

Action Pack 12

ملخص القواعد

2019

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A. Revision of the tenses

1. Simple Present

forms			
	affirmative	Subject + verb / verb+s	Ali eats an apple daily.
	negative	Subject + (don't / doesn't) + base	Ali doesn't eat an apple daily.
	interrogative	Do / Does + subject + base?	Does Ali eat an apple daily?
	passive	Object + is/ am/ are + p.p	An apple is eaten daily.
usage	The Present Simple is used to talk about : <ol style="list-style-type: none"> 1. Something that is true in the present (general truths) 2. Things that are always true. (facts or generalizations) 3. Repeated and regular actions 4. Things that happen as a routine in the present. (habitual actions) 5. Scheduled or fixed events in the future. 		
keywords	With the Present Simple we adverbs of frequency such as: always usually often sometimes every daily / weekly / monthly occasionally never seldom		

2. The Present Continuous

forms			
	affirmative	subject + is/am/are + v. ing	Ali is eating an apple now.
	negative	subject + isn't / am not / aren't + v. ing	Ali isn't eating an apple now.
	interrogative	Is / Am / Are + subject + v. ing ?	Is Ali eating an apple now?
	passive	Object + is/am/are + being + p.p.	An apple is being eaten now.
usage	The Present Continuous is used to: <ol style="list-style-type: none"> 1. Talk about something that is happening at the moment of speaking. 2. Describe something that is temporary. 3. Describe annoyance with (always). 4. To talk about the future when something has been planned. 		
keywords	With the Present continuous we use expressions such as: Now at the moment at present Look! Listen! Watch out! Be careful!		

3. The Present Perfect

forms			
	affirmative	subject + has/ have + p.p.	Ali has eaten an apple.
	negative	subject + hasn't/ haven't + p.p.	Ali hasn't eaten an apple.
	interrogative	Has/ Have + subject + p.p. ...?	Has Ali eaten an apple?
	passive	Object + has/have + been + p.p.	An apple has been eaten.
usage	<p>The present Perfect is used to:</p> <ol style="list-style-type: none"> 1. Talk about actions which finished in the near past. 2. Talk about past events and activities with results or consequences in the present. 3. Talk about single or repeated actions in the past with adverbials such as once, twice. 4. Describe achievements and experiences. 		
keywords	<p>With the Present Perfect we use expressions such as: Recently Lately Just Already So far Never / ever Since / for Yet Once</p>		

4. The Present Perfect Continuous

forms			
	affirmative:	Subject + has/have + been + v. ing	Ali has been eating the apple since morning.
	negative:	Subject + hasn't/haven't + been + v. ing	Ali hasn't been eating the apple since morning.
	interrogative:	Has/Have +subject + been + v. ing...?	Has Ali been eating the apple since morning?
	passive:	Object + has/have + been + being + P.P.	The apple has been being eaten since morning.
usage	<p>The Present Perfect Continuous is used to:</p> <ol style="list-style-type: none"> 1. talk about something that began in the past and continues in the present. 2. describe an action that is repeated many times from the past until the present. 3. describe an action that is recently finished with a visible results in the present. 4. talk about an activity which may not be completed (ongoing or unfinished actions). 5. Show the duration of doing an action. 		
keywords	<p>With the Present Perfect Continuous we use expressions such as: all + time since for recently lately How long ...?</p>		

5. The Past Simple

forms			
	affirmative	subject + v2	Ali ate an apple yesterday.
	negative	subject + didn't + base	Ali didn't eat an apple yesterday.
	interrogative	Did + subject + base ...?	Did Ali eat an apple yesterday?
	passive	Object + was/were + p.p.	An apple was eaten yesterday.
usage	<p>The Past simple is used to:</p> <ol style="list-style-type: none"> 1. Talk about something that started and finished in the past. 2. Describe a routine in the past. 3. Talk about something that was true for an extended period of time in the past. 		
keywords	<p>With the Past Simple we use expressions such as: yesterday ago last + time in the past in 1990 in the 20th century</p>		

6. The Past continuous

forms			
	affir.	Subject + was/were + v. ing	Ali was eating an apple when I came.
	neg.	Subject + wasn't/weren't + v. ing	Ali wasn't eating an apple when I came.
	interro.	Was/ Were + subject + v. ing	Was Ali eating an apple when I came?
	passive:	Object + was/were + being + p.p.	An apple was being eaten when I came.
usage	<p>The Past Continuous is used to talk about actions were happening at the same time but one of them began earlier and was in progress when the other action occurred. * Sometimes, the Past Continuous is used to in both parts of the sentence when two actions are in progress simultaneously.</p>		
keywo rds	<p>With the Past Continuous we use expressions such as: while /as when</p>		

7. The Past Perfect

forms			
	affirmative:	Subject + had + p.p.	Ali had eaten the apple before I came.
	negative:	Subject + hadn't + p.p.	Ali hadn't eaten the apple before I came.
	interrogative:	Had + subject + p.p. ...?	Had Ali eaten the apple before I came?
	passive:	Object + had + been + p.p.	The apple had been eaten before I came.
usage	<p>The Past Perfect is used to talk about an action that happened before another action or time in the past.</p>		
keywords	<p>With the Past Perfect we use expressions such as: before after by the time by + (past time) because when</p>		

8. The Simple Future

forms	will	be going to
affirmative:	subject + will + (base)	subject + is/am/are + going to + (base)
negative:	subject + will not + (base)	subject + isn't/am not /aren't + going to + (base)
interrogative:	Will + subject + (base) ...?	Is/Am/Are + subject + going to + (base) ?
passive:	Object + will + be + p.p.	Object +is/am/are + going to + be + p.p.
usage	<p>The Simple Future with will is used:</p> <ol style="list-style-type: none"> to talk about the future if we are predicting it without evidence. to express spontaneous decisions. to express promises, threats or offers. <ol style="list-style-type: none"> We can use it with perhaps, maybe, probably, I think, I guess, and I hope. <p>But on the other hand, The Simple Future with be going to is used:</p> <ol style="list-style-type: none"> to talk about future plans. Actions with prior plans. to express Predictions that are based on evidence and signs. 	
keywords	<p>With the Simple Future we use expressions such as: tomorrow next + time in 2050soon latertonight</p>	

9. The Future Continuous vs. the Future Perfect

The Future Continuous

- We use the Future Continuous (*will + be + main verb in the -ingform*) **to talk about a continuous action in the future.**

Examples:

- *This time next year, they will be preparing for their final exams.*
- *What will we be doing in ten years' time?*

- Expressions that are used with the Future Continuous:**

- At this time next month/ week
- In ten years time
- During next month

The Future Perfect

- We use the Future Perfect (*will have + past participle*) **to talk about an action that will be completed by a particular time in the future.**

Examples:

- *By 2019 CE, the new motorway will have opened.*
- *We're late! By the time we get to the station, the train will have gone.*

- Expressions that are used with the Future Continuous:**

- by this time tomorrow
- by the end of this year
- by then

10. The Past Perfect Continuous

- We use the Past Perfect Continuous (*hadbeen* + main verb in the *-ing*form) **to talk about actions or situations that were happening up to a specific moment in the past.**

Examples:

- *Ali had been thinking about his friend when hereceived a text from him.*
- *By the time the bus arrived, we had beenwaiting for an hour.*

A. Complete the text with the correct form of the verbs in brackets.

In 1943 CE, the chairman of a ‘business machines’ company (1)(say) that the world only (2)(need) two or three computers. He (3) (be) wrong! Since then, there (4)..... (be) a technological revolution. These days, millions of families (5) (have) at least one computer at home, and many people (6) (carry) smartphones and tablets with them everywhere. A few people even (7) (wear) them – either on their wrists, round their necks or on their belts. There’s even more: experts say that one day soon we (8)(attach) them to our skin!

B. Correct the verbs

1. Look! They(leave) the house.
2. My uncle.....(buy) a new house recently.
3. While Sara was doing her homework, her father.....(come)
4. Yousef..... the championship in 2000. (win)
5. Before Saeed went to the mall, he..... my room. (clean)
6. My mother prepared the table while my sisters (sleep)
7. By the time I looked for them, they (disappear)
8. Hind hadvery hard for several weeks before she did her final exams. (work)
9. Natalie.....(teach) French all her life.
10. Brian(cycle) 30 km every day.
11. Alithe gate of the garden before the visitors arrived.(open)

A. The Passive Voice

- In passive sentences, the subject of the sentence has something done to it, or is affected by the action of the verb. The opposite is an active sentence, where the subject of the sentence performs the action. Passive sentences do not have to mention who or what is performing the action (the agent). If they do, the agent is introduced with *by*.
- We use the form of the **Passive Voice** (be + p.p.) in these cases:
 1. When we really don't know the performer of an action.
Example: The window is broken.
We don't know who breaks the window.
 2. When mentioning the performer of an action is not important.
Example: The man was moved to the hospital immediately.
It is not important to know who moved him to the hospital.
 3. When the performer of an action is obvious and known.
Example: The thief was taken to jail.
It is obvious and known that the police took the thief to jail.

	Simple	Continuous	Perfect
Present	<i>The competition is held every year.</i>	<i>The festival is being planned by the committee.</i>	<i>The school has been renovated recently.</i>
Past	<i>Many important things were invented in the 20th century.</i>	<i>The students were being tested on their grammar.</i>	<i>When you finished your homework, the cake had been eaten.</i>
Future	<i>The project will be completed before the deadline.</i>	<i>I can't come tomorrow. I will be being interviewed for a job.</i>	<i>By 2025 CE, our public transport system will have been changed.</i>

- Simple passives are formed by be in the appropriate *simple tense* + *the past participle* of the verb.
- Continuous passives are formed by be in the appropriate *continuous tense* + *the past participle* of the verb.
- Perfect simple passives are formed by be in the appropriate perfect *simple tense* + *the past participle* of the verb.

A. Correct the verbs between brackets.

1. A new vocational school hasrecently in my area. (**build**)
2. Mr. Tariq will a new job by the manager. (**offer**)
3. Our final science project has as the best project (**choose**)
4. This great book..... in 2004 CE. (**publish**)
5. A lot of research into the language currently. (**do**)
6. Three houses by the storm last night. (**damage**)
7. This question can bein many different ways. (**solve**)
8. Some of the historical sites might have by the ministry of tourism. (**restore**)
9. Three letters so far. (**send**)
10. The driver stopped after smoke had been coming out of the lorry's engine. (**see**)

B. Complete each of the following sentences so that the new sentence has a similar meaning to the one before it.

1. Companies can transport goods hundreds of kilometers inside China.
Goods
2. The government moved people from their homes.
People
3. They have informed him of his mother's death.
He
4. I will finish the job by the end of this week.
The job
5. Mohamed Younis teaches us grammar.
We
Grammar

C. Choose the correct answer.

1. The problem to the children yesterday.
(**explained , was explained , is explained**)
2. Those pyramids around 400 AD.
(**built , were built , are building**)
3. All the troubles by his friends .
(**has caused , was caused , were caused**)
4. The visitors a collection of old manuscripts by the guide.
(**were shown , have shown , was shown**)
5. I him ten thousand pounds last year.
(**lend , lent , was lent**)

B. Reported Speech

Reporting Statements

When we report what people say, we give the same meaning but with a different form. I.e. we make changes to speaker's actual words.

Example:

Direct: 'I am learning English.' Indirect: He said that he was learning English.

When we report we do three changes:

1. Verbs

v1 => v2 (eat => ate) / v2=> had + v3 (ate => had eaten)

2. Pronouns:

Direct	Indirect	we	they	your	my/ our/ their/ his/ her
I	he/she	us	them	yours	theirs
me	him/her	our	their		
my	his /her	ours	theirs		
mine	his/hers	you	I/ we / they/ he/ she		

3. Adverbs of time and place.

Direct	Indirect		
today	that day	next week	the week after
now	then	tonight	that night
at the moment	at that moment	ago	before
yesterday	the day before	this	That
last week	the week before	these	those
tomorrow	the day after	here	there
		soon	later

A. Complete each of the following sentences so that the new sentence has a similar meaning to the one before it.

1. "We arrived very late last night – our plane was delayed."
Fatima said
2. "I am not sure but I suggest that."
He said
3. "I've lost my glasses."
He said
4. "I'll meet you here tomorrow."
She told her friends

B. Correct the verbs between brackets.

1. Ahmad told me that he there the day before. (be)
2. Aya said that the shop..... at six every night. (close)

C. The causative

We use the causative to talk about actions which we caused to happen. When we have or get something done for us, we have or get some cause it to happen. We use the causative to say that we do not do an action, but instead ask someone else to do it for us

have get want	+ Object +	V3
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Examples:

- I had my teeth checked by a dentist.
- I will get my car fixed tomorrow.
- I want my lawn mowed today, please. Have you got time?

verb form	verb / have
v1 / v1+s	have / has
v2	had
is-am-are + ving	is-am-are + having
was-were + ving	was-were + having
has-have + v3	has-have + had
had+v3	had + had
modal + v1	modal + have

A. Complete each of the following sentences so that the new sentence has a similar meaning to the one before it.

1. A famous instrument maker made a guitar for me.
I
2. A local builder built their house.
They
3. A famous designer has decorated the flat for them.
They
4. I didn't repair the car myself.
I hadby the mechanic
5. I asked Ali to fix my car.
I
6. Go and check your car engine.
Go and
7. I will ask the teacher to check my essay.
I

B. Complete each of the following sentences with the correct form of the verb.

1. I couldn't repair my computer myself. I had to have it(repair)
2. We didn't build our own house. We had to have it (build)

D. Modal verbs of possibility

We can use modal verbs with the perfect infinitive (have + the past participle) to talk about possibility in the past. We also can use (modal + base) to talk about possibility in the present or the future.

- We use **could / might** for a specific possibility in the past (when we are not sure if something happened or not).
 - *A car might have broken down on the road..*
- We use **must** for a deduction about the past when we believe that something is true and quite often when we have evidence.
 - *He must have forgotten about our appointment today.*
- We use **can't / couldn't** to talk about something we are certain about. We also use these to express disbelief or surprise.
 - *She couldn't have finished the project yesterday. There was so much left to do!*

must	sure, certain, certainly, definitely.	متأكد
can't/couldn't	sure (not) , certain (not) definitely (not)	متأكد انو لأ
might/ could	possible, possibly, probable, probably, likely, not sure, not certain, perhaps	مش متأكد

A. Complete each of the following sentences so that the new sentence has a similar meaning to the one before it.

1. These players are very happy, that's why I'm certain they haven't lost the match.
These players
2. Salma is very tired, that's why I'm certain she has worked hard lately.
Salma
3. Perhaps Issa's phone is broken.
Issa's
4. Rashed drinks two liters of water daily. I'm sure he is healthy.
Rashed
5. Nuha has a very good English accent. It's probable that she has lived with an English family .
Nuha
6. Perhaps Sara was in the school when I called.
Sara.....

E. Verbs followed by Gerund or Infinitive

- Some verbs can be followed by an -ing form (gerund), but not by an infinitive. These include *avoid, consider, dislike, enjoy, finish, practise and suggest*.

Examples:

- He enjoyed travelling, and travelled all over the world.
- Would you consider moving to another country?

- Some verbs can be followed by an infinitive, but not by an -ing form. These include *plan, afford, agree, ask, attempt, choose, decide, expect, forget, hope, manage, offer, prepare, promise, seem and want*.

Examples:

- I offered to help my father clean the car.
- She decided to study Law at university.

- Some verbs can be followed by either an infinitive or an -ing form, **with no difference in meaning**. These include *begin, continue, hate, intend, like, love, prefer and start*.

Examples:

- My brother likes playing the guitar.
- I prefer to read historical novels.
- I love getting to know the characters.

A. Correct the verbs between brackets.

- Ali was a quiet boy, who loved (read)
- Finally, my mother agreed me her car. (give)
- I always avoid my time. (waste)
- I decided with my father to London. (go)
- I hate people for a long time. (wait)
- Would you ever consider ebooks from the internet. (download)
- I promised my younger sister her to the children museum. (take)
- Many visitors to Amman enjoy Around the lovely shops and markets in the city. (look)
- Maha wants to some books from the library to read in her leisure time (take)

F. Expressing necessity and obligation

We use **must** + the infinitive to talk about an obligation. We use **mustn't** + the infinitive for prohibition.

Examples:

- *I must do my homework*
- *You mustn't talk in the Library.*

We can also use **have to** + the infinitive to **talk about an external obligation**. We also use **don't/ doesn't have to** + the infinitive **to say that something isn't necessary or not obligatory**.

Examples:

- *You have to take off your shoes before entering someone's home.*
- *We don't have to go to school on Fridays.*

A. Rewrite the following sentences so that the new ones have similar meaning.

1. It isn't necessary to switch off the screen.
You
2. You are not allowed to touch this screen.
You
3. It is necessary to check the engine of the car in winter daily.
You
4. You are not allowed to drive without wearing your seatbelt.
You
5. It is obligatory to wear your uniform tomorrow.
You

G. If clause (conditionals)

	if clause	main clause	
zero	simple present	simple present	fact /certain
	<i>- If you speak English, people understand you easily.</i>		
first	simple present	will, shall, can, may, must, + V1	probable
	<i>- If you eat burger, you will be happy.</i>		
second	simple past	would, should, could, might + V1	unlikely to happen
	<i>- If it rained in summer, it would be nice.</i>		
third	past perfect	would, should, could, might + have + V3	impossible
	<i>- If Ali hadn't died, we would have enjoyed this trip together.</i>		

- **Don't forget**
We use: If I were you, I would + base (For advice)

A. Complete the Conditional Sentences by putting the verbs into the correct form.

- 1- If they (have) time at the weekend, they will come to see us.
- 2- If we (know) about your problem, we would have helped you.
- 3- If I (be) you, I would not buy that dress.
- 4- I leave if she (come) to this place.
- 5- If I didn't have a mobile phone, my life (not/be) complete.
6. 8- We (arrive) earlier if we had not missed the bus.
7. 9- Okay, I (get) the popcorn if you buy the drinks.
8. 10- If I (tell) you a secret, would you be sure not to leak it?
9. 11- She (go) out with you if you had only asked her.
10. 12- I would not have read your diary if you (not hide) it in such an obvious place.

B. Rewrite the following sentences

1. Press that button to make the picture move.
 If you.....
2. I think you should send a text message.
 If.....

H. Used to vs. Be used to

used to + (base)

- We use *used to* (+ infinitive) **to describe past habits or past states that have now changed.**

Examples:

- *My mother used to buy my clothes, but now I choose my own.*
- *She used to be a teacher, but now she's retired.*
- *I used to like cartoon films when I was younger. These days I prefer action films.*

be used to + (a noun / a pronoun / a gerund)

- We use *be used to* (+ noun, pronoun or verb in the *-ing*form) **to describe things that are familiar or customary.**

Examples:

- *We've lived in the city a long time, so we're used to the traffic.*
- *I didn't like getting up early, but I'm used to it now.*
- *She's lived in the UK for a year. She's used to speaking English now.*

A. Rewrite the following sentences using used to or be used to.

1. It is normal for me now to get up early to study.

.....

2. It is not customary for me now to get up early to study.

.....

3. It was a habit for Ali to do scientific researches when he was at university.

.....

4. It is normal for my friend now to send emails.

My friend is

5. It is not normal for American people to eat steak for lunch and dinner everyday. It is too expensive.

American People

B. Correct the verbs in brackets

1. I (*not / use to / understand*) English, but now I do.
2. My cousin has lived in Lebanon for a year. He says he (*use to / live*) there now.
3. My family and I (*use to / go*) camping once a month, but we stopped doing that when we moved to the city.
4. When I was young, I (*use to / go*) fishing.

I. Relative clauses

1. Defining relative clauses

- Defining relative clauses are used **to identify which particular person, place or thing is being talked about.** The defining relative clause is usually connected to the main clause by a relative pronoun such as ***who, which, that, where or when.***

- We use ***who*** (and sometimes *that*) to refer to people.
- ***which*** and *that* to refer to things and animals.
- ***where*** to refer to places and
- ***when*** to refer to times.
- ***whose*** is the possessive form of *who*.

He's the man whose daughter I met in Jordan.

2. Non-defining relative clauses

- Non-defining relative clauses are used **to give more detail about a particular person, place or thing that is being talked about.** The non-defining relative clause (underlined in the examples below) is usually connected to the main clause by a relative pronoun such as ***who, which, where or when.***

The Sahara desert, which is in Africa, is very hot.

- A non-defining relative clause differs from a defining relative clause in that it gives additional, rather than essential, information and, without it, the sentence would still convey meaning.

The Sahara desert is very hot.

- Non-defining relative clauses follow a noun and are enclosed between two commas (or dashes or brackets), unless completing the sentence.
- In non-defining relative clauses, the relative pronoun is never omitted.

A. Use the most suitable relative pronoun to complete each sentence.

who – that – which – whose – where - when

- A hotel is a place people stay when they're on holiday.
- What's the name of the woman lives in that house?
- What do you call someone writes computer programs?
- A waiter is a person job is to serve customers in a restaurant.
- Overalls are clothes people wear to protect their clothes when they are working.
- Is that the shop you bought your new laptop?
- He's the man son plays football for Manchester Utd.
- Hal didn't get the job he applied for.

J. Cleft sentences

- A cleft sentence is a complex sentence (one with a main clause and a dependent clause). We can usually express the meaning of a cleft sentence with a simple sentence. It is called ‘cleft’ sentence because there are two parts to the sentence.
- We use cleft sentences in order **to emphasise certain pieces of information**.
- We join the most important piece of information to a relative clause, often with *who, where or that*.
- We can start cleft sentences with the following phrases, among others:
 - *The thing that ...*
 - *The person who ...*
 - *The time when ...*
 - *The place where ...*
 - *The way in which ...*
 - *What ...*
 - *It ...*

Forms:

<ul style="list-style-type: none"> - The thing that ... - The person who ... - The time when ... - The place where ... - The way in which ... - What ... 	+ relative clause + verb to be + emphasized part
<ul style="list-style-type: none"> - It ... 	+ verb to be + emphasized part + relative clause

A. Rewrite these sentences, emphasising the part in bold, and using the structure as shown.

1. **Al-Kindi** contributed to the invention of the oud.
The person
2. **Ali ibn Nafi'** established the first music school in the world.
It
3. The Great Mosque in Cordoba was built in 784 CE by **Abd al-Rahman I**.
The person
4. **Queen Rania** opened the Children's Museum of Jordan in 2007 CE.
It
5. I like **Geography** most of all.
What

Revision

A. Correct the verbs between brackets.

1. Don't be late tomorrow. The match at 6:00 pm. (**start**)
2. The people from their homes before the accident yesterday. (**move**)
3. By the end of this year, I my research papers. (**publish**)
4. I didn't fix my laptop myself, I had it by Rashed. (**fix**)
5. I think tomorrow's exam very easy. (**be**)
6. Yara can't come because she at the moment. (**work**)
7. Computers to help humanity. (**use**)
8. The movie you told me about exciting. (**seem**)
9. My brother left the room after the movie (**finish**)
10. The children already their work. (**submit**)
11. By 2010, the new airport to work. (**start**)
12. The letters to the post office yet. (**not take**)
13. In two years' time, I my master's degree. (**do**)
14. Sara looked happy yesterday. She must the competition. (**win**)
15. Rashed studies hard these days. I am sure that he higher grades. (**get**)
16. I promise you that I better. (**become**)
17. My friends want me next month. (**visit**)
18. Your marks better if you study day by day. (**be**)
19. Salma told me that she to the school the day before. (**not go**)
20. I the movie tomorrow. I have bought the tickets. (**watch**)
21. This house already by a very famous company. (**design**)
22. The students had when I saw them. (**be, write**)
23. It is normal for Ali to drink too much coffee. He it. (**use**)
24. Smart phones our lives recently. (**take over**)
25. Plants die if they enough water and light. (**not get**)

B. Rewrite each of the following items so that the new item has a similar meaning to the one before it.

1. The fire killed many innocent people last week.
Many innocent people
2. You should wear formal clothes.
If

3. My father intends to buy a flat in London next year.
My father
4. It is not allowed for Ali to use his dictionary in the exam.
Ali
5. "I don't like watching horror movies."
Aya told me
6. I bought a new dictionary last week.
It
7. It was a habit for Sara to wake up early.
Sara
8. Algeria produces natural gas.
Natural gas.....
9. It is not necessary to wear your uniform tomorrow.
You
10. Mohamed met his friends then he went home.
Before Mohamed
11. Ali has just decided to order pizza for lunch.
Ali
12. I advise you not spend much time facing computer screens.
You
13. Shakespeare wrote Hamlet many years ago.
The person
14. Sara is translating the new poems currently.
The new poems
15. I advise you to read variety of books every now and then.
If
16. Rashed has planned to go to the library tomorrow.
Rashed.....
17. My friends haven't completed the project yet.
The project
18. Perhaps Sara was the winner.
Sara
19. I asked Rashed to paint my car.
I
20. The principal will announce the new rules tomorrow.

The new rules

21. It wasn't normal for children to deal with technology.

Children

22. The meeting is scheduled to start at 10:00 pm.

The meeting

23. My father promised me to buy me a new mobile next week.

My father

24. "The new novel will be published tomorrow.

Ali told me

25. The children were very angry last night. I am almost certain that they didn't win the match.

The children

Derivation rules

قوانين الاشتقاق

الاسماء Nouns

1. بعد حروف الجر (in , on , at , of , from , with , without , before , after)
2. بعد ادوات التعريف والتكثير (a – an – the)
3. بين الاداه the وحروف الجر
4. بعد محددات الكمية (all, any, several, a lot of, much, many, a little ,a few, some, no, only)
5. بعد ضمائر الملكية (my – his – her – their – our – its – your)
6. في بداية الجملة متبوعاً بفعل
7. بعد الصفات
8. بعد اداة العطف and اذا كانت مسبوقه باسم
9. بعد اسماء الاشارة (this – that – these – those)
10. بعد 's الملكية

Nouns endings

ion, sion, tion / acy / ance, ence /
hood / ar, or / ism / ist / ment /
ness / ty / ity / dom / th / ary / ery
/ ory / ian / ship / ee /ess

الصفات Adjectives

1. بعد افعال الكينونة (is – am – are – was – were –be – been – being)
2. بعد المشددات (quite, rather, too, so, totally , very)
3. بعد الظروف
4. قبل الاسماء
5. بين ادوات المقارنة as ___ as / more ___ than
6. بعد the most
7. بعد هذه الافعال (seem , look , feel , sound , become , get)

Adjectives endings

able, ible / ent / ant / ory / ive / al
/ an / ian / ary / ory / en / ful / ic /
ish / less / ous / y / like / ate

الظروف Adverbs

1. في بداية الجملة متبوعاً بفاصلة
2. قبل الصفات
3. بين الفعل المساعد والرئيسي
4. نهاية الجملة لوصف كيفية (حالة) حدوث الفعل
5. قبل الفعل الرئيسي

Adverbsending

ly

الافعال Verbs

1. بعد (modals)
2. بعد (to)
3. بعد ضمائر الفاعل (he – she – it – I – you – we – they)
4. بين الفاعل والمفعول به

Verbsending

ate / fy / en / ise

Study the following words as they are so important.

	verb	noun	adjective	adverb
1.	access	access	accessible	accessibly
2.		algebra	algebraic	
3.		allergy	allergic	
4.	append	appendage		
5.	appreciate	appreciation		
6.		archaeology / archaeologist	archaeological	archaeologically
7.		arthritis	arthritic	
8.		artifice	artificial	artificially
9.	attract	attraction	attractive	attractively
10.	believe	belief	believable	
11.	blog	blog		
12.	blow	blowing		
13.	break	breaking		
14.	calculate	calculation		
15.		cancer	cancerous	
16.		ceramics	ceramic	
17.	collect	collection	collective	collectively
18.	commit	commitment	committed	
19.	complement	complement	complementary	
20.	compose	composition		
21.	conclude	conclusion	conclusive	conclusively
22.		convention	conventional	conventionally
23.	create	creation	creative	creatively
24.	criticize	critic / criticism	critical	critically
25.		culture	cultural	culturally
26.	decline	decline		
27.	demonstrate	demonstration	demonstrative	
28.	desalinate	desalination		
29.	diagnose	diagnosis		
30.	discover	discovery / discoverer	discovered	
31.	educate	education	educational	educationally
32.	email	email		
33.	expect	expectation / expectancy	expected	
34.	filter	filter		
35.	focus	focus	focused	
36.	furnish	furnishings		
37.		geometry	geometric	geometrically
38.	hang	hanging		
39.	harmonise	harmony	harmonious	harmoniously
40.	immunize	immunization	immune	
41.	implant	implant		
42.	infect	infection	infectious	infectiously
43.	influence	influence	influential	influentially
44.	inherit	inheritance	inherited	
45.	inoculate	inoculation	inoculative	
46.	install	installation		

47.	intend	intention	intentional	intentionally
48.	invent	invention inventor		
49.	irrigate	irrigation		
50.		majority	major	
51.		mathematics /mathematicians	mathematical	
52.		medicine	medical	medically
53.		mortality	mortal	mortally
54.	neutralize	neutrality	neutral	neutrally
55.		nine	ninth	
56.		obesity	obese	
57.	operate	operation	operational	
58.		optimism optimist	optimistic	optimistically
59.		option	optional	optionally
60.		origin	original	originally
61.		pediatrics pediatrician	pediatric	
62.	philosophise	philosophy	philosophical	philosophically
63.	post	post		
64.	practise (British)	practice (British and American)	practical	practically
65.	prescribe	prescription	prescriptive	prescriptively
66.	produce	product / production	productive	productively
67.		prosthetics / prosthetic	prosthetic	prosthetically
68.	publicise	publicity public	public	publicly
69.	qualify	qualification		
70.	rely	reliance	reliable/ reliant	
71.	remedy	remedy	remedial	
72.	repute	reputation	reputable	reputably
73.	restore	restoration		
74.	revolutionise	revolution	revolutionary	revolutionarily
75.	scan	scanner		
76.		skeptic/ skepticism	skeptical	skeptically
77.	sponsor	sponsor	sponsored	
78.	succeed	success	successful	successfully
79.		surgeon surgery	surgical	surgically
80.	sustain	sustainability	sustainable	sustainably
81.		tradition	traditional	traditionally
82.	translate	translation translator		
83.	trial	trial		
84.	vary	variation	variable	variably
85.		viability	viable	viably
86.		vision	visual	visually
87.	ward	ward		
88.	weave	weaving		

A. Complete the sentences with words formed from the words in brackets.

1. The Middle East is famous for the of olive oil. (produce)
2. Ibn Sina wrote textbooks. (medicine)
3. Fatima al-Fihri was born in the century. (nine)
4. My father bought our house with an from his grandfather. (inherit)
5. Scholars have discovered an document from the twelfth century. (origin)
6. Do you think the wheel was the most important ever? (invent)
7. Al-Kindi made many important mathematicalies.(discover)
8. Who was the most writer of the twentieth century? (influence)
9. The system must be linked with the requirements of social and economic development for any country. (education)
10. Jordan has a of being a friendly and welcoming country. It is one of the safest places to visit in the Middle East. (repute)
11. Many candy advertisement are usually presented in an manner in the TV. (attract)

B. Choose the correct answer.

1. Petra is an important site.
(archaeology , archaeological , archaeologically)
2. I will be going to university to continue my
(educate , education , educational)
3. In our exam, we had to a text from Arabic into English.
(translate , translation , translator)
4. They are going to a new air conditioning unit in our flat.
(installed , install , installation)
5. Thank you for your help, I really it.
(appreciate , appreciation , appreciated)
6. Have you seen Nasser's of postcards? He's got hundreds!
(collect , collection , collective)
7. She was responsible for the of a new charity.
(create , creation , creative)
8. Markets have different types of food which are prepared from animal products.
(artificial , artificially , artifice)

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about the given topic. Use the appropriate linking words such as: and, moreover, in addition to, too, also, ...etc.

Ways to reduce water usage, ...
<ul style="list-style-type: none">• take shorter showers.• wash fruits and vegetables in a pan.• turn off the water tap while you wash your hands.• use special tools

.....

.....

.....

.....

The benefits of sleeping
<ul style="list-style-type: none">• provides our bodies with a chance to switch off• wake up in the morning feeling alert and rested• concentrate at work or at school

.....

.....

.....

.....

K. Quantifiers to make comparisons

- We can use **more/ less ... than**, **as ... as**, and **the most/ least** to compare adjectives and adverbs.
 - *Which subject is the most popular, and which is the least popular?*
 - *Is Maths as popular as science?*
 - *Do you think Geography is more interesting than History, or less interesting?*
- We can also use **as ... as** to compare adverbs.
 - *Mahmoud works as hard as his brother.*
 - *I can't run as fast as you.*
- We use **as much / as many** to compare quantities and numbers.
 - *There are not as many people in our class as in yours.*
 - *I don't eat as much fast food as my brother.*
- We can also use **as ... as** adverbially.
 - *I don't like running as much as I like swimming.*
 - *We practise our English as often as possible.*

The Comparison of Adjectives

The Comparative Form

To compare two people or things, use the comparative form of an adjective. The comparative form is usually made by adding -er to the adjective.

dark = darker hard= harder light= lighter warm= warmer high= higher

Note:

The word “than” is often used to compare two things or people. For example:

- *Mr. Lee is taller **than** Philip.*

The Superlative Form

When you compare three or more people or things, use the superlative form of an adjective. The superlative form is usually made by adding -est to the adjective.

dark = darkest warm = warmest light = lightest cold = coldest high = highest

Note:

The word **the** is often used before the superlative form. For example:

- *A bee is a small insect. A ladybird is smaller, but an ant is the smallest.*

- Suppose the adjective is a short word that ends in a consonant and has a single vowel in the middle. Just **double** the consonant and add -er to make the comparative and -est to make the superlative.

***Big** = bigger than = the biggest **Wet** = wetter than = the wettest*

- Suppose the adjective has two syllables and ends in y. Just change the **y to i** and add -er to make the comparative and add -est to make the superlative.

***Easy** = easier than = the easiest **funny** = funnier than = the funniest*

- Use **more/ less** and **most/ least** to compare most other two-syllable adjectives.

adjective	comparative	superlative
<i>beautiful</i>	<i>more beautiful than less beautiful than</i>	<i>the most beautiful the least beautiful</i>
<i>delicious</i>	<i>more delicious than less delicious than</i>	<i>the most delicious the least delicious</i>

- A few adjectives don't form their comparative and superlative forms in any of the usual ways. The comparative and superlative forms of these adjectives are different words, called **irregular forms**.

adjective	comparative	superlative
<i>good</i>	<i>better than</i>	<i>the best</i>
<i>bad</i>	<i>worse than</i>	<i>the worst</i>
<i>little</i>	<i>less than</i>	<i>the least</i>
<i>many / much</i>	<i>more than</i>	<i>the most</i>
<i>far</i>	<i>farther or further than</i>	<i>the farthest or furthest</i>

Complete each of the following items so that the new items have a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

1. Chinese Language isn't as easy as English Language.
English Language
Chinese Language
2. My watch is less attractive than yours.
My watch
3. The new tablet doesn't start up as quickly as the old one.
The new tablet
4. Playing Chess is more boring than watching movies and playing video games.
Playing chess
5. Jordan is not as cold as Russia and Canada.
Russia and Canada
Jordan
6. Neither Sally nor Sara work as hard as Emily.
Emily
7. Engineering is more popular than Visual Arts and dentistry.
Visual Arts and dentistry
8. I like swimming more than I like running.
I don't like running
9. Neither Maths nor Science are as popular as English. وزارة 2016
English
10. Jordanian children start school a year later than English children. وزارة 2017
English children
11. Studying Physics is not as popular as studying Biology in Britain. وزارة 2017
Studying Biology
12. The electronic newspapers are not as acceptable as the ordinary ones. وزارة 2018
The ordinary newspapers

L. Indirect questions

- We can use indirect questions to ask questions in a polite, formal way.
- We Can begin impersonal questions with
 - **Could you tell me ...**
 - **Do you know ...**
 - **Do you mind telling me ...**
 - **Could you explain ...**
- The structure is then the same as in reported questions. Unlike reported questions the sentence ends with a question mark.
- Yes/No questions are introduced with *if* or *whether*.
 - *Do you know if/ whether there's a postbox near here, please?*
- Other questions are introduced with what, who, why, when, where, how, etc.
 - *Could you tell me what the time is, please?*
 - *Do you know who that man is?*
 - *Do you mind telling me why the train is late?*
 - *Could you tell me where the nearest bank is, please?*
 - *Could you explain how you solved this puzzle?*

Complete each of the following items so that the new items have a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

- Where does the meeting take place?
Do you know
- Do the British speak many foreign languages?
Could you tell me
- Could you tell me where the nearest bank is, please?
.....
- Is there a connection between the amount of TV people watch and how fit they are?
Do you know
- How can I get to Queen Alia Airport by public transport?
Could you tell me
- Are students allowed to navigate the internet during the open exam?
Do you know

- Could you explain how you solved this puzzle?
.....
- How many books has she read this month?
Do you mind telling me
- Could you tell me if your manager often goes on business trips?
.....

Complete each of the following items so that the new item has a similar meaning to the one before.

1. Is there a connection between the amount of TV people watch and how fit they are? **وزارة 2016**
Do you know
2. How can I get to Queen Alia Airport by public transport? **وزارة 2016**
Could you tell me
3. Are students allowed to navigate the internet during the open exam? **وزارة 2017**
Do you know
4. Does the bell ring at eight or half past eight? **وزارة 2017**
Do you know
5. “What can’t we bring onto the plane?” **وزارة 2018**
Could you tell me

Write the direct question of the following.

1. Could you tell me what the time is, please?
.....
2. Do you know who that man is?
.....
3. Do you mind telling me why the train is late?
.....
4. Could you tell me where the nearest bank is, please?
.....
5. Could you explain how you solved this puzzle?
.....

M. The impersonal passive

Function

- The impersonal passive is a formal way of reporting thoughts, sayings, beliefs and opinions.
- We can use the impersonal passive with *say, think, claim and believe*.

Examples:

1. ***It is said*** that dolphins are highly intelligent.
2. ***It used to be thought*** that the Earth was flat.
3. ***It is believed*** that learners will absorb the grammar as they learn the vocabulary.

- The impersonal passive can also be formed with the object + infinitive.

Examples:

1. They believe that the story is true.

The story is believed to be true Or It is believed that the story is true.

2. People know that he is talented.

He is known to be talented. Or It is known that he is talented.

Forms

There are two forms for the impersonal passive:

It + passive form + that + clause	Object + passive form + (to + infinitive)
<i>It is believed that the story is true.</i>	<i>The story is believed to be true</i>

Complete each of the following items so that the new items have a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.

1. They believe that language learning can also improve your decision-making skills.
It
Language learning
2. They claim that we remember things we hear in our sleep.
It
We
3. People believe that solving puzzles keeps the brain active.
It
Solving puzzles
4. Experts have proved that exercise is good for concentration.
It
Exercise
5. Scientists believe that reading has improved people's memories.
It
Reading
6. People believe that eating almonds reduces the risk of heart diseases. وزارة 2016
Eating almonds
7. Doing regular exercise is believed to reduce the risk of several diseases. وزارة 2016
People believe that
8. They assumed that the last Olympic Games were a great success. وزارة 2017
It
9. Experts have proved that eating fresh vegetables is good for the stomach. وزارة 2017
Eating fresh vegetables
10. My English teacher says that English clubs are essential for learning English well. وزارة 2018
English Clubs

N. Expressing regret

- We use (wish or If only + Past Perfect) to express regrets about the **past**.
- We might use it to reflect on past actions if we are trying to improve our work or our behaviour.
- The tense of the verb after *wish* is more in the past than the action it is describing.

Examples:

- *I wish I had done more work for my exam.*
(I didn't do much work for my exam.)
- *I wish I hadn't bought these shoes. They hurt my feet.*
- *We're late. If only we'd caught the earlier bus.*
- We use (*wish* or *If only* + Past Simple) to express wishes about the **present that are impossible or unlikely to happen**.

NOTE: We usually say *I wish/If only* + *were*.

Examples:

- *I wish I knew the answer.*
- *I wish we lived in a bigger flat.*
- *He wishes he were taller.*
- *If only we were older.*

Forms

<u>wish</u> or <u>If only</u> + had + v3	to express regrets about the past
<i>wish</i> or <i>If only</i> + v2	to express wishes about the <u>present that are impossible or unlikely to happen</u> .

Complete each of the following items so that the new items have a similar meaning to the one before it, and write it down in your ANSWER BOOKLET. (2 points)

1. Sultan forgot to do his Science homework.
If only
2. I regret going to bed late last night.
I wish I
3. Oh no! I've forgotten my library book. I left it at home.
I wish I
4. Our team didn't play very well yesterday.
If only they
5. I am sorry that I didn't read that book.
I wish

سؤال وزاري

Complete each of the following items so that the new item has a similar meaning to the one before it. (2 points)

1. Nader should have been more careful with his essay. He didn't get a good mark. وزارة 2016
Nader wishes
2. I regret living abroad for a long time. وزارة 2016
..... (wish)
3. I regret speaking aloud in my class. وزارة 2017
..... (wish)
4. Mohamoud didn't consult his career advisor, so he felt sorry. وزارة 2017
..... (wish)
5. I always have to get home early, I wish my parentsme stay away later.
(lets , won't let , would let , will let) وزارة 2018

O. Conditionals

Zero and first conditionals with future time phrases

- We use the zero conditional (*if* + **Present Simple/Present Simple**) to describe something that always happens (the inevitable consequence) after a certain action or event.

Examples:

- *If plants don't get enough sunlight, they die.*
- *Water turns to ice if the temperature falls below zero.*

- We use the first conditional (*if* + **Present Simple/will** + **Present Simple**) to describe a future outcome of a certain future action or event.

Example:

- *If you get an interview for a job in pharmaceuticals, you will need to show real enthusiasm for the industry.*

- We can use **provided that, as long as, unless** and **even if** in the same way as *if*, but they don't all mean the same thing.

Examples:

- *I'll buy the book if/provided that/as long as it isn't too expensive.*
(I won't buy it if it is too expensive)
- *I'll buy it unless it's expensive.*
(I'll buy it if it isn't too expensive.)

* **Note:**

We use **If I were you , I would** to give advice

The third conditional

- We use the third conditional (*if* + **Past Perfect/would have** + past participle) to imagine past situations. These past situations are impossible, and did not happen.
- The *if*-clause states one event that did not happen.

Example:

- *If I had stayed at home that day, I would have missed the celebration.*
(The person did not stay at home that day.)
- The main clause states the result, which also did not happen:

Examples:

- *If I had stayed at home that day, I would have missed the celebration.*
(The person attended the celebration.)
- *I wouldn't have gone to the library if my friend hadn't invited me.*
(My friend invited me to the library, so I went.)
- *If I'd studied harder, I'd have passed the exam.*
(I didn't study very hard, and I didn't pass.)

The third conditional with *could* and *might*

- When we are talking about the imaginary past, we can use *could have* or *might have* + past participle in place of *would have* + past participle.
- We use these past modals when we are less sure of the result of the impossible past situation.

Examples:

- *If I had prepared better for the competition, I might have won the first prize.*
(The speaker is not sure that this would have been true.)
- *If I had slept better the night before the exam, I could have concentrated better.*
(It is possible that the speaker would have been able to concentrate.)
- *If I'd gone to a different school, I might not have studied French. I could have taken English.*
- *Our team could have won the match if they'd trained harder, and then they might have been champions now if they'd won.*

Practice

Read the situations and complete the sentences with the third conditional, using the word in brackets.

1. Saeed left his camera at home, so he wasn't able to take pictures of the parade. **(could)**
.....
2. I had a headache yesterday, and I didn't do well in the Maths test. **(might)**
.....
3. I didn't know your phone number, so I wasn't able to contact you. **(could)**
.....
4. You had a brightly-coloured T-shirt on. That's how I noticed you in the crowd. **(might not)**
.....
5. I worked really hard the day before the exam. I got top marks. **(might not)**
.....

A. Read the following situations and complete the sentences with the third conditional, using the words in brackets.

1. Saleem left his wallet at home, so he wasn't able to purchase his necessary items. **(could)** 2016
.....
2. I studied really hard the day before the final exams. I achieved the first rank in my class. **(might not)** 2016
.....
3. Sami didn't apply immediately for the scholarship. So he didn't get it. 2016
..... **(if / could)**
4. Marwan worked really hard the day before the exam. He got top marks. 2017
..... **(if / might not)**
5. The company didn't know your phone number, so they weren't able to contact you. 2017
..... **(if/ might)**

B. Correct the verbs between brackets.

1. If I better for the competition, I might have won the first prize. **(prepare)**
2. Water turns to ice if the temperature below zero. **(fall)**
3. I could have concentrated better if I better the night before the exam,. **(sleep)**
4. When anone water to 100°C, it boils. **(heat)**
5. If you get an interview for a job in pharmaceuticals, you to show real enthusiasm for the industry. **(need)**
6. I'll buy it unless it..... expensive. **(be)**

C. Correct the verbs between brackets.

1. Plants die if they enough sunlight. **(not, get)** 2017
2. Provided that it, we will have a picnic next week. **(not, rain)** 2016
3. Rawan always takes her mobile with her when she **(get out)** 2017
4. During Ramadan, Muslims eat the sun sets. 2018
(as long as , unless , when , even if)
5. You won't get a job in France unless you French. 2018
(speak , speaks , is speaking , spoke)
6. Babies are usually happy they're hungry or cold. 2018
(as long as , provided that , unless , if)
7. I couldn't climb Mount Everest sometimes carried my equipment for me! 2019
(as long as , provided that , even if , if)
8. You won't buy a new apartment unless you enough money. 2019
(save , saves , is saving)

Note:

Don't forget: we can form the advice by using:

you could - if I were you, I would - Why don't you

Rewrite the advice, using the words in brackets.

1. You should practise the presentation several times. (were)

.....

2. It would be a good idea for you to make a list of questions. (could)

.....

3. You ought to get some work experience. (don't)

.....

4. You shouldn't look too casual. (If)

.....

5. You should do a lot of research. (would)

.....

Study the following words as they are so important.

	noun	adjective	verb	adverb
1.	academy	academic		academically
2.	achievement	achieved	achieve	
3.	advice		advise	
4.	agriculture	agricultural		agriculturally
5.	awareness	aware		
6.	business (es)	business like		
7.	circulation	circulatory	circulate	
8.	competence	competent	compete	competently
9.	concentration	concentrated	concentrate	
10.	correction	correct / corrected	correct	correctly
11.	creation / creature	created / creative	create	creatively
12.	critic	criticised / critical	criticise	critically
13.	dehydration	dehydrated	dehydrate	
14.	dependence	dependent / dependable	depend	dependently
15.	development	developed	develop	developmentally
16.	dominance / domination	dominant	dominate	
17.	domesticity	domestic	domesticate	
18.	economy	economic / economical	economise	economically
19.	education	educational /educative/educated	educate	educationally
20.	enrollment		enroll	
21.	enthusiasm	enthusiastic		enthusiastically
22.	experience	experienced	experience	
23.	extension	extended	extend	
24.	fluency	fluent		fluently
25.	idealism	ideal	idealize	ideally
26.	importation	imported	import	
27.	influence	influential	Influence (d)	influentially
28.	intention	intended	intend	
29.	knowledge	known	know	
30.	memory / memorising	memorable	memorise	memorably
31.	negotiation	negotiated	negotiate	
32.	nutrients / nutrition	nutritious		nutritionally
33.	organisation	organised / organizational / organiser	organise	organizationally
34.	particularity	particular		particularly
35.	pharmacy	pharmaceutical		pharmaceutically
36.	proficiency	proficient		
37.	purpose	purposeful		purposefully
38.	qualification	qualified	qualify	
39.	recommendation	recommended	recommend	
40.	relationship	related / relative	relate	relatively
41.	repetition	repeated / repeatable	repeat	repeatedly
42.	responsibility	responsible		responsibly
43.	revision		revise	
44.	simulation	simultaneous	simulate	simultaneously
45.	success	successful	succeed	successfully
46.	teaching	teachable	teach	
47.	utterance	utter	utter	
48.	youth	young / youthful		youthfully

Choose the suitable item for those given to complete each of the following sentences and write it down in your ANSWER BOOKLET.

1. Maha shows great for her new job as a lawyer in the court.
(enthusiasm , enthusiastic , enthusiastically)
2. Our national team is now well - for the second round of the competition.
(qualify , qualification , qualified)
3. With children, it is important to the right balance between love and discipline.
(achieve , achieved , achievable)
4. Kareem wasn't able to speak Spanish till he was nearly seven years old.
(fluently , fluent , fluency)
5. Would you like to do an or vocational course if you have a chance.
(academies , academic , academically)
6. Rami closed his eyes and tried to
(concentrate , concentration , concentrating)
7. Many doctors believe that supports brain development.
(repeat , repetition , repeated)
8. Your mail has been sent.
(success , successful , successfully)
9. Doctors a balanced diet for a good health.
(recommend , recommending , recommendation)

Complete the following sentences with the suitable words derived from the words in brackets.

1. Before you apply for a job, check that you have the correct..... (**qualify**)
2. The company is pleased with your work and is happy to give you a
(**recommend**)
3. Congratulations on a very business deal. (**succeed**)
4. We should always be ready to listen to good (**advise**)
5. My father often talks about what he did in his (**young**)
6. It's important to have an of different countries' customs. (**aware**)
7. In hot weather, our bodies are in danger of (**dehydrate**)
8. If you get an interview for a job in company, you will need to show real enthusiasm for the industry. (**pharmacy**)

Complete the following sentences with the suitable words derived from the words in brackets.

1. Kareem is a Journalist , he worked previously for many scientific journals.
(**qualification**)
2. Doing lots of exercise won't keep you healthy if you don't eat food as well.
(**nutrients**)
3. Services, mostly travel and tourism the majority of our economy.
(**dominant**)
4. Khaled is a very and adaptable worker, I believe that he can be successful in any position. (**competence**)
5. Language is becoming an important requirement for many jobs. (**proficient**)
6. My grandfather often tell us about what he did in his (**young**)
7. Olives which are grown in the world, have been cultivated for over 6.000 years.
(**extend**)
8. It is important to have an of different countries' customs. (**aware**)

FREE WRITING

In your ANSWER BOOKLET, write a composition of about 120 words on ONE of the following:

1. Write an essay for your school magazine, describing a famous character mentioning his / her studies, most important achievements and how he / she influences you.
2. Write an essay about the importance of internet safety, mentioning the possible dangers, suggesting some strategies to stay safe on the net.
3. Video games are considered one of the most important innovations in the field of child entertainment. Write an article discussing the positive and the negative effects of video games on children.

Irregular verbs
الأفعال الشاذة

Infinitive	Past simple	Past Participle	Meaning
awake	awoke	awoken	يستيقظ
be (is/am/are)	was/were	been	يكون
beat	beat	beaten	يهزم
become	became	become	يصبح
begin	began	begun	يبدأ
bend	bent	bent	ينحني
bite	bit	bitten	يعض
bleed	bled	bled	ينزف
blow	blew	blown	يهجم
break	broke	broken	يكسر
bring	brought	brought	يحضر
build	built	built	يبني
burn	burnt/burned	burnt/burned	يحرق
buy	bought	bought	يشترى
catch	caught	caught	يمسك
choose	chose	chosen	يختار
come	came	come	يأتي
cost	cost	cost	يكلف
cut	cut	cut	يقطع / يجرح
deal	dealt	dealt	يتعامل
dig	dug	dug	يحفر
do	did	done	يفعل
draw	drew	drawn	يرسم
dream	dreamt/dreamed	dreamt/dreamed	يحلم
drink	drank	drunk	يشرب
drive	drove	driven	يقود / يسوق
eat	ate	eaten	يأكل
fall	fell	fallen	يسقط
feed	fed	fed	يطعم
feel	felt	felt	يشعر
fight	fought	fought	يجارِب / يقاتل
find	found	found	يجد
fly	flew	flown	يطير
forget	forgot	forgotten	ينسى
forgive	forgave	forgiven	يسامح
freeze	froze	frozen	يتجمد
get	got	got	يأخذ/ يحصل
give	gave	given	يعطي
go	went	gone	يذهب
grow	grew	grown	يزرع / ينمو
have	had	had	يأخذ/ يمتلك
hear	heard	heard	يسمع
hide	hid	hidden	يخفي
hit	hit	hit	يضرب
hold	held	held	يمسك
hurt	hurt	hurt	يؤذي
keep	kept	kept	يحتفظ
know	knew	known	يعرف
lead	led	led	يقود
learn	learnt	Learnt	يتعلم
leave	left	Left	يترك

lend	lent	lent	يعير/ يقرض
let	let	Let	يجعل
lie	lay	Lain	يكذب/ يضطجع
light	lit	lit	يضئ
lose	lost	lost	يخسر
make	made	made	يجعل/ يصنع
mean	meant	meant	يعني
meet	met	met	يقابل
pay	paid	paid	يدفع
prove	proved	proved/proven	يثبت/ يبرهن
put	put	put	يضع
read	read	read	يقرأ
ride	rode	ridden	يركب
ring	rang	rung	يرن/ يدق
rise	rose	risen	يصعد
run	ran	run	يركض
say	said	said	يقول
see	saw	seen	يرى
sell	sold	sold	يبيع
send	sent	sent	يرسل
shake	shook	shaken	يهز
shine	shone	shone	يلمع
shoot	shot	shot	يقذف/ يطلق
show	showed	showed/shown	يعرض
shut	shut	shut	يغلق
sing	sang	sung	يغني
sit	sat	sat	يجلس
sleep	slept	slept	ينام
smell	smelt/smelled	smelt/smelled	يشم
speak	spoke	spoken	يتكلم
spell	spelt	spelt	يتهجئ
spend	spent	spent	يقضي/ يصرف
spill	spilt	spilt	يدلق
stand	stood	stood	يقف
steal	stole	stolen	يسرق
stick	stuck	stuck	يلصق
swear	swore	sworn	يقسم
swim	swam	swum	يسبح
take	took	taken	يأخذ
teach	taught	taught	يعلم
tear	tore	torn	يمزق
tell	told	told	يخبر
think	thought	thought	يفكر
throw	threw	thrown	يرمي
understand	understood	understood	يفهم
wake up	woke up	woken up	يستيقظ
wear	wore	worn	يلبس
win	won	won	يفوز
write	wrote	written	يكتب

Your loving teacher

Mohamed Younis

Teacher of English Language

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Good Luck