



**THE HASHEMITE KINGDOM OF JORDAN-MINISTRY OF EDUCATION
GENERAL SECONDARY CERTIFICATE EXAMINATION 2016
GENERAL ENGLISH**

الدورة الشتوية \ المستوى الثاني

DATE: January 14th/ 2017

TIME: 1 HOUR AND A HALF

Read the following text carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answer should be based on the text.

Petra was the main area inhabited by the Nabateans, who migrated gradually from Arabia during the 6th century BCE. Originally, they were a nomadic people who chose to settle in various places, such as southern Jordan, the Naqab Desert and northern Arabia. There is little known about the lifestyle of the Nabateans, except that they were important traders in the ancient world. They might have traded goods such as spices, gold and animals with civilisations such as China, India and Rome because of their convenient position at a commercial crossroads in the world.

Many Roman writers wrote about what the Nabatean culture must have been like, but no one knows for sure. However, they agree that the language of the Nabateans could have been a mixture of Arabic and Aramaic. These Roman writers also say that the Nabateans were ruled by a royal family, and that, unlike many cultures in the ancient world, the Nabatean society might not have used any slaves. In addition to that, the Nabateans must have been expert engineers because they managed to build complicated water conservation systems in the desert terrain.

Despite archaeologists' best efforts, there is a limit to what they can tell us about these fascinating people who lived in Jordan such a long time ago. Although it is still difficult to know much, they can't have been illiterate because there are some inscriptions that remain. However, sadly for us, most of the things the Nabateans made and owned have been too easily destroyed by time or lost in the desert.

Question Number One: (20 points)

1. What evidence is there to show that the Nabateans were excellent engineers?
2. How was the Nabatean culture different from other ancient cultures?
3. The Nabateans choose to live in several places after emigrating from Arabia. Write down two of them.
4. It is believed that the Nabateans were important traders in the ancient world. Write down the reason for that.
5. What does the underlined word "they" in the text refer to?
6. Find a word in the text which means 'who buy and sell goods and services'.
7. The article states that 'no one knows for sure' about the culture of the Nabateans. Think of this statement, in two sentences write down your point of view.



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Communication, the sharing of information, ideas and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings and drumbeats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved.

The invention of the printing press in the 15th century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. However, only sighted people could access these media.

This all changed in 1821 CE. It happened when an officer in the military in France was visiting the Royal Institute of the Blind in Paris. **He** wanted to demonstrate to the students a system of dots he had invented. These dots allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man who was studying at the Institute.

By 1868 CE, 16 years after Louis Braille's death, blind people all over the world were using Braille every day. It has also been adapted to scripts in different languages. It enables blind people to read books, maps and labels, and even to press buttons in a lift. A wide range of national daily newspapers are available in Braille, too.

Nowadays, screen-reading software means that the text on a computer screen can be heard aloud. Digital talking books that simultaneously generate output in Braille are also available.

Question Number One: (20 points)

1. There were many forms of communication before the development of writing. Write down two forms of them.
2. How does technology nowadays help blind people communicate?
3. When did Braille become an official system of communication all over the world?
4. What does the underlined word "**he**" refer to?
5. Find a word in the text which means " **an organization that have a particular purpose**".
6. Do you think Braille is a practical way for the blind to communicate? Justify your answer.



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Queen Rania of Jordan, speaking at a conference in abu Dhabi, considered the problems of non-renewable energy for future generations. She said “those who have had the least to do with climate change and energy crises are paying the highest price,” and continued by proposing steps towards creating a brighter future for children.

Queen Rania suggested that all people in power in the Middle East should encourage their countries to start using renewable energy sources, and she even suggested that children and schools should be part of the solution.

This solution comes spreading knowledge and awareness about the use and preservation of the Earth’s resources.

From her wise words, we can take some valuable lessons: firstly, that everyone must work to gather to create a world in which there can be continuous development, and secondly that nobody is too small to help to achieve this.

Question Number One: (20 points)

1. What was the subject of Queen Rania's talk?
2. Children and schools should be part of the solution of energy crises by two ways.

Write them down.

3. What can powerful people in the Middle East do to help the situation?
4. People can learn many lessons form Queen Rania's talk. Write down two of them.
5. What does the underlined word “she” refer to?
- 6.
7. School children can help the protection of Earth’s resources for future generations. Think of this statement. Suggesting three ways.



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Crude oil is currently the most important source of energy in the world. It is a fossil fuel which is formed over many years by the decomposition of organic compounds, or anything that contains the element Carbon. When sediment and other organic materials are buried deep under the ground under high temperature and pressure, crude oil is formed. It then undergoes many different processes before it is ready to be used as energy, and from it we get petrol, diesel and kerosene, among other fuels. However, due to the time taken to form new supplies of crude oil, it is considered to be a finite, non-renewable source of energy.

Jordan depends a lot on foreign energy sources. Ninety-six per cent of the country's energy comes from oil and natural gas imported from neighbouring Arab countries. Because of this dependence on other countries, Jordan has invested in research projects to identify alternative sources of energy.

Oil shale rock has also been found in Jordan, most notably in the west-central area. Shale oil can be produced from this type of sedimentary rock. It is a substitute for crude oil, but the extraction process for shale oil is more expensive. The process is also quite dangerous and produces a lot of waste product. At the moment, no shale oil industry exists in Jordan but several companies are considering using it to generate thermal power.

1. Crude oil is considered to be a finite, non-renewable source of energy. Write down the reason for that.
2. Why has Jordan invested in research projects to identify alternative sources of energy?
3. The article states some disadvantages of the extraction process for shale oil. Write down two of them.
4. Where has shale oil been discovered in Jordan?
5. There are several kinds of fuels are derived from crude oil. Write down two of them.
6. what does the underlined word "it" refer to?
7. find a word in the text which means "**limited in size or supply**".

Question Number two

Literature spot – Extra reading

Read the following quotation from " Hard times" by Charles Dickens carefully, then answer the questions that follows with reference to the novel .Then write down your answer in your ANSWER BOOKLET. (5 points)

" Stephen Blackpool refuses to join the strike. When Mr Bounderby hears about the situation, he asks Stephen to spy on the factory workers. Stephen refuses to help Mr Bounderby, who is so angry that he fires him. ."

1. How do we know that Mr Bounderby is selfish and uncaring?
2. Stephen Blackpool represents the poor factory workers of this time. How does Dickens make the reader sympathise with him?

Question Number three

A: Choose the best answer from those given to complete each of the following items. Then write down your answer in your ANSWER BOOKLET. (8points)

illiterate , journalist, steam, deposits , novelist , flood

1. When biomass is burnt, the heated water produces, which used to make electricity.
2. If you write fictitious narrative books, you are a
3. The Nabateans were notbecause archaeologists have found some inscriptions.
4. A.....happens when it rains too much.

B. Complete the following sentences with the suitable words derived from the words in brackets and write the answers down in your ANSWER BOOKLET. (6 points)

1. People must assumefor their actions. (accountable)
2. Our health and environment areon an effective waster infrastructure. (reliance)

C: Study the following sentence entry and answer the question that follows. Write the answer in your ANSWER BOOKLET.

I would prefer to read an autobiography today.

What does the underlined verb "prefer "mean in the sentence?

Past Tenses

Past simple (v2) (didn't + v1) Did + sub + v1 +?	yesterday, ago, last year, last week, 2010.., past
Past continuous (was/ were + ving) (wasn't / weren't +ving) (was / were + sub + ving ...?)	While, as long as , when
Past perfect (had + v3) (hadn't + v3) (had + sub + v3?)	By 2003, By the end of 2000, For, yet, already, ever, never, since, many times, until, just By the time v2 , had+ v3 Before v2 , had+v3 After had+ v3 , v2

avoid, consider, dislike, enjoy, finish, practise, suggest, spend	verb + ing
--	------------

agree, ask, attempt, choose, decide, expect, hope, manage, offer, prepare, promise, seem, want, prefer, able, plan, intend	to + verb 1
---	-------------

begin, continue, hate, intend, like, love, start, forget, stop, try	verb + ing or to + verb 1
--	-------------------------------------

try + ving : Experiment or to test	try to + inf : attempt (to do something is not easy)
prefer : Permanent fact	would prefer : to prefer for the future
remember + ving : to remember that you have done something.	remember to +inf : "to remember that you need to do something.
forget + ving : "to forget that you have done something	forget to +inf : "to forget that you need to do something
stop + ving : to stop with an activity	stop + to + inf : to stop in order to do something

Question Number Four (22 Points)

A: Correct the verb between brackets and write your answer. Write the answer in your ANSWER BOOKLET. (8 points)

1. Whatyou..... when the accident occurred? (do)
2. My friend decided..... Law at university. (study)
3. She her money for two years before she bought the car. (save)
4. Before that night, nobody ever Dane and Emily dance.(see)
5. Lucythe sunset when Laurence passed by on his boat. (watch)
6. Who to the tree farm yesterday? (drive)
7. After I had checked all the messages on my answering machine, I my bag and went to the park.(take)
8. Ranaon her way to our house last night. (lose)
9. I was writing an email when my computeritself off. (switch)
10. People much more to make cell phone calls in the past.(pay)
11. While wethe picnic, it started to rain. (have)
12. While John last night, someone stole his car.(sleep)
13. I wasn't paying attention while I the letter, so I made several mistakes.(write)
14. She never a bear before she moved to Alaska. (see)
15. By the time Ali finished his studies, he in Amman for over eight years.(be)
16. He the dinner 1 hour ago. (eat)
17. We a good film last week. (see)
18. She a headache yesterday. (have)
19. She just the room when the police arrived. (leave)
20. Had you studied English before you to New York? (move)
21. I glad to see my friend yesterday.(be)
22. He looked relieved, as healready... there for a few hours. (wait)
23. While the plumber the washing machine, I was watching the news. (repair)
24. The Romans mightthe first newspaper in 59 BC. (publish)
25. I've lost my bag. Iit on the train. (must, leave)

26. Until the 15th century, itpossible to reach thousands of readers. (be)
27. After many years of work, the governmentmany projects. (complete)
28. By 1868 CE, blind people all over the worldBraille every day. (use)
29. Whoto speak two languages by the time he was five? (learn)
30. How longyouFrench before you became a translator? (study)
31. While Imy book, my brother was watching television. (read)
32. By the time that I arrived the station, the train(leave)
33. I hatemy food own food. That's why I always eat at restaurants. (prepare)
34. I prefer(listen)to books on CDs because I spend so much time(drive)
35. Do you rememberyour bed room yesterday? (tidy)
36. What do you likeat the weekend? (do)
37. Charles was no longer ableto school regularly. (attend)
38. What are you planningthis week? (do)
39. We stoppedour route on the map. (check)

⇒	⇒	
V1	V2	had + V3
(don't, doesn't + v1)	didn't + v1	hadn't + v3
is, am	was	had been
are	were , was	had + been
has , have	had	
will + v1	would + v1	
can + V1	could v1	
may + v1	might v1	
must + v1	had + to	
shall + v1	should + v1	

Pronouns

we	they
us	them
our	their

(I, me, my) حسب الاسم الاول

⇒	مذكر	مؤنث
I	he	she
me	him	her
my	his	her

(you, your) حسب الاسم الثاني

⇒	مذكر	مؤنث	جمع	me	us
you	he	she	they	I	we
you	him	her	them	me	us
your	his	her	their	my	our

1. (do , does)

(wh) + (do, does) + sub + v1 + com ?

(wh) + sub + v2 + com.

(Do , Does) + sub + v1 + com ?

If + sub + v2 + com.

2. (did)

(wh) + did + sub + v1 + com ?

(wh) + sub + had v3 + com.

(wh) + did + sub + v1 + com ?

(wh) + sub + had v3 + com.

3.(auxi)

(wh) + axui + sub + v + com ?

(wh) + sub + axui + v + com .

axui + sub + v + com ?

if + sub + axui + v + com .

(wh) : When , Where , Which , Who, How, Why, What, How long, How far , How many

(auxi) : is, are, am , was, were, has, have, had, will, would, can, could, may, might, must, shall, should

B: Rewrite the following sentences so that the new item has a similar meaning to the one before it. Write the answer in your ANSWER BOOKLET.

1. "By the time you arrive tonight, we will have left the station."
Omar told his parents that _____
2. "Can you describe a typical day at your work?"
Ahmad asked his father _____
3. "Have you ever worked in this domain?"
I asked the manager _____
4. "Are there any other kinds of work that you do?"
Omer asked Rana _____
5. When did Jordan start competing in the Olympics?
The teacher asked
6. Did you learn about Earth's resources last week?
Omar asked me
7. "Will you be able to work full time in the company?"
Omer asked Ibrahim _____
8. "Can you show us the way?"
The tourists asked me _____
9. Which job has your friend applied for? ?"
Lena asked Ibrahim _____
10. "Nobody has ever fallen off a horse here."
My riding teacher said that _____
11. "The crisis will be overcome next year."
Last year, the minister said that _____
12. The mechanic said, "I'm sorry, but I won't be able to fix your car today."
The mechanic said _____
13. "Do you know kinds of task your job required?"
Omer asked Sara _____
14. "How much experience do you have as a beat reporter?"
Ahmad asked Lena _____

15. "Why do you want to leave your current position?"

I asked Leila _____

16. "Are you planning to take this job as career?"

Shady asked me _____

17. "Have you ever written in any other form besides poetry?"

Lena asked Mona _____

18. "What time does the movie start?"

Sara asked her friend _____

19. "Who is the new professor?"

I wanted to know _____

20. "What is your name?"

Ibrahim asked me _____

21. Did you make your project on time?

Omer asked his older brother _____

22. "Which job have you applied for?"

I asked Rana _____

Must : almost (sure, certain, certainly, know) it is true.

Can't : almost (sure, certain, certainly, know) it is **not** true.

Might: (unsure, not sure, not certain) (probably, possible, maybe, perhaps, likely)

Sub + (must , can't , might) have + v3 + com

C: Write sentences which explaining the possibilities of the following statements including the modal verb phrases in brackets in your answers. Write the answer in your ANSWER BOOKLET. (6 points)

must have,	can't have,	might have
------------	-------------	------------

1. Someone told me that Ibrahim was in Mexico but I saw him yesterday so I'm sure he was not abroad.

Ibrahim

2. Dina speaks excellent French. I'm sure she has lived in Paris for a long time.

Dina

3. I am sure Omar was here. I saw his car in front of the building.

Omar

4. There was so much left to do. I am almost certain that Omar didn't finish the project.

.....

5. Omar isn't usually this late. I almost certain he forgot about our appointment today.

.....

6. I can't find my bag. I am unsure whether I left it at school or not.

.....

7. The high way is too busy. Probably a car broke down on the road. (might have)

.....

8. Their plane was delayed and they had to wait 36 hours in the airport. I am almost certain they were not happy with the airlines. (can't have)

.....

9. My friends got lost in hills yesterday. I am unsure whether they took the map or not.(might have)

10. The lights were off all night. I am almost certain that my parents weren't at home last night. (can't have)

.....

D: Rewrite the following sentences using the causative verb form. Write the answer in your ANSWER BOOKLET. (4 points)

1. I must ask someone to repair my car. (have)

.....

2. He is going to ask his friend to take his own photo. (get)

.....

3. My father asked someone to repaint the house. (had)

.....

4. I am going to ask the builder to repair the roof.

.....

5. We need to replace that broken window.

.....

6. Omer wanted someone to clean his suit, so he took it to a dry clearer's.

.....

7. My hair was cut by a hairdresser yesterday, after I asked him.

.....

8. Go and take out your tooth, it is painful.

.....

9. My book was translated into English, after I asked the interpreter.

.....

10. I repaired my phone after I dropped it.

.....

11. I want to take a professional photo with my friends.

.....

12. I will go for an eye test.

.....

13. I want the tailor to shorten my jacket.

.....

D: Rewrite the following sentences with the words and phrases in brackets. Write the answer in your ANSWER BOOKLET. (4 points)

1. I was reading my book. My brother went to the market.

while , by the time

2. I arrived the station. The train had left.

while , by the time

Question Number five

a. Read the information in the table below then, write two sentences about ways to improve your English language . Use appropriate linking words such as|: and, but, tooetc. (2 points)

How to improve your English language
-read English newspapers -listen to English programs -join English courses regularly - use English every day

b. Write a composition of about 80 words on one of the following:(5 points)

1. A creative work (a novel, a poem) that influenced the way you view the world and the way you view yourself. Describe this creative work and discuss its effects on you.
2. Write a four-paragraph essay about one renewable energy source. Write about the advantages and disadvantages of the energy source and why you have chosen this type of power.

Verb	Noun	Adjective	Adverb
	accountability	accountable	المسؤولية
	consequence	consequent	العواقب consequently
maintain	maintenance	maintained	صيانة
rely	reliance/reliability	reliant/reliable	الموثوقية/ اعتماد
	comprehension	comprehend	فهم
pollute	Pollutant / pollution	polluted	الملوث/ تلوث
generate	generator	generated	مولد كهربائي
invent	Invention / inventor	inventive	اختراع / مخترع
practise	practice	practical	practically ممارس
invest	investment		استثمار
depend	dependence	dependent	اعتماد dependently
وفرة	abundance	abundant	abundantly
	tide	tidal	مد و جزر
derive	derivation	derived	اشتقاق
understand	understanding		فهم
respond	responsibility	responsible	مسؤولية
communicate	communication		الاتصالات/ تواصل
	sympathy	Sympathetic	تعاطف
Combine	Combination		المزيج
Consume	consumption	consuming	استهلاك
conserve	conservation		حماية
necessitate	necessity	necessary	ضرورة
decompose	decomposition	decomposed	تحلل
خيال	fiction	fictional	fictionally
provide	provision		تزويد
تجارة	commerce	commercial	commercially
	illiteracy	illiterate	الأمية
inscribe	inscription		نقش
migrate	migration		هجرة
	scarcity	Scarce	Scarcely نقص
terrify	terror	terrifying	
		simultaneous	simultaneously
rehabilitate	rehabilitation		
publish	publication		
	cruelty	cruel	cruelly
		primary	primarily
diversify	diversification	diverse	

1. Biofuels are fuels that arefrom living matter. (derive)
2. People areon fresh water. (rely)
3. People must assumefor their actions. (accountable)
4.production of biofuels from crops means using large pieces of land. (abundance)
5. Some forms ofconsisted of gestures. (communicate)
6. The house needs a lot of(maintain)

7. Theof the telephone is Alexander Graham Bell. (invent)
8. I prefer hands-on work because I am aperson. (practice)
9. Jordanians should have potable water that is free from(pollution)
10. Our health and environment areon an effective waster infrastructure. (reliance)
11. His final book has just been accepted for(publish)
12. We need tothe quality of our goods. (maintenance)
13. Scientists believe thatis getting worse. (pollute)
14. Some people treat animals very(cruelty)
15. Our dailyof drinking water should not be less than 6 cups. (consume)
16. It isto find new ways to produce energy. (necessitate)
17. Children shouldon the advice of their parents. (reliance)
18. A tsunami is aexperience to those who live near the sea. (terrify)
19.must be assumed for water management in Jordan. (accountable)

try + ving : Experiment or to test something.	try to + inf : attempt (to do something is not easy)
prefer : Permanent fact	would prefer : to prefer for the future
remember + ving : to remember that you have done something.	remember to +inf : "to remember that you need to do something.
forget + ving : "to forget that you have done something	forget to +inf : "to forget that you need to do something
stop + ving : to stop with an activity	stop + to + inf : to stop in order to do something

1. I **tried** to finish the book during my holiday, but it was too long.

What does the verb '**try**' mean in the sentence?

2. **Try** reading a work of fiction instead.

What does the verb '**try**' mean in the sentence?

3. I would **prefer** to read an autobiography today.

What does the verb '**prefer**' mean in the sentence?.....

4. I **prefer** to play chess.

What does the verb '**prefer**' mean in the sentence?

solar	شمسي	imported	مستورد	workshop	مشغل
wind farms	مزارع الرياح	dependence	الاعتماد	assistant	مساعد
turbines	توربينات	liquid	سائل	helper	مساعد
panels	الألواح	thermal	حراري	playwright	الكاتب المسرحي
windy	عاصف	substitute	استبدال	byline	الخط الثانوي
heat	التدفئة	reactor	مفاعل	article	مقالة
cell	خلية	primary	أساسي	caption	التعليق
generator	مولد	Self-taught	تعلم ذاتي	raw	النيئة
sunlight	ضوء الشمس	hydro	المائي	flood	فيضان
fuel	وقود	biofuels	الوقود الحيوي	stew	الحساء
steam	بخار	short stories	قصص قصيرة	marinated	المنقوع
challenge	تحدي	novel	رواية	durian	دوريان
test	اختبار	poetry	شعر	volcano	بركان
engineer	مهندس	non-fiction	غير خيالي	fascinating	جذاب
inventor	مخترع	signal	إشارة	sympathetic	متعاطف
hands-on	عملي	drumbeat	نقرة على الطبل	realistic	واقعي
practical	عملي	picture	صورة	gestures	إيماءات
laboratory	مختبر	alphabet	الأبجدية	seasoned	متبل
workshop	مشغل	symbol	رمز	fry	تقلي
boil	تغلي	mass media	وسائل الإعلام	tsunami	تسو نامي
remains	بقايا	masthead	ترويسة	navy	القوات البحرية
inhabitants	السكان	headline	العنوان	earthquake	زلزال
anthology	المختارات	deposits	الرواسب	tornado	إعصار
reasoned	العقلاني	cattle	ماشية	rural	الريف
spiced	كثير التوابل	paved roads	الطرق المعبدة	embarrassed	بالحرج
deaf	أصم	settling	الاستقرار	immature	غير ناضج
roast	مشوي	illiterate	أميين	biography	السيرة الذاتية
grill	شواء	majestic	مهيب		

Words and their **synonyms**

challenge	test
engineer	inventor
hands-on	practical
laboratory	workshop
assistant	helper

My father fixes things in his **laboratory**.

Replace the underlined word "laboratory" with the correct synonym.

solar	Using the power of the sun	شمسي
biomass	Plant and animal material to provide fuel	حيوي
turbines	a modern windmill to provide electricity	توربين
panels	A flat piece material	لوح
tidal	Rising and falling of the sea	مد و جزر
poet	Someone who writes poems	شاعر
novelist	Someone who writes novels	روائي
playwright	Someone who writes plays	
author	Someone who has written books	مؤلف
Journalist	Someone who writes for a newspaper or a magazine	صحفي
narrator	Someone who tells the story	راوي
clerk	Someone who keeps record	كاتب
lawyer	Law, formal agreement, court	محامي
marnated	To put in a mixture of oil, citrus and spices for some time	منقوع
spiced	To add spice	بهارات
seasond	To add salt or pepper	

1. If you specially write for a newspaper or magazine, you are a **narrator**

Replace the underlined word "**narrator**" with the correct word.

2. Water can be heated up by **heat** panels.

Replace the underlined word "**heat**" with the correct word.

Unit 5 (sources of energy)

Teacher: **Our** project today is to find out about renewable energy resources. That means resources **which** are continually replaced and will not run out any time soon. Ramzi, what have **you** chosen as an example of renewable source?

Ramzi: The sun is renewable source of energy. A lot of living things depend on **its** energy for heat and light. This energy can also be captured and used to power things. For example, if you have a solar calculator, **it** (1) contains a solar cell which uses sunlight to power the calculator. Solar panels that are used on houses have thousands of solar cells, and **they**(1) make electricity from the sun's heat. The major advantage of solar energy is that, after the solar energy panels have been installed, electricity is not expensive to generate.

Teacher: what about you, Nadia? What did you find out?

Nadia: In windy places, wind energy can be used to make electricity, using wind turbines. These turbines are found in wind farms. **They**(2) have blades and that are attached to a generator at the centre. Wind spins the blades and the generator runs. This makes electricity however, wind turbines can't work if there is no wind, and sometimes the wind speed is so high **it**(2) damages **them**.

Teacher: Ibrahim, what's your example of renewable resources?

Ibrahim: it's biomass. Biomass is plants material and animal waste that is used as fuel for example, wood is a biomass fuel as long as we continue to plant new trees to replace **those** we cut down. Biomass can be used to provide heat and also to make electricity. The biomass is burnt to heat water and make steam. The steam is then used to make electricity.

which	resources	they (1)	
you	Ramzi	they (2)	turbines
its	the sun	It (2)	The wind
It (1)	Calculator	them	turbines
those	trees	our	The teacher and the students

blade	The flat, wide part of an object that pushes against air or water.	windy	عاصف
turbines	A modern windmill for providing electricity	heat	تدفئة
panel	A flat piece of material	cell	خلية
solar	شمسي	generator	مولد
steam	بخار	Plant	يزرع
fuel	وقود	wind farms	مزارع الرياح

1. What is renewable energy?
2. Living things depend on solar energy for many needs. Write down two of them.
3. What is the main benefit of solar energy?
4. Wind energy has many disadvantages . write down two of them.
5. What example of renewable energy does Ibrahim give?
6. What has Nadia chosen as an example of a renewable energy resource?
7. According to Ramzi, What is the main benefit of the solar energy?
8. According to the text, there are many types of renewable energy resources which are mentioned. Write down three of them.
9. Wind energy might have some disadvantages . Write them down.
10. According to Abraham, biomass is a good source of renewable energy. Is he justified. Explain your answer.
11. In what other situations would biomass fuel is not be renewable? Explain your answer.
- 12.

Water resources in Jordan

Water is essential for life. Our wellbeing, sanitation, agriculture and industry all count upon a supply of water. Beyond these uses, water brings countless other benefits to society. We use **it** to swim in, sail on and take pleasure in **it**. In addition, our health and environment are reliant on an effective wastewater infrastructure. Jordan's scarcity of water is a long-term challenge for environmentalists. Water resources in Jordan have remained quite stable over the years, but Jordan has become a densely-populated country. Current use of water already exceeds renewable supply.

Consequently, the Jordanian government have released the following notice to commence raising awareness of this matter.

1. Jordanians must recognize that available water supply is finite, and **they(1)** must take responsibility for this issue within their own households.
2. Accountability must be assumed for water management in Jordan. This responsibility should be recognized by individual citizens, the public sector and private sector alike. The situation necessitates the combined efforts of the Jordanian people to improve conditions within **their** own environs.
3. A deeper understanding of the available amounts, actual quality and natural protection of Jordan's water resources must be reached. This knowledge will be circulated in school and throughout the community.
4. Water must be used more efficiently, with more **regard** for energy needed to heat water for daily usage.
5. Healthy aquatic ecosystems are vital to a high quality of life for Jordanians and must be preserved.
6. The quality and standards of drinking water will be consistently maintained to ensure that Jordanians have potable water that is free from pollutants.

it	water
they	Jordanians
their	Jordanian people

are reliant on	need	حاجة
Consequently	as s result	نتيجة
accountability	responsibility	مسؤولية
combined effort	partnership	شراكة
deep understanding	in-depth comprehension	فهم عميق
wellbeing	health	صحة
countless other benefits	numerous different advantages	فوائد لا تحصى
free from pollutants	uncontaminated	خالى من الملوثات
consistently maintained	routinely monitored	مراقب بشكل دوري
more regard for	greater concern for	مزيد من العناية
finite	will run out / having an end	ينتهي
scarcity	Not enough of some thing	نقص
infrastructure	Basic systems and structure	البنية التحتية
consume	To use	يستهلك

1. There are many important uses of water mentioned in the text. Write down two uses of them.
2. Water shortage is a serious problem in Jordan and is challenge for environmentalists. Write down two reasons for that.
3. Write down a sentence from the text which shows that water brings numerous different advantages to society.
4. There are two reasons for unprecedented demands on water , which has in turn led to an increased water shortage. Write them down.
5. Human beings depend on water for many needs. Write down two of these needs.
6. Water preservation is a major global challenge. Explain this. Suggesting three ways in which Jordanian can consume less water in their day-to-day lives.

7. Who share responsibility for water management in Jordan?
8. The quality and standards of drinking water will be maintained. Write down the reason for that.
9. An educational programme is proposed in schools and throughout the community. Write down two purposes for that.
10. Healthy aquatic ecosystems is considered an important issue to the government. Think of this statement . Suggesting two reasons for that.
11. The government will make sure that drinking water is safe for Jordanians in many ways. Write down two ways.
12. In point 4, what does the word '**regard**' imply? means "Care"

Charles Dickens

Charles Dickens was born on 7th February, 1812, in Portsmouth, on the southern coast of England.

He was a quiet boy, who loved reading. When he spoke later of his childhood, he said that he remembered listening to children playing outside, as he sat indoors. He always preferred reading to playing with other children.

At the age of 12, life for his family changed very suddenly. His father had financial problems, so Charles was no longer able to attend school regularly, and he had to work at a factory. The loneliness he felt there was an important influence on his writing, especially in his books *Great Expectations* and *David Copperfield*. When he was 14, Charles stopped going to school altogether and started working as a clerk in a lawyer's office in London. He didn't like working there.

Luckily, things changed for him again. Charles had always wanted to be a writer, and he became a very respected journalist. He began to write short pieces for publication in the newspaper. In 1836, a series of pieces called *The Pickwick Papers* appeared monthly in the newspaper and were very popular. Dickens was a famous author by then.

Throughout his life, Dickens enjoyed travelling. He travelled to many countries, writing novels and giving talks about the cruelty of slavery. Novels such as *Oliver Twist* and *Dombey and Son* highlighted the cruel treatment of people, especially children, and child labour in the 19th century.

He died on 8th June, 1870, at the age of 58.

Journalist		صحفي
Novelist	Someone who writes novels	روائي
Narrator	Someone who tells a story	الراوي
Clerk	Someone who keeps records or account in an office	كاتب
Author	writer	مؤلف
Lawyer		محامي
Playwright	Someone who writes plays	كاتب مسرحية
Poet	Someone who writes poetry	شاعر
slavery	The system of having slaves	عبودية
Novel		رواية

1. Why did Charles Dickens have to stop going to school?
2. How did Dickens' experiences of work influence his writing?
3. Write down a sentence which shows Dickens' first successful published work.
4. Dickens' novels highlight many issues. Write down two issues of them.
5. What do you think are the moral problems with using children as labour?
6. Do you think a novel that addresses a social problem would contribute to diminishing these problems? If so, how? If not, why not?
7. The loneliness Dickens felt was an important influence on his writing. Give two examples.
8. Write down a sentence which indicates that Dickens became a well-known writer.
9. Dickens wrote many novels about the cruel treatment of people and child labour. Write down two novels of them.

Different cultures, different food

In Thailand, we ate the strangest fruit, the durian. We had it picked right from the tree. **It's** a huge tropical fruit with a spiky skin. **Its** smell is so strong that **it** has been officially forbidden in many public places in Asia! We got **it** cut open and chopped, and then we ate **it** raw.

In South Africa, we ate a stew made from flowers, **which** smelt lovely! The flowers grow on top of the water in lakes. We had the flowers cooked with meat and vegetables in a large pot.

We also tried raw fish in Peru. It's (1) called ceviche, **which** is a seafood dish. **It** is made from fresh raw fish, marinated in lemon juice. Robert didn't want **it** served raw at first, but when **he** tried it he loved it as much as I did!

In Jordan, **where** our friend Ramzi lives, we tried the most delicious dish. It's actually Jordan's national dish, mansaf. **It's** lamb seasoned with aromatic herbs, sometimes lightly spiced and cooked in yoghurt. **It's** always served with huge quantities of rice. We had **it** prepared by Ramzi's mum and **it** was very delicious! Even though we were full after one dish, **she** insisted on serving us another, followed by some Arabic sweets, kunafah. That was very typical of the Jordanians' hospitality and generosity. Next time I visit Ramzi, I want my favourite dish prepared the first day I arrive!

The first paragraph	It , its	the durian
The second paragraph	Which	Flowers
The third paragraph	Which	ceviche
	It	ceviche
	he	Robert
The fourth paragraph	where	Jordan
	It	mansaf
	she	Ramzi's mum

1. There are many qualities of the durian fruit mentioned in the text. Write down two of them.
2. Write down a sentence which indicates that the durian fruit is very big.
3. Why are durians banned in many countries?
4. Why didn't Robert want to try ceviche at first?
5. Steven talks about Jordanian hospitality. Why do you think there is this custom of feeding guests a lot of food?
6. Mansaf can be made with different ingredients. Write down two ingredients of them.

The history of pizza

The earliest form of pizza was invented when soldiers needed food to take with **them** on long marches. **They** baked a kind of bread flat on **their** shields and then covered **it** (1) with cheese and dates. This early pizza was a convenient, healthy food for people **who** were constantly on the move. The wheat flour base provided energy in the form of carbohydrates, the cheese gave the soldiers calcium, **which** kept **their** bones and teeth healthy, and the dates provided protein, fibre and various vitamins and minerals that are necessary to keep the body healthy. Pizza is also mentioned in the 3rd century BCE, **when** there was written evidence of a flat round bread that had olive oil, herbs and honey on the top. **It** (2) was baked on hot stones.

When people explored the remains of Pompeii, Italy, **they** found evidence of a flat flour cake that was baked and widely eaten **there** at that time. There was also evidence of the first pizza restaurants in Pompeii in the 16th century CE. Visitors can see the pizza ovens in the ruins, even today.

In 1522 CE, travellers returning to Europe from Peru brought back tomatoes with **them**. The people of Naples added the new tomatoes to **their** bread, which consisted of flour, oil, salt and yeast, and created the first simple pizza.

In 1889 CE, the King of Italy and **his** wife, Queen Margherita, were on holiday in Naples in Italy. **They** asked a famous pizza chef to come and cook for **them**. **He** prepared three kinds of pizza. The Queen's favourite one was the one that had been made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colours of the Italian flag. The chef named this pizza in honour of the Queen: the Margherita.

In the late 19th century CE, pizza became a popular snack that was sold from stalls on the streets of Naples. When many Italians emigrated to America in the 19th century CE, **they** took the recipe for pizza with **them**. **Its** popularity **there** spread all over the world, and today **it** is a favourite dish in almost every country.

Paragraph one	them, they, their	soldiers
	It (1):	a kind of bread flat
	who	People
	which	calcium
	when	the 3rd century BCE
	It (2)	a flat round bread (pizza)
Paragraph two	they	people
	there	Pompeii
Paragraph three	them	travellers
	their	people of Naples
Paragraph four	his	King of Italy
	They , them	the King of Italy and his wife
	he	a famous pizza chef
Paragraph five	They , them	Italians
	It, its	pizza
	there	America

1. The text describes five kinds of pizza since its creation. What are they?
2. The text describes five kinds of pizza since its creation. Write down two of them.
3. Do you think the origin of pizza is from Peru, Pompeii or Naples? Justify your answer.
4. It is believed that pizzas are not healthy for everyone. Think of this statement. Suggesting three reasons.
5. What would you add to the soldiers' pizza to make it even healthier? Why?
6. When was the earliest form of pizza invented?
7. This early pizza was a convenient, healthy food for people. Write down two reason for that.

The Minoan civilisation

The Minoan civilisation ruled the Mediterranean island of Crete for 1,500 years, until it was destroyed in 1450 BCE. The Minoans built the first paved roads in Europe and introduced running water. They had a powerful navy, which might have been why they were such a strong civilisation for so long.

For many years, people have been trying to find out why this developing civilisation might have disappeared. Even after Crete was hit by a large earthquake around 1,700 BCE, the Minoans rebuilt their cities. So what caused their civilisation to end?

Many experts say that the end of the Minoan civilisation might have been caused by the eruption of a volcano on the nearby island of Santorini, almost 3,500 years ago.

However, at Knossos in Crete, scientists have been examining deposits of ash, marine species, cattle bones and seashells in the soil. How could these deposits have got there? The only answer is that they must have been deposited in Crete by a tsunami.

Experts have now pieced together a possible explanation of what might have happened. They believe that several tsunamis might have hit the northern and eastern shores of the island, every thirty minutes due to the eruption of the volcano on Santorini. It must have been a terrifying experience for the Minoans living there!

1. How did the Minoans contribute to the development of civilisation?
2. Why is the disappearance of the Minoan civilisation a mystery?
3. What evidence made the experts believe that Crete was hit by tsunamis?
4. If a civilisation from our days disappeared all of a sudden, what kind of evidence do you think it would leave behind it?
5. Would the disappearance of the civilisation mentioned in question 5 above be a mystery for experts hundreds of years later? Why / Why not?