

النور في اللغة الإنجليزية

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الأول الثانوي الأكاديمي

اللغة الإنجليزية

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AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 1



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HIGH NOTE 4

UNIT ONE

contact – message – touch (collocations)

collocation	meaning
deliver a message	Ahmad delivers a message to his manager . يوصل رسالة / يسلم رسالة مكتوبة لشخص ما
spread a message	Social media spread a message to to all the people that ... ينشر رسالة للعامة
carry a message	Bottles can carry messages . يحمل / ينقل رسالة عن طريق شيء (زجاجة)
convey a message	Rossetta stone conveys a message about the past . يحمل او يوصل معنى رسالة / ينقل فكرة
pass on a message	He passes on a message to the class and told them that..... يمرر رسالة محكية
stay in touch	= maintain a contact يبقى على تواصل
keep in touch	يحافظ على التواصل
lose touch	يفقد التواصل اجتماعيا
establish contact	يبدأ – يؤسس للتواصل
maintain contact	يبقى – يحافظ على التواصل
lose contact	يفقد التواصل عن طريق الاداة (التليفون – 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
figure out	to solve a problem or understand something	يعرف – يكتشف – يفهم – يحل
make out	to see something with difficulty	يتعرف على – يرى بصعوبة – يميز –
wipe out	to destroy something completely	يقضي على – يدمر – يزيل
point out	to tell someone something you think they don't know = draw attention	يخبر شخص عن شيء لا يعرفه
spell out	to explain something very clearly	يوضح – يشرح بالتفصيل
come across	to meet or find something or someone by chance	يلتقي – يقابل – يعثر – يصادف
get across	to successfully communicate a message/ an idea	يعبر – يوصل فكرة للآخرين
take in	to understand and remember something you are told= process	يستوعب ويتذكر – يفهم
bring about	to cause something to happen	يحدث – يسبب
pick up	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

- Sharing a house **creates** a strong ----- between young people at university.
- My tutor and I really **hit it** -----, so I'm looking forward to our lessons together.
- My friends and I always **have a** ----- when we get together.
- I met our new neighbours and **I took** ----- them immediately.
- I'm not good at **making** ----- and I often end up saying silly things.
- Although I may **come** ----- as a confident person, I'm actually quite shy.
- Thankfully, Jenna **made** ----- on her new tutor.
- I always try to **strike up** ----- when I meet someone new
- 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 التثرثر طوال الوقت

Synonyms : (emotion adjectives)

مترادفات وصفات تتعلق بالمشاعر

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

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

Phrases of expressing emotions

عبارات تعبر عن المشاعر

emotions	expression	meaning
anxiety 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
Relief 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 أتففس الصعداء الآن / ارتاح أخيرا رحت رأسي / ازيل الهم الحمد لله انا مرتاح جدا
Annoyance and frustration 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)
Surprise or disbelief الاندهاش 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
Sadness 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
Enjoyment or happiness 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 ONE

- Complete the correct collocation . spread a -----
a. touch b. contact c. message d. letter
- Complete the correct collocation . carry a -----
a. touch b. contact c. message d. letter
- Complete the correct collocation . stay in -----
a. touch b. contact c. message d. letter
- Complete the correct collocation . maintain -----
a. touch b. contact c. message d. letter
- The phrasal verb ----- means “to solve a problem or understand something”
a. figure out b. take in c. get across d. come across
- The phrasal verb ----- means “to successfully communicate a message”
a. figure out b. take in c. get across d. come across
- 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 . | c. across as a confident person, I'm actually quite shy. |
| b. laugh when we get together . | d. to them immediately . |

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

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

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

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

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

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

61. If someone pays ----- .

- | | |
|---|--|
| a. you a compliment, smile and say 'thank you'. | c. across as a confident person, I'm actually quite shy. |
| b. a conversation when I meet someone new | 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. | c. He paid a compliment with the new neighbor. |
| b. He came across 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. | c. She paid a compliment as being very self-confident. |
| b. She came across 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. | c. Abeer paid a compliment about her shoes. |
| b. Abeer came across 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		

Grammar

1. The Present Simple Tense

UNIT ONE

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

Affirmative	S + am , is , are + V-ing
Negative	S + am , is , are (not) + V-ing
Interrogative	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

Affirmative	S + has /have +v3
Negative	S + hasn't / haven't + V3
Interrogative	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 ينته ولا يزال مستمرا في المضارع و (يربط المضارع بالماضي)

1. S + has / have + been + V-ing S + hasn't / haven't + been + V-ing	Key words 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

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

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

While	- While + S + was / were + V-ing , S + was / were + V-ing - While + S + was / were + V-ing , S + V2 - S + V2 while + S + was / were + V-ing
When	- When + S + V2 , S + was / were + V-ing - S + was / were + V-ing when + 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)

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

Before	Before + S + V2 , S + had been + V-ing (for , since , all + time)
After	After + S + had been + V-ing , S + V2 (for , since , all + time)
By the time	By the time + S + V2 , S + had been + V-ing (for , since , all + time)
By + time (past)	By + time (past) , S + had been + V-ing (for , since , all + time)
When	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 (اسمًا) 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 , do you ?	18. Someone has bumped into your car, haven't they ?
2. She usually comes in late , doesn't she ?	19. I'm still employed, aren't I ?
3. You are coming to the party, aren't you ?	20. I'm not angry, am I ?
4. He lives in Wadi Musa, doesn't he ?	21. They haven't been to London yet , have they ?
5. They went to school , didn't they ?	22. He has to quit fatty food, doesn't he ?
6. She had a break, didn't she ?	23. I have to quit fatty food, don't I ?
7. We had met them before , hadn't we ?	24. I had to quit fatty food, didn't I ?
8. Nothing has happened so far, has it ?	25. He has done his homework, hasn't he ?
9. This is an amazing house, isn't it ?	26. They have done their homework, haven't they ?
10. Those are Martha's guests, aren't they ?	27. They had finished, hadn't they ?
11. I can email my CV, can't I ?	28. Nobody came to the presentation , did they ?
12. Let's / Let us go to the cinema, shall we ?	29. Everybody has their own ideas, haven't they ?
13. Let me help you , will you ?	30. Nothing has happened so far, has it ?
14. Let her / him study tomorrow, will you ?	31. Buy me the newspaper, could you ?
15. Open the door, will you / won't you ?	32. You would scarcely expect her to know that, would you ?
16. Don't come late, will you ?	33. I will go to Amman next week, shall I ?
17. You speak English, don't you ?	

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 لظهور الاهتمام والدعشة وجعل الحوار يسير بشكل أفضل.
- ما ينطبق على السؤال الذيلي ينطبق على سؤال الصدى من ناحية الضمان والازمة, الا انه يختلف في:
 - يكون بين شخصين (حوار) وليس شخص واحد كالسؤال الذيلي
 - المثبت يبقى مثبت والنفي يبقى نفي
 - الضمير (I) يصبح (you)

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

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 -----
 a. an action in progress at a specific time in the past .
 b. An action in progress interrupted by a short past action .
 c. an action in the past that was completed before another action or time in the past
 d. 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 -----
- 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 .
47. The sentence “ **I've written down everything she's said so far** “ 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 .

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		

Comprehension

1. The article states three (reasons , results , benefits , ways , examples ,)

Write down these two / three

النص يبين ثلاث (اسباب - نتائج - فوائد - طرق - امثلة -) 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. | - Increasing awareness | - Using social media |
| - Dealing with this subject wisely . | - Developing skills | - Saving time and effort |
| - Making a lot of effort | - Developing abilities | - Getting better job opportunities |
| - Feeling more satisfied with life | - Overcoming life challenging | - |
| - Trying hard | - Decreasing | - Helping |
| - Keeping trying | - Increasing | - Developing |
| - Preparing | - Using / strengthening / regulating | |

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.

1- She explained highly developed social behavior about them.

2- 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.

5. 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.

6. 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.

7. 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.

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 .

- Having a good command of a foreign language can help young people be successful in their chosen career.
- Proficiency in a different language also makes travelling less stressful and fun!
- 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 .

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

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 2



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مخيم حطين - السوق الرئيسي - باب الحديد

UNIT TWO

Cause and Effect phrases and words

عبارات وكلمات تدل على السبب والنتيجة

Phrases and words	Arabic
as a consequence of = as a result of As a result of better medicine, people are likely to live until the age of 100 . نتيجة لتطور الطب، من المحتمل أن يعيش الناس حتى سن المئة	كنتيجة ل
be due to = The delay is due to technical difficulties. This may be due to better education . التأخير بسبب صعوبات تقنية قد يكون هذا بسبب تعليم أفضل	بسبب
lead to = Global warming is certain to lead to water shortages الاحتباس الحراري سيؤدي بالتأكيد إلى نقص المياه	يؤدي إلى
result in = Eating too much may result in stomach pain الإفراط في الأكل قد يسبب ألمًا في المعدة	ينتج عنه
give rise to = The new law gave rise to many protests. القانون الجديد أدى إلى العديد من الاحتجاجات	يسبب
Cause = Global warming is certain to cause / give rise to / leads to water shortages الاحتباس الحراري سيسبب بالتأكيد نقص المياه	يسبب
result from Stomach pain results from eating too much. This may result from better education ألم المعدة ينتج عن الإفراط في الأكل قد ينتج هذا عن تعليم أفضل	ينتج عن

Compounds nouns for threats to the environment (الاسماء المركبة (التهديد للبيئة)	Arabic
1. acid rain : rain that contains a lot of pollutants المطر الذي يحتوي على الكثير من الملوثات	الأمطار الحمضية
2. endangered species : types of animals in danger of extinction انواع الحيوانات المهددة بالانقراض	الحيوانات المهددة بالانقراض
3. exhaust emissions / fumes : poisonous gases produced by engines of non-electric vehicles الغازات السامة التي تنتجها محركات المركبات غير الكهربائي	انبعاثات العادم دخان السيارات
4. fossil fuels : examples of this are coal, oil and gas (non-renewable energy sources) ومن الأمثلة على ذلك الفحم والنفط والغاز	الوقود الأحفوري
5. global warming : gradual increase in the Earth's temperature (global heating) الزيادة التدريجية في درجة حرارة الأرض (التدفئة العالمية)	الاحتباس الحراري
6. greenhouse gases / effect : 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. habitat loss : disappearance of areas that are home to plants and animals اختفاء المناطق التي تعيش فيها النباتات والحيوانات	فقدان الموطن
8. ozone layer : 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. renewable energy : power produced by wind, sun, etc الطاقة التي تنتجها الرياح والشمس وما إلى ذلك..	الطاقة المتجددة
10. soil erosion : gradual destruction of the ground by weather or people التدمير التدريجي للأرض بسبب الطقس أو الناس	تعرية / تآكل التربة انجراف التربة
11. toxic fumes / waste chemicals and other harmful waste products المواد الكيميائية وغيرها من النفايات الضارة	الغازات السامة النفايات السامة
12. vehicle emissions : synonym for 'exhaust fumes' مرادف لكلمة "دخان العادم"	انبعاثات المركبات
13. water scarcity lack of water قلة المياه	ندرة المياه نقص المياه
14. wind turbine : 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** .
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 الاسم الاول عندما يكون التركيب اسمان .
الشدة على المقطع الثاني عندما يكون التركيب الكلمة الاولى صفة او 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 لاهية / 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

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

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

Signposting phrases	Functions
1. I'm going to be talking about ...	introducing the topic
2. In other words, ...	indicating that the speaker is going to paraphrase what they just said
3. The second thing is	sequencing an argument
4. ... whereas ...	indicating another example
5. So, to sum up, ...	Concluding

Animals	الحيوانات	Parts of the body	أجزاء الجسم	Adjectives to describe a creature
reptile	الزواحف	backbone	العمود الفقري	solitary
invertebrate	اللافقاريات	skeleton	هيكل عظمي	cuddly
nocturnal primate	رئيسيات ليلية	scales	حراشيف	extinct
critically endangered	مهدد بالانقراض بشكل خطير	fins	الزعانف	crustacean
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
Expressing indecision 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
Expressing agreement 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
Expressing disagreement 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 جدياً؟!
Reaching a decision 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 قراراً 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 تصنيف الكتابة	Phrase
1. Making a point forcefully. جعل النقطة أقوى	- it is essential that... من الضروري.. - the situation cannot be allowed to continue الموقف لا يسمح ان نكمل
2. Call to action / asking for action. دعوة للعمل	- I urge you to..... احثك على . - I would ask you t. اطلب منك ان .. - I would be grateful if you could ساكون ممنونا لك لو
3. Giving your reasons for writing. إعطاء أسبابك للكتابة.	- I am writing to draw your attention - I am writing to express my concern about .. - I am writing with regard to
4. Explaining why the issue is important. توضيح سبب أهمية هذه القضية.	- 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 أسلوب رسمي	Informal Style in Writing أسلوب غير رسمي
It is estimated that يقدر ان	I heard that
It is vital من الضروري	It's important
I urge you to احثك على	You've got to
Yours faithfully , Ibrahim مع الاحترام والتقدير	All the best, Ibrahim.
I am deeply concerned by انا قلق جدا بشأن	I'm really bothered by
should be banned يجب ان يمنع	Get rid of
I am writing to express اكتب لاعبر عن	I'm writing to tell you
I would ask you to investigate other options	You should look into other options
It is essential to من الضروري	It's important to
This must be done as a matter of urgency.	You must do it now

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

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

التنبؤات المستقبلية والتوقعات والقرارات وقت الكلام

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

من المحتمل أن يتأخر، كالعادة

- I'm sure you **won't** have any problems with it.

أنا متأكد أنك لن تواجه أي مشاكل معه

- I don't think we **will need** passwords, as computers will be able to recognise our faces.

لا أعتقد أننا سنحتاج إلى كلمات مرور، لأن أجهزة الكمبيوتر ستكون قادرة على التعرف على وجوهنا

- 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.

جدي يبلغ 89 عامًا، لكنه بصحة ممتازة، لذا أنا متأكد أنه سيعيش حتى عمر 100 سنة

- Look at these statistics - they are very optimistic.

انظر إلى هذه الإحصاءات، إنها متفائلة جدًا

- Without a doubt, crime figures **will continue / are going to continue** to decrease in the near future.

دون شك، ستستمر معدلات الجريمة في الانخفاض في المستقبل القريب

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:**

خطط أو نوايا مستقبلية / شيء قرر من قبل

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

- 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:

للحديث 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:

be due to + infinitive: For timetabled events

من المقرر

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

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

5. be to + infinitive:

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

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

نستخدم هذا التركيب للترتيبات او التعليمات او الامور 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 TWO

1. By 2050, software ----- traffic jams
a. is going to prdicting 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 kiolmetres.
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. meeeting 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. futire 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.
50. The sentence which indicates " a future arrangement with another person. " is ----- .
a. We're meeting tonight to go shopping c. We'll go shopping tonight
b. We're going to go shopping tonight d. We're to go shopping tonight

1	C	2	C	3	B	4	D	5	B	6	D	7	C	8	C	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	C	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	B	50	A

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.

- The article mentions two qualities for the panda. Write them down.
cute or beautiful
- How does the WWF protect creatures from being extinct?
By raising money
- 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
reptile الزواحف	backbone العمود الفقري	solitary منعزل
invertebrate اللا فقاريات	skeleton هيكل عظمي	cuddly محبوب
nocturnal primate رئيسيات ليلية	scales حراشيف	extinct منقرض
	fins الزعانف	

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 3



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مخيم حطين - السوق الرئيسي - باب الحديد

UNIT THREE

Influences

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

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

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 - الحد الأدنى
living day-to-day one day at a time went hungry	2. dealing with things without thinking about the future	تدبر أمورك المالية بصعوبة / يوفر الضروريات يغطي نفقاته بالكاد يجد ما يأكله العيش يوما بيوم دون ادخار
huddled together gathered together	3. didn't have enough food	جائع / يعاني من الجوع
beg	4. sat or stood very close to other people	يتجمعون مع بعض
skinny malnourished	5. asked for money or food from strangers	يتسول / يطلب / يستجدي
feel at home a sense of belonging	6. very thin	نحيف جدا يعاني من سوء التغذية
housekeeper	7. be comfortable in a particular place	يشعر كأنه في منزله الشعور بالانتماء
orphan	8. a person whose job is to look after a house	مدير منزل
	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	متقاني - مخلص		
idealistic	مثالي		
inspirational	ملهـم		
modest	غير متكبر - متواضع		
decent	محترم / خلوـق / 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

Distinguishing between Facts

An opinion الرأي	An opinion is an individual's belief or viewpoint. It is subjective, rather than being based on evidence. It may be signalled by the use of such words as feel, believe or think or phrases الرأي هو وجهة النظر أو الاعتقاد الشخصي - هو ذاتي وليس مبني على دليل - يمكن الإشارة اليه بكلمات مثل : I have the impression that ... such as If you ask me ... /
A fact الحقيقة	A fact 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 أو اثباته - ويمكن الإشارة اليه بعبارات مثل such as The data shows .../ The research indicates ...

Generalising التعميم

Talking about what is generally true	الكلام عن الأشياء التي تكون صحيحة بشكل عام
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/ يلبي 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 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 :
- high achievers and want to please their parents.
 - rebellious and can be a bit naughty.
 - 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 :
- high achievers and want to please their parents.
 - rebellious and can be a bit naughty.
 - 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 -----
- to have just enough money to buy what you need
 - didn't have enough food
 - dealing with things without thinking about the future
 - sat or stood very close to other people
23. The phrase "**living day-to-day**" means -----
- to have just enough money to buy what you need
 - didn't have enough food
 - dealing with things without thinking about the future
 - sat or stood very close to other people
24. The phrase "**went hungry**" means -----
- to have just enough money to buy what you need
 - didn't have enough food
 - dealing with things without thinking about the future
 - sat or stood very close to other people
25. The phrases "**huddled together / gathered together**" mean -----
- to have just enough money to buy what you need
 - didn't have enough food
 - dealing with things without thinking about the future
 - sat or stood very close to other people
26. The word "**beg**" means -----
- very thin
 - asked for money or food from strangers
 - be comfortable in a particular place
 - a person whose job is to look after a house
27. The phrases "**feel at home / a sense of belonging**" mean -----
- very thin
 - asked for money or food from strangers
 - be comfortable in a particular place
 - a person whose job is to look after a house
28. The word "**housekeeper**" means -----
- very thin
 - asked for money or food from strangers
 - be comfortable in a particular place
 - a person whose job is to look after a house
29. The word "**orphan**" means -----
- a child whose parents have died
 - asked for money or food from strangers
 - be comfortable in a particular place
 - a person whose job is to look after a house
30. One of the following adjectives which describe personal qualities and behavior is **negative** :
- capable
 - compassionate
 - charming
 - bigoted
31. One of the following adjectives which describe personal qualities and behavior is **negative** :
- passionate
 - conceited
 - sincere
 - trustworthy
32. One of the following adjectives which describe personal qualities and behavior is **positive** :
- defensive
 - hypocritical
 - dedicated
 - immature
33. One of the following adjectives which describe personal qualities and behavior is **negative** :
- pushy
 - idealistic
 - inspirational
 - modest
34. One of the following adjectives which describe personal qualities and behavior is **positive** :
- defensive
 - decent
 - dedicated
 - immature
35. One of the following adjectives which describe personal qualities and behavior is **positive and negative** :
- defensive
 - decent
 - dedicated
 - tough
36. Mrs Baqer is a very ----- teacher and I'm sure you'll benefit from her lessons.
- capable
 - conceited
37. She's such a(n) ----- teacher that all her students want to be like her.
- tough
 - inspirational
38. The doctor was always very ----- and knew what to say to help her patients relax.
- bigoted
 - 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 ----- users15 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. c. Because phones used to be in two parts.
b. Because phones used to be huge. 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. broudly b. tendency c. whole d. extinct
97. There’s a ----- for young people to think that life must have been worse without technology.
a. broudly b. tendency c. whole d. extinct
98. ----- speaking, I think our lives are better than my parents’ generation.
a. Broudly b. Tendency c. Whole d. Extinct
99. To some ----- , I think people were more able to appreciate the simple pleasures in life.
a. broudly 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 THREE

Past and Present Habits العادات في الماضي والمضارع

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.'

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

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

4. 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 used to / didn't use to / Did + S + use to .. ?	الزمن : الماضي فقط would
كان يفعل / كان عليه الحال - عادة او سلوك في الماضي I used to walk to school	كان يفعل (عادة او فعل متكررة فقط) My dad would read us a story every night
أفعال معتادة في الماضي	أفعال معتادة متكررة فقط (سلوك أو أفعال) ومحددة بالوقت
حالات دائمة في الماضي - يستخدم مع الأفعال الثابتة I used to have long hair	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. (Past Simple)

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 وغير 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 which attached the phone to the wall There was a wire attaching the phone to the wall	جملة وصف في الماضي: يستبدل ضمير الوصل بفعل مبني للمجهول The copy which was made by the carbon paper was called the carbon copy. The copy made 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 can use (that) instead of (who / which) نستخدم (that) بدلاً من (who / which) The person who/that designed the house is an architect. Defining relative clause	We never use (that) instead of (who / which) لا نستخدم (that) بدلاً من (who / which) إطلاقاً Amman, which is the capital of Jordan, is a beautiful city . Non-defining relative clause
The person who designed the house is a famous architect .	Amman, which is the capital of Jordan, is a beautiful city .

- 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.
- 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.

- 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** في هذه الجمل
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 الإنجليزية المنطوقة وتأتي في بداية الجملة :
في اللغة الإنجليزية 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 THREE

1. The sentence “As a child, I **used to** spend my weekends playing with my friends. “ indicates -----
 - a. a past state or a situation that doesn't happen any longer.
 - b. a past habitual behavior that is still happening now .
 - c. a repeated action and not a state in a past.
 - d. the time reference which is not clear in the past .
2. The sentence “ **Emad was forever bursting into tears.** “ indicates -----
 - a. an annoying repeated habit in the present
 - b. a typical characteristic of a person
 - c. an annoying repeated habit in the past
 - d. a habit or repeated action in the past, but not a state
3. The sentence “ **Asma is constantly showing off.** “ indicates -----
 - a. an annoying repeated habit in the present
 - b. a typical characteristic of a person
 - c. an annoying repeated habit in the past
 - d. a habit or repeated action in the past, but not a state
4. The sentence “ **Lubna will forget to take her contact lenses out.** “ indicates -----
 - a. an annoying repeated habit in the present
 - b. a typical characteristic of a person
 - c. an annoying repeated habit in the past
 - d. a habit or repeated action in the past, but not a state
5. The sentence “ **My uncle would always take me swimming.** “ indicates -----
 - a. an annoying repeated habit in the present
 - b. a typical characteristic of a person
 - c. an annoying repeated habit in the past
 - d. a habit or repeated action in the past, but not a state
6. The sentence “ **I used to love winding my brother up.** “ indicates -----
 - a. a past state or action which no longer exists
 - b. a repeated past action or state; it might still happen in the present
 - c. a repeated action in the present
 - d. a habit or repeated action in the past, but not a state
7. The sentence “ **We watched that show every week.** “ indicates -----
 - a. a past state or action which no longer exists
 - b. a repeated past action or state; it might still happen in the present
 - c. a repeated action in the present
 - d. a habit or repeated action in the past, but not a state
8. The sentence “ **You always mess about in class.** “ indicates -----
 - a. a past state or action which no longer exists
 - b. a repeated past action or state; it might still happen in the present
 - c. a repeated action in the present
 - d. a habit or repeated action in the past, but not a state
9. My sister and I ----- and it really upsets me .
 - a. am always falling out
 - b. are always falling out
 - c. always falling out
 - d. are falling out always
10. Amani is constantly ----- late and didn't seem interested in her work .
 - a. be
 - b. been
 - c. being
 - d. has
11. They are ----- talking behind people's backs .
 - a. never
 - b. sometimes
 - c. usually
 - d. forever
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.

Emad Abu Alzumar

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 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 19th 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 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

26. 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.

27. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. 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.

33. 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.

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 4



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مخيم حطين - السوق الرئيسي - باب الحديد

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

word	Meanings	word	Meanings
expression	تعبير	iconic	ايقوني / له اهمية
landscape	مناظر طبيعية	designs	تصاميم
composed	مكون من	propaganda	دعاية
capture	يلتقط	subject	موضوع
evoke a feeling	يثير الشعور	claim	يدعي
crop	يقتص	shuffle	يجر قدميه
posing	تظاهر / تمثيل	snap	يفرقع او يطقطق
poignant	مؤثر	shriek	يصرخ بذعر
whisper	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!
حسناً، لست متأكداً 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 نائماً
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 إحراجاً في حياتي
- I'll never do that again.
لن أفعل ذلك مرة أخرى

Examples demonstrate bias أمثلة توضح التحيز

Bias	Meaning
facts are exaggerated there are sure to be other jobs in tourism	الحقائق مبالغ فيها
stereotypes and overgeneralisations everyone in the town was very excited, we have asked for such development for years	الصور النمطية والتعميمات المفرطة
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.	احترام قليل او معدوم للآراء المختلفة
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.	اللغة درامية او عاطفية
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.	استخدام علامات الاقتباس للإشارة الى عدم موافقة الكاتب

adverb	Meanings	adverb	Meanings
Obviously	من الواضح	Personally	شخصياً
Theoretically	من الناحية النظرية	Clearly	بوضوح
Disappointingly	بشكل مخيب للآمال	Unbelievably	بشكل لا يصدق
Foolishly	بحماسة	Fortunately	لحسن الحظ
Presumably	من المفترض	Surely	بالتأكيد
Apparently	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 vital to realise that -----	ومن المهم أن ندرك أن
The crucial point is that -----	النقطة الحاسمة هي أن..
It is clearly the case that -----	من الواضح أن ...
I would argue that -----	أود أن أزعّم أن

Referring to research/statistics

الإشارة إلى البحوث / الإحصائيات

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

Giving examples to back up your argument

إعطاء أمثلة لدعم حججك

It is easy to think of many instances in this daily life. For instance -----	من السهل التفكير في ... على سبيل المثال.....
There have been several 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 conclude that -----	لذلك، كان هناك... لذلك، يجب أن نستنتج أن...
This clearly reinforces everything I have said up until this point.	وهذا يعزز بوضوح كل ما قلته حتى هذه اللحظة

UNIT FOUR

- 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
- 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
- Why did egg companies want newspapers to say egg prices had -----?
a. strange b. claim c. uncover d. dropped
- How did the city newspaper ----- the truth that the other city newspaper was copying its stories?
a. reveal b. decreased c. reliable d. state
- Which of the ----- news stories in the podcast do you think is the best one?
a. fake b. uncover c. claim d. dropped
- The journalist ----- the reason why the factory was so polluting.
a. exposed b. clues c. claimed d. fraud
- Attempting to pay for something with fake bank notes is ----- .
a. clues b. claimed c. fraud d. bizarre
- Investigators found several important ----- at the crime scene.
a. bizarre b. clues c. exposed d. claimed
- 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 c. attention spans than goldfish
b. both sides of a story and give the full picture. 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. c. corruption in a large international business.
b. sources multiple times on the Internet. 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. c. both sides of a story and give the full picture.
b. light on the mysteries of dark matter. 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. c. the headlines after giving birth to quintuplets.
b. headlines, though sometimes I'm tempted. 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. c. sources multiple times on the Internet.
b. public interest to reveal the details of the recent crime 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. c. the headlines after giving birth to quintuplets.
b. corruption in a large international business. 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. c. sources multiple times on the Internet.
b. light on the mysteries of dark matter. 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. c. light on the mysteries of dark matter.
b. enough revenue to keep their business alive. 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. 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
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		

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 الاحداث الرئيسية في القصة
2. الماضي التام البسيط والماضي التام المستمر لاعطاء معلومات خلفية عن هذه الاحداث 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

Before	Before + S + V2 , S + had V3
After / Because	After + S + had V3 , S + V2
By the time	By the time + S + V2 , S + had V3
By + time (past)	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.**

حدث مكتمل قبل حدث اخر في الماضي

- 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 حصول أحداث سبقت في الماضي واستمرت حتى وقت القصة

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

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

- 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

- to explain a past result.
- He had an accident with a pair of scissors that he **had been playing** with.
- He was tired as he **had been flying** for hours

احداث وعمليات حدثت مسبقا مرتبطة مع سياق الاحداث الرئيسية في القصة
لتفسير سبب حصول فعل في الماضي حدث قبل فعل آخر
حصل له حادث بسبب المقص الذي كان يلعب به.
كان متعبا لانه كان يلعب لعدة ساعات

كيف تميز بين الزمنين؟

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

Negative inversion التقديم والتأخير في الجمل الانقلاب المنفي

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

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

الاستخدام: نستخدم القاعدة لإضافة تأكيد (معنى مميز) للجملة
الانقلاب المنفي قد يبدو رسميا ولكنه كذلك سياق غير رسمي وعام للتأثير الدرامي

negative adverbial + auxiliary verb + subject + clause:

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

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

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

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

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!
- b. Little did he imagine that his friend was a spy!
- c. Little didn't 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.
- b. In no way this article does represents my views.
- c. In no way doesn't this article 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. c. Not only the story was false, but it also went viral.
b. Not only wasn't the story 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. c. Seldom I have heard such a heart – warming story.
b. Seldom have I 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. c. Little didn't he realize the problems he'd caused.
b. Little did he realized 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																

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.

- The restaurants will be too expensive for most people in the neighbourhood.
- 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 : there are sure to be other jobs in tourism

a. facts are exaggerated:

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:**

- a. The new hotel will employ local people
- b. the hotel company has other hotels in other areas
- c. The restaurants will be cheap
- d. at first, local people were not ecstatic

7. One of the following is **FALSE according to the second person**

- a. The hotel will affect bird life
- b. many new roads will be built
- c. The hotel will provide jobs for local people
- d. the writer is not an activist

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 5



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مخيم حطين - السوق الرئيسي - باب الحديد

Making sense of the senses

فهم الحواس / إدراك معنى الحواس

روائح smells		اصوات sounds		
aroma Pleasant – جميلة	شذى / عبير رائحة طيبة – عادة مع القهوة	crunch	طحن/ سحق	rustle حفيف - اوراق الشجر
mouth-watering Pleasant – جميلة	يسيل اللعاب	crash	تحطم – ارتطام قوي	high-pitched صراخ عالي النبرة
overpowering Unpleasant – غير جميلة	طاغي / لا يقاوم كريهة (سلبية)	screech	صرير – صوت المكابح	pop فرقة - البالون
scent Pleasant – جميلة	اربع / عطر رائحة طبيعية – الزهور	sizzle	ازيز – صوت شوي الطعام	chirp زقزقة / تغريد
smelly Unpleasant – غير جميلة	كريهة الرائحة	buzz	طنين – صوت النحل	thud خط – ارتطام
subtle	رائحة خفيفة رائحة لطيفة	hum	طنين – صوت خفيف ومنتظم – النلاجة	roar هدير – الاسد
stench Unpleasant – غير جميلة	رائحة كريهة –	stink Unpleasant	ننتة	

صفات adjectives

sticky	لزج	savory	مالح	smooth	ناعم - سلس	tasty	لذيذ
silky	حريرى	short-sighted	قصير النظر	colour-blind	اعمى الالوان	fluffy	رفيق
spiky	شائك	sweet	حلو	bland	رفيق لطيف	prickly	شائك
spicy	حار	squishy	اسفنجي	coarse	خشن		

Sounds

- the crunching of snow	- سحق الثلج	- a washing machine humming	- طنين - صوت الغسالة
- a balloon popping	- فرقة بالون	- the thud of something falling	- خط / ارتطام شيء يسقط
- the rustling of paper	- خشخشة - حفيف الورق	- a parrot screeching	- ببغاء يصرخ بحدة
- meat sizzling	- قلى - ازيز اللحوم	- the roar of an engine	- هدير المحرك
- birds chirping	- زقزقة الطيور	- a bee buzzing	- طنين نحلة

Prepositions

come to terms with	يتصالح مع	capable of	قادر على
spread about	ينشر	adjust to	يتكيف مع
desperate to	يبيأس من		

Opposites

word	opposite	word	opposite
thick	سميك	bland	عديم النكهة
crunchy	مقرمش	spicy	حار (متبل)
savoury	مالح / مالح ولذيذ		
runny / watery	سائل / مائي	tasty	لذيذ
smooth	ناعم	mild	خفيف
sweet	حلو		

coarse	خشن	smooth	ناعم
fluffy	منفوش	spiky	ذو أشواك / مدبب
prickly	شائك / فيه وخز	squishy	لين ومبلل عند الضغط
silky	حريرى / ناعم جدًا	sticky	لاصق / دبق

Prepositions

came to terms with	تصالح مع – رضى – اقتنع	adjust to	يتكيف مع
spread about	ينشر	desperate to	ذو أشواك / مدبب
capable of	قادر على	squishy	لين ومبلل عند الضغط

nh, crash, pop, buzz are both **verbs and nouns / gerunds**:

I can hear the hum / humming of a machine.

The fans were humming softly.

أستطيع سماع طنين/أزيز آلة
كانت المراوح تُصدر طنينًا خفيًا

PRONUNCIATION stressed syllable in the food words.

اللفظ: المقطع المشدد عليه في كلمات الطعام

Croissant	كرواسان	Meringue	كعكة مصنوعة من بياض البيض
falafel	فلافل	mustard	خردل
gnocchi	نوكي	pretzel	كعك مملح
guacamole	صلصلة الأفوكادو	quiche	فطيرة الكوسا
lasagne	لازانيا	schnitzel	شريحة لحم ضأن
mayonnaise	مايونيز		

Suffixes that move word stress

مقاطع نهاية الكلمة التي تنقل التشديد على مقطع

The stress in some words changes position when a suffix is added to the word, e.g.:

التشديد على بعض المقاطع في بعض الكلمات يتغير موقعه إذا تم إضافة مقطع في نهاية الكلمة ، أمثلة:

- -ity (e.g. **active** – **acti**vi**ty**) / • -ic (e.g. **economy** – **economi**c)
- -ion (e.g. **inform** – **informati**on) / • -al (e.g. **substance** – **substanti**al)
- -ble/-bly (e.g. **prefer** – **preferable**/ **preferably**)

Not all suffixes cause this change:

- -ment (e.g. **de**velop – **de**velop**ment**) / • -ance (e.g. **insure** – **insur**ance)
- -ly (e.g. **economical** – **economi**cally) / **generous** – **genero**sity
- photograph** – **photog**raphic / **speculate** – **speculati**on
- judgment** – **judg**emental / **access** – **accessi**ble

Talking about preferences

الاستماع / التحدث عن التفضيلات

function	Examples	معنى
asking about preferences السؤال عن التفضيلات	Which do/would you prefer ? ... or ...? Which do /would you prefer? Tea or coffee? What would you rather do ? ... or ...? What would you rather do? Eat out or stay in?	أيهما تفضل؟ أم؟ ماذا تفضل أن تفعل؟ ... أو ...؟ ماذا تفضل أن تفعل؟ Eat out or stay in?
Expressing general preferences. التعبير عن التفضيلات بشكل عام	I prefer ... (gerund = ing) to ... (gerund). I prefer eating at home to going out to a restaurant. I don't like either of them. I don't like either of them. I like them both equally. I like them both equally. I generally favour ... over ... I generally favour savoury over sweet dishes.	أفضل (اسم) على (اسم) لا احب اي منها احبهما بنفس الدرجة أنا عموماً أفضل ... على
making a choice القيام باختيار	I'd prefer (to) rather than I'd prefer to have Chinese food rather than Indian. I'd rather I'd rather have Chinese food. I'd sooner (do) than I'd sooner have Chinese food than Indian. Given the choice Given the choice, I'd rather eat at home. I'd go for any day / every time I'd go for fish and chips any day/every time. I have a (slight) preference for (noun / gerund) I have a preference for Italian food. I have a slight preference for eating Italian food.	أفضل بدلاً من أفضل سأفعل عاجلاً (أفعل) .. بدلاً من ... إذا تم تخييري، سأختار اي يوم / كل وقت
Giving someone else the choice إعطاء الاختيار لشخص آخر (تجعل شخص يختار بنفسه)	It's up to you It's up to you. It's your call It's your call. I'm easy Whatever/ Wherever / Whichever you prefer Whatever /Wherever /Whichever you prefer.	الأمر يعود لك انه قرارك / خيارك لن امانع (خيارك) مهما/ ايئما / أيها تفضل

Introduction

Give brief details of where and when you went, and your overall impression.

اعطي تفاصيل موجزة عن المكان والزمان الذي ذهبت له وانطباعك العام عنه

First main paragraph

Describe the event/exhibition/museum/show, etc. in more detail (sight, sound, etc.).

الفقرة الأولى الرئيسية

Second main paragraph - positive aspects

- What **Particularly** liked was ...
- The/A/One/Another **highlight** was ...
- I was (also) **impressed** / blown away by ...

صف الحدث / المعرض / المتحف / العرض / ... الخ بتفاصيل أكثر (الإضاءة، الصوت، ... الخ)

الفقرة الثانية الرئيسية - نقاط إيجابية

ما أعجبني بشكل خاص كان

أبرز ما في الأمر كان

كنت (أيضاً) منبهراً / مذهولاً من

Third main paragraph - negative aspects

- My only **criticism** is ...
- If I have one criticism, it's ...
- It didn't live up to my expectations.
- I was (also) disappointed by ...

الفقرة الثالثة الرئيسية - نقاط سلبية

انتقادي الوحيد هو

إذا كان لدي انتقاد واحد، فهو

لم يرق إلى مستوى توقعاتي

كنت (أيضاً) محبطاً / خائب الأمل من

Conclusion - recommendations

- I'd **definitely** recommend going ...
- I don't recommend seeing ...
- It's (not) worth visiting ... (if ...)

الخاتمة - توصيات

بالأكيد أوصي بالذهاب إلى

لا أنصح بمشاهدة

(ليس) من الجدير زيارة ... (إذا ...)

intensifiers in the review.

1. **very, extremely, absolutely** + an adjective ----- to make its meaning **stronger and more interesting**.

تستخدم الظروف المقوية (على سبيل المثال جداً، للغاية، قطعاً) قبل الصفة لجعل معناها أقوى و أكثر إثارة للاهتمام

2. **Very, extremely, super, hugely, highly, incredibly** can only be used with **gradable** adjectives,

e.g. The sound effects were extremely loud. (loud , hot , big , difficult)

جداً، للغاية، فائقة، كبيرة، عالية، بشكل لا يصدق لا يمكن استخدامها إلا مع الصفات القابلة للتدرج (تزيد أو تقل في الدرجة)، مثال : كانت المؤثرات الصوتية عالية للغاية

3. **Absolutely, completely, totally and utterly** can only be used with **non-gradable** adjectives,

e.g. The exhibition was absolutely fascinating. (amazing , impossible , perfect)

لا يمكن استخدام قطعاً، بشكل كامل وكلي وتاماً إلا مع الصفات غير القابلة للتدرج (صفات معناها كامل أو نهائي)، مثال: كان المعرض رائعاً للغاية

- **Pretty, really and seriously** can be used with both types of adjectives.

جداً، حقاً وبجدية يمكن استخدامها مع كلا النوعين من الصفات

1. The human finger is so -----that it is capable of detecting a surface bump only 0.0001 mm high.

- a) colour-blind
- b) hearing loss
- c) sensitive
- d) perceive

2. Men have a keener sense of ----- than women.

- a) blind
- b) smell
- c) colour
- d) loss

3. Supertasters have more ----- than the average person.

- a) colour-blind
- b) senses
- c) taste buds
- d) eyesight

4. For the Ongee people of the Andaman Islands, smell is the most important -----.

When greeting an Ongee, instead of asking, 'How are you?' it is usual to ask, 'How is your nose?'

- a) sense
- b) hearing loss
- c) touch
- d) colour-blind

5. ----- is the first sense to develop in babies and the last to fade at the end of our lives.

- a) Taste buds
- b) perceive
- c) Touch
- d) Colour-blind

6. Sitting too close to a television screen may damage your -----.

- a) eyesight
- b) smell
- c) taste buds
- d) sense

7. Standing close to loudspeakers at concerts can cause -----.

- a) perceive
- b) hearing loss
- c) colour-blind
- d) touch

8. It is not possible to ----- smells while you are asleep.

- a) make out
- b) shuffle
- c) perceive
- d) stagger

9. Elephants use low-frequency sounds to ----- sounds 285 Km away.

- a) make out
- b) colour-blind
- c) touch
- d) eyesight

10. Males are much more likely to be ----- than females.

- a) hearing loss
- b) sense
- c) colour-blind
- d) perceive

11. Your ----- is your ability to see.

- A) hearing loss B) eyesight C) taste buds D) perceive

12. If you are -----, you can't tell the difference between some colours.

- A) colour-blind B) hearing loss C) eyesight D) make out

13. If you ----- something, you can see, hear, or understand someone or something with difficulty.

- A) perceive B) eyesight C) make out D) taste buds

14. ----- is another word for "notice".

- A) hearing loss B) eyesight C) colour-blind D) perceive

15. ----- are the tiny bumps on your tongue that allow you to recognise flavours.

- A) eyesight B) hearing loss C) taste buds D) make out

16. ----- is another way of saying "deafness".

- A) colour-blind B) perceive C) hearing loss D) taste buds

17. I know I should resist, but I can't help -----

- A) tempt your taste buds. C) scratching when I've got an insect bite.
B) where I can get my hearing tested? D) tasting anything except the chilli.

18. Many people fail -----

- A) tempt your taste buds. C) us to take regular breaks from staring at our computer screen.
B) to understand the strong link between smell and taste. D) where I can get my hearing tested?

19. Experts encourage -----

- A) scratching when I've got an insect bite. C) to understand the strong link between smell and taste.
B) tasting anything except the chilli. D) us to take regular breaks from staring at our computer screen.

20. Let the delicious flavours -----

- A) tempt your taste buds. C) scratching when I've got an insect bite.
B) where I can get my hearing tested? D) tasting anything except the chilli.

21. The curry is so spicy I have difficulty -----

- A) us to take regular breaks from staring at our computer screen. C) tasting anything except the chilli.
B) to understand the strong link between smell and taste. D) tempt your taste buds.

22. Do you happen -----

- A) where I can get my hearing tested? C) scratching when I've got an insect bite.
B) tasting anything except the chilli. D) us to take regular breaks from staring at our computer screen.

23. steaks under the grill is described as -----

- A) chirp B) crunch C) sizzle D) thud

24. a room full of switched on computers is described as -----

- A) hum B) pop C) rustle D) screech

25. biting into a slice of well-toasted bread is described as -----

- A) thud B) crunch C) chirp D) hum

26. a person putting a pin in a balloon is described as -----

- A) sizzle B) screech C) pop D) rustle

27. a heavy book dropped on a wooden floor is described as -----

- A) chirp B) crunch C) hum D) thud

28. a car's tyres as the driver takes a corner too fast is described as -----

- A) rustle B) screech C) pop D) chirp

29. hungry baby birds is described as -----

- A) chirp B) thud C) sizzle D) crunch

30. a bag of sweets in the cinema is described as -----

- A) hum B) screech C) rustle D) pop

31. the smell of something delicious cooking is described as -----

- A) scent B) subtle C) aroma D) smelly

32. **something difficult to detect** is described as -----.
- A) mouth-watering B) subtle C) overpowering D) aroma
33. **something which is too strong** is described as -----.
- A) smelly B) scent C) subtle D) overpowering
34. **really bad smells** are described as -----.
- A) mouth-watering B) aroma C) smelly D) subtle
35. **delicious-tasting food** is described as -----.
- A) scent B) mouth-watering C) overpowering D) smelly
36. **a pleasant smell of flowers** is described as -----.
- A) scent B) aroma C) subtle D) overpowering
37. Many words for sounds like **crunch, crash, pop, buzz** can be used as ----- :
- A) only verbs B) only nouns C) both verbs and nouns / gerunds D) only adjectives
38. I can hear the ----- of a machine.
- A) humming B) hum / humming C) hummed D) hums
39. **a perfume that you find overpowering** is described as -----.
- A) jasmine B) strong musk perfume C) pineapple D) chick
40. **a flower with a subtle scent** is described as -----.
- A) milk B) pineapple C) parrot D) jasmine
41. **something that stinks when it goes off** is described as -----.
- A) milk B) chick C) jasmine D) strong musk perfume
42. **an animal that makes a high-pitched noise** is described as -----.
- A) pineapple B) parrot C) milk D) jasmine
43. **a fruit or vegetable with coarse skin** is described as -----.
- A) jasmine B) pineapple C) chick D) parrot
44. **an animal that's fluffy when it's young** is described as -----.
- A) milk B) pineapple C) chick D) jasmine
45. When I walked into the café near the river, I smelled the ---- of fresh coffee as soon as I opened the door.
- A) stink B) aroma C) stench D) smelly
46. I ordered a coffee and sat down by the window. The food smelled -----.
- A) overpowering B) smell C) stench D) mouth-watering
47. The honey was delicious; it was very ----- with a ----- hint of lavender.
- A) smooth / subtle B) spiky / smelly C) stench / overpowering D) stink / stench
48. The lovely ----- of the flower garden came in through the window.
- A) scent B) stink C) aroma D) smelly
49. The jar's paper label came off in the dishwasher, but the ----- glue remained on the glass.
- A) silky B) sticky C) fluffy D) smooth
50. The children decided the hedgehog was simply too ----- to pick up and left it alone.
- A) smooth B) sticky C) spiky D) fluffy
51. The ----- cloth hurt the little girl's face as her mother wiped her clean.
- A) silky B) fluffy C) smooth D) coarse
52. The ----- material of Amina's new dress felt wonderful.
- A) silky B) spiky C) coarse D) sticky
53. The ----- young chick weighed almost nothing in her hand.
- A) smooth B) fluffy C) sticky D) coarse
54. Manal didn't believe that the cream would make her skin look young and -----.
- A) spiky B) coarse C) smooth D) sticky

55. **Sami:** What's that awful -----?

- A) aroma B) scent C) stench D) crunch

56. **Rakan:** I don't know, but it really -----.

- A) stinks B) chirps C) thuds D) hums

57. **Nada:** Samia! Wake up! Can you hear the ----- of the meat I'm frying for our breakfast?

- A) sizzle B) crunch C) hum D) pop

58. **Samia:** Yes, I can. Plus the whole campsite can probably smell that ----- smell.

- A) fluffy B) overpowering C) coarse D) mouth-watering

59. It wasn't until she went to boarding school for the blind that she finally **came to terms** ----- her blindness.

- A) about B) of C) with D) to

60. She decided to travel to rural Tibet, to **spread** ----- the word of her Braille system.

- A) with B) about C) to D) of

61. Sabriye wanted to prove to the world that she was as **capable** ----- doing things as anyone else.

- A) with B) to C) of D) about

62. Sabriye explains that to **adjust** ----- her blindness, she had to make herself focus on what she could do.

- A) of B) about C) with D) to

63. **Desperate** ----- fit in, she did all she could to hide her blindness.

- A) with B) about C) of D) to

The recipe for TOMATO KETCHU

وصفة صلصة الطماطم

يغلي - يقطع - ينضج/يطهى - يهرس - يقشر - مقلاة - معالج/محضر - طعام - يبرد - يغلي
boil - chill - food - processor - pan - peel - puree - simmer - slice - stir - whizz

64. To make a tomato paste, take 2 kg of tomatoes and ----- them in half (no need to ----- them).

- A) slice / peel B) boil / chill C) stir / simmer D) whizz / puree

65. Place in a large -----, then ----- in 500 ml of vinegar, 300 g of sugar and some salt and pepper.

- A) food processor / peel B) pan / stir C) puree / chill D) boil / slice

66. Bring to the -----, then reduce the heat and ----- gently for about 20 mins.

- A) peel / whizz B) puree / boil C) boil / simmer D) pan / stir

67. Transfer to a blender or ----- and ----- until you have a smooth -----.

- A) pan / peel / food B) food processor / whizz / puree C) simmer / stir / slice D) boil / chill / pan

68. ----- before serving.

- A) Slice B) Peel C) Chill D) Simmer

69. The opposite of the word (**thick**) is -----

- A) runny/watery B) sweet C) mild D) tasty

70. The opposite of the word (**crunchy**) is -----

- A) smooth B) spicy C) bland D) sweet

71. The opposite of the word (**savoury**) is -----

- A) tasty B) sweet C) thick D) mild

72. The opposite of the word (**bland**) is -----

- A) spicy B) smooth C) runny D) tasty

73. The opposite of the word (**spicy**) is -----

- A) thick B) crunchy C) mild D) savoury

74. I have a keen sense of ----- and I could tell something was burning in the restaurant's kitchen.

- A) aroma B) smell C) spicy D) colour

75. The ----- when someone opened the bins was **so overpowering** that we felt sick.

- A) scent B) savoury C) stench D) aroma

76. The smell was so ----- that we felt sick.

- A) subtle B) bland C) overpowering D) tasty

77. I am -----, so I couldn't recognise the colours properly.
 A) short-sighted B) spicy C) colour-blind D) savoury
78. I am colour-blind, so I couldn't ----- the difference between the colours.
 A) smell B) tell C) taste D) hear
79. My friend said the colour green was putting her ----- any food.
 A) away B) over C) through D) off
80. I don't like strong, ----- food so I ordered a mild curry.
 A) spicy B) sweet C) bland D) smooth
81. The curry looked ----- enough, but the reality was disappointing.
 A) tasty B) bland C) spicy D) crunchy
82. The curry was ----- and had very little taste.
 A) mouth-watering B) savoury C) spicy D) bland
83. Don't touch that cactus. It's super ----- .
 A) prickly B) silky C) squishy D) smooth
84. The child's hands are very ----- because she has been sticking things with glue.
 A) coarse B) spiky C) sticky D) silky
85. We could smell the subtle ----- of roses as we entered the room.
 A) aroma B) stink C) scent D) buzz
86. The Maths exam was really ----- but I managed to get a good grade.
 A) smooth B) tough C) bland D) spicy
87. There was no noise except for the ----- of paper as the students began the test.
 A) humming B) buzzing C) boiling D) rustling
88. In the introduction of a review, you should give brief details about ----- . (writing)
 A) your favourite food only C) the writer's family members
 B) where and when you went and your overall impression D) the prices of tickets only
89. In the first main paragraph of a review, you should describe ----- in more detail. (writing)
 A) the weather only C) the event, exhibition, museum or show (sight , sound)
 B) your school subjects D) your future plans
90. The phrase "What I particularly liked was ..." is used to talk about ----- in the 2nd main paragraph of a review .
 A) negative aspects B) recommendations C) positive aspects D) future plans
91. The phrase "I was impressed by ... / blown away by" shows that the writer felt ----- in a review . (writing)
 A) bored B) disappointed C) amazed D) angry
92. The sentence "My only criticism is ..." is used in the 3rd paragraph in a review about ----- . (writing)
 A) positive aspects B) negative aspects C) introductions D) conclusions
93. The phrase "It didn't live up to my expectations" in the 3rd paragraph in a review means ----- . (writing)
 A) it was better than expected B) it met all expectations C) it was disappointing D) it was very cheap
94. The conclusion of a review usually includes ----- .
 A) grammar rules B) recommendations C) advertisements D) homework answers
95. The phrase "I'd definitely recommend going ..." in the conclusion in a review means ----- . (writing)
 A) the writer strongly advises visiting the place C) the writer is unsure about the place
 B) the writer dislikes the place D) the writer never visited the place
96. The phrase "It's worth visiting" for recommendation in a review means ----- . (writing)
 A) the place is boring C) the place is enjoyable and deserves a visit
 B) the place is expensive D) the place is closed all the time
97. Which intensifier can only be used with gradable adjectives?
 A) absolutely B) completely C) extremely D) totally
98. The sentence "The sound effects were extremely loud" uses ----- . (writing)
 A) a non-gradable adjective B) a gradable adjective C) a noun phrase D) a comparison adjective

99. Which **intensifier** is correctly used with **a non-gradable adjective**?

- A) very fascinating B) hugely amazing C) absolutely fascinating D) super perfect

100. The sentence "**The exhibition was absolutely fascinating**" contains -----.

- A) a gradable adjective B) a non-gradable adjective C) a comparative adjective D) an adverb of frequency

101. Which group contains intensifiers used only with **non-gradable adjectives**?

- A) very – highly – hugely C) really – pretty – seriously
B) super – incredibly – extremely D) absolutely – completely – totally

102. Which **intensifier** can be used with **both gradable and non-gradable adjectives**?

- A) pretty B) absolutely C) utterly D) completely

103. Why do writers use intensifiers in reviews?

- A) To shorten sentences C) To replace adjectives completely
B) To make writing more interesting and stronger D) To make writing formal only

104. Which sentence is correct?

- A) The film was absolutely good. C) The exhibition was really fascinating.
B) The museum was very amazing.

105. I was seriously ----- when we walked across the tight rope. I was totally -----.

- A) petrified / scared B) silly / interesting C) loud / deafening D) fascinating / impressive

106. The sound effects were incredibly ----- . Yes, they were really ----- mind-blowing !

- A) interesting / silly B) deafening / loud C) petrified / scared D) fascinating / ridiculous

107. I look completely ----- in this photo. How embarrassing! Yes, you do look pretty -----.

- A) mind-blowing / interesting B) impressive / fascinating C) deafening / loud D) ridiculous / silly

108. The interactive displays were utterly ----- . Yes, I found them very -----, too.

- A) impressive / interesting B) silly / scared C) petrified / deafening D) ridiculous / loud

109. The Dead Sea scrolls were extremely ----- . I thought they were totally -----

- A) fascinating / mind-blowing B) silly / ridiculous C) scared / petrified D) loud / deafening

110. Some insomniacs try to put ----- going to bed and when they are eventually ready, they feel more tired.

- a) on b) up c) off d) in

111. They think it's worth ----- anything just to fall asleep at night.

- a) making b) suggesting c) trying d) doing

112. Listening to pink noise is ----- safe, so people can use it without worry.

- a) finally b) absolutely c) hardly d) rarely

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

Gerunds and infinitives اسم المصدر والفعل المجرد

ملاحظة 1: يتم تشكيل اسم المصدر بإضافة **ing** الى الفعل المجرد ويعتبر اسم ما لم يسبقه فعل **Be**
play – playing / travel – travelling / leave – leaving

ملاحظة 2: الفعل المجرد يأتي في بداية جملة الأمر/ الطلب و يأتي بعد أفعال : **Do, Modal**
Give me that book. She doesn't like milk. They will come soon.

ملاحظة 3: الفعل المجرد يأتي بعد أفعال معينة بإضافة مع **to** أو بدون إضافتها
He wants to drink. The teacher let me participate in the competition.

We use infinitives infinitive with (to)

المجرد + to

1. explain the purpose of an action

You should eat them **to reduce** your risk of heart failure.

لتوضيح غرض الفعل
يجب ان تأكلهم لتقليل خطر قصور القلب

2. after certain verbs:

بعد أفعال معينة ومنها

need-ed	يحتاج	force-d	يجبر	persuade-d	يقنع	help-ed	يساعد
agree-d	يوافق	attempt-ed	يحاول	promise-d	يعد	fail	يفشل
allow-ed	يسمح	encourage-d	يشجع	plan- ed	يخطط		
appear-ed	يبدو	expect-ed	يتوقع	refuse-d	يرفض		

e.g. The police **force** me **to** change my route.

e.g. They may **help** your brain **(to)** grow.

الشرطة اجبرتني على تغيير مساري
هذه ممكن أن تساعد دماغك لأن ينمو

3. after certain adjectives

quick سريع easy سهل difficult صعب helpful مفيد likely محتمل

e.g. They're **quick** and **easy** **to** cook.

e.g. It's **important** **to** remember that ...

بعد صفات معينة ومنها

إنها سريعة وسهلة للطبخ
من المهم ان تذكر أن ..

4. after first, second, third, last, etc ..

e.g. I'd be **the last** **to** help him!

بعد أولاً، ثانياً، ثالثاً، أخيراً
سأكون آخر من يساعده!

infinitive without (to) المجرد بدون (to)

1. after let , make and make:

let / make + object + v1

They may make you feel happier.

Let your heart slow down.

بعد الفعلين (يسمح أو يدع) و (يجعل)
هذه الفعلين يتبعهما مفعول به ثم فعل مجرد

مممكن ان يجعلك تشعر بالفرح
دع قلبك يتمهل / يبطيء

We use the gerund اسم المصدر مع

1. as the subject of the sentence

e.g. **Jogging** is good for you.

e.g. **Making** bread involves ...

كفاعل للجملة ويكون اسم:

الهرولة مفيدة لك

صنع الخبز يتضمن

2. after certain verbs:

بعد أفعال معينة ومنها

avoid-ed	يتجنب	fancy-ied	يتخيل/ يتوهم
involve-d	يتضمن	imagine-d	يتخيل
consider-ed	يفكر بـ	risk-ed	يخطر
don't / didn't mind	لا يمانع	can't / couldn't stand	لا يطيق
enjoy-ed	يستمتع	suggest-ed	يقترح
can't help		feel like	
have difficulty			

e.g. You should also **avoid** stopping suddenly.

e.g. It involves **taking** a test.

يجب ان تتجنب الوقوف المفاجيء
ذلك يتضمن أخذ فحص

3. after prepositions

e.g. ... your risk **of** having a heart attack.
e.g. ... to prevent it **from** rising too much.

بعد حروف الجر

.... مخاطرتك بالتعرض لنوبة قلبية
... لمنعه من الارتفاع المفرط (الكثير)

4. after (be used to) and (get used to)

e.g. I'm not used to **pushing** my body to the limit
e.g. I'm getting used to **doing** more exercise

لست معتادا على دفع جسدي لإقصى حد
أصبحت معتاد على أداء تمارين أكثر

5. after conjunctions like when, before, after, while

e.g. **When** feeling tired, you should take a break.

بعد الروابط مثل : عندما، قبل، بعد، بينما... الخ

The following verbs can be followed by the infinitive with to or the gerund, with no difference in meaning:

الأفعال التالية يمكن أن يتبعها المصدر أو اسم المصدر بدون تغيير في المعنى

begin يبدأ continue يستمر hate يكره love يحب start يبدأ

She **hate to play** chess. / She **hates playing** chess.

هي تكره أن تلعب الشطرنج / تكره لعب الشطرنج

Verbs with gerunds (ing) and infinitives (v+ to) -change in meaning

أفعال يتغير معناها عندما يتبعها اسم المصدر أو المصدر + to

1. prefer / preferred يفضل

prefer + to v1 / infinitive for a specific situation:

I'd prefer to stay in tonight.

ما تفضله في موقف محدد

أفضل أن أمكث (في البيت) الليلة

prefer + v ing / gerund to talk about general preferences

I prefer staying in to going out.

ما تفضله بشكل عام

أفضل المكوث (في البيت) على الخروج (للطش)

2. remember / remembered يتذكر

remember + to V-inf. to remember something, then do it. / you remember first, then you do it

He always **remembers to take** a sandwich with me.

أن تتذكر شيء ثم تقوم به (تتذكره أولا ثم تقوم به ثانيا)

دائما يتذكر أن يأخذ سندويش معه

remember + v ing / gerund to do something and remember it later

= you do something and then you remember this.

أن تقوم بشيء ثم تتذكره (تقوم به أولا ثم تتذكره ثانيا)

أن تعمل الشيء ثم تتذكره لاحقا

I **remember thinking** that I needed to find a system.

3. forget – forgot - forgotten ينسى

forget + to V-inf. to forget about something, so you don't do it:

= not do something because you didn't remember :

You forgot to mention that ...

تنسى شيء لذلك لا تقوم به

لا تقوم بشيء لأنك لم تتذكره

نسيت أن تذكر ...

forget + v ing / gerund to do something and (not) forget it later

forget + gerund is usually used in the negative.

I'll never forget failing that exam.

I forget being a friend of him.

أن تقوم بشيء ثم لا تنساه لاحقا

تستخدم عادة في النفي

لن أنسى أبدا رسوبي في الامتحان

نسيت أنني صديقه

4. try - tried يجرب / يحاول

try + to V-inf. to make an effort to do something difficult

I always try to plan it so that ...

يبدل جهد لفعل شيء صعب (يحاول)

أحاول دائما أن أخطط ذلك لذلك ...

Try + V-ing / gerund to do something and see what happens

You should try working in the library.

أن تفعل شيء وترى ما سيحدث (يجرب)

يجب أن تجرب العمل في المكتبة

Try + V-ing / gerund For giving advice or as an experiment

Try studying in the early morning.

تستخدم لإعطاء نصيحة أو بمعنى يجرب

جرب الدراسة في الصباح الباكر

5. stop - stopped يتوقف عن / يتوقف ل

stop + to V-inf. to stop something in order to do something else

I keep stopping to make a cup of tea.

تتوقف عن فعل شيء لفعل شيء آخر

دائما ما أتوقف لعمل فنجان شاي

stop + V-ing / gerund to no longer do something

I don't stop studying till I've finished

لم تعد تفعل الشيء

لن أتوقف عن الدراسة حتى أنهيتها

6. like - liked يحب

Like + to V-inf. To do something because it is a good idea

I like to spend at least three hours a day in the library.

ان تفعل الشيء لأنه فكرة جيدة
أحب أن أمضي على الأقل 3 ساعات في المكتبة

like + V-ing / gerund to enjoy something :

I like working at home.

ان تستمتع بفعل شيء ما
أحب العمل في البيت

7. regret - regretted يندم / يأسف

regret + to V-inf. = A way of an apology

We regret to inform you that you're fired.

طريقة للاعتذار
نأسف لإبلاغك انه تم فصلك.

regret + V-ing / gerund = sorry about something in the past = regret a past action

We regret visiting them

الأسف لشيء تم في الماضي

8. mean – meant - meant يعني / يقصد

mean + to V-inf. = an intention or a plan

Sorry, I didn't mean to upset you.

نية / قصد أو خطة
أسف، لم أنوي / أقصد أن أزعجك.

mean + V-ing / gerund = result of the action in, involve in

Working with us means travelling a lot

نتيجة الفعل / الفعل يتضمن
العمل معنا يعني السفر كثيرا.

9. go on – went - gone يستمر / يكمل

go on + to V-inf. = one action finishes and another starts

After you wash your hands, you can go on to have dinner.

ينتهي فعل ويبدأ فعل آخر
بعد ان تغسل يديك يمكنك تناول الغداء

go on + V-ing / gerund = the activity in the gerund continues

He went on speaking for an hour.

الفعل نفسه يستمر
استمر في الكلام لمدة ساعة

verbs with gerunds and infinitives - (change in meaning)

أفعال يتغير معناها عندما يتبعها اسم المصدر أو المجرد بدون to ولكن يأتي بعدها مفعول به

1. feel – felt يشعر hear-d يسمع listen-ed to يستمع ل see – saw - seen يرى watch-ed يشاهد

1. ----- + V-inf. to بدون = To talk about a completed action after the verbs

للتحدث عن فعل مكتمل بعد هذه الأفعال الترتيب يكون كما يلي: فعل مجرد بدون to + مفعول به + احد هذه الأفعال

feel , hear , listen to , see , watch + object + infinitive without to:

e.g. I saw somebody fall in the water.

رأيت شخصا يسقط في الماء

2. ----- + object + V-ing / gerund = To talk about an action in progress after those verbs :

للتحدث عن فعل مستمر بعد هذه الأفعال الترتيب يكون كما يلي: اسم مصدر ing + مفعول به + احد هذه الأفعال

feel , hear , listen to , see , watch + object + gerund (ing) :

e.g. I saw him talking to the lifeguard.

رأيت أنه يتحدث مع المنقذ

Verbs followed by gerund (ing) having a passive sense

أفعال يتبعها اسم المصدر بمعنى المجهول

Need-ed يحتاج / require-ed يتطلب / deserve-ed يستحق

The gerund has a passive sense:

needs cleaning = needs to be cleaned

اسم المصدر فيه معنى المبني للمجهول

يحتاج تنظيف = يحتاج ان يتم تنظيفه

used to

- I'm used to wearing glasses. (= This is normal for me.)
- I'm getting used to wearing glasses. (= This is slowly becoming normal for me.)
- I used to wear glasses. (= I don't wear them now.)

انا متعود على وهذا اعتيادي بالنسبة لي
انا اتعود على الشيء بشكل تدريجي
كنت متعود على ولكن الان لم اعد كذلك

1. Used to : كان في الماضي وتغير الان

نستخدم (used to) وبعدها الفعل المجرد لوصف عادات او حالات كانت تحدث في الزمن الماضي ولكنها لم تحدث الان

To describe **past habits or past states that have now changed**. This was true in the past, but is no longer true now.

1. (Subject + used to + V-inf.) - affirmative - I used to wear glasses.	Key words
2. (Subject + didn't use to + V-inf.) - negative - She didn't use to drive cars.	when I was young – a student – a child – 12 years old
3. (Did + Subject + use to + V-inf. . ?) – interrogative - Did you use to design web pages?	when I was your age - when you were younger , but now – ,but these days – ,but we stopped , but it closed - these days
4. S + used to + V-inf. = past habit = past state	
5. It was a past habit for Ali to read. = Ali used to read.	

2. Be + used to + V- ing : متعود على

نستخدم هذه القاعدة (be+used to) ونضع وراءها اسم او ضمير او فعل مضاف له (ing) عندما نتحدث عن الامور المألوفة أو الاعتيادية المتعارف عليها

To describe things that are **normal** for me in the present :

1. S + be = (am , is , are) + used to + V-ing = gerund / noun / pron.)

1. S + (am , is , are, was , were) + used to + V-ing / noun / pron.) - I'm used to wearing glasses. (This is normal for me)
2. S + (am , is , are, was , were – not) + used to + V-ing / noun / pron.) - They're not used to coming early.
3. Be (am – is – are, was , were) + used to + V-ing / noun / pron.) = (normal - familiar) Is the teacher used to the new technology?
4. It is normal for Ali to wake up early. = Ali is used to waking up early.

3. Be + getting used to + V- ing / gerund or a noun :

نستخدم هذه القاعدة (be+ getting used to+ V-ing) عندما نتحدث عن فعل يصبح عادي بشكل بطيء (لا ازال اتعود عليه)

To describe things that are **slowly becoming normal** in the present :

1. S + be = (am , is , are) + getting used to + V-ing = gerund / noun)

1. S + (am , is , are, was , were) + getting used to + V-ing / noun) - I'm getting used to wearing glasses.
2. S + (am , is , are, was , were – not) + getting used to + V-ing / noun) - Dad isn't getting used to the internet.
3. (Am , Is , Are , was , Were) + S + getting used to + V-ing / noun ?) - Is Dad getting used to the internet?

- | | |
|--|---|
| 1. is normal | = is / are / am used to + V.ing |
| 2. is not / isn't normal | = is not / are not / am not used to + V.ing |
| 3. was normal | = was / were used to + V.ing |
| 4. was not / wasn't normal | = wasn't / weren't used to + V.ing |
| 5. becoming normal | = is / are / am getting used to + V.ing |
| 6. is not / isn't becoming normal | = is not / are not / am not getting used to + V.ing |
| 7. was becoming normal | = was / were getting used to + V.ing |
| 8. was not / wasn't becoming normal | = wasn't / weren't getting used to + V.ing |
| 9. V.2 | = used to + V-inf. |
| 10. didn't V.1 | = didn't use to + V-inf. |

• We use an infinitive without to after **would rather** and **would sooner**:

نستخدم فعل مجرد بدون to بعد

I'd rather eat something light. **I'd rather not go** out tonight. **I'd sooner sit** outside. (This is more formal.)

Note 1 : We'd rather go on Monday. **Not:** ~~We'd rather to go ...~~ or ~~We'd rather going ...~~

Note 2 : She'd rather you didn't phone after 10 o'clock **Not:** ~~She wouldn't rather you phoned after 10 o'clock.~~

• We use **I prefer + gerund** to talk about general preferences:

نستخدم I prefer + اسم مصدر للحديث عن التفضيلات عموماً

I prefer eating out.

• We use **would prefer + infinitive with to** for a specific situation:

نستخدم would prefer + فعل مجرد لموقف محدد

I would prefer to eat at home this evening.

• We use **would rather + subject 2+ past tense** to say that we don't want somebody to do something:

نستخدم would rather + فعل ماضي لنقول أننا لا نريد شخص أن يقوم بعمل ما

I'd rather you didn't tell me what to order!

I'd rather you cleaned the bathroom .

Note : **I'd sooner** is more formal than **I'd rather**

1. Which verb is followed by a gerund (-ing form)?

- A) fail B) encourage C) can't help D) let

2. Which verb is followed by an infinitive (to + verb)?

- A) happen B) make C) feel like D) risk

3. Which verb takes an object + infinitive with "to"?

- A) let B) encourage C) make D) help

4. Which verb takes an object + infinitive without "to"?

- A) force B) enable C) make / let / help D) fail

5. "**Have difficulty**" is followed by:

- A) infinitive B) adjective C) noun D) gerund

6. "**Force**" is followed by:

- A) object + infinitive with to B) gerund C) infinitive without to D) adjective

7. Which group does "**feel like**" belong to?

- A) + infinitive B) + gerund C) + object + infinitive with to D) + object + infinitive without to

8. Which verb belongs to the "**+ infinitive**" group?

- A) tend B) make C) let D) encourage

9. Which verb belongs to the "**+ object + infinitive without to**" group?

- A) force B) enable C) help D) fail

10. Which verb belongs to the "**+ object + infinitive with to**" group?

- A) let B) encourage C) feel like D) happen

11. It was Aristotle who was responsible for ----- us to believe that we have five senses.

- A) encourage B) encouraging C) encouraged D) to encourage

12. Aristotle encouraged us ----- that we have five senses.

- A) believing B) believe C) to believe D) believed

13. 'Proprioception' is the sense of ----- which parts of our body are where.

- A) know B) knew C) knowing D) to know

14. 'Proprioception' enables us ----- without looking at the keyboard.

- A) type B) typing C) typed D) to type

15. Try this experiment ----- your proprioception.

- A) to test B) testing C) test D) tested

16. Close your eyes and slowly move your finger ----- your nose.

- A) to touch B) touch C) touching D) touched

17. If you have difficulty ----- this, your proprioception may not be very good.

- A) do B) to do C) did D) doing

18. Your proprioception is unlikely ----- as good as it could be.

- A) being B) to be C) be D) been

19. My contact lenses felt weird at first, but I ----- them eventually.
A) used to wear B) got used to wearing C) am used to wear D) didn't use to wear
20. I ----- eating fish, but I love it now.
A) didn't use to like B) am used to liking C) got used to like D) use to liked
21. He ----- on a hard mattress – it doesn't bother him.
A) used to sleep B) got used to sleeping C) is used to sleeping D) didn't use to sleep
22. How ----- with poor eyesight before the invention of glasses?
A) people used to deal B) people get used to dealing C) are people used to dealing D) did people use to deal
23. I'm full – I ----- so much food.
A) am not used to eating B) didn't use to eat C) got used to eating D) use to eat
24. Obviously, the animal would need ----- an X-ray for confirmation.
A) have B) having C) to have D) had
25. You need good hearing too because if someone is trapped in a building, you need to be able to hear them -----.
A) shout B) shouted C) to shout D) shouting
26. In an emergency, you can't stop ----- questions.
A) ask B) asking C) to ask D) asked
27. Or worse – they'll stop ----- here to eat!
A) come B) coming C) came D) to coming
28. Remember ----- your swimming kit. (remember + infinitive = you remember first, then you do it)
A) take B) taking C) to take D) took
29. I remember ----- my swimming kit, but now I can't find it. (remember + gerund = you do something and then you remember this)
A) bring B) brought C) to bring D) bringing
30. Becoming a perfumer means ----- up spicy food. (mean + gerund = involve, result in)
A) give B) to give C) giving D) gave
31. Oops! I didn't mean ----- so much chilli sauce on my chips! (mean + infinitive = intend)
A) to put B) put C) putting D) puts
32. I'll never forget ----- ice cream for the first time. (forget + gerund = do something first, then forget you did it)
A) taste B) tasting C) to taste D) tasted
33. Don't forget ----- the ice cream in the freezer. (forget + infinitive = not do something because you didn't remember)
A) putting B) put C) puts D) to put
34. We regret ----- you that the restaurant has closed down. (regret + infinitive = a way of offering an apology)
A) informing B) inform C) informed D) to inform
35. I regret ----- harder last year. (regret + gerund = regret a past action)
A) not studying B) not study C) to not study D) not studied
36. I can hear my neighbor ----- his violin.
A) practise B) practising C) practised D) to practise
37. Hanan felt ----- the mosquito on her leg.
A) landing / land B) landed C) to land D) lands
38. Did you see him ----- the winning goal?
A) scored B) scoring C) score D) to score
39. Do these grapes need ----- ?
A) wash B) washed C) washing D) to washing
40. These documents require ----- .
A) signing B) sign C) signed D) to sign
41. Some verbs like **forget, go on, mean, regret, remember, stop and try** can be followed by -----
A) adjective B) infinitive or gerund C) noun D) adverb
42. To talk about a completed action after verbs like **feel, hear, listen to, see and watch**, we use object + -----
A) gerund B) adjective C) noun D) infinitive or gerund

43. After the verbs **need, deserve and require**, the gerund has -----
 A) an active sense B) a passive sense C) a future sense D) a negative sense
44. Is it usual for under-eighteens ----- for eye tests?
 A) pay B) paying C) to pay D) paid
45. I'm short-sighted, so I wear glasses ----- me see objects in the distance.
 A) to help B) helped C) helping D) help
46. You're the second person ----- me if my hearing is OK today.
 A) asking B) to ask C) asked D) ask
47. You risk ----- your eyesight if you stare at the sun.
 A) damage B) to damage C) damaging D) damaged
48. This camera is brilliant at ----- photos in very low light.
 A) take B) taking C) took D) to take
49. ----- these smells apart can be very difficult for some people.
 A) To tell B) Tell C) Told D) Telling
50. While ----- as a chef, I developed a keen sense of smell.
 A) working B) worked C) to work D) work
51. We encourage you ----- your glasses cleaned and checked regularly.
 A) having B) have C) to have D) had
52. Adnan tries ----- for at least an hour every day.
 A) read B) reading C) to read D) reads
53. He enjoys ----- while he's travelling to school.
 A) read B) to read C) reads D) reading
54. His mum won't let ----- at the dinner table though.
 A) him read B) him to read C) he reading D) him reads
55. Abeer's parents make ----- her homework as soon as she gets home.
 A) her doing B) her do C) her to do D) she do
56. They encourage ----- it before anything else.
 A) her do B) her doing C) her to do D) she to do
57. The only way she can avoid ----- it is if she has after-school activities.
 A) do B) to do C) doing D) did
58. Maha can't stand ----- violent films or TV series.
 A) watch B) watching C) to watch D) watched
59. She refuses ----- anything where violence is shown as entertainment.
 A) watching B) watch C) watched D) to watch
60. ----- comedies, on the other hand, she finds a great pleasure.
 A) Watched B) Watch C) Watching D) To watching
61. I was surprised ----- that it was dry and not wet.
 A) finding B) to find C) find D) found
62. While ----- the snake, I felt it **begin to wrap** itself round my arm.
 A) holding B) held C) hold D) to hold
63. I don't think the snake intended ----- me any harm.
 A) doing B) do C) did D) to do
64. In fact, the snake seemed ----- to show me affection.
 A) wanting B) wanted C) to want D) want
65. I felt lucky that the snake had let me ----- it.
 A) touching B) touched C) to touch D) touch
66. Imagine ----- a sense of smell 700 times more powerful than a human.
 A) have B) having C) had D) to have

67. Grizzly bears' noses are so good that they are able ----- a potential meal from up to 18 miles away.
A) to smell B) smell C) smelling D) smelt
68. This is why it is so important ----- careful when you are camping in areas where there are bears.
A) to be B) being C) be D) been
69. The bears will be the first ----- if you leave food out.
A) know B) knowing C) to know D) knew
70. You won't be able to prevent them from ----- your campsite if they are hungry.
A) approach B) to approach C) approached D) approaching
71. ----- your food is much easier than spending time hunting.
A) steal B) stealing C) stolen D) to steal
72. While bears are not likely ----- humans, can you really afford ----- the risk?
A) to attack / to take B) attack / to take C) attacking / take D) attacked / taking
73. Using this switch, you can turn off all the lights in the house. The sentence which has the same meaning is ----
A) This switch enables you turning off all the lights in the house.
B) This switch enables you to turn off all the lights in the house.
C) This switch is enable you to turn off all the lights in the house.
D) This switch enable you to turn off all the lights in the house.
74. It's my job to test people for colour-blindness. The sentence which has the same meaning is -----
A) I am responsible for testing people for colour-blindness.
B) I am responsibility for testing people for colour-blindness.
C) I responsible for testing people for colour-blindness.
D) I am responsible to test people for colour-blindness.
75. Would you like to try the smelly blue cheese? The sentence which has the same meaning is -----
A) Do you do fancy trying the smelly blue cheese? C) Do you fancy trying the smelly blue cheese?
B) Do you fancy to try the smelly blue cheese? D) Do you fancy try the smelly blue cheese?
76. Fawzi regretted ----- a second can of fizzy drink.
A) drink B) drinks C) to drink D) drinking
77. Did you see Jamil ----- off his bike yesterday?
A) fall B) falling C) to fall D) falls
78. The water bill needs ----- this week.
A) paying B) pay C) pays D) to pay
79. I could remember ----- I fly last night.
A) to dream B) dreaming C) dreams D) to dream
80. Khawla heard the bottle ----- as it hit the floor.
A) smashing B) smashes C) to smash D) smash
81. Mariam watched the children ----- together.
A) playing B) plays C) play D) to play
82. Khalil thought the idea deserved -----.
A) discussing B) discuss C) to discuss D) discusses
83. Please stop ----- at your phone.
A) to look B) look C) looking D) looks
84. Why don't you try using a different app to see if it's any better? The underlined verb means -----
A) forget something important C) stop doing something difficult
B) do something as an experiment to see what happens D) ask someone for help
85. Huda tried to reach the highest shelf, but she couldn't quite manage it. The underlined verb means -----
A) make an effort to do something difficult C) remember a past event
B) finish work very quickly D) learn how to use something
86. Lubna remembered to add salt to the soup she was making. The underlined verb means -----
A) meet someone for the first time C) try doing something new
B) forget to complete a task D) remember something, then do it

87. Farid remembered meeting Habib for the first time. **The underlined verb means -----**
 A) plan to do something later C) remember that you did something earlier
 B) make an effort to solve a problem D) stop using something old
88. Always remember ----- your hands before you start cooking.
 A) wash B) washing C) to wash D) washed
89. Getting the grades I need for university means ----- hard for the next six months.
 A) study B) studying C) to study D) studied
90. Once your child can walk, he or she needs ----- all the time.
 A) watch B) watched C) to watch D) watching
91. Can we stop at the service station ----- the bathroom?
 A) use B) using C) to use D) used
92. I really regret ----- out last night as I'm exhausted this morning.
 A) going B) go C) to go D) gone
93. We listened to Sana ----- the poem from beginning to end. **(complete action)**
 A) reciting B) recite C) to recite D) recited
94. Reem stood in the garden and felt the rain ----- on her face. **(incomplete action)**
 A) fall B) fell C) falling D) to fall
95. Did you see the racing cars ----- just then on the corner? **(complete action)**
 A) touching B) touched C) to touch D) touch
96. He heard the baby next door ----- every night through the thin walls. **(incomplete action)**
 A) cry B) cried C) to cry D) crying
97. Can you smell food cooking in the neighbours' kitchen, or tell when the bathroom ----- before anyone else?
 A) needs cleaning B) need cleaning C) cleaning D) to clean
98. If you would like ----- your sense of smell, read on!
 A) improving B) improve C) to improve D) improved
99. Try ----- more attention to familiar smells.
 A) paying B) pay C) to pay D) A+C
100. Before you drink your coffee, stop ----- the delicious aroma.
 A) smelling B) to smell C) smell D) smells
101. If you remember ----- your food and drink regularly, your sense of smell will start to improve.
 A) to smell B) smell C) smelling D) to smell
102. Go on ----- your sense of smell by taking a minute to really smell them.
 A) improving B) improve C) to improve D) A+C
103. Try ----- several times a day and your nose will become more sensitive.
 A) repeat B) to repeat C) repeating D) B+C
104. I'm getting used to wearing a hearing aid. **The function is -----**
 A) This is normal. C) This was true in the past, but is no longer true now.
 B) This is slowly becoming normal. D) This may happen in the future.
105. Lama is used to people asking her for advice. **The function is -----**
 A) This is normal. C) This was true in the past, but is no longer true now.
 B) This is slowly becoming normal. D) This may happen in the future.
106. We're already used to the Irish accent. **The function is -----**
 A) This is normal. C) This was true in the past, but is no longer true now.
 B) This is slowly becoming normal. D) This may happen in the future.
107. They're getting used to living here now. **The function is -----**
 A) This is normal. C) This was true in the past, but is no longer true now.
 B) This may happen in the future. D) This is slowly becoming normal.

108. Visitors used to be able to make out the sea from here. **The function is -----**

- A) This is normal. C) This was true in the past, but is no longer true now.
B) This is slowly becoming normal. D) This may happen in the future.

109. Although it's still a bit strange, Kamal ----- in the student halls instead of at home with his parents.

- A) is used to live B) is getting used to living C) used to living D) gets used live

110. I couldn't concentrate on audiobooks at first, but now I ----- to them and prefer them to print books.

- A) am used to listening B) used to listen C) am getting used listen D) use to listening

111. When my sister was a child, she ----- with dolls.

- A) is used to playing B) gets used to play C) used to play D) was used to play

112. It's normal for me to find cat hairs on my clothes. **The sentence which has the same meaning is -----**

- A) I used to find cat hairs on my clothes. C) I get used to find cat hairs on my clothes.
B) I'm used to finding cat hairs on my clothes. D) I was used to find cat hairs on my clothes.

113. Life on the island is slowly becoming normal for the family. **The sentence which has the same meaning is -----**

- A) The family is getting used to life on the island. C) The family is used to live on the island.
B) The family used to life on the island. D) The family gets used to life on the island.

114. Asma didn't like the smell of fish in the past. **The sentence which has the same meaning is -----**

- A) Asma didn't used to liking the smell of fish. C) Asma didn't use to like the smell of fish.
B) Asma isn't used to like the smell of fish. D) Asma wasn't used to like the smell of fish.

115. Waking up early was slowly becoming normal for Malak. **The sentence which has the same meaning is -----**

- A) Malak was used to waking up early. C) Malak is getting used to waking up early.
B) Malak used to waking up early. D) Malak was getting used to waking up early.

116. Maher played in a football team in the past. **The sentence which has the same meaning is -----**

- A) Maher is used to play in a football team. C) Maher gets used to playing in a football team.
B) Maher used to play in a football team. D) Maher was used to play in a football team.

117. It was normal for Dana to speak to large groups of people. **The sentence which has the same meaning is -----**

- A) Dana used to speak to large groups of people. C) Dana was used to speaking to large groups of people.
B) Dana is used to speaking to large groups of people. D) Dana gets used to speaking to large groups of people.

118. I don't want to eat too late. **The sentence which has the same meaning is -----**

- A) I'd rather not eat too late. C) I don't mind eating late.
B) I prefer eating very late. D) I'd rather eat at midnight.

119. I like home-cooked meals more than takeaways. **The sentence which has the same meaning is -----**

- A) I prefer takeaways to home-cooked meals. C) I like both equally.
B) I prefer home-cooked meals to takeaways. D) I never eat home-cooked meals.

120. Would you rather eat inside or outside? **The sentence which has the same meaning is -----**

- A) What do you like eating? C) Do you usually eat outside?
B) Why do you prefer eating outside? D) Which would you rather do, eat inside or outside?

121. I really don't mind. **The sentence which has the same meaning is -----**

- A) I'm hungry. B) I'm tired. C) I'm easy D) I'm worried.

122. If I could choose, I'd prefer to go somewhere quiet. **The sentence which has the same meaning is -----**

- A) I always go somewhere noisy. C) I never go to quiet places.
B) Given the choice, I'd prefer to go somewhere quiet. D) I'd rather stay at home alone.

123. I don't like one more than the other. **The sentence which has the same meaning is -----**

- A) I dislike them both. C) I like them both equally.
B) I like one of them more. D) I never choose between them.

124. I don't mind where we go. **The sentence which has the same meaning is -----**

- A) I'll go wherever you prefer. C) I dislike all places.
B) I only want to go home. D) I prefer choosing alone.

125. Soon after the car stopped ----- a funny noise, I stopped ----- some petrol.

- A) making / to buy B) to make / buying C) making / buying D) to make / to buy

126. Look at that boy ----- the shop! I saw him ----- a very expensive new laptop.

A) leave / buy B) leaving / buying C) to leave / buying D) leaving / buy

127. A. This wardrobe needs ----- out. It's full of old clothes! B. Sorry. I meant --- it last week!

A) sorting / doing B) to sort / doing C) sorted / do D) sorting / to do

128. A. Did you remember ----- the tickets? B. Oh no! I remember ----- them in my wallet but I can't find them now!

A) bringing / to put B) bring / put C) to bring / putting D) to bring / to put

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

121	C	122	B	123	C	124	A	125	A	126	B	127	D	128	C				
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Reading SABRIYE TENBERKEN

Sabriye teaching in her school for visually impaired children in Lhasa.

صبيرة تُدرّس في مدرستها للأطفال ضعاف البصر في لاسا

An amazing woman امرأة مذهلة

German-born Sabriye Tenberken became **blind** at the age of 12. Life was not easy for her at her first school. She was **desperate to fit in**, but other children were often cruel to her and her teachers did not understand her needs.

أصبحت سابريه تنبركن، الألمانية المولدة، **كفيفة** في سن الثانية عشرة. لم تكن الحياة سهلة لها في مدرستها الأولى. كانت تتوق بشدة إلى الاندماج مع الآخرين، لكن الأطفال الآخرين كانوا في كثير من الأحيان قساة معها، ولم يفهم معلومها احتياجاتها

She often tried to **hide her blindness** until she went to a special boarding school for the blind. Here she realised that blind people were **capable of** doing the same things as everyone else. **The school taught her to come to terms with being blind.** She learnt various sports including horse riding and she also learnt how to read Braille. She quickly grew in confidence.

كانت تحاول غالبًا إخفاء فقدان بصرها حتى التحقت بمدرسة داخلية خاصة للمكفوفين. هناك أدركت أن الأشخاص المكفوفين قادرون على القيام بنفس الأشياء التي يقوم بها الآخرون. علمتها المدرسة كيف تتقبل كونها كفيفة. تعلمت رياضات مختلفة بما في ذلك ركوب الخيل، كما تعلمت كيفية قراءة طريقة برايل. وسرعان ما ازدادت ثقتها بنفسها.

She later studied Tibetan at Bonn University. She learnt that many Tibetan people had problems with their eyesight, partly because of their diet but mainly because of the damaging sun at high altitudes. **There was no Braille in Tibetan**, so she decided to write a Tibetan Braille system. At first, she did this to help her with her own studies, but then she realised its potential to help people in the mountainous region of China. She had always wanted to go to Tibet and when she was 26 she decided to **pursue** her dream and visit the country to introduce her Braille system to local people.

لاحقًا درست اللغة التبتية في جامعة بون. وتعلمت أن العديد من الشعب التبتية يعانون من مشاكل في الإبصار، جزئيًا بسبب نظامهم الغذائي، ولكن بشكل أساسي بسبب أشعة الشمس الضارة في المرتفعات العالية. لم تكن هناك طريقة برايل للغة التبتية، لذلك قررت أن تبتكر نظام برايل للتبتية. في البداية فعلت ذلك لمساعدتها في دراستها الخاصة، لكنها بعد ذلك أدركت إمكاناته في مساعدة الناس في المنطقة الجبلية من الصين. كانت دائمًا ترغب في الذهاب إلى التبت، وعندما بلغت السادسة والعشرين قررت أن **تحقق** حلمها وتزور البلاد لتقديم نظام برايل الخاص بها للسكان المحليين

Although she travelled with two Tibetans, it was **tough** for Sabriye to travel around rural parts of Tibet, but that did not **put her off**. Many people did not believe she was blind because she travelled by horse, and she was shocked to find how blind children were treated. Some were never allowed outside because their parents believed they would hurt themselves. So, she became determined to help them and word was quickly **spread about** the blind woman who also wanted to set up a school for the blind. "A lot of people say I can't do it because I'm blind."

على الرغم من أنها سافرت مع اثنين من التبتيين، كانت الرحلة حول المناطق الريفية في التبت **صعبة** على سابريه، لكن ذلك لم **يثنها** عن الاستمرار. لم يصدق كثير من الناس أنها كفيفة لأنها كانت تسافر على ظهر حصان، وشعرت بالصدمة عندما رأت كيف يُعامل الأطفال المكفوفون. فبعضهم لم يُسمح له بالخروج أبدًا لأن والديهم كانوا يعتقدون أنهم سيؤذون أنفسهم. لذلك أصبحت مصممة على مساعدتهم، وسرعان ما انتشر الخبر عن المرأة الكفيفة التي أرادت أيضًا إنشاء مدرسة للمكفوفين. "كثير من الناس يقولون إنني لا أستطيع فعل ذلك لأنني كفيفة"

Sabriye later met Paul Kronenberg, who became her business partner. **Together they set up a school**, called Braille Without Borders. It has a **vision** to help blind children to **adjust to** their blindness and to learn many of the same skills that she had learnt as a girl. Sabriye **realised** that blindness has given her the opportunity to help people like herself. Her work has become famous and **she was even nominated for the Nobel Peace Prize in 2005**. She has also won awards for her work and has also written a book called *My Path Leads to Tibet* about her life and work.

لاحقًا التقت سابريه ببول كروننبرغ، الذي أصبح شريكها في العمل. معًا أسسا مدرسة تُدعى «براييل بلا حدود». **تهدف** هذه المدرسة إلى مساعدة الأطفال المكفوفين على التكيف مع فقدان البصر لديهم، وتعلم العديد من المهارات نفسها التي تعلمتها هي عندما كانت طفلة. **أدركت** سابريه أن فقدان بصرها منحها فرصة لمساعدة أشخاص مثلها. وقد أصبحت أعمالها مشهورة، وتم ترشيحها حتى لجائزة نوبل للسلام عام 2005. كما حصلت على جوائز تقديرًا لعملها، وكتبت أيضًا كتابًا بعنوان «طريقي يقود إلى التبت» عن حياتها وعملها

Do you agree with Sabriye's philosophy that

'it's a blessing not to have too many options in life'? Give reasons for your answer. SB 4 P 53

هل تتفق مع فلسفة صبريه القائلة بأن 'هي نعمة ألا يكون لديك الكثير من الخيارات في الحياة'؟ أعط أسباب لإجابتك

I don't agree because if you have one option, you may not succeed in it.

However, if there are many options, you can find one that is good for you.

Do disabled people in your country face any prejudices or challenges?

هل يواجه الأشخاص ذوو الإعاقة في بلدك أي تحيزات أو تحديات؟

Yes, they do. Some disabled people struggle with finding suitable jobs and getting around in public places. Attitudes are slowly changing, but there is still a need for more support and awareness.

نعم، يعاني بعض الأشخاص ذوي الإعاقة من صعوبة في العثور على وظائف مناسبة والتنقل في الأماكن العامة. تتغير المواقف تدريجيًا، لكن ما زالت هناك حاجة إلى مزيد من الدعم والتوعية.

1. How did her classmates treat her before she changed schools?

- A) They helped her with her homework.
- B) They were cruel to her.
- C) They ignored her completely.
- D) They invited her to play games.

2. Why was it difficult for Sabriye to read Tibetan texts when she first went to university?

- A) The books were very old.
- B) She could not understand Tibetan.
- C) There was no Braille for the Tibetan language.
- D) The university library was too small.

3. What is the main reason for the high incidence of blindness in Tibet?

- A) Poor hospitals and medicine.
- B) Lack of healthy food.
- C) The damaging sun at high altitude.
- D) Frequent snowstorms in winter.

4. Why did some Tibetans keep blind children inside?

- A) They wanted them to study at home.
- B) They did not have schools nearby.
- C) They were afraid of bad weather.
- D) They believed they would hurt themselves if they went out.

5. How does the school founded by Sabriye and Paul help children?

- A) Children learn many of the same skills that Sabriye had learnt as a child.
- B) Children only study music and art.
- C) Children travel to other countries for education.
- D) Children learn how to work on farms.

6. Sabriye used to feel ashamed of being blind. The sentence is true because -----

- A) She often tried to hide her blindness.
- B) She enjoyed talking about her blindness.
- C) She never cared about people's opinions.
- D) She wanted everyone to notice her blindness.

7. She felt better when she changed schools because she no longer felt isolated.

It's implied that she felt better because -----

- A) The school was closer to her home.
- B) The school taught her to come to terms with being blind.
- C) She had fewer lessons to study.
- D) She stopped meeting other students.

8. While at university, Sabriye wanted to study the Tibetan language but wasn't able to.

The sentence is true because -----

- A) The university did not teach Tibetan.
- B) She did not know the Tibetan language.
- C) There was no Braille writing system in Tibet.
- D) Tibetan books were too expensive.

9. Sabriye founded 'Braille without Borders' on her own. The sentence is not true because -----

- A) She started the project with her brother.
- B) Paul Kronberg set up Braille Without Borders with Sabriye.
- C) Her teachers created the project for her.
- D) The university founded the project.

10. Sabriye won the Nobel Peace Prize. The sentence is not true because -----

- A) She received the Nobel Peace Prize.
- B) She refused the Nobel Peace Prize.
- C) She was nominated for the Nobel Peace Prize.
- D) She wrote a book about the Nobel Peace Prize.

11. He did it in a moment of ----- panic.

- A) blind
- B) pursue
- C) vision
- D) tough

بدون تفكير - بتهور

12. She trains guide dogs for the ----- .

- A) realised
- B) blind
- C) pursue
- D) vision

المكفوفين

13. I would like to ----- a career in journalism.

- A) put off
- B) realise
- C) pursue
- D) tough

يتابع - يسعى وراء

14. The police didn't ----- the speeding car as it was going too fast.

- A) pursue
- B) vision
- C) blind
- D) realise

يطارد - يلحق

15. The new head teacher explained her ----- for the future of the school.

- A) pursue B) blind C) tough D) vision

رؤية - خطة مستقبلية

16. Cats have very good night ----- .

- A) realise B) vision C) put off D) pursue

قدرة على الابصار

17. Her accident ----- her ----- riding horses.

- A) realised / off B) pursued / off C) put / off D) blinded / off

جعلها تتراجع - نفرها من

18. He ----- his degree for a year.

- A) pursued B) put off C) realised D) visioned

اجل

19. She ----- her ambition of becoming a pilot.

- A) pursued B) toughened C) realised D) blinded

حققت - أنجزت

20. She ----- no one was listening.

- A) realised B) put off C) visioned D) pursued

ادركت - فهمت

21. He found the exam very ----- .

- A) blind B) pursue C) realized D) tough

صعب

22. She's a very ----- person. She isn't easily defeated.

- A) vision B) tough C) pursue D) put off

قوية - صلبة

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

READING

FOOD AND SCIENCE

الطعام والعلوم

The art and science of choosing, preparing and appreciating food is known as 'gastronomy'. We tend to associate this concept with top chefs and food connoisseurs who spend their time fine dining and writing reviews of their eating experiences. In fact, it covers such diverse areas as food science, cultural food studies and food manufacturing.

يُعرف فن وعلم اختيار الطعام وتحضيره وتذوقه باسم «فن الطهو». وغالبًا ما نربط هذا المفهوم بالطهاة الكبار وخبراء الطعام الذين يقضون وقتهم في تناول الطعام الفاخر. وكتابة مراجعات عن تجاربهم الغذائية. في الواقع، يشمل هذا المجال مجالات متنوعة مثل علم الغذاء، ودراسة ثقافات الطعام، وتصنيع الأغذية.

Gastronomy itself has been around as long as food has. Cookery books from different periods in time reveal a lot not only about the food people liked to eat then, but also about society. The oldest 'cookery' books are in fact three tablets from Yale University Babylonian Collection dating back to 1700 BCE. They show us the kinds of things the rich liked to eat: mainly meat-based stews and different kinds of breads. Interestingly, only the ingredients are listed and there are no cooking instructions.

فن الطهو نفسه موجود منذ وجود الطعام. وتُظهر كتب الطبخ من فترات زمنية مختلفة الكثير ليس فقط عن الأطعمة التي كان الناس يحبون تناولها في ذلك الوقت، بل أيضًا عن المجتمع نفسه. أقدم «كتب طبخ» هي في الواقع ثلاث ألواح من مجموعة بابل في جامعة بيل تعود إلى عام 1700 قبل الميلاد. وهي تُظهر لنا أنواع الأطعمة التي كان الأغنياء يحبون تناولها، وهي في الغالب يخانات تعتمد على اللحوم وأنواع مختلفة من الخبز. ومن المثير للاهتمام أن هذه الألواح كانت تذكر المكونات فقط دون وجود تعليمات للطهي.

It was in the 1800s that gastronomy began to emerge as a field of study that went beyond food preparation and simple enjoyment. Led by the French, gastronomists began to see dining as an experience in which all of the senses interacted, enabling us to fully enjoy a meal. From then on, our understanding of how our senses work and interact with our environment increased hugely.

في القرن التاسع عشر بدأ فن الطهو يظهر كمجال دراسة يتجاوز إعداد الطعام والمتعة البسيطة به. وبقيادة الفرنسيين، بدأ خبراء الطهو ينظرون إلى تناول الطعام كتجربة تتفاعل فيها جميع الحواس، مما يمكننا من الاستمتاع الكامل بالوجبة. ومنذ ذلك الوقت، ازداد فهمنا لكيفية عمل حواسنا وتفاعلها مع بيئتنا بشكل كبير.

One interesting scientific development that made a big impact on the world of restaurant and home cooking at the end of the 20th century was molecular gastronomy. This concerns the physical and chemical changes that occur during cooking. Chefs who understand this can create mouth-watering and unusual dishes. For instance, they can make fruit look and taste like meat!

أحد التطورات العلمية المثيرة للاهتمام التي كان لها تأثير كبير على عالم المطاعم والطهي المنزلي في نهاية القرن العشرين هو «فن الطهو الجزيئي». وبهذه المجال بالتغيرات الفيزيائية والكيميائية التي تحدث أثناء الطهي. ويمكن للطهاة الذين يفهمون ذلك أن يبتكروا أطباقًا لذيذة وغير مألوفة. فعلى سبيل المثال، يمكنهم جعل الفاكهة تبدو وتذوق مثل اللحم!

However, restaurants that still serve well-known traditional dishes are also enjoyed by everyone. For example, Hashem Restaurant in Amman is famous for its food. It is the oldest restaurant in Amman and serves local food at cheap prices despite that it hosts celebrities and even royalty! Traditional food can be special because it uses the senses to connect to memories too.

ومع ذلك، فإن المطاعم التي ما زالت تقدم أطباقًا تقليدية معروفة ومشهورة يستمتع بها الجميع أيضًا. فعلى سبيل المثال، يُعد مطعم الهاشم في عمان مشهورًا بأطباقه. وهو أقدم مطعم في عمان، ويقدم أطعمة محلية بأسعار رخيصة، رغم أنه يستضيف المشاهير وحتى أفراد العائلة المالكة! ويمكن أن يكون الطعام التقليدي مميزًا لأنه يستخدم الحواس ليربطنا أيضًا بالذكريات.

1. The information on the Yale tablets tells us -----

- a. how to cook dishes.
- b. what people ate every day.
- c. what dishes were popular with the wealthy.

2. What happened in the 1800s?

- a. People started to enjoy food more.
- b. Gastronomy began in France.
- c. People started to consider eating as a sensual experience.

3. The author thinks restaurant owners and cooks should -----

- a. pay more attention to the chemical aspects of cooking.
- b. introduce molecular cuisine.
- c. consider the diner's whole sensory experience.

4. The writer's purpose is to -----

- a. show how gastronomy has changed over time.
- b. explain why our senses are important when we eat.
- c. teach us about molecular gastronomy.

CULTURE SPOT

The influence of Shakespeare

تأثير شكسبير

1. How many of Shakespeare's plays can you name?

A Hamlet B Macbeth C A Midsummer Night's Dream

كم مسرحية من مسرحيات شكسبير يمكنك أن تذكر؟

2. Discuss different ways Shakespeare's work has influenced culture

ناقش الطرق المختلفة التي أثر بها عمل شكسبير في الثقافة

Think about: film, literature, psychology, theatre.

Shakespeare's work has influenced culture in many ways. He enriched the English language with new words and expressions, influenced literature and drama, and inspired many modern films and plays. His themes, such as love, power, and betrayal, are still relevant today.

أثر شكسبير في الثقافة من خلال تطوير اللغة الإنجليزية وإضافة كلمات وتعابير جديدة، كما أثرت مسرحياته في الأدب والمسرح والأفلام الحديثة. ولا تزال موضوعاته مثل الحب والسلطة والخيانة تُناقش وتُعاد صياغتها في أعمال فنية معاصرة

Not of an age, but for all time. – Ben Jonson

"ليس ابن عصره فقط، بل خالد على مرّ الزمان" عبارة قالها الكاتب والشاعر والمسرحي عن وليام شكسبير

Shakespeare died over 400 years ago, but today his plays and sonnets are still studied by over half the students in the world. The playwright's influence is everywhere.

توفي شكسبير قبل أكثر من 400 عام، لكن مسرحياته وسونيتاته (نوع من الشعر الغنائي) لا تزال تُدرّس اليوم لأكثر من نصف طلاب العالم. تأثير هذا الكاتب المسرحي موجود في كل مكان

Let's have a quick look at modern culture. Shakespeare's plays have influenced the plots of famous novels like Aldous Huxley's *Brave New World* and films like *Ten Things I Hate About You*.

"دعونا نلقي نظرة سريعة على الثقافة الحديثة. لقد أثرت مسرحيات شكسبير في حكايات روايات شهيرة مثل "عالم رائع جديد" لألدوس هكسلي، وأفلام مثل "عشرة أشياء أكرها فيك"

"Hamlet's 'to be or not to be' is as valid today as it has ever been."

"عبارة هاملت 'أكون أو لا أكون' لا تزال تحمل نفس المعنى والقوة اليوم كما كانت دائمًا"

All of Shakespeare's works have led to a variety of interpretations and adaptations which have impacted our lives in various ways. There is a magic about Shakespeare's plays and characters that reaches out across the centuries. And that's because he dealt with the issue:

لقد أدت جميع أعمال شكسبير إلى مجموعة متنوعة من التفسيرات والتكيفات التي أثّرت في حياتنا بطرق مختلفة. هناك سحر خاص في مسرحيات شكسبير وشخصياته يصل عبر القرون. وذلك لأنه تناول موضوعًا أساسيًا:

what it means to be human. His plays feature universal themes and emotions, and the questions he poses engage people from century to century all over the world. Shakespeare's plays mirror our society today and the messages are still relevant. That is why they can be performed in a multitude of different ways and places – Macbeth can be the Scottish King, or he can be a police inspector. Romeo and Juliet can be children of feuding families, or members of different groups in the streets of New York.

ماذا يعني أن تكون إنسانًا. تتضمن مسرحياته مواضيع ومشاعر عالمية، والأسئلة التي يطرحها تثير اهتمام الناس من قرن إلى آخر في جميع أنحاء العالم. تعكس مسرحيات شكسبير مجتمعاتنا اليوم، ولا تزال رسائلها ذات صلة بالواقع. ولهذا السبب يمكن عرضها بطرق وأماكن متعددة — فـ "ماكبث" يمكن أن يكون الملك الإسكتلندي، أو مفتش شرطة. و"روميو وجوليت" يمكن أن يكونا أبناء عائلتين متخاصمتين، أو أعضاء في مجموعات مختلفة في شوارع نيويورك.

The questions Shakespeare asks in his plays are just that – questions. He leaves it to us, his audiences, to discuss and find our own responses. This is another way Shakespeare has influenced education today. Looking at Shakespeare's plays and analysing the motivation of the protagonists can help students develop critical thinking skills.

By questioning our assumptions and beliefs we become better thinkers.

الأسئلة التي يطرحها شكسبير في مسرحياته هي مجرد أسئلة. إنه يترك لنا، مناقشتها وإيجاد إجاباتنا الخاصة. هذه طريقة أخرى أثر بها شكسبير على التعليم اليوم. إن الاطلاع على مسرحيات شكسبير وتحليل دوافع نحن الجمهور، الشخصيات الرئيسية يمكن أن يساعد الطلاب على تطوير مهارات التفكير النقدي. وبمراجعة افتراضاتنا ومعتقداتنا، نصبح مفكرين أفضل.

Shakespeare also had other significant impacts on our culture. It was his work that helped redefine modern theatre. He interacted with people from all backgrounds and classes and his staging of plays brought theatre to the general public. His plots also helped modern cinematic techniques develop; familiarity with the storylines of Shakespeare's plays allowed early cinema pioneers to experiment with silent movies.

كان لشكسبير أيضًا تأثيرات كبيرة أخرى على ثقافتنا. فقد كان عمله هو الذي ساعد في إعادة تعريف المسرح الحديث. لقد تفاعل مع أشخاص من جميع الخلفيات والطبقات، وكانت عروضه المسرحية تُقرب المسرح إلى الجمهور العام. كما ساعدت حكايات ونمط القافية المحدد في تطوير تقنيات السينما الحديثة؛ فمعرفة الروايات في مسرحيات شكسبير سمحت لرواد السينما الأوائل بتجربة الأفلام الصامتة.

In addition to this, Shakespeare shaped what we know about history and historical figures. Furthermore, the questions he raised about people's thought processes and behaviour prompted early investigations into psychoanalysis. Last but not least, of course, one of Shakespeare's major influences was on the English language itself. He added a huge amount of vocabulary to enrich the English language so every day English speakers unthinkingly use Shakespearean words or phrases. He was also famous for his sonnets (a type of poem with 14 lines), a rhythm called a metre and a specific rhyme scheme.

بالإضافة إلى ذلك، شكّل شكسبير ما نعرفه عن التاريخ والشخصيات التاريخية. علاوة على ذلك، فإن الأسئلة التي أثارها حول عمليات تفكير الناس وسلوكهم دفعت إلى تحقيقات مبكرة في مجال التحليل النفسي. وأخيرًا وليس آخرًا، كان أحد التأثيرات الكبرى لشكسبير هو على اللغة الإنجليزية نفسها. فقد أضاف كمية هائلة من المفردات التي أغنت اللغة الإنجليزية، لذا يستخدم المتحدثون يوميًا كلمات وعبارات شكسبيرية دون أن يدركوا ذلك. كما كان مشهورًا بسونيتاته (نوع من الشعر يتألف من 14 بيتًا)،

1. Why does the writer mention famous novels and films?
Because Shakespeare's plays have influenced them.
2. Why, according to the writer, are Shakespeare's plays still valid today?
Because his plays talk about what it means to be human.
3. How can studying Shakespeare help students today?
It can help them with critical thinking.
4. How did Shakespeare change the theatre in his lifetime?
He made theatre accessible to the general public and not just the upper classes.
5. Why are Shakespeare's history plays important for us?
They give us extra information about history and historical figures.

Complete sentences 1–3 with nouns formed from the words in the box.

assume familiar interpret

1. Students need to show **familiarity** with Shakespeare's *Hamlet* to answer the questions.
يحتاج الطلاب إلى إظهار الإلمام بمسرحية هاملت لشكسبير للإجابة على الأسئلة
2. People often make **assumptions** about things without knowing all the facts.
غالبًا ما يصدر الناس افتراضات حول الأمور دون معرفة جميع الحقائق
3. Everybody tends to have a different **interpretation** of the play.
يميل الجميع إلى أن يكون لديهم تفسير مختلف للمسرحية

1. Shakespeare appears to have invented between 2,000 and 3,000 words.
يبدو أن شكسبير قد اخترع ما بين 2000 و3000 كلمة
2. His plays were recorded because of the invention of the **printing press**.
تم تدوين مسرحياته بسبب اختراع آلة الطباعة
3. Today, people use about 1,700 of these words.
اليوم يستخدم الناس حوالي 1700 كلمة من هذه الكلمات
4. The technique of creating new words as Shakespeare did is known as **coining**.
تُعرف تقنية ابتكار كلمات جديدة كما فعل شكسبير باسم **الاشتقاق/صياغة الكلمات**
5. An example of a simple word he created is **bedroom**.
مثال على كلمة بسيطة ابتكرها هو كلمة (غرفة نوم)
6. Today, we use his word 'rant' to describe when we **shout about something to get it off our chest**.
اليوم نستخدم كلمته لوصف الصراخ أو الكلام بانفعال عن شيء ما للتفيس عما في الصدر

Look at some expressions made popular by Shakespeare. What do you think they mean?

1. a heart of gold : It means you are really kind.
قلب من ذهب → يعني أنك شخص طيب جدًا وحنون
2. to be in a pickle : It means you have got a bit of a problem.
أن تكون في ورطة → يعني أنك وقعت في مشكلة أو مأزق
3. to come full circle : It means something has returned to the beginning.
يعود إلى نقطة البداية → يعني أن الأمور رجعت إلى وضعها أو بدايتها الأولى
4. to be on a wild goose chase : It means trying to find something that is impossible.
مطاردة وهمية / البحث بلا جدوى → يعني محاولة العثور على شيء مستحيل أو إضاعة الوقت في أمر غير مجد
5. to do something by the skin of your teeth: It means you just managed to do something: just in time.
ينجح بصعوبة بالغة → يعني أنك تمكنت من فعل شيء بالكاد، في اللحظة الأخيرة تمامًا

Look at the quotes from Shakespeare's plays and answer the questions.

1. What do the quotes mean? Give an explanation in English. All's well that ends well:

As long as things end OK, it doesn't matter what happened before.

كل شيء على ما يرام إذا انتهى على خير : طالما أن الأمور تنتهي على نحو جيد، فلا يهم ما حدث من قبل

When you look closely, not everything is as good or valuable as it seems on the surface. All that glistens is not gold:
ليس كل ما يلمع ذهبًا : عندما تنظر عن كثب، ليس كل شيء جيدًا أو ذا قيمة كما يبدو على السطح

Brevity is the soul of wit.

Short good jokes are better than long complicated stories.

الإيجاز روح الذكاء : النكات القصيرة والجيدة أفضل من القصص الطويلة والمعقدة

The robb'd that smiles, steals something from the thief:

Stealing or doing bad things to people isn't as satisfying when the victim doesn't react.

الذي يُسرق وهو يبتسم، يسرق شيئًا من السارق : سرقة أو القيام بأشياء سيئة للناس ليست ممتعة بنفس القدر عندما لا يتفاعل الضحية

Wuthering Heights

المرتفعات العاصفة

تدور القصة حول الحب العنيف والمعد بين الشخصيات الرئيسية **هيثكليف** وكاترين، في بيئة قاسية وعاصفية في الريف الإنجليزي. تتناول الرواية موضوعات مثل الانتقام، الحب، والطبقات الاجتماعية

1. What do you know about Emily Brontë? What did she write?

Emily Brontë (1818–1848) was an English writer and poet, best known for her only novel, *Wuthering Heights*. Despite her short life, her work has had a lasting impact on English literature.

إميلي برونتي (1818–1848) كانت كاتبة وشاعرة إنجليزية من عائلة برونتي الشهيرة. كتبت رواية واحدة فقط هي "مرتفعات العاصفة" (*Wuthering Heights*)، التي تعتبر من كلاسيكيات الأدب الإنجليزي. اشتهرت بأسلوبها القوي والغامض، وتركت أثرًا كبيرًا رغم حياتها القصيرة

Extract 1

While Catherine was out of the room, Ellen Dean spoke to Mr Edgar Linton. She felt that she should warn her master that Heathcliff had returned. 'What? That gypsy!' he said. 'Why didn't you warn my wife Catherine?' 'Do not call Heathcliff names, sir,' Ellen replied. 'Mrs Linton would be very upset to hear you. It nearly broke her heart when he went away.' Just then Catherine came into the room. 'Edgar,' she cried, 'Edgar, my love, Heathcliff has come back.' Catherine was very excited. 'Where have you been, Heathcliff? What have you been doing?' she asked. 'I have been in the army for three years and made some money,' he answered. And Heathcliff certainly looked stronger than when he had left *Wuthering Heights*. His speech, his manners and his clothes were also greatly improved. He had spent his time well.

بينما كانت كاترين خارج الغرفة، تحدثت إلين دين إلى السيد إدغار لينتون. شعرت أنها يجب أن تحذر سيدها من عودة هيثكليف. قال: «ماذا؟ ذلك الغجري!»، قال لها: «لماذا لم تحذري زوجتي كاترين؟» أجابت إلين: «لا تتعب هيثكليف بالقباب، يا سيدي. ستنزعج السيدة لينتون كثيرًا إذا سمعت ذلك. لقد كاد قلبها ينكسر عندما غادر.» وفي تلك اللحظة دخلت كاترين الغرفة. صرخت: «إدغار، إدغار حبيبي، لقد عاد هيثكليف.» كانت كاترين متحمسة جدًا. سألتها: «أين كنت يا هيثكليف؟ ماذا كنت تفعل؟» أجاب: «كنت في الجيش لمدة ثلاث سنوات وكسبت بعض المال.» وكان هيثكليف يبدو أقوى بالتأكيد مما كان عليه عندما غادر مرتفعات العاصفة. كان حديثه، وأسلوبه، وملابسه قد تحسنت كثيرًا. لقد قضى وقته بشكل جيد.

1. Describe the characters in the extract.

Edgar : unkind and rude to Heathcliff.

Catherine : seems friendly.

تبدأ القصة عندما ينتقل رجل يُدعى مستر لوكوود إلى الريف ويستأجر منزلًا اسمه «ثروشكروس غرانج». يزور جاره الغامض هيثكليف في منزل «مرتفعات العاصفة»، ويلاحظ الجو الكئيب والتصرفات الغريبة لسكان المنزل. بعد ذلك تروي له الخادمة إلين دين قصة هيثكليف والعائلتين. قبل سنوات، أحضر السيد إيرنشو طفلًا يتيمًا يُدعى هيثكليف إلى منزله ورباه مع طفليه: كاترين وهندلي. أحببت كاترين هيثكليف كثيرًا، لكن هندلي كان يكرهه ويعامله بقسوة، خاصة بعد وفاة والده، حيث جعله يعمل كخادم. كبرت كاترين وأصبحت قريبة من عائلة لينتون الثرية، خصوصًا إدغار لينتون. وعلى الرغم من حبها العميق لهيثكليف، قررت الزواج من إدغار لأنه غني وذو مكانة اجتماعية عالية. سمع هيثكليف حديثها وشعر بالإهانة، فهرب من المنزل. بعد ثلاث سنوات عاد هيثكليف غنيًا ومتغيرًا، لكنه عاد وفي داخله رغبة قوية بالانتقام. بدأ بتدمير حياة هندلي والسيطرة على ممتلكاته، كما تزوج إيزابيل لينتون أخت إدغار انتقامًا منه، لكنه عاملها بقسوة. كاترين أصبحت ممزقة بين حبها لهيثكليف وزواجها من إدغار، مما أثر على صحتها النفسية والجسدية، ثم توفيت بعد ولادة ابنتها كاثي. موتها حطم هيثكليف وجعله أكثر قسوة. في الجزء الثاني من الرواية، تنتقل الأحداث إلى الجيل الجديد: كاثي ابنة كاترين، وهارتون ابن هندلي، ولينتون ابن هيثكليف. يحاول هيثكليف السيطرة على الجميع انتقامًا من الماضي، لكنه يبقى تعيسًا لأنه لا يستطيع نسيان كاترين. في النهاية، يقع هارتون وكاثي في الحب، وتنتهي دائرة الكراهية والانتقام التي دمرت العائلتين لسنوات طويلة. أما هيثكليف فيموت وهو ما يزال متعلقًا بذكرى كاترين، ويُدفن بالقرب منها.

Extract 1

Mr Lockwood's story

In November 1801 I decided to leave London and move to the country. I went up to the north of England and visited a house on the Yorkshire moors. I arranged to visit the owner of Thrushcross Grange, a man called Heathcliff.

في نوفمبر 1801، قررت مغادرة لندن والانتقال إلى الريف. سافرت إلى شمال إنجلترا وزرت منزلًا في مرتفعات يوركشاير. رتبت للقاء مالك منزل ثروشكروس غرانج، رجل يُدعى هيثكليف.

Heathcliff and I had hardly spoken on my first visit. I had not stayed long because he was rude. But I was interested in getting to know the man, so I decided to go back to *Wuthering Heights* the next day.

في زيارتي الأولى، لم أتحدث كثيرًا مع هيثكليف لأنه كان وقحًا. لم أبقَ طويلًا. لكنني كنت مهتمًا بالتعرف عليه، فقررت العودة إلى مرتفعات العاصفة في اليوم التالي.

I knocked on the front door but there was no answer. Then a boy opened the door. The boy was almost as rude as his master was on my first visit. 'This way,' he said, without looking at me. The boy led me to the living room, where a young woman was sitting in front of the fire. Heath cliff entered the room at that moment.

طرقت الباب الأمامي لكن لم يجب أحد. ثم فتح الباب صبي كان وقحًا تقريبًا مثل سيده في زيارتي الأولى. قال لي دون أن ينظر إلي: «من هنا»، وقادني إلى غرفة المعيشة حيث كانت امرأة شابة تجلس أمام الموقد. وفي تلك اللحظة دخل هيثكليف الغرفة.

He was covered in snow. 'I wonder if I may stay here for a short time, sir,' I asked. 'I will leave when it stops snowing.' 'It won't stop,' Heathcliff replied impatiently. 'The weather won't change, and you'll never find your way back across the moors in this snow.' Just then the boy came into the room again. He spoke to the young girl. 'Are you going to make the tea?' he asked. The girl pointed in my direction and said to Heathcliff, 'Is he going to have tea?' 'Get it ready,' he said angrily. I understood that I was not a welcome guest.

كان هيثكليف مغطى بالثلج. سألته بأدب: «أتساءل إن كان بإمكانني البقاء هنا لبعض الوقت، يا سيدي؟ سأغادر عندما يتوقف الثلج.» أجاب هيثكليف بنفاذ صبر: «لن يتوقف. الطقس لن يتغير، ولن تجد طريق العودة عبر المرتفعات في هذا الثلج.» في تلك اللحظة دخل الصبي الغرفة مرة أخرى، وتحدث إلى الفتاة الشابة: «هل ستعدين الشاي؟» فأشارت الفتاة نحوي وسألت هيثكليف: «هل سيشرب الشاي؟» فقال بغضب: «حضره.» فهمت عندها أنني لم أكن ضيفًا مرحبًا به.

1. In what ways has Heathcliff changed?

In Extract 1, we hear that Heathcliff has improved his speech and manners.

In Extract 2, he is rude and unfriendly to the visitor.

1. Which character appears in both extracts? Heathcliff

أي شخصية تظهر في كلا المقطعين؟

2. In what ways are the people at Wuthering Heights rude to Mr Lockwood? "وذرينغ هايتس" وقحين مع السيد لوكوود؟

The boy does not look at the visitor, who says he is rude. Heathcliff is also impatient with the visitor and speaks angrily. The visitor does not feel welcome.

3. Why can't Lockwood go back to Thrushcross Grange?

لماذا لا يستطيع لوكوود العودة إلى "ثروشكروس غرانج"؟

Because the weather is bad. There is snow.

Discuss the meaning of the following phrases from the extracts.

1. Do not call Heathcliff names.

لا تتعنت هيثكليف بألقاب.

Do not say unkind things about him.

2. It nearly broke her heart when he went away.

لقد كاد قلبها ينكسر عندما رحل.

She was extremely sad when he left.

3. In what ways is the book ironic?

بأي طرق تكون الرواية ساخرة؟

Catherine loves a man who is not rich or handsome. He is cruel and unkind.

Listen again and decide if the sentences are true or false.

1 Wuthering Heights is the same as most other romantic books

False, it is different.

رواية "وذرينغ هايتس" تشبه معظم الروايات الرومانسية الأخرى

2 Catherine falls in love with a rich, kind man..

False, she falls in love with a man who is cruel and unkind.

تقع كاترين في حب رجل غني ولطيف

3 Catherine's father bullies Heathcliff ..

False, his son Hindley bullies him.

والد كاترين يتنمر على هيثكليف

4 Hindley and his wife Frances look after Heathcliff ..

False, they do not want him in their home.

هندلي وزوجته فرانسيس يعتنيان بهيثكليف

5 Catherine and Heathcliff spend a lot of their time together.

True

كاترين وهيثكليف يقضيان الكثير من الوقت معًا

6 Catherine then marries Edgar because she loves him.

False, she marries him because he is rich.

ثم تتزوج كاترين من إدغار لأنها تحبه

7 Farid tells Maher what happens at the end of the story.

False, he does not tell him.

فريد يخبر ماهر بما يحدث في نهاية القصة

8 Farid says that Heathcliff wants revenge because he had been badly treated. True

رواية "وذرينغ هايتس" تشبه معظم الروايات الرومانسية الأخرى.

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 6



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مخيم حطين - السوق الرئيسي - باب الحديد

UNIT SIX

Household problems and solutions

مشاكل وحلول لإمور البيت

word	meaning	Arabic
dustpan and brush	tools or equipment are used in cleaning	مجروود وفرشاة
dishcloth	a piece of clothes or fabric	قطعة قماش / فوطة
label	mark	يعلم / يميز
masking tape	a tool is used to connect things or hide something	شريط لاصق
compact	Small but arranged so that everything fits neatly into the space available	صغير ومرتب
excess	extra / things you don't need anymore / additional	زائدة
densely populated	more than its capacity / having a lot of people	مكتظة بالسكان
cramped	Not having enough space.	ضيق / صغير ولا يكفي
medium-sized	not too big and not too small / Neither small, nor large.	متوسط الحجم
confined	very small and restricted, surrounded by walls	ضيق / صغير
get rid of	to remove	يتخلص من
mend	fix = repair	يصلح
replace	change	يستبدل / يغير
stain	spot	بقعة
tangled	knotted	متشابكة
significantly	noted	بشكل ملحوظ

word	meaning	word	meaning
damp	مبلل	spill	يسكب
soak	ينقع	rub	يفرك
clothes	ملابس	undo	يفك
in soapy water	في ماء و صابون	puddle	بركة ماء
toothpaste	معجون اسنان	shattered glass	زجاج متناثر
tangled leads and wires	خيوط وأسلاك متشابكة	scratched screen	شاشة مخدوشة
leaking pipe	تسريب الأنابيب	jar	جرة
kettle/ toaster	غلاية/محمصة خبز	electric devices	أجهزة كهربائية
flat tyre	عجل مبشّر	tumble-dryer	مجفف غسيل أو حماسة
bulb / lamp	لمبة / مصباح	shrink /shrank /shrunk	يتقلص

collocations	Arabic
digital nomad (n)	الرحالة الرقمي / البدوي الرقمي: فئة من البشر قادرة على العمل من أي مكان في العالم
home comforts (n)	الراحة في المنزل
on the move	في حالة تنقل
put down roots	الاحساس بالانتماء للمكان / يستقر
settle down (phr v)	يستقر
(be) tied down to one place	مرتبط بمكان واحد
work remotely	العمل عن بعد
co-working space	مساحة عمل مشتركة
densely populated	مكتظ بالسكان
medium-sized	متوسط الحجم

allowed to	مسموح	forbidden	محرم / محظور	permitted to	مباح / مسموح
managed to	تمكن من	obliged to / by	مُجبّر	succeeded in	نجح
required to	مطلوب				

a lot	الكثير من	miles	أميال كثيرة	nowhere near	ولا أي مكان قريب
considerably	بشكل كبير	significantly	بشكل كبير	marginally	هامشيا / قليلا
far	بعيد / كثير	nothing like	لا شيء مثل	slightly	جزئيا / قليلا
way	كثير				

- much = a lot – considerably – far – miles – significantly – way
- a bit = marginally - slightly
- not nearly = nothing like - nowhere near

word	meaning	Arabic	word	meaning	Arabic
change	replace	يبدل / يغير	fix / repair	mend	يصلح
remove	get rid of	يزيل / يتخلص من	decorate	do up	يزين

Phrasal verbs	examples	Arabic
break down the freezer	the car broke down	تعطّل - الفريزر / يفكك
settle down	He'll settle down soon	يستقر
يمكن فصل الفعل وحرف الجر أو الظرف في هذه الأفعال (مع الاسم) إلا إذا كان ضمير فيجب فصله		
Seperable Phrasal verbs		
carry out		يقوم بـ / يجري
clear up		ينظف
switch on / off	switch on / off the lights	يشغل / يطفىء الضوء
do up = decorate	do up = decorate a room / (do up = get things ready)	يزين / يجهز
mop up / down = remove	mop up / down water	يمسح بقشاة / يزيل سوائل
pick up = choose		يلتقط
sweep up = remove	sweep up broken bits / pieces of glass	يكس / يزيل
wipe down = remove	wipe down the floor / wall / wipe off	يمسح بشكل كامل / يزيل شيء
لا يمكن فصل المفعول به		
Inseperable Phrasal verbs		
run out of = finish	run out of sugar	ينفذ / يخلص / ينتهي
get rid of = remove	get rid of stains/ excess possessions	يتخلص من
come across = find by chance	come across a broken glass / (come across = appear)	يجد بالصدفة / يقابل
keep up with	keep up with the cleaning / the change	يتماشى مع / يواكب
go with	go with cushions / curtains	يتماشى مع / يتناسب
deal with	deal with the rubbish	يتعامل مع
smash into		يتحطم الى

SPEAKING : Giving instructions

المحادثة / إعطاء تعليمات

Function	Examples	معنى
Explaining what to do توضيح المطلوب - ما يجب عمله	- It's advisable to ... - The first thing you do is ... - When / Once you've done that, ... - What you do is ... - All you have to do is ... - The key/main thing to remember is - It's vital/essential that you ...	ينصح بان اول شيء تفعله هو عندما / إذا قمت بذلك، ما تفعله هو كل ما عليك عمله هو الشيء الرئيسي الذي يجب ان تتذكره هو ضروري ان
Explaining what not to do. توضيح غير المطلوب - ما لا يجب عمله	- Make sure you don't ... - Try to avoid (+ -ing) ... - I'd advise you not to ... - There's no need to ... Whatever you do, don't ...	إتأكد أن لا حاول تجنب أنصحك أن لا ما في داعي أن مهما فعلت، إياك أن
Finishing the instructions إنهاء التعليمات	And that's it.	وهذا هو المطلوب / هيك تمام

Quantifiers	meaning	
All		 100%
Nearly all	Almost all	
Most	The vast / majority	
Many	A significant number / Several (of) / Much	
Some	Just over half / Approximately half / Around half	
A handful of	A few / A small number of	
Very few	Hardly any / Very little	

(What / All / the way that)

الجملة المشتقة

• We can make a sentence more **emphatic** by beginning with **What**

What يمكننا جعل الجملة أكثر تأكيداً ببدايتها بـ

لتسليط الضوء على الفعل الذي تم فعله أو ما يجب فعله، وجعل الجملة أكثر قوة أو تأكيداً

– إذا بدأت الجملة بفعل امر نضع كلمة you بعد what ثم نضع do ثم الفعل المساعد s ثم نكمل الجملة كما هي :

What – All + you + (do) + is + V-inf.

What – All + you + (V-inf) ----- + is + (the thing) -----

- Slide the door to the right. → **What you do** is slide the door to the right.
- Slide the door to the right. → **What you slide** to the right is the door.
- Slide the door to the right. → **All you do** is slide the door to the right.
- Slide the door to the right. → **All you slide** to the right is the door.
- Press the button. → **What you do** is press the button.
- Press the button. → **What you press** is the button.
- Press the button. → **All you do** is press the button.
- Press the button. → **All you press** is the button.

– إذا بدأت الجملة بفاعل ثم فعل نضع الفاعل بعد what ثم نضع do / did / does ثم الفعل المساعد is / was ثم نكمل الجملة :

What – All + S + (do / did / does) + is / was + V-inf.

What – All + S + (V) ----- + is / was + (the thing) -----

- I covered it with tape. → **What I did** was cover it with tape.
- I covered it with tape. → **What I covered** with tape was it.
- I covered it with tape. → **All I did** was cover it with tape.
- I covered it with tape. → **All I covered** with tape was it.
- He touched it and it broke. → **What he did** was touch it and it broke
- He touched it and it broke. → **What he touched** was it and it broke
- He touched it and it broke. → **All he did** was touch it and it broke
- He touched it and it broke. → **All he touched** was it and it broke

The way (that) ...

• We can use ... the way (that) ... to **emphasise** how something is done,

e.g. **The way that** you do it is to ... / by + -ing ...

The way it works is to + V-inf. / by + V-ing

2. You turn on the oven **by** pressing this switch.

The way that you turn on the oven **is by** pressing this switch

The way that you turn on the oven **is to** press this switch

The Use of (of)

1. (a) few, (a) little, much, many, some, several, most + **of** + a pronoun (it, them) or another determiner (a, the, this, my),

e.g. Some of the students ... (NOT Some the students ...)

2. (a) few, (a) little, much, many, some, several, most + **noun** + (we do not use **of**)

e.g. Some students (NOT Some of students).

3. a number of... the majority of... the vast majority of ... (after long quantifying phrases)

e.g. a number **of**... the majority **of**...

1. A few of the floorboards are loose. ----- **correct**

2. Nearly all the stains have been removed. ----- **correct**

3. Most the chairs need repairing. ----- **Most of the** the chairs need repairing.

4. The majority us like the common room. ----- **The majority of** us like the common room.

1. The word or phrase which means “a tool is used to connect things or hide something” is -----
a. excess b. dishcloth c. masking tape d. label
2. The word or phrase which means “additional” is -----
a. excess b. dishcloth c. masking tape d. label
3. The word or phrase which means “having a lot of people” is -----
a. significantly b. densely populated c. tangled d. stain
4. I’ve ----- in making quite a few friends.
a. obliged b. required c. managed d. succeeded
5. Replace the underlined word with the correct word or phrase.
Summer in Singapore is much hotter than in England but only a bit hotter than in Egypt.
a. nowhere near b. slightly c. considerably d. miles
6. Replace the underlined word with the correct word or phrase.
Summer in England is not nearly as hot as in Singapore.
a. nothing like b. far c. marginally d. way
7. Replace the underlined word with the correct word or phrase.
Summer in Singapore is much hotter than in England but only a bit hotter than in Egypt.
a. nowhere near b. slightly c. marginally d. miles
8. Does the idea of a life on ----- appeal to you?
a. the move b. remotely c. place d. comforts
9. Would you prefer to work ----- or in a company office
a. the move b. remotely c. place d. comforts
10. If you became a digital nomad, which of your home ----- would you miss the most?
a. the move b. remotely c. place d. comforts
11. If you had to move to another country, what would help you to put ----- in the new place?
a. tied down b. settle down c. down roots d. co-working
12. What do you think is a suitable age to ----- and get a job?
a. tied down b. settle down c. down roots d. co-working
13. The word which means “very small and restricted, surrounded by walls” is -----
a. compact b. confined c. cramped d. excess
14. The word which means “not having enough space” is -----
a. compact b. confined c. cramped d. excess
15. The word which means “not having enough space” is -----
a. compact b. confined c. cramped d. excess
16. Singapore is very safe compared ----- other countries.
a. by b. to c. with d. B+C
17. Dubai is expensive ----- comparison with many countries.
a. by b. out c. in d. A+C
18. How do you feel about being in a ----- space like a lift?
a. compact b. confined c. cramped d. excess
19. Would you describe your room as small, large or ----- ?
a. compact b. confined c. densely populated d. medium-sized
20. If you lived in a location where space was non-existent, which of your ----- items would you throw away?
a. compact b. confined c. cramped d. excess
21. The phrase which means “dustpan and brush” is -----
a. tools or equipment are used in cleaning c. mark
b. a piece of clothes or fabric d. a tool is used to connect things or hide something
22. The phrase which means “dishcloth” is -----
a. tools or equipment are used in cleaning c. mark
b. a piece of clothes or fabric d. a tool is used to connect things or hide something

23. The word which means “ **label** ” is -----
 a. equipment c. mark b. fabric d. a tool
24. The phrase which means “ **masking tape** ” is -----
 a. tools or equipment are used in cleaning c. mark
 b. a piece of clothes or fabric d. a tool is used to connect things or hide something
25. The word or phrase which means “ **medium sized** ” is -----
 a. not too big and not too small c. additional
 b. restricted and small d. remove
26. The word or phrase which means “ **get rid of** ” is -----
 a. not too big and not too small c. additiona
 b. restricted and small d. remove
27. Complete the correct collocation : “ **mend** ” is -----
 a. fix b. repair c. additional d. A + B
28. Complete the correct collocation : **digital** -----
 a. nomad b. comforts c. the move d. down roots
29. Complete the correct collocation : **home** -----
 a. nomad b. comforts c. the move d. down roots
30. Complete the correct collocation : **on** -----
 a. nomad b. comforts c. the move d. down roots
31. Complete the correct collocation : **put** -----
 a. nomad b. comforts c. the move d. down roots
32. Complete the correct collocation : **settle** -----
 a. remotely b. space c. one place d. down
33. Complete the correct collocation : **tied down to** -----
 a. remotely b. space c. one place d. down
34. Complete the correct collocation : **work** -----
 a. remotely b. space c. one place d. down
35. Complete the correct collocation : **co-working** -----
 a. remotely b. space c. one place d. down
36. Complete the correct collocation : **denesly** -----
 a. space b. sized c. populated d. comforts
37. Complete the correct collocation : **medium-** -----
 a. space b. sized c. populated d. comforts
38. I’ve -----to settle in pretty well.
 a. managed b. required c. populated d. succeeded
39. I’ve ----- in making quite a few friends.
 a. managed b. required c. populated d. succeeded
40. It’s ----- to chew gum in the class.
 a. managed b. required c. forbidden d. succeeded
41. The following words and phrases means “ **much** ” : -----
 a. marginally, slightly c. nothing like, nowhere near
 b. a lot, considerably, far, miles, significantly, way d. like , near
42. The following words and phrases means “ **a bit** ” : -----
 a. marginally, slightly c. nothing like, nowhere near
 b. a lot, considerably, far, miles, significantly, way d. like , near
43. The following words and phrases means “ **not nearly** ” : -----
 a. marginally, slightly c. nothing like, nowhere near
 b. a lot, considerably, far, miles, significantly, way d. like , near

44. One of the following is **not** correct about the “digital nomads” : -----
 a. They are people who use telecommunications technologies to earn a living.
 b. They often work remotely from foreign countries, coffee shops, public libraries, co-working spaces.
 c. They conduct their life in a nomadic manner.
 d. They often work from their homes.
45. One of the following is **not** correct about the “digital nomads” : -----
 a. They can move and live anywhere in the world. c. They have to travel to work each day.
 b. They do not have to travel to work each day. d. They often work remotely
46. Does the idea of a life ----- appeal to you?
 a. work remotely b. on the move c. co-working space d. home comforts
47. Would you prefer to ----- or in a company office?
 a. work remotely b. on the move c. co-working space d. home comforts
48. Would you prefer to work from home or in a ----- ?
 a. work remotely b. on the move c. co-working space d. home comforts
49. If you became a digital nomad, which of your ----- would you miss the most?
 a. work remotely b. on the move c. co-working space d. home comforts
50. What do you think is a suitable age to ----- and get a job?
 a. tied down to one place b. put down roots c. co-working space d. settle down
51. If you had to move to another country, what would help you to ----- in the new place?
 a. tied down to one place b. put down roots c. co-working space d. settle down
52. Why do you think some people hate being ----- ?
 a. tied down to one place b. put down roots c. co-working space d. settle down
53. In Saudi Arabia, the temperatures are high during the day ----- during the night they are very low
 a. whereas b. but c. wherever d. A+B
54. The word which means “ Additional and not needed because there is already enough of something” is -----
 a. confined b. excess c. compact d. cramped
55. The word which means “ Small, but arranged so that everything fits neatly into the space available.” is -----
 a. confined b. excess c. compact d. cramped
56. The word which means “ Very small and restricted, surrounded by walls. ” is -----
 a. confined b. excess c. compact d. cramped
57. The word which means “ Not having enough space.” is -----
 a. confined b. excess c. compact d. cramped
58. The advantages of living in a tiny home as mentioned in the article are -----
 A) more affordable and more ecological C) encourages you to engage with the rest of the world
 B) less wasteful D) A +B+C
59. The suggestions for maximising space in a small home as mentioned in the article are -----
 A) using sliding doors
 B) using deep cupboards for storage
 C) folding bedding into deep wardrobes so rooms can be used for different purposes
 D) A + B +C
60. What are some of the largest and most ----- cities in the world?
 a. compact b. confined c. densely populated d. medium-sized
61. Is your room ----- enough to fit in a desk, bed and closet?
 a. compact b. confined c. densely populated d. medium-sized
62. Have you ever travelled in uncomfortable ----- conditions, with a lot of people on a bus or train?
 a. compact b. confined c. densely populated d. cramped
63. Replace the underlined verb with the correct option. Do you know how to change a bulb?
 a. replace b. get rid of c. repair d. mend
64. Replace the underlined verb with the correct option. Do you know how to remove a carpet stain?
 a. replace b. get rid of c. repair d. mend

65. Replace the underlined verb with the correct option. Do you know how to fix a leaking pipe?

- a. mend b. get rid of c. repair d. A+C

66. Replace the underlined verb with the correct option. Do you know how to decorate your room ?

- a. mop up b. get rid of c. do up d. repair

67. The suitable solution for the following house hold problem is -----“tangled leads and wires”

- A) Sweep it up with a dustpan and brush.
B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
C) Arrange the cables and label them with folded masking tape.
D) Rub toothpaste on it and then wipe down with a damp dishcloth.

68. The suitable solution for the following house hold problem is -----“ shattered glass on the floor ”

- A) Sweep it up with a dustpan and brush.
B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
C) Arrange the cables and label them with folded masking tape.
D) Rub toothpaste on it and then wipe down with a damp dishcloth.

69. The suitable solution for the following house hold problem is -----

“ clothes which have shrunk in the tumble-dryer ”

- A) Sweep it up with a dustpan and brush.
B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
C) Arrange the cables and label them with folded masking tape.
D) Rub toothpaste on it and then wipe down with a damp dishcloth.

70. The suitable solution for the following house hold problem is -----“ a scratched screen ”

- A) Sweep it up with a dustpan and brush.
B) Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.
C) Arrange the cables and label them with folded masking tape.
D) Rub toothpaste on it and then wipe down with a damp dishcloth.

71. The other day I went into the kitchen and----- a puddle of water on the kitchen floor.

- a. broke down b. came across c. do up d. mop up

72. The freezer had ----- and was leaking.

- a. broken down b. come across c. done up d. mopped up

73. The kitchen had only recently been ----- and the walls were freshly painted.

- a. broken down b. come across c. done up d. mopped down

74. I ----- the wall with a damp cloth.

- a. broken down b. come across c. wiped down d. mopped down

75. I'll wipe down the table. The correct replacement of the underlined parts with pronouns is -----

- A) I'll wipe down it. C) I'll wipe down them.
B) I'll wipe it down. D) I'll wipe them down.

76. The cushions don't go with the sofa. The correct replacement of the underlined parts with pronouns is -----

- A) The cushions don't go with it. C) The cushions don't go with them.
B) The cushions don't go it with. D) The cushions don't go them with.

77. The fishermen spent the morning trying to undo the tangled -----

- A) ropes of their nets.
B) and left glass on the floor.
C) if you wash it at 90 degrees!
D) scratched as this, it's very difficult to make out any messages or pictures.

78. Once the screen on your phone becomes as -----

- A) ropes of their nets.
B) and left glass on the floor.
C) if you wash it at 90 degrees!
D) scratched as this, it's very difficult to make out any messages or pictures.

79. During the storm, our windows shattered -----

- A) ropes of their nets.
- B) and left glass on the floor.
- C) if you wash it at 90 degrees!
- D) scratched as this, it's very difficult to make out any messages or pictures.

80. Well, of course it will shrink -----

- A) ropes of their nets.
- B) and left glass on the floor.
- C) if you wash it at 90 degrees!
- D) scratched as this, it's very difficult to make out any messages or pictures.

81. Remember to switch off the electricity before you ----- a light bulb.

- a. fix
- b. replace
- c. soak
- d. do up

82. Please don't spill black currant juice on anything as it's impossible to ----- the stains.

- a. get rid of
- b. mend
- c. soak
- d. do up

83. You should ----- your dishcloth every week as it gets full of bacteria.

- a. repair
- b. mend
- c. replace
- d. do up

84. Why do you ----- a perfectly good lamp when you could easily mend it?

- a. repair
- b. get rid of
- c. replace
- d. do up

85. I managed to ----- the kettle, so we didn't need to buy a new one.

- a. repair
- b. get rid of
- c. fix
- d. A+C

86. Osama knows how to ----- simple electric appliances like toasters and kettles.

- a. replace
- b. get rid of
- c. do up
- d. mend

87. We've decide to ----- my little sister's bedroom as a surprise.

- a. soak
- b. get rid of
- c. do up
- d. mend

88. We're ----- my bedroom and we need some masking tape so we can paint straight lines.

- a. soaking
- b. getting rid of
- c. doing up
- d. mending

89. When you've finished making your lunch, take the dishcloth and ----- the kitchen surfaces.

- a. go with
- b. deal with
- c. mop up
- d. wipe down

90. The best way to ----- stains is to soak the item of clothing in lots of warm water and soap.

- a. go with
- b. deal with
- c. mop up
- d. wipe down

91. I ----- this jar in the bottom of the freezer, but I forgot to label it.

- a. came across
- b. deal with
- c. mop up
- d. wipe down

92. We need to get ----- of all the old bits of wood in the back yard.

- a. fix
- b. down
- c. rid
- d. wipe

93. The lock on the downstairs bathroom door is broken. ----- the broken lock.

- a. Fix
- b. Mend
- c. Replace
- d. A+B+C

94. The old BBQ in the back garden is really dirty and needs to be wiped ----- .

- a. up
- b. on
- c. down
- d. off

95. The lawn mower ----- down last week – try to repair it.

- a. broke
- b. done
- c. switched
- d. mopped

Emad Abu Alzumar

96. The function of the following phrases about “giving instructions” is -----

“It's advisable to ... / Once you've done that, ... / What you do is ... / The first thing you do is ...”

- A) Explaining what to do .
- B) Explaining what not to do .
- C) Finishing the instructions.
- D) Giving conclusion

97. The function of the following phrases about “giving instructions” is -----

“Make sure you don't... / Try to avoid ... / I'd advise you not to ... / There is no need to ...”

- A) Explaining what to do .
- B) Explaining what not to do .
- C) Finishing the instructions.
- D) Giving conclusion

98. The function of the following phrases about “ **giving instructions**” is -----

“ **Whatever you do, don’t** ”

- A) Explaining what to do . C) Finishing the instructions.
- B) Explaining what not to do . D) Giving conclusion

99. The function of the following phrases about “ **giving instructions**” is -----

“ **All you have to do is ... / The key/main thing to remember is .../ It’s vital/essential that you ...**”

- A) Explaining what to do . C) Finishing the instructions.
- B) Explaining what not to do . D) Giving conclusion

100. The function of the following phrases “ **And that’s it** ” about “ **giving instructions**” is -----

- A) Explaining what to do . C) Finishing the instructions.
- B) Explaining what not to do . D) Giving conclusion

101. “ **Slide the door to the right.**” The sentence which is more empathic is -----

- A) What you slide to the right is the door. C) All you slide to the right is the door.
- B) What you do is slide the door to the right. D) A+B+C

102. “ **I covered it with tape.** ” The sentence which is more empathic is -----

- A) What / All I covered with tape was it. C) What / All I did was covered it with tape.
- B) What / All I did was cover it with tape. D) A+B

103. “ **Press the button.**” The sentence which is more empathic is -----

- A) What / All you do is press the button. C) What / All you press was the button.
- B) What / All you did is press the button. D) What / All you do is to press the button.

104. “ **He touched it and it broke.** ” The sentence which is more empathic is -----

- A) All he did is touch it and it broke. C) All he did was touch it and it broke.
- B) All he do was touch it and it broke. D) All he do is touch it and it broke.

105. “ **You turn on the oven by pressing this switch.** ”

The sentence which emphasize how something is done is -----

- A) The way you turn on the oven is pressing this switch. C) The way you turn on the oven is by pressing this switch.
- B) The way you turn on the oven is to press this switch. D) B+C

106. “ **The electric engine works by pulling the rope.** ”

The sentence which emphasize how something is done is -----

- A) The way the engine works is by pulling the rope. C) The way the engine worked is by pulling the rope.
- B) The way the engine works was by pulling the rope. D) The way the engine works is by pull the rope.

107. “ **You just need some scissors and masking tape.**”

The sentence which is more empathic is -----

- A) All you need is some scissors and masking tape C) All you need was some scissors and masking tape
- B) All you need are some scissors and masking tape D) All you need were some scissors and masking tape

108. “ **I used a damp dishcloth to remove the stain.**”

The sentence which is more empathic is -----

- A) What I did was use a damp dishcloth to remove the stain. C) What I used to remove the stain is a damp dishcloth.
- B) What I used to remove the stain was a damp dishcloth. D) A+B

109. “ **Next you soak it in water.**”

The sentence which is more empathic is -----

- A) What you do next was soak it in water. C) What you do next is soak it in water.
- B) What you do next is soaking it in water. D) What you do next is to soak it in water.

110. “ **He’s really good at DIY.**”

The sentence which is more empathic is -----

- A) What he is really good at is DIY. C) What he is really good at was DIY.
- B) What is he really good at is DIY. D) What he was really good at was DIY.

111. “ **I played tennis with my friends** ” The sentence which is more empathic is -----

- A) What / All I did with my friends was play tennis. C) What / All I did with my friends was played tennis.
- B) What / All I played with my friends was tennis . D) A+B

112. The sentences which indicates the introduction of the report is -----

- A) The aim / purpose of this report is to ... C) Opinions were divided about ...
B) The report is intended to ... D) A+B

113. The sentences which indicates how you obtained the information in the report is -----

- A) The report is based on a survey of ... C) Some people commented that ...
B) Some express a wish for / preference for / concern that ... D) Just over half / approximately half ...

114. The sentences which indicates how to report the opinion in the report is -----

- A) In conclusion, it seems / appears that ... C) Some express a wish for / preference for / concern that ...
B) The report is intended to ... D) The majority of the students passed the exams.

115. The sentences which indicates how to report the opinion in the report is -----

- A) They had no strong feelings on the matter . C) I would strongly recommend ...
B) The report is intended to ... D) The majority of the students passed the exams.

116. The sentences which indicates how to report the opinion in the report is -----

- A) They had no strong feelings on the matter .
B) Some express a wish for / preference for / concern that ...
C) Opinions were divided about ... / Some people commented that ...
D) A+B+C

117. The sentences which indicates conclusion and recommendations in the report is -----

- A) In conclusion, it seems / appears that ... C) The best solution would seem to be ...
B) I would strongly recommend ... D) A+B

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

Obligation and necessity

الاجبار والضرورة

Phrasal verbs	examples
must obligation and necessity / right الإيجار والضرورة There is no choice لا يوجد خيار آخر (My idea)	Must = obligation and necessity = talk about what is right = There is no choice We use must to talk about what is right or necessary. There is no choice: للتعبير عما هو صحيح أو ضروري. لا يوجد خيار آخر الإيجار يأتي من المتكلم نفسه - the obligation comes from the speaker A good lifeguard must be an excellent swimmer. منقذ السباحة الجيد يجب ان يكون سباح ممتاز - Your friend really must study harder. (= this is my idea – I want him to do it)
have to = duty have got to outside authority orders / rules Related verbs be required to be obliged to	have to = duty----- used in all tenses (had to / have to / has to) have to = have got to = be required to = be obliged to ----- used in all tenses They are used in all tenses to refer to ‘outside authority’ that gives orders or sets rules: سلطة خارجية تعطي أوامر أو تضع أحكام They indicate that the obligation is from somebody else or from outside الإيجار من شخص آخر أو من الخارج - Have to is very similar to must . It can be used in all tenses : - I had to wear braces for two years. - You will have to keep this a secret. - My friend has to study harder. (= there is an external reason – perhaps a teacher has told him this) - He was required to get proper qualifications. - We are obliged to come to school on time.
need	The verb need is used as a main verb (not an auxiliary): - He needs to be courageous

Phrasal verbs	النصيحة والرأي Duty and advice / Opinion
Duty and advice Opinion واجب أو نصيحة أو رأي should / shouldn't, ought to / oughtn't Related verbs be supposed to من المفترض	should /shouldn't = ought to /oughtn't to = supposed to----- opinion or advice. We use should /shouldn't, ought to /oughtn't to to give our opinion or advice. A common modifier with this form is really: - Animals shouldn't suffer like this. - You really ought to be an expert. We use be supposed to to talk about what should / shouldn't happen according to rules or according to what is generally expected: للتكلم عما يجب أو لا يجب أن يحدث حسب القوانين أو ما هو مقبول بشكل عام - Animals are not supposed to suffer like this.

Phrasal verbs	عدم وجود اجبار No obligation
No obligation ليس هناك إيجار don't have to needn't ليس بالضرورة Related verbs not required to not obliged to	don't have to / needn't + V-inf = it isn't necessary ليس بالضرورة - We use don't have to and needn't to mean 'it isn't necessary': - He doesn't have to work today. - Pupils don't need to /needn't do this. Be + not required to / be + not obliged to (It isn't necessary) - Human divers are not required to do the job. - Actors are not obliged to be glamorous.

Phrasal verbs	Ability and Lack of ability القدرة وعدم القدرة
Ability Lack of ability القدرة أو عدم القدرة can / can't could / couldn't be able to. (completion of action) Related verbs managed to succeeded in (ability on specific action)	can / can't and could / couldn't = be able to = managed to = succeeded in - We use can / can't and could / couldn't to describe ability or lack of ability : - He could play chess better than anyone I knew. be able to. - We use be able to to describe the completion of a specific action in the past. تستخدم لوصف إتمام فعل معين في الماضي - In negative sentences both be able to and could are possible: في الجمل المنفية يمكن استخدام be able to / could ولا يجوز استخدام could مكان be able to في الإثبات - Hamzah wasn't able to/couldn't visit us last week, but he was able to (NOT could) phone. للقدرة عن مناسبة محددة وليس قدرة عامة - The police managed to find the child in time. - He succeeded in persuading her to help. - be able / managed to : For ability on a specific occasion, we use (NOT could), e.g. - My parents were able to / managed to find a nice apartment. - NOT My parents could find a nice apartment

Phrasal verbs	Permission الاستئذان
Permission الاستئذان Can / could Related verbs Be allowed to Be permitted to	can / could = be allowed to = be permitted to ----- permission - We use can / could to ask for and give permission : لا عطاء أو طلب الاستئذان - Can / Could I ask you a question? - I couldn't stay out late when I was younger. - Why has pollution of the beach been allowed ? - We are permitted to enter the lab.

Phrasal verbs	Prohibition المنع
Prohibition المنع mustn't, can't and couldn't Related verbs not allowed to not permitted to forbidden	mustn't, can't and couldn't = not allowed to = not permitted to = forbidden - We use mustn't, can't and couldn't to say that something is not permitted : غير مسموح / ممنوع - People can't park their cars here. - Students are not allowed to go there. - We were forbidden to use the Internet in the office.

Phrasal verbs	Possibility الاحتمالات
Possibility الاحتمالية can could / might Related verbs be likely to be bound to be sure to	can / could / might ----- = generally possible We use can to talk about things which are generally possible : - It can rain heavily in winter. للتكلم عن احتمال حدوث شيء بشكل عام We use could / might to say that a specific thing is possibly true : - There could / might be life on other planets. احتمال صحيح لحدوث شيء محدد - This film is likely to win a number of Oscars. - It's a very difficult test. Some people are bound to (are sure to) fail this test.

ادوات التعريف والتذكير Articles

Articles	Examples
The indefinite article ادوات التذكير a / an	We use a / an with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because: الأسماء المفردة المعدودة عندما لا يعرف المستمع أي شيء تم الإشارة إليه أو أن الشيء لا يهمه لأنه (1) شيء من نفس الفئة (2) لأننا نذكر الشيء لأول مرة 1. it is one of many of the same class : a job , an apple. 2. we mention a person or thing for the first time: نذكر شخصاً أو شيئاً لأول مرة I'm reading a really good article. 3. specific jobs : وظائف محددة
The definite article The اداة التعريف 1. الأسماء المفردة أو الجمع المعدودة عندما يكون معروف أي شيء معين نشير له لأنه (1) تم ذكره مسبقاً (2) لأنه فريد من نوعه (3) لأن الكلمات التي تتبعه تعرفه 2. عندما يكون الشيء فريد من نوعه 3. عندما يعرف الشيء بالكلمات التي تتبعه 4. مع صيغة التفضيل 5. مع المقارنة عند تحديد واحد من اثنين 6. مع الأعداد الترتيبية 7. مع العقود والقرون 8. مع الفصول 9. مع بعض الدول 10. مع أسماء السلاسل الجبلية والمحيطات والبحار 11. مجموعات محددة من الناس 12. مع كلمات مثل سجن، مستشفى، مدرسة، كلية، جامعة عندما نتكلم عن الغرض منها كبنائات ولا نبحث عما تقدمه من خدمة	We use the (with any noun) when it is known which particular item is being referred to. This is because the thing / person: الأسماء المفردة أو الجمع المعدودة عندما يكون معروف أي شيء معين نشير له لأنه (1) تم ذكره مسبقاً (2) لأنه فريد من نوعه (3) لأن الكلمات التي تتبعه تعرفه ذكر الاسم من قبل 1. was mentioned before: I'm reading a really good article. The article talks about ... 2. is unique: فريد من نوعه Half of the population live in the capital. 3. is defined specifically by the words that follow: يتم تعريفه على وجه التحديد بالكلمات التي تتبعه My grandmother is still the head of the family. We also use the with: 4. superlatives: (est – most – least – fewest) صيغة التفضيل The largest city in Jordan is ... 5. comparatives (when identifying one of a pair) : (er – more – less) I have two sisters. The older sister lives in Egypt. 6. ordinal numbers: الأعداد الترتيبية The first time I went there was in 2018. 7. decades, centuries عقود، قرون in the 1950s ; in the 18th century. 8. seasons الفصول in the winter / spring / summer / autumn or fall 9. Some countries : بعض الدول the USA, the UK, the UAE, the Hague 10. With names of mountain ranges, oceans and rivers مع أسماء السلاسل الجبلية والمحيطات والأنهار The Himalaya, the Atlantic, the Nile, the Dead Sea 11. groups of people مجموعات من الناس the poor, the rich, the elderly 12. with words like prison, hospital, school, college, etc. when we are talking about their purpose as a building, كلمات مثل سجن، مستشفى، مدرسة، كلية، جامعة عندما نتكلم عن الغرض منها كبنائات ولا نبحث عما تقدمه من خدمة He came to the school to paint the walls. They went to the prison to visit their son.

Articles	Examples
Zero article No article (Ø) 1. لا نستخدم أداة التعريف مع الأسماء الجمع وغير المعدودة عندما تصدر عبارات عامة 2. لا نستخدم أداة التعريف مع كلمات مثل السجن، المستشفى، المدرسة، الكلية، وما إلى ذلك عندما نتحدث عن غرضهم كمؤسسة 3. نستخدم أيضًا أداة التعريف صفر مع معظم أسماء الأماكن والمناطق في العالم. الاستثناءات: الولايات المتحدة الأمريكية، والمملكة المتحدة، والإمارات العربية المتحدة، ولاهاي 4. لا نستخدم أداة التعريف مع الأسماء غير المعدودة عندما نقصد عبارات عامة 5. لا نستخدم أداة التعريف مع أسماء العلم: الناس والأماكن والقارات وأغلب الدول 6. لا نستخدم أداة التعريف مع أسماء الجبال المفردة	1. We use no article with plural and uncountable nouns when we make general statements: لا نستخدم أداة التعريف مع الأسماء الجمع وغير المعدودة عندما تصدر عبارات عامة Life was very hard and over one million people emigrated. 2. We use no article with words like prison, hospital, school, college, etc. when we are talking about their purpose as an institution, لا نستخدم أداة التعريف مع كلمات مثل السجن، المستشفى، المدرسة، الكلية، وما إلى ذلك عندما نتحدث عن غرضهم كمؤسسة I go to school every day. He's been in hospital for two weeks now. 3. We also use zero article with most place names, regions in the world. (exceptions: the USA, the UK, the UAE, the Hague) نستخدم أيضًا أداة التعريف صفر مع معظم أسماء الأماكن والمناطق في العالم. (الاستثناءات: الولايات المتحدة الأمريكية، والمملكة المتحدة، والإمارات العربية المتحدة، ولاهاي) 4. With uncountable nouns when we make general statements الأسماء غير المعدودة عندما نقصد عبارات عامة water, tea, coffee, news, advice, evidence. e.g. I need some water. 5. With the names of people (proper nouns), places, continents and most countries: أسماء العلم: الناس والأماكن والقارات وأغلب الدول Ali, Sameh Mall, Jordan, Paris, Africa 6. with names of mountains أسماء الجبال المفردة Nebo Mountain = Mount Nebo

1. I ----- wear braces for two years.

- a. must b. had to c. had d. have

2. ----- I ask you a question?

- a. must b. Could c. Have d. Had

3. The following words (need to , have to , must) indicate -----

- a. permission b. ability c. advice d. necessity

4. The following words (don't have to , needn't , don't need to) indicate -----

- a. no necessity b. lack of ability c. Prohibition d. necessity

5. The following words (mustn't , can't , couldn't) indicate -----

- a. no necessity b. ability c. Prohibition d. necessity

6. The following words (ought to , should , shouldn't) indicate -----

- a. permission b. ability c. advice d. necessity

7. The following words (be able to , can) indicate -----

- a. prohibition b. ability c. advice d. necessity

8. The following words (may, can , could) indicate -----

- a. permission b. advice c. no necessity d. necessity

9. My parents ----- find a nice apartment.

- a. were able to b. managed to c. could d. A+B

10. Alia ----- pass her driving test.

- a. were able to b. was able to c. could d. B+C

11. Huda ----- speak four languages.

- a. were able to b. was able to c. could d. B+C

12. My cousin didn't want to move to Germany at first, but his parents ----- persuade him.

- a. managed to b. was able to c. could d. able to

13. How did you ----- stay so slim when living at your grandma's? She's an excellent cook!

- a. manage to b. is able to c. can d. able to

14. I somehow ----- make him believe me.

- a. managed to b. is able to c. could d. B+C

15. The opposite meaning for the following sentence is ----- "We have to arrive exactly on time."

- A) We don't have to arrive exactly on time. C) We couldn't arrive exactly on time.
B) We mustn't arrive exactly on time. D) We may not arrive exactly on time.

16. The opposite meaning for the following sentence is ----- "You mustn't wear jeans in the restaurant."

- A) You can wear jeans in the restaurant. C) You are allowed to wear jeans in the restaurant.
B) You may wear jeans in the restaurant. D) A+B+C

17. The opposite meaning for the following sentence is ----- "Customers may park here."

- A) Customers may not /can't /mustn't park here. C) Customers are not allowed to park here.
B) Customers are not permitted to park here. D) A+B+C

18. The opposite meaning for the following sentence is ----- "I couldn't find my glasses."

- A) I could find my glasses. C) I managed to find my glasses.
B) I was able to find my glasses. D) B+C

19. We only moved in a week ago and we've already ----- to get to know the neighbours.

- a. forbidden b. managed c. permitted d. allowed

20. Only local residents are ----- to park in the streets here.

- a. required b. managed c. permitted d. obliged

21. You are ----- to sort your recycling carefully.

- a. required b. managed c. supposed d. allowed

22. The city has ----- in reducing the traffic significantly.

- a. succeeded b. managed c. supposed d. obliged

23. Glass is strictly ----- in the swimming pool area.

- a. succeeded b. forbidden c. permitted d. obliged

24. Swedes are really green. Littering is ----- everywhere.

- a. succeeded b. forbidden c. permitted d. obliged

25. Swedes are also ----- by law to sort out your recycling.

- a. succeeded b. allowed c. permitted d. obliged

26. Don't expect Swedes to be chatty. They don't talk to you if they ----- .

- a. shouldn't b. have to c. don't have to d. will have to

27. There are some things you ----- know before visiting Thailand.

- a. ought to b. don't have to c. are able to d. permitted

28. Remember that it is ----- to touch any exhibit in historical museums in Thailand.

- a. forbidden b. ought to c. permitted d. obliged

29. Unfortunately, we ----- see the new flat because they'd lost the key.

- a. managed to b. weren't able to c. won't have to d. didn't have to

30. We ----- pay for the garage; it was for free.

- a. don't have to b. weren't able to c. won't have to d. didn't have to

31. Don't worry! You ----- book the tickets. I'll take care of everything.

- a. don't have to b. weren't able to c. won't have to d. A+C

32. I ----- forget to collect that parcel from the post office today.

- a. be able to b. ought to c. mustn't d. have to

33. Am I ----- pay a deposit before I move in to my room?

- a. required to b. must c. may d. have to

34. I'm only ----- accept cash or a bank transfer.

- a. have to b. must c. may d. allowed to

35. You were ----- call me video, Issa. What happened?

- a. couldn't b. supposed to c. succeeded in d. haven't been able to

36. Sometimes, I think technology has only ----- making life more complicated!

- a. couldn't b. supposed to c. succeeded in d. haven't been able to

37. "You should recycle your rubbish." The sentence which has the same meaning is -----

- A) You supposed to recycle your rubbish. C) You are supposed to recycle your rubbish.
B) You are suppose to recycle your rubbish. D) You are supposed recycling your rubbish.

38. "I was able to pick up the language quickly." The sentence which has the same meaning is -----

- A) I succeeded in picking up the language quickly. C) I succeeded in pick up the language quickly.
B) I succeeded picking up the language quickly. D) I succeeded to pick up the language quickly.

39. "In the UK, it isn't necessary to carry an ID card." The sentence which has the same meaning is -----

- A) You are required to carry an ID card in the UK. C) You are not required in carrying an ID card in the UK.
B) You are require to carry an ID card in the UK. D) You are not required to carry an ID card in the UK.

40. "How many bags can I take on the aeroplane?" The sentence which has the same meaning is -----

- A) How many bags I am allowed to take on the aeroplane? C) How many bags am I allow to take on the aeroplane?
B) How many bags am I allowed to take on the aeroplane? D) How many bags I am allowed to take on the aeroplane?

41. Use of portable audio speakers is completely ----- throughout the hostel.

- a. couldn't b. mustn't c. forbidden d. must

42. All guests are ----- to keep noise to a minimum after 10 p.m.

- a. couldn't b. required c. obliged d. B+C

43. Guests ----- leave all areas clean and tidy after use. No exceptions!

- a. allowed b. required c. forbidden d. must

44. Animals are not ----- in the hostel.

- a. allowed b. permitten c. oblige d. A+B

45. Guests ----- leave food behind when they check out of the hostel.

- a. mustn't b. forbidden c. allowed d. permitted

46. We ----- call the plumber. I can't fix this leaking pipe myself.

- a. mustn't b. have to c. ought to d. B+C

47. Luckily, I ----- make new friends quickly at university.

- a. was able to b. managed to c. don't have to d. A+B

48. You ----- repair the flat tyre today. We can do it tomorrow.

- a. needn't b. can't c. don't have to d. A+C

49. You ----- work unless you have a visa.

- a. are not allowed to b. are not permitted to c. isn't obliged to d. A+B

50. People driving a car ----- carry a driving license.

- a. are able to b. should c. are required to to d. B+C

51. It's a lot colder in England in winter than in Jordan. The sentence which has the same meaning is -----

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

52. I managed to find somewhere to study German as soon as I arrived. The sentence which has the same meaning is -----

- A) I can find somewhere to study German as soon as I arrived.
B) I was able to to find somewhere to study German as soon as I arrived.
C) I could find somewhere to study German as soon as I arrived.
D) I should find somewhere to study German as soon as I arrived.

53. You're allowed to ride a bike on local roads.

The sentence which has the same meaning is -----

- A) Bike riders are obliged to ride on local roads. C) Bike riders are permitted to ride on local roads.
B) Bike riders are required to ride on local roads. D) Bike riders are supposed to ride on local roads.

54. In Spain, you should eat an orange with a knife and fork. The sentence which has the same meaning is -----

- A) In Spain, you are required to eat an orange with a knife and fork.
- B) In Spain, you succeeded in eating an orange with a knife and fork.
- C) In Spain, you are obliged to eat an orange with a knife and fork.
- D) In Spain, you are supposed to eat an orange with a knife and fork.

55. I think Maths is slightly more difficult than Physics. The sentence which has the same meaning is -----

- A) I think Physics is marginally easier than Maths.
- B) I think Physics is marginally more difficult than Maths.
- C) I think Physics is significantly easier than Maths.
- D) I think Physics is much easier than Maths.

56. How many bags can I take on the plane? The sentence which has the same meaning is -----

- A) How many bags am I allowed to take on the plane?
- B) How many bags am I permitted to take on the plane?
- C) How many bags am I allow to take on the plane?
- D) A+B

57. I was able to pick up the language quickly. The sentence which has the same meaning is -----

- A) I succeeded in picking up the language quickly.
- B) I could pick up the language quickly.
- C) I was requir to pick up the language quickly.
- D) I was oblige to pick up the language quickly.

58. In the UK, it isn't necessary to carry an ID card. The sentence which has the same meaning is -----

- A) In the UK, you are not required to carry an ID card.
- B) In the UK, you are required to to carry an ID card.
- C) In the UK, you don't have to carry an ID card.
- D) A+C

59. I'm reading ----- really good article.

- a. a
- b. an
- c. the
- d. ø (zero article)

60. I'm reading a really good article. ----- article talks about ...

- a. a
- b. an
- c. the
- d. ø (zero article)

61. Half of ----- population live in the capital.

- a. a
- b. an
- c. the
- d. ø (zero article)

62. My grandmother is still ----- head of the family.

- a. a
- b. an
- c. the
- d. ø (zero article)

63. The largest city in Jordan is ----- Amman.

- a. a
- b. an
- c. the
- d. ø (zero article)

64. I have two sisters. ----- older sister lives in Egypt.

- a. A
- b. An
- c. The
- d. ø (zero article)

65. ----- first time I went there was in 2018.

- a. A
- b. An
- c. The
- d. ø (zero article)

66. The industrial revolution was in ----- 18th century.

- a. a
- b. an
- c. the
- d. ø (zero article)

67. In Jordan, people wear warm clothes in ----- winter.

- a. a
- b. an
- c. the
- d. ø (zero article)

68. ----- Nile is the longest river in the world .

- a. a
- b. an
- c. the
- d. ø (zero article)

69. Many charities in the world help ----- poor .

- a. a
- b. an
- c. the
- d. ø (zero article)

70. He came to ----- school to paint the walls.

- a. a
- b. an
- c. the
- d. ø (zero article)

71. ----- Life was very hard and over one million people emigrated.

- a. a
- b. an
- c. the
- d. ø (zero article)

72. He's been in ----- hospital for two weeks now.

- a. a
- b. an
- c. the
- d. ø (zero article)

73. Traditional houses need a lot of ----- energy to keep warm in the winter

- a. a
- b. an
- c. the
- d. ø (zero article)

74. ----- designer first invented passive houses in Germany and they are popular in Europe.

- a. A
- b. An
- c. The
- d. ø (zero article)

75. Passive houses are ----- best way to save on energy
a. A b. An c. The d. ø (zero article)
76. We use ----- with the names of people, places and most countries.
a. A b. An c. The d. ø (zero article)
77. We use ----- with singular countable nouns.
a. A / An b. The c. ø (zero article)
78. We use ----- with uncountable nouns.
a. A / An b. The c. ø (zero article)
79. We usually use ----- with seasons.
a. A / An b. The c. ø (zero article)
80. We use ----- with names of mountain ranges, oceans and rivers.
a. A / An b. The c. ø (zero article)
81. We use ----- before superlative adjectives
a. A / An b. The c. ø (zero article)
82. We use ----- with regions in the world.
a. A / An b. The c. ø (zero article)
83. We use ----- for something we have mentioned before.
a. A / An b. The c. ø (zero article)
84. We use ----- with groups of people.
a. A / An b. The c. ø (zero article)
85. We use ----- with specific jobs.
a. A / An b. The c. ø (zero article)
86. I live in a flat near ----- city centre in Amman.
a. A b. An c. The d. ø (zero article)
87. I have a dream of climbing ----- Jabal Umm ad Dami.
a. A b. An c. The d. ø (zero article)
88. I prefer mountains to ----- sea.
a. a b. an c. the d. ø (zero article)
89. I once went to ----- hospital for an operation.
a. a b. an c. the d. ø (zero article)
90. I live near ----- River Thames which flows through London.
a. a b. an c. the d. ø (zero article)
91. Have you ever been to ----- United Arab Emirates or Egypt?
a. a b. an c. the d. ø (zero article)
92. You should spend less on clothes and more on ----- healthy food.
a. a b. an c. the d. ø (zero article)
93. I love hot drinks like ----- tea or coffee.
a. a b. an c. the d. ø (zero article)
94. The moon shone down on ----- Wadi Rum that night.
a. a b. an c. the d. ø (zero article)
95. ----- Egyptian pyramids are a very popular tourist attraction.
a. A b. An c. The d. ø (zero article)
96. The sea in ----- Caribbean is the bluest sea I've seen since I was in Thailand.
a. a b. an c. the d. ø (zero article)
97. The fastest way to get to Amman is to fly directly into ----- Queen Alia International airport.
a. a b. an c. the d. ø (zero article)
98. Spending time in ----- hospital is especially difficult for children. (institution)
a. a b. an c. the d. ø (zero article)

99. ----- hospital is an important landmark in our town. (Building)
a. a b. an c. the d. ø (zero article)
100. Ali walks past ----- school every day.
a. a b. an c. the d. ø (zero article)
101. Turn right when you see the gates of ----- university and the garage is on your left.
a. a b. an c. the d. ø (zero article)
102. I went to ----- college next to the hospital.
a. a b. an c. the d. ø (zero article)
103. Students go to ----- college when they leave school.
a. a b. an c. the d. ø (zero article)
104. ----- Statue of Liberty is closed for maintenance today.
a. A b. An c. The d. ø (zero article)
105. Believe in ----- yourself.
a. A b. An c. The d. ø (zero article)
106. Raspberries is 3 JOD ----- kilo.
a. a b. an c. the d. ø (zero article)
107. I've got ----- really nice flatmates.
a. a b. an c. the d. ø (zero article)
108. I need comfortable, ----- room for rent in shared house with storage.
a. medium-sized b. confined c. cramped d. compact
109. Can you ----- this light bulb, please? This one's stopped working.
a. mend b. change c. repair d. fix
110. You need a ----- to sweep up that shattered glass.
a. soak b. leads c. dustpan and brush d. dishcloth
111. Oh no! There's a ----- on the new carpet. I hope I can remove it.
a. brush b. leads c. stain d. dishcloth
112. All the leads behind the TV are ----- .
a. brushed b. leads c. tangled d. blocked
113. Although some people in Jordan live in flats, ----- lot of people prefer houses.
a. a b. an c. the d. ø (zero article)
114. My uncle and aunt live in a small house in ----- country.
a. a b. an c. the d. ø (zero article)
115. Next year, I'm going to study in the USA at ----- Washington University.
a. a b. an c. the d. ø (zero article)
116. I want to travel round ----- South America.
a. a b. an c. the d. ø (zero article)
117. The function of the following phrases about “ giving instructions” is -----
“ It's advisable to ... / Once you've done that, ... / What you do is ... / The first thing you do is ...”
A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion
118. The function of the following phrases about “ giving instructions” is -----
“ Make sure you don't... / Try to avoid ... / I'd advise you not to ... / There is no need to ...”
A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion
119. The function of the following phrases “ Whatever you do, don't” about “ giving instructions” is -----
A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

120. The function of the following phrases about “ **giving instructions**” is -----

“ **All you have to do is ... / The key/main thing to remember is .../ It’s vital/essential that you ...**”

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

121. The function of the following phrases “ **And that’s it** ” about “ **giving instructions**” is -----

- A) Explaining what to do . C) Finishing the instructions.
B) Explaining what not to do . D) Giving conclusion

122. “ **Slide the door to the right.**” The sentence which is more empathic is -----

- A) What you slide to the right is the door. C) All you slide to the right is the door.
B) What you do is slide the door to the right. D) A+B+C

123. “ **I covered it with tape.**” The sentence which is more empathic is -----

- A) What / All I covered with tape was it. C) What / All I did was covered it with tape.
B) What / All I did was cover it with tape. D) A+B

124. “ **Press the button.**” The sentence which is more empathic is -----

- A) What / All you do is press the button. C) What / All you press was the button.
B) What / All you did is press the button. D) What / All you do is to press the button.

125. “ **He touched it and it broke.**” The sentence which is more empathic is -----

- A) All he did is touch it and it broke. C) All he did was touch it and it broke.
B) All he do was touch it and it broke. D) All he do is touch it and it broke.

126. “ **You turn on the oven by pressing this switch.**” The sentence which emphasize how something is done is ----

- A) The way you turn on the oven is pressing this switch. C) The way you turn on the oven is by pressing this switch.
B) The way you turn on the oven is to press this switch. D) B+C

127. “ **The electric engine works by pulling the rope.**” The sentence which emphasize how something is done is ---

- A) The way the engine works is by pulling the rope. C) The way the engine worked is by pulling the rope.
B) The way the engine works was by pulling the rope. D) The way the engine works is by pull the rope.

128. “ **You just need some scissors and masking tape.**” The sentence which is more empathic is -----

- A) All you need is some scissors and masking tape C) All you need was some scissors and masking tape
B) All you need are some scissors and masking tape D) All you need were some scissors and masking tape

129. “ **I used a damp dishcloth to remove the stain.**” The sentence which is more empathic is -----

- A) What I did was use a damp dishcloth to remove the stain. C) What I used to remove the stain is a damp dishcloth.
B) What I used to remove the stain was a damp dishcloth. D) A+B

130. “ **Next you soak it in water.**” The sentence which is more empathic is -----

- A) What you do next was soak it in water. C) What you do next is soak it in water.
B) What you do next is soaking it in water. D) What you do next is to soak it in water.

131. “ **He’s really good at DIY.**” The sentence which is more empathic is -----

- A) What he is really good at is DIY. C) What he is really good at was DIY.
B) What is he really good at is DIY. D) What he was really good at was DIY.

132. “ **I played tennis with my friends** ” The sentence which is more empathic is -----

- A) What / All I did with my friends was play tennis. C) What / All I did with my friends was played tennis.
B) What / All I played with my friends was tennis . D) A+B

133. The quantifier that means the same as “ **Nearly all**” is -----

- a. The vast majority b. many c. approximately d. almost all

134. The quantifier that means the same as “ **most**” is -----

- a. The vast majority b. a few c. approximately d. almost all

135. The quantifier that means the same as “ **Many / A significant number / Several (of)**” is -----

- a. much b. a few c. approximately d. almost all

136. The quantifier that means the same as “ **Some / Just over / Around**” is -----

- a. much b. a few c. approximately d. almost all

137. The quantifier that means the same as “ **A handful of / A small number of**” is -----

- a. much b. a few c. approximately d. almost all

138. The quantifier that means the same as “ **Hardly any / Very little** ” is -----

- a. much b. very few c. many d. a few

139. The following words and phrases indicate -----

“ **many, several, a significant number of, a handful of, a small number of, a few, very few**”

- a. countable nouns b. uncountable nouns c. countable and uncountable nouns

140. The following words and phrases indicate -----

“**much, very little**”

- a. countable nouns b. uncountable nouns c. countable and uncountable nouns

141. The following words and phrases indicate -----

“**all, nearly all, almost all, most, some, the vast majority, just over half, around half, hardly any, none**”

- a. countable nouns b. uncountable nouns c. countable and uncountable nouns

142. We use (**of**) after (a) few, (a) little, much, many, some, several, most when -----

- A) they are followed by a pronoun (it, them) . C) they are followed by a noun.
B) they are followed by another determiner (a, the, this, my) D) A+B

143. We don't use (**of**) after (a) few, (a) little, much, many, some, several, most when -----

- A) they are followed by a pronoun (it, them) . C) they are followed by a noun.
B) they are followed by another determiner (a, the, this, my) D) they are followed by a verb.

144. We always use (**of**) after -----

- A) long quantifying phrases such as “a number of... / the majority of...”
B) long quantifying phrases such as “a little... / much...”
C) long quantifying phrases such as “many... / several...”
D) long quantifying phrases such as “most... / a few...”

145. One of the following sentences is true about using (of) after the quantifier :

- A) A few of floorboards are loose. C) A few of the floorboards are loose.
B) A few the floorboards are loose. D) A few of floorboards is loose.

146. One of the following sentences is true about using (of) after the quantifier :

- A) Nearly all the stains have been removed. C) Nearly all the stains has been removed.
B) Nearly all stains have been removed. D) Nearly all the stains has been removed.

147. One of the following sentences is true about using (of) after the quantifier :

- A) Most the chairs need repairing. C) Most of chairs need repairing.
B) Most of the the chairs need repairing. D) Most of the chairs needs repairing.

148. One of the following sentences is true about using (of) after the quantifier :

- A) The majority us like the common room. C) The majority of us like the common room.
B) The majority of us likes the common room. D) The majority of us liking the common room.

1	B	18	D	35	B	52	B	69	C	86	C	103	D	120	A	137	B		
2	B	19	B	36	C	53	C	70	C	87	D	104	C	121	C	138	B		
3	D	20	C	37	C	54	D	71	D	88	C	105	D	122	D	139	A		
4	A	21	C	38	A	55	A	72	D	89	D	106	A	123	D	140	B		
5	C	22	A	39	D	56	D	73	D	90	C	107	D	124	A	141	C		
6	C	23	B	40	B	57	A	74	A	91	C	108	A	125	C	142	D		
7	B	24	B	41	C	58	D	75	C	92	D	109	B	126	D	143	C		
8	A	25	D	42	D	59	A	76	D	93	D	110	C	127	A	144	A		
9	D	26	C	43	D	60	C	77	A	94	D	111	C	128	B	145	C		
10	B	27	B	44	D	61	C	78	C	95	C	112	C	129	D	146	A		
11	D	28	A	45	A	62	C	79	B	96	C	113	A	130	C	147	B		
12	A	29	B	46	D	63	D	80	B	97	D	114	C	131	A	148	C		
13	A	30	D	47	D	64	C	81	B	98	D	115	D	132	D				
14	A	31	D	48	D	65	C	82	C	99	C	116	D	133	D				
15	A	32	C	49	D	66	C	83	B	100	C	117	A	134	A				
16	D	33	A	50	D	67	C	84	B	101	C	118	B	135	A				
17	D	34	D	51	A	68	C	85	A	102	C	119	B	136	C				

Read and answer

Living small

How much living space do we really need?

العيش في مساحة صغيرة
كم مساحة السكن التي نحتاجها بالفعل؟

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

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

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

D Professor Ellen Pader from the University of Massachusetts, who has published research on the impact of space on relationships, believes a major benefit of sharing space with others is that you learn respect for other people, and you also learn to negotiate with people, instead of just withdrawing when things get difficult. In many western countries, there is an assumption that we all need privacy, but this is not a universally shared belief. In Mexico, for example, according to Pader's research, people often prefer to share bedrooms and bathrooms because being alone feels like a punishment.

E So why is living space important? We need to get the right balance between having enough of it to allow some privacy, but not so much that we no longer interact with others.

1. What advantages of living in a tiny home are mentioned?

more affordable, more ecological, less wasteful, encourages you to engage with the rest of the world

2. What suggestions for maximising space in a small home are mentioned?

folding bedding into deep wardrobes so rooms can be used for different purposes, using sliding doors

3. What were the findings of the NASA funded experiment?

People need some personal space, but they get on better when they spend some time together instead of spending all their time in their private spaces.

4. According to Ellen Pader, what are the advantages of sharing a space with others?

It encourages you to respect others and to learn to negotiate.

أسئلة تفكير

1. In what way is 'living small' a more environmentally friendly way of living?

Living small means that we don't need large space of land which can be used to grow trees to keep the environment clean.

2. Do you agree that living in a very large home might have disadvantages? Say why.

I agree because in big houses there are separate rooms for almost every member of the family and this leads to less contact and more isolation.

3. Has reading this article changed your views about how much space people need? Say why.

No, it doesn't. I think that it is how much love space that we need, not how much living space.

1- What is a tiny house ?

- A) A home that is 37 square meters or less.
- B) A home that is 37 square meters or more.
- C) A home which is designed to sleep in at night.
- D) A home in a specific part in the world.

2. Why do these compact properties have become more popular ?

- A) It's the only way to afford a home
- B) It's a lifestyle choice
- C) It offers a way of living more ecologically and less wastefully.
- D) As people recognize the benefits of 'living small'.

3. What has become a social trend ?

- A) A big house in some parts of the world
- B) The tiny house movement.
- C) The tiny house that doesn't move.
- D) The house that is designed to sleep in at night

4. What options are true about living in a small house according to other people?

- A) People have to get rid of their excess possessions.
- B) People have to keep all their possessions.
- C) It forces people to go out and engage with the rest of the world. (social interaction)
- D) people have to look for a nother house .

5. How do the Japanese save space in small apartments less than ten square meters ? (solutions)

- A) Using deep wardrobes and cupboards for storage.
- B) Bedding can be folded and put away every day allowing the room to be used for purposes other than sleeping.
- C) Using sliding doors which can divide the room into different living areas when required.
- D) Adding more space for storage

("The Japanese are the masters in the art of saving space")

(because of high population density / over crowding in cities like Tokyo)

6. What is a question being investigated by a NASA-funded Mars simulation experiment?

- A) What about when you are obliged to compete for space with one person?
- B) What about when you are obliged to compete for space with several others?
- C) What about when you are obliged to compete for space with your friend ?
- D) What about when you are obliged to compete for space with your family ?

7. Why has a 'habitat' been located on the slopes of a volcano in the Pacific Ocean in an experiment ? (The goal)

- A) The goal is to understand how people can successfully live and work together on trips into space.
- B) The goal is to understand how people can unsuccessfully live and work together on trips into space.
- C) The goal is to understand how people can successfully live and work together in cities .
- D) The goal is to understand how people can successfully live and work together in small houses .

8. What is the space that six crew members share ?

- A) 14 metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment.
- B) 13 metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment.
- C) 12 metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment.
- D) 11 metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment.

9. When aren't the crew permitted to leave the capsule ?

- A) When they finish their mission.
- B) When they are wearing a spacesuit.
- C) When they don't want to sleep
- D) When they spend the 12 months

10. What is the own personal space for each one of the crew ?

- A) Big enough for a big bed and chair.
- B) Small enough for a tiny bed and chair.
- C) Big enough for a bed and tiny chair.
- D) Big enough for a tiny bed and chair.

11. How long has the mission of the crew been lasting ?

- A) Between 5 and ten months.
- B) A year
- C) Between six and 12 months.
- D) Few years

12. What is the result of the experiment ? What does the experiment reveal ?

- A) Some privacy is essential and better
- B) People in confined spaces get on better when they spend more time together
- C) Retreating to their own private or personal space is better .
- D) People in confined spaces get on worse when they spend more time together

13. Professor Pader believes that the major benefits of sharing space is that

- A) it teaches you how to negotiate with people and learn respect for other people
- B) it helps you withdraw when things get difficult.
- C) it teaches you disrespect for others
- D) it makes you feel like a punishment

14. What is the assumption in many western countries but not a universally shared belief.

- A) People often prefer to share bedrooms and bathrooms
B) Being alone feels like a punishment.

- C) Being alone teaches you disrespect for others
D) We all need privacy

15. Why do people in Mexico prefer to share bedrooms and bathrooms ?

- A) Because being alone feels like a punishment. C) Because some privacy is essential and better
B) Because being alone teaches you disrespect for others D) Because retreating to their own private or personal space is better .

Answers : 1. A 2. ABCD 3. B 4. AC 5. ABC 6. B 7. A 8. D
9. B 10. D 11. C 12. B 13. A 14. D 15. A

A report

Organisation

• **Begin with an introduction and how you obtained the information, e.g. :**

ابدأ بمقدمة وكيف حصلت على المعلومات

1. The **aim** purpose of this report is to ...

3. The report is **based** on a survey of ...

2. The report is intended to ...

• **Use linkers like regarding or with regard to to announce a change of topic.** استخدم روابط مثل (فيما يتعلق ب) لتعلن تغيير الموضوع.

Body

• **Report the opinions**

قم بنقل الآراء

1. Some **express** a wish for / preference for / concern that ...

3. ... had no strong **feelings** on the **matter**

2. Many ... were **of** the opinion / view that ...

4. Opinions were **divided** about ...

5. Some people commented that ...

• **Use quantifiers to express people's opinions**

استخدم محددات الكميات للتعبير عن آراء الناس

1. Just over half **approximately** half ...

3. Some / Several / Many / All / None / Hardly

2. The majority of ...

4. anybody

5. A few / A large / A significant number of ...

• **Conclusion and recommendations**

الخاتمة والتوصيات

1. In conclusion, it **seems** / appears that ...

3. The best solution would seem to be ...

2. I would strongly recommend ...

LIFE SKILLS How to make the most of volunteering

كيفية تحقيق أقصى استفادة من العمل التطوعي

Have you done any volunteering? what you did.

Yes, I have done some volunteering. I helped organize food donations for families in need and spent weekends distributing supplies. It was a rewarding experience because I felt I was making a positive difference.

Giant Beach

النشاطات العملاق

Clean-up Day

يوم تنظيف

A Last year the annual Giant Beach Clean-up Day saw volunteers collect nearly 65 tonnes of plastic and other litter from beaches around Jordan! Join us for a day of fresh air, fun with others and a real sense of achievement in making the beach a cleaner and safer place for local wildlife, as well as nicer for us. Contact your local Giant Beach Clean-up organiser and turn up on the day with your own bin bags and gloves.

Book in a book !

كتاب في كتاب

B Every week, many children have to spend time in hospital. This time can be difficult for them, and also boring. We are looking for volunteers to join our team of hospital visitors. Our volunteers spend time reading stories to the children to keep them entertained. It can be great fun for both the children and the volunteers! We are seeking people with good communication skills, and understanding. You would need to be available for at least one evening a week.

Become a befriender

كن صديقاً

C As a befriending volunteer you will be visiting an older person in their own home, spending time with them and doing the things they want to do. You will be helping to reduce their social isolation by giving them some contact with the world outside their home. It's a direct way to make a difference to someone's life, and you might make a new friend. You will be expected to call or visit them for between 30 and 60 minutes once a week.

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 7



Emad Abu Alzumar

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مخيم حطين - السوق الرئيسي - باب الحديد

UNIT SEVEN

Is it Fair ?

Collocations متلازمات	Meaning
contaminate fresh water supplies	تلوث إمدادات المياه العذبة
provide water filters	تزويد/ توفير فلاتر مياه
environmental problems	مشاكل بيئية
install new toilets	تركيب حمامات جديدة
look at the problem from a different angles	النظر الى المشكلة من زوايا مختلفة
share thoughts	يشارك الأفكار
broken pipes	انابيب مكسورة
natural disasters	كوارث طبيعية
gender equality	المساواة بين الجنسين
bright ideas	أفكار رائعة
prove-d (proven) (something) right	يثبت صحة شيء / رأي ما

Words	Meaning
intern متدرب	a (usually young) person who does a job to get experience of it and to learn شخص (عادة ما يكون شاباً) يقوم بعمل ما للحصول على خبرة فيه والتعلم
Proceeds منافع / عائدات	the total money received from selling or organising something اجمالي الأموال المستلمة من بيع أو تنظيم شيء ما
foundation مؤسسة	an organisation started for a specific purpose, such as research منظمة بدأت لغرض محدد، مثل البحث
commission عمولة	money that is paid to a salesperson for selling something المال الذي يُدفع إلى البائع مقابل بيع شيء ما
industrious كادح	being busy or working very hard أن تكون مشغولاً أو تعمل بجد
anonymous مجهول	referring to someone whose name is not known or not made public يشير إلى شخص لا يُعرف اسمه أو لم يتم الإعلان عنه
integral متكامل	very important to, or an essential part of something, مهم جداً أو جزء أساسي من شيء ما
ill-equipped غير متسلح بـ (مهارات/خبرات)	not having the correct tools or skills to do something عدم امتلاك الأدوات أو المهارات الصحيحة للقيام بشيء ما

word	meaning	word	meaning
facilities	مرافق	racism	عنصرية
homelessness	التشرّد	unemployment	بطالة
immigration	هجرة	opportunities	فرص
institution	مؤسسة	equal	متساوي
expand	يتوسع	enforce	يجبر/ ينفذ قانون

Verbs	Meaning	Arabic meaning
set up	put in position	يُشَرع بـ
set out	begin a task with a particular aim or goal	يجهز
deal with	take action to solve a problem	يتعامل مع
eat from	eat out of	يأكل من
protect against	take care of someone or something	يحمي من
survive on	stay alive	يبقى حيا / ينجو
participate in	take part in somethin	يشارك في
call to	say something loudly	ينادي على

words	Differences in Meaning	Arabic meaning
set out	begin a task with a particular aim or goal	ينطلق / يبدأ / يوضح
set up	put in position	يؤسس / ينشئ / يجهز
over	is used with certain numbers (ages, speed, amounts) to	فوق / أكثر من
above	is used to mean higher than; mean more than	أعلى من / فوق
test	take measures to check something	اختبار / يختبر
prove	use evidence to show the truth	يثبت / يبرهان
The fact	refers forward to what is being discussed	الحقيقة / الأمر الواقع
In fact	refers to the truth of a situation, especially if we didn't expect this to be	في الواقع / في الحقيقة

- a. They **set out** to discover why and reveal the mysteries of the underwater world.

b. The cameras were **set up** in different locations.
- a. Every day, **over** 10,000 acres of trees are lost.

b. You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres **above** our planet.
- a. Doctors **tested** her and discovered she would be permanently deaf and blind.

b. The documentary **proves** that having a disability does not always stop people from doing amazing things.
- a. **The fact** that she could not see or hear did not stop her from enjoying the same things as all of us.

b. **In fact** she also helped many other people with disabilities.

SPEAKING : Expressing opinions

المحادثة / التعبير عن الرأي

function	Examples	معنى
strong opinion رأي قوي	- It goes without saying that ... - Without a shadow of a doubt, ... - Frankly , I think it's obvious that ...	وغني عن القول أن ... دون أدنى شك، ... بصرامة، أعتقد أنه من الواضح أن
less strong opinion رأي أقل قوة	- As far as I'm concerned , ...	بالنسبة لي،
counter opinion رأي مضاد	- It's a good idea in principle , but ... - I can see where they're/you're coming from, but...	إنها فكرة جيدة من حيث المبدأ، لكن ... أستطيع أن أفهم (أرى) من أين جاءت (الأفكار) /
tentative opinion رأي مبدئي	- I'm no expert , but ... - I tend to think (that) ... - I'm inclined to think (that) ...	أنا لست خبيراً، ولكن ... أميل إلى التفكير (أن) ... أنا أميل إلى التفكير (أن) ...
challenging somebody else's opinion تحدي رأي شخص آخر	- That's debatable , isn't it? - You're entitled to your opinion, but ... - Are you saying that ...?	هذا قابل للنقاش، أليس كذلك؟ يحق لك إبداء رأيك، لكن ... هل تقول ذلك...؟

Aspiration

السقط في الأصوات

We sometimes add an extra puff of air after /p/, /t/ and /k/ before we move on to the next sound. This happens only if:

- the sound is at the beginning of a stressed (or the only) syllable
 - the sound is immediately followed by a vowel (e.g. **p**aper, **ch**ar, **th**ough)
- In the film, a man lives on a road with no pavement - his home is Australia in **case** you couldn't **tell**!
- This film is about a **tal**ent show where actors spend their **time** trying to win the show to raise a bit of **cash**.

/ph/	/th/	/kh/
p oor	t alent	c urrent
P olish	t ime	c apital
un p opular	re t urn	o c cure
im p ortant	po t ential	un c ommon

The underlined sounds include aspiration.

- location
- tortoise
- mechanic

1. Jordanian Royal Family helps to move people out of -----
a. poverty b. opportunities c. facilities d. environment
2. Jordanian Royal Family aims to give better work----- to women and young people
a. poverty b. opportunities c. facilities d. environment
3. Jordanian Royal Family helps to improve health -----
a. poverty b. opportunities c. facilities d. environment
4. Jordanian Royal Family helps refugees to find----- as well as with their education, finance and work opportunities
a. poverty b. opportunities c. facilities d. homes
5. Jordanian Royal Family promotes sustainable development that does not harm the-----
a. poverty b. opportunities c. facilities d. environment
6. Complete the following collocation : -----fresh water supplies
a. broken b. environmental c. provide d. contaminate
7. Complete the following collocation : -----water filters
a. broken b. environmental c. provide d. contaminate
8. Complete the following collocation : -----problems
a. broken b. environmental c. provide d. contaminate
9. Complete the following collocation : -----pipes
a. broken b. environmental c. provide d. contaminate
10. Complete the following collocation : -----new toilets
a. broken b. environmental c. provide d. install
11. Complete the following collocation : -----disasters
a. broken b. natural c. provide d. contaminate
12. His parents said he wasn't working hard enough and his terrible exam results . Have -----them right.
a. proven b. bright c. angle d. share
13. Does anyone have any ----- ideas for Maha's surprise family party?
a. proven b. bright c. angle d. share
14. To find a solution I think we need to look at the problem from a different ----- .
a. proven b. bright c. angle d. share
15. Please ----- your thoughts on what you think went wrong.
a. proven b. bright c. angle d. share
16. The phrase "being busy or working very hard" means :
a. industrious b. commission c. intern d. integral
17. "a (usually young) person who does a job to get experience of it and to learn" refers to "
a. industrious b. commission c. intern d. integral
18. The phrase "very important to, or an essential part of, something" means :
a. industrious b. commission c. intern d. integral
19. The phrase "not having the correct tools or skills to do something" means :
a. ill-equipped b. commission c. intern d. integral
20. The phrase "referring to someone whose name is not known or not made public" means :
a. ill-equipped b. anonymous c. intern d. integral
21. The phrase "the total money received from selling or organising something" means :
a. ill-equipped b. anonymous c. proceeds d. integral
22. The phrase "an organisation started for a specific purpose, such as research" means :
a. ill-equipped b. anonymous c. proceeds d. foundation
23. The phrase "money that is paid to a salesperson for selling something" means :
a. commission b. anonymous c. proceeds d. foundation
24. The underlined sound that includes aspiration is :
a. location b. vitamins c. repair d. dropa
25. The underlined sound that includes aspiration is :
a. mechanic b. vitamins c. repair d. dropa

26. The underlined sound that includes aspiration is :
a. tortoise b. vitamins c. repair d. drop
27. This is a good law, but I am not sure it is-----.
a. enforce b. enforceable c. enforcement d. enforced
28. The factory has grown recently, and has been more successful since the -----
a. expanse b. expansion c. expand d. expandable
29. The university in our city is an important-----
a. institute b. institutionalise c. institutional d. institution
30. How can the factory ----- polluting the river like that?
a. justify b. justifiable c. justification d. justifying
31. It is good that men and women get----- pay in this business.
a. equal b. equality c. equalize d. equally
32. Keep your argument simple and try not to ----- it.
a. complicated b. complication c. complicating d. complicate
33. At this university, we reject any and all ----- based on race, gender, religion or age.
a. discriminate b. discrimination c. discriminated d. discriminating
34. We believe in ----- of speech.
a. freedom b. free c. freely
35. We will never accept any ----- of individuals based on their----- beliefs.
a. persecute / personally b. persecution / personal c. persecute / personalize
36. Should anybody feel they have suffered -----?
a. victim b. victimization c. rganizin
37. An----- will be carried out and suitable disciplinary action will be taken.
a. investigate b. investigation c. investigating
38. He-----how many sandwiches he would need for the family party and didn't make enough.
a. judging b. misjudged c. misjudgment
39. 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
40. The school called the boy's parents because his behaviour in class was completely -----.
a. unaccept b. unaccepting c. unacceptable
41. ----- means that everyone has exactly the same rights.
a. Equality b. Equal c. Equally
42. Some countries have very high-----and it is difficult for young people to find a job.
a. unemployed b. unemployment c. unemploy
43. The Student Union is an ----- that helps students when they go to a Jordanian University.
a. organising b. organisation c. organise
44. Some students are quite young when they start their studies and can feel ----- in their first weeks.
a. comfortable b. comfortably c. comfort
45. The Union will be pleased to -----any doubts students have, however small you might think they are.
a. clearance b. clarify c. clear
46. The Union can help students enjoy the -----, social and sports activities available to them at university.
a. entertainment b. entertain c. entertaining
47. They ----- to discover why and reveal the mysteries of the underwater world.
a. set out b. set up
48. The cameras were ----- in different locations.
a. set out b. set up
49. Every day, ----- 10,000 acres of trees are lost.
a. over b. above

50. You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres ----- our planet.
a. over b. above
51. Doctors ----- her and discovered she would be permanently deaf and blind.
a. proves b. tested
52. The documentary ----- that having a disability does not always stop people from doing amazing things.
a. proves b. tested
53. ----- that she could not see or hear did not stop her from enjoying the same things as all of us.
a. The fact b. In fact
54. ----- she also helped many other people with disabilities.
a. The fact b. In fact
55. One of the following expressions doesn't represent a strong opinion :
a. It goes without saying that ... c. Frankly, I think it's obvious that ...
b. Without a shadow of a doubt, ... d. I'm no expert, but ...
56. One of the following expressions doesn't represent a challenging somebody else's opinion
a. I tend to think (that) ... c. You're entitled to your opinion, but ...
b. That's debatable, isn't it? d. Are you saying that ...?
57. One of the following expressions represents a tentative opinion
a. It goes without saying that ... c. You're entitled to your opinion, but ...
b. That's debatable, isn't it? d. I'm no expert , but
58. One of the following expressions represents a counter opinion
a. It goes without saying that ... c. It's a good idea in principle, but ...
b. That's debatable, isn't it? d. Are you saying that ...?
59. The opinion expression ' As far as I'm concerned, ... ' represents:
a. a strong opinion c. a counter opinion
b. a tentative opinion d. a less strong opinion
60. Monkeys live ----- fruit and nuts.
a. on b. in c. out d. with
61. Monkeys live ----- trees.
a. on b. in c. out d. with
62. We eat soup ----- of a bowl.
a. on b. in c. out d. with
63. We need to deal ----- the climate crisis.
a. on b. in c. out d. with
64. Choose the correct word or phrase to complete the collocation : Contaminate -----
a. water filters b. new toilets c. problems d. fresh water supplies
65. Choose the correct word or phrase to complete the collocation : provide -----
a. water filters b. new toilets c. problems d. fresh water supplies
66. Choose the correct word or phrase to complete the collocation : environmental -----
a. water filters b. new toilets c. problems d. fresh water supplies
67. Choose the correct word or phrase to complete the collocation : install -----
a. water filters b. new toilets c. problems d. fresh water supplies
68. Choose the correct word or phrase to complete the collocation :
Look at the problem from a different -----
a. angles b. thoughts c. natural d. broken
69. Choose the correct word or phrase to complete the collocation : share -----
a. angles b. thoughts c. natural d. broken
70. Choose the correct word or phrase to complete the collocation : ----- pipes
a. angles b. thoughts c. natural d. broken
71. Choose the correct word or phrase to complete the collocation : ----- disasters
a. angles b. thoughts c. natural d. broken

72. Choose the correct word or phrase to complete the collocation : Gender -----

- a. ideas b. right c. natural d. equality

73. Choose the correct word or phrase to complete the collocation : Bright -----

- a. ideas b. right c. natural d. equality

74. Choose the correct word or phrase to complete the collocation : Prove something -----

- a. ideas b. right c. natural d. equality

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

الكلام المنقول (غير المباشر) Reported Speech

11. Reported Speech : V1 $\longrightarrow$ V2 $\longrightarrow$ had + V3 $\longrightarrow$ had + V3

عند التحويل من الكلام المباشر الى الكلام المنقول يجب الانتباه الى تغيير ثلاثة اشياء في الجملة وهي :
1. الفعل 2. الضمائر 3. الظروف المكانية والزمانية واسماء الاشارة

تغيير الزمن

1. Tense changes :

direct	Reported	direct	Reported
V1 (Present) $\longrightarrow$	V2 (Past)	may $\longrightarrow$	might
V2 $\longrightarrow$	had + V3	might $\longrightarrow$	might
had + V3 $\longrightarrow$	had + V3	ought to $\longrightarrow$	ought to
will $\longrightarrow$	would	must $\longrightarrow$	must / had to
would $\longrightarrow$	would	have to $\longrightarrow$	had to
shall $\longrightarrow$	shall	has to $\longrightarrow$	had to
should $\longrightarrow$	should	had to $\longrightarrow$	had to
can $\longrightarrow$	could		
could $\longrightarrow$	could		

don't $\longrightarrow$	didn't	has $\longrightarrow$	had
doesn't $\longrightarrow$	didn't	have $\longrightarrow$	had
didn't + V-inf. $\longrightarrow$	hadn't + V3	had $\longrightarrow$	had had
am $\longrightarrow$	was	had + V3 $\longrightarrow$	had + V3
is $\longrightarrow$	was	do $\longrightarrow$	did
are $\longrightarrow$	were	did $\longrightarrow$	had done
was $\longrightarrow$	had been		
were $\longrightarrow$	had been		

2. Pronouns :

الضمائر الانعكاسية Reflexive Pronouns	ضمائر الفاعل Subject Pronouns	ضمائر المفعول به Object Pronouns	صفات الملكية Possessive Adjectives
myself	I	me	my
himself	he	him	his
herself	she	her	her
ourselves	we	us	our
themselves	they	them	their
yourself - yourselves	You + V	V + you	your

3. Adverbs and demonstratives changes :

تغيير الظروف المكانية والزمانية واسماء الاشارة

today	that day	ago	before
tonight	that night	tomorrow	the day after
at the moment	at that moment	tomorrow	the following day
now	then – at that time	next	the following / after
yesterday	the day before	this	that
last week	the week before	these	those
last week	the previous week	here	there
last month	the month before		
last month	the previous month		

this $\rightarrow$ that (in time expressions)

this / that $\rightarrow$ the

Reporting verbs

أفعال نقل الكلام

agree-d	يوافق	insist-ed	يصرّ	deny-denied	ينكر
warn-ed	يحذّر	recommend-ed	يوصي	threaten-ed	يهدد
explain-ed	يوافق	admit-ted	يعترف	encourage-d	يشجع
promise-d	يعد	advise-d	ينصح	praise-d for	يمدح
regret-ed	يندم	suggest-ed	يقترح	accuse-d of	يتهم
refuse-d	يرفض	remind-ed	يذكر	apologise-d for	يعتذر
order-ed	يامر	ask-ed	يطلب / يسأل	object-ed to	يعترض على
decide-d	يقرر	persuade-d	يقنع	congratulate-d on	يهنيء بمناسبة
blame-d	يلوم	invite-d	يدعو / يعزم	complain-ed	يتذمر / يشكو
criticised-ed	ينتقد	offer-ed	يعرض	propose-d	يقترح
demand	يتطلب				

Basic rules

When we report what people said, we:

تحويل الجملة الخبرية

أشهر أفعال نقل الكلام للجملة هي : say-said , tell-told

1. **move the original verb 'one tense back'**
'I've found **you** a new phone.'
He told me (that) **he** had found **me** a new phone.

ارجع الفعل زمن للخلف ما عدا الماضي التام والافعال الشكلية وغير الضمان

2. **use say (that)**
I will come .
He **said** he would come.

2. استخدم كلمة (قال) وبعدها **that** بدون مفعول به

3. **use tell + object (that)**
I will come .
He **told** me he would come.

3. استخدم كلمة (اخبر) وبعدها **that** ثم مفعول به

تحويل الأوامر commands

told + object + to / ordered + object + to

ترتيب الأمر المنقول: أشهر فعل نقل الأمر هو:

- Meet me here today .
He **told me to meet** him there that day.
- "Don't come late tomorrow!"
He **ordered me** -----

استخدم **tell + object + (to) + infinitive**

إذا كان الأمر / الطلب بالنفي نضع **not** بعد المفعول به ونحذف **Don't**

use **told + object + (not) + infinitive**

تحويل الطلبات Requests

asked + object + to

ترتيب الطلب المنقول: أشهر فعل نقل الطلب هو:

- "Buy the fish."
He **asked me to buy** the fish.
- "Close the window, please."
She **asked her son** -----

استخدم **asked + object + (to) + infinitive**

No change

It is not necessary to change verbs when:

ليس من الضروري تغيير الأفعال عندما :

1. we use a Present Simple / Present Perfect reporting verb:
He **says** he'll **be** back next week.
2. we use a Present Simple / Present Perfect reporting verb:
He **has said** he'll **be** back next week
3. the statement is reported soon after it was said so the situation is still relevant:
He **said** he'll **be** back next week. (It's the same week.)
4. the reporter believes that the fact / opinion is still true
Dad **said** he **is** very happy.

1. عندما نستخدم المضارع البسيط للحديث عن الأفعال

2. عندما نستخدم المضارع التام للحديث عن الأفعال

3. عندما تنقل العبارة بعد وقت قصير من قولها، لذا فإن الوضع لا يزال ذا صلة

4. عندما يعتقد القائل أن الحقيقة / الرأي لا يزال صحيحا

تحويل الاسئلة

When we report what people asked , we:

Wh- questions

- **"Where is he ?"**
He asked where he was .
- **"When do they play ?"**
He asked me when he played .
- **"What does he study ?"**
He asked what he studied .
- **"What did he study ?"**
He asked me what he had studied .
- **"Where was he ?"**
He asked me where he had been .

Yes/ No questions

use **ask + (object) + if / whether** for yes/ no questions

- He **asked (me) if / whether** I could write.

- **"Is he Ali ?"**
He asked me if he was Ali .
- **"Do you speak English ?"**
He asked me if I spoke English.
- **"Does he speak English ?"**
He asked me if he spoke English .
- **"Did he speak English ?"**
He asked me if he had spoken English.

ترتيب السؤال المنقول: أشهر أفعال نقل السؤال هي:

ask-ed/ want-ed to know / inquire-d

يصبح ترتيب السؤال عند نقله كترتيب الجملة حتى أننا لا نضع علامة سؤال في النهاية

7. استخدم كلمة (سأل) وبعدها **if / whether** (إذا) لاسئلة نعم / لا

- عند تحويل السؤال :

- إذا بدأ السؤال بفعل مساعد نضع كلمة **if / whether** ثم الترتيب فاعل + فعل

- إذا بدأ السؤال بـ **WH** أو **How** نضعها كما هي ثم الفاعل + الفعل المساعد

- إذا وجد في السؤال كلمة **do** تحذف ويحول الفعل الى **V2**

- إذا وجد في السؤال كلمة **does** تحذف ويحول الفعل الى **V2**

- إذا وجد في السؤال كلمة **did** تحذف ويحول الفعل الى **had + V3**

- إذا لم يوجد في السؤال **do-does-did** يعكس الفاعل مع الفعل ويحول حسب الزمن

"Why are you annoying me?"

He wanted to know -----

Reporting Verbs

We use a variety of verbs that have more than one pattern.

نستخدم مجموعة متنوعة من الأفعال التي لها أكثر من نمط.

Reporting verbs are used to summarise what someone said. They follow these patterns:

نستخدم أفعال الكلام المنقول لتلخيص ما قاله شخص ما. وهي تتبع هذه الأنماط

1. Verb + (that) + clause explain , admit , agree , complain, deny, insist, promise, recommend, regret , suggest	- He explained (that) tickets were expensive. - She admitted (that) she was wrong.
2. Verb + object + (that) + clause warn , advise, persuade, promise, remind	He warned him (that) he was in danger.
3. Verb + to (not) infinitive agree, decide, refuse, threaten , regret , advise , offer , promise	- He offered to pay them \$10 an hour. - The publishers promised to look at her book.
4. Verb + object + to (not) infinitive encourage , ask, invite, order, persuade, remind, tell, warn , advise	- They encouraged him to try again.
5. Verb + (not) gerund suggest , admit, advise, deny, recommend , regret يستخدم فعل regret عند نقل التمني باستخدام wish	- She suggested getting a job as a secretary.
6. Verb + preposition + object + (not) gerund insist on, object to , apologize for	- They apologised for not listening to her.
7. Verb + object + preposition + (not) gerund criticize somebody for / accuse somebody of, blame somebody/something for, congratulate somebody on, praise somebody for / warn somebody against / about	- He criticised her answer for being too short.

8. - We use **that + should** clause to provide information about the object.

- We use it with verbs that express the idea that an action is necessary,
نستخدمها مع الأفعال التي تعبر عن فكرة ان ذلك الإجراء ضروري
demand, recommend, suggest:

9. We can also use these verbs with **that + Present / Past Simple** clause
insist , propose

His boss **suggested that** he **should** take a holiday.

They **recommended that** she **should** drive.

He **insisted that they take / took** the money.
She **proposed that he take / took** a computer.

1. **explain** = He explained that
2. **admit** = He admitted that / He admitted + V-ing
3. **agree** = He agreed that / He agreed to + V-inf.
4. **deny** = He denied that / He denied + V-ing
5. **insist** = He insisted that
He insisted **on** + object + V-ing
He insisted that + Present , Past clause
regret = He regretted that
He regretted + to + V-inf.
He regretted + V-ing

6. **promise** = He promised that /
He promised + object + that
He promised to + V-inf
7. **suggest** = He suggested that /
He suggested + V-ing
He suggested that + subject + should
8. **advise** = He advised + object + that
He advised + object + to + V-inf.
He advised + to + V-inf.
He advised + V-ing

1. Change the following sentence from reported speech into direct speech :

In today's programme, they would look at some of the amazing things that different charities were doing.

'In today's programme, we -----.'

- 'll look at some of the amazing things that different charities are doing.
- 'll look at some of the amazing things that different charities were doing.
- should look at some of the amazing things that different charities are doing.
- can look at some of the amazing things that different charities are doing.

2. Change the following sentence from reported speech into direct speech :

The professor said that others had to wash in rivers because they didn't have clean water in their houses to have a bath or shower.

'Others -----.'

- have to wash in rivers because they didn't have clean water in their houses to have a bath or shower.
- have to wash in rivers because they hadn't had clean water in their houses to have a bath or shower.
- has to wash in rivers because they don't have clean water in their houses to have a bath or shower.
- have to wash in rivers because they don't have clean water in their houses to have a bath or shower.

3. Change the following sentence from reported speech into direct speech :

The reporter asked how the charity could help these people.

'So how -----.'

- could the charity help these people?
- can the charity help these people?
- the charity can help these people?
- can the charity help these people.

4. Change the following sentence from reported speech into direct speech :

The professor said that dirty water had mixed with clean water and that had made people ill.

'Dirty water -----.'

- mixes with clean water and this made people ill.
- have mixed with clean water and this made people ill.
- mixed with clean water and this made people ill.
- mixed with clean water and this makes people ill.

5. Change the following sentence from reported speech into direct speech :

The reporter said that he could see the charity really should make a difference to people's lives.

'I -----.'

- can see the charity really should make a difference to people's lives.
- can have seen the charity really should make a difference to people's lives.
- saw the charity really should make a difference to people's lives.
- may see the charity really should make a difference to people's lives.

6. Change the following sentence from reported speech into direct speech :

The professor told us to remember 90% of the world's natural disasters were related to water.

‘.....’

- a. Don't remember, 90% of the world's natural disasters are related to water
- b. Remember, 90% of the world's natural disasters are related to water.
- c. Remembered, 90% of the world's natural disasters are related to water.
- d. Remembering, 90% of the world's natural disasters are related to water.

7. We may choose NOT to change direct speech when -----

- a. the action isn't still happening or is going to happen.
- b. the action is not important.
- c. the action is still happening or is going to happen
- d. the action is temporary.

8. We do NOT change direct speech into reported speech when.....

- a. the reporting verb is in the present tense.
- b. the reporting verb is in the past tense.
- c. the reporting verb is in the future tense.
- d. the reporting verb is in the future continuous tense.

9. We may also choose NOT to change when.....

- a. the direct speech describes an action.
- b. the direct speech describes a certain characteristic.
- c. the direct speech describes a specific activity in the past.
- d. the direct speech describes a general truth or fact.

10. Change the previous sentence into reported speech :

“Charity workers installed new drinking taps and a new toilet block in the village last week.”

- a. The journalist said that charity workers have installed new drinking taps and a new toilet block in the village last week .
- b. The journalist said that charity workers had installed new drinking taps and a new toilet block in the village last week .
- c. The journalist said that charity workers installed new drinking taps and a new toilet block in the village last week .
- d. The journalist said that charity workers install new drinking taps and a new toilet block in the village last week .

11. Change the following sentence into reported speech :

“The village has not had fresh water for many years, so the changes will make a big difference.”

- a. He said that the villagers hadn't had fresh water for many years, so the changes would make a big difference.
- b. He said that the villagers don't have fresh water for many years, so the changes would make a big difference.
- c. He said that the villagers didn't have fresh water for many years, so the changes would make a big difference.
- d. He said that the villagers wouldn't have fresh water for many years, so the changes would make a big difference.

12. Change the following sentence into reported speech :

“Many children now go to school for longer because they don't have to walk long distances to find water.”

- a. The villager said that many children now have gone to school for longer because they don't have to walk longer.
- b. The villager said that many children now go to school for longer because they didn't have to walk longer.
- c. The villager said that many children now had gone to school for longer because they don't have to walk longer.
- d. The villager said that many children now go to school for longer because they don't have to walk longer.

13. Change the following sentence into reported speech :

“ I would like to thank the charity for helping our village. I have one question.

How soon will it be before all the villages in the area have the same help? “

- a. He thanked the charity for helping their village and asked how soon it would be before all the villages in the area had the same help.
- b. He thanked the charity for helping their village and asked how soon would it be before all the villages in the area had the same help.
- c. He thanked the charity for helping their village and asked how soon it will be before all the villages in the area had the same help.
- d. He thanked the charity for helping their village and asked how soon it would be before all the villages in the area have the same help.

14. Change the following sentence into direct speech :

She asked what I had been thinking about at the meeting.

‘What.....about at the meeting?’

- a. you have been thinking
- b. are you thinking
- c. have you been thinking
- d. have been you thinking

15. Change the following sentence into direct speech :

He said we should only talk about important things.

‘We should..... about important things.’

- a. only have talked
- b. only talked
- c. only be talking
- d. only talk

16 .Change the following question into direct speech :

He asked us whether we believed the weather was getting hotter.

‘.....believe the weather is getting hotter?’

- a. Did you c.Have you b.Do you d. Had you

17. Change the following sentence into direct speech :

She said people had talked about the effects of global warming.

‘Peopleabout the effects of global warming.’

- a. have talked c.are talking b. talk d.were talking

18.Change the following sentence into direct speech :

He said that their recycling efforts would help.

‘Our recycling efforthelp.’

- a. do c. will b. would d. did

19. Our reporter asked student representative, Alia Altahhan why -----joined the meeting.

- a. had students c. students had b. students have d. were students

20. Alia said that they -----extremely concerned about the state of the planet.

- a. are c. have b. were d. will have

21.When interviewed, Alia asked why -----doing more about cutting pollution.

- a. factories weren’t c. factories aren’t b. weren’t factories d. factories hadn’t

22. The police officers ----- me whether I was 18 years old.

- a. said b. asked c. told d. accused

23. The security guard -----us not to enter the building.

- a. said b.suggested c.told d. denied

24. The firefighters ----- we had to stay behind the barriers.

- a. asked b. told c. said d. ordered

25. The conductor ----- if he could see our tickets.

- a. said b. told c. accused d. asked

26. The driving instructor ----- you that you needed to slow down.

- a. told b. said c. offered d. agreed

27. I met a guy at a talk last week. He looked a bit confused, so I asked him -----I could help him.

- a. that b. why c. if

28. He said that he wanted to know how he ----- get to the lecture theatre.

- a. couldn't b. could c. wants

29. He told me that he ----- to this university before.

- a. wasn't b. hadn't been c. hasn't been

30. So I told him that I ----- show him the way.

- a. can b. will c. would

31. He thanked me and we went -----

- a. apart b. other c. together

32. ‘Why are you leaving early?’

He asked us -----

- a. why we are leaving early. c. why were we leaving early.
b.why we were leaving early. d. why he was leaving early.

33. ‘Were you at the meeting yesterday?’

She wanted to know if I -----

- a. am at the meeting the day before. c. have been at the meeting the day before.
b. was at the meeting the day before. d. had been at the meeting the day before.

34. ‘What will you be asking for?’

She's just asked us -----

- a. what we will be asking for. c. what she will be asking for.
b. what we would be asking for. d. what we will be asking for?

35. 'How many people went to the meeting last week?'

He asked how many people -----

- a. had gone to the meeting the week before.
- b. have gone to the meeting the week before.
- c. are going to the meeting the week before.
- d. would go to the meeting the week before.

36. 'How long have you all been preparing the dinner?'

He wanted to know -----

- a. how long we have all been preparing the dinner.
- b. how long had we all been preparing the dinner.
- c. how long we will have all been preparing the dinner.
- d. how long we had all been preparing the dinner.

37. 'Are you hopeful the meeting will be successful?'

She often asks me -----

- a. if I was hopeful the meeting will be successful
- b. if I had been hopeful the meeting will be successful
- c. if I am hopeful the meeting will be successful.
- d. if am I hopeful the meeting will be successful

38. 'Could I ask you a few questions here and now?'

He asked -----

- a. if could he ask me a few questions there and then.
- b. if he could ask me a few questions there and then.
- c. if he can ask me a few questions there and then.
- d. if she could ask me a few questions there and then.

39. 'They have been trying to find the answer to the maths problem.'

She said -----

- a. that they had been tried to find the answer to the maths problem
- b. that they have been trying to find the answer to the maths problem
- c. that had they been trying to find the answer to the maths problem
- d. that they had been trying to find the answer to the maths problem

40. 'We and a few other friends had a meeting last week.'

They say -----

- a. that they and a few other friends had a meeting last week
- b. that they and a few other friends have a meeting last week
- c. that they and a few other friends had had a meeting last week
- d. that they and a few other friends were having a meeting last week

41. 'Stop what you are doing right now!'

She ordered us -----

- a. to stop what they were doing right then
- b. for stopping what we were doing right then
- c. to stop what we are doing right then
- d. to stop what we were doing right then

42. 'It has been a successful day at work today.'

They said -----

- a. that it will be a successful day at work that day
- b. that it was a successful day at work that day
- c. that it had been a successful day at work that day.
- d. that it could have been a successful day at work that day

43. 'People are getting really upset about the issue.'

She said that -----

- a. people were getting really upset about the issue.
- b. people are getting really upset about the issue.
- c. people can be getting really upset about the issue.
- d. people had been getting really upset about the issue.

44. 'This conference is amazing.'

She says that -----

- a. this conference was amazing
- b. this conference had been amazing
- c. this conference is amazing
- d. this conference can be amazing

45. 'I love helping other people.'

She said that she -----

- a. loves helping other people
- b. had loved helping other people
- c. has loved helping other people
- d. loved helping other people

46. 'The conference has been a great success.'

She says that the conference -----

- a. had been a great success
- b. is a great success
- c. was a great success
- d. has been a great success

47. Rashed : Are you going to the lecture this afternoon, Osama?

Rashed asked Osama -----

- a. whether he is going to the lecture that afternoon.
- b. whether he was going to the lecture that afternoon.
- c. whether was he going to the lecture that afternoon.
- d. whether she was going to the lecture that afternoon.

48. Osama : Did you tell Ziad about it?

Osama asked Rashid if -----

- a. he told Ziad about it.
- b. had he told Ziad about it.
- c. they had told Ziad about it.
- d. he had told Ziad about it.

49. promised / the police officer / she / would / that / investigate the matter

The best order for the above sentence is:

- a. The police officer promised that she would investigate the matter.
- b. The police officer promised she that would investigate the matter.
- c. The police officer promised that would she investigate the matter.
- d. The matter promised that she would investigate the police officer.

50. was due next lesson / the teacher / the students / reminded / their homework / that

The best order for the above sentence is:

- a. The teacher reminded that the students their homework was due next lesson.
- b. The teacher that the students reminded their homework was due next lesson.
- c. The teacher reminded the students that their homework was due next lesson.
- d. The students reminded the teacher that their homework was due next lesson.

51. to collect / Salwa / agreed / from school / her sister

The best order for the above sentence is:

- a. Salwa agreed collect to her sister from school.
- b. Salwa agreed from school to collect her sister.
- c. Salwa agreed to collect her sister from school.
- d. Salwa collect agreed to her sister from school.

52. the doctor / us / much more exercise / to get / advised

The best order for the above sentence is:

- a. The doctor advised to get us much more exercise.
- b. The doctor advised much more exercise us to get.
- c. The doctor advised get us to much more exercise.
- d. The doctor advised us to get much more exercise.

53. for / apologised / waking / Noura / the baby

The best order for the above sentence is:

- a. Noura apologised for waking the baby.
- b. Noura apologised for the baby waking.
- c. Noura apologised waking for the baby.
- d. Noura apologised the baby for waking.

54. insisted on / his original birth certificate / Rakan / bringing / the secretary

The best order for the above sentence is:

- a. The secretary insisted on bringing Rakan his original birth certificate.
- b. The secretary insisted on Rakan bringing his original birth certificate.
- c. The secretary insisted Rakan on bringing his original birth certificate.
- d. The secretary bringing his original birth certificate insisted on Rakan.

55. Mazen agreed ----- the old man was discriminated against.

- a. that
- b. to
- c. she

56. The man at the information desk advised ----- to leave our phone number.

- a. that
- b. we
- c. us

57. Nader offered ----- lend Maher his car for the weekend.

- a. to
- b. for
- c. he would

58. The musician objected ----- playing only his hits at the concert.

- a. that
- b. to
- c. for

59. The police praised Imad ----- saving the man's life.

- a. on
- b. of
- c. for

60. 'I wish I hadn't bought white trainers.'

- a. Osama regrets / regretted buying white trainers.
- b. Osama regrets / regretted buying white trainers.
- c. Osama regrets / regretted buying white trainers.
- d. Osama regrets / regretted buying white trainers.

61. 'I will cook for you on Saturday.'

- a. Nadia promised to cooking for me on Saturday
- b. Nadia promised to cook for me on Saturday
- c. Nadia promised for cooking for me on Saturday
- d. Nadia promised of cooking for me on Saturday

62. 'I was wrong.'

- a. Muna suggested that she had been wrong
- b. Muna denied that she had been wrong
- c. Muna accused that she had been wrong
- d. Muna admitted that she had been wrong

63. 'Why don't we have a picking-up-litter day?'

- a. Rashed denied having a picking-up-litter day
- b. Rashed offered having a picking-up-litter day
- c. Rashed suggested having a picking-up-litter day
- d. Rashed appologised having a picking-up-litter day

64. 'Ali is so negative.'

- a. Tareq accused Ali of being negative
- b. Tareq admitted Ali of being negative
- c. Tareq suggested Ali of being negative
- d. Tareq offered Ali of being negative

65. The university where he worked admitted that they ----- him leave before he was 69.

- a. made
- b. had made
- c. were making
- d. make

66. But they agreed ----- him continue working until he was 69.

- a. to letting b. for letting c. to let d. let

67. I'm not surprised the professor criticised them for ----- him?

- a. sack b. sacks c. sacking d. sacked

68. Maybe they regretted ----- that he could work for longer.

- a. for agreeing b. to agreeing c. to agree d. agreeing

69. It's a pity someone didn't advise them ----- him for being too old.

- a. not to sack b. to not sack c. not sacking d. not to sacking

70. 'The report the newspaper published yesterday has caused a lot of discussion'.

- a. Mr Bager said that the report the newspaper published the day before had caused a lot of discussion
b. Mr Bager said that the report the newspaper has published the day before had caused a lot of discussion
c. Mr Bager said that the report the newspaper were published the day before had caused a lot of discussion
d. Mr Bager said that the report the newspaper had published the day before had caused a lot of discussion

71. 'Don't block the doors of the building!'

- a. We ordered to not block the doors of the building
b. We ordered them not to block the doors of the building
c. We ordered them not to blocking the doors of the building
d. We ordered them not for block the doors of the building

72. 'Why can't you listen to what we are saying?'

- a. He asked us why he couldn't listen to what they were saying
b. He asked us why couldn't we listen to what they were saying
c. He asked us why we can't listen to what they were saying
d. He asked us why we couldn't listen to what they were saying

73. 'Everyone who has taken part in the beach clean-up today will come back next week.'

- a. We told the journalists that everyone who had taken part in the beach clean-up that day will come back the following week
b. We told the journalists that everyone who took part in the beach clean-up that day would come back the following week
c. We told the journalists that everyone who had taken part in the beach clean-up that day would come back the following week
d. We told the journalists that everyone who has taken part in the beach clean-up that day would come back the following week

74. 'We are going to be at the meeting this afternoon.'

- a. They said that they were going to be at the meeting that afternoon
b. They said that they had been going to be at the meeting that afternoon
c. They said that we were going to be at the meeting that afternoon
d. They said that they were going to be at the meeting this afternoon

75. Rana: 'I didn't take a photo of her!'

- a. Rana denied for taking a photo of her. c. Rana denied to taking a photo of her.
b. Rana denied to take a photo of her. d. Rana denied taking a photo of her.

76. Nasser: 'I'll work hard at university, honestly!'

- a. Nasser promised to work hard at university. c. Nasser promised for working hard at university.
b. Nasser promised to working hard at university. d. Nasser promised of working hard at university.

77. Rola said to me 'I'm really sorry I criticised your idea,'

- a. Rola apologised for criticising my idea. c. Rola apologised of criticising my idea.
b. Rola apologised to criticising my idea. d. Rola apologised to criticise my idea.

78. Khalil: 'You really must come to the talk next week!'

- a. Khalil insisted on coming to the talk the following week.
b. Khalil insisted on me to come to the talk the following week.
c. Khalil insisted on me coming to the talk the following week.
d. Khalil insisted on me for coming to the talk the following week.

79. The teacher: 'I think you copied the essay from the Internet.'

- a. The teacher accused me to copy the essay from the Internet
b. The teacher accused me of copy the essay from the Internet
c. The teacher accused me for copying the essay from the Internet
d. The teacher accused me of copying the essay from the Internet

80. Majeda: 'It's a good idea to arrive early.'

- a. Majeda advised to arrive early.
- b. Majeda advised me to arrive early.
- c. Majeda advised me for arriving early.
- d. Majeda advised me of arriving early.

81. Abeer : 'It was that man who stole the money!'

- a. Abeer accused a man to steal the money.
- b. Abeer accused a man of stealing the money.
- c. Abeer accused a man for stealing the money.
- d. Abeer accused a man of steal the money.

82. Adel : 'I didn't break Jamal's phone!'

- a. Adel denied breaking Jamal's phone.
- b. Adel denied for breaking Jamal's phone.
- c. Adel denied of breaking Jamal's phone.
- d. Adel denied to break Jamal's phone.

83. Habib : 'I'll help you with the boxes.'

- a. Habib offered helping with the boxes.
- b. Habib offered help with the boxes.
- c. Habib offered to help with the boxes.
- d. Habib offered for helping with the boxes.

84. Laith : 'You should get more exercise, Omar.'

- a. Laith encouraged Omar to getting more exercise.
- b. Laith encouraged Omar to get more exercise.
- c. Laith encouraged Omar of getting more exercise.
- d. Laith encouraged Omar get more exercise.

85. Hamed : 'I'll always remember you!'

- a. Hamed promised that she would always remember me.
- b. Hamed promised that he would always remember me.
- c. Hamed promised that she will always remember me.
- d. Hamed promised to always remember me.

86. Nour : 'I hear you've graduated, Samia. Congratulations!'

- a. Nour congratulated Samia at her graduation.
- b. Nour congratulated Samia of her graduation.
- c. Nour congratulated Samia for her graduation.
- d. Nour congratulated Samia on her graduation.

87. Reem : 'I'm really sorry I forgot your birthday, Suha.'

- a. Reem apologised for forgetting Suha's birthday.
- b. Reem apologised to forget Suha's birthday.
- c. Reem apologised of forgetting Suha's birthday.
- d. Reem apologised for forget Suha's birthday.

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

A - MOVING MOUNTAINS

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

عندما كان في سن المراهقة، جعل منظر جبل كليمنجارو وهو يرتفع بشكل مهيب فوق سيرينغيتي فيرن جونز يرغب بشدة في تسلقه. وأخيرًا، في عام 2014، وفي سن الثانية والستين، حقق فيرن حلمه بينما كان برفقة ابنتيه وزوجيهما. ومع ذلك، كان يدرك تمامًا أنه لم يكن لينجح دون مساعدة المرشدين. هؤلاء الرجال الشباب، الذين غالبًا ما يفتقرون إلى المعدات المناسبة ويتقاضون أجرًا منخفضًا، يعملون يوميًا في ظروف خطيرة لمساعدة المتسلقين على تحقيق أهدافهم. وكان رد فعل فيرن هو تأسيس نادي «كيلي ساميت»، الذي يجمع المال لمساعدة المرشدين من عائدات بيع معدات التسلق الجبلية. ويحصل المرشدون على أحيذية ومعدات تساعدهم في عملهم، بالإضافة إلى عمولات من المبيعات، مما يسمح للمتسلقين بدعمهم حتى بعد انتهاء مغامرتهم بوقت طويل.

B - KINDNESS IS AS EASY AS PIE

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

في خريف عام 2012، بدأت ليزا لودوينسكي مشروعها من مطبخ والدتها عندما صنعت وباعت 40 فطيرة. وكان رد الفعل تجاهها إيجابيًا للغاية، مما شجعها على الاستمرار. تلت ذلك عدة سنوات من العمل الجاد؛ إذ التحقت ليزا بدورة في إدارة الأعمال، واستعانت بمتدربة، وجمعت المال لإنشاء مخبزها الخاص في مدينة ديترويت بولاية ميشيغان. كما نظمت نشاطًا لجمع التبرعات استمر 24 ساعة، وجمعت من خلاله 26,593 دولارًا، مما مكّنها من افتتاح مخبز «سيستر باي» في أبريل عام 2015. ومن المبادئ الأساسية في فلسفة عمل ليزا أن يكون المخبز جزءًا من المجتمع المحلي. ولهذا السبب، تطبق نظامًا يُعرف باسم «قدم فطيرة للآخرين»، حيث يمكن للزبائن شراء قسيمة تُعلّق على الحائط ليستفيد منها أشخاص غريباء قد لا يملكون ما يكفي من المال، حتى يتمكنوا من الاستمتاع بقطعة من الفطائر اللذيذة.

C - THE MILK OF HUMAN KINDNESS

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

في عام 2015، كانت تريسي وارशल تقف في طابور داخل متجر مزدحم خلال موسم العطلات، عندما اكتشف الرجل الذي أمامها أنه نسي محفظته. فقامت تريسي بدفع ثمن الحليب وبعض الأغراض الأخرى الخاصة به، وبعد أن شكرها وسألها عن اسمها، غادر المكان. لم تفكر بالأمر مرة أخرى حتى بعد شهر، عندما تواصل معها زملاؤها في جمعية مكافحة السرطان التي كانت تعمل فيها. وأخبروها أن ذلك الرجل، الذي أراد البقاء مجهول الهوية، يرغب في التبرع بمبلغ 10,000 دولار للمؤسسة باسمها. وبما أنها كانت ترتدي قميصًا يحمل اسم الجمعية داخل المتجر، تمكن الرجل من الوصول إليها. وقالت تريسي للصحفيين: «أنا متحمسة جدًا لأن لفظة صغيرة واحدة أحدثت فرقًا وتأثيرًا كبيرًا في حياة الكثير من الناس. وأمل أن يجعل هذا بعض الناس يفكرون مرتين قبل أن يمتنعوا عن القيام بشيء صغير من أجل الآخرين».

1. Why did Vern Jones found the Kili Summit Club?

- A) To become a mountain guide himself
- B) To provide climbing lessons
- C) To help support mountain guides after his own climb
- D) To sell climbing books

2. What helped Lisa Ludwinski raise enough money to open her bakery?

- A) A government loan
- B) A prize from a baking contest
- C) A 24-hour fundraising activity
- D) Donations from customers

3. What is the 'Pie it Forward' system?

- A) A delivery service
- B) A customer loyalty program
- C) A system that allows people to pay for others' pies
- D) A way to collect old recipes

4. Why did the man Tracy helped choose to donate to the cancer charity?

- A) He read about it in the news
- B) He used to work there
- C) He asked Tracy for details
- D) He saw the charity's name on her T-shirt

5. What emotion did Tracy express about the result of her small act of kindness?

- A) Frustration
- B) Embarrassment
- C) Excitement
- D) Regret

6. In text A, why did Vern Jones choose to go to Mount Kilimanjaro?

- a. He felt it would be a good opportunity to start a business.
- b. He wanted to join his family who were planning to go there.
- c. He'd been inspired by images of the area from a young age.
- d. He wanted to learn how to help other people climb it.

7. In text A, what difference has Kili Summit Club made?

- a. It helps guides find well-paid work in other areas.
- b. It raises money and provides resources for guides.
- c. It reduces the risk of accidents for guides.
- d. It ensures guides receive a higher salary than before.

8. In text B, what is mentioned as being important for Lisa about her business?

- a. It needs to be a place where all local people feel welcome.
- b. It should raise as much money as possible for charities.
- c. It has to be successful enough to open more bakeries in the area
- d. It must become the most famous place in Detroit for pies.

9. In text C, what was the result of Tracy's actions?

- a. Tracy was given a job with more money and responsibility.
- b. People suffering from illness were able to receive additional help.
- c. There was an increase in the number of donations to her charity.
- d. Tracy was able to meet the stranger and thank him for his help.

10. What made Vern Jones desperately want to climb

- a. Because Vern finally realised his dream.
- b. The sight of Mount Kilimanjaro rising majestically above the Serengeti.
- c. He was too aware that he couldn't have succeeded.
- d. He likes climbing mountains .

11. What made Vern Jones want to climb Mount Kilimanjaro?

"The sight of Mount Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it".

12. How are the mountain guides described in Vern Jones's story?

"These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals".

13. What is the philosophy in Lisa Ludwinski's business?

"Integral to Lisa's business philosophy is making Sister Pie a part of the community".

14. How did Tracy Warshal's small gesture end up having a big impact?

"One small gesture made a huge difference and impact on a lot of people".

15. What hope did Tracy express after the donation was made in her name?

"I hope it makes some people think twice about doing something small to somebody."

Understanding complex and compound sentences

فهم الجمل المعقدة والمركبة

Long sentences often include a mixture of dependent and independent clauses,

غالبًا ما تتضمن الجمل الطويلة مزيجًا من الجمل المستقلة (لها معنى مفهوم) وغير المستقلة (التابعة) - (لا معنى لها وتحتاج لجمل أخرى توضيحها)

She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open Sister Pie in April, 2015.

• A clause which makes sense on its own is known as an independent clause, الجمل المستقلة

She even did a 24-hour fund-raising 'danceathon' which allowed her to open Sister Pie in April, 2015.

• A clause which doesn't make sense on its own is known as a dependent clause, (غير المستقلة) الجمل التابعة

... , bringing in \$26,593

1. These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals.

1. The young men are ill-equipped and poorly paid.

The young men also work daily in dangerous conditions to help climbers achieve their goals.

2. This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

2. The coupon can be used by strangers to enjoy a slice of the delicious pies.

The strangers may not have enough money to buy the slices themselves without the coupon.

Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way.

3. Tracy paid for the stranger's milk and other items.

The stranger thanked her, then asked her name, and then left (went on his way).

What do you think you could do as a kindness for people in the community you live in even if you don't know them?

I think I could help by volunteering in local clean-up projects, donating clothes or food to those in need, or simply being kind and polite to neighbors and strangers. Small actions can make a big difference in the community.

GETTING YOUR MESSAGE ACROSS

إيصال رسالتك

Have you ever supported a social issue?

هل سبق لك أن دعمت قضية اجتماعية؟

We asked three people to tell us what they think about the different ways people make themselves heard.

لقد طلبنا من ثلاثة أشخاص أن يخبرونا برأيهم في الطرق المختلفة التي يجعل بها الناس أنفسهم مسموعين

This person believes you don't need a lot of money to campaign for change

A Some people say you need a lot of money in order to help a charity, and if they don't have this, they do nothing. Having money is important, but in reality all you need is determination and a little time. I've been trying to persuade people in my community to help an environmental charity by donating just a few coins each week. At first people were not keen, but my persistence has paid off and now a lot of people give me a little money – and that is really helping the charity.

يقول بعض الناس إنك تحتاج إلى الكثير من المال لكي تساعد جمعية خيرية، وإذا لم يكن لديهم هذا المال فإنهم لا يفعلون شيئاً. إن امتلاك المال مهم، لكن في الواقع كل ما تحتاجه هو الإصرار وقليل من الوقت. لقد كنت أحاول إقناع الناس في مجتمعي بمساعدة جمعية بيئية خيرية من خلال التبرع ببضع قطع نقدية فقط كل أسبوع. في البداية لم يكن الناس متحمسين للفكرة، لكن إصراري أثمر، والآن أصبح كثير من الناس يعطونني مبلغاً بسيطاً من المال، وهذا يساعد الجمعية حقاً.

1. What do you need in reality to help a charity ?

Determination and a little time.

2. How does this person help an environmental charity ?

His persistence to persuade people in his community to donate just a few coins each week.

This person has used social media to try and get changes made

B As far as I'm concerned, social media is the obvious way to get your message across. All you need to do is to pay for a good Internet connection which most people have anyway these days. On a more personal level, I let my friends know my views on social networks and I would support a campaign to protect animal rights.

فيما يتعلق بي، أرى أن وسائل التواصل الاجتماعي هي الطريقة الواضحة لإيصال رسالتك إلى الناس. كل ما عليك فعله هو الدفع مقابل اتصال جيد بالإنترنت، وهو شيء يمتلكه معظم الناس هذه الأيام على أي حال. وعلى مستوى شخصي أكثر، فأبني أطلع أصدقائي على آرائي عبر شبكات التواصل الاجتماعي، كما أنني سادع أي حملة تهدف إلى حماية حقوق الحيوانات

3. How does this person make himself heard by people to get his message across?

- By using social media to make people pay for a good Internet connection.
- By letting his friends know his views on social networks
- By supporting a campaign to protect animal rights

This person realised what they were doing wasn't effective

C Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is very popular with tourists who often leave litter there. I used to go to the beach every weekend and pick up the litter, all for free! I soon realised that volunteering like this helped but didn't solve the problem. The only way is to change tourists' attitudes to litter. We have encouraged the council to put more litter bins around the beaches as well as signs reminding people not to litter in English and Arabic.

في العام الماضي، انضمت إلى مجموعة كانت تريد تنظيف أحد الشواطئ القريبة من العقبة حيث أعيش. ويُعد هذا الشاطئ مشهوراً جداً بين السياح الذين يتركون القمامة هناك في كثير من الأحيان. كنت أذهب إلى الشاطئ كل عطلة أسبوعية وأجمع النفايات مجاناً تماماً! وسرعان ما أدركت أن التطوع بهذه الطريقة يساعد، لكنه لا يحل المشكلة بالكامل. فالطريقة الوحيدة للحل هي تغيير سلوك السياح تجاه رمي النفايات. وقد شجعت المجلس البلدي على وضع المزيد من حاويات القمامة حول الشواطئ، بالإضافة إلى لافتات تذكر الناس بعدم رمي النفايات باللغتين الإنجليزية والعربية

4. What does this person do to help clean up one of the beaches near Aqaba ?

- Encouraging the council to put more litter bins around the beaches as well as signs

Writing An article

Title العنوان	Attract your reader's attention with a catchy/ interesting title. You could: اجذب القارئ بعنوان ممتع ومافيت للنظر. بإمكانك : • use a question form, e.g. Can we like the hyena? استخدام صيغة سؤال • use a pun , e.g. Food for thought استخدام كلمات لها معنى مخفي غير ما هو ظاهر • use alliteration , e.g. Happy hyenas help people of Harar استخدام الجناس وهو استخدام كلمات متتالية تبدأ بنفس الحرف.
Introduction المقدمة	Clearly define what your article is about. You could عزف بوضوح موضوع مقالتك. بإمكانك : • address your readers directly • tell a personal anecdote, • give a surprising fact or statistic • ask a rhetorical question.
Main paragraphs الفقرات الرئيسية	• Each paragraph should have a clear topic. • Use informal punctuation, e.g. exclamation marks • Use an informal, chatty style throughout.
Conclusion الخاتمة	Return to the main idea from the introduction; leave the reader with something to think about. You could: • repeat the words from the title, • make a suggestion, • give a personal opinion, • ask a thought-provoking question.

Writing

Happy hyenas help people of Harar

الضباع السعيدة تساعد سكان هرر

Hyenas are dangerous animals and many people in Africa are afraid of them. They sometimes attack animals and even people. However, in the city of Harar in Ethiopia, people and hyenas live together peacefully. How is that possible?

Many years ago, hyenas attacked people in the city. To solve the problem, people started throwing food to them through holes in the city walls. Because the hyenas were no longer hungry, they stopped attacking people so often.

Today, Abbas Yusuf continues this tradition. Every evening, he feeds the hyenas by hand. Tourists come from around the world to watch this amazing sight. Abbas even says the hyenas are his friends!

People in Harar say that no one has been attacked by a hyena for about 200 years. The hyenas also help by eating rubbish around the city. I think this is a clever way for humans and animals to live together peacefully. Could this idea work with other dangerous animals too?

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 8



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مركز ابو الزمر الثقافي

مخيم حطين - السوق الرئيسي - باب الحديد

UNIT Eight - Digital Perspectives

افاق رقمية

compatibility(n)	موافقة	The ability of one piece of equipment software to be used with another القدرة على استخدام قطعة واحدة من المعدات/البرمجيات مع قطعة أخرى
functionality	وظيفة /كيفية عمل	everything a piece of software can do. كل ما يمكن لقطعة من البرمجيات أن تفعله
Upgrade(v)	يحدث	change for something newer or better
handle(v)	يتعامل مع	deal with

appealing	جذاب	attractive or interesting
influential	مؤثر	able to change what people do or think
endless	بلا نهاية	in large quantities or for a long time
upbeat مبتهج	متفائل / مفعم بالحيوية	positive and cheerful
envious	حسود / غير	wanting something that someone else has

wearable	يمكن ارتداؤه / اجهزة قابلة للارتداء	embedded	يتم تضمينها او يتم دمجها
overall (adj)	الكلي / الاجمالي	superficial	سطحي
deceptive	خادع	flattering	متملق

Technology, Synonyms

التكنولوجيا، المرادفات

obsolete old-fashioned outdated dated	عفا عليه الزمن قديم ولا يتماشى مع الحديث عتيق / غير مواكب للعصر قديم وغير مرغوب/سلبى	not in use anymore because a newer invention exists لم يعد قيد الاستخدام بسبب وجود اختراع أحدث old-fashioned الطراز القديم
state-of-the-art latest	الاحداث تكنولوجيا احدث زمنا	using the most recent ideas and methods / newest or most modern استخدام أحدث الأفكار والأساليب الحديثة
bugs glitches	خلل / عطل برمجي خلل مؤقت صغير يختفي بسرعة	small problems or faults that prevent a device from working well مشاكل صغيرة تمنع الجهاز من العمل بشكل جيد
appliances gadgets devices	أجهزة منزلية كهربائية ادوات صغيرة في درج المطبخ أجهزة صغيرة	

Conjunctions of contrast	روابط تناقض + جملة	while, whereas	بينما
Conjunctions of concession	روابط تناقض + شبه جملة	although, even though + S + V	بالرغم من
Preposition of contrast	حروف جر تناقض	despite, in spite of + N / V-ing	بالرغم من
Adverbs of contrast	ظروف تناقض	However, .Nevertheless, .Nonetheless	لكن

attribute (n)	سمة / خاصية	facial recognition software	برمجية التعرف على الوجه
illustrate (v)	يوضح	hack into something	اختراق شيء
track (v)	يتابع / يراقب	smart device	جهاز ذكي
alert (v)	ينبه	household appliance (n)	اجهزة منزلية
enhance (v)	يعزز	malfunction (n)	عطل / خلل

alert ينبه	hack يخترق	sensors جهاز استشعار	facial recognition software البرمجية للتعرف على الوجه
track يراقب	malfunction عطل	smart devices اجهزة ذكية	household appliance اجهزة كهربائية منزلية
wearables ما يمكن ارتداؤه	embedded مدمج		

Pronunciation

اللفظ

The letter a

- /æ/ like in cat, jam (with a very open
- /ɑ:/ like in **start**, **father** (at the back of the throat; this sound is also slightly longer)
- /ɑ:/ = star - bark – parking - aunt - hard - heart - art - part
- /æ/ = app – actual – fact - aspect - back - hat - packing - at - ant - pat – had

decline (n,v)	ينخفض / انخفاض	sharply (adv)	بحدة
decrease (n, v)	ينقص / نقصان	slightly (adv)	قليلا
increase (n, v)	يزيد / زيادة	gradually	تدرجيا
drop (n,v)	يسقط / إسقاط	steadily (adv)	بثبات
curate (v)	ينسق شيئا	remain steady	لا يزال ثابت
upwards	للاعلى	sensor (n)	حساس، اجهزة استشعار
downwards (adv)	للاسفل	flaw (n)	عيب
growth (n)	نمو	Selfies	صور سيلفي
features	ملامح / مظاهر	hack	يخترق

Phrasal verbs

break off (from)	stop	يتوقف / ينقطع عن
hold down	keep	يحفظ / يبق / يمسك ب
calm down	relax	يهدأ / يستريح
bump into	see	يرى / يصادف
go up	increase	يرتفع
go down	decrease	ينخفض
eat away at someone	make someone feel very bad	بقل (شخص) / يجعله حزين جدا
fit in	feel part of the group	ينسجم / يندمج / يتأقلم
come up against	encounter	يواجه / يصطدم ب
go through	experience	يمر بتجربة / يختبر
back up	make a copy of information held on (stored on) a computer or other device so it won't be lost	يحفظ بنسخة احتياط
end up (doing something)	finish	ينتهي الأمر بفعل شيء ما

- What does the word "**appealing**" mean?
 - positive and cheerful
 - in large quantities or for a long time
 - able to change what people do or think
 - attractive or interesting
- What does the word "**influential**" mean?
 - positive and cheerful
 - in large quantities or for a long time
 - able to change what people do or think
 - attractive or interesting
- What does the word "**endless**" mean?
 - positive and cheerful
 - in large quantities or for a long time
 - able to change what people do or think
 - attractive or interesting
- What does the word "**upbeat**" mean?
 - positive and cheerful
 - in large quantities or for a long time
 - able to change what people do or think
 - attractive or interesting
- What does the word "**envious**" mean?
 - positive and cheerful
 - wanting something that someone else has
 - able to change what people do or think
 - attractive or interesting
- "**whereas**" is an example of :
 - Conjunctions of contrast
 - Preposition of contrast
 - Conjunctions of concession
 - Adverbs of contrast
- "**although**" is an example of :
 - Conjunctions of contrast
 - Preposition of contrast
 - Conjunctions of concession
 - Adverbs of contrast
- "**in spite of**" is an example of :
 - Conjunctions of contrast
 - Preposition of contrast
 - Conjunctions of concession
 - Adverbs of contrast
- "**however**" is an example of :
 - Conjunctions of contrast
 - Preposition of contrast
 - Conjunctions of concession
 - Adverbs of contrast

10. Smart devices and other -----, such as clothing, could be used to ----- your body's fat and water content.
a. sensors/ embedded b. alert / malfunction c. wearables/ track d. hack/ alert
11. -----which can monitor your heart rate could be -----in your body .
a. sensors/ embedded b. alert / malfunction c. wearables/ track d. hack/ alert
12. Some people are concerned that it is easy to-----into a self-driving car,
or that there might be a ----- causing an accident.
a. sensors / embedded b. alert / malfunction c. wearables / track d. hack/ malfunction
13. Increasingly, smart devices use a digital fingerprint or ----- rather than a PIN.
a. sensors b. facial recognition software c. wearables d. hack
14. A smart fridge that keeps grocery lists is one example of a -----.
a. household appliance b. facial recognition software c. wearables d. hack
15. People started taking selfies to present a ----- picture of themselves.
a. flattering b. curate c. attributes d. superficial
16. People started taking selfies to manage and 16.----- what they wanted to tell the world
about their physical 17.----- , their personality, their relationships and their hobbies.
16. a. flattering b. curate c. attributes d. superficial
17. a. flattering b. curate c. attributes d. superficial
18. On a ----- level, their holiday photos look relaxed and natural.
a. flattering b. curate c. attributes d. superficial
19. Appearances can be -----..
a. deceptive b. enhance c. flaws d. features
20. You can add filters to 20. ----- how you look, remove any 21. -----
or even change the shape or size of your facial 22 -----.
20. a. deceptive b. enhance c. flaws d. features
21. a. deceptive b. enhance c. flaws d. features
22. a. deceptive b. enhance c. flaws d. features
23. I find the architecture of the city -----.
a. appealing b. influential c. envious d. upbeat
24. He's very ----- and so he should act responsibly.
a. appealing b. influential c. envious d. upbeat
25. I'm ----- of people who learn Maths easily.
a. appealing b. influential c. envious d. upbeat
26. My piano teacher was very ----- about my progress, which made me feel great.
a. appealing b. influential c. envious d. upbeat
27. I've done ----- revision, so I should pass my exams with good grades.
a. endless b. influential c. envious d. upbeat
28. That style of trousers looks really ----- now.
a. dated b. old-fashioned c. outdated
29. The software isn't working very well because it's rather -----.
a. dated b. old-fashioned c. outdated
30. The telephone is very large and ----- , with a wire connecting it to the wall.
a. dated b. old-fashioned c. outdated
31. The kitchen drawer is full of handy ----- to slice onions or peel eggs and so on.
a. appliances b. gadgets c. devices
32. The spy's ----- listening was hidden inside a pen.
a. appliance b. gadget c. device
33. We will need a van to move the kitchen -----, such as the freezer and cooker.
a. appliances b. gadgets c. devices

34. The word "**obsolete**" means :
 a. not in use any more because a newer invention exists
 b. small problems that prevent a device from working well
 c. everything a piece of software can do
 d. old-fashioned
35. The word "**bugs or glitches**" means :
 a. not in use any more because a newer invention exists
 b. small problems that prevent a device from working well
 c. everything a piece of software can do
 d. old-fashioned
36. The word "**functionality**" means :
 a. not in use any more because a newer invention exists
 b. small problems that prevent a device from working well
 c. everything a piece of software can do
 d. old-fashioned
37. The word "**outdated**" means :
 a. not in use any more because a newer invention exists
 b. small problems that prevent a device from working well
 c. everything a piece of software can do
 d. old-fashioned
38. The word "**state-of-the-art / latest**" means :
 a. most modern
 b. using the most recent ideas and methods
 c. the ability of one piece of equipment/ software to be used with another
 d. deal with
39. The word "**latest / state-of-the-art**" means :
 a. most modern
 b. using the most recent ideas and methods
 c. the ability of one piece of equipment/ software to be used with another
 d. deal with
40. The word "**handle**" means :
 a. most modern
 b. using the most recent ideas and methods
 c. deal with
 d. the ability of one piece of equipment/ software to be used with another
41. The word "**compatibility**" means :
 a. most modern
 b. using the most recent ideas and methods
 c. deal with
 d. the ability of one piece of equipment/ software to be used with another
42. The word "**upgrade**" means :
 a. change for something newer or better
 b. using the most recent ideas and methods
 c. deal with
 d. the ability of one piece of equipment/ software to be used with another
43. The word "**backed up**" means :
 a. stored on a computer / other device so it won't be lost
 b. using the most recent ideas and methods
 c. deal with
 d. the ability of one piece of equipment/ software to be used with another
44. Very few of our new laptops have CD drives as CDs are virtually -----.
 a. obsolete b. gadgets c. devices
45. This shop is full of clever little ----- that make excellent presents.
 a. obsolete b. gadgets c. devices
46. The app is designed to work on handheld ----- rather than laptops.
 a. obsolete b. gadgets c. devices
47. Many young people spend a lot of time working on their online image. Some of them ----- their image like this for fun.
 a. **feature** b. **curate** c. **fit in**
48. Others feel it is an important part of who they are, and some just want to -----with a certain group of friends.
 a. feature b. curate c. fit in
49. Teens use their smart -----to blog, comment and communicate their ideas .
 a. feature b. devices c. fit in
50. Often post photos that have been **50**----- with the **51**----- app installed on their phones.
50. a. embedded b. enhanced c. fit in
51. a. latest b. outdated c. fit in
52. Alia : Are you still using that ----- old headphone, Maha?
 a. latest b. outdated c. fit in

53. Maha : Sure! I mean, there's nothing wrong with them. I'm not the kind of person who has to have the -----model of everything.
a. latest b. outdated c. fit in
54. Alia : Well, I know, but you love music so much that it seems a shame not to have headphones that can ----- the bass better.
a. latest b. outdated c. handle
55. Talal : Have you thought about-----?
a. compatibility b. dated c. state-of-the-art
56. Kamal : Hmm. You're right. But all my games are so ----- now that it probably doesn't matter. Games are my thing.
a. compatibility b. dated c. state-of-the-art
57. I've saved up the money myself, so I'm going to invest in a -----console.
a. compatibility b. dated c. state-of-the-art
58. Faten : This laptop is full of -----things go wrong every minute!
a. bugs b. back up c. upgrade d. old-fashioned
59. Laila : Make sure you ----- your work then. You really don't want to lose your project.
a. bugs b. back up c. upgrade d. old-fashioned
60. Faten : Oh, I will. Don't worry. To be honest, I think it's time for a(n) ----- . This one is nearly ten years old.
a. bugs b. back up c. upgrade d. old-fashioned
61. Laila : Well, yes, it looks kind of ----- and it weighs a ton!
a. bugs b. back up c. upgrade d. old-fashioned
62. You can't expect to keep a job if you're always late! The underlined word means -----
a. hold down b. fitted in c. ate away at her d. broke off (from)
63. I have never really felt part of the group at school. The underlined phrase means -----
a. hold down b. fitted in c. ate away at her d. broke off (from)
64. Every time she thought about it, the anxiety made her feel very bad. The underlined phrase means -----
a. hold down b. fitted in c. ate away at her d. broke off (from)
65. He stopped what he was doing to talk to his friend. The underlined word means -----
a. hold down b. fitted in c. ate away at her d. broke off (from)
66. The noise was too much for her and she finished by running from the room. The underlined word means -----
a. hold down b. fitted in c. ate away at her d. ended up
67. I didn't expect to see you here! The underlined word means -----
a. bump into b. fitted in c. ate away at her d. ended up
68. Experiencing something difficult can help you to grow as a person. The underlined word means -----
a. hold down b. going through c. ate away at her d. ended up
69. Relax – it's going to be OK. 9 If you encounter any problems, let me know. The underlined word means -----
a. hold down b. fitted in c. Calm down d. ended up
70. If you encounter any problems, let me know. The underlined word means -----
a. hold down b. fitted in c. ate away at her d. come up against

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

The passive المبنى للمجهول

1. نميز المبنى للمجهول بوضع المفعول به في بداية الجملة ثم نحول الفعل الرئيسي الى التصريف الثالث بعد الفعل المساعد.
2. عند التحويل من المبنى للمعلوم الى المبنى للمجهول اذا وجد الفعل المساعد في الجملة ينزل في الحل كما هو مع مراعاة المفرد والجمع واذا لم يوجد فعل مساعد نحضر احد الخمسة افعال التالية am – is – are – was – were ثم نحول الفعل للتصريف الثالث . ونحول ضمائر المفعول به الى ضمائر فاعل والعكس صحيح

The Active Form: Subject / the agent (the doer of the action) + Verb + Object + (comp.)

The Passive Form: Object + be V3 + (comp.) + (by + Subject / the agent)

Tense	Active = S + V + O + Comp.	Passive = O + be + V3 + Comp. + by = S
Present Simple am, is, are + V3	We wear a transmitter on the body and it sends digital messages via the body's electrical field. S + V1 + O	A transmitter is worn on the body and digital messages are sent via the body's electrical field. O + (am – is – are) + V3 + by + S
Past Simple was/were + V3	British coffee company 'Beans R Us' created 'Fresh Brew' S + V2 + O	'Fresh Brew' was created by British coffee company 'Beans R Us' O + (was / were) + V3 + by + S
Present Continuous am, is, are being + V3	Coffee-lovers are welcoming the invention everywhere S + (am-is-are) + V. ing + O	The invention is being welcomed by coffee-lovers everywhere. O + (am-is-are) + being + V3 + by + S
Past Continuous was being + V3 were	When we last heard, they were still developing the 'mirror' in a lab in France. S + (was / were) + V. ing + O	When we last heard, the 'mirror' was still being developed in a lab in France. O + (was / were) + being + V3 + by + S
Present Perfect have been + V3 has	Once you have built up a profile of your lifestyle ... S + (has-have) + V3 + O	Once a profile of your lifestyle has been built up ... O + (has-have) + been + V3 + by + S
Past Perfect had been + V3	When Aisha realized someone had followed her to her front door, she quickly phoned the police. S + had + V3 + O	When Aisha realised she had been followed to her front door, she quickly phoned the police. O + had + been + V3 + by + S
Modal verbs in passive modal + be + V3	You can switch it on text message. You could download music and games in seconds. We should not use it as protection from wild animals. Modals : S + modal verbs + V . inf. + O will , would , can , could , may , might , must , ought to , used to , have to , has to , had to , going to , expect to	It can be switched on by text message. Music and games could be downloaded in seconds. It should not be used as protection from wild animals. O + (will / shall , ...) + be + V3 + by + S
going to going to be + V3	They are going to show it at the 'New Inventors' show next month. S + going to + V-inf. + O	It is going to be shown at the 'New Inventors' show next month. O + going to be + V3
Will will be + V3	A computer shows how this will affect your appearance in future. S + will + V-inf. + O	A computer shows how your appearance will be affected in future. O + will be + V3
The passive infinitive to be + V3	There's one drawback: you need to fill it with coffee and water first. The company expects to launch their invention next year.	There's one drawback: it needs to be filled with coffee and water first. The company expects their invention to be launched next year.
The passive gerund being + V3	It's a 'must have' if you are worried about someone attacking you. Nobody likes anything telling them about habits, especially by a computer!	It's a 'must have' if you are worried about being attacked. Nobody likes being told about their bad habits, especially by a computer!

Active : A British coffee company **created** 'Fresh Brew'. (attention on Fresh Brew)

Passive: 'Fresh Brew' **was created** by a British coffee company. (attention on the company) (new)

we mention the agent (a British company) because it is new and important information.

We don't mention the agent if it is:

- **obvious** : A transmitter is worn on the body. (We know it is worn by a person.)
- **unknown**: Maher realised he had been followed. (We do not know who followed him.)
- **unimportant**: It will be shown at the 'New Inventors' show. (Who will show it is not important.)

لا نذكر الفاعل إذا كان

The passive gerund being + V3

(enjoy , avoid , mind , appreciate , dislike , suggest , consider)
Risk , enjoy , fancy , persuade , invite , congratulate

Nobody **likes** anything telling them about their bad habits
Nobody likes **being told** about their bad habits

I **don't fancy going** out tonight.
I **don't fancy being gone** tonight.

I'd **appreciate** the concept **being explained** once again.
The crisis will result in more shops **being closed down**.

- don't – doesn't ----- am not , isn't , aren't
- didn't ----- wasn't , weren't
- am , is , are + always , usually , often + V3

The passive "to be + V3"

(Passive infinitive)

(want , need , hope , expect , plan , require , employ , ask)

They **want to tell me** the truth.

I want **to be told** the truth.

She is expected to be photographed.

I **require** you to be on time.

You **are required** to be on time.

We usually avoid the passive in **informal language**.
It is common in **newspaper reports and academic writing**
because it makes the style more impersonal and objective.

by : Focuses on the agent , means , methods

with : focuses on the tools , instruments

The passive with two objects

المبني للمجهول مع مفعولين

(hand – offer – pay – promise – send – teach – give – show)

1. It will show **people** (O1) **the consequences** (O2) of an unhealthy lifestyle.

- **People** will be shown **the consequences** of an unhealthy lifestyle.

- **The consequences** of an unhealthy lifestyle will be shown **to people**.

2. It gives **anyone** (O1) who touches it **an electric shock** (O2).

- **Anyone** who touches it is given **an electric shock**.

- **An electric shock** is given **to anyone** who touches it.

5. We usually avoid the passive form structure in

A) **informal language**.

C) **academic writing**

B) **newspaper reports**

D) **more personal and objective situations**

9. In spoken English, the Passive form is often replaced
with an active form with the verb **get**.

في اللغة المحكية نستخدم كلمة get بدل افعال الكينونة

10. **Causative = S + had + O + V3 -**

صيغة مبني للمجهول

Two Objects

11. In passive sentences where the verbs have **two**
objects either object can come at the beginning.

We usually put the **'new'** information **at the end**.

(give , show , tell , lend , promise , buy)

- The car **got repaired** by the side of the road.
- I **got hit** by a bicycle while crossing the road.
- His leg **got broken** when he was skiing

They **had had the photos altered**
(The focus is on the photos not on the person)

S V2 O1 O2
Sami gave Ali a present .

O1 H.V V3 O2 S
Ali was given a present by Sami .

O2 H.V V3 to O1 S
A present was given **to Ali** by Sami .

Impersonal passive structures

المجهول غير الشخصي

Function : The Impersonal Passive is **a formal way** of reporting thoughts, sayings, beliefs and opinions .

المبني للمجهول الغير شخصي Impersonal Passive

We can use the impersonal passive with:

يقول يعتقد يدعي يتوقع
(say = said , think = thought , claim = claimed , believe = believed , suggest = suggested
يبرهن يعرف يفترض
prove = proved , know = known , assume = assumed , expect = expected , remark = remarked
reveal = revealed , consider = considered , report = reported

1. اذا بدأت جملة المبني للمجهول غير الشخصي ب **it** كفاعل في البداية .
2. نحول الفعل الاول للمبني للمجهول ويبقى باقي الجملة كما هي :

فعل 1 فاعل 1 فعل 2 فاعل 2
- Scientists **say that** dolphins **are** highly intelligent .
- **It is said that** dolphins are highly intelligent

3. The impersonal passive can also be used with (object + infinitive) :

1. نبدأ بالفاعل الثاني بعد (that) كفاعل اول لجملة المبني للمجهول
2. نحول الفعل الاول للمبني للمجهول ثم نضيف كلمة (to) مباشرة .
3. نحول الفعل الثاني بعد كلمة (to) حسب القواعد التالية :
4. اذا بدأت الجملة بمصدر أي (V + ing) فانه يعامل معاملة المفرد =

Reading stories **is** / Eating health food **helps**

فعل 1 فاعل 1 فعل 2 فاعل 2
- They believe **that** the story is true .
- The story **is believed to** be true.

تحويل الفعل الاول للمبني للمجهول	تحويل الفعل الثاني بعد كلمة (to)
V1 / V+s ----- (am – is – are) + V3	V1 / V+s ----- V-inf.
V2 ----- (was – were) + V3	am, is, are----- be
will , can , must , has to , used to ----- (will , used to + be) + V3	was, were ----- have been
has / have + V3 ----- (has / have + been) + V3	V2 / has +V3 / have + V3 / had +V3 ----- have +V3 to be + V3 / to have been + V3
am, is, are, was, were + V-ing ---- (am ,is ,are,was,were) + being +V3	will + V-inf. ----- V- inf.
doesn't + V / don't + V ----- (am not ,is not ,are not) + V3	am not , is not , are not ----- not to be

a. it + passive + that clause:

People **believe** that this businessman would now be the richest man in the world. (present belief)
It **is believed** that this businessman would now be the richest man in the world. (present belief) معتقد مضارع

b. subject + passive + to- V-inf. :

They **report** that his new system, called Solid, is a platform ... (present belief).
His new system, called Solid, **is reported to be** a platform ... (present belief) معتقد مضارع

c. Object + passive + to have + been + V3):

The newspaper **believe** that the virus **has affected** more than 700,000 people.
More than 700,000 people **are believed to have been affected** by the virus. معتقد ماضي / مضارع

People believed that Maradona scored many goals. (past)

It was believed that Maradona scored many goals.

Maradona was believed to have scored many goals .

Many goals were believed to have been scored by Maradona.

1. One of the following is not correct about the passive form: We don't mention the agent if it is -----
 a. unknown b. obvious c. unimportant d. important
2. I require you to be on time. You ----- be on time.
 a. require to b. are required to c. were required to d. required to
3. I don't fancy going out tonight. I don't fancy ----- tonight.
 a. gone b. being going c. being gone d. be gone
4. The passive is common in because it makes the style more impersonal and objective.
 a. newspapers reports b. academic writing c. informal style d. formal style
5. It will show people the consequences of an unhealthy lifestyle. The sentence that has the same meaning is -----
 a. People will be shown the consequences of an unhealthy lifestyle.
 b. People will show the consequences of an unhealthy lifestyle.
 c. The consequences of an unhealthy lifestyle will be shown people.
 d. people would be shown the consequences of an unhealthy lifestyle.
6. It will show people the consequences of an unhealthy lifestyle. The sentence that has the same meaning is -----
 a. The consequences of an unhealthy lifestyle would be shown people.
 b. The consequences of an unhealthy lifestyle will be shown to people.
 c. The consequences of an unhealthy lifestyle will be shown people.
 d. The consequences of an unhealthy lifestyle will have been shown to people.
7. It gives anyone who touches it an electric shock. The sentence that has the same meaning is -----
 a. Anyone who touches it was given an electric shock.
 b. Anyone who touches it has been given an electric shock.
 c. Anyone who touches it is given an electric shock.
 d. Anyone who touches it will be given an electric shock.
8. It gives anyone who touches it an electric shock. The sentence that has the same meaning is -----
 a. An electric shock is being given to anyone who touches it.
 b. An electric shock is given anyone who touches it.
 c. An electric shock was given to anyone who touches it.
 d. An electric shock is given to anyone who touches it.
9. This German company manufactures hybrid engines. The sentence that has the same meaning is -----
 a. Hybrid engines are manufactures by this German company.
 b. Hybrid engines were manufactures by this German company.
 c. Hybrid engines is manufactured by this German company.
 d. Hybrid engines are manufactured by this German company.
10. By 2035, you could embed a chip like this in your wrist. The sentence that has the same meaning is -----
 a. By 2035, a chip like this can be embedded in your wrist
 b. By 2035, a chip like this could be embedded in your wrist
 c. By 2035, a chip like this is embedded in your wrist
 d. By 2035, a chip like this could have been embedded in your wrist
11. Over two million people have downloaded this 'body tracking' app. The sentence that has the same meaning is -----
 a. This 'body tracking' app was downloaded by over two million people
 b. This 'body tracking' app has been downloaded by over two million people
 c. This 'body tracking' app is downloaded by over two million people
 d. This 'body tracking' app had been downloaded by over two million people
12. An insect caused the malfunction. The sentence that has the same meaning is -----
 a. The malfunction was caused by an insect c. The malfunction has been caused by an insect
 b. The malfunction is caused by an insect d. The malfunction were caused by an insect
13. Somebody was regularly hacking into celebrities' smartphones. The sentence that has the same meaning is -----
 a. Celebrities' smartphones were regularly hacked into
 b. Celebrities' smartphones were being regularly hacked into
 c. Celebrities' smartphones were been regularly hacked into
 d. Celebrities' smartphones has been regularly hacked into

14. Most people are going to use wearables in the near future. The sentence that has the same meaning is -----

- a. Wearables are going to use by most people in the near future
- b. Wearables are used by most people in the near future
- c. Wearables are going to be used by most people in the near future
- d. Wearables are going to have been used by most people in the near future

15. The first real smartphone was created ----- a famous company.

- a. by
- b. with
- c. into
- d. to

16. Our household appliances are made ----- only the highest quality materials.

- a. by
- b. with
- c. into
- d. to

17. The original smartwatch was designed ----- the inventor, Steve Mann.

- a. by
- b. with
- c. into
- d. to

18. A device this simple can be operated ----- a young child.

- a. by
- b. with
- c. into
- d. to

19. The sculpture was made ----- electronic waste.

- a. by
- b. with
- c. into
- d. to

20. The burnt appliance could ----- smelled in every room of the house.

- a. to be
- b. have
- c. was
- d. be

21. The facial recognition software is going ----- updated for the new model.

- a. to be
- b. have
- c. was
- d. be

22. This device shouldn't ----- used by anyone under the age of 16.

- a. to be
- b. have
- c. was
- d. be

23. I ----- asked for my password every single time I wanted to log in.

- a. to be
- b. have
- c. was
- d. be

24. I regret ----- persuaded to buy this phone.

- a. to be
- b. being
- c. having been
- d. be

25. I would really like ----- employed by one of the giant tech companies.

- a. to be
- b. being
- c. having been
- d. be

26. Young people don't need ----- told how to use new devices, they just know instinctively.

- a. to be
- b. being
- c. having been
- d. be

27. The new phone implants are going to ----- sold in all kinds of shops.

- a. to be
- b. being
- c. having been
- d. be

28. The teacher congratulated them on ----- invited to take part in the science fair next week.

- a. to be
- b. being
- c. having been
- d. be

29. Could a cable please ----- sent to us as soon as possible?

- a. to be
- b. being
- c. having been
- d. be

30. The smart watches ----- to me last week.

- a. be given
- b. was given
- c. were given
- d. are given

31. It appears that a digital mirror is now available. The correct passive form is -----

- a. A digital mirror now appeared to be available.
- b. A digital mirror now appears to have been available.
- c. A digital mirror now appears available.
- d. A digital mirror now appears to be available.

32. You can arrange for the mirror to turn the water on. The correct passive form is -----

- a. You can arrange for the water to turn on.
- b. You can arrange for the water to be turned on.
- c. You can arrange for the water turned on.
- d. You can arrange for the water turning on.

33. You won't risk a flood in the bathroom because the taps stop automatically. The correct passive form is -----

- a. Because the taps stop automatically, there is no risk of the bathroom to be flooded.
- b. Because the taps stop automatically, there is no risk of the bathroom being flooded.
- c. Because the taps stop automatically, there is no risk of the bathroom be flooded.
- d. Because the taps stop automatically, there is no risk of the bathroom to have been flooded.

34. The mirror knows that if nobody is in the bathroom, it needs to turn the lights off. The correct passive form is -----

- a. The mirror knows that if nobody is in the bathroom, the lights need to be turn off.
- b. The mirror knows that if nobody is in the bathroom, the lights need to be turned off.
- c. The mirror knows that if nobody is in the bathroom, the lights needs to be turned off.
- d. The mirror knows that if nobody is in the bathroom, the lights need to turn off.

35. I believe most people would enjoy this kind of ‘virtual servant’ looking after them. The correct passive form is -----

- a. I believe most people would enjoy this kind of ‘virtual servant’ to be looked after.
- b. I believe most people would enjoy this kind of ‘virtual servant’ be looked after.
- c. I believe most people would enjoy this kind of ‘virtual servant’ being looked after.
- d. I believe most people would enjoy this kind of ‘virtual servant’ to have been looked after.

36. The number of smart devices that ----- globally is going up all the time.

- a. used
- b. is used
- c. was given
- d. are used

37. I ----- the neighbour’s faulty burglar alarm again last night.

- a. was waken up by
- b. was waken up with
- c. was waken up
- d. am waken up by

38. They didn’t remember that they ----- to write a review of the new app.

- a. were asked
- b. had been asked
- c. was asked
- d. have been asked

39. The factory ----- so some people have lost their jobs.

- a. are just automated
- b. have automated
- c. was automated
- d. has just been automated

40. I think all our houses ----- powerful computers soon.

- a. are controlled by
- b. were controlled by
- c. will be controlled by
- d. was controlled by

41. They say that Saleem plays football well.

- a. It is said that Saleem plays football well.
- b. It was said that Saleem plays football well.
- c. It says that Saleem plays football well.
- d. It has said that Saleem plays football well.

42. They said that Saleem had played football well.

- a. It is said that Saleem plays football well.
- b. It was said that Saleem plays football well.
- c. It said that Saleem plays football well.
- d. It had said that Saleem plays football well.

43. They say that Saleem plays football well.

- a. saleem is said to play football well.
- b. Saleem is said that plays football well.
- c. Saleem is said to have played football well.
- d. Saleem is said to have been played football well.

44. They say that Saleem plays football well.

- a. Football is said to play well.
- b. Football is said to have played well.
- c. Football is said to be played well.
- d. Football is said to have been played well.

45. The newspaper believe that the virus has affected more than 700,000 people.

- a. More than 700,000 people are believed to be affected by the virus.
- b. More than 700,000 people are believed to affect by the virus.
- c. More than 700,000 people are believed to have been affected by the virus.
- d. More than 700,000 people are believed to have affected by the virus.

46. Experts expect that more people will own phones in the future.

- a. It is expect that more phones will be owned in the future.
- b. It has been expected that more phones will be owned in the future.
- c. It was expected that more phones will be owned in the future.
- d. It is expected that more phones will be owned in the future.

47. Some people have suggested that young people should not have mobile phones.

- a. It has suggested by some people that young people should not have mobile phones
- b. It has been suggested by some people that young people should not have mobile phones
- c. It was suggested by some people that young people should not have mobile phones
- d. It is suggested by some people that young people should not have mobile phones

48. I expect that they will deliver the parcel by four o’clock.

- a. I expect the parcel to be delivered by four o’clock.
- b. I expect the parcel be delivered by four o’clock.
- c. I expect the parcel to deliver by four o’clock.
- d. I expect the parcel have been delivered by four o’clock.

49. The teacher said we mustn’t use our phones during the exam.

- a. We are told not to use our phones during the exam.
- b. We were told to use our phones during the exam.
- c. We are told to use our phones during the exam.
- d. We were told not to use our phones during the exam.

50. It ----- said that high-speed rail travel would cause people to stop breathing.

- a. were
- b. is
- c. was
- d. has

51. Over half a million passwords are thought to ----- stolen in the hack.

- a. to be
- b. be
- c. have
- d. have been

52. The hacker is thought to ----- a man in his 30s living somewhere in southern Germany.

- a. to be b. be c. being d. been

53. The Internet ----- five million terabytes of data in 2010.

- a. thought contained to have is c. is thought to have contained
b. is thought contained to have d. is contained to have thought

54. We believe that at least 20 companies have lost important data due to the recent computer virus.

- a. Important data is believed to have been lost by at least 20 companies due to recent computer virus.
b. Important data are believed to have been lost by at least 20 companies due to recent computer virus.
c. Important data is believed to be lost by at least 20 companies due to recent computer virus.
d. Important data is believed to have been losing by at least 20 companies due to recent computer virus.

55. The following linkers (while , whereas) are considered as -----

- a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

56. The following linkers (although , even though) are considered as -----

- a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

57. The following linkers (despite , in spite of) are considered as -----

- a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

58. The following linkers (however , nevertheless , nonetheless) are considered as -----

- a. conjunctions of contrast b. conjunctions of concession c. preposition of contrast d. adverbs of contrast

59. Many cookies are harmless. -----, it should be possible to use the sites without accepting them.

- a. Nevertheless b. In spite of c. despite d. Although

60. There were several major cyber attacks last year, most companies have not changed their security systems.

- a. In spite of been several major cyber attacks last year, most companies have not changed their security systems.
b. In spite of being several major cyber attacks last year, most companies have not changed their security systems.
c. In spite of have several major cyber attacks last year, most companies have not changed their security systems.
d. In spite of were several major cyber attacks last year, most companies have not changed their security systems.

1	d	2	b	3	c	4	c	5	a	6	b	7	c	8	d	9	d	10	b
11	b	12	a	13	b	14	c	15	a	16	b	17	a	18	a	19	b	20	d
21	a	22	d	23	c	24	b	25	a	26	a	27	d	28	b	29	d	30	c
31	d	32	b	33	a	34	b	35	c	36	d	37	a	38	b	39	d	40	c
41	a	42	b	43	a	44	c	45	c	46	d	47	b	48	a	49	d	50	c
51	d	52	b	53	c	54	a	55	a	56	b	57	c	58	d	59	a	60	b

Speaking - Describing Trends وصف الاتجاهات / وصف التوجهات

Introducing data تقديم البيانات	-The graph illustrates ... - In this graph, we can see ...	الرسم البياني يوضح ... في هذا الرسم البياني يمكننا ان نرى
Describing changes over time وصف التغيرات مع مرور الوقت	-The number of .. /Sales .. /Users .. 1.increased /rose /grew /went up ... 2.declined/decreased/went down/ dropped... slightly/sharply/steadily/gradually/dramatically 3. stayed the same/remained steady -There is /has been /was /will be a 1. slight/sharp /steady /gradual / dramatic 2. increase /rise /growth (in the number of users/sales/etc.) 3. decrease /fall /drop /decline (in the number of users/sales/etc)	عدد الـ ... / المبيعات ... / المستخدمين ازداد / صعد / نما / ارتفع . انخفاض / نقص / انخفاض / نزل قليلا / بحدّة / بشكل ثابت/تدريجيا / بشكل كبير بقي على حاله/ بقي ثابتا يوجد / كان يوجد / كان / سيكون طفيف/ حاد / تدريجي / كبير زيادة /ارتفاع / نمو (في عدد المستخدمين/ المبيعات الخ نقصان / هبوط /نزول/ انخفاض (في عدد المستخدمين/مبيعات/الخ
Summarising data تلخيص المعلومات	Overall, the trend in ...is upwards / downwards During the period ... It is noticeable that ...	بشكل عام، الاتجاه في ... صعودا / هبوطا خلال الفترة ... من الملاحظ ان ...

Virtual reality: Walking in someone else's shoes

الواقع الافتراضي: ان تكون مكان شخص آخر

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

تُغلق الأبواب خلفي بصوت قوي بينما أدخل إلى مركز التسوق. وفورًا، تَعَمُّ الضوضاء المكان. أستطيع سماع نوعين أو ثلاثة من الموسيقى تُشغَّل في متاجر مختلفة. تمرُّ امرأة بجانبني وهي تحمل الكثير من أكياس التسوق، وأستطيع سماع صوت احتكاكها ببعضها. أحاول تجاهل الأمر، لكنه جعلني أشعر بمزيد من القلق. الأضواء شديدة السطوع. هناك رجل يهز وعاء مليئًا بالقطع النقدية – أعتقد أنه يجمع المال للأعمال الخيرية. الصوت مرتفع جدًا. أواصل السير داخل مركز التسوق. أستطيع شم رائحة الطعام المقلي. أصطدم بصديقة لي، لكنني لا أستطيع التوقف للتحدث معها لأن كل شيء مرهق جدًا. أحتاج إلى أن أهدأ. أحتاج إلى الخروج من هنا.

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

هذا وصف لما قد يشعر به بعض الأشخاص المصابين باضطراب طيف التوحد عند الذهاب إلى مركز تسوق. وبينما تختلف تجارب الناس كثيرًا، فإن إحدى المشكلات الأساسية لدى العديد من المصابين بالتوحد هي الحساسية المفرطة تجاه المناظر والأصوات والروائح والمذاقات، مما قد يجعل نشاطًا بسيطًا مثل التسوق أمرًا مرهقًا جدًا. بعض الأشخاص يستطيعون التعامل مع هذا النوع من الضغط الحسي بشكل معقول، رغم أن التوتر قد ينعكس عليهم من الداخل. لكن بالنسبة لآخرين، فقد ينتهي بهم الأمر إلى حدوث انهيار عصبي أو انفعال شديد، أي أنهم يصبحون غاضبين أو منزعجين جدًا. وهذا قد يجعل من الصعب عليهم الاندماج مع الآخرين أو الحفاظ على الأصدقاء، لأن الناس لا يفهمون الضغوط التي دفعت الشخص المصاب بالتوحد للتصرف بهذه الطريقة. كما قد يؤدي ذلك إلى مشكلات في المدرسة أو في الحفاظ على وظيفة، لأنهم قد يبدوون للآخرين غير موثوقين أو سببي المزاج.

In order to help people understand what it's like to have autism, could Virtual Reality (VR) help?

Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation. According to Chris Milk in his TED talk, Virtual Reality connects humans to other humans in a way which can change people's perceptions of each other. Perhaps in response to such ideas, the National Autistic Society has developed a VR experience to help people understand what sensory overload feels like. People can watch the video using special 3D glasses, which take them more fully into the experience. So far, it has had six million views, and the comments certainly indicate that it's having a powerful effect.

من أجل مساعدة الناس على فهم ما يشعر به المصابون بالتوحد، هل يمكن أن يساعد الواقع الافتراضي؟ الواقع الافتراضي هو محاكاة لتجربة يتم إنشاؤها بواسطة الحاسوب، تُعرض بتقنية ثلاثية الأبعاد ويمكن أن تجعل الشخص يشعر وكأنه يعيش الموقف الحقيقي تقريبًا. ووفقًا لكريس ميلك في حديثه على منصة تيد، فإن الواقع الافتراضي يربط الناس ببعضهم بطريقة يمكن أن تغيّر نظرتهم إلى الآخرين. وربما استجابة لهذه الأفكار، قامت الجمعية الوطنية للتوحد بتطوير تجربة واقع افتراضي لمساعدة الناس على فهم شعور الضغط الحسي الزائد. ويمكن للأشخاص مشاهدة الفيديو باستخدام نظارات ثلاثية الأبعاد خاصة تجعلهم أكثر اندماجًا في التجربة. وحتى الآن، حصل الفيديو على ستة ملايين مشاهدة، وتشير التعليقات بالتأكيد إلى أنه يترك تأثيرًا قويًا في الناس.

The potential impact of VR in helping us to understand one another and the world around us is exciting. For example, some people **went through** the virtual experience of chopping down a tree. Afterwards, the researcher 'accidentally' spilt his drink and those people who had been 'chopping down trees' reached for fewer paper napkins, suggesting that their experience had subconsciously encouraged them to stop wasting paper.

إن التأثير المحتمل للواقع الافتراضي في مساعدتنا على فهم بعضنا البعض والعالم من حولنا يُعد أمرًا مثيرًا للاهتمام. فعلى سبيل المثال، خاض بعض الأشخاص تجربة افتراضية تتمثل في قطع شجرة. وبعد ذلك، قام الباحث «عن طريق الخطأ» بسكب مشروبه، فلاحظ أن الأشخاص الذين كانوا قد مرّوا بتجربة «قطع الأشجار» استخدموا عددًا أقل من المناديل الورقية، مما يشير إلى أن تلك التجربة شجعتهم بشكل غير واع على التوقف عن إهدار الورق.

VR has also been used to give people the experience of being disabled, or being in a flood. But can these experiences really help us to walk in someone else's shoes? A major difference between simulated and actual experiences is that we volunteer to put on the VR headset. We can **break off** at any time and go back to our normal lives, whereas the people whose lives we're experiencing don't have that luxury. And, while we can experience the sounds and sights of a flood, we don't **come up against** the same difficulties.

استُخدم الواقع الافتراضي أيضًا لمنح الناس تجربة الشعور بالإعاقة أو التواجد وسط فيضان. لكن هل يمكن لهذه التجارب حقًا أن تساعدنا على أن نعيش تجربة شخص آخر؟ هناك فرق رئيسي بين التجارب المحاكاة والتجارب الحقيقية، وهو أننا نختار بأنفسنا ارتداء نظارة الواقع الافتراضي، ويمكننا التوقف في أي وقت والعودة إلى حياتنا الطبيعية، بينما الأشخاص الذين نعيش تجاربهم لا يملكون هذه الرفاهية. وكذلك، فعلى الرغم من أننا قد نختبر أصوات ومشاهد الفيضان، فإننا لا نواجه الصعوبات نفسها التي يواجهها الأشخاص الحقيقيون في تلك الظروف.

1. Why does the writer start by describing an experience of going shopping?

لماذا بدأ الكاتب بوصف تجربة التسوق؟

- a. to explain exactly why some people suffer from AS
- b. to demonstrate why having ASD can cause someone to get upset
- c. to emphasise the social problems created by large shopping malls

ليوضح السبب الذي يجعل مصاب طيف التوحد ينفزع

2. Which of these statements best reflects what the writer says about ASD?

أي من العبارات تعكس ما يقوله الكاتب عن طيف التوحد

- a. Many people feel upset or angry about having ASD.
- b. Different people will experience ASD in different ways.
- c. Public places should be better designed for people with ASD.

الناس يختلفون في المرور بتجربة طيف التوحد

3. The writer cites Chris Milk to illustrate that

يستشهد الكاتب بكريس ميلك ليوضح أن

- a. VR can also be a way for people to communicate over a distance.
- b. video may actually separate us from the people we see onscreen.
- c. VR has the potential to alter how we interact with each other.

قد يفصلنا الفيديو عن الناس الذين نراهم في الشاشة

4. What do the examples in Paragraph 4 indicate?

إلى ماذا يشير المثال في الفقرة الرابعة؟

- a. that it is relatively easy to trick people into doing something
- b. that many people are inspired to visit the places they see through VR
- c. that VR can stimulate people's willingness to take action

يحفز رغبة الناس باتخاذ إجراء

5. What attitude towards VR is expressed by the writer in the last paragraph?

ما الموقف الذي عبّر الكاتب عنه في آخر فقرة؟

- a. It has some value but should be treated with caution.
- b. It is fairly pointless compared with real life experience.
- c. It is a passing fashion that will fade away.

فيه بعض القيمة لكن يجي التعامل معه بحذر

6. What causes the writer to feel anxious when walking through the shopping centre? (sensory overload)

- A) The noise of music being played
- B) The bright lights and loud sounds
- C) The smell of fried food
- D) The large number of people

7. How do people with autism often react to sensory overload in environments like a shopping centre?

- A) They find it exciting and energizing
- B) They tend to ignore it and carry on
- C) They may experience a meltdown or act upset
- D) They avoid the environment entirely

8. According to Chris Milk, what is one effect of Virtual Reality (VR)?

- A) It makes people more sensitive to sensory overload
- B) It connects people in a way that can change perceptions of each other
- C) It allows people to feel emotions like anger or frustration
- D) It is only useful for entertainment purposes

9. What is the purpose of the Virtual Reality (VR) experience developed by the National Autistic Society?

- A) To simulate a shopping centre for entertainment purposes
- B) To help people understand what sensory overload feels like for individuals with autism
- C) To educate people about the technical aspects of Virtual Reality
- D) To show people what it's like to be in a flood.

10. What difference does the text mention between experiencing a simulation in VR and living through the actual experience?

- A) In VR, people cannot interact with the environment at all
- B) VR experiences are more intense than real-life experiences
- C) In VR, people can take off the headset at any time and return to their normal lives
- D) The actual experiences in real life are easier to cope with

11. What conclusion can be drawn from the experiment where people who had chopped down a tree used fewer napkins?

- A) VR experiences have no impact on people's behavior
- B) The VR experience made no difference in how they reacted to the spill
- C) People who experienced VR were more wasteful
- D) The VR experience led them to be more mindful of their environment and resources

12. What makes it challenging for individuals with autism to go to a shopping centre?

- A) The sensory overload from sights, sounds, smells, and tastes
- B) The crowd of people
- C) The high cost of shopping
- D) The need to make decisions about what to buy

13. What is one example of another VR experience mentioned in the text?

- A) Simulating a busy office environment C) Visiting a remote village
B) Experiencing the act of chopping down a tree D) Learning to cook in a virtual kitchen

14. Why is the virtual experience of sensory overload in the shopping centre important for understanding autism?

- A) It shows how enjoyable shopping centres can be
B) It helps people realize how overwhelming daily life can be for some individuals with autism
C) It teaches people how to shop more effectively
D) It simulates the exact emotions felt by someone with autism

15. How does the text suggest people without autism might perceive those with autism when they have a meltdown?

- A) They may see it as a sign of strength C) They may offer immediate solutions to the problem
B) They may misunderstand the cause of the meltdown D) They may ignore the situation completely

16. What reaction did participants in the VR tree-chopping experience have when the researcher spilled his drink?

- A) They laughed and made jokes C) They used fewer paper napkins than usual
B) They ignored it completely D) They immediately offered to help clean up

17. How does the text describe the main difference between simulated experiences in VR and real-life experiences?

- A) Real-life experiences are more enjoyable
B) VR experiences are more vivid and intense
C) In VR, people can stop at any time and return to their normal lives
D) Real-life experiences are more predictable and manageable

18. What is one challenge that individuals with autism might face in social situations?

- A) They often find it easy to make friends
B) They have trouble understanding other people's emotions
C) They may act in ways that others don't understand, leading to social difficulties
D) They enjoy socializing in busy, noisy environments

WRITING :

A for-and-against essay

Evaluating others' views

تقييم وجهات نظر الآخرين

function	Examples	معنى
Introduction المقدمة	Summarise the topic of the essay: - These days it is extremely common for companies to - In recent years, it has become more and more common ... - Outline what you are going to discuss: - Some people feel ... whereas others ...	لخص موضوع المقالة: هذه الأيام من الشائع عن الشركات أن ... في هذه الأيام أصبح من الشائع أكثر وأكثر حدد ما ستناقشه يشعر بعض الناس ... بينما آخرون ...
Main body الموضوع الرئيسي	In your first main paragraph, give arguments in favour of the situation - There may be some clear benefits to doing - Another positive aspect of ... is ... - In your second main paragraph, give arguments against the situation: - In spite of these potential benefits, many people ... - Nevertheless, many people feel ... - It is estimated that ... - It is commonly believed that ... - It is argued by some people that ... - Many people are of the opinion that ...	في الفقرة الأولى الرئيسية، قدم حجج لمصلحة الموقف: قد تكون هناك فوائد واضحة للقيام بـ مظهر إيجابي آخر لـ ... هو ... في الفقرة الثانية الرئيسية، قدم حجج ضد الموقف: بالرغم من الفوائد المحتملة، الكثير من الناس ... بالرغم من هذا، الكثير من الناس يشعرون يقدّر أن ... هناك اعتقاد شائع أن ... بعض الناس يجادلون (يقدمون حجج) أن ... رأي بعض الناس أن ...
Conclusion الخاتمة	Summarise and give your opinion: - In conclusion, it seems obvious that ... - In my considered opinion ...	لخص وأعطي رأيك في الختام، يبدو من الواضح أن ... في رأيي المدروس ...

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Unit 9



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مخيم حطين - السوق الرئيسي - باب الحديد

UNIT NINE

Highs and Lows الأشياء الجيدة والأشياء السيئة

affluent	غني / ميسور الحال	lucrative	مربح / ذو عائد مالي جيد
costly	مكلف / باهظ الثمن / غالي	splash out	ينفق بسخاء / يبذر في الكماليات
extravagant	مُسرف / مبالغ في الانفاق	well-off	ميسور الحال / ثري

Success النجاح	flourish	يزدهر
	masterstroke	خطوة عبقرية
	pay off	يثمر
Failure الفشل	blunder	خطأ فادح
	flop	فشل ذريع كامل - اخفاق كبير
	get nowhere	لا يحرز تقدما
	mess up	يرتكب خطأ
	setback	نكسة - عقبة مؤقتة يمكن تجاوزها

acknowledge	يعترف / يقر	admit	يعترف
make amends	يجري تعديلات	take the blame	يتحمل اللوم
offer an apology	يقدم عذر		

Binomials التراكيب الثنائية

pick and choose = select	اختر بعناية	safe and sound = with no problems	امن وسليم
ups and downs = good and bad times	نجاح وفشل	give and take	خذ واعط
sooner or later = at some point	عاجلا ام اجلا	there and then = immediately	فورا / في الحال
take it or leave it = accept it or don't	اقبل او ارفض	touch and go = uncertain	غير مؤكد
more or less = about = almost	تقريبا / الى حد ما	slowly but surely	ببطء ولكن بثبات
peace and quiet	الهدوء والسكينة	highs and lows = good and bad times	نجاحات واخفاقات

have the chance (opportunity)	لديك الفرصة
give the chance / opportunity	يعطي لك الفرصة
last chance / opportunity	آخر فرصة
grab the chance / opportunity	يغتزم الفرصة
a slim chance (possibility)	فرصة ضعيفة
a very little chance (risk) of injury .	فرصة ضئيلة جدا
take the chance / opportunity to do something	يستفيد من الفرصة لعمل شيء / ينتهز الفرصة
It was a pure chance . (luck)	صدفة
worth the risk	يستحق المخاطرة
run the risk	يتحمل المخاطرة
What luck !	يا له من حظ!
a lucky break	ضربة حظ

Read the article again and find synonyms for these words which the writer used to avoid repetition.

performance	acting	أداء - تمثيل
series	programme	مسلسل - برنامج
excellent	brehtaking	ممتاز - يحبس الانفاس
story	plot	القصة - الحبكة

Phrases

considered your option	thought carefully about what to do.	فكر بعناية بما ستفعله
did the trick	had the necessary result he wanted.	يحقق النتيجة المطلوبة يحصل على ما يريد
got off relatively lightly	experienced less harm than might be expected.	ينجو من الموقف بأقل ضرر متوقع
went through the ordeal	had a very difficult or painful experience.	يمر بتجربة مؤلمة أو صعبة / محنة
had no choice but to do something	was forced to do something.	ليس لديك خيار / مجبر على فعل الشيء
kept (somebody) going	helped him to continue, despite the difficult situation.	يساعد الشخص على الاستمرار في المواقف الصعبة
make oneself understood	communicate effectively.	يتواصل بشكل فعال / يجعل الشخص يفهم ما تعنيه
take its toll on somebody	caused harm or suffering.	يتسبب بأذى أو معاناة
took something for granted	believed something without even thinking about it.	يسلم بالشيء بدون حتى أن يفكر
take somebody's mind off something	stop somebody from worrying about something.	تبعد تفكير الشخص عن القلق بموضوع ما
(Not) have a clue	be unable to guess something.	ليس لديك فكرة / غير قادر ان تخمن شيء ما

ordeal	محنة	a terrible or painful experience that continues for a period of time	تجربة رهيبه أو مؤلمة تستمر لفترة من الوقت
sea bed	قاع البحر	the land at the bottom of the sea	الارض في قاع البحر
supplies	مؤونة	food and other ordinary goods needed by people every day	الطعام والسلع الأخرى العادية التي يحتاجها الناس يوميا

Speaking – discussing the advantages and disadvantages

مناقشة المزايا والعيوب

A ...	major	رئيسي	advantage of	ميزة أو فائدة من	... is
One ...	minor	ثانوي	Argument for / against	حجة مع / ضد	that ...
Another ...	obvious	واضح	benefit of	فائدة من	
The first ...	possible	ممکن	good point about	نقطة جيدة حول	
	potential	محتمل	positive aspect of	الجانب الايجابي من	
	significant	مهم	argument for	حجة لصالح	
			disadvantage of / to	عيب من / على	
			downside of / to	الجانب السلبي من	
			drawback of / to	عيب من / على	
			negative aspect of	الجانب السلبي من	
			minus point of	النقطة السلبية من	

Summing up your argument / Giving your opinion

تلخيص حجتك / إبداء رأيك

On first consideration, this seems

للهولة الأولى، يبدو هذا.

Ultimately, there are arguments on both sides..

في النهاية، هناك حجج من كلا الجانبين

Having looked at both sides of the argument,

بعد دراسة كلا الجانبين

I think / believe

أعتقد/أؤمن..

Although some people might disagree, I can't help feeling that ...

مع أن البعض قد يختلف معي، إلا أنني لا أستطيع منع نفسي من الشعور بأن

1. A major advantage of ----- is that -----

2. One obvious benefit of ----- is that -----

3. The first possible argument for ----- is that -----

1. People are always looking for new and ----- ideas for new attractions.
a. lucrative b. extravagant c. costly d. splash out
2. The Marble Arch Mound was -----idea to build a small hill in the centre of London.
a. lucrative b. extravagant c. costly d. splash out
3. The £6 million was a lot more ----- than the organisers thought it would be.
a. lucrative b. extravagant c. costly d. splash out
4. Perhaps more people would have wanted to climb it if they hadn't had to -----on an entrance fee.
a. lucrative b. extravagant c. costly d. splash out
5. They wanted to get tourists to visit an area that was not very ----- .
a. costly b. splash out c. affluent d. well-off
6. The hotels, restaurant and shop owners have become more----- because of the route.
a. lucrative b. splash out c. affluent d. well-off
7. I was embarrassed and felt like I'd really -----.
a. messed up b. blunder c. flourished d. masterstroke
8. It was a huge ----- and I didn't get the marks I needed to go to that university.
a. messed up b. blunder c. flourished d. masterstroke
9. In the end, I ----- there and got a great degree.
a. messed up b. blunder c. flourished d. masterstroke
10. I had what I thought was a really good idea – a ----- .
a. messed up b. blunder c. flourished d. masterstroke
11. I really tried, but just ----- , and in the end I gave up.
a. got nowhere b. paid off c. setback d. flop
12. If I'd invested a few weeks in finding out about my business idea, it would have really -----
a. got nowhere b. paid off c. setback d. flop
13. But I did learn something from the ----- do your market research first.
a. got nowhere b. paid off c. setback d. flop
14. The idea did not succeed and was a complete ----- .
a. got nowhere b. paid off c. setback d. flop
15. It's not easy to -----your mistakes and say sorry.
a. acknowledge b. admitting c. take, offer d. make
16. In most situations she is incapable of ----- that she's wrong.
a. acknowledge b. admitting c. offer d. make
17. Her 'shortcut' actually took twice as long, but did she ----- the blame or----- an apology?
a. acknowledges/ takes b. admitting/ makes c. take, offer d. makes / offer
18. So when I saw him, I decided to try and ----- amends.
a. acknowledge b. admitting c. take d. make
19. At some point, you will have to make a decision. **The correct replacement for the underlined phrase is:**
a. Sooner or later b. pick and choose c. there and then d. more or less
20. The best universities can select which students to accept.
The correct replacement for the underlined word is:
a. Sooner or later b. pick and choose c. there and then d. more or less
21. They wanted me to sign up for the course immediately, with no time at all to consider.
The correct replacement for the underlined word is:
a. Sooner or later b. pick and choose c. there and then d. more or less
22. Although she was ten years older, she looked about the same age as me.
The correct replacement for the underlined word is:
a. Sooner or later b. pick and choose c. there and then d. more or less
23. After a hazardous journey, they were relieved to get home with no problems.
The correct replacement for the underlined phrase is:
a. pick and choose b. there and then c. more or less d. safe and sound

24. Wherever my cat has disappeared to, I just hope he'll come home with no problems.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

25. Visitors to the museum can select from over 100 arcade games from the 1980s and 1990s.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

26. Don't be too hard on yourself. After all, most people fail at something at some point.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

27. Like every business we have our good and bad times but generally we are successful.

The correct replacement for the underlined phrase is:

- a. Safe and sound b. pick and choose c. sooner or later d. ups and downs

28. I can't sell it for less than 100 JOD. That's my lowest price – accept it or don't.

The correct replacement for the underlined phrase is:

- a. ups and downs b. take it or leave it c. more or less d. touch and go

29. We are almost finished here so I can meet you in about half an hour.

The correct replacement for the underlined phrase is:

- a. ups and downs b. take it or leave it c. more or less d. touch and go

30. It was uncertain whether the rescue team would be able to save the man in the cave.

The correct replacement for the underlined phrase is:

- a. ups and downs b. take it or leave it c. more or less d. touch and go

31. I was worried about you Amer! I'm so glad you are home -----

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

32. I said I'd be back by 9 o'clock and it's ten past so I'm ----- on time.

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

33. **Nadia:** I'm making omelettes if you want one. **Samia:** Omelettes, huh? Not very exciting. How about something else?

Nadia: It's omelettes or nothing! ----- .

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

34. You really need to wear a helmet when you're on your bike, Nader.

----- you're going to injure yourself. It's only a matter of time!

- a. safe and sound b. more or less c. Take it or leave it d. sooner or later

35. I'd love to ----- to bungee jump.

- a. have the chance b. slim a chance c. give a chance d. grab the chance

36. There's ----- that we might succeed, but we'd need a lucky break.

- a. have a chance b. give a chance c. a slime chance d. grap the chance

37. If you do sports, there's always ----- of injury.

- a. risk b. luck c. lucky break

38. It was ----- that we met.

- a. luck b. risk c. chance

39. Given the ----- , where would you most like to travel?

- a. chance b. risk c. luck

40. I'd like to take this ----- to thank you for all your help.

- a. opportunity b. risk c. luck

41. As soon as I heard about the trip, I grabbed the ----- to go on it.

- a. chance b. risk c. luck

42. This is your last ----- ; I won't make the offer again.

- a. chance b. risk c. luck

43. I'm sure parachuting would be exciting, but it wouldn't be worth the ----- .

- a. chance b. risk c. luck

44. The ----- of injury or even death is very high for base-jumping wing-suit flyers.
a. chance b. risk c. luck
45. You've won three games in a row now – what -----!
a. chance b. risk c. luck d. opportunity
46. It's already 10 p.m. so there is very little ----- of me staying awake for a whole film.
a. chance b. risk c. luck
47. Given the -----, I'd love to take a sports car out for a drive.
a. chance b. risk c. luck
48. The word that means (a terrible or painful experience that continues for a period of time) is:
a. ordeal b. sea bed c. supplies d. opportunity
49. The word that means (the land at the bottom of the sea) is:
a. ordeal b. sea bed c. supplies d. opportunity
50. The word that means (food and other ordinary goods needed by people every day) is:
a. ordeal b. sea bed c. supplies d. opportunity
51. The phrase that means (thought carefully about what to do) is:
a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal
52. The phrase that means (had the necessary result he wanted) is:
a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal
53. The phrase that means (experienced less harm than might be expected) is:
a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal
54. The phrase that means (had a very difficult or painful experience) is:
a. considered your option b. did the trick c. got off relatively lightly d. went through the ordeal
55. The phrase that means (was forced to do something) is:
a. had no choice but to do something b. kept (somebody) going
c. make oneself understood d. take its toll on somebody
56. The word that means (helped him to continue, despite the difficult situation) is:
a. had no choice but to do something b. kept (somebody) going
c. make oneself understood d. take its toll on somebody
57. The phrase that means (communicate effectively) is:
a. had no choice but to do something b. kept (somebody) going
c. make oneself understood d. take its toll on somebody
58. The phrase that means (caused harm or suffering) is:
a. had no choice but to do something b. kept (somebody) going
c. make oneself understood d. take its toll on somebody
59. The phrase that means (believed something without even thinking about it) is:
a. (Not) have a clue b. take somebody's mind off something
c. took something for granted d. take its toll on somebody
60. The phrase that means (stop somebody from worrying about something) is:
a. (Not) have a clue b. take somebody's mind off something
c. took something for granted d. take its toll on somebody
61. The phrase that means (be unable to guess something) is:
a. (Not) have a clue b. take somebody's mind off something
c. took something for granted d. take its toll on somebody
62. If we spent more on society, fewer people ----- live in hardship.
a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
63. If we'd eaten breakfast, we ----- so hungry now.
a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
64. If our house hadn't been burgled, I ----- a replacement passport.
a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up

65. I ----- at 6 p.m. outside the shopping centre unless I hear differently.
a. would have to b. wouldn't be feeling c. wouldn't need d. 'll pick you up
66. -----your bank cards immediately if you lose your wallet.
a. cancel b. wouldn't be feeling c. wouldn't need d. 'll pick you up
67. A major advantage ----- electric cars is saving money.
a. about b. of c. against d. on
68. Another obvious good point ----- Using technology in the class is watching educational program.
a. about b. of c. against d. on
69. The first significant argument ----- doing exercise is to lose weight.
a. about b. for c. against d. on
70. The correct preposition for (drawback or downside -----) is :
a. about b. for c. to d. on
71. Ultimately, there are arguments ----- both sides.
a. on b. to c. about d. in
72. Having looked ----- both sides of the argument, I think / believe ...
a. for b. about c. at d. on
73. There were some minor ----- at the beginning of the project, but in the end it went well.
a. setbacks b. off c. masterstroke d. risk
74. His hard work paid ----- and he did really well in the final exams.
a. setbacks b. off c. masterstroke d. risk
75. He took a digital presentation to the interview and they loved it. What -----!
a. setbacks b. off c. masterstroke d. risk
76. This is not worth the -----I always prefer to be safe.
a. setbacks b. off c. masterstroke d. risk
77. Oh no! I've really ----- . I've lost the house key. What shall we do?
a. messed up b. consider c. clue d. take
78. Well, let's ----- our options; we could try to open that window or break it.
a. messed up b. consider c. clue d. take
79. I haven't a -----
a. messed up b. consider c. clue d. take
80. It's cold out here. Now I realise how much I ----- my house for granted.
a. messed up b. consider c. clue d. take
81. Have a chocolate. It should take your mind ----- the cold.
a. take b. off c. do d. choice
82. Thanks! That should ----- the trick.
a. take b. off c. do d. choice
83. Well, I think we have no ----- but to break the window.
a. take b. off c. do d. choice
84. You must try to be flexible. There should be some give and ----- in any friendship.
a. take b. less c. there d. ups
85. I think it's more or ----- certain you'll get the job.
a. take b. less c. there d. ups
86. I had to decide if I wanted the job ----- and then. They said they couldn't wait.
a. take b. less c. there d. ups
87. The team has had its ----- and downs but they're doing very well now.
a. take b. less c. there d. ups
88. We got lost in the desert but in the end got home safe and -----
a. less b. there c. ups d. sound

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

UNIT NINE

Conditional Sentences الجمل الشرطية

1. The (Zero) type :

(A situation that the speaker considers is generally true.)

موقف يعتبره المتكلم صحيح بشكل عام (حقيقة)

If we heat water , it boils

If Clause	Main Clause (a fact)
If + S + Simple Present (V1) -(V- inf. / Vs-es (s,ss,x,o,z,ch,sh) - (don't + V-inf. – doesn't + V-inf.) be = am , is , are not be = am not , isn't , aren't	If + S + Simple Present (V1) we use (can) -(V- inf. / Vs-es (s,ss,x,o,z,ch,sh) – (don't + V-inf. – doesn't + V-inf.) be = am , is , are (he , she , it + V-s / es) (not be) = am not , isn't , aren't (I , we , you , they + V1)

2. The first conditional (Type 1)

(A situation that the speaker considers is likely to happen.)

موقف يعتبره المتكلم ممكن حدوثه

If Clause	Main Clause الجملة الشرطية الاولى - الاحتمال
If (Unless) + S + Simple Present (V1) -(V- inf. / Vs-es (s,ss,x,o,z,ch,sh) – (don't + V-inf. – doesn't + V-inf.) be = am , is , are not be = am not , isn't , aren't	Subject + will ('ll) / will not (won't) + V-inf. If he has a car, he will be happy. be = will be not be = won't be

3. The second conditional (Type 2) :

(A hypothetical (unlikely or imaginary) situation in the present or future.) موقف افتراضي - خيالي في الحاضر أو المستقبل

If + past, + would/might/could + infinitive to talk about an unlikely or imaginary situation in the present or future:

If Clause	Main Clause
- If + S + Past Simple = V2 - S + didn't + V-inf. be = was / were / (not be) = wasn't / weren't If I were , I would (advice)	Subject + would / could / might (not) + V-inf. 'd If I <u>were</u> a professional sportsman, I'd probably be much richer now.

4. The Third conditional (Type 3) :

(A hypothetical (imaginary) situation in the past.)

موقف افتراضي (غير حقيقي) في الماضي

If Clause	Main Clause
If + S + had (hadn't) + (V3) If I hadn't done all those things,	Subject + would (wouldn't) + have + (V3) I wouldn't have done so well at university

5. Mixed conditional : الجمل الشرطية المختلطة

Mixed conditionals combine clauses from both second and third conditionals : تجمع الجمل الشرطية المختلطة بين جمل من الشرط الثاني والشرط الثالث

If Clause	Main Clause
1. If + S + had (hadn't) + (V3) 2. If + S + V2 (Past simple) Note : If + had + V3 , S + would + V-inf. (now)	1. Subject + would (wouldn't) + V-infinitive 2. Subject + would (wouldn't) + have + (V3)

- We use this to talk about the present consequences of a hypothetical (imaginary) past situation:

If I'd gone to university, I **would have** a better job

العواقب الحالية لموقف افتراضي أو لحالة خيالية في الماضي.

If I'd won that competition, I'd **be** richer than I am **now**

- We use this to talk about the effects of a hypothetical present situation in the past:

If she **wasn't** clever, she **wouldn't have had** such a good job.

العواقب في الوقت الحاضر لموقف خيالي - افتراضي في الماضي

If I **didn't speak** Spanish, I'd **never have met** my Spanish friend.

تحويل الخيال إلى حقيقة

- If + S + V2 , S + **would have** + V3

= S + **don't / doesn't** + V-inf . , S + **didn't** + V-inf.

- If + S + **didn't** + V-inf . , S + **wouldn't have** + V3

= S + V1 / V+s , S + V2

- If I didn't speak Spanish, I'd never have met my Spanish friend. (imagination)

- I speak Spanish. -I met my friend.

(fact)

- If + S + **had** + V3 , S + **would** + Vinf. = S + **didn't** + V-inf , S + **don't / doesn't** or (am, is, are) + V-inf.

- If I'd won that competition, I'd **be** richer than I am now.

(imagination)

- I didn't win. I'm not rich.

(fact)

Wish = If only

1. Unreal past forms for past regrets : (S + wish or If only + Past Perfect - had + V3) = **regrets about the past**

الماضي غير الحقيقي للتعبير عن الندم (التأسر - الأسى) في الماضي

2. Unreal past forms for present wishes : (S + wish or If only + Past Simple - V2) = **wishes / regrets about the present**

الماضي غير الحقيقي للتعبير عن أشياء (أمنيات في الحاضر) ولكن مستحيل حصولها

Rule	Wish – If only : (express <u>regrets</u> about the past)
V2 ----- hadn't + V3	I slept too long. I wish I hadn't slept so long.
didn't + V-inf. ----- had + V3	I didn't do If only I had done
wasn't – weren't ----- had been	I wasn't successful. I wish I had been successful.
wasn – were ----- hadn't been	I was late . I wish I hadn't been late.
Rule	Wish – If only : (express <u>wishes</u> about the present)
V1 / V-s ----- didn't + V-inf.	We live in a small flat I wish we didn't live
don't / doesn't + V-inf. ----- V2	I don't know the answer. I wish I knew the answer.
am / is / are ----- weren't	He is far from here. He wishes he weren't far
am not / isn't / aren't ----- were	He is not tall enough. He wishes he were taller.
regret + V-ing ----- hadn't + V3	I regret being angry ----- I wish I hadn't been angry.
regret + not + V-ing ----- had + V3	I regret not being happy. ---- I wish I had been happy.
should have + V3 ----- had + V3	He should have been careful. – He wishes he had been
shouldn't have + V3 ----- hadn't + V3	He shouldn't have been careless. He wishes he hadn't been ..
could have + V3 ----- hadn't + V3	

تحويل الأفعال

can	couldn't	can't	could
will	wouldn't	won't	would
have + V3 / has + V3	hadn't + V3	must	hadn't to
have to / has to = V1	didn't have to	mustn't	had to
have / has = V1	didn't have	old , tall	older , taller
too , very	so	good , well	better

إذا بدأت الجملة بأحد العبارات التالية تحذف ولا نأخذ بزمنها ولا توضع في الإجابة :

I am sorry

It's a pity

It's a shame that

I think.....

I believe

What a pity

I regret

I sometimes.....

القاعدة تؤكد على ما يلي :

- (3) للتمني عن الماضي نستخدم الماضي التام
 (4) إذا كان الواقع مثبت فيجب نفي التمني أو عكس معناه وإذا منفي فيجب إثباته أو عكس معناه

- (1) التمني عكس الواقع أو انتقاد له
 (2) للتمني عن المضارع نستخدم الماضي

Past modals for criticising

الأفعال الشكالية في الماضي

1. We use **shouldn't have + V3** when we **criticise a past action**

ننقد تصرفاً حدث في الماضي:

It wasn't a good idea for me to do something, but I did it.

You **shouldn't have read** that letter. ----- We read the letter.

2. We use **should have + V3** when we **criticise a past action**

ننقد تصرفاً حدث في الماضي:

It was a good idea for me to do something, but I didn't do it.

You **should have read** that letter. ----- We didn't read the letter.

3. We use **could have + V3** when **something was possible, but didn't happen**, so we are **unhappy about the result**:

كان من الممكن حدوث شيء في الماضي لكنه لم يحدث، ولذلك نشعر بعدم

You **could have told** me you were coming today!

I think I could have got a better job if I had a degree.

4. We use **wish/if only + would** to talk about how we want someone else's behaviour to change.

للتحدث عن رغبتنا في أن يتغير سلوك شخص آخر

Your room is a mess! I wish you **would pick up** your clothes from the floor!

If only my sister **would stop** borrowing my clothes!

5. We use **(needn't have + V3)** when **I did something, but it wasn't necessary**.

عندما نكون قد فعلنا شيئاً في الماضي لكنه لم يكن ضرورياً

I needn't have worried because most people aren't judging anyone else

6. We use **(didn't need to)** when **the speaker didn't do the action because it wasn't necessary**.

المتحدث لم يقم بالعمل لأنه غير ضروري

I didn't need to wait long for him because he arrived a couple of minutes later.

1. needn't have worried = I did something, but it wasn't necessary

2. didn't need to + v-inf. = I didn't do something because it wasn't necessary

3. regret that now = I didn't do something because it wasn't necessary (or I thought it wasn't)

4. should have + V3 = It was a good idea for me to do something, but I didn't do it.

5. shouldn't have + V3 = It wasn't a good idea for me to do something, but I did it.

6. could have + V3 = Something was a possibility, but I didn't do it.

7. wish + would = how we want someone else's behaviour to change

8. wish + V2 = present wishes or regrets, or things we would like to change

9. wish + had + V3 = past regrets

1. As well as + V-ing = I **am** interested in teaching. I also have experience in this area.

As well as being interested in teaching, I also have some experience ...

2. Not only , but also = I **am** fluent in English. I also speak some Spanish and Portuguese.

Not only am I fluent in English, **but I also** speak some ...

3. --- . Furthermore, = I believe I would be an asset to the team. I would be willing to commit for at least a year abroad.

I believe I would be an asset to the team. Furthermore, I would be willing to ...

4. In addition to + V-ing = I **have** experience. I also have relevant qualifications.

In addition to having experience, I also have ...

5. Besides + V-ing = I **am** physically fit. I enjoy cycling.

Besides being physically fit, I also enjoy cycling.

6. Not only , but also = I **am** hard-working. I am dedicated.

Not only am I hard-working, **but I am also** dedicated.

UNIT NINE

1. If I hadn't done all those things, I ----- so well at university
a. wouldn't do b. won't do c. wouldn't have done d. won't have done
2. If I'd gone to university, I ----- a better job now.
a. would have b. will have c. would have had d. won't have
3. If I ----- that competition, I'd be richer than I am now.
a. have won b. had won c. won d. hadn't won
4. If I didn't speak Spanish, I'd never have met my Spanish friend. The fact about the sentence is -----
a. I speak Spanish and I met my friend. c. I speak Spanish and I didn't meet my friend.
b. I didn't speak Spanish and I met my friend. d. I speak Spanish and I meet my friend.
5. If I had won the competition, I would be richer than I am now.. The fact about the sentence is -----
a. I didn't win. I'm rich. c. I won . I'm not rich.
b. I won . I'm rich. d. I didn't win. I'm not rich.
6. If you read the travel pages, you'll probably hear about a new tourist attraction somewhere in the world.
a. first conditional (A situation that the speaker considers is likely to happen.)
b. zero conditional (A situation that the speaker considers is generally true.)
c. third conditional (A hypothetical situation in the past.) (imagination)
d. second conditional (A hypothetical situation in the present or future.)
7. If a tourist attraction is popular, it can be very good news for the organisers.
a. first conditional (A situation that the speaker considers is likely to happen.)
b. zero conditional (A situation that the speaker considers is generally true.)
c. third conditional (A hypothetical situation in the past.) (imagination)
d. second conditional (A hypothetical situation in the present or future.)
8. Perhaps more people would have wanted to climb it if they hadn't had to splash out on an entrance fee.
a. first conditional (A situation that the speaker considers is likely to happen.)
b. zero conditional (A situation that the speaker considers is generally true.)
c. third conditional (A hypothetical situation in the past.) (imagination)
d. second conditional (A hypothetical situation in the present or future.)
9. If you drove the route, you would see castles, beaches and amazing mountains. Which kind is the sentence ?
a. first conditional (A situation that the speaker considers is likely to happen.)
b. zero conditional (A situation that the speaker considers is generally true.)
c. third conditional (A hypothetical situation in the past.) (imagination)
d. second conditional (A hypothetical situation in the present or future.)
10. If they hadn't made the North Coast 500, people would be poorer. The sentence means -----
a. They made the North Coast 500, so people are not poorer.
b. They didn't make the North Coast 500, so people are not poorer.
c. They made the North Coast 500, so people are poorer.
d. They didn't make the North Coast 500, so people are poorer.
11. If the organisers realised this, they would have done things differently, perhaps. The sentence means -----
a. The organisers did not realise this, so they didn't do things differently.
b. The organisers do not realise this, so they didn't do things differently.
c. The organisers do not realise this, so they did things differently.
d. The organisers did not realise this, so they don't do things differently.
12. If Issa ----- afraid of snakes, he would have picked it up.
a. isn't b. doesn't c. hadn't d. wasn't
13. If he ----- to swim, he might be in the sea now.
a. learns b. learnt c. had learnt d. didn't learn
14. I ----- be famous if I had taken that job.
a. will b. would c. can d. would have
15. If he ----- , he would be dead now.
a. fell b. fall c. will fall d. had fallen

16. If he ----- at the map, he wouldn't be lost.

- a. looks b. looking c. had looked d. look

17. Unless you're very well-off, you'll need to borrow money to buy a house. The sentence which has the same meaning is ----

- a. If you're very well-off, you'll need to borrow money to buy a house.
b. If you aren't very well-off, you'll need to borrow money to buy a house.
c. If you're very well-off, you won't need to borrow money to buy a house.
d. If you aren't very well-off, you would need to borrow money to buy a house.

18. Zeinab wouldn't run out of cash every month if she ----- out every time she went shopping.

- a. wouldn't splash b. don't splash c. didn't splash d. doesn't splash

19. You **can** live on very little if you ----- your finances carefully.

- a. managed b. manages c. had managed d. manage

20. If the exams ----- easier, I wouldn't have had to work so hard to pass my exams.

- a. were b. are c. weren't d. was

21. A situation that the speaker considers always true is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

22. A situation that is likely to happen in the future is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

23. The present consequences of a hypothetical past situation is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

24. The effects of a hypothetical present situation on the past is -----.

- a. zero conditional b. First conditional c. Second conditional d. Mixed conditional

25. If video games weren't so costly, I'd buy a new one every month.

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

- a. Video games are costly, so I don't buy a new one every month.
b. Video games aren't costly, so I don't buy a new one every month.
c. Video games are costly, so I buy a new one every month.
d. Video games aren't costly, so I buy a new one every month.

26. If you don't buy the car today, it will be more expensive tomorrow.

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

- a. You aren't recommended to buy the car today and the car costs less today than it will tomorrow.
b. You are recommended to buy the car today and the car costs more today than it will tomorrow.
c. You aren't recommended to buy the car today and the car costs more today than it will tomorrow.
d. You are recommended to buy the car today and the car costs less today than it will tomorrow.

27. If we were affluent, we would've bought a big flat.

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

- a. We are affluent, so we bought a big flat. c. We aren't affluent, so we bought a big flat.
b. We aren't affluent, so we didn't buy a big flat. d. We are affluent, so we didn't buy a big flat.

28. If we spent more on society, fewer people ----- live in hardship.

- a. will have to b. had to c. would have to d. will have been to

29. If we'd eaten breakfast, we ----- feeling so hungry now.

- a. would be b. wouldn't have been c. would have been d. wouldn't be

30. I ----- you up at 6 p.m. outside the shopping centre unless I hear differently.

- a. will pick b. would pick c. would have picked d. pick

31. If I ----- my exams, I would be at university now.

- a. pass b. passed c. hadn't passed d. had passed

32. If I knew what to do, I ----- you.

- a. wouldn't have asked you b. wouldn't be asking you c. won't ask d. A+B

33. If I ----- chocolate, I wouldn't have made chocolate cake, would I?

- a. don't like b. didn't like c. like d. wouldn't like

34. ----- you run, you're going to be late for the lesson.
a. Unless b. If c. When d. provided that
35. You'll laugh----- I tell you what happened to me yesterday.
a. unless b. if c. when d. A+B
36. ----- you don't feel like going, then don't go!
a. Unless b. If c. When d. Provided that
37. Don't bother making coffee for me ----- you're making one yourself.
a. unless b. if c. when d. provided that
38. ----- I told you a secret, would you be able to keep it?
a. Unless b. If c. When d. Even if
39. ----- the clock strikes midday, the race will begin.
a. Unless b. If c. When d. Even if
40. We use I wish / If only + Past Simple (V2) to talk about -----
a. present regrets or things you would like to change c. past wishes
b. past regrets d. wishes in the past
41. We use I wish / If only + Past Perfect (had + V3) to talk about -----
a. present regrets b. past regrets c. past wishes d. wishes in the past
42. I don't have a car. I wish I ----- a car.
a. have b. don't have c. had d. had had
43. I'm not tall. I wish I ----- taller.
a. had been b. was c. were d. A+B
44. You didn't tell me what sort of house it was. I wish you ----- what sort of house it was.
a. told b. had told c. have told d. are telling
45. I didn't leave my car at home. I wish I ----- my car at home.
a. didn't leave b. have left c. left d. had left
46. You shouldn't have read that letter. We use should (not) have + past participle when -----
a. criticize a past action c. something was possible, but didn't happen, so we are unhappy about the result
b. criticize a present action d. to talk about how we want someone else's behaviour to change.
47. You could have told me you were coming today! We use could have + past participle when -----
a. criticize a past action c. something was possible, but didn't happen, so we are unhappy about the result
b. criticize a present action d. to talk about how we want someone else's behaviour to change.
48. Your room is a mess! I wish you would pick up your clothes from the floor! We use would when ---
a. criticize a past action c. something was possible, but didn't happen, so we are unhappy about the result
b. criticize a present action d. to talk about how we want someone else's behaviour to change.
49. I needn't have worried because most people aren't judging anyone else, and if they are, it doesn't really matter.
The sentence that has the same meaning as the one above is -----
a. I did something, but it wasn't necessary.
b. I thought I didn't think exercise was important. How wrong I was! I regret that now.
c. It was a good idea for me to do something, but I didn't do it.
d. It wasn't a good idea for me to do something, but I did it.
50. I didn't do something because it wasn't necessary (or I thought it wasn't).
The sentence that has the same meaning as the one above is -----
a. I did something, but it wasn't necessary.
b. I thought I didn't think exercise was important. How wrong I was! I regret that now.
c. It was a good idea for me to do something, but I didn't do it.
d. It wasn't a good idea for me to do something, but I did it.
51. It was a good idea for me to do something, but I didn't do it.
The sentence that has the same meaning as the one above is -----
a. I did something, but it wasn't necessary. c. It wasn't a good idea for me to do something, but I didn't do it.
b. I should at least have tried d. It wasn't a good idea for me to do something, but I did it.

52. I shouldn't have listened to my friend who told me I would never go to university because I couldn't spell.

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

- a. I did something, but it wasn't necessary.
- b. I should at least have tried
- c. It was a good idea for me to do something, but I didn't do it.
- d. It wasn't a good idea for me to do something, but I did it.

53. I think I could have got a better job if I had a degree.

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

- a. I did something, but it wasn't necessary.
- b. I should at least have tried
- c. Something was a possibility, but I didn't do it.
- d. It wasn't a good idea for me to do something, but I did it.

54. I ----- long for him because he arrived a couple of minutes later.

- a. didn't wait
- b. don't need to wait
- c. didn't need to wait
- d. needn't have waited

55. You ----- breakfast; then you wouldn't be hungry.

- a. should have had
- b. should have
- c. shouldn't have had
- d. needn't have had

56. If only he ----- the truth!

- a. would know
- b. knew
- c. will know
- d. knows

57. I wish I ----- her a nicer present – she looked a bit disappointed when I gave it to her.

- a. will buy
- b. buy
- c. bought
- d. had bought

58. I wish I could stop eating crisps. **The sentence that has the same meaning as the one above is -----**

- a. The speaker can stop eating crisps.
- b. The speaker can't stop eating crisps.
- c. The speaker stopped eating crisps.
- d. The speaker will stop eating crisps.

59. If only Alia knew how I felt about it. **The sentence that has the same meaning as the one above is -----**

- a. Alia does know how the speaker feels about it.
- b. Alia doesn't know how the speaker feels about it.
- c. Alia knew how the speaker feels about it.
- d. Alia had known how the speaker feels about it.

60. They shouldn't have bought it. **The sentence that has the same meaning as the one above is -----**

- a. The speaker is talking about someone who didn't buy something.
- b. The speaker is talking about someone who hadn't bought something.
- c. The speaker is talking about someone who did buy something.
- d. The speaker is talking about someone who will buy something.

61. It was sunny so we didn't need to wear our raincoats. **The sentence that has the same meaning as the one above is ---**

- a. The speakers wears their raincoats.
- b. The speakers had worn their raincoats.
- c. The speakers did wear their raincoats.
- d. The speakers didn't wear their raincoats.

62. I should have asked if the boy needed any help. **The sentence that has the same meaning as the one above is ---**

- a. It was a good idea to ask if the boy needed any help, but the speaker didn't.
- b. It was a good idea to ask if the boy needed any help, so the speaker did
- c. It was a good idea to ask if the boy needed any help, so the speaker will .
- d. It was a good idea to ask if the boy needed any help, but the speaker .

63. Ali could have given Fadi a lift into town. **The sentence that has the same meaning as the one above is -----**

- a. Fadi did get a lift into town from Ali.
- b. Fadi will get a lift into town from Ali.
- c. Fadi didn't get a lift into town from Ali.
- d. Fadi got a lift into town from Ali.

64. I wish I ----- what questions they plan to ask during the English oral exam.

- a. know
- b. knows
- c. had known
- d. knew

65. If only I ----- to school yesterday instead of going by bike.

- a. walked
- b. had walked
- c. walk
- d. walking

66. We didn't need ----- our waterproof jackets after all.

- a. to bring
- b. bring
- c. brings
- d. bringing

67. I wish I ----- at the World Cup finals last month and seen my country play.

- a. could be
- b. could
- c. can be
- d. could have been

68. Looking back, perhaps I ----- anything, but I did, so it's too late now.

- a. could have said
- b. shouldn't have said
- c. should say
- d. should have said

69. I wish I ----- luckier.

- a. am
- b. will be
- c. were
- d. have been

70. I wish I ----- luckier the last time I bought a lottery ticket.

- a. am b. will be c. were d. had been

71. If only I -----to buy a new scooter for my sister's last birthday.

- a. could afford b. afford c. afforded d. could have afforded

72. I wish you ----- here to watch me perform yesterday.

- a. had been b. were c. are d. will be

73. I wish you ----- here to watch me perform now.

- a. had been b. were c. are d. will be

74. If only we ----- where you were, we'd have come to get you.

- a. knew b. know c. knows d. had known

75. If only we ----- where you are, we would come and get you.

- a. knew b. know c. knows d. had known

76. I wish everything these days ----- so expensive.

- a. wasn't b. weren't c. isn't d. A+B

77. If only my sister ----- borrowing my clothes!

- a. stopped b. would stop c. had stopped d. stop

78. I wish I ----- sciences at school, but it's too late now.

- a. had studied b. studied c. would study d. will study

79. He ----- about the test. He came top!

- a. didn't need to b. needn't have worried c. shouldn't have worried d. B+C

80. People ----- successful unless they know what they want.

- a. won't be b. aren't c. weren't d. A+B

81. If he had accepted the job with the travel agency last year, he ----- in Australia now.

- a. is b. will be c. would have been d. would be

82. I am interested in teaching. I also have experience in this area. (as well as)

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

- a. As well as being interested in teaching, I also have some experience ...
b. As well as having interested in teaching, I also have some experience ...
c. As well as interested in teaching, I also have some experience ...
d. As well as interest in teaching, I also have some experience ...

83. I am fluent in English. I also speak some Spanish and Portuguese. (not only)

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

- a. Not only I am fluent in English, but I also speak some ... c. Not only am I fluent in English, but I also speak some ...
b. Not only am I fluent in English, I speak some ... d. Not only was I fluent in English, but I also speak some ...

84. I believe I would be an asset to the team. I would be willing to commit for at least a year abroad. (furthermore)

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

- a. Furthermore, I believe I would be an asset to the team. I would be willing to ...
b. I believe I would be an asset to the team. I would be willing to ... Furthermore.
c. I believe I would be an asset to the team. Furthermore, I would be willing to ...
d. I furthermore, believe I would be an asset to the team. I would be willing to ...

85. I have experience. I also have relevant qualifications. (in addition to)

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

- a. In addition to have experience, I also have relevant qualifications.
b. In addition to having experience, I also have relevant qualifications.
c. In addition to being experience, I also have relevant qualifications.
d. In addition to doing experience, I also have relevant qualifications.

86. I am physically fit. I enjoy cycling. (besides)

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

- a. Besides being physically fit, I also enjoy cycling. c. Besides be physically fit, I also enjoy cycling.
b. Besides having physically fit, I also enjoy cycling. d. Besides have physically fit, I also enjoy cycling.

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

READING

INSPIRATIONAL STORIES OF RESILIENCE

قصص ملهمة عن الصمود

Teenager adrift at sea for 49 days

Indonesian teenager, Aldi Adilang, is only 19, but he has already gone through the ordeal of being lost at sea an incredible three times! The first two times he got off relatively lightly; he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was alone in the ocean for 49 long days.

المراهق الإندونيسي ألدّي أديلانغ يبلغ من العمر تسعة عشر عامًا فقط، لكنه مرّ بالفعل بتجربة قاسية تمثلت في الضياع في البحر ثلاث مرات مذهلة! في المرتين الأوليين نجا بأضرار أقلّ نسبيًا؛ إذ ظلّ منجرّفًا لمدة أسبوع في المرة الأولى، ولمدة يومين في المرة الثانية. تبدو تلك التجارب مرعبة بما فيه الكفاية، لكن في المرة الثالثة كان وحيدًا في المحيط لمدة تسعة وأربعين يومًا طويلة.

From when he was 16 years old, Aldi had spent weeks at a time working on a fishing trap, known as a rompong, a kind of hut which floats in the middle of the sea, but is attached to the sea bed with a rope. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life.

منذ أن كان ألدّي في السادسة عشرة من عمره، كان يقضي أسابيع متواصلة يعمل على مصيدة أسماك تُعرف باسم «رومبونغ»، وهي نوع من الأكواخ العائمة في وسط البحر، لكنها تكون مربوطة بقاع البحر بواسطة حبل. وفي كل ليلة كان يشعل المصابيح لجذب الأسماك إلى شبابه. لقد كانت حياة يغلب عليها الشعور بالوحدة.

This day had started just like any other, until the rope attaching his rompong to the bottom of the sea broke and, already far from the coast, he started to drift even further away. At first, he wasn't too worried. He took it for granted that sooner or later his boss would come and rescue him, as he had done before. Aldi had a week's supply of food. He was sure it would all be fine.

بدأ ذلك اليوم مثل أي يوم عادي، إلى أن انقطع الحبل الذي كان يربط كوخه العائم بقاع البحر، وبينما كان بعيدًا أصلاً عن الساحل، بدأ ينجرّف إلى مسافة أبعد فأبعد. في البداية لم يكن قلقًا كثيرًا، فقد اعتقد أن صاحب عمله سيأتي عاجلاً أم آجلاً لإنقاذه، كما فعل من قبل. كان لدى ألدّي مؤونة تكفيه لأسبوع، وكان واثقًا من أن كل شيء سيكون على ما يرام.

But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he had no choice but to drink sea water. However, he filtered the sea water through his clothes to reduce the amount of salt. This must have done the trick because he survived for four days until it rained and he was able to collect some rainwater.

لكن بعد أسبوع نفدت مؤونته. فصار يصطاد السمك، ويستخدم أجزاء من كوخه الخشبي لإشعال النار وطهيهِ. وبما أنه لم يعد يملك ماءً عذبًا للشرب، لم يكن أمامه خيار سوى شرب ماء البحر. ومع ذلك، كان يصفّي ماء البحر من خلال ملابسه لتقليل كمية الملح فيه. ويبدو أن هذه الطريقة نجحت، لأنه تمكن من البقاء على قيد الحياة لمدة أربعة أيام إلى أن هطل المطر، فاستطاع جمع بعض مياه الأمطار.

His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to have a clue that he was there. After a few weeks, he thought he had at last got his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again.

كانت مهاراته في البقاء على قيد الحياة تُبقيهِ حيًّا، لكنه بدأ يتساءل إن كان سينقذ يومًا ما. لقد رأى أكثر من عشر سفن تبحر بالقرب منه، لكن لم يبدو أن أيًا منها يدرك وجوده هناك. وبعد عدة أسابيع، ظلّ أخيرًا أن الحظ ابتسم له عندما تمكن من التحدث عبر جهاز اللاسلكي مع قبطان سفينة إندونيسية. وقد وعده القبطان بأنه سيأتي لإنقاذه بعد أن ينتهي من عمله في ذلك اليوم. لكن من المؤلم أن ألدّي لم ير تلك السفينة مرة أخرى أبدًا.

After this setback, he really started to worry. To try and take his mind off his situation he sang and read. However, the isolation took its toll on him. He admitted that he almost gave up hope, but the thought of seeing his parents again kept him going.

بعد هذه النكسة، بدأ يشعر بقلق حقيقي. ولإبعاد تفكيره عن وضعه، كان يغني ويقرأ. لكن العزلة بدأت تؤثر فيه بشدة. وقد اعترف بأنه كاد يفقد الأمل، إلا أن فكرة رؤية والديه مرة أخرى منحتهُ القوة للاستمرار.

In the end, after 49 days, he saw a ship, *The Arpeggio*. Desperate to make himself understood he used the few words of English he knew over the radio: 'Help! Help!' The ship turned around to pick him up. The boat was heading for Japan, so they took him with them. Finally, the Indonesian embassy collected him and flew him home, almost two months after his ordeal had begun.

وفي النهاية، بعد تسعة وأربعين يومًا، رأى سفينة تُدعى «أربيجيو». وكان يائسًا من أن يفهمه أحد، فاستعمل الكلمات القليلة التي يعرفها باللغة الإنجليزية عبر جهاز اللاسلكي: «النجدة! النجدة!». فاستدارت السفينة وعادت لإنقاذه. وكانت السفينة متجهة إلى اليابان، لذلك أخذوه معهم. وأخيرًا، قامت السفارة الإندونيسية باستلامه ونقله جواً إلى وطنه، وذلك بعد ما يقارب شهرين من بدء محنته.

Safely back home with his family, Aldi considered his options. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged 16, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.

وبعد أن عاد ألدّي سالمًا إلى منزله وبين أفراد عائلته، بدأ يفكر في خياراته. كانت عائلته تعيش في ظروف صعبة، وكانت وظيفته تُعدّ، من وجهة نظره، ذات دخل جيد نسبيًا إذ كان يتقاضى 134 دولارًا شهريًا. لكن بعد أن وجد نفسه منجرّفًا في البحر ثلاث مرات منذ أن بدأ العمل وهو في السادسة عشرة من عمره، قرر هو وعائلته أن الأمر لا يستحق هذه المخاطرة. ومن الآن فصاعدًا، سيبقى ثابتًا على اليابسة بعيدًا عن البحر.

ordeal محنة	a terrible or painful experience that continues for a period of time تجربة رهيبّة أو مؤلمة تستمر لفترة من الوقت
sea bed قاع البحر	the land at the bottom of the sea الأرض في قاع البحر
supplies مؤونة	food and other ordinary goods needed by people every day الطعام والسلع الأخرى العادية التي يحتاجها الناس يوميًا

What challenges did Aldi face during his time lost at sea, and how did he survive?

- Running out of food and water
- Isolation, and not being noticed by passing ships.
- He survived by catching fish, using parts of his hut to cook, filtering sea water through his clothes, and collecting rainwater. His survival skills and the hope of seeing his parents again kept him going.

2. Describe what Aldi was working while living on the romping lonely .

- He worked alone lighting lamps to attract fish every night.
- It was a difficult and isolated lifestyle, and he spent weeks away from his family.

3. Why did Aldi and his family decide he should stop working on the sea?

Aldi and his family decided it wasn't worth the risk after he had drifted out to sea three times. The dangers were too high, so they agreed he should stay on land from now on.

4. How did Aldi finally get rescued, and what happened after that?

After 49 days, Aldi saw a ship called The Arpeggio. He used the little English he knew to call for help over the radio. The ship turned back and rescued him. It was heading to Japan, and later, the Indonesian embassy arranged for him to fly home.

5. Quote the sentences which indicates that the life of his family was very difficult.

His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month

6. How many times did Aldi drift out to sea before the 49-day ordeal?

- A. Once B. Twice C. Three times D. Four times

7. What did Aldi use to make fire while stranded?

- A. A lighter B. Matches he kept C. Parts of his wooden hut D. Solar panels

8. Why did Aldi drink sea water?

- A. He liked the taste C. He had no choice and tried to reduce the salt by filtering it
B. He didn't know it was dangerous D. He thought it had minerals

9. What was the name of the ship that finally rescued Aldi?

- A. The Rompong B. The Liberty C. The Arpeggio D. The Guardian

10. Why is the word *heartbreakingly* used?

- a. To explain how Aldi must have felt when he saw the ship.
b. To justify why Aldi felt that his troubles were now over.
c. To express the writer's own feelings about the captain's actions.

11. What is suggested about Aldi's job?

- a. The job was well-paid and relatively easy work.
b. He risked his life by taking the job because he was poor.
c. His parents were relieved when he gave up the job.

12. How can we describe Aldi's personality?

- a. He is resourceful and determined.
b. He is always optimistic about the future.
c. He has a tendency towards depression.

6. How do you think you would cope in a similar situation?

كيف تعتقد أنك ستأقلم في موقفٍ مشابه؟

I think I would find it very difficult at first, but I would try to stay calm and think positively. I would use any survival skills I had and keep hope that I would be rescued.

FAIRPLAY

اللعبة النظيف

Anyone who takes part in a competitive sport knows how the natural human desire to win can bring out the worst in people. Survival of the fittest is the name of the game, and can turn perfectly normal people into unpleasant individuals.

يعلم كل من يشارك في رياضة تنافسية كيف أن الرغبة البشرية الفطرية في الفوز قد تُخرج أسوأ ما في الإنسان. بقاء الأصلح هو جوهر اللعبة، وقد يُحوّل أشخاصًا عاديين تمامًا إلى أشخاص غير مرغوب فيهم

1. What effect can competitive sports have on people's behaviour?

Competitive sports can sometimes make people behave badly because the strong desire to win may bring out the worst in them and turn normal people into unpleasant individuals.

Think of the professional footballers who forget all about fair play in an attempt to win their side a penalty. Fortunately, stories demonstrating the better side of human nature sometimes hit the headlines. One of the best known of such sporting moments happened in 2016 in the Triathlon World Series in Mexico.

تخيّل لاعبي كرة القدم المحترفين الذين ينسون اللعبة النظيف في محاولة منهم لكسب ركلة جزاء لفريقهم. لحسن الحظ، تتصدر أحيانًا قصص تُظهر الجانب الإيجابي من الطبيعة البشرية عناوين الصحف. إحدى أشهر هذه اللحظات الرياضية حدثت عام 2016 في بطولة العالم للترايثلون في المكسيك

2. What example is given of players forgetting fair play?

The text mentions professional footballers who ignore fair play in order to win a penalty for their team.

3. What kind of stories does the writer say sometimes reach the headlines?

The writer says that stories showing the better side of human nature sometimes make the headlines.

4. When and where did one of these famous sporting moments happen?

It happened in 2016 during the Triathlon World Series in Mexico.

British runner Jonny Brownlee was about to finish first when the heat made him ill and he was about to fall over. Jonny's brother Alistair was in third place when he saw his brother and helped to carry him over the finish line. If his brother hadn't helped Jonny, he probably wouldn't have finished the race. Although on the other hand, he might not be so well known today. In fact, if we really want to find them, there are lots of stories of sporting heroism.

كان العداء البريطاني جوني براونلي على وشك إنهاء السباق في المركز الأول عندما أصابته الحرارة بالغثاء وكاد أن يسقط. كان شقيقه أليستير في المركز الثالث عندما رأى شقيقه وساعده على الوصول إلى خط النهاية. لو لم يساعده شقيقه، لما أنهى السباق على الأرجح. مع أنه قد لا يكون مشهورًا اليوم. في الواقع، إذا أردنا حقًا العثور عليهم، فهناك العديد من قصص البطولة الرياضية

5. What problem did Jonny Brownlee face during the race?

He became ill because of the heat and was about to fall over before finishing the race.

6. What did Alistair Brownlee do when he saw his brother in trouble?

He helped his brother by carrying him over the finish line.

7. What would probably have happened if Alistair hadn't helped Jonny?

Jonny probably wouldn't have finished the race.

8. What does the writer say about sporting heroism?

The writer says there are many stories of sporting heroism if we really look for them.

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

يمكننا أن نقرأ عن لاعبي الرجبي الذين توقفوا عن اللعب لمساعدة زميل مصاب، وعن لاعبي الجولف الذين اعترفوا بارتكاب خطأ حتى لو لم يلاحظه أحد، وعن سائقي سباقات الفورمولا الذين توقفوا لمساعدة آخرين تعرضوا لحادث خطير. 4 أ. على الرغم من أن البعض قد يختلف معي، إلا أنني أشعر بأن جميع الأمثلة المذكورة تعكس الخير الأساسي للإنسان

9. What examples of sportsmanship are mentioned in the text?

The text mentions rugby players helping injured players, golfers admitting mistakes even if unseen, and Formula One drivers stopping to help after serious accidents.

10. What is the writer's opinion about these examples?

The writer feels that all these examples reflect the basic goodness of human beings.

11. Does the writer think everyone will agree with his opinion?

No, the writer acknowledges that some people might disagree.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

النور في اللغة الانجليزية

(2026 - 2025)

Grade 12



Culture Vulture نسر الثقافة (الشخص المولع بالثقافة والفنون)

Unit 10

الأول الثانوي – اللغة الإنجليزية
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مخيم حطين – السوق الرئيسي - باب الحديد

UNIT 10 Culture Culture

Describing Objects وصف الأشياء

archaeologist	عالم اثار	bone	عظم	wooden	خشبي	circular	دائري
enormous	ضخم	cream	كريم	coincidence	مصادفة	artefact	قطعة اثرية
silk	حرير	bronze	برونز	flat	مسطح	curved	منحني
pocket-size	حجم جيب	solid	صلب	embroidered	مطرز	hollow	اجوف
golden	ذهبي	ivory	عاج	rectangular	مستطيل	spherical	كروي
miniature (adj)	مصغر	beige	بيج	handicrafts	حرف يدوية	pointed	مدبب

WORD		MEANING
1	Silk حرير	soft cloth made from something produced by a silk worm.
2	Threads خيوط	long, thin strings of material
3	precious stones الاحجار الكريمة	valuable jewels such as diamonds
4	Dyes اصباغ	things you can use to change the colour of clothes
5	Geometric هندسي	having regular lines or shape
6	Heritage ميراث	traditional beliefs and ideas that have been in a society for a long time.

Adjectives describing art and colour

Positive		Negative	
distinctive	متميز - لون فريد	clashing	الوان متضاربة - صارخ
rich	غني - لون عميق - كثيف	insipid	لون باهت - بلا حيوية
subtle	متقن - خافت - لون غير صارخ	subdued	خافت - لون مطفي
vibrant	زاهي - نابض بالحياة - لون حيوي	jarring	متنافر - غير مريح - لون مزعج للروية

READING

WORD	MEANING	WORD	MEANING
at least	على الاقل	on purpose	عن قصد - عمدا
by accident	عن طريق الصدفة	on (his) part	من جانبه
in addition	بالاضافة	under the impression	لديه انطباع
in all likelihood	في جميع الاحتمالات	in fact	في الحقيقة
in suspense	تشويق - اثار		

Prepositional Phrases عبارات ظرفية

didn't spoil the ending on purpose	didn't mean to spoil the ending	لم اقصد افساد النهاية
I was under the impression	I thought	انطباع مسبق
In all likelihood	It is very probable that	في جميع الاحتمالات
in suspense	Excited	تشويق - حماس
should watch at least	shouldn't watch less than	لا ينبغي ان يشاهد اقل من
in addition to	Besides	بالاضافة الى
In fact	To tell the truth	في الحقيقة
a mistake on her part	her mistake	خطأ من جانبها
did it on purpose	planned to do it	فعل ذلك عن قصد
familiarity	a good knowledge of a particular subject	المعرفة - اللفة
take something into account	to consider or remember something when judging a situation	يضع في الاعتبار
thought-provoking	making you think seriously about a particular subject	مثير - محفز للتفكير

synonyms

performance	acting	أداء - تمثيل
series	programme	مسلسل - برنامج
excellent	breathtaking	ممتاز - يحبس الانفاس
story	plot	القصة - الحبكة

الاداء Performance

classic	كلاسيكي - تقليدي (ممتاز)	alive	على قيد الحياة
classical	كلاسيكي - تقليدي (قديم)	lively	مفعم بالحياة
comic N./Adj.	فكاهي - مضحك	appalling	مرعب - فظيع
comical	هزلي - مضحك	cheesy	مبتذل - رديء - سخيف
childish	صبياني - احمق	offensive	هجومى - مهين
childlike	طفولي	unconvincing	غير مقنع
tasteful	ذوق رفيع - رائع	exceptional	استثنائي
tasty	لذيذ	cast (n)	طاقم من الممثلين
historic	تاريخي (مهم جدا)	plot (n)	الحبكة
historical	تاريخي (قديم)	set (n)	مجموعة - جهاز لفيوني
worthless	عديم القيمة	worthwhile	مفيد ويستحق العناء
invaluable	لا يقدر بثمن priceless	sitcom	مسرحية هزلية - مسلسل كوميدي

Prases	meanings	phrases	meanings
be a must-watch	can't miss لا يمكن تفويت الفلم	feature-length (adj)	طول مدة العرض
be on the edge of your seat	in suspense منشوق ل - متلهف	heckle somebody	يزعج شخص ما
catch up on an episode	watch the latest one يتابع الحلقة	play the lead	اللعب بالصدارة
deliver the punchline	give the final line of the joke يقدم النكتة - يوصل اخر كلمة من النكتة	crack a few jokes	يحاكي نكتة
do a stand-up routine	go up on a stage and tell jokes يصعد المسرح ويقدم نكتة		

WORD	Words and phrases
1 comic (n/adj)	describes things meant to be funny (used before a noun) قصة فكاهية a comic film. تصف أشياء من المفترض ان تكون مضحكة - ممثل كوميدي
2 comical (adj) funny	Describes something that makes you laugh (used before or after a noun) تصف أشياء تجعلك تضحك A comical hat / The hat was comical.
3 classic (n / adj)	Describes sth of high quality or enduring value; a perfect example of its kind تصف شيئا ذو جودة عالية (ممتاز من نوعه) Classic music
4 classical (adj) رسمي - قديم	Refers to ancient Greek/Roman traditions, or formal styles in music, art, and literature يشير الى التقاليد اليونانية القديمة - او اساليب رسمبة في الموسيقى Classical music
5 historic	Describes something important in history لوصف شيء مهم في التاريخ
6 historical	Describes books, plays, or films set in the past. A historical novel. تصف الكتب او المسرحيات او الأفلام التي تدور أحداثها في الماضي
7 childlike (adj)	Describes positive child-like qualities. تصف الصفات الإيجابية الشبيهة بالأطفال She has a childlike way of looking at things
8 childish	Describes disapproved behavior that resembles a child's. تصف السلوك المرفوض الذي يشبه سلوك الأطفال Don't be so childish!
9 tasteful ذوق رفيع	Describes sth made/decorated well. Tasteful furnishings. لوصف شيء مصنوع او مزين بشكل جيد
10 tasty	Describes food with a good taste. A tasty meal. وصف الطعام ذو المذاق الجيد
11 lively adv/adj	Describes someone full of energy. A lively person وصف شخص او شيء مليء بالطاقة
12 alive	Describes someone living or something full of energy and happiness يصف شخص يعيش على قيد الحياة مليء بالسعادة والطاقة The house was alive with activity.
13 invaluable	Describes something extremely useful. وصف شيء مفيد للغاية
14 worthless	Describes something with no value. وصف شخص او شيء ليس له قيمة او أهمية A worthless piece of information

التفاوض بشكل غير رسمي Negotiating informally

1. Making suggestions

- How would you feel about (+ -ing) ...?
- I thought perhaps we could ...
- Supposing we ... Would it be OK if ...?

تقديم الاقتراحات

ما هو شعورك حيال
اعتقدت انه ربما يمكننا
لنفترض اننا هل سيكون من المقبول اذا

2. Asking for clarification

- Isn't that a bit unprofessional/childish/ boring?
- So, are you saying (that) ...?
- What kind of thing were you thinking of?

طلب التوضيح

ليس هذا غير مهني – طفولي – ممل بعض الشيء
لذا – هل تقول ذلك ؟
ما نوع الشيء الذي كنت تفكر فيه ؟

3. Accepting a suggestion

- I could go along with that. Fair enough..
- I'm happy with that.

قبول الاقتراح

يمكنني اتفق مع ذلك -صحيح تماما
انا سعيد بذلك .

4. Not accepting a suggestion

- I don't know if I would fancy that.
- I can see what you are saying, but
- I don't want to be awkward , but

عدم قبول اقتراح

لا اعرف ما ان كنت سأتخيل ذلك .
افهم ما تعني ولكن
لا اريد ان أكون محرجا – لكن

5. Making a final decision

- So how can we resolve this? Is everyone happy with that?

اتخاذ القرار النهائي

اذا كيف يمكننا حل هذه المشكلة ؟ هل الجميع سعيد بذلك ؟

تقديم الاقتراح Making suggestions

1. Let's + base = Let's see a traditional food display instead.
2. Supposing +Sub.+past tense = Supposing we saw a traditional food display instead?
3. What if+Sub.+past tense = What if we did something different?
4. What if+Sub.+past tense = perhaps we could see a traditional food display instead
5. OK if we saw a traditional food display instead
6. Would it be better to see a traditional food display instead?

WRITING: An Article

المقال أحيانا يتضمن تقييم كتاب أو فيلم أو غير ذلك، والتعبير عن رأيك الشخصي. Reviewing a book, film, etc. and expressing your opinion

1. Introduction : المقدمة

Grab the reader's attention and outline what the article is about

يجب أن تجذب المقدمة انتباه القارئ وتوضح موضوع المقال.

2. Main paragraph describing the performance:

الفقرة الرئيسية التي تصف الأداء

• Give key information and summarise the plot:

إعطاء المعلومات الأساسية وتلخيص الحبكة

- ... is set in (Egypt/the 1950s) /...plays the role of .../...tells the story of
- As the story unfolds, we discover that -----

مع تطور القصة – نكتشف ان

• Talk about the major themes or the plot:

تحدث عن الموضوعات الرئيسية او الحبكة

- The plot is (quite) complex/intriguing/ difficult to follow/predictable, etc.
- One of the main themes of the show/play/ film is...
- One of the great strengths of the series is that ...
- A huge twist that I didn't see coming was ...

وصف أداء الممثلين الرئيسيين

• Describe the lead actors' performance(s):

- ... gives a mesmerising/fascinating/convincing portrait of_a person who .../
- 's performance draws in the viewer/audience.
- I was blown away/unimpressed by the performance of

يجذب المشاهد – يعطي صورة ساحرة
لقد اذهلتني – لم اعجب بالاداء ...

3. Main paragraph giving your opinion

الفقرة الرئيسية التي تعطي رأيك

- Give your opinion and make connections between the events:
I would argue (that) ...
In my considered opinion, ...
... perfectly illustrates how/ why ...

4. Conclusion الخاتمة

- Summarise the main points:
Far from being .../I believe that it is..

تلخيص النقاط الرئيسية

1. The thaob is made from ----- and is usually black.
A) dyes B) silk C) threads D) heritage
2. The silk is embroidered with ----- of wool or cotton.
A) precious stones B) geometric C) threads D) silk
3. They also sometimes use other materials such as metal or -----.
A) precious stones B) dyes C) heritage D) threads
4. Traditionally, the threads were coloured with natural ----- from plants.
A) geometric B) silk C) dyes D) precious stones
5. Decorative designs on the thaob may feature plants, ----- shapes or birds.
A) threads B) heritage C) silk D) geometric
6. Modern clothes designers want to keep the ----- of the thaob alive by using traditional embroidery designs .
A) dyes B) geometric C) heritage D) silk
6. My aunt loves to make her own clothes. She sometimes makes a thaob, with its ----- wool threads.
A) distinctive B) jarring C) insipid D) subdued
7. She uses dye to give the threads ----- colours such as lovely reds or yellows.
A) jarring B) vibrant C) subdued D) insipid
8. Her designs sometimes feature ----- decorative birds that are not easy to see at first.
A) rich B) subtle C) jarring D) subdued
9. I prefer her designs to the ----- clothes you often find in modern shops.
A) distinctive B) vibrant C) subtle D) insipid
10. The clothes are often dull, in ----- shades of brown or grey.
A) vibrant B) jarring C) subdued D) distinctive
12. There was a big bird's nest inside the tree trunk, which was completely -----
A) solid B) flat C) hollow D) bronze
13. The sculpture was so ----- they couldn't get it through the door of the exhibition centre!
A) spherical B) curved C) cheesy D) enormous
14. They were delighted when they found several ----- coins with their new metal detector.
A) bronze B) pointed C) bone D) ivory
15. The music was so ----- that we laughed when they played it.
A) geometric B) cheesy C) golden D) circular
16. This intriguing artefact is ----- in shape, but no one knows what its purpose was.
A) silk B) ivory C) bone D) circular
17. We left the drink in the freezer and soon the lemonade was -----
A) solid B) spherical C) bone D) curved
18. The audience waited ----- suspense during the final scene.
A) in B) at C) on D) by
19. ----- least five students were absent today.
A) In B) At C) On D) By
20. ----- addition, he brought some extra materials.
A) On B) At C) In D) By
21. ----- fact, she already knew the answer.
A) In B) At C) On D) By
22. ----- all likelihood, it will rain tomorrow.
A) In B) At C) On D) By
23. He was ----- the impression that everything was fine.
A) in B) at C) by D) under

24. She did it ----- purpose to surprise him.

- A) in B) at C) on D) by

25. I met him ----- accident in the street.

- A) in B) at C) on D) by

26. ----- their part, they agreed to help.

- A) In B) At C) On D) By

27. He didn't mean to spoil the ending. Replace the underlined parts of the sentences

- A) he spoiled the ending by accident C) in fact he didn't mean to spoil the ending
B) He didn't spoil the ending on purpose D) A + B

28. I thought that there would be a happy ending. Replace the underlined parts of the sentences

- A) in suspense B) I was under the impression C) in all likelihood D) on purpose

29. It is very probable that the show will be cancelled. Replace the underlined parts of the sentences

- A) in fact B) at least C) in all likelihood D) by accident

30. I have been excited since last week's episode, waiting to see what happens! Replace the underlined parts of the sentences

- A) in suspense B) in addition to C) on purpose D) under the impression

31. You shouldn't watch less than a few episodes before you decide. Replace the underlined parts of the sentences

- A) should watch more B) should watch less C) should't watch more D) should watch at least

32. I asked him what he had liked about the film besides the special effects. Replace the underlined parts of the sentences

- A) in addition to B) on purpose C) in all likelihood D) in fact

33. To tell the truth, I don't really mind spoilers. Replace the underlined parts of the sentences

- A) by accident B) in fact C) under the impression D) at least

34. Revealing the surprising part of the TV series was her mistake. Replace the underlined parts of the sentences

- A) on purpose B) in suspense C) in fact D) a mistake on her part

35. You make it sound as if I planned to do it! Replace the underlined parts of the sentences

- A) did it by accident B) didn't do it on purpose C) did it on purpose D) in all likelihood

36. When he gave the final line of the joke, nobody laughed. Replace the underlined parts of the sentences

- A) delivered the punchline C) did a stand-up routine
B) was a must-watch D) caught up on the latest episode

37. You can't miss this film. Replace the underlined parts of the sentences

- A) be a must-watch C) deliver the punchline
B) crack jokes D) be on the edge of your seat

38. I would never have the confidence to go up on a stage and tell jokes. Replace the underlined parts of the sentences

- A) catch up on the latest episode C) be a must-watch
B) do a stand-up routine D) deliver the punchline

39. I was in suspense right through the film. Replace the underlined parts of the sentences

- A) deliver the punchline C) catch up on the latest episode
B) crack jokes D) be on the edge of your seat

40. We missed our favourite TV show yesterday, so we'll watch the latest one tonight instead. Replace

- A) catch up on the latest episode C) do a stand-up routine
B) be a must-watch D) crack jokes

41. My uncle told a few jokes and got everyone laughing. Replace the underlined parts of the sentences

- A) was on the edge of your seat C) cracked
B) delivered the punchline D) catch up on the latest episode

42. My friend is always cracking ----- jokes that aren't at all funny.

- A) cheesy B) appalling C) offensive D) A+B+C

43. Her acting was totally -----; I couldn't believe in her as a character at all.

- A) unconvincing B) lively C) exceptional D) comical

44. It was the worst thing I've ever seen – really -----

- A) appalling B) offensive C) cheesy D) A+B

45. Her performance was ----- far better than anyone else in the cast.
A) lively B) exceptional C) unconvincing D) cheesy
46. He told a really ----- joke. It was rude about people and nobody liked it.
A) offensive B) appalling C) lively D) A+B
47. The costume made him look really ----- – I couldn't stop laughing!
A) offensive B) cheesy C) comical D) unconvincing
48. It was a(n) ----- show full of laughs and excitement and kept our interest throughout.
A) lively B) exceptional C) appalling D) A+B
49. This ----- new play is a must watch.
A) lively B) alive C) tasty D) historic
50. The new ----- put on a great show at the comedy club.
A) comic B) comical C) classic D) historical
51. I believe a play is ----- if the audience aren't fully engaged.
A) invaluable B) worthless C) tasty D) childlike
52. All's Well That Ends Well is a ----- comedy.
A) historic B) classical C) lively D) classic
53. People will still be talking about this ----- production for years.
A) comical B) historic C) historical D) tasty
54. The costumes and scenery were very -----
A) tasty B) tasteful C) childish D) alive
55. He plays the role with a ----- innocence.
A) childish B) childlike C) comical D) classic
56. The jokes were so ----- it was embarrassing.
A. comical B. cheesy C. lively D. historic
57. It was an awful film; the acting was poor, the special effects terrible and the dialogue -----
A. lively B. comical C. unconvincing D. tasteful
58. This ----- performance by my favourite actor is sure to win her plenty of awards.
A. childish B. offensive C. lively D. appalling
59. I dislike this programme because I find the humour -----
A. comical B. lively C. offensive D. classic
60. This is the best version of the story ever to hit the stage; truly ----- in every way.
A. exceptional B. comical C. cheesy D. alive
61. The Internet is an ----- source of information.
A. invaluable B. alive C. worthless D. childish
62. Are you a ----- actor?
A) historic B) comical C) alive D) comic
63. He looked ----- in that big hat.
A) comic B) comical C) classic D) tasteful
64. This is an excellent ----- play.
A) lively B) historic C) historical D) alive
65. Today is a ----- day for the world's largest movie studios.
A) historical B) historic C) comic D) worthless
66. Don't miss the ----- car show next week!
A) classic B) classical C) lively D) childlike
67. I quite like some ----- music.
A) classical B) classic C) comic D) tasty
68. The way the opera house was decorated was very -----
A) worthless B) tasty C) alive D) tasteful

69. ----- snacks will be available during the break.
A) Tasty B) Tasteful C) Comic D) Comical
70. The concert was a ----- start to the city's cultural weekend.
A) childlike B) alive C) lively D) worthless
71. If only the artist had been ----- to see his painting sell.
A) tasteful B) lively C) comic D) alive
72. This wonderful book is full of ----- advice for drama students.
A) invaluable B) worthless C) comical D) alive
73. It seems the final week of rehearsals were ----- as the first night of the play was awful.
A) lively B) invaluable C) worthless D) classic
74. The artist's best work has a ----- innocence about it.
A) childish B) childlike C) comic D) historic
75. I found the director's reaction to the criticism of his film extremely -----
A) childish B) childlike C) comical D) tasteful
76. What does "folklore" mean?
A) Modern technology used in cities C) A type of international business system
B) The beliefs, traditions, stories and customs of a community D) A scientific method of studying nature
77. Find out why Jordanian olive oil is so good with a free ----- of this important product.
A) dishes B) handicrafts C) tasting D) rugs
78. The ----- from different regions of the country include rugs, ceramics and beautiful art.
A) dishes B) oil C) tasting D) handicrafts
79. Sample some delicious ----- from different parts of the country, all cooked in the traditional style.
A) handicrafts B) ceramics C) tasting D) dishes
80. Which expression is used for making a suggestion?
A) I'm happy with that. C) Fair enough.
B) How would you feel about going out tonight? D) Is everyone happy with that?
81. Which expression is used for asking for clarification?
A) I could go along with that. C) So, are you saying that we should cancel the plan?
B) Supposing we meet earlier? D) I'm happy with that.
82. Which expression shows accepting a suggestion?
A) I don't know if I would fancy that. C) I could go along with that.
B) Isn't that a bit boring? D) What kind of thing were you thinking of?
83. Which expression shows not accepting a suggestion?
A) Fair enough. C) Is everyone happy with that?
B) I can see what you are saying, but I disagree. D) I thought perhaps we could go by bus.
84. Which expression is used for making a final decision?
A) So how can we resolve this? C) What kind of thing were you thinking of
B) I'm happy with that. D) I don't want to be awkward, but ...
85. "I thought perhaps we could visit the museum." is an example of:
A) accepting a suggestion B) asking for clarification C) making a suggestion D) making a final decision
86. "What kind of thing were you thinking of?" is used to:
A) reject an idea B) ask for clarification C) accept a suggestion D) make a final decision
87. "I don't want to be awkward, but ..." expresses:
A) agreement B) clarification C) Not accepting a suggestion D) a final decision
88. "Is everyone happy with that?" is usually said when:
A) making a joke B) asking for clarification C) making a suggestion D) making a final decision
89. "I'm happy with that." means:
A) I disagree. B) I accept the suggestion. C) I need clarification. D) I want another idea.

90. ----- go to the museum this afternoon? (suggestion)

- A) Let's B) Let C) Lets D) Let's to

91. Supposing we ----- a traditional food display instead? (suggestion)

- A) see B) saw C) seeing D) seen

92. What if we ----- something different this weekend? (suggestion)

- A) do B) did C) doing D) done

93. Perhaps we ----- visit the old castle tomorrow. (suggestion)

- A) can to B) should to C) must D) could

94. I thought we ----- have dinner at a local restaurant. (suggestion)

- A) could B) can C) will D) are

95. Would it be better to ----- a traditional food display instead? (suggestion)

- A) seeing B) saw C) see D) seen

96. OK if we ----- a different activity today? (suggestion)

- A) have chosen B) chose C) choosing D) chosen

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

Grammar

Past modals of speculation

صيغ الماضي للتخمين

1. Positive deduction about the past

عندما نكون ايجابيين حول الماضي
من المؤكد / لا بد

Active: must have+ past participle
must have+been+ ing

Passive: must have+been+p.p

Key words : pretty certain /sure this was true / true / most likely

- It **must have been** in January 1953 when grandpa went to Paris.
- This jewellery **must have been** expensive; it's solid gold!
- He **must have been** lying; he's untrustworthy.
- I'm sure it was made of bone. It **must have been made of** bone..
- A wealthy person **must have been planning** to use it.

2. Negative deduction about the past

استنتاج سلبي حول الماضي

Active : can't/couldn't have+ p.p
can't/couldn't have been+ ing (continuous active forms)

Passive: can't/couldn't have+been+p.p (passive forms)

Key words : Pretty certain /sure this was **not** true. / (pretty sure+not) / (unable to) / (quite likely)

- He **can't have left**, his car's here.
- She **couldn't have revised** because she failed her exams.
- It **can't just have been** a coincidence.= I'm pretty sure this was not true
- This picture **can't have been painted** by the same artist; the style is completely different
- He **can't have carried out** the robbery; I was with him all evening.
- These enormous footprints **can't have belonged** to a human.
- These footprints **can't have been left** by any kind of creature we know as they are simply too big.

من المؤكد انه لم يغادر لانه ترك سيارته هنا
من المؤكد انها لم تراجع دروسها لانها رسبت في امتحاناتها

3. Past possibility

احتمالية في الماضي
ربما / يمكن / من المحتمل

Positive : could/might have + p.p

Negative: may /might not have + p.p

Active : could /might(n't) have been + ing (continuous active forms)

Passive : could /might have + been+ p.p (passive forms)

Key words : It's possible that this was true. / uncertain /unsure /less certain
uncertainty about something not happening

- They **could/might have been** to London. (but I'm not sure)
- Ali **may/mightn't have taken** his laptop, so I'll take mine
- He **might not have been looking** where he was going when he tripped and fell.
- It's possible that it wasn't the original but a copy. It **might have been** the original copy.
- It's quite likely that this was spherical when it was first made.
This **could / may / might have been** spherical when it was first made.

4. Assumption or drawing logical conclusion about a past event

عندما (نعمل افتراض) نفترض شيئاً أو نستنتج نتيجة منطقية عن حدث في الماضي

we are making an assumption about what happened in the past or drawing a logical conclusion

Active : would have + p.p

Passive: would have+been + p.p

Key words : (assume / assumption /In all likelihood / at that time)

- She would have graduated from school so she got a well-paid job. (logical conclusion)
- **At that time**, many children **would have started** work at the age of eight.
- **In all likelihood**, this pocket-size diary **would have belonged** a young woman from a wealthy family.
- Heba **would have graduated** from school so she got a well-paid job. (logical conclusion)
- I **assume the owner** used it to navigate across the oceans.
The owner **would have used** it to navigate across the oceans.
- My assumption is that other navigation tools **were used** together with the map
Other navigation tools **would have been used** together with the map
- I'm assuming that this part was the lid. This part **would have been** the lid.

Reduced adverbial clauses

الجمل الظرفية المختصرة

Present or Perfect participle

اسم الفاعل واسم المفعول

يمكننا استبدال الجملة الظرفية الكاملة باسم الفاعل (Ving) بدل الفعل في الجمل الرسمية إذا كان الزمان في الجملة متساويان
يمكننا استخدام اسم المفعول **Having + V3** في الجمل الرسمية إذا كان الزمان مختلفان نسبياً وتستخدم غالباً في اللغة الإنجليزية المكتوبة.

1. Present Participle : V + ing expresses actions happening at the same time as the main action (V+ing)

يستخدم للتعبير عن حدث يحدث في الوقت نفسه الذي يحدث فيه الفعل الرئيسي في الجملة

الخطوات : 1. الجمل التي تحتوي على أدوات ربط مثل **while / as / because**

- حذف أداة الربط - حذف الفاعل إذا كان الفاعل في الجملة الثانية متماثلاً مع الفاعل في الجملة الأولى
- تحويل الفعل بعد أداة الربط إلى صيغة **ing** أو **perfect** حسب السياق الزمني

- **Because** he **is/was** ill, he can't/couldn't go to work. **Being** ill, he can't/couldn't go to work.
- **Because** he **came** late, he missed the first class. **Coming** late, he missed the first class.
- He **studied** very hard **so/therefore** he got full marks. **Studying** very hard, he got full marks.
- She smiled **while** she was walking into the room. **Walking** into the room, she smiled
- **As** she walked into the press conference, she was addressed by a journalist. **Walking** into the press conference, she was addressed by a journalist.
- **Because** he felt it would be a bad idea to be tired, he went to bed early the night before his exam. Feeling it would be a bad idea to be tired, he went to bed early the night before his exam.

2. الجمل التي تحتوي على أداة الربط - **so** :

- حذف أداة الربط **so** - ابدأ بالجملة الأولى التي قبل الفاصلة وضع للفعل الرئيسي **ing**
- إذا كان الفاعل اسماً ضعه بعد الفاصلة

- I knew the background to the situation, **so** I understood how she felt .

Knowing the background to the situation, I understood how she felt

- Cameron wanted to do better in life, **so** he learnt to act.

Wanting to do better in life, Cameron learnt to act

3. الجمل التي تحتوي على أداة الربط - **and / which** :

- حذف أداة الربط **and / which** - اكتب الجملة الأولى التي قبل الفاصلة و **and / which** كما هي
- وضع الفعل الرئيسي بعد **and / which** بصيغة **ing**

- 1. Adel left his bag at home, **which** left him without any money

Adel left his bag at home, leaving him without any money.

- 3. I left the cinema, **and** I wanted to know more about the main star.

I left the cinema wanting to know more about the main star.

- 4. I knew **what had happened**. I wasn't surprised.

Knowing what had happened, I wasn't surprised

4. الجمل المنفية باستخدام - **didn't** :

- حذف الفاعل واستبدال **didn't** ب **Not** - ضع الفعل الأول بصيغة **ing** - اكمل باقي الجملة

- 1. The actor **didn't expect** the play to be so successful, **and** didn't realize it would run for seven seasons.

Not expecting the play to be so successful, the actor didn't realise it would run for seven seasons.

- 2. She **didn't know** the city well **so** she got lost.

Not knowing the city well , she got lost

Perfect Participle : اسم المفعول التام

"**Having**" + V3 = having eaten, having seen, having finished (After – Before – First , then ,

يمكننا استخدام اسم المفعول التام (**having V3**) عندما نريد التأكيد على أن أحد الفعلين قد حدث قبل الآخر. فاعل الجملتين يجب أن يكون متطابقاً. إذا كان الفاعل في الجملة الرئيسية والفاعل في جملة اسم الفاعل هو نفسه، فيمكننا استخدام اسم الفاعل من الجملة الظرفية لتقصير الجملة وتبسيطها .

- **Perfect participle** expresses an action that happened before the main action. The same subject in both clauses

Actions / states happening after an event in the story : Showing a sequence of events تسلسل أحداث

خطوات التحويل إلى **Having + V3**

- نستخدم **Having + V3** للتعبير عن حدث حصل أولاً وانتهى ويليهِ حدث ثاني في الماضي
- حدد الحدث الذي حصل أولاً وغالباً يكون **had + v3**
- احذف أداة الربط مثل **after , because , as**
- اكمل الجملة الثانية كما هي
- اضع **Having** في البداية وحول الفعل إلى صيغة **V3**
- احذف ضمير الفاعل من الجملة الأولى إذا كان نفس الفاعل في الجملتين
- إذا كان لكل جملة فاعل مختلف , فستحتاج إلى إجراء بعض التعديلات لجعل المعنى واضحاً

- **The man**, having shut the door in my face, **walked** off down the path

- **After** he had finished his homework, he went out to play.

- **After** I had finished my work, I decided to have a bath.

- **First**, I finished my homework, **then** I went to bed.

- He ate lunch **first**, **then** went to work.

- Because he has won several awards, the actor's work is well-known. (Having ...) تسلسل أحداث

Having won several awards, the actor's work is well-known

Having finished his homework, he went out to play

Having finished my work, I decided to have a bath.

Having finished my homework, I went to bed..

Having eaten lunch, he went to work.

1. The holes **must have been** man-made because they would fit a right-handed musician perfectly.
 A) I'm pretty sure this was true. C) It's possible that this was true.
 B) I'm pretty sure this was not true. D) It happened regularly in the past.
2. It **can't just have been** a coincidence.
 A) I'm pretty sure this was true. C) It's possible that this was true.
 B) I'm pretty sure this was not true. D) It will probably happen in the future.
3. They **might have been** candle holders.
 A) I'm pretty sure this was true. C) It's possible that this was true.
 B) I'm pretty sure this was not true. D) It is a fact about the present.
4. He **might not** ----- where he was going when he tripped and fell.
 A) have looked B) have been looking C) looking D) be looked
5. This jewellery ----- expensive; it's solid gold!
 A) might have been B) must have been C) can't have been D) would have been
6. This picture ----- painted by the same artist; the style is completely different.
 A) might have been B) must have been C) can't have been D) would have been
7. At that time, many children ----- work at the age of eight.
 A) would have started B) must have started C) might have started D) would have been started
8. He ----- lying; he's untrustworthy.
 A) might / may have been B) must have been C) can't have been D) would have been
9. He ----- carried out the robbery; I was with him all evening.
 A) can't have B) mustn't have C) might have D) would have
10. An amazing new discovery at Petra in Jordan ----- if archaeologists hadn't used a satellite to study the ancient city.
 A) might never have been discovered C) can't have been discovered
 B) must have been discovered D) would have discovered
11. The archaeologists also found pots on the platform that ----- in around 150 BCE.
 A) might have made C) can't have been made
 B) would have been made D) must made
12. The platform was high up and ----- easy for people to reach.
 A) would have been B) might have been C) can't have been D) must have been
13. Archaeologists think the platform ----- important because it was so big.
 A) would have been B) can't have been C) might have been D) must have been
14. They think the platform ----- used as a kind of stage.
 A) would have been B) must have been C) can't have been D) might have been
15. This ivory comb from the past ----- for royalty.
 A) might have been made B) might be made C) might be D) may be made
16. These enormous footprints ----- to a human.
 A) can't belong B) can't have belonged C) might belong D) must belong
17. Solid circular earrings like this ----- extremely unusual.
 A) must have B) must have been C) might D) can't
18. These bronze coins ----- to pay soldiers.
 A) may be use B) may have been used C) must be using D) can't be using
19. He ----- this golden mask during burial.
 A) must be wear B) might be wear C) must have been wearing D) can't be wear
20. These pointed wooden swords ----- for practice.
 A) might used B) can't have been use C) must used D) might have been used

21. It's possible that the map was drawn by Egyptian sailors.

- A) The map must have been
- B) The map can have been
- C) The map might have been
- D) The map would have been

22. I'm pretty sure that it was not very accurate.

- A) It must not have been
- B) It can't have been
- C) It may not have been
- D) It would not have been

23. I assume the owner used it to navigate across the oceans.

- A) The owner would have
- B) The owner might have
- C) The owner can have
- D) The owner may have

24. Its maker was quite possibly an explorer.

- A) must have been
- B) can't have been
- C) would have been
- D) may well have been

25. It's possible that it wasn't the original but a copy.

- A) It couldn't have been
- B) It can't have been
- C) It might not have been
- D) It must not have been

26. My assumption is that other navigation tools were used together with the map.

- A) would have been used
- B) may have been used
- C) might have been used
- D) can have been used

27. Obviously, in those days, navigators were unable to use GPS because it hadn't been invented.

- A) couldn't have used
- B) may well not have used
- C) might not have used
- D) wouldn't have used

28. It's possible it was a king's helmet. It ----- a king's helmet.

- A) must have been
- B) might have been
- C) can't have been
- D) would have been

29. I'm sure that it wasn't an ordinary soldier's helmet. It ----- an ordinary soldier's helmet.

- A) might have been
- B) would have been
- C) can't have been
- D) must have been

30. The helmet was most likely the most important part of his equipment.

The helmet ----- the most important part of his equipment.

- A) would have been
- B) might have been
- C) must have been
- D) A+C

31. I think we can assume that it was very expensive. It ----- very expensive.

- A) may not have been
- B) can't have been
- C) might have been
- D) would have been

32. I'm sure that it wasn't from this country. It ----- from this country.

- A) would have been
- B) might have been
- C) can't have been
- D) must have been

33. I'm sure it was even more beautiful when it was new. It ----- even more beautiful when it was new.

- A) can't have been
- B) must have been
- C) might have been
- D) B+C

34. Issa: I saw Maher going into the shopping centre at 10 p.m. last night.

Ziad: He ----- some shopping last night.

- A) must have been doing
- B) can't have been doing
- C) might have been doing
- D) would have been doing

35. Issa: He ----- . All the shops are closed at that time.

- A) must have been shopping
- B) can't have been shopping
- C) might have been shopping
- D) would have been shopping

36. Ziad: True. He ----- to see a film. The cinema is open until very late.

- A) must have been going
- B) can't have been going
- C) might have been going
- D) would have been going

37. Sana: I thought Sara seemed really tired today.

Zeinab: She ----- until late at night. She's got an exam today.

- A) can't have been revising
- B) might have been revising
- C) would have been revising
- D) must have been revising

38. I'm sure it was made of bone. It ----- bone.

- A) must have been made of
- B) can't have been made of
- C) might have been made of
- D) would have been made of

39. I'm sure they weren't perfectly geometric. They ----- geometric.

- A) can't have been perfectly
- B) might have been perfectly
- C) would have been perfectly
- D) must have been perfectly

40. I'm assuming that this part was the lid. This part ----- the lid.

- A) might have been
- B) would have been
- C) can't have been
- D) must have been

41. It's quite likely that this was spherical when it was first made.

This ----- spherical when it was first made.

- A) would have been
- B) must have been
- C) can't have been
- D) may have been

42. It's possible that this curved part was shaped by human hands.

This curved part ----- shaped by human hands.

- A) can't have been
- B) must have been
- C) might have been
- D) would have been

43. I assume that these beige sections were originally brightly-coloured.

Originally, these beige sections ----- brightly-coloured.

- A) might have been
- B) can't have been
- C) would have been
- D) must have been

44. Nobody knows exactly what this hollow tube ----- .

- A) might have been used for
- B) can't have been used for
- C) would have been used for
- D) must have used for

45. The owner ----- choked when she found out how much the vase was worth.

- A) might have been
- B) must have been
- C) can't have been
- D) would have

46. We ----- found the ancient city without the help of the drone.

- A) might have
- B) must never have
- C) can't have
- D) would never have / (might / may / could never have)

47. In all likelihood, this pocket-sized diary ----- to a young woman from a wealthy family.

- A) might have belonged
- B) can't have belonged
- C) would have belonged
- D) must have belonging

48. The man in this photograph ----- to light a fire as you can see him blowing on the dry grass.

- A) can't have been trying
- B) might have been trying
- C) must have been trying
- D) would have trying

49. These footprints ----- by any kind of creature we know as they are simply too big.

- A) must have been left
- B) can't have been left
- C) might have been left
- D) would have been left

50. A: Look at the circles in the field!

B: They are so perfect they ----- by a farmer. Farmers don't have the equipment to do it.

- A) can't have been made
- B) must have been made
- C) could have been made
- D) would have been made

51. A: But it ----- by a farmer! Who else would make circles in a field?

- A) might have been made
- B) must have been made
- C) can't have been made
- D) would have been made

52. B: Well, they ----- by a designer.

- A) can't have been made
- B) would have been made
- C) could have been made
- D) must have been made

53. A: But they still ----- special equipment and why would a designer want to do something like that?

- A) might have needed
- B) would have needed
- C) can't have needed
- D) must have needed

54. B: He or she ----- for attention.

- A) would have been looking
- B) must have been looking
- C) can't have been looking
- D) might have been looking

55. A: A big, flat field like this ----- the perfect place for them to do an experiment, don't you think?

- A) would be
- B) might be
- C) can't be
- D) must have been

56. I left the cinema ----- to know more about the main star. (Showing that two things happened at the same time.)

- A) wanting
- B) wants
- C) have wanted
- D) wanted

57. He finds it hard to read, ----- me amazed that he was so good in the film. (Showing the result of an action)

- A) leave
- B) leaves
- C) leaving
- D) left

58. After ----- about his life growing up in London, I realised that his own childhood was similar to the film

- A) read
- B) reading
- C) have read
- D) reads (Showing a sequence of events)

59. Because he has won several awards, the actor's work is well-known.

Which sentence has the same meaning with participle clause ?

- A) Having won several awards, the actor's work is well-known.
- B) Winning several awards, the actor's work is well-known.
- C) Won several awards, the actor's work is well-known.
- D) Having been won several awards, the actor's work is well-known.

60. As they are best friends, Asma and Dalia enjoy working together.

Which sentence has the same meaning with participle clause ?

- A) Been best friends, Asma and Dalia enjoy working together.
- B) Being best friends, Asma and Dalia enjoy working together.
- C) Having best friends, Asma and Dalia enjoy working together.
- D) Best friends, Asma and Dalia enjoy working together.

61. The actor didn't expect the play to be successful, and didn't realise it would run for seven seasons.

Which sentence has the same meaning with participle clause ?

- A) Having expected the play to be so successful, the actor didn't realise it would run for seven seasons.
- B) Not expecting the play to be so successful, the actor didn't realise it would run for seven seasons.
- C) Being expected the play to be so successful, the actor didn't realise it would run for seven seasons.
- D) Expected the play to be so successful, the actor didn't realise it would run for seven seasons.

62. Cameron starred in the film although he found it difficult to read.

Which sentence has the same meaning as the underlined section ?

- A) Cameron starred in the film despite finding it difficult to read.
- B) Cameron starred in the film finding difficult to read.
- C) Cameron starred in the film despite found it difficult to read.
- D) Cameron starred in the film having difficult to read.

63. Cameron has been in more than one film and appeared in a British TV programme.

Which sentence has the same meaning as the underlined section ?

- A) Cameron has been in more than one film, appearing also in a British TV programme.
- B) Cameron has been in more than one film, having appeared also in a British TV programme.
- C) Cameron has been in more than one film, appeared in a British TV programme.
- D) Cameron has been in more than one film, also appearing in a British TV programme.

64. Cameron won an award and got the best actor prize.

Which sentence has the same meaning as the underlined section ?

- A) Cameron won an award, got the best actor prize.
- B) Cameron won an award, gets the best actor prize.
- C) Cameron won an award, getting the best actor prize.
- D) Cameron won an award, having get the best actor prize.

65. Cameron wanted to do better in life, so he learnt to act.

Which sentence has the same meaning as the underlined section ?

- A) Wanting to do better in life, Cameron learnt to act. C) Having want to do better in life, Cameron learnt to act.
B) Wanted to do better in life, Cameron learnt to act. D) Want to do better in life, Cameron learnt to act.

66. I didn't realise what time it was. I missed the train.

Which sentence has the same meaning with participle clause ?

- A) Not realising what time it was, I missed the train.
B) Not realised what time it was, I missed the train.
C) Having not realise what time it was, I missed the train.
D) Realising not what time it was, I missed the train.

67. I lost my key. I couldn't get in the house.

Which sentence has the same meaning with participle clause ?

- A) Losing my key, I couldn't get in the house. C) Lost my key, I couldn't get in the house.
B) Having lost my key, I couldn't get in the house. D) Having been lost my key, I couldn't get in the house.

68. I had been standing for hours. I felt very tired.

Which sentence has the same meaning with participle clause ?

- A) Standing for hours, I felt very tired. C) Having been standing for hours, I felt very tired.
B) Having stood for hours, I felt very tired. D) Been standing for hours, I felt very tired.

69. I knew what had happened. I wasn't surprised.

Which sentence has the same meaning with participle clause ?

- A) Being known what had happened, I wasn't surprised. C) Knew what had happened, I wasn't surprised.
B) Having know what had happened, I wasn't surprised. D) Knowing what had happened, I wasn't surprised.

70. Having had guitar lessons for years, Ali amazed the class with his playing. The subject is -----

- A) the class B) Ali C) guitar lessons D) his playing

71. Standing in front of the painting, Hala and Faten instantly recognised it as a masterpiece. The subject is ----

- A) the painting B) Hala C) Hala and Faten D) a masterpiece

72. Fadi added more blue paint to the mix, creating a darker shade of green. The subject is -----

- A) the mix B) blue paint C) a darker shade D) Fadi

73. Clearly impressed by the sculpture, the child stood with his mother and stared. The subject is -----

- A) the child B) his mother C) the sculpture D) the artist

74. Having done stand-up comedy for years, -----

- A) Habib took deep calming breaths. C) Ali couldn't help with the translation.
B) Fawzi knew hundreds of funny jokes. D) the musicians needed time to get to know each other.

75. Feeling nervous about giving his presentation, -----

- A) Hani knew the words by heart. C) Habib took deep calming breaths.
B) the actor began to improvise. D) her father decided not to cancel the trip.

76. The actor began to improvise, -----

- A) having forgotten his lines. C) not knowing how to speak German.
B) never having written a story or poem in her life. D) having read the poem many times before.

77. Knowing how excited Alia was, -----

- A) Hala joined the writing class. C) Fawzi knew hundreds of funny jokes.
B) the musicians needed time to get to know each other. D) her father decided not to cancel the trip.

78. Hala joined the writing class, -----

- A) having forgotten his lines. C) having done stand-up comedy for years.
B) never having written a story or poem in her life. D) feeling nervous about giving his presentation.

79. Having read the poem many times before, -----

- A) Hani knew the words by heart. C) Ali couldn't help with the translation.
B) Habib took deep calming breaths. D) the actor began to improvise.

80. Not knowing how to speak German, -----

- A) her father decided not to cancel the trip. C) Ali couldn't help with the translation.
B) Hala joined the writing class. D) Hani knew the words by heart.

81. Having never met before, -----

- A) Fawzi knew hundreds of funny jokes. C) the actor began to improvise.
B) Habib took deep calming breaths. D) the musicians needed time to get to know each other.

82. ----- to plug in my phone, I woke to find the battery dead.

- A) Having forgotten B) Wanting C) Thinking D) Knowing

83. ----- how difficult my sister can be, I prepared myself for an argument.

- A) Never having been B) Knowing C) Having had D) Wanting

84. ----- to impress his new teacher, Imad put up his hand every time she asked a question.

- A) Thinking B) Having forgotten C) Wanting D) Knowing

85. ----- to Cairo, the twins were very excited about their upcoming trip.

- A) Not wanting to offend B) Having had C) Wanting D) Never having been

86. ----- he was doing the right thing, he carried on.

- A) Thinking B) Knowing C) Having forgotten D) Wanting

87. ----- breakfast, they packed the car and set off on holiday.

- A) Never having been B) Having had C) Not wanting to offend D) Thinking

88. ----- anyone, she decided to keep her opinion to herself.

- A) Wanting B) Knowing C) Not wanting to offend D) Having had

89. Because she thought her driving lesson started at 4 p.m. instead of 5 p.m., she had to wait an hour.

Replace the underlined parts with participle clauses.

- A) Having thought B) Thinking C) Having been thought D) Thought

90. I had met her before, so I didn't bother introducing myself properly.

Replace the underlined parts with participle clauses.

- A) Meeting her before B) Having met her before C) Met her before D) Having been met

91. Because he felt it would be a bad idea to be tired, he went to bed early the night before his exam.

Replace the underlined parts with participle clauses.

- A) Felt B) Having felt C) Feeling D) Having been feeling

92. The little girl won the race easily, which left her parents open-mouthed.

Replace the underlined parts with participle clauses.

- A) Left B) Being left C) Having left D) Leaving

93. After I had been to the gym, I showered and had some lunch.

Replace the underlined parts with participle clauses.

- A) Being B) Having been C) Having been D) Been to

94. After I had found a nice birthday present, I bought some wrapping paper.

Which sentence has the same meaning with participle clause ?

- A) Having found a nice birthday present, I bought some wrapping paper.
B) Finding a nice birthday present, I bought some wrapping paper.
C) Having been found a nice birthday present, I bought some wrapping paper.
D) Found a nice birthday present, I bought some wrapping paper.

95. She looked at the diamond carefully and said, "I think it's a fake."

Which sentence has the same meaning with participle clause ?

- A) Looking at the diamond carefully, she said, "I think it's a fake."
B) Having looked at the diamond carefully, she said, "I think it's a fake."
C) Looked at the diamond carefully, she said, "I think it's a fake."
D) A and B

96. As she walked into town, she met several old friends.

Which sentence has the same meaning with participle clause ?

- A) Having walked into town, she met several old friends.
B) Walking into town, she met several old friends.
C) Walked into town, she met several old friends.
D) Being walked into town, she met several old friends.

97. As she had studied Mathematics, she was used to making complicated calculations.

Which sentence has the same meaning with participle clause ?

- A) Studying Mathematics, she was used to making complicated calculations.
- B) Having studied Mathematics, she was used to making complicated calculations.
- C) Studied Mathematics, she was used to making complicated calculations.
- D) Having been studied Mathematics, she was used to making complicated calculations.

98. I knew the background to the situation, so I understood how she felt.

Which sentence has the same meaning with participle clause ?

- A) Knowing the background to the situation, I understood how she felt.
- B) Having known the background to the situation, I understood how she felt.
- C) Knew the background to the situation, I understood how she felt.
- D) Being known the background to the situation, I understood how she felt.

99. He had watched the film several times, so he remembered every scene.

Which sentence has the same meaning with participle clause ?

- A) Watching the film several times, he remembered every scene.
- B) Having been watched the film several times, he remembered every scene.
- C) Watched the film several times, he remembered every scene.
- D) Having watched the film several times, he remembered every scene.

100. After I had seen the film, I decided to buy the book. -----, I decided to buy the book.

- A) Having seen
- B) Seeing
- C) Having been seen
- D) Seen

101. I think some medieval traders were very rich. I think some medieval traders ----- very rich .

- A) would have been
- B) would be
- C) must have been
- D) can't have been

102. I don't think you were listening very closely. You ----- listening very closely.

- A) might have been
- B) must have been
- C) can't have been
- D) would have been

103. She didn't know the city well so she got lost. ----- the city well, she got lost.

- A) Knowing
- B) Not knowing
- C) Having known
- D) Known

104. I think this artefact was definitely used by farmers. I think this artefact ----- used by farmers.

- A) must have been
- B) might have been
- C) can't have been
- D) would have been

105. I had been waiting in the rain for my friend to turn up, so I got very wet. **Choose the same meaning**

- A) Having waited in the rain for my friend to turn up, I got very wet.
- B) Waiting in the rain for my friend to turn up, I got very wet.
- C) Having been waited in the rain for my friend to turn up, I got very wet.
- D) Waited in the rain for my friend to turn up, I got very wet.

106. He had acted in a famous play, so he was asked to audition for a film. **Choose the same meaning**

- A) Having acted in a famous play, he was asked to audition for a film.
- B) Acting in a famous play, he was asked to audition for a film.
- C) Having been acted in a famous play, he was asked to audition for a film.
- D) Acted in a famous play, he was asked to audition for a film.

107. I'd lost my keys, so I couldn't open the door. **Choose the same meaning**

- A) Lost keys, I couldn't open the door.
- B) Losing my keys, I couldn't open the door.
- C) Having been lost my keys, I couldn't open the door.
- D) Having lost my keys, I couldn't open the door.

108. He tripped over a can, so he twisted his ankle. **Choose the same meaning**

- A) Tripped over a can, he twisted his ankle.
- B) Having tripped over a can, he twisted his ankle.
- C) Tripping over a can, he twisted his ankle.
- D) Having trip over a can, he twisted his ankle.

109. Our new colleague had worked in a multinational company, so he knew what to expect from his new job.

- A) Having worked in a multinational company, he knew what to expect from his new job.
- B) Working in a multinational company, he knew what to expect from his new job.
- C) Having been worked in a multinational company, he knew what to expect from his new job.
- D) Worked in a multinational company, he knew what to expect from his new job.

110. She had worked at home for ten years, so she wasn't looking forward to commuting. Choose the same meaning

- A) Having worked at home for ten years, she wasn't looking forward to commuting.
- B) Working at home for ten years, she wasn't looking forward to commuting.
- C) Having been worked at home for ten years, she wasn't looking forward to commuting.
- D) Worked at home for ten years, she wasn't looking forward to commuting.

111. I didn't realise the famous person was standing right behind me, so I didn't see him. Choose the same meaning

- A) Not realising the famous person was standing right behind me, I didn't see him.
- B) Realising the famous person was standing right behind me, I didn't see him.
- C) Having realised the famous person was standing right behind me, I didn't see him.
- D) Having not realised the famous person was standing right behind me, I didn't see him.

112. I saw the front door was open, so I knew someone was in my house. Choose the same meaning

- A) Seeing the front door open, I knew someone was in my house.
- B) Having seen the front door was open, I knew someone was in my house.
- C) Seen the front door was open, I knew someone was in my house.
- D) Seeing the front door was open, I knew someone was in my house.

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

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READING SPOILERS: LOVE 'EM OR HATE 'EM? :

(المفسدات - حرق الأحداث - كشف أحداث القصة أو النهاية مسبقاً (تحبهم أم تكرههم)

A Why do people enjoy **fiction**? Some people are under the impression that it's because we are **in suspense** about what is going to happen, so someone actually telling you the **plot** would completely **spoil the experience**. This is why we refer to a newspaper article or blog with that kind of information as a **'spoiler'**. News sites are usually careful to **at least** signal that there are spoilers in their reviews, and when an important plot line gets 'spoiled', there's a huge **fuss** online. But, it's also clear that some people actually love reading spoilers. Why is this?

أ. لماذا يستمتع الناس بالأعمال الخيالية؟ يعتقد بعض الناس أن السبب هو أننا نشعر بالتشويق والترقب لمعرفة ما الذي سيحدث، ولذلك فإن قيام شخص ما بإخبارك بأحداث القصة مسبقاً قد يفسد التجربة تماماً. ولهذا نطلق على المقال الصحفي أو المدونة التي تكشف مثل هذه المعلومات اسم «حارق للأحداث» أو «مفسد للأحداث». وعادة ما تحرص المواقع الإخبارية على التنبيه إلى وجود كشف للأحداث في مراجعاتها، وعندما يتم كشف حدث مهم في القصة، تثار ضجة كبيرة على الإنترنت. لكن من الواضح أيضاً أن بعض الناس يحبون بالفعل قراءة هذه التفاصيل المسبقة. فلماذا يحدث ذلك؟

1. People enjoy fiction because they are in "suspense," which means they:

- A) don't like the plot. B) are waiting to see what happens. C) want to write a review. D) dislike the ending.

2. According to the text, a "spoiler" is:

- A) A newspaper article about sports. B) Information that reveals the plot of a story. C) A positive review of a new movie. D) A blog about technology.

3. News sites are usually careful to "signal" spoilers to:

- A) Make people read more reviews. B) Encourage people to spoil the plot. C) Warn readers before they read the plot details. D) Sell more newspapers.

4. When an important plot line is "spoiled" online, there is usually:

- A) A huge fuss. B) No reaction. C) A celebration. D) A new study.

5. The main question asked at the end of paragraph A is:

- A) How do we write spoilers? B) Why do people love reading spoilers? C) Where can we find spoilers? D) Who invented spoilers?

B You might be surprised to learn that research would actually suggest the opposite: that spoilers can in fact enhance our experience. In a study, participants were divided into two groups and each group was given the same stories to read. **In addition**, the second group were also given brief introductions which subtly 'spoil' the plots. You might assume that the first group found the stories more engaging, but surprisingly, it was the second group who claimed the greatest reading satisfaction. It could be said that when we love a book, we often read it again sometimes many times. We aren't doing this to find out what happens. In all likelihood, we enjoy it more the second time because we are free to notice more of the detail. Knowing what happens at the end of great classic works of fiction isn't going to ruin them.

ب. قد تتفاجأ عندما تعلم أن الأبحاث تشير في الواقع إلى العكس؛ إذ إن كشف الأحداث قد يزيد من استمتاعنا بالتجربة. ففي إحدى الدراسات، تم تقسيم المشاركين إلى مجموعتين، وأعطيت كل مجموعة القصص نفسها لقراءتها. بالإضافة إلى ذلك، حصلت المجموعة الثانية على مقدمات قصيرة تكشف بشكل غير مباشر بعض أحداث القصة. وقد تظن أن المجموعة الأولى وجدت القصص أكثر تشويقاً، لكن المدهش أن المجموعة الثانية هي التي عبرت عن أكبر قدر من الرضا أثناء القراءة. ويمكن القول إننا عندما نحب كتاباً ما، فإننا غالباً نعيد قراءته أحياناً مرات عديدة، ولسنا نفعل ذلك لمعرفة ما سيحدث. وعلى الأرجح أننا نستمتع به أكثر في المرة الثانية لأننا نصبح أكثر قدرة على ملاحظة التفاصيل. فمعرفة نهاية الأعمال الأدبية الكلاسيكية العظيمة لن تفسدها.

6. The research in paragraph B suggests that spoilers can actually:

- A) Ruin the story completely. B) Enhance our experience C) Make the stories shorter. D) Change the characters.

7. In the study, the second group were given "brief introductions" that:

- A) Added new characters. B) Subtly "spoil" the plots. C) Explained the history of the author. D) Were very boring.

8. Which group claimed the greatest reading satisfaction?

- A) The first group (not spoiled). B) Both groups equally. C) The second group (spoiled). D) Neither group.

9. When we love a book, we often read it again to:

- A) Find out what happens. B) Finish it faster. C) Notice more of the details. D) Forget the ending.

10. Knowing the end of "classic works of fiction" according to paragraph B:

- A) Is going to ruin them. B) Isn't going to ruin them. C) Makes them too long D) Is very difficult.

C This research was followed up two years later. However, this time participants were stopped from reading the stories before they had finished and asked about their enjoyment at that point. It was argued that most people think that spoilers only have an impact on the reader's reaction to the end of the story, but this study showed that even halfway through the story, the participants who had read the spoilers were still finding the stories more engaging than those who didn't know what was going to happen. It could be said that there is plenty of evidence that some familiarity with a work of art enables you to appreciate it more.

ج. وقد تمت متابعة هذا البحث بعد عامين. لكن هذه المرة، تم إيقاف المشاركين عن قراءة القصص قبل أن ينهوا قراءتها، ثم سُئلوا عن مدى استمتاعهم عند تلك المرحلة. وقد طُرح رأي مفاده أن معظم الناس يعتقدون أن كشف الأحداث يؤثر فقط في رد فعل القارئ تجاه نهاية القصة، إلا أن هذه الدراسة أظهرت أنه حتى في منتصف القصة، ظل المشاركون الذين عرفوا الأحداث مسبقًا يجدون القصص أكثر تشويقًا من أولئك الذين لم يكونوا يعلمون ما سيحدث. ويمكن القول إن هناك الكثير من الأدلة التي تشير إلى أن امتلاك قدر من الألفة أو المعرفة المسبقة يعمل فني ما يساعد الشخص على تقديره والاستمتاع به بدرجة أكبر.

11. The study in paragraph C showed that readers with spoilers enjoyed the stories:

- A) Only at the very end.
- B) Even halfway through the story.
- C) Less than those without spoilers.
- D) Only if they were short.

12. The participants who had read spoilers were finding the stories:

- A) Less engaging.
- B) More engaging.
- C) Very confusing.
- D) Hard to remember.

13. "Familiarity with a work of art" means:

- A) Being afraid of it.
- B) Knowing it well.
- C) Hating it.
- D) Ignoring it.

14. Being "free to notice more of the detail" happens when:

- A) We don't know the ending.
- B) We are in a hurry.
- C) We already know what happens.
- D) We are reading for the first time.

15. Most people think that spoilers only affect:

- A) The beginning of the story.
- B) The middle of the story.
- C) The reader's reaction to the end.
- D) The title of the story.

D However a more recent study found that spoilers did negatively affect people's enjoyment. 412 university students were given several short stories. Before they read them, they were given summaries of the stories, some of which gave away the ending on purpose. The study found that the stories that had been 'spoiled' were considered to be less thought-provoking.

د. ومع ذلك، توصلت دراسة أحدث إلى أن كشف الأحداث يؤثر سلبًا في استمتاع الناس. فقد أعطي 412 طالبًا جامعيًا عدة قصص قصيرة. وقبل قراءتها، قُدمت لهم ملخصات للقصص، كان بعضها يكشف النهاية عمدًا. وأظهرت الدراسة أن القصص التي تم كشف أحداثها مسبقًا اعتُبرت أقل إثارة للتفكير.

16. A "more recent study" found that spoilers:

- A) Had no effect on enjoyment.
- B) Negatively affected people's enjoyment.
- C) Helped students pass exams.
- D) Were better for university students.

17. The recent study mentioned in paragraph D involved:

- A) 412 students.
- B) 412 researchers.
- C) Two groups of teachers.
- D) Classic writers.

18. Some of the summaries given to students were designed to:

- A) Improve their vocabulary.
- B) Give away the ending on purpose.
- C) Hide the main characters.
- D) Make the stories longer.

19. The stories that had been "spoiled" were considered to be:

- A) More exciting.
- B) Less thought-provoking.
- C) Very classic.
- D) More engaging.

20. The study in paragraph D----- the results of the study in paragraph B.

- A) supports
- B) confirms
- C) explains
- D) contradicts (found the opposite of)

E Interestingly, the research carried out showed that the kind of people who are keen to avoid spoilers by accident tend to have a particular personality type. They are very emotionally involved with what they are reading. People who are less emotionally connected with the characters are happy to know about what is going to happen because it requires less effort on their part.

هـ. ومن المثير للاهتمام أن الأبحاث التي أجريت أظهرت أن الأشخاص الحريصين على تجنب كشف الأحداث عن الصدفة يميلون إلى امتلاك نمط شخصية معين. فهم يرتبطون عاطفيًا بشكل كبير بما يقرؤونه. أما الأشخاص الأقل ارتباطًا عاطفيًا بالشخصيات، فإنهم لا يمانعون معرفة ما سيحدث مسبقًا، لأن ذلك يتطلب منهم جهدًا أقل أثناء المتابعة أو القراءة.

21. People who avoid spoilers by accident tend to have:

- A) A particular personality type.
- B) No time to read.
- C) Many books at home.
- D) A love for the Internet.

2. Readers who are "very emotionally involved" usually:

- A) Love spoilers.
- B) Don't finish books.
- C) Avoid spoilers.
- D) Read only classic works.

23. People who are "less emotionally connected" like to know what's going to happen because:

- A) It makes them feel smarter. C) They don't like reading at all.
B) It requires less effort on their part. D) They want to tell their friends.

24. Being "emotionally connected" means you feel:

- A) Bored by the characters. C) Angry at the author.
B) Tired after reading. D) Strong feelings for the characters.

25. According to the text, wanting to know the ending can be related to:

- A) How much the book costs. C) The location of the reader.
B) How much effort a reader wants to put in. D) The time of day

F Finally, we should take into account how much the Internet has changed our viewing habits. Gone are the days when everyone would watch the same thing at the same time and then talk about it the next day. Now, everyone is watching at different times across the world, and a lot of the discussion is happening in online communities. Maybe discussing spoilers is all part of the fun?

و. أخيراً، ينبغي أن نأخذ في الاعتبار مدى التغيير الذي أحدثته الإنترنت في عادات المشاهدة لدينا. فقد ولت الأيام التي كان الجميع يشاهدون فيها الشيء نفسه في الوقت نفسه ثم يتحدثون عنه في اليوم التالي. أما الآن، فأصبح الناس يشاهدون الأعمال في أوقات مختلفة حول العالم، كما أن جزءاً كبيراً من النقاش يدور داخل المجتمعات الإلكترونية. وربما يكون الحديث عن كشف الأحداث جزءاً من المتعة نفسها.

26. "Gone are the days when everyone would watch the same thing at the same time" means:

- A) No one watches TV anymore C) People still watch everything together.
B) Our viewing habits have changed. D) The Internet has stopped.

27. Nowadays, people watch programs at:

- A) The same time as their neighbors. C) Only in the morning.
B) Different times across the world. D) Only in online communities.

28. A lot of the discussion about media now happens in:

- A) Newspaper offices. B) Online communities. C) Libraries. D) Universities.

29. The phrase "take into account" means to:

- A) ignore. B) count numbers. C) forget. D) consider.

30. The text concludes by suggesting that discussing spoilers might be:

- A) Part of the fun. B) Illegal. C) Very dangerous. D) A waste of time.

1	B	4	A	7	B	10	B	13	B	16	B	19	B	22	C	25	B	28	B
2	B	5	B	8	C	11	B	14	C	17	A	20	D	23	B	26	C	29	D
3	C	6	B	9	C	12	B	15	C	18	B	21	A	24	D	27	B	30	A

بسم الله الرحمن الرحيم

AL-Noor in English

(2026 - 2025)

High Note 4



Grade 11

Culture & Literature



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مخيم حطين - السوق الرئيسي - باب الحديد

Cultural Spot

JORDAN'S PARLIAMENT EVERYTHING YOU NEED TO KNOW ABOUT

البرلمان الأردني كل ما تحتاج معرفته عن

How does Jordan's parliament work?

كيف يعمل البرلمان الأردني؟

How do you define Jordan's political system of the government?

أذن، كيف يُعرّف النظام السياسي في الأردن؟

- Jordan is a constitutional, hereditary monarchy.
- The King is the main authority.
- Jordan's government is ruled by a prime minister who is **appointed** by the King.
- The prime minister also chooses the cabinet, subject to parliamentary approval.

الأردن هو ملكية دستورية وراثية الملك السلطة العليا

وتُدير الحكومة الأردنية رئيس وزراء يعينه الملك رئيس الوزراء أعضاء مجلس الوزراء

What is a constitutional monarchy?

ما المقصود بالملكية الدستورية؟

A constitutional monarchy means that the monarch – the king – follows the constitution and shares power with the government. Like the United Kingdom, Spain and Japan

الملكية الدستورية تعني أن الملك يحكم وفقاً للدستور ويتقاسم السلطة مع الحكومة. مثل المملكة المتحدة وإسبانيا واليابان

The National Assembly consists of two houses, What are they ?

يتألف مجلس الأمة من مجلسين؟

1. Jordan's National Assembly (or Majlis Al-Umma) consists of
 - A Senate (or Majlis Al Aayan) as its upper house
 - A House of Deputies (or Majlis Al-Nuwaab) as its lower house.
 - The 40 members of the Senate are given **four-year** terms by the king.

ويتألف مجلس الأمة الأردني حالياً من مجلسين:

مجلس الأعيان (المجلس الأعلى)
مجلس النواب (المجلس الأدنى)

يُعين جلالة الملك أعضاء مجلس الأعيان البالغ عددهم 40 عضواً لفترة ولاية مدتها أربع سنوات

How does the King decide who should be a Senator? And who chooses members of the House of Deputies?

كيف يحدد الملك أعضاء مجلس الأعيان؟ ومن يختار أعضاء مجلس النواب؟

- Senators must be over 40 years of age **and** must have worked in important positions in government or the ministry.
 - The 80 members of the House of Deputies are **elected** every four years.
- أن يتجاوزوا 40 عاماً من العمر وأن يكونوا قد شغلوا مناصب رفيعة في الحكومة أو الوزارة، أما أعضاء مجلس النواب (وعددهم 80 نائباً) فيتم انتخابهم كل أربع سنوات.

Can anyone be a member of parliament?

هل يمكن لأي شخص أن يصبح عضواً في البرلمان؟

the **138** seats in Jordan's parliament, **18** are reserved for women and **12** for minorities.

في الواقع، من بين 138 مقعداً في البرلمان الأردني: 18 مقعداً مخصصة للنساء و 12 مقعداً مخصصة للأقليات.

what happens when the Prime Minister proposes a new legislation?

Both the Senate and House of Deputies can debate and vote on legislation. يتم عرضه على مجلس النواب أولاً لمناقشته والتصويت عليه. First, the Prime Minister's proposals are referred to the House of Deputies. ينتقل مشروع القانون إلى مجلس الأعيان لإقراره. If it is approved, a draft bill passes to the Senate, and if this also approves the bill, it is up to the King whether to accept or refuse the bill. إذا وافق المجلسان على المشروع، يُرفع إلى جلالة الملك لإقراره النهائي أو اعراضه. If it is refused, the bill goes back to the House of Deputies where it can be amended and debated again. وفي حال رفض جلالة الملك، يعود المشروع إلى مجلس النواب لإجراء التعديلات اللازمة وإعادة مناقشته.

If the bill is passed by more than two thirds of the Senate and House of Deputies, it becomes an **Act of Parliament**.

أما إذا أقرّ المشروع بأغلبية ثلثي أعضاء كل من مجلس الأعيان ومجلس النواب، فإنه يصبح قانوناً نافذاً

This all happens in Amman, does it?

- Jordan's modern Parliament and House of Senates building is in Amman. يقع مبنى البرلمان الأردني الحديث ومجلس الأعيان في عمان.
- **Before 1978**, it was in a different building which is now **the Museum of Parliamentary Life**.
- This was home to the National Assembly between 1947 and 1978
- It was where Jordan's independence was declared in 1946. Today it is a fascinating museum.

وقبل عام 1978، كان البرلمان في مبنى مختلف أصبح الآن متحف الحياة البرلمانية. وكان هذا المبنى مقراً لمجلس الأمة بين عامي 1947 و 1978، وهو المكان الذي أعلن فيه استقلال الأردن عام 1946. واليوم يُعدّ متحفاً رائعاً ومثيراً للاهتمام

What about outside Amman?

MPs, of course, decide on national matters. At local level, Jordan is divided into 12 **governorates**. These are divided into districts and subdistricts that are headed by an official appointed by the Ministry of the Interior. Cities and larger towns have **a governor** to represent the government. It is the mayors and officials who make decisions about local matters. يقوم أعضاء البرلمان، بالطبع، باتخاذ القرارات المتعلقة بالقضايا الوطنية. وعلى المستوى المحلي، يُقسّم الأردن إلى 12 محافظة. وتنقسم هذه المحافظات إلى ألوية وأقضية يرأس كل منها مسؤول تعينه وزارة الداخلية. أما المدن والبلدات الكبيرة فلها محافظ يمثل الحكومة. ويتولى رؤساء البلديات والمسؤولون اتخاذ القرارات المتعلقة بالشؤون المحلية.

Parliaments around the world

1. The world's oldest parliament that still exists is the Althing in Iceland. It was founded in the year 930 CE.

أقدم برلمان ما زال قائماً في العالم هو برلمان «الآلثينغ» في آيسلندا، وقد تأسس عام 930 ميلادي

2. The world's largest parliament is China's. It has 3,000 members

أكبر برلمان في العالم هو البرلمان الصيني، ويضم 3000 عضو.

3. The smallest parliament is in Micronesia. It has just 14 members

أصغر برلمان يوجد في ميكرونيزيا، ويضم 14 عضواً فقط.

4. India has round 1.5 million inhabitants for each MP

يوجد في الهند حوالي 146 ألف نسمة لكل عضو برلمان.

5. The world's largest parliament building in the world is in Bucharest, Romania. It has more than 1,000 rooms.

أكبر مبنى برلماني في العالم يقع في بوخارست عاصمة رومانيا، ويحتوي على أكثر من 1000 غرفة

Why do you think we need both a Senate and a House of Deputies?

So that proposals can be debated carefully by both houses before important decisions are made

- the cabinet** – the important ministers who control government policy
constitution – the principles and ideas by which a country agrees to be governed
draft bill – the first version of a proposed law
legislation – the process of making laws

مجلس الوزراء
الدستور
المسودة التشريعية
التشريع

Literature Spot

Stopping by Wood in a Snowy Evening by Robert Frost

التوقف عند الغابة في مساء ثلجي

- 1 Whose woods these are I think I know. A
- 2 His house is in the village though; A
- 3 He will not see me stopping here B
- 4 To watch his woods fill up with snow. A
- 5 My little horse must think it queer B
- 6 To stop without a farmhouse near B
- 7 Between the woods and frozen lake C
- 8 The darkest evening of the year. B
- 9 He gives his harness bells a shake C
- 10 To ask if there is some mistake. C
- 11 The only other sound's the sweep D
- 12 Of easy wind and downy flake. C
- 13 The woods are lovely, dark and deep, D
- 14 But I have promises to keep, D
- 15 And miles to go before I sleep, D
- 16 And miles to go before I sleep. D

أعتقد أنني أعرف لمن هذه الغابات .
غير ان منزله في القرية؛
لن يراني وأنا أتوقف هنا
لأشاهد غابته تمتلئ بالثلج.
لا بد أن حصاني الصغير يظن الأمر غريباً
أن نتوقف حيث يوجد مزرعة قريبة
بين الغابة والبحيرة المتجمدة
في أحلك أمسية في السنة.
يهز أجراس لجامه هزة خفيفة
كأنه يسأل إن كان هناك خطب ما.
الصوت الآخر الوحيد هو الهمس
لريح ناعمة خفيفة وثلج رقيق ناعم.
الغابات جميلة، مظلمة وعميقة،
لكن علي وعود يجب الوفاء بها،
وأبمال لأقطعها قبل أن أنام،
وأبمال لأقطعها قبل أن أنام.

a smooth movement which curves	sweep	انسياب
strange or unusual	queer	غريب
being very soft	downy	ناعم
a series of short, quick movements	shake	اهتزاز
a very small, thin piece of something	flake	ندفة
a set of leather and metal pieces put around the head and body of an animal	harness	لجام

1. Where and when do you think the poem is set and what is happening?

- The poem is set in a non-specific place, (it was written in Massachusetts, US). (كُتبت في ماساتشوستس بالولايات المتحدة).
- It is set during the Winter solstice (The darkest evening of the year). خلال الانقلاب الشتوي (أظلم ليالي السنة).

2. Why is the speaker stopping on his journey ?

- To admire the beauty of the snow falling in the woods, but is aware that he cannot stay long. ليتأمل جمال الثلوج المتساقطة في الغابة ، ولكنه يدرك أنه لا يمكن أن يبقى طويلاً.

3. Which words rhyme with each other in each verse?

- In the first three verses, the final words in the 1st, 2nd and 4th line all rhyme. (Know , though , snow)
- In the fourth and final verse, all of the final words rhyme, and the 4th line is a repeat of the 3rd line. (deep, keep , sleep)
- In verses 2 and 3, the final words in the 1st, 2nd and 4th line rhyme with the final word of the 3rd line in the previous verse.
- In the final verse, the lines all rhyme with the final word in the 3rd line of verse 3.

4. What is the rhyme scheme in the poem ?

ما هو مخطط القافية في القصيدة

- 'aaba bbcb ccdd dddd'

5. What does the repetition in the last two lines indicate ?

إلى ماذا يشير التكرار في آخر سطرين ؟

It gives the idea of the long journey ahead, but gives a sense of renewed focus.

6. Where does the owner of the wood live ? أين يسكن صاحب الغابة ؟

'His house is in the village though'; (not the speaker)

He lives in the village which is not close by, so the speaker does not think he will be seen.)

7. Why is the speaker worried about someone seeing him?

لماذا المتحدث قلق من أن يراه أحد ؟

'He will not see me stopping here'

- Because the speaker is not on his own land and so is technically trespassing. المتحدث ليس في أرضه الخاصة، ولذلك يُعتبر متعدياً
- It also reflects his concern over how society has an impact on his experience. . يعكس ذلك قلقه من تأثير المجتمع على تجربته الشخصية
- All he is doing is enjoying a beautiful, natural scene, but he could get in trouble for doing so.

هل المتحدث قريب من المزرعة؟

8. Is the speaker close to a farm?

'My little horse must think it queer To stop without a farmhouse near'.

The speaker uses the supposed thoughts of the horse to show his own awareness of what he should be doing,

i.e. busily continuing his journey, compared with what he wants to do, i.e. rest and enjoy the peaceful scene.

يستخدم الشاعر أفكار الحصان المفترضة لإظهار إدراكه لما ينبغي أن يفعله، أي متابعة رحلته، مقارنة بما يرغب فعلاً في فعله، وهو الراحة والاستمتاع بالمشهد الهادئ

9. Is the speaker making his journey in February? No

هل المتحدث يقوم برحلته في شهر فبراير؟

The darkest evening of the year. (This line indicates that it's a time to reflect and also of transition.) وقت للتأمل والتحول

This refers to the Winter solstice الانقلاب الشتوي which is around December 21st in the Northern hemisphere نصف الكرة الشمالي

and June 20th – 22nd in the Southern hemisphere نصف الكرة الجنوبي .

- Robert Frost was in Massachusetts, USA when he wrote this, so it was the Northern hemisphere.

10. What are the sounds that the speaker can hear ?

ما هي الأصوات التي يستطيع المتحدث أن يسمعها في الغابة ؟

He gives his harness bells a shake. Of easy wind and downy flake.

- The snow falling - a gentle wind and the bells on the horse's harness.

11. What do the sounds indicate ?

إلى ماذا تشير الأصوات

They are gentle and add to the sense of peace.

إن هذه الأصوات هادئة وتشير إلى السكينة والسلام

12. The speaker wants to stay longer than he can. Yes

هل يريد المتحدث البقاء مدة أطول مما يستطيع؟

'The woods are lovely, dark and deep, But I have promises to keep,'

This line shows how inviting the scene is, but the speaker knows that he cannot stay as he has business to attend to.

After a quiet moment of reflection, he continues into not just his journey, but also the future.

يُظهر هذا السطر مدى جاذبية المشهد وسحره، لكن المتحدث يدرك أنه لا يستطيع البقاء لأن لديه التزامات يجب أن ينجزها. وبعد لحظة هادئة من التأمل، يواصل رحلته، ليس فقط في الطريق، بل في المستقبل أيضاً.

13. How do you think the speaker is feeling?

كيف تعتقد أن المتحدث يشعر؟

-The speaker is feeling tired. It's evening and he's travelling in very difficult, cold conditions. It's so cold the lake is frozen.

-He is also a little depressed as he's attracted to the darkness and solitude of the woods and would like to escape to it,

(he has responsibilities.)

يشعر المتحدث بالتعب. إنه وقت المساء وهو يسافر في ظروف باردة وصعبة للغاية. الجو بارد جداً لدرجة أن البحيرة متجمدة. ويمكن القول أيضاً إنه يشعر بشيء من الاكتئاب، إذ ينجذب إلى ظلام الغابة ووحدها ويرغب في الهروب إليها، لكنه يدرك في الوقت نفسه أن عليه مسؤوليات

14. Do you think the speaker is rich or poor?

هل تعتقد أن المتحدث غني أم فقير؟

- The fact that the speaker has a 'little horse' and is travelling alone at night indicates that he is probably not rich.

- He is also on someone else's land in an area that he's familiar with, as he knows where the landowner lives, but is not his final destination. This suggests he's passed through the area maybe several times before while on business. He travels a lot on horseback and is out at a time when wealthier people are likely to be in a more comfortable situation rather than outside in the cold.

إن امتلاك المتحدث «حصاناً صغيراً» وسفره وحيداً في الليل يشير إلى أنه على الأرجح ليس غنياً. كما أنه يوجد في أرض يملكها شخص آخر، في منطقة مألوفة بالنسبة له لأنه يعرف مكان إقامة صاحب الأرض، لكنها ليست وجهته الأخيرة. وهذا يوحي بأنه مر بهذه المنطقة عدة مرات من قبل أثناء عمله. إنه يسافر كثيراً على ظهر الحصان ويكون خارج المنزل في وقت يكون فيه الأثرياء غالباً في أماكن أكثر راحة بدلاً من التواجد في البرد القارس

15. Why does the speaker talk about what the horse is thinking?

لماذا يتحدث المتحدث عما يفكر فيه الحصان

- The supposed thoughts of the horse really reflect the speaker's conscience rather than the horse itself.

- He knows that he can't stay long, both for legal and business reasons

- He's trespassing and has other things to do and so can't really afford to rest and enjoy the scene.

إن الأفكار التي ينسبها المتحدث إلى الحصان تعكس في الحقيقة ضمير المتحدث نفسه أكثر مما تعكس الحصان ذاته. فهو يعلم أنه لا يستطيع البقاء طويلاً، سواء لأسباب قانونية أو تتعلق بالعمل (لأنه موجود في أرض ليست له ولديه أمور أخرى يجب القيام بها)، ولذلك لا يستطيع فعلاً أن يستريح ويستمتع بالمشهد

16. Why do you think the time of year is important to the poem?

لماذا تعتقد أن وقت السنة مهم في القصيدة؟

'The darkest evening of the year' shows that it's the Winter solstice. It's a time of transition as the days will now get longer as summer nears. It's also a time of reflection and rest, as typically people stay inside during the cold weather and the darkness.

إن أحلك ليلة في السنة تدل على أنه وقت الانقلاب الشتوي. وهو وقت انتقال، إذ تبدأ الأيام بعد ذلك بالطول تدريجياً مع اقتراب فصل الصيف. كما أنه وقت للتأمل والراحة، حيث يميل الناس عادةً إلى البقاء داخل منازلهم خلال الطقس البارد والظلام

17. How do you think the horse is feeling?

كيف تعتقد أن الحصان يشعر؟

- It is perhaps nervous and wants to continue the journey rather than stop in a cold, dark place.

- It wants to move on to a sheltered place (a farmhouse).

- Even a strong animal like a horse or a pony is uncomfortable helps to give the impression of how severe the weather is.

عندما يهز الحصان أجراسه، يمكننا أن نفهم أنه ربما يشعر بالتوتر ويريد متابعة الرحلة بدلاً من التوقف في مكان بارد ومظلم. إنه يرغب في الوصول إلى مكان آمن ودافئ مثل منزل ريفي. وحقيقة أن حيواناً قوياً كالحصان أو المهر يشعر بعدم الراحة تساعد في إظهار مدى قسوة الطقس

18. Why do you think the speaker is attracted to the woods?

لماذا تعتقد أن المتحدث ينجذب إلى الغابة؟

- For the speaker, the woods represent peace and isolation from society. He works hard and has responsibilities.
- They are also on another man's land. He can only really admire them, but isn't permitted to go into them, as beautiful as they are. So there is a sense of longing too. They represent a brief and beautiful break from the hardship of the speaker's life. However, in looking at them, he receives a sense of purpose and acknowledges that he must attend to his responsibilities rather than rest.

بالنسبة للمتحدث، تمثل الغابة السلام والعزلة عن المجتمع. فهو يعمل بجد ولديه مسؤوليات كثيرة. كما أن الغابة تقع في أرض يملكها شخص آخر، لذلك لا يستطيع سوى التأمل في جمالها دون أن يُسمح له بالدخول إليها. ولهذا يوجد أيضاً شعور بالحنين والرغبة. فهي تمثل استراحة قصيرة وجميلة من صعوبات حياة المتحدث. ومع ذلك، فعندما ينظر إليها، يشعر بإحساس بالغاية ويدرك أنه يجب عليه الاهتمام بمسؤولياته بدلاً من الراحة.

19. What idea do you think the repetition of the last two lines give?

إنه يعطي إحساساً بالرحلة الطويلة القادمة والشعور بتركيز متجدد. It gives the idea of the long journey ahead and the sense of renewed focus

20. How many syllables are in each line?

- a. 6 b. 8 c. 10 d. 12

21. 'Alliteration' الجناس means when ----- is repeated in the same line.

عندما يتكرر الصوت الساكن في نفس السطر

- a. When a vowel sound is repeated in the same line .
- b. When an idea is repeated in the same verse.
- c. When a consonant sound is repeated in the same line

22. Which of these quotes is an example of alliteration in the poem?

- a. To watch his woods fill up with snow
- b. Between the woods and frozen lake
- c. The woods are lovely, dark and deep
- d. And miles to go before I sleep

23. How do the woods make the speaker in the poem feel?

- a. Scared b. Comforted c. Tired

24. Why doesn't the speaker continue his journey?

- a. It's too cold for him to rest.
- b. He thinks he will be seen.
- c. He has responsibilities.

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)	
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:

1. أدوات العطف التالية (and/as well as/or) تعطف كلمتين من نفس الجنس أي ان ما يتبعها يكون من نفس ما يسبقها.
2. العبارات التالية: lead to/due to/ looking forward to /according to/belong to يتبعها اسم أو شبة جملة اسمية وليس فعل مجرد.
3. إذا كان الفراغ في بداية الجملة ومتبوعا بفعل فإن الفراغ يحتاج الى اسم.
4. إذا اكن الفراغ في بداية الجمل ومتبوعا باسم فإن الفراغ يحتاج الى صفة.
5. إذا اكن قبل الفراغ اسم (فاعل) فإن الفراغ يحتاج الى فعل, وإذا كان الفراغ بعده فعل فإن الفراغ يحتاج الى ظرف.
6. إذا كان الفراغ مسبوقا باداة اسم فإن الفراغ يحتاج الى اسم , وإذا اكن بعد الفراغ اسم في هذه الحالة يحتاج الفراغ الى صفة.
7. إذا اكن الفراغ مسبوقا باحد افعال be فإن الفراغ يحتاج الى صفة , ولكن إذا كان بعد الفراغ صفة او فعل فإن 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 ----- any doubts students have, however small you might think they are.
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 -----users15 years later.
a. Dedicate b. dedication c. dedicates d. dedicated
22. ----- enough, it is not the youngest generations, such as the Millennials or Generation Z 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 -----and relative privacy.

- 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. apparency

28. We are waiting for ----- of the plans before we start building.

- A) approve B) approval C) approved D) approving

29. Ali is not at all ----- He doesn't even know who the Prime Minister is.

- A) politics B) politician C) political D) politically

30. Most people support the red team, and only a ----- support the blue team.

- A) minor B) minority C) minimize D) minimally

31. At the conference, there were ----- from many famous companies.

- A) represent B) representative C) representation D) representatives

32. The manager's ----- included several excellent ideas.

- A) proposals B) proposing C) proposed D) proposition

33. Many countries celebrate the date of their ----- every year.

- A) independent B) independence C) independently D) dependence

34. The government decided to ----- the new project.

- A) approval B) approving C) approved D) approve

35. Jordan became an ----- country in 1946.

- A) independence B) independently C) independent D) dependency

36. She was chosen as the company's ----- at the meeting.

- A) representative B) represent C) representation D) represented

37. The committee rejected the first ----- and asked for another one.

- A) propose B) proposal C) approval D) representative

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	28	B	29	C	30	B
31	D	32	A	33	B	34	D	35	C	36	A	37	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 سلبًا 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 أمرًا مهمًا 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 فرصًا 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 غالبًا 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، أيضًا يجعل الحياة أكثر صعوبة ويقلل من الفرص لمستقبل أفضل. ومع ذلك، يمكن أن يؤدي الفقر أحيانًا 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 للتعلّم 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 الطاقة في المنزل وغالبًا ما يؤدي ذلك إلى قلة التواصل وانخفاض الأنشطة المشتركة مع أطفالهم

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. وبدلاً 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 المزجة تشكّلنا بشكل 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.

13. How would volunteering benefit other people or the local community?

كيف سيساهم التطوع في هذه الأماكن في إفادة الآخرين أو المجتمع المحلي؟

Volunteering at these places helps protect the environment, supports children in hospitals emotionally, and reduces loneliness among older people, which strengthens the local community.

RESILIENCE: القدرة على الصمود

Resilience: (n) – the ability to keep going when life is difficult

How to build resilience

كيفية بناء العزيمة والصمود

- Accept that **change** happens and that it isn't always possible to **control** it.
تقبّل أن التغيير يحدث، وأنه ليس من الممكن دائمًا التحكم فيه.
- Try to keep things in **perspective** and have a positive and hopeful outlook.
حاول أن ترى الأمور بمنظور متوازن، وأن تتحلّى بنظرة إيجابية ومتفائلة.
- Be determined and don't **give** up easily. Break tasks down into small manageable chunks.
كن مصممًا ولا تستسلم بسهولة. قسّم المهام إلى أجزاء صغيرة يمكن التعامل معها.
- See a **setback** or disappointment as an opportunity to **learn** something about yourself or about life.
انظر إلى الانتكاسة أو خيبة الأمل كفرصة لتتعلم شيئًا عن نفسك أو عن الحياة.
- Take care of yourself. **Eat** well and get enough sleep and exercise.
اعتنِ بنفسك. تناول طعامًا صحيًا واحصل على قسط كافٍ من النوم وممارسة الرياضة.
- Even if you're busy, make sure you have time to **enjoy** yourself.
حتى لو كنت مشغولًا، تأكد من أن لديك وقتًا للاستمتاع بنفسك.
- Be willing to ask for **support** or help from your friends and family.
كن مستعدًا لطلب الدعم أو المساعدة من أصدقائك وعائلتك

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)
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. <u>Title</u> <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 Body ثلاث أو أربع فقرات تناقش الجانبين (الإيجابيات والسلبيات) اسباب ونتائج 1- advantages----- ----- ----- 2- disadvantages----- ----- ----- conclusion----- (summery – your opinion – some advice) ----- -----	1. Write an essay <u>describing</u> ----- (an event – a holiday – after school – the diseases School – accidents - people – 1st day at worketc 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 الادوات 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

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 توقيك 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 المبنى 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 مثلاً : (In this essay , In this article , In this report ,)
22. اترك بين كل فقرة وفقرة فراغ space

Advantages الايجابيات	Disadvantages السلبيات
Think positively – positive – dealing with this subject wisely - Try hard – increase awareness – develop skills – useful – beneficial – exciting – develop abilities – effective – comfortable – important – safe – great – attractive – interesting educational – save time and effort - careful convenient – more pleasant – stimulates do research , practice ----- , keep in touch with ----	unsafe – starange – dangerous – expensive – boring – bad – noisy – serious – annoying – discouraging - invonvenient – waste time and effort – uncomfortable takes a lot of time It is always a risk
Linking words	Introduction
Consequence : because - because of – so - since - Therefore - consequently - in consequence - As a result – due to Contrast : But – while – Although – However , Unlike On one hand , On the other hand Time : Firstly - Secondly - Thirdly – Finally – then - When – while – before – after if – neither ... nor - either ... or -	The aim of this essay This article examines In this essay / article , Giving examples For example – such as – like – For instance Conclusion / Recommendation It appears that It is recommended that
Giving reasons	Writing an essay
- Because this can increase the awareness of ----- - Because it is / it can ----- - Since it stimulates ----- - As it can make people ----- - Because it / this can cause serious problems . - Since it is always risky . - Because it has a negative effect on social life , on our families , at schools .	- 3 or 4 paragraphs - Introduction : (What the essay will be about) - Topic sentence : (Introducing paragraph 1) - 3 advantages (an example of each advantage) - Topic sentence : (Introducing paragraph 2) - 3 advantages (an example of each advantage) - Conclusion : summerises the main points Giving personal comments . S + V + O

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 ----- .
For many people , it is believed that this topic sounds very interesting and remarkable to talk /
write about ----- (من السؤال قبل كلمة write)

In this essay , I intend to write about ----- (Health in Jordan) (جملة الموضوع) write
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 -----
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 important and
logical , 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.

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!

avoiding repetition تجنب التكرار

In both speaking and writing, we usually try to avoid repetition of the same words or phrases.

في كلٍّ من التحدث والكتابة، نحاول عادةً تجنب تكرار نفس الكلمات أو العبارات

• We can use **pronoun reference**, replacing a noun or noun phrase with a pronoun.

I saw the cat. It was sleeping.

• We can replace **a noun or noun phrase** with **one, ones, both or some**.

I bought these apples, but I prefer the green ones.

• We can replace **a verb phrase** with an auxiliary verb + (do, be, have) / + so or the same.

He likes swimming, and I do too.

• We can also use **such** before **a or an** or after expressions **the first, the only** to substitute for a clause meaning 'of this or that kind'.

Complete the text with one, so, such or a pronoun.

The character Oliver is the **one** we identify with right from the start of Dickens's novel Oliver Twist. As the novel develops, we meet other children and start to relate to **them**. too, even though they are thieves, we sympathize with them because we can understand that **their** upbringing made them the way they are, and **such** a childhood would affect anybody negatively. We keep hoping that Oliver will escape from the thieves, and when he finally does **so**, we can all breathe a sigh of relief.

الشخصية أوليفر هي أول شخصية نتعاطف معها منذ بداية رواية تشارلز ديكنز «أوليفر تويست». ومع تطور الرواية، نلتقي بأطفال آخرين ونبدأ أيضاً في الارتباط بهم. وعلى الرغم من أنهم لصوص، فإننا نتعاطف معهم لأننا نستطيع أن نفهم أن تربيتهم هي التي جعلتهم على ما هم عليه، وأن مثل هذه الطفولة ستؤثر سلباً على أي شخص. نأمل أن يتمكن أوليفر من الهروب من اللصوص، وعندما ينجح في ذلك أخيراً، نشعر جميعاً بالارتياح

UNIT 5

WRITING : A review

الكتابة / تقييم

Informal : exclamation marks and abbreviations; informal intensifiers (pretty) مُكثِّفات غير رسمية

The Jordan Museum متحف الأردن

review by Osama Jabari تقييم من اسامه جبري

Last week, during a family trip to Jordan, I visited a museum in the Ras al-‘Ayn district of Amman near the Citadel. The museum tells the story of Jordan’s history in a beautiful stone-and-glass building.

The collection begins with the Stone Age and includes more than 2,000 artifacts from Roman and Nabatean history.

The most impressive exhibits were the copper Dead Sea scrolls and one of the world’s oldest human statues.

The museum also uses interactive displays and modern graphics to explain topics such as food production, art, trade and industry. I was also impressed by the children’s interactive area.

My only criticism is that the visit felt too short. However, I’d definitely recommend visiting the museum because it is educational, informative and enjoyable. It also has a great gift shop and café.

UNIT 6 - Writing

REPORT: Student Common Room Renovation

تقرير: إصلاحات غرفة الطلاب المشتركة

Aims

The aim of this report is to identify areas for improvement in the student common room, and make suggestions for how to achieve this. The report is based on a survey of 50 students.

الأهداف : الهدف من هذا التقرير هو تحديد مجالات التحسين في الغرفة المشتركة للطلاب، وتقديم اقتراحات حول كيفية تحقيق ذلك. ويستند التقرير إلى دراسة استقصائية شملت 50 طالباً

Seating

Nearly all students felt that the chairs and sofas were in bad condition. Several cushions are stained and many chairs legs are badly scratched. Many students also complained that the chairs were heavy and should be replaced.

الجلوس : شعر جميع الطلاب تقريباً أن الكراسي والأرائك كانت في حالة سيئة. العديد من الوسائد ملطخة والعديد من أرجل الكراسي مخدوشة بشدة. كما اشتكى العديد من الطلاب من أن الكراسي ثقيلة ويجب استبدالها

Entertainment

All of the students were of the opinion that there should be some form of entertainment. Several suggested a table tennis table. Opinions were divided about whether there should be a smart TV. Approximately half felt this would be beneficial, whereas the other half expressed concern that this might distract from study and conversation.

الترفيه : رأى جميع الطلاب أنه يجب أن يكون هناك شكل من أشكال الترفيه. اقترح العديد وجود طاولة تنس طاولة. وانقسمت الآراء حول ما إذا كان ينبغي أن يكون هناك تلفزيون ذكي. ورأى ما يقرب من النصف أن هذا سيكون مفيداً، في حين أعرب النصف الآخر عن قلقه من أن هذا قد يصرف الانتباه عن الدراسة والتحدث

Look

Regarding wall colour, whilst a few expressed a preference for bright colours, around three quarters of students had no strong feelings on the matter.

المنظر : فيما يتعلق بلون الجدار، في حين أعرب عدد قليل منهم عن تفضيلهم للألوان الزاهية، لم يكن لدى حوالي ثلاثة أرباع الطلاب أي مشاعر قوية بشأن هذه المسألة

Space

A few students expressed a wish for the common room to contain storage lockers where they could keep their bags. The vast majority of students, however, were concerned this would make the room feel cramped.

مساحة : أعرب عدد قليل من الطلاب عن رغبتهم في أن تحتوي الغرفة المشتركة على خزائن تخزين حيث يمكنهم الاحتفاظ بحقائبهم. ومع ذلك، كانت الغالبية العظمى من الطلاب يشعرون بالقلق من أن هذا قد يجعل الغرفة تبدو ضيقة

Conclusion and recommendations

In conclusion, it seems that the priority is to replace the seating, provide a table tennis table and repaint the walls.

Regarding the unresolved question of installing a smart TV, I would recommend asking all students to vote on this.

الخاتمة والتوصيات : وفي الختام، يبدو أن الأولوية هي استبدال المقاعد وتوفير طاولة تنس الطاولة وإعادة طلاء الجدران. وفيما يتعلق بالمسألة المعلقة المتمثلة في تركيب تلفاز ذكي، أوصى بأن يصوت جميع الطلاب على هذا

UNIT 7 - Writing

Happy hyenas help people of Harar

الضباع السعيدة تساعد سكان هرر

Hyenas are dangerous animals and many people in Africa are afraid of them. They sometimes attack animals and even people. However, in the city of Harar in Ethiopia, people and hyenas live together peacefully. How is that possible?

Many years ago, hyenas attacked people in the city. To solve the problem, people started throwing food to them through holes in the city walls. Because the hyenas were no longer hungry, they stopped attacking people so often.

Today, Abbas Yusuf continues this tradition. Every evening, he feeds the hyenas by hand. Tourists come from around the world to watch this amazing sight. Abbas even says the hyenas are his friends!

People in Harar say that no one has been attacked by a hyena for about 200 years. The hyenas also help by eating rubbish around the city. I think this is a clever way for humans and animals to live together peacefully. Could this idea work with other dangerous animals too?

UNIT 8 - WRITING :

A for-and-against essay

OUR PERSONAL DATA

معلوماتنا الشخصية

These days it is extremely common for companies to track Internet users' data in order to target them with personalised content or advertising. Some people feel quite comfortable with this, whereas others consider it an invasion of privacy.

في هذه الأيام، من الشائع جداً أن تقوم الشركات بتتبع بيانات مستخدمي الإنترنت من أجل استهدافهم بمحتوى أو إعلانات مخصصة. يشعر بعض الأشخاص بالارتياح الشديد تجاه هذا الأمر، بينما يعتبره آخرون انتهاكاً للخصوصية.

It is estimated that seven in ten Internet users are happy to give away personal data while browsing online. There may be some clear benefits to doing this. Although most people are careful with data such as online banking details, many actually prefer more personalized marketing and feel that their search results are likely to be more relevant if the search company better understands their needs. Another positive aspect of data tracking is that people can be automatically logged onto a site, rather than having to enter a password. This is clearly far more convenient, even though it is, of course, less secure.

تشير التقديرات إلى أن سبعة من كل عشرة مستخدمي الإنترنت سعداء بالتخلي عن البيانات الشخصية أثناء التصفح عبر الإنترنت. قد تكون هناك بعض الفوائد الواضحة للقيام بذلك. على الرغم من أن معظم الأشخاص حريصون على البيانات مثل تفاصيل الخدمات المصرفية عبر الإنترنت، إلا أن العديد منهم يفضلون في الواقع التسويق الأكثر تخصيصاً ويشعرون أن نتائج البحث الخاصة بهم من المرجح أن تكون أكثر أهمية إذا شركة البحث فهمت احتياجاتهم بشكل أفضل. جانب إيجابي آخر لتتبع البيانات هو أنه يمكن للأشخاص تسجيل الدخول تلقائياً إلى الموقع، بدلاً من الاضطرار إلى إدخال كلمة مرور. ومن الواضح أن هذا أكثر ملاءمة بكثير، على الرغم من أنه بالطبع أقل أماناً.

In spite of these potential benefits, a significant number of people are choosing to use ad- blocking software in order to avoid digital advertising altogether. In some cases, this is because they find the adverts annoying but it is also because of a desire to avoid being tracked online. In most cases, this is probably harmless.

وعلى الرغم من هذه الفوائد المحتملة، يختار عدد كبير من الأشخاص استخدام برامج حظر الإعلانات لتجنب الإعلانات الرقمية تماماً. في بعض الحالات، يرجع ذلك إلى أنهم يجدون الإعلانات مزعجة، ولكن أيضاً بسبب الرغبة في تجنب تعقبها عبر الإنترنت. في معظم الحالات، ربما يكون هذا غير ضار.

Nevertheless, a surprising amount of information can be collected: what you have bought, where you have been, what you have 'liked' on social media, and a great deal more. Most people really have very little idea how much data is being given away every time they click, or what that data will be used for.

ومع ذلك، يمكن جمع قدر مذهش من المعلومات: ما اشتريته، وأين كنت، وما لديك وماذا تحب على وسائل التواصل الاجتماعي، وأكثر من ذلك بكثير لدى معظم الأشخاص فكرة قليلة جداً عن مقدار البيانات التي يتم تقديمها في كل مرة ينقرون فيها، أو الغرض من استخدام هذه البيانات.

In conclusion, it seems obvious that while people remain largely unaware and unable to make informed choices, the ability of companies to collect data should be limited or they should be required to specifically ask for permission.

في الختام، يبدو من الواضح أنه في حين يظل الناس غير مدركين إلى حد كبير وغير قادرين على اتخاذ خيارات مستنيرة، فإنه يجب أن تكون قدرة الشركات على جمع البيانات محدودة أو يجب أن يُطلب منها طلب الإذن على وجه التحديد.

Writing

Nowadays, young people can create a presence on social media through photos, updates and comments.

Write an essay discussing the advantages and disadvantages of this practice.

Introduction

These days, it is extremely common for young people to create a presence on social media through photos, updates, and comments. Some people feel that this practice has many advantages, whereas others believe it also has serious disadvantages.

المقدمة : في الوقت الحاضر، أصبح من الشائع جداً أن يقوم الشباب بإنشاء وجود لهم على وسائل التواصل الاجتماعي من خلال الصور والتحديثات والتعليقات. يشعر بعض الناس أن لهذه الممارسة العديد من المزايا، بينما يعتقد آخرون أنها تحمل أيضاً عيوباً خطيرة.

Advantages (First main paragraph)

There may be some clear benefits to using social media. It allows young people to stay connected with friends and family even though they live far away. Another positive aspect of social media is that it gives a platform for self-expression and creativity, while also helping to build confidence.

المزايا (الفقرة الرئيسية الأولى)

قد تكون هناك بعض الفوائد الواضحة لاستخدام وسائل التواصل الاجتماعي. فهي تتيح للشباب البقاء على اتصال مع الأصدقاء والعائلة، على الرغم من أنهم يعيشون بعيداً. جانب إيجابي آخر لوسائل التواصل الاجتماعي هو أنها توفر منصة للتعبير عن الذات والإبداع، بينما تساعد أيضاً على بناء الثقة بالنفس.

Disadvantages (Second main paragraph)

In spite of these potential benefits, many people worry about privacy and online safety. Many young users share personal information, which could be misused. Nevertheless, it is argued by some people that social media can also lead to addiction and reduce face-to-face communication skills.

العيوب (الفقرة الرئيسية الثانية)

بالرغم من هذه الفوائد المحتملة، يقلق الكثيرون بشأن الخصوصية والأمان على الإنترنت. يشارك العديد من المستخدمين الشباب معلومات شخصية، والتي قد تُسئ استخدامها. ومع ذلك، يرى بعض الناس أن وسائل التواصل الاجتماعي يمكن أن تؤدي أيضاً إلى الإدمان وتقليل مهارات التواصل وجهاً لوجه.

Conclusion

In conclusion, it seems obvious that social media has both advantages and disadvantages. In my considered opinion, young people should use social media carefully, balancing its benefits with the possible risks.

الخاتمة : في الختام، يبدو واضحاً أن وسائل التواصل الاجتماعي لها مزايا وعيوب. وفي رأيي الشخصي المدروس، يجب على الشباب استخدام وسائل التواصل الاجتماعي بحذر، مع موازنة فوائدها مع المخاطر المحتملة.

UNIT 9 - Writing – A competition entry / A letter of application

المشاركة في المسابقة / خطاب (رسالة) تقديم الطلب

Maha Aldabbagh

To: Dream Job Competition

Re: Competition entry

Dear Sir/Madam,

I am writing to enter the competition to win the opportunity to teach English in Cambodia for six months.

أكتب إليكم للمشاركة في المسابقة للفوز بفرصة تدريس اللغة الإنجليزية في كمبوديا لمدة ستة أشهر

It has also been my lifelong dream to visit the Koh Rong Island. If I won this competition, I would take every opportunity to travel and explore the history and culture of Cambodia.

قد كان أيضًا حلم حياتي زيارة جزيرة كوه رونج. إذا فزت بهذه المسابقة، فسوف أغتنم كل فرصة للسفر واستكشاف تاريخ وثقافة كمبوديا

Working as a teacher would appeal to me enormously for several reasons. I would very much value the opportunity to give something back to the people of Cambodia, rather than simply visiting as a tourist. In addition, I believe that teaching would allow me to really get to know local people.

إن العمل كمدرس قد يجذبني بشدة لعدة أسباب. وأود بشدة أن تتاح لي الفرصة لرد الجميل لشعب كمبوديا، بدلًا من مجرد زيارته كسائح. بالإضافة إلى ذلك، أعتقد أن التدريس سيسمح لي بالتعرف حقًا على السكان المحليين

I have studied English to a high level and believe that my skills in this language would enable me to teach it successfully. Furthermore, I do have some experience of teaching English already on a children's summer camp in my home city. I was responsible for running sessions in English for nine to 12-year-olds. I would welcome the chance to further develop my teaching skills and learn about this country.

لقد درست اللغة الإنجليزية على مستوى عالٍ وأعتقد أن مهاراتي في هذه اللغة ستمكنني من تدريسها بنجاح. علاوة على ذلك، لدي بعض الخبرة في تدريس اللغة الإنجليزية بالفعل في معسكر صيفي للأطفال في مدينتي. كنت مسؤولاً عن إدارة جلسات باللغة الإنجليزية للأطفال الذين تتراوح أعمارهم بين 9 إلى 12 عامًا. سأرحب بفرصة مواصلة تطوير مهاراتي التعليمية والتعرف على هذا البلد

I feel that I would be a good candidate because not only do I have the relevant skills and experience, but I am also passionate about Cambodia and its people. I hope you will give my entry serious consideration.

أشعر أنني سأكون مرشحًا جيدًا ليس فقط لأنني أمتلك المهارات والخبرة ذات الصلة، ولكنني أيضًا شغوف بكمبوديا وشعبها. أأمل أن تأخذوا مشاركتي بعين الاعتبار بشكل جدي

Please find my CV enclosed, for further details of my qualifications and experience.

I look forward to hearing from you.

Yours faithfully,

UNIT 10 - WRITING:

An Article

هل التلفاز متعة للعيون؟ 'IS TV 'CHEWING GUM FOR THE EYES'?

People used to think TV was an inferior form of entertainment to films, but in recent years, I would say the quality of some TV programmes has often been superior to that of many films.

كان الناس يعتقدون في الماضي أن التلفاز وسيلة ترفيه أقل جودة من الأفلام، لكنني أود القول إن جودة بعض البرامج التلفزيونية في السنوات الأخيرة أصبحت في كثير من الأحيان أفضل من جودة العديد من الأفلام

Just to give one example: I recently watched Fisherman series 1. I do know I'm way behind because there are already three series, so I have a lot of catching up to do. The series tells the story of a young fisherman, William Kyle, and his family who live by the sea. They help each other through all the highs and lows of their life in the fictional fishing village of East Seaville. Each episode has a different storyline, but the main characters remain the same. In series 1 there are also sub-plots that run through the different episodes throughout the series, making it compelling viewing.

ولأعطي مثالًا واحدًا فقط: شاهدت مؤخرًا الموسم الأول من مسلسل «فيسرمان». وأنا أعلم أنني متأخر جدًا، لأن هناك بالفعل ثلاثة مواسم، لذا لدي الكثير لأتابعه لاحقًا. يروي المسلسل قصة صياد شاب يُدعى ويليام كايل وعائلته الذين يعيشون قرب البحر. وهم يساعدون بعضهم بعضًا خلال لحظات حياتهم السعيدة والصعبة في قرية الصيد الخيالية إيست سيفيل. تتضمن كل حلقة قصة مختلفة، لكن الشخصيات الرئيسية تبقى نفسها. وفي الموسم الأول توجد أيضًا قصص فرعية تمتد عبر الحلقات المختلفة طوال الموسم، مما يجعل مشاهدته ممتعة ومشوقة جدًا.

I was blown away by the performance of Lewis Owen, the actor who plays the lead character. Not having heard of him before, I was particularly impressed by the quality of his acting skills, which are breathtaking. I shouldn't have been surprised as he won lots of awards for his acting in Fisherman, but I can't remember seeing him in anything before. Although I sometimes struggled to follow the plot, the series certainly entertained me and after finishing series 1, I immediately started on series 2. This TV show is an excellent example of the way in which the longer format of TV allows topics to be explored in more depth over several seasons and potentially tens of episodes, rather than being limited to a 90-minute feature-length film. In addition, many excellent film actors are now starring in TV series, and I would argue, often doing their best work in such programmes.

لقد أذهلتني بأداء لويس أوين، الممثل الذي يؤدي دور الشخصية الرئيسية. وبما أنني لم أسمع عنه من قبل، فقد أعجبت بشكل خاص بجودة مهاراته التمثيلية المذهلة. ولم يكن ينبغي أن أتفاجأ، فقد فاز بالعديد من الجوائز عن تمثيله في مسلسل «فيسرمان»، لكنني لا أتذكر أنني شاهدته في أي عمل سابق. وعلى الرغم من أنني واجهت أحيانًا صعوبة في متابعة أحداث القصة، فإن المسلسل بالتأكيد كان ممتعًا بالنسبة لي، وبعد انتهائي من الموسم الأول بدأت فورًا بمشاهدة الموسم الثاني. ويُعد هذا المسلسل مثالًا ممتازًا على الطريقة التي يسمح بها الطابع الطويل للمسلسلات التلفزيونية باستكشاف الموضوعات بعمق أكبر عبر عدة مواسم وربما عشرات الحلقات، بدلًا من أن تكون محدودة بفيلم طويل مدته تسعون دقيقة فقط. بالإضافة إلى ذلك، فإن العديد من ممثلي الأفلام المتميزين يشاركون الآن في المسلسلات التلفزيونية، وأعتقد أنهم غالبًا يقدمون أفضل أعمالهم في مثل هذه البرامج

Far from being 'chewing gum for the eyes', I believe TV is easily the most exciting narrative art form we currently have. If you don't believe me, start watching Fisherman.

بعيدًا عن كون التلفاز «مجرد تسلية سطحية للعينين»، فأنا أعتقد أنه بسهولة أكثر أشكال الفن القصصي إثارة التي نمتلكها حاليًا. وإذا كنت لا تصدقني، فابدأ بمشاهدة مسلسل «فيسرمان»

Al Noor in English

T.EMAD ABU ALZUMAR

الأول الثانوي الأكاديمي

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