

ملخص مادة اللغة الانجليزية

المستوى الثاني

الفروع المهنية

نظرات وقضايا

OMAR SANAD

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0777430105

0788982482

## Sources of energy

Teacher: Our **the teacher and the students** 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 a renewable resource?

Ramzi: The **sun** is a 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** 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** make electricity from the sun's heat. The major advantage of solar energy is that, after the solar 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** have blades that are attached to a generator at the centre.

The 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 damages them.

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

Ibrahim: It's biomass. Biomass is plant 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.

### **1- what do we mean by the renewable energy ?**

resources which are continually replaced and will not run out any time soon

### **2- renewable energy can be used to power different things – write two things**

Solar panels and solar calculator .

### **3- Which is the only form of renewable energy that is a fuel?**

Biomass is the only renewable energy that is a fuel.

**4-what is the advantage of solar energy ?**After the solar panel have been installed ,electricity is not expensive to generate .

### **5- Quote the sentence which shows that turbines cant work without wind .**

However, wind turbines can't work if there is no wind, and sometimes the wind speed is so high it damages them.

### **6-There are two types of biomasses .write them down .**

Plant material and animal waste .

### **7-What are the uses for biomass ?**

To make electricity and to provide heat .

## **Read the interview with Sana, a nuclear physicist,**

**Interviewer:** Good afternoon and welcome to your Career in Science.

In the studio today, we have **Sana**, a nuclear physicist, **who** is going to tell us about her job. Welcome, Sana. How are you today?

**Sana:** Hi. I'm fine, thanks. It's good to be on the show.

**Interviewer:** I'm sure we'd all like to know about your job. What exactly do you do?

**Sana:** I mostly work with nuclear engineers to produce new forms of equipment. It's hard work, but I enjoy the intellectual challenge.

**Interviewer:** Can you describe a typical day at your work?

**Sana:** well, there isn't really ever a typical day. Sometimes, I work a normal 9 to 5 day, but I might have to travel from one end of the country to the other to get to where I am needed.

Sometimes, I have to work at night to complete my experiments, and at other times, I have to write a report very quickly. I have to work very long hours from time to time.

**Interviewer:** are there any other kinds of work that you do?

**Sana:** I used to teach Physics at a university, so I spent a lot of time with students. I really enjoyed teaching, but now I do a lot more research. I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.

**Interviewer:** how did you become a nuclear physicist?

**Sana:** well, I always wanted to work in science. I studied scientific subjects at school and really enjoyed them. When I left school, I got a degree in physics and then became a research assistant. After that, I worked on a PhD and taught university students before getting this job.

**Interviewer:** Have you got any advice for young people who want to follow your career path?

**Sana:** I recommend that you get some kind of work experience in a laboratory to see if you enjoy the type of work, and also to see if it suits you. Although my job is very stressful, I find it exciting and I enjoy it everyday!

انتبه لصيغة السؤال – قد يعطيك جوابا و يطلب منك السؤال الموجود .

I : Sana

**1- Who is Sana ?**a nuclear physicist .

**2-what did she work before being a nuclear physicist ?**a research assistant and teaching students at the university .

**3-Are there any other kinds of work that she does?**

she also do practical, hands-on work like testing the safety of the radioactive levels in different locations.

**4- How did she become a nuclear physicist?**

she got a degree in Physics and then became a research assistant. After that,

she worked on a PhD and taught university students.

Read the article and answer the following questions.

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 the 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 from spreading knowledge and awareness about the use and preservation of Earth's resources.

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

1. Where could you read this kind of article: in a newspaper, in a magazine or in an encyclopedia?
2. What was the subject of Queen Rania's talk?
3. What can powerful people in the Middle East do to help the situation?
4. How do you think children and schools can help?
5. What problems will new generation have in the future ?
6. Who will suffer more in the future ?

Answers:

1. I might read this kind of article in a newspaper.
2. The subject of Queen Rania's talk was the protection of Earth's resources for future generations.
3. Powerful people in the Middle East should encourage their countries to start using renewable energy sources.
4. I think children and schools can learn how to reduce using non-renewable energy and start using renewable sources of energy such as solar or wind energy.
5. The problems of non-renewable energy .
6. Those who have had the least to do with climate change and energy crises are paying the highest price .

## Threats to Borneo forests

**The Borneo rainforest** is an ecological region on the island of Borneo, in Southeast Asia. **It** is the richest rainforest in the world. It is home to thousands of planet species, hundreds of bird species and a very large range of animals. Living things are not the only resources in the Borneo rainforest: minerals and fossil fuels are hidden underground.

Recently, companies from Europe, the United States and Australia have drilled for large amounts of oil and natural gas. People have also cleared large areas of the rainforests for logging and growing oil palms. These trees make oil that can be sold for a lot of money. We have to save the remaining rainforest: otherwise, it will lose more than half of its natural resources.

**It** : **The Borneo rainforest**

Answer the following questions about the article..

1. What do you think makes this region in Borneo a rainforest?
2. How is the Borneo rainforest being destroyed?
3. What do you think people can do to protect and save the Borneo rainforest?
4. How do you think we can make use of the rainforest's resources without destroying it?

Answers:

1. It is a tropical area with heavy rainfall. It is also home to thousands of plant species, hundreds of bird species and a very large range of animals.
2. Companies have drilled for large amounts of oil and natural gas. People have also cleared large areas of the rainforest for logging and growing oil palms.
3. Organizations should raise awareness through complains to show people that the natural resources found in this rainforest are worth a lot more than the money they make by drilling and growing oil palms. People living in the area should also learn how to take care of the environment around them without exhausting its resources.  
There should also be international laws preventing business people from investing in this rainforest.
4. We should plant new trees if we have to cut down old ones to use their wood. We shouldn't start fires in the forest. We shouldn't hunt in the forest. We can raise money for funding organizations.

Read the text below. What does it describe?

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.

These organic materials come from the remains of animals and plants. 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.

It : crude oil

1- What is crude oil ? it is a fossil fuel which is formed over many years by decomposition organic compounds or anything that contains the element Carbon.

2- what is the most important source of energy in the world ? Crude oil .

3- what is the source for organic materials ? the remains of animals and plants

4-How was the crude oil formed ? When sediment and other organic materials are buried deep under the ground under high temperature and pressure

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## UNIT TWO

**Quizmaster** : today on the show we have Jamal Sabah, **who** 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 Sabah**

**Jamal**: ok.

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

**Jamal**: **They** are solar, wind, hydro, biomass, wave, tidal and geothermal.

**Seven types of renewable energy**

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

**Jamal**: **It's** (solar **energy**) the origin of many other sources of energy. **It's** also the most abundant renewable energy resources.

**Solar energy**

**Quizmaster**: is wood a renewable energy source?

**Jamal**: Er, **it** is in Europe. However, if growing **it**, cutting **it**, drying **it** and transporting **it** uses more energy than **it** actually provides when it's burnt, we cannot say that **it** is renewable. **wood**

**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** **Solar Water Heating** delivers hot water through pipes, and Solar PV, or photovoltaic, **which** **Photovoltaic** delivers electricity through cables.

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

**Jamal:** I think that **it's** **country** the USA. I read somewhere that **they** **the USA** produce 30 percent of all the nuclear-generated electricity in the world.

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

**Jamal:** That's a difficult question. Erm, experts say **it** will be nuclear power **energy source**, but **they** **experts** also say that we have to develop the way **it** **nuclear power** is produced because otherwise **it** **nuclear power** will be very dangerous.

**Quizmaster:** Well, thank you Jamal. I can tell you that you got every single question right. Well done!

**1- who is Jamal Sabah ? .**

**2-What is the common features between renewable energy and fossil fuels ?**

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

**4- Do you think that wood is a renewable energy source in Jordan? Why / Why not?**

### 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 the numerous plants and animals that depend on it.

**it (: 1+2: water).**

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 the available water supply is finite, and they must take responsibility for this issue within their own households.

(they+ their: Jordanians.)

2. Accountability must be assumed for water management in Jordan. This responsibility should be recognized 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 own environs.

(their: Jordanian people)

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 is free from pollutants.

(that: potable water).

Read the text again and answer the questions:

**1. Out of all the uses of water mentioned in the first paragraph, which do you consider the most important? Why?**

**2. What does "this matter" in line 17 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 your own words.**

**6. What does the word regard imply?**

**7. Why do you think point 5 is considered an important issue to the government?**

**ANSWERS:**

1. I think that the use of water in sanitation is the most important because advance in sanitation have helped us to become healthier and control disease .It is necessary to continue living at the current level of sanitation.

2. This matter refers to the problem of water shortage and how to use water responsibility discussed in the first two paragraphs.

3. In Jordan, it is necessary that people know that water supply is limited and begin to think about how to reduce their usage of water in their own houses and on an individual level.

4. Point two is talking about working together to help to solve problems .the key to working together successfully is accepting one's own responsibility whether it is at home or a company.

5. The educational programme intends to make school children more aware of the problems and solutions of water shortages, starting this education from an early age .

6. Care

7. This could be concerning tourism or in terms of fish .The environment is important for government because it is a part of Jordanian heritage.

**Read the article and answer the following questions:**

The African wildlife fountain (AWF) is a non-profit organization that works for the conversation of the communities, lands and wildlife of Africa, **It**<sup>(1)</sup>has many offices throughout Africa and **its** projects aim at ensuring an ever-lasting future for the African people .The organization has been training hundreds of Africans in conservation and has been working closely with law officials to increase penalties of hunters ,especially those **who** hurt endangered animals .



Novels such as Oliver Twist and Dombey and Son highlighted the cruel treatment of people, especially children, and child labour in the 19<sup>th</sup> century. He died on 8<sup>th</sup> June, 1870, at the age of 58.

1. Why did Charles Dickens have to stop going to school?
2. How did Dickens's 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?
- 7- what are the titles of his works ?
- 8- write the titles of two novels by Charles Dickens .
- 9-when did Dickens become famous ?

**ANSWERS:**

**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 works.
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 the right to learn and play.
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.
- 7-A- Great Expectations B-David Copperfield C- The Pickwick papers d- Oliver Twist
- 8-The Pickwick papers / Dombey and Son
- 9- in 1836

## Oliver twist

Oliver twist is one of Charles Dickens most famous novels and **it Oliver Twist Novel** tells the tale of a young orphan named Oliver. Oliver endures difficult times in 19<sup>th</sup> 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 workhouse, Oliver is treated cruelly, and like all children in a similar position, has to work hard at a young age.

Because of **his Oliver's** kind and timid nature, **he Oliver** is often taken advantage of .One of the novel's most famous lines, please sir, **I Oliver** 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 has to face.

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

Oliver Twist is a story with many different characters, so **it Oliver Twist Story** 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 Dickens** characters to evoke strong feelings in the reader, feelings of sympathy as well as outrage. Because the characters are so well described, **they Characters** leave a very memorable image in your mind and this helps to remember who is who.

My favourite character is Mr Brownlow, a kind and generous man, **who Mr Brownlow** tries to protect Oliver from the life of poverty and crime that seems inevitable for **him Oliver**.After Oliver is wrongly accused of a robbery, **it Mr Brownlow** is Mr Brownlow **who Mr Brownlow** believes **he Oliver** is telling the truth, and saves **him Oliver**.

My only complaint was the pace of the book at the beginning it progresses quite slowly and then suddenly seems to speed up, leading to confusion at the end However, none of these things alter my opinion that **it novel** is a very fine novel, and **it novel** is not difficult to see why **it novel** has such a special place in English literature.

### **1- Where and when does the story take place ?when ?**

In London –during the 19<sup>th</sup> century .

### **2- Who is the main character ?**

Oliver twist

### **3-How does Dickens help the reader to remember all the characters ?**

He describes his characters so well, they leave a memorable image in your mind .

### **4-How do you feel about Mr Brownlow ?**

A good feeling because he is generous .

### **5-Write two characteristics about Fagin .**

a sly old man

**6- Quote the sentence which shows how was Oliver treated .**

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

## Unit 8

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.

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 to the students a system of dots **he**3 had invented. These dots allowed soldiers to communicate 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.

By 1868 CE, 16 years after Louis Braille's death, blind people all over the world were using Braille every day. **It**7 has 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.

- (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

1-How Did Mass media contributed to the invention of Braille ?

2-Why do you think soldiers had to communicate without speaking ?

- 3-what makes Braille an official system of communicating ?
- 4- How does Technology nowadays help blind people communicate ?
- 5-Do you think Blind people find it a practical way to communicate ?

**ANSWERS :**

1 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.

2-

Because they shared secret information. Thus, the enemies couldn't know what they communicated to each other.

3- It is used all over the world.

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

5-

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.

أسئلة إضافية

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.

### **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.

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

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

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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 compiled.

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.

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.

1- What is the aim of the report?

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

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3- Write two findings of the report?

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

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**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.



**Read the text about how teenagers communicate with each other. Do you communicate with your friends like this?**

- (1)they A group of five teenagers      5)their A group of five teenagers  
(2)them A group of five teenagers      (6)their A group of five teenagers  
(3)their Two other teenagers      (7)their Every generation  
(4)they A group of five teenagers      (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.

Every generation does things differently from their**(7)** parents, but modern-day teenagers are revolutionizing 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.

Answer the following questions about the text in exercise 8.

1. What are the teenagers in paragraph 1 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's 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 in 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.

**Read :**

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

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

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2- What did the researchers look fo

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- (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.

1- Who wrote the postcard?

---

2- What was the card about?

---

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

---

- 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

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.

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?

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

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.

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?

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.

#####

### The Wanderer

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.

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.

(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

1- How many short stories does Gibran's collection include? ?

---

2-What is the theme of the book?

---

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

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.

- (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

1- Where did the story take place? ?

---

2- Why did Pip go to London? ?

---

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

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

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.

- (1) **it** book
- (2) **who** Magwitch
- (3) **where** London
- (4) **who** people
- (5) **who** people

(6) it novel

(7) it novel

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

---

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

---

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

---

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

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

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.

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

---

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

.....  
#####

Mohammad Balw was working as flight attendant when his vision started to get worse. He had to take early retirement form 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.

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?

---

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 **which**(3) was the distribution of the Holy Qur'an, in Braille format, throughout the Arab World.

**1- Why did lighthouse International train professionals?**

---

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

---

#####

- (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.

- 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?

---



- 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 18<sup>th</sup> 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?

**ANSWERS :**

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 18<sup>th</sup> century.

3 Free

4 Free

#####

## **UNIT Nine**

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 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!

**Read and listen to the text again and answer the questions.**

1. What do the underlined words refer to?
2. Why are durians banned in many countries?
3. Do you think a dish made from flowers would taste good? Why / Why not?
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. If you don't like the food that a host offers you, what do you think you should do? Why?

**ANSWERS:**

1. A. **it:** the fruit's                      B. **which:** the stew                      C. **it:** mansaf .
2. Durians are banned in many countries because their smell is very strong.
3. Own answer
4. He didn't want to try raw fish.
5. Suggested answer: I think the custom of feeding guests a lot of food comes from ancient traditions when people used to travel long distances and would need to stop and eat at your house .Hospitality and generosity were even more important back then.
6. Suggested: I think you should still eat it and appreciate your host's generosity saying thank you when you finish your food.

## 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 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 3<sup>rd</sup> century BCE, when there was written evidence of a flat round bread that had olive oil, herbs and honey on the top. It 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 6<sup>th</sup> century CE. Visitors can see the pizza ovens in the ruins, even today.

In 1522 CE, travelers 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 19<sup>th</sup> 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 19<sup>th</sup> 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.

1. What do the underlined words refer to?
2. The text describes five kinds of pizza since its creation .what are they?
3. Do you think pizza is from Peru, Pompeii or Naples? Justify your answer.
4. Pizza are not healthy for everyone >can you suggest why?
5. What would you add to the soldiers ' pizza to make it even healthier? Why?

1. their :the soldiers /when :the third century BCE /them : travelers /its :pizza's
2. the soldiers 's pizza with cheese and dates ,a flat ,round bread with olive oil ,herbs and honey ,flat bread baked in Pompeii, bread with added tomatoes in Naples ,the Margherita ,with basil ,mozzarella and tomatoes.
3. Any relevant answer.
4. Suggested: some people might do more exercise than others, so the bread base is not un healthy for them.
5. Suggested answer: you could replace the dates with fresh vegetables because the latter are better for you than sweet fruit.

### **Calories and health**

A calorie is a unit of (1) **energy**. When you hear that a substance contains 100 calories, **it's** a way of describing how much energy it gives your body.

Most foods and drinks contain calories. Some foods, such as lettuce, contain (2) **few** calories - a cup of lettuce, for example, contains fewer than ten calories. One gram of protein or carbohydrate contains 4 calories, and the same amount of fat contains (3) **more than double** that number-9 calories. So, to find out how many calories there are in a type of food, you can multiply the number of grams by the number of calories in a gram of that food group.

We all need energy, so a healthy, balanced diet includes the right number of calories -not (4) **too many**, and not too few.

Teenagers need more calories than younger children. Teenage boys on average need 2,200 to 3,200 calories a day, and girls of the same age need 1,800 to 2,400 calories a day. However, whether they are girls or boys, teenagers who are active and move around a lot will need more calories than those who don't. If you eat more calories than your body needs, the leftover calories are converted to fat.

(5) **Too much** fat can lead to health problems. Exercising is really important, too, because activity burns calories.

- 1- How much calories do two grams of protein contain?
- 2- How can you calculate the number of calories in a certain type of food?
- 3- What does the amount of calories teenagers need depend on?
- 4- What happens to the calories which your body don't need?
- 5- According to the text, why is too much fat bad for you?
- 6- According to the text, why is exercising good for you?
- 7- Quote the sentence which shows the importance of doing exercise.
- 8- Find a word in the text which means **units of energy**.
- 9- What do the underlined words refer to?

#### **Answers :**

- 1-8 calories
- 2-You can multiply the number of grams by the number of calories in a gram of that food group
- 3-It depends on how active they are and how much they move around
- 4-The leftover calories are converted to fat.
- 5-Too much fat can lead to health problems.
- 6-Because activity burns calories
- 7-Exercising is really important, too, because activity burns calories.
- 8-Calories.
- 9-It1 : a substance ,it2 : a substance contains 100 calories, they3 : teenagers

## **UNIT TEN** **WHO WERE THE NABATEANS?**

In Petra, Jordan, there lie the remains of a majestic city carved out of the desert rock. This city was the main area inhabited by the Nabateans, who migrated gradually from Arabia during the 6<sup>th</sup> 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, expect that they were important traders in the ancient world. They might have traded goods such as spices, gold and animals with civilizations 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.

**Read and listen to the text again and answer the questions.**

1. What do the underlined words refer to?
2. Where did the Nabateans choose to live after emigrating from Arabia? Why do you think they chose to live in these places?
3. What evidence is there to show that the Nabateans were excellent engineers?
4. How was the Nabatean culture different from other ancient cultures?
5. Why do you think 'no one knows for sure' about the culture of the Nabateans?
6. Do you think we will discover more about the Nabateans in the future? If so, why and how? If not, why not?
7. The Nabateans were nomads before they chose to settle in Petra. What reasons can you think of that might have influenced them to settle?

1. A. they: The nabateans / B. they: The nabateans / C. they: Roman writers / D. they: archaeologists / E. they: The nabateans.
2. The Nabateans chose to live in southern Jordan, The Naqab Desert and Northern Arabia.
3. There are the Remains of complicated water storage systems in Petra.
4. It was different because they probably didn't have slaves.
5. I think because so much has been destroyed and there has not been enough archaeological technology.
6. I think because people are still working and there will be better technology in the future.
7. I think the Nabateans might have been influenced by their discovery of a better place to live .it might have had a better climate for example.

## The Minoan civilization

The Minoan civilization 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 civilization for so long.

For many years, people have been trying to find out why this developing civilization 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 civilization to end? Many experts say that the end of the Minoan civilization 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!

Omar

اقرأ الأسئلة مرة أخرى واجب عن الأسئلة

**1 What do the underlined words refer to? على ماذا تعود الكلمات التي تحتها خط؟**

It (line 2): the Minoan civilisation; they (line 3): the Minoans; they (line 16): the deposits.

**2 How did the Minoans contribute to the development of civilisation?**

كيف ساهم المينوايون في تطوير الحضارة؟

The Minoans contributed to the development of civilisation by introducing paved roads and running water.

**3 Why is the disappearance of the Minoan civilisation a mystery?**

لماذا يعتبر اختفاء حضارة المينوايون غامضاً؟

Its disappearance is a mystery because they were a very strong civilisation for a long time, even rebuilding their cities after an earthquake.

**4 What evidence made the experts believe that Crete was hit by tsunamis?**

ما هو الدليل الذي جعل الخبراء يعتقدون بأن جزيرة كريت قد ضربت بواسطة أمواج تسونامي؟

Scientists believe that tsunamis must have hit the island because deposits of ash, marine life, cattle bones and seashells have been found in the soil.

**5 If a civilisation from our days disappeared all of a sudden, what kind of evidence do you think it would leave behind it?**

إذا حضارة من وقتنا الحاضر اختفت فجأة، ما هي أنواع الأدلة التي تعتقد أنها تخلفها وراءها؟

Suggested answer: I think a civilisation would leave behind examples of recent technology and also everyday life.

**6 Would the disappearance of the civilisation mentioned in question 5 above be a mystery for experts hundreds of years later? Why / Why not?**

هل اختفاء حضارة كتلك المذكورة في السؤال الخامس ستكون لغزاً للخبراء بعد مئات السنين؟ لماذا/ لماذا لا؟

Suggested answer: I think it might be difficult to understand, years later, because daily life will have changed a lot since it was destroyed.

2020-2021

**1. How many years did the Minoan civilisation rule the Mediterranean island of Crete?**

كم عامات حكمت الحضارة المينوانية جزيرة كريت الشرق الأوسطية؟

Minoan civilisation ruled the Mediterranean island of Crete for 1,500 years.

**2. When was it destroyed? متى دمرت الحضارة المينوانية؟**

It was destroyed in 1450 BCE.

**3. What was the first thing that the Minoan built? ما هو أول شيء يعتبر المينوايون هم من بنوه؟**

They built the first paved roads in Europe and introduced running water.

**4. Write down sentence shows that the Minoan Civilisation was potent for long time.**

أكتب الجملة التي توضح بأن الحضارة المينوانية كانت قوية لفترة طويلة

They had a powerful navy, which might have been why they were such a strong civilisation for so long.

5. What was the reason of ending the Minoan Civilisation?

ما هو سبب نهاية الحضارة المينوتائية؟

Many experts say that the end of Minoan civilisation might have been caused by the eruption of a volcano on the nearby island of Santorini, almost 3.500 years ago.

6. How could the deposits they found in island have got there?

كيف وصلت الرواسب التي وجدت في الجزيرة إلى هناك؟

They must have been deposited in Crete by a tsunami.

7. Write down sentence shows the experts expected many tsunamis hit the island frequently.

كتب الجملة التي توضح توضح بأن الخبراء اعتقدوا بأن أمواج تسونامي ضربت الجزيرة بشكل متكرر.

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.

Omar Sanad



## -Derivation :

### **Nouns:**

ment / \_tion / \_ation / \_sion / \_hood / \_ship / \_dom / \_ce / \_ance / \_ity / \_ist / \_ness / \_er / \_or

]

يأتي اسم في الحالات التالية :

#### **1. After prepositions such as: in , on , at , of , from , with , without , before , after:**

بعد حروف الجر

-There is a lot of.....in industrial zones.  
( pollute , **pollution** , polluted)

#### **2. After articles such as: (a , an , the) unless they are followed with nouns:**

بعد الأدوات المحددة :

-We have taken a.....to start a new business next month.  
( decide , **decision** , decide , decided)

#### **3. When the space comes between ( the.....preposition):**

بين الأداة the و حروف الجر:

-The.....of environment is a result of pollution.  
( destruct , **destruction** , destructive)

#### **4. After quantifiers such as: much , little ,some ,any ,no:**

بعد أدوات تحديد الكميات :

-There is little.....in our area.  
( develop , **development** , developed)

#### **5. After possessive pronouns such as: my/his/her/our/their/your/its/ or a apostrophe "s":**

بعد ضمائر الملكية :

-You should listen to my.....  
( advisable , advise , **advice**)

#### **6. When the space comes at the beginning of the sentence followed by a verb:**

عندما يأتي الفراغ بداية الجملة متبوعا بفعل.

-.....is bad for environment.  
( **pollution** , polluted , pollute)

#### **7. After adjectives:**

بعد الصفات :

- A stressful.....causes stress.  
( **situation** , situational , situated)

## **2 Adjectives:**

Ful /ent/ ant/ ous/ able/ ible/ ary/ ic/ al/ ive/ ing /ed/ent /ate:

Use an adjective in the following cases:

نستخدم صفة بعد أفعال الكينونة :

**1. After verb to be such as: be , am , is , are , was , were , been and being:**

-Reading the labels on food contents is.....for you.

( benefit , **beneficial** , beneficially)

**2- After intensifiers such as: quite /rather/too/so/abit/slightly,very ;**

بعد المشدادات:

-Nabeela is quite.....

( intelligence , **intelligent** , intelligently)

**3. After adverbs such as : completely , interestingly , extremely ,etc.:**

بعد الظروف:

- Ahmad was completely.....in English.

( fluency , fluently , **fluent**)

**4. Before nouns:**

قبل الأسماء:

- Rain is an.....source of water.

( importance , importantly , **important**)

**5. After (The most.....) or between( as.....as)and(more.....than)**

بين أدوات المقارنة:

-Amman is as.....as Aqaba.

( **attractive** , attraction , attract)

-My brother is more.....than my sister. She is always willing to help.

( help , **helpful** , helpfully)

- Mountain climbing is the most.....sport.

( **dangerous** , danger , dangerously)

**6. After verbs like( seem , look , feel , sound , become , get):**

بعد مجموعة الأفعال المذكورة أعلاه:

-Osama looks.....in his military uniform.

( impression , **impressive** , impress)

**3-Adverbs:**

**1. when the space comes at the beginning of the sentence followed by a comma:**

نستخدم الظروف عندما يأتي الفراغ بداية الجملة متبوعا بفاصلة:

-....., we were given prizes for our effort.

( interesting , **interestingly** , interest)

**2. Before adjectives:**

قبل الصفات:

-Lama is.....beautiful.

( extreme , **extremely** , extremity)

**3. Between the helping verb and the main verb:**

بين الفعل المساعد و الفعل الرئيسي:

-The operation was.....carried out.

( success , successful , **successfully**)

**4. At the end of the sentence to say how something happened:**

نهاية الجملة لتصف كيفية حدوث الفعل :

-She was playing the piano.....  
( beautifully, beautiful , beauty)

## Verbs :

### 1. After modal verbs such as:

بعد الأفعال الشكلية :

Will/shall/can/may/might/must/could/would/should/:

-We must.....our level in English.  
( improvement , improved , improve)

### 2. After (to) as an infinitive:

بعد to :

-I hope to.....from your experience.  
( beneficial , benefit , beneficially)

### 3. After subject pronouns such as( he / she / we / you / they / I / who)

بعد ضمائر الفاعل :

-People are known by the ones they.....with.  
( social , socialize , socially)  
- Teachers are people who.....others.  
( education , educate , educated)

## كلمات الاشتقاق :

Adjective	noun	verb	Adverb
accountable	accountability	مسؤولية-----	accountably
consequent	consequence	نتيجة-----	consequently
maintained	maintenance	يديم	.....
Reliant/reliable	Reliance/reliability	يعتمد على Rely	reliably
-----	comprehension	يفهم comprehend	.....
polluted	Pollutant/pollution	يلوث pollute	.....
finite	finiteness	محدود	finitely
consistent	consistence	ثابت	consistently
Responsible	responsibility	مسؤولية	Responsibly
Finished	finish	finish	.....
abundant	abundance	متوفر	abundantly
scarce	scarcity	ندرة	scarcely
fictional	fiction	خيال	
commercial	commerce	تجارة	commercially
	migration	migrate	هجرة
inscribed	inscription	inscribe	يصف

illiterate	illiteracy		امي
Consumed	consumption	consume	يستهلك
decomposed	decomposition	decompose	تحلل
necessary	necessity	necessitate	necessarily
	provision	provide	يزود
endurable	endurance	endure	تحمل
invested	investment	invest	يستثمر
diverse	diversification	diversify	Diversely تنوع
conserved	conservation	conserve	يحفظ

- 1- The Earth has a ..... Supply of water . ( finiteness )
- 2- The electricity is ..... maintained .( consistent )
- 3- People must assume ..... for their action . ( accountable )
- 4- People are taking fish from the oceans and ..... there are not many left .( consequence )
- 5- People are ..... on fresh water . ( rely )

**Journalist    author    writer    novelist**

1- if you write published material , you are .....

2-if you write specifically for a newspaper , you are .....

3-if you write fictitious narrative books , you are .....

**Author , journalist , novelist**

**Playwright    author    writer    poet**

1-if you write short ,rhyming pieces , you are .....

2-if you write dialogue which will be performed by actors in a theatre you are a .....

3- if you like writing for pleasure , not published , you might be .....

**Poet , playwright , writer**

## UNIT 5 : Reported speech :

### Reported speech الكلام المنقول

I >>he, she    Me >>him, her    My >>his, her    we >>they    our >>their    us  
>>them

1. الجملة العادية :

في هذا النوع من الجملة يحول المضارع إلى ماضي و الماضي للماضي التام مع تحويل ضمائر الزمان و المكان.

1. My parents spend everyday of their lives together.

He said (that) his parents spent everyday of their lives together.

My parents ===== His parents  
Spend ===== Spent

2. I have lost my glasses.

He said (that) he had lost his glasses.

I ===== he  
Have ===== had

3. I am watching T.V with my friends.

Laila said (that) she was watching T.V with her friends.

I am ===== she was  
My ===== her

1. 'I won two cooking competitions last year.'

He said .....

2. 'I've never cooked anything Japanese.'

He admitted.....

3. 'My job is as creative as an artist's.'

He claimed .....

4. 'I'm working on a new recipe for tomato soup at the moment.'

He added .....

5. 'I'm sure the soup will be delicious.'

He said .....

1- he had won two cooking competitions the previous year .

- 2-He had never cooked anything Japanese .
- 3-His job was as creative as an artist's.
- 4- he was working on a new recipe for tomato soup at that moment.
- 5- he was sure the soup would be delicious .

2- orders :

**Don't open the door .**

**I ordered Ali .....**

**Not to open the door .**

**Open the door please .**

**I ordered ali .....**

**To open the door .**

**Write the sentences from the recording in reported speech.**

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

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

**Answers**

1 Farida said that their teacher had told them about the dangers of the Internet the day before. She said that she had to write an essay about it that night. She thought she was going to need some help.

1- she said she ..... ( be ) tired .      had been

2- Ali said he ..... ( play ) .      had played

Rewrite the following sentences using reported speech.

- 1. "Solar power and wind power are types of renewable energy sources."

The student said that \_\_\_\_\_

- 2. "You should go to bed on school nights."

I told him that \_\_\_\_\_

3. "Biomass is a renewable energy sources that is also a fuel."

The teacher told us that \_\_\_\_\_

4. "I was sleeping when you called."

Rania said that .....

5. "I hadn't eaten fish and chips before I came to England."

Imad told me that \_\_\_\_\_

Answers:

1. The students said that solar power and wind power were types of renewable energy sources.
2. I told him that he should go to bed early on school nights.
3. The teacher told us that biomass was a renewable energy source that was also a fuel.
4. Rania said that she had been sleeping when I called.
5. Imad told me that he hadn't eaten fish and chips before he had come to England.

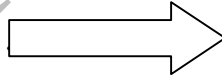
## Unit six :

2. عندما يكون هناك أفعال مساعده أخرى:

نضع **if** ونعكس الفاعل و الفعل المساعد مع تحويل المساعد إلى تصريح ثاني.

1. Could you help me please?

Ahmad asked me .....



If I could help him.

لاحظ أننا حذفنا كلمة please . ^^ أده السؤال تحوّل إلى نقطة.

2. Did you enjoy watching the film yesterday?

Ali asked his sister .....

3. Have you opened your car, Ali?

I asked Ali .....

ملاحظه ^^

لا تتغير >> Would, should, could

Example >> I could run.

Ali Said he could run.

قد نستخدم أفعال مثل: **ask / wonder / want to know / enquire**

الإجابة تبدأ بـ **If** دائما : تتبع الأمثلة التالية :

1. Has the lesson started?

Salma wanted to know .....

2. Is Ali tired now?

Salma wondered .....

3. Did Ali come at 4:00 p.m?

Salma was interested to know  
.....

4. "Did you play football?"

Ali asked me .....

5. "Are you playing, Ahmad?"

Huda wanted to know .....

1- If the lesson had started 2- If he was tired then 3- if he had come at 4:00

4- If I had played football 5- If he was playing .

### 3. Do / Does Questions

في هذه الحالة نحذف {Do / Does} ونضع If بدلا منهما  
ثم نكمل الجملة مع تحويل الفعل إلى التصريف الثاني.

1. "Do you know the right answer?"

They asked me .....

2. "Does she run well?"

He asked .....

**1- If I knew the right answer 2- If she ran well**

### 4. W.H Questions:

تعامل مثل معاملة سؤال **yes/no** ولكن نضع **wh** بدل **If** وتعامل مع **do/does** بنفس الطريقة و عندما تكون مع **Do/Does** ايضا تعامل بطريقه أخرى غير

What does your friend write ?

I asked Ali .....

**What his friend wrote .**

What did your mum write ?

I asked Ali .....

**What his mum had written .**

1. Direct: Where have you been?

She asked me .....



2. How long are you going away for?

She asked .....

3. "Where is Salma"?

Ali asked .....

1- Where I had been 2- How long I was going a way for 3- Where Salma was

## Unit 7 :

### أفعال يتبعها مجرد و أفعال يتبعها gerund

#### 1- to + infinitive :

(to+base)

agree: يوافق	ask : يطلب	attempt: يحاول	choose: يختار
decide: يقرر	expect: يتوقع	forget: ينسى	hope: يأمل
manage: يتدبر	offer: يعرض	prepare: يحضر	promise: يعد
seem: بدأ	want: يريد	able: قادر	Plan: يخطط advise

## ING

finish: ينهي	Consider: يعتبر	enjoy: يستمتع
avoid: يتجنب	dislike: يكره	suggest: يقترح
		practice: يمارس
		spend: يمضي

### 3- Base / ing : no difference in the meaning

begin يبدأ	hate يكره	continue يكمل
intend يعتزم	like يحب	Love يحب
prefer يفضل	start يبدأ	

### الآن : افعال يتبعها مجرد أو جيراند مع اختلاف بالمعنى :

#### 1- forget +ing :

I forget watching the news .

نسيت إنني قد شاهدت الأخبار Forget doing something

#### 2- forget + to

I **forget to watch** the news

نسيت أن أشاهد الأخبار

Forget to do something .

2- stop + v ing

I **stopped smoking** . stop doing something

I **stopped to smoke** . stop to do something .

3- remember+ v ing

I **remember seeing** my friend . remember something in the past .

I **must remember to see** my friend . remember something he should do in the future .

4- try +v ing

I **tried watching** T v . experiment

I **tried to watch** T v . attempted

6- prefer + v ing

I **prefer watching** T v in my home . permanent fact

I **prefer to watch** tv in my home . permanent fact

I **would prefer to watch** T v in my home immediate future

1- I stopped ..... ( smoke ) but I didn't find the fire .

2- I stopped ..... ( smoke ) because it affected my health .

3- I enjoy ..... games . ( watch )

**To smoke /// smoking /// watching**

## Unit 8 : 1- simple past

We use the Past Simple for completed events in the past.

We use the simple past in the following cases:

A: Finished actions in the past:

**Key words:**

**last year ,last month ,last week ,last Summer , ....etc.**

• **a week ago ,two days ago ,a few months ago...etc.**

• **yesterday, yesterday morning ,yesterday, ...etc.**

• **In the past, once, in 1998, when I was a child, when I was 7 years old.**

1-I.....this film along time ago. (see ) saw

2-The police .....the thief two days ago.( arrest ) arrested

3-We.....a lot of work yesterday.(do) did

4-The war.....in 1941. (happen ) happened

**و ننفي هذا الزمن ب didn't**

1- she watched T.V **last night** .

She **didn't** watch T.V last night

و نسأل ب Did

**Did** you watch Tv **yesterday** ?

Care- cared /start –**started**/ carry – carried / enjoy – enjoyed /stop – stopped

leave	left	left
be	Was/were	been
sleep	slept	slept
build	built	built
go	went	gone
become	Became	become
make	made	made
Feel	felt	felt
Dream	dreamt	dreamt
Fall	fell	fallen
Drive	drove	driven
Spend	spent	spent
Wake up	Woke up	Woken up
See	Saw	seen
Speak	spoke	spoken
Think	thought	thought
break	Broke	Broken
Fly	Flew	Flown
win	won	won

1- last year I ..... ( write ) a letter . **wrote**

## Past Continuous Tense:

**1: activities or situations that form a background for an event:**

**Key words:**

When , while ,as

**Following this rule:**

**When + simple past, past continuous**

**While + past continuous, Simple past**

1-The telephone rang while he.....a bath. ( **have** ) **was having**

2-We.....at a high speed when the accident happened.( **drive** ) **were driving**

3-It began to rain while I .....in the park. ( **walk** ) **was walking**

## Past perfect الماضي التام

**Past perfect Tense:**

Use the past perfect in the following cases:

**A: To talk about an event which happened before some other past events:**

**After / before:**

I went out **after** I had watched a film.

Police had come **before** the thief went.

1-Before I did my homework ,I .....my lunch.

(ate ,had eaten ,was eating ,have eaten)

2-By the time the film started ,she .....(was sleeping ,had slept ,has slept ,sleeps)

**B:**

**By + time / when**

The boys had studied **when** I entered .

**By the time** I saw him , he had finished the job .

• We wrote the letter, and then posted it.

**After we**.....

**Before we**.....

**Until / never / already :**

I saw him ,I had **never** known him before

I reached the school .the bell had **already** rung .

She had never played until she got retired .

**Because :**

I met Ali **because** I had bought a new car .

I got a new house **because** I had sold the old one

**As soon as**

The boy was ignored as soon as he had written his homework .

تمارين- ثلاث أنماط

**\* Correct the mistakes**

1. I wrote an email when the phone rang.
2. People were finding simple ways to communicate before writing was invented.
3. While he was staying in Paris, he had visited his grandparents.
4. We were taking a taxi because the bus didn't come.
5. My daughter learnt the alphabet by the time she started school.

1- was writing 2- found 3-visited 4-took 5-had learnt .

- 1-Braille first saw the system when an officer in france ..... The royal . ( visit ) was visiting
- 2-I woke up .it rained . it was raining when I woke up

2- **while , when**

**They were playing . I entered my house .**

While they wer playing , I entered my house .

3- I ..... Ali three years ago . ( meet ) . **Met**

**The causative**

- To ask some one to do something .  
Have// get /\*//want noun+v3

I had my car ..... ( repair ) . repaired .

My mobile is out of work. I want to ..... ( repair ) . have it repaired

1- I repaired my car yesterday . I .....

Had my car repaired yesterday

2- I asked someone to repair my car . I .....

Had my car repaired

3- I am going to repair my car . I .....

Am going to have my car repaired .

للتحويل بشكل عكسي :

**1- I had my car repaired .**

Someone repaired my car .

These sentences should be in the causative. Find the mistakes and write the correct sentences on the lines below.

1. I'm going to cut my hair at the new hairdresser's.

2. She needs to repaired her car.

3. I need to mended the air conditioning unit.

4. They will that broken windows fixed.

5. He had his favourite meal cook by a chef.

I repaired my phone after I dropped it.

- |  |
|--|
| <ol style="list-style-type: none"><li>1. I'm going to have my hair cut at the new hairdresser's .</li><li>2. She needs to have her car repaired .</li><li>3. I need to get /have the air conditioning unit mended .</li><li>4. They will have that broken window fixed</li><li>5. He had his favourite meal cooked by a chef .</li><li>6. I had/got my phone repaired after I dropped it .</li></ol> |
|--|

Recorder the words to make sentences in the **causative**.

1. flowers / had / We / arranged / for / sister's / my / wedding

2. the / explained / wanted / again / I / lesson

3. sent / letter / to / got / the / I / France

4. friend / best / wanted / photo / I / a / with / taken / my

5. car / Dad / fixed / his / yesterday / had

- |  |
|--|
| <ol style="list-style-type: none"><li>1. We had flowers arranged for my sister's wedding.</li><li>2. I wanted the lesson explained again.</li><li>3. I got the letter sent to France.</li><li>4. I wanted a photo taken with my best friend.</li><li>5. Dad had his car fixed yesterday.</li></ol> |
|--|

These sentences are in the causative or the active forms. Make any changes necessary to improve the meaning.

1. I want to take my photo in front of Buckingham Palace.

---

2. I need to paint the bathroom. I'll call the painter today.

---

3. I made breakfast for the family this morning.

---

4. I dry-cleaned my suit yesterday.

---

5. I wrote an email to my aunt this afternoon.

---

6. Go and get your hands washed. They're very dirty.

---

- |   |
|---|
| <ol style="list-style-type: none"><li>1. I want to have my photo taken in front of Buckingham palace.</li><li>2. I need to have the bathroom painted .I'll call the painter today.</li><li>3. I made breakfast for the family this morning ( no change is needed )</li><li>4. I had my suit dry-cleared yesterday</li><li>5. I wrote an email to my aunt this afternoon (no change).</li><li>6. Go and wash your hands .They're very dirty.</li></ol> |
|---|

Read Kevin's list. Write sentences in the causative with want, get or have.

1. go for a hair cut
2. go for an eye test
3. ask the dentist to check my teeth
4. ask the tailer to shorten my jacket
5. ask farid to take a photo of me
6. ask the bike shop to fix my bike

7. I'm getting my hair cut
2. I'm having my eyes tested
3. I want my teeth checked
4. I'm having my Jacket shortened
5. I want a photo of me taken by (.....)
6. I'm having my bike fixed.

Work in pairs. Take turns to ask and answer questions using the following ideas. Start your questions *Have you ever* or *When did you last ...*

1. have / hair / cut?
2. have / bike / fixed?
3. have / clothes / dry-cleaned?
4. have / suit / fitted?
5. get / professional photo / taken?
6. get / car / washed?
7. get / teeth / cleaned?
8. get / favourite food / prepared

ANSWERS :

1. A: When did you last have your hair cut?  
B: I had my hair cut a month ago.
2. A: Have you ever had your bike fixed?



- B: No, I have never had it fixed.
3. A: Have you ever had your clothes dry-cleaned?  
B: No, I've never had my clothes dry-cleaned.
4. A: Have you ever had a suit fitted?  
B: Yes, I have.
5. A: Have you ever had a professional photo taken?  
B: Yes, I had one taken last year.
6. A: when was the last time you got the car washed?  
B: I got it washed last week
7. A: Have you ever got your teeth cleaned?  
B: No, I haven't
8. A: When was the last time you got your favourite food prepared?  
B: Yesterday, I got it prepared by mum.

## Unit ten

- 1- must have = sure / certain  
2- couldn't have = sure/ certain  
3- might have /could have = not sure = unsure

- 1- I had three cars . I ..... rich . ( must be ) = must have been  
2- They ..... illiterate because there are some inscriptions . ( cant be ) cant have been .  
3- The boys weren't there . They .....earlier . ( must leave )  
Must have left  
4-Ali didn't get high marks .she .....well for the exam . ( might not revise )  
Might not have revised

We use modal verbs *must*, *can't* and *might* to explain possible truths.

1. We use *must* + infinitive or *must have* + past participle to talk about things which we are almost sure are true:

*He must earn quite a lot of money to be able to afford that car.*

*They must have come from somewhere hot like Africa.*

2. We use *can't* + infinitive or *can't have* + past participle to talk about things which we are almost sure are not true:

*It can't be easy designing and building bridges – they're complicated structures.*

*They can't have finished their lunch already – they only started eating five minutes ago.*

3. We use *might* + infinitive or *might have* + past participle when we are unsure whether something is true or not:

*She might be French – she has a strange accent.*

*He's not usually this late – he might have got stuck in heavy traffic.*

Must : certain / definite / sure / true.

Can't : certain / definite / sure / impossible .

Might : possible / probable / may be/perhaps .

### امثلة للتوضيح في اختيار فعل التخمين

1-present continuous = modal be + ing

He is writing a letter = He might be having a call .

2- present perfect = modal have + p.p

She has written a letter = she must have phoned her brother .

3- simple past = modal have + p.p

She was running. She might have been late.

Write sentences to explain these situations, using the words in brackets in your answers .

1. The phone is ringing – it's probably your brother. He usually rings at this time.

( it might..... )

Be your brother – he usually rings at this time .

2. Someone's ringing your doorbell. You're sure it's the postman – he always comes at this time. ( it must ..... )

be the postman .He always comes at this time .

3. There is an important football match in your town tonight. You think the roads will probably be very busy. ( The roads might .....)

be very busy tonight . There is an important football match .

4. Your friend said she would phone you, but she hasn't. You are sure she hasn't forgotten. ( she can't ..... )

have forgotten to phone me .

5. Someone waves to you from a car. It looks like your friend's father's car.

It might

Be my friends father .It looks like his car .

6. Your sister has worked very hard. You feel sure that she has got good grades in her exams.

She must

Have got good grades in her exam .she has worked very hard .

7. You hear a car approaching, but you know it isn't your uncle's car because it doesn't sound the same.

It can't

Be my uncles car. It doesn't have the same sound .

8. A new building is going up in your neighborhood. You think it is probably a school.

They might

Be building a new school .

In the sentence, " Zaid must have got good grades. He has worked very hard." The speaker is .....

( almost sure that Zaid has good grades , Sure that Zaid has not got good grades , unsure whether Zaid has got good grades or not )

1. They have got two cars. They must be rich.

2. He knows Jordan really well. He must have lived there in the past.

B. We use (can't + infinitive), (can't have + V3) to talk about things which are almost sure are not true.

1. Ali has two cars. He can't be poor.

2. Salma can't have been at the supermarket this morning because I didn't see her there.

C. We use (might/may/could + infinitive), (might/may/could have + V3) when we are unsure whether something is true or not (impossible).

2. I can't find my pen. I might have left it at school.

Write sentences to explain these situations, using the words in brackets in your answers.

a. The phone is ringing – it's probably your brother. He usually rings at this time. (*It might ...*)

*It might be my brother – he usually rings at this time.*

b. Someone's ringing your doorbell. You're sure it's the postman – he always comes at this time.

*It must*

c. There's an important football match in your town tonight. You think the roads will probably be very busy.

*The roads might*

d. Your friend said she would phone you, but she hasn't. You are sure she has not forgotten.

*She can't ...*

e. Someone waves to you from a car. It looks like your friend's father's car.

*It might*

f. Your sister has worked very hard. You feel sure that she has got good grades in her exams.

*She must .....*

- b. It must be the postman (at the door). He always comes at this time.
- c. The roads might be very busy tonight. There's an important football match in town.
- d. She can't have forgotten to phone me.
- e. It might be my friend's father. It looks like his car.
- f. She must have got good grades in her exams. She has worked very hard.

THE END

Omar Sanad