

# واؤل نصيرات

WM



THE VISION

الفصل الثاني

0799126156

Grammar and Writing



The teacher : Wa'el Mohammad Nsairat ( WM)

أمي الحبيبة

شكرا

## The teacher : Wa'el Mohammad Nsairat ( WM)

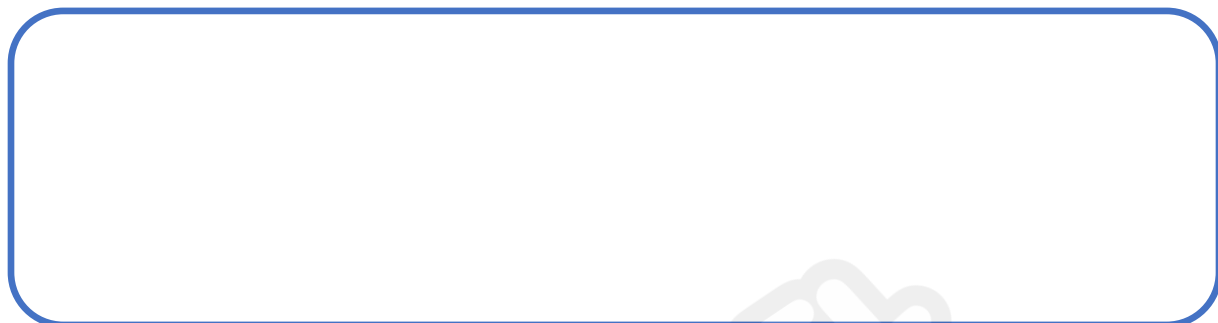
Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	prove	proved	proven/proved
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt	burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	seek	sought	sought
deal	dealt	dealt	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	sew	sewed	sewn/sewed
dream	dreamt	dreamt	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	smell	smelt	smelt
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelt	spelt
forgive	forgave	forgiven	spend	spent	spent
get	got	got	spill	spilt	spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake up	woke up	woken up
lead	led	led	wear	wore	worn
learn	learnt	learnt	weave	wove/weaved	woven/weaved
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

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## Grammar

### Comparative and Superlative

#### Comparative



**1. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.**

1. Doing activities isn't as interesting as meeting others.

**Meeting others** \_\_\_\_\_.

2. Physics isn't as well-wanted as English.

**English** \_\_\_\_\_.

3. Khalid isn't as tall as Tamer.

**Tamer** \_\_\_\_\_.

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4. Mahmoud isn't as hard as his brother in work.

**His brother** \_\_\_\_\_.

5. Maths isn't as popular as science.

**Science** \_\_\_\_\_.

6. Geography isn't as wanted as History.

**History** \_\_\_\_\_.

7. Maths isn't practiced as often as English.

**English** \_\_\_\_\_.

8. I can't run as fast as you.

**You can run** \_\_\_\_\_.



9. The school is more interesting and happier than university.

**University isn't** \_\_\_\_\_.

10. An e-reader is more expensive than a book.

**A book isn't** \_\_\_\_\_.

**A book** \_\_\_\_\_.

11. Football is more popular than basket ball.

**Basketball isn't** \_\_\_\_\_.

**Basketball** \_\_\_\_\_.

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12. Geography is less interesting than History.

**History** \_\_\_\_\_.

13. Drama is less wanted than grammar.

**Grammar is** \_\_\_\_\_.



14. Neither Math nor science is as popular as English.

**English** \_\_\_\_\_.

15. Neither school nor university is a source of information as great as the teacher.

**The teacher** \_\_\_\_\_.

16. Neither Rana nor Raha can concentrate as well as Leen.

**Leen can** \_\_\_\_\_.

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## Homework (1)

### 2. Rewrite the following sentences.

1. He isn't as tall as his brother.

His brother \_\_\_\_\_.

2. History is not as difficult as Maths.

Maths \_\_\_\_\_.

3. Real Madrid is not as good as Real Zaragoza.

Real Zaragoza \_\_\_\_\_.

4. Watching TV is not as important as doing homework.

Doing homework \_\_\_\_\_.

5. My sister and my brother are not as happy as me.

I \_\_\_\_\_.

6. I am not as fat as Obelix.

Obelix \_\_\_\_\_.

7. Madrid is not as big as London.

London \_\_\_\_\_.

### 3. Choose the correct answer.

1. Beth is \_\_\_\_\_ than Eduardo.

- more short
- short
- shorter

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2. The blue dress is \_\_\_\_\_ than the yellow dress.

- beautiful
- most beautiful
- more beautiful

3. My cat is \_\_\_\_\_ than your cat.

- big
- bigger
- more big

4. His kitchen is \_\_\_\_\_ than her kitchen.

- cleaner
- more clean
- clean

5. This test is \_\_\_\_\_ than the test we took yesterday.

- more difficult
- most difficult
- difficult



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6. The brown bird is \_\_\_\_\_ than the yellow bird.

- more little
- small
- smaller

7. His headache was bad yesterday. Today it is \_\_\_\_\_ than it was.

- worse
- bad
- worst

8. Yesterday I was sick. Today I feel \_\_\_\_\_ than ever.

- more better
- better
- good

9. John is \_\_\_\_\_ than he was yesterday.

- more sick
- sickest
- sicker

10. The boys are \_\_\_\_\_ today than they were yesterday.

- happier
- more happy
- happy

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### Superlative



1. The cheapest car is BMW.

**The least** \_\_\_\_\_.

2. The cheapest car is the one that has a huge motor.

**The least** \_\_\_\_\_.



**5. Choose the best answer of those given in brackets to complete each of the sentences below.**

1. Rasha doesn't read as \_\_\_\_\_ (**fast, faster, fastest**) as Rana.
2. She missed the bus. She had to wait a little \_\_\_\_\_ (**longer, long, longest**).
3. Rashid is the \_\_\_\_\_ (**good, better, best**) student ever.
4. My friend doesn't eat as \_\_\_\_\_ (**much, more, most**) as your friend.
5. Khaled completes things in \_\_\_\_\_ time than others. (**little, less, least**)
6. I'm tired today because I went to bed \_\_\_\_\_ (**early, earlier, later**) than usual.
7. That book was the \_\_\_\_\_ interesting book I ever read. (**little, less, least**)

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### 6- Rewrite the following sentences.

1. Manar isn't as active as Khaleda.

**Khaleda** \_\_\_\_\_

2. The new shoes aren't as comfortable as the old shoes.

**The old shoes** \_\_\_\_\_

3. The electronic newspapers aren't as comfortable as the ordinary newspapers.

**The ordinary newspapers** \_\_\_\_\_

4. Studying Physics isn't as popular as studying Biology.

**Studying biology** \_\_\_\_\_

5. Jordanian children start school a year later than English children.

**English children** \_\_\_\_\_

6. English is more popular than Science.

**Science** \_\_\_\_\_

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## Functions



**14. Read the following sentences, then answer the questions that follow.**

1. I look forward to hearing from you soon.

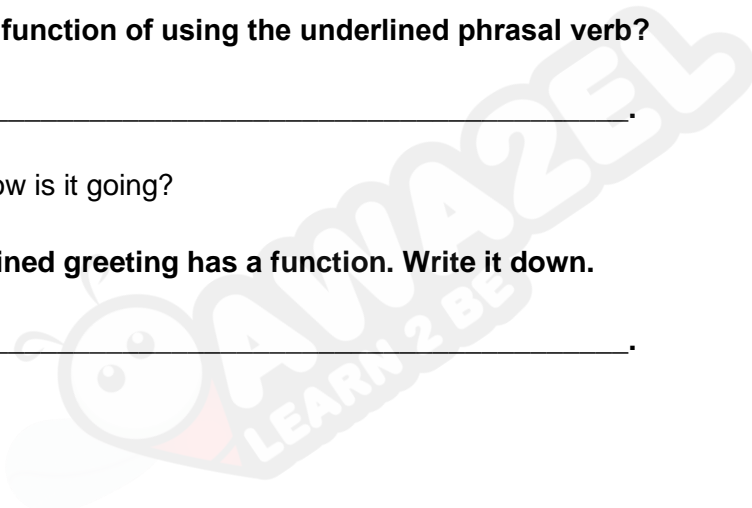
**What's the function of using the underlined phrasal verb?**

\_\_\_\_\_.

2. Hello! How is it going?

**The underlined greeting has a function. Write it down.**

\_\_\_\_\_.



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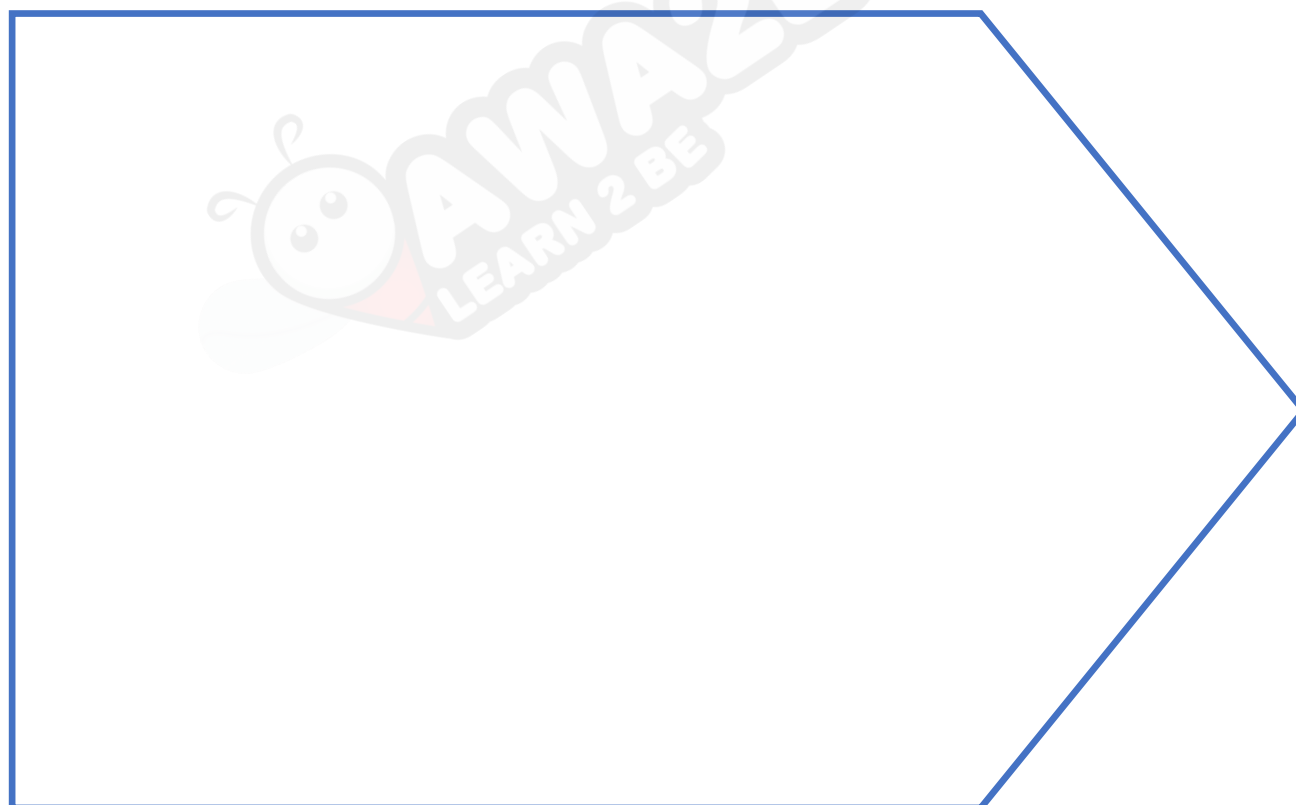
## Guided writing

15. Write two sentences about compulsory education in different countries. Use linking words such as: more, neither , for example, etc...

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### Compulsory education in different countries

England	5-16 years old
Portugal	6-18 years old
Jordan	6-15 years old
Turkey	6-18 years old
Japan	6-15 years old



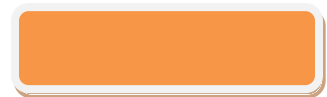
A large blue-outlined arrow pointing to the right, intended for writing the answer. The arrow is positioned below the table and occupies a significant portion of the page. A watermark for 'AWAZEL LEARN 2 BE' is visible over the arrow.

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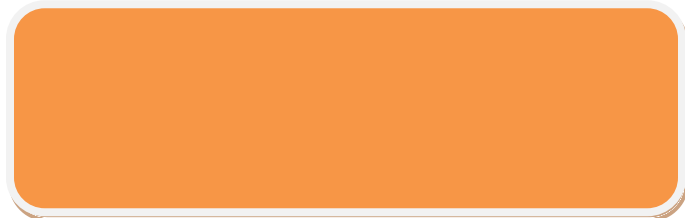
## 16.Free Writing

### Writing Blogs

**Title:** Write a short, catchy title. Write who the post is by.



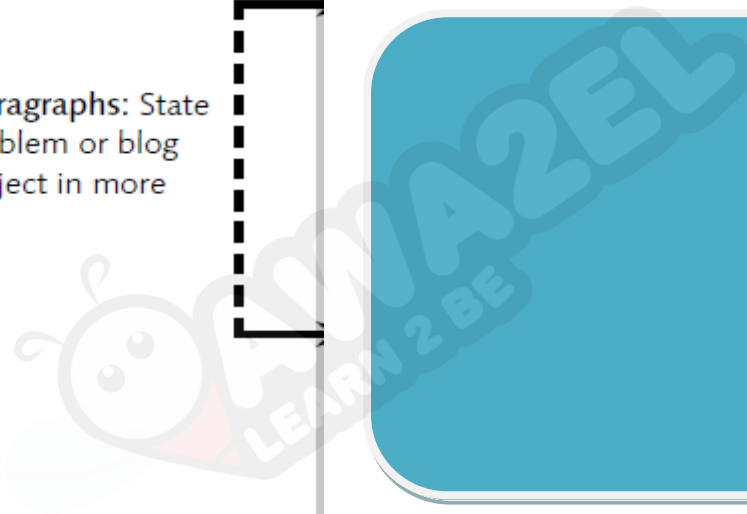
**Introduction:** Appeal to your readers. Ask a question, such as advice.



**Body paragraphs:** State your problem or blog post subject in more detail.



**Conclusion:** Restate your question or subject and ask readers to get involved.



## Grammar

### Indirect questions

#### A- WH – Questions

**1. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.**

1. How are you studying for exams ?

**Could you explain** \_\_\_\_\_.

2. What strong points are there when dealing with grammar?

**Could you tell me** \_\_\_\_\_.

3. Which part did you find interesting?

**I wonder** \_\_\_\_\_.

4. Which sort of sports does Rami prefer ?

**Do you know** \_\_\_\_\_.

5. Who's that man ?

**I don't know** \_\_\_\_\_.

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### B - Yes / No Question



### 2. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1. Will you develop a flexible and strong way of solving troubles ?

**I wonder** \_\_\_\_\_.

2. Is it late to begin revision ?

**Do you know** \_\_\_\_\_.

3. Does the student analyze ideas before he speaks ?

**I don't know** \_\_\_\_\_.

4. Can't you do the sentence again ?

**Sorry but I don't know if** \_\_\_\_\_.

5. Did the lesson interest students ?

**I wonder** \_\_\_\_\_.

### 3. Circle the correct words between those in brackets.

1 Do you know (**where , what , if** ) we can take water into the exam?

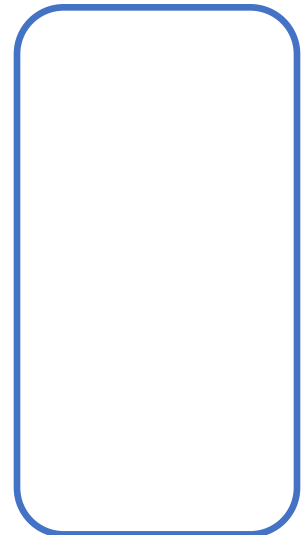
2 Could you tell me how (**much , many , well**) this book costs, please?

3 Do you know(**when , whether , what** ) I've passed my exam or not?

4 Do you mind (**tell , told , telling** ) me why the library is closed?

5 Could you explain (**what , who , how**)I can solve this Maths problem?

6 Could you possibly (**explain , tell , say**) me who the Arabic teacher is





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## Mixed Questions

**4. Rewrite the following questions by which the new question is similar in meaning to the one before.**

1. How much exercise do I need?

**Could you tell me** \_\_\_\_\_.

2. Are we allowed to eat sweets during the exam?

**Do you know** \_\_\_\_\_.

3. How should I draw up a timetable?

**Do you mind explaining** \_\_\_\_\_.

4. Can you suggest a healthy breakfast?

**Do you mind** \_\_\_\_\_.

5. What things can students do before the exam?

**Could you explain** \_\_\_\_\_.

6. What great decisions have the members had?

**Do you know** \_\_\_\_\_.

7. Do you smoke at home ?

**Could you explain** \_\_\_\_\_.

8. Excuse me! Can you tell me the shortest way?

**Could you tell me** \_\_\_\_\_.

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5.Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1. How can I fix this smart phone?

**Could you tell me** \_\_\_\_\_?

2. What can't we bring on to the plane?

**Could you tell me** \_\_\_\_\_?

3. Are students allowed to navigate the internet during the open exam?

**Do you know** \_\_\_\_\_?

4. Is there a connection between the amount of TV people watch and how fit they are?

**Could you tell me** \_\_\_\_\_?

5. How can I get to Queen Ali Airport by public transport?

**Could you tell me** \_\_\_\_\_?

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## Homework 1

**6. Rewrite the following sentences by which the new sentence is similar in meaning to the one before it.**

1. What else is an MRI scanner used for ?

**Could you tell me** \_\_\_\_\_.

2. Do early revisions speak out the mind and memory ?

**Could you explain** \_\_\_\_\_.

3. Must we begin now or do it later ?

**Could you tell me** \_\_\_\_\_.

4. Whose the car is that ?

**Do you know** \_\_\_\_\_.

5. What academic skills have you developed ?

**Do you mind telling me** \_\_\_\_\_.

6. Might it be possible to finish early ?

**I didn't know** \_\_\_\_\_.

7. Would we have a test today ?

**I didn't know** \_\_\_\_\_.

8. Why has the manger of the company said that

**Do you mind** \_\_\_\_\_.

9. Can you answer the phone call ?

**Do you mind** \_\_\_\_\_.

10. Do we need to do it together ?

**I wonder** \_\_\_\_\_.

11. Can you answer the phone call please ?

**Do you mind telling me** \_\_\_\_\_.

## Grammar

### Impersonal passive

**1. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.**

1 People think that learning a new language also presents the brain with unique challenges.

**It** \_\_\_\_\_.

2 They used to say that students who studied foreign languages would do better, on the whole, in general tests.

**It** \_\_\_\_\_.

3 People have claimed that speaking a foreign language improves the functionality of your brain in several different ways.

**It** \_\_\_\_\_.

4 They believed that language learning can also improve your decision-making skills.

**It** \_\_\_\_\_.

5 The teacher had proved that the exam was easy.

**It** \_\_\_\_\_.

**2. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.**

1 It is said that you are either right-brained or left-brained.

**Scientists** \_\_\_\_\_.

2 It has commonly been accepted that we have a dominant side of the brain which dictates how we learn.

**People have commonly** \_\_\_\_\_.

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3 It used to be believed that doing crosswords would keep your brain active even when you are very old.

**Sociologists used to** \_\_\_\_\_.

4 It is said that dolphins are highly intelligent.

**People** \_\_\_\_\_.

### 3. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1 They say that fish is good for the brain.

**Fish** \_\_\_\_\_.

2 People have thought that we only use a small percentage of our brain power.

**We** \_\_\_\_\_.

3 They claimed that we remember things we hear in our sleep.

**We** \_\_\_\_\_.

4 People recommend that solving puzzles keeps the brain active.

**Solving puzzles** \_\_\_\_\_.

5 They used to believe that stories weren't true.

**Stories** \_\_\_\_\_.

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### 4. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1. A storm has recently been reported to attack the coast soon.

**The weather forecasting has recently reported** \_\_\_\_\_  
\_\_\_\_\_.

2. Historical places were generally assumed to have improved the economic situation of a country.

**The government generally assumed that** \_\_\_\_\_  
\_\_\_\_\_.

3. Sociologists all over decades were known to have been the responsible for finding relations between culture, language and society.

**People all over decades** \_\_\_\_\_  
\_\_\_\_\_.

4. Scientific research was claimed to have been in need for new conducting ways.

**Universities claimed that** \_\_\_\_\_  
\_\_\_\_\_.

5. The languages used to be proved to have affected the way anyone could have improved highly active intelligence.

**Linguists used to prove that** \_\_\_\_\_  
\_\_\_\_\_.

### 5. Choose the best answer of those A, B or C to complete the following sentences.

1. People know that he is talented.

It \_\_\_\_\_ that he is talented.

**A. Was known**

**B. Is known**

**C. has been known.**

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2. People used to think that the earth was flat

The earth \_\_\_\_\_ to have been flat.

A. Was thought

B. Is thought

C. Used to be thought.

3. Only some students believe that English is easy.

English is believed \_\_\_\_\_ easy.

A. To be

B. To have

C. To have been.

4. Trees are claimed to keep the environment.

People \_\_\_\_\_ that trees keep the environment.

A. Claims

B. Claimed

C. Claim.

5. The story has been believed to be true.

People \_\_\_\_\_ that the story is true.

A. Had believed

B. Believed

C. Have believed.

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6. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1. Teachers believe that working in groups improves students' awareness.

**Working in groups** \_\_\_\_\_

2. Linguists have proved that learning some languages is helpful for the learners.

**Learning some languages** \_\_\_\_\_

3. My English teacher says that English clubs are essential for learning English well.

**English clubs** \_\_\_\_\_

4. Experts have proved that eating fresh vegetables is good for the stomach.

**Eating fresh vegetables** \_\_\_\_\_

5. They assumed that the last Olympic Games were a great success.

**It** \_\_\_\_\_

6. Doing regular exercise is believed to reduce the risk of several diseases.

**People believe that** \_\_\_\_\_

7. People believe that eating almonds reduces the risk of heart disease.

**Eating almonds** \_\_\_\_\_



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## Functions

### 15. Correct the verbs in brackets to complete each of the following sentences.

1. If I were you, I would \_\_\_\_\_ (go) on the project.
2. Why don't you \_\_\_\_\_ (go) on the project?
3. Have thought about \_\_\_\_\_ (talk) directly to the boss?

### 16. Complete the following sentences with phrases in the box .

you could

if I were you

why don't you

- 1 Before you find a full-time job, \_\_\_\_\_ consider doing voluntary work?
- 2 \_\_\_\_\_, I'd find out about training courses.
- 3 \_\_\_\_\_ do a course in Land Surveying and become a surveyor as you have a Geology degree?

## **Speaking**

### 17. Complete the following mini-dialogues by giving advice.

**1 A: I would like to get a job as a teacher of English.**

**B: \_\_\_\_\_ study English at university?**

**2 A: I want to learn Chinese, but they don't teach it in my school.**

**B: You \_\_\_\_\_ do a Chinese course online.**

**3 A: I don't understand what we have to do for homework.**

**B: \_\_\_\_\_, I would ask the teacher.**

### 18. Read the following sentences then answer the questions that follow.

Is it advisable to go on speaking?

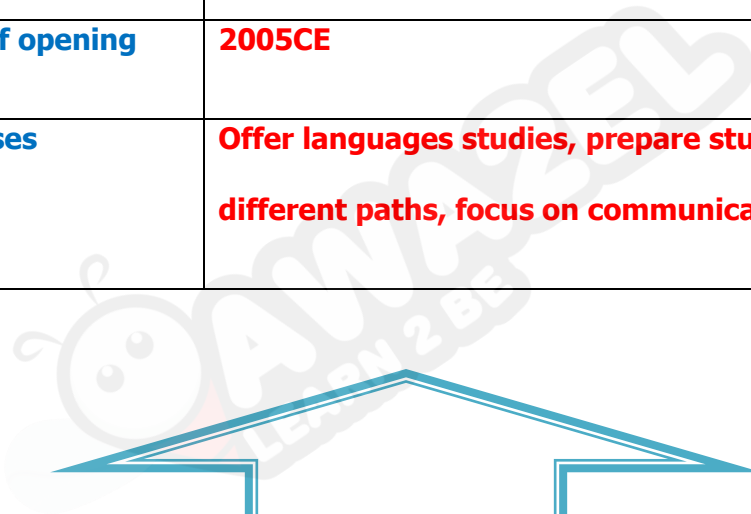
What's the function of using the underlined phrase? \_\_\_\_\_.

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### Guided Writing

19. Based on the information given, write two sentences about the German-Jordanian University. Use linking words such as: which , when , and , during, for example, etc...

The German-Jordanian University	
Type of university	Public university
Location	Jordan, Madaba
Date of opening	2005CE
Purposes	Offer languages studies, prepare students to work in different paths, focus on communicative skills.



## Grammar

### Expressing wishes and regrets.

1. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1. The boy wants to be a doctor one day.

**The boy wishes** \_\_\_\_\_.

2. The weather is cold. I'd prefer to wear warmer clothes.

**If only** \_\_\_\_\_.

B. Regret > Wish and if only

2. Rewrite the following sentences by which the new sentence is similar in meaning.

1. The man regrets wasting time on silly things.

**The man wishes** \_\_\_\_\_.

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2. Ahmad regrets working for short hours.

**If only** \_\_\_\_\_.

### C. Wish and if only > Regret

3. Khaled wishes he had studied better.

**Khaled regrets** \_\_\_\_\_.

4. If only the audience had had other ways of entertainment.

**The audience regrets** \_\_\_\_\_.

5. If only the exam wasn't difficult.

**Students regret the exam** \_\_\_\_\_.

### D. Regret > Should have

6. Samir regrets being late in the meeting

**Samir should** \_\_\_\_\_.

7. People in the city regret being careless.

**People in the city should** \_\_\_\_\_.

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### E. Should have > Regret

8. Nader should have been more careful in driving.

**Nader regrets** \_\_\_\_\_.

9. Nader should have been reckless in his study.

**Nader regrets** \_\_\_\_\_.

### F. Wish and if only > Should have



10. Sarah wishes she had studied hard for her exams.

**Sarah should** \_\_\_\_\_.

11. If only the school hadn't been very tough with students.

**The school shouldn't** \_\_\_\_\_.

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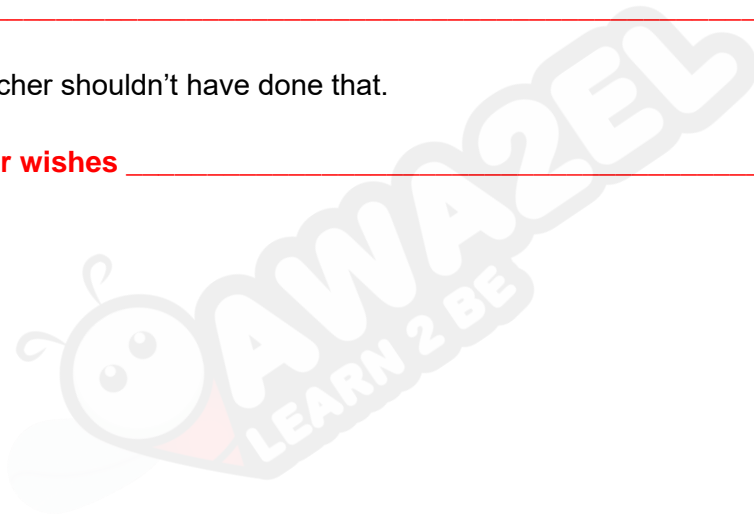
### G. Should have > Wish and if only

12. The school should have been more polite with the teacher.

**If only** \_\_\_\_\_.

13. The teacher shouldn't have done that.

**The teacher wishes** \_\_\_\_\_.



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### 3. Rewrite the following sentences by which the new sentence is similar in meaning.

1. I didn't do much work for my exam.

**I wish** \_\_\_\_\_.

2. Jamal didn't prepare well for the exam.

**He didn't get a good mark.**

**If only** \_\_\_\_\_.

3. I am sorry that I didn't do my homework.

**I wish** \_\_\_\_\_.

4. Fareed feels sorry that he didn't take a holiday for a long time.

**He wishes** \_\_\_\_\_.

5. Mahmoud didn't consult his career adviser, so he felt sorry.

(Wish) \_\_\_\_\_.

6. I regret speaking aloud in my class.

(Wish) \_\_\_\_\_.

7. I regret living abroad for a long time.

(Wish) \_\_\_\_\_.

8. Nader should have been more careful with his essay.

Nader wishes \_\_\_\_\_.

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### 4. Choose the best answers to complete each of the following sentences.

1. I am very hungry. I wish I \_\_\_\_\_ before I went to sleep.

**(Has eaten, Had eaten, Hadn't eaten)**

2. I wish I \_\_\_\_\_ my pencil case, I had to borrow pens all the day.

**(Hadn't forgotten, Hasn't forgotten, Have forgotten)**

3. Rami didn't play Basketball all the time. He wishes he \_\_\_\_\_ a professional player.

**(Have become, Had become, Becomes)**

4. I am sorry I made you angry last night I wish I \_\_\_\_\_ at you.

**(Hadn't shouted, Haven't shouted, Don't shout)**

5. Zaid didn't know about Chinese culture.

He wishes he \_\_\_\_\_ a book about it.

**(has read, reads, had read, have read).**

6. I didn't wake up early and I missed my bus.

I wish I \_\_\_\_\_ early.

**(wakes up, wake up, have woken up, had woken).**

7. I always have to get home early, I wish my parents \_\_\_\_\_ me stay out later.

**(lets, won't let, would let, will let).**



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### Homework

#### 5. Rewrite the following sentences.

1. Ali should have passed his exams.

**If only** \_\_\_\_\_.

2. Zaid didn't know about Chinese culture.

**Zaid wishes** \_\_\_\_\_.

3. Khaled regrets the weather being cold.

**If only** \_\_\_\_\_.

4. Ahmad should have brought a coat.

**Ahmad regrets** \_\_\_\_\_.

5. Students regret not getting up early.

**Students wish** \_\_\_\_\_.

6. Khaled wishes he hadn't eaten so many sweets.

**Khaled regrets** \_\_\_\_\_.

## Grammar

1. Rewrite the following sentences by which the new sentence is similar in meaning to the one before.

1. Saeed left his camera at home, so he wasn't able to take pictures of the parade. **(could)**

**If** \_\_\_\_\_.

2. I had a headache yesterday, and I didn't do well in the Math test. **(might)**

**If I** \_\_\_\_\_.

3. I didn't know your phone number, so I wasn't able to contact you. **(could)**

**If I** \_\_\_\_\_.

4. You had a brightly-colored T-shirt on. That's how I noticed you in the crowd. **(might not)**

**If you** \_\_\_\_\_.

2. Circle the correct word in bold to complete the sentences below.

1 **(When / Unless/ As long as)** you heat water to 100°C, it boils.

2 You will not pass your exams (**as long as / unless/ even if**) you study hard.

## The teacher : Wa'el Mohammad Nsairat ( WM)

3 (If / Unless/Even if )you don't water the plants, they will die.

4 Do you usually go home or meet your friends (when / provided that/ unless) school finishes?

5 Your new computer will last a long time (as long as / even if / unless) you are careful with it.

### 3- Correct the verbs in brackets to complete each of the following sentences.

1. If the kid had questions, his parents \_\_\_\_\_ (support) him.
2. You could stop hackers from stealing your information if you \_\_\_\_\_ (have) a filter on your pc.
3. If Ali had his own computer, he \_\_\_\_\_ (not/need) to use his brother's computer.
4. You won't have the time to study if you \_\_\_\_\_ (play) computer games.
5. I wouldn't write that e-mail if I \_\_\_\_\_ (be) you.
6. Teachers from another country could give a lesson if they \_\_\_\_\_ (be) asked to do that.
7. The picture \_\_\_\_\_ (move) always if you press on that button.
8. If you work and take only short breaks, you \_\_\_\_\_ (not/feel) bored.

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### اسئلة وزارية

#### 5- Choose the best answers to complete each of the following sentences.

1. You won't buy a new apartment unless you \_\_\_\_\_ more money.

**(save, saves, is saving).**

2. I couldn't climb Mount Everest \_\_\_\_\_ someone carried my equipment for me.

**(as long as, provided that, is even if, if).**

3. You won't get a job in France unless you \_\_\_\_\_ French.

**(speak, speaks, is speaking, spoke).**

4. Babies are usually happy \_\_\_\_\_ they're hungry or cold.

**(as long as, provided that, unless, if).**

5. Ali will be upset if you \_\_\_\_\_ him to the party.

**(don't invite, doesn't invite, didn't invite).**

6. During Ramadan, Muslims eat \_\_\_\_\_ the sun sets.

**(as long as, unless, when, even if).**

7. Rawan always takes her mobile when she \_\_\_\_\_.

**(go out, goes out, went out).**

8. Plants die if they \_\_\_\_\_ enough sunlight.

**(not get, don't get, doesn't get).**

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### 6- Rewrite the following sentences.

1. Sami didn't apply immediately for the scholarship, so he didn't get it. **(if, could)**

---

2. Saleem left his wallet at home, so he wasn't able to purchase his necessary items. **(if, could)**

---

3. I studied really hard the day before the final exams, I achieved the first rank in my class. **(if, might not)**

---

### 7- Correct the verbs in brackets to complete each of the following sentences.

1. The bus is late. If it \_\_\_\_\_ **(not, arrive)** soon, we will get a taxi.

2. If a city \_\_\_\_\_ **(recycle)** everything and doesn't through anything away, it is zero-waste.

3. provided that it \_\_\_\_\_ **(not, rain)**, we will have a picnic next week.

4. If one presses that button, the picture \_\_\_\_\_ **(move)**.

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## Homework

### **8. Complete the text with the correct forms of the verbs in brackets.**

1. If you boil water, it \_\_\_\_\_ (**start**) to evaporate.
2. You \_\_\_\_\_ (**pass**) if you study hard.
3. What would you do if you \_\_\_\_\_ (**go**) there?
4. If I \_\_\_\_\_ (**be**) you, I would study harder.
5. If you heat ice, it \_\_\_\_\_ (**melt**).

### **9. Rewrite the following sentences by which the new sentence is similar in meaning to the one before it.**

1. We can go out unless we are given much homework.

If \_\_\_\_\_.

2. I worked really hard the day before the exam. I got top marks. (**might not**)

If I \_\_\_\_\_.

3. I didn't work hard the day before the exam so I got bad marks. (**could not**)

If I \_\_\_\_\_.

4. Jamal didn't prepare well for the exam. He wasn't able to get high marks. (**might**)

If Jamal \_\_\_\_\_.

### **10. Choose the best answer of those A,B or C to complete the following sentences.**

1. If Ali had his own computer, he **wouldn't / doesn't** need to use his friend's computer.
2. If you need to contact me next week, we'll **stay / stayed** at a hotel in Aqaba.
3. If you need help to find a job, I **will help / would help** you.

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### 11. Choose the best answer of those A,B or C to complete the following sentences.

1. If babies are hungry, they \_\_\_\_\_.

**(cry, cries, cried)**

2. Amer would have arrived on time if he \_\_\_\_\_ faster.

**(has run, have run, had run)**

3. If Salma had stayed at home that day, she \_\_\_\_\_ the celebration.

**(would have missed, have missed, would miss)**

4. If I had slept better the night before the exam, I \_\_\_\_\_ have concentrated better.

**(could, can, may)**

5. Oil and water don't mix. \_\_\_\_\_ you shake them together, they separate into two layers. **(even if, unless, provided that)**

6. You can go out to play Football \_\_\_\_\_ you have finished all your homework.

**(even if, unless, provided that)**

7. You can drive a car when you \_\_\_\_\_ a driving license.

**(get, got, gets)**

8. I would have sent Farah on invitation if she \_\_\_\_\_ me her address.

**(have given, has given, had given)**

9. If they had told me about the problem, I \_\_\_\_\_ to help.

**(might have been able, have been able, will be able)**

10. Sameer \_\_\_\_\_ have won the first prize if he had prepared better for the competition. **(can, may, might)**

11. Faris has lost his wallet. \_\_\_\_\_ he had been more careful.

**(unless, if only, even if)**

## The teacher : Wa'el Mohammad Nsairat ( WM)

12. Ice cream melts \_\_\_\_\_ it gets warm.

**(even if, when, unless)**

13. I would have done things differently if I \_\_\_\_\_ the manger of the factory.

**(had been, am, have been)**

14. You can't borrow my car \_\_\_\_\_ you drive carefully.

**(if, provided that, unless)**

15. \_\_\_\_\_ you stop smoking, you will have serious health problems.

**(if, unless, even if)**





The teacher : Wa'el Mohammad Nsairat ( WM)

# Free Writing

12. Complete the following CV with headings from the box.

Contact details  
Reference

Name  
Skills and achievements

Personal attributes

Qualifications and training  
Work experience

1 \_\_\_\_\_ Tareq Hakim

2 \_\_\_\_\_ 5 North Street, Ajloun

3 \_\_\_\_\_

2009–2012: shop assistant at a chemist's

2012–2014: reporter for Medicine Today

2014–now: editor at a scientific journal

4 \_\_\_\_\_

Degree in Chemistry (graduated 2008);

Certificate in Journalism (2011).

5 \_\_\_\_\_

Captain of school basketball team; Voluntary work for a charity that helps elderly people.

6 \_\_\_\_\_

I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals.

7 \_\_\_\_\_

Osama Hayek, Chemistry teacher at my secondary school .

The teacher : Wa'el Mohammad Nsairat ( WM)

## Free Writing

# 15.Covering letter

P.O Box

Amman, Jordan

Date

Dear \_\_\_\_\_ [TITLE (Mr, Mrs) ,

I am writing to apply for the job of \_\_\_\_\_ at [SCHOOL NAME]. You will see from my curriculum vitae that I have a Bachelor's degree in \_\_\_\_\_, as well as substantial \_\_\_\_\_ experience at \_\_\_\_\_ [SCHOOL NAME].

I am now looking for a new challenge as \_\_\_\_\_ [POSITION], and I am interested in pursuing my goal at your school. My developing leadership skills show that I am ready to advance in my teaching career, and the advertised position at your school as \_\_\_\_\_ [POSITION] is ideal. While I am dedicated to teaching and know that my students are of the highest importance, I make time to have an active and varied social and family life. This helps to keep my approach to teaching and student welfare fresh.

Please contact me for a reference. I look forward to hearing from you regarding the next stage of my application.

**Yours sincerely**

**The end**

The teacher : Wa'el Mohammad Nsairat ( WM)

# Literature

## واؤل نصيرات

WM



THE VISION

## The teacher : Wa'el Mohammad Nsairat ( WM)

### Around the World in Eighty Days Jules Verne

Words	Meanings	المعنى
Bungalows	A house with one floor.	منزل صغير
Hamlet	A very small village, which suggests that there are very few people and houses.	قرية صغيرة
Steamer	A ship powered by steam.	قارب بخاري
Wry grimace	Pain or unhappiness.	معاناة
Enclosed , Palings	Fenced .	محاط ب
Parsee	A person living in South Asia but descended from Persia.	فارسي
Howdah	A seat for riding an elephant.	السرّج
Growing warm	Getting annoyed .	ينزعج
Zeal	Enthusiasm .	حماس
Flurried	Nervous and confused .	مرتبك
Glade	Open area of grass.	سهول
Reared	Cared by .	مربى على
Conveyance	Transport .	مواصلات

## The teacher : Wa'el Mohammad Nsairat ( WM)

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveler, Sir Francis Cromarty. The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several bungalows and workmen's cabins.

1. Do you think this is a story of time? Why?

---

2. What words are used to describe the area where the train stopped ?

---

3. What does the word "bungalows" suggest?

---

4. What words are related to transport ?

---

**The conductor**, passing along the carriages, shouted, 'Passengers will get out here!'

**Sir Francis**: 'Where are we?'

**The conductor** : 'At the hamlet of Kholby.'

**Sir Francis**: 'Do we stop here?'

**The conductor** : 'Certainly. The railway isn't finished.'

## The teacher : Wa'el Mohammad Nsairat ( WM)

**Sir Francis:** 'What! Not finished?'

**The conductor :** 'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

**Sir Francis:** 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.

**The conductor :** 'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

**5. Name four cities mentioned in the dialogue.**

---

**6. What does the word "hamlet" suggest?**

---

**7. Why did the train stop?**

---

**8. What does the dialogue tell you about Sir Francis?**

---

**9. What phrase is used to indicate annoyance?**

---

**10. Why is Sir Francis angry?**

---

**11. How does the conductor justify to Francis that he should move out from the train?**

---

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**Mr Fogg :** 'Sir Francis,' quietly, 'we will, if you please, look about for some means of conveyance to Allahabad.'

**Sir Francis:** 'Mr Fogg, this is a delay greatly to your disadvantage.'

**Mr Fogg :** 'No, Sir Francis; it was foreseen.'

**Sir Francis:** 'What! You knew that the way—'

**Mr Fogg :** 'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A steamer leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.' There was nothing to say to so confident a response.

**12. Mention three qualities of Mr Fogg based on the dialogue?**

---

**13. Do you think Fogg is practical? Why?**

---

**14. Why wasn't Mr Fogg surprised when asked to leave the train?**

---

**15. What can the dialogue suggest about Sir Francis?**

---

**16. What words are related to transport?**

---

**17. Which sentence indicates that Sir Francis is sudden?**

## The teacher : Wa'el Mohammad Nsairat ( WM)

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18. What kind of transport is a steamer?

---

19. Quote a sentence which indicates that Mr fogg is expert on the run obstacles.

---

Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

**Mr Fogg** : 'I shall go afoot,' said Phileas Fogg.

Passepartout, who had now rejoined his master, made a wry grimace, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation,

**Passepartout** : 'Monsieur, I think I have found a means of conveyance.'

**Mr Fogg** : 'What?'

**Passepartout** : 'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

**Mr Fogg** : 'Let's go and see the elephant,'

20. What does the underlined phrase suggest about the character of Mr Fogg?

---

21. What does the expression " wry grimace " suggest ?

---

22. Why was Passepartout worried?



## The teacher : Wa'el Mohammad Nsairat ( WM)

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They soon reached a small hut. Enclosed within some high palings, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority is domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

**23. What motivates Mr Fogg to hire the elephant?**

---

**24. What words tell you that the elephant is a way from human's contact?**

---

## The teacher : Wa'el Mohammad Nsairat ( WM)

25. Elephants are expensive in India. Write down the reason for this.

---

26. What do the words “enclosed and palings” suggest?

---

27. What words are used to hint at money?

---

28. What qualities make Kiouni special and better than the train?

---

29. Why did the Indian decide to rear the elephant?

---

30. How do you know the elephant isn't aggressive?

---

Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused. At two thousand pounds the Indian

**Passepartout yielded:** ‘What a price, good heavens! for an elephant.’

It only remained now to find a guide, which was comparatively easy. A young Parsee, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs on either side, Passepartout got astride the saddle-cloth between

## The teacher : Wa'el Mohammad Nsairat ( WM)

them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

**31. The guide shows some features that attract Mr Fogg. What are these features?**

---

**32. Find an example on alliteration.**

---

**33. What words tell you that kholby is a primitive village?**

---

**34. Give three words related to the elephant.**

---

**35. Compare between the elephant and the train as means of transport.**

---

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**36. Compare and contrast the characters of Sir Francis and Phileas Fogg.**

---

---

**37. Complete the sentences with the correct word.**

**calm    confident    enthusiastic    unapologetic    worried**

1 The conductor is \_\_\_\_\_ about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.

2 Mr Fogg is \_\_\_\_\_ that he will still complete his journey in eighty days.

## The teacher : Wa'el Mohammad Nsairat ( WM)

3 Passepartout feels \_\_\_\_\_ about the prospect of walking the rest of the way to Allahabad.

4 Mr Fogg remains \_\_\_\_\_ while he negotiates the sale of the elephant.

5 The guide is very \_\_\_\_\_ about making the journey by elephant.

### 38. Complete the sentences 1–3 with the names of the characters.

**Sir Francis**

**Passepartout**

**Phileas Fogg**

1 \_\_\_\_\_ is prepared to walk the rest of the way to Allahabad.

2 \_\_\_\_\_ thinks that two thousand pounds is too much to pay for an elephant.

3 \_\_\_\_\_ does not know where they are when the train stops.



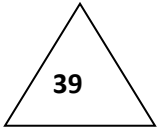
## The teacher : Wa'el Mohammad Nsairat ( WM)

### A green cornfield - Christina Rossetti

#### Literary terms

Terms	Uses , examples	
Rhyme	abab	
Alliteration	Silent sank  To join dissimilar words	
Sensory description	Hear , see	
Personification	He , his	
Punctuation	( . , ; )  Add to the meaning	
Symbolism	Green	Symbolizes freshness
	Blue	symbolizes vividness and clearness
	White	symbolizes purity

Words	Meanings	
Tender	Fresh and young	مقتبل العمر
Accord	In agreement	تجانس
Swift	Fast	سريع
Stalk	The long upright part of a plant	سيقان الذرة
Nest	The place where a bird lives	العش



## The teacher : Wa'el Mohammad Nsairat ( WM)

### Stanza 1

**The earth was green, the sky was blue:**

**I saw and heard one sunny morn**

**A skylark hang between the two,**

**A singing speck above the corn;**

1. Which part of the day does the poem begin? \_\_\_\_\_
2. Give two examples on sensory description. \_\_\_\_\_
3. What does the poet mean by the two? \_\_\_\_\_
4. What does the word "speck" suggest? \_\_\_\_\_
5. Give one example on alliteration. \_\_\_\_\_
6. What word is used to describe the time? \_\_\_\_\_
7. Where does the bird sing? \_\_\_\_\_
8. What's the importance of using semi-colons? \_\_\_\_\_
9. Give two examples on rhymed words. \_\_\_\_\_

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### Stanza 2

A stage below, in gay accord,

White butterflies danced on the wing,

And still the singing skylark soared,

And silent sank and soared to sing.

10. What does the word "**accord**" suggest? \_\_\_\_\_

11. When does the bird sing? \_\_\_\_\_

12. What words are used to describe the butterflies? \_\_\_\_\_

13. Give two examples on alliteration. \_\_\_\_\_

14. Give two examples on rhymed words. \_\_\_\_\_

### Stanza 3

The cornfield stretched a tender green

To right and left beside my walks;

I knew he had a *nest* unseen

Somewhere among the million *stalks*.

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15. What does the word "**tender**" suggest? \_\_\_\_\_
16. What was the poet doing in the cornfield? \_\_\_\_\_
17. What words are used to describe the nest? \_\_\_\_\_
18. What was the bird doing in the nest? \_\_\_\_\_
19. What's the importance of using punctuation? \_\_\_\_\_
20. What words tells you that the nest is hidden? \_\_\_\_\_
21. Give two examples on rhymed words. \_\_\_\_\_

### Stanza 4

**And as I paused to hear his song**

**While *swift* the sunny moments slid,**

**Perhaps his mate sat listening long,**

**And listened longer than I did.**

22. Why did the poet stop in the cornfield? \_\_\_\_\_
23. What words are used to describe the time? \_\_\_\_\_
24. Which line tells you that the poet left quickly? \_\_\_\_\_
25. Find an example on alliteration. \_\_\_\_\_
26. How does the poet feel? \_\_\_\_\_



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27. What's the importance of using alliteration? \_\_\_\_\_

28. Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?

\_\_\_\_\_

### 29. Answer the questions.

1 Is a speck something big or small (line 4)? \_\_\_\_\_

2 If something is in accord, is it in agreement or disagreement (line 5)? \_\_\_\_\_

3 Does tender suggest something fresh and young, or old and strong (line 9)? \_\_\_\_\_

4 What does a bird do in a nest (line 11)? \_\_\_\_\_

5 Which part of a plant is the stalk (line 12)? \_\_\_\_\_

6 Does swift mean slow or fast (line 14)? \_\_\_\_\_

### 30. Choose the correct word to complete the summary of the poem.

The poet describes how (1) (**content / sad / lonely**) she feels as she walks through a cornfield.

As she walks along, she sees a skylark (2) (**flying away from the cornfield / flying in the sky**

**/ falling towards her**). It doesn't sing as it flies (3) (**lower / higher**). Below it, butterflies (4) (**sit**

**quietly / move slowly / move quickly**) in the cornfield. The poet knows that the skylark's nest

is (5) (**visible in / hidden in / far away from**) the cornfield. She (6) (**notices / imagines /**

**knows**) that its companion is also listening somewhere in the cornfield.