

STEP

كبسولة الإنقاذ

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GRAMMAR READING



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الزمن	الامثلة	فعل	الكلمات الدالة
Present Simple المضارع البسيط	He speaks. I always play football on Friday	I - we - you - They اسم الجمع → فعل مجرد He - She - It اسم مفرد → V + S	always, every ..., never, often, sometimes, usually, regularly
Present Continuous المضارع المستمر	He is speaking. I am playing now. We are eating at the moment.	I → am He, She, It اسم مفرد → is + v.ing You / We / They اسم الجمع → are	at the moment, now, These days, Tonight, today
Past Simple الماضي البسيط	He spoke. I played football yesterday	I / We / You / It They - He - She + v2	yesterday, ... ago, in عام في الماضي, last .
Past Continuous الماضي المستمر	He was speaking. While we were eating our lunch, My father came	I, He, She, it مفرد was We, They, you جمع were + V.ing	when, while
Present Perfect Simple المضارع التام البسيط	He has spoken. He has already played football.	I, We, They, you اسم جمع have He She It اسم مفرد has + V3	already, ever, just, lately, yet, so far, once , twice Times
Present Perfect Continuous المضارع التام المستمر	He has been speaking. I have been playing football since 2010	I, We, You, they جمع have been He She It مفرد has been + V+ ing	For , Since
Past Perfect Simple الماضي التام	He had spoken. Chris found the finance exam very easy, because his teacher had told him everything he needed to know.	I, We , You , They He,She,It + had + v3	يستخدم لترتيب الاحداث في الماضي الحدث الذي تم اولاً ويكون ماضي تام
Future Simple	A: He will speak. I am going to play football tomorrow	I ,We ,You, They, He ,She, It + Will + مصدر التركيبة البديلة Am / is / are + going to + مصدر	next ...tomorrow I think
المسارات	Do you play football ?	do, does, did, don't ,doesn't, didn't + مصدر	-----
	Is he playing football ?	Is , are , am , was , were + v.ing	
	Have you played football?	Has, Have, had + v3	

2. Time connector

<u>مسارات</u> <u>الربط</u>	When While After Before As soon as By the time Until	ماضي When / While / As V2 → was / were + v ing ماضي بسيط ماضي مستمر
		After / before / by the time / as soon as / until V2 → had + v3 ماضي بسيط ماضي تام By the time I arrived to the shop, they had already arrived Roger was listening to a lecture when he realized he had left his keys in the car.
		مستقبل مضارع I will not go on holiday until I finish all my work.
		مضارع مضارع When I go to King Saud University Library, I study

3. IF Conditions

الحالة الأولى	مضارع بسيط V / v+s	المصدر + Will المصدر + will Can / should / must + مصدر مثال If Bob works hard, he will graduate next term.
الحالة الثانية	were / ماضي بسيط في حالة عدم وجود were لا تأخذ If was	مصدر + Would مثال If I were younger, I would study to become a lawyer.
الحالة الثالثة	had + v3	Would have + v3 مثال If I had known how difficult the exam was, I would have prepared much better.
الحالة الصفريّة	مضارع بسيط v / v+s	عند وجود كلمة Always قبل الفراغ نستخدم مضارع بسيط مثال If I take notes in class, I always share them with the other students.

Relative clauses

<u>Who / whom</u>	تستخدم الكلمتين عند وجود شخص قبل الفراغ The woman who gave the presentation teaches at our university. عند ورودهم معا في الاختيارات نفضل دائما who The man lives next door is a doctor. Who - Whom
<u>Which</u>	تستخدم كأداة استفهام بمعنى اي للتخيير وللوصل إذا جاء one / recommend بعد الفراغ يستخدم which There are three bags on the shelf. Could you tell me which one is yours? جاءت مرة واحدة للمكان Go to the shop which is next to the pharmacy.
<u>what</u>	تستخدم للوصل عندما يوجد فعل قبل الفراغ I don't know what to do.
<u>Whose</u>	تستخدم للوصل والملكية The boy whose bicycle was stolen, got a new one yesterday. Look, there's the woman whose father we met last night. وجاءت مرة كسؤال بمعنى (ملك من) ؟ I found this pencil on the floor. Whose is it?

Pronouns

الفاعل	المفعول	الملكية	الملكية	المنعكسة
I	Me	My	Mine	Myself
He	Him	His	His	himself
She	Her	her	Hers	Herself
It	It	Its	-	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourself Yourselves
They	Them	their	Theirs	Themselves
لنأتي قبل الفعل He plays football.	تأتي بعد الفعل تأتي بعد حرف الجر I played with him Ali plays it	تتميز بوجود اسم شيء المملوك بعدها My car is nice	تتميز بعدم وجود اسم الشيء المملوك بعدها This car is mine	تأتي بعد افعال وتعبيرات معينه بشرط التطابق مع الفاعل cut - see - ask - depend on - Look after - help - tell - Introduce - blame - hurt تأخذ بعد حرف الجر By وأحيانا تأتي الجملة بدونها The first time Bob met his aunt; he immediately began to tell her about himself

Countable and uncountable nouns

المعدود	الغير معدود
امثلة Pens - books - chairs - cars	Water-milk-tea-juice-coffee-sugar-salt- money-homework-time-information- traffic-furniture-butter-experience
شكل الفعل Are - were	Is - was
قليل من كثير من Few / a few many	Little - a little much
اثبات نفي Some Any	Some Any
تعابير تأتي مع بعضها يعطي جزء ونكمل بالجزء الاخر A lot of Some more Too many	A lot of Some more Too much
للملكية 's توضع الفاصلة العلوية قبل s وتلحق بالاسم لتعبر عن الملكية Ali's car	

القاعدة العامة لجمع كلمة هو اضافة في نهاية الكلمة

Car $\xrightarrow{s}$ cars

استثناءات:

الجمع	المفرد	
Children Men Women	Child Man Woman	الجمع الشاذ
يستخدم الفعل مفرد مع هذي الكلمات: Is - was	Physics Series Diabetes news	كلمات مفرد تبدو وكأنها جمع
Old cities of Italy are	One of my old friends is	موافقة الفعل للفاعل الحقيقي

Comparative
المقارنة بين اثنين

الصفات القصيرة	الصفات الطويلة	الصفات الشاذة	الطرف الاول	Than	الطرف الثاني
			صفة مقطع واحد + er Ali is taller than Omar		
			صفة طويلة + More / less It is more expensive than yours		
			good اصبحت better bad اصبحت worse Far اصبحت farther		

Superlative
مقارنة 1 : مجموعه

الصفات القصيرة	الصفات الطويلة	الصفات الشاذة	لا توجد مقارنة بين طرفين بل تفضيل لطرف على الاطراف الاخرى	The	صفة مقطع واحد + est Ali is the tallest in the class صفة طويلة + Most It is the most expensive phone in the world Good اصبحت best Bad اصبحت worst Far اصبحت farthest

الفرق بين الصفة والحال

الحال يصف **الفعل** بينما الصفة تصف **الاسم**

الحال ينتهي ب ya ما عدا

fast —————> fast

hard —————> hard

The bus driver spoke so **fast** I could barely understand him.

must	مصدر بدون to	My computer is broken! I must replace it.	للضرورة
Should		You should see the doctor	للنصيحة
Could		I could run fast years ago	للتعبير عن القدرة على فعل شئ في الماضي
Would / wouldn't		Please, like, actually اذا وجدت would / wouldn't نختار He said that the class would at 1:30, but it actually started at 6:30.	
Might	-----	اذا وجدت Want , like , prefer نختار Might Jenny needs this book for her course; she might want us to buy it for her.	لاحتمالية ونفضلها عند عدم التأكيد
Could have + v3		Lucy could have gone to London with her family, but she didn't . (But + النفي) Could have + v3 مرتبطة ب	تعبير معناه كان من الممكن ان يحدث كذا لكنه لم يحدث
Have to + مصدر		In England, children have to wear school uniforms.	للضرورة
Had to + مصدر		John lost his essay, so he had to submit it again.	ضرورة في الماضي

Verbs

Do - does - did - don't - doesn't - didn't \ Will - won't \ Can - can't \ Should - shouldn't \ could - couldn't \ must - mustn't \ may - might \ would - wouldn't \ make \ let \ had better My doctor told me that I should eat more vegetables.	go \ avoid \ ed mind \ ed enjoy \ ed like \ d love \ d keep \ kept try \ tried \ finish \ ed + v+ ing Professor Brown enjoyed writing poetry in his free time.
Want \ wanted - Decide \ d - Need \ ed - Offer \ ed - Promise \ ed - Refuse \ ed - Agree \ d - Seem \ ed - Ask \ ed - Tell \ told \ hope + Bob needs to be quiet.	In On at Of For with about from + v+ ing When I was young, my brother often talked about becoming a doctor.

- 1) It's + صفة + to + مصدر It is easy for me **to speak** English
 2) enough + to + مصدر Unfortunately, Mona is **old enough to get** into trouble with the law.
 3) Too + صفة + (for مفعول) + مصدر This box is **too heavy for me to** carry

Conjunctions

للعطف والاضافة	التناقض	السبب	النتيجة	الغرض	الربط الزمني
على سبيل المثال In addition اضافة الي ذلك Fruits and vegetables provide lots of vitamins and minerals in our diet in addition , they contain a lot of fiber You can learn many different languages at university for example , you can learn English, French, and Spanish.	لكن But, However, مع ذلك Although Even though Though بالرغم من Jack is not a hard- working student. however , he always gets excellent grades.	because Ben did not go anywhere yesterday because he had a headache.	,so Anna just got a job in Brazil, so now she wants to learn Portuguese.	مصدر + to مصدر + in order to الفاعل + so that His parents worked very hard so that he could go to a good university.	عندما When بينما while حتى until بعد after قبل before Would you be able to wait until tomorrow for the delivery? Yusuf lost his entire research project when his computer crashed.

طالما Provided that

عن طريق كذا Via بعد Beyond

كلمات اذا وجدتها في الخيارات دايماً تختارها:

We're driving from Paris to Munich via Frankfurt. We'll have a short stopover in Frankfurt.

امثلة	الربط التوأمي
My uncle didn't tell neither me nor my father that he had moved to Riyadh.	neither Nor
Either the chocolate cake or the lemon pie is going to be served for dessert after dinner	بعدها فعل مفرد Either..... or is - was
Both Ahmed and Ali will play football tonight.	كلا من Both And

Sub Rules

الحرف	الزمان	المكان
in	the morning - the afternoon - the evening فترات اليوم شهور July سنة 2003 القرن 20 th The weather in September was very warm this year.	الدول KSA المدن Baha - Riyadh My father lives in Dammam.
at	7am ساعات 9:00 night I heard them talking at night.	Home university - work What are you doing at home?
on	Saturday الايام April, 1, 1880 تاريخ 5th May 2011 My vacation begins on June 22.	street - way - road The ambulance is on the way.



a - an	the	no article
توضع قبل الاسم المفرد اذا كان : وصف وظيفة شخص او عمل: He is a teacher. He is an official.	قبل الاسم للتحديد والتخصيص Would you take out the garbage when you leave for the party today?	لا تأخذ ادوات مع : الوجبات breakfast - lunch - dinner اللغات French - English fresh air Can you open the window? We need fresh air

And

تستخدم للعطف يعني الفعل بعدها يكون في نفس زمن الفعل قبلها

Anna watched TV and then **spoke** to a friend on Skype

المبني للمجهول Passive

التكوين	+ V3	الكلمة الدالة: by ولكن ليست في كل الجمل
is - are		
was - were		
is - are + being was - were		
have - has - had + been		
modals (will - can - could) + be		
His breathing problems were caused by smoking Many cars are made in Japan.		

Questions

السؤال المباشر	مصدر + فاعل + do\ does\ did + أداة الاستفهام	Where do you live ?
السؤال الغير مباشر	إذا جاءت أداة الاستفهام في منتصف الجملة وبعدها فراغ وفي نهاية الجملة نقطه يأتي بعدها فاعل + الفعل	I don't know how we managed to miss the lecture. We left the house early.
السؤال المذيل	ضمير فاعل + فعل ناقص / فعل مساعد إذا كانت الجملة مثبتة يكون السؤال المذيل منفيًا وإذا كانت الجملة منفية يكون السؤال المذيل مثبت	She has traveled to Paris, hasn't she ?

التحليل الكتابي

2-Punctuation	1-CAPITALIZATION
I speak Arabic. نقطة عند نهاية الجملة	He is playing. اول حرف في الجملة
Where is my book? علامة استفهام عند نهاية السؤال	Ali-Khalid-Nouf اسماء الاشخاص
What a beautiful day it is! علامة تعجب عند التعجب!	أسماء الشوارع والطرق King Fahd Road
تستخدم عند الاختصارات (') الفاصلية العلوية Paul doesn't have many friends in New York.	اسماء المؤسسات (الدينية - التعليمية.....) King Khalid Mosque
النقطتان الرأسيتان: بعد كلمة include قبل بداية العد I bought 3 items: a shirt, trousers, and shoes	اسماء الاماكن (القارات - الدول - المدن الاحياء) Egypt - Asia - France
الفاصلة السفلية (,) تعدد اكثر من اثنين Ali, Hady, and Saleh went out قبل كلمات so , but/....., عند ربط الجملتين ... باقي الروابط إذا جاءت بأول الجملة نضع بين الجملتين فاصلة توضع الفاصلة قبل فاعل الجملة الثانية.	اللغات الجنسيات الكواكب English /Arabic Japanese /Chinese Mars /Jupiter

When..... , ... While..... , ... After..... , ...As soon as..... , ... Before , ... By the time , ...If..... , ...	
علامات التنصيص تستخدم مع الكلام المقتبس They said: "yes"	Muslim Friday July الديانات أيام الأسبوع شهور السنة
تأتي كبديل للفاصلة العادية وتفضل المنقوطة على العادية قبل كلمة ; الفاصلة المنقوطة ;However	لا يشمل الاتجاهات إلا إذا كانت جزء من دولة او منطقه محددة : (North Korea-East Asians)
	لا يشمل الفصول summer-spring-fall-winter
	الالقاء: Dr. /Mr. /Mrs.
	اختصارات الدول K.S.A

4 Correct order (make paragraph)	3-Correct word order
في هذا الجزء يطلب ترتيب 5 - 4جمل بالترتيب الصحيح لتكوين برقراف ذات معنى متسلسل ومتسق ومنطقي وليس له قاعدة محددة ولكن بعض الارشادات و التوجيهات عند الترتيب نبدأ ب الاسم إذا وجد ثم كلمة First ويأتي بعدها كلمة Then. جملة Finally / eventually تكون دائماً في النهاية	في هذا الجزء لا يوجد قاعدة معينة وانما يتبع الشخص حسه للحكم على الجملة الصحيحة المنطقية المنضبطة . الترتيب الصحيح للجملة سيكون S-V-O ان وجدت فاعل + فعل + مفعول + (مكان + زمان)
التكوين	ملاحظات
when was but now / but الفعول المجرد + used to + الكلمات الدالة (am,is,are) + used to + v.ing	فعل عاده بالماضي وانتهت فعل عادة بالماضي ولم تنتهي
مثال	
Sara used to be a doctor, but now she's a teacher. sara is used to watching cartoon	

	مصدر الفعل + used to + فاعل	
if ... usually,	لما if.. usually اختار بعدها ماضي بسيط (V2) تشوف	I asked her if she usually drank coffee after waking up.
مثلث الرعب: when  ماضي بسيط was	هناك ارتباط دائم بين تعبير (when - was) وبين الماضي البسيط	I actually wanted to study physics when I was in high school.
wish للتمني	wish = were كل ما اشوف were اختار	I hate Sundays. I wish it were Saturday.
Which	جاءت كلمة Which في التخيير كسؤال مرتبطة كثيراً One / recommend	There are three bags on the shelf. Could you tell me which one is yours?
yourself	بختارها وقت ما نشوف الفاعل اسم شخص وبعده فاصله ثم you	Ali, you should take care of yourself
yourselves	بختارها وقت نشوف الفاعل you بدون اسم واصله قبله	Did you and your friends enjoy yourselves?
only .. a few	أول ما تشوف كلمة only اختار a few	We have almost completed the course. Only a few classes are left.
as much as	كل ما تلاقي as as اختار much	Many Saudis enjoy eating Chinese food. However, they don't like it as much as their traditional dishes.
would	نختارها اذا وجدنا بعد الفراغ: please , like , actually	Excuse me, would you please show me the way to the auditorium?
might	نختارها اذا وجدنا بعد الفراغ: want, like, prefer	You normally visit Canada. You might like to try Mexico this year.
could have + v3	مرتبطة (النفي + But) Could have + v3	Tom could have gone to Rome with his friends, but he didn't

Reading

The purpose of the passage OR why did the writer write the passage?

الغرض من القطعة سؤال مهم ومتكرر

دايم اجابتي بتكون احدى هذي الخيارات

to inform/ to give information / to describe/to give description

/To explain

دائما بتكون لها الأولوية دائما

There are few ships as beautiful and graceful as an Arab dhow under full sail. They are sleek, fast, and easy to control with these vessels, Arab sailors maintained extensive trade links in dangerous seas all the way from Africa to China. The great contribution they made to Europe's development was simple-their triangular lateen" sail.

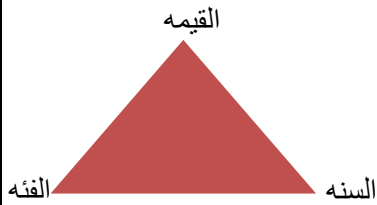
In the 15th century, most European ships used only square sails. Because of this they were only able to sail1effectively when the wind was almost directly behind them. Prince Henry of Portugal borrowed ideas from the Arab dhow and designed ships that used Arab lateen sails on European hulls. With this improvement, European explorers could go farther faster and sail into the wind. Consequently, they became much more effective. Columbus's three ships all used this borrowed technology on their first voyage to America.

1- The author's purpose in Paragraph (2) is to.....

- a) describe
- b) criticize
- c) persuade
- d) argue

Figure Analysis

ويعتمد هذا علي ثلاثة عوامل اساسيه وهي:



1 الفئه مكان محدد او شئ معين

which year ?

2 السنة ويسأل عنها ب what year ?

3 القيمه تكون علي يسار الجدول واما ان تكون نسبه او رقم

ويسأل عنها ب How many? ,How much?

التقدير النظري لمساحة ما بالارقام

ملحوظه

السؤال يسأل عن واحده والاثنين الاخرين يذكرهم ليبدل عليها
القيمه لا تأتي في السؤال كدلاله في الغالب الا علي هيئة الاكثر او الاقل

تختار الأكثر إذا وجد في السؤال إحدى هذه الكلمات:
(the most-the largest-the biggest-the highest)

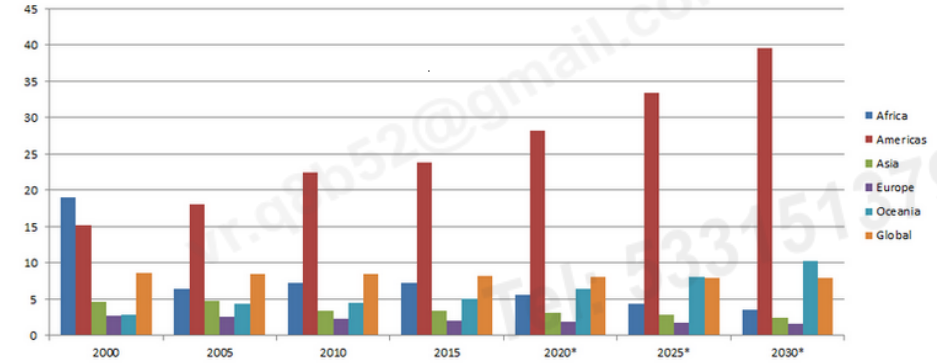
تختار الأقل إذا وجد في السؤال إحدى هذه الكلمات:
(the least-the lowest-the fewest-the smallest)

كيفية الحل: في الغالب مفتاح الإجابة يكون قبل علامة الاستفهام

Rising homicide in the Americas

Homicide rates per 100,000, 2000-2030

WORLD
ECONOMIC
FORUM



Source: Igarapé Institute (2016); *Projection

1- What was the homicide rate per 100,000 people in Europe in 2015?

a) 2

b) 5

c) 12

d) 15

2- How many homicides per 100,000 people happened in Africa in 2005?

a) 7

b) 13

c) 19

d) 24

Referring Technique

يتناول السؤال كلمة او عبارة او ضمير تم وضعه في القطعة
بالأسود العريض او تحته خط ويطلب منك في هذا التكنيك

الى أي اختيار يعود هذا الضمير او الكلمة او العبارة

The word \pronoun ... (it) in paragraph ... (2) refers to.....

أكثر الضمائر المستخدمة:

(it \ its \ they \ their \ there \.....)

خطوات الحل :

- 1- اولاً بنحدد الضمير اذا هو مفرد ام جمع بحيث لو مفرد استبعد الخيارات الجمع ولو الجمع استبعد الخيارات المفرد.
- 2- ثم بنحدد مكان الضمير وفي الغالب الاجابه بتكون قبل الضمير في معظم الاسئلة الاجابه بتكون قبل الضمير مباشرة

The machine is connected to the animals measures **their** brain signals, **Animals** scientists experiment laboratories

A comparison was made between cultivation in the past in 1900 and the present time. Where it was found that in the year 1900, 40% of the workers were working in the field of agriculture, **and farmers were producing per day enough food for an average of 5 people, for themselves** and their families, and working manually. But at the moment there is much more equipment, machinery and production.

اولاً بنحدد الضمير عندي
ضمير جمع themselves
لذلك يستبعد المفرد

The word "themselves" in paragraph (1) refers to

Agriculture x كلمة مفرد

Americans x كلمة جمع

Labor force x كلمة مفرد

Farmers كلمة جمع

Meaning Technique

The word ... in paragraph (...) is closest in meaning to.....

في هذا التكنيك يكون هناك كلمة في القطعة محددة بالخط العريض او تحتها خط ويطلب منك تحديد معناها او الاقرب لمعناها من بين الخيارات
يمكن حفظ جدول الكلمات في نهاية ملف استراتيجيات الريدينق للوصول للاجابة

Information & details

استخراج التفاصيل من القطعة ولعبة الترادف اللفظي
: عملية استخراج المعلومات والتفاصيل من القطعة تعتمد على الآتي:

- فهم السؤال وتحديد المعلومة المطلوبة
- تحديد مكان المعلومة في القطعة أو في البرقراف إذا قام السؤال بتحديد ذلك
- تنقسم الاستراتيجية إلى ثلاث أنواع من الأسئلة:
السؤال المباشر السؤال الغير مباشر

السؤال المباشر:

كيف تعرف إذا كان السؤال مباشر أم لا وكيف تحله ؟
في الغالب يحدد لك في السؤال مكان فقره

According to Paragraph (2), which of the following are sources of VOCs?

اقرأ السؤال جيدا ثم اذهب لفقره المحدده بتلاقي نص السؤال
موجود في فقره

1) Air pollution is a major problem all over the world today. Scientific research now shows us that indoor air pollution may be a much greater danger than outdoor pollution. In one 2009 study, researchers found 586 chemicals in the air of 52 typical homes in Arizona,

According to Paragraph (1), in the 2009 study, how many chemicals did the researchers find in the indoor air?

- a) 25
- b) 90
- c) 300
- d) 586

3) By the late 1880s, more and more children were in school, and the quality of elementary education improved. Teachers received training at Normal here the latest 'norms and standards' of educational practices were taught. Beginning in 1879, schools to train teachers were established in France. In England, schooling girls and boys between the ages of five and ten became compulsory after 1881. Also, governments began to expand secondary schools, known as high schools in the United States. In secondary school, students learned the classical languages Latin and Greek, along with history and mathematics.

In 1879, where did schools to train teachers start?

- a) England
- b) France
- c) United States
- d) Greece

السؤال الغير مباشر:

كيف تعرف اذا كان السؤال غير مباشر ام لا؟

- 1- غالبا لا يحدد لك مكان الفقرة
- 2- ان صيغه السؤال في الغالب لا تأتي نصا في القطعة بل يجب فهم السؤال والقطعة.

1)The man received extensive therapy after the operation. He was able to move the thumb and fingers of his left hand eight months after surgery. After ten more months, the patient could move the fingers of his right hand and begin to feed himself and even write to some extent considering the severity of his injury and the fact that 22months had passed between his accident and the surgery ,these results are remarkable.

لماذا الخيار ليس 22 شهر؟

اذا كنت في الترجمة ضعيف حاول بعد ان تختار اجابتك في القطعة ان تقارن الجملة حقها بالسؤال

هنا لاحظنا ان لا يوجد شبه ما بين السؤال والاجابه اطلاقا

How long after his operation did it take for the man to be able to use his hands to eat by himself?

8 months

10 months

18 months

22 months

ملحوظة مهمه في الغالب الارقام لا تأتي بشكل مباشر

لو جاء لك رقم في الخيارات توقع انه راح يجي لك في القطعة مكتوب بشكل لفظي

مثلا لو في الخيارات رقم 3 في القطعة يكتب three وهكذا

An Air India flight **bound for** New Delhi

The flight was **going to**.....

- a) Abu Dhabi
- b) Karachi
- c) Nawabshah
- d) **New Delhi**

لم تأتي نصاً في القطعة بل جاء كلمة تساويها going to وهي
bound for

A man who was **paralyzed** in a **car crash** four years ago has regained some use of his hands. Surgeons at Washington University School of Medicine in the U.S. took healthy nerves from other parts of the man and used them to rewire the nerves in his arm.

1- The man got **injured** when.....

- a) he was using his hands
- b) he had his nerves rewired
- c) **he was in a traffic accident** (تصادم سيارة)
- d) healthy nerves were being removed

topic Title, main idea and

في هذا التكنيك يطلب العنوان أو الموضوع أو الغرض أو الفكرة الرئيسية للقطعة وتكون: صيغة السؤال كالتالي:

- What is the best title of the passage?
- What is the main idea of the passage?
- What is the topic of the passage?

يفضل ان يكون هذا السؤال هو اخر سؤال في القطعة حتى تكون قد تمكنت من اخذ فكرة عن موضوع القطعة اثناء اجابة الاسئلة السابقة

العنوان او موضوع القطعة او فكرتها الرئيسية هي الفكرة المسيطرة على القطعة من بدايتها وحتى نهايتها إذا جاءت كعنوان نختارها History

سؤال؟ (..) paragraph in the main idea
هنا يطلب الفكرة العامة لفقرة معينة

نصيحة لحل هذا السؤال:

لو جاء لك عنوان للقطعة افهم معناه ثم قارنه بالخيارات ممكن تلغي بعض الخيارات تبعا للعنوان مثلا

The human cost of Stalin's 5-year plans

العنوان معناه الخسارة البشرية لخطط ستالين الخمس سنوات

What is the main idea of the passage?

hard work in Russia's factories

Stalin's successful 5-year plan X نجاح الخطة

Russia's development in 1927 X تطور روسيا

life working under Stalin

Which sentence gives the main idea of paragraph (...)?

ما الجملة التي تعطي الفكرة الرئيسية للفقرة (...)?

لو جاء لك سؤال مثل هذا في الغالب الاجابه بتكون اول جملة في الفقرة

(5) **The fall, when it came, was quick.** There were large demonstrations in the GDR in September 1989. In October, the country's lifelong leader, Erich Honecker, resigned. On 9 November, the East German authorities lifted border controls to the west, including for private journeys to west Berlin, from 17 November. Germany was formally reunified just 11 months later.

Which sentence gives the main idea of Paragraph (5)?

- A) **The fall, when it came, was quick.**
- B) Germany was formally reunified just 11 months later.
- C) There were large demonstrations in the GDR in September 1989.
- D) In October, the country's lifelong leader, Erik Honecker, resigned.

الاجتماعات Meetings

Meetings can waste a great deal of time, but you can make your meeting run more smoothly by following a few simple **rules**. **First**, have an agenda. This will help keep you focused on what is important. **Next**, decide who needs to be involved. More people mean less efficient discussion. **Finally**, keep the discussion moving. Thank each speaker as he or she finishes and move on to the next speaker. This encourages people to make their remarks brief. And don't forget: what happens after a meeting is more important than what happens during a meeting. The skills used then are more professional and less procedural. So, no matter how well you run a meeting, it is the work that gets done after the meeting that is important.

The main idea of the passage is that meetings _____.

- A) waste a lot of time x تضيع الكثير من الوقت
- B) are NOT necessary x غير مهمه
- C) need to be held frequently
- D) **need to be planned and organized**

(3) Quantitative observations are measurements, which by definition consist of both a number and a unit. Examples of quantitative observations include the following the melting point of crystalline sulfur is 115.21 degrees Celsius, and 35.9 grams of table salt whose chemical name is sodium chloride dissolve in 100 grams of water at 20 degrees Celsius.

Which sentence gives the main idea of Paragraph (3)?

- A) Quantitative observations are measurements, which by definition consist of both a number and a unit.
- B) Examples of quantitative observations include the following.
- C) The melting point of crystalline sulfur is 115.21 degrees Celsius.
- D) 35.9 grams of table salt-whose chemical name is sodium chloride dissolve in 100 grams of water at 20 degrees Celsius.

2- يمكنك الغاء بعض الخيارات حيث انها تكون معلومه وليس فكره لموضوع

1. Fast food restaurants, especially some American chains, one of have become very popular all over the world. the most famous produces a meal especially designed for children called a "Children's Meal." The package contains not only a hamburger and French fries, but also a plastic toy as a prize. Most children beg their parents to take them out for such a treat, preferring it to the more nutritious, if boring, home-cooked meal.

2. What is so special about this fast-food favorite? Well, for one thing, it will last forever, will not rot or mold, and even bacteria will not eat it! It is essentially no different from the plastic toy included with the meal. In April, 2010, New York artist and photographer

3. Sally Davies bought a Children's Meal and left it out on her kitchen shelf to see what would happen to it. She photographed it each week, and by October six months later, it appeared to be exactly the same! The only thing she noted was that the "food" had become as hard as a rock and looked like plastic. Her experiment became famous and is known as "The Children's Meal Art Project." Sally Davies was not the first one to test the durability of a fast-food hamburger. In 2008, a teacher named Karen Hanrahan posted photos on the Internet of a hamburger she purchased at the famous fast-food chain in 1996. After 12 years, the burger looked exactly the same as the day she bought it. The bun was a bit harder, and the burger itself was beginning to crumble, but essentially, it was unchanged. She still keeps this hamburger and shows it to her classes to teach them about the dangers of eating such "non-food". she tells them that this is a chemical food, and there is absolutely no nutrition in it, nothing of value for the health of the human body. stomach. It does nothing more than fill your stomach. It is certainly not a treat," she says.

4. When we read the list of ingredients in all these so-called meals and burgers, we must wonder why there are tens of different chemicals, preservatives artificial flavors and so on along with the potato, meat, cheese and bread

ingredients. This American-based fast food chain ships all its food from large central factories to branches throughout the entire world. One of their hamburgers here tastes exactly the same as it does in China and probably lasts just as long as well.

القطعة تتحدث عن اضرار الفاست فود وتجربة سالي

What the main idea of the passage?

- A) making discovers takes time. وقتا x يستغرق اجراء الاستكشافات
 B) Fast food is popular around the world ان الفاست فود مشهور حول العالم
 C) **We need to be more aware of what we eat** نحن بحاجة إلى أن نكون أكثر وعيا بما نأكله
 D) Photograph is an effective way to communicate x الصورة هي وسيلة فعالة للتواصل

Which one of the following is an opinion?

أي مما يلي هو رأي؟

السؤال ده غالبا بيكون مرتبط بكلمات في القطعة مثل
 (say, hard to say, believe, suggest, argue, point out, think)

In general, emotions play important roles in everyday challenges such as responding to threats and building relationships. But emotions also help in other, more intellectual challenges for humans. Compared with other animals, we are born with little knowledge but have the potential for enormous intelligence. Emotions such as surprise, interest, and confusion first signal that something out of the ordinary has happened that deserves our attention. They then motivate us to engage with the new things that strain our understanding of the world and how it works. Emotions surely help us to fight or flee, but I **believe** that more importantly, they aid in **learning, exploring, and reflecting**.

Which of the following is the writer's opinion?

- A) People experience many emotions.
 B) People know very little at birth.
 C) Happiness and sadness are emotions.
 D) **Emotions help us learn, explore, and reflect.**

What is one important idea that the writer mentions?

ما هي اهم فكره ذكرها الكاتب؟

ودي بتكون اهم فكرة الكاتب ركز عليها وشرحها في البرقراف او القطعة وليست مجرد معلومة فرعية

GMO

(1) Each year, thousands of children in East Africa go blind or die because they don't get enough vitamin A. Now, with the support of the Bill and Melinda Gates Foundation, Ugandan, American and Australian researchers are trying to develop a potential fix: a genetically modified banana that packs a significantly larger vitamin A punch.

3) The bananas have already been successfully tested on gerbils. Researchers created the new bananas by slightly tweaking its genome so that the fruit contains more alpha and beta carotene-plant-synthesized substances that animals convert into vitamin A. The new banana have a slight orange shade but taste the same as non-genetically modified bananas. Human trials just began in Iowa, and if they're successful, farmers in Uganda will be growing the GMO bananas by 2020. About 70 percent of people there rely on bananas as a major staple of their diets, so delivering the extra vitamin boost through the fruit should be an effective means of helping to alleviate vitamin A deficiency. If the GM banana scheme helps reduce death and blindness rates in Uganda, it could be transferred to other countries or applied to other fruits, like plantains.

(3) Bananas are not the only food whose yield or nutritional profile could be improved with genetic engineering. With climate change threatening to disrupt existing crops and growing global populations demanding more of those supplies, genetic engineering could be a solution for making the most of limited space and resources. Quite a number of foods that fit this profile have already been created including virus resistant squash, and disease-resistant potatoes.

What is one important idea that the writer mentions?

- A) That animals like to eat the orange bananas.
- B) That a lack of vitamin A makes people go blind.
- C) That children in Africa need better food.
- D) That Uganda is a rich country in East Africa.

Conjunctions

بيسأل عن معنى الرابط

Which word can we use to replace the word.....in paragraph

يمكن الوصول للحل من خلال مذاكرة جدول الروابط :

الرابط	معناه
because	لأن - بسبب since
due to	لان because of
while	رغم ان although
for example,	على سبيل المثال for instance,

An annual survey in 2017 from the National Endowment for Financial Education (NEFE) found Americans cited the most significant financial setbacks they experienced in 2016 as transportation issues (23 percent), housing repairs/ maintenance (20 percent), and medical care for an injury/ illness (18 percent). If faced with a major unexpected expense, over one third say they would pay for it with credit cards or emergency savings-both at 35 percent-followed by cash at 32 percent.

(2) The survey also found that nearly half (48 percent) of Americans admit that they are living paycheck to paycheck. The main reasons people believe they are living paycheck

to paycheck are due to credit card debt (24 percent). employment struggles (22 percent). and mortgage/ rent payments (18 percent). Compounding the uneasiness, over three quarters (78 percent) say something causes them financial stress. Saving money (53 percent) tops the list, followed by managing debt (44 percent).

(3) «Get debt under control», says Paul Golden (a spokesman for NEFE). «Take a hard look at what you Owe. If there's a clear warning sign of too much debt. take action. Set a goal to reduce your debt load next year by 5 to 10 percent. That might mean reducing impulse shopping. Six in 10 people admit they purchase on impulse and 80 percent of those regret purchases afterwards. When you face temptation, walk away for at least 30 minutes and see if you still want it and it's a good idea».

Which expression can we use to replace the expression "due to" in Paragraph (2)?

- A) However
- B) Although
- C) Meanwhile
- D) **because of**

عند السؤال عن لماذا استخدم الكاتب هذه الكلمة

Why does the writer use the word..... in paragraph.....?

اشهر الروابط

الرابط	لماذا استخدمه الكاتب
also, in addition, moreover	to give more information
while-however-but-although-yet	تستخدم هذي الروابط للتعبير عن التناقض بين الجملتين وغالبا الاجابة الصحيحة تأتي بعدهم
for example, for instance	to give an example
because	to show the reason
so	to show the result

(1) Air Pollution Air pollution describes the chemicals and gasses that enter and cause harm to people, animals, and their environment. Two of the worst types of pollution we experience in the world are outdoor air quality in cities and indoor air Pollution. To solve the problem of air Pollution. It is necessary to understand the causes and look for ways to fix them.

(2) Human activities have been the main causes of air Pollution, especially in modern cities. To support a larger population, there is always a need for energy. Transportation, and industries, which result in the spread of harmful chemicals into the air. In addition to outdoor air pollution, there is another type of pollution. The air quality around and inside buildings and structures is known as indoor air quality. Indoor air quality has a direct effect on the comfort and health of the people inside a building. Some of the common sources of indoor air pollution include chemicals and cleaning products used in homes and offices.

(3) There are some simple things people can do to help keep the air around them cleaner. For example, people can use less energy because the more we use sources of energy, like electricity and gasoline, the more air Pollution we create. People can ride a bicycle or walk.

Why does the writer use the words "In addition" in Paragraph (2)?

- A) to give more information about air pollution
- B) to give an example of air pollution.
- C) to explain the result of air pollution.
- D) to explain the cause of air pollution.