

بسم الله الرحمن الرحيم

استراتيجيات القراءة: هي فهم الكلمة الجديد بدون العوده للمعجم وترجمتها عن طريق التخمين ولها 3 طرق:

1-علامات الترقيم:

وش هي علامات الترقيم اللي نتكلم عنها؟ هي:

( ) , . : ; -

لدينا جملة بها كلمه غريبه وجديده لم نفهم معناها, نجد معناها في كلمه تقع بين علامتين من علامات الترقيم اما بين فاصلتين ,بين قوسين,بين شحطتين...الخ  
مثل التالي:

When you read, you don't want to look up the meanings of all new words in a dictionary. You can often guess the meaning. Here are three ways that will help you to guess new words:

1. Punctuation: ( ) (-) , . : ; -

Here is a **drawback**, a disadvantage, to that idea.  
(Drawback means disadvantage.)

معنى الكلمة الجديد هو الكلمة الموجوده بين الفواصل

e.g. Full-color pictures are printed using only black and three colors: yellow, cyan (a light blue) and magenta (a light purple).

معنى الكلمة المحدده هي الكلمه التي بين قوسين

an unfamiliar word = cyan and magenta  
signal punctuation = ( )  
meaning: cyan = a light blue and magenta = a light purple

2-النظر الى الكلمات المحاطه:

اذا لم نجد علامتي الترقيم ولم نفهم جيداً معنا الكلمه ,ننتقل الى الجملة التي تليها سنلاحظ ان(الجملة الثانيه هي نفس الجملة الأولى لآكن بصيغه اسهل) ف الجملة الثانيه تأدي مهمه الجملة الأولى التي تحتوي على الكلمه الجديد

## 2. A clue in another Sentence: (surrounding words)

A school system in one country is not **identical** to the system in any other country. It cannot be **exactly the same** because each culture is different.

معنى الكلمه الأولى نجد في الجملة الثانيه هذه الطريقه تسمى (النظر الى الكلمات المحاطه)  
(in the second sentence, you see the meaning of identical – exactly the same)

3-المنطق Logic:

هذه الطريقه نستخدمها عندما لا يمكن استخدام الطرق الأخرى

مثلا:

تتحدث الجملة عن المرآه من وقد ذكرت صفه من صفاتها لانها جديده علينا ف ماذا نفعل؟

نحن نعرف المرآه ونستخدمها في حياتنا اليوميه ومن اشهر صفاتها انها تعكس صورنا

ف تكون الصفه الجديده داله على الإنعكاس

مثل المثال التالي:

## 3. Logic:

الجملة تتكلم عن المرآه ونحن لا نعرف معنى الكلمه الجديده

The educational system is a mirror that **reflects** the culture.

ف نبحث عن اشهر صفه للمرآه وهي عكس الصور فتكون هي المطلوبه

(you probably know the word mirror, so you can guess that reflects means shows.)

1. In a number of countries, education is both **compulsory**-required-and **universal**, available to everyone, at least in **primary school** (elementary school).

Compulsory= required  
Universal= available to everyone,  
Primary= elementary

2. Public schools are all both free and **egalitarian**; all students are considered equal and learn the same the same material.

Egalitarian = equal

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الفكره الرئيسيه:

الفكره الرئيسيه: جمله او جملتين يمكن إجادهما في بداية او وسط او نهاية الفقره او القطعه والمتعارف عليه انها تكون في البدايه

كيف لنا معرفه الفكره الرئيسيه من الفقره او من القطعه (كلها بنفس الطريقه)?

1- عن طريق قراءه اول جمله في الفقره و اخر جمله في الفقره.

ف المتعارف عليه ان ملخص الفقره او الفائده منها يذكرها الكاتب في اول جمله ونادراً ماتكون في اخر جمله

ف اذا قرأنا اول جمله ووجدنا ان فيها فكره مهمه ونعتقد ان الكاتب سيتحدث عنها في باقي جمل الفقره

ستكون هذه الجمله هي الفكره الرئيسيه

مثال:

Here is a paragraph to consider. Look for the main idea of this paragraph:

The life of a doctor is not easy. Martin works a very long day, and he is very busy with a variety of activities. He spends a lot of time with people, but he also spends a lot of time working on reports in his office.

\* What is the main idea of this paragraph?

If you said that the life of a doctor is not easy, you are correct.

The CNA's in this office can't always come to work on the same schedule each week. Sometimes they have to talk to each other and work out differences in the schedule. They usually can do this without any trouble. Ben, Victoria, and Alex work together very well.

\* What is the main idea of the paragraph?

If you said that they can all work together well, you are correct.

## 2- التفحص Skimming :

وهي استراتيجية جيدة للبحث عن العنوان

العنوان: ملخص لما ستتحدث عنه هذه الفقرة او القطعه وهو عبارته عن كلمات وليس جملة

لو كان لدينا قطعه من 3 فقرات وكل فقره لها فكره رئيسيه نتحدث عنها, ليس من المهم قراءه كل كلمه المهم هو التنقل من كلمه الى اخرى بسرعه للوصول الى اخر الفقره

فد التفحص هو قراءه سريعه للسطور للبحث عن الأفكار وفهم مايريد الكاتب التعبير عنه وماهي الفكره الرئيسييه

لدينا هنا فقره المطلوب منا هو

1- معرفة العنوان

2- معرفة الفكره الرئيسييه

1Do you have a favorite season? 2Winter, fall, and spring have many advantages. 3However, summertime is my favorite season because it offers the tranquility of the beach as well as the exhilaration of outdoor sports. 4First, sitting on the other side of a sand dune, hidden by sea oats and sedge, I like looking at the Atlantic Ocean, scanning for dolphins and pelicans. 5Looking at something larger than I am gives me a sense of awe and gratitude and provides a backdrop for some deep musings.6Second, summertime provides me with the chance to go sailing, surfing, and hiking along the shore. 7The exercise enhances my sense of well being and creates a feeling of optimism.

**The topic of the paragraph is:**

a. sailing and surfing.  
 b. summertime.  
c. seasons at the beach.  
d. ways to develop optimism.

**The main idea of the paragraph is**

a. sentence 1.  b. sentence 2. c. sentence 3. d. sentence 4.

إذا لم نتكمن من معرفة العنوان، فلنبحث عن الكلمة المكرره وستكون هي العنوان.

لماذا اخترنا الجملة الثانيه فكفره رئيسيه؟ لأن الجملة الأولى تحتوى على تعميم ونحن نعرف ان في الفكره الرئيسيه لا نعمم الشيء بل نخصصه فقد ذكر في الجملة الاولى كل الفصول وهذا تعميم وفي الجملة الثانيه فصل الصيف وهذا تخصص وهو الذي نريده

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نسب الضمير الى العلم:

وهو سؤال مهم وموجود في كل اختبار

(حدد من المقصود بهذا الضمير)

الضمير يرمز له بـ pronoun

العلم يرمز له بـ noun

مثلا: يعطينا جمله فيها علم وضمير وفيها لسؤال الخاص بها يذكر لنا الضمير ويطلب منا اختيار العلم المقصود به

هناك قاعده يجب التركيز عليها

إذا كان الضمير جمع ف العلم جمع \ إذا كان الضمير مفرد ف العلم مفرد

They للجمع \ he-she للمفرد

هناك كلمات نتعامل معها على انها مفرد وهي (-everybody-anybody-anyone-each-neither-nobody-someone-a person)

هذه الكلمات مفردة ف أي ضمير يقصد بها يكون مفرد

وبالمثل لضمائر الملكيه her-his-there

الجمع للجمع والمفرد للمفرد

حلم مستحيل

If a student parks a car on campus, he or she has to buy a parking sticker.  
(NOT: If a student parks a car on campus, they have to buy a parking sticker.)

Everybody ought to do his or her best. (NOT: their best)  
Neither of the girls brought her umbrella. (NOT: their umbrellas)

When a person comes to class, he or she should have his or her homework ready.  
(NOT: When a person comes to class, you should have your homework ready.)

تدريب

#### Choosing the Correct Pronoun

Circle the pronoun that agrees in number with its antecedent in each sentence.

1. Each of the girls makes (her, their) own clothes.
2. The jury finally made (its, their) decision.
3. It often seems that television programmers are not concerned with (its, their) viewers.
4. Both Tim and Tony write (his, their) mothers twice a week from camp.

الكلمات المطلوب حفظها (اشار الدكتور الى انه سيدرجها في الأختبار وهي مهمه)

1. <u>h</u> determine	a. unusual
2. <u>i</u> afford	b. disadvantage
3. <u>j</u> reflect	c. side, part, or characteristic
4. <u>a</u> nontraditional	d. developing new ideas
5. <u>b</u> drawback	e. fact in the form of a number
6. <u>e</u> statistic	f. control
7. <u>f</u> discipline	g. whole
8. <u>c</u> aspect	h. decide on
9. <u>l</u> involves	i. have enough money for
10. <u>k</u> tuition	j. show
11. <u>g</u> entire	k. fees (money) for school
12. <u>d</u> creative	l. includes

\*يجب التفريق بين 2 و10 فهم نفس المقصد بالعربي لآكن يختلف بالإنجليزي → اللهم بلغت اللهم اشهد

بسم الله الرحمن الرحيم

\*يجب مراجعة ما تم أخذه في كل اسبوع وقبل البدء بالمحاضره الجديده لأنها تابعه لما قابلها

1-فهم المعنى من صياغ الجملة :تابع

1. The words for example, for instance, such as, and among them:

Example: Almost four billion people will be living in cities in **developing countries** such as India and Nigeria.

بعد المفتاح جُـد دولتين معروف عنها انها دول ليست غنيه فيكون معنى الكلمه  
Meaning: Developing Countries : not rich country (دول ناميه)

اذا لم جد في الجملة أي من الإستراتيجيات السابقه نبحث عن الكلمات التاليه:

Instance-such as-among them

اذا وجدت احداها فما بعدها هو معنى لما قبلها او يشرحها مثل المثال الموجود بالأعلى

فكلمة developing countries بعضنا لا يعلمها وجديده بالنسبه له

واتت بعدها كلمه such as فيكون مابعداها هو معنى للكلمه الجديد هاو شرح لها

هنا اتى بعدها الهند ونيجيريا ونحن نعرف ان الدولتين ليستا بغنيتين ف يكون معنى الكلمه (دول ناميه-غير غنيه-فقيره)

2-بعض الأحيان تكون هناك كلمه وعكسها أي المضادات

ف تكون الكلمه الجديده موجوده وبعد النظر الى باقي الجملة نجد عكسها

Example: In some cities, instead of worsening, urban life is getting much better.

عكس سيء هو جيد

Worsening = much better



3-التعريف definition

يعطني معنى الكلمات والكاتب يستخدم هذه الإستراتيجيه في الفقرات مثل مفاتيح الكلمات

لذا يجب النظر الى هذه المفاتيح منها:

is-Newn as-is considered-is defined-thet is-in other word

فكلها تأتي نفس الغرض أي بمعنى اخر او بطريقة اخرى

Example: The downtown shopping area is now a pedestrian zone-in other words, an area for walkers only, no cars.  
**is** مفتاح وما بعدها هو المقصود بما قبلها  
A pedestrian zone **is** an area for walkers only.

People spend hours in **gridlock** –that is, traffic so horrible that it simply doesn't move – when they commute.  
**Gridlock** = traffic so horrible

Under **his** leadership, city planners established **priorities** – in other words, a list of what was most important.  
**Priorities** = a list of what was most important.

الكلمات الجديده اما ياتي بعدها علامة من علامات الترقيم ثم المفتاح او المفتاح مباشره

التفاصيل المساعده:

اما تكون امثله او معاني او شروحات خاصه بالفكره الرئيسيه

التفاصيل المساعده: هي جمل تساعد في مساندة الفكره الرئيسيه هوما تكون تفاصيل لحدث او شروحات او معاني

وتأتي بعد الفكره الرئيسيه

## Identifying the Main idea & Supporting Details

Why I Want to Learn English (1) There are three reasons why I want to learn English. (2) One reason is that English has become an international language. (3) It is now used by most international companies, including the company where I work, for business communication. (4) Another reason why I want to learn English is so that I can travel to English-speaking countries. (5) The United States, England, Australia and many other countries all use English as their primary language. (6) Finally, I want to learn English because I plan to move to the U.S. in the future. (7) I will become a manager for my company soon. (8) For all these reasons, I am very excited about learning English.

Identify the topic sentence: (1) المطلوب هو عنوان للقطعه

Identify the conclusion: (8) المطلوب هو خاتمه للقطعه

Identify the first main point: (2) المطلوب هو اول فكره رئيسيه

Identify the second main point: (4) المطلوب هو ثاني فكره رئيسيه

Identify the third main point: (6) المطلوب هو ثالث فكره رئيسيه

Identify the support detail for the first main point: (3) المطلوب هو التفصيل المساعده للفكره الاولى

Identify the support detail for the second main point: (5) المطلوب هو التفصيل المساعده للفكره الثانيه

Identify the support detail for the third main point: (7) المطلوب هو التفصيل المساعده للفكره الثالثه

→ *Italics* الخط المائل

يستخدم لهدفين: 1-تعريف فكره او اسم او معلومه 2-كلمه غريبه في الإنجليزيه واحيانا ليست منها  
\*في الأختبار ستكون هذه الكلمات مائله

1. Emphasis  
Example:  
Overcrowding is a huge problem in that city. المفروض تكون بالخط المائل لأنها تعرف معلومه

2. A foreign word in an English sentence  
Example:  
In open areas in Seoul, Kaenari blooms everywhere in the spring.  
المفروض تكون بالخط المائل لأنها غريبه في الإنجليزيه

فهم المضادات contrast :

بعض الأحيان يستخدم الكاتب المضادات ليشرح فكره وفي بعض الأحيان يبدأ بمعنى المضاد الذي يقصده  
وتستخدم هذه الطريقه لسببين:

1-جمع الضدين 2-توضيح الضدين

وبعض المضادات يشار لها بحرف عطف مثل

even though –While-although

**Although** Mrs. Sims had lived in Hong Kong all her life, she knew very little Cantonese.

لا نستخدم but مع هذه الحروف فهذا خطأ كتابي

Don't use **but** in sentences beginning with **although**, **even though** or **while**. Here is a mistake:

**Although** Kelvin worked hard, ~~but~~ he failed the examination.

في الأختبار من الممكن أي يذكر لنا الدكتور مثل الجملة السابقه ويذكر فيها but وستأتي ع شكل صح وخطاء  
ملاحظه:

من الممكن ان نجد كلمه albeit وهي تؤدي نفس الغرض وتأتي قبل adj-adv- adverbial phrase  
صفات-احوال-العبارات الظرفيه

You will sometimes see the word **albeit** used in formal English. **Albeit** can come before an adjective, adverb, or adverbial phrase.

Example:

Jayne participated in the charity walk, **albeit** rather reluctantly.

استراتيجيه المسح scanning: استراتيجيه مهمه

فهي تختلف عن التفحص

فد التفحص : نقرأ بسرعه للبحث عن اشياء محدده كتواريخ او اسماء

و المسح: من الممكن ان نقرأ اول سطور من كل فقره عند المسح واخر سطر

لاكن: عند المسح لا بد من قراءه السؤال اولاً ثم البحث عن الإجابة

\*في الأختبار سنستخدم هذه الإستراتيجيه في حل الأسئلة

### Pulp Friction

Every second, 1 hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares — more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clearcut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

1. How many species of salmon have become extinct in BC?

- a. 27
- b. 31
- c. 137
- d. 142

المطلوب في هذا السؤال هو عدد..نتجاهل كل الكلمات الموجوده في القطعه وبحث عن الأعداد الموجوده في الإختيارات عندما نجد العدد نلاحظ المعلومه الخاصه به هل هي اللتي مطلوبه في السؤال اذ كانت نعم نحدد الإجابيه وإذ كانت لا نحذفها وننتقل بالبحث الى الإجابيه التالي

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

2. How much of the world's newsprint paper is supplied by Canada?

- a. 31 %
- b. 49%
- c. 34%
- d. 19%

المطلوب في السؤال هو نسبه مئوية نتعامل معها كما تعاملنا مع السؤال السابق

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains in the drug).

What drug can be obtained from a relative of hemp?

- a. Cocaine      b. heroin      c. Amphetamine       d. marijuana

في السؤال لم يذكر عدد او نسبه بل ذكر علم وهو drug المطلوب منا البحث عن هذا العلم وسنجد ان بعده الإجابة الصحيحة

**A**

For many years in the United States, most undergraduate students (in their first four years of college) were 18 to 22 years old. They attended college full-time, lived in a dormitory on campus, and expected many "extras" from their colleges, not just classes. But things began to change in the 1970's, and are very different now. Today, these "traditional" students are less than one-quarter (1/4) of all college students. These days the nontraditional students are the majority; they are different from traditional undergraduates in several ways. They are older. Many attend college part-time because they have families and jobs. Most live off campus, not in dormitories. These traditional students don't want the extras that colleges usually offer. They aren't interested in the sports, entertainment, religious groups, and museums that are part of most U.S. colleges. They want mainly good-quality classes, day or night, at a low cost. They also hope for easy parking, access to information technology, and polite service. Both time and money are important to them.

1. What is the Topic? **The difference between traditional and non-traditional student**

2. What is the Main Idea? Today, these "traditional" students are less than one-quarter (1/4) of all college students.

3. According to the passage, how today students are different from traditional students?

Non-traditional students are the minority.

Non-traditional students are not working these days.

Non-traditional students live on campus.

Non-traditional students are majority and part-timers.

قطعه A السؤال الأول يطلب فيه العنوان والثاني يطلب فيه الفكرة الرئيسييه والثالث اختيار الإجابة الصحيح سأشرح لكم السؤال الثالث

في الخيار الأول يذكر لنا كلمه minority وهي نفس معنى كلمة majority الموجوده في القطعه في الخيار الثاني يذكر لنا كلمة working وهي نفس معنى كلمة job الموجوده في القطعه في الخيار الثالث يذكر لنا كلمة on أي في وهي عكس كلمة off أي خارج الموجوده في القطعه في الخيار الرابع ذكر لنا الكلمات majority-part timers كما هي موجوده في القطعه

As you read, it's important to begin noticing words that often go together. Go back to A paragraph. Find words to complete the following phrases and write them in the blanks. Most are prepositions.

Paragraph A

Lived \_\_\_\_\_ in \_\_\_\_\_ a dormitory \_\_\_\_\_ on \_\_\_\_\_ campus.

Many \_\_\_\_\_ attend \_\_\_\_\_ college part-time (verb)

Access \_\_\_\_\_ to \_\_\_\_\_ information technology

في هذا السؤال يطلب منال ان نملئ الفراغات بما يناسبها من القطعه وتكون في اغلب الأحيان حروف جر إلا إذا تحدد لنا المطلوب كما في الفقره الثانيه من السؤال بين قوسين

Look back at the reading selection "Campus Life is Changing" to find the meanings of the following pronouns. What does each pronoun refer to?

They (Paragraph A, line 2) students

They (paragraph A, line 6) students

Them (Paragraph A, line 12) non-traditional students

في هذا السؤال يطلب منا تحديد لمن تعود هذه الضمائر وهذا السؤال مهم جداً سيتواجد في الأختبار

**B**

Psychological test reflect different learning styles in this new student population, too. Each person has a certain learning style, and about 60 percent of the new students these days prefer the sensing style. This means that they are very practical. They prefer a practice-to-theory method of learning, which is experience first and ideas after that. They often have difficulty with reading and writing and are unsure of themselves. Most of these students are attending college because they want to have a good job and make a lot of money.

What is the Topic? Learning styles in student population

What is the Main Idea? الجملة الثانية

According to the passage, what do 60 percent of the new students prefer these days?

→ a. They prefer a practice- to- theory method of learning.

b. They prefer a theory-to-practice theory method of learning.

مايحتاج شرح لأنه بنفس طريقة القطعه السابقه

**C**

In contrast other students (but not as many) prefer the intuitive learning style. These students love ideas. They prefer a theory-to-practice method of learning and enjoy independent, creative thinking. These "intuitive" are not very practical. They are attending college because they want to create unique works of art or study philosophy or someday help in the field of science.

Topic: intuitive learning style

Main Idea: الجملة الثانية



There is a drawback for the students who prefer the sensing style of learning. A majority of college professors prefer the intuitive learning style. These teachers value independent thinking and creative ideas. Students in the sensing group are at a disadvantage because their way of thinking doesn't match their teachers'.

Topic: \_\_\_\_\_ the sensing style of learning, \_\_\_\_\_

Main idea: \_\_\_\_\_ الجمله الثانيه \_\_\_\_\_

Words in phrases: Paragraph D :

are at a disadvantage.

Understanding Pronoun References: Their (Paragraph D, line 4) \_\_\_\_\_ students \_\_\_\_\_

F

On all college campuses, student life is very different from what it used to be because of technology – specifically, the internet. At most colleges, all entering first-year students receive an email address. Dormitory rooms offer high-speed Internet access. Computer systems are available to everyone in computer labs, the library, and student centers. Application for classes and registration are usually now possible online. Most schools offer entire courses online. Many professors still have “office hours,” when students can come to talk with them about class work or ask for help. But increasingly, students can contact professors 24 hours a day, thanks to email. In many classes, students complete assignments and even take exams online. Perhaps most important for both students and professors, research is now easier and faster because of the new technology.

Topic: technology on student life / the internet in the college campuses

Main Idea: \_\_\_\_\_ اول جمله \_\_\_\_\_

Understanding pronoun references: **Them** (paragraph F, line 6) professors

Words in phrases: As you read, it's important to begin noticing words that often go together. Go back to F paragraph. Find words to complete the following phrases and write them in the blanks. Most are prepositions.

Life is different because \_\_\_\_\_ of \_\_\_\_\_ technology

Are available \_\_\_\_\_ to \_\_\_\_\_ everyone

Students \_\_\_\_\_ take \_\_\_\_\_ exams (verb)

"There are several events that can change the Earth's surface very quickly. Volcanoes can erupt and spread lava, rock and ash for several miles. Earthquakes can leave large cracks in the Earth's surface."

What is the main idea?

1. Several events can change the Earth's surface. ←
2. Earthquakes can cause large cracks.
3. Volcanoes can be dangerous.
4. Earthquakes

هذه قطع المطلوب منا اختيار الإجابة الصحيحه

"Most of the world's volcanoes are part of the "The Ring of Fire." This is a ring of volcanoes that form a circle around the Pacific Ocean. Thousands of volcanoes make up "The Ring of Fire." These volcanoes formed the sea floor and many underwater mountains."

What is the main idea?

1. There are thousands of volcanoes in the world.
2. Most volcanoes are part of the "Ring of Fire."
3. Some underwater mountains are volcanoes.
4. The Ring of Fire ←

انتهينا من القطع وذكر الدكتور انه سيوجد في الإختيار نوعين من القطع

وهي: 1- قطع من المحتوى 2-قطع خارجيه

1. On the one hand, there are many advantages to this system. On the other hand, there are also several drawbacks.

On the one hand = \_\_\_\_\_ from one point of view

On the other hand = \_\_\_\_\_ from other point of view

2. In a number of countries, education is both compulsory – required – and universal, available to everyone, at least in primary school (elementary school).

Compulsory = \_\_\_\_\_ required; \_\_\_\_\_

Universal = \_\_\_\_\_ available to everyone; \_\_\_\_\_

Primary school = \_\_\_\_\_ (elementary school) \_\_\_\_\_

3. There are many more schools in cities than in rural areas.

Rural = Developing countries/Villages

4. Public schools are all both free and egalitarian; all students are considered equal and learn the same material.

Egalitarian = \_\_\_\_\_ all students are considered equal and learn the same material.

فهم امعنى الكلمه الجديده من صياغ الجمله  
وكما نعرف له اكثر من طريقه ذكرت في المحاضرتين السابقتين

5. College students need great discipline; in order to make time for their studies, they need the self-control to give up hobbies, sports, and social life.

Discipline = \_\_\_\_\_ in order to make time for their studies; / the self-control

6. Results on these exams affect the entire family because there is high status, or social position, for a whole family in which children have high test scores.

Entire = \_\_\_\_\_ for a whole family; \_\_\_\_\_

Status = \_\_\_\_\_ social position; \_\_\_\_\_

7. Students themselves decide if they want college-preparatory or vocational classes in high school; no national exam determines this for them.

Determines = \_\_\_\_\_ decide; \_\_\_\_\_

تدريبات اخرى على ماتم اخذه في المحاضرا السابقة

There's good news and bad news about life in modern cities—first, the bad.

People who study population growth predict a nightmare by the year 2025: the global population will be more than 8 billion, and almost 4 billion of these people will be living in cities in developing countries such as India and Nigeria. Population growth is already causing unbelievable overcrowding. Due to overcrowding, these cities have problems with air pollution, disease, and crime. People spend hours in gridlock—that is, traffic so horrible that it simply doesn't move—when they commute daily from their homes to their work and back. There isn't enough water, transportation, or housing. Many people don't have access to health services or jobs. Now the good news: in *some* cities, instead of worsening urban life is actually getting much better.

What does developing countries mean? Poer countries (الدليل هو), such as, —that is هو الدليل What does gridlock mean? traffic so horrible that it simply doesn't move استخدام المنطق What does predict mean? To say in advance that something will happen What does commute mean? Walk (الدليل هو instead of , أي المطلوب هو عكسه) (عكس)

--

It might not be a surprise to find that life in affluent cities is improving. But what about cities that aren't rich? The city of Curitiba, Brazil, proves that it's possible for even a city in a developing country to offer a good life to its residents. The mayor of Curitiba for twenty-five years, Jaime Lerner, was an architect and a very practical person. Under his leadership, the city planners established a list of priorities—in other words, a list of what was most important to work on. They decided to focus on the environment and on the quality of life. With an average income of only about \$2000 per person per year, Curitiba has the same problems as many cities. However, it also has some creative solutions.

Identify The Main Idea

it's possible for even a city in a developing country to offer a good life to its residents.

What does affluent mean? Rich cities —in other هو الدليل What does priorities mean? a list of what was most important to work on words,

--

[C] One creative solution is the method of garbage collection. In neighborhoods that garbage trucks can't reach, poor people bring bags of trash to special centers. At these centers, they exchange the trash for fresh produce—such as potatoes and oranges—or for bus tickets. At a recycling plant, workers separate bottles, plastic, and cans from other trash. *Two-thirds* of Curitiba's garbage is recycled, which is good for the environment. And the plant gives jobs to the poorest people, which improves their lives.

Tash → garbage الدليل هو المنطق

Produce → Products الدليل هو —such as potatoes and oranges—

Recycling الدليل هو , workers separate bottles, plastic, What does recycling plant mean?

--

D] Due to careful planning, Curitiba does not have the same traffic problems that most cities have. The statistics are surprising. The population has grown—now *twice* the size it was in 1974—but traffic has actually *decreased* 30 percent. Curitiba needed a mass-transit system but couldn't afford an expensive subway. City planners began, instead, with an unusual system of buses in the center lanes of five wide major streets..

What does a mass-transit mean?

حاولوا حل السؤال

--

To make the environment both cleaner and more beautiful, Curitiba has strict laws against polluters. But it also has low taxes for companies that have green areas, so several hundred major industries such as Pepsi and Volvo have offices in the city. Bringing natural beauty into the city is a priority. For this reason, Curitiba gave 1.5 million young trees to neighborhoods to plant and take care of. And the downtown shopping area is now a pedestrian zone—in other words, for walkers only, no cars—and is lined with gardens.

What does pedestrian zone means?

الدليل هو , —in other words, for walkers only, no cars

--

Clearly, overcrowding in big cities worldwide is the cause of serious problems. However, the example of Curitiba provides hope that careful planning and creative thinking can lead to solutions to many of them. Curitiba is truly, as Lewis Mumford once said of cities in general, a "symbol of the possible."

Find a sentence in the conclusion which seems to mean about the same main idea of the whole passage.

ابحث عن الجملة التي تكون مشابهة للفكره الرئيسيه

and creative thinking can lead to solutions to many of them

--

Elizabeth Steinberg was a healthy sixteen-year-old student on the tennis team at St. Charles High School, west of Chicago, Illinois. But in the fall of 1977, he started to have strange health problems. The same thing happened to dozens of teachers and students at the school. They went to doctors for treatment of a number of symptoms such as sore throats, tiredness, headaches, and respiratory (breathing) difficulties. Doctors treated respiratory infections with antibiotics, but the condition didn't seem to improve, except—mysteriously—on weekends and over vacations, when the symptoms disappeared. Experts came to investigate and find the cause. They discovered that St. Charles High, like thousands of other schools and office buildings nationwide, is a "sick building"—in other words, a building that creates its own indoor air pollution.

Topic: health problems in school

Main Idea :all students in the same school have the same problem for years\ They discovered that St. Charles High, like thousands of other schools and office buildings nationwide, is a "sick building"—in other words, a building that creates its own indoor air pollution.

Understanding Pronoun Reference: They (paragraph a, Line 4)

teachers and students

--

People have worried about smog for many years, and the government has spent billions of dollars to try to clean up the air of big cities. But now we find that there is no escape from unhealthy air. Recent studies have shown that air inside many homes, office buildings, and schools is full of pollutants: chemicals, mold, bacteria, smoke, and gases. These pollutants are causing a group of unpleasant and dangerous symptoms that experts call "sick-building syndrome." First discovered in 1982, sick-building syndrome most often includes symptoms similar to the flu (watering eyes, headaches, and so on) and respiratory infections such as tonsillitis, bronchitis, and pneumonia.

Topic: unhealthy air/couses (pollutants)and symptoms of sick building syndrome

Topic sentence:

But now we find that there is no escape from unhealthy air

What is the closest meaning to the word "Several" ?many

Understanding pronoun reference: these (par b, line 5).

chemicals, mold, bacteria, smoke, and gases.

--

Although most common in office buildings and schools, the indoor pollution that causes sick-building syndrome can also occur in houses. Imagine a typical home. The people who live there burn oil, wood, or gas for cooking and heating. They might smoke cigarettes, pipes, or cigars. They use chemicals for cleaning. They use hundreds of products made of plastic or particleboard—that is, an inexpensive kind of board made of very small pieces of wood held together with a chemical. These products give off chemicals that we can't see but that we do breathe in. In some homes, carbon monoxide from cars in the garage can enter the house. And in many areas, the ground under the building might send a dangerous gas called radon into the home. The people in the house are breathing in a "chemical soup."

Topic: sick-building syndrome can also occur in houses.

Topic Sentence or main idea: sick-building syndrome can also occur in houses.

Understanding Pronoun Reference:

1. they (paragraph c, line 3) The people who live there

2. them (paragraph c, line لا يوجد في القطعه هذا الضمير

--

There are several solutions to the problem of sick-building syndrome, among them cleansing the building. First, of course, experts must determine the specific cause in any one building.

Then workers probably need to take out carpets, wallpaper, and ceiling tiles in order to remove mold and bacteria. Also, they need to clean out the air conditioning system and completely rebuild the system of ventilation. They should remove synthetic products and bring in natural products, instead, if they are available.

Topic: are several solutions to the problem of sick-building syndrome

Main idea: There are several solutions to the problem of sick-building syndrome, among them cleansing the building.

Understanding Pronoun Reference: them (line 1) solutions

Understanding pronoun reference : they ( line5) workers

--

أجزاء الكلام Parts of Speech

ينقسم الكلام الى :

علم noun \ فعل Verb \ صفة Adjective \ حال Adverb

يعتبر الفعل والصفة والحال مصادر للعلم

ف لكل علم فعل و صفة وحال

\* يجب حفظ هذا الجدول

noun	Verb	Adjective	Adverb
Beauty, beautification	Beautify	Beautiful	Beautifully
Creation	Create	Creative	Creatively
Crowd	Crowd	Crowded	crowdedly
Difference	differenhate	Different	Differently
Difficulty	difficul	Difficult	Difficultly
Efficiency	ليس لها فعل	Efficient	Efficiently
Pollution, pollutant	Pollute	ليس لها صفة	ليس لها حال
prediction	Predict	Predictable	Predictably
Safety	Save	Safe/savalde	Safely
solution	Solve	Solvable	ليس لها حال
ليس لها علم	Worsen	worse	wersely



قراءات ومطالعات

يرمز للعلم بـ n

يرمز للفعال بـ v

يرمز للصفة بـ adj

يرمز للحال بـ adv

في التدريب التالي

يذكر لنا كلمه من الكلمات الموجوده في الجدول أعلاه

ويطلب منا تعبئة الفراغ بأحد مصادر هذه الكلمه مع ذكر نوعه

1. Solve

They are trying to find a solution (n.) to the problem of overcrowding, but this is a difficult problem to solve (v.).

2. Pollute

Most people know about air pollution ( n ) in big cities, but they're just beginning to learn about the many pollutions ( n ) that we have inside buildings.

3. Crowd

There are Crowds ( n ) of people everywhere ; the mass-transit system is especially crowded ( adj ).

4. Save

The city is not safe ( adj ) because of crime. People can't leave their homes safely ( adv ) at night, and the police can't provide for their safety ( n ).

5. Beautify

Many people bring plants into their homes because the plants are beautiful ( adj ). However, it's possible that these plants not only beautify ( v ) the environment but also clean the air.

أرجو ان تعملوا هذه لوحدكم

6. Differ

The causes of indoor air pollution differ ( ) from area to area. One reason for the difference ( ) is that people heat their homes differently ( ). People in some areas burn wood for heat; in other areas, they use something different ( ).

معلومات:

ينتهي العلم احيانا بـ-tion

ينتهي الحال دائما بـ-ly

تنتهي الصفه احيانا بـ-able-ent

حلم مستحيل

Do not postpone until tomorrow, the day's work

لا تؤجل عمل اليوم الى الغد

--

## Getting Meaning From Context

استخراج المعنى من الصياغ

تكلما عن العنوان هذا في كذا محاضره

لاكن المحاضره هاذي بتكون مخصصه له بنتكلم عنه بشكل خاص مره حلوو وسهل بس ركزوا معي

بالطريقه اللي فهمتها انا راح افهمكم اياها بس ركزوا معي

في 7 طرق لأستخراج معنى كلمه جديده من الجمله نفسها او فقره نفسها

بسم الله نبداً..

الطريقه الأولى:

**1. Definition**  
A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or signal words to identify a definition so you need to look for them. See examples of key words below.

Key words is/are	means/mean
is/are called	what this means is
is/are known as	consist of
is/are defined as	refer to
is/are described as	may be seen as

e.g.  
Someone who explores and studies caves is known as a spelunker.  
an unfamiliar word = spelunker  
signal words = is known as  
definition = someone who explores and studies caves

Definition معناها (المعنى)

الكاتب يعطي تعريف للكلمه الجديده بأستخدام الهوامش او مفاتيح الكلمات او علامات الكلمات لتعريف الكلمه الجديده

علامات الكلمات والتي راح اختصرها بـ (العلامة) ومفتاح الكلمات التي راح اختصره بـ (المفتاح) موجودين تحت كل طريقه قبل المثال الذي علينا هو [فهمها واستيعابها قبل حفظها] ليه لأن في علام هار مفتاح معنى الكلمة الجديده يجي قبلها او بعدها

المثال الذي بالصوره عندكم شوفوا كيف قسمت الحل :

1-الكلمه الجديده محدده

2-العلامه as known is

3- المعنى قبل العلامه

نجي للتدريبات عشان افهمكم طريقه تقسيم الحل

**Exercise 1**  
Use signal words as your clues to find the meaning of the underlined words. Circle signal words and write their meaning in the space provided.

1. The encyclopedia defines astrology as "the ancient art or science of divining the fate and future of human beings from indications given by the positions of stars and other heavenly bodies."  
astrology means \_\_\_\_\_

2. Sales literature means printed matters that contain information on the goods.  
Sales literature means \_\_\_\_\_

3. The part at the back of the car used for holding luggage is called the car boot in United Kingdom, whereas Americans would refer to this as the car's trunk.  
car boot means \_\_\_\_\_

1] 1- الكلمه الجديده محدده

2-العلامه as defines....

3- المعنى بعد العلامه (من الممكن ان يكون لين نهاية الجملة ومن الممكن ان يكون جزء منها)

مثل التدريب هذا ممكن يكون الجملة الذي بعد العلامه كلها وممكن يكون بس the ancient art or science

2]1- الكلمه الجديده محدده

2-العلامه means

3-المعنى مابعد العلامه

3] وروني شطارتكم فيه ^\_^

الطريقه الثانيه:

## 2. Restatement

The writer may use other words, phrases, or sentences to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. Signal words for restatement are in the "Key words box" below.

or
that is to say
in other words
i.e. or that is

e.g.

The surface of Africa consists mainly of plateaus, or large flat areas, although these occur at different levels.

- an unfamiliar word = *plateaus*  
signal word = *or*  
meaning = *large flat areas*

إعادة الصياغ: حيث ان الكاتب يعيد صياغة الكلمه الجديده بطريقه أخرى

والعلامات او المفاتيح موجوده بالجدول

في العلامات علامه وهي i.e. هاذي معناها (بكلمه اخرى- In other words)

المثال:

1-الكلمه الجديده محدد

2-العلامه or

2-المعنى مابعد or

التدريبات:

### Exercise 2

Use signal words as your clues to find the meaning of the underlined words. Circle signal words and write the meaning in the space provided.

1. According to Indian custom, a great dowry of money and objects is given to the bridegroom, in other words, it is a dot.

dot = \_\_\_\_\_

2. There are several types of aerosol cans. Simple ones contain a liquefied gas, called the propellant, in which material is dissolved, i.e., melt.

dissolved = \_\_\_\_\_

3. Our youth nowadays should not engage in intoxicating things such as alcohol, cigarettes, and tranquilizers, that is to say, they should not ingest them.

engage = \_\_\_\_\_

حلم مستحيل

[1] 1- الكلمة الجديده محددہ

2- العلامه In other words

3- المعنى ماقبل العلامه

[2] 1- الكلمه الجديده محددہ

2-العلامه i.e.

3-المعنى ما بعد العلامه

[3] وروني شطارتكم فيه ^\_^

الطريقه الثالثه:

**3. Punctuation marks**  
Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases, or sentences to explain the meaning of the new words. Such punctuation is in the "Key words box" below.

e.g. Full-color pictures are printed using only black and three colors: yellow, cyan (a light blue) and magenta (a light purple).

- an unfamiliar word = cyan and magenta  
signal punctuation = ( )  
• meaning : cyan = a light blue and magenta = a light purple

// المقصود بعلامات الإستفهام هو هذه الإشاره  
فإن وجدت علامه إستفهام في الأختبار  
اعرف ان المقصود هو /

- The use of computers to handle text, or word processing, was foreseen in the 1950s.  
• an unfamiliar word = handle text  
signal punctuation = ,,  
meaning : handle text = word processing

, commas
,, appositive
( ) parentheses
? ? dashes
; semicolon
: colon

علامات الترقيم: اخذناها من قبل وبنعديها من جديد

الكلمه الجديده تكون قبل علامه الترقيم والمعنى يكون بعد العلام هار بينها

علامات الترقيم هي : ; // ( ) ,, ,

بالجدول هنا حاطين؟؟ وهذا خطأ مطبعي من عندهم المقصود هو // ف اذا لقيت في الأختبار ؟ اعرف انها /

المثال: 1- الكلمه الجديده محددہ

2- العلامه ,,

3- المعنى بين ,,

التدريبات

حلم مستحيل

#### Exercise 4

Use signal words as your clues to find the meaning of the underlined words. Circle signal words and write the meaning in the space provided.

1. Both facsimile (known as fax) and electronic mail (email) are ways of sending documents.

Facsimile = \_\_\_\_\_

Electronic mail = \_\_\_\_\_

2. An FM radio DJ (disk jockey) broadcasts over the airwaves.

DJ = \_\_\_\_\_

3. Infection ? becoming ill through contact with bacteria ? of the respiratory system such as the nose, the throat, and the chest is among the most common of all diseases.

Infection = \_\_\_\_\_

[1] 1- الكلمة الجديده محددہ

2-العلامات ()

3- المعنى بين ()

[2] 1- الكلمة الجديده محددہ

2-العلامه ()

3-المعنى بين ()

[3] وروني شطارتكم فيه ^\_^

الطريقه الرابعه:

#### 4. Examples

help us to understand the meaning of new words. See key words or signal words used for showing examples in the "Key words box".

such as
like
for example, ...
for instance
is / are

e.g. Use navigation buttons, such as, the "Next" button, the "Previous" button, the "Menu" button, and the "Exit" button, to go back and forth or jump to other topics while you are using your English software.

unfamiliar words = *navigation buttons*

signal word = *such as*

meaning = *buttons on computer program that are used for turn on pages*

الأمثلة:

يعطي الكاتب أمثله توضيحيه للكلمه الجديده والعلامات او المفاتيح موجوده بالجدول

المثال: 1- الكلمه الجديده محدد

2- العلامه such as

3- المعنى مابعد العلامه

التدريبات

**Exercise 5** Use signal words as your clues to find the meaning of the underlined words by choosing the best answer for each question. Circle signal words.

1. Some people in the North of Thailand do wickerwork, for example, they make elephants, turtles, plates, beds, and chairs, from teak trees for earning money.

- a) silver handicraft
- b) bronze handicraft
- c) niello handicraft
- d) wood handicraft

2. The Savanna grasslands are the home of grazing animals such as elephants, giraffes, antelopes and zebras. Lions, leopards and hyenas also live there.

- a) non-backbone animals
- b) meat-eating animals
- c) invertebrate animals
- d) grass-eating animals

3. A tourist guide advised them to see the elephant round up. There was racing, colorful war procession, marching, kicking a ball and tug-of-war between men and elephants.

- a) show
- b) breed
- c) sleep
- d) born

أختر الإجابة: بنفس اسلوب التدريبات التي قبل

[1] 1- الكلمة الجديده محده

2-العلامه for example

3- المعنى أعطانا مثال او وصف توضيحي للكلمه الجديده والإجابته هي d

[2] 1- الكلمة الجديده هي grazing animals

2- العلامه such as

3- المعنى اعطانا امثله للحيوانات التي تنطبق عليها الكلمه

الدكتور اختار b وانا اقول انه خطأ ليه ؟ لأن الأمثله التي عندنا من ضمنها الفيل, الحمار الوحشي و كذلك من ضمنها الأسد

لاكن جملة الحيوانات أكلة اللحوم التي تبتدي بأسد جمله جديده مالينا منها

حنا علينا من الجملة التي بعد العلامه لين الـ .

والحيوانات المذكوره في هذه الجملة حيوانات أكلة اعشاب ف انا اقول لان الإجابته d

[3] وروني شطارتكم فيه ^\_^



**5. Contrast**  
You can guess the meaning of new words by using signal words of contrast. They will show the opposite meaning of the new words. See key words or signal words of contrast in the "Key words box".

Keywords
but   instead of   even though   in contrast to
yet   in spite of   although   as opposed to
unlike   despite   however   on the other hand
whereas   fond of   still   provided that   while

e.g.  
Although Dara and Vipa are very close friends but they are very different. Suda spends a lot of money to buy things while Vipa loves to economize.

a) spend more money	b) save money
c) buy things more than before	d) keep things in a safe place

المضادات:

الكاتب يعطي مضاد الكلمه الجديده اذا فهمت مضادها راح تفهمها

بجدول العلامات بين كل علامه فاصل عشان تعرف ان كل كلمه لحالها كل علامه لحاله

المثال: 1- الكلمه الجديده محدد

2- العلامه هي while

3- المعنى هو b ليه لأن البننت الأولى تصرف كثير عشان تشتري اللي تبنيه

اما البننت الثانيه ف؟ يعني انها عكس الأولى هذي تصرف وهذي تدخر

التدريبات

**Exercise 6** Use signal words as your clues to find the meaning of the underlined words by choosing the best answer for each question. Circle signal words.

1. Ladda was promoted to be the chief secretary of the manager of the company, whereas her colleague, Somechai, was penalized.

a) promoted  
b) punished  
c) exiled  
d) Rewarded

2. Although small pox has almost been eradicated, Malaria is prevalent in Kanchanaburee, Thailand. A policeman just died from the PF (Plasmodium Falsiparum) malaria last month.

a) destroyed completely  
b) common found  
c) fear of disease  
d) Furbish

3. The plane is scheduled to leave for Phuket at 7:00 am but the plane departure has been postponed for two hours. That is to say, it will leave at 9:00 am instead.

a) retard  
b) stop  
c) extend  
d) went back

1] 1- الكلمة الجديده محددہ

2- العلامه whereas

3- المعنى b

2+3] ماحدد وش الكلمه الجديده فـ خلوها او حاولوا تحلوها

الطريقه السادسه:

**6. Similarity**  
You can guess the meaning of new words by using signal words of similarity. They will display the same meaning of the new words. See key words or signal words of similarity in the "Key words box".

Key words
like   similarly   in the same way
as the same as   just as

e.g.

Indonesia is producing Ford cars and trucks. Soon, Thailand and Vietnam will be producing the same products with, no doubt, the same quality.

What does the words "the same products" mean? \_\_\_\_\_

What is your clue? \_\_\_\_\_

المثل: لاحظوا انها مش مثال بل المثل يعني نفس الشيء

نخمن معنى الكلمه الجديده بأستخدام علامات تدل على شيء مشابه للكلمه الجديده

العلامات بالجدول بينهم فواصل دليل ان كل علامه لحالها

حلم مستحيل

المثال: 1- الكلمة الجديده محدده بالسؤال

2- العلامه من الفهم

3- المعنى Ford cars and trucks

تدريبات

**Exercise 7** Use signal words as your clue to find the meaning of the underlined words. Circle signal words and write the meaning in the space provided.

1. Learning should not be limited to the classroom or with teachers. We can learn by ourselves about things that are not taught by teachers. Similarly, "self-learning" is encouraged for our education system.

What does the words "self-learning" mean? -----

2. Thailand and South Korea have made a break-through in developing a new technology that enables high-speed Internet connections, just as phone service links are made efficiently through electric power lines. Both countries have joined hands to do business.

What do the words "high-speed Internet connections" mean?

[1] 1- الكلمة الجديده محدده في السؤال


2- العلامه similarly

3- المعنى قبل العلامه

[2] حلوها لحالكم

الطريقه السابعه والأخيره:

**7. Pictures**  
"A picture is worth more than a thousand words" (an old Chinese saying) so a picture can help you to guess the meaning of a new word. Look at the pictures below and choose the best answer to explain the pictures.



Which is the best description for the above picture?  
a) For Sale  
b) Equipment used in an office  
c) Instruments for you

الصور:


تعتبر اسهل طريقه وهي ان الكاتب يعرض لك صور ويطلب منك تحديد معناها

الصور اللي عندنا وين تستخدم عاده؟

الجواب ع المثال هو b في المكتب

التدريب

Which is the best description for the above picture?  
a) Holiday on beach  
b) Beautiful beach  
c) Activity of people



افضل وصف للصوره وش؟

A ليه

لأنه الشاطئ مش حلو + مافي نشاطات ملحوظه للناس

حلم مستحيل

في الأختبار بتكون الأسئلة بنفس طريقة التدريبات

اللي عليكم لا تحفظون افهموا

الكل يدري ان الإنجليزي مادة فهم قبل ماتكون حفظ

اللي بيحفظ بـ يضيع ليه؟ لأن في اشياء كثيره متشابه بالشكل لآكن مختلفه بالمعنى

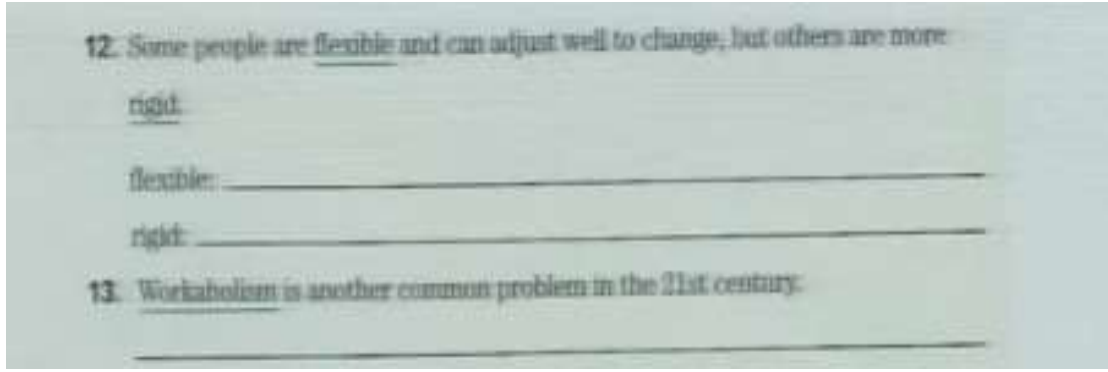
انتبهوا

افهموا قبل ماتحفظوون

تدريب على استخراج المعنى من الصياغ

**1 Getting Meaning from Context** Use both specific clues in these sentences and your own logic to determine the meanings of the underlined words and expressions. Then write your guess about the meaning. Compare your answers with those of a partner.

1. Twenty years ago, in many countries, people could choose their livelihoods, but they couldn't usually choose to change from one profession to another.  
\_\_\_\_\_
2. Many people with temporary jobs would prefer more permanent posts.  
\_\_\_\_\_
3. Even in Japan, where people traditionally had a very secure job for life, there is now no promise of a lifetime job with the same company.  
\_\_\_\_\_
4. When they lose their job, they also lose their self-confidence, or belief in their own ability.  
\_\_\_\_\_
5. They usually need to upgrade their skills to find a new, better job.  
\_\_\_\_\_
6. Because technology changes fast, workers need continuing education if they want to keep up with the field.  
\_\_\_\_\_
7. In many professions, telecommuting is now possible. People can work at home for some—or all—of the week and communicate by computer, telephone, and fax.  
\_\_\_\_\_
8. It's difficult for some people to focus on work when they are at home. The refrigerator, TV, and their children often distract them.  
\_\_\_\_\_
9. There is an advantage to technology: customers and clients have access to businesspeople at any time and anywhere. However, there is also a drawback: many businesspeople don't want to be available day and night.  
\_\_\_\_\_
10. Many people don't have time for their family, friends, or leisure activities such as hobbies, sports, or movies.  
\_\_\_\_\_
11. There are advantages and disadvantages to globalization, and we are all affected by it.  
\_\_\_\_\_



- 1- الكلمة محدده livelihood – العلامة but المعنى choose to change profession to another طريقة الفهم
- 2- الكلمة محدده posts- المعنى job طريقة المضادات
- 3- الكلمة المحدده secure – المعنى lifetime طريقة التماثل
- 4- الكلمة محدده self-confidence – العلامة -or- المعنى belief in their own ability
- 5- الكلمة محدده upgrade – المعنى a new \better
- 6- الكلمة محدده keep up with - العلامة , - المعنى workers need continuing education
- 7- الكلمة محدده telecommuting – المعنى الامثله او communicate طريقة الأمثله
- 8- الكلمة محدده distract – المعنى الأمثله اللي قبلها طريقة الأمثله
- 9- الكلمة محدده a drawback – العلامة however+ there is - المعنى a disadvantage
- 10- الكلمة المحدده leisure – العلامة such as – المعنى مايعدها
- 11- الكلمة محدده globalization – العلامة , - المعنى مايعد الفاصله
- 12- Flexible المعنى rigid \ can adjust well المعنى cannot adjust well
- 13- Workaholicism المعنى Addiction to work

إذا كانت الكلمة فعل نبحث عن فعل

إذا كانت الكلمة علم نبحث عن علم

إذا كانت الكلمة صفة نبحث عن صفة

إذا كانت الكلمتين تتفق فهي طريقة تماثل

إذا كانت الكلمتين مضادتين لبعض فهي طريقة المضادات

ندخل بالموضوع :

راح نتعلم اليوم عن إستراتيجيه جديده وهي

**4 Comparing Answers** Compare your answers in the previous activity with those of other students. Were your answers similar? Now, go back to the vocabulary chart in Activity 2. Can you check any more words?

**Strategy**

**Previewing a Reading**  
It helps to preview a chapter or passage before you read it so you can get an idea of what the article is about. In other words, look it over quickly to see what you can expect. Specifically, look at:

- headings (the "titles" of the paragraphs), which indicate main topics
- pictures
- charts, figures, or diagrams

Previewing أي المعاينه

من قبل أخذنا التفحص Skimming و المسح scanning

في أختلاف كبيره بينها

التفحص القراءه السريعه \ المسح البحث عن اشياء محدده اما المعاينه

مفيده كتره اولى لما نقرأ أن كان سهل او صعب القراءه والفهم والطرق المفيده لقراءته بشكل جيد

هناك قواعد او نقاط مهمه لهذه الإستراتيجيه وهي



- Previewing is a useful way to determine the usefulness of a text, how easy or difficult it will be to read, and what reading speed to use to read it well.

#### Guidelines for Previewing Passages:

- "Read the title.
- Look at the pictures (if there are any).
- Read the first few sentences in the first paragraph.
- Read the first line of the other paragraphs.
- Read the first and last sentences of the last paragraphs."
- **When previewing, look at tables, graphs etc as well as headings**

1-اقرأ العنوان

2-انظر للصورة

3-اقرأ أول جملة في الفقرة الأولى


4-اقرأ أول وآخر جملة في الفقرة الأخيرة

5-انظر للجداول والصور الخرائط ان وجدت لتأخذ صورة أكبر عن الموضوع

لدينا قطعه الآن

المطلوب معرفة العنوان:

Date: \_\_\_\_\_



### "Helicopters"

Reading Comprehension - Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Helicopters are very different from airplanes. They can do three things that airplanes cannot do. First, when airplanes move upward, they must also move forward, but helicopters can move straight up without moving ahead. Second, helicopters can fly backward, which airplanes cannot do. Third, helicopters can use their rotors to **hover** in the air (stay in one place) which is impossible for planes.

Because helicopters can **perform** actions that airplanes cannot, they are used for different tasks. Since helicopters can take off without moving forward, they do not need a runway for takeoff. They are used in **congested** areas where there is no room for airplanes or in **isolated** areas which do not have airports. Because they can hover, they are used on firefighting missions to drop water on fires. They are used in logging operations to lift trees out of forests. Helicopters are used as air ambulances to airlift patients out of situations which are difficult to reach by **conventional** ambulances. The police use helicopters to follow suspects on the ground or to search for cars on the ground. Of course, helicopters have military uses because of their design and capabilities.

1- ننظر للعنوان 2- ننظر للصورة 3- نقرأ أول جملة في أول فقره

نجدها نتحدث عن الهليكوبتر

حلم مستحيل

نستنتج من هذه الخطوات ان [ إذا كان العنوان مبهم غير واضح ننظر للصور و نقرأ اول جمله في اول فقره وأول جمله  
واخر جمله في آخر فقره لنستنتج العنوان]

تأتي للجزء المهم لهذه المحاضره وهي Prefixes (البادئات)

وهي مجموعة حروف توضع في اول الكلمه (علم- فعل-صفه) لتكون جزء منه وتغير معناه

**What Are Prefixes?**

- A prefix is a group of letters we add to the front of a word.
- Prefixes change the meaning or purpose of the word, e.g.

Over -1

### USING THE PREFIX OVER-

The prefix *over-* can appear as part of a noun, verb, or adjective. In some words, it indicates that there is too much of something or that someone is doing too much of a certain action.

**Example:** Some people **overwork** and don't enjoy their work.  
*overwork* (verb) = work too much

**ii Using the Prefix Over-** Read the definitions below. Write the words being defined. They begin with *over*. Then compare your answers with another student's.

1. do something too much (verb) = overdo
2. a place with too many people or things; a crowded place (adjective) =  
\_\_\_\_\_
3. give an estimate that is too high (verb) = \_\_\_\_\_
4. left unpaid, undone, or unreturned too long, past the due date (adjective) =  
\_\_\_\_\_
5. too many people in an area; a population that is too high (noun) =  
\_\_\_\_\_

أي الزيادة في شيء

إذا وجدت too much اعرف انه زياده غير مقبوله (زياده عن الحد المقبول)

مثلا نطبق على التدريب 2 :

محدد لدينا نوع الكلمه بين قوسين التي يجب ان نغيرها وهي crowded

نضيف لها over لتصبح overcrowded → لا حظ لا يوجد مسافات أي ان الكلمه اصبح واحده

معنى crowded مزدحم ومعنى overcrowded زياده ازدحام

التدريب 3: overestimate

التدريب 4: overdo

التدريب 5: overpopulation

un-2

- Un = not
- un + kind = unkind
- unacceptable, unreal, unhappy, unmanned
- unplug, unmask
- Un = reversal or cancellation of action or state

تجعل الكلمه منفي هاء تلغيها مثل


Kind+un=unkind

لطيف+غير = غير لطيف

امثله:

## The prefix 'un'

- My mum was unwell at the weekend with a bad cold.



Unwell هي اصفها well

# The prefix 'un'

- Jerry seemed unhappy that the cat was by his hole.

dis-3

Dis = negation, removal, expulsion


- disadvantage, dismount, disbud, disbar

تعكس الشيء من جيد الى سيء او من موافق الى غير موافق

- Sally **The prefix 'dis'** disagreed with Tom over who threw the snowball.

How has the word meaning been altered with this prefix?  
agree—disagree

Again the word has become an antonym (opposite) of the root word.



## The prefix 'dis'

- Can you disable the alarm?

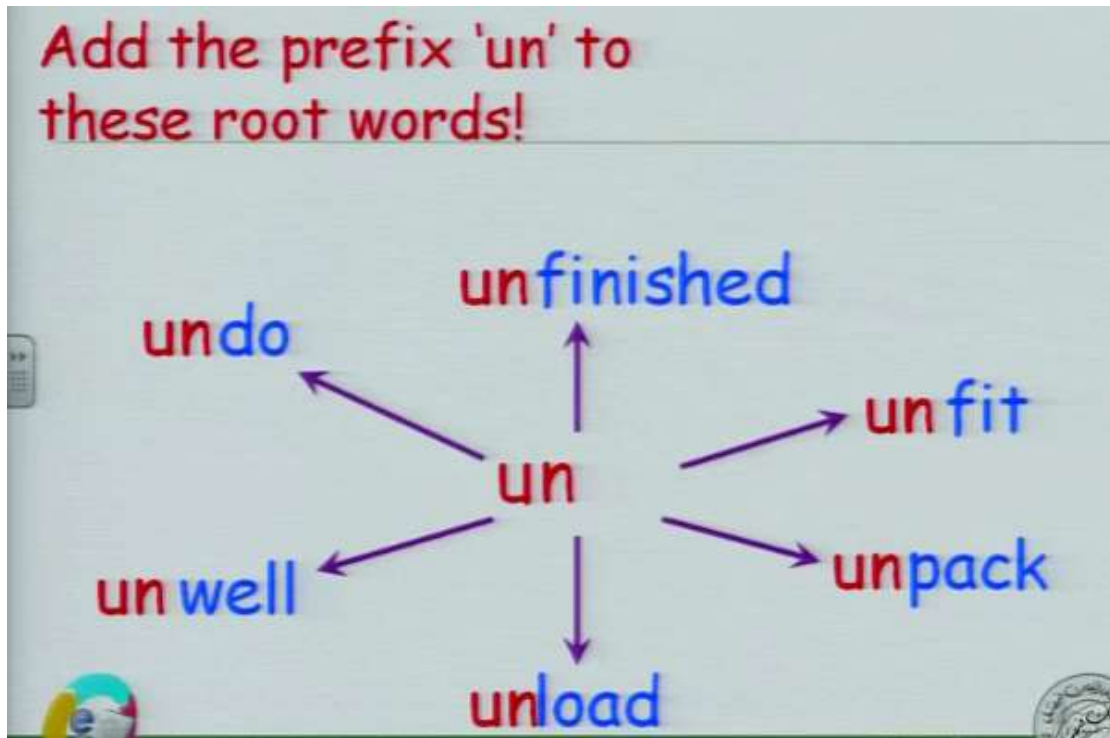


الآن جاوب على الأسئلة التاليه لكل كلمه :

1- ماهو اصل الكلمه وما معناها الأصلي؟

2- بعد إضافة البادئه لها ماذا اصبح معناها؟

## Add the prefix 'un' to these root words!



undo

unfinished

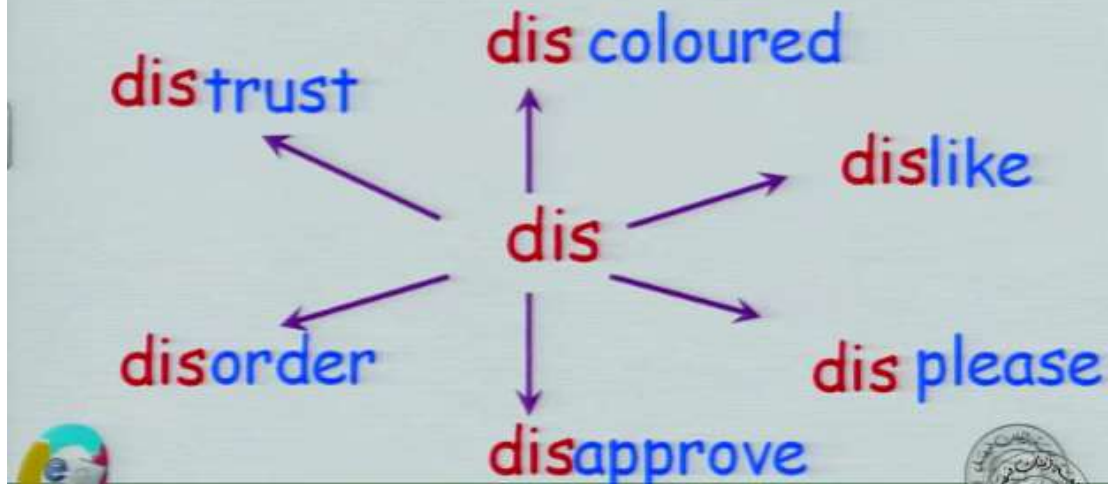
unfit

unpack

unload

unwell

Add the suffix 'dis' to these root words!



في نقطه مهمه راح اذكرها في آخر المحاضره

نكمل البادئات

Prefixes 2 = re, de, pre

To understand what is meant by the term 'prefix':

To recognise and spell the prefixes:  
- re, de and pre.

re = again

repaint, reappraise, reawake

Re إذا أضيفت للكلمة يقصد بها الإءاءه

## The prefix 're'

- Danny had to refill the bucket.





## The prefix 're'

- The T.V. showed an action replay.



## The prefix 'de'

- Dad had to defrost the chicken before he put it in the oven.




de-4

- de = down, away
- de = removal, reversal
- Descend, despair, depend, deduct
- de-ice, decamp

إذا إضيفت de لبداية الكلمة يقصد بها البعد أو الإنزال أو المغادره

## The prefix 'de'

- The time to depart from the station had arrived.



pre-5

- Pre = before in time, place, order or importance
- pre-adolescent, prelude, precondition

يقصد بها قبل (التاريخ-المكان-الترتيب)

## The prefix 'pre'


- John liked prehistoric animals.

The image shows a whiteboard with the text 'The prefix 'pre'' in red. Below it, a bullet point reads 'John liked prehistoric animals.' The word 'prehistoric' is written in blue, with 'pre' underlined in green. To the right of the text is a cutout of a brown T-Rex standing on a patch of green grass. Below the text are two cutouts of a brown Stegosaurus with green leaf-like plates on its back, standing on a patch of green ferns.

مقابل التاريخ

## The prefix 'pre'

- A prefix is fixed to the front of a word.

The image shows a whiteboard with the text 'The prefix 'pre'' in red. Below it, a bullet point reads 'A prefix is fixed to the front of a word.' The word 'prefix' is written in blue, with 'pre' underlined in green and a red circle around the 'i'. Below the text are three colorful cutouts: a purple pair of scissors, a blue key with a yellow handle, and a blue keychain with a green ring.

تميز ونطق البادئات

To recognise and spell the prefixes: - re, de, pre, un and dis.

Read the sentence carefully.

Add the correct prefix and rewrite the sentence.

Use a dictionary to find more words with the prefixes 're' 'pre' or 'de.'

1- اقرأ الجملة جيداً

2- اضع البادئ الصحيحة و أعد كتابة الجملة

3- استخدم المعجم للبحث عن بادئات جدد

نجي للنقطه اللي اجلتها وهي

تدرون ان الكلمات ماتقبل أي بدائات

مثلاً well تقبل إلا un ما تقبل وترفض de-des-pre والباقي

Is it 'un' or 'dis'?

unwell

discharge

unfit

uncover

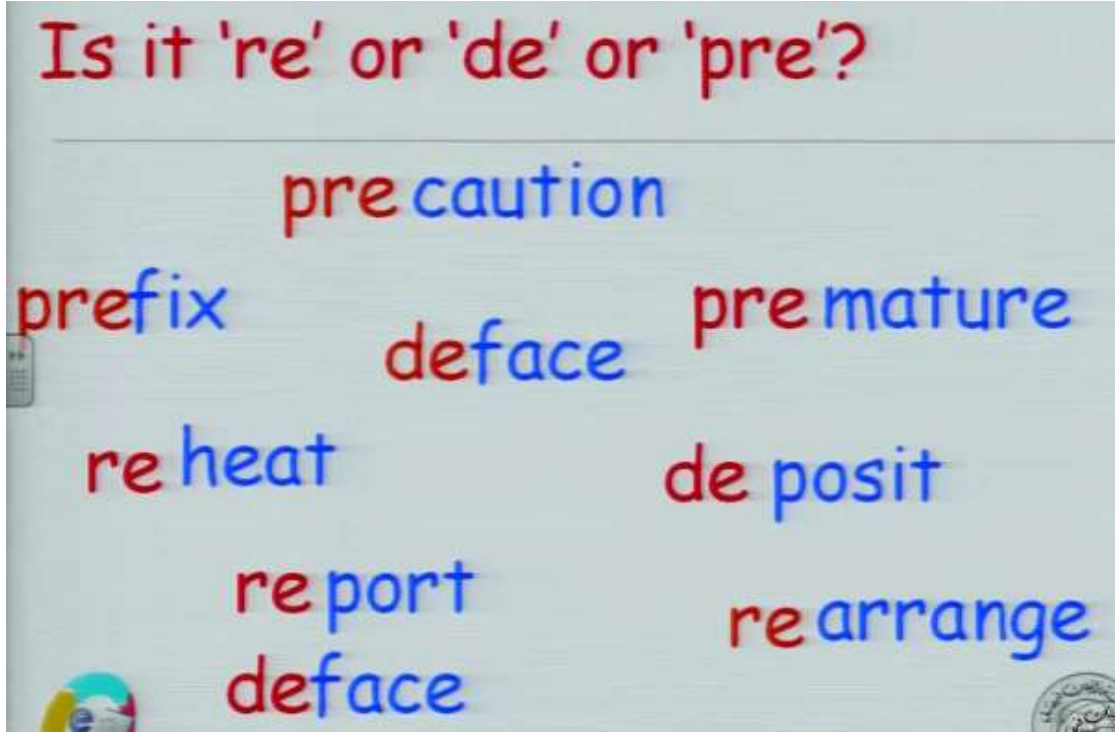
disagree

disobey

disappear

disapprove

disbelief



المطلوب منكم هو

اذا جاكم في الأختبار سؤال يقول

حدد الكلمه الخاطئه

بالخيارات 3 كلمات صح والرابعه خطأ

كيف تعرف؟ من البادئه

ليه

لأن الكلمات ماتقبل أي بدائه

كيف تعرف ان البادئه هاذي صح او خطأ؟

جرب كل البادئات على الكلمه اذا صلحت كان بها ماصلحت جرب غيرها

طبعا في الأختبار مراح يجيب إلا البادئات الخمس اللي أخذناها

النقطه هاذي مهمه وقال الدكتور انه يجيب منها في الاختبار

No.	Verb	Noun	Adjective	Adverb
1	distinguish	competitive	slang	enthusiastically
2	enroll	essence	international	suddenly
3	invest	fad (trend or fashion)	counterclockwise	
4	prevent	lifestyle	plain	
5	replace	profit	creative	
6	survive	trend	Irrational	
7	transit	experience		
8	alert	combination		
9	wear			
10	Follow			
11	found			

حال	صفه	فعل	علم
بفضول	عاميه	منافس	التفريق
بشكل مفاجئ/فجاءه	دولي/عالمي	خلاصه	القبول
	عكس عقارب الساعه	بدعه/موضه	استثمار
	سهل	نمط الحياه	ايقاف شيء قبل حدوثه
	مبدع	الفائده	وضع شيء في مكان اخر
	منطقي	اتجاه	البقاء على قيد الحياه
		خبره/المعرفه المكتسبه من الحياه	التحرك
		وضع اشياء مع بعض	تحريك شيء متوقف
			لبس الملابس
			اتباع شخص/المشي خلف شخص
			العثور

### Match words & their meanings

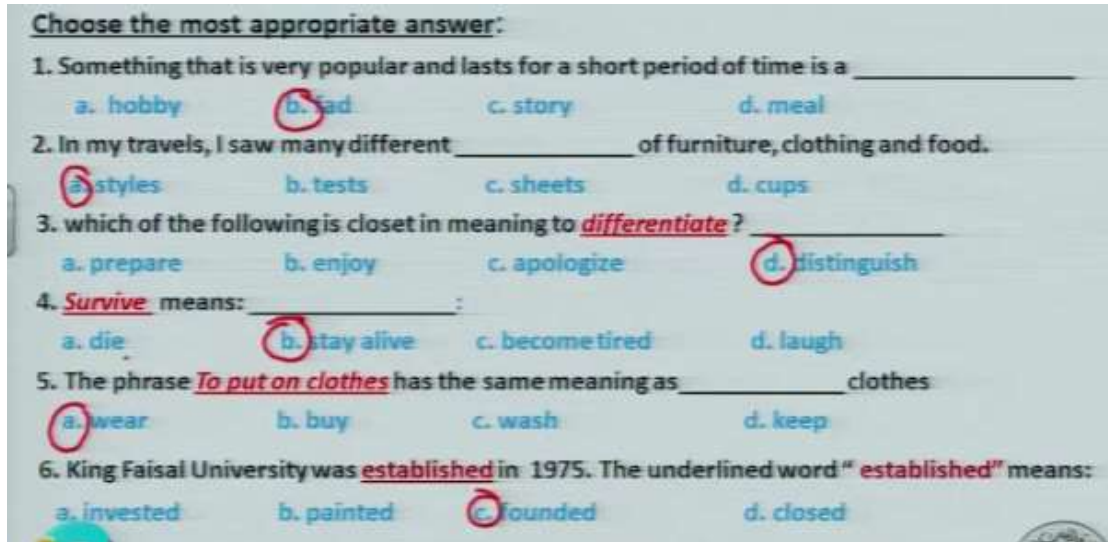
No.	words	definitions
1	<del>-g-</del> reflect	a. Among other countries
2	<del>-i-</del> survive	b. Get knowledge from life
3	<del>-c-</del> transit	c. Moving people or things across places
4	<del>-a-</del> international	d. Stop something before it happens
5	<del>-j-</del> invest	e. Put back, provide something again
6	<del>-b-</del> experience	f. In the opposite direction to the hands of a clock
7	<del>-e-</del> replace	g. Throw back; give back an image of
8	<del>-d-</del> prevent	h. Joining together of people or things
9	<del>-h-</del> combination	i. Continue to live or exist
10	<del>-f-</del> counterclockwise	j. Put money into a business in the hopes of making profit

الكلمات كلها موجود بالجدول الكلمات اللي قبل إلا reflect معناها انعكاس

تدريب

**Choose the most appropriate answer:**

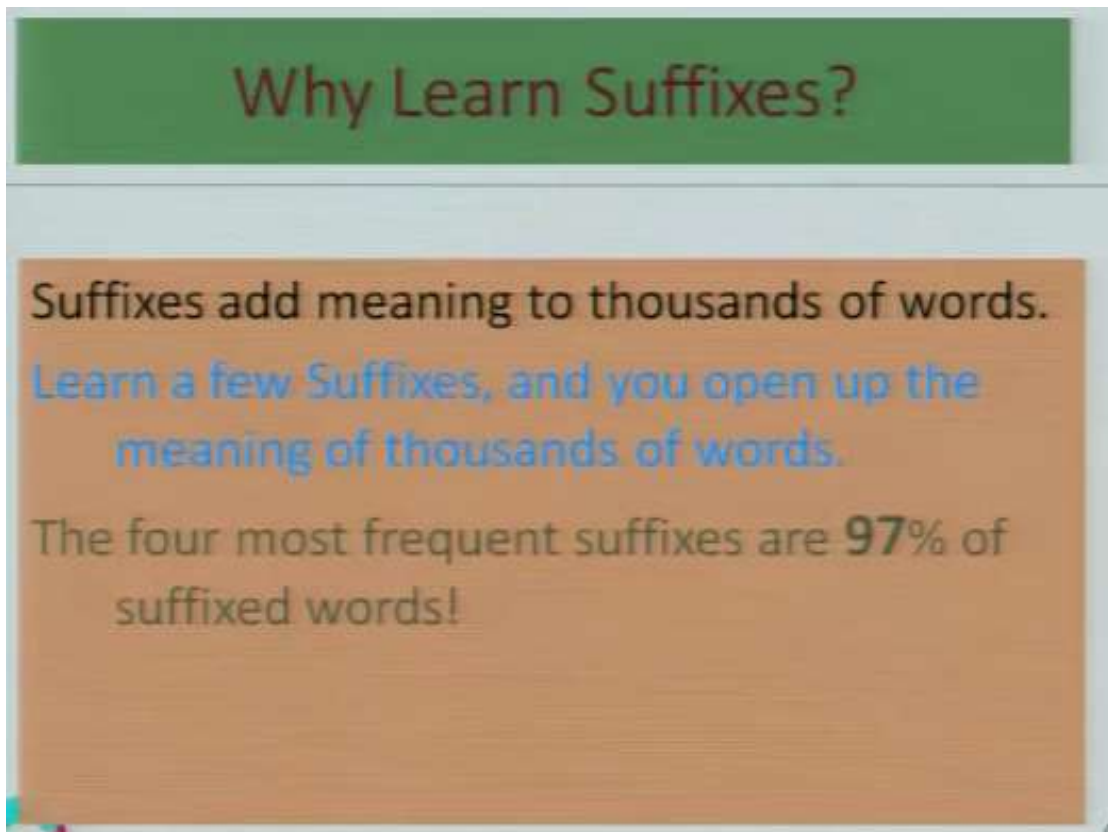
- Something that is very popular and lasts for a short period of time is a \_\_\_\_\_.  
 a. hobby      **b. fad**      c. story      d. meal
- In my travels, I saw many different \_\_\_\_\_ of furniture, clothing and food.  
**a. styles**      b. tests      c. sheets      d. cups
- Which of the following is closest in meaning to *differentiate*?  
 a. prepare      b. enjoy      c. apologize      **d. distinguish**
- Survive* means: \_\_\_\_\_.  
 a. die      **b. stay alive**      c. become tired      d. laugh
- The phrase *To put on clothes* has the same meaning as \_\_\_\_\_ clothes.  
**a. wear**      b. buy      c. wash      d. keep
- King Faisal University was *established* in 1975. The underlined word "*established*" means:  
 a. invested      b. painted      **c. founded**      d. closed



المحاضرہ اللی قبل أخذنا عن البادئات prefixes قلنا انها مجموعة حروف توضع في بداية الكلمة تغير معناها ونوعها

المحاضرہ هذي بناخذ suffixes اللواحق

وهي مجموعة حروف توضع في نهاية الكلمة تغير معناها ونوعها



ليه ندرس اللواحق suffixes ؟

1- اللواحق تعطي معاني جديده للكلمات

2- تفتح مجال لتعلم كلمات جديده

حلم مستحيل





تدريب على هذه اللواحق

صل اللواحق بمعانيها

**Do you know common suffixes?**

1. -able <b>f</b>	a. Past
2. -al <b>c</b>	b. Made of
3. -ed <b>a</b>	c. Having
4. -en <b>b</b>	d. One who
5. -er <b>d</b>	e. Comparative
6. -er <b>e</b>	f. Can
7. -est <b>g</b>	g. Superlative

المجموعه الثانيه من اللواحق

**Most Common Suffixes**

8. -ful = full of : careful, joyful
9. -ic = having property of : linguistic
10. -ing\* = present participle : running
11. -(t)ion = act, process : action
12. -(i)ty = state of : infinity, sanity
13. -(t)ive = adjective : motive, votive
14. -less = without : fearless, careless

تحويل من - الى	معناها	الحروف	
فعل-صفه	مليئى بـcareful اصلها care+ful	Ful	8
علم-صفه	ملكيه linguistic اصله linguist+ic	ic	9
فعل-فعل مضارع مستمر	فعل مضارع مستمر running اصله run+ing	ing	10
فعل - علم	حدث action اصله ac+tion	tion	11
علم-صفه	حاله infinity اصله infin+ity	ity	12
علم-صفه	صفه motive اصله mo+tive	tive	13
علم-صفه	بدون ابلا fearless اصلها fear+less	less	14

تدريب

## Do you know common suffixes?

8. -ful **e**

9. -ic **d**

10. -ing\* **a**

11. -(t)ion **f**

12. -(i)ty **b**

13. -(t)ive **g**

14. -less **c**

a. Present participle

b. State of

c. Without

d. Having property of

e. Full of

f. Act

g. Adjective

h. Without

المجموعه الثالثه

## Most Common Suffixes

15. -ly\* = having : quickly, quietly
16. -ment = action, process : enjoyment
17. -ness = state of : kindness
18. -ous = having : joyous, religious
19. -s\* = more than one : books
20. -y = having : happy, windy

تحويل من - الى	معناها	الحروف	
صفه-حال	quick+ly اصلها quickly ملكيه	ly	15
فعل-علم	enjoy+ment اصله enjoyment حدث	ment	16
صفه-علم	kind+ness اصله kindness حاله	ness	17
فعل - فقل	joy+ous اصله joyous ملكيه	ous	18
علم-جمع علم	book+s اصله books اكثر من واحد	s	19
فعل-صفه	wind+y اصله windy ملكيه	y	20

تدريب

**Do you know common suffixes?**

15. -ly\***b**  
 16. -ment **a**  
 17. -ness **e**  
 18. -ous **c**  
 19. -s\* **d**  
 20. -y **f**

a. Action  
 b. Having  
 c. Having  
 d. Plural  
 e. State of  
 f. Having

لواحق إضافي:

تحويل من - الى	معناها	الحروف	
فعل-علم	experi+ence اصلها experience ملكيه	ence	15
علم-علم	patriot+ism اصله patriotism ملكيه	ism	16
صفه-علم	friend+ship اصله friendship حاله	ship	17
علم - فقل	irrig+ats اصله irrigays حدث	ats	18
علم-فعل	apology+ize اصله apologize ايجابي	ize	19
فعل-صفه	expen+sive اصله expensive حاله	sive	20

تدريب: املئ الفراغ بالبادئات اللواحق المناسبه

## Can you use common affixes?

1. I have a different idea; I \_\_agree.
2. That can't be; it's just \_\_possible.
3. Say that again; please \_\_peat it.
4. Aliens look bad; they are \_\_friendly.
5. Tina took the car since she want\_\_ it.
6. Now the car is run\_\_ down the road.
7. Tina is in a hurry; she's driving quick\_\_.
8. Do you think that she has any ticket\_\_?

Dis -1

Im -2

Re -3

Un -4

Ed -5

Nig -6

Ly -7

S -8

ملخص بسيط لما تم أخذه

**A prefix** is a syllable that is added to the **beginning** of a word to change its meaning or its part of speech.

**A suffix** is a syllable that is added to the **end** of a word to change its meaning or its part of speech.

No.	Prefix	examples	Suffix	examples
1	Dis	disadvantage	ship	,friendship
2	Im	impossible	ate	irrigate
3	In	incorrect	ful	successful
4	Ir	irregular	ic	scientific
5	Un	unimportant	ion	recreation
6	En	endanger	Less	careless
7	mis	misunderstand	al	national
8	Re	rewrite	ize	apologize

prefixes لبادئات: هي مجموعة حروف توضع في **بداية** الكلمة تغير معناها ونوعها

suffixes اللواحق: هي مجموعة حروف توضع في **نهاية** الكلمة تغير معناها ونوعها

كلمات اللي بالجدول هي عبارته عن امثله

تدريب: حدد نوع الكلمة n-v-adj-adv

**A. Suffixes ( page 108 ) Decide what parts of speech [ V. N. Adj or Adv ]**

No.	words	No.	words	No.	words
1	--- friendship	9	--- enthusiastically	17	--- workaholism
2	--- suddenly	10	--- expensive	18	--- indicate
3	--- actress	11	--- participate	19	--- organization
4	--- specialize	12	--- individualism	20	--- pleasure
5	--- patriotism	13	--- summarize	21	--- hostess
6	--- soften	14	--- worthless	22	--- experience
7	--- simplicity	15	--- worsen	23	--- relationship
8	--- hopeless	16	--- Frequently	24	--- flexible

1	n	9	adv	17	n
2	adv	10	adj	18	v
3	n	11	v	19	n
4	v	12	n	20	adj

5	n	13	v	21	n
6	v\Adj	14	adj	22	n
7	n	15	n	23	n
8	adj	16	adv	23	n

تدريب: اضعف البادئف المناسبه للكلمه

### B. Prefixes ( page109 ) To put the correct prefix

No.	words	No.	words
1	— pleasant	7	— safe
2	— patient	8	— frequent
3	— expensive	9	— desirable
4	noncharacteristics	10	— advantage
5	— avoidable	11	— possible
6	— rational	12	— interesting

1	im	7	adv
2	im	8	im
3	in	9	un
4	non	10	dis
5	un	11	im
6	ir	12	adj

تدريب: اختر الإجابف الصحيحه:



**Circle the symbol of the correct answer a, b, c or:-**

1. One of the following words begins with a prefix: \_\_\_\_\_  
a. understand  
b. university  
c. unique  
 d. unimportant
2. We change the meaning of the word "possible" into its opposite by adding the prefix: \_\_ :  
a. Dis-  
b. in  
 c. im  
d. un
3. To change the word "hope" into adjective form, we add the suffix \_\_\_\_\_ :  
 a. Ful  
b. ly  
c. ation  
d. al
4. We add the suffix " \_\_\_\_\_ " to the word "apology" to to change it into verb .  
a. ation  
b. ese  
 c. ize  
d. cal

1-حدد الكلمة التي تبدأ بباده

2-حولنا معنى كلمة ( ) الى عكس اذا اضفنا لها الباده

3-لتغير كلمة ( ) الى صفة نضيف اللاحق

4-نضيف اللاحق (" ") لكلمه ( ) لتغيرها الة فعل

**Circle the symbol of the correct answer a, b, c or:-**

1. The part of speech of the word "enthusiastically" is : \_\_\_\_\_  
 a. Adv  
b. N  
c. V  
d. Adj
2. We change the meaning of the word "patient" into its opposite by adding the prefix: \_\_ :  
a. Dis-  
b. in  
 c. im  
d. un
3. The word "soften" is \_\_\_\_\_ :  
a. A verb  
b. a noun  
c. an adjective  
d. an adverb
4. We add the prefix " \_\_\_\_\_ " to the word "rational" to change it into its positive meaning .  
a. ation  
b. ir  
 c. ize  
d. cal

1-نوع الكلمة ( )

2-تغير معنى كلمة ( ) الى عكس بإضافة الباده

3-الكلمه ( ) هي → المطلوب نوعها

4-نضيف الباده\المفروض اللاحق (" ") للكلمه ( ) لتغير معناها الى إيجابي → الكلمه سلبيه وش نضيف لها من اللاحقات عشان تعطينا إيجابي

--

تنبيهات الدكتور:

1- الأسئلة اللي تجي أختار الإجابة الصحيح احتمال كبير جداً تجي في الأختبار

2- مش كل اللواحق معنا → هذا كلامه

اتوقع بالمحاضرات الجايه راح يحدد لنا أي اللواحق اللي معنا

**Recognizing Cause & Effect Page 79**

**Cause=** is the reason  
**Effect=** is the result

Salim didn't come to university. He was very sick.

Effect Cause

We join cause and effect in order to make one sentence by:-

Because, as, since \_\_\_\_\_ cause or reason

As a result, therefore, consequently, so \_\_\_\_\_ effect or result

Salim didn't come because/as/since he was very sick.

Because/Since/As Salim was sick, he didn't come.

Salim was very sick. Therefore/So/ As a result/ Consequently he didn't come.

التعرف على cause-effect

Cause السبب

Effect التأثير او النتيجة

معطينا جمله اللي هي

سامي لم يذهب الى الجامعه. هو مريض جداً

السبب: انه مريض

التأثير: ماراح للجامعه

في طرق لجمع جمله السبب بالتأثير

1- استخدام أحد الكلمات التاليه because-as-since → راح اسميها(كلمات جمله السبب)

ولها موقعين في الجملة : 1- في وسط الجملة(مكان النقطه)

←  
جملة التأثير+because-as-since+جملة السبب

2- في بداية الجملة

←  
because-as-since+جملة السبب+,+جملة التأثير

(استبدلنا النقطه بالفاصله)

\*لاحظ معي ان بعد because-as-since جمله السبب

2- استخدام أحد الكلمات التاليه as a result-therefore-consequently-so → راح اسميها(كلمات جمله التأثير)

لها موقع واحد في الجملة وهو (وسطها)

جملة السبب+. + as a result-therefore-consequently-so+جملة التأثير

(النقطة موجوده ونحط بعدها as a result-therefore-consequently-so ونحط بعدها الفاصله )

\*لاحظ معي ان جملة التأثير جات بعد as a result-therefore-consequently-so

تدريب:

Sample Questions Cause & Effect Page 79

1. He put on heavy clothes \_\_\_\_\_ the weather was very cold.  
a. because b. as a result c. therefore c. so
2. \_\_\_\_\_ the questions were easy, all students succeeded.  
a. As a result b. Since c. Consequently c. so
3. My friend is very rich. \_\_\_\_\_ he has a new car and a villa.  
a. Therefore b. Since c. As c. because
4. The doctor didn't come today. \_\_\_\_\_ the lecture was cancelled.  
a. Because b. As c. So c. Since
5. \_\_\_\_\_ the film was boring, no one enjoyed it.  
a. As b. So c. Therefore c. As a result
6. The food was very delicious. \_\_\_\_\_, we ate too much.  
a. Consequently b. Because c. Since d. As

(لاحظ معي أن)

إذا كانت الإجابة أحد الكلمات الخاصة بجملة السبب تكون باقي الخيارات الكلمات الخاصة بجملة التأثير

إذا كانت الإجابة أحد الكلمات الخاصة بجملة التأثير تكون باقي الخيارات الكلمات الخاصة بجملة السبب

--

No	Wh	Situation	Example
1	Who	Person	<b>Who</b> is in the car? _ Reena
2	Where	Place	<b>Where</b> is the book? – on the table
3	When	Time	<b>When</b> did you arrive? – At 12 o'clock
4	Why	Reason	<b>Why</b> will you leave? - Because/ I feel sick
5	Whose	Owner	<b>Whose</b> car is that/ - its Fawaz's
6	Which	Choice	<b>Which</b> lecture do you prefer? – English one.
7	What	Event or thing	<b>What</b> did he say? – He would not come to the party
8	How	Situation and case	<b>How</b> is your study? – It's good
9	How often	Number of times	<b>How often</b> do Muslims pray a day? – Five times
10	How long	Period	<b>How long</b> does it take you to arrive? – 2 hours
11	How far	distance	<b>How far</b> is the university from your house? – 15 Kms.

للسؤال عن شخص	من	Who
للسؤال عن مكان	أين	Where
للسؤال عن وقت	متى	When
للسؤال عن الحال	لماذا	Why
للسؤال عن المالك	لمن	Whose
للسؤال عن التخيير اما هذا او هذا	أي	Which
للسؤال عن حدث او شيء	ماذا	What
للسؤال عن الجال	كيف	How
للسؤال عن عدد المرات	كم مره	How often
للسؤال عن وقت مستغرق في فعل شيء	كم تأخذ	How long
للسؤال عن المسافه المتبقيه	كم باقي	How far

تدريب:

## Sample Questions ( Wh- Questions)

Circle the most suitable answer a, b, c or d for each of the following

1. \_\_\_\_\_ was the reason of the car accident? – It was the very high speed.  
 A. Why                      B. Where                      C. What                      D. How
2. Could you please tell me \_\_\_\_\_ will be the final test? - Next Monday.  
 A. Where                      B. When                      C. How                      D. Who
3. \_\_\_\_\_ do you eat a day? - Only twice.  
 A. How far                      B. How long                      C. How often                      D. How
4. How long did it take you to finish doing the homework? - \_\_\_\_\_  
 A. Three kilometers                      B. Two hours                      C. Four children                      D. Yesterday
5. \_\_\_\_\_ is knocking at the door? \_ It is Rami  
 A. How                      B. When                      C. Why                      D. Who
6. I really don't know \_\_\_\_\_ the football match begins.  
 A. when                      b. who                      C. what                      D. whose
7. How \_\_\_\_\_ is the hospital from the police station? \_ Three kms.  
 A. long                      B. often                      C. much                      D. far
8. \_\_\_\_\_ did she say? – Nothing  
 A. Who                      B. Why                      C. What                      D. When
9. I need your help please. I don't know \_\_\_\_\_ to start this machine.  
 A. who                      B. how                      C. what                      D. whose
10. \_\_\_\_\_ house is that beautiful one? – Its mine  
 A. Who                      B. What                      C. Whose                      D. Where
11. \_\_\_\_\_ colour do you prefer Aysha? – The red one  
 A. Which                      B. Who                      C. When                      D. how
12. How \_\_\_\_\_ are you Abdullah? \_ 178 cm  
 A. long                      B. tall                      C. far                      D. old

الكلمات:



**Previewing Vocabulary** page 122/ 123/ 131

No.	Noun	Verb	Adjective	Adverb
1	driving	fall	economic	obviously
2	corners	wash	global	
3	root	reduce	addict	
4	key			
5	climate			
6	path			
7	gap			
8	goods			
9	fuel			
10	harbor			
11				

adv	Adj	Verb	Noun	
واضح جداً	اقتصادي	سقط	سواقه	1
	عالمي	غسل	زوايا	2
	مدمن	تخفيض	جذر اصل	3
			مفتاح	4
			مناخ	5
			أختيار الطريق المسار	6
			فجوه	7
			بضائع	8
			غاز	9
			الخليج الميناء	10

Choose the most appropriate answer:

1. Wash has the same meaning as \_\_\_\_\_  
a. dig      **b. clean**      c. carry      d. take
2. The word ' \_\_\_\_\_ ' means a way.  
a. corners      b. key      c. climate      **d. path**
3. Which of the following is closest in meaning to average weather condition over a long time?  
a. mountain      b. raining      **c. climate**      d. root
4. root means: \_\_\_\_\_ :  
a. cause      **b. solution**      c. feeling      d. effect
5. The phrase make less has the same meaning as \_\_\_\_\_  
a. produce      b. introduce      **c. reduce**      d. keep
6. The phrase lose power has the same meaning as:  
**a. fall**      b. open      c. go high      d. close



الفقره 4 مش متأكده منها لأن

a- سبب      b- حل      c- احساس      d- تأثير

انا اخترت حل على اساس (حل جذري- root solution)

--

استراتيجيات (المسح-التفحص) للقطع

تذكرونها؟

مراح اشرحها لأنني شارحتها في المحاضرات ال 5 الأولى



## Scanning & Skimming A reading passage page 119

For the first time in history, almost the entire world is now sharing the same economic system. Communism began to fall in the late 1980s, and since then, capitalism has spread to most corners of the world. The basis of a "pure" capitalist economy is free trade, also called "open trade". There are benefits of open trade for both rich and poor countries. For developed countries such as Japan and England, free trade brings with it more competition, which in turn brings advantages such as lower prices and more choices of products for consumers.

For developing countries, open trade means that people have access to essential goods such as food, clothing, and fuel (for transportation and heat). An open economic system can be a key to improving the lives of people in both poor and rich countries because it can reduce poverty and improve living conditions.



## Sample questions

Choose the most appropriate answer:

1. What is the entire world now sharing? \_\_\_\_\_  
 a. The history  
 b. the same economic system  
 c. Communism  
 d. leaking boats
2. The underlined word 'benefits' means: \_\_\_\_\_  
 a. corners  
 b. advantages  
 c. goods  
 d. conditions
3. Which of the following is closest in meaning to the underlined word "reduce"?  
 a. make less  
 b. increase  
 c. import  
 d. consume
4. The underlined pronoun "it" Line 5 refers to: \_\_\_\_\_  
 a. Japan  
 b. developed country  
 c. open trade  
 d. economy
5. When did Communism begin to fall? \_\_\_\_\_  
 a. Last year  
 b. in the late 1980s  
 c. last week  
 d. in 1980
6. What can reduce the poverty? \_\_\_\_\_



خيارات الفقره 6

a-developed countries    b-an open economy    c-war    d-communism

## Scanning & Skimming Reading Texts Page 75

A hundred years ago, in most of the world, people didn't have much choice about the work that they would do, where they would do it, or how they would do it. If their parents were farmers, they became farmers. The society and tradition determined their profession. twenty years ago in many countries, people could choose their livelihood. They also had the certainty of a job for life, but they usually couldn't choose to change from one employer to another or from one profession to another. Today, this is not always the case. Career councilors tell us that the world of work is already changing fast and will change dramatically in the next 25 years.

The situation varies from country to country, but in today's economy, there is generally less job security worldwide. Even in Japan, where people traditionally had a very secure job for life, there is now no promise of a lifetime job with the same company. One reason for the lack of job security is the worldwide decrease in manufacturing jobs. Another reason is employer's need to hold down costs. This has resulted in two enormous changes for the workforce.

1. The most appropriate TOPIC for the reading passage is: \_\_\_\_\_
  - A. Career councilors
  - B. The society and tradition
  - C. Parents and farmers
  - D. Changing career trends
2. The part speech of the underlined word "choice" is: A/ An <sup>C-</sup> \_\_\_\_\_
  - A. Verb
  - B. Noun
  - C. Adjective
  - D. Adverb
3. The underlined word "varies" has the same meaning as the word: \_\_\_\_\_
  - A. carries
  - B. constructs
  - C. differs
  - D. watches
4. What determined the profession in the past was \_\_\_\_\_
  - A. the farmers
  - B. the society and tradition
  - C. the people
  - D. the country
5. The MAIN IDEA of paragraph 1 is that \_\_\_\_\_
  - A. parents were farmers
  - B. people in the past didn't work
  - C. the world of work has changed
  - D. parents were farmers
6. A country that had a very secure job is \_\_\_\_\_
  - A. Brazil
  - B. Japan
  - C. U.S. A
  - D. China
7. The lack of job security is due to \_\_\_\_\_

خيارات الفقرة 7

a-holding down costs      c-worldwide increase in manufacturing

b- The traditions      d-the same company

--

تدريب آخر على الكلمات

حلم مستحيل

## Previewing Vocabulary Pages [ 78 & 87 ]

1. People who give advice about professions and careers are: \_\_\_\_\_  
A. Career counselors B. manufacturing jobs C. drawbacks D. career trends
2. The feeling that the worker will never lose his or her job is \_\_\_\_\_  
A. workaholism B. job security C. job hopping D. work force
3. The movement of jobs to places with lower salaries is \_\_\_\_\_  
A. self-confidence B. outsourcing C. job hopping D. work force
4. Changing from one job to another is \_\_\_\_\_  
A. job hopping B. Job security C. workaholism D. work force
5. The feeling of being happy and satisfied is " \_\_\_\_\_"  
A. distract B. workaholism C. pleasure D. stress
6. He looked through the \_\_\_\_\_ ads and hoped to find his dream job.  
A. sports B. classified C. self D. drawback
7. The \_\_\_\_\_ rate is very high and it is difficult to find jobs.  
A. salaries B. employment C. workaholism D. unemployment
8. When I began job hunting, I put in my application At the \_\_\_\_\_ office of many companies.  
A. personnel B. self C. dream D. traffic

الفقره 8 و 3 مش متأكده منها

مع انه طلب ان حنا نحلها

انا حلينها ع فهمي للجمله

اقرأ القطع التاليه واستخرج منها

1-العنوان 2- جملة العنوان او الفكره الرئيسيه



**2 Skimming for the Topic and the Main Idea** Read these paragraphs quickly. Don't worry about the details. When you finish, write the topic and main idea of each paragraph.

## Looking for Work in the 21st Century

A Not very long ago, when people needed to find a job, there were several possible steps. They might begin with a look through the classified ads in the newspaper. They could go to the personnel office at various companies and fill out an application, or they could go to an employment agency. They could even find out about a job opening through word-of-mouth—from another person who had heard about it.

JOBS OFFERED		REAL ESTATE	
<b>Jobs Domestic</b>	<b>8200</b>	<b>HOMES FOR SALE</b>	<b>9001</b>
<b>AUPAIR LI</b> 2 kids 8 & 9 House-keeping & driving. H-(818)555-1890;	<b>CHEF</b> , Sushi - Select, clean, carve, & prepare traditional Japanese sushi & sashimi incl. tuna, yellowtail, salmon, albacore, octopus, snapper, mackerel, eel, shrimp, squid, scallops, sea urchin, smelt roe, lobster, rice, seaweed, & vegetables. Requires 2 yrs exp. in job offered. \$4200/mo. 11a-2p & 5-10p Wed-Sun. Interview & job in Long Beach, CA. Send this ad and your resume/letter of qualifs to Job #MM057000, PO Box 1256, Sacramento, CA 95826-1256	<b>Older home in town.</b> Great location, schools, shops nearby. Motivated to sell. 3BR/2BA 1300sqft. \$199k 910-555-7799	<b>BAYS COVE</b> Updated home in a great neighborhood. 3 bedrooms, 2 baths, den, fireplace with gas logs, beautiful large kitchen, over 2200 sqft, 2 car garage and large lot. Only \$269,000. Call 245-555-1930 or page
<b>Accounting Manager</b> Mountain Plumbing Contractor looking for an Asst to Controller. Ideal Candidate will have 3- 5 Yrs. Const. Acctng/Job Costing Exp. Handling Revenues \$5MM & greater. Proficiency in Windows based-computer enviroment w/Exp. in Excel/Word a must. Fax Resume to 714-555-5870 Attn: Oscar	<b>AUTOMOBILES</b>	<b>OWNER FINANCING.</b> . 2BR, 1.5 BA condo, eat-in kit., deck, 129,000.	<b>716 DOVER.</b> 3BR, 2BA custom built , great rm w/stone F/P, FR, 2 car gar., wooded lot. \$299,000.
<b>ACTORS</b> Comedians and great personalities to teach fun traffic school 16-24hrs/wk. \$12/hr. 800-555-6463	<b>Automobiles</b>		<b>B&amp;S REALTY AND AUCTION</b> 753-555-1967
<b>Administrative Assistant</b> City office of nat'l org dedicated to helping low-income communities find creative solutions to problems of	<b>'06 M Roadster</b> Z-3 \$37,988 Silver cert. to 100K 15K Mi. (vinLC90000) Exp. 12/31 Bob's BMW (818)555-1352		
	<b>'04 Camaro</b> Z28 Convertible auto, 16K mi, like new. (562)555-1397		
	<b>'03 Lumina</b> V6, Auto, 58K mi		

▲ Classified Ads

A. Topic: Steps of finding a job.

Main Topic: There were several possible steps to find jobs

Not very long ago.

They (Paragraph A, Line 2)\_\_\_\_\_people\_\_\_\_\_

B These days, job hunting is more complicated. The first step is to determine what kind of job you want (which sounds easier than it is) and make sure that you have the right education for it. Rapid changes in technology and science are creating many professions that never existed until recently. It is important to learn about them because one might be the perfect profession for you. The fastest-growing areas for new jobs are in computer technology and health services. Jobs in these fields usually require specific skills, but you need to find out exactly which skills and which degrees are necessary. For example, it may be surprising to learn that in the sciences, an M.S. is more marketable than a Ph.D.! In other words, there are more jobs available for people with a Master of Science degree than for people with a doctorate. (However, people who want to do research still need a Ph.D.)

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

c How do people learn about "hot" new professions? How do they discover their "dream job"? Many people these days go to a career counselor. In some countries, job hopping has become so common that career counseling is now "big business." People sometimes spend large amounts of money for this advice. In Canada and the United States, high school and college students often have access to free vocational counseling services on campus. There is even a career organization, the Five O'Clock Club, which helps members to set goals. Members focus on this question: what sort of person do you want to be years from now? The members then plan their careers around that goal. All career counselors—private or public—agree on one basic point: it is important for people to find a career that they love. Everyone should be able to think, "I'm having such a good time. I can't believe they're paying me to do this."

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

B. Topic: **Job Hunting Steps nowadays**

**Main Idea: Job hunting has become  
more complicated**

**these days**

Them (Paragraph B, Line 11) \_\_\_\_\_ many professions \_\_\_\_\_

C. Topic: **Career Counseling**

Main idea:

**Job hopping has become so common that career counseling is now big business**

D After people have determined what their dream job is, they need to find it. The biggest change in job hunting these days is the use of the Internet. More and more employers are advertising job openings on their computer websites. More and more job hunters are applying for jobs online. There are also several thousand job boards, among them HotJobs.com, Jobsjobsjobs.com, and Monster.com. Some people think that online job hunting is only for people in technology fields, but this isn't true. Over 65 percent of online job seekers are from nontechnical fields. Even truck drivers now find jobs on the Internet!

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

E So how does this work? A job seeker can reply to a "Help Wanted" notice on a company's website. This person can also post his or her résumé (page with information about education and work experience) on one—or many—of the online job boards. If a company is interested, the person still has to take the next step the old-fashioned way—actually go to the job interview and perhaps take a skills test. However, even this might soon change. In the near future, companies will be able to give the person a skills test and check his or her background (job history and education) online. But what about the interview? Companies will soon be able to interview the person by videolink, so people can interview for jobs in other cities—or even other countries—without leaving home. Clearly, job hunting is not what it used to be.

Topic: \_\_\_\_\_

Main idea: \_\_\_\_\_

D. Topic:

**Internet and Job Hunting**

Main Idea:

**More and more job hunters are applying for jobs online.**

It (Paragraph D, Line 32)\_\_\_job\_\_\_

Them (Paragraph D, Line 36)\_\_\_job boards\_\_\_

E. Topic:

**Online Job Hunting Steps**

Main Idea:

حلم مستحيل

Job hunting nowadays is not  
what it used to be

الكلمات:

Vocabulary Previewing ( pages 123 / 131 / 135 )		
No.	New words	meanings
1	harbor	N A place by sea for ships and boats
2	gap	N A space between two things / a difference
3	nutrients	N Very useful food
4	obstacles	N hindrances
5	benefits	N advantages
6	Areas	N places
7	detective	N An inspector who looks for criminals
8	Look for	V search
9	reduce	V Make less
10	require	V Need or want
11	astonish	V surprise

1	الميناء	مكان لوقوف الفن والقوارب
2	فجوه	مساحه بين شيئين افرق بين شيئين
3	مواد غذائيه	طعام مفيد جداً
4	عقوبات	معوقات
5	فوائد	إيجابيات
6	مكان واسع	مكان
7	تجري	مفتش او محقق يبحث عن مرتكبي الجرائم
8	البحث عن	بحث
9	تخفيض	تقليل-اجعله اقل
10	تطلب	تحتاج اتريد
11	ذهل	مفاجئة شخص

## Vocabulary Previewing ( pages 121 / 133 / 135 )

No.	New words		Meanings
12	Excite	V	Make happy
13	Relax	V	to rest
14	interest	N	Concern / benefit
15	Challenge	V	Stand against
16	Frighten	V	Horrify / terrify / make others feel afraid
17	Hold back	PV	Stop or prevent
18	Alone	Adj	Away from others/ nobody with him/ her

8

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جعل شخص سعيد	تثير	12
راحه	استرخاء	13
قلق افانده	مصلحه	14
الوقوف ضد	تحدي	15
رهاب اثر عيب افزع اجعل الاخرين يشعرون بالخوف	خوف	16
وقف امنع	كبح	17
بعيد عن الاخرين ليس معه امعها احد	وحيد	18

تدريب:



## Questions

1. The word " \_\_\_\_\_ " is closest in meaning to the word " surprise ".
 

a. terrify	b. challenge
c. laugh	d. astonish
2. If you go to the \_\_\_\_\_ you will find many boats and ships.
 

a. harbor	b. office
c. hospital	d. restaurant
3. The word "need" is closest in meaning to the word \_\_\_\_\_.
 

a. question	b. visit
c. require	d. invest
4. The phrase " a space/ distance between two things or persons " is a \_\_\_\_\_.
 

a. building	b. street
c. wall	d. gap

[ 9 ]

مملكة التعلم الإلكتروني والتعليم عن بعد  
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الفقره 2 بين many – will توجد find

## Questions

5. The word " \_\_\_\_\_ " is closest in meaning to the phrase " make less ".
 

a. reduce	b. widen
c. require	d. worsen
6. most people prefer to \_\_\_\_\_ by the sea coast.
 

a. relax	b. test
c. work	d. type
7. The word "hindrances" is closest in meaning to the word \_\_\_\_\_.
 

a. questions	b. obstacles
c. facilities	d. stories
8. The phrase " an inspector who looks for criminals " is called a/n \_\_\_\_\_.
 

a. detective	b. astronaut
c. teacher	d. servant

[ 10 ]

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حلم مستحيل

F Travelers who return from a vacation often answer the question "How was your trip?" by saying, "Oh, it was out of this world!" By this idiom, they mean, of course, that their trip was amazing or wonderful. However, people will soon be able to use this expression literally, but it will be expensive.



▲ Would you like to travel into space?

Already, it's possible to go through the same training that astronauts go through. Just go to Star City, Russia. In addition to astronaut training, it's possible to experience one of their "Space Adventures." On one of these, for example, you can enter a special plane that gives you the feeling of weightlessness that astronauts experience—several minutes of zero-gravity. (Gravity is the force that keeps us on the Earth.) Two private individuals have already spent a week at the International Space Station, at a price of \$20,000,000 each. A number of companies are now planning projects to commercialize space in various ways. A California company, Scaled Composites, and a British company, Virgin

Galactica, are working on the creation of reusable vehicles that could carry passengers in the near future. Even the Hilton Hotel chain is considering building a space hotel. The main attractions will be the view (of Earth), the feeling of weightlessness, and the chance to take a hike . . . on the Moon. It goes without saying that the price will also be "out of this world."

**Choose the most appropriate answer:**

1. What do the travelers who come from a vacation say about their trip?
 

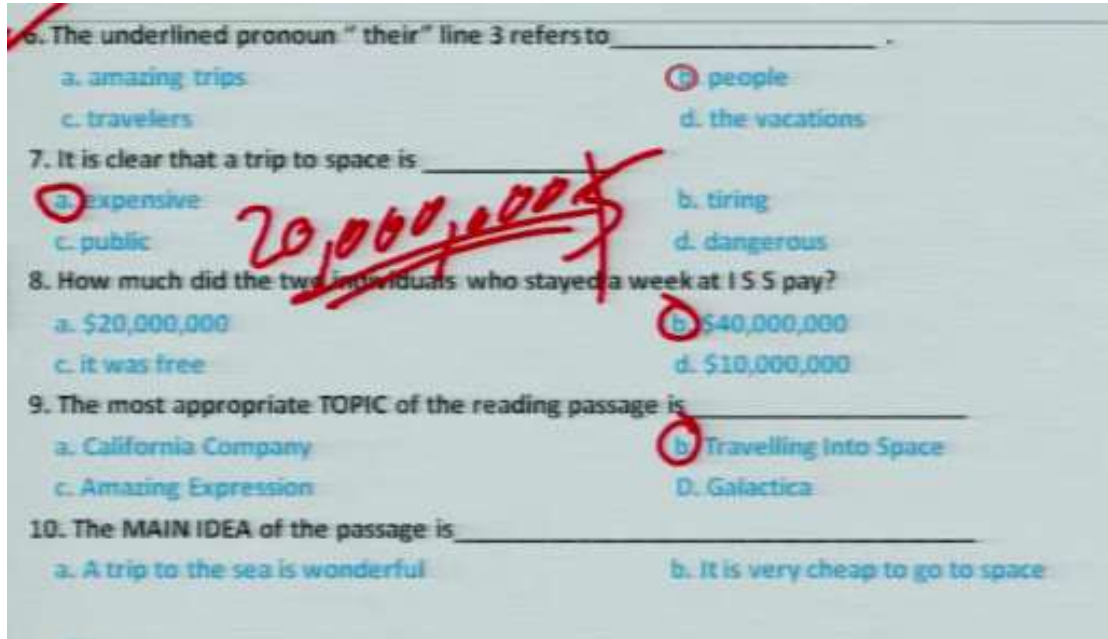
a. We were sick?	b. It was a long trip
<input checked="" type="radio"/> c. Oh, it was out of the world	d. Oh, Nice trip
2. The underlined pronoun "it" line 2 refers to \_\_\_\_\_ .
 

a. the answer	b. the question
<input checked="" type="radio"/> c. the trip	d. this world
3. which of the following is closest in meaning to *special* ? \_\_\_\_\_
 

a. strong	b. enjoyable
c. public	<input checked="" type="radio"/> d. private
4. *literally* means: \_\_\_\_\_
 

<input checked="" type="radio"/> a. word by word	b. stay alive
c. unreal	d. wonderful
5. How long does it take to give you the feeling of weightlessness?
 

<input checked="" type="radio"/> a. Two weeks	b. Three minutes
c. one hour	d. Several minutes



c- space travelling is now possible d-no one like to travel into space

في الفقرة 8

ليه اخترنا b ما اخترنا a؟

لأن في السؤال مطلوب كم تكلفة الرحلة لشخصين

في القطعه مذكور ان تكلفة الرحلة لشخص واحد 20,000,000

نضرب العدد في 2 يعطينا؟

40,000,000

**Previewing Vocabulary** page 95/ 109/ 113/ 114/ 115

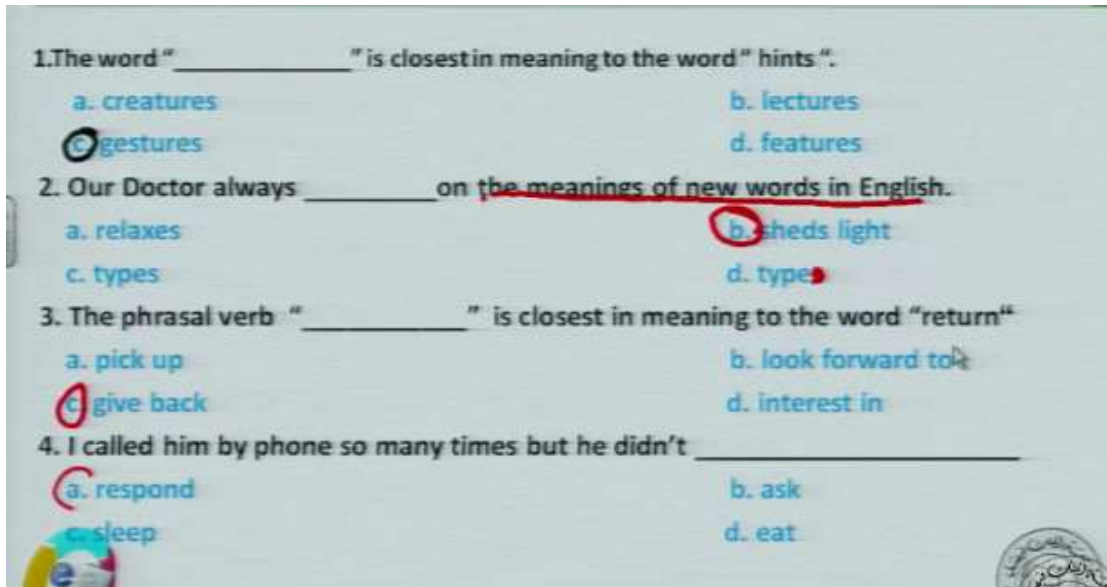
No.	words	Parts of speech	meanings
1	gestures	Noun	hints
2	Pick up	PV	Choose / select or carry
3	Creatures	Noun	living things like animals and plants
4	Echo	V or N	A repeated / or sent back sound
5	claim	V or N	To demand/ advocate
6	Species	Noun	Similar kinds or sorts
7	Coin	Noun	A metal piece of money
8	Acquire	Verb	To get or obtain or win
9	Shed light on	PV	Concentrate on/ focus on
10	upright	Adj	Honest & responsible / straight back

1	لفتات	تلميحات
2	الإلتقاط	الاختيار-التحديد\الحمل
3	مخلوقات	الاشياء الحيه مثل الحيوانات والنباتات
4	صدى	تكرار الصوت-عودة الصوت
5	مطالبه	الطلب-الدعوه\الامر
6	نوع	الانواع المتشابهه
7	عمله	قطعه معدنيه من النقود
8	اكتساب	الحصول على شيء-الفوز
9	تسليط الضوء على	التركيز على
10	مستقيم	صادق-مسئول-مستقيم الظهر

No.	words	Parts of speech	meanings
11	focus	V / N	Central point / concentrate
12	Capacity	N	What a container can hold
13	Respond	V	Reply / answer
14	Realize	V	Understand
15	Head of something	expression	The main point/ the centre
16	return	Verb	Give back / come back

11	تركيز	النقطة المركزيه-التركيز
12	سعته	مايمكن ان تحمله الحاويه
13	استجابته	الرد-الاجابه
14	ادرك	فهم
15	رئيس لشيء	النقطة الرئيسي-المركز
16	اعاد	ارجع-عوده

تدريب الكلمات:



5. The word " \_\_\_\_\_ " is closest in meaning to the verb " get or obtain ".

a. reduce  
b. widen  
c. require  
d. acquire

6. All students should \_\_\_\_\_ that English language is very important.

a. realize  
b. test  
c. work  
d. go

7. The word "honest or responsible " is closest in meaning to the word \_\_\_\_\_

a. criminal  
b. upright  
c. lazy  
d. clever

8. The phrase " a metal piece of money " is closest in meaning to the word \_\_\_\_\_

a. coin  
b. banknote  
c. paper  
d. invoice

انواع الكلمات

## Parts of speech

Every Simple sentence must contains at least two or some or all of the following parts of speech:

1. An article { a - an - the }
2. A noun { singular/ plural = { subject noun / object noun }
3. A pronoun { I , he, She, their, us, me.....etc }
4. An adjective { easy, hot, important, high, ----- smaller, best .....etc }
5. An adverb { quickly, easily, fast, fluently, well .....etc }
- A main verb { present, past, future, }
6. An auxiliary { verbs to Be, verbs to Have, Modals }
7. A preposition { on, in, at, by, with, for .....etc }

الجملة تتكون من كلمات والكلمات انواع وهي:

- 1- المقالات
- 2- الاعلام: مفرد-جمع/فاعل-مفعول به
- 3- ضمائر
- 4- صفة
- 5- حال
- 6- فعل رئيسي

حلم مستحيل

7- مساعدات: افعال be have-has-do-does— الشروط

8- حروف الجر

تدريبات

**Circle the most suitable answer a, b, c or d for each of the following**

- The final test will be similar to the questions in the lectures exercises.

- The part speech of " final" is \_\_\_\_\_  
 A. a verb  
 B. an adverb  
 C. a noun  
 D. an adjective
- The part speech of " questions " is \_\_\_\_\_  
 A. a verb  
 B. an adverb  
 C. a noun  
 D. an adjective
- The part speech of " will" is \_\_\_\_\_  
 A. a main verb  
 B. a verb to be  
 C. a modal  
 D. a preposition
- The part speech of " in" is \_\_\_\_\_  
 A. a verb  
 B. a preposition  
 C. a noun  
 D. an adjective

جامعة الملك فيصل | 9 |

**Circle the most suitable answer a, b, c or d for each of the following**


The doctor gave us the first homework last week.

- The part speech of " us" is \_\_\_\_\_ pronoun  
 A. a possessive  
 B. an object  
 C. a subject  
 D. a reflexive
- The part speech of " gave " is \_\_\_\_\_  
 A. a present verb  
 B. an auxiliary  
 C. a future verb  
 D. a past verb
- The part speech of " last" is \_\_\_\_\_  
 A. an adjective  
 B. a verb to be  
 C. an article  
 D. a preposition
- The part speech of " doctor" is \_\_\_\_\_  
 A. a verb  
 B. a subject noun  
 C. an object noun  
 D. an adjective

### Fashion: The Art of the Body

A The enormous and fascinating variety of clothing may express a person's status or social position. Several hundred years ago in Europe, Japan, and China, there were many highly detailed sumptuary laws—that is, strict regulations concerning how each social class could dress. In


Europe, for example, only royal families could wear fur, purple silk, or gold cloth. In Japan, a farmer could breed silkworms, but he couldn't wear silk. In many societies, a lack of clothing indicated an absence of status. In ancient Egypt, for instance, children—who had no social status—wore no clothes until they were about twelve. These days, in most societies (especially in the West), rank or status is exhibited through regulation of dress only in the military, where the appearance or absence of certain metal buttons or stars signifies the dividing line between ranks. With the exception of the military, the divisions between different classes of society are becoming less clear. The clientele of a Paris café, for example, might include both working-class people and members of the highest society, but how can one tell the difference when everyone is wearing denim jeans?




\* A street in Paris

1. What is the topic of Paragraph A?
  - A the military
  - B sumptuary laws
  - C uniforms
  - D status
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
  - A Strict laws in some countries used to regulate what people of each social class could wear.
  - B Rich people wear more beautiful clothing than poor people do.
  - C In many societies, the absence of clothing indicated an absence of status.
  - D Today, the divisions between social classes are becoming less clear from the clothing that people wear.
3. What do the answers to numbers 1 and 2 have in common? That is, what is the main idea of Paragraph A?
  - A Today, the differences between various social classes can be seen only in military uniforms.
  - B Laws used to regulate how people could dress.
  - C Clothing (or its absence) has usually indicated status or rank, but this is less true in today's world.
  - D Clothing has been worn for different reasons since the beginning of history.

1. What is the topic of Paragraph B?
  - A the Yoruba people
  - B geometric designs
  - C dirt and ashes
  - D body decoration
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
  - A *Mekendi* or *henna*, tattooing, and scarification are types of body decoration.
  - B Tattoos and scarification indicate a person's tribe or social group, although youth in Western societies sometimes use tattoos as a form of rebellion.
  - C Scarification is very painful and is symbolic of strength.
  - D Designs on a person's face or body are considered beautiful.
3. Which idea below includes all the details that you chose in number 2? In other words, what is the main idea of the paragraph?
  - A Everyone who wants to be beautiful should get a tattoo.
  - B People decorate their bodies for the purposes of identification, beauty, and sometimes rebellion.
  - C *Mekendi* or *henna* and tattoos are designs made by putting dye on or in the skin.
  - D Men more often decorate their faces; women often decorate their backs.



\* Scarification



\* Henna tattooing

B Three common types of body decoration are *mekendi* or *henna*, tattooing, and scarification. *Mekendi* or *henna* is the art of applying dye (usually dark orange or dark brown) to the skin of women in India, Islamic cultures, and Africa. The dye comes from the henna plant and is applied in a beautiful design that varies from culture to culture—fine, thin lines in India and large flower patterns in the Arab world, for example. (See page 101 for a photo of a *mekendi* or *henna* design.) A tattoo is also a design or mark made with a kind of dye (usually dark blue); however, unlike henna, it is put into a cut in the skin. In scarification—found mainly in Africa—dirt or ashes are put into the cuts instead of dye; the result is a design that is unique to the person's tribe. Three lines on each side of a man's face identify him as a member of the Yoruba tribe of Nigeria, for example. A complex geometric design on a woman's back identifies her as Nohu (from Sudan) and also makes her more beautiful in the eyes of her people. In the 1960s, tattooing became popular among youth in urban Western societies. Unlike people in tribal cultures, these young people had no tradition of tattooing, except among sailors and criminals. To these young people, the tattoos were beautiful and were sometimes also a sign of rebellion against older, more conservative people in the culture. These days, tattooing has become common and is usually not symbolic of rebellion.



**C** In some societies, women overeat to become plump because large women are considered beautiful, while skinny women are regarded as unattractive. A woman's plumpness is also an indication of her family's wealth. In other societies, by contrast, a fat person is considered unattractive, so men and women eat little and try to remain slim. In many parts of the world, people lie in the sun for hours to darken their skin, while in other places light, soft skin is seen as attractive. People with gray hair often dye it black, whereas those with naturally dark hair often change its color to blond or green or purple.

1. What is the topic of Paragraph C?

- A hair
- B skin
- C body shape
- D body changes

2. What details about the topic does the paragraph provide? (Choose more than one answer.)

- A It is unhealthy to lose or gain too much weight.
- B Some societies consider large people attractive; others, slim ones.
- C Some people prefer dark hair or skin; others, light.
- D Most wealthy people try to stay thin.

3. What is the main idea of Paragraph C?

- A Individuals and groups of people have different ideas about physical attractiveness.
- B Lying in the sun darkens the skin.
- C In some societies, thinness is an indication that a family is poor.
- D Dark-skinned people usually have dark hair.

In the West, most people visit a dentist regularly for both hygiene and beauty. They use toothpaste and dental floss daily to keep their teeth clean. They have their teeth straightened, whitened, and crowned to make them more attractive to others in their culture. However, "attractive" has quite a different meaning in other cultures. In the past, in Japan, it was the custom for women to blacken, not whiten, the teeth. People in some areas of Africa and central Australia have the custom of filing the teeth to sharp points. And among the Makololo people of Malawi, the women wear a very large ring—a *pelele*—in their upper lip. As their chief once explained about *peleles*: "They are the only beautiful things women have. Men have beards. Women have none. What kind of person would she be without the *pelele*? She would not be a woman at all." While some people in modern urban societies think of tribal lip rings as unattractive and even "disgusting," other people—in Tokyo or New York or Rome—might choose to wear a small lip ring or to pierce their tongue and wear a ring through the hole.

1. What is the topic of Paragraph D?


- A dentistry
- B blackening or whitening the teeth
- C changes to the human mouth
- D *peleles* and beards

2. What details about the topic does the paragraph provide? (Choose more than one answer.)

- A White teeth are attractive to all cultures.
- B In the West, people visit dentists and have their teeth straightened, whitened, and crowned.
- C In some cultures, people blacken their teeth or file them to sharp points, and in other cultures young people wear lip rings or tongue rings.
- D Makololo women wear a large ring in their upper lip.


3. What is the main idea of Paragraph D?

- A People can easily change the color or shape of their teeth.
- B What is attractive has different interpretations.
- C The human mouth suffers change and abuse in many societies.
- D Some methods of changing the appearance of the mouth are dangerous, but others are safe.



**1** Body paint or face paint is used mostly by men in preliterate societies in order to attract good health or to ward off disease. Anthropologists explain that it is a form of magic protection against the dangers of the world outside the village, where men have to go for the hunt or for war. When it is used as warpaint, it also serves to frighten the enemy, distinguish members of one's own group from the enemy, and give the men a sense of identity, of belonging to the group. Women in these societies have less need of body or face paint because they usually stay in the safety of the village. Women in Victorian society in England and the United States were expected to wear little or no makeup. They were excluded from public life and therefore didn't need protection from the outside world. In modern societies, however, cosmetics are used mostly by women, who often feel naked, unclothed, without makeup when out in public—like a tribal hunter without his warpaint.

*Popeye Nene Guinean man wearing tribal face paint*



*Woman wearing modern "face paint"*

1. What is the topic of Paragraph E?
  - A body and face paint
  - B men's warpaint
  - C modern women's cosmetics
  - D magic protection
2. What details about the topic does the Paragraph provide? (Choose more than one answer.)
  - A Body or face paint is usually worn by men in tribal societies.
  - B People wear body or face paint to make them more attractive.
  - C Makeup ("face paint") is usually worn by women in modern societies.
  - D When women are excluded from public life, they wear little or no makeup.
3. What is the main idea of Paragraph E?
  - A Body paint gives men a sense of identity.
  - B Women in modern times wear makeup to be more beautiful.
  - C In the past, men wore face paint, but in modern times, women wear it.
  - D Body or face paint may be worn as a sort of protection by people who leave the home or village.

## Scanning & skimming A reading passage

page 183

In some societies, women overeat to become plump because large women are considered beautiful, while skinny women are regarded as unattractive. A woman's plumpness is also an indication of her family's wealth. In other societies, by contrast, a fat person is considered unattractive, so men and women eat little and try to remain slim. In many parts of the world, people lie in the sun for hours to darkens their skin, while in other places light, soft skin is seen as attractive. People with gray hair often dye it black, whereas those with naturally dark hair often change its color to blond or purple.

Now answer the questions that follow.



Choose the most appropriate answer:

1. The most appropriate topic for the paragraph is \_\_\_\_\_

A. Skin Change  
B. Hair Color  
C. Different views about body shape  
D. Family's Wealth

2. The best Main Idea of the paragraph is that \_\_\_\_\_

A. people with gray hair often dye it with black  
B. people lie in the sun to darken their skin  
C. women's plumpness is also an indication of wealth  
D. people have different attitudes about their bodies

3. Why do men and women eat little in some in some societies? \_\_\_\_\_

A. To remain slim  
B. To become plump  
C. Because they are poor  
D. To save much money

Choose the most appropriate answer:

4. The underlined pronoun " their " Line 5 refers \_\_\_\_\_

A. people  
B. women  
C. men  
D. fat persons

5. The word in the paragraph that is closest in meaning to the word " thin " is \_\_\_\_\_

A. plump  
B. skinny  
C. blond  
D. attractive

6. The underlined pronouns " it " line 6 refers to \_\_\_\_\_

A. skin  
B. body  
C. gray hair  
D. color

--

في نهاية المحاضره قال الدكتور ان:

أسئلة الأختبار بتكون (مشابهة-مقاربه) للأسئله الموجوده في المحتويات

وقال

ان اذا ركزت وفهمت الاسئله اللي بالمحتويات

راح تجيب الدرجات العاليه في الأختبار

(يعني)

ركزوا ع الاسئله لو سمحتوا

حلم مستحيل

**Scanning & Skimming a reading text ( pages 202)**

We all know the expression to *change your mind*. But is it possible literally to change your mind-or, to be more precise, to change your brain? Reports from 2005 says yes. First, the bad news, at least for smokers: a study from the University of Edinburgh, in Scotland. It concludes that smoking makes people less intelligent. On cognitive tests ( tests that involve judgment), smokers did significantly worse than nonsmokers. The theory that toxins- poisons- in the smoke enter the blood and damage blood vessels providing the brain with oxygen. And there is more bad news, for most of us: a study from the University of London says that " informania"- the constant flood of information from cell phones, emails, and text messaging- can reduce intelligence by ten points on an IQ test.

1. Where are the universities of Aberdeen and Edinburg located?
 

A. in London	B. in Scotland
C. in the USA	D. in Liverpool
2. The underlined word " precise " line 2 means \_\_\_\_\_
 

A. clear	B. different
C. normal	D. ambiguous
3. \_\_\_\_\_ is the cause of being less intelligent.
 

A. Sleeping	B. Nonsmoking
C. Smoking	D. Studying
4. The test that involves judgment is called a/an \_\_\_\_\_ test.
 

A. Ability	B. Toxins
C. Cognitive	D. Vessel

5. The underlined pronoun " it" Line 4 refers to \_\_\_\_\_

- |                   |             |
|-------------------|-------------|
| A. the university | B. Scotland |
| C. a study        | D. Edinburg |

6. The underlined word " intelligent " line 2 means \_\_\_\_\_

- |                |              |
|----------------|--------------|
| A. interesting | B. different |
|----------------|--------------|

C. famous

D. clever

7. What is the function of blood vessels? \_\_\_\_\_.

A. providing brain with blood

B. thinking

C. providing brain with oxygen

D. moving

8. The word in the paragraph which is closest in meaning to the word "poisons" is \_\_\_\_\_.

A. tests  
C. reports  
B. toxins  
D. smokers

9. The constant flood of information from cell phones and emails is called \_\_\_\_\_.

A. informania  
C. intelligence  
B. toxin  
D. blood vessels

10. The most appropriate TOPIC of the paragraph is \_\_\_\_\_.

A. providing brain with blood  
C. providing brain with oxygen  
B. Smoking  
D. Changing your mind

الكلمات:

No.	New words	meanings
1	Vast ( adj )	Big and wide
2	Depict ( V )	Show in the form of a picture
3	Merchant ( N )	tradesman
4	Sum up ( PV )	conclude
5	Point out ( VP )	Indicate
6	Handsome ( Adj )	Looks beautiful and attractive
7	Route ( N )	way or road street
8	Region ( N )	area / district
9	Found ( V )	establish
10	Mature ( adj )	Fully grown

واسع كبير	كبير	1
تظهر على شكل صورته	وصف	2

3	تاجر	صاحب تجاره
4	الخلاصه	عقد
5	تشير	اشاره-تشير
6	وسيم(تطلق على الرجل)	يبدو جميل وجذاب
7	طريق-مسلك-مسار	الطريق-شارع الطريق
8	منطقه-اقليم	حي-منطقه
9	وجدت-اسس	إنشاء
10	ناضج	نمی بشكل كامل

1. Our doctor always \_\_\_\_\_ the importance of the contents of lectures in the final test.

A. fixes  
B. points out  
C. looks  
D. takes

2. King Faisal University was \_\_\_\_\_ in 1975.

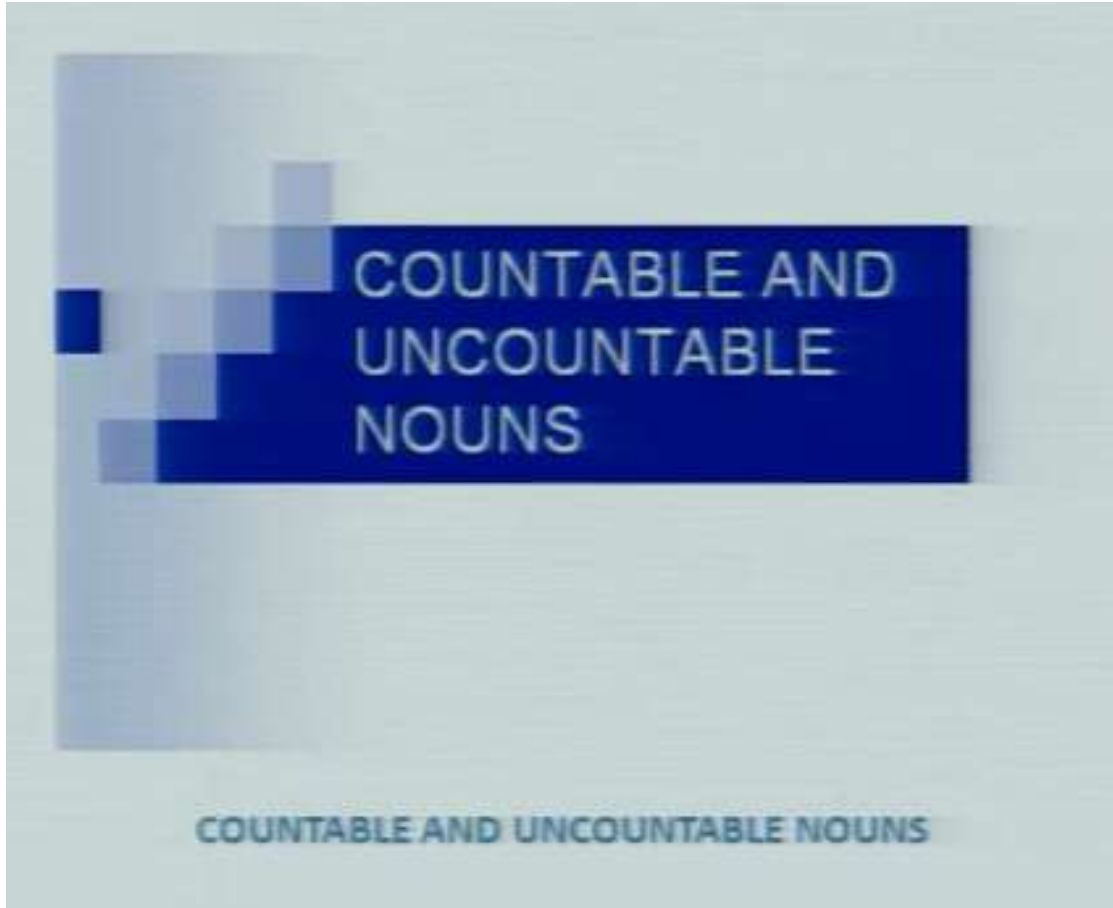
A. found  
B. founded  
C. bought  
D. pointed out

3. The word " \_\_\_\_\_ " is closest in meaning to the word tradesman.

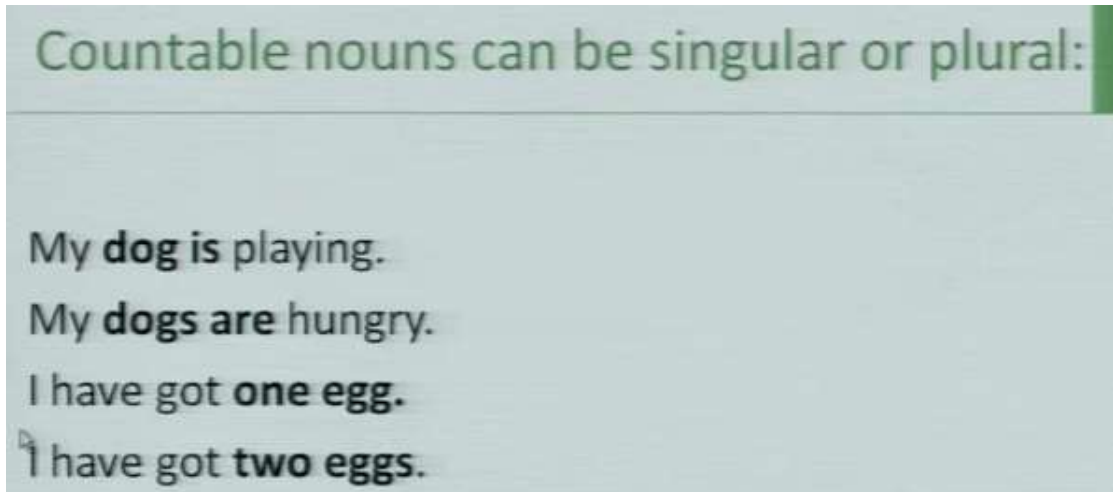
A. merchant  
B. policeman  
C. district  
D. mature

4. The phrase " fully grown " is closest in meaning to the word " \_\_\_\_\_ ".

A. beautiful  
B. ugly  
C. mature  
D. important



الجزئيه طويله واماخذينها وحافضينها بس بناخذها من جديد  
(المعدود-الغير معدود)



المفرد المعدود يمكن تحويله الى جمع معدود بـ

1-إضافة s الجمع

2- تحويل is الى are

3- تحويل عدد one الى جمع two او اكثر

حلم مستحيل



We can use the indefinite article **a/an** with countable nouns:

**A** dog is **an** animal.

I'm waiting for **a** bus.

When a countable noun is singular, we must use a word like **a/the/my/this** with it:

I want **an** orange. (*not* I want orange.)

Where is **my** bottle? (*not* Where is bottle?)

المقالات a-an تستخدم للعلم المعدود المفرد

لاكن a تجي قبل العلم اللي بيدي بحرف ساكن

An تجي قبل العلم اللي بيدي بحرف عله (a-e-u-i-o)

نقدر نستخدم مع العلم المفرد المعدود

a-an-the-my-this

في المثالين

1 – الجملة صحيحة متى تكون خطأ اذا ما حطينا an

2- الجملة صحيحة متى تكون خطأ اذا ما حطينا my

When a countable noun is plural, we can use it alone:

I like oranges.

Bottles can break.

We can use **some** and **any** with countable and uncountable nouns:

**Some** is used in .....

**Any** is used in .....

I've got **some** dollars.

Have you got **any** pens?

مع العلم المعدود الجمع نستخدم

Some للجمل المثبتة

Any للجمل المنفيه والأسئلة

- Some people arrived.
- I bought **some** milk.
- Did you meet any **friends** in the city?
- I didn't have **any** water.

### Practice

Complete the sentences **with a, an, some or any**.

- 1.- Would you like ..... cup of coffee?
- 2.- There is ..... Butter in the fridge.
- 3.- Can I make ..... telephone call?
- 4.- There weren't ..... in the house.

We can use **a few** and **many** with plural countable nouns:

I've got **a few** dollars.

I've got **a few** friends.

I haven't got **many** pens.

They haven't got **many** friends.

نستخدم مع العلم المعدود الجمع

A few-many

A few للجمل المثبتة

Many للجمل المنفيه والأسئلة

في فرق بين few – a few

a few تعطي معنى إيجابي

Few تعطي معنى سلبي

We can use **a little** and **much** with uncountable nouns:

I've got **a little** money.

I haven't got **much** rice.

I've got **a little** milk.

We've haven't got **much** time

نستخدم مع العلم الغير معدود

A Little للجمل المثبتة

Much للجمل المنفيه والأسئله

Time تجي معدود وغير معدود

إذا جات بمعنى وقت تصير غير معدود – إذا جات بمعنى مرات تصير معدود

Write a few, a little , much or many to complete these sentences .  
Don't use some, any or a lot of.

- 1.- There's some food but not ..... drink.
- 2.- ... people arrived before the party started , but not many.
- 3.- There's not .....coffee in the cup.
- 4.- She hasn't got ..... friends.
- 5.- I'm sorry, I haven't got ..... Time.
- 6.- The receptionist didn't give me ..... Information.

much-1

a few-2

many-3

many-4

much-5

much-6

**A lot of – some / any – Much / Many – A few / A little**

**Underline the correct item.**

- 1.- Are you hungry? There is a little / *a few* roast beef left.
- 2.- I can't make a cake. We haven't got much / *any* eggs.
- 3.- There is *a few* / a lot of sugar in the cupboard. we don't need to buy any.
- 4.- Can I have some / *much* milk for my coffee?
- 5.- We need a few / *much* more peppers to make the dish.
- 6.- We've got a lot of / *a little* bananas so you don't have to buy any.
- 7.- There isn't *many* / much food left . We'll have to go shopping.
- 8.- This restaurant offers *a few* / a little vegetarian dishes.

"People" is countable. "People" is the plural of "person". We can count people:

There is one person here.

There are three people here.

People علم معدود جمع

person مفردها

## Uncountable Nouns

Unlike Countable nouns, which can be counted, Uncountable nouns are substances, concepts etc that we cannot divide into separate elements. We cannot "count" them. For example, we cannot count "milk". We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself.

الاعلام الغير معدوده هي اشياء ملموسه

لا يمكن جمعها

مثل الحليب لا يمكن جمعه

اذا كنا نريد جمعه نقول زجاجات حليب-لتر حليب

بس الحليب نفسه ماقدر نجمله

امثله ع الأعلام الغير معدوده:

Here are some more uncountable nouns:

music, art, love, happiness

advice, information, news

furniture, luggage

rice, sugar, butter, water

electricity, gas, power

money, currency

We usually treat uncountable nouns as singular. We use a singular verb. For example:

**This news is** very important.

Your luggage **looks** heavy.

يعامل العلم الغير المعدود معاملة المفرد

في الفعل المساعد وضمير الإشاره و s المضارع

We do not usually use the indefinite article **a/an** with uncountable nouns. We cannot say "an information" or "a music". But we can say **a something of**:

**a piece of** news

**a bottle of** water

**a grain of** rice

لا تستخدم المقالات a-an مع الأعلام الغير معدوده

ويمكن تحديد كميته الغير معدود

We can use **some** and **any** with uncountable nouns:

I've got **some** money.

Have you got **any** rice?

نستخدم مع الأعلام الغير معدوده

Some الجمل المثبته

Any الجمل المنفيه والأسئله

امثله للأعلام الغير معدوده ومايقابلها من المعدود

Countable	Uncountable
dollar	money
song	music
suitcase	luggage
table	furniture
battery	electricity
bottle	wine
report	information
tip	advice
journey	travel
job	work
view	scenery

## Nouns that can be Countable and Uncountable

Sometimes, the same noun can be countable *and* uncountable, often with a change of meaning.



يمكن ان يكون العلم الغير معدود معدود  
لاكن يختلف معناه كما في الجدول التالي

Countable		Uncountable
There are two hairs in my coffee!	hair	I don't have much hair.
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhh! I thought I heard a noise.	noise	It's difficult to work when there is too much noise.
Have you got a paper to read? (= newspaper)	paper	I want to draw a picture. Have you got some paper?
Our house has seven rooms.	room	Is there room for me to sit here?
We had a great time at the party.	time	Have you got time for a coffee?
Macbeth is one of Shakespeare's greatest works.	work	I have no money. I need work!

Drinks (coffee, water, orange juice) are usually uncountable. But if we are thinking of a cup or a glass, we can say (in a restaurant, for example):

Two teas and one coffee please.

السؤال - القهوة - الماء - عصير البرتقال هي اعلام غير معدوده

يمكن ان نجعله معدود اذا قلنا مثل المثال التالي

اثنين شاي وواحد قهوه لو سمحت

## HOW MANY OR HOW MUCH

- **HOW MANY** \_\_\_ books are there on the desk?
- **HOW MUCH** \_\_\_ water is there in the glass?
- **HOW MANY** \_\_\_ computers are there in the laboratory?
- **HOW MANY** \_\_\_ mistakes are there in your exam?
- **HOW MUCH** \_\_\_ sugar is there on the floor?
- **HOW MANY** \_\_\_ triangles did you bring?
- **HOW MANY** \_\_\_ bones do we have?
- **HOW MANY** \_\_\_ students are there in the classroom?
- **HOW MANY** \_\_\_ credit cards do you have?
- **HOW MUCH** \_\_\_ money did you ask?

### I.- UNDERLINE THE CORRECT WORD IN EACH SENTENCE

Are there a/any people at the bus station?

Look at this shirt!. Can I borrow an/some iron?

Did you buy a/some magazine?

Could you buy a/some bread at the market?

There aren't any/some payphones near here

She brings some/any balls to play

**PLACE ANY OR SOME IN THE FOLLOWING SENTENCES**

- There isn't ANY money
- There aren't ANY new clothes.
- There are SOME pencils.
- There aren't ANY more apples.
- There is SOME milk on the table.
- There aren't ANY curtains.
- There are SOME other options.

إختصار للمحاضره

**To Sum Up:**

Using ( many/much/ a few/ a little, some, several...etc )

page 195

**A. Many, a few, few, some, several** = Used before countable nouns

**Countable nouns** ( nouns that can be singular and plural)

e.g [ boy- car – door – page – girl – houses.....etc ]

**B. Much, a little, little, some**= Used before uncountable nouns

**Uncountable nouns** ( nouns that don't have singular or plural forms)

e.g [ water – sugar – snow – money – food – milk, .....etc ]

**C. A, An, Each & Every** = used before singular nouns

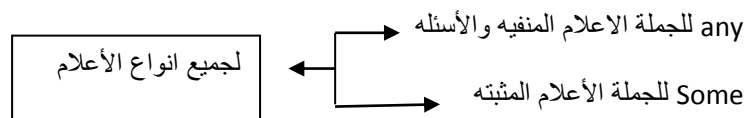
**D. Any**= used in negative and question

**E. Some**= used when we offer something

Many-a few-few-some-several تستخدم قبل الأعلام المعدوده الجمع

Much-a little-litel-some تستخدم قبل الأعلام الغير معدوده

a-an-each-every تستخدم قبل الأعلام المعدوده المفرده



### Sample Questions

( many/much/ a few/ a little, some, several...etc )

1. I was very hungry. I ate \_\_\_\_\_.  
a. many                      b. little                       c. much                      d. a few
2. \_\_\_\_\_ students will pass the test. It is very easy.  
a. Few                      b. Some                      c. A few                       d. Many
3. Fortunately, \_\_\_\_\_ people died in the terrible accident.  
a. Many                      b. Some                      c. Few                       d. A few
4. He was very happy . He won \_\_\_\_\_ money in the project.  
a. many                      b. much                       c. little                      d. a few
5. \_\_\_\_\_ student should have the textbooks  
a. many                      b. Some                       c. Every                      d. All
6. I didn't like the food. I ate \_\_\_\_\_  
a. much                      b. many                       c. little                      d. few

# What is a noun?

Noun is a word which refers to a thing, person, activity, place etc.



**car**



**reading**



**street**



**Teacher**

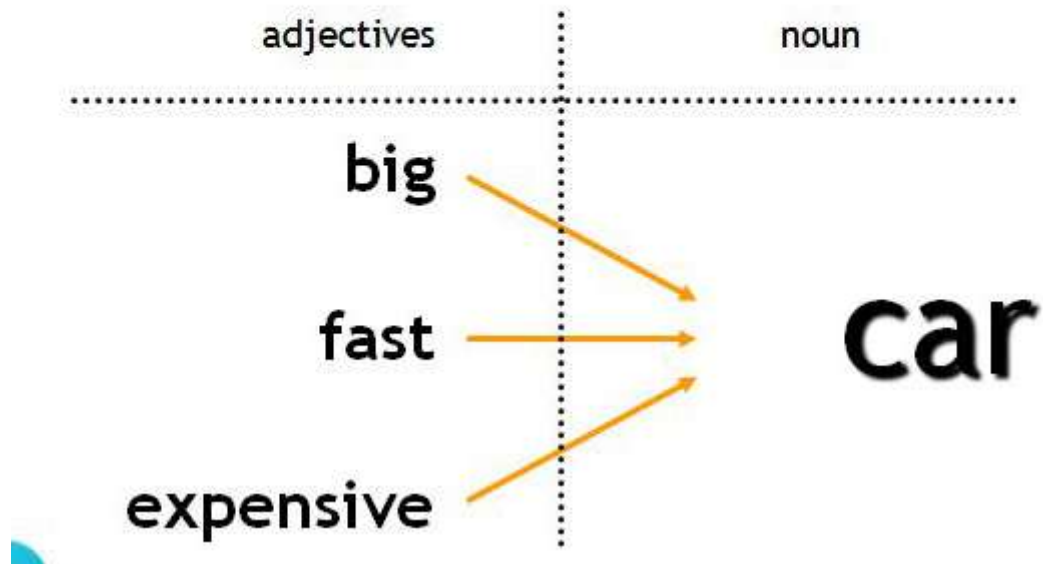


ماهو العلم؟

هو كلمه تعود على شيء او شخص او مكان او حدث.. الخ

# What is an adjective?

Adjective is a word which describes a noun

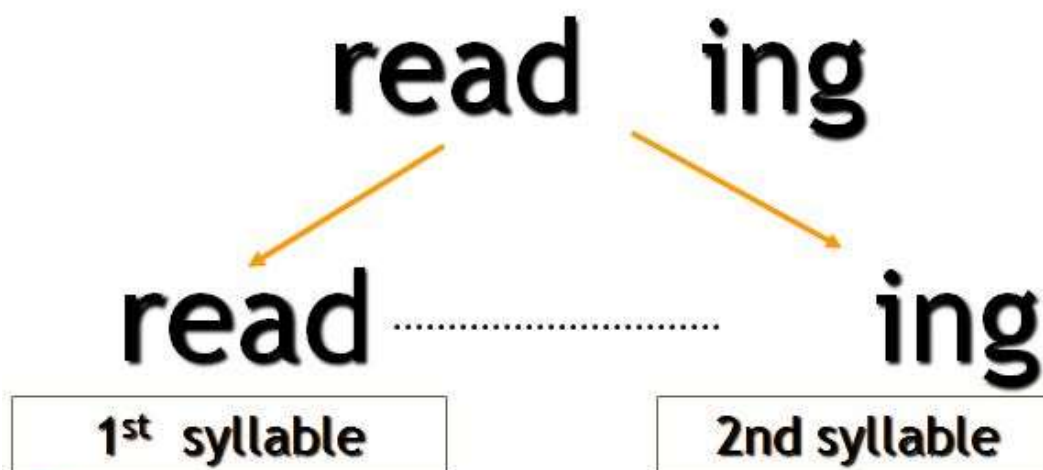


ماهي الصفه؟

هي كلمه تصف العلم

# What is a syllable?

Syllable is a part of a word containing vowel sound



حلم مستحيل

ماهو المقطع اللفظي؟

الكلمه في اللغه الغنجليزيه تتكون من مقاطع لفظيه كل مقطع يتكون من 3 الى 4 حروف

Read مقطوع 1 ing مقطوع 2

## Syllables – examples

1. One-syllable adjectives  
→ fast big cheap long

2. Two-syllable adjectives  
→ hap py cra zy dir ty

3. Three-syllable adjectives  
→ im por tant

للمقاطع اللفظيه 3 انواع

1-مقطع لفظي واحد

2-مقطع لفظي ذو مقطعين

3-مقطع لفظي ذو ثلاث مقاطع او اكثر

## LET'S START 😊

Adjectives and adverbs are words that modify other words. The comparative form of an adjective or adverb compares two things. The superlative form of an adjective or adverb compares three or more things.

## What is a “comparative form”?

Comparative form expresses the idea of 'more'

**fast-er**

**My car is fast.**

**But his car is faster.**

المقارنه تكون داعمه لفكرة (الكثير)

Fast سريع

Faster اسرع



# “Comparative form”?

How is a ‘comparative’ form built?

one syllable adjectives

long **er**

two syllable adjectives  
ending in -ly

funny **ier**

other two and three syllable  
adjectives

**more** modern

irregular adjectives  
for example ‘good’

**better**



المقارنه للصفات

1-ذات مقطع لفظي واحد-نضيف اخرها er

2-ذات مقطع لفظي واحد منتهي بـ y نحولها الى i ونضيف بعدها er

3-ذات مقطعين صوتيين او اكثر نضيف قبلها more

4-صفه شاذه مثل good تكون better

# What is a “superlative form”?

Comparative form expresses the idea of ‘most’

**fast-est**

My car is fast.  
Your car is fast.

But his car is the **fastest**.

التفضيل تكون داعمه لفكرة (أعظم)

## “Superlative form”?

How is a ‘superlative’ form built?

one syllable adjectives

**long est**

two syllable adjectives  
ending in -ly

**funny iest**

other two and three syllable  
adjectives

**most modern**

irregular adjectives  
for example ‘good’

**best**



التفضيل في الصفات

1-ذات مقطع لفظي واحد نضيف est

2-ذات مقطع صوتي واحد منتهي بـ y نحولها الى i وونضيف est

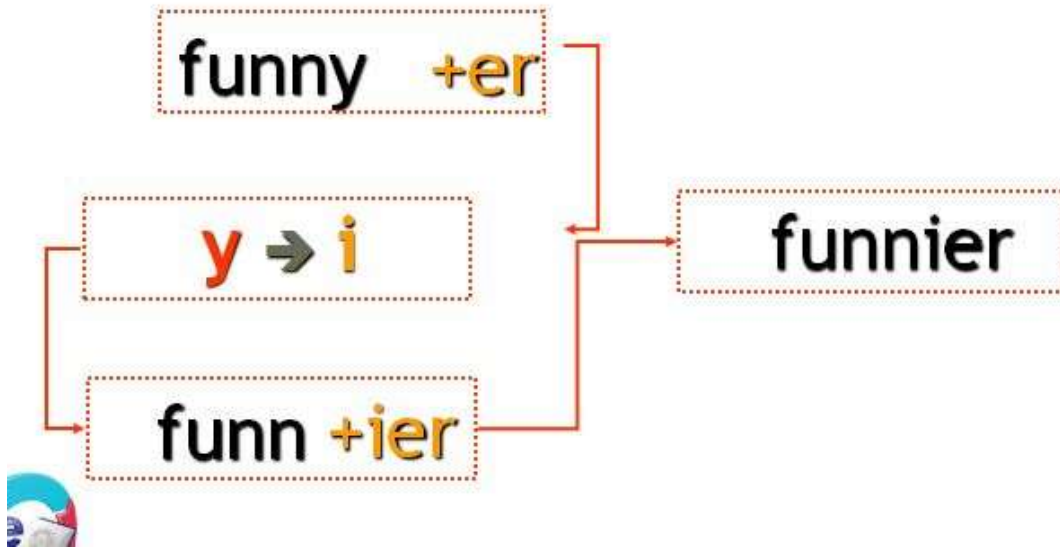
حلم مستحيل

3-ذات مقطعين لفظيين او اكثر نضيف قبلها most

4-صفه شاده good الى best

## Change of 'y' into 'i'

We want the comparative form of the adjective 'funny'



المقارنه لـ الصفه ذات المقطع الواحد المنتهيه بـ y نحوله الى i ونضيف er

التفضيل لـ الصفه ذات المقطع الواحد المنتهيه بـ y نحوله الى i ونضيف est

جدول مختصر للمقارنه والتفضيل للصفه:

	comparative	superlative
long	longer	longest
funny	funnier	funniest
modern	more modern	most modern
good	better	best

To make comparative and superlative forms of adjectives some rules must be followed.

هناك قواعد تدرج تحتها المقارنه والمفاضله لبعض الصفات وهي

## Rule 1

To form the comparative or superlative of one syllable words with **more than one vowel OR ending with more than one consonant** at the add -er OR -est.

tall	taller	tallest
neat	neater	neatest
deep	deeper	deepest

إذا كانت الصفة ذات مقطع صوتي واحد نضيف في آخرها r للمقارنه \ est\ للتفضيل

## Rule 2

To form the comparative or superlative of a **one syllable word ending in e** add -r OR -st.

<u>wide</u>	wider	widest
fine	finer	finest
cute	cuter	cutest

إذا كانت الصفة ذات مقطع صوتي واحد ومنتهيه بـ e نضيف r للمقارنه \ st\ للتفضيل

### Rule 3

To form the comparative or superlative of a one syllable word with **one vowel and one consonant at the end** double the consonant, and add -er OR -est.

sad	sadder	saddest
big	bigger	biggest
fat	fatter	fattest

إذا كانت الصفة ذات مقطع صوتي واحد وكان آخر حرف فيها حرف ساكن وقبله حرف علة

ندبل الحرف الساكن ونضيف r للمقارنه \ est للتفضيل

### Rule 4

To form the comparative or superlative of a **two syllable word ending in y**, change the y to i, then add -er OR -est.

happy	happier	happiest
jolly	jollier	jolliest
lazy	lazier	laziest

إذا كانت الصفة ذات مقطع لفظي واحد منتهيه بـ y نحوله الى i ونضيف r للمقارنه \ est للتفضيل

## Rule 5

To form the comparative or superlative of a **two syllable word ending a vowel-sound that is not stressed** then add -er OR -est.

Adjectives ending in -le, -ow, er frequently take -er and -est.

yellow	yellower	yellowest
gentle	gentler	gentlest
simple	simpler	simplest

إذا كانت الصفة من مقطع صوتي واحد وكانت منهيه بـ صوت عله أي الحروف (ow - le)

نضيف r للمقارنه \ est للتفضيل


جدول يشرح القواعد الخمس + قاعده سأشرحها في نهايته

Adjective form	Comparative	Superlative
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast, tall, neat, deep</i>	Add -er: <i>lighter, neater, faster, taller, neater, deeper</i>	Add -est: <i>lightest, neatest, fastest, tallest, neatest, deepest</i>
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -r: <i>wider, finer, cuter</i>	Add -st: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat, sad</i>	Double the consonant, and add -er: <i>hotter, bigger, fatter, sadder</i>	Double the consonant, and add -est: <i>hottest, biggest, fattest, saddest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely, jolly</i>	Change y to i, then add -er: <i>happier, sillier, lonelier, jollier</i>	Change y to i, then add -est: <i>happiest, silliest, loneliest, jolliest</i>
two syllable word ending a vowel-sound that is not stressed <i>yellow, simple</i>	Add -er: <i>yellower, simpler</i>	Add -est: <i>yellowest, simplest</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful,</i>	Use more before the adjective: <i>more modern, more interesting, more beautiful</i>	Use most before the adjective: <i>most modern, most interesting, most beautiful</i>

القاعده 6 هي :

إذا كانت الصفة ذات مقطعين صوتيين أو أكثر نضيف قبلها *more* للمقارنه \ *most* للتفضيل

**NOTE:** Like adjectives some adverbs can take comparative and superlative forms, with -er and -est:



Sally works hard.  
Steve works harder than Sally  
Kathy and Sue work the hardest of all.

ماهي الاحوال؟

هي كلمات تصف الفعل.


يمكن المقارنه والتفضيل بها لانها تختلف عن الصفات اختلاف بسيط وهو

في الامثله الثلاثه نركز على 2-3

2 المقارنه - نهاية الحال نضيف er وبعده than


3- التفضيل - قبل الحال the نهايته est بعده مايدل على انه افضل من الكل

**NOTE:** Like adjectives some adverbs can take comparative and superlative forms, with -er and -est:



Sally works hard.  
Steve works harder than Sally  
Kathy and Sue work the hardest of all.





The bird sings loudly.  
The moose sang louder than the bird.  
Pete sang the loudest of them all.

جدول بالأحوال وطريقة المقارنه والتفضيل بها

### List of Adverbs in Which -er and -est May Be Added

Adverb	Comparative	Superlative
fast	faster	fastest
slow	slower	slowest
quick	quicker	quickest
early	earlier	earliest
bright	brighter	brightest
high	higher	highest

جدول اذا كان الحال اكثر من مقطعين صوتيين كيف يمكن المقارنه والتفضيل به باستخدام more-most

However, the majority of adverbs do not take these endings. Instead, they form the comparative using *more* and the superlative using *most*:

Adverb	Comparative	Superlative
<i>recently</i>	<i>more recently</i>	<i>most recently</i>
<i>effectively</i>	<i>more effectively</i>	<i>most effectively</i>
<i>frequently</i>	<i>more frequently</i>	<i>most frequently</i>

استخدام المقارنه:

### USE OF COMPARATIVES

Comparatives are very commonly followed by **than** and a pronoun or noun group, in order to describe who the other person or thing involved in the comparison is, e.g.:

John is taller than me.

I think that she's more intelligent than her sister.

1-في المقارنه في الأحوال تأتي then

## OTHER USES OF COMPARATIVES

- Comparatives are often qualified by using words and phrases such as **much, a lot, far, a bit/little, slightly** etc., e.g.:
 

You should go by train, it would be much cheaper.  
 Could you be a bit quieter?  
 I'm feeling a lot better.  
 Do you have one that's slightly bigger?
- Two comparatives can be contrasted by placing **the** before them, indicating that a change in one quality is linked to a change in another, e.g.:
 

The smaller the gift, the easier it is to send.

The more stressed you are, the worse it is for your health.
- Two comparatives can also be linked with **and** to show a continuing increase in a particular quality, e.g.:
  - The sea was getting rougher and rougher.
  - Her illness was becoming worse and worse.
  - He became more and more tired as the weeks went by

2- يمكن استخدام much-a lot-far-a bit-little-slightly في المقارنه كما في الامثله

1- ارحص اكثر 2- اهدى شوي 3- جيد جداً 4- اكبر قليلاً

3- يمكن استخدام the قبل الحال في المقارنه

كما انه عندما نغير قيمه شيء لا بد ان نغير باقي القيم لتناسب معه

مثل المثال 5- الأصغر هديه الاسهل في الأرسال

عكسها : الأكبر هديه الأصعب في الأرسال

4- يمكن ان يكون هناك دليل على زيادة الحال في المقارنه

بذكر الحال مرتين كما في الامثله 6-7-8

## USE OF SUPERLATIVES

As shown in the second two examples, superlatives are often used on their own if it is clear what or who is being compared. If you want to be specific about what you are comparing, you can do this with a noun, or a phrase beginning with **in** or **of**, e.g.:

Annabel was the youngest child  
 Annabel was the youngest of the children  
 This restaurant is the best in town.

5- يمكن إضافة in- of بعد الحال في التفضيل دليل على ان الحال اعظم من الجميع

## THE OPPOSITES OF COMPARATIVE AND SUPERLATIVES

We use the forms **less** (the opposite of comparative more), and **the least** (the opposite of superlative the most).

**Less** is used to indicate that something or someone does not have as much of a particular quality as someone or something else, e.g.:

This sofa is less comfortable.  
I've always been less patient than my sister.

**The least** is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g.:

It's the least expensive way to travel.  
She was the least intelligent of the three sisters.

كماي يمكن عكس المقارنه والتفضيل

less ← more عكس

the least ← the most عكس

ف less بمعنى اقل للمقارنه

The least بمعنى الأقل في التفضيل

## Irregular Comparative and Superlative Adjectives and Adverbs

Some comparative and superlative forms are irregular and do not follow any rules or patterns. These must be memorized.

هناك صفات واحوال شاذه في المقارنه والتفضيل

### Irregular Adverbs

Word	Comparative	Superlative
badly	worse	worst
much	more	most
little	less	least
much	more	most
well	better	best

### Irregular Adjectives

Word	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
little	less	least
far	farther	farthest
old	older elder	oldest eldest

## Example:

Nathan made **good** stew.

Molly's stew was **better** than Nathan's.

Ezra made the **best** stew of all.

## Let's Start Exercising

1. The weather in winter is \_\_\_\_\_ than it is in summer.

- A. colder  
B. cold  
C. coldest  
D. the coldest

2. I have \_\_\_\_\_ money than you do.

- A. much  
B.  more  
C. most  
D. least

3. Abdullah is \_\_\_\_\_ of all boys.

- A. the fastest  
B.  the most fastest  
C. fast  
D. faster

## Do More Exercises

1. What is the comparative of "sad"?

1. sader
2. sadder
3. sadier
4. saddier

2. What is the comparative of "destructive"?

1. destructiver
2. more destructive
3. destructivier
4. more destructiver

3. What is the superlative of "soft"?

- ① softest
2. softiest
3. softtest
4. most soft

4. What is the comparative of "hot"?

1. hoter
- ② hotter
3. hottest
4. hottest

5. What is the comparative of "heat"?

1. heater
- ② heater
3. heatier
4. hetter
5. none of these



6. What is the superlative of "ugly"?

- 1. uglier
- 2. ugliest
- 3. uglyest
- 4. ugliest

7. What is the superlative of "unpleasant"?

- 1. unpleasant
- 2. most unpleasant
- 3. more unpleasant
- 4. unpleasantest

10. To fall from a motorcycle is \_\_\_\_\_ to fall from a bicycle.

- a) more painful
- b) more painful than
- c) painfuller than
- d) the painfuller

11. If you suffer asthma, don't go to Mexico City. It is one of the \_\_\_\_\_ cities in the world.

- a) pollutest
- b) more polluted
- c) polluter than
- d) most polluted

12. The \_\_\_\_\_ place from Chile is Australia. It's on the other side of the world.

- a) farther
- b) farthest
- c) farther than
- d) farthest than

13. I don't think your bike is \_\_\_\_\_ mine.

- a) fastest than
- b) faster
- c) fastest
- d) faster than

14. Michael was \_\_\_\_\_ basketball player in the world.

- a) taller
- b) tallest
- c) the taller
- d) the tallest

15. Speaking Japanese is \_\_\_\_\_ writing it.

- a) the easiest
- b) easy
- c) easier than
- d) easier than

Write the following sentences using the correct form of the adjective (comparative or superlative)

- Clare is \_\_\_\_\_ Mike. (old)
- Jane is \_\_\_\_\_ of the four. She eats very well and does a lot of sports. (healthy)
- The coach thinks that Peter is the \_\_\_\_\_ player of the team. (fast)
- The Sahara desert is one of the \_\_\_\_\_ deserts in the world. (hot)
- The climate in the North of Chile is \_\_\_\_\_ in the South. (dry)
- Asia is \_\_\_\_\_ Europe. (big)
- A Rolls-Royce is one of \_\_\_\_\_ cars in the world. (expensive)
- \_\_\_\_\_ hurricanes are developed over México. (violent)
- Diamonds are \_\_\_\_\_ jewels in the world. (precious)
- History classes are \_\_\_\_\_ chemistry classes. (interesting)

## Scanning & Skimming Reading Texts Page 75

A hundred years ago, in most of the world, people didn't have much choice about the work that they would do, where they would do it, or how they would do it. If their parents were farmers, they became farmers. The society and tradition determined their profession. twenty years ago in many countries, people could choose their livelihood. They also had the certainty of a job for life, but they usually couldn't choose to change from one employer to another or from one profession to another. Today, this is not always the case. Career counselors tell us that the world of work is already changing fast and will change dramatically in the next 25 years.

The situation varies from country to country, but in today's economy, there is generally less job security worldwide. Even in Japan, where people traditionally had a very secure job for life, there is now no promise of a lifetime job with the same company. One reason for the lack of job security is the worldwide decrease in manufacturing jobs. Another reason is employer's need to hold down costs. This has resulted in two enormous changes for the workforce.

- The most appropriate TOPIC for the reading passage is: \_\_\_\_\_
 

A. Career counselors	B. The society and tradition
C. Parents and farmers	<b>D. Changing career trends</b>
- The part speech of the underlined word "choice" is: A/ An \_\_\_\_\_
 

A. Verb	<b>B. Noun</b>
C. Adjective	D. Adverb
- The underlined word "varies" has the same meaning as the word: \_\_\_\_\_
 

A. carries	B. constructs
<b>C. differs</b>	D. watches

## What's Phrase ?

A group of words that forms part of a clause. A phrase is built up on a HEADWORD, and the types of phrase are named according to the class the headword belongs to:

	HEADWORD	EXAMPLE	USES IN CLASUSES
NOUN PHRASE	noun	a large jug of water	Subject, object, complement
VERB PHRASE	verb	have been seeing	verb
PREPOSITIONAL PHRASE	preposition	by the roadside	Adverbial, part of a noun phrase
ADJECTIVE PHRASE	Adjective	very big indeed	Part of a noun phrase, complement
ADVERB PHRASE	Adverb	rather too slowly	Adverbial

عباره = Phrase

ماهي العباره؟

هي مجموعه من الكلمات تعتبر جزء من التعبير, فالعباره تحتوي على رأس كلمه ونوع العباره يعتمد على رأسها

كما في الجدول

يستخدم	مثال	نوع الكلمه الرأس	
فاعل-مفعول به-تكملة		علم	عباره علم
فعل		فعل	عباره فعل
ظرف-جزء من عبارة العلم		حرف جر	عباره حرف جر
جزء من عبارة العلم		صفه	عباره صفه
ظرف		حال	عباره ظرف

## Basic Grammar Terminology

To get started, here is a basic review of grammar terminology.

Part of Speech	Function or "Job"	Example
<u>Verb</u>	action or state	Peter <b>ate</b> dinner.
<u>Noun</u>	thing or person	The <b>dog</b> watched the <b>squirrel</b> .
<u>Adjective</u>	describes a noun	The <b>hungry</b> dog watched the <b>grey</b> squirrel.
<u>Adverb</u>	describes a verb, adjective or adverb	The hungry dog <b>intently</b> watched the grey squirrel.

Part of Speech	Function or "job"	Example
<u>Pronoun</u>	replaces a noun	<b>He</b> ate dinner.
<u>Preposition</u>	links a noun to another word	I gave a bone <b>to</b> the dog.
<u>Conjunction</u>	joins clauses or words	Peter read the paper <b>and</b> listened to the radio <b>while</b> he ate dinner.

شرح اكثر لها

مثال	وظيفتها	نوع الكلمه
	حدث-حاله	فعل
	شخص-شيء	علم
	تصف العلم	صفه
	يصف الفعل-الصفه-العلم	حال
	مكان العلم	ضمير
	يربط العلم بالكلمات الأخرى	حرف جر

حلم مستحيل

	يربط الجمل او الكلمات	رابط
--	-----------------------	------

## What Makes a Sentence?

**Peter ate dinner.**

**Subject** = noun or pronoun that does an action or experiences a state of being

**Verb** = expresses the action or "state" of the subject

**Object** = noun or pronoun that receives the action of the verb

ما الذي يكون الجملة؟

فاعل S فعل V مفعول به O

الفاعل S : هو علم او ضمير يقصد منه من فعل الحدث او أختبر حاله

الفعل V: هو الحدث الذي قام به الفاعل

المفعول به O: علم او ضمير يعود على حدث الفعل

هذي تكوين حنا نعرفه ...في تكوينات غير هذا التكوين وهي:

## This is also a sentence ...

**Peter is happy.**

**Subject**      **Verb**      **Complement**

A **complement** is a great deal like an object, but it differs in that it does **not** "receive" the action a verb. Instead it "is" the subject.

Complements can be nouns or adjectives. The key to understanding them is understanding the verbs that they follow.

فاعل+فعل+تكملة

حلم مستحيل

complement → أختصار للتكملة


والتكملة هي التي تعود على الفاعل


### Verbs that take complements ...

(thank you very much!)

**Intensive Verbs** such as *be* and *feel* do not have action moving "out" of them to affect a noun. Instead they **hold action** "within" them.

Look at the images above the verbs in the following sentences:

  
Peter **threw** the bone.

  
Peter **is** happy.

The verb *threw* is **NOT** an intensive verb (the action moves out of it to affect the object).

The verb *is* **IS** an **intensive verb**: *Peter* and *happy* are the same thing, so the mathematical equal sign better represents the "action" of this intensive verb.

الأفعال المكتملة intensive verbs ليس لها حدث خاص فيها بل هي تكمل الحدث

### Common Intensive English Verbs

- be
- feel
- seem
- became

Remember that these verbs can be followed by nouns or adjectives. Either way, the words that follow intensive verbs "are" the subjects before the verb ... that is how you can identify a complement.

EXAMPLE:

Peter is a **teacher**.

Noun as a complement

Peter is **happy**.

Adjective as a complement

جامعة الملك فيصل  
صحة التعلم الإلكتروني والتعليم عن بعد

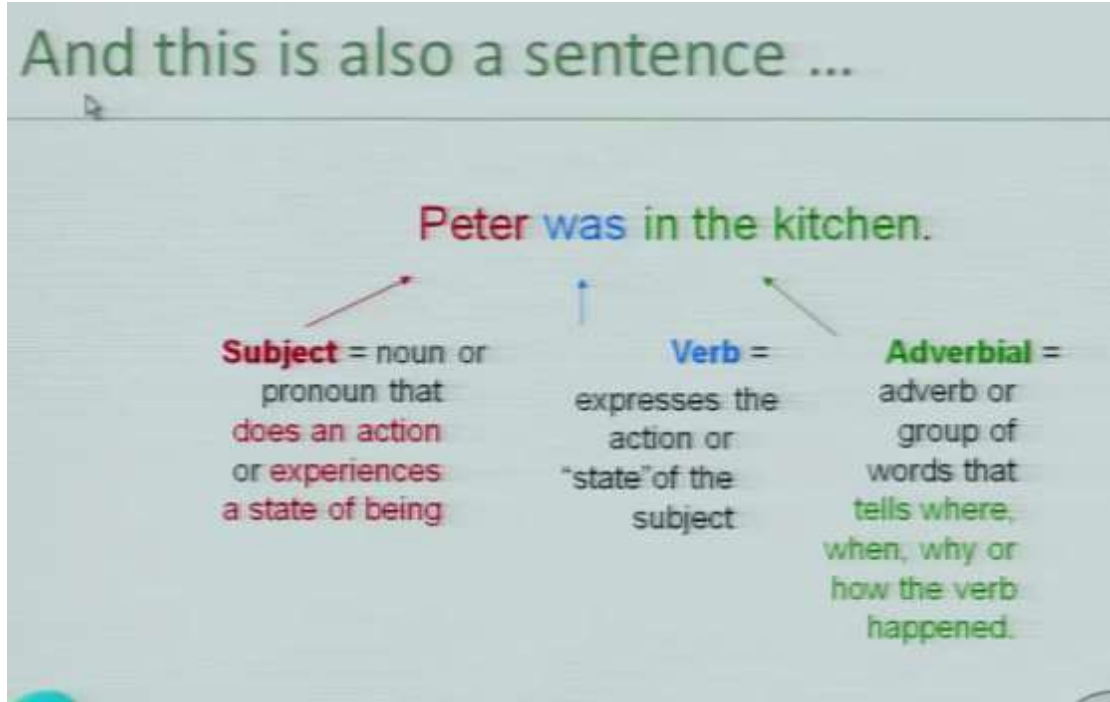
وش هي الافعال المكتلمه؟ Be (is-am-are)-became-seem-feel

هاذي الافعال اذا ما جاء بعدها فعل نتعامل معها على انها فعل يعني (تقوم مقام الفعل)

في الامثله 1-2

1- المدرس هو علم لانه جاء تكلمه ليه؟ لانه جاء بعد be ما جاء بعد be بفعل فصار be هو الفعل

2- سعيد هو صفة لانه جاء تكلمه ليه؟ لانه جاء بعد be ما جاء بعد be بفعل فصار be هو الفعل



نوع اخر

فاعل+فعل+ظرف

الظرف adverbial هو حال او مجموعة كلمات تجيب على اسئله(من-اين-متى-كيف) حدث الفعل




# More Adverbial Examples

Peter was a student last year.  
**When**

Peter went to New York to visit his aunt.  
**Where**      **Why**

Peter drive quickly.  
**How**



1- جاء إجابته لـ متى      2- جاء إجابته لـ اين ولماذا      3- جاء إجابته لـ كيف

# Sentence Components

So, we can symbolize the basic components of a sentence in the following way:

S + V / O  
or C  
or A

Where:

**S** = subject (a noun or pronoun that *does* an action)

**V** = verb (the action itself)

/ = "optional" → some verbs do not need an O, C or A

**O** = object (a noun or pronoun that *receives* an action)

**C** = complement (an adjective or noun that *is* the subject)

**A** = adverbial (an adverbial that tells more about the action)



أختصار ما تم أخذه ان

الجملة تتكون من جزئين اساسيين وهم

الفاعل S + الفعل V

يضاف لها إما (مفعول به O – تكلمه C – ظرف A )

في الصورة العلامة / دليل عن الجزء اللي بعدها يمكن تغييره

But here's a new question, is this a sentence?

Peter ate dinner while he watched TV.

**Yes, this is a sentence.** It is the sentence from an earlier slide (Peter ate dinner) with additional information added ... now we know that Peter was doing two things at once, eating dinner and watching TV.

Let's take a look at the components of this new sentence.

هنا عندنا سؤال

حلم مستحيل

س: هل هذه جمله؟

Peter ate dinner while he watches TV

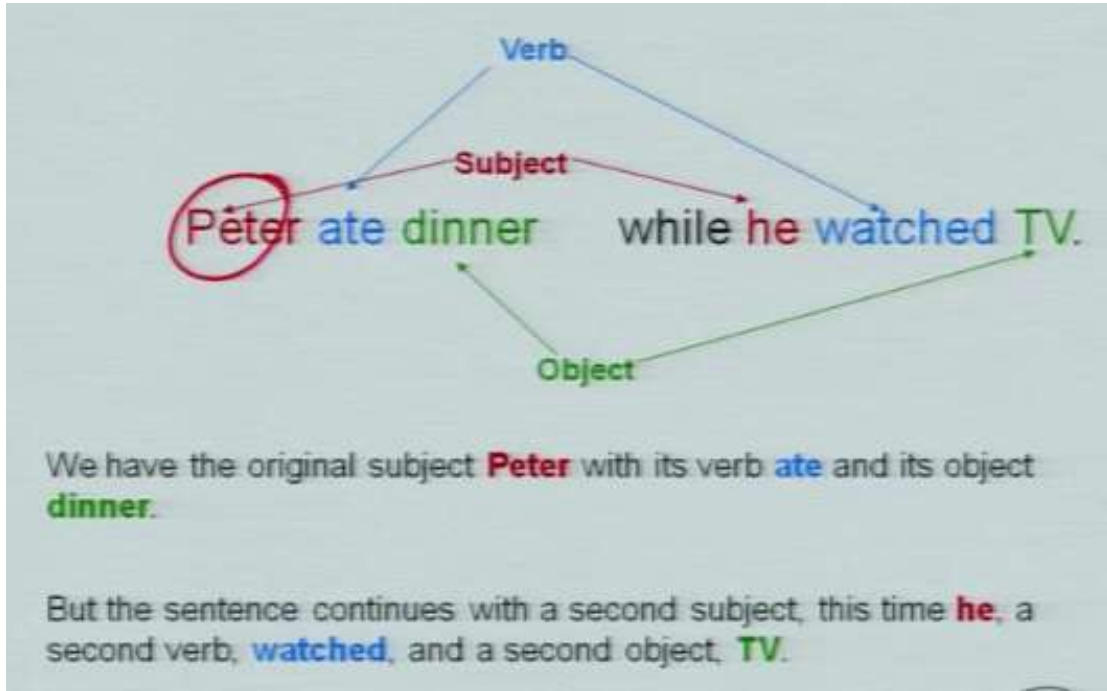
ج: نعم

هي عبارة عن جملتين مربوطه ببعض

جمله Peter ate dinner

جمله he watches TV

الرابط بينهم while



يعني عندنا فاعلين فعلين مفعولين به

الجمله الأولى فيها فاعل 1 فعل 1 مفعول به 1

الجمله الثانيه فيها فاعل 2 فعل 2 مفعول به 2

# Clause

Our one sentence is basically two "mini" sentences hooked together by the word *while*.

Peter ate dinner.while he watched TV.

"Mini" sentences, units of **SV/O,C** or **A**, within a sentence are called *clauses*.

Clause = تعبير

في جملتنا

Peter ate dinner while he watches TV

عندنا رابط وهو while

وقلنا ان الجملة اصلا عباره عن جملتين اساسيتين

جملة Peter ate dinner

جملة he watches TV

## Clause

continued

Peter ate dinner while he watched TV.

1 2

This sentence is composed of two clauses.

But we can still add more to this sentence.

هنا قسم الجملة الى قسمين هنا عارفينهم واطلق على كل قسم اسم (تعبير)

ويمكن مضيف كلمات اكثر للجملة

## A bigger sentence ...

(After exercising,) Peter ate dinner while he watched TV.

In addition to the two clauses we are familiar with, this sentence has the added words *after exercising*.

The words *after exercising* work together to give extra information about the clauses, but they do not form a clause. They form a *phrase*.

هنا الجملة هي جملتنا لآك اضااف لها شيء وهو

After exercising

حلم مستحيل

اعطت هذه الكلمة معلومه جديده للجمله لذلك تعتبر تعبير

# Phrase

One way to define a phrase is to say it is a group of words that "belong together" in terms of meaning but **do not have** both a **subject** and a **verb**.

Phrase  $\neq$  S + V

Another way to think of a phrase is to think of how it works within a sentence. When you think of a phrase this way, you can define it as:

**Phrase** = a group of words that acts like one word

في التعبير لا نستخدم فاعل و فعل

فهي تعتبر جمله لآكن بدون فاعل وفعل

ولو اتقنتها واستوعبتها لعرفت انها

التعبير:مجموعه من الكلمات تتصرف على انها كلمه واحده ← قاعدة التعبيرات

# Phrase

example

Here is a phrase:

the gym at the end of the street .1

It acts like a noun → The gym at the end of the street is new.

↑  
It functions as the **subject** of the sentence and **subjects are nouns**.

عندنا هنا جملة

The gym at the end of the street

الجملة هاذي كلها تعتبر تعبير

إذا اصفنا لها is new صارت جملة متكاملة

The gym at the end of the street is new

→ The gym at the end of the street هاذي كلها تقوم مقام الفاعل والفاعل فلنا دائما يكون علم

**Phrase**  
a phrase within a phrase

Phrases can have phrases "in" them.

Look carefully and you will find a phrase within the phrase:

the gym at the end of the street the gym at the end of the street

This phrase within the first phrase acts like an adjective → **The gym at the end of the street** is new.

↑  
This phrase gives more information about the **noun**, thus acting like an adjective.

نقدر نقول ان the gym تعتبر فاعل

و at the end of the street تعتبر تعبيرات تتصرف على انها صفات للفاعل

ونلاحظ ان at the end of the street تعتبر تعبيرين

at the end تعبير لحال of the street تعبير لحال

ونقدر نقول ان of the street أيضا تعبير لحال ف بصير عندنا

3 تعبيرات داخله ببعض


وهذا يسمى تعبير في تعبير

Phrase within a phrase

# Phrase

continued – testing to see if you have a phrase

The second phrase, **at the end of the street**, can be replaced with a one word adjective such as **large**.



**The large gym is new.**

This replacement of the group of words by one word demonstrates the idea that a phrase is a group of words acting as one word.

ولو قلنا

The large gym is new

The gym فاعل

Large تعبير للفاعل (صفه)

يعني نقدر نضيف تعبيرات على الجملة لتعطينا معلومات ادق

# Phrase

testing - continued

The **one word** that a **phrase can be reduced to** lets you know its function within the sentence.

It also serves as a way to classify phrases. This part of the phrase that "holds" its function within the greater sentence is **called the head**.

In English, the head is often the first word of the phrase.

هنا شرر للتعبيرات ان في اللغة الإنجليزيه تضاف التعبيرات للجملة لتعطي معلومات جديده و دقيقه

حلم مستحيل



# Phrase

## naming phrases

Phrases are be classified by the type of head they take:

- Prepositional phrase with a preposition as head •  
(e.g. in love, over the rainbow)
- Noun phrase with a noun as head •  
(e.g. the black cat, a cat on the mat)
- Verb phrase with a verb as head •  
(e.g. eat cheese, jump up and down)
- Adjectival phrase with an adjective as head (e.g. full of toys) •
- Adverbial phrase with adverb as head (e.g. very carefully) •

موقع التعبيرات في بداية الجمل أي رأس الجملة ولها انواع

1-تعبير حرف جر: أي ان حرف الجر يكون في الراس

2-تعبير علم: أي ان العلم يكون في الراس

3-تعبير فعل: أي ان الفعل يكون في الراس

4-تعبير الصفه: أي ان الصفه تكون في الراس

5-تعبير الظرف: أي ان الحال يكون في الراس

## Putting it all together

Sentences are composed of clauses and phrases. Some sentences have only one clause and no phrase:

**Peter ate dinner.**

Others have two or more clauses:

**1** Because Peter ate dinner **2** while he watched TV, **3** he got indigestion.

نرجع لجملة Peter ate dinner فيها فعل وفاعل ومفعول به

نضيف لها تعبيرات أخرى ف تصير

Because Peter ate dinner while he watches TV, he got indigestion

Peter ate dinner تعبير علم

he watches TV تعبير علم

he got indigestion تعبير علم

ربطناهم ببعض كونت عندنا عباره

# Putting it all together

continued

Other sentences have clauses and phrases.

[After exercising at the gym across  
the street.] Peter ate dinner [in the  
kitchen] while he watched TV.

نقدر نضيف تعبيرات في بداية الجمل هاو وسطها مثل اللي بالمثال

اللي بين اول قوسين تعتبر تعبير حرف الجر بس لاحظ ان فيها اكثر من حرف جر after-at-across يعني تصير  
(تعبيرات حروف جر)

اللي بين القوسين الثاني يعتبر تعبير حرف جر وهو in

قلنا وشلون تعرف نوع التعبير؟

شوف اول كلمه بدأت فيها الجمل هاهم شيء ان بعدها ع طول مايجي فعل

## Using Clauses and Phrases

Once identifying clauses and phrases becomes easy for you, you will begin to notice how good writers put their sentence together.

Additionally, once you become comfortable finding clauses and phrases in writing, you can begin to work with the punctuation rules for correctly and effectively putting clauses and phrases together.

For now, simply test out your knowledge of sentences, clauses and phrases.

اذا استوعبت العبارات والتعبيرات واستنتجت من نفسك ان القاعده تنطبق عليها

مجموعة كلمات تتصرف كأنها كلمه واحده ← تعريف التعبيرات

راح تكون مهيبئ للتعامل مع علامات الترقيم وقواعدها

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هذا تدريب على طريقه الاسئله للتعبيرات في الإختبار

## Exercise

**What kind of phrase is each of the following words:-**

1. **Important announcement**
  - a. Noun Phrase
  - b. Prepositional Phrase
  - c. Infinitive Phrase
  - d. Verb Phrase
2. **To speak frankly:**
  - a. Noun Phrase
  - b. Prepositional Phrase
  - c. Infinitive Phrase
  - d. Verb Phrase
3. **Travel to a foreign country:**
  - a. Noun Phrase
  - b. Prepositional Phrase
  - c. Infinitive Phrase
  - d. Verb Phrase
4. **Over the tree:**
  - a. Noun Phrase
  - b. Prepositional Phrase
  - c. Infinitive Phrase
  - d. Verb Phrase

التدريب هذا حلوه لحالكم

المطلوب منكم فيه إنشاء تعابير لأعلام وصفات

## Creating Adjective & Noun Phrases Pages 88 & 89

No.	Word A	Word B
1	Old _____	a. school
2	Dream _____	b. agency
3	Cell _____	c. confidence
4	Technology _____	d. fashioned
5	computer _____	e. job
6	Career _____	f. life
7	Employment _____	g. phone
8	Self _____	h. tuition
9	High _____	i. field
10	City _____	j. counseling
11	College _____	k. lab

## Getting Meaning From Context

1. Punctuation: ( ) (-) , ; :

There is a **drawback**, a disadvantage, to that idea. (Drawback means disadvantage.)

2. A clue in another Sentence: (surrounding words)

A school system in one country is not **identical** to the system in any other country. It cannot be **exactly the same** because each culture is different.

3. Logic: The educational system is a **mirror** that **reflects** the culture.

4. The words for example, *for instance, such as, and among them*:

Example: Almost four billion people will be living in cities in **developing countries** such as India and Nigeria.

5. A definition or explanation follows the connecting words that is or in other words:

Example: The downtown shopping area is now a pedestrian zone-in other words, an area for walkers only, no cars.

See Lecture 5



## Identifying the Main Idea

<p><b>HOW TO IDENTIFY THE QUESTION</b></p>	<p><i>What is the <b>topic</b> of the passage?</i>  <i>What is the <b>subject</b> of the passage?</i>  <i>What is the <b>main idea</b> of the passage?</i>  <i>What is the author's <b>main point</b> in the passage?</i>  <i>With what is the author <b>primarily concerned</b>?</i>  <i>Which of the following would be the <b>best title</b>?</i></p>	
<p><b>WHERE TO FIND THE ANSWER</b></p>	<p>The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.</p>	
<p><b>HOW TO ANSWER THE QUESTION</b></p>	<ol style="list-style-type: none"> <li>1. Read the first line of each paragraph.</li> <li>2. Look for a common theme or idea in the first lines.</li> <li>3. Pass your eyes quickly over the rest of the passage to check that you have really found the topic sentence(s).</li> <li>4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.</li> </ol>	



# Understanding Pronoun Reference

Pronouns should:

## 1. Agree in number

If the pronoun takes the place of a singular noun, you have to use a singular pronoun.

If a student parks a car on campus, he or she has to buy a parking sticker.

(NOT: If a student parks a car on campus, they have to buy a parking sticker.)

## 2. Agree in person

If you are writing in the "first person" (I), don't confuse your reader by switching to the "second person" (you) or "third person" (he, she, they, it, etc.). Similarly, if you are using the "second person," don't switch to "first" or "third."

When a person comes to class, he or she should have his or her homework ready.

# Understanding Pronoun Reference

## HOW TO IDENTIFY THE QUESTION

The pronoun "... " in line X refers to which of the following?

Look at the word X. Click on the word or phrase that X refers to.

## WHERE TO FIND THE ANSWER

The line where the pronoun is located is given in the question. The noun that the pronoun refers to is generally found before the pronoun.

The pronoun is highlighted in the passage. The noun that the pronoun refers to is generally found before the pronoun.

## HOW TO ANSWER THE QUESTION

1. Locate the pronoun in the passage.
2. Look before the pronoun for nouns that agree with the pronoun.
3. Try each of the nouns in the context in place of the pronoun.
4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.



# Identifying Supporting Details

- Specific Details (facts, ideas, and examples) that support and develop the main idea.
- Let's go and read the following passage to identify the main idea, the supporting details of each idea and the conclusion.

## Understanding *Italics*

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It's used :

1. Emphasis

Example:

Overcrowding is a huge problem in that city.

2. A foreign word in an English sentence

Example:

In open areas in Seoul, Kaenari blooms everywhere in the spring.

## Scanning

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Scanning is often confused with skimming, but is in fact a distinct reading strategy involving rapid but focused reading of text, in order to locate specific information, e.g. looking for particular details such as dates, names, or certain types of words. It is processing print at a high speed while looking for answers to specific questions. When you scan, you must begin with a specific question which has a specific answer. Scanning for information in this way should be both fast and accurate.



# Understanding Parts of Speech

W	Verb	Adjective	Adverb
Beauty, beautification	Beautify	Beautiful	Beautifully
Creation		Creative	Creatively
Crowd		Crowded	X
Difference		Different	Differently
	X	Difficult	X
Efficiency	X	Efficient	
Pollution, pollutant	Pollute		X
	Predict	Predictable	Predictably
Safety	Save		Safely
	Solve	Solvable	X
x	Worsen	worse	

## 1. Solve

They are trying to find a \_\_\_\_ solution \_\_\_\_ (n.) to the problem of overcrowding, but this is a difficult problem to \_\_\_\_\_ solve \_\_\_\_ (v.).

## 2. Pollute

Most people know about air \_\_\_\_\_ ( ) in big cities, but they're just beginning to learn about the many \_\_\_\_\_ ( ) that we have inside buildings.

## 3. Crowd

There are \_\_\_\_\_ ( ) of people everywhere ; the mass-transit system is especially \_\_\_\_\_ ( ).

# Understanding Previewing Passages

Previewing is a useful way to determine the usefulness of a text, how easy or difficult it will be to read, and what reading speed to use to read it well.

## Guidelines for Previewing Passages:

- “Read the title.
- Look at the pictures (if there are any).
- Read the first few sentences in the first paragraph.
- Read the first line of the other paragraphs.
- Read the first and last sentences of the last paragraphs.”

**When previewing, look at tables, graphs etc as well as headings**



## Understanding Common Prefixes & Suffixes page 108/ 109

A prefix is a syllable that is added to the beginning of a word to change its meaning or its part of speech.

A suffix is a syllable that is added to the end of a word to change its meaning or its part of speech.

No.	Prefix	examples	Suffix	examples
1	<u>Dis</u>	<b>dis</b> advantage	ship	<b>,friend</b> ship
2	<u>Im</u>	<b>im</b> possible	ate	<b>irrigate</b>
3	<u>In</u>	<b>in</b> correct	<u>ful</u>	<b>success</b> ful
4	<u>Ir</u>	<b>ir</b> regular	<u>ic</u>	<b>scientific</b>
5	<u>Un</u>	<b>un</b> important	ion	<b>recreation</b>
6	<u>En</u>	<b>en</b> danger	Less	<b>care</b> less
7	<u>mis</u>	<b>mis</b> understand	al	<b>national</b>
8	<u>Re</u>	<b>re</b> write	<u>ize</u>	<b>apologize</b>



B. Now decide for each word that has a suffix what part of speech the word is (eg. noun (n), verb (v) , adverb (adv), adjective (adj) ). Insert the correct form - n, v, adv or adj into the spaces.

programmer	(for) performing	a computer
analyst	organizational	action
maximize	efficiency	printer    preferable
printing (device)	quietness	microcomputer
compiler	programmable	
greatly	shipment	
computerize	division	independence

## Recognizing Cause & Effect Page 79

**Cause=** is the reason

**Effect=** is the result

Salim didn't come to university. He was very sick.

**Effect**

**Cause**

We join cause and effect in order to make one sentence by:-

Because, as , since \_\_\_\_\_ cause or reason

As a result, there fore , consequently, so \_\_\_\_\_ effect or result

Salim didn't come **because/as/since** he was very sick -

**Because/Since/As** Salim was sick, he didn't come. -

Salim was very sick. **Therefore/ So/ As a result/ Consequently,** he didn't come. -



## Information Questions

No	Wh	Situation	Example
1	Who	Person	Who is in the car? - <u>Reena</u>
2	Where	Place	Where is the book? - on the table
3	When	Time	When did you arrive? - At 12 o'clock
4	Why	Reason	Why will you leave? - Because/ I feel sick
5	Whose	Owner	Whose car is that/ - its <u>Fawaz's</u>
6	Which	Choice	Which lecture do you prefer? - English one.
7	What	Event or thing	What did he say? - He would not come to the party
8	How	Situation and case	How is your study? - It's good
9	How often	Number of times	How often do Muslims pray a day? - Five times
10	How long	Period	How long does it take you to arrive? - 2 hours
11	How far	distance	How far is the university from your house? - 15 <u>Kms.</u>

## Parts of speech

Every Simple sentence must contains at least two or some or all of the following parts of speech:

1. An article { **a – an – the** }
2. A noun ( singular/ plural = { **subject** noun / **object** noun }
3. A pronoun { **I , he, She, their, us, me.....etc** }
4. An adjective { **easy, hot, important, high, ----- smaller, best .....etc** }
5. An adverb { **quickly, easily, fast, fluently, well .....etc** }
- A main verb { **present, past, future, }**
6. An auxiliary { **verbs to Be, verbs to Have, Modals** }
7. A preposition { **on, in, at, by, with, for .....etc**





## COUNTABLE AND UNCOUNTABLE NOUNS

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### Countable and Non-Countable Using ( many/much/ a few/ a little, some, several...etc ) page 195

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A. **Many, a few , few, some, several** = Used before countable nouns

**Countable nouns** ( nouns that can be singular and plural)

e.g [ boy- car – door – page – girl – houses.....etc ]

B. **Much, a little, little, some**= Used before uncountable nouns

**Uncountable nouns** ( nouns that don't have singular or plural forms)

e.g [ water – sugar – snow – money – food – milk, .....etc ]

C. **A, An , Each & Every** = used before singular nouns

D. **Any**= used in negative and questions.

E. **Some**= used when we offer something

# Summary Comparison

	comparative	superlative
long	long <b>er</b>	long <b>est</b>
funny	funn <b>ier</b>	funn <b>iest</b>
modern	<b>more</b> modern	<b>most</b> modern
good	<b>better</b>	<b>best</b>



## Rules at a Glance

Adjective form	Comparative	Superlative
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast, tall, neat, deep</i>	Add -er: <i>lighter, neater, faster, taller, neater, deeper</i>	Add -est: <i>lightest, neatest, fastest, tallest, neatest, deepest</i>
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -r: <i>wider, finer, cuter</i>	Add -st: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat, sad</i>	Double the consonant, and add -er: <i>hotter, bigger, fatter, sadder</i>	Double the consonant, and add -est: <i>hottest, biggest, fattest, saddest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely, jolly</i>	Change y to i, then add -er: <i>happier, sillier, lonelier, jollier</i>	Change y to i, then add -est: <i>happiest, silliest, loneliest, jolliest</i>
two syllable word ending a vowel-sound that is not stressed <i>yellow, simple</i>	Add -er: <i>yellower, simpler</i>	Add -est: <i>yellower, simpler</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful,</i>	Use more before the adjective: <i>more modern, more interesting, more beautiful</i>	Use most before the adjective: <i>most modern, most interesting, most beautiful</i>

## Irregular Adverbs

<b>Word</b>	<b>Comparative</b>	<b>Superlative</b>
badly	worse	worst
much	more	most
little	less	least
much	more	most
well	better	best

## Irregular Adjectives

<b>Word</b>	<b>Comparative</b>	<b>Superlative</b>
good	better	best
bad	worse	worst
much	more	most
little	less	least
far	farther	farthest
old	older elder	oldest eldest

## What's Phrase ?

A group of words that forms part of a clause. A phrase is built up on a HEADWORD, and the types of phrase are named according to the class the headword belongs to:

	HEADWORD	EXAMPLE	USES IN CLASUSES
NOUN PHRASE	noun	a large <b>jug</b> of water	Subject, object, complement
VERB PHRASE	verb	have been <b>seeing</b>	verb
PREPOSITIONAL PHRASE	preposition	<b>by</b> the roadside	Adverbial, part of a noun phrase
ADJECTIVE PHRASE	Adjective	very <b>big</b> indeed	Part of a noun phrase, complement
ADVERB PHRASE	Adverb	rather too <b>slowly</b>	Adverbial

تنبيهات الدكتور:

- 1- التركيز على الكلمات ومعانيها
- 2- اقرأ القطع وحاول إعادة حلها من جديد

تنبيه من عندي:

في المحاضرة 13 في بدايتها الدكتور جاب قطعه عاده اكثر من مره في اكثر من محاضره

انتبهوا عليها

تمنيتي لكم بالتوفيق والنجاح

دعواتكم

أختكم في الله

حلم مستحيل

حلم مستحيل