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# مكتف الخبير



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## Texts

### Making Contact

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals. Perhaps this is what inspired her to go to Africa when she was in her 20s. Here she came across a scientist who asked Jane if she might want a job observing chimpanzees in the wild. She immediately said yes. She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job, and it was not long before she made out a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as they saw her. But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust. It was only later that Jane would learn how dangerous they could be. She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival group. But before this, her studies showed her that the chimpanzees could clearly communicate, allowing them to groom and help each other, share food as well as have arguments. Jane pointed out that the animals couldn't communicate using language like people, but they could communicate by touch and sound. Amazingly, she also realised they could use sign language.

At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young. Through her work, Jane spelled out to the scientific community for the first time that animals, too, could use tools. Jane went on to write a number of books about her work. As well as explaining chimpanzees' highly developed social behaviour, she taught us that they are omnivores. In 2002, she became a UN Messenger for Peace.

1. Jane achieved many things during her life. Write down two of them.
2. Chimpanzees could communicate by several ways. Write them down.
3. Quote the sentence which indicates that chimpanzees compete and fight with each other.
4. Find a word in the text which means ' **a living being that eats plants and animals** '
5. What does the underlined pronoun ' **they** ' refer to?
6. Jane found out two discoveries during her survey of chimpanzees. Mention them.

1. Jane went on to write a number of books about her work.  
In 2002, she became a UN Messenger for Peace.
2. They could communicate by touch, sound and sign language.
3. She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival group.
4. omnivore
5. the animals
6. The chimpanzees could use tools and communicate using sign language

### Communicating with The Past

The Rosetta Stone is nothing much to look at. Nevertheless, visitors to the British Museum flow endlessly past the piece of rock, despite being unable to make out what is written on it.

If they could, they might be disappointed to discover that it is a kind of tax document. However, as the museum guides explain, the Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past. The tale begins over 2000 years ago in Egypt. When Pharaoh Ptolemy IV died, his six-year-old son became the ruler. This was the start of years of chaos as rival groups tried to influence him. Eventually, the boy-pharaoh grew up and, with the assistance of powerful priests, he took control. In 196 BCE, like all the other pharaohs before him, he wished to announce to the world the importance of his role.

The Rosetta Stone is one of 18 stones that were put in temples around Egypt; their purpose was both to point this message and to bring into law some very generous tax breaks for priests. The stone is of particular historical importance because the 'memo' it contains is written in three languages: Greek, an Egyptian language called Demotic, and hieroglyphics like those found on tombs. The Rosetta Stone remained in Egypt for 2000 years. Then in 1801, it was captured by the British Army and taken to London. There, academics tried to figure out what was written on it, but nobody could understand the hieroglyphics. That was until a researcher named Thomas Young came across a group of symbols that spelled the name 'Ptolemy'. His work was continued by Jean-François Champollion who finally figured out how to read the mysterious text in 1882. Young and Champollion's work allowed us to work out exactly what is written on all the great objects and monuments of Egypt.

However, despite the best efforts of linguists and code breakers, a number of unexplained manuscripts and mysterious languages have proved unsolvable. A notable example is Rongorongo, which scholars believe may be a written language from Easter Island. It was found in the 19th century on various wooden objects and is made up of symbols showing animals, humans and plants. There have been many attempts to work out what meaning it conveys. This suggested that it may be related to the cycles of the moon. It is also possible that Rongorongo is not written text at all but is in fact an early kind of memory aid or even simply decoration.

- 1) The Rosetta Stone is one of the stones that were put in temples around Egypt for two purposes. Write them down.
- 2) According to the text, there are three languages that were written on the memo of the stone. Write them down.
- 3) Quote the sentence which shows that the Rosetta Stone remained in Egypt 2000 years.
- 4) Rongorongo is made up of symbols showing some creatures. Write them down.
5. What does the underlined pronoun “their” refer to?

1. Their purpose was both to point the message of announcing to the world the importance of the pharaoh's role and to bring into law some very generous tax breaks for priests.
- 2) Greek, an Egyptian language called Demotic, and hieroglyphics like those found on tombs.
- 3) The Rosetta Stone remained in Egypt for 2000 years.
- 4) It is made up of symbols showing animals, humans and plants.
- 5) 18 stones

### They need saving too

It's no accident that the symbol of the World Wide Fund for Nature is a giant panda. These animals are cute or beautiful, or both, and of course we all want to save **them**. This popularity enables organisations such as the WWF to raise money to support a range of critically endangered species. However, less well-known or 'exciting' creatures are far more likely to become extinct because they don't get enough attention from researchers. Invertebrates make up over 90% of all the creatures on Earth, but get only a tiny percentage of the money available to protect our wildlife. And what about those creatures that many people would find positively ugly? With its tiny eyes, big mouth and pink body, the blobfish is far from attractive. This marine creature lives deep in the ocean, where the pressure is very high. As a result, it has tiny fins and no skeleton, which keeps it from being crushed by the water pressure. Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and crustaceans, these fish can get swept into the nets accidentally.

The threat faced by the pangolin, however, is far from accidental. They are more often targeted by poachers than any other animal in the world. Unique among mammals, it is covered in scales, like a reptile. They may not look very cuddly or cute, but these scales are highly prized in traditional Chinese medicine, which has caused the population of pangolins in China to fall by around 90% since the 1960s. Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

1. The writer mentioned some physical features of blobfish, which keeps it from being crushed by the water pressure. Write down two of them.
2. The World Wide Fund for Nature collect money for one purpose. Write it down.
3. Invertebrates are at a higher risk of extinction compared to more popular species like the giant panda. Write down the reason for this.
4. According to the text , pangolins are targeted by poachers. Write down the reason for this.
5. Find a word in the text which means " someone who illegally catches animals"

1. It has tiny fins and no skeleton.
2. The WWF to raises money to support a range of critically endangered species.
3. They make up over 90% of all creatures on Earth, but receive little funding for protection
4. Their scales are highly prized in traditional Chinese medicine.
5. poacher



### Animal Myths

- A) The idiom 'as blind as a bat' is often used to describe someone who can't find something that's right in front of them. However, even a thorough search is unlikely to reveal a truly blind bat because in fact, all species in the bat family have eyes and are capable of sight. About 70% of the nocturnal animals use something called echolocation to navigate, but that doesn't mean **they** can't see. The remaining 30%, mainly the larger species, can see well all night. Another bat myth is that they love human hair. While they are known to occasionally dive towards people at high speed, scientific evidence shows that they are actually hunting insects and are not irresistibly attracted to your beautiful long hair!
- B) The idiom 'to bury your head in the sand' means to ignore a problem in the hope that it will go away. The saying is based on the behaviour of ostriches, known for using their beaks to dig holes in which to hide their head from enemies. The only problem is that this is not actually normal ostrich behaviour. The myth that the world's largest birds do this is probably based on the writings of Pliny the Elder. He was a famous Roman naturalist who suggested around two thousand years ago that ostriches 'imagine, when they have thrust their head and neck into a bush, that the whole of their body is concealed.' Considering ostriches are the fastest creatures on two legs and have a kick powerful enough to kill a lion, they are much more likely to run or fight than try to hide.
- C) Moving from underground to underwater, there are several common myths about marine creatures. Firstly, the idea that fish, and especially goldfish, have a memory of just a few seconds is something people seem to remember, but ought to forget. Experiments suggest a fish's memory is much better than that, and can be counted in months rather than seconds. Next, sharks and the disturbing idea that these incredible predators can detect a single drop of blood in the water from miles around. True, though these often solitary hunters have poor eyesight, they do have a highly developed sense of smell, with some species able to detect a single drop of blood in about 50 litres of water.

1. The writer states two wrong assumptions about bats. Mention them.
2. The saying about ostriches 'to bury your head in the sand to ignore a problem' based on two beliefs. Write them down.
3. Quote the sentence which indicates that fish's memory is much better than we think.
4. What does the undelined pronoun "they" refer to?

1. Bats are blind and they love human hair.
2. A) It is based on the ostriches' behaviour when using their beaks to dig holes in which to hide their head from enemies. B) the writings of Pliny the Elder, who suggested around two thousand years ago that ostriches 'imagine, when they have thrust their head and neck into a bush, that the whole of their body is concealed.'
3. Experiments suggest a fish's memory is much better than that, and can be counted in months rather than seconds.
4. the nocturnal animals

## Oliver Twist

In England during the 1800s, many people came to the cities to work. There were places called workhouses where the poorest people could live, work and eat to make ends meet. But life in the workhouses was not easy, where people somehow managed a subsistence, living day-to-day, huddled together to keep warm. One night, a woman arrived at a workhouse. She gave birth to a baby but then sadly died. A nurse called the baby Oliver Twist and he was sent to a house for orphans until he was nine. Then he was sent to a workhouse to work. Oliver was sad to leave the other orphans. Although the boys lived hand-to-mouth, they had a sense of belonging at the house and looked after each other.

At the workhouse, all the other boys were as malnourished as Oliver. One day, they encouraged Oliver to beg for more food, but this made the managers of the workhouse angry. Oliver decided to escape to London but had no food and went hungry for days, before he met another boy called Jack Dawkins. He showed Oliver the way to the city. Jack introduced Oliver to an old man called Fagin, who gave Oliver some food and a bed to sleep on. The next day, Oliver saw many other boys come to Fagin's house. The boys gathered together to give the old man watches and jewellery. Fagin then told Oliver to go into the streets with the other boys and learn from them. Oliver was shocked when he saw the boys take things from people's pockets. He understood that they were thieves!

Suddenly, a man saw the boys take a handkerchief from his pocket. He shouted at the boys, and as they ran away, a police officer tried to arrest Oliver. But a man, Mr Brownlow, told the police officer that Oliver had not taken anything. Mr Brownlow was worried about the skinny boy and took him back to his house, where the housekeeper looked after Oliver. When Oliver was better, he was walking along the streets when a woman grabbed him. She took him back to Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country. They told Oliver to climb through a small window of a house. When he did so, he was shot.

Luckily, he survived. When he was better, he was taken to Mr Brownlow, and was made to feel at home. Mr Brownlow explained that Oliver's mother was a rich woman. But his brother, a man called Monks, knew that Oliver would only get the money if Oliver was an honest person. So he watched Oliver and made sure that he met Jack Dawkins, and then Fagin. In this way, Oliver would never be honest and Monks could keep all the money. At the end of the story, Monks gives Oliver the money that is owed to him and leaves the country. Oliver is adopted by Mr Brownlow, which shows what a kind man he is.

1. Living in workhouses was not easy for many reasons. Write them down.
2. Boys at workhouses share several common things. Mention them.
3. What importance does Mr. Brownlow have in Oliver's life?
4. Quote the sentence which states what did Fagin do to get Oliver's trust.
5. Why did Oliver's brother Monks want Oliver to be a thief?
6. Find a word which means "a person whose job is to look after a house"

1. People managed a subsistence, living day-to-day, huddled together to keep warm.
2. The boys lived hand-to-mouth, they had a sense of belonging at the house and looked after each other. all the other boys were as malnourished.
3. A) Mr Brownlow, told the police officer that Oliver had not taken anything. B) took him back to his house, where the housekeeper looked after Oliver C) Mr Brownlow explained that Oliver's mother was a rich woman.
4. Jack introduced Oliver to an old man called Fagin, who gave Oliver some food and a bed to sleep on.
5. In this way, Oliver would never be honest and Monks could keep all the money. (He wanted to have all of his mother's money)
6. housekeeper

### CHARLES DICKENS AND THE POOR

Fortunately for Charles, his father did not stay in prison for long. Although Charles's mother wanted him to continue working at the factory, his father disagreed, and Charles went back to school. However, it was his experience at working with other poor people in a factory that made Dickens the compassionate writer he became, aware of the difficult lives many people were living. When he left school, Dickens started off working in the law, but he always loved writing, and soon became a journalist. He started writing stories in magazines, and his stories were very popular. When he was older, Dickens used to live in a part of London where there was a workhouse in the same street. He was aware of the malnourished children who had to live and work in these terrible places. And so he wrote *Oliver Twist*, about a boy who spent time in a workhouse before living in places in London that were so poor that children had to beg or go hungry.

Dickens certainly empathised with the poor, but he also believed that being poor often led to a life of crime. We can see this in the character Fagin in *Oliver Twist*, who makes poor children work for him as thieves. For Dickens, the best escape from poverty was through education. Dickens did not forget that he had to stop going to school when his father was sent to prison and he later helped to support the so-called Ragged Schools, where children of the poorest families in the country could feel at home and get a good education.

Dickens was able to help schools like this because in later life, he was a very successful writer. As well as *Oliver Twist* (1839), Dickens wrote many other famous novels including *Nicholas Nickleby* (1839), *David Copperfield* (1850) and *Great Expectations* (1861). Poor people often feature in Dicken's novels which continue to entertain us today. They are great stories, and are often very funny, making fun of people who think they are important because of their jobs or money. Many of his books have been made into films. Perhaps the most important aspect of his novels, however, is that he shone a light on lives of poverty that were often hidden or ignored at that time.

1. For Dickens, working with poor people in a factory led to two results. Write them down.
2. What two experiences helped Dickens to write "Oliver Twist"?
3. What is the reason that made Dickens helped Ragged Schools?
4. Apart from Oliver Twist, Dickens wrote many novels during his life. Mention only two.
5. Quote the sentence which shows that Dickens focused on the poverty in his novels.
6. Find a word in the text which means "very thin"
7. What does the underlined word "there" refer to?

1. Made Dickens the compassionate writer he became, aware of the difficult lives many people were living.
2. A) Working in a factory B) Living near a workhouse
3. Dickens did not forget that he had to stop going to school when his father was sent to prison and he later helped to support the so-called Ragged Schools. (He wanted to help poor people get an education)
4. A) Nicholas Nickleby B) David Copperfield C) Great Expectations
5. Perhaps the most important aspect of his novels, however, is that he shone a light on lives of poverty that were often hidden or ignored at that time.
6. malnourished 7. London

### Living Small

Could you live in a home that is only 37 square metres in size? That is the size of a so-called 'tiny home', which has become a big craze in some parts of the world, giving rise to a new social trend: the 'tiny house movement'. These compact properties have become more popular as people recognise the benefits of 'living small'. For some, it's the only way to afford a home, but for others it's a lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to get rid of your excess possessions. It also forces you to go out and engage with the rest of the world.

Living small requires careful planning and who better to turn to for inspiration than the Japanese, the masters in the art of saving space. In densely populated cities like Tokyo, many people live in apartments smaller than ten square metres. They have managed to come up with ingenious space-saving solutions to make the apartments feel less cramped, such as the use of deep wardrobes and cupboards for storage. In this way, bedding can be folded and put away every day, allowing the room to be used for purposes other than sleeping. Another method is the use of sliding doors which can divide the room into different living areas when required.

Living in a compact home might work for one, or even two people, but what about when you are obliged to compete for space with several others? This is a question being investigated by a NASA-funded Mars simulation experiment. A 'habitat' has been located on the slopes of a volcano in the Pacific Ocean, and its goal is to understand how people can successfully live and work together on trips into space. Six crew members share a space which is 11 metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment. They each have their own personal space, big enough for a tiny bed and chair. They are not permitted to leave the capsule unless they are wearing a spacesuit. There have been five 'missions' so far, lasting between six and 12 months. The experiment shows that although some privacy is essential, people in confined spaces get on better when they spend more time together rather than retreating to their own private or personal space.

1. There are several benefits / advantages of living in a tiny home. Mention three of them
2. The writer mentioned some suggestions for maximising space in a small home. Write two of them.
3. What were the findings of the NASA- funded experiment?
4. Quote the sentence which shows the primary purpose of the Mars simulation experiment.
5. What does the underlined pronoun " **They** " refer to?
6. Find a word in the text which means " **not having enough space** "



1. It's the only way to afford a home. offering a way of living more ecologically and less wastefully. you have to get rid of your excess possessions. It also forces you to go out and engage with the rest of the world.
2. Folding bedding into deep wardrobes so rooms can be used for different purposes, using sliding doors.
3. People need some personal space, but they get on better when they spend some time together instead of spending all their time in their private spaces.
4. A 'habitat' has been located on the slopes of a volcano in the Pacific Ocean, and its goal is to understand how people can successfully live and work together on trips into space.
5. Six crew members      6. cramped

A) As a teenager, the sight of Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it. Finally, in 2014, at the age of 62, Vern finally realized his dream while accompanied by his daughters and their husbands. However, he was all too aware that he couldn't have succeeded without the help of the guides. These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals. Vern's response was to found *Kili Summit Club* which raises money to help the guides from the proceeds of mountain gear sales. **They** receive footwear and equipment to help them with their work, as well as commission from sales, allowing climbers to support them long after their adventure is over.

B) In the Autumn of 2012, Lisa Ludwinski started her business from her parents' kitchen when she made and sold 40 pies. The reaction to them was so positive that she kept going. What followed was an industrious few years. Lisa took a business class, took on an intern and raised money for her own bakery in Detroit, Michigan. She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open *Sister Pie* in April, 2015. Integral to Lisa's business philosophy is making *Sister Pie* a part of the community. Due to this, she operates a 'Pie it Forward' system where customers can purchase a coupon. This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

C) In 2015, Tracy Warshal was in the queue at a busy shop during the holiday season when the man in front of her realised he'd forgotten his wallet. Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man wanted to donate \$10,000 to the foundation in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

1. Why did Vern Jones choose to go to Mount Kilimanjaro?
2. "*Kili Summit Club*" supports the guides, who work on Mount Kilimanjaro, in many ways. Write down two of them
3. Vern Jones realised that several challenges face the guides who helped him climb the mountain. Write down two of them.
4. Lisa followed many steps to grow her business. Write down two of them.

5. Quote the sentence which shows how the stranger was able to identify Tracy after the incident.

6. Find a word in the text which means " money that is paid to a salesperson for selling something "

7. What do the underlined pronouns “**They / it**” refer to?

1. As a teenager, the sight of Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it. (He’d been inspired by images of the area from a young age)

2. raises money to help the guides from the proceeds of mountain gear sales. They receive footwear and equipment to help them with their work, as well as commission from sales, allowing climbers to support them long after their adventure is over.

3. These young men are often ill-equipped themselves and poorly paid, work daily in dangerous conditions.

4. Lisa took a business class, took on an intern and raised money for her own bakery in Detroit, Michigan.

5. As she was wearing a T-shirt with the charity’s name on it at the shop, he was able to track her down.

6. commission      7. the guides / a T-shirt with the charity’s name

Mr. Noubani

## Virtual Reality

The doors shut with a thud behind me as I walk into the shopping centre. Immediately, there's a buzz of noise. I can hear two or three different types of music being played in various shops. A woman walks past me, carrying lots of shopping bags. I can hear the sound of **them** rubbing against each other. I try to shrug it off, but it's made me feel a bit more anxious. The lights are too bright. A man is shaking a pot full of coins – I think he's collecting money for charity. It's really loud. I carry on through the shopping centre. I can smell fried food. I bump into a friend, but I can't stop to talk to her because it's all so overwhelming. I need to calm down. I need to get out of here.

This is a description of what it might feel like for some people with ASD (autism spectrum disorder) to go to a shopping centre. While people's experiences vary a lot, one of the key issues for many individuals with autism is a hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as going shopping extremely stressful. Some people are able to cope with this kind of sensory overload reasonably well, though the stress might eat away at them inside. But for others, they end up having a meltdown. This can make it difficult to fit in with or to keep friends because other people just don't understand the pressure that has led the person with autism to act in this way. It can also lead to people with autism having problems at school or with holding down a job, as they may come across as unreliable or bad-tempered.

In order to help people understand what it's like to have autism, could Virtual Reality (VR) help? Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation. According to Chris Milk in his TED talk, Virtual Reality connects humans to other humans in a way which can change people's perceptions of each other. Perhaps in response to such ideas, the National Autistic Society has developed a VR experience to help people understand what sensory overload feels like.

1. Many sensory details contribute to the narrator's feeling of overwhelm in the shopping center. Write down three of them.
2. According to the text, two potential difficulties of individuals with ASD can lead to negative consequences in social and professional life. Write them down.
3. Quote the sentence which shows the definition of virtual reality.
4. Find a word from the text which expresses "get upset or angry."
5. What does the underlined pronoun "them" refer to?

1. A) two or three different types of music being played in various shops. B) sound of shopping bags rubbing. C) The lights are too bright. D) A man is shaking a pot full of coins.
2. A) difficulty fitting in or keeping friends. B) problems at school or keeping a job.
3. Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation.
4. meltdown. 5. Shopping bags

## INSPIRATIONAL STORIES OF RESILIENCE

Indonesian teenager, Aldi Adilang, is only 19, but he has already gone through the ordeal of being lost at sea an incredible three times! The first two times he got off relatively lightly; he was drifting for a week, and the second time for two days. From when he was 16 years old, Aldi had spent weeks at a time working on a fishing trap, known as a rompong. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life.

This day had started just like any other, until the rope attaching his rompong to the bottom of the sea broke and, already far from the coast, he started to drift even further away. At first, he wasn't too worried. He took it for granted that sooner or later his boss would come and rescue him, as he had done before. Aldi had a week's supply of food. He was sure it would all be fine. But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he had no choice but to drink sea water. However, he filtered the sea water through his clothes to reduce the amount of salt. This must have done the trick because he survived for four days until it rained and he was able to collect some rainwater.

His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to have a clue that he was there. After a few weeks, he thought he had at last got his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again. After this setback, he really started to worry. To try and take his mind off his situation he sang and read. However, the isolation took its toll on him. He admitted that he almost gave up hope, but the thought of seeing his parents again kept him going.

1. Aldi used many skills to continue alive / survive when he was lost in the sea. Mention two of them.
2. Aldi stopped himself from worrying about his situation in two ways. Write them down.
3. What caused Aldi to start drifting further away?
4. Aldi wasn't too worried when he began drifting for one reason. Write it down.
5. Quote the sentence which states the reason why Aldi kept going despite the setback.
6. What does the underlined pronoun "them / they" refer to?
7. Find a word which expresses the writer's own feelings about the captain's actions.
8. Find a word in the text which means "a kind of hut which floats in the middle of the sea, but is attached to the sea bed with a rope".

1. A) he caught fish    B) used parts of his wooden hut to make a fire and cook the fish.  
C) he filtered the sea water through his clothes to reduce the amount of salt.
2. sang and read
3. The rope attaching his rompong to the bottom of the sea broke.
4. He took it for granted that sooner or later his boss would come and rescue him, as he had done before.
5. He admitted that he almost gave up hope, but the thought of seeing his parents again kept him going.
6. more than ten ships    /    The captain and his crew
7. Heartbreakingly    8. rompong



## FAIR PLAY

Anyone who takes part in a competitive sport knows how the natural human desire to win can bring out the worst in people. *Survival of the fittest* is the name of the game, and can turn perfectly normal people into unpleasant individuals. Think of the professional footballers who forget all about fair play in an attempt to win their side a penalty. Fortunately, stories demonstrating the better side of human nature sometimes hit the headlines. One of the best known of such sporting moments happened in 2016 in the Triathlon World Series in Mexico.

British runner Jonny Brownlee was about to finish first when the heat made him ill and he was about to fall over. Jonny's brother Alistair was in third place when he saw his brother and helped to carry him over the finish line. If his brother hadn't helped Jonny, he probably wouldn't have finished the race. Although on the other hand, he might not be so well known today.

In fact, if we really want to find them, there are lots of stories of sporting heroism. We can read about rugby players who stop playing to help an injured fellow player, of golfers who admit to doing something wrong even if no one saw, and of Formula One racing drivers stopping to help others who have had a serious accident. Although some people might disagree, I can't help feeling that all the examples mentioned reflect the basic goodness of the human being.

1. Competitive sports can sometimes bring out the negative side in people. Mention one example that illustrates this.
2. Write down the sentence which shows how Jonny Brown won the race.
3. The text states different stories of sporting heroism (reflecting the basic goodness of the human being). Write down two of them.
4. What does the underlined pronoun "them" refer to?

1. Think of the professional footballers who forget all about fair play in an attempt to win their side a penalty.
2. If his brother hadn't helped Jonny, he probably wouldn't have finished the race.
3. We can read about rugby players who stop playing to help an injured fellow player, of golfers who admit to doing something wrong even if no one saw, and of Formula One racing drivers stopping to help others who have had a serious accident.
4. stories of sporting heroism.

## Derivation

1-However, people should have the freedom to ..... about things they do not agree with.

- a) protested      b) protesting      c) protester      d) protest

2- 10-year-old Laura Buxton will..... her grandparents' 50th wedding anniversary in Staffordshire, England.

- a) celebrated      b) celebrates      c) celebrate      d) celebrating

3-Everyone has the right to protest, but such ..... is illegal.

- a) obstruction      b) obstructed      c) obstructive      d) obstructing

4-I am also sure that locals who work at the old restaurants will probably lose their .....

- a) jobbed      b) jobbing      c) jobs      d) jobless

5-But when I put in a ..... to find out more about the developers on the internet, I quickly changed my mind.

- a) request      b) requesting      c) requester      d) requested

6-Anyway, surely it is the ..... of the press that matters, rather than the way information is presented to us?

- a) freely      b) freedom      c) free      d) freeing

7-There have been talks for years about opportunities for new ..... , but they never seem to happen.

- a) developing      b) developments      c) developers      d) developed

8- When Mark Zuckerberg and his friends founded a social media company in 2004, they would not expect that the service would have over two billion ..... users 15 years later.

- a) dedicated      b) dedicates      c) dedication      d) dedicate

9- The girls were ..... to discover that they were both the same age, fair-haired, blue-eyed, and the same height!

- a) astonished      b) astonishing      c) astonish      d) astonishment

10- ..... , this strategy worked as it pleased both readers who preferred print and the new online readership.

- a) clear      b) clearly      c) clearer      d) clearing

11-However, and ....., not only are the big printed dailies still here, but they are still the preferred form for people to get news.

- a) believable      b) unbelieving      c) unbelievably      d) belief

12- The story of the Buxton girls is a reminder that just because something is, ....., meant that it's impossible.

- a) high                      b) higher                      c) highest                      d) highly

13-The ..... against him are shocking, but he denies all of them.

- a) allegations                      b) allege                      c) alleged                      d) alleging

14. Sorry, we're having technical problems and are ..... working on a current solution.

- a) current                      b) currently                      c) currency                      d) occurrence

15. When Mark Zuckerberg and his friends founded a social media company in 2004, they would not expect that the service would have over two billion ..... users 15 years later.

- a) dedicated                      b) dedicates                      c) dedication                      d) dedicate

16. How can the factory ..... polluting the river like that?

- a) justifiably                      b) justification                      c) justifiable                      d) justify

17. It is good that men and women get ..... pay in this business.

- a) equality                      b) equal                      c) equalise                      d) equably

18. The school called the boy's parents because his behaviour in class was completely .....

- a) accept                      b) acceptance                      c) unacceptable                      d) acceptor

19. .... means that everyone has exactly the same rights.

- a) equalise                      b) equality                      c) equal                      d) equably

20. We will never accept any persecution of individuals based on their ..... beliefs.

- a) personally                      b) person                      c) personality                      d) personal

21. They sell a variety of swimming goggles here but, ....., they don't have the brand you're looking for.

- a) unfortunate                      b) unfortunately                      c) fortunateness                      d) fortunate

22. We think some of the boss's attitudes are ..... as he tends to give men more opportunities than women.

- a) discriminatory                      b) discriminate                      c) discrimination                      d) discriminatorily

1. D	2. C	3. A	4. C	5. A	6. B	7. B	8. A	9. A	10. B	11. C
12. D	13. A	14. B	15. A	16. D	17. B	18. C	19. B	20. D	21. B	22. A

## Vocabulary - Unit One

<i>The collocations</i>	<i>The meaning</i>
make contact with someone	يتواصل مع شخص آخر أو إجراء اتصال
lose contact / lose touch with somebody	يفقد التواصل
establish contact	يؤسس أو يجري اتصال
maintain contact	يحافظ على التواصل
carry a message	يحمل الرسالة
convey a message	يوصل الرسالة ( يتكلم مباشرة مع الشخص لايصال الرسالة
spread a message	ينشر الرسالة أو يذيع الرسالة
pass on a message	يمرر الرسالة أو يخبر شخص لينقل الرسالة لشخص ما
deliver a message	يسلم الرسالة
stay in touch	يبقى على تواصل

1) Make it easier to stay in ..... nowadays.

A) touch                      B) chat                      C) message                      D) contact

2) It is a good way to quickly spread the ..... that an enemy was coming.

A) touch                      B) chat                      C) message                      D) contact

3) It can carry a ..... over a long distance.

A) touch                      B) chat                      C) message                      D) contact

4) The spread of postal services in the 19<sup>th</sup> century permitted families and friends to ..... messages to each other by letter.

A) carry                      B) write                      C) lose                      D) convey

5) I can't believe we ..... touch after being such good friends at school.

A) stayed                      B) maintained                      C) lost                      D) established

6) I'm so glad you ..... contact again. Let's make sure we stay in touch from now on.

A) passed on                      B) stayed                      C) lost                      D) made

7) Could you ..... the message to Samer that I'll be ten minutes late?

A) spread                      B) deliver                      C) maintain                      D) pass on

8) Then another friend who knew Hamzah ..... contact with me and now we all stay in touch.

A) stayed                      B) made                      C) established                      D) lost

1. A	2. C	3. C	4. D	5. C	6. D	7. D	8. B
------	------	------	------	------	------	------	------



## الأفعال المركبة Phrasal Verbs

Verbs	English meaning	Arabic meaning
point out	to tell someone something you think very they don't know // <b>to draw your attention to something</b>	يشير إلى
spell out	to explain something clearly	يشرح بالتفصيل أو يوضح
bring out	<b>to cause</b> something to happen	يسبب
wipe out	to completely destroy	يزيل أو يقضي
figure out	to solve or <b>understand how to do something</b>	يفهم أو يحل شيئاً
make out	to see something with difficulty	يميز أو يرى شيء من حولة بصعوبة
get across	to successfully communicate a message ( an idea )	يوضح أو يوصل الفكرة للآخرين
come across	to meet or find something or someone (by accident)	يلتقي
take in	to understand and remember something you are told <b>to process much information</b>	يفهم
pick up	<b>to receive</b> sounds, phone signals .....	يلتقط ( يتلقى )

1) I was embarrassed when he ..... that I had made some basic spelling mistakes.

- A) pointed out                      B) made out                      C) wiped out                      D) pointed in

2) It was cloudy, but he could still ..... the distant star.

- A) figure out                      B) make out                      C) spell out                      D) get across

3) I ..... an interesting article about space exploration the other day.

- A) picked up                      B) make out                      C) took in                      D) came across

4) Technology has ..... many changes in the way we live.

- A) picked up                      B) wiped out                      C) brought about                      D) came across

5) My science teacher is very good at ..... difficult ideas so that we always understand them.

- A) figuring out                      B) making out                      C) coming across                      D) getting across

6) You don't understand? Do I have to ..... what I mean?

- A) figure out                      B) make out                      C) spell out                      D) get across

7) We couldn't use our mobile phones in the desert, but started to ..... signals when we went into the mountains.

- A) point out                      B) pick up                      C) spell out                      D) wipe out

8) I found it hard to ..... what the physics teacher was talking about.

- A) point out                      B) figure out                      C) wipe out                      D) make out

9) Rana has drawn my attention to a problem. The phrasal verb that has the same meaning as the one above is:

- A) picked up                      B) wiped out                      C) pointed out                      D) made out

10) I couldn't process so much information. The phrasal verb that has the same meaning as the one above is:

- A) spell out                      B) take in                      C) get across                      D) make out

11) After an hour, we found a way how to turn off unwanted messages. The phrasal verb that has the same meaning as the one above is:

- A) figured out                      B) made out                      C) wiped out                      D) got across

12) This device will receive a signal from someone trapped under the snow after an avalanche. The phrasal verb that has the same meaning as the one above is:

- A) pick up                      B) wipe out                      C) point out                      D) make out

13) Space exploration could cause a big change in the way we see our place in the universe. The phrasal verb that has the same meaning as the one above is:

- A) point out                      B) wipe out                      C) bring about                      D) make out

14) I'd like to bring to your attention a few important rules before the game begins. The phrasal verb that has the same meaning as the one above is:

- A) make out                      B) wipe out                      C) bring about                      D) point out

15) It was raining so heavily that we could barely see the road ahead. The phrasal verb that has the same meaning as the one above is:

- A) make out                      B) wipe out                      C) bring about                      D) point out

16) The arrival of the new shopping centre has completely destroyed local shops. The phrasal verb that has the same meaning as the one above is:

- A) pointed out                      B) wiped out                      C) brought about                      D) made out

17) Let me explain it clearly for you: if you ever do that again, I will report you to the police. The phrasal verb that has the same meaning as the one above is:

- A) pointed it out                      B) wiped it out                      C) spell it out                      D) made it out

1. A	2. B	3. D	4. C	5. D	6. C	7. B	8. B	9. C
10. B	11. A	12. A	13. C	14. D	15. A	16. B	17. C	

## Verbs followed by prepositions

<i>Verb</i>	<i>Arabic meaning</i>
learn about	يتعلم عن
rely on	يعتمد على
direct to / refer to	يوجه أو يرشد
control on	يسيطر على أو يتحكم بـ

1) I can see my grandparents struggle to learn ..... the latest developments in computing.

A) in                      B) about                      C) to                      D) on

2) Social media sites explain ways that parents can have control ..... their children's internet use.

A) in                      B) out                      C) to                      D) on

3) We know that social media directs advertisements ..... its users.

A) in                      B) out                      C) to                      D) on

4) Too many children probably rely ..... social media to make friends.

A) in                      B) out                      C) to                      D) on

1. B

2. D

3. C

4. D

## Synonym Adjectives

<i>The word</i>	<i>The synonym</i>	<i>Arabic meaning</i>
astonished	surprised	متفاجئ أو مندهش
bewildered	confused	مشوش أو حائر
devastated	sad	حزين
ecstatic	thrilled	سعيد
exasperated	annoyed	منزعج
livid	furious	غاضب جدا
tense	nervous	متوتر
terrified	frightened	خائف

1) I'm completely ..... about my exam results – I never thought I'd do so well!

A) bewildered                      B) livid                      C) ecstatic                      D) tense

2) He has no idea how he lost his phone. He feels completely .....

A) bewildered                      B) annoyed                      C) thrilled                      D) ecstatic

3) Randa's mother was absolutely ..... when she found out that her daughter had cheated in the exam again.

A) astonished                      B) livid                      C) confused                      D) nervous

4) She felt very..... as she waited for her job interview.

- A) bewildered                      B) livid                      C) ecstatic                      D) tense

5) He's ..... that someone will find out his secret.

- A) exasperated                      B) devastated                      C) terrified                      D) livid

6) Nothing is changing and he is becoming more and more ..... about the situation.

- A) exasperated                      B) devastated                      C) terrified                      D) livid

7) I'm a very good student, so I was really..... when I found out I'd failed an exam.

- A) exasperated                      B) thrilled                      C) ecstatic                      D) devastated

8) I was really down in the dumps while my friends who had passed felt like they were walking on air! I genuinely felt ..... for them.

- A) exasperated                      B) thrilled                      C) ecstatic                      D) devastated

9) At the same time, I was ..... as to why I hadn't passed.

- A) bewildered                      B) hazardous                      C) ecstatic                      D) tense

10) The girls were ..... to discover that they were both the same age.

- A) heartbroken                      B) astonished                      C) ecstatic                      D) devastated

11) Saeed didn't tell his friend how frightened he was by the final scene of the film they went to see. **The word which means the same as the underlined word is:**

- A) devastated                      B) astonished                      C) ecstatic                      D) terrified

12) Salwa was sad when her best friend moved to another city. **The word which means the same as the underlined word is:**

- A) devastated                      B) astonished                      C) ecstatic                      D) terrified

13) When Salem returned to find his new car scratched, he was angry. **The word which means the same as the underlined word is:**

- A) ecstatic                      B) bewildered                      C) livid                      D) tense

14) Nadia was understandably nervous as she waited for the results of her exams. **The word which means the same as the underlined word is:**

- A) ecstatic                      B) tense                      C) livid                      D) bewildered

17) Kareem was thrilled when he found out he'd got a place at university. **The word which means the same as the underlined word is:**

- A) devastated                      B) astonished                      C) ecstatic                      D) terrified



16) Passengers were left **confused** after the departure gate was changed seven times.

The word which means the same as the underlined word is:

- A) bewildered      B) hazardous      C) astonished      D) tense

1. C	2. A	3. B	4. D	5. C	6. A	7. D	8. B
9. A	10. B	11. D	12. A	13. C	14. B	15. C	16. A

## Idioms

The idiom	English meaning	Arabic meaning
jump down somebody's throat	to react angrily to something	ينفعل أو يغضب على شيء ما
put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	يخرج شخص باجباره على الأجابة على سؤال صعب
fire questions at someone	to ask someone a lot of questions quickly	يسأل الكثير من الأسئلة
refuse to let something drop	to not stop talking about something	يرفض التوقف عن الحديث عن أمر ما
insist on having the last word	to have to make the final point	يصير على أن يتخذ القرار النهائي
not to get a word in edgeways	to be unable to say anything because someone else is talking all the time	عدم القدرة على الكلام لأن هناك شخص يتكلم كثيرا
break the ice	to make people feel more friendly and willing to talk to each other	يكسر الحواجز بين الأشخاص ويجعلهم ودودين مع بعضهم
make an impression	to cause someone to notice or admire you	يعطي انطباع عنك أو الانطباع الأولي
strike up a conversation	to start a conversation with someone	يبدأ المحادثة مع شخص ما
have a laugh	to find that something is funny and laughed about it	يضحك على شيء ما
create a bond	To develop a close connection with someone	يؤسس الروابط أو علاقة قوية مع أشخاص من حولك
pay ( someone ) a compliment	To say something nice about someone or something	يثني على شخص أو يجامل
make a small talk	to talk to someone	يتحدث مع الآخرين
hit it off	when two people like each other and become friendly as soon as they meet	تصادق شخصا بمجرد أن تقابله
come across as	to appear ( seem to be )	تظهر أو تبدو
take to (something or someone)	To like someone in short time	تحت شخصا أو شيئا خلال فترة قصيرة

1) He started talking to the new neighbour. The idiom which has the same meaning as the sentence above is:

- A) had a laugh      B) took to you      C) struck up a conversation      D) came across as

2) She gave the impression of being very self-confident. **The idiom which has the same meaning as the sentence above is:**

A) had a laugh      B) took to you      C) struck up a conversation      D) came across as

3) Abeer commented on how nice her shoes were. **The idiom which has the same meaning as the sentence above is:**

A) took to her      B) hit it off      C) paid her a compliment      D) made a small talk

4) I immediately liked him. **The idiom which has the same meaning as the sentence above is:**

A) took to him      B) had a laugh      C) created a bond      D) broke the ice

5) We found it really funny. **The idiom which has the same meaning as the sentence above is:**

A) took to him      B) had a laugh      C) created a bond      D) broke the ice

6) I didn't really like her friends when I met them. **The idiom which has the same meaning as the sentence above is:**

A) didn't take to them      B) didn't have a laugh      C) didn't hit it off      D) didn't come across as

7) We created a ..... I felt like I'd known her for a year, not an hour.

A) laugh      B) real bond      C) impression      D) compliment

8) I don't usually like someone immediately but I really..... him.

A) made a small talk      B) real bond      C) hit it off      D) took to

9) It's sometimes difficult to ..... a conversation with people you don't know.

A) make      B) impression      C) take      D) strike up

10) My friends and I always have ..... when we get together.

A) a compliment      B) an impression      C) a bond      D) a laugh

11) I'm not good at making ..... and I often end up saying silly things.

A) small talk      B) conversation      C) chat      D) speech

12) Thankfully, Fadia made a favourable ..... on her new tutor.

A) compliment      B) bond      C) impression      D) laugh

13) If someone pays you a ....., smile and say 'thank you'.

A) compliment      B) bond      C) impression      D) laugh

14) Get a word in .....

A) edgeways      B) speedways      C) sideways      D) highways

15) I have a feeling that I came ..... as a bit over-enthusiastic.

- A) in                                      B) across                                      C) up                                      D) about

16) She seemed rather arrogant at first. **The sentence which has the same meaning as the above is:**

- A) She came as arrogant at first                                      B) She came about as arrogant at first  
C) She came across as arrogant at first                                      D) She came in arrogant at first

17) Then the boss asked me to say who I thought was to blame. It was so embarrassing!

**The idiom which can be used to explain the situation above is:**

- A) put somebody on the spot                                      B) fire question at someone  
C) refuse to let something drop                                      D) jump down somebody's throat

18) You always have to be the last one to speak, don't you? **The idiom which has the same meaning as the sentence above is:**

- A) put somebody on the spot                                      B) fire question at someone  
C) refuse to let something drop                                      D) insist on having the last word

19) I told him I didn't want to talk about it anymore, but he wouldn't stop. **The idiom which has the same meaning as the sentence above is:**

- A) strike up a conversation                                      B) break the ice  
C) refuse to let something drop                                      D) insist on having the last word

20) He just kept asking me one thing after another for what seemed like ages. **The idiom which can be used to explain the situation above is:**

- A) put somebody on the spot                                      B) fire question at someone  
C) refuse to let something drop                                      D) insist on having the last word

21) When I told her I was going to be a few minutes late, she got really angry! **The idiom which can be used to explain the situation above is:**

- A) put somebody on the spot                                      B) fire question at someone  
C) refuse to let something drop                                      D) jump down somebody's throat

22) She talked so much that I didn't manage to say anything at all during lunch. **The idiom which can be used to explain the situation above is:**

- A) not get a word in edgeways                                      B) insist on having the last word  
C) refuse to let something drop                                      D) jump down somebody's throat

1. C	2. D	3. C	4. A	5. B	6. C	7. B	8. D	9. D	10. D	11. A
12. C	13. A	14. A	15. B	16. C	17. A	18. D	19. C	20. B	21. D	22. A

## Present & Past Tenses

### SUMMARY OF VERB TENSES

Tense	Form	Keywords
<b>Present Simple</b> المضارع البسيط	( + ) Plural Sub + V.1 Singular Sub + V.1 + s / es / ies ...  ( - ) Plural Sub + don't + V.1 Singular Sub + doesn't + v.1  (?) Do + Plural Sub. + v.1 ...? Does + Singular Sub. + v.1 ....?	- routine every ..... , form time to time , nowadays , once in a while , usually , often , rarely, always ....  - facts - permanent situation - timetable: expresses future
<b>Present Cont.</b> المضارع المستمر	( + ) Sub + is / am / are + V.ing .....  ( - ) S + isn't / am not / aren't + V.ing ..  (?) Is / Am / Are (Sub) + V.ing ....?	- sth that is happening now - temporary action - plans and arrangements: expresses future. - annoying habits with (always, forever, constantly) - changes and developments now, right now, at the moment , currently , these days, look!, listen!, be careful!, be quite!
<b>Present Perfect</b> المضارع التام	( + ) S + has / have + V.3 ..... ( - ) S + hasn't / haven't + V.3 .....	- Actions which began in the past and continue until now - completed past actions with a present relevance - finished actions in the past when we don't say exactly when they happened - experiences during a present period of time ever since, since, for, already, in recent years, recently, since the dawn of time, so far, several, today, yet ....
<b>Present Perfect Co.</b> المضارع التام المستمر	( + ) S + has / have + been + V.ing ..... ( - ) S + hasn't/haven't + been + V.ing .. (?) Have / Has (Sub) + been + V.ing ..	- The duration of actions that began in the past and continue up to the present ever since , since, for , in recent years , recently, lately, all, long



Tense	Form	Keywords
<b>Past Simple</b> الماضي البسيط	( + ) Sub + V.2 ..... ( - ) Sub + didn't + V. 1 ..... (?) Did (Sub) + V.1 .....?	- Actions or events completed at specific time in the past - Actions which follow each other in a story earlier today, yesterday, a little while back , in ancient times , ago , at the turn of (the twenty) century , in (1956) , two years later , soon later Suddenly, Sequence of events
<b>Past Continuous</b> الماضي المستمر	( + ) Sub + was / were + V.ing ..... ( - ) Sub + wasn't / weren't + V.ing .... (?) Was / Were (Sub) + V.ing ...?	- Actions in progress at a specific time in the past - A long activity interrupted by a short one at the time , earlier today, in ancient times, at the turn of (the twenty) century... was / were + v.ing (when) V.2 V.2 (while/As) was/were + v.ing
<b>Past Perfect</b> الماضي التام	( + ) Sub + had + V.3 ..... ( - ) Sub + hadn't + V.3 ..... (?) Had (Sub) + V.3 .....?	- An action in the past that was completed before another action or time in the past - The duration of states before a specific point in the past - Completed earlier actions with a relevance to the time of the story - Experiences that happened before a specific point in the past <b>had + v.3 (before) V.2</b> <b>V.2 (after) had + V.3</b> <b>by the time + V.2 , had + V.3</b> before, after, when, because, by the time, for, since, ever since, never, already, just, The night before, The other day, The time, Number +(things) Until + never, That, Before + never when +already / just
<b>Past Perfect Cont.</b> الماضي التام المستمر	( + ) S + had + been + V.ing ..... ( - ) S + hadn't + been + V.ing .....	- the duration of actions that began earlier in the past and continued to the time of the story - earlier past processes with a relevance to the main events in the story <b>(when , after, before, because, as, by, by the time ) + for / all / long</b> Number + times / regularly / properly / during / all the week

## Quiz 1

Q.3 / WB / Page 4 Choose the correct item from A, B, C and D to complete each of the following sentences:

1) Most teenagers ..... texting to calling.

- A) prefer                      B) prefers                      C) is preferring                      D) are preferring

2) My friends and I .....usually..... emails.

- A) didn't / send                      B) haven't / sent                      C) don't / send                      D) doesn't / send

3) Once in a while, Zeina ..... books.

- A) write                      B) writes                      C) is writing                      D) are / writing

4) ..... you ..... your laptop right now? I'd like to borrow it.

- A) Have / used                      B) Had / used                      C) Is / using                      D) Are / using

5) Can I call you back? I ..... someone else at the moment.

- A) am talking                      B) are talking                      C) was talking                      D) were talking

6) Landline telephones ..... less and less common these days.

- A) become                      B) are becoming                      C) was becoming                      D) were becoming

1) A      2) C      3) B      4) D      5) A      6) B

## Quiz 2

1-Suddenly, I \_\_\_\_\_ an object in the sky.

- a) saw                      b) was seeing                      c) had seen                      d) had been seeing

2-I \_\_\_\_\_ the website for 10 minutes before I went to school.

- a) check                      b) checked                      c) had been checking                      d) have checked

3-We \_\_\_\_\_ about the hoax before we went there.

- a) hadn't known                      b) didn't know                      c) haven't known                      d) don't know

4-They were delighted as they \_\_\_\_\_ the puzzle for over an hour .

- a) solved                      b) were solving                      c) had been solving                      d) has just solved

5- I watched the object, it \_\_\_\_\_ into a field and I \_\_\_\_\_ behind it.

- a) fall/ran                      b) fell/ran                      c) had fallen / ran                      d) had fallen / had run

6-By the time we arrived, the movie \_\_\_\_\_ already \_\_\_\_\_ .

- a) starts                      b) had started                      c) was starting                      d) will start

7- Our English teacher \_\_\_\_\_ already \_\_\_\_\_ us much homework.

- a) had given                      b) have given                      c) has given                      d) haven't given

8- The students in my class \_\_\_\_\_ about their achievements in Science when suddenly the doorbell rang.

- a) is talked                      b) were talking                      c) had talked                      d) was talking

9- Look! That man \_\_\_\_\_ to open the door of your car.

- a) are going to try                      b) have been trying                      c) try                      d) is trying

10- The world \_\_\_\_\_ dramatically now, especially the environment

- a. had been changing                      b) is changing                      c) change                      d) changed

11- Most teenagers \_\_\_\_\_ texts to calling.

- a) prefer                      b) prefers                      c) is preferring                      d) was preferring

12- Landline telephones \_\_\_\_\_ less and less these days.

- a) became                      b) had become                      c) are becoming                      d) was becoming

13- Apologies , but I \_\_\_\_\_ much time at the moment.

- a) doesn't have      b) don't have      c) doesn't have      d) aren't having

14- Today , I \_\_\_\_\_ 20 text messages .

- a) had sent      b) has sent      c) was sent      d) have sent

15- Reem feels tired because she \_\_\_\_\_ all day.

- a) have been working      b) has worked      c) has been working      d) had been working

16- How long have you \_\_\_\_\_ learning English?

- a) been      b) be      c) are      d) were

1. A	2. C	3. A	4. C	5. B	6. B	7. C	8. B	9. D
10. B	11. A	12. C	13. B	14. D	15. C	16. A	17.	

### Quiz 3

1- According to my phone , I have spent 67 minutes \_\_\_\_\_ .

- a. at the time      b. earlier today      c. since 9:00 AM      d. yesterday

2- I forgot my password and blocked my e-mail account \_\_\_\_\_ .

- a. already      b. in recent weeks      c. the day before yesterday      d. since last week

3- My teacher took my mobile \_\_\_\_\_ I was talking to a friend

- a. while      b. before      c. after      d. by the time

4- I usually take a break from my screen \_\_\_\_\_ to rest my eyes.

- a. right now      b. from time to time      c. at the time      d. last week

5- We were walking on the beach \_\_\_\_\_ when we found a message in a bottle.

- a. once in awhile      b. recently      c. soon      d. earlier today

1. C	2. C	3. A	4. B	5. D
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## Future Tenses

<b>Future Simple (will)</b> المستقبل البسيط	( + ) Sub + will + base ..... ( - ) Sub + won't + base ..... (?) will (Sub) + base .....?	- To predictions based on our opinions or expectations - To express a decision made at the moment of speaking I think , I am sure , I expect , possibly , probably , definitely, soon , in the future , in (2050) , tomorrow , the next ( day , week .... )
<b>Future Simple ( be going to )</b>	(+) Sub + is/ am/ are + going to + base (-) Sub+ isn't/am not/aren't +going to+ base (?) Is / Am / Are (Sub) going to + base	- To talk about existing plans or intentions for the future - To make a prediction based on evidence you have now tomorrow , next ( week, month, year, ...) , in (2025..), in the future, soon , the following (day, week ...) , at + time
<b>Future Cont.</b> المستقبل المستمر	( + ) Sub + will + be + V.ing ..... ( - ) Sub + won't + be + V.ing ..... (?) will (Sub) be + V.ing ....?	- action that will be in progress at a particular time in the future By+ ( 2050 , next year, then , the time ) in + time ( ten years , two months ..) at + زمن مستقبل , in the near future next week on (Monday) next year in (January) في هذا الزمن يوجد تفاصيل أكثر في المدة الزمنية بالمستقبل / ولا ننسى الفعل يقبل الإستمرارية ....
<b>Future Perfect</b> المستقبل التام	( + ) Sub + will + have + V.3 ..... ( - ) Sub + won't + have + V.3 ..... (?) will (sub) have + V.3 .....?	- action that will be completed before a particular time in the future By+ (2050 , next year, then , the time + V.1), already in + time ( ten years , two months ) By the end of ... by + زمن يدل على المستقبل في هذا الزمن سيكتمل الحدث قبل وقت معين في المستقبل / والأفعال معه لا تقبل الإستمرارية
<b>Future Perfect Cont.</b> المستقبل التام المستمر	( + ) Sub + will + have been + V.ing ... ( - ) Sub + won't + have been + V. ing.. (?) will (sub) have been + V.ing .....?	- If we want to focus on a duration of an action which is still on going at some point in the future By ..... + for / How long



## Quiz 4

- 1) By the end of this term, we ..... English for five years.  
A) will study      B) studied      C) are going to study      D) will have been studying
- 2) Long before her birthday, Maha will ..... already ..... how she wants to celebrate.  
A) have deciding      B) have decided      C) decide      D) be decided
- 3) ..... Faten ..... school by 4.p.m ?  
A) will / be finished      B) will / have finishing      C) will / have finished      D) did / finish
- 4) Some people fear that robots ..... control of society soon, but I think that's unlikely.  
A) are going to take      B) will take      C) take      D) takes
- 5) Will you ..... the match tomorrow evening?  
A) have watched      B) watch      C) be watched      D) be watching
- 6) In two years' time, we ..... everywhere by train and staying in different towns and cities on the way.  
A) travelled      B) are travelling      C) will be travelling      D) will have been travelling
- 7) Within the coming years, they ..... faster than anyone has ever flown before.  
A) fly      B) will fly      C) have flown      D) will be flying
- 8) In a few decades, everyone ..... their own food.  
A) will have been growing      B) will be growing      C) grow      D) had grown
- 9) It's been decided that we ..... money for a children's charity next week.  
A) are going to raise      B) raise      C) raised      D) will raise
- 10) Oh, will you ..... complaining all the time?  
A) keeping      B) kept      C) keeps      D) keep

1. D	2. B	3. C	4. B	5. D	6. C	7. D	8. B	9. A	10. D
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## Reminder:

او عك تنسى هاي الأفعال لا تقبل الإستمرارية , ولما تلاقيها بالخيارات إرجع زمن واحد لورا

## Stative verbs

be, know, have, believe, change, see, love, like, hate, touch, smell, taste, look, appear, seem, sound, think, hear

## Momentary Verbs

pass, fail /raise / earn / arrive / finish / start / end / complete / get / invent / discover / disappear / reach / decide / find / sell / buy / move / begin / improve / graduate / spend / raise / invest / beat / cover / gain / win / achieve / forget / fall / eliminate / stop / organise / explore / go out ينطفئ / build

## Future Notes

### be + adjective + infinitive

للإحتمالة والتأكيد

(be) likely to	ضروري الفعل ما يكون نفي ( will ) probably +
(be) unlikely to	I don't think – probably ( will + not ) ونلاحظ هنا الفعل يكون منفي
(be) sure to / (be) certain to / (be) bound to	almost definitely / almost certainly / will

### (be) planning to / (be) hoping to + infinitive or (be) thinking of + gerund (ing)

للتعبير عن الخطط

I'm planning to get someone to fix my car.	I'm thinking of creating a website.
--	-------------------------------------

### be about to + infinitive (soon)

للتعبير عن شيء على وشك الحدوث قريباً

They're about to announce a new competition
---

### be due to + infinitive

للجداول الزمنية

It's due to go on display next week.
--------------------------------------

### be to + infinitive

للترتيبات الرسمية أو القانونية أو التعليمات أو الأوامر

The prince is to visit the new hospital and talk to the patients
--

1) The queen .....open the Children Museum in Amman.

A) is to                      B) is about to                      C) is planning to                      D) is due to

2) With such strong winds and heavy rains, the airport is.....to be open.

A) likely                      B) unlikely                      C) sure                      D) about

3) We.....just..... start designing a poster for the new architectural project.

- A) are / due to      B) are / to      C) are / thinking of      D) are / about to

4) Although we can't be certain, we think the pool is ..... to be busy today.

- A) unlikely      B) likely      C) sure      D) bound

5) When you are studying till 4 a.m. , you are ..... to feel exhausted the next day.

- A) to      B) unlikely      C) bound      D) likely

6) I'm ..... of doing my presentation on endangered species.

- A) hoping      B) planning      C) about to      D) thinking

7) We're hoping ..... a wind turbine installed this year.

- A) having      B) to have      C) have      D) had

8) My sister ..... paint her room next week.

- A) is to      B) was planning to      C) is due to      D) is about to

9) So, I'm ..... to set up a small business recycling and customising denim.

- A) due      B) planned      C) thinking      D) planning

10) The lecture is going to start soon. The sentence that has the same meaning as the above is:

- A) the lecture is about to start.  
B) the lecture is due to start.  
C) the lecture is to start.  
D) the lecture is hoping to start.

11) We will definitely have to change our eating habits.

**The sentence which has the same meaning as the above is :**

- A) we are likely to change out eating habits.  
B) we are certain to change out eating habits.  
C) we are unlikely to change out eating habits.

12) It is probably global warming that will get worse in 50 years.

**The sentence which has the same meaning as the above is :**

- A) global warming is likely to be worse in 50 years.  
B) global warming is unlikely to be worse in 50 years.  
C) global warming is sure to be worse in 50 years.

1. A	2. B	3. D	4. B	5. C	6. D
7. B	8. C	9. D	10. A	11. B	12. A

## Question Tags

- \* إذا كانت الجملة مثبتة فيجب ان يكون السؤال الذيلي منفي وإذا كانت الجملة منفية فيجب ان يكون السؤال الذيلي مثبت.
- \* يكون السؤال الذيلي في نهاية الجملة ويكون بالشكل الظاهر ؟.....
- \* و يجب أن يكتب بالفراغ فاعل وهو عبارة عن ضمير وليس اسم ثم الفعل المناسب.

### Helping verbs (be, do, have, modals)

يتم إعادة استخدام الأفعال المساعدة في حال وجودها بالجملة

is / are / was / were	isn't / aren't / wasn't / weren't + pronoun
am / am not	aren't I / am I
have / has / had	haven't / hasn't / hadn't + pronoun
do / does / did	don't / doesn't / didn't + pronoun
will / would / can / could .....	won't / wouldn't / can't / couldn't + pronoun

في حال لم يكن هناك فعل مساعد في الجملة / يتم الإعتماد على زمن الفعل

V.1 ----- don't // V.1+s --- doesn't /// V.2 ----- didn't

eat	don't + pronoun
eats	doesn't + pronoun
ate	didn't + pronoun

### Requests

مع جمل الطلب يكون السؤال الذيلي بالشكل التالي (will / can / would / could) you?

*Buy me the newspaper , could you ?*

### Commands

مع جمل الأمر يكون السؤال الذيلي بالشكل التالي (will you?)

*Write it down , will you ?* *Don't make a mess , will you ?*

### Invitations

مع جمل الدعوات يكون السؤال الذيلي بالشكل التالي (won't you?)

*Come to visit us next summer , won't you ?*

### ملاحظات إستثنائية

Let's	shall we?
Let me	shall I?
have to / need to	don't + pronoun
has to	doesn't + pronoun
had to	didn't + pronoun

### ( never, rarely, seldom, hardly, scarcely )

تدل على النفي / لذلك يكون السؤال الذيلي مثبت

<i>You never smoke, <u>do you</u>?</i>	
(Somebody, Everybody, Someone, Everyone)	يتم إستبدالهم ب they مع نفي الفعل في السؤال الذيلي
<i>Someone has bumped into your car, <u>haven't they</u>?</i>	
( No one , Nobody )	يتم إستبدالهم ب they مع إثبات الفعل في السؤال الذيلي
<i>Nobody came to the presentation, <u>did they</u>?</i>	
Everything, Nothing, That, This	يتم إستبدالهم ب it في السؤال الذيلي
there	يتم إعادة استخدام there في السؤال الذيلي

1) This is silly, isn't .....

A) this                      B) that                      C) they                      D) it

2) He doesn't come across very well, .....

A) doesn't he                      B) does he                      C) do he                      D) don't he

3) You haven't seen my mobile, .....

A) have you                      B) haven't you                      C) has he                      D) had you

4) You're going to Amman, .....

A) were you                      B) are you                      C) aren't you                      D) weren't you

5) You can't let it drop, .....

A) could you                      B) can't you                      C) couldn't you                      D) can you

6) The room looks different ... Someone has moved the sofa, .....

A) don't they                      B) haven't they                      C) have they                      D) hadn't you

7) Let's get some ice cream, .....

A) shall we                      B) shall I                      C) won't you                      D) don't you

8) Parents need to teach children not to drop litter, .....

A) do they                      B) don't they                      C) doesn't he                      D) didn't they

9) I'm having lunch with them, .....

A) did I                      B) do I                      C) aren't I                      D) am not I

10) Well, that covers rather a lot of us, .....

A) don't it                      B) wasn't it                      C) doesn't it                      D) won't it

11) Good idea! 7 p.m. at mine? Don't be late, .....

A) do you                      B) did you                      C) won't you                      D) will you

12) Come to my birthday party, .....

A) do you                      B) does he                      C) won't you                      D) will you

13) There are lovely beaches in this country, .....

A) isn't there                      B) aren't there                      C) don't there                      D) doesn't it

14) Nobody helped her, .....

A) did they                      B) do they                      C) don't they                      D) did it

1. D	2. B	3. A	4. C	5. D	6. B	7. A
8. B	9. C	10. C	11. D	12. C	13. B	14. A



## Echo Questions

- يتم تكرار الفعل والضمير وعادة تكون هذه الأسئلة في بداية الجملة ولا تتأثر بالإثبات والنفي عكس الأسئلة الذيلية. يعني إذا كانت الجملة مثبتة تبقى مثبتة وإذا كانت منفية تبقى منفية.

- إذا كان الضمير I يتحول إلى you

1) A: I'm having a great time.

B: .....? I'm glad you could make it.

- A) Are you                      B) Aren't you                      C) Aren't I                      D) Do you

2) A: I met a really nice tourist last week.

B: .....? What was his name?

- A) Do you                      B) Didn't you                      C) Did you                      D) Were you

3) A: Majida and Malek have arrived!

B: .....? Ok, I'll be there in two minutes.

- A) Had they                      B) Hadn't they                      C) Haven't they                      D) Have they

4) A: Jawad didn't want to play tennis.

B: .....? Maybe he doesn't know how.

- A) Does he                      B) Didn't he                      C) Did he                      D) Doesn't he

5) A: Reem was wearing some beautiful shoes.

B: .....? She's always so stylish.

- A) Did she                      B) Didn't she                      C) Was she                      D) Wasn't she

6) A: I can't understand what he's saying.

B: .....? Why don't you ask him to speak more slowly?

- A) Can't you                      B) Can you                      C) Are you                      D) Aren't you

7) Jameela: I don't know what to do.

Amal: .....? Well, perhaps I can help.

- A) Didn't you                      B) Do you                      C) Did you                      D) Don't you

8) Fadia: My tablet is on the table.

Halima: .....? Oh , yeah. Right!

- A) Was it                      B) Wasn't it                      C) Is it                      D) Isn't it

1) A	2) C	3) D	4) B	5) C	6) A	7) D	8) C
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## Unit Two – Vocabulary

The word	The English meaning	The Arabic meaning
dystopia	an imaginary place where life is extremely difficult	المدينة الفاسدة
poacher	someone who illegally catches animals	صياد غير قانوني
acid rain	rain that contains lots of pollutants	المطر الحمضي
fossil fuels	examples of this are coal, oil and gas	الوقود الأحفوري
global heating	the gradual increase in the Earth's temperature	ارتفاع درجات الحرارة
habitat loss	the disappearance of areas that are home to plants and animals	فقدان الموطن
exhaust fumes	poisonous gases produced by engines of non-electric vehicles	الدخان العام
vehicle emissions	poisonous gases produced by transport engines The synonym of "exhaust fumes"	دخان السيارات
endangered species	types of animals in danger of extinction	أنواع من الحيوانات مهددة بالانقراض
water scarcity	lack of water	شح المياه
renewable energy	power produced by wind, sun ....ect	الطاقة المتجددة
wind turbine	a machine used to produce electric power	توربينات الرياح
toxic waste	chemicals and other harmful waste products	النفايات السامة
exhaust fumes	poisonous gases produced by engines of non-electric vehicles	دخان السيارات
ozone layer	part of the stratosphere which limits the amount of ultraviolet radiation reaching the Earth	طبقة الأوزون
greenhouse effect	process by which gases trapped in the atmosphere cause the planet to heat up	إنبعاثات البيوت البلاستيكية
soil erosion	gradual destruction of the land by weather or people	انجراف التربة
solitary	usually alone, not with others	منعزل
nocturnal	awake and active at night	ليلي
slimy	covered in liquid and not nice to touch	لزج
furry	covered in thick, soft hair	مكسو بالفرو
marines	related to the sea	بحري
invertebrates	an animal without a backbone	اللافقاريات

### Words related to animals and parts of the body.

Animals	Parts of the body	Adjective to describe a creature
invertebrates      اللافقاريات	backbone      العمود الفقري	extinct      منقرض
crustaceans      القشريات	fins      الزعانف	slimy      لزج
mammals      الثدييات	skeleton      الهيكل العظمي	marine      بحري
reptile      الزاحف	scales      الحراشف	cuddly      محبوب
primates      الرئيسيات	beaks      المناقير	endangered      المهددة بالانقراض
		nocturnal      ليلي
		furry      مكسو بالفرو

- 1) Blue whales are..... animals, preferring to travel alone or in small groups.  
A) furry B) slimy C) highly D) solitary
- 2) Until 2008, the tiny pygmy tarsier was assumed to be.....  
A) slimy B) marine C) extinct D) nocturnal
- 3) The animals look very cute and ....., with what looks like a permanent smile.  
A) solitary B) cuddly C) scales D) slimy
- 4) Insects are .....because they do not have a backbone.  
A) invertebrates B) crustaceans C) primates D) slimy
- 5) Goldfish are ..... creatures that many people keep as pets.  
A) furry B) slimy C) marine D) nocturnal
- 6) Children love small ..... animals like rabbits and guinea pigs.  
A) furry B) solitary C) marine D) slimy
- 7) Owls are ..... animals that can see very well at night.  
A) nocturnal B) crustaceans C) marine D) predators
- 8) The ..... caught a little furry hamster and gave it to his children as a lovely cuddly pet.  
A) marine B) furry C) poacher D) nocturnal
- 9) Panicked when I saw a shark's ..... sticking out of the water.  
A) fin B) beak C) reptile D) primates
- 10) These ..... creatures sleep by day and hunt by night.  
A) extinct B) nocturnal C) slimy D) backbones
- 11) I don't like holding fish because they are cold and .....  
A) extinct B) slimy C) furry D) primates

1. D	2. C	3. B	4. A	5. C	6. A	7. A	8. C	9. A	10. B	11. B
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### المتلازمات Collocations

Collocation	Arabic Meaning
become extinct	يصبح منقرض
natural predator	العدو المفترس
critically endangered	مهددة بالإنقراض بشكل خطير

- 1) Animals that are classified as 'endangered' are at risk of becoming .....  
A) extinct B) cuddly C) reptile D) natural
- 2) Tigers- the largest living cats on Earth- are at the top of their food chain so they have no ..... predators.  
A) critically B) endangered C) natural D) furry
- 3) The orangutan and black rhino are ..... endangered which means they are facing a very high risk of extinction.  
A) highly B) extinct C) slimy D) critically
- 4) The skeleton of the sabre-toothed tiger shows that it was one of prehistory's largest.....  
A) backbones B) marine C) slimy D) predators

1. A	2. C	3. D	4. D
------	------	------	------

## الأسماء المركبة Compound Nouns

A compound noun is made up of two words. Usually, the first part of the compound noun tells us the type or the purpose of the second one.

\* يتكون الإسم المركب من كلمتين وعادة ما يدلنا الجزء الأول من الإسم المركب على نوع أو الهدف من الإسم الثاني

- When both words are nouns, the stress is always on the first noun.
- When the first word is an adjective or a verb, the stress on the second word.
- .

\* لاحظ الكلمات في الخط الغامق هي المشددة

The compound Noun	The meaning	The compound Noun	The meaning
<b>acid</b> rain	المطر الحمضي	<b>ozone</b> layer	طبقة الأوزون
endangered <b>species</b>	أنواع من الحيوانات مهددة بالإنقراض	renewable <b>energy</b>	الطاقة المتجددة
<b>exhaust</b> fumes	دخان السيارات	<b>soil</b> erosion	تآكل أو إنجراف التربة
<b>fossil</b> fuels	الوقود الأحفوري	<b>toxic</b> waste	النفايات السامة
global <b>warming</b>	الاحتباس الحراري	<b>vehicle</b> emissions	إنبعاثات المركبات
<b>greenhouse</b> effect / gases	إنبعاثات البيوت البلاستيكية	<b>water</b> scarcity	شح المياه
<b>habitat</b> loss	فقدان الموطن	<b>wind</b> turbine	توربينات الرياح
<b>climate</b> change	تغير المناخ		
<b>Adjective + noun</b>			
territorial <b>rain</b>	مطر استوائي	<b>volcanic</b> eruptions	انفجار بركاني
industrial <b>waste</b>	نفايات صناعية		

### Find the stressed word in these compound nouns

1. climate change
2. industrial waste
3. wind turbine
4. endangered species

1. 80 percent of the energy we consume is provided by ..... which pollute the atmosphere.

- A) renewable energy      B) toxic waste      C) ozone layer      D) fossil fuels

2. Deforestation causes ..... because tree roots are no longer in place to bind the earth together.

- A) endangered species      B) acid rain      C) soil erosion      D) greenhouse effect

3. It is claimed that ..... from cars kill twice as many people as accidents caused by vehicles emission.

- A) exhaust fumes      B) vehicle emission      C) ozone layer      D) fossil fuels

4. Up to 300 homes can be powered by one....., using renewable energy.

- A) wind turbine      B) soil erosion      C) global warming      D) habitat loss

5. .... is the greatest threat to endangered species which are close to extinction.

- A) Wind turbine      B) Soil erosion      C) Global warming      D) Habitat loss

6. For safety reasons, ..... must be stored in sealed containers underground.

- A) renewable energy      B) toxic waste      C) ozone layer      D) fossil fuels

7. .... damages buildings, forests, and kills fish.

- A) Endangered species      B) Acid rain      C) Soil erosion      D) Greenhouse effect

8. Mountain gorillas are amongst the most ..... with only a few hundred individuals left in the wild.

- A) endangered species      B) exhaust fumes      C) toxic waste      D) acid rain

9. The opposite of floods is:

- A) water scarcity      B) soil erosion      C) endangered species      D) greenhouse effect

10. Powerful wind ..... use wind power to create energy.

- A) waste      B) vehicles      C) turbines      D) fumes

11. Burning fossil fuels causes a hole in the ozone ..... Stop the cycle of destruction!

- A) fuels      B) turbine      C) layer      D) waste

1. D	2. C	3. A	4. A	5. D	6. B	7. B	8. A	9. A	10. C	11. C
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## Collocations related to weather

The collocation	The meaning	The collocation	The meaning
blistering heat	الحرارة الشديدة	high humidity	الرطوبة العالية
blistering temperature	الحرارة الحارقة	high temperature	درجات الحرارة العالية
freak weather	الطقس الغريب	scorching heat	الحرارة الحارقة
freak winds	رياح عاصفة ومفاجئة	scorching weather	الطقس الحار جدا
freak temperature	تقلبات في درجات الحرارة	scorching temperatures	درجات الحرارة الشديدة
gale-force wind	الرياح العاصفة	soaring temperatures	درجات الحرارة المرتفعة
heavy rain	الأمطار الغزيرة	sub-zero temperatures	درجات الحرارة تحت الصفر
heavy snow	الثلوج الكثيفة	torrential rain	الأمطار الغزيرة
boiling hot	شديد السخونة	get soaked	يتبلل تماما بالماء
freezing cold	شديد البرودة	snowstorm	عاصفة ثلجية
heatwave	موجة حر	drought	جفاف
stormy	عاصف	windy	عاصف / شديد الرياح

1. The weather is really weird. It's ..... cold one minute and then ..... hot the next.

- A) freezing / boiling    B) boiling / freezing    C) blistering / get    D) torrential / soaring

2. The ..... heat caused the pavement to melt!

- A) boiling    B) freezing    C) blistering    D) soaring

3. Because of global warming, ..... weather conditions are more common with periods of drought followed by ..... rain.

- A) high / boiling    B) soaring / heavy    C) scorching / freezing    D) freak / torrential

4. You can expect to get ..... in South East Asia next week.

- A) heat    B) freezing    C) soaked    D) sub-zero

5. Crossing to Canada, it's a completely different story – heavy snow and ..... temperatures making it a chilly minus 9 in Vancouver.

- A) heat    B) torrential    C) soaked    D) sub-zero

6. In north it's freezing ....., reaching minus 28 in places.

- A) cold    B) hot    C) freak    D) rain

1. A	2. C	3. D	4. C	5. D	6. A
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The collocation	The meaning
<b>Adjectives with (problem)</b>	
complex problem	مشكلة معقدة
ideal problem	مشكلة مثالية
fundamental problem	مشكلة أساسية
minor problem	مشكلة صغيرة / ثانوية
Pressing problem	مشكلة ملحة
Urgent problem	مشكلة عاجلة
<b>Adjectives with (solution)</b>	
realistic solution	حل واقعي
significant solution	حل مثير
simple solution	حل بسيط
workable solution	حل عملي
Viable solution	حل ناجح وعملي
<b>Verbs with (problem)</b>	
Tackle a problem	يواجه مشكلة
face a problem	يواجه مشكلة
Contribute to a problem	يساهم في مشكلة
Address a problem	يحاكي مشكلة
deal with a problem	يتعامل مع مشكلة
<b>Verbs with (solution)</b>	
implement a solution	ينفذ حلا
offer a solution	يقدم / يعرض حلا
provide a solution	يزود بحل

Complete the email with the correct forms of the words from the box.

contribute	pressing	tackle	urgent	viable
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Dear Sir/Madam,

I am writing with regard to the *pressing* problem of single-use non-biodegradable plastics your restaurant uses. The takeaway boxes that stay in your customers' hands for ten minutes could be in the ocean forever, so they ..... to the problem of plastic waste. As the majority of your clients probably won't check if the box is recyclable before throwing it in the bin, I believe, it is your company's responsibility to ..... this fundamental problem and make a significant change to your packaging and finding a ..... solution.

2. contribute    3. tackle    4. viable

### Unit Three - Vocabulary

The words	English meanings	Arabic meanings
make ends meet	to have just enough money to buy what you need	الاكتفاء المالي
subsistence		
hand to mouth		
living day-to-day	dealing with things without thinking about the future	الكفاف - قوت اليوم دون التفكير بالغد
malnourished	skinny - very thin	نحيف - سيء التغذية
go hungry	don't have enough food	يجوع
➤ gathered together	sat or stood very close to other people	يجتمعوا معا
➤ huddled together		
➤ feel at home	be comfortable in a particular place	يشعر وكأنه في بيته - شعور بالانتماء
➤ sense of belonging		
beg	ask for money or food from strangers	يتسول
housekeeper	a person whose job is to look after a house	مدبرة المنزل
orphan	a child whose parents have died	يتيم
conceited	constantly telling people how great you are	مغرور متباهي بنفسه -
pushy	determined to get what you want	مصمم على هدفه
passionate	feeling very strongly about something	مهووس بشيء
modest	not talking in a proud way about your achievements	متواضع
hypocritical	➤ saying one thing, but doing something different ➤ pretending to be a good person or to believe in something you do not really believe	متناقض منافق
trustworthy	can always be trusted	موثوق
tough	able to deal with difficult situations	متكيف - قوي - صلب
bigoted	intolerant of other people's beliefs and practices	متعصب
immature	behaving in a way that is not sensible for your age	غير ناضج
charming	very pleasing	انيق / جذاب
dedicated	working very hard at something because you think it is important	يعمل بجد - مخلص
sincere	honest, really believing in what you say	صادق - واثق بكلامه
compassionate	kind and sympathetic to people who have problems	رحيم - حنون
idealistic	believing in ideas that cannot be achieved in real life	وهمي - حالم
inspirational	giving you the idea to be as good or successful as possible	ملهم
capable	having the skills and ability to do something	قادر على

decent	honest and good	صادق / خلوق
wasn't doing me any favour	wasn't helpful to me	غير مفيد لي
things don't immediately go my way	things don't immediately happen in the way I want	لا تجري الأمور كما أريد
turn out to be positive in the long run	happen in a positive way or have a positive result later in the future, not immediately	له أثر إيجابي في المستقبل
the value of sticking at something	the importance of continuing to do something in a determined way in order to achieve something	قيمة الاستمرار لتحقيق الهدف

Mr. Noubani

## Phrases

The phrases	English meanings	Arabic meanings
be the peacemaker	to help other people to resolve an argument	يحل الخلافات
make a fuss of somebody	to give someone a lot of attention	يهتم بـ
wind somebody up	say things to annoy somebody	يزعج أو يستفز شخص ما
blow things out of proportion	react as if what has happened is much worse than it is	يبالغ بردة الفعل
show off	try and impress somebody	يتفاخر / يتباهى
burst into tears	suddenly start crying	ينفجر بالبكاء
mess about	behave in a silly way	يتصرف بشكل ساخر
have a go at somebody	criticise someone	ينتقد شخص ما
tell somebody off	speak to somebody angrily about something wrong that they have done	يوبخ شخص ما

(- / + Phrases / idioms)	Arabic meanings
<b>Positive phrases (+)</b>	
be the peacemaker	يحل الخلافات
empathise with somebody	يتعاطف
give somebody a compliment	يمدح شخص
make up with somebody	يتصالح / يتكيف مع
put up with somebody / sth	يتحمل شخص
<b>Negative phrases (-)</b>	
make a fuss of somebody	يستعزيء
talk behind somebody's back	يستغيب شخص
Fall out with somebody	يتخاصم مع شخص
let somebody down	يخذل
lose your temper	يفقدك أعصابه
wind somebody up	يزعج أو يستفز شخص ما
blow things out of proportion	يبالغ بردة الفعل
show off	يتفاخر / يتباهى
burst into tears	ينفجر بالبكاء
mess about	يتصرف بشكل ساخر
have a go at somebody	ينتقد شخص ما
tell somebody off	يوبخ شخص ما

1. Modest people who perform heroic acts without ..... and telling everyone about it can be interesting.

- A. making a fuss    B. messing about    C. showing up    D. winding somebody's up

2. I ..... with my sister last night. I usually control myself.

- A. showed off    B. made up    C. empathized    D. lost my temper

3. He's ..... and always does his best to resolve arguments.

- A. capable    B. the peacemaker    C. empathized    D. challenged

4. When Lama was a small child, she used to cry for no reason.

**The sentence that has a similar meaning as the above one is:**

- A. As a small child, Lama would burst into tears for no reason.  
B. As a small child, Lama would lose her temper for no reason.  
C. As a small child, Lama would give a compliment for no reason.

5. Poor you! I know exactly how you feel.

**The phrase that could be used to describe this situation is:**

- A. be the peacemaker    B. empathize with somebody    C. show off

6. Have you heard the news about Hussein?

**The phrase that could be used to describe this situation is:**

- A. make up with somebody    B. tell somebody off    C. talk behind somebody's back

7. You look very intelligent in those glasses.

**The phrase that could be used to describe this situation is:**

- A. wind somebody up    B. burst into tears    C. give somebody a compliment

8. Of course I got top marks in all my exams as usual.

**The phrase that could be used to describe this situation is:**

- A. be the peacemaker    B. empathise with somebody    C. show off

9. However, the stories in some types of newspapers and websites are often about attention-seeking individuals, who simply love ..... off.

- A. telling    B. messing    C. showing    D. winding

10. My older brother often made ..... of me.

- A. behind    B. temper    C. out    D. fun

11. My mother was always the peacemaker and we always made ..... with each other.

- A. into    B. up    C. out    D. down

1. A	2. D	3. B	4. A	5. B	6. C	7. C	8. C	9. C	10. D	11. B
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## Adjectives

Positive adjectives (+)	
capable	قادر على / قدير
charming	أنيق
compassionate	حنون - رحيم
decent	لطيف - لائق - أمين
dedicated	مخلص
idealistic	خيالي حالم -
inspirational	ملهم - يرفع المعنويات
modest	متواضع
passionate	مهووس
sincere	مخلص
trustworthy	يمكن الوثوق به
shining	مشرق
idolized	معجب ب
pedestal	ركيزة - أساس
Negative Adjectives (-)	
bigoted	متعصب
conceited	مغرور
defensive	دائما يبرر الامور
hypocritical	منافق - متناقض
immature	غير ناضج
loathed	مكروه - بغض
pushy	مصمم على
Both (+/-)	
tough	صلب - قوي

- He's really ..... ; always telling everyone how great he is.  
A. idealistic      B. capable      C. conceited      D. charming
- He's so ..... that he refuses to accept anyone who thinks differently from him.  
A. decent      B. immature      C. modest      D. bigoted
- He's quite .....; you would never know that he's a big star.  
A. decent      B. trustworthy      C. modest      D. bigoted
- You can't say anything to criticise her at all or she gets angry; she's so .....  
A. idealistic      B. capable      C. inspirational      D. defensive
- She will look after your baby well; she's reliable, responsible and completely .....  
A. charming      B. trustworthy      C. conceited      D. immature

6. She can deal with the most difficult situations; she's very .....  
 A. tough B. hypocritical C. compassionate D. conceited
7. They are both very ..... and always tell the truth.  
 A. immature B. defensive C. sincere D. conceited
8. Mrs Baker is a very ..... teacher and I'm sure you'll benefit from her lessons.  
 A. capable B. conceited C. hypocritical D. bigoted
9. She's such a ..... teacher that all her students want to be like her.  
 A. inspirational B. tough C. hypocritical D. bigoted
10. The doctor was always very ..... and knew what to say to help her patients relax.  
 A. bigoted B. charming C. conceited D. defensive
11. It's fine to be ....., but sometimes you have to be practical too.  
 A. defensive B. charming C. hypocritical D. idealistic
12. Truly ..... musicians are constantly practising.  
 A. bigoted B. modest C. dedicated D. conceited
13. Why can't you act your age and stop being so .....?  
 A. capable B. compassionate C. immature D. dedicated
14. Nawal proved she was ..... by volunteering to help out at an animal shelter.  
 A. conceited B. compassionate C. immature D. bigoted
15. He's a very ..... person and will always act in the proper way.  
 A. decent B. bigoted C. passionate D. defensive
16. Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's .....  
 A. modest B. dedicated C. hypocritical D. decent
17. Sawsan won't take 'no' for an answer. She'll keep asking until she gets what she wants. She's .....  
 A. idealistic B. capable C. pushy D. inspirational
18. Omar would always get ..... if a teacher criticised his written work.  
 A. defensive B. immature C. modest D. trustworthy

1. C	2. D	3. C	4. D	5. B	6. A	7. C	8. A	9. A	10. B
11. D	12. C	13. C	14. B	15. A	16. C	17. C	18. A		

## Phrases

The words	The meanings	The words	The meanings
Academically gifted	موهوب أكاديميا	In the long run	مع مرور الوقت
be challenged enough	يتم تحفيزه	Make ends meet	يغطي النفقات
Clash between you and sibling	صراع بينك وبين أخيك	Stick at something	يلتزم بفعل شيء ما رغم صعوبته
Colic	مغص المعدة	Turn out	تتحول ( بشكل غير متوقع )
Go my way	تمشي الأمور كما أريد	Living day-to-day	يعيش كل يوم بيومه
Do somebody a favour	أصنع لأحد معروفا	Achieve something against all the odds	يحقق كل شيء رغم كل العقبات أو الصعاب
Handle a situation	يعالج الموقف - يتعامل مع	Beg (v)	يتسول
Have a hard time	يمر بوقت عصيب	Skinny	نحيف جدا
Feel at home	يشعر وكأنه بالمنزل - منتمي	Hand-to-mouth	عيشة كفاف
Malnourished	سوء التغذية - نحيف	Subsistence	عيشة كفاف ( يحصل على قوت يومه )
Turn upside down	ينقلب رأسا على عقب	Lost in thought	غارق بالتفكير
Plugged in	مشغول	One day at a time	يوم بيوم
A newborn baby in the family	طفل حديث الولادة	Flunking an important exam	الرسوب في إمتحان مهم
A row with your best friend	نزاع بينك وبين صديقك المقرب	Relocation to a different town country	الانتقال إلى حي أو بلد مختلف
Go hungry	يجوع	Gather together	يجتمعوا معا
Huddle together	يجتمعوا متلاصقين	Go online	يتصل بالإنترنت
Hang up the phone	يغلق الخط	Get the bounce	يغادر
Ping ( someone )	يرسل رسالة قصيرة		

- 1) She doesn't earn much money and finds it hard to .....  
 A) beg                      B) makes ends meet                      C) hang up the phone                      D) colic
- 2) When you move to live or work somewhere else, you .....  
 A. stick                      B. huddle                      C. relocate                      D. clash
- 3) I look up to people who have achieved something ..... all the odds.  
 A) at                      B) against                      C) to                      D) on
- 4) When he lost his job, his life turned upside .....  
 A) up                      B) down                      C) in                      D) into

5) I'm lost ..... thought when I'm plugged .....

- A) in / in                      B) on / in                      C) in / to                      D) on / to

6) After the accident, he tried to live day- ..... -day, one day ..... a time.

- A) to / at                      B) at / to                      C) to / to                      D) on / to

7) How can we prepare our older child for the arrival of a ..... baby into the family?

- A) new-born                      B) child                      C) boy                      D) kid

8) I'm not very ..... gifted and I'm worried about my exams. What should I do?

- A) clash                      B) challenged                      C) academically                      D) row

9) My friend has had a ..... time recently. Can I make her feel better?

- A) easy                      B) hang                      C) great                      D) hard

10) I have no plans for the future. How can I decide what I want to do in the ..... run?

- A) tough                      B) tall                      C) fat                      D) long

11) How can I avoid a ..... between me and my parents over what time I should come home at the weekends?

- A) hang                      B) huddle                      C) clash                      D) way

12) I enjoy starting projects but I never finish them. How can I learn to ..... at things?

- A) great                      B) stick                      C) handle                      D) colic

13) It's not posh down south when you're living hand- .....

- A) to-mouth                      B) to-face                      C) to-day                      D) to-beg

14) You get your breakfast from the trash, then ..... for some cash.

- A) stick                      B) run                      C) beg                      D) hand

15) ..... and cold; only young, but feeling old. Always skinny and thin when your meals come from the bin.

- A) malnourished                      B) beg                      C) home                      D) meet

16) Some gather ..... to shelter form the weather.

- A) home                      B) meet                      C) skinny                      D) together

17) Intelligent children can get bored if they are not ..... enough.

- A) challenged                      B) skinny                      C) resolved                      D) handle

18) If I need help, my best friend Kareem will always ..... me a favour.

- A) make B) have C) get D) do

19) Teachers have to ..... many difficult situations.

- A) touch B) handle C) stick D) colic

20) I thought it would be a difficult journey but it turned ..... to be an easy one.

- A) in B) up C) out D) on

21) It is terrible that some children are still ..... hungry around the world.

- A) having B) huddling C) going D) begging

1. B	2. C	3. B	4. B	5. A	6. A	7. A	8. C	9. D	10. D	11. C
12. B	13. A	14. B	15. A	16. D	17. A	18. D	19. B	20. C	21. C	

### Good & Bad role models

\* عبارات تستخدم للتعبير عن شخص وتحدد كونه مثال جيد أو سيء بالنسبة للناس

Good role models	The meanings
set a good / shining example of ....	قدوة على - خير مثال على
follow in somebody's footsteps	تقتدي بشخص
find somebody inspirational	تجد شخصا ما ملهما
look up to	احترام وتقدير لشخص ما
put somebody on a pedestal	تعتقد أن هذا الشخص هو شخص مركزي
admire	يحترم أو يقدر
idolise	يعجب بـ

Bad role models	The meanings
loathe	يكره
despise	يحتقر
look down on	يهين - يحتقر
be a bad influence ( on somebody )	له تأثير سلبي على شخص ما

1) I ..... people who behave like that. What she did was unacceptable!

- A) look up to B) loathe C) idolise D) admire

2) Why should the public be interested in who they row with? People like this are a bad influence on young people. Surely, we shouldn't ..... them and give them celebrity status!

- A) idolise B) despise C) admire D) look down on

3) My favourite character on TV is Nada from the TV series *Help!* I'd love to have a friend like her that everyone can .....

- A) despise                      B) be a bad influence    C) look up down              D) look up to

4) Now she is a champion tennis player and if you'd like to .....in her footsteps, she would be happy to tell you how she became so successful.

- A) set                              B) look                              C) find                              D) follow

5) Athletes ,who we idolise and singers whose music we find ....., are great.

- A) inspirational              B) shining                              C) despising                      D) bad

6) Actors ,who we put on a ..... because of their talents and abilities , are much sought for.

- A) head                              B) example                              C) pedestal                              D) despise

7) Actors and activists that we admire as ..... examples for hope and change are in deep need to have these days.

- A) despised                              B) shining                              C) loathed                              D) bad

8) My mother, who is a dentist, has always insisted that I should become a dentist myself.

The sentence that has a similar meaning as the previous sentence is:

- A) My mother, who is a dentist, has always expected me to follow in her footsteps in becoming a dentist.  
B) My mother, who is a dentist, has always expected me to admire her.  
C) My mother, who is a dentist, has always to loathe being a dentist.

1. B	2. A	3. D	4. D	5. A	6. C	7. B	8. A
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## Present & Past Habits

Forms	Functions	Keywords	Examples
<b>Present Simple</b> Singular } V.1 + s Plural / I } V.1	Talk about a repeated action in the present. للحديث عن عادة متكررة في الزمن لمضارع	<b>always</b> <b>usually</b> <b>sometimes</b> <b>every + time</b>	1. You <u>always</u> mess about in chess. 2. It's the same for me. I <u>am always</u> the peacemaker in our household.
<b>Present Cont.</b> Singular } is I } am + Ving Plural } are	to talk about a habit which is repeated more than usual, which the speaker finds unexpected or annoying: عادة مزعجة تحدث أكثر من اللازم في الزمن الحاضر	<b>always</b> <b>constantly</b> <b>forever</b>	1. She <u>is always complaining</u> about the weather. 2. Asma <u>is constantly showing off</u> .
Will + V1 Won't + V1	to talk about behaviour which is typical or characteristic of the person. They can describe both pleasant and annoying habits: سلوك او صفة لشخص قد تكون ايجابية وقد تكون سلبية	الزمن في الوقت الحاضر وعدم وجود keyword من الزمن الاعلى	1. She <u>will turn up</u> at 11 o'clock and act as if nothing is wrong. 2. She <u>will arrive</u> on time so we can begin soon as usual. 3. He <u>will mess</u> about and then he <u>won't come</u> late as he is punctual.

Forms	Functions	Keywords	Examples
<b>Past Simple</b> Verb (2) didn't + V1	A past action that no longer exists. فعل في الماضي لم يعد موجود	اي دلالة على الزمن الماضي	I <u>watched</u> that film during the childhood.
<b>Past Cont.</b> I } was + Ving Singular } was + Ving Plural } were + Ving	to talk about a habit which was repeated more than usual, which the speaker finds unexpected or annoying: عادة مزعجة كانت تحدث اكثر من اللازم	always constantly  forever	She was <u>forever arguing</u> about the weather when she was younger.
<b>Used to</b> <b>didn't use to</b> } + V1	to talk about a past state or repeated past actions: افعال متكررة بالماضي وافعال دائمة الحدوث ➤ Introducing the topic for the first time without specifying the time. فتح الموضوع لأول مرة وعدم تحديد الوقت ➤ <u>Used with stative and dynamic verbs.</u>	When But now In the past Old اي دلالة على الماضي	1. <u>When</u> I was a child , I <u>used to be</u> very negative about my job. 2. <u>At our old house</u> , I <u>used to spend</u> a lot of time with my friends. 3. I <u>used to eat</u> a lot of burgers <u>but now</u> I eat healthy food. 4. <u>In the past</u> , my father <u>used to take</u> me to school.
would + V1 wouldn't + V1	to talk about a behaviour which was typical or characteristic of the person. They can describe both pleasant and annoying habits: سلوك او صفة لشخص قد تكون ايجابية وقد تكون سلبية ➤ When the topic was established and we specify the time. عندما يكون الموضوع قد بدأ الحديث عنه وتم تحديد الوقت * would is not used to talk about past states. لا تستخدم مع افعال دائمة الحدوث في الزمن الماضي وكانت اشبه بالحقائق ولا تستخدم مع stative verbs	الزمن في الوقت الماضي always constantly forever when as اي كلمة تدل على الزمن الماضي	1. <u>When</u> we were children , we <u>would spend</u> time reading. 2. My dad used to work nights. He <u>would come</u> home <u>at 6:00 in the morning</u> . 3. We <u>would constantly get</u> breakfast together.

1. My parents don't let my brother use their car. This is because he ..... too fast whenever he drives it.

A. won't go                      B. would go                      C. will go                      D. was constantly going

2. Jameel: Why ..... you always shouting at me?

Amer: Because you annoy me!

A. Are                      B. is                      C. will                      D. would

3. To be honest , my sister and I ..... constantly ..... out and it really upsets me.

A. will / falling                      B. was/falling                      C. will/fall                      D. are/ falling

4. I don't like those twins as they ..... forever ..... behind someone's back.

A. were/talking                      B. are/talking                      C. aren't talking                      D. will/talks

5. When we were children, we ..... to Aqaba weekly. We would do a lot of activities there.

- A. use to go      B. used to go      C. would go      D. wouldn't go

6. She ..... into tears as a little child . She would do it after exams.

- A. use to burst      B. will burst      C. used to burst      D. wouldn't burst

7. When I was still a kid , my parents ..... forever ..... me off.

- A. didn't use to / tell      B. used to / tell      C. are / telling      D. were / telling

8. During my childhood , I used to swim daily . We ..... swimming on Fridays.

- A. used to go      B. would go      C. didn't use to go      D. was constantly going

9. Ramzi regularly does his assignments at a short notice.

**The sentence that has a similar meaning as the previous one is:**

- A. Ramzi will regularly put off his assignments at a short notice.  
B. Ramzi would regularly put off his assignments at a short notice.  
C. Ramzi used to regularly put off his assignments at a short notice.  
D. Ramzi won't regularly put off his assignments at a short notice.

10. I used to make fun of my sister behaviour when we were children.

**The underlined words can be replaced by :**

- A. will make      B. am constantly making      C. wouldn't make      D. was constantly making

1. C	2. A	3. D	4. B	5. B	6. C	7. D	8. B	9. A	10. D
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## Relative clauses

Relative pronouns	Functions	Examples
<b>who - that</b>	can be used to describe the subject or the object of the sentence. تستخدم لوصف الفاعل أو المفعول به (العاقل) في الجملة	-His cousin <b>who</b> was born in Argentina is a teacher. -The man <b>that</b> helped me once is my friend now.
<b>whom</b>	can be used to describe the object of the sentence. ويستخدم لوصف المفعول به في الجملة (العاقل)	I am working with a manager <b>whom</b> we grew up together.
<b>whose</b>	used to relate between the head noun with their possession. وتستخدم للربط بين الاسم الرئيسي في الجملة وبين ما يملكه أو يرتبط به كجزء منه (الملكية)	- That is the man <b>whose</b> car is Mercedes. - I read a book <b>whose</b> title is attractive.
<b>which - that</b>	can be used to describe a thing. وتستخدم لوصف غير العاقل <div style="border: 1px solid black; padding: 2px; display: inline-block;">(that) can't be used with ( , )</div>	- I like the car <b>which</b> is prestigious. - The thing <b>that</b> I enjoy most is teaching.
<b>when</b>	can be used to describe the time. وتستخدم لوصف الوقت	- 2003 CE was the year <b>when</b> I started my job officially.
<b>where - in which</b>	can be used to describe the place. وتستخدم لوصف المكان في الجملة	- Amman is the city <b>where</b> I have great fun. - The place <b>in which</b> I was born is Amman.

1. I waited in a long queue ..... was boring.

A. which                      B. where                      C. who                      D. when

2. Beirut , ..... I grew up is the largest city in Lebanon.

A. that                      B. when                      C. where                      D. who

3. The headset ..... came with my phone is really uncomfortable to wear.

A. where                      B. whose                      C. which                      D. whom

4. That's the Walkman Radio device..... my mum used to play her music on.

A. who                      B. where                      C. whose                      D. that

5. Users ..... care about the quality of their photographs will be happy.  
**A. who**                      **B. when**                      **C. where**                      **D. whose**
6. The headteacher..... experience is wonderful is mostly wanted by all.  
**A. who**                      **B. whose**                      **C. where**                      **D. when**
7. Who was that woman ..... taking photographs at the party?  
**A. who**                      **B. whose**                      **C. where**                      **D. X**
8. I went to school ..... built by the famous engineer.  
**A. which**                      **B. where**                      **C. who**                      **D. X**

**Remember:**

Preposition (in / from) + which (for things / time / place)

Preposition (to / for / with) + whom (for people)

9. This house in ..... they lived is modern.  
**A. which**                      **B. when**                      **C. whose**                      **D. whom**
10. The architect knew the couple ..... he designed the house.  
**A. for who**                      **B. for whom**                      **C. in which**                      **D. which**
11. She's the lady, ..... I had the row.  
**A. whose**                      **B. in which**                      **C. with whom**                      **D. by who**
12. That is a nice programme ..... you can have great fun.  
**A. when**                      **B. in who**                      **C. to whom**                      **D. in which**

1. A	2. C	3. C	4. D	5. A	6. B
7. D	8. D	9. A	10. B	11. C	12. D

## Types of relative clauses

### Defining relative clause : (D)

Function	Examples	Notes	Omission
<p>* Used to <b>give essential or necessary information</b> about exactly which person or thing is being talked about.</p> <p>تستخدم لاعطاء معلومات ضرورية عن الشخص او الشيء .</p> <p>* Commas are never used here.</p> <p>لا نستخدم هنا الفواصل ابدا</p>	<p>1. The person <b>who</b> designed the house is a world-famous architect.</p> <p>2. The land <b>where</b> the house is built is extremely picturesque.</p>	<p><b>نستخدم that بدلا من Who and Which</b></p> <p>1. The person <b>that -who</b> designed the house is a world-famous architect.</p> <p>لا تكتب مع فواصل</p>	<p>● We can omit the pronoun if it is the object of the sentence.</p> <p>يمكن حذف ضمير الوصل ان كان في موقع المفعول به.</p> <p>- The house <b>which was</b> built there is my house.</p> <p>Or</p> <p>The house <b>built</b> there is my house.</p> <p>● We can't omit the pronoun if it is the subject of the sentence.</p> <p>لا يحذف ضمير الوصل ان كان فاعل</p> <p>I saw the man <b>who</b> built the house.</p>

### Non-Defining relative clause: (ND)

<p>1. Used to give non-essential or extra information about the that is person or the thing being talked about .</p> <p>تستخدم لاعطاء معلومات اضافية عن الشخص او الشيء .</p> <p>2. Add a comment about the first part.</p> <p>اضافة معلومات عن الجزء الاول في الجملة</p> <p>وفي هذه الحالة نستخدم دائما which</p>	<p>2. The person, <b>who designed the house</b> , is a world-famous architect.</p> <p>2. The land , <b>where the house is built</b> , is extremely picturesque.</p> <p>3. People from all over the world visit the museum, <b>which</b> shows how deeply they are interested in.</p>	<p>● <b>That</b> لا نستخدم بدلا من Who and Which</p> <p>● تكتب مع فواصل</p>
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1. My grandfather's house, which I love, is not that modern.

**The underlined phrase gives :**

- A. extra information about the house      B. necessary information about the house  
C. essential information about the house      D. extra information about my grandfather

2. My friend, who I was talking to, is used to getting interested with me.

**The underlined phrase indicates:**

- A. essential information about my friend  
B. necessary information about my friend  
C. information that can't be omitted  
D. information that can be omitted

3. The right way to join these two sentences (**I was talking about an app. It's really cool**) is:

- A. The app (which/that) I was talking about is really cool.  
B. The app when I was talking is really cool.  
C. The app, that I was talking about, is really cool.

4. The correct way to join these two sentences

(**Sami lives round the comer. I play football with him.**) is:

- A. Sami whose I play football with lives round the comer  
B. Sami which I play football with lives round the comer  
C. Sami, who I play football with, lives in the comer

**5. In which sentence, of the followings, the relative clause is used to add a comment about the first part of the sentence.**

- A. The person who designed the house is a world-famous architect.  
B. People from all over the world visit the museum, which shows how deeply they are interested in.  
C. The land where the house is built is extremely picturesque.

6. Oliver was adopted by Mr. Brown, ..... shows what a kind man he is.

- A. who      B. which      C. whose      D. where

**7. In which of the following sentences we can omit the relative pronoun?**

- A. The only compliment that we can think of is the number of students in our class.  
B. The person who designed the house is a world-famous architect.  
C. My grandfather's house, which I love, isn't very modern.

1. A	2. D	3. A	4. C	5. B	6. B	7. A
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## Participle clauses

### Present Participle ( ING ) إسم الفاعل

Functions	Examples
1- Action or state that happened at the same time or after an event in the story. فعل او حدث متزامن مع حدث اخر في الماضي. ويشترط للحدثين نفس الفاعل.	1- His system transformed their lives , <u>which enabled</u> them to read and write. = His system transformed their lives, <u>enabling</u> them to read and write.
2- Replace a relative clause with active verb. استبدال جملة الوصل Who - Which اذا كانت مع فعل مبني للمعلوم	2- There was a wire <u>which attached</u> the phone to the wall. = There was a wire <u>attaching</u> the phone to the wall.

### Past Participle ( V3 ) إسم المفعول

Functions	Examples
Replace a relative clause with a passive verb. استبدال جملة الوصل Who - Which اذا كانت مع فعل مبني للمجهول	The copy <u>which was made</u> by the carbon paper was called the carbon copy. = The copy <u>made</u> by the carbon paper was called the carbon copy.

1. The sentence which means the same as 'Who's the girl who is crying over there?' is:

- A. Who's the girl crying over there?
- B. Who's the girl cried over there?
- C. Who's the girl cries over there?

2. The sentence which means the same as 'People who want to make an appointment should do so online'.

- A. People making an appointment should do so online.
- B. People wanted to make an appointment should do so online.
- C. People wanting to make an appointment should do so online.

3. The sentence which means the same as 'Did you see that car which was parked next to ours?'

- A. Did you see that car park next to ours.
- B. Did you see that car parked next to ours.
- C. Did you see that car parking next to ours.

1. A      2. C      3. B

## Unit Four – Vocabulary

The words	English meanings	Arabic meanings
hard-hitting	includes strong criticism	نقد قوي اللهجة
quirky	unusual in an interesting way	ممتع و غريب
heartbreaking	very sad	محزن جدا
newsworthy	interesting enough to be reported	يستحق النشر
balanced	considering all sides equally	متوازن
topical	related to things that are happening	يحدث الآن
off the record	not meant to be publicly reported	غير مجهز للنشر
sensational	shocking and exciting , not serious	يحاكي المشاعر - مثير جدا
exclusive	(a news story) published only in one place	حصري
heartwarming	causing feelings of happiness	مبهج
subject matter	what people are talking or writing about in art, pictures, etc.	موضوع
poignant	causing a feeling of sadness	يسبب بالحزن
capture	succeed in showing something using pictures	يوضح بالصور
landscape	a view of the land or countryside	منظر طبيعي
crop	remove parts of a picture, leaving the most important parts	يقص صورة
pose	stay in a particular position for a photo or painting	يأخذ وضعية معينة
evoke	Make someone remember or feel an emotion	يثير المشاعر
peer	to look at something closely and carefully	يمعن النظر
glance	to take a quick look at something	يأخذ نظرة سريعة- يلمح
spot	to notice something or someone	يلاحظ
bellow	to shout angrily in a low deep voice	يصرخ بغضب
yell	to shout loudly, because you are excited or angry	يصرخ بصوت عالي
mutter	to speak so quietly that you cannot be heard easily	يتمتم
race	to go somewhere as quickly as possible	يجري - يسابق
wander	to walk in a casual way, often in no particular direction	يتجول / يتسكع
fake news	news that is not true or from unreliable sources	أخبار مزيفة
urban myth	a story that is usually completely false, though it may be based on some truth. It often has some elements of humour and/or horror	خرافة شائعة قد تكون مضحكة او مخيفة

Synonyms					
The words		The first synonym		The second synonym	
decrease (v)	ينقص	drop		go down	
fake (n)	مزيف	fraud	احتيال	hoax	خداع
reliable	موثوق به	dependable		trustworthy	
mystery	غموض / لغز	enigma		puzzle	
signs	علامات	clues	أدلة	hints	تلميحات
state (v)	يصرح	claim	يدعي	maintain	يحافظ
strange	غريب	bizarre		weird	
uncover	يكشف	expose		reveal	

1. Why did a news report ..... that social media accounts would close if users made a spelling mistake?

- A) state                                      B) decrease                                      C) fraud

2. Why do you think a newspaper reported ..... animals living on the moon?

- A) reveal                                      B) maintain                                      C) strange

3. Why did egg companies want the newspaper to say egg prices had ..... ?

- A) exposed                                      B) dropped                                      C) fake

4. How did the city newspaper ..... the truth that the other city newspaper was copying its stories?

- A) go down                                      B) reveal                                      C) signs

5. Which of the ..... news stories in the podcast do you think is the best one?

- A) puzzle                                      B) claim                                      C) fake

6. As many people had suggested, the news story about gold in the desert turned out to be a .....

- A) hoax                                      B) claim                                      C) clues

7. He was a total ..... and no one could prove he existed.

- A) enigma                                      B) fraud                                      C) hints

8. The journalist ..... his story was true, although it is difficult to believe him.

- A) dropped                                      B) exposed                                      C) claimed

9. The journalist ..... the reason why the factory was so polluting.

A) dependable

B) exposed

C) maintained

10. Attempting to pay for something with fake bank notes is .....

A) fraud

B) clues

C) hints

11. Investigators found several important ..... at the crime scene.

A) fraud

B) clues

C) hints

12. This is one of the most ..... stories we've ever reported.

A) decrease

B) puzzle

C) bizarre

13. The odd word of the following is:

A) strange

B) bizarre

C) weird

D) reveal

1. A	2. C	3. B	4. B	5. C	6. A	7. A	8. C	9. B	10. A	11. B	12. C	13. D
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Mr. Noubani

## Collocations related to news reporting

A collocation is a combination of two or more words:

المتلازمات هي عبارة عن تركيب من كلمتين أو أكثر

The most common structures for collocations are:

- **adjective + noun**, e.g. *a bizarre theory*
- **verb + noun**, e.g. *reveal the truth*
- **adverb + adjective**, e.g. *potentially embarrassing*
- **verb + adverb**, e.g. *discuss calmly*

The collocation	The Arabic meaning
bizarre theory	نظرية عجيبة
reveal the truth	يكشف الحقيقة
disapprove a theory	يرفض نظرية
potentially embarrassing	يحتمل أن تكون محرجة
discuss calmly	يناقش بهدوء
raise awareness	يزيد الوعي
clickbait headlines	عناوين جذابة بروابط الكترونية
go viral	ينتشر بسرعة
generate revenue	ينتج إيرادات
attention span	مدى الإهتمام
shed light on something	يسلط الضوء على شيء
hit the headlines	يصبح خبرا رئيسيا
in the public interest	المصلحة العامة
expose corruption	يكشف الفساد
verify sources	يتحقق من المصادر
present both sides of the story	يعرض جانبي القصة
report the incident (to the police)	يبلغ عن الحادثة
refute the allegation	ينفي الإدعاء
release a statement	يصدر بيانا
devastating truth	حقيقة مؤلمة
melt your heart	يذيب قلبك حزنا
seize an opportunity	يغتزم الفرصة
laughed off the accusation	سخر من الإتهام - يستهزئ بالتهمة
put something in (phr. v)	يقدم لشيء ما
come up with something (a solution) (phr v)	يتوصل إلى شيء / حل

1. The accident (the incident) was bad enough for them to ..... it to the police.

- A. report                      B. refute                      C. come up with                      D. release

2. Locals living on the street ..... the allegation that they did anything illegal.

- A. came up with                      B. reported                      C. released                      D. refuted



3. Perhaps they can try to ..... a solution.

A. report                      B. refute                      C. come up with                      D. release

4. The developers ..... a statement their 'improvement' scheme.

A. came up with                      B. reported                      C. released                      D. refuted

5. The men refuted the ..... That they had committed the crime.

A. expression                      B. allegation                      C. statement                      D. awareness

6. These days teenagers lose interest far too quickly.

The sentence that has the same meaning to the one above is:

A. These days teenagers' spans is very short.

B. These days teenagers' attention spans is very short

C. These days teenagers' public span is very short.

7. I'm responsible for creating all those ..... headlines that attract attention.

A. clickbait                      B. attention                      C. present                      D. corruption

8. If the posts I write ..... viral, that could mean hundreds of thousands of page views, which ..... more advertising revenue for the news site.

A. generates / present                      B. go / verity                      C. generates / go                      D. go / generates

9. Articles published online need to be very brief because everyone has such a short ..... span these days.

A. clickbait                      B. attention                      C. present                      D. corruption

10. The articles I write rarely shed much ..... on the key issues that have ..... the headlines.

A. verity / go                      B. light / attention                      C. light / hit                      D. public / hit

11. I'd love to cover traditional news stories which are in the ..... interest, where I could expose .....

A. public / melt                      B. release / present                      C. public / corruption                      D. melt / corruption

12. I'd also prefer to have the time to ..... my sources or the space to ..... both sides of the story.

A. verity / present                      B. light / present                      C. light / hit                      D. verity / hit

13. The football player ..... his opportunity and scored a great goal.

A. came up with                      B. reported                      C. released                      D. seized

14. Noura felt overworked and has ..... a request for a month's holiday.

- A. put with                      B. put in                      C. put on                      D. put out

15. Muna ..... the accusation that she spread the gossip.

- A. light on                      B. laughed off                      C. reported to                      D. came up with

16. The writers of fake news can come ..... with some amazing stories.

- A. at                      B. in                      C. up                      D. to

17. We reported what happened ..... the police.

- A. at                      B. in                      C. up                      D. to

18. This book sheds light ..... what happened that night.

- A. on                      B. in                      C. to                      D. off

1. A	2. D	3. C	4. C	5. B	6. B	7. A	8. D	9. B	10. C
11. C	12. A	13. D	14. B	15. B	16. C	17. D	18. A		

### Adjectives related to clickbait viral news stories

hard-hitting	نقد قوي اللهجة
quirky	غريب
heartbreaking	- محزن - مفع
newsworthy	يستحق النشر
balanced	متوازن
topical	يحدث الآن
off the record	غير مجهز للنشر
sensational	مثير جدا - مهيج للمشاعر
exclusive	حصري
heartwarming	مبهج

1. We believe it is the media's role to act in the public interest and to report a range of ..... stories and relevant opinions which inform readers and allow them to make up their own minds about current events.

- A. newsworthy                      B. quirky                      C. off the record                      D. heartwarming

2. Journalists love exaggerating and write ..... stories about things that aren't really very important at all, just to get people to read their reports.

- A. newsworthy                      B. balanced                      C. sensational                      D. public

3. I'd like to write ..... articles presenting both sides of a story.

A. heartbreaking

B. balanced

C. headlines

D. off the record

4. What if you had to write a really sad, ..... story? Could you do it?

I guess so, but I'd like to work on happy, ..... ones too which help readers feel good.

A. heartbreaking

B. balanced

C. newsworthy

D. heartwarming

A. heartbreaking

B. balanced

C. newsworthy

D. heartwarming

1. A	2. C	3. B	4. A / D
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*Choose the correct adjectives to complete the extract from a radio show.*



### AND IN TODAY'S PAPERS ...

*The Courier* leads with a <sup>1</sup>**balanced / off-the-record** article about climate change. Leading scientists from around the world give detailed facts about what is happening to the planet, and though it reports the dramatic weather events that might happen, the report never tries to be <sup>2</sup>**sensational / topical**. *The Gazette* has a <sup>3</sup>**heartwarming / heartbreaking** report on the thousands of victims of Hurricane Ivona and *The Record* leads

with the same. *The Record* also has <sup>4</sup>**a topical / an exclusive** interview with United manager, Cyriac Jones, about his decision to leave the club after 22 years. And in *The Star* it's the usual <sup>5</sup>**sensational / viral** celebrity nonsense. Salwa, back to you ...

1. balanced	2. sensational	3. heartbreaking	4. an exclusive	5. sensational
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The words	Arabic meanings	The words	Arabic meanings
crop	يقص	yell	يصرخ
capture an image	يلتقط صور	bellow	
landscape photo	صورة منظر طبيعي	mumble	يتمتم
pose	وضعية للصورة	mutter	
composed	مركبة	whisper	يهمس
evoke	يثير	race	يسابق
poignant	مؤثر	wander	يتجول بلا هدف
subject matter	موضوع	shuffle	يمشي متناقلا
spot something	يلاحظ شيء ما	snap	يتحرك مسرعا
run out of	ينفذ من - يخرج مسرعا	tiptoe	يمشي على أطراف أصابعه
peer	يمعن النظر	watch	يشاهد
glance	يلقي نظرة	stare	يحدق
		gaze	

- The shot looks like he is moving forward, but is not ..... very well because the background is actually a photo.  
A. cropped      B. composed      C. posing      D. poignant
- The image really ..... the close relationship she developed with all the animals she worked with over her long career. It also shows a likeness between people and chimpanzees.  
A. landscapes      B. evokes      C. muttering      D. captures
- The men are shown having their lunch break; they look very natural, not as if they were .....  
A. cropped      B. composed      C. posing      D. poignant
- This poignant photo is carefully .....; it looks like he is standing alone.  
A. cropped      B. composed      C. posing      D. poignant
- Having lost all his money, he could be heard ..... to himself about how unfair life was.  
A. yelling      B. watching      C. muttering      D. peering
- It's certainly a ..... photo which captures a proud family.  
A. cropped      B. composed      C. posing      D. poignant
- I love taking ..... photos of the countryside.  
A. landscape      B. composed      C. glance      D. run out of
- This photo ..... a feeling of nostalgia.  
A. landscapes      B. evokes      C. stares      D. captures

9. We were late so we had to ..... to the station.

A. peer

B. glance

C. race

D. bellow

10. Ziad ..... past his father's office desperate not to be heard.

A. snapped

B. tiptoed

C. raced

D. wandered

11. He had only ..... at the photograph so couldn't remember any details about it.

A. peered

B. glanced

C. shuffled

D. whispered

12. Laila, stop it! It's rude to ..... at people.

A. peer

B. watch

C. mumble

D. stare

1. A	2. D	3. C	4. B	5. C	6. D	7. A
8. B	9. C	10. B	11. B	12. D	13.	

Mr. Noubani

## Negative Inversion

**Function:** We use negative inversion to add emphasis (special meaning) to a sentence:

**Rule:**

negative adverbial + helping verb (never-not-بدون) + subject + clause.

Negative adverbial phrases		Examples
Seldom	نادرا	<u>Rewrite the sentences by which the new sentence is similar in meaning to the one before.</u>  1- I am not as tall as my father. <u><b>In no way</b> am I as tall as my father.</u>  2- We didn't know about him when we hired him. <u><b>Little did</b> we know about him when we hired him.</u> 3- We shouldn't allow this to happen  <u><b>Under no circumstances</b> should we allow this to happen.</u>  4- They didn't speak to each other. <u><b>Rarely</b> did they speak to each other.</u>  5- She didn't look at me at the party. <u><b>Not once</b> did she look at me at the party.</u>  6- I can't forget about the incident when I sleep. <u><b>Only can</b> I forget about the incident when I sleep.</u>  7- The shop hadn't opened its doors when it went bankrupt. <u><b>No sooner</b> had the shop opened its doors when it went bankrupt.</u>
Rarely	نادرا	
Never	اطلاقا	
At no time	يستحيل ان	
Not once	ولا مرة	
Hardly	نادرا جدا ان يحدث.....الا عندما	
Barely		
Scarcely		
وغالبا تستخدم مع		
Past perfect وترتبط مع		
When		
Under no circumstances	تحت أي ظرف من الظروف	
In no way	يستحيل أن	
No sooner .....than	وما هي إلا لحظات	
Past Perfect غالبا تستخدم مع		
Little did ..... (know / imagine/ realise)	قلما	
ودائما ترتبط مع		
Did		
Not only ....but also	ليس فقط ... ولكن	
Only when ... / Only ..... when	فقط عندما	



**1-The story was false, but it went viral.**

- A. Not only the story went viral, but it was also false.
- B. Not only was the story false, but it went viral.
- C. Not only did the story go viral, but it wasn't false.
- D. Not only was the story viral, but it was true.

**2-I have never heard such a heart-warming story.**

- A. Seldom have I heard such a heart-warming story.
- B. Seldom I hear such a heart-warming story.
- C. Seldom I heard such heart-warming stories.
- D. Seldom had I heard a story so heart-warming.

**4-He didn't realise the problems he'd caused.**

- A. Little did he realise the problems he'd caused.
- B. Little he realises the problems he causes.
- C. Little does he realise the problem he caused.
- D. Little did he know about the problems he'd caused.

**5-We revealed the truth and then we uncovered more lies.**

- A. No sooner we revealed the truth than we uncovered more lies.
- B. No sooner had we revealed the truth than we uncovered more lies.
- C. No sooner we had revealed the truth, we uncover lies.
- D. No sooner did we reveal the truth than lies were uncovered.

**6-You can never expose the truth.**

- A. Under no circumstances should the truth exposed.
- B. Under no circumstances you expose the truth.
- C. Under no circumstances can you expose the truth.
- D. Under no circumstances must the truth to be exposed.

**7-As well as winning the race, she also broke a world record.**

- A. Not only did she win the race, but she also broke a world record.
- B. Not only she won the race, but she broke a world record.
- C. Not only has she won the race, but she broke a world record.
- D. Not only was she winning the race, but she broke a world record.

**8-No sooner ..... dinner than he got up and left.**

- A. we eat                      B. had we eaten                      C. we had eaten                      D. has we eaten

**9-Scarcely ..... the newspaper when I saw a sensational story.**

- A. had I opened      B. I had opened                      C. I opened                      D. has I opened

10- ..... should you leave the building.

A. In some way B. Not only C. Under no circumstances D. Little does

11- ..... he run a marathon, but he did it alone!

A. Little did B. Not only did C. No sooner had D. Scarcely had

12- ..... she made the statement than she realised she had made a big mistake.

A. Little did B. Never have not I heard C. Scarcely had D. No sooner had

13- ..... he know what a lucky escape he had had.

A. Little did B. Not only did C. Scarcely had D. Never has I heard

14- ..... she started reading when she realised it was a hoax.

A. Never has B. No sooner had C. Little did D. Scarcely had

1. B	2. A	3.	4. A	5. B	6. C	7. A
8. B	9. A	10. C	11. B	12. D	13. A	14. D

في حالة عدم وجود فعل مساعد - نستخدم احد افعال

Do : when it is ( V1)

Does : when it is (V+s)

Did : when it is (V2)

1- He never wastes time.

**Hardly ever** does he waste time.

2- They rarely water the plants very often.

**Scarcely** do they water the plants .

3-I clicked on the headline and I knew it was fake.

A. Hardly did I click on the headline when I knew it was fake.

B. Hardly I click on the headline, I know it's fake.

C. Hardly did I know the headline was fake before I clicked it.

D. Hardly I knew the headline was fake after clicking.

## Unit Six – Vocabulary

The word	English meaning	Arabic meaning
excess	additional and not needed because there is already enough of something	فائض / زيادة
confined	very small and restricted, surrounded by walls.	محصور / محجوز
compact	small, but arranged so that everything fits neatly into the space available.	مدمج / متراص
densely populated	(In a city) having a lot of people living close together.	مكتظ بالسكان
cramped	not having enough space.	ضيق
medium-sized	neither small, nor large.	متوسط الحجم

1) What are some of the largest and most ..... cities in the world?

A. compact                      B. confined                      C. densely populated

2) How do you feel about being in a ..... space like a lift?

A. excess                      B. confined                      C. medium-sized

3) Would you describe your room as small, large or .....?

A. excess                      B. medium-sized                      C. densely populated

4) If you lived in a location where space was non-existent, which of your ..... items would you throw away? Say why.

A. excess                      B. compact                      C. confined

5) Is your room ..... enough to fit in a desk, bed and closet?

A. excess                      B. densely populated                      C. compact

6) Have you ever travelled in uncomfortable ..... conditions, with a lot of people on a bus or train?

A. medium-sized                      B. cramped                      C. excess

7) Comfortable, ..... room for rent in shared house with storage.

A. medium-sized                      B. confined                      C. cramped

1. C	2. B	3. B	4. A	5. C	6. B	7. A
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## Words and phrases to make comparing

The word	Alternatives
much / كثيرا	a lot / considerably / far / miles / significantly / way
a bit / قليلا	marginally / slightly
not nearly / بعيد كل البعد عن	nothing like / nowhere near
إنتبه إلى الكلمات التالية مع حروف الجر المصاحبة لها	
compared to / with	مقارنة بـ
in / by comparison	بالمقارنة مع
whereas	بينما
but	لكن

1) Summer in Singapore is **much** hotter than in England but only **a bit** hotter than in Egypt.

The words that could be replaced to the underlined ones are:

- A. slightly / way      B. considerably / slightly      C. a lot / nowhere near

2) Summer in England is **not nearly** as hot as in Singapore.

The word that could be replaced to the underlined ones is:

- A. miles      B. marginally      C. nowhere near

3) It's a lot colder in England in winter than in Jordan.

The sentence that has the same meaning as the one above is:

- A. It's significantly colder in England in winter than it is in Jordan.  
 B. It's considerably colder in Jordan in winter than it is in England.  
 C. It's slightly colder in England in winter than it is in Jordan.  
 D. It's marginally colder in England in winter than it is in Jordan.

4) I think Maths is slightly more difficult than Physics.

The sentence that has the same meaning as the one above is:

- A. I think Physics is significantly difficult than Maths.  
 B. I think Physics is marginally difficult than Maths.  
 C. I think Physics is nothing like easier than Maths.  
 D. I think Physics is marginally easier than Maths.

5) Singapore is very safe compared ..... other countries.

- A. from      B. but      C. with / to      D. by

6) Dubai is expensive ..... comparison with many countries.

- A. whereas      B. in / by      C. with / to      D. wherever

7) In Saudi Arabia, the temperatures are high during the day ..... during the night they are very low.

- A. wherever      B. whereas      C. but      D. B + C

1. B	2. C	3. A	4. D	5. C	6. B	7. D
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## Phrases

The Phrase	Arabic meaning
on the move	في وضع إنتقال
home comforts	وسائل راحة في المنزل
work remotely	العمل عن بعد
put down roots	يستقر في مكان محدد
co-working space	مساحة عمل مشتركة
settle down	يستقر
tied down to one place	مقيد في مكان محدد
digital nomad	الرحالة الرقمي / العامل عن بعد

*Choose the correct answer from those given to each of the following sentences:*

- Does the idea of a life \_\_\_\_\_ appeal to you?  
A) on the move      B) work remotely      C) co-working space
- Would you prefer to \_\_\_\_\_ or in a company office?  
A) home comforts      B) work remotely      C) put down roots
- Would you prefer to work from home or in a \_\_\_\_\_?  
A) settle down      B) home comforts      C) co-working space
- If you became a digital nomad, which of your \_\_\_\_\_ would you miss the most?  
A) digital nomad      B) tied down to one place      C) home comforts
- What do you think is a suitable age to \_\_\_\_\_ and get a job?  
A) settle down      B) on the move      C) co-working space
- If you had to move to another country, what would help you to \_\_\_\_\_ in the new place?  
A) digital nomad      B) put down roots      C) on the move
- Why do you think some people hate being \_\_\_\_\_? Why do they prefer a nomadic lifestyle?  
A) co-working space      B) tied down to one place      C) home comforts

1. A	2. B	3. C	4. C	5. A	6. B	7. B
------	------	------	------	------	------	------

## Phrasal verbs

A phrasal verb is made up of a verb and a particle (adverb or preposition)

الفعل المركب يتكون من فعل وأداة (ظرف أو حرف جر)

separable phrasal verbs أفعال مركبة يمكن فصلها

wipe down	يمسح / ينظف
wipe off	يزيل
switch off	يطفئ
switch on	يشغل
mop up	يمسح السوائل
do up	يرتب
sweep up	يكنس
clear up	ينظف
carry out	ينفذ
pick up	يلتقط

inseparable phrasal verbs أفعال مركبة لا يمكن فصلها

deal with	يتعامل مع
go with	يذهب مع
keep up with	يتماشى مع
come across	يجد / يصادف
run out of	نفد / إنتهى
smash into	يصدم بشدة / يتحطم
get rid of	يتخلص من

Verbs that have the same meaning

do up	decorate	يرتب / يجدد
get rid of	remove	يتخلص من
change	replace	يبدل
repair / fix	mend	يصّاح

1) I came across this ring when I was vacuuming.

The sentence that has the same meaning as the one above is:

- A. I came it across when I was vacuuming.
- B. I came this across when I was vacuuming.
- C. I came across it when I was vacuuming.

2) Get rid of these empty bottles, please.

The sentence that has the same meaning as the one above is:

- A. Get rid them of, please.
- B. Get them rid of, please.
- C. Get rid of them, please.

3) Can you pick up the fork, please?

The sentence that has the same meaning as the one above is:

- A. Can you pick up it, please?
- B. Can you pick it up, please?
- C. Can you it pick up, please?

4) They can't deal with stress.

The sentence that has the same meaning as the one above is:

- A. They can't deal it with.
- B. They can't deal with it.
- C. They can't it deal with.

5) I'm bored with my bedroom now, I'm planning to .....

- A) map it up
- B) mend it
- C) do it up
- D) sweep it up

6) Which order of the following phrasal verbs is **NOT** correct:

- A) I'll wipe down the table
- B) I'll wipe the table down
- B) I'll wipe it down
- D) I'll wipe down it

7) change a bulb? The verb which has the same meaning as the underlined one is:

- A. mend
- B. fix
- C. replace
- D. remove

8) remove a carpet stain? The phrasal verb which has the same meaning as the underlined one is:

- A. get rid of
- B. do up
- C. smash into
- D. come across

9) fix a leaking pipe? The verb which has the same meaning as the underlined one is:

- A. decorate
- B. remove
- C. replace
- D. mend

10) repair a flat tyre? The verb which has the same meaning as the underlined one is:

- A. decorate
- B. mend
- C. replace
- D. remove

11) Have you ever helped to decorate a house?

The phrasal verb which has the same meaning as the underlined one is:

- A. get rid of
- B. do up
- C. smash into
- D. run out of

12) Remember to switch off the electricity before you ..... a light bulb.

- A. decorate
- B. repair
- C. replace
- D. fix

13) Please don't spill blackcurrant juice on anything as it's impossible to ..... the stains.

- A. break down
- B. mend
- C. do up
- D. get rid of



14) Why ..... a perfectly good lamp when you could easily mend it?

A. get rid of                      B. do up                      C. come across

15) Osama knows how to ..... simple electric appliances like toasters and kettles.

A. mop up                      B. mend                      C. replace

16) The lock on the downstairs bathroom door is broken. .... the broken lock.

A. Fix/ Mend / Replace                      B. Clear up                      C. Switch on

17) The old BBQ in the back garden is really dirty and needs to be wiped ..... Plus, one of its legs is broken and needs to be fixed / mended / repaired if possible.

A. down                      B. out                      C. up

18) Can you ..... this light bulb, please? This one's stopped working.

A. sweep up                      B. change                      C. repair

1. C	2. C	3. B	4. B	5. C	6. D	7. C	8. A	9. D	10. B
11. B	12. C	13. D	14. A	15. B	16. A	17. A	18. B		

### Vocabulary (household problems & solution)

#### Problems

tangled leads	أسلاك متشابكة
tangled ropes	حبال متشابكة
shattered glass	زجاج مكسور
clothes which have shrunk	تقلص الملابس
scratched screen	شاشة مخدوشة

#### words relate to house

dishcloth	فوطه جلي
soak	ينقع / يتشرب
masking tape	شريط لاصق
label	يضع ملصق
dustpan and brush	مجروود وفرشاة
stain	بقعة
carpet stain	بقعة على السجاد
blocked	مغلق
change a bulb	تغير لمبة
decorate a room	تزين أو تجديد الغرفة
leaking pipe	ماسورة مكسورة أو يتسرب
Puddle	مستنقع صغير
flat tyre	إطار سيارة متقوب أو مفرغ من الهواء

- 1) We're doing up my bedroom and we need some ..... so we can paint straight lines.  
A. leaking pipe      B. change a bulb      C. masking tape
- 2) When you've finished making your lunch, take the ..... and wipe down the kitchen surfaces.  
A. blocked      B. dishcloth      C. puddle
- 3) The best way to deal with with stains and tough patches of dirt is to ..... the item of clothing in lots of warm water and soap.  
A. soak      B. tangled      C. label
- 4) I came across this jar in the bottom of the freezer, but I'm not sure what's in it because I forgot to ..... it.  
A. soak      B. stain      C. label
- 5) You need a ..... to sweep up that shattered glass.  
A. dustpan and brush      B. dishcloth      C. puddle
- 6) Oh no! There's a ..... on the new carpet. I hope I can remove it.  
A. soak      B. stain      C. label
- 7) All the leads behind the TV are .....  
A. scratched      B. tangled      C. blocked
- 8) The fishermen spent the morning trying to undo the tangled .....  
a if you wash it at 90 degrees!  
b and left glass on the floor.  
c scratched as this, it's very difficult to make out any messages or pictures.  
d ropes of their nets.
- 9) During the storm, our windows shattered .....  
a if you wash it at 90 degrees!  
b and left glass on the floor.  
c scratched as this, it's very difficult to make out any messages or pictures.  
d ropes of their nets.
- 11) Once the screen on your phone becomes as .....  
a if you wash it at 90 degrees!  
b and left glass on the floor.  
c scratched as this, it's very difficult to make out any messages or pictures.  
d ropes of their nets.

1. C	2. B	3. A	4. C	5. A	6. B	7. B	8. D	9. B	10. C
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## Modal & related verbs

### Obligation and necessity الإلزام والضرورة

<p><b>must</b> يجب</p>	<p>* We use <i>must</i> to talk about what is right or necessary. There is no choice  <i>must</i> للحديث عن الأشياء التي يجب فعلها لأنها ضرورية  نستخدم  وليس لدينا خيار آخر</p> <p>* <i>must</i> is used to show it comes from the speaker.  A common modifier with this form is <i>really</i>  تستخدم <i>must</i> للتعبير بأن الأمر يأتي من المتحدث ومن المحددات الشائعة تأتي معها هي كلمة <i>really</i></p>	<p>- A good lifeguard <b>must</b> be an excellent swimmer.</p> <p>- Your friend <b>really must</b> study harder. (= this is my idea – I want him to do it)</p>
<p><b>have to</b> <b>have got to</b> <b>has to</b> <b>had to</b>  يجب أن</p>	<p>* <i>Have to</i> is very similar to <i>must</i>.  It can be used in all tenses:  تعتبر <i>have to</i> مشابهة تماماً لـ <i>must</i> ويمكن إستخدامها في جميع الأزمنة</p> <p>* <i>Have to/ have got to</i> are often used to indicate that the obligation is from somebody else or from outside  غالبا تستخدم <i>have to / have got to</i> للإشارة إلى الأمر من شخص آخر أو من مصدر خارجي</p>	<p>- I <b>had to</b> wear braces for two years.</p> <p>- You will <b>have to</b> keep this a secret.</p> <p>- My friend <b>has to</b> study harder. (= there is an external reason – perhaps a teacher has told him this)</p>
<p><b>need to</b> يحتاج إلى</p>	<p>* The verb <i>need</i> is used as a main verb (not an auxiliary)  تستخدم <i>need to</i> كفعل رئيسي ولن تكون فعل مساعد</p>	<p>- He <b>needs</b> to be courageous.</p>

### Related Verbs

<p><b>be required to</b> مطلوب منه <b>be obliged to</b> مجبور على</p>	<p>* We use verbs like <i>be required to / be obliged to</i> in all tenses to refer to an ‘outside authority’ that gives orders or sets rules.  تستخدم <i>be required to / be obliged to</i> في جميع الأزمنة وتعود إلى سلطات خارجية بإعطاء الأوامر والقوانين</p>	<p>- He <b>was required to</b> get proper qualifications.</p> <p>- We <b>are obliged to</b> come to school on time.</p>
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### No obligation / No necessity ليس من الضروري / ليس إلزامياً

<p><b>don't have to</b> <b>doesn't have to</b> <b>don't need to</b> (<i>needn't</i>)</p>	<p>* We use <i>don't have to</i> and <i>needn't</i> to mean ‘it isn't necessary’  تستخدم بمعنى ليس من الضروري</p>	<p>- He <b>doesn't have to</b> work today.</p> <p>- Pupils <b>don't need to/needn't</b> do this.</p>
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### Related Verbs

<p><b>be not required to</b> ليس مطلوب منه <b>be not obliged to</b> غير مجبور على</p>	<p>- Human divers <b>are not required to</b> do the job.</p> <p>- Actors <b>are not obliged to</b> be glamorous.</p>	
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## Duty and advice // الواجب والنصيحة

<p><i>should / shouldn't</i> لا يجب / يجب</p> <p><i>ought to/ oughtn't to</i> لا ينبغي / ينبغي</p>	<p>* We use <i>should/shouldn't, ought to / oughtn't to</i> to give our opinion or advice. تستخدم للتعبير عن الرأي أو النصائح</p> <p>* A common modifier with this form is <i>really</i>: من المحددات الشائعة معها كلمة <i>really</i></p>	<p>- Animals <i>shouldn't</i> suffer like this.</p> <p>- You <i>really ought to</i> be an expert. يمكن استخدام <i>need to / have to</i> مع <i>duty &amp; advice</i></p> <p>- You <i>have to</i> make your bed at a youth hostel.</p>
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## Related Verbs

<p><i>be supposed to</i> من المفترض</p>	<p>* We use <i>be supposed to</i> to talk about what <i>should/shouldn't</i> happen according to rules or according to what is generally expected. تستخدم للتحدث عن ما يجب/لا يجب أن يحدث وفقاً للقواعد أو وفقاً لما هو متوقع عموماً</p>	<p>- Animals <i>are not supposed to</i> suffer like this.</p>
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## Ability / lack of ability / القدرة / عدم القدرة

<p><i>can / can't</i> <i>could / couldn't</i> يستطيع / لا يستطيع</p> <p><i>be able to</i> يقدر على</p>	<p>* We use <i>can/can't</i> and <i>could/couldn't</i> to describe ability or lack of ability. تستخدم لوصف القدرة وعدم القدرة</p> <p>* To describe the completion of a specific action in the past, we use <i>be able to</i>. للتعبير عن إتمام فعل معين في الماضي</p> <p>* In negative sentences both <i>be able to</i> and <i>could</i> are possible: في الجمل المنفية يمكن استخدام <i>be able to / could</i></p>	<p>- He <i>could</i> play chess better than anyone I knew.</p> <p>- Hamzah <i>wasn't able to/couldn't</i> visit us last week, but he <i>was able to</i> (NOT <i>could</i>) phone.</p>
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## Related Verbs

<p><i>managed to</i> تمكن من</p> <p><i>succeeded in</i> نجح في</p>	<p>- The police <i>managed to</i> find the child in time.</p> <p>- He <i>succeeded in</i> persuading her to help.</p>	<p>Note: For ability on a specific occasion, we use <i>be able/managed to</i> (NOT <i>could</i>), e.g. <i>My parents were able to/managed to find a nice apartment.</i> NOT <i>My parents could find a nice apartment.</i></p>
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## Permission // الإذن / السماح

<p><i>can / could / couldn't</i> يستطيع / لا يستطيع</p> <p><i>may</i></p>	<p>* We use <i>can/could</i> to ask for and give permission تستخدم لطلب الإذن ومنحه</p>	<p>- <i>Can/Could</i> I ask you a question?</p> <p>- I <i>couldn't</i> stay out late when I was younger.</p> <p>- <i>May</i> I pay the rent with a credit card?</p>
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## Related Verbs

<p><i>be allowed to</i> <i>be permitted to</i> يسمح</p>	<p>- Why <i>has</i> pollution of the beach <i>been allowed</i>?</p> <p>- We <i>are permitted to</i> enter the lab.</p>	
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### Prohibition // المنع

<i>mustn't / can't</i> <i>couldn't / may not</i> لا يجب / لا يمكن	* We use <i>mustn't</i> , <i>can't</i> and <i>couldn't</i> to say that something is not permitted. تستخدم لقول أن الشيء ممنوع	- People <i>can't</i> park their cars here. - Customers <i>may not</i> park here
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### Related Verbs

<i>be not allowed to</i> <i>be not permitted to</i> غير مسموح <i>be forbidden to</i> ممنوع من	- Students <i>are not allowed to</i> go there. - We <i>were forbidden to</i> use the Internet in the office.
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### Possibility // الإمكانية

<i>can</i> يمكن	* We use <i>can</i> to talk about things which are generally possible تستخدم للحديث عن الأشياء التي يمكن حدوثها بشكل عام	- It <i>can</i> rain heavily in winter.
<i>could / might</i> من المحتمل	* We use <i>could/might</i> to say that a specific thing is possibly true تستخدم لقول أن شيء محدد ربما يكون صحيحا	- There <i>could/might</i> be life on other planets
<i>might</i> من المحتمل	* We use <i>might</i> to talk about an uncertain future intention تستخدم للحديث عن نية في المستقبل وغير مؤكدة	- We <i>might</i> go for a meal later.

### Related Verbs

<i>be likely to</i> من المحتمل <i>be bound to</i> <i>be sure to</i> من المؤكد	- This film <i>is likely to</i> win a number of Oscars. - It's a very difficult test. Some people <i>are bound to</i> (are sure to) fail this test.
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1) I've ..... in making quite a few friends.

- A. managed      B. succeeded      C. supposed      D. allowed

2) Obviously, we're ..... to have an adult with us.

- A. not required      B. succeeded      C. require      D. required

3) It's ..... to chew gum in the class.

- A. forbidden      B. succeeded      C. permitted      D. managed

4) At home, I'm not ..... to stay out after 10 p.m.

- A. forbidden      B. succeeded      C. permitted      D. managed

5) Alia ..... pass her driving test.

- A. was able to      B. were able to      C. could      D. are able to

6) Huda ..... speak four languages.

- A. was able to      B. could      C. were able to      D. A+B

7) My cousin didn't want to move to Germany at first, but his parents ..... persuade him.

- A. was able to      B. managed to      C. could      D. are able to

8) Unfortunately, we ..... see the new flat because they'd lost the key.

- A. wasn't able to      B. weren't able to      C. isn't able to      D. aren't able to

9) Good news! Grandma ..... come next weekend.

- A. will be able to      B. was able to      C. would be able to      D. were able to

10) We ..... pay for the garage; it was for free.

- A. does have to      B. do have to      C. don't have to      D. didn't have to

11) We ..... call the plumber. I can't fix this leaking pipe myself.

- A. have to      B. ought to      C. mustn't      D. A+B

12) Luckily, I ..... make new friends quickly at university.

- A. managed to      B. was able to      C. mustn't      D. A+B

13) You are ..... work unless you have a visa.

- A. not allowed to      B. not permitted to      C. A+B      D. not obliged to

14) Guests ..... leave all areas clean and tidy after use. No exceptions!

- A. couldn't      B. can't      C. must      D. may

15) Animals are not ..... in the hostel.

- A. allowed      B. permitted      C. managed      D. A+B

16) Guests ..... leave food behind when they check out of the hostel.

- A. mustn't      B. must      C. have to      D. has to

17) You should recycle your rubbish.

The sentence that has the same meaning as the one above is:

- A. You are supposed to recycle your rubbish.  
B. You are forbidden to recycle your rubbish.  
C. You can't recycle your rubbish.

1. B	2. D	3. A	4. C	5. A	6. B	7. B	8. B	9. A	10. D
11. D	12. D	13. C	14. C	15. D	16. A	17. A			

Mr. Noubani



## Articles

### The indefinite article (a/an)

1	<p>We use <i>a/an</i> with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because: it is one of many of the same class.</p> <p>نستخدم <i>a / an</i> مع الاسم المفردة المعدودة عندما لا يعرف المستمع ما هو الشيء المحدد الذي يتم الإشارة إليه / أو لا يهم من هو / لأنه واحد من العديد من نفس النوع</p>	<p>- a job - an apple - a man</p>
2	<p>We use <i>a / an</i> when we mention a person or thing for the first time:</p> <p>تستخدم عند ذكر شخص أو شيء لأول مرة</p>	<p>- I'm reading a really good article.</p>
3	<p>We use <i>a / an</i> with specific jobs</p> <p>تستخدم مع وظائف محددة</p>	<p>- a teacher - an engineer</p>

### The definite article (the)

1	<p>We use <i>the</i> (with any noun) when it is known which particular item is being referred to. This is because the thing/person:</p> <p>نستخدم <i>the</i> عندما يكون الاسم الذي نتحدث عنه معروفاً. وذلك بسبب:</p> <p>A. was mentioned before: عند ذكر الاسم للمرة الثانية</p> <p>B. is unique: عندما يكون الاسم فريداً من نوعه (واحد بالعالم)</p> <p>C. is defined specifically by the words that follow: تستخدم قبل الاسم إذا تم تحديده بشكل دقيق بالكلمات التي تليه</p>	<p>A. I'm reading a really good article. The article talks about ...</p> <p>B. Half of the population live in the capital.</p> <p>C. My grandmother is still the head of the family.</p>
2	<p>We use <i>(the)</i> with superlatives:</p> <p>تستخدم مع صيغ التفضيل</p>	<p>- The largest city in Jordan is ...</p>
3	<p>We use <i>(the)</i> with superlatives (when identifying one of a pair):</p> <p>تستخدم مع صيغ المقارنة (لتعريف واحد من اثنين)</p>	<p>- I have two sisters. The older sister lives in Egypt.</p>
4	<p>We use <i>(the)</i> with ordinal numbers:</p> <p>تستخدم مع الأعداد الترتيبية</p>	<p>- The first time I went there was in 2018.</p>
5	<p>We use <i>(the)</i> with decades, centuries:</p> <p>تستخدم مع العقود والقرون</p>	<p>- in the 1950s - in the 18th century.</p>
6	<p>We use <i>(the)</i> with names of some places like:</p>	<p>the USA / the Uk the UAE / the Hague</p>
7	<p>We use <i>(the)</i> with seasons:</p> <p>تستخدم مع فصول السنة</p>	<p>- the summer / the winter the autumn / the spring</p>
8	<p>We use <i>(the)</i> with names of mountains, ranges, oceans and rivers:</p> <p>تستخدم مع أسماء الجبال والسلاسل الجبلية والمحيطات والأنهار</p>	<p>- the Himalayas / the Amazon river the Nile / the Pacific Ocean/ the Alps the Atlantic / the mount Everest</p>
9	<p>We use <i>(the)</i> with group of people:</p> <p>تستخدم للحديث عن مجموعة من الناس</p>	<p>- the British people - the elderly people</p>

### Zero article (Ø)

1	We use no article with plural and uncountable nouns when we make general statements: لا نستخدم أي من أدوات التعريف والتذكير مع أسماء الجمع أو الأسماء الغير معدودة عند تقديم عبارات عامة	- Life was very hard and over one million people emigrated.
2	We use no article with words like .... when we are talking about their purpose as an institution لا نستخدم أي من أدوات التعريف والتذكير مع الكلمات التالية: <i>prison, hospital, school, college</i> وعندما يكون الحديث عن الهدف منها كأماكن ومؤسسات	- I go to school every day. He's been in hospital for two weeks now.
3	We use zero article with most place names: (exceptions: <i>the USA, the UK, the UAE, the Hague</i> ) لا نستخدم أي من أدوات التعريف والتذكير مع أسماء الأماكن ما عدا ما تم ذكره	- Jordan - Egypt - London
4	We use zero article with the names of people: لا نستخدم أي من أدوات التعريف والتذكير مع أسماء الأشخاص	- Adam - Maria
5	We use zero article with regions in the world: لا نستخدم أي من أدوات التعريف مع أسماء المناطق	- Africa - Petra

1) I live in ..... a flat near ..... city center in Amman.

- A. a / an                      B. a / the                      C. a / (Ø)                      D. a / a

2) I have ..... dream of climbing ..... Jabal Um ad Dami.

- A. the / the                      B. a / the                      C. a / (Ø)                      D. a / a

3) I prefer ..... mountains to the sea.

- A. the                      B. (Ø) no article                      C. a                      D. A+B

4) I once went to ..... hospital for operation.

- A. (Ø)                      B. a                      C. an                      D. the

5) I live near ..... River Thames which flows through London.

- A. (Ø)                      B. a                      C. an                      D. the

6) Have you ever been to ..... United Arab Emirates or ..... Egypt?

- A. (Ø) / the                      B. a / an                      C. the / (Ø)                      D. the / a

7) You should spend less on ..... clothes and more on the healthy food.

- A. (Ø)                      B. a                      C. an                      D. the

8) I love ..... hot drinks like ..... tea or coffee.

- A. (Ø) / the                      B. (Ø) / (Ø)                      C. the / the                      D. a / a

9) If I could live anywhere, I would definitely choose ..... Amman.

- A. (ø)                      B. a                      C. an                      D. the

10) ..... moon shone down on ..... Wadi Rum that night.

- A. (ø) / the                      B. (ø) / (ø)                      C. the / (ø)                      D. a / a

11) ..... Egyptian pyramids are a very popular tourist attraction.

- A. (ø)                      B. a                      C. an                      D. the

12) ..... sea in the Caribbean is the bluest sea I've seen since I was in ..... Thailand.

- A. (ø) / the                      B. the / (ø)                      C. a / the                      D. a / a

13) ..... fastest way to get to Amman is to fly directly into ..... Queen Alia International Airport.

- A. (ø) / the                      B. the / (ø)                      C. the / a                      D. the / the

14) Spending time in ..... hospital is especially difficult for children.

- A. (ø) / the                      B. the / (ø)

15) ..... hospital is an important landmark in our town.

- A. (ø) / the                      B. the / (ø)

16) Fadi always loved ..... school.

- A. (ø) / the                      B. the / (ø)

17) Ali walks past ..... school every day.

- A. (ø) / the                      B. the / (ø)

1. B	2. C	3. D	4. A	5. D	6. C	7. A	8. B	9. A	10. C
11. D	12. B	13. B	14. A	15. B	16. A	17. B	18.	19.	20.

## الكلام المنقول / الكلام الغير مباشر Reported Speech / Indirect Speech

When we report what people said, we:

move the original verb 'one tense back', except for the Past Perfect and modal verbs, and change pronouns as necessary:

عندما ننقل ما قاله الناس فإنه يتم الرجوع بزمن الفعل "خطوة للخلف" باستثناء الماضي التام وبعض أفعال modals مع تحويل الضمائر عند الضرورة.

*'I've found you a new phone.'*

*He told me (that) he had found me a new phone.*

للتحول من الكلام المباشر إلى الكلام الغير مباشر اتبع الخطوات التالية:  
1. يجب تغيير زمن الجملة.

Direct Speech	Indirect Speech
<b>Simple Present</b> V.1 / V.1 + s / es / ies	<b>Simple past</b> V.2
<b>Present continuous</b> Is Am + V. ing Are	<b>Past continuous</b> Was Were + V. ing
<b>Present perfect</b> Have Has + V.3	<b>Past perfect</b> Had + V.3
<b>Present perfect continuous</b> Have Has + been + V. ing	<b>Past perfect continuous</b> Had + been + V. ing
<b>Simple past</b> V.2	<b>Past perfect</b> Had + V.3
<b>Past continuous</b> Was Were + V. ing	<b>Past perfect continuous</b> Had + been + V. ing
<b>Past Perfect</b> Had + V.3	<b>Past perfect</b> Had + V.3
<b>Modals</b>	
will can shall may must mustn't am / is / are going to	would could should might must or had to mustn't / didn't have to was / were going to
other modal verbs do not change	

## 2. تحويل الضمائر كما يلي:

<b>I</b> he she	<b>Me</b> him her	<b>My</b> his her	<b>Mine</b> his hers	<b>Myself</b> himself herself
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<b>WE</b> they	<b>Us</b> them	<b>Our</b> their	<b>Ours</b> theirs	<b>Ourselves</b> them selves
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<b>You</b>	<b>You</b>	<b>Your</b>	<b>Yours</b>	<b>Yourself</b>
I	me	my	mine	myself
he	him	his	his	himself
she	her	her	hers	herself
we	us	our	ours	ourselves
they	them	their	theirs	them selves

## 3. تحويل ظروف الزمان والمكان كما يلي:

<b>Direct Speech</b>	<b>Indirect Speech</b>
this (in time expressions)	that
this / that (this / that car)	the (car) شيء مادي
these	those
here (place)	there
today	that day
tonight	that night
yesterday	the day before
tomorrow	the day after
tomorrow (morning)	the following (morning)
at the moment	at that moment
last (week)	the (week) before / the previous week
next (week)	the (week) after
now (time)	then
ago	before

## Basic Rules

### تحويل الجمل المثبتة

When we report what people said, we use *say (that)* or *tell + object (that)*:

عندما ننقل ما قاله الناس نستخدم *say (that)* or *tell + object (that)*

*"I will come"*

*He said (that) / told me he would come.*

### تحويل جمل الأمر

When we report what people said, we use *tell + object + (not) + infinitive* to report commands:

عندما ننقل ما قاله الناس في جمل الأمر نستخدم *tell + object + (not) + infinitive*

*"Meet me here today"*

*He told me to meet him there that day.*

### تحويل جمل الطلب

When we report what people said, we use *ask + object + (not) + infinitive* to report requests:

عندما ننقل ما قاله الناس في جمل الطلب نستخدم *ask + object + (not) + infinitive*

*"Buy the fish"*

*He asked me to buy the fish.*

1. "They have been trying to find the answer to the maths problem."

She said \_\_\_\_\_.

2. "We and a few other friends had a meeting last week."

They say \_\_\_\_\_.

3. "Stop what you are doing right now!"

She ordered us \_\_\_\_\_.

4. "It has been a successful day at work today."

They said \_\_\_\_\_.

### Answers

1. (that) they had been trying to find the answer to the maths problem
2. (that) they and a few other friends had a meeting last week
3. to stop what we were doing right then
4. (that) it had been a successful day at work (that day)

## تحويل أسئلة Yes or No

هي الأسئلة التي تبدأ بفعل مساعد

يصبح ترتيب الكلمات جملة مثبتة وليست سؤالاً

The word order becomes a statement:

*A. Subject + asked + (object) + if / whether for yes/ no questions.*

*"Does the train leave early?"*

*He asked me if / whether the train left early.*

*"Can you write?"*

*He asked (me) if / whether I could write.*

*"Could you buy the fish?"*

*He asked me if / whether I could buy the fish. // or He asked me to buy the fish.*

*B. Subject + wanted to know + if / whether for yes/ no questions.*

*"Were you at the meeting yesterday?"*

*She wanted to know if I had been at the meeting the day before.*

## تحويل أسئلة - WH

هي الأسئلة التي تبدأ بأداة سؤال

يصبح ترتيب الكلمات جملة مثبتة وليست سؤالاً

The word order becomes a statement:

*A. asked + object + WH question + subject ..... .*

*"Why are you leaving early?"*

*He asked us why we were leaving early.*

*B. wanted to know + WH question ..... .*

*"How could I get to the lecture theatre?"*

*He wanted to know how he could get to the lecture theatre.*



*Complete the reported questions. Only change the tenses if necessary.*

1. 'Why are you leaving early?'

He asked us \_\_\_\_\_.

2. 'Were you at the meeting yesterday?'

She wanted to know if I \_\_\_\_\_.

3. 'What will you be asking for?'

She's just asked us \_\_\_\_\_.

4. 'How many people went to the meeting last week?'

He asked how many people \_\_\_\_\_.

5. 'How long have you all been preparing the dinner?'

He wanted to know \_\_\_\_\_ dinner.

6. 'Are you hopeful the meeting will be successful?'

She often asks me \_\_\_\_\_.

7. 'Could I ask you a few questions here and now?'

He asked \_\_\_\_\_.

#### Answers

1 why we were leaving early.

2 had been at the meeting the day before

3 what we will be asking for

4 had gone to the meeting the week before

5 how long we had all been preparing the

6 if I am hopeful the meeting will be successful

7 if he could ask me a few questions there and then

التحويل العكسي (من كلام منقول إلى كلام مباشر)

1. إرجاع الضمائر حسب المتكلم أو المخاطب.
2. تقديم الفعل خطوة للأمام (من ماضي إلى مضارع)
3. إرجاع الظروف الزمنية والمكانية إلى طبعتها قبل التحويل

Anas said that he was going to the party that night.

*"I am going to the party tonight"*

The reporter said that in today's programme, they would look at some of the amazing things that different charities were doing.

*"In today's programme, we will look at some of the amazing things that different charities are doing"*

The professor told us to remember 90% of the world's natural disaster were related to water.

*"Remember 90% of the world's natural disaster are related to water"*

1. The professor said that others had to wash in rivers because they didn't have clean water in their houses to have a bath or shower.

*"Others \_\_\_\_\_."*

2. The reporter asked how the charity could help these people.

*"So how \_\_\_\_\_?"*

3. The professor said that dirty water had mixed with clean water and that had made people ill.

*"Dirty water \_\_\_\_\_."*

4. The reporter said that he could see the charity really should make a difference to people's lives.

*"I \_\_\_\_\_."*

5. He asked us whether we believed the weather was getting hotter.

*"\_\_\_\_\_"*

#### Answers

- 1 have to wash in rivers because they don't have clean water in their houses to have a bath or shower.
- 2 can the charity help these people?
- 3 mixed with clean water and this made people ill.
- 4 can see the charity really should make a difference to people's lives.
- 5 "Do you believe the weather is getting hotter"

It is not necessary to change verbs when:

- we use a Present Simple/Present Perfect reporting verb:

*He says/has said he'll be back next week.*

- the statement is reported soon after it was said so the situation is still relevant:

*He said he'll be back next week. (It's the same week.)*

- the reporter believes that the fact/opinion is still true:

*Dad said he is very happy.*

### Examples:

1. We do NOT change direct speech into reported speech when the reporting verb is in the present tense.  
"He says it's really important to help all the villages in the area."
2. We may choose NOT to change direct speech when the action is still happening or is going to happen.  
"He said he's going to do the same at another village next week as well."
3. We may also choose NOT to change when the direct speech describes a general truth or fact.  
"He says he's really determined to make the project work."

1. The police officers \_\_\_\_\_ me whether I was 18 years old.

A) asked                      B) told                      C) said

2. The security guard \_\_\_\_\_ us not to enter the building.

A) asked                      B) told                      C) said

3. The firefighters \_\_\_\_\_ we had to stay behind the barriers.

A) asked                      B) told                      C) said

4. The conductor \_\_\_\_\_ if he could see our tickets.

A) asked                      B) told                      C) said

5. The driving instructor \_\_\_\_\_ you that you needed to slow down.

A) asked                      B) told                      C) said

6. 'People are getting really upset about the issue.'

A) She said that people were getting really upset about the issue.

B) She said that people are getting really upset about the issue.

C) She said that people were got really upset about the issue.

7. 'This conference is amazing.'

A) She says that this conference was amazing.

B) She says that this conference is amazing.

C) She says that this conference has amazing.

8. 'I love helping other people.'

A) She said that she loves helping other people.

B) She said that she loved helping other people.

C) A+B

9. 'The conference has been a great success.'

A) She says that the conference is a great success.

B) She says that the conference was a great success.

C) She says that the conference has been a great success.

10) 'The report the newspaper published yesterday has caused a lot of discussion'.

A) Mr Bager said (that) the report the newspaper published the day before had caused a lot of discussion.

B) Mr Bager said (that) the report the newspaper published the day before has caused a lot of discussion.

C) Mr Bager said (that) the report the newspaper published the following day had caused a lot of discussion.

11) 'Don't block the doors of the building!'

A) We ordered them not to block the doors of the building.

B) We ordered them to block the doors of the building.

C) We ordered them block the doors of the building.

12) 'Why can't you listen to what we are saying?'

A) He asked us why can't we listen to what they are saying.

B) He asked us why couldn't we listen to what they were saying.

C) He asked us why couldn't they listen to what they were saying.

13) ‘Everyone who has taken part in the beach clean-up today will come back next week.’

A) We told the journalists that everyone who had taken part in the beach clean-up today would come back next week.

B) We told the journalists that everyone who took part in the beach clean-up today would come back the following week.

C) We told the journalists that everyone who had taken part in the beach clean-up today would come back the following week.

14) ‘We are going to be at the meeting this afternoon.’

A) They said that they were going to be at the meeting that afternoon.

B) They said that they are going to be at the meeting this afternoon.

C) They said that they had been going to be at the meeting that afternoon.

15) The reporter said that in today’s programme, they would look at some of the amazing things that different charities were doing.

**The direct speech of the above sentence is:**

A. “In today’s programme, we would look at some of the amazing things that different charities are doing”

B. “In today’s programme, we would look at some of the amazing things that different charities were doing”

C. “In today’s programme, we will look at some of the amazing things that different charities had been doing”

D. “In today’s programme, we will look at some of the amazing things that different charities are doing”

16) The reporter asked how the charity could help these people.

**The correct direct speech of the above sentence is:**

A) “So how could the charity help these people?”

B) “So how the charity could help these people?”

C) “So how can the charity help these people?”

D) “So how the charity can help these people?”

1. A	2. B	3. C	4. A	5. B	6. A	7. B	8. C
9. C	10. A	11. A	12. B	13. C	14. A	15. D	16. C

## Reporting Verbs

يوافق	agree	that .....
		(not) to + infinitive
يشتكي	complain	that .....
ينكر	deny	that ....
		(not) gerund / ing
يصر	insist	that
يصر على	insist on	(not) gerund / ing
		object + gerund / ing
يوعد	promise	that .....
		object + that ...
		(not) to + infinitive
يوصي	recommend	that .....
		(not) gerund / ing
يندم	regret	that ...
		(not) to + infinitive
		(not) gerund / ing
يوضح	explain	that ....
يعترف	admit	that ....
		(not) gerund / ing
يقترح	suggest	that .....
		(not) gerund / ing
يفترض	propose	that .....
ينصح	advise	object + that .....
		object + (not) to + infinitive
		(not) gerund / ing
يقنع	persuade	object + that ....
		object + (not) to + infinitive

يذكر	remind	object + that .... object + (not) to + infinitive
يحذر	warn	object + that .... object + (not) to + infinitive object + against / about + (not) gerund / ing
يقرر	decide	(not) to + infinitive
يرفض	refuse	(not) to + infinitive
يهدد	threaten	(not) to + infinitive
يقدم	offer	(not) to + infinitive
يسأل / يطلب	ask	object + (not) to + infinitive
يدعو	invite	object + (not) to + infinitive
يأمر	order	object + (not) to + infinitive
يشجع	encourage	object + (not) to + infinitive
يعترض على	object to	preposition + (not) gerund / ing
يعتذر عن	apologise for	preposition + (not) gerund / ing
يتهم شخص بـ	accuse (sb) of	object + preposition + (not) gerund / ing
يلوم شخص / شيء	blame (sb / sth) for	object + preposition + (not) gerund / ing
يهنئ شخص بـ	congratulate (sb) on	object + preposition + (not) gerund / ing
يمدح شخص من أجل	praise (sb) for	object + preposition + (not) gerund / ing
ينتقد شخصا أو شيئا على	criticise (sb / sth) for	object + preposition + (not) gerund / ing
يحذر شخصا من	warn (sb) against / about	object + preposition + (not) gerund / ing

1) Abeer: 'It was that man who stole the money!'

The sentence that has used the suitable reported verb of the one above is:

- A) Abeer accused a man of stealing the money
- B) Abeer promised a man to steal the money
- C) Abeer congratulated a man of stealing the money

2) Adel: 'I didn't break Jamal's phone!'

The sentence that has used the suitable reported verb of the one above is:

- A) Adel denied to break Jamal's phone
- B) Adel denied to breaking Jamal's phone
- C) Adel denied breaking Jamal's phone



3) Habib: 'I'll help you with the boxes.'

The sentence that has used the suitable reported verb of the one above is:

- A) Habib warned me that he would help with the boxes
- B) Habib offered to help with the boxes
- C) Habib offered helping with the boxes

4) Laith: 'You should get more exercise, Omar.'

The sentence that has the same meaning in reported speech as the one above is:

- A) Laith encouraged Omar getting more exercise
- B) Laith encouraged Omar to get more exercise
- C) Laith advised Omar not to get more exercise

5) Hamed: 'I'll always remember you!'

The sentence that has the same meaning in reported speech as the one above is:

- A) Hamed promised that he would always remember me
- B) Hamed promised remembering me
- C) Hamed regretted remembering me

6) Nour: 'I hear you've graduated, Samia. Congratulations!'

The sentence that has the same meaning in reported speech as the one above is:

- A) Nour congratulated Samia to her graduation
- B) Nour congratulated Samia of her graduation
- C) Nour congratulated Samia on her graduation

7) Reem: 'I'm really sorry I forgot your birthday, Suha.'

The sentence that has the same meaning in reported speech as the one above is:

- A) Reem apologised for forgetting Suha's birthday
- B) Reem criticised that she had forgotton Suha's birthday
- C) Reem praised that she had forgotton Suha's birthday

8) The university where he worked admitted that ..... him leave before he was 69.

- A) they make
- B) they were made
- C) they are made
- D) they had made

9) But they agreed ..... him continue working until he was 69.

- A) to let
- B) let
- C) letting
- D) lets

10) I'm not surprised the professor criticised them for ..... him?

- A) to sack
- B) sack
- C) sacking
- D) sacks

11) Maybe they regretted ..... that he could work for longer.

- A) agree
- B) agreeing
- C) to agreeing
- D) agreed

12) It's a pity someone didn't advise them ..... him for being too old.  
 A) don't sack      B) to not sack      C) to not sacking      D) not to sack

13) Mazen agreed ..... the old man was discriminated against.  
 A) that      B) to      C) she

14) The man at the information desk advised ..... to leave our phone number.  
 A) that      B) we      C) us

15) Nader offered ..... lend Maher his car for the weekend.  
 A) to      B) for      C) he would

16) The musician objected ..... playing only his hits at the concert.  
 A) that      B) to      C) for

17) The police praised Imad ..... saving the man's life.  
 A) on      B) of      C) for

18) Reem: 'I'm really sorry I forgot your birthday, Suha.'  
**The sentence that has the same meaning in reported speech as the one above is:**

- A) Reem apologised for forgetting Suha's birthday
- B) Reem criticised that she had forgotton Suha's birthday
- C) Reem praised that she had forgotton Suha's birthday
- D) Reem blamed for forgetting Suha's birthday

14) 'I wish I hadn't bought white trainers.'  
**The sentence that has reported correctly by using the suitable reporting verb is:**

- A) Osama regretted not to buy white trainers.
- B) Osama advised to buy white trainers.
- C) Osama regretted not buying white trainers.
- D) Osama regretted buying white trainers.

20) "I was wrong."  
**The sentence that has the same meaning in reported speech as the one above is:**

- A. Muna admitted that she had been wrong.
- B. Muna denied that she is wrong.
- C. Muna encouraged to be wrong.
- D. Muna promised that she had been wrong.

1. A	2. C	3. B	4. B	5. A	6. C	7. A	8. D	9. A	10. C
11. B	12. D	13. A	14. C	15. A	16. B	17. C	18. A	19. D	20. A

## Unit Seven – Vocabulary

The word	English meaning	Arabic meaning
industrious	being busy or working very hard	مُجْتَهِد
commission	money that is paid to a salesperson for selling something	عُمُولَة
intern	A (usually young) person who does a job to get experience of it and to learn	مُتَدَرِّب
integral	very important to, or an essential part of, something	جُزْء لا يتجزأ / أساسي
ill-equipped	not having the correct tools or skills to do something	غَيْر مُجَهَّز
anonymous	referring to someone whose name is not known or not made public	مَجْهُول / غَيْر مَعْرُوف
proceeds	the total money received from selling or organising something	عَائِدَات / إيرادات
foundation	an organisation started for a specific purpose, such as research	مُؤَسَّسَة
set out	begin a task with a particular aim or goal	يَبْدَأ مَهْمَةً بِهَدَفٍ مُعَيَّن
set up	put in position	يَضَع
above	is used to mean higher than	أَعْلَى مِنْ
over	is used with certain numbers (ages, speed, amounts) to mean more than	أَكْثَر مِنْ
test	take measures to check something	يَخْتَبِر / يَفْحَص
prove	use evidence to show the truth	يُثَبِّت
The fact	refers forward to what is being discussed	الْحَقِيقَة
In fact	refers to the truth of a situation, especially if we didn't expect this to be the case	فِي الْحَقِيقَة

### Compare sentences a with sentences b

- A) They **set out** to discover why and reveal the mysteries of the underwater world.

B) The cameras were **set up** locations.
- A) Every day, **over** 10,000 acres of trees are lost.

B) You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres **above** our planet.
- A) Doctors **tested** her and discovered she would be permanently deaf and blind.

B) The documentary **proves** that having a disability does not always stop people from doing amazing things.
- A) **The fact** that she could not see or hear did not stop her from enjoying the same things as all of us.

B) **In fact** she also helped many other people with disabilities.

## Collocations

Collocation	Arabic meaning
contaminate fresh water supplies	يُلَوِّث إمدادات المياه العذبة
provide water filters	يُوفِّر فلاتر مياه
environmental problems	مشاكل بيئية
broken pipes	أنابيب مكسورة
install new toilets	تركيب مراحيض جديدة
natural disasters	كوارث طبيعية

## Vocabulary related to social issues

كلمات متعلقة بالقضايا الاجتماعية

The social issue	The Arabic meaning
environmental problems	مشاكل بيئية
gender equality	المساواة بين الجنسين
health	الصحة
homelessness	التشرد / إنعدام المأوى
immigration	الهجرة
poverty	الفقر
racism	العنصرية
unemployment	البطالة
environment	البيئة
health facilities	المرافق الصحية
homes	منازل
work opportunities	فرص عمل

1. The Jordanian Royal Family helps to move people out of .....

- A) poverty      B) opportunities      C) facilities      D) health

2. The Jordanian Royal Family aims to give better work ..... to women and young people

- A) racism      B) opportunities      C) homelessness      D) homes

3. The Jordanian Royal Family helps to improve health .....

- A) poverty      B) opportunities      C) facilities      D) immigration

4. The Jordanian Royal Family helps refugees to find ..... as well as with their education, finance and work opportunities.

- A) racism      B) unemployment      C) homelessness      D) homes

5. The Jordanian Royal Family promotes sustainable development that does not harm the .....

- A) ideas      B) unemployment      C) immigration      D) environment

6. The Jordanian Royal Family aims to give better work opportunities to women and young people.

**The social issue of the above sentence is:**

- A) gender equality B) unemployment C) immigration D) A+B

7) The Jordanian Royal Family helps refugees to find homes as well as with their education, finance and work opportunities.

**The above sentence represents all the following social issues except:**

- D. homelessness B. immigration C. racism D. unemployment

8. The city is trying to do more about the problem of ..... , and shelters are available for people who need a bed for the night.

- A) homeless B) unemployment C) immigration D) environment

9. Youth ..... is a problem in many countries, which is why we are training young people in new skills.

- A) homeless B) unemployment C) immigration D) environment

10. The university is against ....., and will help people of any nationality.

- A) racism B) poverty C) environment D) health

1. A	2. B	3. C	4. D	5. D	6. D	7. C	8. A	9. B	10. A
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Collocation	Arabic meaning
prove / have proven (them) right	يثبت أنه صحيح
bright ideas	أفكار نبيرة
look at the problem from different angle	ينظر إلى المشكلة من زاوية مختلفة
share your thoughts	مشاركة أفكارك

1. His parents said he wasn't working hard enough and his terrible exam results have .....

- A) looked at the problem from different angle B) brought ideas  
C) proven them right D) shared thoughts

2. Does anyone have any ..... ideas for Maha's surprise family party?

- A) share B) bright C) look D) prove

3. To find a solution I think we need to look at the problem from a different .....

- A) angle B) ideas C) right D) thoughts

4. Please ..... your thoughts on what you think went wrong.

- A) prove B) bright C) look D) share

1. C	2. B	3. A	4. D
------	------	------	------

## Unit Eight - Vocabulary

The word	English meaning	Arabic meaning
obsolete	not in use any more because a newer invention exists	قديم جدا (منقرض)
bugs or glitches	small problems or faults that prevent a device from working well	أعطال
functionality	everything a piece of software can do	الأداء الوظيفي
outdated	old-fashioned	منتهي الصلاحية
state-of-the-art / latest	most modern using the most recent ideas and methods	الأكثر حداثة
handle	deal with.	يتعامل مع
compatibility	the ability of one piece of equipment/ software to be used with another	يتوافق مع / ملائمة
upgrade	change for something newer or better	تحديث / تحسين
backed up	stored on a computer/other device so it won't be lost. make a copy of information held on a computer or other device.	نسخة احتياطية
hold down	keep	يحافظ على
fit / fitted in	feel / felt part of the group	ينتمي
eat / ate away at (her)	make / made (her) feel very bad	ينبذ شخص ما
break / broke off (from)	stop / stopped	يتوقف / ينقطع
end / ended up	finish / finished by	ينتهي بـ
bump into	see	يلتقي صدفة
go / going through	to experience / experiencing	يجرب / يمر بـ
calm down	relax	يسترخي
come up against	encounter	يواجه
influential	able to change what people do or think	مؤثر
appealing	attractive or interesting	جذاب
upbeat	positive and cheerful	متفائل ومبهج
envious	wanting something that someone else has	غيور
endless	in large quantities or for a long time	دائم / غير منتهى
overheating		ارتفاع في الحرارة
crashing		تعطيل
memory		ذاكرة
trend		شائع
sweep on		يقلب
cables		كوابل
adaptor		محولات
alert (v)		يُنبه أو يُحذر

embedded		مدمج أو مدمج داخل جهاز أو نظام
facial recognition software		برنامج التعرف على الوجوه
hack (v)		يهاجم أو يخترق النظام أو الجهاز
household appliance		جهاز منزلي (مثل الثلاجات أو الغسالات)
malfunction		عطل أو خلل في جهاز أو نظام
sensors		حساسات
smart devices		أجهزة ذكية
track		يتتبع
wearables		الأجهزة القابلة للإرتداء مثل الساعات الذكية أو الأساور
attributes		صفات / خصائص
curate		ينظم / يدير مجموعات من الأشياء أو المعروضات
deceptive		خداع / مضلل
enhance		يعزز
features		مميزات
flattering		صورة تظهر الشخص في أفضل حالاته
flaws		العيوب
superficial		سطحي وغير عميق



## Synonyms

dated	قديم	ولكنه لا يحمل بالضرورة معنى سلبياً، بل يشير إلى أن الشيء ينتمي إلى فترة زمنية سابقة
old-fashioned	قديم الطراز	وغالباً ما يُستخدم لوصف الأشياء أو الأساليب التي لم تعد شائعة، لكنه قد يحمل دلالة إيجابية
outdated	قديم جداً	ويُستخدم عادةً للأشياء التي لم تعد عملية أو لم تعد تلبي الاحتياجات الحديثة، وهو ذو دلالة سلبية في الغالب
obsolete	منقرض	جهاز قديم وغير موجود حالياً

- إليك الفرق الدقيق بين هذه المترادفات واستخدامها في الجمل

المجموعة الثانية: **(appliance(s) - gadget(s) - device(s))**

تُستخدم جميعها للإشارة إلى الأدوات، لكن لكل منها استخدام مختلف

- Appliance(s):** تُشير إلى الأجهزة المنزلية الكهربائية الكبيرة نسبياً، مثل الثلاجات والغسالات
- Gadget(s):**

تُستخدم للأدوات الصغيرة والمبتكرة التي تسهل أداء المهام اليومية، مثل فتاحات العلب أو مقشرات البطاطا

- Device(s):** يُشير إلى أي أداة أو آلة إلكترونية أو ميكانيكية، وغالباً ما يُستخدم مع الأجهزة التقنية أو العلمية

Words	Arabic meaning
gadgets	أجهزة صغيرة أو أدوات تكنولوجية
devices	أجهزة أو معدات إلكترونية
appliances	أجهزة منزلية أو كهربائية

dated old-fashioned outdated

- That style of trousers looks really ..... now.
- The software isn't working very well because it's rather .....
- The telephone is very large and ....., with a wire connecting it to the wall.

appliance(s) gadget(s) device(s)

- The kitchen drawer is full of handy ..... to slice onions or peel eggs and so on.
- The spy's listening ..... was hidden inside a pen.
- We will need a van to move the kitchen ....., such as the freezer and cooker.

### Answers

1 dated 2 outdated 3 old-fashioned 4 gadgets  
5 device 6 appliances

1. Very few of our new laptops have CD drives as CDs are virtually .....  
A. state-of-the-art      B. obsolete      C. gadgets      D. envious
2. This shop is full of clever little ..... that make excellent presents.  
A. glitches      B. gadgets      C. fit in      D. calm down
3. The app is designed to work on handheld ..... rather than laptops.  
A. latest      B. features      C. devices      D. malfunction
4. This laptop is full of ..... – things go wrong every minute!  
A. envious      B. enhance      C. bump into      D. bugs
5. Smart devices and other....., such as clothing, could be used to track your body's fat and water content.  
A. wearables      B. Sensors      C. hack      D. malfunction
6. Sensors which can monitor your heart rate could be..... in your body and alert the doctor if there are any problems.  
A. backed up      B. hacked      C. embedded      D. household appliance
7. Some people are concerned that it is easy to hack into a self-driving car, or that there might be a ..... causing an accident.  
A. functionality      B. upgrade      C. Smart device      D. malfunction
8. Increasingly, smart devices use a digital fingerprint or ..... rather than a PIN.  
A. tracking      B. latest      C. dated      D. facial recognition software
9. A smart fridge that keeps grocery lists is one example of a .....  
A. upgrade      B. household appliance      C. fit in      D. enhance
10. Make sure you ..... your work. You really don't want to lose your project.  
A. back up      B. upgrade      C. fit in      D. handle
11. Games are my thing. I've saved up the money myself, so I'm going to invest in a ..... console.  
A. compatibility      B. outdated      C. state-of-the-art      D. dated
12. Are you still using those ..... old headphones, Maha?  
A. upgrade      B. outdated      C. state-of-the-art      D. latest

13. You love music so much that it seems a shame not to have headphones that can ..... the bass better.

- A. back up      B. upgrade      C. alert      D. handle

14. I find the architecture of the city .....

- A. appealing      B. influential      C. envious      D. upbeat

15. He's very..... and so he should act responsibly.

- A. endless      B. influential      C. envious      D. upbeat

16. I'm ..... of people who learn Maths easily.

- A. appealing      B. influential      C. envious      D. upbeat

17. My piano teacher was very..... about my progress, which made me feel great.

- A. appealing      B. influential      C. envious      D. upbeat

18. I've done ..... revision, so I should pass my exams with good grades.

- A. appealing      B. endless      C. envious      D. gadgets

19. People started taking selfies not just to present a ..... picture of themselves, but also to manage and curate what they wanted to tell the world about their physical attributes, their personality, their relationships and their hobbies.

- A. flattering      B. flaws      C. superficial      D. enhance

20. Appearances can be .....

- A. attributes      B. features      C. deceptive      D. superficial

21. You can add filters to ..... how you look, remove any flaws or even change the shape or size of your facial features.

- A. calm down      B. curate      C. fit in      D. enhance

22. I think I could ..... the exhibition on mediaeval art well. I'm very knowledgeable about it.

- A. curate      B. adjust      C. enhance      D. deceptive

1. B	2. B	3. C	4. D	5. A	6. C	7. D	8. D	9. B	10. A	11. C
12. B	13. D	14. A	15. B	16. C	17. D	18. B	19. A	20. C	21. D	22. A

## Phrasal Verbs

Phrasal verbs	Meanings	Arabic meaning
hold down	keep	يحافظ على
fitted in	felt part of the group	يشعر وكأنه جزء من مجموعته
ate away at	made her feel very bad.	يسبب لشخص شعور بالتعاسة
broke off (from)	stopped	توقفت عن
ended up	finished	انتهت من
bump into	see	يقابل
going through	experiencing	يختبر شعورا معيناً
calm down	relax	يرتاح
come up against	encounter	يواجه

1. You can't expect to keep a job if you're always late!

The phrasal verb that can be replaced instead of the underlined word is:

- A. bump into      B. fit in      C. hold down      D. calm down

2 I have never really felt part of the group at school.

The phrasal verb that can be replaced instead of the underlined word is:

- A. bumped into      B. fitted in      C. held down      D. calmed down

3 Every time she thought about it, the anxiety made her feel very bad.

The phrasal verb that can be replaced instead of the underlined word is:

- A. calmed down      B. bumped into      C. ate away at      D. broke off

4 He stopped what he was doing to talk to his friend.

The phrasal verb that can be replaced instead of the underlined word is:

- A. broke off      B. ended up      C. held down      D. bumped into

5 The noise was too much for her and she finished by running from the room.

The phrasal verb that can be replaced instead of the underlined word is:

- A. broke off      B. ended up      C. held down      D. went through

6 I didn't expect to see you here!

The phrasal verb that can be replaced instead of the underlined word is:

- A. bump into      B. fit in      C. hold down      D. calm down

7 Experiencing something difficult can help you to grow as a person.

The phrasal verb that can be replaced instead of the underlined word is:

- A. holding down      B. fitting in      C. going through      D. coming up against

8 Relax – it's going to be OK.

The phrasal verb that can be replaced instead of the underlined word is:

- A. bump into      B. fit in      C. hold down      D. calm down

9 If you encounter any problems, let me know.

The phrasal verb that can be replaced instead of the underlined word is:

- A. come up against      B. break off      C. eat away at      D. go through

10. I met an old friend by chance yesterday.

The sentence that has the same meaning as the one above is:

- A) By chance, I bumped into an old friend yesterday.  
B) By chance, I held down an old friend yesterday.  
C) By chance, I calmed down an old friend yesterday.

1. C	2. B	3. C	4. A	5. B	6. A	7. C	8. D	9. A	10. A
------	------	------	------	------	------	------	------	------	-------

Mr. Noubani

## The Passive Voice

## Function:

We often use the passive to draw special attention to the agent by moving it to the end of the sentence.

يستخدم المبني للمجهول لإضافة نوع من التركيز على الفاعل عن طريق وضعه نهاية الجملة.

**Active :** A British coffee company *created* 'Fresh Brew'. (attention on Fresh Brew)

**Passive:** 'Fresh Brew' *was created* by a British coffee company. (attention on the company)

In the above example, we mention the agent (a British company) because it is new and important information.

## The form

The passive is made with a form of *(be) + V3*.

## The Agent

We don't mention the agent if it is: لا يذكر الفاعل في الحالات التالية

- **obvious:** *A transmitter is worn on the body.*

A horizontal number line from 0 to 100. Major tick marks are labeled every 10 units (0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100). There are also minor tick marks between the major ones. Four red arrows are drawn above the line, each pointing to the right and labeled '10'. The first arrow starts at 0 and ends at 10. The second starts at 10 and ends at 20. The third starts at 20 and ends at 30. The fourth starts at 30 and ends at 40. The number 40 is highlighted with a red circle.

(We know it is worn by a person.)

- **unknown:** *Maher realised he had been followed.*

في هذه الحالة يكون الفاعل مجهول (We do not know who followed him.)

- **unimportant:** *It will be shown at the 'New Inventors' show.*

في هذه الحالة يكون الفاعل غير مهم (Who will show it is not important.)

**للتحويل من المبني للمعلوم الى مبني للمجهول يجب إتباع الخطوات التالية:**

1. نضع المفعول به (object) في بداية الجملة ويصبح فاعلا.
2. نضع (verb to be) المناسب وذلك حسب زمن الفعل وحسب الجملة الجديدة.
3. نضع التصريف الثالث للفعل الرئيسي (past participle).
4. نكمل الجملة.
5. نضع by + agent.

## 1- One object sentences

Tenses	Active voice	Passive voice	Examples
Present simple	V1 / V+s don't + V1 doesn't + V1	is am (not) are + V3	Active: Somebody <b>wears</b> a transmitter on the body . Passive: <b>A transmitter</b> _____ .
Present continuous	is am are + Ving	is am are + being + V3	Active: Coffee-lovers <b>are welcoming</b> the invention everywhere. Passive: <b>The invention</b> _____ _____
Present perfect	have + V3 has + V3	have has + been + V3	Active: Somebody <b>has built</b> up once a profile of your lifestyle. Passive: <b>Once a profile of your lifestyle</b> _____ _____
Past simple	V2 didn't	was were (not) + V3	1-Active: British coffee company <b>created</b> 'Fresh Brew' Passive: <b>'Fresh Brew'</b> _____ 2-Active : <b>Sami didn't</b> answer the question. Passive : <b>The question</b> _____
Past continuous	was + v.ing were + v.ing	Was were + being + V3	3-Active: A trainer <b>was still developing</b> the 'mirrors' in a lab in France. Passive: <b>The 'mirrors'</b> _____ 4-While she <b>was making</b> the mugs , she felt great. <b>While the mugs</b> _____ _____
Past perfect	had + v3	had + been + V3	5-Active: Somebody <b>had followed</b> her to the front door, so she quickly <b>phoned</b> the police. Passive: <b>She</b> _____ _____



Modals	Will Would Shall Should Can Could May Might Must Have to Has to  Is Going to Am Going to Are Going to Was Going to were Going to	Modal  + be  + V3	<b>Active:</b> Text message <b>can switch</b> it on .  <b>Passive:</b> It _____  <b>Active:</b> She <b>could download</b> music and games in seconds. <b>Passive:</b> Music and games _____  <b>Active:</b> They <b>should not use it</b> as protection from wild animals.  <b>Passive:</b> It _____  <b>Active:</b> They are <b>going to show</b> it at the 'New Inventors' show next month.  <b>Passive:</b> It _____  <b>Active:</b> Life <b>will affect</b> your appearance in future.  <b>Passive:</b> Your appearance _____ _____
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### Gerund and infinitive in passive voice

*Some verbs are usually followed by the **infinitive** and others by a **gerund** form:*

\* بعض الأفعال يتبعها صيغة المصدر والبعض الآخر يتبعها صيغة اسم الفاعل.

- I **require** you **to be** on time.
- I don't **fancy going out** tonight.

*When these verbs are used in the passive, the same verb patterns should be used:*

\* عندما يتم استخدام هذه الأفعال في صيغة المبني للمجهول يجب استخدام نفس أنماط الأفعال.

<p><b><u>The passive infinitive</u></b></p> <p>Verbs followed by ( <b>to + v1</b> ) are changed to ( <b>to be + V3</b> )</p> <p>need , expect , appear , ask , arrange , tell</p>	<p><b><u>The passive - gerund</u></b></p> <p>Verbs followed by ( <b>ing</b> ) changed to ( <b>being + V3</b> )</p> <p>like , fancy , enjoy , regret , persuade , graduate , worry about, risk</p>
---	---

## 2- The passive with two objects

Some verbs can have two objects, and either object can become the subject in the passive – it depends where the writer wants to put the focus:

\* يمكن لبعض الأفعال أن يكون لها مفعولان، ولا يمكن لأي من المفعولين أن يصبح فاعل في صيغة المبني للمجهول – ويعتمد ذلك على المكان الذي يريد الكاتب أن يركز عليه.

هناك أفعال متعددة تحتاج إلى مفعولين

hand, offer, pay, promise, send, teach, show, give

طريقة الحل:

(be + V.3 ) to + first object

It will show **people** the consequences of an unhealthy lifestyle.

People will be shown the consequences of an unhealthy lifestyle (object 1)

The consequences of an unhealthy lifestyle will be shown to people (object 2)

They sent me an invitation.

*The correct passive voice that highlights the underlined word is :*

A) An invitation was sent by me to them.

B) An invitation was sent to me by them.

C) I was sent an invitation by them.

D) I was sent to an invitation by them.

1. I am writing to complain about one of your company's smartwatches, which ..... to me last week.

A) gave

B) was given

C) is given

D) were given

2) The number of smart devices that ..... globally is going up all the time.

A) are used

B) were used

C) will be used

D) is used

3) They didn't remember that they ..... to write a review of the new app.

A) has been asked

B) will be asked

C) had been asked

D) have been asked

4) The factory ..... so some people have lost their jobs.

A) will just be automated

B) has just been automated

C) had just been automated

D) have just been automated

5) I think all our houses ..... powerful computers soon.

A) were controlled by

B) had been controlled by

C) is controlled by

D) will be controlled by

6. I would really like ..... by one of the giant tech companies.

- a) to be employed      b) to employ      c) to be employ      d) to be employs

7. Nobody likes them ..... about their bad habits.

- a) to be told      b) to tell      c) telling      d) being told

8. Young people don't need ..... how to use new devices, they just know instinctively.

- a) to be told      b) to tell      c) being told      d) telling

9. The new phone implants are going to ..... in all kinds of shops.

- a) sell      b) be sold      c) to be sold      d) selling

10. I regret ..... to buy this phone.

- a) persuaded      b) to be persuaded      c) being persuaded      d) persuade

1. B	2. A	3. C	4. B	5. D	6. A	7. D	8. A	9. B	10. C
------	------	------	------	------	------	------	------	------	-------

1. Within a decade or so internet could connect every almost appliance in your house .

**Which of the following is the correct passive voice for the sentence?**

- A) Almost every appliance in your house could connect within a decade or so.  
B) Almost every appliance in your house could have been connected within a decade or so.  
C) Almost every appliance in your house could be connected within a decade or so.  
D) Almost every appliance in your house could have connected within a decade or so.

2. People have even referred to it as 'the fourth Industrial Revolution'.

**Which of the following is the correct passive voice for the sentence?**

- A) It was referred as 'the fourth Industrial Revolution'.  
B) It has been referred to as 'the fourth Industrial Revolution'.  
C) It is referred to as 'the fourth Industrial Revolution'.  
D) It has referred to as 'the fourth Industrial Revolution'.

3. Researchers are carrying out studies which claim that it will revolutionise our lives.

**Which of the following is the correct passive voice for the sentence?**

- A) Studies which claim that our lives will be revolutionised are being carried out.  
B) Studies are carrying out which claim that our lives will be revolutionised.  
C) Studies are being carried out which claim that our lives revolutionised.  
D) Studies are being carried out which claim that our lives will revolutionise.

4. Over two million people have downloaded this 'body tracking' app.

**Which of the following is the correct passive voice for the sentence?**

- A) This 'body tracking' app has being downloaded by over two million people.
- B) This 'body tracking' app had been downloaded by over two million people.
- C) This 'body tracking' app have been downloaded by over two million people.
- D) This 'body tracking' app has been downloaded by over two million people.

5. This German company manufactures hybrid engines.

**Which of the following is the correct passive voice for the sentence?**

- A) Hybrid engines were manufactured by this German company.
- B) Hybrid engines are manufactured by this German company.
- C) Hybrid engines are being manufactured by this German company.
- D) Hybrid engines are manufacturing by this German company.

6. Somebody was regularly hacking into celebrities' smartphones.

**Which of the following is the correct passive voice for the sentence?**

- A) Celebrities' smartphones were being regularly hacking into.
- B) Celebrities' smartphones were being regularly hacked into.
- C) Celebrities' smartphones was being regularly hacked into.
- D) Celebrities' smartphones are being regularly hacked into.

7. You can arrange for the mirror to turn the water on.

**Which of the following is the correct passive voice for the sentence?**

- A) You can arrange for the water is to be turned on
- B) You can arrange for the water to be turned on
- C) You can arrange for the water was turned on
- D) You can arrange for the water to being turned on

8. You won't risk a flood in the bathroom because the taps stop automatically.

**Which of the following is the correct passive voice for the sentence?**

- A) Because the taps stop automatically, there is no risk of the bathroom being flooded
- B) Because the taps stop automatically, there is no risk of the bathroom to be flooded
- C) Because the taps stop automatically, there is no risk of the bathroom was flooded
- D) Because the taps stop automatically, there is no risk of the bathroom flooded

9. The mirror knows that if nobody is in the bathroom, it needs to turn the lights off.

**Which of the following is the correct passive voice for the sentence?**

- A) The mirror knows that if nobody is in the bathroom, the lights need to being turned off
- B) The mirror knows that if nobody is in the bathroom, the lights need be turned off
- C) The mirror knows that if nobody is in the bathroom, the lights need was to be turned off
- D) The mirror knows that if nobody is in the bathroom, the lights need to be turned off

1. C	2. B	3. D	4. D	5. B	6. B	7. B	8. A	9. D
------	------	------	------	------	------	------	------	------

## Impersonal Passive

- Used to report beliefs and opinions.

يستخدم لتعميم الآراء والمعتقدات

**Passive verbs:** (*say, think, believe, know, claim, estimate, expect*)

**\*\* هناك طريقتين للتعبير عن المبنى للمجهول غير الشخصي:**

**\* الطريقة الأولى:**

It + (is, was, has been) + (said, believed, thought, known, claimed, ... / that) + **تكملة الجملة**

1. Teachers believe that she will win the competition.

**The correct impersonal passive is :**

- a) It is believed that she will win the competition.
- b) It was believed that she won the competition.
- c) It is believed that she won the competition.
- d) It was believed that she will win the competition.

2. The leaders expected that the project would be finished soon.

**The correct impersonal passive is :**

- a) It is expected that the project will be finished soon.
- b) It was expected that the project would be finished soon.
- c) It is expected that the project would be finished soon.
- d) It was expected that the project will be finished soon.

**\* الطريقة الثانية:**

that + الفاعل الذي يقع بعد (is, are, was, were, have or has been) + V3 + to + base / have (been)  
**تكملة الجملة + V.3**

**4-We believe that at least 20 companies have lost important data due to the recent computer virus.**

- a) It were believed that at least 20 companies have lost important data due to the recent computer virus.
- b) Important data is believed to have been lost by at least 20 companies due to the recent computer virus.
- c) It is believed that important data have been lost by at least 20 companies due to the recent computer virus.
- d) Important data is believed to has been lost by at least 20 companies due to the recent computer virus.

### Present belief about something in the present

اعتقاد في الحاضر عن فعل يحدث في الزمن الحاضر  
إذا كان الفعل

V1/ V1+s

يحول الى

**Subject + is / are + passive verb ( 3) + to + inf + ...**

1 Experts **expect** that 5G mobile networks greatly improve Internet connection speeds.

5G mobile networks **are expected to greatly improve Internet connection speeds.**

(Function = for present belief)

### Present belief about something in the past.

اعتقاد في الحاضر عن فعل يحدث في الزمن الماضي  
إذا كان الفعل

V1/ V1+s

يحول الى

**Subject + (be) + passive verb(3) + (to have+ V3)**  
**Subject + (be) + passive verb (3) + (to have been + V3)**

- More than 700,000 people **are believed to have been affected** by the virus.

(Function = for present belief about a past event)

1-The technicians **know** that the designer **was** heavily influenced by early computers.

**The designer is known to have been heavily influenced by early computers.**

1) Experts expect that more people will own phones in the future.

The correct impersonal passive form of the sentence above is:

- A) It has been expected that more phones will be owned in the future.
- B) It was expected that more phones will be owned in the future.
- C) It is expected that more phones will be owned in the future.
- D) It is expected that more phones will own in the future.

2) Some people have suggested that young people should not have mobile phones.

The correct impersonal passive form of the sentence above is:

- A) It had been suggested by some people that young people should not have mobile phones.
- B) It has been suggested by some people that young people should not have mobile phones.
- C) It is suggested by some people that young people should not have mobile phones.
- D) It was suggested by some people that young people should not have mobile phones.

3. They claimed that the evidence was forged.

The correct impersonal passive form of the sentence above is:

- a) It has been claimed that the evidence was forged.
- b) It is claimed that the evidence is forged.
- c) It was claimed that the evidence was forged.
- d) It is claimed that the evidence was forged.

4) People say that a scientist called Elisha Gray invented the phone at the same time as Alexander graham Bell.

The correct impersonal passive form of the sentence above is:

- A) A scientist called Elisha Gray is said to have invented the phone at the same time as Alexander Graham Bell.
- B) A scientist called Elisha Gray has been said to have invented the phone at the same time as Alexander Graham Bell.
- C) A scientist called Elisha Gray is said that have invented the phone at the same time as Alexander Graham Bell.
- D) A scientist called Elisha Gray is said to invented the phone at the same time as Alexander Graham Bell.

5) Initially, people thought the telephone was only for rich people.

The correct impersonal passive form of the sentence above is:

- A) Initially, the telephone was thought that was just for rich people.
- B) Initially, the telephone is thought to be just for rich people.
- C) Initially, the telephone has been thought to be just for rich people.
- D) Initially, the telephone was thought to be just for rich people.

6) Experts have estimated that the majority of people in the world own a smartphone.

The correct impersonal passive form of the sentence above is:

- A) the majority of people in the world was estimated to own a smartphone
- B) the majority of people in the world has been estimated to own a smartphone
- C) the majority of people in the world were estimated to own a smartphone
- D) the majority of people in the world had been estimated to own a smartphone

7) Science fiction stories about talking animals are believed to be true.

The sentence which has the correct active form of the one above is:

- A) People believe that Science fiction stories about talking animals are true.
- B) People believed that Science fiction stories about talking animals are true.
- C) People believe that Science fiction stories about talking animals were true.
- D) People believed that Science fiction stories about talking animals had been true.



8) It ..... that Wi-Fi signals are harmless to birds and insects.

- A) is claimed      B) is being claimed      C) has claimed      D) was claimed

9) It ..... that personal data had been collected illegally by the company.

- A) have revealed      B) had revealed      C) is revealed      D) was revealed

10) The hacker is thought to ..... a man in his 30s living somewhere in southern Germany

- A) be      B) has been      C) have been      D) being

11) Over half a million passwords are thought to ..... stolen in the latest hack.

- A) be      B) has been      C) had been      D) being

12) It has often been ..... that the world was a simpler place before people had telephones.

- A) remark      B) remarked      C) remarking      D) remarks

13) Five people ..... in yesterday's accident.

- A) are believed to be injured  
B) was believed to have been injured  
C) are believed to have been injured  
D) were believed to have been injured

14) IT graduates ..... a high wage as soon as they graduate.

- A) are expected to paid      B) are expected to be paid  
C) are expecting to pay      D) are expected to pays

1. C	2. B	3. C	4. A	5. D	6. B	7. A
8. A	9. D	10. A	11. C	12. B	13. D	14. B

Note:

by : it is used with the doer of the action.

with : used with materials.

**Complete the sentences with *by* or *with*.**

1 The first real smartphone was created ..... a famous company.

2 Our household appliances are made..... only the highest quality materials.

3 The original smartwatch was designed ..... the inventor, Steve Mann.

4 A device this simple can be operated ..... a young child.

5 The sculpture was made..... electronic waste.

1. by	2. with	3. by	4. by	5. with
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## Unit Nine - Vocabulary

### Vocabulary related to ups and downs stories

Words	Arabic Meanings
lucrative	مربح
extravagant	باهظ الثمن
costly	مكلف
splash out	ينفق بسخاء
affluent	غني
well-off	ميسور الحال

1. People are always looking for new and \_\_\_\_\_ ideas for new attractions.

- a) affluent      b) costly      c) extravagant      d) lucrative**

2. The Marble Arch Mound was an \_\_\_\_\_ idea to build a small hill in the centre of London which needed great sum of money.

- a) affluent      b) costly      c) extravagant      d) lucrative**

3. The £6 million was a lot more \_\_\_\_\_ than the organisers thought it would be.

- a) affluent      b) costly      c) extravagant      d) well-off**

4. Perhaps more people would have wanted to climb it if they hadn't had to \_\_\_\_\_ on an entrance fee.

- a) affluent      b) splash out      c) extravagant      d) lucrative**

5. They wanted to get \_\_\_\_\_ tourists to visit an area that was not very helpful.

- a) affluent      b) costly      c) extravagant      d) well-off**

6. The hotels, restaurant and shop owners have become more \_\_\_\_\_ because of the route.

- a) extravagant      b) costly      c) splash out      d) well-off**

1 lucrative    2 extravagant    3 costly    4 splash out    5 affluent    6 well-off

## Vocabulary related to success and failure

Words	Arabic Meanings
<b>Vocabulary related to success</b>	
masterstroke	خطوة عبقرية
flourish	ازدهار
pay off	يؤتي ثماره
<b>Vocabulary related to failure</b>	
get nowhere	لا يصل إلى نتيجة / مكان
blunder	خطأ فادح
mess up	يفسد / فوضى
flop	فشل
setback	انتكاسة

1. I was embarrassed and felt like I'd really \_\_\_\_\_.  
 a) blunder                      b) flop                      c) messed up                      d) setback
2. It was a huge \_\_\_\_\_ and I didn't get the marks I needed to go to that university.  
 a) blunder                      b) mess up                      c) get nowhere                      d) pay off
3. In the end, I \_\_\_\_\_ there and got a great degree.  
 a) flourished                      b) messed up                      c) blunder                      d) get nowhere
4. I had what I thought was a really good idea – a \_\_\_\_\_.  
 a) masterstroke                      b) flourished                      c) paid off                      d) blunder
5. I really tried, but just \_\_\_\_\_, and in the end I gave up.  
 a) get nowhere                      b) flourished                      c) flops                      d) setback
6. If I'd invested a few weeks in finding out about my business idea, it would have really \_\_\_\_\_.  
 a) paid off                      b) flourished                      c) masterstroke                      d) blunder
7. But I did learn something from the \_\_\_\_\_ – do your market research first.  
 a) setback                      b) flourish                      c) pay off                      d) get nowhere
8. The idea did not succeed and was a complete \_\_\_\_\_.  
 a) pay off                      b) mess up                      c) masterstroke                      d) flop
9. One of the following words refers to success:  
 a) pay blunder                      b) get nowhere                      c) masterstroke                      d) flop

1 messed up	2 blunder	3 flourished	4 masterstroke	5 got nowhere
6 paid off	7 setback	8 flop	9. masterstroke	

## Binomials

Binomials are phrases where two words are joined with a conjunction, usually (and / or / but)  
العبارات الثنائية هي عبارات يتم فيها ربط كلمتين باستخدام أداة عطف

- The two words often begin with the same letter (*slowly but surely*)
- Sometimes they have a similar or opposite meaning (*peace and quiet, highs and lows*)

Binomials	ثنائيات	English meanings
pick and choose	اختار	select
ups and downs	جيد و سيء	good and bad
sooner or later	عاجلاً أم آجلاً	at some point
take it or leave it	خذها أو اتركها	accept it or don't
more or less	تقريباً	about , almost
safe and sound	آمن وسليم	no problems
there and then	بالحال	immediately
touch and go	غير مؤكد	uncertain
peace and quiet	بدون مشاكل	no problems
English - Arabic		
highs and lows	نجاحات وانتكاسات	
give and take	مرونة في التعامل	
slowly but surely	ببطء ولكن بثبات	

1 At some point, you will have to make a decision.

The suitable binomial of the underlined phrase is:

- a) safe and sound      b) more or less      c) ups and downs      d) sooner or later

2 The best universities can select which students to accept.

The suitable binomial of the underlined word is:

- a) pick and choose      b) more or less      c) there and then      d) peace and quiet

3 They wanted me to sign up for the course immediately, with no time at all to consider.

The suitable binomial of the underlined word is:

- a) touch and go      b) give or take      c) there and then      d) peace and quiet

4 Although she was ten years older, she looked about the same age as me.

The suitable binomial of the underlined word is:

- a) safe and sound      b) more or less      c) ups and downs      d) sooner or later

5 After a hazardous journey, they were relieved to get home with no problems.

The suitable binomial of the underlined phrase is:

- a) safe and sound      b) more or less      c) ups and downs      d) sooner or later

6. The binomial which means “good and bad” is:

- a) safe and sound      b) more or less      c) ups and downs      d) sooner or later

7. The binomial which means “uncertain” is

- a) touch and go      b) give or take      c) there and then      d) peace and quiet

8. I was worried about you Amer! I’m so glad you are home .....

- a) safe and sound      b) more or less      c) ups and downs      d) sooner or later

9. You really need to wear a helmet when you’re on your bike, Nader. .... you’re going to injure yourself. It’s only a matter of time!

- a) safe and sound      b) more or less      c) ups and downs      d) sooner or later

10. It’s omelettes or nothing! .....

- a) more or less      b) Take it or leave it      c) give and take      d) slowly but surly

11. You must try to be flexible. There should be some give and ..... in any friendship.

- a) leave      b) less      c) take      d) sound

1. D	2. A	3. C	4. B	5. A	6. C	7. A	8. A	9. D	10. B	11. C
------	------	------	------	------	------	------	------	------	-------	-------

### Expressions related to chance and risk

Expressions	The meaning
worth the risk	يستحق المخاطرة
run the risk	يتحمل المخاطرة
have the opportunity / the chance	يمتلك الفرصة
grab the chance / opportunity	ينتهاز الفرصة
take the chance / opportunity to do something	يستغل الفرصة
given the chance / opportunity	إذا أتاحت الفرصة
last chance / opportunity	الفرصة الأخيرة
a slight / slim chance	فرصة ضئيلة
pure chance	حظ كبير
very little chance	فرصة ضئيلة جدا
a lucky break	ضربة حظ
what luck!	يا له من حظ!
a chance (risk) of injury	مجازفة / يستحق المخاطرة

Phrases	Meanings	Arabic meaning
have the chance	opportunity	فرصة
slim chance	possibility	احتمالية
a chance of injury	risk	مجازفة
pure chance	luck	حظ

- Given the \_\_\_\_\_, where would you most like to travel?  
a) risk   b) chance   c) possibility   d) luck
- I'd like to take this \_\_\_\_\_ to thank you for all your help.  
a) risk   b) slim   c) opportunity   d) luck
- As soon as I heard about the trip, I grabbed the \_\_\_\_\_ to go on it.  
a) risk   b) chance   c) possibility   d) luck
- This is your last \_\_\_\_\_; I won't make the offer again.  
a) risk   b) slim   c) opportunity   d) luck
- I'm sure parachuting would be exciting, but it wouldn't be worth the \_\_\_\_\_.  
a) risk   b) chance   c) possibility   d) luck
- The \_\_\_\_\_ of injury or even death is very high for base-jumping wing-suit flyers.  
a) chance   b) risk   c) luck   d) opportunity
- You've won three games in a row now – what \_\_\_\_\_!  
a) chance   b) risk   c) luck   d) opportunity
- It's already 10 p.m. so there is very little \_\_\_\_\_ of me staying awake for a whole film.  
a) chance   b) risk   c) luck   d) possibility

1. B	2. C	3. B	4. C	5. A	6. B	7. C	8. A
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## English – English Meaning Collocations

Collocations	English Meanings	Arabic meaning
took it for granted	Believed something without even thinking about it	يصدق
make himself understood	Communicate effectively.	يتواصل بنجاح
had no choice but to	Was forced to do something.	اجبر على القيام بشيء
got off (relatively) lightly	Experienced less harm than might be expected.	تجربة كانت اقل سوء من المتوقع
done the trick	Had the necessary result he wanted.	حقق الهدف
took its toll (on)	Caused harm or suffering.	سبب الألم
(not) have a clue	Be unable to guess something.	عجز عن الحل
take his mind off	Stop him from worrying about something.	يطمنن شخصا
gone through the ordeal	Had a very difficult or painful experience.	عانى من تجربة
considered his options	Thought carefully about what to do.	فكر بما يجب فعله
kept him going	Helped him to continue, despite the difficult situation.	ساعد شخصا على المواصلة رغم المشقة
ordeal	a terrible or painful experience that continues for a period of time	أزمة - تجربة صعبة
seabed	the land at the bottom of the sea	أعماق البحر
supplies	food and other ordinary goods needed by people every day	مساعدات غذائية
(not) have a clue	to be (un)able to guess something	يملك فكرة

1. She didn't know what to do and really \_\_\_\_\_ about the problem.

- a) had no choice but to      b) didn't have a clue  
c) took its toll (on)      d) done the trick

2. Playing games helped him \_\_\_\_\_ the stress of school.

- a) take his mind off      b) got off (relatively) lightly  
c) considered his options      d) gone through the ordeal

3. He \_\_\_\_\_ and explained his feelings to his friends.

- a) kept him going      b) took it for granted  
c) made himself understood      d) had no choice but to



4. The long day \_\_\_\_\_ her energy by the evening.  
a) took its toll (on)    b) (not) have a clue  
c) done the trick    d) got off (relatively) lightly
5. A short nap \_\_\_\_\_ and he felt better.  
a) considered his options    b) made the trick  
c) took it for granted    d) take his mind off
6. He \_\_\_\_\_ accept the job because he needed the money.  
a) had no choice but to    b) make himself understood  
c) kept him going    d) gone through the ordeal
7. His hopes \_\_\_\_\_ even when things got tough.  
a) took its toll (on)    b) got off (relatively) lightly  
c) kept himself going    d) was not have a clue
8. After he broke the rules, he \_\_\_\_\_ with just a warning.  
a) got off (relatively) lightly    b) take his mind off  
c) considered his options    d) took it for granted

1. b)	2. a)	3. c)	4. a)	5. b)	6. a)	7. c)	8. a)
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## Quiz 1

- 1 There were some minor **setbacks / luck** at the beginning of the project, but in the end it went well.
- 2 His hard work paid **up / off** and he did really well in the final exams.
- 3 He took a digital presentation to the interview and they loved it. What a **masterstroke / blunder** !
- 4 This is not worth the **chance / risk**. I always prefer to be safe.
- 5 Some of young people **apply / consider** to different airlines when they leave school

## Quiz 2

choice	clue	consider	do	messed up	off	take
--------	------	----------	----	-----------	-----	------

- A: Oh no! I've really 1 \_\_\_\_\_. I've lost the house key. What shall we do?  
 B: Well, let's 2 \_\_\_\_\_ our options; we could try to open that window or break it.  
 A: It won't open. What now?  
 B: I haven't a 3 \_\_\_\_\_.  
 A: It's cold out here. Now I realise how much I 4 \_\_\_\_\_ my house for granted.  
 B: Have a chocolate. It should take your mind 5 \_\_\_\_\_ the cold.  
 A: Thanks! That should 6 \_\_\_\_\_ the trick.  
 B: Well, I think we have no 7 \_\_\_\_\_ but to break the window.

Q1- 1 setbacks	2 off	3 masterstroke	4 risk	5 apply		
Q2 - 1 messed up	2 consider	3 clue	4 take	5 off	6 do	7 choice

## Vocabulary extension

Words	Meanings
Acknowledge (mistakes)	يعترف بالخطأ
Admit	
Take (the blame )	يتحمل اللوم
Make amends	يكفر عن خطاه
offer an apology	يقدم الاعتذار

- It's not easy to \_\_\_\_\_ your mistakes and say sorry.  
a) acknowledge   b) amends   c) make   d) offer   e) take
- In most situations she is incapable of \_\_\_\_\_ that she's wrong.  
a) acknowledge   b) admitting   c) make   d) offer   e) take
- Her 'shortcut' actually took twice as long, but did she \_\_\_\_\_ the blame or offer an apology?  
a) acknowledge   b) admitting   c) make   d) offer   e) take
- So when I saw him, I decided to try and \_\_\_\_\_ amends.  
a) acknowledge   b) admitting   c) make   d) offer   e) take

1 acknowledge      2 admitting      3 take      4 make

## 1- Type zero

Type	Function	form	Examples
zero	<p>describe general truths, scientific facts, or situations that are always true.</p> <p>الحقائق العلمية والمواقف التي تكون دائما صحيحة</p> <p>They express cause-and-effect relationships that are permanent or habitual.</p> <p>السبب والنتيجة في الحالات الدائمة الحدوث.</p>	<p>If + present simple (V.1 / V.1+s)</p> <p>,</p> <p>present simple (V.1 / V.1+s)</p>	<p>1. If you heat water to 100°C, it boils. (Scientific fact)</p> <p>2. If you touch fire, it burns. (General truth)</p> <p>3. If the sun sets, it gets dark. (Natural occurrence)</p> <p>4. If you eat too much, you gain weight. (General consequence)</p>

## 2-Type 1

Type	Function	form	Examples
1	<p>describe real and possible situations in the present or future. They show a cause-and-effect relationship where the condition in the <b>if-clause</b> is likely to happen, leading to a specific result.</p> <p>توضيح لحالات الحاضر والمستقبل المتوقع حدوثه بناء على سبب في الزمن الحاضر.</p>	<p>If + present simple , will /shall/can/may + V1</p>	<p>1. If you study hard, you will pass the exam. (Likely outcome in the future)</p> <p>2. If it rains, we will stay at home. (Possible future condition)</p> <p>3. If you don't eat, you will feel hungry. (Logical consequence)</p> <p>4. If she calls me, I will answer. (Real possibility)</p>
	<p>* جمل الأمر: يتم التعامل معها في هذا النوع من الجمل الشرطية</p>	<p>(not) imperative, ... if + present simple</p>	<p>5. <b>Cancel</b> your bank cards immediately if you <b>lose</b> your wallet.</p>
	<p>* يمكن استخدام صيغة المضارع المستمر بدل المضارع البسيط في Main clause عندما يكون يحدث الفعل في هذه اللحظة / سيحصل في المستقبل القريب</p>		<p>6. Don't bother making coffee for me unless <b>you're making</b> one yourself.</p>

### 3-Type 2

Type	Function	form	Examples
2	<p>1-to talk about an unlikely or imaginary situation in the present or future: حدث غير ممكن حدوثه في الحاضر او المستقبل</p> <p>2-describe hypothetical or unlikely situations in the present or future. احداث تخيلية لشيء غير ممكن حدوثه في الحاضر او المستقبل</p>	<p><b>If</b> + <b>Past simple</b> (V.2),</p> <p><b>Would , should , could , might</b> + <b>V1</b></p>	<p>1. If I had a million dollars, I would travel the world. <b>(Unreal present situation)</b></p> <p>2. If she studied harder, she would get better grades. <b>(Imaginary situation in the present)</b></p> <p>3. If he were taller, he could be a basketball player. <b>(Hypothetical condition)</b></p> <p>4. If we lived by the beach, we would go swimming every day. <b>(Unreal possibility)</b></p>

### 3-Type 3

Type	Function	form	Examples
3	<p>to talk about an imaginary situation in the past. حدث تخيلي في الزمن الماضي</p> <p>describe hypothetical situations in the <b>past</b> and their possible consequences, which never actually happened. حدث تخيلي في الماضي مع نتائج محتمله له لم تقع اصلا.</p>	<p><b>If</b> + <b>Past perfect</b> (had+V.3) , (Would , should , could , might) <b>have</b> + <b>V3</b></p>	<p>1. If I hadn't done all those things, I wouldn't have done so well at university.</p> <p>2. If you had studied harder, you would have passed the exam. <b>(Imaginary past situation)</b></p> <p>3. If she had left earlier, she wouldn't have missed the train. <b>(Regret about the past)</b></p> <p>4. If they had invited me, I would have attended the party. <b>(A past possibility that didn't happen)</b></p> <p>5. If he had driven more carefully, he wouldn't have had an accident. <b>(A past consequence)</b></p> <p>6. If we had booked the tickets in advance, we would have gotten better seats. <b>(A missed opportunity)</b></p>

Type	Functions	forms	Examples
Mixed conditional	We use this to talk about the effects of an imaginary present situation on the past: نتائج لحدث تخيلي لم يحدث في الحاضر على الماضي	If +  Past Simple ,  would (n't ) have + V3	If I didn't speak Spanish, I'd never have met my Spanish friend.  <b>(I speak Spanish. → I met my friend.)</b>  بمعنى أنه قابل صديقه بفضل تحدثه باللغة الاسبانية
	We also use this to talk about the consequences in the present of an imaginary past situation. نتائج في الوقت الحاضر عن فعل حدث في الزمن الماضي	If +  Past Perfect ,  would (n't ) + V1	If I'd won that competition, I'd be richer than I am now. <b>(I didn't win. → I'm not rich.)</b>  بمعنى أن المتسابق لم يفز بالمسابقة لذلك فهو ليس غنيا

1-If you ..... water, it turns into ice.

- a) freeze                      b) freezes                      c) froze                      d) frozen

2-If the sun sets , it ..... dark.

- a) get                      b) gets                      c) got                      d) had got

3-If she does not hurry, she ..... the bus.

- a) will missed                      b) will miss                      c) missed                      d) had missed

4-If it ....., I will take an umbrella.

- a) rains                      b) rain                      c) rained                      d) has rained

5-If you ..... me, I ..... the work faster.

- a) helps / will finish                      b) help / finishes                      c) helps / finish                      d) help / will finish

6-If they ..... in a bigger house, they would have more space for guests.

- a) live                      b) lives                      c) lived                      d) will live

7-If I ..... a bird, I ..... across the ocean.

- a) am / will flies                      b) was / will fly                      c) were / would fly                      d) were / will fly

8-If I ..... his phone number, I ..... him.

- a) knew / would call    b) know / will calls    c) knows / would call    d) knew / will calls

9-If they ..... to the weather forecast yesterday, they would have brought an umbrella.

- a) listens    b) listened    c) listen    d) had listened

10-If she ..... earlier, she ..... the train.

- a) had left / would have caught    b) left / would catches  
c) leaves / will catches    d) had left / would catch

11-If we ..... about the traffic, we ..... another route.

- a) knew / would takes    b) had known / would have taken  
c) knows / will takes    d) had known / will have taken

12. .... your bank cards immediately if you lose your wallet.

- a) Wouldn't need    b) Would have to    c) Cancel    d) will pick you up

13-If I ..... my wallet, I wouldn't be borrowing money from you now.

- a) did not forget    b) had not forgotten    c) do not forget    d) will not forget

14-If they ..... abroad, we would still be meeting every weekend.

- a) do not move    b) will not move    c) had not moved    d) have not moved

15-If I ..... my leg last year, I ..... playing football now.

- a) do not break / will be    b) had not broken / would be  
c) have not broken / would have been    d) did not break / would be

16. .... you run, you're going to be late for the lesson.

- a) When    b) If    c) As    d) Unless

17. You'll laugh ..... I tell you what happened to me yesterday.

- a) when    b) if    c) unless    d) A+B

18. .... you don't feel like going, then don't go!

- a) When    b) If    c) As    d) Unless

19. .... the clock strikes midday, the race will begin.

- a) When    b) If    c) As    d) Unless



d) unless / understand

D. If video games hadn't been so costly, I would have bought a new one every month.

D. If you don't buy the car today, it will be less expensive tomorrow.

D. If we had been affluent, we would've bought a big flat.

D. If The weather wasn't rainy, we could have gone out.

D) If I hadn't had a headache yesterday, I might have done well in the driving test.

**0799536778**

## Expressing wishes and regrets

### A- Present wishes:

Forms	Functions	Examples
Wish + subject + V2 If only + subject + V2	talk about present regrets or things we would like to change: الندم عن شيء يحدث الآن أو نتمنى تغييره	I wish I had a car. (I don't have a car.) If only I was/were taller. (I'm not tall.)

### B- Past wishes and regrets

Forms	Functions	Examples
Wish + subject + had+V3 If only + subject + had +V3 Regret + gerund (ing)	talk about past regrets: الندم عن شيء حدث في الماضي	I wish you'd told me what sort of house it was. (You didn't tell me.) If only I'd left my car at home today. (I didn't leave my car.)

### C. Wish / If only + would

<b>Wish / If only + would</b>	We use it to talk about how we want someone else's behaviour to change. تستخدم عندما نريد تغيير سلوك شخص معين	I wish my best friend would stop telling everyone my secrets
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## D. Past modals for criticising

<b>should (not) have + V3</b>	We use it when we criticise a past action: انتقاد لفعل حدث في الزمن الماضي	You <b>shouldn't have read</b> that letter.
<b>could have + V3</b>	We use it when something was possible, but didn't happen, so we are unhappy about the result: شيء كان ممكن الحدوث في الماضي ولم يحدث ولا نشعر بالسعادة عن النتيجة	You <b>could have told</b> me you were coming today!
<b>needn't have + V3</b>	We use it when doing something, but it wasn't necessary. تستخدم للإشارة إلى حدث في الماضي ليس من الضروري حدوثه	I <b>needn't have worried</b> because most people aren't judging anyone else.
<b>didn't need to + infinitive</b>	Not doing something because it wasn't necessary. عدم القيام بشيء لأنه غير ضروري	It was sunny so we <b>didn't need to wear</b> our raincoats.

### Summary

A) <i>I think I could have got .....</i>	Something was a possibility, but I didn't do it.
B) <i>I should at least have tried ....</i>	It was a good idea for me to do something, but I didn't do it.
C) <i>I shouldn't have listened .....</i>	It wasn't a good idea for me to do something, but I did it.
D) <i>I needn't have worried .....</i>	I did something, but it wasn't necessary.
E) <i>I thought I didn't think exercise was important .....</i>	I didn't do something because it wasn't necessary (or I thought it wasn't).

1-I wish I ..... more free time to travel.

- a) has                      b) had                      c) have                      d) having

2-If only she ..... here with us right now.

- a) is                      b) be                      c) are                      d) was

3-I wish my phone ..... properly. It keeps turning off!

- a) worked                      b) works                      c) working                      d) would work

4-I wish I ..... harder for the exam last week.

- a) studied                      b) have studied                      c) had studied                      d) has studied

5-If only she ..... my birthday yesterday.

- a) didn't forget    b) hasn't forgotten    c) hadn't forgotten    d) wouldn't forget

6-She wishes she ..... those hurtful words to her friend last week.

- a) didn't say    b) hasn't said    c) hadn't said    d) wouldn't say

7-He regrets ..... so much money on useless things.

- a) spending    b) to spend    c) spent    d) have spent

8- If only my sister would ..... borrowing my clothes!

- a) had stopped    b) would stop    c) stopped    d) have stopped

9- I wish I ..... sciences at school, but it's too late now.

- A) studied    b) study    c) have studied    d) had studied

10-I regret not preparing well for the interview. I should ..... better.

- a) prepare    b) have prepared    c) have been preparing    d) prepared

11- Looking back, perhaps I ..... anything, but I did, so it's too late now.

- should not have said    b) should have said    c) could have said    d) didn't need to say

12- Omar ..... about the test. He came top!

- a) needn't have worried    b) shouldn't have worried    c) didn't need to worry    d) A+B

13- I ..... long for him because he arrived a couple of minutes later.

- a) wait    b) didn't need to wait    c) needn't have wait    d) waited

14- You ..... breakfast, then you wouldn't be hungry.

- a) would have    b) couldn't have had    c) should have had    d) needn't have had

15- Omar can't stop eating crisps. The sentence that has the same meaning to the one above is:

- A. Omar wishes he could stop eating crisps.  
B. Omar wishes he can stop eating crisps.  
C. Omar wishes he couldn't stop eating crisps.  
D. Omar wishes he could have stopped eating crisps.

16- I didn't study very well yesterday. The sentence that has the same meaning to the one above is:

- A. If only I studied very well yesterday.  
B. If only I have studied very well yesterday.  
C. If only I had studied very well yesterday.  
D. If only I study very well yesterday.

1. B	2. D	3. A	4. C	5. C	6. C	7. A	8. B	9. D	10. B
11. A	12. D	13. B	14. C	15. A	16. C	17.	18.	19.	20.

# **SPEAKING SECTION**

## Unit One

### Expressing Emotions التعبير عن المشاعر

#### Expressing anxiety للتعبير عن القلق

It's been keeping me up at night.

يجعلني الأمر مستيقظا طوال الليل.

I'm worried sick about.

أنا قلق جدا حيال الأمر.

I've been worrying about it a lot.

I'm extremely concerned.

أنا قلق جدا.

#### Expressing relief للتعبير عن الإرتياح

I can breathe a sigh of relief now.

استطيع ان ارتاح الآن.

That's a weight off my mind.

انزاح الهم أو الأمر عن رأسي ( يعني حلت المشكلة ).

A relief for you.

قمة الراحة الآن.

#### Expressing anger / annoyance and frustration للتعبير عن الإنزعاج والإحباط

.... Is driving me up the wall!

لقد أغضبني جدا.

... really gets on my nerves.

يجعلني على أعصابي.

I've had it up to here with...

أغضبني جدا جدا وأزعجني.

I'm completely fed up with.

لقد اكتفيت من الأمر.

#### Expressing surprise or disbelief للتعبير عن التفاجئ وعدم التصديق

You've got to be kidding me !

بالتأكيد تمارحني !

Get out of here !

اخرج من هنا !

Who would have thought it ?

من كان يفكر بالأمر ( يعني كيف حدث هذا لانه غير متوقع )

I don't believe you !

لا اصدق !

#### Expressing sadness للتعبير عن الحزن

I'm feeling a bit down in the dumps.

أنا مكتئب جدا وحزين.

I'm feeling a bit blue.

أنا حزين جدا.

I'm heart broken.

قلبي مكسور.

I feel sad.

حزين جدا.

#### Expressing enjoyment or happiness للتعبير عن المتعة أو السعادة

I'm walking on air !

طاير من الفرحه ( سعيد جدا ).

I can't stop smiling !

لا استطيع التوقف عن الابتسام.

I'm so happy.

جدا سعيد ( مبسوط )

\* هذا الجدول يحتوي على الردود التي يقولها الشخص لشخص امامه قد عبر عن مشاعره ارجو الإنتباه اليها.

I don't blame you.	أنا لا ألومك
I know, right ?	أنا أعرف حقا ؟
I'm really pleased for you.	أنا مسرور لك جدا
I'm sorry to hear that.	يؤسفني سماع هذا
What's the worst that could happen ?	ما هو الشيء الاسوء الذي قد يحصل
What a pain !	يا له من الم

1) Tabriz: Are you OK? You look tired.

Sayed: Actually, I'm really stressed about my exams. To be honest, it's been keeping me up at night.

**The emotion that the speaker 'Sayed' expresses is:**

- A) enjoyment      B) anxiety      C) relief ●      D) frustration

2) Alisha: Is this your phone? The phone case says 'Eman' so I thought it might be. I found it in the canteen.

Eman: Oh! Yes! Brilliant. That's a weight off my mind. I thought I'd lost it and my parents would kill me! Thanks so much.

**The emotion that the speaker 'Eman' expresses is:**

- A) enjoyment      B) anxiety      C) relief      D) frustration

3) Faten: Hi, Huda. You look really happy. Did you get some good news or something?

Huda: Yes, I can't stop smiling! I've just heard that I've got a place at my first choice of university. I'm walking on air!

**The emotion that the speaker 'Huda' expresses is:**

- A) sadness      B) surprise      C) relief      D) enjoyment or happiness

4) Abas: I just heard that my favourite football team have won a trophy.

Hakim: You've got to be kidding me!

**The emotion that the speaker Hakim expresses is:**

- A) surprise or disbelief      B) annoyance      C) anxiety      D) enjoyment or happiness

5) Nada: I keep getting these messages trying to sell me things. It's driving me up the wall!

Sawsan: What a pain! It really gets on my nerves when I get those. Why do they think you'll be interested?

**The emotion that the speaker Sawsan expresses is:**

- A) surprise or disbelief      B) anger or annoyance      C) anxiety      D) enjoyment or happiness

6) Mazen: Come on. I can see something's bothering you.

Omar: Mmm ... Well, I'm a bit down in the dumps actually.

**The emotion that the speaker Omar expresses is:**

- A) surprise or disbelief      B) annoyance      C) anxiety      D) sadness or empathy



7) A: I'm extremely concerned about myaunt - she isn't very well. **The suitable phrase that should be replaced instead of the underlined words is:**

A) I'm worried sick

B) I'm heartbroken

C) I can breathe a sigh of relief now

D) I can't stop smiling

36) That music gets on my nerves. **The underlined phrase expresses:**

A) anxiety

B) annoyance

C) sadness

D) happiness

1. B	2. C	3. D	4. A	5. B	6. D	7. A	8. B
------	------	------	------	------	------	------	------

Mr. Noubani

## Unit Two

### SPEAKING | Problem-solving

#### Expressing indecision

#### للتعبير عن التردد

I'm torn between ... and ...

أنا مشوش / محتار بين

I'm on the fence (about) ...

لا أستطيع أن أقرر

I'm having second thoughts.

ساعيد النظر أو التفكير

I can't make up my mind .

لا أستطيع أن أقرر / ما زلت محتار

On the one hand, ... but on the other hand, ...

من جهة ما / ومن جهة أخرى

I can't put my finger on it, but ...

لا أستطيع أن أقول ما هو خطأ أو غير طبيعي

#### Expressing agreement

#### للتعبير عن الموافقة

You're spot on!

أنت على حق

That's what I was going to say!

هذا ما كنت سأقوله

Absolutely!

بالطبع

#### Expressing disagreement

#### للتعبير عن عدم الموافقة

It doesn't grab me.

لم تشدني الفكرة

I think we're on the wrong track

أظن أننا في المسار الخطأ

That's a good point, but ...

هذه نقطة جيدة لكن

Ok, but another option might be ...

حسنًا لكن خيارنا الثاني ممكن ان يكون

Seriously?!

حقًا؟

#### Reaching a decision

#### للتعبير عن الوصول لقرار

So, let's make a decision on this.

لنأخذ قرار على هذا الأمر

Okay, so shall we go with ....?

حسنًا دعنا نكمل

It looks as if we agree that ...

يبدو كما لو أننا إتفقنا أن

1) Aisha: Which poster do you prefer?

Faten: I don't know. I'm .....between this one with the water bottle, and that one with the bright colours.

A) torn

B) fence

C) finger

D) spot

2) I can't put ..... , but the one with the water bottle doesn't grab me.

A) hand

B) fence

C) finger

D) leg

3) That's a good ..... , but maybe that depends on how we present the concept.

A) spot

B) point

C) track

D) seriously

4) Yes, you're spot ....., Faten! That's why we need a poster that really makes an impact.

- A) up                                      B) at                                      C) on                                      D) in

5) OK, let's ..... on which poster then. Will go with the one with the bright colours?

- A) make a decision      B) put my finger      C) torn between      D) think on the wrong track

6) It looks as if we agree that we need a recycling bin in each classroom. The function of the underlined phrase expresses:

- A) indecision                      B) agreement                      C) disagreement                      D) reaching a decision

7) I'm on the fence about it to be honest. The function of the underlined phrase expresses:

- A) indecision                      B) agreement                      C) disagreement                      D) reaching a decision

9) OK, but another option might be to wait a bit longer. The function of the underlined phrase expresses:

- A) indecision                      B) agreement                      C) disagreement                      D) reaching a decision

10) That's what I was going to say! The function of the underlined phrase expresses:

- A) indecision                      B) agreement                      C) disagreement                      D) reaching a decision

1. A	2. C	3. B	4. C	5. A	6. D	7. A	8. C	9. C	10. B
------	------	------	------	------	------	------	------	------	-------

## Signposting Phrases

\* " signposts " are phrases that help you follow what a speaker is saying. They can also indicate how something relates to what has already been said.

Signposting	Arabic meaning	English meaning
I'm going to be talking about ...	سأتحدث عن ...	introducing the topic
In other words, ...	بمعنى آخر ...	indicating that the speaker is going to paraphrase what they just said
The second thing is ...	الشيء الثاني هو ...	indicating another example
... whereas ...	بينما	sequencing an argument
So, to sum up, ...	تلخيصا لما سبق ...	concluding

The stress might eat away at them inside. But for others, they end up having a meltdown – **in other words**, they get upset or angry. The underlined phrase indicates:

- A) another example  
 B) the speaker is going to paraphrase what they just said  
 C) concluding  
 D) sequencing an argument

## Unit Three

### التعميم Generalising

1) Talking about what you think is generally true.

\* لتعميم ما نعتقد انه صحيح بالمطلق.

The phrases	The meaning	Example
On the whole, ...	على العموم ، بشكل عام	<b>On the whole</b> , I don't like taking risk.
In general, ...	بشكل عام	<b>In general</b> , I'm very calm person.
In some / many / most cases	في بعض ، العديد ، معظم الأحيان	<b>In some/many/most cases</b> , it's quicker to send an email than to talk on the phone.
Broadly speaking, ...	بشكل عام	<b>Broadly speaking</b> , Gen Z have an entrepreneurial spirit.
By and large, ...	عموما	<b>By and large</b> , young people do more sport.
More often than not, ...	أغلب الأحيان	<b>More often than not</b> , young people communicate using messaging apps.
Nine times out of ten, ...	90 بالمئة	<b>Nine times out of ten</b> , I agree with her, but this time I think she's wrong.
90 percent of the time, ...		<b>90 percent of the time</b> , I include emoji.
To some / a great extent ...	إلى حد ما ، إلى حد كبير	<b>To some/a great extent</b> , electronic devices are a distraction in the classroom.
Tend of think / say / believe	يميل إلى الاعتقاد ، يقول ، يعتقد	Older people <b>tend to think/ say / believe</b> that teenagers spend too much time relaxing.
There's a tendency for .. to	هناك رغبة من قبل ... ل	<b>There's a tendency for</b> elderly people <b>to</b> be suspicious of the internet.

2) Acknowledging that you are generalising. \* الاقرار بالتعميم

The phrases	The meanings	Examples
This is a bit of a sweeping statement, but ...	هذا تعميم تام ولكن	<b>This is a bit of a sweeping statement, but</b> younger people often take offence easily
I may be over generalising, but ...	قد أكون مبالغا في التعميم ولكن ..	<b>I may be over generalising, but</b> I think young people are losing the art of conversation.
You might think this is an over generalisation, but ...	قد تعتقد أني مبالغ بالتعميم ولكن ...	<b>You might think this is an over generalisation, but</b> old people can't handle technology.

1) You might think this is an over generalisation but on ..... whole I believe that people don't change much.

A) the

B) a

C) an

D) some

2) There's a ..... for young people to think that life must have been worse without technology, but my dad is always saying how grateful he is to have seen what life was like back then.

- A) extent                      B) broadly                      C) tendency                      D) whole

3) To some ....., I think people were more able to appreciate the simple pleasures in life.

- A) extent                      B) large                      C) present                      D) cases

4) **Broadly speaking**, generation Z lead healthier lifestyles than generation X did in the past.

**The phrase that has a similar meaning to the underlined words is:**

- A) To some extent                      B) By and Large  
C) There's a tendency for                      D) In some cases

5) **Nine times out of ten**, a person's outlook on life becomes similar to that of their parents.

**The phrase that has a similar meaning to the underlined words is:**

- A) In some cases                      B) To some extent  
C) There is a tendency for                      D) 90 percent of the time

6) **In most cases**, what seems shocking to one generation appears normal to the next.

**The phrase that has a similar meaning to the underlined words is:**

- A) More often than not                      B) In some extent  
C) There's a tendency for                      D) To some extent

7) **In general**, our generation is no better or worse behaved than the previous one.

**The phrase that has a similar meaning to the underlined words is:**

- A) In some cases                      B) In some extent  
C) On the whole                      D) There is a tendency for

1. A	2. C	3. A	4. B	5. D	6. A	7. C
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## Unit Four

### Telling an anecdote

#### SPEAKING | Telling an anecdote

##### Saying that an anecdote is about to start

الإخبار بأن القصة على وشك البدء

1. You'll never believe what happened to me the other day.
2. That reminds me of (a time when) the pop star I met in my local supermarket.
3. Have I ever told you about the time we went to England?
4. A friend of a friend told me this story.

##### Giving background information

إعطاء معلومات أساسية

1. I was travelling down to Amman on the bus, when ...
2. Well, I'm not sure if you know my colleague, Sameer, but he's actually related to a famous actor!
3. There was this guy who ...

##### Introducing a turning point

تقديم نقطة التحول

1. Anyway, to cut a long story short, ...
2. Suddenly, I heard a loud noise
3. No sooner had I got on the bus than I noticed it was going on in the wrong direction.
4. Hardly had we ... when ...
5. It turned out that the bus was express service to Aqaba
6. Before we knew what was happening, the train pulled out of the station
7. Guess what?

##### Showing the speaker's attitude

إظهار سلوك المتحدث

1. Obviously, I was a bit taken aback. (surprised at)
2. I couldn't believe what was happening.
3. Obviously, he was trying to travel without a ticket  
Presumably, he had left his wallet in the taxi  
Unbelievably, he had spent the whole journey sleeping
4. And then, to top it all, I had lost my wallet!
5. I mean – I've done it, haven't you?
6. No word of a lie!
7. Would you believe it?

##### Rounding off the anecdote

إنهاء القصة

1. It was probably the most embarrassing moment of my life!
2. I'll never forget ...
3. I'll never ... again.



knew / was running / before / towards us / the bull / was happening / we / what / !

**The correct order of the above words is:**

- A. Before what was happening we knew, the bull was running towards us!
- B. Before we knew what was happening, the bull was running towards us!**
- C. Before we knew what was happening, the bull towards us was running!
- D. Before the bull was running towards us, we knew what was happening!

**Put the sentences in order to make an anecdote.**

**That reminds me of a story I heard not long ago ...**

- a. Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.
- b. Apparently, he went inside to check the room when suddenly the door closed behind him.
- c. So he started to bang on the door and hoped someone could hear him.
- d. He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.
- e. He was just about to give up when suddenly the door opened.
- f. Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.
- g. There was this waiter who was the last person left in a restaurant at the end of the day.

A-There was this waiter who was the last person left in a restaurant at the end of the day.

B-He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.

C- Apparently, he went inside to check the room when suddenly the door closed behind him.

D-Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.

E-So he started to bang on the door and hoped someone could hear him.

F-He was just about to give up when suddenly the door opened.

G-Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.

## Unit Six

### Giving instructions

SPEAKING  Giving instructions	تقديم الإرشادات
<p><b>Explaining what to do</b></p> <p>It's advisable to ...</p> <p>The first <u>thing</u> you do is ...</p> <p>When / <u>Once</u> you've done that, ...</p> <p>What you do is ...</p> <p><u>All</u> you have to do is ...</p> <p>The key/main thing to remember is ...</p> <p>It's vital/essential <u>that</u> you ...</p> <p><b>Explaining what not to do</b></p> <p>Make sure you don't ...</p> <p>Try to avoid (+ <i>-ing</i>) ...</p> <p>I'd advise you not to ...</p> <p>There's no need to ...</p> <p><u>Whatever</u> you do, don't ...</p> <p><b>Finishing the instructions</b></p> <p>And that's it.</p>	<p>توضيح ما يجب القيام به</p> <p>توضيح ما لا يجب القيام به</p> <p>إنهاء التعليمات</p>

## Emphatic Sentences

We can make a sentence more emphatic by beginning with *What ...*, e.g.

يمكننا جعل الجملة أكثر قوة وتأثير من خلال البدء بـ *What* / على سبيل المثال:

*Slide the door to the right.* ➔ *What you do is slide the door to the right.*

*I covered it with tape.* ➔ *What I did was cover it with tape.*

• We can use *All (that) ...* in the same way,

يمكننا استخدام *All / (that)* في نفس الطريقة ....

e.g. *Press the button.* ➔ *All you do is press the button.*

*He touched it and it broke.* ➔ *All he did was touch it and it broke.*

• We can use *... the way (that) ...* to emphasise how something is done, e.g.

يمكننا استخدام *The way (that)* "الطريقة التي ..." للتأكيد على كيفية القيام بشيء ما

*The way that you do it is to ... / by + -ing ...*

*The way it works is ...*

1) You just need some scissors and masking tape.

The sentence that has the same meaning as the one above is:

- A. All you need are some scissors and masking tape.
- B. All you need were some scissors and masking tape.
- C. All you need is some scissors and masking tape.
- D. All you need was some scissors and masking tape.

2) You turn on the oven by pressing this switch.

The sentence that has the same meaning as the one above is:

- A. All you did was turn on the oven by pressing this switch.
- B. The way you turn on the oven is by pressing this switch.
- C. What you did was you don't turn on the oven by pressing this switch.
- D. The way you turn on the oven were by pressing this switch.

3) I used a damp dishcloth to remove the stain.

The sentence that has the same meaning as the one above is:

- A. What I did was use a damp dishcloth to remove the stain.
- B. What I used to remove the stain was a damp dishcloth.
- C. What I do is use a damp dishcloth to remove the stain.
- D. A+ B

4) Next you soak it in water. The sentence that has the same meaning as the one above is:

- A. What you do next is soak it in water.
- B. What you did next was soak it in water.
- C. All you did next was soak it in water.
- D. All you did next were soak it in water.

5) He's really good at DIY. The sentence that has the same meaning as the one above is:

- A. What he was really good at DIY.
- B. What he were really good at DIY.
- C. What he is really good at DIY.
- D. What he are really good at DIY.

1. A	2. B	3. D	4. A	5. C
------	------	------	------	------

Mr. Noubani

## Unit Seven

### Expressing opinions

#### SPEAKING | Expressing opinions

**Strong opinion** رأي قوي

It goes without saying that ...

Without a shadow of a doubt, ...

Frankly, I think it's obvious that ...

**Less strong opinion** رأي أقل قوة

As far as I'm concerned, ...

**Counter opinion** رأي معارض

It's a good idea in principle, but ...

I can see where they're/you're coming from, but ...

**Tentative opinion** رأي مبدئي

I'm no expert, but ... / I tend to think (that) ...

I'm inclined to think (that) ...

**Challenging somebody else's opinion** تحدي رأي شخص آخر

That's debatable, isn't it?

You're entitled to your opinion, but ...

Are you saying that ...?

Read the message board. Which suggestions do you agree or disagree with? Say why.



**ItsNoura** added a question

Jul 19

I'm curious, is there any behaviour you feel is unacceptable today? For example, people shouldn't play loud music on public transport.



**Ranagirl** added an answer

Jul 19

I've got loads of ideas: I'd like to talk about queue jumping and why people do it.



**SamarS** added an answer

Jul 20

Personally, I think we should do more to protect animals. I think hunting for sport is really cruel.

What makes the phrases stronger or more tentative?

Suggested answer

The intonation of the speaker

## Unit Eight

### Vocabulary

Words	Meanings in Arabic
decline (n, v)	انخفاض
decrease (n, v)	
downwards (adv)	
drop (n, v)	
go down (phr v)	
go up dramatically (phr v)	يرتفع
upwards (adv)	
increase (n, v)	
growth (n)	
rise (v)	
steadily (adv)	بثبات
remain steady (v)	
stayed the same	
gradually (adv)	تدريجياً
overall (adj)	بشكل عام
sharply (adv)	بشكل حاد
slightly (adv)	بشكل طفيف
illustrate (v)	يوضح

## SPEAKING

### وصف الاتجاهات Describing trends

#### Introducing data تقديم البيانات

The graph illustrates ...

In this graph, we can see ...

#### Describing changes over time وصف التغيرات عبر الزمن

- The number of ... /Sales ... /Users ...
- ↗ ... increased/rose/grew/went up ...
- ↘ ... declined/decreased/went down/ dropped ...
- ... slightly/sharply/steadily/gradually/ dramatically ...
- ... stayed the same / remained steady ...
- There is/has been/was/will be a ... slight/sharp/steady/gradual/dramatic ...
- ↗ ... increase/rise/growth (in the number of users/sales/etc.)
- ↘ ... decrease/fall/drop/decline (in the number of users/sales/etc.)

#### Summarising data تلخيص البيانات

Overall, the trend in ... is upwards/downwards.

During the period ... It is noticeable that ...

1. Which of the following means "to go down or decrease in amount"?

- a) Increase      b) Decline      c) Grow      d) Illustrate

Answer: b) Decline

2. If something moves "downwards," it is moving:

- a) To the side      b) Up      c) Down      d) In a circular motion

Answer: c) Down

3. The company's profits \_\_\_\_\_ over the past few months due to higher sales.

- a) Dropped      b) Increased      c) Remained steady      d) Declined

Answer: b) Increased

4. The market is expected to go \_\_\_\_\_ in the coming months after the new product launch.

- a) Down      b) Steadily      c) Dramatically      d) Slightly

Answer: c) Dramatically

5. The overall performance of the team this season has been \_\_\_\_\_ positive.

- a) Slightly      b) Overall      c) Decreased      d) Downwards

**Answer:** b) Overall

6. The number of tourists visiting the city has \_\_\_\_\_ to be larger in the past few years.

- a) Declined      b) Dropped      c) Remained steady      d) Increased

**Answer:** d) Increased

7. The chart clearly \_\_\_\_\_ how the sales numbers have changed over the years.

- a) Declines      b) Illustrates      c) Drops      d) Decreases

**Answer:** b) Illustrates

8. His opinion about the new policy remained \_\_\_\_\_ and the same throughout the meeting.

- a) Steady      b) Sharp      c) Dramatic      d) Slight

**Answer:** a) Steady

9. The number of users increased dramatically.

**The sentence that has the same meaning as the one above is:**

- A) There was a dramatic decrease in the number of users.  
B) There was a slightly increase in the number of users.  
C) There was a dramatic increase in the number of users.

3 There has been a slight drop in the number of sales recently.

**The sentence that has the same meaning as the one above is:**

- A) The number of sales has recently dropped slightly.  
B) The number of sales has dropped slightly recently.  
C) The number of sales has slightly dropped recently.  
D) All mentioned above.



## Unit Nine

### SPEAKING| Discussing advantages and disadvantages

A ...	major رئيسي	الإيجابيات	is that .....
One ...	minor فرعي	advantage of argument for/ benefit of good point about positive aspect of argument for	
Another	Obvious واضح		
The first ...	Possible ممكن	السلبيات	
	Significant ملفت	argument against disadvantage of / to downside of/to drawback of/to negative aspect of minus point of	

#### Summing up your argument/ Giving your opinion

تلخيص حجتك / ابداء رأيك

On first consideration, this seems ... يبدو من النظرة الأولى أن

Ultimately, there are arguments on both sides. حتميا هناك ما يدعم فكرة

Having looked at both sides of the argument, عند النظر الى جانبي الموضوع

I think/believe ... أعتقد أن

Although some people might disagree, I can't help feeling that ...

بالرغم من أن البعض يعارض فكرة ما الا اني لا اتوقع .....

#### Fill in the blanks.

- The \_\_\_\_\_ difference between the two cars is their color.  
a) major    b) argument against    c) benefit    d) negative aspect of
- One \_\_\_\_\_ of eating healthy is feeling more energy.  
a) disadvantage    b) drawback    c) benefit    d) minus point

3. It is \_\_\_\_\_ that the weather will be sunny today.

**a) significant   b) obvious   c) minor   d) argument against**

4. A \_\_\_\_\_ of using a bicycle is that it can be slow.

**a) positive aspect   b) good point   c) downside   d) major**

5. The \_\_\_\_\_ change in the room was the new painting on the wall which was impressive. .

**a) downside   b) significant   c) argument against   d) disadvantage**

1. a) major   2. c) benefit   3. b) obvious   4. c) downside   5. b) significant

Mr. Noubani

# EDITING SECTION

- 1) In ancient times, they used smoke signals and after writing developed, they ..... more ingenious methods of delivering messages .....
- A) invented / .      B) were inventing / .      C) had invented / ?      D) invented / !
- 2) The invention of the telegraph in 1837 sped up ..... dramatically.
- A) comunicasion      B) kommunication      C) communication      D) communication
- 3) she came across a scientist who asked Jane if she might want a job ..... chimpanzees in the wild.
- A) opserving      B) observing      C) obsirving      D) obcerving
- 4) How could a young English woman with no ..... training possibly make contact with a group of wild chimpanzees.....
- A) scientific / .      B) scientefic / !      C) scientifik / ?      D) scientific / ?
- 5) People like it if you pay them a compliment..... but you need to sound sincere.....
- A) . / ,      B) . / .      C) ? / .      D) , / .
- 6) She saw that different groups of chimpanzees had battles in which they tried to wipe out the ..... group .....
- A) rival / .      B) reval / ?      C) rivel / !      D) rivil / .
- 7) Kareem was ..... when he found out he'd got a place at university.
- A) ecstatik      B) escstatic      C) ecstetic      D) ecstatic
- 8) ..... means to have just enough money to buy what you need.
- A) subsestance      B) subsistance      C) subsistence      D) subsestance
- 9) ..... means very small and restricted, surrounded by walls.
- A) cunfined      B) confined      C) cunfenid      D) confenid
- 10) They told her that the man ..... who wished to remain .....
- A) . / anonumous      B) , / anonymous      C) , / anonumous      D) . / anonymous
- 11) ..... is being busy or working very hard.
- A) industreous      B) indostrious      C) indostreous      D) industrious

1) A	2) C	3) B	4) D	5) D	6) A	7) D	8) C	9) B	10) B	11) D
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# **PRONUNCIATION SECTION**

## ACTIVE PRONUNCIATION

Omitting /ti/ in question tags

In fast speech, the sound /ti/ at the end of the first word in question tags can be omitted (e.g. *isn't it* - /'lɪz(g)mtl, *doesn't she* - /'dʌz(g)nJ1/).

- 1) *Zeina likes* people paying her compliments, *doesn't she* ?
- 2) *Yousuf has* been firing questions at you all day, *hasn't he* ?
- 3) *Our boss is* completely fed up with all the paperwork, *isn't he* ?
- 4) *Suha was* bewildered by the maths questions, *wasn't she* ?
- 5) *He could* try to work harder at school, *couldn't he* ?

## ACTIVE PRONUNCIATION

/i:/ and /ɪ/ sounds

/i:/ and /ɪ/ are similar sounds in English. The spelling of words which include these vowel sounds is not always a clear guide to their pronunciation.

- /i:/ (long) typically appears in words which are spelled with *ee* (e.g. *seen*), *ea* (e.g. *please*), and *ie* (e.g. *piece*).
- /ɪ/ (short) typically appears in words which are spelled with *i* (e.g. *big*, *window*, *spirit*).

The sound / ə / is found in unstressed syllables and it can be spelt with any vowel letter. It appears in many words, including **the suffixes**, such as:

1. edible      2. beautiful      3. different      4. dangerous      5. intentional

**Find the stressed syllables in the underline words:**

1. You're listening to Imad Haidar on Seaside FM.
2. Today, we can all be great photographers.
3. But it is easy to forget that before the invention of the digital camera, photography was a real art.
4. I've seen children posing for many school photos, but this one is very different to the usual ones, isn't it?

1. listening      2. photographers      3. digital camera      4. children

## Pronunciation (stress patterns)

\* في البداية يجب أن نعلم كيف نقطع الكلمة باللغة الانجليزية لمقاطع ومن بعدها نستطيع أن نحدد المقطع المشدد.

**A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants.**

\* المقطع الصوتي هو عبارة عن وحدة نطق تحتوي على صوت عله واحد فقط ويمكن أن يكون مع أصوات ساكنة أو بدونها.

\* ملاحظات مهمة يجيب معرفتها عن المقطع الصوتي.

(1) يوجد صوت علة واحد فقط بكل مقطع.

(2) الكلمة التي تتكون من مقطع واحد تكون كلها مشددة.

(3) حتى تستطيع أن تحدد المقاطع الصوتية يجب عليك أن تعرف كم صوت عله بالكلمة ومن ثم تحدد كم مقطع . ويجب عليك ممارسة الأمر من خلال اللفظ ومن ثم تحدد كم مقطع للكلمة.

**Fast** ( 1 syllable )

**Person** ( per-son) ( 2 syllables )

**Advantage** ( ad-van-tage ) ( 3 syllables )

**Information** ( in-for-ma-tion ) ( 4 syllables )

**Electricity** ( e-lec-tric-i-ty ) ( 5 syllables )



## Pronunciation ( Stress patterns )

The adjective	The pattern	The stressed syllable	How to pronounce it
bigoted	It consists of <b>3</b> syllables and <b>the first</b> is stressed.	<b>The first ( big )</b>	<b>big</b> -ot-ed
capable	It consists of <b>3</b> syllables and <b>the first</b> is stressed.	<b>The first ( ca )</b>	ca- <b>pa</b> -ble
charming	It consists of <b>2</b> syllables and <b>the first</b> is stressed.	<b>The first ( char )</b>	<b>char</b> -ming
compassionate	It consists of <b>4</b> syllables and <b>the second</b> is stressed.	<b>The second ( pas )</b>	com- <b>pas</b> -sion-ate
conceited	It consists of <b>3</b> syllables and <b>the second</b> is stressed.	<b>The second ( ceit )</b>	con- <b>ceit</b> -ed
decent	It consists of <b>2</b> syllables and <b>the first</b> is stressed.	<b>The first ( de )</b>	<b>de</b> -cent
dedicated	It consists of <b>4</b> syllables and <b>the first</b> is stressed .	<b>The first ( ded )</b>	<b>ded</b> -i-cated
defensive	It consists of <b>3</b> syllables and <b>the second</b> is stressed.	<b>The second ( fen )</b>	de- <b>fen</b> -sive
hypocritical	It consists of <b>5</b> syllables and <b>the third</b> is stressed.	<b>the third ( crit )</b>	hyp-o- <b>crit</b> -i-cal
idealistic	It consists of <b>5</b> syllables and <b>the fourth</b> is stressed.	the fourth ( is )	i-de-al-is-tic
immature	It consists of <b>3</b> syllables and <b>the third</b> is stressed.	<b>the third ( ture )</b>	im-ma- <b>ture</b>
inspirational	It consists of <b>5</b> syllables and <b>the third</b> is stressed.	<b>the third ( ra )</b>	in-spi- <b>ra</b> -topn-al
modest	It consists of <b>2</b> syllables and <b>the first</b> is stressed.	<b>The first ( mod )</b>	<b>mod</b> -est
passionate	It consists of <b>3</b> syllables and <b>the first</b> is stressed.	<b>The first ( pas )</b>	<b>pas</b> -sion-ate
pushy	It consists of <b>2</b> syllables and <b>the first</b> is stressed.	<b>The first ( pu )</b>	<b>pu</b> -shy
sincere	It consists of <b>2</b> syllables and <b>the second</b> is stressed.	<b>the second ( cere )</b>	sin- <b>cere</b>
tough	It is only <b>one syllable</b> .	<b>The first ( tough )</b>	<b>tough</b>
trustworthy	It consists of <b>3</b> syllables and <b>the first</b> is stressed.	<b>The first ( trust )</b>	<b>trust</b> -wor-thy



auxiliary verbs (had and been) are often pronounced in their weak form, since they do not carry the main content, and are therefore not normally.

What do you notice about the way that the verbs had and been are pronounced?

They are pronounced using a weak form.

### ACTIVE PRONUNCIATION |

#### Assimilation of /t/ + /j/ and /d/ + /j/ sounds

When English speakers talk quickly, they do not always pause in between each word; they link different sounds and words together into connected speech.

عندما يتكلم متحدثو اللغة الإنجليزية فإنهم لا يتوقفون بين كل كلمة. بل يربطون الأصوات والكلمات معا وهذا يسمى (الكلام المتصل)

Sometimes two sounds blend together to form a completely new sound.

أحيانا يتم دمج صوتان معا ليتكون صوت جديد بشكل تام

This often happens with /t/ and /j/, which come together to become /tʃ/ (as in *choose*), and with /d/ and /j/ which become /dʒ/ (as in *jeans*).

*I met \_ you.* (/t/ becomes /tʃ/) •

*He told \_ you.* (/d/ becomes /dʒ/) •

Mr.

## Kindness - Vocabulary Stressed Syllables

*You may want to model or elicit correct pronunciation of each of the words, paying attention to number of syllables and the correct stress.*

The word & the stressed syllable	The number of syllables	Arabic meaning
<u>ind</u> ustrious	4 syllables	مُجْتَهِد
comm <u>is</u> sion	3 syllables	عُمُولَة
<u>in</u> tern	2 syllables	مُنْتَدِرَب
in <u>te</u> gral	3 syllables	جُزء لا يتجزأ / أساسي
ill- <u>equ</u> ipped	3 syllables	غَيْر مُجَهَّز
<u>an</u> onymous	4 syllables	مَجْهُول / غَيْر مَعْرُوف
<u>pro</u> ceeds	2 syllables	عَائِدَات / إيرادات
found <u>at</u> ion	3 syllables	مُؤَسَّسَة

- How many syllables are there in the word "industrious" ?  
A) three                      B) two                      C) one                      D) four
- The word that has three syllables is:  
A) integral                      B) anonymous                      C) commission                      D) intern
- The word that has the stress on the second syllable of the following words is:  
A) integral                      B) intern                      C) proceeds
- The stressed syllable in the word "foundation" is:  
A) tion                      B) da                      C) foun

1. D	2. C	3. A	4. B
------	------	------	------

## ACTIVE PRONUNCIATION | Aspiration

We sometimes add an extra puff of air after /p/, /t/ and /k/ before we move on to the next sound.

أحياناً نضيف نفخة إضافية من الهواء بعد (p/t/k) قبل الانتقال للصوت التالي.

**This happens only if:**

- the sound is at the beginning of a stressed (or the only) syllable.

إذا كان الصوت في بداية المقطع المشدد (أو كان مقطع واحد)

- the sound is immediately followed by a vowel (e.g. *ph*aper, *ch*ar, *th*ouch).

إذا كان الصوت يليه مباشرة حرف علة مثل:

(*ph*aper, *ch*ar, *th*ouch)

Read the following sentences from about films, focusing on the underlined syllables.

1. In the film, a man lives on a road with no pavement - his home is Australia in case you couldn't tell!

2. This film is about a talent show where actors spend their time trying to win the show to raise a bit of cash.

Can you hear any extra sound there?

### Answers

There is an extra sound (a puff of air which sounds like the /h/ sound) after the first sound.

### Aspirated Sounds الأصوات المُستنشقة

/p <sup>h</sup> /	/t <sup>h</sup> /	/k <sup>h</sup> /
poor Polish unpopular important repair	talent time return potential tortoise tell	current capital occur uncommon location mechanic

## ACTIVE PRONUNCIATION | The letter *a*

The letter 'a' can be pronounced in many ways and the spelling of a word is not always a clear guide to its pronunciation. Two common ways of pronouncing a are:

يمكن لفظ الحرف a بطرق متعددة / وتهجئة الكلمة ليست دليلا واضحا على نطقه. فهناك طريقتان للفظ الحرف

- /æ/ like in cat, jam (with a very open mouth)
- /ɑ:/ like in start, father (at the back of the throat; this sound is also slightly longer)

*Are the two underlined letters a in each sentence pronounced the same or differently?*

- 1 The man used an app to take photos of a star.
- 2 ... but in actual fact it was deceptive because the photo was manufactured.
- 3 This aspect is part of the problem with apps.

- |   |   |
|---|---|
| 1 ✓ <u>b</u> ark                                    | <input type="checkbox"/> <u>b</u> ack             |
| 2 <input type="checkbox"/> <u>h</u> ear <u>t</u>    | <input type="checkbox"/> <u>h</u> at              |
| 3 <input type="checkbox"/> <u>p</u> ar <u>k</u> ing | <input type="checkbox"/> <u>p</u> ac <u>k</u> ing |
| 4 <input type="checkbox"/> <u>a</u> rt              | <input type="checkbox"/> <u>a</u> t               |
| 5 <input type="checkbox"/> <u>a</u> unt             | <input type="checkbox"/> <u>a</u> nt              |
| 6 <input type="checkbox"/> <u>p</u> ar <u>t</u>     | <input type="checkbox"/> <u>p</u> at              |
| 7 <input type="checkbox"/> <u>h</u> ar <u>d</u>     | <input type="checkbox"/> <u>h</u> ad              |

*Write the words you ticked in the correct place in the chart.*

/æ/ cat	/ɑ:/ start
	bark

cat: hat, packing, pat  
start: art, aunt, hard

## Intonation in adverbial phrases

English intonation has a pattern which falls and rises again within one phrase. We can use this fall-rise tone in adverbial phrases.

التنغيم في اللغة الإنجليزية له نمط يتراوح بين الهبوط والإرتفاع مرة أخرى داخل العبارة نفسها. يمكننا إستخدام هذه النغمة التي تهبط / ترتفع في العبارات الظرفية مثل:

- *in my opinion* (In maɪ ↓ ə'pɪn ↑ jən)
- *to be honest* (tə bi 'ɒn ↓ ɪst ↑)
- *to tell you the truth* (tu: tɜl ju: ↓ ðə tru:θ ↑)

### 1. The intonation in the adverbial phrase “in my opinion” is:

- A) (In maɪ ↑ ə'pɪn ↓ jən)      B) (In maɪ ↓ ə'pɪn ↑ jən)      C) (In maɪ ↓ ə'pɪn ↓ jən)

### 2. The intonation in the adverbial phrase “to be honest”

- A) falls and rises      B) rises and falls      C) stays the same

Mr. Noubani

# WRITING SECTION

Mr. Taha Al-Noubani

## Linking words

Linking words	Functions	Examples
<b>Conjunctions of contrast</b>		
while whereas	are used to show that two things are different or to contrast two ideas.  الفرق بين الاشياء ومقارنة الافكار	<b>Example:</b> <i>She likes tea, <u>while</u> he prefers coffee.</i>  <b>Example:</b> <i>I enjoy swimming, <u>whereas</u> my brother likes hiking.</i>
<b>Conjunctions of concession</b>		
<b>although</b> <b>even though</b> + <b>Subject + verb</b>	are used to show that something happens in spite of another fact or idea.  وقوع حدث معين لا يتناسب مع حقيقة وجود سبب او فكرة	<b>Example:</b> <i><u>Although</u> it was raining, they went for a walk.</i>  <b>Example:</b> <i><u>Even though</u> she was tired, she finished her homework.</i>
<b>Prepositions of contrast</b>		
<b>despite</b> <b>in spite of</b> + <b>noun clause</b> <b>Or</b> <b>the fact that</b>	are used to show contrast between two things, even though one might seem to prevent the other.  وقوع حدث معين لا يتناسب مع حقيقة وجود سبب او فكرة	<b>Example:</b> <i><u>Despite</u> the cold weather, we went outside.</i>  <b>Example:</b> <i><u>In spite of</u> the rain, the event continued.</i>
<b>Adverbs of contrast</b>		
<b>however</b> <b>nevertheless</b> <b>nonetheless</b>	are used to introduce a contrast, showing that something is different or surprising compared to what was just mentioned.  التعارض بين السبب والنتيجة	<b>Example:</b> <i>I wanted to go to the party; <u>however</u>, I had too much work to do.</i>  <b>Example:</b> <i>She failed the test; <u>nevertheless</u>, she kept studying hard.</i>

1. ....the cold weather, we went outside.

- A. In spite of the fact**      **B. Despite**      **C. However**      **D. As well as**

2. Good cookies make websites more user-friendly. ...., some are designed to steal private information.

- A. Furthermore**      **B. Despite**      **C. However**      **D. Besides**

3. The sentence which shows contrast between two things, even though one might seem to prevent the other.

- A. In spite of the fact that there were several major cyber attacks last year, most companies have not changed their security systems.**  
**B. She failed the test; nevertheless, she kept studying hard.**  
**C. Even though she was tired, she finished her homework.**  
**D. She likes tea, while he prefers coffee.**

1. B

2. C

3. A

Mr. Noubani



## Linking words

<b>As well as</b> <b>In addition to</b> <b>Besides</b> بالاضافة ل	Followed by gerund ( <b>ing</b> ) at the beginning of the sentence	<b>As well as</b> – <i>As well as studying for his exams, John works part-time at a café.</i>  <b>In addition to</b> – <i>In addition to learning Spanish, she is also taking French lessons.</i>  <b>Besides</b> – <i>Besides going to the gym regularly, he follows a strict diet</i>
<b>Not only , but also</b> ليس فقط... ولكن	Followed by helping verbs at the beginning of the sentence	<b>Not only ... but also</b> – <i>Not only does she play the piano, but she also sings beautifully.</i>
<b>Furthermore</b> <b>Also</b> ايضا	Join two sentences preceded by (.) and followed by (,)	<b>Furthermore</b> – <i>He has years of experience in marketing. Furthermore, he holds a degree in business management.</i>  <b>Also</b> – <i>She enjoys painting. Also, she is skilled in digital design.</i>

1- \_\_\_\_\_ working full-time, Sarah is completing her master's degree.

a) Furthermore    b) Not only    c) As well as    d) Also

2- \_\_\_\_\_ traveling, he enjoys photography and writing travel blogs.

a) In addition to    b) Not only    c) Also    d) Furthermore

3- \_\_\_\_\_ did she finish the project on time, but she also received an award for her excellent work.

a) Besides    b) As well as    c) Not only    d) Furthermore

4-He has extensive knowledge in finance. \_\_\_\_\_, he has worked for major multinational companies.

a) Furthermore    b) Besides    c) As well as    d) Not only

5-She speaks three languages fluently. \_\_\_\_\_, she is learning a fourth one.

a) As well as    b) Besides    c) Also    d) Not only

1 c)    2 a)    3 c)    4 a)    5 c)

Mr. Noubani

## Cause and Effect

\* بعض الكلمات التي تختص السبب والنتيجة.

The words	The meaning
as a result	نتيجة لذلك
as a consequence of	نتيجة لذلك
be due to	سبب لذلك
give rise to	يتسبب في
lead to something	يؤدي إلى
result from	ينتج عن
result in	يسبب ( يؤدي إلى )
bring about	يسبب
cause	يسبب
a big cause of	سبب كبير لـ

There is a difference between ( **result in** ) and ( **result from** ):

- The reason ( **result/s in** ) the result.
- The result ( **result from** ) the reason.

لاحظ أن **Result in** يكون قبلها السبب وبعدها النتيجة ،

- **Eating too much** may result in **stomach pain**.  
السبب النتيجة

أما **Result from** قبلها النتيجة وبعدها السبب

- **Stomach pain** resulted from **eating too much**.  
النتيجة السبب

- Be due to ..... Caused by / result from.
- As a result ..... As a consequence.
- Lead to ..... cause / give rise to / result in

## LESSON 7B WRITING | An analytical essay

Start with an introduction so readers know what you will be looking at.

Use a paragraph for each idea with evidence to support each one.

Start each paragraph with a topic sentence.

Remember to include the sources you researched to each idea.

Write a conclusion to summarise what you have said.

*Is social media not suitable for older people?*

Social media is certainly suitable for older people, although many are not aware of the benefits it can bring. These include being able to keep in touch with friends and family, and being entertained.

Many older people need to be taught the benefits of social media. <sup>1</sup> to a recent report, around 12% of people over 60 in Jordan do not use the Internet. Some that do use the Internet don't know how to use social media sites. However, the same report <sup>2</sup> out that more than 75% of Internet users over 60 believe that social media can help them make friends and if that number could be increased, it could really help them.

Social media can be a great way to help elderly people who might not be able to leave their houses because of health or mobility problems. <sup>3</sup> the website Life Connects writes, because many older people are not able to see friends or family very often, they can struggle with loneliness. If these people are taught how to use social media, they will be able to make contact with people living anywhere. They can also use social media to not only talk to their friends, but see them as well.

Social media can also help older people remain active and interested in the world around them. As well as providing them with 24-hour news, social media sites can offer films and games. Recent studies <sup>4</sup> that 52% of people over 60 in Jordan believe that social media has a positive affect on how they feel.

Social media may not be ideal for all older people but there are many advantages it can bring including the ability to stay connected and active.

### 1 Match words a–d with the essay gaps.

a □points

c □As

b □report

d □According

### ACTIVE WRITING | An analytical essay

1 Research and plan your essay.

- Do you agree or disagree with the statement?

Write your essay.

- Support your arguments with facts.

3 Check that...

- you have included all your sources.

Books are better than social media because, if one day we lose the ability to use the Internet, there will be no records left online. Do you agree?

Mr. Noubani

## LESSON 7B / WRITING | A formal email

Begin with an appropriate formal greeting.

State your reasons for writing in the introduction

In the main paragraphs, state the problem and offer some solutions.

In the final paragraph, ask the recipient of the email to take some action.

Mention that you expect a reply before you sign off.

Sign off with an appropriate farewell that matches the greeting you began with.

To: City Council  
Subject: Air pollution

<sup>1</sup>Dear Sir/Madam,

I am writing <sup>2</sup>to express my concern about plans to construct a new concert hall on the site of the city park on South Road. While a concert hall would certainly be a desirable facility, the current plans present a number of major problems.

Like many city centre residents, my family and I live in an apartment and value the park for green environment. On any day, people of all ages can be found walking, jogging, cycling and rollerblading there. Outdoor exercise is vital for physical and mental well-being and I am <sup>3</sup>worried that removal of the park would have a serious impact on residents' health.

With its mature trees and good-sized lake, the park is home to many birds and wild animals. <sup>4</sup>We are told that the city's expansion in recent years has already caused a great deal of habitat loss. I find it unacceptable that yet another part of the city's green space would be sacrificed under the current proposals.

It is <sup>5</sup>essential that preservation of the area for the benefit of the animal population is taken into consideration <sup>6</sup>I urge you to seek an alternative location in an area which would benefit from development I look forward to <sup>7</sup>hearing from you.

<sup>8</sup>Yours faithfully,

Ramzi Quadi

## LESSON 7B WRITING | An opinion essay

Summarise the topic of the essay and state your position.

Set out your arguments in two or three paragraphs, including the two topics given in the question.

Each paragraph should be about one main idea and should start with a topic sentence.

Include one idea of your own.

For each argument, give further details, reasons and examples.

Summarise the main points of the essay and restate your opinion on the topic.

It is sometimes held that in our busy and technologically advanced world, teenagers have little to learn from the elderly. However, I firmly believe that there are many ways teens can benefit from the wisdom and experience of their grandparents. Perhaps the most obvious topic which grandparents can tell us about is the past. In my opinion, hearing our grandparents' stories helps us understand the past in new ways.

Our lives may be different from those of our grandparents, but there are plenty of life lessons that we can learn from them.

Whether it is a clash between you and your parents or a row with a friend, my personal conviction is that the best advice comes from those who have already dealt with such problems.

Grandparents may not be able to teach us about modern technology, but there are plenty of valuable skills we can learn from them. Growing up, they may have learnt how to sew or knit for instance, or perhaps how to cook, bake, fix a bike or decorate a house.

In conclusion, I would say that there are a great many things that teenagers can learn from their grandparents including family history, life lessons and practical skills.



## WRITING | An opinion essay

### Content and organization

**Introduction:** Summarise the topic of the essay, using your own words as far as possible, and state your position (thesis) with regard to the topic.

**Main body:** Include 2 or 3 paragraphs setting out your arguments. You must include the two topics given in the essay question, plus an idea of your own. Each paragraph should be about one main idea.

**Conclusion:** Summarise the main points of the essay and restate your opinion or thesis on the topic.

### Style and register

- Use semi-formal or quite formal register.
- Give your personal opinion using: Personally, ... / In my opinion, ... / My personal conviction is that ... / I would argue that / I believe that / I would say that

Include more impersonal views using:

It is often argued that ... / It is often held that ... / It is widely believed that ... / Many people today feel that / It is commonly accepted that / ... can be seen as ...

- Try to use a variety of linkers: Nevertheless, ..., In addition, ..., Therefore, ...

- 1 What is the thesis of the essay?
- 2 What arguments does the writer give to support the thesis?
- 3 How does the thesis relate to the conclusion?

- 1 Families remain as close as they ever were.
- 2 Greater work-life balance means parents are more available to their children and able to spend more quality time together. Greater automation of housework has had a similar effect. The Internet and social media give more opportunities for families to communicate with each other when at a distance.
- 3 The conclusion restates the thesis: ... while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.

#### ACTIVE WRITING| Topic sentences

- In academic writing, each paragraph has a 'topic sentence' which contains the main idea of the paragraph. The other sentences should support the topic sentence, giving further details, reasons or examples. A coherent paragraph will have sentences in logical order.

Mr. Noubani



## How to write an article?

□ **Title:** Attract your reader's attention with a catchy\interesting title, you could:

- Use a question
- Use a pun
- Use alliteration

□ **Introduction:** Clearly define what your article is about, you could:

- Address your readers directly
- Give a surprising fact or statistic
- Tell a personal anecdote
- Ask a rhetorical question

□ **Main paragraphs:**

- Each paragraph should have a clear topic
- Use an informal, chatty style throughout
- Use informal punctuation, e.g. exclamation

□ **Conclusion:** Return to the main idea from the introduction; leave the reader with something to think about. You could:

- Repeat the words from the title
- Make suggestion
- Give a personal opinion
- Ask a thought-provoking question

### Important phrases

In spite of these potential benefits, many people..

Nevertheless, many people feel..

It is estimated that..

It is commonly believed that..

It is argued by some people that..

Many people are of the opinion that..

*Sample*  
*Happy hyenas help people of Harar*

Hyenas are big, ugly and dangerous animals and they are the most common large predator in Africa. They often survive on eating animals that are already dead, but they will also attack and eat live animals – including cows, sheep, goats and even people. It goes without saying that most people in Ethiopia are scared of hyenas and don't want them around. But in the old walled city of Harar, the hyenas are no longer a danger to people. Why do you think this is?

In the past, the animals often attacked people living in the city, so the people found a way to deal with them: they cut holes in the city walls and threw food to the hyenas. They realised that the hyenas were no longer hungry because of this, and attacked people less often. Later, a farmer called Yusuf Salleh chose to do the same thing to protect his farm animals against the hyenas: he fed them each day, and it worked!

Yusuf's son, Abbas Yusuf, has continued his father's tradition but in a slightly different way. Every day, when it is getting dark, he calls out to attract the hyenas. Then he picks up some meat and holds it out for them. The animals come up to him and take the meat from his hands. The sight is so amazing that many tourists visit to watch him feed the hyenas (although it is too dangerous for them to participate in the feeding)! Abbas Yusuf says the hyenas are now his friends, and he even has names for them.

People explain that nobody in Harar has been attacked by a hyena for 200 years, and some people even say they are useful around the city because they help to eat some of the rubbish from the rubbish tips, helping to discourage flies and other insects from breeding diseases. When people see a hyena in the streets, they do not worry about them any more. The people and the hyenas accept each other.

I think this simple solution could help save the lives of people and animals. The hyenas are no longer hungry and everyone is happy. Can we learn from this and hope for something similar with other dangerous animals?

## Writing task

Write an article about an environmental issue you feel strongly about and explain what you want to be done about it.

Mr. Noubani