

بعد إطلاعي على الثلاث محاضرات الأولى لاحظت أنها تتكلم عن المضارع البسيط  
Present simple وتمارين عليه

أنا جمعت شرح ثلاث محاضرات لأنها كلها مرتبطة في بعض وراح يكون هناك تمارين محلولة  
بسم الله نبداً

ماذا نعني بالزمن المضارع البسيط؟

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

إذاً

present simple uses

Everyday activities

Routines

habits

General truths

ولابد أن نفرق بين المضارع البسيط Present simple والمضارع المستمر present continuous  
وهذا ما سنتعلمه في المحاضرات القادمة إن شاء الله.

طريقة صياغة الفعل المضارع البسيط

**How to form present simple?**

عندنا نوعين من الفاعل إما مفرد singular أو جمع plural

نبداً بالجمع طريقته كالتالي

Subject+verb+object

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

كيف نعرف إنه جمع؟ لابد من توفر أحد الضمائر التالية\*

I , you , they ,we

Examples

we eat breakfast every day

نحن نأكل الإفطار كل يوم

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I eat breakfast every day

أنا آكل الإفطار كل يوم

you eat breakfast every day

أنت تأكل الإفطار كل يوم

----

they eat breakfast every day

هم يأكلون الإفطار كل يوم

أما مع المفرد فهناك فرق بسيط

نضيف حرف S للفعل

وهذه القاعدة تسمى

**Third person**

**Subject+ verb (s) +object**

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

طيب كيف نعرف إنه مفرد؟

هناك أمرين يدلون على المفرد

-الأول: إذا كان الفاعل في بداية الجملة عبارة عن الضمائر التالية

**He , She , It**

إذا لو توفرت هذه الثلاث الضمائر في محل الفاعل

كان من الضروري وضع حرف ال (s) في الفعل الذي يلي الفاعل

أمثلة: **Examples: .../**

**She goes to school**

**He draws pictures**

**It snows in the winter**

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

هو أن الفاعل هو إما He , She , it

أما الضمائر الأخرى فلا تتبع نفس القاعدة أي

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

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-الثاني الفاعل يعود على إسم مذكر أو مؤنث أو جماد.  
في هذه الحالة أيضاً نضيف حرف (s) ملحقا بالفعل

أمثلة /Examples

Khalid **works** in big company

خالد اسم مفرد مذكر

Sarah **teaches** children

ساره اسم مفرد مؤنث

The bus **stops** every day here

الباص اسم مفرد لجماد

(الحيوانات تعتبر جمادات)

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اذا كان الفعل ينتهي بهذه الحروف

**SS, X, CH, SH, O**

نضيف

**ES** بدل **S**

**EX:**

Kiss

Kiss**es**

Fix

Fix**es**

Watch

Watch**es**

Crash

Crash**es**

Go

Go**es**

أما إذا كان ينتهي بالحرف

**Y**

فنضيف له **IES** بدل **S**

**EX:**

Carry

Carries

Hurry

Hurries

Study

Studies

أما **HAS** تصح **HAVE**

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الأفعال المساعدة

Helping verbs

Is . Am . Are

للمفرد نستخدم **IS**

Is for the singular

IS + She , He , It

أو الأسماء المفردة

**EX:**

She **is** a teacher

هي معلمه

He **is** a pilot

هو طيار

It **is** a pen

وأيضاً الأسماء مثل

EX:

Omar **is** a doctor

Cat **is** an animal

أما الجمع نستخدم له ARE

Are for the plural

Are + They , You , We ,

أو الأسماء المجموعة

They **are** students

We **are** students

you **are** students

Ahmed and Khalid **are** students

----

Am just for I

I + Am

Ex:

I **am** student

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نجي الآن للـ

Do and Does

Do + They , I , You , We

Does + She , He , It

Negative في حالة النفي

Do not تصيح Do

Don't وتنطق

Does not تصيح Does

وتنطق

Doesn't

Ex :

I like rice

Negative

I do not like rice

They have benefits

Negative

They do not have benefits

She has a lot of experience

Negative

She does not have a lot of experience

## Questions in Simple Present Tense

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

+

?

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

+

?

Ex:

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

Note : when we use does the verb become without s

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

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

الكثير منا لا يستطيع التمييز أو التفريق بين المضارع البسيط والمضارع المستمر

سأحاول بقدر الإمكان إزالة هذا اللبس الذي يحصل

الحكاية بسيطة جداً بس تحتاج شوي تركيز

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

I will try today as possible to clear up the confusion

It's very easy but you need to focus

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

وفيه إشارات تدل عليه مثل الكلمات

now

right now

at the moment

وأيضاً الأوامر المباشرة

مثل

**Look!**

**Listen!**

ماذا نعني بالزمن المضارع المستمر؟

What do we mean by the term Present Continuous?

لو نلاحظ من الاسم (مستمر) أي مازال يحدث

بعكس المضارع البسيط فقد ينتهي بعد مدة معينة.

إذا هو فعل لشيء يحدث الآن في هذا الوقت

ومازال يحدث وقد يتوقف وقد لا يتوقف إذاً الحدث مستمر وليس في الماضي أو المستقبل.

\*متى نستخدم الفعل المضارع المستمر؟

When we use the Present Continuous?

Present continuous uses

استخدامات المضارع المستمر

أولاً : عندما نتحدث عن شيء يحدث الآن ونحن نتحدث ومن المحتمل أن يستمر أو ينتهي وكثيراً ما

نجد كلمة now في هذا النوع من الجمل

Ex:

Khalid is **playing** football now

**I am speaking** to you right now

لاحظوا الجملة الأولى خالد يلعب بكرة القدم الآن يعني مازال يلعب وقد ينتهي قريباً

والجملة الثانية أنا أتحدث إليكم الآن وقد ينتهي هذا الحديث قريباً وقد يستمر أيضاً

ثانياً/ عندما نتحدث عن شيء حدث في الماضي ولازال يحدث الآن وسيكمل في المستقبل ولكنه غير

ثابت مثل عاده أو روتين

Ex

Nada is **working** in restaurant

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



ثالثا/ عندما نتحدث عن شيء سوف يحدث في المستقبل القريب

Ex

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

نحن سوف ننتقل لمنزلنا الجديد عندما يجهز

كيف نصيغ الفعل المضارع المستمر؟

How to form The present Continuous ?

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

Present continuous (Progressive) =

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

The negative

Just Add not to verb to be

Ex:

I am studying now

Become

I am **not** studying now

\*كيف نصيغ الأسئلة في المضارع المستمر؟

## How to form Questions in Present Continuous

الطريقة سهلة جداً كنت أسميها طريقة أكس

**You are** reading book

هذي جملة عادية في المضارع المستمر

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

يعني تصير

**Are you** reading book now ?

Ex:

**They are** playing football.

**Are they** playing football?

هنا بعض التمارين من الكتاب حليت مثال أو مثالين

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

Correct the errors in verb forms.

do

1. I am not agree with your opinion.
2. I'm ~~not knowing~~ <sup>don't know</sup> Sam's wife.
3. My roommate usually ~~watch~~ <sup>watches</sup> television, ~~listen~~ <sup>listens</sup> to music, or ~~going~~ <sup>goes</sup> out in the evening.
4. When I turned the key, the car was starting.
5. Air is consisting of oxygen, nitrogen, and other gases.
6. The children drewed some pictures in school this morning.
7. Right now Sally in the kitchen eating breakfast.
8. While I'm driving home last night, I hearded a strange noise in the engine.
9. A: What you are talking about?  
B: I talking about the political situation in my country.



## الرابع

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

Choose the correct completions.

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



### زمن المستقبل البسيط

### The Simple Future tense.

## ماذا نعني بزمن المستقبل البسيط ؟ what do we mean by Future tense?

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

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

today
this ▶ afternoon ▶ Friday ▶ week ▶ month ▶ year ▶ Thanksgiving...
in ▶ ten minutes ▶ three days ▶ two weeks ▶ nine months ▶ a few years ▶ a little while...
soon
tonight

tomorrow
tomorrow ▶ morning ▶ afternoon ▶ evening ▶ night
the day after tomorrow
next ▶ Monday ▶ week ▶ weekend ▶ month ▶ year ▶ semester ▶ summer ▶ Eid

كيف نصيغ زمن المستقبل البسيط ؟

How to form the Simple future tense ?

للتحدث عن المستقبل هناك صيغتان

أولاً /

Be(is, am, are )+going to

ثانياً /

Will+main verb

أولاً /

## Be+going to

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

عشان كذا من الآن راح يكون حديثنا باستخدام be فقط

متى نستخدم هذه الصيغة ؟Be+going to

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

Ex:

I am going to study tomorrow

Study استخدمناها بالتصريف الاول بدون أي اضافات

I am going to visit my friend next Monday

ثانياً /

## Will+verb

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

متى نستخدم هذه الصيغة ؟

تستخدم للتعبير عن المستقبل القريب جداً

Ex:

Sara: The phone is ringing

Nada: I will answer

Sara: I do not understand this question

Nada: I will help you

الآن تأتي لطريقة النفي

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

EX:

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

I **willnot** answer this question

الآن تأتي لصياغة السؤال

yes/no question

بنفس الطريقة اللي تعودنا عليها طريقة الأكس

**I am** going to visit my sister

نعكس أول كلمتين والباقي مثل ما هو ونضيف علامة استفهام

**Am I** going to visit my sister ?

أما عن أسئلة **wh** فتكون بنفس الطريقة ولكننا نضيف أحد الصيغ التاليه في بداية  
الجملة

Who, where, when, what,

Ex:

على نفس الجملة السابقة

**Whenam** I going to visit my sister?

طبعاً بالإنقلش نستخدم اختصارات للكتابة أكيد الكل يعرفها بس للتذكير فقط

I am – I'm

You are –you're

She is – she's

He is –he's

It is – it's

They are – they're

We are – we're

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

هو الزمن الذي يتحدث عن شيء حدث وإنتهى في الماضي

How to form the Past simple Tense?

كيف نصيغ زمن الماضي البسيط؟

هناك صياغتين للماضي البسيط:

أولا : الصيغة المنتظمة Regular Verbs و تكون بإضافة

(ed)

إلى نهاية الفعل فيصبح الفعل ماضي

Ex:

I visited my friend yesterday

الفعل الرئيسي هو visit أضفنا له بالنهاية ed فأصبح visited

وأعني بهذا أنا الفعل visit فعل مضارع present

والفعل visited هو الفعل الماضي past

ثانيا: الصيغة الشاذة Irregular Verbs

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

Ex:

I ate dinner with Sara yesterday

الفعل الرئيسي ate هو الفعل بالزمن الماضي للفعل eat



## When to use The Past Simple?

متى نستخدم الماضي البسيط؟

أولاً / للتعبير عن شيء حدث وانتهى في الماضي

وهناك كلمات أو اشارات تدل على الماضي منها

Yesterday

last night

year ago

last week

last month

A month ago

Ex:

I **bought** my house **last month**

ثانياً/ في حالة التعبير عن شيء أو فعل ليس له زمن محدد في الماضي.

ويكون الوقت مفهوم من المضمون الكلي.

Ex :

He bought this book in Riyadh

أشترى هذا الكتاب من الرياض

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

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

Ex :

I worked in that bank for four years

**The negative**

Ex:

I **visited** my sister yesterday

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

I **didn't** visit my sister yesterday

## How to form Questions.?

بإضافة **Did** للجملة وتحويل الفعل للمضارع

Ex:

You **went** to Makah last night

**Did** you go to Makah last night?

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

ex:

**When** did you go to Makah ?

وفي النهاية إليكم هذه الجداول لطريقة إضافة **ed** للفعل

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

## SPELLING OF REGULAR VERBS (1)

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

المحاضرة السابعة والثامنة كانت حل تمارين وراح أخليها للأخير

الآن شرح المحاضرة التاسعة ٩

### Count and Noncount nouns

الاسماء المعدودة والغير معدوده

Non-count nouns الاسماء الغير معدودة

#### 1- Whole groups or whole masses

مجموعات كاملة أو أحجام وكتل

مثل:

Furniture

coffee

sugar

Flour

Salt

Jewels

#### 2- Abstract Concepts

المفاهيم المجردة

Ex:

Love

wisdom

spirituality

=====

### 3- Phenomenon of Nature

الظواهر الطبيعية

Ex:

Sunshine

rain

snow

=====

## SOME COMMON NONCOUNT NOUNS

### 4- Whole groups made up of similar items

مجموعات مكونة من أشياء متشابهة

مثل:

clothes

make up

Fruits

Accessories

### 5- Fluids

السوائل

Ex:

Water

Gas

Milk

Oil

Coffee

Blood

### 6- Solids

المواد الصلبة

Ex:

Gold

Cheese

Jewelry

Bread

Butter

Ice Cream

### 7- Gases

الغازات

Ex:

Clouds  
evaporation

### 8- Particles

الجسيمات

Ex:

Hair

grass

Sand

Rice

Dough

### 9- Abstractions

التجريدية

Ex:

Time

Music

News

### 10- Languages

لغات

Ex:

Arabic

English

Spanish

French

### 11- Fields of Study

مجالات الدراسة

Ex:

Mathematics

English

Chemistry

Physics

### 12-Recreation

الترفيه

Ex:

Football

Golf  
Tennis  
Chess

### 13-Activities

أنشطة

Ex:  
Traveling  
Swimming

### 14-Natural Phenomena

الظواهر الطبيعية

Ex:  
Raining  
Sunshine  
Falling

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Second

### Count nouns

مثل:

book

pen

one piece of furniture

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### Articles :

**Indefinite Articles** النكرة ( المفردة المعدودة فقط )  
(A, An)

● الأسماء الغير معدودة لا يسبقها شيء

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

## Expressions of Quantity for Count nouns

التعبير عن الكميات المعدودة

One  
...Two ,three, etc.  
Many  
Each  
A couple of  
Several  
Every  
A few  
A number of  
أهم ثنتين فيهم  
Many, few

## Expressions of quantity for noncount nouns

التعبير عن الكميات الغير معدودة

A little  
Much  
A great deal of  
أهم ثنتين فيهم  
A little, much

## Expressions of quantity for both count and non-count nouns

الكلمات هذي تستخدم للتعبير عن المعدود والغير معدود في نفس الوقت

No  
Plenty of  
Some/any  
Most  
A lot of/lots of  
all  
أهم ثنتين  
No, some/any

## Negative vs. Positive

السلبي ضد الإيجابي

She has **few** friends

معنى الجملة

هي لديها أصدقاء قليلون ( شيء سلبي )

She made a few friends

معنى الجملة

هي كونت صداقات قليلة

يعني توها راحت مكان جديد وقدرت تكون كم صداقه ( شيء ايجابي )

I have little money

معنى الجملة

أنا لدي القليل من المال ( سلبي )

I saved a little money

معنى الجملة

أنا أدخرت القليل من المال ( شيء ايجابي )

إذاً لما يكون الشيء ايجابي نستخدم A few, A little

يعني نزيد عليها A

أما إذا كان سلبي نستخدمها مثل ماهي

Few, little

Any- Some- A lot of

Any

for single questions sentence and negative

Any ,Some, A lot of

for plural questions sentence and negative

إذاً Any

نقدر نستخدمها مع المفرد والجمع

How much ( non-count )

How many (count)

Modal Auxiliaries \\المحاضرة العاشرة

الأفعال المساعدة المشروطة

ماذا نعني بالأفعال المساعدة المشروطة؟

What do we mean by Modal auxiliaries ?

هي عبارة عن مجموعة من الأفعال المساعدة

بعضها يكون معناه الضرورة القصوى

وبعضها النصح والإرشاد وبعضها الاحتمالية والجواز

Modal auxiliaries

Can- Could

Had better

May- Might

Have to- Must- Ought to

Shall- Should

Will- Would



والآن راح أبدأ أشرح كل وحده على حده  
بدايةً عندي ملاحظة بسيطة:  
الأفعال المساعدة المشروطة لا يمكن إضافة الـ s لها في نهايتها  
حتى لو سبقت بـ she-he-it

#### مثال

من الخطأ أن نقول  
He cans do it  
هو يستطيع فعلها

بل يجب ان تكون  
He can do it

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

من الخطأ أن نقول مثلاً  
He would went to Makah  
بل الصحيح أن نقول  
He would go to makah

#### الآن نبدأ بشرحها واحد واحد **May-might**

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

**Ex:**

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

He might be know  
يجوز أنه يعلم

و نستخدم may-might عندما نكون نعلم الشيء أو متأكدين منه بنسبة أقل من ٥٠ %  
من الممكن استخدام may might في الزمن المضارع أو المستقبل

#### The negative form

##### صيغة النفي

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

**Ex:**

It may not be true

##### ماهي صيغة الماضي ؟

#### The past form of may-might

نستخدم هذي القاعدة للماضي

**May, might + have+ P.P**

إذاً يأتي بعدها have وبعدها الفعل بالتصريف الثالث

**Ex:**

**He may have been sleep**

المستقبل نستخدم له نفس طريقة المضارع

**Ex:**

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

هناك استخدامات أخرى للفعالين:

الأسلوب المهذب

Polite

May I borrow your pen  
وفي هذه الحالة ( الحديث المهذب ) نستخدم may ولا نستخدم might

ونستخدمها أيضاً عند السماح بشيء أو إعطاء الإذن لشيء معين

You may leave the room now

تستطيع أن تترك الغرفة الآن

**تلخيص لجميع ما سبق:**

**May - Might** \* هي من الأفعال المساعدة المشروطة  
\* الكلمتين لهما نفس المعنى والاستخدام وإن اختلفوا بالشكل  
\* الكلمتين تعني الاحتمالية بنسبة ٥٠%

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

\*صيغة النفي هي **may not, might not**

\*صيغة الماضي هي:

**May, might + have+ P.P**

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

## **Must-have to** **1st must**

نستخدم هذا الفعل عندما نريد التعبير عن الضرورة الحتمية لفعل شيء

ويأتي للنصح

Advising

**Ex:**

All applicants **must take** entrance exam

يجب على كل المتقدمين حضور اختبار القبول

إذاً سياقتها تكون بوضع must ثم الفعل المضارع بدون اضافات ( المصدر)

**Must + infinitive verb**

## كيف نصيغ الماضي والمضارع والمستقبل من الفعل المساعد ? must

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

**Ex:**

I must go tomorrow

صيغة الماضي تكون في حالة وحده

لما نكون متأكدين من الخبر ٩٥ %  
مثلاً عندنا هالجملة في المضارع

Ahmed is not in his office, He must be sick

الجملة هذي متأكدين من الخبر فيها بنسبة ٩٥ %  
كيف نجيب الماضي منها ؟

Ahmed have been sick yesterday

### صيغة النفي

#### The Negative form

تكون بإضافة not بعد must  
must not

واختصارها Mustn't

**Ex:**

You **mustn't** tell anybody about my secret

+++++++

### Have to

يستخدم للنصح أيضاً وللتحدث عن ضرورة معينه  
ولكنه ليس أقل تأكيداً من must و have to فكلاهما تأتي بمعنى واحد  
..ونلاحظ هنا الفرق الواضح بين must و have to  
وهو (يجب)  
ولكن must تكون مأكده أكثر

**Ex:**

I **have to get up** early tomorrow  
my train leaves at 7.30

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

المضارع

**have to +infinitive verb**

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

**Ex:**

I have to go **now**

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

Ex:

I have to go **tomorrow**

صيغة الماضي **Past**

had to +infinitive

أي نضع الفعل المساعد had to ثم الفعل من مصدره بلا إضافات >>  
مثال:

I **had to** go to my home.

كان علي أن أذهب إلى منزلي

صيغة النفي من الفعل المساعد : have to

The Negative form

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

Ex:

you **don't have to** shout I can hear you.

Sara doesn't have to work on Friday

الخلاصة

**HAS TO** أو **HAVE TO** و **MUST\***

كلها أفعال مساعدة ولها نفس

المعنى اللفظي وهو (يجب) إلا أن الاثنين لها معاني واستخدامات خاصة بها..

must

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

mustn't

وهو نفي must نستخدمها لحظر وتحريم عمل شيء معين  
..أي الضرورة القصوى لعدم عمل شيء معين..

**have to** أو **has to** (حسب الضمائر السابقة والفاعل )

نستخدمها حينما نريد التعبير

عن وجوب القيام بعمل أو شيء معين  
والقيام بهذا الشيء لك الخيار فيه..

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

تعني عدم ضرورة العمل

بشيء معين وعدم الحاجة الملحة له التي تصل إلى درجة الحظر..

\*بالنسبة للسياقة في **must** نستخدم جميع السياقات ما عدا الماضي  
يستخدم في حالة واحدة فقط إذا كنا متأكدين من خبر معين بنسبة ٩٥ %

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

---

### Should-ought to

ماذا يعني هذين الفعلين المساعدين؟

**Ex:**

You **should** study harder

You **ought to** study harder

كلا الجملتين بمعنى

عليك أن تدرس أكثر.

**إذاً كلا الفعلين بمعنى عليك أن**

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

**The negative form?**

صيغة النفي..

Should

Should not

Shouldn't

**ought to**

غالباً لا نستخدم للنفي وإذا استخدمناها

نحذف to

وتصبح

Oughtn't

**Ex:**

You shouldn't leave the keys in the car

You oughtn't leave the keys in the car

عليك أن لا تترك المفاتيح في السيارة

## الأزمنة:

### Should

#### Present

#### Should+Verb infinitive

أي الفعل should ثم المصدر بدون اضافات

Ex:

You Should go home

عليك أنت تذهب للمنزل

#### Future/المستقبل

#### Should+Verb infinitive

نفس الشيء

Ex:

You should go to school tomorrow

#### The past الماضي

#### should + have + P.P

إذا should ثم الفعل have ثم التصريف الثالث للفعل

I should have sent you flowers

### ought to

#### Present / المضارع

#### ought to +Verb infinitive

أي الفعل ought to ثم المصدر مباشرة بعده بلا إضافات أخرى..

Ex:

I ought to watch the movie

#### Future/المستقبل

نفس المضارع

Ex:

I ought to watch the movie tomorrow

### The past / الماضي

ought to + have + P.P

إذا ought to ثم الفعل have التصريف الثالث

Ex:

I ought to have done it

ملاحظة مهمة/ نحن نستخدم صيغة الماضي من should

عادة أكثر من الماضي من. ought to.

### Had better

تحمل نفس معنى should و ought to إلا أن had better أقوى منهما

..وعادة had better تتضمن في معناها تحذير وتهديد من احتمال وقوع نتائج سيئة

و had better لها نفس صيغة should و ought to في المضارع والمستقبل وهي شعبية أكثر في المحادثة أكثر من الكتابة.

Ex:

Time is running, I had to think fast

الوقت يجري علي أن أفكر سريعاً

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

### Can, could

يستخدمان للتعبير عن القدرة أو الاستطاعة  
الفرق بينهم

Can للمضارع

Could للماضي

ولكن يمكننا استخدام could عندما نريد التعبير عن الطلب المهذب

Ex:

Could you please tell me weather

### Lend, borrow

Lend معناها يُقرض

Borrow معناها يستعير

Lend to give something

Borrow to take something

Ex:

Can I borrow your car

Yes, I will lend you my car

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

---

## المحاضرة ١١ -

### Phrasal Verbs

#### الأفعال المركبة

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

Verb + preposition (particles)  
فعل + حرف جر

separable- inseparable  
قابل للفصل – غير قابل للفصل

call off = cancel  
يلغي

find out = discover  
يكشف

do over = repeat  
يكرر

فعل مركب قابل للفصل

Separable

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

Ex:

switch on the light  
switch the light on  
switch it on

Ex:

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

وهذي قائمة بالأفعال القابلة للفصل التي ذكرها الدكتور بالمحاضرة مع ترجمتها بالعربي  
Bring up (raise) يرفع

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

Try out (test) يجرب

Work out (find a solution) يوجد حل



Academic:

كلمات تستخدم أكاديمياً

Add up يضيف الى

fill in يملأ

Finish up ينهي

fill out يملأ

Write up يكتب

hand in يسلم يد بيد

Check in يسجل دخوله

hand out يوزع

Check out يراجع

hand back يعيد تسلمها الى صاحبها

Do over يعيد او يكرر

Look over

-----

**Inseparable**

فعل مركب غير قابل للفصل

أما النوع الآخر فهو لا يمكن فصله عن الفعل

Ex:

I climbed up the ladder

I climbed up it

Ex:

He got off the car

He got off it

وهذي الأفعال المركبة اللي ذكرها الدكتور بالمحاضرة مع معانيها

agree with يتفق مع

belong to ينتمي الى

talk to يتحدث الى

wait for ينتظر

look for يبحث

Remind – of يتذكر

Ask ----- about يسأل عن

Check into (register) يسجل دخوله

Come across ( find/ met) يلتقي صدفة

Drop by (visit) يزور أو يمر على

Keep up with (stay on the same level) مواكبة

Go over (review) يراجع

Go through (experience/ have) يجرب

Take care of (supervise) يشرف على

Stay up ( remain awake) يبقى مستيقظاً أو متيقظاً

أحسن الاختبار بهالجزئية ممكن يجي وحده من هالأفعال المركبة والاختيار معناها بالانقلش

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

الأفعال المركبة القابلة للفصل SEPERABLE phrasal VERBS

I cheered up the student to do homework

أنا شجعت الطالب لكي يعمل الواجب

I cheered him up to do homework

أنا شجعته لكي يعمل الواجب

..... blow up يُفجر

.....explode

..... bring about..... to cause يُسبب/ يحدث

.... call back.....return a telephone call يرُد على الاتصال الهاتفي

..... call off .....cancel يُلغي

.....call up .....telephone يتصل هاتفياً

.. cheer up... make somebody feel happy يشجعه / يرفع معنوياته

..... clean up..... make clean and orderly ينظف / يرتب

..... cross out.....draw a line through يشطب على / يحذف

.... cut down..... reduce يُخفف / يخفف من

..... cut out..... stop an annoying activity يتوقف عن الازعاج

..... do over.....do again يُكرر ثانية

..... draw up..... prepare يُعد / يُحضر

..... drink up ..... finish a drink يشرب بالكامل

... drop off ....leave(sb/sth) some where (شخص/ شي) يترك/ يُنزل

... figure out ....find a solution to a problem( مشكلة) يجد حلاً لـ

..... fill in / fill out..... complete a form ( نموذج طلب) يملأ

..... fill up..... fill completely يملأ تماماً

..... give out / pass out..... distribute يُوزع

يتوقف عن / يقلع عن

..... hand in .....submit an assignment يُسلم شيئاً / واجب دراسي

..... hold in ..... restrain يوقف

## المحاضرة ١٢ \\\Global connections

معناها أدوات العطف

**What do they mean?**

They connect two sentences

تربط جملتين ببعضهما

أدوات العطف الشائعة

وAnd

لكنBut

و لاNor

أوOr

So ممكن تكون هكذا أو لكي ( تعطي النتائج )

### Adverb clauses

الشرطCondition

الا اذاUnless

إذاIf

التباين او المقارنةContrast

رغم انAlthough

رغم انEven though

الوقتTime

قبلAfter

بعدBefore

إلى أنUntil

السببReason

بحيثSo that

لأن أو بسببBecause

### Transitions

مثالFor example

بالإضافة إلىIn addition

علاوة على ذلكFurthermore

في الحقيقةIn fact

as a matter of factفي واقع الأمر

لكنHowever

في المقابلin contrast

لذلكTherefore

as a resultنتيجة لذلك

consequentlyبناء على ذلك

أولاًFirst

second ثانياً

third etc.. ثالثاً .. الخ

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

المحاضرة ١٣

## The Passive voice

### المبنى للمجهول

Active sentence المبنى للمعلوم

Noha made a cake

نهى صنعت كعكة

Passive voice المبنى للمجهول

The cake was made by Noha

الكعكة صنعت بواسطة نهى

طريقة صياغة المبنى للمجهول

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

Object + verb to be + past participle

Verb to be = present / is, am, are

= past / was, were

Ex:

Active

Khalid close the door

Passive

The door is closed by Khalid

أحياناً مانحتاج نحط كلمة by

لأن الفاعل مايكون مهم أو حتى لأننا عارفين الفاعل ف مايحتاج نذكره

Ex:

English is spoken in all of the world

الإنجليزية تتحدث في جميع انحاء العالم

مافي فاعل بهالجملة لأنه ما هو مهم

هذا بالنسبة لصياغة المجهول للمضارع البسيط والماضي

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

أيضاً صفحة ٢١٣

## 11-2 Tense Forms of the Passive

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

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

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

وبعد كذا راح تكون نھايتنا مع نموذج اختبار

### هذا حل أول تمارين

e1 p 13

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

Correct the errors in verb forms.

*do*

- I ~~am~~ not agree with your opinion.
- I'm ~~not knowing~~ Sam's wife. *don't know*
- My roommate usually ~~watch~~ television, ~~listen~~ to music, or ~~going~~ out in the evening. *watches listens goes* لأن الفاعل مفرد
- When I turned the key, the car was ~~starting~~. *started* لأن الجملة في زمن الماضي
- Air ~~is consisting~~ of oxygen, nitrogen, and other gases. *consists*
- The children ~~drew~~ some pictures in school this morning. *drew*
- Right now Sally ~~is~~ in the kitchen eating breakfast. *is*
- While I'm ~~driving~~ home last night, I ~~heard~~ a strange noise in the engine. *I was I heard*
- A: What ~~you are~~ talking about? *are you*
- B: ~~I~~ talking about the political situation in my country. *I am*



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

Choose the correct completions.

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



تمارين وقواعد المحاضرة السابعة

شرحت بعض فقرات التمارين عشان توضح طريقة الحل

p33 e33

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

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

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

## 2-9 Using Progressive Verbs with *Always*

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



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

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

1. *listen to music \ in her room*

A: Where's Sally?

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

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

A: What's Soon doing?

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

3. *watch TV \ in his bedroom*

A: Where was Jim when you got home?

B: He was in his bedroom watching tv

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4. *watch TV \ in his bedroom*

A: What was Jim doing when you got home?

B: He was watching tv in his bedroom

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

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

A: What's Kurt doing?

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

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

A: Where's Kurt?

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

7. *attend a conference \ in Singapore*

A: Where's Ms. Chang this week?

B: She's attending a conference in Singapore

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

Correct the errors.

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

<b>4-2 Will vs. Be Going To</b>	
<b>Prediction</b>	
(a) According to the weather report, it <i>will be</i> cloudy tomorrow. (b) According to the weather report, it <i>is going to be</i> cloudy tomorrow.	<i>Will</i> and <i>be going to</i> mean the same when they make <i>predictions</i> about the future ( <i>prediction</i> = a statement about something the speaker thinks will be true or will occur in the future). Examples (a) and (b) have the same meaning.
<b>Prior Plan</b>	
(c) — Why did you buy this paint? — I'm <i>going to paint</i> my bedroom tomorrow.	<i>Be going to</i> (but not <i>will</i> ) is used to express a <i>prior plan</i> (i.e., a plan made before the moment of speaking). In (c): The speaker already has a plan to paint his/her bedroom.
<b>Willingness</b>	
(d) — The phone's ringing. — I'll <i>get</i> it. (e) — How old is Aunt Agnes? — I don't know. She <i>won't tell</i> me. (f) The car <i>won't start</i> . Maybe the battery is dead.	<i>Will</i> (but not <i>be going to</i> ) is used to express <i>willingness</i> . In this case, <i>will</i> expresses a decision the speaker makes at the moment of speaking. In (d): The speaker decides to answer the phone at the immediate present moment; she/he does not have a prior plan. <i>Will not / won't</i> can express <i>refusal</i> , as in (e) with a person or in (f) with an inanimate object.

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

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

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

<b>4-3 Expressing the Future in Time Clauses</b>	
<p>(a) Bob will come soon. <i>When Bob comes</i>, we will see him.</p> <p>(b) Linda is going to leave soon. <i>Before she leaves</i>, she is going to finish her work.</p> <p>(c) I will get home at 5:30. <i>After I get home</i>, I will eat dinner.</p> <p>(d) The taxi will arrive soon. <i>As soon as it arrives</i>, we'll be able to leave for the airport.</p> <p>(e) They are going to come soon. I'll wait here <i>until they come</i>.</p>	<p>In (a): <b>When Bob comes</b> is a time clause.*  <b>when + subject + verb = a time clause</b>                      When the meaning of the time clause is future, the SIMPLE PRESENT tense is used. <i>Will</i> or <i>be going to</i> is not used in the time clause.</p> <hr/> <p>A time clause begins with such words as <i>when, before, after, as soon as, until, and while</i> and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the sentence:  <i>When he comes</i>, we'll see him. OR                      We'll see him <i>when he comes</i>.</p> <p>Notice: A comma is used when the time clause comes first in a sentence.</p>
<p>(f) <i>While I am traveling in Europe next year</i>, I'm going to save money by staying in youth hostels.</p>	<p>Sometimes the PRESENT PROGRESSIVE is used in a time clause to express an activity that will be in progress in the future, as in (f).</p>
<p>(g) I will go to bed <i>after I finish my work</i>.</p> <p>(h) I will go to bed <i>after I have finished my work</i>.</p>	<p>Occasionally, the PRESENT PERFECT is used in a time clause, as in (h). Examples (g) and (h) have the same meaning. The present perfect in the time clause emphasizes the completion of one act before a second act occurs in the future.</p>

هالمحاضرة مافيها الا شيء بسيط والباقي كان حديث عادي للدكتور

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□ **Exercise 2. Warm-up.** (Chart 6-1)

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

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



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

### Use

(a) <i>Noun + -s:</i> <i>Friends</i> are important. <i>Noun + -es:</i> I like my <i>classes</i> .	A final <b>-s</b> or <b>-es</b> is added to a noun to make the noun plural. <i>Friend</i> and <i>class</i> = singular nouns <i>Friends</i> and <i>classes</i> = plural nouns
(b) <i>Verb + -s:</i> Mary <i>works</i> at the bank. <i>Verb + -es:</i> John <i>watches</i> birds.	A final <b>-s</b> or <b>-es</b> is added to a simple present verb when the subject is a singular noun (e.g., <i>Mary, my father, the machine</i> ) or third person singular pronoun ( <i>she, he, it</i> ). <i>Mary works</i> = singular <i>She works</i> = singular <i>The students work</i> = plural <i>They work</i> = plural

### Pronunciation

(c) seats → <i>seat/s/</i> ropes → <i>rope/s/</i> backs → <i>back/s/</i>	Final <b>-s</b> is pronounced /s/ after voiceless sounds, as in (c): "t," "p," and "k" are examples of voiceless sounds.*
(d) seeds → <i>seed/z/</i> robes → <i>robe/z/</i> bags → <i>bag/z/</i> sees → <i>see/z/</i>	Final <b>-s</b> is pronounced /z/ after voiced sounds, as in (d): "d," "b," "g," and "ee" are examples of voiced sounds.*
(e) dishes → <i>dish/əz/</i> catches → <i>catch/əz/</i> kisses → <i>kiss/əz/</i> mixes → <i>mix/əz/</i> prizes → <i>prize/əz/</i> edges → <i>edge/əz/</i>	Final <b>-s</b> and <b>-es</b> are pronounced /əz/ after "sh," "ch," "s," "x," "z," and "ge"/"dge" sounds. The /əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.

### Spelling

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

هالقواعد ركن عليها الكتور في المحاضرة التاسعة

انا أنصحكم تتابعون التمارين اللي مع هالقواعد

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6-2 Basic Subject-Verb Agreement		
Singular Verb	Plural Verb	
(a) My <i>friend lives</i> in Boston.	(b) My <i>friends live</i> in Boston.	Verb + <i>-s/-es</i> = third person singular in the simple present tense Noun + <i>-s/-es</i> = plural
	(c) My <i>brother and sister live</i> in Boston. (d) My <i>brother, sister, and cousin live</i> in Boston.	Two or more subjects connected by <i>and</i> require a plural verb.
(e) <i>Every man, woman, and child needs</i> love. (f) <i>Each book and magazine is</i> listed in the bibliography.		EXCEPTION: <i>Every</i> and <i>each</i> are always followed immediately by singular nouns. (See Chart 7-11, p. 129.) In this case, even when there are two (or more) nouns connected by <i>and</i> , the verb is singular.
(g) That <i>book on political parties is</i> interesting. (i) The <i>book</i> that I got from my parents <i>was</i> very interesting.	(h) The <i>ideas</i> in that book <i>are</i> interesting. (j) The <i>books</i> I bought at the bookstore <i>were</i> expensive.	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase <i>on political parties</i> does not change the fact that the verb <i>is</i> must agree with the subject <i>book</i> . In (i) and (j): The subject and verb are separated by an adjective clause. (See Chapter 13.)
(k) <i>Watching</i> old movies <i>is</i> fun.		A gerund (e.g., <i>watching</i> ) used as the subject of the sentence requires a singular verb. (See Chart 14-8, p. 322.)

6-3 Subject-Verb Agreement: Using Expressions of Quantity		
Singular Verb	Plural Verb	
(a) <i>Some of the book is</i> good. (c) <i>A lot of the equipment is</i> new. (e) <i>Two-thirds of the money is</i> mine. (g) <i>Most of our homework is</i> easy.	(b) <i>Some of the books are</i> good. (d) <i>A lot of my friends are</i> here. (f) <i>Two-thirds of the boys are</i> here. (h) <i>Most of our assignments are</i> easy.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows <b>of</b> . For example, in (a) and (b): <i>some of + singular noun = singular verb</i> <i>some of + plural noun = plural verb</i>
(i) <i>One of my friends is</i> here. (j) <i>Each of my friends is</i> here. (k) <i>Every one of my friends is</i> here.		EXCEPTIONS: <i>One of</i> , <i>each of</i> , and <i>every one of</i> take singular verbs. <i>one of</i> <i>each of</i> <i>every one of</i> } + plural noun = singular verb
(l) <i>None of the boys is</i> here.	(m) <i>None of the boys are</i> here.	Subjects with <i>none of</i> used to be considered singular in very formal English, but plural verbs are often used in informal English and sometimes even in formal writing.
(n) <i>The number of students in the class is</i> fifteen.	(o) <i>A number of students were</i> late for class.	COMPARE: In (n): <i>The number</i> is the subject. In (o): <i>A number of</i> is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

6-4 Subject-Verb Agreement: Using <i>There + Be</i>	
(a) <i>There is a fly</i> in the room. (b) <i>There are three windows</i> in this room.	<i>There + be</i> introduces the idea that something exists in a particular place. <i>There + be + subject + expression of place*</i> The subject follows <i>be</i> when <i>there</i> is used. In (a): The subject is <i>a fly</i> . (singular) In (b): The subject is <i>three windows</i> . (plural)
(c) <i>INFORMAL: There's two sides</i> to every story.	In informal spoken English, some native speakers use a singular verb even when the subject is plural, as in (c). The use of this form is fairly frequent but is not generally considered to be grammatically correct.



## 6-5 Subject-Verb Agreement: Some Irregularities

### Singular Verb

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

### Plural Verb

<p>(m) <i>Those people are</i> from Canada.          (n) <i>The police have</i> been called.          (o) <i>Cattle are</i> domestic animals.          (p) <i>Fish live</i> under water.</p>	<p><i>People,* police, cattle, and fish</i> do not end in <b>-s</b>, but they are plural nouns in the example sentences and require plural verbs.</p>	
<p><b>Singular Verb</b></p>	<p><b>Plural Verb</b></p>	
<p>(q) <i>English is</i> spoken in many countries.          (s) <i>Chinese is</i> his native language.</p>	<p>(r) <i>The English drink</i> tea.          (t) <i>The Chinese have</i> an interesting history.            (u) <i>The poor have</i> many problems.          (v) <i>The rich get</i> richer.</p>	<p>In (q): <b>English</b> = language          In (r): <b>The English</b> = people from England          Some nouns of nationality that end in <b>-sh</b>, <b>-ese</b>, and <b>-ch</b> can mean either language or people, e.g., <i>English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French.</i>            A few adjectives can be preceded by <b>the</b> and used as a plural noun (without final <b>-s</b>) to refer to people who have that quality. Other examples: <i>the young, the elderly, the living, the dead, the blind, the deaf, the disabled.</i></p>



7-4 Count and Noncount Nouns			
(a) I bought <i>a chair</i> . Sam bought <i>three chairs</i> . (b) We bought <i>some furniture</i> . <i>INCORRECT: We bought some furniture s.</i> <i>INCORRECT: We bought a furniture.</i>		<i>Chair</i> is called a "count noun." This means you can count chairs: <i>one chair, two chairs, etc.</i> <i>Furniture</i> is called a "noncount noun." In grammar, you cannot use numbers ( <i>one, two, etc.</i> ) with the word <i>furniture</i> .	
	Singular	Plural	
Count Noun	<i>a chair</i> <i>one chair</i>	<i>two chairs</i> <i>some chairs</i> <i>a lot of chairs</i> <i>many chairs</i> <i>0 chairs*</i>	A count noun: (1) may be preceded by <i>a/an</i> or <i>one</i> in the singular. (2) takes a final <i>-s/-es</i> in the plural.
Noncount Noun	<i>some furniture</i> <i>a lot of furniture</i> <i>much furniture</i> <i>0 furniture*</i>		A noncount noun: (1) is not immediately preceded by <i>a/an</i> or <i>one</i> . (2) has no plural form, so does not add a final <i>-s/-es</i> .

## 7-7 Basic Article Usage

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

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

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

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

### III. Using *The*: Definite Nouns

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

7-9 Expressions of Quantity Used with Count and Noncount Nouns			
Expressions of Quantity	Used with Count Nouns	Used with Noncount Nouns	
(a) one each every	<i>one apple</i> <i>each apple</i> <i>every apple</i>	Ø* Ø Ø	An expression of quantity may precede a noun.  Some expressions of quantity are used only with count nouns, as in (a) and (b).
(b) two, etc. both a couple of a few several many a number of	<i>two apples</i> <i>both apples</i> <i>a couple of apples</i> <i>a few apples</i> <i>several apples</i> <i>many apples</i> <i>a number of apples</i>	Ø Ø Ø Ø Ø Ø	
(c) a little much a great deal of	Ø Ø Ø	<i>a little rice</i> <i>much rice</i> <i>a great deal of rice</i>	Some are used only with noncount nouns, as in (c).
(d) no hardly any some/any a lot of/lots of plenty of most all	<i>no apples</i> <i>hardly any apples</i> <i>some/any apples</i> <i>a lot of/lots of apples</i> <i>plenty of apples</i> <i>most apples</i> <i>all apples</i>	<i>no rice</i> <i>hardly any rice</i> <i>some/any rice</i> <i>a lot of/lots of rice</i> <i>plenty of rice</i> <i>most rice</i> <i>all rice</i>	Some are used with both count and noncount nouns, as in (d).

7-10 Using <i>A Few</i> and <i>Few</i> ; <i>A Little</i> and <i>Little</i>	
<p>COUNT: (a) We sang <i>a few</i> songs.</p> <p>NONCOUNT: (b) We listened to <i>a little</i> music.</p>	<p><b>A few</b> and <b>few</b> are used with plural count nouns, as in (a).</p> <p><b>A little</b> and <b>little</b> are used with noncount nouns, as in (b).</p>
<p>(c) She has been here only two weeks, but she has already made <i>a few</i> friends. (Positive idea: She has made some friends.)</p> <p>(d) I'm very pleased. I've been able to save <i>a little</i> money this month. (Positive idea: I have saved some money instead of spending all of it.)</p>	<p><b>A few</b> and <b>a little</b> give a positive idea; they indicate that something exists, is present, as in (c) and (d).</p>
<p>(e) I feel sorry for her. She has (<i>very</i>) <i>few</i> friends. (Negative idea: She does not have many friends; she has almost no friends.)</p> <p>(f) I have (<i>very</i>) <i>little</i> money. I don't even have enough money to buy food for dinner. (Negative idea: I do not have much money; I have almost no money.)</p>	<p><b>Few</b> and <b>little</b> (without <i>a</i>) give a negative idea; they indicate that something is largely absent, as in (e).</p> <p><b>Very</b> (+ <i>few/little</i>) makes the negative stronger, the number/amount smaller, as in (f).</p>

7-11 Singular Expressions of Quantity: <i>One, Each, Every</i>	
(a) <i>One student</i> was late to class. (b) <i>Each student</i> has a schedule. (c) <i>Every student</i> has a schedule.	<i>One, each, and every</i> are followed immediately by singular count nouns (never plural nouns, never noncount nouns).
(d) <i>One of the students</i> was late to class. (e) <i>Each (one) of the students</i> has a schedule. (f) <i>Every one of the students</i> has a schedule.	<i>One of, each of, and every one of*</i> are followed by specific plural count nouns (never singular nouns; never noncount nouns).

7-12 Using <i>Of</i> in Expressions of Quantity	
(a) I bought <i>one book</i> . (b) I bought <i>many books</i> .	With some expressions of quantity, <i>of</i> is not used when the noun is nonspecific, as in (a) and (b).
(c) <i>One of those books</i> is mine. (d) <i>Some of the books</i> are yours. (e) <i>Many of my books</i> are in Spanish. (f) <i>Most of them</i> are paperbacks.	<i>Of</i> is used with: <ul style="list-style-type: none"> <li>• specific nouns, as in (c), (d), and (e).</li> <li>• pronouns, as in (f).</li> </ul>
(g) I have <i>a lot of books</i> . (h) I've read <i>a lot of those books</i> .	Some expressions of quantity, like <i>a lot of</i> , always include <i>of</i> , whether the noun is nonspecific, as in (g), or specific, as in (h).
<b>Expressions of quantity</b>	
one (of) two (of) half of 50 percent of three-fourths of a majority of hundreds of thousands of millions of	all (of) each (of) every almost all (of) most (of) many (of) much (of) a number of a great deal of a lot of
	some (of) several (of) (a) few (of) (a) little (of) hardly any (of) none of no



p213 table 11-2

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

p211table 11-1

11-1 Active vs. Passive													
Active: (a) <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 5px;">subject</td> <td style="padding: 0 5px;">verb</td> <td style="text-align: center; padding: 0 5px;">object</td> </tr> <tr> <td style="padding: 0 5px;">Mary</td> <td style="padding: 0 5px;">helped</td> <td style="padding: 0 5px;">the boy.</td> </tr> </table>	subject	verb	object	Mary	helped	the boy.	<p>In the passive, <i>the object</i> of an active verb becomes <i>the subject</i> of the passive verb: <b>the boy</b> in (a) becomes the subject of the passive verb in (b).</p> <p>Notice that the subject of an active verb follows <i>by</i> in a passive sentence. The noun that follows <i>by</i> is called the "agent." In (b): <b>Mary</b> is the agent.</p> <p>Sentences (a) and (b) have the same meaning.</p>						
subject	verb	object											
Mary	helped	the boy.											
Passive: (b) <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 5px;">subject</td> <td style="padding: 0 5px;">verb</td> <td style="padding: 0 5px;">by Mary.</td> </tr> <tr> <td style="padding: 0 5px;">The boy</td> <td style="padding: 0 5px;">was helped</td> <td></td> </tr> </table>	subject	verb	by Mary.	The boy	was helped								
subject	verb	by Mary.											
The boy	was helped												
Passive: (c) <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 0 5px;"><b>be</b> +</td> <td style="padding: 0 5px;"><i>past participle</i></td> <td></td> </tr> <tr> <td style="padding: 0 5px;">He <i>is</i></td> <td style="padding: 0 5px;"><i>helped</i></td> <td style="padding: 0 5px;">by her.</td> </tr> <tr> <td style="padding: 0 5px;">He <i>was</i></td> <td style="padding: 0 5px;"><i>helped</i></td> <td style="padding: 0 5px;">by her.</td> </tr> <tr> <td style="padding: 0 5px;">He <i>will be</i></td> <td style="padding: 0 5px;"><i>helped</i></td> <td style="padding: 0 5px;">by her.</td> </tr> </table>	<b>be</b> +	<i>past participle</i>		He <i>is</i>	<i>helped</i>	by her.	He <i>was</i>	<i>helped</i>	by her.	He <i>will be</i>	<i>helped</i>	by her.	Form of the passive: <i>be + past participle</i>
<b>be</b> +	<i>past participle</i>												
He <i>is</i>	<i>helped</i>	by her.											
He <i>was</i>	<i>helped</i>	by her.											
He <i>will be</i>	<i>helped</i>	by her.											
Active: (d) An accident <i>happened</i> . Passive: (e) (none)	Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as <i>happen, sleep, come, seem, die</i> ) in the passive. (See Appendix Chart A-1.)												

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

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

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

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

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

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

The Passive 213

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

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

أسئلة اختبار الأعوام السابقة

هذي أسئلة الإختبار حلها بمجهود مني إن أصبت فمن الله وإن أخطأت فمن نفسي والشيطان

طبعاً الأسئلة مو كامله ،،،

فيه السؤال رقم ١٨ ماني مقتنعه بصياغة الجملة نهائياً  
لأن المفروض يكون القسم الأول من السؤال بصيغة الماضي والثاني اللي بعد while بصيغة المستمر....

I was playing football . while ted was

a- garden

b-gardened

c- gardening

d- gardens

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

name \_\_\_\_\_ in Riyadh when he was a little boy

1. Dalgarn \_\_\_\_\_ in Riyadh when he was a little boy.  
A. was used to live     a- was used to live  
B. used to lives        b- used to lives  
C. used to live         c- used to live  
D. living                d- living
2. Now I \_\_\_\_\_ speak English.  
A. be able  
B. because  
C. used to  
D. can
3. We need some \_\_\_\_\_ to repair the window.  
A. a glass  
B. glass  
C. an glass  
D. few glass
4. Salah \_\_\_\_\_ at 10.30pm  
A. slept  
B. sleep  
C. sleeps  
D. sleeping
5. Could you \_\_\_\_\_ me your fancy pen please?  
A. gave  
B. let  
C. lend  
D. borrow
6. You do \_\_\_\_\_ play with us, if you do not want to.  
A. not to  
B. not have to  
C. not must to  
D. not would
7. The sun \_\_\_\_\_ in the west.  
A. is setting  
B. sets  
C. setting



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

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

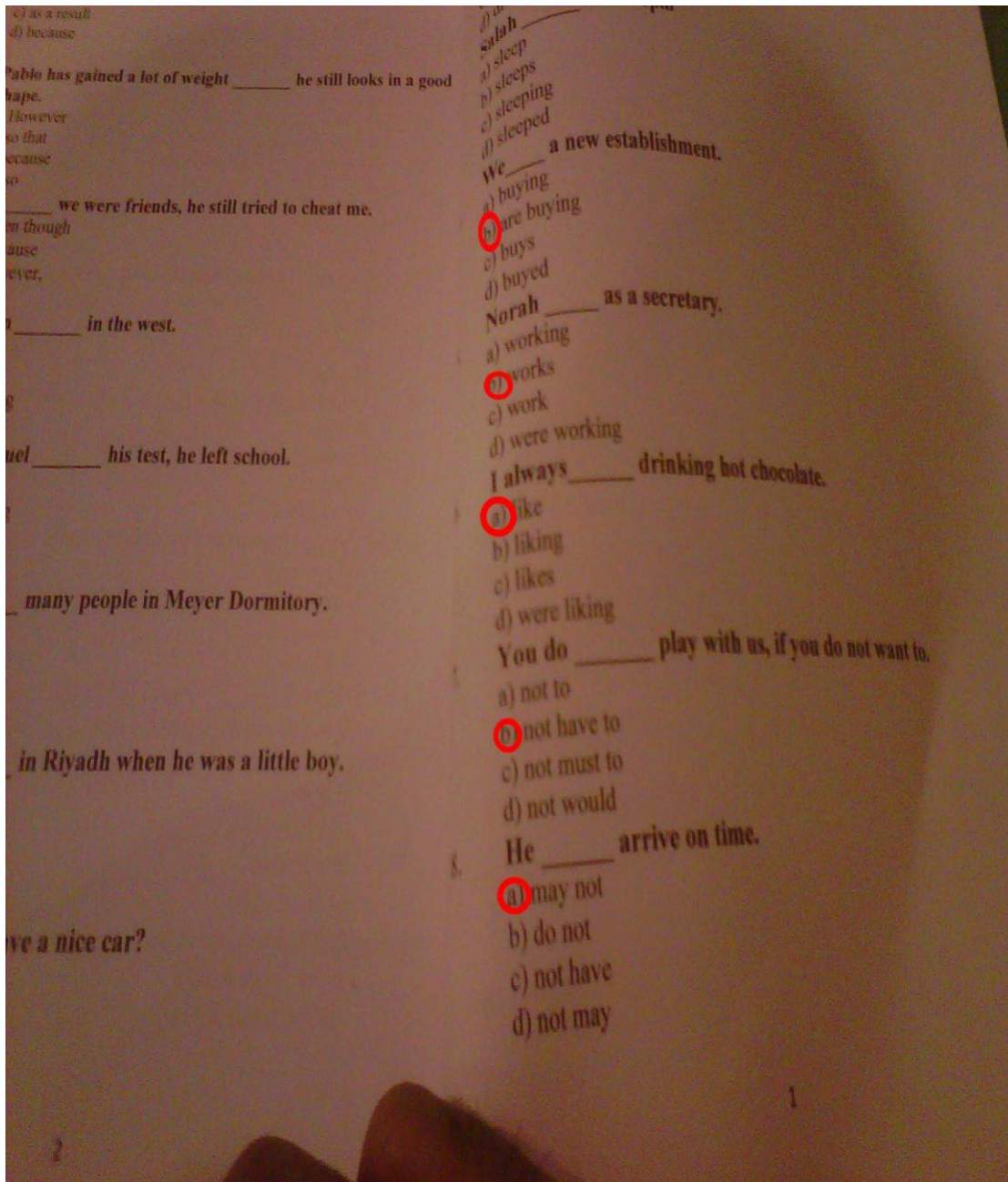
34. After Hasan \_\_\_\_\_ the driving test, he bought a bicycle.  
 A. was failed  
 B. was failing  
 C. failing  
 D. failed
35. I can't go to the bowling because I have \_\_\_\_\_ money.  
 A. only a few  
 B. only  
 C. few  
 D. only a little
36. Salah \_\_\_\_\_ me to invite me for his wedding.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



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

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

هذا نموذج أتوقع نفس السمستر بس الترتيب مختلف وبعض الأسئلة





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

Now I \_\_\_\_\_ to Riyadh

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

the same time Ted was \_\_\_\_\_

the college.  
college?  
college?

useum?

assroom.

ancisco.

buy a bar of

then

18. How long \_\_\_\_\_ it take to get to Alforsan Mall?

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

19. Noor is \_\_\_\_\_ good student.

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

20. There \_\_\_\_\_ any house for rent nearby.

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

21. We need \_\_\_\_\_ for the window.

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

22. \_\_\_\_\_ sugar do we have?

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

23. There is \_\_\_\_\_ bread left in the carton.

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

24. We live in \_\_\_\_\_  
The Saudi \_\_\_\_\_ of Saudi Arabia

200  
B



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

هالسؤال فيه خطأ أتوقع

- b) no  
c) some  
d) any
20. There \_\_\_\_\_  
a) is  
b) isn't  
c) are  
d) aren't
21. We need \_\_\_\_\_  
a) a glass  
b) some glass  
c) an glass  
d) few glass

22. \_\_\_\_\_  
a) the  
b) a  
c) an  
d) some
23. \_\_\_\_\_

24.

to the gym every day

to the Quran channel right now.

their parents.

the accident.

the money.

You \_\_\_\_\_ my father.

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

They are \_\_\_\_\_ their kids very well.

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

The alarm \_\_\_\_\_ this morning.

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

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

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

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

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

38. Is \_\_\_\_\_ early?

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

39. I \_\_\_\_\_ work yesterday.

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

40. I \_\_\_\_\_ study much harder from now on.

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



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

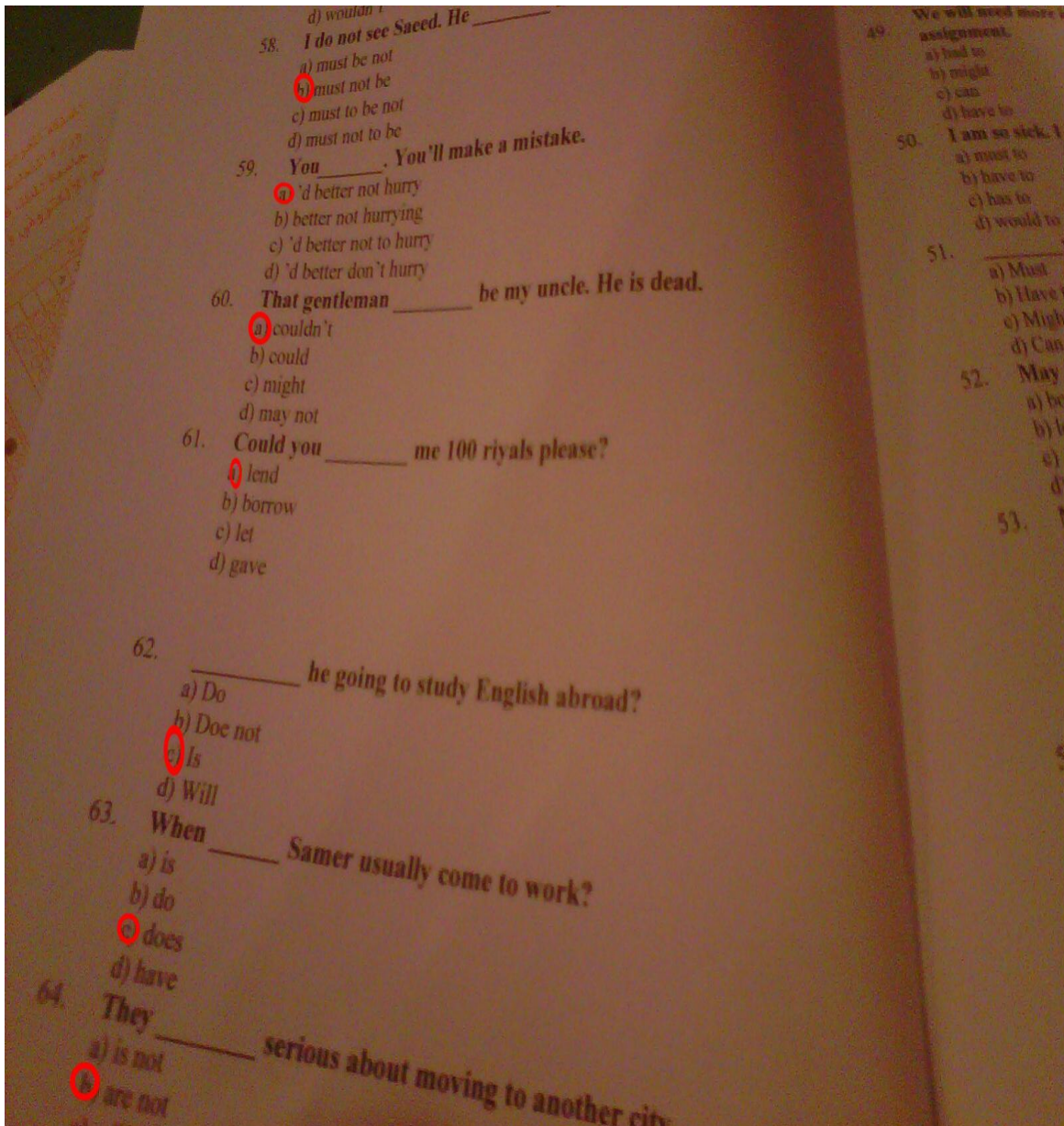
today.

dead.

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

aren't





شرح ومجهود الاخت (ج-نون) الله يجزاها كل خير ويشبها على عملها ويوفقها ويرزقها  
من حيث لا تحتسب

قام باعداده وجمعه اختكم روى نجد