

UNIT ONE INFORMATION TECHNOLOGY



Nouns

| | | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Blog | (noun) a regularly updated personal website or web page, usually written in an informal style. blog (verb) | مدونة الكترونية |
| Calculation | (noun) a way of using numbers in order to find out an amount, price or value. calculate(verb) | عملية حسابية |
| computer chip | (noun) small piece inside a computer which stores information via an electric current | رقائق الكمبيوتر |
| email exchange | (noun) a series of emails between two or more people, each email generally a reply to the previous one. email(verb) | تبادل البريد الإلكتروني |
| Filter | (noun) a program that checks whether certain content on a web page should be displayed to the viewer. filter(verb) | فاحص البرنامج |
| floppy disk | (noun) a flexible, removable magnetic disk that stores computer information | القرص المرن |
| ICT | (n. abbrev.) Information and Communication Technology | تكنولوجيا المعلومات والاتصالات |
| identity fraud | (noun) illegal actions using the identity of someone else, normally to buy things | سرقة الهوية |
| PC | (noun) an abbreviation for personal computer, a computer that is used by one person at a time | حاسوب شخصي |
| privacy settings | (noun) controls available on social networking sites which let you decide who can see what information | إعدادات الخصوصية |
| Program | (noun) a set of instructions enabling a computer to function; programme (noun) content which is intended to be listened to on radio or watched on television | برنامج |
| 'sat nav' system | (noun) satellite navigation system: a system of computers and satellites, used in cars and other places that tells you where something is, where you are or how to get to a place | يسترشد بنظام الأقمار الصناعية |
| security settings | (noun) controls available on computer programs which let you protect your computer from viruses | ضبط الأمان |
| Smart phone | (noun) a mobile phone with advanced computing technology | هاتف ذكي |
| social media | (noun) social interaction between people and communities on websites or blogs | تواصل اجتماعي |
| tablet computer | (noun) a mobile computer, with a touch screen, processor and battery all in one unit | كمبيوتر لوحي |
| User | (noun) a person who uses a product or service, especially a computer or another machine | مستخدم |
| web-building program | (noun) a software that helps you to create a website | برنامج لبناء شبكة الانترنت |
| web hosting | (noun) the business of housing, serving and maintaining files for one or more websites | استضافة المواقع |
| Whiteboard | (noun) a touch screen computer program that enables you to draw sketches, write and present ideas and talks to colleagues or students | شاشة لمس |
| world Wide Web | (noun) an information system, known as the Internet, which allows documents to be connected to other documents, and for people to search for information by moving from one document to another | الشبكة العنكبوتية |

Verb

| | | |
|---------|---------------------------------------------------------------------------------------------------------|-----------|
| access | (verb) to find information, especially on a computer. access (noun) – accessible (adjective) | وسيلة بحث |
| post | (verb) to put a message or document on the Internet so that other people can see it. Post (noun) | بريد |
| rely on | (phrasal verb) to have trust or confidence in something or someone. reliable (adjective) | يعتمد على |



Good FRIENDS are hard to find, harder to leave, and impossible to forget

الأصدقاء الحقيقيون يصعب إيجادهم ، يصعب تركهم ، ويستحيل نسيانهم

تاريخ الكمبيوتر

عندما تستخدم الكمبيوتر فكر بالتكنولوجيا التي يحتاجها لكي يعمل ، لطالما استخدم الناس أنواعاً من الكمبيوترات لآلاف السنين آلة معدنية وجدت في قاع البحر في اليونان عمرها 2000 سنة يعتقد أنها كانت أول كمبيوتر . في الأربعينيات التكنولوجيا تطورت بما يكفي للمخترعين ليصنعوا أول جيل حديث من الكمبيوترات أحد هذه النماذج كان ضخماً جداً لدرجة أنه احتاج غرفة بمساحة 167 متراً مربعاً لتتسع له خلال ذلك العقد علماء في بريطانيا طوروا أول برنامج استغرق 25 دقيقة ليكمل عملية حسابية واحدة . عام 1958م تم تطوير رقاقة الكمبيوتر وأول لعبة كمبيوتر تم إنتاجها عام 1962م تبعها بعد عامين تم اختراع فأرة الكمبيوتر . عام 1971م تم اختراع القرص المرن الذي عني بأن المعلومات يمكن مشاركتها بين كمبيوترين أول بي سي (كمبيوتر شخصي) تم إنتاجه عام 1974م لذلك استطاع الناس كمبيوترات ليستخدموها في البيت عام 1983م استطاع الناس شراء لاب توب لأول مرة ثم في عام 1990م العالم البريطاني (تم بيرنارزلي) طور الشبكة العنكبوتية العالمية . ليس قبل عام 2007م حتى ظهرت الهواتف الذكية اليوم معظم الناس يستخدمون هواتف النقاله يومياً ماذا سيحدث في المستقبل ؟ بإمكانك شراء ساعة تستطيع أن تقوم بما يقوم به الهاتف لنقال . العلماء أيضاً طوروا نظارات قادرة على القيام بما هو أكثر من هذا . الحياة في المستقبل ستشهد تغيرات أكثر في مجال تكنولوجيا الكمبيوتر من المحتمل أن كل أوجه الحياة اليومية ستعتمد على برنامج كمبيوتر من كيف سنسافر إلى كيف تتم تدفئة بيوتنا .

الأخلاق كالأرزاق ... الناس فيها ... بين غني و فقير



THE HISTORY OF COMPUTERS

| word | Meaning in English | Meaning in Arabic |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Calculation | (noun) a way of using numbers in order to find out an amount, price or value. calculate(verb) | عملية حسابية |
| computer chip | (noun) small piece inside a computer which stores information via an electric current | رقائق الكمبيوتر |
| floppy disk | (noun) a flexible, removable magnetic disk that stores computer information | القرص المرن |
| PC | (noun) an abbreviation for personal computer, a computer that is used by one person at a time | حاسوب شخصي |
| Program | (noun) a set of instructions enabling a computer to function; programme (noun) content which is intended to be listened to on radio or watched on television | برنامج |
| Smart phone | (noun) a mobile phone with advanced computing technology | هاتف ذكي |
| world Wide Web | (noun) an information system, known as the Internet, which allows documents to be connected to other documents, and for people to search for information by moving from one document to another | الشبكة العنكبوتية |
| rely on | (phrasal verb) to have trust or confidence in something or someone. reliable (adjective) | يعتمد على |

When you are using a computer, think about the technology that is needed for **it** to work. People have been using types of computers for thousands of years. A metal machine was found on the seabed in Greece that was more than 2,000 years old. It is believed that **this** was the first ever computer.

In the 1940s, technology had developed enough for inventors to make the first generation of modern computers. One such model was so large that it needed a room that was 167 square metres to accommodate it. During that decade, scientists in England developed the first computer program. It took 25 minutes to complete one calculation.

1- Where was the first ever computer found?

2- How old is the world's oldest computer?

3- When did the first generation of modern computers invent ?

4- What information in the text shows that the first modern computers were very large?

5- How long did the first computer program take to complete one calculation?

6- What does the underlined pronoun "it" refer to

7- Find a word in the text which means "a way of using numbers in order to find out an amount , price or value

8- What does the underlined word "program" mean?

9- Find out of sentence with each of the following grammatical structures.

A- The present continuous

B- The present perfect continuous

C- The past simple

D- The past perfect

E- The past simple passive

In 1958 CE, the computer chip was developed. The first computer game was produced in 1962 CE, followed two years later by the computer mouse. In 1971 CE, the floppy disk was invented, which meant that information could be shared between computers. The first PC (personal computer) was produced in 1974 CE, so people could buy computers to use at home.

In 1983 CE, people could buy a laptop for the first time. Then, in 1990 CE, the British scientist Tim Berners-Lee developed the World Wide Web.

It was not until 2007 CE that the first smart phones appeared. Today, most people use their mobile phones every day.

What will happen in the future? You can already buy watches which can do the same as mobile phones. Scientists have also developed glasses that are capable of doing even more than this. Life in the future is going to see further changes in computer technology. It is likely that all aspects of everyday life will rely on a computer program, from how we travel to how our homes are heated.

1- There are many inventions that were completed between 1958 CE and 1974 CE. Write them down.

2- What is the benefit from invention the floppy disk?

3- When could people buy a laptop for the first time.....?

- 4- Who developed the World Wide Web.....?
- 5- What is the nationality of Tim Berners- Lee.....?
- 6- Find out one sentence with each of the following grammatical structures.
- A- The present simple.....
- B- The present perfect.....
- C- The present simple passive.....
- D- The future with will.....
- E- The future with going to.....
- 7- What does the underlined word "which" refer to.....?
- 8- Find a word in the text which means "a small piece inside a computer which stores information via an electric current....."
- 9- What does the underlined word "floppy disk" mean?
-
- 10- What does abbreviation "PC" stand for.....?
- 11- Find a word in the text which means "a mobile phones with advanced computing technology....."
- 12- Find a phrasal verb in the text which means "have trust or confidence in something or someone....."
- 13- The text mentions more than one invention after 2007. Mention two of these inventions.
-

Critical - thinking

- 14- According to the text, which form of modern technology do you think is the most useful? Why ?
-
- 15- What are the advantages and disadvantages of having laptop computers, tablet computers or smart phones?
-
- 16- What would life be like without computers?
-
- 17- How do you think computer technology will develop further in the future? How far do you agree with the article?
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-
-

عرض غير رسمي

الشباب يحبون التعلم لكنهم يحبونه أكثر إذا تم تقديم المعلومة لهم بطريقة ممتعة ومثيرة للتحدي اليوم سأقدم حديثاً عن كيف يمكنك استخدام التكنولوجيا في الصفية الأردنية . فيما يلي بعض الأفكار :

العديد من الصفوف الآن تستخدم الوايتبورد كشاشة كمبيوتر نتيجة لذلك المعلمين أن يعرضوا مواقع الكرتونية على اللوح أما الصف بإمكان المعلمين عندها استخدام الانترنت لعرض البرامج التعليمية وتشغيل ألعاب تعليمية وموسيقى وتسجيلات لغوية وهكذا في بعض البلدان الكمبيوترات اللوحية متوفرة مع الطلاب لاستخدامها في الصف وعليه بإمكان الطلاب استخدام الكمبيوترات اللوحية لعمل الواجبات مثل عرض الصور والبحث عن المعلومات وتسجيل المقابلات وتصميم الرسوم . الكمبيوترات اللوحية مثالية للعمل الفردي والجماعي ، ربما يستطيع المعلمون أن يطلبوا من طلابهم أن يكتبوا مدونة (مذكرة الكترونية) إما عن حياتهم الخاصة أو كما لو كانوا أشخاصاً مشهورين . بإمكانهم أيضاً تصميم موقع الكتروني للصف . بإمكان الطالب المساهمة في الموقع مثلاً الاجتماعي حيث يرسلون لبعضهم صور ورسائل عبر الانترنت بعض الطلاب يحبون إرسال رسائل أقل 140 حرفاً لكل من يقرأ بإمكان المعلمين أن يطلبوا من الطلاب أن يلخصوا المعلومات عما تعلموه في الصف بنفس الطريقة إذا تعلم الطالب التلخيص بسرعة سيكونون قادرين على استخدام هذه المهارة في المستقبل . كلنا نحب أن نرسل إيميلات أليس كذلك ؟ تبادل الإيميلات مفيد جداً في الصف بإمكان المعلمين الطلب من الطلاب أن يرسلوا ما تعلموه إلى الطلاب من نفس العمر في مدرسة أخرى بإمكانهم أيضاً أن يرسلوا طلاب في بلد آخر نتيجة لذلك الطلاب بإمكانهم حينها أن يتشاركوا بالمعلومات ويساعدوا بعضهم في الواجبات . طريقة أخرى الاتصال مع المدارس الأخرى هي التحدث مع الناس عبر الكمبيوتر معظم الكمبيوترات فيها آلات تصوير لذلك بإمكانك أن ترى الأشخاص الذين تتحدث إليهم بهذه الطريقة يستطيع الطلاب الذين يتعلمون الإنجليزية في الأردن أن يروا ماذا يفعل الطلاب في بريطانيا في الصف بينما يتحدثون إليهم بإمكانك أيضاً استخدام هذا النظام لتدعو ضيوفاً ليقدموا أحاديث عبر الكمبيوتر مثلاً علماء أو معلمون من بلد آخر يمكن أن يعطوا حصصاً للصف إذا ما تم إعطاء مثل هذه الحصص فإن الطلاب سيكونون متحمسين جداً . الطلاب غالباً ما يستخدمون الكمبيوترات في البيت إذا امتلكوها بإمكان الطلاب استخدام الوسائط الاجتماعية على كمبيوتراتهم لتساعدتهم في دراستهم بما فيها الطلب من طلاب آخرين تدقيق ومقارنة أعمالهم وطرح الأسئلة ومشاركة الأفكار على المعلم أن يكون جزءاً من المجموعة أيضاً ليراقب ما يحدث . أشكركم على الاستماع . هل لأحد أي سؤال ؟

لا تحزن على شخص تغيرت تصرفاته اتجاهك فجأة, فقد يكون اعتزل التمثيل

An informal Presentation

| word | Meaning in English | Meaning in Arabic |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Blog | (noun) a regularly updated personal website or web page, usually written in an informal style .blog (verb) | مدونة الكترونية |
| email exchange | (noun) a series of emails between two or more people, each email generally a reply to the previous one. email(verb) | تبادل البريد الالكتروني |
| social media | (noun) social interaction between people and communities on websites or blogs | تواصل اجتماعي |
| tablet computer | (noun) a mobile computer, with a touch screen, processor and battery all in one unit | كمبيوتر لوحي |
| Whiteboard | (noun) a touch screen computer program that enables you to draw sketches, write and present ideas and talks to colleagues or students | شاشة لمس |
| post | (verb) to put a message or document on the Internet so that other people can see it .Post (noun) | بريد |

Young people love learning, but **they** like learning even more if they are presented with information in an interesting and challenging way. Today, I am going to give a talk about how you can use technology in Jordanian classrooms.

Here are some ideas:

Many classrooms now use a whiteboard as a computer screen. As a consequence, teachers can show websites on the board in front of the class. Teachers can then use the Internet to show educational programmes, play educational games, music, recordings of languages, and so on.

In some countries, tablet computers are available for students to use in class. Therefore, students can use the tablets to do tasks such as showing photographs, researching information, recording interviews and creating diagrams.(1) Tablets are ideal for pair and group work.

1- Write down the sentence which acts an introduction of the article.

.....

.....

2- Many classrooms now use a whiteboard as a computer screen so teacher can use the Internet for many purposes. Mention three of them.

.....

.....

3- Quote the sentence which tells you what the talk is going to be about.

.....

4- How can students use the tablets in class?

.....

5- What does the underlined pronoun "they" refer to?

6- Find a word in the text which means " mobile computers, with a touch screen, processor and battery all in one unit"

Teachers can perhaps ask their students to start writing a blog (an online diary), either about their own lives or as if they were someone famous. They can also create a website for the classroom. Students can contribute to the website, so for example they can post work, photos and messages.

Most young people communicate through social media, by which they send each other photos and messages via the Internet. Some students like to send messages that are under 140 letters for anyone to read. Teachers can ask students to summarise information about what they have learnt in class in the same way.

(2) If students learn to summarise quickly, they will be able to use this skill in future we all like to send emails, don't we? Email exchanges are very useful in the classroom. Teachers can ask students to email what they have learnt to students of a similar age at another school. (3) They could even email students in another country as a result, students can then share information and help each other with tasks.

1- Teachers can perhaps ask their students to start writing a blog. Is this positive in class room? Explain.

.....

.....

2- How can most young people communicate through social media?

.....

3- -Quote the sentence that shows the benefit from email exchanges in classroom.

4- Write one result for using email exchanges in classroom.

5- What does the underlined pronoun "their" refer to.....?

6- What does the underlined pronoun "they" refer to.....?

7- -Find a word in the text which means " a regularly updated personal website or web page, usually written in an informal style"

8- What does the underlined word "email exchange" mean?

Another way of communicating with other schools is through talking to people over the computer. Most computers have cameras, so you can also see the people you are talking to.

In this way, students who are studying English in Jordan can see what students in England are doing in the classroom while they are speaking to them. You can also use this system to invite guest speakers to give talks over a computer.

(4) For example, scientists or teachers from another country could give a lesson to the class. If you had this type of lesson, the students would be very excited.

Students often use computers at home if they have them. Students can use social media on their computers to help them with their studies, including asking other students to check and compare their work, asking questions and sharing ideas. The teacher must be part of the group, too, to monitor what is happening. Thank you for listening. Does anyone have any

1- How can students in Jordan see what students in England are doing in classroom?

2- Mention three benefits for using social media on students' computers.

3- Why must teacher be part of the group?

4- Write down the sentence which shows end the talk.

- 5- What does the underlined word "who" refer to?.....
- 6- What does the underlined pronoun "them" refer to?.....
- 7- Find a word in the text which means "social interaction between people and communities on websites or blog.
-

Critical Thinking

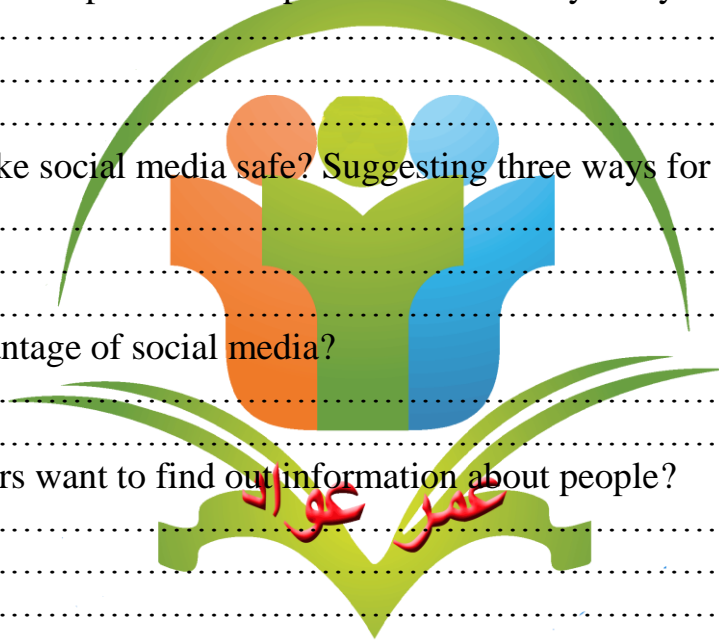
- 1- In what ways can digital information be used to educate people?
-
-
-

- 2- Do you think that computers will replace books one day? why/why not?
-
-
-

- 3- How can we make social media safe? Suggesting three ways for this.
-
-
-

- 4- What is disadvantage of social media?
-
-
-

- 5- Why do strangers want to find out information about people?
-
-
-



قال - صلّ الله عليه وسلم- صلة الرحم تزيد في العمر وصدقة السر تطفئ غضب الرب

انترنت الأشياء

ما هي انترنت الأشياء ؟

الكل يعلم أن الانترنت تصل الناس ببعضهم لكنها الآن تقوم بأكثر من ذلك إنها تصل الأشياء أيضاً هذه الأيام الكمبيوترات غالباً ما تتصل ببعضها مثلاً تلفازك تلقائياً يحمل برنامج المفضل أو أن نظام المحلات الفضائية يخبرك أين أنت هذا يعرف بانترنت الأشياء وهناك المزيد ليأتي .
حياة سهلة:

في غضون سنوات قليلة قادمة الخبراء يقولون بأن بلايين الآلات سيتم توصيلها ببعضها وبالانترنت ونتيجة لذلك الكمبيوترات ستدير حياتنا لنا بشكل سريع مثلاً ثلاجتك ستعرف متى ستحتاج للمزيد من الحليب وستضيفه إلى قائمة مشترياتك الالكترونية شبابيك ستغلق إذا هناك احتمال لسقوط المطر ساعتك ستسجل معدل ضربات قلبك وترسل ايميلاً إلى طبيبك ومقعدك سيغبرك متى تحتاج لأن ترحل وتمارس بعض التمارين !
مستقبل قلق :

العديد من الناس متحمسون حول "انترنت الأشياء" بالنسبة لهم حلم يتحقق يقولون أن حياتنا ستكون أكثر سهولة وأكثر راحة مع ذلك آخرون غير متأكدين يريدون الاحتفاظ بالسيطرة على حياتهم الخاصة وأشياءهم الخاصة إضافة لذلك يتساءلون ماذا سيحدث لو أن المجرمين تمكنوا من الوصول إلى كلماتهم السرية وإعداداتهم الأمنية . الحلم يمكن بسهولة أن يصبح كابوساً !



No love is greater than Mom's love

No care is greater than Dad's care

The Internet of Things

| word | Meaning in English | Meaning in Arabic |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 'sat nav' system | (noun) satellite navigation system: a system of computers and satellites, used in cars and other places that tells you where something is, where you are or how to get to a place | يسترشد بنظام الأقمار الصناعية |
| security settings | (noun) controls available on computer programs which let you protect your computer from viruses . | ضبط الأمان |
| access | (verb) to find information, especially on a computer. access (noun) – accessible (adjective). | وسيلة بحث |

(A) What is the 'Internet of Things?'

Everyone knows that the Internet connects people, but now **it** does more than that – it connects objects, too. These days, computers often communicate with each other; for example, your TV automatically downloads your favourite TV show, or your '**sat nav**' system tells you where you are. This is known as the 'Internet of Things', and there's a lot more to come.

(B) An easy life!

In just a few years' time, experts say that billions of machines will be connected to each other and to the Internet. As a consequence, computers will increasingly run our lives for us. For example, your fridge will know when you need more milk and add **it** to your online shopping list; your windows will close if **it** is likely to rain; your watch will record your heart rate and email your doctor; and your sofa will tell you when you need to stand up and get some exercise!

(C) A frightening future

Many people are excited about the 'Internet of Things'. For **them**, a dream is coming true. They say that our lives will be easier and more comfortable. However, others are not so sure. **They** want to keep control of their own lives and their own things. In addition, they wonder what would happen if criminals managed to access their passwords and security settings. The dream could easily become a nightmare!

1- What does the 'Internet of Things' mean? Give an example from the text.

.....

2- Find a word in the first paragraph which has the same meaning as 'speak to.'

.....

3- How will the 'Internet of Things' help you to keep fit, according to the text?

.....

4- What does the word 'others' in bold in the third paragraph refer to?

.....

5- According to the text, why are some people excited about the future? Why are others worried?

.....

6- How will Internet of things make our life is easy? Mention three facilities.

.....

7- What does the underlined pronoun "it" refer to

.....

8- What does the underlined word "access" mean?

.....

9- What does the writer mean in "sat nav system?"

.....

10- Find a word in the text which means "controls" available on computer programs which let you protect your computer from viruses."

.....

Critical Thinking

11- Think of two examples of how technology can keep us fit.

.....

.....

Tenses Simple present

USAGE

1) We use the simple present when we talk about habitual actions or a routine.

Always usually every daily weekly monthly yearly
Rarely sometimes often Frequently seldom twice

يوجد هناك قاعدتين للمضارع البسيط "

| | | |
|-----|----------------|---------|
| (A) | Subject + verb | s es |
|-----|----------------|---------|

إذا كان الفاعل مفرد وانتهى الفعل بأحد هذه النهايات (ss, sh, ch, o, x, z) فإننا نضيف إلى الفعل (es) أما إذا لم ينتهي الفعل بأحد هذه النهايات فإننا نضيف (s) فقط .

Ex: Ali a letter monthly . (write)

Ex: She her clothes every week . (wash)

Ex: Muna coffee every morning . (drink)

Ex: He to school daily . (go)

إذا كان الفاعل مفرد وانتهى الفعل بـ (y) وسبق بحرف ساكن فإننا نقرب الـ (y) إلى (i) ثم نضيف (es) أما إذا سبق (y) حرف علة (u, e, i, o, a) فإننا لا نقرب الـ (y) ولكن نضيف (s) .

Ex: Ali at the library every day . (study)

Ex: Eman..... new clothes every month . (buy)

Ex: She always her books to class . (carry)

Ex: Sami..... his bills on time yearly . (pay)

(B) Subject + verb (infinitive)

Ex: We..... exercises in class every day . (do)

Ex: My friends to the beach weekly. (go)

ملاحظة هامة : إذا كان الفعل الذي بين الأقواس (have or be) يجب الانتباه عند الحل لأن هذه الأفعال أفعال شاذة لا تنطبق عليها قواعد المضارع البسيط فالحل يكون على النحو التالي :

| Infinitive verb | Verb | subject |
|-----------------|------|-----------------|
| be | is | he, she , it |
| | am | I |
| | are | We , You , they |

| Infinitive verb | verb | subject |
|-----------------|------|---------------------|
| have | have | I , we , you , they |
| | has | he , she , it |

Ex: Waleed late for class daily . (be)

Ex: He new car yearly. (have)

Ex: They a grammar book every week. (have)

2-We use the Present Simple to talk about something that is true in the present.

Ex: Nurses patients in hospitals. (look after)

Ex: The sun in the east. (rise)

3-We use the Present Simple to talk about things that are always true.(facts)

Ex: Water of hydrogen and oxygen.(consist)

Ex: The world round.(be)

4-We use the Present Simple to talk about scheduled or fixed events in the future.

Ex: The festival on 20th October.(start)

Ex: The bus at 8 pm .(leave)

* Negative:

يوجد هناك قاعدتين لنفي المضارع البسيط :

(A) Subject + does + not + verb (infinitive)

Ex: Samer in the garden every day . (not , sit)

Ex: She a letter monthly . (not , write)

(B) Subject + do + not + verb (infinitive)

Ex: My parents coffee every morning . (not , drink)

Ex: I breakfast daily . (not , eat)

ملاحظة : إذا كان هناك فعل (be) بين الأقواس في حالة النفي فالحل يكون على النحو التالي:

Ex: Rania..... always on time for class. (not , be)

Ex: They at home every night . (not , be)

To make a Yes/ No question from simple present:

يوجد هناك قاعدتين لعمل أسئلة من المضارع البسيط :

* Question

| | |
|-----|----------------------------------------|
| (A) | Does + subject + verb (infinitive) ? |
| (B) | Do + subject + verb (infinitive) ? |

Ex:she grammar daily ? (study)

Ex: they basketball every Monday ? (play)

Ex:you in the pool weekly ? (swim)

Ex:your brother..... his pen every day ? (lose)

The present Continuous

| Subject | | Verb | |
|----------|-----------------|-----------|--------|
| Noun | Pronoun | Auxiliary | Main |
| Singular | He , she, it | is | V+ ing |
| Plural | We , you , they | are | |
| | I | am | |

USAGE

1) We use the present continuous to talk about what is happening at the moment of speaking.

{ now , look , at the moment , hurry up, be careful ,
listen , right now ,look out, these days , today }

Ex: You a book at the moment . (read)

Ex: Ahmed television now . (watch)

إذا كان الفعل مكون من ثلاثة حروف وكان الحرفان الأول والأخير ساكنين بينهما حرف

علة فإننا عندما نضيف (ing) للفعل نضعف الحرف الأخير ثم نضيف (ing) للفعل (هذه

القاعدة لا تنطبق على الفعل إذا انتهى الفعل (w, x, y) .

Ex: They in the office right now . (sit)

Ex: Salem tennis now . (play)

Ex: The mechanic my car at this moment . (fix)

هذه القاعدة تنطبق على الأفعال التي تكون أكثر من ثلاثة حروف ، مثل :

(shop, prefer, step, plan, begin, swim, drop, stop)

Ex: At first I didn't like my job , but I to enjoy it now . (begin)

Ex: The boys in the pool right now. (swim)

2-We use the present continuous to describe something temporary.

Ex: Iwith some friends until I find a place of my own.(live)

Questions:

| Auxiliary | Subject | Main verb |
|-----------|-----------------|-----------|
| Is | He , she, it | V+ ing |
| Are | We , you , they | |
| Am | I | |

Ex:.....he now ? (leave)

Ex:.....you in the garden now ? (work)

| Subject | | Verb | |
|-----------------|--------------|-----------|--------|
| Noun | Pronoun | Auxiliary | Main |
| Singular | He , she, it | is | V+ ing |
| We , you , they | are | are | |
| | am | am | |

Ex: I..... the newspaper now. (not, read)

Ex: Sami.....to music at the moment. (not, listen)

The Present Perfect

| Subject | | Verb | |
|-------------|----------------------|-----------|--------------------------|
| Noun | Pronoun | Auxiliary | Main |
| A) Singular | He , she, it | Has + | Past participle (P.P) |
| B) Plural | We , you , they, I + | Have + | |

1- We use the present perfect for an action or situation that happened at some unspecified time in the past and finished (achieved activities) and with these adverbs .

((since ,for , so far , just , lately , already , yet , ever , recently , never , all my life))

Ex: Huda since two o'clock. (eat)

Ex: Ali three books since he came to collage . (write)

2-We use the present perfect to talk about an action that happened in the past but the consequences of which are important in the present.

Ex: The road is closed. It an accident.(be)

3- We use the present perfect with non-continuous verbs.
(know, love, understand , be, decide , believe, have, think)

Ex: I tennis all my life. (love)

Ex: Sami Shadi for five years. (know)

Ex: Huda to school. (already , go)

.....
.....

□ Negative

| Subject | | Verb | |
|-------------|----------------------|--------------|--------------------------|
| Noun | Pronoun | Auxiliary | Main |
| A) Singular | He , she, it + | Has + not + | Past participle (P.P) |
| B) Plural | We , you , I, they + | Have + not + | |

Ex: Fatima a book about the ancient history so far . (not, read)

Ex: We dinner yet . (not , eat)

2008

*I haven'tmy friend since the last meeting . (see)

* Ali wasn't there when I came. He.....yet. (not, arrive)

Question

| Auxiliary | Subject | Main verb |
|-----------|-------------------|-----------|
| Has← | he, she, it→ | p.p ? |
| Have← | we, you, they, I→ | |

Ex: you ever Mexico ? (visit)

Ex: your brother ever abroad ? (go)

ملاحظة

أسئلة السنوات السابقة

2008

☒ You look a bit tired. What have you.....doing? (be)

2008

☒ Have youbeen to Petra?

2008

(never , neither , ever)

☒ Hassanas a teacher since his graduation.

(works , has been , working , is working)

2012

☒ The childrenalready the sandcastle on the beach.

(build)

2012

☒ Our neighbours.....recently to Aqaba. (move)

2013

☒ Laila.....recently learning English.

(start)

The Present Perfect Continuous

| Subject | | Verb | | |
|-------------|----------------------|-----------|-----------------|----------|
| Noun | Pronoun | Auxiliary | | Main |
| A) Singular | He , she, it + | Has | + been + | V. + ing |
| B) Plural | We , you , I, they + | Have | | |

Usage

1- We use the present perfect continuous **for an activity that has just stopped and has some consequences in the present and** with these adverbs

{for, how long, – since, all+ time, lately, recently}

Ex: Sarah is very tired. She very hard recently. (be, work)

2- We use the present perfect continuous **for activities that are still going on now (length of time).**

Ex: I don't know what is wrong with her. She.....for 10 hours.(be, sleep)

Ex: The ground outside is wet. It for two hours . (be, rain)

3- We use the present perfect continuous for **action repeated many times from the past until the present.**

Ex: The police.....people all week.(be, interview)

Ex: My mother.....in the mall all day .(be, shop)

☒ Choose (Present Perfect) or (Present Perfect Continuous) to complete each sentence. (extra)

1- They each other since primary school.

a) have known b) have been knowing

2- We to walk into town.

a) have decided b) have been deciding

3- You can use my bike now I it.

a) have repaired b) have been repairing

4- He's late because he his father.

a) has helped

b) has been helping

.....

Negative:

| Subject | | Verb | | |
|-------------|----------------------|-----------|-----------------|----------|
| Noun | Pronoun | Auxiliary | | Main |
| A) Singular | He , she, it + | Has | + been + | V. + ing |
| B) Plural | We , you , I, they + | Have | | |

EX: I haven't the computer for two months (be, use)

EX: Yara hasn't the room all day. (be, clean)

Question:

| Auxiliary | Subject | Main verb |
|-----------|-------------------|---------------|
| Has← | he, she, it→ | been+ v+ ing? |
| Have← | we, you, they, I→ | |

Ex:youall night? (be, work)

Ex: Maha looks exhausted! Whatshe? (be, do)

A good beginning makes a good ending

Complete the sentences with either the Present Perfect or the Present Perfect Continuous form of the verbs in brackets.

- 1- People (be) interested in travelling since the wheel was invented.
- 2- The ground outside is wet, it..... (be ,rain).
- 3- We (be) stuck in this traffic jam for hours.
- 4- He (have) that car since 1999.
- 5- He learned to drive in 1952, so he(be ,drive) for over fifty years.
- 6- The lights are still on in his room, he (not, finish) his homework yet. He(be ,study) since 6 o'clock this evening.

أسئلة السنوات السابقة

2009

*How long have you been.....Hotel Management?(learn)

2009

*How long have youfor this company?
(working , been working , work)

2010

*The girls have beenhere since 7 o'clock this morning.
(wait, waited , waiting)

2011

*Nour.....an essay all morning (be, write)

2011

*Hatem looks tired. Hehis science project all night. (be, do)

2012

*The detectives.....people all week. (be, interview)

2012

*The child has..... all night. (be, sleep)

2013

*Jamal and Fawaz have.....evening classes for a few weeks now. (be, take)

✓ Write the correct form of the (present simple , present continuous or present perfect).

1.you ever a camel ? (ride)
2. My father..... to work in his car every morning. (go)
3. I..... an English sentence now. (read)
4. He..... some money from the bank at this moment. (borrow)
5. A new school..... already..... in New Zarqa. (open)
6. What time do you breakfast ? (have)
7. Salem ill since Christmas. (be)
8. Khaled always..... his hands before eating. (wash)
9.she..... your room every morning ? (clean)
10.we this exercise now ? (write)
11. The cook..... anything yet. (not, prepare)
12. On Sundays, he at home. (stay)
13. Ali his homework every day. (not, do)
14.Sameer ever the Taj Mahal ? (see)
15. I you how to get there. (already, tell)
16. it hard now ? (rain)
17. The secretary typing the report . (just, finish)
18. I don't often coffee. (drink)
19. Everything is going well. We..... any problem so far . (not, have)
20. Listen to those people. What language..... they ? (speak)
21. Hurry Up! Everybody for you. (wait)
22. What..... you..... for last two hours ? (do)
23. We for five hours.(study)
24. Listen! Somebody..... at the door. (knock)
25. He his friend's car at the moment. (use)

Pain makes people change

الألم يجعل الناس يتغيرون

The Simple Past

The Rule: Subject+ V2

USAGE:

1) Simple past expresses an activity that began and ended at a particular time in the past .

{ ago , yesterday , in the past , in that time , once
In + past time (2007) , last + time (day , week ...) }

Ex: We..... Ali in Syria yesterday. (meet)

Ex: Samer in Amman two years ago. (live)

Ex: She hard last night . (study)

Ex: The rain a few minutes ago. (stop)

* Negative

Subject + did + not + verb (infinitive)

Ex: He his vacation with his family last year. (not, spend)

Ex: I..... the doctor last month . (not, see)

* Question

Auxiliary (Did) + Subject + main verb (infinitive) ?

Ex:..... youlate yesterday ? (come)

Ex: Where theylast week ? (go)

Note: We do not use did in negatives and questions with these examples

| | |
|-------------------|----------------|
| I , he , she , it | Was / wasn't |
| We , you , they | Were / weren't |

Ex: Two students absent yesterday . (be)

Ex: Khaled in class last week. (not , be)

Ex:..... Rami at home yesterday? (be)

The Past Continuous

| Subject | | Verb | |
|----------|------------------|-----------|---------|
| Noun | Pronoun | Auxiliary | Main |
| Singular | He , she, it , I | was | V + ing |
| Plural | We , you, they | were | |

1) We use the past continuous to talk about something which happening before and after another action in the past.

| | | |
|-----------------|----------------|-----------------|
| Simple past | ← While / as → | Past continuous |
| Past continuous | ← When → | Simple past |

Ex: They when it began to rain . (work)

Ex: Ahmed saw Salma while she her new car . (drive)

Ex: As I a letter , my mother came in my room . (write)

Ex: The boys When they heard the tornado . (play)

Ex: While I in the garden , I hurt my back . (work)

* Negative

| Subject | | Verb | | |
|----------|------------------|-----------|-------|----------|
| Noun | Pronoun | Auxiliary | Main | |
| Singular | He , she, it , I | Was | + not | V. + ing |
| Plural | We , you, they | Ware | | |

Ex: We when some guests arrived . (not , leave)

Ex: When my brother called me up, I my homework . (not , do)

Question

| Noun | Subject | Main Verb |
|------|------------------|-----------|
| was | He , she, it , I | V + ing |
| were | We , you, they | |

Ex: Jamal the car when you saw him ? (**check**)

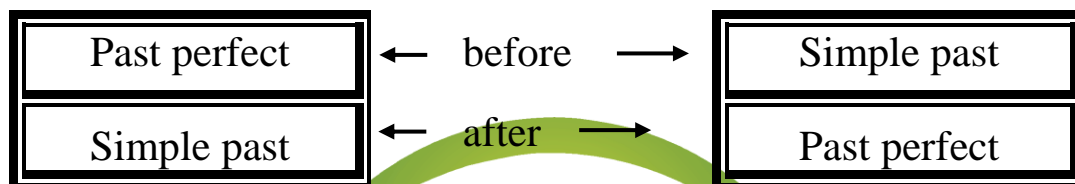
Ex: they TV when I did my homework ? (**watch**)

The Past Perfect

The Rule: **Subject + had + past participle**

USAGE

1) We use the past perfect to talk about actions that happened before a specific moment in the past. We use the past perfect for the first action and the simple past for the second action .



Ex: Imy homework before I went to bed . (write)

Ex: The guests arrived after wefor the party . (prepare)

* Negative

Subject + had + not + p.p

Ex: The man sitting next to me on the plane was very nervous. He before. (not , fly)

* Question

Had + subject + p.p ?

Ex:.....she how to drive before she came to Jordan ? (learn)

✓ Write the correct form of (the past simple , past continuous or past perfect).

1. I a terrible headache last night (have)
2. Samer and Ahmed took a photograph of me while I.....(not, look)
3. The babies milk yesterday . (not , drink)
4.he his vacation on the mountains last year ? (spend)
5. He..... when a huge shark attacked him . (swim)
6. The police..... me on my way home last night . (stop)
7. My father phoned while we dinner . (have)
8. Laila..... television when we arrived . (watch)
9. I to the cinema three times last week . (go)
10. She her sister two years ago . (visit)
11. He when he lost his wallet. (shop)
12. Two students absent yesterday . (be)
13. I my favorite vase yesterday . (drop)
14. Khaled in class last week (not , be)
15. I.....in the basement when the tornado passed over my house. (hide)
16. When Salem arrived ,we dinner . (have)
17. While I down the street , it began to rain . (walk)
18. The woman was a complete stranger to me. I before. (not, see)
19. After I my dinner , I went to bed . (eat)

اوجد لنفسك مكانا في القمة ... ففي القاع ازدحام شديد

Passive Voice

USAGE:

* We use the Passive when we don't know who does an action or if the action is not important or necessary to say who does something.

Form: object + (be) + p.p + (complement) + (by agent)

Active form: Subject + verb + object.

Passive form: Object + verb to (be) + P.P

□ للتحويل من المعلوم إلى المجهول

نتبع الخطوات التالية :

1. نضع المفعول به في بداية الجملة .
2. نختار الفعل المناسب من أفعال (be) حسب زمن الجملة الأصلية .
3. نضع التصريف الثالث للفعل الرئيسي .

عند التحويل من المعلوم إلى المجهول وكل في المعلوم ضمير مفعول به فعند تحويل الضمير إلى المبني للمجهول يصبح الضمير كما يلي :

| Object pronoun | Subject Pronoun |
|----------------|-----------------|
| me → | I |
| him → | he |
| her → | she |
| them → | they |
| us → | we |

Simple Present

Passive Voice: Object + (is , am , are) + P.P

1- Eman cleans the room every day.

The room

2- The company employs three hundred people.

Three hundred people

3- Salem invites me to wedding.

I

4- We give the kids some apples every day.

The kids

5- People don't use this road much.

This road

6- This man doesn't make these watches.

These watches

7- No one uses the computer.

The computer

8- Nobody speaks English in this class.

English

Simple Past

Passive voice: Object + (was, were) + P.P

1- Salwa helped the boy yesterday.

The boy

2- Waiter served us last night.

We

3- Mr. Adnan taught me English language.

I

4- Ali didn't write that note.

That note

إذا كانت الجملة منفية
(don't, doesn't) أو إذا
بدأت الجملة بـ (No one, nobody)
فنضع (not) بعد أفعال
(be) عند التحويل من
المعلوم إلى المبنى
للمجهول.

Present Perfect

Passive voice: Object + (have, has) + been +P.P

1-Ahmed has written the story .

The story

2-Khaled has eaten the apples .

The apples.....

3-Nobody has told me what to do.

I.....

4-The girls haven't picked the flowers.

The flowers

✓ **Change the following sentences into passive voice .(extra)**

1-Somebody throws cans in our street.

Cans.....

2-Nobody remembers her birthday .

Her birthday.....

3-The students didn't write their exercise yesterday .

Their exercise

4-They grow cotton in Egypt.

Cotton.....

5-Eman didn't make that pie .

That pie

6-The assistant manager interviewed me .

I.....

7-She does a lot of things every day .

A lot of things.....

8-Sana'a drinks two cups of coffee every day.

Two cups of
coffee.....

9-Khaled checks the car regularly .

The car.....

10-Shakespeare wrote that play .

That play.....

11-The police have arrested two men so far .

Two men.....

12-My father hasn't taken pictures .

Pictures.....

The Future

*In English we use several forms to talk about different ideas about the future.

The first form:

Subject + will + base form

1- We use "**the first form**" to express sudden decision made at the moment of speaking. (spontaneous decisions)

Ex: I need some money. I.....you.(give)

Ex: Nothing on TV. I.....to the supermarket.(go)

Ex: Do you want tea or coffee ? I.....a cup of tea, please.(have)

2- We use "the first form" to express a prediction based on opinions or beliefs (without evidence) and with these words and expressions.

Think, believe, in my opinion, probably, expect, subject + (be) + sure, I hope

Ex: I believe she.....the exam easily.(pass)

Ex: In my opinion, Ahmad.....with the competition.(win)

Ex: I don't think we.....all our pollution problems in the future.(solve)

The second form:

Subject + (be) + going to + verb infinitive

1- We use "**the second form**" to express an intention to do something.(future plans)

Ex: I.....French next summer.(learn)

Ex: He.....to London next month.(travel)

2- We use "**the second form**" to express a prediction based on something we can observe now.

Ex: Look at those clouds. It.....(rain)

Ex: Our team is playing very badly, we.....this game.(not, win)

Ex: Look at the sky, it.....nice and sunny.(be)

* Use the verb in the brackets with **will** or **(be) going to**.(extra)

1- He doesn't look healthy and never does any exercise. He..... a heart attack one day.(have)

2- Laila is going on holiday tomorrow. I'm sure sheit. (enjoy)

3- I've decided to stay at home tonight. Ifor my history test.(study)

4- Just look at Zeina. Everyone can see that she.....a sleep any second now.(fall)

5- Don't pick up the phone, I.....it.(answer)

6- I've heard that Hamza.....Ramadan with his family in Amman.(spend)

✓ **Complete the text with the correct form of the verbs in brackets.(S.B page7)**

People (1).....(use) smart phones since they (2)..... (invent) in the early 2000s. During the early 2000s, people (3)..... (buy) phones in different colours and different designs. In 2010 CE, the first tablet computer (4)..... (produce). By the end of 2010 CE, companies (5)..... (sell) more smart phones than PCs for the first time. Now, about one billion smart phones (6)..... (sell) around the world each year. In the near future, it (7)..... (estimate) that over 40% of the population in Jordan will have a smart phone. It is probable that this market (8)..... (expand) in the future. At the moment, people aged 16–30 (9)..... (buy) the most smart phones, but experts say there (10).....(be) a growth in the number of older people buying smart phones in the future.

□ **Which of the following would you use to....(S.B page 9)**

| | | | | |
|-----------------|--------------|----------------|-------------------------|---------------|
| blog | كتابة يوميات | email exchange | تبادل البريد الإلكتروني | social media |
| tablet computer | حاسوب لوحي | Whiteboard | لوح لمسي | تواصل اجتماعي |

- 1- Record interviews with people (.....)
- 2- Share information with students in another country (.....)
- 3- Watch educational programmes in class (.....)
- 4- Ask another student to check your homework (.....)
- 5- Write an online diary (.....)

□ **Work in pairs. Explain the difference in meaning between these phrases from the article.(S.B page 9)**

1- to share / **compare ideas**

.....

2- to create / **contribute to a website**

.....

3- to research / **present information**

.....

4- to monitor / **find out what is happening**

.....

5- to give a talk to / **talk to people**

.....

6- to show / **send photos**

.....

Phrasal verb

| Phrasal verb | Meaning in English | Meaning in Arabic |
|--------------|---------------------|-------------------|
| know about | Information about | يعرف عن |
| connect with | associate | يوصل / يربط |
| turn on | Start working | يشغل |
| give out | Stop | يوقف |
| fill in | Writing information | يملأ |

□ Complete the verb phrases and phrasal verbs with the correct words.(S.B page 10 (3)

- 1- to know..... dangers of the Internet.
- 2- to connect..... people on the Internet.
- 3- to turn..... privacy settings.
- 4- to give..... personal information.
- 5- to fill..... a form.

□ Match one word from box (A) and one word from box (B) to complete each sentence.

| A | B | Meaning in Arabic |
|--------------|-----------|-------------------|
| 1-get () | 1-around | يبدأ |
| 2-look () | 2-down | يتجول |
| 3-meet () | 3-place | يتقابل |
| 4-settle () | 4-started | يستقر |
| 5-take () | 5-up | تحدث |
| 6-wake () | 6-up | يستيقظ |

- 1- Tell me about the novel you're reading. Where does the story.....
- 2- I'm sorry I'm late. I didn't early..... enough.
- 3- When I graduate from university, I would like to buy a house and.....
- 4- If you're free at the weekend, let's and go shopping together.
- 5- I've never visited that museum. I'd like to go in and.....
- 6- I've got a lot of homework, so I think I should..... right now!

Reported speech

| Direct | | Indirect | |
|----------------------------|---------------------------------------------------|--------------------------|-------------------------------------------------------|
| Verb tense or Modal | Example | Verb | Example |
| <i>Simple present</i> | He said, " <u>I do</u> the work. " | Simple past | He said that he <u>did</u> the work. |
| <i>Present progressive</i> | He said, " <u>I am doing</u> the work. " | Past progressive | He said that he <u>was doing</u> the work |
| <i>Simple past</i> | He said, " <u>I did</u> the work. " | Past perfect | He said that he <u>had done</u> the work |
| <i>Past progressive</i> | He said, " <u>I was doing</u> the work. " | Past perfect progressive | He said that he <u>had been</u> doing the work |
| <i>Present perfect</i> | He said, " <u>I have done</u> the work. " | Past perfect | He said that he <u>had done</u> the work. |
| Future with will | He said, " <u>I will do</u> the work. " | Would | He said that he <u>would do</u> the work |
| Can | He said, " <u>I can do</u> the work. " | Could | He said that he <u>could do</u> the work |
| <i>Have to</i> | He said, " <u>I have to do</u> the work. " | Had to | He said that he <u>had to do</u> the work. |
| Must | He said, " <u>I must do</u> the work. " | Had to | He said that he <u>had to do</u> the work |
| Simple present negative | He said, " <u>I don't do</u> the work". | Simple past negative | He said that he <u>didn't do</u> the work |
| Simple past negative | He said, " <u>I didn't do</u> the work. " | Past perfect negative | He said that he <u>hadn't done</u> the work |

يجب حفظ تحويل هذه الضمائر من المباشر إلى غير المباشر :

| | Direct مباشر | Indirect غير مباشر | | Direct مباشر | Indirect غير مباشر |
|-----------------|-------------------|-----------------------|-----------------|-------------------|-----------------------|
| | I | He -she | | Me | him-her |
| Subject | We | They | Object | Us | Them |
| | You (singular) | He-she-I | | You (singular) | Him-her-me |
| pronouns | You (plural) | We, they | pronouns | You (plural) | Them, us |

| | Direct مباشر | Indirect غير مباشر |
|------------------------|--------------|---------------------------|
| Possessive pronouns | My | His-her |
| | Our | Their |
| | Your | His-her-their-my-our |
| | Mine | His-hers |
| | Ours | Theirs |
| | Yours | His-hers-theirs-mine-ours |

تحويل الظروف (Adverbs)

| Direct مباشر | Indirect غير مباشر |
|---------------|--------------------|
| This | That |
| These | Those |
| Next (week) | The (week) after |
| ago | before |
| Here | there |
| At the moment | At that moment |

| Direct مباشر | Indirect غير مباشر |
|--------------|--------------------|
| now | Then |
| Today | That day |
| tonight | That night |
| yesterday | The day before |
| tomorrow | The next day |
| Last (week) | The (week) before |
| | The previous week |

الجملة الخبرية Statement

| أفعال تحويلية مع الجمل التحويلية | | | |
|----------------------------------|------|-----------|-------|
| thought | فكر | said | قال |
| claimed | ادعى | told | خبر |
| added | أضاف | admitted | اعترف |
| announced | أعلن | Replied | أجاب |
| explained | أوضح | suggested | اقترح |

طريقة التحويل :

1. نضع الفعل الافتتاحي المناسب (told-said) في جملة التحويل
 2. نضع (that) بعد الفعل الافتتاحي
 3. نضع الفاعل المناسب حسب الجملة المباشرة
 4. نكمل الجملة مع إجراء التغيرات المناسبة
- الضمير (I) يحول إلى (he) إذا كان المقصود مذكر إلى (she) إذا كان المقصود مؤنث .
إذا كان الفعل تصريف أول يجب تحويله إلى تصريف ثانٍ .

- 1- Ahmed , "I drink coffee."
Ahmed said
- 2- Khaled said " We work in a store in Zarqa."
Khaled said.....
- 3- Nancy said, " I have to go downtown."
Nancy said that.....
- 4- Nawal, "I am the richest woman in town."
Nawal said that
- 5- Feras, " I am watching TV."
Feras said
- 6- The students " We have played football."
The students said that

الضمير (I) يحول إلى (he)
إذا كان المقصود مذكر وإلى
(she) إذا كان المقصود
مؤنث .

إذا كان الفعل تصريف أول
يجب تحويله إلى تصريف ثانٍ

7- The cook " I have never cooked anything Japanese."

He admitted

8- Mary" We must wake early."

Mary said that.....

9- Ali said to Khalid" You can come with us."

Ali said to Khalid that

10- She said, " I should watch TV."

Laila said

11- Maha said, " I might go today."

Maha said

12- The player "I won two competitions."

The player claimed

13- Kareem, "My friend was a very talented player."

Kareem told us

14- The chef said, "We don't use meat at our restaurant."

The chef said

15- She said, " We didn't watch the game yesterday."

Salwa said

16- " The boy is looking for you"

Nadia told Khaled that.....

17- "The students liked you".

I told samia that

18- "I will help you with this lesson".

The teacher told the students that

19- "Your job is interesting".

She told Ali that

20- "I can borrow your phone".

Muna told me

قاعدة : أفعال Modals
الماضية تبقى كما هي ولا
تحول .

إذا كان الفعل تصريف ثانٍ
نحوه إلى (had + v3)

إذا وجد في الجملة المباشرة
(do, do) + not) أحذفهم
وحول الفعل إلى (did +)
((not + verb (inf
إذا وجد في الجملة المباشرة
(did + not) احذفها وحول
الفعل إلى had + not +
. P.P

□ Change the following sentences into reported speech .(extra1)

1. Hisham: " I've worked with every star actor in the world."

Hisham claimed that.....

2. Hisham: " I like films better than television".

Hisham admitted that.....

3. " Mum, I was working on my application all evening."

Nadia told Mum

4. " We didn't have our keys with us."

Tareq told Nabil

5. "Heba's taken my CD player!"

Hind told Eman

6. "We don't like our neighbours".

My parents said

7. " Zaid and Mohammad are coming."

Salem said

8. "I wasn't looking after my little brother."

Muna said.....

9. "I enjoy cooking. "

He said

10. "I am making some bread."

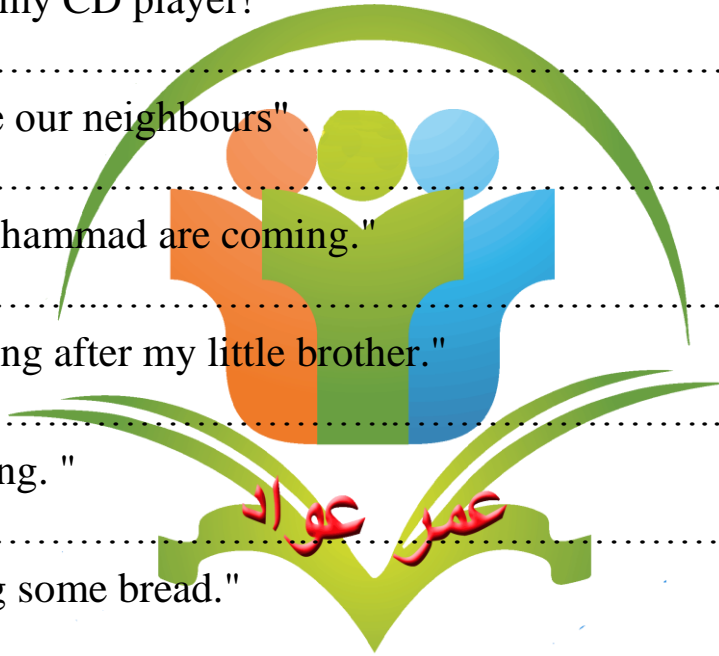
He said

11. "I have won two competitions. "

He said

12. "My grandmother taught me to cook."

He said



□ Report the following statements.(W.B page 4(3)

1- "I have some questions for you, Muna"

Nour told Muna.....

2- " I've lived in Amman for six years."

Sami said.....

3- " Yesterday I bought all the ingredients for a chocolate cake."

Huda told me.....

4- " I really enjoyed the book that I finished this morning."

Tareq said.....

5- " My favourite subject this year is Chemistry."

Hussein told me.....

□ Write the sentences from the recording in reported speech.(S.B page 10(4)

1- "Many computers have filters which stop people seeing certain websites".

He said that.....

2- "If they share information on social media with their friends, it might be accessed by other people, too."

He said that.....

3- "On social media, you should only connect to people you know well."

He said that.....

4- "Later we will give you, our dear listeners, information about websites where you can find more advice on Internet safety."

He said that.....

□ Report what these people are saying. Pay attention to the time phrases.

1-"Our teacher told us about the dangers of the Internet yesterday. I have to write an essay about it tonight. I think I'm going to need some help".

Farida said that.....

2- "We have to give a talk about the advantages and disadvantages of the Internet next week, so I'll need to prepare it this week."

Kareem said that.....

2009

Mum, "I have been working in the garden all the morning."

Samer told.....

2011

*Fadi: "I am writing a letter to my friend "

Fadi said that

2014

*" The engineers are going to design the new highway next month."

The manager said that

2014

*"My mother will celebrate her birthday next weekend."

Rami said that.....

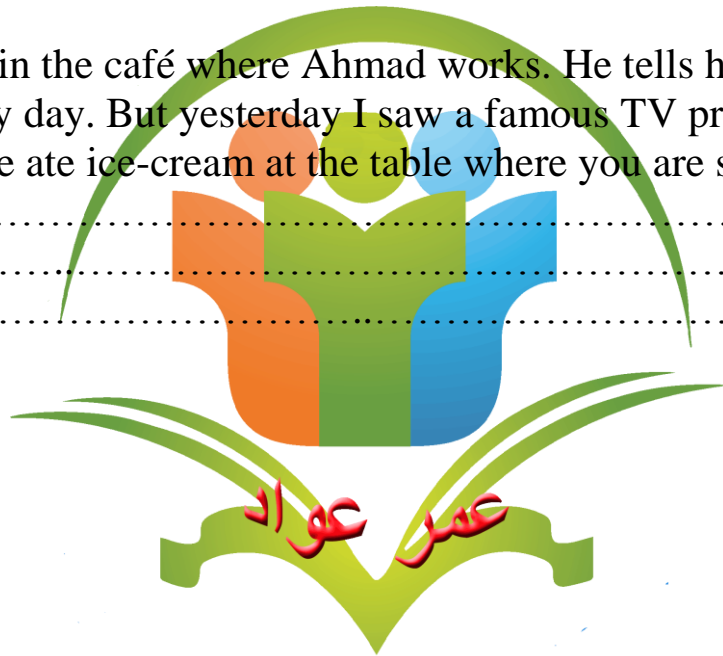
2015

Rawan is sitting in the café where Ahmad works. He tells her, "I work in this café almost every day. But yesterday I saw a famous TV presenter here for the first time. She ate ice-cream at the table where you are sitting now."

Ahmad said that.....

.....

.....



الرجل العظيم يكون مطمئناً ، يتحرر من القلق
بينما الرجل ضيق الأفق ؛ فعادة ما يكون متوتراً

VERBS FOLLOWED BY GERUNDS OR INFINITIVES

☒ Some verbs can be followed by an –ing form (gerund), but not by an infinitive. These include.

(avoid, stop , consider, dislike, enjoy, finish, practice , love , suggest , start ,remember)

Ex: He enjoyed.....and travelled all over the world.(travel)

Ex: Would you consider.....to another country?(move)

☒ _Some verbs can be followed by an infinitive but not by an –ing form. These include

(agree, ask, begin , attempt, choose, decide, expect, forget, hope, manage, offer, prepare, promise, seem ,want , able)

Ex: I offered.....my father clean the car.(help)

Ex: She decided.....Law at university.(study)

Complete the summary of the text with the infinitive or gerund form of the verbs in brackets.(extra)

Charles was a quiet boy, who loved (1).....(read). He remembered (2).....(listen) to children playing outside. When he was 12, Charles was no longer able (3).....(attend) school regularly. At the age of 14, he stopped (4).....(go) to school altogether and started (5).....(work) as a clerk in a lawyer's office in London. After that, he began (6) (write) short pieces for the newspaper. He enjoyed (7).....(travel) very much too, and travelled all over the world.

□ Complete the sentences with words from the box. (W.B page 5(5))

| | | | | | | | | | | | |
|--------|------|----------|------|-----------|-------------------|--------|------|--------|-------|--------|-------|
| Energy | طاقة | Grateful | ممتن | Headlines | العناوين الرئيسية | Helmet | خوذة | Lawyer | محامي | Likely | محتمل |
|--------|------|----------|------|-----------|-------------------|--------|------|--------|-------|--------|-------|

- 1- I am studying hard because I want to be a.....
- 2- When you ride a bike, you should always wear a.....
- 3- Thank you so much! We are very
- 4- Do you think it isto rain tomorrow?
- 5- I always look at the newspaper.....,but I don't always read the articles.
- 6- Solar panels generate.....from the sun.

□ Circle the correct words. (W.B page 5(6))

- 1- We're going to Aqaba again *in / on* the summer. I *have / had been* looking forward to it since last year.
- 2- We had the computer *repaired / repairing* because it had stopped *to work / working*.
- 3- Mahmoud was walking home when the rain *was starting / started*. It was very heavy, so he *must / can't* have got very wet.
- 4- In the past, most letters *wrote / were written* by hand, but these days they are usually *typed / typing*.

□ Complete the sentences with the cooking verbs in the box. One verb is not needed. (W.B page 5(7))

| | | | | | | | | |
|------|-------|-------|-------|--------|------|-------|------|----------|
| Boil | fry | roast | grill | season | melt | Slice | mix | sprinkle |
| يغلي | يقلّي | يشوي | يحمّر | يتبل | يذوب | يشرح | يخلط | يرش |

- 1- When you heat cheese, it.....s.
- 2- Put some flour and sugar in a bowl and.....them together.
- 3- You need a sharp knife to.....the bread.
- 4- Heat the water until it.....s
- 5- Put the eggs in oil or butter to.....them.
- 6- some salt and pepper over the potatoes to.....them
- 7- the meat in the oven.

□ Choose the correct word.(W.B page 6(2))

- 1-Modern computers can run a lot of *programs / models* at the same time.
- 2- You can move around the computer screen using a *tablet / mouse*.
- 3-From 1990 CE to 2000 CE was a *decade / generation*.
- 4-*Alaptop / tablet* doesn't need a keyboard.
- 5- The television was first *invented / developed* by John Logie Baird.

□ Complete the sentences with words in the table.(W.B page 6(3)

| Computer chip | Smart phone | calculation | program | model | laptop |
|---------------|-------------|--------------|---------|-------|-------------|
| شريحة حاسوب | هاتف خلوي | عملية حسابية | برنامج | موديل | حاسوب محمول |

- 1- Although they are pocket-sized,..... s are powerful computers as well as phones.
- 2- My brother is learning how to write computer.....s.
- 3- I need to make a few..... s before I decide how much to spend.
- 4- Mobile phones used to be huge. Early..... s were as big as bricks.
- 5- I can close the lid of my..... and then put it in my bag.

□ Complete the text with the correct form of the verbs in brackets.(W.B page 7(4)

In 1943 CE, the chairman of a 'business machines' company (1)(say) that the world only(2).....(need) two or three computers. He(be)wrong! Since then, there (4).....(be) a technological revolution. These days, millions of families (5).....(have) at least one computer at home, and many people (6).....(carry) smart phones and tablets with them everywhere. A few people even(7).....(wear) them – either on their wrists, round their necks or on their belts. There's even more: experts say that one day soon we (8).....(attach) them to our skin!

□ Choose the correct form of the verbs below. (W.B page 7(5)

- 1- Children often *use / are using* computers better than their parents.
- 2- If you *will play / play* computer games all day, you won't have time to study.
- 3- I want *to get / getting* a tablet, but I can't afford *to buy / buying* one at the moment.
- 4- Look at the black sky! It's *raining / going to* rain soon!
- 5- I'm *coming / come* from Ajloun, but I'm *staying / stay* in Irbid for a few months. I will return to Ajloun in the spring.
- 6-Nadia has *been doing / done* her homework for two hours! She *is / will be* finished very soon.
- 7- If Ali *had / has* his own computer, he *wouldn't / doesn't* need to use his friend's computer.
- 8- I *was writing / wrote* an email when my laptop *was switching / switched* itself off.

□ Rewrite the sentences with the words in brackets. (W.B page 7(6))

1-Perhaps Issa's phone is broken. (might)

Issa's phone

2- Somebody has found my missing laptop.(been)

My missing laptop

3- I asked someone to fix my computer.(had)

I

4- It isn't necessary to switch off the screen.(have)

You

5- You are not allowed to touch this machine. (must)

You

6- I think you should send a text message.(would)

If

7- Press that button to make the picture move.(moves)

If you

8-Mohammad checked his emails, and then he started work. (before)

Mohammad had

.....أيها العالم.....هذه قصتي.....فاسمعها جيدا



| Simple Present | PAST SIMPLE | PAST PARTICIPLE | المعنى |
|----------------|-------------|-----------------|-------------|
| hit | hit | hit | يضرب |
| quit | quit | quit | يترك |
| split | split | split | يشق |
| bet | bet | bet | يراهن |
| let | let | let | يترك - يدع |
| set | set | set | يضع - يبدأ |
| put | put | put | يضع |
| cut | cut | cut | يقطع |
| shut | shut | shut | يغلق |
| bid | bid | bid | يأمر |
| hurt | hurt | hurt | يؤذي |
| burst | burst | burst | ينفجر |
| cost | cost | cost | يكفل |
| shed | shed | shed | يقطع |
| spread | spread | spread | ينتشر |
| rid | rid | rid | يتخلص |
| have | had | had | يملك |
| make | made | made | يصنع |
| send | sent | sent | يرسل |
| spend | spent | spent | يصرف |
| meet | met | met | يقابل |
| read | read | read | يقرأ |
| bleed | bled | bled | يدمي - ينزف |
| feed | fed | fed | يطعم |
| lead | led | led | يقود |
| light | lit | lit | يضيء |
| slide | slid | slid | ينزلق |
| sit | sat | sat | يجلس |
| hold | held | held | يمسك |
| win | won | won | يفوز |
| shine | shone | shone | يلمع |
| find | found | found | يجد |
| wind | wound | wound | يقتل |
| bind | bound | bound | يربط |
| dig | dug | dug | يحفر |
| build | built | built | يبني |
| lend | lent | lent | يقرض |
| shoot | shot | shot | يقوس |

| Simple Present | PAST SIMPLE | PAST PARTICIPLE | المعنى |
|-----------------|-------------|-----------------|-------------|
| stick | stuck | stuck | يلصق / يلزم |
| stand | stood | stood | يقف |
| sting | stung | stung | يلسع |
| get | got | got | يحصل |
| keep | kept | kept | يحتفظ |
| sleep | slept | slept | ينام |
| creep | crept | crept | يزحف |
| weep | wept | wept | يبكي |
| mean | meant | meant | يقصد / يعني |
| leave | left | left | يغادر |
| burn | burnt | burnt | يحرق |
| feel | felt | felt | يشعر |
| tell | told | told | يُخبر |
| sell | sold | sold | يبيع |
| lose | lost | lost | يفقد / يضيع |
| hear | heard | heard | يسمع |
| understand | understood | understood | يفهم |
| think | thought | thought | يعتقد |
| teach | taught | taught | يعلم |
| buy | bought | bought | يشترى |
| catch | caught | caught | يمسك |
| fight | fought | fought | يقاتل |
| seek | sought | sought | يبحث |
| bring | brought | brought | يجلب / يحضر |
| be(am, is, are) | Was ,were | been | يكون |
| go | went | gone | يذهب |
| do | did | done | يفعل |
| arise | arose | arisen | ينهض |
| drive | drove | driven | يقود |
| Fly | Flew | Flown | يطير |
| Ride | Rode | Ridden | يركب |
| Rise | Rose | Risen | ينهض / يشرق |
| Write | Wrote | Written | يكتب |
| Take | Took | Taken | يأخذ |
| Strive | Strove | Striven | يجاهد |
| Beat | Beat | Beaten | يضرب |
| Bite | Bit | Bitten | يعض |
| pay | paid | paid | يدفع |
| say | said | said | يقول |
| wake | woke | woken | يستيقظ |

| Simple Present | Past Simple | Past Participle | المعنى |
|----------------|-------------|-----------------|-------------|
| forbid | forbade | forbidden | يمنع |
| forgive | forgave | forgiven | يسامح |
| hide | hid | hidden | يختبئ |
| shake | Shook | shaken | يرتجف / يهز |
| fall | fell | fallen | يسقط |
| sing | sang | sung | يعني |
| ring | rang | rung | يقرع |
| drink | drank | drunk | يشرب |
| swim | swam | swum | يسبح |
| begin | began | begun | يبدع |
| shrink | shrank | shrunk | يتقلص |
| spin | span | spun | يغزل |
| spring | sprang | sprung | يقفز |
| sink | sank | sunk | يغرق |
| blow | blew | blown | ينفخ / يهب |
| know | knew | known | يعرف |
| grow | grew | grown | ينمو / يزرع |
| throw | threw | thrown | يرمي |
| run | ran | run | يجري |
| come | came | come | يأتي |
| eat | ate | eaten | يأكل |
| give | gave | given | يعطي |
| see | saw | seen | يرى |
| draw | drew | drawn | يسحب / يرسم |
| mow | mowed | mown | يحصد |
| overcome | overcame | overcome | يتغلب |
| saw | sawed | sown | ينشر |
| sow | sowed | sown | يذر |
| show | showed | shown | يعرض / يظهر |
| break | broke | broken | يكسر |
| speak | spoke | spoken | يتكلم |
| choose | chose | chosen | يختار |
| steal | stole | stolen | يسرق |
| tear | tore | torn | يمزق |
| wear | wore | worn | يرتدي |
| swear | swore | sworn | يحلف |
| bear | bore | born | تلد / تحمل |
| forget | forgot | forgotten | ينسى |



UNIT TWO

A HEALTHY LIFE



NOUNS

| The Word | Meaning in English | Meaning in Arabic |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| acupuncture | (noun) a system of complementary medicine in which fine needles are inserted in the skin at specific points | الوخز بالإبر |
| ailment | (noun) illness | مرض |
| allergy | (noun) a reaction of the immune system when it is sensitive to something; this reaction comes in the form of sneezing, itchy eyes or a skin rash. allergic (adjective) | حساسية |
| antibody | (noun) a substance produced by the body to fight disease | مضاد للجسم |
| apparatus | (noun) the technical equipment or machinery needed for a particular purpose | جهاز |
| appendage | (noun) a body part, such as an arm or a leg, connected to the main trunk of the body. append (verb) | جزء من الجسم |
| arthritis | (noun) a disease causing painful inflammation and stiffness of the joints. arthritic (adjective) | التهاب مفاصل |
| career | (noun) a job undertaken for a significant period of a person's life and with opportunities for progress | مهنة |
| coma | (noun) a state of unconsciousness caused by a certain injury and that lasts for an extended period of time | غيبوبة |
| commitment | (noun) a promise to do something or to behave in a particular way. commit (verb) – committed (adjective) | التزام |
| complementary medicine | (noun) medical treatment which provides an alternative to scientific medical practices. complement (verb) | الطب المكمل |
| dementia | (noun) a mental illness the symptoms of which are problems with memory, personality changes and problems with reasoning | مرض عقلي |
| drug | (noun) a medicine or a substance used for making medicines | مخدر |
| expansion | (noun) the act of making something bigger. expand (verb) | توسع |
| healthcare | (noun) the prevention or treatment of illness by doctors, dentists , psychologists, etc. | رعاية صحية |
| herbal remedy | (noun) an extract or mixture of a plant used to prevent, alleviate, or cure disease. remedy (verb) – remedial (adjective) | علاج بالأعشاب |
| homoeopathy | (noun) a system of complementary medicine in which illnesses are treated by minute doses of herbs and other natural substances | المعالجة المثلية |
| immunisation | (noun) the process by which an individual's immune system becomes protected against an illness. immunise (verb) – immune (adjective) | مطعوم |

| | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Implant | (noun) a piece of tissue, prosthetic device, or other object implanted in the body. implant (verb) | زرع عضو في الجسم |
| life expectancy | (noun) the length of time that a person or animal is expected to live. expect (verb) – expectation (noun) | متوسط العمر |
| limb | (noun) arm or leg of a person | ذراع / ساق الشخص |
| malaria | (noun) a dangerous disease transmitted by mosquitoes | ملاريا |
| medical trial | (noun) trial to evaluate the effectiveness and safety of medications. trial (verb) | الحكم الطبي |
| migraine | (noun) a very bad headache which often comes with a feeling of sickness and problems with vision | صداع نصفي |
| mortality | (noun) death, especially on a large scale (e.g. infant mortality); the rate of deaths that occur (mortality rate) mortal (noun and adjective) – mortally (adverb) | عدد الوفيات |
| MRI | (noun) (Magnetic Resonance Imaging) a scan that uses strong magnetic fields to make a picture of the inside of someone's body for medical reasons | التصوير بالرنين المغناطيسي |
| option | (noun) something that is or may be chosen. optional (adjective) | خيار |
| outpatient | (noun) someone who goes to a hospital for treatment but does not stay for the night | مريض من الخارج |
| pill | (noun) a small round piece of medicine to be swallowed whole | حبة دواء |
| practitioner | (noun) someone who is qualified or registered to practise a particular occupation or profession . practise (verb) – practical (adjective) – practically (adverb) | مستشار |
| prosthetic | (noun) an artificial body part; ~ (adjective) limb describing an artificial body part. prosthetics (noun) | جزء صناعي |
| radiotherapy | (noun) the use of controlled amounts of radiation (a form of energy) to treat disease, especially cancer | المعالجة بالإشعاع |
| reputation | (noun) the common opinion that people have about someone or something .repute (verb) | سمعة |
| scanner | (noun) a medical instrument that uses radiography to produce images of the insides of the human body. scan (verb) | ماسح طبي |
| setback | (noun) a problem that delays or stops progress, or makes a situation worse | نكسة بعد العلاج |
| side effect | (noun) effects of medicine on your body in addition to curing pain or illness | مفعول جانبي |
| stroke | (noun) an illness when a blood tube in your brain bursts or is blocked, resulting in the brain being unable to function normally | سكتة دماغية |
| symptom | (noun) a physical problem that might indicate a disease. | عرض مريض |
| ward | (noun) a room in a hospital, especially for patients needing similar kinds of care. ward (verb) | جناح في المستشفى |
| white elephant | (noun phrase) [idiom] something that has cost a lot of money but has no useful purpose | شيء عديم الفائدة |

PHRASAL VERB

| | | |
|----------------------|------------------------------------------------------------------------------------------------------------|----------------------|
| bounce back | (phrasal verb) to start to be successful again after a difficult time | يرتد إلى حالته |
| cope with | (phrasal verb) to deal successfully with, or handle, a situation | ينجح في مواجهة مشكلة |
| feel blue | (verb phrase) [idiom] to feel sad | يشعر بالحزن |
| focus on | (phrasal verb) to direct your attention or effort at something specific focus (noun) – focused (adjective) | يركز |
| have the green light | (verb phrase) [idiom] to have or give permission to go ahead with something or for something to happen | يوافق |
| see red | (verb phrase) [idiom] to be angry | يغضب |

ADJECTIVE

| | | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| artificial | (adjective) made or produced by human beings rather than occurring naturally. artifice (noun)-artificially (adverb) | اصطناعي |
| bionic | (adjective) describing a limb or body part that is electronically or mechanically powered | ذو عضو آلي |
| cancerous | (adjective) something that has or can cause cancer, a very serious disease in which cells in the body begin to grow abnormally. cancer (noun) | سرطاني |
| conventional | (adjective) having been used for a long time and is considered usual. convention (noun) – conventionally (adverb) | تقليدي |
| cross | (adjective) angry or annoyed | منزعج |
| obese | (adjective) extremely fat, in a way that is dangerous to your health. obesity (noun) | سمين جداً |
| optimistic | (adjective) believing that good things will happen in the future optimism, optimist (noun) | متفائل |
| out of the blue | (adjective)[idiom] apparently from nowhere; unexpectedly | المفاجئ |
| pediatric | (adjective) describing the area of medicine that deals with children and their illnesses. pediatrics, pediatrician (noun) | معالجة الأطفال |
| red-handed | (adjective) [idiom] in the act of doing something wrong | يعمل شيء خاطئ |
| sceptical | (adjective) having doubts; not easily convinced sceptic, scepticism (noun) | غير متأكد |
| strenuous | (adjective) using or needing a lot of effort | يحتاج إلى جهد |
| viable | (adjective) effective and able to be successful. viability (noun) | قابل للنجاح |

VERB

| | | |
|-----------|---------------------------------------------------------------------------------------------------------------|---------------|
| decline | (verb) to decrease in quantity or importance. decline (noun) | ينخفض |
| publicise | (verb) to give information about something to the public, so that they know about it. publicity (noun) | يقوم بالدعاية |
| raise | (verb) a question to bring up a problem or cast doubt on something | يطرح |
| sponsor | (verb) to financially support a person or an event. sponsor (noun) – sponsored (adjective) | يتكفل مالياً |

الطب التكميلي : هل هو الحل ؟

معظم الأطباء اعتادوا على أن يكونوا متشككين حيال فعالية الطب البديل والوخز بالإبر والأشكال الأخرى من الطب التكميلي إذا أراد المرضى تلقى هذا النوع من العلاج غير التقليدي كان عليهم استشارة ممارس خاص والذي غالبا كان لا يحمل شهادة طبية مع ذلك في السنوات الأخيرة مفهوم هذا النوع من العلاج قد تغير ، هذه الأيام العديد من أطباء الأسرة يدرسون الطب التكميلي جنبا إلى جنب مع العلاج التقليدي والعديد من استشاري الطب التكميلي معهم أيضا شهادات طبية . بينما المنتقدون كانوا يقولون أنه لم يكن يوجد دليل علمي بأن العلاج غير التقليدي يعمل الآن الخبراء الطبيون ميالون إلى أن يدركوا أن الطب التقليدي قد لا يكون دائما هو الطريقة الوحيدة لعلاج المرض . في إحدى العيادات في لندن 70% من المرضى عرض عليهم الاختيار بين طب الأعشاب والطب التقليدي لالتهاب المفاصل أو مرض الشقيقة اختاروا المداواة بالأعشاب 50% منهم قالوا بأن العلاج كان فعالاً ، أحد الأطباء قال : ((أنا الآن اعتبر الطب البديل خياراً متوفراً للكثير من الحالات بما فيها القلق والإحباط وأنواع معينة من الحساسية أن يقدم خياراً آخر عندما لا يحل الطب التقليدي المشكلة كفاية) مع ذلك الطب التكميلي لا يمكن استخدامه في كل المعالجات الطبية لا يمكنه أن يكون بديلاً للتطعيم لأنه لا ينتج المضادات الحيوية اللازمة ضد أمراض الطفولة أيضاً لا يمكن استخدامه للوقاية من مرض الملاريا .

يجب أن تثق بنفسك .. وإذا لم تثق بنفسك .. فمن ذا الذي سيثق بك؟؟!!



COMPLEMENTARY MEDICINE: IS IT REALLY A SOLUTION?

| | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| acupuncture | (noun) a system of complementary medicine in which fine needles are inserted in the skin at specific points | الوخز بالإبر |
| ailment | (noun) illness | مريض |
| allergy | (noun) a reaction of the immune system when it is sensitive to something; this reaction comes in the form of sneezing, itchy eyes or a skin rash. allergic (adjective) | حساسية |
| antibody | (noun) a substance produced by the body to fight disease | مضاد للجسم |
| arthritis | (noun) a disease causing painful inflammation and stiffness of the joints. arthritic (adjective) | التهاب المفاصل |
| complementary medicine | (noun) medical treatment which provides an alternative to scientific medical practices. complement (verb) | الطب المُكمل |
| herbal remedy | (noun) an extract or mixture of a plant used to prevent, alleviate, or cure disease. remedy (verb) – remedial (adjective) | علاج بالأعشاب |
| homoeopathy | (noun) a system of complementary medicine in which illnesses are treated by minute doses of herbs and other natural substances | المعالجة المثلية |
| immunisation | (noun) the process by which an individual's immune system becomes protected against an illness. immunise (verb) – immune (adjective) | مطعوم |
| malaria | (noun) a dangerous disease transmitted by mosquitoes | ملاريا |
| migraine | (noun) a very bad headache which often comes with a feeling of sickness and problems with vision. | صداع نصفي |
| option | (noun) something that is or may be chosen. optional (adjective) | خيار |
| practitioner | (noun) someone who is qualified or registered to practise a particular occupation or profession . practise (verb) – practical (adjective) – practically (adverb) | مستشار |
| conventional | (adjective) having been used for a long time and is considered usual. convention (noun) – conventionally (adverb) | تقليدي |
| sceptical | (adjective) having doubts; not easily convinced sceptic, scepticism (noun) | غير متأكد |
| viable | (adjective) effective and able to be successful . viability (noun) | قابل للنجاح |

Most doctors used to be sceptical about the validity of homoeopathy, acupuncture and other forms of complementary medicine. If patients wanted to receive this kind of non conventional treatment, they used to have to consult a private practitioner who was likely not to have a medical degree. However, in recent years, the perception of this type of treatment has changed. These days, many family doctors study complementary medicine alongside conventional treatments, and many complementary medicine consultants also have medical degrees.

Whereas critics used to say that there was no scientific evidence that non-conventional treatments actually worked, now it is more common for medical experts to recognise that conventional medicine may not always be the only way to treat an ailment. At a surgery in London, 70 per cent of patients who were offered the choice between a herbal or a conventional medicine for common complaints such as insomnia, arthritis and migraines chose the herbal remedy. Fifty per cent of patients then said that the treatment helped.

- 1- According to first two lines in the text, mention two forms of complementary medicine.
.....
- 2- What do doctors study these days?
.....
- 3- What information in the text shows that critics say that complementary medicine isn't effective.
.....
- 4- What is the percentage of patients who chose the herbal remedy at a surgery in London?
.....
- 5- Quote the sentence which shows that herbal remedy is useful for many patients and helped them
.....
- 6- Write down three medical conditions may it be possible to treat using complementary medicine.
.....
- 7- The writer thinks that complementary treatment should work a long side modern medicine , not against it. Do you agree with this? Explain.
.....
- 8- What does the underlined pronoun "they" refer t.....?
- 9- What does the underlined word "who" refer to.....?
- 10- Find a word in the text which means "a system of complementary medicine in which fine needles are inserted in the skin at specific points."
.....
- 11- What does the underlined word " homoeopathy" mean?

-12- Doctors and patients didn't use to be convinced that complementary forms of medicine work.(T / F)
- 13- Nowadays, many doctors study complementary forms of treatment. (T / F)
- 14- At the surgery mentioned in the article, the majority of patients found that the herbal remedy did not help them. (T / F)

One doctor said, "I now consider homoeopathy to be a viable option for many different conditions, including anxiety, depression and certain allergies.

It provides another option when conventional medicine does not address the problem

However, complementary medicine cannot be used for all medical treatments. It can never substitute for immunisations as it will not produce the antibodies needed to protect against childhood diseases. It also cannot be used to protect against malaria.

One doctor said, "I will always turn to conventional medical treatment first to ensure that no underlying condition is missed.

However, the idea of complementary treatments is no longer an alien concept. In my opinion, it should work alongside modern medicine, and not against it."

- 1- Write down one evidence that complementary treatments are helpful for doctors.
.....
- 2- Mention three medical conditions may it be possible to treat using complementary medicine.
.....
- 3- Quote the sentence which shows that complementary medicine can't replace modern medicine completely.
.....
- 4- Why can't complementary medicine work with immunizations?
.....
- 5- What does the underlined pronoun "it" refer to?
- 6- Find a word in the text which means "having been used for a long time and is considered usual"
.....
- 7- What does the underlined word "option" mean?
.....

CRITICAL THINKING

The article suggests that people's perception of complementary medicine has changed over time. Why do you think this is the case?

.....

.....

هل الناس السعداء أكثر صحة ، إذا كان كذلك ، لماذا ؟

من الطبيعي أن تشعر بالكآبة / التوتر من حين إلى آخر مع ذلك الدراسات تبين أن العواطف السلبية يمكن أن تضر الجسم ، الغضب يمكن أن يكون له آثار ضارة على الصحة عندما تغضب ضغط دمك يرتفع ويمكن أن تعاني من صداعات ومشاكل في النوم ومشاكل في الهضم ، على أي حال ماذا عن المشاعر والتوجهات الإيجابية ؟ حتى وقت قريب ... العلماء لم يتحققوا فيما إذا كان هناك صلة بين المشاعر الإيجابية والصحة الجيدة . ثم وفي دراسة تابعت أكثر من 6000 رجل وامرأة بين الأعمار 25 و 74 عاما لمدة 20 سنة وجد الباحثون أن الإيجابية خفضت خطر أمراض القلب ، عوامل أخرى تؤثر في الصحة شملت علاقات عائلية وصداقة داعمة ونظرة متفائلة إلى الحياة . البحث بين أن الأطفال الذين كانوا قدرة على البقاء مركزين على الواجب والذين لديهم توجه إيجابي أكثر نحو الحياة في سن السابعة كانوا بصحة أفضل بعد 30 عاما . الدراسة كانت مثير جدل (خلاف) بعض أخصائيي الصحة يعتقدون أن خيارات الحياة السيئة مثل التدخين أو قلة التمارين الرياضية هي السبب لأمراض القلب ولأمراض أخرى وليس السبب هو توجه الفرد الباحثون بينما يوافقون يطرحون السؤال : لماذا يتبع الناس أساليب حياة سيئة ؟ هل الناس الأكثر تفاؤلاً يعيشون أساليب حياة أكثر صحة ؟.

ومن يتهيب صعود الجبال * * * يعيش أبد الدهر بين الحفر

Are happier people healthier – and, if so, why?

| | | |
|-------------|---------------------------------------------------------------------------------------------------------------|-----------------|
| setback | (noun) a problem that delays or stops progress, or makes a situation worse | نكسة بعد العلاج |
| bounce back | (phrasal verb) to start to be successful again after a difficult time | يرتد إلى حالة |
| feel blue | (verb phrase) [idiom] to feel sad | يشعر بالحزن |
| focus on | (phrasal verb) to direct your attention or effort at something specific focus (noun) – focused (adjective) | يركز |
| see red | (verb phrase) [idiom] to be angry | يغضب |
| optimistic | (adjective) believing that good things will happen in the future optimism, optimist (noun) | متفائل |
| raise | (verb) a question to bring up a problem or cast doubt on something | يطرح |

ينقسم الفاشلون إلى نصفين: هؤلاء الذين يفكرون ولا يعملون وهؤلاء الذين يعملون ولا يفكرون أبداً.



It's normal to feel a bit blue from time to time. However, studies show that negative emotions can harm the body. Anger can also have harmful effects on health. When you **see red**, your blood pressure is raised and you can suffer from headaches, sleep problems and digestive problems. However, what about positive feelings and attitudes? Until recently, scientists had not investigated whether there is a link between positive feelings and good health.

Then, in a study that had followed more than 6,000 men and women aged 25 to 74 for 20 years, researchers found that positivity reduced the risk of heart disease. Other factors influencing health included a supportive network of family and friends, and an optimistic outlook on life.

The research showed that children who were more able to stay focused on a task, and who had a more positive attitude to life at age seven, were usually in better health 30 years later.

The study has been controversial. Some health professionals believe that bad lifestyle choices, such as smoking or lack of exercise, are the reason for heart disease and other illnesses, and not an individual's attitude. The researchers, while agreeing, raise the question: why are people making bad lifestyle decisions? Do more optimistic people make better and healthier lifestyle choices?

The researchers appreciate that not everyone's personal circumstances and environment make it possible to live without worry. However, they believe that if we teach children to develop positive thinking, and to 'bounce back' after a setback, these qualities will improve their overall health in the future.

1- What are the possible effects of anger and stress on someone's health?

.....

2- According to researchers, there are many benefits for positivity in our life. Write down these benefits.

.....

3- According to the text, mention two bad lifestyle choices that can cause many diseases.

4- What is controversial about the researchers' study?

5- The writer thinks that happier people are healthier than unhappy people. Do you agree with this? Justifying your answer.

6- Suggesting three ways that make people feel calm when they start to get angry.

7- What does the underlined word "who" refer to?

8- What does the underlined pronoun "they" refer to?

9- Find a word in the text which means "**believing that good things will happen in the future**".

10- What does the underlined word "**setback**" mean?

لا يصل الناس إلى حديقة النجاح دون أن يمروا بمحطات التعب والفشل واليأس،
وصاحب الإرادة القوية لا يطيل الوقوف في هذه المحطات.

تقرير عن الصحة في الأردن

مقدمة :

الظروف الصحية في الأردن هي الأفضل في الشرق الأوسط هذا وبشكل كبير نتيجة لالتزام البلد بجعل الرعاية الصحية للجميع أولوية قصوى التقدم في التعليم والأوضاع الاقتصادية والصرف الصحي والماء النظيف والتغذية والإسكان جعل من مجتمعنا أكثر صحة .

مراكز الرعاية الصحية:

نتيجة للتخطيط الحكيم فإن عدد خدمات الرعاية الصحية تزايد بسرعة عبر السنوات الماضية أكثر من 800 نوع من مراكز الرعاية الصحية تم بناؤها وكذلك 188 عيادة سنية عام 2012 م ، 98% من الأطفال الأردنيين تم تطعيمهم الفضل يعود إلى فرق التطعيم التي عملت لتحقيق الهدف منذ عدة سنوات على الرغم من وجود مناطق نائية في البلد حيث كان الناس بدون كهرباء وماء آمن إلا أن حوالي 99% من سكان البلد لديهم كهرباء الآن .

المستشفيات:

على الرغم من أن البلد كان يركز بشكل رئيسي على تحسين منشآت الرعاية الصحية الأولية إن أنه لم يتجاهل منشآته الطبية المتقدمة . سمعة الأطباء الأردنيين انتشرت في المنطقة والآن المزيد من المرضى يأتون إلى الأردن لإجراء عمليات قلب مفتوح ، في الأردن برنامج عمليات قلب مفتوح بدأ عام 1970 في عمان .

توقعات الحياة:

أرقام توقع الحياة تبين أن نظام الرعاية الأردني ناجح عام 1965 م معدل الحياة كان عند عمر 50 سنة ، في عام 2012 م معدل توقع هذا ارتفع إلى العمر 73.5 سنة . وفقاً لإحصاءات منظمة اليونيسيف بين 1981 و 1991 معدلات وفيات أطفال الأردن تناقص بسرعة أكبر من أي مكان آخر في العالم من 70 وفاة لكل 1000 ولادة عام 1981 إلى 23 وفاة لكل 1000 ولادة عام 2014 م .

خلاصة / خاتمة:

معدل وفاة الولادات المنخفض وكذلك نظام الرعاية الصحية الممتاز أضافا عوامل إلى نمو سكان الأردن الصحي الذي سينتج عنه قوة عمل قوية لها فوائد اقتصادية للمجتمع كله .

Health in Jordan: A report

| | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| commitment | (noun) a promise to do something or to behave in a particular way. commit (verb) – committed (adjective) | التزام |
| healthcare | (noun) the prevention or treatment of illness by doctors, dentists, psychologists, etc. | رعاية صحية |
| life expectancy | (noun) the length of time that a person or animal is expected to live. expect (verb) – expectation (noun) | متوسط العمر |
| mortality | (noun) death, especially on a large scale (e.g. infant mortality); the rate of deaths that occur (mortality rate) mortal (noun and adjective) – mortally (adverb) | عدد الوفيات |
| reputation | (noun) the common opinion that people have about someone or something. repute (verb) | سمعة |
| decline | (verb) to decrease in quantity or importance. decline (noun) | ينخفض |

Introduction

Health conditions in Jordan are among the best in the Middle East. This is largely due to the country's commitment to making healthcare for all a top priority. Advances in education, economic conditions, sanitation, clean water, diet and housing have made our community healthier.

A- Healthcare centres As a result of careful planning, the number of healthcare services has been increasing rapidly over the past years. More than 800 different kinds of healthcare centres have been built, as well as 188 dental clinics. In 2012 CE, 98 per cent of Jordanian children were fully immunised, thanks to immunisation teams that had been working towards this goal for several years.

Although there were remote areas of the country where people had been without consistent access to electricity and safe water, almost 99 per cent of the country's population now has access.

1- Health conditions in Jordan are among the best in the middle East. Do you agree with this? Explain

2- Quote the sentence which shows that many healthcare services have built in Jordan recently.

3- Write down the percentage that shows people in remote areas had been consistent access to electricity and safe water now.

4- What is the title of the report?.....

5- What does the underlined word "**where**" refer to?.....

6- Find a word in the text which means "**the systems which supply water and deal with human waste.**"

7- What does the underlined word "**dental**" mean?.....

8- What does the underlined word "**immunisation**" mean?.....

B- Hospitals

Although the country has been focusing mainly on improving its primary healthcare facilities, it has not neglected its advanced medical facilities. The reputation of Jordanian doctors has spread in the region, and now many more patients come to Jordan for open heart surgery. In Jordan, the open heart surgery programme started in 1970 CE in Amman.

C- Life expectancy

The life expectancy figures show that Jordan's healthcare system is successful. In 1965 CE, the average Jordanian's life expectancy was age 50. In 2012 CE, this average life expectancy had risen to 73.5.

According to UNICEF statistics, between 1981 CE and 1991 CE, Jordan's infant mortality rates declined more rapidly than anywhere else in the world – from 70 deaths per 1,000 births in 1981 CE to only 32 deaths per 1,000 births in 2014 CE.

Conclusion

The low infant mortality rate, as well as the excellent healthcare system, have been contributing factors to Jordan's healthy population growth, which will result in a strong work force with economic benefits for the whole country.

1- According to the text, write down one example shows that Jordan has the best doctors in the Middle East.

2- When did the open heart surgery programme start in Amman?.....

- 3- Write down the sentence which shows Jordan's healthcare system is development in recent years.
.....
- 4- Give the proof shows that infant mortality is low in Jordan. According to UNICEF statistics.
.....
- 5- What is the purpose of the sub-headings before different sections?
.....
- 6- What is the link between the introduction and the conclusion?
.....
- 7- What is the language that the writer used in this report formal or informal?
.....
- 8- What does the underlined pronoun "it" refer to?.....
- 9- Find a word in the text which means "deaths amongst babies or very young children".
.....
- 10-What does the underlined word "work force" mean?
.....



الحياة إما أن تكون مغامرة جريئة ... أو لا شيء

تحرك

مشكلة متفاقمة:

في العديد من البلدان عدد متزايد من الشباب والكبار ذوو وزن زائد أو بدينين أحد الأسباب لهذا هو الشعبية المتزايدة للوجبات السريعة التي لم تكن منتشرة كما هي الآن ، عامل آخر كبير هو قلة التمارين ، الناس كانوا غالباً ما يمشون إلى المدرسة أو العمل لكن هذه الأيام المزيد منهم يذهبون بالسيارة ، التكنولوجيا الحديثة لعبت دورها أيضاً نمضي المزيد والمزيد من الوقت مركزين أبصارنا على شاشات الكمبيوتر قبل اختراع الانترنت لم يحلم أحد بالتسوق الالكتروني لكن الآن نستطيع شراء كل شيء تقريباً دون أن نغادر المقعد .

وقت الإصغاء:

خبراء الصحة قلقون من هذا التوجه منذ سنوات ونصيحتهم واضحة الكبار يجب أن يركزوا على ممارسة التمارين لمدة ساعتين ونصف على الأقل كل أسبوع للأطفال والمراهقين يجب أن يكون الهدف ساعة على الأقل يومياً ق لا يبدو هذا شيئاً مهماً على أي حال بحث حديث بين أن أقل من 50% من سكان بريطانيا يتمكنون من فعل ذلك أطفال المدارس أقل نشاط بدني مما كانوا عليه سابقاً البنات بالذات يكرهن حصص الرياضة هذا يمكن أن يؤدي إلى مشكلة صحية خطيرة .

إنه مفيد لك!:

الخبراء يوصون بخليط النشاطات تشمل تمارين معتدلة مثل المشي السريع وتمارين عنيفة كالجري أيضاً ينصحون بتمارين شاقة تقوي العضلات مثل تمارين الجلوس والنهوض ، كلما بنينا عضلات أكثر كلما حرقنا سعرات حرارية أكثر وكلما أصبحنا أكثر لياقة إضافة إلى ذلك التمرين طريقة رائعة للتكيف مع التوتر في دراسة حديثي المرض الذين كانوا يعانون من الإحباط سجلوا تحسناً كبيراً بعد زيادة النشاط البدني .

نصائح مفيدة:

بالطبع هذا يطرح سؤالاً : كيف أستطيع أن أتكيف مع المزيد من كل هذه التمارين في حياتي ؟ أفضل طريقة هو أن نجعله جزءاً من حياتنا اليومية بحيث يصبح روتناً لا يحتاج لأن يأخذ وقتاً إضافياً كبيراً بإمكانك النزول من الباص قبل نقطة نزولك أو تقف عندما تتحدث بالهاتف الأكثر أهمية يجب أن نجد رياضة نستمع بممارستها بتلك الطريقة سنصبح بلياقة وبصحة وبسعادة أكثر .

امدح صديقك علناً ... عاتبه سراً !!!!

GET MOVING!

| | | |
|-----------|---------------------------------------------------------------------------------------------|----------------------|
| cope with | (phrasal verb) to deal successfully with, or handle, a situation | ينجح في مواجهة مشكلة |
| obese | (adjective) extremely fat, in a way that is dangerous to your health. obesity (noun) | سمين جداً |
| strenuous | (adjective) using or needing a lot of effort | يحتاج إلى جهد |

A- A growing problem

In many countries, an increasing number of young people and adults are overweight or even obese. One reason for this is the growing popularity of fast food, which didn't use to be as common as it is now.

(1) Another big factor is lack of exercise. People would often walk to school or work, but these days many more of us drive. Modern technology has also played its part; we spend more and more time focusing on computer screens. Before the Internet was invented, nobody had dreamt of online shopping, but now we can buy almost anything without leaving the sofa. Health experts have been warning about this trend for years, and their advice is clear. Adults should aim to exercise for at least two and a half hours every week; for children and teenagers the target should be at least an hour a day. This might not sound very much. However, recent research shows that less than 50% of the British population manages this.

(2) School children are less physically active than they used to be. Girls in particular often dislike PE. This can lead to serious health problems

1- Quote the sentence which shows that many people in the world are suffering from extremely fat.

.....

2- According to the article, what are the main reasons for higher rates of obesity?

.....

3- What is the minimum amount of exercise recommended for someone in your age group?

.....

4- Do most British people get enough exercise? Which sentence in the article tells you this?

.....

5- Why can girls in particular suffer from health problems?

.....

6- What does the underlined pronoun "**their**" refer to?.....

7-Find a word in the text which means "**extremely fat in a way that is dangerous to your health**"

C- It's good for you!

Experts recommend a mixture of activities. These should include moderate exercise, such as fast walking, and more strenuous exercise, like running. (3) They also advise exercise that strengthens the muscles, for example sit-ups. The more muscle we build, the more calories we burn, and the fitter we become. In addition, exercise is a great way to cope with stress. In a recent study, patients who had been suffering from depression reported a great improvement after increased physical activity.

D- Useful tips

Of course this raises a question: how can I manage to fit in all this extra exercise? The best way is to build it into our daily lives so that it becomes a routine.

(4) It doesn't have to take much extra time. You could get off the bus one stop earlier than usual, or stand up when you're on the phone! Most importantly, we should find a sport that we enjoy doing. That way, we will all become fitter, healthier and happier.

1- Mention some exercises that help to burn more calories and make us fitter.

2- Guess the meaning of the underlined word in paragraph C.

3- The author suggests some ways of including exercise in our normal lives. Give two examples from the article.

4- Find a phrasal verb in the text which means "deal successfully with, or handle, a situation"

5- Write down three results for sport that we enjoy doing.

USED TO AND BE USED TO

□ **The usage:** we use (used to with a verb infinitive) to describe past **habits or past states that have now changed.**

Affirmative

The Rule: Subject + used to +verb infinitive

Ex: I used to live with my parents. Now I live in my own a apartment.

Negative

The Rule: subject + did + not +use to +verb infinitive

Ex: There didn't use to be so much pollution , but these days it is a global problem.

Question

The Rule: Did + subject + use to + verb infinitive ?

Ex: Did you use to live Paris?

□ The usage: **Be used to** (+ noun , pronoun or verb in the-ing form) **means to describe things that are familiar or customary.**

Affirmative

The Rule: Subject + (be) used to +(noun , pronoun or verb in the-ing form)

Ex: We've lived in the city a long time, so we're **used to the traffic.**

Ex: I didn't like getting up early , but I'm **used to it now.**

Ex: She's lived in the UK for a year . She's **used to speaking** English now.

Negative

The Rule: Subject + (be) + not + used to +(noun, pronoun or verb in the-ing form)

Ex: We needed warm clothes when we went to London .We **weren't used to the cold** weather.

Question

The Rule: (be) + subject + used to (+ noun , pronoun or verb in the-ing form)?

Ex: Are you used to living in Jordan yet? You've only been here for two months.

□ Choose the correct option in each sentence.(S.B page 15(6)

- 1-I didn't use to / am used to understand English, but now I do.
- 2-My cousin has lived in Lebanon for a year. He says he is used to / didn't use to living there now.
- 3-My family and I are used to / used to go camping once a month, but we stopped doing that when we moved to the city.
- 4-Joining a gym can be very tiring at first if you used to / aren't used to doing much exercise.
- 5- When I was young, I used to / am used to go fishing with my dad every weekend. Now I don't, unfortunately!

□ Complete the sentences with the correct form of the phrases in the box. Two phrases are needed twice.(W.B page 11(3)

| | | | |
|------------|--------|-------------|---------|
| be used to | use to | not be used | used to |
|------------|--------|-------------|---------|

- 1- We needed warm clothes when we went to London. We..... the cold weather.
- 2- My grandparents didn't..... send emails when they were my age.
- 3- Rashed..... go swimming every morning, but now he doesn't.
- 4- We always go to the market across the street, so we..... eating fresh vegetables.
- 5- Please slow down I..... walking so fast!
- 6- When you were younger, did you..... play in the park?

✓ Choose the correct form of the verbs below.(W.B page 11(4)

- 1- I used to / am used to go shopping in the local supermarket, but it closed two years ago, so now I have to drive into town to shop.
- 2- There didn't use to / wasn't used to be so much pollution, but these days it is a global problem.
- 3- I think television used to / is used to be better than it is now. Most of the programmes these days are just reality TV.
- 4- Most Jordanians are used to / used to the hot weather that we have in summer.
- 5- There was used to / used to be a lot more wild animals in the past, but they are becoming rare nowadays.
- 6- Salma has been practising the oud really hard and she is now used to / now used to playing it.

□ **Complete the sentences with the correct form of the verbs in brackets.(W.B page 12(5))**

- 1- When I was a student, I(work) very hard. I..... (get up) very early and study alone before my lectures, attend lectures all day, and then come home to study some more!
- 2- Are you(live) in Jordan yet? You've only been here for two months.
- 3- When I was a child, my grandmother.....(make) cakes for us all the time, and I liked helping her a lot.
- 4- My grandfather retired a month ago. He isn't.....(have) nothing to do all day. He says he needs a project to concentrate on.
- 5- I just got glasses this week, and I'm not(wear) them yet, so I'm still having difficulty.

□ **Make sentences with a similar meaning(extra).**

- 1- When I was a child, I was shy. Now I'm not shy.(used to)
.....
- 2- When I lived in my hometown, I went to the beach every weekend. Now I don't go to the beach every weekend.(used to)
.....
- 3- When I was a child, I watched cartoons on TV. I don't watch cartoons any more.(be used to)
.....

اغرس اليوم شجرة تنم في ظلها غداً

THE PAST PERFECT CONTINUOUS

Affirmative

The Rule: subject + had + been + verb +ing

Usage

_We use the past perfect continuous to show the cause of an action that happened in the past.(actions were happening to a specific moment in the past)

Result: (النتيجة)

cause (السبب)

Ex: Her eyes were tired. She **had been working** on the computer for hours.

□ **Key words: since , for , all+ time , by the time**

Ex: By the time the bus arrived , we had been waiting for an hour.

Ex: Shadi was angry. He..... for Ali for 45 minutes. (**be, wait**)

Ex: I was very tired. I hard all day. (**be , work**)

Negative

The Rule: Subject + had + not + been + verb+ ing

Ex: Rami went to the doctor last Friday . He well for sometime.(**not, be, feel**)

Question

The Rule: Had + subject +been + verb+ ing?

Ex:..... he for two hours? (**be, swim**)

2011

*When Mr. Mahmoud arrived, he was exhausted. Hefor five days.

(**be, climb**)

*The tailors finished making Laila's dress a week before the wedding.

They.....it for over a month.(**be, make**)

*Aisha received an email from Tahani yesterday, sheto write since

June. (**be, promise**)

*The climber hadthe mountain for over two hours. (**be, climb**)

* We hadwith each other for a long time. (**be, communicate**)

*Susan had about the idea for a while when she made the suggestion.(**be, think**)

Complete the sentences, using the Past Perfect Continuous form of the verbs in brackets.(S.B page 19(5)

- 1- A: When I saw you yesterday, you looked really tired.
B: Yes Ifor half an hour. (run)
- 2- My mother lost her purse yesterday. She..... in the market; she must have put it down somewhere and left it there. (shop)
- 3- I made my mother a cup of tea. She was hot and tired; she.....=all afternoon for a special family dinner. (cook)

Complete the sentences by choosing the correct verb forms.(S.B page 19(6)

Hind (1) **has / had** been working very hard for several weeks before she did her final exams. When the results were published, she was delighted to learn that she (2) **has / had** passed. She (3) **has / had** done extremely well. She (4) **phoned / had phoned** her parents from the college. They (5) **were / had** been waiting for her call all morning. When she arrived home an hour later, there was a surprise for her. For several weeks, her parents (6) **planned / had been planning** a special weekend away to the Jerash Festival. They (7) **have / had** managed to make it a surprise for Hind, even though they (8) **were / had** been using the family computer to make all the arrangements! Hind was delighted. She (9) **has / had** been talking about the Jerash Festival for months; and now the whole family was going! It was a wonderful graduation present.

Match the phrases in the table with the correct meanings. One word is not needed. (W.B page 11(1)

| | | | | | | | |
|--------------|--------------|-------------|------------------|-----------|---------|-----------|----------------|
| acupuncture | الوخز بالإبر | homoeopathy | المعالجة المثلية | ailment | مرض | arthritis | التهاب المفاصل |
| immunisation | مطعوم | malaria | ملاريا | allergies | حساسيات | migraine | صداع نصفي |

| | |
|----------------------------------------------------------------------------------|--|
| 1-a serious illness that is spread by mosquitoes | |
| 2-a disease that causes pain and swelling in joints | |
| 3-an illness or disease which is not very serious | |
| 4-giving a drug to protect against illness | |
| 5-an extremely bad headache | |
| 6-a form of complementary medicine which uses thin needles | |
| 7-conditions that make you ill when you eat, touch or breathe a particular thing | |

□ Complete the sentences with words from exercise (1).(W.B page 11(1))

- 1- My grandfather has..... in his fingers, so he sometimes finds it difficult to write.
- 2-..... to nuts and milk are becoming more common.
- 3- Many serious diseases can be prevented by.....which helps the body to build antibodies.
- 4- Headaches and colds are common.....s, especially in winter.
- 5- If I have a, the best thing to do is take some medicine and rest somewhere quiet.

□ Complete the sentences with the words in the box.(W.B page 12(6))

| | | | | | |
|--------------|-------------|-----------|------|---------------|------|
| viable | قابل للنجاح | Alien | غريب | complementary | مكمل |
| conventional | تقليدي | Sceptical | | غير متأكد من | |

- 1- I don't really believe that story – I'm very.....
- 2-Doctors often treat infections with antibiotics; that is the approach.
- 3-Medicines that are not the normal, traditionally accepted treatments are known as.....
- 4-Another way of saying that something could be successful is to say it is.....
- 5-If something seems very strange, we sometimes say it is.....

Sentences 1–4 contain incorrect information. Correct them, using the phrases in the box. One phrase is not needed.(W.B page 12(7))

| |
|--------------------------------------------|
| conventional medicine / produce antibodies |
| children and teenagers |
| better and healthier lifestyle choices |
| suffer from health problems |
| relax and get some exercise. |

- 1- A good way to cope with **stress** is to work extra hard.
No, it isn't. You should try to.....
- 2- **Complementary medicine** can be used to immunise people.
No, it can't. You can immunise yourself using.....
- 3-**Optimistic** people make bad lifestyle choices.
No, they don't. They make.....
- 4- **Seeing red** has positive effects on your health.
No, it doesn't. You often.....

COLOUR IDIOMS

| Colour idioms | Meaning in English | Meaning in Arabic |
|------------------|-------------------------------------|-------------------|
| the green light | permission | موافقة |
| red handed | in the act of doing something wrong | يعمل شيء خاطئ |
| out of the blue | unexpectedly | غير متوقع |
| a white elephant | useless possession | ملكية غير مفيدة |

What do the following colour idioms mean?(S.B page 17(4))

1- Have you heard the good news? We've got the green light to go ahead with our project! (.....)

2- Luckily, the police arrived and the thief was caught red-handed.
(.....)

3- I was shocked when I heard the news. It came completely out of the blue.
(.....)

4- Nobody goes to the new private sports club. The building is a white elephant.
(.....)



عندما تصل إلى عمق معنى كلمة النجاح تجد أنها ببساطة تعني الإصرار



UNIT THREE

MEDICAL ADVANCES



مخترع إماراتي شاب سيسافر حول العالم

أديب البلوشي ذو العشر سنوات من دبي سيسافر إلى سبع دول في رحلة نظمها ومولها الشيخ حمدان بن محمد أمير دبي أخذ اهتمام خاص بالولد ويأمل أن الرحلة التي يراعاها لأديب ستعطي المخترع الصغير المزيد من الثقة بالنفس وتحفز المخترعين الإماراتيين الصغار الآخرين . أديب جاءته فكرة نوع خاص من الرجل الصناعية بينما كان على الشاطئ مع عائلته ، والده الذي كان يلبس رجلاً صناعية لم يتمكن من السباحة في البحر لأن لم يتمكن من المخاطرة أن يتسبب في بلل رجله ، هذا حفز أديب لأن يخترع رجلاً صناعية ضد الماء . أديب سيزور أمريكا وفرنسا وبريطانيا وإيرلندا وبلجيكا وإيطاليا وألمانيا حيث سيقم عند أقارب له على أي حال بينما هو في ألمانيا لن يمض أديب كل الوقت على السياحة . سيكون يعمل مع طيب مختص لتكوين الطرف . أديب اخترع عدة أجهزة أخرى منها ربوت تنظيف صغير جداً وجهاز لمراقبة القلب سيتم توصيله بحزام أمان السيارة في حالة الطوارئ طواقم الإنقاذ وسائق العائلة يتم توصيلهم تلقائياً مع السائق من خلال الجهاز الخاص هذا . أيضاً اخترع خوذة ضد الحريق هذه الأداة الخاصة فيها آلة تصوير مدمجة ستساعد في إنقاذ العمال في حالات الطوارئ . لهذه الأسباب يستحق أديب بحق شهرته كأحد المخترعين الصغار في العالم.

كل إنسان أصادفه لا بد إن يفوقني من ناحية أو أخرى ولذلك أحاول إن أتعلم منه



YOUNG EMIRATI INVENTOR IS GOING TO TRAVEL THE WORLD

| | | |
|------------|----------------------------------------------------------------------------------------------------------------------------|---------------------|
| apparatus | (noun) the technical equipment or machinery needed for a particular purpose | جهاز |
| appendage | (noun) a body part, such as an arm or a leg, connected to the main trunk of the body. append (verb) | جزء من الجسم |
| artificial | (adjective) made or produced by human beings rather than occurring naturally. artifice (noun)-artificially (adverb) | اصطناعي |
| prosthetic | (noun) an artificial body part; ~ (adjective) limb describing an artificial body part. prosthetics (noun) | جزء صناعي |
| limb | (noun) arm or leg of a person | ذراع / ساق الشخص |
| reputation | (noun) the common opinion that people have about someone or something. repute (verb) | سمعة |

Ten-year-old Adeeb al-Balooshi, from Dubai, is going to travel to seven countries on a tour which has been organised and funded by Sheikh Hamdan bin Mohammad, Crown Prince of Dubai. The boy caught Sheikh Hamdan's attention with his invention – a prosthetic limb for his father. The Sheikh has taken a special interest in the boy, and hopes the tour that he is sponsoring for Adeeb will give the young inventor more self-confidence and inspire other young Emirati inventors.

- 1- How old is Adeeb al- Balooshi ?.....
- 2- How many countries is Adeeb al- Balooshi going to travel?.....
- 3- Who funded a tour?.....
- 4- Why was Sheikh Hamdan interested in helping Adeeb?
.....
- 5- Hamdan bin Mohammad offers Adeeb the gift of a world tour. Write the reason.
.....
- 6- What does the underlined pronoun "he" refer to?.....
- 7- Find a word in the text which means " an artificial body part"
.....
- 8- What does the underlined word "limb" mean?.....
- 9- What is the synonyms of the word "sponsored" in this paragraph?.....

Adeeb got the idea for a special kind of prosthetic leg while he was at the beach with his family. His father, who wears an artificial leg, could not swim in the sea as he could not risk getting his leg wet. This inspired Adeeb to invent a waterproof prosthetic leg. Adeeb is going to visit the USA, France, the UK, Ireland, Belgium, Italy and Germany, where he will be staying with relatives. However, while he is in Germany, Adeeb will not be spending all his time sightseeing. He will be working with a specialist doctor to build the appendage. He will also be attending a course on prosthetics and learning about different kinds of medical apparatus. Adeeb has invented several other devices, including a tiny cleaning robot and a heart monitor, which is attached to a car seat belt. In the case of an emergency, rescue services and the driver's family will be automatically connected with the driver through this special checking device. He has also invented a fireproof helmet. This special equipment, which has a built-in camera system, will help rescue workers in emergencies. It is for these reasons that Adeeb rightly deserves his reputation as one of the youngest inventors in the world.

1- How did Adeeb get his inspiration for a waterproof prosthetic leg?

.....
.....

2- Mention seven countries that Adeeb is going to visit.

.....

3- Who will Adeeb be staying with in Germany?

.....

4- What will Adeeb be doing in Germany?

.....
.....

5- What does the suffix (proof) mean in (waterproof, fireproof)?

6- Quote the sentence which shows that Adeeb is attending a course to find out more about prosthetics.

7- More than one invention Adeeb has invented. Write down two inventions.

8- What is the purpose of in-car heart monitor?.....

9- Write down the sentence which shows Adeeb invented that will help rescue workers in emergencies cases.

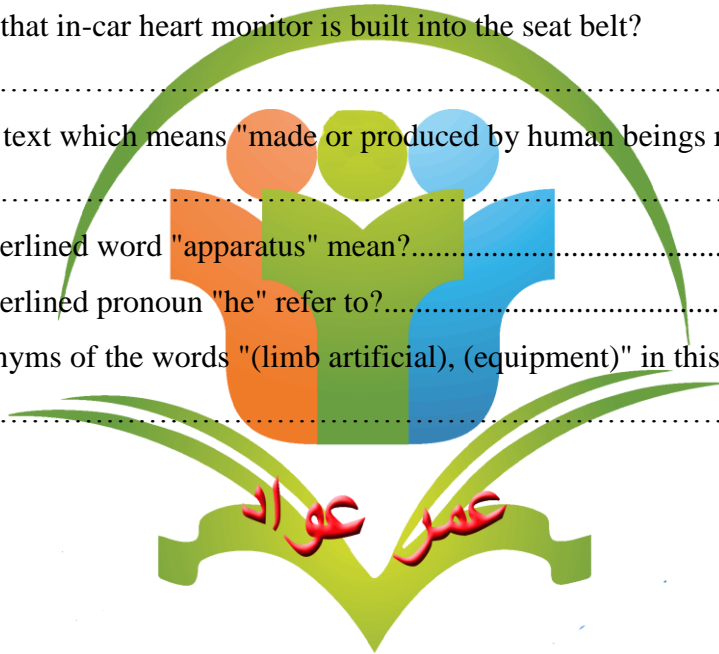
10- Why do you think that in-car heart monitor is built into the seat belt?

11- Find a word in the text which means "made or produced by human beings rather than occurring naturally".

12- What does the underlined word "apparatus" mean?.....

13- What does the underlined pronoun "he" refer to?.....

14- What are the synonyms of the words "(limb artificial), (equipment)" in this paragraph?



**Let me tell you about my mother I love,
She is an angel, sent by Allah from above!**

في المستقبل

سنتمكن من إجراء عملية لزيادة ذكائنا

العلماء طوروا بالفعل زراعة الدماغ التي تحسن من الرؤيا أو تسمح للمعاقين أن يستخدموا أفكارهم للتحكم بالأطراف الصناعية كالذراعين والأرجل واليدين أو تشغيل عربة المقعدين . في عام 2012م الأبحاث على القرود بينت أن زراعة الدماغ حسنت من قدرتها على اتخاذ القرارات . كيف سيستفيد البشر من هذا البحث ؟ العلماء يأملون أن يطوروا جهازاً مشابهاً لمساعدة الناس الذين تضررت أدمغتهم بسبب الجنون أو السكتة القلبية أو أي إصابة للدماغ . ستمكن الأطباء من التواصل مع الأشخاص فاقد الوعي .

عام 2012م علماء الأعصاب أكدوا أنه كان من الممكن الاتصال بعض المرضى فاقد الوعي باستخدام ماسح خاص للدماغ يسمى الرنين المغناطيسي اقترحوا أن في المستقبل حواراً ذا معنى أكثر مع المرضى سيكون ممكناً . بعد عامين حدث ذلك بالفعل الماسح استخدم على رجل في غيبوبة لأكثر اثنتا عشر عاماً يثبت أن لديه وعي عقل مفكر وهي فكرة خالفها الكثيرون من قبل الأطباء يخططون لاستخدام طرق مسح دماغي مشابهة مستقبلاً ليعرفوا فيما إذا كان المرضى متألّمين أو بماذا يرغبون لكي يتم تحسين نوعية الحياة .

دواء جديد سيساعد في علاج أنواع معينة من السرطان بسرعة

دواء جديد للسرطان تتم تجربته في بليموث في بريطانيا يأمل الأطباء بأن سيطيّل حياة مرضى السرطان ويقلل من أعراضه فوراً . يأخذ على شكل قرص واحد كل صباح لأن لم يظهر على المرضى الآثار الجانبية المعتادة مثل المرض وفقدان الشعر التي يتعرضون لها عندما يخضعون لأشكال أخرى من أدوية السرطان . العلاج الجديد يعمل على منع نوع البروتينات يسبب نمو الخلايا السرطانية . سيحسن من توقع الحياة لدى المرضى ومن نوعية الحياة بسرعة أكثر من أي علاج آخر تمت مقابلة المرضى بعد عام من البدء بالعلاج وهم بحالة جيدة ويقولون بأنهم سيستمرون بالتأكيد بالعلاج التجريبي . لديهم كل الأسباب لأن يصدقوا بأن الدواء الجديد سيعمل . الأطباء في مستشفى (بليموث) يأملون بأن الدواء سيساعد المرضى من كل أنحاء العالم .

IN THE FUTURE

| | | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| coma | (noun) a state of unconsciousness caused by a certain injury and that lasts for an extended period of time | غيبوبة |
| dementia | (noun) a mental illness the symptoms of which are problems with memory, personality changes and problems with reasoning | مرض عقلي |
| drug | (noun) a medicine or a substance used for making medicines | مخدر |
| cancerous | (adjective) something that has or can cause cancer, a very serious disease in which cells in the body begin to grow abnormally. cancer (noun) | سرطاني |
| implant | (noun) a piece of tissue, prosthetic device, or other object implanted in the body. implant (verb) | زرع عضو في الجسم |
| MRI | (noun) (Magnetic Resonance Imaging) a scan that uses strong magnetic fields to make a picture of the inside of someone's body for medical reasons | التصوير بالرنين المغناطيسي |
| pill | (noun) a small round piece of medicine to be swallowed whole | حبة دواء |
| prosthetic | (noun) an artificial body part; ~ (adjective) limb describing an artificial body part. prosthetics (noun) | جزء صناعي |
| scanner | (noun) a medical instrument that uses radiography to produce images of the insides of the human body. scan (verb) | ماسح طبي |
| side effect | (noun) effects of medicine on your body in addition to curing pain or illness | مفعول جانبي |
| stroke | (noun) an illness when a blood tube in your brain bursts or is blocked, resulting in the brain being unable to function normally | سكتة دماغية |
| symptom | (noun) a physical problem that might indicate a disease | عرض مرضي |



من طلب العلم للمعاد..... فاز بفضلٍ من الرشادِ

فإنَّ حُسناً لطالبيه..... بفضلٍ نيلٍ من العبادِ

We will be able to have an operation to increase our intelligence. Scientists have already developed brain implants that improve vision or allow disabled people to use their thoughts in order to control prosthetic limbs like arms, legs or hands, or operate a wheelchair. In 2012 CE, research on monkeys showed that a brain (1)implant improved their decision-making abilities. How will humans benefit from this research? Scientists hope to develop a similar device to help people who have been affected by brain damage, which could be caused by (2)dementia , a stroke or other brain injuries. Doctors will be able to communicate with people in a coma.

In 2010 CE, neuroscientists confirmed that it was possible to communicate with some patients in a coma, by using a special brain (3)scanner called an MRI. They suggested that, in the future, more meaningful dialogue with patients in a coma would be possible. Two years later, it has finally happened. The scanner, used on a man who has been in a coma for more than twelve years, proves that he has a conscious, thinking mind – a fact that had previously been disputed by many. Doctors plan to use similar brain-scanning techniques in the future to find out whether patients are in pain, or what they would like to be done in order to improve their quality of life.

1- How can brain implant help disabled people?

.....

2- Which animals are used to help researchers?

.....

3- How can we communicate with some patients in a coma?

.....

4- According to the text, find two words refer to illnesses and other medical conditions.

.....

5- Find two words in the text refer to medical apparatus or treatment.

.....

6- How might the scanner help the man who has been in a coma for 12 years?

.....

- 7- What does the underlined pronoun "they" refer to?.....
8- Find a word in the text which means "a medical instrument that uses radiography to produce images of the insides of the human body".....
9- What does the abbreviation "MRI" stand for?.....

A new drug will help to treat certain types of cancer almost instantly. A new cancer drug is being trialed in Plymouth, UK, which doctors hope will extend the lives of cancer patients and reduce their symptoms overnight. It is taken as a single (4)pill every morning, and so far patients have shown none of the usual (5)side effect such as the sickness and hair loss that are experienced when undergoing other forms of cancer treatment. The new treatment works by blocking a protein which causes cancerous cells to grow. It will improve patients' life expectancy and quality of life much more quickly than any other treatment. The patients were interviewed a year after starting the treatment and are fit and well, saying that they are definitely going to continue the trial. They have every reason to believe the new drug is going to work. Doctors at Plymouth Hospital hope that it will help patients from all over the world.

- 1- What do you think is particularly special about the new cancer drug?
.....
.....
2- Cancer patients suffer from some side effects. Mention two of them.
.....
3- According to the text , find two words refer to illnesses and other medical conditions.
.....
4- According to the text ,find two words refer to medical apparatus or treatment.
.....
5- Write down the result for the treatment with a new cancer drug.
.....
6- What does the underlined pronoun "**they**" refer to?
.....
7- Find a word in the text which means "**physical problems that might indicate a disease**"
.....
8- What does the underlined word "**cancerous**" mean?
.....

مركز الملك الحسين للسرطان

هو المركز الأردني الوحيد الشامل لمعالجة السرطان (KHCC) مركز الملك الحسين للسرطان يعالج المرضى الكبار والصغار على حد سواء لأن عدد سكان البلد يتزايد المزيد والمزيد من العائلات ستعتمد على المستشفى لعلاج السرطان . المرضى يأتون ليس فقط من الأردن بل أيضاً من بلدان أخرى في المنطقة لأنهم تجذبهم السمعة الممتازة والتكلفة المنخفضة والتشابه الثقافي واللغوي . للتكيف مع الطلب المتزايد على العلاج بدأ المركز ببرنامج توسع البناء بدء عام 2011م سيكون للمستشفى ضعف سعته بحلول عام 2016م بزيادة الاستيعاب حالات السرطان من 3500 إلى 9000 حالة في السنة حينها سيكونون قد أضافوا 182 سرياً إضافياً وأقسام أكبر لكل دائرة بما فيها العلاج بالأشعة أجنحة جديدة للكبار والصغار سيكون قد تم افتتاحها إضافة سيكونون قد بنوا بناء من عشرة طوابق كعيادات خارجية فيها مركز تعليمي يشمل غرفة تعليمية ومكتبة . العديد من مرضى السرطان سيكونون بعيداً عن عمان حيث يقع المركز والرحلة من وإلى المركز غالباً صعبة لهذا السبب هناك خطط لنشر مباني لرعاية مرض السرطان إلى أجزاء أخرى من الأردن في المستقبل القريب . مستشفى الملك عبد الله في أربد يتوقع أن يركب أجهزة العلاج بالأشعة لكي لا يضطر مرضى السرطان في شمال الأردن إلى الذهاب إلى عمان للعلاج بالأشعة .



**SILENCE & SMILE ARE TWO POWERFUL TOOLS.
SMILE IS THE WAY TO SOLVE MANY PROBLEMS & SILENCE IS THE WAY TO
AVOID MANY PROBLEMS.**

THE KING HUSSEIN CANCER CENTER

| | | |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| drug | (noun) a medicine or a substance used for making medicines | مخدر |
| expansion | (noun) the act of making something bigger. expand (verb) | توسع |
| cancerous | (adjective) something that has or can cause cancer, a very serious disease in which cells in the body begin to grow abnormally. cancer (noun) | مرض سرطاني |
| paediatric | (adjective) describing the area of medicine that deals with children and their illnesses. paediatrics, paediatrician (noun) | معالجة الأطفال |
| pill | (noun) a small round piece of medicine to be swallowed whole | حبة دواء |
| reputation | (noun) the common opinion that people have about someone or something. repute (verb) | سمعة |
| radiotherapy | (noun) the use of controlled amounts of radiation (a form of energy) to treat disease, especially cancer | المعالجة بالإشعاع |
| side effect | (noun) effects of medicine on your body in addition to curing pain or illness | أثر جانبي |
| Symptom | (noun) a physical problem that might indicate a disease. | عرض مرضي |
| outpatient | (noun) someone who goes to a hospital for treatment but does not stay for the night | مريض من الخارج |
| ward | (noun) a room in a hospital, especially for patients needing similar kinds of care. ward (verb) | جناح في المستشفى |
| cope with | (phrasal verb) to deal successfully with, or handle, a situation | ينجح في مواجهة مشكلة |

The King Hussein Cancer Center (KHCC) is Jordan's only comprehensive cancer treatment centre. It treats both adult and paediatric patients. As the population of the country increases, more and more families will rely on the hospital for cancer treatment. Patients come not only from Jordan but also from other countries in the region, as they are attracted by its excellent reputation, lower costs, and cultural and language similarities. In order to cope with the increase in demand for treatment, the KHCC has begun an expansion programme. Building started in 2011 CE. The hospital will have more than doubled its capacity by 2016 CE, increasing space for new cancer cases from 3,500 per year to 9,000. By then, they will have added 182 extra beds, along with bigger units for different departments, including radiotherapy. New adult and paediatric wards will have opened. Additionally, they will have built a special ten-floor outpatients' building, with an education centre which will include teaching rooms and a library. Many cancer patients live far away from Amman, where the KHCC is located, and the journey to and from the hospital is often difficult. For this reason, there are plans to extend cancer care facilities to other parts of Jordan. In the near future, King Abdullah University Hospital in Irbid hopes to set up radiotherapy machines, so that cancer patients from northern Jordan will not have to go to Amman for radiotherapy treatment.

- 1- What does the abbreviation "KHCC" stand for?.....
- 2- Give three reasons why patients from other countries visit the centre.
.....
- 3- Why does the hospital need to expand?
.....
- 4- The KHCC has begun an expansion programme, building started in 2011 CE. Write down the purpose from this expansion programme.
.....
.....
- 5- What does the abbreviation CE in "2011CE" stand for?.....
- 6- How can we write this number "182" as words?.....
- 7- What is one of the disadvantages of the KHCC for the patients who live far from Amman?
.....
- 8- What plans are there for increasing cancer care facilities in other parts of Jordan?
.....
- 9- What does the underlined pronoun "it" refer to?.....
- 10- What does the underlined word "outpatients" mean?
.....
- 11- Find out from the text phrasal verb that means "to deal successfully with, or handle, a situation".
.....

*Critical Thinking

How do you think the increase in population will affect Jordan's housing, education and health facilities?
.....

ضحية حادث سير يفحص أول طرف صناعي له

اخترع العلماء وبنجاح يد صناعية فيها حاسة اللمس أنه اختراع جديد ومثير يخططون لتطويره من الممكن أن ليس في المستقبل البعيد جداً أذرعاً وأرجلاً صناعية شبيهة ستحل محل أطراف اليوم الصناعية . (دينس سورينسن) 39 عاماً من الدنمارك كان أول شخص يجرب الاختراع الجديد بعدما فقد يده في حادث سير كان يستخدم يد صناعية عادية لمدة تسعة أعوام اليد الجديدة التي طورها علماء سويسريون وإيطاليون كانت تحسناً عظيماً بواسطتها لم يتمكن (سورينسن) فقط من التقاط والتحكم بالأشياء لكنه تمكن من الشعور بها "عندما أمسكت بشيء تمكنت من الإحساس به إذا كان ناعماً أو قاسياً أو دائرياً أو مربعاً" أوضح قال : أن الأحاسيس كانت تقريباً نفس الأحاسيس التي شعر بها في يده الأخرى . لسوء الحظ (سورينسن) كان فقط يشارك في عمل تجريبي والمعدات لم تكن جاهزة للاستخدام العام حتى ذلك الوقت سمح له بارتدائها لمدة شهر فقط بالأسباب متعلقة بالأمان لذلك هو الآن معه يده الصناعية القديمة على أي حال هو يأمل بأن يلبس قريباً النوع الجديد من اليد لثانية يتطلع للوقت عندما أطراف صناعية شبيهة تكون متوفرة لآلاف الناس الذين يحتاجونها سيكون قد ساعد على تغيير حياتهم .





ACCIDENT VICTIM TESTS FIRST ARTIFICIAL LIMB

| | | |
|------------|----------------------------------------------------------------------------------------------------------------------------|------------------|
| artificial | (adjective) made or produced by human beings rather than occurring naturally. artifice (noun)-artificially (adverb) | اصطناعي |
| limb | (noun) arm or leg of a person | ذراع / ساق الشخص |
| prosthetic | (noun) an artificial body part; ~ (adjective) limb describing an artificial body part prosthetics (noun) | جزء اصطناعي |

Scientists have successfully invented a prosthetic hand with a sense of touch. It is an exciting new invention, which they plan to develop. It is possible that, in the not-too-distant future, similar artificial arms and legs will have taken the place of today's prosthetic limbs. Dennis Sorensen, a 39-year-old from Denmark, was the first person to try out the new invention. After losing his left hand in an accident, he had been using a standard prosthetic hand for nine years. The new hand, which was developed by Swiss and Italian scientists, was a huge improvement. With it, Sorensen could not only pick up and manipulate objects, but he could also feel them. 'When I held an object, I could feel if it was soft or hard, round or square,' he explained. He said that the sensations were almost the same as the ones he felt with his other hand. Unfortunately, Sorensen was only taking part in trials, and the equipment is not ready for general use yet. He was only allowed to wear it for a month, for safety reasons. So now he has his old artificial hand back. However, he hopes that soon he will be wearing the new type of hand again. He is looking forward to the time when similar artificial limbs are available for the thousands of people who need them. He will have helped to transform their lives.

- 1- Who invented the new prosthetic hand?.....
- 2- What is special about the new prosthetic hand?.....
- 3- Who was the first person to try out the new prosthetic hand?.....
- 4- Write down the reason that made Dennis Sorensen need a prosthetic hand.
.....
- 5- How many years did Dennis Sorensen use a standard prosthetic hand?.....
- 6- Which hand is Sorensen wearing now? why?
.....
- 7- What does the underlined pronoun "I" refer to?.....
- 8- Find a word that is the opposite of "natural" in the text.
- 9- What does the underlined pronoun "they" refer to?.....

THE FUTURE CONTINUOUS

The Rule: Subject + will + be + verb + ing

The usage

* We use the Future continuous to talk about a continuous action in the future and with these adverbs.

{ by the time, by + time(2020) , next , tomorrow , until + time, }
when + simple present , tonight

Ex: Right now I am sitting in class. At this same time tomorrow. I will be sitting in class.

Ex: She will be teaching French tomorrow.

Ex: This time next year, they will be preparing for their final exams.

Negative

The Rule: Subject + will + not + be + verb + ing

Ex: Samia won't be reading by seven o'clock.

Question

The Rule: Will + Subject + be + verb + ing?

Ex: Will she be sleeping by 12 midnight?

EXAMPLES

- 1- Laila.....TV by the time her husband comes home.(be, watch)
- 2- Don't phone between 7 and 8. We.....dinner.(be, have)
- 3-you.....a way this summer?(be , go)
- 4- Later in the programme, I.....to the Minister of Education.(be, talk)
- 5-Tomorrow afternoon we're going to play tennis from 3 o'clock until 4:30, so at 4 o'clock we.....tennis.(be ,play)
- 6- A: Can we meet tomorrow?
B: Yes, but not in the afternoon, I.....(be, work)
- 7- If you need to contact me, I.....at the Lion Hotel until Friday.(be , stay)
- 8-you.....Laura tomorrow? (be , see)

THE FUTURE PERFECT

The Rule: Subject + will + have + P.P(V3)

The usage

***We use the Future Perfect to talk about an action that will be completed by a particular time in the future.**

by the time, by + time(2020) , next , tomorrow , until + time, tonight

Ex: By tomorrow morning, I will have finished my homework.

Ex: We will have eaten our lunch by the time his friend comes.

Ex: Sarah will have graduated by the year 2000.

Negative

The Rule: Subject + will + not + have + P.P (V3)

Ex: They will not have left by the time you leave.

Ex: She won't have finished her job by 9:00 tomorrow.

Question

The Rule: Will + Subject + have + P.P(V3)?

Ex: Will Muna have finished her job by 5:00 tomorrow?

□ Complete the following sentences with (future perfect or future continuous)

1- By 2019 CE, the new motorway.....(open)

2- By the time you get back, Johnhome.(go)

3- I.....school by march 27th. (finish)

4- Basem.....when his friend calls tonight.(be, eat)

5- Itwhen we leave tomorrow.(be, rain)

6- I.....more about that topic in my next lecture.(be, say)

7- By 12 o'clock tonight. Hehis home work.(do)

8-you.....to the concert tomorrow? (be, come)

9- Dana.....when Kareem comes. (be, study)

10- I.....by the end of the year.(not, graduate)

□ Complete the mini-dialogues using the Future Continuous.(S.B page 21(5)

1- A: Can I call you tonight after 6 p.m., or..... (you have) dinner with your family then?

2- B: No, I.....(not , have) dinner at that time. I.....(watch) the news. My mum.....(prepare) dinner, because we usually eat at about 7 p.m.

3- A: What do you think.....(you do) in two years' time?
..... (you do) a university degree?

4- B: I certainly.....(not ,work) because I want to do a degree in Medicine. It's a very long course, so I.....(still study) in seven years' time!

□ Choose the correct form of the verbs.(S.B page 21(6)

1- If you need to contact me next week , we'll stay / be staying at a hotel in Aqaba.

2- If you need help to find a job, I will help / be helping you.

3- I can't call my dad right now. He'll board / be boarding the plane. It takes off in an hour.

4- We won't be home tomorrow night. We'll watch / be watching the football match at the stadium.

5- Do you think you'll miss / be missing your school friends when you go to university?

□ Complete the sentences with the Future Perfect form of the verbs in brackets. (S.B page 25(5)

1- This time tomorrow, we'll be celebrating because we..... our exams. (finish)

2- This time next month, my parents..... married for twenty years. (be)

3- The books that you ordered..... by the end of the week. (not arrive)

4- By next year,.....you..... England ? (visit)

□ There is one mistake in the verb tenses in each of the four conversations below .

Underline the mistake and rewrite the verb in the correct tense.(W.B page 16(4)

1- A: What do you think you will be doing in two years' time?

B- I think I will be living in Karak, and I will study Geography.

2- A: Don't phone me at seven. I'll have dinner with my family.

B: OK, I'll phone at nine.

3- A: What time will you get here tomorrow?

B-At about three, I think. I'll be texting you the exact time later.

4 -A: Please be quiet when you come home tonight. The baby will sleep.

B: Don't worry. I won't forget.

□ Complete the sentences in the Future Perfect or the Future Continuous. (S.B page 17(11))

1- Next month, we / live / in this house for a year. Let's celebrate!

2- Next Monday, I / work / in my new job

3- you / do / all your homework by eight o'clock?

4- It's three o'clock now, so Miriam's flight / arrive / at Queen Alia International Airport.

5- you / meet us / at the library this afternoon?

6- You can borrow this book tomorrow. I / finish / it by then.

□ Complete the text with the correct form of the verbs in the box.(W.B page 16(7))

| | | | | | |
|---------------|-----------------|-------------|-----------------|-------------|-------------|
| going to + do | going to + miss | will + have | going to + take | will + stay | will + tell |
|---------------|-----------------|-------------|-----------------|-------------|-------------|

Rami has broken his leg. It (1)..... a long time to get better.
He (2)..... in hospital for at least two weeks, and he
(3)..... his leg in plaster for much longer. Rami
(4)..... a lot of lessons at school, but he (5).....
some work while he's in hospital, and he also hopes his friends
(6)..... him about the lessons he has missed.

□ Edit the following text. There are two grammar mistakes and three spelling mistakes. Find and correct them.(S.B page 25(7))

In the near future, a new 'bionic eye' will have helped people with failing eyesite to see again. A devise inside the eye picks up an image from a small camera attached to a pair of sunglasses and send it to the brian, which interprets it as vision.

□ Choose the correct verb to complete the collocations. Then, write two sentences of your own, using two collocations of your choice.(W.B page 15(2)

- 1- catch / take someone's attention
- 2- get / catch an idea
- 3- take / get an interest in.
- 4- spend / do time doing something
- 5- make / attend a course

□ Use the words in the box to complete the sentences. One word is not needed. The first one is done for you.(W.B page 15(3)

| | | | | | | | |
|--------|------|---------|------|------------|----------|-----------------|--------------|
| helmet | خوذة | inspire | يلهم | monitor | مراقب | reputation | شهرة |
| risk | خطر | tiny | صغير | waterproof | ضد الماء | self-confidence | واثق من نفسه |

- 1- You can wear your watch when you go swimming if it's.....
- 2- It's amazing how huge trees grow..... from seeds.
- 3- The Olympic Games often..... young people to take up a sport.
- 4- Please hurry up. Let's not..... missing the bus.
- 5- You must always wear a..... in a car, whether you're the driver or a passenger.
- 6- When my grandfather had a heart attack, the doctors attached a special to his chest.
- 7- It's important to encourage young people and help them develop.....
- 8- Petra has a as a fascinating place to visit.

□ Replace the words and phrases in bold with words from the box. One word is not needed. W.B page 16(5)

| | | | | | |
|--------|-----------|----------|-------------|----------------|-------------|
| a coma | غيبوبة | dementia | الجنون | medical trials | الحكم الطبي |
| pills | حبوب دواء | symptoms | أعراض مرضية | | |

- 1- Doctors look at the signs of illness before they decide how to treat the patient.
- 2- Before doctors prescribe drugs top a taints, scientists perform special tests to make sure the drugs are safe.
- 3- After Ali's accident, he lay in an unconscious state for two weeks
- 4- My grandfather has to take a lot of medicine – he takes six different tablets every day.



UNIT FOUR SUCCESS STORIES



Nouns

| | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| algebra | (noun) a type of mathematics system where letters and symbols are used to represent numbers. algebraic (adjective) | علم الجبر |
| arithmetic | (noun) the branch of mathematics concerned with numerical calculations such as addition, subtraction, multiplication and division | علم الحساب |
| camera obscura | (noun) Latin for 'dark room'; an optical device that led to photography and the invention of the camera | غرفة مظلمة |
| ceramics | (noun) the art of producing something made from clay or porcelain, or the clay or porcelain items themselves. ceramic (adjective) | فن صناعة الخزف |
| composition | (noun) [of music] a piece of music that someone has written. compose (verb) | قطعة موسيقية |
| conservatory | (noun) (American usage for British conservatoire) a school where people are trained in music or acting | معهد موسيقي |
| craftsman | (noun) someone who is very skilled at a particular craft, a job or an activity that requires skills and in which they make things with their hands | رجل موسيقي |
| demonstration | (noun) an act of explaining and showing how to do something, or how something works. demonstrate (verb) | إيضاح علمي |
| desalination | (noun) the process of removing salt from sea water so that it can be used desalinate (verb) | تحلية لماء |
| fountain pen | (noun) a pen which needs ink cartridge refills and the nib of which takes ink from these cartridges to write | قلم حبر |
| furnishings | (plural noun) the furniture and other things, such as curtains, in a room. furnish (verb) | أثاث |
| geometry | (noun) the branch of mathematics concerned with the properties, relationships and measurement of points, lines, curves and surfaces. geometric (adjective) – geometrically (adverb) | هندسة |
| glassblowing | (noun) the art of shaping a piece of hot, melted glass by blowing air into it through a tube. blow (verb) | تشكيل الزجاج |
| grid | (noun) [energy grid] a system of wires through which electricity is connected to different power stations across a region | شبكة كهربائية |
| hanging | (noun) a large piece of cloth that is hung on a wall as a decoration hang (verb) | ورق لزينة الحائط |
| inheritance | (noun) money or things that you get from someone after they die inherit (verb) | ميراث |
| inoculation | (noun) an injection you can have to protect you from a disease. inoculate (verb) – inoculable (adjective) | تلقيح |
| installation | (noun) an art exhibit often involving video or moving parts. install (verb) | تركيب |
| mathematician | (noun) a person who studies Mathematics to a very complex level. mathematics(noun) – mathematical (adjective) | عالم رياضيات |
| megaproject | (noun) a very large, expensive, ambitious business project | مشروع كبير |
| minaret | (noun) the tall, thin tower of a mosque from which Muslims are called to prayer | منذنة |
| musical harmony | (noun) a pleasant sound in music, made by playing or singing a group of different notes together. harmonious (adjective) – harmonise (verb) | التناغم الموسيقي |
| pedestrian | (noun) someone who is walking, especially along a street or another place that is used by cars. pedestrian (adjective) | ممر مشاة |
| performing arts | (noun) a type of art that can combine acting, dance, painting and film to express an idea | الفنون المسرحية |
| philosopher | (noun) someone who studies and writes philosophy professionally, or an undergraduate student of Philosophy. philosophise (verb) – philosophical (adjective) | علم فلسفة |

| | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| physician | (noun) someone qualified to practise medicine, especially one who specialises in diagnosis and treatment | عالم فيزياء |
| polymath | (noun) someone who has a lot of knowledge about many different subjects | متقن |
| sand artist | (noun) someone who models sand into an artistic form art (noun) | فنان تشكيل الرمل |
| sustainability | (noun) the state of being able to continue forever, or for a very long time; for example, the sustainability of the environment involves emitting less pollution and using less water. sustain (verb) – sustainable (adjective) | الاستدامة |
| Textiles | (plural noun) types of cloth or woven fabric | نسيج |
| translation | (noun) the process of converting documents from one language to another translate (verb) – translator (noun) | ترجمة |
| visual arts | (noun) art such as painting or sculpture that you look at, as opposed to literature or music | الفنون البصرية |
| windmill | (noun) a building that uses its sails and wind power to grind corn into flour | طاحونة هوائية |

Verbs

| | | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| criticise | (verb) to judge (something) with disapproval; to evaluate or analyse (something) critic, criticism (noun) – critical (adjective) | قاضي |
| underline | (verb) to emphasise, to highlight | تحت خط |
| vary | (verb) to differ according to the situation. variation (noun) variable (adjective) | تفاوت |
| showcase | (verb) to exhibit or display. showcase (noun) | يعرض |
| qualify | (verb) to be entitled to a particular benefit or privilege by fulfilling a necessary condition. qualification (noun) | تأهل |
| restore | (verb) to repair or renovate a building, work of art, etc., so as to bring it back to its original condition. restoration (noun) | يعيد / يرجع |
| revolutionise | (verb) to completely change the way people do something or think about something revolution (noun) – revolutionary (adjective) | يحدث ثورة / يغير جذرياً |
| outweigh | (verb) to be more important than something else | الأكثر أهمية |
| irrigate | (verb) to supply land with water so that crops and plants will grow. irrigation (noun) | ري / سقاية |

Adjective

| | | |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| artificially-created | (adjective) not real or not made of natural things but made to be like something that is real or natural. create (verb) – creation (noun) | ابتكار شيء صناعي |
| breathtaking | (adjective) wonderful, awe-inspiring | خلاب / باهر |
| carbon-neutral | (adjective) not affecting the total amount of carbon dioxide in Earth's atmosphere. neutralise (verb) – neutrality (noun) | من الكربون |
| ground-breaking | (adjective) new, innovative. break (verb) | فكرة جديدة |
| lifelike | (adjective) very similar to the person or thing represented | مشابه |
| zero-waste | (adjective) producing no waste, or having parts that can be reused | مكان خال من النفايات |

أهمية الإنجازات الإسلامية في التاريخ

جابر بن حيان (722م ، مات 815م)

العالم العربي وجد فيه العديد من الكيميائيين المشهورين في التاريخ لكن الشخص المعروف بأنه مؤسس الكيمياء ربما يكون جابر بن حيان . هو الأكثر شهرة لبدايته انتاج حامض الكبريت كما وضع موازين غيرت الطريقة التي كان الكيميائيون يزنون بها الأشياء في المختبر : موازينه أمكنها أن تزن أشياء وزنها أقل من 6000 ضعف الكيلو غرام .

علي بن نافع (زرياب) (ولد 789م ، مات 857م)

علي بن نافع يعرف أيضاً "زرياب" أو "الطائر الأسود" بسبب جمال صوته كان تلميذاً موهوباً لأحد الموسيقيين في بغداد وكانت موهبته في الموسيقى هي التي قادتته إلى قرطبة في القرن التاسع الميلادي كان ضيفاً على الخليفة الأموي هناك هو أول شخص أسس مدرسة موسيقية في العالم في قرطبة في الأندلس تعلم العزف والتأليف الموسيقي طور النظرية الموسيقية وهو أيضاً الشخص الذي أدخل العود إلى أوروبا .

فاطمة الفهري (ولدت أول القرن التاسع ، ماتت 880)

فاطمة الفهري كانت ابنة لرجل أعمال ثري استغلت ميراث والده لإنشاء مركز تعليم في فاس في المغرب مركز التعليم هذا أصبح أرقى جامعة مغربية حيث العديد من الطلاب من كل أنحاء العالم جاءوا للدراسة أيضاً أخت فاطمة وهي (مريم) أشرفت على بناء مسجد الأندلس الذي لم يكن بعيداً عن مركز التعليم .

الكندي (ولد 801م مات 873م)

الكندي كان طبيباً وفيلسوفاً وعالم رياضيات وكيميائي وموسيقي عالم شامل حقيقي حقق اكتشافات جذرية في العديد من هذه الحقول لكن ربما عمله في علم الحساب والجبر هو الذي جعله أكثر شهرة .

A friend in need is a friend in deed

THE IMPORTANCE OF ISLAMIC ACHIEVEMENTS IN HISTORY

| | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| arithmetic | (noun) the branch of mathematics concerned with numerical calculations such as addition, subtraction, multiplication and division | علم الحساب |
| composition | (noun) [of music] a piece of music that someone has written. compose (verb) | قطعة موسيقية |
| geometry | (noun) the branch of mathematics concerned with the properties, relationships and measurement of points, lines, curves and surfaces. geometric (adjective) – geometrically (adverb) | هندسة |
| ground-breaking | (adjective) new, innovative. break (verb) | فكرة جديدة |
| inheritance | (noun) money or things that you get from someone after they die inherit (verb) | ميراث |
| mathematician | (noun) a person who studies Mathematics to a very complex level mathematics (noun) – mathematical (adjective) | عالم رياضيات |
| musical harmony | (noun) a pleasant sound in music, made by playing or singing a group of different notes together. harmonious (adjective) – harmonise (verb) | التناغم الموسيقي |
| philosopher | (noun) someone who studies and writes philosophy professionally, or an undergraduate student of Philosophy. philosophise (verb) philosophical (adjective) | عالم فلسفة |
| physician | (noun) someone qualified to practise medicine, especially one who specialises in diagnosis and treatment | عالم فيزياء |
| polymath | (noun) someone who has a lot of knowledge about many different subjects | متقن |
| revolutionise | (verb) to completely change the way people do something or think about something. revolution (noun) – revolutionary (adjective) | يحدث ثورة / يغير جذرياً |

Jabir ibn Hayyan

(born 722 CE, died 815 CE)

The Arab world has many famous chemists in its history, but the person who is known as the founder of chemistry is probably Jabir ibn Hayyan. He is most well known for the beginning of the production of sulphuric acid. He also built a set of scales which changed the way in which chemists weighed items in a laboratory: his scales could weigh items over 6,000 times smaller than a kilogram.

- 1- According to the text, the Arab world has many famous chemists. Mention one of them.
.....
- 2- When was Jabir ibn Hayyan born?.....
- 3- Write down two achievements for Jabir ibn Hayyan.
.....
- 4- Mention one feature for the scale in the laboratory.
.....
- 5- When was Jabir ibn Hayyan died?.....
- 6- How old was Jabir ibn Hayyan when he died?.....
- 7- What does the underlined pronoun "He" refer to?.....

Ali ibn Nafi' (Ziryab)

(born 789 CE, died 857 CE)

Ali ibn Nafi' is also known as 'Ziryab' (or 'Blackbird', because of his beautiful voice).

He was a gifted pupil of a famous musician from Baghdad, and it was his talent for music

that led him to Cordoba in the ninth century CE. He was the guest of the Umayyad ruler

there. He is the person who established the first music school in the world in Cordoba,

Al-Andalus, teaching musical harmony and composition. He revolutionised musical theory,

and is also the person who introduced the oud to Europe.

1- Why is Ali ibn Nafi known as "Ziryab"?.....

2- Write down the reason that led him to Cordoba in the ninth century CE.
.....

3- Write down the achievements for Ali ibn Nafi.
.....
.....

4- What is the purpose from establishing the music school?
.....

5- What does the underlined pronoun "He" refer to?.....

6- What does the underlined word "composition" mean?

7- Find a word in the text which means "a pleasant sound in music, made by playing or singing a group of different notes together".
.....

Fatima al-Fihri

(born early 9th century, died 880 CE)

Fatima al-Fihri was the daughter of a wealthy businessman. She used her father's inheritance to

build a learning centre in Fez, Morocco. This learning centre became Morocco's top university,

and it is where many students from all over the world come to study. Moreover, it was Fatima's

sister, Mariam, who supervised the building of the Andalus Mosque, which was not far from

the learning centre.

- 1- Who was Fatima al-Fihri 's father?.....
- 2- What did Fatima do with her father's inheritance?.....
- 3- Who supervised the building of the Andalus Mosque?.....
- 4- Find a word in the text which means "money or things that you get from some one after they die".....

Al-Kindi

(born around 801 CE, died 873 CE)

Al-Kindi was a physician, philosopher, mathematician, chemist, musician and astronomer – a true polymath. He made ground-breaking discoveries in many of these fields, but it is probably his work in arithmetic and geometry that has made him most famous.

- 1- Al-Kindi made ground-breaking discoveries in many fields. Mention three of them.
.....
- 2- Write down the fields that made Al-Kindi most famous.....
- 3- Find a word in the text which means " a person who studies mathematics to very complex level"
.....
- 4- What does the underlined word "polymath" mean?
.....

You can't change the past, so focus on making a great future
لن تستطيع تغيير الماضي, لذلك ركز على صنع مستقبل عظيم

مدينة مصدر - خطوة إيجابية ؟

المشاريع الضخمة هي استثمارات ضخمة مصممة لتشجيع النمو الاقتصادي تجلب فوائد جديدة للمدن رغم أن المشاريع الضخمة تختلف في الحجم والتكلفة إلا أنها كلها مكلفة ومشاريع عامة تجذب مستوى عالٍ من الاهتمام والتغطية الإعلامية المشاريع الضخمة تتراوح بين طرق ومطارات ومحطات قطارات وأنفاق وجسور .. الخ إلى مجمعات مدن كاملة فكرة المشاريع الضخمة دائماً قائمة على الفوائد التي ستجلبها للمجتمع على أي حال العديد من المشاريع الضخمة تم انتقادها بسبب أثرها السلبي على المجتمع أو البيئة . هذه المقالة ستتناول في هذه القضايا بالإشارة مدينة مصدر وهي مشروع ضخم في أبو ظبي . مدينة مصدر التي بدأ تطويرها عام 2006م ستكون أول مدينة تم إنشاؤها اصطناعياً خالية من مخلفات الكربون في العالم تغطي مساحة ستة كيلومترات مربع عندما تكتمل عام 2025م يتوقع أن تضم أكثر من 40 ألف نسمة مقيم و 50 ألف منتقل و 1500 قطاع أعمال تنتج بشكل رئيسي منتجات صديقة للبيئة . المدينة ستدار بالكامل بمصادر الطاقة المتجددة مبنية على شبكة من خطوط الطاقة المتقدمة التي تراقب كم من الكهرباء يتم استهلاكه من قبل كل مخرج في المجمع أيضاً من أجل تقليل أثر مخرجات الكربون . مدينة مصدر ستكون منطقة خالية من السيارات مصممة لأن تكون صديقة للمشاة وراكبي الدراجات وسيارات كهربائية وبدون سائق ستعمل كوسائل نقل عامة والمدينة ستكون موصولة بالواقع الآخر بشبكة من الطرق والسكك الحديدية الطاقة سيتم التزود بها من الطاقة الشمسية ومزارع الرياح وهناك أيضاً خطط لإنشاء أضخم محطة هيدروجين محطة لتحلية مياه البحار ستستخدم لتزويد المدينة بالماء مع تكرير 80% من ماء المخلفات الحيوية ستستخدم كمصدر للطاقة أيضاً والمخلفات الصناعية سيتم تكريرها . المقيمون الحاليون في مدينة مصدر كلها طلاب في معهد مصدر للعلوم والتكنولوجيا جامعة طلابها ملتزمون تماماً لإيجاد حلول لمشاكل الطاقة العالمية . فيما يلي المشروع دعم العديد من المنظمات حماية البيئة العالمية هناك الأولوية للمدن القائمة بالفعل . في الخلاصة فوائد مدينة مصدر للجميع والبيئة تفوق وبشكل كبير أي سيئات إذ تم إدراك هدف المصورين فإن مدينة مصدر ستكون قدوة للتخطيط الحضري المستقبلي الذي سيلهم مشاريع ضخمة شبيهة في بلدان أخرى .

MASDAR CITY – A POSITIVE STEP?

| | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| carbon-neutral | (adjective) not affecting the total amount of carbon dioxide in Earth's atmosphere. neutralise (verb) – neutrality (noun) | من الكربون |
| criticise | (verb) to judge (something) with disapproval; to evaluate or analyse (something) critic, criticism (noun) – critical (adjective) | قاضي |
| desalination | (noun) the process of removing salt from sea water so that it can be used desalinate (verb) | تحلية لماء |
| grid | (noun) [energy grid] a system of wires through which electricity is connected to different power stations across a region | شبكة كهربائية |
| megaproject | (noun) a very large, expensive, ambitious business project | مشروع كبير |
| pedestrian | (noun) someone who is walking, especially along a street or another place that is used by cars. pedestrian (adjective) | ممر مشاة |
| sustainability | (noun) the state of being able to continue forever, or for a very long time; for example, the sustainability of the environment involves emitting less pollution and using less water. sustain (verb) – sustainable (adjective) | الاستدامة |
| vary | (verb) to differ according to the situation. variation (noun) variable (adjective) | تفاوت |
| zero-waste | (adjective) producing no waste, or having parts that can be reused | مكان خالٍ من النفايات |
| outweigh | (verb) to be more important than something else | الأكثر أهمية |

Megaprojects are extremely large investment projects, which are designed to encourage economic growth and bring new benefits to cities. Although megaprojects vary in terms of size and cost, they are all, by definition, expensive, public projects that attract a high level of interest and media coverage. Projects range from motorways, airports, stations, tunnels, bridges, etc. to entire city complexes. The concept of a megaproject is always based on the benefits it brings to a community. However, many megaprojects have been criticised because of their negative effects on a community or the environment. This essay will look at these issues with regard to Masdar City, a megaproject in Abu Dhabi.

1- What is the aim from megaprojects to cities?

2- Why are many megaprojects criticised?

3- What does the underlined pronoun "it" refer to?.....

4- Find a word in the text which means "to differ according to situation"......

Masdar City, which began its development in 2006 CE, will be the world's first carbon-neutral, zero-waste artificially-created city. Covering an area of six square kilometres, when it is completed in 2025 CE, it is expected to house more than 40,000 residents, 50,000 commuters, and 1,500 businesses involved in mainly environmentally-friendly products. The city will run entirely on renewable energy sources. It is built on an advanced energy grid which monitors exactly how much electricity is being used by every outlet in the complex. Furthermore, in order to reduce its carbon footprint, Masdar City will be a car-free zone, designed to be pedestrian and cycle-friendly. Electric, driverless cars will operate as public transport vehicles, and the city will be connected to other locations by a network of roads and railways.

1- Write down the advantages of the creation of Masdar city?

2- What information in the text shows when Masdar city is completed?

3- The writer thinks Masdar city is a beneficial project. Do you agree with this? Justified your answer.

4- How will the city run?

5- Why will Masdar city be a car-free zone?

6- People in Masdar city can travel in many ways. Mention three ways.

7- What does the underlined pronoun "it" refer to?

8- What does the underlined word "zero-waste" mean?

9- Find a word in the text which means "not affecting the total amount of carbon dioxide in Earth's atmosphere".

Energy will be provided by solar power and wind farms, and there are also plans to build the world's largest hydrogen plant. A desalination plant will be used to provide the city's water, with 80% of water used being recycled. Biological waste will be used as an energy source too, and industrial waste will be recycled. The current residents of Masdar City are all students at the Masdar Institute of Science and Technology, a university whose students are fully committed to finding solutions to the world's energy problems. While the project has the support of many global, environmental and conservation organisations, there is some criticism of it. It is felt that, instead of building an artificial sustainable city, sustainability should be made a priority of existing cities. In conclusion, the benefits of Masdar City for the community and the environment greatly outweigh any disadvantages. If the aims of the developers are realised, Masdar City will be a blueprint for future urban planning that will inspire similar megaprojects in other countries.

- 1- How will Masdar city provide with energy?.....
- 2- What is the benefit from desalination plant in Masdar city?
.....
- 3- What is the percentage of water that will be recycled in the city?.....
- 4- Who the current residents of Masdar city?
.....
- 5- There are some people criticise this project. Write down the reason.
.....
.....
- 6- What does the underlined pronoun "it" refer to?.....
- 7- Find a word in the text which means "the process of removing salt from sea water so that it can be used".....

مؤسس الزراعة

ابن بصال كان كاتباً وعالماً ومهندساً عاش في الأندلس القرن الحادي عشر الميلادي عمل في بلاط المأمون ملك طليدو كان مولعاً بعلم النباتات وهو الذي يدرس النباتات والزراعة رغم أنه كان عالماً عظيماً إلا أنه كان رجلاً عملياً وكل كتاباته جاءت من تجربته الميدانية اليدوية في فلاحه الأرض . أحد الأشياء العديدة التي حققها ابن بصال كان كتاباً بعنوان كتاب "الزراعة" الكتاب يتكون من ست عشر فصلاً توضح أفضل طرق لزراعة الأشجار والفواكه والخضراوات وكذلك الأعشاب والأزهار زكية الرائحة لعل أشهر الفصول كلها هو الفصل الذي وصف كيف تتعامل مع الأنواع المختلفة من التربة . ابن بصال أيضاً عرف كيف يروي من المياه الجوفية وحفر الآبار صمم ومضخات مياه وأنظمة ري كل هذه الأشياء ذكرها في كتاباته . تأثير كتاب ابن بصال كان عظيماً كلما اتبع المزارعون عبر الأجيال تعليماته ونصائحه كلما أصبحت الأرض خصبة وأنتجت أكثر مما يكفي من الطعام لعدد السكان المتسارع أنظمة الري التي وضعها هو وأتباعه في الخدمة لا زالت عاملة في اسبانيا رغم أن اسمه ليس معروفاً كثيراً إلا أن تركه ابن بصال إلى العالم كانت عظيمة .



The pen is mightier than the sword

A FOUNDING FATHER OF FARMING

Ibn Bassal was a writer, a scientist and an engineer who lived in Al-Andalus in the eleventh century CE. He worked in the court of Al-Ma'mun, (1) who was the King of Toledo .His great passions were botany,(2) which is the study of plants, and agriculture. Although he was a great scholar, he was also a practical man and all of his writing came from his own 'hands-on' experience of working the land. One of the many things which Ibn Bassal achieved was A Book of Agriculture. The book consisted of sixteen chapters which explain how best to grow trees, fruit and vegetables, as well as herbs and sweet-smelling flowers; perhaps the most famous chapter of all was the one (3) that described how to treat different types of soil. Ibn Bassal also worked out how to irrigate the land by finding underground water and digging wells. He designed water pumps and irrigation systems. All of these things were passed on through his writing. The influence of Ibn Bassal's book was enormous. As farmers down the generations followed his instructions and advice, the land became wonderfully fertile and produced more than enough food for the fast-growing population. The irrigation systems (4) that he and his followers put in place are still in evidence in Spain. Although his name is not widely known, Ibn Bassal's legacy to the world has been great.

- 1- Where did Ibn Bassal work?.....
- 2- According to the text, Ibn Bassal was a polymath. Give three examples of this.
.....
- 3- Mention two of Ibn Bassal's achievements.
.....
- 4- What is the most famous chapter in his a Book of Agriculture?
.....
- 5- Find a verb in the text that means "supply land with water".....
- 6- Guess the meaning of "fertile land" in the text.....
.....
- 7- Find a word in the text which means "what someone leaves to the world after their death".....

RELATIVE CLAUSE

Use/ Meaning

□ Some relative clauses tell us information we need to know about a person or thing. They tell us which person or thing we are talking about:

EX: My brother who lives in Ajlun is a teacher.

(This brother lives in Ajlun. Other brothers live somewhere else.)

*Using subject pronouns (who, which ,that)

Ex: I thanked the woman. She helped me.

- (a) I thanked the woman { **who** } helped me.
(b) I thanked the woman { **that** } helped me.

* The adjective clause modifies the noun woman
*In (a) and (b) who/that is the subject of adjective clause.

Ex: The book is mine. It is on the table.

- (a) The book { **which** } is on the table is mine.
(b) The book { **that** } is on the table is mine.

***Combine the two sentences. Use the second sentence as an adjective clause.(extra1)**

1- I saw the man. He closed the door. (using who)

2-The students are from China. They sit in the front row.(using that)

3-I am using a sentence. It contains an adjective clause.(using which)

*Using object pronouns : (who(m), which, that)

Ex: The man was Mr. Fadi. I saw **him**.

- (a) The man { **who(m)** } I saw was Mr. Fadi.
(b) The man { **that I** } saw was Mr. Fadi.

Ex: The movie wasn't very good. **We** saw it last night.

- (a) The movie **which** we saw last night wasn't very good.
(b) The movie **that** we saw last night wasn't very good.

***Combine the sentences, using the second sentence as an adjective clause(extra2)**

1- The book was good. I read it. (using which)

2- The people were very nice. We visited them yesterday.(using who(m))

3- She is the woman. I told you about her.(using who(m))

Using whose

***We use (whose) to show possession.(his, her, its, their)**

Ex: I know the man. **His** bicycle was stolen.

I know the man **whose** bicycle was stolen.

Ex: The student writes well. I read **her** composition.

The student **whose** composition I read writes well.

Ex: I apologized to the woman. I spilled **her** coffee.

I apologized to the woman **whose** coffee I spilled.

Ex: The man called the police. **His** wallet was stolen.

The man **whose** wallet was stolen called the police.

Using where

We use (where) to modify a place (city, country, room, house.....)

Ex: The building is very old. He lives **there**. (in that building)

The building **where** he lives is very old.

Ex: The city was beautiful. We spent our vacation **there**. (in that city)

The city **where** we spent our vacation was beautiful.

Using when

***We use (when) to modify a noun of time (year, day, time, century)**

Ex: I 'll never forget the day, I met you **then**. (on that day)

I 'll never forget the day **when** I met you.

We use commas if the adjective clause simply gives additional information and is not necessary to identify the noun it modifies.

EX: My brother, who is a TV cameraman, lives in Amman.

(This speaker has only one brother. The relative clause gives us extra information about him.)

Ex: The teacher who teaches English is an excellent lecturer.

Note

We don't use commas in the sentence. The adjective clause is necessary to identify which teacher is meant.

Ex: Teacher Omar Awwad, who teaches English, is an excellent lecturer.

- Complete the text about Ibn Sina, using the relative pronouns in the box. W.B page 21(5)

| | | | |
|------|-------|------|-----|
| when | which | that | who |
|------|-------|------|-----|

Ibn Sina (1)..... is also known as Avicenna was a polymath. Ibn Sina was influenced as a young man by the works of the philosopher Aristotle. He wrote on early Islamic philosophy (2) included many subjects, especially logic and ethics. He also wrote Al Qanunfi-Tibb, the book (3)..... became the most famous medical textbook ever. In the last ten or twelve years of his life, Ibn Sina started studying literary matters. His friends (4)..... were worried about his health advised him to relax. He refused and told them 'I prefer a short life with width to a narrow one with length.' It was the month of Ramadan (5)..... Ibn Sina died, in June 1037 CE.

The Giralda(S.B page 30(4))

The Giralda tower, which is one of the most important buildings in Seville, Spain, stands at just over 104 metres tall. The person who is believed to be responsible for the design of the tower, which was originally a minaret, is the mathematician and astronomer Jabir ibn Aflah. The architect of the tower was Ahmad Ben Baso, who began work in 1184 CE. He died before the tower was completed in 1198 CE. The design of the tower is believed to be based on the Koutoubia Mosque, which is in Marrakesh, Morocco, and the Hassan Tower in Rabat.

- 1-Identify the defining and non-defining relative clauses in the text.

- 2- What relative pronouns do we use for the things in the box?

| | | | |
|--------|---------|--------|--------|
| people | animals | things | places |
|--------|---------|--------|--------|

- Complete the text with the correct word from the box Sometimes, more than one answer is possible.(S.B page 31(5))

| | | | |
|------|-------|-------|-----|
| that | which | where | who |
|------|-------|-------|-----|

Qasr Bashir is an extremely well-preserved Roman castle (1)..... is situated in the Jordanian desert, and is about eighty kilometres south of Amman. The walls and huge corner towers of the castle, (2)was built at the beginning of the fourth century CE, are still standing. It is thought that Qasr Bashir was built to protect the Roman border. Apart from the rooms in the castle, there are also about twenty-three stables (3)..... horses may have been kept. People (4)..... love exploring historical Roman ruins will certainly find a visit to Qasr Bashir very rewarding. Once inside the building, one can imagine very vividly what it would have been like to live there during the times of the Roman Empire.

□ Complete the sentences with the words in the box. One word is not needed.(W.B page 20(1)

| | | | | | |
|-------------|------------|------------|------------|---------------|--------------|
| philosopher | عالم فلسفة | arithmetic | علم الحساب | polymath | متقن |
| chemist | كيمياء | geometry | هندسة | mathematician | عالم رياضيات |
| | | | | Physician | عالم فيزياء |

- 1- My father teaches Maths. He's a.....
- 2- You must not take in medicine without consulting a.....
- 3- We learn about shapes, lines and angles when we study.....
- 4- Mr Shahin is a true..... working in all kinds of creative and scientific fields.
- 5- Ramzi is very good with numbers and calculations. He always scores high in.....
- 6- A..... is someone who thinks and writes about the meaning of life.

Match the words with the correct definitions. One definition is not needed.(W.B page 20(2)

| | |
|------------------|--------------------------------------------------------------------------|
| 1-talent () | a-an expert in many subject |
| 2-founder () | b-a room for scientific experiments |
| 3-scales () | c-the person who starts something new, such as an organization or a city |
| 4-polymath () | d-an instrument to measure weight |
| 5-arithmetic () | e-an engineer |
| 6-laboratory () | f-the study of numbers |
| | g-special ability |

Match the beginnings with the correct endings and join them with a relative pronoun.
Then, write the sentences out in full.(W.B page 21(4)

| | |
|--------------------------------------------|---------------------------------|
| 1-A mathematician is someone () | a-are studied by mathematicians |
| 2-Geometry and arithmetic are subjects () | b-means "doctor" |
| 3-"Physician" is an old-fashioned word () | c-works with numbers |
| 4-A chemist is a person () | d-astronomers study |
| 5-The stars and planets are things () | e-works in a laboratory. |

DERIVATION

□ Parts of speech

Noun

✗ المقاطع البعيدة التي تدل على الاسم :

| | | | | | | |
|-----------------------|-----------------------|-----------------|--------------------|-------------------|----------------------|------------------|
| education <u>tion</u> | punish <u>ment</u> | messag <u>e</u> | childh <u>ood</u> | optimist <u>t</u> | Nationality <u>y</u> | |
| ideal <u>ism</u> | conclusion <u>ion</u> | kingd <u>om</u> | experie <u>nce</u> | mixt <u>ure</u> | kindn <u>ess</u> | length <u>th</u> |
| archeology <u>y</u> | relationsh <u>ip</u> | play <u>er</u> | visit <u>or</u> | | | |

✗ الاسم يأتي بعد صفة

Ex: Vienna has a great musical
(traditionally, tradition , traditional)

Ex: She received an excellent
(education , educational, educate)

✗ قبل ('S) الملكية وبعدها وقبل (of) وبعدها
Ex: Samia's has kept her away from school for a week.
(ill, illness)

Ex: The of tourism in many Mediterranean resorts.
(development , develop)

✗ بعد ضمائر الملكية يأتي اسم (its, his, her, my, their, your, our)
Ex: I just can't understand his
(mentality, mental, mentally)

Ex: My for your kindness is great.
(admire, admiration, admirable)

☒ بعد محددات الكمية (quantity) يأتي اسم :

{ all, half, any, several, a lot of, much, many, a little,
a few, some, no, only, other, another, the second }

Ex: I did the work last month but I haven't had any yet.
(pay, payable, payment)

Ex: There's very a little..... in price since last year.
(differ, different , difference)

☒ بعد حروف الجر (prepositions) يأتي اسم :

on, in, at, of, from, for, under, between, with , without , by, about, above ,
across, among, inside, below...

Ex: They suffered from.....
(exhausted, exhaustedly, exhaustion)

Ex: I lost my passport so I had no form of
(identify , identity , identified)

☒ بعد الأدوات (the, an, a) وبعد أسماء الإشارة (these , those, that, this)
Ex: The..... of television in the home in the 1950s.
(appear, apparent , appearance)

Ex: I' am still thinking about this.....
(decisive, decision , decide)

☒ قبل الفعل يأتي اسم

Ex: The.....will be particularly serious in low lying cities such as Venice in Italy.
(destruction, destructive)

Ex: In some places..... are working against the clock to explore sites.
(archaeological, archaeologists)

Ex: is better than cure.
(prevent , preventive, prevention)

ADJECTIVE

✗ المقاطع البعدية للصفة

| | | | | | | |
|------------------|-----------------|------------------|----------------|------------------|------------------|--------------|
| <u>dangerous</u> | <u>historic</u> | <u>beautiful</u> | <u>active</u> | <u>Different</u> | <u>busy</u> | <u>final</u> |
| <u>important</u> | <u>flexible</u> | <u>helpless</u> | <u>selfish</u> | <u>smaller</u> | <u>organized</u> | |

✗ قبل الاسم يأتي صفة :

Ex: organizations are trying to persuade people to use public transport.
(Environment, Environmental, Environmentally)

Ex: The police did an..... investigation.
(exhaustive, exhaustion)

..... ملاحظة

✗ بعد هذه الأفعال يأتي صفة :
(find, taste, sound, grow, get, be, look, seem, feel, become)

Ex: We had to walk home when the car broke down. I was !
(exhausted , exhaustion, exhaustedly)

..... ملاحظة

Ex: My father was..... tired.
(extremely, extreme)

Ex: The picture was drawn by the artist.
(skill, skillful, skillfully)

Ex: The population is rising.
(continue , continually , continual)

Ex: There might be a difference between fact and fiction.
(considerate, consideration, considerable)

بين as.....as يأتي صفة :

Ex: Laila is as..... as Abeer.
(beauty, beautiful , beautifully)

Ex: My father is as.....as his father
(nerve, nervously , nervous)

بعد محددات ومؤكدات وظروف معينة (very, so, too, quite, extremely, absolutely)

Ex: Ahmed want to be very..... man
(successful, success, successfully)

Ex: The workers of the factory were so..... in doing their jobs.
(energetically, energetic)

إذا سبق الفراغ ظرف حال يأتي في الفراغ صفة :

Ex: My class is badly.....
(organized , organize, organization)

بعد صيغ المقارنة يأتي صفة

(the most..... Noun , (be)+ more..... than, (be)+ less..... than)

Ex: My father is more..... than his father.
(generosity, generously , generous)

Ex: Ali is the most..... student in the class.
(intelligent , intelligence , intelligently)

ADVERB

✗ بالمقطع (ly) يدل على ظرف مثل (sadly, quickly)

✗ إذا جاء الفراغ في بداية الجملة وبعده فاصلة وبعده فاعل وفعل نضع في الفراغ صفة :

Ex: , she heard the mailman

(sudden , suddenly)

Ex: , woman wear long white dress in their wedding day.

(traditionally , tradition , traditional)

✗ يأتي الظرف بعد الفعل الرئيسي أو في نهاية الجملة ليصف الفعل :

Ex: Salem felt.....

(sadness , sadly)

Ex: Sami speaks English.....

(fluent, fluently, fluency)

✗ يأتي الظرف بين الفاعل والفعل :

Ex: I met Khaled at the conference in Madrid.

(finalize , final , finally)

Ex: I forgot her birthday.

(completely , complete , completeness)

✗ يأتي الظرف بين الفعل المساعد والفعل الرئيسي :

Ex: I would..... give up my job if I didn't need the money.

(happy , happily , happiness)

✗ يأتي الظرف عندما يتوسط الفراغ جملتين محاطا بفواصل :

Ex: The police found my handbag and , , nothing had been stolen.

(happily , happiness , happy)

✗ يأتي الظرف قبل الصفة:

Ex: The judge should be..... competent and fair.

(complete , completely , completion)

VERB

✗ المقاطع البعيدة التي تدل على الفعل :

| | | | | | |
|-------------------|-------------------|------------------|-------------------|-----------------|--------------------|
| advert <u>ise</u> | recogn <u>ize</u> | separ <u>ate</u> | intens <u>ify</u> | belie <u>ve</u> | strengthe <u>n</u> |
|-------------------|-------------------|------------------|-------------------|-----------------|--------------------|

✗ يأتي الفعل في المواقع التالية بصيغته الأساسية أي (مجرد) :

1. بعد أفعال "Modals" (will, would, can, could, shall, should, must, my)

2. بعد أفعال "Do" (do, don't, does, doesn't did, didn't)

3. بعد "To"

Ex: We don't between the two group – we treat everybody alike
(difference , different , differentiate)

Ex: I want to home now.
(go, goes , gone)

✗ بعد الفاعل يأتي فعل :

Ex: If they by following the instructions, there will be no problem.
(cooperative , cooperate , cooperation)

✗ في حال السؤال :

Wh+

| |
|--------|
| Modals |
| Be |
| Have |
| Do |

+ subject+ m.v

| |
|-------|
| base |
| V+ing |
| p.p |
| base |

.....?

Ex: When did she ?
(arrival , arrive , arrives)

Ex: What was he ?
(do , does , doing)

Ex: Where have you ?
(are , be , been)

| |
|--------|
| Modals |
| Be |
| Have |
| Do |

+ subject+ m.v

| |
|-------|
| base |
| V+ing |
| p.p |
| base |

.....?

Ex: Can you English ? (speaks , speak , speaking)

Ex: Does she early every night ? (sleep , sleeping , sleeps)

Ex: Has he his home work? (finish , finishes , finished)

EXAMPLES

- 1- Have you the parcel I sent you ?
(**receive , received , receiver**)
- 2- Zeinab was..... in part 1 of the exam, so she is taking part 2 this year.
(**successfully . success , successful**)
- 3- I did the work last month but I haven't had any..... yet.
(**pay , payment , payable**)
- 4- I shall..... with the lessons after exam .
(**continue , continuity , continuous**)
- 5- The menu was in Chinese and nobody could give us a.....
(**translate , translation**)
- 6- drivers are a danger to everyone on the road.
(**care , carefully, careless**)
- 7- My..... for your kindness is great.
(**admire , admiration , admirable**)
- 8- women wear long white dress in their wedding day.
(**tradition , traditional , traditionally**)
- 9- The insurance company should the two drivers after the tragic accident
(**compensation , compensatory , compensate**)
- 10- Laila is more..... than Salwa.
(**beauty , beautiful , beautifully**)
- 11- Ali spoke..... to us about his plans for the future.
(**serious , seriously , seriousness**)
- 12- This knife is..... it doesn't cut at all.
(**use , usage, useless**)
- 13- The opposition leader was given his..... after 25 years.
(**free , freedom , freely**)
- 14- Did you..... your mother yesterday ?
(**visited , visits , visit**)
- 15- The match was full of until the very last minute .
(**excite , excited , excitement**)
- 16- We're all very at the thought of moving into our new house
(**excite , excited , excitement**)
- 17- Don't place too much..... on her promises.
(**reliance , reliably , reliable**)

18- She stepped..... onto the stage and began to sing.

(**confidence , confidently , confident**)

19- We need to..... the animals with the disease so that the others don't catch it .

(**isolated , isolation, isolate**)

20- There was look of on his face

(**amusement , amused**)

21- If they by following the instructions, there will be no problem.

(**cooperative , cooperate , cooperation**)

22- All these changes will..... confusion

(**create , creation , creative**)



الشرح الإضافي للاشتقاق



الشرح الإضافي للاشتقاق



| Noun | verb | adjective | adverb | Meaning in Arabic |
|--------------------|-----------|-------------|------------|-------------------|
| Production/product | produce | productive | X | إنتاج |
| medicine | X | medical | X | طب / دواء |
| inheritance | inherit | X | X | ميراث |
| origin | originate | original | originally | أصلي |
| invention | invent | inventive | X | اختراع |
| discovery | discover | X | X | اكتشاف |
| influence | influence | influential | X | تأثير / أثر |

□ Complete the sentences with words formed from the words in brackets.(W.B page21(7)

- 1- The Middle East is famous for the..... of olive oil. (produce)
- 2- Ibn Sina wrote..... textbooks. (medicine)
- 3- Fatima al-Fihri was born in the.....century.(nine)
- 4- My father bought our house with an.....from his grandfather.(inherit)
- 5- Scholars have discovered an.....document from the twelfth century. (origin)
- 6- Do you think the wheel was the most importantever? (invent)
- 7- Al-Kindi made many important mathematical..... (discover)
- 8- Who was the most..... writer of the twentieth century? (influence)



2011

أسئلة السنوات السابقة

*I'll never forget the I felt on my first day at school.

a) excited b) excitement c) excite

*The picture was drawn by the artist .

(skill , skillful , skillfully)

*To my I got a high score in the exam .

(amazing , amaze , amazement)

*Petra is one of the most important sites in Jordan.

(historical , history , historically)

2012

*In my city there is a wide of entertainments to choose from.

(vary , various , variety)

* Only certain kinds of people have brains.

(mathematics , mathematical , mathematically)

2013

The Earth suffers from the of global warming.

(threaten , threateningly , threat)

* The bedroom of the hotel in size from medium to very large.

(vary , various , variety)

2014

* Our heating system is very old and extremely

(inefficiency , inefficiently , inefficient)

* We received athat we hadn't paid the electricity bill.

(remind , reminder)

2015

* What do you consider to be the mainto the future peace and security of the world?

(threaten , threateningly , threat)

2011

* Storms cause theof most of the crops.

a) destructive b) destruction c) destruct

2011

* Unemployment is falling as more people find work.

a) permanently b) permanence c) permanent

2011

* We mustthe natural resources of our country .

a) developed b) development c) develop

2011

* Marwa takes anpart in her school affairs.

a) actively b) active c) act

2012

* Some countries face seriousproblems.

a) economically b) economic c) economize

2012

* An earthquake is considered a natural

a) disastrously b) disastrous c) disaster

2012

* The man was found , so he was sent to prison.

a) guiltily b) guilty c) guilt

2012

* Good citizens help with theof their country.

a) developmental b) development c) develop

2013

* During the storm, the wind was blowing

a) violently b) violence c) violent

2013

* The man was foundof any crimes.

a) innocently b) innocence c) innocent

CLEFT SENTENCE

Meaning

□ A cleft sentence is a complex sentence (one with a main clause and a dependent clause). In a cleft sentence the information is divided in two parts. Each part has its own verb.

Usage

- ❖ We use cleft sentences in order to emphasise certain pieces of information and we join the most important piece of information to a relative clause, often with (who, where or that)



□ Rewrite the sentence, emphasizing the part in bold.

Ex: The head teacher took our class to the museum on Thursday. (The person who)

The person who took our class to the museum on Thursday was the head teacher.

Ex: The head teacher took our class to the museum on Thursday. (The place where)

The place where the head teacher took us on Thursday was the museum

Ex: The head teacher took our class to the museum on Thursday. (The day when).

The day when the head teacher took us to the museum was Thursday.

* We can begin all these sentences with (it+(be)).

Ex: The head teacher took us to the museum on Thursday. (it was)

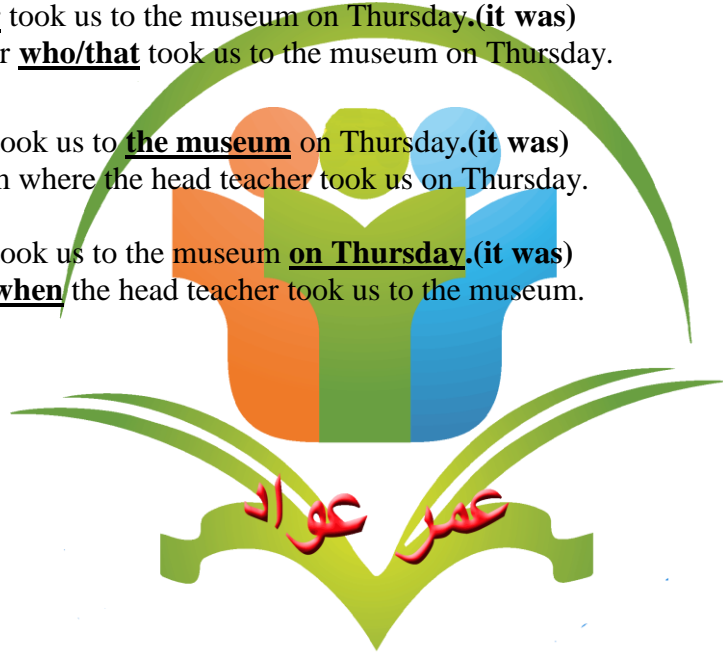
It was the head teacher who/that took us to the museum on Thursday.

Ex: The head teacher took us to the museum on Thursday. (it was)

- It was to the museum where the head teacher took us on Thursday.

Ex: The head teacher took us to the museum on Thursday. (it was)

- It was on Thursday when the head teacher took us to the museum.



Reading without introspection is like Eating without digesting.

EXAMPLES

□ Rewrite the sentence, emphasizing the part in bold.

1- **Abd al-Rahman** I built the Great Mosque in Cordoba in 784 CE.(It was)

2- Abd al-Rahman I built **the Great Mosque** in Cordoba **in 784 CE**.(It was)

3- Abd al-Rahman I built the Great Mosque in Cordoba **in 784 CE**.(It was)

4- **Huda** won the prize for Art last year.(the person who)

5- The Olympic Games were held in London **in 2012 CE**.(It was)

6- I would like to **go to London** next year.(what)

□ We want to emphasise the **part of the sentence which is in bold** in sentences 1–3. Match each one to an appropriate cleft sentence a–c.(S.B page 29(6))

| | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1-The Great Mosque in Cordoba was built in 784 CE by Abd al-Rahman I.() | a-The year when the Great Mosque in Cordoba was built was 784 CE. |
| 2-The Great Mosque in Cordoba was built in 784 CE by Abd al-Rahman I.() | b-Abd al-Rahman I was the person who built the Great Mosque in Cordoba in 784 CE. |
| 3-The Great Mosque in Cordoba was built in 784 CE by Abd al-Rahman I.() | c-The mosque that was built by Abd al-Rahman I in 784 CE was the Great Mosque in Cordoba. |

□ Rewrite these sentences, emphasising the part in bold, and using the structure as shown.(S.B page 29(8))

1- Al-Kindi contributed to the invention of the oud. (The person who)

2- Jabir ibn Hayyan did his research in a laboratory in Iraq. (The country where)

3- Ali ibn Nafi' established the first music school in the world. (It was)

4- Jabir ibn Hayyan also invented ink that can be read in the dark. (It was)

5- Al-Kindi is especially famous for his work in geometry. (It is)

- Write this sentence in three different ways, emphasising the parts underlined in each case. (S.B page 29(7))

Al-Jazari invented **the mechanical clock** in the **twelfth century**.

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

- Make cleft sentences, stressing the information in bold. (W.B page 20(3))

1- Queen Rania opened the Children's Museum of Jordan in 2007 CE.

It was.....

2-Petra was made a World Heritage Site in 1985 CE.

The year.....

3- I stopped working at 11 p.m

It was.....

4- My father has influenced me most.

The person.....

5-I like Geography most of all.

The subject.....

6- The heat made the journey unpleasant.

It was.....

- Look at the nouns in the box. Which adjectives collocate with them? Write them next to the adjectives. (S.B page 33(4))

| | | | | | |
|----------|-----------|---------------|-----------|-------------|-------------|
| effect | transport | footprint | waste | planning | growth |
| 1- urban | 2- public | 3- biological | 4- carbon | 5- negative | 6- economic |

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

□ Complete the sentences with words from the box. One word is not needed(W.B page 23(10)

| | | | | | | | | | |
|---------|-------|------------|----------|-----------|------|-----------|-----------|----------|--------|
| benefit | فائدة | farms | مزارع | footprint | أثر | free | حر / طليق | friendly | لطيف |
| neutral | محايد | pedestrian | ممر مشاة | power | طاقة | renewable | متجددة | waste | نفايات |

- 1-In hot countries, solar..... is an important source of energy.
- 2- 'Green' projects are environmentally.....
- 3- Wind..... are an example of.....energy.
- 4- If a city recycles everything and doesn't throw anything away, it is zero-.....
- 5- We burn carbon whenever we use oil, coal or gas. This is known as our carbon.....
- 6- If we replace as much carbon as we burn, we are carbon-.....
- 7- A place where no cars are allowed is a car-.....zone, and it is.....friendly.

□ Complete the sentences with the correct collocations.(S.B page 33(5)

| | | | | | |
|------------------|------------------|------------------|--------------------|------------------|---------------------|
| urban planning | التخطيط العمراني | public transport | وسائل النقل العامة | biological waste | النفايات البيولوجية |
| Carbon footprint | أثر الكربون | negative effect | أثر سلبي | Economic growth | النمو الاقتصادي |

- 1- When people talk about....., they can mean either an improvement in the average standard of living, or an increase in the value of a country's products.
- 2- Pollution has some serious.....on the environment, such as the death of wildlife and plant life.
- 3- We can all work hard to reduce our.....by living a more environmentally-friendly lifestyle.
- 4- If we take.....more often, there will be fewer cars on the roads, which will result in cleaner air in our cities.
- 5- Hospitals need to dispose of a lot of....., and it should be carefully managed because it can be dangerous.
- 6- The need for more effective.....is evident when we consider modern day problems like traffic.



UNIT FIVE

THE ARTS



الفنون في الأردن

للأردن ميراث ثقافي غني جداً بفضل دعم وزارة الثقافة والفنون التي أنشئت عام 1966 ، منذ ذلك الحين الوزارة وضعت برنامجاً مدهشاً متطوراً للنشاطات الثقافية المتعلقة بكل الفنون : الموسيقى والفنون البصرية وفنون الأداء والكلمة المكتوبة . عام 1979 م الجمعية الملكية الجميلة تم إنشاؤها لنشر الفنون البصرية في الأردن والبلدان الأخرى في المنطقة لها علاقة بمعارض كبرى في العالم لتشجيع الفنانين من مختلف الثقافات ليتعلموا من بعضهم . المتحف الوطني الأردني للفنون الجميلة هو أحد أهم المتاحف الفنية في الشرق الأوسط . موجوداته تضم أكثر من 2000 عمل فني بما فيها لوحات ومنحوتات وصور ومقاطع فيديو ومطرزات لأكثر من 800 فنان من 59 بلداً عام 2013 م أقيم فيه أضخم معرض فني أردني تحت عنوان 70 عاماً من الفن الأردني المعاصر . حتى التسعينيات معظم الأدب الأردني كان متوفراً باللغة العربية ، مع ذلك بفضل مشروع (الترجمة من العربية) فإن العديد من المسرحيات والروايات والقصص القصيرة والقصائد الأردنية هي الآن مترجمة إلى الإنجليزية والناس من كل العالم يمكنهم قراءتها وتقديرها . كل عام منظمة الأمم المتحدة للتربية والعلوم والثقافة (اليونيسيف) تختار مدينة عربية مختلفة لتكون عاصمة للثقافة العربية ، في عام 2002 م مدينة عمان تم منحها هذا اللقب ، لد الأردن ميراث موسيقي عمره قرون . المعهد الوطني للموسيقى أفتتح عام 1986 م جاعلاً من الممكن للطلاب الأردنيين أن يدرسوا الموسيقى بشكل جاد . في عام 1987م تم إنشاء المركز الوطني للثقافة والفنون لعرض المسرحيات والرقصات في الأردن وفي المنطقة . لإدراكه قيمة الفن والثقافة قرر الأردن أن يقدم للأردنيين والعالم مهرجان فني سنوي ، عام 1981م مهرجان جرش للثقافة والفنون تم تأسيس هذا البرنامج الصيفي الذي يقام لمدة ثلاثة أسابيع هو أحد أضخم النشاطات الثقافية في المنطقة ويقام في أحد أهم المواقع الأثرية في جرش والذي يؤكد على الصلة الوثيقة بين الفنون وتاريخ الأردن الثقافي .

الطبيعة : مجرد وسيلة رمزية أهدانا الله إياها فقط كي نأخذ من خلالها فكرة عن الجنة

THE ARTS IN JORDAN

| | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------|-----------------|
| conservatory | (noun) (American usage for British conservatoire) a school where people are trained in music or acting | معهد موسيقي |
| performing arts | (noun) a type of art that can combine acting, dance, painting and film to express an idea | الفنون المسرحية |
| Textile | (plural noun) types of cloth or woven fabric | نسيج |
| inheritance | (noun) money or things that you get from someone after they die inherit (verb) | ميراث |
| installation | (noun) an art exhibit often involving video or moving parts. install (verb) | تركيب |
| visual arts | (noun) art such as painting or sculpture that you look at, as opposed to literature or music | الفنون البصرية |
| showcase | (verb) to exhibit or display. showcase (noun) | يعرض |
| translation | (noun) the process of converting documents from one language to another r translate (verb) – translator (noun) | ترجمة |

Jordan has a very rich cultural heritage thanks to the support of the Department of Culture and the Arts, which was founded in 1966 CE. Since then, the department has built up an exciting, ongoing programme of cultural activities related to all the arts: music, visual arts, performing arts and the written word. In 1979 CE, the Royal Society of Fine Arts (RSFA) was established to promote visual arts in Jordan and other countries in the region. It has links with major art galleries around the world in order to encourage artists from different cultures to learn from each other.

- 1-When did the Department of culture and the Arts found?.....
- 2- What does the abbreviation (**RSFA**) stand for?
.....
- 3- Why was the Royal society of Fine Arts established?
.....
- 4- How does the Royal society of Fine Arts show its support for the arts in Jordan?
.....
- 5- What does the underlined pronoun "it" refer to?
.....
- 6- Find a word in the text which means "a type of art that can combine acting, dance, painting, and film to express an idea".
.....

The Jordan National Gallery of Fine Arts is one of the most important art museums in the Middle East. The collection includes over 2,000 works of art, including paintings, sculptures, photographs, installations, textiles and ceramics, by more than 800 artists from 59 countries. In 2013 CE, it held Jordan's largest art exhibition called '70 Years of Contemporary Jordanian Art'. Until the 1990s, most Jordanian literature was only available in Arabic. However, thanks to PROTA (the Project of Translation from Arabic), many Jordanian plays, novels, short stories and poems are now translated into English, and people all over the world are able to read and appreciate them.

- 1- Write down name one of the most important art museums in the Middle East.
.....
- 2- What makes The Jordan National Gallery of fine Arts a major institution in the world of art?
.....
- 3- How has translation helped Jordanian literature?
.....
- 4- The Jordan National Gallery of fine Arts has over 2000 works of art. Mention five works of art.
.....
- 5- What called Jordan's largest art exhibition that it held in 2013 CE?
.....
- 6- What does the underlined pronoun "it" refer to?
.....
- 7- What does the underlined word "textiles" mean?
.....
- 8- Find a word in the text which means " **an art exhibit often involving video or moving parts**".
.....

Every year, the United Nations Educational, Scientific and Cultural Organization (UNESCO) chooses a different Arab city as the Arab Cultural Capital. In 2002 CE, the city of Amman was awarded this title. Jordan has a centuries-old musical heritage. The National Music Conservatory (NMC) opened in 1986 CE, making it possible for more Jordanian students to study music seriously. In 1987 CE, the National Centre for Culture and Arts was created, which showcases theatre and dance in Jordan and in the region. Realising the value of art and culture, Jordan decided to offer Jordanians and the world an annual arts festival. In 1981 CE, the Jerash Festival for Culture and Arts was founded. This three-week-long summer programme is one of the largest cultural activities in the region. It takes place in the important archaeological site of Jerash , which underlines the close relationship between the arts and Jordan's cultural history.

1-Quote the sentence which shows that Amman in 2002 was chosen as the Arab culture capital.

2- What does the abbreviation "UNESCO" stand for?

3- When did National Music conservatory open?

4- What was the purpose to create the National Music conservatory?

5- What is the significance of the location of the annual Jerash festival?

6- What does the underlined pronoun "it" refer to?

7- Find a word in the text which means "exhibit or display".

8-What is the major cultural festival in Jordan? when it takes place?

Critical thinking

*To truly understand a country's culture, you have to understand its artistic heritage. Do you agree or disagree? Justify your answers.

عدنان : حرفي محترف

عدنا حرفي محترف يعمل بالاستديو خاصته بوجود فرن بدرجة 1400 درجة مئوية ولمدة 20 ساعة يوميا فلا يكون استديو تصنيع الزجاج المكان المريح للتواجد فيه بالنسبة لعدنان ، على أي حال هذا أكثر من مجرد عمل " عائلتي تنفخ الزجاج أكثر من 700 عاما" يقول "والدي تعلم الصنعة من والده وهو علمني إياها عندما كنت طفلاً" . عدنا عاطفي تجاه هذه الصنعة القديمة ويقدم بانتظام استعراضات وورش عمل لتعليم الشباب لمهارة تصنيع الزجاج . يعتقد بقوة بأنه ما لم نجعل المزيد من الشباب يهتمون بتعلم الصنعة فلا أحد سيعرف كيف يصنع الزجاج المنفوخ يدوياً في المستقبل " هذه الأيام الشباب لا يريدون بالغالب إتباع مهن آبائهم ويضيف نفخ الزجاج ليس عملاً سهلاً يجب أن يكون هاجساً كما هو بالنسبة لي " عدنان لا زال يستخدم الأسلوب الذي تم تطويره أولاً من قبل الفينيقيين قبل حوالي 2000 سنة أولاً يدفع أنبوب نفخ معدني رفيع داخل فرن ساخن يغلي ثانياً يخرج الرمل السائل ويضعه في صحن معدني بعد ذلك ينفخ الزجاج الساخن الأحمر حتى يصبح أكثر مرونة ثم يسحب ويلوى الزجاج ليشكله . عليه أن يعمل بسرعة كبيرة لأن الرمل السائل يتصلب بسرعة على شكل زجاج . عدنان يصنع اوزة جميلة من خلال زجاج شبه شفاف بإمكانك أن ترى خطوطاً فيروزية وخضراء وزرقاء جميلة "الرمل يعطينا زجاج شفاف أو أبيض" يوضح عدنا "تحصل على هذا اللون الكوبالتي الأزرق الداكن بإضافة معدن الكوبالت إلى الزجاج المذاب . ثم هذا اللون الأزرق يصبح لوناً فيروزياً بحرياً وأكثر خفة بعد إضافة النحاس . أخيراً نزين الزجاج يدوياً " . هذه الأيام نكرر تصنيع الزجاج المكسور كما أننا نستخدم ألواناً تجارية بدلاً من استخدام مكونات طبيعية كما في الماضي . عدا ذلك لا شيء آخر في هذه الصناعة قد تغير عبر القرون . لا يمكنك استخدام الآلة للقيام بهذا العمل " يقول: "الأساليب القديمة ما زالت هي الأفضل" .

Part and Parcel

جزء لا يتجزأ



ADNAN, A PROFESSIONAL CRAFTSMAN

| | | |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| glassblowing | (noun) the art of shaping a piece of hot, melted glass by blowing air into it through a tube. blow (verb) | تشكيل الزجاج |
| craftsman | (noun) someone who is very skilled at a particular craft, a job or an activity that requires skills and in which they make things with their hands | رجل حرفي |
| sand artist | (noun) someone who models sand into an artistic form sand . art (noun) | فنان تشكيل الرمل |

Adnan, a professional craftsman, is at work in his studio. With the oven at 1,400 degrees For Adnan, however, this is more than just a job. 'My family has been blowing glass for around 700 years,' he says. 'My father learnt the craft from his father, and he taught it to me when I was a child.' Adnan is passionate about this ancient craft, and regularly gives demonstrations and workshops to teach young people the skills of glassblowing. He strongly believes that unless we interest more young people in learning the craft, nobody will know how to make hand-blown glass in the future. 'These days, young people don't always want to follow their parents' professions, and, added to that, glassblowing isn't an easy job. It has to be an obsession, as it is for me!'

- 1-Which craft is Adnan practiced?
- 2- According to Adnan,why isn't a glass-making studio the most comfortable place to be?
- 3-Write down the reason that made Adnan's craft is very important for him.
- 4- How did Adnan learn glass blowing?
- 5- Why does Adnan run workshops and give demonstrations?
- 6- What does the underlined pronoun "it" refer to?
- 7- Find a word in the text which means "the art of shaping a piece of hot, melted glass by blowing air into it through a tube".

Adnan still uses the technique that was first developed by the Phoenicians some 2,000 years ago. First, he pushes a thin metal blowpipe into the boiling hot furnace. Secondly, he lifts out the liquid sand and lays it on a metal plate. After that, he blows the red-hot glass until it becomes more flexible. Then he pulls and bends the glass into shape. He has to work extremely quickly because the liquid sand is already solidifying into glass. Adnan is making a delicate swan. Through the semi- opaque glass, you can see fine lines of turquoise, green and blue. 'The sand gives us transparent, or "white", glass,' Adnan explains. 'We get this beautiful dark, cobalt blue by adding the metal cobalt to the melted glass. Then, this blue becomes a lighter, sea-green turquoise after adding copper. Finally, we decorate the glass by hand.' 'These days we recycle broken glass. We also use commercially produced colours instead of using natural ingredients as in the past. Apart from that, nothing else about this craft has changed through the centuries. You can't use a machine to do this work,' he says. 'The old ways are still the best.'

1-Quote the sentence which shows that Adnan followed the old fashioned way in his craft.

2- Mention the fourth steps in the process of making a glass swan.

3- Why should a glass blower work very fast?

4- According to Adnan, what has changed in the craft of glass blowing since the post?

5- How can we get beautiful dark "cobalt blue"?

6- What does the underlined pronoun "it" refer to?

7- Find a word in the text which has similar meaning as "oven".

8- Find a word in the text which means "becoming hard or stiff".

مدونة راشد الالكترونية

اسمي راشد أنا أقيم في لندن لمدة أسبوع مع عائلتي أرجو أن تستمتعوا بقراءة مدونتي .
أمس الأربعاء كان رائعاً قررنا أن نذهب إلى متحف فيكتوريا والبرت أيضاً (يعرف ب ف / أ) وهو
متحف كبير للفن والتصميم في وسط لندن فيه إحدى أكبر مجموعة من الفن الإسلامي في العالم
وكما تتخيلون كم كنا تواقون لنلقي نظرة . أمضينا معظم وقتنا في معرض (جميل) الذي أفتتح عام
2006م كان هناك حوالي 10000 قطعة معروضة (لا لم أحصها الدليل أخبرنا!) كان هناك
سجاجيد ومنسوجات أخرى وكذلك فخار وسيراميك ولوحات وأشياء مصنوعة من العاج (الفيلة) ومن
الخشب والمعدن والزجاج . الشيء المفضل لدي كان إبريق مصري جميل ظهر وكأنه مصنوع من
الزجاج . في الحقيقة كان الصخر البلوري ومصنوع منذ أكثر من عشرة آلاف سنة الشخص الذي
صنعه لا بد وأنه كان ماهراً جداً . بقينا في متحف فيكتوريا والبرت طوال اليوم (يوجد مقهى جيد هناك
ومحل ممتاز أيضاً) . ثم رغم أننا كنا متعبين تماماً في المساء ذهبنا إلى إحدى الحفلات الموسيقية
في قاعة البرت الملكية الفرقة الموسيقية كانت من المانيا وكانت رائعة جلسنا على مقاعد مريحة لكن
الكثير من الناس وقفوا أمام الفرقة تماماً لم يجلسوا أبداً ! لم أقف في حفلة موسيقية أبداً ولا أعتقد
بأنني أرغب بأن أفعل ذلك! .



التعلم يضاعف المواهب



RASHID'S BLOG POST

Hi! My name is Rashed. I'm staying in London for a week, with my family. I hope you enjoy reading my blog. Wednesday Yesterday was brilliant. We decided to go to the Victoria and Albert Museum (also known as the V&A), which is a big museum of art and design in central London. It has one of the largest collections of Islamic art in the world and, as you can imagine, we were keen to have a look. We spent most of our time in the Jameel Gallery, which opened in 2006 CE. There were about 10,000 items on display (no, I didn't count them; the guide told us!). There were carpets and other textiles as well as pottery, ceramics, paintings and things made of ivory (from elephants), wood, metal and glass. My favourite thing was a beautiful Egyptian jug, which looked as if it was made out of glass. In fact it is rock crystal, and it was made over ten thousand years ago. The person who made it must have been incredibly skilled.

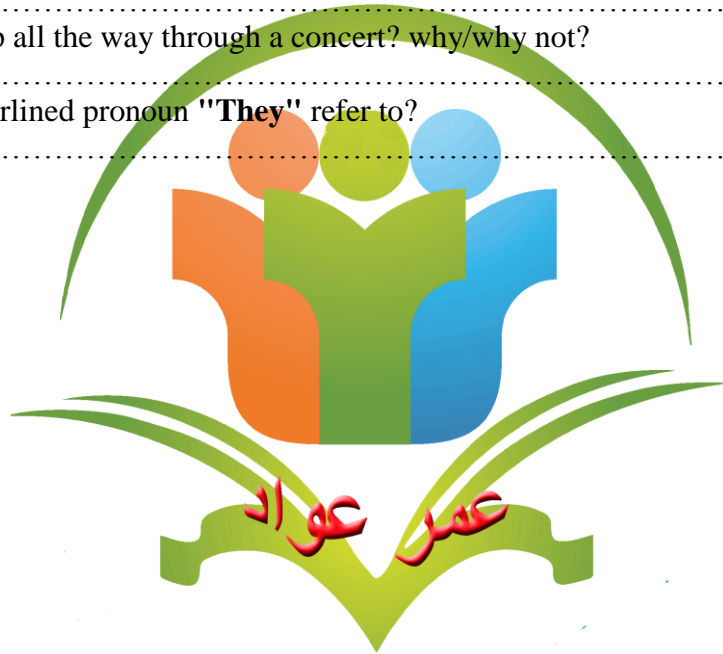
- 1- Why did Rashed and his family decide to go to the V&A Museum?
.....
- 2- Is Rashed using British or American English? Justify your answer.
.....
- 3- How many items did the guide tell Rashed and his family that the Jameel Gallery display?
.....
- 4- Where was Rashed when he wrote the blog?
.....
- 5- Name four materials that Rashed mentions.
.....
- 6- What did he most enjoy looking at?
.....
- 7- According to this line "no, I didn't count them, the guide told us" what question is Rashed answering and why?
.....
.....
- 8- What does the underlined pronoun "it" refer to?.....
- 9- How can we write the word "favourite" in American English?
.....

We were at the V&A all day (there's a good café there, and an excellent shop too!). Then, although we were quite tired, in the evening we went to a concert at the Royal Albert Hall. The orchestra was from Germany and it was brilliant! We had comfortable seats, but a lot of people stood right in front of the orchestra. They didn't sit down at all! I've never stood all the way through a concert, and I don't think I'd like to!

1-Where did he go in the evening?

2- Would you stand up all the way through a concert? why/why not?

3- What does the underlined pronoun "They" refer to?



ثلاثة أمور تزيد المرأة إجلالا : الأدب و العلم و الخلق الحسن

DEFINITE AND INDEFINITE ARTICLES

- * The Definite article (The):
- * The Indefinite articles (An , A) :

THE INDEFINITE ARTICLES (A/AN)

- * The indefinite articles (a/an) are used before singular countable nouns

Ex: A banana is yellow. (singular countable noun)

Ex: X Bananas are yellow. (Plural countable noun)

Ex: X Fruit is good for you. (uncountable noun)

- * (A) is used before a consonant sound.

Ex: a tree, a hat, a university .

- * (An) is used before a vowel sound. (a, o, u, e, i)

Ex: an eye, an umbrella, an act.

الحب مثل الرزق، مثل المطر ... مثل المال
فمثلما المطر والمال رزق من الله
فالحب رزق من الله كذلك



فقد قال الرسول صلّ الله عليه وسلم
واصفا حبه لخديجة رضي الله عنها
♥إني رزقت حبها♥

الحالات التي نستخدم فيها (A / An)

1) We use (A, An) before a singular countable noun when it is mentioned for the first time and represents no particular person or thing.

EX: She ate..... orange after lunch.

(the , x , a , an)

Ex: There is man outside.

(the , x , a , an)

Ex: I boughtpen. The pen was red.

(the , x , a , an)

2) We use (A/An) with the numbers (hundred, thousand , million, dozen)

Ex: I bought hundred pencils.

(the , x , a , an)

Ex: They read thousand pages last month.

(the , x , a , an)

3) We use (A/An) when we talk about someone 's job.

Ex: Alai is teacher.

(the , x , a , an)

Ex: Khaled is accountant .

(the , x , a , an)

الطبيبة ليست غياب إنما هي
نعمة فقدتها الأغبياء

THE DEFINITE ARTICLE

***We use (the) with countable nouns (singular or plural) and non countable**

Ex: She has a car. The car is old, (singular countable noun)

Ex: I ate two apples. The apples were delicious. (plural countable noun)

Ex: We had some coffee. The coffee was good. (uncountable noun)

الحالات التي نستخدم فيها (The)

1) We use (the) when we talk about specific things

Ex: diamond in your ring is beautiful.

(the , x , a , an)

Ex:giraffes that we saw on television were beautiful.

(the , x , a , an)

2) We use (the) when there is only one of something in its kind.

Ex: There is no life on..... moon.

(the , x , a , an)

Ex: sun is bright today.

(the , x , a , an)

3) We use (the) for musical instruments (the violin, the Piano, the flute, the lute, the guitar...)

Ex: Can you play..... guitar ?

(the , x , a , an)

Ex: piano is my favourite instrument.

(the , x , a , an)

4) We use (the) with the superlative adjectives (the most, the shortest, the worst , the best)

Ex: Abeer is.....best student in the class.

(the , x , a , an)

Ex: The giraffe is tallest of all animals.

(the , x , a , an)

5) We use (the) before the names of (kingdom , states , republic , united)

Ex: Ali visited..... United States of America last year.
(the , x , a , an)

Ex: Hashemite Kingdom of Jordan is famous for many historical places.
(the , x , a , an)

6) We use (the) when we talk about the noun for the second time.

Ex: She bought a car last week car cost JD5.000
(the , x , a , an)

Ex: We had honey this morning , honey was delicious.
(the , x , a , an)

7) We use (the) for directions (the East , The West , The North , The South)

Ex: Salwa lived in..... west of America for 20 years ?
(the , x , a , an)

Ex: Ronaldo is in..... north of Brazil.
(the , x , a , an)

8) We use (the) with names of: (oceans, canals, seas, rivers, mountain ranges, group of islands)

Ex: Nile is the longest river in Africa.
(the , x , a , an)

Ex: (A) What is the name of the sea between Africa and Europe ?
(B)Mediterranean sea.
(the , x , a , an)

9) We use (the) before (first, second, third, ...)

Ex:..... first one in the race was khaled,..... second was Adel.
(the , x , a , an)

الحالات التي نستخدم فيها (The)

1) We don't use (the) when we talk about things or people in general

Ex: Ahmed loves coffee.

(the , x , a , an)

Ex: Did you know that..... oranges have Vitamin C?

(the , x , a , an)

2) We don't use (the) with illnesses (influenza, anemia, cancer, ...)

Ex: My uncle is suffering from anemia.

(the , x , a , an)

Ex: The little child was in bed last week with influenza.

(the , x , a , an)

3) We don't use (the) with names of people (Ali, Ahmed, ...)

Ex: Do you knowSamer ?

(the , x , a , an)

Ex: I sawAsma last night.

(the , x , a , an)

4) We don't use (the) with names of meals (breakfast, lunch, dinner)

Ex: We had..... lunch in a very nice restaurant.

(the , x , a , an)

Ex: I havedinner at 9:00 p.m.

(the , x , a , an)

5) We don't use (the) with names of (languages continents , cities, island, countries, waterfalls , streets , months, years.)

Ex:Africa is larger than Europe.

(the , x , a , an)

Ex: Last year, I visited Japan .

(the , x , a , an)

6) We don't use (the) with names of (lake, mountain)

Ex: I watch..... Mount Everest on television.

(the , x , a , an)

لا نستخدم مع هذه المجموعات (A / An) لأن هذه المجموعات تعبر عن أسماء غير معدودة

SOME COMMON UNCOUNTABLE NOUNS

| | |
|----------------------------------------|----------------------------------------|
| 1- Fluids (السوائل) | coffee, oil, milk |
| 2- Gases (الغازات) | steam, oxygen, smoke |
| 3- Particles (ذرات صغيرة) | rice, corn, dust, salt, sugar |
| 4- Languages (اللغات) | Arabic, Chinese, English |
| 5- Fields of study (مجالات الدراسة) | chemistry, history, mathematics |
| 6- Natural phenomena (ظواهر طبيعية) | weather, fog, hail, rain, snow |
| -7 Abstractions (الأشياء غير المحسوسة) | beauty, education, information, advice |

□ Complete the sentences with (the , x , a or an)

- 1- We had dinner in best restaurant in town.
(the , x , a , an)
- 2- Where did you have lunch ?
(the , x , a , an)
- 3- My brother drew a picture of Alps .
(the , x , a , an)
- 4- The little child was in bed last week with influenza.
(the , x , a , an)
- 5-earth goes round the sun.
(the , x , a , an)
- 6- What is capital of Jordan ?
(the , x , a , an)
- 7- We have visited..... London and Paris.
(the , x , a , an)
- 8- We sailed across..... Atlantic Ocean .
(the , x , a , an)
- 9- Milan is in north of Italy.
(the , x , a , an)
- 10- Smeer plays Piano in an orchestra.
(the , x , a , an)
- 11- Last year I visited Cairo and United States.
(the , x , a , an)
- 12- Chicago is on Lake Michigan.
(the , x , a , an)
- 13- We visited London last year.
(the , x , a , an)
- 14- Where is nearest shop.
(the , x , a , an)

□ Complete these sentences, adding(a/an or the) (extra 1)

- A- If I'm writing to (1)..... friend, I prefer letters.
B- Just click (2) reply button on your phone.
C- You have to find (3) pen - sometimes (4) pen doesn't write.
D- I can't remember (5) last normal letter I wrote.
E- I'm (6) accountant and I think traditional letters are (7).....most polite way of contacting clients.
F-We've been writing to each other for (8)..... year.

□ Complete these sentences, adding (the or X) (extra (2))

- 1- I've got two pen friends one in (1).....United Arab Emirates and another in (2)..... Japan.
2- (3).....Nile is(4).....longest river in (5).....world.(6).....Volga is(7)..... longest river in (8).....Europe. It rises in (9).....north of Russia and flows into (10).....Caspian Sea.
3- (11).....Everest is in (12)..... Himalayas on the border of Nepal and Tibet.
4- (13)..... Malta is an island in(14) Mediterranean Sea.
5- (15).....Dead Sea is an inland sea in (16).....Jordan valley.
6- London is (17)..... capital of (18)..... United Kingdom.

□ Complete the text with (a, an, the or – (zero article).(S.B page 35 (6))

The Amman International Theatre Festival is said to be (1)..... biggest of its kind across (2).....entire Middle East and (3).....North Africa. It is held annually in (4).....April, and (5).....festival is (6)..... attempt to promote (7)..... Jordanian theatre. Performances are in (8).....English and (9).....Arabic. Many international stars and famous people from (10).....Hollywood attend. Usually, (11).....festival lasts for about eight days. (12).....visitors can choose (13)..... days on which they want to attend. This is (14).....great way to learn about different cultures at one event.

□ Complete the sentences with(a, an, the or –).(W.B page 24(4))

- 1- Amman is..... capital of.....Jordan.
2- It's one of.....oldest cities inworld.
3-Petra is in.....south of Jordan. It's..... important archaeological site.
4- It was.....important city until.....huge earthquake destroyed it in about 663 CE.
5-Aqaba is next to Red sea;people often go there for their holidays.
6- I'm very interested inhistory in particular.....history ofJordan.

□ Read and correct the dialogues. Add (a, an or the)where necessary. (W.B page 25(5))

- 1- A: I'm reading really good book.
B: Oh, what's title?
2- A: Do you ever go to art galleries?
B: Yes, I do. There'sbig gallery in our town, and I often go there.
3- A: Where arePontic Mountains?
B: They're in Turkey.
4- A: Is thereart museum in Amman?
B: Yes, go toNational Museum of Fine Arts.
5- A: Do you like music?
B: Yes, I do. I play..... piano, actually.

□ Complete the sentences with (a, an, the or –) (extra 3)

- 1- Mohammed lives in big house. There is garden next to it with apple tree and garden is beautiful.
2- Earth goes round Sun.
3- She's only woman to have won two Nobel Prizes.
4- Sri Lanka is in Indian Ocean.
5- They took a boat trip along river Nile.
6- Rocky Mountains are in United States.
7- longest river in USA is Mississippi.
8- Sheep producewool, and hens lay eggs.
9- The language spoken in Jordan isArabic.
10- Libya is inAfrica.
11- He was first man to climbMount Everest in Himalayas.
12- They have a home nearLake Geneva.
13-She was born onMonday, 23 April. The university was opened in2001 CE.
14-Mallorca is one of Balearic Islands.
15-.....Niagara Falls separatesCanada from USA. They live inOxford Street in..... London.

أسئلة السنوات السابقة

2010

*.....Dead Sea is an inland sea in the Jordan valley.

(The, A, An)

2010

A) What does your father do?

B) He is teacher .

(a, an, the)

2010

*..... Nile is the longest river in the world.

(The, A, An)

2010

A) What's your father's job ?

B) He is engineer.

(a, an, the)

2011

* London is the capital of United Kingdom.

(a, an, the)

2011

*..... Amazon is the longest river in South America.

(The, A, An)

2011

A) What's your father's job ?

B) He is accountant.

(a, an, the)

2011

*Amman is..... capital of Jordan.

(a, an, the)

2012

* Malek works inUnited Arab Emirates.

(a, an, the)

2013

*..... apple a day keeps the doctor away.

(The, A, An)

2014

* Study the following sentences which have two mistakes in the usage of the articles.
Correct them

1-My father says he is an best teacher in the whole town.(.....)

2-You can hurt your eyes if you look directly at a sun.(.....)

2014

1.My mother is a doctor and her father is a author.(.....)

2.The latest conference on child's Rights was held in a United Arab Emirates.(.....)

Match the words in the box with the correct meanings. One word is not needed. (W.B page 24 (2))

| | | | | | | | |
|------------|-----------|-------------|---------------|-----------|-------|----------|----------|
| ceramics | السيراميك | gallery | المعرض | heritage | ميراث | textiles | المطرزات |
| exhibition | معرض | handicrafts | الحرف اليدوية | sculpture | منحوت | | |

- 1- Beautiful objects made by hand
- 2- A place where art is shown.....
- 3- A solid piece of art, usually made of stone, metal or wood.....
- 4- An event during which works of art are displayed.....
- 5- Art made from clay.....
- 6- Traditional culture, such as art, architecture, customs and beliefs.....

□ Choose the correct words to complete the following sentences.(W.B page 24(1))

- 1- Watch people acting a story at **a theatre / an installation**.
- 2- Admire **textiles / ceramics** but don't break them!
- 3- Look at beautiful pieces of art at a **play / gallery**.
- 4- Look at **an installation / a theatre** that has been set up in a public space.
- 5- Look at and touch **textiles / handicrafts** that have been sewn together.

DERIVATION

| Verb | Noun | Adjective | Adverb | The Meaning in Arabic |
|---------|------------|-------------|---------------|-----------------------|
| produce | production | productive | X | يُنتج / يصنع |
| X | tradition | traditional | traditionally | تقليد |
| weave | weaving | X | X | ينسج |
| attract | attraction | attractive | attractively | يجذب |
| create | creation | creative | creatively | يخلق |

□ Complete the text with the suitable words derived from the words in brackets.
(S.B page 39(7))

Madaba is the place where most Jordanian weavers buy their raw materials. Sheep's wool, and goat and camel hair are used by Bedouin tribes and villagers all over Jordan to (1).....(product) rugs, bags and other beautiful items.
(2).....(Traditional), the whole process is done by hand, from the washing of the wool to the finished article. There is a particular Bedouin style of (3).....(weave) that buyers find very (4).....(attraction). Another craft practiced in Madaba is the (5).....(creative) of ceramic items.

| Verb | Noun | Adjective | Adverb | The Meaning in Arabic |
|------------|--------------|----------------|--------------|-----------------------|
| X | archaeology | archaeological | X | علم الآثار |
| educate | education | educational | X | يعلم |
| translate | translation | X | X | يترجم |
| install | installation | X | X | يركب |
| appreciate | appreciation | appreciative | X | يقدر |
| collect | collection | collective | collectively | يجمع |

□ Complete the sentences with the correct form of the words in the box. (W.B page 25(9))

| | | | | | |
|-------------|-------|-------------|------------|--------------|------|
| translation | ترجمة | archaeology | علم الآثار | appreciation | يقدر |
| educate | يعلم | collect | يجمع | installation | يركب |

- Petra is an important..... site.
- I will be going to university to continue my
- In our exam, we had toa text from Arabic into English.
- They are going to a new air conditioning unit in our flat.
- Thank you for your help, I really.....it.
- Have you seen Nasser's.....of postcards? He's got hundreds!

| Verb | Noun | Adjective | Adverb | The Meaning in Arabic |
|-----------|--------------|--------------|------------|-----------------------|
| X | contemporary | contemporary | X | معاصر |
| X | majority | major | X | هام / رئيسي |
| X | culutre | cultural | culturally | ثقافي |
| X | X | ongoing | X | مستمر |
| educate | education | educational | X | تعليمي / تربوي |
| visualise | X | visual | visually | بصري |

□ Complete the sentences with the correct form of the words in the box.(W.B page 24(3)

- 1- We went to a concert yesterday. The music was written by a new young composer, so it was
- 2- When we go on school trips , we always learn new things because the trips are.....
- 3- King Hussein was a world figure in the twentieth century.
- 4- Photography and painting are two examples of the arts.
- 5- Art, music and literature are all part of our life.

من قال أنا عالم فهو جاهل

AMERICAN VS BRITISH ENGLISH

| Spelling | American English | British English |
|-------------------------|-----------------------------------------------------------|----------------------------------------------------------------|
| Words ending (er/re) | Center Theater liter | Centre Theatre litre |
| Words ending (or/our) | Favorite color harbor neighbor | Favourite Colour Harbour neighbour |
| Words ending (og/ogue) | Dialog catalog | Dialogue catalogue |
| Words ending (m/mme) | program | programme |
| Words ending (ize/ise) | Authorize Specialize *paralyzed normalize | Authorize Specialize *paralysed normalise |
| Words ending (ice/ise) | practice (verb) practice (noun) | practise (verb) practice (noun) |
| Doubling of consonants | Traveling Jeweler Marvelous Modeling canceled | Travelling Jeweller Marvellous Modelling cancelled |
| Digraphs and graphemes | archeology homeopathy | archaeology homoeopathy |

There are numerous words which are different in American and British English. Here are a few.

| American English | British English |
|------------------|-----------------|
| apartment | flat |
| candy | sweets |
| conservatory | conservatoire |
| cookie | biscuit |
| drugstore | chemist's |
| elevator | lift |
| fall | autumn |
| gas | petrol |
| pants | trousers |
| school principal | head teacher |
| trunk | boot (of a car) |
| vacation | holiday |
| Trash / garbage | rubbish |
| sidewalk | pavement |

- ❖ Read the online travel guide about Jordan. Find four examples of American English spelling. Write them in the table and work out the rules.(S.B page 36(7))

You only have to look at Jordan's beautiful mountains to see where the country's sand bottle artists get their inspiration from. This has led to an absolutely amazing traditional art form. Today, sand artists use artificial colors, sand and tools to create mini paintings, sometimes only a few centimeters high, in glass bottles.

These 'paintings without a brush' need an eye for detail, and a lot of patience. With time and skill, extremely beautiful scenes can be created, for example, lifelike camels traveling through the vast deserts. The end result is totally breathtaking. Anyone watching a sand artist at work will realize immediately how much skill is needed for this work.

.....

.....

.....

.....

Complete the following table. The first one is done for you.(W.B page 25(7))

| British English | American English |
|-----------------|------------------|
| neighbour | |
| | liter |
| paralysed | |
| | canceled |
| marvellous | |
| | harbor |

Look at these pairs of words that have the same meaning. Write Am (American English) or Br (British English) next to each word.(W.B page 25 (8))

| | |
|------------------|---------------------|
| 1-lift | 5-autumn |
| elevator | fall |
| 2-pavement | 6-rubbish |
| sidewalk | trash/garbage |
| 3-candy | 7-gas |
| sweets | petrol |
| 4-vacation | 8-cookie |
| holiday | biscuit |

AMERICAN VS BRITISH ENGLISH

***American English (AE) rarely uses the Present Perfect, whereas British English (BE) does:**

(AE) Did you see that film?(simple past)

(BE) Have you seen that film?(the Present Perfect)

***American English uses gotten as the past participle of got:**

(AE) He had gotten us some ice cream.

(BE) He got us some ice cream.

***American English uses have to show possession, whereas British English uses have got:**

(AE) I have a sister. Do you have a brother?

(BE) I've got a sister. Have you got a brother?

❖ **Mark is American and Bruce is British. How would Bruce say sentences 1–3 in British English? How would Mark say sentences 4–6 in American English?(W.B page 25(6)**

1- Mark: Did you see that exhibition yet?

Bruce:

2- Mark: I usually take a shower in the morning.

Bruce:

3- Mark: I just had my breakfast.

Bruce:

4- Bruce: Where's Leo? Have you seen him anywhere?

Mark:

5- Bruce: I'd like to have a look at those paintings.

Mark:

6- Bruce: Leo's already done his project.

Mark:

□ The tour guide is using American English. The following sentences are in British English. Rewrite them in American English. (S.B page 36(5)

1- Have you seen the textile workshop yet?

2- Let's have a look at that first.

3- Some of you have got tired from all the walking today.

4- Would anyone like to have a short rest?

□ The following sentences are in British English. Rewrite them in American English.(S.B page 36(6)

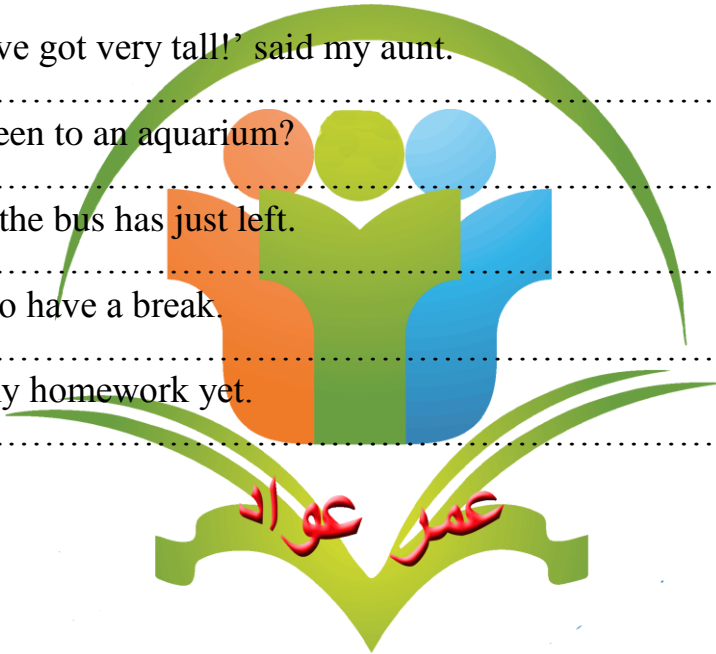
1- 'Goodness, you've got very tall!' said my aunt.

2- Have you ever been to an aquarium?

3- We're too late – the bus has just left.

4- I think it's time to have a break.

5- I haven't done my homework yet.



لا تنهى عن خلق وتأتي بمثله عار عليك إذا فعلت عظيم

GUIDED WRITING

هذه طريقة كتابة (guided writing) السؤال الذي يأتي قبل موضوع الإنشاء

☒ Read information in the table and write two sentences.

1)

MUSTAFA SALAMEH

- ☒ Reach the top of mount Everest
- ☒ Climb all seven of the world's highest mountains.
- ☒ Join an elite club.

2)

HOW TO COMMUNICATE EFFECTIVELY..

- ☒ Listen carefully to others.
- ☒ Build on other's idea.
- ☒ Pay attention to non-verbal cues.
- ☒ Think before responding.

3)

SHALLOW SLEEPERS

- ☒ Feel irritable and moody.
- ☒ Have memory problems..
- ☒ Find it difficult to get up in the morning..

4)

CITY PEOPLE

- ☒ Buy vegetable from shops.
- ☒ Shop in supermarkets.
- ☒ Have stressful lives.

COUNTRY PEOPLE

- ☒ Grow their own vegetable.
- ☒ Shop in small shops.
- ☒ Have simple lives.

5)

| WATCHING SPORTS ON TV | WATCHING SPORTS LIVE |
|------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> exciting. | <input checked="" type="checkbox"/> Noisy . |
| <input checked="" type="checkbox"/> Comfortable and cheap. | <input checked="" type="checkbox"/> Uncomfortable and expensive. |

6)

Name: Najeeb Mahfouth

Place / Date of birth: Cairo, 1911.

Place / Date of death: Cairo, 2006.

Profession: Novelist.

Achievements - Awarded the Nobel Prize for literature.

- Father of modern Arabic Literature.

7)

Name: Muhanna Al-Durra

Place / Date of birth: Amman, 1958

Profession: Painter

Education: Academy of Fine Arts, Rome, Italy.

Achievements – Established Jordan Institute of Fine Arts in 1970, Received the first state.

Appreciation Award for his contribution to the cultural development of Jordan.

FUNCTIONS



LITERATURE SPOT



الحياة رواية جميلة عليك قراءتها حتى النهاية
لا تتوقف أبدا عند سطر حزين قد تكون النهاية جميلة

I Remember, I Remember

I remember, I remember,
The house where I was born.
The little window where the sun
Came peeping in at morn.
He never came a wink too soon.
Nor brought too long a day,
But now, I often wish the night
'Had borne my breath away!
I. remember, I remember,
the roses, red and white
the vi'lets, and the lily-cups.
Those flowers made of light!
The tree is living yet!
And where my brother set
The laburnum on his birthday,
The lilacs where the robin built,
I remember, I remember,
Where I was used to swing,
And thought he air must rush as fresh
To swallows on the wing
My spirit flew in feathers then
That is so heavy now
And summer pools could hardly cool
The fever on my brow!
I remember, I remember,
The fir trees dark and high;
I used to think. their slender tops
Were close against the sky:
It was a childish ignorance
But now it is little joy
To know I'm farther off from heav'n
Than when I was a boy

قصيدة أتذكر

أنا أتذكر أنا أتذكر
البيت حيث ولدت
النافذة الصغيرة حيث الشمس
كانت تختلس النظر صباحاً
لم تتلاشى أبداً بسرعة
ولم تشرق طويلاً
لكن الآن ، أتمنى أن الليل
قد أخذ أنفاسي بعيداً !!
أتذكر ، أتذكر
الأزهار ، حمراء وبيضاء
وبنفسجية أتذكر فجاجين الزنبق
هذه الأزهار النورانية
وأزهار الليلك حيث
طائر الحناء بنا عشه
وحيث زرع أخي شجرة
يوم عيد ميلاده
الشجرة ما زالت حية حتى الآن !
أتذكر ، أتذكر
حيث كنت أترجح
معتقداً أن الهواء سيمر منعشاً
مداعباً أجنحة طيور السنونو
روحي طارت بأجنحة حينها
لكنها ثقيلة جداً الآن
وبرك الصيف يصعب أن تلتطف
الحمى على اجفاني !
أتذكر ، أتذكر
أشجار التنوب داكنة وعالية
كنت أظن أن قممها النحيلة
كانت قريبة من السماء
كانت تلك براءة / جهل الطفولة لكن الآن إنها متعة قليلة
بأن أعرف بأنني بعيداً عن السماء
أكثر مما كنت طفلاً.

SB P81

Vocabulary

Answer the questions

1- Why does the poet describe the sun as peeping in (line 4)?

.....

.....

2- How do the word wing (line 20) and the phrase **flew in feathers** (line 21) help us to work out meaning of **swallows** (line 20)?

.....

.....

comprehension

Answer the questions about the poem.

1- How does the poet contrast his memories of the past with the present day in the third stanza? **Refer to the words in bold in your answer.**

.....

.....

2- In line 29, the poet refers to his '**childish ignorance**'. What was he ignorant about?

.....

.....

3- Read lines 3-6 . What rhetorical device does the poet use to describe the sun?

.....

.....

4- Read line 19. The word (**rush**) is an example of onomatopoeia. Are there any other examples of onomatopoeia with in poem?

.....

.....

Analysis

Discuss these questions.

1- In the second stanza, the poet expresses amazement that a tree (**where my brother set / The laburnum on his birthday**) is still living, many years after it was planted. What does this tell us about the poet's views of our relationship with nature?

.....

.....

.....

.....

2- The last three lines of the third and fourth stanzas suggest that the author has lost his youthful joy and optimism. Do you agree with this viewpoint? Justify your answer.

.....

.....

.....

.....

3- Why do you think the poet might be "farther off from heav'n" now? Discuss all possible meanings of this statement.

.....

.....

.....

.....



العجوز والبحر

سانتياغو صياد عجوز من كوبا ، لكنه للأربع وثمانون يوماً الماضية لم يصطد أي سمكة . صديقه ، صياد شاب اسمه مانولين ، يساعده في جلب قاربه الفارغ كل يوم . مانولين شريك لسانتياغو علمه كل شيء عن الصيد منذ كان مانولين ولداً عمره خمس سنوات الآن ، والدا الشاب يريدان منه أن يصطاد مع شريك كسيب أكثر . في الصباح التالي ، سانتياغو يغادر مبكراً لبحر بعيداً في البحر ليحرب حظه ثانيةً . أخيراً يشعر بالطعم على إحدى سنارته ، ويعتقد بأنها سمكة كبيرة ، ربما سمكة المارلين . السمكة قوة لذلك لا تظهر على السطح . بدلاً من ذلك تسبح بعيداً سباحة الرجل العجوز وقاربه أماما . هذا يستمر حتى تغيب الشمس ، وأخيراً لا يستطيع سانتياغو رؤية البحر بالمرة . عندما يهبط الليل يلف خيط الصيد حول نفسه وينام تاركاً يده اليسار على الحبل ليقوطه إذا ظهرت المارلين على السطح سريعاً ، العجوز يغرق في النوم ، حالماً بالأسود التي رآها عندما كان طفلاً في أفريقيا . سانتياغو يصحو ليلاً عندما يشعر بأن المارلين تشد الخيط من يده . المارلين تقفز من الماء ، وعلى سانتياغو أن يمسك بالخيط بكل قوته حتى يتجنب سحبه إلى البحر . عندما يرى السمكة أخيراً ، يندهش بسبب حجمها . بعد صراع طويل وصعب ، يتمكن من سحبها قريباً من القارب ويقتلها . سانتياغو يربط جسم المارلين إلى قربه ويستعد للإبحار إلى البيت . قبل أن يصل البر ، تهاجمه عدة أسماك قرش يقتل إحداها برمح وأخرى بسكينه . الدم في الماء يجذب المزيد من القرش . على سانتياغو أن يبعدها بهراوة فيصيب نفسه بجروح بليغة . عندما يعود إلى الميناء ، الجميع ينام . عندما يصل البيت ، ينهار على السرير متعباً يغرق في النوم . في الصباح التالي مانولين يجد العجوز في كوخه ويكي بسبب جراح الرجل العجوز ، مانولين يؤكد لسانتياغو بأن السمكة الضخمة لم تهزمه بأنهما سيصطادان معاً ثانية . يقول له لدى العجوز الكثير ليعلمه إياه . بعد الظهيرة بعد السائحين يرون هيكل المارلين العظمي ويسألون النادل ما هو . محاولاً شرح ما حدث للمارلين ، النادل يقول إنها سمكة قرش السائحون لا يفهمونه ويظنونهم هيكل قرش . لا يدركون أنها مارلين بالفعل ، أكبر سمكة تم اصطيادها في القرية بطول أكثر من خمسة أمتار في هذه الأثناء ، سانتياغو نائم ، وثانياً يحلم بالأسود التي رآها في أفريقيا عندما كان صغيراً .

The Old Man and the Sea

by Ernest Hemingway

Santiago is an old fisherman in Cuba, but for the last eighty-four days he hasn't caught any fish. His friend, a young fisherman named Manolin, helps him to bring in his empty boat every day. Manolin has been Santiago's fishing partner for years. Santiago had taught him all about fishing, and has done so since he was a boy of five years old. Now, the young man's parents want him to fish with a more **productive** partner. The next morning, Santiago leaves early and sails far out to sea to try his luck again. Eventually, he feels a bite on one of his hooks, and he works out that it must be a big fish, perhaps a marlin. The fish is strong, though, and does not come up to the surface. Instead, the fish swims away, **dragging** the old man and his boat along. This goes on until the sun goes down, and eventually Santiago can't see the land any more at all. As night falls, he wraps the fishing line around himself, and goes to sleep , leaving his left hand on the rope to wake him if the marlin **surfaces**. Soon, the old man is asleep, dreaming of the lions he used to see when he was a boy in Africa. Santiago is awoken in the night when he feels the marlin pulling on the line in his hand. The marlin leaps out of the water, and Santiago has to hold on to the line with all his strength to avoid being pulled into the sea. When he sees the fish at last, he is amazed by its size. After a long and difficult struggle, he manages to pull it closer to the boat and he kills it. Santiago ties the marlin's body to his boat and prepares sail home. Before he reaches land, though, he is attacked by several sharks. He kills one with a **harpoon** and another with his knife. The blood in the water attracts more sharks. Santiago has to beat them away with a **club** and is badly injured himself. When he arrives back at the harbour, everyone is asleep. Arriving home, Santiago collapses on his bed in exhaustion and falls asleep. The next morning, Manolin finds Santiago in his hut cries over the old man's injuries. Manolin reassures Santiago that the great fish didn't beat him and that they will fish together again. He tells him that the old man still has much to teach him. That afternoon, some tourists see the Marlin's skeleton and ask a waiter what it is. Trying to explain what happened to the Marlin, the waiter replies, 'shark'. The tourists misunderstand and **assume** that is what the skeleton is. They don't realise that it is actually a marlin, the biggest fish ever caught in the village, at more than five metres long. Meanwhile, Santiago is sleeping and once again, dreaming of the lions he saw in Africa long ago, when he was young.

Comprehension

Read the story again and answer the questions.

1- What evidence is there at the very beginning of the story that Santiago is a very optimistic and determined person?

.....

.....

2- When Santiago feels a bite on his line, he works out that 'it must be a big fish, perhaps a marlin'. What evidence is there that he is correct?

.....

.....

3- Why does Santiago go to sleep that night with the line tied around himself?

.....

.....

4- How does Manolin try to encourage Santiago not to give up fishing? What does this tell you about Manolin's character?

.....

.....

5- What is the reason for the tourists' misunderstanding about what the skeleton was?

.....

.....

6- In this retelling of the story, strength is represented in many ways. Choose one example of-

.....

.....

Analysis

Discuss these questions.

1- Why do you think that Manolin's parents want him to stop fishing with Santiago? Do you think they were justified?

.....

.....

.....

2- What is the importance of Santiago's dreams of his youth, and of the lions in Africa? How does this relate to the themes in the story?

.....

.....

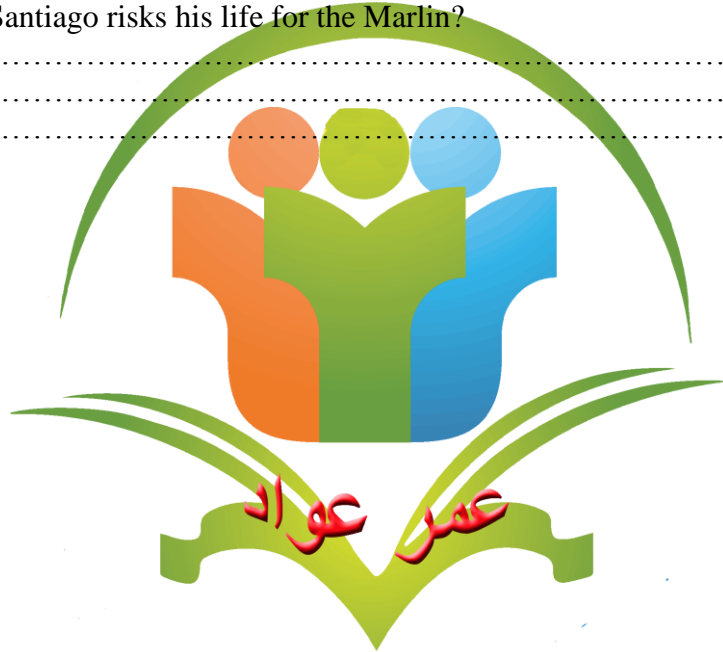
.....

3- Why do you think Santiago risks his life for the Marlin?

.....

.....

.....



All the World's a Stage

By William Shakespeare (from As you like it,
Act II Scene VI)

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts, . . .
At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. . . .
Then a soldier,
Full of strange oaths and bearded like the pard.
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.
And then the justice,
In fair found belly with good capon lined,
with eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part.
... into the lean and slippered pantaloan,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound
Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

ما العالم إلا مسرح

ما العالم إلا مسرح
وكل الرجال والنساء مجرد ممثلون
لهم مداخلهم ومخارجهم
والرجل في عمره يؤدي عدة أدوار
أولها كطفل ،
يبكي يتقيأ بين ذراعي حاضنته ،
ثم ابن المدرسة . المنتخب بحقيبتة
ووجهه البريء المشع يزحف كالحلزونة
تارة إلى المدرسة
ثم كجندي
مفعم يعود غريباً ملتحي كالنمر
غيور على الشرف مفاجئ وسريع القتال
سعيّاً وراء السمعة الوهمية
حتى في فم المدافع .
ثم الحكمة / القضاء
بكرش كبير من تناول الكثير من اللحم
وبعينين قاسيتين وبلحية جميلة
غنياً كالحكمة والأقوال الحكيمة
وهكذا يؤدي دوره .
الرجل العجوز الآن بخفة الداخل
والنظارات على أنفه والحقيبة على جانبه لحفظ ماله ،
العالم أوسع من ساقه المنكمشة ،
وصوته الرجولي الضخم يعود ثانية عالياً كصوت طفل صغير
آخر جميع المشاهد ،
ما يقضي على هذا التاريخ
الحافل هو طفولة ثانية مجرد نسيان
بدون أسنان وبدون عيون وبدون لسان وبدون أي شيء .

Vocabulary

Answer the questions

1- In lines 10 to 14, the poet describes the soldier's life. Which word refers to a weapon used

2- Compare lines 8 and 11. How do they convey the images of a boy and a soldier?

3- Which word in 'man's last stage' sums up the last line of the speech: Sans teeth, sans eyes, sans taste, sans everything?

Comprehension

Answer the questions about the speech

1- What are the five stages of a human's life, according to the speech? List them in the correct order.

2- What does the playwright suggest about the soldier, in lines 10 to 14? Choose the correct answer and justify it.

A- His life is short.

B- He does not like conflict.

C- He is aggressive and gets angry or violent easily.

3- How does the playwright describe the appearance of the middle-aged person?

4- How life of a person compared to an actor in the theatre?

5- How does the playwright describe the person in the first and last stage of life?

6- What does the playwright mean by the line, 'this strange eventful history'? (line 27)

Ideas

1- Find a line from the speech that represents the following ideas.

- 1- ageing
- 2- time
- 3- careers.
- 4- youth
- 5- human life.

2- Which stage of life is represented as the most positive, in your opinion? Discuss this with reference to the speech and the ideas in the previous exercise.

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Analysis

Discuss these questions.

1- Which simile does the playwright use to describe the schoolboy as he walks to school?

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2- Find another example of a simile in the speech. Which two things are being compared?

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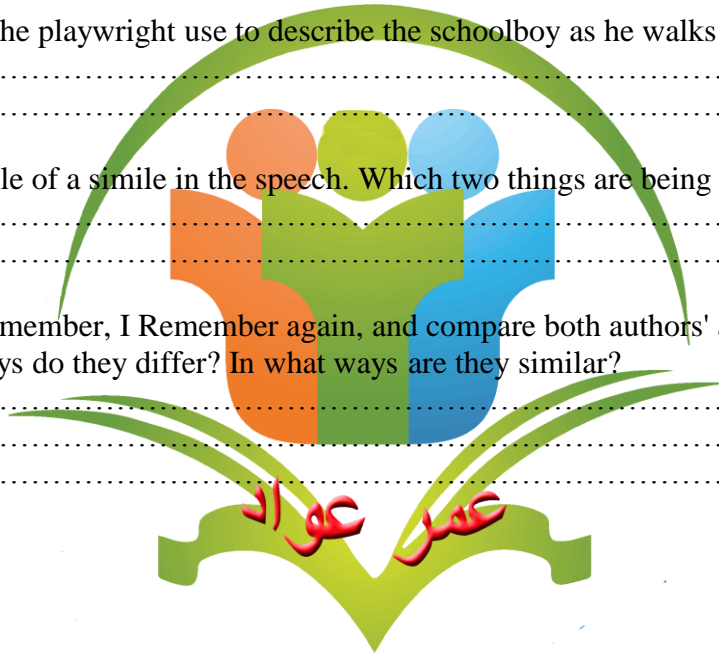
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3- Read the poem I Remember, I Remember again, and compare both authors' attitudes to childhood. In what ways do they differ? In what ways are they similar?

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الحمد لله رب العالمين
تم بحمد الله

انتظروا الملف النهائي والأسئلة المقترحة