

ENGLISH FOR IRAQ

2026
نسخة

4th Preparatory

كل ما يتعلّق بـ مادّة اللغة الانكليزية
لـ الصف الرابع الإعدادي

قواعد | مفردات | قطع الكتاب
حل اسئلة الكتاب والنشاط



Let's learn English



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هذه الملزمة من اعداد وتصميم الاستاذ علي يحيى ، وهي مجانية بصيغة PDF ومتوفرة على قناته على التلكرام (علي يحيى مدرس انكليزي) ، يحق للطالب تحميلها وطباعتها بأي مكان يرغبون.

يحق للطالب فقط طباعتها والافضل ان تطبع ملونة حتى لا تضيع الملاحظات المدونة بلون معين. لا يحق للطالب تعديل اي من محتوى الملزمة.

يحق للتدريسيين الاستفادة من الملزمة (للتدريس فقط) شرط عدم تعديل اي محتوى فيها او نسبها لهم.

صممت الملزمة بطريقة تشبه المنهج الدراسي للطالب من حيث الترتيب ، وتحتوي على ترجمة كلمات كثيرة وحلول لتمارين كتاب الطالب وكتاب النشاط وامثلة شاملة للمواضيع.

كما تشمل جميع انشاءات المنهج وحلول وترجمة اسئلة قطع الكتاب والادب.

تساعد الملزمة الطالب على فهم المادة بشكل اساسي وحفظ التعريف والمفردات بطريقة سهلة وتساعدك وتسهل عليك مادة اللغة الانكليزية حتى تحصل على درجة عالية.

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ملاحظات قواعدية مهمة

اضافة (ed) للفعل

1. لتحويل الفعل المجرد الى ماضي بسيط ناضيف (ed) الى نهاية الكلمة.

work → worked / talk → talked

2. اذا كان الفعل ينتهي بالحرف (e) ناضيف له (d) فقط.

invite → invited / arrive → arrived

3. اذا كان الفعل ينتهي بالحرف (y) وقبله حرف صحيح يقلب الد (y) الى (i) وناضيف (ed).

study → studied / cry → cried

4. اذا كان الفعل ينتهي بالحرف (y) وقبله حرف علة (a/o/u/e) فلا يقلب بل يبقى كما هو وناضيف (ed) فقط.

play → played / enjoy → enjoyed / stay → stayed

5. اذا انتهى الفعل ذات المقطع الواحد بحرف صحيح مسبوق بحرف العلة واحد ، نكر الحرف الصحيح وناضيف (ed).

stop → stopped / trot → trotted

6. الافعال المكونة من اكثـر من مقطع وـمنتهـية بـحـرـفـ صـحـيـحـ مـسـبـوقـ بـحـرـفـ عـلـةـ وـاحـدـ عندما يكون التشديد على المقطع الاخير ، نكر الحرف الصحيح وناضيف (ed).

prefer → preferred

7. الافعال المكونة من اكثـر من مقطع وـمنتهـية بـحـرـفـ صـحـيـحـ مـسـبـوقـ بـحـرـفـ عـلـةـ وـاحـدـ عندما لا يكون التشديد على المقطع الاخير ، لا نكر الحرف الصحيح وناضيف (ed) فقط.

open → opened / offer → offered

اضافة (ing) للفعل

1. ناضيف (ing) للفعل لبيان استمراريتها او لتحويلها الى اسم.

help → helping / work → working

write → writing / take → taking

3. اذا كان الفعل ينتهي بالحرف (y) فلا يقلب بل يبقى كما هو وناضيف (ing) فقط.

play → playing / study → studying / fly → flying

4. اذا انتهى الفعل بالحرفين (ie) ، عند الاضافة يقلبان الى الحرف (y) ثم ناضيف (ing).

tie → tying / lie → lying / die → dying

5. اذا انتهى الفعل ذات المقطع الواحد بحرف صحيح مسبوق بحرف العلة واحد ، نكر الحرف الصحيح وناضيف (ing).

swim → swimming / get → getting / cut → cutting / run → running

6. اذا انتهى الفعل بحرف صحيح مسبوق بـ (حـرـفـ عـلـةـ) ، فإن الحرف الصحيح لا يكرر وناضيف (ing) فقط.

eat → eating / read → reading / clean → cleaning

7. الافعال المكونة من اكثـر من مقطع وـمنتهـية بـحـرـفـ صـحـيـحـ مـسـبـوقـ بـحـرـفـ عـلـةـ وـاحـدـ عندما يكون التشديد على المقطع الاخير ، نكر الحرف الصحيح وناضيف (ing).

begin → beginning / prefer → preferring

8. الافعال المكونة من اكثـر من مقطع وـمنتهـية بـحـرـفـ صـحـيـحـ مـسـبـوقـ بـحـرـفـ عـلـةـ وـاحـدـ عندما لا يكون التشديد على المقطع الاخير ، لا نكر الحرف الصحيح وناضيف (ing) فقط.

open → opening / offer → offering

ملاحظات قواعدية مهمة

اضافة (s) الشخص الثالث للفعل

1. نضيف (s) الشخص الثالث للفعل في زمن المضارع البسيط **حصراً** عندما يكون الفاعل (he/she/it) او اسم مفرد.
2. اذا انتهى الفعل بحرف (o/s/sh/ch/z/x) **عندما** نضيف (es) للفعل.
go → goes / cross → crosses / wash → washes / teach → teaches / buzz → buzzes / fax → faxes
3. اذا كان الفعل ينتهي بالحرف (e) **نضيف له (s) فقط.**
drive → drives / write → writes
4. اذا كان الفعل ينتهي بالحرف (y) **وقبله حرف صحيح** ، **يقلب الـ (y) الى (i)** **ونضيف (es).**
study → studies / try → tries
5. اذا كان الفعل ينتهي بالحرف (y) **وقبله حرف علة (a/o/u/i/e)** **فلا يقلب** بل يبقى كما هو **ونضيف (s) فقط.**
play → plays / stay → stays / buy → buys
6. اذا اردنا اضافة (s) الشخص الثالث للفعل **(have)** **فعندها ستحول الى (has)** **وليس (haves)**.

اضافة (s) الجمع للاسماء

1. نضيف (s) الجمع للاسماء لتصبح جمع.
book → books / door → doors / car → cars
2. اذا انتهى الاسم بحرف (s/sh/ch/z/x) **عندما** نضيف (es) لاسم.
glass → glasses / dish → dishes / match → matches / buzz → buzzes / box → boxes
3. اذا كان الاسم ينتهي بالحرف (y) **وقبله حرف صحيح** ، **يقلب الـ (y) الى (i)** **ونضيف (es).**
city → cities / story → stories / party → parties
4. اذا كان الاسم ينتهي بالحرف (y) **وقبله حرف علة (a/o/u/i/e)** **فلا يقلب** بل يبقى كما هو **ونضيف (s) فقط.**
day → days / key → keys
5. اغلب الاسماء التي تنتهي بـ **(f/fe)** **نحولهم الى (v)** **ونضيف (es).**
knife → knives / shelf → shelves / leaf → leaves / life → lives / theif → thieves
6. اذا انتهى الاسم بحرف (o) **وقبله حرف علة نضيف (s)** **فقط عند الجمع.**
zoo → zoos / radio → radios / video → videos / studio → studios
7. اذا انتهى الاسم بحرف (o) **وقبله حرف صحيح** **نضيف (es)** **عند الجمع.**
hero → heroes / tomato → tomatoes / potato → potatoes / echo → echoes
8. هنالك اسماء **شاذة** **لا تخضع لقاعدة معينة عند الجمع (تحفظ نصاً).**
child → children / man → men / woman → women / ox → oxen / mouse → mice
tooth → teeth / foot → feet / goose → geese / person → people

UNIT ONE / الوحدة الاولى

U1: Lesson 1 (SB) P. 6 - 7 (How do you learn?) كيف تتعلم

المضارع البسيط Present simple

1. نستخدم المضارع البسيط للتعبير عن **الاحداث الحقيقة او الاحداث التي تحصل بشكل متكرر** او **أن تكون كل يوم او كل اسبوع او كل شهر** وهناك دلالات تأتي مع المضارع البسيط مثل:

(always / often / usually / each / every day / every week / every month / once a week / twice a month)

2. قاعدة المضارع البسيط في حالة **الاثبات** هي:

الكلمة + **الشخص الثالث s** + فعل + (اسم مفرد / فعل مفرد) + (I / we / you / they) + (اسم جمع / فعل مجرد)

Ex: He **works** in a bank.

Ex: We **take** the bus to school.

Ex: Water **freezes** at 0°C.

Ex: Dates **grow** on palm trees.

Ex: She (leave) home at 7:00am. (Present simple) حول الى المضارع البسيط

- She **leaves** home at 7:00am.

Ex: They often (wash) the car every week. (Present simple)

- They often **wash** the car every week.

Ex: He (go) to school every day. (Present simple)

- He **goes** to school every day.

Ex: We usually the bus to school. (**take** / **taking** / **takes**)

Ex: She in a bank. (**work** / **works** / **working**)

3. قاعدة المضارع البسيط في حالة **النفي** هي:

الكلمة + **فعل مجرد + doesn't** + (اسم مفرد / فعل مفرد) + (I / we / you / they) + (اسم جمع / فعل مجرد + **don't**)

Ex: Ali usually leaves home at 8 o'clock. (Negative) حول الى نفي

- Ali usually **doesn't leave** home at 8 o'clock.

Ex: They go to school by bus every day. (Negative)

- They **don't go** to school by bus every day.

Ex: It (not rain) much in summer. (Correct in the present simple)

- It **doesn't rain** much in summer.

Ex: They (**don't** / **doesn't**) go to the cinema every weekend.



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4. قاعدة المضارع البسيط في حالة الاستفهام هي:

Does + (he / she / it / اسم مفرد) + فعل مفرد + التكلمة ؟
 Do + (I / we / you / they / اسم جمع) + فعل مفرد + التكلمة ؟

Ex: Salim goes to school every day. (Question) حول الى سؤال

- Does Salim go to school every day?

Ex: They wash the car every week. (Question)

- Do they wash the car every week?

Ex: What (do / does) you cook?

5. ظروف التكرار (always/usually/often/sometimes/never/every/each/once a week/twice a month) تأتي مع المضارع البسيط ويكون موقعها عادة بين الفاعل والفعل الرئيسي وقد تأتي في نهاية الجملة. وظرف التكرار (sometimes) قد يأتي في بداية الجملة.

Ex: Nada usually gets up early.

Ex: Do students always wear a school uniform?

Ex: I visit my cousins once a week.

Ex: She travels to London twice a year.

Ex: Sometimes you reach the class late.

6. اذا كان الفعل الرئيسي في الجملة هو فعل الكنونة (be) فيتحول الى (is/am/are) حسب فاعل الجملة وفي المضارع البسيط يأتي بعد افعال (be) اسم او صفة او حرف جر ، اما بالنسبة لظروف التكرار يكون موقعها بعد الفعل المساعد.

be → is (he/she/it)
 be → are (they/we/you)
 be → am (I)

Ex: He (be) early. (Present simple)

- He is early. الاشبات

- He is not early. النفي

- Is he early? الاستفهام

Ex: We (be) late. (Present simple)

- We are late. الاشبات

- We are not late. النفي

- Are we late? الاستفهام

Ex: I (be) tired. (Present simple)

- I am tired. الاشبات

- I am not tired. النفي

- Am I tired? الاستفهام

Ex: The capital of Iraq (be) Baghdad. (Present simple)

- The capital of Iraq is Baghdad.

Ex: I (be) a student in this school. (Present simple)

- I am a student in this school.

Ex: She (be) at home. (Present simple)

- She is at home.

Ex: (be) the books on the table? (Present simple)

- Are the books on the table?

Ex: I am tired. (Insert: usually)

- I am usually tired.

Ex: You are late. (Insert: often)

- You are often late.

7. عند الجواب عن السؤال بـ (Yes/No) نستخدم القاعدة التالية:

فعل مساعد + ضمير الفاعل , Yes
 فعل مساعد + ضمير الفاعل , No

Ex: Is he a teacher? (Yes/No)

- Yes, he is.

- No, he isn't.

Ex: Are they clever? (Yes/No)

- Yes, they are.

- No, they aren't.

Ex: Do you like Art? (Yes/No)

- Yes, I do.

- No, I don't.



Lesson 1 (AB) P. 4 - 5

B.p5/ Put the verbs in brackets into the correct form.

ضع الافعال التي بين الاقواس بالصيغة الصحيحة

1. I (study) English at school. **study**
2. How often (you/go) to the self Access center? **do you go**
3. How much (that dictionary/cost)? **does that dictionary cost**
4. Interpreters (have) a difficult job, because they need to speak many languages very well. **have**
5. He (not speak) Arabic. **doesn't speak**
6. (be) you at home right now? **Are**
7. I (write) in my diary after every class. **write**
8. Where is Deema? She (not be) in the classroom. **isn't**

U1: Lesson 2 (SB) P. 8 (Changes) تغييرات

المضارع المستمر Present continuous

1. نستخدم المضارع المستمر للتعبير عن حدث يحصل وقت التكلم وهناك دلالات على المضارع المستمر .(today/at the moment/at the present time/now/Look!/Listen!/Be quiet!/keep quiet!)
2. قاعدة المضارع المستمر في حالة **الإثبات** هي:

(he / she / it / اسم مفرد / + فعل + ing)
 (you / we / they / اسم جمع / + فعل + ing)
 (I) + am + فعل + ing

Ex: My brother (play) tennis at the moment. (Present continuous) حول الى المضارع المستمر

- My brother **is playing** tennis at the moment.

Ex: Look! The ducks (cross) the road. (Correct) صحق الجملة

- Look! The ducks **are crossing** the road.

Ex: Keep quiet! The baby (sleep) now. (Present continuous)

- Keep quiet! The baby **is sleeping** now.3. قاعدة المضارع المستمر في حالة **النفي** هي:

(he / she / it / اسم مفرد / + فعل + not + ing)
 (you / we / they / اسم جمع / + are + not + فعل + ing)
 (I) + am + not + فعل + ing

Ex: My brother is playing tennis at the moment. (Negative) حول الى نفي

- My brother **is not playing** tennis at the moment.Ex: They are not (clean / cleaned / cleaning) the office now.Ex: I Math today. (is not studying / am not studying / are not studying)

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4. قاعدة المضارع المستمر في حالة الاستفهام هي:

Is + (he / she / it) + فعل + (اسم مفرد / ing + ?
Are + (you / we / they) + فعل + (اسم جمع / ing + ?
Am + (I) + فعل + ing + ?

Ex: They are playing tennis now. (Question) حول الى سؤال

- Are they playing tennis now?

Ex: Nadia is watering the flowers at the moment. (Question)

- Is Nadia watering the flowers at the moment?

Ex: I am studying Math today. (Question)

- Am I studying Math today?

Ex: What (you/do) at the moment. (Question)

- What are you doing at the moment?

Ex: Listen! Who (make) that terrible noise? (Question)

- Listen! Who is making that terrible noise?

5. عند الجواب عن السؤال بـ (Yes/No) نستخدم القاعدة التالية:

Yes + فعل مساعد + ضمير الفاعل ,
No + فعل مساعد + ضمير الفاعل , not

Ex: Is she making that noise? (Yes/No)

- Yes, she is.

- No, she isn't.

Ex: Are they playing tennis right now? (Yes/No)

- Yes, they are.

- No, they aren't.

6. امثلة اضافية:

Ex: I'm (read / reading / reads) a book at the moment.

Ex: At the moment, we (learn) English. (Correct the verb) صحق الفعل

- At the moment, we are learning English.

Ex: Be quiet! I (try) to do my homework. (Correct)

- Be quiet! I am trying to do my homework.

Ex: Ali (eat) his sandwich right now. (Put the verb in the correct form) ضع الفعل في الصيغة الصحيحة

- Ali is eating his sandwich right now.

Ex: They (not / watch) TV at the moment. (Correct)

- They are not watching TV at the moment.

Ex: What (you / do) right now?

- What are you doing right now?

Ex: she What cooking now ? is (Put in the correct order) ضع الجملة في الترتيب الصحيح

- What is she cooking now?

Ex: Zaid and Mustafa (are taking / is taking) some exercise.

Ex: I'm painting my bedroom (yesterday / every day / now)



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7. نستخدم المضارع المستمر للتحدث عن **الموافق المتغيرة** مثل:

Ex: The number of people who have computers **is going up**.

Ex: Mobile phones **aren't getting** more expensive. Prices **are going down!**

Ex: Is your English **getting better**? Yes, it is.

8. نستخدم المضارع المستمر مع **الاحداث المستقبلية المخطط لها** مثل:

Ex: We **are having** dinner with my uncle at 8:00.

Ex: What **are you doing** at the weekend?

9. بعض الافعال **لاتستخدم** مع زمن المضارع المستمر مثل:

(know / like / love / understand / see / need / want / mean)

Ex: Do you **know** Ali?

Ex: I don't **like** sad stories.

Ex: What does this word **mean**?

Ex: I **need** this book.

Ex: Does she **love** me?

Ex: Do you **understand** the problem now?

Ex: I **see** him. He is over there.

Words order ترتيب الكلمات

• يتم ترتيب الكلمات في اللغة الانكليزية حسب الاحرف الابجدية ، فإذا كان الحرف الاول متشابه نذهب للحرف الثاني واذا كان الحرف الثاني متشابه نذهب للحرف الثالث وهكذا مثل:

Ex: international / company / book / bag / apple / ant.

(Put the words in the alphabetical order) رتب الكلمات حسب الترتيب الابجدي

- ant , apple , bag , book , company , international.

Lesson 2 (AB) P. 6 - 7

A.p6/ Put the verbs in brackets into the present continuous.

ضع الافعال التي بين الاقواس بصيغة المضارع المستمر

1. The number of tourists (go up) **is going up**

2. The number of people who live in London (rise) **is rising**

3. The number of Europeans who don't speak English (fall) **is falling**

4. Sales of computers (rise) **are rising**

5. The number of people who don't have a computer (go down) **is going down**



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B.p6/ Read the sentences and match them to the three uses of present continuous.

اقرأ الجمل التالية وطابقها مع الاستخدامات الثلاثة للمضارع المستمر

A. happening now احداث تحصل الان	B. changing situations مواقف متغيرة	C. planned future events احداث مستقبلية مخطط لها
1. At the moment, I am learning French in a study programme.		A
2. Next year, he is studying in America for six months.		C
3. Prices for computers are rising, so you should buy your laptop now.		B
4. She is leaving the hotel tomorrow at 8 a.m.		C
5. Could you be quiet, please? I am trying to read my book!		A

C.p6/ Write four sentences. In each sentence, use one of the words or phrases from the box.

Look at Student's Book page 8 to help you.

اكتب اربع جمل مستخدماً الكلمات التي في الصندوق

يرتفع / يرتفع ، يتقدم / ينزل ، يهبط / يسقط
rise / go up / go down

The number of American university students learning Spanish is falling.

The number of international students studying in the UK is going down.

The number of people learning Arabic at university is going up.

The number of languages in the world is rising.

E.p7/ Write the words in the box below in alphabetical order.

اكتب الكلمات التي في الصندوق حسب الترتيب الابجدي

حذر / careful / ايقونة / icon / ينقر / click / كلمة سر / password / برنامج / software

ذكرة / diary / انتخاب / election / حل / solution / مترجم / interpreter

careful , click , communicate , diary , election , icon , interpreter , password , software , solution

U1: Lesson 3 (SB) P. 9 (Choosing a summer programme) اختيار برنامج صيفي

الصفات المنتهية بـ (ing / ed)

- نستخدم الصفات المنتهية بـ (ing) لوصف الشيء الذي يسبب الشعور عند الآخرين (غير عاقل).
- نستخدم الصفات المنتهية بـ (ed) لوصف الشعور عند الآخرين (عاقل).
- إذا وجدنا بعد الفراغ او بعد الاقواس اسم نختار صفة منتهية بـ (ing).
- عند وجود (the/a/an/this/that) بعد الفعل المساعد او الفعل الرئيسي نختار صفة تنتهي بـ (ing) سواء كان الموصوف عاقل او غير عاقل ، اما اذا وجدناها قبل الفاعل لانه تم.
- إذا وجدنا بعد الاقواس (when/because/on/in/at/about) نرجع الى قبل القوس او الفراغ ونركز إن كان الفاعل عاقل (he/she/we/they/Ali/Nada..) نختار صفة منتهية بـ (ed) واذا كان الفاعل غير عاقل نختار صفة منتهي بـ (ing).
- عند وجود اسمين قبل الاختيارات او الفراغ فلن الاسم الاقرب لها يكون هو الاسم الموصوف.

Ex: Sami is very (interested / interesting) in history.

Ex: He thinks the British Museum is very (interested / interesting).

Ex: She is not very (interested / interesting) in fashion. She prefers books and music.

Ex: This book is very (bored / boring). I fall asleep whenever I try to read it.

Ex: It was the most (frightened / frightening) day of my life.

Ex: My flight was (tired / tiring) because it was a seven-hour flight.

Ex: The children were (frightened / frightening) because our car broke down in the desert.

Ex: The audience were happy because the film was so (excited / exciting).



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Lesson 3 (AB) P. 8 - 9

B.p8/ Read the leaflet on student's Book page 9 again. Match the beginnings and endings of the sentences.

طابق بدايات ونهایات الجمل التالية

- | | |
|---|---|
| 1. If you study in a large class, b | a. are for people who want to practise speaking a language. |
| 2. You can get information f | b. you can share your ideas with a lot of people. |
| 3. If you choose a programme in the country, d | c. if you do a specialist language study programme. |
| 4. Some study programmes a | d. you will be able to do more sports. |
| 5. You can improve your English c | e. you will get more help from the teacher. |
| 6. If you study in a small class, e | f. by emailing us at summerprogramme@summer.edu. |

C.p9/ Complete the sentences with words from the box.

اكمِل الجمل التالية من الكلمات التي في الصندوق

يشعر بالتعب **tired** / متعب **tiring** / يشعر بالحماس **excited** / ممتع **exciting** / يشعر بالملل **bored**

1. I didn't sleep much last night and now I'm **tired**
2. We had a very day. We went to two museums in the morning and played tennis in the afternoon. **tiring**
3. I wanted to play football, but it rained all day, and I had to stay at home. I was very **bored**
4. There is no action in that film. It is **boring**
5. She is because she is going to the UK for the summer, and she will learn a lot of new things. **excited**
6. The football match was The score was very close until the last minute. **exciting**

D.p9/ Complete the sentences with the **-ed** or **-ing** forms of the verbs in brackets to make adjectives.

اكمِل الجمل التالية بأضافة **ed** أو **ing** للأفعال التي بين الأقواس لجعلهم صفات

1. I had an (amaze) summer: I went to a summer camp to improve my English! **amazing**
2. I felt a bit (embarrass) on the first day because I didn't know anyone. **embarrassed**
3. The teacher was very (surprise) with my English. He said it was really good! **surprised**
4. The classes were really (interest): we talked about lots of topics! **interesting**
5. Now that I'm back though, I'm really (tire) **tired**
6. I need some (relax) days at home before I started school again! **relaxing**



U1: Lesson 4 (SB) P. 10 (So do I!)

Lesson 4 (AB) P. 10 - 11

B.p10/ Look at the opinions. Match each sentence with a response.

طابق كل جملة مع الرد المناسب لها

- | | |
|---|--|
| 1. I'd love to go on a study programme. c | a. I agree. It might be very different from ours. |
| 2. I need to work on my English. d | b. So would I. I love art. |
| 3. I think it's really important to learn about the culture of the country you're in. a | c. I wouldn't. I rather go on holiday with my family. |
| 4. I want to be in the countryside where there's lots of fresh air. f | d. So do I. I failed the exam last week. |
| 5. I think it's much better to stay with a family. e | e. I disagree. I'd rather meet lots of new people. |
| 6. I'd like to take drawing classes. b | f. I don't. I think it's boring. Cities are much more interesting. |

D.p11/ Listen and repeat. Then write each word in the correct column.

اقرأ الكلمات التالية وضعها في العمود الصحيح حسب نطق الصوت

صيني Chinese	ناس people	اختبار test	وصول access	ثلاثة three	يتحدث speak
مركز website	موقع الكتروني website	الذات self	يلتقي meet	نفس النفس	يحصل get

صوت الـ / i: /

صوت الـ / e /

speak

people

three

Chinese

be

meet

test

access

get

self

website

centre

U1: Lesson 5 (SB) P. 11 (Asking for information)

الاستئلة الغير مباشرة

1. نستخدم السؤال الغير مباشر عندما لا نعرف احداً بصورة جيدة او عندما نريد ان نكون اكثراً ادباً لذلك عندما نستخدم السؤال الغير مباشر نستخدم معه عبارات تجعل الجملة اكثراً ادباً.

2. العبارات التي نستخدمها مع السؤال الغير مباشر هي (Could you tell me / Can you tell me) و معناها هل تستطيع اخباري.

3. اذا بدأ السؤال المباشر بأدوات السؤال (Wh-questions) مثل (Where , When , What , Why , How ...) عند الحل نضع العبارة الموزدة في بداية الجملة وبعدها نضع اداة السؤال كما هي وبعدها نكتب الفاعل وبعدها الفعل الرئيسي او الفعل المساعد ثم التكملة ثم علامة الاستفهام كما في القاعدة التالية:

? + التكلمة + الفعل الرئيسي او المساعد + الفاعل + اداة السؤال + (Can/Could) you tell me



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4. اذا بدأ السؤال المباشر ب فعل مساعد مثل (Is , Are , Do , Does , Will , Has , Have ...) عند الحل نضع العبرة المؤذبة في بداية الجملة ثم نضيف (if او whether) بعدها نكتب الفاعل وبعدها الفعل الرئيسي او الفعل المساعد ثم التكملة ثم علامة الاستفهام كما في القاعدة التالية:

(Can/Could) you tell me + (if / whether) + الفاعل + المساعد + الفعل الرئيسي + التكلمة ؟

5. اذا وجدنا (do) في الجملة نحذفها عند الحل ويبقى الفعل كما هو.

6. اذا وجدنا (does) في الجملة نحذفها عند الحل ونضيف (s) الشخص الثالث للفعل.

7. اذا وجدنا (did) في الجملة نحذفها عند الحل ونتحول الفعل الى ماضي.

8. امثلة شاملة لكل الموضوع.

Ex: What sports do you offer? (Indirect question) حول الى السؤال الغير مباشر

- Could you tell me what sports you offer?

Ex: Do you have drawing classes? (Indirect question)

- Can you tell me if you have drawing classes?

Ex: Do you have a pool? (Indirect question)

- Could you tell me if you have a pool?

Ex: Where is the school? (Indirect question)

- Can you tell me where the school is?

Ex: How much does it cost? (Indirect question)

- Could you tell me how much it costs?

Ex: Do you have language software? (Indirect question)

- Can you tell me if you have language software?

Ex: Is it time to go? (Indirect question)

- Could you tell me if it's time to go?

Ex: Will it rain tomorrow? (Indirect question)

- Can you tell me if it will rain tomorrow?

Ex: What did you see yesterday? (Indirect question)

- Could you tell me what you saw yesterday?

Ex: Where did you go last week? (Indirect question)

- Can you tell me where you went last week?

Ex: What does she have? (Indirect question)

- Can you tell me what she has?

Ex: Are they clever? (Indirect question)

- Could you tell me if they are clever?



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علي يحيى مدرس انكليزي



Lesson 5 (AB) P. 12 - 13

D.p13/ Fill out an application form for yourself.

املاً استماره تقديم عن نفسك

(إنشاء الوحدة الأولى)

An application Form

Surname: Qasim

Fornames: Ali Yahya

Date of birth: 18/1/1993

Address: Al-Wahda, Mosul, Iraq

Phone number: +96400000000000

Email: alieng93@gmail.com

Why are you interested in our school?

I would like to go on a summer programme to improve my English. I am interested in your school because you offer English classes at many levels.

I also think I would like to be in the country, and to have an opportunity to do sport.

لماذا انت مهتم بمدرستنا؟

أود الذهاب في برنامج صيفي لتحسين لغتي الإنجليزية. أنا مهتم بمدرستكم لأنها تقدم دروساً في اللغة الإنجليزية على عدة مستويات.

أعتقد أيضاً أنني أود أن أكون في هذا البلد وأن أحصل على فرصة لممارسة الرياضة.

E.p13/ Put the words in brackets in the correct order to make indirect questions.

ضع الكلمات الموجودة بين الأقواس بالترتيب الصحيح لتكوين اسئلة غير مباشرة

1. Do you have a football pitch? (if / you / me / have / you / a / football / Could / tell / pitch / ?)

- Could you tell me if you have a football pitch?

2. Where is the café? (where / Can / tell / you / me / is / café / the / ?)

- Can you tell me where the café is?

3. How large are the classes? (are / Could / you / classes / me / tell / how / the / large / ?)

- Could you tell me how large the classes are?

4. What extra activities do you offer? (offer / me / you / Can / what / extra / tell / activities / you / ?)

- Can you tell me what extra activities you offer?

U1: Lesson 6 (SB) P. 12 (A tour of the self-access centre)

جولة في مركز التعليم الذاتي

Lesson 6 (AB) P. 14 - 15

A.p14/ Complete the phrases for giving directions with words from the box.

أكمل العبارات التالية من الكلمات التي في الصندوق

من خلال / مباشر ، بخط مستقيم / past / ثانٍ / straight / يتجاوز / يسار

Turn left / right

Go the school. past

Turn left / right

Go the gate. through

Go on. straight

It's the house on your left. second



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U1: Lesson 7 (SB) P. 13 (Meeting and greeting)

Lesson 7 (AB) P. 16 - 17

A.p16/ Complete the conversations below with the phrases in the box. Then listen again and check.
اكمِل المحادثة التالية من العبارات الموجودة في الصندوق (يمكن اعطاء التمرين واجب منزلي)

And how are you? / من الجيد رؤيتك هنا! / **Fine, thanks.** ، شكرًا / **Good to see you here!** ، بحالة جيدة ،
Please call me Fouad. / **Nadiya** بفؤاد / **Pleased to meet you.** / **Were you?** أحلاً كنت كذلك!

A.

Bassam: Hello Susan! **Good to see you here!** How are things?

Susan: All good, thanks. **And how are you?**

Bassam: **Fine thanks.** What are you waiting for?

Susan: My favourite author is coming, and I want him to sign my book.

B.

Fouad: Good morning! Sorry I'm late, everyone. I was lost!

Susan: **Were you?** Well, I'm glad you're here now, Mr. Jassim.

Fouad: **Please call me Fouad.** What's your name?

Susan: I'm Susan. **Pleased to meet you.** Can you sign my book?

C.p17/ Listen for the number of syllables and write each word in the correct column.

اصنِع لعدد المقاطع الصوتية لكل كلمة واتكِبها في العمود الصحيح

author / اشهر / **months** / استمتع / **fine** / جيد / **museum** / متحف
enjoying / صفات / **pleased** / مسرور / مشكلة / **problem** / غداً / tomorrow

مقطع صوتي واحد	مقطعين	ثلاثة مقاطع
Fine	author	enjoying
months	classes	museum
pleased	problem	tomorrow



U1: Lesson 8 (SB) P. 14 (Arabic and English) العربية والإنجليزية

Unit 1
Lesson 8
AB 18-19

Arabic and English

- 1 Jamil is going to give a talk on Arabic in his English class. Read his notes and decide what they mean.

ARABIC TODAY

- ~230 m. people
- 5th lang. in the world
- One of official lang.s of UN

TYPES OF ARABIC

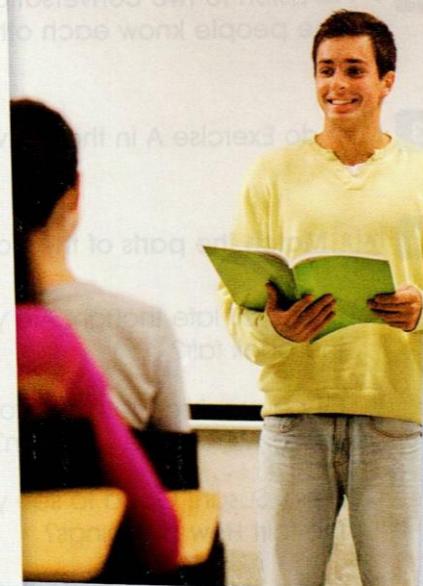
- People from different countries maybe don't understand each other - dialects (e.g., Egypt)
- Modern Standard Arabic in books/newspapers, on radio/TV, in mosques all over the world

HISTORY

- Arabic from Semitic family. Most Semitic lang.s dead
- Spread across Europe (Science, Maths, etc) - into French, Spanish and English, esp. 800 yrs ago

THE HOLY QUR'AN

- Pure lang. of Holy Qur'an v. similar to Modern Arabic
- Helped Arabic survive for 1,000 yrs



Why are there so many words with similar meanings in English? Why do we have two words – *sick* and *ill* – that look very different but both mean *not very well*? Why is a *reply* also an *answer*? And why are there *weddings* and *marriages* in English? The answer lies in the history of Britain.

Old English was a very different language from the English we know today. It included words brought to England by Anglo-Saxons and Vikings. The Anglo-Saxons brought their language with them in the 5th century. The Vikings invaded in the 9th century and brought more words. This mixture of languages was first written down in the 10th century.

The same thing happened after 1066, when the Normans invaded England. They brought the French language and this added more words to the mixture (*close* for *shut*, *desire* for *wish* and *liberty* for *freedom*).

Over time, the pairs of words – or *synonyms* – started to have very small differences in meaning. In fact, it is almost impossible to find two words that mean exactly the same thing. One word in a pair of synonyms is usually more formal or more specific than the other. The example sentences in dictionaries will help you decide if you can use either word, or if you must choose one.



Arabic and English العربية والإنجليزية

قطعة الوحدة الأولى 1

1. English does not have many words with similar meanings. (True / False)

اللغة الانجليزية لا تحتوي على كلمات بمعنى مشابه

2. The English language has changed a lot over time. (True / False) اللغة الانجليزية تغيرت كثيراً بمرور الوقت3. People first wrote in English in the 9th century. (True / False) بدأ الناس الكتابة بالإنجليزية في القرن التاسع4. When the Vikings arrived, people stopped using Anglo-Saxon words. (True / False)

عندما وصل الفايكنك ، توقف الناس عن استخدام كلمات الانجلو - ساكسون

5. The Normans invaded Britain in 1066. (True / False) **1066** النورمان اجتاحوا بريطانيا عام6. The Normans brought German words to English. (True / False) النورمان جلبو كلمات المانية الى اللغة الانجليزية7. Most synonyms have exactly the same meaning. (True / False) أغلب المرادفات تحمل نفس المعنى

Lesson 8 (AB) P. 18 - 19

A.p18/ Match the words with their abbreviations from the box.

طابق الكلمات مع مختصراتها الموجودة في الصندوق

e.g. / esp. / langs / m. / yrs / v.

years yrs

very v.

languages langs

for example e.g.

especially esp.

million m.

تمرين (B) ص18. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

C.p18/ Complete the second sentence so it means the same as the first. Use a word from the box each time.

أكمل الجملة الثانية بحيث تعطي معنى مطابق لنفس معنى الجملة الأولى ، استخدم كلمة من الصندوق في كل مرة

امنية ، رغبة / مريض / wish / sick / زفاف / replied / close / marriage / كرسي

1. No one answered my question. / No one to my question. **replied**
2. Their wedding was two years ago. / Their was two years ago. **marriage**
3. Is this seat taken? / Can I sit on this? **chair**
4. Don't forget to shut the door. / Please the door. **close**
5. He didn't come to school because he was ill. / He didn't come to school because he was **sick**
6. Her greatest desire is to become an artist. / Her greatest is to become an artist. **wish**

D.p19/ Match the words with their antonyms.

طابق الكلمات التالية مع الكلمات المعاكسة لها

1. dead	ميت	d	a. unofficial	غير رسمي
2. official	رسمي	a	b. old	قديم
3. different	مختلف	e	c. impure	غير نقي
4. modern	حديث	b	d. alive	حي
5. pure	نقي	c	e. similar	متشابه



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U1: Lesson 9 (SB) P. 15 (Official languages) اللغات الرسمية

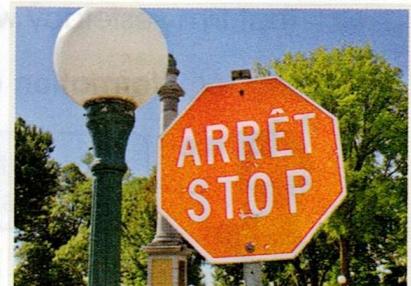
Unit 1

Official languages

A Canada is the second largest country in the world, after Russia. It is 9,979,619 km². It has a population of 38.01 million, and that number is growing. But Canada's population is not large for its size. Most people live near the border with the USA.



B Canada is a beautiful country. Because it is so big, there are many national parks and wilderness areas. If you travel to Canada, you can see rivers, lakes, forests, and even glaciers. One of Canada's most famous natural features is Niagara Falls.



C How do people live in a country with two official languages? The two official languages of Canada are English and French, because some Canadians are of British origin and some are of French origin. Most people don't speak both languages. About 22% of the population speak French, and about 75% speak English. You will hear more French or English depending on where you are.



D Canada has several large cities. The biggest of these is Toronto. The capital, Ottawa, is only the fourth largest city. In Ottawa, about half the people speak both French and English. Communication is easier there!

اللغات الرسمية

قطعة الوحدة الاولى 2

1. What are the official languages of Canada? ماهي اللغات الرسمية في كندا

- English and French. الانكليزية والفرنسية

2. What is the capital of Canada? ماهي عاصمة كندا

- Ottawa. أوتاوا

3. How big is Canada? كم مساحة كندا

- 9,979,619 km².

4. What natural features does Canada have? مادا هي الخصائص الطبيعية التي تمتلكها كندا

- Rivers, lakes, forests, glaciers and waterfalls. تمتلك انهر وبحيرات وغابات وانهار جليدية وشلالات

5. What is the population of Canada? ماهو عدد سكان كندا

- 38.01 million. ثمانية وثلاثون مليون نسمة

6. How many people speak English in Canada? كم عدد الناس الذين يتحدثون الانكليزية في كندا

- 75% of the population. خمسة وسبعون بالمائة



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Lesson 9 (AB) P. 20 - 21

1.p20/ Match the countries with their official languages from the box.

طابق الدول مع لغاتها الرسمية الموجودة في الصندوق

Arabic / English / Greek / اليونانية / الاتكليزية / الهندية / Italian / Urdu / الاردو / الايطالية

Greece	اليونان	Greek	Jordan	الأردن	Arabic
Italy	ايطاليا	Italian	India	الهند	Hindi
Kenya	كينيا	English	Pakistan	باكستان	Urdu

تمرين (A) ص20. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

C.p21/ Match the words with their definitions.

طابق الكلمات التالية مع تعاريفها

1. official	رسمي	e	a. an spoiled area, where no people live
2. border	حدود	f	b. where something or someone comes from
3. origin	اصل	b	c. a large area of slowly-moving ice
4. glacier	نهر جليدي	c	d. the exchange of information or ideas between people
5. communication	تواصل	d	e. used by the government or any legal authority
6. wilderness	برية	a	f. the separation between two countries

U1: Round up (SB) P. 16 للاطلاع

Rivision (AB) P. 22 - 23

A.p22/ Complete the sentences with words from the box.

أكمل الجملة التالية من الكلمات التي في الصندوق

شاشة monitor / مفكرة التعليم learning diary / مترجم interpreter / اضغط click / يستعير borrow / كلمة سر password / مركز التعليم الذاتي self-access centre

1. A good way to learn a language is to write in your every day. learning diary
2. My sister is an , and she speaks French and Arabic very well. interpreter
3. I use the CDs in the when I want to practise saying words in English. self-access centre
4. There is a lot of available to help you learn English on your computer. softwares
5. If you want to a book, you have to fill out a card. borrow
6. Don't tell anybody what your is. Only you should use it. password
7. To use the English language game, on the icon that says 'game'. click
8. If the screen is blank, you need to turn on the monitor



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B.p22/ Circle the correct option.

اختر الاختيارات الصحيحة

- I read an interesting / interested article yesterday.
- My sister is very interesting / interested in history.
- They loved the theme park. They thought the roller coaster was very exciting / excited.
- I'm going to London for the first time next week, and I'm very exciting / excited.
- That was the most boring/bored film I've ever seen. Nothing happened from the beginning to end.
- The flight took eight hours, and I had nothing to read. I was very boring / bored.
- The children were very tiring / tired when they got back from the beach.
- The walk was tiring / tired because it was uphill all the way.

C.p23/ Match of the words with their synonyms.

طابق الكلمات التالية مع الكلمات المرادفة لها

1. wedding	زفاف	f	a. wish
2. seat	مقعد	d	b. reply
3. answer	يرد ، يجب	b	c. close
4. desire	امنية ، رغبة	a	d. chair
5. shut	يغلق	c	e. sick
6. ill	مريض	e	f. marriage

D.p23/ Complete the sentences with the correct form of the verb in brackets.

أكمل الجمل التالية باستخدام الصيغة الصحيحة للفعل التي بين الأقواس

- Our school (offer) free drawing courses for students this month. **is offereing**
- Rashid always (go) to the self-access centre on Saturdays to practise his English. **goes**
- The number of Canadians who speak both English and French (fall) **is falling**
- I (learn) Hindi because I will visit India next month. **am learning**
- Arabic (rise) among the spoken languages in the world. **is rising**
- Canada (have) many large cities. **has**

Test (AB) P. 24 - 25

C.p25/ Complete the sentences with the verbs in brackets in the correct form.

أكمل الجمل التالية باستخدام الصيغة الصحيحة للفعل التي بين الأقواس

I (go) go to a language school. The number of students at my school (rise) is rising. Most of my friends are studying Spanish, but the number of people studying Arabic (go up) is going up. I (want) want to be an interpreter, so I am learning French and Arabic. Arabic is difficult, but I (go) go to the self-access centre every day, and my Arabic (get) is getting better.

I'm learning English because I want to be an English teacher. The number of language teachers (fall) is falling because it's not an easy job. But I think it (be) is an important job. To improve my English, I (watch) watch films in English every week, and (speak) speak English with my friends.

نهاية الوحدة الاولى

كن صبوراً ، الدروس التي تتعلمها اليوم ستنفعك غداً



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UNIT TWO / الوحدة الثانية

U2: Lesson 1 (SB) P. 18 (What do you do at school?) ما الذي تفعله في المدرسة

Lesson 1 (AB) P. 26 - 27

HW.p27/ Complete the sentences with the correct word in brackets.

اكمِل الجمل التالية بِأختِيار الكلمة الصِحِّة المُوجوَّدة بِيَنِ الاقْواَسِ

1. My sister me her headphones for the journey. (borrowed / lent)
2. Can I your book? I left mine at home. (borrow / lend)
3. Mahmoud wanted to a map of Antarctica from the self-access centre. (borrow / lend)
4. Sami Mahmoud a magazine about penguins. (borrowed / lent)
5. Think carefully before you something to a person you don't know very well. (borrow / lend)
6. I had to a pen from the teacher. (borrow / lend)

U2: Lesson 2 (SB) P. 19 (Two students) طالبين

Similarity and differences التشابه والاختلاف

اولاً (المقارنة / comparative) ، نستخدم صيغة المقارنة لنقارن بين شخصين او شيئاً بصفة يختلفان فيها.

1. تحويل الصفة الى صيغة مقارنة نضيف (er) للصفة.

Ex: old → older / small → smaller / cheap → cheaper / cold → colder

2. اذا كانت الصفة تنتهي بالحرف (e) نضيف فقط (r).

Ex: large → larger / nice → nicer

3. اذا كانت الصفة تنتهي بحرف صحيح وقبله حرف علة نكر (er) الحرف الاخير ونضيف (er).

Ex: hot → hotter / big → bigger

4. اذا كانت الصفة تنتهي بالحرف (y) وقبله حرف صحيح يقلب الى (i) ونضيف (er).

Ex: funny → funnier / lazy → lazier / heavy → heavier / happy → happier / dry → drier

5. اذا كانت الصفة اكبر من مقطع نضيف قبلها كلمة (less) او (more).

Ex: boring → more boring / less boring

Ex: fantastic → more fantastic / less fantastic

Ex: beautiful → more beautiful / less beautiful

6. تحويل الكلمات (er / more / less) لصيغة المقارنة يمكن اضافة (clever / gentle / friendly / quiet / simple) للصفات:

Ex: cleverer , more clever / gentler , less gentle / quieter , less quiet



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ثانياً (التفضيل / superlative) ، نستخدم صيغة التفضيل لتمييز شخص معين او شيء معين بين عدة اشخاص او عدة اشياء.

1. تحويل الصفة الى صيغة تفضيل نضيف (est) للصفة.

Ex: old → **oldest** / small → **smallest** / cheap → **cheapest**

2. اذا كانت الصفة تنتهي بالحرف (e) نضيف فقط (st).

Ex: large → **largest** / nice → **nicest**

3. اذا كانت الصفة تنتهي بحرف صحيح وقبله حرف علة نكر (est) الحرف الاخير ونضيف (est).

Ex: hot → **hottest** / big → **biggest**

4. اذا كانت الصفة تنتهي بالحرف (y) وقبله حرف صحيح يقلب الى (i) ونضيف (est).

Ex: funny → **funniest** / lazy → **laziest** / heavy → **heaviest** / happy → **happiest**

5. اذا كانت الصفة اكثر من مقطع نضيف قبلها كلمة (most).

Ex: boring → **most boring** / fantastic → **most fantastic** / beautiful → **most beautiful**

ملاحظات اضافية:

1. هناك صفات شاذة عند تحويلها الى صيغة مقارنة او تفضيل يتغير شكل الكلمة كما في الجدول التالي. (تحفظ نصاً)

الصفة	المقارنة	التفضيل
good	better	best
bad	worse	worst
little	less	least
far	farther	farthest
much	more	most
many	more	most

2. في الامتحان نختار (صيغة مقارنة) إذا وجدنا **بعد** الفراغ كلمة (than) أو نختار (صيغة تفضيل) إذا وجدنا **قبل** الفراغ كلمة (the) كما في هذه الامثلة.

Ex: My house is than yours. (big / **bigger** / biggest)

Ex: Fatima is (**more beautiful** / beautiful / most beautiful) than Noor.

Ex: I am (good / **better** / best) at English than Huda.

Ex: This is the interesting book I have ever read. (more / **most**)

Ex: Lions are the animals in the wild. (**strongest** / stronger / as strong as)

Ex: The sun is (farthest than / **farther than**) the moon.

Ex: Which is fastest living thing? (more / **the** / the most / a)

Ex: Planes are faster trains. (the / **than**)

Ex: This is (than / a / **the**) most expensive camera in the store.



ثالثاً: لوصف (التشابه similarity) بين شخصين او شيئاً نستخدم الادوات التالية الخمسة:

1. الاداة (Both .. and) وتعني كلا او كلاهما ونستخدمها حسب القاعدة التالية:

الكلمة + صفة التشابة + فعل جمع + الاسم الثاني + and + الاسم الاول + Both

Ex: Kamal and Abbas are in Year 10. (Both / Neither)

Ex: Both kamal Abbas are in Year 10. (and / nor)

Ex: Both Kamal and Abbas in Year 10. (are / is)

Ex: Ali plays volleyball. Yousif plays volleyball. (Use: both ... and)

- Both Ali and Yousif play volleyball.

2. الاداة (Neither ... nor) وتعني لا هذا ولا ذاك ونستخدمها حسب القاعدة التالية:

الكلمة + صفة التشابة + فعل مفرد + الاسم الثاني + nor + الاسم الاول + Neither

Ex: Kamal nor Abbas has to take the bus to school. (Both / Neither)

Ex: Neither Kamal Abbas has to take the bus to school. (and / nor)

Ex: Neither Kamal nor Abbas to take the bus to school. (have / has)

Ex: Abdulla walks to school. Liam walks to school. (Use: Neither ... nor)

- Neither Abdulla nor Liam walks to school.

3. الاداة (as as) وتعني كما ونستخدمها حسب القاعدة التالية:

الاسم الثاني + الصفة المجردة + as (is/are/am) + as + الاسم الاول

Ex: Ali is tall. Saad is tall. (Use: as as to make similarity)

- Ali is as tall as Saad.

Ex: Nada's classes are large. Suha's classes are large. (Use: as as to make similarity)

- Nada's classes are as large as Suha's.

Ex: I am as as Mayar. (smart / smarter / smartest)

4. الاداة (too) وتعني ايضاً ونستخدم لاظهار التشابة بين الاشخاص والأشياء ويكون موقعها في نهاية الجملة.

Ex: He lives close to his school, too.

Ex: She can play tennis too.

Ex: I have eaten dinner (neither / both / too)

5. الاداة (like) وتعني يشبه او مثل ونستخدمها حسب القاعدة التالية:

الجملة الثانية كاملة ، فاعل الجملة الاولى + Like + الجملة الثانية كاملة + like + فاعل الجملة الاولى

Ex: My school has a library. Ramy's school has a library. (Use: like to make similarity)

- Like my school, Ramy's school has a library.

- My school like Ramy's school has a library. كلا الجوابين صح



رابعاً: لوصف (الاختلاف difference) بين شخصين او شيئاً نستخدم الاداتين التاليتين:

1. الاداة (not as as) وتعني ليس كما ونستخدمها حسب القاعدة التالية:

الاسم الاول + as + الصفة المجردة + not + as + الاسم الثاني

Ex: Sahar is tall. Farah is not tall. (Use: as as to make difference)

- Farah is not as tall as Sahar.

Ex: Ali's car is fast. Ahmed's car isn't fast. (Use: as as to make difference)

- Ahmed's car isn't as fast as Ali's.

Ex: Rahma is taller than Ruqia. (Use: as as to make difference)

- Ruqia isn't as tall as Rahma.

Ex: Layla's books are heavier than Nada's books. (Use: as as to make difference)

- Nada's books aren't as heavy as Layla's.

2. الاداة (unlike) وتعني لايشبه او ليس مثل او على عكس ونستخدمها حسب القاعدة التالية:

الجملة الثانية كاملة , فاعل الجملة الاولى + Unlike

Ex: Liam, Abdulla goes to school on Sundays. (Complete the sentence to make difference)

- Unlike.

Ex: My school has a bus. Kamal's school doesn't have a bus. (Use: unlike to make difference)

- Unlike my school, Kamal's school doesn't have a bus.

Ex: Nada's favourite colour is blue. Noor's favourite colour is yellow. (Use: unlike to make difference)

- Unlike Nada's favourite colour, Noor's favourite colour is yellow.



Lesson 2 (AB) P. 28 - 29

A.p28/ Listen and repeat. Then write each word in the correct column according to the sound of the final -s.

أستمع للكلمات وضعهم في العمود الصحيح طبقاً لنطق حرف الـ s الاخير

letters ، اعمار / schools / مدارس / رسائل letters ، اعمار / schools / مدارس / رسائل

صوت الـ / z /

صوت الـ / ɪz /

letters	classes
schools	languages
days	ages

C.p28-29/ Read about the boys. Mark the sentences true (T) or false (F).

اقرأ عن الاولاد ، وضع علامة صح او خطأ امام الجمل التالية

Abdulla starts school at 8.00.

His favourite subject is Chemistry.

He goes to school from Sunday to Thursday.

He is in Year 10.

His brother drives him to school every day.

The journey to school takes 30 minutes.

There are 300 students in his school.

Abdulla plays basketball and football at school.

Liam starts school at 8:30.

His favourite subject is Chemistry.

He goes to school from Monday to Friday.

He is in Year 10.

He takes the bus to school.

The bus ride takes 45 minutes.

There are 200 students in Liam's school.

He plays football and tennis at school.

1. Both Abdulla and Liam start school at 7:00. False

2. Like Liam, Abdulla's favourite subject is Chemistry. True

3. Abdulla's journey to school is as long as Liam's. False

4. Neither Abdulla nor Liam goes to school on Sunday. False

D.p29/ Complete these sentences with words from the box.

اكتب الجمل التالية من الكلمات التي في الصندوق

as big as / both ... and / neither ... nor / unlike

1. Abdulla Liam are in Year 10. Both / and

2. Abdulla Liam walks to school. Neither / nor

3. Liam, Abdulla goes to school on Sundays. Unlike

4. Liam's school is not Abdulla's. as big as



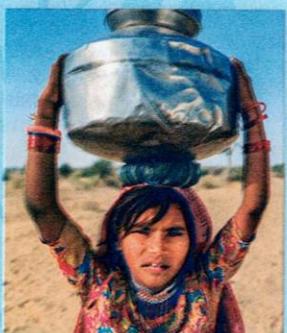
U2: Lesson 3 (SB) P. 20 - 21 (Helping people learn)

Unit
2Lesson 3
AB 30-31

Helping people learn

UNICEF**What is UNICEF?**

UNICEF was created in 1946, when many children were sick and hungry in Europe after World War II. UNICEF stands for United Nations International Children's Emergency Fund because it was created when there was an emergency. In 1953, UNICEF saw the emergency in Europe was over. However, they realized that children in many countries still needed help. It decided to work with children and families all over the world. It changed its name to United Nations Children's Fund, but people still call it UNICEF. UNICEF believes that all children should have a good education, health care (doctors and medicines) and good nutrition (healthy food).

**Why do some children not go to school?**

Today, about 121 million children around the world don't go to school. In countries such as Thailand, natural disasters like floods can destroy schools. Children in these countries can't go to school because they don't have a school building to go to. In other countries, parents don't want to send their children to school because the schools aren't clean or safe. In many parts of Asia, Africa and South America, children start working when they are less than 12 years old, and so they can't go to school. This is called child labour. About 246 million children do child labour. In some places, like the Ivory Coast, children work in the fields. In the Philippines and other countries, children work in factories, where they make toys, clothes or sports equipment.

**How does UNICEF help?**

UNICEF does different things to help. When schools have been destroyed by natural disasters, UNICEF organizes emergency classes in tents, so children don't miss school. It also helps build new schools for these children. It tries to help schools get clean water and good food so that parents are not afraid to send their children there. UNICEF also works with governments to make sure that children go to school instead of going to work when they are very young.



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منظمة اليونسيف UNICEF

قطعة الوحدة الثانية 1

1. What does the F in UNICEF stand for? الى ماذا يرمز الحرف الاخير في كلمة يونسيف

- **Fund.** يرمز الى التمويل او صندوق الطوارئ

2. Where does UNICEF work with children now? اين تتعامل منظمة اليونسيف مع الاطفال الان

- **All over the world.** في جميع ا أنحاء العالم

3. How many children don't study at school today? كم عدد الاطفال الذين لا يدرسون في المدارس اليوم

- **121 million.** 121 مليون طفل

4. Where do some children in the Philippines work? اين يعمل بعض الاطفال في الفلبين

- **In factories.** في المصانع

5. Where does UNICEF organize emergency classes? اين توفر منظمة اليونسيف دروس الطوارئ

- **In tents.** في الخيام

6. Who does UNICEF work with to make sure there's no child labour?

مع من تتعاون منظمة اليونسيف لضمان عدم اتجاه الاطفال في العمل

- **With governments.** مع الحكومات

7. When people are sick, they need good **health care.** عندما يتعرض الناس ، هم يحتاجون لرعاية صحية جيدة

8. Children need **good nutrition** to grow strong. الاطفال يحتاجون تغذية جيدة لكي يتمتعوا بصحة قوية

9. **Natural disasters** like storms can destroy buildings. الكوارث الطبيعية مثل العواصف تستطيع تدمير المباني

10. **Child labour** is when children work and don't have time to go to school.

تشغيل الاطفال هو عندما يعمل الاطفال وليس لديهم الوقت الكافي للذهاب للمدرسة

11. What does Schools for All organization do? ماذا تفعل منظمة المدارس للجميع

- **It helps the poorest children go to school.** تساعد الاطفال الفقراء للذهاب للمدرسة

12. Where did Schools for All build schools last year? اين قامت منظمة المدارس للجميع ببناء مدارس السنة الماضية

- **In Kenya.** في كينيا

13. What does the advertisement ask you to do? ماذا يخبرك الاعلان ان تفعل

- **Donate money to help them send more children to schools.** بال碧اع بالنقود لأرسال اطفال اكثر الى المدارس



يجب ، لا يجب **have to , don't have to**

1. في هذا الموضوع يجب عليك ان تعرف بعد (have to) يأتي دائمًا مصدر مجرد.

Ex: I have to to school. (go / went / gone)

Ex: I have your book. (see / to see)

2. اذا اردنا نفي الجملة نضع (have to) قبل (don't) مع ابقاء الفعل مصدر مجرد كما هو.

Ex: I have to go to school. (Negative) حول الى نفي

- I don't have to go to school.

Ex: I have to work all day. (Negative) حول الى نفي

- I don't have to work all day.

Lesson 3 (AB) P. 30 - 31

تمرين (A , B , C) ص30. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

D.p31/ Look at the sentences with *have to* and *don't have to*. Write sentences about yourself with phrases from the box.

اكتب جمل باستخدام *have to , don't have to* بالإضافة الى العبارات التي في الصندوق

الذهاب للمدرسة يوم السبت give presentations / اعطاء محاضرات

الذهاب للمتنزه يوم الجمعة go to school on Saturday / الذهاب للمدرسة حتى سن الـ 16 go to school until I'm 16

العمل في مصنع take exams / يؤدي الامتحانات work in a factory

Example. I **have to** go to school on Friday.

Example. I **don't have to** study French next year.

1. I **have to** give presentations in college.

2. I **don't have to** go to school on Saturday.

3. I **have to** go to school until I'm 16.

4. I **don't have to** go to the park on Friday.

5. I **have to** take exams at school.

6. I **don't have to** work in a factory.



U2: Lesson 4 (SB) P. 22 (Denise's story) قصة دينيس

ادوات الربط **Conjunctions**

نستخدم ادوات الربط لربط جملتين او كلمتين وتأتي في وسط الجملتين او الكلمتين ، وكل اداة لها استخدام معين.

1. **(and)** وتعني (**و**) وتستخدم في ربط الجمل والافكار المتشابهة ، كذلك اذا احتوت الجملة الاولى على صفة ايجابية يكون في الجملة الثانية صفة ايجابية ايضا.

Ex: Nada is clever **and** Maram is clever.

Ex: I'm sick **and** tired.

Ex: I can read (or / **and**) write.

2. **(or)** وتعني (**او**) وتستخدم للتخيير بين شيئين.

Ex: Do you like tea **or** coffee?

Ex: I want to be a teacher (and / **or**) a doctor when I grow up.

3. **(because)** وتعني (**بسبب**) وتستخدم لربط جملة السبب بجملة النتيجة **ويأتي بعدها سبب دائمًا**.

Ex: Japan is very green **because** it rains a lot in summer.

Ex: I was unhappy (**because** / so) many of my friends were going to school.

4. **(so)** وتعني (**ذلك**) وتستخدم لربط جملة السبب بجملة النتيجة **ويأتي بعدها نتيجة دائمًا**.

Ex: I was tired, **so** I stayed at home.

Ex: We didn't have much money anymore, **so** I had to leave school.

Ex: He was sick, (**because** / **so**) he stayed in bed.

Lesson 4 (AB) P. 32 - 33

B.p33/ Complete the sentences with words from the box.

أكمل الجمل التالية من الكلمات التي في الصندوق

and / and / because / or / so

1. It was hard work I was always tired. **and**
2. I didn't know how to read write. **or**
3. I earned very little money I couldn't pay the school fees. **so**
4. Now I can read write. **and**
5. I'm happy I can go to university. **because**

C.p33/ Complete the sentences with the correct word in brackets.

أكمل الجمل التالية بأختيار الكلمة الصحيحة بين الأقواس

1. All children should get an education (**and** / **because**) good nutrition.
2. Some schools are destroyed by natural disasters (**or** / **so**) children can't go to school.
3. Education is important (**because** / **or**) it can help you get a good job.
4. Students who finish secondary school can get a job (**or** / **so**) go to university.
5. Some organizations pay for fees and uniform (**so** / **because**) children can go to school.



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D.p33/ Finish the sentences so they are true for you.

أكمل الجمل التالية بحيث تكون حقيقة تعبر عنك (يمكن إعطاء التمرين واجب)

1. I like school because I meet new friends.
2. When I am older, I want to be a teacher so I can teach students.
3. I want to study English or French.
4. My favourite things about school are learning and making new friends.
5. My favourite teachers are Mr. Ali and Mr. Hasan because they made me love English language.

U2: Lesson 5 (SB) P. 23 (School memories) ذكريات المدرسة

مصدر + to + صفات

بعض الصفات اذا جاء بعدها مصدر يجب ان تُضيف (to) بينها وبين المصدر مثل:

جيد good / صعب difficult / سعيد happy / صعب hard / ممتع fun
مشوق interesting / ثقيل heavy / خطير dangerous

Ex: It was **fun to ride** in the rickshaw.Ex: It was difficult (get / to get) paper and pencils

Ex: It is easy do Maths and a calculator. (Correct) صحيحة الجملة

- It is easy **to do** Maths and a calculator.

Lesson 5 (AB) P. 34 - 35

B.p35/ Look at the examples in the language box on the Student's Book page 23. Match the beginnings and endings of the sentences.

طابق بديايات ونهايات الجمل التالية

- | | | |
|-------------------------------|---|----------------------|
| 1. The programme is difficult | b | a. to see you again. |
| 2. I'm happy | a | b. to use. |
| 3. This book is easy | d | c. to eat. |
| 4. Was the test hard | e | d. to read. |
| 5. These apples aren't good | c | e. to do? |

C.p35/ Complete the sentences with adjectives from the box.

أكمل الجمل التالية من الصفات التي في الصندوق

مشوق interesting / ثقيل heavy / خطير dangerous / سهل easy / صعب hard / ممتع fun

1. It is to learn about different countries. **interesting**
2. It is to go swimming alone around here. **dangerous**
3. My house is to find because it is on a very small street. **hard**
4. This game is to play. Let's play again. **fun**
5. This machine is to use if you read the instructions. **easy**
6. I'm afraid that suitcase is too to take on the plane. **heavy**



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U2: Lesson 6 (SB) P. 24 (A special school) مدرسة مميزة

Unit 2
Lesson 6
AB 36-37

A special school

- 1 Read the website. Who goes to this school? Is your school like this one? Write sentences.

The Meade School
for Children in the Arts (MSCA)

Our Mission
Child actors, musicians and athletes have different needs from other students. They need to have time to rehearse and train, but they need a good education, too. Our mission is to give students both these things. At MSCA, students can take classes in the morning or at night. They study Art, Music and Sports, but they also study Biology, Physics and Chemistry so they can go to university when they leave school.

Our History
In 1910, John Meade was walking in the street when a boy stopped him. The boy wanted John to help him read a street sign. John was surprised that the boy couldn't read. He asked the boy about his school, and the boy told him he was an actor. Child actors spent a lot of time rehearsing and didn't have time to go to school. John decided to start a special school for these children. He decided classes should start later than in other schools, so children would have time to rehearse. When they were working in another city, they could post their lessons to their teachers.

Changes
Our school has changed with the times. In the beginning, it was only for actors and musicians. Then one day, while John Meade was reading the newspaper, he saw an article about young athletes. He realized that children who did sports needed a special school, too. He brought more sports teachers to the school, and he built a swimming pool.

Other things have changed at the school, too. We now have a modern self-access centre and a computer room. Students who are working in other cities don't have to send their lessons by post because they can send them by email.






A special school مدرسة مميزة

قطعة الوحدة الثانية 2

1. MSCA is a special school for young actors, musicians and athletes.

مدرسة ميد هي مدرسة خاصة للممثلين الشباب والموسيقيين والرياضيين

2. Students study in the morning or at night so they have time to rehearse and practise.

يدرس الطلاب في الصباح أو في الليل حتى يكون لديهم الوقت للتمرين والتدريب

3. John Meade decided to open the school after a child asked him for help to read a street sign.

قرر جون ميد فتح المدرسة بعد أن طلب منه أحد الأطفال المساعدة في قراءة لافتة في الشارع

4. If they were away, students could post their lessons to the teachers.

إذا كان الطلاب ليسوا في المدرسة يمكنهم إرسال دروسهم إلى المعلمين

5. John Meade decided to bring young athletes to the school after reading an article in the newspaper.

قرر جون ميد إحضار الرياضيين الشباب إلى المدرسة بعد قراءة مقالة في الصحفة

6. MSCA now has a computer room and a self-access centre.

تحتوي المدرسة الآن على غرفة كمبيوتر ومركز للتعليم الذاتي

الماضي المستمر والماضي البسيط Past continuous and past simple

1. نستخدم زمن الماضي المستمر للتعبير عن حدث كان يحدث في وقت معين من الماضي.

2. قاعدة **الماضي المستمر** هي:

حالة الاشبات Affirmative

(I/He/She/It) + فعل + ing

(We/You/They) + فعل + ing

حالة النفي Negative

(I/He/She/It) + was not + فعل + ing

(We/You/They) + were not + فعل + ing

حالة الاستفهام Question

Was + (I/he/she/it) + فعل + ing + ?

Were + (we/you/they) + فعل + ing + ?

3. ملاحظات إملائية حول إضافة (ing).

- نحذف حرف (e) من نهاية الكلمة عند إضافة (ing) مثل: have ; having / make ; making

- نكرر الحرف الصحيح الأخير إذا جاء قبله حرف علة واحد ثم نضيف (ing) مثل: swim ; swimming / get ; getting

- نقلب الحرفين (ie) في نهاية الكلمة إلى الحرف (y) ثم نضيف (ing) مثل: tie ; tying / lie ; lying / die ; dying

- الفعل الذي لا تطبق عليه الملاحظات السابقة نضيف له (ing) دون أي تغيير مثل: look ; looking / clean ; cleaning

Ex: I was cleaning the room.

Ex: They were playing volleyball.

Ex: He was not going to the cinema.

Ex: We were not walking in the park.

Ex: When was Ali painting the house?

Ex: What were you doing at 10 p.m last night?



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علي يحيى مدرس انكليزي



4. نستخدم زمان الماضي البسيط للتعبير عن حدث او موقف وقع في الماضي وانتهى.

5. هنالك علامات تدل على الماضي البسيط مثل: **yesterday / last / ago / past / 1998**.

6. ملاحظات املانية حول اضافة (ed).

- اذا انتهى الفعل بالحرف (e) نضيف (d) فقط مثل: **change ; changed / move ; moved / love ; loved**
- في بعض الافعال ، اذا انتهى الفعل بحرف صحيح وقبله حرف علة نضاعف الحرف الاخير ونضيف (ed) مثل: **stop ; stopped**
- اذا انتهى الفعل بالحرف (y) وقبله حرف صحيح ، يقلب ال (y) الى (i) ونضيف (ed) مثل: **study ; studied / cry ; cried**
- اذا انتهى الفعل بالحرف (y) وقبله حرف علة ، لا يقلب ال (y) بل يبقى كما هو ونضيف (ed) مثل: **play ; played**
- الفعل الذي لا تطبق عليه الملاحظات السابقة نضيف له (ed) دون تغيير مثل: **work ; worked / look ; looked**

7. قاعدة الماضي البسيط هي:

Affirmative
حالة الاثبتات
تملة + فعل ماضي بسيط + فاعل
Negative
حالة النفي
تملة + فعل مجرد + did not + فاعل
Question
حالة الاستفهام
Did + تملة + فعل مجرد + فاعل + ?

Ex: Rami **visited** his friend yesterday. (Affirmative)

Ex: Rami **did not visit** his friend yesterday. (Negative)

Ex: **Did** Rami **visit** his friend yesterday? (Question)

8. افعال الكينونة الماضية (**was/were**) اذا لم يتبعها (**فعل مستمر**) تعتبر ماضي بسيط و كذلك فعل التملك الماضي (**had**) اذا لم يتبعه (**تصريف ثالث**) يعتبر ماضي بسيط مثل:

Ex: He **was** at the office. / He **was not** at the office. / **Was** he at the office?

Ex: Suha **had** a laptop. / Suha **didn't have** a laptop. / **Did** Suha **have** a laptop?

9. عندما يأتي الماضي المستمر والماضي البسيط في **جملة واحدة** عندها تجد احد ادوات الربط التالية: (**while/as/when/and**).

10. يكون الحدث **الاطول** (ماضي مستمر) ويكون الحدث **الاقصر** (ماضي بسيط).

11. **و و/and** (**when**) يأتي بعدهما ماضي بسيط (الحدث الاقصر) ، وتكون الجملة الاخرى ماضي مستمر (الحدث الاطول).

12. **while/as** (**when**) وتعني (**بينما**) ويأتي بعدهما ماضي مستمر (الحدث الاطول) ، وتكون الجملة الاخرى ماضي بسيط (الحدث الاقصر).

13. ملخص الملاحظات السابقة في القاعدة التالية:

قاعدة when , and

+ فعل + فاعل , تملة + فعل ماضي بسيط + فاعل + ing

تملة + فعل ماضي بسيط + فاعل + ing + (when/and) + فاعل

قاعدة while , as

تملة + فعل ماضي بسيط + فاعل , ing + فعل + (was/were) + فاعل + ing

تملة + فاعل + (while/as) + تملة + (was/were) + فاعل + ing

Ex: While Ali (**have**) a shower, somebody (**knock**) at the front door. (Correct)

- While Ali **was having** a shower, somebody **knocked** at the front door.



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Ex: He (fall) over as he (come) down the stairs. (Put the verbs in the correct form)

- He **fell** over as he **was coming** down the stairs.

Ex: When I met her at the airport, Muna (wear) a long blue dress. (Correct the verb)

- When I met her at the airport, Muna **was wearing** a long blue dress.

Ex: She cut her hand she was chopping vegetables. (**while** / when)

Ex: How fast (he / drive) when the accident (happen)? (Correct the verb)

- How fast **was he driving** when the accident **happened**?

14. عند الجواب عن السؤال بـ (Yes/No) نستخدم القاعدة التالية:

Yes فعل مساعد + ضمير الفاعل ،
No فعل مساعد + ضمير الفاعل ، **not**

Ex: Was she late yesterday? (Yes/No)

- **Yes, she was.**

- **No, she wasn't.**

Ex: Did he play tennis last Friday? (Yes/No)

- **Yes, he did.**

- **No, he didn't.**

Ex: Were they going to the museum? (Yes/No)

- **Yes, they were.**

- **No, they weren't.**

Lesson 6 (AB) P. 36 - 37

تمرين (A) ص36. حل التمرين موجود في المذكرة ، مدمج مع اسئلة واجوبة القطعة

C.p36/ Choose the correct form.

اختر الصيغة الصحيحة

1. I **went** / **was going** to football practice yesterday when it started raining.
2. Rawad **decided** / **was deciding** to order some pizza because he didn't want to cook.
3. While Zeina **did** / **was doing** her homework, her sister was playing video games.
4. Mina **went** / **was going** to her friend's house yesterday for a birthday party.
5. Sherif **had** / **was having** a shower when his phone **rang** / **was ringing**.

D.p37/ Complete the story with the appropriate forms of the verbs in brackets.

اكتب القصة التالية بالصيغة المناسبة للفاعل التي بين الاقواس

Aisha was very good at piano. She (want) **wanted** to be a famous musician. One day, while she (read) **was reading** a magazine, she (see) **saw** an advertisement for a special school for musicians. She (send) **sent** them a letter. A week later, the telephone (ring) **rang** while she (do) **was doing** her homework. Aisha (answer) **answered** the phone, then (run) **ran** into the kitchen, where her mother (cook) **was cooking** dinner. 'I got in!' she (shout) **shouted**.



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E.p37/ Put the words in the correct order to make questions.

ضع الكلمات بالترتيب الصحيح لتكوين اسئلة

doing / you / last / when / night / I / phoned / were / What / ?

Example. What were you doing last night when I phoned?

1. that / carrying / Why / saw / a / rod / fishing / when / was / man / him / I / ?

- Why was that man carrying a fishing rod when I saw him?

2. when / you / Where / Aisha / going / her / saw / was / ?

- Where was Aisha going when you saw her?

3. lost / What / your / you / when / doing / were / wallet / you / ?

- What were you doing when you lost your wallet?

4. Who / happened / the / accident / driving / when / was / ?

- Who was driving when the accident happened?

5. came / I / the / was / house / jogging / while / by / Who / ?

- Who came by the house while I was jogging?

U2: Lesson 7 (SB) P. 25 (An interesting job) عمل ممتع (An interesting job)

الماضي التام البسيط Past perfect simple

1. نستخدم الماضي التام البسيط لوصف حدثين وقعا في الماضي حيث يكون الحدث الاول (الاقدم) من حيث الحصول بزمن الماضي التام البسيط والحدث الثاني (الحدث) من حيث الحصول يكون بزمن الماضي البسيط.

2. قاعدة الماضي التام البسيط هي:

حالة الاثبتات Affirmative

تكميلة + فاعل + had + p.p +

حالة النفي Negative

تكميلة + had + not + p.p + فاعل

حالة الاستفهام Question

Had + تكميلة + فاعل + p.p + ؟

Ex: She (work) in the café. (Past perfect simple)

- She **had worked** in the café.

Ex: They (not / leave) home. (Correct in the past perfect simple)

- They **hadn't left** home.

Ex: (he / go) to school? (Correct in the past perfect simple)

- **Had he gone** to school?

Ex: Ali and Ahmed (done / had done) their homework.

Ex: Suha and Layla (study) Math. (Past perfect simple)

- Suha and Layla **had studied** Math.



3. ادوات الربط بين الماضي التام والماضي البسيط هي (when / before / because / after).
4. ادوات الربط (when / before) يأتي **بعدها** ماضي بسيط والجملة الاخرى تكون ماضي تام كما في القاعدة التالية:

ماضي بسيط + (when/before) + ماضي تام
ماضي تام ، ماضي بسيط (When/Before) + ماضي بسيط

Ex: When Sami got home, his brother (leave). (Correct the verb)

- When Sami got home, his brother **had left**.

Ex: She (lock) the door before she went to school. (Correct the verb)

- She **had locked** the door before she went to school.

Ex: When we got to the cinema, the film (has / **had**) started.

Ex: When I entered the classroom, the teacher (start) the lesson. (Use the past simple or past perfect)

- When I entered the classroom, the teacher **had started** the lesson.

5. ادوات الربط (because/after) عكس الادوات السابقة يأتي **بعدها** ماضي تام والجملة الاخرى تكون ماضي بسيط كما في القاعدة التالية:

ماضي تام + (because/after) + ماضي بسيط
ماضي بسيط ، ماضي تام + (Because/After)

Ex: She (be) late for dinner because she had missed the bus. (Correct)

- She **was** late for dinner because she had missed the bus.

Ex: We couldn't get the room because we (not book) in advance. (Correct)

- We couldn't get the room because we **hadn't** booked in advance.

Ex: After he (study) English, he moved to London. (Correct)

- After he **had studied** English, he moved to London.

Ex: Because she had read the story, she (understand) the film. (Put the verb in the correct form)

- Because she had read the story, she **understood** the film.

6. اذا لم نجد اداة ربط ووجدنا الفعل (change) تكون الاجابة باستخدام **الماضي التام البسيط** بشرط عدم وجود دلالة على المضارع:

Ex: I met my old friend and he (not change) much. (Correct the verb between brackets)

- I met my old friend and he **hadn't changed** much.

Ex: I visited my birthplace town and it (change) a lot. (Correct)

- I visited my birthplace town and it **had changed** a lot.



الماضي التام المستمر

1. نستخدم الماضي التام المستمر للتعبير عن حدثين احدهما حدث قبل الآخر حيث ان الحدث الاول اخذ فترة طويلة وربما انتهى او لم ينتهي.
2. الحدث الاطول والاقدم يكون بزمن الماضي التام المستمر والحدث الاقصر والحدث يكون بزمن الماضي البسيط.

حالة الاثبتات Affirmative

كلمة + **had + been** + فعل + ing + فاعل

حالة النفي Negative

كلمة + **had + not + been** + فعل + ing + فاعل

حالة الاستفهام Question

Had + الكلمة + فعل + ing + فاعل + ؟

Ex: She deserved a holiday because she (work) so hard. (Past perfect continuous)

- She deserved a holiday because she **had been working** so hard.

Ex: Ahmed (watch) TV all day. (Correct in the past perfect continuous)

- Ahmed **had been watching** TV all day.

Ex: The cat looked tired. It (run) all night. (Past perfect continuous)

- The cat looked tired. It **had been running** all night.

Ex: Salim failed in the exam because he (not / study) hard. (Past perfect continuous)

- Salim failed in the exam because he **hadn't been studying** hard.

Ex: Mary **was** very tired when she got home because she **had been shopping** all morning.

Ex: John **hadn't been listening** to the teacher so he **didn't hear** the homework assignment.

Ex: **Had** they been waiting long when the bus **arrived**?

Lesson 7 (AB) P. 38 - 39

B.p39/ Read about Noor's day. Circle the correct words.

اقرأ عن يوم نور واختر الكلمات الصحيحة

Yesterday was a pretty good day. I was / had been nervous when I got to school because I didn't study / hadn't studied very much, and I thought we had an exam. But we didn't have the exam because the teacher left / had left her papers at home. She said we would have to do the exam the next day. I was / had been really pleased.

After school, I started walking to the supermarket because my mother asked / had asked me to buy some food. Then my mother called / had called me on my mobile. She said my sister went / had gone to the supermarket in the morning, so I could come straight home. When I got home, I ate / had eaten some dates and sweets. My sister bought / had bought them for me at the supermarket. Then I asked / had asked her to help me study for my exam. We studied / had studied for a couple of hours, so now I feel a lot happier about the exam.



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HW.p39/ Read about Fatima's day. Complete the sentences with words from the box.

اقرأ عن يوم فاطمة واكمل الجمل من الكلمات التي في الصندوق

عمل / انتظار / eaten / had / مغلق / فعل مساعد / ترك / seen / رأى / left / working

I didn't have a very good day yesterday. After doing my chores, I phoned my friend Mariam. She didn't want to come to my house for lunch because she had already eaten, so we decided to go to the cinema later. My bicycle had a puncture, so I had to walk there. It took longer than I thought, but I couldn't phone Mariam because I had left my mobile at home.

When I got to the cinema, Mariam was angry because she had been waiting for me for 15 minutes. The movie had already started, so we went back to Mariam's house. Mariam wanted to watch a video, but I didn't want to because I had seen it before, so I went home.

When I got home my mother was sitting in the living room. She was tired because she had been working in the garden all afternoon. She asked me to go to the bakery. It was hot, but I walked to the bakery because I knew my mother was tired. But when I got there I couldn't buy any bread because the bakery had closed.

U2: Lesson 8 (SB) P. 26 (Sami writes an essay)

Lesson 8 (AB) P. 40 – 41

C.p40/ Think of other things that have happened to you at school or on the way to school and write sentences.

اكتب انشاء عن شيء حصل لك في المدرسة
(إنشاء الوحدة الثانية)

شيء حصل لك في المدرسة

One day, we had an English exam. I thought I didn't answer well because I had stayed up late the night before and hadn't studied enough. The teacher said that most students did badly.

My paper was the last one. When he called my name, I was terrified. Then he looked at me with a smile on his face and said you are brilliant Ali You've got a full mark.

He asked me to come near the board and asked the students to clap for me.

في أحد الأيام ، كان لدينا اختبار في اللغة الإنجليزية. اعتقدت أنني لم أجيب جيداً لأنني بقيت مستيقظاً في وقت متأخر من الليلة السابقة ولم أدرس بشكل كافٍ. المدرس قال أن معظم الطلاب كان أداؤهم سيئاً.

ورقتي كانت الأخيرة. عندما نادى المدرس باسمي ، شعرت بالرعب. ثم نظر إلي بابتسامة على وجهه وقال إنك رائع يا علي لقد حصلت على درجة كاملة.

طلب مني الحضور قرب المعلم وطلب من الطلاب التصفيق لي.

U2: Lesson 9 (SB) P. 27 (An interview)



Telegram : alieng93

Lesson 9 (AB) P. 42 - 43

A.p42/ Make questions for a job interview using the words below.

كون اسئلة عن مقابلة تخص العمل باستخدام الكلمات التالية

- | | |
|---|--|
| 1. How / hear / about this position? | 4. Why / leave / your last job? |
| - How did you hear about this position? | - Why did you leave your last job? |
| 2. Why / want / work / at this company? | 5. What / your strong and weak points? |
| - Why do you want to work at this company? | - What are your strong and weak points? |
| 3. What / do / in your last job? | 6. have / any questions / for us? |
| - What did you do in your last job? | - Do you have any questions for us? |

U2: Round up (SB) P. 28 لسلطان

Revision (AB) P. 44 - 45

A.p44/ Match the words to make phrases. Then match the phrases (1-5) with the definitions (a-e).

طابق الكلمات لتكوين عبارات ، بعدها طابق العبارات مع التعريف الخاصة بها

a report / تقرير		an exam / امتحان		care / عناية		disasters / كوارث		labour / عمل	
1. child <u>labour</u>	عمل الاطفال	c		a. floods, earthquakes, droughts					
2. health <u>care</u>	عناية بالصحة	e		b. describing what you have found out in an essay					
3. natural <u>disasters</u>	كوارث طبيعية	a		c. when children work and don't go to school					
4. take <u>an exam</u>	يؤدي امتحان	d		d. being tested on what you have learnt					
5. write <u>a report</u>	يكتب تقرير	b		e. doctors, medicine and hospitals					

B.p44/ Complete the sentences with words from the box.

اكمل الجمل التالية من الكلمات التي في الصندوق

يكتب write / يشخر snores / يستعير borrows / يتدرب rehearses / يعير lends / آلة حاسبة calculators

- Actors need to for weeks before they make a film. **rehearse**
- I can't sleep in the same room as my brother because he very loudly. **snores**
- Can you me your book when you have finished it? I'll give it back to you next week. **lend**
- I'm going to a report on desert animals for my Science class. **write**
- Do you want to my umbrella? It's raining. **borrow**
- Can we use in this exam or do we have to do the maths in our heads? **calculators**

C.p44/ Circle the correct option.

اختر الاختيار الصحيح

- Both** / The two Archie and I are in year 10, but we study in different schools.
- His school is as **big** / **bigger** as mine, but the classes there are smaller.
- Similar** / **Like** my school, Archie's school has a sports field.
- But neither his school **and** / **nor** mine have a swimming pool.
- Archie's **not as** / **as not** good as I am in Physics, but he's better at Maths.
- Different** / **Unlike** Archie, I don't walk to school. I take the bus.



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D.p45/ Put the words in the correct order to make questions and sentences.

ضع الكلمات التالية في الترتيب الصحيح لتكوين اسئلة وجمل

1. I / History / borrow / book / Can / your / ?
- Can I borrow your History book?
2. me / lend / you / calculator / your / Could / ?
- Could you lend me your calculator?
3. the problem / was / a calculator / It / to solve / hard / without / .
- It was hard to solve the problem without a calculator.
4. am / I / to / your results / very happy / hear / about / .
- I am very happy to hear about your results.
5. isn't / the school fees / to / easy / pay / It / for / .
- It isn't easy to pay for the school fees.

E.p45/ Complete the sentences with the correct tense of the verb and brackets: past simple, past continuous or past perfect simple.

اكتب الجمل التالية بالزمن الصحيح للفعل الذي بين الاقواس ، ماضي بسيط او ماضي مستمر او ماضي تام بسيط

Last week, I (get) got up late. Even though I (not have) didn't have a breakfast, when I got outside, the school bus (leave) had left. So, I (go) went by bike. Fortunately, it (not rain) wasn't raining. When I (arrive) arrived at the classroom, my biology teacher (explain) was explaining something that I (study) had studied at home the day before. Actually, I thought he (not notice) hadn't noticed I was late, but just as we (leave) were leaving the classroom at the end of the lesson, he (call) called me and asked what (happen) had happened.

Test (AB) P. 46 - 47

B.p46/ Put the verbs in brackets into the past simple or past continuous.

ضع الافعال التي بين الاقواس بزمن الماضي البسيط او الماضي المستمر

Jasmine (go) went to the book shop yesterday. When she got there she (see) saw her friend Anne. Anne (buy) was buying books for her English class. Jasmine (point) pointed to a big book Anne (hold) was holding. 'I have that book,' she said. 'You don't have to buy it. I will lend it to you.' 'Thanks,' said Anne. Jasmine (start) started looking for the books she wanted. When she (have) had them all, she got in the queue to pay. Anne (wait) was waiting in the queue, too. She (hold) was holding the big book. 'Did you decide to buy it?' asked Jasmine. 'Yes,' said Anne. 'My teacher (tell) told us it was a really good book.'

C.p47/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل التالية

- | | |
|--|------------------------------|
| 1. He was angry because he had c | a. been cooking. |
| 2. The house smelled good because her mother had a | b. broken his arm. |
| 3. Her father told her to hang up the phone because she had d | c. waited all day. |
| 4. He couldn't write because he had b | d. been talking for an hour. |

نهاية الوحدة الثانية

بالطبع ستتعرّف ، لو كان النجاح سهلاً لوصول اليه الجميع



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UNIT THREE / الوحدة الثالثة

U3: Lesson 1 (SB) P. 30 (Places to go) اماكن نذهب اليها

3

Places to go

Lesson 1
AB 48-49

1 Match each picture with a country. Say what you know about each place.

Egypt

England

Greece

Iraq



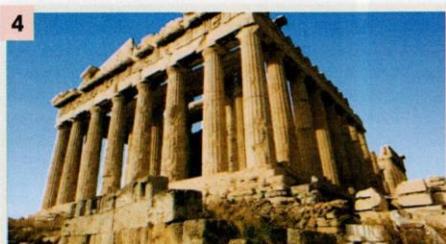
The Great Pyramids of Giza



Hanging Gardens of Babylon



Stonehenge



The Parthenon

lc

93

A This is the most famous and the largest one in Egypt. Archaeologists think it was built for a pharaoh named Khufu. It is made of thousands of stones. The stones look like steps but we weren't allowed to climb it because it's too dangerous. By the time we got there, we had been walking all day, and we were very hot. We were very happy when we went inside, where it was cool and dark.

B Nobody is sure what the stones were for, but we know that they are very old. The first ones were put there about 5,000 years ago. There used to be more of them, but some were taken for building houses. I wasn't allowed to get very close to the stones because tourists had damaged them by writing on them, but I took a lot of pictures.

C I went there with my family. It was really beautiful. We walked along the banks of the river Euphrates. We camped there for one night. It was magical at night. But I hadn't brought a warm jacket, so I was cold.

D I love to visit old buildings when I travel. This one was built over 2,000 years ago. It was damaged in 1687, because people had been using it to keep gunpowder and the gunpowder exploded. After that, some people took parts of it and put them in museums. But a lot of the columns are still there.



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اماكن نذهب اليها

قطعة الوحدة الثالثة 1

1. How did Sandra get to the Hanging Gardens of Babylon? كيف وصلت ساندرا الى حدائق بابل المعلقة

- On foot. وصلت هناك سيرا على الاقدام

2. Why was she cold the night she camped there? لماذا شعرت البرد ليلة التخييم هناك

- She forgot to take a jacket with her. لأنها نسيت ان تحضر سترة معها

3. When were the first stones put at Stonehenge? متى تم وضع الحجارة الاولى في ستونهنج

- About 5,000 years ago. اول حجارة تم وضعها هناك منذ حوالي 5000 عام

4. Why couldn't Sandra get close to the stones? لماذا لم تستطع ساندرا الاقتراب من الحجارة

- Because tourists had damaged the stones. لأن السياح قد اضرروا بالحجارة

5. Who was the Great Pyramid built for? من تم بناء الهرم الكبير

- A pharaoh named Khufu. بني لفرعون اسمه خوفو

6. Why was Sandra hot when she got to the Great Pyramid? لماذا شعرت ساندرا بالحر عندما وصلت الى الهرم الكبير

- Because she had been walking all day. لأنها كانت تمشي طوال اليوم

7. What does Sandra like to do when she travels? ماذا تحب ساندرا أن تفعل عندما تسفر

- She likes to visit old buildings. تحب زيارة المباني القديمة

8. Why did the Parthenon explode? لماذا انفجر البارثينون

- Because people had been keeping gunpowder there. لأن الناس كانوا يحتفظون بالبارود هناك

Lesson 1 (AB) P. 48 - 49

تمرين (A) ص48. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

B.p49/ Read the notes in the Student's Book again. Complete the words.

اكم الكلمات التالية

1. p _ a _ _ _ _	pharaoh	فرعون
2. a _ _ ha _ _ _ _ g _ _ _ _	archaeologists	علماء آثار
3. b _ _ k	bank	مصرف ، بنك
4. c _ _ _ _ ns	columns	اعمدة
5. s _ _ _ _ s	stones	حجارة
6. g _ _ p _ _ _ _ r	gunpowder	بارود

C.p49/ Find a word in the notes that mean.

جد مراييفات الكلمات التالية

a. biggest	largest	الاكبر	e. stayed in a tent	camped	يخيم
b. not hot	cool	لطيف ، بارد	f. incredible	magical	ساحر ، مذهل
c. visitors	tourists	سياح	g. harmed , broken	damaged	متضرر
d. photos	pictures	صور	h. blew up	exploded	انفجر



U3: Lesson 2 (SB) P. 31 (Choosing a holiday) اختيار عطلة

المضارع التام البسيط Present perfect simple

1. نستخدم هذا الزمن للتعبير عن احداث بدأت في الماضي ولا زالت مستمرة او انتهت ولا زالت تأثيرها موجود وحسب القاعدة التالية:

حالة الاثبتات Affirmative
تمكنا + (has/have) + p.p + فاعل
حالة النفي Negative
تمكنا + (has/have) + not + p.p + فاعل
حالة الاستفهام Question
(Has/Have) + فاعل + p.p + ؟

2. نستخدم (has) اذا كان الفاعل اسم مفرد او الضمائر (he/she/it).

3. نستخدم (have) اذا كان الفاعل اسم جمع او الضمائر (I/we/you/they).

Ex: He has broken his leg. / He has not broken his leg. / Has he broken his leg?

Ex: They have gone to school. / They have not gone to school. / Have they gone to school?

4. المختصرات التالية مهمة:

he has → he's / she has → she's / it has → it's

I have → I've / we have → we've / you have → you've / they have → they've

5. هناك **ظروف** ودلائل من خلالها نعرف ان الجملة في زمن المضارع التام وهي:

• كلمة (ever) وتعني (هل سبق ان) ونستخدمها في (الجملة الاستفهامية) ونضعها قبل التصريف الثالث.

Ex: Have you (ever / never) camped in the forest?

Ex: (you ever sleep) under the stars in the desert? (Use the present perfect simple)

- Have you ever slept under the stars in the desert?

Ex: (Have you ever / Did you ever) spent the whole night awake looking at the stars?

Ex: You ever (ride) on an elephant? (Put the verb in the correct form)

- Have you ever ridden on an elephant?

Ex: Have you (ever / never) seen our website?

• كلمة (never) وتعني (ابداً/لم) وتعتبر اداة **نفي** ونضعها قبل التصريف الثالث.

Ex: A scorpion. (never / hold) (Write a true sentence with about you)

- I have never held a scorpion.

Ex: (never / touch a snake). (Make a true sentence about yourself)

- I have never touched a snake.

Ex: I never tried Chinese food. (Correct)

- I have never tried Chinese food.

Ex: Sabah has (ever / never) travelled outside of Iraq.



- **كلمة (just)** وتعني (الآن/تواً/قبل قليل) وستستخدم للتعبير عن وقوع الحدث قبل فترة قصيرة ونضعها قبل **التصريف الثالث**.

Ex: I (just / finish) my homework. (Rewrite correctly)

- I **have just finished** my homework.

Ex: I'm really in a good mood because (**I've just finished** / I've just been finishing) my exams.

Ex: She's just (buy) these jeans. (Correct)

- She's just **bought** these jeans.

- **كلمة (already)** وتعني (مسبقًا) وستستخدمها للتعبير عن وقوع الحدث بزمن مبكر أكثر من المتوقع ونضعها قبل **التصريف الثالث او في نهاية الجملة**.

Ex: I have **already** written my report.

Ex: She has washed the dishes **already**.

Ex: They've passed the driving test. (Insert: already)

- They've **already** passed the driving test.
- They've passed the driving test **already**.

Ex: I bought him a new mobile phone last week and he **already** lost it. (Correct the sentence)

- I bought him a new mobile phone last week and he **has already** lost it.

- **كلمة (yet)** وتأتي في نهاية الجملة وتعني (الآن) اذا كانت الجملة **استفهامية** وستستخدمها للتعبير عن توقع حدوث شيء ، او تعني **(حد الان)** اذا كانت الجملة **منافية** وستستخدمها للدلالة على عدم وقوع الحدث لحد لحظة الكلام بحيث تكون (**has / have**) **منافية**.

Ex: Have you finished your work **yet**?

Ex: I haven't finished my homework **yet**.

Ex: (you / book) a hotel yet? (Complete with the correct form of the present perfect)

- **Have you booked** a hotel yet?

Ex: (you / buy) any maps of London or guidebooks yet? (Complete with the correct form)

- **Have you bought** any maps of London or guidebooks yet?

Ex: I haven't (pack) my suitcase yet. **packed**

Ex: It (not / stop) raining yet. (Rewrite correctly)

- It **hasn't stopped** raining yet.



- كلمة (since) وتعني (منذ) ونستخدمها لتحديد **بداية الفترة الزمنية** وحسب الجدول التالي.
- كلمة (for) وتعني (لمندة) ونستخدمها لتحديد **طول الفترة الزمنية** وحسب الجدول التالي.
- الجدول التالي مهم.

since منذ	لمندة for
1. o'clock ساعة	1. a long time / many years لفترة طويلة
2. yesterday البارحة	2. ages لفترة طويلة
3. since last Sunday ايام الاسبوع	3. ten days / three years / two hours
4. 1990 , 2007 سنين since last April أشهر السنة	4. seconds , minutes , hours , days , weeks , months , years اجزاء الزمن

ملاحظة: اذا وجدنا بعد الفراغ احدى العلامات الثلاثة (اسم جمع/ادوات التكير the last/a , an) نختار (for) واذا لم نجد اي منها نختار (since).

Ex: They have been married (since / for) three years.

Ex: The teacher hasn't known the class (since / for) a long time.

Ex: He has had that motorbike (since / for) three years.

Ex: I have had this car (since / for) November.

Ex: We haven't met (since / for) we were in school.

Ex: We haven't seen her (since / for) 2001.

Ex: Have you worked here (since / for) you graduated.

Ex: I haven't seen a good film (since / for) last January.

Ex: We have been married (since / for) 2003.

Ex: My sister (not be) to college for three days because of a cold. (**Rewrite the sentence correctly**)

- My sister **hasn't been** to college for three days because of a cold.

Ex: Fadia didn't speak to me since her sister's wedding. (**Rewrite the sentence correctly**)

- Fadia **hasn't spoken** to me since her sister's wedding.

6. نستخدم المضارع التام البسيط مع الاسئلة التي تبدأ **بأدوات السؤال (كم عدد المرات How many times / كم طول المدة How long)** مثل:

Ex: **How long** have you known Jenny?

Ex: **How many times** has she been to Beirut this year?



7. نستخدم (gone / been) مع المضارع التام البسيط حيث ان كلمة (been) تعني ذهب وعاد اي ان (الفاعل موجود حاليا) اما (gone) تعني ذهب ولم يعد اي ان (الفاعل غير موجود حاليا).

8. نستخدم (gone) في الحالات التالية:

- اذا وجدنا كلمات تعني (سوف يعود) (will be back / will be here) مثل:

Ex: They have (been / gone) to Dubai. They will be back in five days.

Ex: Nabaa has (gone / been) to the library. She'll be here in an hour.

- اذا وجدنا كلمة (here) في جملة استفهامية مثل:

Ex: Is Adam here or has he (gone / been) to the football practice?

- اذا وجدنا (not at home / not here / away) مثل:

Ex: My parents aren't at home this evening. They have (gone / go) out.

Ex: My sister isn't at home at the moment. She has (been / gone) shopping.

Ex: The Al-Badri family isn't here at the moment. They've (gone / been) on holiday.

Ex: Kamal is away. He's (been / gone) to Mosul.

9. نستخدم (been) في الحالات التالية:

- اذا وجدنا (haven't / hasn't) فأنها تدل على عدم الذهاب الى ذلك المكان (الفاعل موجود حاليا) مثل:

Ex: I haven't (gone / been) to London.

Ex: She hasn't (been / gone) to Italy.

Ex: I (didn't go / haven't been) to China yet, but I would like to one day.

Ex: I (haven't been / haven't gone) to China yet, but I would like to one day.

- اذا كان معنى الجملة يدل على الذهاب الى ذلك المكان سابقاً ونستدل على ذلك من خلال هذه الكلمات (once/twice) مثل:

Ex: I want to go to Scotland. I there twice. It's a nice place.

(Complete with the present perfect simple using been or gone).

- I want to go to Scotland. I have been there twice. It's a nice place.

- اذا وجدنا (Have you) التي نستخدمها لسؤال شخص فيما اذا سبق له الذهاب الى مكان معين مثل:

Ex: I'll show you around Baghdad. Have you (been / gone) to the museum?

- اذا وجدنا في الجملة (is here / are here) مثل:

Ex: My uncle is here now. He's (gone / been) to Tokyo.

9. في المضارع التام لاستخدام عبارات مثل (yesterday / last month / last week / on Saturday)

10. عند الجواب عن السؤال بـ (Yes/No) نستخدم القاعدة التالية:

Yes , ضمير الفاعل , فعل مساعد + ضمير الفاعل ,
No + ضمير الفاعل , فعل مساعد + ضمير الفاعل ,

Ex: Have they eaten the food? (Yes/No)

- Yes, they have.
- No, they haven't.

Ex: Has he played tennis? (Yes/No)

- Yes, he has.
- No, he hasn't.

Lesson 2 (AB) P. 50 - 51

B.p50/ Write questions with *ever*.

اكتب اسئلة باستخدام ever

Example. be / Europe

- Have you ever been to Europe?

3. go / camping

- Have you ever gone camping?

1. swim / in the Red Sea

- Have you ever swum in the Red Sea?

4. see / an oryx

- Have you ever seen an oryx?

2. take / an aeroplane

- Have you ever taken an aeroplane?

5. eat / Chinese food

- Have you ever eaten Chinese food?

D.p51/ Complete the sentences.

اكمِل الجمل التالية

Example. Maria has been to Italy. She (never / be) to Greece.

- She has never been to Greece.

1. Tariq has been to Egypt. He (never / be) to England.

- He has never been to England.

2. Rashid has driven a car. He (never / drive) a Jeep.

- He has never driven a Jeep.

3. Noor has visited Baghdad lots of times. She (never / visit) London.

- She has never visited London.

4. John has studied Arabic for three years. He (never / study) French.

- He has never studied French.

5. Fareeda has played tennis since she was seven. She (never / play) squash.

- She has never played squash.

E.p51/ Bashir is preparing for a trip to Greece. Match the beginnings and endings of the sentences.

طابق بديايات ونهائيات الجمل التالية

1. He has already decided **d** a. his suitcase yet.2. He has already spoken **e** b. his passport yet.3. He hasn't called **c** c. the hotel yet.4. He has already bought **f** d. where to go.5. He hasn't packed **a** e. to the travel agent.6. He hasn't found **b** f. some sun cream.

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U3: Lesson 3 (SB) P. 32 (Holiday fun) متعة العطلة

Unit
3Lesson 3
AB 52-53

Holiday fun

Do you like to spend your holidays relaxing on a beach or do you prefer a more active break? Read on if you are a fan of unusual sports. I've chosen my favourite places to do the best new sports: snowboarding, whitewater rafting and quad biking.

Snowboarding

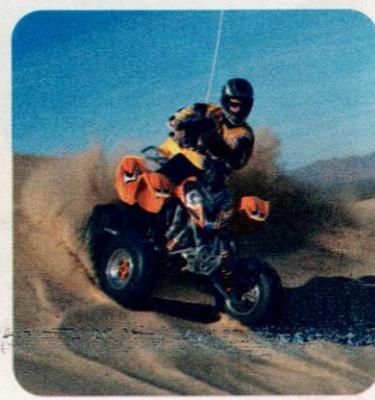
Have you ever tried snowboarding? If you enjoy skateboarding and skiing, snowboarding is for you. It is like skiing, but you have one board on your feet instead of two. One of the best places for snowboarding is in the Alps, in a town called **Chamonix**. It is great for both beginners and advanced snowboarders because there are steep slopes and gentle hills. Chamonix has a lot of shops and restaurants, and places where you can rent snowboarding equipment.

**Whitewater rafting**

Whitewater rafting is a great way to see a country and have fun, too. You get in a raft with a group of people, including a trained leader, and go down a river. Sometimes the river is calm, but sometimes it moves fast and the water turns white. My favourite place for whitewater rafting is the Colorado River in the United States. You can see spectacular scenery and can also stop on the way to go cycling or horse riding.

**Quad biking**

Saudi Arabia is the place to go for a quad biking holiday with a difference. You can bike through quiet deserts and ride over beautiful dunes. You can go on a quad bike tour even if you have never done it before, but you need to go with a guide. Your guide will show you how to ride the quad bike and help you choose safety gear like a helmet. Most tours are limited to people aged 12 years and over, so check with the tour operator before taking your little brother along!



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Holiday fun متعة العطلة

قطعة الوحدة الثالثة 2

1. Snowboarding is almost like skiing. (True / False) التزلج على الجليد هو تقريباً مثل التزلج (يمكنك استئجار لوح تزلج في شامونيكس)
2. You can rent a snowboard in Chamonix. (True / False) رياضة التجديف هو شيء تفعله في البحر (تحاج إلى ركوب الرمث (التجديف) مع خبير)
3. Whitewater rafting is something you do in the sea. (True / False) يجب أن تكون جيداً في ركوب الدرجات الرباعية للقيام بالجولة في المملكة العربية السعودية
4. You need to go whitewater rafting with an expert. (True / False) تحتاج إلى ركوب الرمث (التجديف) مع خبير
5. You have to be good at quad biking to do the tour in Saudi Arabia. (True / False) يمكنك ركوب دراجة رباعية في أي عمر
6. You can ride a quad bike at any age. (True / False) يجب أن تكون جيداً في ركوب الدرجات الرباعية للقيام بالجولة في المملكة العربية السعودية

ادوات التعريف والتنكير Articles (a , an , the)

1. نستخدم (a / an) عندما نتحدث عن شيء ما لأول مرة.

Ex: There is a train to London at five o'clock.

Ex: There is an apple on the table.

2. نستخدم اداة التنكير (a) امام الكلمات التي تبدأ بصوت صحيح ونستخدم اداة التنكير (an) امام الكلمات التي تبدأ بصوت علة.

Ex: a ticket / a reservation / an umbrella / an exam

3. نستخدم اداة التعريف (the) عندما نتحدث عن شيء تم ذكره مسبقاً او عن شيء يوجد منه نوع واحد في ذلك المكان.

Ex: Is there a restaurant car on the train?

Ex: The president is giving a speech tonight.

Ex: The pen on the desk is mine. (القلم الذي على الطاولة هو لي (القلم محدد الذي على الرحلة وليس قلم آخر)

Ex: I saw a boy trying to climb a tree. The boy couldn't climb because the tree was high.

رأيت فتى يحاول ان يتسلق شجرة. الفتى لم يستطع التسلق لأن الشجرة كانت عالية عندما ذكرنا كلمة (boy) في المرة الاولى استخدمنا اداة تنكير (a) لأنها غير معروفة لدينا سابقاً وكذلك عندما ذكرنا كلمة (tree) في المرة الاولى استخدمنا اداة تنكير (a) لأنها غير معروفة لدينا ولكن في المرة الثانية استخدمنا اداة التعريف (the) امام الإسمين.

4. نستخدم اداة التعريف (the) مع الدول التي تمتلك اكثر من ولاية واحدة.

Ex: the United Arab Emirates / the United States

5. نستخدم اداة التعريف (the) مع اسماء الانهار ، الجبال ، البحار ، المحيطات ، الجزر ، الصحاري ، الفنادق ، المتاحف.

the Nile / the Red Sea / جبال الالب / the Alps / المحيط الهادئ / the Pacific Ocean

فندق الهلتون / the Hilton / الصحراء الكبرى / the Sahara / جزر الفلبين

المتحف الوطني العراقي / the National Museum of Iraq

6. لاستخدام اداة التعريف (the) ولا ادوات التنكير (a / an) مع اغلب اسماء الدول ، المدن ، القارات ، الشوارع ، البحيرات.

بحيرة فيكتوريا / Lake Victoria / Europe / Rome / اوروبا / Bond street / شارع بوند / مصر



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حروف الجر (at , on , in)

1. نستخدم حرف الجر (at) مع الاوقات.

Ex: I get up **at** 7:00.

2. نستخدم حرف الجر (at) مع بعض التعبير الثابتة (المحددة).

Ex: Noora isn't here, she's **at** school.

Ex: My father is **at** work so he can't help me with my homework now.

Ex: What are you doing **at** the weekend?

3. نستخدم حرف الجر (at) مع كلمة (night).

Ex: There is a sound and light show **at** night.

4. نستخدم حرف الجر (on) مع ايام الاسبوع.

Ex: The self-access centre isn't open **on** Fridays.

5. نستخدم حرف الجر (in) مع اشهر السنة وبعض اوقات اليوم.

Ex: My brother was born **in** December.

Ex: I have Maths **in** the morning.

Ex: He goes to the library **in** the afternoon.

6. نستخدم حرف الجر (in) مع بعض التعبير الثابتة (المحددة).

Ex: I was **in** hospital for three days when I broke my leg.

Lesson 3 (AB) P. 52 – 53

تمرين (A) ص.52. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

اقرأ الجمل التالية واضف the عند الحاجة

B.p52/ Read the sentences and add *the* where necessary.

Example. We visited United Arab Emirates last year.

- We visited **the** United Arab Emirates last year.

1. Indian Ocean is a good place for scuba diving.

- **The** Indian Ocean is a good place for scuba diving.

2. Mount Everest is in Himalayas.

- Mount Everest is in **the** Himalayas.

3. Stonehenge is in United Kingdom.

- Stonehenge is in **the** United Kingdom.

4. Oman is on Arabian Sea.

- Oman is on **the** Arabian Sea.

5. We went for a boat ride on Nile.

- We went for a boat ride on **the** Nile.

6. Pyrenees Mountains are between France and Spain.

- **The** Pyrenees Mountains are between France and Spain.



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C.p52/ Read the paragraph. Delete *the* if it is not necessary.اقرأ الفقرة التالية ، واحذف *the* في المكان الغير ضروري

I went to *the* Australia last year for my holidays. First I went to *the* Brisbane, a city with a very warm climate and a beautiful botanic garden. Then I went surfing in *the* Pacific Ocean. It was very exciting because the waves were huge. After that, I went to another big city called *the* Sydney. I visited the Olympic Park and did a lot of shopping. I also went to *the* Blue Mountains, which are only a two-hour drive from *the* Sydney. I spent the last part of my holiday in *the* Tasmania, which is an island south of *the* Australia. This was my favourite part of the holiday, because I went whitewater rafting on *the* Franklin River.

D.p53/ Read about an activity. Complete the text with *the* when necessary.اقرأ النشاط التالي وامثل النص بـ *the* عند الحاجة

My favorite holiday activity is caving. It's a sport where you walk and climb in caves. You need a helmet with a headlamp, gloves, and suitable clothes to do caving. I live in *the* UK, so I usually go to places like *the* Peak District to do caving. Some of *the* caves are really big, but others are really tight, and you can't walk in them. Last year, I went to Iraq and visited a cave in *the* city of Duhok called Enichki Cave. Inside *the* cave, there's a lovely, small waterfall and a nice restaurant. It was *the* most amazing cave I've ever visited!

U3: Lesson 4 (SB) P. 33 (Getting information) الحصول على المعلومات

Lesson 4 (AB) P. 54 – 55

B.p54/ Complete conversation 2 with words from the box.

اكمِل المحادثة التالية من الكلمات التي في الصندوق

صحيح / رجاء right / يقصد ، يعني please / بالضبط mean / اتصل calling / يكلف cost / exactly / مرة اخرى ، مجددا again

Receptionist: Good morning, Central Hotel.

Father: Good morning. I'm for information about your rates. calling

Receptionist: Do you want a single room or a double room?

Father: Two double rooms, please

Receptionist: OK. Double rooms cost £90 per night. All rooms 10% more per night during high season. cost

Father: When's high reason? exactly

Receptionist: from June to August.

Father: I'm sorry. Could you say that? again

Receptionist: of course. I said from June to August.

Father: Do you a double room for the night of 10th June cost £99? mean

Receptionist: Yes, that's right

Father: OK then.

Receptionist: Alright. Can I have your name please?



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U3: Lesson 5 (SB) P. 34 (What do you need?) ما الذي تحتاجه

المضارع البسيط مع الجداول الزمنية Present simple for timetables

1. تكلمنا في الوحدة الاولى عن المضارع البسيط وتم شرحه بالتفصيل ، لكن في موضوعنا الحالي سوف نتحدث عن استخدام المضارع البسيط للتتحدث عن جداول مواعيد زمنية محددة مثل موعد اقلاع طائرة او مواعيد انطلاق قطار او موعد متى يفتح او يغلق متاح او مطعم معين الخ.

2. تذكير بقاعدة المضارع البسيط بحالاته الثلاثة:

حالة الاثبتات Affirmative

الكلمة + الشخص الثالث s + فعل

(he/she/it) + فعل مجرد (I/we/you/they) +

حالة النفي Negative

الكلمة + فعل مجرد doesn't

(he/she/it) + فعل مجرد don't (I/we/you/they) +

حالة الاستفهام Question

Does + الكلمة + فعل مجرد ?

Do + (I/we/you/they) + فعل مجرد ?

Ex: My plane **leaves** at 10:00 in the morning.

Ex: I don't know what time the museum **opens** tomorrow.

Lesson 5 (AB) P. 56 - 57

C.p57/ Listen and repeat. Then write each word in the correct column.

اقرأ الكلمات التالية وضعها في العمود الصحيح حسب نطق الصوت

يسافر travel/متاخر late/يلعب play/حزمة pack/طائرة plane/رصيف محطة القطار platform/حقبة bag/مطر rain

صوت الـ / eɪ /	صوت الـ / æ /
rain	bag
plane	platform
play	pack
late	travel

D.p57/ Complete the sentences with the present simple of the verbs in brackets.

أكمل الجمل التالية مستخدماً المضارع البسيط للأفعال التي بين الأقواس

1. Our flight (arrive) in Cairo at 9:00. **arrives**
2. The museum (not open) tomorrow. It's Monday. **doesn't open**
3. On day 6, we (visit) the pyramids. **visit**
4. Excuse me. What time the gallery (close) today? **does / close**
5. Hurry up! The bus to the airport (leave) in ten minutes. **leaves**
6. the fireworks (begin) at 8:00 or 8:30? **Do / begin**



U3: Lesson 6 (SB) P. 35 (At the hotel) في الفندق

الطلب المؤدب

1. عند السؤال او لطلب شيء ما بشكل مؤدب نستخدم القاعدة التالية:

Can I have?
 Could I have?
 Can you + مصدر مجرد?
 Could you + مصدر مجرد?
 Would you + مصدر مجرد?

2. عند الموافقة نستخدم احد التعبير (بالطبع) (Of course) او (بالتأكيد) (Certainly).

3. عند الرفض نستخدم احد التعبير (انا اخشى ...) (I'm afraid) او (انا آسف ولكن ...) (I'm sorry but ...).

Ex: Can I have some water, please?

Ex: Could I have some water, please?

Ex: Can you (write / writes / wrote / written) down your name, please?

Ex: Could you tell me where the museum is?

Ex: Would you bring me some tea?

Ex: Make a request to the waiter to bring the menu. (Use: Would you)

- Would you bring me the menu?

Ex: Ask anyone in the park about the mall. (Use: Could you)

- Could you tell me where the mall is?

Ex: Say yes to your friend about going to the park.

- Of course. / Certainly. كلا الجوابين صح

Ex: Say no to your friend about going to the cinema.

- I'm afraid I can't. / I'm sorry but I'm very tired. كلا الجوابين صح



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Lesson 6 (AB) P. 58 - 59

B.p58/ Put the dialogues in order.

ضع المحادثات التالية بالترتيب الصحيح

Im afraid we haven't got any more. We have apple and grape juice. 5

Yes, can you bring me a glass of orange juice? 4

I'll have an apple juice then. 6

Do you know what you'd like? 1

Yes, could I have a cooked breakfast, please? 2

Certainly. Would you like something to drink? 3

Yes, of course. 5

Yes. It's John Adams. 3

Good morning. I have a reservation for two nights. 1

Could you give me your name, please? 2

Would you fill out this form, please, Mr Adams? 4

At eight o'clock in the evening. 6

Could you tell me when it opens? 3

Yes, but I'm afraid it's closed at the moment. 2

Can I buy a newspaper at the gift shop? 1

At half past nine. 4

And when does it close? 5

U3: Lesson 7 (SB) P. 36 (Where is it?) اي يقع

Lesson 7 (AB) P. 60 - 61

D.p61/ Complete the conversations with one word in each gap.

اكمِل المحادثات التالية بكلمة واحدة في كل فراغ

A: How f..... is the post office from here? far

B: It's about ten minutes a..... away

A: Could you t..... me where the bank is? tell

B: Yes. It's a..... the corner, on the left. around

A: E..... me, where's the library? Excuse

B: It's on the main street. Just t..... left on the Bank Street, then left. It's opposite the sports centre. turn

A: Where's the n..... café? nearest

B: It's n..... to the supermarket, on Park Avenue. next

A: Sorry, how far is the stadium f..... here? from

B: Not very far. Go a..... Main Street, then turn right at the traffic lights. along



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U3: Lesson 8 (SB) P. 37 (A guidebook) دليل (A guidebook)

Lesson 8 (AB) P. 62 - 63

D.p63/ Find a word in the text on Student's Book page 37 that means ...

جد كلمات في كتاب الطالب ص 37 التي تتطابق معنى التالي

1. a building, statue, etc., that reminds people of an important person or event = **monument** تذكار
2. very beautiful and impressive = **magnificent** رائع
3. a structure in which water is sent up in the air = **fountain** نافورة
4. flat areas outside buildings where you can sit = **terraces** مصطبة
5. very old, from a period thousands of years in the past = **ancient** قديم ، اثري
6. a type of hard stone = **marble** رخام
7. a building used for religious purposes = **temple** معبد
8. the parts of a building that are left after it has been destroyed = **ruins** حطام ، بقايا ، آثار

U3: Lesson 9 (SB) P. 38 (Writing home) رسالة الى يبني

المضارع التام المستمر Present perfect continuous

1. نستخدم **المضارع التام المستمر** للتعبير عن حدث قد انتهى حديثاً وإنك لاتزال ترى نتائج الحدث الآن وحسب القاعدة التالية:

حالة الاثبتات	Affirmative
كلمة	+ فعل (has/have) + been + ing + فاعل
حالة النفي	Negative
كلمة	+ not + been + ing + فعل + فاعل
حالة الاستفهام	Question
(Has/Have)	+ فعل + been + ing + فاعل + ؟

2. نستخدم (has) اذا كان الفاعل اسم مفرد او الضمائر (he/she/it)

3. نستخدم (have) اذا كان الفاعل اسم جمع او الضمائر (I/we/you/they)

4. المختصرات التالية مهمة:

he has → he's / she has → she's / it has → it's

I have → I've / we have → we've / you have → you've / they have → they've

5. ظروف الزمان يمكن ان تأتي مع هذا الزمن هي (فترة زمنية + recently/all +).

6. يمكن استخدام (since/for) ايضاً مع المضارع التام المستمر وبنفس شروط استخدامها في المضارع التام البسيط.

7. هناك بعض الافعال التي لا نستخدمها او يندر استخدامها مع **المضارع التام المستمر** وهي الافعال (الثابتة) مثل:

يتصور / يشك / doubt / like / يكره / hate / يحب / love

يفهم / يميز / recognize / يفترض / suppose / يملك / have / يعيش / live / يعيش / know / يرى / understand

ينذر / يذكر / remember / يريده / prefer / يريده / want / لا يحب / realize / يدرك



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8. نستخدم المضارع التام المستمر مع الافعال (المتحركة) مثل:

Ex: They **have been talking** for the last hour.

Ex: Ali **has been teaching** at the university since July.

Ex: Mary **has been shopping** all day.

Ex: I **have been working** here for three years.

Ex: Have you **been studying** English for long?

Ex: I **have been waiting** for an hour.

Ex: Since I arrived in Rome, I **have been visiting** museums every day.

Ex: Have you **been cooking**? It smells good.

9. يأتي هذا الموضوع في الامتحان إما على شكل اختيارات او تصحيح صيغة او تحويل جملة من زمن معين الى المضارع التام المستمر.

Ex: I (paint) a chair. (Present perfect continuous)

- I **have been painting** a chair.

Ex: She's writing letters. She started at two o'clock.

(Write in present perfect continuous with 'since / for')

- She **has been writing** since two o'clock.

Ex: Layla is in the kitchen. She (**has been cooking** / cooks) for three hours now.

Ex: What (you / do)? Your hands are blue. (Present perfect continuous)

- What **have you been doing**? Your hands are blue.

Ex: I can't find my glasses, I (**have been looking** / have looked / looked) for them all day long.

Ex: We're bored. We (are playing / **have been playing** / play) computer games recently.

10. يمكن استخدام (كم المدة How long) مع المضارع التام المستمر وحسب الاقاعدة التالية:

(How long) + (has/have) + فعل + been + ing + ؟

Ex: How long have you been waiting here?

Ex: How long has Nada been painting this picture?

11. عند الجواب عن السؤال بـ (Yes/No) نستخدم القاعدة التالية:

فعل مساعد + ضمير الفاعل , Yes

فعل مساعد + ضمير الفاعل , No + not

Ex: Have they been playing football all afternoon? (Yes/No)

- Yes, they **have**.

- No, they **haven't**.

Ex: Has Rana been doing her homework recently? (Yes/No)

- Yes, she **has**.

- No, she **hasn't**.



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امثلة إضافية: 12

Ex: He's going to fail his exam. He (not work) very hard. (Present perfect continuous)
 - He's going to fail his exam. He **hasn't been working** very hard.

Ex: Your sister is busy cooking. (How long / cook) (Question: Present perfect continuous)
 - How long **have you been cooking?**

Ex: You have a friend who is learning Japanese. You ask: (How long / learn / Japanese)
 (Write a question using the words in brackets)
 - How long **have you been learning** Japanese?

Ex: You arrive late for your appointment. You ask: (How long / wait) (Present perfect continuous)
 - How long **have you been waiting?**

Ex: He is a writer. He (write) for twenty years. (Present perfect continuous)
 - He is a writer. He **has been writing** for twenty years.

Lesson 9 (AB) P. 64 - 65

A.p64/ Hamid wants to go diving. Write sentences about what he has **already** done (✓) and what he **hasn't** done **yet** (✗).

حامد يريد الذهاب للغوص ، اكتب جمل عن الاشياء التي فعلها وعن الاشياء التي لم يفعلها بعد

Examples. watch a video about diving ✓

- He **has already watched** a video about diving.

Example. do a medical exam ✗

- He **hasn't done** a medical exam **yet**.

1. ask his parents for permission ✓

- He **has already asked** his parents for permission.

2. choose a place to dive ✗

- He **hasn't chosen** a place to dive **yet**.

3. rent the breathing equipment ✗

- He **hasn't rented** the breathing equipment **yet**.

4. find a diving teacher ✓

- He **has already found** a diving teacher.

B.p64-65/ Make sentences about what the people have been doing.

اكتب جمل عن ماذا كان يفعل الناس

Example. They / write / postcards

1. They **have been writing** postcards.

They / wait / for an hour

2. They **have been wating** for an hour.

He / paint

3. He **has been painting**.

They / play / in the sand

4. They **have been playing** in the sand.



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C.p65/ Think about a place you have visited, in Iraq or in another country. Write notes to answer the questions.

اكتب انشاء عن مكان زرتة

(انشاء الوحدة الثالثة)

A place you have visited مكان زرتة

Dear Bilal,

I have been in Duhok for a week now. I'm really enjoying my holiday. I'm with my friends here and we have stayed at a fancy Hotel. It is wonderful. The swimming pool is very large. We visited a lot of interesting places.

First, we visited Dream City and we did some sightseeing and also we took some photos. Then we have been to Majdi Mall, it is very big so we spent a lot of time there.

Finally, we have been to the water park. It is the best thing in the holiday. Now we are sitting in the restaurant waiting for lunch. I'm coming back home next Monday.

See you soon,

Ali

عزيزي بلال
أنا الأن في دهوك منذ أسبوع. أنا أستمتع حقاً بعطلتي. أنا مع أصدقائي هنا وأقمنا في فندق فاخر. إنه رائع. حمام السباحة كبير جداً. قمنا بزيارة الكثير من الأماكن المثيرة للاهتمام.

أولاً ، قمنا بزيارة دريم سيتي وقمنا بمشاهدة معالم المدينة وأيضاً التقينا بعض الصور. ثم ذهبنا إلى مجدي مول ، إنه كبير جداً لذا قضينا الكثير من الوقت هناك.

أخيراً ، ذهبنا إلى الحديقة المائية. إنه أفضل شيء في الإجازة. الآن نحن نجلس في المطعم ننتظر الغداء. سأعود إلى المنزل يوم الاثنين المقبل.

اراك قريباً،
علي

U3: Round up (SB) P. 39 للطلاع

Revision (AB) P. 66 - 67

A.p66/ Unscramble the names of five places from the unit and match them with the pictures.

فك شفرة اسماء الاماكن الخمسة الماخوذة من الوحدة وطابقهم مع الصور

1. h e T r e G a t y r a m i P d	The Great Pyramid	الاهرامات العظيمة
2. t e h o n n e g e S	Stonehenge	ستونهنج ، منطقة الصخور
3. T e h o C l o r a o d i v r R e	The Colorado River	نهر الكولورادو
4. i a n H g n g a G r n d s e	Hanging Gardens	الحدائق المعلقة
5. h e T a h n i p s S p e s t S	The Spanish Steps	منطقة السلالم الإسبانية

B.p66/ Write sentences about what John has been doing. Use a word from each box.

اكتب جمل عن ماذا كان يفعل جون باستخدام الكلمات من الصندوقين

انتظار reading / snowboarding / swimming / دراسة studying / التزلج / قراءة waiting

لمندة ساعتين a book in Arabic / الانكليزية English / كتاب في اللغة العربية for two hours

في البحر in France / في فرنسا in the sea

John has been reading a book in Arabic for two hours.

John has been snowboarding in France.

John has been studying English.

John has been swimming in the sea.

John has been waiting for two hours.



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C.p67/ Match the words in the box with their definitions.

طابق الكلمات التي في الصندوق مع تعريفها (تم تغيير صيغة السؤال)

رصف محطة القطار platform / رحلة خمس ساعات five-hour journey / تذكرة عودة return ticket
بوابة gate / متسع لحقبيتين two-bag limit / توقف في الرحلة لمدة ساعة one-hour stopover

- | | |
|--|-------------------|
| 1. The place where people get on and off a train. | platform |
| 2. The total number of bags the woman can take on the plane. | two-bag limit |
| 3. When the plane stops for one hour in between two places. | one-hour stopover |
| 4. A journey that takes five hours. | five-hour journey |
| 5. The place where passengers get on a plane. | gate |
| 6. A ticket to go to a place and come back. | return ticket |

Test (AB) P. 68 - 69

B.p68/ Translate the following words into Arabic.

ترجم الكلمات التالية الى اللغة العربية (تم تغيير صيغة السؤال)

fountain	نافورة	return ticket	تذكرة عودة
gate	بوابة	river	نهر
guidebook	دليل	ruins	آثار
platform	رصف محطة القطار	single room	غرفة لشخص واحد

C.p69/ Read the letter and circle the correct form of the verbs in bold.

اقرأ الرسالة التالية واختر الصيغة الصحيحة للفعل

Dear Nazar, I have been in Egypt for a week now. I'm really enjoying my holiday. I have been seeing / see / have seen a lot of new things. Yesterday we went to Giza and have seen / saw / will see the Great Pyramid. We are going back tonight for a sound and light show. The show starts / has started / start at 10:30 so I am resting in my hotel this afternoon. Tomorrow we can go for a camel ride. I have never been / was never / has never been on a camel before, and I haven't decided whether to go or not. I swam / was swimming / have been swimming every day in the hotel pool and I had already got / have already got / am already got a tan. It's very hot in Egypt! I'm coming home next week. Could you pick me up at the airport? My plane leaves / left / has been leaving Cairo at 10:00 and has been arriving / arrives / arrive at 3:00.

See you soon.

Your friend,
Hayder

نهاية الوحدة الثالثة

كن علي الهمة ولا ترضي بغير القيمة



Telegram : alieng93

UNIT FIVE / الوحدة الخامسة

U5: Lesson 1 (SB) P. 48 (Describing People) وصف الناس

Lesson 1 (AB) P. 76 - 77

B.p76/ Write the words from the box in the correct column. Write more words you know in each column.

اكتب الكلمات التي في الصندوق في العمود الصحيح

bright / حيوي ، نشيط / كثير النسيان / بشرة داكنة / ذكي
overweight / بدين / dark-complexioned / forgetful / مموج / انيق
reliable / slim / smart / نحيف / مدرك ، شخص ذو مسؤولية / جدير بالثقة ، موثوق / sensible

صفات المظاهر	صفات الشخصية
dark-complexioned	bright
overweight	forgetful
slim	lively
smart	reliable
wavy	sensible

D.p77/ Read the example from the dialogue, then complete the sentences with the present perfect continuous of the correct verb.

اقرأ المثال وبعدها أكمل الجمل التالية مستخدماً المضارع التام المستمر للفعل الصحيح

يُزور / visit / يحاول / try / يأخذ / take / يدرس / study / يتسوق / يخطط / plan

Example. She physics at university for a year. **has been studying**

1. We the party for a week. **have been planning**
2. I all morning, and I'm very tired. **have been shopping**
3. you to call me? I think my mobile phone is broken. **Have / been trying**
4. He summer classes and hasn't had time to go to the beach. **has been taking**
5. Since I arrived in Rome, I two museums a day. **have been visiting**

E.p77/ Read the example from the dialogue, then complete the sentences with the present perfect simple of the correct verb.

اقرأ المثال وبعدها أكمل الجمل التالية مستخدماً المضارع التام البسيط للفعل الصحيح

يستخدم / use / يأخذ / take / يدرس / study / يضع / put / ينسى / يقرر / forget

Example. you any pictures yet? **Have / taken**

1. I not for my Geography exam yet. **Have / studied**
2. you ever a digital camera? **Have / used**
3. My cousin already that she is going to study Chemistry at university. **has / decided**
4. My sister never my birthday. **has / forgotten**
5. I already the pictures on my computer. **have / put**



U5: Lesson 2 (SB) P. 49 (Would you like to go to the cinema?)

هل تود الذهاب الى السينما

Invitations , offers , promises الدعوات والعرض والوعود

اولاً: الدعوة (Invitation).

1. الدعوة هي ان تدعى شخص لمكان ما وحسب القاعدة التالية:

Would you like to + مصدر + تكملة ?

Ex: Invite your friend to go to the cinema.

- Would you like to go to the cinema?

Ex: Invite your friend to come to your birthday party.

- Would you like to come to my birthday party?

Ex: Would you like to (see / saw / seen) my beautiful garden?

2. ويكون الرد (Respond) إما الموافقة (Accept) بـ نعم ونستخدم (I'd love to) او الرفض (Refuse) بـ لا ونستخدم (I'm afraid I can't).

Ex: Would you like to come to the mall with us? (Respond) هنا انت مخير بالاجابة بنعم او لا

- I'd love to. للاجابة بـ نعم.

- I'm afraid I can't. للاجابة بـ لا.

Ex: Would you like to go with me to the beach? (Accept) وافق على الدعوة

- I'd love to.

Ex: Would you like to come to my birthday party? (Refuse) ارفض الدعوة

- I'm afraid I can't.

ثانياً: العرض (Offer).

1. العرض هو ان تعرض شيء او خدمة (فعل) لشخص ما وحسب القاعدة التالية:

تكملة + مصدر + (I will / I'll) + تكملة ?
Shall I + مصدر + تكملة ?

Ex: Offer to your friend to buy the cinema tickets. (Offer) هنا انت مخير باستخدام احد الاداتين

- I'll buy the cinema tickets.

- Shall I buy the cinema tickets?

Ex: Offer to your friend to help him with his homework. (Use: will)

- I will help you with your homework.

Ex: Offer to your father to clean the garden. (Use: shall)

- Shall I clean the garden?

Ex: Mom! Shall I (wash) / washed / washing) the dishes?



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2. ويكون **الرد** (Thanks, that would be nice) فقط (الموافقة Accept) مع جملة (I will) ونستخدم العبارة (.No, thanks) اما الرد مع جملة (Shall I) ف تكون (الموافقة Accept) بأستخدام كلمة (Sure) او (الرفض Refuse) بأستخدام كلمة

Ex: I will drive you if you want. (**Respond**)

- **Thanks, that would be nice.**

Ex: Shall I do the job for you? (**Respond**) هنا انت مخير بالاجابة بنعم او لا

- **Sure.** للأجابة بـ **نعم**

- **No, thanks.** للأجابة بـ **لا**

Ex: Shall I help you with your homework? (**Accept**) وافق على العرض

- **Sure.**

Ex: Shall I make us some sandwiches? (**Refuse**) ارفض العرض

- **No, thanks.**

ثالثاً: **الوعد** (Promise).

1. لاعطاء الوعود نستخدم القاعدة التالية:

تمكنا + مصدر + (will, 'll / will not, won't)

Ex: Promise your friend to pick him up at 6:00.

- **I'll pick you up at 6:00.**

Ex: Promise your friend not to forget her birthday present.

- **I won't forget your birthday present.**

Ex: I'll (**do** / **did** / **done**) it tomorrow.

Ex: We won't to pick you up. (**forgot** / **forget** / **forgotten**)

2. ويكون **الرد** (Respond) فقط بالموافقة (Accept) ونستخدم كلمة (Great).

Ex: I won't be late for your graduation party (**Respond**)

- **Great.**

Ex: I will help you with your homework, I promise. (**Respond**)

- **Great.**

Lesson 2 (AB) P. 78 - 79

B.p78/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل

- | | |
|---|-------------------------------------|
| 1. It's hot. Shall I e | a. to see the city? |
| 2. We're going swimming. Would you like c | b. I'll do it when I get home. |
| 3. You look thirsty. I'll d | c. to come with us? |
| 4. It's time to eat. Shall I f | d. get you something cold to drink. |
| 5. I know this is your first time in Baghdad. Would you like a | e. open a window? |
| 6. I don't have time to help you with your homework now. b | f. make us some sandwiches? |



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C.p79/ Unscramble the sentences to make an invitation, offer or promise for each situation. Add a question mark if necessary.

اعد ترتيب الكلمات التالية لتكوين جمل لدعوات او العروض او الوعود لكل موقف ، اضف علامة استفهام اذا اقتضى الامر

1. Situation: You want to invite your friend to your house for dinner.

You say: dinner / Would / my / house / you / to / for / to / come / like

- **Would you like to come to my house for dinner?**

2. Situation: Your friend says he/she is thirsty.

You say: juice / of / you / I / glass / a / get / Shall

- **Shall I get you a glass of juice?**

3. Situation: Your friend is carrying a lot of heavy bags.

You say: help / will / I / those / you / carry

- **I will help you carry those.**

4. Situation: Your friend promises to write to you during the holidays.

You say: a / from / you / will / send / Egypt / I / postcard

- **I will send you a postcard from Egypt.**

D.p79/ Match the sentences in Exercise C with a reply.

طابق الجمل الموجودة في التمرين السابق (C) مع رد مناسب موجود في هذا التمرين

a. Thanks a lot.

3

c. Don't forget!

4

b. I'm afraid I can't.

1

d. Yes, I'd love one.

2

U5: Lesson 3 (SB) P. 50 (A birthday present) هدية عيد ميلاد

المستقبل البسيط

Ex: Our team **will win** the match.

1. نستخدم المستقبل البسيط للتحدث عن ماذا **تعتقد** او **تأمل** ان يحصل.

Ex: I'll **buy** you a mobile phone for your birthday.

3. نستخدم المستقبل البسيط للتحدث عن شيء **قررت** للتو **فعله**.

Ex: Oh, there isn't any more milk! I'll **buy** some this afternoon.

4. ظروف الزمان التي يمكن استخدامها مع زمن المستقبل هي (tomorrow / next / soon / later / in the future)

5. قاعدة المستقبل البسيط في حالة **الاثبات** هي:

تكميلة + فعل مجرد + will + فاعل

Ex: The activites (start) at 8:00 tomorrow. (Future simple) حول الى المستقبل البسيط

- The activites **will start** at 8:00 tomorrow.

Ex: We (play) football next week. (Future simple)

- We **will play** football next week.



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6. قاعدة المستقبل البسيط في حالة **النفي** هي:

تكميلة + فعل مجرد + will not / won't + فاعل

Ex: We will play football next week. (Negative) حول الى نفي

- We **will not play** football next week.

Ex: John will finish the work by 5:00 p.m. (Negative) حول الى نفي

- John **won't** finish the work by 5:00 p.m.

7. قاعدة المستقبل البسيط في حالة **الاستفهام** هي:

Will + تكميلة + فعل مجرد + فاعل + ؟

Ex: Ahmed will finish the work by 5:00 p.m. (Question) حول الى سؤال

- **Will** Ahmed finish the work by 5:00 p.m?

Ex: She will do her homework tomorrow. (Question) حول الى سؤال

- **Will** she do her homework tomorrow?

8. عند الجواب عن السؤال بـ (Yes/No) نستخدم القاعدة التالية:

فعل مساعد + ضمير الفاعل , **Yes**
+ فعل مساعد + ضمير الفاعل , **not**

Ex: Will they go to school next week? (Yes/No)

- **Yes, they will.**
- **No, they won't.**

Ex: Will Nada wait for you? (Yes/No)

- **Yes, she will.**
- **No, she will not.**

9. أمثلة اضافية:

Ex: The train will soon. (leaves / leave / left)

Ex: She the Art College next year. (has joined / was joining / will join)

Ex: When will the school activity week? (start / starts / started)

Lesson 3 (AB) P. 80 - 81

B.p80/ Complete the sentences with *will* or *will not* + infinitive of the verb in brackets.

أكمل الجمل التالية بـ *will* او *will not* مع الأفعال التي بين الأقواس

- I think Farah (pass) her exam. She has been studying a lot. **will pass**
- Don't wait for us. We (not be) back in time for dinner. **will not be**
- (you / help) me with my homework? **Will you help**
- I think that was the doorbell. I (answer) it. **will answer**
- I hope Dad (be) back in time for my birthday birthday. **will be**
- They (never / forget) this wonderful holiday. **will never forget**
- I (have) a cup of tea, please. **will have**
- The neighbours (complain) if you leave your car there. **will complain**



C.p81/ Complete the sentences with the future simple of the verbs in the box.

أكمل الجمل التالية باستخدام المستقبل البسيط للأفعال التي في الصندوق

يدرس study / لا يخبر not tell / يساعد help / يأخذ ، يطلب not forget / لاينسى give / يعطي

1. Children online only in the future. will study
2. I'm sure he your birthday birthday. will not forget
3. I you with your project if you want. will help
4. you me a lift to school today? Will / give
5. Don't worry - I anyone about this. won't tell
6. I the steak, please. will have

D.p81/ Complete the sentences with the words from the box then find their synonyms.

أكمل الجمل التالية من الكلمات التي في الصندوق وبعدها جد مرادفاتهم (تم تغيير صيغة السؤال)

سعادة غامرة / مذهل ، مدهش / amazing / سيء جدا / terrible / رائع / thrilled

1. Yusif wants to buy a CD. **fantastic**
2. Yasmin thinks a diary is a idea. **terrible**
3. Yusif thinks it is that Mustafa said the game was too easy. **amazing**
4. Yusif says Mustafa will be to get a mobile phone. **thrilled**

fantastic = very good
terrible = very badamazing = very surprising
thrilled = very happy

U5: Lesson 4 (SB) P. 51 (Planning a party) التخطيط لحفلة

الافعال السببية (have / get)

نستخدم الافعال السببية (have/get) في الجملة عندما يكون فاعل الجملة ليس هو من قام بالعمل ، وإنما يقوم به شخص آخر.

1. قاعدة الافعال السببية في زمن الماضي البسيط (Past simple) هي:

تمكنا + (had / got) + مفعول به + فاعل

Ex: He **had his bicycle stolen** yesterday.Ex: The students **got their report cards signed** by their parents.Ex: They **got the mobile phone fixed** at the shop.Ex: Somebody stole my television. I **had my television (steal / stolen)**.Ex: I **had my window (break) yesterday.** (Correct)- I **had my window broken** yesterday.

Ex: Ahmed / fix / his camera / yesterday / ? (Rewrite using the correct form of 'get')

- **Did Ahmed get his camera fixed yesterday?**Ex: She **had her picture (take / taken)**.Ex: He **got (repaired his car / his car repaired)**.

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2. قاعدة الافعال السببية في زمن المضارع المستمر (Present continuous) هي:

تكملة + اسم مفرد/ he/she/it + is + (having / getting) + مفعول به
 تكملة + اسم جمع/ we/you/they + are + (having / getting) + مفعول به
 تكملة + I + am + (having / getting) + مفعول به

Ex: I am having the windows washed this afternoon.

Ex: He is repairing his car now. (Rewrite using the correct form of 'get')

- He is getting his car repaired now.

Ex: They are painting their house. (Rewrite using the correct form of 'have')

- They are having their house painted.

Ex: What / she / do / to her house / at the moment / ? (Rewrite using the correct form of 'have')

- What is she having done to her house at the moment?

4. قاعدة الافعال السببية في زمن المستقبل البسيط (Future simple) هي:

تكملة + فاعل will + (have / get) + مفعول به + p.p

Ex: I will print the invitations. (Causative: have)

- I will have the invitations printed.

Ex: She'll clean the house tomorrow. (Causative: get)

- She'll get the house cleaned tomorrow.

Lesson 4 (AB) P. 82 - 83

A.p82/ Complete the sentences with words from the box. Then listen and check.

اكمـلـ الجـمـلـ التـالـيـةـ مـنـ الـكـلـمـاتـ الـتـيـ فـيـ الصـنـدـوقـ

I'll / shall I / she'll / we'll / will you / would you like to

1. Mother: There's a lot to do. Do you think have time to do it all? we'll

Nabil: I'm sure we will.

2. Mother: Oh, dear! I forgot to arrange to have a cake made.

Nabil: That's OK. do it. Then I can choose the style. I'll

3. Mother: I hope we can get the camera fixed. I want to take a lot of pictures.

Nabil: take it to the repair shop? Shall I

Mother: Yes, that would be nice of you.

4. Mother: remember to order the food before the end of the week? Will you

It's very important.

Farah: I will. Don't worry.

5. Mother: We must get the invitations printed quickly.

Nabil: Farah has time. I'm sure go to the printer's. she'll

6. Mother: come to the flower shop with me? It might be fun. Would you like to

Farah: OK. I can help you choose the flowers.

B.p82/ Look back at Exercise A and complete these sentences.

انظر الى التمرين A واكمـلـ الجـمـلـ التـالـيـةـ

1. Nabil arranged to have a cake made and get the camera fixed.

2. Farah arranged to get the invitations printed.



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علي يحيى مدرس انكليزي



C.p82/ Use *get* or *have* with these verbs to complete the sentences.

استخدم *get* , *have* مع الافعال التالية لتكمل الجمل

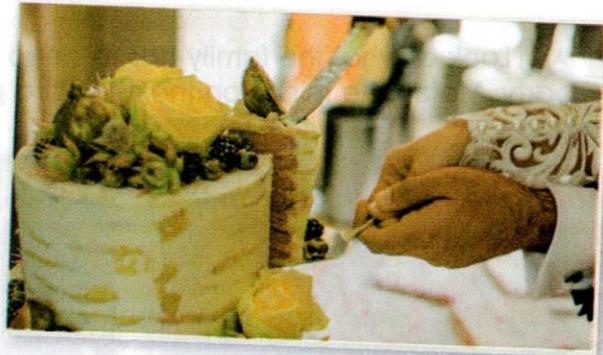
1. I my hair (cut) because it was too long. *got* , *had* / *cut*
2. We the house (paint) because we didn't like the colour. *got* , *had* / *painted*
3. Ahmed his picture (take) with a movie star. *got* , *had* / *taken*

U5: Lesson 5 (SB) P. 52 (Wedding customs)



Wedding customs

- 1 Look at the photo. Have you ever been to a wedding? What was it like?
- 2 Now do Exercise A in the Activity Book.
- 3 Read the article, then answer the questions in Exercises B and C in the Activity Book.



Weddings are different from country to country. They are also different from what they were in the past. In the past, weddings in many countries took place over several days. Now few people have weddings like that. People often don't have the time or money to take days to get married. In the United Arab Emirates, some people even get married in group ceremonies where hundreds of people get married at once. We will look at some of the more traditional wedding customs.

A wedding is important to the bride and groom and also to both families. Because of

this, traditional weddings have many ceremonies that include the couple's families and friends. In the Middle East and North Africa, the bride's hands and feet are often decorated with henna. This is to make her beautiful and also bring her luck. While this is happening, the girl's friends drink tea with her and listen to music. In Morocco, the groom's friends carry him, in a special chair, to the barber's for a haircut.

Weddings are a happy occasion for all the people in the family. Families celebrate with music, singing and dancing. At a Bedouin ceremony, men dance traditional dances with swords

and whips. Food is also an important part of the celebration. The parents of the bride and groom invite friends and relatives for big meals. In Morocco, the bride's mother-in-law welcomes her to her new home with milk and dates.

Many customs include special wedding clothes. Bedouin women wear clothes made of colourful fabrics. In Iraq, the bride wears white to symbolize purity.



Wedding customs تقاليد الزفاف

قطعة الوحدة الخامسة 1

لماذا الزفاف في الوقت الحالي لا يقام في عدة أيام؟

- Because people often don't have the time or money for that.

لأن الناس في الوقت الحالي لا يملكون الوقت الكافي ولا المال الكافي لفعل ذلك

لماذا غالباً يتم تزيين أيدي العروس بالحناء؟

- To make her beautiful and also bring her luck.

لماذا الذي يفعله الرجال في الحفل البدوي التقليدي؟

- They dance traditional dances with swords and whips.

لماذا ترحب والدة العريس بالعروسة؟

- She gives her milk and dates.

لماذا ترتدي العروس الفستان الأبيض في العراق؟

- To symbolize purity.

المحددات Determiners

• تُستخدم المحددات لكي تخبرك معلومات أكثر عن الأسماء ويكون موقعها قبل الأسماء وتأتي في الامتحان على شكل اختيارات.

1. كلمة (all) وتعني (كل) مثل:

Ex: All students at my school study French.

Ex: Few students at my school study French.

3. كلمة (some) وتعني (البعض من) مثل:

Ex: Some mobile phones in this shop are expensive.

4. كلمة (both) وتعني (كلا) مثل:

Ex: Both mobile phones in the shop are expensive.

5. كلمة (either) وتعني (أي ، أحد الامرين) مثل:

Ex: You can choose either the blue shirt or the red one.

• أمثلة امتحانية:

Ex: my parents are teachers. (some / few / both)

Ex: people get married in group ceremonies. (either / some)

Ex: Weddings are a time of joyful celebration for (all / both) people.



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Lesson 5 (AB) P. 84 - 85

A.p84/ Match the words in the box with their definitions.

طابق الكلمات التي في الصندوق مع تعاريفها

bride / عروس	groom / العريس	henna / مراسيم ، احتفال
mother-in-law	wedding	حفل الزفاف / والدة العريس

- | | |
|---|---------------|
| 1. a formal event to celebrate a special occasion | ceremony |
| 2. the man who is getting married | groom |
| 3. the mother of the person you marry | mother-in-law |
| 4. the celebration when people get married | wedding |
| 5. a plant that is used to decorate the skin or colour the hair | henna |
| 6. the woman who is getting married | bride |

تمرين (B) ص.84. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

D.p85/ Match the words in the box with their definitions.

طابق الكلمات التي في الصندوق مع تعاريفها

البعض من / some / القليل few / إما either / كلا both

- | |
|---|
| 1. cars are new. Which one shall I buy? The blue or the black one? Both |
| 2. We can go to the cinema at six o'clock or at eight. Which do you prefer? either |
| 3. We've got time before the film. Do you want to get some popcorn? some |
| 4. They've eaten the cakes. I didn't have any! all |
| 5. You only need a good friends. few |

HW.p85/ Write a paragraph about wedding customs in Iraq. Write between 75 and 100 words.

اكتب انشاء عن تقاليد الزفاف في العراق

(انشاء الوحدة الخامسة)

تقالييد الزفاف في العراق

All over the world people celebrate the wedding, but the customs of wedding aren't the same everywhere. In Iraq, Thursday is considered the best day of the wedding.

On the night before the wedding, there is Al-henna night where the bride puts henna on her hands and feet. Friends, relatives and neighbours get together to celebrate that night.

The next day the bride wears a white dress while the groom wears a black suit with a neat tie. The day after wedding, the wife's friends and relatives visit her and offer gifts while she gives them some sweets.

يحتفل الناس في جميع أنحاء العالم بالزفاف ، لكن عادات الزفاف ليست هي نفسها في كل مكان. في العراق ، يعتبر الخميس أفضل يوم للزفاف.

في الليلة التي تسبق الزفاف تقام ليلة الحناء حيث تضع العروس الحناء على يديها وقدميها. يجتمع الأصدقاء والأقارب والجيران معاً للاحتفال في تلك الليلة.

في اليوم التالي ترتدي العروس فستان أبيض بينما يرتدي العريس بدلة سوداء مع ربطة عنق أنيقة ، وفي اليوم التالي للزواج تقوم صديقات الزوجة وأقاربها بزيارتها ويقدمون لها الهدايا بينما تقدم لهم بعض الحلوي.



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U5: Lesson 6 (SB) P. 53 (Welcome Home Week) اسبوع الترحيب بالمنزل

المستقبل المستمر Future continuous

1. نستخدم **المستقبل المستمر** للتحدث عن شيء سيقع في وقت محدد في المستقبل او للتحدث عن شيء سيحصل مخطط له مسبقاً.

Ex: At six o'clock, I **will be eating** dinner. Can you call me at seven?

Ex: A lot of people **will be coming** to Mosul next week for the festival.

Ex: My mother-in-law **will be visiting** us in May.

Ex: Will you **be going** to your grandparents' house this summer?

2. قاعدة المستقبل المستمر في حالة **الاثبات** هي:

فعل + **will** + **be** + فعل + **ing**

Ex: Ali **(wear)** a jacket tomorrow. (Future continuous) حول الى **المستقبل المستمر**

- Ali **will be wearing** a jacket tomorrow.

3. قاعدة المستقبل المستمر في حالة **النفي** هي:

فعل + **(will not / won't)** + **be** + فعل + **ing**

Ex: Salim **will be playing** tennis tomorrow at 7:00 pm. (Negative) حول الى **نفي**

- Salim **will not** be playing tennis tomorrow at 7:00 pm.

4. قاعدة المستقبل المستمر في حالة **الاستفهام** هي:

Will + فعل + **be** + فعل + **ing** + ?

Ex: Nada **will be studying** tomorrow afternoon. (Question) حول الى **سؤال**

- **Will** Nada **be studying** tomorrow afternoon?



Lesson 6 (AB) P. 86 - 87

C.p86/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل التالية

1. I have a test tomorrow, so I'll be **c** a. cooking all day.

2. Sean and Niall will be **e** b. living at home next year.

3. Will you be **d** c. studying all night.

4. He's going to university in another town, so he won't be **b** d. going to the concert?

5. I have lots of visitors tomorrow, so I'll be **a** e. playing football together.

D.p87/ Complete the sentences with the future continuous of the verbs in brackets.

اصل الجمل التالية باستخدام صيغة المستقبل المستمر للافعال التي بين الاقواس

1. I (visit) my parents back in Scotland next week, and I'll be pretty busy! **will be visiting**

2. On Sunday, my favourite cousin (get) married. **will be getting**

3. I (meet) people I haven't seen for years! **will be meeting**

4. I'm sure many of my uncles and cousins (wear) a kilt for the day.

5. Then on Wednesday, my friends and I (watch) a Rangers F.C. match at Ibrox Stadium. **will be watching**

6. I (not play) any football though because I hurt my knee last week. **won't be playing**

7. On Saturday, we (eat) haggis because it's Burns Night, a big celebration in Scotland. **will be eating**

8. What about you? What (you/do) next week? **will you be doing**

E.p87/ Complete the paragraph with the future continuous form of the verbs in the box. Look back at the Language box to help you.

اكمـل الفقرة الإنسـانية التـالية بـاستـخدام صـيـغـةـ المـسـتـقـلـ المـسـتـمـرـ لـلـأـفـعـالـ التـيـ فـيـ الصـنـدـوقـ

بیقی stay / ییری see / لن یحضر not come / یلتحق ، ینضم join / یقیم have / یطیر ، یسافر fly

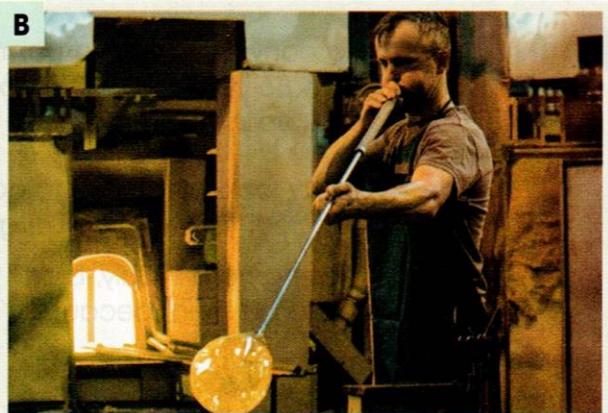
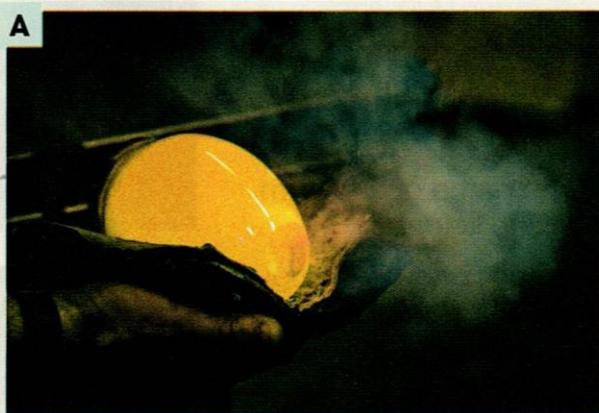
My grandparents will be having a big party next week in their house in London. My parents will be flying to London tomorrow to help them prepare for it, and we will be joining them there later. I'm very excited because I will be seeing cousins I haven't seen in years. We won't be coming home right after the party. We will be staying in London for another week.

U5: Lesson 7 (SB) P. 54 - 55 (Glass-blowing - a family business) نفخ الزجاج (Glass-blowing - a family business)

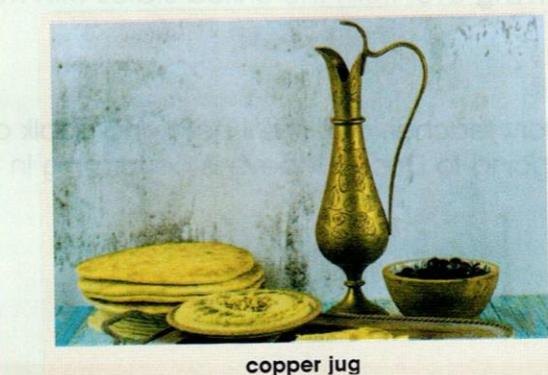


Glass-blowing - a family business

- 1 Read the extract from a guidebook about Lebanon. Then do Exercise A in the Activity Book.



embroidered table cloth



copper jug

If you are travelling to Lebanon, try to see some of the **gorgeous** objects people make there. Some of the most popular crafts are embroidery, copper-engraving and glass-blowing. If you are lucky, you can visit a **workshop** and see how the objects are made.

Glass was known in the Middle East over 4,000 years ago. People used glass to make things like bowls, vases and jewellery, but the glass was thicker than the glass we know today. Then, over 2,100 years ago, Syrian **craftsmen** invented glass-blowing. They used this technique to make finer, more beautiful glass objects.

Glass-blowing has been a popular craft for centuries in Lebanon. Today it is used by some small **family businesses**. The **skills** used are passed down from father to son and the craftsmen are proud of their work. Unfortunately, it is difficult to make enough money just by blowing glass. Many craftsmen have to have other jobs, too.



Telegram : alieng93

Glass-blowing - a family business

نفخ الزجاج - مشروع عائلة

قطعة الوحدة الخامسة 2

1. What are some popular Lebanese crafts? ما هي بعض الحرف اللبنانية الشائعة

- Embroidery, copper-engraving and glass-blowing. التطريز والنقوش على النحاس ونفخ الزجاج

2. Where was glass-blowing invented and when? أين تم اختراع نفخ الزجاج ومتى

- In Syria, over 2,100 years ago. في سوريا منذ أكثر من 2100 عام

3. How was the glass that was used before then different? بماذا كان الزجاج الذي تم استخدامه من قبل مختلفاً

- It was thicker. كان أكثر سماكاً

4. How long has glass been known in the Middle East? منذ متى عُرف الزجاج في الشرق الأوسط

- Over 4,000 years. منذ أكثر من 4000 عام

5. Why is glass-blowing technique important? لماذا تقنية نفخ الزجاج مهمة

- Because craftsman could make finer and more beautiful glass objects. لأن الحرفي يمكن أن يصنع أشياء زجاجية أدق وأجمل

6. How do the Lebanese glass-blowers learn the skill? كيف يتعلّم نافخوا الزجاج اللبنانيون المهارة

- From their fathers. من آبائهم

7. Is glass-blowing done in large factories? هل يتم نفخ الزجاج في المصانع الكبيرة؟

- No, in small family businesses. لا ، في المشاريع العائلية الصغيرة

8. Why do many glass-blowers have to do other jobs? لماذا يتعين على العديد من نافخوا الزجاج القيام بوظائف أخرى؟

- Because it is difficult to make enough money from glass-blowing. لأنه من الصعب جني أموال كافية من نفخ الزجاج

Lesson 7 (AB) P. 88 - 89

تمرين (A) ص88. حل التمرين موجود في المذكرة ، مدمج مع اسئلة واجوبة القطعة

HW.p89/ Write strong adjectives with these meanings. Then use each one in a sentence that shows its meaning.

اكتب صفات قوية مطابق بالمعنى للكلمات التالية ، وبعدها ضع كل صفة بجملة مفيدة

1. very good = **fantastic** رائع ، جيد جداً سعادة غامرة

2. very tiring = **exhausting** مرهق مدهش

3. very bad = **terrible** فظيع خلاب ، جميل جداً

1. The film was **very good**. / The film was **fantastic**.

2. The trip was **very tiring**. / The trip was **exhausting**.

3. The food was **very bad**. / The food was **terrible**.

4. She is **very happy**. / She is **thrilled**.

5. It was **very surprising** that he won the race. / It was **amazing** that he won the race.

6. She was a **very beautiful** woman. / She was a **gorgeous** woman.



U5: Lesson 8 (SB) P. 56 (Special events) احداث مميزة

مصدر + to + فعل

1. بعض الافعال في اللغة الانكليزية عادة يأتي بعدها (مصدر + to) ومن هذه الافعال:

refuse	يرفض	Dad refused to tell me what my present was.
agree	يافق	Mum agreed to drive me to the mall.
offer	يعرض	Did you offer to pick him up at the station?
want	يريد	Hasan and Batool want to get married in the spring.
decide	يقرر	It was too hot to play football, so we decided to go to the cinema.
promise	يوعد	Dana promised to bake a cake for the party.
learn	يتعلم	Ahmed is learning to blow glass like his father.
remember	يتذكر	I remembered to send the invitations, but I forgot to buy the flowers.
forget	ينسى	She has forgotten to set the alarm.

Ex: We agreed (go / to go) on a picnic with them.Ex: I offered the bags for her. (carry / to carry)Ex: I remembered (to lock / lock) the door before leaving.

2. البعض من هذه الافعال السابقة يمكن ان يأتي بعدها اسم او عبارة اسمية مثل:

Ex: She remembered **my name**.Ex: She forgot **my name**.Ex: We wanted **a cold drink** after our long walk.Ex: My brother learnt **Spanish** quickly.Ex: My friend refused **the money** that I offered her.

Lesson 8 (AB) P. 90 - 91

B.p90-91/ Complete the sentences with the correct endings.

طابق الجمل التالية بنهاياتها الصحيحة

- | | |
|---|---|
| 1. When I met him at the station, I offered to g | a. work late because she had to pick up her children. |
| 2. She refused to a | b. do something, she always does it. |
| 3. There was a lot to do, so we agreed to h | c. speak English. |
| 4. For my brother's birthday, I decided to f | d. see him at the wedding. |
| 5. She's very reliable. If she promises to b | e. turn off your mobile. |
| 6. I'm going to England to learn to c | f. buy him a music CD. |
| 7. If you go to the cinema, you mustn't forget to e | g. help him carry his suitcases. |
| 8. I haven't seen him for a long time, but I expect to d | h. help Mum prepare the party. |



Telegram : alieng93

U5: Lesson 9 (SB) P. 57 (A school trip) رحلة مدرسية

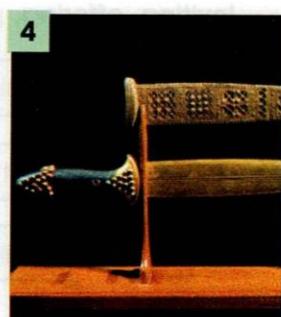
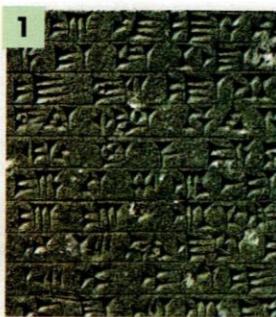
A school trip

Unit

5

Lesson 9
AB 92-93

- 1 Look at the photos. Have you been to these places and seen these things?
Now read the text and find the words for the places and things in the photos.



The history of Iraq is the history of all humanity.

By Raziq Gharib

- A** Last week we went on a school trip to the National Museum of Iraq. It is a very nice building, and you feel calm there. A lot of artefacts and relics were first collected in a government building in Baghdad in 1922. In 1966, the Iraqi government moved the collection into the new two-storey museum building in Al-Salihiya, in Al-Karkh in Baghdad. This building is the National Museum of Iraq.
- B** We arrived at the museum at ten o'clock. When we went inside, a museum guide gave us some worksheets with information about things in the museum and questions to answer. We divided into groups of four. I was with Mazin, Osama and Jalal.
- C** We stayed first on the ground floor and went to the Assyrian and Babylonian galleries. We wanted to look at the Mesopotamian cuneiform texts, which date back to 1500 BC. We also looked at the Assyrian sculpture of the winged bull, Lamassu, with its five legs. Then we looked at the fine pieces of Assyrian jewellery that were found in the royal tombs at Namrud. My friend Mazin took brilliant photos in the Sumerian and Akkadian galleries. We also wandered in the ivory gallery, where we saw some furnishings decorated with ivory, gold and precious stones.
- D** Once we had visited all the galleries and answered all the questions on our worksheets, we went to the cafeteria on the ground floor. Then we went to the gift shop. I bought a postcard and Jalal bought a beautiful cup with a golden pattern on it.
- E** We had a fantastic time at the museum, and we learnt a lot about many civilizations in Iraq. I want to come again soon to study the beautiful jewellery because one day I want to be a jewellery designer.



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A school trip رحلة مدرسية

قطعة الوحدة الخامسة 3

1. When did the Museum get its first collection, and where was it stored?

متى حصل المتحف على مجموعته الأولى ، وأين تم تخزينها

- In 1922. It was stored in a government building in Baghdad. عام 1922. وتم تخزينها في مبنى حكومي في بغداد

2. In which district is the National Museum of Iraq? في أي منطقة يوجد المتحف الوطني العراقي

- Al-Salihya, in Al-Karkh. الصالحية في الكرخ

3. What is the name of the winged bull? ما هو اسم الثور المجنح

- Lamassu. لاما

4. Where was the Assyrian jewellery found? أين تم العثور على المجوهرات الآشورية؟

- In the royal tombs at Namrud. في القبور الملكية لمدينة النمرود

5. Which floor is the cafeteria on? في أي طابق توجد الكافيتيريا؟

- The ground floor. الطابق الأرضي

6. What did Jalal buy from the gift shop? ماذا اشتري جلال من محل الهدايا؟

- A beautiful cup with a golden pattern on it. كوب جميل عليه نقش ذهبي

Lesson 9 (AB) P. 92 - 93

تمرين (A) ص92. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

B.p92/ Write the correct word or phrase for each sentence.

اختر الكلمة او العبارة الصحيحة لكل جملة

1. I was eating breakfast, a bird flew through the kitchen window. (While/Because)

2. We had a very big lunch at my aunt's house. we all felt very full and fell asleep in front of the television! (Because/As a result)

3. Rashid arrived at my house first. Malek arrived with his cousin. (As soon as/A little later)

4. You must be very quick. you see two cards the same, you must shout 'Snap!' (While/As soon as)

5. They all took photos of the castle. they got back in the bus. (As a result/After that)

6. I'm taking my drawing book to the museum I want to copy the patterns on the tiles. (because/when)

7. We all stopped talking the teacher came into the classroom. (as a result/when)

8. the sun had gone down, we went for a walk by the sea. (Once/After that)



C.p93/ Match the words in the box with their definitions.

طابق الكلمات التي في الصندوق مع تعريفها (تم تغيير صيغة السؤال)

العاج ، ناب الفيل **ivory** / مرشد سياحي ، دليل **guide** / استبيان **worksheet** / طابقين **two-storey** / قطع اثرية **artefacts**
 حضارات **civilizations** / نقش ، نحت **pattern** / الكافيه **cafeteria** / صالات العرض **galleries** / مصمم **designer**

1. objects with historical interest. **artefacts**
2. with two floors. **two-storey**
3. pieces of paper with questions. **worksheet**
4. a person who gives information in a museum. **guide**
5. a hard white substance that forms the tusks of elephant. **ivory**
6. different sectors of a museum. **galleries**
7. a place to drink coffee and other drinks. **cafeteria**
8. a design on an object. **pattern**
9. advanced cultures, including government, laws, arts, etc. **civilizations**
10. a person who decides how something will be made. **designer**

HW.p93/ Complete the summary with a word or short phrase from the text in each gap.

اكمِل الفقرة الانشائية التالية بكلمة او عبارة لكل فراغ

Raziq and his classmates visited the National Museum of Iraq last **week** which has been in a two-storey **building** in Al-Salihiya since 1966. After arriving at **ten** o'clock, the students received worksheets and were divided in groups of **four**. On the **ground** floor, they visited the Assyrian and Babylonian galleries, where they saw cuneiform texts from **1500** BC, as well as an Assyrian sculpture of a winged **bull** and some Assyrian jewellery from the royal **tombs** at Namrud. After visiting the galleries, they went to the cafeteria and the **gift shop**, Where Raziq bought a **postcard** and Jalal, a cup. Raziq enjoyed his visit and wants to return soon to study the **jewellery**.

U5: Round up (SB) P. 58 سلطان

Revision (AB) P. 94 - 95

A.p94/ Complete the sentences with adjectives from the box. Write sentences with those you don't use. Your sentences should show the meanings of the adjectives.

اكمِل الجمل التالية من الصفات التي في الصندوق ، بعدها ضع الصفات الغير مستخدمة في جمل مفيدة

حيوي ، نشيط **lively** / كثير النساء **bright** / اسرم **dark-complexioned** / ذكي **intelligent** / لا يملك شعر ، اصلع **bald** / نحيف **slim** / بدين ، سمين **overweight**

1. He shouldn't eat so many sweets. He's a bit **overweight**
2. My sister's very She always gets good marks. **bright**
3. You look very in those clothes. **smart**
4. My uncle has no hair - he's **bald**
5. He's very He looks as if he's been out in the sun. **dark-complexioned**
6. His nature led him to frequently miss important appointments. **forgetful**
7. The children's party was with laughter and games. **lively**
8. The laptop easily fit into his bag for travel. **slim**



B.p94/ Circle the correct option.

اختر الكلمة الصحيحة

1. A: Would you like to go out with us tonight? B: I'd like / love to!
2. We not will / won't win the next match without you.
3. I need to get my photo taken / took for my new passport.
4. I have two friends who can drive, but both / all of them are busy today.
5. My friends will be come / coming here to study this evening, OK?
6. But you promised take / to take me to the shopping centre this week.

C.p94-95/ Complete the second sentence so that it means the same as the first, using the word given.

اكمِل الجملة الثانية بحيث تعطِي نفس معنى الجملة الأولى مستخدماً الكلمة المعطاة

1. Do you want me to buy the cinema tickets?

SHALL

..... the cinema tickets?
 - Shall I **buy** the cinema tickets?

2. Someone is painting my house tomorrow.

GETTING

..... tomorrow.
 - I am **getting** my house **painted** tomorrow.

3. Not many students got good grades in the last test.

ONLY

..... got good grades in the last test.
 - **Only a few students** got good grades in the last test

4. I can't meet you at 6, I'll still be at work then.

WORKING

I can't meet you at 6, I then.
 - I can't meet you at 6, I **will still be working** then.

5. Sarah didn't want to say what she got in the test.

REFUSED

Sarah what she got in the test.
 - Sarah **refused to say** what she got in the test.

6. Do you want to go camping this weekend?

LIKE

..... camping this weekend?
 - **Would you like to go** camping this weekend?



Telegram : alieng93

D.p95/ Complete the conversations with one word in each gap.

اكمِلَ المُحَادَثَاتِ التَّالِيَّةَ بِكَلْمَةٍ وَاحِدَةٍ لِكُلِّ فَرَاغٍ

- A. Would you to go with us to the museum? like
 B. I'm I can't. I've got to study for a test. afraid
- A. My dad's his car fixed. Can you take me to school tomorrow? having , getting
 B. Sure. I offered give Raffik a lift too, but I can take of you. to / both
- A. We've only got a apples left, and I want to make a pie. few
 B. I go to the supermarket to get some more? Shall
- A. I be able to go to the cinema with Shafaq, but she's not answering her phone. won't
 B. Don't worry, I'll seeing her this afternoon, and I can tell her. be

Test (AB) P. 96 - 97

A.p96/ Complete the sentences with the correct forms.

اكمِلَ الْجَمْلَ التَّالِيَّةَ بِأَخْتِيَارِ الصِّيَغَةِ الصَّحِيَّةِ

1. you a glass of water? (Will I get / Do I get / Shall I get)
2. He that film because he doesn't like comedies. (shall like / won't like / likes)
3. Nadia thinks she to England next year. (will go / has gone / goes)
4. to come to the beach with us? (Would you like / Shall you like / Will you like)
5. What will you be this Saturday? (do / done / doing)
6. I watched two plays last week, and were really good. (all / both / few)

B.p96/ Complete the sentences with the correct form of the verbs in the box.

اكمِلَ الْجَمْلَ التَّالِيَّةَ بِأَسْتِخْدَامِ الصِّيَغَةِ الصَّحِيَّةِ لِلْفَعَالِ التِّي فِي الصَّنْدُوقِ

يغسل wash / يرسل send / يصيغ ، يطلي paint / يصلح fix / يقطع cut / ينظف clean

1. Noor had her hair yesterday. cut
2. Will you have the car? It's very dirty. washed
3. I think we should get the kitchen This colour is terrible. painted
4. We must get the computer It's been broken for over a week. fixed
5. Mother wants to have the house before the wedding party. cleaned
6. Rashid had flowers to his grandmother for her birthday. sent

C.p97/ Choose the correct word in brackets to complete each sentence.

اخْتُرِ الْكَلْمَةَ الصَّحِيَّةَ مِنْ بَيْنِ الْأَقْوَاسِ لِتَكُمِلَ الْجَمْلَ التَّالِيَّةَ

1. (Few / Either) people know how to fix their own computers.
2. You can take (either / both) train to London.
3. (Both / Few) parents must sign this form.
4. (All / Some) students have to write this essay again, but you don't.
5. The teacher gave us (few / more) homework to do during the holidays.
6. (All / Either) children should go to school and get a good education.



D.p97/ Complete the sentences using the future continuous.

اكمِل الجمل التالية باستخدام زمن المستقبل المستمر

1. Sorry, I (not come) to your party. I'll be away. **will not be coming**
2. Issam (not work) this week because he's on holiday. **will not be working**
3. My grandmother (stay) with us for a month. **will be staying**
4. The painters (paint) the ceiling tomorrow. **will be painting**
5. The class (study) rainforests next week. **will be studying**
6. Our team (play) your team in the tournament. **will be playing**

E.p97/ Put the words in order to complete the conversation.

ضع الكلمات بالترتيب الصحيح لتكمِل المحادثة التالية

A: (be / at the cinema / showing / tonight / They / will / a new film)

..... Do you want to watch it with me?

- **They will be showing a new film at the cinema tonight.**

B: Sure. I know the film. It

(incredibly / the / good / actors / funny / is / and / are extremely).

- **is incredibly funny and the actors are extremely good.**

A: (I / tickets / Shall / for / the 6 o'clock session / buy) then?

- **Shall I buy tickets for the 6 o'clock session**

B: (ready / not / then / be / will / I / by) I've got to wash my father's car this afternoon.

- **I will not be ready by then.**

A: (it / Why / he / washed / have / doesn't) at a car wash? I know a good one.

- **Why doesn't he have it washed**

B: (some / He / give / to / money / promised / me) And I need the money to pay for my ticket!

- **He promised to give me some money.**

نهاية الوحدة الخامسة

قاوم ماتكره لتصل الى ماتحب



Telegram : alieng93

UNIT SIX / الوحدة السادسة

U6: Lesson 1 (SB) P. 60 (A healthy lunch) غداء صحي

Lesson 1 (AB) P. 98 - 99

A.p98/ Complete the sentences with the words in the box.

اكمِل الجمل التالية من الكلمات التي في الصندوق

حمية غذائية ، ريجيم diet / منتجات الالبان dairy products / سعرات حرارية calories / الكالسيوم calcium / الفيتامينات vitamins / بروتين protein

1. are things your body needs to be healthy. Many are named after a letter of the alphabet. **Vitamins**2. is needed for healthy teeth and bones. **Calcium**3. are foods made from milk. **Dairy products**4. Food with a lot of can make people fat. **calories**5. is needed to build strong muscles. **Protein**6. means the food people regularly eat. **Diet**

C.p98/ Complete the sentences with words and phrases from the box.

اكمِل الجمل التالية من الكلمات والعبارات التي في الصندوق

القليل من fewer / بما فيه الكفاية ، يكفي enough / كل all / كلا both / الكثير من many (معدود وغير معدود) / الكثير من (المعدود) too many / العديد من (الغير المعدود) too much

1. There are calories in sweets, soft drinks and cakes. **too many**2. teenagers don't eat fruit and vegetables. **Many / enough**3. Not fats are bad, but crisps have fat of the wrong kind. **all / too much**4. If you want something sweet, choose something with than chocolate. **fewer**5. fruit and vegetables have vitamins. **Both / a lot of**

Telegram : alieng93

U6: Lesson 2 (SB) P. 61 (Have a good night!)

Have a good night!

Unit
6Lesson 2
AB 100-101

1  Discuss these questions with a partner. Then read the magazine article and compare your ideas.

- Why is sleep important?
- How much sleep do teenagers need?

A GOOD NIGHT'S SLEEP

Do you think sleep is a waste of time? Do you like to stay up late to do homework, talk with friends, or play computer games? We asked Dr Ibrahim Ansari, a sleep expert, if sleep was really important for teenagers.

The need for sleep

Dr Ansari said he was worried about many of the teenagers he saw in his office. 'Many teenagers sleep for only six or seven hours a night, but they should sleep for an average of eight hours per night. Your body needs sleep to grow and stay strong. If you haven't had enough sleep, you can get hurt if you do sport. Your brain needs

sleep, too.' Dr Ansari told us that many of the teenagers he saw got bad marks because they were often tired.

Different stages of sleep

Scientists still don't know everything about sleep, but they know that there are five stages. We asked Dr Ansari what these stages of sleep were. 'The first stage is when you fall asleep. You relax, and your heart starts to beat more slowly. The second stage is light sleep. During this time, you wake up very easily if you hear a noise. In the third and fourth stages, you sleep more deeply. It's difficult for someone to wake you up. The last stage is the time when you dream. Your

Health advice for Teenagers

body is relaxed, but your eyes move.'

Cures for sleeplessness

Sometimes you go to bed, but can't get to sleep. We asked Dr Ansari what teenagers with sleep problems could do. 'First of all, try to go to bed at the same time every night. Don't do anything exciting just before bed, like exercising or watching an adventure film.' Dr Ansari told us they could drink a glass of warm milk if you really couldn't fall asleep. He said many teenagers found drinking milk relaxing.

Now that you know what to do, have a good night's sleep. You'll feel much better in the morning.



Telegram : alieng93

اتمنى لك ليلة نوم هانئة Have a good night!

قطعة الوحدة السادسة 1

ما مقدار النوم الذي يجب أن يحصل عليه المراهقون كل ليلة?

- **Eight hours.** ثمانية ساعات

ماذا يمكن أن يحدث إذا لم تحصل على قسط كافٍ من النوم?

- **You can get hurt or get bad marks.** يمكن أن تتأذى أو تحصل على درجات سيئة

في أي مرحلة من مراحل النوم تحلم?

- **During the last stage of sleep.** خلال المرحلة الأخيرة من النوم

ما الذي لا يجب عليك فعله قبل النوم?

- **Exercise or watch adventure films.** التمرن أو مشاهدة أفلام المغامرات

ماذا هو الشيء الذي يجده العديد من المراهقين مساعد للاسترخاء?

- **Drinking a glass of warm milk.** شرب كوب من الحليب الدافئ

الكلام المنقول Reported speech

- الكلام المنقول هو نقل ما قاله شخص معين (مصدر) إلى شخص أو أشخاص آخرين.
- يكون **زمن** الجملة المنقوله دائمًا في **الماضي**.
- عند التحويل من الكلام الغير منقول (المباشر) إلى الكلام المنقول **نحذف** علامات الاقتباس (**الاقواس**).

أولاً: العبارات المنقوله (Reported statements).

1. وهي الجملة التي تستخدم فيها الاداة (**that**) وتكون بين جملة القول والجملة الخبرية المنقوله **ويمكن الاستفهام عنها**.
2. تستخدم الأفعال (**said**) أو (**told**) **بعد الفاعل** مباشرة.
3. عند نقل الكلام **يجب تحويل الزمن والضمائر** كما في الجداول التالية:

جدول تحويل الزمن (Tense change)

مضارع بسيط	ماضي بسيط	is , am	was
مضارع مستمر	ماضي مستمر	are	were
مضارع تام	ماضي تام	was , were	had been
ماضي بسيط	ماضي تام	has , have	had
ماضي مستمر	ماضي تام مستمر	will	would
مضارع تام مستمر	ماضي تام مستمر	can	could
		shall	should
		does , do	did
		did	had
		must	had to



جدول تحويل الضمائر (Pronouns change)

الجملة الاصلية (داخل علامات الاقتباس)

الجملة المنقوله (عند الحل)

I	he / she	حسب المتكلم ذكر ام مؤنث
my	his / her	حسب المتكلم ذكر ام مؤنث
me	him / her	حسب المتكلم ذكر ام مؤنث
we	they	
our	their	
us	them	
you في موقع الفاعل	I / we	حسب المتكلقي مفرد ام جمع
you في موقع المفعول به	me / us	حسب المتكلقي مفرد ام جمع

Ex: Ali: 'I am tired.' (Reported statement)- Ali said **that he was** tired.

كلا الاجابتين صحيحة مع (that) او مع حذفها ، المهم هو تحويل الزمن والضمائر

- Ali said **he was** tired.**Ex:** Mum: 'It's time to get up, Bilal!' (Reported statement)- Mum told Bilal **that it was** time to get up.**Ex:** Khalid: 'I don't want to go to bed.' (Reported statement)- Khalid said **he didn't want** to go to bed.**Ex:** Dad: 'Faisal can go with you.'- Dad told **us** Faisal **could go** with **us**.

كلا الاجابتين صحيحة ، اختر الضمير الذي تريده

- Dad told **me** Faisal **could go** with **me**.**Ex:** Mum: 'You should eat more fruit.' (Reported speech)- Mum said **I should eat** more fruit.**Ex:** Sara: 'I couldn't sleep last night.' (Reported speech)- Sara said **she couldn't sleep** last night.**Ex:** Tariq: 'I know all about it.' (Reported speech)- Tariq said **that he knew** all about it.**Ex:** Mariam: 'I am enjoying myself.' (Reported statement)- Mariam said **she was enjoying** herself.**Ex:** Sara: 'My father has bought me a new computer.' (Reported statement)- Sara told me that **her father had bought her** a new computer.**Ex:** Ahmed: 'I've been playing tennis.' (Reported statement)- Ahmed said **he had been playing** tennis.**Ex:** Salwa: 'You didn't phone me.' (Reported statement)- Salwa said **I had not phoned her**.**Ex:** Nour: 'I was waiting outside.' (Reported statement)- Nour said that **she had been waiting** outside.

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علي يحيى مدرس انكليزي



Ex: Sarah: 'I am studying English.' (**Reported statement**)

- Sarah told me **she was studying** English.

Ex: Hassan: 'she cleaned the room.' (**Reported statement**)

- Hassan told me that **she had cleaned** the room.

Ex: 'We will travel to Asia.'

- They said **they would travel** to Asia.

Ex: Ali: 'You must leave early.' (**Reported statement**)

- Ali said **I had to leave** early.

Ex: 'We will have to get to the match early. It will be easy for us to get there by bus.'

(**Reported statement**)

- They said **they would have** to get to the match early and it **would** be easy for **them** to get there by bus.

ثانياً: الاسئلة المنقولة (**Reported questions**).

1. يتم تغيير **زمن الجملة والضمائر** كما تم توضيحيها في الجداول السابقة.

2. نستخدم الفعل (**asked**) **بعد الفاعل** مباشرةً.

3. اذا بدأ السؤال بأداة استفهام (**What / Where / When / Why / How / How long ...**) نكتبها كما هي ، اما اذا بدأ السؤال بفعل مساعد (**Is / Are / Was / Can / Have / Has / Do / Does / Will ...**) نستخدم كلمة (**if**) او (**whether**).

4. بعدها نقدم **فاعل السؤال** (**الموجود داخل علامات الاقتباس**) على الفعل المساعد ونحول ذلك الفعل المساعد الى (**الماضي**) ثم التكملة ثم نضع **نقطة بدلالة علامة الاستفهام**.

Ex: Marwa: 'What time is it?' (**Reported question**) **حول الى سؤال منقول**

- Marwa asked me what time **it was**.

Ex: Students: 'Is Abdulla ill?' (**Reported question**)

- They asked me **If Abdulla was** ill.

Ex: He asked me 'Where has she been?' (**Reported question**) **حول الى سؤال منقول**

- He asked me where **she had** been.

Ex: 'What will they say?' she asked. (**Reported speech**)

- She asked what **they would** say.

Ex: He asked me 'Can he play tennis?' (**Reported speech**)

- He asked me if **he could** play tennis.

5. **الفاعل الرئيسي** (**الموجود داخل علامات الاقتباس**) اذا كان (**I**) **تحوله الى نفس الضمير الموجود قبل كلمة** (**asked**)
و اذا كان **الفاعل قبل كلمة** (**asked**) **اسم مذكر** **تحول الى** (**I**) **الى** (**he**) **و اذا كان الفاعل قبل كلمة** (**asked**) **اسم مؤنث** **تحول الى** (**I**) **الى** (**she**) **مثل:**

Ex: 'Can I borrow some money?' She asked me if (**Reported speech**)

- She asked me if **she could** borrow some money.

Ex: Sami asked 'How can I get to the mall?' (**Report the question**)

- Sami asked how **he could** get to the mall.



6. اذا كان الفاعل الرئيسي (**الموجود داخل علامات الاقتباس**) هو (**you**) وضمير التملك (**your**).
 • نحو فاعل السؤال (**you**) الى (**I**) وصفة التملك (**your**) الى (**my**) اذا كانت الكلمة بعد (**asked**) هي (**me**).
 • نحو فاعل السؤال (**you**) الى (**he**) وصفة التملك (**your**) الى (**his**) اذا كانت الكلمة بعد (**asked**) هي (**him**).
 • نحو فاعل السؤال (**you**) الى (**she**) وصفة التملك (**your**) الى (**her**) اذا كانت الكلمة بعد (**asked**) هي (**her**).
 • نحو فاعل السؤال (**you**) الى (**we**) وصفة التملك (**your**) الى (**our**) اذا كانت الكلمة بعد (**asked**) هي (**us**).
 • نحو فاعل السؤال (**you**) الى (**they**) وصفة التملك (**your**) الى (**their**) اذا كانت الكلمة بعد (**asked**) هي (**them**).
 7. المخطط التالي يلخص النقطة السابقة:

المفعول به الموجود بعد كلمة (asked)	ضمير الفاعل (you) بعد التحويل	صفة التملك (your) بعد التحويل
me	I	my
him	he	his
her	she	her
us	we	our
them	they	their

Ex: The customs officer asked **me** ‘Can you open your suitcase?’ (**Reported question**)

- The customs officer asked me if **I** could open **my** suitcase.

Ex: The customs officer asked **him** ‘Can you open your suitcase?’ (**Reported question**)

- The customs officer asked him if **he** could open **his** suitcase.

Ex: The customs officer asked **Layla** ‘Can you open your suitcase?’ (**Reported question**)

- The customs officer asked her if **she** could open **her** suitcase.

Ex: The customs officer asked **us** ‘Can you open your suitcase?’ (**Reported question**)

- The customs officer asked us if **we** could open **our** suitcase.

Ex: The customs officer asked **them** ‘Can you open your suitcase?’ (**Reported question**)

- The customs officer asked them if **they** could open **their** suitcase.

8. اذا لم نجد اي كلمة بعد (**asked**) نحو ضمير الفاعل (**you**) الى (**I**) مثل:

Ex: The customs officer asked ‘Can you open your suitcase?’ (**Reported question**)

- The customs officer asked if **I** could open **my** suitcase.

Ex: ‘Will you be able to come to my party?’ I asked Layla (**Reported question**)

- I asked Layla if **she would** be able to come to my party.

Ex: ‘Have you ever been to Europe?’ He asked me (**Reported question**)

- He asked me if **I had** ever been to Europe.

Ex: How long have you been waiting for Faisal? She asked me (**Reported question**)

- She asked me how long **I had** been waiting for Faisal.

Ex: Have you ever had a scary experience when flying? She asked (**Reported question**)

- She asked if **I had** ever had a scary experience when flying.

Ex: ‘How long have you been a pilot?’ He asked me (**Complete with a reported question**)

- He asked me how long **I had** been a pilot.

Ex: Latifa asked Zaha ‘Have your designs won any prizes?’ (**Reported question**)

- Latifa asked Zaha if **her** designs **had** won any prizes.



9. لاحظ في الامثلة التالية ان (are) تحولت الى (was) لأن الفاعل عند الاجابة هو الضمير (I).

Ex: When **are** you going to get out of bed? My mother asked me (Report the question)
 - My mother asked me when I **was** going to get out of bed.

Ex: What **are** you doing on Friday afternoon? Adam asked me (Reported question)
 - Adam asked me what I **was** doing on Friday afternoon.

Ex: 'What **are** you doing?' He asked me (Report the question)
 - He asked me what I **was** doing.

10. اذا وجدنا (do / does) نحذفها ونحو الفعل الرئيسي الى (ماضي) مثل:

Ex: I asked Saab 'How **do** you start your business?' (Reported question)
 - I asked Saab how he **started his** business.

Ex: Do you still like the job? She asked me (Reported question)
 - She asked me if I still **liked** the job.

Ex: How often **do** you clean your teeth? He asked me how (Reported question)
 - He asked me how often I **cleaned** my teeth.

Ex: 'Do you know?' I asked him if he (**knew** / know).

Ex: How short **do** you want your hair? The hairdresser asked me (Reported question)
 - The hairdresser asked me how short I **wanted** my hair.

Ex: Zainab asked Ali 'Does Zahraa speak English well?' (Reported speech)
 - Zainab asked Ali if Zahraa **spoke** English well.

11. اذا وجدنا (did) نحذفها ونضع بدلاً منها (had) ونحو الفعل الرئيسي الى (تصريف ثالث p.p) مثل:

Ex: Latifa asked Zaha 'When **did** you decide to be an architect?' (Reported question)
 - Latifa asked Zaha when she **had decided** to be an architect.

Ex: How did you feel on your first solo flight? He asked me (Reported question)
 - He asked me how I **had felt** on my first solo flight.

Ex: 'Did you have fun?' She asked me (Reported question)
 - She asked me if I **had had** fun.

Ex: Where **did** you lose your purse? I asked her (Reported question)
 - I asked her where she **had lost** her purse.

12. اذا وجدنا (had been) نحولها الى (was / were) مثل:

Ex: He asked me 'How long **was** the training?' (Reported question)
 - He asked me how long **the training had been**.

Ex: 'Were they sending the cheques to the wrong address?' The boss asked. (Reported question)
 - The boss asked if **they had been** sending the cheques to the wrong address.



Ex: Salma 'Where is the stadium?' (Reported question)

- Salma asked **where the stadium was**.

Ex: Ali 'What do they want?' (Reported question)

- He asked me **what they wanted**.

Ex: 'How much have you spent?' They asked us (Reported question)

- They asked us **how much we had spent**.

Ex: 'Why are you still here?' She asked me (Reported question)

- She asked me **why I was still there**.

Ex: Ahmed 'Is there any bread?' (Reported speech)

- Ahmed asked **if there was** any bread.

Ex: She asked us 'Do you like Indian music?'

- She asked us **whether we liked** Indian music.

Lesson 2 (AB) P. 100 – 101

تمرين (A) ص100. حل التمرين موجود في المذكرة ، مدمج مع اسئلة واجوبة القطعة

C.p100/ Report the statements below. Then check your answers in the Student's Book.

انقل العبارات التالية (حول الجمل التالية من كلام مباشر الى كلام منقول)

1. 'Is sleep really important for teenagers?'

We asked Dr Ansari if

- We asked Dr Ansari **if sleep was** really important for teenagers.

2. 'I'm worried about many of the teenagers I see in my office.'

Dr Ansari said

- Dr Ansari said **he was** worried about many of the teenagers **he saw** in **his** office.

3. 'Many of the teenagers I see get bad marks because they are often tired.'

Dr Ansari told us that

- Dr Ansari told us that many of the teenagers **he saw** got bad marks because they **were** often tired.

4. 'What are these stages of sleep?'

We asked Dr Ansari

- We asked Dr Ansari what these stages of sleep **were**.

5. 'What can teenagers with sleep problems do?'

We asked Dr Ansari

- We asked Dr Ansari what teenagers with sleep problems **could** do.

6. 'They can drink a glass of warm milk if they really can't fall asleep.'

Dr Ansari told us that

- Dr Ansari told us that they **could** drink a glass of warm milk if they really **couldn't** fall asleep.



D.p101/ Complete the sentences. Choose the correct reporting verbs from the box and write the correct forms of the verbs in brackets.

اكتب الجمل التالية بأختيار افعال نقل الكلام الصحيحة من الصندوق وبعدها اكتب الصيغة الصحيحة للفاعل بين الاقواس

قال / اخبر / سأل / told / said

1. Last night, Dad that we (could not watch) that TV programme.

- Last night, Dad **said** that we **could not watch** that TV programme.

2. Nisrin me she (not be) hungry.

- Nisrin **told** me she **was not** hungry.

3. I Fuad if he (want) to come to the beach with us.

- I **asked** Fuad if he **wanted** to come to the beach with us.

4. The teacher us to stand up if we (not have) our books.

- The teacher **told** us to stand up if we **didn't have** our books.

5. Sami us he (be) thrilled by his trip to Egypt.

- Sami **told** us he **was** thrilled by his trip to Egypt.

HW.p101/ Change these reported statements into direct speech.

حول العبارات المنقوله التالية الى كلام مباشر

1. The author asked readers if they thought sleep was a waste of time.

- Do you **think** sleep **is** a waste of time?

2. Dr Ansari said that many teenagers slept for only six or seven hours a night.

- Many teenagers **sleep** for only six or seven hours a night.

3. Dr Ansari said that if we hadn't had enough sleep, we could get hurt if we did sport.

- If you **haven't** had enough sleep, **you can** get hurt if **you do** sport.

4. The author said that scientists still didn't know everything about sleep, but they knew that there were five stages.

- Scientists still **don't** know everything about sleep, but they **know** that there **are** five stages.

5. Dr Ansari told us that the first stage was when you fell asleep.

- The first stage **is** when you fall asleep.

6. He said that we shouldn't do anything exciting just before bed.

- **You** shouldn't do anything exciting just before bed.



U6: Lesson 3 (SB) P. 62 - 63 (How do you feel?)

Giving advice إعطاء النصيحة

1. نستخدم (should / ought to / could) بمعنى (يجب) وكذلك (shouldn't) بمعنى (لا يجب) لأعطاء النصيحة وحسب القاعدة:

كلمة + فعل مجرد + فاعل
 تكملة + فعل مجرد + فاعل
 تكملة + فعل مجرد + فاعل

Ex: You **should** wear a hat in the sun.

Ex: You **shouldn't** go to school today.

Ex: We ought to (doing / did / do / does) some work before going out.

Ex: You could these pills. They may help. (trying / tried / try)

Ex: keep your passport in a safe place. (Give an advice) اعطي نصيحة

- You **should** keep your passport in a safe place.

Ex: tell strangers when you will be away. (Give advice)

- You **shouldn't** tell strangers when you will be away.

Ex: give a family member a key. (Give an advice. Use: ought to)

- You **ought to** give a family member a key.

Ex: always have your baggage with you. (Use: could to give advice)

- You **could** always have your baggage with you.

Ex: tell your neighbour if you are going on holiday. (Give advice)

- You **should** tell your neighbour if you are going on holiday.

Ex: leave lights on when going out after dark. (Give advice)

- You **should** leave lights on when going out after dark.

Ex: leave the keys in the flower pot. (Give an advice)

- You **shouldn't** leave the keys in the flower pot.

Ex: leave your keys in the ignition. (Give advice)

- You **shouldn't** leave your keys in the ignition.

2. لطلب النصيحة نستخدم (should) ويتم تقديمها على الفاعل (I) ، أي نحو الجملة الى استفهامية.

Ex: Bring my umbrella. (Ask for advice) اطلب نصيحة

- **Should I bring** my umbrella?

Ex: I feel tired. I (take) a rest? (Ask for advice)

- I feel tired. **Should I take** a rest?

Ex: Should I (see / saw / seen) the doctor?

3. الكلمتين (should / ought to) تعطيان معنى النصيحة بشكل اقوى من كلمة (could).



Lesson 3 (AB) P. 102 - 103

A.p102/ Complete the table with words from the box.

أكمل الجدول التالي من الكلمات التي في الصندوق

يؤلم / hurts / حروق الشمس / sunburn / صداع / headache / انفلونزا / flu / حمى / fever / مكسور / sprained / حنجرة متقرحة / sore throat / التواء / sprain

I have a	sore throat fever headache sunburn
I have	flu
I sprained I broke	my ankle
My arm	hurts

B.p102/ Write five sentences using words from the box.

اكتب خمس جمل مستخدماً الكلمات التي في الصندوق (سيتم كتابة جمل لكل الكلمات)

انفلونزا / flu / حمى / fever / كاحل / ankle / bandages / ضمادات / bruises / كدمات / sore throat / حنجرة متقرحة / sprain / حروق الشمس / sunburn / متوorm / swollen

- I fell over and twisted my **ankle**.
- The nurse carefully applied the clean **bandages** to the patient's wound.
- His body was a mass of **bruises** after he had been attacked.
- After a few days of rest the patient's **fever** finally broke and they began to recover.
- She missed work due to a bad case of the **flu**.
- She took a painkiller to relieve her **headache** before starting her work.
- Her throat felt **sore** after singing for hours at the concert.
- I **sprained** my ankle.
- His shoulders were red and tender from the **sunburn** he got during the outdoor event.
- Her ankle was **swollen** after she twisted it while hiking.
- His sore **throat** made it hard for him to speak without discomfort.

C.p103/ Give these people advice.

اعطى هؤلاء الناس نصيحة

- I have an exam tomorrow.
- You should study hard today.
- My eyes hurt.
- You ought to go to the oculist.
- I think I sprained my ankle.
- You should wrap it with bandages.
- I have a stomach ache.
- You could try these pills.
- I have a fever.
- You ought to take a rest in bed.
- I have a sunburn.
- You should use some creams.
- I'm really tired but can't sleep.
- You could drink a glass of milk.
- I'm always forgetting things I have to do.
- You could set reminders on your phone.



Telegram : alieng93



U6: Lesson 4 (SB) P. 64 (A check-up) فحص ، مراجعة طبيب

Lesson 4 (AB) P. 104 – 105

B.p104-105/ Complete the dialogues with the words from the box. Then work in pairs and role-play a conversation between a patient and a doctor.

أكمل المحادثة التالية من الكلمات التي في الصندوق ويعدها اعمل المحادثة بين شخصين احدهما يكون المريض والآخر يكون الطبيب

يجب عليا ان have / يعتمد على depends / يجب could / يغير change / لا يستطيع can't
ماذا what / يحاول try / يعتقد ought / يحب think / فكرة idea

You should try to get eight hours of sleep every night.

I can't. I have to get up early for school.

You ought to go to bed earlier.

But I often have to stay up after midnight doing homework.

You could do your homework in the afternoon.

That's a good idea.

Do you think I should take vitamin pills?

That depends on your diet.

What do you think I should do?

You should change your lifestyle.

U6: Lesson 5 (SB) P. 65 (At the chemist's) في الصيدلية

Lesson 5 (AB) P. 106 – 107

B.p107/ Look at what the customers say. Use reported speech to rewrite the sentences.

انظر الى ماذا يحتاج الزبائن ، استخدم الكلام المنقول لتعيد كتابة الجمل التالية

Nada: I want some cough syrup.

- She said **she wanted** some cough syrup.

Nada: It's for my daughter.

- She said **it was** for **her** daughter.

Mariam: I have a sore throat.

- She told me **she had** a sore throat.

Mariam: Do you have any throat lozenges?

- She asked me **if I had** any throat lozenges.

Ahmed: I need some advice.

- He said **he needed** some advice.

Ahmed: It hurts a lot.

- He said/told me **it hurt** a lot.

Ali: Do you have any bandages?

- He asked me **if I had** any bandages.



U6: Lesson 6 (SB) P. 66 (Take my advice!)

الاضافات: الbadنات والواحد

اولاً: الbadنات (Prefixes) وهي مقاطع من الحروف توضع في بداية بعض الكلمات فتعطيها معنى معاكس او تجعلها كلمات جديدة:

1. الbadنة (im) توضع امام الصفات التي تبدأ بالحروف (p / m) مثل:

moral	اخلاقي	غير اخلاقي
mortal	زائل ، فاني	خالد ، ابدي
material	مادي	غير مادي
mature	ناضج	غير ناضج
polite	مهذب	غير مهذب
practical	عملي	غير عملي
possible	ممكن	مستحيل
perfect	مثالي	غير مثالي
patient	صبور	غير صبور

2. نستخدم الbadنة (re) قبل الكثير من الافعال وتعني فعل شيء ما (مرة ثانية) مثل:

fill	يملأ	إعادة تعبئة
discover	يكتشف	إعادة اكتشاف
write	يكتب	يعيد كتابة
organize	ينظم	إعادة تنظيم
play	يلعب	إعادة اللعب ، إعادة تشغيل
cycle	يدور	إعادة تدوير
charge	يشحن	إعادة شحن
use	يستخدم	إعادة استخدام
do	يفعل	إعادة فعل
take	يأخذ	إعادة اخذ

3. الbadنة (il) توضع امام الصفات التي تبدأ بالحرف (l) مثل:

legal	قانوني	غير قانوني
regular	منتظم	غير منظم
responsible	مسؤول	غير مسؤول

4. الbadنة (ir) توضع امام الصفات التي تبدأ بالحرف (r) مثل:

correct	صحيح	غير صحيح
sensitive	حساس	غير حساس
convenient	مناسب	غير مناسب
complete	مكتمل	غير مكتمل
dependent	غير مستقل	مستقل
decisive	حاسم	غير حاسم
efficient	كفوء	غير كفوء
expensive	غالي	رخيص
sufficient	كافي	غير كافي

5. الbadنة (in) توضع امام الصفات التي تبدأ بالحروف (s / d / e / c) مثل:

incorrect	غير صحيح
insensitive	غير حساس
inconvenient	غير مناسب
incomplete	غير مكتمل
independent	مستقل
indecisive	غير حاسم
inefficient	غير كفوء
inexpensive	رخيص
insufficient	غير كافي



6. البدائنة (un) توضع امام الصفات التي تبدأ بالحروف (i / u / f / h / a) مثل:

happy سعيد	unhappy حزين
healthy صحي	unhealthy غير صحي
fashionable عصري	unfashionable غير عصري
fair عادل	unfair غير عادل
attractive جذاب	unattractive غير جذاب
interesting ممتع	uninteresting غير ممتع
fortunate محظوظ	unfortunate غير محظوظ
intelligent كفؤ	unintelligent غير كفؤ
usual اعتيادي	unusual غير اعتيادي

7. الصفات التالية **شاذة** لا تخضع لقاعدة معينة:

form يتشكل	deform يتشوّه ، يخرّب شكلة
hydrated رطب	dehydrated مجفف
populated مكان عامر	depopulated مهجور ، خالي من السكان
stress ضغط	destress إسترخاء
popular شائع ، اجتماعي	unpopular غير شائع ، غير اجتماعي
pleasant لطيف	unpleasant مزعج
pleased مسرور	displeased غير مسرور
formal رسمي	informal غير رسمي

ثانياً: اللواحق (Suffixes) وهي مقاطع من الحروف توضع في نهاية بعض الصفات فتعطيها معنى معاكس او تجعلها كلمات جديدة:

1. الللاحقة (less) تقلل من قيمة الصفة.

2. الللاحقة (ful) تعطي معنى اقوى للصفة.

useless غير مفيد	useful مفيد
careless غير مبالٍ	careful حذر
harmless غير ضار	harmful ضار
powerless عاجز ، ضعيف	powerful قوي
painless غير مؤلم	painful مؤلم
thoughtless عديم التفكير ، طاش	thoughtful عميق التفكير ، وقور
end نهاية	endless بدون نهاية ، الى ما لا نهاية
success نجاح	successful ناجح
hopeful متفائل	hopeless بلا امل ، فاقد الامل



Lesson 6 (AB) P. 108 - 109

C.p109/ Complete the sentences with words from the box.

اكمِل الجمل التالية من الكلمات التي في الصندوق

colourful / depopulated / fearless / friendless
 بلا اصدقاء / مهجور / لايخاف / مهوجر
 impolite / impossible / useful
 مفید / مستحيل / غير مهذب

1. Mahmoud is He is not afraid of anything. **fearless**2. Parrots have very feathers. **colourful**3. This puzzle is to finish. **impossible**4. He is alone and **friendless**5. My bilingual dictionary is very **useful**6. Ten years ago, many people lived there, but it has become **depopulated**7. A man stepped on my foot and didn't say sorry. He was very **impolite**

HW.p109/ Complete the text by adding a prefix or a suffix to the words in brackets.

اكمِل النص التالي بإضافة بادنة او لاحقة للكلمات التي بين الاقواس

المذكورة النقطية

Have you ever heard of a bullet journal, or Bujo? It's a (use) **useful** tool to organize your life and take better care of yourself.First, the organizational part. If you, like many people, have (end) **endless** things to do, a Bujo can make sure you don't miss anything. And if your life is a mess, it might be just the right thing to (organize) **reorganize** it.But writing in a journal is also a good way to (stress) **destress** when you're having problems at school or work. It can also help you relax when you're feeling (patient) **impatient** or anxious about something.Many people have a journal or diary when they are younger. Maybe now is the time to (discover) **rediscover** that habit! Whether you want to be more (success) **successful** in your studies, or you're (hope) **hopeless** with your organization skills, give Bujo a try!

U6: Lesson 7 (SB) P. 67 (What do you think will happen?)

ماذا تعتقد انه سوف يحصل

May and might ربما

1. نستخدم (may / might) للتعبير عن احتمالية حدوث شيء في المضارع او المستقبل وحسب القاعدة التالية.

حالة الاثبتات Affirmative

فعل مجرد + (may / might) + فاعل

حالة النفي Negative

فعل مجرد + (may not / might not) + فاعل

حالة الاستفهام Question

Might + فعل مجرد + فاعل + ?

Ex: The ocean **may be** less polluted in ten years.**Ex:** We **might find** a cure for heart disease one day.**Ex:** People **might** longer than that. (living / lived / live / lives)**Ex:** Many diseases **may** (disappear / disappeared) completely.**Ex:** She **may go** to school tomorrow. (Negative) حول الى نفي- She **may not go** to school tomorrow.**Ex:** He **might come** for dinner tomorrow. (Question) حول الى سؤال- **Might he come** for dinner tomorrow?**Ex:** If he **goes out** in this weather, he (catch) a cold. (Use: might)- If he **goes out** in this weather, he **might catch** a cold.**Ex:** The clouds are very grey, it (rain **may** / may rain).**Ex:** Suha **might** (visiting / visit / visits) her friend today.2. يمكننا استخدام (Do you think ... will) في حالة **السؤال** للتعبير كذلك عن الاشياء المحتملة الحدوث:**Ex:** **Might he come** for dinner tomorrow? (Use: Do you think ... will)- **Do you think he will** come for dinner tomorrow?**Ex:** **Might people recycle** their rubbish in the future? (Use: Do you think ... will)- **Do you think people will** recycle their rubbish in the future?**Ex:** **Might Suha visit** her friend today? (Use: Do you think ... will)- **Do you think Suha will** visit her friend today?

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Lesson 7 (AB) P. 110 - 111

A.p110/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل التالية

- | | |
|---|--|
| 1. The Olympic Games might c | a. not need doctors in the future. |
| 2. If we don't build a new stadium, we might d | b. not need telephones in the future. |
| 3. More people will use email, so we might b | c. take place in our country in four years. |
| 4. Because of our healthier lifestyles, we might a | d. not be able to hold the World Cup. |

B.p110/ Write sentences with *might / might not* and reasons.اكتب جمل باستخدام *might , might not* مع اعطاء الاسباب

1. It's possible that people will live longer, healthier lives.

- People might live longer, healthier lives because medicine is improving fast.

2. It's possible that smoking will stop completely very soon.

- Smoking might stop completely very soon because people don't want to die of heart disease.

3. It's possible that people won't be overweight in 20 years' time.

- People might not be overweight in 20 years' time because they are taking more exercise.

D.p111/ Write a paragraph of between 70 and 90 words about possible events in your town or in your (or your family's) life in the future.

اكتب انشاء عن تقاليد الزفاف في العراق

(انشاء الوحدة السادسة) 1

Possible events in your town in the future

احداث من الممكن ان تحصل في مدينتك في المستقبل

They will build a new road in our town this year. I think that a lot of shops and malls will be opened and a lot of people may visit our town.

They will also build a railway station. I hope that I could have a small shop in the new mall. If I could have this shop, I might be very rich.

I might buy a new car and a small house in the city centre. If that happened, it would be fantastic.

سيقومون ببناء طريق جديد في بلدتنا هذا العام. أعتقد أنه سيتم افتتاح الكثير من المحلات التجارية ومرافق التسوق وقد يزور الكثير من الناس بلدتنا.

كما سيبنون محطة للسكك الحديدية. أتمنى أن يكون لدي متجر صغير في المركز التجاري الجديد. إذا كان بإمكانني الحصول على هذا المتجر ، فقد أكون ثرياً جدًا.

قد أشتري سيارة جديدة ومنزلًا صغيرًا في وسط المدينة. إذا حدث ذلك ، فسيكون رائعًا.



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U6: Lesson 8 (SB) P. 68 (The FIFA World Cup) كأس العالم

Unit
6Lesson 8
AB 112-113

The FIFA World Cup



1 Read the article about the World Cup. What did you learn about the event?

Which piece of information was the most interesting for you? Tell a partner.

The biggest football event in the world

The FIFA World Cup is the most popular single sport event in the world: around 3.5 billion people (nearly half the world's population) gather every four years to watch the games. Here's why the competition is so popular.

How it started

The first World Cup took place in 1930 in Uruguay, and has happened every four years, except in 1942 and 1946 because of the Second World War. Uruguay was also the first World Cup champion, playing at home. They defeated Argentina 4-2 in front of 93,000 supporters in Montevideo.

Where it is played and who won it

The World Cup is played in a different country each time. Seventeen countries have hosted the World Cup so far, the last host being Qatar in 2022 – the first time a World Cup was in an Arab country. The World Cup in Qatar was also the first time the tournament took place in winter (to avoid the country's high summer temperatures).

In 2026, the hosts will be the United States, Canada and Mexico. It's the first time the tournament will be held in three countries at the same time. Mexico will also become the only country to have hosted games in three World Cups (it was the host in 1970 and 1986).

The most successful countries are Germany, Italy, Argentina, France, Uruguay and Brazil (Brazil is also the only team that has played in all tournaments so far).

The format

In the current format, 32 teams are divided into eight groups of four teams. The top two teams from each group go to the next stage. The last 16 countries then play each other in knock-out games. If the game ends in a draw, there is extra time and then a penalty shoot-out.



From the 2026 World Cup, however, there will be 48 teams in the competition, divided into 16 groups of three countries.

Interesting facts

The history of the World Cup is full of curious pieces of information. Did you know, for example, that the Al Janoub stadium was designed by Iraqi architect Zaha Hadid? That Russia had the longest distance between matches (2,414 kilometres) and Qatar had the shortest – all matches were played within an area of 74 kilometres? Or that the 2022 World Cup was the first to use a smart football which uses sensors to track the position of the ball on the pitch and help the referees make decisions?



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كأس العالم

قطعة الوحدة السادسة 2

1. More than half the people in the world watch the World Cup. (True / False)

أكثر من نصف سكان العالم يشاهدون كأس العالم

2. There has always been a World Cup every four years. (True / False)

3. World Cup matches have happened in 17 different countries. (True / False)

أقيمت مباريات كأس العالم في 17 دولة مختلفة

4. All the World Cups have had the participation of Brazil. (True / False)

شاركت البرازيل في جميع بطولات كأس العالم

5. In 2022, 48 teams took part in the World Cup. (True / False)

6. Uruguay was the first host and the first champion of the World Cup.

كانت أوروغواي أول دولة تستضيف كأس العالم وأول بطل لها

7. 93,000 people watched the first World Cup final at the stadium.

شاهد 93000 شخص أول نهائي لكأس العالم في الملعب

8. An Arab country was the host for the first time in 2022.

استضافت دولة عربية كأس العالم لأول مرة في عام 2022

9. 2022 was also the first World Cup to be played in winter because of the weather.

كانت بطولة 2022 أيضاً أول بطولة كأس عالم تقام في الشتاء بسبب الطقس

10. The knock-out stage has 16 countries taking part.

11. Qatar had the shortest distances between matches (74 kilometres).

سجلت قطر أقصر مسافة بين المباريات (74 كيلومتراً)

Lesson 8 (AB) P. 112 – 113

تمرين (A , B) ص112. حل التمارين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

C.p112/ Find a word in the text that means ...

جد كلمات في نص قطعة كأس العالم والتي تعني التالي ...

1. get together = gather يجتمع

2. won a victory over, beat = defeated انهزم ، خسر

3. people who are fans of a sports team = supporters مشجعين ، داعمين

4. a city or country that holds an event = host المستضيف

5. a part of an event or activity = stage مرحلة

6. when the score is equal, e.g., 0-0 or 1-1 = draw تعادل

7. the football player who uses their hands to stop the other team from scoring = goalkeeper الحارس



HW.p113/ Research and write a paragraph about a national or international sporting event.

Mention:

What the event is called

When it started

The current format

Biggest winners

Other records and interesting facts

اكتب انشاء عن نشاط او حدث عالمي رياضي

(انشاء الوحدة السادسة) 2

بطولة ويمبلدون للتنس

The Wimbledon Championships, originating in 1877, is an esteemed tennis event held yearly at the All England Club in London.

It features singles and doubles matches for men and women. Past champions include tennis legends like Roger Federer and Serena Williams.

Wimbledon is known for its prestigious traditions and unique ambiance in the tennis world.

بطولة ويمبلدون ، التي بدأت في عام 1877 ، هي حدث تنس مرموق يُعقد سنويًا في نادي إنجلترا الشامل في لندن.

تشمل المسابقة مباريات فردية وزوجية للرجال والنساء. الفائزون السابقون يشمون أساطير التنفس مثل رoger فيدرer وسيرينا وليانز.

تعرف بطولة ويمبلدون بتراثها المرموق والأجواء الفريدة في عالم التنفس.

U6: Lesson 9 (SB) P. 69 (Healthy body, healthy mind!)

الجسم السليم والعقل السليم

Lesson 9 (AB) P. 114 – 115

C.p115/ Find a word or phrase in the text that means ...

جد كلمة او عبارة في النص الموجود ص 114 في كتاب النشاط والتي تعني التالي ...

1. advantages = **benefits** فرصة

2. doing exercise = **working out** يتدرّب ، ممارسة الرياضة

3. deal with = **handle** يتضمن

4. goes up = **increases** يزداد

5. sure of your abilities = **confident** واثق ، متأكد من قدراتك

6. a medical illness that makes you feel unhappy = **depression** اكتئاب

7. brings down = **reduces** يقلل

8. able to have original ideas = **creative** ابداعي ، مبدع

U6: Round up (SB) P. 70



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Revision (AB) P. 116 - 117

B.p116/ Match the words in the box with their definitions.

طابق الكلمات التي في الصندوق مع تعاريفها (تم تغيير صيغة السؤال)

dairy products	/ سعال	/ calcium	/ فيتامينات	/ منتجات الالبان	/ لصقة الجروح
a sore throat	/ سعرات حرارية	/ the waist	/ بروتين	/ الجبس	/ a plaster cast

1. These products are made from milk. **dairy products**
2. Fruit and vegetables have lots of these. **vitamins**
3. Something your teeth need to be healthy. **calcium**
4. This makes your muscles strong. **protein**
5. Fruit and vegetables have very few of these. **calories**
6. You need this if you have a small cut. **a plaster**
7. The problem you have if you need this syrup. **a cough**
8. The problem you have if you need these lozenges. **a sore throat**
9. You need this if you break a bone. **a plaster cast**
10. The middle part of the body. **the waist**

C.p117/ Complete the conversations with words from the box.

اكمِل المحاديلات التالية من الكلمات التي في الصندوق

bandage	/ معدات	/ fever	/ diet	/ coughing	/ diet	/ calories	/ سعال	/ حمية غذائية	/ ضماد
flu	/ تمدد	/ equipment	/ احماء	/ taste	/ sprained	/ sprained	/ يلوي	/ اجراءات	/ hurt

Conversation 1



Saeed: What should I eat to have a good **diet**?

Doctor: You should eat lots of vegetables and fruit.

Saeed: Burgers **taste** good. Can I eat them?

Doctor: Yes, but not too many. They aren't very healthy, and have a lot of **calories**.

Saeed: That's OK. I thought you would say I couldn't eat any!

Conversation 2



Instructor: Remember to **stretch** before exercising.

Sami: OK.

Instructor: And always follow safety **procedures**. Don't run near the swimming pool.

Sami: Can you show me how to use the **equipment** in the gym?

Instructor: Yes, of course. We'll do that next.

Conversation 3



Chemist: Can I help you?

Nisrin: Yes. I fell in the street and my ankle **hurts**.

Chemist: Have you seen a doctor?

Nisrin: No. I don't think it's broken. I think I've **sprained** it.

Chemist: I'll give you a **bandage**, but you should see a doctor if it isn't better soon.

Conversation 4



Mother: I think you have a **fever**. I'll get the thermometer.

Salwa: I don't think so. I feel much better.

Mother: You've been **coughing** all night!

Salwa: The school show is today.

Mother: You can't go if you have **flu**.



Test (AB) P. 118 - 119

A.p118/ Complete the reported sentences.

اكتب الجمل المنقوطة التالية

1. Do you want to play volleyball?

He me

- He **asked me if I wanted to play volleyball.**

2. We're too tired to play tennis.

The girls me

- The girls **told me they were too tired to play tennis.**

3. I can't go to the sports centre.

Sultan

- Sultan **said / told me he couldn't go to the sports centre.**

4. Where's your life-jacket, Mary?

The instructor Mary

- The instructor **asked Mary where her life-jacket was.**

5. You have to finish your homework.

My parents

- My parents **said / told me I had to finish my homework.**

B.p118/ Write sentences about what is possible/not possible in the future. Add reasons.

اكتب جمل عن ما الذي يمكن او لا يمكن ان يحصل في المستقبل ، واعطِ أسباب

1. People / live longer.

- **People might live longer because they will have healthier diets.**

2. planet / be / less polluted.

- **The planet might be less polluted because cars are getting cleaner.**

3. There / be / cure / most diseases.

- **There might be a cure for most diseases because medicine is improving.**

4. We / not have / use / telephone.

- **We might not have to use the telephone because everyone will use email.**

5. There / be / new sports records.

- **There might be new sports records because athletes are getting stronger.**

نهاية الوحدة السادسة

النجاح هو محصلة اجتهادات صغيرة تتراءكم يوماً بعد يوم



Telegram : alieng93

UNIT SEVEN / الوحدة السابعة

U7: Lesson 1 (SB) P. 72 (Meet the scientists) التقى بالعلماء

Lesson 1 (AB) P. 120 - 121

A.p120/ Join the beginnings and endings of the sentences.

اربط بدايات ونهايات الجمل

1. A marine biologist studies **c** عالم الاحياء البحرية2. A forester studies **e** مستقل الغابة ، العالم اللي يعمل في الغابة3. An aerospace engineer works **d** مهندس الفضاء الجوي4. A meteorologist studies **b** عالم الارصاد الجوية5. A geologist studies **a** العالم الجيولوجيa. the Earth. **الارض**b. the weather. **الطقس**c. plants and animals in the sea. **النباتات والحيوانات في البحر**d. with things in space. **الاشياء الموجودة في الفضاء**e. trees. **الاشجار**

C.p121/ Complete the sentences with words from the box.

اكمـل الجـمل التـالـيـة مـن الـكلـمـات الـتـي فـي الصـنـدـوق

خـريـطة الرـادـار **radar map** / يـلوـث **pollute** / الاـوكـسـيـجن **oxygen** / مـختـبر **laboratory** / الجو **atmosphere**انـبـوب اـختـبار **test tube** / شـدـيد **severe** / الـقـمـر الصـنـاعـي **satellite** / يـطـلـق **release**

- These images were taken from a in space. **satellite**
- Scientists perform tests in a, in controlled conditions. **laboratory**
- The different colours on a show the amount of rain in each area. **radar map**
- Shake the for 20 seconds and wait for two minutes. **test tube**
- Some countries much more than others. **pollute**
- Forest fires are bad for the environment because they carbon dioxide. **release**
- There are five layers in the Earth's **atmosphere**
- Scientists can predict weather and save lives. **severe**
- Plants transform the carbon we produce into **oxygen**



Telegram : alieng93

U7: Lesson 2 (SB) P. 73 (Winds) الرياح

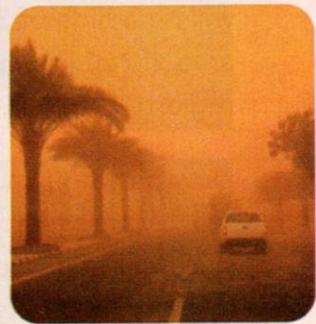
Winds

Unit
7Lesson 2
AB 122-123

- 1 Look at the pictures and the title. What do you think the article is about?

SCIENCE TODAY

- A** We can't see it, but we can feel it. Sometimes the wind is gentle and makes us feel cool on a hot day. It can be used to generate electricity. Sometimes it is so strong it can damage trees and buildings. Where does it come from?
- B** Wind is connected to changes in the temperature of the air. If the air is warm, it expands and rises. This leaves an area of low pressure near the Earth. If the air is cold, it contracts and sinks towards the Earth. This creates an area of high pressure near the Earth. Wind happens when air moves from areas of high pressure to areas of low pressure. If there is a big difference between the high- and the low-pressure areas, the winds are very strong.
- C** There are global winds – winds that blow all over the world. The sun heats some parts of the world more than others and creates areas of high and low pressure. Trade winds are an example of global winds. They blow from the subtropics to the equator. They are called trade winds because, in the past, sailors used them to move their sailboats when they wanted to trade.
- D** Some winds are local winds. They blow only in certain areas of the world. An example of a local wind is the Shamal, which blows in the Arabian Gulf. It blows in the summer only, especially in the afternoon, and decreases at night. This wind blows from the northeast and can cause sandstorms.
- E** In some parts of the world, dangerous storms called hurricanes happen at the end of the summer. If the air above the sea is very warm, the air pressure falls very rapidly over the warm sea and a hurricane forms. The winds increase in speed, and they can cause terrible damage to people and buildings when they pass over land. Meteorologists use satellites to try to predict when a hurricane will form and where it will go so that they can warn people who live in the area.



Winds الرياح

1 قطعة الوحدة السابعة

1. Where do trade winds blow? أين تهب الرياح التجارية

- Trade winds blow from the subtropics to the equator.

تهب الرياح التجارية من المناطق شبه الاستوائية إلى خط الاستواء

2. What is the Shamal? ما هي الشَّمَال

- The Shamal is a wind that blows in the Arabian Gulf and can cause sandstorms.

الشمال هي رياح تهب في الخليج العربي ويمكن أن تسبب العواصف الرملية

ماذا يستخدم خبراء الأرصاد الجوية للتنبؤ بالأعاصير؟

- They use satellites to predict hurricanes. يستخدمون الأقمار الصناعية للتنبؤ بالأعاصير.

4. How does wind happen? كيف تحدث الرياح

- Wind happens when air moves from areas of high pressure to areas of low pressure.

تحدث الرياح عندما يتحرك الهواء من مناطق الضغط المرتفع إلى مناطق الضغط المنخفض

الحالة الشرطية الصفرية "if"

١. هذا النوع من الجمل الشرطية يعبر عن **حفاظ** ، وفي هذه الحالة تكون جملة فعل الشرط وجملة جواب الشرط بزمن (**المضارع البسيط present simple**) وحسب القاعدة التالية:

تكمة + (s + فعل/ فعل مجرد) + فاعل ، تكمة + (s + فعل/ فعل مجرد) + فاعل + تكمة + (s + فعل/ فعل مجرد) + فاعل + تكمة + (s + فعل/ فعل مجرد) + فاعل + If + تكمة + (s + فعل/ فعل مجرد) + فاعل + If + فاعل + تكمة + (s + فعل/ فعل مجرد) + فاعل + فاعل

2. ملاحظات هامة تنطوي على كل انواع الحمل الشرطية:

- اذا جاءت (if) في **بداية الجملة** يجب ان نضع (فارزة) بين الجملتين ، واذا جاءت في **وسط الجملة** لانضع فارزة بين الجملتين.
 - الجملة التي تأتي بعد الاداة (if) مباشرة تسمى (جملة فعل الشرط) اما الجملة الاخرى تسمى (جملة جواب الشرط).

3. هناك **دلائل** في الجملة تعرف من خلالها ان الجملة مضارع بسيط مثل:

(always / often / usually / sometimes / never / seldom / every / each)

٤. يكون الفعل (مصدر مجرد) إذا كان فاعلهُ اسم جمع أو الضمائر (I / we / you / they) ، ونضيف له (es / s) إذا كان فاعلهُ اسم مفرد أو الضمائر (he / she / it).

Ex: If you **heat** water to 100 degrees, it **boils**.

Ex: Water **freezes** if the temperature **falls** to 0 degrees.

Ex: If you **click** on this icon, the computer **saves** your documents.

Ex: Your eyes **get** tired if you **look** at a computer screen for too long.

Ex: If you heat ice, it melts.

5. افعال **الكونيغة** المضارعة (**is / am / are**) اذا لم يأتي بعدها فعل ينتهي بـ (**ing**) تعتبر (مضارع بسيط) وكذلك افعال **التملك** المضارعة (**have / has**) اذا لم يأتي بعدها (**تصريف ثالث p.p**) تعتبر (مضارع بسيط).

Ex: If the air **is** warm, it **expands** and rises.

Ex: Snakes **bite** if they **are** frightened.

Ex: If his brother **has** a cold, he usually **catches** it.

6. اذا وجدنا (**be**) في جملة المضارع البسيط نحولها الى (**is / am / are**) حسب الفاعل الذي قبلها ، حيث نقوم بتحويل (**be**) الى (**is**) اذا كان الفاعل (اسم مفرد / **he / she / it**) والى (**are**) اذا كان الفاعل (اسم جمع / **they**) ، والى (**am**) اذا كان الفاعل (**I**).

Ex: I cycle to work if the weather (**be**) fine. (**Put the verb in the correct form**)

- I cycle to work if the weather **is** fine.

7. اذا وجدنا (**not**) في جملة المضارع البسيط نضع قبلها (**do**) اذا كان الفاعل اسم **جمع** او **الضمائر (I / we / you / they)** او نضع (**does**) اذا كان الفاعل اسم **مفرد** او **الضمائر (he / she / it)** ، مع الحفاظ على الفعل **مصدر** مجرد.

Ex: If I (not bring) some books, I usually get bored on the plane. (**Correct the verb**)

- If I **don't bring** some books, I usually get bored on the plane.

Ex: A plant dies if it (not get) enough water. (**Correct the verb**)

- A plant dies if it **doesn't get** enough water.

8. في حالة **الاستفهام** نضع (**do**) قبل الفاعل اذا كان الفاعل اسم **جمع** او **الضمائر (I / we / you / they)** ونضع (**does**) قبل الفاعل اذا كان الفاعل اسم **مفرد** او **الضمائر (he / she / it)** ، مع الحفاظ على الفعل **مصدر** مجرد.

Ex: What (**he / do**) if he (**lose**) his phone? (**Zero conditional**)

- What **does he do** if he **loses** his phone?

Ex: Where (**they / go**) if they (**get**) their passport?

- Where **do they go** if they **get** their passport?

9. في الحالة **الشرطية الصفرية** يمكن استبدال (**if**) بـ (**when**).

If you arrive at the restaurant, sit anywhere you like.

When you arrive at the restaurant, sit anywhere you like.

If you go to Britain, make sure to have English tea.

When you go to Britain, make sure to have English tea.

10. امثلة اضافية:

Ex: If I lend my brother CDs, he always them. (**loses / lost / lose**)

Ex: If you (leave) chocolate in the sun, it goes soft. (**Correct the verb**)

- If you **leave** chocolate in the sun, it goes soft.

Ex: If her husband (cook), he (burn) the food. (**Zero conditional**)

- If her husband **cooks**, he **burns** the food.



Lesson 2 (AB) P. 122 - 123

تمرين (B) ص122. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

C.p122/ Correct the underlined verbs in the sentences if necessary.

صحح الافعال التي تحتها خط اذا كان هناك ضرورة

1. If a person weighs 50 kg on Earth, his weight on Jupiter be 126 kg!- If a person weighs 50 kg on Earth, his weight on Jupiter **is** 126 kg!2. If you heat water to 100°C, it boil.- If you heat water to 100°C, it **boils**.3. Plants die if they not get enough water.- Plants die if they **don't get** enough water.4. If factories uses fossil fuels, they produce more greenhouse gases.- If factories **use** fossil fuels, they produce more greenhouse gases.5. The sea levels rise if icebergs will melt.- The sea levels rise if icebergs **melt**.6. What scientists do when they find a problem?- What **do scientists do** when they find a problem?

D.p122/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل التالية

1. If I eat too much chocolate, **b**

a. if I forget my homework.

2. If the weather is nice, **c**

b. I get a stomach ache.

3. If I am late in the morning, **e**

c. I play football with my friends.

4. I always say hello **d**

d. if I see my neighbour.

5. The teacher gets angry **a**

e. my father drives me to school.

E.p123/ Complete the sentences with the correct form of the verbs in brackets.

اكمِل الجمل التالية بِاستِخدَام الصيغة الصِحِّيَّة لِلْأَفْعَالِ الَّتِي بَيْنَ الْأَقْوَاسِ

1. If you water the plant too much, it (die)

- If you water the plant too much, it **dies**.

2. I always (feel) great if I do exercise outdoors instead of the gym.

- I always **feel** great if I do exercise outdoors instead of the gym.

3. If you mix red and blue, what colour (get) you?

- If you mix red and blue, what colour **do you get**?

4. My brother gets very annoyed if he (not sleep) a little in the afternoon.

- My brother gets very annoyed if he **doesn't sleep** a little in the afternoon.

5. I have to go. My boss (get) angry if I'm late for work.

- I have to go. My boss **gets** angry if I'm late for work.

HW.p123/ Complete these zero conditional sentences with your own ideas.

اكمِل الجمل الشرطية الصفرية التالية بأفكارك الخاصة

1. If it rains, **the ground gets wet.**
2. If the Shamal blows, **the temperature drops.**
3. If it is extremely hot, **people tend to stay indoors.**
4. I like to **go to the beach if the weather is fine.**
5. If I don't have **enough sleep, I feel tired the next day.**
6. If my best friend and I **go to the movies, we always have a great time.**

U7: Lesson 3 (SB) P. 74 (A weather forecast) نشرة جوية

الحالة الشرطية الأولى "if"

1. هذا النوع من الجمل الشرطية يعبر عن احتمال حصول الحدث في الوقت الحالي او المستقبل حيث تكون جملة (فعل الشرط) بزمن المضارع البسيط (present simple) وجملة (جواب الشرط) بزمن (المستقبل البسيط future simple) وحسب القاعدة التالية:

فعل مجرد + فاعل ، تكملة + (will / may / might) + فعل مجرد + فاعل + فعل مجرد + فاعل ، تكملة + (will / may / might) + فعل مجرد + فاعل + فعل مجرد + فاعل + (will / may / might) + فعل مجرد + فاعل

Ex: If it is sunny, we will go to the beach.

Ex: If it is cold, I will wear a jacket.

Ex: If you watch this documentary, you may learn something new.

Ex: You might catch the bus if you leave right away.

Ex: If I don't pass the high school this year, I (take) it again next year. (Correct)

- If I don't pass the high school this year, I will take it again next year.

Ex: If she (be) late, we'll go without her. (1st conditional) استخدام الحالة الشرطية الاولى

- If she is late, we'll go without her.

Ex: If she (not pass) the high school this year, she'll take it again next year. (Correct)

- If she doesn't pass the high school this year, she'll take it again next year.

Ex: If I have any currency left over after that trip, I (keep) it for my second trip.

(Put the verb in the correct form)

- If I have any currency left over after that trip, I will keep it for my second trip.

Ex: If Noor (go) to the shop tomorrow, I won't have to go. (Correct)

- If Noor goes to the shop tomorrow, I won't have to go.

Ex: If you apply for a job, you probably (get) it. (Use the suitable conditional)

- If you apply for a job, you probably will get it.

Ex: If I open a student account, I (would / will) have to maintain a minimum balance.

Ex: If anyone (need) advice, I (be) here tomorrow to help. (Put the verbs in the correct forms)

- If anyone needs advice, I will be here tomorrow to help.



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Ex: Which course (Muna apply) if she passes the exams? (Put the verb in the correct form)

- Which course **will Muna apply** if she passes the exams?

Ex: If my plane (not leave) on time, I'll miss my connections this afternoon. (Correct)

- If my plane **doesn't leave** on time, I'll miss my connections this afternoon.

Ex: If she (not apply) for a scholarship, of course she won't get one. (Correct)

- If she **doesn't apply** for a scholarship, of course she won't get one.

2. من الممكن استخدام (unless) بمعنى (إذا لم) بدل الإداة (if) مع مراعاة ان الجملة بعد (unless) يجب ان تكون في حالة الابيات ، اي مضارع بسيط مثبت لأن (unless) متضمنة معنى النفي ، اي انها تساوي جملة (if) المنافية.

Ex: I won't help you if you don't help me. (Use: unless)

- I won't help you **unless you help** me.

Ex: If you don't practise every day, you won't get better. (unless)

- **Unless you practise** every day, you won't get better.

Ex: If she **doesn't study** hard, she will fail this year. (Use: unless)

- **Unless she studies** hard, she will fail this year.

Ex: Unless he makes a big effort this term, he (not get through) the end-of-year exams. (Correct)

- Unless he makes a big effort this term, he **won't get through** the end-of-year exams.

3. في (الحالة الشرطية الاولى) اذا وجدنا (have) في جملة (فعل الشرط) نحولها الى (has) اذا سبقت باسم مفرد او الضمائر (it) او تبقى (have) كما هي اذا سبقت باسم جمع او الضمائر (I / we / you / they) اما اذا وجدنا (have) في جملة (جواب الشرط) تصبح (will have).

Ex: I (watch) the weather forecast if I (have) time. (First conditional)

- I **will watch** the weather forecast if I **have** time.

Ex: If she (have) enough money, she will buy a new dress. (Put the verb in the correct form)

- If she **has** enough money, she will buy a new dress.

Ex: If the weather improves, we (have) a picnic. (Put the verb in the correct form)

- If the weather improves, we **will have** a picnic.

Lesson 3 (AB) P. 124 - 125

C.p124/ Circle the correct option.

اختر الاجابة الصحيحة

- If we **don't arrive** / **won't arrive** at the station on time for the 10 o'clock train, we **catch** / **we'll catch** the next one.
- What position **will our team be** / **our team will be** in if **do we win** / **we win** tomorrow?
- We **cancel** / **may cancel** the picnic if the **weather's** / **weather won't be** not good.
- She **doesn't have** / **won't have** enough money to travel if she **doesn't work** / **won't work** now.
- I **tell** / **I'll tell** Zaynab that you're looking for her if I **see** / **will see** her.
- If you **don't hurry** / **won't hurry** up, we're / **we'll be** late for our next lesson.



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D.p124/ Complete the sentences with the correct form of the verbs in brackets to make first conditional sentences.

اكتب الجمل التالية باستخدام الصيغة الصحيحة للفعل التي بين الاقواس لتكون جمل بالحالة الشرطية الاولى

1. If it (snow) tomorrow, the school (not open)
- If it **snows** tomorrow, the school **will not open**.
2. If we (win) the match, we (celebrate)
- If we **win** the match, we **will celebrate**.
3. I (not go) out tonight if my friends (be) busy.
- I **won't go** out tonight if my friends **are busy**.
4. Ali (study) in the USA if he (pass) all his exams.
- Ali **will study** in the USA if he **passes** all his exams.
5. If he (finish) his homework, he (relax)
- If he **finishes** his homework, he **will relax**.

E.p125/ Complete the email with verbs from the box.

اكتب الايميل التالي باستخدام الفعاليات في الصندوق

يفضل / يحتاج / ر بما / سوف يكون / needs / is / may be / prefers / doesn't have

To: Khalid From: Samer

Subject: Re: Tomorrow

Hi Khalid,

Thanks for your email. I don't know what I'm doing tomorrow yet. If my father **needs** me to help him fix the car, I'll have to be at home all afternoon. But I don't know if he's got the part he needs. If he **doesn't have** it, I'll **be** free to go to the cinema. But have you heard the weather forecast? I think it **may be** a beautiful day. I **prefer** the beach to the cinema if the weather **is** nice. Let's talk tomorrow and decide then.

Samer

HW.p125/ Write to a friend. Tell him/her what you will do and what you may do tomorrow.

اكتب انشاء لصديق تخبره ما الاشياء التي ستفعلها او ربما ستفعلها غدا

(انشاء الوحدة السابعة) 1

اشياء سأفعلها او ربما سأفعلها غدا

Hi Nada,

Thanks for your email. Tomorrow is a holiday so I don't know what I'm doing yet. If my sister, Salma needs me decorating the house for his birthday party, I'll have to be at home all the day.

But I don't know if she's asked my older sister to do that. If she doesn't need me, I'll be free to go to the historical city of Babylon.

But if the weather was bad in Babylon, I would prefer to go to Karbala. I might have a lunch in a luxury restaurant there. Let's talk tomorrow and decide then.

Aya

مرحبا ندى،

شكرا على رسالة البريد الالكتروني. غدا عطلة لذا لا اعرف ما الذي سوف افعله. إذا احتاجتني أختي سلمى لتزين المنزل لحفلة عيد ميلادها ، سأكون في المنزل طوال اليوم.

لكني لا اعرف ما إذا كانت قد طلبت من أختي الكبرى أن تفعل ذلك. إذا لم تكون بحاجة إلى ، فسوف اذهب إلى مدينة بابل التاريخية.

لكن إذا كان الطقس سيئاً في بابل ، فبأني أفضل الذهاب إلى كربلاء. قد أتناول الطعام في مطعم فاخر هناك. لنتحدث غدا ونقرر بعد ذلك.

آية



Telegram : alieng93

U7: Lesson 4 (SB) P. 75 (Restoring the Garden of Eden)

Restoring the Garden of Eden

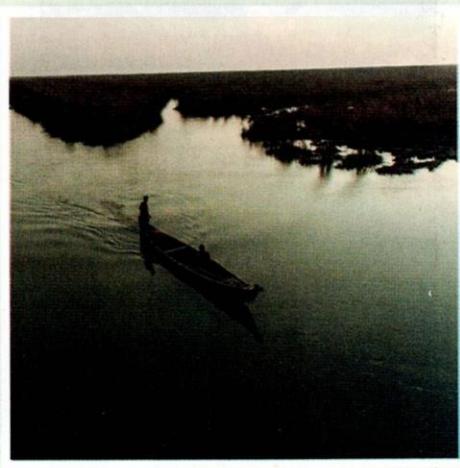
Unit
7Lesson 4
AB 126-127

- 1 Look at the picture. What kind of place do you think this is? Read the article quickly and find out. Then do Exercise A in the Activity Book.



Restoring the Garden of Eden

The Al-Hammaar Marshes, known as the Garden of Eden, are one of the largest and most important wetlands in the world. They have a wide range of plants and animals and are a stopping point for migrating birds. The Marshes are also home to more than half a million people called Marsh Arabs, who are probably the descendants of the Sumerians. The Al-Hammaar Marshes used to cover an area of up to 4,500 km² during periods of floods, but the actual size varies according to the amount of rain that falls. However, they were dried out in the 1990s and a huge area was destroyed, which definitely had a very negative impact on the environment and the community living there. Now, in a project called 'Restoring the Garden of Eden in the south of Iraq', a group of experts are working hard to restore the damaged environment, and this is encouraging the animals and birds of the Marshes to return. The project also aims to improve the life of the people who live there. The Marsh Arabs are very generous and friendly, but they don't have suitable health care, education and drinking water. They live on fishing, shooting birds, raising buffaloes and growing rice. A few families breed cows and sheep. Buffaloes provide milk, butter, cheese and yoghurt. They live in reed houses built on the waterside or on artificial islands of reeds, papyrus and mud, and use a canoe called *mashhoof* to go from one house to another. Restoring the marshes is not only important for the environment and the local people. There are also many marsh plants that have not been studied yet, and they will perhaps be made into medicines in the future.



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استعادة جنة عدن

قطعة الوحدة السابعة 2

1. How many people live in the Al-Hammaar Marshes? Who are they? **كم عدد سكان اهوار الحمار؟ من هم**

- **More than half a million. They are called Marsh Arabs, and are probably the descendants of the Sumerians.** **اكثر من نصف مليون نسمة ويطلق عليهم عرب الاهوار ، وهم على الارجح من نسل السومريين.**

2. What happened to the Marshes in the 1990s? **ماذا حدث للاهوار في تسعينيات القرن العشرين؟**

- **The Al-Hammaar Marshes were dried out and a huge area was destroyed.**

جفت اهوار الحمار ودمرت مساحة ضخمة منها

3. What is the 'Restoring the Garden of Eden in the south of Iraq' project hoping to do?

ما الذي يأمل مشروع "استعادة جنة عدن في جنوب العراق" ان يفعله

- **To restore the damaged environment; to improve the life of the people who live in the marshlands.**

إعادة تأهيل البيئة المتضررة ، وتحسين حياة الناس الذين يعيشون في الاهوار

4. What three things do the Marsh Arabs lack? **ما هي الاشياء الثلاثة التي يفتقر اليها عرب الاهوار**

- **Suitable health care, education and drinking water.** **الرعاية الصحية المناسبة والتعليم ومياه الشرب**

5. Apart from the environment and the people, why is restoring the marshlands important?

بصرف النظر عن البيئة والناس ، لماذا تعد إعادة تأهيل الاهوار مهمة

- **There are many marsh plants that have not been studied yet, and they will perhaps be made into medicines in the future.** **هناك العديد من نباتات الاهوار التي لم تدرس بعد ، وربما يتم تحويلها إلى أدوية في المستقبل.**

ظروف التوكيد

• نستخدم ظروف التوكيد او التأكيد لنعبر عن درجة تأكينا من شيء ما او عمل ما ولدينا ثلاثة ظروف وهي:

1. الظرف (ربما) **Perhaps** ونستخدم هذا الظرف عندما نقول بأن شيء ما **من الممكن ان يحدث ولكننا لسنا متأكدين من ذلك ، ويكون موقع هذا الظرف في بداية الجملة.**

Ex: Perhaps we will see each other during the holidays.

Ex: Perhaps we could meet for lunch tomorrow to discuss the project further.

2. الظرف (على الارجح) **Probably** ونستخدم هذا الظرف عندما نقول بأن شيء ما **من المرجح ان يحدث اي انه سيحصل بنسبة احتمال كبيرة ، ويكون موقع هذا الظرف بعد الفعل المساعد او قبل الفعل الرئيسي.**

Ex: He is probably very tired from all that walking.

Ex: We will probably visit the marshes when we are in the south of Iraq.

Ex: Layla probably learnt a lot on her trip.

3. الظرف (بالتأكيد) **Definitely** ونستخدم هذا الظرف عندما نكون على **يقين او متأكدين من حصول الفعل ، ويكون موقع هذا الظرف بعد الفعل المساعد او قبل الفعل الرئيسي.**

Ex: I tried to call Muna twice. She is definitely not at home.

Ex: I will definitely call you as soon as I get back.

Ex: He definitely wants to come with us.



Lesson 4 (AB) P. 126 - 127

تمرين (A) ص126. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

B.p126/ Complete the sentences with *probably*, *perhaps* or *definitely*.اكمِل الجمل التالية مستخدماً *probably* , *perhaps* , *definitely*

1. I love this place. I want to come back soon. **definitely / probably**
2. It's raining heavily. The tennis match will be cancelled. **definitely / probably**
3. I'll be a geologist when I'm older. **Perhaps**
4. You must read this book. It's the most interesting book I've ever read. **definitely / probably**
5. Adnan didn't come to school today. He's ill. **probably**
6. I'm not sure, but I will write about rainforests for my Geography project. **probably**
7. you can get the information you need in the self-access centre. **Perhaps**
8. I think it will be sunny tomorrow, so we can go to the beach. **probably**

C.p127/ Choose the correct verb form to complete the sentences.

اختر صيغة الفعل الصحيحة لتكمل الجمل التالية

1. If we destroy the rainforest, many animals and plants
a. will disappear / b. disappear
2. If we don't study rainforest plants, we cures for some diseases.
a. might not find / b. don't find
3. If a lizard loses its tail, it always back.
a. might grow / b. grows
4. We to South America if we have a long holiday.
a. might go / b. go
5. Some plants eat insects. If an insect on their leaves, the plants catch them.
a. will land / b. lands
6. If a rubber tree too cold, it dies.
a. gets / b. might get

HW.p127/ Unscramble the sentences and write them with correct punctuation.

اعد ترتيب الجمل التالية واتباعها بالتنقيط الصحيح

1. tonight I'm the to definitely going game
- **I'm definitely going to the game tonight.**
2. can perhaps we lunch have tomorrow together
- **Perhaps we can have lunch together tomorrow.**
3. probably library books the has the you want
- **The library probably has the books you want.**
4. was the best definitely that film ever seen I've
- **That was definitely the best film I've ever seen.**
5. the probably weather will be time year sunny at of this
- **The weather will probably be sunny at this time of year.**



U7: Lesson 5 (SB) P. 76 (From the Earth to the refinery) من الارض للمصفى

المبني للمجهول Passive voice

ملاحظات هامة تتعلق على كل انواع المبني للمجهول:

- نستخدم المبني للمجهول عندما لا نعرف او ليس من الضروري ان نعرف من الذي قام بالفعل حيث يكون التركيز على الحدث.
- في كل صيغ المبني للمجهول نستخدم (أفعال الكينونة والتصريف الثالث) كأساس في تكوين جملة المبني للمجهول.
- في كل صيغ المبني للمجهول (نقدم المفعول به) الى بداية الجملة و (تحذف الفاعل) ، لكن اذا اردنا ان نذكر الفاعل نضعه في نهاية الجملة مسبوقا بكلمة (by) اما بالنسبة للمفعول به في جملة المبني للمعلوم نجده بعد الفعل.

اولاً: المبني للمجهول في زمن المضارع البسيط (Present simple)

1. العلامات الدالة على المضارع البسيط هي (every / each / always / usually / often / these days) او عدم وجود فعل مساعد في جملة المبني للمعلوم و فعلها مصدر مجرد او منتهي (s/es).

2. نستخدم (is) للمفرد و (are) للجمع وحسب القاعدة التالية:

تمكنا + (is / are) + مفعول به

Ex: Our petroleum products **are bought** by many countries.

Ex: Ahmed teaches history **every day**. (Passive) حول الجملة الى المبني للمجهول

- History **is taught** every day.

Ex: Ali reads two stories **each night**. (Passive)

- Two stories **are read** each night.
- Two stories **are read** each night **by Ali**.

Ex: (Egypt / are / in / used / coins / these). (Unscramble these words to make passive sentence)

- These coins **are used** in Egypt.

Ex: The loan (pay back) with interest at the end of the year. (Passive)

- The loan **is paid** back with interest at the end of the year.

Ex: The hotel owns this beach. (Passive)

- This beach **is owned** by the hotel.

Ex: Mobile phones by millions of people these days. (is bought / are bought)

Ex: The magazine (publish) every month. (Correct the verb to make passive)

- The magazine **is published** every month.

Ex: Bank statements (send) at the end of each month. (Correct the verb to make passive)

- Bank statements **are sent** at the end of each month.

Ex: The money in a bank account (use) in many ways. (Correct the verb to make passive)

- The money in a bank account **is used** in many ways.



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ثانياً: المبني للمجهول في زمن الماضي البسيط (Past simple)

1. العلامات الدالة على الماضي البسيط هي (last/ago/yesterday/1990) او عدم وجود فعل مساعد في جملة المبني للمعلوم و فعلها ماضي.

2. نستخدم (was) للمفرد و (were) للجمع وحسب القاعدة التالية:

تكميلة + (was / were) + p.p + مفعول به

Ex: This map is too old. It **was made** in 1990.

Ex: Petroleum **was formed** millions of years ago.

Ex: A girl at my school wrote this story.

- This story **was written**.
- This story **was written by a girl at my school**.

Ex: Somebody took my wallet last week. (Change into passive)

- My wallet **was taken** last week.

Ex: Somebody stole my wallet last week. (Rewrite in the Passive form)

- My wallet **was stolen** last week.

Ex: (wallet / week / was / my / last / stolen). (Unscramble these words to make passive)

- My wallet **was stolen** last week.

Ex: Somebody left these books in the classroom. (Passive form)

- These books **were left** in the classroom.

Ex: The previous owner cut down the trees. (Rewrite in the passive)

- The trees **were cut down** by the previous owner.

Ex: (was / deliverd / when / mail / the?) (Put the words in the correct order to make a passive question)

- When **was the mail delivered**?

Ex: The police found fingerprints at the crime scene. (Change into passive)

- Fingerprints **were found** at the crime scene.

Ex: Yesterday a message (displayed / **was displayed**) on the screen.

Ex: My father wrote this letter. (Rewrite in the Passive form)

- This letter **was written** by my father.

Ex: They signed the cheque last week. (Put the sentence into passive)

- The cheque **was signed** last week.

Ex: My uncle deposited the money last week. (Rewrite in the Passive form)

- The money **was deposited** last week.

Ex: (a last restaurant month opened new was). (Unscramble these words to make passive)

- A new restaurant **was opened** last month.

Ex: The business (started / **was started**) by two brothers two years ago.

Ex: Was the information (send / **sent**) to you by mail last week?



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ثالثاً: المبني للمجهول في زمن المضارع المستمر (Present continuous)

1. العلامات الدالة على المضارع المستمر هي:

(today / at the moment / at the present time / now / Look! / Listen! / Be quiet! / keep quiet!) او وجود فعل مساعد (is/am/are) في جملة المبني للمعلوم و فعلها مستمر (ينتهي بـ-ing).

2. نستخدم (is) للمفرد و (are) للجمع و حسب القاعدة التالية:

تكميلة + مفعول به + (is / are / am) + being + p.p

Ex: They are building a lot of new flats at the moment. (Passive)

- A lot of new flats **are being built** at the moment.

Ex: Somebody is cleaning the room right now. (Rewrite in the Passive form)

- The room **is being cleaned** right now.

Ex: They are presenting the new play right now. The new play (Complete in the passive form)

- The new play **is being presented right now**.

Ex: My bedroom (paint), so I'm sleeping in the living room. (Put the verb in the passive form)

- My bedroom **is being painted**, so I'm sleeping in the living room.

Ex: My bedroom (**is being painted** / is painted), so I'm sleeping in the living room.

Ex: The ship (is repaired / **is being repaired**) at the moment.

Ex: (renovated / bank / is / The / being). (Unscramble these words to make passive)

- The bank **is being renovated**.

Ex: They are renovating the bank. (Passive voice)

- The bank **is being renovated**.

Ex: The machine (repair) at the moment. (Correct the verb to make passive voice)

- The machine **is being repaired** at the moment.

رابعاً: المبني للمجهول في زمن المضارع التام البسيط (Present perfect simple)

1. العلامات الدالة على المضارع التام هي (since / for / yet / already) او وجود فعل مساعد (has / have) في جملة المبني للمعلوم و فعلها بصيغة التصريف الثالث.

2. نستخدم (has) للمفرد و (have) للجمع و حسب القاعدة التالية:

تكميلة + مفعول به + (has / have) + been + p.p

Ex: My tools **have been stolen**.

Ex: The police **have already caught** the thief. (Passive voice)

- The thief **has already been caught**.

Ex: Somebody **has stolen** my wallet. (Passive)

- My wallet **has been stolen**.

Ex: Many wind turbines (**have** / has) **been built** in Europe.

Ex: (have / stairs / avoid / been / The / accidents / to / repaired)

(Put these words in the correct order to make passive sentence)

- The stairs **have been repaired** to avoid accidents.



خامساً: المبني للمجهول في زمن المستقبل البسيط (Future simple)

1. العلامات الدالة على المستقبل هي (next / tomorrow / will / soon / later / in the future / if).

2. قاعدة المبني للمجهول في زمن المستقبل البسيط هي:

كلمة + will be + مفعول به

Ex: Somebody will grade our homework over the weekend. (Rewrite in the passive form)

- Our homework will be graded over the weekend.

Ex: If birds fly into wind turbines, they (kill). (Correct to make passive sentence)

- If birds fly into wind turbines, they will be killed.

Ex: The decision (make) tomorrow by the bank manager. (Correct to make passive sentence)

- The decision will be made tomorrow by the bank manager.

Ex: be sold The end house will before the year the of. (Put in the correct order to make passive)

- The house will be sold before the end of the year.

Ex: Somebody will pay the bill tomorrow. (Rewrite the sentence in the passive form)

- The bill will be paid tomorrow.

Lesson 5 (AB) P. 128 - 129

A&C.p128/ Put the sentences in the correct passive form.

ضع الجمل التالية بصيغة المبني للمجهول الصحيحة (تم دمج التمرينين C ، A وتغيير صيغة السؤال)

1. To find petroleum, rock samples, satellite images and radar maps (study). (present simple)

- To find petroleum, rock samples, satellite images and radar maps are studied.

2. When it (find), a derrick is built and a well is drilled. (present perfect simple)

- When it has been found, a derrick is built and a well is drilled.

3. When the oil (reach), it gushes up through the pipes. (present simple)

- When the oil is reached, it gushes up through the pipes.

4. The petroleum is sent to a refinery, where it (separate) into different products. (future simple)

- The petroleum is sent to a refinery, where it will be separated into different products.

5. Some refined oil (use) to make thousands of products we use every day. (present simple)

- Some refined oil is used to make thousands of products we use every day.

6. Petroleum (not find) everywhere. (present simple)

- Petroleum is not found everywhere.

7. Animals and plants died and (cover) by layers of mud and water. (past simple)

- Animals and plants died and were covered by layers of mud and water.

8. When petroleum (find)... (present perfect)

- When petroleum has been found...

9. Cleaner products (develop) by petroleum companies. (present continuous)

- Cleaner products are being developed by petroleum companies.



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D.p129/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل التالية

- | | | |
|--------------------------|---|--|
| 1. Petroleum has | c | a. being built. |
| 2. The radar maps are | e | b. be completed soon. |
| 3. Another oil well will | d | c. been used since the 19 th century. |
| 4. The derrick will | b | d. be drilled in the spring. |
| 5. A new refinery is | a | e. being studied by our geologists. |

E.p129/ Complete the sentences with the passive form of the verbs and tenses in brackets.

اكمِل الجمل التالية بِاستِخدَام صيغَة المبني للمجهول لِلفعَلِيَّةِ بَيْنَ الْأَقْوَاسِ

1. Millions of photos (post) on Instagram every day. (present simple)
 - Millions of photos **are posted** on Instagram every day.

2. This house (redecorate) only a couple of years ago. (past simple)
 - This house **was redecorated** only a couple of years ago

3. I have a feeling that I (watch) all the time. (present continuous)
 - I have a feeling that I **am being watched** all the time.

4. Nobody (tell) what we have to do yet. (present perfect)
 - Nobody **has been told** what we have to do yet.

5. The contract (sign) tomorrow morning. (future simple)
 - The contract **will be signed** tomorrow morning.

6. these flowers (water) every day? (present simple)
 - **Are** these flowers **watered** every day?



U7: Lesson 6 (SB) P. 77 (Online shopping)

Online shopping

Unit
7Lesson 6
AB 130-131

- 1 Read about the advantages and disadvantages of online shopping. Is the author mostly for or against it?



Online shopping

More and more families are getting computers and internet access, and many adults and teenagers are buying products online. Many people think online shopping is wonderful, but many others don't like it, or are afraid to try it out. Let's look at some of the reasons why.

Shopping online is easier than shopping in a shop. One reason for this is you don't have to leave your home. Have you ever driven or walked from shop to shop looking for something very special and come home exhausted at the end of the day? With online shopping, you can visit hundreds of stores from your home. **It is also easier because you don't have to carry heavy shopping bags.** When you go to the mall, you have to carry everything with you. You may try to do a lot of shopping at once to save time. Your bags get heavier, and you get tired. If you buy what you need online, it is delivered to your house, and you don't need to carry it at all.

Another reason people like shopping online is that it can be less expensive. Shopkeepers spend money to take care of their shops. Because of this, they often charge more for their products. Products that you buy online often don't come from a real shop, so they can cost less. It is also easier to compare prices on the internet to find the lowest one.

However, there are disadvantages to shopping online. One is that you can be disappointed when the product arrives. This can happen because you can't see or touch the real product when you shop online. You can only look at a picture. This is usually not a problem if you buy a book or a computer game, but imagine what can happen if you buy shoes online. They may be too big or too small. If you open your box and find your new toy is broken, you really feel bad.

Is it safe to buy online? Can people find out information about you and steal your money? Yes, they can if you are not careful. You should always make sure you are shopping on a safe site. If there is a little picture of a lock at the bottom of your screen, the site is safe.

Shopping online can have disadvantages. However, if you think carefully about what you buy and where you buy it, it can save you time and money.



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التسوق عبر الانترنت

قطعة الوحدة السابعة 3

1. While many people enjoy online shopping, others are **afraid** to buy anything on the internet.

بينما يستمتع العديد من الأشخاص بالتسوق عبر الانترنت ، **يخشى** آخرون شراء أي شيء على الانترنت

2. Online shopping is **easier** than buying in shops because you don't have to leave your house.

التسوق عبر الانترنت **أسهل** من الشراء في المتاجر لأنك لست مضطراً لمغادرة منزلك

3. Products bought online are **delivered** to your house, so there's no need to carry them.

المنتجات التي يتم شراؤها عبر الانترنت يتم **توصيلها** إلى منزلك ، لذا فلا داعي لحملها

4. Shops often **charge** more for products because they have to spend more taking care of the shops.

غالباً ما تفرض المتاجر **رسوماً** أعلى على المنتجات لأنها مضطرة إلى إنفاق المزيد على العناية بالمتاجر

5. The author gives the example of **shoes** as something that might be a problem to buy online.

يعطي المؤلف مثلاً **للحذية** شيء قد يكون من الصعب شراؤه عبر الانترنت

6. You should be **careful** so that people don't steal your money online.

يجب أن تكون **حذراً** حتى لا يسرق الناس أموالك عبر الانترنت

Lesson 6 (AB) P. 130 – 131

تمرين (A) ص130. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

B.p130/ Find a word in the text that means ...

جد كلمات في النص الموجود ص77 في كتاب الطالب والتي تعني التالي ...

1. great = **wonderful** رائع ، عظيم

2. very tired = **exhausted** مُرهق ، متعب جداً

3. lots = **hundreds** المئات

4. people who own a shop = **shopkeepers** أصحاب المتجر

5. see how similar or different things are = **compare** مقارنة ، يقارن

6. upset because something didn't happen as expected = **disappointed** خائب الامل ، مُحبط

7. a device that keeps a door or a window shut = **lock** قفل

8. a photo = **picture** صورة

C.p130/ Complete the sentences with the words from Exercise B.

اكتب الجمل التالية من الكلمات الموجودة في التمرين B (تم وضع الكلمات داخل الصندوق)

المنات shopkeeper / قفل lock / محبط disappointed / hundreds

مقارنة compare / مُرهق ، متعب جداً exhausted

1. My dad used to be a When I was little, I would play inside the store. **shopkeeper**

2. He bought a for his new bike, so it wouldn't get stolen. **lock**

3. I think she didn't like my present. She looked a bit **disappointed**

4. I don't know which coffee to pick. There are of options! **hundreds**

5. Emir was after being at school all day. **exhausted**

6. The teacher said we shouldn't our grades. We all did our best! **compare**



U7: Lesson 7 (SB) P. 78 (A presentation) عرض تدريسي

Lesson 7 (AB) P. 132 – 133

B.p132/ Complete the expressions Jaber uses with words from the box. Check your answers in the Student's Book.

اكمِل الجمل التالية من الكلمات والعبارات الموجودة في الصندوق

Do you have any / Finally / I'll talk / I'll tell / me tell you / Now / Take a look at

To say what he is going to talk about

1. So, first I'll tell you what a satellite is.
2. Then I'll talk about man-made satellites.
3. Finally, I'll talk about some of the things that satellites are used for.

To move on to a new topic

4. Right. Now, let me tell you what a satellite is, first of all.
5. Now I'll talk about what satellites are used for.

To tell the class to look at a picture

6. Take a look at this picture.

To tell the class they can ask questions

7. Do you have any questions?

D.p133/ Match the beginnings and endings of the sentences.

طابق بدايات ونهايات الجمل التالية

- | | | |
|-----------------------|---|--|
| 1. First, I'll tell | c | a. diagram of the scientific method. |
| 2. Now let me | e | b. about the benefits of using this method. |
| 3. Finally, I'll talk | b | c. you what the scientific method is. |
| 4. Take a look at a | a | d. any questions? |
| 5. Now let's | f | e. tell you what the steps of the scientific method are. |
| 6. Do you have | d | f. see some difficulties you may have in the process. |

U7: Lesson 8 (SB) P. 79 (The International Space Station) محطة الفضاء الدولية

Lesson 8 (AB) P. 134 – 135 سطّاع



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U7: Lesson 9 (SB) P. 80 (A science report) تقرير علمي

Contrasting information تناقض المعلومات

• نستخدم ادوات الربط (however , but , although) لاعطاء او ربط معلومات متناقضة او لاظهار معلومات مفاجئة لما تم تقديمها مسبقاً.

1. الاداة (ومع ذلك) (however) ، تأتي هذه الاداة في بداية او نهاية الجملة لاعطاء معلومات مناقضة للجملة الاولى.

Ex: Hunting for them is illegal. **However**, they are still endangered.

Ex: Hunting for them is illegal. They are still endangered, **however**.

Ex: Turtles live in many parts of the ocean. **However**, they are endangered.

Ex: Turtles live in many parts of the ocean. They are endangered, **however**.

2. الاداة (لكن) (but) ، تأتي هذه الاداة في وسط الجملة لاعطاء فكرة مناقضة للجملة الاولى.

Ex: These turtles are rare, **but** there are things we can do to help them survive.

Ex: Turtles were once hunted for their shells, **but** hunting them is now illegal.

3. الاداة (رغم ان) (although) ، تأتي هذه الاداة في بداية او وسط الجملة وذلك عندما تحتوي الجملة الاخرى على معلومات مفاجئة.

Ex: **Although** the turtles spend most of their time in the water, females come out to lay their eggs.

Ex: The females come out to lay their eggs, **although** the turtles spend most of their time in the water.

Ex: **Although** the baby turtles have just hatched, they know how to find the ocean.

Ex: The baby turtles know how to find the ocean, **although** they have just hatched.

4. امثلة امتحانية:

Ex: The weather was perfect for a picnic. However, we decided to stay indoors. (Rewrite the sentence)

- The weather was perfect for a picnic. We decided to stay indoors, **however**.

Ex: The team played well throughout the season. They lost in the final game, (although / **however**).

Ex: She wanted to go for a run, it started to rain. (however / **but**)

Ex: Although it was raining, we decided to go for a hike. (Rewrite the sentence) اعد كتابة الجملة

- We decided to go for a hike, **although** it was raining.

Ex: He didn't pass the exam, although he studied hard. (Rewrite the sentence) اعد كتابة الجملة

- **Although** he studied hard, he didn't pass the exam.

Ex: He loves hiking in the mountains. He has a fear of heights, however. (Rewrite the sentence)

- He loves hiking in the mountains. **However**, he has a fear of heights.

Ex: She studied hard for the exam. She didn't achieve the score she hoped for, (but/**however**/although).



Lesson 9 (AB) P. 136 - 137

B.p136/ Read the summary. Find five mistakes and rewrite the summary on the lines.

اقرأ الملخص التالي وجد خمس معلومات خطأ وادع كتابة الملخص

You can recognize the hawksbill turtle because of its pretty eggs and its unusual mouth, which looks like a jellyfish. It eats sea animals and coral. It comes out of the ocean only to sleep. These sea turtles are protected, but they are endangered by fishermen. We can all help protect them by being more careful with our rubbish.

You can recognize the hawksbill turtle because of its pretty shell and its unusual mouth, which looks like a beak. It eats sea animals and plants. It comes out of the ocean only to lay its eggs. These sea turtles are protected, but they are endangered by pollution. We can all help protect them by being more careful with our rubbish.

C.p136/ Match the beginnings and endings of the sentences.

طابق بديات ونهيات الجمل التالية

- | | |
|--|--|
| 1. Although we have been studying these animals for years, e | a. However, I think you'll really enjoy this book about sea turtles. |
| 2. We went to the beach to look for turtle eggs, d | b. although thousands of them are born. |
| 3. I know you like books about mammals. a | c. but it is now illegal. |
| 4. Not many baby turtles survive, b | d. but we didn't find any. |
| 5. People used to make jewellery from turtle shells, c | e. we still have very little information about them. |

D.p137/ Find words or phrases in the last paragraph of the report that mean the same as:

جد كلمات او عبارات في الفقرة الاخيرة في النص الموجود ص 80 في كتاب الطالب والتي تعني التالي ...

1. looking at carefully = **examining** يفحص ، يختبر
2. seen = **observed** يلاحظ ، يرصد
3. seems = **appears** يبدو
4. get = **obtain** يحصل على
5. telling = **informing** اخبار ، اعلام



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HW.p137/ Write a report about a marine animal.

اكتب تقرير عن حيوان بحري

(انشاء الوحدة السابعة) 2

Octopus **الخطبوط**

The octopus is a fascinating marine creature known for its intelligence, adaptability, and remarkable ability to change color for camouflage.

With eight arms, it navigates the ocean showcasing its problem-solving skills and capacity for learning.

The octopus's enigmatic nature and complex behaviors make it a captivating example of the diversity found beneath the waves.

الخطبوط هو مخلوق بحري مثير للدهشة معروف بذكائه وقدرته الرائعة على تغيير اللون للتمويه.

بثمانية أذرع ، يجتاز المحيط مظها ر مهاراته في حل المشاكل وقدرته على التعلم.

طبيعة الخطبوط الغامضة وسلوكياته المعقدة تجعله مثالاً جذاباً على التنوع الموجود تحت الأمواج.

U7: Round up (SB) P. 81**Revision (AB) P. 138 - 139**

A.p138/ Match the beginnings and endings of the sentences to learn how to revise for a test.

طابق بدايات ونهايات الجمل التالية

- | | |
|--|---|
| 1. If you revise a little bit every day, h | a. it will not help you. |
| 2. If you use the Revision page, e | b. if you get plenty of sleep the night before an exam. |
| 3. It will be more fun d | c. you will soon learn them. |
| 4. If you read your learning diary, f | d. if you work with a friend. |
| 5. Don't wait until the last minute to ask your teacher for help g | e. you will have a clear revision programme. |
| 6. If you try to use some of the words in your vocabulary notebook every day, c | f. you will find answers to your questions. |
| 7. If you revise the night before an exam, a | g. if you don't understand something. |
| 8. You will do much better b | h. you will remember information better. |



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B.p138/ Match the beginnings and endings to make words from the unit.

طابق البداءات والنهايات لتكوين كلمات موجودة في هذه الوحدة

1. mem h	a. lite	1h. memory	ذاكرة
2. geo c	b. ak	2c. geologist	عالم جيولوجي ، عالم مختص بدراسة الأرض
3. der i	c. logist	3i. derrick	رافعة اجهزة استخراج البترول
4. hur j	d. ker	4j. hurricane	إعصار
5. be b	e. it	5b. beak	منقار
6. tan d	f. ery	6d. tanker	ناقلة
7. satel a	g. ch	7a. satellite	قمر صناعي
8. laun g	h. ory	8g. launch	إطلاق
9. orb e	i. rick	9e. orbit	مسار ، فلك
10. refin f	j. ricane	10f. refinery	مصفى ، معمل تكرير

C.p139/ Match the words in Exercise B with their definitions.

طابق الكلمات الموجودة في التمرين السابق (تمرين B) مع تعريفها التالية

1. a place where petroleum is processed. **refinery** مصنع
2. the circle a satellite makes around a planet. **orbit** مدار ، مسار
3. a person who studies the Earth. **geologist** عالم جيولوجي
4. a dangerous storm. **hurricane** إعصار
5. something that is built over a petroleum well. **derrick** رافعة اجهزة استخراج البترول
6. to put a satellite into space. **launch** إطلاق
7. a bird's mouth. **beak** منقار
8. something that revolves around a planet. **satellite** قمر صناعي
9. a ship for carrying petroleum or gas. **tanker** ناقلة
10. software in your computer that holds information. **memory** ذاكرة

D.p139/ Complete the sentences with the correct form of the verbs from the box. Then write your own sentences with zero conditional, first conditional or both.

اكمـل الجـلـمـ التـالـيـ بـاستـخدـامـ الصـيـغـةـ الصـحـيـحةـ لـلـفـعـالـ التـيـ فـيـ الصـنـدـوقـ

يريد want / يدبر turn / يعرض show / يرى see / يرتفع rise / يعطي give be /

1. If the light is green, the machine on. **is**
2. If air gets hot, it **rises**
3. If you watch Channel 3 tonight, you me on TV. **will see**
4. If you don't know what to write about, I you some ideas. **will give**
5. If you want, I you how the machine works. **will show**
6. If it's hot, the teacher on the fan. **turns / will turn**
7. If you tell Meera you're going to Cornwall, she to go too. **will want**



(AB) P. 141 (Saturn) كوكب زحل

Saturn is a giant planet. Second only to Jupiter, the largest planet in our solar system, Saturn is ten times as wide as Earth. Unlike Earth, it is not a rocky planet but is made mainly of gases.

When people think of Saturn, they think of its rings. The rings were first seen in 1610. At the time, telescopes were not very strong and the rings were not very clear. Today, if you look through a modern telescope, you will see that Saturn has hundreds of rings. They are mostly made of ice, although some contain small rocks.

Several spacecraft have visited Saturn. The first three visits were by Pioneer 11 in 1979, Voyager 1 in 1980 and Voyager 2 in 1981. Today, the spacecraft Cassini is visiting Saturn. Cassini is sending back pictures of Saturn's rings and moons. Saturn has over 40 moons, many of them very small. Most of them orbit Saturn at the edge of the rings, but pictures from Cassini have shown us that at least two small moons orbit inside Saturn's rings. Cassini is also sending back a lot of pictures of Saturn's largest moon, Titan. Scientists hope these pictures will help them understand how Titan was formed.

Saturn كوكب زحل

قطعة الوحدة السابعة 4

1. What planet is larger than Saturn? ما هو الكوكب الأكبر من زحل

- Jupiter is larger than Saturn. المشتري أكبر من زحل

2. What is Saturn made of? من ماذا يتكون زحل

- It is mostly made of gases. يتكون في الغالب من الغازات

3. How is Saturn different from Earth? كيف يختلف زحل عن الأرض

- Saturn is much wider than Earth and it is made of gases, not rocks.

زحل أوسط بكثير من الأرض ويكون من الغازات وليس الصخور

4. What are Saturn's rings made of? من ماذا تتكون حلقات زحل

- Saturn's rings are mostly ice, with some small rocks. تتكون حلقات زحل من الجليد ، مع بعض الصخور الصغيرة

5. Where do Saturn's moons orbit? أين تدور أقمار زحل

- Most of them orbit at the edge of the rings, but some orbit inside the rings.

تدور معظمها عند حافة الحلقات ، لكن بعضها يدور داخل الحلقات

Test (AB) P. 140 - 141

A.p140/ Complete the sentences with the correct passive form of the verb (one present simple, one past simple, one future simple, one present continuous and one present perfect).

اكتب الجمل التالية باستخدام صيغة المبني للمجهول الصحيحة للفعل التي بين الأقواس

1. This book (write) by my favourite author. **was written**

2. In the future, more endangered animals (protect) from hunters. **will be protected**

3. Today, more gas (sell) to other countries than before. **is being sold**

4. Petroleum (use) in thousands of everyday products. **is used**

5. Our new offices (build) yet. **have not been built**



B.p140/ Complete the sentences with words from the unit.

اكمال الجمل التالية بكلمات من هذه الوحدة (تم وضع الكلمات داخل الصندوق)

اعصار **hurricane** / علماء دراسة الارض **Geologists** / نشرة جوية **weather forecast** / يدور حول **orbits**
 marine biologists / قمر صناعي **Satellites** / مصفي **refinery** / علماء الاحياء البحرية **launch** / إطلاق **Meteorologists** / ذاكرة **memory** / علماء الارصاد الجوية

1. The moon the Earth. **orbits**
2. Did you listen to the this morning? It's going to be very hot. **weather forecast**
3. can use rock samples to help them find petroleum. **Geologists**
4. A is a very big storm that forms over warm water. **hurricane**
5. Some work on boats so that they can study marine life far from land. **marine biologists**
6. Petroleum is sent to a to be changed into different petroleum products. **refinery**
7. help us get TV programmes from many countries. **Satellites**
8. Rockets are used to satellites into space. **launch**
9. try to warn people if they know a big storm is coming. **Meteorologists**
10. I have a really bad and can't remember anyone's name! **memory**

C.p140/ Match the words that go together.

طابق الكلمات التي تأتي مع بعض

1. test e	a. samples	1e. test tube	أنبوب اختبار
2. water a	b. destination	2a. water samples	عينات مياه
3. solar g	c. industry	3g. solar panels	الواح الطاقة الشمسية
4. radar f	d. technologies	4f. radar map	خرائط الرادار
5. gas c	e. tube	5c. gas industry	مصنع الغاز
6. natural h	f. map	6h. natural reserves	محميات طبيعية
7. new d	g. panels	7d. new technologies	تقنيات جديدة
8. final b	h. reserves	8b. final destination	الوجهة الاخيرة

تمرين (E) ص 141. حل التمرين موجود في الملزمة ، مدمج مع اسئلة واجوبة القطعة

ملاحظة: التمارين المتعلقة بالادب (**القصص الادبية**) في كتاب النشاط من ص 148 الى ص 153 موجودة في الملزمة مدمجة مع اسئلة واجوبة القصص والتي تبدأ من ص 132 في الملزمة


 وفقكم الله

نهاية الوحدة السابعة

لاتنسونا من صالح دعائكم



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علي يحيى مدرس انكليزي



(SB) P. 100 - 107 (Literature Focus / Treasure Island) الادب / جزيرة الكنز

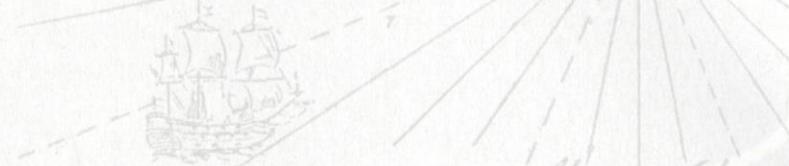
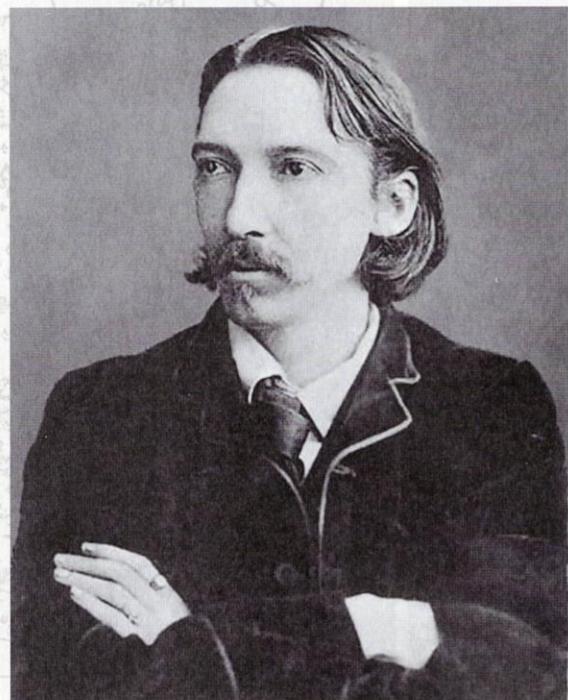
Literature Focus

Treasure Island

1 Match the headings below with the texts.

- A The story
- B Importance of the book
- C About the author

1 Born in 1850 in Edinburgh, Scotland, Robert Louis Stevenson suffered from severe bronchitis* for most of his life. This did not stop him from travelling the world while publishing his novels. He started writing at a young age but began his career by writing travel books around the same time he moved to California with his wife Frances in 1879. The Scottish writer was ranked* the 26th most-translated-author in the world, and his works have been adapted to film hundreds of times. He became involved with politics in his late life, but unfortunately passed away* in 1894 in Samoa, where he was living at the time.



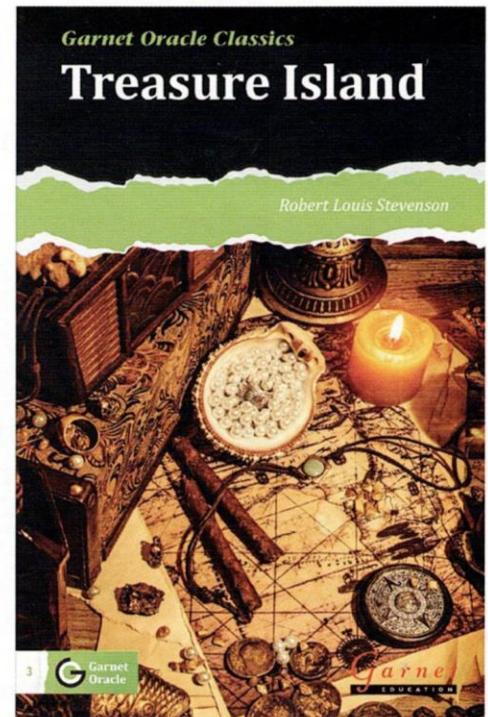
Given by above J. F. & M. W. Bone's Master of Ye' Waters
Savannah this twenty July 1754 W. B.

Facsimile of Chart, latitude and
longitude struck out by S. Hawkins.



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2 *Treasure Island* was originally a series in a children's magazine called *Young Folks* from 1881 to 1882. Stevenson's illness forced him to interrupt the series briefly, but it became extremely popular, leading to its official publication in 1883 as a novel. From wooden* legs to talking parrots and X marking the spot, *Treasure Island* is responsible for how we see pirates today in popular media. Most of Stevenson's original documents were sold, including original drafts* for *Treasure Island*, when it was previously known as *The Mutiny of the Hispaniola*. However, the final product is available to the public, being republished by many publishing houses and adapted to film 50 times (including a futuristic version by Disney, *Treasure Planet*).



3 Young Jim Hawkins' life is forever changed by the visit of a mysterious old seaman called Billy Bones at his father's inn. Before being killed by pirates, Billy Bones gives Jim a chest that belonged to the infamous* pirate Captain Flint, along with a warning to watch for a one-legged man. Inside, Jim finds a map to an island, with multiple red Xs on it. Jim then sets sail with his friends Dr Livesey and John Trelawney on the *Hispaniola*, in search for the captain's lost treasure. Jim forms an unlikely friendship with the ship's one-legged cook, Long John Silver. This soon leads to trouble when he finds out that John Silver, along with many members of the *Hispaniola*, was part of evil Captain Flint's crew on board his ship, *The Walrus*, and that they were planning to take over the ship and steal the map.

Glossary

bronchitis (n): a lung infection

drafts (n): the first few copies of something before the final version

infamous (adj): well-known for something bad

passed away (v): died

ranked (adj): to give someone a place in a grading system

wooden (adj): made of wood

2 What do you think might happen in the story?



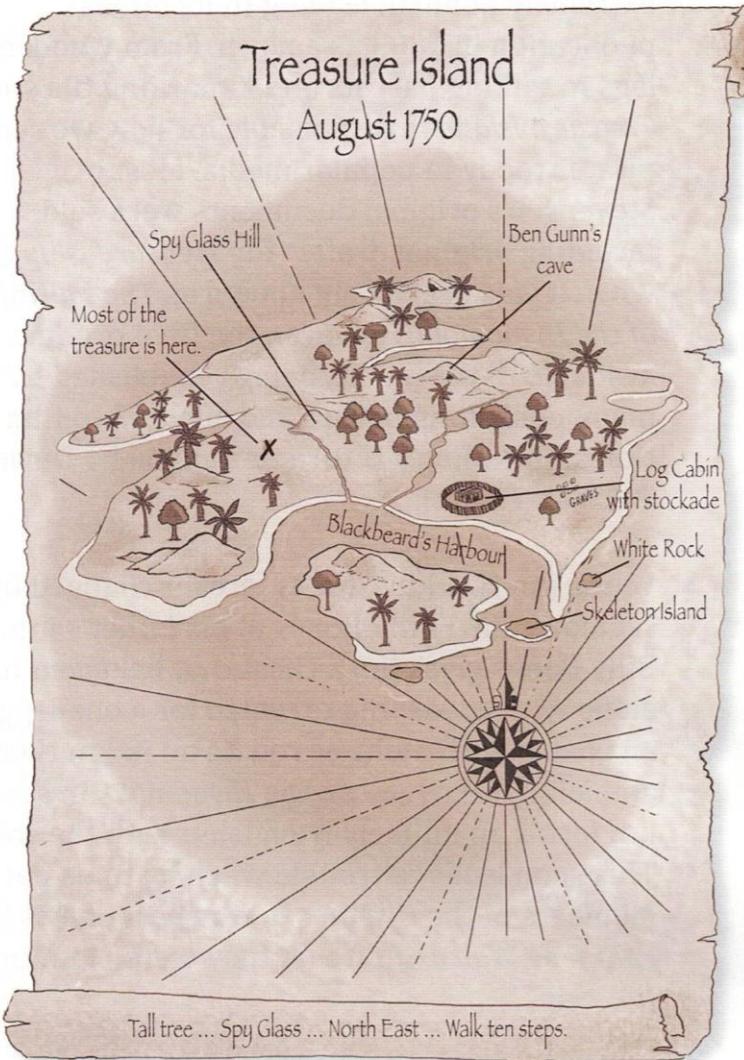
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Section 1

- 1 Read *The story so far* box and look at the picture. What do you think is going to happen to Jim Hawkins?

The story so far ...

A man staying in young Jim Hawkins' father's inn was a pirate. But not just any pirate; part of the evil Captain Flint's crew. After being killed by his former crewmates, he leaves Jim Hawkins with the key to an old sea chest, which contained gold, a book and a mysterious package. He brings it to Dr Livesey and the squire John Trelawney.



- 2 Read the extract on the opposite page. In small groups, discuss the questions below.

- A What do you think happened to Captain Flint?
- B Who do you think is also looking for the treasure?
- C What do you think will happen in Bristol?

- 3 Now do Exercises A, B and C on page 148 in the Activity Book.



After the meal, Dr Livesey said, 'Have you heard of Captain Flint?'

The squire* laughed. 'Heard of him? Yes! He was the worst pirate of all. He burnt ships and attacked towns and killed people all across the Caribbean Sea. I saw his ship once, The Walrus, near Trinidad. The captain of my ship turned round and sailed back to the town immediately. Everyone was afraid of Flint.'

'I've heard of him myself,' said Livesey. 'Did he have money?'

'Money! Everyone talks about Flint's treasure – gold, silver, jewels, jewellery. There is a story. They say Flint buried his treasure somewhere. No one knows where.'

Livesey put the packet on the table. 'Is the answer in here?'

'If the answer is in there,' said the squire, 'Then I'll get a ship, take you and Jim Hawkins with me, and we will find it! We'll search until we do!'

'Shall we open it, Jim?' said the doctor.

He opened the packet. There was a book, and a piece of paper. 'We'll look in the book first.'

The book had names, dates and numbers.

'This is Flint's book. These are the ships and the towns he attacked and burnt, and here is the money – 70 pieces of gold here, 40 Spanish gold coins there – page after page of money. There are 20 years of it! Think of the poor sailors on those ships! All dead now.'

The squire opened the paper. It was a map of an island. On the map there were coves, hills, a river and two good harbours. Some words: 'log cabin with stockade*'. The island was nine miles long, and five miles wide. There was a hill in the centre 'Spy Glass Hill'. There were three red crosses, two in the north of the island, and one in the south-west. Next to the last cross was writing: 'most of the treasure is here'. On the back of the map, there were notes: 'Tall tree ... Spy Glass. North-east. Walk ten steps ...' The page was full of notes.

The squire read the notes carefully. 'Livesey!' he said. 'You must come with me. I'm going to Bristol tomorrow. I'll get a ship, and in three weeks we'll have the best ship and the best sailors! Jim Hawkins will be our cabin boy. You'll be the ship's doctor. We'll take my best workers with us – Redruth, Joyce and Hunter. We'll find this island, and we'll find the treasure!' 'I'll go with you,' said the doctor. 'And so will Jim, I think. But there is one man that I am afraid of.'

'Who is it?' shouted the squire. 'Tell me his name!'

'You,' replied the doctor. 'Because you cannot keep silent. You talk too much. We are not the only people who know about this map. Those men attacked the inn tonight. And there were more of them on the ship. We must be careful, because they will watch us. I'm sure they are not far away. We must not travel alone. Jim will stay with me. Take Joyce and Hunter with you when you ride to Bristol. And none of us must speak about this map.'

'Livesey,' said the squire. 'You are right. I shall be silent.'

Glossary

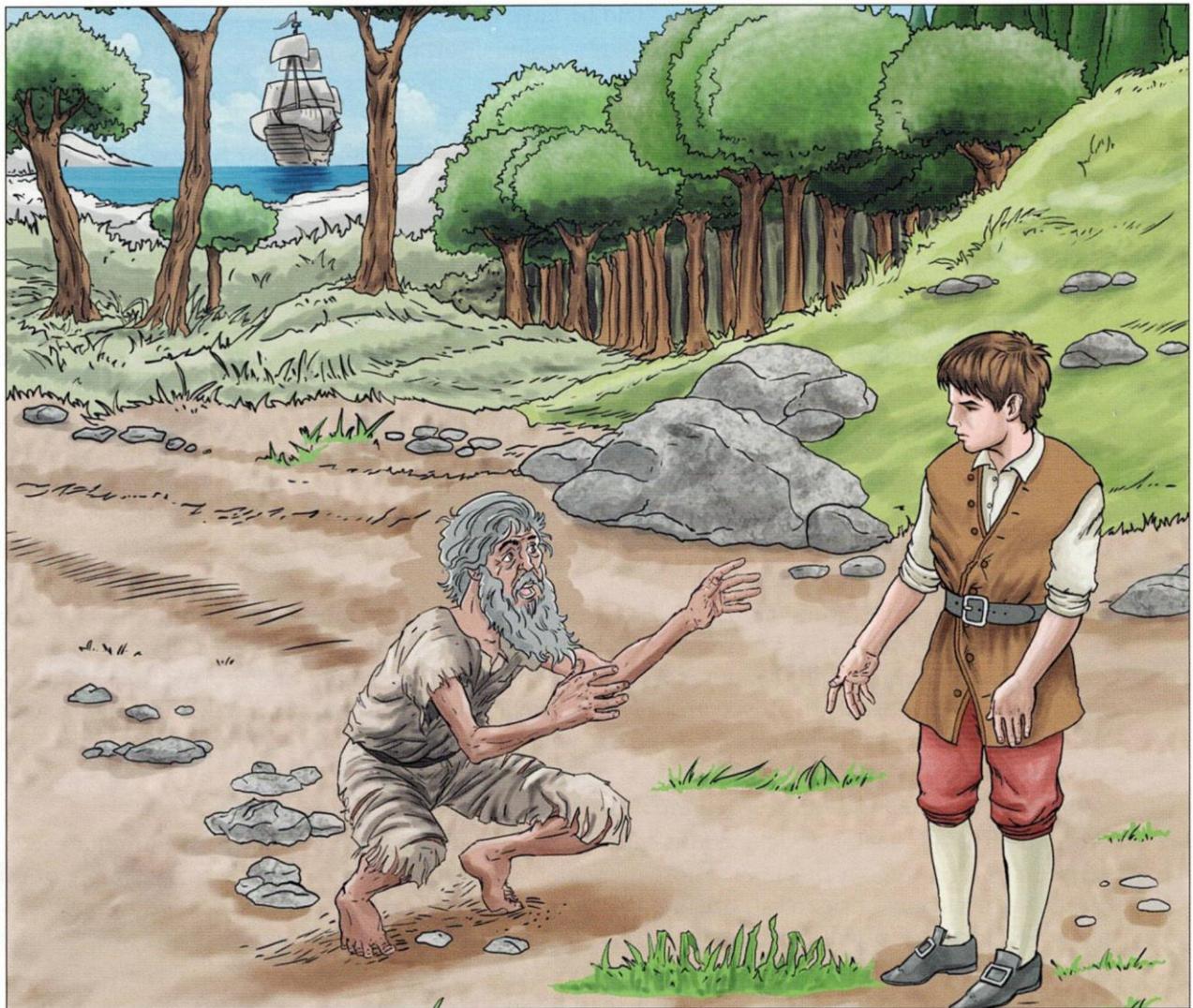
squire (n): a man of high social status who owns land

stockade (n): a barrier made from wooden posts



Section 2

- 1 Read *The story so far* box and look at the picture. Who do you think is the man in the picture?



The story so far ...

Jim Hawkins, Dr Livesey and the squire John Trelawney set sail to find Treasure Island. What they don't know is that part of the crew (including one-legged Long John Silver) worked for the famous pirate Captain Flint and are planning to take over the ship. When they finally find the island, Jim discovers their plan and follows them to the island to stop it.

- 2 Now do Exercises A, B, C and D on page 149 in the Activity Book.



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I heard stones moving down the hill and looked up. I saw something jump behind a tree. Was it an animal? Was it a man?

I began to walk away, slowly. I was feeling nervous and afraid. I saw the animal or man. It was moving through the forest. Then it moved faster, so it was in front of me. It was a man, a wild man, with dirty old clothes and very long hair. The man ran towards me, then fell to the ground. I stopped. 'Who are you?' I asked.

'Ben Gunn,' he answered. 'I'm poor Ben Gunn, and I haven't spoken to anyone for three years.'

His face was dark, burnt by the sun. His mouth was nearly black, but his eyes were bright blue. His clothes were old ship sails and the skin from wild goats.

'Three years?' I said. 'Did your ship go under the water in a storm?'

'No, friend,' he said. 'Marooned*. They marooned me. They left me here and sailed away. I've been alone these three years, with no food but fish and some fruit. Have you got any English food? I dream about cheese every night.'

'There's cheese on board my ship,' I said.

'What's your name, mate?' he asked.

'Jim Hawkins,' I told him.

'You're a lucky lad*', Jim. You found me, and I'm rich! I'll make you rich too, Jim,' he stopped. 'But tell me about the ship, and tell me true. Is that Captain Flint's ship?'

'It's not Flint's ship, and Flint is dead, but I will tell you true. There are some of Flint's men on that ship.'

Ben looked frightened. 'Not ... a man with one leg?' he asked. 'Yes. Long John Silver,' I said.

'Did Long John send you?' he asked. 'Because if Long John finds me, I'm a dead man!'

So I told him the story of our journey.

'Will your squire take me home?' he asked.

'I know he will,' I said.

Ben Gunn told me his story, too.

'I was on Flint's ship,' he said. 'We landed here, and Flint went to the island with six men and the treasure. They were six strong brave men, too. They were on the island for a week while we were waiting out on the ship. Then Flint came back, rowing a little boat. He was alone. The six men were dead. Dead and buried on the island. He killed them all. Just him against six. Billy Bones and Long John Silver were the officers, and they asked him where the treasure was, but he never told them.'

He continued.

'So, three years ago I was on a different ship, and we passed by this island. 'Mates,' I said. 'Flint's treasure is here. Let's land and find it.' Twelve days they searched for it, and they got angrier every day. On the last day, they went back to the ship. 'Ben Gunn,' they said. 'You can stay here and find Flint's gold for yourself.' Then they sailed away and marooned me here.'

'Well,' I said, 'the Hispaniola's out there, and now we're both here. But how are we going to get on board?'

'Ah,' said Ben. 'I have a secret. I've made a small boat. It's under the white rock at the end of the beach. We can try after dark.'

Just then, we heard a noise like thunder. 'That's the ship's cannon!' I said. 'They're fighting!'

Glossary

lad (n): a young boy or man

marooned (adj): abandoned with no means of going home



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Section 3

- 1 Read *The story so far* box and look at the picture. Why do you think Long John Silver is holding Jim Hawkins prisoner?



The story so far ...

Long John Silver realizes that the treasure was taken by Ben Gunn, the man marooned on the island, and makes a deal with Dr Livesey and John Trelawney to betray his crewmates. The pirates find the place of Flint's treasure, only to see it was empty.

- 2 Now do Exercises A, B, C and D on page 150 in the Activity Book.



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Tom Morgan picked something up. A gold coin. The pirates passed it from hand to hand. Tom looked up. 'One coin! That's not your seven hundred thousand pounds, Silver! Just one coin!'

'He knew it!' shouted George. 'Silver knew that the hole was empty!'

The pirates came out of the hole. They were on one side, five of them. Silver and I stood on the opposite side. George lifted his gun and pointed it at us.

Just then ... Crack! Crack! Crack! ... There were three shots. George fell forward into the hole. Another man fell dead. The three others ran away. George was trying to get up. Silver shot him two times in the head. 'That's the end of you, George,' he said.

The doctor, Gray and Benn Gunn ran from the trees, guns in their hands. 'Forward!' shouted the doctor. 'Don't let them get to the boats!'

We ran fast, but then Silver shouted, 'Look, they're going the other way, to the middle of the island.'

We let them go.

'Thank you, doctor,' said Silver. 'You arrived just at the right time. And hello, Ben Gunn.'

'How are you, Mr Silver?' Ben said. He seemed embarrassed.

The doctor explained everything. Ben Gunn, in his lonely years on the island, found the bones. Then he found the place, made the hole and took out the treasure. He spent a long time, carrying it slowly to his cave. He told the doctor. Dr Livesey knew the stockade was a place of insects and sickness. Ben's cave was in clean sea air on its hill. So the doctor gave Silver the stockade and the map. They wanted to move to Ben Gunn's cave where the treasure was.

Silver had a strange smile. 'I'm lucky that Jim Hawkins was with me. That's why you didn't shoot me.'

'Correct,' said the doctor.

We moved the Hispaniola to near the cave, and we worked for many days. We took the gold from Ben's cave and carried it to the ship, but we never found all of Flint's treasure. We didn't see the mutineers*, but we sometimes heard them shouting.

Finally, the treasure was on board. We left some food and guns and gunpowder* in the cave so that the mutineers could find it. As we lifted the ship's anchor, we saw the three pirates on the beach. They were calling out to us. 'Don't leave us here!' they shouted. 'Take us with you.'

'We have left you food and guns,' shouted the doctor, 'But we will not take you.'

At that, Tom Morgan lifted his gun. The shot just missed Silver and made a hole in the sail.

We took the ship to the nearest port, in Mexico. It was hard work with so few men. We needed more sailors for the journey home. We were in the port for a few days. On the last morning, we couldn't find Long John Silver. Ben Gunn let him escape. Silver took a bag with three or four hundred gold coins with him.

'It is the best thing,' said Ben. 'That one-legged man is too clever and too dangerous. We can't sail with him, sir.'

We returned safely to Bristol. We were all rich men. I never saw nor heard of Long John Silver again.

Glossary

gunpowder (n): an explosive powder placed inside a gun

mutineers (n): someone who rebels against someone in charge



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Literature Focus الادب Treasure Island جزيرة الكنز

Section 1 القسم الاول

1. Why was Flint considered 'the worst pirate of all?' لماذا يعتبر فلينت "أسوأ قرصان على الإطلاق"

- Because he stole from and killed people all across the Caribbean.

لأنه سرق وقتل الناس في جميع أنحاء منطقة البحر الكاريبي

2. What did Flint's book have? على ماذا يحتوي كتاب فلينت

- Names, dates and numbers of all the money he stole. أسماء وتاريخ وأرقام جميع الأموال التي سرقها

3. What do the red crosses on the map represent? ماذا تمثل علامات الصليب الأحمر على الخريطة

- Places where the treasure is scattered. الأماكن التي تنتشر فيها الكنوز

4. Why can't the squire be trusted? لماذا لا يمكن الوثوق بالمرافق

- Because he talks too much. لأنه يتحدث كثيراً

5. Why must they not speak of the map? لماذا لا يجب عليهم التحدث عن الخريطة

- Because Flint's old crewmates are watching them. لأن زملاء فلينت القدامى في الطاقم يراقبونهم

6. seamen = sailors بحارة

7. where ships anchor = harbours ميناء ، حيث ترسو السفن

8. died = passed away توفي ، مات

9. a wooden house = log cabin كوخ ، منزل خشبي

10. precious stones = jewels مجوهرات ، احجار ثمينة

Section 2 القسم الثاني

1. The wild man asked Jim if he had سأل الرجل البري جيم إذا كان لديه

- a. cheese. جبن
- b. a boat. قارب
- c. fruit. فاكهة

2. Ben Gunn is بين غن هو

a. one of Flint's former crewmates. أحد زملاء فلينت السابقين في الطاقم

b. a fisherman. صياد

c. one of the six men Flint tried to kill. أحد الرجال الستة الذين حاول فلينت قتالهم

3. Ben Gunn was left on the island تم ترك بين غن على الجزيرة

a. to guard Flint's treasure under his orders. لحراسة كنز فلينت بناءً على أوامره

b. because he wanted to stay behind. لأنه أراد البقاء

c. because his fellow crewmates were angry at him. لأن زملاءه كانوا غاضبين منه

4. The noise at the end of the extract was الضجيج الذي حصل في نهاية النص كان

a. from a thunderstorm. من عاصفة رعدية

b. from the ship. من السفينة

c. from Ben's stomach. من معدة بين

5. a piece of fabric on a ship's mast = sails اشرعة

6. heavy rain = storm عاصفة ، مطر غزير

7. abandoned ashore = marooned مهجور ، ترك على الشاطئ

8. a big gun on a ship = cannon مدفع ، سلاح كبير على السفينة

9. hidden under sand/dirt = buried مدفون ، مخبأ تحت الرمال



Section 3 **القسم الثالث**

1. The pirates tried to run back to the boats. (True / False) حاول القرصنة العودة إلى القوارب

2. Gunn had found the treasure and taken it to his cave. (True / False) غن وجذ الكنز وأخذه إلى كهفه

3. The doctor, Gray and Ben Gunn killed all the enemy pirates. (True / False)

قام الطبيب وغراي وبين غن بقتل جميع القرصنة الأعداء

4. Tom Morgan tried to shoot Silver without success. (True / False)

حاول توم مورغان إطلاق النار على سيلفر دون جدوى

5. Silver had taken all of Flint's treasure for himself. (True / False) قام سيلفر بأخذ كنز فلينت لنفسه

6. full ✘ empty فارغ ، ممتلى

7. the same ✘ opposite عكسه ، نفسه

8. backward ✘ forward باتجاه الامام ، باتجاه الخلف

9. quickly ✘ slowly ببطء ، بسرعة

10. furthest ✘ nearest الأقرب ، الأبعد



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(SB) P. 108 – 115 (Literature Focus / Around the World in 80 Days)

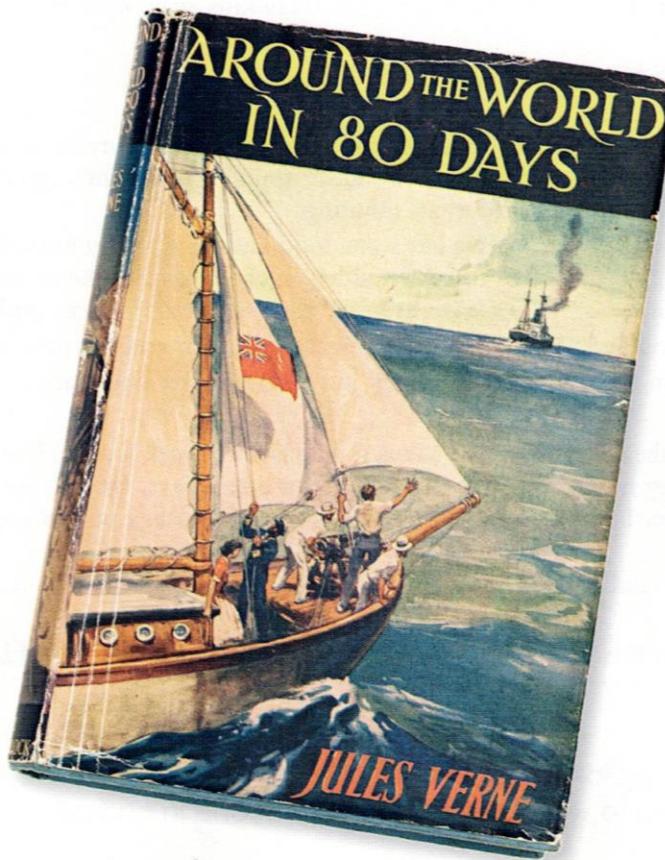
الادب / حول العالم في ثمانون يوما

Around the World in 80 Days

1 Match the headings below with the texts.

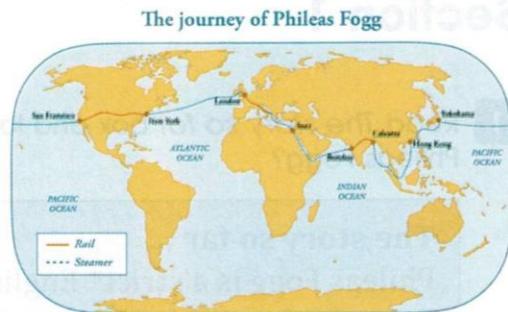
- A The story
- B Importance of the book
- C About the author

1 *Around the World in 80 Days*, which was first published in 1872, is part of Verne and Hetzel's *Extraordinary Journeys* collection of stories. This series aimed to teach its readers modern science through fun adventures to create what Hetzel called 'the history of the universe'. This particular novel was inspired* by newer forms of fast travel that had been invented, allowing people to explore different countries and cultures in a much shorter amount of time than before. The story has remained hugely popular ever since. It was turned into a play in 1874, which the authors wrote themselves, and in the 1950s, a film adaptation* won five Oscars, including Best Picture. This hugely popular and successful book has inspired thousands of people to attempt* the journey around the world for 150 years.



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2 Phileas Fogg is a mysterious and very meticulous* gentleman who carefully plans every minute of his day. One day, while at the Reform Club in London, he talks to his friends about an article in the *Daily Telegraph* newspaper which claimed it was now possible to travel around the world in only 80 days because of a new railway line across India. His friends believe the trip would be impossible, and Fogg is challenged to complete the journey in that 80 days. He accepts the challenge and leaves London that same afternoon. Along with his recently hired servant, a French man by the name of Passepartout, Fogg makes his way around the world, saving a young Indian princess, Aouda, from being killed along the way. What they do not know, however, is that Detective Fix, a London police officer, is following their journey because he suspects that Fogg is a thief who stole £55,000 from the Bank of England on the day he started his journey.



3 Jules Gabriel Verne was born in Ile Feydeau, France on 8th February 1828. His father hoped he would become a lawyer, but thanks to his love of writing, he became the second most translated author in history instead. Verne was also a poet and playwright, but he is most well-known for his novels, and in particular the *Extraordinary Journeys* series that he published with his editor Pierre-Jules Hetzel. This included *Five Weeks in a Balloon* and *Around the World in 80 Days*. Today, he is considered 'the father of science fiction', having written 65 books in his lifetime, along with many plays, short stories and scientific journals. He died in 1905 at the age of 77.



Glossary

adaptation (n): a version of a piece of fiction

attempt (v): to try to do something

extraordinary (adj): very unusual

inspired (v): something that influences an idea

meticulous (adj): very careful, paying attention to detail

popularity (n): how much something is liked or well-known by the public

2 Ask and answer the questions.

- A Why do you think Jules Verne was considered the 'father of science fiction'?
- B Why do you think *Around the World in 80 Days* is still popular 150 years later?
- C How long do you think it would take a person to go around the world today?
- D What do you think is going to happen in the story?

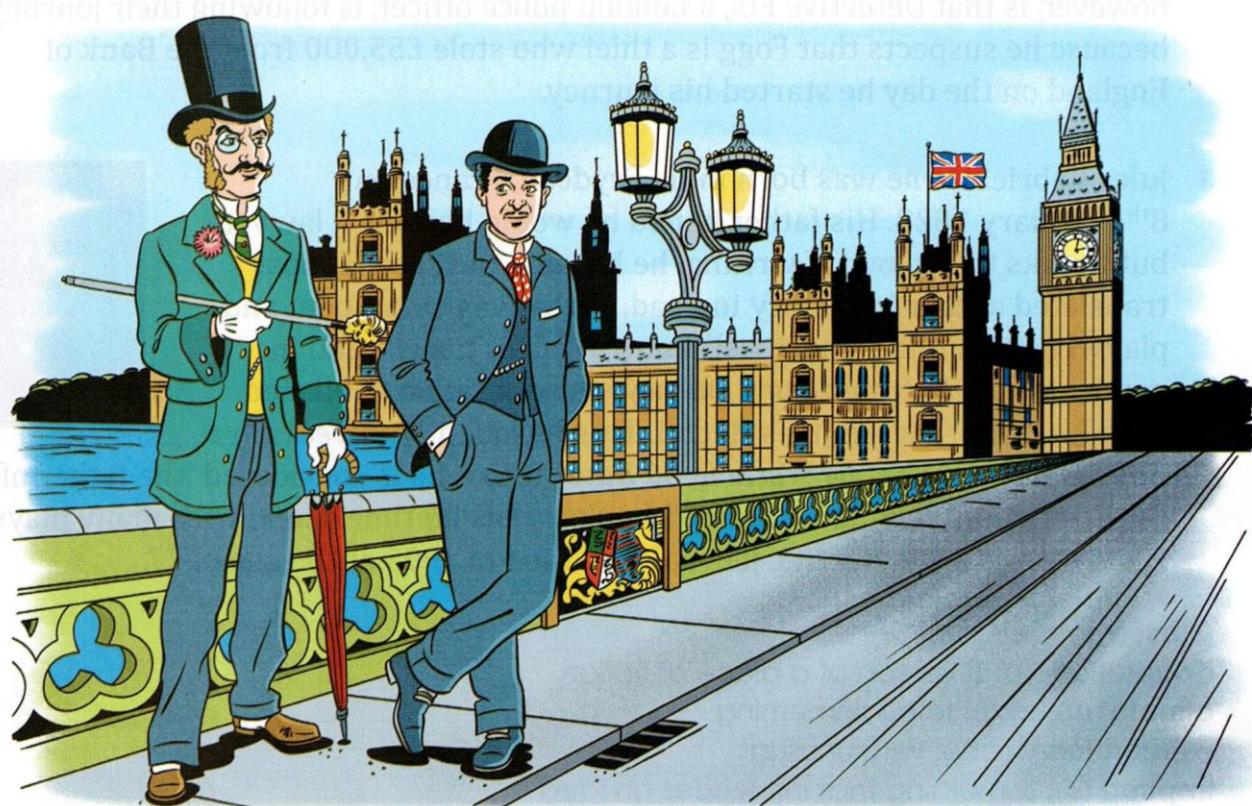


Section 1

- 1 Read *The story so far* box and look at the picture. What do you think is going to happen to Phileas Fogg?

The story so far ...

Phileas Fogg is a strict* English gentleman who plans his days down to the second. After firing his last servant for serving him shaving water that was two degrees too cold, Fogg hires a French man called Passepartout. Passepartout likes that Fogg is so well-organized as he had problems with other jobs in the past. That morning, £55,000 mysteriously disappears from the Bank of England. Later the same day, Fogg and his friends at the Reform Club discuss the robbery*.



- 2 Read the extract on page 111. Discuss the questions in small groups.

- A Who do you think stole the money from the Bank of England?
- B Do you think the estimate by the *Daily Telegraph* is correct?
- C Do you think Phileas Fogg can travel around the world in 80 days?

- 3 Now do Exercises A to C on page 151 in the Activity Book.



'I still think,' said Stuart, 'that the thief* has an advantage, and he must be a clever man.'

'Well, but where can he flee* to?' asked Ralph. 'No country is safe for him.'

'Pshaw!'

'Oh, I don't know that. The world is big enough.'

'It was once,' said Phileas Fogg, in a low tone.

The discussion died down, after which Stuart picked it up again.

'What do you mean by 'once'? Has the world grown smaller?'

'Certainly,' returned Ralph. 'I agree with Mr Fogg. The world has grown smaller, since a man can now go round it ten times more quickly than a 100 years ago. And that is why the search for this thief will be more likely to be successful.'

'And also why the thief can get away more easily.'

'Let us talk about something else,' said Phileas Fogg. But Stuart was not convinced, and once the talk quieted down again, said, 'You have a strange way, Ralph, of proving that the world has grown smaller. So, because you can go round it in three months –'

'In 80 days,' cut in Phileas Fogg.

'That is true, gentlemen,' added John Sullivan. 'Only 80 days, now that the section between Rothal and Allahabad, on the Great Indian Peninsula Railway, has been opened. Here is the estimate* made by the Daily Telegraph:

From London to Suez through Mont Cenis and Brindisi, by train and steamboats	7 days
From Suez to Bombay, by steamer	13 days
From Bombay to Calcutta, by train	3 days
From Calcutta to Hong Kong, by steamer	13 days
From Hong Kong to Yokohama (Japan), by steamer	6 days
From Yokohama to San Francisco, by steamer	22 days
From San Francisco to New York, by train	7 days
From New York to London, by steamer and train	9 days
Total	80 days.

'Yes, in 80 days!' exclaimed Stuart, 'But that doesn't consider bad weather, strong winds, shipwrecks*, railway accidents and so on.'

'All included,' returned Phileas Fogg.

'But suppose someone steals the train rails,' said

Stuart. 'Suppose they stop the trains, take the luggage-vans and rob the passengers!'

'All included,' calmly replied Fogg.

'You are right, in theory, Mr Fogg, but in practice –'

'In practice also, Mr Stuart.'

'I'd like to see you do it in 80 days.'

'It depends on you. Shall we go?'

'I will not! But I know for a fact that doing such a journey in 80 days is impossible.'

'Quite possible, actually,' returned Mr Fogg.

'Well, make it, then!'

'The journey round the world in 80 days?'

'Yes.'

'I should like nothing better.'

'When?'

'At once.'

Stuart suddenly banged his hand on the table.

'Well, Mr Fogg,' said he, 'Then I dare* you to do it. If you manage to do so, I will pay for the trip.'

'Calm yourself, my dear Stuart,' said Fallentin. 'It's only a joke.'

'When I make a promise,' returned Stuart, 'I mean it.'

'All right,' said Mr Fogg, and turning to the others, he continued: 'I have £20,000 at Baring's bank, which I will use to pay for the trip in the unlikely event I don't make it.'

'Twenty thousand pounds!' cried Sullivan. 'Twenty thousand pounds, which you would lose by something out of your control! I'm telling you: it's impossible!'

'Nothing is impossible,' quietly replied Phileas Fogg,

'So, we have a deal?'

'We accept,' replied Stuart, Fallentin, Sullivan, Flanagan and Ralph, after talking to each other for a while.

'Good,' said Mr Fogg. 'The train leaves for Dover at a quarter before nine. I will take it.'

'This very evening?' asked Stuart.

'This very evening,' returned Phileas Fogg. He took out and checked his pocketbook, and added, 'As today is Wednesday, the 2nd of October, I shall be due in London on Saturday, the 21st of December, at a quarter before nine p.m.'

Glossary

dare (v): to challenge someone to do something

estimate (n): a rough calculation of something

flee (v): to move away from something or someone quickly

robbery (n): the act of stealing something from a building or vehicle

shipwreck (n): the destruction of a ship, usually because of an accident

strict (adj): describing someone who follows rules exactly

thief (n): a person who illegally takes something that belongs to others and keeps it



Section 2

- 1 Read *The story so far* box and look at the picture. Who do you think the man in the picture is?



The story so far ...

After Fogg's dare* made the news in London, police officer Detective Fix suspects* that Fogg is actually the thief who stole £55,000 from the Bank of England. He decides to follow Fogg and his servant around the world in order to catch him. After his journey from Egypt to India, Fogg has to travel by elephant, which delays his travels. However, during his journey, he saves an Indian princess named Aouda from being murdered by thieves, and she joins the two men on their adventure. After many more issues, including Passepartout and Fogg nearly going to court after wearing shoes in a Hindu pagoda, they finally arrive in Hong Kong. Fix has yet to receive permission from the police to arrest Fogg, which leaves him no choice but to reveal* his identity to Passepartout.

- 2 Now do Exercises A to D on page 152 in the Activity Book.



What should he do? Passepartout seemed to be telling the truth, but this made his plan more difficult. It was clear that he was not working with Fogg, as he once thought.

'Well,' said the detective to himself, 'as he is not working with him, he will help me.'

He had no time to lose: Fogg must be stopped at Hong Kong, so he chose to tell the truth.

'Listen to me,' said Fix. 'I am not, as you think, one of the members of the Reform Club –'

'Bah!' replied Passepartout, as if he did not believe him.

'I am a police detective, sent out here by the London office.'

'You're a detective?'

'I will prove it. Here is my commission.'

Passepartout was surprised when Fix showed him this document, which looked real.

'Mr Fogg's trip,' continued Fix, 'is part of his plan to trick you and the gentlemen of the Reform.'

'But why?'

'Listen. On the 28th of last September, someone with Mr Phileas Fogg's exact description* stole £55,000 from the Bank of England!'

'That's impossible!' cried Passepartout, hitting the table with his fist. 'My boss is an honest man!'

'How can you tell? You know nothing about him. You started working for him the day he left, for a silly reason, without any suitcases and with a lot of money in his pocket! And you still say he is an honest man!'

'Yes, yes,' replied the poor man.

'Would you like to be arrested for helping him?'

Passepartout, not believing what he had heard, held his head between his hands, and did not look at the detective. Phileas Fogg, the hero of Aouda, that brave and kind man, a thief! Passepartout tried to stop thinking about it; he did not want to believe it.

'Well, what do you want of me?' said he, at last.

'See here,' replied Fix; 'I have followed Mr Fogg to this place, but I cannot arrest him yet. I need you to help me to keep him here in Hong Kong.'

'But I –'

'I will share with you the two thousand pounds prize offered by the Bank of England.'

'Never! Mr Fix,' he shouted. 'Even should what you say be true – if my boss is really the thief you are looking for – which I know he isn't – I have been, am, in his service. I have seen his kindness and goodness; and I will never help you – not for all the gold in the world!'

'You will not?'

'I will not!'

Glossary

dare (n): something dangerous or difficult you persuade someone to do

description (n): a written or spoken account of what something or someone looks like

reveal (n): to make something secret known

suspects (v): to have a theory without proof

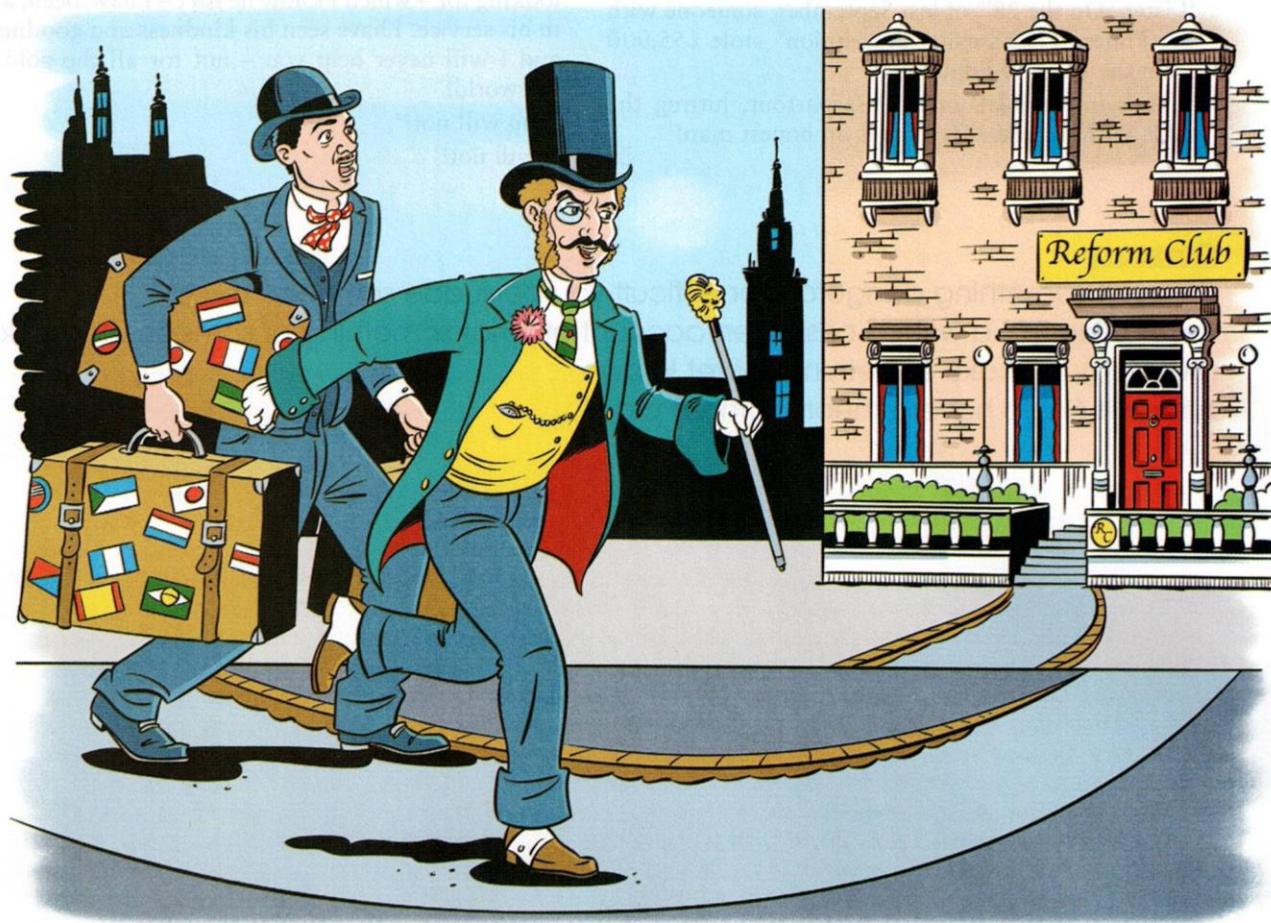


Section 3

- 1 Read The story so far box and the extract below.

The story so far ...

After travelling from Japan, Fogg, Passepartout and Aouda run into trouble in America. Due to the weather, transportation* and attacks from tribes, they have to make up for the time they lost when they get to New York. However, they miss the last boat to England, so Fogg tricks a captain named Speedy to take them to London instead of France. They even had to burn parts of the ship because it ran out of fuel in the middle of the trip! But it was no use, as they arrived in London a day too late. Fogg is incredibly unhappy, so Aouda decides to confess her love in an attempt* to cheer* him up. The happy couple agrees to marry, and Fogg asks Passepartout to speak to the priest, Reverend Wilson. However, he returns with news.



- 2 Now do Exercises A to D in on page 153 in the Activity Book.



'What is wrong?' asked Mr Fogg.

'Boss!' gasped* Passepartout – 'marriage – impossible –'

'Impossible?'

'Impossible – for tomorrow.'

'Why so?'

'Because tomorrow – is Sunday!'

'Tomorrow is Monday,' replied Mr Fogg.

'No – today is Saturday.'

'Saturday? Impossible!'

'Yes, yes, yes!' cried Passepartout. 'You have made a mistake of one day! We arrived 24 hours ahead of time; but there are only ten minutes left!'

Phileas Fogg and Passepartout jumped into a cab, promised £100 to the cabman, and, after passing five carriages, reached the Reform Club.

The clock showed a quarter before nine when he appeared in the great saloon.

Phileas Fogg had done the journey round the world in 80 days!

Phileas Fogg would not have to pay for the trip at all! How could a man that was so careful and on time have made this mistake of a day?

How did he think that he had arrived in London on Saturday, the 21st day of December, when it was really Friday, the 20th, 79 days after he left?

Well, the reason is very simple.

Phileas Fogg had, without thinking about it, been early by travelling East. If he had gone West, he would have lost a day!

In travelling eastward* he had followed the sun, and the days were therefore four minutes shorter for him as he crossed degrees* in this direction. There are 360° around the earth, and these 360°, multiplied by four minutes, gives exactly 24 hours – that is, a whole day.

That evening, Mr Fogg, as calm as ever, said to Aouda: 'Do you still agree to our marriage?'

'Mr Fogg,' replied she, 'it is for me to ask that question. You were ruined*, but now you are rich again.'

'Well, madam, my fortune is yours. If you had not asked me to marry you, Passepartout would not have gone to the Reverend Samuel Wilson, and I wouldn't have realized my mistake –'

'Dear Mr Fogg!' said the young woman.

'Dear Aouda!' replied Phileas Fogg.

The marriage took place 48 hours after, and Passepartout, ever so happy for his boss, gave the bride away. He had saved her after all.

The next day, as soon as it was light, Passepartout knocked at his boss's door. Mr Fogg opened it, and asked, 'What's wrong, Passepartout?'

'What is it, sir? Why, I've just found out –'

'What?'

'That we might have made the tour of the world in only 78 days.'

'Of course,' said Mr Fogg. 'By not crossing India. But if I had not crossed India, I would not have saved Aouda, she would not have become my wife and –'

Mr Fogg quietly shut the door.

Phileas Fogg had completed a journey around the world in 80 days. To do this, he had travelled by train carriage, yacht and even elephant. He had proven to his friends that it was possible.

The journey was long and tiring. But there was a reward for going through this trouble. This reward was the love of a beautiful woman, who made him the happiest of men.

For such a prize, would you not make the tour around the world?

Glossary

attempt (n): an act of trying something difficult

cheer (v): to try and make someone happy

degrees (n): a unit of measurement

eastward (adv): towards the east

gasped (v): took a deep breath when surprised

ruined (adj): without money

transportation (n): vehicles such as buses or trains that are used to move people from one place to another



الادب Literature Focus

حول العالم في ثمانون يوما Around the World in 80 Days

Section 1 القسم الاول

1. What does Phileas Fogg mean when he says the world was once big enough?

ماذا كان يقصد فيلياس فوغ عندما قال إن العالم كان كبيراً بما يكفي ذات يوم

- You can travel around the world quicker than you could in the past.

يقصد بأنه يمكنك السفر حول العالم بسرعة أكبر مما كنت تستطيع في الماضي

2. Is the Daily Telegraph 100% certain about its calculations?

هل صحيفة الديلي تلغراف متأكدة بنسبة 100% من حساباتها

- No. The Daily Telegraph is not 100% certain. **%100** كلا ليست متأكدة 100%

3. What was the condition on which Fogg agreed to make the trip?

ما هو الشرط الذي وافق فوغ على أساسه للقيام بال旅ة

- The condition was that Stuart paid for the costs if he was successful.

كان الشرط هو أن يدفع ستورت التكاليف إذا نجح فوغ

4. Did Fulletin believe Fogg and Stuart were being serious?

- No, he thought it was a joke. **كلا ، كان يظن بأن الامر مزحة**

5. What does Fogg think is impossible?

- He thinks nothing is impossible. **يعتقد أنه لا يوجد شيء مستحيل**6. smart = clever **شاطر ، ذكي**7. conversation = discussion **نقاش ، محاورة**8. tracks of a train = railway **سكك الحديد ، مسار القطار**9. trip = journey **رحلة**10. was hit hard = banged **ضرب بعنف او بقوة**

Section 2 القسم الثاني

1. At first, Fix thought that Passepartout في البداية ، اعتقاد فيكس أن باسبارتو

a. helped the thief to escape. ساعد اللص على الهروب

b. was a fellow police detective. كان زميلاً محقق في الشرطة

c. was the thief himself. كان اللص نفسه

2. Fix is فيكس هو

a. another member of the Reform Club. عضو آخر في نادي الإصلاح

b. Passepartout's boss who joins Fogg's journey. رئيس باسبارتو الذي انضم إلى رحلة فوغ

c. a police officer who thinks Fogg committed a crime in London. ضابط شرطة يعتقد بأن فوغ ارتكب جريمة في لندن

3. Which of the following does not suggest that Fogg committed the theft?

أي مما يلي لا يشير إلى أن فوغ ارتكب السرقة

a. Fogg left on the day of the theft. غادر فوغ في يوم السرقة

b. Fix has a real police commission. فيكس لديه تفويض حقيقي من الشرطة

c. Fogg matches the thief's description. فوغ يطابق مواصفات اللص

4. Why didn't Passepartout help Fix? لماذا لم يقم باسبارتو بمساعدة فيكس؟

a. He knows Fogg isn't the thief. إنه يعرف أن فوغ ليس اللص

b. He thinks the prize Fix is offering is not big enough. يعتقد أن الجائزة التي يقدمها فيكس ليست كبيرة بما يكفي

c. He is loyal to Fogg, even if he is the thief. إنه مخلص لفوغ ، حتى لو كان اللص

5. police document = commission تفويض ، وثيقة شرطة

6. deceive = trick خدعة ، يخدع

7. always telling the truth = honest صادق ، يخبرك دوماً الحقيقة

8. to take someone to the police = arrest يعتقل ، يأخذ شخصاً ما إلى مركز الشرطة

9. what you provide when you work for someone = service خدمة ، شيء تقدمه لشخص تعمل لديه



Section 3 القسم الثالث

1. Aouda and Fogg get married before Fogg completes the journey. (True / False)

تزوج أودا وفوغ قبل أن يكمل فوغ الرحلة

2. Fogg and Passepartout arrived in England ten minutes early. (True / False)

وصل فوغ وباسبارتو إلى إنكلترا قبل عشر دقائق من الموعود المحدد

3. Fogg gained a day by going East. (True / False)

4. Fogg and Passepartout would have finished the journey even earlier if they had not travelled through India. (True / False)

5. Fogg had travelled the world for Aouda. (True / False)

6. an error = mistake خطأ ، غلط

7. arrived at a place = reached بلغ ، وصل للمكان

8. no longer having money = ruined مفلس ، ليس لديه مال

9. gained some information = found out اكتشف ، حصل على بعض المعلومات

10. finished = completed اكتمل ، انتهى



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كيفية الاجابة عن القطعة الخارجية

1. يجب قراءة القطعة الخارجية مرتين الى ثلاثة مرات وترجمة اكبر عدد ممكن من الكلمات حتى تتعرف اكثر عن القطعة الخارجية.
2. نحذف ادوات الاستفهام من الجملة ونقوم بتقديم **الفاعل** على **ال فعل**.
3. ادوات السؤال هي: **(Who / What / When / Where / Which / Why / How many / How long / How)**
4. اداة السؤال **(Who)** وتعني **(من)** وهنا يجب ان نبحث عن شخص **عاقل**.

Ex: Who is Sarah?

- **Sarah is** والباقي من القطعة

5. اداة السؤال **(What)** وتعني **(ماذا)** وهنا يجب ان نبحث عن **شيء**.

Ex: What does Ahmed suffer from?

- **Ahmed suffers from** والباقي من القطعة

6. اداة السؤال **(When)** وتعني **(متى)** وهنا يجب ان نبحث عن **زمان او وقت**.

Ex: When did she leave home?

- **She left home** والباقي من القطعة

7. اداة السؤال **(Where)** وتعني **(اين)** وهنا يجب ان نبحث عن **مكان**.

Ex: Where does Salma live?

- **Salma lives in** والباقي من القطعة

8. اداة السؤال **(Which)** وتعني **(اي)** وهنا يجب ان نبحث عن **شيء خاص او محدد**.

Ex: Which day of the week does Ali prefer?

- **Ali prefers** والباقي من القطعة

9. اداة السؤال **(Why)** وتعني **(لماذا)** وهنا يجب ان نبحث عن **سبب**. وعادة نجد السبب بعد الكلمة **(because)** او **(to)** المصدرية.

Ex: Why Layla is sad?

- **Layla is sad because** والباقي من القطعة

10. اداة السؤال **(How many)** وتعني **(كم العدد)** وهنا يجب ان نبحث عن **عدد معين**.

Ex: How many brothers does Salim have?

- **Salim has** والباقي من القطعة

11. اداة السؤال **(How long)** وتعني **(كم طول المدة)** وهنا يجب ان نبحث عن **مدة زمنية**.

Ex: How long did Mr. John stay in London?

- **Mr. John stayed in London for** والباقي من القطعة



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12. اداة السؤال (How) وتعني (كيف) وهنا يجب ان نبحث عن طريقة معينة.

Ex: How did the thief escape?

- The thief escaped والباقي من القطعة

13. عند وجود (does) في السؤال يحذف ونضيف (s) الى الفعل الرئيسي.

Ex: What does Suha suffer from?

- Suha suffers from والباقي من القطعة

14. عند وجود (do) في السؤال يحذف ويبقى الفعل الرئيسي كما هو بدون اي تغيير.

Ex: Where do they go every Friday?

- They go والباقي من القطعة

15. عند وجود (did) في السؤال يحذف وتحول الفعل الرئيسي الى ماضي.

Ex: When did the match start?

- The match started والباقي من القطعة

16. اذا بدأ السؤال بأحد الافعال المساعدة:

(is/am/are/was/were/do/does/did/has/have/had/will/would/shall/should/can/could/may/might)

فيكون الجواب بـ (Yes / No) كما في المثال التالي:

Ex: Does Ahmed play fooball?

- Yes, he does.

- No, he doesn't.

17. قد يأتي سؤال (Give a suitable title to the passage) وتعني (اعطى عنوان مناسب للقطعة) عند الاجابة نحذف كل ادوات السؤال ونبحث عن كلمة (صفة و اسم) تكرر كثيرا في القطعة فيكون هو الحل.

مع تمنياتي لكم بالنجاح والموفقية



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اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى	verb	الماضي	التصريف الثالث p.3
1	يجلب	bring	brought	brought
2	يشتري	buy	bought	bought
3	يمسك	catch	caught	caught
4	يقاتل	fight	fought	fought
5	يعلم	teach	taught	taught
6	يعتقد	think	thought	thought
7	يبحث	seek	sought	sought
8	ينحنى	bend	bent	bent
9	يبني	build	built	built
10	يقرض	lend	lent	lent
11	يرسل	send	sent	sent
12	ينفق / يقضى	spend	spent	spent
13	يأتي	come	came	come
14	يصبح	become	became	become
15	يركض	run	ran	run
16	يهزم	beat	beat	beaten
17	يحصل	get	got	got / gotten
18	ينسى	forget	forgot	forgotten
19	يكاف	cost	cost	cost
20	يقطع	cut	cut	cut
21	يضرب	hit	hit	hit
22	يؤذى / يؤلم	hurt	hurt	hurt
23	يدع	let	let	let
24	يضع	put	put	put
25	يقرأ	read	read	read
26	يغلق	shut	shut	shut
27	ينتشر	spread	spread	spread
28	يزحف / يتسلل	creep	crept	crept
29	يشعر	feel	felt	felt
30	يحفظ	keep	kept	kept
31	يرکع	kneel	knelt	knelt



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	meaning المعنى	verb الفعل	past الماضي	p.p. التصريف الثالث
32	ينام	sleep	slept	slept
33	ينحني	weep	wept	wept
34	ينكس	sweep	swept	swept
35	يتناول / يتعامل	deal	dealt	dealt
36	يقصد	mean	meant	meant
37	يشم	smell	smelt	smelt
38	يجد	find	found	found
39	يُطعم	feed	fed	fed
40	يسمع	hear	heard	heard
41	يمسك	hold	held	held
42	يغادر	leave	left	left
43	يخسر	lose	lost	lost
44	يلتقى	meet	met	met
45	يرمي	shoot	shot	shot
46	يجلس	sit	sat	sat
47	يقف	stand	stood	stood
48	يفهم	understand	understood	understood
49	يفوز	win	won	won
50	يضع	lay	laid	laid
51	يدفع	pay	paid	paid
52	يقول	say	said	said
53	يصنع	make	made	made
54	يباع	sell	sold	sold
55	يخبر	tell	told	told
56	يملك	have	had	had
57	يبدأ	begin	began	begun
58	يشرب	drink	drank	drunk
59	يرن / يدق	ring	rang	rung
60	يغني	sing	sang	sung
61	يغطس	sink	sank	sunk
62	يسباح	swim	swam	swum



اهم الافعال الغير قياسية في اللغة الانكليزية

No.	المعنى meaning	ال فعل verb	الماضي past	التصريف الثالث p.3
63	يتحمل	bear	bore	borne
64	يكسر	break	broke	broken
65	يختار	choose	chose	chosen
66	يركب	ride	rode	ridden
67	يسوق	drive	drove	driven
68	تشرق	rise	rose	risen
69	يتكلم	speak	spoke	spoken
70	يسرق	steal	stole	stolen
71	يُقسم	swear	swore	sworn
72	يمزق	tear	tore	torn
73	يلبس	wear	wore	worn
74	يكتب	write	wrote	written
75	يهز	shake	shook	shaken
76	يأخذ	take	took	taken
77	يسقط	fall	fell	fallen
78	يعطى	give	gave	given
79	يسامح	forgive	forgave	forgiven
80	يأكل	eat	ate	eaten
81	ينفخ / يهب	blow	blew	blown
82	يكبر / ينمو	grow	grew	grown
83	يعلم	know	knew	known
84	يرمي	throw	threw	thrown
85	يطير	fly	flew	flown
86	يفعل	do	did	done
87	يذهب	go	went	gone
88	يرى	see	saw	seen
89	يعض	bite	bit	bitten
90	يختبئ	hide	hid	hidden
91	يحرق	burn	burnt	burnt
92	يستيقظ	wake	woke	woken
93	يسكب	spill	spilt	spilt





English For Iraq

4TH PREPARATORY

2026

Grammar

Vocabulary

Textbook Passages

Prepared by : Ali Yahya



**للتواصل
 يمكنكم الانضمام لقناتي
 على التلكرام : علي يحيى مدرس انكليزي**