

English

Grade 12 Foundation

First Term, 2018

Enrichment Exercises

لا تغني عن الكتاب المدرسي

Mr. WALID DARWISH

highlight	أهم حدث	drive a hard bargain	يتفاوض بإصرار لصفقة جيدة
dark history	التاريخ السيئ المخيف	= be prepared to negotiate prices	
dramatically	بطريقة درامية / كالممثل		
vividly	بوضوح وبالتفصيل	has got itchy feet	يريد مغادرة مكان والسفر
jump out of my skin	يفزع - يندهش	= never stays in the same place for long	
dense forest	غابة كثيفة	hit the road	يبدأ الرحلة / ينطلق
lush vegetation	أشجار كثيرة الأوراق	travel light	يسافر خفيف المتاع
noisy sounds	أصوات مزعجة	= we don't take a lot with us	
lost sight of	غاب عن بصره		
absolutely amazing	مدهش للغاية	live out of a suitcase	دائم السفر والترحال
entirely	كلياً / تماماً	= continuously travels from place to place	
chaotic	فوضوي / مرتبك تماماً	check in	يفحص للدخول
a real treat to visit	مكان رائع يستحق الزيارة	get on the plane	يركب الطائرة
unique experience	تجربة فريدة مميزة	set off	ينطلق
buried alive	دُفن حياً	pickup	يأخذ شخص ليوصله مكان
slopes	منحدرات	take off	الطائرة تنطلق
risk-taker	مُحب للمخاطرة	stop off	يأخذ فاصل/ استراحة قصيرة في رحلة
sigh of relief	تنفس الصعداء	on display	معروضة للبيع
summit	قمة جبل	two for the price of one	اثنان بسعر واحدة
safe and sound	في تمام الصحة والعافية/ بلا أذى	hunt down	يتصيد صفقات
emergency service	خدمة طوارئ	in season	في الموسم
cautiously	بحذر	on board	على متن طائرة/ سفينة/ حافلة
concussion	فقدان وعي مؤقت	off the beaten track	خارج العمران
helpless	بلا مساعدة/ بانس	peer	يحمق / ينظر بعناية
eager to	متلهف لأن	scruffy	قذر ومتسخ / غير مرتب
asked/ enquired if	تساءل إذا	option	خيار/ خاصة
answer/ reply	يرد/ يجيب	yawn	يتثائب من النعاس
promised	وعد	companion	رفيق/ صديق
guaranteed	ضَمَنَ	explore	يستكشف مكان
fame	شهرة	a degree of danger	درجة الخطر
a celebrity	شخص مشهور	in pitch darkness	في ظلام دامس
have a reputation as	له سمعة ك...	street vendors	بائعين في الشوارع
gossip	حديث صغير	counterfeit goods	سلع غير أصلية / تقليد
rumour	شائعة	local culture	ثقافة محلية
have a chat	يدرّش	designer labels	ملصقات المصمم
negotiate	يتفاوض/ يفاضل	freshly-cooked food	طعام معد الآن/ فريش
value = appreciate	يقدر و يحترم	traditional handicrafts	مشغولات تقليدية
get on his nerves	يعصب	floating markets	أسواق عائمة
out of the blue	فجأة	shopping malls	مراكز تجارية
thank from the bottom of his heart	يشكر من قلبه	warm blue sea	بحر دافئ أزرق
fall apart	ينكسر أجزاء/ يتفكك / يتهاوى	Explosives	متفجرات
ruined	مُدْمَر / تالف تماماً	Painful	مؤلم
courageous	شجاع	tremble	يرتعد خوفاً

gallery	معرض فني	plot	الحدوتة/ أحداث القصة
classical ballet	رقص الباليه الكلاسيكي	characters	الشخصيات
perform live	يعرض مباشر	schooling	التعليم/ الدراسة
stage	خشبة المسرح – مرحلة	atmosphere	جو القصة
illuminate	يضيئ	setting	إعدادات القصة "الزمان/ المكان"
spectacular	رائع	comic	كوميدي / مضحك
lighting effects	مؤثرات ضوئية	comedian	ممثل كوميدي
hits	عمل فني ناجح جداً	clown	مهرج / بهلوان
releases	إصدار فني جديد (فيديو/ اسطوانة)	sternly	بتضجر/ بقرق/ بضيق
exhibit	يعرض	strictly	بحزم
exhibition	معرض	vigorously	بقوة وطاقة
focus	يركز	companion	رفيق/ صديق
inspire	يلهم	colleague	زميل عمل/ زميل دراسة
movements	حركات	acquaintances	معارف بالاسم فقط
works of art	أعمال فنية	brought the house down	أسعد وأثار الجمهور
full	ممتلئ	= excited the audience	
audience	الجمهور	keep his feet on the ground	يبقى عملي وواقعي
cast	الممثلين في العمل الفني	= have a sensible attitude	
prisoner	سجين	stole the show	سرق الأضواء من كل المشاركين
gloomy	معتم – قليل الإضاءة	= was the outstanding performer	
barred	عليه قضبان	swept the board	حصد كل الجوائز
authority	السلطة	= won all the major prizes	
glared	ينظر بغضب	brought out	كشف/ أعلن عن
chains	سلاسل	sign up	يصبح مشترك
faint voice/ sound	صوت خافت	put off	يؤجل
expectations	آمال / توقعات	put success down to	ينسب نجاحه ل....
ridiculous	سخيف	call off	يلغي
collection	مجموعة فنية	on stage	على خشبة المسرح
novel	رواية	out of print	توقف طباعته ونشره
orphan	يتيم	on screen	على الشاشة
escaped convict	سجين هارب	in reality	في الواقع
brick up	يحيط بسور من الطوب	out of stock	غير متاح للبيع
courtyard	فناء	the centre of attention	مركز الاهتمام
rusty	مغطى بالصدأ	in Macbeth	في مسرحية ماكبث
finality	الوصول للنهائي	creep	يزحف
protest	يحتج/ يعترض	gaze	يحملق في
politeness	الأدب	approach	يقترّب من
march	يمشي	sigh	يتنهد/ يأخذ نفس عميق
timidly	على استحياء/ بخوف	glance	لمحة / ينظر نظرة خاطفة
faint	يفقد الوعي	retire	يتقاعد على المعاش
publish	ينشر "كتاب"	afford	يستطيع شراء
brought my heart into my mouth	أفز عني	contrary	النقيض/ العكس

estate agent	سمسار عقارات	look forward to+ (v+ing)	يتطلع إلى
lawyer	محامي	human resources = HR = personnel	الموارد البشرية
flight attendant	مضيفة جوية	deadline	آخر موعد
mechanic	ميكانيكي	references	المراجع
engineer	مهندس	exception	استثناء
stockbroker	مضارب في البورصة	application form	استمارة الالتحاق
firefighter	مكافح الحرائق	academic journal	دفتر يومي أكاديمي
medical researcher	باحث طبي	cover letter	خطاب تعريف بالمضمون
domestic assistant	خادمة - جليسة أطفال	candidate = applicant	متقدم لوظيفة
gardener	بستاني- جنائني	job interview	مقابلة وظيفة
fashion designer	مصمم أزياء	teaching assistant	مدرس مساعد
tour guide	مرشد سياحي	make an exception for	يعمل استثناء لـ
florist	بائع الورد	cover all requirements	يغطي كل المتطلبات
sales assistant	البائع	dedicated	متفاني في عمله - دراسته
builder	البناء	devoted to	محب ومخلص للأسرة- للأصدقاء
plumber	السياك	obsessed with	مهووس بـ
electrician	الكهربائي	superior to	أعلى رتبة من - متميز عن
indoors/outdoors	داخل مبنى/ في العراء	older than	أكبر سناً من
career prospects	آفاق وتطلعات مهنية	senior	أقدم في المكان
well-paid/poorly-paid	بأجر عالي/ بأجر منخفض	supervise= oversee	يشرف على - يراقب
flexible hours	ساعات عمل مرنة	lead staff	يقود عاملين
seeking	يبحث عن- يطلب	handle work	يباشير عمل ويتحمل متاعبه
schedule	جدول مواعيد	moody	متقلب المزاج
contribute to	يساهم في	sentimental	عاطفي - معتر بتراثه وسلفه "مدح"
an eye for details	دقيق الملاحظة- يلاحظ التفاصيل	conservative	متحفظ - يخاف الجديد "ذم"
fluent in language	فصيح في لغة	gullible	يسهل اشتغاله- يصدق بسهولة
archaeologist	عالم آثار	perfectionist	محب للكمال والإتقان
excavation	حفر - تنقيب	enthusiastic	متحمس
enclose	يرفق مع خطاب	run out of = have no more	يستنفذ
attach	يرفق مع إيميل إلكتروني	put money by = save	يدخر
contact details	بيانات التواصل	take out a loan	يأخذ قرض من البنك
shift lag	تعب العمل	live on	يعيش على- يقاتل
derived from	مشتق من	cut down on = reduce	يخفض
considerable experience	خبرة معتبرة	congratulatedon	يهنيئ على
fatigue	تعب	retired from a job	يتقاعد من وظيفة
classed as	يصنف كـ	applied for position	تقدم لوظيفة
retail	بيع بالتجزئة	specializes in law	يتخصص في القانون
full time/ part time	دوام كامل/ دوام جزئي	work under pressure	يعمل تحت ضغط
quit	يقلع عن- يتقاعد	is a pain in the neck = annoying	مزعج
get on with	ينسجم مع	is between jobs = unemployed	عاطل
colleagues	الزملاء	showed him the door = fired him	يطرد- يرفق
work shift	منوبة- وردية عمل	is behind the times = old -fashioned	موضة قديمة
dress code	الزّي	have seen better days = old	قديم - متهاك

Idioms

Idiom	Meaning	الترجمة	Example
drive a hard bargain	<i>be prepared to negotiate prices</i>	يتفاوض بإصرار لصفقة جيدة	While shopping at the market be prepared to negotiate prices; all vendors drive a hard bargain.
has got itchy feet	<i>never stays in the same place for long</i>	يريد مغادرة مكان والسفر	He never stays in the same place for long; he's got itchy feet.
hit the road	<i>Set off</i>	يبدأ الرحلة / ينطلق	We've got a long way to go before we reach our destination. Let's hit the road.
travel light	<i>we don't take a lot with us</i>	يسافر خفيف المتاع	When we go camping, we don't take a lot with us; we prefer to travel light.
live out of a suitcase	<i>continuously travels from place to place</i>	دائم السفر والترحال	Ann continuously travels from place to place; she seems to be living out of a suitcase.
brought the house down	<i>excited the audience</i>	أسعد وأثار الجمهور	He brought the house down when he started playing the piano.
keep his feet on the ground	<i>have a sensible attitude</i>	يبقى عملي وواقعي	Despite his worldwide fame, he still manages to have a sensible attitude.
stole the show	<i>was the outstanding performer</i>	سرق الأضواء من كل المشاركين	He stole the show in the theatrical production.
swept the board	<i>won all the major prizes</i>	حصد كل الجوائز	His latest film won all the major prizes at the awards ceremony.
is a pain in the neck	<i>Annoying</i>	مزعج	He is such a pain in the neck. He keeps annoying everyone with his negative comments.
is between jobs	<i>Unemployed</i>	عاطل	Alan has a lot of time on his hands because he's between jobs at the moment.
showed him the door	<i>fired him</i>	يطرد- يرفد	She upset her boss so she showed her the door!
is behind the times	<i>old-fashioned</i>	موضة قديمة - جيل قديم	Henry can't use a computer. He's a bit behind the times.
have seen better days	<i>Old</i>	قديم - متهاالك	Mr. Grant's clothes have seen better days! I think he should buy some new ones.

Phrasal Verbs

check in	يفحص للدخول	brought out	كشّف / أعلن عن
get on the plane	يركب الطائرة	sign up	يصبح مشترك
set off	ينطلق	put off	يؤجل
pickup	يأخذ شخص ليوصله مكان	put success down to	ينسب نجاحه ل.....
take off	الطائرة تنطلق	applied for position	تقدم لوظيفة
stop off	يأخذ فاصل / استراحة قصيرة في رحلة	specializes in law	يتخصص في القانون
<u>on</u> display	معروضة للبيع	work under pressure	يعمل تحت ضغط
two <u>for</u> the price of one	اثنان بسعر واحدة	call off	يلغي
hunt <u>down</u>	يتصيد صفقات	on stage	على خشبة المسرح
<u>in</u> season	في الموسم	out of print	توقف طباعته ونشره
<u>on</u> board	على متن طائرة / سفينة / حافلة	on screen	على الشاشة
<u>off</u> the beaten track	خارج العمران	in reality	في الواقع
run out of = have no more	يستنفذ	out of stock	غير متاح للبيع
put money by = save	يدخر	the centre of attention	مركز الإهتمام
take out a loan	يأخذ قرض من البنك	in Macbeth	في مسرحية ماكبث
live on	يعيش على- يقتات	communicate with	يتواصل مع
cut down on = reduce	يخفض	crashed into	يصطدم ب
congratulatedon	يهنئ على	in search of	بحثاً عن
retired from a job	يتقاعد من وظيفة	prohibit from	يمنعمن

إعتاد أن Used to

لاحظ الفرق بينهم من حيث:

3- الاستخدام

2- المعنى

1- التركيب

مصدر الفعل + used to

= no longer, gave up, not anymore, quit

إعتاد على فعل شيء في الماضي مرات عديدة ولكن لم يعد يفعله الآن
وستجد في الجملة ما يدل على الماضي وعلى التكرار

When I was young, on Sundays, every Friday

المصدر + didn't use to

لاحظ النفي

- When he was a child, he **used to go** to Paris every summer.

- She **used to have** a ski lodge in the Alps when he was a teenager.

He no longer smokes. = He gave up smoking. = He doesn't smoke anymore
= He quitted smoking. = His habit was to smoke. = He used to smoke.

مصدر الفعل + would

= no longer, gave up, not anymore, quit

إعتاد على فعل شيء في الماضي مرات عديدة ولكن لم يعد يفعله الآن
وستجد في الجملة ما يدل على الماضي وعلى التكرار

When I was young, on Sundays, every Friday

بشرط ألا تستخدم **would** مع أفعال الحالة مثل **be, have,**

وبالتالي ف **used to** أعم وأشمل في الاستخدام **cost, love**

When he was a child, he **would go** to Paris every summer.

- She **would have** a ski lodge in the Alps when he was a teenager.

الماضي البسيط "التصريف الثاني"

حدث وقع مرة في وقت محدد في الماضي وانتهى
وستجد في الجملة ما يدل على التوقيت المحدد في الماضي

yesterday, in 2010, last week, 10 years ago

He **drove** to Alkhor yesterday

be used to + اسم / ضمير / V+ing

= became familiar with, doesn't mind, normal, accustomed to, usually

معتاد على فعل في المضارع ويسبقها فعل يكون

be = am, is, are, was, were, be, being, been

- I **am used to driving** on the right-hand side of the road.

- She **isn't used to travelling** by aeroplane.

get used to + اسم / ضمير / V+ing

= became familiar with, doesn't mind, normal, accustomed to, usually

يصبح معتاد على فعل في المضارع وهي تفيد الانتقال من عدم الاعتياد
إلى الاعتياد. يجوز استخدام **become used to**

ستجد في الجملة إشارة لزمن أو مدة

She will soon **get used to driving** on the left-hand side of the road.



used to + v

كان من عاداته وانقطعت (مع أفعال الحالة والأكشن)

would + v

كان من عاداته وانقطعت (مع أفعال الأكشن فقط)

am, is, are used to +(v+ing)

معتاد على، الشيء مألوف لديه، لا يستغربه

got used to +(v+ing)

أصبح معتاد على، أصبح الشيء مألوف لديه، أصبح لا يستغربه

1. Correct the words in brackets, Using **used to/ would / be used to/ got used to:**

1. When I was a child, I(play) by the riverside but the river is polluted now.
2. When I was little, my grandfather(sit) me on his knee and tell me stories about the various countries he had been to.
3. I..... (work) at night, so I don't mind working nightshifts.
4. It took me over three months to(wear) contact lenses.
5. My dad(take) us to the seaside when we were young. We used to..... (stay) in a cottage by the sea.
6. At first, I couldn't get used to..... (live) in London. I wasn't..... (use to) rainy weather.
7. Martin should have(use to) the fast pace of life in New York by now.
8. Before tourists arrived in the village, it..... (be) a quiet place to live in.
9. Every time he travelled abroad, dad (bring) us back souvenirs.

2. Correct the words in brackets using **used to/ would / be used to/ got used to:**

1. It might take you some time to.....(wake) up early.
2. When I was a child, I (walk) five miles to school every morning and then back home again in the afternoon.
3. I(go) out every night but these days I prefer to stay home in the evenings.
4. It took me a while, but now I (walk) to work.

3. Rewrite the following sentences using the words in brackets:

1. When I was young, I usually played football but now I don't. (used to)
.....
2. At first it was difficult for me to drive in Qatar, but after a short time, I got familiar with it. (used to)
.....
3. It wasn't easy for me to speak English, but now I don't mind speaking it. (used to)
.....
4. He doesn't play tennis any more. (used to)
.....
5. When he was young, he played football every Friday. (used to)
.....

Mr. WALID DARWISH

Past Tenses

Past Simple الماضي البسيط

1- فعل حدث في توقيت محدد في الماضي.

2- أحداث تلت بعضها في الماضي
ومن كلماته:

yesterday, last, ago, in 2000 , etc.

التصريف الثاني + الفاعل
**ate / saw/ studied/
was/ were/ didn't** مصدر

Alice **bought** a new suit yesterday.

He **took** the camera and his wallet and **went** out for a walk.

Past Continuous الماضي المستمر

1- فعل كان مستمر في توقيت محدد في الماضي ووقع وسطه آخر.

2- حدثان أو أكثر كانا مستمرين في نفس الوقت في الماضي

While / this time last week

الفاعل + **was/were + V+ing**

This time last week we were standing on a volcano.

She **was talking** on her mobile while she **was waiting** for the aeroplane to take off.

When I **saw** my teacher, I **was walking** in the mall.

While I **was walking** in the mall, I **saw** my teacher.

While I **was walking** in the mall, I **was listening** to music.

While **walking** in the mall, I **saw** my teacher.

When ماضي مستمر , ماضي بسيط
While/ As ماضي مستمر , ماضي بسيط
While/As ماضي مستمر , ماضي مستمر
While ماضي بسيط , V+ing

Past Perfect الماضي التام

1- حدث تم قبل حدث آخر أو قبل توقيت محدد في الماضي

2- حدث وقع في الماضي وما زالت آثاره ونتائجه مرئية بعدها في الماضي. أي تفسير حدث في الماضي بما وقع قبله.
ومن كلماته:

before, after, already, because, just, for, since, till/until, by, never, etc.

الفاعل + **had + P.P.**

The train **had already left** **by the time** we arrived at the station.

The shops **had closed** **by** 6:00.

Omar **was** happy because he **had won** the race.

The hotel lobby **was** empty – everyone **had gone** to bed.

The hotel lobby **is** empty – everyone **has gone** to bed. لاحظ أنه المكافئ لزمان المضارع التام ولكن في الماضي

ماضي بسيط **by the time** ماضي تام/ بسيط

Past Perfect Continuous الماضي التام المستمر

1- حساب فترة حدوث فعل حتى فعل آخر أو توقيت في الماضي

2- حدث تم قبل حدث آخر أو قبل توقيت محدد في الماضي مع التأكيد على الإستمرارية أو المشقة أو الإنغماس في الفعل.

3- حدث وقع في الماضي وما زالت آثاره ونتائجه مرئية بعدها في الماضي. أي تفسير حدث في الماضي بما وقع قبله مع التأكيد على الإستمرارية أو المشقة أو الإنغماس في الفعل. بشرط أن الفعل يقبل الاستمرار وهناك مدة

ومن كلماته: for, since, how long, before, until, all, etc.

الفاعل + **had been + V+ing**

They **had been climbing** the mountain **for two hours** before they realised they **had left** their mobile phones at the campsite.

Dylan **had been scuba diving** **all afternoon**, so he was exhausted.

The trip **was** a great success because they **had been planning** for it **all year**.

The trip **is** a great success because they **have been planning** for it **all year**.

لاحظ أنه المكافئ لزمان المضارع التام المستمر ولكن في الماضي.

ماضي بسيط (التصريف الثاني)	yesterday / last.../ ago / in 2010	ماضي بسيط (التصريف الثاني)
ماضي بسيط	because had+ P.P	ماضي بسيط
ماضي بسيط	because had been + V+ing	مدة
By the time ماضي بسيط ,	had+ P.P	
By the time ماضي بسيط ,	had been + V+ing	مدة
(الفعل كان مستمر)	ماضي مستمر when	ماضي بسيط
(الفعل كان مستمر وفجأة حدث آخر)	ماضي مستمر when suddenly	ماضي بسيط
had been + V+ing	مدة	ماضي بسيط when
While/ As ماضي بسيط , ماضي مستمر	لو حدث كان مستمر ووقع وسطه حدث آخر	
While / As ماضي مستمر , ماضي مستمر	لو أن الحدثان كانا مستمران في نفس الوقت في الماضي	
This time last week, I was flying	من علامات الماضي المستمر لأنها تصف وسط الفعل	
After / As soon as ماضي بسيط , ماضي بسيط		
After / As soon as ماضي بسيط , ماضي تام		
Before ماضي بسيط , ماضي بسيط		
Before ماضي بسيط , ماضي تام		

1. Correct the words in brackets.

- I.....(sit) in the living room watching TV when there was a loud shriek from the garden.
- By the time we(get) home, the children had already been asleep.
- When I started playing the guitar, John..... (play) it for ten years.
- The trip was a great success because they(plan) for it all year.
- He took the camera and his wallet and(go) out for a walk.
- This time last week we.....(stand) on a volcano.
- While we(board) the plane, it started raining.
- They.....(have) a picnic when it started raining.
- They were exhausted because they.....(shop) since morning.
- He.....(finish) packing by the time John came home.
- How long.....(learn) Spanish before you went to South America?

12. The pilot.....(fly) over France when he made an emergency landing.
13. Martin panicked because he.....(lose) his passport.
14. We (only stand) outside the airport for a couple of minutes when the minibus arrived.
15. I saw Emma at the station yesterday. She.....(wait) for a train.
16. Sandra bought a coffee and..... (sit) down to wait for her flight.
17. The sun(set) by the time we arrived at the hotel.
18. Bushra(read) her book when the phone rang.
19. When they arrived at the hotel, they grabbed their towels and(head) straight for the pool.
20. We(book) our tickets online a month ago.
21. Daniel(work) in the office for ten hours and he was very tired.
22. Last year we (travel) all the way across Russia by train.
23. Vernon (book) his holiday in the January sales.
24. By the time I(get) home, I was simply too exhausted to cook dinner.
25. When Julie began cookery lessons, Isla.....(attend) them for months.
26. While Jenna (shop) at the market she got two jackets for the price of one.



إذا سُبِق الاسم بمجموعة من الصفات يتم ترتيبها كالتالي:

OSASH COMU

Opinion	Size	Age	Shape	Colour	Origin	Material	Usage	Noun
beautiful	big	old	square	black	Qatari	plastic	family	Car
nice	small	young	round	white	French	wood	cowboy	Shoes
interesting	large	new	triangular	yellow	American	gold	cooking	Ring
elegant	giant	ancient	oval	red	Japanese	straw	reading	Hat
fantastic	tiny	modern	flat	green	Chinese	glass	race	Bottle

1. Put the adjectives in brackets in the correct order.

- On his travels, David bought a
(Maltese, glass, green, small) vase for his mum.
- Last week, Ian and I went to see a
(classic, black and white) film.
- Have you seen my bag? It's a
(black, leather, large) one with a zip.
- Paula bought a
(turquoise, cotton, beautiful) jacket for her holidays yesterday.
- It's an(old-fashioned, expensive, black) camera.
- It's a(plastic, small, white) bottle.
- They're(cowboy, leather, brown) boots.
- It's a(beautiful, straw, round) hat.

Zero conditional

If مضارع بسيط , مضارع بسيط

(s) مصدر + فاعل
صفة + .. am, is, are + فاعل
اسم + have, has + فاعل
مصدر + don't, doesn't + فاعل
am, is, are + P.P. + مفعول

(s) مصدر + فاعل
صفة + .. am, is, are + فاعل
اسم + have, has + فاعل
مصدر + don't, doesn't + فاعل
am, is, are + P.P. + مفعول
مصدر + فاعل Do, Does
مصدر + فاعل can

When مضارع بسيط , مضارع بسيط

تستخدم الحالة الصفريّة مع المواقف الحقيقية الصادقة دائماً و خاصة القوانين الطبيعية "حاجة حصلت ولسه بتحصل بتكرار و ليس موقف بعينه , ليس يخص فاعل بعينه أو توقيت بعينه أو واقعة بعينها"

- 1- If water freezes, it turns to ice.
- 2- If you mix red and white, you get pink.

يجوز استخدام الحالة الصفريّة إذا كان الكلام عن عادة أو طبيعة الجسم:

- If I need advice about my life, I usually talk to my mother.
- If I play computer games for too long, I get a bad headache the next day.

First conditional

If مضارع بسيط , مصدر will فاعل

(s) مصدر + فاعل
صفة + .. am, is, are + فاعل
اسم + have, has + فاعل
مصدر + don't, doesn't + فاعل
am, is, are + P.P. + مفعول

مصدر + 'll + فاعل -
مصدر + won't + فاعل -
يجوز استخدام
shall, can, may, must,
للنصيحة
should
يجوز استخدام الأمر و النهي
Go / Don't go .

تستخدم الحالة الأولى مع المواقف الممكنة الحدوث في المستقبل مثل الوعود والتوقعات والأمانى والتهديد بشرط أن يخص فاعل بعينه أو توقيت بعينه أو واقعة بعينها

- 1- If she trains hard , she will win next week's race.
- 2- If you throw that stone , you will break a window..
- 3- If you want to lose weight , you should do more exercises.
- 4- If you leave now, you will catch your train.
- 6- That pan is very hot. If you pick it up, you'll burn your hand.

Second conditional

If ماضى بسيط , مصدر would فاعل

تصريف ثاني + فاعل
صفة .. + was, were + فاعل
اسم + had + فاعل
مصدر + didn't + فاعل
was, were + P.P. + مفعول
يجوز استخدام were مع كل الفاعلين

يجوز استخدام
المصدر + 'd
المصدر + could, might

تستخدم الحالة الثانية مع المواقف الغير ممكنة الحدوث في المستقبل أو المضارع كذلك للتحسر أو التمني لعكس شيء في المضارع و هذا في الغالب غير ممكن .

- 1- If I went early , I would catch the bus.
- 2- If I were taller , I would join the police Academy.
- 3- If he had a car he wouldn't be late every day.

Third conditional

If ماضى تام , would have + P.P. فاعل

فاعل + had + P.P.
فاعل + 'd + P.P.
اسم + had had + فاعل

فاعل + could have + P.P.
فاعل + might have + P.P.

تستخدم الحالة الثالثة مع المواقف الغير ممكنة الحدوث في الماضي كذلك للتحسر أو التمني لعكس شيء حدث في الماضي و هذا مستحيل .

- 1- If I had gone early , I would have caught the bus.
- 2- If I hadn't been ill , I could have taken the exam.
- 3- If I had had money , I might have bought a mobile.

9- Unless نفس حالات If ولكن الفرق في المعنى فقط حيث أن Unless تعني "لو لم" :

10- كلمات تساوي if في المعنى: **provided / providing (that)/ as long as / on condition that**



الحالة الصفريّة (كلام عام، ليس هناك موقف)	مضارع بسيط , مضارع بسيط If
الحالة الأولى (توقع – تهديد – نصيحة – وعد)	مصدر + will فاعل , مضارع بسيط If
الحالة الأولى (لو المعنى نصيحة)	مصدر + should فاعل , مضارع بسيط If
الحالة الثانية (عكس ثوابت وحقائق المضارع)	مصدر + would فاعل , ماضي بسيط If
الحالة الثالثة (عكس ما صار في الماضي)	would have + P.P فاعل , ماضي تام If

1. Correct the verbs in brackets.

- 1.
2. If I (know) you'd come, I would have made you an omelette.
3. If you were rich for a day what (do)?
4. If I had heard the news I (tell) you.
5. The world would be a better place if more people (give) money to charities.
6. If you aren't well, you..... (stay in).
7. If Paul(not go)skiing, he wouldn't have broken his leg.
8. If you heat water to 100°C, it(boil).
9. If you (not/be) well, you should stay in.
10. I(put) an icepack on your ankle if I were you.
11. It would do you a lot of good if you (eat) more fresh vegetables.
12. If she cuts sugary foods down of her diet, she (find) it easier to lose weight.
13. If I (not/bump) into the table, I wouldn't have had this huge bruise on my foot now.
14. If Leo (know) about the deadline, he would have finished the project earlier.
15. I could get my work done quicker if I (upgrade) my computer.
16. I (not be able to) get to the office unless this snowstorm stops soon.
17. I might have got better qualifications if I (study) more at university.

18. Tom (not lose) his job if he hadn't been caught sleeping at his desk.
19. If you aren't working this weekend, we (go) on a trip.
- 20 When the executives(hold) a meeting, they use the conference room on the seventh floor.

Mr. WALID DARWISH

1. Heating makes water evaporate

If you heat water, it evaporates.

1. Study hard **and** you will succeed. تنبؤ

If you study hard, you will succeed.

2. Study hard **otherwise** you will fail. تهديد

If you don't study hard, you will fail.

Unless you study hard, you will fail.

3. I promise to **reward you** when **you win the match**. وعد

If **you win the match**, I will **reward you**.

الحالة الثانية: (لو الجملتين مضارع) نربطهم ب IF في الحالة الثانية ، مع تحويل المثبت منفي والمنفي مثبت.

لاحظ: السبب هو فعل الشرط، والنتيجة هي جواب الشرط.

1. He **lives** far from school so he **doesn't arrive** in time.

If he **didn't live** far from school, he **would arrive** in time.

الحالة الثالثة: (لو الجملتين ماضي) نربطهم ب IF في الحالة الثالثة ، مع تحويل المثبت منفي والمنفي مثبت.

لاحظ: السبب هو فعل الشرط، والنتيجة هي جواب الشرط.

1. He **didn't study** hard so he **failed** in the exams.

If he **had studied** hard, he **wouldn't have failed** in the exams.

التحويل من If إلى **Unless** والعكس

If he **doesn't** study,..... = **Unless** he **studies**,

If he studies, he will..... = **Unless** he studies, he **won't**.....

1. Rewrite the following sentences using the word(s) in brackets:

1. Mark didn't clean his cut. It got infected. (If)
.....
2. Don't leave milk out of the refrigerator. It goes off. (If)
.....
3. Terry broke his arm. He couldn't play tennis. (If)
.....
4. He didn't start studying earlier so he was panicking about the exams. (If)
.....
5. He was at the gym all day so he didn't attend the meeting. (If)
.....
6. I was not well, so I didn't go out.
.....
7. You **wanted to** play tennis **but** you sprained your ankle. (If)
You **couldn't** play tennis **because** you sprained your ankle.
.....
8. As long as you give them back before the test, you can borrow my notes. (provided)
.....
9. If you eat right and exercise, you will be healthy. (Unless)
.....
10. If he doesn't get some rest, he'll never recover. (Unless)
.....
11. As long as you finish your dinner, you may eat some ice cream. PROVIDED
.....

I wish / If only

I wish If only	مصدر + could + فاعل معناها أن الفاعل في الأصل (مصدر + can't) لا يستطيع أن يفعل الفعل	الفاعل يفتقد القدرة ويتمنى لو يقدر (هناك مانع يمنعه)
I wish If only	مصدر + would + فاعل تفيد الطلب لذلك لا تستخدم مع I \ We لأنه لا أحد يطلب من نفسه . لا بد أن يكون فاعل wish غير فاعل الجملة لأنه لا أحد يطلب من نفسه	حد بطلب من حد يقدم له خدمه = please
I wish If only	(تصريف ثاني) ماضي بسيط + فاعل أصلها مصدر / مصدر + don't \ doesn't + الفاعل	الفاعل يتمنى عكس حقيقة / موقف دائم (صفاته - سكنه - وظيفته ...)
I wish If only	فاعل + had + P.P. أصلها تصرف ثاني أو مصدر + didn't + الفاعل have/has P.P	الفاعل يتحسر على شيء وقع في الماضي (مرة وخلصت)



1- My father smokes.

I wish my father didn't smoke. = I wish my father wouldn't smoke

2- I live far from school.

If only I didn't live far from school.

3- I can't swim.

I wish I could swim.

4- I sold my car. Now I'm sorry.

I wish I hadn't sold my car.



I wish/ If only + مصدر	الفاعل يطلب من أحد أداء خدمة له أو يتمنى عليه
I wish/ If only + مصدر	الفاعل يتمنى الاستطاعة ولكن هناك مانع يمنعه
I wish/ If only + فاعل	الفاعل يتمنى عكس ثوابت دائمة متكررة في المضارع
I wish/ If only + فاعل	الفاعل يتحسر على شيء وقع وانتهى في الماضي (مرة وخلص)

1. Correct the verbs in brackets.

1. I wish she (tell) us yesterday why she was sad so that we can help her.
 2. Tom wishes he(eat) so much last night.
 3. If only I (study) harder for last year's exams.
 4. He wishes he(twist) his ankle.
 5. I wish you (help)me bake a cake.
 6. If only Jill(not pull) a muscle in her leg; now she can't walk properly.
- Mr. WALID DARWISH**
7. I wish the dentist (see) me soon; I'm about to pass out from the pain.

TIPS & TRICKS

أصل الكلام	→	I wish / If only بعد دخول
الفاعل يتمنى على أحد	I wish / If only	would + مصدر
can't	I wish / If only	could + مصدر
live	I wish / If only	didn't live
lived	I wish / If only	hadn't lived
don't/ doesn't live	I wish / If only	lived
didn't live	I wish / If only	had lived
am/ is/ are	I wish / If only	was/ were not
was/ were	I wish / If only	hadn't been
am/ is/ are not	I wish / If only	was/ were
was/ were not	I wish / If only	had been

1. Rewrite the following sentences using the word(s) in brackets:

- The bus doesn't arrive on time when it is raining. (If only)
.....
- It's a shame more people don't ride bikes. (I wish)
.....
- I overcooked the potatoes. (wish)
.....
- Cindy cut her leg on a rock. (wish)
.....
- I don't know how to cook. (wish)
.....
- Michael complains all the time about his broken leg. (wish)
.....
- We ate too much food. (wish)
.....
- It's a pity I can't join you for dinner. (could)
.....
- It's a pity that I wasn't promoted. (been)
.....
- You **wanted to** play tennis **but** you sprained your ankle. (If only)
You **couldn't** play tennis **because** you sprained your ankle. (If only)
.....
- You can't cook so you can't make dinner. (If only)
.....

12. You want to buy a new car, but you haven't got enough money. (wish)
.....
13. You didn't follow your friend's sensible advice. (wish)
.....
14. You lost your lecture notes. (wish)
.....
15. You lost your mobile phone. (wish)
.....
16. You failed your English test. (wish)
.....
17. I don't like my new job; I wish I(not quit) the old one.
.....
18. It's pouring down. If only I (bring) my umbrella.
.....
19. I wish I (be) a businessman now instead of a plumber.
.....
20. I can't change shifts at work but I wish I (can).
.....
21. I wish I (not oversleep) and missed the bus this morning.
.....



proud	فخور	attendance	حضور
impressive	مبهر	appearance	ظهور

1. Correct the word in brackets.

1. George black and white films, but he really enjoys documentaries. (like)
2. He gave an performance. (impress)
3. Michael's parents were extremely to see his paintings on display at the National Gallery. (pride)
4. The book received a lot offrom the press. (attend)
5. He made his first in a film at the age of 12. (appear)

Mr. WALID DARWISH

المصدر + will + فاعل
المصدر + won't + فاعل
المصدر + الفاعل + Will

الاستخدام:

1- حقائق المستقبل وخاصة السن/ مع كلمات التأكد مثل **Sure / definitely / certainly**

- 1- I will be 16 next week.
- 2- It's a really good film. I'm **sure** you will enjoy it.
- 3- We'll almost **certainly need** to spend some time working outside.

2- التنبؤ الذي ليس له دليل (فإذا وجد الدليل نستخدم **am/is/are going to**):

expect / predict / think / hope / guess/ probably / promise / perhaps / maybe

- 1- I **think** the match will be very exciting.
- 2- I'll **probably be** away for a week.
- 3- I **predict** Ali will win Tomorrow's match .
- 4- I **expect** I will see you at the weekend.

Mr. WALID DARWISH

3- القرارات السريعة و ستجد في الجملة مقدمة تدل أن هناك قرار سريع اتخذ :

- 1- **That's the phone** – I'll answer it.

4- التهديد: وإلا **or / otherwise / or else**

- 1- Study **otherwise** you will fail.

5- عرض الخدمة بجملة :

- 1- I'll go shopping with you **if you like**.

- 2- **Shall** I go shopping with you ?

لاحظ عرض الخدمة بسؤال ؟

6- مع الروابط إذا أتى بعدها مضارع بسيط أو تام وليس هناك ما يدل على النية :

after, before, when, as soon as, until

- 1- **After** I finish school, I will go to the library.

ينوي أن

المصدر +	going to	am / is / are + فاعل
المصدر +	going to	am / is / are (not) + فاعل
المصدر + ?	going to	Am / Is / Are الفاعل

الاستخدام :

1- مع الخطط و القرارات النوايا المسبقة لفعل الشيء (غالباً ما يحدد وقت) وخاصة مع أفعال مثل:

Planned / intended / decided

1- I have **decided** that I am going to do more exercise in future.

2- التنبؤ الذي له دليل نراه في المضارع مع ذكر الدليل في الجملة:

1- I just read the weather report. It's going to be sunny.

2- The man is driving too fast. He is going to have an accident.

3- مع بعض الأنشطة التي لا تفعل بدون قصد أو نية أو تفكير مسبق مثل (مشاهدة التلفاز / الدراسة / الوظيفة) :

1- I am going to watch the TV news before I go to bed.

3- My sister is going to apply for a place at medical school.

4- He is going to be a doctor when he finishes school.

Watch out! Be careful! Pay attention! Look out!

4. التحذير:

1- Watch out! The baby is going to fall.

فاعل + am / is / are + V+ ing

فاعل + am / is / are (not) + V+ ing

Am / Is / Are الفاعل + V+ ing ?

المضارع
المستمر

1- مع الترتيبات و الخطط الكاملة أي أن الفاعل رتب و بدأ التنفيذ وستجد أفعال مثل:

arranged / booked / reserved / bought the tickets

1- It's arranged. We are going to the Red Sea this summer

2- I'm spending my next summer holidays in Australia. I have bought the tickets.

2- لو أنه من المعروف أن هذا الفعل لا يحدث بدون حجز و ترتيبات مسبقة :

(مثل يسافر , يصل , يتزوج , يزور) (لا يستخدم مع الجمادات) :

1- She is flying to India in the summer.

2- I can't see you tomorrow. We're visiting relatives.

3- Tomorrow afternoon, I'm travelling to a secret location.

- الفعل DO في السؤال في المستقبل يأتي غالباً مضارع مستمر.

1- What are you doing tomorrow morning?

Mr. WALID DARWISH
فاعل + مصدر (s / es / ies)

مصدر + don't / doesn't + فاعل

Do / Does الفاعل + مصدر ?

المضارع
البسيط

1- يستخدم المضارع البسيط للدلالة على المستقبل مع المواعيد الثابتة التي وضعت في جدول و سيكون الفاعل غير عاقل و محدد ميعاد)

The lesson / The film / The match / The exam / The flight / The plane / The bus / The train / The course

1- The course starts in **October**.

2- This lesson doesn't finish until **2.30**.

3- My plane leaves at **7.30** in the morning.

4- My lesson finishes at **four o'clock** this afternoon.

5- The film starts at **7:30** this evening.

2. يستخدم بعد الروابط الزمنية عند ربط حدثين مستقبليين. (يحول ما بعد الرابط إلى مضارع بسيط بالرغم ان المعنى مستقبل)

After/ When/As soon as he finishes university, he **will travel** abroad.

المستقبل المستمر Future continuous

سوف يكون الفعل مستمر + V+ing. + will be + فاعل
+ won't be + V+ing. + فاعل
Will + فاعل + be + V+ing?

يدل على أن شيء سيكون مستمر في الحدث في وقت معين في المستقبل ومن أهم علاماته .. This time tomorrow/ next ..

* **This time tomorrow**, I will be watching a movie in the cinema.

* My flight leaves to Paris at 10 a.m. tomorrow, so at 11 a.m., I will be flying to Paris.

المستقبل التام Future Perfect

سوف يكون قد فعل P.P. + will have + فاعل
+ won't have + P.P. + فاعل
Will + فاعل + have + P.P.?

يدل المستقبل التام على أن شيء سيكون قد تم و اكتمل قبل أو بحلول وقت معين في المستقبل ومن أهم علاماته مستقبل By+ :

◆ ويستخدم هذا الزمن عادة مع الكلمات الدالة على المستقبل مسبقة بكلمة by بحلول أو مدة In +

By (the year) 2100 / By tomorrow morning / by next October / by next Monday / by tomorrow evening / by next year
/ By this time next week / by 6 o'clock tomorrow / by next Christmas

مستقبل تمام , مضارع بسيط + By the time

• By 2022, The Qatari government will have built 10 new stadiums. بحلول 2022

• IN 6 years, The Qatari government will have built 10 new stadiums. خلال 6 سنوات

• By the time she comes back home. I'll have finished all the exercises.

بحلول الوقت الذي ستأتي فيه , سأكون قد أنهيت كل التمارين.

المستقبل التام المستمر Future Perfect Continuous

سوف يكون مستمر في الفعل لمدة + V+ing. + will have been + فاعل
+ won't have been + V+ing. + فاعل
Will + فاعل + have been + V+ing?

يستخدم لحساب مدة حدوث فعل حتى/ بحلول توقيت معين في المستقبل ومن أهم علاماته Byfor..... / In For

◆ ويستخدم هذا الزمن عادة مع الكلمات الدالة على المستقبل مسبقة بكلمة by بحلول + المدة for

By (the year) 2100 / By tomorrow morning / by next October / by next Monday / by tomorrow evening / by next year
/ By this time next week / by 6 o'clock tomorrow / by next Christmas

• By 2022, I will have been working in Qatar for 10 years.

• In a week, I will have been working in Qatar for 10 years.

• By the time Dad comes back home. I will have been studying for 3 hours.

TIPS & TRICKS

حقيقة/ تنبؤ بلا دليل/ تهديد/ قرار سريع/ تأكيد/ عرض خدمة	will + V
This time tomorrow	will be + (V+ing)
By + وقت في المستقبل	will have P.P
By + وقت في المستقبل + مدة + for	will have been + (V+ing)
ما يدل على النية/ تنبؤ مستقبلي مبني على دليل موجود في المضارع / تحذير	am, is, are + going to +V
booked, arranged, reserved, bought tickets	am, is, are + (V+ing)
توقيت محدد في المستقبل + فاعل غير عاقل	مصدر + S
After, When, Before, As soon as, Once	مضارع بسيط
By the time	مضارع بسيط
By the time	مضارع بسيط

1. Correct the verb in brackets.

- I.....(carry) those bags for you
- It's clouding over. I think it.....(rain).
- I think I.....(order) a pizza.
- I.....(finish) by 6 o'clock.
- I.....(leave) in May.
- This time tomorrow I.....(drive) to Nottingham.
- I think the Rovers.....(lose) tomorrow.
- I.....(move) house in May.
- This time tomorrow I(watch) my new 3D TV.
- I think(take) the project home to do some work tonight.
- From the reviews, I think it(be) the best video game ever.
- I think Sony's new smartphone(cost) a lot of money.
- I(help) you with your computer if you want.
- I'm sure that Ahmed(arrive) by 7 o'clock.

15. The Techno Fair (open) at 10 next Saturday.
16. I(buy) a new laptop in the summer.
17. The documentary about the Swamp People.....(start) at 8:00.
18. By 3:15, mum..... (bake) the cake for an hour, so it should be ready then.
19. Jason (join)a kite surfing club when his exams are over.
20. The inventor estimates that he(complete) his device by the end of the year.
21. We(attend) a tennis tournament next weekend.
22. This time next week, we(explore) the Giant Crystal Cave in Mexico.
23. I hope you (change) your mind and play ice hockey with us.
24. Lucy (turn) 17 in November.
25. I'm sure George(not/agree) to have dinner at the insect restaurant.
26. I promise I (make) you scrambled eggs for breakfast tomorrow.
27. A: The chicken is cold.
B: OK. I.....(warm) it up in the microwave for two minutes.
28. A: There's a pie eating contest at Gino's restaurant. Do you want to go?
B: It's across town. By the time we get there, it (finish).
29. A: That was a good hockey game!
B: Sure, but push me that hard again and I (push) back!
30. A: He's an amazing snooker player!
B: Yes, by June he(play) professionally for 12 years.
31. A: Have you made any plans for the summer holidays?
B: Yes, I (take) some scuba diving lessons.
32. A: Shall I pick you up from your house at 6:00?
B: No, I (still/work) on my project. Make it 7:00.
33. I think you..... (have) a great career.
34. We have the money so we(buy) a TV.

35. It's cold. I.....(close) the window.
36. Look out! You..... (fall down).
37. This time next month, we..... (fly) to Doha.
38. Be careful! You (drop) all those files.
39. This time next week, Ali (have) a job interview.
40. I think I (take) a gap year before I start work.
41. "Can someone answer the phone?"
"I (get) it."
42. Rashed (join) the family business when he leaves university.
43. A: I'll come by your office at 11:00.
B: OK. I.....(finish) my meeting at that time so you may have to wait for me.
44. A: There's an opening for a sales assistant at May's department store.
B: I've seen it and I(apply) for it.
- Mr. WALID DARWISH**
45. A: Shall I pick you up at 6:00?
B: No, I (not/finish) my work by then
46. A: Make sure you turn off the computer before you (go out).
B: Don't worry, George. I will.
47. A: Have they repaired the roof?
B: Not yet. But by the end of this week, they..... (finish).
48. A: When can we look at your photos?
B: Not until we (get) home. Don't be so impatient.
49. A: It will be 4 o'clock by the time we (arrive) at the exhibition.
B: I know, why is it taking so long?

50. A: Before I leave, I (introduce) you to Dr. Johnson.

B: I've always wanted to meet him!

51. A: This time next week we (swim) in Capri.

B: I know! I really can't wait.

52. They're stuck in traffic. They(miss) their flight.

53. These bags look heavy. I (help) you carry them.

54. Jeremy will hand in his notice as soon as he(find) a new job

Mr. WALID DARWISH

The Present Simple Tense

* هو زمن يستخدم للتعبير عن أن :

" حاجة حصلت و لسة بتحصل بتكرار و انتظام مش يومين و هتخلص " دائم "

- الفعل عادة من عادات الفاعل أو يتكرر بانتظام معاه على طووووووووووووووووووولو " الروتين اليومي "
- The sun rises in the east.
- He usually watches TV in the evening .
- I walk to school every day.
- مع المواقف أو الأنشطة الحقيقية لوقت طويل. الفعل دائم
- He comes from Japan.
- الفعل حقيقة علمية ثابتة تحدث بانتظام .
- The moon orbits the Earth.
- The film starts at 10 pm Tomorrow.
- * الفعل وضع ضمن جدول في المستقبل
- * لا يستخدم المضارع البسيط إذا كان الفعل يعبر عن واقعة واحدة بعينها .

~~I revise for tomorrow's test. / am revising~~

- لا يستخدم المضارع البسيط إذا كان الفعل يعبر عن واقعة مؤقتة و ليست دائمة .
- ~~These days I am busy. I build a new house. / am building~~

* كيف نكون جملة في هذا الزمن :

مصدر الفعل + أي اسم جمع I , We , They , You
+ s , es , ies مصدر الفعل + أي اسم مفرد He , She , It ,

تضاف ال S حسب نهاية الفعل بغض النظر عن كونه فعل منتظم أو غير منتظم التصريف

look, like , play , enjoy	+ s
go , watch , wash , miss , fix , fizz	+ es
study , hurry , carry, marry	- y + ies

النفى

مصدر الفعل + don't + أي اسم جمع I , We , They , You
مصدر الفعل + doesn't + أي اسم مفرد He , She , It ,

السؤال

Do + I , We , They , You, أي اسم جمع + مصدر الفعل ؟

Does + He , She , It , أي اسم مفرد + مصدر الفعل ؟

يكون

I am

He , She , It , أي اسم مفرد is (not) + صفة / جنسية / ديانة / وظيفة

We , They , You, أي اسم جمع are

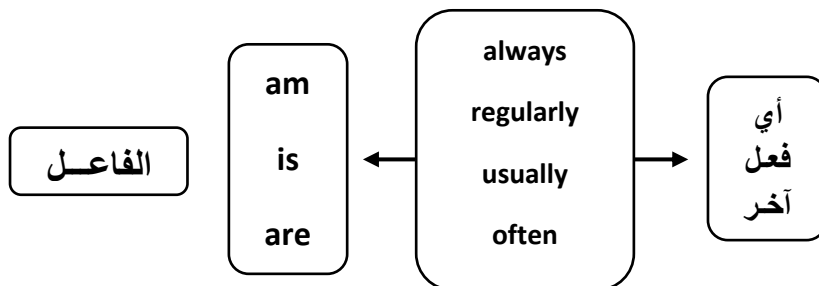
فعل يكون هو الفعل الوحيد في المضارع البسيط الذي ينفي بإضافة **not** وسؤاله بالمقصد

- She is clever .
- She is not clever.
- Is she clever ?

ظروف الدرجة

Always	دائماً	Never	أبداً
Regularly	بانتظام	Occasionally	من أن لآخر
Usually	عادة	Frequently	من أن لآخر
Often	غالباً	every day,	كل يوم
Sometimes	أحياناً	every week	كل أسبوع
Rarely	نادراً		

* توضع ظروف الدرجة في الجملة بعد فعل يكون و قبل أي فعل آخر :



- He is always in a hurry.
- She is often late.
- He usually **watches** TV in the evening.
- He sometimes **has** tea for breakfast.

The Present Continuous Tense

هو زمن يستخدم للتعبير عن أن :

" الحدث يحدث الآن أو حول الآن سيأخذ فترة و ينتهي / مؤقت "

* الفعل مستمر في المضارع وقت الكلام أو حول هذا الوقت.

- I can't see you now , I **am revising** for exam.

كيف نكون جملة في هذا الزمن :

I + am (not) + V ing
He , She , It , أي اسم مفرد + is (not) + V ing
We , They , You, أي اسم جمع + are (not) + V ing

تضاف ال ing حسب نهاية الفعل بغض النظر عن كون الفعل منتظم التصريف أو غير منتظم .

look, play , enjoy , study + ing

like , hate, arrange - e + ing

panic + k + ing

stop , get , hit , let , run , + p,t,t,n + ing

علاماته

Now الآن at the moment في هذه اللحظة Look ! انظر

Listen اسمع Currently حالياً

The Present Perfect Tense

هو زمن يستخدم للتعبير عن أن :

* حدث قد وقع و تم في الماضي واستمر في الحاضر.

- I **’ve read** three books this week.

- I **have been** at this school since 1997 / for 13 years.

* أحداث حدثت حالياً :

- I **have just finished** reading this book.

* أحداث حدثت في الماضي بدون ذكر وقت الحدث :

- **Have** you **ever** met anyone famous ?.

- She **’s** never **met** anyone famous yet, but she hopes to one day.

* أحداث حدثت في الماضي و لها تأثير على الحاضر :

أي أن هناك اثر موجود في الحاضر و تقول ما سبب وجوده .

- Your clothes **are** dirty, What **have** you **done** ?

- He **is** very happy. He **has passed** the exams.

MR. WALID DARWISH

* سؤال عن الخبرات التي مرت بك و هو يسأل عن الفترة منذ ميلادك حتي الآن :

- **Have** you **ever been** to France?

كيف نكون جملة في هذا الزمن :

I, We , They , You, أي اسم جمع + have (not) + P.P.

He , She , It , أي اسم مفرد + has (not) + P.P.

علاماته و روابطه

just

توّاً - حالاً

have / has already + P.P. + الفاعل

بالفعل

never

لم يحدث أبداً **not**

مؤخراً (يستحب النفي) .? lately

have / has P.P recently .? مؤخراً (يستحب الاثبات)

before .? من قبل - قبل كده

yet .? لم يحدث بعد (لا بد من النفي)

هل سبق للفاعل أن Have / Has ever P.P ؟

This is the tallest girl I have ever seen. هذه أطول بنت رأيتها في حياتي

تاريخ

have / has+ P.P since + الفاعل ماضي بسيط

اسم يدل على تاريخ

have / has+ P.P for (a / an / 2 seconds/ minutes / hours / days

nights / weeks / months / years / مدة

been / gone

He has gone to Italy.

راح إيطاليا و لسه هناك

He has been to Italy.

كان في إيطاليا و تركها

Present Perfect Continuous

يتكون المضارع التام المستمر من :

فاعل have been + V+ing.

فاعل has been + V+ing.

يستخدم المضارع التام المستمر ليدل على أن :

1- حدث بدأ في الماضي و مازال مستمرا حتى الآن ولكن هناك استغراق و مشقة و أرف و تعب

و غالبا ما تكون في الجملة كلمات تدل على الاستمرار:

since / ever since / for ages / all day / all night / all morning طول ال

since.....still

for.....now

for.....still

for.....yet

♦ He **has been training** really hard since the last Olympic games.

♦ Hi Randa, I **have been trying** to contact you for ages.

♦ It **has been raining** for three days now.

♦ I **have been watching** the Olympic games on my own all week.

♦ For the last few months, I've **been playing** squash regularly.

♦ I've **been watching** the Olympic games all day.

♦ I've **been trying** to phone you since this morning.

2- حدث تم بانتظام بدأ في الماضي واستمر حتي الآن :

♦ I've **been playing** volleyball for four years and I love it.

♦ I've **been learning** Spanish for the last few months.

♦ It **has been raining** heavily for the past three days.

3- تفسير لموقف في الحاضر(أثر موجود في المضارع و تقول الذي تسبب فيه) :

◆ I've been playing squash – that's why I'm so tired.

◆ I'm sorry about this mess. I've been painting my room.

4- يستخدم هذا الزمن غالبا مع الأفعال التي تستغرق وقتا طويلا إلي حد ما مثل :

teach / learn / rain / cook / sleep / play / run / study / write / read / stay

◆ It has been raining for the past three hours.

أما لو أن الفعل لا يستغرق وقت طويل ليحدث نستخدم مضارع تام و ليس تام مستمر.

◆ It's the first medal Egypt **has won** for judo since 1984.

◆ Squash **has helped** me to keep fit.

Mr. WALID DARWISH



It's مدة since ماضي بسيط
مضارع تام منفي for مدة

He came to a place مدة ago.

He has been in a place for مدة

When did فاعل + مصدر ?

How long is it since فاعل + تصريف ثاني + فاعل ?

2. Rewrite the following sentences using the words in brackets:

1. It's been six months since I saw David. (seen)

.....

2. She came to Qatar two years ago. (been)

.....

3. When did they return from their trip? (since)

.....

4. The market was the largest I've ever been to. (such)

.....

Mr. WALID DARWISH

1. Correct the verb in brackets.

1. Trains to London(run) every hour.
2. Jeremy will hand in his notice as soon as he.....(get) a new job.
3. Kevin(seem) to be a very sensible person.
4. Look, The chef(test) the sauce to see if it's ready.
5. Mr. Zaid(go) to Aspire offices; you can call him there.
6. Mum(make)a chocolate cake at the moment.
7. I..... (play) squash – that's why I'm so tired.
8. The sun(rise) in the East.
9. I am sorry, I can't go to the cinema with you because I..... (revise) for tomorrow's exams.
10. He(work) in Qatar for 10 years. He really likes it.
11. He(visit) Paris.
12. Currently, we(do) up our house.
13. I(not finish) my homework yet.
14. He is exhausted. He(shop) all morning.
15. I(play) football on Fridays.
16. A: (you/hear) from Jane?
B: No. I sent her an email two days ago but she..... (not/answer) it yet.
17. A: I (think) about applying for the job vacancy at that new shop.
B: I (think) it's been filled.
18. A: Kim (start) working for a law firm this week and she's very happy.
B: Lucky her! I (look for) a job for two months now.
19. A: (you/wait) here for long?
B: Actually we (just/arrive).
20. We (not/be) to Rome since 2007.
21. Mike (never/travel) abroad before.
22. I (lose) my car keys. I'll have to take the bus to work.
23. Ian.....(look) for a new job at the moment.

24. An au pair's work.....(include) some light housework
25. He started working here 10 years ago, but still..... (not gain) a promotion.
26. Mara's photography course..... (end) in May.
27. James is fed up because he.....(wait) for his friends for an hour.
28. A: Are you busy at the moment?
B: Not really. I (just/watch) TV.
29. A: Have you heard? Jacob got the promotion.
B: I (not/believe) it!
30. A: Sandra is so big-headed!
B: I know. She(constantly/ say) how clever she is.
31. A: Make sure you turn off the computer before you(go out).
B: Don't worry, George. I will.
32. A: When can we look at your photos?
B: Not until we(get) home. Don't be so impatient.
33. A: It will be 4 o'clock by the time we (arrive) at the exhibition.
B: I know, why is it taking so long?

Mr. WALID DARWISH

Reading questions on writing techniques

1. Which narrative technique is used in the above sentence?

1. Mention TWO narrative techniques used in the text?

أي من أساليب الرواية مستخدم في الجملة أعلاه؟ استخرج من النص اثنين من أساليب الرواية؟

- | | | |
|--|---|--|
| 1 | 1. Using First / Third person narration | استخدام ضمائر المتكلم / ضمائر الغائب |
| 2 | 2. Relating the events in chronological order | سرد الأحداث بتسلسل زمني منطقي |
| 3 | 3. Sequencing events with linking words/phrases | ربط الأحداث بروابط وعبارات |
| 5 | 5. Using direct and indirect speech | استخدام الكلام المباشر وغير المباشر |
| 6 | 6. Quoting/ Using quotes / quotations | الاقتباس |
| 7 | 7. Using flashback narration (had + PP) | استخدام الإشارة للماضي |
| وهي أن يذكر الكاتب حدثاً وقع من قبل، في غير ترتيبه الزمني. وتأثيرها هو أنها تعطي معلومات حول خلفية الأحداث | | |
| It gives background information about the events. | | |
| 8 | 8. Using cliffhanger | استخدام التعليق |
| وهي أن يختم فقرة في القصة بحدث مثير دون أن يكمله. وتأثيرها هو أنها تترك القارئ متشوقاً لمعرفة ما سيحدث بعد ذلك. وهذا يخلق جو من الاثارة. | | |
| It leaves the reader wanting to know what will happen next. It creates suspense. | | |
| 9 | 9. Using foreshadow | استخدام التلميحات للمستقبل |
| إلقاء الضوء على حدث مستقبلي. وفائدته أنه يعطي تلميحات لما سيحدث لاحقاً في القصة. | | |
| It gives hints about what comes later in the story. | | |
| 10 | 10. Asking a rhetorical question | سؤال مجازي |
| 11 | 11. Addressing the reader directly | مخاطبة القارئ مباشرة |
| 12 | 12. Using paralinguistic features | استخدام اللغة الموازية (للتعبير عن لغة الجسد) |
| 13 | 13. Using parallel actions | استخدام الأحداث المتوازية |
| 14 | 14. Describing moods and feelings | وصف المزاج والمشاعر |
| 15 | 15. Using senses/ descriptive language | استخدام الحواس/ اللغة الوصفية |
| 16 | 16. Using cohesion techniques | أساليب الوحدة وتماسك النص |
| 17 | 17. using figurative language | استخدام المحسنات البديعية (اللغة المجازية) |
| 18 | 18. Using past tenses | استخدام أزمنة الماضي |

2. From which point of view/ perspective is this narrative told?

من أي وجهة نظر رُوِّيت/كُتِبَت هذه القصة؟

1. First/ 1st person point of view

باستخدام ضمائر المتكلم (و هي أن يحكي الراوي قصة عن نفسه أو جماعة هو معهم و يستخدم الضمائر I & We)

2. Third/ 3rd person point of view

باستخدام ضمائر الغائب من منظور مطلع (و هي أن يحكي الراوي قصة عن أشخاص أو جماعة هو ليس معهم و يستخدم ضمائر الغائب أو الأسماء He/ she/ it/ they/ Ali/ Mona/ They)

2. What is the effect of narrating from the 1st /3rd person point of view?

ما هو تأثير استخدام ضمائر المتكلم/ ضمائر الغائب في رواية القصة؟

1. -It gives more details about scenes, feelings, events and characters.

يعطي تفاصيل عن المناظر، المشاعر، الأحداث والشخصيات

3. Find an example of direct speech.

1. ".....," said Oliver.

اذكر مثالاً للكلام المباشر.

الكلام المباشر هو كلام وجه من أحد شخصيات القصة للآخر و به ضمائر المتكلم I/ we و ضمائر المخاطب you و يوضع بين علامات التنصيص "...."

4. Find an example of indirect speech.

1. Oliver said he grew up in a work house. He denied stealing the money.

هات مثالاً للكلام الغير مباشر؟

و هنا عليك إحضار جملة مسبقة بفعل من افعال تحويل الكلام مثل

Said, denied, asked, ordered, shouted, invited, suggested, threatened....

5. What effect does the writer's use of (in) direct speech have on the readers?

☉ -It brings the story alive.

ما هو تأثير استخدام الكلام المباشر / غير المباشر على القارئ؟

الكلام المباشر / غير المباشر يحيي القصة و يعطي معلومات فورية عن الشخصيات.

6. Which figurative language element is used in the sentence? What is its effect on the story and the reader?

6. Read the sentence from the text "....." what is the figure of speech in the underlined sentence?

اقرأ هذه الجملة من النص، أي من المحسنات البديعية موجود في الجملة التي تحتها خط؟ ما هو تأثيرها على القارئ؟

☉ Simile التشبيه باستخدام as/ like مثال Ali is as brave as a lion

☉ Metaphor التشبيه بدون استخدام as/ like مثال Ali is a lion

☉ Personification الشخصification: فاعل غير عاقل + فعل من أفعال الانسان. مثال The flower smiled

☉ Alliteration السجع: استخدام نفس الصوت الساكن في بداية كلمات متتالية. Will Sami see Soha soon?

☉ Assonance السجع: استخدام نفس الصوت المتحرك أو المد (a, e, i, o, u) في وسط كلمات متقاربة

Then he stopped, dropped the stick, hopped towards him and cocked her head,

☉ Hyperbole المبالغة. مثال I have tons of homework

☉ Onomatopoeia الكلمات الصوتية. مثل peep, buzz, splash,

☉ idioms المصطلحات مثل she was on cloud nine

7. Which technique has the writer used to start/ begin his story? What is the effect of using this technique?

☉ It makes the reader want to continue reading the story. التأثير

البداية الجيدة تحفز القارئ على الاستمرار في قراءة القصة.

☉ Using direct speech

استخدام الكلام المباشر إما على صيغة جملة خبرية أو استفهامية أو أمرية من شخص لآخر في القصة "....."

☉ Describing moods and feelings

وصف المزاج والمشاعر: و هي أن يصف شخصية بأنها سعيدة، حزينة، غاضبة

☉ Sensory details/ using senses

استخدام التفاصيل الحسية و هي استخدام أوصاف تجعل القارئ كأنه يذوق و يسمع و يشوق و يلمس ما يحدث في القصة (الحواس).

☉ Addressing the reader directly

مخاطبة القارئ مباشرة: و هي أن يتوجه الكاتب بكلامه أو سؤاله للقارئ باستخدام الضمير YOU

☉ Asking a rhetorical question

السؤال الوهمي: و هو سؤال الهدف منه ليس الاستفسار وإنما جذب انتباه القارئ. و ستجد علامة استفهام ؟

☉ Quotation / quote

اقتباس: و هو أن يذكر الكاتب كلام شخص (مشهور - خبير) من خارج القصة. و ستجد علامات التنصيص "...."

8. Which technique has the writer used to end his story? What is the effect of using this technique?

☉ It makes a long-lasting impression on the reader. التأثير

النهاية الجيدة تترك انطباعاً يدوم طويلاً مع القارئ.

☉ Describing reactions, feelings or moods

وصف المزاج والمشاعر و ردود الأفعال: و هي أن يصف شخصية بأنها سعيدة، حزينة، غاضبة بعد انتهاء الصراع

☉ Creating a feeling of suspense or mystery

خلق شعور من الاثارة و الغموض: نهاية مفتوحة

9. Give the story a different beginning or ending.

إعط للقصة بداية/ نهاية مختلفة.

☉ و هنا عليك تغيير أول/ آخر حدثين في القصة بما لا يؤثر على موضوع القصة.

10. Use a different technique to start or end the story.

استخدم أسلوب مختلف لبداية/ نهاية القصة.

☉ و هنا عليك تغيير أسلوب البداية/ النهاية. (سؤال وهمي/ مخاطبة القارئ/ الحواس/ الإشارة للمشاعر)

11. How is time structured in the Narrative? كيف نظم الزمن في القصة؟

- Ⓐ in chronological order الأحداث مرتبة في تسلسل زمني من الأقدم للأحدث
- Ⓑ in flashbacks الأحداث مرتبة باستخدام الإشارات لأحداث قديمة في غير ترتيبها الزمني
- Ⓒ in simultaneous time الأحداث مرتبة بتوازي أي أن حدثان يحدثان في نفس الوقت

12. How has the writer set the scene/ the atmosphere?

12. How did the writer portray the setting? كيف أعدد/ رسم الكاتب المشهد؟

12 Which narrative element has the writer used to describe the feelings/ the attitudes/ the moods/ the characters/ appearance/ state / condition? Support your answer with evidence for the text? أي من عناصر القصة استخدمها الكاتب لوصف المشاعر/ الاتجاهات/ المزاج/ الشخصيات؟

adjectives. الصفات (لوصف المشاعر والمحسوسات)

adverbs الظروف ly

figurative language المحسنات البديعية

direct speech الكلام المباشر "....."

senses الحواس (صفات وصف المحسوسات : شكل لون صوت رائحة ملمس طعم)

idioms الكاتبة استخدم المصطلحات

verbs أفعال (مثل ارتعد trembles للتعبير عن الخوف)

13. Imagine that you are Oliver/ the main character and retell/ rewrite the extract from Oliver's point of view/ first person point of view?

تخيل أنك أوليفر و أعد حكاية/ كتابة المقطع من وجهة نظره. (هنا لا تحكي إلا المواقف التي شهدتها الراوي الجديد)

14. Rewrite this extract from a 3rd person's point of view. Keep in mind changing the pronouns and the verbs if needed.

أعد حكاية/ كتابة المقطع باستخدام ضمائر الغائب مع مراعاة تغيير الأفعال إذا لزم الأمر.

Ⓐ	1 st person	I	Me	My	Mine	Myself	ضمائر المتكلم
ولد	3 rd person	He	Him	His	His	Himself	ضمائر الغائب
بنت	3 rd person	She	Her	Her	Hers	Herself	ضمائر الغائب

Ⓐ	1 st person	We	Us	Our	Ours	Ourselves	ضمائر المتكلم
	3 rd person	They	Their	Their	Theirs	Themselves	ضمائر الغائب

16. Which genre does this narrative/ text belong to?

إلى أي لون أدبي تنتمي هذه القصة/ النص؟

Ⓐ	Science fiction	الخيال العلمي	Detective	بوليسية
	Action	الأكشن	Drama	دراما (قصة انسانية)
	Adventure	المغامرات	Crime	جريمة
	Epics	الملحمة و البطولة	Horror	رعب
	War	الحرب	Biographical	سيرة ذاتية كتبها كاتب
	Documentary	وثائقية	Autobiographical	سيرة ذاتية كتبها صاحبها
	Romantic	رومانسي		

17. What is the main theme of the story?

ما هو لب موضوع القصة؟

18. What is the main moral/ lesson of the story?

ما هو الدرس أو العبرة المستفادة من القصة ؟

19. Find an example of paralinguistic features in the text? What is the effect of using them on the reader?

هات مثالاً على استخدام اللغة الغير لفظية (لغة الجسم- الايماءات- تعبيرات الوجه) في النص؟ و ما هو تأثير استخدامها على القارئ؟

Ⓐ Reporting verbs أفعال نقل الكلام مثل: demanded, exclaimed, shouted, nodded,

Ⓑ Adverbs of manner & pre- and post-modifying adjectives الظروف و الصفات

Ⓒ Punctuation الترقيم

Ⓓ They emphasize and modify the meaning. أهميتها: أنها تؤكد المعنى و توضحه

20. Find an example of parallel actions. What effect do they have on the story?

هات مثالاً للأحداث المتوازية؟ ما هو تأثيرها على القصة؟

هات حدثين أحدهما لفظي والآخر حركي

مثال 'It's so nice to meet you' I said shaking his hand.

التأثير **It makes the story more exciting and fast-paced. It adds drama.**

الأحداث المتوازية تجعل القصة أكثر إثارة وسريعة الحركة. و تضيف دراما.

21. What verb forms are mainly used in the text?

أي من أشكال الأفعال أستخدم بكثرة في النص؟

صيغ الأمر: **Go, Play, Peel, Stir, Sift**

صيغ البناء للمجهول: **am, is, are, was, were, be, being, been + P.P.**

صيغ الشرط: **If, Unless, as long as, provided**

اسم الأكشن: **verb +ing**

الماضي البسيط

Past simple

21. Find an example of cohesion techniques. What is the effect/ the importance of cohesion in writing?

هات مثالاً لأساليب تماسك النص. ما هي أهمية أساليب التماسك في الكتابة؟

أساليب التماسك/ وحدة النص:

- They make the text easier to understand.

- They make sentences and paragraphs flow together.

تجعل النص اسهل في فهمه.

تجعل الجمل والفقرات تتناسب معاً.

الإشارة لشخص أو شيء

referencing somebody/something

pronouns, demonstratives, phrases "as stated above/ the aforementioned"

he, she, their, that, those, these, such as, etc

Linking words/phrases:

list points, introduce supporting points, introduce contrasting points, restate a point, introduce cause and effect, introduce a willingness to consider an opposing viewpoint, give examples, introduce emphasis (indefinites)

for sameness (in other words, that is to say, etc); for contrast (however, although, etc); for continuation (another, also, furthermore, etc); for cause and effect (therefore, consequently, etc); for an unspecified logical connection (in fact, indeed, etc)

تعداد النقاط

Enumeration ; firstly, secondly

الحذف الضمني: و هو حذف كلمات عند التكرار

Ellipsis, i.e. omitting words when something is repeated

There are more people than [there are] chairs.

Substitution, i.e. changing words when something is repeated

الاحلال والتبديل: وهو تغيير كلمات عند التكرار

Is John in a meeting? I think so. [I think John is in a meeting.];

Are you going to Rome or Paris? I'm going to the **latter**. [I'm going to Paris]

Are you going to Rome or Paris? I'm going to the **former**. [I'm going to Rome]

Lexical cohesion: **repetition, synonymy, antonymy, collocation**

التماسك اللفظي: التكرار، الترادف، التضاد، المتلازمات اللغوية

Directions: Read the following excerpt and then answer questions 29 through 36.

1 One evening I was sitting on the ground in front of my little tent in the desert of Africa. Suddenly, I saw a man, apparently a European, for he wore a coat, on the sand dune opposite to me, about three hundred yards away. He crept along on his hands and knees, and then got up and staggered forward a few yards on his legs, only to fall and crawl again. Seeing that he must be in distress, I sent one of my hunters to help him, and presently he arrived. Who do you suppose the man turned out to be?

2 "José Silvestre, of course," said Captain Good.

3 Yes, José Silvestre, or rather his skeleton and a little skin. His face was yellow with fever, and his large dark eyes stood nearly out of his head, for all the flesh had gone. There was nothing but yellow skin, white hair, and thin bones sticking up beneath.

4 "Water, Water," Silvestre moaned and I saw that his lips were cracked, and his tongue, which protruded between them, was swollen and blackish.

5 I gave him water with a little milk in it, and he drank it in great gulps, two quarts or so, without stopping. I would not let him have any more. Then the fever took him. He fell down and began to rave about Suliman's Mountains, and the diamonds, and the desert. I carried him into the tent. About eleven o'clock he grew quieter, and I lay down for a little rest and went to sleep. At dawn, I woke again, and in the half-light saw Silvestre sitting up, gazing out towards the desert. Presently the first ray of the sun shot right across the wide plain before us till it reached the faraway crest of one of the tallest of the Suliman Mountains more than a hundred miles away.

6 "There it is!" cried the dying man in Portuguese, and pointing with his long, thin arm, "but I shall never reach it, never. No one will ever reach it!"

7 Suddenly, Silvestre paused, and seemed to take a resolution. "Friend," he said, turning towards me, "Are you there? My eyes are growing dark."

8 "Yes," I said; "yes, lie down now, and rest."

9 "Ay," he answered "I shall rest soon; I have time to rest—all eternity. Listen, I am dying! You have been good to me. I will give something to you. Perhaps you will get there if you can live to pass the desert, which has killed my poor servant and me."

10 Then he groped in his shirt and brought out a small bag made of the skin of an antelope. It was fastened with a little leather strip, and this he tried to loose, but could not. He handed it to me. "Untie it," he said. I did so, and extracted an old yellowish paper map.

11 Then he went on feebly: "That map took me years to read. Listen: my ancestor, a political refugee from Lisbon, and one of the first Portuguese who landed on these shores three hundred years ago, drew it when he was dying on those mountains which no white foot ever pressed before or since. His slave, who waited for him on this side of the mountains, found him dead, and brought the map home to Delagoa. It has been in the family ever since, but none has cared to read it, till at last I did. And I have lost my life over it, but another may succeed, and become the richest man in the world—the richest man in the world. Only give it to no one; go yourself!"

12 Then he began to wander again, and in an hour it was all over.

29 Who is the narrator of the story?

- ☐ José Silvestre
- ☐ Captain Good
- ☐ Silvestre' ancestor
- ☐ Unknown narrator

30 Where would the excerpt MOST LIKELY be taken from?

- ☐ history book
- ☐ adventure story
- ☐ geography book
- ☐ science fiction story

31 Read the following from paragraph (1).

⁽¹⁾Seeing that he must be in distress, ⁽²⁾I sent one of my hunters to help him.

Which of the following represents the relation between the above two phrases?

- ☐ synonyms
- ☐ antonyms
- ☐ cause and effect
- ☐ question and answer

32 Read the following from paragraph (3).

His face was yellow with fever, and his large dark eyes stood nearly out of his head, for all the flesh had gone.

Which figure of speech is used in the above underlined part?

- ☐ simile
- ☐ alliteration
- ☐ onomatopoeia
- ☐ personification

33

Read paragraph (7).

Suddenly, Silvestre paused, and seemed to take a resolution. "Friend," he said, turning towards me, "Are you there? My eyes are growing dark."

What does the underlined part in the above paragraph show?

- ☐ Silvestre's interest
- ☐ Silvestre's happiness
- ☐ Silvestre's weakness
- ☐ Silvestre's compassion

34

Read paragraph (12).

Then he began to wander again, and in an hour it was all over.

What does the above underlined part suggest?

- ☐ José Silvestre died.
- ☐ José Silvestre came back to his senses.
- ☐ José Silvestre ended his ancestors' story.
- ☐ José Silvestre became the richest man in the world.

35 How does the narrator portray the painful condition of José Silvestre?

Mention one technique supported by a piece of evidence from the text.

36 Read the following from paragraph (9).

You have been good to me. I will give something to you. Perhaps you will get there if you can live to pass the desert, which has killed my poor servant and me."

The above quote shows how José Silvestre rewarded the narrator for trying to save his life.

Imagine you were in the narrator's situation and then describe your feelings towards this reward explaining why you would feel so.

Directions: Read the following text then answer questions

1. This is the amazing life story of John Roebling, the creative engineer behind the construction of the Brooklyn Bridge in New York, USA. The big dream started in 1870, but the bridge was not completed until 13 years later. Initially, John Roebling was inspired by an idea to build a spectacular bridge connecting New York with the Long Island. However, bridge building experts throughout the world thought that this was an impossible feat. "Forget the idea! It just could not be done," they told Roebling. "It was not practical." "It had never been done before." Roebling could not ignore the vision he had in his mind of this bridge. He thought about it all the time and he knew deep in his heart that it could be done. He just had to share the dream with someone else.



2. After much discussion and persuasion he managed to convince his son Washington, an up and coming engineer, that the bridge in fact could be built. Working together for the first time, the father and son developed concepts of how it could be accomplished and how the obstacles could be overcome. With great excitement and inspiration, and the headiness of a wild challenge before them, they hired their crew and began to build their dream bridge after approval from New York City Council. The project started well, but when it was only a few months underway a tragic accident on the site took the life of John Roebling. His son Washington was hurried to Memorial Hospital in New York where he was treated for serious injuries and long-term brain damage. This resulted in him not being able to talk or walk. "We told them it'd never work." "Crazy men and their crazy dreams." "It's foolish to chase wild visions." Everyone had a negative comment to make and felt that the project should be scrapped since the Roeblings were the only ones who knew how the bridge could be built.

3. In spite of his frail physical condition, Washington was never discouraged and still had a burning desire to complete the bridge and his mind was still as sharp as ever. He tried to inspire and pass on his enthusiasm to some of his friends, but they were too daunted by the task.

4 As he lay on his bed in his hospital room, he could feel the sunlight streaming through the windows like a mystical shadow and the gentle breeze blowing the thin white curtains apart. He was able to see the sky and the tops of the trees outside for just a moment. It seemed that there was a message for him not to give up. Suddenly an idea hit him. All he could do was move one finger and he decided to make the best use of it. By moving this, he slowly developed a code of communication with his wife, Linda. He touched his wife's arm with that finger, indicating to her that he wanted her to call the engineers again. Then he used the same method of tapping her arm to tell the engineers what to do.

4. It seemed foolish but the project was under way again. For 13 years Washington tapped out his instructions with his finger on his wife's arm, until the bridge was finally completed.

5. Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable spirit and his determination not to be defeated by circumstances. It is also a tribute to the engineers and their team work, and to their faith in a man who was considered mad by half the world. It stands too as a tangible monument to the love and devotion of his wife who for 13 long years patiently decoded the messages of her husband and told the engineers what to do. Perhaps this is one of the best examples of a never-say-die attitude that overcomes a terrible physical handicap and achieves an impossible goal. Often when we face obstacles in our day-to-day life, our hurdles seem very small in comparison to what many others have to face. The Brooklyn Bridge shows us that dreams that seem impossible can be realised with determination and persistence, no matter what the odds are.

1. What is the MAIN message of the story?

- A. When there is a will, there is a way.
- B. Strong family love is the key to all success.
- C. Impossible dreams are impossible to fulfill.
- D. Hard work and determination hardly pay off.

2. When was the Brooklyn Bridge completed?

- A. in 1870
- B. in 1873
- C. in 1880
- D. in 1883

3. Read the following.

'After much discussion, Roebing managed to convince his son Washington, an up and coming engineer, that the bridge in fact could be built.'

What does the above extract show about John Roebing?

- A. He is overconfident about himself and his ideas.
- B. His relationship with his son was shaken and fragile.
- C. His life is centered on his work rather than his family.
- D. He is both a talented engineer and a persuasive speaker.

4. Read the following from paragraph 1.

However, bridge building experts throughout the world thought that this was an impossible feat and told Roebing to forget the idea.

Which of the following is CLOSEST in meaning to the underlined word above?

- A. mission
- B. practice
- C. obstacle
- D. expedition

5. Read the following from paragraph 3.

'He tried to inspire and pass on his enthusiasm to some of his friends, but they were too daunted by the task.'

Which of the following is CLOSEST in meaning to the underlined word above?

- A. worried
- B. furious
- C. puzzled
- D. ambitious

6. Which of the following LEAST supported the project?

- A. Linda Roebling
- B. Building Experts
- C. John Roebling's son
- D. New York City Council

7. According to the text, two different work teams participated in the construction of the Brooklyn Bridge. Which of the following is TRUE about them?

- A. The two teams thought the project was a failure.
- B. The first team asked for more money to do the work.
- C. The two teams deserve respect for their determination.
- D. The second team worked to the end to achieve the project.

8. Read the following from paragraph 1.

"Forget the idea! It just could not be done,"

Which of the following techniques is used above?

- A. repetition
- B. comparison
- C. direct speech
- D. indirect speech

9. Read the following.

'...he could feel the sunlight streaming through the windows like a mystical shadow'

What figure of speech is used in the extract above?

- A. simile
- B. metaphor
- C. personification
- D. onomatopoeia

10. Read the following from the text.

"It's foolish to chase wild visions."

What did the Roeblings do to achieve their vision over the period of 13 years?

Mention AT LEAST 2 details.

10. The Roebling family members share several great character traits.

Think of ONE particular character trait that applies to any 2 members of the Roebling family AND show how it is portrayed in the text.

Mr. WALID DARWISH

Read the following paragraph, and then answer questions

New Zealand, a country in the south-west of the Pacific Ocean, is a long way from any other country and consists of two large islands. The closest country to the west, Australia, is about 2,000 kilometres away. The native people of New Zealand, who were living there before the Europeans arrived, are called Maoris. They arrived in New Zealand from Polynesia over 1 000 years before the Europeans. Otherwise, the inhabitants are called New Zealanders, or sometimes 'kiwis'. This is because the national symbol of the country is a large bird called the kiwi. New Zealand is not a crowded country. Its population is only just over 4 million, while Britain, for example, which is about the same size, has a population of over 60 million. An interesting historical fact is that in 1893 it became the first country in the world to give women the right to vote. **What's more**, the islands have an excellent climate for all sorts of outdoor activities, and many people go there to try 'extreme sports' such as bungee jumping. Moreover, many people think that New Zealand's famous national rugby team, the 'All Blacks', is the best in the world. The team gets its name from the fact that it plays in black shirts, shorts and socks.

1. What is the purpose of this text?

- A. to describe a famous bird in New Zealand
- B. to list some popular sports in New Zealand
- C. to inform the reader about the country of New Zealand
- D. to tell the reader about outdoor activities in New Zealand

2. Read the following.

They arrived in New Zealand from Polynesia over 1000 years before the Europeans.

What does the underlined pronoun refer to?

- A. the inhabitants of Australia
- B. the native people of New Zealand
- C. the first people who came from Europe
- D. the inhabitants of the capital of New Zealand

3. How big is New Zealand?

- A. It is smaller than Britain.
- B. It is bigger than Australia.
- C. It is nearly as big as Britain.
- D. It is the same size as Australia.

4. Read the following.

What's more, the islands have an excellent climate for all sorts of outdoor activities.

What is the function of the underlined phrase in the above sentence?

- A. to add an extra detail
- B. to introduce the main topic
- C. to sum up the writer's ideas
- D. to show contrast in the writer's ideas

5. Why is the national rugby team of New Zealand called the 'All Blacks'?

6. How is New Zealand a pioneer in promoting women's rights?

Mr. WALID DARWISH

Read the following text, then answer questions

ELECTRONIC DEVICES

During takeoff and landing turn off all electronic devices and mobile phones as these items may cause navigation and communication problems.



SEAT BELTS

Your seat belt has been designed for easy fastening and release. To fasten, insert the metal fitting into the buckle, adjust to fit with the loose end of the strap. Simply lift the buckle release to unfasten. If there is turbulence, the 'Seat Belt' sign will light up.

HAND BAGGAGE

Always make sure your hand baggage isn't blocking the aisles or exits. It should be put under the seat in front of you or in an overhead locker. Open the lockers carefully as items may fall and injure someone.

OXYGEN MASKS

The cabin pressure is controlled for your comfort. If it changes **radically**, oxygen compartments will automatically open in the panel above your seat. Reach up and pull the mask to your face. Place the mask over both your mouth and nose and secure with the elastic band. Continue using the mask until advised by a uniformed crew member to remove it.

LIFEJACKET

Your lifejacket is either beside or underneath your seat. To use it, take it out of the container and put it on. Clip straps together around your waist. Inflate your lifejacket when you leave the aircraft.

FLOOR PATH LIGHTING

This aircraft is equipped with aisle path lighting which is located on the floor in the left and right aisles. Should cabin visibility be impaired, the exit path will be illuminated. White lights lead to red lights which indicate you have reached or are near an emergency exit location.

☒ If you have any questions please ask your crew.

1. Where can the text MOST LIKELY be found?

- A. in a newspaper article
- B. on an airport road sign
- C. in a children story book
- D. on an airplane safety card

2. How is the seatbelt unfastened?

- A. by lifting the buckle release
- B. by pressing the 'Seat Belt' sign
- C. by inserting the metal fitting into the buckle
- D. by adjusting it to fit with the loose end of the strap

3. Read the following.

Clip straps together around your waist.

What language feature is used in the above sentence?

- A. past simple
- B. passive form
- C. direct speech
- D. imperative form

4. Read the following.

The cabin pressure is controlled for your comfort. If it changes radically, oxygen compartments will automatically open in the panel above your seat.

Which of the following is CLOSEST in meaning to the underlined word?

- A. loudly
- B. slowly
- C. slightly
- D. completely

5. Why does a passenger need to be careful when opening a locker?

6. What do the red lights on the floor of the aisle mean?

Mr. WALID DARWISH

Directions: In this part of the test you will read a passage then answer questions based on it.



Hamad Port

1. Hamad Port was officially inaugurated in the first week of September, by His Highness The Emir Sheikh Tamim bin Hamad al-Thani.

2. Location & area:

⁽¹⁾ Located in Umm al Houl area of southern part of Qatar, Hamad port will represent a paradigm shift in Qatar's economic diversification and competitiveness in line with the goals of the Qatar National Vision 2030.

⁽²⁾ Hamad Port, the largest in the Middle East, with an area of 28.5sq km. ⁽³⁾ Its basin is 4km long, 700m wide and 17m deep; the specifications that qualify it to become capable of receiving large mother vessels. ⁽⁴⁾ There are large ports in Turkey, India and The Sudan.

3. The capacity:

The capacity of Hamad Port is to reach 7.5mn twenty-foot equivalent unit (TEU) annually on completion of all phases of construction. It has a general cargo terminal with a capacity of 1.7mn tonnes yearly, a terminal for cereals with a capacity of 1mn tonnes annually, and another one to receive vehicles with a capacity of 500,000 vehicles annually. It also has a terminal for livestock (sheep and cows), one for coastguard vessels and a terminal for marine support and backup, according to the statement.

4. Safety and security:

Hamad Port applies the highest standards of safety and security and includes a uniquely designed Port Control Tower at a height of 110m, a customs inspection area for rapid cargo clearance (5,600 containers per day), a ship inspection platform and multiple maritime facilities, in addition to other utilities such as storage units, mosques, rest areas, medical clinics and the offices required for port operation.

Moreover, the latest technologies for the operations of the port are being deployed and used for the first time in Qatar and the region.

5. Economic Importance:

As part of the country's steps for increasing its non-hydro carbon exports and building manufacturing industries, a free zone has been established adjacent to Hamad Port. The Port, through an integrated logistic zone, will help connect Qatar to railway networks in the Gulf countries.

Hamad Port has been designed in a way that makes it expandable. Its infrastructure has been designed creatively using latest technologies to guarantee infrastructure will always be resilient and developing in a way that contributes to reducing expansion cost in the future.

6. The port & the blockade:

As early as the blockade started, the MoTC and the Qatar Ports Management Company (Mwani Qatar) responded by launching new shipping routes, connecting Hamad Port directly with several marine destinations. On top of them are the two Omani seaports of Sohar and Salalah, Turkish Derince Port, the two Indian ports of Mundra and Nhava Sheva and Pakistan Port of Karachi.

Last July, Hamad Port received 48,873 containers, 80,275 tonnes of general cargo, 4,922 vehicles and machinery, 74,148 heads of livestock and some 7,897 tonnes of building materials.

7. International Awards:

Hamad Port won the largest smart and green-friendly project award at the Seatrade Middle East, Indian Subcontinent & Africa Awards 2016 held at Atlantis the Palm in Dubai. Later in November, Hamad Port received the “2016 Sustainability Award” from the Gulf Organization for Research & Development (GORD), “Light Industry Ports” category, for its commitment to sustainability best practices.

1- Which sentence has an IRRELEVANT detail in paragraph 2?

- A. (1)
- B. (2)
- C. (3)
- D. (4)

2- What does the underlined pronoun “it” refer to?

- A. livestock
- B. Hamad port
- C. The terminal
- D. The vessel

3- Read the following from paragraph 4:

Moreover, the latest technologies for the operations of the port are being deployed and used for the first time in Qatar and the region.

What is the FUNCTION of the underlined linker?

- A. giving reason
- B. showing result
- C. adding extra detail
- D. showing contrast

4- Read the following from paragraph 4:

Moreover, the latest technologies for the operations of the port are being deployed and used for the first time in Qatar and the region.

Which of the following can replace the underlined linker?

- A. because
- B. on the other hand
- C. to sum up
- D. in addition

5- Read the following.

Hamad Port was officially inaugurated in the first week of September, by His Highness The Emir Sheikh Tamim bin Hamad al-Thani.

Which of the following is CLOSEST in meaning to underlined word?

- A. built
- B. planned
- C. opened
- D. maintained

6- Read the following.

The capacity of Hamad Port is to reach 7.5mn twenty-foot equivalent unit (TEU) annually on completion of all phases of construction. It has a general cargo terminal with a capacity of 1.7mn tonnes yearly.

Which of the following LEXICAL COHESION features is between the underlined words?

- A. synonymy
- B. antonymy
- C. repetition
- D. collocation

7- Read the following.

Hamad Port has been designed in a way that makes it expandable. Its infrastructure has been designed creatively using latest technologies

Which of the following features is mostly used in the above extract?

- A. quoting
- B. imperative
- C. passive voice
- D. rhetorical question

8- What feature of formal language is used in the text?
Support your answer with an example from the text.

Feature of formal language
Example

9- How large is Hamad Port?

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

10- Mention **One** response taken by The MoTC and the Qatar Ports Management Company (Mwani Qatar) to the blockade. Support your answer with **One example** from the text.

Response
Example

11- To what extent is Hamad Port safe and secure? Support your answer with **TWO** pieces of evidence from the text.

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

12- Why did Hamad Port win “Light Industry Ports” category?

.....

.....

.....

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.....

Mr. WALID DARWISH

The Generous Student.

Lin Piao used to absent himself from classes very often and one day the principal of the college made up his mind to expel him. So he sent for the young man. Lin arrived just as the principal was about to go for lunch.

"Is this the time to come!" said the principal, sternly.

"Forgive me, Sir," said Lin, "but I got to college very late today. You see, I found a lump of gold in our field."

"A lump of gold!" said the principal, his eyes popping out. "Oh, my, what are you going to do with it?"

"I decided to build a palatial house, buy several acres of land and several head of cattle," said the student. "I also decided to give you a small sum for the trouble you have taken in educating me."

The principal was pleased and invited Lin to eat with him. The young man ate ravenously but the principal hardly touched his food. He was wondering how much Lin would give him and if it would be enough to buy that small paddy field he had always wanted.

"I hope you've kept the gold in a safe place," he said, suddenly coming out of his reverie.

"I never got a chance to do that," said Lin. "It disappeared the moment my mother shook me awake."

"What!" screamed the principal. "You mean it was all a dream?!"

The young man nodded.

The principal controlled himself with a great effort of will.

"I'm happy you remembered me in your dream," he said, finally. "I hope you remember me when you really get some gold. Now please leave."

It was only when the young man had run out of the office like the wind that the principal remembered why he had sent for him.

1. Read the following from paragraph.

"A lump of gold!" said the principal, his eyes popping out. "Oh, my, what are you going to do with it?"

What does the underlined words Express about the principal's feeling?

- A. irritated
- B. confused
- C. surprised
- D. afraid

2. Which of the following techniques is used to sequence events in the story?

- A. time order
- B. spatial order
- C. cause and effect
- D. comparison and contrast

3. Read the following

It was only when the young man had run out of the office like the wind that the principal remembered why he had sent for him.

Which figure of speech is used above?

- A. simile
- B. metaphor
- C. personification
- D. onomatopoeia

4. How does the author use language efficiently to describe the principal’s feeling at the beginning of the story?

Support your answer with an example from the story.

Technique	<div></div> <div></div>
Example	<div></div> <div></div>

5. Describe the attitude of the principal towards the student both at the beginning and the end of the story.

at the beginning of the story:	<div></div> <div>Mr. WALID DARWISH</div>
at the end of the story:	<div></div> <div></div>

6. Read the following sentence.

He was wondering how much Lin would give him and if it would be enough to buy that small paddy field he had always wanted.

Imagine that you are the principal and rewrite the above sentence showing your feelings.

7. The writer used many PARALINGUISTIC FEATURES in the text.
Mention One of them. Support your answer with example from the text.

Paralinguistic Feature
Example

8. Describe the principal's feelings on realizing that student was dreaming.
Support your answer with evidence from the text.

Principal's feeling
Evidence

Mr. WALID DARWISH

An Airplane Crash

1. It was a quiet Friday evening on 19 December 1997 when mother returned from a concert at 10:30 pm. As she was about to retire for the night, the telephone rang “bringg-brinnng-bringgg-brinnng”, she answered the phone and from her response, we knew something was amiss.
2. Hanging up the telephone, she dashed for the door, shouting, “There’s a plane crash! One of my colleagues may be on it! I’m going back to the office. Don’t wait up for me!”
3. It was so worrying message! It turned out that the colleague was indeed on that ill-fated flight returning from Jakarta to Singapore. She was initially due back in Singapore on Wednesday, 17 December, but a series of meetings with clients had delayed her return to Friday instead.
4. The airplane, SilkAir MI 185, had taken off from the Jakarta airport at 3.30 pm. However, shortly after take-off, the plane radioed the Jakarta air-control tower that it would be heading back to land at the airport due to some areas of concern regarding the plane. The air-control tower directed the plane to the nearest airport at Palembang. Unfortunately, it never made it to the airport. It crashed, taking all one hundred and four people on board to their watery graves.
5. Salvage efforts were soon undertaken by the Singapore Navy and the Indonesian authorities. They managed to search the plane’s wreckage and some body parts, but no complete body was ever recovered. The two black boxes that were designed to record dialogues between the pilot and the co-pilot, and the exchange between the pilots and the air-control tower were recovered from the sea, but no message could be retrieved from them.
6. Singapore Airlines and SilkAir flew families of the deceased to and from Singapore to Palembang in the initial days of the rescue and salvage work at the site of the crash. However, it was a heartrending scene portrayed time and again on local television of family members weeping over the inevitable outcome that they would never be able to see their loved ones again.
7. A last rite, performed by the various religious leaders of the various faiths, was organized by the Singapore government at the Indoor Stadium. Thousands turned up to pay their respects to the one hundred and four victims of the plane crash. It was a time of national grieving for the mother’s colleagues banded together to lend emotional support to the latter’s family. There was only so much anyone could do for the families and loved ones at the dead. The last rite provided some consolation for those left behind as the dead could now rest in peace.

1. What best describes the tone of the story?

- A. gloomy
- B. mocking
- C. optimism
- D. enthusiasm

2. Read the following from paragraph 1:

As she was about to retire for the night, the telephone rang “bringg-brinnng-bringg-brinnng”, she answered the phone and from her response, we knew something was amiss.

Which figure of speech describes the underlined words?

- A. metaphor
- B. personification
- C. onomatopoeia
- D. cause and effect

3. Did the rescue team find any complete body from the wrecked plane?

Justify your answer by providing a piece of evidence from the story.

4. Imagine that you are the mother, and then rewrite the first two paragraphs using the first person perspective. Make any necessary grammatical and content changes.

Read the following passage and answer questions:

The Mangrove Forest

1- Around Al Khor and Al Thakhira, on the north-east coast of Qatar, the coast is fringed with forests of mangroves, spread with shallow tidal streams. The thick, grey-green leaves of the trees forming a clear line between the pale yellow salt swamplands that border the shore and the deep blue of the sea and sky. This coast is a home of creatures of all kinds, especially the mangroves which are, ecologically, among the most important vegetation in the country.

2- Worldwide there are almost 50 species of mangroves. Qatar has only one species of mangroves, *Avicennia marina*, sometimes called the Grey Mangrove to distinguish it from other species with darker leaves. In the country the mangrove is widely known with its Arabic name The Gurm.

3- Mangroves are tropical trees and generally will not survive where temperature fall below 19 ° C average. It is a very tough plant, capable of tolerating extreme conditions, which is demonstrated by its existence in Qatar and in the UAE, where the seawater on average has three times the salt content of seawater elsewhere. However, the energy required for the plant to exclude salt *stunt its growth. Salt crystals can be seen thickly coating the undersides of its' leaves.

4- Furthermore, Al Khor and Al Thakhira, the areas are often flooded and turn into wet and muddy salt swamplands. These are homes to other salt-tolerant species of plants known as halophytes, including the widespread *succulent *Halocnemum strobilaceum* and the dense shrubs of *Arthrocnemum macrostachyum*.

Mr. WALID DARWISH

***Stunt** : to prevent the growth or development of (plant, animal, etc)

***Succulent** : biology succulent plants have thick stems or leaves that store a lot of water.

1- What is the purpose of the text?

- ☐ to inform the reader about the mangroves in Qatar.
- ☐ to tell the story of the natural hidden treasure in Qatar.
- ☐ to value the importance and beauty of the Arabian Gulf coasts.
- ☐ to give the reader information about a special flowery plant in Qatar.

2 – Based on the information from paragraph 2, which of the following is the Arabic name of the mangroves?

- ☐ Gurm
- ☐ Halophytes
- ☐ *Avicennia marina*
- ☐ *Halocnemum strobilaceum*

3 – According to the passage, what temperature level does the mangrove generally tolerate?

- ☐ exactly 19° C
- ☐ less than 19° C
- ☐ more than 19° C
- ☐ between 16° C and 19° C

4 – In paragraph 4, what does the underlined word refer to?

- ☐ Swamplands
- ☐ Homes
- ☐ Species
- ☐ Plants

3 – Using the information given in the passage and footnotes, what BEST describes the mangrove in Qatar?

- ☐ It is small flowery succulent plant.
- ☐ It is small yellow green leaves plant.
- ☐ It is a desert dark green leaves plant.
- ☐ It is a tough salt tolerant grey-green leaves plant.

Mr. WALID DARWISH

1. Read the passage and answer the questions below;

1. The Duffys had been flying their two-seater plane happily over the Amazon when they started having engine troubles. They soon realised the plane was going to crash and had no choice but to try to parachute to safety. They were terrified; They prepared themselves and jumped. The wind was gusting and Fay Duffy's parachute quickly drifted away from her husband's. Clive hoped they would both land safely and find each other on the ground, but even that was uncertain as they were heading for the thick trees of the Jungle.

2. Clive's parachute got caught in a tree. He managed to free himself and jump to the ground but he couldn't see where Fay had landed, He nervously, began calling her name as he walked towards where he thought she might be, but the jungle became so thick that he couldn't go on.

3. He heard tree branches snapping close by and he realised someone was walking towards him. He called Fay's name again, but there was no answer. He stood perfectly still, aware that someone was watching him, but he couldn't see who it was. Then he saw them coming out from behind the trees. A group of tribes men wearing hardly any clothes and carrying long wooden spears came towards him. They spoke in a language Clive couldn't understand, but he assumed they were talking about him.

4. Tribesmen surrounded Clive and pushed him forward. He started to run. As they were obviously used to moving through the jungle, they quickly caught up with him and **steered** him towards an area where it was easier to walk.

5. Clive couldn't understand where they were leading him. He was not frightened, but he did feel lost, hot and tired. Just when he thought there was no way out, he saw Fay's parachute hanging from some nearby tree.

6. "Fay!" he shouted, and he ran towards the parachute.

7. Fay was sitting on a fallen tree with a tribesman standing next to her. When she stood up to run, the tribesman tried to stop her. She broke free and ran to Clive, but just as they got close to each other, they felt the ground below them give way. They had fallen into quicksand, and they were both sinking.

8. The tribesmen held out their spears to them and pulled them out. They led the Duffys through the jungle until they were close to clearing where they could signal for help. The Duffys realised that from the beginning, the natives had only been trying to help them, but when they turned around to thank them, they were gone, The tribesmen were angels.

1. From which point of view was the story told?

- A. first person
- B. limited third person
- C. objective third person
- D. omniscient third person

2. Why was the Duffys' safety uncertain?

- A. They weren't sure they could land the plane.
- B. They were flying over the Amazon river.
- C. Their parachutes had blown away.
- D They were flying over the jungle.

3. Why did Clive stand still?

- A. He knew someone was near him.
- B. He thought Fay was coming.
- C. He saw something strange.
- D. He heard people talking

4. Read the following extract from paragraph 4.

"He quickly caught up with him and steered him towards an area where it was easier to walk."

Which phrase is closest in meaning to the underlined word steered?

- A. talked to him
- B. guided him
- C. fooled him
- D. left him

5. In the end, how did the Duffys feel?

- A. frightened
- B. helpless
- C. grateful
- D. angry

6. Read the following from paragraph 8.

The Duffys realised that from the beginning, the natives had only been trying to help them, but when they turned around to thank them, they were gone. The tribesmen were angles.

What figure of speech was used in the underlined sentence?

- A. simile
- B. metaphor
- C. personification
- D. onomatopoeia

7. There was misunderstanding between the Duffys and the tribesmen. To what extent do you agree or disagree with this convention. Use at least one detail or piece of information from the text to support your answer.

8. Rewrite paragraph number 7 from FIRST point of view. Make changes accordingly

Mr. WALID DARWISH

9. Mention two paralinguistic features used in the text. Use at least one detail or piece of information from the text to support your answer.

20. What techniques of cohesion did the writer use to support and strengthen this piece of writing? Give at least two different examples from the text to support your answer.

WRITING NARRATIVE



1. In the first paragraph we write when, where the events happened. Who the people in the story were, how the weather was and what happened first.

في الفقرة الأولى نكتب متى وأين وقعت الأحداث. من هم الأشخاص الذين كانوا في القصة. كيف كان الطقس. والحدث الذي وقع أولاً وأثار المشكلة مسبقاً بما يفيد الفجأة

2. In the second paragraph, we describe rising the events in the order they happened till we reach the climax event.

في الفقرة الثانية صف الأحداث المتصاعدة وفق التسلسل الزمني للحدث حتى تصل لأعلى حدث (الذروة)

3. In the third paragraph, we describe the falling events in the order they happened till we reach the resolution.

في الفقرة الثالثة صف أحداث الهبوط وفق التسلسل الزمني للحدث حتى تصل لحل الصراع أو المشكلة.

4. In the last paragraph, we write what happened in the end and how the people in the story felt.

في الفقرة الأخيرة. اكتب ما حدث بعد انتهاء المشكلة ومشاعر الشخصيات الموجودين بالقصة.

Mr. WALID DARWISH

5. Start and end your story in an interesting way using (quotation/ addressing the reader directly/asking a rhetorical question/ referring to moods and feelings/ using our senses).

إبدأ و اختتم قصتك بطريقة مثيرة باستخدام (مقتطف / مخاطبة القارئ مباشرة / سؤال وهمي / الإشارة للمشاعر والمزاج / استخدام الحواس)

6. Start Or end your story with the exact words you are asked to use.

إبدأ أو اختتم قصتك بنفس الكلمات التي يطلب منك استخدامها.

NARRATIVE TIPS



Catchy title		أكتب عنواناً جذاباً لقصتك
"A memorable Day" "A lucky Escape" "When Dreams Come True"		
"Hurry up!" Jim shouted, as he ran down the stairs. "We are going to be late!"		
Have you ever wondered what it would be like to escape for a day?		
It was a bright, clear Sunday afternoon, and I was excited by the thought of the adventure ahead.		
The sun was shining brightly, and the birds were singing as Jim pulled on a light jacket and ran out of the house		استخدم مقدمة تثير الاهتمام وتمهد للقصة
Little did I know that morning that I was about to have the greatest adventure of my life		
Whenever I look at that photograph, it takes me back to those early years when every new experience was so important that it was almost unbearable.		
Why is it that the most important things happen when we don't expect them?		
Why do bad things happen to good people?		
How would you feel if you were in a boat in the middle of the ocean in a violent storm?		
And suddenly		
All of a sudden		
Suddenly, I realised that		استخدم تعبيرات تفيد التحول المفاجئ للأحداث
Out of the blue,		
It was amazing! Time passed and suddenly the sky became dark grey and a strong wind started blowing.		
It was a nice day and we were enjoying it. Suddenly, dark clouds filled the sky and the weather turned stormy.		
big: massive, enormous, huge		
small: tiny, miniature, short, microscopic		
beautiful: handsome, lovely, attractive, charming		استخدم صفات لوصف الشكل والمشاعر وإبداء الرأي
ugly: disgusting, hideous, nasty		
very: rather, extremely, amazingly, absolutely		
good/nice: lovely, superb, wonderful, fabulous, pleasant		
bad: nasty, evil, wicked, terrible, awful, blazing, freezing		
Feelings: worried, amazed, curious, annoyed, excited, anxious, proud, ashamed, brave, frightened, eager, bored, delighted, annoyed, embarrassed, relieved, exhausted		
victoriously, politely, cautiously, quickly, happily, wearily, fortunately, softly, sternly, seriously, proudly.		استخدم ظروف تعبر عن طريقة الكلام أو التصرف أو التعليق
Luckily, Unluckily, Surprisingly, Unsurprisingly, Fortunately, Unfortunately, Amazingly		

groaned, mumbled, stared at, peered at, exclaimed, shouted, assured, whispered, explained, screamed	استخدم أفعال تحويل الكلام المعبرة عن مضمونه ومشاعر المتكلم
was as quick as a flash was as fresh as a daisy was as pleased as punch was as right as rain ran like the wind was as white as a sheet cried like a baby had a memory like a sieve	استخدم التشبيه البلاغي
It was an experience I would never forget and within weeks of arriving home I was planning my next big adventure. Nothing could stop me now!	استخدم خاتمة تصف
They were exhausted but were relieved to be alive.	مشاعر
It had definitely been a horrifying experience and I was lucky to be alive in the end.	الشخصيات وتترك أثراً
I'm sure you would have done the same thing in my place.	أعمق في
I was glad that I saved my dad. but it was the most frightening moment in my life.	نفس القارئ
<u>To show the sequence of events in a story we can use linking words such as:</u> when – while – as soon – as – after – before – at that moment – by the time – first – next – soon – then – eventually – meanwhile –after a while – suddenly – at first – finally – as.	استخدم روابط لترتيب تسلسل وقوع الأحداث
• <u>past simple</u> , to describe actions which started and ended in the past, or actions which happened one after the other in the past. She woke up, got dressed and ate breakfast.	استخدم أزمنة تعبر عن ترتيب أو تداخل الأحداث
• <u>past continuous</u> , to set the scene or to describe events/actions in progress at a certain time in the past. The sun was shining and the birds were singing when I got out of the house	
• <u>past perfect</u> , for actions which happened before other past actions, or to give the background of the story. He had already gone home by the time the film started.	

NARRATIVE MODEL



A school magazine has asked students to write a story about a frightening or dangerous experience they had.

Your teacher has asked you to write a story ENDING with this sentence: **"They were so relieved and happy to be back with their families." / "I was exhausted but relieved that I wasn't hurt."**

Your teacher has asked you to write a short story about a travel experience you had.

Your teacher has asked you to write a story ENTITLED **عنوان** 'A day to remember'. / 'A lucky escape'

Your teacher has asked you to write a story that BEGINS with the sentence **'Little did I know that morning that I was about to have the greatest adventure of my life'.**

Write a story that ENDS with the sentence **'We were both very glad to be safe and sound.'**

The sun **was shining** brightly, and the birds **were singing** as I **pulled** on a light jacket and **ran** out of the house to join my father. We **headed** to the harbor where we **took** our small boat and **went** on a voyage.

We **sailed** for about two hours before we **reached** our favorite bay. Dad **let** the anchor down and **tied** the boat to a large rock on the shore using a long rope. We **put** on our masks and fins and **dived** into the warm water. There **were** fish everywhere. It **was** amazing! Time **passed** and suddenly the sky **became** dark grey and a strong wind **started** blowing. We **were swimming** back to the boat when suddenly a large wave **came** our way and **threw** my dad against a rock.

I **swam** towards him and **saw** that he was fainted. I **grabbed** him under the arms and **pulled** him to the boat. I **was** afraid but I **knew** I **had** to save my dad. I **used** the boat's radio to call for help. Within minutes a rescue boat **arrived** and **took** us to the shore where an ambulance **was waiting**.

My dad **had** a broken shoulder and a lot of cuts but he **recovered** quickly. I **was** glad that I **saved** my dad. but it **was** the most frightening moment in my life.

6

8.1.3

Look at the pictures and the prompts.
Prepare a plan and list the main points in sequence.
Write your story for the school's
English language magazine
(200-250 words).

- Jack & Steve • camping trip
- woods • nice weather • wake up
- explore • hike • hear something
- boy injured • call police
- take boy to hospital • boy saved
- boy's parents/thank Jack & Steve

CHARACTERS



PLACE



TIME



EVENTS



CLIMAX EVENT



FEELINGS



Plan your story here

Introduction	Title _____		
	Setting _____		
	Main characters _____		
Body Paragraphs	First Event	Second Event	Third Event
Ending	How did the main character feel? _____		

	What was the learned lesson? _____		

Mr. WALID DARWISH



Your teacher has asked you to write a story for an international magazine. The story must start with the following words: *I had never been so happy in my whole life.*

Plan your story here

PLANNING

SETTING THE SCENE

CHARACTERS (who)

.....

.....

TIME (when)

.....

.....

PLACE (where)

.....

PLOT

EVENTS (in chronological order)

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CLIMAX EVENT

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END OF STORY/FEELINGS

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Mr. WALID DARWISH



Your teacher has asked you to write a story entitled:
The Happiest Day of my Life.

Plan your story here

Introduction	Title _____		
	Setting _____		
	Main characters _____		
Body Paragraphs	First Event	Second Event	Third Event
Ending	How did the main character feel? _____		

	What was the learned lesson? _____		

Mr. WALID DARWISH

Mr. WALID DARWISH



Your English teacher has asked you to write a story for the school magazine. The story must begin with the following words: *"Mum said she had some good news for me."*

Plan your story here

Introduction	Title _____		
	Setting _____		
	Main characters _____		
Body Paragraphs	First Event	Second Event	Third Event
Ending	How did the main character feel? _____		

	What was the learned lesson? _____		

Mr. WALID DARWISH

Mr. WALID DARWISH



You have decided to enter a short story competition for an international magazine. The competition rules say that the story must begin with the following words: *"Kate was looking at the time nervously as she waited at the airport."*

Plan your story here

PLANNING

SETTING THE SCENE

CHARACTERS (who)

.....

.....

TIME (when)

.....

PLACE (where)

PLOT

EVENTS (in chronological order)

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CLIMAX EVENT

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END OF STORY/FEELINGS

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Mr. WALID DARWISH

.....

Your teacher has asked you to write a story about an unforgettable family event. Write your **story** (120-180 words).

Plan your story here

Introduction	Title _____		
	Setting _____		
	Main characters _____		
Body Paragraphs	First Event	Second Event	Third Event
Ending	How did the main character feel? _____		

	What was the learned lesson? _____		

Mr. WALID DARWISH

.....

Your teacher has asked you to write a story entitled 'Ahmad's adventure'. Write your **story** (120-180 words).

Mr. WALID DARWISH

PLANNING

SETTING THE SCENE

CHARACTERS (who)

.....

.....

TIME (when)

.....

PLACE (where)

PLOT

EVENTS (in chronological order)

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CLIMAX EVENT

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END OF STORY/FEELINGS

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Mr. WALID DARWISH

Memo

To:		المرسل إليه
From:		الراسل
CC:		مرسل إليه آخر (إن وجد)
Date:		التاريخ
Subject:		الموضوع
I am writing on behalf of the management of the company to remind all staff about		أنا أكتب نيابة عن إدارة الشركة لتذكير كل الموظفين بشأن.....
All members are requested to ...		كل الأعضاء مطلوب منهم أن.....
All members are invited to ...		كل الأعضاء مدعوون ل.....
The event will be held on at in تاريخ		ستعقد الفعالية يوم في
You are kindly requested to avoid		لطفاً، يرجى تجنب
We would appreciate it if you bring		سنكون شاكرين لو أنك تحضر معك
Topics such as ... will be discussed.		موضوعات مثلسيتم مناقشتها
Finally, be advised that you should.....		وأخيراً، ينصح بأن
Please ensure that you are on time.		تأكد من أن تحضر في الموعد المحدد
Please let me know if you are coming by.....		رجاءً أخبرني بأنك ستحضر قبل حلول
All members plus one guest each can attend.		عضو بالإضافة لضيف واحد يستطيعوا الحضور

Memos are short pieces of writing we write to:

- provide information
- persuade others to take action
- give feedback on a specific matter

Memos are used mainly in the workplace and the style depends on the audience the memo is for.

Memos follow the format:

To: (name & job title of recipient(s))

From: (name & job title of sender)

cc: (name & job title of other recipient(s))

Date: (day, month and year)

Subject: (what the memo is about)

We start a memo by stating the reason we are writing it. The first sentence can be a summary of what follows. Then we present our points in well-structured sentences. We provide only the necessary information and avoid being chatty. We present each piece of information in separate paragraphs. We should sound professional but friendly and can use contracted verb forms. We should avoid using large or uncommon words.

3

7.5.1 Read the prompt and complete the notes.

You are a member of the organising committee of the annual Educational Conference. The event will take place soon. Write a **memo** to school principals giving them details about this year's annual conference. Your memo should include the time and date, the venue and how to get there (60-80 words).

Mr. WALID DARWISH

You are the secretary of the school English club. The club is organising an event to celebrate the end of the school year. Write a **memo** to all members. In your memo, give the reason for the event, explain your plans, say who can come and ask members to respond by a certain date (60-80 words).

Mr. WALID DARWISH

You are the manager of a company. You have received complaints that the office kitchens are not kept tidy enough. Write a **memo** to your staff to ask them to follow some kitchen rules. In your memo, explain the reason for these rules and tell staff to wash items after use, clean up any mess and throw away any old food in the fridge (60-80 words).

Mr. WALID DARWISH

You are the secretary of an English school. The school has decided to hold a summer event. Write a **memo** to all teachers which states when and where the event will take place, says who can attend and explains how teachers and pupils can help (60-80 words).

Mr. WALID DARWISH

● You work in a large company. Your manager has asked you to write a memo to all employees about saving energy in the office. Write about switching lights off, using less water and printing out less. Write your memo (60-80 words).

Mr. WALID DARWISH



You work in the IT department of a medium-sized company. Your manager has asked you to write a memo to all the staff to remind them about the company's rules about the use of the Internet in the office. Write your memo (60-80 words).

Mr. WALID DARWISH

Information Request Letter/ Email

الخطاب بداية	50 Alshafi street, Rayan, Doha Qatar 10 th May, 2016	عنوانك
	Mr. Abdullah AbdulGhani TOYOTA C Ring Road Doha اسم المرسل إليه اسم شركته عنوان شركته	اسم و عنوان المرسل إليه

الخطاب الأمثلة	From:		الراسل
	To:		المرسل إليه
	CC:		نسخة إلى
	Subject	Information request	الموضوع

Dear Sir/Madam, سيدي / سيدتي	تحية البداية
Dear Mr/ Mrs عزيزي / عزيزتي + الاسم,	
عرف نفسك أولاً إذا أعطاك معلومات عن نفسك ووظيفتك I am writing to request for information about موضوع الخطاب	الغرض من الخطاب
Firstly, I would very much like to know about Mr. WALID DARWISH	النقطة الأولى
Secondly, I would be grateful if you could provide me with details on... Secondly, I would be grateful if you could tell me + سؤال غير مباشر في المضارع	النقطة الثانية
Thirdly, I would appreciate it if you could provide me with details on... Thirdly, I would appreciate it if you could tell me + سؤال غير مباشر في المضارع	النقطة الثالثة
Fourthly, I would very much like to know Fourthly, I would very much like to know + سؤال غير مباشر في المضارع	النقطة الرابعة
Finally, could you kindly advise me concerning? Finally, could you tell me + سؤال غير مباشر في المضارع Finally, do you have any idea + سؤال غير مباشر في المضارع	النقطة الأخيرة
Thank you for your kind attention and cooperation. I await your reply at your earliest convenience on mobile number 0121882458.	أشكر واطلب الرد
Yours sincerely, لو تعرف اسم المرسل إليه yours faithfully, لو لم تعرف اسم المرسل إليه توقيع الراسل واسمه بالكامل	تحية الخاتمة

Information Request Letter/ Email To a Friend

بداية الإيميل	From:		المرسل
	To:		المرسل إليه
	CC:		نسخة إلى
	Subject	Information request	الموضوع

Dearعزيمي / عزيزتي + الاسم,	تحية البداية
How are you doing? I hope everything is OK. اعط فكرة عن الموضوع/ الإعلان الذي قرأته I want information about موضوع الخطاب	الغرض من الخطاب
Firstly, I would very much like to know about	النقطة الأولى
Secondly, I would be grateful if you could provide me with details on اسم Secondly, I would be grateful if you could tell me + سؤال غير مباشر في المضارع	النقطة الثانية
Thirdly, could you tell me about + اسم? Thirdly, could you tell me + سؤال غير مباشر في المضارع	النقطة الثالثة
Finally, do you have any idea about + اسم? Finally, do you have any idea + سؤال غير مباشر في المضارع	النقطة الرابعة
Thank you very much my dear friend. Reply as soon as possible. Bye for now	أشكر واطلب الرد
Yours توقيع المرسل واسمه	تحية الخاتمة

4 **7.5.1** **8.1** Read the prompt and make notes under the headings. You may use the company name and address from Ex. 3 if you want.

You are in charge of organising a conference for your company and have seen the following advertisement:

New venue opening soon!
The Lodge Hotel, Midway Park, Reddish, RD2 8RT
Conference facilities available
Please contact Jake Smith, Manager for more details.

Write a letter requesting information about the venue. Ask about how large the venue is, when it is available and what facilities it has (120-180 words).

Mr. WALID DARWISH

Doha

23/10/2017

**Jake Smith, Manager
The Lodge Hotel,
Midway Park,
Reddish, RD2 8RT**

Dear Mr. Jake Smith,

I am in charge of organising a conference for my company and have seen your advertisement. I am writing to request for information about the venue.

Firstly, I would be grateful if you could tell me how large the venue is.

Secondly, I would appreciate it if you could tell me when the venue is available.

Thirdly, I would very much like to know what facilities the venue has.

Thank you for your kind attention and cooperation. I await your reply at your earliest convenience on mobile number 0121882458.

Yours sincerely

Mr. WALID DARWISH

You have seen the following job advertisement.

Qatar Foundation Summer Camp is looking for young enthusiastic staff to help out with its residential camp for teenagers. Staff assist with groups of teens and stay on site. Plenty of free time activities! Previous experience not necessary. Contact Jay Kenny.

One of your friends has worked at Qatar Foundation Summer Camp. Write them an **email** requesting information about the job. Ask about: duties, accommodation and free time activities (120-180 words).

Mr. WALID DARWISH

MIA: Museum of Islamic Art

Language: English & Arabic

Grade: 10 – 12


Date: January - September 2015

Opportunities at MIA are available to secondary school students: placements are available across museum divisions in education, communications and Operations. Volunteering at MIA can contribute to community hours and part of university preparation

Write **an email** to the department of education in The Museum of Islamic Art (MIA) **requesting information** about the following:

- registration requirements
- work duration
- working hours
- applying deadline
- offered certificate

Mr. WALID DARWISH

 Send	To...	
	Cc...	
	Subject:	

Mr. WALID DARWISH



You are the secretary for a company director who is travelling abroad for an important meeting with another company. You want to write a letter to the secretary of the other company to request information about the flight, the accommodation and the time of the meeting. Write your letter requesting information (220-260 words).

Mr. WALID DARWISH

● You are the secretary at a college and some of your students want to attend an open day at the local university. Write a letter to the university asking for details about the time and date of the open day, the number of students allowed, the events that will take place during the open day and what refreshments will be available (220-260 words).

Mr. WALID DARWISH



You are the secretary for a company director who has been invited to speak at a university. Your employer has asked you to contact the university in order to make enquiries and clarify details. Write a letter to the university administration requesting the relevant information using the notes you made below.

- What time should he be there?
- Programme of events?
- Who are other speakers?
- Lunch/dinner?
- What time does it finish?
- Overnight accommodation necessary?

Mr. WALID DARWISH

- You work in the IT department of a business which is considering replacing its old PCs with newer models. Your
- manager has asked you to send an email to a computer supplier asking for information about buying the new PCs.
- Ask about cost, assistance in case of problems and delivery. Write your email (180-220 words).

Cost?

Any discount for a large order?

Any extra software included?

Any assistance in case of problems?

Delivery? How soon?

Mr. WALID DARWISH



You have seen an advert for an IT course at a local college and you are thinking of applying. Write an **email** to the college asking for information about the teaching, the qualifications needed and the cost (180-220 words).

Mr. WALID DARWISH

Writing

Part One

Directions: In this part of the test you will respond to **ONLY ONE** short writing prompt.

Write your response to question 37 in the space provided on page 27.

DO NOT WRITE OUTSIDE THE BOX

Choose only **ONE** of the topics below to write about.

Topic Situation:

- (1) You work in the public relation department of a well-established company. Your manager assigned you to organize an outdoor event.

Task:

Write an **email** to a five star hotel **asking for information** that helps you organize the event. You may ask about the outdoor facilities, the catering (food preparation), the cost, etc.

Topic Situation:

- (2) A company's vice president has recently discovered that several fire doors are very hard to open so he decided to conduct a fire drill to ensure the safety of the staff.

Task:

Write a **memo** from the vice president of the company to the staff informing them about the fire drill. Make sure to include the following:

- the reason of the fire drill
- the date and time of conducting it
- the evacuation routes
- the time limit to exit the building
- the designated meeting point

Mr. WALID DARWISH