

كتاب التوفل و اللغة الانجليزية

Step by Step  
into

**TOEFL**

Your Key to  
MA & PhD Programs

خطوة خطوة لإجتياز

التوفل المحلي

مفتاحك للقبول بالدراسات العليا

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**خطوة خطوة  
لاجتياز التوفل (المحلي)  
مفتاحك للقبول بالدراسات العليا**

2012

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**To my students,  
who taught me as much as I taught them.**

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## الإمتحان في سطور

1. يتكون الامتحان من ثلاثة أجزاء رئيسة- كلها من نوع اختيار من متعدد:
  - الجزء السماعي
  - القواعد والتراكيب اللغوية
  - القراءة والاستيعاب
2. المادة المخصصة للإمتحان موزعة كالتالي (علما بأن مدة الامتحان هو ساعة و55 دقيقة- أي 115 دقيقة):
  - الجزء السماعي 50 سؤالاً 35 دقيقة.
  - القواعد والتراكيب اللغوية 40 سؤالاً 25 دقيقة.
  - القراءة 50 سؤالاً 55 دقيقة.
- ملاحظة: عند إيقاف المسجل في نهاية الجزء السماعي انتقل فوراً للجزئين المتبقين إذ أن حينها لن يتبقى من وقت الامتحان سوى ساعة وثلث (80 دقيقة).
3. اعلم أن صفر الامتحان 310 وأن العلامة القصوى للامتحان هي 677. لذا قياسياً ووفق معايير نظام الاختبارات الأمريكي فإن من يحصل على علامة أقل من 400 يصنف ضعيف، ومن يحصل على علامة 600 وأعلى يصنف جيد.
4. أما في الجامعات الأردنية فإن على الطالب أن يحصل على علامة 500 وأعلى لقبوله في برنامج الدراسات العليا.
5. أتمنى لك التوفيق - إذ نضع نتاج خبرتنا بين يديك

# **Section one: Listening Comprehension**

الوقت المخصص قياسيا لهذا الجزء من الامتحان 35 دقيقة وعدد الأسئلة 50 سؤالا

الجزء السماعي: هذا الجزء من الإمتحان يقيس قدرتك على:

(1) معرفة رأي كل من المتحاورين وردود فعلهم حول أمر ما.

(2) فهم التفاصيل التي ترد في سياق الحوار حول قضية ما

(قد يكون الحوار حول علم الاحياء أو استخدام الخرائط مثلا).

"والجزء التالي من هذا الكتاب يشرح طبيعة هذا الجزء من الامتحان" وبعد الانتهاء من الشرح، يوجد امتحان تجريبي مكون من الاسئلة وخياراتها ونص الحوارات ومرفق معها أيضا الاجابة النموذجية.



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1. الجزء السماعي يتألف من 50 سؤال: النوع الأول من أسئلة الجزء السماعي يحتوي على 1-39 سؤال تقريبا تكون على شكل حوارات قصيرة بين شخصين أو ثلاث أشخاص يسأل أحدهما سؤالا والاخر يجيب أو يبدي أحدهما رأيه في موضوع ما والاخر يتخذ موقفا من ذلك إما بالتأييد أو المعارضة، أو يطلب أحدهما نصيحة والاخر يوجهه وهكذا. بعد الحوار يكون هناك سؤال يطلب منك أن تعرف ماذا كان جواب المحاور الأول أو الثاني أو عما كانا يتحدثان. الجواب يتم اختياره من أربعة خيارات تكون مكتوبة لك في كتاب الإمتحان.

مثال 1:

Man: I don't like this painting.

Woman: Neither do I.

(Question): What does the woman mean?

- (A) She doesn't have any painting.
- (B) She doesn't know how to paint.
- (C) She doesn't know what to do.
- (D) She doesn't like the painting.

من الحوار تعرف أن الرجل لا يحب الدهان/التلوين ، والمرأة تقول ولا أنا كذلك، ثم يأتي السؤال: ماذا تعني المرأة. من فهمك للحوار تعرف أن المرأة لا تحب الدهان كذلك. إذا خيار الجواب الصحيح الذي تظله على ورقة الإجابة هو: (D)

مثال 2:

Player: I did my best in that match, but Bell and Jim were just idle.  
Besides, we didn't train enough...

Coach: Hey, knock it off.

(Question): What did the coach ask the player to do?

- (A) Finish the game.
- (B) Play harder next time.
- (C) Stop complaining.
- (D) Go to different restaurant.

من الحوار تعرف أن اللاعب كان يشكو ويتذمر من زملائه ومن الاستعداد للمباراة، والمدرّب قاطعه بالحديث وذكر عبارته التي تعني من سياق الكلام أنه يطلب من اللاعب أن يكف عن الشكوى ويتوقف، ثم يأتي السؤال: ماذا طلب المدرّب من اللاعب. إذا خيار الجواب الصحيح الذي تظله على ورقة الإجابة هو: (C)

مثال 3:

Man: What are you doing?

Woman: I'm preparing a new formula for AIDS.

(Question): What does the woman do?

- (A) Makes posters.
- (B) Answer questions.
- (C) Studies chemistry.
- (D) Compares notes.

من الحوار تعرف أن المرأة تحضر معادلة جديدة لدواء للإيدز، ثم يأتي السؤال: ماذا تعمل المرأة. إذا خيار الجواب الصحيح الذي تظله على ورقة الإجابة هو: (C) تدرس الكيمياء.

مثال 4:

Man: I heard you are quite proficient on the violin.

Woman: I'm pretty rusty after all these years.

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(Question): What does the woman mean?

- (A) She is no longer good at playing the violin.
- (B) She cannot hear music.
- (C) She still practices music.
- (D) She cleans rusty instruments.

الجواب هو (A)  
مثال 5:

Sam: Hello Sara.

Sara: Hello, Sam... this is Laura. Sorry to bother you, but how I have a problem I need you to help me with.

Sam: Sure, what's up?

Sara: You know, I moved to a new apartment in the fall. I had been happy with it until two days ago.

Sam: What happened?

Sara: The sink broke down and I reported that to Ms. Hara, the owner, but nothing happened. So I'm thinking about having it repaired and to deduct the cost from the rent check.

Sam: So what happened?

Sara: Now, the owner is threatening to evict me if I don't pay her a full rent.

Sam: Let me see her, you know she is my cousin. I think I can straighten things out.

Sara: That is why I came to you. Thanks, Sam. You are a lifesaver.

(Question): Why is Sara unhappy?

- (A) She has an ongoing problem in the kitchen.
- (B) The water was cold.
- (C) She didn't have time.
- (D) She doesn't know how to swim.

الجواب الصحيح الذي تظله على ورقة الإجابة هو: (A)

(Question): What is Sam planning to do?

- (A) He will help resolve the problem.
- (B) He will buy her a life-safe suit.
- (C) He will pay the owner the rent.
- (D) He will evict the owner.

الجواب الصحيح الذي تظله على ورقة الإجابة هو: (A)

(Question): Why does Sara think Sam can help?

- (A) She will pay him some money.
- (B) Sam is a relative of the owner.
- (C) He sold her the sink.
- (D) She knows he loves her.

الجواب الصحيح الذي تظله على ورقة الإجابة هو: (B)

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2. النوع الثاني من الجزء السماعي تقريبا (12) سؤال يكون على شكل جزء مأخوذ من محاضرة ما، ثم يطرح عليك أربعة أسئلة تبني إجابتها على ما ذكر في المحاضرة. بين السؤال والآخر يوجد فاصل 8-10 ثواني لتتمكن خلال هذا الوقت من قراءة خيارات الإجابة على السؤال ونقل الإجابة لورقة الإجابة.  
مثال:

In today's lecture, I'll tell you about an interesting biological subject that we'll cover on Thursday afternoon. It is an introduction to the mysteries of a man biology. Today, we highlights issues related to the human heart- how it functions. Topics that will be covered are connection between heart and human memory, sleeplessness and heart functions, and blood pumping. There will be simulation of heart mechanics, and similarity between the heart and the BMW engine. Since many of you like to know more about human life, you'll find it interesting. I would like to remind you to watch a TV program on human heart. The program will be on from 7 pm to 8 pm on channel 4. make an effort to see the show since every student is going to tested on demonstrated information in the show. Comparing notes will be made later.

(Question): What is the purpose of today's lecture?

- (A) To demonstrate the latest use of BMW cars.
- (B) To discuss the possibility of making an artificial brain.
- (C) To dramatize a famous person's heart disease.
- (D) To explain the workings of the heart.

الجواب الصحيح الذي تظنله على ورقة الإجابة هو: (D)

(Question): Why does the speaker recommend watching the program?

- (A) It will never be shown again.
- (B) It can help viewers care better about their hearts.
- (C) It is required of all science major.
- (D) It will help with course work.

الجواب الصحيح الذي تظنله على ورقة الإجابة هو: (D)

(Question): At what time will channel 4 show the program?

- (A) It will in the evening.
- (B) It will be on Friday.
- (C) It will be in the morning.
- (D) It will be at night.

الجواب الصحيح الذي تظنله على ورقة الإجابة هو: (A)

عزيزي الطالب: الاتي هو نموذج امتحان تجريبي (حقيقي)، ولمساعدتك في فهم المطلوب تم ارفاق النص الذي يتحدث به المتحاورون (ص12-20) وبناء عليه يتم اختيار الاجابة من بين الخيارات الاربعة (ص21-26). الاجابة الصحيحة موجودة في مفتاح الحل (ص27). لذا أنصحك عزيزي الطالب ومن أجل الاستفادة القصوى من الكتاب، يرجى اتباع ما يلي:

- قم بتشغيل الاسطوانة والاستماع للحوار وفي نفس الوقت اقرأ النص المكتوب، ومن شأن هذا أن يساعدك في تفادي الاخطاء التي تقع فيها من مثل فوات أجزاء من الكلام اثناء الاستماع للحوار المسجل.
- أعد تشغيل الاسطوانة مجددا واستمع لكل حوار خاص بكل سؤال وبعد انتهاء الحوار الخاص بالسؤال (الأول مثلا) اقرأ الخيارات (الاجوبة) واختر الاجابة الصحيحة وهكذا حتى نهاية الجزء السماعي.

**NB: Questions 1-50 and script are excerpted from TOEFL preparation kit workbook, by ETS, 1998.**



## Listening

Comprehension Script **D**

## Part A

1. (woman) You know, the noise in my dorm has really gotten out of control. My roommate and I can rarely get to sleep before midnight.  
(man) Why don't you take the problem up with the dorm supervisor?  
(narrator) What does the man suggest the woman do?
2. (woman) That's a nice computer you have.  
(man) Now all I have to do is figure out how to use it.  
(narrator) What does the man imply?
3. (man) Your little nephew is growing by leaps and bounds.  
(woman) Yes, he must be at least three feet tall already.  
(narrator) What do the speakers say about the woman's nephew?
4. (woman) Debra says she's going to stay up all night studying for her exam tomorrow morning.  
(man) Wouldn't she be better off getting a good night's sleep so she'll feel fresh in the morning?  
(narrator) What does the man imply?
5. (man) Did you pick up your letter at the post office?  
(woman) No, I got my roommate to do it.  
(narrator) What happened to the letter?
6. (woman) Have you asked your brother to do the dishes?  
(man) Thousands of times.  
(narrator) What does the man mean?
7. (woman) Tom and I are having a party next week. We wondered if you and Jill would be free to join us.  
(man) Sounds great, but I'd better talk to Jill before we say yes.  
(narrator) What does the man imply?
8. (man) Hi, I see you're walking. Where's your bicycle today?  
(woman) Oh, I bent the wheel yesterday, so I had to take it to the shop.  
(narrator) What does the woman mean?

9. (man) Joe took a taxi home alone ten minutes ago.  
(woman) I wonder why he didn't wait for me to go with him.  
(narrator) What does the woman mean?
10. (woman) I hear your older sister is on the Olympic team and on the honors list.  
She must be quite a person.  
(man) She sure is. I've always looked up to her.  
(narrator) What does the man say about his sister?
11. (man 1) What a morning! My train usually takes forty-five minutes, but today  
it took me over an hour to get to campus.  
(man 2) I saw signs in the station that construction would be going on for the  
next three months.  
(narrator) What can be inferred from the conversation?
12. (woman) On my way up to your office I found this briefcase in the elevator.  
What do you think I should do?  
(man) Take it to the receptionist — the lost and found box is there.  
(narrator) What does the man suggest the woman do?
13. (woman) Could you please tell me where I can find a CD by the Beatles?  
(man) Sure, it would be over there with all the CD's in pop rock. They're  
arranged alphabetically by group.  
(narrator) In what kind of store does this conversation take place?
14. (man) Have you heard that Professor Jones is retiring?  
(woman) Yes. The faculty won't find anyone to fill her shoes.  
(narrator) What does the woman imply about Professor Jones?
15. (man) What a wonderful performance! The marching band has never  
sounded better.  
(woman) Thanks . . . I guess all those hours of practice are finally paying off.  
(narrator) What does the woman mean?
16. (woman 1) What's Laura doing here today? I thought she was supposed to be out  
of the office on Mondays.  
(woman 2) She decided she'd rather have Fridays off instead.  
(narrator) What can be inferred about Laura?

17. (woman) I've got a coupon for half off dinner at that new restaurant down the street. I think I'll use it when my cousin comes for a visit this weekend.  
(man) Where did you get it? I wouldn't mind trying that place out too.  
(narrator) What does the man want to know?
18. (man) I'm thinking of getting a new printer.  
(woman) I'd invest in a laser printer. The print quality is much better.  
(narrator) What does the woman mean?
19. (man) We've got a whole hour before the Browns come by to pick us up.  
(woman) Yeah, but we'd better get moving.  
(narrator) What does the woman suggest they do?
20. (man) Do you still want to go to graduate school after you get out of college?  
(woman) I've changed my mind about that. I want to start working before I go back to school.  
(narrator) What does the woman mean?
21. (woman) I just heard that there are going to be showers on and off all weekend.  
(man) There goes the picnic!  
(narrator) What does the man mean?
22. (man) I'm getting worried about Jennifer. All she talks about these days is her volleyball team, and all she does is practice.  
(woman) Her grades will fall for sure. Let's try to find her after dinner and talk some sense into her.  
(narrator) What are the speakers probably going to tell Jennifer?

25. (woman) I must admit that since I started exercising, I've been feeling less tired.  
(man) What did I tell you!  
(narrator) What does the man mean?
26. (man) The subway sure is packed this morning.  
(woman) Yeah, it's a pain, but if we all drove every day we wouldn't be able to breathe in this city.  
(narrator) What does the woman imply?
27. (man) This room is freezing!  
(woman) You can say that again!  
(narrator) What does the woman mean?
28. (man) I'm really sorry my article didn't make the deadline. I guess I held up everything, huh?  
(woman) Well, uh, not exactly. But, I wouldn't look for it in this month's newsletter.  
(narrator) What does the woman imply?
29. (man) If you could, would you trade places with your sister?  
(woman) Yeah, she's got it made.  
(narrator) What does the woman mean?
30. (man) Don't you want to have dinner before you go to your evening class?  
(woman) I'll grab a snack at the break — that should hold me over till I get back.  
(narrator) What will the woman probably do?



**Part B**

**Questions 31 through 35.** Listen to a telephone conversation about student housing.

*(woman)* Good morning, Housing Office. How can I help you?

*(man)* Hi, I'm calling about the new subsidized, low-cost housing for graduate students.

*(woman)* Are you aware that it's only available to married graduate students and their families?

*(man)* Yes, I think my wife and I may qualify, since she's still in graduate school. But I was wondering whether there were any other requirements.

*(woman)* Well, unless you have more than one child, you have to have a combined annual income that's less than fifteen thousand dollars.

*(man)* I'm working as a part-time research assistant, so that's no problem! But right now we're living with my wife's parents. Does that mean we'd have to include their income, too?

*(woman)* Not necessarily. Why don't you stop by our office, so I can give you some forms to fill out and explain everything in more detail.

*(man)* That sounds like a good idea. Would tomorrow morning be all right?

*(woman)* The afternoon might be better. It can be pretty crazy around here on a Friday morning.

*(man)* All right then, I'll try to make it in the afternoon. Is there anyone special I should ask for?

*(woman)* You can ask for me, Susan Davidson, or my assistant, Bill Brown.

31. Why does the man call the woman?
32. Where does the man live?
33. Why does the man believe he's eligible for low-cost housing?
34. What can be inferred about the man?
35. Why does the woman suggest that the man visit her office in the afternoon?

**Questions 36 through 38.** Listen to a discussion about the Ice Age.

- (man) Hey, Jane! What's so interesting?
- (woman) What? Oh, hi, Tom! I'm reading this fascinating article on the societies of the Ice Age during the Pleistocene period.
- (man) The Ice Age? There weren't any societies then — just a bunch of cave people.
- (woman) That's what people used to think. But a new exhibit at the American Museum of Natural History shows that Ice Age people were surprisingly advanced.
- (man) Oh, really? In what ways?
- (woman) Well, Ice Age people were the inventors of language, art, and music as we know it. And they didn't live in caves; they built their own shelters.
- (man) What did they use to build them? The cold weather would have killed off most of the trees, so they couldn't have used wood.
- (woman) In some of the warmer climates they did build houses of wood. In other places they used animal bones and skins or lived in natural stone shelters.
- (man) How did they stay warm? Animal-skin walls don't sound very sturdy.
- (woman) Well, it says here that in the early Ice Age they often faced their homes toward the south to take advantage of the sun — a primitive sort of solar heating.
- (man) Hey, that's pretty smart.
- (woman) Then people in the late Ice Age even insulated their homes by putting heated cobbles on the floor.
- (man) I guess I spoke too soon. Can I read that magazine article after you're done? I think I'm going to try to impress my anthropology teacher with my amazing knowledge of Ice Age civilization.
- (woman) What a show-off!

36. What did the man think about people of the Ice Age?
37. How did people in the early Ice Age keep warm?
38. What does the man want the woman to do?

Part C

Questions 39 through 43. Listen as a guide describes the ancient art of thatching a roof.

(woman)

Welcome to the Four Winds Historical Farm, where traditions of the past are preserved for visitors like you. Today, our master thatchers will begin giving this barn behind me a sturdy thatched roof able to withstand heavy winds and last up to a hundred years. How do they do it? Well, in a nutshell, thatching involves covering the beams or rafters — the wooden skeleton of a roof — with reeds or straw. Our thatchers here have harvested their own natural materials for the job — the bundles of water reeds you see lying over there beside the barn.

Thatching is certainly uncommon in the United States today. I guess that's why so many of you have come to see this demonstration. But it wasn't always that way. In the seventeenth century, the colonists here thatched their roofs with reeds and straw, just as they had done in England. After a while, though, they began to replace the thatch with wooden shingles because wood was so plentiful. And eventually, other roofing materials like stone, slate, and clay tiles came into use.

It's a real shame that most people today don't realize how strong and long-lasting a thatched roof is. In Ireland, where thatching is still practiced, the roofs can survive winds of up to one hundred ten miles per hour. That's because straw and reeds are so flexible. They bend but don't break in the wind like other materials can. Another advantage is that the roofs keep the house cool in the summer and warm in the winter. And then, of course, there's the roofs' longevity — the average is sixty years, but they can last up to a hundred. With all these reasons to start thatching roofs again, wouldn't it be wonderful to see this disappearing craft return to popularity?

39. What is about to be demonstrated?
40. What are thatched roofs made of?
41. According to the speaker, why did thatching die out in the United States?
42. According to the speaker, why does thatch survive strong winds?
43. According to the speaker, how might thatching become popular again?

**Questions 44 through 46.** Listen to a radio news story.

(man) A lot of people in the United States are coffee drinkers. Over the last few years, a trend has been developing to introduce premium, specially blended coffees — known as “gourmet coffees” — into the American market.

Boston seems to have been the birthplace of this trend. In fact, major gourmet coffee merchants from other cities like Seattle and San Francisco came to Boston, where today they’re engaged in a kind of “coffee war” with Boston’s merchants. They are all competing for a significant share of the gourmet coffee market.

Surprisingly, the competition among these leading gourmet coffee businesses will not hurt any of them. Experts predict that the gourmet coffee market in the United States is growing and will continue to grow, to the point that gourmet coffee will soon capture half of what is now a 1.5 million-dollar market and will be an 8-million-dollar market by 1999.

Studies have shown that coffee drinkers who convert to gourmet coffee seldom go back to the regular brands found in supermarkets. As a result, these brands will be the real losers in the gourmet coffee competition.

44. What is the main topic of the news story?
45. What probably leads people to choose gourmet coffees over regular brands?
46. What will probably happen in the future to stores that sell only regular brands of coffee?

**Questions 47 through 50.** Listen to part of a talk in an art history class.

(woman) You may remember that a few weeks ago we discussed the question of what photography is. Is it art, or is it a method of reproducing images? Do photographs belong in museums or just in our homes? Today I want to talk about a person who tried to make his professional life an answer to such questions.

Alfred Stieglitz went from the United States to Germany to study engineering. While he was there, he became interested in photography and began to experiment with his camera. He took pictures under conditions that most photographers considered too difficult — he took them at night, in the rain, and of people and objects reflected in windows. When he returned to the United States he continued these revolutionary efforts. Stieglitz was the first person to photograph skyscrapers, clouds, and views from an airplane.

What Stieglitz was trying to do in these photographs was what he tried to do throughout his life: make photography an art. He felt that photography could be just as good a form of self-expression as painting or drawing. For Stieglitz, his camera was his brush. While many photographers of the late 1800's and early 1900's thought of their work as a reproduction of identical images, Stieglitz saw his as a creative art form. He understood the power of the camera to capture the moment. In fact, he never retouched his prints or made copies of them. If he were in this classroom today, I'm sure he'd say, "Well, painters don't normally make extra copies of their paintings, do they?"

47. What is the professor mainly discussing?
48. What question had the professor raised in a previous class?
49. What does the professor imply about the photographs Stieglitz took at night?
50. Why did Stieglitz choose not to make copies of his photographs?

1. (A) Discuss the situation with the person in charge of the dormitory.  
(B) Ask her roommate not to make so much noise.  
(C) Go to bed after midnight.  
(D) Send a letter to the residents.
2. (A) Now he understands the system.  
(B) He has no use for technology.  
(C) He has to do some calculations.  
(D) He doesn't know how to operate the computer.
3. (A) He's growing very quickly.  
(B) He's the tallest of three boys.  
(C) He can jump high.  
(D) He has to leave today at three.
4. (A) Nothing can help Debra pass the exam.  
(B) Debra doesn't need to study at all.  
(C) Being well rested will help Debra on the exam.  
(D) Debra should get some fresh air in the morning.
5. (A) The woman's roommate went to get it.  
(B) It was sent to the woman's roommate by mistake.  
(C) The woman picked it up at the post office.  
(D) The postal service delivered it to the woman's house.
6. (A) He has to wash a thousand dishes.  
(B) He has more dishes than his brother.  
(C) His brother takes too much time washing the dishes.  
(D) He has asked his brother to wash the dishes many times.
7. (A) He'd like to reschedule the party.  
(B) He and Jill aren't free next week.  
(C) He's not sure if Jill is available on Friday.  
(D) He doesn't know what to bring to the party.
8. (A) The bicycle is being repaired.  
(B) The bicycle is new.  
(C) She lent the bicycle to a friend.  
(D) The bicycle is parked outside.
9. (A) She wanted to visit Joe's home.  
(B) She doesn't understand why Joe left without her.  
(C) Joe should take a taxi to her house.  
(D) Joe didn't want to take the taxi to his house.
10. (A) He has always admired her.  
(B) He wishes he could spend more time with her.  
(C) She's taller than he is.  
(D) She looks very different from him.

11. (A) Train service will return to normal in a few days.  
(B) It's better to take a train later in the day.  
(C) The man took the wrong train.  
(D) Delays in train service will continue.
12. (A) Put the briefcase back in the elevator.  
(B) Contact the owner of the briefcase.  
(C) Find out if the receptionist lost a briefcase.  
(D) Take the briefcase to the reception desk.
13. (A) Sports.  
(B) Music.  
(C) Hardware.  
(D) Arts and crafts.
14. (A) She works long hours.  
(B) She found another job.  
(C) She is too tired to teach.  
(D) No one can take her place.
15. (A) The band needs more practice.  
(B) The band members are being paid to play.  
(C) The band has been working hard.  
(D) Band practice begins in an hour.
16. (A) She has changed her schedule.  
(B) She was sick on Friday.  
(C) She works less than she used to.  
(D) Her vacation started on Monday.
17. (A) Where the woman is going to dinner.  
(B) Where the new restaurant is located.  
(C) Where the woman got the coupon.  
(D) Where the woman's cousin lives.
18. (A) She'd also like to get a printer.  
(B) She needs a printer more than the man does.  
(C) The man should buy a high-quality printer.  
(D) The man should invest in a printing company.
19. (A) Hurry.  
(B) Pick up the Browns.  
(C) Go downstairs.  
(D) Move to a new house.
20. (A) She wants to change her major.  
(B) She's not going to graduate school immediately.  
(C) She'll stop at the office before returning to school.  
(D) She'll switch colleges for graduate work.

21. (A) The picnic will probably be canceled.  
(B) He's glad that the picnic is this weekend.  
(C) It's not going to rain.  
(D) He knows where the picnic is to be held.
22. (A) To try out for the volleyball team.  
(B) Not to worry about what people think.  
(C) To get them tickets to the volleyball game.  
(D) To spend more time on her studies.
23. (A) Mike probably won't find an apartment in time.  
(B) Mike should talk to his old landlord.  
(C) Mike always manages to find an apartment.  
(D) Mike hasn't registered for school this year.
24. (A) Read a gas meter.  
(B) Start a camp fire.  
(C) Get gas for his car.  
(D) Cook some food.
25. (A) He doesn't remember exactly what he said.  
(B) He told the woman to try to get more sleep.  
(C) He knew the woman would benefit from his advice.  
(D) He didn't expect the woman to listen to him.
26. (A) It's easier to take the subway.  
(B) Automobiles pollute the air.  
(C) The subway is less than half full.  
(D) Cars are expensive to operate.
27. (A) She thinks it's cold too.  
(B) They need to get the freezer fixed again.  
(C) She'd like the man to repeat what he said.  
(D) The man told her that before.
28. (A) The man caused the newsletter to be late.  
(B) The man's article won't be published right away.  
(C) She hasn't had time to read the man's article.  
(D) She doesn't know what happened to the man's article.
29. (A) The sisters share a lot of things.  
(B) She and her sister will switch seats.  
(C) Things are going well for her sister.  
(D) Her sister finished her cooking.
30. (A) Eat a late dinner.  
(B) Cancel the break.  
(C) Skip dinner.  
(D) Bring the man something to eat.



31. (A) To make an appointment to look at a house.  
(B) To get information about special housing.  
(C) To ask about getting a loan to buy a house.  
(D) To renew his housing contract.
32. (A) With his grandparents.  
(B) In student housing.  
(C) With his wife's parents.  
(D) In his own apartment.
33. (A) He has more than one child.  
(B) His wife is a graduate student.  
(C) He is a full-time student.  
(D) He works at the university housing office.
34. (A) He earns less than \$15,000 a year.  
(B) He's looking for a full-time job.  
(C) He thinks his rent is too high.  
(D) He plans to go back to graduate school.
35. (A) She isn't there in the morning.  
(B) Her assistant isn't there in the morning.  
(C) She won't have the forms he needs until the afternoon.  
(D) She isn't as busy in the afternoon.
36. (A) They lived in caves.  
(B) They traveled in groups.  
(C) They had an advanced language.  
(D) They ate mostly fruit.
37. (A) They lived in large groups.  
(B) They used sand as insulation.  
(C) They kept fires burning constantly.  
(D) They faced their homes toward the south.
38. (A) Meet his anthropology teacher.  
(B) Lend him her magazine when she's done with it.  
(C) Come over to his house after class.  
(D) Help him study for an anthropology test.

39. (A) Putting a roof on a barn.  
(B) Harvesting water reeds.  
(C) Using stone as a building material.  
(D) Daily farm operations.
40. (A) Clay tiles.  
(B) Slate or stone.  
(C) Wooden shingles.  
(D) Reeds or straw.
41. (A) Later colonists did not know how to thatch.  
(B) Thatching was considered dangerous.  
(C) Other roofing materials were available.  
(D) Thatching was unsuitable for the climate.
42. (A) It's manufactured to be strong.  
(B) It bends without breaking.  
(C) Thatchers nail it down securely.  
(D) The winds can pass through it easily.
43. (A) If people had more time to learn how to do it.  
(B) If its cost went down.  
(C) If it could make buildings more attractive.  
(D) If people realized its many advantages.
44. (A) The coffee market in Boston.  
(B) The role of supermarkets in the coffee business.  
(C) A new trend in the United States.  
(D) The advertising of a new product.
45. (A) Gourmet coffee is less expensive.  
(B) Regular brands of coffee have too much caffeine.  
(C) Gourmet coffee tastes better.  
(D) Gourmet coffee is grown in the United States.
46. (A) They will run out of coffee.  
(B) They will successfully compete with gourmet coffee sellers.  
(C) They will introduce new regular brands of coffee.  
(D) They will lose some coffee business.

47. (A) Photographic techniques common in the early 1900's.  
(B) The life of Alfred Stieglitz.  
(C) The influence of weather on Alfred Stieglitz' photography.  
(D) Alfred Stieglitz' approach to photography.
48. (A) How to analyze photographic techniques.  
(B) How to define photography.  
(C) How Alfred Stieglitz contributed to the history of photography.  
(D) Whether photography is superior to other art forms.
49. (A) They were influenced by his background in engineering.  
(B) They were very expensive to take.  
(C) They were among the first taken under such conditions.  
(D) Most of them were of poor quality.
50. (A) He thought the copying process took too long.  
(B) He considered each photograph to be unique.  
(C) He didn't have the necessary equipment for reproduction.  
(D) He didn't want them to be displayed outside of his home.

**This is the end of Section 1.**

**Stop work on Section 1 now.**

**Turn off your cassette player.**



**Read the directions for Section 2 and begin work.**

Listening Co	
Question Number	Answer
1	A
2	D
3	A
4	C
5	A
6	D
7	C
8	A
9	B
10	A
11	D
12	D
13	B
14	D
15	C
16	A
17	C
18	C
19	A
20	B
21	A
22	D
23	A
24	D
25	C
26	B
27	A
28	B
29	C
30	A
31	B
32	C
33	B
34	A
35	D
36	A
37	D
38	B
39	A
40	D
41	C
42	B
43	D
44	C
45	C
46	D
47	D
48	B
49	C
50	B

Step by Step into TOEFL

تاليا بعض المفردات والاصطلاحات التي تعينك على فهم الحوار، وهي تعابير اصطلاحية تتكرر في امتحان التوفل وللحصول على قائمة بالاصطلاحات الأكثر شيوعا في اللغة الانجليزية

<b>ABC</b>	<b>Fundamentals, essentials, nitty-gritty</b>	أجديات، أساسيات
<b>A baptism of fire</b>	<b>Very difficult and unpleasant first experience of a situation</b>	أمطر بوابل من نار، موقف عسير
<b>A piece of cake</b>	<b>Very easy</b>	شربة ماء، سهل جدا
<b>A safe bet</b>	<b>Certainty</b>	مضمون، صيدة
<b>A sitting duck</b>	<b>Easy target</b>	هدف سهل
<b>A two-faced</b>	<b>Hypocritical, false, deceitful</b>	بوجهين، منافق، مخادع، مضلل
<b>A two-edged sword</b>	<b>Something with two possible kinds of outcomes, could be good and bad, useful and harmful</b>	سلاح ذو حدين
<b>A wild goose chase</b>	<b>Useless activities</b>	عمل عديم الجدوى، تطارد عيط دخان
<b>Absent- minded</b>	<b>Forgetful, vague, inattentive, distracted</b>	كثير النسيان، مشتت الانتباه
<b>Achille's heel</b>	<b>Weakness point</b>	نقطة ضعف
<b>Across from</b>	<b>On the other side of</b>	في الطرف الاخر، مقابل
<b>Across the board</b>	<b>Comprehensive, all embracing, universal</b>	شامل، يشتمل على كل التفاصيل، عالمي، يعالج كل النواحي
<b>Act of God</b>	<b>Occurs naturally</b>	قضاء وقدر
<b>Act up</b>	<b>Misbehave, cause trouble, Malfunction, to work improperly</b>	يتسبب بالمتاعب، يتصرف على نحو غير ملائم، يتبر المشاكل
<b>Add up</b>	<b>Be consistent, make sense, come together</b>	يبدو منطقياً أو متناعماً
<b>Afters</b>	<b>Pudding, dessert</b>	العقبة، ما يؤكل بعد الوجبة الرئيسية، حلوى
<b>Ahead of time</b>	<b>Early</b>	باكراً
<b>Air one's dirty laundry in public</b>	<b>Make public, reveal something embarrassing that should be kept secret</b>	ينشر غسيل فلان على الملأ، يفصح

<b>Alive and kicking</b>	<b>Still active, exist</b>	موجود، حي يرزق
<b>All at once</b>	<b>Suddenly, in a flash, without warning</b>	فجأة، دون إنذار مسبق
<b>All day long</b>	<b>The whole day</b>	طوال اليوم
<b>All ears</b>	<b>Listening carefully, eager to listen, paying attention, focused</b>	متشوق للسماع، كلي آذان صاغية
<b>All Greek to me</b>	<b>To say that you don't understand something</b>	غير مفهوم، يبدو الأمر كطلاسم
<b>All in all</b>	<b>In general, on the whole</b>	بشكل عام
<b>All of a sudden</b>	<b>Suddenly, without warning</b>	فجأة ، دون إنذار
<b>All talk</b>	<b>Empty promises</b>	وعود مفرغة، مجرد كلام
<b>All the time</b>	<b>Continually</b>	باستمرار
<b>All thumbs</b>	<b>Inept, unskilled, clumsy and awkward</b>	اخرق، غير بارع
<b>Ally with</b>	<b>Collaborate with</b>	يتحالف مع، يتعاون مع
<b>An arm and a leg</b>	<b>(cost) a large amount of money</b>	تكاليف باهضة، مال كثير
<b>Apple of one's eye</b>	<b>One's favorite</b>	المفضل، فرة العين
<b>Argy-bargy</b>	<b>To argue words</b>	جدال، نقاش حاد
<b>Armed to teeth</b>	<b>Heavily armed</b>	مدجج بالسلاح
<b>Around the clock</b>	<b>Continuous, endless</b>	مستمر، طوال الوقت، على مدار الساعة
<b>As a rule</b>	<b>Usually, as a habit</b>	عادة
<b>As clear as mud</b>	<b>Unclear, not understood</b>	غير واضح، غير مفهوم، غامض
<b>As easy as ABC</b>	<b>Very easy</b>	سهل جدا
<b>As sure as eggs</b>	<b>Definitely</b>	بلا ريب، مؤكد
<b>As usual</b>	<b>Typically, normally</b>	كالعادة
<b>As well as</b>	<b>In addition to, plus</b>	بالإضافة
<b>As yet</b>	<b>Up to now</b>	حتى الآن ، لغاية اللحظة
<b>ASAP</b>	<b>As soon as possible</b>	بأسرع وقت ممكن
<b>Ask for trouble</b>	<b>Search for troubles</b>	يسعى للمشاكل، يتسبب بالمتاعب
<b>Asleep at the switch</b>	<b>Not attentive, not alert to an opportunity</b>	ليس متيقظاً، ليس مدركاً لفرصة سانحة (غائب قبلة)
<b>At cross purposes</b>	<b>Have opposing goals, to have opposite ways of how to deal</b>	مقاصد متعارضة، وجهات نظر متضادة، غايت متناقضة

	<b>with something</b>	
<b>At first blush</b>	<b>When first seen, without careful study</b>	لأول وهلة، دون تدبر
<b>At heart</b>	<b>Fundamentally, in fact, essentially</b>	في الصميم، في جوهر الشيء،
<b>At loggerheads</b>	<b>At odds, having a quarrel, in conflict</b>	في حالة خلاف أو خصام، في نزاع
<b>At odds</b>	<b>In disagreement, in opposition</b>	في نزاع، عدم اتفاق
<b>At someone's beck and call</b>	<b>Always ready to serve somebody</b>	جاهزاً لخدمة شخص ما، رهن الإشارة
<b>At the eleventh hour</b>	<b>At the last minute</b>	في اللحظة الأخيرة
<b>At the end of the day</b>	<b>In the end</b>	في نهاية الأمر، في نهاية المطاف، في الأخير
<b>At zero hour</b>	<b>At critical time</b>	عند ساعة الصفر، في الوقت الحاسم
<b>Back and forth</b>	<b>Going and coming, sending and receiving</b>	ذهاباً وإياباً، إرسال واستقبال
<b>Back chat</b>	<b>Verbal answer back in a rude manner</b>	الرد بفظاظة/ بعلظة
<b>Back down</b>	<b>Yield, admit defeat, to not stand firm</b>	يتنازل، يتراجع عن موقفه
<b>Back lash</b>	<b>Reaction, criticism</b>	رد فعل، انتقاد
<b>Back off</b>	<b>Move away, go backwards, retreat</b>	يتراجع، يتسحب، يتعد، يتحسر
<b>Back on one's feet</b>	<b>Return to good financial or physical health</b>	يستعيد عافيته
<b>Back up</b>	<b>Defend, to confirm facts, support</b>	يدعم، يسند
<b>Back up</b>	<b>To drive in reverse, to move backwards</b>	يرجع للخلف
<b>Bad actor</b>	<b>It kicks anyone who goes near</b>	يرفس كل من يقترب منه
<b>Bad blood</b>	<b>Bad feeling, spite, antagonism,</b>	حقد، ضغينة، كراهية

	<b>hatred</b>	
<b>Bad checks</b>	<b>Checks with no accounts</b>	شيكات دون رصيد
<b>Bad quarter of an hour</b>	<b>Short but unpleasant time</b>	تجربة قصيرة وبغيضة، وقت سيء، ضيقة
<b>Bag of bones</b>	<b>Very thin person</b>	شخص نحيف جدا، كتلة من العظام
<b>Bags of</b>	<b>Lots of</b>	الكثير من
<b>Bamboozle</b>	<b>To deceive, trick, confuse, take in</b>	خدع، يربك
<b>Bang-on</b>	<b>Absolutely correct</b>	صحيح متة بالئة
<b>Bank on</b>	<b>Trust, count on</b>	يعتمد على
<b>Be there for you</b>	<b>Support you emotionally</b>	يقف لجانبك، يدعم موقفك
<b>Be to blame</b>	<b>Guilty, be responsible for</b>	مسؤولا عن، مذنب
<b>Bear in mind</b>	<b>Consider, remember, take into account</b>	يعتبر، يأخذ بالحسبان، يتذكر
<b>Beat around the bush</b>	<b>Evade the issue, Speak indirectly</b>	براوغ بالحدث، يحوم حول الموضوع
<b>Beat one's brain out</b>	<b>Try very hard to do something</b>	يحاول جادا فعل شيء ما
<b>Bees knees</b>	<b>The best</b>	الأفضل (ولو لب العصفور)
<b>Before long</b>	<b>Soon, shortly, after a while</b>	قريبا، بعد زمن قصير، عما قريب، على الأبواب
<b>Behind bars</b>	<b>Captive, jailed, detained</b>	في السجن، وراء القضبان، اسير، محتجز
<b>Behind closed doors</b>	<b>In secret, confidentially</b>	بسرية، خلف الأبواب، وراء الكواليس
<b>Behind someone's back</b>	<b>With no permit, Without someone's knowledge</b>	من دون علمه، من وراء ظهره
<b>Behind the eight ball</b>	<b>In an awkward situation</b>	في موقف حرج
<b>Behind the times</b>	<b>Old fashioned, old, dated</b>	من الطراز القديم، عتيق
<b>Bend over backwards</b>	<b>Do all you can, try your best</b>	يحاول جادا، يبذل قصارى



<b>Blue blood(ed)</b>	<b>Of a noble birth</b>	من أسرة نبيلة
<b>Bone of contention</b>	<b>A reason for quarrels/ dispute or disagreement, the subject of a fight</b>	سبب العراك، موضوع الخلاف، موضع النزاع
<b>Bone up on</b>	<b>To look into, to study completely for a short time</b>	يدرس بكتبة، يراجع بتركيز ضمن فترة قصيرة
<b>Born with a silver spoon in one's mouth</b>	<b>Born rich, provided from birth with everything he needs</b>	ولد غني، بفيه ملعقة من فضة
<b>Bottle it up</b>	<b>Control it, do not say it</b>	يكظم، يحجز، لا يفشيه
<b>Bottom line</b>	<b>Main thing</b>	أبرز ما في الموضوع، الأهم، الموضوع الرئيسي
<b>Brain wave</b>	<b>Idea, notion, inspiration, sudden clever idea</b>	فكرة ذكية تلوح فجأة، الهام
<b>Brand new</b>	<b>Unused, new</b>	جديد، غير مستعمل
<b>Break a leg</b>	<b>Good luck</b>	أتمنى لك التوفيق
<b>Break someone's heart</b>	<b>To cause calamity, crush with sorrow, make someone feel discouraged</b>	ينغطر قلبه، يسمحق قواده
<b>Break the bank</b>	<b>Cost a lot of money</b>	تكلف الكثير، باهظة التكاليف، تكاليف يعجز عن سدادها البنك
<b>Break the ice</b>	<b>Relax and start a conversation in a formal situation</b>	يكسر الجليد، يبدأ الحوار، يزيل حالة الجمود
<b>Break up (with someone)</b>	<b>To end, finish, divorce, stop a relationship</b>	ينهي العلاقة، يفصل
<b>Breakthrough</b>	<b>Advance, discovery of progress</b>	الاجاز، تقدم، اكتشاف علمي
<b>Breathe one's last</b>	<b>Dying</b>	يلفظ نفسه الأخير
<b>Brick wall</b>	<b>Block, obstacle</b>	عائق، حاجز
<b>Bring to mind</b>	<b>Recall, conjure up</b>	يعيد إلى الذاكرة

<b>Bring up</b>	<b>Introduce, discuss, launch</b>	يُطرح موضوعاً للمناقشة
<b>Bring up</b>	<b>To raise, rear</b>	يُربي، يُترعرع
<b>Broke</b>	<b>Penniless, have no money, bankrupt</b>	مفلس
<b>Brolly</b>	<b>Umbrella</b>	مظلة
<b>Brush aside</b>	<b>Pay no attention to, disregard</b>	يتجاهل، لا يلتفت بالآ، يهمل
<b>Brush one's tears</b>	<b>Wipe away his/her tears</b>	يكفكف دموعه، يمسح دموعه
<b>Bucket of worms</b>	<b>Unclear situation</b>	أمر غير واضح، معقد، غامض، شائك
<b>Bucks</b>	<b>Dollars</b>	دولارات
<b>Bug out</b>	<b>Abandon in a hurry</b>	يُهجر على استعجال، ينطلق راحضاً، يغادر مسرعاً
<b>Bunch of fives</b>	<b>Fist</b>	قبضة، جمع الكف
<b>Burn the midnight oil</b>	<b>Work until very late at night</b>	يعمل جاهداً لساعات متأخرة من الليل
<b>Burn up</b>	<b>Reduce to ashes, burn</b>	يشترق، يحترق
<b>Burning Question</b>	<b>A question of great importance and interest</b>	السؤال المهم أو المميز / الأبرز
<b>Burning the candle at both ends</b>	<b>Work too hard, not get enough sleep</b>	يُجهد نفسه بالعمل، ينام متأخراً ويستيقظ باكراً
<b>Burst out laughing</b>	<b>Laugh so much</b>	ينفجر ضحكاً
<b>Busy bee</b>	<b>Active, has a lot of things to do</b>	نشط، عنده الكثير من العمل ليقوم به، مثل أم العروس
<b>Buzz off</b>	<b>Leave, depart quickly</b>	يرحل أو يغادر بسرعة، يتصرف
<b>By all means</b>	<b>Certainly: used to give someone permission in a friendly manner</b>	بالطبع، بالتأكيد
<b>By and large</b>	<b>Generally, on the whole</b>	عموماً، بشكل عام، باختصار
<b>By hook or by crook</b>	<b>In any way possible</b>	بأية وسيلة ممكنة، بأي ثمن
<b>By stealth</b>	<b>Confidentially, in secret</b>	بسرية، خلسة

<b>Call a spade a spade</b>	<b>Be direct, Speak plainly, be blunt</b>	يقول للأعور أعور بعينه، يسمي الأشياء بحسبها - مهيا كانت جارحة
<b>Call it a day</b>	<b>Stop, finish, quit working for the day</b>	يتوقف عن العمل هذا اليوم
<b>Can't see the forest for the trees</b>	<b>Unable to judge or understand the whole picture because you are looking at the small parts of it</b>	غير قادر على فهم الصورة الكلية (بسبب إغراقه النظر في الجزئيات)
<b>Carbon copy</b>	<b>Copy, exact likeness</b>	نسخة طبق الأصل، نسخة كربون
<b>Carpool</b>	<b>Many people using one car to share costs</b>	سيارة يشترك بركوبها عدة أشخاص ليقتسموا تكاليفها
<b>Carrot and stick</b>	<b>The promise of reward and threat of punishment at the same time</b>	سياسة العصا والجزرة
<b>Carry over</b>	<b>Reschedule, save for another time</b>	يؤجل (بالضائع) لموسم آخر
<b>Carry the ball</b>	<b>Take responsibility</b>	يتحمل المسؤولية
<b>Carry the can</b>	<b>Accept responsibility, take the blame, be the fall guy</b>	يتحمل المسؤولية
<b>Carry the day</b>	<b>Win, be successful</b>	يحقق الكسب، يفوز، يجلب الحظ
<b>Carry the torch</b>	<b>Show loyalty to a cause or a person</b>	وفي، يعلن ولائه
<b>Cat got your tongue</b>	<b>Unable to speak or reply</b>	غير قادر على الكلام أو الرد
<b>Rains cats and dogs</b>	<b>Rain heavily</b>	تطر بغزارة
<b>Cat- nap</b>	<b>Short sleep, snooze, forty winks</b>	غفوة، قيلولة
<b>Catch a cold</b>	<b>Become sick with a cold</b>	يصاب بالزكام
<b>Catch someone's eye</b>	<b>Attract one's attention, get noticed</b>	يلفت انتباهه
<b>Catch up with</b>	<b>Become even with</b>	يلحق ب، يرتقي لمستوى
<b>Catch you later</b>	<b>See you later</b>	أراك لاحقاً
<b>Caught short</b>	<b>Not having enough of something when you need it</b>	بحر بضائفة، لا يمتلك ما يسد الحاجة، ينقصه أو يعوزه بعض (المال)
<b>Change one's mind</b>	<b>Change one's decision</b>	يعدل عن رأيه أو موقفه

<b>Change one's tune</b>	<b>Make a change in one's opinions or position</b>	يغير موقفه
<b>Check out</b>	<b>Depart, leave</b>	يغادر
<b>Chicken</b>	<b>Cowardly, gutless</b>	جبان
<b>Chicken feed</b>	<b>A small amount of money</b>	مبلغ تافه
<b>Chill out</b>	<b>Calm down, relax</b>	يهدأ، يسترخي
<b>Chip in</b>	<b>Contribute, share the expense</b>	يساهم، يقدم المال أو العون، يتعاون، يساهم
<b>Clean up your act</b>	<b>Behave yourself, stop behaving badly</b>	توقف عن حماقاتك/ أو التصرفات السيئة، تصرف كما ينبغي
<b>Clear the air</b>	<b>Calm down, remove a misunderstanding</b>	يهدئ النفوس، يزيل سوء الفهم
<b>Clear up</b>	<b>Settle, no clouds left</b>	يستقر، تنقش الغيوم، يصفو الجو
<b>Close call/ shave</b>	<b>Narrow escape, an accident almost happens</b>	ينجو بأعجوبة
<b>Close quarters</b>	<b>In adjacent places</b>	على مقربة، في الجوار
<b>(to have ) Cold feet</b>	<b>Become afraid, reluctant to do something, lack confidence</b>	خائف، يتردد
<b>Cold fish</b>	<b>Someone who shows no emotions, very aloof</b>	من ينأى بنفسه عن الآخرين، متعزل، لا يبدي مشاعره في أي حال
<b>Cold welcome</b>	<b>Not warm, unfriendly reception</b>	استقبال فاتر، ترحيب بارد
<b>Come across somebody</b>	<b>Encounter, find something or meet someone unexpectedly</b>	يلتقي مصادفة
<b>Come again</b>	<b>Please repeat, say that again</b>	أعد ثانية
<b>Come down hard on</b>	<b>Get tough on, scold or punish severely</b>	يعاقب بشدة، يوبخ
<b>Come down to earth</b>	<b>See the reality of every day life</b>	يعي الواقع، يكون واقعياً
<b>Come down with</b>	<b>To get (an illness, etc.)</b>	يصاب بـ (مرض..)
<b>Come from</b>	<b>Be a native of place</b>	ينحدر من، يأتي من، موطنه الأصلي

<b>Come of age</b>	<b>Reach adult status, become fully established</b>	يبلغ سن الـ 18 ، أكمل تأسيس (حركة ما)
<b>Come off it</b>	<b>Stop it, give it up</b>	توقف عن هذا، اطلع منها، كفاك
<b>Come out with</b>	<b>Say, confess, make known</b>	ينطق، يعترف
<b>Come to</b>	<b>Amount, equal</b>	يبلغ، يساوي، يصل ثمتها
<b>Come to</b>	<b>Awaken, regain consciousness</b>	يقيق من إغماء
<b>Come to light</b>	<b>Be discovered, become known</b>	يصح معروفًا، يكتشف
<b>Come to nothing</b>	<b>End in failure, fail, go wrong</b>	يخفق، لا يفلح
<b>Come to one's senses</b>	<b>Begin to think clearly or act sensibly</b>	يقيق، يعود إلى رشده
<b>Come to terms</b>	<b>Reach an agreement</b>	يتوصل لإتفاق
<b>Come up with</b>	<b>Produce, find a thought</b>	يجد، يدرك، يتوصل لـ
<b>Compose of</b>	<b>Make up, consist of</b>	يتركب من، يتكون، يتشكل من
<b>Conk out</b>	<b>Fall asleep, doze off</b>	ينام بسرعة، يأوي لفراشه
<b>Cook(ing)</b>	<b>Be planned, happen as a result of plotting</b>	مخطط له، مدبر، يجري وفق حبكة أو مكيدة
<b>Cook one's goose</b>	<b>Ruin one's chances</b>	يضيع / يفوت فرصة
<b>Cook the books</b>	<b>Falsify accounts, cheat</b>	بزور، يغيث
<b>Cook up</b>	<b>Invent, plan, put something together</b>	يضع، يلفق، يتكر، يخلق
<b>Cool it</b>	<b>Relax, take it easy, calm down</b>	هدئ من روعك، لا تقلق
<b>Copy-cat</b>	<b>Imitator</b>	مقلد، محاكي
<b>Cost an arm and a leg</b>	<b>To be very expensive</b>	باهظة الثمن
<b>Count in</b>	<b>include</b>	يشمل، يضم، يحسب حساب فلان
<b>Count on</b>	<b>Depend on</b>	يعتمد على، يتق بـ
<b>Count out</b>	<b>Exclude, dismiss</b>	يستثنى، لا يحسب حساب فلان، يشطب، يطرد
<b>Cover one's back</b>	<b>Protect them</b>	يحمي، يؤمن له غطاء (بالرماية)
<b>Cover one's tracks</b>	<b>Hide, not say where he/she has been or what one has done</b>	يستتر، يخفي أفعاله أو أثره

<b>Crack down on</b>	<b>Concentrate on, enforce laws strictly</b>	يتخذ اجراءات صارمة، يطبق القانون بحزم
<b>Crash course</b>	<b>Intensive short course, workshop</b>	دورة قصيرة مكثفة، ورشة عمل
<b>Cross something out</b>	<b>Get rid of, erase, remove</b>	يشطب
<b>Cry one's eyes out</b>	<b>cry a lot, cry for a long time</b>	يبكي بكاءً شديداً
<b>Cry over spilled milk</b>	<b>To feel sorry about something has happened</b>	يبكي على ما فات، بأسف على ما جرى
<b>Cry wolf</b>	<b>Warn of danger which is not there</b>	نداء استغاثة كاذب
<b>Crystal clear</b>	<b>Clear, see through</b>	واضح، جلي تماماً
<b>Cup of tea</b>	<b>Something one enjoys, special interest</b>	شيء مفضل، محل اهتمام
<b>Cut across</b>	<b>Cross instead of going around</b>	يتخطى من خلال، يقطع الطريق
<b>Cut and dried</b>	<b>Completely decided, prearranged</b>	معد مسبقاً، جاهز
<b>Cut corners</b>	<b>Economize</b>	يقصد، يقلل من المصاريف
<b>Cutting edge</b>	<b>The most important development</b>	آخر ما تم التوصل اليه، الأحدث في ميدان ما
<b>Dark horse</b>	<b>A candidate little known to the public, someone who doesn't tell other people what she/ he is doing</b>	مفاجأة الحلية أو الموسم، غامض، شخص يُرشح لشيء ما على نحو غير متوقع
<b>Dawn on</b>	<b>Become clear to, become apparent to</b>	يتضح، يصبح جلياً
<b>Day and night</b>	<b>Continually, constantly</b>	ليلاً نهاراً، باستمرار
<b>Day by day</b>	<b>Gradually, little by little</b>	تدرجياً، يوماً بيوم
<b>Day in and day out</b>	<b>Regularly, all the time</b>	بانتظام
<b>Dead ahead</b>	<b>Exactly in front, before</b>	أمامنا مباشرة
<b>Dead broke</b>	<b>Have no money, penniless</b>	مفلس تماماً
<b>Dead center</b>	<b>Exact middle</b>	منتصف الهدف، المركز
<b>Dead end</b>	<b>The closed end of a road or an impasse</b>	طريق مسدود، غير نافذ
<b>Dead tired</b>	<b>Very tired, exhausted</b>	منهك تماماً، تعبان جداً
<b>Deep water</b>	<b>Serious trouble or difficulty</b>	ورطة، مشكلة عويصة

<b>Defects log</b>	<b>Record of things that are wrong or need attention</b>	سجل الأعطال، سجل المناجاة
<b>Depend on</b>	<b>Rely on, count on</b>	يعتمد على
<b>Devil-may-care</b>	<b>Unworried, not caring what happens</b>	غير مكترث، لا يأبه بشيء، لا يلقى بالا
<b>Dicey</b>	<b>Dangerous, chancy, uncertain</b>	قبة مغامرة ومخاطرة، غير مؤكد، خطير
<b>Do a u-turn</b>	<b>To completely change your opinion about something</b>	يغير رأيه (كليا)، يبدل موقفه
<b>Do one's bit/ best</b>	<b>Try to do something as well as you can</b>	يقدم أفضل ما يمكن، يبذل قصارى جهده
<b>Do with</b>	<b>Be acquainted, Involved, associated with</b>	يكون له علاقة، مرتبط
<b>Do without</b>	<b>Spare, Manage without something</b>	يستغني عن
<b>Dodgy</b>	<b>Devious, difficult, tricky</b>	مراوغ، صعب، قاس
<b>Doll up</b>	<b>Smarten, dress in fancy clothes</b>	يتأنق
<b>Domino effect</b>	<b>Consequence or results that are dependent</b>	تأثير متبادل، كل يؤثر بالآخر وبالتساوب، كالدمينو
<b>Double-cross</b>	<b>Deceive, promise one thing and do another, betrayal by an agent of both parties</b>	يخون، خيانة من عميل مزدوج
<b>Double up</b>	<b>Share a room or home with someone</b>	يشاطر غيره (غرفة)، يشارك غيره
<b>Down-to-earth</b>	<b>Sensible and practical</b>	واقعي، عملي
<b>Down on someone</b>	<b>Be critical of someone, angry at</b>	غاضب منه
<b>Down the drain</b>	<b>Wasted, lose</b>	يخسر، يضيع، يبدد
<b>Drag one's feet</b>	<b>Delay, take longer than necessary</b>	يتأخر، يأخذ وقتا أكثر من اللازم
<b>Dress up</b>	<b>Put on one's best clothes</b>	يرتدي أحسن الملابس
<b>Dressed up to the nines</b>	<b>Well dressed</b>	مكتمسي أحسن الملابس، بأحلى حلة
<b>Drive at</b>	<b>Hint at, mean</b>	يرمي الي، يقصد من كلامه، يعني
<b>drive somebody up a wall</b>	<b>Upset, annoy</b>	يزعج، يضايق
<b>Drop by</b>	<b>To visit informally (usually without scheduling a specific time)</b>	يقوم بزيارة لقصيرة - عرضية غير مبرمجة

<b>Drop by the wayside</b>	<b>Give up, fail before the finish</b>	يتخلف، يسحب قبل النهاية
<b>Drop out (of school)</b>	<b>Cease to complete, quit (school or a course)</b>	يتروك، يتوقف عن الذهاب إلى، يكف عن الإشتراك، يسحب
<b>Drop someone a line</b>	<b>Write to someone</b>	يراسل، يرسل برسالة
<b>Drop the ball</b>	<b>To fail at task</b>	يفشل في المهمة
<b>Duck soup</b>	<b>Easy, effortless</b>	شيء هين، أمر يسير
<b>Dull as ditch water</b>	<b>Very boring</b>	ممل جدا، مملو من الإثارة، ساكن، دون حركة
<b>Dutch treat</b>	<b>Meal or movie where each person pays their own way, contribute equally to something</b>	العشرة الحلبية، يدفع كل امرئ ما يترتب عليه من نفقات
<b>Face the music</b>	<b>Accept the consequences, accept responsibility or blame</b>	يتحمل العواقب والمسؤولية، يقبل النتائج، يواجه اللوم
<b>Face value</b>	<b>Seeming value or truth of something</b>	المعنى الظاهري
<b>Fair and square</b>	<b>Honestly, just, straightforward</b>	بأمانة، بحق، بمجدارة، دون ريب
<b>Fair-weather friend</b>	<b>A person who is a friend only when one is successful</b>	صديق المصالح، المصاحب المتطلب (من يكون لزاماً لك ما دمت موفقاً)
<b>Fall apart</b>	<b>Collapse, to not work properly</b>	تعطل
<b>Fall back</b>	<b>Move back, go back</b>	يتراجع
<b>Fall behind</b>	<b>Be delayed, fail to keep up with something</b>	يتخلف عن، يتأخر
<b>Fall flat</b>	<b>Be unsuccessful, fail, miss the target</b>	لا يجد قبولا، لا ينل استحسانا، يعجز عن إحداث اثر في النفس، يفشل
<b>Fall guy</b>	<b>A person who is left to take the blame for something that someone else did</b>	ضحية، كيش القداء
<b>Fall in love with</b>	<b>Be attracted to, begin to love someone</b>	يلقى في حب
<b>Fall in with</b>	<b>Get into line, become associated with, meet by chance</b>	يرافق، ينضم، يلتقي
<b>Falling to bits</b>	<b>In a state of disrepair</b>	في حالة عطب، معطل
<b>Far and wide</b>	<b>everywhere, in all directions, all over the place</b>	في كل مكان، من كل حدب وصوب
<b>Far cry</b>	<b>something very different</b>	أمر مختلف تماماً



<b>Far fetched</b>	<b>Unbelievable, unlikely, exaggerated</b>	مبالغ فيه، غير محتمل
<b>Fast talker</b>	<b>Clever talker who convinces others easily</b>	صاحب حجة، متكلم، يفتح الآخرين بسهولة
<b>Feather in one 's cap</b>	<b>Something you achieve and are proud of</b>	مفخرة، شارة امتياز، إنجاز
<b>Fed up with</b>	<b>Bored with, sick of, have no patience</b>	ضجر، سئم من
<b>Feel like a million dollars</b>	<b>Feel so wonderful</b>	يشعر بسعادة غامرة، مبتهج، متحمس
<b>Feeling blue</b>	<b>Feeling bad</b>	كئيب
<b>Fender bender</b>	<b>Crash, accident</b>	حادث، اصطدام (سيارة)
<b>Fifty-fifty</b>	<b>Equally, evenly</b>	بالتساوي، منصفة
<b>Fight your corner</b>	<b>State your opinion openly and you defend it vigorously</b>	يعبر عن موقفه ويدافع عنه بكل قوة
<b>Figure on</b>	<b>Depend on , be sure about</b>	يأخذ بعين الاعتبار، يقرر، يتأكد من
<b>Figure out</b>	<b>Understand, solve</b>	يفهم، يكتشف، يحلل، يعرف
<b>Fill (someone) in</b>	<b>Tell someone the details</b>	يزود بمعلومات/التفاصيل
<b>Fill out</b>	<b>Complete, write down</b>	يملأ، يكمل
<b>Fill the bill</b>	<b>Be suitable for what is required</b>	يفي بالعرض، يناسب
<b>Fishy</b>	<b>Strange, devious, suspicious</b>	مشكوك فيه، مشبوه للريبة، غريب
<b>Fit as a fiddle</b>	<b>In good athletic condition or health</b>	بصحة جيدة، مثل البومب
<b>Flare up</b>	<b>Become suddenly angry, outbreak, erupt</b>	يتدلغ، يشتاط غضبا
<b>flash in the pan</b>	<b>Something that is exceptional and unlikely to happen again, something that makes a showy start and then fails</b>	رمية من غير رامي، بداية جيدة سرعان ما تزول، نجاح لا يتكرر
<b>Flat-out</b>	<b>Plainly, openly</b>	بوضوح، بصراحة
<b>Flea market</b>	<b>Open market, Souk</b>	سوق، سوق للسلع الرخيصة والمستعملة
<b>Flesh and blood</b>	<b>A close relative</b>	أقرباء المرء المقربين، أقارب الدم، من لحمي ودمي
<b>Flog a dead horse</b>	<b>Do with no returns</b>	ينفخ بقرية منقوبة
<b>Foggy</b>	<b>Not clear, cloudy</b>	ضبابي، غير واضح

<b>Foot the bill</b>	<b>Pay, afford it</b>	يدفع فاتورة، يتحمل نفقة (وأعباء)
<b>For certain</b>	<b>Without doubt, certainly, surely</b>	من المؤكد، بالتأكيد، مما لا شك فيه
<b>For good</b>	<b>permanently, forever</b>	للأبد، بشكل دائم
<b>For keeps</b>	<b>For always, forever</b>	باستمرار، للأبد
<b>For love or money</b>	<b>By any means, in anyway</b>	بأية وسيلة ممكنة، بالوسيلة المناسبة
<b>For sure</b>	<b>Of course, certainly</b>	بالتأكيد، بلا شك
<b>For the birds</b>	<b>Uninteresting, something you don't like</b>	هباء، عديم الجدوى، ممل، ليس به متعة
<b>For the time being</b>	<b>For now, for the moment</b>	في هذه الفترة، في الوقت الحالي
<b>Fork out</b>	<b>Pay, pay out</b>	يدفع (الكثير)
<b>From A to Z</b>	<b>know everything, in every particular, from the start point to the finish point</b>	من الألف الى الياء، كل شيء، من البداية حتى النهاية
<b>From hand to hand</b>	<b>From one person to another</b>	من شخص لآخر، من يد لأخرى
<b>From toe to head</b>	<b>Thoroughly</b>	من ساسه لراسه
<b>From now on</b>	<b>Hereafter, from this moment forward</b>	من الان فصاعداً
<b>From scratch</b>	<b>From the very beginning</b>	من البداية، من الصفر
<b>From the bottom of one's heart</b>	<b>With great feeling, sincerely</b>	بإخلاص، من الأعماق، من الصميم، من صميم القلب
<b>From the heart</b>	<b>Sincerely, honestly, emotional</b>	من القلب، صادق، عاطفي
<b>From time to time</b>	<b>Occasionally, now and then</b>	أحياناً، من وقت لآخر، بين الفينة الأخرى
<b>Name after</b>	<b>Give someone another's name</b>	سمي باسم، سمي تيمناً بـ
<b>Narrow escape</b>	<b>Close call, near miss</b>	لحاه يشق الأنفس، لحاة بمشقة، بالكاد لحا
<b>Neck and neck</b>	<b>Equal or nearly equal in a race or contest</b>	متقاربين جداً، ندين متقاربين
<b>Nearest and dearest</b>	<b>Family and close friends</b>	الأصدقاء والمقربون، كل عزيز

<b>Needle in a haystack</b>	<b>Something that is very hard to find</b>	إبرة في كومة قش
<b>Never mind</b>	<b>Don't worry, don't bother</b>	لا تقلق، لا بأس
<b>New blood</b>	<b>Fresh energy, something that gives new vigor to something</b>	حياة، طاقة جديدة
<b>Nip in the bud</b>	<b>Prevent at the start, stop</b>	يوقف، يمنع، يقضي على المشكلة في مهدها
<b>Nitty-gritty</b>	<b>Basics, details</b>	الأساسيات، التفاصيل
<b>No comment</b>	<b>Have nothing to say</b>	لا تعليق
<b>No flies on me</b>	<b>alert, wide awake</b>	واعي ومدرك، لا غبار علي، لا سبيل لخداعي
<b>No pen can depict</b>	<b>It's impossible to describe in words</b>	فوق الوصف بالكلمات، ليس هناك كلمة تعطيه حقه بالوصف
<b>No picnic</b>	<b>Not pleasant, difficult</b>	صعب، ليس سهلاً، ليس مجرد نزهة
<b>No sweat</b>	<b>Easily accomplished , uncomplicated</b>	سهل الايجاز ، غير صعب/ معقد
<b>No wonder</b>	<b>Not surprising</b>	لا عجب
<b>Nod off</b>	<b>Fall asleep, doze off</b>	يغني الرأس تعاساً، ينام
<b>Not a hundred percent</b>	<b>In poor health, sick, feeling unwell</b>	معتل، مريض
<b>Not bad</b>	<b>Quite good</b>	جيد، على ما يرام، ليس سيئاً
<b>Not miss a beat</b>	<b>Not miss a chance/ a story or event</b>	لا تفوته فائتة، يعرف الشاردة والواردة
<b>Nothing to speak of</b>	<b>Nothing worth mentioning</b>	لا شيء يستحق الذكر، لا داعي
<b>Nuts</b>	<b>Crazy, mad, foolish</b>	مجنون
<b>Nuts about</b>	<b>Enthusiastic about something</b>	مولع، مفتون بـ
<b>Nutty as a fruitcake</b>	<b>Very crazy</b>	غريب الأطوار، مهتل عقلياً
<b>Odds and ends</b>	<b>Remnants, bits and pieces</b>	نثریات، بقايا، بقايا مواد مهملة
<b>Of age</b>	<b>Old enough to be allowed to do something</b>	يبلغ سن الرشد
<b>Of my own accord</b>	<b>With no force, voluntarily</b>	طوعاً، دون إكراه
<b>Of steel</b>	<b>Hard, strong</b>	من فولاذ، قوي
<b>Off and on</b>	<b>Occasionally, intermittently</b>	على نحو منقطع، بين فترة وأخرى

<b>Off duty</b>	<b>Not at work , having free time</b>	في ساعات فراغ، إجازة، في انقطاع عن العمل، ليس في وظيفة/ واجب
<b>Off one's chest</b>	<b>Talk about a problem to someone so that it doesn't bother you anymore</b>	يزيل ثقلاً عن صدره، يخلص
<b>Off one's hands</b>	<b>Not in one's care/ possession</b>	ليست في حوزتي/ ملكي
<b>Off the beam</b>	<b>Wrong, mistaken</b>	مخطئ، خطأ
<b>Off the cuff</b>	<b>Unprepared, improvised</b>	دون تحضير مسبق، واهن، ارتجائي
<b>Off the hook</b>	<b>Out of trouble, free from a situation</b>	ينجو، يتخلص من مأزق
<b>Off the record</b>	<b>Privately, unofficially</b>	بشكل غير رسمي، بطرق شخصية
<b>Old as the hills</b>	<b>Very old</b>	قديم جداً
<b>On a shoestring</b>	<b>On the cheap, with very little money</b>	بمبلغ زهيد، برأسمال غير كافي
<b>On and on</b>	<b>Without end, at tedious length</b>	مطول وممل، مستمر، دون انقطاع
<b>On behalf of</b>	<b>Representing, for</b>	بالنيابة عن، لأجل، ممثلاً عن، لمصلحة
<b>On call</b>	<b>Available, on standby</b>	جاهز للعمل، تحت الطلب
<b>On cloud nine</b>	<b>Ecstatic, delirious, overjoyed</b>	سعيد جداً، يشعر بنشوة الفرح، متفجع للغاية
<b>On credit</b>	<b>With a credit card, not in cash</b>	دين، بواسطة بطاقة الاعتماد
<b>On edge</b>	<b>nervous, irritable, uneasy</b>	منفعل، متوتر، مرتعب
<b>On hand</b>	<b>Available</b>	متوفر، موجود
<b>On one's feet</b>	<b>Healthy, recovering from sickness or trouble</b>	في صحة جيدة، واقفاً
<b>On one's high horse</b>	<b>Arrogant, acting as if one is better than others</b>	متكبر، متعجرف، في برجه العاجي
<b>On one's last legs</b>	<b>at the end of one's strength</b>	في نهاياته، في اخر عطاءه
<b>On one's shoulders</b>	<b>One's responsibility</b>	من مسؤوليته، على عاتقه
<b>On one's toes</b>	<b>Alert</b>	متنبه، مستعد للعمل، مستعد للإطلاق، ملهفم بالنشاط
<b>On pins and needles</b>	<b>Exited, nervous</b>	على أحر من الجمر، ينتظر بفارغ الصبر
<b>On the air</b>	<b>On air, being broadcast, on radio or TV</b>	يتم، ينقل حياً ومباشراً
<b>On the beam</b>	<b>Doing well, just right, correct</b>	مضبوط، صحيح
<b>On the blink</b>	<b>Broken, out of order</b>	معطل، خارج عن العمل
<b>On the block</b>	<b>In danger, for sale</b>	في خطر، للبيع

<b>On the brink of</b>	<b>To experience it soon, about to, close to</b>	على شعير، على حافة، على وشك، قريباً من
<b>On the dole</b>	<b>Unemployed, receiving welfare</b>	عاطل عن العمل، يتلقى المعونة أو الصدقة
<b>On the dot</b>	<b>Precisely, punctually, promptly</b>	بدقة
<b>On the go</b>	<b>Very busy</b>	مشغول، ناشط، يعمل بشكل مستمر
<b>On the house</b>	<b>Provided free, on one's account</b>	مجانا، على حسابي
<b>On the line</b>	<b>In danger</b>	في خطر، مهدد
<b>On the mend</b>	<b>Healing, getting better, improving</b>	في تحسن
<b>On the move</b>	<b>Moving around from place to place, in motion</b>	في حركة، في تنقل من مكان إلى آخر
<b>On the nose</b>	<b>Just right, exactly</b>	صحيح، دقيق، مضبوط
<b>On the other hand</b>	<b>Conversely</b>	من ناحية أخرى
<b>On the rocks</b>	<b>Breaking up, collapsing</b>	ينهار، متصدع، على شعير الهاوية
<b>On the sly</b>	<b>Secretly, sneakily</b>	خلسة، سراً
<b>On the wagon</b>	<b>Sober, dry, not drinking alcohol</b>	رزين، نظيف، مجتنب الخمر
<b>On the warpath</b>	<b>Very angry, furious, on the offensive</b>	غاضب، مستعد للقتال، في موقف عدائي
<b>On the whole</b>	<b>In general</b>	عموماً، بشكل عام
<b>On time</b>	<b>At the scheduled time,</b>	في الوقت المحدد
<b>On top</b>	<b>Outward, with the upper hand</b>	في المرتبة الأولى
<b>On top</b>	<b>In control of, knowing all about something</b>	يسيطر على الموقف، يضبطه، يعرف كل ما يتعلق بالأمر
<b>On view</b>	<b>On show, available</b>	معروض، متوفر
<b>Once in a blue moon</b>	<b>Not often, seldom</b>	نادراً، قليلاً
<b>One for the books</b>	<b>very remarkable, unusual</b>	أمر رائع، أمر جدير بالتسجيل / أو أن يحفظ بالذاكرة
<b>One-track mind</b>	<b>Thinking about only one thing</b>	محدد أو ضيق الفكر، يفكر بشيء واحد
<b>Open secret</b>	<b>A secret that so many people know it</b>	سر مكتشف
<b>Other fish to fry</b>	<b>Have more important things to do</b>	مسائل أخرى (أهم) تحتاج للبحث أو العمل عليها، قضية أخرى تستدعي الاهتمام
<b>Out of the blue</b>	<b>Out of plan, happen unexpectedly</b>	غير مخطط له، خارج الخطة، يحدث على نحو غير متوقع

<b>Out of bounds</b>	<b>Limits, boundaries</b>	مختلج الدخول إليه
<b>Out of breath</b>	<b>Gasping, be tired and breathing quickly</b>	يلتقط أنفاسه بصعوبة، لاهت، مقطوع النفس
<b>Out of circulation</b>	<b>Not active, not joining in what others are doing</b>	بعيد عن الأقطار، بعيداً عن مشاركة الآخرين، غير نشط
<b>Out of hand</b>	<b>Not in control</b>	خارج عن السيطرة
<b>Out of line</b>	<b>Unacceptable, awry</b>	غير مقبول، غريب
<b>Out of order</b>	<b>Not working, out of use,</b>	معطل، غير عامل
<b>Out of sorts</b>	<b>broken well, in a bad mood</b>	مريض، بمزاج سيء
<b>Out of step</b>	<b>Out of harmony, not keeping up</b>	متخلف عن الآخرين، لا يجاريهم، غير منسجم معهم
<b>Out of the frying pan and into the fire</b>	<b>Out of one bad situation and into another</b>	كالمتجبر من الرضاء بالنار، الهروب من مأزق والوقوع بانحر، من اللقلاة الى النار
<b>Out of the question</b>	<b>Impossible, not feasible, improbable</b>	مستحيل، غير محتمل
<b>Out of the way</b>	<b>Remote, remote</b>	بعيد
<b>Out of this world</b>	<b>Exceptional, fabulous, wonderful, fantastic</b>	استثنائي، مميز، باهر، رائع
<b>Out of tune</b>	<b>in disagreement, contradictory</b>	في غير انسجام أو تناغم، متعارض
<b>Out-of-date</b>	<b>Old fashioned, no longer in style, out-dated</b>	عتيق الطراز، قديم، موحدة قديمة
<b>Over one's head</b>	<b>Doesn't understand</b>	فوق مستوى ادراكه، لا يستوعب، لا يفهم
<b>Over with</b>	<b>At the end of, finished with</b>	ينهي مع، يصل لنهاية الأمر

## Section two: Structure and Written Expressions

الوقت المخصص قياسياً لهذا الجزء من الامتحان 25 دقيقة وعدد الأسئلة 40 سؤالاً

هذا الجزء من الإمتحان يضم 40 سؤالاً يقيس معرفتك واستخدامك السليم لقواعد اللغة و للتركييب اللغوية المستخدمة في اللغة الانجليزية .  
وهذا الجزء من الإمتحان يشتمل على نوعين من الأسئلة:  
(1) في النوع الأول يطلب منك تعبئة الجملة بالخيار المناسب قواعدياً ومعنى، مثال:

-Independence day is a holiday in the Hashemite kingdom of Jordan,----  
Jordanians have public celebrations.

- (A) which
- (B) **where**
- (C) that
- (D) has

(2) في النوع الثاني يُطلب منك أن تحدد أي رمز يشير للتركيب الخطأ في الجملة.

-Guppies are sometimes call rainbow fish because of  
A B C

the males bright colors.

D

يجب أن تكتب بصيغة المبني للمجهول، والصواب أن تكتب (called بدلاً من call):  
"والجزء التالي من هذا الكتاب يشرح كل القضايا التي قد تقابلك في الإمتحان" وبعد الانتهاء  
من شرح الموضوعات، يوجد امتحانات تجريبية مجاب عليها.

(1)

sit/ set, lie/ lay, rise/ raise

هذه الكلمات عادة ما تشكل معضلة لقارئ الجملة، وللتغلب عليها ينبغي أن تميز أيا منها فعلا لازما (لا يأخذ مفعولا به) وأيها متعديا (يأخذ مفعولا به).

6.1.1 lie, sit, rise هذه الأفعال لازمة

Infinitive	Past simple	Past participle	Meaning
Lie	Lay	Lain	rest, be situated in a place يستلقي، يقع
Sit	Sat	Sat	take a seat يجلس
Rise	Rose	Risen	get up, increase يرتفع، ينهض

Examples: لا حظ أن هذه الأفعال لا يتبعها مفعول به مباشر

- My friend, John, lay on the grass just few minutes ago.
- I'll lie down for a nap.
- I'll sit in the shade.
- Ali sat on the beach.
- The sun rises early in the summer.

6.1.2. lay, set, raise هذه الأفعال متعديّة

Infinitive	Past simple	Past participle	Meaning
Lay	Laid	laid	to put something/ or somebody on a surface يضع
Set	set	set	put يضع
raise	raised	raised	lift, elevate, to increase something يرفع، يزد شينا

- Examples: - Ahmad laid his clothes on the bed.  
- I'll set my favourite flowers in the sun.  
- Raise your hands.  
- The government is going to raise the price of oil.

TOEFL EXAMPLE:

- Hassan and I laid on the same mattress since we had nothing else  
A B C

to use for sleep.

D

(answer: A)



## 2. Make & Do

عليك أن تدرك متى نستخدم كل منها في سياقه

<b>Make</b> تأتي ملازمة مع الكلمات التالية	<b>Do</b> تأتي ملازمة مع الكلمات التالية
Effort Suggestion Mistake Decision Promise Success	Research Experiment Homework Shopping Damage

Omar has made a lot of *effort* whilst studying in Egypt.

At weekends, we usually do *shopping*.

### TOEFL EXAMPLE:

- I ..... *mistakes* when I was working on my project.

- (A) made some
- (B) did some
- (C) make some
- (D) do some

Answer: (A)

(3)

### Non-Progressive Verbs

عليك أن تدرك الأفعال التي لا تصاغ بصيغة الإستمرارية، وإذا ما وجدت أياً منها بصيغة الإستمرارية فذاك خطأ

**a. Mental State-Verbs:** *know, realize, understand, believe, think, imagine, want, need, prefer, remember and recognize.*

- I *believe* in almighty God.
- She *needs* you.
- I *understand* your point.
- He *thinks* you are mistaken.
- He *imagines* weird things.
- I *remember* my father's advice.
- I *know* the truth.

**b. Emotional State-Verbs:** *love, hate, like, dislike, appreciate, fear and care.* As in:

- Ann *hates* articles about computer games.  
(*'hates'* describes Ann's emotional state).
- I *like* swimming in the hotel pool.
- I *appreciate* your help.

**c. Sense Perceptions-Verbs:** *smell, taste, feel, see, hear, look, seem and notice:*

- This omelet *smells* nice.
- The sea food *tastes* delicious.
- He *seems* friendly.
- Janet *looks* so attractive.
- The cat *feels* soft.

**d. Possession-Verbs:** *possess, own, belong, lack and have.*

- I don't *belong* to this nation.
- Alia *owns* three apartment-buildings.
- She *possesses* a Mercedes company.
- They *have* plenty of food.
- Ali *lacks* confidence.

**e. cost, be, exist, owe, appear, contain, consist of, include, be worth and weigh.**

- This car *is worth* \$ 2000.
- That wallet *costs* 20 dollars.
- She *is* a great actor.
- My father *weighs* 200 pounds.
- Water *consists of* oxygen and hydrogen.
- This classroom *contains* 20 seats.
- Yousef *owes* me 20,000 Euro.
- Mount Nebo *exists/ is* in Jordan.

\* ملاحظه الأفعال التالية يمكن أن تصاغ بصيغة الإستمرارية ولكن يتبدل معناها:  
*think, have, smell, taste, see, feel, look, appear, weigh, be.*

Step by Step into TOEFL

**(Think) in the following sentences:**

- I am *thinking* of building a wooden house. (*'think'* refers to a mental activity)
- I *think* that my dictionary is lost. (*'think'* expresses a mental state)

**(Have) in the following sentences:**

- We are *having* lunch. (it means the activity of *eating*)
- I have a farm. (it means *possess*)

(3)

Causative verbs (make, have, get, let)

يمكن استخدام هذه الكلمات '*make, have, get and let*' لتبين أن شخصا ما حمل  
أخرا على فعل أمر معين (كأن نقول جعلت عليا يفتح الباب).

a. I **made** Ali **open** the door. (I forced him to do it).  
بمعنى أجبرت عليا على فتح الباب

b. I **had** Ali **open** the door. (I requested/ asked him to do so).  
بمعنى طلبت من علي أن يفتح الباب

\*ملاحظة: الفعل **have, make** يأخذان فعلا مجردا.

c. I **got** Ali **to open** the door. (I managed to persuade Ali to open the  
door) تمكنت من اقناع علي أن يفتح الباب

\* ملاحظة: الفعل **get** يأخذ 'to infinitive'.

d. 'let': بمعنى سمحت، ويتبع هذا الفعل فعل مجرد

1. John **let** me **swim** in the pool.

(Subject+ let+ object+ base form of verb)

e. 'permit/ allow: to infinitive' بمعنى سمحت/أذنت، ويتبع هذه

1. John **allowed** me **to swim** in the pool.

(Subject+ allow/ permit+ object+ to-infinitive)

تنبيه للصيغة التالية:

**have/ get+ something+ p.p**

يتبع الفعل **have/ get** في هذا التركيب اسم مفعول (التصريف الثالث للفعل)

Examples:

- I **had** the furniture **delivered**.

- You should **have** that video **fixed**.

- Mary **had** a new house **built**. - I'm going to **have** my hair **cut**.

- I must **get** the furniture **delivered**.

- I **got** that video **repaired**.

**Exercise (1)**

**1. The teacher made Fredrick ..... the classroom.**

- (A) leave
- (B) leaves
- (C) left
- (D) having left

**Answer: (A)**

**2. Helena had Salim ..... the car.**

- (A) to repair
- (B) repair
- (C) repaired
- (D) repairs

**Answer: (B)**

**3. Allen got Hamdan ..... her essay.**

- (A) typed
- (B) types
- (C) typing
- (D) to type

**Answer: (D)**

**4. Maria let Adnan ..... the forms.**

- (A) signed
- (B) sign
- (C) signing
- (D) having signed

**Answer: (B)**

**5. The student ..... his hands to participate in the class.**

- a. raised
- b. rose
- c. has risen
- d. had risen

**Answer: (A)**

Step by Step into TOEFL

6. I already ..... your pen on the table an hour ago.

- a. set
- b. sit
- c. has sit
- d. had sit

**Answer: (A)**

7. Johnson ..... on his bed early tonight.

- a. laid
- b. lied
- c. lay
- d. laying

**Answer: (c)**

8. If I were you, I would ..... down and sleep a bit early

- a. laid
- b. lie
- c. lay
- d. lain

**Answer: (B)**

(4)

**Gerund and to-infinitive (climbing/ to climb)**

أولاً: عليك أن تعرف متى نستخدم الفعل الذي ينتهي بـ **ing**

والفعل الذي يأتي بصيغة **to+ infinitive**

• استخدامات الفعل **ing**

- a. "noun" (a subject/ or an object) كإسم-فاعل أو مفعول به-  
- *Sleeping* early is good for the health. (*sleeping*=subject)  
- I'm talking about *visiting* Petra. (*visiting*=object)
- b. A participle (in **progressive tense**) في زمن مستمر  
- Ann is *swimming*.  
- Ralph was *painting*.
- c. A participle (as an **adjective**) كصفة  
- *surprising* events - *developing* countries  
- *daring* commander - *sleeping* women
- d. بعد الأفعال التالية: **smell, feel, taste, hear, see, listen, watch, notice, find, catch**. The following pattern is followed: (verb+ noun/ object pronoun+ verb+ ing).  
Examples:  
- I *saw Hani climbing* the mountain.  
v o gerund  
- I *heard you crying* last night.  
- I *felt him lying*.  
- I *found Shaza punishing* a little child.
- e. 'waste' and 'spend': بعد الأفعال التالية إذا تبعها عبارة تشير الى زمن: (waste/ spend+ expression of time+ verb+ ing)  
- Mr. Ibrahim *spent five weeks looking* for a new job.  
v time expr. v+ ing  
- Mrs. Ibrahim *wastes three hours a day watching* TV.
- f. 'sit', 'stand', and 'lie': بعد الأفعال التالية إذا تبعها تعبير عن مكان: (sit/ stand/ lie + expression of place+ verb+ ing).  
- I *sat in the corridor revising* my new book  
v place expr. v+ ing  
- I stood there *thinking* about you.  
- She lay in her bed *waiting* for her husband.
- g. بعد الفعل 'go' عند التعبير عن فعل يتم للتسلية والترفيه  
*go shopping, go fishing, go hiking, go hunting, go canoeing, go dancing, go sightseeing, go skiing, go swimming, go sledding, go tobogganing*, etc, as in:  
"I usually *go shopping* at weekends".

**h. بعد الأفعال التالية**

*enjoy, appreciate, admit, report, postpone, resent, practice, resist, can't help, resume, recall, risk, mind, quit, finish, avoid, delay, keep, miss, recommend, consider, discuss, mention and suggest, as in;*

- You should keep running.
- Noah quit smoking.
- I admitted stealing from the store.
- You enjoyed seeing your school friends.

**i. وفي الصيغة التالية**

(Subject+ verb+ possessive form of noun/ possessive adjective+ verb+ ing)

**Examples:**

- He regrets her leaving.
- He regrets Ali's leaving.
- We are looking forward to their visiting next month.
- We are looking forward to Hisham's visiting next month.

**ج. بعد التركيب (فعل+حرف جر)**

**verb+ prepositions**

approve of	give up	insist on	succeed in	think about	think of
depend on	rely on	worry about	intend on	count on	object to
object to	confess to	afraid of	accustomed to	successful in	
choice of	excuse for	method for	possibility of	reason for	

- She has no excuse **for dropping** the boxes.
- Mike is afraid **of getting** married soon.

**k. 'be+ used to+ verb+ ing' في التركيب التالي**

Rasha *is used to driving* fast.  
*Are you used to walking* long distance?  
 I *am not used to swimming* in the pool.

**l. hear/see/watch+ object+ singing في التركيب التالي**

- (1) I **saw** Mary **killing** the thief. (I saw part of the action)
- (2) I **saw** Mary **kill** the thief. (I saw the whole action)

**ثانياً: عليك أن تعرف متى نستخدم الفعل بصيغة to+ infinitive**

**a. بعد الأفعال التالية**

*plan, intend, decide, hope, promise, seem, agree, offer, desire, attempt, prepare, tend, claim, forget, demand, hesitate, learn, refuse, appear, pretend, ask, afford, expect, want, need, advice and would like.*

**Examples include:**

- Ala expects to begin studying applied linguistics next month.



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- I learnt to swim when I was ten.
- The chief decided to postpone the conference.
- Katrin agreed to act as a logistic officer.

b. بعد الأفعال التالية على أن يسبقها مفعول به

"tell, invite, require, beg, convince, expect, instruct, persuade, prepare, promise, urge, ask, permit, order, allow, warn, force, want, would like, encourage, and remind", as in:

(Subject+ verb+ object form of pronoun/ noun+ to- infinitive)

The boss forced me to shout at her.

I told Benedict to leave at 7 am.

The teacher encouraged the students to practice English in the classroom.

I urged Leon to appear in class.

I asked Bell to call me at noon time.

c. بعد الصفات كالتالية

(Adjective+ to- infinitive):

glad	fortunate	careful
happy	sorry	hesitant
pleased	ready	lucky

Examples include the following:

- I'm glad to be with you.
- Are you ready to go?
- She's pleased to take part in the championship.
- Fredrick was lucky to meet the king at the independence celebration.
- Ali speaks so fast that it's difficult to understand what he's saying.
- I found that box heavy to lift.
- I found the homework easy to do.

\*ملاحظة يتم نفي الفعل في تركيب to-infinitive بوضع not قبل to

- I promised to arrive early. (affirmative)
- I promised not to arrive early. (negative)

d. Used بعد

'used to infinitive':

1. When I was a child, I used to smoke heavily.
2. I used to drink alcohol. (it means I gave it up)

e. hear/see/watch+ object+ sing في التركيب التالي

- I heard Hala sing in her bedroom. (the whole song)
- I watched Obama address his people. (the whole event)

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### Exercise (2)

Using the verbs in brackets, choose the appropriate one to fill in the space in the following sentences. اختر الإجابة الصحيحة.

ملاحظة: الإجابة الصحيحة كتبت بالخط العريض

1. I am pleased .....from you. (to hearing/ **to hear**/ hearing)
2. I hope .....you soon. (to seeing/ see/ **to see**/ seeing)
3. I quit ..... (to smoke/ **smoking**)
4. The class bores the students. It is a ..... class. (bored/ **boring**)
5. My dad made me..... the house. (**leave**/ to leave)
6. I got Shirazi ..... the items. (**to fetch**/ fetch/ fetching)
7. I had Kerry .....the ceiling. (to repair/ **repair**/ repairing)
8. When I was in the countryside, I used .....10 miles a day. (**to walk**/ to walking)
9. Tim avoided..... (**looking**/ to look) at Rehab.
10. Do you enjoy..... (**playing**/ to play) soccer ?
11. Keep..... (**talking**/ to talk). I'm listening to you.
12. I hope..... (visiting / **to visit**) London next week.
13. Richard is expecting us.....( to come/ **coming**) to class tomorrow.
14. They don't approve..... (**us**/ our) leaving early.
15. Joe resented .....(Fadi/ **Fadi's**) losing the match.

### Exercise (3)

Circle the appropriate answer. (الإجابة كتبت بالخط العريض)

1. It is important..... fit.  
a. **to keep**                      b. keeping                      c. kept
2. ....fruit and vegetables helps you keep healthy.  
a. **Eating**                      b. To eat                      c. Ate
3. You look tired. What have you .....doing?  
a. **been**                      b. be                      c. were
4. My friends could be .....about their new century plans.  
a. think                      b. **thinking**                      c. thinks
5. .... been stealing the farmers' stores. That is why the police are trying to arrest him  
a. **He's**                      b. Hes'                      c. Is he
6. Dan .....gorgeous.  
a. **looks**                      b. look                      c. is looking
7. None of the students .....smart enough to win.  
a. **is**                      b. are                      c. were
8. A number of cadets .....visiting USMA West Point.  
a. is                      b. **are**                      c. was
9. Daily exercises .....good to keep yourself fit  
a. is                      b. **are**                      c. have
10. A chair with two arms.....comfortable to sit in.  
a. **is**                      b. are                      c. have

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11. One million dollars.....the price of this piece.

a. **is**                      b. are                      c. were

12. Neither Ahmad nor I ..... fit to fight.

a. is                      b. are                      c. **am**

(5)

Negation (hardly did he)

عليه أن تتنبه لترتيب الجملة في بعض التراكيب التي تخرج لمعنى النفي إذا جاء مثل الكلمات المكتوبة بالخط العريض (في الجمل التالية) في بداية الجملة عندها يأتي الفعل المساعد قبل الفاعل، أما إذا جاءت بعد الفاعل فلا تغيير على ترتيب الجملة الإعتيادي.

- a. I will **never do** this again.  
Never will I do this again.
- b. I have **rarely drunk** coffee.  
Rarely have I drunk coffee.
- c. He **hardly comes** to the meeting on time.  
Hardly does he come to the meeting on time.
- d. He **not only broke** the window but also damaged the car.  
Not only did he break the window but also damaged the car.
- e. You **seldom see** photos of jaguars.  
Seldom do you see photos of jaguars.
- f. She **scarcely remembers** the events.  
Scarcely does she remember the events.
- g. Ali **barely arrived** in time.  
Barely did Ali arrive in time.
- h. Babies **no sooner** learn to crawl than they start walking.  
No sooner do babies learn to crawl than they start walking.
- i. I **little** thought that I would be visiting Tokyo for work.  
Little did I think that I would be visiting Tokyo for work.

TOEFL Exercise:

I. ....babies learn to crawl than they start walking.

- i. No sooner do
- ii. Do no sooner
- iii. Do sooner no
- iv. No sooner did

Answer (A)

(6)

**Derivation and order of nouns, verbs, adjectives and adverbs**  
(اشتقاق الكلمة وعائلة الكلمات)

تاليا أبرز البادئة والخاتمة التي تستخدم لصياغة الفعل والاسم والصفة والظرف

<u>Verbs</u>	fy (justify), ize (organize), ate (relate), en (strengthen)
<u>Nouns</u>	ness (sleeplessness), ity (popularity), ment (development) ing (running), sion (decision), tion (production), ture (culture) ade (lemonade), age (advantage), ance (significance), ence (confidence), ism (professionalism), ian (Jordanian), er (player) or (actor), ist (typist) ship (friendship), ism (marxism), hood (neighborhood)
<u>Adjectives</u>	ed (developed), ing (exciting), ous (famous), ive (impressive) ful (helpful), ible (visible), able (reliable), ic (forensic), ical (musical), ly (lovely), y (cloudy), en (golden), some (handsome) less (sleepless)
<u>adverbs</u>	regular adverbs end in 'ly': (quickly, fantastically); there are some adverbs not ending in 'ly' (e.g. <b>hard, fast, well</b> )

**More examples:**

<u>Adjectives</u>	<u>Adverbs</u>	<u>Adjectives</u>	<u>Adverbs</u>
happy	happily	fast	fast
strong	strongly	straight	straight
repeated	repeatedly	deep	deeply
real	really	low	low
absolute	absolutely	little	little
obvious	obviously	hard	hard
slow	slowly	friendly	friendly
beautiful	beautifully	daily	daily
regular	regularly	high	high/ highly (He jumped high. It's highly recommended.)
certain	certainly	late	late/ lately

(He came late. He's  
been ill lately.)  
remarkably  
quickly

loud  
much

loudly  
much

remarkable  
quick

The following are derivations of common words :

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
care	Care	careful	carefully
repeat	repetition	repeated	repeatedly
-----	happiness	happy	happily
-----	carelessness	careless	carelessly
confide	confidence	confident	confidently
perform	performance	performed	-----
differ	difference	different	differently
annoy	annoyance	annoying	annoyingly
deploy	deployment	deployed	-----
endanger	Danger	dangerous	dangerously
act	Action	active	actively
depend	dependence	dependent	dependently
attract	attraction	attractive	attractively
excite	excitement	exciting; excited	excitingly
comprehend	comprehension	comprehensive	comprehensively
signify	significance	significant	significantly
strengthen	strength	strong	strongly
-----	fluency	fluent	fluently
educate	education	educational	educationally
vary	Variety	various	variously
produce	production	productive	productively

\*الأهم في هذا الموضوع أن تتنبه لما يعرف بتوازن التركيب:

### Parallel Structure

ويقصد به أن عند استخدام أدوات العطف والإضافة مثل **and/or/but**

تنبه إلى أنه إذا سبق مثل هذه الأتوات اسم مثلاً فيجب أن يتبعها اسم، وإذا كان فعل فيتبعها فعل، وإذا كان صفة فيتبعها صفة، وإذا كان ظرف فيتبعها ظرف.

- John is rich, clever and popular.  
adj    adj            adj
- John is a doctor, a lawyer and a teacher.  
n            n                    n
- The friendly troops approached the camp silently and slowly.  
adv                    adv
- She likes swimming, fishing and running.  
n                    n                    n

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**Exercise (4)**

1. Please keep .....

- (A) quiet
- (B) quietly
- (C) quietness

**Answer (A)**

2. You should do it with carefull, or you are going to hurt yourself.

- A                      B                      C                      D

Answer: B – it should be "care".

3. A cut causes an immediatly pain. That is why you feel it immediately.

- A                      B                      C                      D

Answer: B – it should be "immediate".

4. Suzan's project was perfect planned. So that she received an award.

- A                      B                      C                      D

Answer: B – it should be "perfectly".

5. Melissa is a scholar, an athlete, and artistic.

- A                      B                      C                      D

Answer: D – it should be "artist".

6. Children love playing in the mud, running in streets, and

- A                      B                      C

they get very dirty.

- D

Answer: D – it should be "getting".

(7) Subject-Verb Agreement

التوافق بين الفاعل والفعل

- a. Singular nouns + singular verbs (اسم مفرد بأخذ فعل بشكل الإفراد)
- *Sam looks* better.  
sing n sing v
  - *My car works* properly.
- b. Plural nouns + plural verbs (اسم جمع بأخذ فعل يتفق معه بشكله)
- *They look* better.  
pl. n pl. v
  - *The employees are* working so hard.
  - *The old women have* arrived.
- c. الإسمين المفردين المعطوفين على بعضهما بـ 'and' يعاملان معاملة الإسم الجمع  
'*Dan and Robert are* leaving tomorrow.'
- d. Indefinite pronouns (الضمائر غير المعرفة): **anyone, anything, anywhere, everyone, everybody, everything, nobody, nothing, and nowhere** تعامل كمفرد
- *Everyone is* welcome.
  - *Everybody has* got a name.
  - *Is anyone* here?  
No, nobody is here.
- e. إذا كان الفاعل مفرد ولكن يفصله عن الفعل عددا من الأسماء الجمع بينها تعامله معاملة المفرد.
- '*A list of men's and women's names is* ready to copy.'
- A list مفرد ويفصلها عن الفعل أسماء جمع وهي:  
'men's and women's names'
- f. 'A number of+ plural noun+ plural verb'  
'*A number of new roads are* under construction'.
- g. 'The number of+ plural noun+ singular verb'  
'The number of new bridges, that are under construction, **is** ten'.
- i. 'None of the+ mass noun+ singular verb', as in:  
'*None of the money you gave* me was found.'  
'None of the+ plural count noun+ plural verb', as in:  
'*None of the students have* finished the test yet.'
- j. التراكيب التالية لا تؤثر على اعتبارنا للفاعل، فإذا كان الفاعل مفردا فهو يبقى مفرد بغض النظر عما يتبع الكلمات التالية:
- together with along with accompanied by as well as**
- *A boy as well as a girl is* coming.
  - *A boy with two adults is* coming.



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k. الإسم الذي يتبع (each, every) يكون مفردا وعليه فالفعل يتفق معه بحالة الأفراد

- *Each pilot is wearing a cap.*
- *Every cadet deserves a medal.*

l. أسماء الكتب Names of books تعامل معاملة المفرد

*Romeo and Juliet was written by Shakespeare.*  
*Binoculars is written by A. S. Etaywe.*

m. مبلغ من المال A sum of money تعامل معاملة المفرد

*Thirty dollars is the salary you deserve.*

n. عند استخدام أي من **not only...but also, either...or, neither...nor**

فإن الفعل يتفق مع الإسم الأقرب له

- *Either Josef or his mates have gone.*
- *Either Ali or his brothers are studying.*
- *Neither Sam's friends nor he is coming.*
- *Not only my relatives but also my friend, Ali, is coming tonight.*

o. 'All+ plural count. name+ plural verb

إذا تبع all اسم جمع فتأخذ فعل يتفق مع الجمع

*All the company men are to be considered for the new post.*

p. بعض الأسماء لها شكل يبدو كاسم جمع إلا أنها تعامل كمفرد

- Subjects: *politics, statistics, physics, etc.*
- Activities: *athletics, gymnastics, etc.*
- Illnesses: *measles, numps, AIDS, etc.*
- Games: *billiards, dominoes, etc.*

As in:

**Politics is** an interesting field of study.  
**Billiards is** my favourite game.  
**Measles is** awful.

r. *trousers, shorts, pants, binoculars and glasses.* الأسماء التي يتكون الواحد منه من جزئين pair noun تعامل معاملة الجمع  
We say example, - *'My trousers need washing';*  
*These glasses are cheap.*

s. إذا كان الإسم بفصله عن فعله جار ومجرور فلا يؤثر ذلك

عليه من ناحية الأفراد والجمع

**Subject+ (Prepositional phrase)+ verb**

- **The study of languages is** very interesting.
- **The view of these courses varies** from time to another.
- **The effects of that crime are** terrible.
- **The fear of money and power has caused** me to leave the country.

t. إذا بدأت الجملة بـ (verb+ ing) فتأخذ فعلا يتفق مع الاسم المفرد

- **Knowing him has** made me rich.
- **Dieting is** important for athletes.
- **Writing letters is** my favourite habit.

**Exercise (5)**

1. Hassan along with thirty friends ..... planning a party.

- a. is
- b. are
- c. were
- d. am

**Answer (A)**

2. The picture of the students..... back many memories.

- a. bring
- b. brings
- c. are bringing
- d. have brought

**Answer (A)**

3. If the duties of the commander ..... reduced, many of the subordinates will leave the service.

- a. is not
- b. are not
- c. were not
- d. were

**Answer (B)**

4. Advertisements on radio ..... getting more competitive than a few years ago.

- a. is
- b. are
- c. was
- d. has been

**Answer (B)**

5. Non of the examples ..... related to this project.

- a. is
- b. has not
- c. had not
- d. are

**Answer (D)**

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6. Neither my relatives nor Hussein ..... going to the country this weekend.

- a. be not
- b. are
- c. were
- d. is

**Answer (D)**

7. Neither Maria nor her friends ..... bringing the car.

- a. is not
- b. are
- c. has been
- d. has

**Answer (B)**

## Pronouns and Nouns

عليك أن تعرف متى نستخدم كل ضمير

## Personal Pronouns الضمانر الشخصية

	(1) 1st person	(2) 2 <sup>nd</sup> person	(3) 3 <sup>rd</sup> person
<b>Singular</b>			
<b>Subject</b> فاعل	I	you	he , she , it
<b>Object</b> مفعول به	me	you	him, her, it
<b>Possessive</b> ملكية	<i>my/mine</i>	<i>your/yours</i>	<i>his/his;her/hers;its/its</i>
.....	.....	.....	.....
<b>Plural</b>			
<b>Subject</b> فاعل	we	you	they
<b>Object</b> مفعول به	us	you	them
<b>Possessive</b> ملكية	<i>our/ours</i>	<i>your/yours</i>	<i>their/theirs</i>

a. يكون الضمير بشكل الفاعل إذا جاء كفعل في الجملة

- **She** is fine.
- **I** like Ali.
- **He** will go for a trip.
- **You** have to take the wings off.
- **We** must stick to the rules.
- **They** are meeting their parents tonight.

b. يكون الضمير بشكل المفعول به إذا جاء بعد حرف جر أو كمفعول به

- I have met **her**.
- She has gone with **him**.
- Sue invited **me** to the party.
- I'll kill **you** if you don't give me the money I need.
- I invited **them** to the party.
- The police warned **us** to drive carefully.

c. نستخدم صيغة الملكية عند بيان ملكية الشيء لصاحبه

- I saw **my** bag.
- This bag is **mine**.

فستستخدم القائمة A في الجدول التالي (كصفات) إذا تبعها اسم، وتستخدم الضمانر في العمود B لنحل كضمانر..

Group A Possessive adjectives صفات الملكية	Group B Possessive pronouns ضمانر الملكية
my	mine
your	yours
his	his
her	hers
our	ours

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their	theirs
its	its

**Examples:**

1. Rania met *her* daughter.
2. I saw *my* cat.
3. He forgot to bring *his* dictionary.

**Examples:**

1. This house is *mine*.
2. That room is *hers*.
3. Can I borrow *yours*.

\*نستخدم الضمائر الإنعكاسية التالية في الماضع المميّنة أدنى الجدول

**Subject pronouns**

ضمائر الفاعل

I  
 you (singular)  
 he/ or singular masculine noun:  
 (the man, Ali, etc.)  
 she/ or singular feminine noun:  
 (the lady, Asma, etc.)

it  
 we  
 you (plural)  
 they  
 One

**Reflexive pronoun**

ضمائر انعكاسية

myself  
 yourself  
 himself  
 herself  
 itself  
 ourselves  
 yourselves  
 themselves  
 oneself

**1. لتشير للفاعل**

- I prepared the meal *myself*.
- Hold the dagger firmly or *you* will hurt *yourself*.
- *Rana* is tall enough to catch the ball *herself*.

More examples:

- **I** hurt **myself**.
- **You**'ll cut **yourself**.
- **Khalil** injured **himself**.
- **Sumaia** burnt **herself**.
- **You two** behave **yourselves**.
- **Samir and Sue** hurt **themselves**.

**2. بعد حروف الجر**

- Sadeq is old enough to take care **of himself**.
- You know that you should look **after yourself**.

**3. لتشير لمعنى اصطلاحى**

- Last night my friends really *enjoyed themselves*.  
'had a good time'.
- Your classmates should *behave themselves*.  
'behave well'.

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- I don't want to stay **by myself**.  
'alone, on my own'

4. للتوكيد

- The **brigadier** general *welcomed me himself*.  
'not someone else'.  
**I did the homework myself**.  
'without help'

\* عليك أن تميز متى تستخدم **themselves/each other**

نستخدم **themselves** لنبين أن كل شخص يقوم بالعمل لنفسه

- Sue and Hayfa cook meals for **themselves**.

نستخدم **each other** لنبين أن كل شخص يقوم بالعمل للآخر

- Sue and Hayfa cook meals for **each other**.

\* عليك أن تميز أنه يتبع **there** فعل يشير للجمع إذا كانت تعود لاسم جمع، أما إذا

كانت تعود لمفرد فيتبعها فعل مفرد.

- There *is* a **table** over there.
- There *are* some **tables** in that class.

## 9. The Nouns

## Singular and plural

عليك أن تميز بين الاسم بصيغة الافراد والجمع، وهذا مرتبط بموضوع التوافق بين الفعل والفاعل

1. الكلمات الدالة على أسماء لأجسام الواحدة منها يتألف من قطعتين تعامل معاملة الجمع، مثل:

('scissors', 'trousers', 'police', 'pants', etc).

2.

Singular مفرد	Plural جمع
man	men
woman	women
mouse	mice
louse	lice
foot	feet
goose	geese
tooth	Teeth
Ox	oxen
child	children
stimulus	stimuli
phenomenon	phenomena
criterion	criteria
Larva	larvae
formula	formulae
index	indices/ indexes
loaf	loaves
half	halves
wife	wives
thief	thieves
travel agent	travel agents
basketball bat	basketball bats
brother-in-law'	brothers-in-law
Hero	Heroes
crisis	Crises
a kilo of rice	two kilos of rice

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**Exercise (6)**

**A:** Circle the correct form of pronoun or possessive adjective to complete the following sentences. (الإجابة الصحيحة كتبت بالخط العريض)

1. They called..... ..on the phone, and we replied at once.

- (A) we
- (B) I
- (C) us
- (D) he

**Answer (C)**

2. Johnson told..... a story about priglimage in the old days.

- (A) she
- (B) I
- (C) we
- (D) her

**Answer (D)**

3. Mugabe is eating ..... dinner right now.

- (A) himself
- (B) he
- (C) him
- (D) his

**Answer (D)**

4. .... sitting room is freezing. I have to sit in another room.

- (A) My
- (B) myself
- (C) me
- (D) mine

**Answer (A)**



### 10. Quantifiers

عليك أن تعرف المحددات الكمية التي تستعمل مع الاسم المعدود الجمع، والاسم غير المعدود

Plural Countable Nouns الاسم المعدود الجمع	With Mass Nouns مع الاسم غير المعدود	With Countable/Mass Nouns مع الاسم المعدود وغير المعدود
many, few, a few, a large number of, a great number of, too many, several, fewer...than, (one, two, three, etc.)	a great deal of, little, a little, much, too much, a large amount of, less...than	a lot of, lots of, plenty of, some, enough, any, no, all, none

#### Examples:

1. *Many people* supported the principal.
2. *A few dictionaries* are necessary for English language learners.
3. *A large number of car accidents* take place every year.
4. *Too many bikes* are used nowadays on London's streets.
5. *Several topics* are to be discussed in today's conference.
6. You should keep in touch with *a few* of your friends.
7. You have to provide me with *a great deal of information* about Ali in five days.
8. I have *little coffee* left. I'm afraid the amount is not enough to prepare a cup for each of you.
9. The cake is not so sweet. I think you didn't add *too much sugar* to the mix.
10. I saw *a lot of children* gathering outside the UN building.
11. I stored *a lot of food* in the grand store.
12. Do you have *enough rice* for tonight's party?
13. Are there *enough people* to vote for the decision?
14. Can you give me *some advice* before I begin the tournament?
15. Do you have *any coffee*? I have *no coffee*.
16. Do you have *any pens*? I have *no pens*.

#### 15.1.2 'Too' and 'Enough'

'too' تسبق الصفة وتستخدم لتصف الإفراط في الشيء

- The box is *too heavy* for me to carry.

'enough' تلي الصفة، وتيق الاسم، وتفيد معنى الكفاية

- Jim is *brave enough* to talk to his boss.

adjective

- The president has *enough courage* to wage a war

noun

## 11. Definite and Indefinite Articles

أدوات المعرفة والنكرة  
عليك أن تعرف أي أداة تستخدم في أي مكان

### A

#### a - أداة النكرة

تستخدمها قبل الكلمات التالية وقيل كل اسم يبدأ بصوت غير متحرك

a home a European a half a house a heavy a union  
a uniform a university a universal

an - أداة النكرة تأتي قبل الكلمات التالية وقيل كل اسم يبدأ بصوت متحرك

an hour an hier an herbal an honor  
an uncle an umbrella an understanding an unnatural

تستخدم أداة التعريف **The** في المواطن التالية:

'Jack built a model. The model was of a plane'.  
- قبل شيء ورد ذكره في السياق من قبل

- قبل اسم يشير إلى طائفة من الناس:

'The younger generations', 'the disabled' and 'The rich' 'The poor' 'The elderly people'

- قبل اسم شيء يدل على نظام أو خدمة

'They are on the phone'.

- قبل اسم شيء هو الوحيد في الوجود:

'the Bible', 'the White House', 'the president of the USA', 'the sun', and 'the Earth', 'the Red Sea', 'the Nile', 'the Suez canal', 'the Pacific ocean'

- قبل صفة التفضيل:

'the largest building', 'the most beautiful woman'.

- ليشير لجزء من الجسم يدل صفة أو اسم ملكية

'She took him by the arm'.

- قبل اسم الدولة المكونة من ولايات أو اتحادات والجمهوريات والجزر، ومع سلاسل الجبال

'The USA', 'The UK', 'The Soviet Union', 'The Republic of Ireland', 'The Canaries', 'The Philippines', 'The Alps'.

- مع الجنسية لتشير إلى كل من يحمل تلك الجنسية

*Often, the British are so punctual.*

- قبل الاتجاهات الرئيسية

(the west, the east, the north, the south).

- مع أسماء الآلات الموسيقية

(the piano, the violin)

- أجزاء النهار الرئيسية

**in the morning, in the evening, and in the afternoon.**

- ومع أسماء المدارس والكليات والجامعات إذا بدأت أسماءها بعبارة

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(school, college, university)

- I'm teaching at **the University of Jordan**.
- **The University of Exeter** is universally admired.

- مع الأرقام الترتيبية

the first world war, the second chapter.

**Note: We do not use 'the' with:**

لا نستخدم أداة التعريف في الحالات التالية

1. مع الألقاب Mr., Mrs., and Doctor/Dr.
  2. قبل أسماء الوجبات التي لا يسميها صفة (dinner, breakfast, etc.).
  3. قبل جبل منفرد (Everest).
  4. قبل أسماء القارات (Europe, Asia, Africa).
  5. المدن (Amman, Cairo, Florida).
  6. أسماء الدول من كلمة واحدة (France, Jordan).
  7. قبل وسائل النقل (bus, train).
  8. وقت خلال اليوم (at night, at dawn, at noon).
  9. مع أسماء الرياضات (baseball, basketball).
  10. mathematics.
  11. العطل Christmas, Thanksgiving.
  12. قبل أسماء المدرسة والكلية والجامعة إذا بدأ الاسم باسم شخص/علم.
- George University.
  - Bin Khaldoon College.
  - Exeter University.

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**Exercise (7)**

Choose (a), (b), or (c) to complete the following sentences. (الجواب الصحيح كتب بالخط الغامق)

1. I have ..... apple trees.  
**a. a lot of**      b. too much      c. a little
2. Alzarqa city has..... air pollution.  
**a. too much**      b. too many      c. a few
3. He was lucky to have .....knowledge about the issue.  
**a. enough**      b. a few      c. a little
10. Politics..... not good to study.  
**a. is**      b. are      c. have
11. Let me give you .....advice.  
a. a      **b. some**      c. few
12. There seemed to be a lot of.....on the road.  
**a. traffic**      b. traffics      c. trafficking
13. My parents left me alone at home. So that I had to make a sandwich.....  
a. my      **b. myself**      c. mine

**Exercise (8)**

Select the correct answer. (الإجابة كتبت بالخط الغامق)

1. Nadia usually takes ..... apple before she goes to her office.  
**a. an**      b. a      c. the      d. x
2. I saw a girl with a dog. .... girl was very beautiful.  
**a. the**      c. an      b. a      d. x
3. What..... nice car!  
**a. a**      b. an      c. the      d. x
4. Sue had ..... dinner with her brother.  
a. a      b. an      c. the      **d. x**
5. I can see many planes in ..... sky.  
a. a      b. an      **c. the**      d. x
6. Anna is ..... most beautiful girl I've ever seen.  
a. a      b. an      **c. the**      d. x
7. I hate ..... rich.  
a. a      **b. the**      c. an      d. x
8. There.....many houses near the river.  
a. was      **b. were**      c. is
9. .... are my chairs.  
a. This      b. That      **c. These**
10. There is ..... sitting by the lake.  
**a. somebody**      b. anybody
11. A: Is Rakan coming to the party?  
B: I think so, I've invited .....  
a. he      **b. him**      c. his
12. You and I work well together. ....are an excellent team.  
**a. We**      b. Our      c. Us      d. Your

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13. On our trip to.....Spain, we crossed the Atlantic Ocean.  
a. a                      b. an                      c. the                      **d. x**
14. Rita plays .....violin.  
**a. the**                      b. an                      c. a                      d. x
15. Kazim attended..... Princeton University.  
a. a                      b. an                      c. the                      **d. x**
16. Henry admitted .....School of Medicine.  
a. a                      b. an                      **c. the**                      d. x

**Exercise (9)**

Choose the correct reflexive pronoun, possessive adjectives or possessive pronoun. (الإجابة الصحيحة كتبت الخط العريض)

1. Mary hurt (himself/ yourself/ **herself**).
2. We helped the old woman (himself/ **ourselves**/ themselves).
3. Lucy is preparing (hers/ **her**) clothes.
4. Is that (**your**/ yours/ yourself) motor cycle?

## 12. The adjectives

الصفات

عليك أن تعرف ترتيب الصفات في الجملة، وهي كالآتي

Opinion	Size	Age	Shape	Color	Origin Nationality	Material	Noun
nice	large	old	rounded	green	Egyptian	wooden	villa

اعرف أن هناك صفات تنتهي بـ ed تصف من تأثر بالحدث، وأخرى تنتهي بـ ing تصف المسبب للحدث

Annoyed	annoying
Damaged	damaging
Imported	importing
Refused	refusing
Bored	boring
Captivated	captivating
Satisfied	satisfying
Worried	worrying
Excited	exciting
Occupied	occupying

لذا عليك أن تميز متى تستخدم كلا منها

a.

1. The programme was *exciting*.
2. The proposal was *disappointing*.
3. The party was *boring*.

b.

1. I am really *excited* now. I liked that programme.
2. She is really *disappointed* as she goes against the proposal.
3. I didn't like her birthday party. I felt just *bored*.

### Comparative degree

المقارنة بين شيئين  
عليك أن تعرف صيغة المقارنة

- مع الصفات ذات المقطع الواحد نضيف لها er

large	larger (than)
big	bigger
short	shorter
brave	braver
dry	drier

(subject+ verb+ adjective-er/ adverb-er+ than+ noun/ pronoun)

- Rami is shorter than Sami.

- مع الصفات ذات المقطعين والمنتبهة ب (w), (er), (y), (le) فقط نضيف er

clever	cleverer
pretty	prettier
gentle	gentler
narrow	Narrower

- Rami is cleverer than Sami.

- أما الصفات ذات المقطعين وأكثر نضع قبلها more

Beautiful	more beautiful
realistic	more realistic
sophisticated	more sophisticated

(subject+ verb+ more adjective/ adverb+ than+ noun/ pronoun)

- Joe drives more cautiously than Bob.
- Joe is more cautious than Bob.
- I behave more carelessly than Ali.

### Superlative degree

المفاضلة بين مجموعة أو أكثر من شيئين

- نضيف (est) لنهاية الصفات ذات المقطع الواحد

large	the largest
big	the biggest
short	the shortest
brave	the bravest

(subject+ verb+ the+ adjective+ est+....)

- Hassan is the shortest boy in my family.

- ونضيف most قبل الصفة ذات المقطعين وأكثر

Beautiful	the most beautiful
realistic	the most realistic
sophisticated	the most sophisticated

(subject+ verb+ the+ most adjective/ adverb....)

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- This computer is the most sophisticated of all.

عليك أن تعرف التركيب الدالة على المماثلة بالصفة الواحدة بين شيئين وهي

1. **Similar to:** Shawkat's house is **similar to** Ramzi's.
2. **Like:** My car is **like** yours.
3. **So +adj+ as:** Hala is **so nice as** Rami.
4. **The same:** My wallet and hers are **the same**.
5. **The same+ noun+ as:** My house is **the same height as** his.
6. **Look alike:** Those two girls **look alike**.
7. **Very +adj+ as:** It is **very quick as** the BMW.
8. **As+ adj+ as:** Shawkat is **as tall as** Sami.

عليك أن تعرف التركيب الدالة على الاختلاف بالصفة الواحدة بين شيئين وهي

1. **Different from:** My watch is **different from** his.
2. **Not+ so+ adjective+ as:** Fadi isn't **so strong as** Kareem.
3. **Not like:** The weather in Irbid isn't **like** the weather in Madaba.
4. **Not the same:** This chair isn't **the same as** that one.
5. **Not similar to:** My husband is **not similar to** yours.
6. **Not as tall as:** Shawkat is **not as tall as** Ramzi.

مهم: عليك أن تعرف أن الكلمات التالية تأتي قبل صفات المقارنة

(much, a lot, far, rather, slightly, a bit, a little, any, no)

- (Subject+ verb+ far/ much...+ adjective/ adverb+ er+ than+ noun/ pronoun)
- (Subject+ verb+ far/ much...+ more+ adjective/ adverb+ than+ noun/ pronoun)
- (Subject+ verb+ far/ much...+ more+ noun...)

Examples:

- A paper bag is **much better than** a plastic bag.
- Modern cars are **far more comfortable than** old cars.
- My house is **a bit more spacious than** yours.
- I slept **a little earlier than** the day before yesterday.
- This shop is **slightly bigger than** mine.
- You need to spend **a lot more time** on studying English.
- He speaks English **much more rapidly than** he does French.
- Your second wife was **no better than** your first one.

#### مقارنة الاسماء

#### Comparison of nouns

يمكن استخدام أي من التراكيب التالية للمقارنة بين الاسماء

- (subject+ verb+ as+ many/ much/ little/ few+ noun+ as+ noun/ pronoun)
- (subject+ verb+ more/ fewer/ less+ noun+ than+ noun/ pronoun)

Examples:



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- I have more houses than she.
- They have as few classes as we.
- January has more days than February.
- Sandra has as much information as my sister.

### Double comparatives

مهم: يمكن أن نبدأ الجملة بصفة مقارنة وعليه فإن الجملة الأخرى تبدأ بصفة مقارنة كذلك و وفق الصيغ التالية

- **the+ comparative+ subject+ verb+ the comparative+ subject+ verb**
- **the more+ subject+ verb+ the+ comparative+ subject+ verb**

For example:

- The higher you fly, the worse you feel.
- The bigger the house is, the harder to clean.
- The hotter it is, the more miserable you feel.
- The more you practice, the more fluent you'll be.
- The more she studies, the more intelligent she becomes.

اعلم ان بعد الافعال التالية يأتي صفات

be	stay	appear	feel	look	smell
taste	seem	sound	become	remain	

Examples:

- Hamad **feels bad** about his result.
- Ibrahim **becomes tired** quickly.
- Lucy will **look attractive** in her new dress.
- Jasmine **smells sweet**.
- This food **tastes delicious**.
- She **remained sad**.
- This music **sounds lovely**.

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**Exercise (10)**

Select the appropriate answer (الإجابة الصحيحة كتبت بالغامق)

1. The sea food tastes.....  
a. deliciously      **b. delicious**      c. deliciousness
2. Areej is..... than Sali.  
**a. fitter**      b. fittest      c. more fit
3. This blueprint is the ..... ever.  
a. good      **b. best**      c. better
4. She is the..... lady in town.  
a. gorgeous      **b. most gorgeous**      c. gorgeousest
5. This line of seats has..... arm chairs than ours.  
a. much      **b. more**      c. the most
6. The game was..... I really loved it.  
a. interested      **b. interesting**      c. interestingly
7. Rania is as ..... as Sylvia.  
**a. healthy**      b. healthier      c. the healthiest
9. Ali walks .....  
a. slow      **b. slowly**      c. slower
10. He drives .....  
**a. fast**      b. fastingly      c. fastly

**Exercise (11)**

Complete each sentence with the correct form of the adjective:

1. I feel .....today.  
a. a bit good      **b. a bit better**
2. The shop is .....than the mall.  
**a. much more expensive**      b. much expensiver

**Exercise (12)**

Select the correct form in brackets in the following sentences.

1. Salma is .....(happier/ **the happiest**) person we know.
2. Ben's car is .....(**faster**/ the fastest) than Dan's.
3. This picture is.....(colourfuller/ **more colourful**) than the old one.
4. Hamad is .....(less/ **the least**) athletic of all men.
5. Ahmad has .....(little/ **few**) opportunities to join the team.

### 13. Passive voice

#### المبني للمجهول

(1) A stranger pushed the boy.

(2) The boy was pushed by a stranger.

(3) Mary was kicked by Ali.

في جمل المبني للمعلوم فإن الفاعل في الجملة يكون هو من قام بالفعل كما في المثال (1) حيث أن A stranger هو فاعل الجملة. أما في جمل المبني للمجهول فإن الفاعل في الجملة هو من وقع عليه الفعل وهو نفسه مستقبل الحدث الذي يعبر عنه الفعل كما في The boy في المثال (2) وكذلك الأمر لـ Mary في المثال (3).

يستخدم المبني للمجهول عادة حين يكون الحدث أكثر أهمية من قام بالحدث نفسه، ومع هذا يمكن حذف من قام بالحدث من الجملة أو وضعه بنهاية الجملة بعد by.

ملاحظة: لتحويل الجملة من المبني للمجهول إلى جمل المبني للمجهول فلا بد للجملة من أن تحتوي على مفعول به.

#### Steps for changing a sentence from active into passive

خطوات تحويل الجملة من المبني للمعلوم إلى المبني للمجهول

a. Place the object of the active sentence at the beginning of the passive sentence

ضع المفعول به من جملة المبني للمعلوم في بداية جملة المبني للمجهول لتعمل كفاعل.

b. Follow the Changes in the table below, which includes:

اتبع الخطوات الواردة في الجدول التالي والتي تشمل بشكل رئيس على:

- If the active sentence has any auxiliary, place it after the new subject of the passive sentence, paying attention to the subject-verb agreement.

إذا كان في جملة المبني للمعلوم فعل مساعد ضعه بعد فاعل جملة المبني للمجهول مباشرة، مراعيًا في ذلك التوافق ما بين الفعل والفاعل من حيث العدد.

- Place the main verb that is in the active sentence after the auxiliary (in the past participle form).

ضع الفعل الرئيس بصيغة اسم المفعول (التصريف الثالث للفعل) بعد الفعل المساعد.

Active	Passive
* Tense: Present simple	
* Form of the change required: (object+ is/ am/ are+ p.p)	
'is' for singular objects; 'are' for plural objects; 'am' for 'I'	

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<p>- <u>Sam drinks tea</u> every morning. s v o</p> <p>- <u>Sam eats apples</u> first. s v o</p>	<p>- <b>Tea is drunk</b> every morning.</p> <p>- <b>Apples are eaten</b> first.</p>
<p>* <b>Tense:</b> past simple                  * <b>Form of the change required:</b> (object+ was/ were + p.p)                  'was' for sing. objects, 'were' for plural objects</p>	
<p>- <u>Muna bought a bike</u> yesterday. s v o</p> <p>- <u>Martin caught two thieves</u>. s v o</p>	<p>- <b>A bike was bought</b> yesterday.</p> <p>- <b>Two thieves were caught</b>.</p>
<p>* <b>Tense:</b> present progressive                  * <b>Form of the change required:</b> (object+ is/ are/ am+ being + p.p)</p>	
<p>- <u>Nancy is writing a letter</u>. s v o</p> <p>- <u>Sylvie is painting three sketches</u>. s v o</p>	<p>- <b>A letter is being written</b>.</p> <p>- <b>Three sketches are being painted</b>.</p>
<p>* <b>Tense:</b> past progressive                  * <b>Form of the change required:</b> (object+ was/ were+ being+ p.p)</p>	
<p>- <u>Ali was building a house</u> s v o</p> <p>- <u>Ali was helping some people</u>. s v o</p>	<p>- <b>A house was being built</b>.</p> <p>- <b>Some people were being helped</b>.</p>
<p>* <b>Tense:</b> present perfect                  * <b>Form of the change required:</b> (object+ has/ have+ been+ p.p)</p>	
<p>- <u>Suzan has killed a kidnapper</u>. s v o</p> <p>- <u>Suzan has thrown two boxes</u>. s v o</p>	<p>- <b>A kidnapper has been killed</b>.</p> <p>- <b>Two boxes have been thrown</b>.</p>
<p>* <b>Tense:</b> past perfect                  * <b>Form of the change required:</b> (object+ had+ been+ p.p)</p>	
<p>- <u>Sofia had sold a farm</u>. s v o</p> <p>- <u>Sofia had stolen some beds</u>. s v o</p>	<p>- <b>A farm had been sold</b>.</p> <p>- <b>Some beds had been stolen</b>.</p>
<p>* <b>Modals</b>                  * <b>Form of the change required:</b> (object+ modal verb+ be+ p.p)</p>	
<p>- <u>Jordan will grow rice</u>. s v o</p> <p>- <u>Salma can freeze two chickens</u>. s v o</p> <p>(modals perfect)</p>	<p>- <b>Rice will be grown</b>.</p> <p>- <b>Two chickens can be frozen</b>.</p>

<b>(modal+ have+ been+ p.p)</b>	
- You should have called the boss.	- The boss should have been called.
* <b>be+ to infinitive</b>	
* <b>Form of the change required:</b> (object+ be+ to +be +pp)	
- Phillip <u>is to take</u> a notebook. s to-inf o	- A notebook is to be taken.
- We <u>are to take</u> some notes. s to-inf o	- Some notes are to be taken.
<b>(passive infinitive)</b>	
- You have <u>to order</u> new books soon. s to inf o	- New books have to be ordered soon.
* <b>With direct/ indirect object</b>	
- Ali <u>gave</u> Sami a gift. s v DO IO	- Sami was given a gift.
- Riyadh <u>has offered</u> a job for Sam. s v DO IO	- A job has been offered for Sam.
- Ali <u>gave</u> a gift to Sami. s v DO IO	- A gift was given to Sami.

**More examples:**

- **Active:** An earthquake destroys a great deal of property every year.
- **Passive:** A great deal of property is destroyed by an earthquake every year.
- **Active:** A tsunami destroyed fifty buildings.
- **Passive:** Fifty buildings were **destroyed** by a tsunami.
- **Active:** The committee is discussing new proposals.
- **Passive:** New proposals are being **discussed** by the committee.
- **Active:** The staff was considering new plans.
- **Passive:** New plans were being **considered** by the staff.
- **Active:** The government has ordered new weapons.
- **Passive:** New weapons have been **ordered** by the government.
- **Active:** The army had ordered new missile systems.
- **Passive:** New missile systems had been **ordered** by the army.
- **Active:** The family doctor should attend the clinic today.
- **Passive:** The clinic should be **attended** by the family doctor today.

**Have/ get something done**

a. Use 'have' in a passive pattern to mean that *an arrangement made for someone to do something for you* as a professional service.

نستخدم have في صيغة المبني للمجهول لنشير الى أن هناك ترتيبات يتم القيام بها لتسكين شخص ما للقيام بأمر ما بدلا منك باعتباره مختص بهذا الشأن أو يؤده لك كمساعدة.

**Examples:**

- I had the furniture delivered.  
(someone else delivered the furniture, not myself)

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لقد تم إيصال الأثاث. هذه الجملة تعيد أن شخصا ما قام بإيصال الأثاث نيابة عني. وليس أنا من قام بذلك.

- Sam, you should *have that video fixed*.

(it means by the technician)

تعيد أنه عليك أن ترسل جهاز الفيديو للتصليح. ترسله للتقني المختص.

- Alice *had a new house built*.

(it means by specialists)

تعيد هنا أيضا أن المنزل الذي تم بناءه لها لم تبنيه بنفسها، وإنما المختص بأعمال البناء هو من بناه لها.

- I *had my car stolen*.

(it means by someone else)

لقد تم سرقة سيارتي. وتعيد بهذا السياق أيضا أن شخصا ما قام بسرقة سيارتي. (ليس أنا من سرق السيارة).

b. We use 'get' in a passive pattern to mean exactly what 'have' means.

نستخدم get في صيغة المبني للمجهول لتعيد ما تعيد have تماما، وكما في الأمثلة التالية:

- I must *get the furniture delivered*.

- I *got that video repaired*.

- I'm going to *get my eyes tested*.

- She is *getting her house decorated*.

## 14. Conditional Clauses (If, Unless, Wish)

عليك معرفة صيغة الجمل الشرطية وهي:

Type	Forms and Examples
1 <sup>st</sup> conditional (Type 1)	<b>(If+ present simple, will/ shall/ can/ may/ must/ should/ have to+ bare infinitive):</b> 1. If you <i>run</i> fast, you <i>will catch</i> the train. 2. If you <i>obey</i> the orders, you <i>can succeed</i> . 3. If you <i>want</i> to do well in the IELTS test, you <i>should work</i> hard. 4. <u>If it doesn't stop</u> raining, our house <u>will be</u> flooded.
2 <sup>nd</sup> conditional (Type 2)	<b>(If+ past simple, would/ could/ might + bare infinitive)</b> 1. If I <i>were</i> the president, <i>I'd lower</i> taxes. 2. <u>If people switched</u> to chopsticks, eating on the move <u>would be</u> useless. 3. If you <i>solved</i> the puzzle, you <i>would win</i> the game. 4. If I <i>were</i> you, I <i>would go</i> to the dentist. 5. - I <u>would buy</u> a new camera <u>if I had</u> more money.
3 <sup>rd</sup> conditional (Type 3)	<b>(If+ past perfect, would/ could/ might + have + p.p.)</b> 1. If she <i>had married</i> early, she <i>would have had</i> a baby. (She didn't marry early. She didn't have a baby.) 2. If he <i>had had</i> enough time, he <i>could have visited</i> you. 3. If pressure <u>had been put</u> on resources, people <u>could have forced</u> the authorities to conserve fuel.
General/ Zero conditional	<b>(if+ present simple, present simple)</b> In zero conditional we don't use modals. 1. If I <i>feel</i> thirsty, I <i>drink</i> water. 2. If you <i>boil</i> water, it <i>evaporates</i> . 3. If you <i>stop</i> smoking, you <i>save</i> money. 4. <u>If Ali has</u> enough time, he usually <u>walks</u> to school.

'Unless' means 'if not'.

**Unless** you **come**, you will suffer.

**Unless** she **drinks** water, she will die.

**Unless** she **has** a car, she can't come.

**Unless** he **wrote** a letter, he would be fired.

**Unless** she **is** good at physics, she can't pass.

**Unless** she **has** money, she can't join us.

**Unless** he plays well, he will **not** win.

**Unless** the weather is cold, we'll go swimming.

### Wish

انتبه انها لا يتبعها عادة فعل تصريف اول

#### Wish...would/ could (future wish)

- I **wish** you **would** be more patient with your boss.
- I **wish** you **wouldn't** fight with your parents anymore.
- I **wish** you **would** find a real value out of *The Binos'* dictionary of military terms- by Etaywe Awni.
- I **wish** your car **would** work properly.
- I **wish** you **could** come to the party.

#### Wish.... Simple past tense verb (present wish)

- This villa isn't big enough. I **wish** it **was** much bigger.  
(it is not big enough)
- I can't afford a Mercedes car. I **wish** I **had** a better income.

#### Wish.... past perfect

- I **wish** I **had told** the judge the truth. I'm in jail now for not telling the truth.
- I **wish** I **hadn't got rid** of the governor's phone number. I really need him.
- I ate too many sweet cakes. I don't feel well. I **wish** I **hadn't eaten too many sweet cakes**.
- I didn't do enough work when I was at school. I **wish** I **had done enough work when I was at school**.

#### Hope: 'Hope' can be followed by any tense. As in:

- I **hope** that you'll come tonight.  
(I don't know if you're coming)
- I **hope** that they **came** last night.  
(I don't know if they came)

مهم جدا:

**As if/ as though**

يفيدان أن أمرا غير حقيقي قد وقع ويأتيان بالصيغتين التاليتين

-"Subject+ verb (present)+ as if/ as though+ subject+ verb (past simple)"



Step by Step into TOEFL

انتبه الى أنه اذا صيغة الجملة بالمضارع فما بعد **if-as though** يكون بالماضي البسيط

- "Subject+ verb (past)+ as if/ as though+ subject+ verb (past perfect)"

انتبه الى أنه اذا صيغة الجملة بالماضي فما بعد **if-as though** يكون بالماضي التام

- The lady treats me as if she were my mother.
- Asma walks as though she studied fashion.
- Rasmi looked as if he had seen a monster.
- Majed looked as though he had run ten kilometers.

Step by Step into TOEFL

**Exercise (13)**

Select the correct answer. (الإجابة الصحيحة كتبت الخط العريض)

1. If I were you, I ..... to Spain.  
a. will travel    **b. would travel**
2. If you jump a bit higher, you ..... the record.  
a. will break    **b. would break**
3. If she had had an extra payment, she ..... the project.  
a. would finish    **b. would have finished**
4. Unless you ..... your voice down, you will be dismissed.  
**a. keep**            b. don't keep
5. If you freeze the water in that bottle, the water.....  
a. would expand    **b. expands**
6. Asma walks as though she ..... fashion.  
a. had studied    **b. studied**    c. studies
7. Rasmi looked as if he ..... a monster.  
a. **had seen**        b. saw
8. I wish I ..... A lot of money. You know I'm really poor.  
a. have            **b. had**

## 15. Conjunctions

أدوات الربط

'Both...and' يأتيان بالصيغة التالية

- a. (Subject+ verb+ both+ adjective+ and+ adjective)  
- Robert is *both clever and polite*.
- b. (Subject+ verb+ both+ noun + and + noun)  
- Bernard plays *both violin and the guitar*.
- c. (Subject+ verb+ both+ adverb+ and+ adverb)  
- She writes *both quickly and neatly*.
- d. (Subject+ verb+ both+ prepositional phrase+ and + prepositional phrase)  
- He excels *both in physics and in literature*.
- e. (Subject+ not only+ verb+ but also+ verb)  
- Bernard *both plays the violin and writes stories*.

'So' and 'Such' يأتيان بالصيغة التالية

### So:

- a. (Subject+ verb+ so+ adjective/ adverb+ that+ subject+ verb)  
As in:  
- Britney sang so well that she received many awards.  
- The sea food tastes so good that I will ask for more.
- b. (Subject+ verb+ so+ many/ few+ plural countable noun+ that+ subject+ verb)  
As in:  
- I have so many young sons that they will form my own football team.  
- I had so few options that I could select one easily.
- c. (Subject+ verb+ so+ much/ little+ mass noun+ that+ subject+ verb)  
As in:  
- Ramzi gave me so much money that I can buy a new house.  
- I have so little milk that I can't give you some.
- d. (Subject+ verb+ so+ adjective+ a+ singular countable noun+ that+ subject+ verb), as in:  
- It was so cold a night that I stayed indoors.

### Such:

- a. (Subject+ verb+ such+ adjective+ plural count noun/ mass noun+ that+ subject+ verb)  
As in:  
- Marwan has such exceptional skills that I'm jealous of him.  
- I have such difficult homework that I won't finish it quickly.
- b. (Subject+ verb+ such+ a+ adjective+ singular countable noun+ that+ subject+ verb)  
As in:  
- He is such a bad boy that I don't like him.

تأتي بالصيغ التالية Not only...but also

a. (Subject+ verb+ not only + adjective+ but also + adjective)

- Robert is *not only clever but also polite*.

b. (Subject+ verb+ not only + noun + but also + noun)

- Bernard plays *not only the violin but also the oud*.

c. (Subject+ verb+ not only + adverb+ but also + adverb)

- She writes *not only quickly but also neatly*.

d. (Subject+ verb+ not only + prepositional phrase+ but also + prepositional phrase)

- He excels *not only in physics but also in literature*.

e. (Subject+ not only+ verb+ but also+ verb)

- Bernard *not only plays the violin but also writes stories*.

تأتي بالصيغ التالية 'as well as'

a. (Subject+ verb+ noun+ as well as+ noun)

- George plays *the guitar as well as the violin*.

b. (Subject+ verb+ adjective+ as well as+ adjective)

- George is *talented as well as handsome*.

c. (Subject+ verb+ adverb + as well as+ adverb)

- He writes *quickly as well as neatly*.

d. (Subject+ verb+ prepositional phrase+ as well as+ prepositional phrase)

- He excels *in physics as well as in maths*.

e. (Subject+ verb+ as well as+ verb)

- Bernard *plays the violin as well as composes music*.

Because (تستخدم لبيان السبب)

يتبعها جملة فعلية

Because of

يتبعها شبه جملة اسمية

Although

يتبعها جملة فعلية (ليبيان التضاد بالنتيجة)

In spite of/ despite

يتبعها شبه جملة اسمية

## 16. Conjunctions (B)

Words	Use	Examples
<b>And</b>	تربط جملتين أو اسمين أو فعلين أو صفتين أو ظرفين في جملة تفيد معنى الإثبات	<ul style="list-style-type: none"> <li>- <i>Ahmad and Ali</i> are staying home today.</li> <li>- The children <i>eat and play</i> all day.</li> <li>- The test was <i>long and difficult</i>.</li> <li>- John works <i>carefully and quietly</i>.</li> <li>- <i>David went to eat after class, and in the evening he went to a movie.</i></li> </ul>
<b>But</b>	تربط جملتين اسمين أو فعلين أو صفتين أو ظرفين في جملة تفيد معنى النفي أو التضاد	<ul style="list-style-type: none"> <li>- <i>Ali is fat but his father is thin.</i></li> <li>- <i>Ali likes playing football but he doesn't like to play basketball.</i></li> <li>- I don't like <i>shirts but T-shirts.</i></li> <li>- The team <i>tried</i> to score a goal <b>but failed</b>.</li> <li>- <i>Ali is fat but handsome.</i></li> <li>- <i>Ali works hard but carefully</i></li> </ul>
<b>Or</b>	تربط جملتين اسمين أو فعلين أو صفتين أو ظرفين في جملة تفيد الخيار	<ul style="list-style-type: none"> <li>- Would you like <i>tea or coffee</i>?</li> <li>- You may <i>borrow my car or take</i> the bus.</li> <li>- She always wears <i>blue or white</i> shoes.</li> <li>- Betty always arrives <i>too late or too early</i>.</li> <li>- <i>You have to finish your dinner, or you can't have dessert.</i></li> </ul>
<b>Whereas/ while</b>	تربط جملتين لبيان التضاد	<ul style="list-style-type: none"> <li>- <i>Jeffrey is rich whereas Janet is poor.</i></li> <li>- <i>Qasim is polite while Sari is impolite.</i></li> </ul>
<b>And not either</b>	تربط جملتين منفيتين	<ul style="list-style-type: none"> <li>- <i>I don't like milk and Ali doesn't either.</i></li> </ul>

'So that' تستخدم في السياق التالي لبيان القصد

(subject+ verb+ so that+ subject+ verb)

- Osama studied hard so that he could pass the exam.
- Ibrahim is sending the card early so that it will arrive in time for his wife's birthday.

انتبه للاستخدام الاتي

Step by Step into TOEFL

**Either... or**

- **Either** small box **or** malaria is a dangerous disease.
- I can drink **either** Coke **or** orange juice.
- Your car must be **either a** BMW **or a** Toyota.

**Neither... nor**

- **Neither** my relatives **nor** my wife is flying to Paris.

#### Exercise (14)

Select the appropriate answers of the following sentences:

(الإجابة الصحيحة كتبت بالخط العريض)

1. .... you don't have any question, I will leave.  
a. **Provided**      b. Because      c. Although
2. I went shopping ..... the weather was cold.  
a. despite      b. therefore      c. **although**
3. .... the weather was cold she didn't visit her father.  
a. **Because**      b. Due to      c. But
4. .... I was walking down the street, I meet an old friend.  
a. **While**      b. Before      c. As soon as
5. Both my father ..... my sister are here.  
a. **and**      b. or      c. nor
6. Not only my brother ..... my parents are here.  
a. **but also**      b. or      c. nor
7. Neither my children ..... my brother are here.  
a. **nor**      b. or      c. and
8. .... the restaurant was crowded, I managed to book a table.  
a. But      b. **Although**      c. Despite
9. The heater is .....keeping the house warm in winter  
a. **for**      b. to      c. but
10. A: I'm in a good mood.  
B: .....  
a. **so am I**      b. neither do I      c. too
11. The clerk stopped..... I came in.  
a. **as soon as**      b. during      c. for
12. The bus was late..... I took a cab.  
a. **so**      b. because of      c. although
13. The child took the prescribed vaccine; ....., he got sick.  
a. **nevertheless**      b. despite      c. for
15. Hani ran not only fast but also .....  
a. care      b. careful      c. **carefully**
16. Hani is both kind and .....  
a. **clever**      b. cleverness      c. cleverly

#### Exercise (15)

Step by Step into TOEFL

Supply either 'because' or 'because of' as appropriate.

1. It isn't easy to send your letter.....you have written the wrong address.
2. I'll leave early.....the party is very boring.
3. SOS team arrived late..... the bad weather.
4. Salman can't join the university team .....his low grades.
5. Many British people died last summer.....the heat.

(answers: 1. because; 2. because; 3. because of; 4. because of; 5. because of)

#### Exercise (16)

Use either 'so' or 'such' in these sentences as appropriate.

1. The sun is shining .....brightly that I have to put on my sunglasses.
2. Deema is .....a powerful runner that she always wins the races.

(answers: 1. so ; 2. such)

#### Exercise (17)

A: Supply the missing linkers (not only...but also, both...and) in the following sentences:

1. Mr. Eyad speaks..... Spanish but also English.
2. I have villas .....in the country and in the city.

(answers: 1. not only; 2. both)

B: Supply the missing word ('so' or 'such') in the following sentences:

1. We had ..... a bad night that we couldn't sleep.
2. She gave me ..... good a stereo that I was very grateful to her.
3. The day was ..... hot that everyone went to the sea.
4. The motel has ..... a comfortable room that I don't want to leave.
5. It was ..... dark that I couldn't see my finger.
6. That restaurant has ..... delicious food that I can't stop eating.

(answers: 1. such; 2. so; 3. so; 4. such; 5. so; 6. such)

## 17. Embedded Questions

أسئلة مضمّنة  
وتأتي بالصيغ التالية

### -Embedded yes/no questions

(*if/ whether+ subject+ verb+ complement*) as a noun clause in a statement, as in:

- Was it overcast yesterday?

I don't know if it was overcast yesterday.

Embedded question

Can you tell me if it was overcast yesterday?

Embedded yes/no question

### - Embedded Wh-questions

(*what/ when...+ subject+ verb+ complement*), as in:

- Where is the best hotel?

I don't know where the best hotel is.

Embedded wh-question

Can you tell me where the best hotel is?

Embedded wh- question

1. (Subject+ verb (phrase)+ I/ whether+ subject+ verb...)

We don't know if he is coming.

2. (Subject+ verb (phrase)+ wh-question word+ subject+ verb...)

We don't know where the meeting will take place.

3. (Auxiliary+ subject+ verb+ question word+ subject+ verb)

Can you tell me how far the museum is from the college?



## 18. Affirmative agreement

نستخدم الصيغة النائية للإجابة والرد على جملة مثبتة

### 1. 'affirmative statement+ and+ so + auxiliary (be/ do/ have/ modal verb )+ subject'

- I'm happy, and *so are you*.
- They will work in the lab tomorrow, and *so will you*.
- A: I'm leaving. B: *So am I*.
- A: I've a car. B: *So do I*.
- A: Arwa can drive a bike. B: *So can Sama*.

We use an appropriate form of 'do' in the present simple/ past simple, as in:

- John goes to the school, and *so does my brother*.
- A: I like cinema. B: *So do I*.
- A: Al-Faisali won. B: *So did Al-Ahli*.
- A: Rula likes apples. B: *So does Asma*.

### 2. (affirmative statement+ and+ subject+ auxiliary (be/ do/ have/ modal verb)+ too)

Examples:

- I'm happy, **and you are too**.
- They will work in the lab tomorrow, **and you will too**.
- John goes to that school, **and my brother does too**.

### Negative agreement

نستخدم الصيغة النائية للرد على جملة منفية

### 1. 'negative statement+ and+ neither + positive auxiliary (be/ do/ have/ modal verb) + subject'

- I didn't see Sara this afternoon. *Neither did Ali*.
- She will not go to the meeting. *Neither will Ashraf*.
- The boss isn't at the party. *Neither is the assistant*.
- John didn't call Sami. *Neither did Ali*.
- Rami doesn't speak French. *Neither does Haifa*.

### 2. 'negative statement+ and+ subject + negative auxiliary+ either'

- I didn't see Sara this afternoon, *and Ali didn't either*.
- She will not go to the meeting, *and Ashraf will not either*.

### Exercisec ( 18)

Fill in the blanks with the correct form of **either** or **neither**.

1. The boys shouldn't take the medicine, and .....should the girls.
2. We don't plan to join the team, and .....do they.
3. They won't have to work on weekends, and she won't .....
4. I can't stand listening to pop music, and she can't.....

(answers: 1. neither; 2. neither; 3. either; 4. either)

Step by Step into TOEFL

**Exercise (19)**

Supply the correct form of the missing verb.

1. The boys aren't happy with the programme, and neither.....the girls.
2. We can't study in the library, and they .....either.
3. He didn't know the answer and neither.....I.

(answers: 1. is; 2. can't; 3. did)

19. Relative/ adjective clauses  
جمل الوصل (الوصفية)

<b>Pronouns</b> <i>Who</i> تشير لاسم عاقل	(1) Examples I met the lady <u>who supported me</u> .	(2) The base sentences I met the lady. <u>The lady supported me.</u>
<i>Which</i> تشير لاسم غير عاقل	The pen <u>which is there</u> is mine.	The pen is mine. It is there
<b>Pronouns</b> <i>Whom</i> تشير لاسم عاقل مفعول به	(1) Examples The lady <u>whom I met</u> was Rana.	(2) The base sentences I met the lady. The lady was Rana.
<i>Which</i> تشير لاسم غير عاقل	The pen <u>which I bought</u> was good.	I bought a pen. The pen was good.
<b>Pronouns</b> <i>Whose</i> تشير لمن تعود له ملكية شيء	(1) Examples I met the lady <u>whose van was damaged</u> .	(2) The base sentence I met the lady. Her van was damaged.
<i>Where</i> تشير لاسم مكان	- The villa <u>where I live</u> is nice.	I live in that villa. The villa is nice.
<i>When</i> تشير لزمن	- I will never forget the time <u>when you left me behind</u> .	I will never forget that time. You left me behind at that time.

**Exercise (20)**

Use (**where, which, who, when, whose, or whom**) to fill in the blanks.

1. I'll never forget the day.....I met you.
2. India is the city .....he lives.
3. The student.....composition I have already read is excellent.
4. The programme.....we saw last night was thrilling.
5. The girl .....dropped the can was punished severely.

(**answers:** whom; where; whose; which; who)

## 20. Prepositions

حروف الجر

(عليك أن تعرف حرف الجر الصحيح مع الكلمة والسياق المناسبين)

**In:** في

	Examples
Enclosed space; Something around you في مكان مغلق	in a car, in a taxi, in a helicopter, in a boat, in a lift, in a box, in a pocket, in a wallet, in a building, in an office, in the room, in the Kitchen, in the garden, in the bathroom
Streets في شارع ما	in Dallas street, in Oxford street
Countries, cities, towns and villages في المدن والدول والقرى	in Paris, in Moscow, in New York in Jordan
'arrive' مع كلمة 'arrive'	arrive in London
Weather مع كلمات تدل على حال الطقس	in the rain, in the snow, in the fog
Miscellaneous common phrases مع الكلمات التالية	in the garden, in the sky, in the newspaper, in a row, in bed, in a book, in the photo, in the middle, in the back of (a car), in the front of, in back of, in front of

**At:** عند/ في

	Examples
Points الأسماء الدالة على نقطة جغرافية	at the corner, at the bus stop, at the door, at the top of (the page), at the end of (something), at the cross roads, at the roundabout, at the bottom, at the reception, at the traffic lights
Street numbers أرقام	at 17 oxford street
Speed حد السرعة	at a speed of 50 k/ h
Specific place مع أسماء محددة	at Heathrow airport, at the cinema, at the pub, at Fred's house
	at home, at work, at university, at school, at college, at the party, at the meeting, at the football match,

**On:** على

	Examples
Surface/ touching part of something سطح جسم ما	on the wall, on the ceiling, on the floor, on the carpet, on the cover of the book, (a sign) on the wall, on the back of an envelope
Directions	on the left, on the right, on the far side

Step by Step into TOEFL

الاتجاهات	
To mean 'by means of something' بمعنى بواسطة	on the phone, on the T.V
Levels of a building/ On+ floor مع طوابق البناء	on the first floor, on the top floor
Parts of the body مع أجزاء الجسم	on my foot, on his leg, on my left arm
Some types of بعض وسائل النقل ومع الاسماء التالية	on a bus, on a horse
	on this page, on the screen, on the beach

**Prepositions of Time (at, in, and on)**

Prepositions of time are used to show the time of events and activities.

**At :**

	Examples
<b>Precise time</b>	at 5 o'clock, at noon, at midnight at night, at dawn, at lunch time at sunrise, at sunset, at bed time at the moment, at the weekend at the start of June, at present at the same time
<b>With age</b>	at the age of 17
<b>Hours</b>	at 6: 30
<b>Calendar seasons</b>	at Christmas, at Easter
<b>With meals</b>	at lunch, at breakfast, at dinner

**In:**

	Examples
<b>Months</b>	in August, in April
<b>Years</b>	in 1996, in 2000, in the 1980
<b>Parts of the day</b>	in the morning, in the afternoon, in the evening
<b>Seasons</b>	in spring, in summer
<b>Long periods</b>	in 7 months, in the ice age, in the future, in two weeks in two days, in three months

Step by Step into TOEFL

<b>Centuries</b>	in the 20 the century
<b>To refer to the time something takes to be completed</b>	-I will finish my paper <b>in 10 minutes.</b> -I did the crossword <b>in half an hour.</b>

**On:**

	<b>Examples</b>
<b>Days</b>	on Monday/ Saturday/ Friday, etc.
<b>A day of the month</b>	on 17 February, on 21 march 1968
<b>Days of holiday</b>	on your birthday, on independence day, on Christmas day
<b>Particular time of a day</b>	on Saturday evening, on Thursday morning
<b>Miscellaneous of common phrases</b>	on arrival, on your return

**In time, On time:**

'**In time**' means '*before/ not late*', e.g.:

I arrived **in time** for the 09:00 train.

'**On time**' means '*exactly at the arranged time*', e.g.:

My train left **on time**. (Exactly at 9 o'clock/ not after or before)

'**Between**' is used with two people/ things, and it can be used with more than two when the number is definite, as in:

1. I divided the portion **between** *Alfred and Helen*.
2. I sat **between** Ali, Ahmad, Yousef and Samia.

'**Among**' is used with more than two people/ things and with indefinite number of people/ things, as in:

I slept **among** strange people.

**We use 'with' with the following words:**

satisfied with	familiar with	annoyed with
fill with	consult with	supply with
agree with	endowed with	with confidence
compare with	pleasesd with	covered with

from.....to (من...إلى) بمعنى

between.....and (بين...و) بمعنى

**Preposition+ noun (e.g. in my opinion)** . There are some nouns that are usually

on holiday	on a journey	on business	in cash
by cheque	in pen	on television	on the phone
for sale	on the whole	in advance	up to date
on purpose	by chance	by mistake	in my opinion
At a high speed	at first sight	at the invitation of	in charge of
In honor of	on the occasion of		with confidence
by+ transport means: by taxi/ bus/ train/ ship/ sea/ plane/ air	on foot (means walking)		

used preceded by prepositions; these include:

**Verb+ Preposition (prepositional verbs)**, as in:

'graduate from', 'spend on' and 'supply with'. Here are some common prepositional verbs:

wait for	belong to	agree with	apply for
apologize for	believe in	care about	deal with
concentrate on	suffer from	talk about	consist of
blame for	provide with	take care of	laugh at
hide from	blame for	cope with	comment on
rely on	depend on	contribute to	stare at
look forward to	congratulate on	take advantage of	dream of/ about
participate in	forget about	vote for	object to
count on	thank for	graduate from	compete with
furnish with	interfere with	mix with	pay for
prevent from	recover from	sit at (the table)	sit in (arm chair)
decide on	detract from	engage in	escape from

**Adjectives+ prepositions ( e.g. mad at).**

accustomed to	Afraid of	mad at	interested in
expert in	different from	capable of	fond of
rich in	Guilty of	detrimental to	partial to



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tired of/ from  
acquainted with  
jealous of  
committed to  
content with  
composed of  
full of

finished with  
accused of  
Aware of  
upset with  
Proud of  
dressed in  
superior to

absent from  
innocent of  
bored with  
dedicated to  
married to  
easy for  
born in

dull of  
angry at  
known for  
discriminated against  
different from  
empty of  
kind to

**Exercise (21)**

1. Gallagher's room is.....the third floor.
  - a. in
  - b. on
  - c. at
  - d. for

**Answer (B)**

2. I saw Julia Robert holding a parrot.....her hand.
  - a. in
  - b. on
  - c. at
  - d. for

**Answer (A)**

3. There are 23 seats .....the classroom.
  - a. in
  - b. on
  - c. at
  - d. for

**Answer (A)**

**Exercise (22)**

1. I'm afraid.....parachuting. I hate to jump from high places.
  - a. in
  - b. on
  - c. at
  - d. of

**Answer (D)**

2. Orange is rich.....vitamin (c).
  - a. with
  - b. on
  - c. at
  - d. for

**Answer (A)**

3. People in Congo suffer.....civil war.
  - a. in
  - b. on
  - c. at
  - d. from

**Answer (D)**

4. Don't write.....pen.
  - a. in
  - b. on
  - c. at
  - d. from

**Answer (A)**

5. When you decide to participate in the parliamentary elections, please tell me.....advance.
  - a. in

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- b. on
- c. at
- d. for

**Answer (A)**

6. My firm-report will be declared ..... the radio.
- a. in
  - b. on
  - c. at
  - d. for

**Answer (B)**

7. Water consists..... oxygen and hydrogen.
- a. in
  - b. of
  - c. at
  - d. for

**Answer (B)**

8. You are well-trained. That is why I can rely.....you.
- a. in
  - b. on
  - c. at
  - d. since

**Answer (B)**

9. I'll be out for few hours. Could you take care.....my baby.
- a. of
  - b. on
  - c. at
  - d. for

**Answer (A)**

10. We went to the station.....taxi.
- (A) by
  - (B) on
  - (C) at
  - (D) for

**Answer (A)**

11. I was born ..... Holland.
- (A) from
  - (B) with
  - (C) in
  - (D) at

**Answer (C)**

12. I'm proud.....my king.
- (A) of
  - (B) with
  - (C) at
  - (D) for

**Answer (A)**

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13. The man is responsible.....his family.  
(A) from  
(B) of  
(C) at  
(D) for

**Answer (D)**

14. You're accused .....smuggling.  
(A) from  
(B) with  
(C) of  
(D) for

**Answer (C)**

15. He speaks French .....confidence.  
(A) from  
(B) with  
(C) at  
(D) for

**Answer (B)**

## 21. Redundancy

هناك كلمات في الجملة تكون تكراراً لكلمة أخرى موجودة في الجملة تختلف صورة ولكنها تحمل نفس معناها، لذا فوجود الكلمتين معاً في نفس الجملة يعد خطأً. وهذه الكلمات هي:

### Repeat again

Mary repeated the question again. (incorrect)

Mary repeated the question. (correct)

### New innovations

We should come up with new innovations to improve our way of living. (incorrect)

We should come up with innovations to improve our way of living. (correct)

### Join together

My father asked me to join the team together. (incorrect)

My father asked me to join the team. (correct)

### Sufficient enough

We have sufficient enough money. (incorrect)

We have sufficient money. (correct)

We have enough money. (correct)

### Return back

I returned back last night. (incorrect)

I returned last night. (correct)

### Progress forward

The Israeli-Palestinian peace talks progressed forward. (incorrect)

The Israeli-Palestinian peace talks progressed. (correct)

### Advance forward

The army advanced forward after the main battle. (incorrect)

The army advanced after the main battle. (correct)

### Proceed forward

The teacher proceeded forward to discuss the puzzle. (incorrect)

The teacher proceeded to discuss the puzzle. (correct)

### Same identical

The twins have the same identical birthmarks. (incorrect)

The twins have identical birthmarks. (correct)

### Two twins

My brother wants to play with the two twins. (incorrect)

My brother wants to play with the twins. (correct)

### Two halves

Step by Step into TOEFL

I split the group into two halves. (incorrect)

I split the group into halves. (correct)

TOEFL example:

1. I split the cake into two halves.

A B C D

Answer (D), it should be "halves".

2. At last, physicians found out new innovations to cure patients of cancer.

A B C D

Answer (C).

TOEFL EXAMPLES

**Q1. The following is incomplete sentence. Beneath the sentence you will see three words or phrases. Choose the one word or phrase that best completes the sentence.**

- During the early period of ocean navigation,.....any need for sophisticated instruments or techniques.

- A. so that hardly
- B. hardly was
- C. there was hardly

**Answer: C**

**Q2. The following is incomplete sentence. Beneath the sentence you will see three words or phrases. Choose the one word or phrase that best completes the sentence.**

- Simple photographic lenses cannot.....sharp, undistorted images over a wide field.

- A. to form
- B. are formed
- C. form
- D. forming

**Answer: C**

**Q3. The following sentence has four underlined words or phrases. Identify the one word or phrase that must be changed in order for the sentence to be correct.**

- Of the much factors that contributed to the growth of international tourism in 1990s, one of the most important, was the invent of Internet in 1990.

- A
- B
- C
- D

**Answer: A**





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they want to be prepared for the future demands of workforce.  
C  
D

Answer: A, the correct answer is "way".

## Practice Test

الإجابة الصحيحة هي المطبوعة بالخط العريض

### Structure

1. Simple cameras cannot -----sharp, undistorted images over a wide field.

- (A) to form
- (B) are formed
- (C) forming
- (D) **form**

الجواب D لأنه يسبق الفراغ cannot ويجب أن يتبعها فعل مجرد

2. Of all the factors affecting food industry in Africa, weather is the one -----the most.

- (A) it influences farmers
- (B) **that influences farmers**
- (C) farmers that it influences
- (D) why farmers influences it

يتي بعد الاسم جملة وصفية/ صلة الموصول

3. Jack Sparo,-----, assumed the leadership of the Pirate of the Carebean in 2001.

- (A) be a star movie
- (B) was a star movie
- (C) a star movie and
- (D) **a movie star**

4. -----of human sounds is known as phonetics.

- (A) Studying scientific
- (B) **The scientific study**
- (C) To study scientific
- (d) That is scientific studying

5. ----- at typical temperature and pressure, with the exception of mercury.

- (A) **The metallic elements are solid**
- (B) Which is a the solid metallic elements
- (C) Metallic elements being solid
- (d) Since the metallic elements are solid

6. Dehydration is ----- that a sport man faces.

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- (A) the often greatest danger
- (B) the greatest often danger
- (C) **often the greatest danger**
- (D) often the danger greatest

7. By following the hurricane-eye, predictors can decide on the speed at which ----

- (A) is a tornado moving
- (B) **a tornado is moving**
- (C) is moving a tornado
- (D) a moving tornado

8. Hard Times, a novel about the challenges one may encounter in life, is one of Charles Dicken's---- books.

- (A) **most famous**
- (B) the most famous
- (C) are most famous
- (D) and most famous

ملاحظة: لا يجوز استخدام the بعد اسم الملكية في صيغة الأفضلية.

9. Teaching technology will play a key role in---- our instructios.

- (A) to shape
- (B) **shaping**
- (C) shape of
- (D) shaped

10. The computer has noticeably affected ---- cities are designed.

- (A) is the way
- (B) that the way
- (C) which way do
- (D) **the way**

11. The early Hijazi railroad was ---- the existing arteries of transportation: roads, turnpikes, and canals.

- (A) those short lines connected
- (B) **short lines that connected**
- (C) connected by short lines
- (D) short connected lines

12. ----- as the best university, a university must transcend the best of teaching models in which it qualify the future professins.

- (A) Ranks

Step by Step into TOEFL

- (B) The ranking
- (C) **To be ranked**
- (D) For being ranked

13. Barrack Obama,-----to rule America in its very critical economic situation, has become very admired.

- (A) the black American who first
- (B) **the first black American**
- (C) was the first black American
- (D) the first and black American who

14. During the huge displacement of 2011, the red cross, ----- out of emergency headquarters in Somali, set up temporary shelters for the homeless.

- (A) operates
- (B) is Operating
- (C) has Operated
- (D) **operating**

15. In many organisms,----- is the nucleic acid **DNA** that provides the genetic information.

- (A) both
- (B) which
- (C) and
- (D) **it**

---

16. Dairy farming is ---- leading agricultural activity in Jordan.

- (A) **a**
- (B) at
- (C) then
- (D) none

Step by Step into TOEFL

17. Light waves travel faster -----, so that you see the lightning before we hear the thunder.

- (A) **than sound waves do**
- (B) than sound waves are
- (C) do sound waves
- (D) sound waves

18. Beef cattle ---- of all livestock for economic growth in certain geographic regions.

- (A) the most are important
- (B) **are the most important**
- (C) the most important are
- (D) the are most important

19. The discovery of PDF creators in computers made it ----- textbooks.

- (A) the possible reproduction
- (B) **possible to reproduction**
- (C) the possible of reproduction
- (D) possible reproduction

20. Independence day is a holiday in the Hashemite kingdom of Jordan,---- Jordanians have public celebrations.

- (A) which
- (B) **where**
- (C) that
- (D) has

21. ----- vastness of Jordan valley, it is difficult to capture it in a single shot of your camera.

- (A) While the
- (B) The
- (C) For the
- (D) **Because of the**

22. Desertification,-----, results when an area becomes neglected for some factor, usually environmental.

- (A) form biological species
- (B) biological species are form
- (C) which forming biological species
- (D) **the formation of more deserts**

23. In its pure state antimony has no important uses, but----with other substances, it is an extremely useful metal.

- (A) **when combined physically or chemically**
- (B) combined When physically or chemically
- (C) the physically and chemical combined or
- (D) it is combined physically and chemicall

24. The dawn redwood appears ---- some 100 million years ago in northern forests around the world.

- (A) was flourished
- (B) having to flourish
- (C) **to have flourished**
- (D) have flourished

25. Beinning in the Middle Ages, composers of Westem music used a system of notating their compositions ---- be performed by musicians.

- (A) will
- (B) that
- (C) and when to
- (D) **so they could**

26. Civil rights are the freedoms and rights ---- as member of a community, state, or nation.

- (A) may have a person
- (B) may have a person who
- (C) **a person may have**
- (D) and person may have

27. Richard Wright enjoyed success and influence ----- among Black American writers

of his era.

- (A) were unparalleled
- (B) are unparalleled
- (C) **unparalleled**
- (D) the unparalleled

28. ----- of large mammals once dominated the north American prairies: the American bison and the pronghorn antelope.

- (A) There are two species
- (B) With two species
- (C) Two species are
- (D) **Two species**

29. Franklin D. Roosevelt was ----- the great force of radio and the opportunity it provided for taking government policies directly to the people.

- (A) as the first president he understood fully
- (B) the first president that, to fully understood
- (C) the first president fully understood
- (D) **the first president to understand fully**

30. During the late fifteenth century, ----- of the native societies of America had professions in the fields of arts and crafts.

- (A) **only a few**
  - (B) a few but
  - (C) few, but only
  - (D) a few only
- 

31. After quartz, calcite is the ----- in the crust of the Earth.

- (A) mineral is most abundant
- (B) mineral that most abundant
- (C) most abundant mineral that
- (D) **most abundant mineral**

32. Regarded as the world's foremost linguistic theorist, Noam Chomsky continues ----- new theories about language and language learning.

- (A) for creating

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- (B) by creation
- (C) **to create**
- (D) create

33. -----any area receives more water than the ground can absorb the excess water flows to the lowest level, carrying loose material.

- (A) Being
- (B) **Whenever**
- (C) When might
- (D) Is

34. In 1935 seismologist Charles F. Richter devised ----- for rating the strength of earthquakes.

- (A) for the numerical scale
- (B) the scale numerical
- (C) **a numerical scale**
- (D) a scale numerical

35. After the second world war the woman wage earner ----- a standard part of middle-class life in the united states.

- (A) who became
- (B) becoming that what which
- (C) **became**
- (D) to became

36. Celluloid and plastics have largely replaced genuine ivory in the manufacture ----- buttons, billiard balls, and piano keys.

- (A) **of such things as**
- (B) as of such things
- (C) such things as of
- (D) things as of such

37. One of the tenets of New Criticism is that a critic need not tell readers ----- about a story.

- (A) which thinking
- (B) **what to think**
- (C) that thinking
- (D) to think what



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38. The outer ear, ----- the fleshy pinna and the auditory canal, picks up and funnels sound waves toward the eardrum.

- (A) includes
- (B) which it includes
- (C) **which includes**
- (D) of which includes

39. The chair may be the oldest type of furniture, ..... its importance has varied from time to time and from country to country.

- (A) but when
- (B) until then
- (C) in spite of
- (D) **although**

40. When wood, natural gas, oil, or any other burns, ..... with oxygen in the air to produce heat.

- (A) combining substances in the fuel
- (B) substances in the fuel that combine
- (C) **substances in the fuel combine**
- (D) a combination of substances in the fuel

41. Deserts are arid land areas where ..... through evaporation than is gained through precipitation.

- (A) the loss of more water
- (B) loss more water
- (C) is more water loss
- (D) **more water is lost**

42. When goshawk chicks are young, ..... parents share in the hunting duties and in guarding the nest.

- (A) the both
- (B) **both**
- (C) both of
- (D) and both

43. not only ..... among the largest animals that ever lived but they are also among the most intelligent.

- (A) **are whales**
- (B) whales
- (C) some whales

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- (D) they are whales
44. Fish are the most ancient form of vertebrate life, and ..... all other vertebrates.
- (A) **from them evolved**  
(B) evolved them  
(C) to evolve  
(D) they are evolved
45. .... 350 species of sharks, and although they are all carnivorous, only a few species will attack people.
- (A) About  
(B) Where about  
(C) **There are about**  
(D) About the
46. Some snakes lay eggs, but others ..... birth to live offspring.
- (A) **give**  
(B) giving  
(C) they give  
(D) to have given
47. Because it so closely related to communication,.... art form to develop.
- (A) **drawing was probably the earliest**  
(B) early drawing probably  
(C) early drawing probably  
(D) the earliest draw
48. Halley's Comet had its first documented sighting in 240 B.C. in china and ..... it has been seen from the earth 29 times.
- (A) after  
(B) because of  
(C) **since then**  
(D) that is
49. .... that managers commit in problem solving is jumping to a conclusion about the cause of a given problem.
- (A) Major errors

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- (B) Since the major error
- (C) **The major error**
- (D) Of the major error

50. Algonkian – speaking Native Americans greeted the pilgrims ..... settled on the eastern shores of what is now New England.

- (A) to whom
- (B) of which
- (C) **who**
- (D) which

51. The best known books of Ross Macdonald, ..... writer of detective novels, feature the character Lew Archer a private detective.

- (A) is the
- (B) is an
- (C) they are by
- (D) **the**

52. The first building to employ steel skeleton construction.....

- (A) Chicago, Illinois, the home of the home insurance company Building completed in 1885
- (B) **the home insurance company Building in Chicago, Illinois, was completed in 1885**
- (C) because the home insurance company Building in Chicago, Illinois, was completed in 1885
- (D) the home insurance company Building in Chicago, Illinois, completed in 1885

53. Indigo is a vat color,..... called because it does not dissolve in water.

- (A) which it
- (B) it is
- (C) but
- (D) **so**

54. Hubble's law states that the greater the distance between any two galaxies,..... is their relative speed of separation.

- (A) the greatest
- (B) **the greater**

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(C) greater than

(D) as great as

## Practice Test

### Written Expression

1. Guppies are sometimes call rainbow fish because of  
A B C  
the males bright colors.  
D

A: الجواب

2. Serving several term in Congress, Shirley Chisholm  
A B  
became an important United states politician.  
C D

B: الجواب

3. Twenty to thirty year after a mature forest is cleared away,  
A B  
a nearly impenetrable thicket of trees and shrubs develops.  
C D

A: الجواب

4. The first national park in world, Yellowstone park, was  
A B  
established in 1872.  
C D

B: الجواب

5. Magnificent mountains and coastal scenery is British  
A B C  
Columbia's chief tourist Attractions.  
D

C: الجواب

6. Scientists at universities are often more involved in  
A B C  
theoretical research than in practically research.  
D

D: الجواب

7. Nylon, a synthetic done from a combination of water, air,  
A B

Step by Step into TOEFL

and a by-product of coal, was first introduced in 1938.  
C D

الجواب: A

8. Ornithology, the study of birds, is one of the major scientific  
A  
fields in which amateurs play a role in accumulating,  
B C  
researching, and publish data.  
D

الجواب: D

9. Animation is a technique for creativity the illusion of life in  
A B C  
inanimate things.  
D

الجواب: B

10. The nonviolent protest advocated by Dr . Martin Luther  
A  
King, proving highly effective in an age of expanding  
B C  
television news coverage  
D

الجواب: B

11. On December 7, 787, Delaware became a first state to  
A B C  
ratify the Constitution.  
D

الجواب: C

12. Nutritionists believe what diet affects how one feels  
A B C  
physically and emotionally.  
D

الجواب: B

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13. Mealii Kalama, creator of over 400 Hawaiian quilts, was  
A B  
granted a national heritage fellowship in 1985 for herself  
C  
contributions to folk art.

D

الجواب: C

14. The rocky mountains were explored by fur traders during  
A B  
the early 1800's, in a Decades preceding the united states civil  
C D  
war.

الجواب: C

15. The works of the author Herman Melville are literary  
A B  
creations of a high order, blending fact, fiction, adventure, and  
C  
subtle symbolic.  
D

الجواب: D

16. The body structure that developed in birds over millions  
A B  
of years is well designed for Flight, being both lightly in  
C D  
weight and remarkably strong.

الجواب: D

17. From 1905 to 1920, American novelist Edith Wharton was  
A B  
at the height of her writing Career, publishing of her three  
C  
most famous novels.  
D

الجواب: C

18. In the early twentieth century, there was considerable interesting  
A

Step by Step into TOEFL

among sociologists in the fact that in the united

B

states the family was losing its traditional roles.

C

D

الجواب: A

19. Although pure diamond is colorless and transparent, when

A

B

contaminated with other material it may appear in various

C

color, ranging from pastels to opaque black.

D

الجواب: D

20. A seismograph record oscillation of ground caused seismic

A

waves, vibrations that travel from its point of origin through

B

C

D

the earth or along its surface.

الجواب: C

11. Electric lamps came into widespread use during the early

1900's and have replaced other type of fat, gas, or oil lamps

A

B

C

for almost every purpose.

D

الجواب: B

12. Rice, which it still forms the staple diet of much of the

A

B

world's population, grows, best in hot, wet lands.

C

D

الجواب: A

13. Although they reflect a strong social conscience, Arthur

A

Miller's stage works are typical more concerned with

B

individuals than with systems.

C

D



B: الجواب

14. Elected to serve in the United States house of  
A  
representatives in 1968, Shirley Chisholm was known for  
B  
advocacy the interests of the urban poor.  
C D

C: الجواب

15. A mirage is an atmospheric optical illusion in what an  
A B  
observer sees a nonexistent body of water or an image of some  
C  
object.  
D

B: الجواب

16. Homo Erectus is the name commonly given  
A  
into the primate species from which humans are believed to  
B C D  
have evolved.

B: الجواب

17. Since their appearance on farms in the United States  
A B  
between 1913 and 1920 trucks have changed patterns of  
C  
production and market of farm products.  
D

D: الجواب

18. Antique collecting became a significant pastime in the  
A  
1800's when old object began to be appreciated for their  
B C D  
beauty as well as for their historical importance.

C: الجواب

18. The walls around the city of Quebec, which were originally  
A  
fort military, still stand, making Quebec the only walled city in  
B C D  
north America.

B: الجواب

19. Roosevelt set the standard against which the wives of all  
A B C  
united states presidents since have evaluated.  
D

D: الجواب

20. John counts in his brother's abilities, and he loves to spend  
A B C  
his time with his family at weekends.  
D

A: الجواب

# Section three: Reading Comprehension

الوقت المخصص قياسياً لهذا الجزء من الامتحان 55 دقيقة وعدد الأسئلة 50 سؤالاً

استيعاب النص (قراءة): في هذا الجزء من الامتحان تقرأ أربعة نصوص حجم الواحد منها لا يتجاوز 25 سطراً ويلى كل نص عدد من الأسئلة تتراوح ما بين 8-12 سؤال يدور محور الأسئلة حول:

1. ما الموضوع الرئيسي الذي يناقشه النص؟ أو ما الفكرة الرئيسية في الفقرة الأولى؟
2. إلى ما يشير الضمير... الموجود في السطر رقم...؟
3. ما معنى كلمة... الموجودة في السطر رقم...؟
4. كلمة... إلى ماذا تشير حسب النص؟
5. بناء على النص ما هي... من هو... أي من الآتية هي مثال على...؟

لذا عزيزي الطالب/ عزيزتي الطالبة:

لكسب وقت الامتحان، أنصحك أن تجيب أولاً على الأسئلة حول دلالات الضمائر، ومعاني الكلمات، ثم تقرأ باقي الأسئلة سريعاً لتعرف عما يجب أن تبحث أثناء قرأتك للنص، ثم تباشر بقراءة النص سريعاً. بعدها تنتقل لإجابة ما تبقى من أسئلة النص.

- A snowfall consists of myriads of minute ice crystals that fall to the ground in the form of frozen precipitation. The formation of snow begins with these ice crystals in the subfreezing strata of the middle and upper atmosphere when there is an adequate supply of moisture present. At the core of every ice crystal is a minuscule nucleus, a solid particle of matter around which moisture condenses and freezes. Liquid water droplets floating in the supercooled atmosphere and free ice crystals cannot coexist within the same cloud, since the vapor pressure of ice is less than that of water. This enables the ice crystals to rob the liquid droplets of their moisture and grow continuously. The process can be very rapid, quickly creating sizable ice crystals, some of which adhere to each other to create a cluster of ice crystals or a snowflake. Simple flakes possess a variety of beautiful forms, usually hexagonal, though the symmetrical shapes reproduced in most microscope photography of snowflakes are not usually found in actual snowfalls. Typically, snowflakes in actual snowfalls consist of broken fragments and clusters of adhering ice crystals.
- (15) For a snowfall to continue once it starts, there must be a constant inflow of moisture to supply the nuclei. This moisture is supplied by the passage of an airstream over a water surface and its subsequent lifting to higher regions of the atmosphere. The Pacific Ocean is the source of moisture for most snowfalls west of the Rocky Mountains, while the Gulf of Mexico and the Atlantic Ocean feed water vapor into the air currents over the central and eastern sections of the United States. Other geographical features also can be the source of moisture for some snowstorms. For example, areas adjacent to the Great Lakes experience their own unique lake-effect storms, employing a variation of the process on a local scale. In addition, mountainous sections or rising terrain can initiate snowfalls by the geographical lifting of a moist airstream.

NB: This text is excerpted from TOEFL preparation kit workbook, by ETS, 1998, P. 114-115.

Questions 1-9:

1. What does the author discuss in the first paragraph?
  - i. How are snowflakes formed?
  - ii. What is the highest temperature for snow?
  - iii. Why are snow flakes hexagonal?
  - iv. In which month does most snow fall?
2. The word '**minute**' in line 1 is closest in meaning to
  - (A) tiny
  - (B) clear
  - (C) quick
  - (D) sharp

3. The word '**adhere**' in line 10 is closest in meaning to
  - (A) relate
  - (B) speed
  - (C) belong
  - (D) stick
4. The pronoun '**it**' in line 15 refers to
  - (A) snowflake
  - (B) snowfall
  - (C) cluster
  - (D) moisture
5. What is the main topic of the second paragraph?
  - (A) How ice crystals form
  - (B) How moisture affects temperature
  - (C) What happens when ice crystals melt
  - (D) Where the moisture to supply the nuclei comes from
6. The word '**initiate**' in line 24 is closest in meaning to
  - (A) enhance
  - (B) alter
  - (C) increase
  - (D) begin
7. What is at the center of an ice crystal?
  - (A) A small snow flake
  - (B) A nucleus
  - (C) A drop of water
  - (D) A hexagon
8. What is necessary for a snowfall to persist?
  - (A) A decrease in the number of snowflakes
  - (B) Lowered vapor pressure in ice crystal
  - (C) A continuous infusion of moisture
  - (D) A change in the direction of the airstream
9. How do lake-effect snowstorms form?
  - (A) Water temperatures drop below freezing
  - (B) Moisture rises from a lake into the airstream
  - (C) Large quantities of wet air come off a nearby mountain
  - (D) Millions of ice crystals form on the surface of a large lake

**Answers:** 1. A      2. A      3. D      4. B      5. D  
6. D      7. B      8. C      9. B

3. The word '**adhere**' in line 10 is closest in meaning to
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**Answers:** 1. A      2. A      3. D      4. B      5. D  
6. D      7. B      8. C      9. B

Step by Step into TOEFL

11. The word 'cue' in line 9 is closest in meaning to
  - (A) Road
  - (B) Method
  - (C) Distance
  - (D) Fashion
  
12. Which of the following is a reason for birds' migration?
  - (A) Courtship with new birds
  - (B) To destroy other animals' nests
  - (C) To establish new longitude
  - (D) Shortage of food
  
13. Who introduced the idea that birds are born with instinct knowledge of its migratory track?
  - (A) Rabol
  - (B) Wiltshko
  - (C) Keeton
  - (D) Matthews
  
14. Pronoun 'their' in line 27 refers to
  - (A) Cuckoos
  - (B) Experts
  - (C) Birds
  - (D) Techniques
  
15. Examples of features that provide landmark to birds
  - (A) Frosted lenses
  - (B) Sun and sky
  - (C) Nesting sites
  - (D) Hills and rivers
  
16. What is the name of the animal of the longest migration?
  - (A) Swallow
  - (B) Pigeons
  - (C) Arctic tern
  - (D) Cuckoos
  
17. The word 'detect' in line 43 is closest in meaning to
  - (A) Sense
  - (B) Inspect

Step by Step into TOEFL

- (C) Send
- (D) Help

18. What do birds use to compensate for shifting through time zones?

- (A) The compass
- (B) Lenses
- (C) The sun
- (D) Watch

19. Pronoun 'its' in line 36 refer to

- (A) The sun
- (B) Birds
- (C) Swallow
- (D) Height

Answers: 10. C      11. B      12. D      13. A      14. A      15. D  
                 16. C      17. A      18. C      19. A



# KILLER BLOW

A meteor as big as the city of San Francisco hurtles towards the Earth at 20 km per second, smashes into the tropical lagoons of the Gulf of Mexico and gouges a fathomless hole. As a result, a tidal wave surges outwards. Fires sweep across North and South America and fallout blocks the sun and plunges the Earth into permanent gloom.

This catastrophic event is the classic answer as to why dinosaurs were wiped out 65 million years ago, but does the theory hold water? Everyone agrees that the Earth suffered a large meteor strike towards the end of the Cretaceous period, yet more than 20 years after the Chicxulub impact was proposed as the cause of mass extinction, scientists are still arguing over what really killed the dinosaurs.

On one side are the 'catastrophists', who say the impact snuffed out the majority of life on Earth in a matter of months or a few years. On the other are 'gradualists', who point out that the fossil record shows a steady decline in the number of species, starting several hundred thousand years before the end of the Cretaceous period. This is known as the K/T mass extinction, when some 70% of the world's species died out. The gradualists don't deny the Chicxulub impact happened, but maintain that it wasn't responsible for the mass extinction.

The debate between the two sides has been polarised and acrimonious, but thanks to a feat of engineering, scientists may finally be able to find out exactly what happened to our planet on that fateful day 65 million years ago. By boring through solid rock, drilling contractors have pulled out a core, 1112 metres long and 7.6 cms in

diameter, which records the full story of the impact and its aftermath. Geologists (mainly catastrophists, of course) are queuing up to analyse the core. In so doing, they hope to confirm whether the impact was devastating enough to kill the dinosaurs. As Jan Smit, a geologist at the Free University of Amsterdam, says, 'The rocks are excellently preserved and certainly promise some scientific fireworks!'

For the catastrophists, however, there are two big problems. First, they don't know how intense and widespread the meteor's effects were and would have to provide evidence of an extreme global change that lasted for at least a year. Secondly, it wasn't just meteors that were stirring up unrest. At that time, an area known as the Deccan Traps in what is now Western India was enduring one of the most intense spells of volcanism in Earth's history. A 'hot spot' deep in the mantle was producing plumes of superheated lava that burst through the crust, inundating 2.5 million square km of land.

Greenhouse gases and water vapour emerged with the lava and, in 1981, Dewey McLean proposed that the Deccan Traps triggered severe global warming and a mass extinction. In support of this theory, the gradualists point out that this is not the only episode of supervolcanism that has occurred simultaneously with a mass extinction. At the Permian-Triassic boundary 250 million years ago, over 90% of marine species became extinct just as the region that is now Siberia was being flooded with lava.

More evidence emerged in support of a gradual extinction in 2002, when a team of geologists in China discovered dinosaur eggshells in rock layers above the K/T boundary, showing that some species of dinosaur survived for a further 250,000 years after the Chicxulub impact. One thing is clear: both catastrophists and gradualists still have plenty to investigate; the rest of us can just sit back and enjoy the fireworks.

Text B.

20. The main idea that the writer discusses in paragraph two
- (A) **Probable reasons behind dinosaurs extinction.**
  - (B) Theories of water vapor
  - (C) Wipers in vehicles
  - (D) Classic answer to water harvest
21. The word 'snuff out' in line 15 is closest in meaning to
- (A) **Gradual extinction.**
  - (B) Ignite
  - (C) Catch fire
  - (D) Douse
22. The word 'acrimonious' in line 25 is closest in meaning to
- (A) Harmonious
  - (B) Musical
  - (C) Unpleasant
  - (D) **Discordant**
23. The word 'mantle' in line 45 is closest in meaning to
- (A) **Layer**
  - (B) Function
  - (C) Utility
  - (D) Purpose
24. Pronoun 'its' in line 30 refer to
- (A) Solid rock
  - (B) **Impact**
  - (C) Story
  - (D) Core
25. The word 'stir up' in line 42 is closest in meaning to
- (A) Mix
  - (B) **Inflame**
  - (C) Blend
  - (D) Unify
26. 'Western India' is referred to in the text as:
- (A) Hot spot
  - (B) Siberia
  - (C) Spells of volcanism
  - (D) **Deccans Traps**
27. According to Mclean, Deccans Traps account for
- (A) Greenhouse gases
  - (B) Water vapor
  - (C) **Global warming and mass extinction**
  - (D) Siberia was flooded
28. Latest discoveries in China supports the propositions of
- (A) Greenhouse gases theory
  - (B) Water vapor theory
  - (C) **The Gradualists**
  - (D) The Catastrophists

## The Invention of the Garden City

The garden city was largely the invention of the British social visionary Ebenezer Howard (1850-1928). After emigrating to the USA, and an unsuccessful attempt to make a living as a farmer, he moved to Chicago, where he saw the reconstruction of the city after the disastrous fire of 1871. In those pre-skyscraper days, it was nicknamed 'the Garden City', almost certainly the source of Howard's name for his proposed towns. Returning to London, Howard developed his concept in the 1880s and 1890s, drawing on notions that were circulating at the time, but creating a unique combination of proposals.

The nineteenth-century slum city was in many ways an horrific place, but it offered economic and social opportunities, lights and crowds. At the same time, the British countryside - now too often seen in a sentimental glow - was in fact equally unprepossessing: though it promised fresh air and nature, it suffered from agricultural depression and it offered neither sufficient work and wages, nor adequate social life. Howard's idea was to combine the best of town and country in a new kind of settlement, the garden city.

Howard's idea was that a group of people should establish a company, borrowing money to establish a garden city in the countryside, far enough

from existing cities to ensure that the land was bought at rock-bottom, depressed-agricultural, land values. They should get agreement from leading industrialists to move their factories there from the congested cities; their workers would move too, and would build their own houses.

Garden cities would follow the same basic blueprint, with a high proportion of green spaces, together with a central public open space, radial avenues, and peripheral industries. They would be surrounded by a much larger area of permanent green belt, also owned by the company, containing not merely farms, but institutions like reformatories and convalescent homes, that could benefit from a rural location.

As more and more people moved out, the garden city would reach its planned limit - Howard suggested 32,000 people; then, another would be started a short distance away. Thus, over time, there would develop a vast planned agglomeration, extending almost without limit; within it, each garden city would offer a wide range of jobs and services, but each would also be connected to the others by a rapid transit system, thus giving all the economic and social opportunities of a giant city.



Howard's design for a garden city

Text C

29. The main idea that the writer discusses in paragraph two

- (A) How the notion of the project built up
- (B) Migration from the UK to the US
- (C) History of pre-scraper days
- (D) Creating graduate proposals

30. According to paragraph one, the cause of Chicago destruction was
- (A) Social revolution
  - (B) A farmer's mistake
  - (C) Howard
  - (D) Fire**
31. According to paragraph two, the British countryside was
- (A) Provided fresh air and nature
  - (B) Social life
  - (C) Sufficient work and wages
  - (D) Agriculturally depressed**
32. The word 'blueprint' in line 37 is closest in meaning to
- (A) Copy
  - (B) Design**
  - (C) Coloring
  - (D) Period
33. What was Howard's intention out of his project?
- (A) To confront crowdedness in towns
  - (B) To minimize air pollution
  - (C) Combination between city life and countryside**
  - (D) To raise wages
34. Pronoun 'it' in line 19 refer to
- (A) The British countryside**
  - (B) Fresh air
  - (C) Lights
  - (D) Air
35. Pronoun 'they' in line 33 refer to
- (A) Land values
  - (B) Industrialist**
  - (C) Factories
  - (D) A group of people

36. According to the text, Garden city would not contain
- (A) Reformatory
  - (B) Farms
  - (C) Internet café**
  - (D) Convalescent homes
37. Before people build their project, they should hold an agreement with
- (A) Workers
  - (B) Industrialists**
  - (C) Factories
  - (D) Builders
38. The word 'reformatory' in line 43 is closest in meaning to
- (A) Jails**
  - (B) Information
  - (C) Universities
  - (D) Clinics
39. A Garden city would permit
- (A) Less than 32,000 Million people
  - (B) More than 32 Million people
  - (C) Up to 32 thousand people**
  - (D) Less than 32 thousand people
40. Two Garden cities would be connected by
- (A) Express travel system**
  - (B) Rapid internet system
  - (C) Only by metro
  - (D) By planes

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