

# Unit 2

## Life and Culture



By

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# ***Objectives of the Unit***

- Nouns
- Prefixes
- Adjectives
- The infinitive with 'to'
- Prefixes
- Language of negotiation
- Stress patterns in two syllable words

## Vocabulary

<b>rule</b> <b>Noun</b>	<b>/ru:l/</b> an accepted principle or instruction	قاعدة
<b>religion</b> <b>Noun</b>	<b>/ri'li:dʒ.ən/</b> the belief in and worship of a god or gods	دين
<b>festival</b> <b>Noun</b>	<b>/'fes.ti.vəl/</b> a special day or period	مَهْرَجَان / اِحْتِفَال
<b>influence</b> <b>Noun</b>	<b>/'in.flu.əns/</b> the power to have an effect on people or things	تَأْثِير / نَفُوذ
<b>religious</b> <b>adjective</b>	<b>/ri'li:dʒ.əs/</b> of, relating to, or involved with religion	مُتَدِين - دِينِي
<b>century</b> <b>Noun</b>	<b>/'sen.tʃər.i/</b> a period of 100 years	قرن
<b>symbol</b> <b>Noun</b>	<b>/'sɪm.bəl/</b> a sign, shape, or object that is used to represent something else	رمز
<b>Middle East</b> <b>Noun</b>	<b>/,mɪd.əl 'i:st/</b> the area from the eastern Mediterranean to Iran	الشرق الأوسط
<b>tradition</b> <b>Noun</b>	<b>/'træ.dɪʃ.ən/</b> a belief, principle, of people in a particular society	عادة
<b>funeral</b> <b>Noun</b>	<b>/'fju:.nər.əl/</b> ceremony for burying the body of a dead person	جنازة
<b>visitor</b> <b>Noun</b>	<b>/'vɪz.ɪ.tər/</b> someone who visits a person or place	زائر
<b>hospitality</b> <b>Noun</b>	<b>/,hɒs.pɪ'tæl.ə.ti/</b> the act of being friendly and welcoming to guests	ضيافة
<b>special</b> <b>adjective</b>	<b>/'speʃ.əl/</b> not ordinary or usual	خاص
<b>Ingredients</b> <b>Noun</b>	<b>/'ɪn'gri:.di.ənt/</b> one of the parts in a mixture	مكونات
<b>Statue of Liberty</b> <b>Noun</b>	<b>/,stætʃ.u: əv 'lɪb.ə.ti/</b> a large statue of a woman holding a lighted torch above her head in New York City	تمثال الحرية
<b>independent</b> <b>adjective</b>	<b>/,ɪn.di'pen.dənt/</b> not influenced or controlled by other people	مستقل
<b>heritage</b> <b>Noun</b>	<b>/'her.ɪ.tɪdʒ/</b> features belonging to the culture of a particular society, such as traditions, languages, or buildings	ميراث
<b>freedom</b> <b>Noun</b>	<b>/'fri:.dəm/</b> to live as you wish or go where you want	حُرِّيَّة
<b>multicultural</b> <b>adjective</b>	<b>/,mʌl.ti'kʌl.tʃər.əl/</b> including people who have many different customs and beliefs	متنوع الثقافات

<b>society</b> <b>Noun</b>	<b>/sə'saɪ.ə.ti/</b> a large group of people who live together in an organized way	مُجْتَمَع
<b>experience</b> <b>Noun</b>	<b>/ɪk'spɪə.ri.əns/</b> (the process of getting) knowledge or skill	خِبْرَة
<b>inescapable</b> <b>adjective</b>	<b>/,ɪn.i'skeɪ.pə.bəl/</b> cannot be ignored or avoided	لا يمكن تجاهله
<b>endangered</b> <b>adjective</b>	<b>/ɪn'deɪn.dʒəd/</b> in danger of being harmed, lost	مُعْرَض لِحَطَر الانقراض
<b>youth</b> <b>Noun</b>	<b>/ju:θ/</b> the state of being young	شَاب، شَبَاب
<b>unnecessary</b> <b>adjective</b>	<b>/ʌn'nes.ə.ser.i/</b> not needed or wanted	غَيْر ضَرُورِي
<b>multilingual</b> <b>adjective</b>	<b>/,mʌl.ti'liŋ.gwəl/</b> able to use more than two languages	مُتَعَدِّد اللُّغَات
<b>tribal</b> <b>adjective</b>	<b>/'traɪ.bəl/</b> relating to a tribe	قَبَلِي
<b>decade</b> <b>Noun</b>	<b>/'dek.eɪd/ /dek'eɪd/</b> a period of ten years	عَقْد

## Vocabulary

<b>outstanding</b> <b>adjective</b>	<b>/,aʊt'stæn.dɪŋ/</b> very much better than usual; excellent	مُمْتَاز
<b>millennium</b> <b>Noun</b>	<b>/mɪ'len.i.əm/</b> a period of 1,000 years	أَلْفِيَة
<b>extraordinary</b> <b>adjective</b>	<b>/ɪk'strɔ:.dɪn.ər.i/</b> <b>very unusual, special, unexpected, or strange</b>	اسْتِثْنَائِي، فَوْق العَادَة
<b>villager</b> <b>adjective</b>	<b>/'vɪl.i.dʒər/</b> a person who lives in a village	قَرَوِي
<b>surviving</b> <b>adjective</b>	<b>/sə'vaɪ.vɪŋ/</b> continuing to live or exist	عَلَى قَيْد الحَيَاة
<b>idea</b> <b>Noun</b>	<b>/aɪ'diə/</b> a suggestion or plan for doing something	فِكْرَة
<b>value</b> <b>Noun</b>	<b>/'væl.ju:/</b> the importance or worth of something for someone	قِيْمَة، فَائِدَة
<b>arena</b> <b>Noun</b>	<b>/ə'ri:.nə/</b> a large, flat area surrounded by seats used for sports or entertainment	حَلْبَة، سَاحَة
<b>spectacular</b> <b>adjective</b>	<b>/spek'tæk.jə.lər/</b> very exciting	مُبْهَر
<b>shield</b> <b>Noun</b>	<b>/ʃi:ld/</b> something or someone used as protection	دِرْع

sword 	<b>/sɔ:d/</b> a weapon with a long, sharp, metal blade and a handle, used esp. in the past	سيف
handicraft <b>Noun</b>	<b>/'hæn.di.krɑ:ft/</b> a product that is made by hand	حرفة يدوية
pottery <b>Noun</b>	<b>/'pɒt.ər.i/</b> the activity or skill of making clay objects by hand	صناعة الفخار
lecture <b>Noun</b>	<b>/'lek.tʃər/</b> a formal talk on a serious subject given to a group of people, especially students	محاضرة
exhibition <b>Noun</b>	<b>/'ek.sɪ'bjʃ.ən/</b> an event at which objects such as paintings are shown to the public	معرض
skeleton  <b>Noun</b>	<b>/'skel.ə.tən/</b> the frame of bones supporting a human or animal body	هيكل عظمي
mystery <b>Noun</b>	<b>/'mɪs.tər.i/</b> something strange or not known	غموض
bullock <b>Noun</b>	<b>/'bʊl.ək/</b> a young male cow	عجل - شبيه بالثور
interviewer <b>Noun</b>	<b>/'ɪn.tə.vju:ər/</b> the person who asks the questions during an interview	المحاور - مذيع
broadcast <b>Noun</b>	<b>/'brɔ:d.kɑ:st/</b> a television or radio programme	برنامج إذاعي أو تلفزيوني
excited <b>adjective</b>	<b>/'ɪk'saɪ.tɪd/</b> feeling very happy and enthusiastic	متحمس
doorstep <b>Noun</b>	<b>/'dɔ:step/</b> a step in front of an outside door	عتبة
curious <b>adjective</b>	<b>/'kjʊə.ri.əs/</b> interested in learning about people or things around you	فضولي
patient <b>adjective</b>	<b>/'peɪ.jənt/</b> having patience	صبور
patiently <b>adverb</b>	<b>/'peɪ.jənt.li/</b> in a patient way	بصبر
virtue <b>Noun</b>	<b>/'vɜ:tʃu:/</b> a good moral quality in a person	فضيلة, حسنة
brave <b>Noun</b>	<b>/'breɪv/</b> showing no fear of dangerous or difficult things	شجاع, مقدم
neighbor <b>Noun</b>	<b>/'neɪ.bər/</b> someone who lives near you	جار
frightened <b>adjective</b>	<b>/'fraɪ.tənd/</b> feeling fear or worry	خائف
carefully <b>adverb</b>	<b>/'keə.fəl.i/</b> with great attention	بحرص

## Vocabulary

desperately <b>adverb</b>	<b>/ 'des.pər.ət.li/</b> extremely or very much	كثير جدا
readily <b>adverb</b>	<b>/ 'red.əl.i/</b> quickly, immediately, willingly, or without any problem	بسرعة وسهولة, بدون تردد
adventure <b>Noun</b>	<b>/əd'ven.tʃər/</b> an unusual, exciting, and possibly dangerous activity or experience	مغامرة
folk <b>Noun</b>	<b>/fəʊk/</b> modern music and songs that are written in a style similar to that of traditional music	فولكلوري, شعبي
rude <b>adjective</b>	<b>/ru:d/</b> not polite; offensive or embarrassing	وقح
polite <b>adjective</b>	<b>/pə'laɪt/</b> behaving in a way that is socially correct and shows respect for other people's feelings	مؤدب
impolite <b>adjective</b>	<b>/,ɪm.pəl'aɪt/</b> rude	غير مؤدب
respectful <b>adjective</b>	<b>/rɪ'spekt.fəl/</b> showing politeness or honour to someone or something:	محترم
friendly <b>adjective</b>	<b>/ 'frend.li/</b> behaving in a pleasant, kind way towards someone	ودود
appreciative <b>adjective</b>	<b>/ə'pri:ʃ.ə.tɪv/</b> grateful	مقدر لـ
forefinger <b>noun</b>	<b>/ 'fɔ: fɪŋ.gər/</b> the finger next to the thumb	الاصبع بجانب الإبهام
well-mannered <b>adjective</b>	<b>/,wel 'mæn.əd/</b> behaving in a pleasant and polite way	ذو اخلاق حميدة
offensive <b>adjective</b>	<b>/ə'fen.sɪv/</b> causing offence	هجومى
ill-mannered <b>adjective</b>	<b>/,ɪl mæn.əd/</b> rude and unpleasant	غير مؤدب
courteous <b>adjective</b>	<b>/ 'kɜ:ti.əs/</b> polite and showing respect	أليق, دمث
seafaring <b>adjective</b>	<b>/ 'si: feə.rɪŋ/</b> connected with travelling by sea	الابحار
vessel <b>noun</b>	<b>/ 'ves.əl/</b> a large boat or a ship	سفينة
convention <b>noun</b>	<b>/kən'ven.ʃən/</b> a large formal meeting of people who do a particular job or have a similar interest	مؤتمر
crew <b>noun</b>	<b>/kru: /</b> a group of people who work together	طاقم

friendliness <b>noun</b>	<b>/ˈfrend.li.nəs/</b> the fact of being friends with someone	صداقة
warmth <b>noun</b>	<b>/wɜ:mθ/</b> a friendly and enthusiastic quality in someone or something	دِفْعَة, أَلْفَة, مَوَدَّة
responsibility <b>noun</b>	<b>/rɪ.spɒn.sɪˈbɪl.ə.ti/</b> something that it is your job or duty to deal with	مَسْئُولِيَّة
hospitality <b>noun</b>	<b>/ˌhɒs.pɪˈtæl.ə.ti/</b> the act of being friendly and welcoming to guests	ضِيَاْفَة

## Verbs

<b>Present</b>	<b>Past Simple</b>	<b>past participle</b>	
teach	taught	taught	يُعَلِّم - يُدْرَس
follow	followed	followed	يَتَّبَع
earn	earned	earned	يَكْسِب
celebrate	celebrated	celebrated	يَحْتَفِل
decorate	decorated	decorated	يُزِين
soak	soaked	soaked	يُنْقَع - يُبَلِّل
experience	experienced	experienced	يُحْتَسِب
claim	claimed	claimed	يَدَّعِي
reflect	reflected	reflected	يُعْكَس - يُفَكِّر / يَتَأَمَّل
interview	interviewed	interviewed	يُجْرِي مُقَابَلَة مَعَ
snap	snapped	snapped	يُخَاطِب بِحِدَّة
whip	whipped	whipped	يَضْرِب بِالسَّوْط
respect	respected	respected	يُحْتَرَم
design	designed	designed	يُصَمِّم

# Asking for something (Request)

When we make a request, we ask someone for something, or we ask someone to do something

There are different ways of asking for something. We usually ask for something in a polite and indirect way.

## We use (can, will) with less polite requests or informal requests

A: Can I have the salt?

B: Of course, here you are.

A: Will you make a copy of this essay for me?

B: No problem.

## We use (could, would) with polite requests or formal requests

- Would you help me carry these bags?
- Could you lend me your car, please?

### \* Write requests for the following sentences:

1- You want your brother to give you some tea and cake.

.....

2- You want to hire a car tomorrow.

.....

3- You want someone to help you carry your bags.

.....

4- You want your friend to open the window.

.....



# The Infinitive

The infinitive is the basic form of a verb that usually follows “to”

## The infinitives are:

- **to + infinitive**
  - He wants to visit his grandmother.
- **bare infinitive** (the infinitive without “to”)
  - Sorry, I can't help you.

**to + infinitive**

### 1- After it + (be) + adjective

- It's nice to see you.

### 2- After a noun or a pronoun

- I must take money to buy groceries.
- I want you to study hard.

### 3- In some phrases such as:

- **going to:** He's going to travel tomorrow.
- **have to:** I have to go now.
- **used to:** I used to listen to music.

### 4- After some verbs such as; hope, decide, write, agree.

- I decided to buy a car.
- I hope to see you soon.

### 5- After question words:

- We don't know where to go.

## Prefixes

**Prefixes** are a group of letters or a word added to the beginning of a word to make a new word.

*For example:* happy                          unhappy  
side    outside

**There are three main types of prefixes:**

1- **Whole word prefixes such as;**

out – under – over – up  
outside – underwater – upstairs

2- **Negative prefixes such as;**

in – un – dis – mis – im  
incorrect – unhappy – misunderstand – impolite

3- **Number prefixes such as;**

uni – bi – tri – deca – centi – milli – multi  
bicycle – triangle – centimeter

<b>Whole word prefixes</b>	<b>Negative prefixes</b>	<b>Number prefixes</b>
<b>over</b> sleep	<b>ir</b> regular	<b>uni</b> cycle
<b>under</b> valued	<b>un</b> able	<b>bi</b> lingual
<b>under</b> water	<b>il</b> legal	<b>multi</b> national

# Phonics

## Two syllable words stress

- Two syllable nouns and adjectives usually have the main stress on the first syllable of the word;

body /'bɒd.i/ (Noun)

happy /'hæp.i/ (adjective)

- Two syllable verbs have the main stress on the second syllable of the word;

prepare /pri'peə/

decide /di'saɪd/

**- Mark the stress on these words, then check your dictionary**

culture	grateful	enjoy
finger	careful	behave
woman	friendly	become
decide	famous	country

## Collected exercises from previous exams on Unit 2

### GRAMMAR/VOCABULARY 1 (Items 1-5) (2½ marks)

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word. Make sure your spelling is correct.

#### Example:

(**noun**) a room where food is prepared and cooked

*e.g. They keep the fridge in the kitchen.*

1. (**noun**) a type of clothes that women wear.

*e.g. Omani girls wear traditional **dr** \_\_\_\_\_ at Eid.*

2. ( **adjective** ) belonging to a particular place.

*e.g. Halwa is a **lo** \_\_\_\_\_ sweet dish in Oman.*

3. ( **noun** ) some people who work on a plane or a ship.

*e.g. During our flight to Dudaï, the captain and the **cr** \_\_\_\_\_ were helpful.*

4. ( **adverb** ) the opposite of quietly.

*e.g. Don't speak **lo** \_\_\_\_\_ in the class .*

5. ( **verb** ) to come back.

*e.g. I usually **ret** \_\_\_\_\_ home at 2 o'clock.*

**GRAMMAR/VOCABULARY 2 (Items 6-10) (2½ marks)**

For each item, shade in the bubble under the correct option.

(There are five extra words in the box.)

Sword making, historically, has been the work (6) \_\_\_\_\_ specialized metal workers called swordsmiths. Swords (7) \_\_\_\_\_ been made of different materials, with a variety of tools and techniques. Early swords (8) \_\_\_\_\_ made of copper, which bends easily. Bronze swords were stronger. A good sword has to (9) \_\_\_\_\_ hard enough and at the same time it must be strong and flexible (10) \_\_\_\_\_.  
not have must could too

were	and	of	there	be	not	have	must	could	too
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6.  were  and  of  there  be  not  have  must  could  too
7.  were  and  of  there  be  not  have  must  could  too
8.  were  and  of  there  be  not  have  must  could  too
9.  were  and  of  there  be  not  have  must  could  too
10.  were  and  of  there  be  not  have  must  could  too

**GRAMMAR/VOCABULARY ٣ (Items ١١-٢٠)**

**(٥ marks)**

Complete the unfinished words in the text.

Make sure you **spell** each word **correctly**.

**EXAMPLE:**

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

**TEXT**

The Opera House in Muscat <sup>(١١)</sup> **i** \_\_\_\_\_ the Omani venue for arts and <sup>(١٢)</sup> **cul** \_\_\_\_\_. It is located <sup>(١٣)</sup> **i** \_\_\_\_\_ Shatii Al Qurm. It <sup>(١٤)</sup> **ha** \_\_\_\_\_ a capacity of maximum ١,٠٠٠ <sup>(١٥)</sup> **peo** \_\_\_\_\_. This Opera House <sup>(١٦)</sup> **whi** \_\_\_\_\_ was built <sup>(١٧)</sup> **b** \_\_\_\_\_ Carillion Alawi, was <sup>(١٨)</sup> **ope** \_\_\_\_\_ on October ١٢, ٢٠١١. There are some <sup>(١٩)</sup> **sho** \_\_\_\_\_ in the Opera House <sup>(٢٠)</sup> **buil** \_\_\_\_\_ where you can buy gifts.

## Some Tips for reading 1

عزيزي الطالب: الارشادات التالية ستساعدك على الاجابة على أسئلة قراءة الفهم والاستيعاب (1) بكل سهولة:

1. قراءة السؤال جيدا لتعرف ما المطلوب ( قراءة الجمل وربطها بالصور المناسبة لها ) عن طريق تظليل الاجابة.
2. قراءة الفقرات القصيرة الموجودة أسفل الورقة ووضع خط تحت الكلمات المفتاحية المهمة وربطها مع الصور الموجودة.
3. تظليل الاجابة تحت الحرف المناسب الصحيح . يجب أن يكون التظليل بالقلم الرصاص.
4. مراجعة الاجابات الصحيحة من خلال قراءة الفقرات والتأكد من وجود ما يدل عليها في الصور

## Some Tips for reading 2

عزيزي الطالب: الارشادات التالية ستساعدك على الاجابة على أسئلة قراءة الفهم والاستيعاب (2) بكل سهولة:

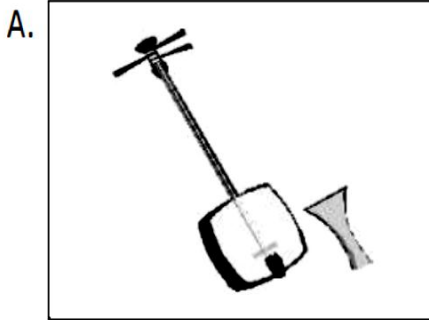
1. قراءة السؤال جيدا لتعرف ما المطلوب ( اختيار الاجابات الصحيحة) والاطلاع على الفقرة لتكون فكرة عن الموضوع
2. قراءة الجمل وتحديد الكلمات المفتاحية وقراءة جميع الخيارات
3. البحث عن الكلمات المفتاحية في الفقرة لتحديد الإجابة الصحيحة
4. تظليل الاجابة الصحيحة
5. مراجعة الاجابات للتأكد من انها الصحيحة

**READING 1 (Items 1-4)**

**(4 marks)**

Match the texts with the pictures.

For each text, shade in the bubble  under the correct option.



**Pictures**

**Texts**

A	B	C	D	E	F
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1. It's a very popular food. You can make it at home or order it from restaurants. It's originally from Italy.
2. Kathak is an Indian traditional dance. It is performed in villages and temples. This dance is to tell stories using hands and facial expressions.
3. Shamisen is an Asian traditional musical instrument. It has only three strings made of silk. It's played in Chinese theatre.
4. These Russian matryoshka dolls are not real dolls. They are storage containers to store things inside. But now, they are used for decoration.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## **READING 2 (Items 5–10) [6 marks]**

**Read the text. For each question, shade in the bubble under the correct option.**

My family and I have just visited a wadi in Al-Khoud. I had been told by a friend who has spent time in Oman that we had to see these beautiful natural wonders or marvels in this wonderful country. So, we expected to see something fabulous. You can imagine upon entering the wadi how we were shocked. The entire place was scattered with rubbish; blue plastic bags and big black garbage bags filled with plastic bottles, plates, cups and Pepsi cans.

We drove further up the wadi and discovered more rubbish then we decided to park and walk. We found a pond of water surrounded by rocks and wild grass where we sat by and took photographs. We discovered some plastic bags floating in the water. My wife and I did a quick clean-up here as we wanted some photos of the place, then we returned back to the vehicle and off we went. We were really disappointed because this beautiful and natural area was not respected.

There should be a law to prosecute or punish people for destroying a natural environment. It is not an acceptable behaviour to leave one's rubbish after eating or picnicking.

Oman is such a naturally beautiful country and having visited it five times over the past couple of years, we have never seen such a disgraceful mess.

Why destroy it by dumping rubbish? My message to all citizens and tourists: Please, take your rubbish from the site and throw it away. Do the right thing!

## READING 2 (cont'd)

For each item, shade in the bubble  next to the correct option.

5. The writer visited a wadi in Al-Khoud \_\_\_\_\_.

long ago

recently

last year

6. The writer and his family felt \_\_\_\_\_ when they arrived at the wadi.

surprised

pleased

relaxed

7. They went to the pond of water \_\_\_\_\_.

on foot

with their car

by swimming

8. They collected \_\_\_\_\_ before they took some photographs.

plastic cups

plastic plates

plastic bags

9. The writer suggests a law to \_\_\_\_\_.

protect nature

save water

use less plastic

10. He advises the visitors that they should \_\_\_\_\_.

drive safely

be responsible

visit the site

## Some Tips for informative writing ( Writing 1 )

يعطى الطالب مربعاً يحتوي على عنوان ومعلومات مبعثرة تخص العنوان الذي قد يكون شخصاً أو مكاناً أو حيواناً أو معلم مشهور أو غير ذلك.. على الطالب اتباع الخطوات التالية :

1. قراءة السؤال لمعرفة الموضوع الذي سيكتب عنه الطالب ويحدد ما إذا كان شخصاً أم حيواناً أم مكاناً مشهوراً أو غير ذلك
2. يقرأ الطالب المعلومات ويرتبها ترتيباً منطقياً بكتابة رقم بجانب كل معلومة ثم يحدد الزمن المستخدم ( الماضي / المضارع )
3. يبدأ الطالب بكتابة جملة تعريفية عن الموضوع ، ثم يكمل الفقرة باستخدام المعلومات وكتابة جمل صحيحة ومتراصة
4. بعد الانتهاء من كتابة جميع المعلومات ، على الطالب أن يقوم بقراءة الفقرة كاملة والتأكد من الاملاء ، القواعد الصحيحة للفقرة والانتباه للأخطاء التي قد يغفل عنها أثناء الكتابة

### As a model paragraph

**I.** Write a paragraph about **a famous writer** called **Al Farahidi**. Use **ALL** the information in the box. Your writing should be correct and well-organized.

#### AL Farahidi

born \Batinah \Oman \718

love \poetry

grow up \ Iraq      travel \many  
countries

write \first Arabic dictionary

famous language expert

invent \system for writing vowels

Al Farahidi is a famous language expert.

He was born in Batinah in Oman in 718.

Then , he grew up in Iraq. He was famous because he wrote the first Arabic dictionary.

He also invented a system for writing vowels.

He travelled to many countries in his life. He

loved poetry.

**WRITING 1 (4 marks)**

Write a paragraph about a **Great writer called Tawfiq Al Hakim**. Use **ALL** the information in the box.

Your writing should be **correct and well-organized**.

**Tawfiq Al Hakim**

playwright born/Alexandria/1898

school/Cairo worked/government

first play/French popular/called/The Fate of the cockroach

many/plays died/1987

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## Some tips for interactive writing (Writing2)

ملاحظة: يقوم الطالب بكتابة ايميل أو رسالة حسب المطلوب منه في السؤال ويتبع الخطوات التالية:

1. يقرأ الطالب السؤال جيدا ويستخرج منه المعلومات الأساسية لإكمال الكتابة وهي: موضوع الرسالة واسم الطالب المستعار واسم صديقه ا إن وجدا
2. يكتب الطالب الرسالة/الايمل مع ضرورة كتابة جميع أجزاء الرسالة
3. قبل تسليم الورقة يجب أن يقوم الطالب بقراءة الرسالة التي كتبها للتأكد من صحتها وتفادي الأخطاء البسيطة التي قد تحدث بسبب السرعة في الكتابة وعدم الانتباه

### As a model

Situation: Imagine you are Sally. **Your friend** Alia wants to know some information about your best friend. Write an **email**. Your writing should be **clear and well organized**.

Dear Vicky,

Hi. How are you? I am happy that you like your winter holiday. I am writing to tell you about my summer holiday.

My summer holiday was really interesting. I went to UAE and stayed there for two weeks. I stayed in my uncle's house in Dubai. It is a very big city. I went shopping with my cousins and I visited some malls there. I also went to the cinema and I watched a horror movie. I was so scared. I went to the zoo and I saw so many animals. I was fantastic. I enjoyed it.

That's all for now. I have to go to study for the exam. Waiting to hear from you soon.

Best wishes.  
Sally

## WRITING 2 (6 marks)

Complete the following task. Write **at least 75 words**.

**Situation:** You have a friend from Britain. He/ She likes to visit Oman.

Write a **letter/email** to John / Julia. Suggest and tell him / her about **two famous places in Oman** for spending a nice holiday.

Your writing should be clear and interesting.

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