



عمادة التعلم الإلكتروني
و التعليم عن بُعد



المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
عمادة التعلم الإلكتروني والتعليم عن بُعد

مذكرة مساعدة لدراسة

مقرر ١٤٠ نجل اللغة الإنجليزية

لقسمي الاقتصاد وإدارة الأعمال

الإخوة طلاب وطالبات مقرر ١٤٠ نجل - قسمي الاقتصاد وإدارة الأعمال

تم الحصول على هذه المادة العلمية من أحد الإخوة من طلاب المقرر، فشكر الله له، وآمل ملاحظة الآتي :

١. تمثل هذه المادة ٧٠ ٪ من شرائح البوربوينت التي شرح من خلالها زميلي أستاذ المقرر في المحاضرات المسجلة، وهناك عدد من الموضوعات التي شرحت في المحاضرات المسجلة ولم تدرج في هذه المذكرة.
٢. في كل محاضرة من المحاضرات المسجلة تم شرح المفردات الجديدة + مقطع صوتي (محادثة) + قاعدة من قواعد النحو، بينما في هذه المذكرة لم يتم إدراج المحادثات الصوتية مطلقاً.
٣. القاعدة المدرجة لكل محاضرة من المحاضرات في هذه المذكرة قريبة من القاعدة المشروحة في المحاضرات المسجلة ولكنها ليست مطابقة لها تماماً ، أي أن هذه المذكرة - في الواقع - ليست تفريفاً للمحاضرات.
٤. يتوجب لمن أراد تغطية كامل المقرر الاستماع للمحاضرات المسجلة، واستكمال النقص، حيث ورد فيها شروحات وإيضاحات لم ترد في الشرائح التي تمثلها هذه الورقات.
٥. من استوعب هذه الورقات، وفهم جميع ما فيها تماماً فسينال معدلاً عالياً بإذن الله .

ملحوظة مهمة :

النسخة الأصلية لهذه المذكرة مكونة من ٤٤ صفحة ، وقد قمت بتنسيق هذه النسخة وترتيبها فأصبحت ٣٤ صفحة .

ختاماً أشكر الأخ الذي أعد هذه الورقات ولا تنسوه من دعوة في ظهر الغيب .

وأرحب بتواصلكم واستفساراتكم من خلال البريد ومن خلال منتديات المقرر واللقاءات الحية .

مع دعواتي لكم بالتوفيق والسداد

المساند الأكاديمي للمقرر

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المحاضرة الأولى

تقديم وتعريف بالمقرر وتحديد المراجع، وتنبيهات عامة لدراسة المقرر

المحاضرة الثانية

Personnel manager	مدير شؤون الموظفين
Pleased	مسرور
Glad to meet you	سعيد بلقائك
Flight	الرحلة
Marketing manager	مدير التسويق
Welcome to ...	مرحبا في
Can I help you with...	هل باستطاعتي مساعدتك
I work for	اعمل لصالح أو لكذا
Sales manager	مدير المبيعات
Accountant	محاسب
Company	شركة
Personal information	معلومات شخصية
Excuse me	لو سمحت
Exchange business cards	تبادل بطاقات أعمال
Tips	نصائح
That's right	هذا صحيح

Grammar

1-1 NOUN + IS + NOUN: SINGULAR

NOUN + IS + NOUN (a) <i>Canada is a country.</i>	"Singular" means "one, not two or more." In (a): <i>Canada</i> = a singular noun <i>is</i> = a singular verb <i>country</i> = a singular noun
(b) <i>Mexico is a country.</i>	<i>A</i> frequently comes in front of singular nouns. In (b): <i>a</i> comes in front of the singular noun <i>country</i> . <i>A</i> is called "an article."
(c) <i>A cat is an animal.</i>	<i>A</i> and <i>an</i> have the same meaning. They are both articles. <i>A</i> is used in front of words that begin with consonants: <i>b, c, d, f, g, h, j, k, etc.</i> Examples: <i>a bed, a cat, a dog, a friend, a girl</i> <i>An</i> is used in front of words that begin with <i>a, e, i, and o.*</i> Examples: <i>an animal, an car, an island, an office</i>

1-2 NOUN + ARE + NOUN: PLURAL

<p>NOUN + ARE + NOUN</p> <p>(a) Cats are animals.</p>	<p>“Plural” means “two, three, or more.”</p> <p><i>Cats</i> = a plural noun <i>are</i> = a plural verb <i>animals</i> = a plural noun</p>
<p>(b) SINGULAR: a cat, an animal. PLURAL: <i>cats, animals</i></p>	<p>Plural nouns end in -s. A and an are used only with singular nouns.</p>
<p>(c) SINGULAR: a city, a country. PLURAL: <i>cities, countries</i></p>	<p>Some singular nouns that end in -y have a special plural form: They omit the -y and add -ies.*</p>
<p>NOUN and NOUN + ARE + NOUN</p> <p>(d) Canada and China are countries.</p> <p>(e) Dogs and cats are animals.</p>	<p>Two nouns connected by and are followed by are. In (d): <i>Canada</i> is a singular noun. <i>China</i> is a singular noun. They are connected by and. Together they are plural, i.e., “more than one.”</p>

4-7 USING AN vs. A

<p>(a) A dog is an animal.</p>	<p>A and an are used in front of singular count nouns. In (a): <i>dog</i> and <i>animal</i> are singular count nouns.</p>
<p>(b) I work in an office.</p> <p>(c) Mr. Lee is an old man.</p>	<p>Use an in front of words that begin with the vowels a, e, i, and o: <i>an apartment, an elephant, an idea, an ocean</i>. In (c): Notice that an is used because the adjective (<i>old</i>) begins with a vowel and comes in front of a singular count noun (<i>man</i>).</p>
<p>(d) I have an uncle.</p> <p>COMPARE: (e) He works at a university.</p>	<p>Use an if a word that begins with “u” has a vowel sound: <i>an uncle, an ugly picture</i>. Use a if a word that begins with “u” has a /yu/ sound: <i>a university, a usual event</i>.</p>
<p>(f) I need an hour to finish my work.</p> <p>COMPARE: (g) I live in a house. He lives in a hotel.</p>	<p>In some words that begin with “h,” the “h” is not pronounced. Instead, the word begins with a vowel sound and an is used: <i>an hour, an honor</i>. In most words that begin with “h,” the “h” is pronounced. Use a if the “h” is pronounced.</p>

Boarding at	الصعود إلى الطائرة
Announcement	إعلان
Stapler	دباسة
Chart	جدول ورسم بياني
Photocopier	آلة تصوير
Safe	خزانة
Departure lounge	صالة المغادرة
Passenger	راكب
Passengers	ركاب
Computer desk	طاولة كمبيوتر
Partner	زميل أو صاحب في العمل
Designer	مصمم
Printer	طابعه
Gate	بوابة

Grammar

1-3 PRONOUN + BE + NOUN

SINGULAR			PLURAL			<i>I</i> <i>you</i> <i>she</i> <i>he</i> <i>it</i> <i>we</i> <i>they</i>	} = pronouns
PRONOUN	+ BE	+ NOUN	PRONOUN	+ BE	+ NOUN		
(a) I	am	a student.	(f) We	are	students.	} = forms of <i>be</i>	
(b) You	are	a student	(g) You	are	students.		
(c) She	is	a student	(h) They	are	students.		
(d) He	is	a student					
(e) It	is	a country.					

(i) *Rita* is in my class. **She** is a student.
(j) *Tom* is in my class. **He** is a student.
(k) *Rita* and *Tom* are in my class. **They** are students.

Pronouns refer to nouns.
In (i): *she* (feminine) = Rita
In (j): *he* (masculine) = Tom
In (k): *they* = Rita and Tom

1-6 BE + ADJECTIVE

NOUN	+	BE	+	ADJECTIVE	<i>round</i> <i>intelligent</i> <i>hungry</i> <i>young</i> <i>happy</i>	} = adjectives
(a) A ball		is		round.		
(b) Balls		are		round.		
(c) Mary		is		intelligent.		
(d) Mary and Tom		are		intelligent.		
PRONOUN	+	BE	+	ADJECTIVE	Adjectives often follow a form of be (<i>am, is, are</i>). Adjectives describe or give information about a noun or pronoun that comes at the beginning of a sentence.*	
(e) I		am		hungry.		
(f) She		is		young.		
(g) They		are		happy.		

*The noun or pronoun that comes at the beginning of a sentence is called a "subject." See Chart 4-1.

Schedule	جدول
Customer	عميل أو زبون
Cell phone	هاتف خلوي أو جوال
Division	قسم من شركة
Conference	مؤتمر
Project supervisor	مشرف مشروع
Product	منتج
head office	المكتب الرئيسي
Manufacture	يصنع
Equipment	تجهيزات أو معدات
Demonstrate	يعرض
Representative	ممثل
Promotional material	مادة دعائية
Advertisement	الإعلان أو الدعاية

Grammar

1-7 BE + A LOCATION

(a) Maria is <i>here</i> . (b) Bob was <i>at the library</i> .	In (a): <i>here</i> = a location. In (b): <i>at the library</i> = a location. Be is often followed by <i>a location</i> .
(c) Maria is { <i>here.</i> <i>there.</i> <i>downstairs.</i> <i>upstairs.</i> <i>inside.</i> <i>outside.</i> <i>downtown.</i>	A location may be one word, as in the examples in (c).
(d) Bob was { PREPOSITION + NOUN { <i>at</i> <i>the library.</i> { <i>on</i> <i>the bus.</i> { <i>in</i> <i>his room.</i> { <i>at</i> <i>work.</i> { <i>next to</i> <i>Maria.</i>	A location may be a prepositional phrase, as in (d). <i>A preposition + a noun</i> is called a "prepositional phrase." <i>At the library</i> = a prepositional phrase.
SOME COMMON PREPOSITIONS	
<i>above</i>	<i>between</i>
<i>at</i>	<i>from</i>
<i>behind</i>	<i>in</i>
	<i>next to</i>
	<i>on</i>
	<i>under</i>

3-14 PREPOSITIONS OF LOCATION

(a) My book is on my desk.	In (a): <i>on</i> = a preposition <i>my desk</i> = object of the preposition <i>on my desk</i> = a prepositional phrase	
(b) Tom lives in the United States. He lives in New York City. (c) He lives on Hill Street. (d) He lives at 4472 Hill Street.	A person lives: in a country and in a city on a street, avenue, road, etc. at an address (See Chart 7-17 for more information about using in and at .)	
SOME PREPOSITIONS OF LOCATION*		
<i>above</i>	<i>far (away) from</i>	<i>inside</i>
<i>around</i>	<i>in</i>	<i>near</i>
<i>at</i>	<i>in back of</i>	<i>next to</i>
<i>behind</i>	<i>in the back of</i>	<i>on</i>
<i>below</i>	<i>in front of</i>	<i>on top of</i>
<i>beside</i>	<i>in the front of</i>	<i>outside</i>
<i>between</i>	<i>in the middle of</i>	<i>under</i>

*Prepositions of location are also called "prepositions of place."

2-15 PREPOSITIONS OF TIME

at	(a) We have class at one o'clock. (b) I have an appointment with the doctor at 3:00. (c) We sleep at night.	at + a specific time on the clock at + <i>night</i>
in	(d) My birthday is in October. (e) I was born in 1960. (f) We have class in the morning. (g) Bob has class in the afternoon. (h) I study in the evening.	in + specific month in + specific year in + <i>the morning</i> in + <i>the afternoon</i> in + <i>the evening</i>
on	(i) I have class on Monday. (j) I was born on October 31, 1975.	on + a specific day of the week on + a specific date
from ... to	(k) We have class from 1:00 to 2:00.	from (a specific time) to (a specific time)

المحاضرة الخامسة

How do you do?	كيف الحال
Appointment	موعد
Introduce	يقدم
Reception	استقبال
Diary	مفكره - مذكره
Dialogue	حوار - محادثه
Reply	يجيب - يرد
Formal	رسمي
Practice	يتمرن - يتدرب على
Fill in	يملئ - يعبئ
Informal	غير رسمي
Hospitality	الضيافة
lift/Elevator	مصعد
Status	منصب - وضعك الاجتماعي
Separate	منفصل - مستقل
Incorrect	غير صحيح
Here you are	خذ هذا

Grammar

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1-9 YES/NO QUESTIONS WITH BE

QUESTION	STATEMENT	
<i>BE</i> + SUBJECT	SUBJECT + <i>BE</i>	<p>In a question, be comes in front of the subject.</p> <p><i>Punctuation:</i> A question ends with a question mark (?). A statement ends with a period (.).</p>
(a) Is she a student?	She is a student.	
(b) Are they at home?	They are at home.	
<p>When people answer a question, they usually give only a "short answer" (but sometimes they give a "long answer" too). Notice in the short answers below: After yes, be is not contracted with a pronoun.* After no, two contractions of be are possible with no differences in meaning.</p>		
QUESTION	SHORT ANSWER	+ (LONG ANSWER)
(c) Is she a student?	→ Yes, she is .*	(<i>She's a student.</i>)
	→ No, she's not .	(<i>She's not a student.</i>) OR:
	→ No, she isn't .	(<i>She isn't a student.</i>)
(d) Are they at home?	→ Yes, they are .*	(<i>They're at home.</i>)
	→ No, they're not .	(<i>They're not at home.</i>) OR:
	→ No, they aren't .	(<i>They aren't at home.</i>)

Specialist	متخصص
Install	يحمل برنامج
File –sharing	مشاركة ملفات
Set up	يجهز - يحمل - يعد
Software	البرامج الحاسوبية
Site	موقع
Frequency	تكرار حدوث شيء
Journalist	صحفي
Research	بحث
Assemble	يجمع
Architect	مهندس معماري
Judge	قاضي
Tool	أداة
Member	عضو
Vacation	إجازة
Interview	مقابله شخصيه
Hardware	الأجزاء أصلبه في الحاسوب
Expression	عبارة
Connect	يتصل - يصل بين شيئين

Grammar

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1-10 QUESTIONS WITH BE: USING WHERE

Where asks about location. **Where** comes at the beginning of the question, in front of **be**.

QUESTION	SHORT ANSWER + (LONG ANSWER)
<i>BE</i> + SUBJECT	
(a) Is <i>the book</i> on the table?	→ Yes, it is . (<i>The book is on the table.</i>)
(b) Are <i>the books</i> on the table?	→ Yes, they are . (<i>The books are on the table.</i>)
<i>WHERE</i> + <i>BE</i> + SUBJECT	
(c) Where <i>is</i> <i>the book?</i>	→ On the table. (<i>The book is on the table.</i>)
(d) Where <i>are</i> <i>the books?</i>	→ On the table. (<i>The books are on the table.</i>)

1-12 USING MY, YOUR, HIS, HER, OUR, THEIR

SINGULAR	PLURAL	SUBJECT FORM	POSSESSIVE FORM
(a) I have a book. My book is red.	(e) We have books. Our books are red.	<i>I</i> →	<i>my</i>
(b) You have a book. Your book is red.	(f) You have books. Your books are red.	<i>you</i> →	<i>your</i>
(c) She has a book. Her book is red.	(g) They have books. Their books are red.	<i>she</i> →	<i>her</i>
(d) He has a book. His book is red.		<i>he</i> →	<i>his</i>
		<i>we</i> →	<i>our</i>
		<i>they</i> →	<i>their</i>
		I <i>possess</i> a book. = I <i>have</i> a book. = It is <i>my</i> book.	
		<i>My, our, her, his, our, and their</i> are called "possessive adjectives." They come in front of nouns.	

1-13 USING THIS AND THAT

(a) I have a book in my hand. This book is red.	<i>this</i> book = the book is near me.
(b) I see a book on your desk. That book is blue.	<i>that</i> book = the book is not near me.
(c) This is my book.	
(d) That is your book.	
(e) That's her book.	CONTRACTION: <i>that is</i> = <i>that's</i>

1-14 USING THESE AND THOSE

	SINGULAR	PLURAL
(a) My books are on my desk. These are my books.	<i>this</i> →	<i>these</i>
(b) Your books are on your desk. Those are your books.	<i>that</i> →	<i>those</i>

Usually	عاده
Security	أمن
What about	ماذا عن...
Red	احمر
Verb	فعل
Contract	عقد
Publicity	الإعلان
Thursday	الخميس
Department	قسم
Always	دائماً
Subject	الفاعل
Summary	ملخص . خلاصه
Friday	الجمعة
Trip	رحله
Black	اسود
Free	غير مشغول
Moment	لحظه
Overseas	أشخاص من خارج البلد
Rarely	نادراً
Believe	يعتقد - يظن
Interested in	مهتم بكذا
Guard	حارس - يحرس
Services	خدمات
May I help you?	هل يمكنني مساعدتك

Grammar

1-15 ASKING QUESTIONS WITH *WHAT* AND *WHO* + *BE*

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<p>(a) <i>What is</i> this (thing)? → It's a pen. (b) <i>Who is</i> that (man)? → That's Mr. Lee. (c) <i>What are</i> those (things)? → They're pens. (d) <i>Who are</i> they? → They're Mr. and Mrs. Lee.</p>	<p><i>What</i> asks about things. <i>Who</i> asks about people. NOTE: In questions with <i>what</i> and <i>who</i>,</p> <ul style="list-style-type: none"> • <i>is</i> is followed by a singular word. • <i>are</i> is followed by a plural word.
<p>(e) <i>What's</i> this? (f) <i>Who's</i> that man?</p>	<p>CONTRACTIONS <i>who is</i> = <i>who's</i> <i>what is</i> = <i>what's</i></p>

1-8 SUMMARY: SENTENCE PATTERNS WITH *BE*

<p>SUBJECT + <i>BE</i> + NOUN (a) I am a student.</p> <p>SUBJECT + <i>BE</i> + ADJECTIVE (b) He is intelligent.</p> <p>SUBJECT + <i>BE</i> + A LOCATION (c) We are in class.</p>	<p>The noun or pronoun that comes at the beginning of a sentence is called the "subject."</p> <p><i>Be</i> is a "verb." Almost all English sentences have a subject and a verb.</p> <p>Notice in the examples: There are three basic completions for sentences that begin with a <i>subject + the verb be</i>:</p> <ul style="list-style-type: none"> • a noun, as in (a) • an adjective, as in (b) • an expression of location, as in (c)
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Seldom	قلما
Facility	منشأة
Recently	حديثاً
Often	غالباً
Tea	شاي
Detection	اكتشاف
Never	أبداً
Convenient	مناسب - مريح
Perhaps	ربما
Sometimes	بعض الأحيان
Breakfast	وجبة الإفطار
Carrot	جزر
Watch TV	يشاهد التلفاز
Wake up	يستيقظ
Warehouse	مخزن
Dream	يحلم
Magazine	مجلة
Frequency	تردد - تكرار
Adverb	الحال

Grammar

2-1 FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE

<table border="1"> <thead> <tr> <th></th> <th>SINGULAR</th> <th>PLURAL</th> </tr> </thead> <tbody> <tr> <td>1st PERSON</td> <td>I talk</td> <td>we talk</td> </tr> <tr> <td>2nd PERSON</td> <td>you talk</td> <td>you talk</td> </tr> <tr> <td>3rd PERSON</td> <td>she talks he talks it rains</td> <td>they talk</td> </tr> </tbody> </table>		SINGULAR	PLURAL	1st PERSON	I talk	we talk	2nd PERSON	you talk	you talk	3rd PERSON	she talks he talks it rains	they talk	<p>Notice: The verb after <i>she, he, it</i> (3rd person singular) has a final <i>-s</i>: <i>talks</i>.</p>
	SINGULAR	PLURAL											
1st PERSON	I talk	we talk											
2nd PERSON	you talk	you talk											
3rd PERSON	she talks he talks it rains	they talk											
<p>(a) I eat breakfast every morning. (b) Ann speaks English every day. (c) We sleep every night. (d) They go to the beach every weekend.</p>	<p>The simple present tense expresses habits. In (a): Eating breakfast is a habit, a usual activity. <i>Every morning</i> = Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.</p>												

2-2 USING FREQUENCY ADVERBS: ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, RARELY, NEVER

<i>always</i>	<i>usually</i>	<i>often</i>	<i>sometimes</i>	<i>seldom</i>	<i>rarely</i>	<i>never</i>
100%	99%-90%	90%-75%	75%-25%	25%-10%	10%-1%	0%
<p>SUBJECT + FREQUENCY ADVERB + SIMPLE PRESENT VERB</p>			<p><i>Always, usually, often, sometimes, seldom, rarely</i> and <i>never</i> are called "frequency adverbs." They come between the subject and the simple present verb.*</p>			
(a) Bob	<i>always</i>	comes	to class.			
(b) Mary	<i>usually</i>	comes	to class.			
(c) We	<i>often</i>	watch	TV at night.			
(d) I	<i>sometimes</i>	drink	tea with dinner.			
(e) They	<i>seldom</i>	go	to the movies.			
(f) Anna	<i>rarely</i>	makes	a mistake.			
(g) I	<i>never</i>	eat	paper.			
<p>SUBJECT +</p>			<p> $\left. \begin{array}{l} \textit{always} \\ \textit{usually} \\ \textit{often} \\ \textit{sometimes} \\ \textit{seldom} \\ \textit{rarely} \\ \textit{never} \end{array} \right\} + \text{VERB}$ </p>			

Order	طلب
Below	أسفل - تحت
Deliver	يوصل الطلب
Catalog	دليل
Brochure	منشور
Annual port	التقرير السنوي
Sample	عينه
Nationality	جنسيه
Country	الدولة
Year	سنه
Language	لغة
Details	تفاصيل

Grammar

2-10 THE SIMPLE PRESENT: YES/NO QUESTIONS

<p>DO/DOES + SUBJECT + MAIN VERB</p> <p>(a) Do you like coffee?</p> <p>(b) Does Bob like coffee?</p>		<p>QUESTION FORMS, SIMPLE PRESENT</p> <p>Do I Do you Do we Do they } + main verb (simple form)</p> <p>Does she Does he Does it } + main verb (simple form)</p> <p>Notice in (b): The main verb in the question does not have a final -s. The final -s is part of does. INCORRECT: <i>Does Bob likes coffee?</i></p> <p>When the main verb is a form of be, do is NOT used. See Chart 1-9 for question forms with be.</p>
<p>(c) Are you a student?</p> <p>(d) INCORRECT: <i>Do you be a student?</i></p>		
<p>QUESTION</p> <p>(e) <i>Do you like tea?</i></p> <p>(f) <i>Does Bob like tea?</i></p>	<p>SHORT ANSWER + (LONG ANSWER)</p> <p>→ Yes, I do. (I like tea.) No, I don't. (I don't like tea.)</p> <p>→ Yes, he does. (He likes tea.) No, he doesn't. (He doesn't like tea.)</p>	<p>Do, don't, does, and doesn't are used in the short answers to yes/ no questions in the simple present.</p>

شرح الأستاذ موضوعا مهما في نهاية هذه المحاضرة
ولم يدرج هنا فيتوجب الرجوع إليه في المحاضرة المسجلة

Dialogue	حوار
Marketing	تسويق
Presentation	تقديم عرض مرئي
Meeting	مقابله - اجتماع
Check information	يتفقد المعلومات
Board	سبورة
Colleague	زميل عمل
Nickname	لقب
Parents	الوالدان
Plan	خطه
Café	مقهى
Copy	نسخه - ينسخ
Sure	بالتأكيد - متأكد
Appreciate	تقدر
Bring	يجظر
Tired	متعب

Grammar

2-12 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHEN AND WHAT TIME

Q-WORD* + DOES/DO + SUBJECT + MAIN VERB	SHORT ANSWER
(a) When do you go to class? →	At nine o'clock.
(b) What time do you go to class? →	At nine o'clock.
(c) When does Anna eat dinner? →	At six P.M.
(d) What time does Anna eat dinner? →	At six P.M.
(e) What time <i>do you usually</i> go to class?	The frequency adverb usually comes immediately after the subject in a question. QUESTION WORD + DOES/DO + SUBJECT + USUALLY + MAIN VERB

2-11 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHERE

(WHERE) + DO/DOES + SUBJECT + MAIN VERB	SHORT ANSWER
(a) Do they live in Tokyo? →	Yes, they do. / No, they don't.
(b) Where do they live ? →	In Tokyo.
(c) Does Gina live in Rome? →	Yes, she does. / No, she doesn't.
(d) Where does Gina live ? →	In Rome.

NOTE: (a) and (c) are called "yes/no questions." The answer to these questions can be *yes* or *no*. (b) and (d) are called "information questions." The answer gives information. **Where** asks for information about place.

Notice in the examples: The form of yes/no questions and information questions is the same:
DO/DOES + SUBJECT + MAIN VERB

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Originally	أصلاً - أساساً
Employee	موظف
Grandfather	جد
Operation	عملية - تحرك
Daughter	ابنة
Textile	اقفشه
Including	يحتوي على - يشمل
Daddy	أبي
Entirely	تماماً
Worldwide	حول العالم
Expand	يتوسع
Later	لاحقاً - فيما بعد
European	أوروبي
Workforce	القوى العاملة
Plant	محطة - مكان
Secretary	سكرتير

Grammar

2-13 SUMMARY: INFORMATION QUESTIONS WITH BE AND DO

Q-WORD	+	BE	+	SUBJECT		LONG ANSWER	
(a) Where		<i>is</i>		Thailand?	→	Thailand <i>is</i> in Southeast Asia.	
(b) Where		<i>are</i>		your books?	→	My books <i>are</i> on my desk.	
(c) When		<i>is</i>		the concert?	→	The concert <i>is</i> on April 3rd.	
(d) What		<i>is</i>		your name?	→	My name <i>is</i> Yoko.	
(e) What time		<i>is</i>		it?	→	It <i>is</i> ten-thirty.	
Q-WORD	+	DO	+	SUBJECT	+	MAIN VERB	LONG ANSWER
(f) Where		<i>do</i>		you		<i>live?</i>	→ I <i>live</i> in Los Angeles.
(g) What time		<i>does</i>		the plane		<i>arrive?</i>	→ The plane <i>arrives</i> at six-fifteen.
(h) What		<i>do</i>		monkeys		<i>eat?</i>	→ Monkeys <i>eat</i> fruit, plants, and insects.
(k) When		<i>does</i>		Bob		<i>study?</i>	→ Bob <i>studies</i> in the evenings.

NOTICE: In questions with *be* as the main and only verb, the subject follows *be*. In simple present questions with verbs other than *be*, the subject comes between *do/does* and the main verb.

2-7 IRREGULAR SINGULAR VERBS: HAS, DOES, GOES

(a) I have a book.	she	} + <i>has</i> /hæz/	<p>Have, do, and go have irregular forms for third person singular:</p> <p><i>have</i> → <i>has</i></p> <p><i>do</i> → <i>does</i></p> <p><i>go</i> → <i>goes</i></p>
(b) He has a book.	he		
	it		
(c) I do my work.	she	} + <i>does</i> /dɒz/	
(d) She does her work.	he		
	it		
(e) They go to school.	she	} + <i>goes</i> /gowz/	
(f) She goes to school.	he		
	it		

9-5 USING BUT

(a) John is rich, but Mary is poor.	But gives the idea that "This is the opposite of that."
(b) The weather was cold, but we were warm inside our house.	A comma usually precedes but .

Objective	هدف - غاية
Electronics	الكترونيات
Multinational	تعدد الجنسيات
Increase	يزيد - يرفع
Joint	مشترك
Establish	يؤسس
Venture	مضاربه - مجازفة - مغامرة
Target	غاية - هدف
Range	نطاق - مدى
Staff	موظفين
Future	مستقبل
Together	سويا

Grammar

3-1 BE + ING: THE PRESENT PROGRESSIVE TENSE

am + *-ing* (a) I **am sitting** in class right now.
is + *-ing* (b) Rita **is sitting** in class right now.
are + *-ing* (c) You **are sitting** in class right now.

In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.

am, is, are = helping verbs
sitting = the main verb

am, is, are + *-ing* = the present progressive tense*

*The present progressive is also called the "present continuous" or the "continuous present."

3-3 THE PRESENT PROGRESSIVE: QUESTIONS

QUESTION		SHORT ANSWER + (LONG ANSWER)
(a)	<i>BE</i> + SUBJECT + <i>-ING</i> Is Mary sleeping	→ Yes, she is . (She's sleeping.) → No, she's not . (She's not sleeping.) → No, she isn't . (She isn't sleeping.)
(b)	Are you watching TV?	→ Yes, I am . (I'm watching TV.) → No, I'm not . (I'm not watching TV.)
(c)	Q-WORD + <i>BE</i> + SUBJECT + <i>-ING</i> Where is Mary sleeping ?	→ On the sofa . (She's sleeping on the sofa.)
(d)	Why are you watching TV?	→ Because I like this program . (I'm watching TV because I like this program.)

3-5 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

(a) I'm hungry **right now**. I **want** an apple.
(INCORRECT: *I am wanting an apple.*)

(b) I **hear** a siren. **Do** you **hear** it too?
(INCORRECT: *I'm hearing a siren. Are you hearing it too?*)

Some verbs are NOT used in the present progressive. They are called "nonaction verbs." In (a): *Want* is a nonaction verb. *Want* expresses a physical or emotional need, not an action. In (b): *Hear* is a nonaction verb. *Hear* expresses a sensory experience, not an action.

NONACTION VERBS

<i>want</i>	<i>hear</i>	<i>understand</i>
<i>need</i>	<i>see</i>	<i>know</i>
<i>like</i>	<i>smell</i>	<i>believe</i>
<i>love</i>	<i>taste</i>	<i>think (meaning believe)*</i>
<i>hate</i>		

*Sometimes *think* is used in progressive tenses. See Chart 3-10 for a discussion of *think about* and *think that*.

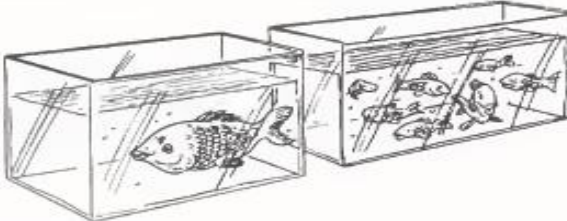
المحاضرة الثالثة عشرة

Transportation	وسائل النقل
Entertain/ ment	يستمتع
Varied	متنوع
Schedule	جدول
Sunday	الأحد
Pair	زوج من الأشياء
Percentage	النسبة المئوية
Average	متوسط - معدل
Consumer	مستهلك
Pie	فطيره
Tip	بخشيش
Porter	حمال
Fare	أجره
Photograph	صوره
Thief	نص
Zoo	حديقة الحيوان
Enough	كفاية
Floor	أرضية أو دور
Provide	يوفر - يزود
Fantastic	جميل - رائع جدا

Appear	يبدو - يظهر
Commercial	تجاري - إعلان تجاري
Candidate	مرشح
Decide	يقرر
Personally	شخصياً
Agree	أوافق - يتفق
Child	طفل
Mouse	فأرة
Prefer	يفضل
Image	صوره
Popular	شعبي - مشهور
Teenager	مراهقة - مراهق

Grammar

4-5 NOUNS: IRREGULAR PLURAL FORMS

SINGULAR	PLURAL	EXAMPLES
(a) <i>child</i>	children	Mr. Smith has one <i>child</i> . Mr. Cook has two children .
(b) <i>foot</i>	feet	I have a right <i>foot</i> and a left <i>foot</i> . I have two feet .
(c) <i>man</i>	men	I see a <i>man</i> on the street. I see two men on the street.
(d) <i>mouse</i>	mice	My cat sees a <i>mouse</i> . Cats like to catch mice .
(e) <i>tooth</i>	teeth	My <i>tooth</i> hurts. My teeth are white.
(f) <i>woman</i>	women	There's one <i>woman</i> in our class. There are ten women in your class.
(g) <i>fish</i>	fish	Bob has an aquarium. He has one <i>fish</i> . Sue has an aquarium. She has seven fish .
		
(h) <i>(none)*</i>	people	There are fifteen people in this room. (Notice: <i>people</i> does not have a final -s.)

***People** is always plural. It has no singular form.

5-1 USING BE: PAST TIME

PRESENT TIME	PAST TIME									
(a) I am in class today .	(b) I was in class yesterday .									
(c) Alice is at the library today .	(d) Alice was at the library yesterday .									
(e) My friends are at home today .	(f) My friends were at home yesterday .									
<p>SIMPLE PAST TENSE OF BE</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <p><i>Singular</i></p> <p>I was</p> <p>you were (one person)</p> <p>she was</p> <p>he was</p> <p>it was</p> </td> <td style="width: 33%; border: none;"> <p><i>Plural</i></p> <p>we were</p> <p>you were (more than one person)</p> <p>they were</p> </td> <td style="width: 33%; border: none;"> <table style="border: none;"> <tr> <td style="border: none;"> <p><i>I</i></p> <p><i>she</i></p> <p><i>he</i></p> <p><i>it</i></p> </td> <td style="border: none; font-size: 2em;">}</td> <td style="border: none;"> <p>+ was</p> </td> </tr> <tr> <td style="border: none;"> <p><i>you</i></p> <p><i>you</i></p> <p><i>they</i></p> </td> <td style="border: none; font-size: 2em;">}</td> <td style="border: none;"> <p>+ were</p> </td> </tr> </table> </td> </tr> </table>		<p><i>Singular</i></p> <p>I was</p> <p>you were (one person)</p> <p>she was</p> <p>he was</p> <p>it was</p>	<p><i>Plural</i></p> <p>we were</p> <p>you were (more than one person)</p> <p>they were</p>	<table style="border: none;"> <tr> <td style="border: none;"> <p><i>I</i></p> <p><i>she</i></p> <p><i>he</i></p> <p><i>it</i></p> </td> <td style="border: none; font-size: 2em;">}</td> <td style="border: none;"> <p>+ was</p> </td> </tr> <tr> <td style="border: none;"> <p><i>you</i></p> <p><i>you</i></p> <p><i>they</i></p> </td> <td style="border: none; font-size: 2em;">}</td> <td style="border: none;"> <p>+ were</p> </td> </tr> </table>	<p><i>I</i></p> <p><i>she</i></p> <p><i>he</i></p> <p><i>it</i></p>	}	<p>+ was</p>	<p><i>you</i></p> <p><i>you</i></p> <p><i>they</i></p>	}	<p>+ were</p>
<p><i>Singular</i></p> <p>I was</p> <p>you were (one person)</p> <p>she was</p> <p>he was</p> <p>it was</p>	<p><i>Plural</i></p> <p>we were</p> <p>you were (more than one person)</p> <p>they were</p>	<table style="border: none;"> <tr> <td style="border: none;"> <p><i>I</i></p> <p><i>she</i></p> <p><i>he</i></p> <p><i>it</i></p> </td> <td style="border: none; font-size: 2em;">}</td> <td style="border: none;"> <p>+ was</p> </td> </tr> <tr> <td style="border: none;"> <p><i>you</i></p> <p><i>you</i></p> <p><i>they</i></p> </td> <td style="border: none; font-size: 2em;">}</td> <td style="border: none;"> <p>+ were</p> </td> </tr> </table>	<p><i>I</i></p> <p><i>she</i></p> <p><i>he</i></p> <p><i>it</i></p>	}	<p>+ was</p>	<p><i>you</i></p> <p><i>you</i></p> <p><i>they</i></p>	}	<p>+ were</p>		
<p><i>I</i></p> <p><i>she</i></p> <p><i>he</i></p> <p><i>it</i></p>	}	<p>+ was</p>								
<p><i>you</i></p> <p><i>you</i></p> <p><i>they</i></p>	}	<p>+ were</p>								

Research	بحث
Boring	ممل
Attention	انتباه - عناية
Bit	وقت يسير
Positive	ايجابي
Definite	أكيد - حتمي
Attractive	جذاب
Honest	أمين
High-tech	تقنيه عاليه
Personally	شخصياً
Ugly	قبيح
Brown	بني
Cell phone	هاتف خلوي
Chance	فرصه
Feeling	مشاعر - أحاسيس
Results	نتائج

Grammar

5-9 THE SIMPLE PAST: IRREGULAR VERBS

Some verbs do not have **-ed** forms. The past form is irregular.

PRESENT	PAST
<i>come</i>	<i>came</i>
<i>do</i>	<i>did</i>
<i>eat</i>	<i>ate</i>
<i>get</i>	<i>got</i>
<i>go</i>	<i>went</i>
<i>have</i>	<i>had</i>
<i>put</i>	<i>put</i>
<i>see</i>	<i>saw</i>
<i>sit</i>	<i>sat</i>
<i>sleep</i>	<i>slept</i>
<i>stand</i>	<i>stood</i>
<i>write</i>	<i>wrote</i>

- (a) I **come** to class **every day**.
 (b) I **came** to class **yesterday**.
 (c) I **do** my homework **every day**.
 (d) I **did** my homework **yesterday**.
 (e) Ann **eats** breakfast **every morning**.
 (f) Ann **ate** breakfast **yesterday morning**.

5-10 THE SIMPLE PAST: NEGATIVE

SUBJECT	+	DID	+	NOT	+	MAIN VERB
(a) I		did		not		walk to school yesterday.
(b) You		did		not		walk to school yesterday.
(c) Tom		did		not		eat lunch yesterday.
(d) They		did		not		come to class yesterday.

I
you
she
he
it
we
they

} + **did not** + *main verb**
(simple form)

- (e) INCORRECT: I **did not walked** to school yesterday.
 (f) INCORRECT: Tom **did not ate** lunch yesterday.

Notice that the simple form of the main verb is used with **did not**.

- (g) I **didn't walk** to school yesterday.
 (h) Tom **didn't eat** lunch yesterday.

Negative contraction:
did + not = didn't

*EXCEPTION: **did** is NOT used when the main verb is **be**. See Charts 5-2 and 5-3.
 INCORRECT: Joe **didn't be** here yesterday.
 CORRECT: Joe **wasn't** here yesterday.

المحاضرة السادسة عشرة

Subway	طريق - نفق
Till	حتى كذا - إلى
Third	الثالث
Exit	مخرج
Turn right	ينعطف يمين
Intersection	تقاطع
Convenience store	محل الذي يبيع أهل الحارة

Cultural File (p. 63)

I'm a financial **consultant** for a large bank on Wall Street, in New York. I wear a **suit** to work. My favorite designers are Armani and Calvin Klein. I like **plain** shirts, usually white, but I enjoy wearing colorful **ties**. On weekends I usually dress in **casual** clothes. I go to a lot of formal dinners because of my job. Then I wear a **tuxedo** with a black **bow tie**.

مشتشار consultant
بدله رسميه suit
ساده بلون plain
ربطة العنق tie
لبس اعتيادي casual
نوع من القمصان tuxedo
ربطة عنق قصيره bow

تصحيح الخطاء في القطعه

You Be the Editor (p. 9)

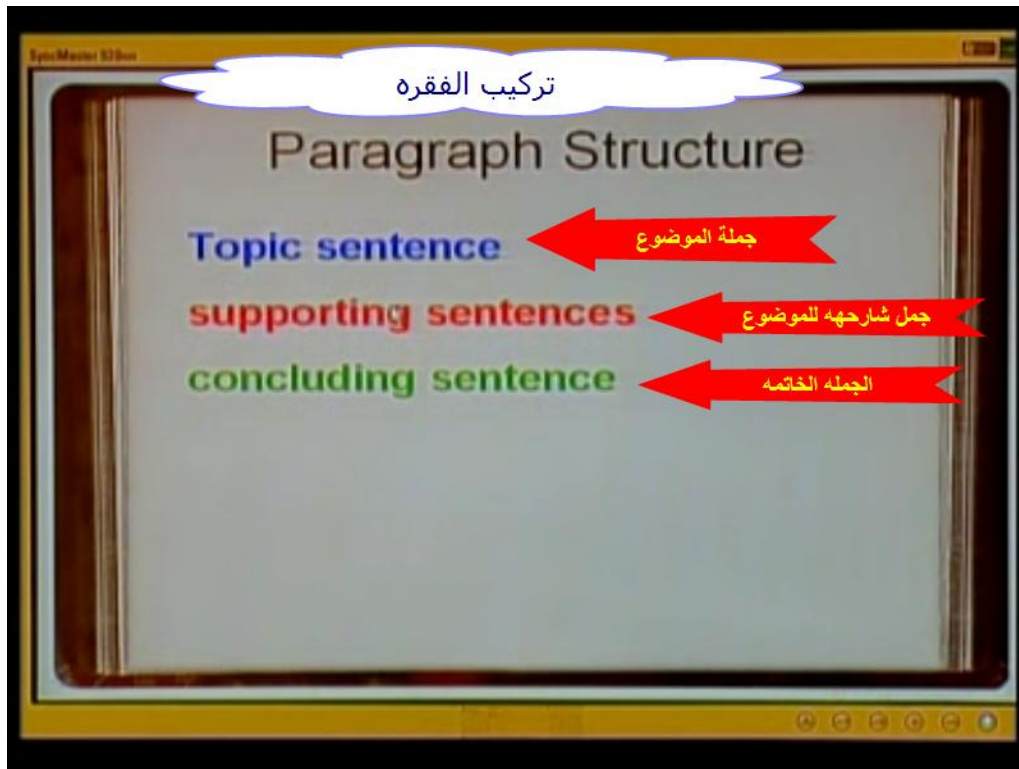
A **lucky** and **happy** man

My Name is Stanley **soico**. I am 95 years old. I am from **italy**. I moved to San Diego, **california**, with my family when I was nine years old. I speak **italian** and **english**. in my younger years, i had many different jobs. I worked hard and saved money. In 1955, I started my own business. **the** business was successful, and i retired in 1983. I like to travel and play golf. I have seen and done a lot in my long life. I am a **luck** and happy man.

لايد من وضع مسافه
حرف كبير لانه اسم مدينه
حرف كبير لانه اسم عائله
حرف كبير لانه اسم دوله
حرف كبير /اسماء لغات
حرف I كبير
كبير لانه بداية جمله

المحاضرة السابعة عشرة:

Topic	موضوع
Support	يدعم
Conclude	ينهي - يختتم
Reason	سبب
Restate	يقول مره أخرى
Free time	وقت الفراغ
Hobby	هويات
Magazine	مجله
Cooking	طبخ
Photography	تصوير
Conclusion	الخاتمة
Relate to	يتصل بـ
Summarize	يختصر



Topic Sentence ← جملة الموضوع

عادة هي اول جملة في الموضوع

It is the first sentence in the paragraph.

هي الجملة الاكثر اهمية في الموضوع

It is the most important sentence in the paragraph.

تخير القارئ ماذا يتحدث عنه هذه الفقرة

It tells the reader what the paragraph is about.

الجملة الشارحة للموضوع او الداعمه

Supporting Sentences

تعطي تفاصيل او امثله او اسباب لتشرح جملة الموضوع

They give details, examples, and reasons to explain the topic sentence.

لا بد ان تتعلق هذه الجمل في بعنوان الفقرة

They must relate to the topic of the paragraph.

الجملة الخاتمه

Concluding Sentence

تعيد صياغة الموضوع بطريقه مختلفه

It restates the topic sentence differently.

It summarizes the supporting details.

اوتلخص التفاصيل

Grammar

5-18 BEFORE AND AFTER IN TIME CLAUSES

<p>(a) $s \ v$ I ate breakfast. = a main clause</p>	<p>A clause is a group of words that has a subject and a verb.</p>
<p>(b) $s \ v$ before I went to class = a time clause</p>	<p>A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).</p>
<p>(c) $s \ v$ I ate breakfast before I went to class. main clause time clause</p>	<p>A time clause can begin with before or after: before + $s + v$ = a time clause after + $s + v$ = a time clause</p>
<p>(d) $s \ v$ Before I went to class, I ate breakfast. time clause main clause</p>	<p>A time clause can follow a main clause, as in (c) and (e). A time clause can come in front of a main clause, as in (d) and (f). There is no difference in meaning between (c) and (d) or between (e) and (f).</p>
<p>(e) We took a walk after we finished our work. main clause time clause</p>	<p>Before and after don't always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-7 and 4-1 for information about prepositional phrases.</p>
<p>(f) After we finished our work, we took a walk. time clause main clause</p>	
<p>(g) We took a walk after the movie. prep. phrase</p>	
<p>(h) I had a cup of coffee before class. prep. phrase</p>	

5-19 WHEN IN TIME CLAUSES

<p>(a) When the rain stopped, we took a walk. OR: We took a walk when the rain stopped.</p> <p>(b) When Tom was a child, he lived with his aunt. OR: Tom lived with his aunt when he was a child.</p>	<p>When can introduce a time clause. when + $s + v$ = a time clause In (a): when the rain stopped is a time clause. In (b): Notice that the noun (<i>Tom</i>) comes before the pronoun (<i>he</i>).</p>
<p>COMPARE: (c) When did the rain stop? = a question (d) when the rain stopped = a time clause</p>	<p>When is also used to introduce questions.* A question is a complete sentence, as in (c). A time clause is not a complete sentence.</p>

*See Charts 2-12 and 5-13 for information about using *when* in questions.

المحاضرة الثامنة عشرة

Brochure	بروشور
Wonder	يتعجب - أعجوبة
Thai	تايلاند
Restaurant	مطعم
Trade	تجارة
Hall	صالة - قاعة
Straight	مستقيم
Lost	ضائع

Grammar

6-1 FUTURE TIME: USING BE GOING TO

(a) I <i>am going to go</i> downtown tomorrow. (b) Sue <i>is going to be</i> here tomorrow afternoon. (c) We <i>are going to come</i> to class tomorrow morning.	<i>Be going to</i> expresses (talks about) the future. FORM: $\left. \begin{array}{l} am \\ is \\ are \end{array} \right\} + going + infinitive^*$
(d) I'm <i>not going to go</i> downtown tomorrow. (e) Ann <i>isn't going to study</i> tonight.	NEGATIVE: <i>be + not + going to</i>
(f) "Are you <i>going to come</i> to class tomorrow?" "No, I'm not." (g) "Is Jim <i>going to be</i> at the meeting tomorrow?" "Yes, he is." (h) "What time <i>are you going to eat</i> dinner tonight?" "Around six."	QUESTION: <i>be + subject + going to</i> A form of <i>be</i> is used in the short answer to a yes/no question with <i>be going to</i> , as in (f) and (g). (See Chart 1-9 for information about short answers with <i>be</i> .)

*Infinitive = *to* + the simple form of a verb (*to come, to go, to see, to study, etc.*).

المحاضرة التاسعة عشرة

Completely	تماماً - كلياً
fact In	في الحقيقة
Don't worry	لا تقلق
Lazy	كسلان
Relax	يرتاح
Snack	وجبه خفيفة
Hungry	جائع
Newspaper	جريده

شرح أستاذ المقرر محادثات ولم يشرح قواعد في المحاضرة التاسعة عشرة

المحاضرة العشرون:

تحدث عن أهمية القراءة، وعرض عددا من الكتب والقصص التي يتوجب اقتنائها لتنمية مهارة القراءة ولم يقدم كلمات ولا قواعد في هذه المحاضرة.

Crow	الغراب
Peacock	الطاووس
Garden	حديقة
Flew	طار
Lake	بحيرة
Feather	ريشه
Fell off	يقع - يسقط
Poor	فقير - مسكين
Terrible	فضيع - شنيع
Parents	الوالدان
Get off	ينزل من
River	نهر
Bridge	جسر

Grammar

6-5 FUTURE TIME: USING WILL

STATEMENT	(a) Mike will go to the library tomorrow. (b) Mike is going to go to the library tomorrow.	(a) and (b) have basically the same meaning.
	(c) INCORRECT: Mike will goes there.	The simple form of a verb follows will . In (c): <i>goes</i> is NOT correct.
	(d) INCORRECT: Mike wills go there.	There is never a final -s on will for future time.
	(e) INCORRECT: Mike will to go there.	Will is not followed by an infinitive with to .
CONTRACTIONS	(f) I will come. = I'll come. You will come. = You'll come. She will come. = She'll come. He will come. = He'll come. It will come. = It'll come. We will come = We'll come. They will come. = They'll come.	Will is contracted to 'll with subject pronouns.* These contractions are common in both speaking and writing.
NEGATIVE	(g) Bob will not be here tomorrow. (h) Bob won't be here tomorrow.	Negative contraction: will + not = won't

• **Will** is also often contracted with nouns in speaking (but not in writing).

WRITTEN: *Tom will be here at ten.*
SPOKEN: *"Tom'll be here at ten."*

6-6 ASKING QUESTIONS WITH WILL

QUESTION					ANSWER
(QUESTION + WORD)	WILL	SUBJECT	+	MAIN VERB	
(a)	Will	Tom	come	tomorrow?	→ Yes, he will.* No, he won't.
(b)	Will	you	be	at home tonight?	→ Yes, I will.* No, I won't.
(c) When	will	Ann	arrive?		→ Next Saturday.
(d) What time	will	the plane	arrive?		→ Three-thirty.
(e) Where	will	you	be	tonight?	→ At home.

*NOTE: **will** is not contracted with a pronoun in a short answer. See Chart 1-9 for information about the use of contractions in short answers.

Pleasure	سعادة - متعة
Don't mention it	ليس بذات أهمية
I look forward to	أنا انتظر
Count	يعد
Bread	خبز
Cheese	جبين
Salt	ملح

Grammar

4-6 NOUNS: COUNT AND NONCOUNT

	SINGULAR	PLURAL		
COUNT NOUN	<i>a book</i> <i>one book</i>	<i>books</i> <i>two books</i> <i>some books</i> <i>a lot of books</i> <i>many books</i> <i>a few books</i>	A COUNT NOUN	
			SINGULAR: <i>a + noun</i> <i>one + noun</i>	PLURAL: <i>noun + -s</i>
NONCOUNT NOUN	<i>money</i> <i>some money</i> <i>a lot of money</i> <i>much money</i> <i>a little money</i>	(<i>none</i>)	A NONCOUNT NOUN	
			SINGULAR: Do not use <i>a</i> . Do not use <i>one</i> .	PLURAL: A noncount noun does not have a plural form.
COMMON NONCOUNT NOUNS				
	<i>advice</i>	<i>mail</i>	<i>bread</i>	<i>pepper</i>
	<i>furniture</i>	<i>money</i>	<i>cheese</i>	<i>rice</i>
	<i>help</i>	<i>music</i>	<i>coffee</i>	<i>salt</i>
	<i>homework</i>	<i>peace</i>	<i>food</i>	<i>soup</i>
	<i>information</i>	<i>traffic</i>	<i>fruit</i>	<i>sugar</i>
	<i>jewelry</i>	<i>weather</i>	<i>meat</i>	<i>tea</i>
	<i>luck</i>	<i>work</i>	<i>milk</i>	<i>water</i>

7-6 USING TOO MANY AND TOO MUCH + NOUN

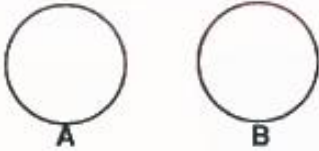
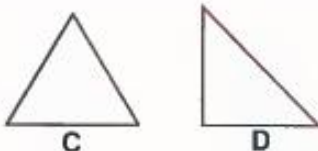

<p>My stomach doesn't feel good.</p> <p>(a) I ate too many sandwiches.</p> <p>(b) I ate too much food.</p>	<p>Too is frequently used with many and much.</p> <p>Too many is used in front of count nouns, as in (a).</p> <p>Too much is used in front of noncount nouns, as in (b).*</p>
--	--

*See Chart 4-6 for more information about count nouns and noncount nouns.

Village	قرية
Sheep	خروف
The evening	المساء
Thought	تفكير
Stay	يبقى
Shout	يصرخ
Jump	يقفز
Wolf	ذئب
Again	إعادة
Angry	غضبان
Alone	منفرد
Almost	غالباً
Asleep	نائم
Heard	سمع
Eye	عين
Kill	يقتل

Grammar

9-1 COMPARISONS: USING *THE SAME (AS)*, *SIMILAR (TO)*, AND *DIFFERENT (FROM)*

THE SAME (AS)	SIMILAR (TO)	DIFFERENT (FROM)
		
<p>A and B are <i>the same</i>. A is <i>the same as</i> B.</p>	<p>C and D are <i>similar</i>. C is <i>similar to</i> D.</p>	<p>E and F are <i>different</i>. E is <i>different from</i> F.</p>

المحاضرة الرابعة والعشرون

Get married	يتزوج
The world	العالم
The sky	السماء
The sun	الشمس
Daughter	ابنه
Cloud	سحابه
Wind	ريح
The ground	الأرض - أرضيه
Hole	ثقب - فتحة
Gloves	قفاز
Winter	الشتاء
Corner	زاوية
Fell down	يقع على الأرض
Warm	دافئ
Smile	يبتسم
Store	محل تجاري
Took out	يخرج
Pair	زوج من الشيء

Grammar

9-3 THE COMPARATIVE: USING -ER AND MORE

<p>Mary is 25 years old. John is 20 years old.</p> <p>(a) Mary is older than John.</p> <p>(b) Health is more important than money.</p> <p>(c) INCORRECT: <i>Mary is more old than John.</i></p> <p>(d) INCORRECT: <i>Health is importanter than money.</i></p>	<p>When we use adjectives (e.g., <i>old, important</i>) to compare two people or two things, the adjectives have special forms:</p> <p>In (a): we add -er to an adjective, OR In (b): we use more in front of an adjective.</p> <p>The use of -er or more is called the COMPARATIVE FORM.</p> <p>Notice in the examples: than follows the comparative form: <i>older than, more important than</i>.</p>									
<p>ADJECTIVES WITH ONE SYLLABLE</p>	<table border="1"> <thead> <tr> <th>ADJECTIVE</th> <th>COMPARATIVE</th> </tr> </thead> <tbody> <tr> <td><i>old</i></td> <td><i>older</i></td> </tr> <tr> <td><i>cheap</i></td> <td><i>cheaper</i></td> </tr> <tr> <td><i>big</i></td> <td><i>bigger</i></td> </tr> </tbody> </table>	ADJECTIVE	COMPARATIVE	<i>old</i>	<i>older</i>	<i>cheap</i>	<i>cheaper</i>	<i>big</i>	<i>bigger</i>	<p>Add -er to one-syllable adjectives.</p> <p>Spelling note: if an adjective ends in one vowel and one consonant, double the consonant: <i>big-bigger, fat-fatter, thin-thinner, hot-hotter</i>.</p>
ADJECTIVE	COMPARATIVE									
<i>old</i>	<i>older</i>									
<i>cheap</i>	<i>cheaper</i>									
<i>big</i>	<i>bigger</i>									
<p>ADJECTIVES THAT END IN -Y</p>	<table border="1"> <thead> <tr> <th>ADJECTIVE</th> <th>COMPARATIVE</th> </tr> </thead> <tbody> <tr> <td><i>pretty</i></td> <td><i>prettier</i></td> </tr> <tr> <td><i>funny</i></td> <td><i>funnier</i></td> </tr> </tbody> </table>	ADJECTIVE	COMPARATIVE	<i>pretty</i>	<i>prettier</i>	<i>funny</i>	<i>funnier</i>	<p>If an adjective ends in -y, change the -y to i and add -er.</p>		
ADJECTIVE	COMPARATIVE									
<i>pretty</i>	<i>prettier</i>									
<i>funny</i>	<i>funnier</i>									
<p>ADJECTIVES WITH TWO OR MORE SYLLABLES</p>	<table border="1"> <thead> <tr> <th>ADJECTIVE</th> <th>COMPARATIVE</th> </tr> </thead> <tbody> <tr> <td><i>famous</i></td> <td><i>more famous</i></td> </tr> <tr> <td><i>important</i></td> <td><i>more important</i></td> </tr> <tr> <td><i>interesting</i></td> <td><i>more interesting</i></td> </tr> </tbody> </table>	ADJECTIVE	COMPARATIVE	<i>famous</i>	<i>more famous</i>	<i>important</i>	<i>more important</i>	<i>interesting</i>	<i>more interesting</i>	<p>Use more in front of adjectives that have two or more syllables (except adjectives that end in -y).</p>
ADJECTIVE	COMPARATIVE									
<i>famous</i>	<i>more famous</i>									
<i>important</i>	<i>more important</i>									
<i>interesting</i>	<i>more interesting</i>									
<p>IRREGULAR COMPARATIVE FORMS</p>	<table border="1"> <thead> <tr> <th>ADJECTIVE</th> <th>COMPARATIVE</th> </tr> </thead> <tbody> <tr> <td><i>good</i></td> <td><i>better</i></td> </tr> <tr> <td><i>bad</i></td> <td><i>worse</i></td> </tr> <tr> <td><i>far</i></td> <td><i>farther / further</i></td> </tr> </tbody> </table>	ADJECTIVE	COMPARATIVE	<i>good</i>	<i>better</i>	<i>bad</i>	<i>worse</i>	<i>far</i>	<i>farther / further</i>	<p>The comparative forms of good, bad, and far are irregular.</p>
ADJECTIVE	COMPARATIVE									
<i>good</i>	<i>better</i>									
<i>bad</i>	<i>worse</i>									
<i>far</i>	<i>farther / further</i>									

Boat	قارب
Island	جزيرة
Ticket	تذكرة
Idea	فكره
Minute	دقيقه
Move	يتحرك
Pull	يسحب
Airport	مطار
Radio	مذياع
Airplane	طائره
Cost	تكلفه - يكلف
Stole	سرق - يسرق
Caught	قبض - يقبض على
Jail	سجن
Ran away	هرب
Judge	قاضي
Decide	يقرر
High school	المدرسة الثانوية
Degree	شهادة - درجه علميه
Afraid	خائف
True	حقيقي - حقيقة
Daytime	النهار

Grammar

9-4 USING AS . . . AS; USING LESS

John is 21 years old. Mary is 21 years old. (a) John is as old as Mary.	Notice the pattern: as + adjective + as In (a): Their ages are the same.
(b) This watch is as expensive as that watch.	In (b): The price of the watches is the same.
Fred is 20 years old. Jean is 21 years old. (c) Fred isn't as old as Jean. (d) Fred is younger than Jean.	(c) and (d) have the same meaning.
(e) This book isn't as expensive as that book. (f) This book is cheaper than that book.	(e) and (f) have the same meaning.
(g) This book isn't as expensive as that book. (h) This book is less expensive than that book.	(g) and (h) have the same meaning. Less is the opposite of more . Less is used with adjectives that have two or more syllables (except most adjectives that end in -y). Less is usually not used with one-syllable adjectives or adjectives that end in -y . INCORRECT: <i>Fred is less old than Jean.</i> CORRECT: <i>Fred isn't as old as Jean.</i> <i>Fred is younger than Jean.</i>

المحاضرة الثامنة والعشرون

Article	مقاله
Print	بطبع
Report	تقرير
Math	رياضيات
Scientist	عالم
Address	عنوان
Message	رسالة
Site	موقع
Through	من خلال
Cable	سلك توصيل . كابل
Satellite	قمر صناعي
Connection	اتصال

- ❖ تحدث عن مهارة مهمة في القراءة وهي مهارة ملاحظة أجزاء الكلام، ص ١٢٠ في الكتاب المخصص للقراءة.
- ❖ أورد مجموعة من الكلمات المهمة في ثنايا هذه المحاضرة فيتوجب الرجوع لها.
- ❖ قرأ قصة ص ١٠٤ في الكتاب المخصص للقراءة، ووضح بعض المفردات.

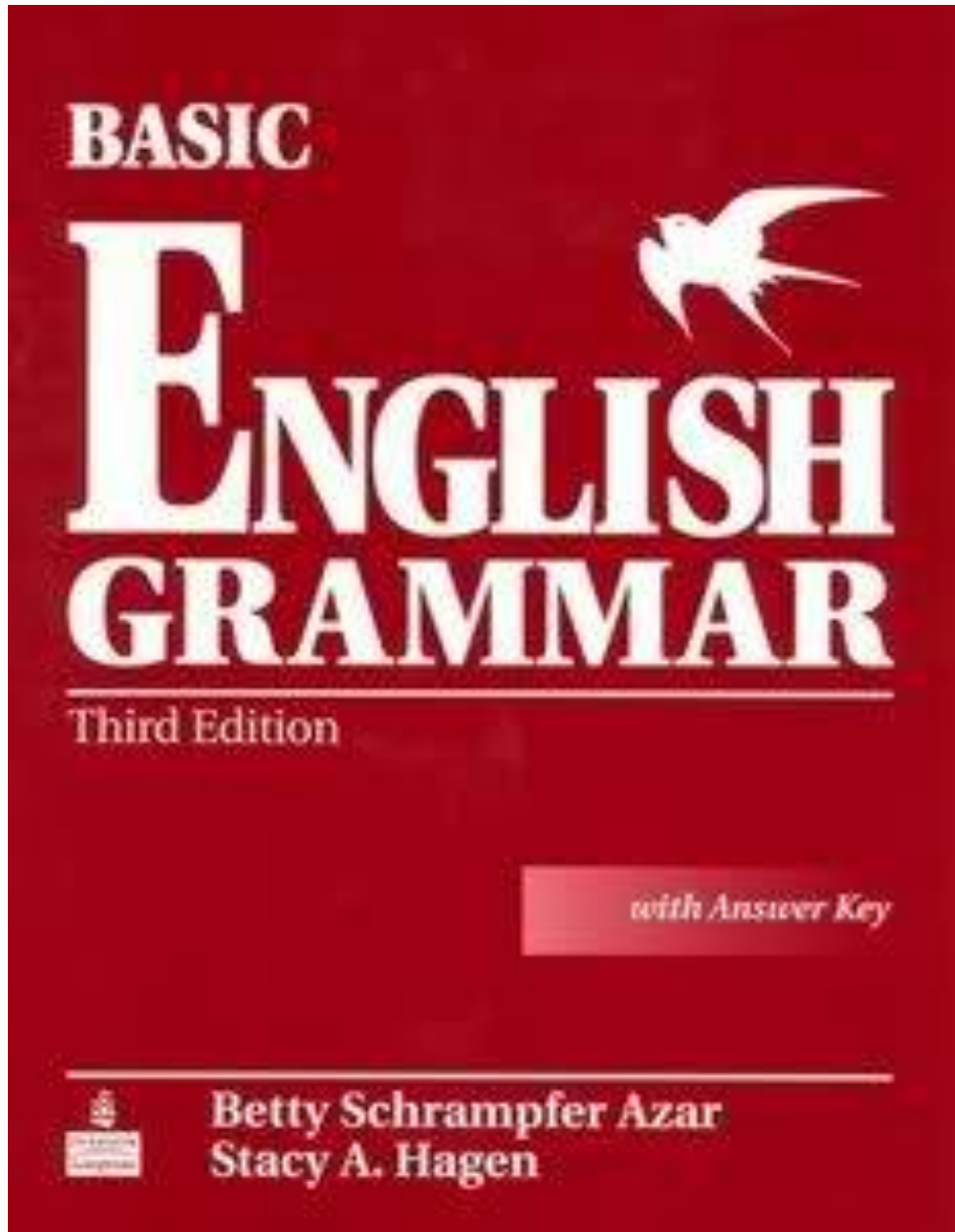
المحاضرة التاسعة والعشرون

- ❖ تحدث عن مهارة مهمة في القراءة وهي مهارة تخمين معاني الكلمات الجديدة من السياق، ص (١٤٧ - ١٥٢) في الكتاب المخصص للقراءة.
- ❖ أورد مجموعة من الكلمات المهمة في ثنايا هذه المحاضرة فيتوجب الرجوع لها.
- ❖ قرأ قصة ص ١٤١ في الكتاب المخصص للقراءة، ووضح بعض المفردات.

المحاضرة الثلاثون

Upset	متضايق . منزعج
Earthquake	زلزال
Homework	واجب
Dead	ميت
Lie	يكذب - يضطجع
Of course	بالطبع
Bank account	حساب مصرفي
Expenses	نفقات . مصروفات
Sick	مريض
Chemicals	مواد كيميائية
Hour	ساعة . ستون دقيقة

- ❖ تحدث عن مهارة مهمة في القراءة وهي مهارة الاستنباط، ص (١٦٣ - ١٨٢) في الكتاب المخصص للقراءة.
- ❖ أورد مجموعة من الكلمات المهمة في ثنايا هذه المحاضرة فيتوجب الرجوع لها.
- ❖ قرأ قصة ص ٣٠ في الكتاب المخصص للقراءة، ووضح بعض المفردات.
- ❖ ختم المحاضرة بعدد من النصائح المفيدة للنجاح في تعلم اللغة الإنجليزية.



ختاماً أحمد الله وأشكره على التوفيق لإنجاز هذا العمل

وأسأله سبحانه للجميع التوفيق والسداد، وأن يحقق لكل مجتهد ما يتمناه من خيري الدنيا والآخرة

وصلى الله على سيدنا محمد وعلى آله وصحبه أجمعين

مساند المقرر

د. عبدالعزيز المشاري