

محتويات الملف

1 – 5	ملف العمادة
6 – 41	القواعد (قرامر)
42 – 45	ترجمة المصطلحات (فوكاب)
46 – 47	مواقع للتمرين قبل الاختبار

Grammar (10 Multiple Choice Questions)

The grammar questions will be based on all the grammar points from the units mentioned.

In addition to the grammar points in the units, the following points also need to be covered for the exam.

Word families: nouns and verbs

Subject-verb agreement: with there is / there are

Present Continuous for affirmative statements

Present Continuous for negative statements

There's and it's

Future with will

Future with going to

Suffixes: -ful, -ment, -al

Prefixes: in-, un-, im-

Comparative adjectives: positive

Comparative adjectives: negative

Modals (should, should not, must, must not, ought to)

Collocations: nouns and verbs (risk, trend)

Parts of speech - noun, verb, adjective, adverb

Grammar Sample Questions

1. She usually _____ coffee before breakfast.

- A **drinks**
- B drink
- C drinking
- D to drink

6. You shouldn't _____ too much junk food.

- A shouldn't eating
- B shouldn't eats
- C shouldn't to eat
- D **shouldn't eat**

2. Where does he _____?

- A to live
- B lives
- C living
- D **live**

7. He _____ travel to Dubai in the vacation.

- A is going
- B are going to
- C **is going to**
- D be going

3. A: _____ students?

B: Yes, they are.

- A They are
- B **Are they**
- C Be they
- D They be

8. Please _____! I'm trying to sleep.

- A **don't shout**
- B doesn't shout
- C not shout
- D can't shout

4. A: When _____ the homework?

B: Today.

- A are going submit
- B **are you going to submit**
- C is you going submitting
- D are you going submit

9. My friend _____ me lunch today.

- A buyed
- B **bought**
- C buys
- D was buy

5. It _____ in class on time.

- A be to important
- B **is important to be**
- C is importance being
- D is important be

10. I _____ he was rude.

- A **didn't know**
- B isn't know
- C wasn't know
- D didn't knew

Reading (ONE reading passage with 10 MCQs)

The exam will be based on the reading skills covered in the units mentioned.

Sample Reading Passage with Questions

1. Banana smoothies first appeared in the 1930s. Since then, they have become very popular across the world. Not only is the banana smoothie delicious, but it has many of the nutrients our bodies need to **function**.

2. Banana smoothies are made from fresh bananas using an electric blender. The fresh fruit gives it that chunky but creamy look. The ice keeps it cool in the hot summer heat. Bananas have a lot of healthy carbohydrates which makes them a perfect food for athletes and people with active lifestyles. Smoothies help to give energy after a difficult workout.

3. Doctors recommend bananas to patients who have heart problems and high blood pressure, as they lower the risk of stroke and heart attacks. Another good thing about this wonderful fruit is that **it** protects against depression and keeps you in a good mood.

4. Banana smoothies, when mixed with yogurt and other fruits like apples or mangos, protect you from stomach ulcers and help your digestive system. Bananas are a low-calorie food; there are about 100 calories in a medium sized banana. They make you feel full, so if you eat a banana, you will avoid snacking between meals. This is **beneficial** because it helps you to reach your weight loss goals. But make sure you don't put sugar in your smoothie. Bananas are sweet enough!

<p>1. What happened in the 1930s?</p> <p>A Banana smoothies were first made.</p> <p>B Banana smoothies became very popular.</p> <p>C Banana smoothies were made all over the world.</p> <p>D Banana smoothies were found to have nutrients.</p>	<p>6. In paragraph 4, what does the word 'beneficial' mean?</p> <p>A low-calorie</p> <p>B sweet</p> <p>C helpful</p> <p>D full</p>
<p>2. How many calories does a banana have</p> <p>A 100 calories in a large banana</p> <p>B 100 calories in a small banana</p> <p>C 100 calories in a medium banana</p> <p>D 100 calories in any banana</p>	<p>7. What does the underlined word 'it' in paragraph 3 refer to?</p> <p>A wonderful fruit</p> <p>B banana</p> <p>C stroke</p> <p>D blood pressure</p>
<p>3. Which of the following is NOT true of bananas?</p> <p>A They are good for your heart.</p> <p>B They are good for your digestive system.</p> <p>C They can help you lose weight.</p> <p>D They can cause stomach ulcers.</p>	<p>8. What does the underlined word 'it' in paragraph 3 refer to?</p> <p>A wonderful fruit</p> <p>B banana</p> <p>C stroke</p> <p>D blood pressure</p>
<p>4. Banana smoothies should NOT be mixed with</p> <p>A apples</p> <p>B sugar</p> <p>C mangoes</p> <p>D yogurt</p>	<p>9. Which of these titles is best for this passage?</p> <p>A Smoothies: An Alternative to Food</p> <p>B How to Prepare Apple Smoothies</p> <p>C Have a Banana Smoothie</p> <p>D 101 Banana Recipes</p>
<p>5. In paragraph 1, what does the word 'function' mean?</p> <p>A work properly</p> <p>B play</p> <p>C be popular</p> <p>D appear</p>	

Listening (TWO listenings with 10 MCQs on each)

The exam will be based on the listening skills covered in the units mentioned.

Sample Listening Script with Questions

[sound of phone ringing]

Hotel Clerk	Good afternoon, Grand Palace Hotel. How may I help you?
Mr. Ali	Hello, I'd like to book a room.
Hotel Clerk	Certainly, sir... What dates did you have in mind?
Mr. Ali	Well, my flight from Riyadh arrives in Jeddah on January 10th and I will be staying for two... no wait... three... yes, I'll be in Jeddah for three nights before leaving for meetings in Taif and Abha...
Hotel Clerk	So you'd like to book a room from January 10th through January 13th...
Mr. Ali	No, not the 13th, the 12th... I said I'd be there for three nights...not four...
Hotel Clerk	Yes, of course, sir, but you will be checking out of the hotel on January 13th, correct?
Mr. Ali	Ah, yes, of course... you're right. The check-out date will be January 13th.
Hotel Clerk	Let me just check the computer to see if we have rooms available... mmmm, let's see... we have a double room on January 10th and 11th, but there's nothing on the 12th... no wait... I'm sorry, my mistake... we do have a junior suite available on the 12th.
Mr. Ali	No that won't work... I don't want to change rooms.
Hotel Clerk	Let me see then... hmmm... you could book the junior suite for your entire stay...
Mr. Ali	Can you tell me how much the junior suite is?
Hotel Clerk	Of course, sir... it's one thousand two hundred and fifty Riyals per night.
Mr. Ali	And what about a double room?
Hotel Clerk	Our standard rate for the double room is seven hundred and fifty Riyals... so the junior suite is only five hundred Riyals more per night than the double.
Mr. Ali	Hmmm, that's a bit more than I wanted to spend...
Hotel Clerk	If you are travelling on business, I can apply our corporate discount of twenty percent to your booking, sir...
Mr. Ali	Yes, I will be in Jeddah to meet with some clients. So with the discount, that would make the rate... let me think, twenty percent of twelve fifty is...
Hotel Clerk	It would be a discount of two hundred and fifty Riyals per night, sir...
Mr. Ali	Great! Let's book it then...

Sample Questions

<p>1.The man is calling the hotel _____.</p> <p>A to make a reservation</p> <p>B to cancel a reservation</p> <p>C to speak to a guest to make a</p> <p>D complaint</p>	<p>4.When will the man check out of the hotel?</p> <p>A January 10th</p> <p>B January 12th</p> <p>C January 13th</p> <p>D January 30th</p>
<p>2.The hotel is located in _____ .</p> <p>A Riyadh</p> <p>B Jeddah</p> <p>C Taif</p> <p>D Abha</p>	<p>5.Why is the man travelling?</p> <p>A He is visiting his family.</p> <p>B He is meeting friends.</p> <p>C He is a tourist.</p> <p>D He is traveling for business</p>
<p>3.How long will the man stay in the hotel?</p> <p>A One night</p> <p>B Two nights</p> <p>C Three nights</p> <p>D Four nights</p>	

Vocabulary Sample Questions

1. I don't think I'm _____ enough to climb that mountain.

- A flat
- B tall
- C kind
- D fit**

6. Special clothes that are worn by members of a group or team

- A uniform**
- B suit
- C trousers
- D shoes

2. I want _____ flight from Riyadh to Dubai, please.

- A an international**
- B a national
- C a local
- D an internal

7. The library was _____ today. There was nowhere to sit.

- A clean
- B empty
- C crowded**
- D quiet

3. She's a very _____ person. Everyone likes her.

- A angry
- B annoying
- C lonely
- D pleasant**

8. Look at the sky. It's so _____, I think it's going to rain.

- A sunny
- B cloudy**
- C bright
- D blue

4. My watch is broken. Can you _____ it for me?

- A repair**
- B repeat
- C relate
- D borrow

9. An area of land that has water on all sides

- A a continent
- B a lake
- C an island**
- D a country

5. Someone who is in charge of a business or department

- A a customer
- B a client
- C a secretary
- D a manager**

10. Fatima's father worked as a doctor for 40 years.

He _____ six months ago, so he's not working any more.

- A released
- B removed
- C retired**
- D relied

Word families: nouns and verbs

Word families: nouns and verbs

Some words can be used as a **noun** or a **verb**. To know if a word is a noun or a verb, you have to look at the words around it.

- There are pictures of the architect's **work** on the Internet. (noun)
- The men **work** at the building site every day. (verb)

A word is probably a noun if it comes after . . .

- an article (*a, an, or the*).
- an adjective.
- a number.
- the words *this, that, these, or those*.

A word may be a verb if it comes after . . .

- a pronoun such as *it* or *they*.
- a time word such as *sometimes* or *never*.
- a helping verb such as *do, does, can, will, or should*.

Word families: nouns and verbs

A. **CATEGORIZE** Look at the bold word in each sentence. Write *N* (noun) or *V* (verb).

1. We can **camouflage** this birdhouse. We can paint it the same color as the tree.
2. An owl is a bird that flies at night. It calls, "Hoo, hoo, hoo." It **sounds** like it's asking, "Who? Who? Who?"
3. The **poison** of that insect is very strong, but it can't kill a person.
4. There are many different **sounds** in the forest at night.
5. The colors of the insect's wings **blend in** with the leaves.
6. Both of these shirts are blue, but the colors don't **match**. This one is darker.
7. The color green is actually a **blend** of blue and yellow.
8. That liquid is dangerous. It can **poison** people and animals.

Word families: nouns and verbs

B. APPLY Complete each sentence with the correct word from the box.
Then write *N* (noun) or *V* (verb).

camouflage **change** fight match poison sound

1. When these birds are young, they are brown and white. When they become adults, their colors change to black and orange.

V

2. When catbirds sing, the sound is like cats meowing.

N

3. Bowerbirds sometimes fight other birds for building materials.

V

4. They're trying to camouflage the buildings by painting them brown and green.

V

5. Can the skin of the dart frog poison me if I touch it?

V

6. Is the red in these shoes a good match with the red in my jacket?

N

Word families: nouns and verbs

A. **IDENTIFY** Look at the pairs of words. Decide if each word is a noun or a verb. Then write the words in the correct side of the chart. Use a dictionary to help you.

choice/choose	discuss/discussion	inform/information
connect/connection	enjoy/enjoyment	thought/think
contribution/contribute	gift/give	

Exercise A answers

Nouns	Verbs
choice	choose
connection	connect
contribution	contribute
discussion	discuss
enjoyment	enjoy
gift	give
information	inform
thought	think

Word families: nouns and verbs

B. IDENTIFY Read the sentences. Write *N* (noun) or *V* (verb) for each bold word.

1. My brothers **study** in the kitchen every night.
2. The **study** showed important changes in trends.
3. Sameer wanted to **comment** on Laith's presentation.
4. I saw the **comment** Bilal wrote on the website.
5. My grandparents had an important **influence** on me.
6. My friends often **influence** my book choices.
7. Dr. Zahra's **research** on weather is very interesting.
8. Tariq will **research** many colleges before making a decision.
9. It is helpful to **review** your notes before a test.
10. After I read the movie **review**, I didn't want to see the movie.

Word families: nouns and verbs

Previous slide

C. **APPLY** Complete each sentence with a noun or a verb from Activity B. For verbs, use the correct form of the simple present.

1. Daoud studies in the library at night.
2. Faisal usually reviews books for the college newspaper.
3. The weather has a strong influence on farmers' fruits and vegetables.
4. Rayhanna always comments on my clothing.
5. Kareema researches news stories for her job at a magazine.
6. Allen's study is on the psychology of teenage shoppers.
7. There are only a few research from my teacher on my essay.
8. TV commercials often influence our decisions about which products to buy.

Subject-verb agreement: with there is / there are

Subject-verb agreement

It is important to make sure that the subject and verb in a sentence agree. Use the singular form of the verb with singular subjects.

My aunt always speaks in a very loud voice.
subject verb

The cake is delicious.
subject verb

Use the plural form of the verb with plural subjects.

Articles about business etiquette are very useful.
subject verb

My cats eat twice a day.
subject verb

With *there is/there are*, the subject comes after the verb.

There is a lot of information on the Internet about manners.
verb subject

There are 15 students in my class.
verb subject

Remember that some plural nouns do not end in *-s*. For example, *people*, *children*, *police*.

Children learn manners from their parents.
subject verb

Subject-verb agreement: with there is / there are

A. **APPLY** Circle the subject in each sentence. Then complete the sentence with the correct form of the verb. The first one has been done for you.

1. My brother lives _____ (live) in Boston.
2. There is _____ (be) a man waiting outside for Paul.
3. The police in my neighborhood are _____ (be) very helpful.
4. People use _____ (use) the Internet to get all kinds of information.
5. This book gives _____ (give) helpful advice on business travel.

Subject-verb agreement: with there is / there are

B. IDENTIFY Read this post from a website. Circle the subject and underline the verb in each sentence. Then correct the errors in subject-verb agreement. ✎

In my opinion, the most annoying habit is talking on cell phones. People is talking talk on their cell phones all the time. My brother always interrupt interrupts our conversations and answer answers his phone. People like my brother doesn't don't care about manners. People talk on cell phones in restaurants and in doctors' offices. There is are times when cell phones are very annoying. Cell phones ring and interrupts interrupt our thoughts. People need to show more respect for others. There is are appropriate and inappropriate places to use cell phones.

First, what is a present continuous?

Present continuous

Use the **present continuous** to talk about activities in progress at the time of writing or that have started but not finished.

- Moez **is talking** on the phone. He's **finding out** the arrival time. (activities in progress)
- We **are learning** about how ideas spread. (activity started but not finished)
- The new trend **is contributing** to higher costs. (change in progress)

Use the present continuous with words like *today* or *this week*, or time periods around the present.

- This week, I **am studying** for exams.
- These days, more guests **are reusing** their towels in hotels.

To form the present continuous, use the verb *be* and then the *-ing* form of the main verb.

If the verb ends in *e*, delete the *e* and add *-ing*.

- use → using change → changing lose → losing

Use the present continuous to talk about changes. For example, *changing*, *becoming*, *growing*, *increasing*.

- TV ads **are becoming** like short movies.
- The Internet **is changing** the way companies advertise.

Some verbs are used less commonly in the present continuous and often are not appropriate in academic writing. For example, *know*, *want*, *need*, *understand*, *like*, *love*, *believe*, *see*, *hear*.

- I **want** to go with you, but I'm studying right now.

Present Continuous for affirmative statements

Present Continuous for negative statements

Present Continuous for affirmative statements

Present Continuous for negative statements

The present continuous

We use the **present continuous** to describe actions taking place at the moment of speaking. Look at this example from Listening 2. It describes what Asha is doing at that moment.

- **Kim:** What are you doing?
- **Asha:** I'm **calling** the agent for the store.

We can also use the present continuous to describe actions taking place around but not exactly at the moment of speaking. These actions continue for a period of time. Look at this sentence from Listening 2. It describes a trend that is continuing into the future.

- Statistics show that people **are still buying** more print books than e-books.

How to form the present continuous:

Affirmative

Use a form of *be* + verb + *-ing*

- She **is buying** a book now.

Negative

Use the word *not* before the *-ing* verb (*be* + *not* + verb + *-ing*).

- He **is not using** his car to go to work this week.

Present Continuous for affirmative statements

Present Continuous for negative statements

A. IDENTIFY Read the paragraph and circle verbs in the present continuous. Then answer the questions. Compare your answers with a partner.

1. Nowadays more and more companies **are making** advertisements that involve their customers. These companies **are using** many creative ways to help products become more popular. Researchers believe social proof is the idea behind this trend. This is because when we are not sure what to do, we look at what others **are doing**. More and more people **are using** smartphones and social media to share news about their purchases with their friends.

2. Why is the present continuous used in the first sentence? Circle the correct answer.

Nowadays more and more companies are making advertisements that involve their customers.

- a. The action happens all the time.
- b. The action is taking place at the time of writing.
- c. The action is completed.

3. Why is the present continuous **not** used in this sentence?

Researchers believe social proof is the idea behind this trend.

- a. The action is happening now.
- b. The action is taking place at the time of writing.
- c. The verb *believe* is not used in the present continuous.

Present Continuous for affirmative statements

Present Continuous for negative statements

A. COMPOSE Write sentences with the present continuous. Then read your sentences to a partner.

1. Sales / independent bookstores / increase / all the time

Sales in independent bookstores are increasing all the time.

2. Everyone / wear / red these days / because it's a trendy color!

Everyone is wearing red these days because it's a trendy color!

3. We / discuss / the difference / between a fad and a trend

We are discussing the difference between a fad and a trend.

4. More people / ride / bicycles / to work these days

More people are riding bicycles to work these days.

There's and it's

There's and it's

There's (*There is*) is used when something is being mentioned for the first time.

- There's a bookstore on campus.
- There's a software program called *Camouflage*. It hides your files so others can't find them.
- There's a tree on the roof of that building!

The pronoun *it* in the expression **it's** (*it is*) refers to something we already know.

- The dart frog is bright blue. Predators know that **it's** dangerous.
- I don't like the color of that wall. **It's** too bright.

There's and it's

A. APPLY Complete the paragraph with *there's* and *it's*.

There are many different animals in the park. There's₁ a bright red bird in a tree. It's₂ a male cardinal. Nearby, there's₃ a similar bird, but it's₄ brown, not red. It's₅ a female cardinal. On a flower, there's₆ a beautiful orange and black butterfly. It's₇ a monarch butterfly. Predators can see it easily. But they also know that it's₈ a dangerous insect. Its wings have a terrible taste. Its color is a warning to predators.

Future with will

Future with going to

Future with *will*

In academic writing, use the future with *will* for predictions about the future and to express what experts predict.

- The designer **will establish** a second office in a new location.
- There **will be** a survey asking about the best color for the new library.

Note: You can soften a prediction by using *probably*. You can also use *may* instead of the future with *will*.

- The designer **will probably establish** a second office in a new location.
- The designer **may establish** a second office in a new location.

Use the future with *will* to make a promise.

- I **will help** you in about an hour.

Use the future with *will* to express plans in more formal writing.

- Next month we **will decide on** new colors for the kitchen.

Use the future with *will* to express a decision made at the moment of writing.

- I'll **go** to the meeting with you.

Note: Use the future with *be going to* to express a decision or plans that you made previously. This form is more common in informal speaking and writing.

- I **am going to have** dinner with my cousin.

Future with will Future with going to

A. **APPLY** Complete the paragraphs with the future with *will*.

Every year, the biggest paint companies introduce their newest “color of the year.” Last week, companies announced their new colors, and designers are very excited about them. These wonderful new paints available in January of next year.
1. be

“Beautiful Breeze” is a gentle, soft blue. This color comfort and simple designs. Designers this color with silver or white. It also well with warm browns.
2. encourage
3. use
4. go

Future with will

Future with going to

Every year, the biggest paint companies introduce their newest “color of the year.” Last week, companies announced their new colors, and designers are very excited about them. These wonderful new paints will be available in January of next year.

1. be

B. EXTEND Look back at the first paragraph in Activity A. Find the verbs. Complete the chart with verbs from the paragraph and the reason each verb form was used.

Exercise B answers

	Example	Reason
1. simple present	introduce	It happens every year.
2. simple past	announced	It happened last week.
3. future with <i>will</i>	will be	Next year is the future.

Suffixes: -ful, -ment, -al

Suffixes

A **suffix** is a letter or group of letters at the end of a word. A suffix changes the form of a word. Common suffixes for changing a noun to an adjective are *-ful* and *-al*.

Nur's favorite color is purple.

noun

Maha loved to plant colorful flowers.

adjective

The researcher finished the experiment in one month.

noun

The tests were experimental, and they didn't prove anything.

adjective

Understanding suffixes can help you increase your vocabulary. If you know the meaning of a noun, then you may be able to also understand its adjective form.

Noun	Adjective	Noun	Adjective
cheer	cheerful	education	educational
joy	joyful	nation	national

Sometimes when you add a suffix, there are spelling changes to the noun form.

Noun	Adjective	Noun	Adjective
biology	biological	finance	financial

Suffixes: -ful, -ment, -al

A. **IDENTIFY** Read the sentences. Write *N* (noun) or *ADJ* (adjective) for each bold word.

1. Muhannad left his restaurant in his son's **care**.

2. Leena was **careful** when she chose a company logo.

3. The color green is a **universal** symbol of nature.

4. Kamal feels small when he thinks about how big the **universe** is.

5. **Psychology** was Bashir's favorite subject in college.

6. The doctor was worried about Alan's **psychological** problems.

7. The president welcomed the king with a **respectful** greeting.

8. The new police officer quickly won the **respect** of the local residents.

Suffixes: -ful, -ment, -al

B. CATEGORIZE Complete the chart with the correct form of each word. Then check your answers in the dictionary.

Nouns	Adjectives
1. <i>addition</i>	additional
2. environment	environmental
3. nature	natural
4. peace	peaceful
5. person	personal

C. APPLY Complete the paragraph with the nouns and adjectives from Activity B.

Many people don't like running because they think it's difficult, but I really enjoy it. I usually run in a beautiful park near my house. There are lots of trees and birds in the park. I like running there because I like nature¹. The park is far away from the noise of the city, so it's very quiet and peaceful². Some people prefer to run with another person³, but I prefer to run alone, especially before work. My job is stressful, but running helps me feel more relaxed. I enjoy being out in the natural environment⁴. I usually run three miles every morning, but sometimes I have time for a(n) additional⁵ mile or two. Maybe someday I'll run ten miles!



Prefixes:

in-, un-, im-

Prefixes

A **prefix** is a group of letters at the beginning of a word. Adding a prefix to a word changes its meaning. Understanding prefixes will help you increase your vocabulary. The prefixes *in-*, *im-*, and *un-* mean *not* and are added to adjectives.

There are no rules for when to use *in-* or *un-*. You need to learn these words or use a dictionary to help you.

[	informal	not formal	unable	not able
[	invisible	not visible	unusual	not usual

Im- is added to an adjective that starts with *m* or *p*.

[	immature	not mature
[	impolite	not polite

Prefixes:

in-, un-,
im-

A. **APPLY** Look at the words below. Add the correct prefix to each word. Then write the new words in the chart. Check your answers in a dictionary.

appropriate ✓	common	formal	possible
clear	dependable	perfect	traditional
comfortable	expensive	polite	usual

in-	im-	un-
inappropriate inexpensive informal	imperfect impolite impossible	unclear uncomfortable uncommon undependable untraditional unusual

Prefixes: in-, un-, im-

B. **APPLY** Complete the sentences with words from Activity A on page 64. Use the word with or without the prefix. For some sentences, there is more than one correct answer.

1. My brother is very . He always does what he says he will do.
2. The directions were confusing and . Kenan got lost three times trying to get to the restaurant.
3. Because her first name was so , she always had to repeat it several times.
4. It's for me to finish the project on time. I have too much research to do. I can't do it.
5. Our receptionist is very friendly and welcoming. He makes people feel when they come into the office.
6. Although it was a small and gift, it was very thoughtful. The cost wasn't important.
7. The customer was very . He was so rude that no one wanted to help him.
8. Many people send quick email invitations to celebrations, but Jamal sent a invitation to his graduation in the mail. He chose very expensive paper.
9. The bed was very , so I barely slept all night and I had a backache in the morning.
10. In the U.S. it's to ask how old people are or how much money they make.

Comparative adjectives: positive

Comparative adjectives: negative

Comparative adjectives describe the difference between two things.

For adjectives with one syllable, use *adjective + er*. *Than* often follows comparative adjectives.

[	tall	→	taller	The Burj Khalifa is taller than Taipei 101.
	safe	→	safer	
	big	→	bigger	

If an adjective ends in one vowel and one consonant, double the consonant.

[big	→	bigger
---	-----	---	--------

If the adjective ends in *e*, just add *-r*.

[safe	→	safer
---	------	---	-------

For most adjectives with two or more syllables, use *more + adjective*.

[	common	→	more common
	traditional	→	more traditional

For two-syllable adjectives that end in *-le*, add *-r*.

[simple	→	simpler
---	--------	---	---------

For two-syllable adjectives that end in *-y*, change the *-y* to *i* and add *-er*.

[pretty	→	prettier
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Comparative adjectives: positive

Comparative adjectives: negative

Summary.

These are the basic rules for forming comparative adjectives.

Rule	Adjective	Comparative
Add <i>-er</i> to one-syllable adjectives.	cheap	cheaper
Delete final <i>-e</i> before adding <i>-er</i> .	close	closer
Some two-syllable adjectives take <i>-er</i> .	quiet	quieter
Change final <i>y</i> to <i>i</i> before adding <i>-er</i> .	easy	easier
Double the final consonant when the word ends with a single vowel and a consonant. Then add <i>-er</i> .	big	bigger
Use <i>more</i> or <i>less</i> with adjectives that have two or more syllables.	creative	more creative less creative
Some adjectives have irregular comparative forms.	good bad	better worse

Comparative adjectives: positive

Comparative adjectives: negative

Comparatives

We use **comparatives** to talk about the differences between two things. Comparatives often use *than* to connect the two things being compared. Comparatives can be either positive or negative.

To make a **positive comparative**, follow the rules below for one-syllable adjectives. For two-syllable words, use *more* before the adjective or adverb.

- Our lives are becoming **more public than** they were in the past.
- Online arguments are often **angrier than** face-to-face ones.
- Jon will get the message **more quickly** if you send it to his phone.

For **negative comparatives**, use *less* before the adjective or adverb.

- Our lives are becoming **less private**.
- Many people think online discussions are **less respectful than** face-to-face discussions.

Comparative adjectives: positive

Comparative adjectives: negative

A. **APPLY** Complete the paragraph with words from the box. Change them into comparative form.

big clear pretty realistic safe simple

Many of us remember the good old days. Those times were simpler ¹ and less complicated. In those days, we felt much safer ² in our neighborhoods. There was less pollution, and the sky was clearer ³. We may even feel that nature was prettier ⁴ back then. As cities have become bigger ⁵, those days may be gone forever. Perhaps we all need to be more realistic ⁶ about the future.

Comparative adjectives: positive

Comparative adjectives: negative

B. APPLY Complete each sentence with the correct comparative form of the adjective in parentheses.

1. I'm (successful) in school than my brother is.
2. Hind is (responsible) with her money than her younger sister is.
3. Elephants are (intelligent) than fish.
4. People in small towns are often (friendly) than people in big cities.
5. The subway is (fast) than the bus.

Comparative adjectives: positive

Comparative adjectives: negative

A. **APPLY** Complete each sentence with a positive (+) or negative (-) comparative. Use the adjective or adverb in parentheses.

1. Studies have shown that teens who spend a lot of time on social media are (lonely +) than teens who spend less time.
2. Using social media makes it (easy +) to stay in touch with friends.
3. Now that I'm using the GPS, I get lost (often -) than I used to.
4. After interacting with digital voices, some people felt (lonely -) than before.
5. I'm becoming (dependent +) on my smartphone every day.
6. Voice-activated devices are becoming (common +) in our homes.

Comparative adjectives: positive

Comparative adjectives: negative

B. CREATE Complete each sentence with a comparative that expresses your opinion. Use the adjective in parentheses. Then discuss with a partner.

1. Sending a birthday card to someone online is (meaningful) than sending a card in the mail.
2. Face-to-face conversations are (interesting) than online conversations.
3. I sometimes think that my smartphone is (intelligent) than I am.
4. Protecting my privacy online is (important) to me than having a lot of online friends.

Modals (should, should not, must, must not, ought to)

Modals

One way to give your opinion is to use the **modals** *should*, *should (not)*, and *ought to*.

Professional athletes **should use** the latest sports technology.

Coaches **ought to follow** the rules.

I believe that new high-tech materials **should be** approved by sports organizations.

Note that *ought not* is rarely used.

To make a very strong statement of your opinion, you can use *must* and *must not*.

Officials **must keep** a close eye on athletes' equipment.

We **must not let** sports be unfair in our schools.

should and *ought to* are almost similar. They can be replaced with each other.

Collocations: nouns and verbs (risk, trend)

Collocations: nouns and verbs

Collocations are groups of words that are commonly used together. One type of collocation is the combination of a **verb** + **noun**.

The word web shows verbs often used with the noun *risk*.

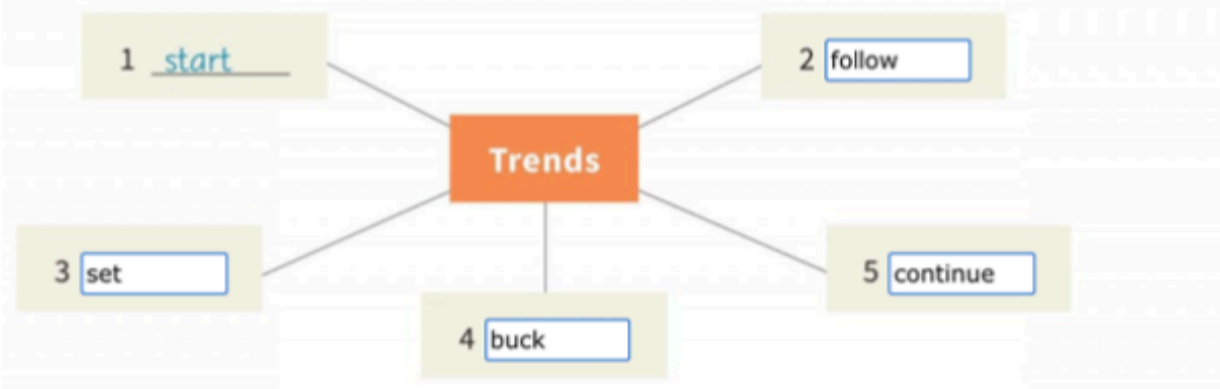


Collocations: nouns and verbs (risk, trend)

A. IDENTIFY Read the sentences. Underline each verb used as a collocation with the noun *trend*.

1. Hey, your shoes look cool! I'm going to get some, too. We can start a trend.
2. This firm doesn't like to follow architectural trends. Our buildings follow a classical style.
3. I wasn't trying to set a new trend in transportation. I ride my bike to work because the bus schedule doesn't work for me.
4. More and more people are driving cars, even for short distances. I want to buck this trend and start walking everywhere I go.
5. Buildings in my city are getting more energy efficient. I hope architects continue this trend.

B. APPLY Complete the word web. Use the words you underlined in Activity A.



Parts of speech

- noun, verb, adjective, adverb

Word families: verbs, nouns, adjectives

Word families are groups of words usually based on the same root, or headword. When you learn a new word, try to learn different forms of the word at the same time. You can often find word families listed together in dictionaries.

verb	noun	adjective
inform	information	informative

Parts of speech

- noun, verb,
adjective,
adverb

A. **CATEGORIZE** Complete the chart with other forms of the words.
Use a dictionary to help you.

Verb	Noun	Adjective
participate	participant	participatory
coincide	coincidence	coincidental
differ	difference	different
identify	identity	identifiable
tend	tendency	

B. **APPLY** Complete each sentence with the correct word from Activity A.
Use a dictionary to check your answers.

1. I can't identify the person in this old photo. Is that my grandfather or his brother?
2. Everyone in my mother's family has a(n) tendency to be very thin. It's in their DNA, I guess.
3. My sister and I look very different from one another. I'm blond and blue-eyed, but she has dark hair and brown eyes.
4. Amy was a(n) participant in the study group. She thought the experience was worth her time. She was glad to help.
5. I was on the bus the other day, and I ran into an old friend I haven't seen in years. What a(n) coincidence! I didn't know he lived near me.

Vocabulary

clear	adjective	واضح
connect	verb	تواصل
contribute	verb	ساهم او شارك
express	verb	عبر
find out	v. phr.	كشف او استكشف
influence	verb	اثر
psychologist	noun	طبيب نفسي
purchase	noun	مشتريات
recommend	verb	يوصي
researcher	noun	باحث
review	noun	استعراض او عرض
social	adjective	اجتماعي
spread	verb	نشر او اذاع
study	noun	دراسة او بحث
trend	noun	شائع
advertising	noun	اعلان
affect	verb	اثر
character	noun	الشخصية
consider	verb	اخذ بعين الاعتبار
culture	noun	الثقافة
dependable	adjective	موثوق او يعتمد عليه
encourage	verb	شجع او حث
environment	noun	البيئة
establish	verb	تأسيس
notice	verb	لاحظ
psychology	noun	علم نفس
represent	verb	يمثل او يصور (مثل اللون الأحمر يمثل الخطر)
service	noun	الخدمة
unaware	adjective	لاشعوري او جاهل
universal	adjective	عام او عالمي
variety	noun	متنوع
advice	noun	نصيحة
appropriately	adverb	مناسب
avoid	verb	تجنب
awkward	adjective	مخرج
behavior	noun	سلوك
custom	noun	عاده او عرف
firmly	adjective	بقوه او بحزم
gesture	noun	إيماءة او إشارة

informal	adjective	غير رسمي
interrupt	verb	قاطع الحديث
make a good impression	v. phr.	ترك انطباع جيد
manners	noun	اخلاق او عادات
respect	noun	احترام
take part in	v. phr.	شارك في
traditional	adjective	تقليدي
typical	adjective	العادي
advantage	noun	مصلحة او منفعة
artificial	adjective	اصطناعي او مصطنع
ban	verb	منع او حظر
energy	noun	طاقة
equipment	noun	معدات او تجهيزات
examine	verb	فحص او اختبار
invent	verb	اخترع
performance	noun	أداء أو عرض
reason	noun	سبب
replace	verb	استبدل او يحل محل
situation	noun	ظرف او حال
specific	adjective	معين او محدد
take care of	v. phr.	رعاية او اهتمام
technology	noun	تقنية
under pressure	prep. phr.	تحت الضغط
unfair	adjective	غير منصف او غير عادل
advertise	verb	يعلن
affordable	adjective	ميسور التكلفة، بمتناول اليد
brake	noun	مكابح او فرامل (ممکن تكون استراحة)
buck the trend	v. phr.	عكس الاتجاه او عكس المنشر بين الناس
chat	verb	يتحدث
decline	verb	يرفض
enormous	adjective	ضخم او هائل
essential	adjective	أساسي او ضروري
failure	noun	فشل او اخفاق
get the point	v. phr.	فهم المقصد او النقطة
postage	noun	رسوم البريد (مثل المبلغ الي نعطيه شركات التوصيل)
potential	adjective	محتمل او مرتقب
realize	verb	أدرك

reasonable	adjective	معقول او منطقي
wealthy	adjective	ثري او اثراء
wheel	noun	عجلة، مقود
beautiful	adjective	جميل
blend in	v. phr.	يندمج او ينسجم
brilliant	adjective	باهي، لامع او رائع
hide	verb	يختبئ
insect	noun	حشرة
match	verb	يطابق
peaceful	adjective	مسالم او هادئ
poison	noun	يسم
predator	noun	مفترس او متوحش
pride	noun	فخر او اعتزاز
shape	noun	شكل
skin	noun	جلد او بشرة
solid	adjective	صلب
straight	adjective	مستقيم
survive	verb	نجاة
warning	noun	تحذير
wing	noun	جناح
admit	verb	اعترف او اقر
attentive	adjective	مُصِغٍ او جيد (متعددة المعاني ابحثوا عنها)
courteous	adjective	باحترام او بأدب
courtesy	noun	محترم او مؤدب
deal with	v. phr.	عالج الشيء او تفاهم مع الشخص
etiquette	noun	اتيكييت (آداب السلوك)
improve	verb	حسن او تحسن
increase	noun	زيادة او ارتفاع
polite	adjective	مؤدب او مهذب
principal	noun	رئيس او مدير
rude	adjective	غير مهذب او وقح
scream	verb	صرخ
shout out	v. phr.	صاح او قال شيء بصوت عالي
society	noun	مجتمع او جمعية
valuable	adjective	ثمين، قيم او مفيد
violence	noun	عُنف او شدة
common	adjective	شائع، مشترك، عادي او عام (متعددة المعاني ابحثوا عنها)

dependent on	adj. phr.	يعتمد على
digital	adjective	رقمي
disconnect	verb	فصل
face-to-face	adj. phr. / adv. phr.	وجهًا لوجه
find	verb	وجد
forever	adjective	الى الابد
friendship	noun	الصداقة
headline	noun	عنوان
meaningful	adjective	ذو معنى
post	verb	بعث، أرسل او الصبق (متعددة المعاني ابحثوا عنها)
privacy	noun	خصوصية
relationship	noun	علاقة
scary	adjective	مخيف
silly	adjective	سخيف
strange	adjective	غريب

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<https://english-rooms.com/tests/intermediate>

<https://www.talkenglish.com/listening/listenintermediate.aspx>

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