

سائڈ دھیمش

﴿وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ اِلَىٰ عَالَمِ الْغَيْبِ
وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ﴾
صدق الله العظيم.

ملف المستوى (2) لعام 2016

الاستاذ سائد دهيمش

خبرة تدريس المرحلة الثانوية
الفروع المهنية



"مقدمة بسيطة" للتعرف على ما تحتويه الدوسية:

مجموعة أوراق تأسيسية "Basis" تفيدك بشكل عام في المادة
ملف بسيط ليرشدك على كيفية التعامل مع أسئلة النصوص وطريقة الحل ؟
شملت الدوسية على شرح مبسط وخالٍ من التعقيد لجميع قواعد اللغة الانجليزية المطلوبة منك
في امتحان الثانوية العامة مع مجموعة مختارة ووافرة من الأسئلة المقترحة.
أوراق عمل شاملة على كل قاعدة.
شرح متنوع وترجمة مميزة ووافية لجميع نصوص الكتاب المطلوبة.
بعد كل قطعة ستجد مجموعة أسئلة على نمط الوزارة الجديد ومقترحة مع الإجابات.
التركيز على أهم تمارين الكتاب المطلوبة في امتحان الوزارة مع الحلول.
مراجعة & امتحانات شاملة وقياسية مع الإجابات النموذجية.
عمل خاص على سؤال الكتابة. بالإضافة إلى مجموعة من مواضيع الإنشاء.
ملحق للمراجعة النهائية والأسئلة المقترحة يصدر ليلة الامتحان فقط.

بعض الإرشادات والنصائح العامة التي قد تفيدك في الامتحان:

• ابدأ بحل الأسئلة الموضوعية ذات الإجابات السريعة :

(القواعد .. الاشتقاقات ... الوظيفة اللغوية ... وهكذا)

• انتقل لحل القطعة و التفكير الناقد.

• أجب عن سؤال تصحيح الأخطاء و موضوع الإنشاء.

• لا تترك أي سؤال بدون إجابة.

• تأكد أنك وضعت رقم السؤال المناسب و الإجابة المناسبة في دفتر الإجابة.

أخي الطالب / أختي الطالبة:

تتقن تماما بأن دراستك للمادة بشكل كامل أهم من التوقعات .
لا تخصص وقت للدراسة - أفضل الأوقات عندما تشعر بأنك صافي الذهن وفي أتم النشاط والعطاء .

استعن بالله العظيم "فهو حسبك" ولا تنسَ ذكرَ الله.
اللهم إني استودعك علمي هذا فأحفظه لي عند حاجتي.
اللهم لا سهلَ إلا ما جعلته سهلاً وأنت تجعل الحزنَ إذا شئت سهلاً.



... الخطأ طريق الصواب (لا تخجل من الخطأ) !

كلمات المستوى الثاني

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

الاشتقاقات Derivations

مقاطع الاسم	ment	ance	ence	ity	y	tion	ssion	sion	ion
	ness	th	er or	mony	ist	ism	ancy	ant	some
	ency	ess	tude	ship	dom	gy	hood	edge	ee

مقاطع الصفة	lc	tive	ous	al	ing	Ed	ary	ial	able
	ible	less	ful	ical	ish	Ent	ory	ary	

مقاطع الفعل	fy	en	ize	ise	ate	ied	ieve		

مقاطع الظرف	ly	ally

Adv... Adj... N... V قاعدة عامة

لكل قاعدة شواذ :

لحل سؤال الاشتقاق:

احفظ جميع كلمات المستوى المطلوبة في الجدول مع الاملاء الصحيح.
معرفة المقاطع تفيدك لتمييز نوع الكلمة.

تدرب على كلمات المستوى من خلال النصوص
السؤال الوزاري حرفيا (2016)

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

اكمل الجمل التالية بالاشتقاق الصحيح للكلمة بين الأقواس

1. Our daily _____ of drinking water should not be less than 6 cups. (consume)
2. People are cutting down trees from the forest _____ there aren't many left. (consequent)
3. It is _____ to find different ways to produce energy. (necessitate)

* لحل سؤال الاشتقاق ننظر قبل الفراغ ----- و بعد الفراغ مع الترجمة!!!!!!
و الانتباه إلى المؤشرات (او قواعد الاشتقاق) التالية في الصفحات التالية:

قواعد اشتقاق الاسم: NOUN

*** ملحوظة مهم جدا**

: نضع في الفراغ اسم (Noun) بشرط أن لا يتبع الفراغ اسم إذا تبع الفراغ اسم يأخذ صفة .

1. after adjectives بعد الصفات
2. Either a subject or an object of a sentence. إما كفاعل أو كمفعول به
3. after all determiners بعد محددات الكمية والأعداد (a, an, the, one, two ..., first....4th, 9th, 77th , much, many, more, most, any, some, all, no, few, little, a lot of, either, neither)
4. after prepositions: بعد حروف الجر (on, of, with, in, at, to, for, from, under, beside, inside, outside, near, behind, before, into, onto, after, over, with, without, against, than, during, through, by...)
..... Of..... قبلها وبعدها أسماء
5. After possessive adjectives (my, your, our, their, his, her, its) (s')
بعد صفات الملكية
6. After (called, defined as)..... بعد
7. After demonstrative (this, that, these, those) بعد صفات الإشارة

قواعد اشتقاق الصفة: Adjective

1. Before nouns: قبل الأسماء
2. After some verbs: بعد بعض الأفعال التالية وبأي تصريف
إذا كانت تامة (Be: عائلة is are am was were be) *
3. After (So, too, very, quite, fairly, further, more,) بعد مكثرات الصفات التالية
(get / become / feel / smell / taste / find+ (object) / appear / sound/grow / look / seem)
4. After Adverbs: قبل الفراغ ظرف
/ more than بين / the most بعد
5. as as

قواعد اشتقاق الظرف: *Adverb*

*ملحوظة: غالباً ما يكون الظرف قبل الفعل و قبل الصفات .

شواذ: الصفات التالية ظروف دون زيادة الملحق [hard, fast, late, high, near, low] .

1. at the beginning of the sentences followed by a comma.

ومتبوع بفاصلة في بداية الجملة

2. between two verbs (فعل رئيسي + فعل مساعد)

3. At end of the sentence and directly after a verb.

في نهاية الجملة وقبله فعل

4. between the subject and the verb بين الفاعل --- والفعل

5. after imperative verbs بعد أفعال الأمر

قواعد اشتقاق الفعل: *Verb*

* ملحوظة: الفعل في أغلب الأحيان ما يكون على شكل (base form) فعل أساسي - مجرد

1. After "to": بعد to المصدرية

2. After Modals (المودلز) الشكلية (المودلز)

3. After verbs 'to do' don't, doesn't, didn't _!

بعد عائلة (Do) في حالة السؤال والنفي

4. After the verb 'to have' (it should be P.P) have بعد الفعل

5. After the verbs (let, make, help +o. +v1) بعد المفعول به للأفعال:

6. After relative pronouns (who, which, that ...) بعد ضمائر الوصل

7. Let, would rather, had better بعد

ملاحظة: عند استخدام أدوات العطف مثل: (and, or, as well as), فإننا نعطف كلمتين من نفس النوع.

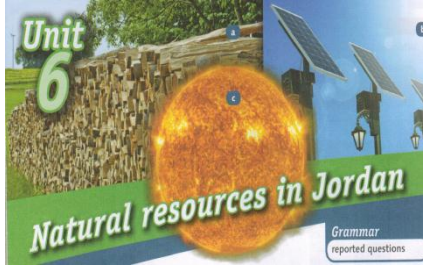
- The boys install and ----- their programs quickly.
(invent, invented, inventing)

الكلمات المطلوبة في سؤال الاشتقاق في الوزارة للمستوى 2

verb	noun	adjective	adverb	عربي
x	accountability	accountable	accountably	مسؤولية
x	consequence	consequent	consequently	نتيجة
maintain	maintenance	maintained	x	يحافظ / يصون
rely	reliance / reliability	reliant / reliable	x	يثق / يعتمد
comprehend	comprehension	comprehensible	x	فهم / استيعاب
pollute	Pollutant / pollution	polluted	x	تلوث
x	abundance	abundant	abundantly	وفرة / غزارة
conserve	conservation	conserved	x	محافظة على
consume	consumption	consumed	x	استهلاك
decompose	decomposition	decomposed	x	تفكك / تحلل
diversify	diversification	diverse	diversely	متنوع
invest	investment	invested	x	استثمار
necessitate	necessity	necessary	necessarily	ضروري / مهم
x	scarcity	scarce	scarcely	ندرة / نقص
endure	endurance	endurable	x	يتحمل
x	fiction	fictional	x	خيال / قصة
provide	provision	x	x	تزويد
x	commerce	commercial	commercially	تجارة
erupt	eruption	x	x	بركان ثوران
x	illiteracy	illiterate	x	الأمية
inscribe	inscription	inscribed	x	نقش
migrate	migration	x	x	هجرة

1. Our house is very large. Unfortunately, it is very expensive to _____ it. (maintenance)
2. I couldn't _____ what was happening because I was too young. (comprehension)
3. Don't throw plastic bags because they don't _____. (decomposition)
4. Many people _____ in buying and selling lands. (investment)
5. There many are ogranisations who _____ food, medicine and shelter for poor people. (provision)

1. maintain 2. comprehend 3. decompose 4. invest 5. provide



مصادر المياه في الأردن

Water resources in Jordan

Word/ Phrase	meaning
reliant on	need حاجة
consequently	نتيجة لذلك as a result
accountability	responsibility مسؤولية
combined effort	partnership مشاركة
deep understanding	in-depth comprehension فهم عميق
wellbeing	health صحة
countless other benefits	numerous different advantages فوائد هائلة ومختلفة
free from pollutants	uncontaminated خالي من الملوثات
constantly maintained	routinely monitored التحكم به بشكل روتيني
more regard for	greater concern for اهتمام اكبر بـ
too many, large number	countless لا يحصى
Finite	will run out ينفذ

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(1) to swim in, sail on and take pleasure in the **numerous** plants and animals that depend on **it(2)**.

الماء ضروري للحياة. **صحتنا**، والنظام الصحي، والزراعة والصناعة جميعها يعتمد على مورد الماء. إضافة لهذه الاستخدامات، فالماء له **فوائد لا تحصى** للمجتمع. نستخدمها للسباحة، وللإبحار وسد حاجة العدد الهائل من النباتات والحيوانات التي تعتمد عليها.

In addition, our health and environment **are reliant on** an effective wastewater infrastructure.

بالإضافة لذلك ، صحتنا وبيئتنا **تعتمدان** على الصرف الصحي الفعال للبنية التحتية .

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.

ندرة المياه في الأردن هو تحدي طويل الأمد لعلماء البيئة. مصادر المياه في الأردن بقيت ثابتة تماماً عبر السنوات، لكن الأردن أصبح دولة كثيفة

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

1. Jordanians must recognise that the available water supply **is finite**, and they **(3)** must take responsibility for this issue within **their (4)** own households.

نتيجة ذلك، أصدرت الحكومة الأردنية الإشعارات التالية من أجل البدء بإثارة الوعي لهذا الأمر.

1- يجب على الأردنيين أن يدركوا بأن مخزون الماء المتوفر هو محدود، ويجب أخذ المسؤولية لهذه القضية في الشؤون المنزلية.

2. **Accountability** must be assumed for water management in Jordan. This responsibility should be recognised by individual citizens, the public sector and the private sector alike. The situation necessitates the **combined effort** of the Jordanian people to improve conditions within their **(5)** own environs.

2- المسؤولية يجب أن يفرض وجودها في الإدارة المائية بالأردن. هذه المسؤولية يجب أن يدركها كل أفراد المجتمع، القطاع العام والخاص كحد سواء. الموقف يتطلب الجهود المشتركة للشعب الأردني لتحسين ظروفهم داخل محيطهم.

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 schools 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 (6) is **free from pollutants**.

3- الفهم العميق لكل من

الكميات المتوفرة، والتنوعية الحقيقية والحماية الطبيعية لمصادر الماء التي يجب الوصول إليها.

هذه المعرفة يجب أن يتم تداولها في المدارس وجميع أنحاء المجتمع المحلي.

4- يجب أن يستخدم الماء أكثر فاعلية، مع الاهتمام بالطاقة المحتاج لها لتسخين الماء في الاستخدام اليومي.

5- أنظمة البيئية الصحية والمائية هامة بدرجة عالية في حياة الأردنيين ويجب الحفاظ عليها.

6- إن جودة ومقاييس مياه الشرب ستكون مصانة باستمرار للتأكيد على أن الأردنيين لديهم مياه صالح للشرب وخالية من الملوثات.

Questions:

- 1- What does the underlined pronoun "**their**" refer to?..... على ماذا يعود الضمير الذي تحته خط
- 2- There are many benefits for water. Write two of them? هناك فوائد للمياه. أذكر اثنتين ؟
- 3- What does the underlined pronoun "**it**" refer to? على ماذا يعود الضمير
- 4- Write the sentence which shows that the water problem is for a long period of time? اكتب الجملة التي تبين أن مشكلة المياه هي من فترة طويلة؟
- 5- Replace the underlined phrase "are reliant on" with the suitable meaning? استبدل
- 6- Why must the Jordanians take the responsibility of keeping water within the households? لماذا يجب على الأردنيين أخذ المسؤولية بما يتعلق بالمياه في الشؤون المنزلية؟
- 1- According to point 3, what are the kinds of information needed to understand in depth to be at schools or the whole community?
- 2- Find a phrase in the last paragraph which means "**uncontaminated**"?

Book:

- 1- Out of all the uses of water mentioned in the first paragraph, which do you consider most important? Why?
- 2- What does "**this matter**" in paragraph three refer to?
- 3- Rephrase **point 1** of the government notice in your own words?
- 4- In **point 2** of the notice, what idea is being expressed here? Write one sentence?
- 5- An educational programme is proposed in **point 3**. What is its purpose? Explain in our own words?
- 6- In **point 4**, what does the word "**regard**" imply?
- 7- Why do you think **point 5** is considered an important issue to the government?
- 8- What does **point 6** say will be done to make sure that drinking water is safe?

Answers:

1. I think that sanitation because it helps us to be healthier and control disease.
- 2- Jordan's scarcity of water.
3. It is necessary for Jordanians to know that water supply is limited and they have to use it wisely.
4. All the people and the sectors should work together to solve the problem of water everywhere in Jordan.
- 5- to make school children more aware of problems and solutions of water shortages.
- 6- care
5. This could be concerning tourism or in terms of fish.
- 8- water will be checked.

Vocabulary:

1

- solar panels ألواح شمسية	- wind turbines محركات رياح	- nuclear power station محطة طاقة نووية	- wind farm حقول الرياح
- solar شمسي	- cell خلية	- biomass كتل حيوية	مولد generator
- blade ريشة مروحة	- plant material مادة نباتية	rubbish dump مكب نفايات	

2

Energy of sun: solar , panels, heat, cell , sunlight**Energy of wind:** wind farms , turbines , windy, generator**1- Match the suitable item to complete the following sentences:**

cells, turbines, solar, dump, panels, material

- 1- If you have a _____ calculator, it contains a solar cell.
- 2- Solar _____ that are used on houses have thousands of solar cells.
- 3- In windy places, wind energy can be used to make electricity, using wind _____.
- 4- All solar machines involve solar _____ which use sunlight to power these machines.
- 5- You should put the household wastes in the rubbish _____.

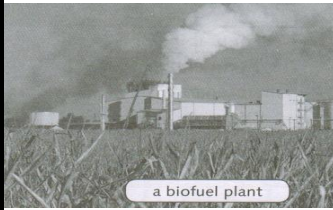
2- Match the suitable item to complete the following sentences:

plant , electricity, steam, fuel, generator

- 1- The turbines are found in 'wind farms' which have blades that are attached to a _____ at the centre.
- 2- Biomass is _____ material and animal waste that is used as fuel.
- 3- Biomass is mainly used as _____
- 4- When the generator runs, it produces _____
- 5- The biomass is burnt to heat water and make _____ which is in turn used to make electricity.

Natural resources in Jordan

مصادر طبيعية في الأردن



abundant وافر	available in large quantities
derived مشتق	obtained from
tidal مد وجزر	affected by tide
geothermal طاقة باطن الأرض	relating to or using the natural heat produced inside the earth

primary أساسي	main
biofuels وقود حيوي	fuel produced from renewable biological resource
hydro طاقة المياه	Energy of water
self-taught تعلم ذاتي	taught without help

(1) who	Jamal Sabah
(2) they	Seven types of renewable energy
(3) it	Solar energy
(4) its	Solar energy
(5) it (6) it (7) it (8) it (9) it	wood
(10) it	wood
(11) it	wood
(12) it	wood
(13) which	Solar Water Heating
(14) which	Photovoltaic
(15) it	country
(16) they	the USA
(17) it	energy source
(18) they	experts
(19) it	nuclear power
(20) it	nuclear power

Field of
experience

Quizmaster: Today on the show we have Jamal Sabah, who⁽¹⁾ is a self-taught expert on the history and future of Earth's resources. Jamal, you are going to answer as many questions as you can about Earth's resources.

Jamal: OK.

Quizmaster: Start the clock! What are the seven types of renewable energy?

Jamal: They⁽²⁾ are solar, wind, hydro, biomass, wave, tidal and geothermal.

Quizmaster: Correct! Why is solar energy called 'primary renewable energy'?

Jamal: it⁽³⁾ is the origin of many other sources of energy. It's⁽⁴⁾ also the most abundant **renewable** energy resource.

seven types
of renewable
energy

qualities
make solar
energy
renewable

الفاحص: اليوم في هذا البرنامج لدينا جمال صباح، وهو خبير – متعلم ذاتيا حول تاريخ ومستقبل مصادر الأرض . جمال، سوف تقوم بإجابة العديد من الأسئلة حول مصادر الأرض.
جمال: لا بأس

الفاحص: ابدأ! ما هي السبع أنواع للطاقة المتجددة؟
جمال: إنها الطاقة الشمسية، وطاقة الرياح ، والماء، الكتلة الحيوية، الأمواج، والمدية، حرارة جوف الأرض.

الفاحص: صحيح! لماذا سميت الطاقة الشمسية "بالطاقة المتجددة الأساسية"؟
جمال: إنها أصل الكثير من مصادر الطاقة الأخرى. أيضا الأكثر توفرا والأكثر تجددًا.

1- What is Jamal expert on?

بماذا جمال خبير؟

2- Solar energy is called primary renewable energy for two reasons. Write them?

الطاقة الشمسية تسمى بالطاقة المتجددة الأساسية لسببين. أذكرهما؟

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

على ماذا يعود الضمير.....

4- Find a word in the last paragraph which means "**available of large quantities**"?

جد الكلمة التي تعني.....

Reasons
make wood
not
renewable

Quizmaster: Is wood a renewable energy source?

Jamal : Er, it(5) is in Europe. However, if growing it(6), cutting it(7), drying it(8) and transporting it(9) uses more energy than it(10) actually provides when it's(11) burnt, we cannot say that it(12) is renewable.

Quizmaster: What is the difference between renewable and fossil fuels?

Jamal: Time. Fossil fuels were created longer ago, but both fuels are derived from living matter.

Quizmaster: What are the two main kinds of solar technology?

Jamal: Solar Water Heating, which(13) delivers hot water through pipes, and Solar PV, or Photovoltaic, which(14) delivers electricity through cables.

Quizmaster: Which country is the largest producer of nuclear power?

Jamal : I think that it's(15) the USA. I read somewhere that they(16) produce 30 per cent of all the nuclear- generated electricity in the world.

الفاحص: هل الخشب مصدر طاقة متجدد؟

جمال: هذا في أوروبا. ولكن عند زراعته

وقطعه وتجفيفه ونقله يتطلب

طاقة أكبر مما في الواقع يقدمه عند

حرقه، لذا لا يمكن اعتبارها طاقة متجددة.

الفاحص: ما هو الاختلاف بين الوقود المتجدد والوقود الاحفوري؟

جمال: الوقت. الوقود الاحفوري قد تكون

بفترة أطول بالماضي، لكن كلاهما

مشتق من مادة حية.

الفاحص: ما هما النوعين الرئيسيين

للتكنولوجيا الشمسية؟

جمال: مُسخّن المياه الشمسي، حيث ينقل

الماء الحار عبر الأنابيب، وكذلك ما

يسمى (PV) أو الخلايا الكهروضوئية،

والتي تنقل الكهرباء عبر الأسلاك.

الفاحص: أي الدول هي الأكثر إنتاجا

للطاقة النووية؟

جمال: أعتقد أنها أمريكا. قرأت بمكان

ما بأنها تنتج 30 بالمائة من إجمالي

types of
solar
technology

5- What is the difference between renewable and fossil fuels?

ما الاختلاف بين الوقود المتجدد والاحفوري؟

6- What does the underlined word "they" refer to? على ماذا يعود الضمير؟

7-What are the kinds of solar technology? ما هي أنواع التكنولوجيا الشمسية؟

Future
common
energy

Quizmaster: Finally, what energy source, according to experts, will be the most common in future?

Jamal: That's a difficult question. Erm, experts say it(17) will be nuclear power, but they(18) also say that we have to develop the way it(19) is produced because otherwise it(20) will be very dangerous.

Quizmaster: Well, thank you Jamal.

I can tell you that you got every single question right. Well done!

الفاحص: أخيراً، ما مصدر الطاقة، بالنسبة للخبراء، و الذي سيكون الأكثر شيوعاً بالمستقبل؟

جمال: إنه سؤال صعب. الخبراء يقولون هو الطاقة النووية، ولكن أيضاً يقولون أننا يجب أن نحسن الطريقة في إنتاجها وإلا ستكون خطيرة.

الفاحص: حسناً، شكراً لك جمال. استطيع القول أن كل سؤالاً كان صواباً. عمل جيد.

8- Which energy source will be the most common in future? ما هو مصدر الطاقة الشائع بالمستقبل؟

9- Write the sentence which shows that Jamal answered all the questions correctly?

اكتب الجملة التي تشير إلى أن جمال أجاب على جميع الأسئلة بشكل صحيح؟

- Jamal says that solar energy is the origin of many other sources of energy. Give examples of these sources.

All renewable energy sources, except tidal and geothermal, get their energy from the sun, for example, biomass, wind and hydropower.

AWF

(1) it	The African Wildlife Foundation
(2) its	The African Wildlife Foundation
(3) who	Hunters
(4) who	donors

What
AWF
conserves

The African Wildlife Foundation (AWF) is a non-profit **organisation** that works for the **conservation** of the communities, lands and **wildlife** of Africa. It⁽¹⁾ has many offices throughout Africa, and its⁽²⁾ projects aim at **ensuring** an ever-lasting future for the African people.

The organisation has been training hundreds of Africans in conservation and has been working closely with **law officials** to increase **penalties** on hunters, especially those who⁽³⁾ hunt **endangered** animals.

AWF earns millions of dollars through funding thanks to **donors** who⁽⁴⁾ **appreciate** the organisation's selfless mission and **contribution** to the preservation of Earth's natural **resources**.

المؤسسة الإفريقية للحياة البرية

(AWF)

هي منظمة غير ربحية تعمل من أجل الحفاظ على المجتمعات وعلى الأراضي والحياة البرية في إفريقيا. لديها الكثير من المكاتب في أنحاء إفريقيا، ومشاريعها تهدف إلى ضمان مستقبل دائم للشعب الإفريقي.

المنظمة تدرب مئات من الأفارقة على المحافظة وتعمل

بالقرب مع المحامين والقضاة لزيادة العقوبات على الصيادين، وخاصة الذين يصطادون الحيوانات المهددة بالانقراض.

تحصل مؤسسة (AWF) على ملايين الدولارات من خلال المتبرعين الذين يقرون مهمة المنظمة ذات غير الأناني ومساهمتها من أجل المحافظة على

Reason to
train people
with law
officials

Who
supports
AWF

1- What is the purpose of AWF's projects?

2- What does the underlined pronoun "who" refer to?

BOOK

1- How does AWF contribute to the preservation of Earth's natural resources?

2- In what way do you think you can help AWF in its missions?

Answers:

- 1- a- it works for the conservation of the communities, lands and wildlife of Africa.
b- It trains people in conservation and works to increase penalties on hunters.
2- Raising money at school - making posters

In January 2012 CE, oil in Jordan was **selling** at \$ 66 per **barrel**, and had in fact risen to \$72 per barrel by the beginning of February.

Between February and May, the price rose from \$72 to \$ 105 per barrel.

Between May and June, the price per barrel **remained** the same. Then in July, there was a **dramatic** drop in price by \$17 per barrel.

From July to August, the price **rose** slightly to \$90 per barrel. It rose again in September to reach \$99 per barrel in October.

From October to November, there was a slight **drop** in price by \$4 per barrel, **which** fell again by \$5 between November and December.

عام 2012 ، كانت الأردن **تبيع** برميل البترول بـ 66 دولار، وبعدها ارتفع إلى 72 دولار للبرميل بمطلع شهر شباط.

وبين شهر شباط و مايو ، ارتفع السعر من 72 دولار إلى 105 دولار للبرميل. وبين شهر مايو وحزيران، بقي السعر كما هو. وبعدها في تموز كان انخفاض مثير ومفاجئ في السعر فأصبح 17 دولار للبرميل.

من تموز ولغاية أغسطس، ارتفع بشكل طفيف ليصبح 90 دولار للبرميل. وبعدها ارتفع ثانية بسبتمبر ليصل إلى 99 دولار للبرميل في أكتوبر. من أكتوبر إلى نوفمبر، كان هناك نزول طفيف في السعر يصل إلى 4 دولار للبرميل حيث نزل ثانية 5 دولار بين نوفمبر وديسمبر.

1- When was the first increase in the price of oil?

متى حصل أول ارتفاع للأسعار؟

2- When did the price of oil remain without change?

متى بقيت الأسعار بدون تغيير؟

3- What does the underlined pronoun "which" refer to?

على ماذا يعود الضمير؟

أسئلة الكتاب

1- By how much per barrel did the price of oil rise between February and May?

2- What was the price of oil in Jordan in July?

3- What was the price of oil in October?

4- What was the price of oil in November?

5- What was the price of oil in December?

6- By how much did the price of oil rise between January 2012 CE and December 2012 CE?

Answers:

1- \$33 (105-72= 33)

2- \$88 (105-17= 88)

3- \$ 99 per barrel

4- \$ 95 (99-4=95)

5- \$ 90

6- \$24 (90-66=24)

Vocabulary

A: Choose

consequently, reliant, deep , accountability

1- Humans and animals are _____(1)on water to survive. _____(2), living in a country where water is scarce requires a deep understanding of the relationship between mankind and nature. We know that _____(3)understanding to something is wanted to have a good analysis. Whether we are part of a large business or a small family, we must build a community feeling of _____(4)for our water supply.

B: Choose:

consistently, combined, pollutants, regard

- 1- We have to use water with more _____to the world around us.
- 2- The government provides us with drinking water that is _____maintained.
- 3- We can do a _____effort to reduce our usage on a day-to day basis.
- 4- The water is free from _____so you can drink it.

C: Choose

tidal, abundant, derived , worldwide, biofuels , primary

- 1- _____are fuels that are derived from living matter, including plant material and animal waste.
- 2- There's a difference between _____biofuels, which are used for heating and electricity production, and secondary biofuels, which are used in vehicles and industry.
- 3- _____ production of biofuels from crops means using large pieces of land, and therefore keeping less land for food production.
- 4- People _____ need to be careful with biofuel production and be aware of its bad effects on Earth's resources.

Answers: 1- biofuels 2- primary 3- abundant 4- worldwide

Exercise: Complete using the words

- solar cells - paper - solar energy - generator petroleum - glass - wind turbines
- wind - coal - natural gas - fresh water - wild life

Natural resource	products

Answers:

Natural resources: - solar energy - fresh water - wild life - wind - coal - natural gas - petroleum

Products: - generator - glass - wind turbines - solar cells - paper

6 Choose the best word or phrase to complete these sentences.

1 Earth has *a finite /finished* supply of fossil fuels, so we need to find alternative energy resources.

2 Your *wellbeing/ wellgoing* is important, so you should look after yourself.

3 The electric circuits in the school are *consistently maintained / routine maintenanced*.

4 People must assume *responsible /accountability* for their actions.

5 People are taking too many fish from the oceans and *consequently / resulting* there **are not**-many **left**.

6 People are *needing / reliant* on fresh water.



Charles Dickens

Word	Meaning
journalist صحفي	a person who writes for newspapers or magazines
novelist روائي- كاتب روايات	someone who writes novels
clerk كاتب	someone who keeps records or accounts in an office

- الضمائر he, who, his, him تعود على 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.

تشارلز ديكينز ولد في السابع من فبراير، 1812 في بورتسموث، على الشاطئ الجنوبي بإنجلترا.

لقد كان ولد هادئ، حيث أحب القراءة. وعندما تكلم عن طفولته، قال بأنه تذكر الاستماع للأطفال وهم يلعبون بالخارج أثناء وجوده في المنزل. فضل القراءة على اللعب مع الأطفال الآخرين.

في عمر 12 سنة، تغيرت حياة عائلته فجأة. تعرض أبوه لمشاكل مالية، لذا لم يعد تشارلز يحضر للمدرسة بانتظام، وكان عليه العمل في مصنع. لقد كان الشعور بالوحدة له أثر هام على كتابته وخاصة في كتبه الآمال العظيمة و ديفد كوبرفيلد.

What Dickens prefers

Results of financial problems

1- When was Dickens born? متى ولد ديكنز

2-What did Charles love mostly when he was a child? ماذا أحب تشارلز عندما كان طفلاً ؟

3- What did the feeling of loneliness lead him to do? ماذا أدى الشعور بالوحدة بالنسبة له؟

4- What were the results of financial problems on Charles Dickens? ما هي نتائج المشاكل المالية؟

Job
after
school

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.

Series
name

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.

Novels
names

Throughout his life, Dickens enjoyed traveling. He traveled 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.

عندما بلغ الرابعة عشر، توقف تشارلز من الذهاب للمدرسة تماماً وبدأ العمل ككاتب في مكتب محامي في لندن. لم يحب العمل هناك.

لحسن الحظ، الأشياء تغيرت ثانية. أراد دوما أن يكون كاتباً، وقد أصبح صحفي محترماً. بدأ بكتابة قطع أدبية صغيرة للنشر. عام 1836، ظهرت سلسلة شهرية من القطع الأدبية سماها "مذكرات بكويك" وقد أصبحت شائعة. ديكنز أصبح مؤلف مشهوراً من ذلك الوقت.

طوال حياته، استمتع ديكنز بالسفر. سافر للعديد من الدول، وكتب الروايات وتناول الحديث عن قسوة العبودية. رواياته مثل أوليفر تويست ودامبي والابن ألفت الضوء على المعاملة الناس القاسية، وخاصة على الأطفال وعمل الطفل في القرن التاسع عشر. توفي في الثامن من أيار 1870 في عمر 58.

1-What did Charles work when he was fourteen? ماذا عمل تشارلز عندما كان عمره أربعة عشر؟

1- What were Charles first series called? ماذا سميت أول سلسلة لتشارلز؟

2- How did Charles become famous? كيف أصبح تشارلز مشهوراً؟

4- Mention two novels for Dickens اذكر اسمين من أسماء روايات ديكنز ؟

5- Charles used to do two things during travelling. Mention them? أذكرهما؟

6-What was the subject of his novels in 19th century? ما هو موضوع رواياته في القرن التاسع عشر؟

7- What does the underlined "there" refer to?.....على ماذا يعود الضمير

- 1 Why did Charles Dickens have to stop going to school?
- 2 How did Dickens' experiences of work influence his writing?
- 3 What was his first successful published work?
- 4 What issues did many of his novels highlight?
- 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?

1 He had to stop going to school because he had to work.

2 He felt lonely at work and this influenced his writing.

3 The Pickwick Papers was his first successful work.

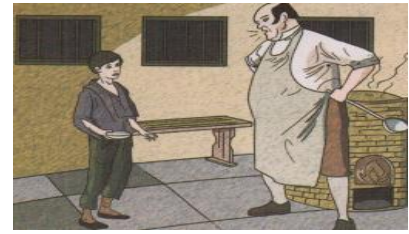
4 Many of his novels highlighted the issues of cruelty to children and child labour.

5 **Suggested answer:** I think children should not be used as labour because they need to be nourished and looked after until they are strong enough to do the tough manual jobs that they are expected to do as children. Additionally, they have a right to be children, and play and learn.

6 **Suggested answer:**

I think a novel about these social problems might make people more aware of them, but I think it might take a very long time for people to start to take action, because it is not urgent enough. Also, people might just think it is fiction, so there is no point in getting worried about the situation.

Oliver Twist



اوليفر تويست

(1) who	Oliver Twist	(15) who	Fagin
(2) there	Victorian workhouse	(16) it	Oliver Twist Story
(3) he	Oliver Twist	(17) his	Dickens
(4) where	London	(18) they	Characters
(5) he	Oliver Twist	(19) who	Mr Brownlow
(6) who	Fagin	(20) him	Oliver
(7) they	Artful Dodger and Fagin	(21) it	Mr Brownlow
(8) him	Oliver	(22) who	Mr Brownlow
(9) who	Good friends	(23) he	Oliver
(10) him	Oliver Twist	(24) him	Oliver
(11) they	Good friends	(25) it	book
(12) it	Oliver Twist Novel	(26) it	novel
(13) his	Oliver's	(27) it	the Novel
(14) he	Oliver	(28) it	the Novel

ملخص كتاب اوليفر تويست Blurb of Oliver Twist

characters

Oliver Twist is an orphan who(1) lives in a Victorian workhouse. Life is cruel there(2), and Oliver suffers a lot. At the age of eleven, he(3) escapes to London, where(4) he(5) meets a boy called Artful Dodger and a man called Fagin, who(6) is the leader of a group of thieves. They(7) are kind to Oliver, but try to teach him(8) to steal. Luckily, Oliver also finds good friends, like Mr Brownlow and Rose Maylie, who(9) want to look after him(10)- but can they(11) protect him from the difficult life of a poor, homeless boy in 19th century London?

أوليفر تويست هو يتيم يعيش في بيت إنجليزي. الحياة كانت قاسية هناك، واوليفر يعاني كثيرا. وفي عمر الحادية عشر، هرب إلى لندن، حيث قابل ولدا اسمه آرثر دودجر ورجلا يدعى فاجن، وهو قائد مجموعة من اللصوص. كانوا لطفاء مع اوليفر، ولكنهم حاولوا تعليمه كيف يسرق. لحسن الحظ، اوليفر وجد أصدقاء جيدين، مثل السيد برونلو وروز مايلي الذين أرادوا العناية به. ولكن هل كان باستطاعتهم حمايته من الحياة الصعبة كطفل فقير بلا مأوى في القرن التاسع عشر في لندن؟

1- What does the underlined pronoun "**who**" refer to? على ماذا يعود الضمير الذي تحته خط؟

2- Name two of Oliver's good friends?

اذكر اسمين لأصدقائه؟

3- What does the underlined "**him**" refer to?

Qualities
of
London in
19th
century

Oliver Twist is one of Charles Dickens' most famous novels and it(11) tells the tale of a young orphan named Oliver. Oliver **endures** difficult times in 19th century London, a city full of poverty and crime.

The story, like many of Dickens' other novels, paints a vivid picture of life for the working class, especially children, during the industrialization of England.

Born in a workhouse, Oliver is treated cruelly, and like all children in a similar position, has to work hard at a young age.

اوليفر تويست هي أكثر الروايات شهرة لتشارلز ديكنز حيث تتحدث عن حكاية شاب يتيم اسمه أوليفر. يتحمل أوليفر أوقات صعبة في القرن التاسع عشر بلندن، وهي مدينة امتلأت بالفقر والجرائم.

هذه القصة، كالعديد من روايات ديكنز، تصور الحياة الناشطة للطبقة العاملة وخاصة الأطفال، أثناء الثورة الصناعية بانجلترا.

ولد أوليفر في ملجأ، وقد كان يُعامل بقسوة، ومثل باقي الأطفال في نفس الظروف، كان عليه أن يعمل بجد في صغره.

1- Find a word in paragraph one which means "to **be in a difficult or painful situation without complaining**?" جد الكلمة التي تعني "....." ؟

2- How would you describe the children in 19th century in London? كيف تصف أطفال القرن 19 بلندن؟

Reasons
make
others
utilize
Oliver

Because of his(13) kind and timid nature, he is often taken advantage of. One of the novel's most famous lines, "Please Sir, I want some more," is said when Oliver is persuaded by the other boys in the workhouse to ask for another bowl of soup at dinner time. This is unheard of in the workhouse and Oliver is punished for saying it. The incident is the first of many new obstacles he(14) has to face.

As the story progresses, we come across characters like Fagin- a sly old man who(15) "takes care of " a group of thieving children – the villain, Bill Sikes, and kind Rose and Nancy.

reason of
getting
confusing

Oliver Twist is a story with many different characters, so it(16) can sometimes get confusing because you have to keep track of so many people. However , Dickens is very skilled at using powerful descriptions of his(17) characters to evoke strong feelings in the reader, feelings of sympathy as well as outrage. Because the characters are so well described, they(18) leave a very memorable image in your mind and this helps to remember who is who.

reason to
remember
events

وبسبب طبيعته الرقيقة والجبانة، كان يُستغل من الآخرين. إحدى سطور الرواية المشهورة، " أرجوك يا سيدي أريد المزيد"، قالها أوليفر عندما اقنعه الأولاد في الملجأ لطلب طبق من الحساء وقت الغداء. هذا غير مسموع في الملجأ وأوليفر تمت معاقبته لقوله هذا. هذه الحادثة الأولى من العقبات التي كان عليه مواجهتها.

كلما تقدمت أحداث القصة، نتفاجئ بشخصيات مثل فاجن- رجل مكر يهتم بمجموعة من الأطفال اللصوص- ومنهم الشرير بل سايس، والرقيقة روز ونانسي.

أوليفر توست هي قصة متعددة الشخصيات، لذا أحيانا تشوش الفهم لأن عليك أن تتسلسل بالأفكار للعديد من الناس، ولكن، ديكنز ماهر جدا باستخدام الأوصاف القوية لشخصياته من أجل أن يثير مشاعر قوية في القارئ، مشاعر العاطفة وكذلك مشاعر الغضب. ولأن الشخصيات تم وصفها بطريقة محكمة، فإنها تترك صورة ذهنية يمكن تذكرها وهذا يساعد على تذكر من هو الذي يقوم بالحدث.

1- Why did other people take advantage of Oliver?

لماذا استغل الناس أوليفر؟

2- Why did Oliver Twist story confuse? لماذا يمكن للقصة أن تشوش الفهم لدى القارئ؟

3- Why did the novel leave a memorable image for the reader? لماذا تترك الرواية صورة لا يمكن نسيانها؟

3- What does the underlined "his" refer to? على ماذا يعود الضمير ؟

4- What does the underlined "they" refer to? على ماذا يعود الضمير ؟

features of Brownlow

My favorite character is Mr Brownlow, a kind and **generous** man, who(19) tries to protect Oliver from the life of poverty and crime that seems inevitable for him(20). After Oliver is wrongly accused of a robbery, it(21) is Mr Brownlow who(22) believes he(23) is telling the truth, and saves him(24).

شخصيتي المفضلة هي السيد برونلو، رجل لطيف وكريم، ويحاول أن يحمي أوليفر من حياة الفقر والجرائم والتي تبدوا مؤكدة. بعد أن قاموا باتهام أوليفر بالسرقة، إنه السيد برونلو الذي صدق بأنه يقول الحقيقة وأنقذه.

Stages of the book

My only complaint was the pace of the book; at the beginning it(25) progresses quite slowly and then suddenly seems to speed up, leading to confusion at the end. However, non of these things alter my opinion that it(26) is a very fine novel, and it(27) is not difficult to see why it(28) has such a special place in English literature.

احتجاجي الوحيد هو سرعة تتالي الأحداث، بالبداية كانت تتقدم ببطء وفجأة بدأت تتقدم بسرعة، مما أدى إلى عدم التنظيم في النهاية. ولكن، لا شيء من هذه الأمور قد تغير من رأيي بأنها رواية جميلة، وليس من الصعب ملاحظة سبب وصولها إلى مكان خاص في الأدب الإنجليزي.

1- Find a word in paragraph one which means " **certain to happen and impossible to avoid**"?

2- Mr. Brownlow was kind with Oliver. Support this idea? ادمم الفكرة؟ السيد براونلو كان لطيفا مع اوليفر.

3- What does the underline word "**it**" refer to? على ماذا يعود الضمير

4- Write down two qualities for Mr Brownlow? اذكر ميزتين للسيد براونلو؟

أسئلة الكتاب

- 1 Where and when does the story take place?
- 2 Who is the main character?
- 3 Why is an early incident in the workhouse so important in the novel?
- 4 What does the reviewer of the book think of Dickens' writing style?
- 5 How does Dickens help the reader to remember all the different characters?
- 6 How does the reviewer feel about Mr Brownlow?
- 7 What negative opinion does the reviewer give about the novel?

Answers:

- 1 The story takes place in London during the 19th century.
- 2 The main character is Oliver Twist.
- 3 Oliver is persuaded by the older boys to ask for some more food, and because he does this he is punished for it. This event is the cause of many of the following events in the novel.
- 4 The reviewer thinks that Dickens is a skilled writer because he describes his characters powerfully, and when you are reading you react with strong emotions to the events that happen to the characters.
- 5 Dickens describes the characters very well, and this helps the reader to keep a vivid picture of each character in their mind.
- 6 The reviewer likes Mr Brownlow best out of all the characters because he is a kind and generous man who rescues Oliver.
- 7 The reviewer says that the pace is uneven, which makes it confusing to read at the end.

Salah's book Review

theme

The *Wanderer* is one of Gibran Khalil Gibran's masterpieces. I read a lot of books by Gibran and this one(1) is my favourite. It(2) is a collection of 52 short stories which(3) all revolve around the theme of people being unable to communicate well with one another and manage their(4) different emotions. The book contains many moral lessons and pieces of wisdom, which(5) are delivered to the reader through very simple stories.

التائه هي إحدى الإبداعات الفنية لدى جبران خليل جبران. قرأت الكثير من كتب جبران ولكن هذا الكتاب إحدى مفضلاتي. وهو مجموعة من 52 قصة قصيرة والتي تدور حول مغزى أن الناس غير قادرين على التواصل جيدا مع بعضهم بعضا ويتدبرون مشاعرهم المختلفة. الكتاب يحتوي على الكثير من الدروس الأخلاقية والحكم الموجهة للقارئ من خلال قصص بسيطة جدا.

Effects of the book

Reading this book was a very relaxing experience. I found myself in this book and felt that it(6) related so much to my daily life. It(7) made me rethink a few things in my life and see them(8) from a different , deeper perspective. It is a good book for one to keep and leaf through every now and then.

قراءة هذا الكتاب هو تجربة مريحة. وجدت نفسي في هذا الكتاب، وشعرت أنه مرتبط كثيرا بحياتي اليومية. جعلني أعيد التفكير ببعض الأشياء في حياتي وأراهم من وجهة نظر مختلفة وعميقة. إنه كتاب جيد لكل شخص يود الحفاظ به وتصفحه بكل لحظة الآن وبعد لك.

1- How many short stories does Gibran's collection include? كم قصة قصيرة تحتوي سلسلة جبران؟

2-What is the theme of the book? ما هو مغزى الكتاب؟

3- Write the sentence which shows that the writer asks to keep the wanderer book?

اكتب الجملة التي تشير بأن الكاتب يطلب المحافظة على كتاب "التائه"؟

(1) one	book
(2) it	book
(3) which	52 short stories
(4) their	people
(5) which	moral lessons and pieces of wisdom
(6) it	this book
(7) it	this book
(8) them	things

Summary

Pronoun	refers to	- جميع ضمائر (he, his) تعود على (Pip)، باستثناء المرقمات أدناه.
(1) his	a boy	
(2) his	a boy	
(3) both	a man and a young girl	
(4) who	a man and a young girl	
(5) who	the prisoner	

This is the story of the life of a boy in Victorian England, from his(1) childhood until his(2) adulthood. The story takes place in English countryside and London. As a young boy, **Pip** meets a man and a young girl, both(3) of who(4) continue to affect his life in different ways. When he grows up, he is given a lot of money, and he goes to London to study, although he does not know where the money has come from. There, he becomes a gentleman and learns more about the world. Eventually, he finds out that the prisoner who(5) he met as a child is paying for his lifestyle, and he also realizes that his family are important, and he decides that he wants to live a simple life, after all.

Who supported Pip

هذه القصة حول حياة ولد في إنجلترا، من طفولته وحتى ريعان شبابه. حدثت القصة في إحدى أرياف إنجلترا ولندن. كطفل صغير، بب يقابل رجل وقتاه، كلاهما يستمر بالتأثير على حياة بب بطرق مختلفة. عندما يكبر، يُعطى الكثير من المال، ويذهب إلى لندن للدراسة، على الرغم أنه لا يعرف من أين تأتي النقود. وهناك، يصبح رجلاً نبيلًا ويتعلم الكثير حول العالم. وأخيراً، يستنتج أن السجين الذي قابله وهو طفلاً هو الذي يدفع له لكسب العيش، ويدرك أيضاً أن العائلة مهمة، ويقرر أن يعيش حياة بسيطة بعد كل هذا.

1- Where did the story take place?

أين حدثت القصة؟

2- Why did Pip go to London?

لماذا ذهب ببب إلى لندن؟

3- What does the underlined word "**who**" refer to?

Summary

(1) it	book	ضمائر (he, him, himself) تعود على Pip
(2) who	Magwitch	
(3) where	London	
(4) who	people	
(5) who	people	
(6) it	novel	
(7) it	novel	



Qualities of the novel

This is my favourite of all Charles Dickens' novels. It is a realistic story that includes comedy and tragedy, reality and fantasy.

Values of life

The book is set in rural England and high society in London. It(1) begins with Pip meeting and helping a man, Magwitch, who(2) will later give him the money he needs to become a gentleman. It follows Pip to London, where(3) he becomes embarrassed by his poor relations and starts spending a lot of money. In the end, he is reminded of the true value of life through experiences such as grief, love and family support. The novel ends happily.

Qualities of pip

The story is told by the main character, Pip. On the one hand, Pip presents himself as an immature character, having a deep desire to improve himself and become a gentleman. This desire leads him to behave badly with people who(4) love him. On the other hand, Pip shows that he is a generous and fascinating character through many acts of kindness that he performs towards the people who(5) love him.

هذه الرواية هي ما أفضلها عن جميع روايات تشارلز ديكنز. إنها قصة واقعية حيث تتضمن الكوميديا والتراجيديا، والحقيقة والخيال.

انطلق هذا الكتاب في ريف إنجلترا والمجتمع الراقي في لندن. بدأ بمقابلة بيب وساعدة رجل يدعى ماجوتش، والذي سيعطيه النقود التي يحتاجها ليصبح رجلا نبيلًا. يلاحق بيب إلى لندن، حيث يشعر بالحرج بسبب علاقاته الضيقة ويبدأ بصرف النقود الكثيرة. وفي النهاية، يتم تذكيره بالقيم الحقيقية للحياة من خلال تجاربه بالحزن والحب ودعم العائلة. تنتهي الرواية بالسعادة.

القصة تُروى بواسطة أهم شخصية، وهي بيب. من ناحية، يمثل نفسه كشخصية غير ناضجة، لديه الرغبة بتطوير نفسه ليصبح نبيلًا. هذه الرغبة تقوده إلى معاملة الناس الذين يحبونه بشكل سيء. ومن ناحية أخرى، يظهر بيب بأنه شخصية جذابة من خلال تصرفات عدة من اللطف والتي مارسها مع الناس الذين يحبهم.

1- How did the writer describe Charles' novel in paragraph one?

كيف وصف الكاتب رواية تشارلز في الفقرة الأولى؟

2-What does the underlined "who" refer to?

على ماذا يعود الضمير؟

3- What were the reasons which led Pip to be bad with others?

ما هي الأسباب التي أدت الى المعاملة السيئة لبب مع الآخرين؟

4- What does the underlined phrase "**This desire**" refer to?

- ماذا يعني المصطلح.....

5- What does the underlined "**him**" refer to? ؟ على ماذا يعود الضمير ؟

I would recommend this novel to anyone who likes mysteries and novels set in the past. It(6) is a very sympathetic look at one person's process of growing up. It(7) also makes the important point that money cannot always buy happiness or make someone gentleman.

أود أن أوصي بهذه الرواية إلى أي شخص يحب الغموض وروايات الماضي. إنها نظرة عاطفية جدا على عملية نمو شخص ما. كذلك تتناول الفكرة الهامة بأن النقود هي ليست دائما تشتري السعادة أو تصنع رجلا نبيلًا.

1- What is the theme of the story which appeared in the last paragraph?

ما هو مغزى القصة الذي ظهر في الفقرة الأخيرة؟

2- What are the properties of the person who should read this novel according to the writer?

ما هي ميزات الشخص الذي يجب أن يقرأ هذه الرواية بالنسبة للكاتب؟

Grammar

Verbs followed by gerunds or infinitives

1- Verbs + ing

- avoid يتجنب , consider يفكر , dislike لا يحب , don't like لا يحب , enjoy يستمتع
- finish ينهي , practise يمارس , suggest يقترح , spend يمضي , love يحب ,

Correct the verbs:

- 1- Some parents avoid _____ (deal) with their children violently.
- 2- Ibrahim spent much time _____ (surf) the net every day.
- 3- He suggested _____ (stay) in the house rather than going sightseeing.

2- Verbs + to + مجرد

- agree يوافق , ask يسأل , attempt يحاول , choose يختار , plan يخطط
- decide يقرر , expect يتوقع , forget ينسى , hope يأمل , manage يسيطر
- offer يعرض , promise يوعد , seem يبدو , want يريد , be able to يقدر
- afford يتحمل

Correct the verbs:

- 1- I agree _____ (attend) some courses to improve my English language.
- 2- What did you attempt _____ (do) when you left school?

3- Verbs + to + مجرد Or verbs + ing

افعال تتبع بـ (to) أو بـ (ing) – دون فرق بالمعنى

- begin يبدأ , continue يستمر , hate يكره , intend ينوي , like يحب , prefer يفضل
- Start يبدأ , love يحب

- 1- George began _____ (prepare) for his exams.
- 2- Fahid hates _____ (contribute) in long competitions.

Prefer

Prefer to do.....prefer doing	Would prefer to
Prefer + to / ing	Would prefer to
A permanent fact	A preference for the immediate future, conditional

1- Read the following two sentences:

a- I prefer to fictional novels.

b- I would prefer to read autobiography today.

Which sentence shows a **preference for the immediate future conditional**.

2- Read the following two sentences:

a- I would prefer to talk to people.

b- I prefer talking to people on social occasions.

Which sentence shows a **permanent fact**.

3- Read the following two sentences:

a- My friend would prefer to go on a trip this week.

b- My friend prefers to go on trips.

What is the **difference** between the two sentences?

4- Verbs + to + مجرد Or verbs + ing

أفعال تتبع بـ (to) أو بـ (ing) - مع فرق بالمعنى

ينسى forget , يحاول try , يتذكر remember , يتوقف stop -

- stop

a- I stopped to buy a newspaper. (= **interrupt and activity in order to do something else**)

b- I stopped buying a newspaper. (= **you are doing something and interrupt this activity**)

- **remember**

- a- I remember playing in the park when I was young. (remember that you did something earlier).
- b- You must remember to return that book to the library. (you remember that you have to do something later).

Examples:

- 1- I remember _____(**be**) here before but I don't know when it was.
- 2- I remembered _____(**turn**) off the TV but I forgot to water the plants.

- **try**

- a- You should **try reading** a work of fiction because you might find it interesting.
(try + ___ing = experiment)
- b- I tried **to finish** the book during my holiday but it was too long.
(try + to + مجرد = attempt, make effort)

Examples:

- 1- Liza tried _____(**pass**) the exam, but she failed.
- 2- This t-shirt is with long sleeves. Please, try _____(**wear**) it.

Test yourself**A: Correct the verb:**

- 1- Fatima dislikes _____(be) with children very much.
- 2- Rakan enjoyed _____(learn) Arabic at school.
- 3- I suggested _____(wait) for a bus but they wanted to walk.
- 4- He is hoping _____(study) medicine.
- 5- Try _____(be) quiet, please.
- 6- The car has run out of fuel. We should stop _____(fill) it with fuel.
- 7- I tried _____(change) the filter but it didn't work.

B: Correct the verb:

- 1- I'm considering _____(download) e-books from the internet.
- 2- We wanted _____(play) tennis, but it was rainy.
- 3- When I was younger, I loved _____(ride) my bike.
- 4- You must remember _____(return) that book to the library.
- 5- He had a heart attack. He should stop _____(smoke) soon.
- 6- The lift sopped between floors so I tried _____(press) the red button to call for help.

C: Correct the verb:

- 1- I'll be able _____(take) more books with me to study.
- 2- I stopped _____(run) because I was out of breath.
- 3- Stop _____(cry) and tell me what's the matter.
- 4- I tried _____(run) faster but I was too tired.
- 5- If you can't reach me by email, try _____(call) me.
- 6- I must remember _____(phone) my parents.

D: Write the difference:

A- Tom tried to arrive to school early but he made accident.

B- Tom tried adding salt to the salad but it tasted bad.



The language of Braille

(1) which	Letters and symbols
(2) he	Officer
(3) he	Officer
(4) who	Louis Braille
(5) which	The system of raised dots
(6) that	Six tactile dots
(7) it	Braille
(8) it	Braille
(9) that	Digital talking books

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, using letters and symbols **which**(1) represented sounds. These sounds in turn made up words.

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.

الاتصال، هو مشاركة المعلومات، والأفكار والمعتقدات، حيث يكون بأشكال متعددة. قبل تطور الكتابة، كان الناس يتواصلون عن طريق إشارات الدخان، ورسومات الكهوف وصوت الطبول. أول أنظمة للكتابة كان باستخدام الصور لنقل المعنى. وتدرجياً، مع تطورت اللغة، نشأت الحروف الأبجدية، مستخدمة الحروف والرموز التي تمثل أصوات. هذه الأصوات بدورها شكلت الكلمات.

اختراع آلة الطباعة في القرن الخامس عشر قاد إلى أول أشكال وسائل الإعلام: الصحف والمجلات. قبل ذلك الحين، لم يكن بالإمكان الوصول إلى آلاف القراء بنفس الوقت. على كل حال، فقط الناس المبصرة التي استطاعت الدخول إلى وسائل الإعلام.

1- How did people communicate before the invention of writing in the past?

كيف كان الناس يتواصلون قبل اختراع الطباعة؟

2- What did the first systems of writing use?

ماذا استخدمت أول الأنظمة بالكتابة؟

3- What does the underlined word "**which**" in paragraph one refer to?

على ماذا يعود الضمير "which"؟

4- The writer mentioned two types of media. Write them?

Reason
for
officer's
visit

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(2) wanted to demonstrate the students a system of dots he (3) had invented. These dots allowed soldiers to communication without speaking. This method of communication caught the attention of Louis Braille, a young man who(4) was studying at the Institute.

After many years of work, Louis Braille had improved and completed the system of raised dots, which(5) became known as Braille. The characters consist of six tactile dots that(6) can form 64 combinations, spelling out letters , numbers and symbols.

هذا كله تغير عام 1821م. حصل عند زيارة ضابط بالجيش بفرنسا المعهد الملكي للمكفوفين بباريس. أراد أن يُبين للطلبة نظام النقاط التي اخترعها . هذه النقاط سمحت للجنود أن يتواصلوا دون كلام. هذا أسلوب من التواصل جذب انتباه لويس بريل، وهو شاب كان يدرس بالمعهد. بعد العديد من سنوات العمل، لويس بريل حسن وأكمل نظام النقاط البارزة، حيث أصبحت مشهور باسم بريل. الرموز تتكون من ستة نقاط ملموسة حيث يمكنها أن تشكل 64 مجموعه، تهجئة حروف ، وأرقام ورموز.

1- What is the importance of the officer's new method of communication?

2- What do Braille system characters consist of?

3- Why did the officer visit the Royal Institute of the Blind in Paris?

4- What does the underlined "He" refer to? _____

By 1868 CE, 16 years after Louis Braille's death , blind people all over the world were using Braille every day.

It has(7) also been adapted to scripts in different languages. It(8) 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 (9)simultaneously generate output in Braille are also available.

بحلول عام 1868 م، بعد 16 سنة من وفاة لويس بريل، المكفوفين في جميع أنحاء العالم كانوا يستخدمون نظام بريل كل يوم. أيضا تم تهيئتها إلى نصوص بلغات مختلفة. مكنت المكفوفين أن يقرأوا الكتب، والخرائط والملصقات وحتى الضغط على أزرار المصعد. مجموعة واسعة من الصحف اليومية الوطنية متوفرة بلغة بريل أيضا.

الآن برنامج قراءة الشاشة يعني أن النص على شاشة الحاسوب يمكن سماعها بصوت مرتفع. الكتب الناطقة الرقمية التي تنتج بتوافق مخرجات أيضا متوفرة بلغة بريل

1-What can the blind read through Braille system?

2- When did Louis Braille die?

3- Find a word in the last paragraph which means "**happening exactly in the same time**"

أسئلة الكتاب

1 What do the underlined words refer to?

2 How did mass media contribute to the invention of Braille?

3 Why do you think soldiers had to communicate without speaking?

4 What makes Braille an official system of communication?

5 How does technology nowadays help blind people communicate?

6 Do you think Braille is a practical way for the blind to communicate? Justify your answer.

7 In your opinion, could there be another way for the blind people to “**read**” in the future? Explain.

8 Do you think blind people should be able to go to the same schools as people who can see? Why / Why not?

Answers

1 *He* (line 20): the officer; *who* (line 25): a young man/Louis Braille; *It* (line 34): Braille

2 Mass media contributed to the invention of Braille by provoking the invention of a written raised dot system in order to enable the blind to 'read' newspapers and magazines.

3 Students' own answers

4 It is used all over the world.

5 Text on a screen can be heard aloud, and talking books that also have the words in Braille are also available.

6 Suggested answer: I think Braille is practical for blind people because it uses a sense that they have. It could be very slow though, as 'reading' with your fingers might take longer.

7 Suggested answer: I think that, because technology is developing so fast, there will be many more efficient ways for blind people to communicate in the future.

8 Suggested answer: In my opinion, blind people should have the choice to go to the same schools as people who can see. If they want to go, and if they can cope with very little help, they should be given the right so that they can feel like they are leading a normal life.

Mohammad Balw

- جميع ضمائر (he, his, him) تعود على (Mohammad Balw)

(1) where	Saudi Arabian Airlines
(2) which	'Meals for the blind' project
(3) which	projects

Mohammad Balw was working as flight attendant when his vision started to get worse. He had to take early retirement from his jobs as a flight attendant at Saudi Arabian Airlines where (1) he had worked for 13 years. During this time, he established the 'meals for the Blind' project, which (2) became famous in 1992 CE.

Mohammad was worried about the lack of provision for people with low vision and other sight disabilities, so he decided to start a centre for vision rehabilitation in Jeddah, Saudi Arabia. The center's services were set up in 2002 CE after Mohammad had received funding from different organisations.

محمد بيلو كان يعمل مضيف طيران عندما بدأ بصره يتضاءل. اضطر أن يتقاعد مبكراً من وظيفته الخطوط الجوية السعودية كمضيف حيث عمل لمدة 13 سنة. وخلال هذا الوقت، أسس مشروع "وجبات للمكفوفين" حيث أصبح مشهوراً عام 1992 م. كان محمد قلق حول نقص الدعم للناس ذوي البصر الضعيف والإعاقات البصرية لذلك قرر أن يبدأ مركز تأهيل للبصريين في جدة بالسعودية. خدمات المركز أنشأت عام 2002 م بعد أن تلقى محمد دعم من منظمات مختلفة.

1- What was Mohammad's job?

2- How long did Mohammad work in Saudi Arabia Airlines?

1- What was Mommad worry about?

2- Who funded Mohammad for the centre's services?

<p>While Mohammad was setting up his centre, Ebsar, lighthouse International trained six professionals to be ready to rehabilitate people with low vision. After Ebsar had been formally recognised, Mohammad began to set up other projects, one of <u>which</u>(3) was the distribution of the Holy Qur'an, in Braille format, throughout the Arab World.</p>	<p>بينما كان محمد يؤسس مركزه، "إبصار"، قامت جمعية المنارة الدولية بتدريب 6 محترفين لتأهيل الناس ذوي الرؤيا الضعيفة. بعد أن تأسست إبصار رسمياً، بدأ محمد بإنشاء مشاريع أخرى، أحداها توزيع القرآن الكريم بلغة بريل في أنحاء الوطن العربي.</p>
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1- Why did lighthouse International train professionals?

2- What does the underlined word "which" refer to?

Fifty things to do before you are twelve

(1) that	a list of activities
(2) they	children
(3) that	the amount of time
(4) their	volunteers
(5) which	a different type of childhood
(6) they	many adults
(7) she	the author



Think back to our childhood: playing house, cooking on a campfire and flying a kite. Are these things you had done by the time you were twelve? If not , you've missed out on some important experiences, according to a new report.

ارجع لطفولتك: اللعب بالمنزل، الطبخ على نار الرحلات وتطير طائرة ورقية. هل هذه الأشياء التي عملتها بعمر الثانية عشر؟ إذا لم يكن الأمر كذلك، فقد خسرت بعض من الخبرات الهامة، بالنسبة للتقرير.

1- Mention two things people can do in childhood time?

2- What does the underlined word "you" refer to?

Purpose
of the
report

The report contains a list of activities that(1) children should experience so that they(2) learn about how people communicate with each other and with nature. The report has been written to try to limit the amount of time that(3) children are spending indoors and on computer games these days. Volunteers were asked to contribute their (4) favourite childhood memories to the list, and from the 400 suggestions. A short list of fifty was complied.

Volunteer's
missions

On the list were these activities:
Catching fish with a net, eating an apple straight from the tree, looking for treasure on the beach, playing hide and seek, running around in the meadow, exploring rock pools at the seaside.

The report says that many adults could remember a different type of childhood: one in **which** (5)they(6) had more freedom than children do these days.

Findings
of the
report

The author of the report says that she(7) and other colleagues felt that children today hadn't been given the chance to experience nature and learn about the world and human relationships in the same way.

التقرير يتضمن قائمة من النشاطات التي يجب على الأطفال أن يجربوها لكي يتعلموا كيف يتواصل الناس مع ومع الطبيعة . كُتب التقرير لمحاولة تحديد كمية الوقت التي يقضيها الطفل داخل المنزل وعلى ألعاب الحاسوب الآن. طُلب من متطوعين المساهمة بكتابة ذكريات طفولتهم المحببة إلى القائمة، ومن 400 اقتراح ، قائمة قصيرة من خمسون اقتراح توافقت.

في القائمة كانت هذه النشاطات: صيد السمك بالشبكة وأكل تفاحة مباشرة من الشجرة البحث عن كنز على الشاطئ، ولعبة التخفي والبحث والركض في المروج، واستكشاف برك صخرية جانب البحر.

التقرير يقول أن العديد من الشباب تذكروا نوع مختلف من الطفولة: حيث كان لديهم حرية أكثر من الأطفال اليوم.

كاتبة التقرير تقول بأنها وزميلاتها شعروا بأن الأطفال اليوم لم يُعطوا الفرصة ليحربوا الطبيعة ويتعلموا عن العالم والعلاقات الإنسانية في نفس الطريقة.

1- What is the aim of the report?

2- There are certain activities for the volunteers to mention. Write two of them?

3- Write two findings of the report?

4- What does the underlined word "which" refer to?

أسئلة الكتاب

Read the article again. Decide if the sentences are true or false. Correct the false sentences

- 1 Playing house, cooking on a campfire and flying a kite are inessential experiences for children.
- 2 The report was written to encourage children to do more outdoor activities.
- 3 Children in the past did the same activities as children do now, but they had more freedom.

Answers

- 1 False: Playing house, cooking on a campfire re and flying a kite are important experiences for children.
- 2 True
- 3 False: Children in the past did different activities to children now.

Articles

A Humans not alone in using sign language

(1) they	researchers
(2) they	researchers
(3) that	researchers
(4) their	researchers

Place of the study

A scientific research project has found that wild chimpanzees use at least 66

gestures to communicate with each other.

After researchers had spent time with the animals in Borneo, **they**(1) studied 120 hours of video **they**(2) had recorded. **They**(3) were looking for signs that the animals were using signals to communicate with each other.

They(4) looked to see if the chimps were looking at each other, in order to be sure that the gestures had a purpose, that is to communicate something . If the animal didn't respond to the gesture, the gesture was made over and over again, until there was a response.

The results suggest that there is a common system of communication across the species.

مشروع بحث علمي توصل إلى أن الشمبانزي البري يستخدم على الأقل 66 إشارة للتواصل مع بعضها.

بعد أن أمضى الباحثون الوقت مع الحيوانات في بورنيو، درسوا 120 ساعة فيديو مسجلة. كانوا يبحثون عن علامات تدل على أن الحيوانات استخدمت إشارات للتواصل مع بعضها.

راقبوا فيما إذا كان الشمبانزي ينظرون لبعضهم، لكي يتأكدوا أن الإشارات لها هدف، أي أنها تتناقل شيء. إذا الحيوان لم يستجيب إلى الإشارة، يتم عمل الإشارة مرة تلو الأخرى، حتى تنتج استجابة.

النتيجة توحي بأن هناك نظام مشترك للتواصل بين أجناسها.

1- How many gestures can wild Chimpanzees use to communicate?

2- What did the researchers look for?

B Holiday message is 50 years late

(1) its	Postcard
(2) it	Postcard
(3) which	The card
(4) he	Grandparent
(5) he	spokesperson

A postcard sent from Florida has finally reached its(1) destination in England. It(2) had been posted in 1957 CE! This postcard had been addressed to someone working at an education centre. The building had once been a school. Staff at the education centre have been trying to find the addressee. The card, which(3) appears to have been written by a grandparent, describes a trip to Florida, USA. He(4) wrote that it had rained a bit that day but it was still hot. A spokesperson for the post office said that the postcard had probably been put back in a postbox recently. He(5) said that the mail was never in the sorting office for that length of time.

بطاقة بريدية مُرسلة من فلوريدا أخيرا تصل مكانها في إنجلترا. أرسلت سنة 1957م! هذه البطاقة خاطبت شخص يعمل في مركز تعليمي. المبنى كان مدرسة. موظفون في المركز التعليمي حاولوا إيجاد المخاطب. البطاقة التي تبدو أنها كتبت من قبل جد، تصف رحلة إلى فلوريدا، أمريكا. كتب إنها أمطرت قليلا بذلك اليوم ولكن الجو كان حارا. المتحدث باسم مكتب البريد قال أن البطاقة البريدية من الممكن أنها أعيدت إلى صندوق البريد مؤخرًا. قال أن البريد لا يبقى في مكتب التصنيف لهذا الوقت الطويل.

1- Who wrote the postcard?

2- What was the card about?

3- What does the underlined "its" refer to?

C: 'Air-mail' brings best friends together

جميع الضمائر (she, her) تعود على artist

(1)her	Laura Buxton
(2)it	a helium-filled balloon
(3)where	the air
(4)it	a helium-filled balloon
(5)who	the man

(6)it	the balloon
(7)it	the balloon
(8)who	the Buxtons
(9)they	the buxtons
(10)it	the balloon

Place of
writing
the name
and
address

In 2001 CE, a girl called Laura Buxton, from Staffordshire, UK, wrote a message with her(1) name and address on a helium-filled balloon.

She then sent it(2) into the air, where(3) it(4) disappeared. A few weeks later, the balloon landed nearly 200 kilometres away in southern England. The man who(5) found it(6) took it(7) to his neighbours, the Buxtons, who(8) had a daughter called Laura.

They(9) were surprised to learn that it(10) was from another girl with the same name. The two girls got in touch with each other, decided to meet and became best friends.

سنة 2001م، بنت تدعى لورا بكستون، من ستفوردشير، كتبت رسالة باسمها وعنوانها على بالون مملوء بغاز الهيليوم. بعدها أرسلته في الهواء حيث اختفى. بعد أسابيع قليلة، هبط البالون قرابة 200 كيلومتر بعيدا جنوب إنجلترا. الرجل الذي وجد البالون أخذه لجيرانه العائلة بكستون والتي لها ابنة تدعى لورا. اندهشوا ليعلموا أنه كان من فتاة أخرى بنفس الاسم. تواصلت الفتاتان معا، وقرروا أن يتقابلوا وأصبحتا صديقتين حميمتين.

1- How far did the balloon land?

2- What was the last relationship with the two girls?

3- What type of gas did the balloon include?

D From mobile messaging to published book – communication becomes art

(1)them	First few messages	(4)them	The contents
(2)it	Diary	(5)them	60 notebooks
(3)them	The contents	(6)her	The woman

Number
of saved
messages

An artist has kept all her text messages, and after twelve years, she had collected about 100,000 messages. She kept the first few messages because she enjoyed reading them(1) over again- it was like a personal diary. It(2) is also a record of history, covering world events.

Every time a text message arrived, she saved the contents. She wrote them(3) in notebooks when her phone ran out of space to store them(4). She eventually filled more than 60 notebooks. Then she started copying them(5) on to her computer.

The woman took her(6) collection to a publisher, and the book has now been published and translated into several languages.

احتفظت فنانة بكل رسائلها، وبعد اثني عشرة سنة، جمعت حوالي 100.000 رسالة، احتفظت بأول رسائل قليلة لأنها استمتعت بقراءتها عدة مرات كمذكرات شخصية. أيضا تُعد سجل تاريخي تغطي أحداث عالمية.

كلما وصلت رسالة، احتفظت بمحتواها. كتبتها في دفاتر عندما تنفذ ذاكرة هاتفها. أخيرا ملئت أكثر من 60 دفتر. بعدها بدأت نسخها على الحاسوب. أخذت المرأة المجموعة إلى ناشر، والكتاب أصبح الآن منشور ومترجم إلى عدة لغات.

1- What does the diary record?

2- Where did the woman copy the 60 notebooks?

3- Why did the artist keep the first few messages?

Read the articles again and answer the questions.

- 1 What do the words in **bold** refer to?
- 2 What are the four forms of communication in the four articles?
- 3 How do chimpanzees communicate with each other, according to the scientists in Borneo?
- 4 Why did the postcard take such a long time to be delivered?
- 5 Why did the man in southern England take the balloon that he had found to his neighbours?
- 6 Why do you think that the book of text messages was published?
- 7 Our idea of communication has changed dramatically in the last 100 years.
How do you think it will change in the next 100 years?
- 8 Letters are still often sent between friends, even though we can just send an email instead. Justify this statement.

Answers

- 1 *they* (article A, line 5): researchers; *its* (article B, line 2): a postcard's; *it* (article C, line 4): a helium-filled balloon; *them* (article D, line 8): the contents
- 2 gestures, postcard, written message, mobile phone message
- 3 They use at least 66 gestures.
- 4 The postcard had been put in a postbox again recently, so it had probably been left somewhere.
- 5 The man's neighbours' daughter was called Laura Buxton.
- 6 Suggested answer: I think that the book was published because text messages are seen as completely temporary, and it is an interesting idea to make them into something permanent.
- 7 Suggested answer: I think that communication will become even easier, and perhaps you will just be able to think of the person you want to send a message to, and a message will be sent.
- 8 Suggested answer: I think people still send letters because a letter is an object that you can keep. It has sentimental value.

Sign Language

(1)it	Sign language
(2)his	Charles Michel de L'Epe'e
(3)his	Thomas Braidwood
(4)he	Dr Gallaudet
(5)this	The system

Sign language as we know it(1) today originated in 1755 CE, when a Frenchman, Charles Michel de L'Epe'e, started a school for deaf people in Paris. His (2)form of communication consisted of gestures, hand signs and finger spelling. The L'Epe'e system was the first example of French sign language.

Around the same time, in 1778 CE in Germany, Samuel Heinicke was working on a system to teach deaf people how to read lips.

Meanwhile, in Britain, Thomas Braidwood opened the first school for the deaf in 1783 CE. At that time, students were using his(3) form of sign language. Later, this became British Sign language.

In 1816 CE, after he(4) had seen people using sign language in Paris, an American, Dr Gallaudet, introduced the system in the USA. This(5), combined with various gestures that deaf people were still using in the USA at the time, formed American Sign Language.

لغة الإشارة كما نعرفها اليوم نشأت عام 1755 م، عندما أسس الفرنسي، تشارلز مايكل دي لبي، مدرسة للصم في باريس. نموذج للاتصال مكون من إيماءات، وإشارات اليد وتهجئة الأصابع. نظام لبي كان أول مثال للغة الإشارة الفرنسية.

بنفس الوقت، عام 1778 م بألمانيا، سمونل هاينيك كان يعمل نظام لتعليم الصم كيفية قراءة الشفاه.

بنفس الوقت في بريطانيا، توماس بريودود افتتح أول مدرسة للصم عام 1783م. بذلك الوقت، استخدم الطلاب نمودجه للغة الإشارة. بعدها، هذه أصبحت لغة الإشارة البريطانية.

في عام 1816م بعد أن رأى الناس استخدام لغة الإشارة في باريس، دكتور أمريكي يدعى غالوديت قدم النظام في أمريكا. هذا مدمج مع إيماءات متنوعة كان ما يزال يستخدمها الصم في امريكا بذلك الوقت، شكل لغة الإشارة الأمريكية.

1- What forms of communication did Charles start with in the school?

2- What's the name of the first French sign language?

3- There are three sign languages. Mention them?

أسئلة الكتاب

- 1- Write a definition of sign language using the words (deaf, system, communicate, gestures sign) in one sentence
- 2- Which countries introduced sign language in the 18th century?
- 3- Do you think sign language is as practical and easy as spoken language? Why/ Why not?
- 4- Create your own sign language for the following sentence: " I like reading a book before I slept. " Share this sentence with a partner. Did you express it the same way?

Answer:

جواب مقترح 1

Sign language is a system of communication designed for the deaf, which consists of gestures, signs and finger spelling.

- 2 France, Germany and Britain introduced sign language in the 18th century.
- 3 Free
- 4 Free

How teenagers communicate with each other

Pronouns

(1)they	A group of five teenagers
(2)them	A group of five teenagers
(3)their	Two other teenagers
(4)they	A group of five teenagers

(5)their	A group of five teenagers
(6)their	A group of five teenagers
(7)their	Every generation
(8)it	communication

A group of five teenagers are meeting in a restaurant.
They(1) haven't seen each other for a few weeks because it's the school holidays. Despite this, three of them(2) are texting other friends, and the two others are playing games on their(3) phones. They(4) occasionally stop their(5) phone conversations to chat for a few minutes, but most of their(6) time together is spent in silence.
 Does this scene sound familiar? Would you rather text than talk face- to- face?
 If you feel lost without your smartphone, chances are that you're part of the teen technology revolution.

مجموعه من خمس شباب يتقابلون بمطعم.
 لم يروا بعضهم منذ أسابيع قليلة بسبب العطلة المدرسية. رغم ذلك، ثلاثة منهم يتراسلون مع أصدقاء آخرين، والاثنين الباقيين يلعبان ألعابا بهاتفيهما. نادرا ما يوقفوا محادثاتهم الهاتفية ليدرشوا لدقائق قليلة، لكن معظم وقتهم يمضي بصمت.
 هل يبدو هذا المشهد مألوفا؟ هل تفضل المراسلة أكثر من أن تتحدث وجها لوجه؟
 إذا شعرت أنك ضائع بدون هاتفك الذكي، فهناك فرص أن تكون جزء من ثورة تكنولوجيا الشباب.

1- Why haven't the five teenagers seen each other lately?

2- How did they spend most of their time?

3- What does the underlined pronoun "**they**" refer to?

Every generation does things differently from their(7) parents, but modern-day teenagers are revolutionising communication- and it's(8) not all positive. A survey found that 56 per cent of the teenagers asked would still prefer to hold an important conversation face- to-face, rather than on the phone. However, it also sound that spending time on social network websites is now considered to be the same as socializing with friends.

The survey found that the main problem with technology and instant messaging is that 'text speak' (words abbreviated to single letters or symbols) has started to encroach upon other areas of their lives. They report accidentally using text speak in face- to- face conversations, in emails and even in school essays. So, if you are lucky enough to be part of the technological generation, remember that technology is important, but friends , family and face- to-face conversations should be top of the list.

كل جيل يقوم بالأشياء بشكل مختلف عن آبائهم، لكن شباب اليوم يحدثون ثورة في الاتصال- وليست كلها ايجابية. إحدى الدراسات وجد أن 65 بالمئة من الشباب الذين سُئلوا مازالوا يفضلون إجراء محادثة مهمة وجه لوجه، أكثر منه على الهاتف. على أي حال، وجد أيضا أن قضاء الوقت على مواقع شبكات التواصل الاجتماعي يعتبر الآن نفس التواصل- وجهها لوجه مع الأصدقاء.

الدراسة وجدت أن المشكلة الرئيسية مع التكنولوجيا والمراسلة الفورية هي أن "نص الكلام" (اختصار الكلمات إلى أحرف أو رموز منفردة) بدأ ليتجاوز مجالات أخرى بحياتهم. يتواصلون صدفة مستخدمين النص الكلامي في محادثات وجهها لوجه، الايميلات، و حتى مقالات المدرسة. لذلك إذا كنت محظوظ بشكل كافي لتكون جزءا من الجيل التكنولوجي، تذكر بأن التكنولوجيا مهمة لكن الاصدقاء والعائلة ومحادثاتهم وجهها لوجه يجب أن تكون في قمة الأوليات في القائمة.

1- Write three means of communication?

2- What kind of conversations which are considered the top of the list?

3- What does the underlined pronoun "their" refer to?

- 1- What are the teenagers in paragraph one doing? Why is this surprising?
- 2- In your own words, explain what the writer means by 'the teen technology revolution.'
- 3- Does the writer feel that teenagers have the right balance between communicating via technology and talking face-to-face? Explain your answer?
- 4- What are the main problems that instant messaging has caused?
- 5- Do you agree with the writer recommendation in the last paragraph? Why? / Why not?

Answers

- 1** The teenagers have met up to see each other, but they are not talking; instead they are sitting together at a table, playing on their phones. It is surprising because they have not seen each other for a fairly long time.
- 2** The writer means that teenagers now have access to the newest technology available, and they are using it in ways particular to teenagers. This means that their most important possession is their mobile phone.
- 3** The writer says that teenagers have made communication new and different, but that they do not have the right balance between technology and talking face-to-face. He says that they think that socialising face-to-face and communicating on social networks are the same thing.
- 4** Instant messaging has caused problems such as use in more formal situations like emails, essays and face-to-face conversations.

5 Suggested answer:

I agree with the writer that face-to-face conversations are more important because they help us to remember how to behave in public, and they also help us to feel more connected to the people around us, even more than technology does.

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موعدكم مع الجزء الأخير والاسئلة المقترحة والمكثف .