that are correct. What do you notice about the use of *always* with verb tenses in these sentences?

1. Nadia is always talking on the phone when I'm trying to study.
2. Frank always studies in the library after school.
3. My friends always do their homework together.
4. Our math teacher is always giving us surprise quizzes.

p33 table 2-9

2-9 Using Progressive Verbs with *Always*

(a) Mary <i>always leaves</i> for school at 7:45.	In sentences referring to present time, usually the simple present is used with <i>always</i> to describe habitual or everyday activities, as in (a).
(b) Mary <i>is always leaving</i> her dirty socks on the floor for me to pick up! Who does she think I am? Her maid?	In special circumstances, a speaker may use the present progressive with <i>always</i> to express annoyance, as in (b).
(c) I am <i>always/forever/constantly picking up</i> Mary's dirty socks!	In addition to <i>always</i> , the words <i>forever</i> and <i>constantly</i> are used with progressive verbs to express annoyance.

□ **Exercise 37. Looking at grammar.** (Chart 2-10)

Work individually, in small groups, or as a class. Use the given verbs and expressions of place to complete the dialogues. Use usual word order if the focus is on an activity in progress. If the focus is on the person's location, put the expression of place between *be* and the *-ing* verb.

1. *listen to music \ in her room*

A: Where's Sally?

B: She's in her room listening to music.

2. *listen to music \ in the living room*

A: What's Soon doing?

B: He's listening to music in the living room.

3. *watch TV \ in his bedroom*

A: Where was Jim when you got home?

B: He was in his bedroom watching tv

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4. *watch TV \ in his bedroom*

A: What was Jim doing when you got home?

B: He was watching tv in his bedroom

إذا بتلاحظون بهالسؤال واللي بعده مجرد غيرنا ترتيب الجملة وكلا الاجابتين صحيحه

5. *take a nap \ on the couch in the living room*

A: What's Kurt doing?

B: He's taking a nap on the couch in the living room

6. *take a nap \ on the couch in the living room*

A: Where's Kurt?

B: He's on the couch in the living room taking a nap

7. *attend a conference \ in Singapore*

A: Where's Ms. Chang this week?

B: She's attending a conference in Singapore

❑ **Exercise 38. Check your knowledge.** (Chapter 2)

Correct the errors.

1. Breakfast is an important meal. I'm always ~~eating~~ breakfast. *I eat* لأنها حقيقة والحقائق دايماً في زمن البرزنت
2. While I was working in my office yesterday, my cousin ~~stops~~ by to visit me. *stopped* بسبب وجود يستردي في الجملة
3. Yuki ~~staid~~ home because she ~~catched~~ a bad cold. *stayed caught*
4. My brother is looks like our father, but I am ~~resembling~~ my mother. *resemble*
5. Jun, are you ~~listen~~ to me? I am ~~talk~~ to you! *listening talking* لأن من مفهوم الجملة الزمن هو المضارع المستمر
6. While I was surfing the internet yesterday, I was ~~finding~~ a really interesting Web site. *found*
7. Did you ~~spoke~~ English before you were ~~come~~ here? *spoke came*
8. Yesterday, while I was working at my computer, Shelley was suddenly ~~coming~~ into the room. I ~~wasn't knowing~~ she was there. I was ~~concentrate~~ hard on my work. When she suddenly ~~spoke~~, I am ~~jump~~. She ~~startle~~ me. *didn't know concentrating spoke jumped startled*

p63 table 4-2

4-2 Will vs. Be Going To

Prediction

- (a) According to the weather report, it *will be* cloudy tomorrow.
- (b) According to the weather report, it *is going to be* cloudy tomorrow.

Will and *be going to* mean the same when they make *predictions* about the future (*prediction* = a statement about something the speaker thinks will be true or will occur in the future).

Examples (a) and (b) have the same meaning.

Prior Plan

- (c) —Why did you buy this paint?
—I'm *going to paint* my bedroom tomorrow.

Be going to (but not *will*) is used to express a *prior plan* (i.e., a plan made before the moment of speaking).*

In (c): The speaker already has a plan to paint his/her bedroom.

Willingness

- (d) —The phone's ringing.
—I'll *get* it.
- (e) —How old is Aunt Agnes?
—I don't know. She *won't tell* me.
- (f) The car *won't start*. Maybe the battery is dead.

Will (but not *be going to*) is used to express *willingness*. In this case, *will* expresses a decision the speaker makes at the moment of speaking.

In (d): The speaker decides to answer the phone at the immediate present moment; she/he does not have a prior plan.

Will not / won't can express *refusal*, as in (e) with a person or in (f) with an inanimate object.

❑ **Exercise 10. Looking at grammar.** (Chart 4-2)

Decide if each *italicized* verb expresses a prediction, a prior plan, or willingness.

- | | | | |
|---|------------|------|-------------|
| 1. Dinner's almost ready. <i>I'll set</i> the table. | prediction | plan | willingness |
| 2. Ivan has some vacation time. He <i>is going to take</i> next week off. | prediction | plan | willingness |
| 3. Heidi <i>will love</i> her birthday present. It's just what she wants. | prediction | plan | willingness |
| 4. I don't like my job. <i>I'm going to quit</i> when I get back from vacation. | prediction | plan | willingness |
| 5. That's okay. Don't worry about the spilled coffee. <i>I'll clean</i> it up. | prediction | plan | willingness |
| 6. Someday, there <i>are going to be</i> computers in every classroom in the world. | prediction | plan | willingness |
| 7. The light bulb is burned out. <i>I'll get</i> a new one from the supply room. | prediction | plan | willingness |
| 8. <i>I'm going to</i> the bookstore. Do you want to go with me? | prediction | plan | willingness |

4-3 Expressing the Future in Time Clauses

<p>(a) Bob will come soon. <i>When Bob comes</i>, we will see him.</p> <p>(b) Linda is going to leave soon. <i>Before she leaves</i>, she is going to finish her work.</p> <p>(c) I will get home at 5:30. <i>After I get home</i>, I will eat dinner.</p> <p>(d) The taxi will arrive soon. <i>As soon as it arrives</i>, we'll be able to leave for the airport.</p> <p>(e) They are going to come soon. I'll wait here <i>until they come</i>.</p>	<p>In (a): <i>When Bob comes</i> is a time clause.* <i>when + subject + verb = a time clause</i> When the meaning of the time clause is future, the SIMPLE PRESENT tense is used. <i>Will</i> or <i>be going to</i> is not used in the time clause.</p> <p>A time clause begins with such words as <i>when, before, after, as soon as, until, and while</i> and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the sentence: <i>When he comes</i>, we'll see him. OR We'll see him <i>when he comes</i>.</p> <p>Notice: A comma is used when the time clause comes first in a sentence.</p>
<p>(f) <i>While I am traveling in Europe next year</i>, I'm going to save money by staying in youth hostels.</p>	<p>Sometimes the PRESENT PROGRESSIVE is used in a time clause to express an activity that will be in progress in the future, as in (f).</p>
<p>(g) I will go to bed <i>after I finish my work</i>.</p> <p>(h) I will go to bed <i>after I have finished my work</i>.</p>	<p>Occasionally, the PRESENT PERFECT is used in a time clause, as in (h). Examples (g) and (h) have the same meaning. The present perfect in the time clause emphasizes the completion of one act before a second act occurs in the future.</p>

تمارين المحاضرة الثامنة

هالمحاضرة مافيها الا شيء بسيط والباقي كان حديث عادي للدكتور

p84 e2

❑ Exercise 2. Warm-up. (Chart 6-1)

Look at the words that end in *-s*. Are they singular or plural? Are they nouns or verbs?

	Singular	Plural	Noun	Verb
1. A new car <i>costs</i> a lot of money.	x			x
2. New <i>cars</i> cost a lot of money.		×	×	
3. My neighbor <i>makes</i> a lot of noise.	×			×
4. My <i>neighbors</i> make a lot of noise.		×	×	
5. Bill <i>drinks</i> tea for breakfast.	×			×
6. Cold <i>drinks</i> taste good on a hot day.		×	×	

p85 table 6-1

6-1 Final *-s/-es*: Use, Pronunciation, and Spelling

Use

- (a) *Noun + -s*: *Friends* are important.
Noun + -es: I like my *classes*.

A final *-s* or *-es* is added to a noun to make the noun plural.
Friend and *class* = singular nouns
Friends and *classes* = plural nouns

- (b) *Verb + -s*: Mary *works* at the bank.
Verb + -es: John *watches* birds.

A final *-s* or *-es* is added to a simple present verb when the subject is a singular noun (e.g., *Mary, my father, the machine*) or third person singular pronoun (*she, he, it*).

Mary works = singular *She works* = singular
The students work = plural *They work* = plural

Pronunciation

- (c) seats → *seat/s/*
ropes → *rope/s/*
backs → *back/s/*

Final *-s* is pronounced /s/ after voiceless sounds, as in (c): "t," "p," and "k" are examples of voiceless sounds.*

- (d) seeds → *seed/z/*
robes → *robe/z/*
bags → *bag/z/*
sees → *see/z/*

Final *-s* is pronounced /z/ after voiced sounds, as in (d): "d," "b," "g," and "ee" are examples of voiced sounds.*

- (e) dishes → *dish/ɪz/*
catches → *catch/ɪz/*
kisses → *kiss/ɪz/*
mixes → *mix/ɪz/*
prizes → *prize/ɪz/*
edges → *edge/ɪz/*

Final *-s* and *-es* are pronounced /ɪz/ after "sh," "ch," "s," "x," "z," and "ge"/"dge" sounds.

The /ɪz/ ending adds a syllable.

All of the words in (e) are pronounced with two syllables.

COMPARE: All of the words in (c) and (d) are pronounced with one syllable.

Spelling

(f) sing → <i>sings</i> song → <i>songs</i>	For most words (whether a verb or a noun), simply add a final -s to spell the word correctly.
(g) wash → <i>washes</i> watch → <i>watches</i> class → <i>classes</i> buzz → <i>buzzes</i> box → <i>boxes</i>	Final -es is added to words that end in -sh , -ch , -s , -z , and -x .
(h) toy → <i>toys</i> buy → <i>buys</i> (i) baby → <i>babies</i> cry → <i>cries</i>	For words that end in -y : In (h): If -y is preceded by a vowel, only -s is added. In (i): If -y is preceded by a consonant, the -y is changed to -i and -es is added.

قواعد المحاضرة التاسعة

انا أنصحكم تتابعون التمارين التي مع هالقواعد

هالقواعد ركز عليها الكتور في المحاضرة التاسعة

p87 table 6-2

6-2 Basic Subject-Verb Agreement

Singular Verb	Plural Verb	
(a) My <i>friend lives</i> in Boston.	(b) My <i>friends live</i> in Boston.	Verb + -s/-es = third person singular in the simple present tense Noun + -s/-es = plural
	(c) My <i>brother and sister live</i> in Boston. (d) My <i>brother, sister, and cousin live</i> in Boston.	Two or more subjects connected by and require a plural verb.
(e) <i>Every man, woman, and child needs</i> love. (f) <i>Each book and magazine is</i> listed in the bibliography.		EXCEPTION: Every and each are always followed immediately by singular nouns. (See Chart 7-11, p. 129.) In this case, even when there are two (or more) nouns connected by and , the verb is singular.
(g) That <i>book on political parties is</i> interesting. (i) The <i>book that I got from my parents was</i> very interesting.	(h) The <i>ideas in that book are</i> interesting. (j) The <i>books I bought at the bookstore were</i> expensive.	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase on political parties does not change the fact that the verb is must agree with the subject book . In (i) and (j): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(k) <i>Watching old movies is</i> fun.		A gerund (e.g., <i>watching</i>) used as the subject of the sentence requires a singular verb. (See Chart 14-8, p. 322.)

6-3 Subject-Verb Agreement: Using Expressions of Quantity

Singular Verb	Plural Verb	
(a) <i>Some of the book is</i> good. (c) <i>A lot of the equipment is</i> new. (e) <i>Two-thirds of the money is</i> mine. (g) <i>Most of our homework is</i> easy.	(b) <i>Some of the books are</i> good. (d) <i>A lot of my friends are</i> here. (f) <i>Two-thirds of the boys are</i> here. (h) <i>Most of our assignments are</i> easy.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows of . For example, in (a) and (b): <i>some of + singular noun = singular verb</i> <i>some of + plural noun = plural verb</i>
(i) <i>One of my friends is</i> here. (j) <i>Each of my friends is</i> here. (k) <i>Every one of my friends is</i> here.		EXCEPTIONS: One of, each of, and every one of take singular verbs. <i>one of</i> <i>each of</i> <i>every one of</i> } + plural noun = singular verb
(l) <i>None of the boys is</i> here.	(m) <i>None of the boys are</i> here.	Subjects with none of used to be considered singular in very formal English, but plural verbs are often used in informal English and sometimes even in formal writing.
(n) <i>The number of students in the class is</i> fifteen.	(o) <i>A number of students were</i> late for class.	COMPARE: In (n): The number is the subject. In (o): A number of is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

6-4 Subject-Verb Agreement: Using *There + Be*

(a) <i>There is a fly</i> in the room. (b) <i>There are three windows</i> in this room.	There + be introduces the idea that something exists in a particular place. There + be + subject + expression of place* The subject follows be when there is used. In (a): The subject is <i>a fly</i> . (singular) In (b): The subject is <i>three windows</i> . (plural)
(c) INFORMAL: <i>There's two sides</i> to every story.	In informal spoken English, some native speakers use a singular verb even when the subject is plural, as in (c). The use of this form is fairly frequent but is not generally considered to be grammatically correct.

6-5 Subject-Verb Agreement: Some Irregularities

Singular Verb

<p>(a) <i>The United States is</i> big. (b) <i>The Philippines consists</i> of more than 7,000 islands. (c) <i>The United Nations has</i> its headquarters in New York City. (d) <i>Harrods is</i> a department store.</p>	<p>Sometimes a proper noun that ends in -s is singular. In the examples, if the noun is changed to a pronoun, the singular pronoun it is used (not the plural pronoun they) because the noun is singular. In (a): The United States = it (not they)</p>
<p>(e) The <i>news is</i> interesting.</p>	<p>News is singular.</p>
<p>(f) <i>Mathematics is</i> easy for her. <i>Physics is</i> easy for her too.</p>	<p>Fields of study that end in -ics require singular verbs.</p>
<p>(g) <i>Diabetes is</i> an illness.</p>	<p>Certain illnesses that end in -s are singular: <i>diabetes, measles, mumps, rabies, rickets, shingles.</i></p>
<p>(h) <i>Eight hours of sleep is</i> enough. (i) <i>Ten dollars is</i> too much to pay. (j) <i>Five thousand miles is</i> too far to travel.</p>	<p>Expressions of time, money, and distance usually require a singular verb.</p>
<p>(k) <i>Two and two is</i> four. <i>Two and two equals</i> four. <i>Two plus two is/equals</i> four. (l) <i>Five times five is</i> twenty-five.</p>	<p>Arithmetic expressions require singular verbs.</p>

Plural Verb

<p>(m) <i>Those people are</i> from Canada. (n) <i>The police have</i> been called. (o) <i>Cattle are</i> domestic animals. (p) <i>Fish live</i> under water.</p>	<p><i>People,* police, cattle, and fish</i> do not end in -s, but they are plural nouns in the example sentences and require plural verbs.</p>
--	---

Singular Verb

Plural Verb

<p>(q) <i>English is</i> spoken in many countries. (s) <i>Chinese is</i> his native language.</p>	<p>(r) <i>The English drink</i> tea. (t) <i>The Chinese have</i> an interesting history.</p>	<p>In (q): English = language In (r): The English = people from England Some nouns of nationality that end in -sh, -ese, and -ch can mean either language or people, e.g., <i>English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French.</i></p>
	<p>(u) <i>The poor have</i> many problems. (v) <i>The rich get</i> richer.</p>	<p>A few adjectives can be preceded by the and used as a plural noun (without final -s) to refer to people who have that quality. Other examples: <i>the young, the elderly, the living, the dead, the blind, the deaf, the disabled.</i></p>

7-4 Count and Noncount Nouns

(a) I bought *a chair*. Sam bought *three chairs*.

(b) We bought *some furniture*.

INCORRECT: We bought some furniture *s*.

INCORRECT: We bought *a* furniture.

Chair is called a "count noun." This means you can count chairs: *one chair, two chairs, etc.*

Furniture is called a "noncount noun." In grammar, you cannot use numbers (*one, two, etc.*) with the word **furniture**.

	Singular	Plural	
Count Noun	<i>a chair</i> <i>one chair</i>	<i>two chairs</i> <i>some chairs</i> <i>a lot of chairs</i> <i>many chairs</i> ⊙ <i>chairs</i> *	A count noun: (1) may be preceded by <i>a/an</i> or <i>one</i> in the singular. (2) takes a final <i>-s/-es</i> in the plural.
Noncount Noun	<i>some furniture</i> <i>a lot of furniture</i> <i>much furniture</i> ⊙ <i>furniture</i> *		A noncount noun: (1) is not immediately preceded by <i>a/an</i> or <i>one</i> . (2) has no plural form, so does not add a final <i>-s/-es</i> .

7-7 Basic Article Usage

I. Using *A* or \emptyset : Generic Nouns

Singular Count Noun	(a) <i>A banana</i> is yellow.*	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real, concrete thing, but rather a symbol of a whole group.
Plural Count Noun	(b) \emptyset <i>Bananas</i> are yellow.	In (a) and (b): The speaker is talking about any banana, all bananas, bananas in general.
Noncount Noun	(c) \emptyset <i>Fruit</i> is good for you.	In (c): The speaker is talking about any and all fruit, fruit in general. Notice that no article (\emptyset) is used to make generalizations with plural count nouns, as in (b), and with noncount nouns, as in (c).

II. Using *A* or *Some*: Indefinite Nouns

Singular Count Noun	(d) I ate <i>a banana</i> .	Indefinite nouns are actual things (not symbols), but they are not specifically identified.
Plural Count Noun	(e) I ate <i>some bananas</i> .	In (d): The speaker is not referring to "this banana" or "that banana" or "the banana you gave me." The speaker is simply saying that she/he ate one banana. The listener does not know or need to know which specific banana was eaten; it was simply one banana out of all bananas.
Noncount Noun	(f) I ate <i>some fruit</i> .	In (e) and (f): Some is often used with indefinite plural count nouns and indefinite noncount nouns. In addition to some , a speaker might use <i>two</i> , <i>a few</i> , <i>several</i> , <i>a lot of</i> , <i>etc.</i> , with plural count nouns, or <i>a little</i> , <i>a lot of</i> , <i>etc.</i> , with noncount nouns. (See Chart 7-4.)

III. Using *The*: Definite Nouns

Singular Count Noun	(g) Thank you for <i>the banana</i> .	A noun is definite when both the speaker and the listener are thinking about the same specific thing.
Plural Count Noun	(h) Thank you for <i>the bananas</i> .	In (g): The speaker uses the because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.
Noncount Noun	(i) Thank you for <i>the fruit</i> .	Notice that the is used with both singular and plural count nouns and with noncount nouns.

7-9 Expressions of Quantity Used with Count and Noncount Nouns

Expressions of Quantity	Used with Count Nouns	Used with Noncount Nouns	
(a) one each every	<i>one apple</i> <i>each apple</i> <i>every apple</i>	Ø* Ø Ø	An expression of quantity may precede a noun. Some expressions of quantity are used only with count nouns, as in (a) and (b).
(b) two, etc. both a couple of a few several many a number of	<i>two apples</i> <i>both apples</i> <i>a couple of apples</i> <i>a few apples</i> <i>several apples</i> <i>many apples</i> <i>a number of apples</i>	Ø Ø Ø Ø Ø Ø	
(c) a little much a great deal of	Ø Ø Ø	<i>a little rice</i> <i>much rice</i> <i>a great deal of rice</i>	Some are used only with noncount nouns, as in (c).
(d) no hardly any some/any a lot of/lots of plenty of most all	<i>no apples</i> <i>hardly any apples</i> <i>some/any apples</i> <i>a lot of/lots of apples</i> <i>plenty of apples</i> <i>most apples</i> <i>all apples</i>	<i>no rice</i> <i>hardly any rice</i> <i>some/any rice</i> <i>a lot of/lots of rice</i> <i>plenty of rice</i> <i>most rice</i> <i>all rice</i>	Some are used with both count and noncount nouns, as in (d).

7-10 Using *A Few* and *Few*; *A Little* and *Little*

<p>COUNT: (a) We sang <i>a few songs</i>.</p> <p>NONCOUNT: (b) We listened to <i>a little music</i>.</p>	<p><i>A few</i> and <i>few</i> are used with plural count nouns, as in (a).</p> <p><i>A little</i> and <i>little</i> are used with noncount nouns, as in (b).</p>
<p>(c) She has been here only two weeks, but she has already made <i>a few friends</i>. (Positive idea: She has made some friends.)</p> <p>(d) I'm very pleased. I've been able to save <i>a little money</i> this month. (Positive idea: I have saved some money instead of spending all of it.)</p>	<p><i>A few</i> and <i>a little</i> give a positive idea; they indicate that something exists, is present, as in (c) and (d).</p>
<p>(e) I feel sorry for her. She has (<i>very</i>) <i>few friends</i>. (Negative idea: She does not have many friends; she has almost no friends.)</p> <p>(f) I have (<i>very</i>) <i>little money</i>. I don't even have enough money to buy food for dinner. (Negative idea: I do not have much money; I have almost no money.)</p>	<p><i>Few</i> and <i>little</i> (without <i>a</i>) give a negative idea; they indicate that something is largely absent, as in (e).</p> <p><i>Very</i> (+ <i>few/little</i>) makes the negative stronger, the number/amount smaller, as in (f).</p>

7-11 Singular Expressions of Quantity: *One*, *Each*, *Every*

<p>(a) <i>One student</i> was late to class.</p> <p>(b) <i>Each student</i> has a schedule.</p> <p>(c) <i>Every student</i> has a schedule.</p>	<p><i>One</i>, <i>each</i>, and <i>every</i> are followed immediately by singular count nouns (never plural nouns, never noncount nouns).</p>
<p>(d) <i>One of the students</i> was late to class.</p> <p>(e) <i>Each (one) of the students</i> has a schedule.</p> <p>(f) <i>Every one of the students</i> has a schedule.</p>	<p><i>One of</i>, <i>each of</i>, and <i>every one of*</i> are followed by specific plural count nouns (never singular nouns; never noncount nouns).</p>

7-12 Using Of in Expressions of Quantity

<p>(a) I bought <i>one book</i>.</p> <p>(b) I bought <i>many books</i>.</p>	<p>With some expressions of quantity, <i>of</i> is not used when the noun is nonspecific, as in (a) and (b).</p>
<p>(c) <i>One of those books</i> is mine.</p> <p>(d) <i>Some of the books</i> are yours.</p> <p>(e) <i>Many of my books</i> are in Spanish.</p> <p>(f) <i>Most of them</i> are paperbacks.</p>	<p><i>Of</i> is used with:</p> <ul style="list-style-type: none"> • specific nouns, as in (c), (d), and (e). • pronouns, as in (f).
<p>(g) I have <i>a lot of books</i>.</p> <p>(h) I've read <i>a lot of those books</i>.</p>	<p>Some expressions of quantity, like <i>a lot of</i>, always include <i>of</i>, whether the noun is nonspecific, as in (g), or specific, as in (h).</p>

Expressions of quantity

one (of)

two (of)

half of

50 percent of

three-fourths of

a majority of

hundreds of

thousands of

millions of

all (of)

each (of)

every

almost all (of)

most (of)

many (of)

much (of)

a number of

a great deal of

a lot of

some (of)

several (of)

(a) few (of)

(a) little (of)

hardly any (of)

none of

no

11-2 Tense Forms of the Passive		
	Active	Passive
(a) simple present	Mary <i>helps</i> the boy.	The boy <i>is helped</i> by Mary.
(b) present progressive	Mary <i>is helping</i> the boy.	The boy <i>is being helped</i> by Mary.
(c) present perfect*	Mary <i>has helped</i> the boy.	The boy <i>has been helped</i> by Mary.
(d) simple past	Mary <i>helped</i> the boy.	The boy <i>was helped</i> by Mary.
(e) past progressive	Mary <i>was helping</i> the boy.	The boy <i>was being helped</i> by Mary.
(f) past perfect*	Mary <i>had helped</i> the boy.	The boy <i>had been helped</i> by Mary.
(g) simple future	Mary <i>will help</i> the boy.	The boy <i>will be helped</i> by Mary.
(h) <i>be going to</i>	Mary <i>is going to help</i> the boy.	The boy <i>is going to be helped</i> by Mary.
(i) future perfect*	Mary <i>will have helped</i> the boy.	The boy <i>will have been helped</i> by Mary.
(j) <i>Was</i> the boy <i>helped</i> by Mary? (k) <i>Has</i> the boy <i>been helped</i> by Mary?	In the question form of passive verbs, an auxiliary verb precedes the subject.	

11-1 Active vs. Passive	
Active: (a) $\overbrace{\text{Mary}}^{\text{subject}} \overbrace{\text{helped}}^{\text{verb}} \overbrace{\text{the boy}}^{\text{object}}$.	In the passive, <i>the object</i> of an active verb becomes <i>the subject</i> of the passive verb: <i>the boy</i> in (a) becomes the subject of the passive verb in (b).
Passive: (b) $\overbrace{\text{The boy}}^{\text{subject}} \overbrace{\text{was helped}}^{\text{verb}}$ by Mary.	Notice that the subject of an active verb follows <i>by</i> in a passive sentence. The noun that follows <i>by</i> is called the "agent." In (b): <i>Mary</i> is the agent. Sentences (a) and (b) have the same meaning.
Passive: (c) He <i>is helped</i> by her. He <i>was helped</i> by her. He <i>will be helped</i> by her.	Form of the passive: <i>be + past participle</i>
Active: (d) An accident <i>happened</i> . Passive: (e) (none)	Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as <i>happen, sleep, come, seem, die</i>) in the passive. (See Appendix Chart A-1.)

□ **Exercise 3. Warm-up.** (Chart 11-2)

Complete the sentences. Change the verbs in *italics* from active to passive.

- | | |
|--|--|
| 1. Tom <i>opens</i> the door. | → The door <u>is opened</u> by Tom. |
| 2. Tom <i>is opening</i> the door. | The door <u>is being opened</u> by Tom. |
| 3. Tom <i>has opened</i> the door. | The door <u>has been opened</u> by Tom. |
| 4. Tom <i>opened</i> the door. | The door <u>was opened</u> by Tom. |
| 5. Tom <i>was opening</i> the door. | The door <u>was being opened</u> by Tom. |
| 6. Tom <i>had opened</i> the door. | The door <u>had been opened</u> by Tom. |
| 7. Tom <i>will open</i> the door. | The door <u>will be opened</u> by Tom. |
| 8. Tom <i>is going to open</i> the door. | The door <u>is going to be opened</u> by Tom. |
| 9. Tom <i>will have opened</i> the door. | The door <u>will have been opened</u> by Tom. |
| 10. <i>Did</i> Tom <i>open</i> the door? | <u>was</u> the door <u>opened</u> by Tom? |
| 11. <i>Will</i> Tom <i>open</i> the door? | <u>will</u> the door <u>be opened</u> by Tom? |
| 12. <i>Has</i> Tom <i>opened</i> the door? | <u>has</u> the door <u>been opened</u> by Tom? |

□ **Exercise 5. Looking at grammar.** (Charts 11-1 and 11-2)

Change the active verbs to passive if possible. Some verbs are intransitive and cannot be changed.

1. A strange thing happened yesterday. *(no change)*
2. Jackie scored the winning goal. → *The winning goal was scored by Jackie.*
3. I agree with Dr. Ikeda's theory. *no change*
4. Dr. Ikeda developed that theory. *that theory was developed by Dr. Ikeda*
5. A hurricane destroyed the small fishing village.
The small fishing village was destroyed by a hurricane

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6. A large vase stands in the corner of our front hallway. *no change*
7. The children seemed happy when they went to the zoo. *no change*
8. After class, one of the students always erases the board.
After class the board is always erased by one of the students
9. The solution to my problem appeared to me in a dream. *no change*
10. Our plan succeeded at last. *no change*
11. Barbara traveled to Uganda last year. *no change*
12. A special committee is going to settle the dispute.
The dispute is going to be settled by a special committee
13. Did the police catch the thief? *?Was the thief caught by the police*
14. This room is a mess. What happened? *no change*

وبكذا أكون أنهيت كل التمارين التي ذكرها الدكتور والقواعد ماعدا المحاضرة العاشرة لأن شرحها كثير وكافي ويمكن تحلون تمارينها لوحدكم

باقي الحين تنتظروني بأسئلة اختبار الأعوام السابقة بأقرب فرصة إن شاء الله

هذي أسئلة الإختبار حلها بمجهود مني إن أصبت فمن الله وإن أخطأت فمن نفسي والشيطان
طبعاً الأسئلة مو كامله ولكن أفضل من لا شيء
فيه السؤال رقم ١٨ ماني مقتنعه بصياغة الجملة نهائياً
لأن المفروض يكون القسم الأول من السؤال بصيغة الماضي والثاني الذي بعد **while** بصيغة المستمر
فأراح أرسل الدكتور وأتأكد من جواب هالسؤال

I was playing football . while ted was

- a- garden
- b-gardened
- c- gardening
- d- gardens

45. You _____ do your assignment *now*. If you want to, you can do it af
- A. have to
B. must not
C. must
D. don't have to
- X 46. When you _____ to Malaysia, you *should* see mountains.
- A. travels
B. will travel
C. travel
D. travelling
47. _____ Sami have a nice car?
- A. Is
B. Does
C. Do
D. When
48. Is _____ sad?
- A. he ever
B. you ever
C. ever I
D. ever you ✓
49. How long _____ it take to get to Alforsan Mall?
- A. able to
B. should
C. would like
D. rather
50. They are _____ their kids very well.
- A. bring up
B. brought up
C. bringing up
D. brings up

34. After Hasan _____ the driving test, he bought a bicycle.
 A. was failed
 B. was failing
 C. failing
 D. failed
35. I can't go to the bowling because I have _____ money.
 A. only a few
 B. only
 C. few
 D. only a little
36. Salah _____ me to invite me for his wedding.
 A. were calling
 B. called
 C. will calls
 D. calls
37. Maya is going to view _____ apartment this morning
 A. an
 B. some
 C. a
 D. any
38. _____ Golden Gate Bridge is in San Francisco.
 A. Some
 B. An
 C. A
 D. The
39. Please _____ your assignment before you give it to me.
 A. look under
 B. look
 C. look on
 D. look over
40. He _____ the conference in Miami.
 A. attend
 B. attended
 C. was attended
 D. attending
41. Ahmed went to USA _____ he could pursue his studies.
 A. as a result
 B. so
 C. because
 D. However
42. I am so sick. I _____ go to see a doctor!
 A. have to
 B. would to
 C. must to

24. I _____ study well for the exam.
A. have not
 B. did not
C. do not
D. does not
25. _____ it is hot, I will go to Abha tomorrow.
 A. Unless
B. Therefore
C. What
D. so that
26. I do not see Saeed. He _____ here today.
 A. must not be
B. must be not
C. must not to be
D. must to be not
27. How _____ people were at the museum?
A. much
B. a little
C. little
 D. many
28. That gentleman _____ be my uncle. He is dead.
A. could
B. may not
 C. couldn't
D. might
29. Noor is _____ good student.
 A. a
B. an
C. any
D. some
30. We live in _____.
A. an Saudi Arabia
 B. The Kingdom of Saudi Arabia
C. The Saudi
D. The Saudi Arabia
31. Mohammed _____ a Mercedes car.
 A. drives
B. driving
C. drive
D. drove
32. Norah _____ as an executive manager.
A. work
B. working
 C. works

12. We can't afford to _____ London. We have little money.
A. visit
B. visits
C. visiting
D. visited
13. When you go to Banda Store, _____ forget to buy a bar of Galaxy.
A. don't
B. does not
C. not
D. isn't
14. You _____ my father.
A. remind me at
B. remind me from
C. remind me on
D. remind me of
15. We _____ a new establishment.
A. are buying
B. buy
C. buyed
D. buys
16. When _____ Tom usually come to work?
A. have
B. do
C. is
D. does
17. I am going to _____.
A. colleges
B. college
C. a college
D. an college
18. I was playing football. While Ted was _____.
A. garden
B. gardened
C. gardening
D. gardens
19. There _____ any house for rent nearby.
A. aren't
B. are
C. isn't
D. is
20. There is _____ bread left in the carton.
A. an
B. a
C. few
D. a little
21. There _____ some food left in the refrigerator
A. is
B. any
C. are

For each of the following multiple-choice question, identify the best choice.

name _____ in Riyadh when he was a little boy

1. Dalgarno _____ in Riyadh when he was a little boy.

- A. was used to live *a- was used to live*
- B. used to lives *b- used to lives*
- C. used to live *c- used to live*
- D. living *d- living*

2. Now I _____ speak English.

- A. be able
- B. because
- C. used to
- D. can

3. We need some _____ to repair the window.

- A. a glass
- B. glass
- C. an glass
- D. few glass

4. Salah _____ at 10.30pm

- A. slept
- B. sleep
- C. sleeps
- D. sleeping

5. Could you _____ me your fancy pen please?

- A. gave
- B. let
- C. lend
- D. borrow

6. You do _____ play with us, if you do not want to.

- A. not to
- B. not have to
- C. not must to
- D. not would

7. The sun _____ in the west.

- A. is setting
- B. sets
- C. setting

58. I do not see Saeed. He _____
 d) wouldn't

a) must be not

b) must not be

c) must to be not

d) must not to be

59. You _____. You'll make a mistake.

a) 'd better not hurry

b) better not hurrying

c) 'd better not to hurry

d) 'd better don't hurry

60. That gentleman _____ be my uncle. He is dead.

a) couldn't

b) could

c) might

d) may not

61. Could you _____ me 100 riyals please?

a) lend

b) borrow

c) let

d) gave

62. _____ he going to study English abroad?

a) Do

b) Doe not

c) Is

d) Will

63. When _____ Samer usually come to work?

a) is

b) do

c) does

d) have

64. They _____ serious about moving to another city.

a) is not

b) are not

49. We will need more _____
 assignment.

a) had to

b) might

c) can

d) have to

50. I am so sick. I _____

a) must to

b) have to

c) has to

d) would to

51. _____

a) Must

b) Have to

c) Might

d) Can

52. May _____

a) be

b) be

c) be

d) be

53. _____

49. We will need more information before we _____ finish the assignment.
 a) had to
 b) might
 c) can
 d) have to
50. I am so sick, I _____ go to see a doctor!
 a) must to
 b) have to
 c) has to
 d) would to
51. _____ you give me a hand?
 a) Must
 b) Have to
 c) Might
 d) Can
52. May I _____ your sweater?
 a) borrow
 b) lend
 c) gave
 d) let
53. Najd was _____ to find her mobile.
 a) not able
 b) not to able
 c) to not able
 d) able not
54. I am going to _____
 a) college
 b) an college
 c) a college
 d) colleges
55. I like _____ milk in my tea.
 a) a little
 b) few
 c) the little
 d) an little
56. There _____ any bridges across the northern rivers.
 a) are **aren't**
 b) is

44. Mubarak and Faizah usually _____ their parents.
a) visits
b) visiting
c) visit
d) was visited
45. Sara _____ to a new apartment.
a) moving
b) is moving
c) move
d) were moving
46. Saud has already worked for three hours _____.
a) three years ago
b) tomorrow
c) this morning
d) last month
47. Salah _____ the fire department when he saw the accident.
a) were calling
b) calls
c) will calls
d) called
48. I can't _____ to the rugby match because I have little money.
a) go
b) going
c) goed
d) goes

You _____ my father.

- a) remind me at
- b) remind me from
- c) remind me of
- d) remind me on

They are _____ their kids very well.

- a) bring up
- b) brings up
- c) bringing up
- d) brought up

The alarm _____ this morning.

- a) wake me up
- b) woke me up
- c) wakes me up
- d) woken me up

36. _____ it is hot, I will go to Abha tomorrow.

- a) What
- b) Therefore
- c) So that
- d) Unless

37. My car is quite outdated. _____ I will buy a new one.

- a) Nevertheless
- b) Likewise
- c) In addition
- d) Therefore

38. Is _____ early?

- a) he ever
- b) ever he
- c) you ever
- d) ever you

39. I _____ work yesterday.

- a) do not
- b) does not
- c) did not
- d) have not

40. I _____ study much harder from now on.

- a) am
- b) will
- c) is
- d) are

- a) Is Mohammed a new student?
 b) Is a new Mohammed student in the college?
 c) Is a new student to the college?
 d) Is Mohammed a new?
27. How _____ people were at the museum?
 a) little
 b) much
 c) a little
 d) many
28. There _____ several students in the classroom.
 a) is
 b) are
 c) be
 d) come
29. _____ Golden Gate Bridge is in San Francisco.
 a) The
 b) A
 c) An
 d) Some
30. When you go to Banda Store, _____ forget to buy a bar of Galaxy.
 a) does not
 b) don't
 c) not
 d) isn't
31. _____ UAE is crowded in June, we have to go then because we have summer vacation.
 a) Because
 b) Unless
 c) Although
 d) If
32. Small towns in Asia aren't crowded, _____ are they unsafe
 a) nor
 b) not
 c) or
 d) for

هالسؤال فيه خطأ أتوقع

- b) an
 c) some
 d) any
20. There _____
 a) is
 b) isn't
 c) are
 d) aren't
21. We need _____
 a) a glass
 b) some glass
 c) an glass
 d) few glass
22. _____
 a) Her
 b) He
 c) I
 d) You
23. _____

24

to Riyadh

Now I

- a) going
- b) am going
- c) goed
- d) goes

How long _____ it take to get to Alforsan Mall?

- a) able to
- b) should
- c) rather
- d) would like

Noor is _____ good student.

- a) a
- b) an
- c) some
- d) any

20. There _____ any house for rent nearby.

- a) is
- b) isn't
- c) are
- d) aren't

21. We need _____ for the window.

- a) a glass
- b) some glass
- c) an glass
- d) few glass

22. _____ sugar do we have?

- a) How much
- b) How many
- c) How
- d) Where

23. There is _____ bread left in the carton.

- a) a
- b) an
- c) few
- d) a little

24. We live in _____
The Saudi Kingdom of Saudi Arabia

۲۰۰

B

10. **shape.**
a) However
b) so that
c) because
d) , so
11. _____ we were friends, he still tried to cheat me.
 a) Even though
b) Because
c) However,
d) So,
12. **The sun** _____ in the west.
 a) sets
b) set
c) is setting
d) setting
13. **After Miguel** _____ his test, he left school.
 a) failed
b) was failing
c) be failed
d) failing
14. **Steve** _____ many people in Meyer Dormitory.
a) know
b) is knowing
c) is know
 d) knows
15. **Daigoro** _____ in Riyadh when he was a little boy.
a) was used to live
 b) used to lives
c) used to live

c) as a result
d) because

Pablo has gained a lot of weight _____ he still looks in a good shape.

However
so that
because
so

_____ we were friends, he still tried to cheat me.

in though
cause
ever.

_____ in the west.

_____ his test, he left school.

_____ many people in Meyer Dormitory.

_____ in Riyadh when he was a little boy.

_____ a nice car?

Salah
a) sleep
b) sleeps
c) sleeping
d) slept

We _____ a new establishment.

a) buying
b) are buying
c) buys
d) buyed

Norah _____ as a secretary.

a) working
b) works
c) work
d) were working

I always _____ drinking hot chocolate.

a) like
b) liking
c) likes
d) were liking

You do _____ play with us, if you do not want to.

a) not to
b) not have to
c) not must to
d) not would

8. He _____ arrive on time.

a) may not
b) do not
c) not have
d) not may

- B. Yet
C. Although
D. So
57. There _____ any bridges across the northern rivers.
A. is
B. isn't
C. are
D. aren't
58. May I _____ your sweater?
A. let
B. borrow
C. gave
D. lend
59. He is _____ to the Radio right now.
A. listening
B. listen
C. listens
D. listened
60. I do not drive my car into town _____ the weather is bad.
A. but
B. so that
C. if not
D. unless
61. Mubarak and Faizah _____ their parents.
A. loved
B. loving
C. love
D. loves
62. I _____ complete my project next semester.
A. is
B. will
C. are
D. am
63. The bank wouldn't give him _____ account with free checking.
A. a
B. some
C. few
D. an
64. Sara _____ to a new apartment.
A. is moving
B. move
C. were moving
D. moving
65. Although UAE is crowded in June, we have to _____ then because we have summer vacation.
A. go
B. goed
C. went
D. goes
66. We _____ to travel around the world every year.
A. like
B. likes
C. liked
D. liking

كل الشكر لجنونالمسئولة عن شرح مادة التركيب وهذا شرحها

فقط قمت بتجميعه بملفاختكم صاحبة همه