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Good, very good, amazing

1- Warm up

A. Read the story about an amazing vacation and choose the best word to fill the gaps.

○ ourselves	○ local	○ markets	○ hostels
○ gorgeous	○ friendly	○ wonderful	○ graduated

I'm back home now. It's freezing here! I just got back from traveling around Europe after I(1) …… from university. I'm exhausted but it was(2) …… ! My friends and I visited over eight countries in two months. We met some hilarious and(3) ……people. We also tried amazing(4) …… food wherever we went. We didn't have much money so we stayed in youth(5) …… instead of hotels. Some of the hostels were filthy but cheap so we could spend money on the local food and drinks.

When we travelled around Spain we stayed in(6) …… hotels right on the beach but they weren't expensive. We shopped at(7) ……and cooked food(8) …… . In Rome we went sightseeing and saw famous, ancient ruins. The Colosseum and the Pantheon were enormous but quite crowded. The weather in Europe was usually warm and sunny, but there was a tropical cyclone when we went to France. That day was terrible! I can't wait to travel again soon. I have to start saving money again. Oh, I got you some souvenirs so we should catch up sometime!

B. Answer the following questions about the story.

1. Where was the terrible weather?
2. Where did the friends stay?

2- Emphatic or Extreme Adjectives

English Tips.

English is an expressive language! Remembering emphatic or extreme adjectives is a great way to expand your vocabulary and sound more natural when speaking English. Instead of saying: "very very cold" try "freezing!" English speakers can modify the strength of an adjective by adding modifiers such as very, really or not very. However, fluent speakers don't often say 'very, very good'; children often do.

Can you find the emphatic adjectives in the story above?

Adjective	Modified	Emphatic adjective
1- good	very good	.....
2- bad	very bad	.....
3- dirty	very dirty	.....
4- big	very big	.....
5- tired	very tired	.....
6- funny	very funny	.....
7- old	very old	.....
8- cold	very cold	.....

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Good, very good, amazing

1- Warm up

A. Read the story about an amazing vacation and choose the best word to fill the gaps.

⑧ ourselves	④ local	⑦ markets	⑤ hostels
⑥ gorgeous	③ friendly	② wonderful	① graduated

I'm back home now. It's freezing here! I just got back from traveling around Europe after I(1) *… graduated …* from university. I'm exhausted but it was(2) *… wonderful …*! My friends and I visited over eight countries in two months. We met some hilarious and(3) *… friendly …* people. We also tried amazing(4) *… local …* food wherever we went. We didn't have much money so we stayed in youth(5) *… hostels …* instead of hotels. Some of the hostels were filthy but cheap so we could spend money on the local food and drinks.

When we travelled around Spain we stayed in(6) *… gorgeous …* hotels right on the beach but they weren't expensive. We shopped at(7) *… markets …* and cooked food(8) *… ourselves …*. In Rome we went sightseeing and saw famous, ancient ruins. The Colosseum and the Pantheon were enormous but quite crowded. The weather in Europe was usually warm and sunny, but there was a tropical cyclone when we went to France. That day was terrible! I can't wait to travel again soon. I have to start saving money again. Oh, I got you some souvenirs so we should catch up sometime!

B. Answer the following questions about the story.

1. Where was the terrible weather? **1-** ***The terrible weather was in France.***
2. Where did the friends stay? **2-** ***The friends stayed in youth hostels to save money.***

2- Emphatic or Extreme Adjectives

English Tips.

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Can you find the emphatic adjectives in the story above?

Adjective	Modified	Emphatic adjective
1- good	very good	*… amazing …*
2- bad	very bad	*… terrible …*
3- dirty	very dirty	*… filthy …*
4- big	very big	*… enormous …*
5- tired	very tired	*… exhausted …*
6- funny	very funny	*… hilarious …*
7- old	very old	*… ancient …*
8- cold	very cold	*… freezing …*

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Do you Agree or Disagree

1- Warm up

A. Read the text below and choose the best word to fill the gaps.

O incomplete	O impossible	O disobedience	O disapprove
O inadequate	O Unfortunately	O disorganised	O unfair

Homework is a part of every student's school life.(1) ..... many of them(2) ..... of the amount of homework they are given, and find it particularly(3) ..... when they have to study a lot before a test. This makes them feel anxious and some even become physically sick when under pressure. Others sometimes find it(4) ..... to complete their homework, which makes teachers relieve it's an act of(5) ..... .

On the other hand, teachers consider homework beneficial. They believe students should have a daily schedule to avoid getting(6) ..... and having to hand in(7) ..... homework. Moreover, teachers think(8) ..... amounts of homework put students' future at risk.

B. Answer the following questions about the story.

1. What is a homework?
2. Do students like homework? If no why?
3. Why do teacher consider homework as a beneficial thing?

2- Negative Prefixes

English Tips.

A prefix is a group of letters that you add to the beginning of a word to give it a different meaning - often the opposite. If you see a word that you don't know, check for a prefix. You can guess the meaning if you remember some common prefixes.

A. Match the prefixes on the left with the root on middle and with their meanings on the right.

Prefix	Root	Meaning
1- Dis	a- competent	1- annoyed because we have to wait too long for something.
2- Il	b- appear	2- likely to make you ill.
3- Im	c- healthy	3- to pass from view.
4- In	d- legible	4- not based on clear thought or reason.
5- Ir	e- rational	5- unclear and we cannot read it.
6- Un	f- patient	6- lacking the qualities needed for effective action.

B. Sort out the mistakes and correct them.

1. I failed my English test? That's umpossible!
2. Attention passengers. This is an undirect service from Japan to New Zealand. We will be making a short stop in the Gold Coast in Australia.
3. **A:** Hey Peter! How was your weekend?
   B: Hi Janet. My weekend? Well, it was pretty ineventful.
4. I can't wait to see the new Star Wars movie. I saw the review at the movie theatre last night.

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Do you Agree or Disagree

1- Warm up

A. Read the text below and choose the best word to fill the gaps.

⑦ incomplete	④ impossible	⑤ disobedience	② disapprove
⑧ inadequate	① Unfortunately	⑥ disorganised	③ unfair

Homework is a part of every student's school life.(1) *… Unfortunately …* many of them(2) *… disapprove …* of the amount of homework they are given, and find it particularly(3) *… unfair …* when they have to study a lot before a test. This makes them feel anxious and some even become physically sick when under pressure. Others sometimes find it(4) *… impossible …* to complete their homework, which makes teachers relieve it's an act of(5) *… disobedience …*.

On the other hand, teachers consider homework beneficial. They believe students should have a daily schedule to avoid getting(6) *… disorganised …* and having to hand in(7) *… incomplete …* homework. Moreover, teachers think(8) *… inadequate …* amounts of homework put students' future at risk.

B. Answer the following questions about the story.

1. What is a homework? **1-** ***Homework is a part of every student's school life.***
2. Do students like homework? If no why?
   2- ***No, they don't because they find it particularly unfair when they have to study a lot before a test and makes them feel anxious and ill or impossible to complete.***
3. Why do teacher consider homework as a beneficial thing?
   3- ***Because they believe that students should have a daily schedule to avoid getting disorganised and having to hand in incomplete homework and think inadequate amounts of homework put students' future at risk.***

2- Negative Prefixes

English Tips.

A prefix is a group of letters that you add to the beginning of a word to give it a different meaning - often the opposite. If you see a word that you don't know, check for a prefix. You can guess the meaning if you remember some common prefixes.

A. Match the prefixes on the left with the root on middle and with their meanings on the right.

Prefix	Root	Meaning
1- Dis	**a-** competent	**1-** annoyed because we have to wait too long for something.
2- Il	**b-** appear	**2-** likely to make you ill.
3- Im	**c-** healthy	**3-** to pass from view.
4- In	**d-** legible	**4-** not based on clear thought or reason.
5- Ir	**e-** rational	**5-** unclear and we cannot read it.
6- Un	**f-** patient	**6-** lacking the qualities needed for effective action.

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1	2	3	4	5	6
b	d	f	a	e	c
3	5	1	6	4	2

B. Sort out the mistakes and correct them.

1. I failed my English test? That's **umpossible**! *… impossible …*
2. Attention passengers. This is an **undirect** service from Japan to New Zealand. We will be making a short stop in the Gold Coast in Australia. *… indirect…*
3. **A:** Hey Peter! How was your weekend?
   B: Hi Janet. My weekend? Well, it was pretty **ineventful**. *… uneventful…*
4. I can't wait to see the new Star Wars movie. I saw the **review** at the movie theatre last night. *… preview…*

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Talking About Your Interests

1- Warm up

A. On your own, write one thing you like and one you dislike for the categories below.

Categories	Like/ Love ☑	Dislike/ Hate ☒
1. Sport		
2. Film/ movie genre		
3. Music genre or artist		
4. Food		

B. Compare your list with your partner and look for similarities and differences.

2- Reading

A. Read the different dating app (application) profiles.

1. Hi there! My name is Jane, I am from California and I am 31 years old. I **love going hiking** and **really like going for a run** on the weekends. I am looking for a man to share this interest with me. I **hate sitting on the sofa** all day and **watching TV**, so would like to meet someone active.

2. Hello! My name is Takashi, I am from Japan but spent many years living and working in London. My family owns a restaurant where I work as a chef. I **love cooking** and **preparing** traditional food. I would like to meet a girl I can cook for. I also **really like visiting** the local market on weekends.

3. Hello, my name is Carlos. I am 45 years old and recently divorced. I **like visiting museums** and I **love reading** history **books** in my free time. I am looking for a lady I can travel and visit the Louvre museum with. I play the guitar too so I **love listening to music** and **going to concerts**.

4. Hey, I'm Bruce. I come from Sydney. I **love going surfing** and **playing sports**. I also **really like going camping** and **being outdoors**. I **just love listening to the birds** in the morning. I live and travel in my camper van so I am looking for someone to go on an adventure with!

5. Hey, my name is Helen. I am from Denmark but I now live in Osaka. I'm a games developer and **love playing video games**! I also **love trying all the local food** here in Osaka. I would like to meet someone who can show me around and who **likes going for walks** around the city.

6. Hi, I'm Eva! I studied art in University and now teach art history in my local college. I **love visiting art galleries**. I also **like traveling**, especially around Europe. I **don't really like staying in one place**. I **like reading travel magazines** too and **planning future trips**.

B. Answer the questions. Highlight or underline the answers in the text.

1. Which two people like eating and preparing local food? ..... and .....
2. Who likes being active and outdoors? ..... and .....
3. Which two people like traveling to different places? ..... and .....

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C. Read the example opinion below and discuss the matches in Task B above.

I think Janet and Henry and perfect for each other because Henry loves learning about and preparing his country's traditional food and Janet loves try new foods when she travels. They both like going for walks.

3- Activity Collocations

Match objects 1-6 to the most suitable verb in the box below.

○ read	○ go	○ go for
○ play	○ listen to	○ visit

1. ……...	dinner/ a run	**4.** …….	hiking/ camping/ surfing
2. ……...	art galleries/ museums	**5.** …….	books/ magazines
3. ……...	sports/ video games	**6.** …….	birds singing/ music

4- Expressing Likes and Dislikes with Gerunds

English Tips: Gerunds

A gerund is a verb ending in "**-ing**" that is used as a noun and can be a subject or object in a sentence. You need to understand that a gerund is an action being used as a thing or idea. When you see a gerund as an activity, you can begin to see the difference between the word as a noun and a verb (ending in "**-ing**").

We	**play**	football	We	**like**	**playing football**
	Verb	***Object***		***Verb***	***Object***

Complete the gaps in sentences 1-5. Use the dating app profiles for help.

Subject	**Like/ Don't like**	**Stem + ING**	**Object**
I	don't like	**eat + ing**	spicy food.
1. Eva	……	……	in one place.
2. Bruce	……	……	to the birds.
3. Takashi	……	……	the local markets.
4. Carlos	……	……	……
5. Helen	……	……	……

5- Let's Practice!

A. Using your ideas from Task 1A to make sentences about the things you like, love, hate and don't like. Write them as sentences below. Make sure to use gerunds.

1. ……
2. ……
3. ……
4. ……
5. ……

B. Work in pairs or in group and find who you have the most in common with by asking your classmates if they like the same things as you. Tell the class your perfect match and why.

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Talking About Your Interests

1- Warm up

A. On your own, write one thing you like and one you dislike for the categories below.

Categories	Like/ Love ☑	Dislike/ Hate ☒
1. Sport	*… football …*	*… tennis …*
2. Film/ movie genre	*… Action…*	*… Horror…*
3. Music genre or artist	*… R&B …*	*… Hip Hop …*
4. Food	*… Couscous …*	*… Sushi …*

B. Compare your list with your partner and look for similarities and differences.

… In pairs or small groups, have the learners compare their lists or present their likes and dislikes in each category by saying, "I like football, I dislike/don't like tennis." …

2- Reading

A. Read the different dating app (application) profiles.

1. Hi there! My name is Jane, I am from California and I am 31 years old. I **love going hiking** and **really like going for a run** on the weekends. I am looking for a man to share this interest with me. I **hate sitting on the sofa** all day and **watching TV**, so would like to meet someone active.

2. Hello! My name is Takashi, I am from Japan but spent many years living and working in London. My family owns a restaurant where I work as a chef. I **love cooking** and **preparing** traditional food. I would like to meet a girl I can cook for. I also **really like visiting** the local market on weekends.

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6. Hi, I'm Eva! I studied art in University and now teach art history in my local college. I **love visiting art galleries**. I also **like traveling**, especially around Europe. I **don't really like staying in one place**. I **like reading travel magazines** too and **planning future trips**.

… Learners can read text individually or in pairs to each other. The teacher should encourage them to highlight any unknown words and continue. …

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B. Answer the questions. Highlight or underline the answers in the text.

1. Which two people like eating and preparing local food?
   1- *Takashi and Helen. Takashi loves cooking and preparing traditional food and Helen also loves trying all the local food in Osaka.*
2. Who likes being active and outdoors?
   2- *Bruce and Jane. Bruce loves going surfing and playing sports. He also really likes going camping and being outdoors. Jane loves going hiking and really likes going for a run and hates sitting on the sofa all day and watching TV.*
3. Which two people like traveling to different places?
   3- *Carlos and Eva. Carlos is looking for a lady to travel with and Eva also likes traveling, especially around Europe.*

C. Read the example opinion below and discuss the matches in Task B above.

I think Janet and Henry and perfect for each other because Henry loves learning about and preparing his country's traditional food and Janet loves try new foods when she travels. They both like going for walks.

… Takashi and Helen. They both love food and enjoy experiencing traditional culture, places and food./ Bruce and Jane. They are both active people and love being outdoors and doing sport./ Carlos and Eva. They both like visiting museums/galleries and like reading magazines and articles. …

3- Activity Collocations

Match objects 1-6 to the most suitable verb in the box below.

⑤ read	④ go	① go for
③ play	⑥ listen to	② visit

1. … *Go for* …	dinner/ a run	**4.** … *Go* …	hiking/ camping/ surfing
2. … *Visit* …	art galleries/ museums	**5.** … *Read* …	books/ magazines
3. … *Play* …	sports/ video games	**6.** … *Listen to* …	birds singing/ music

4- Expressing Likes and Dislikes with Gerunds

English Tips: Gerunds

A gerund is a verb ending in "**-ing**" that is used as a noun and can be a subject or object in a sentence. You need to understand that a gerund is an action being used as a thing or idea. When you see a gerund as an activity, you can begin to see the difference between the word as a noun and a verb (ending in "**-ing**").

We	**play**	football	We	**like**	**playing football**
	Verb	*Object*		*Verb*	*Object*

Complete the gaps in sentences 1-5. Use the dating app profiles for help.

Subject	Like/ Don't like	Stem + ING	Object
I	**don't like**	**eat + ing**	spicy food.
1. Eva	***doesn't really like***	***staying***	in one place.
2. Bruce	***loves***	***listening***	to the birds.
3. Takashi	***really likes***	***visiting***	the local markets.

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4. Carlos	*likes*	*visiting*	*museums*
5. Helen	*likes*	*going*	*for walks around the city.*

5- Let's Practice!

A. Using your ideas from Task 1A to make sentences about the things you like, love, hate and don't like. Write them as sentences below. Make sure to use gerunds.

… Individually, the learners should write sentences using gerunds and the information they wrote for Task 1A. The teacher should monitor and check sentences are correct as well as answer any questions the learners have. …

1. *… I like/ love playing football, I dislike/ don't like playing tennis. …*
2. *… I like/ love watching action movies, I dislike/ don't like watching horror films. …*
3. *… I like/ love listening to R&B music, I dislike/ don't listening to Hip Hop music. …*
4. *… I like/ love eating couscous, I dislike/ don't like eating raw food such as "sushi." …*

B. Work in pairs or in group and find who you have the most in common with by asking your classmates if they like the same things as you. Tell the class your perfect match and why.

… This task works best if the learners can walk around the class. The teacher should encourage them to start conversations with as many people in class as possible, using the sentence they wrote for Task 5A. Then, the teacher asks learners to introduce themselves to each other and ask if they like the same activities as they do. Next, the teacher should encourage the learners to discuss about similar likes and dislikes. Then, he/ she asks them to make notes of who they share common interests with so they can complete the sentence and say it aloud in class. Finally, they may present their perfect match to the class based on their interactions. …

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As cold as, Not as hot as, Bigger than, The most beautiful

1- Warm up

A. Read the article and choose the best word to fill the gaps.

○ as	○ fast	○ more	○ than
○ best	○ longest	○ much	○ the

The Best Way to Travel

In the most northern state of the USA you'll see every type of modern transport. But during the winter months the state of Alaska becomes one of(1) …… coldest parts of the world. Temperature fall as low(2) …… . – 50°C. car engines can freeze and even if your car starts, the snow and ice on the road can make travel impossible. When the weather is like this, the(3) …… way to travel is with a team of huskies(a) pulling you. that's according to people like Geoff Roland who prefer travelling by dog sledge(b). "Huskies might not be as(4) …… as a modern snowmobile(c) but they are better for the environment. The journey is also much quieter(5) …… by snowmobile. It's what makes travel through the wilderness(d) so enjoyable."

When Geoff was younger he took part in the Iditarod. The word Iditarod original comes from an old native American word meaning "a faraway place" but nowadays it's the name of the world's(6) …… dog sledge race which takes place in Alaska each spring. The 1,600 kilometre route follows the old roads which the original Indians once used. As years passed, aeroplanes and snowmobiles became(7) …… common and people started to forget about the old trails. But in 1973 a group of people started the race in order to maintain Alaska's history and its traditional form of transport. Some people criticise the Iditarod because they think it's cruel(e) for the dogs but Geoff disagrees: "Huskies are natural racers. I think they're(8) …… happier when they're in front of the sledge."

B. Read the article again and discuss the questions.

1. What are the advantages and disadvantages of the huskies in Alaska?
2. Why do you think some people say the Iditarod is cruel for the dogs?
3. What sports do you have in your city/ town/ country with animals? Do people think they are cruel for the animals?

C. Mach the words (a-e) from the article with their meanings (1-5).

Words	Meaning
a- huskies	**1-** a small motor vehicle for travelling on snow and ice.
b- sledge	**2-** a large dog with long thick fur, used for pulling sledges over the snow.
c- snowmobile	**3-** extremely unkind and unpleasant and causing pain to people or animals.
d- wilderness	**4-** an object used for travelling over snow and ice with long, narrow strips of wood or metal under it instead of wheels. It can be either a low frame, or a vehicle like a carriage pulled by horses or dogs.
e- cruel	**5-** an area of land that has not been used to grow crops or had towns and roads built on it, especially because it is difficult to live in as a result of its extremely cold or hot weather or bad earth.

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2- Comparative and Superlative of Adjectives and Adverbs

English Tips.

We usually form comparative and superlative adverbs with "**more**" and "**most**". However, we add "**-er**" to some adverbs: Please drive **more slowly**! Mum drives **faster** than dad.

Some adjectives have two possible superlative forms: **most polite / politest**, **most gentle / gentlest**.

Less is the opposite of **more**, **least** is the opposite of **most**. We can use them with adjectives and adverbs.

Some adverbs are irregular: **well → best/ badly → worst**. We can use superlative adverbs both with and without "**the**": It's the city where you travel **most comfortably / the most comfortably**.

A. Write the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
1- tall	.....	the tallest
2- large	large than	.....
3-	bigger than	the biggest
4- angry	.....	the angriest
5- important	more important than	.....
6-	older/ elder than	the oldest/ eldest
7- fat	.....	the fattest
8- expensive	more expensive than	.....

B. Complete the world records about transport with the superlative forms of the adjectives between brackets.

1. Gregory Dunham built the world's (tall) …… rideable motorbike. It's 3.429 metres high.
2. The (small) …… jet aircraft in the world is only 3.7 metres long and 5.7 metres wide (including wings).
3. Marek Turowski drove the world's (fast) …… motorised sofa! The piece of furniture travelled at a speed of 148 kilometres per hour.
4. Emil and Liliana Schmid took the (long) …… journey ever. They drove 641,115 kilometres - and they are still driving!
5. Billy Baxter broke the record for (fast) …… speed on a motorbike without seeing. He wore a blindfold over his eyes and reached 265.33 kilometres per hour. So it was probably one of the (dangerous) …… journeys ever as well.
6. In 2008,490 Ferraris drove round a track in Japan. That's the (large) …… number of Ferraris in one place ever.

C. Choose the best word to complete the following article.

Choosing Greener Transport

For tourists and travellers who want a (**more/ the most**) interesting experience when they arrive in a (**new/ newer/ the newest**) city or country, here are some (**better/ the best**) ways to travel, both for you and for the environment.

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Step One: Get out of the car and walk. It's (**slower/ the slowest**) but it's (**greener/ the greenest**) way to travel. It's also (**more/ the most**) rewarding way to see a city, but remember to pack (**comfortable/ more comfortable/ the most comfortable**) shoes.

Step Two: Cycling is also a (**good/ better/ the best**) alternative. Many hotels and hostels now offer bicycles for guests. Some also provide electric bikes that give you help with hills and on (**long/ longer/ the longest**) journeys. Some cities also have bike stations. You pick up a bicycle from one of these stations and return it after two hours. It costs something but it's much (**cheap/ cheaper/ the cheapest**) than a bus or taxi.

Step Three: If you have to take transport in a city, try to take public transport. (**More/ Most**) cities now offer lots of information and very (**clear/ clearer/ the clearest**) maps. You'll also get (**more/ the most)** detailed information by visiting the city web site before you go because it'll save a lot of time once you get there.

Step Four: Whenever (**possible/ more possible/ the most possible**), take buses, trains or ferries for travelling from city to city. They are usually (green/ greener/ the greenest) than cars and aeroplanes.

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As cold as, Not as hot as, Bigger than, The most beautiful

1- Warm up

A. Read the article and choose the best word to fill the gaps.

② as	④ fast	⑦ more	⑤ than
③ best	⑥ longest	⑧ much	① the

The Best Way to Travel

In the most northern state of the USA you'll see every type of modern transport. But during the winter months the state of Alaska becomes one of[(1)] ***… the …*** coldest parts of the world. Temperature fall as low[(2)] ***… as …***. – 50°C. car engines can freeze and even if your car starts, the snow and ice on the road can make travel impossible. When the weather is like this, the[(3)] ***… best …*** way to travel is with a team of huskies[(a)] pulling you. that's according to people like Geoff Roland who prefer travelling by dog sledge[(b)]. "Huskies might not be as[(4)] ***… fast …*** as a modern snowmobile[(c)] but they are better for the environment. The journey is also much quieter[(5)] ***… than …*** by snowmobile. It's what makes travel through the wilderness[(d)] so enjoyable."

When Geoff was younger he took part in the Iditarod. The word Iditarod original comes from an old native American word meaning "a faraway place" but nowadays it's the name of the world's[(6)] ***… longest …*** dog sledge race which takes place in Alaska each spring. The 1,600 kilometre route follows the old roads which the original Indians once used. As years passed, aeroplanes and snowmobiles became[(7)] ***… more …*** common and people started to forget about the old trails. But in 1973 a group of people started the race in order to maintain Alaska's history and its traditional form of transport. Some people criticise the Iditarod because they think it's cruel[(e)] for the dogs but Geoff disagrees: "Huskies are natural racers. I think they're[(8)] ***… much …*** happier when they're in front of the sledge."

B. Read the article again and discuss the questions.

1. What are the advantages and disadvantages of the huskies in Alaska?
   1- ***They are slower than snowmobiles; they're more environmentally friendly; they're quieter; they make the journey more enjoyable.***
2. Why do you think some people say the Iditarod is cruel for the dogs?
   2- ***Because the race is 1600 Km long and it's very cold, and because the dogs are made to pull heavy weights.***
3. What sports do you have in your city/ town/ country with animals? Do people think they are cruel for the animals?
   3- ***In my hometown (El-Oued Souf) we have camels race. People here enjoy this type of racing and don't consider it cruel for camels.***

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C. Mach the words (a-e) from the article with their meanings (1-5).

Words	Meaning
a- huskies	**1-** a small motor vehicle for travelling on snow and ice.
b- sledge	**2-** a large dog with long thick fur, used for pulling sledges over the snow.
c- snowmobile	**3-** extremely unkind and unpleasant and causing pain to people or animals.
d- wilderness	**4-** an object used for travelling over snow and ice with long, narrow strips of wood or metal under it instead of wheels. It can be either a low frame, or a vehicle like a carriage pulled by horses or dogs.
e- cruel	**5-** an area of land that has not been used to grow crops or had towns and roads built on it, especially because it is difficult to live in as a result of its extremely cold or hot weather or bad earth.

a	b	c	d	e
2	4	1	5	3

2- Comparative and Superlative of Adjectives and Adverbs

English Tips.

We usually form comparative and superlative adverbs with "**more**" and "**most**". However, we add "**-er**" to some adverbs: Please drive **more slowly**! Mum drives **faster** than dad.

Some adjectives have two possible superlative forms: **most polite / politest**, **most gentle / gentlest**.

Less is the opposite of **more**, **least** is the opposite of **most**. We can use them with adjectives and adverbs.

Some adverbs are irregular: **well** → **best**/ **badly** → **worst**. We can use superlative adverbs both with and without "**the**": It's the city where you travel **most comfortably** / **the most comfortably**.

A. Write the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
1- tall	*… taller than …*	the tallest
2- large	large than	*… the largest …*
3-	bigger than	the biggest
4- angry	*… angrier than …*	the angriest
5- important	more important than	*… the most important …*
6-	older/ elder than	the oldest/ eldest
7- fat	*… fatter than …*	the fattest
8- expensive	more expensive than	*… the most expensive …*

B. Complete the world records about transport with the superlative forms of the adjectives between brackets.

1. Gregory Dunham built the world's (tall) *… tallest …* rideable motorbike. It's 3.429 metres high.
2. The (small) *… smallest …*jet aircraft in the world is only 3.7 metres long and 5.7 metres wide (including wings).
3. Marek Turowski drove the world's (fast) *… fastest …*motorised sofa! The piece of furniture travelled at a speed of 148 kilometres per hour.

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4. Emil and Liliana Schmid took the (long) … ***longest*** …journey ever. They drove 641,115 kilometres - and they are still driving!
5. Billy Baxter broke the record for (fast) … ***fastest*** …speed on a motorbike without seeing. He wore a blindfold over his eyes and reached 265.33 kilometres per hour. So it was probably one of the (dangerous) … ***most dangerous*** …journeys ever as well.
6. In 2008,490 Ferraris drove round a track in Japan. That's the (large) … ***largest*** …number of Ferraris in one place ever.

C. Choose the best word to complete the following article.

Choosing Greener Transport

For tourists and travellers who want a (***more***/ ~~**the most**~~) interesting experience when they arrive in a (**new**/ ~~**newer**~~/ ~~**the newest**~~) city or country, here are some (***better***/ ~~**the best**~~) ways to travel, both for you and for the environment.

Step One: Get out of the car and walk. It's (***slower***/ ~~**the slowest**~~) but it's (~~**greener**~~/ ***the greenest***) way to travel. It's also (~~**more**~~/ ***the most***) rewarding way to see a city, but remember to pack (***comfortable***/ ~~**more comfortable**~~/ ~~**the most comfortable**~~) shoes.

Step Two: Cycling is also a (***good***/ ~~**better**~~/ ~~**the best**~~) alternative. Many hotels and hostels now offer bicycles for guests. Some also provide electric bikes that give you help with hills and on (~~**long**~~/ ***longer***/ ~~**the longest**~~) journeys. Some cities also have bike stations. You pick up a bicycle from one of these stations and return it after two hours. It costs something but it's much (~~**cheap**~~/ ***cheaper***/ ~~**the cheapest**~~) than a bus or taxi.

Step Three: If you have to take transport in a city, try to take public transport. (~~**More**~~/ ***Most***) cities now offer lots of information and very (***clear***/ ~~**clearer**~~/ ~~**the clearest**~~) maps. You'll also get (***more***/ ~~**the most**~~) detailed information by visiting the city web site before you go because it'll save a lot of time once you get there.

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Superstitions Around the World

1- Warm up

A. Read the article and choose the best word to fill the gaps.

don't clean	superstitions	over	another
rain	me	unlucky	if

Do you Believe in Superstitions?

Thousands of people believe in(1) …… but a lot of them are not based on reason. We can find them all over the world, they change from culture to(2) …… and have a big influence in our lives. Where does the word "superstition" come from? The word superstition comes from two Latin words: "Super'' and "Stare". Super means above and stare means to stand. Stand Above. Personally, I'm not superstitious at all and if anything bad happens to(3) ……, I just blame it on coincidence or a mistake I've made.

For example Friday is a special and holy day for us as Muslims, but on the other hand, some Westerners consider it as a bad day. Friday 13th in the UK is considered as unlucky day because of a horror film from the 1970s, it is also now associated to anything scary. Nobody knows exactly why Friday 13th is considered unlucky, but people think it is to do with being scared of the number 13 and Friday. So should we believe these superstitions? Is Friday 13th really an(4) …… day? History shows that not too many bad things have actually happened on this day and it does tend to come round at least once a year. Nonetheless, it is common for people not to do important things on this day – start a new job or even travel, in fear of the plane crashing!

Do you have similar superstitions in your country? Do you know anyone who does not have a superstition? There are two types of superstition. Good luck superstitions and bad luck superstitions. Here are some common superstitions around the world. People only believe these if they are superstitious.

1. In Brazil, **if** your wallet or handbag **touches** to floor, you **will become** poor.
2. In Spain,(5) …… you **buy** family or friends knives or scissors as a gift, you **will break** their friendship.
3. In Japan, **if** you **save** thumbs in the pocket jeans when you come to a cemetery, your parents **will be** safe.
4. In Russia, **if** a bird **poops** on you, it **will bring** you luck and riches.
5. In China, **if** you **use** the number 8, you **will have** good luck.
6. In Turkey, **if** you **pour** a glass of water **over** a mirror or on the road behind someone when he leaves on a journey, his journey **will be** smooth like water and that he **will return** in good health.
7. In Mexico, **if** you **get** a handkerchief, you **will have** suffering.
8. In Malaysia, **if** you(6) …… your plate at mealtimes, your future spouse **will not be** attractive.
9. In Finland, **if** you **kill** a spider, it **will**(7) …… next day.
10. In France, **if** you **step on** dog poop with your right foot, you **will have** a bad luck. Whereas **if** you **step on** it with your left foot, you **will have** a good luck.

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11. In Lithuania, **if** you **whistle** indoors, you'll inadvertently **call** little devils' to appear!
12. In Nigeria, **if** you **whistling** at night, you **will bring** snakes to you.
13. In England, **if** you **put** new shoes on the table, you **will lose** a member of your family.
14. In Algeria, **if** you **step**[8] …… a lying person on the ground, he/ she **will die**. But, **if** you **repeat** the stepping over action backwards, the curse **will not work**.

B. Read the article again and answer the following questions.

1. Do people believe in superstitions?
2. Have they a big influence in our lives?
3. Does the author believe in them?
4. Why do people in the western world consider Friday 13th as unlucky day?
5. Why do people avoid doing important things on Friday 13th?

C. Mach the words (a-h) from the article with their meanings (1-8).

Words	Meaning
a- believe	**1-** solid waste from person or animal body.
b- Latin	**2-** a belief that is not based on human reason or scientific knowledge, but is connected with old ideas about magic, …etc.
c- influence	**3-** despite what has just been said or done.
d- superstitions	**4-** to think that something is true, correct, or real.
e- nonetheless	**5-** a person's husband or wife.
f- common	**6-** the power to have an effect on people or things, or a person or thing that is able to do this.
g- poop	**7-** the same in a lot of places or for a lot of people.
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2- Conditional Type One

English Tips.

✓ We use conditional type one to talk about something that we think is possible in the future, and its result. **Example: If** I **find** my favourite book, I **will buy** it.

✓ Both parts of a first conditional sentence talk about the future, even though a present tense is used after "**if**". We don't usually use will after "**if**": **Example: If** you **study** hard, you **will succeed**. **NOT** ~~If you will study hard, you will succeed~~.

✓ When "**if**" comes at the beginning of the sentence, we need **a comma** "," in the middle. **Example: If** you **read** this book, you **will learn** many new things.

✓ We can use one part of a conditional sentence in a reply. **Example:** What **will** you **do if** you **don't swim**? I **read** a book.

✓ We can use other modals instead of "**will**". **Example: If** you **think** you can do the work, you **can** do it.

✓ We can use "**unless**" to means "**if … not**". **Example:** I **will run** every morning **if** it **isn't** cold. OR I **will run** every morning **unless** it **is** cold.

A. Classify the following sentences. Put a tick (☑) before the good luck superstitions and cross (☒) before the bad luck superstitions.

- ☐ **If** you **open** an umbrella indoors**,** it **will bring** you bad luck.
- ☐ You **will have** good luck **if** you **find** a four-leafed clover.
- ☐ **If** you **see** a horseshoe which was lost**,** you **will have** good luck.
- ☐ **If** you **put** salt on the doorstep of a house**,** it **will keep** evil away.
- ☐ **If** you **sleep** with your feet towards the door**,** a nightwalker **will steal** your soul.
- ☐ **If** a cat **sneezes** three times indoors**,** it **will rain** in 24 hours.
- ☐ **If** you **see** a black cat which walks towards you**,** it **will bring** you good luck.
- ☐ **If** you **carry** a rabbit's foot in your pocket**,** it **will bring** luck and protect you from bad spirits.
- ☐ **If** you **put** a pair of new shoes on a table**,** you **will have** bad luck.
- ☐ **If** you **put** the sugar into the cup first, before the tea**,** you **will have** good luck.
- ☐ **If** you **step on** your shadow**,** it **will bring** you good luck.
- ☐ **If** you **dream** about a dog**,** you **will have** a lot of enemies.
- ☐ **If** the 13th day of the month **falls** on Friday**,** it **will be** a very bad day.
- ☐ **If** you **catch** a falling leaf on the first day of fall**,** you **will not catch** a cold all winter.
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- ☐ When we wish for something good, you **will get** it **if** you **knock on** wood.
- ☐ You **will have** bad luck **if** you **kill** a ladybug.
- ☐ You **will have** bad luck **if** a black cat **crosses** your path.
- ☐ **If** you **put** salt on the doorstep of a house**,** it **will keep** evil away.
- ☐ You **will stay** healthy **if** you **eat** an apple every day. "An apple a day keeps the doctor away."
- ☐ **If** you **break** a mirror**,** you **will have** seven years of bad luck.

B. Here are some more superstitions. Complete the gaps with the correct form of the verbs.

1- **If** you (**dig**) …… at the end of the rainbow**,** you (**find**) …… a pot with gold.
2- You (**have**) …… a bad marriage **if** it (**rain**) …… on your wedding day.
3- **If** you (**find**) …… a grasshopper**,** you (**be**) …… lucky.
4- You (**earn**) …… money **if** your right hand (**itch**) …… .
5- **If** you (**shave**) …… your head on a Saturday**,** you (**be**) ..... always in debt.
6- It (**bring**) …… bad luck to the person looking in **if** you (**throw**) …… a stone into water.
7- **If** you (**not cover**) …… your bald head**,** it (**start**) …… raining.
8- You (**cut off**) …… fortune **if** you (**use**) …… scissors on New Year's Day.

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C. Match the two parts of the superstitions.

1- If a girl **drinks** salty water then goes to sleep,	**a-** you **will have** many children.
2- If you **see** a shooting star and make a wish,	**b-** bad spirits **won't enter**.
3- If you **throw** rice on a new bride and groom,	**c-** someone **is speaking** well of you.
4- If your right ear **itches**,	**d-** she **will see** her future husband in her dream.
5- If you **hang up** garlic in your house,	**e-** that wish **will come** true.
6- If you **whistle** at night,	**f-** it **will bring** you seven years of bad luck.
7- If a dog **howls** at night,	**g-** you **will lose** money.
8- If you **start** a trip on Friday,	**h-** a nightwalker **will come** to your home.
9- If you **break** a mirror,	**i-** you **will meet** misfortune.
10- If your left hand **itches**,	**j-** somebody **will die**.

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⑥ don't clean	① superstitions	⑧ over	② another
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2. In Spain,(5) … *if* …you **buy** family or friends knives or scissors as a gift, you **will break** their friendship.
3. In Japan, **if** you **save** thumbs in the pocket jeans when you come to a cemetery, your parents **will be** safe.
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B. Read the article again and answer the following questions.

1. Do people believe in superstitions?
   1- ***Yes, they do.***
2. Have they a big influence in our lives?
   2- ***Yes, they have.***
3. Does the author believe in them?
   3- ***No, he/ she doesn't.***
4. Why do people in the western world consider Friday 13th as unlucky day?
   4- ***Because of a horror film from the 1970s and it is also now associated to anything scary.***
5. Why do people avoid doing important things on Friday 13th?
   5- ***Because they considered it as unlucky day.***

C. Mach the words (a-h) from the article with their meanings (1-8).

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a- believe	**1-** solid waste from person or animal body.
b- Latin	**2-** a belief that is not based on human reason or scientific knowledge, but is connected with old ideas about magic, …etc.
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h- spouse	**8-** the language used by ancient Romans and as the language of educated people in many European countries in the past.

a	b	c	d	e	f	g	h
4	8	6	2	3	7	1	5

2- Conditional Type One

English Tips.

✓ We use conditional type one to talk about something that we think is possible in the future, and its result. **Example: If** I **find** my favourite book, I **will buy** it.

✓ Both parts of a first conditional sentence talk about the future, even though a present tense is used after "**if**". We don't usually use will after "**if**": **Example: If** you **study** hard, you **will succeed**. **NOT** ~~If you will study hard, you will succeed~~.

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☒ You **will have** bad luck **if** a black cat **crosses** your path.
☑ **If** you **put** salt on the doorstep of a house, it **will keep** evil away.
☑ You **will stay** healthy **if** you **eat** an apple every day. "An apple a day keeps the doctor away."
☒ **If** you **break** a mirror, you **will have** seven years of bad luck.

B. Here are some more superstitions. Complete the gaps with the correct form of the verbs.

1- **If** you (**dig**) … *dig* … at the end of the rainbow, you (**find**) … *will find* … a pot with gold.
2- You (**have**) … *will have* …a bad marriage **if** it (**rain**) … *rains* … on your wedding day.
3- **If** you (**find**) … *find* … a grasshopper, you (**be**) … *will be* …lucky.
4- You (**earn**) … *will earn* …money **if** your right hand (**itch**) … *itches* ….
5- **If** you (**shave**) … *shave* … your head on a Saturday, you (**be**) … *will be* … always in debt.

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6- It (**bring**) … ***will bring*** …bad luck to the person looking in **if** you (**throw**) … ***throw*** … a stone into water.
7- **If** you (**not cover**) … ***don't cover*** … your bald head, it (**start**) … ***will start*** …raining.
8- You (**cut off**) … ***will cut off*** …fortune **if** you (**use**) … ***use*** … scissors on New Year's Day.

C. Match the two parts of the superstitions.

1- If a girl **drinks** salty water then goes to sleep,	**a-** you **will have** many children.
2- If you **see** a shooting star and make a wish,	**b-** bad spirits **won't enter**.
3- If you **throw** rice on a new bride and groom,	**c-** someone **is speaking** well of you.
4- If your right ear **itches**,	**d-** she **will see** her future husband in her dream.
5- If you **hang up** garlic in your house,	**e-** that wish **will come** true.
6- If you **whistle** at night,	**f-** it **will bring** you seven years of bad luck.
7- If a dog **howls** at night,	**g-** you **will lose** money.
8- If you **start** a trip on Friday,	**h-** a nightwalker **will come** to your home.
9- If you **break** a mirror,	**i-** you **will meet** misfortune.
10- If your left hand **itches**,	**j-** somebody **will die**.

1	2	3	4	5	6	7	8	9	10
d	e	a	c	b	h	j	i	f	g

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The Imperative "Do, Don't do"

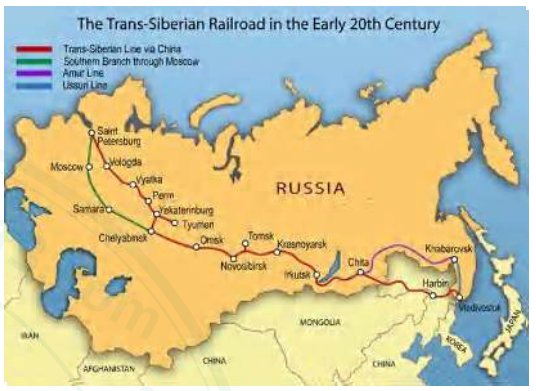
1- Warm up

A. Read the article and choose the best word to fill the gaps.

○ Heritage	○ don't wait	○ hitchhike	○ road
○ take	○ sightseeing	○ Stop	○ zones

Across a Continent by Rail and by Road

Russia is a very large country. There are eight time[1] …… between Moscow and Vladivostok in the east. It's 9,000 kilometers and there are two ways to travel – by rail and by[2] …… .



By Rail: The Trans-Siberian Railway

Trains leave Moscow almost every day. **Book** your tickets in advance –[3] …… until you arrive in Moscow. You can book online or use a travel agent. There are two options: **Travel** non-stop in seven days. You sleep and eat on the train. You can talk to other passengers, learn some words in Russian and enjoy the views. The train travels through amazing mountains, beautiful forests and strange deserts.[4] …… on the way and **stay** in hotels. **Go**[5] …… in the big cities. In Novosibirsk – the main city in Siberia – there are museums, art galleries, theatres and famous opera house in the city centre. Or **visit** the Kungur Ice Cave near Perm. From the towns of Irkutsk or Ulan-Ude, you can take a bus or train to Lake Baikal, a UNESCO World[6] …… site. Lake Baikal is 636 kilometers long and there are only four or five towns near it. The lake is great place for sports activities – diving, hiking and horse riding are all popular.

By Road: The Trans-Siberian Highway

Are you adventurous? Then[7] …… the new Trans-Siberian Highway. **Drive** your car or – for the trip of a lifetime –[8] …… with Russian drivers in their cars and lorries. And when you finally arrive in Vladivostok, you can fly home or continue your trip – there's a boat to Japan every week.

B. Read the article again. and answer with (True) or (False).

1. There's a road from Moscow to Vladivostok.
2. There are two trains every day from Moscow to Vladivostok.
3. You can't sleep on the train.
4. You can leave the train and stay in hotels.
5. There aren't any towns near Lake Baikal.
6. The Trans-Siberian Highway is only for lorries.

C. Mach a verb in the column (A) with words in column (B). Check your answers in the article above.

A	a-travel	b-leave	c-book	d-use	e-stay	f-visit	g-take	h-drive	i-arrive	j-fly
B	1- a bus	2- an ice cave	3- from east to west	4- home	5- in hotels	6- in Vladivostok	7- Moscow	8- your tickets	9- a travel agent	10- your car

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D. Mach the words (a-h) from the article with their meanings (1-8).

Words	Meaning
a- to book	**1-** all of your life.
b- in advance	**2-** liked, enjoyed, or supported by many people.
c- online	**3-** to arrange to have a seat, room, performer, …etc. at a particular time in the future.
d- sightseeing	**4-** to travel by getting free rides in someone else's vehicle.
e- popular	**5-** before a particular time, or before doing a particular thing.
f- adventurous	**6-** things can be bought or used on the internet.
g- a lifetime	**7-** the activity of visiting interesting places, especially by people on holiday.
h- hitchhike	**8-** willing to try new, difficult or dangerous things.

2- The imperative

English Tips.

✓ You can use **the imperative** form to **give an order/ showing the way**, to **give a warning** or **advice**, and (if you use "**please**") to **make a request**. **Examples: Be** quiet and **Listen** to me./ **Go** along and **turn** right./ **Don't** cross./ **Eat** an apple. It's much better for your health than biscuits./ **Please**, **hold** the line.

✓ To make **the imperative**, use the **infinitive** of the verb without "to": **Example: Come** here and **sit** down!

✓ To make a **negative imperative**, put "**do not**" or "**don't**" before the verb. **Example: Do not stay** at home and **don't be** late.

✓ **The imperative** can be used for all subjects (you, he, they and we), but you can also use "**Let's**" or **the negative** form "**Let's not**" before the verb if you are including yourself in **the imperative**. **Examples: Let's have** some lunch./ **Let's not** tell him about it.

A. Complete these sentences with verbs from Task 1C above.

1. **A:** What time does your plane(1) ..... in Moscow? **B:** At 8:40 in the morning.
2. We don't(2) ..... in expensive hotels.
3. I usually(3) ..... my tickets with a travel agent.
4. A boat(4) ..... Vladivostok for Japan every week.
5. **Let's**(5) ..... a bus from the airport.
6. **A:** Is there an airport in Irkutsk? Can you(6) ..... there? **B:** Yes, there is.

B. Complete the following sentences from the article above with the missing verbs.

a. (1) ..... non-stop in seven days.
b. (2) ..... in hotels.
c. (3) ..... sightseeing in the big cities.
d. (4) ..... the Kungur Ice Cave near Perm.
e. (5) ..... the new Trans-Siberian Highway.
f. (6) ..... your car.

C. Work in pairs. Ask and answer the following questions:

1. How many suitcases do you take when you travel?
2. Do you usually take photos when you are on holiday?
3. Do you often take a taxi, a bus, a train or a plane? Where to?

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The Imperative "Do, Don't do"

1- Warm up

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⑦ take	⑤ sightseeing	④ Stop	① zones

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B. Read the article again. and answer with (True) or (False).

1. There's a road from Moscow to Vladivostok. … *True* …
2. There are two trains every day from Moscow to Vladivostok. … *False* …
3. You can't sleep on the train. … *False* …
4. You can leave the train and stay in hotels. … *True* …
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C. Mach a verb in the column (A) with words in column (B). Check your answers in the article above.

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A	a	b	c	d	e	f	g	h	i	j
B	3	7	8	9	5	2	1	10	6	4

D. Mach the words (a-h) from the article with their meanings (1-8).

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A. Complete these sentences with verbs from Task 1C above.

1. **A:** What time does your plane(1) **… *arrive* …**in Moscow? **B:** At 8:40 in the morning.
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3. I usually(3) **… *use* …**my tickets with a travel agent.
4. A boat(4) **… *leave* …**Vladivostok for Japan every week.
5. **Let's**(5) **… *take* …**a bus from the airport.
6. **A:** Is there an airport in Irkutsk? Can you(6) **… *fly* …**there? **B:** Yes, there is.

B. Complete the following sentences from the article above with the missing verbs.

1. (1) **… Travel …**non-stop in seven days.
2. (2) **… Stay …**in hotels.
3. (3) **… Go …**sightseeing in the big cities.
4. (4) **… Visit …**the Kungur Ice Cave near Perm.
5. (5) **… Take …**the new Trans-Siberian Highway.
6. (6) **… Drive …**your car.

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C. Work in pairs. Ask and answer the following questions:

1. How many suitcases do you take when you travel?
   1- ***When I travel I usually take one or two suitcases.***
2. Do you usually take photos when you are on holiday?
   2- ***Sure I take a lot of photos.***
3. Do you often take a taxi, a bus, a train or a plane? Where to?
   3- ***I often take a taxi when I go on holiday.***

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When Words Were Written

1- Warm up

A. Read the article and choose the best word to fill the gaps.

written on	papyrus	writing	is
timeline	was	were	made

The History of Writing

Nowadays, 85 percent (%) of the world's population communicates by[1] ....., but 5,000 years ago people only communicated by speaking. When words[2] .....written on a piece of stone for the first time, the world changed forever. Have a look on the following[3] ..... .

Mesopotamian Cuneiform (3200 BC to AD 75)

Cuneiform was used by speakers of fifteen different languages for three thousand years. The symbols were[4] .....with clay.

Egyptian Hieroglyphs (3200 BC to AD 394)

The Egyptian made these signs, which you can still see today, on the walls of pyramids. They represented objects, ideas, emotions, and sounds. Around 2500 BC, papyrus was made from a plant and it was[5] .....by the Egyptians. Later, the Romans also used[6] ..... .

Indus Valley (2800 to 1900 BC)

Stone objects were found in the Indus Valley. They were possibly used for people's identity or as the symbols of a tribe.

Chinese Logograms (1200 BC to present)

The earliest Chinese writing[7] .....done on bone.

Levantine Alphabets (1050 BC to present)

One of the first alphabets was created by the Phoenicians. Eventually, it became modern Arabic. The Greek alphabet also came from this early form of writing and eventually it became the modern Latin alphabet.

Mayan Hieroglyphs (AD 250 to 900)

Pictures were used by the Maya, like the Egyptians, to represent dates and times.

The Printing Press (1450s)

By the end of the fifteenth century, books in Europe were published with a new invention, Gutenberg's printing press. As a result, more and more people started to learn how to read and write.

The Typewriter (1874)

The typewriter's keyboard[8] .....still used on computer keyboards today.

The eBook (2010)

For the first time, more eBooks than traditional paperback books were sold by the online bookseller Amazon..

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Mesopotamian Cuneiform



Egyptian Hieroglyphs



Indus Valley



Chinese Logograms



Levantine Alphabets



Mayan Hieroglyphs



The Printing Press



The Typewriter



The eBook

B. Look at the sentences (a-b) and answer the questions (1-3).

a. The symbols **were made** with clay.
b. The typewriter's keyboard **is** still **used** on computer keyboards today.
1. Which form do the sentences use: active voice or passive voice?
2. Which sentence is about the present and which the past?
3. How do you form the past passive voice?

C. Mach the words (a-h) from the article with their meanings (1-8).

Words	Meaning
a- timeline	**1-** an electronic book which can be read on a small personal computer.
b- symbol	**2-** a tall plant like a grass that grows in or near water, especially in North Africa, or paper made from this plant, especially by ancient Egyptians.
c- emotion	**3-** a line that shows the time and the order in which events have happened.
d- BC	**4-** a strong feeling in general such as love or anger.
e- AD	**5-** abbreviation for Before Christ: used in the Christian calendar when referring to a year before Jesus Christ was born.
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2- Past passive voice

English Tips.

✓ Not all sentences can be changed to the passive voice. Only an active voice sentence with a direct object can be made passive.

✓ Form the passive like this: **Subject + to be (*past*) + Past Participle (*+ ed or the 3rd column of irregular verbs*) Examples:** Insulin **was** first **discovered** in 1921./ A letter **was written**.

✓ The passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action. **Example:** My bike **was stolen**.

✓ Sometimes a statement in passive is more polite than active voice. **Example:** A mistake **was made**.

✓ When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The verb is changed (**to be + past participle**).
- The subject of the active sentence becomes the object of the passive sentence (or is dropped)

✓ When you want to say who or what was responsible for the action (the subject or agent of the action) you use "**by**". **Example:** Apples **were introduced** to the Americas **by** Europeans in.

✓ You don't normally use by when the agent is obvious and therefore unnecessary. **Example:** The first apples **were grown** in central Asia ~~**by Asian farmers**~~.

A. Complete the summary of the article with the following words: (Bones – clay – keyboard – paper – papyrus – stones) .

Humans **have used** many different types of materials over the years to write things down. Early humans used(1) ..... for making signs and symbols by carving lines and simple images into walls and rocks. (2) ..... from animals **were** also **used**. Later, people also wrote in soft(3) ..... which then hardened. The Egyptians and then also the Romans used(4) ..... which **was taken** from a plant. Later as(5) ..... became more common, the first books **were printed** in the 1450s. with the invention of the typewriter in 1874. People learned to use a(6) ..... which they still use on modern-day computers. So what's next? With touchscreens becoming normal on devices such as phones, the future of writing might be change once more.

B. Complete the gaps with the past simple passive form of the verbs in brackets.

1- The Braille system (**invent**) ..... in 1825 **by** Louis Braille, who was blind.
2- When (the first word**/ write**) ..... on stone?
3- In 2003, ancient symbols (**find**) ..... on some Neolithic tortoise shells.
4- In ancient Egypt, wooden tablets for writing (**not use**) ..... as much as papyrus..
5- (eBooks/ **publish**) ..... free of charge at first?
6- In both Egyptian and Mayan hieroglyphs, time (**represent**) ..... with pictures.

C. Choose the correct alternative to complete the text and cross the wrong ones.

There are cave paintings and cave art all over Europe. Famous examples (**found/ is found/ were found**) in Lascaux, France, and Altamira, Spain, many years ago. in 2003, new paintings (**discovered/ were discovered/ are discovered**) **by** researchers in Nottinghamshire, northern England. The question is, why (**did/ do/ were**) they (**carve/**

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carved)? There are many theories, but many experts agree that early hunters and priests or shamen gathered before a hunt to pray for good luck. Animal gods or spirits (painted/ are painted/ were painted) in the hope that the hunt would be successful. After the hunt, the events (recorded/ were recorded / are recorded) in drawings or paintings. Natural dyes and colours (used/ were used/ are used) and paints (made/ are made/ were made) from substances such as blood, plants, and earth. Often, animals worship from wood or stone and sometimes these objects (left/ are left/ were left) next to the paintings.

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When Words Were Written

1- Warm up

A. Read the article and choose the best word to fill the gaps.

⑤ written on	⑥ papyrus	① writing	⑧ is
③ timeline	⑦ was	② were	④ made

The History of Writing

Nowadays, 85 percent (%) of the world's population communicates by[1] … *writing* …, but 5,000 years ago people only communicated by speaking. When words[2] … were …written on a piece of stone for the first time, the world changed forever. Have a look on the following[3] … *timeline* ….

Mesopotamian Cuneiform (3200 BC to AD 75)

Cuneiform was used by speakers of fifteen different languages for three thousand years. The symbols were[4] … made …with clay.

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The Egyptian made these signs, which you can still see today, on the walls of pyramids. They represented objects, ideas, emotions, and sounds. Around 2500 BC, papyrus was made from a plant and it was[5] … written on …by the Egyptians. Later, the Romans also used[6] … *papyrus* ….

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Stone objects were found in the Indus Valley. They were possibly used for people's identity or as the symbols of a tribe.

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The earliest Chinese writing[7] … was …done on bone.

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The eBook

B. Look at the sentences (a-b) and answer the questions (1-3).

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b. The typewriter's keyboard **is** still **used** on computer keyboards today.
1. Which form do the sentences use: active voice or passive voice?
1- ***The passive form (voice).***
2. Which sentence is about the present and which the past?
2- ***The first sentence is in the past and the second one is in the present.***
3. How do you form the past passive voice?
3- ***We form the past passive using*** **(was/ were + the past participle).**

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j- bookseller	**10-** a group of people, often of related families, who live together, sharing the same language, culture, and history, especially those who do not live in towns or cities.

a	b	c	d	e	f	g	h	i	j
3	7	4	5	8	2	10	9	1	6

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- The object of the active sentence becomes the subject of the passive sentence.
- The verb is changed (**to be + past participle**).
- The subject of the active sentence becomes the object of the passive sentence (or is dropped)

✓ When you want to say who or what was responsible for the action (the subject or agent of the action) you use "**by**". **Example:** Apples **were introduced** to the Americas **by** Europeans in.

✓ You don't normally use by when the agent is obvious and therefore unnecessary. **Example:** The first apples **were grown** in central Asia ~~**by Asian farmers**~~.

A. Complete the summary of the article with the following words: (Bones – clay – keyboard – paper – papyrus – stones) .

Humans **have used** many different types of materials over the years to write things down. Early humans used[1] **… *stones* …** for making signs and symbols by carving lines and simple images into walls and rocks.[2] **… *Bones* …**from animals **were** also **used**. Later, people also wrote in soft[3] **… *clay* …** which then hardened. The Egyptians and then also the Romans used[4] **… *papyrus* …** which **was taken** from a plant. Later as[5] **… *paper* …** became more common, the first books **were printed** in the 1450s. with the invention of the typewriter in 1874. People learned to use a[6] **… *keyboard* …** which they still use on modern-day computers. So what's next? With touchscreens becoming normal on devices such as phones, the future of writing might be change once more.

B. Complete the gaps with the past simple passive form of the verbs in brackets.

1- The Braille system (**invent**) **… was invented …** in 1825 **by** Louis Braille, who was blind.
2- When (the first word/ **write**) **… was** the first word **written …** on stone?
3- In 2003, ancient symbols (**find**) **… were found …**on some Neolithic tortoise shells.
4- In ancient Egypt, wooden tablets for writing (**not use**) **… wasn't used …**as much as papyrus..
5- (eBooks/ **publish**) **… Were** eBooks **published …**free of charge at first?
6- In both Egyptian and Mayan hieroglyphs, time (**represent**) **… was represented …** with pictures.

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C. Choose the correct alternative to complete the text and cross the wrong ones.

There are cave paintings and cave art all over Europe. Famous examples (~~found~~/ ~~is found~~/ were found) in Lascaux, France, and Altamira, Spain, many years ago. in 2003, new paintings (~~discovered~~/ were discovered/ ~~are~~ ~~discovered~~) by researchers in Nottinghamshire, northern England. The question is, why (~~did~~/ ~~do~~/ were) they (~~carve~~/ carved) ? There are many theories, but many experts agree that early hunters and priests or shamen gathered before a hunt to pray for good luck. Animal gods or spirits (~~painted~~/ ~~are~~ ~~painted~~/ were painted) in the hope that the hunt would be successful. After the hunt, the events (~~recorded~~/ were ~~recorded~~ / ~~are~~ ~~recorded~~) in drawings or paintings. Natural dyes and colours (~~used~~/ were used/ ~~are~~ ~~used~~) and paints (~~made~~/ ~~are~~ ~~made~~/ were made) from substances such as blood, plants, and earth. Often, animals worship from wood or stone and sometimes these objects (~~left~~/ ~~are~~ ~~left~~/ were left) next to the paintings.

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We were studying while we were in the quarantine

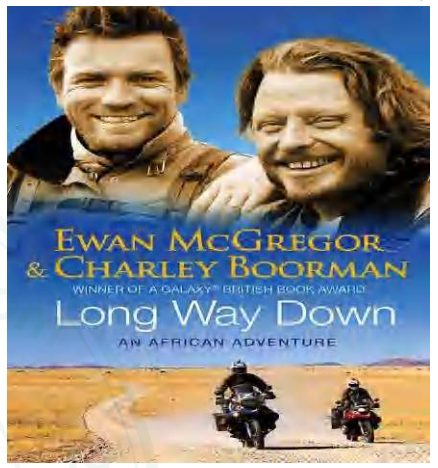
1- Warm up

A. Read the text and choose the best word to fill the gaps.

○ when	○ Africa	○ incredible	○ programme
○ was	○ drove through	○ filming	○ were

Long Way Down

A few years ago, Star War actor Ewan McGregor and his daredevil friend, Charley Boorman, **began** an incredible trip from the UK to South(1) .....by motorbike. They **started** in Scotland in May and(2) .....18 countries to arrive in Cape Town in August. They **made** a TV(3) .....**called** "**Long Way Down**" with their cameraman, Claudio. (§ 1)



First, Ewan and Charley **drove down** through the UK and into France. Then, they **went** across France and through the mountains into Italy. From there, they **sailed** across the sea to Africa and their adventures really **began**! (§ 2)

In Libya, they(4) .....**driving** across the desert **when** a terrible sandstorm **started**. And in Kenya, they **carried** their motorbikes **over** a big river. (§ 3)

But the most dangerous situation **was** in South Africa. Charley(5) .....**performing** stunts on his motorbike to some spectators(6) .....he **hit** Claudio the cameraman. Claudio **was**(7) .....**when** the accident **happened**, and he **fell** of his motorbike into the road. At first he **didn't move**, but then he **stood up**. The accident really **hurt** Claudio, but he **was** very brave, and **continued working**. (§ 4)

When Ewan and Charley **arrived** in Cape Town, thousands of spectators and tourists **were cheering** for them. It **was** an(8) .....trip, but they **arrived** safely. (§ 5)

B. Read the text and choose the correct answers.

1. Where **did** Ewan and Charley begin their trip?
   a. South Africa **b.** France **c.** Libya **d.** Scotland
2. Where **did** they finish?
   a. South Africa **b.** Italy **c.** Kenya **d.** Scotland

C. Read the text again and match headings (a-e) with paragraphs (1-5).

a. A dangerous incident. (§ …)
b. A happy end (§ …)
c. **Driving** and **sailing** (§ …)
d. Two continents by motorbike (§ …)
e. Adventures in Africa (§ …)

D. Answer the following questions by giving complete sentences.

1. When **did** Ewan and Charley start their trip?
2. How many countries does the text mention?
3. When **did** they finish their trip?
4. Where **did** they go after France?

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5. Where **were** Ewan and Charley **driving** when they **saw** the sandstorm?
6. What **was** Claudio **doing** when he **fell off** his motorbike?
7. Who **was waiting** for them in Cape Town?

E. Complete the sentences with information from the text. Use one or two words.

a. They **used**(1) …… to make their trip.
b. They **spent** four(2) …… making the trip.
c. They **came through**(3) …… between France and Italy.
d. They **carried** their motorbikes **over** a river in(4) …… .
e. In South Africa, Claudio **had**(5) …… .

F. Mach the words (a-h) from the article with their meanings (1-8).

Words	Meaning
a- daredevil	**1-** someone who watches an event, sport, …etc.
b- incredible	**2-** to shout loudly at someone that you like or want to encourage.
c- adventure	**3-** a person who does dangerous things and takes risks.
d- sandstorm	**4-** showing no fear of dangerous or difficult things.
e- stunt	**5-** an unusual, exciting, and possibly dangerous activity, such as a trip or experience, or the excitement produced by such an activity.
f- spectator	**6-** an exciting action, usually in a film, that is dangerous or appears dangerous and usually needs to be done by someone skilled.
g- brave	**7-** a strong wind in a desert carrying a large amount of sand.
h- cheer	**8-** impossible, or very difficult, to believe.

2- The Past Simple and the Past Continuous

English Tips.

✓ We often use **the past continuous** to describe an action in progress which was interrupted.
Examples: He **was driving** down the mountain **when** he **fell off** his motorbike.
✓ We use **the past continuous** for the longer action in progress (**was driving**). We use **the past simple** (**fell off**) for the shorter action which interrupts the longer one.
✓ We often use "**when**" before **the past simple** and "**while**" before **the past continuous**.
Examples: - They **were travelling** across Africa **when** they **saw** elephants.
They **saw** elephants **while** they **were travelling** across Africa.

A. Choose the correct word.

1. He **saw** a big fish (**when/ while**) he **was swimming** across the lake.
2. My dad **was waiting** for me at the station (**when/ while**) I **arrived**.
3. We **were standing** at the bus stop (**when/ while**) it **started** to rain.
4. Elena **fell over** (**when/ while**) she **was playing** tennis.
5. (**When/ While**) we **were exploring** the mountain, we **saw** a bear.
6. I **met** my best friend (**when/ while**) I **was going** to school

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B. Write the correct form of the verbs between brackets.

A Brave Rescue

The rescue (to happen)(1) ..... **while** we (to be)(2) ..... on holiday in Hawaii last July. It (to be)(3) ..... really amazing and I (to be)(4) ..... lucky to get a photo of it.

I (to be)(5) ..... with my family and we (to be)(6) ..... in a boat. We (to explore)(7) ..... the islands **when** we (to see)(8) ..... three people on a beach. There (to be)(9) ..... a man and two boys and they (to shout)(10) ..... . Lava (to come)(11) ..... from the mountain behind them. A surfer on a different island (also to watch)(12) ....., and as soon as he (to see)(13) ..... the problem, he (to go)(14) ..... to the people with his surfboard.

The surfer(to go)(15) ..... to the beach three times and (to rescue)(16) ..... the three people. He (to be)(17) ..... very brave because the volcano (to be)(18) ..... very hot and the sea (to be)(19) ..... dangerous.

C. Read these notes from a postcard and number the paragraphs in the correct order.

O Yesterday morning, I **was sailing** in a small boat with my friend Jodie, **when** suddenly she **stood up**. I **fell** into the sea and it **was** very cold.

O See you soon, Isabel.

O Hi, Rosie! How are you?

O Then, I **ran up** the beach to our hotel and I **put on** some dry clothes. I **felt** much better after that, but I **was** upset about the camera.

O I'm on the Isle of Wight with my class for the weekend. We**'re learning** to sail with an instructor **called** Danny.

O As soon as Danny **saw** me, he **came** to rescue me. I **was** lucky because he **was** very near the boat **when** the accident **happened**. But **while** he **was helping** me, I **dropped** my camera into the water and I **lost** all my photos!

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We were studying while we were in the quarantine

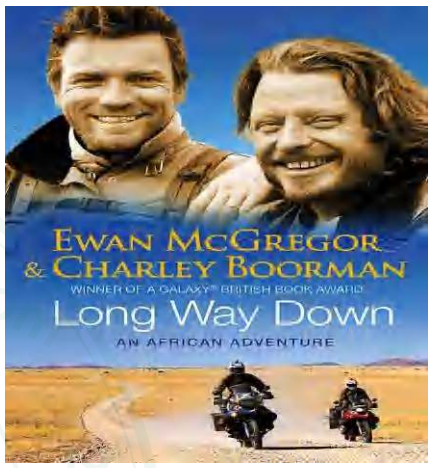
1- Warm up

A. Read the text and choose the best word to fill the gaps.

⑥ **when**	① Africa	⑧ incredible	③ programme
⑤ **was**	② **drove through**	⑦ **filming**	④ **were**

Long Way Down

A few years ago, Star War actor Ewan McGregor and his daredevil friend, Charley Boorman, **began** an incredible trip from the UK to South(1) **… *Africa* …** by motorbike. They **started** in Scotland in May and(2) **… drove through …** 18 countries to arrive in Cape Town in August. They **made** a TV(3) **… *programme* … called "Long Way Down"** with their cameraman, Claudio. (§ 1)



First, Ewan and Charley **drove down** through the UK and into France. Then, they **went** across France and through the mountains into Italy. From there, they **sailed** across the sea to Africa and their adventures really **began**! (§ 2)

In Libya, they(4) **… were … driving** across the desert **when** a terrible sandstorm **started**. And in Kenya, they **carried** their motorbikes **over** a big river. (§ 3)

But the most dangerous situation **was** in South Africa. Charley(5) **… was … performing** stunts on his motorbike to some spectators(6) **… when …** he **hit** Claudio the cameraman. Claudio **was**(7) **… filming … when** the accident **happened**, and he **fell** of his motorbike into the road. At first he **didn't move**, but then he **stood up**. The accident really **hurt** Claudio, but he **was** very brave, and **continued working**. (§ 4)

When Ewan and Charley **arrived** in Cape Town, thousands of spectators and tourists **were cheering** for them. It **was** an(8) **… *incredible* …** trip, but they **arrived** safely. (§ 5)

B. Read the text and choose the correct answers.

1. Where **did** Ewan and Charley begin their trip?
   a. South Africa **b.** France **c.** Libya **d.** Scotland ✓
2. Where **did** they finish?
   a. South Africa ✓ **b.** Italy **c.** Kenya **d.** Scotland

C. Read the text again and match headings (a-e) with paragraphs (1-5).

a. A dangerous incident. (§ 4)
b. A happy end (§ 5)
c. **Driving** and **sailing** (§ 2)
d. Two continents by motorbike (§ 1)
e. Adventures in Africa (§ 3)

D. Answer the following questions by giving complete sentences.

1. When **did** Ewan and Charley start their trip?
   1- ***They* started *their trip in May***.

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2. How many countries does the text mention?
   2- ***It mentions seven (7): the UK, South Africa, Scotland, France, Italy, Libya and Kenya.***
3. When **did** they finish their trip?
   3- ***They*** **finished** ***in August.***
4. Where **did** they go after France?
   4- ***They*** **went** ***to Italy.***
5. Where **were** Ewan and Charley **driving** when they **saw** the sandstorm?
   5- ***They*** **were driving** ***across the desert in Libya.***
6. What **was** Claudio **doing** when he **fell off** his motorbike?
   6- ***He*** **was filming.**
7. Who **was waiting** for them in Cape Town?
   7- ***Thousands of spectators and tourists*** **were waiting** ***for them***

E. Complete the sentences with information from the text. Use one or two words.

a. They **used**(1) ***… motorbikes …***to make their trip.
b. They **spent** four(2) ***… months …***making the trip.
c. They **came through**(3) ***… mountains …***between France and Italy.
d. They **carried** their motorbikes **over** a river in(4) ***… Kenya ….***
e. In South Africa, Claudio **had**(5) ***… an accident ….***

F. Mach the words (a-h) from the article with their meanings (1-8).

Words	Meaning
a- daredevil	**1-** someone who watches an event, sport, …etc.
b- incredible	**2-** to shout loudly at someone that you like or want to encourage.
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g- brave	**7-** a strong wind in a desert carrying a large amount of sand.
h- cheer	**8-** impossible, or very difficult, to believe.

a	b	c	d	e	f	g	h
3	8	5	7	6	1	4	2

2- The Past Simple and the Past Continuous

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Examples: - They **were travelling** across Africa **when** they **saw** elephants.
They **saw** elephants **while** they **were travelling** across Africa.

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A. Choose the correct word.

1. He saw a big fish (~~when~~/ while) he was swimming across the lake.
2. My dad was waiting for me at the station (when/ ~~while~~) I arrived.
3. We were standing at the bus stop (when/ ~~while~~) it started to rain.
4. Elena fell over (~~when~~/ while) she was playing tennis.
5. (~~When~~/ While) we were exploring the mountain, we saw a bear.
6. I met my best friend (when/ ~~while~~) I was going to school

B. Write the correct form of the verbs between brackets.

A Brave Rescue

The rescue (to happen)(1) … happened …while we (to be)(2) … were …on holiday in Hawaii last July. It (to be)(3) … was …really amazing and I (to be)(4) … was …lucky to get a photo of it.

I (to be)(5) … was …with my family and we (to be)(6) … were …in a boat. We (to explore)(7) … were exploring …the islands when we (to see)(8) … saw …three people on a beach. There (to be)(9) … was …a man and two boys and they (to shout)(10) … were shouting …. Lava (to come)(11) … was coming …from the mountain behind them. A surfer on a different island (also to watch)(12) … was also watching …, and as soon as he (to see)(13) … saw …the problem, he (to go)(14) … went …to the people with his surfboard.

The surfer(to go)(15) … went …to the beach three times and (to rescue)(16) … rescued …the three people. He (to be)(17) … was …very brave because the volcano (to be)(18) … was …very hot and the sea (to be)(19) … was …dangerous.

C. Read these notes from a postcard and number the paragraphs in the correct order.

③ Yesterday morning, I was sailing in a small boat with my friend Jodie, when suddenly she stood up. I fell into the sea and it was very cold.

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⑤ Then, I ran up the beach to our hotel and I put on some dry clothes. I felt much better after that, but I was upset about the camera.

② I'm on the Isle of Wight with my class for the weekend. We're learning to sail with an instructor called Danny.

④ As soon as Danny saw me, he came to rescue me. I was lucky because he was very near the boat when the accident happened. But while he was helping me, I dropped my camera into the water and I lost all my photos!

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Technology Has Changed Our Lives

1- Warm up

A. Read the article and choose the best word to fill the gaps.

ever	survey	just	never
has	researchers	haven't	written

Technology Has Changed Our Lives

People all over the world love technology. In a new survey of people in the Britain, researchers **have**(1) ..... **found**:

a. There are four computers in the average British household.
b. Six out of ten people (6/10) say life is better with technology.

The(2) ..... also say that new technology(3) ..... **changed** our world forever. Modern communication is good example of this. For example, **have** you(4) ..... telephoned from a public telephone? **Have** you **ever**(5) ..... a letter by hand? Many people(6) ..... **done** these things or they don't do them anymore. In particular, the(7) ..... found that young people **have**(8) ..... **done** the following activities because of modern technology:

1- Telephoned a cinema for the times of the films.
2- Booked a holiday at a travel agent.
3- Used a public telephone.
4- Bought tickets for a concert over the phone.
5- Printed photos.
6- Bought a CD.
7- Written a letter by hand.
8- Used an address or telephone book.
9- Looked at a map before a car journey.
10- Faxed a document.
11- Paid by cheque.
12- Watched programmes at the time they are on TV.
13- Put an advert in a newspaper.
14- Sent a letter in an envelope.
15- Bought flowers from a shop in the high street.



B. Answer the following questions.

1. Look at the photo in the article. What is the boy doing? Do you **ever** use one of these? Why?/ Why not?
2. Look at the following pairs of words. Which do you use most? Which do you **never** use? (email/ letter – music download/ CD – search engine (Google)/ library – book/ eBook – map/ sat nav (GPS) – online video (YouTube)/ DVD – podcast/ radio – text message/ postcard)
3. Think about people in these age groups: "teenagers, young adults, middle-aged people, sixties and over sixties". Discuss the following questions:

a. Which do you they use the most in the question "**B2**"?

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b. How important is technology for these people?
4. How many computers have you got in your house?
5. Is your life better with technology or not? Why?

C. Read the article and answer with "True" or "False".

1. On Average, there are four computers in British houses.
2. Over half (+ ½) British population think their life is better with technology.
3. Lots of people in Britain use public telephones.
4. Young people still write letters by hand.

D. Mach the words (a-n) from the article with their meanings (1-14).

Words	Meaning
a- technology	**1-** the act of communicating with other people.
b- survey	**2-** a performance of music, with or without singing.
c- researcher	**3-** knowledge, equipment, and methods that are used in science and industry.
d- household	**4-** a large book containing all the phone numbers for a particular area, organization, …etc.
e- forever	**5-** a street where the most important shops and businesses in a town are.
f- modern	**6-** an examination of people's opinions or behaviour done by asking people questions.
g- communication	**7-** designed and made using the most recent ideas and methods.
h- anymore	**8-** the act of travelling from one place to another, especially in a vehicle.
i- particular	**9-** used to say that something is different now from what it was in the past.
j- concert	**10-** a family or group of people who live together in a house.
k- telephone book	**11-** for all time in the future.
l- journey	**12-** used to talk about one thing or person and not others.
m- advert	**13-** the study of a subject in order to discover new information.
n- high street	**14-** a picture, short film, song, …etc. that tries to persuade people to buy a product or service, or a piece of text that tells people about a job, …etc.

2- The Present perfect

English Tips.

✓ We use **the present perfect** to talk about experience in the past and we don't say exactly when they happened. **Examples:** He **has made** YouTube video./ We **haven't booked** a holiday at a travel agent.

✓ We form **the present perfect** with the verb "**to have**" (in the present) + **the past participle** of the verb. (**finished**, **done**, …etc.) **Examples:** I **have just finished** my homework./ She **has done** her work.

✓ With regular verbs, **the past participle** ends in "**-ed**". They are the same as **the past simple**: (book → **booked**/ telephone → **telephoned**/ play → **played**/ …etc.) Many verbs have irregular **past participles**. They are often, but not always, different from **the past simple**: (see → **saw** → **seen**/ write → **wrote** → **written**/ go → **went** → **gone**/ buy → **bought** → **bought**/ …etc.)

✓ The verb "**to go**" has two **past participles**. When we say: He **has been** to China (= He **went** to China and **came back**.) and when we say: (He **has gone** to China (= He **went** to China and he is in now.)

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✓ With **the present perfect** we often use "**ever**" (= in your life) in questions and "**just**" (= in a short time ago) in the affirmative form and "**never**" (= not in your life) in the negative form.
Examples: - **Have** you **ever been** to Brazil?/ I **have just seen** you brother./ He **has never downloaded** a film.

✓ We can use the affirmative form with "**never**": **Example:** - I **have never seen** this before.
NOT ~~I haven't never seen this before~~.

✓ We put "**ever**, **never**, **just**" between the auxiliary verb "**have**/ **has**" and **the past participle**.

A. Complete the survey interview with the present perfect form of the verbs or "have/ haven't".

A: (1) ..... you **ever** (2) ..... (buy) a CD?
B: Actually, yes, I(3) ..... (buy) a CD. Normally I download music or films, but last week I bought a Cd for my father.
A: And before a car journey, (4) ..... you **ever** (5) ..... (use) a map?
B: Yes, I(6) ..... . Well, I did in the past, but now I use a sat nav. You know, a GPS, because I drive a lot for my job.
A: (7) ..... you **ever** (8) ..... (pay) for something by cheque?
B: No, because I(9) ..... (**never**/ **have**) a cheque book.
A: So, you **never** watch TV programmes online?
B: Oh, I see what you mean. Well, I(10) ..... (watch) videos on YouTube.
A: OK. And finally,(11) ..... (you/ **ever**/ send) a letter in an envelope?
B: I'm not sure. Let me think. No , I(12) ..... because I send emails or texts that now employs approximately.

B. Choose the correct adverb to complete these sentences.

a. I **have** (**ever**/ **never**)(1) ..... **cheated** in an exam.
b. My father **has** (**just**/**never**)(2) ..... **read** an article about technology on the internet.
c. **Have** you (**ever**/**never**)(3) ..... **been** to USA?
d. My grandfather is 90 years old. He **has** (**just**/**never**)(4) ..... **used** the computer.
e. **Has** She (**ever**/**never**)(5) ..... **failed** a class?

C. Write the correct form of the verbs between brackets using the present perfect.

Have you ever known that before?

Since its start in 1998, Google **has become** one of the most popular search engines. It (to grow)(1) ..... from a research project in the dormitory room of two college students to a business 20,000 people.

Google's founders, Larry Page and Sergey Brin, met in 1995 when they were in their twenties and graduate students in computer science at Stanford University in California. They realized that Internet search was a very important field and began working together to make searching easier. Both Page and Brin left their studies at Stanford to work on their project. Interestingly, they (never / to return)(2) ..... to finish their degrees.

Brin was born in Russia, but he (to live)(3) ..... in the U.S. since he was five years old. His father was a mathematician in Russia. Page, whose parents were computer experts, (to be)(4) ..... interested in computers since he was six years old.

When Google started in 1998, it did 10,000 searches a day. Today it does 235 million searches a day in 40 languages. It indexes 1 trillion Web pages.

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How is Google different from other search engines? (you/ ever/ to notice)[5] …… how many ads and banners there are on other search engines? News, sports scores, stock prices, links for shopping, mortgage rates, and more fill other search engines. Brin and Page wanted a clean home page. They believed that people come to the Internet to search for specific information, not to be hit with a lot of unwanted data. The success of Google over its rivals (to prove)[6] …… that this is true.

Over the years, Google (to add)[7] …… new features to its Web site: Google Images, where you can type in a word and get thousands of pictures; Google News, which takes you to today's news; Google Maps; and more. But one thing (not to change)[8] …… : the clean opening page that Google offers its users.

In 2009, Forbes.com listed Page and Brin as having net worth of $12 billion each, at 36 and 35 years old.

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Technology Has Changed Our Lives

1- Warm up

A. Read the article and choose the best word to fill the gaps.

④ **ever**	⑦ survey	① **just**	⑧ **never**
③ **has**	② researchers	⑥ **haven't**	⑤ **written**

Technology Has Changed Our Lives

People all over the world love technology. In a new survey of people in the Britain, researchers **have**(1) **… ever … found**:

a. There are four computers in the average British household.

b. Six out of ten people (6/10) say life is better with technology.

The(2) **…** ***researchers*** **…** also say that new technology(3) **… has … changed** our world forever. Modern communication is good example of this. For example, **have** you(4) **… ever …** telephoned from a public telephone? **Have** you **ever**(5) **… written …** a letter by hand? Many people(6) **… haven't … done** these things or they don't do them anymore. In particular, the(7) **…** ***survey*** **…** found that young people **have**(8) **… never … done** the following activities because of modern technology:



1- Telephoned a cinema for the times of the films.
2- Booked a holiday at a travel agent.
3- Used a public telephone.
4- Bought tickets for a concert over the phone.
5- Printed photos.
6- Bought a CD.
7- Written a letter by hand.
8- Used an address or telephone book.
9- Looked at a map before a car journey.
10- Faxed a document.
11- Paid by cheque.
12- Watched programmes at the time they are on TV.
13- Put an advert in a newspaper.
14- Sent a letter in an envelope.
15- Bought flowers from a shop in the high street.

B. Answer the following questions.

1. Look at the photo in the article. What is the boy doing? Do you **ever** use one of these? Why?/ Why not?
   1- ***He is using a public telephone, probably coin operated. Yes, I do. But most people rarely use public telephones now because they use their own mobile phones instead.***
2. Look at the following pairs of words. Which do you use most? Which do you **never** use? (email/ letter – music download/ CD – search engine (Google)/ library – book/ eBook – map/ sat nav (GPS) – online video (YouTube)/ DVD – podcast/ radio – text message/ postcard).

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2- ***I* have never sent *a letter, but sometimes I send emails./ I* have never bought *a CD, but I always download music on my mobile./ I* have just come *from the library, but I usually use Google search engine to find some useful and interesting books./ …etc.***

3. Think about people in these age groups: "teenagers, young adults, middle-aged people, sixties and over sixties". Discuss the following questions:

a. Which do you they use the most in the question "B2"?

b. How important is technology for these people?

3- a. ***Teenagers, young adults and middle-aged people use emails, search engines, eBooks, sat nav, podcasts, download music or online videos. Whereas sixties and over sixties people use CDs, go to the library, read books, use maps, buy DVDs, listen to the radio, and send postcards.***

b. ***For teenagers, young adults and middle-aged people, technology is very important in their lives. Whereas sixties and over sixties people it is good but, it isn't very important in their lives.***

4. How many computers have you got in your house?

4- ***There (is – are) … number … in my house.***

5. Is your life better with technology or not? Why?

5- ***Yes, it is. Because technology facilitate life.***

C. Read the article and answer with "True" or "False".

1. On Average, there are four computers in British houses. ... *True …*
2. Over half (+ ½) British population think their life is better with technology. ... *True …*
3. Lots of people in Britain use public telephones. ... *False …*
4. Young people still write letters by hand. ... *False …*

D. Mach the words (a-n) from the article with their meanings (1-14).

Words	Meaning
a- technology	**1-** the act of communicating with other people.
b- survey	**2-** a performance of music, with or without singing.
c- researcher	**3-** knowledge, equipment, and methods that are used in science and industry.
d- household	**4-** a large book containing all the phone numbers for a particular area, organization, …etc.
e- forever	**5-** a street where the most important shops and businesses in a town are.
f- modern	**6-** an examination of people's opinions or behaviour done by asking people questions.
g- communication	**7-** designed and made using the most recent ideas and methods.
h- anymore	**8-** the act of travelling from one place to another, especially in a vehicle.
i- particular	**9-** used to say that something is different now from what it was in the past.
j- concert	**10-** a family or group of people who live together in a house.
k- telephone book	**11-** for all time in the future.
l- journey	**12-** used to talk about one thing or person and not others.
m- advert	**13-** the study of a subject in order to discover new information.
n- high street	**14-** a picture, short film, song, …etc. that tries to persuade people to buy a product or service, or a piece of text that tells people about a job, …etc.

a	b	c	d	e	f	g	h	i	j	k	l	m	n
3	6	13	10	11	7	1	9	12	2	4	8	14	5

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2- The Present perfect

English Tips.

✓ We use **the present perfect** to talk about experience in the past and we don't say exactly when they happened. **Examples:** He **has made** YouTube video./ We **haven't booked** a holiday at a travel agent.

✓ We form **the present perfect** with the verb "**to have**" (in the present) + **the past participle** of the verb. (**finished**, **done**, …etc.) **Examples:** I **have just finished** my homework./ She **has done** her work.

✓ With regular verbs, **the past participle** ends in "**-ed**". They are the same as **the past simple**: (book → **booked**/ telephone → **telephoned**/ play → **played**/ …etc.) Many verbs have irregular **past participles**. They are often, but not always, different from **the past simple**: (see → **saw** → **seen**/ write → **wrote** → **written**/ go → **went** → **gone**/ buy → **bought** → **bought**/ …etc.)

✓ The verb "**to go**" has two **past participles**. When we say: He **has been** to China (= He **went** to China and **came back**.) and when we say: (He **has gone** to China (= He **went** to China and he is in now.)

✓ With **the present perfect** we often use "**ever**" (= in your life) in questions and "**just**" (= in a short time ago) in the affirmative form and "**never**" (= not in your life) in the negative form. **Examples:** - **Have** you **ever been** to Brazil?/ I **have just seen** you brother./ He **has never downloaded** a film.

✓ We can use the affirmative form with "**never**": **Example:** - I **have never seen** this before. **NOT** ~~I **haven't never seen** this before~~.

✓ We put "**ever**, **never**, **just**" between the auxiliary verb "**have**/ **has**" and **the past participle**.

A. Complete the survey interview with the present perfect form of the verbs or "have/ haven't".

A: (1) **... Have …**you **ever** (2) **... bought …** (buy) a CD?
B: Actually, yes, I(3) **... have bought …** (buy) a CD. Normally I download music or films, but last week I bought a Cd for my father.
A: And before a car journey, (4) **... Have …**you **ever** (5) **... used …** (use) a map?
B: Yes, I(6) **... have ….** Well, I did in the past, but now I use a sat nav. You know, a GPS, because I drive a lot for my job.
A: (7) **... Have …**you **ever** (8) **... paid …** (pay) for something by cheque?
B: No, because I(9) **... have never had …** (**never**/ **have**) a cheque book.
A: So, you **never** watch TV programmes online?
B: Oh, I see what you mean. Well, I(10) **... have watched …** (watch) videos on YouTube.
A: OK. And finally,(11) **... have** you **ever sent …** (you/ **ever**/ send) a letter in an envelope?
B: I'm not sure. Let me think. No , I(12) **... haven't …**because I send emails or texts that now employs approximately.

B. Choose the correct adverb to complete these sentences.

a. I **have** (~~**ever**~~/ **never**)(1) **… never … cheated** in an exam.
b. My father **has** (**just**/~~**never**~~)(2) **… just …read** an article about technology on the internet.
c. **Have** you (**ever**/~~**never**~~)(3) **… ever …been** to USA?
d. My grandfather is 90 years old. He **has** (**just**/~~**never**~~)(4) **… just …used** the computer.
e. **Has** She (**ever**/~~**never**~~)(5) **… ever …failed** a class?

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C. Write the correct form of the verbs between brackets using the present perfect.

Have you ever known that before?

Since its start in 1998, Google **has become** one of the most popular search engines. It (to grow)[1] **... has grown …**from a research project in the dormitory room of two college students to a business 20,000 people.

Google's founders, Larry Page and Sergey Brin, met in 1995 when they were in their twenties and graduate students in computer science at Stanford University in California. They realized that Internet search was a very important field and began working together to make searching easier. Both Page and Brin left their studies at Stanford to work on their project. Interestingly, they (never / to return)[2] **... have returned never …**to finish their degrees.

Brin was born in Russia, but he (to live)[3] **... has lived …**in the U.S. since he was five years old. His father was a mathematician in Russia. Page, whose parents were computer experts, (to be)[4] **... has been …**interested in computers since he was six years old.

When Google started in 1998, it did 10,000 searches a day. Today it does 235 million searches a day in 40 languages. It indexes 1 trillion Web pages.

How is Google different from other search engines? (you/ ever/ to notice)[5] **... Have** you **ever noticed …**how many ads and banners there are on other search engines? News, sports scores, stock prices, links for shopping, mortgage rates, and more fill other search engines. Brin and Page wanted a clean home page. They believed that people come to the Internet to search for specific information, not to be hit with a lot of unwanted data. The success of Google over its rivals (to prove)[6] **... has proved …**that this is true.

Over the years, Google (to add)[7] **... has added …**new features to its Web site: Google Images, where you can type in a word and get thousands of pictures; Google News, which takes you to today's news; Google Maps; and more. But one thing (not to change)[8] **... hasn't changed …**: the clean opening page that Google offers its users.

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Take Short Breaks and Stretch Your Neck and Back

1- Warm up

A. Read the text and complete with the appropriate phrasal verbs using these verbs and particles.

○ down	○ raise … up	○ Push	○ lift … up	○ breathe out
○ stand up (x2)	○ go back	○ bend	○ breathe in (x2)	○ away

Stand Up and Stretch Your Body

When you have to spend a lot of time sitting at a desk, it is important to take short breaks and stretch your neck and back. You can use this exercise to help you stretch.(1) .....you chair(2) .....to the side and(3) ....., making sure there is some space in front of you.(3) ..... straight, with your arms hanging loosely by your side.(4) ..... deeply as you(5) .....your arms ..... over your head. Pause a moment. Then(6) ..... slowly as you swing your arms forward, letting them fall as you(7) ..... your whole body(8) .....until your hands are near your feet. Pause a moment. Then(4) ..... as you(9) ..... your body ..... very slowly, beginning with your hips, then your upper body, followed by your head and arms. Repeat the exercise at least once before you (10) ..... to your desk again.



B. Answer the following questions.

1. Is it important to take a short break and stretch our bodies?
2. Why should we **push** the chair **away** and **stand up**?
3. How many times should we repeat this exercise before we **go back** to our desks?

C. Mach the words (a-i) from the text with their meanings (1-9).

Words	Meaning
a- desk	**1-** towards the direction that is in front of you.
b- stretch	**2-** in a way that is not firmly held or attached.
c- straight	**3-** the area below the waist and above the legs at either side of the body, or the joint that connects the leg to the upper part of the body.
d- loosely	**4-** a type of table that you can work at, often one with drawers.
e- deeply	**5-** to move easily and without interruption backwards and forwards or from one side to the other, especially from a fixed point, or to cause something or someone to do this.
f- slowly	**6-** continuing in one direction without bending or curving.
g- swing	**7-** at a slow speed.
h- forward	**8-** to cause something to reach, often as far as possible, in a particular direction.
i- hip	**9-** extremely or strongly.

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2- Phrasal Verbs

English Tips.

✓ We form **phrasal verbs** from a **verb** and a **short adverb** like "**in**, **up** or **around**". **Example:** We were just **messing around**. (= playing and having fun).

✓ Some **phrasal verbs** can have **an object**. **Example:** Didn't he **back** you **up**?(= support you).

✓ When the object is a **pronoun**, put it before **the adverb**. **Example:** Maybe I'll be able to **talk her round**. **NOT:** ~~Maybe I'll be able to talk round her~~.

✓ When the object is a **noun** or **noun phrase**, put it before or after **the adverb**.
Example: We **picked up our things**. **OR:** We **picked our things up**.

✓ When the object is a **long noun phrase**, we usually put it after **the adverb**.
Example: We **picked up** our football, our bags and the coats we had with us in case it started raining. **NOT:** ~~We picked our football, our bags and the coats we had with us in case it started raining up~~.

✓ Common **phrasal verbs** which normally **have an object** are: (**back up**, **let down**, **set up**, **carry out**, **make up**, **sort out**, **give up**, **pick up**, **take over**, **give back**, **put off**, **tell off**).

✓ Common **verbs phrasal** which normally **don't have an object** are: (**break down**, **go ahead**, **shut up**, **calm down**, **go off**, **sit down**, **come on**, **hurry up**, **slow down**, **get up**, **mess around**, **wake up**).

✓ Some **phrasal verbs** also have **a preposition** (and **an object** at the end) : (**back out of**, **get on with**, **look forward to**, **blend in with**, **go along with**, **look up to**, **break up with**, **go on about**, **put up with**, **come up with**, **live up to**, **run out of**, **get away with**, **look down on**)

✓ Some **phrasal verbs** are followed by a **that-clause** or **question clause** (the clause always comes after **the adverb**),(**find out**, **make out**, **work out**, **figure out**, **point out**, **turn out**)
Example: I couldn't **make out what she was going on about**.

✓ **The phrasal verbs** "**end up**, **keep on** and **carry on**" are usually followed by an "**-ing**" clause. **Example:** We **carried on playing** for a few minutes. (= We continued playing for a few minutes.)

✓ Many **phrasal verbs** are informal. There is often a single word that you can use instead in more formal English. **Examples:** **let down** (= disappoint), **back up** (= support).

A. Mach the phrasal verbs (a-h) from the text with their meanings (1-8).

Words	Meaning
a- push away	1- to lift something to a higher position.
b- stand up	2- to move something from a lower to a higher position.
c- breath in	3- to put something in the place or container where it is usually kept.
d- raise up	4- to move your body or part of your body so that it is not straight.
e- breath out	5- to return.
f- bend down	6- to be in an upright position on your feet.
g- lift up	7- the air that you take into and let out of your lungs.
h- go back	8- a single action of breathing air into your lungs.

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B. Complete these sentences with the suitable phrasal verb from the list below.

(**picked up** – **raise up** – **Put away** – **lying on** – **breathe in** – **lifted up** – **bent down** – **going back** – **standing up** – **breathe out**)

a. (1) ..... your toys ..... now.
b. Her (2) ..... smelled of garlic.
c. That restaurant was terrible. I'm never (3) ..... there again.
d. The doctor told me to take a deep (4) ..... .
e. He (5) ..... his cigarette ..... to his lips.
f. I've been (6) ..... all day and I'm really tired.
g. Please, (7) ..... your voice.
h. I (8) ..... and (9) ..... the coins (10) ..... the road.

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③ stand up (x2)	⑩ go back	⑦ bend	④ breathe in (x2)	② away

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When you have to spend a lot of time sitting at a desk, it is important to take short breaks and stretch your neck and back. You can use this exercise to help you stretch.(1) … Push … you chair(2) … away …to the side and(3) … stand up … making sure there is some space in front of you.(3) … Stand up …straight, with your arms hanging loosely by your side.(4) … Breathe in …deeply as you(5) … raise …your arms … up …over your head. Pause a moment. Then(6) … breathe out …slowly as you swing your arms forward, letting them fall as you(7) … bend …your whole body(8) … down …until your hands are near your feet. Pause a moment. Then(4) … breathe in …as you(9) … lift …your body … up …very slowly, beginning with your hips, then your upper body, followed by your head and arms. Repeat the exercise at least once before you (10) … go back …to your desk again.



B. Answer the following questions.

1. Is it important to take a short break and stretch our bodies?
   1- *Yes, it is.*
2. Why should we push the chair away and stand up?
   2- *To make sure there is some space in front of us.*
3. How many times should we repeat this exercise before we go back to our desks?
   3- *We should repeat the exercise at least once before we go back to our desks again.*

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a	b	c	d	e	f	g	h	i
4	8	6	2	9	7	5	1	3

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d- raise up	4- to move your body or part of your body so that it is not straight.
e- breath out	5- to return.
f- bend down	6- to be in an upright position on your feet.
g- lift up	7- the air that you take into and let out of your lungs.
h- go back	8- a single action of breathing air into your lungs.

a	b	c	d	e	f	g	h
3	6	8	1	7	4	2	5

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B. Complete these sentences with the suitable phrasal verb from the list below.

(**picked up** – **raise up** – **Put away** – **lying on** – **breathe in** – **lifted up** – **bent down** – **going back** – **standing up** – **breathe out**)

a. (1) **… Put …**your toys **… away …**now.
b. Her (2) **… breathe out …**smelled of garlic.
c. That restaurant was terrible. I'm never (3) **… going back …**there again.
d. The doctor told me to take a deep (4) **… breathe in …**.
e. He (5) **… lifted …**his cigarette **… up …**to his lips.
f. I've been (6) **… standing up …**all day and I'm really tired.
g. Please, (7) **… raise up …**your voice.
h. I (8) **… bent down …**and (9) **… picked up …**the coins (10) **… lying on …**the road.

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How to Keep Your Wife Happy

1- Warm up

A. Read the story and complete with the following adjectives.

○ joyful	○ thankful	○ delightful	○ sleepless	○ beautiful
○ wonderful	○ harmful	○ peaceful	○ harmless	○ cheerful

Walid and His Wife Mouna

Walid has got a(1)…… house with a **beautiful** garden. This garden is very big, **colourful**, calm and(2)…….Walid is **careful** and(3)……person. Every morning, he picks a bunch of(4)…… flowers and gives it to his wife Mouna to make her feel happy and(5)…… . In his garden there are some poisonous and(6)…… flowers, so Walid is always very **careful** to pick only the most(7)……, safe and(8)…… ones.



After that, he gives the flowers to his wife Mouna which said: " Thank you very much, dear husband, I'm so **thankful**. Because, I had a terrible dream yesterday. And I was(9)…… all the night. But today, I'm sure I will sleep soundly with the(10)…… scent."

B. Read the story and answer with "True" or "False".

1. Walid has got a **beautiful** garden.
2. This garden is small.
3. Every weekend he gives her wife a bunch of flowers.
4. He does this to make her wife happy.
5. In his garden there are only nice flowers.
6. Last night, his wife dreamed/ dreamt of a **beautiful** dream.

C. Mach the words (a-g) from the story with their meanings (1-7).

Words	Meaning
a- calm	1- to choose something or someone.
b- bunch	2- to sleep well.
c- poisonous	3- relaxed and not worried or frightened.
d- pick	4- containing a substance that makes you sick or kills you if you eat or drink it.
e- safe	5- events and images in your mind while you are sleeping.
f- dream	6- not dangerous.
g- soundly	7- a number of things of the same type that are joined together.

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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2- Forming Adjectives Using the Suffixes: (Ful and Less)

English Tips.

✓ **The suffix** "**-ful**" (= to be full of a certain quality) has most of the times **a positive** meaning and "**-less**" (= to be without a certain quality) has **a negative** meaning but not always: **the adjectives** "**awful**" or "**dreadful**" have **negative** meanings (= frightening) and "**priceless**" has **a positive** meaning (= valuable).

✓ These words take "**-ful**" and "**-less**".

Words	**care – colour – faith – fear – grace – harm – help – hope – joy – meaning – mercy – pain – power – rest – shame – tact – taste – thank – thought – use.**
Verb	**care – colour – faith – fear – grace – harm – help – hope – joy – meaning – mercy – pain – power – rest – shame– tact – taste – thank – thought – use.**
Adjective	**careful/ careless – colourful/ colourless – faithful/ faithless – fearful/ fearless – graceful/ graceless – harmful/ harmless – helpful/ helpless – hopeful/ hopeless – joyful/ joyless – meaningful/ meaningless – merciful/ merciless – painful/ painless – powerful/ powerless – restful/ restless – shameful/ shameless – tactful/ tactless – tasteful/ tasteless – thankful/ thankless – thoughtful/ thoughtless – useful/ useless.**

✓ These words take "**-ful**" only.

Words	**awe – beauty – bliss – cheer – delight – disgrace – dread – duty – fate – force – hate – peace – play – respect – right – sin – skill – success – truth – wonder – youth.**
Adjective	**Awful – beautiful – blissful – cheerful – delightful – disgraceful – dreadful – dutiful – fateful – forceful – hateful – peaceful – playful – respectful – rightful – sinful – skilful – successful – truthful – wonderful – youthful.**

✓ These words take "**-less**" only.

Words	**age – back – bone – bottom – brain – child – collar – cord – count – direction – end – face – father – flaw – home – job – limit – mother – name – price – regard – self – sense – sleeve – speech – stain – time – word – worth.**
Adjective	**ageless – backless – boneless – bottomless – brainless – childless – collarless – cordless – countless – directionless – endless – faceless – fatherless – flawless – homeless – jobless – limitless – motherless – nameless – priceless – regardless – selfless – senseless – sleeveless – speechless – stainless – timeless – wordless – worthless.**

A. Mach the adjective (a-m) from the text with their meanings (1-13).

Words	Meaning
a- wonderful	**1-** giving a lot of attention to what you are doing so that you do not have an accident or make a mistake.
b- beautiful	**2-** pleased or grateful about something.
c- colourful	**3-** quiet and calm.
d- peaceful	**4-** very good.
e- careful	**5-** not causing hurt or damage.
f- thoughtful	**6-** having bright colours.

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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g- cheerful	**7-** very pleasant or attractive.
h- joyful	**8-** a night when you are not able to sleep.
i- harmful	**9-** causing damage or injury.
j- harmless	**10-** very attractive.
k- thankful	**11-** a bright and pleasant and makes you feel happy.
l- sleepless	**12-** kind and always thinking about how you can help other people.
m- delightful	**13-** very happy, or making people feel very happy.

B. Complete these sentences with the suitable adjective from the Task 2A.

a. This woman is a(1) …… driver.
b. We had a(2) …… evening.
c. Smoking is(3) …… to your health.
d. Look the sun is shining. It is a(4) …… day.
e. Last night was terrible. It was(5) …… night for me.
f. The doctor's waiting room was bright and(6) …… .
g. Our country Algeria has a very(7) …… history.
h. We were(8) …… that none of the children saw the accident.
i. Taken in small doses, this drug is completely(9) …… .
j. This park is quiet and(10) …… .
k. Today, I hear a(11) …… news.
l. Thank you for the card. It was very(12) …… of you.
m. We had a(13) …… time in Spain last summer.

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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How to Keep Your Wife Happy

1- Warm up

A. Read the story and complete with the following adjectives.

⑤ joyful	③ thoughtful	⑨ delightful	⑩ sleepless	⑦ beautiful
① wonderful	⑥ harmful	② peaceful	⑧ harmless	④ cheerful

Walid and His Wife Mouna



Walid has got a[(1)] … **wonderful** …house with a **beautiful** garden. This garden is very big, **colourful**, calm and[(2)] … **peaceful** …Walid is **careful** and[(3)] … **thoughtful** …person. Every morning, he picks a bunch of[(4)] … **cheerful** …flowers and gives it to his wife Mouna to make her feel happy and[(5)] … **joyful** …. In his garden there are some poisonous and[(6)] … **harmful** …flowers, so Walid is always very **careful** to pick only the most[(7)] … **beautiful** …, safe and[(8)] … **harmless** …ones.

After that, he gives the flowers to his wife Mouna which said: " Thank you very much, dear husband, I'm so **thankful**. Because, I had a terrible dream yesterday. And I was[(9)] … **delightful** …all the night. But today, I'm sure I will sleep soundly with the[(10)] … **sleepless** …scent."

B. Read the story and answer with "True" or "False".

1. Walid has got a **beautiful** garden. … *True* …
2. This garden is small. … *False* …
3. Every weekend he gives her wife a bunch of flowers. … *False* …
4. He does this to make her wife happy. … *True* …
5. In his garden there are only nice flowers. … *False* …
6. Last night, his wife dreamed/ dreamt of a **beautiful** dream. … *False* …

C. Mach the words (a-g) from the story with their meanings (1-7).

Words	Meaning
a- calm	1- to choose something or someone.
b- bunch	2- to sleep well.
c- poisonous	3- relaxed and not worried or frightened.
d- pick	4- containing a substance that makes you sick or kills you if you eat or drink it.
e- safe	5- events and images in your mind while you are sleeping.
f- dream	6- not dangerous.
g- soundly	7- a number of things of the same type that are joined together.

a	b	c	d	e	f	g
3	7	4	1	6	5	2

2- Forming Adjectives Using the Suffixes: (Ful and Less)

English Tips.

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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✓ **The suffix "-ful" (= to be full of a certain quality) has most of the times a positive meaning and "-less" (= to be without a certain quality) has a negative meaning but not always: the adjectives "awful" or "dreadful" have negative meanings (= frightening) and "priceless" has a positive meaning (= valuable).**

✓ These words take "**-ful**" and "**-less**".

Words	**care – colour – faith – fear – grace – harm – help – hope – joy – meaning – mercy – pain – power – rest – shame – tact – taste – thank – thought – use.**
Verb	**care – colour – faith – fear – grace – harm – help – hope – joy – meaning – mercy – pain – power – rest – shame– tact – taste – thank – thought – use.**
Adjective	**careful/ careless – colourful/ colourless – faithful/ faithless – fearful/ fearless – graceful/ graceless – harmful/ harmless – helpful/ helpless – hopeful/ hopeless – joyful/ joyless – meaningful/ meaningless – merciful/ merciless – painful/ painless – powerful/ powerless – restful/ restless – shameful/ shameless – tactful/ tactless – tasteful/ tasteless – thankful/ thankless – thoughtful/ thoughtless – useful/ useless.**

✓ These words take "**-ful**" only.

Words	**awe – beauty – bliss – cheer – delight – disgrace – dread – duty – fate – force – hate – peace – play – respect – right – sin – skill – success – truth – wonder – youth.**
Adjective	**Awful – beautiful – blissful – cheerful – delightful – disgraceful – dreadful – dutiful – fateful – forceful – hateful – peaceful – playful – respectful – rightful – sinful – skilful – successful – truthful – wonderful – youthful.**

✓ These words take "**-less**" only.

Words	**age – back – bone – bottom – brain – child – collar – cord – count – direction – end – face – father – flaw – home – job – limit – mother – name – price – regard – self – sense – sleeve – speech – stain – time – word – worth.**
Adjective	**ageless – backless – boneless – bottomless – brainless – childless – collarless – cordless – countless – directionless – endless – faceless – fatherless – flawless – homeless – jobless – limitless – motherless – nameless – priceless – regardless – selfless – senseless – sleeveless – speechless – stainless – timeless – wordless – worthless.**

A. Mach the adjective (a-m) from the text with their meanings (1-13).

Words	Meaning
a- wonderful	**1-** giving a lot of attention to what you are doing so that you do not have an accident or make a mistake.
b- beautiful	**2-** pleased or grateful about something.
c- colourful	**3-** quiet and calm.
d- peaceful	**4-** very good.
e- careful	**5-** not causing hurt or damage.
f- thoughtful	**6-** having bright colours.
g- cheerful	**7-** very pleasant or attractive.
h- joyful	**8-** a night when you are not able to sleep.
i- harmful	**9-** causing damage or injury.

فروض واختبارات مع الحلول لكل المستويات — مجاناً
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j- harmless	**10-** very attractive.
k- thankful	**11-** a bright and pleasant and makes you feel happy.
l- sleepless	**12-** kind and always thinking about how you can help other people.
m- delightful	**13-** very happy, or making people feel very happy.

a	b	c	d	e	f	g	h	i	j	k	l	m
4	10	6	3	1	12	11	13	9	5	2	8	7

B. Complete these sentences with the suitable adjective from the Task 2A.

a. This woman is a(1) **… careful …**driver.
b. We had a(2) **… delightful …**evening.
c. Smoking is(3) **… harmful …**to your health.
d. Look the sun is shining. It is a(4) **… beautiful …**day.
e. Last night was terrible. It was(5) **… sleepless …**night for me.
f. The doctor's waiting room was bright and(6) **… cheerful ….**
g. Our country Algeria has a very(7) **… colourful …**history.
h. We were(8) **… thankful …**that none of the children saw the accident.
i. Taken in small doses, this drug is completely(9) **… harmless ….**
j. This park is quiet and(10) **… peaceful ….**
k. Today, I hear a(11) **… joyful …**news.
l. Thank you for the card. It was very(12) **… thoughtful …**of you.
m. We had a(13) **… wonderful …**time in Spain last summer.

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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Charity Shops in UK

1- Warm up

A. Read the text and complete with the following words.

○ **Secondly,**	○ **Thirdly,**	○ volunteers	○ **Finally,**	○ **Firstly,**
○ charity	○ occasionally	○ benefits	○ donations	○ cheaper

Charity Shops in UK

Charity Shops in the UK are small shops which sell a variety of items donated by the public and the money made helps that charity to continue its valuable work. Charity shops are usually run by(1)……, people giving their time voluntarily to help the charity. Shopping in charity shops has many(2)……, for the charity, and for the shopper! I like buying things in charity shops for many reasons which I am going to share with you.



(3)……, items sold in charity shops are generally a lot(4)……than in high street stores. Yes, this is because they are used, but, having volunteered in a charity shop myself, I know that only really good quality items get put out to sell to the public. You can always find a bargain in a charity shop, from a new top to a pair of shoes, a handbag to a piece of jewellery.

(5)……, if a charity shop has a lot of(6)……coming in, they generally change the stock on a daily basis, which means that there is always a variety of items to choose from. I'm always impressed that I can go into the same charity shop two days in a row and some of the stock will have been changed.

(7)……, you can find interesting treasures in charity shops. Especially when it comes to bric-a-brac items. There was once a very old fashioned sewing machine donated to the(8)…… shop I volunteered in, and it was worth quite a bit of money, but it was sold the same day for five pounds! You will be very surprised with what you can find.

(9)……, knowing that the money you are spending in charity shops is going to a good cause is a great reason to shop there. There are many charities in the UK which rely on charity shops to fund what they do. The main ones in the UK are Sue Ryder Care which need money to keep their homes open, Cancer Research UK, the RSPCA and Oxfam.

I would recommend shopping in charity shops, even very(10)……, because you never know how big a difference buying one small thing might make!

B. Read the story and answer with "True" or "False".

1. Charity Shops are big shops.
2. They sell a variety items donated by public.
3. They are run by paid shop assistances.
4. Shopping in the charity shops has many benefits, for the charity, and for the shopper.
5. Items in these shops are more expensive than in high street stores.
6. There is always a variety of items to choose from in these shops.
7. You can find interesting treasures in charity shops.
8. The money you are spending in charity shops is going to a bad causes.

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C. Mach the words (a-n) from the story with their meanings (1-14).

Words	Meaning
a- charity	1- something that is sold for less than its usual price.
b- valuable	2- small decorative objects of various types and of no great value.
c- volunteer	3- an official organization that gives money, food, or help to people who need it.
d- benefit	4- something such as money that is given to help a person or organization.
e- shopper	5- to make someone admire or respect you.
f- store	6- to offer to do something without being asked to do it.
g- item	7- a collection of gold, silver, jewellery, and valuable objects.
h- bargain	8- something good that helps you.
i- donation	9- not happening often.
j- impress	10- it could be sold for a lot of money.
k- row	11- a building or part of a building where you can buy things.
l- treasure	12- a straight line of people or things.
m- bric-a-brac	13- a single thing in a set or on a list.
n- occasionally	14- someone who is buying things from shops.

2- Argumentative Text and Linking Words

English Tips.

✓ When we say that a text or essay is **an argument** which leads the reader from the beginning (introduction) to the end (conclusion.) It has to be objective and logical. There are three parts:

1- **Introduction:** Start with an interesting beginning. Do not name **arguments** and do not make the introduction too long. You can include your own experience to the title of the text or the essay.

2- **Arguments (Pros – Cons):** Arrange your **arguments** in a logical order. Put the most important argument at the end. Explain each **argument**. Do not make sentences too complicated.

3- **Conclusion:** Your personal conclusion should include your opinion, but can also be objective, depending on the title. Do not name new **arguments**. Look back over **the argument** in the text or essay and show the reader that you have reached an ending.

✓ **Linking words** help you to connect ideas and sentences when you speak or write English. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result, or to contrast ideas.

Linking Arguments	First of all, I think …,/ Not only that, but I also think that …/ Not only are they …, they are also …/ They are not …, nor are they …/ There are various/several/many reasons for this./ First, … / Firstly, …/ Second, … / Secondly, …/ Moreover, … / Furthermore, … / In addition, …/ Another significant point is that …/ Finally, …/ On the one hand, … On the other hand, …/ In contrast to this is …/ Because of …/ That is why …/ After all, …/ The reason is that …/ In that respect …/ The result of this is that …/ Another aspect/point is that …/ It is because …/ Although it is true that … it would be wrong to claim that …/ That may sometimes be true, but …/ One could argue that …, but ….
Providing Examples	Take for example (the case of) …/ Look at …/ For instance … / For example … Let me give you an example.

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Additions and Conclusion	Most probably …/ It appears to be …/ It is important to mention that.../ As I already indicated …/ In other words, …/ I am most concerned about …/ I should like to repeat once again that …/ I should like to emphasise that …/ I would (just) like to add …/ So all in all I believe that.../ (In) summing up it can be said that …/ Weighing the pros and cons, I come to the conclusion that …

A. Choose the best word to complete the following text.

We cannot help everyone in the world that needs help, so we should only be concerned with our own communities and countries. To what extent do you agree or disagree with this statement?

Some people believe that we should not help people in other countries as long as there are problems in our own society. (**Firstly,/ Secondly,/ Thirdly, Finally,**) I disagree with this view because I believe that we should try to help as many people as possible.

(**Firstly,/ Secondly,/ Thirdly, Finally,**) I accept that it is important to help our neighbours and fellow citizens. In most communities there are people who are impoverished or disadvantaged in some way. It is possible to find homeless people, for example, in even the wealthiest of cities, and for those who are concerned about this problem, there are usually opportunities to volunteer time or give money to support these people. In the UK, people can help in a variety of ways, from donating clothing to serving free food in a soup kitchen. As the problems are on our doorstep, and there are obvious ways to help, I can understand why some people feel that we should prioritise local charity.

(**Firstly,/ Secondly,/ Thirdly, Finally,**) I believe that we have an obligation to help those who live beyond our national borders. In some countries the problems that people face are much more serious than those in our own communities, and it is often even easier to help. For example, when children are dying from curable diseases in African countries, governments and individuals in richer countries can save lives simply by paying for vaccines that already exist. A small donation to an international charity might have a much greater impact than helping in our local area.

(**Firstly,/ Secondly,/ Thirdly, Finally,**) it is true that we cannot help everyone, but in my opinion national boundaries should not stop us from helping those who are in need.

B. Complete these sentences with the following words.

(**businesses** – **footprint** – **raise** – **landfill** – **volunteers** – **items** – **donated** – **supporters** – **bargain**)

Charity shops are run by charities to(1)…… money for their causes. They usually sell used goods which have been(2)…… by members of the public, and they tend to be staffed by(3)……. This helps them to keep their prices low, which makes them popular with(4)…… hunters. However, some people think that these low prices may take customers away from other local(5)…….

Nevertheless,(6)…… of charity shops argue that they do indeed benefit their local areas. They give people a way of recycling their unwanted(7)……. This decreases the amount of waste going to(8)…… sites. In addition, items are usually donated by people who live locally, which reduces the carbon(9)…… of the goods. Yet, despite these advantages, some people are still not keen on the idea of wearing second-hand clothes.

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Charity Shops in UK

1- Warm up

A. Read the text and complete with the following words.

⑤ **Secondly,**	⑦ **Thirdly,**	① volunteers	⑨ **Finally,**	③ **Firstly,**
⑧ charity	⑩ occasionally	② benefits	⑥ donations	④ cheaper

Charity Shops in UK

Charity Shops in the UK are small shops which sell a variety of items donated by the public and the money made helps that charity to continue its valuable work. Charity shops are usually run by(1) **… *volunteers* …**, people giving their time voluntarily to help the charity. Shopping in charity shops has many(2) **… *benefits* …**, for the charity, and for the shopper! I like buying things in charity shops for many reasons which I am going to share with you.



(3) **… Firstly,…** items sold in charity shops are generally a lot(4) **… *cheaper* …**than in high street stores. Yes, this is because they are used, but, having volunteered in a charity shop myself, I know that only really good quality items get put out to sell to the public. You can always find a bargain in a charity shop, from a new top to a pair of shoes, a handbag to a piece of jewellery.

(5) **… Secondly,…**if a charity shop has a lot of(6) **… *donations* …**coming in, they generally change the stock on a daily basis, which means that there is always a variety of items to choose from. I'm always impressed that I can go into the same charity shop two days in a row and some of the stock will have been changed.

(7) **… Thirdly, …**you can find interesting treasures in charity shops. Especially when it comes to bric-a-brac items. There was once a very old fashioned sewing machine donated to the(8) **… *charity* …**shop I volunteered in, and it was worth quite a bit of money, but it was sold the same day for five pounds! You will be very surprised with what you can find.

(9) **… Finally, …**knowing that the money you are spending in charity shops is going to a good cause is a great reason to shop there. There are many charities in the UK which rely on charity shops to fund what they do. The main ones in the UK are Sue Ryder Care which need money to keep their homes open, Cancer Research UK, the RSPCA and Oxfam.

I would recommend shopping in charity shops, even very(10) **… *occasionally* …**, because you never know how big a difference buying one small thing might make!

B. Read the story and answer with "True" or "False".

1. Charity Shops are big shops. **… *False* …**
2. They sell a variety items donated by public. **… *True* …**
3. They are run by paid shop assistances. **… *False* …**
4. Shopping in the charity shops has many benefits, for the charity, and shopper. **… *True* …**
5. Items in these shops are more expensive than in high street stores. **… *False* …**
6. There is always a variety of items to choose from in these shops. **… *True* …**
7. You can find interesting treasures in charity shops. **… *True* …**
8. The money you are spending in charity shops is going to a bad causes. **… *False* …**

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a	b	c	d	e	f	g	h	i	j	k	l	m	n
3	10	6	8	14	11	13	1	4	5	12	7	2	9

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فروض واختبارات مع الحلول لكل المستويات — مجاناً
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نجاح 213 · najah213.com

Providing Examples	Take for example (the case of) …/ Look at …/ For instance … / For example … Let me give you an example.
Additions and Conclusion	Most probably …/ It appears to be …/ It is important to mention that.../ As I already indicated …/ In other words, …/ I am most concerned about …/ I should like to repeat once again that …/ I should like to emphasise that …/ I would (just) like to add …/ So all in all I believe that.../ (In) summing up it can be said that …/ Weighing the pros and cons, I come to the conclusion that …

A. Choose the best word to complete the following text.

We cannot help everyone in the world that needs help, so we should only be concerned with our own communities and countries. To what extent do you agree or disagree with this statement?

Some people believe that we should not help people in other countries as long as there are problems in our own society. (**Firstly,/** ~~**Secondly,**~~**/** ~~**Thirdly,**~~ ~~**Finally,**~~) I disagree with this view because I believe that we should try to help as many people as possible.

(~~**Firstly,**~~**/ Secondly,/** ~~**Thirdly,**~~ ~~**Finally,**~~) I accept that it is important to help our neighbours and fellow citizens. In most communities there are people who are impoverished or disadvantaged in some way. It is possible to find homeless people, for example, in even the wealthiest of cities, and for those who are concerned about this problem, there are usually opportunities to volunteer time or give money to support these people. In the UK, people can help in a variety of ways, from donating clothing to serving free food in a soup kitchen. As the problems are on our doorstep, and there are obvious ways to help, I can understand why some people feel that we should prioritise local charity.

(~~**Firstly,**~~**/** ~~**Secondly,**~~**/ Thirdly,** ~~**Finally,**~~) I believe that we have an obligation to help those who live beyond our national borders. In some countries the problems that people face are much more serious than those in our own communities, and it is often even easier to help. For example, when children are dying from curable diseases in African countries, governments and individuals in richer countries can save lives simply by paying for vaccines that already exist. A small donation to an international charity might have a much greater impact than helping in our local area.

(~~**Firstly,**~~**/** ~~**Secondly,**~~**/** ~~**Thirdly,**~~ **Finally,**) it is true that we cannot help everyone, but in my opinion national boundaries should not stop us from helping those who are in need.

B. Complete these sentences with the following words.

(**businesses** – **footprint** – **raise** – **landfill** – **volunteers** – **items** – **donated** – **supporters** – **bargain**)

Charity shops are run by charities to(1) ***… raise …***money for their causes. They usually sell used goods which have been(2) ***… donated …***by members of the public, and they tend to be staffed by(3) ***… volunteers …***This helps them to keep their prices low, which makes them popular with(4) ***… bargain …***hunters. However, some people think that these low prices may take customers away from other local(5) ***… businesses …***

Nevertheless,(6) ***… supporters …***of charity shops argue that they do indeed benefit their local areas. They give people a way of recycling their unwanted(7) ***… items …***This decreases the amount of waste going to(8) ***… landfill …***sites. In addition, items are usually donated by people who live locally, which reduces the carbon(9) ***… footprint …***of the goods. Yet, despite these advantages, some people are still not keen on the idea of wearing second-hand clothes.

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My Favourite and Healthy Dish

1- Warm up

A. Read the recipe and write the name below the picture.

(**red pepper** – **onion** – **tomato** – **garlic** – **chicken breasts** – **pasta** – **water** – **olive oil** – **frying pan** – **oregano** – **water**)

MY FAVOURITE AND HEALTHY DISH

Pasta With Chicken and Tomato Sauce



Ingredients:

- **1** red onion
- **2** red peppers
- **250** g chicken breasts
- **1** can (**450** g) Tomatoes
- olive oil
- garlic
- oregano
- **50** g pasta per person
- some water

Instructions:

First, cut the red onions, red peppers and the chicken breasts into small pieces with a knife. Then, heat some olive oil in the frying pan and fry the onion, red peppers and the chicken breasts. After that, add oregano, garlic, tomatoes and water and you should cook them for 20 minutes.

Finally, serve the pasta with the sauce, and enjoy!



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By: Moudjib Arrahamane KHELIL 70

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B. Read the recipe and answer with "True" or "False".

1. We need two red onions to make this dish.
2. We need about 450 g of tomatoes to make the sauce.
3. 450 g of pasta is enough for only one person.
4. We should cut the onions, red peppers and chicken breasts before you fry them.
5. We should add the oregano and garlic before you fry the ingredients.
6. We need to fry the pasta in a big pan.

C. Mach the words (a-i) from the story with their meanings (1-9).

Words	Meaning
a- breast	**1-** a flat metal pan with a long handle that is used for frying food.
b- can	**2-** a herb whose dried leaves are used in cooking to add flavour, especially in Italian and Arabian cooking.
c- oregano	**3-** a thick liquid eaten with food to add flavour.
d- pasta	**4-** the meat from the front part of the body of a bird or other animal.
e- heat	**5-** to cook food in hot oil or fat.
f- frying pan	**6-** to provide food or drinks.
g- fry	**7-** a food made from flour, water, and sometimes egg, that is cooked and usually served with a sauce. It is made in various shapes that have different names.
h- serve	**8-** a closed metal container, especially cylinder-shaped, in which some types of drink and food are sold.
i- sauce	**9-** to make something hot or warm, or to become hot or warm.

2- Diphthongs and Silent Letters: (b – k – l – n – w)

English Tips.

✓ **A diphthong** is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another as in (c**oi**n, l**ou**d, and s**i**de).

DIPHTONGS							
Cantering			Closing				
Ending in "ə"			Ending in "ɪ"			Ending in "ʊ"	
/ɪə/	/eə/	/ʊə/	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/əʊ/
Usual spelling in:			Usual spelling in:			Usual spelling in:	
ea – ee – ie – ere – ier	ai – ea – are – eir – ere	oor – our – ure	a – ay – ea – ey – a*e – aigh – eigh	i – y – ie – eye – i*e – y*e – eigh – igh	oi – oy	ou – ow – ou*e	o – oa – oe – ow – o*e – ough
ear deer tier here fierce	hair wear care their where	poor tour cure	late day great they age straight eight	hi by die eye like type height night	point boy	found how house	go coat toe snow home although

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✓ **Silent Letters** are letters that you can't hear when you say the word, but that are there when you write the word. There are a lot of **silent letters** in English. There aren't many hard and fast rules, it's more a matter of learning which letters are silent in certain combinations of letters. Here are some of the most common silent letters.

➡ **Silent "b":** The "**b**" is usually **silent** when it is in final position and preceded by: "**m**". **Example:** (bo**mb**). Sometimes, it is also **silent** in mid-position: **Examples:** (bo**mb**er; plu**mb**er) or before "**t**". **Examples:** (dou**bt**; de**bt**)

➡ **Silent "k":** The "**k**" is usually **silent** when it is initial (the first letter in the word) and followed by "**n**". **Example:** (to **kn**ow).

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Examples: (ca**l**m; ta**l**k; ha**l**f; yo**l**k; cou**l**d).

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Example: (colu**mn**).

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Example: (to **wr**ite). It can also be **silent** in other words: **Examples:** (**w**ho; t**w**o).

A. Read the following text and put the underlined word in the correct column.

One day last May, a poor old man with grey hair took his bike to have a tour around the town alone. On his way there was a boy with short straight brown hair, blue eyes, small nose and big mouth, played on square of the road near his house. The old man didn't take care of the red light, so, he hit the boy which fell down on the soil. The old man took the boy to the hospital and stay with him until eight and didn't return home.

/ɪə/	/eə/	/ʊə/	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/əʊ/

B. Underline the silent letter (b – k – l – n – w) in the following paragraph.

The principal parts of the human body are: the head, the trunk and the limbs.We have hair on the head. Inside the head, we have the brain. We think with our brain. Between the forehead and the eyes we find the eyebrows. We see with our eyes. The principal parts of the eyes are: the eyelids and the eyelashes. Between the eyes and the mouth, we see the nose. We smell with our nose. The mouth has lips, teeth and tongue. We eat, talk, drink and smile with our mouth. We kiss with our lips and chew with our teeth. Between the chin and the eyes, we find the cheeks. On both sides of the head, we find the ears we hear with our ears. The neck joins the head to the trunk. In our trunk, we have the chest. Inside the chest, we find the heart and the lungs. The abdomen separates the chest from the waist. In the back, there is the vertebral column. We have four limbs: two arms and two legs. The principal parts of the arm are: the shoulder, the elbow, the wrist and the hand. The hand has a palm and five fingers: the thumb, the fore finger, the middle finger, the ring finger, and the little finger, the fingers have nails. The principal parts of the leg are: the thigh, the knee, the shin, the calf, the ankle, the foot and the toes. We have five senses: sight, hearing, taste, smell, and touch.

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Pasta With Chicken and Tomato Sauce



Ingredients:

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- **250** g chicken breasts
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- olive oil
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- **50** g pasta per person
- some water

Instructions:

First, cut the red onions, red peppers and the chicken breasts into small pieces with a knife. Then, heat some olive oil in the frying pan and fry the onion, red peppers and the chicken breasts. After that, add oregano, garlic, tomatoes and water and you should cook them for 20 minutes.

Finally, serve the pasta with the sauce, and enjoy!



… Pasta …



… Onion …



… Chicken Breasts …



… Frying Pan …



… Red Pepper …



… Water …



… Tomato …



… Oregano …



… Garlic …



… Olive Oil …

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B. Read the recipe and answer with "True" or "False".

1. We need two red onions to make this dish. ... *False* ...
2. We need about 450 g of tomatoes to make the sauce. ... *True* ...
3. 450 g of pasta is enough for only one person. ... *False* ...
4. We should cut the onions, red peppers and chicken breasts before we fry them. .. *False* ...
5. We should add the oregano and garlic before you fry the ingredients. ... *False* ...
6. We need to fry the pasta in a big pan. ... *False* ...

C. Mach the words (a-i) from the story with their meanings (1-9).

Words	Meaning
a- breast	**1-** a flat metal pan with a long handle that is used for frying food.
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a	b	c	d	e	f	g	h	i
4	8	2	7	9	1	5	6	3

2- Diphthongs and Silent Letters: (b – k – l – n – w)

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Cantering			Closing				
Ending in "ə"			Ending in "ɪ"			Ending in "ʊ	
/ɪə/	/eə/	/ʊə/	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/əʊ/
Usual spelling in:			Usual spelling in:			Usual spelling in:	
ea – ee – ie – ere – ier	ai – ea – are – eir – ere	oor – our – ure	a – ay – ea – ey – a*e – aigh – eigh	i – y – ie – eye – i*e – y*e – eigh – igh	oi – oy	ou – ow – ou*e	o – oa – oe – ow – o*e – ough
ear deer tier here fierce	hair wear care their where	poor tour cure	late day great they age	hi by die eye like	point boy	found how house	go coat toe snow home

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			straight eight	type height night			although

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/ɪə/	/eə/	/ʊə/	/eɪ/	/aɪ/	/ɔɪ/	/aʊ/	/əʊ/
near	hair there square care	poor tour	day May grey way straight played stay eight	bike eyes light	boy soil	around town brown mouth house down	old alone nose road home

B. Underline the silent letter (b – k – l – n – w) in the following paragraph.

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heart and the lungs. The abdomen separates the chest from the waist. In the back, there is the vertebral column. We have four limbs: two arms and two legs. The principal parts of the arm are: the shoulder, the elbow, the wrist and the hand. The hand has a palm and five fingers: the thumb, the fore finger, the middle finger, the ring finger, and the little finger, the fingers have nails. The principal parts of the leg are: the thigh, the knee, the shin, the calf, the ankle, the foot and the toes. We have five senses: sight, hearing, taste, smell, and touch.

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Is it Difficult For Adults to Learn a New Language?

1- Warm up

A. Read the passage and complete it with the following words.

○ ability	○ soon	○ world	○ harder	○ succeed
○ native	○ languages	○ foreign	○ desire	○ **because**



Did you ever wonder why it is so difficult for adults to learn a new language? Every year, millions of grown-ups around the(1) ..... spend a handsome amount of money to learn a(2) ..... language. But not many of **them**(3) ..... in becoming fluent speakers. This is(4) ..... it is difficult to pick-up a new language after a certain age.

On the other hand, little children learn foreign languages without much difficulty. This is **because they** have a special(5) ..... that helps them to learn(6) ..... fast. This ability weakens as people grow old. Think of how little time it takes for children to learn their(7) ..... language.

If you have the(8) ..... to learn another language, you should begin as(9) ..... as possible. Remember: the longer you wait, the(10) ..... it will become.

B. Choose the correct letter (a, b, c) to answer the questions.

1. The main idea of this passage is that it is .....
   - **a-** very easy for adults to learn languages.
   - **b-** better to learn a foreign language when you're young.
   - **c-** languages are very hard to learn.
2. The best title for this passage would be .....
   - **a-** Built-in Abilities
   - **b-** Children and Grown-ups
   - **c-** Languages: The Younger the Better
3. Children learn languages fast because they .....
   - **a-** are smaller than adults.
   - **b-** are smarter than grown-ups.
   - **c-** have a special ability.
4. Every year, adults spend a lot of money to .....
   - **a-** learn a foreign language.
   - **b-** become younger.
   - **c-** speak their native language.
5. If you wish to learn a foreign language, you should .....
   - **a-** become younger.
   - **b-** learn from children.
   - **c-** begin as soon as possible.

C. What do the words written with Blue colour in the passage refer to:

them = ... **they** = ...

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D. Mach the words (a-l) from the story with their meanings (1-12).

Words	Meaning
a- wonder	**1-** able to use a language naturally and well.
b- adult	**2-** the skill or qualities that you need to do something.
c- grown-up	**3-** a large number.
d- handsome amount	**4-** to want to know something or to try to understand the reason for something.
e- foreign	**5-** to do something good that you have been trying to do.
f- succeed	**6-** a person or animal that has finished growing and is not now a child.
g- fluent	**7-** to become less strong or powerful, or to make someone or something less strong or powerful.
h- pick-up	**8-** to learn a new skill or language by practising it, not by studying it.
i- ability	**9-** wanting something very much.
j- weaken	**10-** from a country that is not yours.
k- native	**11-** the first language you learn as a child.
l- desire	**12-** an adult (used especially when talking to children).

2- Talking About Causes and Effects

English Tips.

✓ **A cause** is **the reason** a person or thing that makes something happened. It answers the question: ***Why did this happen?*** **An effect** is **the result**. It answers the question: ***What happened?*** Words like: "**due to** – **because of** – **owing to** – **as a consequence of** – **as a result of** – **thanks to**" are (usually followed by **a noun**) and "**because** – **since** – **as** – **for**" are (usually followed by a **subject** + **verb**). These words often signal **a cause** and **effect** relationship.

Examples:

1- Usually followed by a noun

- **Due to the bad weather**, they didn't go for a picnic.
- He failed the test **because of his bad study** habits.
- **Owing to the extra snow days** this year, we'll have to run an additional two days into June.
- Hundreds of people became sick **as a consequence of the poor** sanitary conditions.
- **As a result of the rain**, we cancelled the picnic.
- **Thanks to his intelligence**, he managed to find the solution to that problem.

2- Usually followed by subject + verb

- **Because John was** lazy, he did not pass the English test.
- The police arrested him **since he broke into** a bank.
- She can't read the letter **as she is** illiterate.
- He can't run fast **for he is** too fat.

✓ We can also express **cause** and **effect** as follows: (**The cause of** …**is**…/…**is caused by** / …**is due to** …/ … **therefore** …)

Examples:

- **The cause of** global warming **is** pollution.
- Global warming **is caused by** pollution.
- Global warming **is due to** pollution.
- Passengers still infected with the virus could still board and **therefore** contaminate others on the plane and at their destination.

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A. Complete these sentence with the following expressions:
(due to – because of – owing to – consequence of – as a result of – thanks to – because – since – as – for)

a. She lost a lot of money in[1] ..... **some risky** investments.
b. The picnic was cancelled[2] ..... **the rain was coming**.
c. The cancellation of the flight was[3] ..... **high winds**.
d. The police arrested him[4] ..... **he broke into** a bank.
e. David could not attend[5] ..... **he was** ill.
f. [6] ..... **the rising cost** of fuel, more people are using public transport.
g. It's a really useful book[7] ..... **it explains** everything very clearly.
h. I was late for work[8] ..... **the snowstorm**, which made driving a nightmare.
i. [9] ..... **he arrived** late to work, he will be fired.
j. [10] ..... **the accident**, he was out of work for three months.

B. Complete the following paragraph with:
"**because** (x5) – **due to** (x1) – **as a result** (x2) – **therefore** (x1)"

A Really Bad Day

Today I am having a really bad day. It started early in the morning. First, when I was having breakfast my milk spilled on my white shirt uniform so[1] ..... I had to change uniform. [2] ..... of my spill I was really late to school!
Once I got to school, my teacher was really upset[3] ..... I missed a spelling quiz. I felt really sad[4] ..... my teacher was angry. At lunch time my friends made fun of me[5] ..... my uniform shirt was the wrong colour for the day. I felt really angry at them[6] ..... they were being really mean. Later, at recess two boys playing with their ball hit me on my head and[7] ..... my head hurt the rest of the day.
At the end of the day I had to walk home because my mom couldn't pick me up, I really bad storm started and it started raining,[8] ..... I got really wet and[9] ..... wetting get I got sick with the flu! I really hope tomorrow I have a better day.

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A. Read the passage and complete it with the following words.

⑤ ability	⑨ soon	① world	⑩ harder	③ succeed
⑦ native	⑥ languages	② foreign	⑧desire	④ because

Did you ever wonder why it is so difficult for adults to learn a new language? Every year, millions of grown-ups around the(1) … *world* … spend a handsome amount of money to learn a(2) … *foreign* …language. But not many of them(3) … *succeed* …in becoming fluent speakers. This is(4) … because …it is difficult to pick-up a new language after a certain age.



On the other hand, little children learn foreign languages without much difficulty. This is because they have a special(5) … *ability* …that helps them to learn(6) … *languages* …fast. This ability weakens as people grow old. Think of how little time it takes for children to learn their(7) … *native* …language.

If you have the(8) … *desire* …to learn another language, you should begin as(9) … *soon* …as possible. Remember: the longer you wait, the(10) … *harder* …it will become.

B. Choose the correct letter (a, b, c) to answer the questions.

1. The main idea of this passage is that it is …*b* …
   - **a-** very easy for adults to learn languages.
   - **b-** better to learn a foreign language when you're young.
   - **c-** languages are very hard to learn.
2. The best title for this passage would be …*c* …
   - **a-** Built-in Abilities
   - **b-** Children and Grown-ups
   - **c-** Languages: The Younger the Better
3. Children learn languages fast because they …*c* …
   - **a-** are smaller than adults.
   - **b-** are smarter than grown-ups.
   - **c-** have a special ability.
4. Every year, adults spend a lot of money to …*a* …
   - **a-** learn a foreign language.
   - **b-** become younger.
   - **c-** speak their native language.
5. If you wish to learn a foreign language, you should …*c* …
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   - **c-** begin as soon as possible.

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C. What do the words written with Blue colour in the passage refer to:

them = *…millions of grown-ups …* **they** = *… children …*

D. Mach the words (a-l) from the story with their meanings (1-12).

Words	Meaning
a- wonder	**1-** able to use a language naturally and well.
b- adult	**2-** the skill or qualities that you need to do something.
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l- desire	**12-** an adult (used especially when talking to children).

a	b	c	d	e	f	g	h	i	j	k	l
4	6	12	3	10	5	1	8	2	7	11	9

2- Talking About Causes and Effects

English Tips.

✓ **A cause** is **the reason** a person or thing that makes something happened. It answers the question: ***Why did this happen?*** **An effect** is **the result**. It answers the question: ***What happened?*** Words like: "**due to** – **because of** – **owing to** – **as a consequence of** – **as a result of** – **thanks to**" are (usually followed by **a noun**) and "**because** – **since** – **as** – **for**" are (usually followed by a **subject** + **verb**). These words often signal **a cause** and **effect** relationship.

Examples:

3- Usually followed by a noun

- **Due to the bad weather**, they didn't go for a picnic.
- He failed the test **because of his bad study** habits.
- **Owing to the extra snow days** this year, we'll have to run an additional two days into June.
- Hundreds of people became sick **as a consequence of the poor** sanitary conditions.
- **As a result of the rain**, we cancelled the picnic.
- **Thanks to his intelligence**, he managed to find the solution to that problem.

4- Usually followed by subject + verb

- **Because John was** lazy, he did not pass the English test.
- The police arrested him **since he broke into** a bank.
- She can't read the letter **as she is** illiterate.
- He can't run fast **for he is** too fat.

✓ We can also express **cause** and **effect** as follows: (**The cause of** …**is**…/…**is caused by** / …**is due to** …/ … **therefore** …)

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Examples:

- **The cause of** global warming **is** pollution.
- Global warming **is caused by** pollution.
- Global warming **is due to** pollution.
- Passengers still infected with the virus could still board and **therefore** contaminate others on the plane and at their destination.

A. Complete these sentence with the following expressions:
(**due to** – **because of** – **owing to** – **consequence of** – **as a result of** – **thanks to** – **because** – **since** – **as** – **for**)

a. She lost a lot of money in[1] **… consequence of … some risky** investments.
b. The picnic was cancelled[2] **… since … the rain was coming**.
c. The cancellation of the flight was[3] **… due to … high winds**.
d. The police arrested him[4] **… because … he broke into** a bank.
e. David could not attend[5] **… for … he was** ill.
f. [6] **… Owing to … the rising cost** of fuel, more people are using public transport.
g. It's a really useful book[7] **… because … it explains** everything very clearly.
h. I was late for work[8] **… because of … the snowstorm**, which made driving a nightmare.
i. [9] **… As … he arrived** late to work, he will be fired.
j. [10] **… As a result of … the accident**, he was out of work for three months.

B. Complete the following paragraph with:

"**because** (x5) – **due to** (x1) – **as a result** (x2) – **therefore** (x1)"

A Really Bad Day

Today I am having a really bad day. It started early in the morning. First, when I was having breakfast my milk spilled on my white shirt uniform so[1] **… as a result …** I had to change uniform. [2] **… Because …** of my spill I was really late to school!
Once I got to school, my teacher was really upset[3] **… because …** I missed a spelling quiz. I felt really sad[4] **… because …** my teacher was angry. At lunch time my friends made fun of me[5] **… because …** my uniform shirt was the wrong colour for the day. I felt really angry at them[6] **… because …** they were being really mean. Later, at recess two boys playing with their ball hit me on my head and[7] **… as a result …** my head hurt the rest of the day.
At the end of the day I had to walk home because my mom couldn't pick me up, I really bad storm started and it started raining,[8] **… therefore …** I got really wet and[9] **… due to …** wetting get I got sick with the flu! I really hope tomorrow I have a better day.

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Train to Be a Translator

1- Warm up

A. Read the passage and complete it with the following words.

○ training	○ translators	○ study	○ Middle	○ Florida
○ University	○ firm	○ studies	○ high	○ contract

Brad and Tracy(1) ..... English at a(2) ..... school in(3) ....., USA. When they complete their(4) .....; they will train as(5) ..... at Houston(6) ..... in Texas. As soon as they finish their(7) ....., they'll sign a(8) ..... with a petroleum(9) ..... in the(10) ..... East.



B. Choose the correct letter (a, b, c, or d) to complete the sentences.

1. Brad and Tracy study .....
   a- Arabic **b-** French **c-** English **d-** German
2. They study at a ..... school.
   a- privet **b-** primary **c-** middle **d-** high
3. They live in ....., USA.
   a- New York **b-** Florida **c-** Washington **d-** Houston
4. When they complete their studies; they will train as .....
   a- translators **b-** teachers **c-** engineers **d-** nurses
5. They will train in ..... University in Texas.
   a- New York **b-** Florida **c-** Washington **d-** Houston
6. They will sign a contract with a petroleum .....
   a- foundation **b-** association **c-** firm **d-** institute
7. They will work in .....
   a- Middle East **b-** Europe **c-** Asia **d-** Africa

C. What do the underlined words in the passage refer to:

their = ... they = ...

D. Mach the words (a-g) from the story with their meanings (1-7).

Words	Meaning
a- high school	**1-** a person who translates from one language into another, especially as a profession.
b- train	**2-** the area from the eastern Mediterranean to Iran, including Syria, Jordan, Palestine, Lebanon, Saudi Arabia, Iran, and Iraq, and sometimes also Egypt.
c- translator	**3-** a written or spoken agreement, especially one concerning employment, sales, or tenancy, that is intended to be enforceable by law.
d- sign	**4-** a school that typically comprises grades 9 through 12, attended after primary school or middle school.
e- contract	**5-** to do something good that you have been trying to do.
f- firm	**6-** write one's name on (a letter, card, or similar item) to identify oneself as the writer or sender.
g- Middle East	**7-** teach (a person or animal) a particular skill or type of behaviour through practice and instruction over a period of time.

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2- The Consonant Clusters

English Tips.

✓ **The Consonant Cluster:** is a group of two (2) or more **consonants** with no vowel sound between them. So, it combination of two (2) or more **consonants** that are not separated by a vowel. They can occur in different positions:

- **In the beginning** (**initial**) of the word **/br/**, **/dr/**, **/pr/**, **/tr/ Examples:**

/br/	**br**ace, **br**acelet, **br**acket, **br**ad, **br**ag, **br**aid, **br**ain, **br**ake, **br**amble, **br**an, **br**anch, **br**and, **br**ass, **br**at, **br**ave, **br**awny, **br**ay, **br**each, **br**ead, **br**eak, **br**eath, **br**eathe, **br**ed, **br**eed, **br**eeze, **br**ew, **br**iar, **br**ibe, **br**ick, **br**ide, **br**idge, **br**ief, **br**ig, **br**ight, **br**illiant, **br**im, **br**ine, **br**ing, **br**ink, **br**isk, **br**istle, **br**ittle, **br**oad, **br**occoli, **br**oil, **br**oken, **br**onco, **br**onze, **br**ooch, **br**ood, **br**ook, **br**oom, **br**oth, **br**other, **br**ought, **br**ow, **br**own, **br**owse, **br**uise, **br**unette, **br**ush, **br**utal, …etc
/dr/	**dr**ab, **dr**aft, **dr**ag, **dr**agon, **dr**agonfly, **dr**agoon, **dr**ain, **dr**ake, **dr**am, **dr**ama, **dr**amatic, **dr**ank, **dr**ape, **dr**apery, **dr**astic, **dr**aw, **dr**awbridge, **dr**awer, **dr**awl, **dr**awn, **dr**ead, **dr**eadful, **dr**eadlocks, **dr**eadnought, **dr**eam, **dr**eary, **dr**edge, **dr**egs, **dr**ench, **dr**ess, **dr**esser, **dr**ew, **dr**ibble, **dr**ier, **dr**ift, **dr**iftwood, **dr**ill, **dr**ink, **dr**ip, **dr**ive, **dr**ivel, **dr**iven, **dr**iver, **dr**iveway, **dr**izzle, **dr**ole, **dr**omedary, **dr**one, **dr**ool, **dr**oop, **dr**op, **dr**ought, **dr**ove, **dr**oves, **dr**own, **dr**owsy, **dr**udgery, **dr**ug, **dr**uggist, **dr**um, **dr**unk, **dr**y, …etc
/pr/	**pr**airie, **pr**ance, **pr**ay, **pr**ecious, **pr**ecipitation, **pr**ecise, **pr**ecocious, **pr**edict, **pr**eposition, **pr**esent, **pr**esident, **pr**ess, **pr**etzel, **pr**ey, **pr**ice, **pr**ide, **pr**im, **pr**imary, **pr**ime, **pr**ince, **pr**incess, **pr**incipal, **pr**inciple, **pr**int, **pr**ior, **pr**ism, **pr**ison, **pr**ivacy, **pr**ivate, **pr**ivilege, **pr**ize, **pr**o, **pr**obably, **pr**obe, **pr**oblem, **pr**oceed, **pr**od, **pr**oject, **pr**om, **pr**ong, **pr**onoun, **pr**op, **pr**opeller, **pr**oper, **pr**oton, **pr**otractor, **pr**oud, **pr**ove, **pr**overb, **pr**ow, **pr**une, **pr**y, …etc.
/tr/	**tr**ace, **tr**achea, **tr**ack, **tr**act, **tr**action, **tr**actor, **tr**ade, **tr**adition, **tr**affic, **tr**agedy, **tr**agic, **tr**ail, **tr**ailer, **tr**ain, **tr**ait, **tr**aitor, **tr**am, **tr**amp, **tr**ample, **tr**ance, **tr**anquil, **tr**ansfer, **tr**ansform, **tr**ansit, **tr**anslate, **tr**ansmit, **tr**ansparent, **tr**ansport, **tr**ap, **tr**apeze, **tr**ash, **tr**avel, **tr**ay, **tr**ead, **tr**easure, **tr**eat, **tr**eble, **tr**ee, **tr**ek, **tr**iangle, **tr**im, **tr**inket, **tr**ip, **tr**iplets, **tr**od, **tr**oll, **tr**olley, **tr**ombone, **tr**ot, **tr**out, **tr**uck, **tr**umpet, **tr**unk, …etc.

- **In the middle** (**centre**) of the word as in the following **examples**: (a**ppl**es, hu**ndr**ed, kilo**gr**ams, a**pr**icot; um**br**ella; de**nt**ist; a**ct**ive).

- **At the end** (**final**) of the word **/ft/**, **/kt/**, **/nd/**, **/nt/ Examples:**

/ft/	dri**ft**, gi**ft**, li**ft**, si**ft**, le**ft**, dra**ft**, sha**ft**, lo**ft**, so**ft**, cra**ft**, ra**ft**, wa**ft**, …etc.
/kt/	a**ct**, fa**ct**, ta**ct**, ele**ct**, affe**ct**, depi**ct**, dedu**ct**, dire**ct**, expe**ct**, obje**ct**, proje**ct**, respe**ct**, tra**ct**, …etc.
/nd/	wi**nd**, se**nd**, spe**nd**, le**nd**, frie**nd**, atte**nd**, ba**nd**, la**nd**, ha**nd**, sa**nd**, bo**nd**, po**nd**, fu**nd**, fi**nd**, ki**nd**, bi**nd**, mi**nd**, behi**nd**, ri**nd**, wi**nd**, fou**nd**, rou**nd**, sou**nd**, pou**nd**, a**nd**, bla**nd**, e**nd**, sta**nd**, …etc.
/nt/	mi**nt**, li**nt**, se**nt**, spe**nt**, be**nt**, te**nt**, ve**nt**, mome**nt**, agreeme**nt**, stateme**nt**, pa**nt**, ca**n't**, hau**nt**, wa**nt**, hu**nt**, pai**nt**, sai**nt**, pi**nt**, – poi**nt**, joi**nt**, differe**nt**, importa**nt**, pare**nt**, presiden**t**, pla**nt**, studen**t**, wa**nt**, we**nt**, …etc.

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✓ **NOTES:**

1. A word may contain two or more **consonant clusters** in various positions: **pr**i**nt**; **tr**e**nd**; **br**a**nd**; de**nt**i**st**.
2. Final "**ed**" in the **past** and **past participle forms** of "**regular verbs**" may also form a "**final**" **consonant cluster** when pronounced **/t/** or **/d/** after a **consonant**: ro**bbed** (**/bd/**); sto**pped** (**/pt/**); mo**ved** (**/vd/**); mi**ssed** (**/st/**).
3. The suffix "**est**" in **the superlative** form of **short adjectives** also forms a "**final**" **consonant cluster**: (**/st/**) tall**est**; great**est**; small**est**.

A. Complete these sentence with one word from the Task 1 D:

a. They don't hesitate to[1] …… petitions, write letters or otherwise share their opinions.
b. He worked in the[2] …… for ten years.
c. Each team in the tournament will[3] …… at hotels, resorts, or sports complexes that will resemble armed camps.
d. Have you signed the[4] …… yet?
e. Now, many[5] …… teachers have master's degrees, but most elementary teachers do not.
f. She has just started working for an accounting[6] …… .
g. Professional women such as[7] ……, doctors, lawyers, artists and writers have been forced from their jobs and told to stay in their homes.

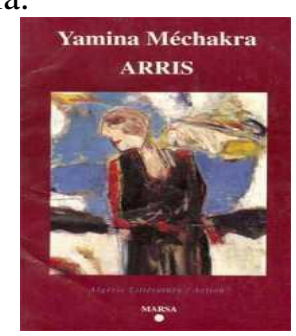
B. Sort out the words that contain the consonant cluster /br/, /dr/, /pr/, /tr/ in the initial position and /ft/, /kt/, /nd/, /nt/ in the final position.

Yamina Méchakra

The brilliant Algerian novelist, Yamina Mechakra, was born in 1949 in Meskiana in northern Aures. At the age of nine, she began writing; taking notes in a diary. In her childhood, she was witness to dramatic scene that greatly shocked her: her father was tortured in front of her by the French Army. Kateb Yacine wrote in the preface of her book that she had a "cruel and troubled life". Méchakra began writing her first novel "*LA GROTTE ÉCLATÉE*" in 1973, while studying psychiatry in Algiers, where she met Kateb Yacine who gave her extended advice and guidance before he left for Rome and Paris. Méchakra believed that women were the source of the nation and the real pillars for an independent state. She published her second novel "*ARRIS*" in 1999. Yamina Méchakra is also a committed author who supported the importance of a cultural revolution in Algeria in the process of decolonization. She died in Algiers on May 19, 2013, at the age of 64, following a long illness. She was buried the following day in the cemetery of Sidi Yahia.







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A. Read the passage and complete it with the following words.

⑦ training	⑤ translators	① study	⑩ Middle	③ Florida
⑥University	⑨ firm	④ studies	② high	⑧ contract

Brad and Tracy(1) … study … English at a(2) … high …school in(3) … Florida …USA. When they complete their(4) … studies …they will train as(5) … translators …at Houston(6) … University …in Texas. As soon as they finish their(7) … training …, they'll sign a(8) … contract …with a petroleum(9) … firm …in the(10) … Middle …East.



B. Choose the correct letter (a, b, c, or d) to complete the sentences.

1. Brad and Tracy study … *c* …
   a- Arabic **b-** French **c-** English **d-** German
2. They study at a … *d* …school.
   a- privet **b-** primary **c-** middle **d-** high
3. They live in … *b* …, USA.
   a- New York **b-** Florida **c-** Washington **d-** Houston
4. When they complete their studies; they will train as … *a* …
   a- translators **b-** teachers **c-** engineers **d-** nurses
5. They will train in … *d* …University in Texas.
   a- New York **b-** Florida **c-** Washington **d-** Houston
6. They will sign a contract with a petroleum … *c* …
   a- foundation **b-** association **c-** firm **d-** institute
7. They will work in … *a* …
   a- Middle East **b-** Europe **c-** Asia **d-** Africa

C. What do the underlined words in the passage refer to:

their = … *Brad and Tracy* … they = … *Brad and Tracy* …

D. Mach the words (a-g) from the story with their meanings (1-7).

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a- high school	**1-** a person who translates from one language into another, especially as a profession.
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a	b	c	d	e	f	g
4	7	1	6	3	5	2

2- The Consonant Clusters

English Tips.

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- **In the beginning** (**initial**) of the word **/br/**, **/dr/**, **/pr/**, **/tr/ Examples:**

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/dr/	**dr**ab, **dr**aft, **dr**ag, **dr**agon, **dr**agonfly, **dr**agoon, **dr**ain, **dr**ake, **dr**am, **dr**ama, **dr**amatic, **dr**ank, **dr**ape, **dr**apery, **dr**astic, **dr**aw, **dr**awbridge, **dr**awer, **dr**awl, **dr**awn, **dr**ead, **dr**eadful, **dr**eadlocks, **dr**eadnought, **dr**eam, **dr**eary, **dr**edge, **dr**egs, **dr**ench, **dr**ess, **dr**esser, **dr**ew, **dr**ibble, **dr**ier, **dr**ift, **dr**iftwood, **dr**ill, **dr**ink, **dr**ip, **dr**ive, **dr**ivel, **dr**iven, **dr**iver, **dr**iveway, **dr**izzle, **dr**ole, **dr**omedary, **dr**one, **dr**ool, **dr**oop, **dr**op, **dr**ought, **dr**ove, **dr**oves, **dr**own, **dr**owsy, **dr**udgery, **dr**ug, **dr**uggist, **dr**um, **dr**unk, **dr**y, …etc
/pr/	**pr**airie, **pr**ance, **pr**ay, **pr**ecious, **pr**ecipitation, **pr**ecise, **pr**ecocious, **pr**edict, **pr**eposition, **pr**esent, **pr**esident, **pr**ess, **pr**etzel, **pr**ey, **pr**ice, **pr**ide, **pr**im, **pr**imary, **pr**ime, **pr**ince, **pr**incess, **pr**incipal, **pr**inciple, **pr**int, **pr**ior, **pr**ism, **pr**ison, **pr**ivacy, **pr**ivate, **pr**ivilege, **pr**ize, **pr**o, **pr**obably, **pr**obe, **pr**oblem, **pr**oceed, **pr**od, **pr**oject, **pr**om, **pr**ong, **pr**onoun, **pr**op, **pr**opeller, **pr**oper, **pr**oton, **pr**otractor, **pr**oud, **pr**ove, **pr**overb, **pr**ow, **pr**une, **pr**y, …etc.
/tr/	**tr**ace, **tr**achea, **tr**ack, **tr**act, **tr**action, **tr**actor, **tr**ade, **tr**adition, **tr**affic, **tr**agedy, **tr**agic, **tr**ail, **tr**ailer, **tr**ain, **tr**ait, **tr**aitor, **tr**am, **tr**amp, **tr**ample, **tr**ance, **tr**anquil, **tr**ansfer, **tr**ansform, **tr**ansit, **tr**anslate, **tr**ansmit, **tr**ansparent, **tr**ansport, **tr**ap, **tr**apeze, **tr**ash, **tr**avel, **tr**ay, **tr**ead, **tr**easure, **tr**eat, **tr**eble, **tr**ee, **tr**ek, **tr**iangle, **tr**im, **tr**inket, **tr**ip, **tr**iplets, **tr**od, **tr**oll, **tr**olley, **tr**ombone, **tr**ot, **tr**out, **tr**uck, **tr**umpet, **tr**unk, …etc.

- **In the middle** (**centre**) of the word as in the following **examples**: (a**pp**les, hu**ndr**ed, kilo**gr**ams, a**pr**icot; um**br**ella; de**nt**ist; a**ct**ive).
- **At the end** (**final**) of the word **/ft/**, **/kt/**, **/nd/**, **/nt/ Examples:**

/ft/	dri**ft**, gi**ft**, li**ft**, si**ft**, le**ft**, dra**ft**, sha**ft**, lo**ft**, so**ft**, cra**ft**, ra**ft**, wa**ft**, …etc.
/kt/	a**ct**, fa**ct**, ta**ct**, ele**ct**, affe**ct**, depi**ct**, dedu**ct**, dire**ct**, expe**ct**, obje**ct**, proje**ct**, respe**ct**, tra**ct**, …etc.
/nd/	wi**nd**, se**nd**, spe**nd**, le**nd**, frie**nd**, atte**nd**, ba**nd**, la**nd**, ha**nd**, sa**nd**, bo**nd**, po**nd**, fu**nd**, fi**nd**, ki**nd**, bi**nd**, mi**nd**, behi**nd**, ri**nd**, wi**nd**, fou**nd**, rou**nd**, sou**nd**, pou**nd**, a**nd**, bla**nd**, e**nd**, sta**nd**, …etc.
/nt/	mi**nt**, li**nt**, se**nt**, spe**nt**, be**nt**, te**nt**, ve**nt**, mome**nt**, agreeme**nt**, stateme**nt**, pa**nt**, ca**n't**, hau**nt**, wa**nt**, hu**nt**, pai**nt**, sai**nt**, pi**nt**, – poi**nt**, joi**nt**, differe**nt**, importa**nt**, pare**nt**, presidе**nt**, pla**nt**, stude**nt**, wa**nt**, we**nt**, …etc.

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✓ **NOTES:**

4. A word may contain two or more **consonant clusters** in various positions: **pr**int; **tr**end; **br**and; den**t**ist.
5. Final "**ed**" in the **past** and **past participle forms** of "**regular verbs**" may also form a "**final**" **consonant cluster** when pronounced **/t/** or **/d/** after a **consonant**: ro**bb**ed (**/bd/**); sto**pp**ed (**/pt/**); mo**v**ed (**/vd/**); mi**ss**ed (**/st/**).
6. The suffix "**est**" in **the superlative** form of **short adjectives** also forms a "**final**" **consonant cluster**: (**/st/**) tall**est**; great**est**; small**est**.

A. Complete these sentence with one word from the Task 1 D:

a. They don't hesitate to(1) **… *sign* …**petitions, write letters or otherwise share their opinions.
b. He worked in the(2) **… *Middle East* …**for ten years.
c. Each team in the tournament will(3) **… *train* …**at hotels, resorts, or sports complexes that will resemble armed camps.
d. Have you signed the(4) **… *contract* …**yet?
e. Now, many(5) **… *high school* …**teachers have master's degrees, but most elementary teachers do not.
f. She has just started working for an accounting(6) **… *firm* …**.
g. Professional women such as(7) **… *translators* …**, doctors, lawyers, artists and writers have been forced from their jobs and told to stay in their homes.

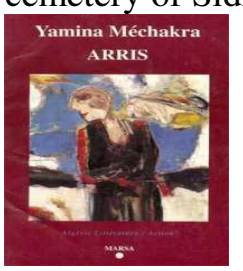
B. Sort out the words that contain the consonant cluster /br/, /dr/, /pr/, /tr/ in the initial position and /ft/, /kt/, /nd/, /nt/, /pt/, /st/, /vd/ in the final position.

Yamina Méchakra

The **br**illia**nt** Algerian novel**ist**, Yamina Mechakra, was born in 1949 in Meskiana in northern Aures. At the age of nine, she began writing; taking notes in a diary. In her childhood, she was witness to **dr**amatic scene that greatly sho**ck**ed her: her father was tortured in fro**nt** of her by the French Army. Kateb Yacine wrote in the **pr**eface of her book that she had a "cruel and **tr**oubled life". Méchakra began writing her first novel "***LA GROTTE ÉCLATÉE***" in 1973, while studying psychiatry in Algiers, where she met Kateb Yacine who gave her extended advice a**nd** guidance before he le**ft** for Rome and Paris. Méchakra belie**v**ed that women were the source of the nation a**nd** the real pillars for an independe**nt** state. She published her seco**nd** novel "***ARRIS***" in 1999. Yamina Méchakra is also a committed author who supported the importance of a cultural revolution in Algeria in the **pr**ocess of decolonization. She died in Algiers on May 19, 2013, at the age of 64, following a long illness. She was buried the following day in the cemetery of Sidi Yahia.







I Get Ready For My BEM 2020 – 2021 ® **By: Moudjib Arrahamane KHELIL 88**

Giving News Emails About Holiday

1- Warm up

A. Read the following emails, sort out and write the names below the pictures.

Email One:

Hi Tara,

I'm having a lovely time in Sydney. It's is really hot and sunny and we**'ve** already spent a lot of time on the beach.

On Saturday we went on a boat trip. We sailed under the Harbour Bridge and we saw lots of dolphins. It was fantastic. Yesterday we went shopping and I bought lots of souvenirs. I **haven't** visited the Opera House yet – and I **haven't** seen any kangaroos!

That's all for now. **Have** you booked your holiday yet?

Love,
Debbie

Email Two:

Hi Sam,

Bob and I are in Moscow. It's very cold and icy – yesterday it snowed a lot. But I like cold weather and we're having a great time. We**'ve** already seen a lot of sights. Yesterday we visited the Kremlin and we walked around Red Square. It was fascinating. We also took a coach tour of the city. We **haven't** seen a ballet at the Bolshoi Theatre yet – we're doing that tomorrow.

I'm coming home on Sunday. See you next week.

Best wishes,
Chris







....






....






....

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B. Read the emails and answer with "True" or "False".

1. The weather isn't good in Sydney.
2. Debbie enjoyed the boat trip.
3. Debbie hasn't bought any souvenirs yet.
4. Debbie has already seen some kangaroos.
5. Chris likes cold weather.
6. Chris did two things yesterday.
7. Chris hasn't seen a ballet yet.
8. Chris is coming home tomorrow.

C. Mach the words (a-k) from emails with their meanings (1-11).

Words	Meaning
a- trip	**1-** extremely interesting.
b- fantastic	**2-** to reserve (accommodations, a place, …etc.); buy (a ticket) in advance.
c- souvenirs	**3-** a comfortable bus used to take groups of people over long distances.
d- booked	**4-** an occasion when you travel to visit a place for a short time and come back again.
e- holiday	**5-** to want a situation that is different from the one that exists.
f- icy	**6-** extraordinarily good or attractive.
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h- fascinating	**8-** the beautiful or interesting places in a city or country.
i- coach	**9-** a long visit to a place away from where you live, for pleasure.
j- ballet	**10-** a type of dancing that is done in a theatre and tells a story, usually with music.
k- wish	**11-** covered with or consisting of ice.

2- Strong and weak forms: have /hæv/, /həv/ and has /hæz/, /həz/ – Giving News Emails About Holiday

English Tips.

✓ In English we use **the strong forms** of **have /hæv/** and **has /hæz/** in **negative sentences** and **short answers**. In **positive sentences** and **questions**, we stress the main verb in the sentence and we pronounce **have** and **has** with the schwa sound /ə/.

Weak Form	Strong Form
Have /həv/ **Has /həz/**	**Have /hæv/** **Has /hæz/**
Affirmative Sentences - I **have** travelled to lots of places around the world. - He **has** already been o the USA and China.	**Negative Sentences** - I **haven't** organised things yet. - He **hasn't** been to France yet.
Interrogative Sentences - How long **have** you had this house? - **Has** he ever sent an e-mail?	**Short answer Sentences** - Sure, I **have**. - Yes, he **has**.

✓ When writing an **e-mail giving news** to friend of yours. Use the writing plan below:

➡ **Paragraph 1:** Start with Hi/ Hello/ Dear + first name./ Say where you are./ Describe the

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weather.

➡ **Paragraph 2:** Describe two or three things you did. (Use the past simple and time expressions.) **Example:** (Yesterday we visited …).

➡ **Paragraph 3:** Say two or three things that you haven't done yet. (Use the present perfect negative.) **Example:** (I haven't visited … yet.)

➡ **Paragraph 4:** Say when you're coming home. **Example:** (I'm coming home on/ next …).

➡ Sign off with a set phrase and your first name under this. **Examples:** (See you soon./ See you next …/ That's all for now./ Hope to see you soon./ Write soon./ Look forward to seeing you/ …etc.) followed by one of these phrases. **Examples:** (Love/ Lots of love/ Best wishes/ Best regards) and your first name under this.

➡ Use expressions. **Examples:** (well, of course, anyway, you know, …etc.)

➡ Use standard grammar and spelling conventions. Don't use forms such as: (wanna, CU, L8R, …etc.)

➡ Use short forms **Examples:** (I'm, don't, I've, …etc.)

➡ Use exclamations **Example:** (Guess what!) and direct questions **Example:** (What have you been up to?)

A. George and Peter are getting ready to go to Athens, in Greece. Read the following dialogue and focus on the words written in pink colour and choose the right answer.

George:	Ok, we've (/hæv/, /həv/) booked the tickets. Have (/hæv/, /həv/) you found the passports?
Peter:	Yes, they're here. Have (/hæv/, /həv/) you changed the money?
George:	No, I haven't (/hæv/, /həv/). We can do that at the airport.
Peter:	Ok. Have (/hæv/, /həv/) you bought a guidebook?
George:	Yes, I have (/hæv/, /həv/).
Peter:	Good. Now, we haven't (/hæv/, /həv/) packed the suitcase. Let's do that now.

B. Read the following paragraphs (1-4) and reorder them (a-d) to get a coherent email that George wrote to his friend Steve.

1. ……..

We haven't visited the Temple of Hephaetus yet – we're going there tomorrow – and we haven't done any shopping. That's all for now. I'm coming home next weekend.



2. ……..

Hi Steve,

How are you? we've having a lovely time here in Athens. The weather is great – it's warm and sunny.

3. ……..

Look forward to seeing you Soon.

Best wishes.

George

4. ……..

On Saturday, we went to the Acropolis and museum. It was really interesting. Yesterday, we visited Mount Lycabettus. We went to the top on a tram and we saw some great views of the city.

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I'm coming home on Sunday. See you next week.

Best wishes,
Chris



… Moscow …



… Boat Trip …



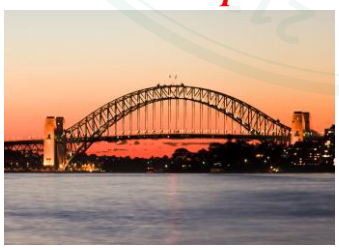
… Bolshoi Theatre …



… Opera House …



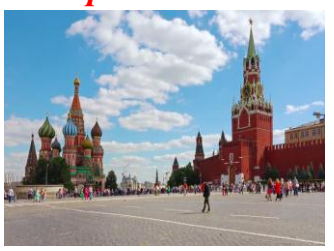
… kangaroo…



… Harbour Bridge …



… Ballet …



… Red Square …



… Coach Tour …



… Sydney …



… Kremlin …



… dolphins …

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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B. Read the emails and answer with "True" or "False".

1. The weather isn't good in Sydney. … *False* …
2. Debbie enjoyed the boat trip. … *True* …
3. Debbie hasn't bought any souvenirs yet. … *False* …
4. Debbie has already seen some kangaroos. … *False* …
5. Chris likes cold weather. … *True* …
6. Chris did two things yesterday. … *True* …
7. Chris hasn't seen a ballet yet. … *True* …
8. Chris is coming home tomorrow. … *False* …

C. Mach the words (a-k) from emails with their meanings (1-11).

Words	Meaning
a- trip	**1-** extremely interesting.
b- fantastic	**2-** to reserve (accommodations, a place, …etc.); buy (a ticket) in advance.
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a	b	c	d	e	f	g	h	i	j	k
4	6	7	2	9	11	8	1	3	10	5

2- Strong and weak forms: have /hæv/, /həv/ and has /hæz/, /həz/ – Giving News Emails About Holiday

English Tips.

✓ In English we use **the strong forms** of **have /hæv/** and **has /hæz/** in **negative sentences** and **short answers**. In **positive sentences** and **questions**, we stress the main verb in the sentence and we pronounce **have** and **has** with the schwa sound /ə/.

Weak Form	Strong Form
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✓ When writing an **e-mail giving news** to friend of yours. Use the writing plan below:

➡ **Paragraph 1:** Start with Hi/ Hello/ Dear + first name./ Say where you are./ Describe the weather.

➡ **Paragraph 2:** Describe two or three things you did. (Use the past simple and time expressions.) **Example:** (Yesterday we visited …).

➡ **Paragraph 3:** Say two or three things that you haven't done yet. (Use the present perfect negative.) **Example:** (I haven't visited … yet.)

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➡ Sign off with a set phrase and your first name under this. **Examples:** (See you soon./ See you next …/ That's all for now./ Hope to see you soon./ Write soon./ Look forward to seeing you/ …etc.) followed by one of these phrases. **Examples:** (Love/ Lots of love/ Best wishes/ Best regards) and your first name under this.

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A. George and Peter are getting ready to go to Athens, in Greece. Read the following dialogue and focus on the words written in pink colour and choose the right answer.

George:	Ok, we've (/~~hæv~~/, /həv/) booked the tickets. Have (/~~hæv~~/, /həv/) you found the passports?
Peter:	Yes, they're here. Have (/~~hæv~~/, /həv/) you changed the money?
George:	No, I haven't (/hæv/, /~~həv~~/). We can do that at the airport.
Peter:	Ok. Have (/~~hæv~~/, /həv/) you bought a guidebook?
George:	Yes, I have (/hæv/, /~~həv~~/).
Peter:	Good. Now, we haven't (/hæv/, /~~həv~~/) packed the suitcase. Let's do that now.

B. Read the following paragraphs (1-4) and reorder them (a-d) to get a coherent email that George wrote to his friend Steve.

1. **… *c* …**

We **haven't** visited the Temple of Hephaetus yet – we're going there tomorrow – and we **haven't** done any shopping. That's all for now. I'm coming home next weekend.

2. **… *a* …**

Hi Steve,

How are you? we've having a lovely time here in Athens. The weather is great – it's warm and sunny.



3. **… *d* …**

Look forward to seeing you Soon.

Best wishes.

George

4. **… *b*…**

On Saturday, we went to the Acropolis and museum. It was really interesting. Yesterday, we visited Mount Lycabettus. We went to the top on a tram and we saw some great views of the city.

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Monumental Gifts

1- Warm up

A. Read the texts and complete it with the following words.

○ shipped	○ improved	○ pieces	○ dominated	○ accidents
○ landmarks	○ visitors	○ exhibitions	○ monuments	○ Ships'

From Russia with Love



Poles either love it or hate it. The Palace of Culture and Science has(1) ..... the Warsaw skyline for over 50 years, and is still one of the tallest(2) ..... in Europe. It was a personal gift from Joseph Stalin to the Polish people and he sent 3,500 workers from the former Soviet Union to build it. Work on the building lasted from May 1952 until July 1955 and 16 workers died in(3) ..... during construction. It stands 231 metres high and it has got 42 storeys and 3,288 rooms including three theatres, a swimming pool, a museum and a congress hall. Today it hosts(4) ..... and concerts and it is home of a Polish university. It also one of the city's most popular tourist attractions and every year thousands of people visit the terrace on the 35th floor and enjoy the views across the city.

Taking Liberties



Since 1886, the Statue of Liberty has been one of the most famous(5) ..... in America – in fact, the world. The statue was a gift to America from the French people. They built the statue in France and then(6) ..... it across the Atlantic Ocean in 350(7) ..... and re-built it in New York. They completed the work in 1886, and about a million people watched the opening parade on 28 October of that year. At the time, the Statue of Liberty was the tallest structure in New York at 93 metres and until 1902 the Americans used it as a lighthouse.(8) ..... captains could see its electric light from 40 kilometres away. Since then, although they have built many taller buildings, the Statue of Liberty is still an impressive sight, and millions of visitors have climbed the 354 steps to the top.

Queen of the Castle



Balmoral Castle in Scotland was a present for Queen Victoria from her husband, Prince Albert, in 1852. The countryside around the castle is spectacular, and includes Lochnagar, a mountain 1,160 metres high. The royal couple decided that the original castle was too small, so they built a new one. they completed it in 1856, with a beautiful tower about 30 metres high. The castle has belonged to British royal family since that time, and each new

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generation has(9) ..... the property. Today, the queen and her family always reside at Balmoral when they visit Scotland. The castle **grounds** have been open to the public for over 35 **years**, and(10) ..... can also visit the ballroom in the castle.

B. Choose the correct letter (a, b, or c) to complete the sentences.

1. The construction of the Palace of Culture and Science took
   - **a-** over 50 years
   - **b-** 231 days
   - **c-** over three years
2. The Palace of Culture and Science
   - **a-** has a terrace with good views on the top floor.
   - **b-** has a variety of work, educational and leisure facilities.
   - **c-** has a university that is visited by thousands of tourists.
3. The Statue of Liberty
   - **a-** is the tallest building in New York.
   - **b-** was the tallest building in New York.
   - **c-** is now taller than it was in 1886.
4. The Statue of Liberty
   - **a-** is 40 kilometres away from the coast.
   - **b-** is still working as a lighthouse.
   - **c-** helped sailors in the past.
5. Today, Balmoral Castle is
   - **a-** a tourist attraction and the queen's home in Scotland.
   - **b-** a private home for the queen and her family.
   - **c-** a place for visitors to have dances and parties.

C. Decide which building each sentence (a-f) is about: (1) The Palace of Culture and Science, (2) The Statue of Liberty, (3) Balmoral Castle.

- **a-** They built this building next to an older one.
- **b-** This building did a particular job for sixteen years.
- **c-** Some people died when they were working on this building.
- **d-** This building isn't in in a city.
- **e-** People visit this building so they can see other buildings.
- **f-** They made this building in one country and re-built it in another.

D. Read the texts and answer the questions. You may use you own words and ideas.

1. Why do you think tourists like to visit these three places?
2. Which of the three buildings do you think is the most impressive? Why?
3. Are there any buildings in your town that you love or hate? Why?

E. Match the highlighted words in the three texts with the following definitions.

1. The members of a family that are born and live around the same time.
2. Owned by someone.
3. Organizes an event and provides the things that you need to do it.
4. Something that is constructed or built.
5. A tower next to the sea that uses a light to warn ships of dander.
6. Well known building or objects that you can easily see and that help you know where you are.

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7. Continued for a period of time.
8. So big or high that it was very easy to see.
9. To live in a particular place.
10. The shapes made by buildings or mountains against the sky.
11. A public celebration where lots of people walk through the streets.
12. The land and gardens around a big house.
13. The buildings and land that someone owns.
14. Sent goods to customers by air, land or sea.
15. The process of building something.

2- The Final "-s" in Plural Nouns and in Present Simple 3rd Person Singular./ The Final "-ed" in the Past Simple and Past Participle.

English Tips.

✓ In English, we pronounce "**-s**" or "**-es**" at the end of **3rd person singular** verbs or in **plural nouns** in three ways, depending on the sound which comes before:

- **/s/** after "unvoiced" or "silent" sounds at the end of a word, for example, after **/f/, /k/, /p/, /t/, /θ/**.
- **/z/** after "voiced" sounds at the end of a word, for example, after **/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, /w/, /ð/**.
- **/ɪz/** after 'sibilant' sounds at the end of a word, for example, after **/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/**.

✓ In English we pronounce "**-ed**" or "**-d**" of **the past simple** or **the past participle** form of regular verbs in three ways depending on the sound which comes before it:

- **/t/** after 'unvoiced' (or silent) sounds at the end of a verb, for example, after **/f/, /k/, /p/, /s/, /ʃ/, /tʃ/**.
- **/d/** after 'voiced' sounds at the end of a verb (most other verbs), for example, after **/b/, /g/, /l/, /m/, /n/, /r/, /v/, /w/**.
- **/ɪd/** only when a verb ends in **/t/** or **/d/**.

A. Read this text and complete it with the following words. After that, classify the underlined words in the chart below.

(**galleries – floors – place – space – workers – landmark – tourist attractions – largest**)

The Library of Alexandria



The new library of Alexandria is one of the most famous **libraries** in the world. It **stands** close to where the Royal Library of Alexandria once stood. The Royal library was the(1) …… library in the world and it **opened** its doors about 2,300 **years** ago.

Construction of the new library **started** in 1995 and **hundreds** of(2) …… **completed** the building in seven years. The shape of the building **represents** the sun rising in the morning and it has become an important(3) …… on the Egyptian coast. The reading room of the library is under 32 metre high glass roof and it

فروض واختبارات مع الحلول لكل المستويات — مجاناً

covers 70,000 square **metres**. The room is on seven **connected**(4) …… and it is the biggest in the world.

The library has(5) …… for eight million **books** and there are libraries for the blind, young people and children. There are also **museums**, four art(6) ……., a laboratory for repairing old books and a conference centre.

The building is on of Alexandria's most popular(7) …… . Visitors are **impressed** by the outside and inside of the building. The outside wall of the library is **decorated** with writing from 120 different **alphabets** from around the world. It **shows** that the new library of Alexandria **wants** to be a(8) …… of learning for the whole world, just like the Royal Library of Alexandria was.

/s/	/z/	/ɪz/	/t/	/d/	/ɪd/

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1- Warm up

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② landmarks	⑩ visitors	④ exhibitions	⑤ monuments	⑧ Ships'

From Russia with Love



Poles either love it or hate it. The Palace of Culture and Science has(1) … dominated … the Warsaw skyline for over 50 years, and is still one of the tallest(2) … landmarks … in Europe. It was a personal gift from Joseph Stalin to the Polish people and he sent 3,500 workers from the former Soviet Union to build it. Work on the building lasted from May 1952 until July 1955 and 16 workers died in(3) … accidents … during construction. It stands 231 metres high and it has got 42 storeys and 3,288 rooms including three theatres, a swimming pool, a museum and a congress hall. Today it hosts(4) … exhibitions … and concerts and it is home of a Polish university. It also one of the city's most popular tourist attractions and every year thousands of people visit the terrace on the 35th floor and enjoy the views across the city.

Taking Liberties



Since 1886, the Statue of Liberty has been one of the most famous(5) … monuments … in America – in fact, the world. The statue was a gift to America from the French people. They built the statue in France and then(6) … shipped … it across the Atlantic Ocean in 350(7) … pieces … and re-built it in New York. They completed the work in 1886, and about a million people watched the opening parade on 28 October of that year. At the time, the Statue of Liberty was the tallest structure in New York at 93 metres and until 1902 the Americans used it as a lighthouse.(8) … Ships' … captains could see its electric light from 40 kilometres away. Since then, although they have built many taller buildings, the Statue of Liberty is still an impressive sight, and millions of visitors have climbed the 354 steps to the top.

Queen of the Castle



Balmoral Castle in Scotland was a present for Queen Victoria from her husband, Prince Albert, in 1852. The countryside around the castle is spectacular, and includes Lochnagar, a mountain 1,160 metres high. The royal couple decided that the original castle was too small, so they built a new one. they completed it in

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1856, with a beautiful tower about 30 **metres** high. The castle has **belonged** to British royal family since that time, and each new generation has[9] **… improved …** the property. Today, the queen and her family always reside at Balmoral when they visit Scotland. The castle **grounds** have been open to the public for over 35 **years**, and[10] **… visitors …** can also visit the ballroom in the castle.

B. Choose the correct letter (a, b, or c) to complete the sentences.

1. The construction of the Palace of Culture and Science took ***…c (Work on the building lasted from May 1952 until July 1955.) …***
   - **a-** over 50 years
   - **b-** 231 days
   - **c-** over three years
2. The Palace of Culture and Science ***…b (… including a swimming pool, a museum and a congress hall.) …***
   - **a-** has a terrace with good views on the top floor.
   - **b-** has a variety of work, educational and leisure facilities.
   - **c-** has a university that is visited by thousands of tourists.
3. The Statue of Liberty ***…b (At the time, the Statue of Liberty was the tallest structure in New York …) …***
   - **a-** is the tallest building in New York.
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   - **a-** is 40 kilometres away from the coast.
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5. Today, Balmoral Castle is ***…a (… the queen and her family always reside at Balmoral … the grounds have been open to the public for over 35 years.) …***
   - **a-** a tourist attraction and the queen's home in Scotland.
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C. Decide which building each sentence (a-f) is about: (1) The Palace of Culture and Science, (2) The Statue of Liberty, (3) Balmoral Castle.

- **a-** They built this building next to an older one. ***… (3) Balmoral Castle …***
- **b-** This building did a particular job for sixteen years. ***… (2) The Statue of Liberty …***
- **c-** Some people died when they were working on this building. ***… (1) The Palace of Culture and Science …***
- **d-** This building isn't in in a city. ***…(3) Balmoral Castle …***
- **e-** People visit this building so they can see other buildings. ***… (1) The Palace of Culture and Science …***
- **f-** They made this building in one country and re-built it in another. ***… (2) The Statue of Liberty …***

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D. Read the texts and answer the questions. You may use you own words and ideas.

1. Why do you think tourists like to visit these three places?
   1- *The Palace of Culture and Science: to enjoy the view from the top / to see the museum.*
   The Statue of Liberty: to climb to the top and see the view / to learn about the statue's history.
   Balmoral Castle: to visit the castle grounds / to see a historical building.
2. Which of the three buildings do you think is the most impressive? Why?
   2- *The Palace of Culture and Science because it's very tall.*
   The Statue of Liberty because it's a very famous statue.
   Balmoral Castle because it's very historical / the grounds are beautiful.
3. Are there any buildings in your town that you love or hate? Why?
   3- *Students' own answers.*

E. Match the highlighted words in the three texts with the following definitions.

1. The members of a family that are born and live around the same time. … generation …
2. Owned by someone. … **belonged** to …
3. Organizes an event and provides the things that you need to do it. … **hosts** …
4. Something that is constructed or built. … structure …
5. A tower next to the sea that uses a light to warn ships of dander. … lighthouse …
6. Well known building or objects that you can easily see and that help you know where you are. … **landmarks** …
7. Continued for a period of time. … **lasted** …
8. So big or high that it was very easy to see. … **dominated** …
9. To live in a particular place. … reside …
10. The shapes made by buildings or mountains against the sky. … skyline …
11. A public celebration where lots of people walk through the streets. … parade …
12. The land and gardens around a big house. … **grounds** …
13. The buildings and land that someone owns. … property …
14. Sent goods to customers by air, land or sea. … **shipped** …
15. The process of building something. … construction …

2- The Final "-s" in Plural Nouns and in Present Simple 3rd Person Singular./ The Final "-ed" in the Past Simple and Past Participle.

English Tips.

✓ In English, we pronounce "**-s**" or "**-es**" at the end of **3rd person singular** verbs or in **plural nouns** in three ways, depending on the sound which comes before:

- **/s/** after "unvoiced" or "silent" sounds at the end of a word, for example, after **/f/, /k/, /p/, /t/, /θ/**.
- **/z/** after "voiced" sounds at the end of a word, for example, after **/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, /w/, /ð/**.
- **/ɪz/** after 'sibilant' sounds at the end of a word, for example, after **/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/**.

✓ In English we pronounce "**-ed**" or "**-d**" of **the past simple** or **the past participle** form of regular verbs in three ways depending on the sound which comes before it:

- **/t/** after 'unvoiced' (or silent) sounds at the end of a verb, for example, after **/f/, /k/, /p/, /s/,**

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/ʃ/, /tʃ/.

- **/d/** after 'voiced' sounds at the end of a verb (most other verbs), for example, after **/b/**, **/g/**, **/l/**, **/m/**, **/n/**, **/r/**, **/v/**, **/w/**.
- **/ɪd/** only when a verb ends in **/t/** or **/d/**.

A. Read this text and complete it with the following words. After that, classify the underlined words in the chart below.

(galleries – floors – place – space – workers – landmark – tourist attractions – largest)

The Library of Alexandria



The new library of Alexandria is one of the most famous **libraries** in the world. It **stands** close to where the Royal Library of Alexandria once stood. The Royal library was the(1) *… largest …* library in the world and it **opened** its doors about 2,300 **years** ago.

Construction of the new library **started** in 1995 and **hundreds** of(2) *… workers …* **completed** the building in seven years. The shape of the building **represents** the sun rising in the morning and it has become an important(3) *… tourist attractions …* on the Egyptian coast. The reading room of the library is under 32 metre high glass roof and it **covers** 70,000 square **metres**. The room is on seven **connected**(4) *… floors …* and it is the biggest in the world.

The library has(5) *… space …* for eight million **books** and there are libraries for the blind, young people and children. There are also **museums**, four art(6) *… galleries …*, a laboratory for repairing old books and a conference centre.

The building is on of Alexandria's most popular(7) *… landmark …*. Visitors are **impressed** by the outside and inside of the building. The outside wall of the library is **decorated** with writing from 120 different **alphabets** from around the world. It **shows** that the new library of Alexandria **wants** to be a(8) *… place …* of learning for the whole world, just like the Royal Library of Alexandria was.

/s/	/z/	/ɪz/	/t/	/d/	/ɪd/
represents, books, alphabets, wants	libraries, stands, years, hundreds, workers, attractions, covers, metres, floors, museums, galleries, shows	/	impressed	opened	started, completed, connected, decorated

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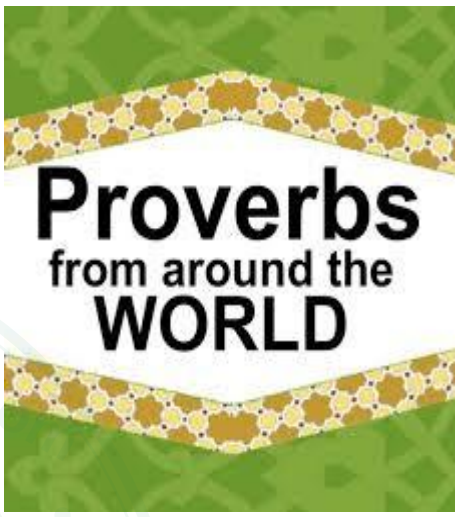
Triphthongs in the World Proverbs and Sayings

1- Warm up

A. Read the proverbs and complete it with the following words.

○ slower	○ iron	○ royal	○ fire	○ player
○ powerful	○ lower	○ loyalty	○ slayer	○ hours

A. The ball always looks for the best[1] ……. (French Proverb)
B. Only the snake looks at its[2] ……. (Samoan Proverb)
C. There is no[3] ……. road to learning. (Turkish Proverb)
D. The best way to keep[4] ……. in a man's heart is to keep money in his purse**.** (Irish Proverb)
E. Happy people never count[5] ……. as they pass. (Chinese Proverb)
F. Deceive the rich and[6] ……. if you will, but don't insult them. (Japanese Proverb)
G. Always ask a higher price, because you can always[7] ……. it. (Sicilian Proverb)
H. The[8] ……. you go, the farther you will be. (Russian Proverb)
I. Life, like a[9] ……., begins in smoke and ends in ashes. (Arabian Proverb)
J. A golden hammer breaks an[10] ……. gate. (German Proverb)



B. Match the Arabic meaning (1 – 10) with the proverbs (A – J).

1. أفضل طريقة للحفاظ على الولاء في قلب الرجل هي الاحتفاظ بالمال في محفظته.
2. المطرقة الذهبية تكسر البوابة الحديدية.
3. فقط الأفعى تنظر إلى قاتلها.
4. كلما أبطأت، كلما كنت أبعد.
5. قدم دائمًا سعرًا أعلى، لأنه يمكنك دائمًا خفضه.
6. تبحث الكرة دائمًا عن أفضل لاعب.
7. اخدع الأغنياء والأقوياء إن شئت لكن لا تهينهم.
8. الحياة ، مثل النار، تبدأ بالدخان وتنتهي بالرماد.
9. الناس السعداء لا يحسبون الساعات أثناء مرورهم.
10. لا يوجد طريق ملكي للتعلم.

D. Mach the words (a – p) from the story with their meanings (1 – 16).

Words	Meaning
a- snake	**1-** able to control or influence people or things that happen.
b- slayer	**2-** more distant in space than another item of the same kind.
c- royal	**3-** a long, thin creature with no legs that slides along the ground.
d- loyalty	**4-** a door in a fence or outside wall.
e- purse	**5-** relating to a queen or king and their family.
f- deceive	**6-** to say or do something rude to someone and upset them.
g- powerful	**7-** a small container for money, usually used by a woman.
h- insult	**8-** the soft, grey powder that remains after something has burned.
i- lower	**9-** someone who kills in a violent way.
j- slower	**10-** a chemical element that is a common greyish-coloured metal. It is strong,

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	used in making steel, and exists in very small amounts in blood.
k- farther	**11-** (of a person) cause (someone) to believe something that is not true, typically in order to gain some personal advantage.
l- smoke	**12-** a tool consisting of a piece of metal with a flat end that is fixed onto the end of a long, thin, usually wooden handle, used for hitting things.
m- ashes	**13-** the grey, black, or white mixture of gas and very small pieces of carbon that is produced when something burns.
n- hammer	**14-** moving, happening, or doing something without much speed.
o- iron	**15-** the quality of being loyal to someone or something.
p- gate	**16-** to move something into a low position.

2- Triphthongs

English Tips.

✓ **The triphthong** is a combination of three vowels (letters or sounds) forming a single or compound sound such as:

/eɪ/ + /ə/ = [**eɪə**] as in pl**ayer**
/ɔɪ/ + /ə/ = [**ɔɪə**] as in r**oya**l
/aʊ/ + /ə/ = [**aʊə**] as in sh**ower**
/əʊ/ + /ə/ = [**əʊə**] as in l**ower**
/aɪ/ + /ə/ = [**aɪə**] as in f**ire**

/ɪə/	/ɔɪə/	/aʊə/	/əʊə/	/aɪə/
la**yer**, pl**ayer**, m**ayo**nnaise, Himal**aya**s, betr**aya**l, conv**eyor**, r**ei**fication, wayl**ayer**	l**oya**l, r**oya**l, empl**oyer**, s**oya**, r**oya**lty, annoy**a**nce, j**oyous**, empl**oya**bility	p**ower**, h**our**, **our**, t**ower**, sh**ower**, fl**ower**, fl**our**, s**our**, c**ow**ard, tr**ow**el, b**ow**er	l**ower**, m**ower**, wid**ower**, sl**ower**, f**ollower**, gr**ower**, thr**ower**	l**iar**, f**ire**, t**ire**d, fl**yer**, t**yre**, h**igher**, m**ire**, d**ire**, insp**ire**, **Ire**land, **iron**, qu**iet**

A. Read the proverbs and sort out the words that contain following triphthongs [**eɪə**] - [**ɔɪə**] - [**aʊə**] **-** [**əʊə**] - [**aɪə**].

1- April showers bring forth May flowers. (French Proverb)
2- Keep quiet and people will think you a philosopher. (Latin Proverb)
3- Life is like an onion. You peel it off layer by layer and sometimes you weep. (Quotes – Carl Sandburg)
4- Real friendship is a slow grower. (American Proverb)
5- He puts up with small annoyances to gain great results. (Latin Proverb)
6- The loftiest towers rise from the ground. (Chinese Proverb)
7- By the time the fool has learned the game, the players have dispersed. (Ghanaian Proverb)
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/ɪə/	/ɔɪə/	/aʊə/	/əʊə/	/aɪə/

B. Match the Arabic meaning (a – j) with the proverbs (1 – 10) in the Task 2A.

a. إن الأرملة ، مثل الأرمل، هي منزل دون سقف.
b. الصداقة الحقيقية هي التي تنمو ببطء.
c. التزم الصمت وسيعتقد الناس أنك فيلسوف.
d. غالبًا ما تؤدي الأمسية المبهجة إلى صباح حزين.
e. زخات المطر في أبريل تأتي بزهور مايو.
f. يتحمل مضايقات صغيرة للحصول على نتائج رائعة.
g. في الوقت الذي تعلم فيه الأحمق اللعبة، تفرق اللاعبون.
h. الحياة مثل بصلة. تقشرها طبقة تلو الأخرى وأحيانًا تبكي.
i. ترتفع الأبراج العلوية من الأرض.
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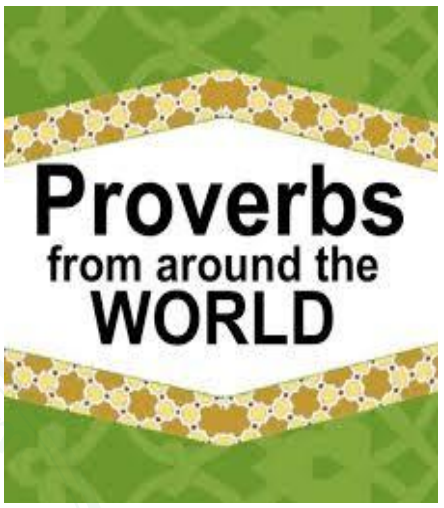
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⑥ powerful	⑦ lower	④ loyalty	② slayer	⑤ hours

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2.	المطرقة الذهبية تكسر البوابة الحديدية.	**… J …**
3.	فقط الأفعى تنظر إلى قاتلها.	**… B …**
4.	كلما أبطأت، كلما كنت أبعد.	**… H …**
5.	قدم دائمًا سعرًا أعلى، لأنه يمكنك دائمًا خفضه.	**… G …**
6.	تبحث الكرة دائمًا عن أفضل لاعب.	**… A …**
7.	اخدع الأغنياء والأقوياء إن شئت لكن لا تهينهم.	**… F …**
8.	الحياة ، مثل النار، تبدأ بالدخان وتنتهي بالرماد.	**… I …**
9.	الناس السعداء لا يحسبون الساعات أثناء مرورهم.	**… E …**
10.	لا يوجد طريق ملكي للتعلم.	**… C …**

D. Mach the words (a – p) from the story with their meanings (1 – 16).

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a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
3	9	5	15	7	11	1	6	16	14	2	13	8	12	10	4

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/əʊ/ + /ə/ = [əʊə] as in l**ower**
/aɪ/ + /ə/ = [aɪə] as in f**ire**

/ɪə/	/ɔɪə/	/aʊə/	/əʊə/	/aɪə/
layer, player, mayonnaise, Himalayas, betrayal, conveyor, reification, waylayer	loyal, royal, employer, soya, royalty, annoyance, joyous, employability	power, hour, our, tower, shower, flower, flour, sour, coward, trowel, bower	lower, mower, widower, slower, follower, grower, thrower	liar, fire, tired, flyer, tyre, higher, mire, dire, inspire, Ireland, iron, quiet

A. Read the proverbs and sort out the words that contain following triphthongs [eɪə] - [ɔɪə] - [aʊə] **-** [əʊə] - [aɪə].

1- April **sh**ower**s** bring forth May **fl**ower**s**. [aʊə] (French Proverb)
2- Keep **qui**e**t** and people will think you a philosopher. [aɪə] (Latin Proverb)
3- Life is like an onion. You peel it off **l**ayer by **l**ayer and sometimes you weep. [eɪə] (Quotes – Carl Sandburg)
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10- A **joyous** evening often leads to a sorrowful morning. [ɔɪə] (Danish Proverb)

ɪə/	/ɔɪə/	/aʊə/	/əʊə/	/aɪə/
la**y**e**r** p**l**a**y**e**r**s	**ann**o**y**a**n**ce**s** **j**o**y**o**us**	**sh**o**w**e**r**s **fl**o**w**e**r**s **t**o**w**e**r**s	**gr**o**w**e**r** **wid**o**w**e**r**	**qu**i**e**t **l**i**ar**

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a	b	c	d	e	f	g	h	i	j
8	4	2	10	1	5	7	3	6	9

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