

**Hama University**

**Faculty of Arts and Humanities**

**Arabic Department/Fourth Year/Second Term**

# English 6

**T. Abeer Hadla**

# Tenses

## Present simple: form

We use the base form of the verb, and add -s for the third person singular.

+	<i>I, you, we, they</i> <i>she, he, it</i>		<b>work.</b> <b>works.</b>
	<i>I, you, we, they</i> <i>she, he, it</i>	(full form) <b>do not</b> <b>does not</b>	
-	<i>I, you, we, they</i> <i>she, he, it</i>	(short form) <b>don't</b> <b>doesn't</b>	<b>work.</b>
	<b>Do</b> <b>Does</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>work?</b>
? -	(full form) <b>Do</b> <b>Does</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>not</b>
	(short form) <b>Don't</b> <b>Doesn't</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>work?</b>

## Present simple: spelling

For most verbs we add -s to the base form to make the *she, he, it* (third person singular) form:

<i>come → comes</i>	<i>order → orders</i>	<i>travel → travels</i>
<i>eat → eats</i>	<i>record → records</i>	<i>walk → walks</i>
<i>move → moves</i>		

For other verbs, the spelling changes are:

	<b>verb</b>	<b><i>she, he, it</i></b>
	<b><i>watch</i></b>	<b><i>watches</i></b>
	<b><i>miss</i></b>	<b><i>misses</i></b>
When the verb ends in <i>-ch, -ss, -sh, -x</i> or <i>-zz</i> , we add <i>-es</i> .	<b><i>wash</i></b>	<b><i>washes</i></b>
	<b><i>mix</i></b>	<b><i>mixes</i></b>
	<b><i>buzz</i></b>	<b><i>buzzes</i></b>
	<b><i>hurry</i></b>	<b><i>hurries</i></b>
When the verb ends in a consonant + <i>-y</i> we change <i>y</i> to <i>i</i> and add <i>-es</i> .	<b><i>study</i></b>	<b><i>studies</i></b>
	<b><i>reply</i></b>	<b><i>replies</i></b>

	<b>verb</b>	<b><i>she, he, it</i></b>
	<i>pay</i>	<i>pays</i>
But when the verb ends in a vowel + -y we just add -s.	<i>enjoy</i>	<i>enjoys</i>
	<i>have</i>	<i>has</i>
	<i>go</i>	<i>goes</i>
Have, go, do and be are irregular.	<i>do</i>	<i>does</i>
	<i>be</i>	<i>is</i>

When the verb ends in -s or -z we double the -s or -z and add -es, e.g. *quiz*, *quizzes*. These verbs are not common.

## Present simple: uses

### 1. General truths and facts

We use the present simple to talk about general facts that are always true and permanent about the world:

*Ten times ten **makes** one hundred. (10 x 10 = 100)*

*There **is** always a holiday on the last Monday in August in the UK.*

*Time **passes** very quickly when you get older.*

We use the present simple to talk about general facts that we think are true and permanent at the present time:

*I really **love** my job.*

Mrs Clare **doesn't teach** me but she **teaches** my sister.

**Do** you **live** in Glasgow? My cousin **lives** there too.

Spiders **don't frighten** me.

Martha **does** what she **wants**. No one **tells** her what to do.

## 2. Regular and habitual events

We use the present simple to talk about regular or habitual events. We often use *always, often, usually, sometimes, never* and other frequency adverbs for regular and habitual events:

How **do** you **get** to work? **Do** you **get** the bus?

I **read** every night before I **go** to sleep.

We always **have** a holiday in the summer. We never **work** in August.

We usually **fly** to France when we go. Lorea **doesn't like** the ferry. It **makes** her feel sick.

## 3. Instructions and directions

We use the present simple when we are giving instructions or directions. We often use ordering words, such as *and, first* and *then* with this use of the present simple:

[giving directions]

You **take** the train into the city centre **and then** you **take** a number five bus.

You **don't get** off at the museum. You **get** off at the stop after the museum.

[giving instructions before a test]

So what you do is ... you **read** the questions **first and then** you **write** down your answers in the box. You **don't write** on the question paper.

## 4. Timetables and plans

We use the present simple to talk about events that are part of a future plan or timetable:

The lesson **starts** at 9.30 tomorrow instead of 10.30.

Lunch **is** at 12.30. Don't be late.

What time **do** you **land**? (talking about a flight at some time in the future)

They **don't start** back to school until next Monday.

We can also often use *will* in these sentences, with no change in meaning:

*The lesson **will** start at 9.30 tomorrow instead of 10.30.*

## 5. Newspaper headlines

We often see the present simple in news headlines to report past events. It emphasises the drama or immediacy of an event:

*Man **rescues** child from lake*

*Taiwanese envoys **arrive** in China*

## 6. Present simple after *when*, *before*, etc.

We use the present simple for future reference in subordinate clauses after words like *when*, *before*, *as soon as*, *if* and *whether*:

*I'll call you when I **get** there.*

Not: ~~I'll call you when I'll get there.~~

*Don't forget to ring before you **go**.*

Not: ~~Don't forget to ring before you'll go.~~

*They hope to move in to the new house as soon as they **get** back from Australia next month.*

Not: ~~... as soon as they'll get back from Australia next month.~~

## Present continuous: form

We use *am*, *are*, *is* + the *-ing* form of the verb. We use the short form more often than the full form, especially when speaking.

+	<i>I,</i> <i>you, we, they</i> <i>she, he, it</i>	(full form) <b><i>am</i></b> <b><i>are,</i></b> <b><i>is</i></b>	<b><i>working.</i></b>
	<i>I,</i> <i>you, we, they</i> <i>she, he, it</i>	(short form) <b><i>'m</i></b> <b><i>'re</i></b> <b><i>'s</i></b>	

–	<i>I,</i> <i>you, we, they</i> <i>she, he, it</i>	(full form) <b><i>am not</i></b> <b><i>are not</i></b> <b><i>is not</i></b>	<b><i>working.</i></b>
	<i>I,</i> <i>you, we, they</i> <i>she, he, it</i>	(short form) <b><i>'m not</i></b> <b><i>'re not</i></b> or <b><i>aren'</i></b> <b><i>t's not</i></b> or <b><i>isn't</i></b>	
? +	<b><i>Am</i></b> <b><i>Are,</i></b> <b><i>Is</i></b>	<i>I</i> <i>you, we, they</i> <i>she, he, it</i>	<b><i>working?</i></b>
? –	(full form) <b><i>Am</i></b> <b><i>Are</i></b> <b><i>Is</i></b>	<i>I</i> <i>you, we, they</i> <i>she, he, it</i>	<b><i>not</i></b> <b><i>working?</i></b>
	(short form) <b><i>Aren't</i></b> <b><i>Isn't</i></b>	<i>I, you, we, they</i> <i>she, he, it</i>	

## Present continuous: *-ing* form spelling

For most verbs we add *-ing* to the base form to make the *-ing* form:

<i>be</i> → <b><i>being</i></b>	<i>eat</i> → <b><i>eating</i></b>	<i>order</i> → <b><i>ordering</i></b>
<i>cry</i> → <b><i>crying</i></b>	<i>fix</i> → <b><i>fixing</i></b>	<i>play</i> → <b><i>playing</i></b>
<i>do</i> → <b><i>doing</i></b>	<i>go</i> → <b><i>going</i></b>	

For other verbs the spelling changes are (note the underlined syllables are stressed):

	verb	-ing form
When the verb ends in -e, we take off the -e and add -ing.	<i>move</i>	<i>moving</i>
	<i>face</i>	<i>facing</i>
	<i>come</i>	<i>coming</i>
	<i>commit</i>	<i>committing</i>
When the verb ends in a vowel followed by a single consonant and if the last syllable is stressed, then the consonant is doubled.	<i>prefer</i>	<i>preferring</i>
	<i>rub</i>	<i>rubbing</i>
	BUT: <i>cover</i>	<i>covering</i>
	<i>remember</i>	<i>remembering</i>
When the verb ends in a vowel + l, we double the consonant.	<i>travel</i>	<i>travelling*</i>
	<i>control</i>	<i>controlling</i>

## Present continuous: uses

### 1. Events at the time of speaking

We use the present continuous to talk about events which are in progress at the moment of speaking:

**A:**

*What time's dinner?*

**B:**

*I'm **cooking** now so it'll be ready in about half an hour.*

*She's **pressing** the button but nothing **is happening**.*

## 2. Change

We use the present continuous to talk about a gradual change:

*They're **building** a new stand at the football ground.*

*Maria, 37, **is getting** better and doctors are optimistic she will make a full recovery.*

*Recent evidence suggests that the economic situation **is improving**.*

## 3. Plans and arrangements

We use the present continuous to refer to the future when we talk about plans and arrangements that have already been made:

*We're **moving** to Cambridge in July.*

*Sarah **isn't taking** Rory to football training later. She hasn't got the car tonight.*

***Aren't** you **playing** tennis on Saturday?*

## 4. Regular unplanned events

We often use the present continuous with words like *always*, *constantly*, *continually* and *forever* (adverbs of indefinite frequency) to describe events which are regular but not planned, and often not wanted:

*My wife, she's **always throwing** things out. I like to keep everything.*

*I'm **constantly spilling** things.*

## Present perfect simple: form

We use *have/has* + the *-ed* form of the verb.

+	<i>I, you, we, they</i> <i>she, he, it</i>	(full form) <b>have</b> <b>has</b>	<b>worked.</b>
	<i>I, you, we, they</i> <i>she, he, it</i>	(short form) <b>'ve</b>	

		's	
-	<i>I, you, we, they</i> <i>she, he, it</i>	(full form) <b>have not</b> <b>has not</b>	<b>worked.</b>
	<i>I, you, we, they</i> <i>she, he, it</i>	(short form) <b>haven't</b> <b>hasn't</b>	
? +	<b>Have</b> <b>Has</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>worked?</b>
? -	(full form) <b>Have</b> <b>Has</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>worked?</b>
	(short form) <b>Haven't</b> <b>Hasn't</b>	<i>I, you, we, they</i> <i>she, he, it</i>	

## Present perfect simple: uses

We use *have/has* + the *-ed* form of the verb.

+	<i>I, you, we, they</i> <i>she, he, it</i>	(full form) <b>have</b> <b>has</b>	<b>worked.</b>
	<i>I, you, we, they</i> <i>she, he, it</i>	(short form) <b>'ve</b> <b>'s</b>	

–	<i>I, you, we, they</i> <i>she, he, it</i>	(full form) <b>have not</b> <b>has not</b>	<b>worked.</b>
	<i>I, you, we, they</i> <i>she, he, it</i>	(short form) <b>haven't</b> <b>hasn't</b>	
? +	<b>Have</b> <b>Has</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>worked?</b>
? –	(full form) <b>Have</b> <b>Has</b>	<i>I, you, we, they</i> <i>she, he, it</i>	<b>worked?</b>
	(short form) <b>Haven't</b> <b>Hasn't</b>	<i>I, you, we, they</i> <i>she, he, it</i>	

We use the present perfect simple to refer to events in the past but which connect to the present.

### 1. Experiences

We use the present perfect simple to talk about our experiences up to now. The time of the experiences is not important:

Although we do not give a specific time, we often use general time expressions like *ever*, *never*, *before*, *in my life*, *so far*, *up until now* with this use of the present perfect simple:

We **haven't met before**, have we?

They've **sold** 110 cars **so far**. (so far = from a point in the past up until now)

We often use *ever* and *never* when we talk about experiences:

It was the worst performance we **have ever seen**.

**Have you ever tried** to write your name and address with your left hand?

*She's **never said** sorry for what she did.*

## 2. Recent completed events

We use the present perfect simple to talk about a finished event or state in the very recent past. We do not give a specific time. We often use words like *just* or *recently* for events taking place a very short time before now:

*What's this? What's **just happened**?*

*The company employs around 400 staff and **has recently opened** an office in the UK. Niki and John **have just come** back from a week in Spain.*

## 3. Past events, present results

We use the present perfect simple when a single past action has a connection with the present:

*She's **broken** her arm in two places. (Her arm is still broken now.)*

*Why **haven't** you **dressed** in something warmer? (You got dressed in the past but the clothes are not warm enough for now.)*

Time + *for* and *since*

We use the present perfect simple with *for* and *since* to talk about a present situation that began at a specific point in the past and is still going on in the present. We are looking back from the present to a point in the past.

### Compare

*That house on the corner **has been** empty **for** three years.*

Not: ... ~~since three years.~~

*For* refers to periods of time, e.g. *three years, four hours, ages, a long time, months, years.*

*That house on the corner **has been** empty **since** 2006.*

Not: ... ~~for 2006.~~

*Since* refers to a previous point in time, e.g. *last Monday, last year, 1987, yesterday.*

The house was empty in 2006 and it is still empty now. (speaking in 2011)

*How long ...?*

We often use expressions with *for* and *since* to answer the question *How long ...?* + present perfect simple. We use the *How long ...?* question to ask about the duration of a state or activity:

**A:**

***How long have you worked there?***

**B:**

***Since 21 August. So for about four months.***

*Yet*

We use *yet* + the present perfect simple, mainly in questions and negative statements, to refer to things we intend to do in the future but which are not done:

***Don't wash up that cup. I haven't finished my coffee yet.*** (I intend to finish it.)

***Haven't you done your homework yet?*** (You intend to do it.)

*Already*

We use *already* + the present perfect simple when we want to emphasise that something is done or achieved, often before the expected time:

***I've already booked my flight home.***

**A:**

***Will you go and clean your teeth!***

**B:**

***I've already cleaned them.***

*Still*

We use *still* + the present perfect simple when we want to emphasize that something we expected to happen continues not to happen:

***She still hasn't said sorry to me.***

***I feel really tired. I still haven't recovered from the jet lag.***

## Past simple: form

For regular verbs, we add *-ed* to the base form of the verb (*work–worked*) or *-d* if the verb already ends in *e* (*move–moved*).

+	<i>I, she, he, it, you, we, they</i>	<b>worked.</b>	
—	<i>I, she, he, it, you, we, they</i>	(full form) <b>did not</b>	<b>work.</b>
	<i>I, she, he, it, you, we, they</i>	(short form) <b>didn't</b>	
? +	<b>Did I, she, he, it, you, we, they</b>		<b>work?</b>
? —	(full form) <b>Did I, she, he, it, you, we, they not</b>		<b>work?</b>
	(short form) <b>Didn't I, she, he, it, you, we, they</b>		

## Past simple: uses

### 1. Definite time in the past

We use the past simple to talk about definite time in the past (often we specify when something happened, e.g. *yesterday, three weeks ago, last year, when I was young*):

**Did you watch** that film yesterday?

He **left** at the end of November.

### 2. The past simple with no time reference

Sometimes there is no time expression when the past simple is used. This happens especially when we know the time:

*Leonardo Da Vinci* **Painted** the *Mona Lisa*. (From our general knowledge, we know that Leonardo Da Vinci painted the Mona Lisa a few hundred years ago.)

### 3. Past simple and the order of events

When one past event happens after another, the first one mentioned in the past simple happened first and the second one happened next, and so on. If we change the order of the verbs, this changes the meaning.

### Compare

[event 1] <i>I <b>turned off</b> the light and</i> [event 2] <i><b>got into</b> bed.</i>	The first event in the past simple happened first. The second event in the past simple happened second, and so on.
[event 1] <i>I <b>got into</b> bed and</i> [event 2] <i><b>turned off</b> the light.</i>	

## Irregular Verbs List

This is a list of some irregular verbs in English. Of course, there are many others, but these are the more common irregular verbs.

V1 Base Form	V2 Past Simple	V3 Past Participle
be	was, were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built

V1 Base Form	V2 Past Simple	V3 Past Participle
buy	bought	bought
come	came	come
do	did	done
dream	dreamed <i>or</i> dreamt	dreamed <i>or</i> dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten

V1 Base Form	V2 Past Simple	V3 Past Participle
get	got	got ( <i>sometimes gotten</i> )
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid

V1 Base Form	V2 Past Simple	V3 Past Participle
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	showed or shown
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent

V1 Base Form	V2 Past Simple	V3 Past Participle
take	took	taken
tell	told	told
think	thought	thought
win	won	won
write	wrote	written

## Past continuous: form

We use *was/were* + the *-ing* form of the verb.

+	<i>I, she, he, it</i> <i>you, we, they</i>	<b><i>was</i></b> <b><i>were</i></b>	<b><i>working.</i></b>
–	<i>I, she, he, it</i> <i>you, we, they</i>	(full form) <b><i>was not</i></b> <b><i>were not</i></b>	<b><i>working.</i></b>
	<i>I, she, he, it</i> <i>you, we, they</i>	(short form) <b><i>wasn't</i></b> <b><i>weren't</i></b>	

? +	<b>Was</b> <b>Were</b>	<i>I, she, he, it</i> <i>you, we, they</i>	<b>working?</b>
? –	(full form) <b>Was</b> <b>Were</b>	<i>I, she, he, it</i> <i>you, we, they</i>	<b>not</b>
	(short form) <b>Wasn't</b> <b>Weren't</b>	<i>I, she, he, it</i> <i>you, we, they</i>	<b>working?</b>

## Past continuous: uses

### 1. Events happening at a particular time in the past

We generally use the past continuous to talk about actions and states in progress (happening) around a particular time in the past. It can emphasize that the action or state continued for a period of time in the past:

**A:**

*Where was Donna last night?*

**B:**

*I'm not sure. I think she **was visiting** her family. (action)*

*I remember that night. You **were wearing** that red dress. (state)*

### 2. The past continuous and definite time

We sometimes use the past continuous to refer to a definite period of past time. This usually emphasizes the event continuing over a period of time:

*We **were cooking** all morning because we had 15 people coming for lunch.*

*Lots of us **were working** at the office on Saturday because we had to finish the project by Monday.*

## Past perfect simple: form

We use *had* + the *-ed* form of the verb.

+	<i>I, she, he, it, you, we, they</i>	(full form) <b>had</b>	<b>worked.</b>
	<i>I, she, he, it, you, we, they</i>	(short form) <b>'d</b>	
–	<i>I, she, he, it, you, we, they</i>	(full form) <b>had not</b>	<b>worked.</b>
	<i>I, she, he, it, you, we, they</i>	(short form) <b>hadn't</b>	
? +	<b>Had</b> <i>I, she, he, it, you, we, they</i>		<b>worked?</b>
? –	(full form) <b>Had</b> <i>I, she, he, it, you, we, they</i>	<b>not</b>	<b>worked?</b>
	(short form) <b>Hadn't</b> <i>I, she, he, it, you, we, they</i>		

## Past perfect simple: uses

### 1. Reported clauses

We commonly use the past perfect in reported clauses where the reporting verb (underlined) is in the past:

*"Mr Hammond **drove** through a red light."*

*The policeman said Mr Hammond **had driven** through a red light.*

*No one told me that the shop **had closed**.*

*I phoned Katie and she said the kids **had had** a day off school so she'd **taken** them ice skating.*

### 2. The past perfect in conditional clauses

We must use the past perfect when we imagine a different past in a clause with *if*:

*I would have helped to paint the house if you'd **asked** me. (You didn't ask me.)*

*Sarah couldn't come with us to the cinema. She would have loved it if she **had been** there. (She wasn't there.)*

## Types of conditionals:

The table shows how the main types of conditionals relate to one another.

true	likely/possible	less likely/less possible	impossible
real	first	second	third
<i>If it <b>snows</b>, we <b>get</b> our skis out.</i>  (We do this every time it snows.)	<i>If she <b>gets</b> the job, we'll celebrate.</i>  (It is possible or likely she will get the job.)	<i>If we <b>had</b> more students, we <b>would run</b> the course.</i>  (It is less likely or unlikely that we will get more students.)	<i>If the rent <b>had</b> <b>been</b> lower, I <b>would have</b> <b>taken</b> the flat.</i>  (The rent was not low enough.)

## Determiners

### 1. Articles:

#### A. Indefinite: (a-an)

I saw **an orphan** in the street. (Mentioned for the first time)

He is **a doctor**. (job)

We practice football **a day, week, month, year** (before time periods)

My mom plays the oud (once, twice, three times, etc) **a week**.

#### B. Definite: (the)

**The** orphan was so sad. (Mentioned for the second time)

My cousin lives in **the** United States. (countries)

**The** Nile River is in Egypt. (some rivers)

We can use **the** computer for saving files. (known things for all people)

### 2. Demonstratives:

#### A. This-These

This job is boring.

These students have a lot of pens.

#### B. That-Those

That was an amazing novel.  
Those were our relatives.

### 3. Possessive adjectives:

(my, our, your, their, his, her, its)

My brother is very tall.  
Our school has many technologies.  
Their bikes are new.

### 4. Quantifiers:

Do you have any money? (uncountable)  
I **didn't** see any friends. (countable)  
We **saw** some lions in the zoo. (countable)  
I **need** some juice for the fruit salad. (uncountable)

**\*Would you like some ice cream? (Polite request or offer)\***

She has **many** friends. (only countable)  
I have only **a few** coins in my pocket. (only countable)  
There is **much** noise in the class. (only uncountable)  
I have **a little** coffee in my cup. (only uncountable)

### Uncountable Nouns:

Noise – water – juice – coffee – rice – tea – chocolate
soup – news – sugar – bread – metal – rain – advice
furniture – equipment – travel – smoke – traffic - milk

# TEXTS

## 1. Nazik Al-Malaika

Al-Malaika was born in Baghdad to a cultured family. Her mother was also a poet, and her father was a teacher. She wrote her first poem at the age of 10. Al-Malaika graduated in 1944 from the College of Arts in Baghdad and later completed a master's degree in [comparative literature](#). She entered the Institute of Fine Arts and graduated from the Department of Music in 1949. Her first book of poetry is "The Nights Lover". She published "Bottom of the Wave". Her final volume is "Tree of the Moon".

---

## 2. Al-Mutanabbi

**Abū al-Ṭayyib Aḥmad ibn al-Ḥusayn al-Mutanabbī al-Kindī** from [Kufa](#), [Abbasid Caliphate](#), was a famous [Abbasid-era](#) Arab poet at the court of the [Hamdanid](#) emir [Sayf al-Dawla](#) in [Aleppo](#), and for whom he composed 300 folios of poetry. Much of his work has been translated into over 20 languages worldwide. His poetry largely revolves around praising the kings he visited during his lifetime. He started writing poetry when he was nine years old. He is well known for his sharp intelligence and wittiness. Al-Mutanabbi had great pride in himself through his poetry. Among the topics he discussed were courage, the philosophy of life, and the description of battles. He praised leaders and kings in return for money and gifts.

---

### 3. Abu Tammam

Abu Tammam is best known in literature by his 9th-century compilation of early poems known as the [Hamasa](#).<sup>[2]</sup> The *Hamasa* ([Arabic](#): حماسة, "exhortation") is one of the greatest anthologies of Arabic literature. There are ten books of poems in the *Hamasa*, all classified by subject. Some of them are selections from long poems. A later anthology by the same name was compiled by the poet al-Buhturi, and the term has been used in modern times to mean "heroic [epic](#)."

---

### 4. Al-Jurjani

**Bakr, ‘Abd al-Qāhir ibn ‘Abd ar-Raḥmān ibn Muḥammad al-Jurjānī** "Al-Naḥawī" (the grammarian). He wrote several celebrated works on grammar and rhetoric, among these are [Mi,ut Amil](#) and *Al-Jumal* - introductions to Arabic syntax - and a commentary titled *Al-Mughnī* in three volumes. Al-Jurjānī is said to have never left his native town of [Gorgan](#), [Iran](#), yet his reputation reached many Arabic scholars who travelled to see him. He wrote two books, *Asrār al-Balāghah* (*Secrets of Rhetoric*), and *Dalā’il al-‘Ijāz fi-l-Qur’ān* (*Arguments of the Miraculous Inimitability of the Quran*).

# Phrasal Verbs

## (Verb)

1. Ask out

2. Back up

3. Break in

5. call on

6. care for

7. come into

8. count on

9. cut out

10. get away

11. Go over

12. lay down

13. look into

14. pull down

15. Show off

## (Meaning)

(invite on a date)

(give support)

(interrupt)

(visit)

(like someone or something)

(inherit)

(depend on)

(stop an action)

(escape)

(review)

(establish)

(investigate)

(earn)

(boast)

## **Exam:**

1. Choose a, b, c or d. (grammar) (30 marks)
2. Correct mistakes. (grammar) (30 marks)
3. Fill in the paces. (Phrasal verbs) (20 marks)
4. Translate. (text) (20 marks)

..... Best of Luck .....

MISS.Abeer