

## Student's book - Unit 1 - Life Choices – lesson 1

المهنة المستقبلية Future Career

## Key words

Explore	يكشف	To opt	يختار	Factors	عوامل	Designed	مصمم	Swayed	يتأثر
Confidence	ثقة	Aspire	يطمح	Process	عملية	Reveal	يكشف	Remuneration	تعويض
Clarity	وضوح	Misguided	ضلل	Aptitude	موهبة	Regarding	بما يتعلق	Value	قيمة
Highlight	يسلط الضوء	Burden	يثقل	Personality	شخصية	Interested in	مهتم بـ	Earnings	مدخرات
Agents	عوامل	Expectations	توقعات	Hence	لذلك . بالتالي	Desired	مرغوب	Utility workers	عمال المرافق

معظم وضوح و بثقة أكثر بنائيه و مستقبلهم لاكتشاف المقدرة يمتلكون الناس كل ليس  
 Not all people have the **ability** to explore their future and build it with more confidence and clarity. Most  
 أولادهم تطوير مهنة في كعوامل فعالة الوالدين دور تسلط الضوء على الدراسات  
**studies** have highlighted the **role** of parents as active agents in the career development of their children.  
 يطمحون أو يريدون أولادهم ما لكن عنها جيداً يعرفون هم مهنة يختاروا أن أولادهم يريدون من الآباء  
 Parents want their children to opt for a career they know well about, but what their children want or **aspire**  
 اختيار في أولادهم ضلوا هم قالوا الآباء العديد من . مختلف كلياً يكون يصبحوا أن  
 to become can be **completely** different. Many parents said they had misguided their children into choosing a  
 قليلة هناك . بتوقعات غير حقيقية أولادنا نجبر لا أن المهم جداً من أنه . اختيارهم من مهنة  
 career of their choice. It is very important not to **burden** our children with **unreal** expectations. There are a few  
 مرأة هي موهبة/كفاءة الطفل . عملية اختيار المهنة في أهمية عظيمة لها عوامل  
 factors that are of great **importance** in the career selection process. The child's **aptitude** is a **mirror** of his/her  
 المتعلقة المعلومات من الكثير يكشف يمكن اختبار الموهبة المصممة ، بالتالي . ضعفه و قوته شخصيته/ها  
 personality, strengths, and weaknesses. Hence, a designed aptitude test can reveal a lot of information regarding  
 العمل حياتك تمضي أن صعب جداً أنه . اختيار المهنة معلومات جيدة اخذ على يساعد أن يمكن حيث بالطفل  
 the child that can help in taking a **well-informed** career **selection**. It is very difficult to spend your life working  
 ل بسهولة اجادها ينبغي المهنة المرغوبة باتجاه المؤدية الدورات . به مهتم غير أنت مجال في  
 in a field that you are not interested in. **Courses** leading towards a desired career should be found easily for the  
 سهل جداً كان أنه قالوا علماء النفس . مستقبلهم حول القرارات الصحيحة لاتخاذ تمكنهم لكي الشباب  
 young to enable them to make right decisions about their future. **Psychologists** said that it was very easy for a  
 المهنة من أكثر يختارون كانوا الأغلبية التي المهنة اختيار في الضغط الصديق ب يتأثر أن للطفل  
 child to get **swayed** by peer pressure into choosing a career that the majority was opting rather than the one  
 يتضمن للمهنة اجر/ التعويض المادي ، أهمية الأكثر يكون لا ينبغي رغم أنه . لها/له الأفضل كانت التي  
 which was best for him/her. Although it should not be the most important, **remuneration** of a career holds  
 تزوده و طموحات الطفل تتطابق مع ينبغي أن ارباح العمل . القليل يكسب أن يحب لأحد ، حياة الانسان في قيمة  
 value in one's life; nobody likes to earn little. A job's **earnings** should match the child's **aspirations** and provide  
 قمامة ، عمال المرافق : مجال كل في لمحترفين تحتاج المجتمعات الحديثة . بحياة مريحة مرضية  
 a **satisfying** comfortable life. Modern societies needs professionals in every field: utility workers, garbage  
 علاوة على ذلك . آخرون و اساتذة ، معلمون ، مهندسون ، أطباء ، ممرضات ، مزارعون ، جامعي  
 collectors, farmers, nurses, doctors, engineers, teachers, professors and many others. Furthermore,  
 أفكار ه/ها كل رفض عند الصحة العقلية الطفل على تأثير سلبي له ربما الاحباط  
**demotivation** might have a negative **impact** on the child's mental health when rejecting all of his/her ideas.  
 أنه فيما إذا ليقرر الطفل يساعدوا ثم و المهنة حول المعلومات لجمع معا يعملوا يمكن الآباء  
 Parents can work together to gather information about a career and then help the child in deciding whether it is  
 لا نستطيع لكن ، يكونوا ممكن ما ل حد لا يوجد والمهن المستقبلية احلام لديهم الناس معظم . لا او مناسب  
**suitable** or not. Most people have dreams of future jobs and there's no limit to what this could be, but we can't  
 الارشادية و الانعكاس الذاتي عبر أنه اخبرونا الباحثون . خيارات مهنتنا حول متأكدين تماماً نكون  
 be **absolutely** certain about our career choices. **Researchers** told us that through **self-reflection** and **guided**  
 المهنة الصحيحة باتجاه طريق اوضح و قيمنا الجوهرية نجد سوف ، النشاطات  
 activities, we would find our **core** values and a clearer path towards the right career.

**Read the following text ,then choose the correct :**

**1 – According to the text, most parents ----- their children into choosing a career.**

- a- influence                      b- affect                      c- reject                      d- both a and b

**2- The ----- is the main factor which should be taken into consideration to decide a future career.**

- a- Parents experience                      b- peer pressure                      c- child's aptitude                      d- parents aptitude

**3- Children can find a clearer path towards the right career through -----**

- a- self- reflection                      b- guided activities                      c- self- rejection                      d- both a and b

**4- Discouragement might have a ----- effect on the child's mental health.**

- a- helpful                      b- positive                      c- negative                      d- good

**5- Parents play a/an ----- role in the career development of their children.**

- a- important                      b- negative                      c- small                      d- simple

**Read the text again and decide whether these statements are True or False.**

1- Parents follow the right strategy when they choose their children's career (    )

2- Most people want to earn little (    )

3- It is wrong to burden our children with unreal expectations (    )

4- Demotivation might have a positive impact on the child's mental health (    )

**Read the text, then match the highlighted words with their meanings**

Meanings	highlighted words
1-Seek to attain a goal.	Aspire    طموح السعي لتحقيق هدف
2-load.	Burden    ينقل - يثقل ويجبر
3-Natural ability or skill.	Aptitude    موهبة/كفاءة
4-Influenced.	Swayed    تأثير
5-Money paid for work or services.	Remuneration    تعويض نقود تدفع لعمل او خدمات
6-Making someone less eager or willing to do their job.	Demotivation    احباط يجعل الشخص اقل لاهة او رغبة للقيام بعملهم

**Choose the correct answer:**

**1-Seek to attain a goal.**

a-Aspire	b-Burden	c-Aptitude	d-Remuneration
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**2-Money paid for work or services.**

a-Aspire	b-Burden	c-Aptitude	d-Remuneration
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**3-Making someone less eager or willing to do their job.**

a-Aspire	b-Burden	c-Aptitude	d-Remuneration
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**4-Natural ability or skill.**

a-Aspire	b-Burden	c-Aptitude	d-Remuneration
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**5- Parents play a vital ----- in the career development of their children.**

a-role	b-game	c-activity	d-advice
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**6- Parents should study very well the ----- of their children to decide their future career.**

a-aptitude	b-weaknesses	c-strengths	d-expectations
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**7- There should be leading ----- to help children choose the best job for them in the future.**

a-courses	b-teachers	c-sports	d-students
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**8-Nowadays, most people encourage their children to choose their future profession based on the ----- that profession brings to them.**

a-losses	b-earnings	c-friends	d-parents
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**Your future depends on what you do today. Whatever you decide to do, make sure it makes you happy.**

المستقبل يعتمد على ما تفعله اليوم. مهما قررت ان تفعل ، تأكد انه سيجعلك سعيد.

## Grammar :Unit 1- lesson 2

### الحاضر البسيط Simple Present

**Form:** Subject + Verb1 + Complement

**Adverbs:** often – always – usually – sometimes – every (period of time) – never( negative)  
Hardly – seldom – rarely –

**Auxiliary verbs:** don't – doesn't = with negative  
Do – does ...? = with question

**Example:** -He always helps his father in the shop.  
-He doesn't always help his father in the shop.  
-Does he always help his father in the shop?

**Additional reference:** will – in fact

**1.** Suzan .....trying to pass her driving test but she fails every time.

a-kept	b-keeps	c- keep	d-is keeping
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**2.** Tropical storms often ..... in the Caribbean.

a. occur	b. occurs	c. are occurring	d. have occurred
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**3.** He .....often cruel to his dog.

a-are	b- am	c-is	d-was
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**4-** I ..... the Internet every day.

a-am using	b-used	c-have used	d-use
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**5.** In fact, he.....brilliant at everything

a-are	b- am	c-is	d-was
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**6-** I will be fine in the interview as long as they..... me technical questions.

a-aren't asking	b- haven't asked	c-didn't ask	d- don't ask
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**7-**Can you tell me the report before we .....the meeting?

a-are holding	b-hold	c-held	d-have held
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**8-** I'll text you before we .....off.

a-had set	b-are setting	c-have set	d- set
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**9-**I'll hand in my notice for this job after I ..... the contract for my new one

a-get	b-got	c-have get	d- gets
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**10-**The moment I ..... my results, I'll phone you.

a- receives	b- received	c- receive	d- have received
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**11-**The train to the airport .....in 20 minutes.

a-was leaving	b- left	c- leave	d- leaves
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**12-**I've got my schedule for the Japan trip. We ..... to Tokyo at 10 am on Monday.

a- fly	b- are flying	c- have flown	d- flew
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**13-**The bus ..... until 7.30 in the evening

a- doesn't arrive	b- hasn't arrived	c- didn't arrive	d- wasn't arriving
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**14-**What time ..... tomorrow?

a- has the meeting started	b- did the meeting start	c- does the meeting start	d- had the meeting started
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**15-**My exams .....on 27th June.

a-was finished	b- finish	c- finished	d- finishes
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### Lesson 3

#### الحاضر المستمر Present Continuous

<b>Form :</b>	<b>Subject + is, am , are + Verb-ing + Complement</b>
<b>He , she , it</b>	<b>= is</b>
<b>We , you , they</b>	<b>= are</b>
<b>I</b>	<b>= am</b>
<b>Adverbs :</b>	<b>at the moment , at the present , now , today , this ( period of time), still, this, these.</b>
<b>Additional references :</b>	<b>look! – don't make noise – watch up!</b>
<b>Example:</b>	<ul style="list-style-type: none"> <li>- We are working on a new project <b>this</b> month.</li> <li>- We are <b>not</b> working on a new project this month.</li> <li>- <b>Are</b> you working on a new project this month?</li> </ul>

<b>1. I can't leave now. I..... for an important client.</b>
a- am waiting      b- wait      c- waited      d- waits
<b>2. Please don't make so much noise. I.....to work.</b>
a- was waiting      b- am trying      c- tried      d- has tried
<b>3. Look! Sami ..... an action movie on the TV.</b>
a- has watched      b- watches      c- watch      d- is watching
<b>4. Ted ..... a computer at the moment.</b>
a- used      b- is using      c- has used      d- was using
<b>5. The professor ..... his students the results of his research in the laboratory now</b>
a- is showing      b- show      c- shows      d- has shown
<b>6-..... hard at the moment?</b>
a- Are you working      b- Were you working      c- Did you work      d- Have you worked
<b>7- He .....a new job next week.</b>
a- starts      b- started      c- is starting      d- has started

#### Simple Present and Present Continuous

#### Examples of state verbs : الأفعال الجامة

<b>الاعتقاد thought</b>	believe, <b>think</b> , agree, disagree, remember, forget, suppose, understand, know, recognize weigh, cost, consist, doubt, support
<b>المشاعر feelings</b>	like, love, hate, mind, prefer, want, value, fear, envy , wish
<b>الحواس senses</b>	feel, hear, <b>see</b> , smell, taste
<b>الملكية possessions</b>	<b>have</b> , has , own, belong, contain, include , possess
<b>الوصف description</b>	appear, look, look like, resemble, seem, sound = ( يبدو )

**Think about** = يفكر = I am **thinking** about my exam right now.

**Have** = يتناول = I am having my lunch now.

**See** = يقابل – يزور = I am seeing my doctor now. / They have been seeing each other for a month now.

<b>1 I ..... a complete silence now while I am trying this experiment.</b>
a-wanted      b-am wanting      c-was wanting      d-want
<b>2. We .....Egypt so much.</b>
a- like      b-are liking      c-has liked      d-likes
<b>3-Everyone ..... a good time here now.</b>
a- has      b- is having      c- have      d-were having
<b>4- What..... about now?</b>
a-do you think      b-did you think      c-were you thinking      d- are you thinking

Everyone, everything, everybody, someone, something, somebody = تعامل معاملة الاسم المفرد

## Workbook - Unit 1 - Life Choices – lesson 4

### A Learned Lesson is a Good Lesson

الدرس الذي نستفاد منه هو درس جيد

#### Key words

truth	الحقيقة	expectations	توقعات	apology	اعتذار
education	التعليم	optimism	التفاؤل	alternative	بدائل
painful	مؤلم	monotonous	رتابة. ملل	priority	اولوية
acquired	مكتسب	confident	واثق	pursuit	بسعى
avoid	يتجنب	accomplishments	انجازات	Failure	فشل
experience	خبرة	inherits	يرث	humility	تواضع
trivial	تافه	vanity	غرور	give up	يستسلم
unpredictable	غير موقع	tolerant	تسامح	generous	كريم

يمكن دروس يوجد هي الحقيقة لكن فقط بالمدارس محدود التعليم ان يعتقدون الناس معظم  
Most people think that **education** is limited to schools only, but the **truth** is that there are lessons that we can  
أحيانا دروس الحياة المدارس في تعلمنا تلك من أهمية أكثر تكون ربما هي و، الحياة من نتعلم فقط  
only learn from life, and they may be more important than those learnt at schools. Life lessons are sometimes  
نحن الآخرين تجارب من نستفاد يجب ان ، هذا نتجنب لكي و، اكتسابها قبل مؤلمة  
**painful** before they are **acquired**, and in order to **avoid** this, we must benefit from the **experiences** of others. We  
لأن . جهدنا و وقتنا نضيع الهامة غير بالأشياء التافهة الاهتمام الكثير نولي لا ينبغي  
shouldn't pay too much attention to the **trivial** things that are not important and waste our time and effort. Since  
بتفاوت الحياة في جديد كل شيء نقابل و فقط التوقعات على نعيش لا يجب ، لا يمكن التنبؤ بها الحياة  
life is so **unpredictable**, we must not live on **expectations** only and meet everything new in life with **optimism**  
انا " كلمة من رتابة و ملل أكثر كلمة لا يوجد . تفكير إيجابي و "  
and positive thinking. There is no word more boring and **monotonous** than the word "I".  
كل انجازاتنا و انفسنا عن نتكلم يعني لا هذا لكن ، انفسنا من واثقين نكون يجب  
We must be **confident** of ourselves , but that doesn't mean we talk about ourselves and our **accomplishments** all  
من الدعم و الحب بدون لان مهمة أيضا العلاقات الإنسانية . الغرور يرث هذا لان ، الوقت  
the time, as this **inherits** **vanity**. Human relationships are also important because without love and support from  
الحياة في النجاح تحقق لن سوف و بالسعادة تشعرون سوف ، الأصدقاء و العائلة  
family and friends, you will not feel happy and will not achieve success in life.  
يقدم شخص ما ان و ، حولك لمن الاعذار ابحت و متسامحا كن لذا ، أخطاء يرتكب بطبيعته الانسان  
Man by nature makes mistakes, so be **tolerant** and seek excuses for those around you, and if someone comes to  
ليس هناك . لأي احد حسد أي قلبك تحمل لا و توقفه لا اعتذار لك  
you with an **apology**, do not stop him, and do not carry in your heart any envy of anyone. There are no  
أولوية اجعلها و بصحتك اعتني . اشعة الشمس و الهواء النقي ، جيدا الاكل ، التدريب عن بدائل  
**alternatives** to exercising, eating well, fresh air and sunshine. Take care of your health and make it a **priority** for  
لكن ، المدة طول كم لا يهم ، النهاية في تنجح يجعلك سوف للنجاح السعي . حياتك لكل  
your entire life. The **pursuit** of success will make you succeed in the end, no matter how long the period is, but  
عظيم . حياتنا مجرى نصيح كيف و التواضع يعلمنا انه . الحياة في معلم عظيم الفشل . بالمحاولة استمر  
keep trying. **Failure** is a great teacher in life. It teaches us **humility** and how to correct our course of life. A great  
عندما حتى . نجح حتى يستسلم لم لكن ، مرات عدة فشل هو . اديسون توماس مثال  
example is **Thomas Edison**. He failed many times, but he did not **give up** until he succeeded. Even when he  
هي شخص لكل القاعدة الذهبية . قال ، تجربته كل شيء نتاج على حصلت . شيء تعلم اديسون ، فشل  
failed, Edison learned something. 'I get results in everything I try,' he said. The golden rule for everybody is to  
ينسوهم لن سوف حولهم من حيث اثر مع الحياة يغادرون هم لذلك كريم و مفيد ، واثق صادق  
be honest, trustful, useful and **generous** so that they leave life with a trace that those around them will not forget  
about.

**Read the following text ,then choose the correct a ,b , c or d :**

**1. To avoid life's painful lessons we .....**

- a- must learn from our own experiences.
- b- must learn from the experiences of others.
- c- mustn't learn from life.
- d- must ignore the experience of others.

**2. If someone comes to you with an apology, ..... him.**

- a- accept      b- stop      c- don't accept      d- ignore

**3. We shouldn't use the word "I" because it .....**

- a- is very boring      b- inherits vanity
- c- teaches us humility      d- both a and b

**4. We should be tolerant with others because.....**

- a- man makes mistake      b- man doesn't make mistake
- c- a and b      d- man likes nature

**5. When Edison failed during his life he.....**

- a- gave up before he succeeded.      b- surrendered
- c- didn't give up until he succeeded      d- didn't succeed until he gave up

**6. To leave a memorable trace, you must be.....**

- a- honest and trustful      b- useful and generous
- c- a and b      d- dishonest and useless

**Read the text again and decide whether these statements are True or False.**

1. The best life lessons can only be learnt at schools.(      )
2. Silly things are important and teach us great lessons.(      )
3. Being optimistic and positive leads to vanity.(      )
4. Family plays an essential role in someone's success.(      )
5. Taking care of our health increases our chance to achieve success.(      )

**Match the words with their meanings.**

The definitions	The words
1- Mark that something has been in a place.	Trace أثر
2- Not serious, important or valuable.	Trivial تافه
3- Too much pride in one's self.	Vanity عُزور
4- Jealousy or desire for something which belongs to another person.	Envy يَحْسُد
5- Modesty.	Humility تَوَاضَع
6- Allowing people to do, say, or believe what they want.	Tolerant مُتَسَامِح

**Chose the correct answer:**

**1-Mark that something has been in a place.**

- a. Trivial      b. Trace      c. Tolerant      d. Envy

**2-Jealousy or desire for something which belongs to another person.**

- a. Trivial      b. Trace      c. Tolerant      d. Envy

**3-Not serious, important or valuable.**

- a. Trivial      b. Trace      c. Tolerant      d. Envy

**4-Allowing people to do, say, or believe what they want.**

- a. Trivial      b. Trace      c. Tolerant      d. Envy

**In the end we only regret the chances we didn't take.**

في النهاية نحن نندم على الفرص التي لم نستغلها

## Vocabulary: Unit 1 – lesson 5

### Phrasal Verbs الأفعال المركبة

ti part verbMu	Arabic meaning	key words
Reach out to	يدعم- يساعد	Poor- فقير tired تعبان
Fit in with	يتأقلم مع	Workmates زملاء عمل - way of life - طرية حياة locals سكان محليين -
Get into	مهتم ب	Writing- كتابة - yoga يوجا
Follow through	البدء ب – ينجز	Project مشروع - record سجل
Run into	يواجه- يتعرض	Problems مشاكل trouble- ورطة -difficulties صعوبات
keep up with	يواكب – يتابع	Research - بحوث - events احداث -news - اخبار

1- The rich have to ..... the poor.

a- fit in with      b- follow through      c- get into      d- reach out to

2- She didn't really ..... her workmates in her previous job.

a- follow through      b- run into      c- keeping up with      d- fit in with

3- I ..... writing when I was a kid, and I never stopped loving it.

a- reach out to      b- got into      c- fit in with      d- run into

4- We've been talking about this project for a while, and it's time to .....

a- get into      b- reach out to      c- keep up with      d- follow through

5- If you ..... any trouble, just give me a call.

a- run into      b- keeping up with      c- get into      d- reach out to

6- A big part of my job is ..... the latest research in medical technology.

a- running into      b- getting into      c- keeping up with      d- fitting in with

7- Why should I change my habits to ..... their way of life?

a- fit in with      b- keep up with      c- get into      d- run into

8- You can always ..... me if you are feeling tired with your school work.

a- fit in with      b- reach out to      c- get into      d- run into

9- When I travelled to Spain, I tried hard to ..... the locals.

a- follow through      b- run into      c- get into      d- fit in with

10- The group had one successful song but failed to ..... with another hit record.

a- follow through      b- get into      c- keep up with      d- run into

**Read the definition then choose the correct answer a, b, c or d.**

1- Be accepted by other people in a group.

a-follow through      b-fit in with      c-keep up with      d-run into

2- Encounter problems or difficulties unexpectedly.

a-follow through      b-fit in with      c-keep up with      d-run into

3- Start something and finish it in a satisfactory way.

a-follow through      b-fit in with      c-keep up with      d-run into

4- Start to become interested in something.

a-follow through      b-get into      c-keep up with      d-run into

5- Stay updated and informed about something f offer help and support to someone.

a-follow through      b-fit in with      c-keep up with      d-run into



## Vocabulary: Unit 1 – lesson 6

### الاشتقاق Derivations

<b>نهايات الاسماء Nouns endings</b> ty- ment- ion- ist- ship- ance- or- er- bol	reality- prosperity- variety- society- apology - biologist- specialist- tolerance- prediction -breath- accomplishment- election- employment- action- symbol- behavior-electricity - guidance- decisions- devotion- motivation- education -pain
<b>نهايات الصفات Adjectives endings</b> ous- al- ed- ic- ble- ful- less- ive- ant-ary	real- special- social- tolerant- predictable- prosperous- active- symbolic- various – electrical- painful

1- Everyone endeavors a great deal to make dreams a .....

a- real	b- reality	c- realistic	d- really
---------	------------	--------------	-----------

2- When I grow up, I want to be a..... to study all types of living things.

a- biology	b- biologist	c- biologic	d- biologically
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3- My elder brother is a..... in designing artificial limbs.

a- special	b- specialist	c- specially	d- specialize
------------	---------------	--------------	---------------

4- Many people have more..... than others when dealing with the young generation.

a- tolerant	b- tolerance	c- tolerantly	d- tolerated
-------------	--------------	---------------	--------------

5- She hated to say the words for fear of causing ..... to him.

a- pain	b- painful	c- painfully	d- painless
---------	------------	--------------	-------------

6- The airline company ..... to passengers for the delay.

a- apologized	b- apology	c- apologist	d- apolitically
---------------	------------	--------------	-----------------

### أسماء سبقت بصفات

1- The situation is so uncertain that it is hard to make a confident.....

a- predictable	b- prediction	c- predict	d- predicted
----------------	---------------	------------	--------------

2- Gaining your boss confidence is really a great.....

a- accomplish	b- accomplishing	c- accomplished	d- accomplishment
---------------	------------------	-----------------	-------------------

3- Recently, Syria has undergone a lot of economic .....

a- prosperity	b- prosper	c- prosperously	d- prosperous
---------------	------------	-----------------	---------------

4- She was too young to vote in the national.....

a- elected	b- elect	c- electing	d- election
------------	----------	-------------	-------------

5- In economics, voluntary ..... is unpaid.

a- employment	b- employing	c- employee	d- employ
---------------	--------------	-------------	-----------

6- Civil rights are secured by a positive government .....

a- active	b- action	c- actively	d- activity
-----------	-----------	-------------	-------------

7- Many colors are used in the national flag. Each has a specific.....

a- symbolic	b- symbol	c- symbolical	d- symbolize
-------------	-----------	---------------	--------------

8- Civic.....is what citizens are expected to demonstrate in their daily lives.

a- behave	b- behavior	c- behaving	d- behaves
-----------	-------------	-------------	------------

9. We need to ..... people so that they understand the importance of a good and a healthy diet.

a- education	b- educating	c- educational	d- educate
--------------	--------------	----------------	------------



أسماء بعد حروف الجر

1- Tom was nearly out of ..... when he reached that high point.

a- breathe	b- breath	c- breathes	d- breathed
------------	-----------	-------------	-------------

2- I'm surprised by the .....of university departments that a high rank student can choose.

a- vary	b- variety	c- variously	d- various
---------	------------	--------------	------------

3- I went to a counselor for ..... on my career.

a- guide	b- guiding	c- guided	d- guidance
----------	------------	-----------	-------------

اسم معطوف على اسم

1- Future **plans** and ..... have a great importance in a person's life.

a- decide	b- decisions	c- decides	d- deciding
-----------	--------------	------------	-------------

2- Patriotism is **love of** and ..... to one's country.

a- devote	b- devotion	c- devoting	d- devotes
-----------	-------------	-------------	------------

3- A successful person is able to differentiate between fantasy and .....

a- real	b- reality	c- realistic	d- really
---------	------------	--------------	-----------

بداية الجملة اسم

1- ..... is an essential factor for making any success in life.

a- Motivation	b- Motivate	c- Motivated	d- Motivates
---------------	-------------	--------------	--------------

صفات بعدها أسماء

1- Individuals have ..... dreams in their day-to-day existence.

a- vary	b- variety	c- variously	d- various
---------	------------	--------------	------------

2- Very soon, ..... power will be supplied by underground cables.

a- electricity	b- electrical	c- electrically	d- electron
----------------	---------------	-----------------	-------------

3- Civil rights guarantee equal (,) opportunities

a- society	b- social	c- socially	d- socialize
------------	-----------	-------------	--------------

4- The necklace would be worth over SYP 500,000 at ..... prices.

a- currently	b- current	c- currents	d- correcting
--------------	------------	-------------	---------------

5 -Some citizens take an ..... role in the community.

a- activity	b- act	c- active	d- action
-------------	--------	-----------	-----------

## Unit 1 – lesson 7

**Phonetics**

**Homophones** **الجناس** are words that have the same pronunciation but different meanings and spellings

كلمات تسبقها			كلمات تسبقها		
which	Way	طريقة	to	Weigh	يزن
Know	Whether	سواء، اذا	the	Weather	طقس
the	Road	طريق	cyclist	Rode	ركب
His/my	Son	ابن	the	Sun	شمس
At	Eight	رقم ثمانية	I only/	Ate	أكل
the	Right	يمين	to	Write	يكتب
shop	By	بواسطة	usually	Buy	يشترى
sit	Here	هنا	To/ could	Hear	يسمع
Hit the	brake	مكابح	would	Break	يكسر
Some	flour	طحين	a	flower	ورد
prison	cell	زناينة	you	sell	يبيع
one	Hour	ساعة	before	our	لنا
at	night	ليل	the	knight	فارس
a	sea	بحر	He	see	يرى

1-Which .....should we use to .....the goods?

a-way/way                      b-way / weigh                      c-weigh/way                      c-weigh/way

2-No one knows.....the .....will be fine tomorrow.

a- weather / weather                      b- whether / whether                      c- whether / weather                      d- weather / whether

3. I don't know ..... to bring a jacket or not. The .....looks unpredictable today.

a- weather / weather                      b- whether / whether                      c- whether / weather                      d- weather / whether

4-I wanted to sit.....to be able to .....the speech well.

a- hear / hear                      b-here / here                      c- hear / here                      d- here / hear

5. I wanted to sit....., so I could .....the singer performing without any distractions.

a- hear / hear                      b-here / here                      c- hear / here                      d- here / hear

6-The cyclist .....his bike and set off quickly on the .....

a- road / road                      b-rode / road                      c- rode / rode                      d- road / rode

7-The man is enjoying his time with his .....on the beach under the.....

a-son / sun                      b-sun / son                      c- son / son                      d-sun /sun

8. My ..... is 13 years old. He likes to spend time outside in the.....

a-son / sun                      b-sun / son                      c- son / son                      d-sun /sun

9-I only.....a sandwich at .....before I went to bed.

a- eight/ ate                      b-eight/ eight                      c- ate / ate                      d- ate / eight

10-The teacher asked the students to .....down the .....answer.

a- write / right                      b-write / write                      c- right / write                      d- right / right

11-We usually .....our food from a shop .....the corner.

a- buy / by                      b-by / buy                      c- buy / buy                      d- by / by

12- If she didn't hit the.....in time she would ..... the car's side mirror.

a- break / brake                      b-brake / brake                      c- break / break                      d- brake / break

13. If you ..... rotten food, you will get arrested and end up in a prison .....

a- cell / sell                      b-cell / cell                      c- sell / cell                      d- sell / sell

14. To bake a .....-shaped cake, you'll need some.....

- a- flower / flower      b-flower / flour      c- flour / flour      d- flour / flower

14. We have one..... before .....appointment with the real estate agent.

- a- our / hour      b-hour / our      c- our / our      d- hour / hour

15. The..... is on his way to the castle, but traveling at.....is very dangerous.

- a- knight / night      b-night / night      c- night / knight      d- knight / knight

16. My little brother feels excited every time he.....a .....turtle.

- a- seas / sees      b-see / sea      c- sees / sees      d- sees / sea

## Everyday English: Unit 1- lesson 8

### Giving Advice

اعطاء نصيحة Giving advice	تقبل نصيحة Accepting the advice	تردد وعدم التأكد Hesitation and Uncertainty
<ul style="list-style-type: none"> <li>If I were you....</li> <li>You'd better</li> <li>You should. ...</li> <li>Try to....</li> <li>Instead of... you can</li> </ul>	<ul style="list-style-type: none"> <li>That's true. I haven't thought about that before.</li> <li>OK. I can do that.</li> <li>Yes, you're right. I'll do that.</li> <li>Of course! I should've thought about that.</li> </ul>	<ul style="list-style-type: none"> <li>-Maybe you're right, but.....</li> <li>-Well, you see.....</li> <li>-I'm not sure. Maybe I could.....</li> <li>-I haven't <u>made up my mind</u> yet</li> <li>-I'll have to think about that.</li> <li>-I don't know whether I could/Perhaps I can, It might work.</li> <li>-I don't know much about/ I'm not very good at /May not.</li> <li>-I can't decide yet.</li> </ul>

1-To give advice to your friend for being a heavy smoker you say.....

- a- Ok. I can't stop smoking      b-Yes, you are right, I'll do that  
c-You had better quit smoking      d-I'm not sure, maybe I could

2 -Your cousin who is travelling to England to study there. But he doesn't speak English well.

Give him some advice to improve his English.

- a- No I can't learn      b-Yes, you are right, I'll do that  
c-Ok, I will learn      d-If I were you , I would learn English

3-To accept advice. You say

- a- Yes, you're right. I'll do that      b- I can't decide yet  
c- You should study      d- I'm not sure

4-To Express Uncertainty You say

- a- Yes, you're right. I'll do that      b- I can't decide yet  
c- I have made up my mind      d- OK. I can do that

5. Your neighbor has got diabetes and he likes eating sweets. (Give advice)

- a- Ok. You must stop eating sweet      b- You should eat more sweets  
c- You had better quit eating sweet      d-I'm not sure, maybe I could

Unit 1 – lesson 9

**Writing:**

**Read the text then choose the correct answer a, b, c or d.**

I live in a large flat **1-** ..... I have two sisters. They are called Mary and Rose. We **2-**..... at seven o'clock every morning, and we have coffee. I leave the flat at eight and **3-**..... the university. I finish classes at five, and I arrive home at six. This month I **4-**.....very hard for my first exams.**5-**....., I am eating breakfast in the kitchen of our flat, my mother is drinking coffee, and my sisters **6-**.....magazines. On Saturday afternoons, I **7-**.....tennis with my friends, or I go to the cinema. Today, I'm going to see an English film! Sometimes I watch American films on TV, **8-**.....I do not understand the words! Do you like Films?

1-

a-in Madrid	b-on Madrid	c-at Madrid	d-to Madrid
-------------	-------------	-------------	-------------

2-

a-get up	b-are getting up	c-have got up	d-were getting up
----------	------------------	---------------	-------------------

3-

a-walked to	b-walk to	c- walking to	d-have walked to
-------------	-----------	---------------	------------------

4-

a-am working	b- work	c- worked	d-was working
--------------	---------	-----------	---------------

5-

a-At the moment	b-In the moment	c-at the moment	d-in the moment
-----------------	-----------------	-----------------	-----------------

6-

a-are reading	b-reads	c-read	d-were reading
---------------	---------	--------	----------------

7-

a-am playing	b-played	c-play	d-was playing
--------------	----------	--------	---------------

8-

a-and	b-but	c-or	d-nor
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## Student's book - Unit 2 – lesson 1

## النجاح Success

## Key words

Perseverance	مثابرة	Execute	ينفذ	Jet	طائرة نفاثة
Sacrifice	تضحية	Ingredient	مكون . عنصر	action-oriented	ذو توجه عملي
Accomplish	ينجز	Crucial	مهم	Inspiration	الهام
Capabilities	قدرات	Experience	خبرة . تجربة	Perspiration	عمل . جهد
Essential	اساسي	Confidence	ثقة	Significant	مهم جدا
Committed	ملتزم	Discover	يكشف	Benefit	فائدة
Preparation	استعداد	Trigger	يحفز . يشغل	Definition	تعريف
Remind	يذكر	Inevitably	حتما . لا محال	Status	مكانة اجتماعية

-Opportunities don't happen. You create them." Chris Grosser

-Try not to become a man of success. Rather become a man of value." Albert Einstein

-The way to get started is to quit talking and begin doing." Walt Disney

-Success is walking from failure to failure with no loss of enthusiasm." Winston Churchill

ما حب ، كله ذلك من الأكثر و التضحية ، الدراسة ، التعلم ، المثابرة ، العمل المجد انه . مصادفة ليس النجاح  
Success is no accident. It is hard work, **perseverance**, learning, studying, **sacrifice** and most of all, love of what  
يعرفون الناس بعض . اهدافك . تنجز ان يعني ، بالتعريف ، النجاح . تفعل ان تتعلم او تعمل  
you are doing or learning to do. Success, by definition, means to **accomplish** your goals. Some people define  
الناس عديد من يعتقد أيضا انه . امكانات الشخص و حالته او مكانته ، الغنى مثل بمقاييس النجاح  
success by **measures** such as wealth, position or status and one's **capabilities**. It is also believed by many people  
بعض هناك ، الواقع في . النجاح لك تشتري لا يمكن النقود ، حالات عدة في لكن ، غني يكون يجب الشخص الناجح ان  
That a successful person must be rich, but in many cases, money cannot buy you success. In fact, there are some  
يجب لكن ، شيء أساسي هدف تملك . اهدافك بوضع البدء . ناجحين نكون تساعدنا التي عوامل  
factors which help us be successful. Start by setting your **goals**. Having a goal is an **essential** thing, but it should  
مذكراً و ملتزماً تبقى ان و امكانياتك تمدد يتطلب انه . قابل للتحقيق الذي هدف ذكي يكون  
be a smart goal which is **achievable**. It requires to **stretch** your capabilities and to stay **committed** and remind  
سيكون للنجاح سر واحد فقط هناك اذا ، أكثر خطوة واحدة . الطريق نهاية ليست ان نفسك  
yourself that it is not the end of the road. One step more, if there was only one **secret** to success, it would be  
أيضا التوقيت . صعوبة بأقل المهمة لتتجز موقع افضل في يضعك سوف انه . التحضير  
**preparation**. It will set you in the best position to **execute** the task with the least difficulty. Timing also is a  
الخبرة أو الإعادة عبر التوقيت الجيد للحصول الطريقة الوحيدة النجاح عنصر حاسم  
crucial **ingredient** to success. The only method of obtaining good timing is through **repetition** or experience.  
فرصة أعلى تملك التي بالمهام الصغيرة تبدأ يجب . ناجح يكون ان الثقة يحتاج الشخص . علاوة عن ذلك  
Furthermore, one needs **confidence** to be successful. He has to start with smaller tasks that have a higher chance  
يصبحوا و الثقة ليينوا أولادهم الشباب يساعدوا ينبغي على الآباء . الثقة لبناء للنجاح  
of success to build up confidence. Parents should help their young children to build up confidence and become  
يساعدوهم و أولادهم مواهب بعمر مبكر يكتشفوا ينبغي ان . حياتهم في سعاد و ناجحين  
Successful and happy in their life. They should discover at an early age the **talents** of their children and help  
تبدأ عندما . الافعال أعلى صوتا من الاقوال . اهتماماتهم و بحاجاتهم يعتنوا و موهبتهم ينموا ان  
them to grow their gift and take care of their needs and **interests**. Actions are louder than words. When you take  
في من قبلك تأخذ خطوة كل . للنجاح تملك لا محالة سوف التي الأشياء أنواع كل تحفز انت ، بالعمل  
action, you **trigger** all kinds of things that will **inevitably** carry you to success. Every step taken by you in the  
لتكون . تتصرف حتى يحدث لاشيء . سرعة نفاثة الى اقرب يجلبك أهدافك و احلامك اتجاه  
direction of your dreams and goals brings you closer at **jet speed**. Nothing happens until you take action. To be  
ذو توجه عملي عالي هم الناس الناجحين الرفيعين كل . يفعله الناس الناجحين ما تعمل يجب انت ، ناجح  
successful, you have to do what successful people do. All highly successful people are highly action-oriented  
هي النجاح لإنجاز القاعدة الذهبية " . عمل و الهام النجاح يقال . ناس  
people. It is said: "Success is 10 % **inspiration** and 90 % **perspiration**." The golden rule to achieve success is to  
انت شيء ما حول سمعت أو قرأت انت اذا . ذلك اعرف انا : كلمات خطيرة ثلاث هذه . التعلم تابع  
keep learning. These are three dangerous words: "I **know that**." If you have read or heard about something, you

تعلم ان تكن . تعرف لا حينها ، تريد التي بالطريقة ناجح و غني لست اذا . تعرف لا انت  
do not know. If you are not rich and successful the way you want, then you do not know. **Become a 'learn it**  
لفائدتك تحدث لا الأشياء ان تعرف ان المهم انه . أخيراً تعرف كل شيء افضل من دائماً  
**all' rather than 'know it all'**. Finally, it is **significant** to know that things do not just happen to your benefit by  
مهم للفوز اللعب حيث اللعبة مثل الحياة . تحدث لتجعلها بجد تعمل يجب ان ،لوحدها  
themselves; you must work hard to make them happen. Life is like a game in which playing to win matters  
لا تخسر لكي اللعب من أكثر  
more than playing not to lose.

**Read the following text ,then choose the correct answer :**

**1. Success is no accident because it -----**

- a- is hard working      b- is easy to be successful      c- doesn't need learning      d- both a and b

**2. ----- is the main factor which helps you to be successful.**

- a- Poverty      b- laziness      c- Depression      d- Setting your goals

**3. To ..... is the golden rule to achieve success.**

- a- stop learning      b- keep waiting      c- keep learning      d- keep watching

**4. The only way of obtaining good timing is.....**

- a- repetition      b- experience      c- a and b      d- laziness

**5. To be a successful man you need -----**

- a- inspiration      b- preparation      c- both a and b      d- none of them

**Read the text again and decide whether these statements are True or False.**

- Success comes accidentally. (      )
- You shouldn't always say: "I know that." (      )
- Inspiration is more important than perspiration. (      )
- Things always happen to your benefit. (      )
- To be successful man, you have to learn from successful people. (      )

**Read the text, then match the highlighted words with their meanings**

Meanings	Highlighted words
1-Certain to happen and cannot be avoided	لا محال <b>Inevitably</b>
2- When you decide not to have something valuable in order to get something that is more important	يضحي <b>Sacrifice</b>
3- To initiate or activate something	يحفز <b>Trigger</b>
4- Hard work	مثابرة <b>Perseverance</b>
5-Determination to keep trying to achieve something in spite of difficulties	الهام <b>Inspiration</b>

**Choose the correct answer:**

**1-Certain to happen and cannot be avoided.**

- a- Sacrifice      b-Inevitably      c-Trigger      d- Inspiration

**2-To initiate or activate something.**

- a- Sacrifice      b-Inevitably      c-Trigger      d- Inspiration

**3-Determination to keep trying to achieve something in spite of difficulties.**

- a- Sacrifice      b-Inevitably      c-Trigger      d- Inspiration

Keep your chin up and keep going, you are the best.

## Workbook - Unit 2 - Success – lesson 2

### Famous Failures Who Refused to Give up

اشهر الفشلة الذين رفضوا الاستسلام

#### Key words

Destructive	مدمر	Reporter	مراسل	logs	سجلات
Failure	فاشل	Proving	اثبات	Genius	عبقري
Consequences	نتائج	Eliminated	ازالة	Namesake	لقب
Realize	يدرك	Polytechnic	مهني	Bankrupt	افلاس
Stepping-stone	حجر اساس	Insurance	تأمين	Heartache	وجع القلب
Inventors	مخترعين	Mind-boggling	مربك للعقل	Fame	شهرة
Patents	براءة اختراع	Operating systems	نظام التشغيل	Turn upside down	راس على عقب
Commercially	تجاريا	Analyzed	تحليل	Infamous	سيء السمعة

بقلب صافيان الايمان نحافظ بجد نعمل عندما . الفشل حياتنا في اللحظات تدمير اكثر من واحد  
 One of the most **destructive** moments in our lives is **failure**. When we work hard and keep **faith** with clear heart  
 نحن عندما . حياتنا على نتائج سلبية له بالتاكيد سوف انه ، نفشل و شيء لننجز روح و  
 and soul to **accomplish** something and fail, it will surely have negative **consequences** for our lives. When we  
 ان يدركون لا الناس معظم ، على كل حال .الهواء في يختفي يبدو كل شيء . رأس على عقب تنقلب الحياة نفشل  
 fail, life **turns upside down**. Everything seems to disappear into thin air. However, most people don't **realize** that  
 عندما حياتنا عن أكثر نتعلم يمكن باننا يعرفون لا هم . النجاح نحو نقطة انطلاق بمثابة الفشل  
 failure acts as a **stepping-stone** towards success. They don't know that we can learn more about our lives when  
 حياتهم لإخفاقات كبيرة مرة تعرضوا الذين الأشخاص المشهورين العديد وجد ، التاريخ عبر . نفشل  
 we fail. Throughout history, there have been many famous people who had once greatest failures in their lives,  
 للكمة الوصول قادرين كانوا و تجربتهم من التعلم استطاعوا لاحقا لكن  
 but later they could learn from their experience and were able to reach the top.  
 باسمه براءة اختراع ١٠٠ يمتلك . التاريخ في المخترعين شهرة الأكثر من واحد يعد اديسون توماس  
**Thomas Edison** is by far one of the most famous **inventors** in history. He holds 100 **patents** to his name.  
 مرة ١٠٠٠٠ أكثر فشل ، مصباح كهربائي قابل للتطبيق تجاريا ، اختراع محاولة عند ، مع على ذلك  
 However, when attempting to invent a **commercially**-viable electric light bulb, he failed over 10,000 times.  
 أنا . مرة ١٠٠٠٠ أ فشل لم أنا ، قال فقط هو مرات عديدة بالفشل شعر كيف صحفي من سنل عندما  
 When asked by a **reporter** how it felt to fail so many times, he merely stated, "I have not failed 10,000 times. I  
 أنا عندما . تعمل لن سوف طريقة ١٠٠٠٠ تلك ان اثبات في نجحت قدانا ، مرة أ فشل لم  
 have not failed once. I have succeeded in **proving** that those 10,000 ways will not work. When I have  
 الأعظم من واحد، أينشتاين البرت " تعمل سوف التي الطريقة اجد سوف ، تعمل لن التي الطرق أزلت  
**eliminated** the ways that will not work, I will find the way that will work." Albert Einstein, one of the greatest  
 السويسرية امتحان قبله فشل أيضا هو . عمره سنوات اربع كان حتى يتكلم لم ، وقتنا في المفكرين  
 thinkers of our time, didn't speak until he was four-years old. He also failed his **entrance** exam to the Swiss  
 وقت حتى ، والده حتى و . بعمر سنة ١٦ زورخ في الواقعة المدرسة المهنية الفيدرالية  
 Federal **Polytechnic** school located in Zurich at sixteen-years old. And, even his father, up until the time of his  
 في الواقع أينشتاين ، الكلية من تخرجه أخيرا بعد . فاشلا كبير ابنه اعتبر وفاته  
 death, **considered** his son to be a major failure. After eventually graduating from college, Einstein actually  
 أيضا ذلك في فشل هو لان فترة بعد استقال لكن ، كبايع تأمين عمل  
 worked as an **insurance** salesman, but quit after some time because he failed at that as well.  
 بالأب سيء السمعة المعروف و ، مليار ٨٠ دولار تقارب ثروة صافية محيرة للعقل جمع جيتس بيل  
**Bill Gates** has amassed a **mind-boggling** net worth of close to \$80 billion, and is known as the **infamous** father  
 و دوز مايكروسفت مثل أنظمة تشغيل لنا جلب . لبرمجة الحواسيب الشخصية الحديثة  
 of modern **personal-computing software**. He brought us **operating systems** such as Microsoft DOS and  
 على كل حال ، مثل عناوين شائعة للغاية جانب الى ، ويندوز  
 Windows, along with wildly-popular titles such as Microsoft Office's Word, Excel and PowerPoint. However,  
 فشلت سجلات المرور حلت التي ، تدعى شركته ، عمر سنة ١٧ عمر في  
 at the age of seventeen-years old, his company called, Traf-O-Data, which **analyzed** raw traffic logs, failed.



اشكال لنا جلب الذي العبقري المبدع ديزني والت

Walt Disney is the creative **genius** who brought us the likes of **Mickey Mouse**, Donald Duck and Snow White.

شركته الأولى . الإخفاقات العديد واجه لكنه تحمل الاسم نفسه شركة ديزني والت أنشأ

He created the Walt Disney Company after his own **namesake**. Yet, he faced many failures. His first company, Laugh-O-Gram went **bankrupt**. It wasn't until 5 years later and plenty of **heartache** - after he created Mickey

اخترع بعد ان الحزن من الكثير و لاحقا سنوات ٥ حتى يكن لم . أفلس

Mouse - did he begin to experience a small amount of success and **fame**.

الشهرة و النجاح من قدر ضئيل تجربة بدأ

Mouse - did he begin to experience a small amount of success and **fame**.

**Read the following text ,then choose the correct answer a,b,c or d :**

**1-The bad sides of failures that when we fail-----**

- a- life turns upside down. B-everything seems to disappear into thin air.  
C- a and b d- we feel happy

**2-----said "I have not failed 10,000 times. I have not failed once.**

- a- Disney b- Albert Einstein c- Gates d- Thomas Edison

**3. Einstein's father saw his son as a -----**

- a- failure b- successful c- brilliant d- hard working

**4.----- brought us operating systems such as Microsoft DOS and Windows....**

- a- Disney b- Einstein c- Gates d- Edison

**5. Disney experienced a period of success when.....**

- a- he created Mickey Mouse.  
b- his first company Laugh-O-Gram went bankrupt.  
c- a and b  
d- none of them

**6- When you work hard and fail, it will surely have ..... consequences for our lives.**

- a-good b- bad c- great d- happy

**Read the text again and decide whether these statements are true or false.**

1. Failure is good because it is a stepping-stone towards success. ( )  
2. When Albert Einstein was 4 years old, he wasn't able to speak. ( )  
3. Thomas Edison held 100 patents. ( )

**Match the words in bold in the text with their meanings below.**

The definitions	The words
1-Reduced to a state of financial ruins. خفضت إلى حالة من الدمار المالي	<b>Bankrupt</b> أفلس
2-Put an end to or get rid of something. وضع حد أو التخلص من شيء ما	<b>Eliminated</b> أزال
3-A means of guaranteeing protection or safety. وسيلة لضمان الحماية أو السلامة	<b>Insurance</b> تأمين
4-A means of progress or advancement. وسيلة للتقدم أو التطور	<b>Stepping-stone</b> نقطة انطلاق
5-Amazingly or confusingly large, great, etc. عظيم أو كبير بشكل مذهش أو مثير ، إلخ	<b>Mind-boggling</b> مربك للعقل
6-A special document that gives you the right to make something. وثيقة خاصة تمنحك الحق في عمل شيء ما	<b>Patents</b> براءة اختراع

**1. Their companies went ----- before they reached a great economic recovery.**

- a- bankrupt b- insurance c- stepping – stone d- patent

**2. Failures are often considered a-----of success in all areas of life.**

- a- eliminated b- insurance c- stepping – stone d- patent

**3. He obtained -----for inventing new things.**

- a- eliminated b- insurance c- stepping – stone d- patent

**4. Throughout his career, he won a ----- fortune of billions of dollars.**

- a- eliminated b- insurance c- stepping – stone d- mind boggling

**5. He retired after failing as a/an ----- employee.**

- a- eliminated b- insurance c- stepping – stone d- mind boggling

**6. He ----- useless methods until he finally succeeded.**

- a- eliminated b- insurance c- stepping – stone d- mind boggling

**He Who is not Courageous Enough to take risk will Accomplish nothing in life.**

من يخشى صعود الجبل يعيش طول العمر في الحفر

**Vocabulary: Unit 2 – lesson 3****Idioms** المصطلحات**Success Idioms**

Idioms	Meaning	key words
Back the wrong horse	يدعم الشخص الفاشل	Pick يختار -wrong خاطئ -lose يخسر
Ace a test	يحقق أعلى علامة في اختبار	Party حفلة -study يدرس
Join the ranks of	ينضم الى مجموعة او منظمة	Unemployed بطالة -nations امم
On a roll	متواصل النجاح والحظ الجيد	Team فريق -game لعبة
To be dead in the water	غير قادر على تحقيق النجاح	Project مشروع -dream حلم

1-His efforts didn't work at all; his **project** will be.....in the future.

a- **dead in the water**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

2-"If you ....., you can go to the **party**," said her parents.

a- **dead in the water**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

3-I think we are.....our **team** has won ten out of our twelve matches this season.

a- **dead in the water**      b- **joining the ranks of**      c- **on a roll**      d- **ace a test**

4-Don't ..... I think he will lose the match.

a- **back the wrong horse**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

5-Thousands of young people.....the **unemployed** each summer when they leave school.

a- **back the wrong horse**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

7-In a few years, our country should be able to ..... the world's most **developed nations**.

a- **back the wrong horse**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

8-I think you're supporting the **wrong** person. You shouldn't .....

a- **back the wrong horse**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

10. If you **study** hard enough, you will be able to..... with no troubles.

a- **back the wrong horse**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

11. You really .....when you **picked** that swimmer to win the race.

a- **backed the wrong horse**      b- **joined the ranks of**      c- **on a roll**      d- **ace a test**

12. My dream of going to Cambridge University .....

a- **dead in the water**      b- **join the ranks of**      c- **on a roll**      d- **ace a test**

13. This is our fifth win in the game! We are .....

a- **backing the wrong horse**      b- **joining the ranks of**      c- **on a roll**      d- **dead in the water**

## Unit 2 – lesson 4

### Pronunciation

#### (ED)

/t/ Verbs ending in a voiceless sound /p /, /f /, /k /, /s /, / sh / ch /	/id/ Verbs ending in sounds /d/ /t/	/d/ Verbs ending in other sounds
helped missed finished asked talked washed matched passed dressed	painted needed started educated connected recorded wanted ended reminded	believed ordered realized screamed improved phoned called

#### 1-(ed) in all these verb is pronounced /d/ except:

a-phoned	b- ordered	c- talked	d-improved
----------	------------	-----------	------------

#### 2-The (ed) in the word (ended ) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 3. The (ed) in the word (phoned ) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 4.The (ed) in the word (washed) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 5.The (ed) in the word (passed ) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 6.The (ed) in the word (wanted ) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 7.The (ed) in the word (ordered ) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 8.The (ed) in the word (helped ) is pronounced:

a-/it/	b-/t/	c-/d/	d-/id/
--------	-------	-------	--------

#### 9. The verb that has the final/id/ is. / دورة /

a-painted	b-talked	c-asked	d-phoned
-----------	----------	---------	----------

#### 10.The verb that has the final/id/ is. / دورة /

a-screamed	b-believed	c-asked	d-reminded
------------	------------	---------	------------

#### 11-The verb that has the final/ t / is. / دورة /

a-screamed	b-believed	c-finished	d-reminded
------------	------------	------------	------------

## Unit 2 – lesson 5

### Grammar:

### الحاضر التام Present Perfect

**Form :** Subject + have, has + Verb3 + Complement

**I , we , you , they** = have + V3

**He , she , it** = has + V3

**Adverbs :** just , for , since , already , so far , yet( at the end of question and negative) , ever( question), Recently , recent , before.

**Additional references:** How long ( question), Why are you crying?, I can't phone for .... , Over the years.. nowadays , How many times .....?,

**Example :** - I have just finished my homework.  
- I have **not** finished my homework **yet**.  
- **Have** you **ever** finished your homework?

1. I ..... Sami **for months**. How is he?

a- haven't seen      b- hadn't seen      c- didn't see      d- don't see

2. ....you **ever** won a competition?

a- Do      b- Have      c- Did      d- Will

3. **How long**.....your computer?

a- do you have      b- did you have      c- are you having      d- have you had

4. I..... it **for at least three years**. Maybe longer.

a- am having      b- have      c- have had      d- had

5. I .....just bought a new car.

a- has      b- have      c- did      d- will

6. We ..... friends **for more than ten years**.

a- are      b- were      c- have been      d- has been

7. ....to Canada **before**?

a- Have you been      b- Do you go      c- Did you go      d- Will you be

8. I ..... to the conclusion that **nowadays** nobody cares about anything.

a- came      b- will come      c- come      d- have come

9- **How long**..... here?

a- were you      b- are you      c- have you been      d- will you be

10. Ahlam Mestaghanmi ..... some of the best novels in **recent** years.

a- writes      b- wrote      c- has written      d- had written

11. **How many times**.....your house broken into?

a- have you had      b- do you have      c- did you have      d- are you having

12. I **can't phone for** an ambulance – I ..... my mobile.

a. loses      b. have lost      c. has lost      d. lost

13. In **recent** years, Syria ..... this new technology to facilitate public services for its citizens.

a- adopt      b- adopted      c- have adopted      d- has adopted

14. **Why are you crying?** Because my brother ..... an accident.

a- has      b- had      c- has had      d- have had

15. **Over the years**, technology ..... a significant role in developing the medical science.

a- plays      b- played      c- has played      d- have played

16- We ..... anything **yet**.

a- haven't decided      b- didn't decide      c- hasn't decided      d- won't decide

## Unit 2 – lesson 6

الحاضر التام المستمر

## Present Perfect Continuous

Form : Subject + have , has + **been** + Verb-ing + ComplementAdverbs : **all** , **for** (period of time) **now**, for almost..... , **look** ( adjective)

Example : - I have been studying all the day.  
 - I have **not** been studying all the day.  
 - **Have** you been studying all the day?

1-I.....**all** night.

a- don't sleep	b- haven't been sleeping	c-haven't been slept	d-did not sleep
----------------	--------------------------	----------------------	-----------------

2. She ..... on that manuscript **for two years now**.

a- works	b- worked	c-has been working	d-work
----------	-----------	--------------------	--------

3.I .....**for almost** an hour.

a-have been queuing	b-has queued	c- queue	d- had queued
---------------------	--------------	----------	---------------

4-Rachel, why are **your hands so soft**? Because I .....the washing-up.

a-do	b- did	c- had done	d-have been doing
------	--------	-------------	-------------------

5-Rachel, you **look tired**. Yes, I ..... the grass.

a-have been cutting	b- cut	c-cuts	d- had cut
---------------------	--------	--------	------------

6-Tom, your **hands are very cold**. Yes, I ..... the fridge.

a-have been defrosting	b- defrost	c- defrosted	d- had defrosted
------------------------	------------	--------------	------------------

7-Why are **your eyes red**, Mike? Because I ..... onions.

a-have been peeling	b- peel	c-peeled	d-had peeled
---------------------	---------	----------	--------------

8. I ..... here **all** afternoon.

a-have sit	b- sat	c-sit	d-have been sitting
------------	--------	-------	---------------------

## Grammar -Unit 2 – lesson 7

### الماضي البسيط Simple Past

**Form :** Subject + Verb 2 + Complement

**Regular** verbs end with **ed** = work – worked , visit – visited

**Irregular** verbs ( keep in mind) = buy – bought , take – took

**Auxiliary verbs :** did not ( negative) + verb 1.....

Did + verb1..... + ? ( question)

**Adverbs :** yesterday , ago , last ( period of time) , in 1999 , that day , that time , when.

**Example:** - We played basketball yesterday.  
- We did not play basketball yesterday.  
- Did you play basketball yesterday ?  
-

1. I ..... Jack last night.

a- see	b- saw	c- have seen	d- will see
--------	--------	--------------	-------------

2. I .....a writing competition in 2006.

a- won	b- win	c- have won	d- will win
--------	--------	-------------	-------------

3. A few weeks ago, a woman ..... to report a robbery at her house.

a- calls	b- called	c- has called	d- was calling
----------	-----------	---------------	----------------

4. I and my husband.....at home on that day.

a- are staying	b- stayed	c- stay	d- have stayed
----------------	-----------	---------	----------------

5. I .....there last year.

a- went	b- go	c- am going	d- have been going
---------	-------	-------------	--------------------

6. At the age of 24, Gandhi .....to South Africa.

a- moves	b- moved	c- was moving	d- has been moving
----------	----------	---------------	--------------------

7. The biggest turning point in young Gandhi's life ..... on June 7, 1893.

a- was	b- is	c- has been	d- were
--------	-------	-------------	---------

8. At that time, India .....a part of the British Empire.

a- was	b- is	c- has been	d- were
--------	-------	-------------	---------

9. The Syrian Nationality Law ..... enacted in 1969, by Legislative Decree 276.

a- was	b- is	c- has been	d- had
--------	-------	-------------	--------

10. In the 1990s, the new concept of "intelligent agent" .....

a- emerged	b- emerges	c- has emerged	d- has been emerging
------------	------------	----------------	----------------------

11. I always..... the TV news when I lived abroad.

a. watched	b. am watching	c. have watched	d. will watch
------------	----------------	-----------------	---------------

12- Jack is your best friend. .... him when you were at university?

a- do you meet	b- will you meet	c- did you meet	d- have you met
----------------	------------------	-----------------	-----------------

13- Anna ..... her exam last year.

a. passes	b. passed	c. will pass	d. has passed
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## Everyday English

<p style="text-align: center;"><b>تهاني Congratulate</b></p>	<p style="text-align: center;"><b>تعاطف Sympathy</b></p>
<ul style="list-style-type: none"> <li>• Congratulations! مبارك</li> <li>• We are proud of you. نحن نفتخر بك</li> <li>• You really deserve this honor. انت حقا تستحق هذا الشرف</li> <li>• Very well done! Keep it up. جيد ما فعلت! استمر بذلك</li> </ul>	<ul style="list-style-type: none"> <li>• I'm sorry about what happened. انا اسف لما حدث</li> <li>• You mustn't let this depress you. يجب ان لا تدع ذلك يحبطك</li> <li>• I'm sure this won't happen again. متأكد هذا لن يحدث مرة اخرى</li> <li>• I've no doubt that you'll do much better next time. لا اشك انك ستكون افضل بالمرة القادمة</li> </ul>

**1-A: I passed my driving test!**

B-

- a-I 'm sorry  
c-congratulation!
- b-Don't be depressed  
d-You can make it later

2- I've got low marks in the exam.

**B-** .....

- a-we are proud of you      b-I can't decide yet  
b-you mustn't let this depress you      d-well done

**3-A-My brother has won the prize.**

**B-** .....

- a-I'm sorry                      b-It's inconvenient  
c- congratulation!              d- This won't happen again

**4- Your school team has just won a football match. (Express congratulations)**

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| a- very well done! Keep it up        | b- I am sorry about what happened    |
| c- I am sure this won't happen again | d- you will do much better next time |

**5- Your father has got a new promotion at work.**

- a- We are proud of you.    B- I'm sorry about what happened    c- OK. I can do that.    D- I agree

**6-To express sympathy, we say .....**

- a-We are proud of you.  
c- I am sorry about what happened
- b-I can't decide yet.  
d-Congratulations!



**Writing:****Read the text and choose the correct answer a, b, c or d.**

I had a wonderful biology teacher, Mrs. Wilson. **1-** .....us excited about the subject **2-**..... she was so interested herself. I remember one lesson in particular; we **3-** .....different types of plants, and Mrs. Wilson was describing the types of the flower. She picked up a white flower, **4-** ..... was tulip, and then suddenly we noticed that she was crying! She apologized **5-**..... said that sometimes nature was so beautiful that it just made **6-**..... cry! **7-**.....what to do at first, but it certainly made us think. Somehow her enthusiasm **8-**..... me, and I started to like biology.

**1-**

a- she made	b- She made	c- She makes	d- She is making
-------------	-------------	--------------	------------------

**2-**

a- because	b-although	c-but	d-in order to
------------	------------	-------	---------------

**3-**

a- are studying	b- were studying	c- studied	d- study
-----------------	------------------	------------	----------

**4-**

a- which	b-who	c-whose	d-when
----------	-------	---------	--------

**5-**

a-but	b- and	c-so	d-or
-------	--------	------	------

**6-**

a-him	b-she	c-hers	d- her
-------	-------	--------	--------

**7-**

a- we didn't know	b- We didn't know	c- We don't know	d- we can't know
-------------------	-------------------	------------------	------------------

**8-**

a- inspiration	b- inspires	c- inspiring	d- inspired
----------------	-------------	--------------	-------------

## Tenses Revision

### Past Continuous-Simple past

● حدث كان مستمر بالماضي

● حدث كان مستمرا بالماضي عندما قطعه حدث آخر

<b>When</b> + V2 , Ving = When they came, I was reading. = When they came, I went out.
<b>While</b> + Ving , V2 = While she was cooking, I came in. = While she was cooking, I was studying.
<b>As</b> + Ving , V2 = As they were playing, it rained. = As they were working, I was playing.

**I / He / She /It** + was + Ving / **We/You/They** + were + Ving

**1. Did anything happen while you.....TV?**

a- are watching	b- watch	c- were watching	d- watched
-----------------	----------	------------------	------------

**2. It happened at four in the afternoon when she..... news on TV.**

a- watches	b- is watching	c- were watching	d- was watching
------------	----------------	------------------	-----------------

**3. What .....when your husband came home?**

a- were you doing	b- are you doing	c- do you do	d- did you do
-------------------	------------------	--------------	---------------

**4. I was preparing lunch when he.....**

a- has been coming	b- has come	c- came	d- was coming
--------------------	-------------	---------	---------------

**5. We noticed that she .....!**

a- cries	b- has cried	c- was crying	d- is crying
----------	--------------	---------------	--------------

**6. She hurt her back while she ..... in the garden.**

a. is working	b. was working	c. has worked	d. had worked
---------------	----------------	---------------	---------------

**7. As I was sleeping at night, my mobile phone .....**

a- rings	b- is ringing	c- rang	d- was ringing
----------	---------------	---------	----------------

**8. While I was writing my job, the electricity .....out.**

a- went	b- go	c- is going	d- goes
---------	-------	-------------	---------

**9. The teacher was asking us a very difficult question when the school bell.....**

a- rings	b- is ringing	c- rang	d- has rung
----------	---------------	---------	-------------

**10. The robbery happened at four o'clock while they .....**

a- were sleeping	b- sleep	c- are sleeping	d- slept
------------------	----------	-----------------	----------

**11. While we were getting ready to go out, the rain suddenly .....**

a- stop	b- is stopping	c- stops	d- stopped
---------	----------------	----------	------------

### Past Perfect-Simple past

● للتحدث عن حدثين في الماضي أحدهما وقع قبل الآخر ، الاول يكون بالماضي التام والثاني بالماضي البسيط.

**Subject + had + V3 / Subject + V2**

before – after – by the time –because – First - ( V2 + that) - wonder

**1. The lecture .....by the time they got there**

a- had started	b- starts	c- is starting	d- were starting
----------------	-----------	----------------	------------------

**2. They went on a big tour of Britain. First, they ..... in London for a few days.**

a- has stayed	b- stays	c- had stayed	d- are staying
---------------	----------	---------------	----------------

**3. When I heard the noise at the window, I knew that someone ..... to break into the house.**

a- had tried	b- tries	c- has been trying	d- is trying
--------------	----------	--------------------	--------------

**4. I felt annoyed that they ..... for me.**

a- don't wait	b- haven't waited	c- hadn't waited	d- will not waited
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**5. I knew her because I ..... her several times.**

a- visited	b- had visited	c- am visiting	d- have been visiting
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**6. When she came into the room, the burglar.....**

a- had already left	b- already left	c- already leaves	d- already leave
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7. I didn't watch the program about hurricanes on TV last night, because I..... a similar program.

a. had already seen      b. was already seen      . have already seen      c d. already saw

8. Only after he had visited me, he .....to London to study.

a-travel      b-travels      c- travelled      d-had travelled

9- I wonder what ..... while I was away.

a-had happened      b- happened      c- has happened      d- is happening

### Past Perfect Continuous

• للتحدث عن حدثين في الماضي أحدهما وقع قبل الآخر والآخر كان مستمراً.

**Form :** Subject + Had + been + Verb-ing + Complement

For / when / since / until + past (v2)      because      Had been + V ing

1.The program that was stopped .....well since 1945.

a. had been working      b. have worked      c. works      d-has been working

2.I looked terrible when I saw Joe last night because I ..... for over an hour and I was exhausted.

a. have been running      b. has been running      c. had been running      d-ran

3. I assumed you .....for the repairs until the end of last year.

a. paid      b. have been paying      c. are paying      d- had been paying

4. They .....for three hours when the storm suddenly broke.

a. had been running      b. have been running      c-are running      d-run

5. Times were hard and the family ..... for some time.

a- have been struggling      b. struggles      c- had been struggling      d-has been struggling

6- She ..... as a waitress for three years when he met her.

a. had been working      b. have worked      c. works      d-has been working

Student's book - Unit - 3 – lesson 1

تاريخ الشعر History of Poetry

Key words

Poetry	الشعر	Date back	يعود تاريخه	Criticism	النقد
Rhythmic	إيقاعي	Tablet	لوح	Notable	بارز
Evoke	يثير	Versions	إصدارات	Turn away	يبتعد
Response	استجابة	Excavations	حفريات	Mock-heroic	البطولة الهزلية
Employ	يستخدم	Sonnet	قصيدة من ١٤ بيت	Satire	الهجاء
Rhyme	قافية	Shift into	يتحول إلى	Necessary	ضروري
Epic	ملحمي	Restoration	عصر النهضة	Tablet	لوح
Poem	قصيدة	Elites	النخبة	Awareness	وعي
Mainstream	السائد	Tension	توتر	Selfhood	الذات الانسانية
Enduring	مستمر	Mastery	إتقان	Modernism	الحداثة
Renaissance	عصر النهضة	Expression	تعبير	Distinct	متميز
Consciousness	الوعي	Crucial	حاسم	Circulation	التداول
Terms	منظور	Vision	رؤية	Centrality	المركزية

اللغة الإيقاعية و الصوت و المعنى خلال من يعبر للتجربة و عي تخيلي هو الشعر Poetry is an imaginative awareness of experience expressed through meaning, sound, and rhythmic language و وزن الشعري و تستخدم و الأفكار موسيقى باسم عُرفت استجابة عاطفية لإثارة ك ذلك اختيارات choices so as to evoke an emotional response. It has been known as music of ideas and employs metre and rhyme, but this is by no means necessary.

أول أنها القصيدة الملحمية ان نعتقد قد ، ومع ذلك . السنين آلاف منذ موجوداً كان الشعر في الواقع In fact, poetry has been around for thousands of years. However, we might think of the epic poem as the first واحدة باعتبارها يُستشهد غالباً بملحمة قبل الميلاد من القرن العشرين في وقت مبكر ظهرت ، للشعر مثال instance of poetry, appearing as early as the 20th century B.C. The Epic of Gilgamesh is often cited as one of قصائد سومرية من يتألف قبل الميلاد القرن الثامن عشر إلى يعود تاريخها و ، الشعر الملحمي أعمال من أقدم. وهو the earliest works of epic poetry, dating back to the 18th century B.C. Consisting of Sumerian poems, it's a الحفريات الأثرية خلال إصدارات الألواح المختلفة العديد من خلال تم اكتشافه نص text that was discovered through many different Babylonian tablet versions during archaeological excavations. والإلياذة تشمل أن يجب - العالم الغربي في على الأقل - الشعر الملحمي أعمال بأبرز قائمة A list of the most notable works of epic poetry \_ at least in the Western world \_ would have to include the Iliad على مر هوميروس الشاعر إلى نُسبت التي الميثولوجيا اليونانية من أعمال وكلاهما ، الأوديسة and the Odyssey, both works of Greek mythology that have been attributed to the poet Homer. Throughout بالشكل الشعري اشتهر أشكال مختلفة ظهر الشعر التاريخ history, poetry has appeared in different forms. The sonnet form became best known as an English poetic form بعد قاد الشكل الشعري أين إلى القرن السادس عشر شكسبير وليم أعمال من خلال through the work of William Shakespeare in the 16th century. Where did the poetic form lead after the sonnet? عن الابتعاد الملحوظ و شعر عصر النهضة إلى ما تحول سرعان القرن الخامس عشر الشعر Elizabethan poetry of the 1500s soon shifted into Restoration Poetry and a marked turn away from the sonnet. صعود شهدت من ١٦٦٠ إلى ١٦٨٩ فترة عصر النهضة اللغة الإنجليزية ، الأولى الملكة عهد بعد Following the reign of Queen Elizabeth I, the English Restoration period, from 1660 to 1689, saw the rise of النقد الأدبي الإنجليزي في الأسماء أشهر أحد ربما يكون مثل ، النخب الأدبية literary elites, such as John Dryden, perhaps one of the best-known names of English literary criticism, والشعر و الدراما والترجمة translation, drama, and poetry. مع لم ينته للهجاء الشكل الشعري واستخدام البطولة الهزلية الشكل The form of the mock-heroic and the use of poetic form for satire didn't end with Dryden. Alexander Pope, الشعر استخدام في تقليد ، "اغتناب خصلة شعر" أعماله في شهرة الأكثر the most famous for his work The Rape of the Lock (1712), carried on Dryden's tradition of using poetry for comedic ends.

مثل كتابه و ، الفن السائد لقرون كان الشعر  
Poetry was for centuries a **mainstream** art, and writers such as Spenser, Milton, Donne, Blake, Wordsworth, كاللوحه لشكل مستمر مثل ، والأشكال و الصور من ، الجمال من عالماً خلق  
Tennyson and Browning created a world of beauty, of images and forms, as **enduring** as the painting of the الوعي الإنجليزي من جزء أصبح عملهم العصر الكلاسيكية موسيقى أو عصر النهضة  
**Renaissance** or the music of the classical age. Their work became part of the English **consciousness**. الفردي و الإتقان الرسمي بين التوتر منظور من ترى ان يمكن الشعر الإنجليزي قصة  
The story of English poetry could be seen in **terms** of a **tension** between formal **mastery** and individual الرؤية الشخصية على الانتباه تركيز في حاسمة كانت الحركة الرومانسية الذي التوتر وهو التعبير  
**expression**, a tension in which the Romantic Movement was **crucial** in focusing attention on the personal **vision** و ذواتهم الخاصة يستكشفون كانوا للشاعر  
of the poet. Blake, Wordsworth, Shelley, Keats, Tennyson and Whitman were exploring their own **selfhood** and مدرسة اي من جزء يكون او النماذج الحالية بإتقان مهتمين يعودوا لم هم للعالم استجاباتهم  
their response to the world; they were no longer **interested in** perfecting existing models, or in being part of any school أيضاً الحرب العالمية التي أحدثتها التغيير موجات و الحداثة  
Yet by the 20th and 21st centuries, **Modernism** and the waves of change brought about by world war also الشعر بالتداول العالمي يتمتعون أصبحوا أصوات متميزة ذوي لشعراء أعمال مما أدى ، الشعر على أثرت  
influenced poetry, resulting in works by poets with **distinct** voices who came to enjoy global **circulation**. Poetry طوروها الشعراء هؤلاء التي الأفكار موسيقى لكن ثقافتنا في المركزية بهذا المكانة يتمتع يعد لم ربما  
may no longer enjoy this position of **centrality** in our culture, but the music of ideas that these poets developed الإرث هذا يستكشف التاريخ هذا الماضي من تلقيناها التي الموروثات أثنى بين ما تزال  
is still among the most precious **legacies** that we have received from the past. This history explores that **legacy** يكون قدرا الشعر الحديث تحديات و حيوية مدى يظهر  
and shows how **vital** and challenging modern poetry can still be.

### **Choose the correct answer:(a,b, c or d )**

#### **1- What was the first instance of poetry?**

a- Epic poem	b- The sonnet	c- Elizabethan poetry	d- Restoration Poetry
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#### **2- The Rape of the Lock (1712) was written by.....**

a-Pope	b- Wordsworth	c-Milton	d-Dryden
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#### **3- The sonnet form became best known as an English poetic form through the work of.....**

a-Pope	b- Shakespeare	c-Milton	d-Dryden
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#### **4- The form of the mock-heroic and the use of poetic form for satire were used by.....**

a-Pope	b- Shakespeare	c- Dryden	d- both a and c
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### **Read the text again and decide whether these statements are True or False.**

1. Epics are the recent form of poetry.( )
2. The Iliad and the Odyssey are related to Latin mythology.( )
3. Shakespeare is credited with the appearance of the sonnet form in English poetry..( )
4. After John Dryden, **satire** was rarely used in poetry..( )
5. The Rape of the Lock by Alexander Pope ends with a tragedy.( )
6. Romantic poets wrote poems in a traditional style. ( )
7. Nowadays a lot of poets inherited their ideas from old poetry.( )

Meanings	Highlighted words
1-The lines end with words that have very similar sounds تنتهي السطور بكلمات لها أصوات متشابهة جداً	<b>Rhyme</b> قافية
2-The arrangement of sounds in poetry into patterns of strong and weak beats ترتيب الأصوات في الشعر في أنماط من النبضات القوية والضعيفة	<b>Meter</b> وزن الشعر
3-The activities of digging in the ground to look for old buildings or objects that have been buried for a long time شيء التي تم دفنها لفترة طويلة أنشطة الحفر في الأرض للبحث عن المباني القديمة أو ال	<b>Excavations</b> حفريات

4-A poem with 14 lines which rhyme with each other in a fixed pattern قصيدة من ١٤ سطرأ تتناغم مع بعضها البعض بنمط ثابت			Sonnet
5-A group of people who have a lot of power and influence because they have money, knowledge, or special skills مجموعة من الأشخاص لديهم الكثير من القوة والتأثير لأن لديهم المال أو المعرفة أو المهارات الخاصة			Elites نخبة
6- Making fun of people. يسخر من الناس			Mock يسخر
7- The use of humor or exaggeration in order to show how foolish or wicked some people's behavior or ideas are. استخدام الفكاهة أو المبالغة لإظهار مدى حماقة أو شرير سلوك أو أفكار بعض الناس			Satire هجاء
8-The period in Europe, especially Italy, in the 14 <sup>th</sup> , 15 <sup>th</sup> , and 16 <sup>th</sup> centuries, when there was a new interest in art, literature, science, and learning. الفترة في أوروبا ، وخاصة إيطاليا ، في القرن الرابع عشر والخامس عشر والسادس عشر ، حيث كان هناك اهتمام جديد بالفن والأدب والعلوم والتعلم			Renaissance عصر النهضة
9-Things inherited from a predecessor or the past. الأشياء الموروثة من سلف أو من الماضي			Legacies ارث
1-A group of people who have a lot of power and influence because they have money, knowledge, or special skills.			
a-elites	b-excavations	c-legacies	d-Renaissance
2- A poem with 14 lines which rhyme with each other in a fixed pattern.			
a-elites	b-excavations	c-sonnet	d-Renaissance
3- Making fun of people.			
a-mock	b-excavations	c-legacies	d-Renaissance
4- Things inherited from a predecessor or the past.			
a-mock	b-excavations	c-legacies	d-Renaissance
5- The activities of digging in the ground to look for old buildings or objects that have been buried for a long time.			
a-mock	b-excavations	c-legacies	d-Renaissance
6- The arrangement of sounds in poetry into patterns of strong and weak beats.			
a-metre	b-excavations	c-legacies	d-Renaissance
7- The lines end with words that have very similar sounds.			
a-mock	b-excavations	c-rhyme	d-Renaissance
8- The period in Europe, especially Italy, in the 14 <sup>th</sup> , 15 <sup>th</sup> , and 16 <sup>th</sup> centuries, when there was a new interest in art, literature, science, and learning.			
a-mock	b-excavations	c-legacies	d-Renaissance
9- The use of humor or exaggeration in order to show how foolish or wicked some people's behavior or ideas are.			
a-mock	b-excavations	c-legacies	d-satire
1. A serious and urgent request.			
a-devote	b-appeal	c-ode	d-eagerly
2. To dedicate or to give an amount of time, attention, etc. to something .			
a-devote	b-appeal	c-ode	d-eagerly
3. A poem or song written in order to praise a person or an event.			
a-devote	b-appeal	c-ode	d-eagerly
4. Very eager to argue or fight with people.			
a-devote	b-aggressive	c-ode	d-eagerly
5. Having an extremely strong desire to do or have a lot of something.			
a-devote	b-appeal	c-ode	d-eagerly

## Vocabulary

### اشكال الكلام في الشعر Figures of Speech in Poetry

**الاستعارة** هي شكل من أشكال الكلام الذي يصف شيئاً أو فعلاً بطريقة ما

- A **metaphor** is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a **comparison**.

تستخدم الاستعارات في الشعر والأدب وفي أي وقت يريد شخص ما إضافة بعض الألوان إلى لغته

**Metaphors** are used in poetry, literature, and anytime someone wants to add some color to their language.

e.g. The streets were a furnace. I can't walk anymore. لا أستطيع المشي بعد الآن. كانت الشوارع عبارة عن فرن.

• **التشبيه** عبارة تستخدم مقارنة لوصف.

• A **simile** is a phrase that uses a comparison to describe.

على سبيل المثال ، يمكن وصف "الحياة" بأنها تشبه "علبة الشوكولاتة". أنت تعلم أنك قد اكتشفت التشبيه عندما ترى الكلمات مثل أو كـ

For example, "life" can be described as similar to "a box of chocolates". You know you've spotted one when you see the words **like** or **as**

**التجسيد** هو شكل من الكلام يتم فيه تقديم فكرة أو شيء الصفات و / أو المشاعر البشرية أو يتحدث عنها كما لو كانت بشرية. إنه شكل شائع من الاستعارة في أن الخصائص البشرية تُنسب إلى الأشياء البشرية

**Personification** is a figure of speech in which an idea or thing is given human attributes and/or feelings or is spoken of as if it were human. It is a common form of metaphor in that human characteristics are attributed to nonhuman things

e.g. I like onions, but they don't like me. أنا أحب البصل ، لكنهم لا يحبونني

### What type of poetic device is used in each sentence?

1 He was as brave as a lion. ( **Simile** )

2 "All the world's a stage and all the men and women merely players; they have their exits and their entrances( **Metaphor** )

3 "Death lays its icy hands on kings." ( **Personification** )

4 "My love is like a red rose..." ( **Simile** )

5 "Death! Where is thy sting? Where is thy victory? ( **Personification** )

6. He is a lion. ( **Metaphor** )

7. The wind wrapped its fingers around my body. ( **Personification** )

8. The boat was tossed like a cork on the waves. ( **Simile** )

9. "Shall I compare thee to a summer's day? ( **Metaphor** )

10. Blind justice was not on his side. ( **Personification** )

1- He was as brave as a lion.

a-Metaphor	b-Simile	c-Personification	d-Comparative
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2- "All the world's a stage and all the men and women merely players; they have their exits and their entrances;"

a-Metaphor	b-Simile	c-Personification	d-Comparative
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3- "Death lays its icy hands on kings."

a-Metaphor	b-Simile	c-Personification	d-Comparative
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4- "My love is like a red rose..."

a-Metaphor	b-Simile	c-Personification	d-Comparative
------------	----------	-------------------	---------------

5- "Death! Where is thy sting? O grave! Where is thy victory?"

a-Metaphor	b-Simile	c-Personification	d-Comparative
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6- The wind wrapped its fingers around my body.

a-Metaphor	b-Simile	c-Personification	d-Comparative
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7- "Shall I compare thee to a summer's day?"

a-Metaphor	b-Simile	c-Personification	d-Comparative
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## Work book - Unit 3 – lesson 3

## A Prominent Figures in English Literature

## شخصيات بارزة في الادب الإنجليزي

## Key words

Prominent	بارز	Legend	اسطورة	Broke off	قطع
Consequences	نتائج	Reputation	سمعة	Crystallized	تبلورت
Literature	ادب	Stable	اسطبل	Odes	قصائد
Generation	جيل	Relatively	نسبياً	Versions	نسخ
Era	عصر - حقبة	Widowed	ارملة	Transmitter	ناقل
Devoted	كرس	Aggressive	عدائي	Accomplish	انجاز
Vivid	حية - نشطة	Occupation	منصب	Dresser	مصمم
Appeal	مناشدة	Surgeon	جراح	Sensations	احاسيس

لماذا جون كيتس شخص مهم؟ Why is John Keats important?

الى جانب، العصر الرومانسي من الجيل الثاني شاعرًا إنجليزيًا بارزًا  
John Keats (1795-1821) was a prominent English poet in the second **generation** of the Romantic **era**, along with Lord Byron and Percy Bysshe Shelley. He **devoted** his short life to the perfection of a poetry marked by **vivid** **imagery**, great touching **appeal**, and an attempt to express a philosophy through classical **legend**. His **reputation** grew after his early death, and he was greatly admired in the Victorian Age. His influence can be seen in the poetry of Alfred Lord Tennyson.

كيف كانت طفولة جون كيتس؟ What was John Keats' childhood like?

في موت والده بعد. التعليم الرسمي القليل نسبياً تلقى كيتس جون، مدير اسطبل ابن  
The son of a **stable** manager, John Keats received **relatively** little formal education. After his father died in 1804, Keats had close emotional ties to his sister, Fanny, and his two brothers, George and Tom. The Keats children lived with their **widowed** grandmother at Edmonton, Middlesex.  
John started school at Enfield. At school Keats was noted as an **aggressive** guy but in 1809 he began to read **eagerly**. And soul to **accomplish** something and fail, it will surely have negative **consequences** for our lives.

ما مهنة جون كيتس؟ What was John Keats' occupation?

هو حيث، لندن الى ذهب و ١٨١٤ في التدريب قطع هو. ١٨١١ في جراح قبل من تدريب كيتس جون  
John Keats was trained by a **surgeon** in 1811. He **broke off** the training in 1814 and went to London, where he worked as a **dresser**, or junior house surgeon, at Guy's and St. Thomas' hospitals. His literary interests had been **crystallised** by this time, and after 1817, he devoted himself entirely to poetry. From then until his early death, the story of his life was largely the story of the poetry he wrote.

ماذا كتب كيتس؟ What did John Keats write?

عام واحد كتب شعره العظيم كل. الملاحم و القصائد، كتب كيتس جون  
John Keats wrote sonnets, **odes**, and epics. All his greatest poetry was written in a single year, 1819: *Lamia*, *The Eve of St. Agnes*, the great odes: *To a Nightingale*, *On Melancholy*, and *To Autumn*, and the two unfinished *Hyperion* and *La Belle Dame sans Merci*.  
غير مكتملتان و الخريف الى و الكأبة في، العندليب: القصائد العظيمة، القديسة عشية  
Eve of St. Agnes, the great odes: *To a Nightingale*, *On Melancholy*, and *To Autumn*, and the two unfinished *Hyperion* and *La Belle Dame sans Merci*.  
تحليلاً و شهرة الأكثر بين من لا تزال رسائله و قصائده اليوم. ملحمة نسختان

**versions** of an epic on **Hyperion**. Today his poems and letters remain among the most popular and analysed in English literature. Keats is remarkably a sensitive collector, organiser and **transmitter** of **sensations**, who tasted the full, the beauties of the world and sought to increase them in his writings.

### Choose the correct answer:

1. Keats relationship with his family was .....

a- emotional	b- aggressive	c- frustrated	d- disappointed
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2. At school Keats was noted as an ..... guy.

a- aggressive	b- polite	c- peaceful	d- shy
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3. All his greatest poetry was written in .....

a- a single year	b- two years	c- a single month	d- many years
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4. The story of the poetry he wrote was about.....

a- his life	b- the beauties of the world	c- his father's death	d- Victorian Age
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### Decide if the following statements are True or False.

1. John Keats is considered one of the early romantic poets.

a- True	b- False
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2. Keats' poetry contained lively and attractive images.

a- True	b- False
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3. Keats' was a well-known and influencing poet during his life.

a- True	b- False
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4. Keats' literary interests appeared before he worked at hospitals.

a- True	b- False
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5. "To a Nightingale" is one of Keats' greatest epics.

a- True	b- False
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### Read the text, then match the highlighted words with their meanings

Meanings	Highlighted words
1- A serious and urgent request. طلب جاد وعاجل .	<b>Appeal</b> مناشدة
2- To dedicate or to give an amount of time, attention, etc. to something. لتكريس أو إعطاء قدر من الوقت والاهتمام وما إلى ذلك لشيء ما	<b>Devote</b> تكريس
3- A poem or song written in order to praise a person or an event. قصيدة أو أغنية مكتوبة من أجل مدح شخص أو حدث	<b>Ode</b> قصيدة غنائية
4- Very eager to argue or fight with people. حريص جدا على الجدل أو القتال مع الناس	<b>Aggressive</b> عدواني
5- Having an extremely strong desire to do or have a lot of something. أن يكون لديك رغبة قوية للغاية في فعل شيء ما أو امتلاك الكثير من الأشياء	<b>Eagerly</b> بلهفة

1. A serious and urgent request.

a- devote	b- appeal	c- ode	d- eaerly
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2. To dedicate or to give an amount of time, attention, etc. to something .

a- devote	b- appeal	c- ode	d- eagerly
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3. A poem or song written in order to praise a person or an event.

a- devote	b- appeal	c- ode	d- eagerly
-----------	-----------	--------	------------

4. Very eager to argue or fight with people.

a- devote	b- aggressive	c- ode	d- eagerly
-----------	---------------	--------	------------

5. Having an extremely strong desire to do or have a lot of something.

a- devote	b- appeal	c- ode	d- eagerly
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To be happy you must let go what's gone, be grateful for what remains. Look forward to what is coming.

## Grammar: Unit 3 - lesson

### Passive Voice المبنى للمجهول

**Present Simple Passive:** S + V1 + O      O + is /are + V3 + Co

1. Farmers **grow** food all over the country. Food.....all over the country.

a- grew	b- was grown	c- is grown	d- grows
---------	--------------	-------------	----------

2. They **send** you an email confirming your purchase. An email .....to you confirming your purchase.

a- is sent	b- were sent	c- sent	d- sends
------------	--------------	---------	----------

**Past Simple Passive:** S + V2 + O      O + was/ were + V3 + Co

1- Someone **broke** into a local jeweler shop yesterday. A local jeweler shop.....into by someone yesterday.

a- was broken	b- broke	c- breaks	d- is broken
---------------	----------	-----------	--------------

2- In the past, they **used** traditional methods. Traditional methods.....in the past.

a- were used	b- are used	c- used	d- was used
--------------	-------------	---------	-------------

**Present Continuous Passive:** S + Is /am/are + Ving + O      O + is /are/am + being + V3 + Co

1- Doctors **are** treating the owner of the shop for shock. The owner of the shop..... for shock by doctors.

a- treated	b- treats	c- is treated	d- is being treated
------------	-----------	---------------	---------------------

2. The public **is** losing confidence in cheques. Confidence..... in cheques by the public.

a- is being lost	b- lost	c- has been lost	d- are being lost
------------------	---------	------------------	-------------------

3- Now, people **are** using more sophisticated methods. Now, more sophisticated methods.....by people.

a- used	b- are used	c- have been used	d- are being used
---------	-------------	-------------------	-------------------

**Past Continuous Passive:** S + were/was + Ving + O      O + was/were + being + V3 + Co

1. Police officers **were** examining the evidence when the lights went off.

The evidence..... when the lights went off by police officers.

a- were being examined	b- examined	c- examines	d- was being examined
------------------------	-------------	-------------	-----------------------

2. The teacher **was** asking us a very difficult question when the school bell rang.

A very difficult question..... when the school bell rang by the teacher.

a- asked	b- are being asked	c- asks	d- was being asked
----------	--------------------	---------	--------------------

**Present Perfect Passive** S + Has/have + V3 + O      O + has/have + been + V3 + Co

1. local councils **have** opened many paths in the farming lands. Many paths.....by in the farming lands.

a- opened	b- open	c- have been opened	d- has been opened
-----------	---------	---------------------	--------------------

2. The government **has** constructed many plants. Many plants..... by the government.

a- constructed	b- construct	c- have been constructed	d- has been constructed
----------------	--------------	--------------------------	-------------------------

3- The police **have** organized a search for the robber. A search..... for the robber by the police.

a- organized	b- organizes	c- has been organized	d- have been organized
--------------	--------------	-----------------------	------------------------

4. My neighbor disappeared six months ago. I **haven't** seen him since then. He.....since then.

a- wasn't being seen	b- isn't being seen	c- hasn't been seen	d- haven't been seen
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5. The secretary **has** told the manager some bad news about the new project.

Some bad news.....to the manger about the new project

a- told	b- have been told	c- has been told	d- was being told
---------	-------------------	------------------	-------------------

7. The government **has** also established special banks for giving loans to farmers.

Special banks..... for giving loans to farmers.

a- established	b- have established	c- have been established	d- has been established
----------------	---------------------	--------------------------	-------------------------

**Past Perfect Passive:** S + Had + V3 + O      O + had + been + V3 + Co

1. They **had** caught Ms. Lee taking things from the shop. Ms. Lee.....taking things from the shop.

a- had been caught	b- caught	c- have been caught	d- had caught
--------------------	-----------	---------------------	---------------

2. After the interview, the owner **had** already offered me the job at his bank. After the interview, the job.....to me

a- offered	b- has been offered	c- had been offered	d- offers
------------	---------------------	---------------------	-----------

3-The owner **had** just locked up the shop. The shop.....up by the owner.

a- just locked	b- had just been locked	c- has just locked	d-was just locked
----------------	-------------------------	--------------------	-------------------

**Present Passive with Modal: S + modal + V1 + O      O + Modal + be + V3 + Co**

1. The organizers **will exhibit** the paintings till the end of the month. The paintings..... till the end of the month.

a- exhibited	b-will exhibit	c- exhibit	d- will be exhibited
--------------	----------------	------------	----------------------

2. People **must** always follow safety procedures. Safety procedures.....by people.

a- must follow	b- followed	c- must be followed	d- follow
----------------	-------------	---------------------	-----------

3. The government **will pay** Dr. Mahmoud 20 million Syrian pounds for his great invention.

-20 million Syrian pounds.....to Dr. Mahmoud for his great invention.

a- paid	b-will pay	c- would be paid	d- will be paid
---------	------------	------------------	-----------------

4.Farmers **can use** these vehicles to transport their crops. These vehicles.....to transport farmer's crops.

a- can use	b-can being used	c- can be use	d- can be used
------------	------------------	---------------	----------------

**Present with Modal: S + must have + V3 + O      O + must have been + V3 + Co**

1.Sami's parents **must have brought** him up to be more polite. He .....up to be more polite.

a- must have been brought	b- must has been brought	c- must be brought	d- brought
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### That

1. They **reported** that the railway line was buried under tons of rocks and earth.

It .....that the railway line was buried under tons of rocks and earth.

a-is reported	b-was reported	c- reported	d- reports
---------------	----------------	-------------	------------

2. Environmentalists **estimate** that 1500 square kilometers of rainforests is cut every year.

It.....that 1500 square kilometers of rainforests is cut every year

a-is estimated	b-was estimated	c- estimated	d- estimates
----------------	-----------------	--------------	--------------

3. Jane's friends **have thought** that she is furious at losing her job.

It ..... that Jane was furious at losing her job

a-is thought	b-was thought	c- thought	d- is thinking
--------------	---------------	------------	----------------

4. Students **claim** that this examination will be the most difficult one.

It.....that this examination will be the most difficult one.

a-is claimed	b-was claimed	c- claimed	d-has claimed
--------------	---------------	------------	---------------

5. Accountants **have reported** that the firm made a loss.

It..... that the firm made a loss.

a-is reported	b-was reported	c-has reported	d-has been reported
---------------	----------------	----------------	---------------------

6-Scientists **expect** that people will live on Mars in 2050.

It .....that people will live on Mars in 2050.

a-is expected	b-was expected	c- expects	d- expected
---------------	----------------	------------	-------------

طريقة معرفة جملة المبني للمجهول في حال عدم وضع الجملة الأساسية

1- It .....that money was a source of happiness.

a-was believed	b- believed	c-has believed	d- believes
----------------	-------------	----------------	-------------

2. Exporting certificates..... **for** importing small lorries and pick-ups **by** the Ministry of Transport as well as the Ministry of Economy

a- issued	b-are issued	c-has issued	d-is issued
-----------	--------------	--------------	-------------

3-These clothes.....**for** daily use, so you can wear them wherever you want.

a-design	b-are designed	c- designed	d- have designed
----------	----------------	-------------	------------------

4. The results of the researches.....to the students in the laboratory **now** by the professor.

a- are being shown	b- show	b-were shown	d-are showing
--------------------	---------	--------------	---------------

5- Some difficult questions..... **in** the interview **yesterday**.

a- was asked	b-were asked	c- asked	d-have been asked
--------------	--------------	----------	-------------------

### Unit 3 – lesson 7

#### المبنى للمجهول في حالة السؤال

When will they finish the work?	When will the work be finished?
When did he write the book?	When was the book written?
Have you paid the receipt?	Has the receipt been paid?
Does Firas write the letter?	Is the letter written by Firas?

1-How much do they spend on these activities?

How much.....on those activities?

a-were spent	b- had spent	c- is spent	d- are spent
--------------	--------------	-------------	--------------

2. ....paid tomorrow?

a- Will the fine	b- Will the fine be	c- Will the fine been	d- Will the fine being
------------------	---------------------	-----------------------	------------------------

3. Has anybody shown you what to do?

a- Have you been shown what to do?	b- Will you be shown what to do?
c- Are you shown what to do?	d- Had you been shown what to do?

4. Why didn't they mend the roof before it fell down?

Why.....before it fell down?

a- isn't the roof mended	b- wasn't the roof mended
c- weren't the roof been mended	d- hadn't the roof being mended

5. When is he going to pay the taxes? When.....?

a-are the taxes going to be paid	b- are the taxes paid
c. were the taxes paid	d. is the taxes going to be paid

## Unit 3 – lesson 6

### Everyday English

#### Asking for Information طلب معلومات

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| - Can you tell me..... يمكن ان تخبرني | - Is it necessary..... هل هذا ضروري |
| - What happens if..... ما سيحدث اذا   | - What..... ما - ماذا               |
| - When ..... متى                      | - How much ما السعر                 |

A: Can you tell me how much a sightseeing tour costs, please?

B: Certainly! The half-day trip is \$ 10.

A: And when does the boat leave?

B: There are departures at 10 a.m. and 2 p.m. every day.

A: Is it necessary to book in advance?

B: Well, the boats are always very popular on fine days.

A: What happens if the weather's bad?

B: Well, if it's really rough, of course we cancel the trip.

A: What's the weather going to be like next Saturday?

B: I'm afraid I really don't know. Why not take a chance!

#### 1- You have to send a parcel to your home. (ask about the way to the post office)

- a- That's true. I haven't thought about that before
- b- How long does it take me to get there?
- c- Can you tell me the way to the post office?
- d- I'm not sure if this is the best thing to do.

#### 2- Now you are in the post office. (ask the clerk how much it will cost)

- a- How much does it cost to send the parcel.
- b- How long does it take me to get there?
- c- Can you tell me the way to the post office?
- d- I'm not sure if this is the best thing to do.

#### 2. You have a school project and your elder sister is going to help you to do it. (Ask for information)

- a- That's true. I haven't thought about that before.
- b- It's ok.
- c- Can you tell me the way to do the project?
- d- I'm not sure if this is the best thing to do.

## Writing

Nizar Qabbani 1-..... in the Syrian capital of Damascus to a middle class merchant family. Qabbani was raised in Mi'thnah Al-Shahm, one of the neighborhoods of Old Damascus and 2-..... at the National Scientific College School in Damascus 3-..... 1930 and 1941. 4-..... was owned and run by his father's friend, Ahmad Munif al-Aidi. He later studied law at Damascus University, 5-..... was called Syrian University until 1958. He graduated with a bachelor's degree in law 6-..... . His poetic style combines simplicity and elegance in exploring themes of love, eroticism, religion. Qabbani began writing poetry when he was 16 years old; at his own expense, Qabbani published 7-..... book of poems, entitled The Brunette Told Me, while he was 8-..... at the University of Damascus in 1944.

1-

a-was born	b-is born	c-has born	d-born
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2-

a-study	b-studied	c-studies	d-studying
---------	-----------	-----------	------------

3-

a-among	b-between	c-behind	d-beyond
---------	-----------	----------	----------

4-

a-a school	b-A school	c-The school	d-the school
------------	------------	--------------	--------------

5-

a-where	b-which	c-whose	d-when
---------	---------	---------	--------

6-

a-on 1945	b-in 1945	c-since 1945	d-at 1945
-----------	-----------	--------------	-----------

7-

a-him first	b-his first	c-her first	d-he first
-------------	-------------	-------------	------------

8-

a-a student law	b-a law student	c-a low student	d-a student low
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## Student's book - Unit 4 – lesson 1

### تاريخ المسرح History of Drama

#### Key words

Term	مصطلح	Fraction	جزء	Revival	انتعاش
Drama	الادب المسرحي	Comedians	الكوميديين	Theatre	مسرح
Divided into	مقسم الى	Medieval	القرون الوسطى	Playwrights	كتاب المسرح
Tragedy	مأساة	Emerged	ظهر	out of date	قديم – منتهي
Emotion	عاطفة	Dominate	يهيمن	Witnessed	شهدت
Intellect	فكر	Dialogue	حوار	Trends	اتجاهات
Contemporary	معاصر	Frustration	احباط	Currents	تيارات
Involves	يتضمن	Self- destructive	تدمير نفسي	Innovative	تجديد-ابداع
Experimentation	تجارب	Decline	تراجع	Seemingly	على ما يبدو

فقط ومأساة كوميديا إلى مقسمة الدراما فعل تعني كلمة يونانية من يأتي الدراما مصطلح  
 The **term Drama** comes from a Greek word meaning "action". Drama is **divided into** comedy and **tragedy**. Only a small **fraction** of the work of five dramatists has survived to this day: the **tragedians** Aeschylus, Sophocles and Euripides; and the **comedians** Aristophanes and, from the late 4th century, Menander. **Medieval** drama, when it emerged hundreds of years after the original tragedies and comedies, was a new creation rather than a rebirth without being influenced by earlier drama.

أحد المسرح بما في ذلك، الفن أنواع جميع في انتعاشًا كبيرًا شهد عصر النهضة  
 The **Renaissance** saw a huge **revival** in all types of art, including **theatre**. William Shakespeare, one of the world's most renowned **playwrights**, wrote and produced many plays that are still performed regularly even today. Shakespeare was one of the first to merge comic elements into tragedies. He also developed a structure and several types of characters that are still common in modern drama.  
 الموضوعات الطبقة الوسطى حول و تم فيه كتابة من المسرحيات المزيد الذي لوقت هو كان القرن الثامن عشر  
 The 18th century was a time when more plays were being written for and about the middle class. The themes, language, and dramaturgy of Shakespeare's plays were now considered **out of date**, so that during the next two centuries the works of England's greatest dramatists were never produced **intact**.

أثرت كبير بشكل والتي أوروبا الغربية في بدأت الفترة الرومانسية القرن الثامن عشر نهاية قرب  
 Toward the end of the 18th century, the Romantic period began in Western Europe, which heavily influenced the theatre of that era and focused on **emotion** rather than **intellect**. This movement continued through the beginning of the 19th century.

على من التجارب الكثير تتضمن إنها سابقا جاء ما كل تأثير تظهر الدراما المعاصرة  
**Contemporary** drama shows the influence of all that has come before. It **involves** much **experimentation** with new forms and ideas. In the early part of the 20th century, musical drama came to **dominate** stages in New York and England, although each theatre season saw the release of straight dramatic plays as well.  
 بنوا إنجلترا في الولايات المتحدة في في الستينيات والسبعينيات الكتاب المسرحيين العديد من  
 Many playwrights of the 1960s and 1970s - Sam Shepard in the United States, Tom Stoppard in England - built

تبادل فكري أنه مجرد قراءة لا يمكن من الأحيان في كثير الحوار مسرحياتهم في اللغة حول مسرحيات plays around language. In their plays, **dialogue** frequently cannot be read simply as an intellectual exchange of نفسه بنفسه لا يمكن عليه السيطرة على يبدو من إحباط المجتمع عكسوا أيضًا الكتاب المسرحيين العديد للمعلومات information. Many playwrights also mirrored society's **frustration** with a **seemingly** uncontrollable, **self-destructive** world.

بقوة كبيرة أعيد إحيائها العصر الفيكتوري خلال تراجع حاد عانت التي الدراما The drama, which had suffered a steep **decline** during the Victorian Age, was revived with great force at the التيارات و الاتجاهات العديد من شهد عقود ستة مسار و الدراما في القرن العشرين في بداية beginning of the 20th century drama and the course of six decades has **witnessed** many **trends** and **currents** in من التقنية في إبداعًا أقل كانت الحركة الحداثية دراما مسرح القرن العشرين the 20th century drama. The drama of the Modernist Movement was such less **innovative** in technique than it روايتها و شعرها was its poetry and novel.

### 1-Choose the correct answer a , b, c or d:

#### 1. What are the two types of drama?

a-comedy and tragedy	b-Emotion and intellect	c- comedy and emotion	d-tragedy and intellect
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#### 2. Whose works have been survived to the present time in comedy?

a-Shakespeare	b-Aristophanes	c-Menander	d-Sophocles
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#### 3. What makes Shakespeare special in drama? Because he.....

a-merged comic elements into tragedies	b- wrote and produced many plays
c- saw the release of straight dramatic plays	d- built plays around language

#### 4. What was drama of the 18th century about?

a- emotion	b- intellect	c- innovative	d- frustration
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#### 5. In what period were Shakespeare's plays considered old and inconvenient?

a- The 18th century	b-the late 4th century	c-the 20th century	d-the 19th century
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#### 6. How was the theatre of the 18th century influenced by the Romantic period in Europe?

a-focused on emotion rather than intellect.	b- more plays were being written for and about the middle class
c- musical drama came to dominate stages	d- saw a huge revival in all types of art

#### 7. Why is contemporary drama different from old drama? Because it.....

a- involves much experimentation with new forms and ideas	b-had suffered a steep decline
c-focused on emotion rather than intellect.	d- focused on emotion rather than intellect.

### Complete the following definitions using words from the box.

Meanings	Highlighted words
1-Is known as a serious play or book that ends sadly, especially with the death of the main character . الكتاب الذي ينتهي بحزن على وجه الخصوص مع وفاة الشخصية الرئيسية يعرف بالمسرحية الجادة	<b>Tragedy</b> مأساة
2-Is a process in which something becomes active or strong again هي عملية يصبح فيها شيء ما نشطًا أو قويًا مرة أخرى	<b>Revival</b> إحياء
1-Is the ability to understand things and to think intelligently. هي القدرة على فهم الأشياء والتفكير بذكاء.	<b>Intellect</b> إدراك
2-Is a decrease in the quality, quantity, or importance of something. نقص في النوعية أو الكمية أو الأهمية.	<b>Decline</b> يتقلص
3-Means something belonging to the present time. تعني شيئًا ينتمي إلى الوقت الحاضر	<b>Contemporary</b> معاصر
4-To control someone or something or to have more importance than other people or things means to. للسيطرة على شخص أو شيء ما أو أن تكون له أهمية أكبر من الأشخاص أو الأشياء الأخرى	<b>Dominate</b> يهيمن

#### 1. .... is known as a serious play or book that ends sadly, especially with the death of the main character.

a-tragedy	b-intellect	c-decline	d-dominate
-----------	-------------	-----------	------------

#### 2. .... is the ability to understand things and to think intelligently.

a-tragedy	b-intellect	c-decline	d-dominate
-----------	-------------	-----------	------------

#### 3. .... is a decrease in the quality, quantity, or importance of something.

a-tragedy	b-intellect	c-decline	d-dominate
-----------	-------------	-----------	------------

4. To control someone or something or to have more importance than other people or things means to ...

a-tragedy	b-intellect	c-decline	d-dominate
-----------	-------------	-----------	------------

5. .... is a process in which something becomes active or strong again.

a-tragedy	b-revival	c-decline	d-dominate
-----------	-----------	-----------	------------

6. .... means something belonging to the present time.

a-tragedy	b-intellect	c-contemporary	d-dominate
-----------	-------------	----------------	------------

**Decide if the following statements are True or False.**

- 1-The Romantic period started in Western Europe (            )
- 2-The romantic period didn't affect the theatre (            )
- 3-Shakespeare was one of the first to merge comic elements into tragedies(            )
- 4-The Renaissance saw a large revival in all types of art, including theatre.(            )
- 5-The word Drama comes from a Greek (            )

## Remember

**Knowledge will give you power, but good character will give you respect.**

All the best for you all...  
God bless you

## Work book- Unit 4 – lesson

## William Shakespeare(1564-1616)

## Key words

Poet	شاعر	Verses	أبيات	Justification	تبرير
Regarded	اعتبر	Audience	جمهور	Dynasty	سلالة
Brought up	نشأ	Disaster	كارثة	Defeat	يهزم
Retired	تقاعد	Corrupt	فساد	Dramatizes	يعرض
Narrative	سردى	Interpreted	فسر	Characterized	تميزت
Misunderstanding	سوء فهم	Plots	حبكات	Wordplay	تلاعب لفظي
Mishaps	مصائب	Precise	دقيق	Misery	بؤس
Witty	بارع	Sequences	تسلسل	Disillusionment	خيبة أمل
Tight	ضيق	Fairy	قصص الجان	Hinge	تتوقف
Intelligence	ذكاء	Sympathy	تعاطف	fatal flaws	عيوب قاتلة

الإنجليزي في كاتب كأعظم اعتبر بشكل واسع، كاتب مسرحي و شاعر انجليزي شكسبير وليم  
**William Shakespeare** is an English **poet** and playwright, widely **regarded** as the greatest writer in the English  
 في نشأ و ولد شكسبير . كاتب مسرحي افضل العالم و الادب  
 literature and the world's best dramatist. Shakespeare was born and **brought up** in Stratford-upon-Avon.  
 مسرحية مالك جزئي و كاتب ، كمثل لندن في مهنة ناجحة بدأ و بين  
 Between **1585** and **1592**, he began a successful career in London as an actor, writer and part-owner of a playing  
 تقاعد يبدو . رجال الملك ك عرفت لاحقا ، رجال اللورد تدعى لشركة  
 company called the Lord Chamberlain's Men, later known as the King's Men. He appears to have **retired**  
 لاحقا سنوات ثلاث مات حيث ، عمر في حوالي  
 Around **1613** at the age of **49**, where he died three years later.  
 مسرحياته . الابيات أخرى قليلة و قصيدتين سرديتين طويلتين ، مسرحية ما مجموعه كتب شكسبير  
 Shakespeare wrote a total of **38** plays, **154** sonnets, two long **narrative** poems, and a few other **verses**. His plays  
 جيد كان . كاتب مسرحي آخر أي من أكثر أدب و اللغات كل الى ترجمت قد  
 have been translated into all languages and performed more than those of any other playwrights. He was good at  
 ثلاث من واحدة تكون المسرحية توقع جمهوره . مسرحيات جديدة الى ، الاساطير الرومانية و اليونانية ، المسرحيات القديمة بتحويل  
 turning older plays, Greek and Roman legends, into new plays. His **audience** expected a play to be one of three  
 نهاية سعيدة لها عادة التي كوميديا ، الماضي من قصص تعرض التي مسرحية تاريخية ، أنواع  
 types; **a history play** which **dramatizes** stories from the past; **a comedy** which usually has a happy ending; a  
 في احداث أو ناس حول مسرحيات تاريخية شكسبير . كارثة و بالموت تتميز التي مأساة  
**tragedy** which is **characterized** by death and **disaster**. **Shakespeare's history plays** are about people or events in  
 التي ، الرابع هنري و ، الثاني ريتشارد ، جون الملك مثل ، مسرحيات التاريخ الأولى شكسبير . تاريخ إنجلترا  
 England's history. **Shakespeare's first history plays**, such as *King John*, *Richard II*, and *Henry IV*, which were  
 تعرض ، و كيد توماس خاصة كتاب المسرح تأثرت  
 influenced by Elizabethan dramatists especially **Thomas Kyd** and **Christopher Marlowe**, dramatize the  
 لسالة تيودور كتبرير فسر و الحكم الفاسد أو الضعيف النتائج المدمرة  
 destructive results of weak or **corrupt** rule and have been **interpreted** as a **justification** of the Tudor **dynasty**.  
 بنجاحات الملكة البلاد فخر تظهر الثالث هنري و الثالث ريتشارد مثل مسرحيات التاريخ اللاحقة  
**Later history plays** like *Richard III* and *Henry III* show how proud the country was of the Queen's successes,  
 قوة عالمية عظمى صعود إنجلترا و اسبانيا ، العدو القديم هزيمة لاسيما  
 particularly the **defeat** of the old enemy, Spain, and of England's rise to a great world power.  
 المفعم بالحيوية الشخصيات المصائب و سوء الفهم على تستند بالمرح مليئة كوميديا شكسبير  
**Shakespeare's comedies** are full of fun and based on **misunderstanding** and **mishaps**; the characters are lively  
 دقيقة و حبكات مزدوجة ضيقة تحتوي ، كوميديا الكلاسيكية الأولى شكسبير . بارعة الحوارات و  
 and the dialogues are **witty**. **Shakespeare's early classical comedies**, containing **tight** double **plots** and **precise**  
 حلم ليلة منتصف الصيف أعماله الكوميديا أعظم للجو الرومانسي المجال أعطت تسلسلات كوميديا  
 comic **sequences**, gave way to the romantic atmosphere of his greatest comedies; *A Midsummer Night's Dream*

مشاهد الحياة المنخفضة الكوميديّة و سحر الجن ، رومانسية مزيج بارع هو  
is a witty mixture of romance, **fairy** magic and comic low life's scenes.

يكمل / **كما تحب** / العرض الريفي الساحر و / **الكثير من اللغز حول لاشيء من** / تلاعب لفظي و الذكاء  
The wit and **wordplay** of *Much Ado About Nothing* and the charming rural setting of *As You Like It* complete  
كوميديا العظيمة تسلسل شكسبير

Shakespeare's sequence of great comedies.

يكون الناس تجعل يمكن التي نهاية حزينة دائما اعماله التراجيدية شكسبير ، الكوميديا اعماله على عكس

Unlike his comedies, **Shakespeare's tragedies** always have sad endings which can make people cry. The  
شخصيات تتضمن اعماله التراجيدية شكسبير معظم . خيبة امل وخسارة، البؤس حول تستند اعماله التراجيدية  
tragedies are based around **misery**, loss and **disillusionment**. Most Shakespeare's tragedies involve characters of  
ليبر الملك و امير هو هاملت ، روما في رجل اهم قيصر يوليوس ، المجتمع في مكانة عالية جدا  
very high status in society; **Julius Caesar** is the most important man in Rome, **Hamlet** is a prince and **King Lear**  
بريطانيا حاكم هو

is a ruler of Britain.

و روميو حبات . فنه ذروة تمثل اعماله التراجيدية اعظم شكسبير ان يعتقدون النقاد عديد  
Many critics believe that Shakespeare's greatest tragedies represent the peak of his art. The plots of **Romeo and**  
و البطل تدمر و النظام تقلب الذي العيوب القاتلة تتوقف غالبا عطيل ، هاملت ، قيصر يوليوس ، جوليت  
**Juliet, Julius Caesar, Hamlet, Othello** often **hinge** on **fatal flaws** which overturn order and destroy the hero and  
العرض بعد . تهتز و تحرك الجمهور ، التراجيدية الشكسبيرية تشاهد بينما . نحب نحن أولئك  
those we love. While watching a Shakespearean tragedy, the audience is moved and shaken. After the show, the  
الرعب و الشفقة خالي هادنا كان الجمهور  
audience are calm, and washed clean of pity and terror.

بسبب كل مكان يحظى بالأعجاب كتاباته سمعة مستمرة شكسبير خلف السر  
The secret behind Shakespeare's continued **reputation** is that his writings are admired everywhere for their  
و قابلة للتصديق شخصياته ، بالنشاط مليئة مسرحياته . الإنسانية و الجمال الفطنة الذكاء  
**intelligence**, wit, beauty and humanity. His plays are filled with action, his characters are believable and his  
الكبير خلال تظهر التي إنسانية شكسبير هذا يكمن وراء . للقراءة مثيرة لغته  
language is exciting to be read. Underlying this is Shakespeare's humanity which is shown through his great  
الناس لجميع الحب و تعاطفه

**Sympathy** and love of all people.

**Choose the correct answer a, b or c to complete the following sentences.**

**1. Shakespeare's early history plays ..... the Tudor rule.**

a- criticize	b- highlight	c- give excuses to	d-attack
--------------	--------------	--------------------	----------

**2. Shakespeare's great history plays were written during .....**

a- the Elizabethan period	b- Tudor rule	c- the corrupt rule of England	d-1613
---------------------------	---------------	--------------------------------	--------

**3. Classical comedies of Shakespeare are based on .....**

a- a unique plot	b- a variety of plots	c- two plots	d- three plots
------------------	-----------------------	--------------	----------------

**4. Shakespeare's A Midsummer Night's Dream combines .....**

a- romance and magic	b- comic scenes	c- both a and b	d-loss and disillusionment
----------------------	-----------------	-----------------	----------------------------

**5. Shakespeare's tragedies always have.....**

a- sad endings	b- happy endings	c-comic endings	d-funny endings
----------------	------------------	-----------------	-----------------

**6. Shakespeare depended on ..... to write his history, comedy and tragedy plays.**

a-misunderstanding	b-mishaps	c-humanity	d- both a and b
--------------------	-----------	------------	-----------------

**7. Elizabethan dramatists influenced ..... to a large extent.**

a-Shakespeare's	b-Thomas Kyd	c-Christopher Marlowe	d-King John
-----------------	--------------	-----------------------	-------------

**8. The early comedies of Shakespeare were characterized by .....**

a-double plots	b-precise comic sequences	c-sad endings	d-both a and b
----------------	---------------------------	---------------	----------------

**9. After attending Shakespeare's plays, the audience feel .....**

a-calm	b-washed clean of pity and terror	c-sad and shaken	d-both a and b
--------	-----------------------------------	------------------	----------------

**10- Shakespeare died at the age .....**

a-49	b-50	c-51	d-52
------	------	------	------

**11- The secret behind Shakespeare's continued reputation is that his writings are.....**

a-mixture of romance	b-admired everywhere	c-influenced by Elizabethan dramatists	d-based on misery
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**12- Shakespeare's characters are unbelievable and his language is unexciting to be read.**

a-True	b-False
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**13- William Shakespeare is the greatest writer in the English literature and the world's best dramatist.**

a-True	b-False
--------	---------

Meanings	Highlighted words
1-A sequence of powerful leaders in the same family. سلسلة من القادة الأقوياء في نفس العائلة.	<b>Dynasty</b> سلالة
2-The act of defending by giving excuses. فعل الدفاع بإعطاء الأعذار	<b>Justification</b> تبرير
3-Using words in a clever and amusing way. استخدام الكلمات بطريقة ذكية ومسلية	<b>Witty</b> براع - فكاهة
4-Unpredictable outcomes that are unfortunate. نتائج غير متوقعة مؤسفة	<b>Mishaps</b> مصائب
5-A small being, human in form, playful and having magical power. كائن صغير، بشري في الشكل، مرح وله قوة سحرية	<b>Fairy</b> جن
6-Freeing from false belief. التحرر من المعتقد الخاطئ	<b>Disillusionment</b> تحرر من الوهم
7-To depend on something completely. للاعتماد على شيء ما بشكل كامل	<b>Hinge</b> تتوقف على
8-A feeling of intense unhappiness. شعور بالتعاسة الشديدة	<b>Misery</b> بؤس

**1- I thought all the cast gave ..... in the play last night.**

a-perform	b-performance	c-performing	d-performed
-----------	---------------	--------------	-------------

**2- I don't find that ..... particularly funny.**

a-comedy	b-comedian	c-comedic	d-comedies
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**3- It is unusual for a play to have two..... but this one did.**

a-directs	b-directions	c-directed	d-directing
-----------	--------------	------------	-------------

**4- Adel Imam is one of the best..... I have seen for a while.**

a-entertained	b-entertains	c-entertainment	d-entertaining
---------------	--------------	-----------------	----------------

**5- It was one of the best..... of a Shakespeare play I have ever seen.**

a-produce	b-production	c-produced	d-producing
-----------	--------------	------------	-------------

**6- My favorite actor makes only a brief ..... in the play.**

a-appear	b-appearance	c-appearing	d-appeared
----------	--------------	-------------	------------

**7- A fault because of doing something wrong.**

a- stab	b- curtain	c- guilt	d- blame
---------	------------	----------	----------

**8- A sport where you fight with a long thin sword.**

a- stab	b- Fencing	c- curtain	d- blame
---------	------------	------------	----------

**9- To kill with a knife.**

a- stab	b- Fencing	c- curtain	d- blame
---------	------------	------------	----------

**10- To hold someone responsible / accuse of.**

a- stab	b- Fencing	c- curtain	d- blame
---------	------------	------------	----------

**11- A piece of cloth that hangs over the window.**

a- stab	b- Fencing	c- curtain	d- blame
---------	------------	------------	----------



## Unit 4 – lesson

### Vocabulary

Multi part verb	Arabic meaning	key words
Check over	يفحص - يتحقق من	Joints مفاصل
Drive into	يدفع - يغرز - يصد	Nails مسامير
Eataway	يتآكل	Concrete اسمنت moisture رطوبة
Fene off	يسيج - احاطة	Area منطقة crime theater مسرح جريمة garden
Jack up	يرفع	Car سيارة
Pull down	يهدم	Old Building بناء قديم
Shore up	يدعم	Roof سقف

1- Make sure you -----the **joints** before you leave today.

a- Eat away	b- Shore up	c- Fence off	d- Check over
-------------	-------------	--------------	---------------

2- The carpenter has used a special hammer to -----the **nails** into the finished doors.

a- Check	b- Drive	c- Fence	d- pull
----------	----------	----------	---------

3- This harsh environment is going to -----at this **concrete** over time.

a- Eat away	b-Jack up	c-Drive into	d- Check over
-------------	-----------	--------------	---------------

4- The workers had to -----the **area** off in order not to harm anybody during the work.

a- check	b- fence	c- drive	d- jack
----------	----------	----------	---------

5- I have to -----the **car** to change the tire.

a- Eat away	b-Jack up	c-Drive into	d- Check over
-------------	-----------	--------------	---------------

6- We'll have to -----the **old building** down before they start work.

a- shore	b- Drive	c- Fence	d- pull
----------	----------	----------	---------

7- We need to -----the roof before it falls down.

a- Check over	b- Fence off	c- Eat away	d- Shore up
---------------	--------------	-------------	-------------

8-They are -----the bottom part of the **garden** because of a deep hole.

a- pulling down	b- fencing off	c- eating away	d- shoring up
-----------------	----------------	----------------	---------------

9-When we were on our way to Aleppo, our **car** broke down and we had to-----

a- shore up	b- pull down	c- eat away	d- jack up
-------------	--------------	-------------	------------

10. We need a suitable size of **nails** to be ----- that old chair to be repaired.

a- shored up	b- pulled down	c- eaten away	d- driven into
--------------	----------------	---------------	----------------

11. Houses by the sea are usually -----faster because of **moisture**.

a- eaten away	b- pulled down	c- fenced off	d- shored up
---------------	----------------	---------------	--------------

<b>Check</b>	up	over	into	down
<b>Drive</b>	off	into	down	up
<b>Fence</b>	into	off	of	down
<b>Jack</b>	over	up	down	into
<b>Pull</b>	over	down	up	off
<b>Shore</b>	off	up	over	into

1- To destroy something quite big.

a-eat away	b-check over	c-pull down	d-drive into
------------	--------------	-------------	--------------

2- To erode or corrode.

a-eat away	b-check over	c-pull down	d-drive into
------------	--------------	-------------	--------------

3-To force something into something else by hitting it.

a-eat away	b-check over	c-pull down	d-drive into
------------	--------------	-------------	--------------

4-To inspect for any faults, errors or defects.

a-eat away	b-check over	c-pull down	d-drive into
------------	--------------	-------------	--------------

### 5-To raise using some kind of mechanic or hydraulic device.

a-eat away	b-check over	c-jack up	d-drive into
------------	--------------	-----------	--------------

### 6-To restrict access using some kind of barrier.

a-fence off	b-check over	c-pull down	d-drive into
-------------	--------------	-------------	--------------

### 7- To support something or keep it from falling by placing something under or against it.

a-eat away	b-shore up	c-pull down	d-drive into
------------	------------	-------------	--------------

## Unit 4 – lesson

### حروف الجر Preposition

Afraid / Sick / Proud	of	Careless /Sure / worry / Pleased	about
Angry / Busy /experimented	with	Grateful	for
Brilliant / good / bad	at	Surprised	by
Keen	on	Stay/ organize	in
Cruel /head /move/back/walk	to	Stepped	onto
Fall / push /drive	off	Sank /Crash / jump	into
Drive	onto the beach	Move the chairs	into /out of
Drive	to Homs	Back	Into cage
Drive	from--- to	Run	onto/off

1- Bell, why are you **angry** ..... Jack?

a-with b-at c-in d-on

2- Because he is very **careless**..... his money.

a-with b-about c-in d-on

3- Is their son **good**..... school work?

a-with b-at c-in d-on

4- Yes, in fact he is **brilliant**..... everything

a-with b-at c-in d-on

5- Are you **pleased**..... Anna's exam result?

a-with b-at c-about d-on

6-Yes, we are very **proud**..... him.

a-with b-of c-in d-on

7- Why is Mr. Jack's dog **afraid**..... him?

a-of b-at c-in d-on

8- Because he is often **cruel**..... it.

a-with b-at c-to d-on

9- Some parties are **organized**.... 'la cabane à sucre'

a-with b-at c-in d-on

10- I was very **worried** .....the cold

a-with b-at c-in d- about

11-**Moving** .....a country with a very different climate could be a challenge!

a-with b-to c-in d-on

12-I **head** .....the Underground City.

a-with b-at c-in d-to

13-The wheels **sank**.....the sand

a-with b-at c-into d-on

14-My brother drove .....Homs in one hour.

a-with b-at c-in d-to

15-We thought we should **walk**..... the bakery.

a-to b-at c-in d-on

16-The vase **fell**..... the table and shattered on the floor.

a-with b-off c-in d-on

17-She suddenly turned and crashed .....the fence.

a-with b-at c-in d-into

18-What time does the flight ..... Cairo arrive?

a-with b-at c-in d-from

19-I slipped as I stepped ..... the platform.

a-with b-onto c-in d-on

20-Take your hands .....your pockets and help me!

a-with b- out of c-in d-on

21-She watched him walk ..... the platform.

a-with b-at c-onto d-on

22-He got into his car and drove .....

a-off b-at c-in d-on

23- It took a long time to **get** it ..... the lake and **back** ..... its cage.

a-out of/into b-in/at c-on/from d-with /into

24-Are you **pleased** ..... Anna's exam result?

a-with b-about c-in d-on

25-He needed eight people to **push** it .... the beach and **back**..... the road.

a-out of/into b-off/to c-on/from d-with /into

26- Henry drove his car ..... the beach.

a-with b-onto c-in d-in

27- We **drove** .....London **to** Edinburgh.

a-with b-from c-in d-on

28-The monkey escaped from its cage and **jumped**.... the lake.

a-with b-at c-into d-on



## Pronunciation

### الحذف Elision

**Elision** :The two sounds /t/ and /d/ are frequently elided, when they are found between two other consonants.

#### The sound /t/ may disappear.

a-bat	b-it is cold	c-it was easy	d the first girl
a-facts	b-face to face	b- fact	d-to face
a-last night	b-I met him	c- it is an apple	d-fast
a-cat	b- perfectly	c-that is wrong	d-wasted

#### The sound /d/ may disappear.

a- read it loudly	b- the second boy	c- lead to	d-paid to
a- I watched TV	b- I would eat	c- I had opened it	d-I worked early
a-I had eaten	b-the landlady	c-a big discuss	d-idea
a- wounded	b- handbag	c-I told her	d-should
a- road	b-killed	c-a broad area	d- hands

## Grammar

## السببية Causative Have – has - get

S + V1 + O	S + has, <b>have</b> + O + V3
S + V2 + O	S + <b>had</b> + O + V3
S + is, are, am + Ving + O	S + is, are, am + <b>having</b> + O + V3
S + has, have + V3 + O	S + have , has + <b>had</b> + O + V3
S + had + V3 + O	S + had + <b>had</b> + O + V3
+ modals + V + O	S + modals + <b>have</b> + O +V3
S - didn't + V1 + O	S + <b>had</b> + O + V3
S - V2 + O + myself	S - didn't + <b>have</b> + O + V3

**Form :** Subject + have, has + Object + Verb3

**Example :** he **didn't** **repair** his **car** himself. He **had** it **repaired**.

1. Ali's driving license **was taken** away by the police. Ali..... away by the police.

a-had it taken      b-has it taken      c-will have it taken      d-has had it taken

2. Tareq's windows were dirty, but he didn't have time to clean them himself. He.....

a-has them cleaned      b-had them cleaned      c-will have them cleaned      d-has had them cleaned

3. Mona's glasses **were broken**. Mona .....

a-had them broken      b-has them broken      c-will have them broken      d-has had them broken

4. Our electricity **was cut off** because we had forgotten to pay the bill. We.....because we had forgotten to pay...

a-had it cut off      b-has it cut off      c-will have it cut off      d-has had it cut off

5. John's clothes **were torn** in a fight. John.....in a fight.

a-has them torn      b-had them torn      c-will have them torn      d-has had them torn

6. Yesterday, the optician **checked** my mother's eyes. Yesterday, she.....

a-had them checked      b-has them checked      c-will have them checked      d-has had them checked

7. At the butcher's Ahmad **said**, "Please **cut** the meat into small pieces". Ahmad.....

a-has it cut      b-had it cut      c-will have it cut      d-has had it cut

8. The hairdresser **cuts** Rana's hair about twice a year. She.....twice a year.

a-had it cut      b-has it cut      c-will have it cut      d-has had it cut

9. Mrs. Hakim's doctor **will check** her heartbeat. She.....

a-had it checked      b-has it checked      c-will have it checked      d-has had it checked

10. Huda's bag **was pulled** off her shoulder. Huda ..... her shoulder.

a- had it pulled off      b- has it pulled off      c- will have it pulled off      d- has had it pulled off

11. A carpenter **is going to mend** the front door of our house. We.....

a-had it mended      b-are going to have it mended      c-will have it mended      d-has had it mended

12. Tom's boss **reduced** his pay. Tom.....

a-had it reduced      b-has it reduced      c-will have it reduced      d-has had it reduced

13. Lisa **didn't repair** the hairdryer herself. She.....

a-had it repaired      b-has it repaired      c-will have it repaired      d-has had it repaired

14. I **didn't cut** my hair myself. I.....

a-has had it cut      b-has it cut      c-will have it cut      d- had it cut

15. The mechanic **is changing** the oil in my car. I.....

a-had it changed      b-am having it changed      c-will have it changed      d-has had it changed

16. Ben **isn't going to build** that wall himself. He.....

a-had it built      b-has it built      c-will have it built      d-is going to have it built

17. My father **hasn't planted** the trees himself. He.....

a-had them planted      b-has them planted      c-will have them planted      d-has had them planted

18. Sarah **doesn't tidy** the room herself. She.....

a-had it tidied      b-has it tidied      c-will have it tidied      d-has had it tidied

19. I **repainted the house myself last month**. I.....last month.

a-had it repainted      b-didn't have it repainted      c-will not have it repainted      d-haven't had it repainted

20- I **planted the trees in the garden myself**. I .....

a-didn't have them planted      b-had them planted      c-have them planted      d-has them planted

إذا كانت الجملة مثبتة (أي ليست سؤال ولا نفي) والفاعل هو القائم بالفعل

1 -My mother **dyed** her **own** dress. She .....

a-didn't have it dye      b- had it dyed      c-doesn't have it dyed      d- has it dyed

2- My brother usually cuts his **own** hair. My brother.....

a-has his hair cut      b- doesn't have his hair cut      c- don't have his hair cut      d-had his hair cut

3-My neighbor **has painted** his **own** house. My neighbor.....

a-hasn't had it painted      b- has had it painted      c- doesn't have it painted      d- had it painted

## Unit 4 – lesson- Everyday English

### التردد و عدم التأكد Hesitation and Uncertainty

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• I'm <u>not</u> sure about that</li> <li>• I <u>haven't</u> made up my mind yet</li> <li>• I <u>don't</u> know whether I could</li> <li>• Perhaps I can</li> <li>• It might work</li> </ul> | <ul style="list-style-type: none"> <li>• I <u>don't</u> know much about</li> <li>• I'm <u>not</u> very good at</li> <li>• I <u>can't</u> decide yet</li> <li>• I'll have to think about that</li> </ul> |
|---|---|

**Marwan:** What about joining our new project, Tarek?

**Tarek :** Well, I'm **not sure about it**. How much will it cost me?

**Marwan:** Oh, only SYP 100.000.

**Tarek:** SYP 100.000 you say. Hm, **it sounds a bit risky to me**.

**Marwan:** Risky! There's no risk! We'll make a million.

**Tarek:** That's what you say. But **I don't quite understand your plan**.

**Marwan:** It's simple. We're going to open a cafe, "Yooooj Cafe".

**Tarek:** What's new about that? I don't quite follow you.

**Marwan:** Well, this won't be an ordinary cafe. We'll serve meals from a different country every night.

**Tarek:** Hm. **It might work if** you could find enough expert cooks .But really, **I can't decide yet**.

**Marwan:** Well, make up your mind quickly. It's a great opportunity!

**Tarek:** **Maybe, maybe not**

### Choose the correct answer a,b,c, or d.

**1- What about joining our new project, Tariq? (Express hesitation) (دورة)**

a- I'm not sure about that      b- Well, I agree      c- No, I refuse      d- Impossible!

**2- A friend asks you to join his football team. You would like but you aren't sure about your father opinion.**

a- Why not?      B- Of course I accept      c- Oh, I don't know whether I could      d- Well, I agree

**3- Your family is having dinner at a restaurant but you have an exam. (Express hesitation)**

a- When is the journey      b- I agree      c- I am not sure about that      d- Of course

**4- Your friends are going on a journey to Aleppo and want you to join them. It is your sister's birthday.**

a- Sure, I will go      b- Certainly, I can go      c- I haven't made up my mind yet      d- That is true

**5-To express Hesitation you say:**

a- Ok I can do that      b-Oh. I don't know whether I can  
c-I am sure this will not happen again      d-You mustn't let this depress you

**6-A: will the team win the match? (دورة)**

**B:**.....

a-I am not sure.      B- well done!      C- It's OK.      D-Keep it up

## Writing

**What do you prefer: watching a film, reading a book or attending a play?**

Well, you **1-.....** know that I read books, watch movies and theatre plays a lot. So why don't I have a favorite, you may ask? **2-.....** because I understand the limits of each one. **3-.....** we have **movies**. Movies use visual pictures, so eyesight makes 80% of our senses and that's why many people like movies better. They also use music that gives you a special feeling to each individual. Secondly, the same is with **theatre plays**. They use music and visualization like movies. **4-.....** is you are with the story Live, in the same room as characters and storyline. **Thirdly**, books are different **5-.....** movies and theatre plays, because there is no visual sense, **6-.....** they use words. Therefore, you visualise everything by yourself, so **7-.....** freedom in how you want to see a different character or imagine a place. **8-.....**, there really is no way to compare these three. They have limits and they use their sources in the best way they can.

1-

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

2-

a-it's	b-Its	c-It is	d-it has
--------	-------	---------	----------

3-

a-Firstly	b-Then	c-Although	d-So
-----------	--------	------------	------

4-

a- The different	b- the difference	c- The differently	d- The difference
------------------	-------------------	--------------------	-------------------

5-

a- than	b-then	c-from	d-of
---------	--------	--------	------

6-

a-and	b-but	c-so	d-then
-------	-------	------	--------

7-

a- there is	b- there are	c- there was	d- there were
-------------	--------------	--------------	---------------

8-

a-Moreover	b- Finally	c-Therefore	d-Nevertheless
------------	------------	-------------	----------------

**Remember:**

**We grow with learning, so never ever stop learning.**

**Take care and enjoy your time ....  
All the best for you all**

## Student book - Unit 5 – lesson 1

## Civil Rights الحقوق المدنية

## Key words

Acquire	يكتسب	Characteristics	صفات	Vote	يصوت
Obtain	ينال	Individuals	افراد	Facilities	مرافق
Political	سياسي	Violation	عنف – خرق	fair trial	محاكمة عادلة
Equality	مساواة	Participate	يشترك	Component	عنص
Guarantee	يكفل	Discrimination	تمييز	Prevented	منع
Opportunities	فرص	Repression	قمع	Denied	نكر
Law	قانون	Concepts	مفاهيم	Restrains	قيود
Regardless	بغض النظر	Inherently	بشكل فطري	Legislation	تشريع

## Injustice anywhere is a threat to justice everywhere

الظلم في أي مكان هو تهديد للعدالة في كل مكان

الحقوق هي الحقوق المدنية بينما ، على قيد الحياة كونه من يكتسبها الشخص التي الحقوق هي حقوق الانسان ، بعبارة بسيطة Simply speaking, human rights are the rights which **one** acquires by being **alive**, while civil rights are the rights حقوق هي الحقوق المدنية ، بمعنى آخر . حياة سياسية معينة في عضو قانونيا كونه يحصل المرء التي that one **obtains** by being a legal member of a certain **political** life. In other words, civil rights are the rights of المساواة و الفرص الاجتماعية تكافؤ تضمن هي. المساواة و ، الحرية الاجتماعية و السياسية في المواطنين **citizens** to political and social freedom and **equality**. They **guarantee** equal social **opportunities** and equal صفات شخصية أخرى أو دين ، عرق بغض النظر ، القانون تحت الحماية **protection** under the law, regardless of race, religion, or other personal **characteristics**. الحكومات من قبل العنف من حرية الافراد تحمي التي الحقوق من فئة الحقوق السياسية و المدنية Civil and political rights are a class of rights that **protect** individuals' freedom from violation by governments, الحياة السياسية و المدنية في المشاركة حق الفرد تضمن. الافراد بصفة خاصة و ، المنظمات الاجتماعية social organizations, and **private** individuals. They ensure one's right to **participate** in the civil and political life حقوق الانسان مثل مفاهيم الحقوق الأخرى على عكس . قمع أو تمييز بدون الدولة و للمجتمع of society and the **state** without **discrimination** or **repression**. Unlike other rights **concepts**, such as human rights يجب الحقوق المدنية الطبيعية أو الله من ربما بشكل فطري الحقوق يكتسبون الناس من خلالها ، الحقوق الطبيعية أو or natural rights, in which people acquire rights **inherently**, perhaps from God or nature, civil rights must be الدولة سلطة من تضمن و تمنح given and guaranteed by the power of the state.

بالخدمات الحكومية الحق ، بالمحاكمة العادلة الحق ، بالتصويت الحق ، تتضمن الحقوق المدنية امثلة Examples of civil rights include the right to **vote**, the right to a **fair trial**, the right to government **services**, the عنصر أساسي الحقوق المدنية. المرافق العامة باستخدام الحق و بالتعليم العام و الحق right to a public education, and the right to use public **facilities**. Civil rights are an **essential** component of يتم حقوقهم المدنية ، المجتمع السياسي المشاركة من يُمنعون الافراد عندما ، للديمقراطية democracy; when individuals are **prevented** from participating in political society, their civil rights are being الحكومة على القيود بفرض تأمينها يتم حريات هي التي ، الحريات المدنية على عكس إنكارها **denied**. In contrast to civil liberties, which are freedoms that are secured by **placing restraints** on government, تسعى قوانين الحقوق المدنية . تشريعات شكل على غالبا ، إجراءات حكومية إيجابية من خلال مؤمن الحقوق المدنية civil rights are secured by positive government **action**, often in the form of **legislation**. Civil rights laws attempt أساس على تعرضوا للتمييز بشكل تقليدي الذين للأشخاص المواطنة المتساوية الكاملة لضمان to guarantee full and equal **citizenship** for people who have traditionally been discriminated against on the basis الخصائص الجماعية بعض على of some **group** characteristic.

**Choose the most appropriate completion a, b, c or d.**

- 1- Human rights are guaranteed to each individual in society .....**  
a-after death      b- during lifetime      c- after the age of 18      d- after getting married
- 2- In comparison with civil rights, human rights .....**  
a-are given to individuals by the government  
b- are acquired by nature  
c- are freedoms made by the individuals themselves  
d- both a and b
- 3- The right to use public facilities is an example of a .....**  
a human right      b natural right      c civil right      d- none of them
- 4- It is ..... to prevent people from participating in political life.**  
a-urgent      b- legal      c- illegal      d- lawful
- 5- Legislations are formed by the government to ..... that people enjoy their civil rights.**  
a- prevent      b-assure      c- ignore      d -forget

**Read the text and decide whether these statements are True or False.**

- 1-Example of civil rights is the right to a fair trial. (      )
- 2-Civil rights must be given and guaranteed by the power of the government.(      )
- 3-Civil rights are not important component of democracy. (      )

**Match these words with their meanings.**

Meanings	Highlighted words
1-To give an assurance that something will be done right. لتأكيد أن شيئاً ما سيتم القيام به بشكل صحيح	Guarantee ضَمَان
2-A law or set of laws. قانون أو مجموعة قوانين	Legislation تَشْرِيع
3- To say that something isn't true. أن نقول أن شيئاً ما ليس صحيحاً	Deny رَفَضَ
4- A legal process to decide if somebody is guilty or no. عملية قانونية لتحديد ما إذا كان شخص ما مذنباً أم لا	Trial محاكمة
5 -An action that breaks a law, an agreement or a principal. العمل الذي يكسر القانون أو اتفاق، أو مبدأ	Repression قمع
6- A formal choice you take in an election. اختيار رسمي تتخذه في الانتخابات	Vote تَصَوُّيت
7- Rules which limit what people can do. القواعد التي تحد من ما يمكن أن يفعله الناس	Restrains قيود
8 -The practice of treating someone less fairly than others. ممارسة معاملة شخص أقل إنصافاً من الآخرين	discrimination تَمْيِيز
9-Using force to control a group of people and restrict their freedom. استخدام القوة للتحكم بمجموعة ناس و تقييد حريتهم	Violation عنف

**Vocabulary:**

The word	The opposite	The word	The opposite
1. dead ميت	Alive حي	4. allowed سمح	Prevented منع
2. unjust غير عادل- ظلم	Fair عادل	5. admitted اعترف	Denied انكر
3. artificial اصطناعي	Natural طبيعي	6. negative سلبي	Positive ايجابي

## Workbook - Unit 5 – Civil Rights - lesson 2

### حق التعليم The Right To Education

#### Key words

education	تعليم	entitled to	يتمتع ب	politicians	سياسيين
universal	عالمي	available	متاح	cultures	ثقافات
schedule	جدول	exception	استثناء	enhance	يعزز
achieve	ينجز	vocational	مهني	horizon	أفق
sustainable	مستدام	institution	مؤسسة	philosophies	فلسفات
get rid of	يتخلص من	adheres	يلتزم	aspects	جوانب
poverty	فقر	standards	معايير	promote	يطور
mandatory	الزامي	segments	فئات	adopting	يتبنى

A child without education is like a bird without wings

الطفل بلا تعليم كطائر بلا اجنحة

التي الأهداف احد هو . للإنسان الحقوق العالمية الأساسية احد هو التعلم في الحق

The right to education is one of the **basic universal** rights of the human being. It is one of the goals that the

التنمية المستدامة تحقيق من أجل ٢٠٣٠ لسنة المتوقع و يدعمها جدول التعليم

education schedule supports and is expected for the year 2030 in order to **achieve** sustainable development

الفردى انجاز و الفقر من للتخلص الافراد تمكن التي القوة انه . الأمم المتحدة تستهدفها

aimed by the United Nations. It is a force that enables individuals to get rid of **poverty** and achieve individual

الافراد لجميع ، بقانونها الخاص مصانة للدولة الزامى شيء انه . الرفاه الاجتماعي و

and social **well-being**. It is something **mandatory** for the state, guaranteed by its own law, for all individuals

من عدد يتضمن الذي العالم انحاء كل في التعليم في الحق انه . التميز من شكل أي دون

without any form of **discrimination**. It is the right to education in all parts of the world that includes a number of

مجانا للجميع التعليم الابتدائي في الحق انه . بها يتمتعون الافراد التي الحقوق و الحريات

freedoms and rights that individuals are **entitled** to. It is the right to have primary education for all, free of

مجالاته جميع في و استثناء ، بدون لكل شخص متاح التعليم الثانوي الحق

charge, the right to have secondary education available to everyone without **exception**, and in all its fields,

أي بدون التعليم العالي الى بالوصول المساواة يضمن ، كل شيء فوق . تدريبية او مهنية ، تقنية سواء

whether technical, vocational, or training. Above all, it guarantees equal access to higher education without any

الخاصة او الحكومية سواء ، التعليم الهادف الجودة يضمن و تحيز او فرق

**distinction** or **discrimination**, and **ensures** quality and meaningful education, whether in public or private

أولادهم المدارس المناسبة بحرية اختيار الاباء حق هو التعليم . الجامعات و المدارس

schools and universities. Education is the right for parents to choose freely appropriate schools for their children

أي انشاء بحرية الحق هو ، بالإضافة . دياناتهم و معتقداتهم عن النظر بغض بها تسجيلهم و

and **enroll** them **in**, regardless of their **beliefs** and **religions**. In addition, it is the right to freely establish any

و بالطلاب فيما يتعلق الدولة و الحكومة وضعتها التي بالمعايير تلتزم التي مؤسسة تعليمية

educational **institution** that **adheres** to the standards set by the government and the state regarding students and

يتكون الذي ، المجتمع بناء في دور عظيم له لان أهمية عظيمة له التعليم . الهيئة التدريسية

academic staff. Education is of great importance because of its great **role** in building society, which is made up

عالم جديد معرفة على الحصول في تكمن أهميته . غيرهم و سياسيين ، قادة ، معلمين من الشرائح جميع من

of all **segments** of teachers, leaders, politicians and others. Its importance lies in getting to know a new world.

و التفاهم تعزيز يساعد انه و عوالم و ثقافات أخرى يتعرفون الناس ، التعلم من خلال

Through education, people get to know other **cultures** and worlds, and it helps to **enhance** understanding and

أيضا انه . وفلسفاتهم و العظماء لمعرفة الأفق يفتح و ، بينهم التواصل

communication between them, and open the **horizon** to knowledge of the great and their **philosophies**. It also

النظر دون ، اشخاص جدد و اهتمامات ، أشياء جديدة معرفة على الحصول المغامرة و المرح جلب في يساعد

helps in bringing fun and **adventure** by getting to know new things, interests and new people, without looking

و اشخاص اخرين يعرف يستطيع الانسان ، التعلم عبر . الامتحانات صعوبة و الكتب موضوع الى فقط

only at the subject of books and difficult exams. Through education, a person can get to know other people and

من جوانب مختلفة يتعلم المرء ما تطبيق خلال مهارات حياتية مختلفة تطوير و شبكة اجتماعية بناء

build a social network and develop different life skills by applying what one learns in different **aspects** of



المبادئ هذه كل لدعم بجد تعمل الحكومة ، سورية في هنا . الحياة السياسية أو الاجتماعية ، الاقتصادية economic, social or political life. Here in Syria, the government is working hard to **promote** all these principles التدريس في طرق جديدة تتبنى و التعليم المجاني عبر المجتمع في in society through free education and **adopting** new methods of teaching.

**Choose the most appropriate completion a, b or c d.**

**1. The right to education is one of the ..... universal rights of the human being.**

a- crucial      b-significant      c-important      d- all answers

**2. Education ----- individuals to get rid of poverty.**

a-prevents      b-enables      c-stops      d- denies

**3. The right to education is something .....for the state, for all individuals without any form of discrimination.**

a-obligatory      b-voluntary      c- useless      d- unimportant

**4-Education ----- people's knowledge about the world.**

a-reduces      b- decreases      c-increases      d- stops

**5. Education is of great importance because of its great role in ..... the society.**

a-destroying      b – deforming      c- developing      c- ignoring

**Read the text and decide whether these statements are True or False.**

1. Individuals are able to achieve social security through communication. (      )
2. The right to education prevents individuals from making decisions freely.(      )
3. Education schedule ensures quality and meaningful education only in public schools.(      )
4. Education decreases people's knowledge about the world. (      )

**Match these words with their meanings.**

The definitions	The words
1- Behave according to the law. يتصرف وفقاً للقانون	Adhere يلتزم
2- Mandatory. إلزامي	compulsory الزامي
3- Professional. عملي - احترافي	Vocational مهني
4- A part of something. جزء من شيء	Segment شريحة
5- Any specific feature or element of something. أي سمة أو عنصر معين لشيء ما	Aspect جانب - سمة
6- Can continue for a long time. يمكن أن تستمر لفترة طويلة	Sustainable دائم - مستمر

**1- Behave according to the law.**

a-Adhere      b-Segment      c-Sustainable      d-Aspect

**2-A part of something.**

a-Adhere      b-Segment      c-Sustainable      d-Aspect

**3- Any specific feature or element of something.**

a-Adhere      b-Segment      c-Sustainable      d-Aspect

**4- Can continue for a long time.**

a-Adhere      b-Segment      c-Sustainable      d-Aspect

## Unit 5 – Everyday English - lesson 3

### مصطلحات قانونية Law Idioms

Idioms	English meaning	
Beat <b>around/ about</b> the bush	يلف ويدور	Hesitate in getting to the point.
An act of God	مشيئة الله	The will of God.
Break the law	يخالف القانون	Acted against the law.
Assemble the case	يجمع معلومات عن قضية	Collect data.
By the book	حسب القانون	Exactly as the rules say.

<b>1-You should speak directly and ask for a raise. Don't.....</b>			
a-beat about the bush	b- break the law	c- assemble the case	d- an act of God
<b>2-The insurance company refused to pay the money because they said that the forest fire was.....</b>			
a- beat around the bush	b- break the law	c- an act of God	d-by the book
<b>3-The lawyers were unable to .....against the man.</b>			
a-assemble the case	b- break the law	c- an act of God	d- beat about the bush
<b>4-The man was forced to quit his job after it was discovered that he had.....</b>			
a- beat around the bush	b- broken the law	c- by the book	d- an act of God
<b>5-Our lawyer is very good and he does everything exactly .....</b>			
a- beat about the bush	b- break the law	c- an act of God	d-by the book
<b>6-The police officer told the suspect to stop.....and to tell him exactly where he was the night before.</b>			
a-beating around the bush	b- breaking the law	c- assembling the case	d-an act of God

## Pronunciation:

### Voiced and Voiceless Sounds الاصوات الصامتة والصوتية

All sounds are either voiced or voiceless.

**Voiced consonants** are those that make our vocal cords vibrate when they are produced.

(B - G - J - Z - Th (ذا then) - D - V - R - Ng ( king)

**Voiceless consonants** are those that don't make our vocal cords vibrate when they are produced.

( P - T - K - F - Th (ث thing) - S - Sh - Ch)

bet /bet/ - the /b/ sound is voiced.

Pet /pet/ - the /p/ sound is voiceless.

<b>1- The word that has a final voiceless sound is.</b>			
a- run	b- answer	c- ash	d- young
<b>2- The word that has a first voiceless sound is.</b>			
a-gentle	b- sister	c- John	d- zoo
<b>3- The word that has a final voiced sound is.</b>			
a-Laugh	b- sick	c- path	d- young
<b>4- The word that has a first voiced sound is.</b>			
a-zigzag	b- think	c- she	d-see
<b>5-The word that has a final voiceless sound is.</b>			
a-bed	b-bet	c-order	d-sing
<b>6- The word that has a final voiceless sound is.</b>			
a-answer	b-sick	d-young	d-judge

## Unit 5 – lesson 4- Grammar

### Relative Pronouns الضمائر الوصل

ضمائر الوصل تستخدم لربط الكلام وخاصة الاسم بالفعل لتشكيل جملة مركبة. وهي غالباً تأتي مباشرة بعد الاسم الذي تدل عليه.

That – الذي – التي : تستخدم مع أسماء العاقل وغير العاقل ( I liked the book that you gave me)			
Who – الذي - التي تستخدم مع العاقل فقط ( The student who studies every day will success )			
Where – حيث – تستخدم للدلالة على المكان ( The city where I was born is a wonderful place)			
Whose - تدل على الملكية ( The woman whose car is red is our teacher)			
Which – الذي – التي : تستخدم مع أسماء غير العاقل ( I took the book which you recommended me to take)			
Whom – الذي : تدل على العاقل المفعول به ( I met a friend whom I didn't see for a long tie)			
When – حيث : تستخدم للدلالة على الزمان ( The time when we met was wonderful )			
1. Luna bought a dress ..... cost \$45. She had to return it.			
A-where	B-which	c-who	D-whose
2. Mrs. Duncan is talking to her students ..... projects are due on Friday.			
A-where	B-which	c-who	D-whose
3. Summer is the time of year..... the weather is the hottest then.			
A-where	B-which	c-who	D-when
4. We went to a café on Sunday ..... was very nice.			
A-where	B-which	c-who	D-when
5. Yesterday I ran into an old friend ..... I hadn't seen him for years.			
A-where	B-which	c- whom	D-whose
6. I know a man ..... last name is Goose.			
A-where	B-which	c-who	D-whose
7. Sally introduced me to her sister .....is a civil engineer.			
A-where	B-which	c-who	D-whose
8.Omar met a teacher ..... spoke Arabic.			
A-where	B-which	c-who	D-whose
9. Bob travelled all over the world..... he met a lot of famous people.			
A-where	B-which	c-who	D-whose
10. We will spend our holiday in the same village.....we have had a lot of joyful days there.			
A-where	B-which	c-who	D-whose
11. I don't know most of the people .....you invited to the party.			
A-where	B-which	c-whom	D-whose
12. The subject .....you wrote about it last week. interested everyone.			
A-where	B-which	c-who	D-whose
13. I apologized to the woman ..... I spilled coffee on her new dress.			
A-where	B-which	c-whom	D-whose
14.Hani woke up late .....was unusual.			
A-where	B-which	c-who	D-whose
15. This is the repair man .....saw the machine and fixed it.			
A-where	B-which	c-who	D-whose
16. That is the village.....my grandparents live in.			
A-where	B-which	c-who	D-whose
17. All students .....the teacher asked, gave correct answers.			
A-where	B-which	c-who	D-whom
18-The 7th, February.....I met my best friend then.			
A-when	B-which	c-who	D-whose

<b>19. This isn't the building.....the bus stopped by.</b>			
A-where	B-which	c-who	D-whose
<b>20. That is the doctor .....patients always talk highly about him.</b>			
A-where	B-which	c-who	D-whose
<b>21. We have a package for the man ..... we stopped by today.</b>			
A-where	B-which	c-whom	D-whose
<b>22. I met the author .....book is on the best-seller list.</b>			
A-where	B-which	c-who	D-whose
<b>23. The income tax, .....he paid last year, is accurate.</b>			
A- where	B-which	c-who	D-whose
<b>24. Will you be presenting the slides .....you took in Canada last summer?</b>			
A-where	B-which	c-who	D-whose
<b>25. This is the city in.....Shakespeare was born. دورة</b>			
A-where	B-which	c-who	D-whose
<b>26. The evening is the time.....we can all relax.</b>			
A-where	B-which	c-when	D-whose
<b>27- A photocopier is a machine ..... makes copies of documents.</b>			
A-where	B-which	c-who	D-whose
<b>28- A bodyguard is the person .....protects important people from being attacked.</b>			
A-whom	B-which	c-who	D-whose
<b>29- A launderette -is a place with washing machines.....you can wash your clothes.</b>			
A-where	B-which	c-who	D-whose
<b>30- A plumber is a person .....job is to mend central heating, taps, etc.</b>			
A-where	B-which	c-who	D-whose
<b>31- A vacuum cleaner - is a machine .....you use to clean floors and carpets.</b>			
A-where	B-which	c-who	D-whose
<b>32-The information .....the teacher gave me was important. دورة</b>			
A-where	B-which	c-which	D-whose
<b>33- This the city .....John has been living. دورة</b>			
a-when	b-whose	c-where	D-which
<b>34- Ali's the only one ..... knows the answer in our class.</b>			
a-who	b-whom	c-which	d-whose
<b>35- The courses .....I'm taking this term are more difficult than the previous ones.</b>			
a-which	b-who	c-whose	d-whom
<b>36-The teacher thanked the students.....did well in the exam.</b>			
a-whom	b-who	c-whose	d-which
<b>37- I will never forget the day.....we first met.</b>			
a-where	b-when	c-which	d-whom

## Unit 5 - lesson 5 - Everyday English

Complaints شكوى	Apologies اعتذار
That isn't an excuse.	I promise it won't happen again.
You're always coming late to work.	Please forgive me.
I'm afraid I have a complaint to make.	Accept my excuse.
I am sorry to bother you but..	I must apologize.
It really isn't good enough...	I'm awfully sorry.
It's very inconvenient...	I assure you it won't happen again.
Don't you think....	

1. **Boss:** Emily! What's the matter with you? **You're always coming late to work.**

**Employee:** Please forgive me, sir. I've been busy taking care of my son these days.

He's been **feeling under the weather** recently but he's good now.

**Boss:** Oh, in that case **accept my excuse**, for shouting at you like that.

You can take the day off if you want to.

2. **Jack:** Come on darling! You know **I'd never hurt your feelings.**

It's just there's been a lot of stress at work these days that I forgot about our anniversary!

**Kate:** I know that but **that isn't an excuse!**

I work too and I'm going through a tough period in my career but yet I remembered it.

**Jack:** You're right as always, but I know this isn't my fault and this is all I can say.

I **apologise** for not remembering our special day and I **promise it won't happen again.**

**A:** I'm afraid I have a complaint to make.

**B:** Oh dear. Please take a seat.

**A:** I'm sorry to bother you but the bill you sent me was incorrect.

**B:** Incorrect, madam? That's very strange.

**A:** Yes, I know, and what's more, this isn't the first time.

**B:** Really?! I can't believe it.

**A:** It's happened five or six times in the last three months. It really isn't good enough.

**B:** Ah. Well, I **must apologise**, madam. It's the new computer.

**A:** Well, **don't you think** it's about time you got it working properly? **It's very inconvenient.**

**B:** You're right! I'm awfully sorry about it. **I assure you it won't happen again.**

1- The bath in your hotel is full of spiders. You call the manager. ( make a complaint).

a- You deserve this honor b- I am afraid I have a complaint to make

c- I hurt your feelings d- I'm awfully sorry

2- You receive a bill higher than it should be. You ring the manager of the shop. (make a complain)

a- Please accept my excuse b- Accept my excuse.

c- I hurt your feelings d-I am sorry to bother you but the bill isn't correct

3-The bookshop tells you the book you ordered three months ago still hasn't arrived. (make a complain)

a- Please accept my excuse b- I'm awfully sorry.

c- I hurt your feelings d-Don't you think it is time to bring the book

4- Come on darling! You know it is just there's been a lot of stress at work that I forgot about our anniversary. (Express apology)

a- That's not an excuse b- I assure you it won't happen again.

c- It isn't good enough d- You're always coming late to work.

5- A- the bill you sent me was incorrect. B- ..... (دورة)

a-Well done! B-You deserve this honor

c-Sorry, it will be fixed d- Congratulations!

## writing

In no more than 100 words, write an essay about the government efforts in Syria to improve education at schools.

The following prompts may help you:

Choose the correct answer a, b, c or d.

Significant progress has been 1-..... by the Syrian government efforts to ensure good education for all. 2-..... efforts started with building new schools and many more education facilities with high qualified educators. 3-....., the education system in the public schools is compulsory 4-..... free of charge for all the citizens in the primary level. Recently 5-..... private schools have been started to 6-..... the education system through using the new technologies in teaching such as online courses and the virtual education. 7-....., all the efforts for improving the education system 8-..... very important to build a well-educated generation.

1-

a- achieved	b- achieve	c- achieving	d- achieves
-------------	------------	--------------	-------------

2-

a- These	b- This	c- these	d- That
----------	---------	----------	---------

3-

a- Therefore	b- Moreover	c- Although	d- In spite of
--------------	-------------	-------------	----------------

4-

a- then	b- or	c- but	d- and
---------	-------	--------	--------

5-

a- much	b- many	c- little	d- any
---------	---------	-----------	--------

6-

a- improves	b- improved	c- improve	d- improving
-------------	-------------	------------	--------------

7-

a- Finally	b- Therefore	c- Moreover	d- Nevertheless
------------	--------------	-------------	-----------------

8-

a- is	b- are	c- was	d- were
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## Student's book - Unit 6 – lesson 1

## History of the United Nations تاريخ الأمم المتحدة

## Key words

The United Nations	الأمم المتحدة	Multipurpose	متعددة الغايات	Unprecedented	غير مسبوق
Established	تأسست	Scope	نطاق	Disruptions	اضطرابات
Charter	ميثاق	Predecessor	السلف	Terrorism	الارهاب
Statute	نظام داخلي	League of Nations	عصبة الأمم	Disparities	تفاوت
Signed	وقعت	Treaty	معاهدة	Sovereign	سيادة
Representatives	ممثلين	Disbanded	حلت	Settle	يحل
Ratification	تصديق	Regional	اقليمي	Threatening	تهديد
mblyThe General Ass	الجمعية العامة	Affiliated	مرتب ب	Domestic affairs	قضايا داخلية

محكمة الدولية النظام الأساسي الأمم المتحدة بميثاق تأسست الأمم المتحدة

**The United Nations** was established by the Charter of the United Nations and Statute of the International Court of Justice. The Charter was signed on 26 June 1945 by the representatives of 50 countries including Syria; Poland signed on 15 October 1945. There were 51 founding members in 1945. The United Nations (UN) officially came into existence on October 24, 1945 after ratification of the Charter. The day is now celebrated each year around the world as **United Nations Day**. The UN contains five permanent members: China, France, Russian Federation, the United Kingdom, and the United States, And ten non-permanent members elected for two-year terms by the General Assembly. The United Nations (UN) was the second multipurpose international organization established in the 20th century that was worldwide in scope and membership. Its predecessor, the League of Nations, was created by the Treaty of Versailles in 1919 and disbanded in 1946. The UN also has regional offices in Geneva, Vienna, and Nairobi. Its official languages are Arabic, Chinese, English, French, Russian, and Spanish. At the beginning of the 21st century, the UN and its programs and affiliated agencies struggled to address humanitarian crises and civil wars, unprecedented refugee flows, the devastation caused by the spread of AIDS, global financial disruptions, international terrorism, and the disparities in wealth between the richest and poorest peoples.

**The principles of the United Nations** مبادئ الأمم المتحدة

- All Member States have **sovereign** equality. تتمتع جميع الدول الأعضاء بالمساواة في السيادة
- All Member States must obey the Charter. يجب على جميع الدول الأعضاء الامتثال للميثاق
- Countries must try to settle their differences by peaceful means. يجب على الدول محاولة تسوية خلافاتها بالوسائل السلمية
- Countries must avoid using force or threatening to use force. يجب على الدول تجنب استخدام القوة أو التهديد باستخدام القوة
- The UN may not interfere in the domestic affairs of any country. لا يجوز للأمم المتحدة التدخل في الشؤون الداخلية لأي بلد
- Countries should try to assist the United Nations. ينبغي للبلدان أن تحاول مساعدة الأمم المتحدة



**The Aims of the United Nations** أهداف الأمم المتحدة

- To keep peace throughout the world. للحفاظ على السلام في جميع أنحاء العالم
- To develop friendly relations between nations. تنمية العلاقات الودية بين الأمم
- To help nations work together to improve the lives of poor people, to conquer hunger, disease, illiteracy, and to encourage respect for each other's rights and freedoms. لمساعدة الدول على العمل معًا لتحسين حياة الفقراء وقهر الجوع والمرض والامية وتشجيع احترام حقوق وحريات الجميع
- To be a center for helping nations achieve these aims. أن نكون مركزًا لمساعدة الدول على تحقيق هذه الاهداف

**Choose the correct answer a, b, c or d.****1. The United Nations was established by.....**

- a- the Charter of the United Nations      b- statute of the International Court of Justice  
c- the general assembly      d- a and b

**2- On ----- of each year, all countries around the world celebrate the united nations Day.**

- a-June 26<sup>th</sup>      b- October 15<sup>th</sup>      c- October 24<sup>th</sup>      d- October 14<sup>th</sup>

**3 - One of the aims of the United nations is to keep ----- throughout the world.**

- a-poverty      b- hatred      c- peace      d- discrimination

**4- All member states must ----- the charter.**

- a-reject      b- deny      c- neglect      d- obey

**5-The United Nations have always struggled to address -----**

- a-humanitarian crises and civil wars      b-unprecedented refugee flows  
c-the devastation caused by the spread of Aids      d-all answers

**Read the text and decide whether these statements are True or False.**

- 1- There are five official languages used in the United nations. (    )  
2- The United nations develop friendly relations between nations. (    )  
3- Countries must try to settle their differences by violent means.(    )  
4-The UN must interfere in the domestic affairs of any country. (    )

**Match the words to their definitions.**

The definitions	The words
1- Continuing to exist for a long time.	Permanent دائم
2- A system that existed before another one. نظام كان موجودًا قبل نظام آخر.	Predecessor سلف
3-A statement of the principles and purposes of an organization. بيان مبادئ وأغراض المنظمة.	Charter ميثاق
4- Making something valid by confirming it. جعل الشيء قانونيًا بتأكيد.	Ratification التصديق
5- The state of being decayed or destroyed. حالة التضرر أو الدمار.	Devastation تدمير
6- Being joined in close association. الانضمام في ارتباط وثيق.	Affiliated تابع

**Choose the correct answer a, b, c or d.****1- Continuing to exist for a long time.**

- a-Permanent      b-Predecessor      c-Charter      d-Ratification

**2- A system that existed before another one.**

- a-Permanent      b-Predecessor      c-Charter      d-Ratification

**3-A statement of the principles and purposes of an organization.**

- a-Permanent      b-Predecessor      c-Charter      d-Ratification

**4- Making something valid by confirming it.**

- a-Permanent      b-Predecessor      c-Charter      d-Ratification

**5- The state of being decayed or destroyed.**

- a-Permanent      b- Devastation      c-Charter      d-Ratification



## Workbook - Unit 6 – lesson 2

## United Nations

## UNICEF

## Key words

UNICEF	منظمة رعاية الاطفال	assessed	مقرة	concentrated	ركزت
responsible	مسؤول	committees	جمعيات	advocacy	مناصرة
awarded	منح	emergency	طارئ	partnership	شراكة
fundraising	جمع المال	retained	حافظت	prevailing	سائد
relief	اغاثة	recognizable	مشهور	insecurity	انعدام الامان
contributions	مساهمات	headquarters	مقرات	ethically	اخلاقيا
foundations	مؤسسات	operate	يعمل	conducted	اجرت
corporations	شركات	welfare	رعاية	organization	منظمة

Don't lose hope. Everything happens for a reason. You never know what tomorrow may bring.

لا تفقد الامل. يوجد سبب لكل ما يحدث. لا تعلم ما قد تحصل عليه غدا.

للأطفال الدولي الأمم المتحدة ك معروفة أصلا ،يونيسف صندوق للطفولة الأمم المتحدة  
The United Nations Children's Fund (UNICEF), originally known as the United Nations International Children's  
و حول العالم للأطفال مساعدة تنموية و إنسانية تزويد عن المسؤول صندوق الطوارئ  
Emergency Fund, is responsible for providing humanitarian and developmental aid to children worldwide and it  
جمع التبرعات في النشاط الكبير على الرغم . لمنظمة تمنح المرة الأولى ، جائزة نوبل ربح  
has won the Nobel Prize, the first to be awarded to an organization. Despite being highly active in fundraising,  
تدعم اليونيسف المنظمة . يعرفون الناس قليل جدا ، البحث و اعمال الإغاثة ، التوعية  
awareness, relief work and research, very few people know the origin of the organisation. UNICEF is supported  
المؤسسات ، المنظمات الحكومية غير ، الحكومات من الاسهامات الطوعية من كاملا  
entirely by the voluntary contributions of governments, non-governmental organisations, foundations,  
الأمم المتحدة المستحقات المقررة من دعم لا تتلقى و الافراد بصفتهم الشخصية و الشركات  
corporations and private individuals and receives no funding from the assessed dues of the United Nations.  
ملايين دعم طوعي ، لجان وطنية ٣٦ اليونيسف من يتم جمع التبرعات معظم  
Most of the fundraising is done by UNICEF's 36 national committees, the voluntary support of millions of  
في أنشأت اليونيسف ، القطاع الخاص و المجتمع المدني ، الحكومة في شركاء ، العالم حول الناس  
people around the world, partners in government, civil society and the private sector. UNICEF was created in  
البلدان في للأطفال العناية الصحية و الغذاء حالات الطوارئ لتزويد بمهمة محددة بدأت و ١٩٤٦  
1946 and began with a definite mission of providing emergency food and healthcare to children in the countries  
للأمم المتحدة تغيير الاسم الأصلي في الثانية الحرب العالمية دمرت التي  
that had been destroyed by World War II. In 1953, its original name was changed to the United Nations  
اعتمادها رسميا بعد ، الاختصار الأصلي احتفظت لكن ، مهمتها الأوسع ليعكس صندوق الطفولة  
Children Fund to reflect its broader mission, but it retained the original acronym, after being officially adopted  
الاجتماعية شهرة و انتشار الأكثر ، بين من الوكالة . ١٩٥٤ الأمم المتحدة من كفرع دائم ك  
as a permanent branch of the UN in 1954. The agency is among, the most widespread and recognizable social  
١٩٠ أكثر في تعمل انها ، مدينة نيويورك في مقراتها بالرغم . العالم في منظمات الرعاية  
welfare organizations in the world. Though its headquarters are in New York City, it operates in over 190  
على ركزت المنظمة ، ٢٠٠٦ منذ . المناطق للخطر المعرضة للأطفال الرعاية على تركيز ، بلد  
countries, focusing on the welfare of children in at-risk areas. Since 2006, the organisation has concentrated on  
و حماية الطفل ، مساواة الجنسين و التعليم الأساسي ، نمائه و بقاء الطفل . قضايا أساسية قليلة  
a few specific issues; child survival and development, basic education and gender equality, child protection and  
منذ اعمال التنمية العالمية في لاعبارئيسا كانت اليونيسف . الشراكات و المناصرة سياسة  
policy advocacy, and partnerships. UNICEF has been a key player in global development work since its  
لتزويد البلدان النامية دعم بالإضافة حالات الطوارئ اثناء تعمل اليونيسف ، بدايتها  
beginning. UNICEF operates during emergencies in addition to supporting developing countries to provide  
عالم لخلق تعمل اليونيسف ، أخيرا . حقوقهم عن الدفاع و بالمصادر الأساسية الأطفال  
children with basic resources and advocate for their rights. At last, UNICEF is working to create a world in

**1. The acronym of UNICEF stands for:**

- a-The United Nations Children's Fund  
b-The united nations higher commissioner for refugee  
c-The united nations educational and cultural organization  
d- The United nations relief and works Agency

a-The voluntary contributions of governments, non-governmental organizations,  
b-Foundations, corporations and private individuals  
C- Partners in government  
d- All answers

a-rejects    b- refuses    c-encourages    d- disapproves

- 4- UNICEF changed its name to-----
- A- become easy to read                      b- become easy to write
- c- reflect its broader mission              d- none of them

1-UNICEF was established in 1964 (    )

2-UNICEF is responsible for providing help to children worldwide (    )

3-The acronym UNICEF stands for the United Nations High commissioner for refugee (    )

4-UNICEF's **headquarters** are in over than 190 countries (    )

Definitions	Highlighted words
1-To <b>defend</b> or <b>support</b> . للدفاع أو الدعم	<b>Advocate</b> دفاع - مناصرة
2-The activity of collecting money for a specific purpose, especially in order to help people. نشاط جمع الأموال لغرض معين ، وخاصة لمساعدة الناس	<b>Fund</b> صندوق مالي
3-Existing or <b>accepted</b> in a particular place or at a particular time. موجودة أو مقبولة في مكان معين أو في وقت معين	<b>Prevailing</b> السائدة
4-To select and take or approve. للاختيار والاعتماد أو الموافقة	<b>Adopted</b> اعتماد. تبني
5-An organization or group of organisations that work together for a <b>particular</b> purpose. منظمة أو مجموعة من المنظمات التي تعمل معًا لغرض معين	<b>Corporations</b> شركات

**Unit 6 – Vocabulary - lesson 3****البادئ Prefixes**

البادئة ( السابقة ) هي عبارة عن عدة حروف تضاف الى بداية الكلمة من اجل تغير معنى و شكل الكلمة : **اهمها:**

Prefixes	words
de	Activate ينشط deactivate يعطل
dis	prove يبرهن - encourage يشجع - agree يوافق - connected متصل
in	Complete يكمل
il	Logical منطقي / legal قانوني
im	Possible ممكن
ir	Regular متكرر
non	Refundable قابل للاسترجاع
un	Wrapping يلف - familiar مألوف - veil يغطي - load يحمل-يشحن
mis	Understand يفهم
anti	Virus فايروس

1. Children love .....wrapping parcels at Christmas time.			
a- il	b- un	c- dis	d-anti
2. I almost find that he has unusual opinions. I often .....agree with him.			
a- il	b- un	c- dis	d-anti
3. I'm sure he's lying but it's going to be hard to....prove his story			
a- il	b- un	c- dis	d-anti
4. After a brief speech the minister .....veiled the new statue.			
a- il	b- un	c- dis	d-anti
5. It took the removal men an hour to .....load our things from the van.			
a- il	b- un	c- dis	d-anti
6. His phone was .....connected because he didn't pay his last bill.			
a- il	b- un	c- dis	d-anti
7-Asking people to leave their mobile phones at home when they leave is something .....logical			
a- il	b- un	c- dis	d-anti
8-Uncooked meat is .....familiar type of food for so many people in my society.			
a- il	b- un	c- dis	d-anti
9.The opposite of 'load'			
a-inload	b-ilload	c-unload	d-disload

## Unit 6 - Pronunciation

## Word Stress with Two Syllables

التشديد على الكلمات ذات المقطعين

There are many two-syllable words in English whose meaning and class change with a change in stress.

1-If we stress the **first syllable**, it is usually a **noun** or an **adjective**. (present )

١ - عندما نشدد على المقطع الاول من الكلمة فهي عادة تكون اما اسم او صفة.

2-But if we stress the **second syllable**, it usually becomes a **verb**. (present )

٢ - عندما نشدد على المقطع الثاني من الكلمة تكون فعل.

Verb	Noun	Verb	Noun	Verb	adjective
To <b>addict</b>	<b>addict</b>	To <b>record</b>	<b>record</b>	To <b>perfect</b>	<b>perfect</b>
To <b>conflict</b>	<b>conflict</b>	To <b>conduct</b>	<b>conduct</b>		
To <b>contrast</b>	<b>contrast</b>	To <b>project</b>	<b>project</b>		
To <b>decrease</b>	<b>decrease</b>	To <b>subject</b>	<b>subject</b>		
To <b>produce</b>	<b>produce</b>	To <b>increase</b>	<b>increase</b>		

## Choose the right answer for the underlined words:

1-We need to <u>increase</u> our sales figures.			
A- verb	b- noun	c- adjective	d- adverb
2-He's showed an <u>increased</u> interest in the project.			
a- verb	b- noun	c- adjective	d- adverb
3-They <u>import</u> their goods from the UK.			
a- verb	b- noun	c- adjective	d- adverb
4-This is a cheap <u>import</u> .			
a- noun	b- verb	c- adjective	d- adverb
5-The <u>present</u> city was founded in 944.			
a- noun	b- verb	c- adjective	d- adverb
6-He's going to <u>present</u> his friend, Maher.			
a- verb	b- noun	c- adjective	d- adverb
7-This is one of the <u>rejects</u> from the factory.			
a- verb	b- noun	c- adjective	d- adverb
8. He <u>rejected</u> her advice.			
a- verb	b- noun	c- adjective	d- adverb

**Grammar - Unit 6 – lesson 4****Future tenses****1-Future simple (المستقبل البسيط)****Form:** Subject + Will + Verb1 + ComplementWe use **will** for predictions تنبؤات or immediate decision قرار مفاجئ**Example:**

- 1-One-day people will travel to Mars. (prediction)
- 2-Anything to drink, sir? I will just have a glass of water, please. (immediate decision)
- 3-I **think** all the students will use computers at schools in the future.
- 4-In the **future** people will use flying cars in their journeys.

**2-Be going to:****Form:** Subject + (is, am , are) going to + Verb1 + ComplementWe use **be going to** for actions that we have **decided** or **intended** to do before we speak.**Example :**

- 1-I'm **going to** clean my room this week.

**3-Present simple: (الحاضر البسيط)****Form:** Subject + Verb1 + Complement**We use the present simple with a future meaning To talk about timetable or schedules:****Example:**

- The train to the airport leaves in 20 minutes.
- When - as soon as – after – before – until - as long as - the moment** + V1
- The moment I **receive** my results I **will** phone you.
- Can you write the report **before** we **hold** the meeting.

**4-Present continuous: (الحاضر المستمر)****Form:** Subject + is, am, are+ Verb-ing + ComplementWe use **(Present continuous)** to talk about things we have arranged in the past to do in the future:**Example:**

- A bank wrote to Steven and asked him to start work next week.
- He **is starting** a new job next week.

**5-Be about to (على وشك ان)****We use (be about to) to talk about something likely to happen in the immediate future:****Example:**

- I am about to go to Rome for a conference . (I will be leaving soon )

## 6-Future Continuous (المستقبل المستمر)

**Form:** Subject + Will + be + Verb-ing + Complement

We use the Future Continuous:

**1-To decide or predict events continuing over a period of time in the future.**

-I will be working on the report all the next week.

**2-To ask about someone's plans.**

-How long will you be using this computer?

## 7-Future perfect (المستقبل التام)

**Form:** Subject + will have + Verb3 + Complement

We use the **Future Perfect** to talk about a future event that will finish before a specific time in the future.

Often with **before, by + the fixed time:**

**By the end of the year, I will have given** the same talk at 6 conferences.

**Before the end of the match, we will have scored** 5 goals.

In + amount of time:

**In a week's time I will have written** the report.

**In a month time, they will have built** 3 houses.

## Choose the correct answer a , b ,c or d.

**1-One-day people .....to Mars.**

a-travel	b-travelled	c-are travelling	d-will travel
----------	-------------	------------------	---------------

**2-I think the weather .....too hot/ fine tomorrow.**

a-is	b-was	c-will be	d-has been
------	-------	-----------	------------

**3-Anything to drink, sir? I.....a glass of water, please.**

a- just had	b- just have	c-will just have	d-am just having
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**4- I ..... fine in the interview as long as they don't ask me technical questions.**

a-would be	b- will be	c-asked	d- had asked
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**5-The moment I receive my results I..... phone you.**

a-will	b- am	c- have	d- had
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**6-I ..... on the report all the next week.**

a-worked	b-will be working	c-work	d-was working
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**7-I think I ..... in the same city after 20 years.**

a-will still be living	b-still live	c-was still living	d-am still living
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**8-I ..... out with the same friends too in the next 20 years.**

a-probably go	b-probably went	c-am probably going	d-will probably be going
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**9-How long .....this computer?**

a-will you be using	b-are you using	c-do you use	d-are you used
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**10- The team manager .....a party on our return.**

a-is holding	b- holds	c-will be holding	d-will have hold
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<b>11-By the end of the year, I .....the same talk at 6 conferences.</b>			
a- will have given	b-gave	c-had been giving	d-had given
<b>12-In a week's time I ..... the report.</b>			
a-write	b-wrote	c-will have written	d-had written
<b>13- When it goes into orbit, the spacecraft .....25 kilos of plutonium.</b>			
a- will be carrying	b-will have carried	c-carries	d-is carrying
<b>14-By the time I am thirty, I ..... my studies.</b>			
a-finish	b-finished	c-was finishing	d-will have finished
<b>15-By the time I'm sixty, I expect that nearly everything .....</b>			
a-changed	b-will have changed	c-change	d-was changing
<b>16- In twenty years, most of the oil in the world .....out.</b>			
a-ran	b-run	c-will have run	d-was running
<b>17-By the time I'm sixty I hope that scientists ..... the pollution problem.</b>			
a-will have solved	b-solve	c-are solving	d-had solved
<b>18- By the time you get home, I .....the house from top to bottom.</b>			
a- will have cleaned	b-will clean	c-clean	d-am going to clean
<b>19-By the time I'm sixty Perhaps I ..... a good job.</b>			
a-will have found	b-found	c-are finding	d-find
<b>20- I ..... to Rome for a conference soon.</b>			
a-went	b-was going	c-am about to go	d-go
<b>21-The plane ..... off in a few minutes.</b>			
a-takes	b-took	c-is about to take	d- will take off

## Unit 6 – lesson 5 - Everyday English

### التواضع Modesty

It was nothing really, nothing at all.  
That's very kind of you.  
I feel the real credit must go to.....  
You're embarrassing me.  
you're exaggerating.  
I only played a small part in the whole thing.

A: Mr. Khalid. After such a certificate, you must feel on top of the world.

B: Oh, **it was nothing really, nothing at all.**

A: No, I can honestly say that it was a great job what you've done so far.

B: **That's very kind of you**, but **I feel the real credit must go** to the whole team of the charity for their support.

A: You're being called an innovator for promoting such services in society. I must say that finding jobs for the young is something not easy at all. We really appreciate your efforts in the charity.

B: **You're embarrassing me.** I've just been very lucky for having a wonderful team.

A: I hear that you've planned the whole project. Tell us about that.

B: Oh, **you're exaggerating. I only played a small part in the whole thing.** It was very much a team effort.

A: Well, thank you very much, Mr. Khalid.

B: Thank you...

### 1- Oh, I do think you're clever, knowing all about computers and things.(Express Modesty)

- |                         |                            |
|-------------------------|----------------------------|
| a- I deserve this honor | b- You are embarrassing me |
| c- That isn't an excuse | d- I am awfully sorry      |

### 2- Your skiing has improved tremendously. You really are a future champion.

- |                         |                         |                         |                       |
|-------------------------|-------------------------|-------------------------|-----------------------|
| a- I deserve this honor | b- You are exaggerating | c- That isn't an excuse | d- I am awfully sorry |
|-------------------------|-------------------------|-------------------------|-----------------------|

### 3- It must be wonderful to be able to understand so many languages. I can't think how you manage it!

- |                         |                            |                         |                       |
|-------------------------|----------------------------|-------------------------|-----------------------|
| a- I deserve this honor | b- That's very kind of you | c- That isn't an excuse | d- I am awfully sorry |
|-------------------------|----------------------------|-------------------------|-----------------------|

### 4- I've never seen such an attractive and talented class of children. I think you, as their teacher, deserve the highest praise.

- |                         |  |
|-------------------------|--|
| a- I deserve this honor | b- I only played a small part in the whole thing |
| c- That isn't an excuse | d- I am awfully sorry                            |



## Writing

**Read the text then choose the correct answer a, b, c or d.**

1-..... have the main role in developing the societies therefore they have duties to do 2- ..... rights to get. Students need to 3-..... **seriously** to build a good career. 4-..... need to learn how to respect the teachers and **elders**. Doing daily homework is included in their daily task. Students should 5- ..... to lead **disciplined** life. Students have the right to get an easy access to all kinds of knowledge. All the modern education tools and ways must be **available** for 6-..... . They should be 7-..... of their duties and rights through keeping learning and growing. Teachers have to do their best in educating and teaching the students about their duties and rights. They should be encouraged to **participate** in social activities. They need to be educated properly 8-..... they are the future.

1-

a-students	b-Student	c-Students	d-student
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2-

a-and	b-but	c-or	d-nor
-------	-------	------	-------

3-

a-studies	b-study	c-studying	d-studied
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4-

a-Them	b-Their	c-They	d-Theirs
--------	---------	--------	----------

5-

a-learns	b-learned	c-learn	d-learning
----------	-----------	---------	------------

6-

a-they	b-them	c-their	d-theirs
--------	--------	---------	----------

7-

a-aware	b-awareness	c-awaring	d-awares
---------	-------------	-----------	----------

8-

a-so that	b-because	c-because of	d-in order to
-----------	-----------	--------------	---------------

Please don't eat in the library, the ants will get in. They will learn how to read. Then, they will get too smart. Knowledge is Power. Power corrupts. So .....the ants will turn Evil and take over the world

**Wish you all the best**

## Student's book- Unit 7 – lesson 1

## a Genre of Literature

و للكلام التدفق الطبيعي يطبق إنه تركيب موزون رسمي ليس له اللغة من شكل هو النثر  
 Prose is a form of language that has no formal metrical structure. It applies a natural flow of speech, and  
 بشكل طبيعي الشعر التقليدي الحال في حالة هو كما التركيب الإيقاعي من بدلاً البنية النحوية العادية  
 ordinary grammatical structure, rather than rhythmic structure, such as in the case of traditional poetry. Normal  
 كاملة من يتكون النثر شكل نثر في يكتبون و يعتقد الناس معظم و نثر في يتم التحدث بالكلام العادي اليومي  
 everyday speech is spoken in prose, and most people think and write in prose form. Prose is composed of full  
 ومباشرة واضحة لصالح الجاذبية الجمالية وتتجاهل و فقرات من تتكون التي جمل نحوية  
 grammatical sentences, which consist of paragraphs, and ignores **aesthetic** appeal in favor of clear, direct  
 و نظم الشعر تأليف لها النثرية الأعمال بعض الخطاب غير الرسمي مرآة إنها القول يمكن لغة  
 language. It can be said to be the mirror of informal speech. Some works of prose do have **versification**, and a  
 "شعر النثر". يسمى الصيغتين من مزيج  
 mix of the two formats is called "prose poetry.  
 للنثر الانواع الشائعة

## Common Types of Prose

معينة في عناصر خيالية يحتوي على قد الحقائق على يعتمد بشكل أساسي الذي العمل الأدبي النثر غير الخيالي

**1. Nonfictional Prose:** A literary work, that is mainly based on fact, may contain fictional elements in certain  
 يناسب و مقتنعا و صعبا غالباً ما يكون الكتابة شكل المتحدث أفكار و معتقدات للتعبير عن حالات  
 cases to express thoughts and ideas of the speaker. The form of writing is often hard and **persuasive**, and suits  
 رسالة معينة لنقل المناسبة  
 the occasion to **convey** a specific message.

في هذا كتابة عادة ما يتم نظرياً أو متخيل كلياً أو جزئياً عمل أدبي النثر الخيالي  
**2. Fictional Prose:** A literary work that is wholly or partly imagined or theoretical. This is usually written in the  
 الروايات في لخيال المؤلف تلفيقاً بالكامل يكون قد و سرد شكل  
 form of a narrative, and may be entirely a fabrication of the author's imagination as in novels.

التعبيرات القياسية من العديد يستخدم تلاوته أو تدوينه يمكن عمل أدبي النثر البطولي  
**3 Heroic Prose:** A literary work that may be written down or recited employs many of the standard expressions  
 درامياً أن يكون إلى في المسرحيات يهدف النثر المكتوب إلى حد ما المسرحيات والحكايات الأساطير مثل التقاليد الشفوية في الموجودة  
 found in oral tradition as in legends, tales and plays. To some extent, prose written in plays aims to be dramatic  
 وبالتالي شخصية بواسطة إنتاجه يتم و وضع المحادثة في غالباً ما يكون النثر المسرحيات في ومع ذلك ، ومليناً بالأحداث  
 and eventful. However, in plays, prose is often in conversational mode and is produced by a character. Thus,  
 الشخص لذاتية وفقاً المسرحية طوال نفسه كما يبقى الأسلوب هذا فإن  
 this style stays the same throughout the play according to the personality of the character.

الصور المحسنة و المؤثرات العاطفية باستخدام جودة شعرية يتميز عمل أدبي شعر النثر  
**4. Prose Poetry:** A literary work that exhibits poetic quality – using emotional effects and enhanced imagery, أن  
 يُعزى يمكن قبول النثر سبب النثر وظيفة الشعر من بدلاً بالنثر تكتب والتي  
 which are written in prose instead of verse. Function of Prose the reason for prose acceptance can be attributed  
 نقلها أو عند التعبير عند استخدامه بالراحة يشعر الكتاب معظم والذي هيكله التعريف غير المحدد إلى  
 to its loosely-defined structure, which most writers feel comfortable using when expressing or conveying their  
 الموضوعية وكذلك الخيالية الحوارات المنطوقة معظم في المستخدم للكتابة النمط القياسي إنه معتقداتهم وعن أفكارهم  
 ideas and thoughts. It is the standard style of writing used for most spoken dialogues, fictional as well as topical  
 والأدب والمجلات الصحف في المستخدمة اللغة الشائعة أيضاً إنها الخطابات و الكتابة الواقعية و  
 and factual writing, and **discourses**. It is also the common language used in newspapers, magazines, literature,  
 الاتصال من أشكال الأخرى العديد و العلوم التاريخ و القانون والفلسفة والإذاعة والموسوعات  
 encyclopedias, broadcasting, philosophy, law, history, the sciences, and many other forms of communication.

**Choose the correct answer a, b or c or d.**

**1. Why is prose considered the mirror of informal speech? Because it is.....**

a-full grammatical sentences	b-ignores aesthetic appeal	c- a direct language	d- all
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**2. Which kind of prose depends on facts?**

a-Nonfictional Prose	b-Fictional Prose	c-Heroic Prose	d-Prose Poetry
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**3. What category are legends and tales?**

a-Nonfictional Prose	b-Fictional Prose	c-Heroic Prose	d-Prose Poetry
----------------------	-------------------	----------------	----------------

**4. Why is prose widely accepted and used by most writers?**

a-its loosely-defined structure	b-is the standard style of writing	c-formal metrical structure	d- a and b
---------------------------------	------------------------------------	-----------------------------	------------

**5. Prose has a rhythmic form.**

a-True	b-false
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**6. There is no need to follow grammar in writing prose.**

a-True	b-false
--------	---------

**7. Nonfictional prose comprises realistic items.**

a-True	b-false
--------	---------

**8. Most novels are written as a product of the author's imagination.**

a-True	b-false
--------	---------

**9. Most writers find it difficult to use prose when expressing their thoughts.**

a-True	b-false
--------	---------

**Match the highlighted words in the text with their meanings**

Meanings	Highlighted words
1. The art of writing poetry. فن كتابة الشعر .	Versification نظم الشعر
2. Realistic. حقيقي	Factual واقعي
3. Able to make somebody do or believe something. قدرة على جعل شخص ما يفعل أو يؤمن بشيء	Persuasive يقنع
4. To communicate or express something, with or without using words. للتواصل أو التعبير عن شيء ما باستخدام الكلمات أو بدونها	Convey يحمل
5. Concerned with beauty and art. يهتم بالجمال والفن .	Aesthetic الجمالية
6. Long and serious discussion in speech or writing. مناقشة طويلة وجادة في الكلام أو الكتابة .	Discourses الخطابات

**1. The art of writing poetry**

a-Versification	b-Factual	c-Persuasive	d-Convey
-----------------	-----------	--------------	----------

**2- Able to make somebody do or believe something.**

a-Versification	b-Factual	c-Persuasive	d-Convey
-----------------	-----------	--------------	----------

**3- To communicate or express something, with or without using words.**

a-Versification	b-Factual	c-Persuasive	d-Convey
-----------------	-----------	--------------	----------

**4- Long and serious discussion in speech or writing.**

a-Discourses	b-Factual	c-Persuasive	d-Convey
--------------	-----------	--------------	----------

**5- Concerned with beauty and art.**

a-Discourses	b- Aesthetic	c-Persuasive	d-Convey
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## Workbook - Unit 7- Lesson-

## Prose

## CHARLES DICKENS

مدينة ساحلية ، في ٧، ١٨١٢ ، شباط في ولد المؤلف البريطاني المشهور  
 Famous British author Charles John Huffam Dickens was born on February 7, 1812, in Portsmouth, a port city  
 هو و كاتباً بحرياً كان ، والده . أشقاء ثمانية من الثاني كان هو. إنجلترا جنوب في  
 in southern England. He was the second of eight **siblings**. His father, John Dickens, was a marine writer, and he  
 و مدرسة لتصبح ترقى ، أمه . غني تجعله سوف المهنة تلك حلم  
 dreamed that the profession would make him rich. His mother, Elizabeth Barrow, rose to become a teacher and  
 كانت العائلة ، مع ذلك . فقيرة بقيت العائلة ، جهود القصوى والديه بالرغم . مديرة مدرسة ثم  
 then a school principal. Despite his parents' best efforts, the family remained poor. Nevertheless, the family was  
 احرار كانوا اخوته و حيث ، الى انتقلت العائلة ١٨١٦ في . أيامها الأولى سعيدة  
 happy in its early days. In 1816 the family moved to Chatham, Kent, where Charles and his brothers were free  
 قلعة القديمة اكتشاف و الريف بالتجول  
 to roam the countryside and explore Old Rochester Castle.

الاقتصادي العائلة ، الفترة هذه خلال لندن . منطقة فقيرة ، الى انتقلت العائلة ، في  
 In 1822, the family moved to Camden, a poor district of London. During this period, the family's economic  
 سنة ١٢ فقط كان عندما ، ١٨٢٤ في سجن والده و تدهور الوضع  
 conditions **deteriorated**, and his father was imprisoned in 1824, when Charles was only 12 years old.  
 طلاء -قوارب في عمل و المدرسة ترك ، سجن والده كنتيجة

As a result of his father's imprisonment, Charles Dickens had to drop out of school and work in a boat-painting  
 و براءته الطفولية مقدما ، عائلته مساعدة ل يفعل يمكن هو افضل كان هذا . نهر التايمز بجانب معمل  
 factory beside the Thames. This was the best he could do to help his family, bidding his childish **innocence** and  
 كتاباته في موضوع متكرر أصبحت الحادثة هذه  
 this incident became a recurring theme in his writing.

لسداد استخدمه هو ميراث عائلي حصل والده بعد للمدرسة العودة سمح له هو فترة بعد  
 After a while he was allowed back to school after his father received a family **inheritance** which he used to pay  
 ترك يجب كان هو ١٨٢٧ في و ، التعليم حرم مرة أخرى هو ، كان عندما لكن . ديونه  
 off his debts. But when Dickens was fifteen, he was again denied an education, and in 1827 he had to drop out  
 العمل هذا ، اتضح كما . دخل عائلته ب يسهم ل مكتب في كساعي عمل و المدرسة  
 of school and work as a **courier** in an office to contribute to his family's income. As it turned out, this work  
 المكتب ب مهنته بدء بعد سنة . كاتب ك عمله نحو انطلاقة مبكرة أصبح  
 became an early stepping stone towards his work as a writer. A year after starting his career in the office,  
 اصبح ، لاحقا السنوات قليل فقط . محاكم القانون لندن في ككاتب تقارير مستقل عمله بدأ  
 Dickens began his work as a freelance report writer in the London law courts. Only a few years later, he became  
 و مجلات متنوعة هزلية عروض تقديم بدأ ، في لندن في لصحفتين كبيرتين مراسلا  
 a reporter for two major newspapers in London. In 1833, he began presenting skits to various magazines and  
 من قبل مقاطع هزلية ، ١٨٣٦ في كتابه الأول في نشرت قصته الأولى . اسم مستعار تحت جرائد  
 newspapers under the **pseudonym** (**Boz**). His first stories were published in his first book in 1836, Sketches by **Boz**.  
 ، روايته الأولى نشر بدأ هو القراء بين منتشرة لذا أصبحت كتابات

Dickens' writing became so popular with readers that he began publishing his first novel, Oliver Twist, as  
 شعور من مستوحاة كانت القصة . الشوارع يعيش يتيم حكاية تروي ، جريدة في حلقات  
 episodes in a newspaper, telling the tale of an orphan living on the streets. The story was inspired by the feeling  
 بلهفة القراء . ذكائه خلال العيش اجبر طفل فقير ،

of Dickens, a poor child forced to make a living through his own wits. Oliver Twist readers have been **eagerly**  
 في وقعت رواية تاريخية ، مدينتين قصة نشر في . الحلقة الشهرية القادمة منتظرين  
 awaiting the next monthly episode. In 1859 Dickens published A Tale of Two Cities, a historical novel set at the  
 الثورة الفرنسية وقت  
 time of the French Revolution.

هو ، ظروفه الغير صحية بالرغم منه يتعافى كليا ابد و حادث قطار تعرض في  
 In 1865, Dickens had a train accident and never fully recovered from it. Despite his unhealthy conditions, he  
 في سن مات و سكتة دماغية عانى حزينان في . حتى التجول استمر  
 continued to wander until 1870. On June 9, 1870, Dickens suffered a stroke, and died at the age of fifty-eight, in  
 إنجلترا ، كنت في بلدته الريفية ،  
 Gads Hill, his country town in Kent, England.

**Read the text again the choose the most appropriate completion a, b or c.**

**1. Charles Dickens was born in the ..... century.**

a. early eighteenth	b. late eighteenth	c. early nineteenth	d-late twentieth
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**2. Charles lived with ..... brothers and sisters.**

a. two older	b. six younger	c. nine	d. seven younger
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**3. Chatham is ..... .**

a-a town	b-a big city	c. a village	d- a country
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**4. Charles' father went to prison because ..... .**

a. he stole money	b. of bad debts	c. he killed a man	d-he was corrupted
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**5. His poor childhood inspired Dickens to..... .**

a. work as a reporter	b. write "Oliver Twist"	c. write "A Tale of Two Cities"	d- roam the countryside
-----------------------	-------------------------	---------------------------------	-------------------------

**6. What did moving to the countryside add to Charles Dickens's life?**

a-to roam the countryside and explore Old Rochester Castle.	b- to help his family
c-to become a teacher and then a school principal	d-had to drop out of school

**7. How did little Charles help his family when his father was taken to jail?**

a-work in a boat-painting factory beside the Thames	b-to become a teacher and then a school principal
c-to roam the countryside and explore Old Rochester Castle.	d-he became a reporter for two major newspapers in London

**8. Why was Charles' father set free? Because he.....**

a-paid off his debts	b-was a marine writer	c-worked hard	d-was innocence
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**9. What was the direct reason of Charles Dickens' death?**

a-poverty	b-killing	c-a stroke	d-train accident
-----------	-----------	------------	------------------

**10- Money a person receives from a relative after death.**

a-inheritance	b-freelance	c-eagerly	d-deteriorated
---------------	-------------	-----------	----------------

**11- Earning money by selling your work to several different organizations.**

a-inheritance	b-freelance	c-eagerly	d-deteriorated
---------------	-------------	-----------	----------------

**Match the highlighted words in the text with their meanings**

Meanings	Highlighted words
1. Brothers or sisters.	Siblings اشقاء – اخوة
2. The fact of not being guilty of a crime.	Innocence بريء
3. Became worse.	Deteriorated تدهور
4. Money a person receive from a relative after death. المال الذي يتقاضاه الشخص من قريب له بعد الوفاة	Inheritance وريثة
5. A name used by a writer instead of his real name. اسم يستخدمه كاتب بدلاً من اسمه الحقيقي.	Pseudonym اسم مستعار
6. In a way that shows great interest and excitement about something. بطريقة تُظهر اهتمامًا كبيرًا وإثارة بشأن شيء ما	Eagerly بلهفة
7. A person whose job is to take packages or important papers somewhere. الشخص الذي تتمثل وظيفته في أخذ الطرود أو الأوراق المهمة في مكان ما	Courier ساعي
8- Earning money by selling your work to several different organizations. كسب المال عن طريق بيع عملك لعدة منظمات مختلفة	Freelance كاتب حر

## Vocabulary

### Phrasal Verbs and Prepositional Phrases

Read off	the ingredients / محتويات / the nurse ممرضة
Read over	temperature درجة حرارة / buyers تجار - the contract عقد
Read on	the economic اقتصاد
Read for	It / test الفحص
Read back	the story قصة / letter رسالة
Read up	the World War 2 الحرب العالمية
Read out	the names / the teacher

### Choose the correct answer a, b, c or d:

1- Read information that is printed on something.

a- Read off	b- Read over	c- Read on	d- Read for
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2- Read aloud from a list.

a- Read off	b- Read over	c- Read on	d- Read for
-------------	--------------	------------	-------------

3- To read something aloud that is written down.

a- Read out	b- Read over	c- Read on	d- Read for
-------------	--------------	------------	-------------

4- Read something carefully from the beginning to the end.

a- Read over	b- Read on	c- Read back	d- Read on
--------------	------------	--------------	------------

5- To spend time reading in order to find out information about something.

a- Read up	b- Read on	c- Read back	d- Read on
------------	------------	--------------	------------

6. Could you read ..... my son's letter for me?

a-for	b-back	c-out	d-over
-------	--------	-------	--------

7. Buyers should read ..... the contract before signing it.

a-for	b-back	c-out	d-over
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8. The nurse read ..... patient's temperature from the thermometer.

a-for	b-off	c-out	d-over
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9. He has been reading ..... on the World War 2.

a-for	b-up	c-out	d-over
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10. The teacher is reading ..... the names of the students.

a-for	b-back	c-out	d-over
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6. The little boy was reading ..... the ingredients of the biscuits when his mother videoed him.

a-off	b-out	c-back	d-for
-------	-------	--------	-------

10. As soon as the patient arrived at the hospital, a doctor immediately read his temperature .....

a-off	b-over	c-back	d-for
-------	--------	--------	-------

11. My elder brother is engaged in reading ..... the economic success of Singapore.

a-up	b-on	c-over	d-back
------	------	--------	--------

12. The company representative read the contract ..... before she signed it.

a-for	b-over	c-up	d-on
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13. The babysitter had read the story ..... three times before the kid fell asleep.

a-on	b-back	c-over	d-up
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## Unit 7 - Everyday English – lesson

### الافعال والاسماء المتلازمة Verb-noun Collocations

Verb الفعل	Noun الاسم	Meaning المعنى
Make	An Effort	يبذل جهد
Raise	Taxes	يرفع الضرائب
Give	A lift	يوصل – ينقل
Run	A risk	يخاطر - يجازف
Meet	Expectation	يكون عند حسن الظن
Lose	Temper	يفقد اعصابه
Rotate	Wheel	تدور العجلة
Insert	Disk	يدخل القرص
Install	Software	يثبت البرامج
Combine	Chemicals	يدمج المواد الكيميائية
Utilize	Material	يستخدم المواد
Analyze	Problem	يحلل المشكلة
Conclude	That	يختتم بأن
Break	The law	يخالف القانون

Choose the correct answer:

1-Our boss often gets angry and he .....temper when things go wrong.			
a-gives	b-inserts	c-loses	d-combines
2-If she never posts anything on her personal website, she .....the risk of alienating her fans.			
a- runs	b-inserts	c-loses	d-combines
3-Politicians often think the government should .....taxes in order to get more money to spend.			
a-make	b-insert	c-run	d-raise
4 -The new clerk didn't .....his boss expectation and was fired after only two months.			
a-make	b-meet	c-run	d-raise
5-His car broke down, so I gave him a ..... to the nearest garage.			
a- lift	b- risk	c- desk	d- temper
6-Not everything happens on its own sometimes. You have to .....an effort to get things done.			
a-make	b-meet	c-run	d-raise
7- The Council strives to.....the expectations and aspirations of the community in delivering top-quality services.			
a- meet	b- raise	c-analyzed	d- temper
8- If taxes were.....by just one percent, hundreds of new schools and hospitals could be built.			
a- given	b- raised	c-installed	d-broken
9- It will be difficult to attain your goal of fluency if you don't .....an effort to speak more in class.			
a-make	b-meet	c-run	d-raise
10- When I feel like I'm about to .....my temper, I just leave the room.			
a-give	b-insert	c-lose	d-combine
11- Can you ..... me a lift to work tomorrow. My car is being repaired.			
a-give	b-insert	c-lose	d-combine
12- Invest if you like, but you're .....the risk of losing everything if the business fails.			
a-making	b-meeting	c-running	d-raising
13-Being late for the final exam, Kamel was very angry and .....his temper.			
a-made	b-inserted	c-lost	d-raised



14-One of the most important incomes for local councils is .....taxes.

a-making	b-meeting	c-running	d-raising
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15-My car is broken; could you .....me a lift to the nearest bus stop?

a-give	b-insert	c-lose	d-combine
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16- The wheel began to ..... very quickly. **دورة**

a-rotate	b-insert	c-utilize	d- run
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17-.....the disk to .....the software ready to work.

a-insert/install	b-make/run	c-utilize/run	d-give/make
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18- We can ..... these chemicals.

a-give	b-insert	c-lose	d-combine
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19- You should ..... the strongest material.

a-give	b- utilize	c-lose	d-make
--------	------------	--------	--------

20- We .....the problem and .....that it was a computer virus.

a-insert/install	b- analyzed / concluded	c-utilize/run	d-give/make
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## Pronunciation

### Silent Letters الحروف الصامتة

A silent or **mute** is a letter in a word that is written but not pronounced.

k	b	L	d	e	t	c	w	n	m	h
Knife	climb	Halfpenny	Wednesday	make	castle	muscle	Wrist	autumn	mnemonic	Ghost
knee	bomb	salmon	landlady	tissue	listen		sword	column		Whale
know	doubt	calm					write			Exhaust
knot	crumb	talk					answer			hour
knight	thumb	yolk					wrong			rhyme
knock		should								honest
										where

a	c	gh	p	i	ue	u
Logically	scissors	alight	psychology	business	colleague	guitar

1-Which one has a silent (k).

a-book	b-talk	c-keen	d-knight
--------	--------	--------	----------

2-Which one has a silent (L ).

a-bull	b-install	c-half	d-cloud
--------	-----------	--------	---------

3-Which word has a silent ( b).

a-stabbed	b-climb	c-ruble	d-club
-----------	---------	---------	--------

4-Which word has the silent (p).

a-pneumonia	b-people	c-paper	d-principle
-------------	----------	---------	-------------

5-Which word has the silent (d)

a-landlady	b-could	c-ordered	d-land
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6-The word that has the silent letter is..... **دورة**

a-heart	b-hour	c-hot	d-downhill
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7-The word that has the silent letter is..... **دورة**

a-hear	b-hour	c-tap	d-feel
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## Unit 7 – Grammar – lesson

### الجملة الشرطية Conditional Sentences

( if ) جملة فعل الشرط ( will – would ) جملة جواب الشرط

First conditional الجملة الشرطية الاولى	<b>If + Subject + Verb1 , Subject + Will + Verb1 + Complement</b> - If you study hard, you will pass your exam.
Second conditional الجملة الشرطية الثانية	<b>If + Subject + Verb2 , Would + Verb 1 + Complement</b> -If you studied hard , you would pass your exam.
Third conditional الجملة الشرطية الثالثة	<b>If + Subject + had + Verb3 , Would + have + Verb3 + Complement</b> -If you had studied hard , you would have passed your exam.

If ( **I – he – she – it** ) = were ( was ) - If I **were** you, I would study hard.

Unless ( if + not ) الا اذا

-You **will not** pass your exam **unless** you study hard.

-You **will not** pass your exam **if** you **don't** study hard.

1. I would be very unhappy if my friends..... to the party.

a-didn't come      b- don't came      c-hadn't come      d-hasn't come

2. Your brother wouldn't have found such a nice job if he.....a university diploma.

a- hadn't had      b- didn't have      c-doesn't have      d-will not have

3. If you had come in time, you ..... the lesson. **دورة**

a- wouldn't have missed      b-don't miss      c-wouldn't miss      d-will not miss

4. People wouldn't have crossed the Bosphorus if they ..... these bridges.

a-don't build      b-haven't built      c-will not build      d-hadn't built

5. If you ..... well , you'd pass in the exam.

a-studied      b-study      c-are studying      d-have studied

6. ....go if you like, because I have to do some shopping.

a. I'm      b. I'll      c. I'd      d-I have

7. If I knew my friend's number, I..... her now.

a- would phone      b. will phone      c. would have phoned      d- phoned

8. The poor man .....his house if the officials hadn't stopped him.

a-could build      b- could have built      c-can build      d-will build

9. If our team .....the match, they would have moved up.

a-wins      b- has won      c-won      d- had won

10. If Christine..... on holiday in Italy, she wouldn't be in hospital now.

a- were / was      b-is      c-has been      d-had been

11- Unless the streets in our town were so crowded, I ..... my car.

a-could drive      b- could have driven      c- drove      d-will drive

12-People ..... my photo everywhere if I were a famous model.

a-will see      b- would have seen      c-would see      d-can see

13. If the family had saved enough money, they.....a new flat.

a-will buy      b- would have bought      c-would buy      d- bought

14. The buildings ..... to ashes if the firemen had come in time.

a-won't burn      b- wouldn't have burnt      c-wouldn't burn      d-didn't burn

15. If my little sister .....something wrong, I'm sure she would tell me. **دورة**

a-does      b- had done      c-did      d- has done

16. If I.....writing poetry, my English teacher would be surprised.			
a-start	b- started	c-have stated	d- had started
17. If the referee .....the foul, he would have awarded a penalty kick to our team.			
a-had seen	b- saw	c-sees	d- has seen
18. If the policeman ..... the thief, he would have arrested him. <b>دورة</b>			
a-had seen	b- saw	c-sees	d- has seen
19.If I had enough money, I ..... a car.			
a-will buy	b- would have bought	c-would buy	d- bought
20.If I ..... a computer, I can't surf the Net.			
a- will not have	b- don't have	c-didn't have	d- hadn't had
21. If I ..... your address, I would have written you a postcard.			
a- have had	b- have	c-had	d- had had
22. If you practiced more, your English .....			
a-will improve	b- would have improved	c-would improve	d-improved
23- If I..... rich enough I would help the poor.			
a- were	b-will be	c-has been	d-had been

## Unit 7 –Everyday English- lesson-

### On the Phone Terms

1-

**Receptionist:** National Health Agency, good morning.

**Caller:** Good morning. I'd like to speak to Dr. Amal please.

**Receptionist:** May I ask who's calling, please?

**Caller:** This is Zaina.

**Receptionist:** Just a moment Miss Zaina, I'll put you through ....

I'm sorry, Dr. Amal's line is engaged. Will you hold on or can I take a message?

**Caller:** Could you ask her to ring me back, please? My phone number is 0303-242892.

**Receptionist:** Certainly. Thank you for calling.

2-

**Operator:** Hello, Frank and Brothers. How can I help you?

**Peter:** This is Peter Jackson. Can I have extension 3421?

**Operator:** Certainly, hold on a minute, I'll put you through.

**Frank:** Bob's Office, Frank speaking.

**Peter:** This is Peter Jackson calling. Is Bob in?

**Frank:** I'm afraid he's out at the moment. Can I take a message?

**Peter:** Yes, could you ask him to call me at 025567896. I need to talk to him about the line, it's urgent.

**Frank:** Could you repeat the number please?

**Peter:** Yes, that's 025567896, and this is Peter Jackson.

**Frank:** Thank you Mr. Jackson, I'll make sure Bob gets this ASAP.

**Peter:** Thanks, bye.

**Frank:** Bye.

## Writing

**Choose the correct answer a, b, c or d.**

Read these sayings about the surprising power of reading.

**1-Today a reader, tomorrow a leader.**

**2- Sleep is good, but books are better.**

**3- Show me a family of readers, and I will show the people who move the world.**

Reading is a powerful tool **1-.....** can transform your life in many ways. **2-.....** can help you escape reality, learn new skills, improve your cognitive function, and even give your life meaning and purpose. One of the **3-.....** benefits of reading is that it can help you discover your purpose in life. **4-.....** you read, you expose yourself to new ideas, perspectives, **5-.....** experiences that can help you reflect on your own life and values. You may **6- .....** inspiration in the stories of others, or gain insight into your own goals and desires. Reading can help you connect **7-.....** your inner self and understand what truly matters to you.

**The former President of India, Dr. APJ Abdul Kalam's famous quotes about books is**

**"Books are like friends, they never leave your side 8- ..... you leave them**

1-

a-that	b-who	c-whom	d-when
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2-

a-He	b-She	c-It	d-They
------	-------	------	--------

3-

a- greats	b- greatest	c- great	d- greater
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4-

a-When	b-That	c-Which	d-Where
--------	--------	---------	---------

5-

a-And	b-Or	c-and	d-or
-------	------	-------	------

6-

a-find	b-finding	c-found	d-finds
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7-

a-from	b-off	c-with	d-at
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8-

a-before	b-after	c-until	d-as soon as
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## Student's book - Unit - 8 – lesson 1

### What is an Essay

#### Key words

Composition	الانشاء	Evidence	دليل	Auditing	تدقيق
Systematic	التنظيم	Methodology	منهجية	Target	هدف
Dissertation	اطروحة	Compile	يجمع	Brainstorming	عصف ذهني
Convince	يقنع	ambiguous	غامض	Assignment	مهمة

بكثر عادة انشاء أدبي نقدي أو تفسيري أو تحليلي إنه الأدب من نوع هو لمقال  
 An essay is a genre of literature. It is an analytic, interpretative, or critical literary **composition** usually much  
 من موضوعها مع ما يتعامل عادة و فرضيه أو أطروحة من رسمية و تنظيم وأقل أقصر  
 shorter and less **systematic** and formal than a **dissertation** or thesis and usually dealing with its subject from a  
 عام المولد الفرنسي أن من المقبول وجهة نظر شخصية غالبا و محدودة  
 limited and often personal point of view. It is accepted that the Frenchman Michael de Montaigne, born in 1533,  
 المقال بترويج المعروف عصر النهضة الفرنسية فلاسفة أهم أحد كان  
 was one of the most significant philosophers of the French Renaissance, known for popularizing the essay as a  
 كنوع أدبي  
 literary genre.

على حد سواء الجامعة و المدرسة خلال النجاح عناصر أهم أحد تعد كتابة المقالات الأكاديمية

**Academic essay** writing is one of the most important elements of success during school and university alike.

ومع ذلك المقالات الأدبية في إعداد و صنع صعوبة يواجهون الكتابة موهبة إلى يفتقرون الذين الطلاب العديد من  
 Many students who lack a talent for writing have difficulty making and preparing literary essays. However,  
 لأنه الكتابة الإبداعية عن يختلف تمامًا المقال الأكاديمي أن هو يعرفه ما لا الطلاب هؤلاء فإن  
 what these students do not know is that an academic essay is completely different from creative writing, as it is  
 بها تمسكت و تعلمت إذ استخدامه يمكنك قواعد محددة على يعتمد  
 based on specific rules that you can use if you learn and stick to them.

غالبًا ما يكون الهدف موضوع محدد واحد مع تتعامل التي الكتابة الرسمية من عن نوع يعبر المقال الأكاديمي

**The Academic Essay** expresses a type of formal writing that deals with one specific topic. The goal is often to

أسس علمية صحيحة على معتمد البراهين الحقيقية من عدد من خلال بمسألة معينة القارئ لإقناع  
**convince** the reader of a certain matter through a number of real proofs based on correct scientific bases.

العناصر الأساسية التالية أن يحتوي يجب المقال الأكاديمي الناجح أجزاء المقال

**Essay Parts:** a successful academic essay must contain the following basic elements:

- المقال منه الغرض وملخص مع مقدمة واضحة
- A clear introduction with a summary and purpose of the essay.
- من مصادر أكاديمية موثوق بها أدلة داعمة تتضمن التي الفقرات المنهجية و المنطقية
- Logical and systematic paragraphs that include supporting **evidence** from reliable academic sources, form the  
 المقال تشكل محتوى  
 content of the essay.

كتب من أجله الذي الهدف و المقال موضوع يلخص استنتاج واضح

• A clear conclusion that summarizes the topic of the essay and the goal for which it was written.

و محتواها باختلاف تختلف أنواع عدة إلى ينقسم المقال الأكاديمي المقالات أنواع

**Types of Essay:** the academic essay is divided into several types that differ according to their content and

جدلي مقال تحليلي مقال تفسيري على النحو التالي تلخيصها ويمكن و طريقة عرضها  
 presentation, and they can be summarized as follows: **Interpretive Essay, Analytical Essay, Argumentative**

مقال نتائج و سبب مقالة حل و مشكلة مقال مقارنة مقال  
**Essay, Comparative Essay, Problem and Solution Essay, and Cause and Effect Essay.**

#### How to write an essay?

واحدة تتبع أنها والموضوع و الطول المحتوى من حيث تختلف المقالات وطبيعتها أنواع على الرغم من  
 Although the types and nature of essays differ in terms of content, length and topic, they all follow a single  
 يملكون أيضا هم . أعلاه ذكرناها التي الأجزاء الثلاثة تشمل هم و تجميعها عند منهجية  
**methodology** when **compiled** and they include the three parts we have mentioned above. They also go through

على النحو التالي مراحل أساسية بثلاث

three basic stages as follows:

تعتبر و وتتم للمقال عملية التحضير التي فيها مرحلة التحضير أولاً  
**First**, the **preparation stage** in which the preparation process for the essay is carried out, and is considered the  
 جيداً السؤال قراءة من خلال فهم يجب المطلوب الدقيق العملية هذه في مرحلة أهم  
 most important stage. In this process, the exact requirement must be understood by reading the question well  
 ونوع و طول الغرض ثم بالنسبة لك غامضاً يبدو قد جزء أي عن البحث و  
 and searching for any part that may seem **ambiguous** to you. Then the purpose, the length and the type of the  
 يجب والتدقيق و الكتابة البحث لإكمال بشكل واقعي المطلوب الوقت هنا يتم تحديد المقال  
 essay are determined. Here, the time required to realistically complete the research, writing and **auditing** should  
 كتابتك يؤثر معرفته مستوى والذي جمهورك المستهدف في أن تفكر يجب بعد ذلك محدداً  
 be specific. Next, you should think about your **target** audience, whose level of knowledge affects your writing  
 التقليدية اتباع يمكنك موضوع المقالة إلى اختيار بالإضافة الكلمات اختيار وطريقة على أسلوب  
 style and the way you choose words in addition to choosing the essay topic. You can follow the traditional  
 والتي الكتابة الحرة باسم ما يُعرف تجربة أيضاً يمكنك الموضوع حول الملاحظات كتابة و للعصف الذهني الطريقة  
 method of **brainstorming** and writing notes on the topic. You can also try what is known as free writing, which  
 من الأفكار عدد جمع هو هذا دقائق ثلاث تقريباً لمدة عنه الكتابة وموضوع عام أخذ تتضمن  
 involves taking a general topic and writing about it for about three minutes. That is to gather as many ideas as  
 على الحصول فهي الطريقة الثالثة أما فكرة رئيسية واعتبارها إحداها من للاستفادة بها المتعلقة ممكن  
 possible related to it to benefit from one of them and take it as a main idea. As for the third method, it is to get  
 هذا المجال في والبحث الموضوعات المنشورة السابقة من لمقالك أفكار  
 ideas for your essay from previous published topics and research in this field.  
 و يثير اهتمامك الذي بموضوع معين يقتصر البحث نطاق قم بتضييق لمقال ما على منطقة رئيسية العثور بعد أخيراً  
**Finally**, after finding a major area for an essay, narrow your search to a specific topic that interests you and  
 أن يكون يجب موضوعك أن تذكر مدرسك لك التي قدمها المهمة مع متطلبات ويتطابق  
 matches the requirements of the **assignment** given to you by your instructor. Remember that your topic must be  
 مراجع و معلومات على كافية العثور و عنها البحث أيضاً يمكنك الوقت نفس في محدداً أصلياً  
 original and specific at the same time. You can also search for it and find enough information and references.

**Read the text again the choose the most appropriate completion a, b or c.**

1- An essay is a kind of .....

a-science b-literature c-philosophy d-history

2- An essay usually deals with its subject from a ..... and often personal point of view.

a-unlimited b-general c-limited d-broad

3- The Academic Essay is completely ..... from creative writing.

a-difficult b-similar c-different d-derived

4- Main purpose of the academic essay is to.....

a-convince the reader of a certain matter b-explain different topic  
 c- a and b d- follow the traditional method

5 .....has to be included in the introduction?

a-a summary of the essay. B-purpose of the essay c- a and b d-the name of the writer

6. When writing an essay, the focus is on the content, not the form.( )

7. The informal way of writing is preferable in the academic essay. ( )

8. The topic and the purpose of an essay are stated in the conclusion.( )

9-Essays are different from each other in.....

a-terms of content b- length and topic c-a and b d- ideas

10-The..... stage is considered to be the most important one when writing an essay.

a- ending stage b- preparation stage c- reading stage d- writing stage

11 -The different types of the essay mean different methodologies. ( )

12 -There is no open time for writing and checking an essay. ( )

Meanings	Highlighted words
1-Principles and methods of a particular branch of knowledge مبادئ وأساليب فرع معين من المعرفة	Methodology المنهجية
2-Collect يجمع	Compile تجميع
3-Having many possible interpretations وجود العديد من التفسيرات الممكنة	Ambiguous غامض
4-Mission / homework المهمة / الواجب	Assignment مهمة
5-Examining something فحص شيء ما	Auditing تدقيق
6-Creative thinking and problem-solving method طريقة التفكير الإبداعي وحل المشكلات	Brainstorming العصف الذهني
7-A person or a particular group of people that something is directed to شخص أو مجموعة معينة من الأشخاص يتم توجيه شيء ما إليهم	Target هدف
8-Carefully planned methods or principles الأساليب أو المبادئ المخططة بعناية	Systematic تنظيمي-متناسق

**Choose the correct answer a, b c or d.**

1-Principles and methods of a particular branch of knowledge.

a-Methodology	b- Compile	c- Ambiguous	d- Assignment
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2-Having many possible interpretations.

a- Methodology	b- Compile	c- Ambiguous	d- Assignment
----------------	------------	--------------	---------------

3-Creative thinking and problem-solving method.

a- Brainstorming	b- Methodology	c- Compile	d- Ambiguous
------------------	----------------	------------	--------------

4-A person or a particular group of people that something is directed to.

a-Target	b- Methodology	c- Compile	d- Ambiguous
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5-Carefully planned methods or principles.

a- Systematic	b- Methodology	c- Compile	d- Ambiguous
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## Workbook - Unit 8 – lesson 2

### From Slavery to the Honour Fields من العبودية الى ميادين الشرف

#### Key words

Peninsula	شبه جزيرة	intensified	اشتد	Popularized	انتشرت
Strident	عالي - شديد	Yelled	صرخ	Uncompromising	لا هوادة
Outcast	مشرّد - منفي	Cattle	قطيع	Tenderness	حنان
Recognition	اعتراف	Tribe	قبيلة	Blood-curdling	مروع

أسطوري من صراخات عالية تأتي ، شبه الجزيرة العربية في نجد مرتفعات القرن السادس من  
From the sixth-century highlands of Najd in the Arabian Peninsula, come the **strident** cries of a legendary  
شداد بن عنترة ، ام جارية اثيوبية و اب عربي ابن مشرد اسود . شاعر و محارب  
warrior and poet. The black **outcast** son of an Arab father and an Ethiopian slave mother, 'Antarah ibn Shaddad  
قبيلته و والده باعتراف ليفوز كافح  
struggled to win the recognition of his father and tribe.

أحد . كابن قبوله رفض والده ، لونه بسبب و أصل والدته بسبب  
Because of his mother's background and because of his colour, his father refused to accept him as a son. One  
المعركة عندما . طي تدعى قبيلة أخرى من هوجمت ( عنترة قبيلة هي التي ) قبيلة عيس الأيام  
day the Abs tribe (which is the tribe of Antarah) was attacked by another tribe called Tayy. When the battle  
لكن "قاتل عنترة قاتل" صرخ و ابنه الى نظر أبو عنترة ، يخسروا وشك على هم و اشتدت  
**intensified** and they were about to lose, Antarah's father looked at his son and **yelled**, "fight Antarah fight" but  
يقص و البقر يحلب كيف يعرف العبد ، يقاتل كيف يعرف لا العبد " أجاب عنترة  
Antarah responded, "the slave doesn't know how to fight, the slave knows how to milk the cow and to cut the  
ك قاتل عنترة " حر انت و عنترة قاتل " قال والده ، المعركة ضغط تحت و . العشب  
grass." And under the pressure of the battle, his father said, "fight Antarah and you're free." Antarah fought like  
حريته حصل عنترة و المعركة ربحت قبيلة عيس . رجل مجنون  
a crazy man. The Abs tribe won the battle and Antarah literally earned his freedom.

غنمه مع هناك كان عنترة و ، قطعانهم مع الناس من الكثير كان هناك ، النهر عند مرة  
Once, when at the river, there were a lot of people with their cattle, and Antarah was there with his sheep. The  
الماء قرب الوصول من القطعان الأخرى يمنع كان عبد للملك و هناك كان قطيع الملك  
king's cattle were there and the king's slave was preventing the others' cattle from getting close to the water  
ل اقتربت هي لذلك ، خرافها تسقي ان ارادت التي امرأة كانت هناك لكن . انتهت قطعان الملك حتى  
until the king's cattle finished. But there was a woman who wanted to water her sheep, so she got close to the  
الأرض على وقعت هي التي بقوة ضربها العبد لكن ، خرافها تسقي ان لها يسمح تسأله ل العبد  
slave to ask him to allow her to water her sheep, but the slave hit her so strongly that she fell to the ground.  
تهين انت تجرؤ كيف " . عبد الملك ل يخضع لم هو و عنترة أغضب هذا لكن ضحك عبد الملك  
The king's slave laughed but this angered Antarah and he did not **yield** to the king's slave. "How dare you disgrace  
انزله ثم و حمله هو . يسقط لم عنترة لكن بقوة ضربه العبد . الناس الاحرار  
the free people." The slave hit him strongly but Antarah didn't fall. He picked him up and then dropped him,  
مات العبد و  
and the slave was dead.

عاد عندما و ، للقبيلة الاهتمام الرئيسي كان عنترة شجاعة قصة ، لاحقا  
Later on, the story of the brave deed of Antarah was a main concern of the tribe, and when he got back to his  
ابنة عم عنترة و القبيلة في الفتيات اجمل من احدى ، عيلة و حيته القبيلة بنات ، خيمته  
tent, the girls of the tribe greeted him and Ablah, one of the prettiest girls in the tribe and Antarah's cousin, was  
البعض ، القبائل العربية بين انشرت قصائد عنترة ابيات . الصف في الفتاة الأولى  
the first girl in the line. The verses of Antarah's poems have been popularized among the Arab tribes, some of  
١٠٠ ارسل و ، عنترة قتل ل خطط هو لذلك غاضب اخوها جعل الذي . عيلة حول يتكلم كان منهم  
they were talking about Ablah, which made her brother angry so he planned to kill Antarah, and he sent 100



استحوذ عنترة . صدوهم اهله و عنترة لان لم يستطيعوا هم لكن لقتله فارس  
knights to kill him but they couldn't because Antarah and his people fended them off. 'Antarah captured  
العنف المروع مع الحنان من ومضات يجمع شعر لا هواة فيه حياته القاسية  
his severe life in **uncompromising** poetry that combines flashes of **tenderness** with blood-curdling violence. His  
عبلة يد و أهله اعتراف ليفوز معركة لحياة طويلة أدلة اغانيه الحربية  
war songs are evidences to his lifelong battle to win the recognition of his people and the hand of 'Ablah, the  
عائلتها حرمتها التي لكن احب هو المرأة الحرة  
free-born woman he loved but who was denied him by her family.

Adapted from "War Songs" Adapted from

**Answer the following questions.**

**1. What is the deal between Antara and his father?**

a-to fight for his freedom	b-to marry Ablah	c-to kill Ablah's brother	d-to leave the tribe
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**2. How did the girls react towards Antara's bravery? They .....**

a-admired him	b-hated him	c-left him	d- fought him
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**3. What are the poems of Antara about? They were about.....**

a-his wars	b-his love	c-his father	d-his tribe
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**4. Why was Ablah's brother angry with Antara? Because he.....**

a-was black	b-loved his sister	b-killed the king's slave	d-was strong
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**5. The main purpose of Antara' struggle was to..... of his father and tribe**

a- get a medal	b- get the confess	c- get money	d- marry Abllah
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**6. The deal between Antara and his father was for his.....**

a-slavery	b-freedom	c-services	d-wealth
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**7. The girls were very..... towards Antara's bravery.**

a-angry	b-admired	c-concerned	d-secared
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**8. The poems of Antara are about.....**

a-flashes of tenderness	b- blood-curdling violence	c-love and peace	d-a and b
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**9- Antarah refused to fight at the beginning of the attack. ( )**

**10- Ablah's brother helped Antarah to get his freedom.( )**

**11- Antarah gained his freedom after he fought the attackers. ( )**

Meanings	Highlighted words
1. Forceful and determined, especially in a way that is offensive or annoying قوي وحازم ، لا سيما بطريقة مسيئة أو مزعجة	<b>Strident</b> حاد
2. Increased in degree or strength زيادة في الدرجة أو القوة	<b>Intensified</b> اشتدت
3. Inflexible or determined غير مرن أو حازم	<b>Uncompromising</b> لا هواة
4. Someone who is not accepted by the people they live among شخص لا يقبله الناس الذين يعيشون بينهم	<b>Outcast</b> مشرد
5. Sympathy or softness التعاطف أو النعومة	<b>Tenderness</b> الحنان
6. To produce a result, answer, or piece of information إنتاج نتيجة أو إجابة أو معلومة	<b>Yield</b> يخضع
7. To shout or say something very loudly للصراخ أو قول شيء بصوت عالٍ جدًا	<b>Yelled</b> صياح

**Choose the correct answer a, b c or d.**

**1. Forceful and determined, especially in a way that is offensive or annoying.**

a-Strident	b-Outcast	c-Yield	d-Yelled
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**2. Someone who is not accepted by the people they live among.**

a-Strident	b-Outcast	c-Yield	d-Yelled
------------	-----------	---------	----------

**3. To produce a result, answer, or piece of information.**

a-Strident	b-Outcast	c-Yield	d-Yelled
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**4. To shout or say something very loudly.**

a-Strident	b-Outcast	c-Yield	d-Yelled
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**Unit 8- Progress Test 2( p. 71) lesson 3****The Inspiration of Civil Rights' Movements****الهام حركات الحقوق المدنية****Key words**

<b>Witness</b>	يشهد	<b>Independence</b>	استقلال	<b>Nonviolence</b>	اللاعنف
<b>Racial</b>	عنصرية	<b>Arrests</b>	اعتقالات	<b>Protest</b>	احتجاج - اعتراض
<b>Discrimination</b>	تمييز	<b>Eventual</b>	اخيرا	<b>Preaching</b>	نشر
<b>Disobedience</b>	عصيان	<b>Withdrawal</b>	انسحاب	<b>Tolerance</b>	تسامح
<b>Campaign</b>	حملة	<b>Commitment</b>	التزام	<b>Greed</b>	الجشع

Gandhi was born in India in 1869. At that time, India was a part of the British Empire and at the age of 18, he travelled to London to study law. At the age of 24, Gandhi went to South Africa where he witnessed the racial discrimination. The biggest turning point in young Gandhi's life was on June 7, 1893, when he was thrown off a train station by a white man when he refused to move to a back seat. That would prove to be Gandhi's first, but certainly not last, act of civil disobedience. By 1906, Gandhi had organized his first civil disobedience campaign in South Africa. He would spend the next 9 years fighting for Indian rights in the country before returning home to fight for Indian independence. Over the years Gandhi would become a leading figure in the independence movement. After years of struggle and many arrests, Gandhi's "Quit India" movement in 1942 **paved the way** for Britain's eventual withdrawal from the country. Today, Gandhi is remembered for his commitment to nonviolence, peaceful protest and simple living. He inspired millions of people to action, preaching a message of love, tolerance and avoiding greed.

**Choose the correct answer a, b, c :****1. Where did Gandhi study law?**

a- India

b- British Empire

c- south Africa

**2. Why was he thrown off the train station? Because .....**

a- he refused to move to a back seat.

b- he gave his seat to a white man.

c- he took the seat of a white man.

**3. When had Gandhi organized his first civil disobedience campaign?**

a-1906

b-1893

c-1942

**4-Where had Gandhi organized his first civil disobedience campaign in...**

a-Britain

b- South Africa

d- India

## Vocabulary – lesson

### Body Idioms

Idiom	Meaning	Key words
A pain in the neck	شيء مزعج لحد كبير annoying	Essays مقالات - outbursts ينفجر
Speak one's mind	تعبّر عما يدور في ذهنه	Polite مهذب Strong قوي
Costs one's an arm and a leg	يكلف كثيرا	Food طعام – brand صنف
Jump out of his skin	shocked يفاجئ / ينصدم	Doorbell جرس باب Triplets توأم ثلاثي
Follow your heart	افعل ما تحب	Attracts يجذب – advice نصيحة Think carefully يفكر بحرص

Choose the correct answer a, b, c or d.

1-Writing long essays on uninteresting topics is .....			
a- a pain in the neck	b-following your heart	c- speaking your mind	d- Jumping out of your skin
2-She has very strong opinions and she's not afraid to .....			
a-cost you an arm and a leg	b-follow her heart	c-speak her mind	d- jump out of her skin
3-You must visit that restaurant; the food is really good but it .....			
a-costs you an arm and a leg	b-follows your heart	c- speaks your mind	d- jumps out of your skin
4-The doorbell made him ..... دورة			
a- cost him an arm and a leg	b-follow his heart	c- speak his mind	d- jump out of his skin
5-You might make less money from that job, but if it really attracts you, you should .....			
a- cost you an arm and a leg	b-follow your heart	c- speak your mind	d- jump out of your skin
6. His sudden outbursts have made him a real.....and a socially unwanted.			
a- pain in the neck	b-follow his heart	c- speak his mind	d- jump out of his skin
7. Buying a brand new car is going to .....maybe we should ride bikes.			
a-cost you an arm and a leg	b-follow your heart	c- speak your mind	d- jump out of your skin
8. My sister is very polite. She does not .....			
a- cost her an arm and a leg	b-follow her heart	c-speak her mind	d- jump out of her skin
9. The best advice is to..... but keep your eyes open.			
a- cost you an arm and a leg	b-follow your heart	c- speak your mind	d- jump out of your skin
10. Our friend almost .....when she learned her son and his wife were having Triplets. دورة			
a- cost her an arm and a leg	b-followed her heart	c- spoke her mind	d- Jumped out of her skin
11-It was very difficult to tell you whether you have to travel or not. Think carefully and then.....			
a- cost you an arm and a leg	b-follow your heart	c- speak your mind	d- jump out of your skin
13-To jump out of your skin means that you are .....			
a-relaxed	b-shocked	c-happy	d-sad
14-When doing something , this means that it is a pain in the neck.			
a-easy	b-annoying	c-shocked	d-relaxed

**Unit 8 - Pronunciation – lesson****Syllable Stress****تشديد المقطع**

Syllable stress is often determined by the **prefixes** and **suffixes** that have been added to the **basic form** of the word. In words with prefixes such as **a, un, be, in, pro, ex, ob, dis**, etc., the stress is almost always on the second or third syllable, i.e. **prefixes are not stressed in English words**. Similarly, **suffixes such as -ness, -able, -ous**, etc. are not stressed.

**Underline the stressed syllable.**

1- loud	loudness	8-account	accountable
2-danger	dangerous	9-respect	respectable
3-possible	impossible	10-predict	predictable
4-talk	talkative	11-correct	incorrect
5-friend	unfriendly	12-use	reuse
6-believe	unbelievable	13-safe	unsafe
7-legal	illegal	14-depend	independent

**Everyday English****Asking for Help طلب المساعدة**

I need your help..... احتاج مساعدتك

Could you..... هل يمكن ان

Do you think you could possibly..... هل تعتقد انه من الممكن

1-

**Mr. Bashar:** I'm sorry to trouble you at this early hour but I need your help urgently.

**Mr. Salim:** Certainly! How can I help?

**Mr. Bashar:** My friend has had a bad fall. He's hit his head on something sharp. He's bleeding. I think he'll need some stitches. Could you rush us to a nearby hospital?

**Mr. Salim:** Give me a moment and I'll be there.

**Mr. Bashar:** Do you think you could possibly bring the first aid kit with you?

**Mr. Salim:** For sure!

**Mr. Bashar:** Thank you very much.

2-

**A:** Would you help me prepare what to do about the graduation party?

**B:** I would be happy to help. What would you like me to help with, food or entertainment?

**A:** I would like you to help me with both.

**B:** That will be fine. To make sure everything goes well, do you think we should have the party at home or at a restaurant?

**A:** A restaurant would be fun!

**B:** Sounds good. Do you think that Mexican or Arabian food would be best?

**A:** Maybe we could do both!

**B:** Yes, that will work out fine. Should we hire a band or bring in a DJ?

**A:** We should probably have both

**B:** Everything sounds great then! I'll meet you back here on Friday to discuss the details.

**1- You are in a launderette. The instructions on the washing machine are not clear.( Ask for help)**

- a- Could you help me how to use the washing machine, please.
- b- That's very kind of you.
- c- That isn't an excuse.
- d- I don't deserve any of the credit.

**2- You have a long ladder to get up on the roof. Ask a friend to help you put it up and hold it while you climb up.**

- a- I need your help to pass my exam.
- b- I think you deserve this honor.
- c- Could you hold the ladder for me.
- d- That isn't an excuse.

**3- You are having a graduation party and you don't know what to do .( Ask for help)**

- a- Could you help me with the graduation party.
- b- You are exaggerating about the graduation party.
- c- Congratulations!
- d- I am sorry about what happened.

## Unit 8 – Grammar – lesson

### WISH ( if only)

Wish + v2	للتعبير عن الندم في الوقت الحاضر	= I wish I <b>went</b> to the party.
Wish + would	للتعبير عن الانتقاد أو الانزعاج أو لتغيير شيء ما في المستقبل	= I wish you <b>wouldn't</b> always use my phone.
Wish + could	للتعبير عن عدم الاستطاعة على القيام بعمل ما في الماضي	= I wish I <b>could</b> speak English.
Wish + had + V3	للتعبير عن الندم أو حالة مستحيلة في الماضي	= I wish I <b>had</b> revised my lessons for the exam.
Wish + I – he – she – it = were ( was )		
( positive ) = wish + ( negative)		
( negative ) = wish + ( positive )		

Is/am/are	Weren't
Isn't /am not/aren't	Were
Don't /doesn't/will not /never	Would + v1
isn't telling	Would tell حالة نقد وانزعاج
Limit	Would limit
blow cigarette smoke	Wouldn't blow
Didn't + v1	Had + v3
Can't	Could + v1
V1	Didn't + v1
V2	Hadn't + v3
Looked everywhere for	Hadn't lost
could only watch	Had been able to play

### Choose the correct answer a, b, c or d.

1. The sun <b>isn't</b> shining right now. I wish the sun..... shining that time.			
a-were	b-weren't	c-has been	d-will be
2. I <b>am</b> very tired today. I wish I.....so tired that day.			
a-were	b-weren't	c- am	d-am not
3. Our flat <b>is</b> rather small. I wish our flat..... small.			
a-were	b-weren't	c- isn't	d- aren't
4 . It's a fantastic novel! I have almost finished it. I wish it ..... longer.			
a. had been	b. were, was	c. would be	d-will be
5. Our classroom doesn't have colored walls. I wish Our classroom.....colored walls.			
a-would have	b-will have	c-has	d-have
6. I <b>don't</b> know how to dance. I wish I..... how to dance.			
a-have known	b-know	c- would know	d- knew
7.To someone who <b>never</b> answers your emails. I wish he.....my emails.			
a- answers	b- have answered	c- will answer	d- would answer
8. To someone who <b>isn't telling</b> you the truth. I wish you..... me the truth.			
a-would tell	b-tell	c-told	d- have told
9. I have a strong desire that our head teacher <b>limits</b> absence in our school. I wish our head teacher.....absence in our school.			
a- limited	b-has limited	c-limit	d-would limit
10. I <b>didn't</b> go shopping last week. I wish I.....shopping last week.			
a-go	b-am going	c-have gone	d-had gone
11. To someone who <b>didn't</b> do the laundry for you. I wish he.....the laundry for me.			
a-had done	b-does	c-did	d-will do

<b>12- I <b>didn't</b> take your advice. I wish I.....your advice.</b>			
a-take	b-had taken	c-am taking	d-took
<b>13. I <b>can't</b> watch the match tonight. I wish I.....the match that night.</b>			
a-could watch	b-can watch	c- watch	d-watched
<b>14. I <b>can't</b> go with you tomorrow. I wish I..... with you the next day.</b>			
a- go	b-can go	c-could go	d-have gone
<b>15. To someone who <b>can't</b> help you. I wish he.....me</b>			
a-could help	b-can help	c-helped	d-helps
<b>16. To someone who makes fun of people. I wish you .....fun of people.</b>			
a- make	b-made	c-don't make	d-wouldn't make
<b>17. To someone who <b>blows</b> cigarette smoke in your face. I wish he .....cigarette in my face.</b>			
a-couldn't blow	b- doesn't blow	c-wouldn't blow	d-haven't blown
<b>18. I <b>spent</b> all my money. I wish.....all my money.</b>			
a-haven't spent	b-don't spend	c-hadn't spent	d-didn't spend
<b>19. I <b>missed</b> the flight. I wish I ..... the flight.</b>			
a-haven't missed	b-don't miss	c-didn't miss	d-hadn't missed
<b>20. Rana <b>left</b> the meeting early . I wish she ..... the meeting early.</b>			
a-haven't left	b-doesn't leave	c-hadn't left	d-did not leave
<b>21. Lama <b>refused</b> to sign the contract. I wish she ..... to sign the contract.</b>			
a-hasn't refused	b-doesn't refuse	c-hadn't refused	d-did not refuse
<b>22. I <b>looked</b> everywhere for my key. I wish I ..... my key.</b>			
a-find	b- Haven't lost	c-hadn't lost	d-didn't lose
<b>23-I <b>said</b> a stupid thing. I wish I .....stupid thing.</b>			
a-haven't said	b-didn't say	c-wouldn't say	d-said
<b>24. I regret that I <b>started</b> smoking. I wish I ..... smoking.</b>			
a-hadn't started	b-haven't started	c-didn't start	d-will not start
<b>25. The injured player <b>could only watch</b> the match. He wishes if he.....the match</b>			
a-can play	b- play	c- played	d- had been able to play

## Writing

**1-Many people look for medical advice on the internet before they visit their doctor.**

**-Do you think this is a good idea? Why? Why not?**

**Read the text then choose the correct answer a, b, c or d.**

1-..... use Google for their medical advice 2-..... asking their doctors. I think it is not a good idea to search the internet about any kind of medical advice3- ..... many websites provided inaccurate information. 4-..... a major problem, and health care providers need to be 5-..... the extent to which patients turn to the Internet for information about 6- ..... care and then act on that advice, regardless of the reliability of the source. 7- ....., that not all the internet is bad, it's okay to use Google for health questions if you use a credible source and if it prompts you 8- ..... your doctor to get the right medication and get your health back.

1-

a- many people	b- Many people	c- Much people	d- much people
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2-

a- instead of	b- instead for	c- instead from	d- instead in
---------------	----------------	-----------------	---------------

3-

a-in order to	b- because	c-so that	d-although
---------------	------------	-----------	------------

4-

a- This is	b- This are	c-These is	d-These are
------------	-------------	------------	-------------

5-

a- aware in	b- aware at	c- aware of	d- aware for
-------------	-------------	-------------	--------------

6-

a- their	b-them	c-theirs	d-they
----------	--------	----------	--------

7-

a- On my opinion	b- At my opinion	c- In my opinion	d- To my opinion
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8-

a- to visit	b- to visits	c- to visited	d- to visiting
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## Student's book - Unit 9 – lesson 1

## Citizenship

## المواطنة

## Key words

Citizenship	مواطنة	Penalties	عقوبات	Vital	حيوي . فعال
Vested	مكتسب . مرتبط	Generations	اجيال	Various	متنوع
Concept	مفهوم	Nationality	جنسية	Guidelines	قواعد ارشادية
Crystallized	تبلورت	Unilaterally	بشكل منفرد	Instruct	يعلم
Static	ثابت . جامد	Abandon	يهجر	Defined	يعرف
Considerably	بشكل كبير	Pride	يفتخر	Values	قيم
Taxes	ضرائب	Civilizations	حضارات	Related	ذات صلة
Background	اصل	Enrich	يعزز . يغني	Involves	يتضمن

تعرف يمكن أيضا لكن، للمواطن والواجبات و بالحقوق الارتباط حالة فقط ليس المواطنة

**Citizenship** is not only the state of being **vested** with the rights and duties of a citizen, but it can also be defined as the character of an individual who is viewed as a member of a **particular** society. The **concept** of citizenship first arose in towns and city-states of ancient Greece, **disappeared** in Europe during the Middle Ages and **crystallized** in the 18th century. The concept of citizenship has never been fixed or static, but **constantly** changes within each society. While citizenship has **varied** considerably throughout history, and within societies over time, there are some **common** related elements. Citizenship **refers** to many aspects of society such as family, military service, individual's freedom, ideas of right and wrong, paying taxes and **patterns** for how a person should **behave** in society. Although Syrian citizenship provides many rights, it also involves many **responsibilities**. The Syrian government protects the rights of each individual **regardless** of their background or culture. **In spite of** the fact that all Syrian citizens enjoy freedom, protection and legal rights, they also have responsibilities that are **voluntary** as well as **obligatory**. Every Syrian citizen must **obey state laws**, and pay the **penalties** when a law is broken. All citizens must pay **taxes** in one form or another. It is the responsibility of citizens to pass along the importance of good citizenship to future **generations** by teaching their children how to obey the law. The **nationality** law does not give Syrians the right to **unilaterally abandon** their Syrian nationality. Syrians have the right to pride themselves on being good citizens in a nation of ancient civilizations that helped to build and **enrich** human culture. They have had a **vital** role in developing human **civilization**. From the earliest years, laws **representing** various **points of view** have been passed and **guidelines** have been developed through generations to **instruct** citizens on Syrian history, values, rights, and responsibilities.



**Read the text and choose the right answer.**

**1-The concept of citizenship first appeared in -----**

- A- Syria      b- Britain      c- Ancient Greece      d- All Europe

**2- Citizenship refers to many aspects of society such as -----**

- A- family and military service      b- individuals freedom and ideas of right and wrong  
C- paying taxes      d- all answers

**3- People pay penalties when they ----- the state laws.**

- A- obey      b- respect      c- follow      d- break

**4- It is necessary to pass the concept of Citizenship to the coming generation to ----- citizens on Syrian history, values and responsibilities**

- A- instruct      b- teach      c- educate      d- all answers

**Read the following sentences and put (T) for true sentences and (F) for false ones.**

- The concept of citizenship is **the same** in all societies. (   )
- In Syria, the rights of each individual are preserved **due to** background or culture. (   )
- Throughout history, Syrians have played a **minor** role in building human civilization. (   )
- It is **obligatory** for citizens to obey the laws of their society. (   )

**Match the words with their meanings.**

The definitions	The words
1- <b>Done willingly</b> , not because you are forced. طوعاً ، ليس لأنك مجبر	<b>Voluntary</b> طوعي
2- An <b>idea</b> that is connected with something. فكرة مرتبطة بشيء ما	<b>Concept</b> مفهوم
3- <b>leave</b> something forever. اترك شيئاً إلى الأبد	<b>Abandon</b> تخلى
4- The legal right of belonging to a <b>particular</b> country. الحق القانوني في الانتماء إلى بلد معين.	<b>Citizenship</b> المواطنة
5- <b>Done by only one member</b> without the agreement of others. يقوم به عضو واحد فقط دون موافقة الآخرين	<b>Unilaterally</b> من جانب واحد
6- Given the <b>official right</b> to do or own something. إعطاء الحق الرسمي في فعل شيء ما أو امتلاكه	<b>Vested</b> مكتسبة

**Choose the correct answer a, b, c or d.**

<b>1-Done willingly, not because you are forced.</b>			
a-Voluntary	b-Concept	c-Abandon	d-Citizenship
<b>2-An idea that is connected with something.</b>			
a-Voluntary	b- Concept	c-Abandon	d-Citizenship
<b>3-Leave something forever.</b>			
a-Voluntary	b-Concept	c-Abandon	d-Citizenship
<b>4-The legal right of belonging to a particular country.</b>			
a-Voluntary	b-Concept	c-Abandon	d-Citizenship
<b>5-Done by only one member without the agreement of others.</b>			
a-Abandon	b-Citizenship	c-Unilaterally	d-Vested
<b>6-Given the official right to do or own something.</b>			
a-Abandon	b-Citizenship	c-Unilaterally	d-Vested

a

## Workbook – Unit 9 – lesson 2

### Syrian Nationality Law

#### قانون الجنسية السورية

#### Key words

Acquisition	اكتساب	Predominantly	في الغالب	Obstacles	عقبات
Transmission	نقل	Paternity	الأبوة	Estate	عقارات
Loss	فقدان	Irrelevant	غير مرتبط	Resided	عاش
Status	حالة	Grant	تمنح	Requirements	متطلبات
Naturalization	التجنيس	Confer	تنقل – تمنح	Eased	سهل
Enact	يصدر	Foreign	أجنبي	Fluently	بطلاقة
Legislative Decree	مرسوم تشريعي	Claim	يطالب – يدعي	Automatically	بشكل الي
Determined	محددة	Ramifications	تداعيات	Restrictive	مقيد

### Syrian Nationality Law

السورية الجنسية السورية فقدان و نقل و اكتساب يدير القانون هو قانون الجنسية  
Nationality Law is the law governing the **acquisition**, **transmission** and **loss** of Syrian citizenship. Syrian أو بالولادة عليها الحصول يمكن و الجمهورية العربية السورية في المواطن حالة هي المواطنة citizenship is the **status** of being a citizen of the Syrian Arab Republic and it can be obtained by birth or ٢٧٦ رقم بالمرسوم التشريعي عام ١٩٦٩ صدر قانون الجنسية السورية التجنس naturalization. The Syrian Nationality Law was **enacted** in 1969, by **Legislative Decree** 276.

#### Nationality at birth

و غير ذي صلة الولادة محل (الأب). بالأبوة في الغالب تحدد الجنسية السورية  
The Syrian nationality is **determined predominantly** by **paternity** (father). The place of birth is **irrelevant**, and لا لأم سورية الولادة الجنسية السوري في حقًا تلقائيًا تمنح لا سوريا في الولادة being born in Syria does not **grant** an automatic right to Syrian nationality. Birth to a Syrian mother does not لهم سيكون ابنائهم زوج أجنبي من تتزوج المرأة السورية إذا الجنسية تمنح بشكل تلقائي automatically confer nationality. If a Syrian woman marries a **foreign** husband, their children will have the عاشوا و ولدوا لوحتى بالجنسية السورية المطالبة و لا يحق لهم جنسية الزوج الأجنبي foreign husband's nationality and have no claim to Syrian nationality, even if they were born and raised in على عدم قدرتهم بينها من المعوقات من جملة يواجهون الأشخاص هؤلاء أن في وتتمثل التداعيات القانونية في سوري Syria. The legal **ramifications** are that these persons face a number of **obstacles**, one of which is their inability to سوريا في العقارات امتلاك للأجانب تقييدًا الأكثر و الصعب من أنه كما القطاع العام في العمل work in the public sector. It is also harder and more **restrictive** for foreigners to own real **estate** in Syria.

#### Naturalisation

في أقاموا الذين لغير المواطنين التجنس هي الجنسية السورية للحصول طريقة الأخرى  
The other way to acquire Syrian nationality is through **naturalization**. Non-nationals who have resided in the الجنسية التقدم يمكن المتطلبات أخرى من عددًا استوفوا و سنوات ٥ من لأكثر البلد country for over 5 years and **fulfilled** a number of other **requirements** can apply for **naturalization**. The التحدث على القدرة شرط مثل دولة عربية أخرى من للأفراد تسهل المتطلبات requirements are **eased** for individuals from another Arab country, such as the **requirement** to be able to speak هذا أساس على تتجنس يمكن رجل سوري تتزوج التي المرأة الأجنبية بطلاقة اللغة العربية وقراءة and read Arabic **fluently**. A foreign woman who marries a Syrian man can naturalize on the basis of that زوجة سورية من الزواج أساس على الجنسية السورية على يحصل لا يمكن الزوج الأجنبي ولكن الزواج marriage, but a foreign husband cannot acquire Syrian citizenship on the basis of marriage to a Syrian wife.

**Choose the correct answer a, b, c or d..**

**1- Nationality law is the law governing the ----- transmission and loss of Syrian citizenship**

A- refusing                      b- acquisition                      c- rejecting                      d- dismissing

**2- The Syrian nationality can be obtained by -----**

A- birth or naturalization                      b- paying money                      c- being married to a Syrian woman                      d- none

**3- The Syrian nationality is determined by -----**

A- motherhood                      b- brotherhood                      c- childhood                      d- paternity

**4- A person who is born in Syria to a Syrian woman and a foreign husband -----**

A- can work in public sector                      b- can own a real estate  
c- can neither work in public sector nor own real estate                      d- can not only work in public sector but own real estate

**5- The main idea of the text is -----**

A- Naturalization                      b- How to be a good citizen                      c- Syrian nationality law                      d- Family law

**Read the text again and decide whether these statements are true or false.**

1. Individuals from another Arab country, who aren't able to speak and read Arabic fluently cannot apply for Syrian naturalization.
2. Being born in Syria grants an automatic right to Syrian nationality.
3. Syrian citizenship is obtained by birth or naturalization.
4. A foreign woman married to a Syrian man can't get Syrian nationality.

**Match the words to their definitions.**

The definitions	The words
1. Additional results of something you do. نتائج إضافية لشيء تفعله	Ramifications التداعيات
2. Something that stops people doing what they want to do, limiting. شيء يمنع الناس من فعل ما يريدون القيام به ، ويحد	Restrictive تقيد
3. The process by which you gain something. العملية التي تحصل من خلالها على شيء ما	Acquisition اكتساب
4. To state that something is legally yours. لتقول إن شيئاً ما يخصك من الناحية القانونية	Enacted صادق على
5. To officially state that a law, decision or agreement is no longer effective. أن تنص رسمياً على أن القانون أو القرار أو الاتفاق لن يكون سارياً لفترة أطول	Revoke سحب أو إبطال
6.To make a proposal into a law. لجعل الاقتراح قانون	Claim إدعاء

**Choose the correct answer a, b, c or d.**

<b>1.Additional results of something you do.</b>			
a-Ramifications	b-Restrictive	c-Acquisition	d-Enacted
<b>2.Something that stops people doing what they want to do, limiting</b>			
a-Ramifications	b-Restrictive	c-Acquisition	d-Enacted
<b>3.The process by which you gain something.</b>			
a-Ramifications	b-Restrictive	c-Acquisition	d-Enacted
<b>4.To state that something is legally yours.</b>			
a-Ramifications	b-Restrictive	c-Acquisition	d-Enacted
<b>5.To officially state that a law, decision or agreement is no longer effective.</b>			
a-Acquisition	b-Enacted	c-Revoke	d-Claim
<b>6.To make a proposal into a law.</b>			
a-Acquisition	b-Enacted	c-Revoke	d-Claim

## Unit 9 – Pronunciation – lesson 3

## 2-Homographs التجانس

**Homographs** are words that are spelled the same but have completely different meanings.

الكلمة	المعنى	الكلمة	المعنى
<b>Bow</b> قوس	A weapon used for shooting arrows سلاح لإطلاق السهام	<b>Bow</b> ينحني	The polite gesture of bending at the waist إيماء مؤدب بالانحناء
<b>Close</b> قريب	Being nearby بالقرب	<b>Close</b> يغلق	To make shut يغلق
<b>Lead</b> رصاص	A type of metal	<b>Lead</b> يقود	Starting in front البدء بـ
<b>Wind</b> رياح	The moving of air	<b>Wind</b> يحفر	To move or have a curving course
<b>Object</b> مادة	An item	<b>Object</b> يعترض	To disagree يخالف
<b>Present</b> هدية	A gift	<b>Present</b> يقدم	To offer or give يعطي – يقدم
<b>Wound</b> جرح	An injury in the skin	<b>Wound</b> يربط	Twisted or wrapped around يلف
<b>Live</b> حي	Not dead ليس ميتا	<b>Live</b> يعيش	To survive يحيا
<b>Tears</b> دموع	Drops of liquid come out of eyes	<b>Tears</b> يمزق	To damage يخرب

**The underlined word means :**

<b>1. After shooting the bull with his <u>bow</u>, the Spanish archer made a grand bow to the audience.</b>			
a. the polite gesture of bending at the waist	b. a weapon used for shooting arrows	c- a gift	d- stay a live
<b>2. As she went to the store <u>close</u> to her house, the woman was careful to <u>close</u> and lock the front door.</b>			
a. to shut	b. being nearby	c- to cut	d- to survive
<b>3. The city took the <u>lead</u> in getting lead out of the municipal waste.</b>			
a. a type of metal	b. starting in front	c- to disagree	d- to jump
<b>4. The wind blew softly as we watched the river <u>wind</u> its way through the valley.</b>			
a. to move or have a curving course	b. the moving of air	c- to walk	d- to shine
<b>5. I <u>object</u> to being given this object!</b>			
a. an item	b. to disagree	c- a weapon	d- to run
<b>6. It is the perfect time to <u>present</u> the present to your mother.</b>			
a. to offer or give	b. a gift	c- to cry	d- to damage
<b>7. She has <u>tears</u> in her eyes whenever she tears old photos.</b>			
a. to damage	b. drops of liquid come out of eyes	c- injury	d- type of food
<b>8. The bandage was <u>wound</u> around the wound.</b>			
a. an injury in the skin	b. twisted or wrapped around	c- injury	d- type of food
<b>9. How long will the live fish <u>live</u> without food?</b>			
a. to survive	b. not dead	c- to die	d- to watch

## Unit 9 - Grammar – lesson

### Paired Conjunctions حروف العطف المترابطة

<b>Both.....and.....</b> كلاهما ..... و.....	<b>not only ..... but also.....</b> ليس فقط ..... لكن ايضا.....	<b>Either.....or .....</b> اما ..... او .....	<b>Neither.....nor.....</b> لا ..... ولا.....
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1. **Both** the teacher and the student .....here. ( is / are )
2. **Neither** the teacher nor the student ..... here. (is / are )
3. **Not only** the teacher but also the student ..... here. (is / are )
4. **Not only** my brother but also my sister ..... a doctorate in science. ( have / has)
5. **Either** the students or the teacher..... planning to come. (is / are )
6. **Either** the teacher or the students..... planned to come. (have / has.)
7. **Either** my brother or my sister ..... going to tutor me in science. (is / are )
8. **Neither** my brother nor my sisters ..... teachers. (is / are )

<p>1-<b>Neither</b> I ..... you needed to visit the Cathedral. a-or b- nor c-but d-and</p> <p>2-<b>Either</b> a piece of stone..... a hammer might help us with this kind of work. a-or b- nor c-but d-and</p> <p>3-You shouldn't have called..... the police <b>nor</b> the neighbors. a- neither b- only c- either d-but</p> <p>4- Breaking the silence was <b>not</b> the <b>only</b> good thing she did ..... it was <b>also</b> very useful. a-or b- nor c-but d-and</p> <p>5. <b>Neither</b> Rayan ..... Nadeem <b>knows</b> where Hani is. a-or b- nor c-but d-and</p> <p>6-You can ..... take Sally <b>or</b> any other person with you. a- neither b- only c- either d-but</p> <p>7-<b>Neither</b> Tom ..... Paul <b>lies</b> to their friends. a-or b- nor c-but d-and</p> <p>8. <b>Both</b> Fred..... Linda <b>like</b> helping their friends. a-or b- nor c-but d-and</p> <p>9. <b>Either</b> Harry ..... Helen used to help Ann. a-or b- nor c-but d-and</p> <p>10. We should learn to accept ..... our weaknesses <b>but also</b> our strengths. a- neither b- not only c- either d-but</p> <p>11. He..... <b>listens</b> to <b>nor</b> <b>advises</b> his friends when they have a problem. a- neither b- not only c- either d-but</p> <p>12. I've betrayed <b>not only</b> your trust..... your love for me. a-or b- nor c-but also d-and</p> <p>13. He felt <b>both</b> disappointed .....misunderstood. a-or b- nor c-but d-and</p>	<p>14. <b>Neither</b> Brian ..... Tom <b>is</b> very considerate. a-or b- nor c-but d-and</p> <p>15. A true friend is someone who is <b>both</b> caring ..... loving. a-or b- nor c-but d-and</p> <p>16. Rachel should <b>either</b> apologies ..... leave. a-or b- nor c-but d-and</p> <p>17. <b>Neither</b> Richard ..... John kept her secret. a-or b- nor c-but d-and</p> <p>18. She is ..... at the office <b>or</b> at the airport. a- neither b- only c- either d-but</p> <p>19. The film was ..... funny, <b>but also</b> exciting. a- neither b- not only c- either d-but</p> <p>20. <b>Neither</b> the English team.... the Scottish team played well. a-or b- nor c-but d-and</p> <p>21. July bought ..... a dress <b>and</b> a jumper. a- neither b- both c- either d-but</p> <p>22. <b>Both</b> Hind ..... Hassan <b>enjoy</b> swimming in the early morning. a-or b- nor c-but d-and</p> <p>23. ....Sara <b>nor</b> Waleed <b>is</b> in class today. a- Neither b- Both c- Either d-But</p> <p>24. We can ..... make dinner for our guests <b>or</b> take them to a restaurant. a- neither b- both c- either d-but</p> <p>25. <b>Both</b> the panda ..... the koala <b>face</b> extinction. a-or b- nor c-but d-and</p> <p>26. <b>Neither</b> this website ..... that one has the topic I need. a-or b- nor c-but d-and</p> <p>27-<b>Neither</b> Sua'ad <b>nor</b> Waleed ..... in the class today. a-is b-are c-were d-have</p>
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**Unit 9 - Everyday English – lesson****Accepting and Declining Offers**

Offering help عرض مساعدة	Accepting offers وافق على العرض	Declining offers رفض العرض
<p>Can I? / Shall I ...? هل ممكن؟</p> <p>Would you like ...? هل ترغب بـ</p> <p>Do you want me to...? هل تريد مني</p> <p>I'd be glad to help... يسرني مساعدتك</p>	<p>Yes, please. I'd love to. نعم رجاء ارجب بـ</p> <p>If you wouldn't mind. اذا لا تمنع</p> <p>Thank you. That would be great. شكرا سيكون رائع</p>	<p>It's OK. I can do it myself. سأقوم بذلك بنفسي</p> <p>Don't worry. I'll do it. لا تقلق سأقوم به</p> <p>No, thank you. لا شكرا</p> <p>Not just at the moment, thank you</p>

**Waiter:** **Would you like** some more tea?

**John:** Oh, **thank you very much.** I'd love some.

**Waiter:** Would you like it with milk or lemon?

**John:** Milk, **please.** Not too much.

**Waiter:** Sugar?

**John:** **No thank you.** No sugar. I'm trying to **lose weight.**

**Waiter:** **Would you care** for a **ginger** biscuit?

**John:** **Not just at the moment, thank you,** but I'd like another piece of **Angel** cake, if I may.

**Waiter:** Certainly. Please help yourself.

**John:** That's kind of you.

**Waiter:** Not at all.

**1- The person opposite you in the train has been trying to read your newspaper. What do you say.**

a- I am sorry about what happened

b- Yes, please. I'd love to.

c- You are exaggerating

d- Would you like to read it?

**2- The person on your right is looking hungrily at the vegetable dish on your left. What do you say?**

a- I am sorry about what happened

b- Yes, please. I'd love to.

c- You are exaggerating

d- Shall I pass on the dish to you?

**3- Your bag is full of crisps, chocolate and fruit. Offer them to others.**

a- I am sorry about what happened

b- Yes, please. I'd love to.

c- You are exaggerating

d- Would you like to have some ?

**4. Your friend's family is going on holiday next week. Your friend has invited you to join them. (Accept the offer)**

a- Yes, please. I'd love to.

b- Thank you. That would be great

c- I am sorry about what happened

d- No, I can't

## Writing

**Write a composition of about 100 words about "The importance of law in people's lives ."**

**The following questions may help you:**

- Why is it important?
- How should parents encourage their children to obey laws?
- What should schools do to empower the sense of dedication to law?
- What should be done to those who do not obey law?

**Read the text then choose the correct answer a, b, c or d.**

Law is 1-..... the most important elements 2- ..... communities. Law tells us what is right and wrong and how we should 3-..... to achieve a peaceful society while enjoying individual freedoms. As children grow up, they need to learn that they have to respect law and authority. 4- ....., explain to your children why it is important for them to obey the law in their daily lives because it adds value to their lives and 5- ..... them to know the world 6- ..... . When individuals violate the law, 7- ..... prison, fines, damages and number of other unpleasant consequences. So, the society needs law and order to survive, without laws there will be chaos; law-breaking violates individual 8- .....

1-

a- one of	b- one in	c- one on	d- one at
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2-

a- in organize	b- in organizes	c- in organizing	d- in organized
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3-

a- act	b- acts	c- acting	d- acted
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4-

a- Therefore	b- On the contrast	c- Although	d- Because
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5-

a- is helping	b- helped	c- has helped	d- helps
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6-

a- better	b- butter	c- bitter	d- batter
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7-

a- they enjoy	b- they face	c- they stop	d- they protect
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8-

a- people's rights.	b- people's wrights.	c- people's writes.	d- people's fights.
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## Student's book – Unit 10 – lesson 1

## Culture Shock الصدمة الثقافية

## Key words

Cultural	ثقافي	Custom	عادة	Reactions	ردود فعل	Adaption	تكيف
Experience	تجربة	Symptoms	اعراض	Honeymoon	شهر عسل	Contributes	مساهمات
Unfamiliar	غير مألوف	Homesickness	الحنين للوطن	Frustration	احباط	Integration	اندماج
Lead to	يؤدي	Disturbances	اضطراب	Rejection	رفض	Balance	توازن
Abroad	خارج	Excessive	مفرط	Adjustment	تأقلم	Relief	راحة

ثقافة جديدة ذو بلد أجنبي إلى ينتقلون عندما يمر بها قد تجربة هي الصدمة الثقافية  
 Culture shock is an **experience** people may have when they move to a **foreign** country with a new **cultural**  
 الشعور إلى تؤدي يمكن أن البيئة غير المألوفة هذه بيئتهم عن تختلف التي بيئة  
 environment, which is different from their own. These **unfamiliar** surroundings can **lead to** a feeling of being a  
 العادة في أشياء مختلفة يواجه فإنه في الخارج الدراسة يبدأ طالب عندما على سبيل المثال بالضيق قليلاً  
 little bit lost. For example, when a student starts studying **abroad**, he/she experiences different things in **custom**,  
 شديد ، الملل ، الغضب: تتضمن لصدمة التنقل اعراض عديدة يوجد. الطعام و اللباس  
 dress and food. There are many **symptoms** of **transition shock** including: **anger**, **boredom**, extreme  
 تستمر الأعراض في بعض الأحيان لثقافة المضيف ردود الفعل الانتقادية المفرطة و اضطرابات الأكل والحنين للوطن  
**homesickness**, eating **disturbances** and **excessive** critical **reactions** to host culture. Sometimes the symptoms last  
 . شهور حتى أو لأسابيع تستمر أغلب الأحيان ولكنها لأيام قليلة فقط  
 just few days, but more often they last weeks or even months.

شهر العسل في البداية سيكون لديهم مراحل أربع خلال مايمرون عادة من الصدمة الثقافية الذين يعانون الأشخاص  
 People experiencing culture shock usually move through **four stages**; they will **initially** have the **honeymoon**  
 سوف يكون هنالك بعد ذلك مثير و جديد كل شيء بأن بشعور إيجابي تتميز التي مرحلة  
**stage** which is characterized by a positive feeling that everything is new and exciting. Then there will be the  
 ثقافة الوطن على إضفاء الطابع الرومانسي فضلاً عن الثقافة الجديدة برفض تتميز وقد مرحلة الإحباط  
**frustration stage**, it may be marked by **rejection** of the new culture, as well as **romanticizing** one's home culture.  
 الشعور و يبدؤون ، مرحلة التكيف سيبدأ الناس السكان المحليين من المساعدة وربما بعض الوقت مع بعد ذلك ولكن  
 But then, with some time and perhaps help from **locals**, people will start the **adjustment stage** and begin to feel  
 التي المرحلة النهائية هي والقبول التكيف البيئة الجديدة مع الراحة و للإمام بمزيد  
 more familiar and **comfortable** with the new environment. **Adaption** and **acceptance** is the final **stage** which  
 الاندماج الناجح في تساهم  
**contributes** to the successful **integration**.

توازنه الخاص يجد أن يجب على كل شخص الصدمة الثقافية مع للتعامل حل سحري لا يوجد في الواقع  
 In fact, there is no **magic solution** for dealing with culture shock. Everyone has to find his or her own **balance**  
 الصدمة الثقافية ماهية معرفة فإن ، بعبارة أخرى . البلد المضيف وقيم الوطن قيم بين  
 between the values of home country and those of the host country. **In other words**, knowing what **culture shock**  
 وتعطي شخصية الفرد تشكل التجربة هذه الارتياح شعورك تحديد على والقدرة  
 is and being able to **identify** your feelings is a **relief**. This experience shapes one's personality and gives an  
 الجميل بشكل لا يصدق هذا على ومترابطون متشابهون جميعاً فإننا اختلافاتنا على الرغم درسا لا يقدر بثمن  
**invaluable** lesson that despite our **differences**, we are all similar and **interconnected** on this **incredibly** beautiful  
 الكوكب  
 planet.



**Choose the correct answer a, b, c or d:**

**1- Which of the following sentences isn't true?**

- A- When people move to unfamiliar country, they might have culture shock.
- B- When people move to a different country, they might have a culture shock.
- C- When people move to their own country, they might have a culture shock.
- D- When people move to a strange country, they might have a culture shock.

**2- One of the transition shock symptoms is -----**

- A- anger
- b- boredom
- c- homesickness
- d- all answers

**3- In the ----- stage of people begin to feel more confident and relaxed.**

- A- honeymoon
- b- frustration
- c- adjustment
- d- adaption and acceptance

**4- People can reduce the impact of culture shock when they -----**

- A- find their balance between the values of home and those of the host country.
- B- come back to their own country.
- C- reject the values of the host country.
- D- refuse the values of their home country.

**5- The last stage of culture shock is -----**

- A- frustration
- b- honeymoon
- c- adaption and acceptance
- d- adjustment

**Read the text again and decide whether these statements are true or false.**

- 1- Culture shock is an experience people may have when they move to a **familiar** country.
- 2- When a student starts studying abroad, he/she experiences **same** things in custom, dress and food.
- 3- Sometimes the symptoms last just few days, but more often they last weeks or even months.
- 4- Adaption and acceptance is the **first** stage which contributes to the successful integration.

**Match the words with their definitions.**

**1-A change in the way that someone behaves or thinks.**

- a-Adjustment
- b-Frustration
- c-Disturbance
- d-Integration

**2.The feeling of being annoyed because you cannot control a situation.**

- a-Adjustment
- b-Frustration
- c-Disturbance
- d-Integration

**3. In unhappy and worried mental state.**

- a-Adjustment
- b-Frustration
- c-Disturbance
- d-Integration

**4-The process of fitting into a community.**

- a-Adjustment
- b-Frustration
- c-Disturbance
- d-Integration

**5. A strong, sad feeling of missing one's home when physically away.**

- a-Invaluable
- b-Homesickness
- c-Disturbance
- d-Integration

**6-Extremely useful.**

- d-Invaluable
- b-Homesickness
- c-Disturbance
- d-Integration

## Workbook -Unit 10 – lesson 2

## Culture Shock

## Key words

Diary	مذكرات	Chilly	شديد البرودة	Sap	عصارة
Challenge	تحدي	Interconnected	متراصة	Get used	يعتاد
Mild	معتدل	Beneath	أسفل	Judgments	احكام
Average	متوسط	Maple	القيقب	Accept	يقبل

مأخوذة المقاطع التالية مونتريال في تدرس سوريا حلب من طالبة ديانا شباط  
**February 17:** Diana, a student from Aleppo, Syria, is studying in Montreal. The following passages are taken

من كندا في الأشهر الستة الأولى خلال مذكراتها من  
 from her **diary** during her first six months in Canada.

البحر الأبيض المتوسط لدينا سوريا في يمثل تحدياً قد مناخ مختلف تماماً ذو بلد إلى الانتقال  
 Moving to a country with a very different **climate** could be a **challenge**! In Syria we have a **Mediterranean**  
 متوسط درجة الحرارة ومثلج بارد جداً الشتاء كندا في هنا شتاء ماطر معتدل مع طقس  
 weather, with **mild**, rainy winters. Here in Canada winter is very cold and snowy. Temperature **average** is  
 معظم لأن مشكلة لم تكن لكنها البرد بشأن قلقاً للغاية كنت درجة ٢٠ الرقمين الفردي بين  
 between the single digits and the -20s. I was very **worried about** the cold. But it wasn't a problem because most  
 البرودة شديدة الطقس يكون عندما دافئة تبقى كيف تعرف المدينة هذه في الواقع مدفئة بشكل جيد هنا المباني  
 buildings here are well heated. Actually this city knows how to stay warm. When the weather gets too **chilly**, I  
 كم ٣٢ من لأكثر تمتد والتي مونتريال أسفل الأنفاق المتراصة من سلسلة مدينة تحت الأرض أتوجه إلى  
**head to** the Underground City – a series of **interconnected** tunnels **beneath** Montreal which **run for over** 32 kms.  
 محطات مترو وسبع و البنوك الجامعات مراكز والتسوق تربط الأنفاق

The **tunnels** connect shopping malls, universities, banks and seven metro stations.

عادة الأطعمة نفسه حقاً ليس ولكنه لذيذ هنا الطعام كثيراً لطهي أي أشتاق نيسان  
**April 10:** I miss my mom's cooking a lot, the food here is delicious but it's not really the same. Foods, typically  
 دهشة الأكثر الواج الزبدة و فطائر مونتريال خبز البوتين ضمنها لكندا أطباق وطنية يعتبر  
 considered national dishes of Canada, include poutine, Montreal bagels and butter tarts. My most amazing  
 و ينتج يتم شراب القيقب عندما الموسم إنه اذار نهاية في وعادة وقت السكر كانت تجربتي  
 experience was Sugar time, usually at the end of March. It is the **season** when **maple syrup** is produced, and  
 شراب القيقب لإنتاج يتم غليه عصارة القيقب مكان السكر كوخ في تنظم الحفلات بعض  
 some parties are **organized in** "la cabane à sucre", a place where maple **sap** is boiled to produce maple syrup. It  
 الذي الكراميل الحلوى مثل يصبح الثلج على توضع القطرات ودرجة ١٠٠ فوق تسخينه يتم  
 is heated above 100 degrees, and the drops are placed on the snow. It becomes like a candy, a caramel that is  
 عصا على يقدم  
 served on a stick!

تجنب علمتي الأشهر الستة هذه خلال تجربتي صعب ثقافة مختلفة على التعود تموز  
**July 31:** **Getting used** to different culture is difficult. My experience during these six months taught me to **avoid**  
 في أقيم ثقافة أخرى في الناس وجهة نظر فهم محاولة و الأحكام السريعة  
 quick **judgments** and try to understand the **point of view** of the people in another culture. I'm staying in a  
 سريعة أأخذ ألا لي قالوا كثيراً عن يعلموني الذين عائلة كيبك مع مبنى  
 building with a **Quebecois** family who are teaching me about Montreal a lot. They told me not to make quick  
 للتكيف الوقت الكافي يأخذون لا الناس حق على كانوا ذلك أردت لو حتى الفور على أغادر ألا وقرارات  
**decisions**, and not to leave **right away** even if I wanted to. They were right! People don't take the time to **adapt**,  
 يعودون فقط و الثقافة الجديدة يقبلون لا فهم لذا  
 so they don't **accept** the new culture and just go back.

**Choose the correct answer a, b, or c.**

**1. Diana wears heavy clothes when it is very cold in Canada.**

a- True                      b- False                      c- not given

**2. In Canada, people can go shopping underground.**

a- True                      b- False                      c- not given

**3. Montreal has been a destination for many immigrants.**

a- True                      b- False                      c- not given

**4. Maple syrup is prepared in Canada around the year.**

a- True                      b- False                      c- not given

**5. The people Diana lived with taught her to take more time when making decisions.**

a- True                      b- False                      c- not given

**Nobody is perfect. We all make mistakes.**

**We say wrong things, we fall, we get up, we learn, we grow, we move on, we live and we thank God for always giving us another chance.**

## Workbook - Progress Test3 – lesson

### Reading Body Language

#### قراءة لغة الجسد

#### Key words

Communication	تواصل	Handshaking	المصافحة	Facial	وجهي
Verbal	لفظي	Favorable	محبذ	Disgust	اشمئزاز
Non-verbal	غير لفظي	Interpret	يفسر	Interested	مهتم
Gestures	ايماءات	Aggressive	عدائي	Avoiding	تجنب
Expressions	تعابير	Bow	ينحني	Sensitive	حساس

باستخدام لفظي غي ر أو ، الآخرين إلى للتكلم اللغة باستخدام لفظي يكون يمكن الناس بين التواصل

**Communication** between people can be **verbal** by using a language to speak to others, or **non-verbal** by using different parts of the world use different the body language such as **gestures** or facial **expressions**. People in different parts of the world use different gestures to communicate non-verbally and these gestures may have different meanings from one place to another. **Handshaking**, for instance, is considered common around the world. However, to shake hands with others while greeting is something accepted and **favorable** in Western culture and expresses confidence, while people in **the Far East**, in Japan for example, do not prefer shaking hands strongly. This can be **interpreted** as **aggressive**; they **bow** instead. Talking about **facial** expressions, **they** are mostly considered to be universal and they are accepted and known widely. Expressing happiness, sadness, surprise, fear, **disgust** and anger are the same all over the world. **Eye contact** is another non-verbal language. For example, looking away while a person is talking to you means that you are not **interested**. **Avoiding** eye contact is a sign of respect for bosses and elders in many parts of the world. Understanding even a few gestures from different cultures can make you a good communicator. So, next time when you travel, try to be culturally **sensitive**. Learn about the local gestures and let your body talk.

#### Choose the correct answer a, b, c or d.

##### 1. Expressed in spoken words.

a-Verbal b-Aggressive c-shake hands d-sensitive

##### 2-Behaving in an angry threatening way.

a-Verbal b-Aggressive c-shake hands d-sensitive

##### 3.A motion of hand or body to express a thought or a feeling.

a-Verbal b-Aggressive c-shake hands d-sensitive

##### 4-Communication between people can only be verbal by using a language.

a-True b- False c- not mentioned d- Both a and b

##### 5-Expressing happiness, sadness, surprise, fear, disgust and anger are the different all over the world.

a-True b- False c- not mentioned d- Both a and b

##### 6-People in the Far East, in China for example, do not prefer shaking hands strongly.

a-True b- False c- not mentioned d- Both a and b

## Idioms

Idiom	Meaning	Key words
To have a wide face	be well liked محبوب	Friends اصدقاء
To give someone pumpkins	Turn someone down يخذل	Study hard يدرس بجد Invite to a party يدعو لحفلة
To break bread with	Be a close friend to بيني علاقة قوية	Friendship صداقة meet يقابل
lose face	Be disrespected يتم انتقاده	Mistake خطأ
Save face	Avoid embarrassment يحفظ ماء وجهه	Colleagues زملاء

**Choose the correct answer a, b, c or d.**

<b>1-I think we'll be good friends. We both have .....</b>			
a- a wide face	b- lost face	c- broken bread	d- saved face
<b>2- You have to study hard in order not to.....your parents.....</b>			
a-save face	b- lose face	c- break bread with	d- give pumpkins
<b>3- You can't .....everyone you meet in life.</b>			
a- have a wide face	b- lose face	c- break bread with	d- save face
<b>4. I don't want to ruin my friendship with him for we have ..... with each other.</b>			
a- a wide face	b- lost face	c- broken bread	d- saved face
<b>5. He thinks he would ..... if he admitted the mistake.</b>			
a-have a wide face	b- lose face	c- break bread with	d- give pumpkins
<b>6. She has many friends; everyone at work likes her. She has .....</b>			
a- a wide face	b- lost face	c- broken bread	d- saved face
<b>7. I wanted to.....with my colleagues by explaining why I've been late.</b>			
a- have a wide face	b- lose face	c- break bread	d- save face
<b>8. He invited her to the party, but she .....</b>			
a- saved his face	b- lost his face	c- broke bread with him	d- gave him pumpkins

## Unit 10 - Grammar – lesson

### Modals (obligation/ lack of obligation)

الالتزام او عدم الالتزام و النصيحة

الافعال الناقصة	الاستخدام	امثلة
<b>Must</b> يجب - اجباري	-الاجبار يكون من المتكلم نفسه. -القوانين والتعليمات المكتوبة. -التعبير عن الآراء وقول ما هو ضروري. - النصيحة القوية.	- I <b>must</b> remember to send him a birthday gift. - Passengers <b>must</b> fasten their seat belts. (The obligation is imposed by the airline who wrote the notice.) - I haven't spoken to Sandra for ages. I <b>must</b> call her. -You <b>must</b> stop smoking.
<b>Has / have to</b> يجب - اختياري	-الاجبار يكون من الآخر (خارجي). من اجل تطبيق القانون ولا يمكن تغييرها	-We <b>have to</b> get up early tomorrow to catch the plane. (The time of the plane is the reason for the obligation) -She <b>has to</b> get a visa to enter the country.
<b>Should</b> ينبغي - نصيحة	اعطاء النصائح والتوصيات	- You <b>should</b> apologise to the boss for being late. (advice) - You <b>should</b> get a good map of London before you go there. (recommendation)
<b>mustn't</b> لا يجب	تستخدم للتعبير عن المنع او التحريم	-You <b>mustn't</b> wait here. (You are not allowed to wait here) = negative obligation -You <b>mustn't</b> eat in the class.
<b>don't / doesn't have to</b> لا يجب	للتعبير عن عدم الضرورة للقيام بعمل ما. لا حاجة للقيام به.	-You <b>don't have to</b> wait here. (It is not necessary for you to wait here, but you can if you want to) = no obligation -He <b>doesn't have to</b> get up early on Fridays.
<b>shouldn't</b> لا ينبغي	اعطاء النصيحة لعدم القيام بعمل ما ، ربما لأنه سيء.	You <b>shouldn't</b> smoke.
صيغ الماضي	1-To express obligation in the past, use <b>had to</b> : -I <b>had to</b> report the incident to the police. -Did you have to get a visa?  2-To <b>criticise</b> actions in the past, use <b>should + perfect infinitive</b> . <b>Should</b> in the past means that the subject did not do the right thing. -I <b>should have stayed</b> at home. (= I didn't stay at home and my behaviour was wrong.)  3- <b>Must + perfect infinitive</b> is not used to talk about past obligation. It is used to make deductions (استنتاج) about the past. -She <b>must have left</b> early. لا بد انها غادرت باكرا	

### Choose the correct answer:

1 – We use.....to express personal obligation.			
should	b- must	c- have to / has to	
2-We use .....to express general obligation: a law, a rule at school or work.			
should	b- must	c- have to / has to	
3- We use..... to give an opinion or a recommendation.			
should	b- must	c-have to / has to	
4-..... expresses negative advice.			
shouldn't	b-mustn't	c-don't/ doesn't have to	
5 -..... is used to express absence of obligation.			
shouldn't	b- mustn't	c-don't/ doesn't have to	
6 ..... means you are not allowed to do this, it's against the rules.			
a-shouldn't	b-mustn't	c-don't have to	d-doesn't have to
7- You ..... disturb other players, but you don't have to be silent. ( rules in the club)			
a-mustn't	b-shouldn't	c-don't have to	d-doesn't have to
8- You ..... finish on time, but you don't have to start on time. ( rules in the club)			
a-must	b-should	c-have to	d-has to

<b>9- You don't have to play with club balls, but if you do, you ..... take them home. ( rules in the club)</b>			
a-mustn't	b-shouldn't	c-don't have to	d-doesn't have to
<b>10 You mustn't eat or drink outside the canteen, but you ..... to buy your food in it if you don't want to.</b>			
a-mustn't	b-shouldn't	c-don't have	d-doesn't have
<b>11- You ..... have a shower, and you must wear clean clothes. ( in the club)</b>			
a-must	b-should	c-have to	d-has to
<b>12 .In Britain, you ..... drive on the left. ( rule)</b>			
a-must	b-should	c-have to	d- has to
<b>13 . He has a backache. He ..... carry heavy things. ( advice)</b>			
a-must	b-should	c-doesn't have to	d-shouldn't
<b>14 . I'm very hungry. I ..... eat something. ( strong necessity)</b>			
a-must	b-should	c-have to	d- has to
<b>15 . You ..... use your mobile phone in a gas station. ( written rule)</b>			
a-mustn't	b-should	c-don't have to	d-shouldn't
<b>16 . Tom doesn't study enough. He ..... study harder.</b>			
a-must	b-should	c-has to	d- have to
<b>17 . If he has a credit card, he ..... pay for something in cash. He can use the card.</b>			
a-mustn't	b-shouldn't	c-hasn't to	d-doesn't have to
<b>18-You.....visit the lake near the collage. It's beautiful.</b>			
a-must	b-should	c-have to	d- has to

## Unit 10 –Pronunciation – lesson

### Question intonation

**1- In wh-questions**, we use **falling** intonation; the speaker's voice **rises** then **falls** on the last content word. (if being asked for the first time, or asking for information we don't know)

□ □  
e.g. *What's the time?*

**2- In Yes / No questions**, we use rising intonation; the speaker's voice rises on the **last content word** or **phrase**. (if we are checking information we think we already know, our voice goes up at the end)

□ Have you got a **pen**?

**3- Question tags expecting confirmation**, we use **falling** intonation.

□  
e.g. *You're French, **aren't** you?*

**4- Question tags showing less certainty**, we use rising intonation.

e.g. *You're French, **aren't** you?*

**5- In questions that offer choices**, the speaker's voice **rises** on the **first choice(s)**, and **falls** on the last choice.

□ □  
e.g. *Do you prefer reading **poetry** or **prose**?*

### Everyday English

Surprise الاندهاش	
<p>a. You're kidding!</p> <p>b. I'm not surprised.</p> <p>c. That's totally ridiculous.</p> <p>d. I'll take word for it.</p> <p>e. You could have fooled me.</p>	<p>f. Do you seriously expect me to believe that?</p> <p>g. I'll believe that when I see it.</p> <p>h. No wonder.</p> <p>i. You're going to do WHAT??</p> <p>j. That's absolutely amazing!</p> <p>k. A new job?</p>
<p><b>Paul:</b> Jack's got a new job.</p> <p><b>Carla:</b> A new job?! Good for him.</p> <p><b>Paul:</b> Apparently, he's promoted.</p> <p><b>Carla:</b> Is he? <b>How amazing!</b></p> <p><b>Paul:</b> Yes. He told me that last week. He's going to work in the main office.</p>	<p><b>Carla:</b> In the main office? That's interesting!</p> <p><b>Paul:</b> Yes. He's travelling to Spain tomorrow.</p> <p><b>Carla:</b> Oh, <b>that's incredible!</b> What about his family?</p> <p><b>Paul:</b> They're travelling with him, too.</p> <p><b>Carla:</b> <b>Are you serious?</b></p> <p><b>Paul:</b> Sure. They'll have a flat in the centre of Madrid.</p> <p><b>Carla:</b> <b>You're kidding!</b> I'll call him now.</p>

**1- Your brother has won a lottery. (Express surprise)**

a- OK. I can do that.      b- Maybe you are right.      c- How amazing!      d- I am sorry about what happened.

**2- A friend won a school competition last week. (Express surprise)**

a- OK. I can do that.      b- Maybe you are right.      c- Oh that's incredible!      d- I am sorry about what happened.

**3- Your friend's family is going to spend their holiday on the beach. (Express surprise)**

a- OK. I can do that.      b- Maybe you are right.      c- On the beach?      d- I am sorry about what happened.

**4. A friend tells you she's going to have her hair dyed orange. (Express surprise)**

a. You're kidding!      b- OK. I can do that.      c- Maybe you are right.      d- congratulations.

**5. Your partner is late for your date as usual, but promises to be on time next time. (Express surprise)**

a- I'll take word for it.      b- OK. I can do that.      c- Maybe you are right.      d- Congratulations!

**6. A taxi driver tells you that you have to pay double fare. (Express surprise)**

a- OK. I can do that.      b- Maybe you are right.      c- Congratulations.      d- That's totally ridiculous.

**7. Someone tells you that their dog can sing pop songs. (Express surprise)**

a- OK. I can do that      b- Maybe you are right      c- Congratulations.      d- Do you seriously expect me to believe that?

**8. Your friend tells you that he's tired ... you know that he's always staying up late. (Express surprise)**

a- OK. I can do that      b- Maybe you are right.      c- Congratulations.      d- No wonder.



9. Someone tells you that he's just seen Misse at the local supermarket. .(Express surprise)

a- OK. I can do that.      b- Maybe you are right      c-congratulations.      d-I'll believe that when I see it.

## Writing

Many people visit your country, but they don't know a lot about it. Write an article to help them be culturally aware of your country.

**Read the text then choose the correct answer a, b, c or d.**

Syria is a 1- ..... book and those who do not travel to it, read only a page about this great country. 2-..... full of many historical and cultural areas 3-..... attract many visitors. Syria is home to one of the oldest civilizations in the world, with a rich artistic and cultural heritage. Syrians are 4-..... with their warm hospitality 5-..... kindness. Weddings 6-..... for the whole family, relatives and friends who participate in the party as a folk customs. Syria is one of the Arab world's centers for cultural and traditions, especially in the field of classical Arab music and in literature. As for architecture, we can see traditional houses of the old cities which date back to the ancient times 7-..... the country. Once you come to Syria you will never forget its wonderful landscapes and 8-..... people.

1-

a- wonder	b- wondering	c- wonderful	d- wondered
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2-

a- It is	b- It was	c- it is	d- It has
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3-

a-who	b-where	c-that	d-whose
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4-

a- will known	b- well know	c- well known	d- well knowing
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5-

a-and	b-or	c-but	d-nor
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6-

a- are occasions	b- are occasion	c- is occasions	d- is occasion
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7-

a- all ever	b- all never	c- all over	d- all above
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8-

a- friendly	b- friend	c- friends	d- freindly
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## Unit 11 - Student's book – lesson 1

## Epics

إنسان خارق وأقوى الأرض على ملك أعظم هو بشر وثلاثة و إله تثلثه جلجامش  
 Gilgamesh, two-thirds god and one-third human, is the greatest king on earth and the strongest super-human  
 إله السماء ينادي الناس بقسوة شعبه مع يتعامل و شاب لكنه على الإطلاق  
 that ever existed; however, he is young and deals with his people harshly. The people call out to the sky-god  
 المحيطة في الغابات القاسية و البرية ، إنكيدو إنساناً برياً خلق أنو رداً على ذلك لمساعدتهم أنو  
 Anu to help them. In response, Anu creates a wild man, Enkidu, out in the harsh and wild forests surrounding  
 بمثابة سيكون الحيوانات البرية من العشرات قوة لديه هذا الوحش ، بأراضي جلجامش  
 Gilgamesh's lands. This **brute**, Enkidu, has the strength of dozens of wild animals; he is to serve as the  
 الاثنين بين كانت هناك صداقة جيدة لاحقاً لجلجامش الخارق المنافس دون البشر  
 subhuman rival to the superhuman Gilgamesh. Later a good friendship existed between the two.  
 لا يستطيع جلجامش أن الضخامة لدرجة من وكان الأرض على سقط نيزك البداية في حلمان له جلجامش  
 Gilgamesh has two dreams; in the first a **meteorite** falls to earth which is so great that Gilgamesh can neither  
 لا يستطيع أنه كبيرة لدرجة على بابه تظهر رفس أن يحلم جلجامش الثانية في قلبه أو رفعه  
 lift it nor turn it. In the second, Gilgamesh dreams that an axe appears at his door, so great that he can neither  
 قوة عظيمين أن رجلاً خبرته معنى الأحلام هذه عن والدته سأل جلجامش قلبها أو رفعها  
 lift it nor turn it. Gilgamesh asks his mother what these dreams might mean; she tells him a man of great force  
 بأعمال عظيمة على القيام جلجامش سيساعد الرجل وهذا أوروك سيأتي و قوة  
 and strength will come into Uruk and this man will help Gilgamesh perform great deeds.  
 مليئة رحلت ه بأن إقناع ه يحاولون عقربان كبيران يصادف جلجامش في طريقه  
 On his way, Gilgamesh encounters two large scorpions. They try to convince him that his journey is full of  
 من كل تقتل التي الموت مياه عابراً رحلتيه واصل جلجامش دون جدوى ولكن بالمخاطر  
 danger but **in vain**. Gilgamesh continues his journey, crossing the Waters of Death that kill anyone who  
 هذا يخبر برجل التقى و الشاطئ إلى وصل جلجامش رحلة خطيرة و طويلة بعد يلمسها  
 touches them. After a long and dangerous journey, Gilgamesh arrives at a shore and meets a man. He tells this  
 و الطوفان العظيم من نجوا البشر الوحيدةين وزوجته اوتنابيشتم عن يبحث أنه الرجل  
 man that he is looking for Utnapishtim and his wife, the only humans to have **survived** the **Great Flood** and  
 العجوز الحياة الأبدية سر اكتشاف الذين أمل على الآلهة الخلود منحتهم ،  
 who were granted immortality by the gods, in the hope of discovering the secret of everlasting life. The old  
 وليست الجهود البشرية كل الآلهة إرادة بسبب أمر ضروري الموت أن جلجامش ينصح الرجل  
 man advises Gilgamesh that death is a necessary fact because of the will of the gods; all human efforts are only  
 حزنا وبيكي ركبتيه على يسقط جلجامش دائمة ليست مؤقتة  
 temporary, not permanent. Gilgamesh falls to his knees and weeps in sorrow.  
 مختلفة الرجال من أفضل ليكونا كلاهما يلهم جلجامش و إنكيدو صداقة في الحب  
 The love within the friendship of Enkidu and Gilgamesh inspires both of them to be better men in different  
 يموت إنكيدو عندما موت الإنسان حقيقة التي لا مفر منه هو يتعلمه جلجامش درس عظيم آخر بطرق  
 ways. Another great lesson Gilgamesh learns is the inescapable truth of human death. When Enkidu dies a  
 تحتوي جلجامش ملحمة موته من فكرة رعباً أكثر و يصبح جلجامش مؤلماً مؤناً  
 painful death, Gilgamesh becomes even more terrified of the idea of his own death. The Epic of Gilgamesh has  
 الأخلاق الأخرى العديد من هناك قوة دافعة الحب أن هو الموضوع الرئيسي لكن الموضوعات الأخلاقية من على العديد  
 several moral themes, but the main theme is that love is a motivating force. There are many other morals to be  
 الخلود أن بلا شك أحدهما أيضاً الملحمة من أخذها التي يجب . مستحيل (التي يريد لها جلجامش بالطريقة)  
 taken from the epic as well. One is undoubtedly that **immortality** (the way Gilgamesh desires it) is impossible  
 سعيه إلى ما دفعه هو موته على وخوف جلجامش و موت إنكيدو لأن تحقيقه  
 to achieve. Because it was Enkidu's death and Gilgamesh's fear for his own death that set him on his quest, the  
 منه الخوف عدم ، إذا أمكن و سيأتي الموت أن قبول هو هنا المعنوي الحقيقي  
 real moral here is to accept that death will come, and if possible, not to fear it.

**Read the following sentences about the text and choose the correct answer.**

**1. How does Gilgamesh deal with his people?**

a-severely	b-friendly	c-nicely	d-kindly
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**2. What is the purpose of Gilgamesh's journey?**

a-immortality	b-Utnapishtim and his wife	c-his friend Enkidu	d-new lands
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**3. What is the moral lesson of the epic of Gilgamesh?**

a-love is a motivating force	b-immortality is impossible to achieve
c-accept that death will come	d-all answers

**4. Anu is .....**

a. an earthly god	b a heavenly god	c a superman	d. normal man
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**5. Later Gilgamesh and Enkidu .....**

a. left each other	b. parted	c. befriended	d. killed each other
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**6. At the sudden death of Enkidu, Gilgamesh didn't take care of himself because he was .....**

a. sad for him	b. afraid of death	c. pessimistic	d. happy
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**7. Gilgamesh was in deep sadness because he realised that human efforts last for ..... in the face of death**

a. a limited time	b. a long time	c. forever	d. unlimited time
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**8. The immortality Gilgamesh desires is .....**

a. possible	b. infeasible	c. reasonable	d. achievable
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**9. Compared with Gilgamesh, Enkidu is very strong.**

a. True	b. False
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**10. In his second dream, Gilgamesh is able to lift the huge stone.**

a. True	b. False
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**11. Because of his love to Enkidu, Gilgamesh starts his journey searching for mortality.**

a. True	b. False
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**12. The old man advises Gilgamesh to continue his journey.**

a. True	b. False
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Meanings	Highlighted words
1. The state of living forever.	Immortality خلود
2. A man who is cruel, violent and not sensitive.	Brute متوحش
3. A large piece of rock from the outer space.	Meteorite نيزك
4. Without positive results / useless.	In vain عبثا
5. continued to live.	Survived على قيد الحياة

**1. The state of living forever .....**

a. immortality	b. brute	C. meteorite	d. in vain
----------------	----------	--------------	------------

**2. A man who is cruel, violent and not sensitive .....**

a. immortality	b. brute	C. meteorite	d. in vain
----------------	----------	--------------	------------

**3. A large piece of rock from the outer space .....**

a. immortality	b. brute	C. meteorite	d. in vain
----------------	----------	--------------	------------

**4. Without positive results / useless .....**

a. immortality	b. brute	C. meteorite	d. in vain
----------------	----------	--------------	------------

**5. Continued to live.**

a. survived	b. brute	C. meteorite	d. in vain
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## Unit 11 –Workbook – lesson 2

## The 1001 Nights

مجموعات أشهر من واحدة ، ليلة و ليلة ألف ك معروفة أيضا ، الليالي العربية

*The Arabian Nights*, also known as *The Thousand and One Nights*, is one of the most famous collections of stories from the Islamic golden age. They are centred around the frame story of the Sultan Shahrayar and his wife Scheherazade. After finding out that his first wife is unfaithful, Shahrayar kills her and **swears** to marry a different woman each night before killing her the following morning. Scheherazade thinks of a plan to stop him. In the story, Scheherazade tells her husband a story each night. However, she stops telling the story at an exciting point to make him eager to hear the rest. The next evening, she finishes that story and begins telling another one, following the same pattern for one thousand and one nights until Shahrayar has a change of heart. Since the 18th century, foreign cultures had characterised the epic by different literary responses caused by its **vague** authorial identity. As a result of its translation into many languages, *The Arabian Nights* has been influencing many world literary writers. Critics, therefore, have identified the utilisation of its literary techniques, such as repetitive designation, frame-story, and dramatic visualisation. *The Arabian Nights* is one of the richest sources for the magical turn in **contemporary** cultures by using ghosts, jinns or shape-shifting. It is seen as a book of exceptional literary values. The reception of *The Arabian Nights* in the world paves the way to better understanding of Arabic literature among the world's arts. In this sense, *The Arabian Nights* functions as a means of cultural “language” between east and west. The great significance of *The Arabian Nights* in literature is **indebted** to the distinctive use of the narration technique. It employs different narrative devices that are still **utilized** in creating fictional works today. Finally, we can say the greatness of the **epic** stands in the character of the narrator, Scheherazade, herself.

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**Choose a, b, or c to complete the following statements about the text.**

**1. The protagonist (hero/ heroine) in the Arabian Nights is.....**

a. Shahrayar	b. Scheherazade	c. jinn	d. . Shahrayar's wife
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**2. The reason for killing women in the Arabian Nights is..... .**

a. loyalty	b. faithfulness	c. unfaithfulness	d.love
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**3. The Arabian Nights has been..... many world literary works.**

a. affecting	b. imitating	c. attracting	d. discussing
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**4. The Arabian Nights is seen as a book of .....literary values.**

a. normal	b. ordinary	c. outstanding	b.useless
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**5. The devices used in the Arabian Nights are ..... for later writers.**

a. useless	b. useful	c. unsuitable	d. not important
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**6- After discovering that his first wife is unfaithful, Shahrayar kills her.( )**

**7-Shahrayar stops telling the story at boring point. ( )**

Meanings	Highlighted words
1. Not clear	Vague غامض
2. To use something, especially for a practical purpose	Utilise يستخدم
3. Grateful to someone for his/her help	Indebted الفضل
4. A book or a poem that tells a long story about brave actions	Epic ملحمة
5. To promise that you will do something	Swears يقسم
6. Belonging to the same time	Contemporary معاصر

**1. Not clear .....**

a. vague	b. utilise	c. indebted	d. epic
----------	------------	-------------	---------

**2. To use something, especially for a practical purpose .....**

a. vague	b. utilise	c. indebted	d. epic
----------	------------	-------------	---------

**3. Grateful to someone for his/her help .....**

a. vague	b. utilise	c. indebted	d. epic
----------	------------	-------------	---------

**4. A book or a poem that tells a long story about brave actions .....**

a. vague	b. utilise	c. indebted	d. epic
----------	------------	-------------	---------

**5. To promise that you will do something .....**

a. swear	b. utilise	c. indebted	d. epic
----------	------------	-------------	---------

**6. Belonging to the same time.....**

a. swear	b. contemporary	c. indebted	d. epic
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Vocabulary – lesson -

Literary Terms  
العبارات الادبية

<b>Prose</b> النثر	writing that is not poetry			
<b>Satire</b> الهجاء	a way of criticizing a person or an idea			
<b>Metaphor</b> استعارة	using of a word or phrase not as used normally			
<b>Plot</b> الحبكة	the series of events that form a story			
<b>Climax</b> الذروة	the most exciting or important event or point in time			
<b>Novel</b> رواية	<b>Poet</b> شاعر	<b>Masterpiece</b> تحفة	<b>Style</b> اسلوب	<b>Tragedy</b> مأساة

Choose the correct word a, b, c or d.

<b>1- Animal Farm is a novel uses ..... to criticize people.</b>			
a- Satire	b- climax	c- Plot	d- Metaphor
<b>2- When a tragedy reaches its ....., the audience ought to face a solution.</b>			
a- Satire	b- climax	c- Plot	d- Metaphor
<b>3- ..... is a literary genre that releases writers from the restrictions of meter.</b>			
a- Prose	b- climax	c- Plot	d- Metaphor
<b>4- Ancient Greek epics used many .....s to create more interesting stories.</b>			
a- Prose	b- climax	c- Plot	d- Metaphor
<b>5- " Heart of gold " and " a shining star " are two examples of .....</b>			
a- Prose	b- climax	c- Plot	d- Metaphor
<b>6- Writers use ..... to criticise the bad deeds of people.</b>			
a- Satire	b- climax	c- Plot	d- Masterpiece
<b>7- Romeo and Juliet is a ..... that shows how hate destroys love.</b>			
a- Tragedy	b- Masterpiece	c- Climax	d- Style
<b>8- A ..... is the greatest work written by a writer</b>			
a- Tragedy	b- Masterpiece	c- Climax	d- Style
<b>9- Robinson Crusoe is the first ..... written in English literature. It is 198 pages</b>			
a- Novel	a- Tragedy	b- Masterpiece	c- Climax
<b>10- Nizar Khabani was a brilliant romantic Syrian .....</b>			
a- Poet	a- Novel	a- Tragedy	c- Climax

### Three Princes

ان يعتقد والديهم . اليمن سلطان أبناء الحسين الأمير و ، احمد الأمير ، علي الامير  
 Prince Ali, Prince Ahmed, and Prince Hussain are the sons of **the** Sultan of Yemen. Their parents believe **that**  
 والدهم . المملكة . يدمرون سوف و العرش من اجل بعضهم البعض يقاتلون سوف أولاده ، يموت السلطان عندما  
**when** the Sultan dies, the sons will fight each other for **the throne** and will destroy the kingdom. Their father  
 يعطيهم ، العالم في الشيء ثمن الأكثر يعتقدون هم ما له يحضروا ل أولاده من كل يتحدا  
 challenges each of his sons to bring him what they believe is **the most precious** object in the world, giving them  
 احمد . تليسكوب قوي يد و مملكة متطاولة الى شمالا يتجه علي . سعيهم يكملوا ل سنة واحدة  
 one year to complete their quest. Ali **heads north to** a brazen kingdom, and finds a powerful telescope. Ahmed  
 الأخ الأخير . (الحياة تفاحة ) تفاحة غامضة يمتلك ل دير بوزي جبل الى شرقا يسافر  
 travels east to a mountain Buddhist monastery which possess a mystic apple (**the Apple of Life**), The last brother,  
 تستغرق الاخوة رحلة . سجادة طائرة يجد و البتراء مدينة تحت الأرض غربا يسافر ، حسين  
 Hussain, travels west to **the underground city** of Petra and finds a flying carpet. The journeys of the brothers take  
 على والدهم ان يظهر تليسكوب علي . استراحة المسافرين يتقابل الثلاثة والعام المحدد  
 up the given year, and all three meet at the Traveller's Rest. Ali's telescope reveals that their father is on his  
 الحياة تفاحة احمد ب والدهم ينقذوا ل سجادة حسين على اليمن الى يسارعون الاخوة . سريرالموت  
**deathbed**. The brothers race back to Yemen on Hussain's carpet to save their father with Ahmed's apple of life.  
 والدهم يخلفوا أخيرا الاخوة عندما ، مغامراتهم نتيجة ك تشرح شهرزاد  
 Scheherazade explains that as a result of their adventures, when the brothers **eventually** succeed their father,  
 وئام و سلام في معا المملكة يحكمواهم  
 they rule the kingdom together **in peace and harmony**.

**Unit 11 - Pronunciation – lesson****Strong and Weak Forms of Auxiliary verbs.**

Auxiliary Verb الفعل المساعد	Weak ضعيف	Strong قوي	Weak عندما تأتي في بداية الجملة في صيغة السؤال	Strong في الإجابة القصيرة
<b>am</b>	/əm/	/æm/	<b>Am</b> I late?	Yes, I <b>am</b> .
<b>are</b>	/ə/	/ɑ:/	<b>Are</b> they going?	Yes, they <b>are</b> .
<b>is</b>	/s/ /z/	/iz/	This <b>cat's</b> fast? <b>Who's</b> coming?	Yes, it <b>is</b> . Ali <b>is</b> .
<b>was</b>	/wəz/	/wɒz/	<b>Was</b> the weather terrible?	Yes, it <b>was</b>
<b>has</b>	/həz/ /həs/	/hæz/	<b>Has</b> the rose died? The milk's gone sour, hasn't it?	Yes, it <b>has</b> .
<b>have</b>	/həv/	/hæv/	<b>Have</b> you ever been there?	Yes, I <b>have</b> .
<b>do</b>	/də/	/du:/	<b>Do</b> they come early?	Yes, they <b>do</b> .
<b>does</b>	/dəz/	/dʌz/	<b>Does</b> the train leave at five?	Yes, it <b>does</b> .

**Decide whether these statements have weak or strong forms of the auxiliaries**

Auxiliary Verb	Weak	Strong
He's my best teacher.		
<b>Do</b> they play any sport?		
She <b>was</b> late.		
Yes, we <b>have</b> .		
<b>Have</b> you ever seen it?		
Yes, there <b>are</b> .		
<b>Does</b> she speak French?		
She <b>has</b> decorated the room, hasn't she? – Yes, she <b>has</b> .		
I'm tired.		
The girls <b>are</b> beautiful, aren't they?" - "Yes, they <b>are</b> ."		
Where <b>is</b> John?" - "John's here."		
<b>Does</b> he earn a good living? " – "Yes, he <b>does</b> ."		
This watch <b>is</b> mine.		
<b>Can</b> I help you?" – "Sure, you <b>can</b> ."		
The men've eaten.		
<b>Has</b> he paid the bill? " – "Yes, he <b>has</b> ."		



**Unit 11 – Grammar – lesson 5****Reported Speech**

الكلام المنقول (غير مباشر) هو الكلام الذي ننقله من شخص إلى شخص آخر. ونقوم بالتغيرات التالية:  
 أفعال النقل ( **said – told – reported – asked – wanted to know** )

I like English .

He said he liked English.

الضمير (مباشر)	التغير المتكلم أنثى (منقول)	التغير المتكلم مذكر (منقول)
I	She	He
My	Her	His
Me	Her	Him
We		They
Our		Their
Us		Them
Is/am		Was
Are		Were
Was+ were		Had been
V1		V2
V2		Had +V3
Has/have +V3		Had + V3
Will		Would + V1
Can		Could + V1
Have to		Had to + V1
Yesterday		The day before / the previous day.
Last night		The night before / the previous night.
Tomorrow		The following day
Here		There
Don't + V1		Didn't + V1

1. We're taking the nine o'clock train. Judy told me.....the nine o'clock train.

a-they are taking      b-they were taking      c-they take      d-they took

2. I'll have to get up early. She said.....to get up early.

a-she will have      b-she would have      c-she had      d-she has

3. I don't really like traveling by train. She told me.....travelling by train.

a-she didn't like      b-she hadn't liked      c-she doesn't like      d-she liked

4. It's an easy way to travel. She said ..... an easy way to travel.

a-it is      b-it was      c-it had been      d-it will be

5. I want to see the waterwheels there. She told me ..... to see the waterwheels there.

a-she wants      b-she wanted      c-she had wanted      d-she has wanted

6. We've been to Hama before. She told me they .....to Hama before.

a- had been      b- went      c-have been      d- would be

7. We didn't see everything. She said they.....everything

a- didn't see      b- haven't seen      c- hadn't seen      d- saw

8. I will be here at noon. Ali said ..... there at noon.

a-he will be      b-he was      c-he is      d-he would be

**9. The train arrives on time. Maria said the train .....on time.**

a- arrives	b-is arriving	c-had arrived	d-arrived
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**10. I have to finish this report by three o'clock. Tareq said..... finish that report by three o'clock.**

a-he had to	b-he has to	c-he should have to	d-he would have to
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**11. The boy will improve quickly. The doctor said the boy ..... quickly.**

a-improves	b-had improved	c- would improve	d- improved
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**12. I am leaving later today. William said ..... later that day.**

a-he is leaving	b-he was leaving	c-he had left	d-he left
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**13. I saw that movie last night. Joly said.....that movie the previous night.**

a-she sees	b-she saw	c-she has seen	d-she had seen
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**14.I have read that book. Helen said..... that book.**

a-she has read	b-she was reading	c-she had read	d-she reads
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**15. I cannot go to the movie with you. She said ..... the movie with him.**

a-she hasn't gone	b-she couldn't go	c-she hadn't gone	d-she can go
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**16.I arrived yesterday. Hani said.....the day before.**

a-he would arrive	b-he arrived	c-he had arrived	d- he arrives
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**17. I'm going to stay for 3 weeks. He said .....for 3 weeks.**

a-he was going to stay	b-he was staying	c-he has been staying	d-he stayed
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## Unit 11 - lesson 6

### Reported Questions

Direct question	Reported question
Do you like English?	He wanted to know if I liked English.
Did he finish his work?	He asked me whether he had finished his work.
Where do you live?	He asked me where I lived.
What is he doing?	He asked me what he was doing.
1. "Where do you live?" She asked him where .....	
a- he lived?	b- did he live?
c- he lived.	d- he had lived.
2. "Do you live in Damascus?" He asked Mary if.....in Damascus.	
a- she lives.	b- did she live?
c- she lived.	d- she has lived.
3. "How long does it take you to get home?" My mother wanted to know how long.....me to get home.	
a-did it take	b-it took
c-it had taken	d-it takes
4. "Who do you want to meet, sir?" Sami asked Mr. Hamad who..... to meet.	
a- she wanted.	b- he wanted
c- he wants	d- he had wanted
5. "What time did the film start?" My friend wanted to know what time.....	
a-had the film started.	b-the film started.
c-the film starts.	d-the film had started.
6. "What kind of films do you like watching?" Mary asked Natalie what kind of films.....	
a-she liked.	b-she liked?
c- did she like?	d-she likes.
7. "Why do you want the job?" She asked him why.....the job.	
a-does he want	b-he wants
c- did he want	d-he wanted
8. "How did you hear about it?" She asked him how.....about it.	
a-he had heard	b-had he heard
c- did he hear	d-he hears
9. "Do you have a car or do you prefer walking?" She asked him if.....or he had preferred walking.	
a-he had a car	b-had he a car
c- he has had a car	d-he has a car
10. "How much do you expect to earn?" She asked him how much.....to earn.	
a-he had expected	b-had he expected
c- he expected	d-he has expected
11- Where do you live? I asked him where.....	
a-he lived	b- he had lived
c- had he lived	d-did he live ?
12. "Are you going to the cinema at the weekend?" He asked me if.....to the cinema at the weekend.	
a-was I going	b-I was going
c- I am going	d.I were going
13.How long are you going to stay? She asked them how long.....to stay.	
a-they were going	b- were they going
c- they have been going	d-they had been going
14. "Where is the key?" He asked me where.....	
a- was the key.	b- was the key?
c- the key was.	d- the key was?
15."What is the time?" He asked me what.....	
a- the time was.	b- was the time?
c- the time was?	d- the time is.
16-What is your name? I asked him what.....	
a- his name was?	b- his name was
c- was his name?	d- was his name.
17. "Have you ever been to London?" He wanted to know if I ..... to London.	
a- had ever been	b-has ever been
c- have ever been	d- had ever being
18. "Have you got any experience before?" She asked him if..... any experience before.	
a-had he got	b-he had got
c- he has got	d-he got
19."Have you worked before?" She asked him if he.....before.	
a- had worked	b-had worked?
c- worked	d- works

20. "Can you work seven days a week?" She asked him If he.....seven days a week.

a- could work?      b- worked      c- could work      d- had worked

21. "How will you travel to work?" She asked him how he .....to work.

a- would travel      b- would have travelled      c- would traveled      d-will travel

22. "When can you start?" She asked him when.....

a- could he start?      b-he could start.      c- he could start?      d-he could starts.

## Unit 11 - Everyday English – lesson

### ان تكون لبق Being Tactful

We sometimes soften a message by using particular words or phrases like:

**Past Forms** صيغ الماضي      We **were planning** to go to the cinema tomorrow.

**Modals** الافعال المساعدة      It **could** have been a bit hotter.  
I'd go for black instead if I were you. **would**

**Not sounding negative** ان لا تبدو سلبيًا      I think darker colors suit you better.  
I've seen better performances.

**Adverbs of attitude** ظروف الموقف      **Honestly**, I've heard better singers.  
**Unfortunately**, the food was salty.

### Example

**Sue** : Does this dress look OK?

**Anny**: Well, I think darker colours suit you better. I'd go for black instead if I were you

1-Your partner has taken you to the cinema as a birthday present.

You didn't like the film , but your partner did. (express your dislike)

a-It was an amazing film      b- I didn't like the film  
c- I have seen better performances      d- It was a bad film

2-What did you think of their new kitchen?

a-I have seen better designs.      b- It is the worst design.  
c- It was sort of interesting.      d- I didn't like it.

3- Do you think the music is too loud?

a-It is too loud turn it down.      b- I would turn it down if I were you.  
c- It is too loud.      d- It is bad music.

4- What did you think of the article I sent you?

A- I read better articles.      b- It was not a good article.  
c- It was wonderful.      d- Frankly, it could have been a bit more detailed.

5- Do my legs look fat in these?

A- Yes, they are too fat.      b- I think a looser pair would suit you better.  
c- Yes, choose another one.      d- Yes, they look horrible.

6- Your sister has moved into a new flat, which you think is horrible. (Give your opinion)

a-It is a horrible flat      b- I don't like this flat  
c- Honestly, I have seen better flats      d- Congratulations!

7. You are invited to attend a feast at your uncle's house, but you are too busy.(Apologise tactfully)

a-Honestly, I 'would like to come but I am busy      b- I don't like such occasions.  
c-It is a wonderful idea.      d-I will think about it.

## Writing

The Alchemist is a story of 1-..... one's dreams to find one's purpose in life. The main character, Santiago, is a Spanish shepherd boy who 2-..... behind his job and family to search for his Personal Legend, a hidden treasure 3-..... he believes is buried near the pyramids in Egypt. The Alchemist intends to encourage every human to continue on the journey without allowing 4-..... obstacle, human or otherwise, to impede that journey. Santiago is a young shepherd from Andalusia 5-..... goes on a journey in the novel in pursuit of his own life's dream, or Personal Legend. 6-..... important lesson in the book is that it is important to follow your dreams 7-..... pursue your personal legend. Santiago's journey teaches 8-..... that we should never give up on our dreams, no matter how difficult the journey may seem.

1-

a- following	b- follow	c- followed	d- follows
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2-

a-leave	b-leaves	c-left	d-is leaving
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3-

a-that	b-where	c-who	d-whose
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4-

a-many	b-some	c-any	d-a few
--------	--------	-------	---------

5-

a-who	b-whom	c-which	d-where
-------	--------	---------	---------

6-

a-the most	b-a most	c-A most	d-The most
------------	----------	----------	------------

7-

a-and	b-or	c-but	d-neither
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8-

a-we	b-our	c-ours	d-us
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Only with learning we grow up and get to the top, so never ever stop learning.

## Student's book - Unit 12 – lesson 1

## Mona Liza

عام ١٤٥٢ ولد عصر النهضة الإيطالية فناناً أحد ليوناردا دافنشي لوحة هي الموناليزا  
 The Mona Liza is a painting by Leonardo da Vinci, one of the artists of the Italian renaissance, born in 1452. It  
 ملايين حيث باريس في متحف اللوفر في توجد اللوحة هذه العالم في لوحة أشهر وهي  
 is the most famous painting in the world. This painting is in the Louvre Museum in Paris, where millions of  
 الفنان العبقري عندما القرن العشرين في شهرة أعظم لها اكتسبت موناليزا سنوياً يزورها الأشخاص  
 people visit it annually. The Mona Liza gained its greatest fame in the 20th century, when the genius artist, Da  
 Vinci, was highlighted.

لا التي المرأة تلك من " ، وما قصتها مونا ليزا هي من ؟ " هو السؤال الأهم ،  
 The most important question is "who is Mona Liza, and what is her story?", "Who is that woman who doesn't  
 بطريقة غامضة تبسم لكنها حداد في وكأنها الملابس الداكنة والمجوهرات ترتدي  
 wear jewelry and with dark clothes as if she were **mourning**, yet she smiles in a mysterious way?  
 و لحم من كانت لو كما واقعية للغاية تبدو الموناليزا لذا على ضربة فرشاة مرئية لا تحتوي اللوحة  
 The painting contains no visible **brushstroke**, so the Mona Liza looks very realistic as if it were of flesh and  
 أنها صورة متخيلة أم لرسمها ليوناردو أمام وقفت امرأة حقيقية الموناليزا هل دم  
 blood. Is Mona Liza a real woman who stood before Leonardo to paint her, or is it an imagined image of an  
 وجه أنثوي من أكثر لجمال مثالي  
 ideal beauty than a female face?

أحدث باستخدام للفحص العلمي اللوحة وضع متحف اللوفر رسم ليوناردو من لمعرفة  
 To find out who Leonardo painted, the Louvre Museum put the painting for scientific **scrutiny**, using the latest  
 عن للكشف التقنيات وغيرها و التصوير بالأشعة تحت الحمراء بالأشعة السينية تم فحص اللوحة التقنيات  
 technology. The painting was examined with x-rays, light and **infrared** imaging and other techniques to reveal  
 ألغازها  
 its mysteries.

مع اتفق فرانسيسكو ديل تاجر الحرير الإيطالي عندما تعود الموناليزا فكرة  
 The idea of the Mona Liza dates back to 1503, when the Italian silk **merchant**, Francisco Dell agreed with the  
 إلى معه أخذها عند انها ليوناردو ليزا جيوكوندا زوجته لتصوير على دافنشي الفنان  
 artist, Da Vinci, to **portray** his wife, Liza Gioconda. Leonardo finished it in 1519, when he took it with him to  
 إلى اللوحة ويسلم إيطاليا إلى أن يعود قبل توفي لكنه الأول فرانسوا الملك من بدعوة فرنسا  
 France at the invitation of King Francois I, but he died before returning to Italy and delivering the painting to  
 فرانسيسكو  
 Francisco.

## Answer the following questions about the text.

1. Which age did Leonardo da Vinci belong to?

a. renaissance	b. 20th century	c. ancient age	d. modernization
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2. When did the painting become famous?

a. renaissance	b. 20th century	c. ancient age	d. modernization
----------------	-----------------	----------------	------------------

3. What makes the painting, Mona Liza, look realistic?

a. contains no visible brushstroke	b. It is the most famous painting in the world.
c. it was of flesh and blood	d. it an imagined image of an ideal beauty

4. How was the painting examined?

a. with x-rays, light	b. infrared imaging	c. other techniques	d. all answers
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5. What type of business did Mona Liza's husband do?

a. teacher	b. painter	c. merchant	d. artist
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6. Why is the Mona Liza in France, not Italy? Because of.....

a. Da Vinci's death	b. Italy is too far	c. it was painted in France	d. it was sold in France
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**7. Mona Liza is one of the most famous paintings in the world.**

a-True	b-False
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**8. Millions of people visit the Louvre Museum every month.**

a-True	b-False
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**9. The scientific inspection of the Mona Liza was to know who painted it.**

a-True	b-False
--------	---------

**10. The Mona Liza dates back to the 15th century.**

a-True	b-False
--------	---------

**Match the meanings with the highlighted words in the text.**

Meanings	Highlighted words
1. Close examination	<b>Scrutiny</b> فحص
2. Feels sorrow for someone's death	<b>Mourning</b> حداد
3. Having or using electromagnetic waves that cannot be seen	<b>Infrared</b> الأشعة تحت الحمراء
4. Seller/ trader	<b>Merchant</b> تاجر
5. The marks made on a surface by a painter's brush	<b>Brushstroke</b> ضربة فرشاة
6. To show somebody/something in a picture	<b>Portray</b> تصوير

**1. Close examination.**

a. scrutiny	b. mourning	c. infrared	d. merchant
-------------	-------------	-------------	-------------

**2. Feels sorrow for someone's death.**

a. scrutiny	b. mourning	c. infrared	d. merchant
-------------	-------------	-------------	-------------

**3. Having or using electromagnetic waves that cannot be seen.**

a. scrutiny	b. mourning	c. infrared	d. merchant
-------------	-------------	-------------	-------------

**4. Seller/ trader.**

a. scrutiny	b. mourning	c. infrared	d. merchant
-------------	-------------	-------------	-------------

**5. The marks made on a surface by a painter's brush.**

a. brushstroke	b. mourning	c. infrared	d. merchant
----------------	-------------	-------------	-------------

**6. To show somebody/something in a picture.**

a. brushstroke	b. portray	c. infrared	d. merchant
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## Workbook- Unit 12- – lesson 2

### Masterpieces

#### A Tale of Two Cities

الفرنسية خلفية على القرن ١٨ أواخر في نشر مدينتين قصة ديكنز تشارلز  
Charles Dickens's **A Tale of Two Cities**, published in the late 18th century against the background of the French revolution. The novel tells the story of the French Doctor Manette, his 18-year-long imprisonment in the Bastille in Paris and his release to live in London with his daughter Lucie, whom he had never met, the story is set against the conditions that led up to the French Revolution. Dickens best-known work is claimed to be one of the best-selling novels of all time. The novel has continued to have an influence on popular culture.  
القصة ، يقابلها لم أبدا هو التي ، لوسي ابنته مع لندن في يعيش ل اطلاق سراحه و باريس في الباستيل  
Bastille in Paris and his release to live in London with his daughter Lucie, whom he had never met, the story is set against the conditions that led up to the French Revolution. Dickens best-known work is claimed to be one of the best-selling novels of all time. The novel has continued to have an influence on popular culture.  
الثقافة الشعبية على التأثير ب استمرت الرواية . العصور كل في الروايات بيع الأفضل  
زمان كل و مكان كل الناس ل مواضيع هامة عديدة تملك التي رواية عالمية مدينتين قصة  
**A Tale of Two Cities** a universal novel that has many important themes for people everywhere and every time .  
بعث هناك الحياة نهاية ليس الموت ان البشرية كل الى رسالة عظيمة يحمل ان يريد ديكنز  
Dickens wants to convey a great message to all humanity that death is not the end of life as there is resurrection  
يبدو ان المواضيع الرئيسية من واحد القيامة . بسلام ليعيشوا الآخرين أجلمن بالروح يضحون الذين أولئك كل ل  
for all those who sacrifice soul for others to live peacefully. Resurrection is one of the main themes that seems  
حياة ينقذ موته وكارتون سيدني شخصية . المستويين الشخصي والاجتماعي كلا في يظهر ل  
to appear on both social and personal levels. The character of Sydney Carton and his death saves the life of  
و التضحية ايقونة هو كارتون ان تقترح نهاية الرواية . مانيت لوسي و دارني تشارلز  
Charles Darnay and Lucie Manette. The novel ends up suggesting that Carton is an icon of sacrifice and  
التضحية . احب و عاش هو الأرض على سيحدث مولود مسالم جديد ان يظهر موته . البطولة  
heroism. His death shows that a new peaceful born will take place on the land he lived on and loved. Sacrifice  
أي في مرفوض العنف ان يظهر ان رواياته في يحاول ديكنز . دارني و لوسي كلا ل السعادة تعني  
means happiness for both Lucie and Darnay. Dickens tries in his novel to show that violence is rejected at any  
الأرض على الناس بين العلاقات تفسد التي الوسيلة السيئة الانتقام حيث ، أي شخص مصطلح  
term by whoever, where vengeance is the bad means that spoils the relationships between people on earth.  
الإنسانية ان ديكنز وضع الدرس الواضح . التحيز والكراهية مرفوضة، الحب ل تدعو القصة ، بدلا  
Instead, the story calls for love, rejecting hate and prejudice. The evident lesson set by Dickens is that humanity  
بعضهم البعض قبلت اذا بسلام تعيش يمكن  
can live peacefully if they accept each other.

Choose the correct answer a, b, c or d.

1. When was the novel A Tale of Two Cities published?

a-late 18 century	b-late 19 century	c-early 18 century	d-early 19 century
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2. How long did Doctor Manette stay in the Bastille?

a-eighteen- years long	b-nineteen- years long	c-twenty- years long	d-seventeen- years long
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3. What is the great message made by Dickens to all people?

a- death is not the end of life	b- Carton is an icon of sacrifice and heroism
c-Sacrifice means happiness	d-the story calls for hate and prejudice

4. Why does Carton sacrifice himself?

a-To save the life of Charles Darnay and Lucie Manette	b- To become the icon of sacrifice and heroism
c-To show that violence is rejected at any term by whoever	d-To convey a great message to all humanity

5. What is the bad action rejected by Dickens?

a-vengeance	b-hate	c-prejudice	d- all answers
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## 6. How can people live peacefully according to Dickens?

a-if they reject each another	b-if they accept each another
c-if they hate each another	d-if they fight each another

### Match the following definitions with words in the text.

Meanings	Highlighted words
1. The act of punishing somebody in return for what they have done to you 1. فعل معاقبة شخص مقابل ما فعله بكر	Vengeance الانتقام
2. The state of being in prison	Imprisonment حبس
3. The time when all dead people become alive again	Resurrection بعث
4. To give up something that is important or valuable to you in order to get or do something that seems more important 4. أن تتخلى عن شيء مهم أو ذا قيمة بالنسبة لك من أجل الحصول أو القيام بشيء يبدو أكثر أهمية	Sacrifice تضحية
5. Unreasonable dislike of or preference of others 5. كراهية أو تفضيل غير معقول للآخرين	Prejudice تحيز
6. to show somebody/something in a picture 6. لإظهار شخص ما / شيء ما في الصورة	Appear يظهر

### 1. The act of punishing somebody in return for what they have done to you.

a-imprisonment	b- resurrection	c- sacrifice	d- vengeance
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### 2. The state of being in prison.

a-imprisonment	b- resurrection	c- sacrifice	d- vengeance
----------------	-----------------	--------------	--------------

### 3. The time when all dead people become alive again.

a-imprisonment	b- resurrection	c- sacrifice	d- vengeance
----------------	-----------------	--------------	--------------

### 4. To give up something that is important or valuable to you in order to get or do something that seems more important.

a-imprisonment	b- prejudice	c- sacrifice	d- vengeance
----------------	--------------	--------------	--------------

### 5. Unreasonable dislike of or preference of others.

a-imprisonment	b- Resurrection	c- sacrifice	d- prejudice
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## Unit 12 - Vocabulary – lesson 3

### Phrasal Verbs

Phrasal verbs الافعال المركبة	Literally meaning المعنى الحرفي	Idiomatic meaning المعنى المجازي	The key words الدلائل
Take off	يمسك	ينطلق - تطلع	Plane طائرة - Dish طبق
Pick up	يلتقط	يقل بالسيارة	Home – بيت - Wallet محفظة - at 5:00
Look up	ينظر للأعلى	يستخرج	Dictionary قاموس - Tree شجرة
Put on	يلبس - يرتدي	يسمن	Coat معطف - Weight وزن
Get out	يخرج	ينشر	Car - Novel رواية - book- fridge ثلاجة
Come back	يعود	يرد	- Sharply بحدة - angrily بغضب

1. The plane to Russia has just .....

a-taken off      b-picked up      c- looked up      d- put on

2. Take .....that dish. It's going to fall.

a-on      b-off      c-up      d-out

3. Can you .....my wallet? It's under your chair.

a-pick up      b- get out      c- put on      d- come back

4. My brother picked me..... home while he was returning from work.

a-on      b-off      c-up      d-out

5. I .....the term "Digital Literacy" in Oxford dictionary.

a-looked up      b- put on      c- got out      d- picked up

6. We .....the tree and there was a humming bird on the top branch.

a-looked up      b- got out      c-took off      d- came back

7. You should put .....your waterproof coat as it is raining.

a-on      b-off      c-up      d-out

8. Eating too much chocolate leads to .....a lot of weight.

a-putting on      b- getting out      c- looking up      d- taking off

9. Would you mind getting my car ..... of the garage?

a-on      b-off      c-up      d-out

10. The author .....his new novel out last month.

a-picked      b- got      c- put      d- came

11. The new edition of the book will .....next month.

a-get out      b- pick up      c- come back      d- take off

12. My father deprived me from going out because I ..... him angrily.

a-got out      b- picked up      c- came back      d- took off

13. My car broke down yesterday, so my friend picked me .....in his car to work.

a-on      b-off      c-up      d-out

14. My mother asked me to tidy my room and .....my clothes up from the floor.

a-pick      b- look      c-take      d-get

15. The teacher asked us to .....the meaning of new words in the dictionary

a-look up      b- take off      c-pick up      d-get out

16- There's some chocolate in the fridge. Can you .....?

a-get it out      b- look it up      c- take it off      d-pick it up

17- Why is the towel on the floor? Please.....

a-get it out      b- look it up      c- take it off      d-pick it up

18- .....something warm. It's cold today.

a-Put on      b- look up      c- Take off      d-Come back

**19- When are you .....to Syria?**

a-coming back	b- taking off	c-getting out	d-looking up
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**20- Will we get ..... the book by the end of the year?**

a-on	b-off	c-up	d-out
------	-------	------	-------

**21- I'll .....you at 5:00.**

a-pick up	b- look up	c-take off	d- put on
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**22- She looks like she's .....several kilos.**

a-put on	b- got out	c- looked up	d-taken off
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**23- She .....at the speaker with some sharp questions.**

a-came back	b- picked up	c-got out	d-took off
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## Unit 12 – Grammar – lesson

### Inversion التقديم و التأخير

- التقديم و التأخير في الجملة يعني تقديم الفعل المساعد على الفاعل في حالات معينة.

- Can I call you later?

**In statement, verbs usually follow the subject:**

- Marry missed her lesson yesterday.

**Sometime we invert the subject and the verb so that the verb comes before the subject.**

**We use inversion in:**

1- After ( so – neither – nor )

- A - I didn't know there was a library here. B- Neither did I. nor did I.

- A – I like English. B- so do I.

2- In phrases **Here come/comes + noun. There go / goes + noun.**

- **Here comes** the professor. **There goes** the professor.

- Here **he** comes. There **he** goes. ( ~~here comes he~~ ). ( ~~there goes he~~ ).

3- In question tag.

- We have to wear formal clothes, **don't we?**

4- When we begin a sentence with a limited adverbial ( Rarely- Seldom- Hardly) or a negative adverbial ( not only- never), the subject and the auxiliary verb are inverted.

- Hardly does he come to work on time.

5- In conditional sentences when (if) is omitted.

- Were I you, I would accept the offer. ( if I were you.....

6- When using inversion with Present Simple and Past Simple, the subject must agree with the auxiliary not the main verb.

- **Not only was** jack famous for helping people, but he was also the first man to establish a charity in his country.

Rarely	Seldom	Hardly	not only	Never	No sooner	Only	Here	There	No longer
نادرا	قلما	بالكاد	ليس فقط	ابدا	ليس عاجلا	فقط	هنا	هناك	ليس بعد

**Choose the correct answer a, b, c or d.**

1. <b>Rarely</b> ..... anyone using carriages nowadays.			
a. you see	b. will you see	c. you will see	d. you have seen
2. <b>Only after</b> ....., he travelled to London to study.			
a. he graduated	b. he had graduated	c. did he graduate	d. had he graduated
3. <b>Seldom</b> ..... to the football match.			
a-did they go	b-they did go	c-they go did	d-go they did
4. <b>Hardly</b> .....when there was a disturbance in the audience.			
a-had started the play	b- had the play started	c-the play had started	d- the play started
5. <b>Not only</b> ..... English, he speaks French.			
a-he does speak	b-does he speaks	c-does he speak	d- he speaks does
6- <b>Rarely</b> ..... to be associated with this project.			
a-do I want	b-I want do	c-do want I	d-I want
7. <b>No sooner</b> ..... dinner than the ceiling crashed onto the dining table.			
a-they had eaten	b-eaten had they	c-they eaten had	d-had they eaten
8. <b>Seldom</b> ..... my house so early.			
a-I do leave	b-I leave do	c-do I leave	d- I leave
9. <b>Hardly</b> ..... about the situation.			
a-did he understand	b-he did understand	c-did he understood	d-he understood

<b>10. Never..... such well-behaved children before. They are as good as gold.</b>			
a-have I met	b- I have met	c-I meet have	d-meet I have
<b>11- Never..... to such a fantastic restaurant.</b>			
a- john had been	b-had John been	c-John has been	d-have John been
<b>12. Seldom..... newspapers nowadays.</b>			
a-do read we	b-do we read	c-does we read	d-we do read
<b>13. Not only..... new products, but he also did experiments.</b>			
a-did he make	b-he makes did	c-he makes	d-he did make
<b>14. Only..... elephants and tigers when we arrived in India.</b>			
a-we did see	b-did see we	c- did we see	d- we saw
<b>15. Hardly ..... unpacked in my hotel room when my phone rang.</b>			
a- had I	b-I had	c-have I	d- I have
<b>16. Never..... such a wonderful waterfall before.</b>			
a-I have seen	b- have seen I	c-seen I have	d-have I seen
<b>17-No longer ..... any tigers in the northern region.</b>			
a-are there	b-there are	c-there were	d-there had been
<b>18- ..... , I would give them a hand.</b>			
a-I were there	b-Were there I	c-There I were	d-Were I there
<b>19- ..... ,I would study more.</b>			
a-I were you	b-Were I you	c-You were I	d- I you were
<b>20- There..... to hold a meeting.</b>			
a. goes he	b. he goes	c. went he	d. he went
<b>21- Here .....on time.</b>			
a- the boss comes	b- the boss come	c- comes the boss	d- come the boss
<b>22- My mother asked me if..... my aunt.</b>			
a. had I visited	b. I had visited	c. I will visit	d. will I visit
<b>23. I wonder what..... to solve the problem.</b>			
a-can my sister do	b-my sister can do	c-can do my sister	d-do can my sister
<b>24. Have you got any idea where..... Sami?</b>			
a. can I meet	b. I can meet	c. can I met	d. I can met

## Unit 12 - Everyday English – lesson

### Asking for, Giving and Refusing Permission

Asking for permission	Giving permission	Refusing permission
<ul style="list-style-type: none"> <li>• May I / Can I ....</li> <li>• Do you think I could .....</li> <li>• Is it ok if I .....</li> <li>• Do / Would you mind if I.....</li> </ul>	<ul style="list-style-type: none"> <li>• Sure</li> <li>• Yes, of course</li> <li>• Help yourself</li> <li>• No problem</li> <li>• It's OK</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry, .....</li> <li>• I'm afraid that's not possible. ...</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• To refuse permission politely, we usually don't say no.</li> <li>• We give reasons why we refuse giving permission, beginning with the word sorry.</li> </ul>

**Son:** Dad, can I go out tonight?

**Father:** It's a school night! I'm afraid that's not possible.

**Son:** Dad, all my friends are going to the game!

**Father:** I'm sorry, son. Your grades haven't been the best recently. I'm going to say no.

**Son:** Ah, Dad, come on! Let me go!

**Father:** Sorry son, I said no!

**Son:** What if I promise to finish all my duties tomorrow?

**Father:** You're always nagging on me! Ok, son. But be sure I'll check your job tomorrow.

**Son:** Thanks dad.

### Choose the correct answer a, b, c or d.

**1- You are in a railway carriage. It's crowded and hot. All the windows are closed. What do you say?**

a-May I open the windows.                      B- I must open the windows.

C- I can open the windows.                      D- open the windows.

**2- You have a dental appointment and you need the afternoon off. What do you say to your boss?**

A-Would you mind if I take the afternoon off                      B- I will take the afternoon off.

c- I can't come in the afternoon.                      D- I have to go to the dental appointment.

**3- You're invited to a party at 8 p.m. You know you can't arrive until about 10 p.m. What do you say?**

A-Is it okay if I come late.                      B- I will come late

c- I can't come on time.                      D- I don't want to come.

**4- There is only one copy of a reference book in the library.**

**Your classmate has it at the moment. You need it urgently for a short time. What do you say?**

a-Can I take the book for a short time.                      b- I can take the book for a short time.

c- Give me the book for a short time.                      d- You have to give me the book for a short time.

**1. A: Would you mind if I came in late to work tomorrow?**

**B:** I'm afraid, I'd prefer if you didn't.

**A:** Hmmm. What if I work overtime tonight?

**B:** Well, I really need you for the meeting tomorrow.

Is there any way you can do whatever it is you need to do later.

**A:** If you put it that way, I'm sure I can figure something out.

**B:** Thanks, I appreciate it.

**2. Student: Would it be possible for me to have a few more minutes to review before the quiz?**

**Teacher: No problem** to study for a few more minutes.

**Student:** Thank you very much.

**Teacher: Please feel free.** Do you have any questions in particular?

**Student:** Uh, no. I just need to review things quickly.

**Teacher:** OK. We'll begin in five minutes.

**Student:** Thank you.

## Writing

Read this statement about using the internet in learning, "The Internet could be a very positive step towards education, organization and participation in a meaningful society."

Read the text then choose the correct answer a, b, c or d.

1-..... of internet for education helps to order the sharing of information and communication. It lets students access lessons online 2-..... refer to relevant study material in various multimedia formats. 3- ..... helps teachers by letting them use 4-..... tools in their curriculum. So, students can take advantage of video lessons 5-..... videos offer a great way to make education fun, no matter which subjects you are dealing with. Students can invite remote speakers to 6- .....in learning and chatting. 7-....., they can share public files and documents on their social media's pages. I think that using the internet in learning has many positive steps to education 8-.....

1-

a- The using	b- The uses	c- The used	d- The use
--------------	-------------	-------------	------------

2-

a-and	b-but	c-or	d-then
-------	-------	------	--------

3-

a- It never	b- It also	c- It ever	d- It already
-------------	------------	------------	---------------

4-

a- various	b- variously	c- vary	d- verity
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5-

a-so that	b- because	c-in order to	d-therefore
-----------	------------	---------------	-------------

6-

a- participates	b- participated	c- participate	d- participating
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7-

a- Moreover	b-On the other hand	c-Although	d-Nevertheless
-------------	---------------------	------------	----------------

8-

a- develop	b- developing	c- development	d- developed
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Work hard and fight for your dreams .Never ever give up.

الأفعال الشاذة  
Irregular Verbs

الكلمة	V1 Base Form	V2 Past Simple	V3 Past Participle
يشرب	drink	drank	drunk
يسبح	swim	swam	swum
يبدأ	begin	began	begun
يرن	ring	rang	rung
يغني	sing	sang	sung
يغرق	sink	sank	sunk
يبيع	sell	sold	sold
يخبر	tell	told	told
يرسل	send	sent	sent
يمضي/يقضي/يصرف	spend	spent	spent
يبني	build	built	built
يقابل	meet	met	met
يطعم	feed	fed	fed
ينام	sleep	slept	slept
يشعر	feel	felt	felt
يحفظ	keep	kept	kept
يتكلم	speak	spoke	spoken
يكسر	break	broke	broken
يرتدي	wear	wore	worn
يقود	drive	drove	driven
يطير	fly	flow	flown
يقاتل	fight	fought	fought
يعتقد-يفكر	think	thought	thought
يحضر	bring	brought	brought
يشترى	buy	bought	bought
يمسك	catch	caught	caught
يعلم	teach	taught	taught
يقطع/يجرح	cut	cut	cut
يغلق	shut	shut	shut
يضع	put	put	put
يقرأ	read	read	read
يكلف	cost	cost	cost
يضرب	hit	hit	hit
يؤذي	hurt	hurt	hurt
يرمي	throw	threw	thrown
ينفخ	blow	blew	blown
يزرع	grow	grew	grown
يعرف	know	knew	known
يأتي	come	came	come
يصبح	become	became	become
يركض	run	ran	run
يملك	have	had	had



يسمع	hear	heard	heard
يمسك	hold	held	held
يخسر / يضيع	lose	lost	lost
يصنع	make	made	made
يغادر	leave	left	left
يجلس	sit	sat	sat
يجد	find	found	found
يضع	lay	laid	laid
يدفع	pay	paid	paid
يقول	say	said	said
يعلق	hang	hung	hung
يملك	have	had	had
يحصل	get	got	Got/gotten
يقود	lead	led	led
يفهم	understand	understood	understood
يحلم	dream	dreamt	dreamt
يرفع	rise	rose	risen
يأكل	eat	ate	eaten
يسقط	fall	fell	fallen
يكتب	write	wrote	written
يقود	drive	drove	driven
يأخذ	take	took	taken
ينسى	forget	forgot	forgotten
يطير	fly	flew	flown
يتجمد	freeze	froze	frozen
يعطي	give	gave	given
يخبأ	hide	hid	hidden
يقود	ride	rode	ridden
يختار	choose	chose	chosen
يرسم	draw	drew	drawn
يرى	see	saw	seen
يكون	be	Was/were	been
يذهب	go	went	gone
يفعل	do	did	done

أهم الأفعال النظامية Regular Verbs			
يلعب	play	played	played
يعمل	work	worked	worked
يدرس	study	studied	studied
يحاول	try	tried	tried
ينشأ	construct	constructed	constructed
يكمل	complete	completed	completed
ينهي	finish	finished	finished
يبدأ	start	started	started
يحتاج	need	needed	needed
يشاهد	watch	watched	watched
يتعلم	learn	learned	learned
يمشي	walk	walked	walked
يهدد	threaten	threatened	threatened
ينتج	produce	produced	produced
يصل	arrive	arrived	arrived
يقتل	kill	killed	killed
يعجب	like	liked	liked
يحب	love	loved	loved
يكره	hate	hated	hated
يفتح	open	Opened	Opened
يغلق	close	closed	closed
يستخدم	use	used	used
يستصلح	reclaim	reclaimed	reclaimed
يشجع	encourage	encouraged	encouraged
يرفض	reject	rejected	rejected
يسأل	ask	asked	asked
يجيب	answer	answered	answered
يتهم	accuse	accused	accused
يختبر	test	tested	tested
يصلح	repair	repaired	repaired
يخدم	service	serviced	serviced
يصلح	mend	mended	mended
يزرع	plant	planted	planted
يعيش	live	lived	lived
يريد	want	wanted	wanted
يستمتع	enjoy	enjoyed	enjoyed
يدهن	paint	painted	painted
يزين	redecorate	redecorated	redecorated
يصبغ	dye	dyed	dyed
يصطاد	hunt	hunted	hunted
يريد	want	wanted	wanted
يخطط	plan	planned	planned
يمنع	prevent	prevented	prevented
يدمر	destroy	destroyed	destroyed
يضر	damage	damaged	damaged
يكشف	discover	discovered	discovered

يظهر	appear	appeared	appeared
يستمع	listen	listened	listened
ينظر	look	looked	looked
ينظف	clean	cleaned	cleaned
يمنع	prevent	prevented	prevented
يتحرك	move	moved	moved
يسافر	Travel	Traveled	Traveled
يتوقف	stop	stopped	stopped

### WH Question Words

اسم استفهام Wh	Is /am /are/was/were	الضمير أو الاسم	الفعل	? بقية السؤال
	Can/could/will/would/should/must/may	الضمير أو الاسم	الفعل	? بقية السؤال
	Have /has /had	الضمير أو الاسم	الفعل	? بقية السؤال
	Do /does /did/	الضمير أو الاسم	الفعل	? بقية السؤال

Question word	Function	Example sentence
ماذا What	Asking for information about something. للسؤال عن شيء ما	What is your name? My name is <b>Tarq</b> .
متى When	Asking about time. للسؤال عن الزمان	When did he leave? He left <b>yesterday</b> . <b>In 2023</b>
كم الساعة What time	Asking about specific time / hour. للسؤال عن ساعة محددة	What time do you get up? I get up at <b>8 o'clock</b> .
اين Where	Asking about place or position. للسؤال عن المكان	Where do they live? They live in <b>Damascus</b> .
أي Which	Asking about choice. للسؤال عن الاختيار	Which color do you want(prefer)? I prefer <b>the black</b> color.
من Who	Asking about person or people (subject). للسؤال الفاعل	Who opened the door? <b>Ahmad</b> opened the door.
من (المفعول به) Whom	Asking about person or people (object). للسؤال عن المفعول به	Whom did you meet? I met <b>Ahmad</b> .
لمن Whose	Asking about ownership. للسؤال عن المفعول به	Whose keys are these? These are <b>Ahmad's</b> keys.
لماذا Why	Asking for reason, asking what...for. للسؤال عن السبب	Why did you leave early? I left early because <b>I was tired</b> .
كيف How	Asking about manner. للسؤال عن الوسيلة Asking about condition or quality. للسؤال عن الحال	How do you go to school? I go to school <b>by bus</b> . How are you? I am <b>fine</b> thank you.
كم يبعد How far	Distance. للسؤال عن المسافة	How far is Homs from Damascus? Homs is <b>200 km far</b> from Damascus.
كم طول How long	Length (time or space). للسؤال عن المدة او الطول	How long will it take? It will take about <b>3 hours</b> .
كم عدد How many	Quantity (countable). للسؤال عن العدد	How many cars are there? There are <b>10 cars</b> there.
كم الكمية How much	Quantity (uncountable). للسؤال عن الكمية	How much <b>money</b> do you have? I don't have much <b>money</b> .
كم العمر How old	Age. للسؤال عن العمر	How old are you? I am <b>30 years old</b> .
كم مرة How often	Times you do something regularly. للسؤال عن عدد المرات	How often do you play sport? I play sport <b>twice</b> a day.
كم السرعة How fast	The speed of driving. للسؤال عن سرعة القيادة	How fast was he driving? He was driving <b>too fast</b> .

**A- Ask about the underlined word in each sentence : ( 40 marks )**

1. A: .....  
B: The United Nation was established in 1945.
2. A: .....  
B: There are 51 founding members.
3. A: .....  
B: The UN has regional offices in Geneva, Vienna , and Nairobi.
4. A: .....  
B: The half day trip costs 50,000 Syrian pounds.
5. A: .....  
B: The trip is to Arwad Island.
6. A: .....  
B: The boat leaves at ten o'clock.
7. A: .....  
B: The weather will be sunny next week
8. A: .....  
B: We were at Al-Kabani theatre yesterday.
9. A: .....  
B: We went to watch a play.
10. A : .....  
B: I went with my friends to the party.
11. A: .....  
B: The play lasted for 2 hours.
12. A: .....  
B: Tala works and lives in Damascus.
13. A: .....  
B: Tala is a brilliant doctor.
14. A: .....  
B. The hospital has locked down because of Covid 19.
- 15- A: .....  
B: She was twenty three years old when she left the country.
- 16- A: .....  
B: She lives 25km far from capital city.
- 17- A: .....  
B: They usually visit their grandparents twice a month.

**Choose the correct answer a, b, c or d:**

- 1. We .....at seven o'clock every morning.**  
a. get up                      b. are getting up  
c. got up                      d. have got up
- 2. We.....coffee every morning.**  
a. are having    b. have    c. were having    d. has
- 3. I ..... the flat at eight and walk to the university.**  
a. leave    b. have left    c. am leaving    d. was leaving
- 4. This month, I ..... very hard for my first exams.**  
a. work    b. worked    c. am working    d. was working
- 5. At the moment, I ..... breakfast in the kitchen of our flat.**  
a. am eating    b. eat    c. have eaten    d. ate
- 6. At the moment, my mother .....coffee, and my sisters are reading magazines.**  
a. drinking    b. is drinking    c. drinks    d. was drinking
- 7. On Saturday afternoons, I .....tennis with my friends, or I go to the cinema.**  
a. am playing    b. was playing    c. have played    d. play
- 8. Today, I..... to see an English film!**  
a. was going    b. had gone    c. am going    d. go
- 9. Sometimes I watch American films on TV, but I ..... the words!**  
a. am not understanding    b. don't understand  
c. haven't understood    d. didn't understand
- 10. I ..... in a large flat in Madrid.**  
a. live    b. lives    c. was living    d. has lived
- 11. I ..... two sisters. They are called Mary and Rose.**  
a. am having    b. had    c. have had    d. have
- 12. Everyone ..... a good time. I'm sitting in the Nile Hotel.**  
a. are having    b. is having    c. have had    d. has
- 13. I..... your exams start tomorrow.**  
a. know    b. was knowing    c. am knowing    d. knew
- 14. I..... some of the things that people say, but only if I repeat them many times.**  
a. was understanding    b. understand  
c. understands    d. are understanding
- 15. I ..... him for months.**  
a. haven't seen    b. hadn't seen  
c. isn't seeing    d. don't see
- 16. .... a competition?**  
a. Do you ever win    b. Are you ever wining  
c. Have you ever won    d. Has you ever won

- 17. A: Is that a new tab? B: Yes, I..... it.**  
a. just buy                      b. just bought  
c. have just bought              d. has just bought
- 18. A: How long ..... it?**  
a. have you had                      b. had you had  
c. are you having                      d. has you had
- 19. B: I .....it for at least three years.**  
a. had                      b. had had    c. have    d. have had
- 20. We ..... friends for more than ten years.**  
a. are being    b. were    c. have been    d. has been
- 21. .... to Canada before, Lucy?**  
a. Were you going                      b. Are you going  
c. Had you been                      d. Have you been
- 22. A: Where are you going to live?**  
**B: Well, we ..... about that for weeks.**  
a. talk                      b. have been talking  
c. had talked                      d. talked
- 23. We .....anything yet.**  
a. don't decided                      b. aren't deciding  
c. haven't decided                      d. had decided
- 25. A: Excuse me. .... this mobile here?**  
a. Has anyone left                      b. Have anyone left  
c. Had anyone left                      d. Do anyone leave
- 26. B: I don't know.**  
**I ..... here all the afternoon.**  
a. have been sitting                      b. sit  
c. sat                      d. are sitting
- 27. Excuse me. .... in this queue for a long time?**  
a. Did you stand                      b. Do you stand  
c. Had you stood                      d. Have you been standing
- 28. I. .... for almost an hour.**  
a. queue                      b. had queued  
c. have been queuing                      d. queued
- 29. Jane, why are you sweating?**  
**- Because I ..... the floors.**  
a. has swept                      b. sweep  
c. have been sweeping                      d. was sweeping
- 30. Is the lawn finished?**  
**-Yes, George ..... the grass.**  
a. have been cutting                      b. has cut  
c. have cut                      d. is cutting
- 31. George, you look tired.**  
**-Yes, I .....the grass.**  
a. have been cutting                      b. cut  
c. have cut                      d. had cut

**32. Tom, your hands are very cold.**

**-Yes, I..... the fridge.**

- a. defrosted                      b. have defrosted  
c. am defrosting                d. have been defrosting

**34. Why are your eyes red, Mike?**

**-Because I..... the onion.**

- a. has cut    b. cut    c. have been cutting    d. had cut

**35. He got a .....for his great invention.**

- a. failure    b. burden    c. selection    d. patent

**36. He has a problem with his lungs, so he has a difficulty in .....**

- a. digesting    b. growing    c. breathing    d. eating

**37. .... is the ability to see.**

- a. Adaption    b. Vision    c. Liability    d. Skill

**38. I wish you happiness and .....in the coming year.**

- a. prediction    b. apology    c. prosperity    d. burden

**39. You should think twice before you make your.....**

- a. decide    b. decision    c. decisive    d. decisively

**40. When you start a project, you have to .....**

- a. follow through                      b. put on  
c. run into                                d. pull down

**41. He moved from the village ..... the city.**

- a. onto    b. to    c. into    d. on

**42. Japan's economy developed quickly and it..... of the richest countries.**

- a. backed the wrong horse              b. joined the ranks  
c. was dead in the water                d. went under the knife

**43. The operation was unsuccessful, so his condition .....**

- a. was on the mend                      b. was on a roll  
c. aced a test                                d. took a turn for the worse

**44. Sally was happy when she was.....the birthday presents she received from her friends.**

- a. proving    b. unwrapping  
c. veiling    d. disproving

**45. Don't make too much noise. My father .....**

- a. has worked                                b. is working  
c. worked                                        d. was working

**46. She .....up when she heard the noise.**

- a. gets    b. had got    c. got    d. has got

**47. I wasn't surprised to hear that she .....a car accident.**

- a. has    b. has had    c. had had    d. was having

**48. I was told that you.....for the exam all night.**

- a. have been revising                      b. have revised  
c. had been revising                        d. are revising

**49. We.....to Sam's party tomorrow. We have been invited.**

- a. are going    b. will have gone    c. go    d. have gone

**50. You.....into trouble if you had listened to me.**

- a. won't get                                      b. wouldn't get  
c. wouldn't have got                        d. don't get

**51. I asked him where he.....his time the previous night.**

- a. spent    b. spends    c. has spent    d. had spent

**52. I am going to pay someone to clean my apartment. I .....**

- a. am going to clean it myself.  
b. am not going to have it cleaned.  
c. am going to have it cleaned.  
d. am going to have it cleaning.

**53. Lisa, .....job involves a lot of travel, is away from home at the moment.**

- a. who    b. whom    c. whose    d. where

**54. He won't tell the truth. I wish he .....the truth.**

- a. would tell                                      b. wouldn't tell  
c. would have told                              d. had told

**55. She said that she.....her time at the beach.**

- a. enjoys    b. has enjoyed  
c. had enjoyed                                      d. is enjoying

**56. Lucy forgot to lock the door of her house and got her TV stolen. She.....the door.**

- a. must have locked                              b. should have locked  
c. shouldn't have locked                        d. didn't have to lock

**57. The verb that has a final / t / sound is.....**

- a. played    b. increased    c. kicked    d. fended

**58. Is it OK to play music in your room while you are studying?**

- a. Please feel free.  
b. That's very kind of you  
c. I need your help  
d. I really appreciate that

**59. Why don't we go for a walk in the mountain?**

- a. It's a great idea                                      b. You're exaggerating  
c. I accept your apology                        d. You're right.

**60. I have to leave now.**

- a-When do you have to leave?  
b-When have you to leave?  
c-When do have you to leave?  
d-When have you left?

**61. You should send the invitation to your cousins.**

- a-When should you send the invitation to?  
b-Where should you send the invitation to?  
c-Whom should you send the invitation to?  
d-Who should send the invitation to?

**62. She was wearing a red dress.**

- a-What is she wearing?
- b-What was she wearing?
- c-What she was wearing?
- d-What did she wear?

**63. I can't talk to you because I'm in a hurry.**

- a-Why can't you talk to me?
- b-When can't you talk to me?
- c-Where can't you talk to me?
- d-Who can't talk to me?

**64. .... is a kind of verbal communication.**

- a. Speaking
- b. Shaking hands
- c. Smiling
- d. Bowing

**65. He was .....when he didn't get the promotion at his work.**

- a. happy
- b. motivated
- c. frustrated
- d. comforted

**66. She has a .....feeling that everything is exciting.**

- a. negative
- b. sad
- c. terrible
- d. positive

**67. There is a big difference between fantasy and.....**

- a. illusion
- b. variety
- c. reality
- d. imagination

**68. The.....is the organ that removes waste from the blood.**

- a. lung
- b. heart
- c. kidney
- d. brain

**69. ....will increase a lot when robots are used.**

- a. Produce
- b. Productive
- c. Production
- d. Productively

**70. We've .....the garden to stop animals from getting in.**

- a. eaten away
- b. fenced off
- c. driven into
- d. followed through

**71. He took the book.....his bag and started reading.**

- a. onto
- b. out of
- c. into
- d. to

**72. Good citizens.....their children to obey laws.**

- a. encourage
- b. discourage
- c. demotivate
- d. misguide

**73. Tom .....his temper very quickly if he fails to manage his time.**

- a. meets
- b. makes
- c. loses
- d. runs

**74. It's an expensive hotel. It.....a lot to stay here.**

- a. cost
- b. costs
- c. is costing
- d. has cost

**75. You look familiar. I think that we.....before.**

- a. have met
- b. had met
- c. will meet
- d. are meeting

**76. They.....building the hospital by next April.**

- a. will have finished
- b. finished
- c. have finished
- d. had finished

**77. They didn't go to the wedding because they.....**

- a. haven't invited.
- b. hadn't been invited.
- c. won't be invited.
- d. hadn't invited.

**78. I didn't have time to type the report, so I .....**

- a. typed it myself.
- b. had it typed.
- c. had it typing.
- d. had typed it.

**79. The building, .....was destroyed in the fire, has been rebuilt again.**

- a. that
- b. where
- c. whose
- d. when

**80. I didn't read that book. I wish I.....that book.**

- a. will read
- b. didn't read
- c. had read
- d. hadn't read

**81. I asked him what time.....up the previous night.**

- a. he woke
- b. he wakes
- c. he will wake
- d. did he wake

**82. Not only .....the bus, but he also lost his bag.**

- a. did he miss
- b. he misses
- c. he was missing
- d. will he miss

**83. I will move from ..... when I ..... the alarm.**

- a. here / hear
- b. hear / hear
- c. her / here
- d. here / her

**84. How can I help you, sir?**

- a. I'd like to buy a phone, please.
- b. I'll take word for it.
- c. That sounds like a great idea
- d. I don't deserve the credit

**85. How do you like this food?**

- a. I would like it to be a little bit salty.
- b. Please feel free.
- c. Thanks for your efforts.
- d. I'm proud of you.

**86. He did badly in the exam.**

- a-What did he do in the exam?
- b-Why did he do in the exam?
- c-How did he do in the exam?
- d-Who did he do in the exam?

**87. I prefer the black color.**

- a-Which color did you prefer?
- b-Which color do you prefer?
- c-Which do you color prefer?
- d-Which color you do prefer?

**88. I can speak three languages.**

- a-How many languages can you speak?
- b-How much languages can you speak?
- c-How languages can you speak?
- d-How many can you speak languages?



**89. When Sarah arrived at the party, Tom wasn't there. He.....home.**

- a. will go      b. had gone      c. has gone      d. goes

**90. When I came to this city years ago, I ..... anyone.**

- a. don't know      b. weren't knowing  
c. didn't know      d. haven't known

**91. Ann .....on time if the bus hadn't been late.**

- a. will arrive      b. would arrive  
c. would have arrived      d. had arrived

**92. He likes to participate in social.....**

- a. active      b. activities      c. activates      d. actively

**93. If we work hard, we will be able to.....our goals.**

- a. reject      b. invent      c. fail      d. accomplish

**94. The..... told Tom he would check his heartbeat.**

- a. dermatologist      b. cardiologist  
c. naturopath      d. allergist

**95. Tom's new book didn't.....the expectations of his readers.**

- a. meet      b. make      c. lose      d. run

**96. Our boss is so rude but finally someone said unkind words to him. He .....**

- a. was on the mend  
b. went under the knife  
c. got a taste of his own medicine  
d. was at death's door

**97. She established a charity to .....thousands of homeless people.**

- a. take off      b. run into  
c. reach out to      d. follow through

**98-He had to pay a fine because he .....**

- a. backed the wrong horse      b. was on a roll  
c. broke the law      d. went under the knife

**99. The police.....for him since last Saturday. He hasn't been caught yet.**

- a. have been looking      b. had looked  
c. look      d. will look

**100. I ..... my pen. Could I borrow yours. please?**

- a. have lost      b. have been losing  
c. lose      d. am losing

**1. You would speak English fluently if you.....with an English family.**

- a. lived      b. live      c. would live      d. have lived

**2. Some scientists predict that the weather.....warmer in the future.**

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

**3. All children.....the right to live in a peaceful environment.**

- a. have      b. are having      c. had      d. has

**4. The trip has lasted for two days.**

- a-How much has the trip lasted?  
b-How many has the trip lasted?  
c-How long has the trip lasted?  
d-How often has the trip lasted?

**5. A good citizen does not.....his nationality.**

- a. respect      b. acquire  
c. refuse      d. abandon

**6. She felt..... because her son had an accident.**

- a. happy      b. excited      c. proud      d. anxious

**7. We had a good time. I wish you ..... with us.**

- a. have come      b. come  
c. had come      d. hadn't come

**8. The manager asked her why.....late that morning.**

- a. she had been      b. she is  
c. was she      d. had she been

**9. We.....go to the island by boat. We have no choice.**

- a. should      b. have to  
c. don't have to      d. mustn't

**10. The verb that has a final / d / sound is .....**

- a. traded      b. fenced      c. emigrated      d. sailed

**11. You deserve a prize for your great achievement.**

- a. It was nothing at all      b. Accept my excuse  
c. I need your help      d. I'll put you through

**12. Can I call you back in an hour?**

- a. Sure      b. I'll put you through  
c. This is Mandy      d. I'm afraid he's out at the moment.

**13. I think that our team will win the match.**

- a-Who do you think will win the match?  
b-What do you think will win the match?  
c-Which do you think will win the match?  
d-When do you think will win the match?

**14. The dress cost 200000 SP.**

- a-What does the dress cost?  
b-How much does the dress cost?  
c-How much did the dress cost?  
d-How many did the dress cost?

**15. Tom was angry because they lost the match.**

- a-Why is Tom angry?  
b-Why was Tom angry?  
c-When is Tom angry?  
d-Why was angry Tom?

**16. Only few people were watching the match.**

- a- How much people were watching the match?  
b- How many people were watching the match?  
c- Why people were watching the match?  
d- When people were watching the match?

**17. My cousin.....to Canada five years ago.**

- a. move    b. will move    c. moved    d. have moved

**18. The injured man ..... to hospital.**

- a. took    b. had taken    c. was taken    d. was taking

**19. I asked my friend to revise my article. I .....**

- a. revised it myself                      b. didn't have it revised  
c. had revised it                              d. had it revised

**20. This is the office ..... we hold all our meetings in.**

- a. who    b. where    c. which    d. when

**21. She ..... because she wanted to have her nose altered.**

- a. was dead in the water  
b. was on the mend  
c. went under the knife  
d. got a taste of her own medicine

**22. Dani isn't at home at the moment.**

**I wish he ..... at home.**

- a. is    b. were    c. wasn't    d. isn't

**23. Don't take that plate away. I.....my meal yet.**

- a. hadn't finished                      b. am not finishing  
c. don't finish                              d. haven't finished

**24. I ..... you as soon as I heard the news.**

- a. called                                      b. will call  
c. have called                              d. had called

**25.The problem .....worse unless we do something.**

- a. will get    b. would get    c. would have got    d. got

**26. Our neighbors aren't French. I.....they come from England.**

- a. think                                      b. am thinking  
c. thought                                      d. have thought

**27. This time next week, I..... on the beach.**

- a. relax                                      b. was relaxing  
c. will be relaxing                      d. have been relaxing

**28. I noticed that the window ..... open.**

- a. had left                                      b. has left  
c. has been left                              d. had been left

**29. She isn't doing her make-up herself. She .....**

- a. has done it                                      b. had it done  
c. is having it done                      d. isn't having it done

**30. I will never forget the day ..... I won the lottery.**

- a. who    b. where    c. which    d. when

**31. I live in a rented flat. I wish I ..... my own flat.**

- a. had                                      b. have had  
c. have                                      d. didn't have

**32. I asked her when ..... back home that night.**

- a. she had come                      b. had she come  
c. she comes                              d. did she come

**33. Both his son and his daughter .....self-confidence.**

- a. has    b. have    c. are having    d. is having

**34. People under 18 can't ..... in the elections.**

- a. protect                                      b. vote  
c. strengthen                                      d. guarantee

**35. This product contains no .....colors; only natural substances are used.**

- a. true    b. dark    c. artificial    d. full

**36. ....is the red liquid that moves around the body.**

- a. The cell    b. Blood    c. The nerve    d. The heart

**37. Technology has a great..... on our modern life.**

- a. affect    b. effect    c. effective    d. effectively

**38. The bird tried to escape .....the trap, but in vain.**

- a. onto    b. from    c. to    d. on

**39. If the rash doesn't disappear after a few days, you have to consult your .....**

- a. dermatologist                      b. cardiologist  
c. ophthalmologist                      d. biologist

**40. I don't agree with him, but I can't ..... his theory.**

- a. prove    b. disprove    c. unload    d. disconnect

**41. They ..... from the trip excited and happy.**

- a. came back                                      b. put on  
c. looked up                                      d. took in

**42. The government.....the taxes in order to provide public services.**

- a. raises    b. meets    c. plays    d. gives

**43. You have been doing great job.**

- a. That's very kind of you!  
b. You are kidding me!  
c. Why don't you participate in more social activities?  
d. You really deserve that

**44. Would you like to join us to watch a movie tonight?**

- a. I can't make up my mind yet.  
b. Well done!  
c. I'm sorry to hear that.  
d. You're exaggerating.

**45. The shop was closed when we got there.**

- a-What was the shop closed?  
b-Where was the shop closed?  
c-When was the shop closed?  
d-Why was the shop closed?

**46. I usually wear smart clothes to university.**

- a-What did you usually wear to university?  
b-What do you usually wear to university?  
c-What you usually wear to university?  
d-What does you usually wear to university?

