


2023-2022
كتاب الأنشطة (تعديل)

Unit 1



Life Choices

Reading

A Learned Lesson is a Good Lesson

Our life is a short journey, and every day we learn many important lessons that we must benefit from in order to be able to achieve more successes, and to make life beautiful and prosperous.

Most people think that education is limited to schools only, but the truth is that there are lessons that we can only learn from life, and they may be more important than those learnt at schools. Life lessons are sometimes painful before they are acquired, and in order to avoid this, we must benefit from the experiences of others.

We shouldn't pay too much attention to the trivial things that are not important and waste our time and effort. Since life is so unpredictable, we must not live on expectations only and meet everything new in life with optimism and positive thinking. There is no word more boring and monotonous than the word "I". We must be confident of ourselves, but that does not mean we talk about ourselves and our accomplishments all the time, as this leads to vanity. Human relationships are also important because without love and support from family and friends, you would not feel happy and would not achieve success in life.

Man by nature makes mistakes, so be tolerant and seek excuses for those around you, and if someone comes to you with an apology, do not stop him, and do not carry in your heart any envy of anyone. Take care of your health and make it a priority for your entire life. There are no alternatives to exercising, eating well, fresh air and sunshine.

The pursuit of success will make you succeed in the end, no matter how long the period is, but keep trying. Failure is a great teacher in life. It teaches us humility and how to correct our course of life. A great example is Thomas Edison. He failed many times, but he did not give up until he succeeded. Even when he failed, Edison learned something. 'I get results in everything I try,' he said.


The golden rule for everybody is to be honest, trustful, useful and generous so that they leave life with a trace that those around them will not forget about.

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حذف

2026-2025
كتاب الأنشطة (تعديل)

Unit 1



Life Choices

Reading

A Learned Lesson is a Good Lesson

There is no word more boring and monotonous than the word "I". We must be confident of ourselves, but that does not mean we talk about ourselves and our accomplishments all the time, as this inherits vanity. Human relationships are also important because without love and support from family and friends, you will not feel happy and will not achieve success in life.

Man by nature makes mistakes, so be tolerant and seek excuses for those around you, and if someone comes to you with an apology, do not stop him, and do not carry in your heart any envy of anyone. Take care of your health and make it a priority for your entire life.

The pursuit of success will make you succeed in the end, no matter how long the period is, but keep trying. Failure is a great teacher in life. It teaches us humility and how to correct our course of life. A great example is Thomas Edison. He failed many times, but he did not give up until he succeeded. Even when he failed, Edison learned something. 'I get results in everything I try,' he said once in later life.

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2

تغيير ترتيب



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إضافة

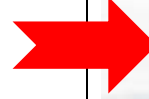
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تغيير ترتيب



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تغيير ترتيب



2023-2022
كتاب الأنشطة (تعديل)

a Match these words to their meanings. Use a dictionary to help you.

- | | |
|-------------|---|
| 1. trivial | a. a mark that something has been in a place |
| 2. vanity | b. not serious, important or valuable |
| 3. tolerant | c. too much pride in one's self |
| 4. envy | d. modesty |
| 5. humility | e. jealousy or desire for something which belongs to another person |
| 6. trace | f. allowing people to do, say, or believe what they want |

b Read the text, then answer the questions below.

- How can people avoid life's painful lessons?
.....
- Why shouldn't people live on expectations only?
.....
- Why shouldn't someone use the word "I"?
.....
- Why should we be tolerant of others?
.....
- How did Edison deal with failure during his life?
.....
- How can a person leave a memorable trace?
.....
- Give some examples about how some people learnt from their failure to achieve success.
.....

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

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

2026-2025
كتاب الأنشطة (تعديل)

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| 2. <u>inherit</u> | b. not serious, important or valuable |
| 3. vanity | c. too much pride in one's self |
| 4. tolerant | d. <u>to receive a characteristic in someone's behaviour</u> |
| 5. envy | e. modesty |
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 كتاب الأنشطة (تعديل)

2026-2025
 كتاب الأنشطة (تعديل)

إضافة

Bill Gates has amassed a **mind-boggling** net worth of close to \$80 billion, and is known as the father of modern personal-computing software. He brought us operating systems such as Microsoft DOS and Windows, along with wildly-popular titles such as Microsoft Office's Word, Excel and PowerPoint. However, at the age of seventeen-years old, his first software company called, Traf-O-Data, which analyzed raw traffic logs, failed.



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Walt Disney is the creative genius who brought us the likes of Mickey Mouse, Donald Duck and Snow White. He created the Walt Disney Company after his own namesake. Yet, he faced many failures. His first company, Laugh-O-Gram went **bankrupt**. It wasn't until 5 years later and plenty of heartache - after he created Mickey Mouse - did he begin to experience a small amount of success and fame.



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a Read the text and answer the following questions.

1. What are the good sides and bad sides of failures?

2. How did Edison react to his failures?

3. How did Einstein's father see his son? Did he change his mind towards him later?

4. What is the thing that we owe Gates?

5. When did Disney experience a period of success?

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

1. reduced to a state of financial ruins
2. put an end to or get rid of
3. a means of guaranteeing protection or safety
4. a means of progress or advancement
5. amazingly or confusingly large, great, etc.
6. a special document that gives you the right to make or sell a new invention or product

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/t/

Verbs ending in a voiceless sound /p/, /t/, /k/, /s/, /ʃ/ /tʃ/.

.....
.....
.....

/d/

Verbs ending in other sounds

.....
.....
.....

/id/

Verbs ending in sounds /d/ or /t/

.....
.....
.....

Grammar

Revision of Tenses 2

a Fill in the gaps with the Past Simple or Past Continuous from the verbs in brackets.

I ¹ (have) a wonderful biology teacher, Mrs. Wilson. She ² (make) us excited about the subject because she was so interested herself. I remember one lesson in particular; we ³ (study) different types of plants, and Mrs. Wilson ⁴ (describe) the types of the flower. She ⁵ (pick up) a white flower, which was tulip, and then suddenly we ⁶ (notice) that she ⁷ (cry)! She ⁸ (apologise) and ⁹ (say) that sometimes nature was so beautiful that it just made her cry! We ¹⁰ (not/ know) what to do at first, but it certainly made us think. Somehow her enthusiasm ¹¹ (inspire) me, and I ¹² (start) to like biology.

b Read the sentences below. There are some mistakes. Cross out the incorrect forms and write in the correct form. Put a tick ✓ if the form of the verb is correct.

- The lecture started had started by the time they got there.
- They went on a big tour of Britain. First, they stayed in London for a few days. Then they were visiting Cambridge. They went to Cambridge before, but they liked it so much that they had decided to go back.
- I looked terrible when I saw Joe last night because I had been running for over an hour and I was exhausted.
- When I heard the noise at the window, I knew that someone tried to break into the house.
- I knew her because I had been visiting her several times.
- The program that was stopped had been working well since 1945.

/t/

Verbs ending in a voiceless sound /p/, /t/, /k/, /s/, /ʃ/ /tʃ/.

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تعديل



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كتاب الأنشطة (تعديل)

- Sentences with verbs of two objects can have two different forms in the passive. When these verbs are used in the passive, we usually begin with the person.
e.g. *The teacher gave the students plenty of time to finish the exam.*
The students were given plenty of time to finish the exam.
Plenty of time was given to the students to finish the exam.
- Only transitive verbs (verbs with an object) can be made passive. Some transitive verbs cannot be made passive: become, fit, get, have, lack, let, like, resemble, suit.

Change the following sentences into passive as in the example. حذف و استبدال

- e.g. *They awarded Tom Cruise, the richest movie star, a big prize.*
- *Tom Cruise, the richest movie star, was awarded a big prize.*
 - *A big prize was awarded to Tom Cruise, the richest movie star.*

1. The workers buried tons of rocks and earth under the railway line.
.....
2. Farmers cut 1500 square kilometers of rainforests every year.
.....
3. Environmentalists are debating a critical issue around the world.
.....
4. The professor is showing his students the results of his research in the laboratory now.
.....
5. The government will pay Dr. Mahmoud 20 million Syrian pounds for his great invention.
.....
6. The secretary has told the manager some bad news about the new project.
.....
7. The teacher was asking us a very difficult question when the schoolbell rang.
.....

2026-2025
كتاب الأنشطة (تعديل)

إضافة

- We can use the passive constructions with verbs of speech or thought such as (say, believe, expect, report...) to show that you are not sure of the truth of the statement. (Such verbs have no objects).
e.g. *They believe that the government will reduce the taxes.*
It is believed that the government will reduce the taxes. (It + passive + that clause)
The government is believed to reduce the taxes. (subject + passive + to + infinitive)
- Sentences with verbs of two objects can have two different forms in the passive. When these verbs are used in the passive, we usually begin with the person.
e.g. *The teacher gave the students plenty of time to finish the exam.*
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- Only transitive verbs (verbs with an object) can be made passive. Some transitive verbs cannot be made passive: become, fit, get, have, lack, let, like, resemble, suit.

Change the following sentences into passive as in the example.

- e.g. *It is said that Tom Cruise is the richest movie star.*
- *Tom Cruise is said to be the richest movie star.*

1. They reported that the railway line was buried under tons of rocks and earth.
.....
2. Environmentalists estimate that 1500 square kilometres of rainforests is cut every year.
.....
3. Jane's friends have thought that she is furious at losing her job.
.....
4. Students claim that this examination will be the most difficult one.
.....
5. The professor is showing his students the results of his researches in the laboratory now.
.....
6. The government will pay Dr. Mahmoud 20 million Syrian pounds for his great invention.
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Unit 4



Drama

Reading

a Before you read the article, match the **highlighted** words with their meanings.

- 1 a small being, human in form, playful and having magical power
- 2 to depend on something completely
- 3 a feeling of intense unhappiness
- 4 a sequence of powerful leaders in the same family
- 5 unpredictable outcomes that are unfortunate
- 6 the act of defending by giving excuses
- 7 a feeling of disappointment
- 8 using words in a clever and amusing way

حذف و استبدال

b You are going to read an article about *William Shakespeare*. Work in groups and identify the main idea of each paragraph.



Unit 4



Drama

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Progress Test 1

Progress Test 1

Reading

Read the following text then do the tasks below.

Most students, when they go to university, see this experience as a first step in their career. Where then they will go to the job market to get an opportunity. But some students have some great ideas and don't wait until they graduate. With so many free resources and technology available, many students are able to find different ways to start their own small business while they are still in college.

SHABAB Strategy Highlighting and Building Abilities for Business is one of the projects of the Syrian Trust for Development headed by *Asma al-Assad*. It is a non-profit Syrian project that works on rehabilitating the skills of young people between the ages of 15 and 24 and developing their basic skills. It is the first project of its kind in Syria that aims to support the culture of organising and operating a business among Syrian youth to encourage them to enter the business world and provide young people with skills that enable them to become productive members of society. It also aims to create a positive impression on the Syrian society towards working in the business world and establishing small projects.

SHABAB Project aims to providing practical training and career advice to university students to improve future employment prospects. The training courses range from the rules of conducting job interviews and writing a CV or enhancing knowledge of the business environment and developing professional skills. Certified coaches and career advisors coach and guide students as they search for a job in the labour market or evaluate their career. While the courses for outstanding students who aspire to be pioneers focus on teaching the basic principles of business and helping them develop their own businesses. At present, the project operates within three clinics that work in three Syrian universities, and the project has so far succeeded in reaching 175,000 students.

a Read the text and decide whether these statements are *True* or *False*. (8 marks)

1. Different sources of technology make it easier for university students to start their own business.
2. SHABAB Project targets postgraduate students.
3. The project is based on helping young people for free.
4. The project is being applied in all Syrian cities.

Reading

Read the following text then do the tasks below.

Preparing for the Future: Building University Students' Skills for the Job Market

The job market is changing fast, and students need more than just classroom knowledge to succeed. Employers look for skills like clear communication, teamwork, and creative problem-solving. Learning to adapt to new tools and ideas is also important in a tech-driven world. Familiarity with emerging technologies like artificial intelligence, cloud computing, or cybersecurity basics equips students to **thrive** in industries undergoing rapid digital transformation.

Universities can help by offering **internships**, group projects, or courses that teach digital skills (e.g., coding or data analysis). Hands-on experiences, like part-time jobs or volunteering, build practical skills and confidence. Engaging in global collaborations or cross-cultural projects prepares students for the **nuances** of an interconnected, remote-friendly workforce. Students should also practice networking—connecting with professionals online or at events—to learn about careers and opportunities. Seeking **mentorship** or participating in industry-specific workshops can provide tailored guidance and **accelerate** professional growth.

Critical thinking helps students analyze problems and make smart decisions. Emotional intelligence—such as **empathy** and self-awareness—is equally vital for resolving conflicts, leading teams, and fostering inclusive workplaces. Time management is key too, as balancing studies, work, and personal life prepares them for busy jobs. Learning shouldn't stop after graduation; online courses or workshops keep skills updated.

Students should also prioritize ethical decision-making and sustainability practices, ensuring their contributions align with societal and environmental responsibilities. By focusing on these areas, students become strong candidates for future jobs. Building skills now creates a path to success. With effort and planning, every student can be ready for tomorrow's challenges.

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

1. Employers prioritize classroom knowledge over skills like communication and teamwork.
2. Global collaborations help students adapt to remote-friendly workplaces.
3. Time management is irrelevant for balancing studies, work, and personal life.
4. Volunteering is listed as a hands-on experience that builds confidence.

b Find words in the text which mean.

1. professional life (paragraph 1)
2. improving one's abilities (paragraph 2)
3. seek to attain a goal (paragraph 3)

(6 marks)

حذف و استبدال

Grammar

a Choose the right answer a, b, c, or d.

(12 marks)

1. I can't phone for an ambulance - I my mobile.
a. loses b. have lost c. am losing d. will lose
2. She hurt her back while she in the garden.
a. is working b. was working c. has worked d. had worked
3. Tropical storms often in the Caribbean.
a. occur b. will occur c. are occurring d. have occurred
4. Please don't make so much noise. I to work.
a. 'm trying b. try c. tried d. has tried
5. I always the TV news when I lived abroad.
a. watched b. am watching c. have watched d. will watch
6. I didn't watch the programme about hurricanes on TV last night, because I a similar programme.
a. had already seen b. was already seen c. has already seen d. is already seeing

b Rewrite the following sentences using a causative verb.

(10 marks)

c.g. Lisa didn't repair the hairdryer herself. She had it repaired.

1. I didn't cut my hair myself. I
2. The mechanic is changing the oil in my car.
3. Ben isn't going to build that wall himself.
4. My father hasn't planted the trees himself.
5. Sarah doesn't tidy the room herself.

c Change these sentences into the passive voice.

(18 marks)

1. They send you an email confirming your purchase.
2. People believed that money was a source of happiness.
3. People must always follow safety procedures.
4. The public is losing confidence in cheques.
5. They had caught Ms. Lee taking things from the shop.
6. Accountants have reported that the firm made a loss.

b Match the words in bold with their meanings below:

- 1 the ability to understand people's feelings and problems
- 2 a job that lasts for a short time to gain experience
- 3 to reach a desired level of accomplishment
- 4 to move faster
- 5 a very slight difference in manner, colours, meaning, etc.
- 6 the influence or guidance given by a trusted counselor

Grammar

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a. loses b. have lost c. am losing d. will lose
2. She hurt her back while she in the garden.
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a. 'm trying b. try c. tried d. has tried
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6. I didn't watch the programme about hurricanes on TV last night, because I a similar programme.
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b Rewrite the following sentences using a causative verb.

Lisa didn't repair the hairdryer herself. She had it repaired.

1. I didn't cut my hair myself. I
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Unit 5



Civil Rights

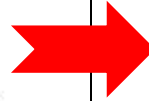
Reading

a Before you read the article, match these words with their meanings.

- | | |
|----------------|---|
| 1. sustainable | a. professional |
| 2. mandatory | b. a part of something |
| 3. vocational | c. can continue for a long time |
| 4. adhere | d. <u>obligatory</u> or compulsory |
| 5. segment | e. any specific feature or element of something |
| 6. aspect | f. behave according to law |



حذف



THE RIGHT TO EDUCATION

The right to education is one of the basic universal rights of the human being. It is one of the goals that the education schedule supports and is expected for the year 2030 in order to achieve sustainable development aimed by the United Nations. It is a force that enables individuals to get rid of poverty and achieve individual and social well-being. It is something mandatory for the state, guaranteed by its own law, for all individuals without any form of discrimination. It is the right to education in all parts of the world that includes a number of freedoms and rights that individuals are entitled to. It is the right to have primary education for all, free of charge, the right to have secondary education available to everyone without exception, and in all its fields, whether technical, vocational, or training. Above all, it guarantees equal access to higher education without any distinction or discrimination, and ensures quality and meaningful education, whether in public or private schools and universities.

Unit 5



Civil Rights

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2. Be going to:

We use *be going to* for actions that we have decided or intended to do before we speak:

e.g. *I'm going to clean my room this afternoon. (I decided to clean it this morning.)*

3. Present Simple

We use the *Present Simple* with a future meaning:

- to talk about timetable or schedules:

e.g. The train to the airport *leaves* in 20 minutes.

- after conjunctions such as *when, as soon as, after, before, until, as long as*:

e.g. Can you write the report *before we hold* the meeting? (not before we will hold the meeting)

4. Present Continuous

We use the *Present Continuous* to talk about things we have arranged in the past to do in the future.

e.g. A bank wrote to Steven and asked him to start work next week.

He's starting a new job next week.

5. Future Continuous

will / won't be + verb + -ing

We use the *Future Continuous*

- to decide or predict events continuing over a period of time in the future:

e.g. *I'll be working* on the report all next week.

- to ask about someone's plans:

e.g. How long *will you be using* this computer?

6. Future Perfect

will / won't have + past participle

We use the *Future Perfect* to talk about a future event that will finish before a specific time in the future, often with *before, by + fixed time, or in + amount of time*:

e.g. By the end of the year, I *will have given* the same talk at 6 conferences!

In a week's time, *I'll have written* the report.



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إضافة



5. Be about to

We use *about to* to talk about something likely to happen in the immediate future:

e.g. *I'm about to go to Rome* for a conference. (I will be leaving soon.)

6. Future Continuous

will / won't be + verb + -ing

We use the *Future Continuous*

- to decide or predict events continuing over a period of time in the future:

e.g. *I'll be working* on the report all next week.

- to ask about someone's plans:

e.g. How long *will you be using* this computer?

7. Future Perfect

will / won't have + past participle

We use the *Future Perfect* to talk about a future event that will finish before a specific time in the future, often with *before, by + fixed time, or in + amount of time*:

e.g. By the end of the year, I *will have given* the same talk at 6 conferences!

In a week's time, *I'll have written* the report.

A: Oh, come on. It can't have been easy, and I don't agree that anyone could have done it.

B: That had really nothing to do with me. They suggested it in the first place.

A: Perhaps they did, but you gave them the idea in the first place, didn't you?

And that project for helping old people is the finest thing I've seen for years.

B: I had very little to do with it. The children contributed lots of ideas themselves.

A: I'm sorry, I just can't believe it had nothing to do with you. And, even if they had the original idea, I'm sure you guided them in how to organise it.

B: You're very kind but it wasn't difficult at all. Anyone could have done it.

A: I'm sure they are splendid, but I don't agree that you don't deserve any credit.

I know for sure that you planned the lovely decorations in their classroom.

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B: You're very kind but it wasn't difficult at all. Anyone could have done it.

A: Oh, come on. It can't have been easy, and I don't agree that anyone could have done it.

Listening

a Match these words and phrases with their definitions.

- | | |
|-----------------|---|
| 1. barrier | a. represent |
| 2. border | b. joined the parts of something together again |
| 3. symbolise | c. a physical object that keeps two areas, people etc. apart |
| 4. Iron Curtain | d. the official line that separates two countries, states, or areas |
| 5. reunified | e. the name that was used for the border between the Communist countries of Eastern Europe and the rest of Europe |

b **R6.2** Listen to the article and choose the correct answer a, b, c or d.

1. What did the Berlin Wall cut off to West Berlin?
a. Internet connections b. relations
c. electricity d. land access
2. Who controlled life in East Berlin during the Cold War?
a. Western powers b. Yugoslavia
c. East Germany d. Russia
3. Who controlled life in West Berlin during the Cold War?
a. Western powers b. Yugoslavia
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4. What did border police do to those trying to flee to the West?
a. set dogs on them b. shoot or arrest them
c. observe them d. chase them

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b Read the text again the choose the most appropriate completion a, b or c.

1. Charles Dickens was born in the century.
a. early eighteenth b. late eighteenth c. early nineteenth
2. Charles lived with brothers and sisters.
a. two older b. six younger c. nine
3. Chatham is
a. a town b. a big city c. a village
4. Charles' father went to prison because
a. he stole money b. of bad debts c. he killed a man
5. His poor childhood inspired Dickens to
a. work as a reporter b. write "Oliver Twist" c. write "A Tale of Two Cities"

c Answer the following questions about the text.

1. What did moving to the countryside add to Charles Dickens's life?
2. How did little Charles help his family when his father was taken to jail?
3. In which way did his first job affect his life later?
4. Why was Charles' father set free?
5. Were people interested in "Oliver Twist"? Explain.
6. What was the direct reason of Charles Dickens' death?

Vocabulary Phrasal Verbs and Prepositional Phrases

a Choose the correct phrasal verbs between brackets.

1. The little boy was reading (off, out) the ingredients of the biscuits when his mother videoed him.
2. As soon as the patient arrived at the hospital, a doctor immediately read his temperature (off, over).
3. My elder brother is engaged in reading (for, on) the economic success of Singapore.
4. The company representative read the contract (for, over) before she signed it.
5. The babysitter had read the story (on, back) three times before the kid fell asleep.

استبدال



إضافة



b Read the text again the choose the most appropriate completion a, b or c.

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Vocabulary Phrasal Verbs and Prepositional Phrases

a Choose the correct phrasal verbs between brackets.

1. The little boy was reading (off, up) the ingredients of the biscuits when his mother videoed him.
2. As soon as the patient arrived at the hospital, a doctor immediately read his temperature (off, over).
3. My elder brother is engaged in reading (for, on) the economic success of Singapore.
4. The company representative read the contract (for, over) before she signed it.
5. I can't go out with you. I have a test tomorrow and I'm reading (up, for) it.
6. The babysitter had read the story (on, back) three times before the kid fell asleep.

حذف و استبدال

b Choose the correct answer between brackets.

1. The Council strives to (*raise / meet*) the expectations and aspirations of the community in delivering top-quality services.
2. If taxes were (*given / raised*) by just one percent, hundreds of new schools and hospitals could be built.
3. It will be difficult to attain your goal of fluency if you don't (*lose / make*) an effort to speak more in class.
4. When I feel like I'm about to (*lose / raise*) my temper, I just leave the room.
5. Can you (*meet / give*) me a lift to work tomorrow. My car is being repaired.
6. Invest if you like, but you're (*running / giving*) the risk of losing everything if the business fails.

Pronunciation

Silent Letters

a R7.1 Add the magic "e" to the following words, then listen to see how it changes their sounds and meanings.

- | | |
|--------------|--------------|
| 1. cut | 4. hat |
| 2. kit | 5. not |
| 3. rat | 6. bit |

b R7.2 Listen and type the missing silent letter.

1. In my country, most rain falls in *autm*.... and spring.
2. We visited the church and the *cas*....le when we went to the ancient city.
3. Who wants to be a Millionaire is a general *nowledge* quiz.
4. Excuse me! Your answer isn't right, it's *rong*.

b Complete the sentences with a prepositional phrase from the box.

in the long run, between the lines, in advance,
at risk, in theory, on and off

1. If you read, you will clearly see what he means.
2. It will take some time, but, all schools will be equipped with modern technology.
3. We were told by the travel agent to book because the hotel is very popular by many tourists.
4. His plan seemed very good, but it didn't work out the way we wanted it to.
5. They used to have relationships, but at the moment they're seeing each other quite often.
6. Many tropical plants and animals are of becoming extinct over the next few decades.

Pronunciation

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Unit 8



Essay

Reading

حذف و استبدال



Before you read the essay, match the **highlighted** words with their meanings.

1. forceful and determined, especially in a way that is offensive or annoying
2. increased in degree or strength
3. invisible or determined
4. someone who is not accepted by the people they live among
5. sympathy or softness
6. agree unwillingly
7. to shout or say something very loudly

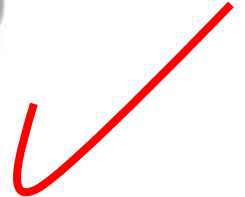


Unit 8



Essay

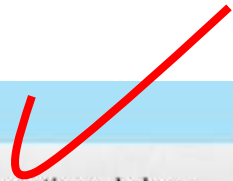
Reading



a Before you read the essay, match the highlighted words with their meanings.

1. clear and bright
2. to have an effect on something or somebody
3. to inflict punishment in return for a wrong done
4. a very sad event or situation
5. the ability to recover quickly
6. the fact of being severe and unpleasant
7. left a place





Read the following essay about Antara bin Shaddad. Answer the questions below.

From Slavery to the Honour Fields

From the sixth-century highlands of Najd in the Arabian Peninsula, come the **legendary** cries of a legendary warrior and poet. The black **outcast** son of an Arab father and an Ethiopian slave mother, 'Antarah ibn Shaddad struggled to win the recognition of his father and tribe.

Because of his mother's background and because of his colour, his father refused to accept him as a son. One day the Abs tribe (which is the tribe of Antarah) was attacked by another tribe called Tayy. When the battle **intensified** and they were about to lose, Antarah's father looked at his son and **yelled**, "fight Antarah fight" but Antarah responded, "the slave doesn't know how to fight, the slave knows how to milk the cow and to cut the grass." And under the pressure of the battle, his father said, "fight Antarah and you're free." Antarah fought like a crazy man. The Abs tribe won the battle and Antarah literally earned his freedom.

Once, when at the river, there were a lot of people with their cattle, and Antarah was there with his sheep. The king's cattle were there and the king's slave was preventing the others' cattle from getting close to the water until the king's cattle finished. But there was a woman who wanted to water her sheep, so she got close to the slave to ask him to allow her to water her sheep, but the slave hit her so strongly that she fell to the ground. The king's slave laughed but this angered Antarah and he did not **yield** to the king's slave. "How dare you disgrace the free people." The slave hit him strongly but Antarah didn't flinch. He picked him up and then dropped him, and the slave was dead.

Later on, the story of the brave deed of Antarah was a main concern of the tribe, and when he got back to his tent, the girls of the tribe greeted him and Ablah, one of the prettiest girls in the tribe and Antarah's cousin, was the first girl in the line.

The verses of Antarah's poems have been popularised among the Arab tribes, some of them were talking about Ablah, which made her brother angry, so he planned to kill Antarah, and he sent 100 knights to kill him but they couldn't because Antarah and his people fended them off.

'Antarah captured his severe life in **uncompromising** poetry that combines flashes of **tenderness** with blood-curdling violence. His war songs are evidences to his life-long battle to win the recognition of his people and the hand of 'Ablah, the free-born woman he loved but who was denied him by her family.

Adapted from "War Songs"

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Read the following essay about Imru' al-Qais. Answer the questions below.

Imru' al-Qais is known as the "father of Arabic poetry." He lived in the 6th century and helped create classical Arabic literature. Born a prince, his father, Hujr, was king of the Kindah tribe in Arabia. His life was full of drama—royalty, **tragedy**, rebellion, and incredible poetry.

His early life was comfortable, but everything changed when rebels killed his father. Instead of fighting back right away, Imru' al-Qais left home and wandered the desert, writing poems. His poetry often talked about love, sadness, and missing the past. One of his most famous poems starts by mourning **abandoned** campsites—a symbol of lost love and memories. This style inspired many poets after him.

His poems are famous for their **vivid** scenes and deep emotions. They were part of the *Mu'allaqat* ("Suspended Odes"), a collection of great poems once hung in Makkah. His work followed the *qasida* style: starting with sad, nostalgic lines, then shifting to praise his tribe or describe battles. He was a master at painting pictures of nature, like storms and deserts, showing both the beauty and **harshness** of Arabia.

Stories say his death was as dramatic as his life. After years in exile, he supposedly asked the Byzantine emperor for help to **take revenge**. The emperor gave him a poisoned robe, which killed him—a wild end for a man who lived boldly.

Imru' al-Qais' **influence** lives on. He inspired countless Arab poets and introduced the world to pre-Islamic Arab culture through themes like honour, love, and nature. His ability to turn personal pain into timeless art reminds us that great stories and feelings never fade. Even today, his words feel alive, proving that passion and **resilience** speak across centuries.

60

c Answer the following questions.

1. What was the main purpose of Antara' struggle?
.....
2. What is the deal between Antara and his father?
.....
3. How did the girls react towards Antara's bravery?
.....
4. What are the poems of Antara about?
.....
5. Why was Ablah's brother angry with Antara?
.....
6. How did Antara control his severe life?
.....

Vocabulary

Body Idioms and the ending -ever

a Complete the sentences below with the correct form of each idiom.

follow your heart	pain in the neck
speaked one's mind	cost an arm and a leg
jumped out of one's skin	

1. His sudden outbursts have made him a real and socially unwanted.
2. Buying a brand new car is going to Maybe we should ride bikes.
3. My sister is very polite. She does not
4. The best advice is to but keep your eyes open.
5. Our neighbour almost when she learned her son and his wife were having triplets.

c Answer the following questions about the essay above.

1. Who was Imru' al-Qais' father, and what was his role?
2. What do the abandoned campsites symbolize in his most famous poem?
3. Where were the Mu'allaqat poems traditionally displayed?
4. How does Imru' al-Qais depict nature in his poetry?
5. Why did Imru' al-Qais seek help from the Byzantine emperor?
6. How has Imru' al-Qais influenced later generations of poets?

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3. My sister is very polite. She does not
4. The best advice is to but keep your eyes open.
5. Our friend almost when she learned her son and his wife were having triplets.

b Fill in the gaps with the correct word. Use each word once only.

whoever wherever whichever whenever whatever

1. There are two books on the table. Take you like.
2. you go, you'll find people speak English.
3. I don't want to talk to him he is.
4. I'll cook you want.
5. You can borrow my car you like.

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1. Maybe we could do both!
2. Would you help me prepare what to do about the graduation party?
3. A restaurant would be fun!
4. I would like you to help me with both.
5. We should probably have both.

Listening

RR.2 Listen to the following extract, then answer the questions below.

1. Where does the legend of Aladdin's lamp come from?
2. What does the story tell us?
3. What happened to him?
4. What did Aladdin find?
5. How did the lamp help Aladdin?

Speaking

a In groups, discuss the following questions.

1. Have you ever read or heard about a legend? What was it about?
2. What lessons did it teach you?
3. Do you prefer reading imaginative or realistic stories? Why?

b Tell your classmates about your ideas.

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b Tell your classmates about your ideas.

3. I should have listened to you. I wish (I/take) your advice.
4. At 8:30 this evening I (meet) my friend Tom at Yooooj Café.
5. By the end of this year I (drive) more than 1000 km. with my car.
6. Our flat is rather small. I wish (it/be) a bit bigger.

b Combine the sentences using relative pronouns. (10 marks)

1. Bob travelled all over the world. He met a lot of famous people.
2. We will spend our holiday in the same village. We have had a lot of joyful days there.
3. I don't know most of the people. You invited them to the party.
4. The subject interested everyone. You wrote about it last week.
5. I apologised to the woman. I spilled her coffee on her new dress.

c Write a conditional sentence about each situation. (10 marks)

- I can't afford to buy a car.
If I had enough money, I would buy a car.

1. The young boy was sad because his mother didn't take him to the fun city.
.....
2. It's too warm to snow; therefore, we can't go skiing.
.....
3. My little brother was unhappy because he lost his money.
.....
4. I don't have a computer, so I can't surf the Net.
.....
5. I'm not rich enough to help the poor.
.....

Pronunciation

Choose the words that have silent letters from

- | | | |
|---------------|----------|----------|
| 1. heart | hour | seahorse |
| 2. wait | software | reward |
| 3. knee | key | talk |
| 4. dinner | neck | column |
| 5. psychology | sheep | open |

3. I should have listened to you. I wish (I / take)..... your advice.
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.....

ronunciation

Choose the words that have silent letters from each group.

- | | | | |
|---------------|----------|----------|-----------|
| 1. heart | hour | seahorse | downhill |
| 2. wait | software | reward | write |
| 3. knee | key | talk | racket |
| 4. dinner | neck | column | mankind |
| 5. psychology | sheep | open | apologise |

إضافة

Unit 9

حذف و استبدال



Unit 9



Citizenship



Citizenship

Reading

a Before you read the text, match these words to their definitions.

- | | |
|------------------|---|
| 1. acquisition | a. additional results of something you do |
| 2. enacted | b. something that stops people doing what they want to do, limiting |
| 3. predominantly | c. the process by which you gain something |
| 4. claim | d. to state that something is legally yours |
| 5. ramifications | e. mostly or mainly |
| 6. restrictive | f. to make a proposal into law |

Syrian Nationality Law

Nationality Law is the law governing the acquisition, transmission and loss of Syrian citizenship. Syrian citizenship is the status of being a citizen of the Syrian Arab Republic and it can be obtained by birth or naturalisation. The Syrian Nationality Law was enacted in 1969, by Legislative Decree 276.

Nationality at birth

The Syrian nationality is determined predominantly by paternity (father). The place of birth is irrelevant, and being born in Syria does not grant an automatic right to Syrian nationality. Birth to a Syrian mother does not automatically confer nationality. If a Syrian woman marries a foreign husband, their children will have the foreign husband's nationality and have no claim to Syrian nationality, even if they were born and raised in Syria. The legal ramifications are that these persons face a number of obstacles, one of which is their inability to work in the public sector. It is also harder and more restrictive for foreigners to own real estate in Syria.

Reading

a Before you read the text, match these words to their definitions.

- | | |
|----------------|---|
| 1. common good | a. unity and support among people, especially during hardships |
| 2. thrive | b. continual for a long time |
| 3. empower | c. a deep sympathy for another's suffering and a desire to help |
| 4. compassion | d. the well-being and benefit of all people in a community |
| 5. solidarity | e. to become successful, strong, healthy, etc. |
| 6. sustainable | f. to give somebody the power to do something |

Our Duties and Responsibilities in Society

Living in a society means we share both rights and duties. While enjoying rights like education and safety, we must also contribute to the common good. Understanding our duties ensures a balanced, fair community where everyone thrives.

Firstly, we have basic duties: obeying laws that protect order, paying taxes to fund services like healthcare and schools, and showing respect for others' rights and dignity. These actions create trust and stability.

Beyond this, active participation strengthens society. Volunteering for example allows us to meet the local needs, like protecting the environment – through recycling or reducing waste – which is considered vital for future generations.

Personal responsibility matters too. Pursuing education and maintaining health empower us to contribute effectively. Staying informed about global and local issues helps us make thoughtful and powerful decisions.

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Naturalisation

The other way to acquire Syrian nationality is through naturalisation. Non-nationals who have resided in the country for over 5 years and fulfilled a number of other requirements can apply for naturalisation. The requirements are eased for individuals from another Arab country, such as the requirement to be able to speak and read Arabic fluently.

A foreign woman who marries a Syrian man can naturalise on the basis of that marriage, but a foreign husband cannot acquire Syrian citizenship on the basis of marriage to a Syrian wife.

b Answer the following questions about the text.

1. Define the Syrian Nationality Law.
.....
2. How can Syrian nationality be obtained?
.....
3. What is the Syrian nationality determined by at birth?
.....
4. What obstacles face persons who are born in Syria to a Syrian woman and a foreign husband?
.....
5. Who can apply for Syrian naturalisation?
.....

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

1. Individuals from another Arab country, who aren't able to speak and read Arabic fluently, cannot apply for Syrian naturalisation.
2. Being born in Syria grants an automatic right to Syrian nationality.
3. Syrian citizenship is obtained by birth or naturalisation.
4. A foreign woman married to a Syrian man can't get Syrian nationality.

Vocabulary Words Related to Citizenship

Use words from the list to complete the following sentences.

- community patriotism rights positive moral elections
1. Good citizens would participate in by choosing the candidate they feel the best.
 2. Citizens have but they must also be aware of their responsibilities towards their community.

Empathy bridges individual and collective well-being. Supporting those facing hardships through kindness or charity fosters solidarity. Even small acts, like aiding a neighbour, ripple into broader positive change.

Ultimately, a harmonious society relies on everyone's effort. By embracing our roles with dedication and compassion, we build a foundation for progress. Each responsible choice, no matter how minor, weaves into the larger tapestry of a just, sustainable world. Let's commit to these duties, knowing that together, we shape tomorrow.

b Answer the following questions about the text.

1. Name two basic duties mentioned in the text.
.....
2. What are two examples of services funded by taxes?
.....
3. What environmental actions does the text suggest to protect future generations?
.....
4. Why is personal health mentioned as a responsibility to society?
.....

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

1. Paying taxes provides money for services like healthcare and schools.
2. Obeying laws is optional if you disagree with them.
3. Protecting the environment is only important for the current generation.
4. Empathy has a vital connection to collective well-being.

Vocabulary

Use words from the list to complete the following sentences.

laws respect taxes voting balanced environment

1. Fulfilling our responsibilities leads to a society where equality thrives.
2. Following is a basic duty that prevents chaos and harm.
3. Citizens' fund infrastructure, healthcare, and education systems.
4. Preserving the safeguards natural resources for those who come after us.
5. Treating others with builds mutual trust and social cohesion.

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3. Good citizens must work for the prosperity of the they live in.
4. They should also respect the norms of the society.
5. Civic engagement is the involvement in the affairs of the community.
6. is when someone has the passion to serve their country.

Pronunciation Homographs

Read the following sentences. Match the homographs in bold in each sentence with a or b.

1. I **object**¹ to that **object**² in class because a cell phone is distracting.
a. noun /'ɒb'dʒɪkt/: an item b. verb /əb'dʒekt/: to disagree
2. It is the perfect time to **present**¹ the **present**² to your mother.
a. verb /prɪ'zent/: to offer or give b. noun /'prez.ənt/: a gift
3. She has **tears**¹ in her eyes whenever she **tears**² old photos.
a. verb /teə/: to damage b. noun /tɪə/: drops of liquid come out of eyes
4. The bandage was **wound**¹ around the **wound**².
a. noun /wu:nd/: an injury in the skin b. verb /waʊnd/: twisted or wrapped around
5. How long will the **live**¹ fish **live**² without food?
a. verb /lɪv/: to survive b. adjective /laɪv/: not dead
6. The shoes were too **close**¹ to the door for it to **close**² completely.
a. adjective /klaʊs/: near b. verb /klaʊz/: to shut

Grammar Paired Conjunctions

both ... and, not only ... but also, either ... or, neither ... nor

a Complete the following sentences with *is / are / have / has*.

1. Both the teacher and the studenthere.
2. Neither the teacher nor the student here.
3. Not only the teacher but also the student here.
4. Not only my brother but also my sister a doctorate in science.
5. Either the students or the teacher..... planning to come.
6. Either the teacher or the students..... planned to come.
7. Either my brother or my sister going to tutor me in science.
8. Neither my brother nor my sisters teachers.

Pronunciation Homographs

Read the following sentences. Match the homographs in bold in each sentence with a or b.

1. I **object**¹ to that **object**² in class because a cell phone is distracting.
a. noun /'ɒb'dʒɪkt/: an item b. verb /əb'dʒekt/: to disagree
2. It is the perfect time to **present**¹ the **present**² to your mother.
a. verb /prɪ'zent/: to offer or give b. noun /'prez.ənt/: a gift
3. She has **tears**¹ in her eyes whenever she **tears**² old photos.
a. verb /teə/: to damage b. noun /tɪə/: drops of liquid come out of eyes
4. The bandage was **wound**¹ around the **wound**².
a. noun /wu:nd/: an injury in the skin b. verb /waʊnd/: twisted or wrapped around
5. How long will the **live**¹ fish **live**² without food?
a. verb /lɪv/: to survive b. adjective /laɪv/: not dead
6. The shoes were too **close**¹ to the door for it to **close**² completely.
a. adjective /klaʊs/: near b. verb /klaʊz/: to shut

Grammar Paired Conjunctions

both ... and, not only ... but also, either ... or, neither ... nor

a Complete the following sentences with *is / are / have / has*.

1. Both the teacher and the studenthere.
2. Neither the teacher nor the student here.
3. Not only the teacher but also the student here.
4. Not only my brother but also my sister a doctorate in science
5. Either the students or the teacher..... planning to come.
6. Either the teacher or the students..... planned to come.
7. Either my brother or my sister going to tutor me in science.
8. Neither my brother nor my sisters teachers.

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- in question tags:
 e.g. We have to wear formal clothes, *don't we?*
- When we begin a sentence with a *limiting adverbial* (e.g. rarely) or a *negative adverbial* (e.g. not only), the subject and the auxiliary verb are inverted:
 e.g. *Hardly ever* does he come to work on time.
- When using inversion with *Present Simple* and *Past Simple*, the subject must agree with the auxiliary not the main verb:
 e.g. *Not only* was Jack famous for helping people, but he was also the first man to establish a charity in his country.

Note: We do not put the verb before the subject:

- when we include a *question in another question* (indirect questions)
 e.g. *Where are my glasses?* → *Have you got any idea where my glasses are?*
- when we include a question in another sentence:
 e.g. *I wonder what his lifestyle is like.*
- when we use a question word to introduce a relative clause in phrases:
 e.g. *I wonder why he was sad.*
- in indirect speech. We use *if* when we report a yes/ no question.
 e.g. *Have you been to Canada before?* He asked me *if I had been to Canada before.*

a Choose the correct answer.

- Rarely anyone using carriages nowadays.
 a. you see b. will you see c. you will see d. you have seen
- Only after he had graduated,to London to study.
 a. he travelled b. he had travelled c. did he travel d. he has travelled
- Have you got any idea where Sami?
 a. can I meet b. I can meet c. do I meet d. have I met
- My mother asked me if my aunt.
 a. had I visited b. I had visited c. I will visit d. will I visit
- There to hold a meeting.
 a. goes he b. he goes c. went he d. he went

b Use the words in brackets to complete each sentence. Put the verbs in the correct form.

- (*Never/ I/ meet*) such well-behaved children before. They are as good as gold.
- (*No sooner/ my brother/ sit down*)to dinner than there was a knock on the door.
- (*Seldom/ we/read*) newspapers nowadays.
- (*Not only/ he/ make*) new products, but he also did experiments.

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- in question tags:
 e.g. We have to wear formal clothes, *don't we?*
- When we begin a sentence with a *limiting adverbial* (e.g. rarely) or a *negative adverbial* (e.g. not only), the subject and the auxiliary verb are inverted:
 e.g. *Hardly ever* does he come to work on time.
- When using inversion with *Present Simple* and *Past Simple*, the subject must agree with the auxiliary not the main verb:
 e.g. *Not only* was Jack famous for helping people, but he was also the first man to establish a charity in his country.

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 e.g. *Where are my glasses?* → *Have you any idea where my glasses are?*
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- when we use a question word to introduce a relative clause in phrases:
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a Choose the correct answer.

- Rarely anyone using carriages nowadays.
 a. you see b. will you see c. you will see d. you have seen
- Only after he travelled to London to study.
 a. he graduated b. he had graduated c. did he graduate d. he has graduated
- Have you any idea where Sami?
 a. can I meet b. I can meet c. do I meet d. have I met
- My mother asked me if my aunt.
 a. had I visited b. I had visited c. I will visit d. will I visit
- There to hold a meeting.
 a. goes he b. he goes c. went he d. he went

b Use the words in brackets to complete each sentence. Put the verbs in the correct form.

- (*Never/ I/ meet*) such well-behaved children before. They are as good as gold.
- (*No sooner/ my brother/ sit down*)to dinner than there was a knock on the door.
- (*Seldom/ we/read*) newspapers nowadays.
- (*Not only/ he/ make*) new products, but he also did experiments.

تعديل



c. How to write an informal letter

Writer's Address

Street,
Town,
Country,
Postcode.

Date

Day/ Month/ Year

Name or title

Dear

Introduction

Body of the letter

Conclusion

Signature

Your name

d. How to write a formal letter

Writer's Address

Street,
Town,
Country,
Postcode.

Date

Day/ Month/ Year

Recipient's Address

Name,
Street,
Town,
Postcode.

Name or title

Introduction

Three main points of the letter

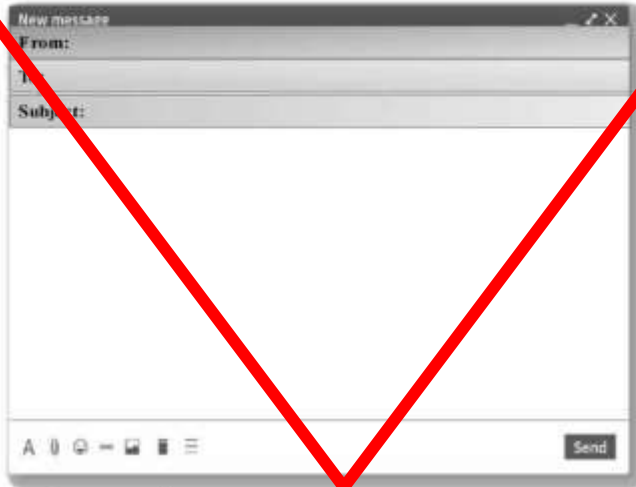
- 1.
- 2.
- 3.

Conclusion

Signature

Your name

e. How to write a formal email



f. How to write a report

Parts of a report:

1. **The title**
2. **Introduction:** It introduces the topic and purpose of the report and may summarize the material in the report. You might find the following kinds of documents as parts of a report's introduction.
3. **Key facts:** A table of contents listing the main parts of the report. The use of bullet points to separate the information under the *key facts* heading.
4. **Recommendations:** They tell what action should be taken based on the information you have presented. Some short reports and form reports do not have explicit recommendations.
5. **Conclusion:** It summarises the key points. It is a summary of the report telling the main idea and conclusion of the report (many readers will only read this part of the report!)

g. How to write a review of a play or a film you have seen

- Follow the following format:
- Write the name of the play or a film
- Write about the story and main characters
- The performances/the set/the special effects
- Your opinion

h. How to write a Curriculum Vitae (CV)

Name: Amer Hallak
Date of birth: 15/06/1985
Nationality: Syrian
Marital Status: Single

Qualifications:
2005 Obtained a degree in Pharmacology, Aleppo University
2008 Obtained a diploma in marketing, Aleppo University

Professional Experience:
2009-2012 University of Damascus
Scientific Research in Pharmacology
2012-2016 Damascus International Fair
Participated in Drug Development Programme
2016-2020 Dar Aldawa Company, Damascus
Manager of marketing, responsible for marketing new drugs
2020 - Present Shifaa Pharmacy
Pharmacist at my own pharmacy

Languages: Arabic (native speaker)
English (fluent)

Interests: tennis, travel, and computer applications

Appendix V

Irregular Verbs

- Several of the most frequent verbs in the English language have irregular forms in the past. It is not difficult to learn these forms once you know the simple rules. The verbs are divided into eight sections for this purpose.
- In sections 8 & 4, the past and past participle forms are always different from each other. In all other sections (except section 1), the past participle form is always identical with the past.
- These patterns are based on pronunciation. Occasionally sounds change where spelling does not, or vice versa; we have indicated the pronunciation where necessary.

1. Essential verbs (no particular pattern)		
be	was / were	been
do	did	done
get	got	got
go	went	gone
have	had	had
2. Verbs with no change		
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
shut	shut	shut
spread	spread	spread
3. Verbs with one vowel change		
dig	dug	dug
feed	fed	fed
fight	fought	fought
find	found	found
hang	hung	hung
hold	held	held
lead	led	led
light	lit	lit
meet	met	met

read	read	read
shine	shone	shone
shoot	shot	shot
sit	sat	sat
slide	slid	slid
speed	sped	sped
spit	spat	spat
stick	stuck	stuck
strike	struck	struck
swing	swung	swung
win	won	won
wind	wound	wound
4. Verbs with two vowel changes		
become	became	become
begin	began	begun
come	came	come
drink	drank	drunk
ring	rang	rung
run	ran	run
sing	sang	sung
sink	sank	sunk
swim	swam	swum
5. Verbs changing -o-ought or -aught		
bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought
6. Verbs with no vowel change, but a change in the final consonant (-t or -d is added)		
bend	bent	bent
build	built	built
burn	burnt	burnt
lay	laid	laid
learn	learnt	learnt
lend	lent	lent

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make	made	made
pay	paid	paid
say	said	said
send	sent	sent
smell	smelt	smelt
spend	spent	spent
spill	spilt	spilt

7. Verbs with one vowel and one consonant change

bleed	bled	bled
creep	crept	crept
deal	delt	dealt
dream	dreamt	dreamt
feel	felt	felt
flee	fled	fled
hear	heard	heard
keep	kept	kept
lean	leant	leant
leave	left	left
lose	lost	lost
mean	meant	meant
sell	sold	sold
sleep	slept	slept
stand	stood	stood
sweep	swept	swept
teach	told	told
understand	understood	understood

8. Verbs with one or two vowel changes and past participle ending in (-n or -en)

bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

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fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
rise	rose	risen
see	saw	seen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
swear	swore	sworn
tear	tore	torn
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written