

بسم الله الرحمن الرحيم

# النور في اللغة الانجليزية

( 2026 - 2025 )

Grade 11



## Units 1 - 4

اللغة الانجليزية – الاول الثانوي الاكاديمي  
ملخص شامل مع بنك اسئلة لمادة الفصل الاول

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## HIGH NOTE 4

### UNIT ONE

#### contact – message – touch ( collocations )

collocation	meaning
<b>deliver a message</b>	Ahmad <b>delivers a message</b> to his manager . يوصل رسالة / يسلم رسالة مكتوبة لشخص ما
<b>spread a message</b>	Social media <b>spread a message</b> to to all the people that ... ينشر رسالة للعامة
<b>carry a message</b>	Bottles can <b>carry messages</b> . يحمل / ينقل رسالة عن طريق شيء ( زجاجة )
<b>convey a message</b>	Rossetta stone <b>conveys a message</b> about the past . يحمل او يوصل معنى رسالة / ينقل فكرة
<b>pass on a message</b>	He <b>passes on</b> a message to the class and told them that..... يمرر رسالة محكية
<b>stay in touch</b>	= maintain a contact يبقى على تواصل
<b>keep in touch</b>	يحافظ على التواصل
<b>lose touch</b>	يفقد التواصل اجتماعيا
<b>establish contact</b>	يبدأ – يؤسس للتواصل
<b>maintain contact</b>	يبقى – يحافظ على التواصل
<b>lose contact</b>	يفقد التواصل عن طريق الاداة ( التلغون – الايميل – الفيسبوك )

1. People invented more ingenious methods of **delivering messages**.
2. People are still **sending messages** and it usually takes only seconds to deliver them .
3. **He often ----- touch with his colleagues.** (from time to time , nowadays , once in a while , every so often) = routines and habits  
a. lose                                      b. losing                                      c. loses                                      d. lost

#### Phrasal Verbs أفعال مركبة

Phrasal verbs	meaning	Arabic
<b>figure out</b>	to solve a problem or <b>understand</b> something	يعرف – يكتشف – يفهم – يحل
<b>make out</b>	to see something with difficulty	يتعرف على – يرى بصعوبة – يميز –
<b>wipe out</b>	to destroy something completely	يقضي على – يدمر – يزيل
<b>point out</b>	to tell someone something you think they don't know = draw attention	يخبر شخص عن شيء لا يعرفه
<b>spell out</b>	to <b>explain</b> something very clearly	يوضح – يشرح بالتفصيل
<b>come across</b>	to meet or find something or someone by chance	يلتقي – يقابل – يعثر – يصادف
<b>get across</b>	to successfully communicate a message/ an idea	يعبر – يوصل فكرة للآخرين
<b>take in</b>	to <b>understand</b> and remember something you are told= process	يستوعب ويتذكر – يفهم
<b>bring about</b>	to <b>cause</b> something to happen	يحدث – يسبب
<b>pick up</b>	to receive sounds, phone signals, etc.	يلتقط اشارة – يأخذ

1. Some of the more intelligent animals can **figure out** what we want them to do.
2. Some animals can both **take in** what we are saying and **get across** complex ideas.
3. Jane Goodall **came across** a scientist who asked her if she might want a job observing chimpanzees .
4. It was not long before Jane Goodall **made out** a group of chimpanzees in the trees
5. Different groups of chimpanzees had battles in which they tried to **wipe out** the rival group.
6. Jane **pointed out** that the animals couldn't communicate using language like people
7. Jane **spelled out** to the scientific community for the first time that animals could use tools.
8. Jane Goodall **brought about** a complete change in the way people understood how animals can communicate.
9. The phrasal verb ----- means "to understand and remember something you are told"  
a. figure out                                      b. take in                                      c. get across                                      d. come across

## Idioms for breaking the ice

## مصطلحات تعبر عن كسر الجمود -تتعلق بالتواصل

idiom	Arabic
make a favourable impression	يترك انطباع ايجابي
strike up a conversation = start talking	يبدأ محادثة
have a laugh = funny	تضحك على شيء
create a bond	ينشئ رابط او علاقة
pay a compliment = comment on how nice is someone ....	يجامل / يمدح
make small talk	يعمل حديث قصير
hit it off = like somebody when you meet him	ينسجم مع / يعجب بشخص عند مقابله
take to you = immedietly like someone	يتقبل / ينجذب نحو / يعجب بشخص
come across as = give the impression	يظهر ثقة بالنفس

1. Sharing a house **creates** a strong ----- between young people at university.
2. My tutor and I really **hit it** -----, so I'm looking forward to our lessons together.
3. My friends and I always **have a** ----- when we get together.
4. I met our new neighbours and **I took** ----- them immediately.
5. I'm not good at **making** ----- and I often end up saying silly things.
6. Although I may **come** ----- as a confident person, I'm actually quite shy.
7. Thankfully, Jenna **made** ----- on her new tutor.
8. I always try to **strike up** ----- when I meet someone new
9. If someone **pays you** -----, smile and say 'thank you'.

## Communication Idioms and Phrases

## مصطلحات تتعلق بالتواصل

idioms- Phrases	meaning	Arabic
1. jump down somebody's throat	to react angrily to something	يرد بغضب
2. put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	يخرج شخص من خلال سؤال يلزمه بالاجابة عليه
3. fire questions at someone	to ask someone a lot of questions quickly	يسأل كثيرا بسرعة
4. refuse to let something drop	to not stop talking about something	لا يتوقف عن الكلام في موضوع ما / يثرثر
5. insist on having the last word	to have to make the final point / the last one .....	يصر ان تكون الكلمة الاخيرة له
6. not get a word in edgeways	to be unable to say anything because someone else is talking all the time	لا يقدر على الحديث لان شخص اخر لا يكف عن التثرثرة طوال الوقت

## Synonyms : ( emotion adjectives )

## مترادفات وصفات تتعلق بالمشاعر

Adjectives	Synonym	Arabic
terrified	frightened	مرتعب - خائف
astonished	surprised	مندهل - مندهش - متفاجئ
exasperated	annoyed	ساخط - مزعج - مستاء
livid	furious	غاضب - فضولي
tense	nervous	متوتر - مشدود الاعصاب
ecstatic	thrilled - happy	فرحان - مبتهج - سعيد جدا
bewildered	confused	محتار - مرتبك
devastated	sad - extremely upset	حزين - محطم - مدمر

Preposition حروف الجر	verbs	Arabic
on	rely <b>on</b>	يعتمد على
to	plan <b>to</b> – hope <b>to</b> - direct <b>to</b>	يخطط – يأمل – يوجه
about	learn <b>about</b>	يتعلم عن

### Phrases of expressing emotions

### عبارات تعبر عن المشاعر

emotions	expression	meaning
<b>anxiety</b> القلق	1. It has been keeping me at night 2. I am worried sick about.. 3. Extremely concerned 4. I have been worrying about it a lot.	لم انام من القلق انا قلق جدا
<b>Relief</b> الارتياح	1. I can breathe a sigh of relief now 2. that is a weight off my mind 3. thank goodness 4. That is a relief for you	أستطيع أن أتنفس الصعداء الآن / ارتاح أخيرا ربحت رأسي / ازيل الهم الحمد لله انا مرتاح جدا
<b>Annoyance and frustration</b> الانزعاج والاحباط	1. .... (The noise ) is driving me up the wall. 2. . (The loud laugh) really gets on my nervous 3. I have had it up to here with ..... 4. I am completely fed up with	ضقت ذرعا بذلك / اغضبني جدا قاعد على اعصابي اكتفيت من الامر ضقت ذرعا بذلك (your constant complaints)
<b>Surprise or disbelief</b> الاندعاش و عدم التصديق	1. you have got to be kidding me 2. Get out of here ! 3. Who would have thought it ? 4. I don't believe you !	اكيد بتمزح معي اخرج من هنا من كان يتوقع ان هذا سيحدث انا لا اصدقك
<b>Sadness</b> الحزن	1. I am feeling abit down in the dumps 2. I am feeling a bit blue 3. I am heart broken 4. I am sad	اشعر بالحزن اشعر بالحزن قلبي مكسور انا حزين
<b>Enjoyment or happiness</b> المتعة والسعادة	1. I am walking on air ! 2. I can't stop smiling 3. I am so happy	انا طائر من الفرح لا استطيع التوقف عن الضحك انا سعيد جدا

word	meaning	Arabic
omnivore	a living being that eats plants and animals	اكل النباتات والحيوانات
rival	a person or group that competes with others	منافس
groom	to brush and clean fur	يعتني

### UNIT TWO

#### Cause and Effect phrases and words

#### عبارات وكلمات تدل على السبب والنتيجة

Phrases and words	Arabic
<b>as a consequence of = as a result of</b> As a result of better medicine, people are likely to live until the age of 100 .	كنتيجة ل
<b>be due to</b> = The delay is <b>due to</b> technical difficulties. / This may be <b>due to</b> better education .	بسبب
<b>lead to</b> = Global warming is certain to <b>lead to</b> water shortages	يؤدي الى
<b>result in</b> = Eating too much may <b>result in</b> stomach pain	ينتج عنه
<b>give rise to</b> = The new law <b>gave rise to</b> many protests.	يسبب
<b>Cause</b> = Global warming is certain to <b>cause / give rise to / leads to</b> water shortages	يسبب
<b>result from</b> Stomach pain <b>results from</b> eating too much. / This may result from better education	ينتج عن

Compounds nouns for threats to the environment (الاسماء المركبة ( التهديد للبيئة )	Arabic
1. <b>acid rain</b> : rain that contains a lot of pollutants المطر الذي يحتوي على الكثير من الملوثات	الأمطار الحمضية
2. <b>endangered species</b> : types of animals in danger of extinction انواع الحيوانات المهددة بالانقراض	الحيوانات المهددة بالانقراض
3. <b>exhaust emissions / fumes</b> : poisonous gases produced by engines of non-electric vehicles الغازات السامة التي تنتجها محركات المركبات غير الكهربائية	انبعاثات العادم دخان السيارات
4. <b>fossil fuels</b> : examples of this are coal, oil and gas ( non-renewable energy sources ) ومن الأمثلة على ذلك الفحم والنفط والغاز	الوقود الأحفوري
5. <b>global warming</b> : gradual increase in the Earth's temperature ( global heating ) الزيادة التدريجية في درجة حرارة الأرض (التدفئة العالمية)	الاحتباس الحراري
6. <b>greenhouse gases / effect</b> : process by which gases trapped in the atmosphere cause the planet to heat up العملية التي تؤدي من خلالها الغازات المحبوسة في الغلاف الجوي إلى ارتفاع حرارة الكوكب	الغازات الدفيئة تأثير الانبعاثات
7. <b>habitat loss</b> : disappearance of areas that are home to plants and animals اختفاء المناطق التي تعيش فيها النباتات والحيوانات	فقدان الموطن
8. <b>ozone layer</b> : part of the stratosphere which limits the amount of ultraviolet radiation reaching the Earth جزء من طبقة الستراتوسفير والذي يحد من كمية الأشعة فوق البنفسجية التي تصل إلى الأرض	طبقة الأوزون
9. <b>renewable energy</b> : power produced by wind, sun, etc. الطاقة التي تنتجها الرياح والشمس وما إلى ذلك.	الطاقة المتجددة
10. <b>soil erosion</b> : gradual destruction of the ground by weather or people التدمير التدريجي للأرض بسبب الطقس أو الناس	تعرية / تآكل التربة انجراف التربة
11. <b>toxic fumes / waste</b> chemicals and other harmful waste products المواد الكيميائية وغيرها من النفايات الضارة	الغازات السامة النفايات السامة
12. <b>vehicle emissions</b> : synonym for 'exhaust fumes' مرادف لكلمة "دخان العادم"	انبعاثات المركبات
13. <b>water scarcity</b> lack of water قلة المياه	ندرة المياه نقص المياه
14. <b>wind turbine</b> : a machine used to produce electric power آلة تستخدم لإنتاج الطاقة الكهربائية	توربينات الرياح مولد كهرباء

1. When both words are **nouns**, the stress is always **on the first noun**.

الشدة على الاسم الأول عندما يكون التركيب اسمان

e.g. **climate** change.

2. When the **first** word is an **adjective** or a verb, the stress is **on the second word**.

e.g. **industrial** waste.

الشدة على المقطع الثاني عندما يكون التركيب الكلمة الأولى صفة أو فعل والثانية اسم

Weather collocations المتلازمات البيئية	Meaning
1. blistering heat / temperature	حرارة حارقة / تسبب بثور في الجلد واذى بشري – تأثير مؤلم
2. freak weather / temperature / winds	طقس غير اعتيادي / غريب الاطوار ونادر الحدوث
3. gale-force winds	رياح عاصفة
4. heavy snow / rain	ثلوج غزيرة – امطار غزيرة
5. high humidity / temperature	رطوبة عالية
6. scorching temperature / weather / heat	درجة حرارة لاهبة / تحرق الارض والهواء – تؤثر على البيئة
7. soaring temperature	ارتفاع الحرارة بسرعة وبشكل مفاجئ وملحوظ
8. sub-zero temperature	درجة حرارة تحت الصفر
9. torrential rain	امطار غزيرة جدا

## Signposting الاشارات

“Signposts” are phrases that help you follow what a speaker is saying.

الاشارات هي عبارات تساعدك على متابعة ما يقوله المتحدث / يمكنهم أيضاً الإشارة إلى مدى ارتباط شيء ما بما قيل بالفعل

Signposting phrases	Functions
1. I'm going to be talking about ... سأحدث عن...	introducing the topic تقديم الموضوع
2. In other words, ... بمعنى آخر،..	indicating that the speaker is going to paraphrase what they just said تلخيص ما يقال
3. The second thing is .... الشيء الثاني هو...	sequencing an argument ترتيب الحجج
4. ... whereas .... في حين أن...	indicating another example الإشارة الى امثلة اخرى
5. So, to sum up, .... إذًا، لتلخيص ما سبق،...	Concluding الخاتمة

Animals الحيوانات	Parts of the body اجزاء الجسم	Adjectives to describe a creature
reptile الزواحف	backbone العمود الفقري	solitary منعزل
invertebrate اللافقاريات	skeleton هيكل عظمي	cuddly محبوب
nocturnal primate رئيسيات ليلية	scales حراشيف	extinct منقرض
critically endangered مهدد بالانقراض بشكل خطير	fins الزعانف	crustacean قشريات
become extinct	natural predators مفترسات طبيعية	

word	meaning	Arabic
poacher	someone who illegally catches animals	من يصطاد بدون إذن
marine	related to the sea	بحري
solitary	usually alone not with others	منعزل / وحيد
nocturnal	awake and active at night	ليلي
slimy	covered in liquid and not nice to touch	لزج
furry	covered in thick, soft hair	له فرو
invertebrate	an animal without a backbone	اللافقاريات
dystopia	an imaginary place where life is extremely difficult	مكان خيالي يصعب فيه الحياة / واقع مرير



## Speaking Skills – problem solving حل المشكلات

emotions	expression	meaning
<b>Expressing indecision</b> التعبير عن التردد	1. I'm torn between .... and ..... 2. I'm on the fence (about) 3. I'm having second thoughts. 4. I can't make up my mind 5. On the one hand, ..., but on the other hand, ..... 6. I can't put my finger on it, but	أنا في حيرة بين أنا على الحياض (حول) / لا أستطيع ان اقرر لدي أفكار أخرى. لا أستطيع اتخاذ قرار / لدي افكار اخرى من ناحية، .....، ولكن من ناحية أخرى، .. لا أستطيع ان اقرر
<b>Expressing agreement</b> التعبير عن الاتفاق	1. You're spot on 2. That's what I was going to say! 3. Absolutely	أنت على حق هذا ما كنت سأقوله! / قطعاً بالطبع
<b>Expressing disagreement</b> التعبير عن عدم الاتفاق	1. It doesn't grab me 2. I think we're on the wrong track . 3. That's a good point, but 4. Ok, but another option might be.... 5. Seriously?!	هذا لا يشدني أعتقد أننا نسير على المسار الخاطئ هذه نقطة جيدة، ولكن .... حسناً، ولكن قد يكون هناك خيار آخر جديدياً؟!
<b>Reaching a decision</b> التوصل إلى القرار	1. So, let's make a decision on this. 2. Okay, so shall we go with the first one ? 3. It looks as if we agree that....	لذلك، دعونا نتخذ قرارا بشأن هذا. حسناً، هل نذهب مع الأول؟ يبدو أننا متفقون على أن

## WRITING - A formal email

### Greeting and signing off تحية وتوقيع

Part one	Part two
1. If you know the name of the person,	- start the letter Dear Mr/ Mrs/ Ms Haddad.
2. If you don't know the person's name,	- start the letter Dear Sir or Madam.
3. If you start a letter Dear Sir/Madam,	- end the letter Yours faithfully.
4. If you start a letter with a name,	- end the letter Yours sincerely.

### Structure of the email (or letter)

### تركيب البريد الإلكتروني (أو الرسالة)

Part one	Part two
5. In the introduction,	- state your reasons for writing.
6. In the main paragraphs,	- state the problem(s) and offer solutions.
7. In the final paragraph,	- ask the recipient of the email/letter to take some action.
8. Before you sign off,	- mention that you expect a reply.

### Formal writing conventions قواعد الكتابة الرسمية

Part one	Part two
9. Don't use contractions,	- e.g. use I am writing not I'm writing.
10. Avoid using phrasal verbs,	- e.g. use reduce rather than cut down on.
11. Make points less personal/direct by using passives,	- e.g. use We are told that rather than Some people say.
12. Make your tone less direct by using hypothetical constructions,	- e.g. use I would ask you to rather than Please ....

Category in writing	Phrase
<b>1. Making a point forcefully.</b> <b>جعل النقطة أقوى</b>	- it is essential that... <b>من الضروري..</b> - the situation cannot be allowed to continue <b>الموقف لا يسمح ان نكمل</b>
<b>2. Call to action / asking for action.</b> <b>دعوة للعمل</b>	- I urge you to..... <b>احتك على .</b> - I would ask you t. <b>اطلب منك ان ..</b> - I would be grateful if you could ..... <b>ساكون ممنونا لك لو .....</b>
<b>3. Giving your reasons for writing.</b> <b>إعطاء أسبابك للكتابة.</b>	- I am writing to draw your attention ..... - I am writing to express my concern about .. - I am writing with regard to .....
<b>4. Explaining why the issue is important.</b> <b>توضيح سبب أهمية هذه القضية.</b>	- I am deeply concerned by ..... - I am extremely worried that ..... - I find it unacceptable that ..... - It is for these reasons that I .....

Formal Style in Writing	Informal Style in Writing
It is estimated that <b>يقدّر ان</b>	I heard that
It is vital <b>من الضروري</b>	It's important
I urge you to <b>احتك على</b>	You've got to
Yours faithfully , Ibrahim	All the best, Ibrahim.
I am deeply concerned by	I'm really bothered by
should be banned	Get rid of
I am writing to express	I'm writing to tell you
I would ask you to investigate other options	You should look into other options
It is essential to	It's important to
This must be done as a matter of urgency.	You must do it now

Life Skills :	How to give a persuasive presentation	كيفية تقديم عرض مقنع
<b>1. Using rhetorical devices</b> <b>استخدام الاساليب البلاغية</b>	<b>Rhetorical devices</b> are techniques used by a speaker to make their language or arguments more persuasive or convincing.	<b>الأدوات البلاغية</b> هي تقنيات يستخدمها المتحدث لجعل لغته أو حججه أكثر إقناعاً
<b>2. Emotion</b> <b>العاطفة</b>	People tend to respond to <b>emotional</b> language, or an appeal to their emotions.	يميل الناس إلى الاستجابة للغة العاطفية، أو استدعاء إلى عواطفهم.
<b>3. Rhetorical questions</b> <b>الاسئلة البلاغية</b>	A <b>rhetorical question</b> is asked to make a point, rather than to get an answer.	يتم طرح السؤال البلاغي لإثبات وجهة نظر، وليس للحصول على إجابة
<b>4. Quotations</b> <b>الاقتباسات</b>	A well-selected <b>quotation</b> from a famous person can give your argument more weight.	يمكن لاقتباس مختار بعناية من شخص مشهور أن يعطي حججك وزناً أكبر
<b>4. Repetition</b> <b>الاعادة</b>	<b>The repetition</b> of a particular word or phrase, usually something which carries a key meaning.	<b>تكرار كلمة أو عبارة معينة، وعادة ما يكون لها معنى رئيسي</b>
<b>5. Tripling</b> <b>التكرار ثلاث مرات</b>	People seem to respond to information in <b>threes</b> , so speeches often list three similar things, or make three similar points.	يبدو أن الناس يستجيبون للمعلومات على شكل مجموعات من ثلاثة أجزاء، لذا فإن الكلام غالباً ما يسرد ثلاثة أشياء متشابهة، أو يقدم ثلاث نقاط متشابهة



## UNIT THREE

### Influences

Positive	Negative
<b>empathise with somebody</b> يتعاطف مع شخص ما	<b>fall out with somebody</b> يختلف مع شخص ما / يختصم / يتشاجر
<b>give somebody a compliment</b> يمدح شخص ما / يجامل	<b>let somebody down</b> يخذل شخص ما
<b>make up with somebody</b> يتصالح مع شخص ما	<b>lose your temper</b> يفقد السيطرة / يفقد اعصابك
<b>be the peacemaker</b> يكن صانع سلام	<b>make fun of somebody / something</b> يسخر من شخص ما
<b>put up with somebody</b> يتحمل شخص ما او شيء ما	<b>talk behind somebody's back</b> يتحدث عن شخص ما بدون علمه / يغتاب
<b>make a fuss of somebody</b> يصبح محور الحديث او الاهتمام	<b>blow things out of proportion</b> يضخم الامور

Definitions	Phrases
1 to say things in order to annoy somebody	- <b>wind somebody up</b> يثير شخص ما / يزعج او يستفز / يغيط
2 to react as if what has happened is much worse than it is	- <b>blow things out of proportion</b> يضخم الامور / يبالغ بردة الفعل
3 to try and impress somebody	- <b>show off</b> يتباهى / يتفاخر
4 to suddenly start crying	- <b>burst into tears</b> ينفجر بالبكاء
5 to behave in a silly way	- <b>mess about</b> يثير الفوضى / يتصرف بطريقة سخيفة / يعبت
6 to criticise someone	- <b>have a go at somebody</b> يوجه اللوم لشخص ما / ينتقد
7 to give someone a lot of attention	- <b>make a fuss of somebody</b> يثير الضجة حول شخص ما / يهتم بشخص
8 to help other people resolve an argument	- <b>be the peacemaker (2025)</b> كن وسيط السلام / مصلحا
9 to speak to somebody angrily about something wrong that they have done	- <b>tell somebody off</b> ينتقد شخص ما / يتحدث بغضب / يوبخ

Rami -----, whenever arguments happen, he resolves conflicts. ( 2025 )

- A) blows things out of proportion      B) spells out      C) is the peacemaker      D) burst into tears

### Distinguishing between Facts

<b>An opinion</b> الرأي	<p><b>An opinion</b> is an individual's belief or viewpoint. It is subjective, rather than being based on evidence.</p> <p>It may be signalled by the use of such words as <b>feel, believe or think</b> or phrases الرأي هو وجهة النظر او الاعتقاد الشخصي – هو ذاتي وليس مبني على دليل – يمكن الاشارة اليه بكلمات مثل :</p> <p><b>I have the impression that ...</b> such as <b>If you ask me ...</b> /</p>
<b>A fact</b> الحقيقة	<p><b>A fact</b> is something for which there is some objective evidence which can be checked or verified. It may be signalled by a phrase الحقيقة هي شيء مبني على دليل موضوعي حيث يمكن التحقق منه او اثباته – ويمكن الاشارة اليه بعبارة مثل</p> <p>such as <b>The data shows .../ The research indicates ...</b></p>

word / phrase	Definition	meaning
a subsistence make ends meet hand-to-mouth	1. to have just enough money to buy what you need	مستوى الكفاف - العيش بالكاد تدبر امورك المالية بصعوبة / يوفر الضروريات بالكاد يجد ما يأكله
living day-to-day one day at a time	2. dealing with things without thinking about the future	العيش يوما بيوم يوما بيوم
went hungry	3. didn't have enough food	جائع / يعاني من الجوع
huddled together gathered together	4. sat or stood very close to other people	يتجمعون مع بعض
beg	5. asked for money or food from strangers	يتسول / يطلب / يستجدي
skinny malnourished	6. very thin	نحيف جدا يعاني من سوء التغذية
feel at home a sense of belonging	7. be comfortable in a particular place	يشعر كأنه في منزله الشعور بالانتماء
housekeeper	8. a person whose job is to look after a house	مدير منزل
orphan	9. a child whose parents have died	يتيم

Positive adjectives	صفات ايجابية	Negative adjectives	صفات سلبية
capable	قادر	bigoted	متعصب
compassionate	عطوف / رحيم	conceited	مغرور
charming	ساحر في الاسلوب والشخصية - جذاب - فائن	hypocritical	منافق
passionate	شغوف / متحمس	immature	غير ناضج
sincere	صادق / مخلص	pushy	انتهازي - لحوح
trustworthy	جدير بالثقة		
dedicated	متفاني - مخلص		
idealistic	مثالي		
inspirational	ملهم		
modest	غير متكبر - متواضع		
decent	محترم / خلاق / محتشم	defensive ( positive )	دفاعي
tough	قوي / صارم / قاسي	tough	

word	Definition
conceited	telling people how great you are. إخبار الناس بمدى روعتك / التباهي بنفسك
pushy	determined to get what you want عازم على الحصول على ما تريد
passionate	feeling very strongly about something الشعور القوي تجاه شيء معين / الشغف بشيء ما
modest	not talking in a proud way about your achievements عدم التحدث بفخر عن إنجازاتك / التواضع
hypocritical	saying one thing, but doing something different قول شيء وفعل شيء مختلف / النفاق
trustworthy	can always be trusted يمكن الوثوق به دائماً / جدير بالثقة
tough	able to deal with difficult situations قادر على التعامل مع المواقف الصعبة
bigoted	intolerant of other people beliefs and practices غير متسامح مع معتقدات وممارسات الآخرين

## Generalising التعميم

Talking about what is generally true	
On the whole, = In general,	على العموم
In some / many / most cases,	في بعض / معظم الحالات
More often than not,	اغلب الاحيان
Broadly speaking,	بشكل عام
By and large,	عموما
Nine times out of ten,	تسعة من عشرة
90 percent of the time,	غالبا 90 بالمئة
To some/a great extent,	الى حد ما / حد كبير
..... tend to think / say / believe that	يميل الى ان يفكر / يقول / يعتقد
There's a tendency for ..... to .....	يوجد ميل الى ...

## Acknowledging that you are generalizing : الاقرار بانك تعمم

Talking about what is generally true	
This is a bit of a sweeping statement, but	هذا بيان شامل إلى حد ما، لكن
I may be overgeneralising, but	ربما أكون مبالغا في التعميم، ولكن
You might think this is an overgeneralisation, but	قد تعتقد أن هذا تعميم مبالغ فيه، لكن

word	Definition
clash صدام / اشتباك / خلاف قوي	a fight or strong disagreement
flunk يرسب / يفشل	fail to do something
relocate ينتقل إلى مكان آخر (للعيش أو العمل)	move to a new place to live or for work
row شجار أو مشادة كلامية صاخبة	a noisy argument or fight
sibling شقيق أو شقيقة (أخ أو أخت)	a brother or sister

Words - collocations	meanings
academically gifted	موهوب أكاديميا
challenged enough	يواجه تحديا كافيا
clash between you and a sibling	صدام بينك وبين أحد الأشقاء
colic	مغص
do somebody a favor	يقدم معروفا لشخص ما
go my way	تسير الأمور كما أريد
handle a situation	يتعامل مع الموقف
have a hard time	يواجه وقتا صعبا
in the long run	على المدى البعيد
make ends meet	يكفي لتغطية النفقات/ يلي حاجاته
stick at something	يثابر على شيء / يستمر في المحاولة
turn out	ينتهي الى - يتبين / يتحول الى
a newborn baby in the family	مولود جديد في العائلة
a row with your best friend	شجار مع صديقك المفضل
flunking an important exam	الرسوب في امتحان مهم
relocating to a different town or country	الانتقال الى مدينة أو بلد آخر
wasn't doing me any favours / wasn't helpful	لم يفدني
things don't immediately go my way / don't happen in the way I want	لا تجري الأمور مباشرة كما أشاء
turn out to be positive in the long run / happen in a positive way	يتبين أنها ايجابية على المدى الطويل
the value of sticking at something / continuing to do something	قيمة التمسك بشيء ما

## UNIT FOUR

### Inside Story

word		Synonyms	
decrease (v)	يقل - ينقص	drop - go down	ينخفض - ينزل - يسقط
fake (n)	مزيف	fraud - hoax	خدعة - احتيال
reliable (adj)	موثوق به	dependable - trustworthy	يستحق الثقة - يعتمد عليه
mystery (n)	غامض	enigma - puzzle	أحجية - لغز
signs (n)	إشارات	clues - hints	مفاتيح حل - تلميحات
state (v)	يصرّح	claim - maintain	يدّعي - يؤكد
strange (adj)	غريب	bizarre - weird	غريب - غريب
uncover (v)	يكشف	expose - reveal	يكشف - يفصح عن

#### Adjectives related to news stories      صفات تتعلق بقصص اخبار

Adjective	Meaning	Arabic
1. hard-hitting	includes strong criticism	ناقد بشدة / قوي وصرّيح
2. quirky	unusual in an interesting way	غير عادي بطريقة ممتعة / غير مالوف
3. heartbreaking	very sad	محزن جدا
4. newsworthy	interesting enough to be reported	يستحق النشر / مهم اعلاميا
5. balanced	considering all sides equally	متوازن / يعرض وجهتي النظر
6. topical	related to things that are happening	متعلق بموضوع حديث / موضوع الساعة
7. off the records	not meant to be publicly reported	غير رسمي (خبر) / ليس للنشر
8. sensational	shocking and exciting, not serious	مثير - غير جدي
9. exclusive	(a news story) published only in one place	حصري
10. heartwarming	causing feelings of happiness (2025)	مفرح و مؤثر

word	Meaning	Arabic
peer	to look at something closely and carefully	يحقّق (ينظر بدقة) عن قرب (المجهر)
glance	to take a quick look at something	يلقي نظرة سريعة بدون تدقيق (مدة قصيرة)
spot	to notice something or someone	يرصد (يلاحظ شيء أو شخص) فجأة / غير متعمد
gaze		يحقّق النظر بشيء بعيد وجميل (النجوم)
stare		يحدق في الناس طويلا بوقاحة / بطريقة مزعجة
mutter	to speak so quietly that you cannot be heard easily	يتمتم (يتكلم بهدوء ولا يمكن سماعه - غاضب)
mumble		يتمتم (بكلام) - من الخجل أو التعب أو عدم التركيز
bellow	to shout angrily in a low deep voice	يصرخ بغضب لكن بصوت منخفض
yell	to shout loudly, because you are excited or angry	يصرخ بصوت عالي من الغضب
shriek		يصرخ بذعر من الخوف أو المفاجأة
whisper		يهمس
shuffle		يجر قدميه / يمشي ببطء من التعب أو الكسل
race	to go somewhere as quickly as possible	يتسابق
wander	to walk in a casual way, often in no particular direction	يتجول بدون هدف محدد
tiptoe		يمشي على رؤوس أصابعه

**Collocations – News Reporting : A collocation is a combination of two or more words :**

Collocation	Meaning
<b>clickbait</b> headlines	عناوين رئيسية ملفتة للنظر / جذابة
<b>hit</b> the headlines	يتصدر العناوين
<b>expose</b> corruption	يفضح الفساد
<b>reveal</b> the truth	يكشف الحقيقة
<b>reveal</b> an operation	يكشف عن عملية
<b>in the public</b> interest	يهم عامة الناس
<b>verify</b> sources	يتحقق من مصادر
<b>present</b> both sides of the story	يعرض جانبي (رأبي) القصة / الخبر
<b>fake</b> news	اخبار مزيفة
<b>disprove</b> a theory	يدحض نظرية
<b>refute</b> the allegation	يدحض الإدعاء
<b>bizarre</b> theory	نظرية غريبة
<b>generate</b> revenue	يدر عائد مالي / يولد الإيرادات
<b>attention</b> span	مدة الانتباه
<b>shed</b> light	يلقي الضوء
<b>go</b> viral	ينتشر بسرعة / انتشار واسع النطاق
<b>potentially</b> embarrassing	محتمل ان يكون محرجا
<b>discuss</b> calmly	يناقش بهدوء
<b>raise</b> awareness	يرفع الوعي
<b>sensational</b> story	قصة (خبر) عما يجري حاليا
<b>come up with</b> a solution	يخرج/ يأتي بحل
<b>put in</b> a request	يضع طلب / يستفسر عن
<b>release</b> a statement	يدلي بتصريح
<b>seize</b> the opportunity	ينتهاز الفرصة
<b>report</b> the incident to the police	يبلغ الشرطة عن الحادث

word	Meanings	word	Meanings
<b>expression</b>	تعبير	<b>iconic</b>	ايقوني / له اهمية
<b>landscape</b>	مناظر طبيعية	<b>designs</b>	تصاميم
<b>composed</b>	مكون من	<b>propaganda</b>	دعاية
<b>capture</b>	يلتقط	<b>subject</b>	موضوع
<b>evoke a feeling</b>	يثير الشعور	<b>claim</b>	يدعي
<b>crop</b>	يقتص	<b>shuffle</b>	يجر قدميه
<b>posing</b>	تظاهر / تمثيل	<b>snap</b>	يفرقع او يقطع
<b>poignant</b>	مؤثر	<b>shriek</b>	يصرخ بذعر
<b>whisper</b>	يهمس		

## Telling an anecdote

## المحادثة / رواية حكاية

### SAYING THAT AN ANECDOTE IS ABOUT TO START

### القول بأن الحكاية على وشك البدء

1. You'll never believe what happened to me the other day  
لن تصدق أبداً ما حدث لي في ذلك اليوم
2. That reminds me of the pop star I met in my local supermarket.  
هذا يذكرني بنجم البوب الذي التقيت به في السوبر ماركت المحلي
3. Have I ever told you about the time we went to England?  
هل أخبرتك من قبل عن الوقت الذي ذهبنا فيه إلى إنجلترا؟
4. A friend of a friend told me this story.  
صديق صديقي أخبرني هذه القصة

### GIVING BACKGROUND INFORMATION

### إعطاء معلومات أساسية

1. I was travelling down to Amman on the bus.  
كنت مسافراً إلى عمان في الباص
2. Well, I'm not sure if you know my colleague, Sameer, but he's actually related to a famous actor!  
حسنًا، لست متأكدًا مما إذا كنت تعرف زميلي سمير، لكنه في الواقع مرتبط بممثل مشهور
3. There was this guy who had been working there .....

### INTRODUCING A TURNING POINT

### تقديم نقطة تحول

1. Suddenly, I heard a loud noise.  
فجأة سمعت ضجة عالية
2. No sooner had I got on the bus than I noticed it was going in the wrong direction.  
ما إن ركبت الحافلة حتى لاحظت أنها تسير في الاتجاه الخاطئ
3. It turned out that the bus was the express service to Aqaba.  
تبين أن الحافلة كانت باص الخدمة السريعة إلى العقبة
4. Before we knew what was happening, the train pulled out of the station.  
قبل أن نعرف ما كان يحدث، غادر القطار المحطة
5. Guess what?  
خمن (احزر) ماذا؟
6. Anyway, to cut a long story short, .....
7. Hardly had we ..... when .....

### SHOWING THE SPEAKER'S ATTITUDE

### إظهار موقف المتحدث

1. I couldn't believe what was happening.  
لم أستطيع تصديق ما كان يحدث
2. Obviously, he was trying to travel without a ticket.  
من الواضح أنه كان يحاول أن يسافر بدون تذكرة
3. Presumably, he had left his wallet in the taxi.  
من المفترض أنه ترك محفظته في التاكسي
4. Unbelievably, he had spent the whole journey sleeping.  
وبشكل لا يصدق، فقد أمضى الرحلة بأكملها نائمًا
5. Apparently, another passenger had bought a ticket for him.  
من الواضح أن راكبا آخر اشترى له تذكرة
6. And then, to top it all, I had lost my wallet!  
وبعد ذلك، وفوق كل ذلك، فقدت محفظتي
7. I mean – I've done it, haven't you?  
أعني – لقد فعلت ذلك، أليس كذلك؟
8. Would you believe it?  
لن تصدق ذلك؟
9. No word of a lie !

### ROUNDING OFF THE ANECDOTE

### إنهاء الحكاية

- It was probably the most embarrassing moment of my life!  
ربما كانت اللحظة الأكثر إحراجًا في حياتي
- I'll never do that again.  
لن أفعل ذلك مرة أخرى



## Examples demonstrate bias أمثلة توضح التحيز

Bias	Meaning
<b>facts are exaggerated</b> there are <b>sure</b> to be other jobs in tourism	الحقائق مبالغ فيها
<b>stereotypes and overgeneralisations</b> <b>everyone</b> in the town was very excited, we have asked for such development for years	الصور النمطية والتعميمات المفرطة
<b>little or no respect for different opinions</b> <b>I was very surprised</b> to hear that there are some protesters who are against the plan. I am not an activist and I <b>refute the allegation</b> that I tried to obstruct building work last week.	احترام قليل او معدوم للآراء المختلفة
<b>language is dramatic or emotive</b> the <b>sad</b> old beach restaurants, These restaurants will be too expensive for most local people, <b>tension</b> will also continue until the plans for new roads are moved away from the <b>sensitive</b> nature areas.	اللغة درامية او عاطفية
<b>quotation marks to indicate the writer does not agree</b> There has even been an accusation that I <b>'am working to promote the hotel company,'</b> but this is not true.	استخدام علامات الاقتباس للإشارة الى عدم موافقة الكاتب

adverb	Meanings	adverb	Meanings
<b>Obviously</b>	من الواضح	<b>Personally</b>	شخصياً
<b>Theoretically</b>	من الناحية النظرية	<b>Clearly</b>	بوضوح
<b>Disappointingly</b>	بشكل مخيب للآمال	<b>Unbelievably</b>	بشكل لا يصدق
<b>Foolishly</b>	بحماقة	<b>Fortunately</b>	لحسن الحظ
<b>Presumably</b>	من المفترض	<b>Surely</b>	بالتأكيد
<b>Apparently</b>	على ما يبدو		

How to be good at debating	كيف تكون جيداً في المناظرة
1 . Think of lots of possible arguments to support your statement	فكر في الكثير من الحجج الممكنة لدعم بيانك
2 . Analyse the arguments to see how strong they are, and adapt them as needed.	قم بتحليل الحجج لمعرفة مدى قوتها وتكييفها حسب الحاجة
3 . Back up your arguments with good reasons and examples or research.	ادعم حججك بأسباب وأمثلة أو بحث
4 . Make your arguments persuasive, but avoid being too overly emotional.	اجعل حججك مقنعة، ولكن تجنب أن تكون عاطفياً بشكل مفرط
5 . Keep your points relevant.	حافظ على أن تكون نقاطك ذات صلة بالموضوع
6 . Don't exaggerate or make wild claims.	لا تباليغ أو تقدم ادعاءات جامحة

## Supporting your arguments in a debate

## التكلم / دعم حججك في المناظرة

### Explaining why your argument is valid

### شرح سبب صحة حججك

It is <b>vital</b> to realise that -----	ومن المهم أن ندرك أن .....
The crucial <b>point</b> is that -----	النقطة الحاسمة هي أن..
It is clearly the <b>case</b> that -----	من الواضح أن ...
I would argue that -----	أود أن أزعّم أن

### Referring to research/statistics

### الإشارة إلى البحوث / الإحصائيات

In <b>support</b> of this, I could point to -----	ودعماً لذلك، يمكنني أن أشير إلى
There's some <b>evidence</b> that -----	هناك بعض الأدلة على أن .....
According to -----	حسب ... / وُقيل

### Giving examples to back up your argument

### إعطاء أمثلة لدعم حججك

It is easy to think of many instances in this daily life. <b>For instance</b> -----	من السهل التفكير في ... على سبيل المثال.....
There have been <b>several</b> cases where this has happened -----	كانت هناك عدة حالات حدث فيها هذا

### Summarising / Linking your argument to what already has been said

### لخيص / ربط حججك بما سبق أن قيل

So, there have been ... therefore, we must <b>conclude</b> that -----	لذلك، كان هناك... لذلك، يجب أن نستنتج أن...
This clearly <b>reinforces</b> everything I have said up until this point.	وهذا يعزز بوضوح كل ما قلته حتى هذه اللحظة

## UNIT ONE

### 1. Complete the correct collocation . spread a -----.

- a. touch                      b. contact                      c. message                      d. letter

### 2. Complete the correct collocation . carry a -----

- a. touch                      b. contact                      c. message                      d. letter

### 3. Complete the correct collocation . stay in -----

- a. touch                      b. contact                      c. message                      d. letter

### 4. Complete the correct collocation . maintain -----

- a. touch                      b. contact                      c. message                      d. letter

### 5. The phrasal verb ----- means "to solve a problem or understand something"

- a. figure out                      b. take in                      c. get across                      d. come across

### 6. The phrasal verb ----- means "to successfully communicate a message"

- a. figure out                      b. take in                      c. get across                      d. come across

### 7. The phrasal verb ----- means "to understand and remember something you are told"

- a. figure out                      b. take in                      c. get across                      d. come across

### 8. The phrasal verb ----- means "to see something with difficulty"

- a. point out                      b. spell out                      c. wipe out                      d. make out

### 9. The phrasal verb ----- means "to destroy something completely"

- a. point out                      b. spell out                      c. wipe out                      d. make out

### 10. The phrasal verb ----- means "to explain something very clearly"

- a. point out                      b. spell out                      c. wipe out                      d. make out

11. The phrasal verb ----- means “to cause something to happen”  
 a. bring about                      b. spell out                      c. pick up                      d. make out
12. Complete the following idiom : **make a favourable** -----  
 a .conversation                      b. laugh                      c. small talk                      d. impression
13. Complete the following idiom : **strike up a** -----  
 a .conversation                      b. laugh                      c. small talk                      d. impression
14. Complete the following idiom : **have a** -----  
 a .conversation                      b. laugh                      c. small talk                      d. impression
15. Complete the following idiom : **pay a** -----  
 a. compliment                      b. bond                      c. across                      d. off
16. Complete the following idiom : **create a** -----  
 a. compliment                      b. bond                      c. across                      d. off
17. Complete the following idiom : **hit it** -----  
 a. compliment                      b. bond                      c. across                      d. off
18. Complete the following idiom : **jump down somebody's** -----  
 a. throat                      b. spot                      c. drop                      d. edgways
19. Complete the following idiom : **not get a word in** -----  
 a. throat                      b. spot                      c. drop                      d. edgways
20. Complete the following idiom : **refuse to let something** -----  
 a. throat                      b. spot                      c. drop                      d. edgways
21. Complete the following idiom : ----- **on having the last word**  
 a. refuse                      b. insist                      c. word                      d. jump
22. The phrase “ **fire questions at someone**” means -----  
 a. to have to make the final point                      b. to embarrass some one  
 c. to ask someone a lot of questions quickly                      d. to react angrily to something
23. The phrase “ **put somebody on the spot** ” means -----  
 a. to have to make the final point                      b. to embarrass some one  
 c. to ask someone a lot of questions quickly                      d. to react angrily to something
24. The synonym of the word “**astonished**” is -----  
 a. frightened                      b. furious                      c. confused                      d. surprised
25. The synonym of the word “**livid**” is -----  
 a. frightened                      b. furious                      c. confused                      d. surprised
26. The synonym of the word “**terrified**” is -----  
 a. frightened                      b. furious                      c. confused                      d. surprised
27. The synonym of the word “**ecstatic**” is -----  
 a. confused                      b. sad                      c. thrilled                      d. nervous
28. The synonym of the word “**tense**” is -----  
 a. confused                      b. sad                      c. thrilled                      d. nervous
29. The synonym of the word “**bewildered**” is -----  
 a. confused                      b. sad                      c. thrilled                      d. nervous
30. The synonym of the word “**devastated**” is -----  
 a. confused                      b. sad                      c. thrilled                      d. nervous
31. You have to learn ----- **different topics in your life.**  
 a. on                      b. about                      c. to                      d. off

32. Some students rely ----- social media in their studies.

- a. on                                      b. about                                      c. to                                      d. off

33. The phrase which expresses “relief” is -----

- a. that is a weight of my mind                                      b. I am feeling abit blue  
c. I am worried sick about                                      d. I am walking on air

34. The phrase which expresses “sadness” is -----

- a. that is a weight of my mind                                      b. I am feeling abit blue  
c. I am worried sick about                                      d. I am walking on air

35. The phrase which expresses “anxiety” is -----

- a. that is a weight of my mind                                      b. I am feeling abit blue  
c. I am worried sick about                                      d. I am walking on air

36. The phrase which expresses “surprise” is -----

- a. I can’t stop smiling                                      b. you have got to be kidding me  
c. .... is driving me up the wall                                      d. I am heart broken

37. The phrase which expresses “happiness” is -----

- a. I can’t stop smiling                                      b. you have got to be kidding me  
c. .... is driving me up the wall                                      d. I am heart broken

38. The phrase which expresses “annoyance” is -----

- a. I can’t stop smiling                                      b. you have got to be kidding me  
c. The noise is driving me up the wall                                      d. I am heart broken

39. The synonym of the word “exasperated” is -----

- a. confused                                      b. furious                                      c. thrilled                                      d. annoyed

40. stay in -----

- a. contact                                      b. message                                      c. touch                                      d. off

41. I was embarrassed when he----- that I had made some basic spelling mistakes.

- a. pointed out                                      b. made out                                      c. came across                                      d. brought about

42. It was cloudy, but he could still -----the distant star.

- a. point out                                      b. make out                                      c. come across                                      d. bring about

43. I -----an interesting article about space exploration the other day.

- a. pointed out                                      b. made out                                      c. came across                                      d. brought about

44. Technology has -----many changes in the way we live.

- a. pointed out                                      b. made out                                      c. came across                                      d. brought about

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

- a. getting across                                      b. figuring out                                      c. spelling out                                      d. picking up

46. It took me ages to -----exactly how to use the telescope.

- a. get across                                      b. figure out                                      c. spell out                                      d. pick up

47. You don’t understand? Do I have to -----what I mean?

- a. get across                                      b. figure out                                      c. spell out                                      d. pick up

48. I found it hard to understand what the physics teacher was talking about.

The sentence which has the same meaning as the one above is -----

- a. I found it hard to figure out what the physics teacher was talking about.  
b. I found it hard to spell out what the physics teacher was talking about.  
c. I found it hard to point out what the physics teacher was talking about.  
d. I found it hard to take in what the physics teacher was talking about.

**49. You must explain your idea very clearly so he understands.**

**The sentence which has the same meaning as the one above is -----**

- |  |  |
|--|--|
| a. You must spell out your idea so he understands. | c. You must bring about your idea so he understands. |
| b. You must take in your idea so he understands.   | d. You must point out your idea so he understands.   |

**50. Rana has drawn my attention to a problem.**

**The sentence which has the same meaning as the one above is -----**

- |  |  |
|--|--|
| a. Rana has pointed out a problem to me.   | c. Rana has taken in a problem to me.  |
| b. Rana has brought about a problem to me. | d. Rana has picked up a problem to me. |

**51. I couldn't process so much information.**

**The sentence which has the same meaning as the one above is -----**

- |  |  |
|--|--|
| a. I couldn't take in all the information.     | c. I couldn't get across all the information.  |
| b. I couldn't bring about all the information. | d. I couldn't come across all the information. |

**52. The arrival of aliens could cause panic.**

**The sentence which has the same meaning as the one above is -----**

- |   |   |
|---|---|
| a. The arrival of aliens could bring about panic. | c. The arrival of aliens could spell out panic. |
| b. The arrival of aliens could figure out panic.  | d. The arrival of aliens could point out panic. |

**53 . Sharing a house creates a strong -----**

- |  |   |
|--|---|
| a. bond between young people at university.  | c. small talk between young people at university.   |
| b. laugh between young people at university. | d. conversation between young people at university. |

**54 . My tutor and I really hit ----- .**

- |   |  |
|---|--|
| a. bond between young people at university. | c. it off, so I'm looking forward to our lessons together. |
| b. a laugh when we get together.            | d. small talk and I often end up saying silly things.      |

**55 . My friends and I always have ----- .**

- |   |  |
|---|--|
| a. bond between young people at university. | c. small talk and often end up saying silly things . |
| b. laugh when we get together .             | d. conversation when I meet someone new.             |

**56 . I met our new neighbours and I took -----.**

- |   |                                 |
|---|---------------------------------|
| a. bond between young people at university. | c. impression on her new tutor. |
| b. laugh when we get together .             | d. to them immediately .        |

**57 . I'm not good at making ----- .**

- |  |
|--|
| a. small talk and often end up saying silly things .     |
| b. laugh when we get together .                          |
| c. across as a confident person, I'm actually quite shy. |
| d. to them immediately .                                 |

**58 . Although I may come ----- .**

- |  |
|--|
| a. small talk and often end up saying silly things .     |
| b. a conversation when I meet someone new                |
| c. across as a confident person, I'm actually quite shy. |
| d. to them immediately .                                 |

**59 . I always try to strike up ----- .**

- |  |
|--|
| a. you a compliment, smile and say 'thank you'.          |
| b. a conversation when I meet someone new                |
| c. across as a confident person, I'm actually quite shy. |
| d. a favourable impression on her new tutor.             |

**60 . Thankfully, Jenna made -----.**

- |  |
|--|
| a. you a compliment, smile and say 'thank you'.          |
| b. a conversation when I meet someone new                |
| c. across as a confident person, I'm actually quite shy. |
| d. a favourable impression on her new tutor.             |

61 . If someone pays ----- .

- a. you a compliment, smile and say 'thank you'.
- b. a conversation when I meet someone new
- c. across as a confident person, I'm actually quite shy.
- d. a favourable impression on her new tutor.

62. He started talking to the new neighbour.

The sentence which has the same meaning as the one above is -----

- a. He struck up a conversation with the new neighbor.
- b. He came across with the new neighbor.
- c. He paid a compliment with the new neighbor.
- d. He had a laugh with the new neighbor.

63. She gave the impression of being very self-confident.

The sentence which has the same meaning as the one above is -----

- a. She struck up a conversation as being very self-confident.
- b. She came across as being very self-confident.
- c. She paid a compliment as being very self-confident.
- d. She had a laugh as being very self-confident.

64. Abeer commented on how nice her shoes were.

The sentence which has the same meaning as the one above is -----

- a. Abeer struck up a conversation about her shoes.
- b. Abeer came across about her shoes.
- c. Abeer paid a compliment about her shoes.
- d. Abeer had a laugh about her shoes.

65. I immediately liked him.

The sentence which has the same meaning as the one above is -----

- a. I struck up a conversation to him immediately.
- b. I hit it off him immediately.
- c. I paid a compliment to him immediately.
- d. I took to him immediately.

66. We found it really funny.

The sentence which has the same meaning as the one above is -----

- a. We had a laugh to him immediately.
- b. We hit it off him immediately.
- c. We paid a compliment to him immediately.
- d. We took to him immediately.

67. I didn't really like her friends when I met them.

The sentence which has the same meaning as the one above is -----

- a. I didn't really hit it off with her friends when I met them.
- b. I didn't really had a laugh with her friends when I met them.
- c. I didn't really paid a compliment with her friends when I met them.
- d. I didn't really struck up a conversation with her friends when I met them.

68. We ----- right from the start. We talked all day!

- a. took to
- b. real bond
- c. hit it off
- d. had a laugh

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

- a. took to
- b. real bond
- c. hit it off
- d. had a laugh

70. I don't usually like someone immediately but I really ----- him.

- a. took to
- b. real bond
- c. hit it off
- d. had a laugh

71 . My grandparents are really funny. We always have a good ----- .

- a. took to
- b. real bond
- c. hit it off
- d. laugh

72 . It's sometimes difficult to ----- a conversation with people you don't know.

- a. pass on
- b. real bond
- c. hit it off
- d. strike up

73 . It's sometimes difficult to ----- a conversation with people you don't know.

- a. pass on
- b. real bond
- c. hit it off
- d. strike up



74. The idiom “ **jump down somebody’s throat** “ means -----  
 a. to embarrass someone by forcing them to answer a difficult question  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to not stop talking about something
75. The idiom “ **put somebody on the spot** “ means -----  
 a. to embarrass someone by forcing them to answer a difficult question  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to not stop talking about something
76. The idiom “ **fire questions at someone** “ means -----  
 a. to embarrass someone by forcing them to answer a difficult question  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to not stop talking about something
77. The idiom “ **refuse to let something drop** “ means -----  
 a. to embarrass someone by forcing them to answer a difficult question  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to not stop talking about something
78. The idiom “ **insist on having the last word** “ means -----  
 a. to have to make the final point  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to be unable to say anything because someone else is talking all the time
79. The idiom “ **not get a word in edgeways** “ means -----  
 a. to have to make the final point  
 b. to react angrily to something  
 c. to ask someone a lot of questions quickly  
 d. to be unable to say anything because someone else is talking all the time
80. Then the boss asked me to say who I thought was to blame. It was so embarrassing!  
 Which idiom has the same meaning with the above situation :  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                      d. insist on having the last word
81. You always have to be the last one to speak, don’t you ?  
 Which idiom has the same meaning with the above situation :  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                      d. insist on having the last word
82. I told him I didn’t want to talk about it anymore, but he wouldn’t stop.  
 Which idiom has the same meaning with the above situation :  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                      d. insist on having the last word
83. He just kept asking me one thing after another for what seemed like ages.  
 Which idiom has the same meaning with the above situation :  
 a. refuse to let something drop                      c. put somebody on the spot  
 b. fire questions at someone                      d. insist on having the last word

84. When I told her I was going to be a few minutes late , she got really angry!

Which idiom has the same meaning with the above situation :

- a. jump down somebody's throat      c. put somebody on the spot
- b. fire questions at someone      d. not get a word in edgeways

85. She talked so much that I didn't manage to say anything at all during lunch.

Which idiom has the same meaning with the above situation :

- a. jump down somebody's throat      c. put somebody on the spot
- b. fire questions at someone      d. not get a word in edgeways

86 . Complete the following idiom : “ ----- questions at someone. “

- a. throw      b. fire      c. drop      d. stop

87 . Complete the following idiom : “ insist on having the last ----- . “

- a. say      b. fire      c. word      d. neck

88 . Complete the following idiom : “ put somebody ----- the spot “

- a. in      b. at      c. about      d. on

89 . Complete the following idiom : “ jump down somebody's ----- “

- a. neck      b. throat      c. edgeways      d. sideways

90 . Complete the following idiom : “ not get a word in ----- “

- a. neck      b. throat      c. edgeways      d. sideways

91 . Complete the following idiom : “ refuse to let something ----- “

- a. stop      b. fire      c. drop      d. throw

92 . Complete the following idiom : “ Get ----- of here “

- a. off      b. out      c. on      d. for

93 . Complete the following idiom : “ I am worried ----- about “

- a. ill      b. mind      c. brain      d. sick

94 . Complete the following idiom : “ That's a weight of my ----- “

- a. ill      b. mind      c. brain      d. sick

95 . Complete the following idiom : “ Now, I can ----- a sigh of relief “

- a. understand      b. blow      c. breathe      d. make

96. Complete the following idiom : “ You have got to be ----- me “

- a. understand      b. kidding      c. joking      d. breathe

97 . Complete the following idiom : “ It's been keeping me ----- at night “

- a. out      b. on      c. in      d. up

98 . Complete the following idiom : “ Who would have ----- of it “

- a. understood      b. brought      c. thought      d. fought

99 . Complete the following idiom : “ Thank ----- “

- a. happiness      b. sadness      c. annoyance      d. goodness

100 . What does the following phrase express ? : “ I am heart broken “

- a. happiness      b. sadness      c. annoyance      d. goodness

101 . What does the following phrase express ? : “ This computer is driving me up the wall! “

- a. happiness      b. sadness      c. annoyance      d. goodness

102 . What does the following phrase express ? : “ I am walking on air ! “

- a. happiness      b. sadness      c. annoyance      d. goodness

103 . What does the following phrase express ? : “ I am feeling a bit down in the dumps. “

- a. happiness      b. sadness      c. annoyance      d. goodness

- 104 . What does the following phrase express ? : “**I am feeling a bit blue.** “  
a. happiness                      b. sadness                      c. annoyance                      d. goodness
- 105 . What does the following phrase express ? : “ **I can’t stop smiling !** “  
a. happiness                      b. sadness                      c. annoyance                      d. goodness
- 106 . What does the following phrase express ? : “ **I’ve had it up to here with the traffic in this city.** “  
a. happiness                      b. sadness                      c. annoyance                      d. goodness
- 107 . What does the following phrase express ? : “ **Her voice really gets on my nerves.** “  
a. happiness                      b. sadness                      c. annoyance                      d. goodness
108. **I’m extremely concerned about my aunt – she isn’t very well.**  
**Which idiom has the same meaning as the underlined phrase above :**  
a. I’m worried sick                      c. That’s a weight of your mind  
b. It’s been keeping me up at night                      d. I’ve had it up to here with
109. **I’m completely fed up with people gossiping behind my back.**  
**Which idiom has the same meaning as the underlined phrase above :**  
a. I’m worried sick                      c. That’s a weight of your mind  
b. It’s been keeping me up at night                      d. I’ve had it up to here with
110. **That must be a relief for you.**  
**Which idiom has the same meaning as the underlined phrase above :**  
a. I’m worried sick                      c. That’s a weight of your mind  
b. It’s been keeping me up at night                      d. I’ve had it up to here with
111. **I can see my grandparents struggle to learn -----the latest developments in computing.**  
a. on                      b. to                      c. about                      d. for
112. **Social media sites explain ways that parents can have control -----their children’s internet use.**  
a. on                      b. to                      c. about                      d. for
113. **We know that social media directs advertisements -----its users.**  
a. on                      b. to                      c. about                      d. for
114. **Too many children probably rely ----- social media to make friends.**  
a. on                      b. to                      c. about                      d. for
115. **A big ----- of climate change is greenhouse gases.**  
a. cause                      b. result                      c. consequence                      d. resulted
116. **Developments in technology have ----- to artificial intelligence.**  
a. resulted                      b. given rise                      c. caused                      d. risen
117. ----- of artificial intelligence, some people have lost their jobs  
a. As a cause of                      b. As a reason of                      c. As a consequence                      d. Given rise

1	C	13	A	25	B	37	A	49	A	61	A	73	D	85	D	97	D	109	D
2	C	14	B	26	A	38	C	50	A	62	A	74	B	86	B	98	C	110	C
3	A	15	A	27	C	39	D	51	A	63	B	75	A	87	C	99	D	111	C
4	B	16	B	28	D	40	C	52	A	64	C	76	C	88	D	100	B	112	A
5	A	17	D	29	A	41	A	53	A	65	D	77	D	89	B	101	C	113	B
6	C	18	A	30	B	42	B	54	C	66	A	78	A	90	C	102	A	114	A
7	B	19	D	31	B	43	C	55	B	67	A	79	D	91	C	103	B	115	A
8	D	20	C	32	A	44	D	56	D	68	C	80	C	92	B	104	B	116	B
9	C	21	B	33	A	45	A	57	A	69	B	81	D	93	D	105	A	117	C
10	B	22	C	34	B	46	B	58	C	70	A	82	A	94	B	106	C		
11	A	23	B	35	C	47	C	59	B	71	D	83	B	95	C	107	C		
12	D	24	D	36	B	48	A	60	D	72	D	84	A	96	B	108	A		

## UNIT TWO

1. The function of the signposting phrase ‘In other words, ...’ is -----
  - a. to paraphrase what is just said
  - b. introducing the topic
  - c. concluding
  - d. indicating another example
2. The function of the signposting phrase ‘So, to sum up, ...’ is -----
  - a. to paraphrase what is just said
  - b. introducing the topic
  - c. concluding
  - d. indicating another example
3. The signposting phrase which indicates to a sequencing an argument is -----
  - a. I’m going to be talking about ...
  - b. So, to sum up, ...
  - c. ... whereas ...
  - d. The second thing is ...
4. The signposting phrase which indicates to introducing the topic is -----
  - a. I’m going to be talking about ...
  - b. So, to sum up, ...
  - c. ... whereas ...
  - d. The second thing is ...
5. ----- means “an imaginary place where life is extremely difficult”
  - a. mamals
  - b.destopia
  - c. reptile
  - d. scales
6. ----- means “someone who illegally catches animals”
  - a. predator
  - b. marine
  - c. poacher
  - d. invertebrate
7. ----- means “related to the sea”
  - a. furry
  - b. slimy
  - c. nocturnal
  - d. marine
8. ----- means “usually alone”
  - a. solitary
  - b.destopia
  - c. reptile
  - d. scales
9. The word that means “awake and active at night”is -----
  - a. furry
  - b. nocturnal
  - c. slimy
  - d. marine
10. The word that means “covered in thick, soft hair”is -----
  - a. slimy
  - b. furry
  - c. marine
  - d. nocturnal
11. The word that means “covered in liquid”is -----
  - a. predator
  - b. marine
  - c. slimy
  - d. invertebrate
12. The word that means “without a backbone”is -----
  - a. predator
  - b. marine
  - c. poacher
  - d. invertebrate
13. Insects are ----- because they do not have a backbone.
  - a. invertebrate
  - b. nocturnal
  - c. slimy
  - d. marine
14. Goldfish are ----- creatures that many people keep as pets.
  - a. predator
  - b. marine
  - c. poacher
  - d. invertebrate
15. I don't like holding fish because they are cold and -----
  - a. solitary
  - b.destopia
  - c. reptile
  - d. slimy
16. Tortoises are----- creatures and are usually seen alone.
  - a. solitary
  - b.destopia
  - c. reptile /solitary
  - d. scales
17. Children love small----- animals like rabbits and guinea pigs
  - a. slimy
  - b. furry
  - c. marine
  - d. nocturnal
18. Owls are----- animals that can see very well at night.
  - a. slimy
  - b. furry
  - c. marine
  - d. nocturnal
19. 80 percent of the energy we consume is provided by ----- which pollute the atmosphere.
  - a. soil erosion
  - b. fossil fuels
  - c. exhaust fumes
  - d. vehicle emissions

20. Deforestation causes----- because tree roots are no longer in place to bind the earth together.  
a. acid rain                      b. soil erosion                      c. toxic waste                      d. global warming
21. It is claimed that----- from cars kill twice as many people as accidents caused by vehicles.  
a. exhaust fumes                      b. habitat loss                      c. ozone layer                      d. climate change
22. Up to 300 homes can be powered by one, wind turbine using -----.  
a. high humidity                      b. soil erosion                      c. renewable energy                      d. acid rain
23. Habitat loss is the greatest threat to ----- which are close to extinction  
a. heavy snow                      b. chemical waste                      c. endangered species                      d. water use
24. For safety reasons, ----- must be stored in sealed containers underground  
a. toxic waste                      b. habitat loss                      c. ozone layer                      d. climate change
25. Up to 300 homes can be powered by one, ----- using renewable energy  
a. high humidity                      b. soil erosion                      c. global warming                      d. wind turbine
26. ----- damages buildings, forests, and kills fish  
a. fossil fuels                      b. soil erosion                      c. acid rain                      d. global warming
27. The gradual increase in the Earth's temperature is called -----  
a. fossil fuels                      b. soil erosion                      c. global warming                      d. ozone layer
28. The disappearance of areas that are home to plants and animals is called loss of -----  
a. waste                      b. erosion                      c. habitat                      d. temperature
29. Poisonous gases produced by transport engines are called -----  
a. heavy snow                      b. chemical waste                      c. endangered species                      d. vehicle emissions
30. Coal, oil and gas are examples of -----  
a. toxic waste                      b. habitat loss                      c. ozone layer                      d. fossil fuels
31. Rain that contains lots of pollutants is called-----.  
a. high humidity                      b. soil erosion                      c. renewable energy                      d. acid rain
32. ----- are types of animals in danger of extinction.  
a. endangered species                      b. soil erosion                      c. global warming                      d. ozone layer
33. What used to be the Aral Sea in Kazakhstan is now just a dry desert with----- heat and only camels.  
a. chemical                      b. habitat                      c. fossil                      d. blistering
34. Apart from the overuse of pesticides and water, clothes manufacturing also produces a lot of -----  
a. heavy snow                      b. water use                      c. toxic waste                      d. ozone layer
35. The word in bold that is correctly stressed is -----  
a. ozone **layer**                      b. **acid** rain                      c. **global** warming                      d. wind **turbine**
36. The underlined word that is correctly stressed is -----  
a. climate change                      b. soil erosion                      c. industrial waste                      d. endangered species
37. The word in bold that is correctly stressed is -----  
a. renewable **energy**                      b. exhaust **fumes**                      c. water **scarcity**                      d. greenhouse **gases**
38. The underlined word that is correctly stressed is -----  
a. toxic waste                      b. vehicle emissions                      c. ozone layer                      d. habitat loss
39. The word that is pronounced as /i:/ is -----  
a. species                      b. heavy                      c. fuels                      d. erosion

40. The word that has a short vowel /ɪ/ is -----  
 a. haet      b. feed      c. big      d. piece
41. The word that is pronounced as /ɪ/ is -----  
 a. jeans      b. tea      c. spirit      d. please
42. The word that has a long vowel /i:/ is -----  
 a. freeze      b. habitat      c. fossil      d. toxic
43. I'm torn between a new drinking fountain and a plastic recycling bin.  
 The underlined words above express -----  
 a. agreement      b. indecision      c. reaching a decision      d. disagreement
44. You're spot on! The language function of the above sentence is expressing -----  
 a. agreement      b. indecision      c. reaching a decision      d. disagreement
45. It doesn't grab me. The language function of the above sentence is expressing -----  
 a. agreement      b. indecision      c. disagreement      d. reaching a decision
46. It looks as if we agree that the first poster is more suitable.  
 The underlined words above express -----  
 a. agreement      b. reaching a decision      c. indecision      d. disagreement
47. I'm ----- the fence about it to be honest.  
 a. about      b. in      c. over      d. on
48. I can't put my ----- on it, but ...  
 a. hand      b. arm      c. finger      d. leg
49. Yes, you're -----, Faten! That's why we need a poster that really makes an impact.  
 a. as if we agree      b. spot on      c. grab me      d. torn between
50. I am writing to express my concern about.....  
 You use the underlined words in writing to -----  
 a. state your reasons for writing in the introduction      b. mention that you expect reply before you sign off  
 c. sign off with an appropriate farewell      d. begin with an appropriate formal greeting
51. Dear Sir/Madam  
 You use the underlined words in writing to -----  
 a. state your reasons for writing in the introduction      b. mention that you expect reply before you sign off  
 c. sign off with an appropriate farewell      d. begin with an appropriate formal greeting
52. Yours faithfully,  
 The underlined phrase can be replaced by -----  
 a. Yours sincerely      b. Your response      c. Dear Mrs Musa      d. Hi, dear
53. The correct option that follows formal writing conventions is -----  
 a. You'll      b. they are      c. I'm writing      d. Hi, dear
54. The sentence which expresses "making a point forcefully" is -----  
 a. It is essential that      c. I am writing to draw your attention to  
 b. I am deeply concerned by.      d. I urge you.
55. The sentence which expresses "explaining why the issue is important" is -----  
 a. It is essential that      c. I am writing to draw your attention to  
 b. I am deeply concerned by.      d. I urge you.
56. We use the following sentence: "I am writing to draw your attention to", to express -----  
 a. call to action/asking for action      c. explaining why the issue is important  
 b. making a point forcefully      d. giving your reasons for writing



57. To make a persuasive presentation, you should focus on getting across just one key-----

- a. message                      b. beginning                      c. connect                      d. ending

58. To make a persuasive presentation, it's vital to ----- with the audience

- a. ending                      b. message                      c. visual                      d. connect

59. They wanted to publish a book, start a rock band, travel across Asia.

The above sentence is an example e of ----- in a persuasive presentation.

- a. emotion                      b. quotation                      c. tripling                      d. repetition

1	A	8	A	15	D	22	C	29	D	36	C	43	B	50	A	57				
2	C	9	B	16	C	23	C	30	D	37	A	44	A	51	D	58				
3	D	10	B	17	B	24	A	31	D	38	D	45	C	52	A	59				
4	A	11	C	18	D	25	D	32	A	39	A	46	B	53	B					
5	B	12	D	19	B	26	C	33	D	40	C	47	D	54	A					
6	C	13	A	20	B	27	C	34	C	41	C	48	C	55	B					
7	D	14	B	21	A	28	C	35	B	42	A	49	B	56	D					

### UNIT THREE

1. The phrase “**wind somebody up**” which describes ways of behaving means -----

- a. to say things in order to annoy somebody                      b. to react as if what has happened is much worse than it is  
c. to try and impress somebody                      d. to suddenly start crying

2. The phrase “**blow things out of proportion**” which describes ways of behaving means -----

- a. to say things in order to annoy somebody                      b. to react as if what has happened is much worse than it is  
c. to try and impress somebody                      d. to suddenly start crying

3. The phrase “**show off**” which describes ways of behaving means -----

- a. to say things in order to annoy somebody                      b. to react as if what has happened is much worse than it is  
c. to try and impress somebody                      d. to suddenly start crying

4. The phrase “**burst into tears**” which describes ways of behaving means -----

- a. to say things in order to annoy somebody                      b. to react as if what has happened is much worse than it is  
c. to try and impress somebody                      d. to suddenly start crying

5. The phrase “**mess about**” which describes ways of behaving means -----

- a. to give someone a lot of attention                      b. to behave in a silly way  
c. to help other people resolve an argument                      d. to criticise someone

6. The phrase “**have a go at somebody**” which describes ways of behaving means -----

- a. to give someone a lot of attention                      b. to behave in a silly way  
c. to help other people resolve an argument                      d. to criticise someone

7. The phrase “**make a fuss of somebody**” which describes ways of behaving means -----

- a. to give someone a lot of attention                      b. to behave in a silly way  
c. to help other people resolve an argument                      d. to criticise someone

8. The phrase “**be the peacemaker**” which describes ways of behaving means -----

- a. to give someone a lot of attention                      b. to behave in a silly way  
c. to help other people resolve an argument                      d. to criticise someone

9. The phrase “**tell somebody off**” which describes ways of behaving means -----

- a. to suddenly start crying                      b. to behave in a silly way  
c. to speak to somebody angrily about something wrong that they have done                      d. to criticise someone

10. Complete the following phrase which describes ways of behaving : “ ----- with somebody”

- a. compliment                      b. empathise                      c. make up                      d. B+C

11. Complete the following phrase which describes ways of behaving : “ **give somebody a** -----”

- a. compliment                      b. empathise                      c. make up                      d. lose

12. Complete the following phrase which describes ways of behaving : “ ----- with somebody ”  
a. compliment      b. empathise      c. make up      d. lose
13. Complete the following phrase which describes ways of behaving : “ ----- your temper ”  
a. compliment      b. empathise      c. make up      d. lose
14. Complete the following phrase which describes ways of behaving : “ ----- with somebody ”  
a. let      b. make fun      c. fall out      d. put up
15. Complete the following phrase which describes ways of behaving : “ ----- somebody down ”  
a. let      b. make fun      c. fall out      d. put up
16. Complete the following phrase which describes ways of behaving : “ ----- of somebody ”  
a. let      b. make fun      c. fall out      d. put up
17. Complete the following phrase which describes ways of behaving : “ ----- with somebody ”  
a. let      b. make fun      c. empathise      d. put on
18. Complete the following phrase which describes ways of behaving : “ talk behind somebody’s ----- ”  
a. back      b. temper      c. down      d. fun
19. The following phrases and words describe the youngest child in the family :  
a. high achievers and want to please their parents.  
b. rebellious and can be a bit naughty.  
c. don’t have such clear typical characteristics, quieter and good at negotiating.
20. The following phrases and words describe the middle child in the family :  
a. high achievers and want to please their parents.  
b. rebellious and can be a bit naughty.  
c. don’t have such clear typical characteristics, quieter and good at negotiating.
21. The following phrases and words describe the older child in the family :  
a. high achievers and want to please their parents.  
b. rebellious and can be a bit naughty.  
c. don’t have such clear typical characteristics, quieter and good at negotiating.
22. The phrase and words “a subsistence / make ends meet / hand-to-mouth ” mean -----  
a. to have just enough money to buy what you need      b. didn’t have enough food  
c. dealing with things without thinking about the future      d. sat or stood very close to other people
23. The phrase “living day-to-day ” means -----  
a. to have just enough money to buy what you need      b. didn’t have enough food  
c. dealing with things without thinking about the future      d. sat or stood very close to other people
24. The phrase “went hungry ” means -----  
a. to have just enough money to buy what you need      b. didn’t have enough food  
c. dealing with things without thinking about the future      d. sat or stood very close to other people
25. The phrases “huddled together / gathered together ” mean -----  
a. to have just enough money to buy what you need      b. didn’t have enough food  
c. dealing with things without thinking about the future      d. sat or stood very close to other people
26. The word “beg ” means -----  
a. very thin      b. asked for money or food from strangers  
c. be comfortable in a particular place      d. a person whose job is to look after a house
27. The phrases “feel at home / a sense of belonging ” mean -----  
a. very thin      b. asked for money or food from strangers  
c. be comfortable in a particular place      d. a person whose job is to look after a house
28. The word “housekeeper ” means -----  
a. very thin      b. asked for money or food from strangers  
c. be comfortable in a particular place      d. a person whose job is to look after a house

29. The word “**orphan**” means -----  
 a. a child whose parents have died                      b. asked for money or food from strangers  
 c. be comfortable in a particular place                      d. a person whose job is to look after a house
30. One of the following adjectives which describe personal qualities and behavior is **negative** :  
 a. capable                      b. compassionate                      c. charming                      d. bigoted
31. One of the following adjectives which describe personal qualities and behavior is **negative** :  
 a. passionate                      b. conceited                      c. sincere                      d. trustworthy
32. One of the following adjectives which describe personal qualities and behavior is **positive** :  
 a. defensive                      b. hypocritical                      c. dedicated                      d. immature
33. One of the following adjectives which describe personal qualities and behavior is **negative** :  
 a. pushy                      b. idealistic                      c. inspirational                      d. modest
34. One of the following adjectives which describe personal qualities and behavior is **positive** :  
 a. defensive                      b. decent                      c. dedicated                      d. immature
35. One of the following adjectives which describe personal qualities and behavior is **positive and negative** :  
 a. defensive                      b. decent                      c. dedicated                      d. tough
36. Mrs Baqer is a very ----- teacher and I’m sure you’ll benefit from her lessons.  
 a . capable                      b . conceited
37. She’s such a(n) ----- teacher that all her students want to be like her.  
 a. tough                      b. inspirational
38. The doctor was always very ----- and knew what to say to help her patients relax.  
 a. bigoted                      b. charming
39. It’s fine to be -----, but sometimes you have to be practical too.  
 a. hypocritical                      b. idealistic
40. Truly ----- musicians are constantly practising.  
 a. dedicated                      b. pushy
41. Why can’t you act your age and stop being so -----?  
 a. dedicated                      b. immature
42. Nawal proved she was ----- by volunteering to help out at an animal shelter.  
 a. compassionate                      b. charming
43. He’s a very ----- person and will always act in the proper way.  
 a. inspirational                      b. decent
44. Omar would always get ----- if a teacher criticised his written work.  
 a. defensive                      b. trustworthy
45. Was the politician being ----- when he said the government would tackle climate change?  
 a. sincere                      b. modest
46. “**telling people how great you are**” means -----.  
 a. conceited                      b. pushy                      c. passionate                      d. modest
47. “**determined to get what you want**” means -----  
 a. conceited                      b. pushy                      c. passionate                      d. modest
48. “**feeling very strongly about something**” means -----  
 a. conceited                      b. pushy                      c. passionate                      d. modest
49. “**not talking in a proud way about your achievements**” means -----  
 a. conceited                      b. pushy                      c. passionate                      d. modest

50. "saying one thing, but doing something different" means -----

- a. bigoted                      b. trustworthy                      c. tough                      d. hypocritical

51. "can always be trusted" means -----

- a. bigoted                      b. trustworthy                      c. tough                      d. hypocritical

52. "able to deal with difficult situations" means -----

- a. bigoted                      b. trustworthy                      c. tough                      d. hypocritical

53. "intolerant of other people beliefs and practices" means -----

- a. bigoted                      b. trustworthy                      c. tough                      d. hypocritical

54. Complete the description with the correct word :

Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's -----.

- a. bigoted                      b. trustworthy                      c. tough                      d. hypocritical

55. Complete the description with the correct word :

Sawsan won't take 'no' for an answer.

She'll keep asking until she gets what she wants. She's -----

- a. pushy                      b. trustworthy                      c. conceited                      d. hypocritical

56. Complete the description with the correct word :

Laith is a highly skilled pianist, but he doesn't show off about it. He's -----

- a. passionate                      b. modest                      c. bigoted                      d. trustworthy

57. Complete the description with the correct word :

Suha hates anyone who is different from her. She's really -----

- a. passionate                      b. modest                      c. bigoted                      d. trustworthy

58. Complete the description with the correct word :

Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself.

She's -----

- a. passionate                      b. modest                      c. bigoted                      d. tough

59. Complete the description with the correct word :

Jameela believes she's a better person than all her friends. She's so -----

- a. conceited                      b. hypocritical                      c. trustworthy                      d. bigoted

60. Complete the description with the correct word :

If you want to be sure a secret is kept, tell Randa. She's -----

- a. conceited                      b. hypocritical                      c. trustworthy                      d. bigoted

61. Complete the description with the correct word :

Khalil's life is completely dedicated to tackling pollution. He's -----about it.

- a. conceited                      b. modest                      c. passionate                      d. pushy

62. He's really ----- ; always telling everyone how great he is.

- a. conceited                      b. modest                      c. passionate                      d. pushy

63. She's so ----- ; she's determined to get what she wants.

- a. conceited                      b. modest                      c. passionate                      d. pushy

64. He's so ----- that he refuses to accept anyone who thinks differently from him.

- a. defensive                      b. modest                      c. passionate                      d. bigoted

65. She's really ----- about animals; they're so important to her.

- a. defensive                      b. modest                      c. passionate                      d. bigoted

66. He's quite ----- ; you would never know that he's a big star.

- a. defensive                      b. modest                      c. passionate                      d. bigoted

67. You can't say anything to criticise her at all or she gets angry; she's so ----- .  
a. defensive      b. modest      c. passionate      d. bigoted
68. She will look after your baby well; she's reliable, responsible and completely ----- .  
a. defensive      b. trustworthy      c. bigoted      d. modest
69. She can deal with the most difficult situations; she's very ----- .  
a. modest      b. tough      c. conceited      d. pushy
70. Abeer a hard-working and ----- nurse who works at a children's hospital.  
a. dedicated      b. conceited      c. pushy      d. defensive
71. Abeer is ----- about the environment and thinks we should all help to stop climate change.  
a. dedicated      b. conceited      c. pushy      d. passionate
72. Abeer is now an ----- figure for everyone in her family.  
a. dedicated      b. inspirational      c. pushy      d. capable
73. Don't you just ----- it when someone you admire proves to be a bad influence on others?  
a. loathe      b. idolize      c. pedestal      d. shining
74. News stories about ----- citizens who help old women do make the news from time to time.  
a. decent      b. idolize      c. despise      d. immature
75. I lost my ----- with my sister last night. I usually control myself.  
a. peacemaker      b. temper      c. loathe      d. empathised
76. He's the ----- and always does his best to resolve arguments.  
a. peacemaker      b. temper      c. capable      d. empathised
77. A good friend should never ----- you behind your back.  
a. fall out with      b. sincere      c. talk about      d. make ends meet
78. She doesn't earn much money and finds it hard to ----- .  
a. fall out with      b. sincere      c. talk about      d. make ends meet
79. They are both very ----- and always tell the truth.  
a. fall out with      b. sincere      c. talk about      d. defensive
80. I ----- people who behave like that. What she did was unacceptable!  
a. admire      b. loathe      c. talk about      d. trustworthy
81. You can always count on her. She's the most ----- person I know.  
a. admire      b. loathe      c. compassionate      d. trustworthy
82. The social media service would have over two billion ----- users 15 years later.  
a. dedicate      b. dedicates      c. dedicated      d. dedicating
83. ----- enough, it is not the youngest generations that are the most addicted to this service.  
a. Oddly      b. Odd      c. Odds      d. Odly
84. ----- the older app, the newer apps is faster .  
a. Like      b. Unlike      c. Likely      d. Unlikely
85. The youngest generation of social media users have a real sense of ----- while on these apps.  
a. is belonging      b. belong      c. belongs      d. belonging
86. The new service provides users with a feeling of ----- and relative privacy.  
a. securing      b. secures      c. secure      d. security
87. -----, Baby Boomers and Gen X do not realise what they are missing.  
a. Apparently      b. Apparent      c. Apparents      d. Apparenting

88. “cc an email” means -----

- a. The copy made by the carbon paper that called the ‘carbon copy’.
- b. Something which people used to make a copy of a note or letter with.
- c. Something you would put it underneath the paper while you wrote or typed the letters.
- d. The copy paper

89. Why do people say ‘hang up the phone’ ?

- a. Because phones used to be in a high place.
- b. Because phones used to be huge.
- c. Because phones used to be in two parts.
- d. Because phones used to be one part .

90. The phrase “**On the whole**” which indicates **Generalisation** has the same meaning as -----

- a. In general
- b. In most cases
- c. By and large
- d. There is a tendency fo ....

91. The phrase “**more often than not**” which indicates **Generalisation** has the same meaning as -----

- a. In general
- b. In most / some / many cases
- c. By and large
- d. There is a tendency for ....

92. The phrase “**Broadly speaking,**” which indicates **Generalisation** has the same meaning as -----

- a. In general
- b. In most / some / many cases
- c. By and large
- d. There is a tendency for ....

93. The phrase “**Nine times out of ten,**” which indicates **Generalisation** has the same meaning as -----

- a. Ninety percent of a time
- b. In general
- c. By and large
- d. There is a tendency for ....

94. The phrase “**Older people tend to think,**” which indicates **Generalisation** has the same meaning as -----

- a. Ninety percent of a time
- b. In general
- c. By and large
- d. There is a tendency for ....

95. One of the following sentences **doesn’t** indicate “**Acknowledging that you are generalizing**” :

- a. In general , I don’t like taking risks .
- b. This is a bit of a sweeping statement, but younger people often take offence easily.
- c. I may be overgeneralising, but I think young people are losing the art of conversation.
- d. You might think this is an overgeneralisation, but old people can’t handle technology.

96. On the -----, do you think life was better for your parents’ generation, Zeina?

- a. broadly
- b. tendency
- c. whole
- d. extinct

97. There’s a ----- for young people to think that life must have been worse without technology.

- a. broadly
- b. tendency
- c. whole
- d. extinct

98. ----- speaking, I think our lives are better than my parents’ generation.

- a. Broadly
- b. Tendency
- c. Whole
- d. Extinct

99. To some ----- , I think people were more able to appreciate the simple pleasures in life.

- a. broadly
- b. tendency
- c. whole
- d. extinct

100. I suppose in ----- , I believe life is better these days.

- a. speaking
- b. cases
- c. extinct
- d. general

101. The phrase “**wasn’t doing me any favours**” means -----

- a. wasn’t helpful to me
- b. things don’t immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

102. The phrase “**turn out to be positive in the long run** ” means -----

- a. wasn’t helpful to me
- b. things don’t immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.



103. The phrase “ the value of sticking at something ” means -----

- a. wasn't helpful to me
- b. things don't immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

104. The phrase “ things don't immediately go my way ” means -----

- a. wasn't helpful to me
- b. things don't immediately happen in the way I want
- c. happen in a positive way in the future
- d. the importance of continuing to do something in a determined way in order to achieve something.

105. The “introduction” in the opinion essay -----

- a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
- b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
- c. summarise the main points of the essay and restate your opinion or thesis on the topic.

106. The “ main body ” in the opinion essay -----

- a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
- b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
- c. summarise the main points of the essay and restate your opinion or thesis on the topic.

107. The “ conclusion ” in the opinion essay -----

- a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
- b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
- c. summarise the main points of the essay and restate your opinion or thesis on the topic.

108. One of the following phrases gives “ personal opinion ”

- a. It is often argued that ...
- b. My personal conviction is that ...
- c. Many people today feel that .....
- d. It is commonly accepted that .....

109. One of the following phrases doesn't give “ impersonal views ”

- a. It is often argued that ...
- b. My personal conviction is that ...
- c. Many people today feel that .....
- d. It is commonly accepted that .....

110. One of the following phrases doesn't give “ personal opinion ”

- a. I would say that .....
- b. Personally, ...
- c. I would argue that .....
- d. It is widely believed that ...

111. One of the following words is not a kind of linkers :

- a. Personally , .....
- b. Therefore, .....
- c. In addition , .....
- d. Nevertheless, .....

112. “ A topic sentence ” means : -----

- a. the sentence which gives further details, reasons or examples.
- b. the sentence which contains the main idea of the paragraph.
- c. the sentences which supports the topic sentence.
- d. the sentence which conclude the paragraph.

113. One of the following phrases gives “ an example ”

- a. Nevertheless, .....
- b. On the other hand, .....
- c. On the contrary , .....
- d. For instance, .....

114. ----- is an individual's belief or viewpoint. It is subjective, rather than being based on evidence.

- a. An opinion
- b. A fact
- c. A theory
- d. A thesis

115. ----- is something for which there is some objective evidence which can be checked or verified.

- a. An opinion
- b. A fact
- c. A theory
- d. A thesis

116. **An opinion** may be signalled by the use of such words or phrases as -----  
 a. The data shows..      b. the research indicates..      c. It is proved that..      d. feel , believe or think
117. One of the following words or phrases doesn't indicate **a fact** -----  
 a. The data shows..      b. the research indicates..      c. It is proved that..      d. feel , believe or think
118. One of the following words or phrases doesn't indicate **an opinion** -----  
 a. If you ask me....      b. I have the impression that      c. the data shows...      d. feel , believe or think
119. I sometimes -----out with my brothers and sisters.  
 a. fall      b. make      c. give      d. put
120. My older brother often made -----of me.  
 a. down      b. up      c. fun      d. fall
121. My mother was always a peacemaker and I always made -----with my brother.  
 a. down      b. up      c. fun      d. fall
122. I look ----- to people who have achieved something against all the odds.  
 a. down      b. up / against      c. in      d. at
123. When he lost his job, his life turned upside ----- .  
 a. down      b. up      c. in      d. at
124. I'm lost ----- thought when I'm plugged in .  
 a. down      b. up      c. in      d. at
125. After the accident, he tried to live day- to- day, one day ----- a time.  
 a. down      b. up      c. in      d. at
126. He always ----- his friend a favour.  
 a. make      b. do      c. does      d. makes

Read the following paragraph about ***How smartphones affect friendship***, and then answer the questions :

Smartphones are a magic tool when it comes to friendship! One of the most obvious benefits is how easy it is to keep in touch with your friends no matter where they are. It's like having your friends right in your pocket! What's really awesome is all the amazing stuff you can do with your friends on smartphones. These shared experiences not only make existing friendships stronger but also create opportunities for you to make new connections. And when you need some advice, your friends are just a message away. Whether it's sharing a joke to make someone's day better or listening when they need someone to talk to, smartphones make it easy to support each other. So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

127. What does the author describe smartphone as when it comes to friendship ?  
 a. strong      b. a magic tool      c. meaningful      d. beneficial
128. Wherever you are smartphones help you ----- with your friends.  
 a. keep in touch      b. create opportunities      c. create jobs      d. pull us apart
129. With smartphones you don't need to be with your friends to have ----- together.  
 a. keep in touch      b. create opportunities      c. shared experience      d. advice
130. You can send a message to your friends if you need ----- .  
 a. keep in touch      b. create opportunities      c. a magic tool      d. advice
131. Our friendships can become ----- as smartphones help us stay connected.  
 a. connected      b. opportunities      c. a magic tool      d. stronger and more meaningful

**132. Shared experience on smartphones can affect friendships in two ways . What are they ?**

- a. Make existing friendships stronger and create opportunities for you to make new connections.
- b. All the amazing stuff you can do with your friends on smartphones and create opportunities.
- c. Stay connected and have fun and create opportunities.
- d. Making our friendships stronger and make new connections.

**133. Smartphones make it easy to support friends in many ways. What are they ?**

- a. Make existing friendships stronger and create opportunities for you to make new connections.
- b. sharing a joke to make someone's day better and listening when they need someone to talk to.
- c. Stay connected and have fun and create opportunities.
- d. Making our friendships stronger and make new connections.

**134. Smartphones make friendships stronger and meaningful in many ways . What are they ?**

- a. Make existing friendships stronger and create opportunities for you to make new connections.
- b. sharing a joke to make someone's day better and listening when they need someone to talk to.
- c. Stay connected and have fun and create opportunities.
- d. Smartphones actually bring us closer together and help us stay connected, have fun, and be there for each other.

**135. The word which means "chances" is -----**

- a. matters
- b. opportunities
- c. connections
- d. advice

**136. One of the most obvious benefits of the smartphones is ----- .**

- a. how easy it is to keep in touch with your friends no matter where they are.
- b. what you can do with your friends on smartphones and create opportunities.
- c. creating opportunities.
- d. making our friendships stronger .

1	A	15	A	29	A	43	B	57	C	71	D	85	D	99	D	113	D	127	B
2	B	16	B	30	D	44	A	58	D	72	B	86	D	100	D	114	A	128	A
3	C	17	C	31	B	45	A	59	A	73	A	87	A	101	A	115	B	129	C
4	D	18	A	32	C	46	A	60	C	74	A	88	A	102	C	116	D	130	D
5	B	19	B	33	A	47	B	61	C	75	B	89	C	103	D	117	D	131	D
6	D	20	C	34	C	48	C	62	A	76	A	90	A	104	B	118	C	132	A
7	A	21	A	35	D	49	D	63	D	77	C	91	B	105	B	119	A	133	B
8	C	22	A	36	A	50	D	64	D	78	D	92	C	106	A	120	C	134	D
9	C	23	C	37	B	51	B	65	C	79	B	93	A	107	C	121	B	135	B
10	D	24	B	38	B	52	C	66	B	80	B	94	D	108	B	122	B	136	A
11	A	25	D	39	B	53	A	67	A	81	D	95	A	109	B	123	A		
12	C	26	B	40	A	54	D	68	B	82	C	96	C	110	B	124	C		
13	D	27	C	41	B	55	A	69	B	83	A	97	B	111	A	125	D		
14	C	28	D	42	A	56	B	70	A	84	B	98	A	112	B	126	C		

## UNIT FOUR

1. Why did a news report -----that social media account would close if users made a spelling mistake.? It was published as a joke.  
a. state                      b. strange                      c. dropped                      d. fake
2. Why do you think a newspaper reported ----- animals living on the moon?  
Probably to increase sales of the newspaper.  
a. state                      b. strange                      c. reliable                      d. decreased
3. Why did egg companies want newspapers to say egg prices had -----?  
a. strange                      b. claim                      c. uncover                      d. dropped
4. How did the city newspaper ----- the truth that the other city newspaper was copying its stories?  
a. reveal                      b. decreased                      c. reliable                      d. state
5. Which of the----- news stories in the podcast do you think is the best one?  
a. fake                      b. uncover                      c. claim                      d. dropped
6. The journalist ----- the reason why the factory was so polluting.  
a. exposed                      b. clues                      c. claimed                      d. fraud
7. Attempting to pay for something with fake bank notes is ----- .  
a. clues                      b. claimed                      c. fraud                      d. bizarre
8. Investigators found several important ----- at the crime scene.  
a. bizarre                      b. clues                      c. exposed                      d. claimed
9. This is one of the most ----- stories we've ever reported.  
a. claimed                      b. bizarre                      c. fraud                      d. exposed
10. The accused ----- that he was abroad at the time the crime was committed.  
a. bizarre                      b. clues                      c. fraud                      d. claimed
11. I'm responsible for creating all those ----- headlines that attract attention.  
a. attention                      b. clickbait                      c. generates                      d. attention
12. If the posts I write ----- viral, that could mean hundreds of thousands of page views, which ----- more advertising revenue for the news site.  
a. light, hit                      b. clickbait, public                      c. verify, present                      d. go, generates
13. Articles published online need to be very brief because everyone has such a short ----- span these days.  
a. generates                      b. corruption                      c. attention                      d. clickbait
14. Articles I write rarely shed much ----- on key issues that have ----- the headlines.  
a. light, hit                      b. public, corruption                      c. verify, present                      d. go, generates
15. I'd love to discover traditional news stories which are in the ----- interest, where I could expose -----.  
a. go / generates                      b. public / corruption                      c. light / hit                      d. verify / present
16. I'd also prefer to have the time to----- my sources or the space to ----- both sides of the story.  
a. verify / present                      b. light / hit                      c. go / generates                      d. public / corruption
17. Complete the following phrase from the news reporting : "I never click on clickbait -----"  
a. light on the mysteries of dark matter.                      c. headlines, though sometimes I'm tempted.  
b. the headlines after giving birth to quintuplets.                      d. viral before the song had even become a hit.
18. Complete the following phrase from the news reporting: "The band's amazing video had gone ---"  
a. viral before the song had even become a hit.                      c. corruption in a large international business.  
b. both sides of a story and give the full picture.                      d. sources multiple times on the Internet.

19. Complete the following phrase from the news reporting:

“ Their app is great, but it will never generate ----- ‘

- a. public interest to reveal the details of the recent crime
- b. both sides of a story and give the full picture.
- c. attention spans than goldfish
- d. enough revenue to keep their business alive.

20. Complete the following phrase from the news reporting:

“ Scientists have suggested that humans have shorter -----“

- a. attention spans than goldfish.
- b. sources multiple times on the Internet.
- c. corruption in a large international business.
- d. viral before the song had even become a hit.

21. Complete the following phrase from the news reporting :

“ A new experiment could finally shed ----- “

- a. the headlines after giving birth to quintuplets.
- b. light on the mysteries of dark matter.
- c. both sides of a story and give the full picture.
- d. viral before the song had even become a hit.

22. Complete the following phrase from the news reporting:

“ A Singaporean couple have hit -----“

- a. both sides of a story and give the full picture.
- b. headlines, though sometimes I’m tempted.
- c. the headlines after giving birth to quintuplets.
- d. enough revenue to keep their business alive.

23. Complete the following phrase from the news reporting:

“ A judge has ruled it is not in the -----“

- a. corruption in a large international business.
- b. public interest to reveal the details of the recent crime
- c. sources multiple times on the Internet.
- d. attention spans than goldfish.

24. Complete the following phrase from the news reporting:

“As a serious newspaper we always attempt to present -----“

- a. both sides of a story and give the full picture.
- b. corruption in a large international business.
- c. the headlines after giving birth to quintuplets.
- d. viral before the song had even become a hit.

25. Complete the following phrase from the news reporting:

“ I rarely trust a sensational report unless I can verify its ----- “

- a. corruption in a large international business.
- b. light on the mysteries of dark matter.
- c. sources multiple times on the Internet.
- d. attention spans than goldfish.

26. Complete the following phrase from the news reporting:

“ The journalist had tried to expose -----“

- a. viral before the song had even become a hit.
- b. enough revenue to keep their business alive.
- c. light on the mysteries of dark matter.
- d. corruption in a large international business.

27. Wanted an investigative journalist to join our team and help ----- awareness of important local issues, ----- light on the facts behind the headlines and ----- corruption in local business and politics.

- a. raise, expose, shed
- b. shed, raise, expose
- c. raise, shed, expose
- d. expose, raise, shed

28. If you dream of reporting in the public -----, visit our website for more details.

- a. viral
- b. interest
- c. expose
- d. span

29. Got what it takes to write successful ----- headlines?

- a. clickbait
- b. shed
- c. expose
- d. raise

30. Know what’s required to appeal to short attention ----- and make a story go -----?

If so, you could be the one to help us.

- a. expose, shed
- b. span, viral
- c. viral, span
- d. viral, raise

31. The Courier ( a newspaper ) leads with a ----- article about climate change.

- a. sensational
- b. topical
- c. heartbreaking
- d. balanced

32. 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 -----.

- a. topical
- b. heartbreaking
- c. sensational
- d. off-the-record

33. The Gazette ( a newspaper ) has a -----report on the thousands of victims of Hurricane Ivona and The Record leads with the same.  
a. heartbreaking      b. an exclusive      c. sensational      d. heartwarming
34. The Record also has ----- interview with United manager, Cyriac Jones, about his decision to leave the club after 22 years.  
a. a balanced      b. an exclusive      c. a topical      d. a sensational
35. The Star ( a newspaper ) , it's the usual ----- celebrity nonsense.  
a. a balanced      b. an exclusive      c. a topical      d. a sensational
36. We believe it is the media's role to act in the ----- 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. corruption, revenue      b. public, newsworthy      c. verify, balanced      d. sides, light
37. *The Daily Target* ( a newspaper ) will never produce -----, one-sided stories, but instead will seek to raise ----- of important issues and only report information from sources.  
a. sensational, awareness      b. public, newsworthy      c. verify, balanced      d. sides, light
38. We have been able to ----- . We believe in ----- news articles that present all ----- of a story.  
a. sensational, awareness, verify      c. verify, balanced, sides  
b. public, newsworthy, newsworthy      d. sides, light, public
39. In our reporting, we aim to shed ----- on the way in which our country is run and to expose -----wherever we find it.  
a. light, corruption      b. public, newsworthy      c. verify, balanced      d. sides, light
40. We generate ----- through advertising, but also through the kind contributions of our readers.  
a. corruption      b. revenue      c. balanced      d. light
41. The journalist ----- his story was true, although it is difficult to believe him.  
a. evokes      b. allegation      c. claimed      d. light
42. Tourists love ----- for photos in front of famous buildings.  
a. posing      b. hoax      c. fraud      d. peering
43. She spent four years in prison for ----- .  
a. posing      b. hoax      c. fraud      d. peering
44. No one will ever know what really happened. It remains ----- .  
a. captures      b. evokes      c. a clue      d. an enigma
45. The men refuted the ----- that they had committed the crime.  
a. landscape      b. expression      c. allegation      d. hoax
46. I love taking ----- photos of the countryside.  
a. landscape      b. hoax      c. composed      d. peering
- 47
47. This photo ----- a feeling of nostalgia.  
a. captures      b. hoax      c. composed      d. evokes
48. The shot looks like he is moving forward, but is not ----- very well because the background is actually a photo.  
a. cropped      b. capture      c. posing      d. poignant
49. 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. cropped      b. capture      c. posing      d. poignant

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50. The men are shown having their lunch break; they look very natural, not as if they were -----.  
a. cropped                      b. capture                      c. posing                      d. poignant
51. This ----- photo is carefully captured; it looks like he is standing alone.  
a. cropped                      b. capture                      c. posing                      d. poignant
52. The photographer knew immediately that the photo would become -----.  
a. iconic                      b. designs                      c. propaganda                      d. subject
53. The photo shows how much ----- have changed.  
a. iconic                      b. designs                      c. propaganda                      d. subject
54. The photo was taken as a kind of positive -----.  
a. iconic                      b. designs                      c. propaganda                      d. subject
55. The ----- of this photo only became well-known after it was taken.  
a. iconic                      b. designs                      c. propaganda                      d. subject
56. The speaker kept on ----- quietly under his breath, but I could understand what it was he was saying.  
a. yelling                      b. peer                      c. glanced                      d. mumbling
57. We were late so we had to ----- to the station.  
a. race                      b. peer                      c. glanced                      d. mumbling
58. Ziad ----- past his father's office desperate not to be heard.  
a. wandered                      b. peer                      c. glanced                      d. tiptoed
59. At last, she ----- a figure on the horizon and began running towards it.  
a. gazed                      b. peer                      c. glanced                      d. mumbling
60. He had only ----- at the photograph so couldn't remember any details about it.  
a. muttered                      b. peer                      c. glanced                      d. mumbling
61. Laila, stop it! It's rude to ----- at people.  
a. muttered                      b. peer                      c. glanced                      d. mumbling
62. He ----- something about teenagers, but I couldn't hear exactly what he said.  
a. muttered                      b. peer                      c. glanced                      d. mumbling
63. The accident was bad enough for them to ----- the incident to the police.  
a. come up with                      b. refute                      c. release                      d. report
64. Locals living on the street ----- the allegation that they did anything illegal.  
a. come up with                      b. refuted                      c. released                      d. report
65. Perhaps they can try to ----- a solution.  
a. come up with                      b. refuted                      c. released                      d. report
66. The developers ----- a statement about their 'improvement' scheme.  
a. come up with                      b. refute                      c. released                      d. report
67. The two sides need to sit down and find a -----.  
a. improvement                      b. allegations                      c. solution                      d. report
68. It will be difficult to find a suitable ----- for Laila when she leaves her post.  
a. replacement                      b. allegations                      c. solution                      d. report
69. The ----- against him are shocking, but he denies all of them.  
a. replacement                      b. allegations                      c. solution                      d. report

70. There has been a ----- in the standard of living in my country.  
a. improvement      b. allegations      c. solution      d. report
71. -----, you don't need any help with this – you're doing brilliantly!  
a. Theoretically      b. Obviously      c. Foolishly      d. Disappointingly
72. -----, I forgot to take an umbrella. I should have known it would rain.  
a. Foolishly      b. Obviously      c. Theoretically      d. Disappointingly
73. -----, attention spans are getting shorter – I read that somewhere.  
a. Foolishly      b. Obviously      c. Theoretically      d. Apparently
74. -----, you don't expect me to believe that.  
a. Surely      b. Obviously      c. Fortunately      d. Apparently
75. -----, he doesn't like vegetables; I've never seen him eating any.  
a. Foolishly      b. Presumably      c. Theoretically      d. Apparently
76. -----, I like him, but a lot of people can't stand him.  
a. Personally      b. Presumably      c. Theoretically      d. Apparently
77. -----, your job is not important to you, or you wouldn't keep turning up late.  
a. Personally      b. Presumably      c. Clearly      d. Apparently
78. -----, she was rude to a customer not just once, but four times!  
a. Surely      b. Presumably      c. Clearly      d. Unbelievably
79. By the year 2000, online news sites had begun to spread, although the vast----- of people still read their news in a traditional print newspaper.  
a. major      b. majority      c. majorly
80. Many people switched to online news sites because of rapid ----- in mobile Internet technology.  
a. improve      b. improvements      c. improved      d. improving
81. Many employees of print media -----lost their jobs due to the widespread closures of local and regional press offices.  
a. organize      b. organized      c. organizations      d. organizing
82. In order to survive, the national daily print newspapers took the opportunity to develop digital media alternatives. -----, this strategy worked as it pleased both readers who preferred print and the new online readership.  
a. clearly      b. clear      c. clarity      d. clearance
83. However, and perhaps -----, not only are the big printed dailies still here, but they are still the preferred form for people to get news.  
a. believe      b. believable      c. unbelievably      d. believed
84. In the UK, 74% of adults still read a printed newspaper. So, we can perhaps conclude that digital media isn't simply a ----- for old-fashioned print media, but rather a compliment.  
a. replaceable      b. replaced      c. replacement      d. replace
85. Anyway, surely it is the -----of the press that matters, rather than the way information is presented to us?  
a. free      b. freely      c. freedom

1	A	10	D	19	D	28	B	37	A	46	A	55	D	64	B	73	D	82	A
2	B	11	B	20	A	29	A	38	C	47	D	56	D	65	A	74	A	83	C
3	D	12	D	21	B	30	b	39	A	48	A	57	A	66	C	75	B	84	C
4	A	13	C	22	C	31	d	40	B	49	B	58	D	67	C	76	A	85	C
5	A	14	A	23	B	32	C	41	C	50	C	59	A	68	A	77	C		
6	A	15	B	24	A	33	A	42	A	51	D	60	C	69	B	78	D		
7	C	16	A	25	C	34	B	43	C	52	A	61	B	70	A	79	B		
8	B	17	C	26	D	35	D	44	D	53	B	62	A	71	B	80	B		
9	B	18	A	27	C	36	B	45	C	54	C	63	D	72	A	81	C		

## Grammar

### 1. The Present Simple Tense

#### UNIT ONE

<b>Affirmative</b>	S + V-inf. ( I , we , you , they , plural )	/	S + V-s / es ( he , she , it , singular )
<b>Negative</b>	don't + V-inf.	/	S + doesn't + V-inf.
<b>Interrogative</b>	Do + S + V-inf. .... ?	/	Does + S + V-inf. .... ?

#### Key words :

From time to time / every so often / nowadays – once in a while / every / each + time always , these days , often , usually , never , daily , weekly monthly , yearly , frequently , occasionally , sometimes , rarely , seldom , On Sundays , twice a month – three times a week

#### ( Functions ) :

##### 1. routines and habits : / Things that happen repeatedly

نتكلم عن الروتين واشياء تحدث بتكرار.

- He often **loses** touch with his colleagues . / - Most teenagers prefer texting to calling .
- Once in a while, Zeina **sends** books .

##### 2. Facts and things that are generally / always true.

حقائق واشياء دائما تكون ثابتة او حقيقية

Water **boils** at 100 C degrees. / Teenagers rarely write emails .

##### 3. Permanent situations around the present time

مواقف دائمة

He now **shares** a flat with a friend

##### 4. Scheduled or fixed events in the future .

احداث ثابتة ومجدولة في المستقبل

The train **leaves** tonight at 6 pm.

##### 5. With state verbs : love , like , believe , know , think (opinion) , look (appearance) , smell , have , appear , know

He **loves** getting traditional letters . / She **looks** very fit .

### 2. The Present Continuous Tense : مضارع المستمر

<b>Affirmative</b>	S + am , is , are + V-ing
<b>Negative</b>	S + am , is , are (not) + V-ing
<b>Interrogative</b>	Am , Is , Are + S + V-ing ?

**Key words :** currently / at this moment / right now / these days / now / at this moment / at present / listen / look ! / Be quiet / Be careful / watch out / currently

##### 1. Actions in progress at the time of speaking . (happening now)

احداث وقت الكلام

- The phone is ringing and I can't find where I've put it .
- It's getting easier and easier to stay in touch with people .
- Landline telephones are becoming **less and less** common **thesedays** .

##### 2. Things that are happening now or around now

- She is writing a text message right now .
- It's getting **more and more** difficult to maintain face-to-face communication **nowadays** .
- Nowadays , it is getting **harder and harder** to deal with technology.

##### 3. Temporary actions in progress around now

احداث مؤقتة

He **is thinking of** getting a new phone.

##### 4. Changes and developments

Situations that are **changing** during the present time

The news is spreading quickly.

Young people are writing by hand less often these days .

##### 5. To talk about future plans. (arrangements with another person)

I'm **meeting** my father tomorrow.

### 3. The Present Perfect Simple:

حدث في الماضي وله اثر او نتيجة في المضارع

<b>Affirmative</b>	S + has /have +v3
<b>Negative</b>	S + hasn't / haven't + V3
<b>Interrogative</b>	Has /Have + S + V3 ....?

Key words : **ever since** - **in recent years** - **recently** - **since the dawn of time** / **since** / **for** / **just** / **so far** / **already** / **lately** / **today** / **ever** / **never** / **yet** / **..... times** / **this week** / **this month**

**For** : a week / an hour / three hours **Since** : Saturday / yesterday / 1930 / last week / March / I was born .

#### 1. The duration of states that began and finished in the past and the result is still in the present

المدة الزمنية لفعل ثابت بدأ في الماضي وانتهى والنتيجة ما زالت في الحاضر

- He's **been** stuck here for five years.

#### 2. Completed past action with a present relevance / result .

**Finished actions in the past when we don't say exactly when they happened.**

حدث مكتمل في الماضي وله نتيجة في المضارع / حدث منتهي في الماضي غير محدد تماماً متى حدث

- The lights have gone out. ( **now it's dark here** )
- He has changed dramatically. ( **He looks very different now** )
- They have written several essays very long .
- She has sent me a lot of emails recently, so I might get one today .

#### 3. experiences during a present period of time :

تجارب خلال فترة من الزمن في الحالي

- Ali has written two essays today
- I have texted Ali three times today .
- I've sent five thousand text messages so far .

### 4. The Present Perfect Continuous :

المضارع التام المستمر

هو الزمن الذي حدث فيه الفعل في الماضي ولم ينتهه ولا يزال مستمرا في المضارع و ( يربط المضارع بالماضي )

1. S + has / have + been + V-ing S + hasn't / haven't + been + V-ing	<b>Key words</b> for , since , all + time , How long
3. ( V1 . has / have + been + V-ing )	ربط الماضي بالحاضر

#### 1. The duration of actions that began in the past and continue up to the present .

- An action in progress or repeated over a period of time up until now .

المدة الزمنية للحدث الذي بدأ في الماضي وما زال مستمرا في المضارع

- Fatin **has been studying** all day .
- She **has been writing** this essay since this morning

#### 2. Past processes with a present relevance / result .

أحداث أو عمليات حدثت في الماضي ولها نتيجة أو أثر في الحاضر

I've got better grades because **I've been studying** a lot lately .

### 4. The Past Simple : ( V2 ) = الماضي البسيط

<b>Affirmative</b>	S + V2	مع جميع الضمائر
<b>Negative</b>	S + didn't + V-inf. ( was't / weren't )	
<b>Interrogative</b>	Did + S + V-inf. .... ?	

**be = was / were** - **not be = wasn't / weren't** ( When + S + V2 , S + V2 ) تتابع احداث

at the time – earlier today – the day before yesterday – a little while back - in ancient times  
thousands of years ago – at the turn of the twentieth century - in 1960 – ago ,  
when I was a child , young , 12 , a student . when you were my age – yesterday – last week , month

#### - actions or events completed ( started and finished ) at a specific time in the past .

هو الزمن الذي حدث بدأ فيه الفعل في الماضي وانتهى في الماضي

- Neil Papworth **sent** the first text message in 1992 .
- I **forgot** my password and blocked my email account the day before yesterday.
- I **watched** a film when I got home from school .
- When I **looked** at my phone, the message **arrived** . ( **at exactly the same moment** )

## 6. The Past Continuous : الماضي المستمر

يستخدم هذا الزمن لعرض فعل استمر في الماضي لفترة طويلة و يقترن الماضي المستمر مع زمن آخر يقاطعه وهو الماضي البسيط.  
yesterday / last week + ( at 5:00 - at this time )

<b>Affirmative</b>	S + was / were + V-ing ( was = I , he , she , it , singular )
<b>Negative</b>	S + wasn't / weren't + V-ing ( were = you , we , they , plural )
<b>Interrogative</b>	Was / Were + S + V-ing ..... ?

<b>While</b>	- <b>While</b> + S + was / were + V-ing , S + was / were + V-ing - <b>While</b> + S + was / were + V-ing , S + V2 - S + V2 <b>while</b> + S + was / were + V-ing
<b>When</b>	- <b>When</b> + S + V2 , S + was / were + V-ing - S + was / were + V-ing <b>when</b> + S + V2

### 1. In progress at a specific time in the past ( provide background to other past events)

يستخدم هذا الزمن لعرض فعل استمر في الماضي في وقت محدد ودل على أحداث أخرى في الماضي

- While Adel **was waiting** for us, his mum **was texting** .
- We **were writing** to each other regularly back then .

### 2. A long activity interrupted by a short past action .

فعلان في الماضي أحدهما كان مستمرا لفترة طويلة تم قطعه من فعل قصير آخر في الماضي

- I **was watching** a film **when** the lights **suddenly** **went out** .
- She **sent** me long emails everyday **while** she **was travelling** abroad .

## The Past Perfect Simple = ( had + V3 ) الماضي التام البسيط

نستخدم الماضي التام عندما يحدث زمانان في الماضي، فيكون الزمن الأقدم ماضى تام (had + V3) ، والزمن الأحدث ماضى بسيط (V2)

<b>Before</b>	Before + S + V2 , S + had V3
<b>After / Because</b>	After + S + had V3 , S + V2
<b>By the time</b>	By the time + S + V2 , S + had V3
<b>By + time ( past )</b>	By + time ( past ) , S + had V3
<b>When</b>	When + S + V2 , S + had V3 ( earlier action before another action)
<b>By that time</b>	By that time , S + had V3
<b>Until that time</b>	Until that time , S + had V3

### 1. show the relationship between a situation in the past and an earlier state or action .

نستخدم الماضي التام لعرض العلاقة بين موقف في الماضي وحادث آخر قبله

#### - show an action in the past that was completed before another action or time in the past

نستخدم الماضي التام لعرض حدث في الماضي اكتمل قبل حدث آخر في الماضي

- Before Sami **met** his wife, he **had been** single for a decade .
- I'd **already talked** to the police officer about the burglarly, so he **knew** I was innocent .
- When I **looked** at my phone, the message **had arrived**, but I didn't notice it buzzing later .

## The Past Perfect Continuous ( Subject + had been + V-ing ) الماضي التام المستمر

نستخدم الماضي التام المستمر عندما يحدث زمانان في الماضي، فيكون الزمن استمر لفترة قبل حدوث زمن آخر في الماضي

يشترط وجود V2 مع ( for - since - all + time ) أو V2 مع ( be , v )

<b>Before</b>	Before + S + V2 , S + had been + V-ing ( for , since , all + time )
<b>After</b>	After + S + had been + V-ing , S + V2 ( for , since , all + time )
<b>By the time</b>	By the time + S + V2 , S + had been + V-ing ( for , since , all + time )
<b>By + time ( past )</b>	By + time ( past ) , S + had been + V-ing ( for , since , all + time )
<b>When</b>	When + S + V2 , S + had been + V-ing ( for , since , all + time )

### Function : talk about an activity which started before a second past event and was still in progress,

or had recently finished when the second event happened . We often say how long the activity had been going on.

التحدث عن نشاط بدأ قبل حدث سابق ثان وكان لا يزال مستمرا ، أو قد انتهى مؤخرا عندما وقع الحدث الثاني. عادة نقول كم من الوقت استمر النشاط.

1. They **had been talking** for an hour **before** sami **arrived** .
2. **When** I **woke up** , I saw that my brother **had been cooking** .  
( It hadn't been completed or the result was that the kitchen was a mess. )

## Tag Questions : السؤال الذيلي

- هي الاسئلة التي نستخدمها للتأكد من المعلومة وتأتي بمعنى ( ليس كذلك ) والمتكلم شخص واحد وليس شخصان
- الجملة المثبتة يكون السؤال فيها منفيًا والجملة المنفية يكون السؤال فيها مثبتًا ويأتي في نهاية الجملة .
- إذا كان الفاعل في الجملة (اسما) فإنه سيتم استبداله بالضمير المناسب له:
- إذا كانت الجملة لا تحتوي على فعل مساعد , فحتمًا ستكون الجملة إما مضارع بسيط أو ماضي بسيط , لذلك سنستخدم أفعال (do/does) للمضارع و (did) للماضي.
- إذا بدأت الجملة بـ (thing) أو (this / that) فإن فاعلها يكون (it) في السؤال الذيلي .
- ولكن إذا بدأ بـ (one / body) أو (these/ those) فإن فاعلها سيكون (they) في السؤال الذيلي.
- في جملة الأمر نستخدم (will you) وفي جملة الطلب نستخدم (could you) وفي جملة الدعوة نستخدم (won't you)
- إذا بدأت الجملة بـ (let us) تصبح في السؤال الذيلي (shall we)
- هذه الكلمات تدل على النفي (neither, scarcely, hardly, nothing, no one, nobody, never)

1. You don't understand , <b>do you</b> ?	18. <b>Someone</b> has bumped into your car, <b>haven't they</b> ?
2. She usually comes in late , <b>doesn't she</b> ?	19. I'm still employed, <b>aren't I</b> ?
3. You are coming to the party, <b>aren't you</b> ?	20. I'm not angry, <b>am I</b> ?
4. He lives in Wadi Musa, doesn't he ?	21. They haven't been to London yet , <b>have they</b> ?
5. They went to school , <b>didn't they</b> ?	22. He has to quit fatty food, <b>doesn't he</b> ?
6. She had a break, <b>didn't she</b> ?	23. I have to quit fatty food, <b>don't I</b> ?
7. We had met them before , <b>hadn't we</b> ?	24. I had to quit fatty food, <b>didn't I</b> ?
8. <b>Nothing</b> has happened so far, <b>has it</b> ?	25. He has done his homework, <b>hasn't he</b> ?
9. <b>This</b> is an amazing house, <b>isn't it</b> ?	26. They have done their homework, <b>haven't they</b> ?
10. <b>Those</b> are Martha's guests, <b>aren't they</b> ?	27. They had finished, <b>hadn't they</b> ?
11. I can email my CV, <b>can't I</b> ?	28. <b>Nobody</b> came to the presentation , <b>did they</b> ?
12. <b>Let's / Let us</b> go to the cinema, <b>shall we</b> ?	29. <b>Everybody</b> has their own ideas, <b>haven't they</b> ?
13. Let me help you , <b>will you</b> ?	30. <b>Nothing</b> has happened so far, <b>has it</b> ?
14. Let her / him study tomorrow, <b>will you</b> ?	31. <b>Buy</b> me the newspaper, <b>could you</b> ?
15. <b>Open</b> the door, <b>will you / won't you</b> ?	32. You would scarcely expect her to know that, <b>would you</b> ?
16. <b>Don't</b> come late, <b>will you</b> ?	33. I will go to Amman next week, <b>shall I</b> ?
17. You speak English, <b>don't you</b> ?	

## Echo Questions : سؤال الصدى

Show interests or express surprise and make a conversation goes smoothly.

- سؤال الصدى :** هذا السؤال يكون بين شخصين والفعل المثبت فيه يبقى مثبت والمنفي يبقى منفي وتستخدم لإظهار الاهتمام والدعشة وجعل الحوار يسير بشكل أفضل.
- ما ينطبق على السؤال الذيلي ينطبق على سؤال الصدى من ناحية الضمان والازمة, إلا أنه يختلف في:
  - يكون بين شخصين (حوار) وليس شخص واحد كالسؤال الذيلي
  - المثبت يبقى مثبت والنفي يبقى نفي
  - الضمير (I) يصبح (you)

A. <b>I used to</b> live in Moscow. B. <b>Did you</b> ? I bet it was amazing	A. <b>Habib</b> : Actually, it's my birthday tomorrow. B. Faisal : <b>Is it</b> ?
A. He <b>goes</b> to school at 7 a.m. B. <b>Does he</b> ?	A. He <b>doesn't</b> go to school at 8 a.m. B. <b>Doesn't he</b> ?
A. He <b>went</b> to Aqaba last week . B. <b>Did he</b> ?	A. <b>I am</b> having a great time . B. <b>Are you</b> ?
A. Fatima and Sally <b>have arrived</b> . B. <b>Have they</b> ?	A. <b>I can't</b> understand English. B. <b>Can't you</b> ?
A. <b>I always arrive</b> early . B. <b>Do you</b> ?	A. He <b>has</b> already <b>done</b> his homework . B. <b>Has he</b> ?
A. He <b>has to</b> do his homework . B. <b>Does he</b> ?	



## UNIT TWO

### 1. The Future Simple : The form of (will):

التنبؤات المستقبلية والتوقعات والقرارات وقت الكلام

Affirmative	S + <b>will</b> + V1 (base) + com. ( will = be likely to )
Negative	S + <b>will not</b> (won't) + V1 + com. ( won't = not probably – not probable – not certain – unlikely to)
Yes/ No questions	<b>Will</b> + S + V1 + com?
Wh- questions	Wh-word + <b>will</b> + S + V1 ?

**Key words :** I think , I am sure , I expect , possibly , probably, definitely , Next + time , In + future , the following day , week , in the future , soon , later , one day, perhaps , maybe , I hope , before long

#### 1. We use (will) to make prediction based on our opinions or expectations.

نستخدمها للحديث عن تنبؤ مبني على آراء أو توقعات شخصية.

- He **will probably be** late, as usual.
- I'm sure you **won't** have any problems with it.
- I don't think we **will need** passwords, as computers will be able to recognise our faces.
- My grandfather is 89 years old, but he's in great shape, so I'm sure **he's going to live / 'll live** to be 100.
- Look at these statistics - they are very optimistic.
- Without a doubt, crime figures **will continue / are going to continue** to decrease in the near future.

#### 2. to express a decision made at the moment of speaking: ( future action decided now )

تستخدم للحديث عن قرار تم اتخاذه لحظة الكلام (قرار مفاجئ)

- Sorry about breaking your favourite mug. **I'll buy** you a new one, I promise.-
- **On second thoughts, I think I'll leave** it till the weekend. ( decision at the moment )
- Send me the details ... I'll take a look.

### 2. The form of ( be going to ) : الخطط والنوايا المستقبلية وتنبؤ مبني على دليل ( not formal - personal )

Affirmative	S+ is / are / am going to + V1(base) + com. (decide – arrange – intend )
Negative	S + isn't / aren't / am not going to + V1(base).
Yes/ No questions	Is/ Are + S+ going to +V1(base)?
Wh- questions	Wh-word + is / are + S + going to +V1- base ?

#### 1. We use (going to) to talk about existing plans or intentions for the future:

- something that has already been decided. ( decided before )

خطط أو نوايا مستقبلية / شيء قرر من قبل

- I'm going to study Architecture at college.
- I'm going to give these old blankets to the charity shop.

#### 2. to make a prediction based on evidence you have now:

You are going to have a busy weekend! (I know all the things my friend has to do at the weekend.)

### 3. The Future continuous وصف حدث سيكون لا زال مستمرا في وقت محدد في المستقبل

المستقبل المستمر

#### The form of ( will be + V-ing ):

Affirmative	S+ will be + V-(ing) + com.
Negative	S+ will not be + V-(ing) + com.
Yes/ No questions	Will + S+ be +V-(ing) ?
Wh- questions	Wh-word + will + S+ be +V-(ing) ?

**by** 2050 , **By** next year , **By** then (future) , **By the time** + V1 / **in** ten years , in two months  
**at** + time + future ( at 5.00 tomorrow ) / **This time** + future ( This time next week )

#### 1. We use (will be + V-ing) to talk about an action that will be in progress at a particular time in the future:

لحديث عن حدث سيكون مستمرا في وقت محدد في المستقبل.

- **By the end of the century**, more people will be living in the country than in cities.
- Will you be working on it **at 5.30**?
- **At this time next year** , I will be studying English.
- **Tomorrow at 5:00** , we will be celebrating .
- **In a few decades**, everyone will be growing their own food.

## 2. to talk about events that will happen as part of the normal course of events, or routine: an action that is expected to happen in the normal course of events.

أحداث تحدث كجزء أو روتين من حدث طبيعي في المستقبل

- She'll be visiting her family at the weekend. (She does it every weekend.)
- She'll be explaining how to understand the labels on clothes.
- As usual on the show, we'll be showing you how to reuse everyday items. = ( As in the previous time)

### The Future Perfect Simple

المستقبل التام البسيط

وصف حدث سوف ينتهي قبل وقت محدد في المستقبل

The form of ( will have + V3 ) :

Affirmative	S+ will have + V3 + com.
Negative	S+ will not have + V3 + com.
Yes/ No questions	Will + S+ have + V3?
Wh- questions	Wh-word + will + S+ have + V3 ?

Key words : By + future , By 2050 , By next year , By then (future) , By the time + V1

## 1. to talk about an action that will be completed before a particular time in the future:

للحديث عن حدث سيكتمل قبل وقت محدد في المستقبل.

- In 100 years' time, half the world's languages **will have disappeared**.
- By 2075 the population of the world **will have risen** to more than nine billion.
- By next year, I **will have finished** my university degree .
- Unfortunately, we **won't have arrived** by the time the restaurant closes at 9 p.m

### The Future Perfect Continuous :

المستقبل التام المستمر /

وصف حدث سيكون لا زال مستمرا في وقت محدد في المستقبل

Affirmative	S+ will have +been + V (ing) + com. ( for + time )
Negative	S+ will not have + been + V-(ing) com.
Yes/ No questions	Will + S+ have + been+ V-(ing)?
Wh- questions	Wh-word + will + S+ have +been+ V-(ing) ?

## 1. If we want to focus on a duration of an action which is still ongoing at some point in the future. An activity which continues up to a specific point in the future .

إذا أردنا التركيز على مدة حدث لا يزال مستمرا في مرحلة ما في المستقبل. / نشاط يستمر حتى نقطة محددة في المستقبل

- I will have been living in Berlin **for three years in July**.
- By the time we reach the entrance, we'll have been waiting **for** three hours!

**Note:** Other modal verbs can be used instead of **will** with Future Continuous and Future Perfect forms to show different degrees of certainty (**might, may, could** )

## Future forms for plans and hopes

اشكال المستقبل للخطط والامال

### 1. be + adjective + infinitive

We can use certain phrases with the structure **be + adjective + infinitive** to talk about how **probable** it is that a future prediction will actually happen:

نستخدم عبارات في هذا التركيب للحديث عن مدى احتمال حدوث تنبؤ مستقبلي بالفعل.

**1. be bound / certain / sure to** = (this is almost **definite**) = very probable = almost certainly **مؤكد**

- Global warming is **certain** to cause water shortages.
- I am **sure** to come early tomorrow .
- You've done so much revision . You're **bound** to pass your exams.

**2. be likely to** = (this is probable - think )

هذا محتمل

- It **is likely to** rain tonight .

**3. be unlikely to** (this is improbable) = هذا غير محتمل = not + probable = not + think

- With such strong winds, the airport is **unlikely** to be open.
- After her injury, it's **unlikely** that Laila will reach the finals.

## 2. For future plans : be planning to / be hoping to + infinitive or be thinking of + V-ing

I'm planning to get someone to fix my car.

They're hoping to do it soon.

I'm thinking of creating a website.

## 3. be about to + infinitive: على وشك = very soon

### When something is happening very soon

نستخدم هذا التركيب للحديث عن حدث على وشك الحدوث (قريب جدا للحدث) ولا يستخدم في الجملة اي دليل

- I am just about to start working on a project to design a shop window display.

- They're about to announce a new competition.

## 4. be due to + infinitive:

من المقرر

### be due to + infinitive: For timetabled events

- ( next week ) ( formal or personal )  
المواعيد الثابتة ( formal or personal )  
نستخدم هذا التركيب للحديث عن أحداث **مجدولة** زمنيا.

It's due to go on display next week.

## 5. be to + infinitive:

الترتيبات والتعليمات والامور المستقبلية ( the king – the prince – the queen – the minister )

For formal or official arrangements, instructions or commands we can use **be to+ infinitive**:

نستخدم هذا التركيب للترتيبات او التعليمات او الاوامر الرسمية.

- Students **are to** arrive at 7 p.m. at the auditorium.

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

## 6. Present Simple for the future events :

S + V1 / V+s /es

(formal )

مع هذه الافعال : ( open – close – start – end - - begin – land – take off )

- **To talk about a scheduled events or timetabled in the future .**

للتحدث عن الأحداث المجدولة أو المرتبة حسب الجدول الزمني في المستقبل

- It **starts** at 7 p.m. in the auditorium.

- The shopping centre **opens** at 10 a.m. every morning. ( 2008 – 2025 )

## 7. Present Continuous :

S + am – is – are + V-ing

**To talk about a future arrangement with another person.**

للتحدث عن ترتيب مستقبلي مع شخص آخر

- I'm **meeting** her next week to finalise the plans.

- We're **meeting** early to go to the car boot sale.

- I'm **meeting** my cousin there at 9 a.m. to set up our stall.

## UNIT THREE

### Past and Present Habits

#### 1. We use the Present or Past Continuous + always / constantly / forever

to talk about a habit which is repeated more than usual, which the speaker finds **unexpected** or **annoying**:  
للحديث عن عادة تتكرر أكثر من المعتاد، والتي يجدها المتحدث غير متوقعة أو مزعجة

**S + am, is, are, was, were + always / constantly / forever + V-ing**

**Present** : She's **always** complaining about the weather. (repeated annoying habit in the present)

**Past** : She **was** **forever** arguing with her parents when she was younger. (repeated annoying habit in the present)

**Present Simple** : She **complains** about the weather. (repeated action in the present)

**Past Simple** : She **complained** about the weather. (repeated action in the present)

#### 2. We use : S + + will + V-inf.

تصرف أصبح من سلوك الشخص وطبعه في الحاضر

#### We use : S + + would + V-inf.

تصرف أصبح من سلوك الشخص وطبعه في الماضي

- to talk about behaviour which is **typical or characteristic** of the person.

- التحدث عن السلوك النموذجي أو المميز للشخص.

- They can describe both **pleasant and annoying habits**:

- لوصف العادات الممتعة والمزعجة

1. A. 'My parents **don't** let my brother use their car.'

B. Well, he **will** go too fast whenever he drives.'

2. A. 'Jameel is thinking of travelling again.'

B. 'Yes, well, he **won't** stay in one place for more than a few months.'

4. A: lama's hearing is getting really bad.'

B. 'Well, she **will** keep listening to loud music.'

3. A : 'I never really **believed** anything he said.'

B : 'That's not surprising. He **would** tell the most ridiculous stories.'

- We use **would** when the topic has been established and we usually specify the time:

- My dad **used to** work nights. He **would** come home at six in the morning and we 'd have breakfast together, then he **used to** take me to school.

#### Used to - would

#### كان في الماضي وتغير الان

3. We use **used to** + infinitive to talk about a past state or repeated past actions:

تستخدم للتعبير عن حالات وعادات الماضي المتكررة ولا نحتاج استخدام اي تعابير زمنية لتحديد الوقت وتبين الاختلاف بين الماضي والحاضر

- **Would** is not used to talk about past states.

- لا تستخدم للحديث عن الحالات الثابتة الماضية

الزمن : الماضي فقط <b>used to / didn't use to / Did + S + use to .. ?</b>	الزمن : الماضي فقط <b>would</b>
كان يفعل / كان عليه الحال - عادة او سلوك في الماضي <b>I used to walk to school</b>	كان يفعل (عادة او فعل متكررة فقط) <b>My dad would read us a story every night</b>
أفعال معتادة في الماضي	أفعال معتادة متكررة فقط (سلوك أو أفعال) ومحددة بالوقت
حالات دائمة في الماضي - يستخدم مع الأفعال الثابتة <b>I used to have long hair</b>	لا يُستخدم مع الحالات (الوجود، الشعور، التملك...) - الأفعال الثابتة
لا يجب أن يأتي معها تعبير زمني ضرورياً، وحدها تشير للماضي.	يُفضل جداً أن يأتي معها تعبير زمني (أو جملة زمنية واضحة)

**Note** : We can introduce **new topics** with **used to** and **we do not need to specify a time**:

ملاحظة: يمكننا طرح مواضيع جديدة ولا نحتاج إلى تحديد وقت:

- I **used to** feel very negative about my job.

- At our old house I **used to** spend a lot of time with my friends.

- I **used to eat** a lot of chips and burgers, but now I eat healthy food. (NOT I'd eat ...)

- We used to live in Wadi Musa.

- We would always go to the seaside for our holidays.

- **But one holiday**, we **went** to the mountains instead.

## Participle clauses and Relative Clauses

اسم الفاعل واسم المفعول والجمل الموصولة

ضمائر الوصل	Relative Pronouns
who للعاقل	Which لغير العاقل
who(m) للعاقل – المفعول به	Where للمكان
When للزمن	Whose للملكية
that	للعاقل و لغير العاقل بشرط عدم وجود فاصلة

Present Participle clause – V-ing جمل الوصف في المضارع	Past Participle clause – V3 جمل الوصف في الماضي
Participle and main clause have the same subject جملة الصفة والجملة الرئيسية لها نفس الفاعل	Participle and main clause have the same subject جملة الصفة والجملة الرئيسية لها نفس الفاعل
جملة وصف في المضارع: يستبدل ضمير الوصل بفعل مبني للمعلوم There was a wire <b>which attached</b> the phone to the wall There was a wire <b>attaching</b> the phone to the wall	جملة وصف في الماضي: يستبدل ضمير الوصل بفعل مبني للمجهول The copy <b>which was made</b> by the carbon paper was called the carbon copy. The copy <b>made</b> by the carbon paper was called the carbon copy.

Defining Relative Clauses جمل الوصل المحددة / المعرفة	Non-defining Relative Clauses جمل الوصل غير المحددة / المعرفة
Necessary to give extra information ( a person , a thing .... ) ضرورية إعطاء معلومات إضافية (عن شخص، أو شيء، أو غير ذلك...)	Give extra, non-essential information ( a person , a thing .... ) تعطي معلومات إضافية غير أساسية (عن شخص، أو شيء، أو غير ذلك...)
Commas are never used لا تستخدم الفواصل أبدا	Need commas تحتاج فواصل
We use can (that ) instead of (who / which ) نستخدم (that) بدلاً من (who / which )	We never use (that) instead of (who / which ) لا نستخدم (that) بدلاً من (who / which ) إطلاقاً
The person <b>who/that</b> designed the house is an architect. Defining relative clause	Amman, <b>which</b> is the capital of Jordan, is a beautiful city . Non-defining relative clause
The person <b>who</b> designed the house is a famous architect .	Amman, <b>which</b> is the capital of Jordan, is a beautiful city .

1. -We **can** omit (who,which,that ) when the relative pronoun is **the object** يجوز حذف الضمير إذا كان هو المفعول به في الجملة  
The house (**which / that**) the family has built is unique. = The house **the family has built** is unique.

2. -We **can't** omit (who,which,that ) when the relative pronoun is **the subject** لا يجوز حذف ضمير الوصل إذا كان هو الفاعل في الجملة  
It was the woman **who / that** had arrived earlier that day.

3. - to **add a comment** about the first part of the sentence. We always use **which** in these clauses:  
لإضافة تعليق على الجملة الأولى كاملة نضيف كلمة **which** مهما كان الاسم قبلها  
عندما تريد أن تعلق على الجملة كلها (وليس فقط على اسم معين فيها)، تستخدم "which" لتقديم هذا التعليق

People from all over the world visit the museum, **which shows how deeply they are interested in learning about science.**  
يزور الناس من جميع أنحاء العالم المتحف، وهذا يدل على مدى اهتمامهم العميق بتعلم العلوم  
"which" هنا لا تعود على الكلمة فقط، بل على الجملة كلها

**Prepositions in relative clauses** : حروف الجر في جمل الوصل : تأتي في نهاية الجملة في الانجليزية المنطوقة وتأتي في بداية الجملة :  
في اللغة الانجليزية الرسمية والمنطوقة ويتبعها لغير العاقل و للعاقل

This house is more modern than the last house (**which / that**) they lived **in**.  
= This house is more modern than the last house **in which** they lived.

The architect knew the couple (**who / that**) he had designed the house **for**.  
= The architect knew the couple **for whom** he had designed the house.

## UNIT FOUR

### Narrative tenses; Past Perfect Simple and Continuous

ازمنة السرد القصصي / الماضي التام البسيط والماضي التام المستمر

When we are telling a story about the past, we usually use **the Past Simple** for the main events and the **Past Perfect Simple** and **Past Perfect Continuous**

to provide background information to those events.

to make clear that a past action happened earlier than another past action.

عندما نقوم برواية قصة حدثت في الماضي نستخدم الأزمنة التالية لذلك : 1. الماضي البسيط لرواية الأحداث الرئيسية في القصة  
2. الماضي التام البسيط والماضي التام المستمر لإعطاء معلومات خلفية عن هذه الأحداث background information

By the age of 15, he **had completed** his system.

He missed that event because he **had been** in hospital for two weeks.

### The Past Perfect Simple Subject + had + V3

الماضي التام البسيط

- S + had + V3 - S + hadn't + V3 - Had + S + V3.... ?

**Linking words** : when - after - because - as - before - by - by the time

<b>Before</b>	Before + S + V2 , S + had V3
<b>After / Because</b>	After + S + had V3 , S + V2
<b>By the time</b>	By the time + S + V2 , S + had V3
<b>By + time ( past )</b>	By + time ( past ) , S + had V3

We use the **Past Perfect Simple** to talk about:

#### 1. the duration of states before a specific point in the past

- She **had been blind for 12 years** when she **started** her journey.
- **By the age of fifteen**, he had completed his system.
- He missed that event **because** he had been in hospital for 2 weeks.

للتكلم عن مدة حدوث فعل ثبات قبل وقت / فعل معين في الماضي

#### 2. - completed earlier actions with a relevance to the time of the story

- **for completed actions before another one**
- We use the **Past Perfect Simple** to talk about an earlier completed action.

- He **wrote** about a spot that he **had discovered** on the surface of Venus.
- After he had eaten, he washed his hands.
- They reported a fake news story about a man who was in hospital after he **had been shot** at a mine.

للتكلم عن مدة حدوث فعل ثبات قبل وقت / فعل معين في الماضي

#### 3. experiences that happened before a specific point in the past

By the time he **died**, he **had written** a lot of letters.

تجارب معينة مر بها الشخص وحدثت قبل وقت / فعل معين في الماضي

### The Past Perfect Continuous Subject + had been + V-ing

الماضي التام المستمر

<b>Before</b>	Before + S + V2 , S + had been + V-ing ( for , since , all + time )
<b>After</b>	After + S + had been + V-ing , S + V2 ( for , since , all + time )
<b>By the time</b>	By the time + S + V2 , S + had been + V-ing ( for , since , all + time )
<b>By + time ( past )</b>	By + time ( past ) , S + had been + V-ing ( for , since , all + time )
<b>When</b>	When + S + V2 , S + had been + V-ing ( for , since , all + time )

We use the **Past Perfect Continuous** to talk about:

#### 1. the duration of actions that began earlier in the past and continued to the time of the story

للتكلم عن مدة حصول أحداث سبقت في الماضي واستمرت حتى وقت القصة  
للتكلم عن مدة حصول الفعل  
فعل كان مستمرًا في الماضي

- to focus on the **length** of an activity
- an action in progress in the past.

He **had been studying** bird migration for years

They later had to admit that they **had been copying** the other newspaper for years.

#### 2. earlier past processes with a relevance to the main events in the story

أحداث وعمليات حدثت مسبقًا مرتبطة مع سياق الأحداث الرئيسية في القصة

- to explain a past result.

لتفسير سبب حصول فعل في الماضي حدث قبل فعل آخر



- He had an accident with a pair of scissors that he **had been playing** with.

حصل له حادث بسبب المقص الذي كان يلعب به

- He was tired as he **had been flying** for hours.

كان متعبا لأنه كان يلعب لعدة ساعات

### كيف تميز بين الزمنين؟

Past perfect: <b>had + pp</b>	Past perfect cont.: <b>had + been + ving</b>
<p>1. for <b>completed</b> actions before another one لأحداث إكتملت وتمت قبل حدوث فعل آخر</p> <p><b>After</b> he <u>had eaten</u>, he <u>washed</u> his hands.</p> <p>They <u>reported</u> a fake news story about a man who was in hospital after someone <u>had shot</u> him at a mine.</p>	<p>1. to focus on the <b>length</b> of an activity للتأكيد على مدة حصول الفعل</p> <p>2. to explain a past result لتفسير سبب حصول فعل في الماضي حدث قبل فعل آخر</p> <p>She <u>was</u> tired <b>because</b> she <u>had been flying</u> for hours</p> <p>3. We do not use the <b>Past Perfect Continuous</b> with repeated actions when we say <b>how many times / how frequently</b> something happened لا نستخدمه مع الأحداث عندما نذكر كم مرة حدثت أو مع التكرار</p> <p>She had been visiting him <b>three times</b>. <b>خطأ استخدام</b></p> <p>She had been visiting him <b>regularly</b>.</p>

### Negative inversion التقديم والتأخير في الجمل الانقلاب المنفي

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

الاستخدام: نستخدم القاعدة لإضافة تأكيد (معنى مميز) للجمل

Negative inversion can sound quite **formal**, but it is also used in **more informal** contexts for dramatic effect.

الانقلاب المنفي قد يبدو رسميا ولكنه كذلك سياق غير رسمي وعام للتأثير الدرامي

**negative adverbial + auxiliary verb + subject + clause:**

الشكل: ظرف يدل على النفي + فعل مساعد + فاعل + فعل رئيسي ( جملة / شبه جملة )

**I had** never felt so afraid. → **Never had I** felt so afraid.

إذا لم يكن الفعل المساعد موجود نضع do – does – did أو حسب الزمن

adverbial phrases ظروف النفي	Arabic
<b>[Negative expression] + Auxiliary Verb + Subject + Main Verb</b> seldom / rarely / Never / at no time / In no way Rarely do I go to the cinema these days	نادرا – ابدًا – ولا مرة – ولا في اي وقت بأي شكل من الاشكال
<b>Not once + H.V .....</b> Not once did they apologize	ولا مرة
<b>no sooner + had + S + V3 ..... than + V2</b> <b>had</b> No sooner had I arrived than she left	ما ان ..... حتى .....
<b>hardly / barely / scarcely ..... when ...</b> Barely had she finished speaking when the phone rang	بالكاد (يا دوب) ..... حتى .... ما ان ..... حتى .....
<b>under no circumstances</b> <b>model</b> Under no circumstances will we accept such behavior	ولا تحت أي ظرف / ولا ممكن
<b>not only ..... but also ... = In addition to = as well as = beside</b> Not only was the food delicious, but the service was also excellent	ليس هذا فقط ..... ولكن .....
<b>little - (did + S ( I, they ) know / imagine / realise )</b> Little did he know what was waiting for him	لم اعرف – اتخيل – ادرك
استبدال كلمة never بالظرف ever عند التحويل وكذلك didn't ب did	

1. He often ----- touch with his colleagues. (from time to time , nowadays , once in a while , every so often) = routines and habits  
a. lose                      b. losing                      c. loses                      d. lost
2. Water ----- at 100 C degrees . = Facts and things that are generally true  
a. boiling                      b. boil                      c. boils                      d. is boiling
3. He now ----- a flat with a friend. = permanent situation about the present time  
a. share                      b. shares                      c. sharing                      d. shared
4. He ----- getting traditional letters. (not usually used in the continuous form ) / I am seeing Ali these days = go out with  
a. love                      b. loved                      c. loving                      d. loves
5. What ----- about ? ( think about = present continuous / What do you think of the message = opinion )  
a. do you think                      b. are you thinking                      c. does you think                      d. are you think
6. Once in a while, Zeina ----- books .  
a. send                      b. sending                      c. sent                      d. sends
7. He ----- of getting a new phone. ( temporary actions in progress around now )  
a. think                      b. thinks                      c. is thinking                      d. are thinking
8. Nowadays , it ----- harder and harder to deal with technology. ( Present Simple )  
a. getting                      b. get                      c. gets                      d. is getting
9. He ----- on his mobile at this moment . (actions in progress at the time of speaking ) / currently , right now, these days  
a. is talk                      b. talks                      c. is talking                      d. talking
10. I ----- five thousand text messages so far . (experiences during a present period of time )  
a. send                      b. have sent                      c. sent                      d. am sending
11. The lights ----- . Now, It's dark here . (completed past actions with a present relevance/ result )  
a. has gone out                      b. go out                      c. have gone out                      d. are going out
12. Faten ----- all day .  
a. has studied                      b. has been studying                      c. have been studying                      d. is studying
13. Neil Papworth ----- the first text message in 1992 . (actions completed at a specific time in the past )  
a. sends                      b. sent                      c. has sent                      d. is sending
14. They ----- when suddenly the phone rang . (actions that were interrupted by a short past action )  
a. was studying                      b. studied                      c. are studying                      d. were studying
15. While Adel -----, his mum was texting . (actions in progress at a specific time in the past / provide background--- )  
a. had waited                      b. waited                      c. was waiting                      d. waited
16. Before Sami met his wife, he ----- single for a decade . (a situation in the past and an earlier action )  
a. has been                      b. had been                      c. was been                      d. have been
17. They ----- for an hour before sami arrived . (an activity started before a second past event – still in progress )  
a. have been talking                      b. had talked                      c. had been talking                      d. had been talked
18. When I ----- , I saw that my brother had been cooking .  
a. had waken up                      b. woke up                      c. was waking up                      d. wake up
19. Ali ----- two essays today .  
a. is writing                      b. writes                      c. has written                      d. have written
20. The phone ----- and I can't find where I've put it .  
a. rings                      b. is ringing                      c. rang                      d. has rung
21. I usually take a break from my screen ----- to give my eyes a rest.  
a. earlier today                      b. right now                      c. from time to time                      d. nowadays
22. We've been learning about ancient methods of communication at school -----.  
a. last week                      b. nowadays                      c. at the time                      d. recently
23. I forgot my password and blocked my email account -----.  
a. from time to time                      b. nowadays                      c. in recent weeks                      d. the day before yesterday

24. The sentence “ **He often loses touch with his colleagues** “ indicates -----  
 a. routines and habits c. permanent situation around the Present Time  
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
25. The sentence “ **Water boils at 100 C degrees .** “ indicates -----  
 a. routines and habits c. permanent situation around the Present Time  
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
26. The sentence “ **He now shares a flat with a friend** “ indicates -----  
 a. routines and habits c. permanent situation around the Present Time  
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
27. The sentence “ **He is talking on his mobile.** “ indicates -----  
 a. routines and habits c. permanent situation around the Present Time  
 b. Facts and things that are generally true d. Actions in progress at the time of speaking
28. The sentence “ **He is thinking of getting a new phone.** “ indicates -----  
 a. Temporary actions in progress around now c. To talk about future plans  
 b. Changes and developments d. Actions in progress at the time of speaking
29. The sentence “ **The news is spreading quickly.** “ indicates -----  
 a. Temporary actions in progress around now c. To talk about future plans  
 b. Changes and developments d. Actions in progress at the time of speaking
30. The sentence “ **I'm meeting my father tomorrow.** “ indicates -----  
 a. Temporary actions in progress around now c. talk about future plans  
 b. Changes and developments d. Actions in progress at the time of speaking
31. The sentence “ **He's been stuck here for five years.** “ indicates -----  
 a. The duration of states that began in the past and continue up to now.  
 b. completed past action with a present relevance / result .  
 c. experiences during a present period of time .  
 d. The duration of actions that began in the past and continue up to the present .
32. The sentence “**The lights have gone out and now it's dark here.** “ indicates -----  
 a. The duration of states that began in the past and continue up to now.  
 b. completed past action with a present relevance / result .  
 c. experiences during a present period of time .  
 d. The duration of actions that began in the past and continue up to the present .
33. The sentence “**He has changed dramatically, so he looks very different now** “ indicates -----  
 a. The duration of states that began in the past and continue up to now.  
 b. completed past action with a present relevance / result .  
 c. experiences during a present period of time .  
 d. The duration of actions that began in the past and continue up to the present .
34. The sentence “**I've sent five thousand text messages so far .** “ indicates -----  
 a. The duration of states that began in the past and continue up to now.  
 b. completed past action with a present relevance / result .  
 c. experiences during a present period of time .  
 d. The duration of actions that began in the past and continue up to the present .
35. The sentence “ **I've got better grades because I've been studying a lot lately .** “ indicates -----  
 a. The duration of states that began in the past and continue up to now.  
 b. completed past action with a present relevance / result .  
 c. Past processes with a present relevance / result .  
 d. The duration of actions that began in the past and continue up to the present .

36. The sentence **“While Adel was waiting for us, his mum was texting . “** indicates -----
- an action in progress at a specific time in the past .
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past
  - talk about an activity which started before a second past event and was still in progress,
37. The sentence **“ She was studying when suddenly somebody tossed. “** indicates -----
- an action in progress or repeated over a period of time up until now
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past
  - talk about an activity which started before a second past event and was still in progress
38. The sentence **“ Before Fadi met his wife, he had been single for a decade . “** indicates -----
- an action in progress or repeated over a period of time up until now
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past  
show the relationship between a situation in the past and an earlier state or action .
  - talk about an activity which started before a second past event and was still in progress,
39. The sentence **“ They had been talking for an hour before sami arrived . “** indicates -----
- an action in progress or repeated over a period of time up until now
  - An action in progress interrupted by a short past action .
  - an action in the past that was completed before another action or time in the past
  - talk about an activity which started before a second past event and was still in progress.
40. The sentence **“ He's been writing thank-you letters all morning. “** indicates -----
- an action in progress or repeated over a period of time up until now
  - actions that started and finished at a specific time in the past
  - things happening now or around now
  - situations which are changing during the present time
41. The sentence **“I wrote an English essay last night. “** indicates -----
- an action in progress or repeated over a period of time up until now
  - actions that started and finished at a specific time in the past
  - things happening now or around now
  - situations which are changing during the present time
42. The sentence **“She's writing a text message right now. “** indicates -----
- an action in progress or repeated over a period of time up until now
  - actions that started and finished at a specific time in the past
  - things happening now or around now
  - situations which are changing during the present time
43. The sentence **“ Young people are writing by hand less often these days “** indicates -----
- an action in progress or repeated over a period of time up until now
  - actions that started and finished at a specific time in the past
  - things happening now or around now
  - situations which are changing during the present time
44. The sentence **“ I was writing to Ali when he called me “** indicates -----
- actions in progress at a specific time in the past.
  - A long activity interrupted by a short one .
  - finished actions in the past when we don't say exactly when they happened .
  - actions and states which began in the past and continue until now .
45. The sentence **“ They have written several essays very long “** indicates -----
- actions in progress at a specific time in the past.
  - A long activity interrupted by a short one .
  - finished actions in the past when we don't say exactly when they happened .
  - actions and states which began in the past and continue until now .

46. The sentence “ **We were writing to each other regularly back then.** “ indicates -----

- a. actions in progress at a specific time in the past.
- b. A long activity interrupted by a short one .
- c. finished actions in the past when we don't say exactly when they happened .
- d. actions and states which began in the past and continue until now .

47. The sentence “ **I've written down everything she's said so far** “ indicates -----

- a. actions in progress at a specific time in the past.
- b. A long activity interrupted by a short one .
- c. finished actions in the past when we don't say exactly when they happened .
- d. actions and states which began in the past and continue until now .

48. The sentence “ **Salma writes at least ten texts everyday.**“ indicates -----

- a. routines and habits/things that happen repeatedly
- b. A long activity interrupted by a short one .
- c. facts and things that are generally true
- d. actions and states which began in the past and continue until now .

49. The sentence “ **Teenagers rarely writes emails.** “ indicates -----

- a. routines and habits/things that happen repeatedly
- b. A long activity interrupted by a short one .
- c. facts and things that are generally true
- d. actions and states which began in the past and continue until now .

50. **I ----- Omar all morning.**

- a. have been texting
- b. have texted
- c. texted
- d. had texted

51. **I ----- Omar three times today.**

- a. have been texting
- b. have texted
- c. texted
- d. had texted

52. **Sami ----- two essays today.**

- a. has been writing
- b. have written
- c. has written
- d. wrote

53. **Sami ----- that essay since this morning .**

- a. has been writing
- b. have written
- c. has written
- d. wrote

54. **Ahmad ----- how to write in English yet .**

- a. haven't learned
- b. has learned
- c. have learned
- d. hasn't learned

55. **The phone ----- all the time now that we run a business .**

- a. ring
- b. rings
- c. is ringing
- d. has rung

56. **I ----- salma a couple of times today.**

- a. called
- b. am calling
- c. have called
- d. have been calling

57. **I ----- salma all day today.**

- a. called
- b. am calling
- c. have called
- d. have been calling

58. **It ----- less difficult every time I write an essay .**

- a. gets
- b. is getting
- c. get
- d. getting

59. **It ----- easier and easier to stay in touch with people .**

- a. gets
- b. is getting
- c. get
- d. getting

60. **I ----- a film when I got home from school .**

- a. watch
- b. watched
- c. was watching
- d. watching

61. **I ----- a film when the lights suddenly went out .**

- a. watch
- b. watched
- c. was watching
- d. watching

62. **She ----- me long emails everyday while she was travelling abroad .**

- a. was sending
- b. has sent
- c. had sent
- d. sent

63. When I looked at my phone, the message arrived . The actions in this sentence happened -----  
a. at exactly the same time      b. not at the same time      c. one before another      d. one after another
64. It's getting more and more difficult to maintain face-to-face communication -----  
a. at the time      b. nowadays      c. from time to time      d. recently
65. ----- you received any letters recently ?  
a. Did      b. Had      c. Has      d. Have
66. ----- social media changed the meaning of friendship ?  
a. Did      b. Had      c. Has / Have      d. Do
67. ----- you seen her photos in Instagram before you met her ?  
a. Did      b. Had      c. Has      d. Have
68. ----- you having a bad dream when I woke you up ?  
a. Was      b. Had      c. Are      d. Were
69. ----- you have a bad dream yesterday ?  
a. Was      b. Did      c. Are      d. Were
70. Most teenagers ----- texting to calling .  
a. prefer      b. is preferring      c. prefers      d. are preferring
71. Can I call you back ? I ----- to someone else at the moment .  
a. talk      b. talking      c. talks      d. am talking
72. Landline telephones ----- less and less common these days .  
a. become      b. becoming      c. are becoming      d. becomes
73. The sentence which indicates “ a long activity interrupted by a shorter one “ is -----  
a. I was writing a letter .      c. I was writing when she called.  
b. After I had written, she called      d. Before she called, I had written
74. The sentence which indicates “ things happening now or around now “ is -----  
a. She's writing a message at the moment.      c. She has already written a message.  
b. She writes a message everyweek.      d. She's been writing a message all morning
75. The function of the following sentence “ Ali writes at least ten texts every day “ is ----- .  
a. an action in progress      c. facts and things that are generally true  
b. situations which are changing during the present time      d. routines and habits
76. You are Tom , -----?  
a. are you      b. you are      c. aren't you      d. aren't I
77. You don't understand English , -----?  
a. are you      b. don't you      c. do you      d. you do
78. She speaks English, -----?  
a. she does      b. does she      c. doesn't she      d. she doesn't
79. I am still at home , -----?  
a. I am      b. I am not      c. are I      d. aren't I
80. I will visit my friend , -----?  
a. won't I      b. I won't      c. I will      d. shall I
81. Let's study English , -----?  
a. won't we      b. we shall      c. shall we      d. we will
82. Come over for tea today , -----?  
a. won't you      b. Do you      c. shall we      d. you will
83. Nobody came to the presentation , -----?  
a. they did      b. they didn't      c. didn't they      d. did they



84. Nothing has happened so far , -----?  
 a. have they      b. hasn't it      c. has it      d. they have
85. This is an amazing house , -----?  
 a. is it      b. isn't it      c. isn't this      d. is this
86. A: I am having a great time.      B: ----- ?  
 a. Are I      b. Aren't I      c. Are you      d. Aren't you
87. A: He went to Aqaba last week.      B: ----- ?  
 a. Did he      b. Didn't he      c. Was he      d. Wasn't he
88. A: He has to do his homework.      B: ----- ?  
 a. Has he      b. Hasn't he      c. Doesn't he      d. Does he
89. A: Fatima and Sally have arrived.      B: ----- ?  
 a. Have they      b. Do they      c. Haven't they      d. Don't they

1	C	2	C	3	B	4	D	5	B	6	D	7	C	8	D	9	C	10	B
11	C	12	B	13	B	14	D	15	C	16	B	17	C	18	B	19	C	20	B
21	C	22	D	23	D	24	A	25	B	26	C	27	D	28	A	29	B	30	C
31	D	32	B	33	B	34	C	35	C	36	A	37	B	38	C	39	D	40	A
41	B	42	C	43	D	44	B	45	C	46	A	47	D	48	A	49	C	50	A
51	B	52	C	53	A	54	D	55	B	56	C	57	D	58	A	59	B	60	B
61	C	62	D	63	A	64	B	65	D	66	C	67	B	68	D	69	B	70	A
71	D	72	C	73	C	74	A	75	D	76	C	77	C	78	C	79	D	80	D
81	C	82	A	83	D	84	C	85	B	86	C	87	A	88	D	89	A		

## UNIT TWO

1. By 2050, software ----- traffic jams  
 a. is going to predicting      b. is to predict      c. will be able to predict      d. predicts
2. In a few years, tablets won't exist anymore. They ----- replaced by smartwatches  
 a. will      b. are going to      c. will have been      d. unlikely to
3. By the time's today young people retire, they ----- for 70 years  
 a. will be working      b. will have been working      c. will working      d. are to work
4. I don't think we ----- passwords as computers will be able to recognize our faces.  
 a. are sure to need      b. are going to need      c. will have nedded      d. will need
5. In a few decades, everyone ----- their own food.  
 a. will have grown      b. will be growing      c. are growing      d. will have been growing
6. You've done so much revision you ----- to pass your exams.  
 a. are      b. are thinking      c. are due      d. are bound
7. With such strong winds, the airport ----- to be open.  
 a. is likely      b. is sure      c. is unlikely      d. is thinking
8. Although we can't be certain, we think the pool ----- to be busy today  
 a. is bound      b. is sure      c. is unlikely      d. is thinking
9. After her injury, it ----- that Laila will reach the finals.  
 a. is likely      b. is sure      c. is unlikely      d. is hoping
10. My grandfather is 89 years old, but in great shape, so I'm sure he ----- to be 100.  
 a. lives      b. will live      c. lived      d. is living
11. Many experts expect that technology ----- living conditions for people in the developing world, but there is no evidence of that.  
 a. is due improve      b. is improving      c. will improve      d. is going to improve

12. Look at these statistics – they are very optimistic. Without a doubt, crime figures ----- to decrease in the near future.  
a. are continuing      b. are going to continue      c. are thinking      d. continue
13. Some people fear that robots ----- control of society soon, but I think that's unlikely  
a. is taking      b. will take      c. are taking      d. are taking
14. The Mars Explorer team ----- planet Earth in late 2065  
a. will have leaving      b. will left      c. is thinking      d. will be leaving
15. On launch day, millions of people ----- .The Mars Explorer team set off.  
a. hoping watch      b. thinking to watch      c. will be watching      d. is going to watch
16. By the time they reach the red planet, they ----- over 50 million kilometres.  
a. will cove      b. will have covered      c. are to cover      d. hoping to cover
17. When they finally return to Earth, they ----- over three years  
a. will travel      b. planning to cover      c. will have been travelling      d. thinking of cover
18. The monthly sale ----- at 10a.m .  
a. is starting      b. starts      c. hoping to start      d. thinking of start
19. As usual, they ----- tickets at the gate.  
a. are selling      b. selling      c. will be selling      d. are thinking to sell
20. I ----- my cousin there at 9a.m to set up our sale.  
a. will meet      b. am meeting      c. meeting      d. will have met
21. My dad ----- meat for 10 years today.  
a. won't be eating      b. is hoping eating      c. won't have been eating      d. eats
22. We ----- this computer for four years this year.  
a. will have      b. are going to have      c. are having      d. will have had
23. I can't see you at 6 tomorrow. I ----- basketball as usual.  
a. will have played      b. will play      c. am thinking to play      d. will be playing
24. The sentence “ We'll be sleeping under the stars at this time next week. “ indicates -----  
a. an activity in progress at a specific time in the future.      c. for formal or official arrangements  
b. timetabled events      d. something taht is happening very soon
25. The sentence “ They're about to announce a new competition “ indicates -----  
a. something taht is unlikely to happen      c. for formal or official arrangements  
b. something that is happening very soon      d. Actions in progress at the time of speaking
26. The sentence “ It's due to go on display next week. “ indicates -----  
a. an activity in progress at a specific time in the future.      c. timetabled events  
b. for formal or official arrangements      d. something taht is happening very soon
27. The sentence “ The prince is to visit the new hospital and talk to the patients. “ indicates -----  
a. timetabled events      c. prediction without an evidence  
b. something taht is happening very soon      d. for formal or official arrangements
28. The sentence “Dana and Eman will have watched the entire first series by the end of today “ indicates --  
a. an activity which will be completed by a specific time in the future      c. timetabled events  
b. prediction based on opinion      d. something taht is happening very soon
29. “ Driverless cars will almost certainly reduce the number of road accidents. “  
The underlined words can be replaced by -----  
a. are due to      b. are sure to reduce      c. are unlikely to reduce      d. are to reduce
30. “ Powerful computer will almost definitely become smaller, faster and cheaper “  
The underlined words can be replaced by -----  
a. are due to      b. are sure to      c. are certain to      d. are to

31. "The human race probably won't go and live on another planet " The underlined words can be replaced by -----  
 a. are about to    b. are sure to    c. are unlikely    d. are likely to
32. The sentence "I'm going to give these old blankets to the charity shop " indicates -----  
 a. an action that is expected to happen in the normal course of events.    c. scheduled and timetabled events.  
 b. something that has already been decided    d. a future action decided at the moment of speaking
33. The sentence "The shopping centre opens at 10a.m. " indicates -----  
 a. a future action decided at the moment of speaking.    c. a future arrangement with another person.  
 b. scheduled and timetabled events.    d. something that has already been decided.
34. The sentence "We're meeting early to go to the car boot sale." indicates -----  
 a. scheduled and timetabled events.    c. a future arrangement with another person.  
 b. a future action decided at the moment of speaking.    d. something that has already been decided .
35. The sentence " I will take a packet of paper straw, thanks. " indicates -----  
 a. a future arrangement with another person.    c. a future action decided at the moment of speaking.  
 b. an action that will be completed at a specific time in the future.    d. scheduled and timetabled events.
36. The sentence "As usual in the show, we'll be showing you how to reuse everyday items " indicates  
 a. an action that is expected to happen in the normal course of events.    c. a future action decided now.  
 b. an action that will be completed at a specific time in the future.    d. scheduled and timetabled events.
37. The sentence " Send me the details ... I'll take a look. " indicates -----  
 a. scheduled and timetabled events.    c. a future arrangement with another person.  
 b. a future action decided at the moment of speaking.    d. something that has already been decided .
38. The sentence " You are to apologise at once! " indicates -----  
 a. scheduled and timetabled events    c. instructions or commands  
 b. plans.    d. a future arrangement with another person
39. The sentence " The concert is due to begin at 8 p.m. " indicates -----  
 a. instructions or commands    c. when something is happening very soon  
 b. a future arrangement with another person.    d. timetabled events.
40. " Within 20 years, we will have stopped fighting over oil " The underlined tense is  
 a. future perfect    b. future continuous    c. future simple    d. future perfect continuous
41. "With luck, no one will be living in this way within a few decades " The underlined tense is  
 a. future perfect    b. future continuous    c. future simple    d. future perfect continuous
42. I hope that ----- the age of 30, I'll be running my own successful tech business.  
 a. on    b. from    c. by    d. in
43. Five years ----- now, Kamal will have gained his degree in astrophysics.  
 a. at    b. in    c. on    d. from
44. Is Abeer likely to ----- for her behaviour?  
 a. appologising    b. appologise    c. appologised    d. appolpgies
45. He's thinking ----- doing a research about mamals behaviour.  
 a. on    b. to    c. of    d. in
46. I'm planning ----- visit Aqaba next week.  
 a. to    b. of    c. in    d. at
47. We're hoping ----- finish this unit within three days.  
 a. of    b. by    c. at    d. to
48. The sentence which indicates " a timetabled or scheduled events " is -----  
 a. The plane is due to take off at 9:00.    c. The plane is likely take off at 9:00.  
 b. The plane will take off at 9:00.    d. The plane is about to take off at 9:00.
49. The sentence which indicates "a prediction based on opinion or expectation " is -----  
 a. The plane is due to take off at 9:00.    c. I think the plane is likely take off at 9:00.  
 b. The plane will take off at 9:00.    d. The plane is about to take off at 9:00.



12. When we were younger, my sister and I ----- a bedroom.  
a. use to share      b. used to share      c. used to sharing      d. is used to sharing
13. How ----- in touch with your friends before you got the phone?  
a. do you use to saty      b. you used to stay      c. do you use to staying      d. did you use to stay
14. I ----- I would ever become an adult.  
a. didn't use to think      b. wouldn't think      c. used to think      d. would think
15. A : 'My parents don't let my brother use their car.'      B : 'Well, he ----- go too fast whenever he drives.'  
a. will      b. would      c. won't      d. wouldn't
16. A : 'Jameel is thinking of travelling again .'  
B : 'Yes, well, he ----- stay in one place for more than a few months. .'  
a. will      b. would      c. won't      d. wouldn't
17. A : 'I never really believed anything he said.'  
B : 'That's not surprising. He ----- tell the most ridiculous stories.'  
a. will      b. would      c. won't      d. wouldn't
18. A : Lama's hearing is getting really bad.'  
B : 'Well, she ----- keep listening to loud music .'  
a. will      b. would      c. won't      d. wouldn't
19. My sister -----forever----- my clothes without asking me. It's very irritating!  
a. is – borrow      b. is - borrowed      c. is - borrowing      d. was - borrowing
20. When I was a child, we ----- in a house by the sea, but now we live in a city.  
a. used to live      b. will live      c. would live      d. a + c
21. My brother can't keep a secret. He ----- anything you tell him on his blog immediately.  
a. used to post      b. would post      c. won't post      d. will post
22. Did you ----- walk to school when you were little ?  
a. used to      b. use to      c. constantly      d. will
23. My sisters ----- argue, but these days they are always falling out.  
a. used to      b. would      c. didn't use to      d. use to
24. A : Why ----- you always shouting at me ?      B : Because you annoy me !  
a. do      b. did      c. does      d. are
25. I didn't do well at school. My concentration span ----- very short.  
a. would be      b. used to be      c. was      d. B + C
26. I was constantly getting into trouble for not listening. I often ----- bored in class.  
a. would feel      b. felt      c. used to feel      d. B + C
27. I -----listen to what the teacher was saying and found it hard to focus.  
a. didn't      b. wouldn't      c. didn't use to      d. A + B + C
28. One time, I ----- asleep in a test!  
a. fell      b. used to fall      c. would fall      d. didn't use to fall
29. The person ----- designed the house is a world-famous architect.  
a. whose      b. who      c. whom      d. which
30. The land ----- the house is built is extremely picturesque.  
a. when      b. that      c. where      d. which
31. The house ----- the family has built is unique.  
a. where      b. that      c. which      d. B + C
32. It was the woman ----- had arrived earlier that day.  
a. which      b. that      c. whose      d. whom

**33. This house is more modern than the last house which / that they lived in.**

**The sentence which has the correct structure is -----**

- a. This house is more modern than the last house in which / in that they lived.
- b. This house is more modern than the last house in which they lived.
- c. This house is more modern than the last house in that they lived.
- d. This house is more modern than the last house which they lived.

**34. The architect knew the couple who / that he had designed the house for.**

**The sentence which has the correct structure is -----**

- a. The architect knew the couple for whom he had designed the house.
- b. The architect knew the couple for who he had designed the house.
- c. The architect knew the couple for whose he had designed the house.
- d. The architect knew the couple who he had designed the house for.

**35. Complete the following sentence with the correct clause :**

**Bluetooth, ----- , is actually a kind of wireless connection.**

- a. that often look rather strange
- b. which sounds like a dental problem
- c. that can play records at different speeds
- d. where my mum used to play her music on when she was a teenager

**36. Complete the following sentence with the correct clause :**

**The head set ----- is really uncomfortable to wear.**

- a. where often look rather strange
- b. which came with my phone
- c. who can play records at different speeds
- d. when my mum used to play her music on when she was a teenager

**37. Complete the following sentence with the correct clause :**

**Ergonomic keyboards, -----, make typing more comfortable.**

- a. which often look rather strange
- b. that came with my phone
- c. which can play records at different speeds
- d. which my mum used to play her music on when she was a teenager

**38. Complete the following sentence with the correct clause :**

**This record player, -----, was made in Italy.**

- a. who often look rather strange
- b. that came with my phone
- c. which can play records at different speeds
- d. that my mum used to play her music on when she was a teenager

**39. Complete the following sentence with the correct clause :**

**This is the Walkman -----.**

- a. who often look rather strange
- b. whose came with my phone
- c. where can play records at different speeds
- d. which my mum used to play her music on when she was a teenager

**40. I was talking about an app. It's really cool.**

**Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :**

- a. The app (which / that) I was talking about is really cool.
- b. The app , that I was talking about, is really cool.
- c. The app I was talking about (which / that) is really cool.
- d. The app ,which I was talking about, is really cool.

**41. Sami lives round the corner. I play football with him.**

**Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :**

- a. Sami who I play football with lives round the corner.
- b. Sami, who I play football with, lives round the corner.
- c. Sami, whom I play football , lives round the corner.
- d. Sami, who I play football with him , lives round the corner.

**42. These headphones stopped working after two days. I paid a fortune for them.**

**Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :**

- a. These headphones, which I paid a fortune for, stopped working after two days.
- b. These headphones, for which I paid a fortune, stopped working after two days.
- c. These headphones, for whom I paid a fortune, stopped working after two days.
- d. A + B



43. I bought my computer at a shop. It has closed down.

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Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. The shop where I bought my computer from has closed down.
- b. The shop from which I bought my computer has closed down.
- c. The shop that / which I bought my computer from has closed down.
- d. A + B + C

44. What's the name of that website that sells retro-tech?

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. What's the name of that website selling retro-tech?
- b. What's the name of that website sells retro-tech?
- c. What's the name of that website is sold retro-tech?
- d. What's the name of that website are selling retro-tech?

45. The flip phone, which was designed in the 1990s, is rapidly becoming popular again.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. The flip phone, was desined in 1990s, is rapidly becoming popular again .
- b. The flip phone, desining in 1990s, is rapidly becoming popular again .
- c. The flip phone, desined in 1990s, is rapidly becoming popular again .
- d. The flip phone, which desined in 1990s, is rapidly becoming popular again .

46. There are very few people who are still using analogue televisions.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. There are very few people still used analogue televisions.
- b. There are very few people still using analogue televisions.
- c. There are very few people are still using analogue televisions.
- d. There are very few people are still using analogue televisions.

47. Users who are used to the old system may find the new one confusing.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. Users are used to the old system may find the new one confusing.
- b. Users used to the old system may find the new one confusing.
- c. Users who used to the old system may find the new one confusing.
- d. Users using to the old system may find the new one confusing.

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

## UNIT FOUR

1. They had only just left when the house exploded.

- a. Scarcely had they left when the house exploded.
- b. Scarcely they had left when the house exploded.
- c. Scarcely had only they left when the house exploded.
- d. Scarcely hadn't they left when the house exploded.

2. You should not approach the animal, which is dangerous.

- a. At no circumstances should you approach the animal, which is dangerous.
- b. Under no circumstances you should approach the animal, which is dangerous.
- c. Under no circumstances should you approach the animal, which is dangerous.
- d. Under no circumstances shouldn't you approach the animal, which is dangerous.

3. As well as winning the race, she also broke a world record.

- a. Not only did she won the race, but she also broke a world record.
- b. Not only didn't she win the race, but she also broke a world record.
- c. Not only she did win the race, but she also broke a world record.
- d. Not only did she win the race, but she also broke a world record.

**4. He didn't imagine that his friend was a spy!**

- a. Little he did imagine that his friend was a spy!      c. Little didn't he imagine that his friend was a spy!  
b. Little did he imagine that his friend was a spy!      d. Little did he imagined that his friend was a spy!

**5. At no time ----- the use of such language acceptable.**

- a. is it      b. it is      c. isn't it      d. it isn't

**6. Not only ----- relaxed, but also happy and safe.**

- a. did I feel      b. I did feel      c. didn't I feel      d. I didn't feel

**7. Under no circumstances ----- do that again.**

- a. I will ever      b. I won't ever      c. won't I ever      d. will I ever

**8. Seldom ----- such a lucky escape.**

- a. hadn't I seen      b. I had seen      c. had I seen      d. I hadn't seen

**9. Little ----- that I had more money in my back pocket.**

- a. they did know      b. didn't they know      c. did they know      d. they didn't know

**10. Scarcely ----- on sale when they were sold out.**

- a. the tickets had gone      b. the tickets hadn't gone      c. had the tickets gone      d. hadn't the tickets gone

**11. no sooner ----- at the ticket window than he was told that the train was full.**

- a. Ali arrived      b. did Ali arrive      c. had Ali arrived

**12. Under no circumstances ----- and his travelling companions be able to travel to England.**

- a. would Omar      b. Omar would      c. were Omar

**13. ----- how lucky they were.**

- a. Little they did know      b. Little did they know      c. Little they were known

**14. Hardly ----- to watch when they realized what a lucky escape they had had.**

- a. they'd begun      b. had they begun      c. they began

**15. ----- lucky to be alive, but, as I wouldn't be living today without him, so am I.**

- a. Not only my father is      b. My father is not only      c. Not only is my father

**16. The correct sentence is:**

- a. At no circumstances are students allowed to take exam papers out of the room.  
b. Under no circumstances are students allowed to take exam papers out of the room.  
c. Under no circumstances students are allowed to take exam papers out of the room.  
d. Under no circumstances aren't students allowed to take exam papers out of the room.

**17. The correct sentence is:**

- a. No sooner Ibrahim arrives at work than people start knocking on his office door.  
b. No sooner does Ibrahim arrive at work than people start knocking on his office door.  
c. No sooner Ibrahim does arrive at work than people start knocking on his office door.  
d. No sooner doesn't Ibrahim arrive at work than people start knocking on his office door.

**18. The correct sentence is:**

- a. In no way does this article represent my views.      c. In no way doesn't this article represents my views.  
b. In no way this article does represents my views.      d. In no way this article doesn't represents my views.

**19. The correct sentence is:**

- a. Scarcely hadn't the film started when members of the audience began to walk out of the cinema.  
b. Scarcely the film had started when members of the audience began to walk out of the cinema.  
c. Scarcely the film hadn't started when members of the audience began to walk out of the cinema.  
d. Scarcely had the film started when members of the audience began to walk out of the cinema

**20. ----- arrived when dinner was served.**

- a. Had we barely      b. We barely had      c. Barely we had      d. Barely had we

**21. ----- the hostel than it started to rain.**

- a. No sooner had they left
- b. No sooner they had left
- c. No sooner hadn't they left
- d. No sooner had left they

**22. -----the worst holiday we'd ever had, but also the most expensive!**

- a. Not only it was
- b. Not only was it
- c. Not only wasn't it
- d. Not only it wasn't

**23. ----- it is your fault, but we do need to find a solution.**

- a. In no way I am saying
- b. In no way am not I saying
- c. In no way saying am I
- d. In no way am I saying

**24. ----- so unwelcome at someone's house.**

- a. Rarely I have felt
- b. Rarely have I felt
- c. Rarely haven't I felt
- d. Rarely I haven't felt

**25. ----- that Samer was actually working for the police.**

- a. Little did Tareq imagine
- b. Little Tareq did imagine
- c. Little didn't Tareq imagine
- d. Little did imagine Tareq

**26. ----- he would actually turn up on our doorstep.**

- a. At no time did I believe
- b. At no time I did believe
- c. At no time didn't I believe
- d. At no time I didn't believe

**27. ----- she won't take part in the debate.**

- a. In no way she is saying
- b. In no way is she saying
- c. In no way isn't she saying
- d. In no way she isn't saying

**28. ----- someone was recording everything.**

- a. Little they did think
- b. Little didn't they think
- c. Little they didn't think
- d. Little did they think

**29. ----- such beautiful animals up close.**

- a. Seldom do you see
- b. Seldom does you see
- c. Seldom don't you see
- d. Seldom doesn't you see

**30. ----- turned up at the meeting.**

- a. Never so many have people
- b. Never have so many people
- c. Never haven't so many people
- d. Never hasn't so many people

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

- a. had we eaten
- b. hadn't we eaten
- c. had we eat
- d. had we ate

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

- a. had I open
- b. had I opened
- c. hadn't I opened
- d. hadn't I open

**33. At no time ----- we were right.**

- a. did we claimed
- b. didn't we claim
- c. did we claim
- d. didn't we claimed

**34. Never had ----- seen such a weird story.**

- a. she see
- b. she seen
- c. she saw
- d. not she seen

**35. Rarely ----- so much attention.**

- a. did get he
- b. didn't he get
- c. did he got
- d. did he get

**36. In no way ----- to give an interview.**

- a. didn't he agrees
- b. didn't he agree
- c. did he agrees
- d. did he agree

**37. The correct sentence is :**

- a. Not only was the story false, but it also went viral.
- b. Not only wasn't the story false, but it also went viral.
- c. Not only the story was false, but it also went viral.
- d. Not only the story wasn't false, but it also went viral.

**38. The correct sentence is:**

- a. Seldom haven't I heard such a heart – warming story.
- b. Seldom have I heard such a heart – warming story.
- c. Seldom I have heard such a heart – warming story.
- d. Seldom I haven't heard such a heart – warming story.

**39. The correct sentence is:**

- a. Hardly I had clicked on the headline when I knew it was fake.
- b. Hardly hadn't I clicked on the headline when I knew it was fake.
- c. Hardly had I clicked on the headline when I knew it was fake.
- d. Hardly I hadn't clicked on the headline when I knew it was fake.

**40. The correct sentence is:**

- a. Little he did realize the problems he'd caused.
- b. Little did he realized the problems he'd caused.
- c. Little didn't he realize the problems he'd caused.
- d. Little did he realize the problems he'd caused.

**41. The correct sentence is:**

- a. No sooner we had revealed the truth than we uncovered more lies.
- b. No sooner hadn't we revealed the truth than we uncovered more lies.
- c. No sooner had we reveal the truth than we uncovered more lies.
- d. No sooner had we revealed the truth than we uncovered more lies.

**42. The correct sentence is:**

- a. Under no circumstances can't you (ever) expose the truth.
- b. Under no circumstances you can (ever) expose the truth.
- c. Under no circumstances can you (ever) expose the truth.
- d. Under no circumstances you can't (ever) expose the truth.

**43. -----such a weird story!**

- a. Never have I heard
- b. Never have I hear
- c. Never I have heard
- d. Never haven't I heard

**44. ----- leave the building.**

- a. Under no circumstances should you
- b. At no circumstances you should
- c. Under circumstances shouldn't you
- d. At no circumstances should you

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

- a. Not only did he
- b. Not only didn't he
- c. Not only he did
- d. Not only he didn't

**46. ----- made the statement than she realized she had made a big mistake.**

- a. No sooner had she
- b. No sooner hadn't she
- c. No sooner she had
- d. No sooner she hadn't

**47. ----- know what a lucky escape he had had.**

- a. Little didn't he
- b. Little did he
- c. Little he didn't
- d. Little he did

**48. ----- started reading when she realized it was a hoax.**

- a. Scarcely she had
- b. Scarcely hadn't she
- c. Scarcely she hadn't
- d. Scarcely had she

**49-He missed that event because he ----- in hospital for two weeks.**

- a) has been
- b) was
- c) had been
- d) will be

**50-She was tired because she ----- for hours.**

- a) has flown
- b) had been flying
- c) was flown
- d) is flying

**51- She had been blind for 12 years when she ..... her journey.**

- a) started
- b) has been started
- c) starts
- d) has started

**52- He ..... that event because he had been in hospital for 2 weeks.**

- a) missed
- b) misses
- c) was missing
- d) will miss

**53- He wrote about a spot that he ..... on the surface of Venus.**

- a) has discovered
- b) discover
- c) had discovered
- d) was discovering

**54- After he....., he washed his hands.**

- a) had eaten
- b) has eaten
- c) ate
- d) eats

**55- They reported a fake news story about a man who was in hospital after he \_\_\_\_\_ at a mine.**

- a) had been shot
- b) shoot
- c) hadn't been shot
- d) shot

**56-By the time he....., he had written a lot of letters.**

- a) died
- b) was dying
- c) was died
- d) will die

57-He had been studying bird migration for years before he..... university.

- a) attends      b) had attended      c) attended      d) attend

58-They later had to admit that they .....the other newspaper for years

- a) had copied      b) has copied      c) copy      d) had been copying

59- He.....an accident with a pair of scissors that he had been playing with.

- a) has      b) had been      c) will have      d) had

60- He was tired as he ..... for hours.

- a) had flown      b) had been flying      c) flow      d) has flown

61-She ..... him regularly.

- a) had been visiting      b) visited      c) will visit      d) is visiting

62-She..... him three times because he needed a lot of attention.

- a) has visited      b) had visited      c) has been visiting      d) visit

63-Before the Eastern Badia Archaeological Project (EBAP) visited the Black Desert of Jordan, nobody----- the archaeology of this large area.

- a) explores      b) had explored      c) has explored      d) has been exploring

64-When the archaeologists started work, stones from ancient houses -----under the ground for more than 8,000 years.

- a) had been lying      b) has been laying      c) has lied      d) will lie

65-The people who built these houses also ----- amazing long walls called 'kites' to catch animals with.

- a) builds      b) was building      c) has built      d) had built

66-Animals that ----- away from the people could not escape from this point in the walls.

- a) has been running      b) has run      c) had been running      d) run

67 -Archaeologists think that the walls at Jibal al-Khashabiyeh might be the oldest in the world: nobody ----- anything like this before.

- a) has made      b) had made      c) makes      d) was making

68-The kites show that the people who lived in the Black Desert ----- together in large teams to find food much earlier than they expected.

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

69- Reem got into trouble at school for using her phone because she ----- during lessons.

- a) texted      b) had been texting      c) texts      d) has texted

70- Nader ----- ink all round his mouth after he had been chewing his pen during the exam.

- a) has      b) had been      c) will have      d) had

71- The central square was underwater. It ----- for five days.

- a) rained      b) has been raining      c) had been raining      d) has rained

72- The gang was convicted of fraud. They ----- fake money

- a) had been printing      b) has been printing      c) printed      d) was printing

73- The man ----- ill while giving a speech. He had been speaking at a business meeting.

- a) has become      b) became      c) become      d) had become

74-Ali was very tired because he----- for his English exam all night.

- a) studied      b) had been studying      c) has studied      d) was studied

75-It ----- dark for ten hours and now it was getting light.

- a) has been      b) was being      c) have been      d) had been

76-He took the bus to school. For many weeks, he ----- about this exam.

- a) worried      b) has been worrying      c) had been worrying      d) will worry

77-He ----- an English exam before, but this one was special: if he passed it, he could go to a good college. He opened the paper and looked at the questions.

- a) has been failing      b) had never failed      c) had never been failing      d) fallen

78-He jumped and suddenly he was back in his chair. His mother was shaking his shoulder.

He----- a sleep at his desk!

- a) had been falling      b) has fallen      c) had fallen      d) falls

79-Hanan's music player ----- for 19 hours when the battery ran out.

- a) had been playing      b) was playing      c) played      d) play

80-Hanan's music player ----- nearly 200 songs when the battery ran out.

- a) had played      b) had been playing      c) played      d) play

81-The police officer ----- all the other suspects when he arrested the criminal.

- a) has eliminated      b) eliminated      c) eliminate      d) had eliminated

82-The police officer ----- suspects at an impressive rate.

- a) had been eliminating      b) eliminated      c) had eliminated      d) eliminate

83- Until that night, Raed ----- never----- snow.

- a) see      b) saw      c) had / seen      d) has seen

84- The other day, I was talking to a man who said he ----- a famous footballer in our street.

- a) was seeing      b) see      c) sees      d) had seen

85- The hikers had been walking in the mountains for six hours when they----- something strange.

- a) was seeing      b) sees      c) saw      d) will see

86- By the time we ----- the door, the noises had already stopped.

- a) opened      b) had opened      c) has opened      d) will open

87- Suddenly, I ----- a noise, so I went upstairs and opened the door to the attic.

- a) heard      b) had heard      c) hears      d) has heard

88- While he-----, the actor forgot what to say.

- a) performed      b) were performing      c) performs      d) was performing

89- While I was rowing a boat across the sea, a large dolphin suddenly -----in the water next to me!

- a) was appearing      b) appear      c) appeared      d) has appeared

90- When Nasser arrived at the party, the other boys----- *already*----- the food.

- a) was / eating      b) eats      c) had / eaten      d) have / eaten

91- There was a strong smell because someone-----fish.

- a) has been cooking      b) had been cooking      c) cooked      d) will cook

92- Loud music-----and the guests were dancing or chatting to each other.

- a) played      b) was playing      c) were playing      d) has played

93- Rakan----- all week for the chance to play football with his friends.

- a) waited      b) have been waiting      c) had been waited      d) had been waiting

94- While they-----, there was a power cut and the music stopped.

- a) was dancing      b) danced      c) were dancing      d) dance

95- They lit some candles and then everyone----- in a circle and told stories.

- a) sat      b) sit      c) sits      d) will sit

96-I was reading a newspaper the other day when I----- across a fascinating story.

- a) was coming      b) came      c) come      d) has come

97-Abbas Akel-----at the East Hotel for exactly 25 years on the day he vanished.

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

98-He was a popular with everyone and he always----- his job well.

- a) do      b) does      c) did      d) has done

99-The staff-----a surprise party to celebrate Abbas's work anniversary.

- a) organize      b) had organized      c) is organizing      d) had been organizing



**100-Everyone was for him in the dining room when the hotel manager stood up, ----- on the microphone and announced that Abbas couldn't be found anywhere.**

- a) was switching                      b) switch                      c) will switch                      d) switched

**101-While everyone ----- the dining room, the rumors began.**

- a) is leaving                      b) leaves                      c) was leaving                      d) were leaving

**102-Some said he ----- a lot of money in a hotel room and gone to the Caribbean.**

- a) has found                      b) had been finding                      c) had found                      d) will find

**103-Someone said he -----a job at a bigger hotel. Abbas was never seen again.**

- a) has taken                      b) had taken                      c) is taking                      d) took

**104- I ----- the website twice before I went to school.**

- a) had checked                      b) has checked                      c) had been checking                      d) will check

**105- -----Amelia Earhart ----- Bangkok when she disappeared?**

- a) has/ been visiting                      b) did/ visit                      c) had / been visiting                      d) were/ visiting

**106- Elvis ----- 24 studio albums before he died.**

- a) recorded                      b) has recorded                      c) had recorded                      d) was recording

**107- Paul McCartney----- to play the trumpet before he was given a guitar.**

- a) has been learning                      b) had been learning                      c) was learning                      d) learnt

**108- She was tired because ----- the news for hours.**

- a) watched                      b) has been watching                      c) had watched                      d) had been watching

**109- By the time the bus arrived, I----- in the rain for 20 minutes.**

- a) has been waiting                      b) had been waiting                      c) had waited                      d) waited

**110- When I finally met up with Issa and got to the cinema, the film -----already.....**

- a) had / started                      b) has/ started                      c) had/ been starting                      d) was/ starting

**111- We had been watching for about 15 minutes when the screen ----- blank.**

- a) had gone                      b) gone                      c) has gone                      d) went

**112-Apparently, they -----the projector properly, and it broke down.**

- a) hasn't checked                      b) wasn't checked                      c) hadn't checked                      d) won't checked

**113-While we ----- for them to fix the projector, they offered us tickets to the other film that was showing, but Issa had already seen it.**

- a) was waiting                      b) were waiting                      c) are waiting                      d) is waiting

**114-A: Oh, dear. So what -----you-----?**

**B: Well, we got our money back and then caught the bus home. A total waste of an evening!**

- a) did / do                      b) do/ do                      c) had/ done                      d) will/ do

**115- They were delighted as they -----just----- the puzzle.**

- a) was soloing                      b) were solving                      c) solved                      d) had / solved

**116- Mustafa ----- his leg last week.**

- a) beaks                      b) had broken                      c) is breaking                      d) broke

**117- Before he fell, he ----- to climb to the top of the mountain.**

- a) has tried                      b) had been trying                      c) has been trying                      d) tried

**118- The concert was great, but when the band was playing their second song, the lights----- out. It was a shame because it is my favourite song!**

- a) were going                      b) went                      c) goes                      d) go

**119- The protesters ----- outside the mine for two hours when the reporters arrived.**

- a) had been standing                      b) have been standing                      c) had stood                      d) stood

**120- The airport closed two days ago because someone ----- to say there was a bad storm coming.**

- a) phoned                      b) has phoned                      c) had phoned                      d) phones

1	A	2	C	3	D	4	B	5	A	6	A	7	D	8	C	9	C	10	C
11	C	12	A	13	B	14	B	15	C	16	B	17	B	18	A	19	D	20	D
21	A	22	B	23	D	24	B	25	A	26	A	27	B	28	D	29	A	30	B
31	A	32	B	33	C	34	B	35	D	36	D	37	A	38	B	39	C	40	D
41	D	42	C	43	A	44	A	45	A	46	A	47	B	48	D				
49	C	50	B	51	A	52	A	53	C	54	A	55	A	56	A	57	C	58	D
59	D	60	B	61	A	62	B	63	B	64	A	65	D	66	C	67	B	68	A
69	B	70	D	71	C	72	A	73	B	74	B	75	D	76	C	77	B	78	C
79	A	80	A	81	D	82	A	83	D	84	D	85	C	86	A	87	A	88	D
89	C	90	C	91	B	92	B	93	D	94	C	95	A	96	B	97	A	98	C
99	B	100	D	101	C	102	C	103	B	104	A	105	C	106	C	107	B	108	D
109	C	110	A	111	D	112	C	113	B	114	A	115	D	116	D	117	B	118	B
119	A	120	C																

## Comprehension

1. The article states three ( reasons , results , benefits , ways , examples , ..... )

Write down these two / three .....

النص يبين ثلاث ( اسباب - نتائج - فوائد - طرق - أمثلة - ..... ) اكتبهم ..

2. The text mentions two ( factors , effects , advantages , disadvantages , ..... )

Mention them. / write them down

النص يذكر اثنان من ( العوامل - اثار - ايجابيات - سلبيات ..... ) اذكرهم ..

3. The writer explains some / many ( solutions , steps , characteristics , kinds , aspects )

What are they ?

الكاتب يوضح بعض / الكثير من ( الحلول - الخطوات - الميزات - الانواع - المجالات ) ما هي ؟

4. Quote the sentence which indicates (shows / states / tells) that .....

Write down the sentence which .....

اكتب الجملة ذات الفكرة المطلوبة من النقطة الى النقطة او ( ! ) او ( ؟ )

5. Find a word which means .....

which have the same meaning of .....

Replace the underlined word / phrasal verb ( ..... ) with the same meaning .

6. What does the underlined pronoun ..... refer to ?

It .....

he , him , his .....

they .....

she , her .....

I , we ..... the speaker

you ..... the reader

## Critical Thinking

7. It is said that ..... Explain this statement , and in two sentences, write down your point of view.

اطرح سؤال اما ب ( How ) او ( Why )

Answer : I think ..... because + S + V .....

Also , .....

**8. Suggest three possible ----- / Mention three -----**  
( reasons / results / advantages / disadvantages / ways .... )

**اقتراحات عامة**

**I suggest :**

- Thinking positively.
- Dealing with this subject wisely .
- Making a lot of effort
- Feeling more satisfied with life
- Trying hard
- Keeping trying
- Preparing
- Increasing awareness
- Developing skills
- Developing abilities
- Overcoming life challenging
- Decreasing -----
- Increasing -----
- Using / strengthening / regulating
- Using social media
- Saving time and effort
- Getting better job opportunities
- Helping -----
- Developing -----

**كلمات مهمة في القطع**

ways طرق	methods طرق	reasons اسباب	causes اسباب	advantages	disadvantages سلبيات
results نتائج	solutions حلول	factors عوامل	suggestions اقتراح	differences اختلاف	facilities منشآت
difficulties صعوبات	problems مشاكل	punishments عقاب	achievements انجازات	skills مهارات	changes تغيرات
features مميزات	qualities صفات	aims اهداف	characteristics مميزات	ideas افكار	aspects مجالات
troubles مشاكل	conditions ظروف	examples امثلة	kinds انواع	types انواع	Consequences نتائج
objectives اهداف	goals / purposes اهداف	describe يصف	influence يؤثر	effects / impact اثار	reasons / causes
text نص	paragraph فقرة	word كلمة	find اوجد	quote اقتبس	indicate يشير الى
tell يخبر	show يبين	state تبين	prefer يفضل	sentence جملة	underlined تحته خط
write down اكتب	justify علل	suggest اقترح	mention اذكر	according وفقا لـ	following التالي
describe اوصف	mean يعني	steps خطوات	view نظرة		

**Pronouns**

**الضمائر**

Reflexive Pronouns	Subjective Pronouns ضمائر الفاعل	Objective Pronouns ضمائر المفعول به	Possessive Adjectives ضمائر الملكية
myself	I	me	my
himself	he	him	his
herself	she	her	her
ourselves	we	us	our
themselves	They	them	their
itself	it	it	its
yourself – yourselves	You + V	V + you	your

## MAKING CONTACT

By Amer Asmar

We know that some animals understand basic instructions, allowing travellers to control their (travelers) horses or camels, for example. But although some of the more intelligent animals can **figure out** what we want them (intelligent animals) to do, we have long assumed that communication with – and between – animals must be limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both **take in** what we are saying and **get across** complex ideas.

### 1. What allow travelers to control their horses and camels ?

Some animals understand basic instructions

### 2. What can some intelligent animals figure out ?

They figure out what we want them to do

### 3. Some animals can do two things according to Jan's work. Mention them.

1. take in what we are saying
2. get across complex ideas.

### 4. What are the two most important features of animals communication ?

1. Some animals can take in what we are saying .
2. Some animals can get across complex ideas .

### 5. There are two assumptions based on Jane Goodall studies. Mention them.

1. Some animals can take in what we are saying .
2. Some animals can get across complex ideas .

### 6. Find a phrasal verb which means " understand and remember". take in

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

### 1. Who could talk to animals ?

A fictional character called Dr Dolittle

### 2. What inspired Jane to go to Africa when she was in her 20s ?

Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals.

### 3. Does Jane agree to work in a job observing chimpanzees in the wild? Who offered her ?

Yes, she does . A scientist whom she came across.

### 4. Why did she go to the shores of Lake Tanganyika in Tanzania ? Who went with her ?

She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job.

### 5. Where did she make out a group of chimpanzees ?

In the trees around an area now called the Gombe Stream National Park.

### 6. What was the contribution of Dr Dolittle to Janes discoveries ?

He inspired her to go to Africa because he could talk to animals .

### 7. What kind of Job did Jane get at Gombe Stream National Park ?

Observing chimpanzees in the wild.

### 8. Quote the sentence which shows that Dr Dolittle is a fictional ( imaginary ) character .

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals.

### 9. Who offered Jane the job of observing wild animals ?

A scientist

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 (a group of wild chimpanzees ) saw her. But maybe because she (Jane Goodall ) knew very little about these wild animals, it is highly likely that her (Jane Goodall ) calmness gained their (a group of wild chimpanzees ) trust. It was only later that Jane would learn how dangerous they (a group of wild chimpanzees ) could be. She (Jane Goodall ) saw that different groups of chimpanzees had battles in which they (different groups of chimpanzees ) tried to **wipe out** the rival group.

But before this, her studies showed her (Jane Goodall ) that the chimpanzees could clearly communicate, allowing them (the chimpanzees ) 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 (Jane Goodall ) also realised they (the chimpanzees ) could use sign language.

**1. How could Jane make contact with a group of wild chimpanzees? What helped her ?**

Her calmness gained their trust.

**2. How did she learn that chimpanzees could be dangerous ?**

She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival group.

**3. Jan's studies about chimpanzees showed her many things. What are they ?**

a. the chimpanzees could clearly **communicate**, allowing them to **groom** and **help each other**, **share food** as well as **have arguments**.

**4. Chimpanzees communicate using different ways . Mention three .**

a. They could communicate by **touch** and **sound**.      b. They could **use sign language**.

**5. Chimpanzees use communication for many purposes. Write down two of them .**

a. groom and help each other      b. share food      c. have arguments.

**6. Find a word which means that " a person or a group that competes with others". Rival**

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 (Jane Goodall ) 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 (Jane Goodall ) work. As well as explaining chimpanzees' highly developed social behaviour, she (Jane Goodall ) taught us that they (the chimpanzees ) are omnivores(people used to think they were vegetarian). In 2002, she became a UN Messenger for Peace.

**1. Chimpanzees could use tools. What kind of tools do they use ? Sticks**

**2. Chimpanzees use tools for two purposes . What are they ?**

a. to take ants from a tree      b. to feed the ants to their young.

**3. What did Jane call Chimpanzees ? Why ?**

Omnivores (people used to think they were vegetarian).

**4. What evidence did Jane rely on to prove that animals use tools ?**

Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young.

**8. Jane explained two facts about chimpanzees in her book. Write them down.**

- She explained highly developed social behavior about them.
- They are omnivores .

In my opinion, Jane Goodall **brought about** a complete change in the way people understood how animals can communicate. Since her (Jane Goodall ) work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, who (whales and elephants ) can **pick up** sounds made by other whales and elephants over large distances. I feel that we may well learn even more about animal communication in the future.

**1. What did Jane bring about in understanding the chimpanzees ?**

Jane Goodall brought about a complete change in the way people understood how animals can communicate.

**2. Who have continued Jan's study ? What do they study ?**

naturalists have continued to study different forms of communication between animals

**3. What can whales and elephants pick up ?**

They can **pick up** sounds made by other whales and elephants over large distances.

#### 4. Quote the sentence which indicates the author's opinion about animal communication in the future.

I feel that we may well learn even more about animal communication in the future.

word	meaning	Arabic
omnivore	a living being that eats plants and animals	اكل النباتات والحيوانات
rival	a person or group that competes with others	منافس
groom	to brush and clean fur	يعتني

#### 1 According to the author, how did Jane get the chimpanzees to trust her?

- a. She talked to them.
- b. She was relaxed with them.
- c. They did not know she was there.

#### 2 What were the two most important discoveries that Jane made?

- a. The chimpanzees could talk and make tools.
- b. The chimpanzees had fights and disciplined their children.
- c. The chimpanzees could use tools and communicate using sign language.

#### 3 What does the author believe might happen if humans could talk to animals?

- a. We would change our minds about how animals communicate.
- b. We might learn to communicate like whales and elephants.
- c. They might teach us important lessons.

#### Critical Thinking :

What opinions about communication does the author express?  
How far do you agree with him?

#### The next lingua franca

A recent study in the UK revealed that only about 25% ( a quarter ) of adults in the UK can hold a conversation in a foreign language. This was attributed to a mixture of cultural reasons and past government policies. However, language learning is now being prioritized in schools. French, Spanish and German are three of the languages identified as the most important.

#### 1. What did a recent study in the UK reveal about language proficiency among adults?

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language.

#### 2. Only about 25% of adults in the UK can hold a conversation in a foreign language. Mention two reasons .

This was attributed to a mixture of cultural reasons and past government policies.

#### 3. There are three languages which are identified as the most important. Mention them.

French, Spanish and German

On the other hand, the situation in other countries is different. The vast majority of students at secondary school learn a foreign language, which is often English. English is now a compulsory subject in many primary schools too. Fluency in a foreign language is highly important for a student's future. There are many reasons for this. Firstly, having a good command of a foreign language can help young people be successful in their chosen career. What's more, proficiency in a different language also makes travelling less stressful and fun! Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken. This is a great way of promoting global understanding too.

#### 1. What do The vast majority of students at secondary school learn ?

A foreign language, which is often English

#### 2. Fluency in a foreign language is considered important for a student's future. Mention three reasons .

- a. Having a good command of a foreign language can help young people be successful in their chosen career.
- b. Proficiency in a different language also makes travelling less stressful and fun!
- c. When students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.



However, is English really as crucial as the large number of students of English would suggest? Brazil, Russia, India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries. The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering.

**1. Why would it seem to make sense to study one of the main languages spoken in Brazil , Russia , India and China ?**

Because Brazil, Russia, India and China are considered to be the main emerging economies

**2. Why is it difficult to know which languages will dominate the future ?**

Because it really depends upon which future we are considering.

Take the future of business. For example , It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English. Reports also suggest Arabic and Spanish will be important languages to do business in. As far as travel is concerned, Chinese is the most spoken language in the world, but as it is complex, it isn't the ideal lingua franca. Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.

**1. Which languages are suggested to be important to do business according to reports ?** Arabic and Spanish

**2. Which language is considered to be the most spoken language in travelling ?** Chinese language

**3. Chinese language isn't the ideal lingua franca . Give the reason .** Because it is complex

**4. Which languages make it easy to get your message across in a hotel or restaurant ?** Spanish and French .

**5. Which languages are neither as widely spoken or as simple to learn as English ?** Spanish and French

**6. Why is English considered the lingua franca of business world ?** It is widely spoken and easy to learn .

## UNIT TWO

### THEY NEED SAVING TOO!

**Poacher:** someone who illegally catches animals

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 (animals without a backbone)** make up over 90% of all the creatures on Earth, but get only a tiny percentage of the money available to protect our wildlife.

**1. The article mentions two qualities for the panda. Write them down.**

cute or beautiful

**2. How does the WWF protect creatures from being extinct?**

By raising money

**3. Why are less well-known or 'exciting' creatures far more likely to become extinct ?**

Because they don't get enough attention from researchers.

The author tells us what kind of creatures get the least funding in terms of research and preservation?

The author explains why wildlife conservation institutions often choose certain animals to represent them?

And what about those creatures that many people would find positively ugly? With its tiny eyes, big mouth and slimy 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.

**4. The article mentions many qualities for the blobfish. Write them down.**

It has tiny eyes, big mouth and slimy pink body, lives deep in the ocean and has tiny fins and no skeleton.

**5. What keeps the blobfish from being crushed by the water pressure? Mention two reasons .**

It has tiny fins and no skeleton.

**6. When can these fish get swept into the nets accidentally?**

when fishing boats sweep the ocean floor, looking for other fish and crustaceans.

The author explains how a creature's physical features protect it from an extreme environment?

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.

7. What is special about the pangolin among mammals?

It is covered in scales, like a reptile

8. What is the reason of the fall in the number of pangolins?

Their scales are highly prized in traditional Chinese medicine.

9. Quote the sentence which indicates to the benefit of the pangolin's scales.

Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

The author tells us about a creature whose body is perceived as useful by some humans?

The author describes an animal that is very different from others in its class?

Other creatures become endangered precisely because people find them ugly. Take the aye for example. Found only on the island of Madagascar, the aye is the world's largest **nocturnal primate**. During the day they sleep in nests in the trees, coming out to hunt at night. They are **solitary** creatures, **furry**, and unfortunately, the way they look means that they are traditionally considered an omen of bad luck. As a result, they are often killed.

10. Write down the sentence which suggests that some people find some animals not beautiful and want to kill them .

Other creatures become endangered precisely because people find them ugly.

11. Write down three characteristics of the aye.

a. During the day they sleep in nests in the trees

b. They come out to hunt at night.

c. They are **solitary** creatures and **furry**.

12. Why don't some people like the aye? Why are the aye often killed ?

They are traditionally considered an omen of bad luck.

13. Since 1978, over 100 Arabian oryxes have been bred in captivity in Jordan.

How could this species be reintroduced to the wild?

The government should ban poachers from killing them.

Animals	Parts of the body	Adjectives to describe a creature
<b>reptile</b> الزواحف	<b>backbone</b> العمود الفقري	<b>solitary</b> منعزل
<b>invertebrate</b> اللا فقاريات	<b>skeleton</b> هيكل عظمي	<b>cuddly</b> محبوب
<b>nocturnal primate</b> رئيسيات ليلية	<b>scales</b> حراشيف	<b>extinct</b> منقرض
	<b>fins</b> الزعانف	

## UNIT THREE

# OLIVER TWIST

BY CHARLES DICKENS

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. What kinds of people lived in a workhouse?

The poorest people at that time.

### 2. Why did Oliver decide to walk to London?

He was malnourished and life was cruel at the workhouse, so he wanted to go.

### 3. Why do you think Fagin and Mr Sikes used children to take things from people?

People probably did not expect children to take things from them. Also, they were small and quick. Sikes and Fagin could make them take things for them, and give them food and a place to sleep as a reward.

### 4. Where does the story take place ?

In England, during the 19<sup>th</sup> century.

### 5. What happened to Oliver's mother at the beginning of the story ?

She died after giving birth to him.

### 6. What were the places called where the poorest people could live, work and eat ?

Workhouses

### 7. Where was Oliver sent after his mother's death ?

To a house for orphans

### 8. How old was Oliver when he was sent to a workhouse ?

9 years

### 9. What made the manager of the workhouse angry ?

Because Oliver begged for more food

**10. Why did Oliver decide to escape to London ?**

Because he is unhappy and he seeks a better life

**11. Who helped Oliver to go to the city ?**

Another boy called Jack Dawkins

**12. Who is Fagin that Oliver was introduced to him By jack ?**

An old man who teaches the boys to steal in the streets .

**13. How did Oliver know that the other boys whom the old man gathered steal ? thieves**

He saw the boys gathered to give the old man watches and jewellery .

**14. What did Fagin and Mr Sikes use the children for ?**

The used the children to steal from people

**15. Why did the police officer try to arrest Oliver ?**

As the boys tried to run away when they take a handkerchief from a man's pocket

**16. What happened to Oliver when he tried to steal from a house ?**

He was shot.

**17. Who told Oliver to steal from a house ?**

Fagin and Mr Sikes

**18. Who is Monks ?**

Oliver's brother, who didn't want to give Oliver the money

**19. Why didn't Monks want to give Oliver his inheritance ?**

Because he knew Oliver would get the money if he is an honest person .

**20. What did Monks do in order not to give the money to Oliver ?**

He watched Oliver and made sure that he met Jack Dawkins and Fagin

**21. What happened to Monks at the end of the story ?**

He gave Oliver the money and left the country.

**22. What shows that Mr brownlow is a kind man ?**

Oliver is adopted by him

**23. Who adopted Oliver and took care for him ?**

Mr Brownlow, who rescued Oliver when the police shot him

**24. How is the life of Oliver changed ?**

Firstly, he was a poor boy in a workhouse, then he lived peacefully with Mr Brownlow

**25. What did Mr Brownlow do for Oliver ?**

He rescued him from the police and adopted him at the end of the story

**25. Why was Oliver sad to leave the house for orphans?**

- a. It was where he was born.
- b. The orphans helped each other.
- c. He had plenty to eat there.

**2. Why do you think Fagin gave Oliver food and a bed to sleep on?**

- a. He wanted to help the poor orphans of London.
- b. He wanted Oliver to trust him and then work for him.
- c. He was a rich man in a smart, modern house.

**3. Why did Oliver's brother Monks want Oliver to be a thief?**

- a. He could get watches and jewellery from him.
- b. He was an honest person.
- c. He wanted to have all of his mother's money.

**4. What did the managers of the workhouse do when Oliver begged for more food?**

- a. They ignored him.
- b. They got angry at him.
- c. They gave him more food.

**5. Why did Mr Brownlow take Oliver to his house?**

- a. He knew Oliver's family.
- b. He wanted Oliver to work for him.
- c. He felt sorry for Oliver.

**6. What did Monks do to ensure that Oliver would never be honest?**

- a. He ignored him.
- b. He got angry at him.
- c. He gave him more food.

**7. What did Oliver do when he saw the boys taking things from people's pockets?**

- a. He was shocked.
- b. He was excited.
- c. He wanted to join them.

**8. How did Mr Brownlow help Oliver in the end?**

- a. He gave Oliver a job.
- b. He found Oliver's mother.
- c. He adopted Oliver.

### Critical Thinking

**9. How do you think poverty influences someone's life ?**

I think poverty limits access to education, healthcare, and basic needs, making life more difficult and reducing opportunities for a better future. Also, it creates aggressive people .

**10. Can there be any positive outcomes to being poor ?**

Yes, being poor can sometimes build resilience, creativity, and encourage self-confidence.

## UNIT FOUR

### NEW HOTEL IS JUST WHAT THE AREA NEEDS – (2025)

When developers released a statement that they were going to build a luxury new hotel at the local beach, everyone in the town was very excited. There have been talks for years about opportunities for new developments, but they never seem to happen.

We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach. The developers have promised a new road with wide pavements to and from the beach and a replacement of the sad old beach restaurants which have been there for years.

We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people. Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.

I was very surprised to hear that there are protesters who are against the plan. Just last week, some activists tried to stop lorries from entering the beach to start building work, and I reported the incident to the police. Everyone has the right to protest, but such obstruction is illegal.

There has even been an accusation that I'm working to promote the hotel company,' but this is not true. We must remember that the hotel will solve many of the problems in our area, and I support it one 100%.

**1. Building a luxury new hotel will bring two opportunities to the area around the beach. (4 points)**

**Write down these two opportunities.**

- It will give local people work.
- It will offer improvements to the whole area around the beach.

**2. The developers of the project have promised to make two changes in the area. (2 points)**

**Write them down.**

- A new road with wide pavements to and from the beach.
- A replacement of the old beach restaurants.

**3. What did activists who are against the plan do the previous week ? (2 points)**

They tried to stop lorries from entering the beach to start building work

**4. What has the writer of the report been accused of ? (2 points)**

The writer has been accused of working to promote the hotel company



**5. Write down the sentence which states that the writer is entirely with building a new hotel and remind us of the solution it will present to the problems in the area.** (2 points)

"We must remember that the hotel will solve many of the problems in our area, and I support it one 100%."

**6. What does the underlined pronoun "they" refer to ?** (2 points)

opportunities for new developments

**7. Find a word in the report that means "causing feelings of happiness" ?** (2 points)

Heartwarming

**8. It is important to recognize bias to determine how much the writer's presentation of the the subject is affected. Suggest two tips for recognizing bias in the news .** (4 points)

- facts are missed or exaggerated
- there are stereotypes and overgeneralisation
- there is little respect to different opinions
- language is dramatic or emotive
- there are quotation marks to indicate that the writer does not agree with different opinions

**9. What did the activists do to protest the hotel project**

- A) Spoke at a town hall meeting
- B) Tried to stop the lorrie.
- C) Wrote a newspaper article
- D) Closed old restaurants

**10 What did the writer do after the protest incident?**

- A) Ignored it
- B) Spoke to the developers
- C) Reported it to the police
- D) Joined the protest

**11.What is the writer's final opinion about the hotel project?**

- A) It should be stopped
- B) It's harmful to the environment
- C) It will help solve many problems in the area
- D) It only benefits tourists

## NEW HOTEL, BUT NO NEW HOPE FOR LOCALS

When we first received information about a new hotel at our local beach, many local people were pleased and thought that the development could give us job security. But when I put in a request to find out more about the developers on the internet, I quickly changed my mind. It is very clear that the hotel is an international company and in all its branches, it employs an international staff. It also uses the same building contractors for all its hotels, and none of them are from our area.

In addition, the developers plan to replace the traditional restaurants which have been on the beach for years with new, upmarket restaurants, also with their own staff. These restaurants will be too expensive for most people in our neighbourhood. I am also sure that locals who work at the old restaurants will probably lose their jobs.

My investigation also revealed a plan to build several new roads to the beach which will affect bird and animal life in a sensitive nature area. I am not an activist and I refute the allegation that I tried to obstruct building work last week. However, people should have the freedom to protest about things they do not agree with. I plan to join the other protesters who want a suspension of the building work until we know exactly how many jobs will go to local people. Tension will also continue until the plans for new roads are moved away from the sensitive nature areas.

**1. What did many local people feel when they first receive information about a new hotel at their local beach?**

Many local people were pleased and thought that the development could give us job security.

**2. When did the author change his mind about the company ?**

when he put in a request to find out more about the developers on the internet

**3. Why does the second report think the development won't be good?**

Jobs won't go to local people. The new road will affect bird and animal life.

**4. Mention two negative results for building the hotel according to the author.**

- a. The restaurants will be too expensive for most people in the neighbourhood.
- b. Locals who work at the old restaurants will probably lose their jobs.



**5. Mention two benefits that the hotel is not expected to bring to the local community.**

Jobs and economic development.

**6. Mention four reasons that made the author change his mind about building the hotel by the company .**

- The hotel is an international company and in all its branches, it employs an international staff.
- It also uses the same building contractors for all its hotels, and none of them are from our area.
- The developers plan to replace the traditional restaurants which have been on the beach for years with new, upmarket restaurants.
- The developers will bring their own staff

**7. Mention three negative impacts that the hotel development is likely to have on the local community.**

- Loss of jobs and income for local people
- environmental damage.

**8. Mention two reasons why the writer opposes the hotel development.**

It will not benefit the local community - it will damage the environment.

**9. Why is the writer concerned about the environmental impact of the hotel development?**

Because it will affect bird and animal life in a sensitive nature area.

**10. What will building several new roads to the beach affect ?**

It will affect bird and animal life in a sensitive nature area.

**11. Give examples about the following from the two texts :**

**a. facts are exaggerated:**

there are sure to be other jobs in tourism

**b. stereotypes and overgeneralisations:**

everyone in the town was very excited, we have asked for such development for years

**c. little or no respect for different opinions:**

- I was very surprised to hear that there are some protesters who are against the plan.
- I am not an activist and I refute the allegation that I tried to obstruct building work last week.

**d. language is dramatic or emotive:**

- the sad old beach restaurants, These restaurants will be too expensive for most local people,
- tension will also continue until the plans for new roads are moved away from the sensitive nature areas.

**e. quotation marks to indicate the writer does not agree:**

There has even been an accusation that I 'am working to promote the hotel company,' but this is not true.

**12. What opportunity does the writer think the hotel project provides?**

"We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach."

**13. How will tourism benefit from the new hotel?**

"There are sure to be other jobs in tourism when the hotel guests start to arrive."

**14. What does the writer believe the hotel will solve?**

The hotel will solve many of the problems in our area.

**15. Why was the town excited about the hotel project?**

- |  |   |
|--|---|
| A) Because the beach would be closed                   | B) Because they wanted more restaurants |
| C) Because the hotel would bring work and improvements | D) Because they didn't want tourists    |

**16. Who will benefit most from the hotel in terms of jobs?**

- |             |                 |               |                       |
|-------------|-----------------|---------------|-----------------------|
| A) Tourists | B) Local people | C) Protesters | D) Lorry drivers only |
|-------------|-----------------|---------------|-----------------------|

**17. What did the activists do to protest the hotel?**

- |                  |                              |                            |                        |
|------------------|------------------------------|----------------------------|------------------------|
| A) Sent a letter | B) Tried to stop the lorries | C) Made a speech at school | D) Talked to the mayor |
|------------------|------------------------------|----------------------------|------------------------|

**6. One of the following is **TRUE** according to the first person:**

- The new hotel will employ local people**
- the hotel company has other hotels in other areas
- The restaurants will be cheap
- at first, local people were not ecstatic

**7. One of the following is **FALSE** according to the second person**

- The hotel will affect bird life
- many new roads will be built
- The hotel will provide jobs for local people**
- the writer is not an activist

## Derivation

( adj + noun + verb + adverb + adjective + noun )

verb	ate	ise	ize	en	fy				
noun	ion / ness	ity	ment	ence	ency	gy / ure/	ing / dom	ist / isme	er ,or, age
adjective	al	ive	ant	ent	ful / less	ous	ible	able	ic, ing, ed
adverb	ly								

الاسماء Nouns	الأفعال Verbs
1. After: ( a / an / the ) :	1. After ( to )
2. After prepositions ( in / on / of / at / with / for / by / from / without )	
3. After the possessives ( 's / s' )	2.After : ( always / usually / often / seldom / rarely / sometimes / never )
4. After : ( my / his / her / their / your / our / its )	
5. After adjectives :	3. After ( would rather / had better / let / make / help )
6. After numbers : one / first / all / every / each / enough/ several	
7. After the words ( this / these / that / those )	4. After the ( verbs to do ) : ( do / does / did )
8. After ( much / many / few / some / any / little / more )	
9. At the beginning of the sentence as subjects	5. After ( will / would / shall / should / may / might / can / could / must )
10. After ( No ) / of	
11. After : ( need ) – ( cause ) – ( keep ) – ( see )	6. Between the subject and the object = ( N + V + N )

الصفات Adjectives	الظرف / الحال Adverbs
1. Adjectives describe nouns	1. Adverbs describe verbs - V + adv / V + n + -----
2. After ( verbs to be )	2. We use the adverbs before adjectives : ( be + ly )
3. After adverbs ( adverb + adjective )	3. Adverbs ( without verbs ) . ----- ,
4. " be " + ( as adj as )	4. " verb " + ( very / too / so / quite )
5. " be " + ( very / too / so / quite / a bit / absolutely / extremely )	5. " verb " + ( as adv as )
6. After these verbs ( look / feel / sound / seem / become / find / taste / smell / get / turn )	6. subject + ly + verb - n+-----v am – is – are + -----ly----- + V3 / am – is – are + V3 + ----ly-----
7. After ( be + more / the most )	has / have + -----ly----- + V3 / has / have + V3 + -----ly-----

ملاحظات مهمة على الاشتقاق:

ادوات العطف التالية (and/as well as/or) تعطف كلمتين من نفس الجنس اي ان ما يتبعها يكون من نفس ما يسبقها.

العبارات التالية: lead to/due to/ looking forward to /according to/belong to

يتبعها اسم او شبة جملة اسمية وليس فعل مجرد.

اذا كان الفراغ في بداية الجملة ومتبوعا بفعل فان الفراغ يحتاج الى اسم.

اذا اكن الفراغ في بداية الجمل ومتبوعا باسم فان الفراغ يحتاج الى صفه.

اذا اكن قبل الفراغ اسم ( فاعل) فان الفراغ يحتاج الى فعل, واذا كان الفراغ بعده فعل فان الفراغ يحتاج الى ظرف.

اذا كان الفراغ مسبقا باداة اسم فان الفراغ يحتاج الى اسم , واذا اكن بعد الفراغ اسم في هذه الحالة يحتاج الفراغ الى صفه.

اذا اكن الفراغ مسبقا باحد افعال be فان الفراغ يحتاج الى صفه , ولكن اذا كان بعد الفراغ صفه او فعل فان الفراغ يحتاج الى ظرف.

1. This is a good law, but I am not sure it is \_\_\_\_\_.  
a. enforce      b. enforceable      c. enforcement      d. enforced
2. The factory has grown recently, and has been more successful since the \_\_\_\_\_.  
a. expanse      b. expansion      c. expand      d. expandable
3. The university in our city is an important \_\_\_\_\_.  
a. institute      b. institutionalise      c. institutional      d. institution
4. How can the factory \_\_\_\_\_ polluting the river like that?  
a. justify      b. justifiable      c. justification      d. justifying
5. It is good that men and women get \_\_\_\_\_ pay in this business.  
a. equal      b. equality      c. equalize      d. equally
6. Keep your argument simple and try not to \_\_\_\_\_ it.  
a. complicated      b. complication      c. complicating      d. complicate
7. At this university, we reject any and all \_\_\_\_\_ based on race, gender, religion or age.  
a. discriminate      b. discrimination      c. discriminate      d. discriminating
8. We believe in \_\_\_\_\_ of speech.  
a. freedom      b. free      c. freely
9. We will never accept any \_\_\_\_\_ of individuals based on their \_\_\_\_\_ beliefs.  
a. persecute / personally      b. persecution / personal      c. persecute / personalize
10. Should anybody feel they have suffered \_\_\_\_\_?  
a. victim      b. victimization      c. victimise
11. An \_\_\_\_\_ will be carried out and suitable disciplinary action will be taken.  
a. investigate      b. investigation      c. investigating
12. He \_\_\_\_\_ how many sandwiches he would need for the family party and didn't make enough.  
a. judging      b. misjudge      c. misjudgment
13. We think some of the boss's attitudes are ..... as he tends to give men more opportunities than women.  
a. discriminatory      b. discriminate      c. discriminating
14. The school called the boy's parents because his behaviour in class was completely .....  
a. unaccept      b. unaccepting      c. unacceptable
15. ----- means that everyone has exactly the same rights.  
a. Equality      b. Equal      c. Equally
16. Some countries have very high \_\_\_\_\_ and it is difficult for young people to find a job.  
a. unemployed      b. unemployment      c. unemploy
17. The Student Union is an \_\_\_\_\_ that helps students when they go to a Jordanian University.  
a. organisation      b. organised      c. organising
18. Some students are quite young when they start their studies and can feel \_\_\_\_ in their first weeks.  
a. comfortable      b. comfortably      c. comfort
19. The Union will be pleased to \_\_\_\_\_ (clear) any doubts students have.  
a. clearance      b. clarify      c. clear
20. The Union can help students enjoy the -----, social and sports activities available to them at university.  
a. entertainment      b. entertain      c. entertaining
21. They would not expect that the service would have over two billion -----users 15 years later.  
a. Dedicate      b. dedication      c. dedicates      d. dedicated
22. ----- enough, it is not the youngest generations that are the most addicted to it.  
a. Odd      b. oddly      c. oddness      d. oddest
23. The young find other recent social media apps more interesting because those platforms are more-----  
a. trust      b. trustworthy      c. trusts
24. -----the older app, the newer apps don't force their users to look at everybody's information.  
a. like      b. unlike      c. unlikely      d. liked
25. The youngest generation of social media users have a real sense of ----- while on these apps.  
a. belong      b. belonging      c. belonged      d. belongs
26. Through its closed groups and temporary sharing, it provides them with a feeling of -----  
a. secure      b. security      c. securely      d. secured
27. -----, Baby Boomers and Gen X do not realise what they are missing.  
a. apparent      b. apparently      c. apperency

1	B	2	B	3	D	4	A	5	A	6	D	7	B	8	A	9	B	10	B
11	B	12	B	13	C	14	C	15	A	16	B	17	A	18	A	19	B	20	A
21	D	22	B	23	B	24	B	25	B	26	B	27	B						

# Critical Thinking

## 1. The means of communication can change the life of people. Explain this statement

يمكن لوسائل الاتصال أن تغيّر حياة الناس. اشرح هذه العبارة

Means of communication can improve people's lives by making information more accessible and connecting individuals across the world. However, if they are misused, they may lead to social isolation or the spread of misinformation, which can negatively affect society

وسائل الاتصال يمكن أن تحسّن حياة الناس من خلال تسهيل الوصول إلى المعلومات وتعزيز التواصل بين الأفراد والمجتمعات. ومع ذلك، قد تؤدي إساءة استخدامها إلى العزلة الاجتماعية أو نشر المعلومات المضللة، مما يؤثر سلباً على الأفراد والمجتمع

## 2. Fluency in a foreign language is considered important for a student's future. Explain this statement

تُعدّ الطلاقة في لغة أجنبية أمراً مهماً لمستقبل الطالب. اشرح هذه العبارة

Fluency in a foreign language opens more opportunities for education and employment in a globalized world. It also helps students communicate with people from different cultures and access more knowledge

الطلاقة في لغة أجنبية تفتح فرصاً أكبر للتعليم والعمل في عالم معولم. كما تساعد الطلاب على التواصل مع أشخاص من ثقافات مختلفة والوصول إلى معرفة أوسع

## 3. Computer technology will change the way children communicate in the future.

Explain this statement and in two sentences, write down your point of view .

ستغيّر تكنولوجيا الحاسوب الطريقة التي يتواصل بها الأطفال في المستقبل. اشرح هذه العبارة، وفي جملتين اكتب وجهة نظرك

Computer technology will make communication faster and more interactive through digital platforms.

Also, it will develop skills and abilities and help children do several new tasks . .

ستجعل تكنولوجيا الحاسوب التواصل أسرع وأكثر تفاعلية من خلال المنصات الرقمية . بالإضافة لذلك ستطور مهاراتهم وقدراتهم وتساعدهم في القيام في العديد من المهام .

## 4. Using Artificial Intelligence (AI) could be a problem unless we are careful when using it . Explain .

قد يكون استخدام الذكاء الاصطناعي مشكلة ما لم نكن حذرين عند استخدامه

I think using Artificial Intelligence can make life easier and more efficient in many fields.

However, if it is not used carefully, it may cause problems such as loss of privacy or over-dependence on technology.

يمكن لاستخدام الذكاء الاصطناعي أن يجعل الحياة أسهل وأكثر كفاءة في العديد من المجالات. ولكن إذا لم يُستخدم بحذر، فقد يسبب مشكلات مثل فقدان الخصوصية أو الاعتماد المفرط على التكنولوجيا

## 5. Being the oldest, youngest or middle child, or an only child, affects your personality.

كونك الابن الأكبر أو الأصغر أو الأوسط، أو كونك الابن الوحيد، هذا يؤثر في شخصيتك

I believe your position in the family can affect your personality. For example, being the oldest child often means you have more responsibilities. Also, this gives you self-confidence.

أعتقد أن موقعك داخل الأسرة يمكن أن يؤثر في شخصيتك. فعلى سبيل المثال، كونك الطفل الأكبر غالباً ما يعني أنك تتحمل مسؤوليات أكثر، وهذا يمنحك الثقة بالنفس

## 6. Poverty influences people's life . Explain this statement and in two sentences, write down your point of view

يؤثر الفقر في حياة الناس. اشرح هذه العبارة، وفي جملتين اكتب وجهة نظرك

Poverty limits access to education, healthcare, and basic needs making life more difficult and reduces opportunities for a better future . However, being poor can sometimes build resilience, creativity, and encourage self-confidence.

الفقر يحد من الوصول إلى التعليم والرعاية الصحية والاحتياجات الأساسية، أيضاً يجعل الحياة أكثر صعوبة ويقلل من الفرص لمستقبل أفضل. ومع ذلك، يمكن أن يؤدي الفقر أحياناً إلى بناء القدرة على التحمل، والإبداع، ويشجع على الاعتماد على النفس

## 7. Society can overcome generation gaps . Explain.

يمكن للمجتمع التغلب على الفجوات بين الأجيال

Society can overcome generation gaps through better communication, understanding, and mutual respect. Older and younger generations need to listen to each other and share hobbies. Also, both sides should be willing to learn from each other, not just teach or criticize.

يمكن للمجتمع التغلب على فجوات الأجيال من خلال تحسين التواصل، وتعزيز الفهم، والاحترام المتبادل. يحتاج الجيلان الأكبر سنًا والأصغر سنًا إلى الاستماع إلى بعضهما البعض ومشاركة الهوايات. كما ينبغي على الطرفين أن يكونا مستعدين للتعلم من بعضهما البعض، لا أن يقتصر دورهم على التعليم أو الانتقاد فقط

## 8. Social media is often seen as a key reason people are interacting less face-to-face.

غالبًا ما يُنظر إلى وسائل التواصل الاجتماعي على أنها سبب رئيسي لتراجع التفاعل وجهًا لوجه بين الناس

Many people prefer to message or post online instead of meeting and talking face-to-face. .

As a result, real-life conversations are becoming less frequent ,so people are interacting less.

يفضل كثير من الأشخاص إرسال الرسائل أو النشر عبر الإنترنت بدلًا من اللقاء والتحدث مباشرة. ونتيجة لذلك، أصبحت المحادثات في الحياة الواقعية أقل تكرارًا، مما أدى إلى تراجع التفاعل بين الناس

## 9. Working parents are simply too busy to spend time with their family.

غالبًا ما يكون الآباء العاملون مشغولين جدًا بحيث لا يستطيعون قضاء وقت مع أسرهم

Long hours at work and daily responsibilities leave parents with little energy or time at home.

This often leads to less communication and fewer shared activities with their children

فالساعات الطويلة في العمل والمسؤوليات اليومية تترك للوالدين القليل من الوقت أو . وغالبًا ما يؤدي ذلك إلى قلة التواصل وانخفاض الأنشطة المشتركة مع أطفالهم الطاقة في المنزل

## 10. People in your family are more influential in your life than your friends, or any other influence.

الأشخاص في عائلتك لهم تأثير أكبر في حياتك من أصدقائك أو أي مؤثر آخر

I agree that people in my family are more influential in my life than friends or others. Family members affect my beliefs, and habits from an early age. They support me in difficult times. While friends are important, the influence of family is often deeper and longer lasting.

أوافق أن أفراد عائلتي أكثر تأثيرًا في حياتي من الأصدقاء أو غيرهم. فأفراد العائلة يؤثرون على معتقداتي وعاداتي منذ سن مبكرة. كما أنهم يدعمونني في الأوقات الصعبة. وعلى الرغم من أن الأصدقاء مهمون، إلا أن تأثير العائلة غالبًا ما يكون أعمق وأطول

## 11. Some people say that parents put too much pressure on their children to succeed. Do you agree?

يقول بعض الناس إن الآباء يضعون ضغطًا كبيرًا على أبنائهم من أجل النجاح. هل توافق على ذلك؟

Yes, I agree that some parents put too much pressure on their children to succeed. They often expect high grades, top performance, or success in every area, which can cause stress and anxiety. Instead of feeling supported, children may feel afraid of failure and lose confidence in themselves.

نعم، أوافق أن بعض الآباء يضعون ضغطًا كبيرًا على أطفالهم من أجل النجاح. فهم غالبًا ما يتوقعون درجات عالية، وأداءً ممتازًا، أو النجاح في كل مجال، مما قد يسبب التوتر والقلق . وبدلًا من أن يشعر الطفل بالدعم، قد يشعر بالخوف من الفشل ويفقد ثقته بنفسه.

## 12. People sometimes think that stressful or upsetting events shape us negatively, and joyful events have a positive effect, but the opposite can also be true.

يعتقد الناس أحيانًا أن الأحداث المجهدة أو المزعجة تشكّلنا بشكلٍ سلبي، وأن الأحداث السعيدة لها تأثير إيجابي، لكن قد يكون العكس صحيحًا أيضًا

Stressful experiences can sometimes make people stronger and more resilient. On the other hand, joyful events may create unrealistic expectations if we rely on them too much.

يمكن للتجارب المرهقة أحيانًا أن تجعل الإنسان أقوى وأكثر قدرة على التحمل. ومن ناحية أخرى، قد تؤدي الأحداث السعيدة إلى توقعات غير واقعية إذا اعتمدنا عليها بشكل مفرط.

# Free Writing

## 1. essay

## 2. composition

## 3. Article

يمنع استخدام الضمير (I) عند كتابة (article) لانك تريد ان تكتب رأي الناس وليس رايك في البداية

Discursive essay المقالة النقاشية (إيجابيات وسلبيات) – وجهات نظر	Descriptive essay (المقالة الوصفية أو التصويرية)
<p>1. Write an essay <u>discussing</u> the ..... - advantages and disadvantages - negatives and positives - The importance of ..... / The necessity of ..... Suggesting solutions , ways , methods , .....etc.</p> <p><u>Title</u></p> <p><u>Introduction :</u> General statement ( questions ) write الجملة الرئيسية من السؤال قبل كلمة write Thesis statement write جملة الموضوع من السؤال بعد كلمة write اكتب رأي الناس أو الرأي بوجهتي النظر وليس رأيك</p> <p><u>Body</u> ثلاث أو أربع فقرات تناقش الجانبين ( الإيجابيات والسلبيات ) اسباب ونتائج</p> <p>1- advantages----- ----- -----</p> <p>2- disadvantages----- ----- -----</p> <p>conclusion----- ( summery – your opinion – some advice ) ----- -----</p>	<p>1. Write an essay <u>describing</u> ----- ( an event – a holiday – after school – the diseases School – accidents - people – 1<sup>st</sup> day at work .....etc</p> <p>1. استخدم الزمن في المستقبل 2. استخدم كلمة will في الجمل 3. تكلم عن التجارب والعواطف ( experiences and emotions ) 4. يجب كتابة رأيك في المقدمة ( personal viewpoint ) 5. Body - يتكلم عن وصف وتنبؤات في المستقبل مع كلمة will 6. استخدم الأدوات البلاغية مثل : Like / as -----as / metaphore / onomatopoea 7. استخدم كلمات الشعور مثل : Seem – sound – look – feel 8. اكتب ملخص ورأيك ( summery and opinion ) 9. كتابة رأيك في بداية الموضوع وليس الرأي العام</p>

1. كتابة العنوان في وسط السطر ووضع خط تحته
2. الاهتمام بانمط والشكل الرئيسي للتعبير form وهو مقدمة وعرض وخاتمة ويفضل البدء بسؤال أو سؤالين
3. اترك فراغ في بداية كل فقرة indentation
4. ابدأ بحرف كبير Capital letter وبعد كل نقطة أو علامة سؤال أو علامة تعجب واستخدم علامات الترقيم وانتبه لترتيب الجملة ( S + V + O )
5. ابدأ الموضوع بالجملة الرئيسية أو الجملة العامة وعادة تشد ذهن القارئ - general statement
6. بعد الجملة الرئيسية ضع جملة الموضوع وعادة في المقالة النقاشية تكون رأي الناس اما التصويرية فتكون رأيك - Thesis statement
7. لا تستخدم اي ترقيم أو تعداد في التعبير 1. 2. 3.
8. لا تستخدم الاختصارات ابدأ ولكن استخدم الافعال كاملة He is / They have / I am / We are
9. استخدم ادوات الربط المناسبة Linking words :
10. اكتب بلغة رسمية وتجنب وانتبه عند النفي ان تضع كلمة ( not ) لوحدها بدون ان تكون مع الفعل المساعد
11. استخدم ازمنا سهلة ولا تستخدم اكثر من زمن وعادة استخدم المضارع البسيط Present Simple
12. تجنب الاخطاء الاملائية والقواعدية
13. لا تكرر الكلمات والافكار وادوات الربط
14. ابتعد عن القوالب الجاهزة لموضوع التعبير
15. لا تتفلسف كثير وتكتب اسمك أو توقيعك أو اي اشارات تدل عليك
16. في جسم الموضوع أو Body تقيد بما كتبت وتكلمت عنه في المقدمة لكي يكون الموضوع مترابط
17. حاول ان تستخدم المبني للمجهول Passive لتعطي لموضوعك قوة وتمكن
18. استخدم كلمات الوظائف اللغوية Language functions التي تدل على السبب والنتيجة والتناقض والاضافة ( reason - result – opposition )
19. يجب ان يكون الموضوع منظم ليعطي تناسق للافكار ومنطقية بالكتابة ووضوح ( clarity and coherence )
20. استخدم ما تعلمته من هذه السنة من قواعد وكلمات وافكار ومصطلحات
21. يجب ذكر الشيء المراد الكتابة عنه مثلا : ( In this essay , ..... In this article , ..... In this report , ..... )
22. اترك بين كل فقرة وفقرة فراغ space



# Free Writing

## Title

What do you know about ----- ?  
Is the ----- good for young people / students / people ?

## Introduction

There are many important issues in the modern world these days . One of these issues is ----- .  
sounds very interesting and remarkable to talk (write قبل كلمة For many people , it is believed that this topic about .

No one can deny that ----- is an important and main point in people's lives .

In this essay , I intend to write about ----- (Health in Jordan ) ( جملة الموضوع ) write من السؤال بعد كلمة  
, especially ----- (immunization) as well as I am going to mention the ----- ( reasons , factors , problems )

## Body

Actually , there are a lot of positive points ( advantages ) which are clear about this topic .

First of all , ----- is noticeably ----- , ----- and ----- .

Secondly , It is ----- and ----- . For example , ----- .

In addition to this , we should never forget that it might be very ----- and -----  
because -----

Finally , ----- and ----- is obviously known .

Of course , it has been very great to hear about that .

However , ( On the other hand ) , there are some disadvantages ( negative consequences ) of ----- العنوان

For example , it could be ----- (negative point)------ and ----- (negative point)------

Because it is ----- .

Moreover , ( In addition ) , it is known that it is ----- and -----

Finally , -----

That's why we should carefully pay attention when dealing with these points.

## Conclusion

In the end , ( To sum up ) , It is for these points, which have been considered importantly and logically , this topic deserves to be discussed. Also, there should be a kind of balance in dealing with such an issue and we should take the advantages and disadvantages into consideration .

In my opinion, ( Personally ) , ----- made our life pleasant and convenient although it is impossible to forget its impacts that will certainly influence the way we live .

Therefore, we should do our best to enhance this field because it affects all the aspects of our life .

**An analytical essay** looks at a topic in detail and proves ideas that the writer has about the topic. It uses researched facts to prove the ideas. Read the essay again.

تتناول المقالة التحليلية موضوعاً ما بالتفصيل وتثبت أفكار الكاتب حول هذا الموضوع. ويستخدم الحقائق المدروسة لإثبات الأفكار.

### **An analytical essay**

### **REGULATED AI IS GOOD FOR CHILDREN**

Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by intelligent humans. As a result, AI computers can now do amazing things, including writing songs, solving scientific problems and even helping to find cures for diseases. People are also using AI more and more in everyday life and although it might make many aspects of life easier, it could also make things worse, especially for our children.

AI is already used by many forms of social media. As with other forms of social media, AI can learn about its (AI) users' interests and hobbies, and that includes children. According to the website Net Positive, AI can even identify children's voices. This might mean children are directed to online advertising and content that their parents would not want.

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years. Jordan is in a good position for using AI as it is at the forefront of technology. The people looking into using AI in Jordan are hoping it will help in science, investment and government services. However, there is a danger that this increased use of AI could result in problems with online safety if not controlled. Consequently, the government plan to set up regulations to address these dangers and strictly control how it is used.

Of course, some people are worried that students using AI might end up with incorrect work. AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong.

We are still at an early stage in the development of AI and there is no doubt it is an exciting form of technology. However, without careful rules to control how it is used, and who it is used by, there are undoubted problems with it. Children themselves might find they (children) are relying on a form of technology that in its (a form of technology) present form should not always be trusted. As *Time* magazine argues in its article in July 2023, unless we start to control how we use AI, 'kids will be the biggest losers.'

### **Formal email**

I am writing draw your attention about ----- المشكلة

I am deeply concerned by ----- تفصيل المشكلة وعرضها . **It is essential that** we all take immediate action to prevent this.

**I urge you to** consider these possible solutions very seriously, and do everything in your power to reduce ----- to protect the planet.

I look forward to your response.

Yours faithfully,

Farid Asmar

**Write a formal email to the Customer Service about the problem of using plastic bags, suggesting solutions to minimise their negative effects.**

**From** : Farid Asmar  
**To** : Customer Service  
**Subject** : Reduce plastic !  
**Date** : yesterday at 8:13 p.m

Dear Sir or Madam,

**I am writing to draw your attention to** a pressing problem to which your stores are contributing by their use of plastic packaging.

Like many others, **I am deeply concerned by** the huge quantity of plastic used to package items which simply do not require it. We are told that around 80 percent eight billion tonnes of plastic has been left as waste in the general environment. **It is essential that** we all take immediate action to prevent this.

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much as possible. Some supermarkets have managed to cut the amount of plastic packaging by using sustainable cardboard instead of plastic, or by removing unnecessary plastic from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms of packaging for your products as a matter of urgency.

In the meantime, perhaps the quickest way to start to tackle this problem would be to sell fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers could use paper bags or their own reusable containers. Around a third of consumers say that they base their buying decisions on ethical practices, so providing an opportunity to buy fruit and vegetables plastic-free could help you to win over a large number of new customers.

**I urge you to** consider these possible solutions very seriously, and do everything in your power to reduce the amount of plastic you use in packaging, to protect the planet.

I look forward to your response.

Yours faithfully,  
Farid Asmar

---

### **WRITING - A formal email** **(2008 – 2025 )**

**Write a formal email to a coffee shop chain in your country.**

**Describe the problem of disposable cups and urge the chain to take action.**

اكتب رسالة إلكترونية رسمية لسلسلة مقاهي في بلدك وصف مشكلة الأكواب ذات الاستخدام الواحد وحث السلسلة على اتخاذ إجراء

Dear [Coffee Shop Chain Name] Management,

I am writing to express my concern about the environmental impact caused by the widespread use of disposable cups in your coffee shops. These cups contribute significantly to pollution and waste, harming our environment.

I urge your company to take immediate action by promoting reusable cups, offering incentives for customers who bring their own, and exploring sustainable alternatives. Your leadership in this matter would greatly benefit both the community and the planet.

Thank you for considering this important issue. I look forward to seeing positive changes soon.

Sincerely,  
[Your Name]

**There is a plan to construct a new road link to the town centre to improve access and help businesses including shops. Write a letter to the council.**

Dear Sir/Madam,

Re: Objections to the Proposed Construction of the New Road

I am writing to express my strong opposition to the plan to construct a new road link to the town centre. While the intention to improve access and support local businesses is understandable, I believe this project will cause more harm than good.

Firstly, the new road will increase noise pollution significantly, disturbing the peace of nearby residents. Secondly, vehicle emissions will rise, contributing to environmental pollution and negatively impacting public health. Lastly, the construction and increased traffic will damage the local environment, harming wildlife and green spaces.

I urge the council to reconsider this plan and explore alternative solutions that support economic growth without compromising our community's wellbeing and environment.

Thank you for considering my concerns.

Yours faithfully,

[Your Name]

## WRITING - An opinion essay

### 1. Content and organisation

المحتوى والترتيب

**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.

### 2. Style and register :

الاسلوب والسياق

• Use semi-formal or quite formal register.

استخدم اسلوب لغوي نصف رسمي او رسمي قليلا

• Give your **personal opinion** using:

اعط رأيك الشخصي مستخدما :

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:

تضمن بعض الافكار الرسمية مستخدما :

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**:

استخدم ادوات ربط متنوعة

Nevertheless, ... , In addition, ... , Therefore, ...

## An opinion essay

**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 : A story

الكتابة / قصة

### Title

Give your story a catchy / interesting title.

### العنوان

امنح قصتك عنوانًا جذابًا / مثيرًا للاهتمام

### Structure

You could try starting the story in the middle of the action for dramatic effect

### هيكل / تركيب القصة

يمكنك محاولة بدء القصة في منتصف الحدث للحصول على تأثير درامي.

### Language

### اللغة

- Use a variety of language / tenses.

استخدم مجموعة متنوعة من اللغة / الأزمنة

- Use time expressions to sequence events,

e.g. before, after, first.

استخدم تعبيرات الوقت لتسلسل الأحداث، على سبيل المثال، قبل، بعد، أولاً

- Use direct speech to make your story more interesting, e.g. 'Hey! Stop!' he yelled.

استخدم الكلام المباشر لجعل قصتك أكثر إثارة للاهتمام، على سبيل المثال، 'مهلاً! توقف!' صرخ

- Use negative inversion to add emphasis,

e.g. No sooner had ...

استخدم التقديم والتأخير لإضافة التركيز، على سبيل المثال. لم يكـ.....

## Writing A story

'Hey, stop!' he yelled. I turned round and saw the man in black. I could see that he was running towards an old lady. She was probably about 75, walking slowly with a leather handbag. He probably thought it would be very easy to take something from a person like that.

My heart was pounding furiously in my chest as the man raced towards her. I thought I knew what he planned to do. The day had started so well. I had been wandering aimlessly around the city, taking photographs, stopping occasionally for an ice cream or a coffee, without a care in the world.

I first Spotted him walking along the beach. He looked out of place among the families and young Couples. He was wearing a black suit and tie with dark glasses, and looked typical of a bad guy in Films. He was muttering into a phone.

I watched him as he sat down on a bench. He peered curiously at me as I walked past him, but his attention was soon distracted by another call on his phone. The old woman glanced at the man and stopped as she was walking past. 'Stop!' He bellowed again. Then, he grabbed her by the arm.

At that moment, I saw something falling from the sky. A crane from a building site across the road was toppling over some bricks. No sooner had the man pulled the woman away that crane crashed to the ground where she had been standing! Shame flooded through me. I had thought he was a criminal, but in fact he was a hero who had saved her!

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# AL-Noor in English

( 2026 - 2025 )

Grade 11



## Units 1 - 4

اللغة الانجليزية - الاول الثانوي الاكاديمي

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